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文 部 省 検 定 済 教 科 書

HOW TO WRITE GOOD ENGLISH

BOOK-1

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昭和23年8月26日文部省検定済 高等学校外国語科用

THE NEW WORLD ENGLISH
**HOW TO WRITE
GOOD ENGLISH**

by

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&

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BOOK ONE

KYOIKU SHUPPAN

— TOKYO —

廣島大學
圖書印



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BOOK ONE

PART ONE: SENTENCES

1. SUBJECT AND PREDICATE

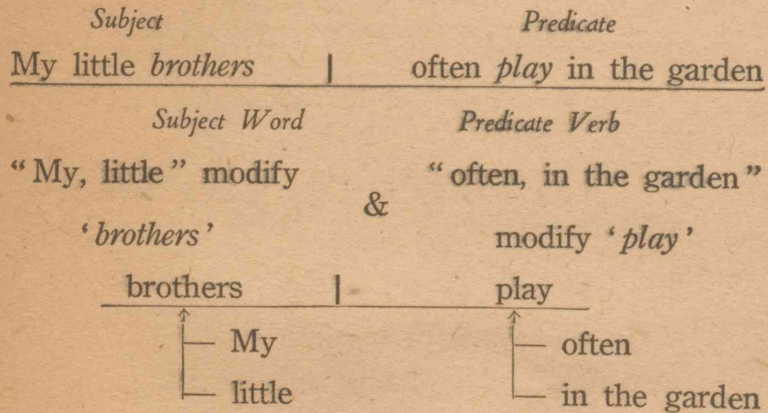
1. This is our garden.
2. My little brothers often play in the garden.
3. I will show you my flower-beds.
4. Here are some tulips. The colors are pretty.
5. These rose-bushes will bloom in June.
6. I love roses. They smell very sweet.

NOTES

- (1) A **sentence** usually consists of two parts. The first part is what we are talking about, which is called the **subject**. The second part is what we say about the subject, which is called the **predicate**.

- | <i>Subject</i> | | <i>Predicate</i> |
|------------------------------|--|--|
| 1. <u>This</u> | | is our garden |
| 2. <u>My little brothers</u> | | often play in the garden |
| 3. <u>I</u> | | will show you my flower-beds |
| 4. <u>some tulips</u> | | Here are (<i>Inversion</i>) |

(2) The chief word (usually a noun or pronoun) of the subject is called the **subject word** and the chief word of the predicate is called the **predicate verb**.



Question; How about the Subjects in the following sentences? :-

- Come here. Look at the tulips.
Thank you.

EXERCISE

(A) Divide the Subject from the Predicate, using the diagram :-

1. That girl looks very happy.
2. She has got a holiday today.
3. Where is she going?
4. There goes your aunt.
5. There was no one in the room.

6. Please lend me your flashlight.
7. How careless I have been!
8. To our right we saw a white building.

(B) Complete the following by adding suitable Predicates :-

- | | |
|---------------------|-------------------------------|
| 1. The sun | 2. Our school |
| 3. My friends..... | 4. My father (or mother)..... |
| 5. An old man | 6. A good book |
| 7. The train..... | |

(C) Complete the following by adding suitable Subjects :-

1. runs very fast.
2. sings very well.
3. wrote a long story.
4. were built last year.
5. hit the window.
6. There is in the room.
7. There are in our town.

2. SENTENCE-PATTERNS—(1) (S+V)

1. My little brothers often play in the garden.
2. Here are some tulips.
3. These rose-bushes will bloom in June.

NOTES

(1) Each of the above examples consists of the subject word and predicate verb with **modifiers**

Subject	Predicate	
(S)	(V)	(C)
This	is	garden
		↑ our

(2) The verbs used in this sentence-pattern (S+V+C) are called **incomplete intransitive verbs**.

- a) *be; keep, remain, rest*
- b) *seem, look, appear; taste, smell, feel*
- c) *become, grow, get, turn out, prove, make*

EXERCISE

(A) Diagram the following sentences:—

1. It was a warm afternoon.
2. The teacher's talk was long.
3. All the students seemed drowsy.
4. At last some of them fell asleep.
5. The teacher grew impatient.
6. Few boys could keep awake.

(B) Point out the Complements:—

1. The sky looked black; the winds blew hard.
2. He remained poor all his life.
3. He alone remained in the room.
4. You must keep quiet.
5. This orange tastes sour.
6. John has not yet become an expert driver.

(C) Complete the following by adding Complements:—

1. Lincoln was
2. The rumour proved
3. His son has grown.....
4. The velvet feels
5. That boy seemed.....
6. My chief aim in life is.....
7. He kept.....all the time.

4. SENTENCE-PATTERNS—(3) (S+V+O)

1. I love roses.
2. We have a little orchard over there.
3. My grandfather planted those trees.

NOTES

(1) In the above examples *roses*, *orchard*, and *trees* are respectively the receivers of the action expressed by the verbs *love*, *have*, and *planted*. The word that is acted upon by the verb is called the **object**.

	(S)	(V)	(O)
1.	I	love	roses
2.	We	have	orchard
		↑ over there	↑ a little

- (2) The verbs used in this sentence-pattern (S+V+O) are called **transitive verbs**.

EXERCISE

(A) Diagram the following sentences:—

1. The boys watched the game eagerly.
2. She found her lost keys.
3. Alice told the story well.
4. Mother enjoyed the concert.
5. The children broke their swing.
6. His father died a sudden death.

(B) Combine (A) with (B) properly:—

(A)	(B)
1. My brother collects.....	a) the danger.
2. The boys are playing....	b) time.
3. My sister is playing.....	c) the piano.
4. Don't waste.....	d) old stamps.
5. They refused.....	e) baseball.
6. No one saw.....	f) our offer.

(C) Make ten short sentences using the following words as Predicate Verbs and giving each an Object:—

- | | | | |
|---------|-----------|---------|---------|
| 1. eat | 2. drink | 3. see | 4. know |
| 5. find | 6. catch | 7. hear | 8. make |
| 9. read | 10. write | | |

5. SENTENCE-PATTERNS—(4) (S+V+O+O)

1. I will show you my flower-beds.
2. These trees give us plenty of fruit.
3. Last year we sent our uncle some apples.

NOTES

- (1) In the above examples the transitive verbs *show*, *give*, and *sent* are followed by two objects—a **direct object** and an **indirect object**.

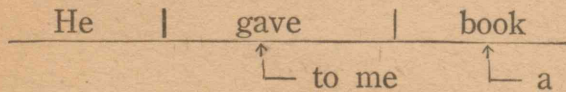
The direct object usually answers the question 'What?' or 'Which?'

The indirect object usually answers the question 'To whom?' or 'For whom?'

(S)	(V)	(I. O)	(D. O)
I	will show /	you	flower-beds
			↑ my

- (2) The chief verbs which take two objects are:—
give, send, lend, pay, offer, bring, fetch, show, tell, teach, ask, leave, refuse, deny, etc.
- (3) Instead of the indirect object, 'Preposition+ Object' (*i. e. adverb phrase*) may be used.

- (a) He gave *me* a book.
- (b) He gave a book *to me*.
- (a) Father bought *me* a toy.
- (b) Father bought a toy *for me*.
- (a) I asked *him* a question.
- (b) I asked a question *of him*.



EXERCISE

(A) *Diagram the following sentences:—*

1. She told us an amusing story.
2. He showed me his report card.
3. The maid brought me a cup of tea.
4. Please give the dog a bone.
5. He found me a good seat.
6. We lent them our skates.
7. Did you give Mary some candy?
8. My father bought me a bicycle.
9. We asked her a few questions.
10. I can refuse you nothing.

(B) *Re-write the above sentences, using an Adverb Phrase instead of the Indirect Object:—*

(C) *Supply the Direct Object:—*

1. The sun gives us.....

2. Miss May teaches us.....
3. I offered my friend.....
4. I sold him.....
5. Can you spare me.....?

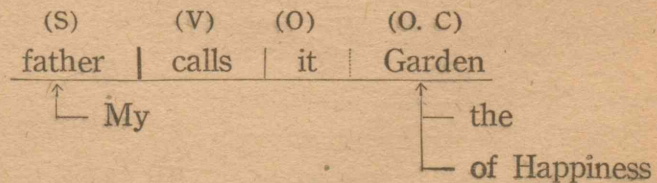
6. SENTENCE-PATTERNS—(5)

(S+V+O+O.C)

1. My father calls it "the Garden of Happiness".
2. The fruit-trees make us happy.
3. We always keep the garden pretty.

NOTES

(1) "My father calls it ?" does not make sense unless ? is replaced by some word or group of words to complete the object 'it'. Such a word or group of words is called the **objective complement**.



(2) Consider the relation between 'O+O.C' and 'S+V+C' in each of the following pairs of sentences.

They | made | *him* | | *captain*
 ↓ ↓
 He | was (or became) | *captain*

He | left | *the door* | | *open*
 ↓ ↓
 The door | was | *open*

(3) The verbs used in this sentence-pattern (S+V +O+O. C) are called **incomplete transitive verbs**.

EXERCISE

(A) *Supply the Objective Complement:—*

- Your letter has made me.....
- I made that young man
- Don't leave the door
- Whom will you elect.....?
- We thought what he said.....
- We call this flower.....
- I have found this book.....

(B) *Combine (A) with (B) properly:—*

(A)	(B)
1. They painted the wall	a) chairman.
2. His failure made his mother.....	b) free.
3. She set the captive bird	c) gray.
4. Leave me	d) ill.
5. We found the speaker	e) tiresome.

- Why did you elect him..... f) waiting.
- Don't keep me..... g) alone.

(C) *Compose a sentence, re-arranging the words:—*

Ex. $\left\{ \begin{matrix} \text{call people him hero a} \\ \rightarrow \text{People call him a hero.} \end{matrix} \right.$

- the leave alone dog
- we him a gentleman fine thought
- strong made rowing has him very
- elected they president man young that
- what jewel do this you call?
- worry her has gray turned hair
- found I in him the asleep shade

7. NEGATIVE SENTENCES

1.	{ He is a scientist. He is not a scientist.
2.	{ I have a microscope. I have not a microscope.
3.	{ You must read this book. You must not read this book.
4.	{ He studies biology. He does not study biology.
5.	{ He went to college. He did not go to college.

NOTES

How to make Negative Sentences.

(1) As is shown in the above examples 1, 2, and 3, the adverb *not* is placed after the following special finite verbs:—*am, is, are, was, were; have, has, had; do, does, did; shall, should; will, would; can, could; may, might; must; ought; need; dare; used.*

cf. We *shall not have* a holiday.

I *have not been* busy this week.

(2) As is shown in the above examples 4 and 5, the ordinary verbs must be made negative by the help of *do, does, or did.*

(3) In the case of negative imperatives put *Don't* before the verbs.

{Run.	{Be silent.
{Don't run.	{Don't be silent.

EXERCISE

(A) *Re-write each of the following sentences in the Negative:—*

1. Robert is a college student.
2. He studies science at college.

3. His college has a long history.
4. He can read Latin and Greek.
5. Yesterday he worked hard in the laboratory.
6. He ought to have rest.
7. He has been busy this term.
8. He will do well in life.

(B) *Answer the following questions in the Negative, putting the shortened forms in brackets.*

Ex. { Is he a college student?
 { No, he is not (or isn't).

1. Have you a science dictionary?
2. Were you busy last week?
3. Did your father come home?
4. Can you spare me a few minutes?
5. Was there any visitor in the morning?
6. Has that boy a microscope?
7. Have you found your lost glove?
8. Will this train arrive there before evening?

8. INTERROGATIVE SENTENCES

- | | |
|----|--|
| 1. | { This <i>is</i> an American film.
Is this an American film? |
| 2. | { He <i>has</i> a good camera.
Has he a good camera? |
| 3. | { We <i>must</i> sometimes see pictures.
Must we sometimes see pictures? |
| 4. | { You <i>like</i> to see science pictures.
Do you <i>like</i> to see science pictures? |
| 5. | { He <i>went</i> to the movie-house last night.
Did he <i>go</i> to the movie-house last night? |

NOTES

How to make an **Interrogative Sentence** which does not contain an interrogative word. (This type of question expects a *Yes* or *No* in the answer.)

(1) As is shown in the above examples 1, 2, and 3, if there is one of the special finite verbs, the word-order is:—

Special Finite + Subject (+ Root-form)?

(2) As is shown in the above examples 4 and 5, if there is no special finite, the interrogative must be made by the help of *do*, *does*, or *did*.

cf. { They *have* lunch at school.
Do they *have* lunch at school?

EXERCISE

(A) Re-write each of the following sentences in the Interrogative:—

- Smoking is a bad habit.
- They are ready to break off the habit.
- That man has a poor memory.
- He has forgotten the date.
- We must send for a taxi.
- You can get there in time.
- Letters should be written neatly.
- There is a dining-car on that train.
- He writes home once a week.
- He sent me a wire.

(B) Write such questions as will get the following answers:—

Ex. { Ans. I got your letter.
Ques. Did you get my letter?

- My mother has been ill.
- I must decline his invitation.
- He will be sorry for that.
- There was a stream near his house.
- He likes to talk about fishing.
- My uncle went to Switzerland last year.
- I am interested in his tale.

9. INTERROGATIVE-NEGATIVES

- | |
|---|
| <p>1. a) He <i>is</i> a noted traveler.
 b) <i>Is</i> he a noted traveler?
 c) <i>Is</i> he <i>not</i> a noted traveler?
 d) <i>Isn't</i> he a noted traveler?</p> <p>2. a) He <i>came</i> to Japan by steamer.
 b) <i>Did</i> he <i>come</i> to Japan by steamer?
 c) <i>Did</i> he <i>not come</i> to Japan by steamer?
 d) <i>Didn't</i> he <i>come</i> to Japan by steamer?</p> |
|---|

NOTES

- (1) The **interrogative-negative** [as (c) in the above examples] is formed by first making the **interrogative** and then placing *not* after the subject. In the colloquial language the shortened form *n't* is used after the special finites.
- (2) Tell me the difference in the shades of meaning in the following:—
- | | |
|-----|-----------------------|
| (a) | Is he rich? |
| (b) | He's rich, isn't he? |
| (c) | He isn't rich, is he? |

EXERCISE

(A) *Re-write each of the following questions in the Interrogative-Negative:—*

1. Is the weather clearing up?
2. Are these books interesting?
3. Have you a gramophone?
4. Have you bought a radio-set?
5. Has it four valves?
6. Do the boys work hard?
7. Does the teacher encourage them?

(B) *Re-write each of the following sentences in the Interrogative-Negative:—*

1. The sea was calm.
2. He enjoyed a pleasant voyage.
3. He has visited Japan again.
4. He has been staying here for two months.
5. He loves Japanese fine arts.
6. He is going to make a trip through Japan.
7. He ought to visit Kyoto and Nara again.

10. WH-QUESTIONS

1. *Who* wrote this poem?—*Byron* did.
Which of you can answer the question?—*I* can.
2. *Who* is that old gentleman?—He is *my uncle*.
What is that young man?—He is *a clerk*.
3. *What* do you want?—I want *your advice*.
Who(m) did you see?—I saw *the manager*.
4. *When* did you see him?—I saw him *yesterday*.
Where did you see him?—I saw him *in his office*.

NOTES

How to form the **Interrogative Sentence** beginning with an interrogative word:

- 1 As is shown in the examples No. 1, 'Subject (= Interrogative)+V.....?' is the *Subject-question* asking 'Who?' 'What?' 'Which?' 'How many?' etc. and the important part of the answer is also the subject.
- 2 The answer to 'C (= Q)+V+S?' is 'S+V+C' and the important part is the complement.
(Q=Interrogative Word)
- 3 The answer to 'O (= Q)+V+S+V?' is 'S+V+O' and the important part is the object.
(V=auxiliary)

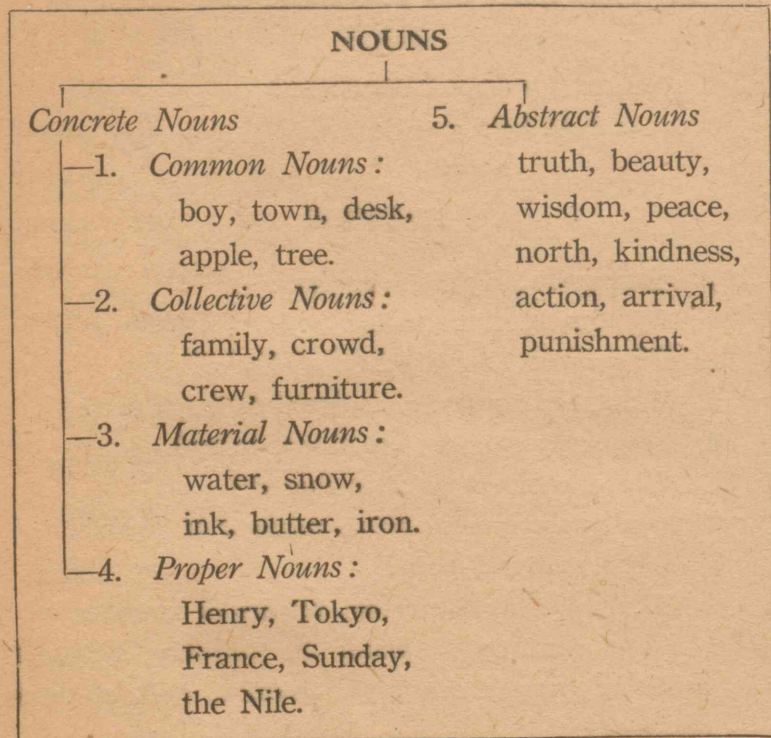
- 4 The answer to 'Q (adverbials)+V+S+V?' is 'S+V+adverbials.' The adverbial is the important part of the answer.
cf. *How much* did you spend last week?
—I spent *five dollars*.
How far is it from here?
—It is *half a mile*.

EXERCISE

- (A) Answer the following questions:—
1. Who invented the radio?
 2. Who wrote *The Merchant of Venice*?
 3. Which can fly faster, a pigeon or a sparrow?
 4. How many students are absent today?
 5. What month comes after August?
 6. Who is the present prime minister of Japan?
 7. When were you born?
 8. Which do you like better, science or literature?
- (B) Write questions to which the following statements might be answers. Begin the questions with an Interrogative:—
1. I went *to the concert*.
 2. I went to the concert *last evening*.
 3. I went to the concert *with my sister*.
 4. My mother did not go *because she was ill*.
 5. There were *about two thousand people* in the hall.
 6. *Mr. K.* was the conductor.
 7. We enjoyed the music *very much*.
 8. I like *Beethoven* better than *Wagner*.

PART TWO: NOUNS AND ARTICLES

1. KINDS OF NOUNS



NOTES

(1) *Nouns* may be classified not only as above according to their meaning, but may also be divided into two groups as follows:—

A. **Countable Nouns**—Nouns that stand for

things that can be counted and may be either *singular* or *plural*. These nouns may be modified by *a, an, one, two, many, few*, etc. (Usually *common nouns* and *collective nouns*)

B. **Uncountable Nouns**—Nouns that stand for something which cannot be counted though it may be measured. These nouns cannot be modified by an *indefinite article* or by *numerals*. (Usually *material, proper* and *abstract nouns*)

cf. *a piece* (or *bit*) of chalk, string, wood, paper
a cup of tea, coffee *a glass* of water
a lump of sugar *a cake* of soap

(2) A. **Material Nouns** used as *Common Nouns*.

a) iron*an iron*
 glass.....*a glass*

b) This is *an excellent coffee*.
 Teas and tobaccos

c) He threw *a brick* through the window.

B. **Abstract Nouns** used as *Common Nouns*.

a) Please make *a fire* in my room.
 It was *a fine sight*.

b) Honesty is *a virtue*.
 I received many *kindnesses* from him.

EXERCISE

(A) Tell whether the following Nouns are Countables or Uncountables :—

snow, city, ink, England, music, Newton, bread, wealth, knife, cloth, blood, salt, rice, river, tree, wool, week, machine, machinery, life, poem, poetry.

(B) Tell the meaning of the words printed in italics :—

1. (a) I caught a big *fish*.
(b) I like *fish* better than meat.
2. (a) He took a *room* in that hotel.
(b) There is little *room* for doubt.
3. (a) The sun gives us *light*.
(b) Please lend me a *light*.

(C) Fill the blanks with **a** or **an**, if necessary :—

1. This is () pear and that is () apple.
2. Which do you like better, () butter or () cheese?
3. This hat is made of () straw.
4. He is wearing () straw hat.
5. Lend me () pen and () sheet of () paper.
6. We waited for () hour.

(D) Form Abstract Nouns from the following :—

1. true, wide, high, grow, strong.
2. patient, honest, able, just, wise.

3. old, young, hot, warm, poor, beautiful.
4. proud, cruel, false, active, happy.
5. assist, move, discover, invent, live.
6. serve, agree, succeed, fail, think, do.

2. NUMBER

Study the following *Plural forms* and their pronunciation :—

(A) Regular Plurals			
1. books	maps	rats	months
2. dogs	clubs	beds	mouths trees
3. classes	boxes	dishes	benches
	bridges	roses	faces houses
4. heroes	potatoes	cf. pianos	photos
5. cities	babies	cf. boys	days
6. knives	wives	cf. roofs	chiefs
(B) Irregular Plurals			
1. a.	man—men	woman—women	
	Englishman—Englishmen		
	b. foot—feet	tooth—teeth	mouse—mice
2.	ox—oxen	child—children	
3.	sheep	deer	salmon Japanese Chinese
4.	brothers-in-law	passers-by	girl-friends

NOTES

(1) Questions.

1. When is '—s' pronounced [s] and when [z]?
2. In what case do nouns form their plurals by adding '—es'?
3. Some nouns ending in '—y' form their plurals '—ies' and others '—s'. How can you tell the former from the latter?
4. How do you pronounce the following plurals?—
houses, women, children, Englishmen, paths.

(2) The Two Uses of the Indefinite Article.

- | | |
|----------|---|
| Singular | (a) A dog is a faithful animal. |
| | (b) I saw <i>a</i> dog. |
| Plural | (a) Dogs are faithful animals. |
| | (b) I saw <i>some</i> (or <i>two, several</i>) dogs. |

EXERCISE

(A) Give the Plurals of:—

1. cook, cup, mat, cat, bird, pen, song, egg.
2. brush, fox, bus, branch, page, orange, nose.
3. negro, motto, echo, lily, fly, duty, key, ray.
4. leaf, life, thief, shelf, handkerchief, hoof.
5. gentleman, Frenchman, American, Italian.

(B) Re-write each of the following sentences, changing the Number of the words printed in italics and making

any other necessary changes:—

1. A *girl* is playing in the street.
2. A *girl* should behave well.
3. There is a new *book* on the desk.
4. A new *book* is not always good.
5. A *storm* does a lot of damage.
6. Has there been a *storm* recently?
7. *Laboratories* are places where scientific work is done.
8. There are two *laboratories* in this school.
9. These *men* come to his house to have English lessons.

3. THE DEFINITE ARTICLE

1. He gave me *a fountain-pen* and *two pencils*.
I kept *the fountain-pen* but gave *the pencils* to my sister.
2. Please shut *the door*.
I am going to *the station*.
Has *the newspaper* come yet?
3. Bring me *the red book*.
The novels of Soseki are very popular.
4. *The tiger* is a fierce animal.
5. That is *the largest* building in Tokyo.
6. *The rich* ought to help *the poor*.
The cries of *the dying* were terrible.

NOTES

The Uses of the **Definite Article** (1)

1. Used when we refer to what has been once mentioned.
2. Used with nouns clearly defined by the context.
3. Used with nouns made definite by an adjective or its equivalents.
4. Used with the noun indicating a whole class or species.

{ *The tiger* is a fierce animal.

{ *Tigers* are fierce animals.

The definite article usually remains in the following.

{ *The man* I saw there was *an* American.

{ *The men* I saw there were Americans.

cf. *Man* is mortal.

Woman is weaker than *man*.

5. Used with an adjective in the *superlative degree*.

{ He is *the most* important person in the firm.

cf. { He is *a most* important person. (=very)

{ *Most* people think so. (nearly all)

6. *the* + Adjective (*or* Participle) = those who are + Adjective (*or* Participle).

EXERCISE

(A) Replace the dashes by *a, an or the*, where necessary. —

1. I left — office at five o'clock.
2. He is not — friend of mine.
3. He is — friend I told you of.
4. Tom is — very smart boy.
5. Tom is — smartest boy in the class.
6. Has — postman come yet?
7. I missed — 8.30 train this morning.
8. — automobile passed me just now. It was — Ford car.
9. — automobile that passed me just now was — Ford.
10. We must help — needy.

(B) Change the words printed in italics from Singular to Plural, making any other necessary changes:—

1. The *piano* in this shop was made in Japan.
2. The *camera* is of great use to tourists.
3. The *elephant* is a very large animal.
4. Have you seen the *elephant* at the zoo?
5. The *pen* I bought yesterday is missing.

4. One, Some, & Any.

1. I want *a pen*. Please show me *one*.
I want *some pens*. Please show me *some*.
I'm sorry but I haven't *any*.
2. Have you *any ink* (or *stamps*)?
Yes, I have *some*.
No, I haven't *any*.
3. Lend me *some money* (or *stamps*), *if* you have *any*.
4. I doubt whether he has *any money* (or *stamps*).

NOTES

1. In order to avoid the repetition of a noun *one*, *some* and, *any* may be used.

One may be used instead of a singular countable noun.

Some and *any* may also be used instead of a singular uncountable noun.

But when qualified with an adjective, *ones* is used instead of *some* or *any*.

- cf. { Show me *some pens*.
 { Show me better *ones*. (not *some*)

2. *Some* is generally used in affirmative sentences.

cf. Would you mind giving me *some stamps*?

(=Please give me *some stamps*.)

Will you have *some more coffee*?

(=Please have *some more coffee*.)

3. *Any* is used in sentences where there are expressions of 'doubt', 'wonder', or 'uncertainty'.

4. When making a negative answer to a question, we sometimes use the following:—

no (*book*)=not...a, any (*book*)

nothing=not ...anything.

neither=not...either none=not...one, any

nobody=not...anybody no one=not...any one

nowhere=not...anywhere

- cf. { There is *somebody* waiting at the door.
 { Is there *anybody* waiting at the door?
 { There *isn't anybody* waiting at the door.

EXERCISE

- (A) Replace the dashes by *one*, *some* or *any*:—

1. Have you — friends in America?
Yes, I have —.
2. This typewriter is a new —.
3. I don't want — milk, thank you.
4. Have you — tobacco? If you have —, please

spare me —.

5. Are these eggs fresh? If so, I'll buy —.
6. Won't you have — of this cake? It's very good.
7. I wonder whether he has — trouble.
8. You may come — day you like.

(B) Replace the dashes by **no**, **none**, **any** or **some**:—

1. Is there — water in the bucket?
No, there is —.
2. I have — *thing* in my hand. What is it?
3. He doesn't lend his books to — *body*.
4. — *one* who thinks so is very foolish.
5. Did you go — *where* last Sunday?
6. If there is — *body* at the door, please call him in.

(C) Re-write each of the following sentences using **not** or **n't**:—

Ex. I went *nowhere*.

→ I did *not* (or *didn't*) go anywhere.

1. I saw nobody in the hall.
2. He told me nothing about it.
3. I know none of these words.
4. I have no overcoat.
5. He read neither of these books.
6. The key was found nowhere.
7. There has been no rain for several weeks.

5. POSSESSIVE CASE

1. a cat's tail, Frank's satchel, my wife's hobby,
a bird's feather, a dog's nose, the boy's cap,
James's [-ziz] book.
2. a girl's school, the boy's club.
men's hats, a children's hospital.
3. Have you read *today's* paper?
It is five *minutes'* walk from the station.
After a *week's* journey he came back.
4. This is *my father's* hat.
This is a hat *of my father's*.
5. *This pen of Tom's* (or *his*) is very good.
That car of your father's (or *his*) is new.
6. I am going to my *uncle's* [house].
I met him at the *dentist's* [office].
She stopped in front of the *florist's* [shop].

NOTES

How to form the **Possessive Case** of Nouns.

1. 's is added to nouns in the singular.
2. a) The **apostrophe** only is added to a noun in the plural ending in '-s'.

- b) 's is added to a noun in the plural not ending in '—s'.
3. The use of the possessive case is usually limited to nouns of *persons and animals*, but it is also used with nouns denoting *personified objects* and nouns denoting *time, space, weight, or value*.
 4. This is my father's hat.
(=This is *the* hat belonging to my father.)
This is a hat of my father's.
(=This is *a* hat belonging to my father.)
 5. 'Tom's *this* pen' and 'your father's *that* car' are wrong.
 6. *cf.* St. Paul's [Cathedral] St. James's [Palace]
St. John's [College]

EXERCISE

- (A) *Put Apostrophes wherever they are required:—*
1. That boys face is shining.
 2. I can't recall the heros name.
 3. Have you ever read *Æsops Fables*?
 4. These girls have made the babies caps.
 5. Our boys teamwork was splendid.
 6. He is a friend of my fathers.
 7. We took a few moments rest.

(B) *Re-write the following by using the Possessive Case of the Noun:—*

1. bats belonging to several boys
2. dresses belonging to the children
3. shoes designed for ladies
4. plays written by Shakespeare
5. this cap belonging to my brother
6. a club consisting of women

PART THREE : PRONOUNS, ADJECTIVES AND ADVERBS

1. PERSONAL PRONOUNS

Complete the table by supplying the Personal Pronouns.

Person \ Case	Nominative	Possessive	Objective	Absolute Possessive
1st Person	Sing.			
	Pl.			
2nd Person	Sing.			
	Pl.			
3rd Person	Sing.	Masculine		
		Feminine		
		Neuter		
	Plural			

NOTES

- (1) *One, we, they, you* may be used indefinitely.
They speak English in Canada.
We should work as long as *we* live.

- (2) { This is *my* house.
 { This house is *mine* (or *my own*).

I saw it with *my own* eyes.

- (3) **Questions :** (a) Study various uses of *it*.
 (b) Study the uses of *—self* or *—selves*.

EXERCISE

(A) *Choose the correct Pronouns :—*

1. She sat beside my brother and (*I, me*).
2. His sister is a better student than (*he, him*).
3. All of (*we, us*) must do (*their, our*) best.
4. Was the winner (*he, him*)?
5. Will you help (*him, his*) and (*me, I*) find (*his, my, our*) way?

(B) *Change the Number of each subject in the following with any other necessary changes :—*

1. He is a good swimmer.
2. She sometimes takes lunch with her friends.
3. He wants to succeed in his enterprise.
4. You are a lazy fellow.
5. Do they like playing tennis?

(C) *Put Pronouns in the place of the nouns printed in italics :—*

1. I told Tom that the snake seen by *Tom* in the

garden would do *Tom* no harm, if *Tom* left the snake alone.

2. A man brought round some wild beasts in a show. Among *the beasts* there was an elephant. *The man* threw cakes at the elephant and *the elephant* caught *the cakes* in its trunk.
3. Tom and Mary are good friends. *Tom* helps *Mary* in *Mary's* study and *Mary* helps *Tom* in *Tom's* study.

2. INDEFINITE PRONOUNS

1. *Another, Other.*

This room is too small. Show me *another*.

This room is too small. Show me *the other*.

You may use this chair, but don't use *the others*.

Do good to *others*.

2. *Every, Each, All.*

- a) *Every* man has a right to live.

Every man cannot be a poet.

- b) *Each* school has its baseball team.

Each of us has his duty.

They helped *each other*.

- c) I have read *all* [of] these books.

I have *not* read *all* [of] these books.

3. *Either, Neither, Both*

- a) Have you read *either* of these books?

I have read *neither* of them.

- b) I have read *both* of them.

I have *not* read *both* of them.

NOTES

1. *another*=an other; a different one

cf. Give me *another*. (=one more)

the other=another (Singular)

the others=the rest (Plural)

2. *Every* cannot be used absolutely as *each*.

{*every, each*+Singular. *cf.* every six weeks.

{*all*+Plural. *cf.* all+Singular (Uncountables)

3. *Partial Negative.*

Every man cannot be a poet.

I don't know *all* of these words.

I don't know *both* of these words.

EXERCISE

(A) Replace *all* by *every* or *each*, and make any other necessary changes:—

1. All the trains stop at Yokohama.

2. All the students in our class work hard.

3. All the boys say that they like sports.
 4. All the people I met seemed to be in a hurry.
 5. All the trees in this park are old.
- (B) Replace **every** or **each** by **all**, and make any other necessary changes:—(Note that the definite article is not always required.)
1. Every piano in this shop is made in Japan.
 2. Every piano has both black and white keys.
 3. Every train runs on the rail.
 4. Every window in this room is shut.
 5. Not every book on the shelf is new.
 6. Each of the boys has his own hobby.
- (C) Change the following statements into Partial Negative and Total Negative:—
1. Every boy likes the sea.
 2. All the passengers were safe.
 3. I know both English and French.
 4. Both of his parents are staying in America.
 5. I have invited all of my friends.

3. Many, Much, Few, Little, etc.

- | | |
|---|-------------------------------|
| 1. He has <i>few</i> friends. | He has <i>little</i> time. |
| He has <i>a few</i> friends. | He has <i>a little</i> time. |
| 2. He has <i>a lot of</i> friends. | He has <i>plenty of</i> time. |
| 3. a) I haven't <i>much</i> money (or <i>many</i> friends). | |

- | |
|--|
| b) Has he <i>much</i> money (or <i>many</i> friends)? |
| c) I wonder whether he has <i>much</i> money (or <i>many</i> friends). |
| d) Don't eat <i>too much</i> . |
| Take <i>as much</i> as you want. |
| <i>How many</i> eggs do you want? |
| e) <i>Many</i> [people] think so. |
| <i>Much</i> has been written about this statesman. |

NOTES

- (1) *few*, *many* + Countables
little, *much* + Uncountables
- (2) *Many* and *much* may be correctly used:—
- a) in negative sentences.
 - b) in general questions.
 - c) in 'whether-clauses' or 'if-clauses'.
 - d) after *too*, *as*, *how*, and *so*.
 - e) when modifying or standing for the subject of the sentence.

In other cases, *many* and *much* are generally replaced by the following substitutes:—

<i>many</i>a great (or good) many;
	a great number [of]; great numbers of; numerous; lots [of].

mucha great (*or* good) deal [of];
 a large amount (*or* quantity) [of].
many, much, plenty [of]; a lot [of];
 enough [of].

EXERCISE

(A) Replace the dashes by *many, much, or their substitutes mentioned in Notes (2)* :—

1. He knew — about astronomy.
2. There were — people in the lecture-hall.
3. There were not — people in the park.
4. Is there — coal left in the shed?
5. There is — coal left in the shed.
6. I found — difficult words in this book.
7. Did you find — difficulty in reading this book?
8. Don't eat too — meat.

(B) Re-write the following both in the Interrogative and the Negative, making the necessary changes :—

1. He has bought a lot of new books.
2. He spends a great deal of money on books.
3. The storm did a lot of damage to the crops.
4. A large number of boys had been swimming.
5. There is plenty of food in the house.

(C) Replace the dashes by '(a) few' or '(a) little' :—

1. Hurry up. We have — time left.

2. Don't hurry. We have — time left.
3. I feel lonely as I have — friends here.
4. I don't feel lonely as I have — friends here.

4. RELATIVES—(1)

Case	Nominative	Possessive	Objective
<i>Antecedents</i>			
<i>Persons</i>	who	whose	whom
<i>Things</i> <i>Animals</i>	which	whose (of which)	which
<i>Persons</i> <i>Animals</i> <i>Things</i>	that	—	that
—	what	—	what

NOTES

(1) The Two Uses of Relative Pronouns.

a) *Restrictive Use*—introducing an *adjective clause*.

That is the man *whose* house was burnt.

That is the man [*whom*] I saw yesterday.

b) *Continuative Use*—Conjunction + Pronoun

I met Mr. Smith, *who* (=and he) invited me to dinner.

- (2) That | is | man
 |—| the
 |—| I | saw | [whom]

The relative pronoun in the objective case may be omitted.

- (3) { This is the hotel *at which* we stayed.
 { This is the hotel *which* we stayed *at*.
 { This is the hotel we stayed *at*.

EXERCISE

(A) Replace the dashes by **who**, **whose**, or **whom** :—

- The boy — we met did not know the way.
- The boy — showed me the way was a friend of my son's.
- We inquired for the player — head was hurt.
- This is the man — you can depend on.
- The boy — I know wrote this essay has gone.
- John, — I feel sure you can help, will be here soon.
- John, — leg was broken in the accident, is still in hospital.

(B) Omit the Relative Pronouns, making any other necessary changes :—

- That is the person of whom you spoke.
- Is that the doctor for whom you sent?
- Where is the man to whom I lent my umbrella?

- The man with whom I stayed is a business man.
- Skiing is a sport of which I am particularly fond.

5. RELATIVES—(2)

- This is the present [*which* or *that*] he sent me.
 This is the dog *which* (or *that*) bit me.
 That is the house *in which* we used to live.
- He is *the greatest* statesman *that* ever lived in the world.
 This is *all that* I know about him.
 This is *the only* dictionary *that* I have.
 Is this *the first* ship *that* was built after the war?
 This is *the same* picture *that* I saw last week.
- What* he said was true.
 I did *what* [little] I could.
- There is *no* man *but* loves his home.
 We like *such* boys *as* are honest in everything.

NOTES

- Which* and *that* may be sometimes interchangeable, but *which* cannot be used when the antecedent denotes a person and *that* is limited to the restrictive use and a preposition cannot, as a rule, stand before *that*.

- a) { This is the book [*which* or *that*] he wrote.
This is the man *that* wrote this letter.
- b) { I keep a dog, *which* follows me every-
where I go.
I keep a dog *that* follows me everywhere
I go.
- c) { This is the book *for which* I am looking.
This is the book [*that* or *which*] I am
looking *for*.

2. *That* is preferred when the antecedent is qualified by *all, only, first, same, very, the superlative, etc.*

This *is the very* book *that* I want.

Who that knows him will believe him?

- cf. { This is *the same* picture *that* I saw before.
This is *the same* camera *as* I have.

3. *what* = { (a) *that* (or *those*) *which*.....
(b) *all*.....*that*; *as much*.....*as*.

- cf. { I believe *what* he said. (Relative)
Do you know *what* he said? (Interrogative)

4. Negative + *but* = who (or *that*).....*not*.
as = that, who, which

EXERCISE

(A) Combine each of the following pairs of sentences by using *Relatives*. Put the *Relative* after the words printed in *italics* :—

- Here are some *books*. The books may interest you.
- This is a new *watch*. I bought it yesterday.
- They are singing a song. What is the *song*?
- We know an *American boy*. He lives in that house.
- We were speaking about a new hotel. Is that the *hotel*?
- I know a man called *Smith*. His house is near yours.
- You are looking for a pipe. Isn't this the *pipe*?

(B) Replace the dashes by *Relatives* :—

- That is the man to — I lent my umbrella.
- Is this the map to — you referred?
- You are the only friend — I have in the town.
- He is the best swimmer — we have in our class.
- This is the house the chimney of — was destroyed by the storm.
- There is some truth in — he said.
- This is all — he told me about himself.
- He is not — he used to be.
- There is no one — agrees to your plan.
- He is just such a man — we all admire.

(C) Combine each of the following pairs of sentences by using Noun Clauses beginning with **what** :—

Ex. He said something. It was true.

→ What he said was true.

1. He wants something. This is just the thing.
2. He has done something. He is sorry for it.
3. I wrote something. The teacher corrected it.
4. I was told to do something. I have forgotten it.
5. Something happened next. I don't remember it.

6. RELATIVES—(3)

1. a) The year *when* (=in which) the war broke out was 1941.
b) I stayed in Kyoto for a week, *when* (=and then) I received a telegram.
2. a) I have visited the village *where* (=in which) he was born.
b) I went into a tea-room, *where* (=and there) I met Mr. White.
3. Tell me [the reason] *why* (=for which) you hate him.
4. This is [the way] *how* I solved the puzzle.

NOTES

- (1) The **relative adverb** has both the restrictive use and continuative use, when it has an antecedent.
- (2) The relative adverb introduces an adjective clause, and when there is no antecedent, introduces a noun clause.

a) This | is | the place

$\begin{array}{c} \text{where} \\ \uparrow \\ \text{I | found | money} \\ \uparrow \\ \text{the} \end{array}$

b) This | is | N. C.

$\begin{array}{c} \text{where} \\ \uparrow \\ \text{I | found | money} \\ \uparrow \\ \text{the} \end{array}$

EXERCISE

Combine each of the following pairs of sentences by using **when, where, why, or how** :—

1. { I saw him somewhere before.
I cannot remember the *place*.
2. { I left my glasses in a certain place.
I have forgotten the *place*.
3. { I used to ride a tricycle some years ago.
I remember the old *days*.
4. { My brother died some days ago.
I shall never forget the *day*.

5. { Why did you stay away from school?
I can guess the *reason*.
6. { He found out the secret.
He told me the *way*.

7. COMPARISON

- John is *as tall as* you.
John is *not so* (or *as*) tall *as* you.
John is taller *than* you.
John is the tallest [boy] in the class.
- Iron is the *most useful* metal [of all].
Iron is *more useful than* any other metal.
No other metal is *so useful as* iron.
- He is *less rich than* his brother.
He is *not so rich as* his brother.
He is *poorer than* his brother.
- The more* you read, *the wiser* you become.
The longer the day is, *the shorter* the night is.

NOTES

The inflexion of adjectives and adverbs to denote three degrees of comparison is called **comparison**.

(A) Regular Comparisons

Degree	Positive	Comparative	Superlative
Remarks			
All words of one syllable & some words of two syllables: —, —er, —est	rich soon large hot happy	richer sooner larger hotter happier	richest soonest largest hottest happiest
Words of two or more syllables	useful active	more useful more active	most useful most active

(B) Irregular Comparisons

good	} —better—best	bad(ly)	} —worse—worst
well		il	
many	} —more—most	little	} —less—least
much			
old	{ older — oldest	late	{ later — latest
	{ elder — eldest		{ latter — last

EXERCISE

(A) Re-write each of the following sentences twice as shown in the Examples No. 2:—

- The diamond is the most valuable stone of all.
- The U.S.A. is the richest country in the world.
- A pigeon flies faster than any other bird.
- Kate sings more charmingly than any other girl in the chorus.

5. No other drink is so nourishing as milk.
6. No other bird is so beautiful as the peacock.

(B) Re-write each of the following sentences twice as shown in the Examples No. 3:—

1. This tree is less tall than that.
2. My suit-case is smaller than yours.
3. He came later today than yesterday.
4. He speaks less fast than she.
5. He is really less old than he looks.

(C) Complete the following Comparisons of Degree:—

1. He is not so clever.....
2. I can't sleep so well in a hotel
3. It takes less time to telephone
4. I am more interested in history.....
5. I prefer apples
6. I'm sure this new method is superior
7. The harder you work, the
8. She is the younger

8. THE POSITION OF ADVERBS

1. a) That is **very** difficult. I am **rather** tired.
He was **kind** **enough** to say so.
- b) He walks **too** quickly.
He died **soon** after my arrival.
2. a) He **came** late but he **worked** hard.

- b) He *speaks* English **well**.
I *am* ready **now**.
3. a) He **always** comes late.
My mother **rarely** goes out.
She **usually** gets up at five.
- b) He *is* **always** busy.
He *has* **often** come late this month.
I *have* **seldom** seen so kind a man.
- c) I **never** can find time for reading.
You **always** do say such a thing.

NOTES

1. a) Adverb+Adjective
cf. Adjective+*enough*
- b) Adverb+Adverb (phrase, clause)
cf. He left *soon* after I arrived.
2. a) Verb+Adverb
cf. He came *here* yesterday. (Place+Time)
- b) Verb+Object (or Complement)+Adverb
3. Adverbs of Frequency: *always, ever, often, frequently, rarely, seldom, sometimes, usually, generally, etc.*
- a) Adverb+Verb
- b) Special Finite+Adverb (+Ordinary Verb)

c) Adverb + Special Finite (*Emphatic*) + Ordinary
Verb

EXERCISE

(A) Put the Adverbs in their correct positions:—

1. He walks slowly. (*very*)
2. She trained her children. (*well*)
3. Lincoln was a great man. (*truly*)
4. He makes a mistake. (*seldom*)
5. I have heard about it. (*often*)
6. He is awake before six. (*usually*)
7. He gets up at six. (*usually*)
8. You should try to do good work. (*always*)

(B) Compare each of the following pairs of sentences:—

1. (a) He worked *hard*.
(b) He *hardly* ever works.
2. (a) My mother usually goes to bed *late*.
(b) I haven't seen him *lately*.
3. (a) That's *pretty* good.
(b) That is *prettily* expressed.
4. (a) *Happily* he did not die.
(b) He did not die *happily*.
5. (a) *Only* you can guess.
(b) You can *only* guess.

(C) Choose the correct forms:—

1. Last night I slept (*good, well*).

2. Does he feel (*bad, badly*) this morning?
3. He was (*bad, badly*) wounded.
4. The carpet feels (*soft, softly*).
5. These flowers look (*beautiful, beautifully*).
6. These flowers are arranged (*beautiful, beautifully*).
7. He went (*to home, home*) last week.
8. Where shall we go (*next Sunday, on next Sunday*)?
9. He guessed (*right, rightly*).
10. (*Most, Almost*) all the players are here now.

9. SOME ADVERBS

- | | |
|----|---|
| 1. | (a) This is a very good dictionary. |
| | (b) This dictionary is much better than that. |
| | (c) This book is very interesting . |
| | (d) I am much intereste d in botany. |
| | cf. I am very pleased (<i>it is, etc.</i>) |
| 2. | Have you read today's paper yet ? |
| | I have already read it. |
| | I have not read it yet . |
| 3. | a) He is too young to swim . |
| | b) This book is too difficult for me to read . |

NOTES

1. $\left\{ \begin{array}{l} \text{very} + \text{Positive Degree} \\ \text{very} + \text{Present Participle} \\ \text{much} + \text{Comparative Degree} \\ \text{much} + \text{Past Participle.} \end{array} \right.$

cf. Do your *very* best. (*Adjective*)

He wore a *very* worried look.

2. *yet*—used in the interrogative and the negative.
already—used in the affirmative. (But when *already* is used in the interrogative, it means *as early as now*).

cf. Have you read it *already*?

Is he back *already*?

3. a) $\left\{ \begin{array}{l} \text{He is } \textit{too} \text{ young } \textit{to} \text{ swim.} \\ \text{He is } \textit{so} \text{ young } \textit{that} \text{ he cannot swim.} \end{array} \right.$

cf. He is old *enough* to go swimming.

- b) $\left\{ \begin{array}{l} \text{This book is } \textit{too} \text{ difficult } \textit{for} \text{ me } \textit{to} \text{ read.} \\ \text{This book is } \textit{so} \text{ difficult } \textit{that} \text{ I cannot read it.} \end{array} \right.$

cf. The sight is *too* terrible *for* words.

EXERCISE

(A) Replace the dashes by *very* or *much*:

1. He runs — fast.
2. He runs — faster than I.
3. This is a — interesting novel.

4. He is — interested in reading novels.

5. Does he take — interest in politics?

6. I was — surprised at the news.

7. He wore a — surprised look.

(B) Choose or supply the correct words:—

1. Have you received any news (*yet, already*)?
2. I have received no news (*yet, already*).
3. I have (*already, yet*) finished my work.
4. Have you (*once, ever*) seen a lion?
5. Didn't you say that?—(*Yes, No*), I said so.
6. (*It, There*) seems to be no doubt about it.
7. The boy is old () to understand the matter.
8. The weather was () stormy for us to start.
9. This box is () heavy for me to lift.
10. He is () old that he cannot work.

PART FOUR: VERBS AND VERBALS

1. THE PRESENT TENSE

(A)

1. I usually *get* up at six.
2. The earth *moves* round the sun.
3. He *starts* for Kobe tomorrow morning.
4. I shall send for you *when* he *comes* back.

(B)

1. I *am writing* a composition at present.
2. We *are going* to Kamikōchi next summer.
He *is coming* to see me next week.
3. I *am going to visit* my uncle next week.

NOTES

(A) The Uses of the Present Tense

1. To express actions or states that are habitual or permanent.
2. To express something that is always and necessarily true.
3. To express something that is considered as being certain to happen in the future.

4. After *when, as soon as, until, before* and *if* introducing *Adverb Clauses of Time or Condition*.

(B) The Uses of the Present Progressive Tense

1. To show that an action is still continuing. It is often used with *now, at present, at this moment, etc.*

N.B. Such verbs as *know, like, have, love, see, hear* have no progressive tense.

2. The present progressive tense of the verbs *come* and *go* is often equivalent to a future tense.
3. '*be going to~*' is used to express a future state or action that is looked upon as being fixed or certain.

cf. { What *are you going to* do?
 { What *are you doing*?

EXERCISE

(A) Supply the Present Tense or the Present Progressive Tense:—

1. Usually we (*study*) after dinner. At present, however, we (*listen*) to the radio.
2. Usually he (*come*) down to Kamakura every Satur-

day, but he (*stay*) in Tokyo this week.

3. My teacher (*speak*) several foreign languages.
4. It (*not to snow*) in summer in this part of the country.
5. What (*write*) you now? I (*write*) my composition exercises now.
6. Electricity (*light*) our houses and (*drive*) our machinery.
7. I (*not to go*) to the movies very often.

(B) Correct the errors:—

1. Don't open the door until the train will stop.
2. He is usually going to his office by bus.
3. I shall go unless it will rain.
4. I am going to go there.

2. THE PAST TENSE

(A)

It *was* very cold yesterday.

I *got* up later than usual.

We *went* for a walk together every morning.

He *worked* hard when he *was* young.

(B)

We *were playing* cards when he came.

What *was* he *doing* when you called on him?

He *was always talking* of his school days.

NOTES

(A) The **past tense** is used to describe events or states in the past.

It is usually associated with *yesterday, the day before yesterday, last week (month, year, etc.), five minutes (hours, days, weeks, etc.) ago, in 1930, etc.*

(B) The **past progressive tense** is used to show what was continuing in the past.

EXERCISE

(A) Re-write in the Past Tense, replacing the words printed in italics by the words supplied in brackets:—

1. I *usually* catch the 8.11 train. (Yesterday morning)
2. He *often* becomes very nervous. (At that time)
3. *Sometimes* the wind blows from the sea. (Yesterday)
4. I *generally* buy my cigarets at that shop. (Yesterday)
5. He *usually* does his work without help. (Last time)
6. The man *occasionally* takes his children to the zoo. (Last Sunday)
7. He very *seldom* writes to his parents. (Three months ago)

(B) Supply the Past Tense or the Past Progressive Tense:—

1. I (*see*) him when I (*ride*) to the station.

2. When I (*arrive*) at school, my friends (*play*) catch-ball.
3. When I (*awake*) this morning, it (*be*) so late that the sun (*shine*) high in the sky.
4. "Where (*go*) you when I (*pass*) you in the street yesterday?" "I (*take*) some flowers to a friend who (*be*) ill."

3. THE FUTURE TENSE

(A)

1. *Shall I* get to town before five o'clock?
You will get there before dark.
2. How old *will* (or *shall*) *you* be next year?
I shall be seventeen years old.
3. *Will he* come back by noon?
He will come back by noon.

(B)

1. *I will* pay you the money next Monday.
You shall have the money next Monday.
He shall go there in your place.
2. Where *shall I* put all these things?
Will you lend me your dictionary?
Shall he post your letter?

NOTES

(A) Pure Future

<i>I shall go.</i>	<i>Shall I go?</i>
<i>You will go.</i>	<i>Will you go?</i>
<i>He will go.</i>	<i>Will he go?</i>

(B) Volitional Future

<i>Speaker's will</i>	<i>Asking the will of the person spoken to</i>
<i>I will go.</i>	<i>Shall I go?</i>
<i>You shall go.</i>	<i>Will (or Shall) you go?</i>
<i>He shall go.</i>	<i>Shall he go?</i>

EXERCISE

(A) Replace the dashes by **will** or **shall** :—

1. If he has time, he — help you.
2. If he leaves town, we — miss him.
3. — you be free this evening? Yes, I —.
4. If you start now, you — get there in time.
5. If he starts now, he — get there in time.
6. — I get there in time, if I start now?
7. — I get the paper for you?
8. — the maid bring you coffee, or — you have some tea?
9. — you do as I say, or — I make you do?

10. I — gladly help you.
11. I — be glad to help you.
12. You — have my answer tomorrow.

(B) Re-write the following sentences, using the Future Tense and changing the adverbials properly:—

Ex. He went to Paris last year.

→ He will go to Paris next year.

1. I am very busy today.
2. We are glad to hear of your success.
3. Mary is sixteen years old now.
4. Did you stay at home yesterday morning?
5. Did he join the party last Sunday?
6. Are you going to do it tomorrow?
7. He talks too much.

4. THE PRESENT PERFECT TENSE

1. I *have finished* my breakfast now.
He *has gone* out for a walk.
2. *Have you ever read* any of Hearn's books?
Have you ever been to Ōshima?
No, I *have never been* there.
3. a) He *has been* ill since last Monday.
b) What *have you been* doing?
I *have been reading* for the last two hours.

NOTES

The Uses of the Present Perfect Tense

1. To express an action that is already completed at the moment of speaking or writing and is often used with *now, just, already, today, recently, lately, this week, (month, year, etc.)*.
2. To express the experience up to the present, and is usually used with *ever, never, before, or once*.

Compare:—

- a) He *has gone* to Sendai.
- b) He *has been* to Kobe several times.
- c) I *have been* to the station.

3. To show an action which began in the past and continues until the present and may be still incomplete. In this sense the **present progressive tense** is also used, usually with 'adverbs of duration'.

- | | |
|---|--|
| { | He <i>has been</i> here for five days. |
| { | He <i>has been living</i> here since 1940. |

EXERCISE

- (A) Re-write each of the following sentences twice, using
(a) the Present Perfect Tense and (b) the Past Tense.

Replace the words printed in italics by the words given in brackets:—

1. I *sometimes* see the principal in the library.
(a) recently (b) yesterday
2. He is much stronger *now*.
(a) since he went home (b) then
3. His father gives him one dollar *every week*.
(a) this week (b) last week
4. I *sometimes* play tennis with him.
(a) never (b) last Sunday
5. My father *often* goes to Osaka.
(a) this month (b) last month
6. He *usually* does not work hard.
(a) this week (b) last week
7. Does he *often* visit you?
(a) recently (b) last month

(B) Re-write each of the following sentences twice, using (a) the Present Perfect Progressive and (b) the Past Progressive:—

1. My sister is learning to play the piano *now*.
(a) ever since she was ten
(b) when she was at school
2. I am working at mathematics *at present*.
(a) since eight o'clock (b) when he came
3. We are living in the suburbs *now*.
(a) since 1940 (b) during the wartime

4. What are you doing *now*?
(a) all this while
(b) when you were in Nagoya

5. THE PAST PERFECT TENSE & THE FUTURE PERFECT TENSE

(A)

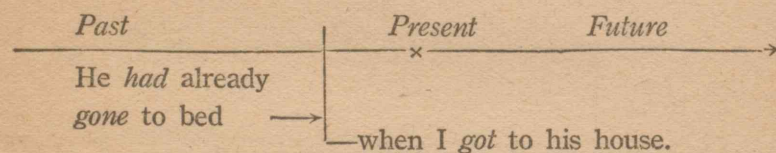
1. When I got to his house, he *had* already gone to bed.
2. I *had* seen Tokyo before I was ten years old.
3. I *had* known him for many years before he became a statesman.
He *had* been reading for some hours till then.
4. I gave him the book that I *had* bought.

(B)

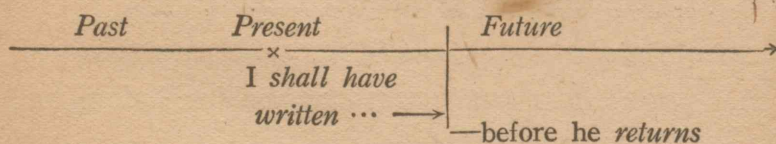
1. I *shall* have written my composition before he returns.
2. If he goes to America again, he *will* have been there three times.
3. a) You *will* have stayed here for a month by next Monday.
b) I *shall* have been teaching in this school for ten years by next March.

NOTES

- (1) The **past perfect tense** is used to express an action, or experience that is already completed before the time that is expressed by an adverbial of past time and is also used to show a past action which precedes another past action.



- (2) The **future perfect tense** is used to express an action that will be completed before the time that is expressed by an adverbial of future time.



- N.B.** The **future perfect progressive tense** is also used to express what will be continued to the future time expressed by an adverbial.

EXERCISE

- (A) Complete the following by using the *Past Perfect Tense*.

1. When I got to the station, the train.....
2. By the end of last year he
3. The games.....when we arrived.
4. By last April he.....most of the books in the library.

- (B) Supply the *Past [Progressive] Tense* or the *Past Perfect [Progressive] Tense* :—

1. I just (*return*) home when he (*come*).
2. I (*know*) him at once, for I often (*see*) him before.
3. He (*see*) many foreign cities before he (*return*).
4. He (*be*) ill for a week when I (*visit*) him.
5. I (*work*) at this problem for two hours when he (*call*) for me.
6. He (*not to see*) me, as he (*read*) a book when I (*come*) into the room.

- (C) Re-write in the *Future Perfect Tense*, replacing the words printed in italics by proper adverbials :—

1. I have visited New York *before*.
(by this time next year, etc.)
2. The new school-house was completed *last month*.
(next April, etc.)
3. My brother left college *last year*.
(by the time I enter a high school, etc.)
4. He is traveling all round the world *now*.
(for two years next March, etc.)

6. THE SEQUENCE OF TENSES

- | | | |
|----|---|--|
| 1. | { | I <i>believe</i> that he <i>is</i> honest. |
| | { | I <i>believed</i> that he <i>was</i> honest. |
| 2. | { | He <i>says</i> that he <i>will</i> go abroad. |
| | { | He <i>said</i> that he <i>would</i> go abroad. |
| 3. | { | He <i>thinks</i> that I <i>shall</i> succeed. |
| | { | He <i>thought</i> that I <i>should</i> succeed. |
| 4. | { | He <i>knows</i> that he <i>has made</i> a mistake. |
| | { | He <i>knew</i> that he <i>had made</i> a mistake. |

NOTES

The Sequence of Tenses

* A past tense in the *principal clause* (*believed, said, etc.*) must be followed by a past tense in the *subordinate clause* (*was, would, etc.*) But in the following cases the rule is not applicable.

- a) All of us *learned* that 2 and 2 is 4.
(Universal fact)
- b) I *told* him that I *go* to church every Sunday.
(Habitual fact)
- c) He *will teach* us that Columbus *discovered* America in 1492.
(Historic fact)
- d) It *was* colder yesterday than it *is* today.
(Comparison)

EXERCISE

Re-write each of the following sentences, changing the verbs printed in italics to the past tense with any other necessary changes, if any:—

1. I *believe* that I am right.
2. I *think* that he will help you.
3. I *hear* that he has gone abroad.
4. He *asks* me if I know French.
5. He often *says* that time is money.
6. I *fear* that he may overwork himself.

7. THE VOICE—(1)

- | | | |
|----|---|--|
| 1. | { | The boy <i>threw</i> the ball. |
| | { | The ball <i>was thrown</i> by the boy. |
| | { | He sometimes <i>gives</i> me good advice. |
| 2. | { | I <i>am</i> sometimes <i>given</i> good advice by him. |
| | { | Good advice <i>is</i> sometimes <i>given</i> [to] me by him. |
| 3. | { | A strange noise <i>made</i> us uneasy. |
| | { | We <i>were made</i> uneasy by a strange noise. |
| 4. | { | A truck <i>ran over</i> my dog. |
| | { | My dog <i>was run over</i> by a truck. |
| 5. | { | Who <i>wrote</i> this poem? |
| | { | By whom <i>was</i> this poem <i>written</i> ? |
| 6. | { | <i>Open</i> the package at once. |
| | { | <i>Let</i> the package <i>be opened</i> at once. |

NOTES

1. The Passive Voice

{ *The boy threw* the ball. (*Active*)
 { *The ball was thrown by the boy.* (*Passive*)

N.B. The verb *be* in the **passive voice** must be determined by the tense of the verb in the **active voice** and by the person and number of the subject in the passive.

2. The *verbs with two objects* are turned into the passive in two ways.
3. The passive of the *verbs with object and complement*,
4. *Verb phrases* must be turned into the passive with its preposition retained.
5. In the case when *who* stands in the subject.
6. The Passive of the *Imperative*.

EXERCISE

(A) *Change the Voice* :—

1. Everyone desires happiness.
2. Brutus stabbed Cæsar.
3. The nurse told me an old story.
4. The students elected him chairman
5. The children laughed at the beggar,

6. We sent for the doctor at once.
7. Who invented the telephone?
8. Put the book on the shelf.

(B) *Change the verbs into the Active Voice* :—

1. She was examined by several doctors.
2. The keys were found in the garden by the maid.
3. The window had been broken by somebody.
4. This book was sent me by my friend.
5. A poor blind man was knocked down by an automobile.
6. By whom was your portrait painted?
7. The newspaper is published every Sunday.

8. THE VOICE—(2)

- | | |
|----|--|
| 1. | { You <i>must use</i> English in this club.
English <i>must be used</i> in this club. |
| 2. | { I <i>shall invite</i> some of my friends.
Some of my friends <i>will be invited</i> . |
| 3. | { He <i>is writing</i> a letter.
A letter <i>is being written</i> by him. |
| 4. | { We <i>must keep</i> promises.
Promises <i>must be kept</i> [by us]. |
| 5. | { They <i>say</i> that he is a great scholar.
It <i>is said</i> that he is a great scholar.
He <i>is said to be</i> a great scholar. |

NOTES

In changing the *voice* the following care must be taken :

1. ' *may (can, must, need, etc.) + Verb* ' → *may be + Past Participle*
2. *Shall* or *will* may sometimes be interchanged according to the subject.
3. The passive of the progressive tense is ' *be + being + Past Participle* '.
4. *We, you, they, one* and *people* may not be expressed in the passive.
5. *That*-clause in the object may be preceded by the formal subject, *It* or the subject in *that*-clause may be made the subject of the passive followed by an infinitive.

EXERCISE

(A) *Change into the Passive Voice* :—

1. We can do little without hard work.
2. We should not laugh at the unfortunate.
3. I shall pay the money.
4. He was training a horse for the race.
5. We have not heard of him since.
6. Everybody knows the news.
7. Now people realize that flying is quite safe.
8. They say that he is a self-made man.

(B) *Change into the Active Voice* :—

1. He was bitten by a mad dog on the leg.
2. Watches and jewels are sold at that store.
3. It is believed that his son is still alive.
4. That bridge is being fixed now.
5. You are expected to succeed.
6. Exciting stories were told by the survivors.
7. We were surprised at his eloquence.
8. By whom was tobacco first introduced into Europe?

9. THE INFINITIVE—(1)

1. a) *To teach* is *to learn*.
b) I want *to see* your father.
2. a) I want something *to drink*.
b) This house is *to let*.
3. a) The teacher came *to see* the game.
b) He did not live *to finish* his book.
c) I should be glad *to go* with you.
d) I am very glad *to see* you.
e) He must be a fool *to say* so.
4. a) My brother is *too young to go* swimming.
b) He is old *enough to go* swimming.
5. *To tell the truth*, I don't like such a man.
Strange to say, he died on that very day.

NOTES

The Uses of the Infinitive

1. **Noun Use**—as the subject, complement or object.

To teach | is | to learn

N.B. It may be used as a formal subject or object.

a) *It is hard to know oneself.*

b) *I found it difficult to please him.*

2. **Adjective Use**— a) Attributive, b) Predicative

I | want | something
 ↑
 to eat

This house | is | to let

N.B. Here's a chair *to sit in*.

3. **Adverb Use**—to express a) Purpose, b) Result, c) Condition, d) Cause, and e) Reason.

N.B. To express 'Purpose'—*in order to~*;
so as to~.

To express 'Result'—*only to~*; *so*
.....as to~.

4. *Too.....to~* and *enough to~*

cf. { He is *too* young *to* go to school.
(=He is *so* young *that* he *cannot* go to school.)
He is rich *enough* *to* afford it.
(=He is *so* rich *that* he *can* afford it.)

5. The infinitive is also used in *absolute construction*, that is to say more or less independently of the rest of the sentence. This is a kind of adverb use, expressing 'Condition' or 'Concession':—
to begin with; *to make matters worse*; *to say the least of it*; *not to say*, etc.

EXERCISE

(A) Complete the following:—

1. To get up late is
2. It is wrong (*or* good, difficult, easy, etc.) to
3. It will be necessary for us to
4. My father often forgets to
5. He taught me how to
6. I find it hardly necessary to
7. I think it impossible to
8. I make it a rule to

(B) Complete the following:—

1. I want some books to
2. He has no house to
3. I feel hungry. I want something to
4. He had the kindness to
5. We are ready to
6. We must eat to
7. He will live to

8. How careless he must be to
9. You had better
10. I would rather

(C) Re-write the following sentences, using too.....to~ or enough to~.

1. I am so poor that I cannot buy the book.
2. He is so rich that he can buy the book.
3. She is so proud that she will not ask for my help.
4. This print is so small that I can't read it.
5. This book is so easy that a boy can read it.

10. THE INFINITIVE—(2)

- | |
|---|
| 1. I thought <i>him to be</i> honest. |
| 2. a) I saw <i>him enter</i> the room. |
| b) I <i>made him write</i> it again. |
| I <i>had him clean</i> my shoes. |
| c) It is necessary <i>for us to master</i> English. |
| This is just the book <i>for you to read</i> . |
| He left the room <i>for us to talk</i> freely. |
| 3. { He <i>is said to be</i> rich. |
| { He <i>is said to have been</i> rich. |
| { He <i>was said to be</i> rich. |
| { He <i>was said to have been</i> rich. |

NOTES

1. In 'Transitive Verb+Object+'to'-Infinitive' the object is equivalent to the subject of the infinitive.

{ I thought *him to be* honest.
 { I thought [that] *he was* honest.

2. a) 'Verb (expressing perception)+ Object + *Infinitive without to*'.

cf. { I saw *him enter* the room.
 { He was seen *to enter* the room. (*Passive*)

- b) 'Causative Verb+ Object + *Infinitive without to*'.

cf. { I *made him write* it again.
 { He *was made to write* it again. (*Passive*)

- c) 'for+Object+'to'-Infinitive'

The object in this construction is equivalent to the subject of the infinitive.

3. The *perfect infinitive* shows the time prior to the time expressed by the predicate verb.

Question:— Re-write Examples No. 3 in 'It is (or was) said that.....'

EXERCISE

(A) *Re-write each of the following sentences, replacing the verb printed in italics by an Infinitive:—*

1. I expect that I *shall succeed*.
2. I expected that he *would succeed*.
3. I hope that I *shall see* you again soon.
4. I believed that he *was* innocent.
5. He promised that he *would help* me.
6. It seems that he *is* very busy.
7. It seemed that they *were* very happy.
8. It is necessary that we *should advise* him.

(B) *Change the Voice:—*

1. We seldom saw him smile.
2. I heard her sing an old English song.
3. He was told to write it again by his master.
4. He was made to write it again by his master.

(C) *Correct the errors:—*

1. You had better to start at once.
2. I will not let him to buy such a thing.
3. There was no house for me to live.
4. I think to go to America.

11. THE PARTICIPLE—(1)

1. a) A *barking* dog seldom bites.
The picture *hanging* on the wall is beautiful.
- b) A *burnt* child dreads the fire.
Things *done* by halves are never done right.
2. a) The dog *is barking* furiously.
- b) Several houses *were burnt* down.
3. a) I *saw* him *coming* this way.
- b) He *kept* his lips *closed* and answered nothing.
- c) I must *have* my shoes *mended*.
I *had* my watch *stolen*.

NOTES

The Uses of the Participle

1. To be put before or after a noun as a modifier.

The picture *hanging* on the wall is beautiful.

picture | is | beautiful

↑
—The
—*hanging* on the wall

cf. { a *sleeping* child
 { a *sleeping*-car

2. Used *predicatively*.

a) "Be + Present Participle" → the Progressive Tense.

b) "Be + Past Participle" → the Passive Voice.

3. In 'Verb + Object + Participle', the object is equivalent to the subject of the participle.

- cf. { (a) I saw him *come*.
 (=He came and I saw it.)
 (b) I saw him *coming*.
 (=He was coming when I saw him.)

EXERCISE

(A) Explain the uses of the Participle in the following sentences:—

1. He is a well-read man.
2. The boy is well-read.
3. A rolling stone gathers no moss.
4. The waves are high and the ship is rolling.
5. I found my cat sleeping on the window-sill.
6. He kept standing at the door.
7. He kept me standing at the door.

(B) Supply the proper words:—

1. He is interested in.....
2. I'm sorry to have kept you.....
3. I had my photograph.....
4. I must have the puncture
5. I found a dog ~ ing.....
6. He felt the house ~ ing.....
7. The child came ~ ing.....

12. THE PARTICIPLE—(2)

1. *Walking* along the street, I noticed some foreigners. (=When (or While) I was walking,.....)
Having done my home task, I listened to the radio. (=After I had done my home task,.....)
 My task *being over*, I went home in a hurry.
 (=When my task was over,.....)
2. *Feeling* very tired, I went to bed earlier.
 (=As I felt very tired,.....)
 The weather *being warm*, I took off my coat.
 (=As the weather was warm,.....)
3. *Taking* this road, you will come to the station.
 (=If you take this road,.....)
Generally speaking, the climate here is mild.
 (=If we speak generally,.....)
4. *Admitting* what you say, I cannot still believe it. (=Though I admit what you say,.....)
5. *Taking* up his pen, he began to write something. (=He took up his pen and began to write something.)
 He smiled at me, *raising* his hat.

(=....., *with* his hat raised)

He began to read, his wife *listening* to him.

(=....., *and* his wife listened to him)

NOTES

Participial Construction

- (1) The *participial construction* may be used instead of an adverb clause and has three different forms.

(a) $\begin{array}{c} \downarrow \quad \downarrow \\ \text{Participle, } S+V \end{array}$

The subject of a predicate verb is also the subject of a participle.

Feeling too hot, *I* opened the window.

(=As *I* felt too hot, *I* opened the window.)

N. B. *Feeling* too hot, *the window* is opened.

(Wrong)

(b) $\begin{array}{c} \downarrow \quad \downarrow \\ \text{Subject+Participle, } S+V \end{array}$

The participle has its own subject.

The snow being deep, *all the trains* were held up.

(=As *the snow* was deep, *all the trains* were held up.)

c. (*Subject omitted*+) *Participle, S+V*

Generally *speaking*, *he* is a hard-worker.

The following are used as *absolute participial phrases*:—*judging from*; *considering*; *roughly speaking*; *taking all things into consideration*; *etc.*

- (2) The participial construction expresses 'Time', 'Cause or Reason', 'Condition', 'Concession', and 'Attendant Circumstances.'

EXERCISE

(A) *Re-write each of the following sentences, using the Participial Construction:—*

1. He *saw* me and raised his hat.
2. He *put* on his overcoat and went out.
3. While I *was reading* a book, I fell asleep.
4. As he *was* a mere boy, he knew no better.
5. After I *had done* all I could, I went away.
6. If you *cross* that bridge, you will see a green house.
7. As the game *was over*, the crowd dispersed.
8. If we *judge* from his accent, he must be a Londoner.

(B) *Complete the following:—*

1. Finding the door locked, I.....
2. Hearing no sound in the house, I.....
3. Feeling very thirsty, he.....
4. Going to the window, the maid.....

5. His friend not being ready, he.....
6. Having broken his arm, he.....

(C) Revise the following sentences:—

1. Climbing the hill, a fine view could be seen.
2. Rounding the corner, a white house was seen.
3. Being an only child, his mother spoiled him.
4. He, seeing me, raised his hat.

13. THE GERUND

(A)

1. a) *Seeing* is *believing*.
b) I remember *reading* the story.
The rain prevented me from *coming*.
2. a) He regrets *having said* so.
b) He regretted *having said* so.
3. a) I don't like *going* there alone.
b) I don't like *your* (or *his, her*) *going* there alone.
c) I don't like my *son*['s] *going* there alone.

(B)

1. *There is no telling* what will happen next.
2. *It is no use crying* over spilt milk.
3. I *can't help shuddering* at the sight.
4. *On hearing* the news he turned pale.

NOTES

(1) The Uses of the Gerund

1. The **gerund** has the two functions of a noun and a verb, and is used as the subject, complement and object in a sentence.
2. *The Tenses of the Gerund*—As the infinitive and participle, the gerund has no definite tense of its own, but the simple form shows the same time as the predicate verb of the sentence, while the **perfect gerund** shows the time prior to that of the predicate verb.

cf. { He regrets *having said* so.
(=that he [has] *said* so)
He regretted *having said* so.
(=that he *had said* so)

3. *The Sense Subject of the Gerund*—What is equivalent to the subject of a gerund is called the **sense subject**. Consider how the sense subject is expressed or not expressed in the examples.

4. *The Voice of the Gerund*

cf. { I don't like *asking* questions.
I don't like *being asked* questions.

The house wants *mending*. (=being mended)

- (2) Study the idiomatic expressions using *gerunds* in the *Examples (B)*.

EXERCISE

- (A) *Re-write each of the following sentences, using a Gerund:—*

Ex. I am sure *that I shall win* the prize.

—→ I am sure *of winning* the prize.

1. He is proud that he *is* rich.
 2. He is proud that his father *is* rich.
 3. I regret that I *have been* idle.
 4. I don't like that you *should speak* ill of him.
 5. I don't doubt that you *are* able to do it.
 6. I have hopes that we *shall produce* more coal.
- (B) *Combine into one sentence by using a Gerund. When a preposition is given, put the Gerund after it.*

Ex. He *worked* too hard. He ruined his health. (*by*)

—→ He ruined his health *by working* too hard.

1. She worked well. She *gained* a prize. (*by*)
2. She worked hard for several days. She did not sleep. (*without*)
3. Mr. Smith *teaches* history. He is good *at* it.
4. Will you *open* the door? Do you mind?
5. May I *open* the door? Do you mind?

6. He *neglected* his duty. He was punished. (*for*)

7. You must *mend* your manners. You must lose no time *in* it.

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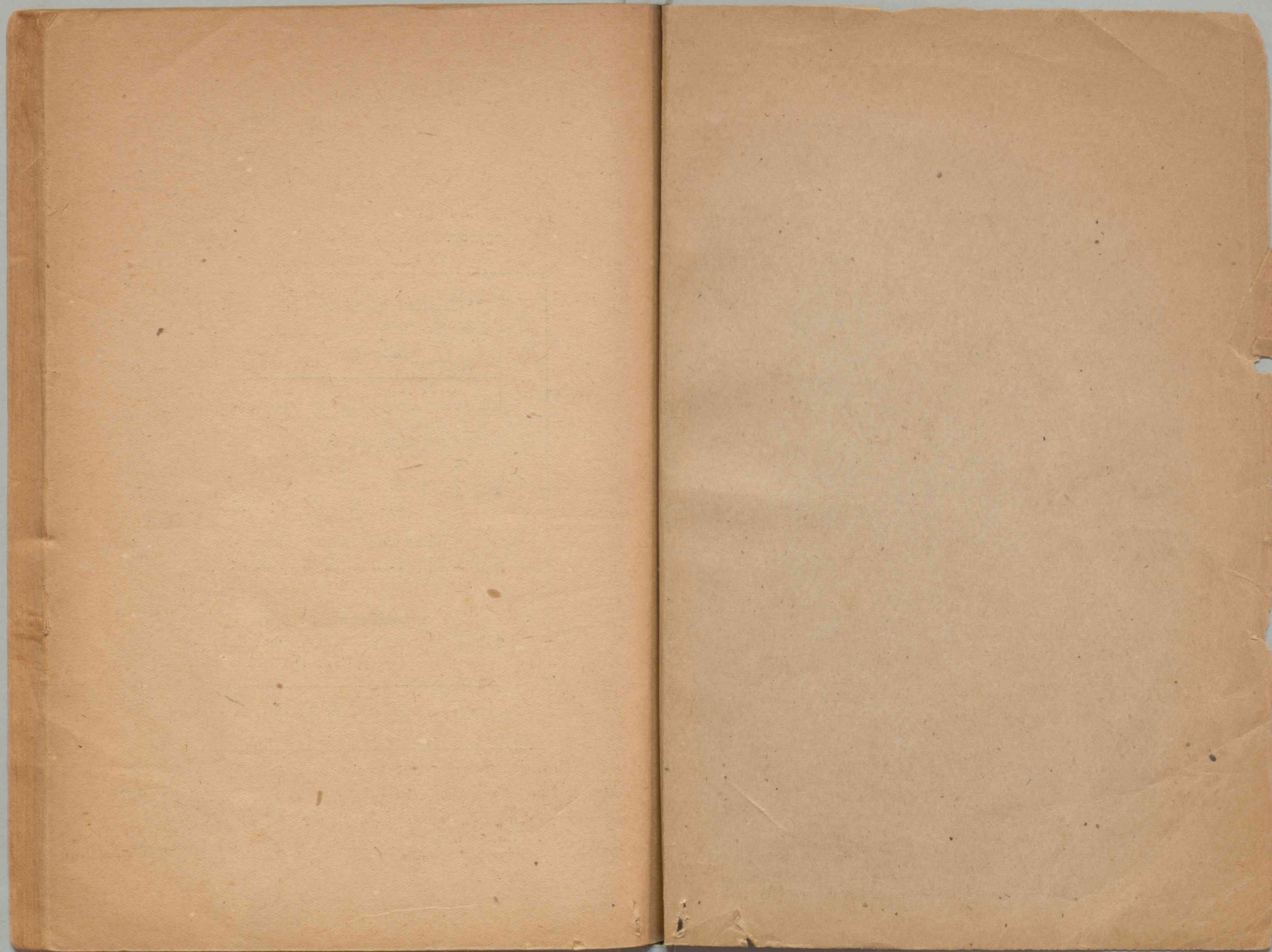
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