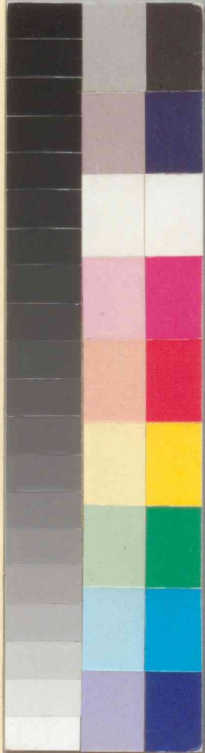


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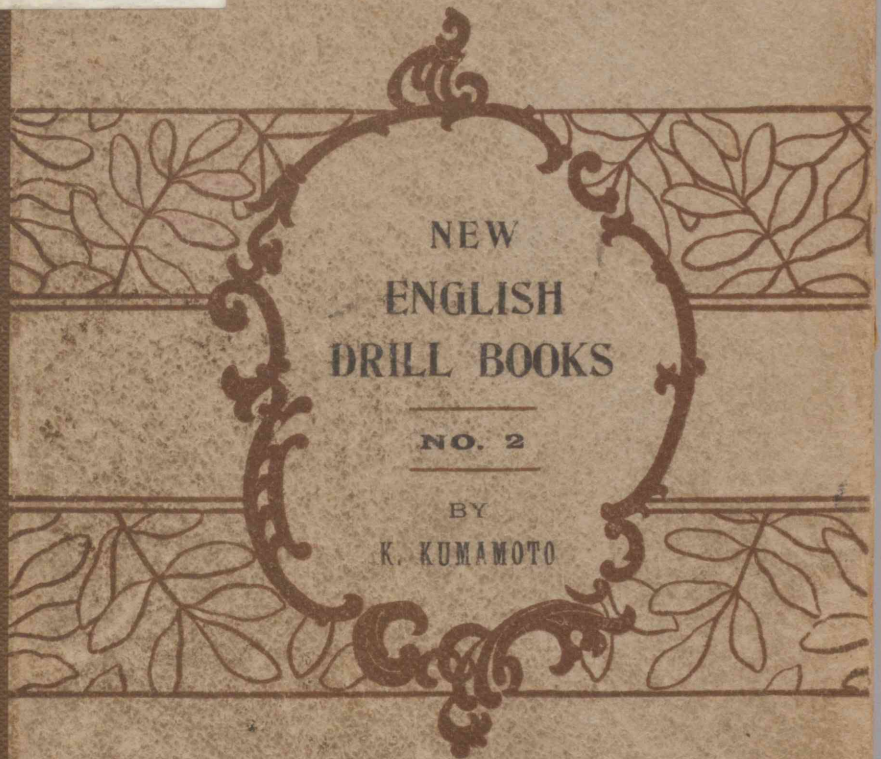
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NEW
ENGLISH
DRILL BOOKS

NO. 2

BY
K. KUMAMOTO

THE KAISEIKWAN
TOKYO

広島大学図書
2000042121




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文部省檢定済

明治四十四年一月七日 師範學校英語科用
明治四十四年二月廿一日 中學校外國語科用

SECOND

NEW ENGLISH DRILL BOOK

GRADED ENGLISH LESSONS

FOR

JAPANESE STUDENTS

BY

K. KUMAMOTO

英語新教本

[第二卷]

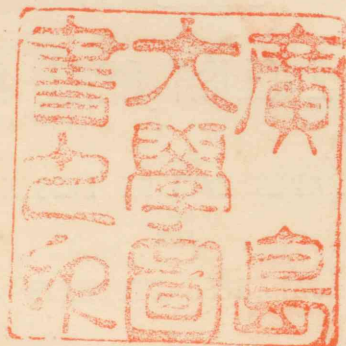
熊本謙二郎

編著

広島大学図書
2000042121

THE KAISEIKWAN

TOKYO



PART I.

I.

There is

There are

There is no idle boy in this class.

There is no class for girls in this school.

There is no school for the blind in small towns.

There are no small towns in this country without post offices.

There are no post offices in barbarous countries.

There are no countries like Japan in the world.

i'dle coun'try with out' office bar'ba rous

In the world, there are no countries like Japan.

In barbarous countries there are no post offices.

In this country there are no small towns without post offices.

In small towns there is no school for the blind.

In this school there is no class for girls.

In this class there is no idle boy.

2.

There is no king in France.

There is one day for rest in every week.

France ev'er y

There are two zoological gardens in Tokyo, one at Ueno and the other at Asakusa.

There are a few libraries in Tokyo.

There are many volcanoes in Japan.

There are numberless stars in the sky.

no	Camels	
one (a)		
two		
a few		
many		
numberless		

Some camels have two humps.	Some camels have one hump.
-----------------------------	----------------------------

Boys

Some boys are diligent.
Some boys are neither diligent nor idle.
Some boys are idle.

zo o log'ic al	gar'den	li'bra ry	vol ca'no
num'ber less	cam'el	dil'i gent	nei'ther

“a”

In France, there is a president instead of a king.

“some”

There are some idle boys in every school.

3.

Questions.

I.

How many.....?

How many days are there in a year?

How many days are there in a month?

How many days are there in a week?

pres'i dent in stead' ques'tion man'y month

How many hours are there in a day?

How many minutes are there in an hour?

How many seconds are there in a minute?

How many teachers are there in this school?

How many platforms are there in this class-room?

How many children are there in the world?

How many girls are there in your school?

How many families are there in your town?

hour min'ute sec'ond teach'er plat'form
class' room child world fam'ily

II.

Are there many.....?

Are there any.....?

Is there any.....?

Are there many libraries in Tokyo?
Are there many high trees in Ueno
Park?

Are there any high trees in the
new park at Hibiya?

Are there any schools for the blind
in small towns?

Are there any volcanoes in Korea?

Is there any country like Japan?

Is there any place like home?

Is there any old man in your
family?

Is there a king or a president in
the United States of America?

high Ko re'a Uni'ted States A mer'ica

4.



Taro and I are sorting our books.
These are my books, and those
are his books.

How many books do you see on
this shelf?

Eight small ones, and three big
ones, eleven in all.

How many books has my brother?
Two blue ones, four gray ones,
and six brown ones; twelve in all.
They are all big books.

sort'ing these those e lev'en
blue gray brown twelve

5.



- A. Which is your book-case?
 B. This is mine.
 A. Which is your son's?
 B. That is his.
 A. Is this your shelf?
 B. Yes, and that is Taro's.
 A. Are these all your books?
 B. Yes, these are all my books.
 A. Those books are your son's, I suppose?
 B. Yes, those books are all his.

book'-case mine this that

6.

Teacher. How old are you, Higashi?
 If you can not answer in English,
 you may speak in Japanese. How
 old are you?

Higashi. I am *jjūsan sai*.

Teacher. In English, it is,
I am thirteen years old.

How old are you, Nishi?

Nishi. I do not know *jjūshi*, but
 I will try to answer in English.

*I am thirteen and one
 years old.*

Teacher. Thirteen and one are
 fourteen. Say,

I am fourteen years old.
 Not four teen', but four'teen.

an'swer Jap a nese' En'GLISH thir'teen
 four'teen

Nishi. I am fourteen years old.

Teacher. Then Nishi is older than Higashi, and Higashi is younger than Nishi. Do you understand, Minami?

Minami. Yes, I understand.

Teacher. Are you older than Kita, or are you younger than Kita?

Minami. I am younger than Kita. He is.....What is *jiyūgo* and *jiyūroku* in English?

Teacher. *Jiyūgo* is *fifteen*, and *jiyūroku* is *sixteen*.

Minami. Then Kita is older than I. He is sixteen, and I am fifteen.

Teacher. I am older than you, boys. Now all the class look me in the face, and say altogether,

young'er old'er un der stand' fif'teen
 six'teen al to geth'er

*We are younger than you ;
you are older than we.*

Class. We are younger than you ;
you are older than we.

Teacher. Now, Tatsumi, look me in
the face, and say,

*I am younger than you ;
you are older than I.*

二十又六

7. The Lion.



The lion is a wild animal.
He lives in Africa.
His food is the flesh of other
animals.

li'on wild an'i mal live Afri ca flesh

He belongs to the cat family.

He is very strong and fierce.

He can carry an ox in his jaws.

He is called the king of beasts.

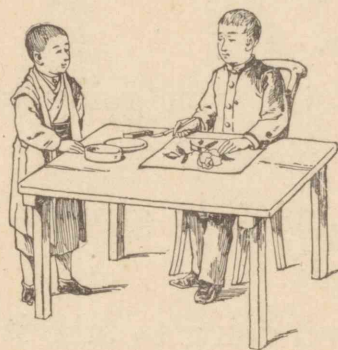
- He is about seven feet long and four feet high.

With a flowing mane and a shapely body, he is a noble-looking animal.

The female lion has no mane, and is smaller than the male.

She is called a *lioness*.

be long'	strong	fierce	car'ry	a bout'
flow'ing	shape'ly	bod'y	no'ble-look'ing	
fe'male	small'er	li'on ess		



- A. What are you doing?
 B. I am holding a brush.
 A. What are you going to do with the brush?
 B. I am going to make a picture.
 A. What picture are you going to make?
 B. I am going to draw a flower.
 A. What flower are you going to draw?

do'ing hold'ing go'ing pic'ture flow'er

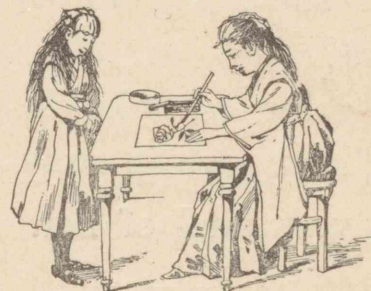
- B. I am going to draw a beautiful rose.
- A. What are you going to do with the picture?
- B. I am going to give it to a sick friend.
- A. Are you going to take it yourself?
- B. Yes, I am going to take it myself.
- A. That is very kind of you.

9.

A big girl is sitting on a stool before a desk.

A little girl is standing close by.

beau'ti ful your self' my self' sit'ting
 stool be fore' stand'ing close



She is looking on the table.

She looks younger than the big girl.

She looks about eleven years old.

What is the big girl doing?

She is holding a brush in her hand.

What is she going to do?

She is going to paint a beautiful rose.

On what is she going to paint?

She is going to paint on a sheet of paper.

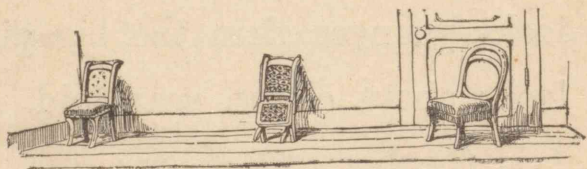
look'ing paint pa'per

What is she going to do with the picture?

She is going to take it to a sick friend and give it away herself.

That is very kind of her.

10.



against the wall

in the corner

by the door

T. I do not like to stand. I want to sit down. I want some one to bring me a chair.

P. I will.

T. Will you?

a way' her self' a gainst' wall corn'er

T. You are very kind. *Stop walking.* What are you going to do?

P. I am going to bring you a chair.

T. Where is the chair?

P. It is in the corner of the room.

T. Now go and take it.

T. *Wait a minute.* What are you going to do?

P. I am going to take up the chair.

T. What are you doing?

P. I am holding the chair.

T. Bring it here.

T. *Stop.* What are you going to do with the chair?

walk'ing

P. I am going to offer it to you.

T. Well, go on.

T. *Stop again.* Where are you now?

P. I am standing in front of you.

T. Put the chair down on the platform.

P. Yes, sir.

T. What am I going to do? Try to guess.

P. You are going to sit down, and you are going to.....thank me.

T. Very good! I am surprised! You are so bright! Thank you very much. Now you may go back to your seat.

of'fer front guess sur prised' bright

11.



Aunt. Who is sitting in my arm-chair? I see who it is! How are you, George?

Nephew. Thank you, aunt. I am quite well.

A. What is that white thing in your lap, my little man?

N. It is my tame rabbit, aunt.

A. Has your rabbit a name?

aunt neph'ew arm'chair quite rab'bit

N. Yes, I call him Snow, for his fur is as white as snow.

A. It is a good name. How pretty he is!

Questions.

Is there any girl in this picture?

Is there any animal in this picture?

Is it tame or not?

Is it on the floor?

Is the boy standing or sitting?

Is the woman in the armchair?

Where is the boy?

Where is the rabbit?

Where is the woman?

What is she doing?

Has the rabbit a name?

Why does the boy call the rabbit Snow?

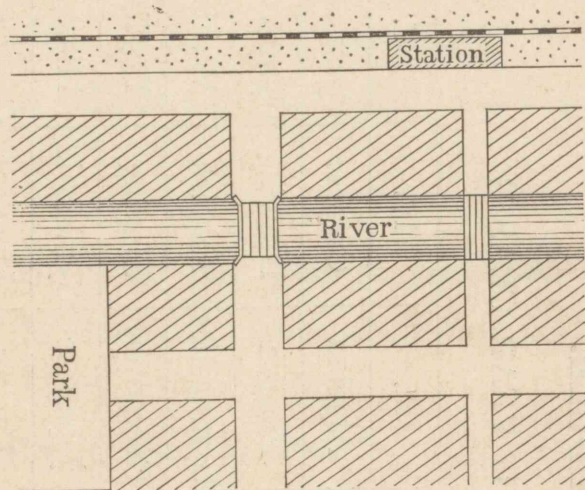
SCHEDULE.

(THE SECOND YEAR CLASS.)

hour day	I.	II.	III.	IV.	V.
Mon.	Morals	English	Algebra	Chinese	Gymnastics
Tues.	Japanese	History	English	Drawing	Gymnastics
Wed.	Arithmetic	Japanese	Gymnastics	English	Writing
Thurs.	Botany	Chinese	Geography	Singing	English
Fri.	English	Algebra	Japanese	Gymnastics	History
Sat.	Arithmetic	English	Botany	Japanese	Gymnastics

二
十
八

12.



Will you kindly tell me the way to the station?

Yes, with pleasure. Cross this bridge, and go straight on to the end of the street. Then turn to the

kind'ly	sta'tion	pleas'ure	bridge
straight	street	turn	

right, and you will see a brick building on the left. That's the station.

How far is it? How much will a rickshaw-man ask to take me there?

It is only five minutes' walk. I will take you there if you like.

Thank you, but I'm afraid I'm putting you to too much trouble.

Not at all. I'll show you the way.

You are very kind.

brick	build'ing	far	rick'shaw-man
min'ute	min'utes	walk	a fraid'
put'ting	troub'le		

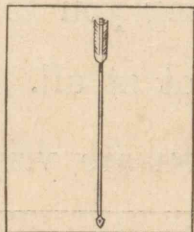
13.



This dog is as big as a calf.

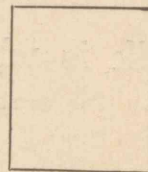
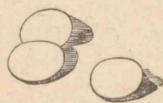


Kintaro was as strong as a man.

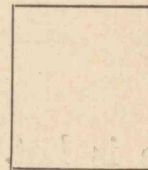


This soldier is standing
as straight as an arrow.

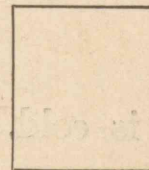
strong soldier calf arrow



These eggs are as white as snow.



The negro is as black as ink.



This coin is as bright as silver.

ne'gro silver

Chalk is white.



a piece of chalk

Coal is black.



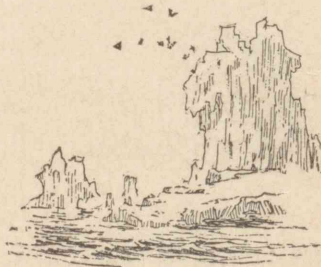
three pieces of coal

Fire is hot.



There is a fire there!

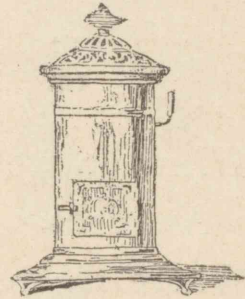
Ice is cold.



an iceberg

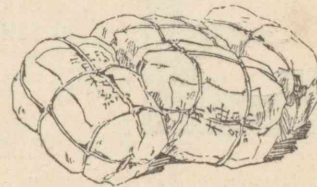
coal piece piec'es ice'berg

Iron is hard.



an iron stove

Cotton is soft.



several bales of cotton

i'ron hard stove cot'ton sev'er al

14. About the Moon.

When do we see the moon?

At night.

Where do we see it?

In the sky.



Sometimes the moon looks round like this.

When it looks like this, we call it the full moon.

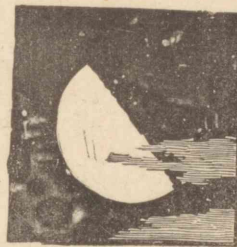
Does the moon always look round, like the picture?

No; sometimes it looks nearly straight on one side, and rounded on the other side.

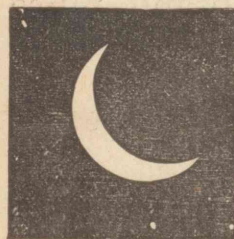
night some'times round round'ed near'ly

This is the way it looks then.

When it has this shape, what do we call it?



We call it the half moon.



At other times, the moon looks like this. Then people call it the new moon.

The moon has no light of its own. It looks bright because the sun shines on it.

When the moon is new, we see only a little of the shining part. When it is full, we see all the bright side of the moon.

half peo'ple be cause' on'ly shine

15. Japan.

There is an empire called Japan in the east of Asia.

It is a long chain of islands, some large and some small.

It is about three thousand miles from north to south.

There are about fifty million people in these islands.

They are called the Japanese. They are very brave and work hard.

They are loyal to their emperor, and the emperor loves his people.

The empire is going to be as rich and as powerful as any country in the world.

em'pire A'sia is'land thou'sand fifty
mil'ion work loy'al em'per or pow'er ful

16.

- (1) What is your rabbit's name?
- (2) What is the name of your rabbit?
- (3) What is your rabbit called?
- (4) What do you call your rabbit?

Number one, number two, number three, and number four have all the same meaning. The same thing is said in four different ways.

(5) My rabbit's fur is as white as snow.

(6) My rabbit has a fur as white as snow.

(7) My rabbit has a snow-white fur.

num'ber mean'ing dif'fer ent snow'-white

Number five, number six, and number seven all mean the same thing. They are the same in meaning.

You can say the same thing in three more ways. Will you try?

17.

Which is the smaller, Asia or Africa?

Africa is smaller than Asia.

Which is the smaller, Africa or Europe?

Europe is smaller than Africa.

Europe is the smallest of the three.

Osaka is larger than Kyoto.

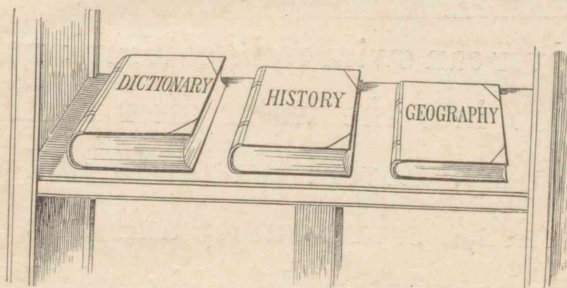
Tokyo is larger than Osaka.

Af'ri ca Eu'rope small'est lar'ger

Of the two, Osaka and Kyoto, Osaka is the larger;

but

of the three, Osaka, Kyoto, and Tokyo, *Tokyo is the largest.*



The dictionary is thicker than any other book on the shelf.

It is the thickest of all the books there.

The book on geography is the thinnest.

It is thinner than any other book.

lar'gest dic'tion a ry thick'er thick'est
ge og'ra phy thin'ner thin'nest

18.



One day Ann and Frank went to the lake with Rover.

Rover can swim well, so Frank made him go into the water after a stick.

“Jump, Rover! Jump in and get the stick,” said Frank; and into the water he went with a big splash.

Pretty soon he came out with the stick in his mouth.

He did not like the fun so well as Frank, for the water was a little cold.

They had a fine time for a while with Rover, and then set out for

Ro'ver swim wa'ter splash pret'y

home as it was late in the day, and they could not stay long.

On the way home, Rover saw a rabbit, and away he went after it, as fast as he could go.



Ann and Frank ran, too, but could not keep up with Rover and the rabbit.

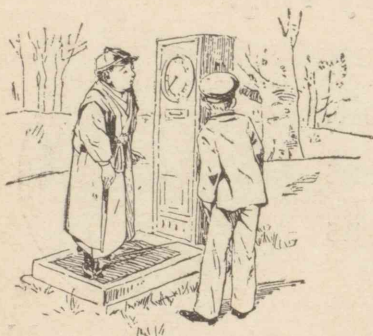
When they got home, Rover was there, and Frank said—

“Where is the rabbit, Rover?”

Rover gave Frank a funny look and went away.

“O I know,” said Frank, “the rabbit ran so fast you could not catch it.”

19.



A. Here is a scale. Let us see how heavy we are. Get on the platform. I will put in the mon-

ey. You weigh seventy pounds, that is, about eight 'kwan' and a half.

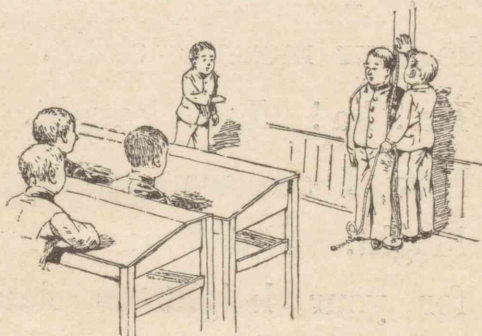
B. Thank you. It is your turn now. Keep still. Stand in the middle. Let me see. You weigh five pounds more than I. You are very heavy. I think you are the heaviest boy in our class.

mon'ey weigh sev'en ty pound mid'dle
ver'y heav'i est

A. O no, you forget Chiba. I weigh three pounds less than he.

B. Does he weigh so much? Then I am lighter than he by eight pounds.

20.



A. I think we two are taller than any of our classmates. Let us see which is the taller. Come here. Stand against the wall.

B. All right.

for get' light'er class'mate

A. You are this tall. Let me mark it. Now it is my turn.

B. I am sure you are shorter than I. Dear me! you are taller. This is strange. Ah, you are standing on your toes. You are not honest. Let me take your measure again.

A. Ha! ha! I am caught.

B. Now I see we are about the same height. But I am taller than you; for your height is four feet nine, and mine is four feet ten.

A. Here comes Chiba. He is about as tall as we two.

B. Come here, Chiba. Let us take

short'er	tall'er	strange	toe
hon'est	meas'ure	caught	height

your measure. You are of a good height.

C. As you please. I am at your service.

A. This is strange. Chiba is much taller than either of us. Are you not standing on your toes?

C. I am an honest boy. I am not like somebody I know.

B. You are the tallest of us three.

A. Then you are the tallest boy in the class.

三十一

21. Composition.

This morning let us try to write a composition on the subject,

"The Sun and the Moon."

ser'vice	eith'er	some'bod y	com po si'tion
subject			

First let us make some questions about the sun and the moon.

- (1) What is the sun?
- (2) What is the moon?
- (3) What does the sun give us?
When?
- (4) What does the moon give us?
When?
- (5) Which is the larger?
- (6) Which is the brighter?
- (7) Is the sun's light his own?
- (8) Is the moon's light her own?
- (9) Why does the moon look bright?
- (10) When the sun is bright, what do we call it?
- (11) When the moon is bright, what do we call it?

moon'light

- (12) On a moon-light night, we can see a long way before us, can't we?

Now let us make answers to these questions.

- (1) The sun is a very large ball.
- (2) The moon is also a very large ball.
- (3) The sun gives us light.
By day.
- (4) The moon gives us light.
By night.
- (5) The sun is the larger.
- (6) The sun is the brighter.
- (7) The sun's light is his own.
- (8) The moon's light is not her own.

al'so

- (9) The moon looks bright, because the sun's light shines on her.
- (10) When the sun is bright, we call it a bright or sunny day.
- (11) When the moon is bright, we call it a moon-light night.
- (12) On a moon-light night we can see a long way before us.

Now let us put together

- (1) and (2),
 (3) and (4),
 (5) and (6),
 (7) and (8),

and make a composition on the subject, "*The Sun and the Moon.*"

sun'ny to geth'er

The Sun and the Moon.

Both the sun and the moon are very large balls.

They give us light, one by day, and the other by night.

But the sun is the larger and brighter.

The sun's light is his own, but the moon's light is not her own.

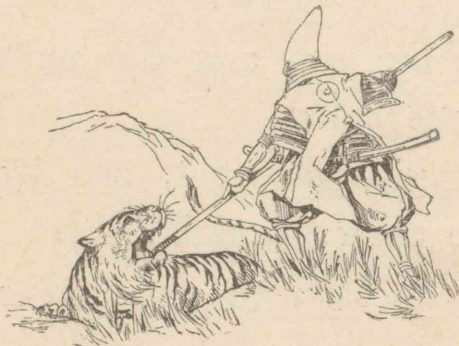
The moon looks bright, because the sun's light shines on her.

When the sun is bright, we call it a bright or sunny day.

When the moon is bright, we call it a moon-light night.

On a moon-light night, we can see a long way before us.

22. Kato Kiyomasa.



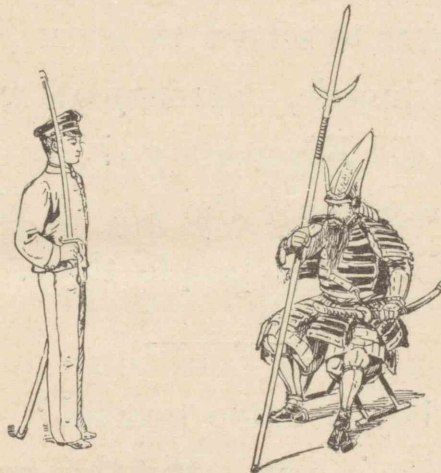
About three hundred years ago, there lived in this country a very brave man called Kato Kiyomasa.

He was a general under Taiko. He went over the sea with other generals to subdue the Koreans.

While there, he once killed a fierce tiger with his spear. Children like to hear the story of his fight with the tiger.

hun'dred	gen'er al	un'der	sub due'
Ko re'ans	ti'ger	sto'ry	

23.



Where does the boy live?

He lives in Tokyo, near Ueno.

Where did Kiyomasa live?

He lived in this country.

What is the boy?

He is a pupil of this school.

What was Kiyomasa?

He was a general under Taiko.

Where does Tanaka go? For what?

He goes to school to learn English, arithmetic, and many other things.

Where did Kiyomasa go? For what?

He went over the sea to Korea to subdue the people there.

Is the boy a brave general?

No, he is not. But he wants to become one like Kiyomasa.

Was Kiyomasa a brave general?

Yes, he was.

What fierce animal did Kiyomasa kill?

He killed a tiger.

What does a cat kill?

She kills rats and mice. — 10

mouse.....mice ox.....oxen calf.....calves

24.

(A) Present.

What do you do on Sundays?

In the morning, I sweep and dust my study, and do some other things.

In the afternoon, I go out and take a walk with some of my friends.

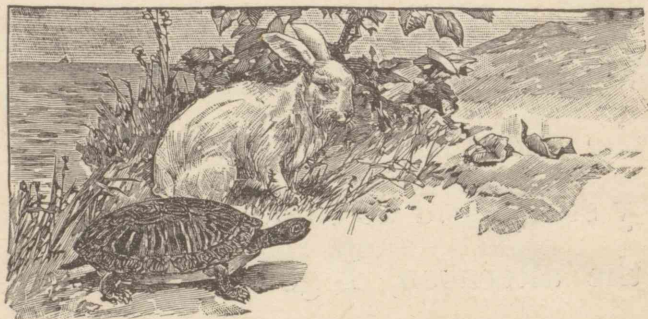
(B) Past.

What did you do last Sunday?

the morning, I swept and dusted my study, and did some other things.

In the afternoon, I went out and took a walk with some of my friends.

pres'ent Sun'days morn'ing af'ter noon
dust'ed



One day a hare met a tortoise.

“Let us have a race,” said the hare.

“Very well,” said the tortoise; “let us run to that big tree.”

Away ran the hare very fast.

He was soon far away. The tortoise could not see him.

The tortoise ran too, but he could not go very fast.

hare tor'toise

He was left far behind.

Soon the hare turned and looked for the tortoise.

“Where is that slow old tortoise?” he said.

“Think of his racing with me!”

“He will not get so far as this to-day.

“I will rest a little.

“When he comes up I will run again.”

So the hare went to sleep to let the tortoise have time to come up with him.

(To be continued.)

be hind' race rac'ing to-day' lit'tle

26.

(Continued.)

The tortoise did not rest.
 He kept on as fast as he could.
 He could not go very fast, but he
 did his best.

By and by he came up to the hare.
 How surprised he was!

But he did not rest then.

On he went as fast as he could go.

This was not very fast, as you
 know.

By and by he came to the tree.



 con tin'ued

And still the hare slept on.

At last the hare awoke. "I wonder
 where that stupid tortoise is," he said.

He jumped up and ran to the tree.

But the tortoise had won the race.

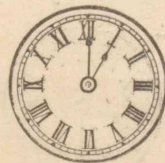
How surprised the hare was!

But he will never forget why he
 lost the race.

From Cyr's Readers.

 27.

What time is it now?



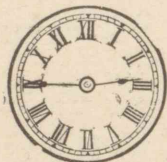
It is just one o'clock.

 a woke'
 nev'er

 won'der
 for get'

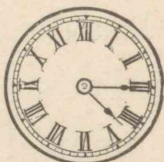
 stu'pid
 o'clock'

It is



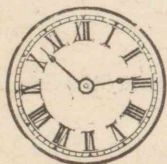
a quarter to three.

It is



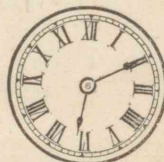
a quarter past four.

It is



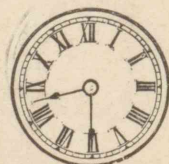
seven minutes
to three.

It is



ten (minutes)
past six.

What time is it by this watch?



It is half past eight.

quar'ter

Every morning I get up at six.

I take breakfast at seven.

I leave for school at half past seven.

I reach there at a quarter to eight.

I wait in the waiting room.

I enter the class-room with the bell.

I work hard, and learn many useful
things.

At noon I take lunch.

After lunch I go out into the play-
ground.

wait'ing en' ter class'-room use'ful
play'-ground

I play and play, for my motto is,
 "Work while you work,
 and

Play while you play."

At one I enter the class-room again.

I work hard again.

I learn many more things.

At three school is over, and I hurry
 home.

29.

Yesterday morning I got up at six.

I took breakfast at seven.

I left for school at half past seven.

I reached there at a quarter to eight.

I waited in the waiting room.

mot'to hur'ry yes'ter day wait 'ing

I entered the class-room with the bell.
 I worked hard, and learned many
 useful things.

At noon I took lunch.

After lunch I went out into the
 play-ground.

I played and played and played, for
 my motto is,

"Work while you work,
 and

Play while you play."

At one I entered the class-room again.

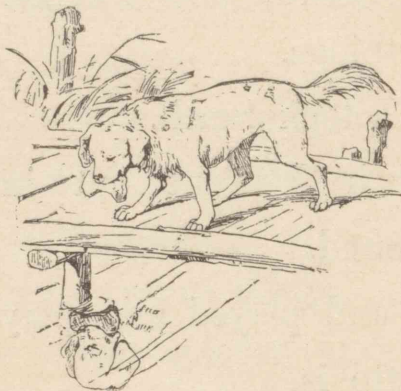
I worked hard again.

I learned many more things.

At three school was over, and I
 hurried home.

en'ter worked play hur'ry

30.



Once there was a dog.
 One day he was crossing a bridge.
 The bridge was over a stream.
 The dog had a piece of flesh in
 his mouth.
 He saw a shadow in the water.
 It was his own shadow.
 But he did not know that.

cross'ing bridge shad'ow

He thought it was another dog.
 He saw a piece of meat in his
 mouth.

The piece of meat was larger than
 his own.

He wished to get the larger piece
 from the dog in the water.

So he growled at him.

His mouth opened.

His own piece of meat dropped into
 the water.

He had nothing for dinner.

He did not gain either.

He lost both.

an oth'er growled o'pened drop
 noth'ing din'ner ei'ther

31. The Greedy Dog.

Once there was a dog crossing a bridge over a stream, with a piece of flesh in his mouth.

He saw his own shadow in the water, but he took it for another dog, with a piece of meat larger than his own.

He wanted to get it also, and so he growled at him.

His mouth opened, and his own meat dropped into the water.

Thus he had nothing for dinner.

Instead of gaining *either*, he lost *both*.

Moral: Grasp all, lose all.

greed'y want'ed thus mor'al

32.

This sort of story is called a *fable*.

This is a fable about a dog, is it not?

What was the dog doing one day?

Where was the bridge?

What had he in his mouth?

What did he see in the water?

Whose shadow was it?

He did not know it was his own shadow, did he?

He took it for.....what?

What did he want to do?

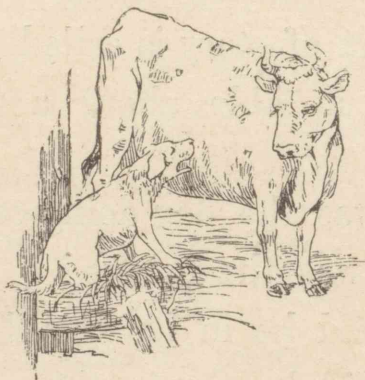
So he growled at the other dog, did he not?

Did the dog lose his own meat?

What does the fable teach us?

fa'ble

33. The Dog in the Manger.



One day, a dog crept into a stable, and lay down in the manger full of hay.

An ox, tired and hungry with the day's work, came in and wanted to eat the hay.

The dog got up, and began to growl and bark, and would not let the ox eat.

man'ger sta'ble hun'gry be gan' would

“You selfish dog!” the ox said. “You can not eat hay, and yet you will not let me have any.”

34.

What animals do you see in the picture?

I see a dog and an ox.

What else do you see?

I see a manger.

Which is the larger of the two animals?

The ox, to be sure.

Which is on the left of the picture, the ox or the dog?

It is the dog.

sel'fish else

On which side is the ox, then?

He is on the right.

Can you see the tail of the ox?

I can not see the whole of it.

I can see only a part of it.

Can you see all the legs of the dog?

I can see his fore legs, but I can not see his hind legs.

Where are his hind legs?

They are hid in the manger.

I see on the ground and in the manger something like grass. What is it?

It is hay.

Does the ox eat hay?

Yes, he does. The ox and the horse eat hay.

some' thing hind

Does the dog eat hay?

Oh, no! Dogs do not eat hay.

What is the dog doing?

He is barking at the ox.

Why is he barking at the ox?

He is barking at the ox, because he is a cross dog.

35.

Questions.

Who crept into the stable one day?

What did he do after creeping into it?

*The manger was full of.....what?

Who came into the stable, tired and hungry?

bark'ing creep'ing

*The ox was tired with.....what?

What did the ox want to do?

Did the dog lie still?

What did he begin to do?

Did he let the ox eat the hay?

What did the ox say?

What do you call this sort of story?

*This fable is about.....what?

Are there many people in the world as selfish as the dog in the manger?

Are there any boys in this class as bad as the dog in the fable?

- What do children play with?
- What was the ox tired with?
- * What was the manger full of?
- What is this fable about?

be gin'

36.

I.

- A. Last year I lived in Shiba.
But now I live in Hongo.
- B. Last year you lived in Shiba.
But now you live in Hongo.
- C. Last year Mr. A. lived in Shiba.
But now he lives in Hongo.
Last year Mrs. A. lived in Shiba.
But now she lives in Hongo.

II.

- A. Last year I did not live in Hongo.
I lived in Shiba then.
- B. Last year you did not live in Hongo.
You lived in Shiba then.

c. Last year

Mr. A. }
Mrs. A. } did not live in Hongo.

He }
She } lived in Shiba then.

37.

(1) When I was { a boy,
 { a girl,
I was not fond of study;
I was very fond of play.

(2) When you were { a boy,
 { a girl,
you were not fond of study;
you were very fond of play.

stud'y

(3) When { he was a boy,
 { she was a girl,
he }
she } was not fond of study;
he }
she } was very fond of play.

The old dog is
grave now;
but
when it was young,
it was
gay and playful



like this puppy.

play'ful pup'py

牙 = 33

38.

(1) We are old and weak now;
we can not work hard.

When we were young and strong,
we could work very hard.



(2) You are old and weak now;
you can not work hard.

When you were young and strong,
you could work very hard.

(3) They are old and weak now;
they can not work hard.

When they were young and strong,
they could work very hard.

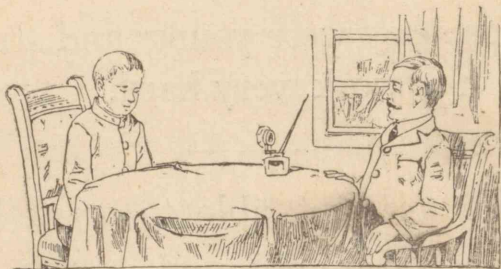
(1) We are not able to work hard
now, for we are old and weak. But
once we were young and strong; we
were then able to work very hard.

(2) You are not able to work hard
now, for you are old and weak. But
once you were young and strong; you
were then able to work very hard.

(3) They are not able to work hard
now, for they are old and weak. But
once they were young and strong; they
were then able to work very hard.

a'ble

39.



A. Why did you not come to school yesterday? Had you a headache again?

B. Yes, sir, I had a very bad one. I felt so sick I could not come. And I could not go on a picnic with Kita.

A. I am very sorry to hear it. Did you send for a doctor?

B. No, sir; but I took some medicine, and that cured me.

head'ache pic'nic sor'ry doct'or

A. Who gave it to you?

B. Mother did. She knows how to cure my headache.

A. How do you feel this morning?

B. Thank you. I had a good sleep last night, and I feel much better.

A. I am very glad to hear it. But let me give you a piece of advice—don't study too hard.

B. I don't think I do.

A. You do. You had better take more exercise in the open air.

med'i cine bet'ter ad vice' ex'er cise

40.

Stamp

Mr. A. Higashi,
 No. 8, Motomachi,
 Hongo.
 City.

No. 10, Tenjincho,
 Ushigome.
 May 3, 1908.

Dear Mr. Higashi,

I promised to go on a picnic with you
 this afternoon, but I am sorry I can not,
 for I have such a bad headache. Please
 excuse me.

Yours truly,
 B. Nishi.

prom'ise ex cuse' tru'ly cit'y

No. 8, Motomachi,
 Hongo.

May 3, 1908.

Dear Mr. Nishi,

I am very sorry to learn that you are
 very sick. Take good care of yourself. I
 will come to see you to-morrow.

Yours truly,
 A. Higashi.

Stamp

Mr. B. Nishi,
 No. 10, Tenjincho,
 Ushigome.
 City.

to-mor'row

41.

Playing Horse.

(IN THE PRESENT TENSE.)

William is a boy full of fun and mischief. He has a dog and a cat, and he often tries to play horse with them.

He puts a string round the neck of the cat, and ties her to his wagon.



Wil'li am mis'chief oft'en wag'on

Then he puts another string round the neck of the dog, and ties him to the wagon.

The cat and the dog stand side by side, just like two horses.

Then William takes a whip and hits them to make them draw the wagon.

The cat does not want to go, and pulls back as hard as she can.

But the dog draws the cat and the wagon round the yard till the string breaks.

tie whip draw break

Questions on "Playing Horse."

(IN THE PRESENT TENSE.)

1. What sort of a boy is William?
2. What animals has he?
3. Has he a wagon?
4. What does he often try to do?
5. What does he do with the cat?
6. What does he do with the dog?
7. What does he do next?
8. Does the cat like the fun?
9. What does the dog do?
10. Do you think William is kind to the animals?
11. Do you think William is kind to animals?
12. Does no one teach William to be kind to dumb animals?

42.

Questions on "Playing Horse."

(IN THE PAST TENSE.)

1. What sort of a boy was William?
2. What animals had he?
3. Had he a wagon?
4. What did he try to do one day?
5. What did he do with the cat?
6. What did he do with the dog?
7. What did he do next?
8. Did the cat like the fun?
9. What did the dog do?
10. Do you think William was kind to the animals?
11. Do you think William was kind to animals?
12. Was he unkind to dumb animals?

Playing Horse.

(IN THE PAST TENSE.)

William was a boy full of fun and mischief. He had a dog and a cat, and he often tried to play horse with them.

He put a string round the neck of the cat, and tied her to his wagon.

Then he put another string round the neck of the dog, and tied him to the wagon.

The cat and the dog stood side by side, just like two horses.

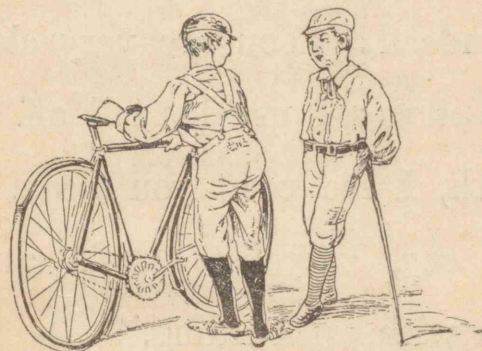
Then William took a whip and hit them to make them draw the wagon.

The cat did not want to go, and pulled back as hard as she could.

But the dog drew the cat and the wagon round the yard till the string broke.

PART II.

L.



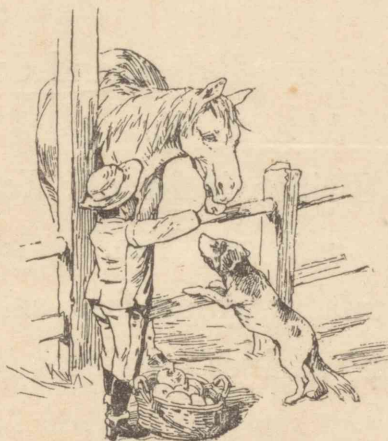
- A. Can you ride a bicycle?
 B. A little. I am not a good rider.

bi'cy cle ri'der

- A. When did you begin it?
- B. It is only a week since I began.
- A. Can you mount easily?
- B. No, but I can dismount without any help.
- A. Indeed! You are very clever.
- B. Not so; I usually fall off.
- A. Ah, I see what you mean. They say, "Cyclists begin and end with trick-riding."

Adapted from Mr. Bunt's Practical Conversations.

be gin'	be gan'	eas'i ly	dis mount'
with out'	in deed'	clev'er	u'su al ly
cy'clist	trick'ride		



John has a fine horse.
 His name is Prince.
 Prince is very fond of apples.
 John takes some apples, goes down to the fence, and calls "Prince! Prince!"
 Then Prince runs up to the fence, and eats all the apples.
 He does not leave one.

ap'ple bas'ket leave

John has a very clever dog named Don.

Don is a good dog, and does what John tells him to do.

When Prince is far off, John says, "Don, go and get him."

Don runs away as fast as he can, and soon drives Prince to the fence.

John is always kind to Prince and Don.

From Bankroft's Readers.

3. The Wasp and the Bee.



One day a wasp met a bee, and said to him, "Can you tell me why men are so cruel to me and so fond of you?"

"We are both the same. We both have wings, and we both love sweets. If people vex us, both of us sting them.

"Yet men hate me, and try to kill me. But for you, they make a nice house. They take care of you, too, and feed you when the cold weather comes on. Can you tell me what all this means?"

The bee said, "You are of no use to man. You only sting him and do

wasp cru'el sweets weath'er

him harm. So he does not like to see you.

“I work all day long, and fill my cells with sweet honey for him. That is why he loves me.

“Try to do good, and no harm. Then men will love you just as they love me.”

4.



cell hon'ey

A. Sister, why did you not wake me? It is nearly eight o'clock. Don't you know I promised to go on an excursion with Minami and Kita?

B. Dear brother, look out of the window before you get angry. You see it is raining. I knew you could not go in the rain.

A. Why, yes, it is raining. It was such a fine night when I went to bed. I am so sorry to miss the excursion. How I hate the rain!

B. But you can not help it, can you? I am sure it will clear up this afternoon, and to-morrow you will have a fine time with your friends.

near'ly ex cur'sion ang'ry rain'ing

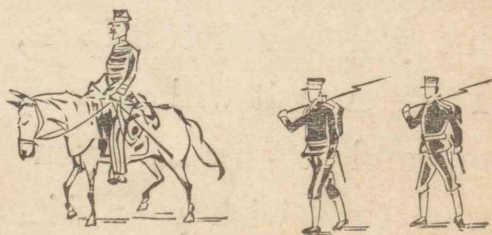
5.

Now you know that you must use *it* when you speak of time, and when you speak of weather. There is another use of *it* you have to learn.

“To tell a lie is not right,” is good English, but Englishmen and Americans often say,

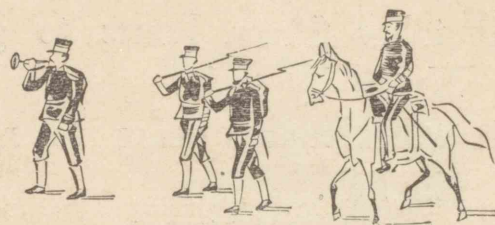
“It is not right to tell a lie.” The two mean the same thing, but you must learn to use both forms.

The pictures may help you.



To tell a lie is not right.

En'glish men A mer'i cans oft'en



It is not right to tell a lie.

- (1) To learn a foreign language is very difficult.
- (2) To go to Kyōto by train takes fifteen hours.
- (3) To master English takes many years.
- (4) To learn Chinese is more difficult than to learn Korean.

(1) It is very difficult to learn a foreign language.

for'eign lan'guage dif'fi cult fif'teen
mas'ter Chi nese'

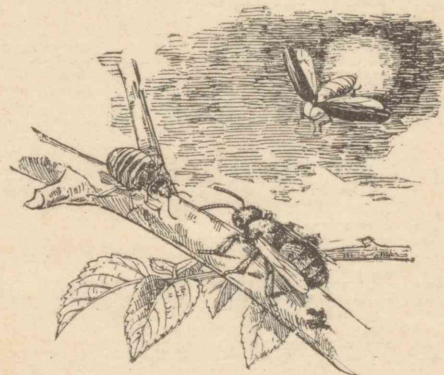
- (2) It takes fifteen hours to go to Kyōto by train.
- (3) It takes many years to master English.
- (4) It is more difficult to learn Chinese than to learn Korean.

After these examples, you may now try to change the following sentences into the other form :—

- (a) To be idle is not right.
- (b) To study too hard is wrong.
- (c) To obey the teacher is the pupil's duty.
- (d) To go to the station by jinrikisha takes half an hour.
- (e) To speak English is more difficult than to read it.
- (f) To learn this use of *it* is necessary.

ex am'ple fol'low ing sen'tence o bey'
 sta'tion du'ty nec'es sa ry

6. Mrs. Bug.



Mrs. Bug lives in a rose-bush in our garden.

In the day-time, she walks up and down the green grass to take exercise.

At night she sleeps on a soft bed of rose-leaves.

One fine day, Mrs. Bug went to see her cousin, Miss Bee.

rose'-bush day'-time rose'-leaf cous'in

Miss Bee lives in a nice white house on the other side of the garden.

They rocked on the grass-stems, and talked for a long time.

Then they had clover and honey for their supper.

When Mrs. Bug thought of going home, it was quite dark.

“O dear! What shall I do?” said she. “I can not see which way to go.”

Just then Mr. Firefly came in. “Wait, Mrs. Bug,” said he, “and I will light my lantern and go home with you.”

“Thank you, cousin. You are very kind,” said Mrs. Bug.

From Bankroft's Readers.

grass'-stem clo'ver sup'per fire'fly lan'tern



A. Who broke the window-glass?

B. I did. I broke it at noon recess while I was playing ball.

A. Did you go at once and tell our teacher about it?

B. No, I did not, because I was afraid of a severe punishment.

A. That was not right. Go this moment, and tell him the whole truth.

win'dow

re cess'

a fraid'

se vere'

pun'ish ment

mo'ment

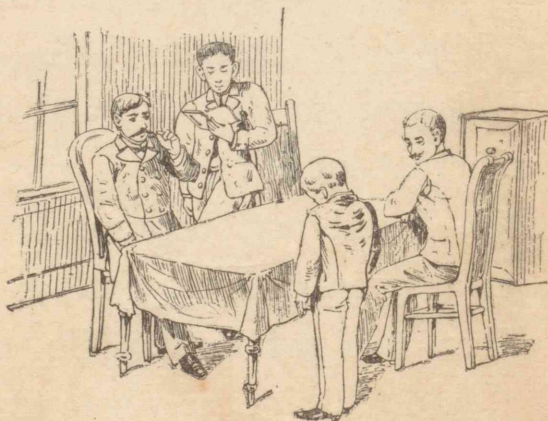
If you do, he may pardon you. But if you do not, he will be very angry.

B. Are you sure he will pardon me?

A. At least he will not punish you severely.

B. Then I will go. Many thanks for your kind advice.

S.



par'don pun'ish se vere'ly ad vice'

Teacher. What brings you here?

Pupil. Sir, I was playing ball at noon recess.

T. Well.

P. I threw the ball carelessly. It hit the window glass and broke it.

T. Why did you not come at once and tell me all about it?

P. Because I was afraid of a severe punishment.

T. And why do you come now?

P. Because Higashi advised me to come and tell you the whole truth.

T. You are right.

P. Please pardon me, sir.

care'less ly ad vise'

T. I will. But promise me not to be so careless again.

P. I will try to be more careful hereafter.

T. Now you may go.

9.

One day at noon recess a school-boy was playing ball on the playground. He threw it carelessly, and the ball hit a pane of window glass and broke it into pieces.

He did not go to his teacher and ask his pardon, for he was afraid of a severe punishment. But one of his classmates told him it was not

care care'less care'ful

right, and advised him to go to his teacher and ask his pardon.

The boy made up his mind and started. He saw his teacher in the teachers' room, and there, in the presence of all other teachers, he told the truth.

His teacher was glad that he did not tell a lie. He only told him to be more careful, and pardoned him on the spot.

10.

This is a picture of an Ainu man and woman.

Did you ever see an Ainu?

start'ed pres'ence ev'er Ainu wo'man



In the picture there is a small house, far away from the Ainus.

It is their house. It is only a hut.

Once the Ainus lived all over the island of Hokkaido, then called Yezo.

But now they live only in some parts of it, and they are growing less and less in number.

Some people in Japan are afraid that the Ainus will die out before long, and they are trying to help them in many ways.

Questions.

- (1) Did you ever see an Ainu girl?
You never saw one, I suppose?
- (2) You never went to Hokkaido, did you?
- (3) Did you ever see Ainus kill a bear?
- (4) Whose house is the hut in the picture?
- (5) Once, where did the Ainus live?
- (6) Do they now live all over Hokkaido?
- (7) How many Ainus are there in all?
- (8) Are they growing greater in number?
- (9) What do some people in Japan fear?
- (10) What are they trying to do?

11.



When my uncle was a boy of my age, he used to go to a middle school in the town of A. It was a fine brick building, and had about three hundred boys in it.

When my uncle was in the second year class, there were thirty boys in his class. He was a very clever boy, but as he did not much like to study, he was not at the top of his class.

One day his aunt came to see the family. She asked my uncle several questions about him and his school.

build'ing thir'ty sev'er al

She said that he was a bright boy, but that he must work hard and try to be always at the top of his class.

He thanked her for her advice, and promised her to work as hard as he could. After that he was always the first boy in his class.

12.

Here is the conversation between my uncle and his aunt, and a few lines from his diary.

The Conversation.

To what school do you go?

I go to a middle school.

con ver sa'tion be tween' di'a ry

Where is the school?

It is in the north of the town, on
the other side of the river.

How many boys are there in your
school?

There are about three hundred.

It must be a large building, then.

O yes, it is a fine brick build-
ing.

To what class do you belong?

I am in the second year class.

How many boys are there in your
class?

There are thirty.

Are they all diligent boys?

Some are, and some are not.

To which do you belong?

I can not say, that I am one of the
diligent boys.

Are there any bright boys in your class?

Yes, there are several.

Are they all at the top of the class?

No, some of them are at the bottom.

Do you always get good marks?

Not always. When I work hard,
I can get good marks. But I
got very bad marks at the last
examination.

You are a very bright boy. If you
are never idle, you will always be
at the top of the class.

Thank you. I will take your advice,
and always work as hard as I can.

bot'tom al'ways marks ex am i na'tion
last

A Passage from the Diary.

May 1st.

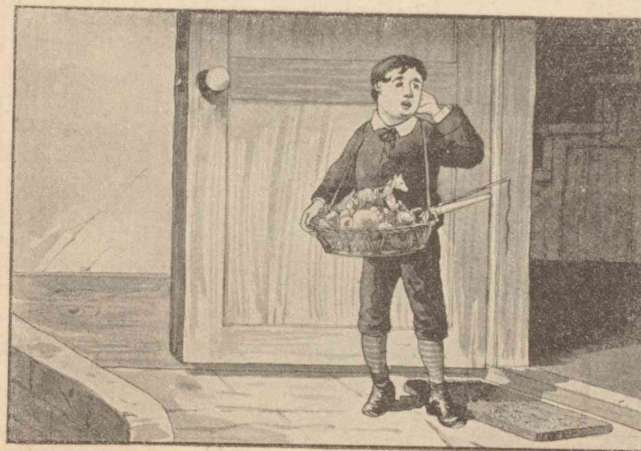
Aunt is staying with us.

She tells me that I am a bright boy. Of that I am not sure. But I will take her advice, and always work hard; for she says if I work hard I shall be at the top of the class.

Her presents to me are a silver watch and a pocket dictionary. But the watch I can not have till I get good marks. Mother is to keep it for me till that time.

pas'sage pres'ent sil'ver pock'et

12. Toys to Sell.



“Toys to sell! Nice toys to sell! I have all kinds in my tray. Very cheap! Toys to sell!”

“What can I sell you to-day? Here are dolls, horses, tops, whips, bats, balls, and many other things.”

tray cheap hors'es

“Toys to sell! Fine toys to sell! What will you buy, ma’am, for your boy? Here is a good strong whip.”

“What is the price of it?”

“You may have this for a penny.”

“I will take this.”

“Thank you, ma’am. Would your little boy like a top?”

“Let me see what kinds of tops you have.”

“Here is a good one.”

“No, that will not do, for it has no peg.”

“Perhaps your little boy would like a horse. Most boys like horses.”

“Show me the best horse you have.”

“Here is one, ma’am.”

buy ma’am pen’ny would per haps’

“But that horse has no mane.”

“That’s all right, ma’am. That kind of horse has no mane.”

“What is the price of it?”

“Only sixpence. But as it has lost one leg, you can have it for fourpence.”

“I will take the horse.”

“Thank you, ma’am. Can I sell you any more?”

“No, thank you! Not any more, this morning.”

“Good morning, ma’am. Toys to sell! Fine toys to sell!”

From Swinton’s Readers.

mane six’pence lost four’pence

14.



Tom. Mother, may we go out fishing?

Mother. Where do you intend to go?

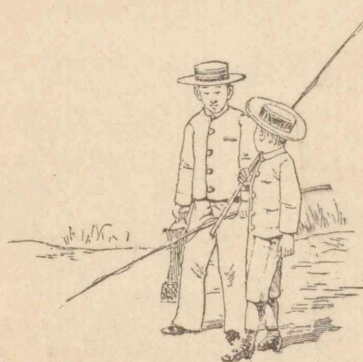
Tom. To the pond over there.

Mother. You may go. But be careful not to fall into the water. You know the water is not shallow there, and neither of you is a good swimmer.

fish'ing in tend' shal'low swim'mer

John. Do not be anxious, mother. We will be very careful.

Mother. I hope you will have a fine time. Be sure to come home before noon.



Tom. It is so bright and early. I'm sure we shall get a great many fish.

John. We will not go home till we have the basket full of them.

anx'ious ear'ly

Tom. I am afraid we shall not be able to get so many before noon.

John. At any rate, let us try to catch as many as we can.



Tom. Here we are by the pond.

John. There is a cool shade there, and it seems to be a good place for fishing.

a fraid'

Tom. And we shall be quite safe there.

John. Which rod shall I use?

Tom. You may use either. Now let us see which will get the first fish.

15. Going A-Fish^hing.

One fine summer morning, two brothers got up very early, took out their fishing rods, and asked their mother to let them go a-fishing.

The mother gave them permission, but told them to be very careful not to fall into the water, for she knew that neither of the boys could swim well.

a-fish'ing per mis'sion

The boys promised to take care, and asked her not to be anxious about them. She then told them to come home before noon.

The boys were very happy. They walked down to the pond as fast as they could, and there they found a good fishing place in the shade of an old tree, where they had no fear of falling into the water.

Each took a rod, and began to fish.

16. Penny Wise and Pound Foolish.

A. Where did you go last Sunday?

B. I went to Tokyo.

A. To see sights?

hap'py fall'ing Sun'day

B. No, I went to buy a copy of "the Sun" for this month.

A. Why did you go so far, when you could have it here?

B. Because it is five *sen* dearer in this town.

A. Did you walk to Tokyo?

B. Of course not. I took the train there and back. One can not walk in this warm weather.

A. You paid twenty *sen* for it, didn't you?

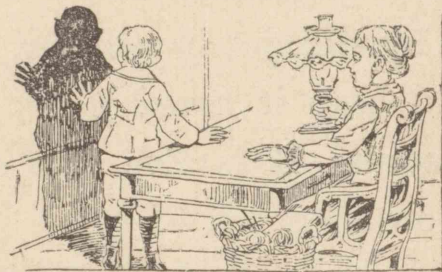
B. Yes, I did.

A. Then, you are fifteen *sen* out of pocket. This is a case of being "penny wise and pound foolish."

Adapted from Mr. Bunt's Practical Conversations.

dear'er twen'ty fool'ish

17. Afraid of the Dark.



M.—mother.

S.—son.

M. Willie, will you run up stairs, and get my needle-book from the bureau?

S. (*is silent.*)

M. Willie, are you asleep?

S. I'm afraid, mamma.

M. Afraid of what?

S. It's dark up there.

M. What is the dark? It is

nee'dle-book bu'reau mam ma'

nothing but a shadow. Just see me hold my hand between the lamp and the work-basket on the table. Now, it is dark in the basket. But, as soon as I take my hand away, it is light. Come and stand between the lamp and the wall, Willie. See! There is your shadow on the wall. Can your shadow hurt you?

S. Oh, no, mamma! I'm sure it can not hurt me.

M. Willie, the dark is only a big shadow over everything.

S. What makes the big shadow, mamma?

M. I'll tell you all about that, Willie, when you are a little older.

shad'ow be tween' work'-bas ket ev'er y thing

But now I want you to find a brave boy to run upstairs and get my needle-book.

S. I am brave, mamma. I am not afraid of the dark. I will go.

(runs upstairs and brings the needle-book.)

Here it is.

M. Thank you, my brave little man. You see the dark didn't hurt you.

From Eclectic Readers.

18.

T. Do you understand this sentence?—

“Columbus discovered America in 1492.”

up'stairs Co lum'bus dis cov'ered

P. I do not understand *“discovered.”* It is a new word to me. But I suppose you mean,

“Columbus found America in 1492.”

T. You are quite right.

“Columbus found America” is good, but it is better to say,

“Columbus discovered America.”

Can you say this in English?—

“America wa Columbus ni yotte hakken seraretari.”

P. No, sir. You never taught me how to say it in English.

T. Did I not? Then listen to me.

“Columbus wa America wo hakken seri” is, as you already know,

“Columbus discovered America.”

taught list'en al read'y

“*America wa Columbus ni yotte hakken seraretari*” is

“*America was discovered by Columbus.*”

P. Please write them on the black-board.

T. Yes, here they are :—

(1) *Columbus discovered America.*

(2) *America was discovered by Columbus.*

P. May we put them down in our note-book ?

T. Not yet. You must read them several times. Let the class read together after me.

Columbus discovered America.

America was discovered by Columbus.

note'-book sév'er al yet

Now change the order. Read (2) first and (1) next.

America was discovered by Columbus.
Columbus discovered America.

Now I will give names to the two forms.

The active form.	Columbus discovered America.
The passive form.	America was discovered by Columbus.

You may put this down.

19.

Teacher. This morning you have to learn more about the active and the passive form. You already know how to change the active form,

or'der ac'tive pas'sive

"*Columbus discovered America*" into the passive.

Kita, you may try.

Kita. "*America was discovered by Columbus.*"

Teacher. Very good. You have a good memory. "*Columbus discovered America,*" is the active form; and "*America was discovered by Columbus,*" is the passive form. Now Minami, you may say both forms, the active form first, and then the passive form.

Minami. The active form—"Columbus discovered America;" the passive form—"America was discovered by Columbus."

Teacher. Nishi, say the two forms, the passive first, and then the active.

mem'o ry

Nishi. "*America was discovered by Columbus,*" is passive; and "*Columbus discovered America,*" is active.

Teacher. Very good. Now, I will tell you some more things about Columbus.

Here they are:—

(a) *Columbus left Palos in August, 1492.*

(b) *After two months, he reached San Salvador.*

(c) *He found some red people on the island.*

(d) *He thought the island to be a part of India.*

start'ed Pa'los Au'gust San Sal va dor'
In'di a

(e) *So he called the people the Indians.*

Now let us try to change these sentences into the passive form.

Columbus left Palos in August, 1492.

Palos was left by Columbus in August, 1492.

After two months he reached San Salvador.

After two months San Salvador was reached.

He found some red people on the island.

Some red people were found on the island.

In'di ans

He thought the island to be a part of India.

The island was thought to be a part of India.

So he called the people the Indians.

So the people were called the Indians.

20. Questions on Columbus.

Who discovered America?

What was discovered by Columbus?

By whom was America discovered?

When was it discovered?

What place did Columbus leave in 1492?

When was Palos left?

When did Columbus reach San Salvador?

When was San Salvador reached?

What sort of people did Columbus find on the island?

What sort of people were found on the island?

Did Columbus think the island to be a part of the New World?

Was the island thought to be a part of the New World?

What did Columbus think the island to be?

What was the island thought to be by Columbus?

What did Columbus call the people?

What were the people called by Columbus?

By whom were the people called the Indians?

Why were they called the Indians?

America was discovered by Columbus in 1492.

He left Palos on the third of August of that year.

After being two months on the Atlantic, his ships reached San Salvador, an island of the West Indies. On the island there lived some red people.

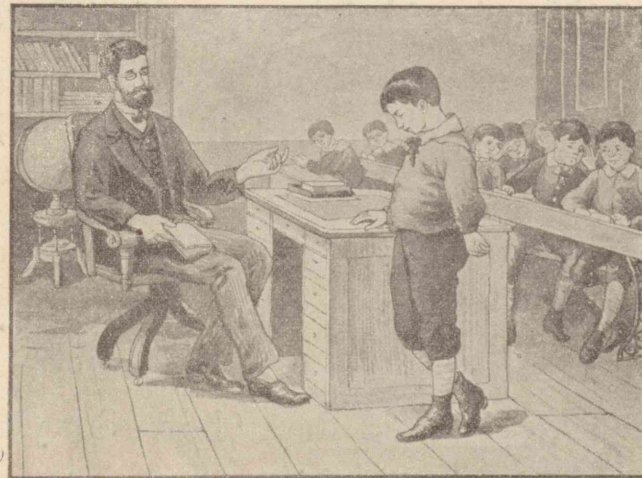
Columbus did not know that the island was a part of the New World. He thought that he was in India, and so he called the people the Indians.

21. The Idle Boy.

“When I was a boy at school,” said an old man, “I was often very idle. Even while at my lessons, I used to play with other boys as idle as myself.”

At lan'tic oft'en e'ven les'son my self'

“Of course we tried to hide this from the teacher, but one day we were fairly caught.”



“‘Boys,’ said he, ‘you must not be idle. You must keep your eyes on your lessons. You do not know what you lose by being idle.’”

“‘Now, while you are young, is the time to learn.’”

course fair'ly caught lose learn

“‘Let any one of you, who sees another boy looking off his book, come and tell me.’

“‘Now,’ said I to myself, ‘there is Fred Smith. I do not like him. I will watch him, and if I see him looking off his book I will tell.’

“Not very long after I saw Fred looking off his book, so I went up and told the teacher.

“‘Aha!’ said he, ‘how do you know he was idle?’

“‘Please, sir,’ said I, ‘I saw him.’

“‘O you did, did you? And where were your eyes when you saw him? Were they on your book?’

“I was fairly caught. I saw the

an oth'er look'ing a ha'

other boys laugh, and I hung my head, while the teacher smiled.

“It was a good lesson for me. I did not watch for idle boys again.”

From New National Readers.

22.

This morning, we will have some exercise in this way. When I say,

“I sharpened a pencil,”
please say,

“A pencil was sharpened by me,”
and when I say,

“They taught you,”
please say,

“You were taught by them.”
In the same way,

laugh ex'er cise sharp'ened pen'cil

“He stopped me.”
 must be changed,
 “I was stopped by him,”
 and
 “She stopped us”
 must be changed,
 “We were stopped by her.”

In this way you will learn how to change the active into the passive form. Here are some of the exercises.

(1)

Taiko sent Kiyomasa and several other generals to Korea.
 They nearly subdued the country.

change sub due' near'ly

Questions.

Who were sent by Taiko to subdue Korea?
 For what purpose were they sent there?
 Did they subdue Korea?

(2)

The teacher asked a difficult question.
 Takeda answered it.
 The teacher praised him.

Questions.

What was asked by the teacher?
 By whom was it answered?
 Did the teacher praise the boy?
 Was the boy praised by the teacher?

pur'pose dif'fi cult an'swer

(3)

George Washington never told a lie.
All loved him.

The people of the United States made
him president.

He ruled the people with love and
wisdom.

Questions.

Was a lie ever told by George
Washington?

Was he loved by all?

By whom was he made president?

How were the people ruled by him?

Wash'ing ton rule wis'dom

23. Change into the passive form:—

(1)

My younger sister found two silver
coins on the street.

She picked them up.

She brought them home.

Mother told her to take them to
the police station.

(2)

Last night we shut up a rat in a box.

We called our cat into the room.

We let out the rat.

The cat caught the rat.

She killed it.

She brought it to us in her mouth.

We opened the door.

We let out the cat.

brought po lice' caught

(3)

Yesterday morning I swept and
dusted my sister's study.

First I brought in the broom and
duster.

And then I opened the windows.

And then I dusted the table, the
shelves, and the books.

And then I swept the floor.

Thus I made the room clean.

Then I put the things in order.

I left the windows open for a good
while.

That aired the room quite well.

And my sister thanked me.

yes'ter day dust'ed shelf or'der air

(4)

A ball hit a pane of window glass,
and it was broken.

It was done by Tanaka.

A friend of his advised him to tell
the truth to the teacher.

He told the truth.

He did not tell a lie.

His teacher pardoned him.

He did not punish him.

a friend of mine	a friend of ours
a friend of yours	a friend of yours
a friend of his	} a friend of theirs
a friend of hers	

break broke brok'en

24.

(1)

By whom were two silver coins found?

Where were they found?

By whom were they picked up?

Who brought them home?

What was the girl told to do?

(2)

What did you shut up in a box last night?

What was called into the room?

What was done to the rat?

Did the rat run away?

Was the rat killed or not?

What did the cat do after killing the rat?

You opened the door and let out the cat, didn't you?

(3)

What did you do yesterday morning?

What were brought in first?

What was done next?

What was done next?

What was done next?

Was the room made clean?

What was done then?

Did you leave the windows open?

How long were they left open?

Was the room aired quite well?

Were you thanked by your sister?

kill'ing

(4)

By what was a pane of window glass
hit?

Was it not broken?

By whom was it done?

What was he advised to do by a
friend of his?

Did he take his advice?

What did he do?

Was he punished by his teacher?

Did the teacher pardon him?

25. Not Afraid of the Dark.

One night a little boy named
Willie was asked by his mother to
run upstairs and get her needle-book

from the bureau. But he did not
stir, for he was only seven years old,
and was afraid of the dark. Seeing
this, his mother held her hand
between the lamp and the work-
basket on the table; and pointing to
the basket, she showed him that
it was dark there. Then she took
her hand away, and Willie saw that
it was no more dark in the basket.
She then told Willie to stand between
the lamp and the wall. As soon as
Willie was there, his shadow appeared
on the wall. In this way, Willie
was made to see that the dark was
only a big shadow, and that there
was nothing for him to fear in it.

bureau see'ing ap pear' shad'ow

He ran upstairs and brought his mother the thing she wanted. She thanked him, and he was very glad.

Don't you think that Willie acted bravely?

26.



1. Thumb. 2. Fore finger. 3. Middle finger.
4. Ring finger. 5. Small finger.

We have two hands, the right hand and the left hand.

Which hand is this?

act'ed brave'ly fin'ger

The hand has one, two, three, four, five fingers.

This is the biggest finger.

It is called the thumb.

This finger is called the fore finger.

The finger next to the fore finger is called the middle finger.

Do you know why?

It is called the middle finger, because it is in the middle.

The finger next to the middle finger, we call the ring finger.

Do you know why it is so called?

It is because ladies wear a ring on that finger.

This is the smallest finger.

big'gest la'dy la'dies wear

The fore finger is between the thumb and the middle finger.

The middle finger is between the fore finger and the ring finger.

The ring finger is between the middle finger and the small finger.

Now you have learned the names of all the fingers.

And you have learned some new words.

27.



T. I can bend my thumb and

fingers. Can you bend your thumb and fingers?

P. O yes. I can bend them.

T. Then bend your thumb first, saying "I bend my thumb."

P. *I bend my thumb.*

T. Bend your fore finger next, saying, "I bend my fore finger."

P. *I bend my fore finger.*

T. Bend your middle finger, saying, "I bend my middle finger."

P. *I bend my middle finger.*

T. Bend your ring finger, saying,

"I bend my ring finger."

P. *I bend my ring finger.*

saying

T. Now bend your small finger,
saying, "I bend my small finger."

P. *I bend my small finger.*

Teacher.

I *bend* my thumb.

I *have bent* my thumb.

I *bend* my fore finger.

I *have bent* my fore finger.

I *bend* my middle finger.

I *have bent* my middle finger.

I *bend* my ring finger.

I *have bent* my ring finger.

I *bend* my small finger.

I *have bent* my small finger.

Now I have bent all my fingers.

They are all bent.

Now I am going to make my fingers
straight.

I *make* my small finger straight.

I *have made* my small finger straight.

I *make* my ring finger straight.

I *have made* my ring finger straight.

I *make* my middle finger straight.

I *have made* my middle finger
straight.

I *make* my fore finger straight.

I *have made* my fore finger straight.

I *make* my thumb straight.

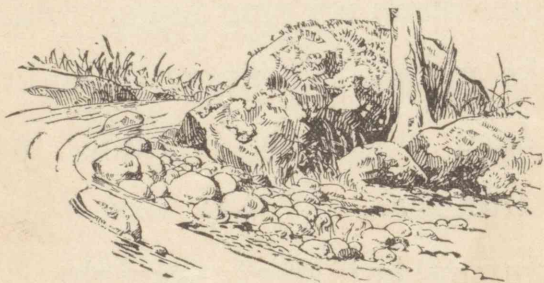
I *have made* my thumb straight.

Now I have made all my fingers
straight.

They are all straight.

Higashi, bend your thumb, and then say, "I have bent my thumb." And go on in that way with all your fingers.

28.



- A. Where have you been?
 B. I have been in my study.
 A. What have you been studying?
 B. I have been studying English.
 A. How do you like it?
 B. Well, I am tired of it.
 A. Tired of it? What do you mean?

B. I find it so hard to learn. I am going to give it up and study German.

A. How long have you been learning English?

B. About a year and a half.

A. Do you think one can learn a foreign language in that time?

B. No.

A. Don't you know the proverb, 'A rolling stone gathers no moss'?

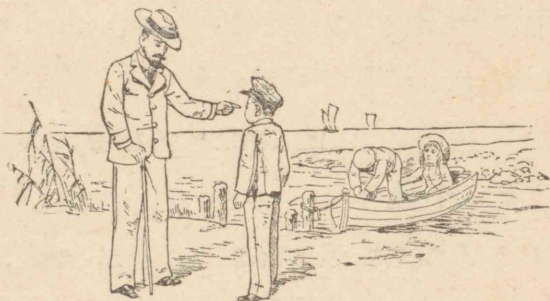
B. I see what you mean. I have made up my mind not to give up.

A. That is right. Remember that 'Rome was not built in a day.'

Adapted from Mr. Bunt's Practical Conversations.

Ger'man	lan'guage	prov'erb	roll'ing
gath'er	re mem'ber		

29.



A. Do you like boating?

B. Yes, there is nothing I like so much.

A. Would you like to take a ride in that boat with the boy and the girl? I think they will give you a ride.

B. Are you not going to ride, too?

A. No, I have got something to do at home, and besides, the boat is too small for four.

boat'ing be sides'

B. But I do not know them at all. I am afraid they will not like me.

A. You need not fear that. They are very good children, and will be kind to you.

B. Then ask them to give me a ride in that boat.

A. All right. When you are in the boat, you must sit still, or you may fall into the river. Do not move round in the boat.

30.



It is fine sport to sail in a boat, when it is fine and warm. The children in the boat will have a fine time, for the sun is shining brightly and there is a gentle breeze.

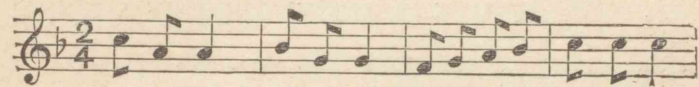
The boy at the bow keeps still, as he was told by his father. The girl is at the stern, and is steering the boat. She has the tiller-line in her hands.

The boy in a sailor's jacket has an oar in each hand. He dips one end of the oar into the water, and makes the boat go.

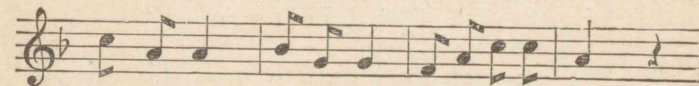
When the waves are high, it is hard work to row. But now they are on a calm sea. Hear them sing!

steer'ing till'er-line sail'or's jack'et

The Boat Song.



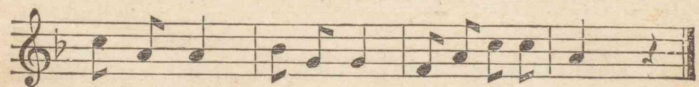
Light-ly row, light-ly row! O'er the glass-y waves we go.



Smooth-ly glide, smooth-ly glide on the si-lent tide;



Let the winds and wa-ters be min-gled with our mel-o-dy;



Sing and float, sing and float, in our lit-tle boat.

light'ly glass'y smooth'ly si'lent
min'gled mel'o dy

31.

A. Will you kindly lend me your conversation book?

B. It is not here. I lent it to Mr. Borrow before the examination.

A. It is more than a month since then.

B. Yes, and I think he has done with it.

A. You had better write him a note, and tell him to return it.

B. I have just done so; I will read it to you.

kind'ly con ver sa'tion Bor'row
ex am i na'tion re turn'

Dear Mr. Borrow,

I shall feel much obliged if you will kindly return my Conversation Book. I am afraid you have forgotten all about it.

Faithfully yours,

I. Lent.

From Mr. Bunt's Practical Conversations.

32. Which is the Most Useful?



“Cock-a-doodle doo!” cried the cock; “How useful I am! I get up first in the morning, and waken all in the house.”

ob ligid' for got'ten faith'ful ly use'ful
Cock'-a-doo'dle doo' wake wak'en

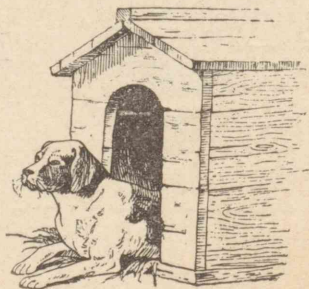
“Cluck! cluck!
cluck!” said the
hen; “I am more
useful than you are,
though you are bigger. Every day I
lay a nice egg for my master.”



“Mew! mew! mew!” cried the cat;
“I keep the rats and
mice from the bread
and cheese. I am
more useful than you two.”



“Bow! wow! wow!” said the dog;
“I watch the
house at night,
and keep away
the thieves. My
master can not do



without me. I am the most useful
of all.”

Just then the master came out.
He gave corn to the hen and the
cock, milk to puss, and a bone to the
dog.

He fed them all, because they were
all of use, though not in the same
way.

From Bankroft's Readers.

33. The Silly Mouse.



puss

though

silly

One day, a little mouse ran away to play with a frog.

O what fun they had! They played see-saw until they were tired out.

At last, the frog said, "Tie your foot to mine, and I will teach you how to jump."

"That will be fun," said the mouse, and away they went, till they came to the pond where the frog lived.

"Now," said the frog. "Make ready; one, two, three, and —"

"Stop!" cried the mouse.

But it was too late, and the frog laughed till he cried ^{upon} as the little mouse went down, deeper and deeper, under the water. What a silly mouse!

From Bankcroft's Readers.

see' saw un til' read'y deep'er un'der

34.



Here is little Susie. She has been writing a letter to her papa.

She has run away from home to put it in the letter box.

Though now she is there, she is not big enough to reach the box, and she does not know what to do.

She can run home, and tell mamma

Su'sie writ'ing let'ter pa pa' e nough'

about it. Her house is just round the corner. You can see the steps.

I think her papa will be very glad to get the letter, though, I am sure, he can not read it.

This is the letter she has written.

From Bankroft's Readers.

35. Paraphrase.

In the last lesson we had the expression, "She (*Susie*) is not big enough to reach the box."

We can express the same thing in a different way. Thus:—

corner writ'ten ex press' ex pres'sion
dif'fer ent

"She is too small to reach the box."

In the same way we can change,
"My little brother is not old enough to go to school,"

into

"My little brother is too young to go to school";

and

"Last year, this book was not easy enough for me to read,"

into

"Last year, this book was too difficult for me to read."

Now let me see if you can change the following expressions:—

(1) This cap is not big enough for me.

(2) This question is not easy enough for us to answer.

(3) The mouse in the story was not clever enough to see what the frog meant.

(4) Yesterday I was not well enough to go out and take a walk.

(5) Last year my parents thought I was not old enough to go a-fishing.

After you have learned how to change these sentences into the other form, you must also learn how to change the other form into this form of expression.

This changing of forms is called *paraphrase*. Let us have some more exercise in the next lesson.

par'a phrase ex'er cise

36.

More Exercise in Paraphrase.

“Iron is the most useful of all metals,” means the same thing as,

“Iron is more useful than any other metal.” Again,

“I was the most tired of all in the party,” means the same thing as,

“I was more tired than any other person in the party.”

You may change the following expressions after the models I have given:—

(1) Tani is the most diligent of all the boys in this class.

(2) The fox is the most cunning of all animals.

met'al part'y per'son mod'el giv'en
cun'ning

(3) Mr. Lazy is the most idle person I know.

(4) The cow is the most useful of all animals.

(5) The rose is the most beautiful of all flowers.

37. The Two Wrens.

A wren lived in an old tree. She had made her nest in the same hole for two years.

The third year, when she came back, she saw a young wren in the hole.

“What are you here for?” said the old wren.

“I am here to build my nest,” said the young wren.

La'zy beau'ti ful wren build

“You must not, that is my place,” said the old wren.

“It is not! It is mine!” cried the young one. “I was here first this year. See what I have done! Look at the bits of moss I have brought here to make my nest!”

“I can not help that. It is my place,” said the old wren. “I have had this tree two years, and now, when I come back again, I find you here.”

“And I mean to stay here,” said the young wren.

Then the old wren began to peck at the young one, and tried to tear the moss and bits of bark from the nest.

Then the old wren and the young one had a hard fight.

Each one cried out, "It is my place."

"No, it is mine. I was here first."

"No, I was—"

"Aha!" said a blue-bird, who was in another tree near by. "What is all this noise about?"

So he went to see what it was.

"What is the matter?" said he.

"She has my place," said the old wren.

"No, it is not her place; it is my place," said the young one.

"Let me see the place," said the blue-bird. "What a dark hole it is!"

Then the blue-bird hopped into the nest.

"You can not have it," he said to the old wren, "because the young wren was here first this year.

"You can not have it," he said to the young wren, "because the old one had it last year.

"I think I will stay here myself." So the foolish wrens had to fly off and find some other place.

Little drops of water,
 Little grains of sand,
 Make the mighty ocean,
 And the pleasant land.

The child who shuts up its book too soon,
 Won't learn any lessons well;
 The man who travels a mile each day,
 Will get round the world at last.

IRREGULAR VERBS

USED IN

THE FIRST AND THE SECOND BOOKS.

THE FIRST BOOK.

PART I.

LESSON	(1)	(2)	(3)
1.	is	was	been
11.	put	put	put
14.	sit	sat	sat
15.	think	thought	thought
16.	stand	stood	stood
16.	may	might	
17.	go	went	gone
17.	write	wrote	written
19.	take	took	taken
19.	bring	brought	brought
20.	am	was	been
20.	are	were	been
21.	do	did	done
26.	have	had	had
27.	has	had	had
29.	see	saw	seen
32.	come	came	come

LESSON	(1)	(2)	(3)
36.	can	could	
36.	shut	shut	shut
37.	feel	felt	felt
38.	must	must	
38.	fall	fell	fallen
38.	be	{ was were	been

PART II.

1.	give	gave	given
1.	lose	lost	lost
2.	cut	cut	cut
2.	will	would	
5.	lend	lent	lent
6.	buy	bought	bought
9.	ride	rode	ridden
13.	break	broke	broken
15.	hear	heard	heard
16.	understand	understood	understood
17.	show	showed	shown
17.	tell	told	told
17.	hide	hid	hidden
18.	draw	drew	drawn
19.	get	got	got
21.	meet	met	met
21.	say	said	said
21.	swim	swam	swum
21.	leave	left	left

LESSON	(1)	(2)	(3)
22.	rēad	rēad	rēad
23.	sell	sold	sold
24.	speak	spoke	spoken
25.	eat	ate	eaten
26.	set	set	set
26.	run	ran	run
29.	shake	shook	shaken
31.	make	made	made
31.	does	did	done
31.	freeze	froze	frozen
31.	hold	held	held
36.	begin	began	begun
38.	catch	caught	caught
38.	let	let	let

THE SECOND BOOK.

PART I.

6.	know	knew	known
16.	mean	meant	meant
18.	keep	kept	kept
19.	forget	forgot	forgotten
21.	shine	shone	shone
24.	sweep	swept	swept
25.	sleep	slept	slept
26.	awake	awoke	awaked
26.	win	won	won

LESSON	(1)	(2)	(3)
33.	creep	crept	crept
33.	lie	lay	lain
39.	send	sent	sent
41.	hit	hit	hit
41.	teach	taught	taught

PART II.

1.	ride	rode	ridden
2.	drive	drove	driven
3.	sting	stung	stung
3.	feed	fed	fed
4.	wake	woke	woke
6.	shall	should	
8.	throw	threw	thrown
15.	find	found	found
16.	pay	paid	paid
17.	hurt	hurt	hurt
21.	hang	hung	hung
26.	wear	wore	worn
27.	bend	bent	bent
28.	build	built	built
30.	sing	sang	sung
32.	lay	laid	laid
37.	tear	tore	torn

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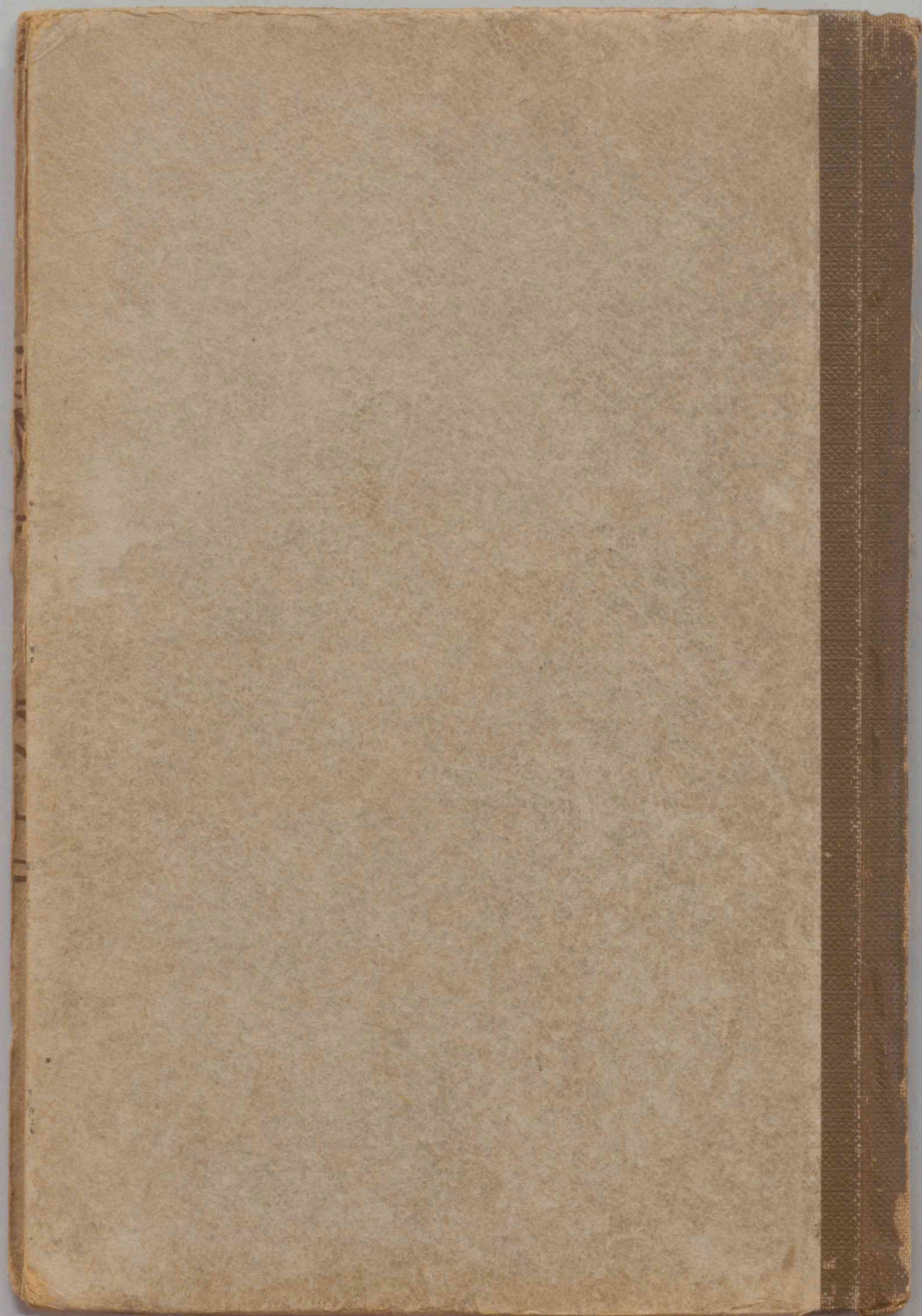
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naughty. branch.
crib chance.

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