

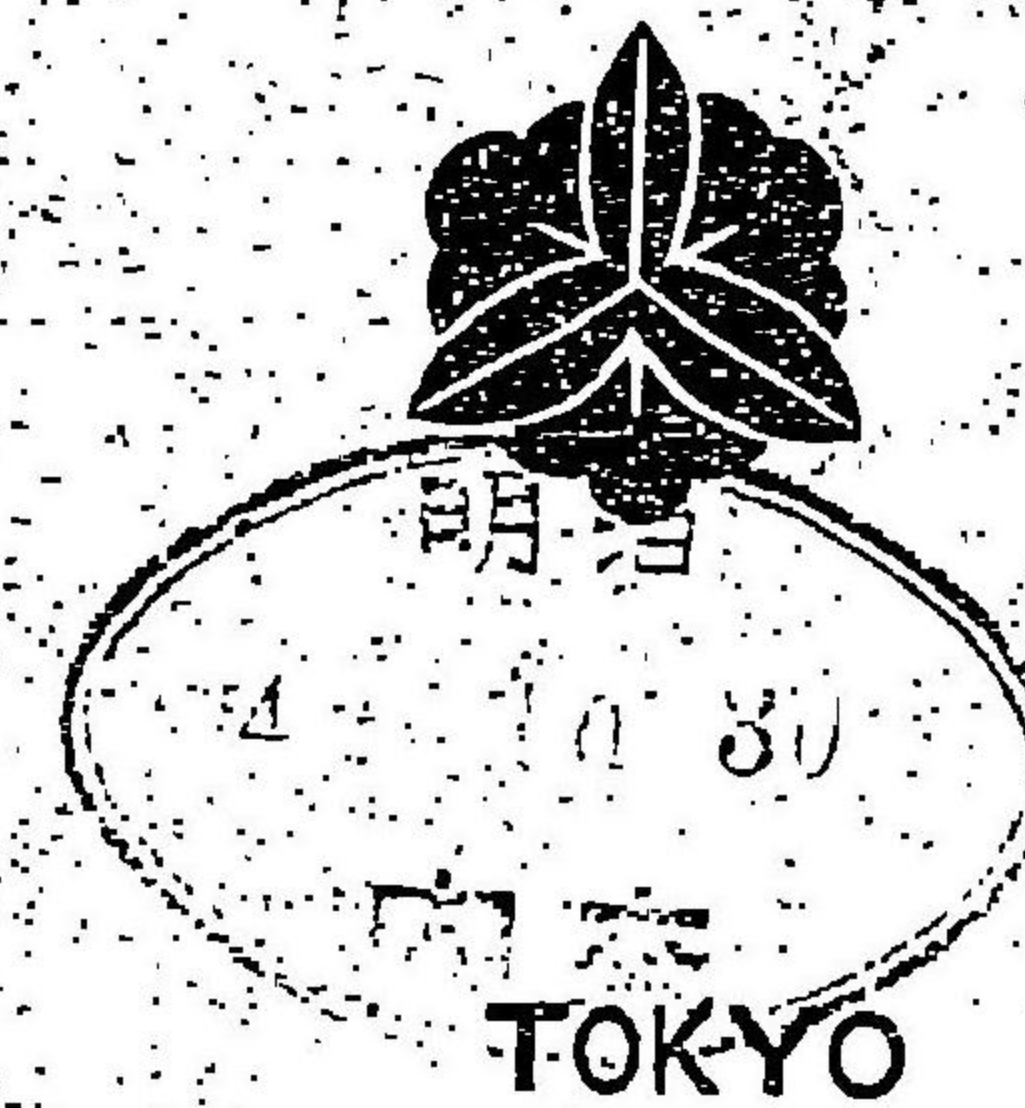
THE
GLOBE GRAMMAR

FOR

MIDDLE-GRADE SCHOOLS

BY

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TOKYO

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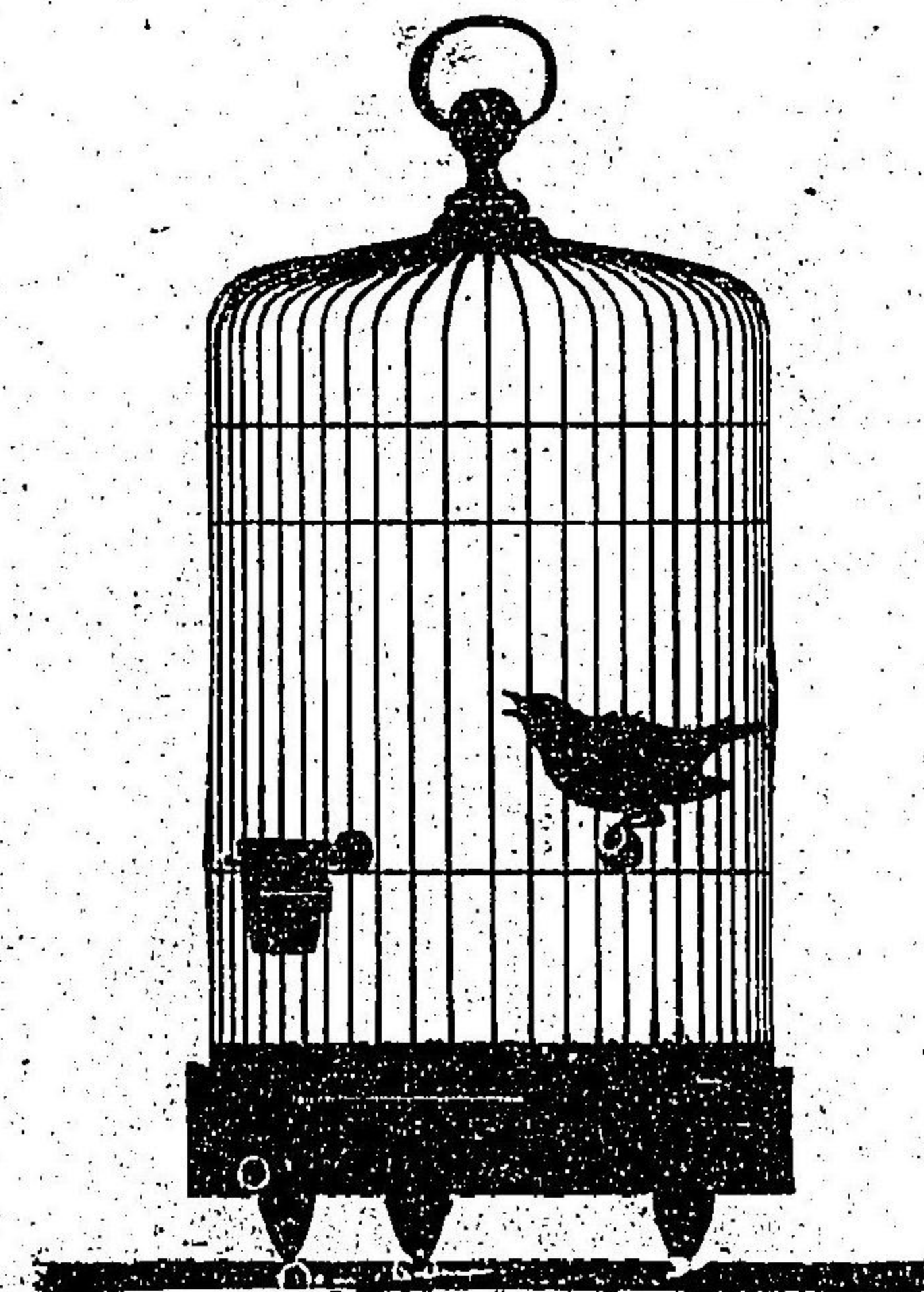
THE GLOBE GRAMMAR

FOR
MIDDLE-GRADE SCHOOLS

CHAPTER I.

LESSON I.

WORDS AND SENTENCES



Mary has a bird.

It is in a cage.

The bird is tame.

It sings in the cage.

(1) *a, and, bird, cage* の如く、きれぎれの意味を示す詞を、Word [語] と云ふ。

- (2) Mary has a bird.
 It is in a cage.
 The bird is tame.
 It sings in the cage.

の如く、纏れる意味を示す、Word のあつまりを、Sentence [文、又は文章] と云ふ。換言すれば、Sentence とは、或題目に付きて、何事をか叙述せる、Word のあつまりなり。

題 目	叙 述
Mary.....	has a bird.
It	is in a cage.
The bird	is tame.
It	sings in a cage.

(注意) Sentence の最初の語は、Capital Letter [頭文字] を以て之を書きまた

終りには period (.) [讀點] を置く。

(注意) Sentence には、幾多の種類あれども、初めは先づ極めて簡單なるものに由り、其原則を學ぶを便とす。依て本章以下數章の間は、専ら、一の題目と一の叙述とを有する文 [即ち單文] にして且つ或る事柄を其儘叙述するもの [即ち叙述文] に就きて、文章構造の原則を述ぶることゝなせり。

EXERCISE

I.

次に掲ぐるものは「語」なりや、將た「文」なりや。

1. Sister.
2. My sister.
3. This is my sister.
4. Her name is Mary.
5. She is ten years old.

II.

次の文句の示す心を、英語にて述べよ。

1. 小さな鳥.
2. 鳥が木の上に居る.
3. 地上の猫.
4. 猫は地上に居る.

LESSON II.

SUBJECT AND PREDICATE



Spring is come.

The sun shines in the blue sky.

The air is warm.

Bees hum.

They fly from flower to flower.

Larks sing high up in the air.

Warm rains fall.

(3) Word 多く集まれりとも、其中に「主部」即ち

is come に對する Spring

shines in the blue sky に對する The

sun

の如く、説話の題目と成れるものを示す部分なき時は、意味まともならず。故に、その部分無き語の集まりは、完全なる Sentence に非ず。

(4) Word 多く集まれりとも、其中に「叙述部」即ち

Bees に對する fly from flower to flower.

Warm rains に對する fall.

の如く、説話の題目と成れるものに就きての叙述を示す部分なき時は、味意まとまらず。故に其部分無き語のあつまりは、完全なる Sentence に非ず。

(5) 主部 即ち説話の題目と成れる語又は語のあつまりを Subject と稱し。叙述部 即ち Subject に就きて叙述する語又は語の集まりを Predicate と稱す。

(6) Sentence 中に於ける Subject と Predicate との二者排列の順序は、日本文の如く、Subject を始めに置き、Predicate を後に置くものとす。

Subject	Predicate
Spring	is come.

The sun shines in the blue sky.

The air is warm.

Bees hum.

They fly from flower to flower.

Larks sing high up in the air.

Warm rains .. fall.

(7) Subject は spring, sun, bees, larks, rains の如く、事物の名を示す語(之を Noun [名詞] と云ふ) 又は they の如く名詞の代りに用ふる語(之を Pronoun [代名詞] といふ) なること多し。

而して Subject が、Bees, they などの如く唯一語より成れる時は、之を Subject-word [主語] と云ふ。尤も何等混同の虞無き時は、單に之を Subject とのみ云ふこと無きにあらず。

(8) Predicate は

Bees.....*hum.*

の如く. 一語にて成ることもあり. 又

The sun.....*shines* in the blue sky.

The air.....*is* warm.

の如く. 數語にて成ることもあれども. いつも其中には必 *hum, shines, is* の如く. 事物の動作又は有りさまを叙する語. 無かるべからず. 斯くの如く文の中心と成りて事物の動作又は有様を叙する語を. Verb [動詞] と云ふ.

EXERCISE

I.

次の文中に就きて「主部」及び「叙述部」を一々指摘せよ。

1. The sun rises.

2. The morning dawns.

3. The birds twitter.

4. Boys get up.

5. They go to school.

6. Their fathers go to offices.

II.

空所に Subject 又は Predicate を充たして. 完全なる Sentence を作れ.

1. A dog —

2. — is a useful animal.

3. — go to school.

4. Students —

5. Children —

III.

次の心を英語にて述べ試みよ.

1. 春が来た.

2. 花が咲く.

3. 鳥が歌ふ.

4. 野が緑である.

5. 小兒等が野で遊ぶ.

LESSON III.

OBJECT.



Autumn has come.
 Cold winds blow.
 Some leaves fade.
 The men cut the corn.
 They carry it to the farm.
 They pick the apples from the heavily-
 laden boughs.

(9) Cold winds blow.

Some leaves fade.

等の文に於て、動詞 blow, fade は共に其儘にて意味明かなるものなり。斯く其儘にて十分叙述を爲し得る動詞を Intransitive Verb [自動詞] と稱す。

(10) 然るに

The men cut the corn.

に於ては趣を異にす。唯 The men cut …と云へるのみにて、其示す動作の歸着する事物を指す部分なくしては、意味落ち着かざるなり。Men は「何を」cut するか、即ち cut せらるゝものを云はずしては、其意味明かならず。かく動作の目的を示す部分無くしては、十分なる叙述を爲し得ざる動詞を、Transitive Verb [他動詞] と云ふ。

(11) 而して The men cut the corn. に於ける corn の如く他動詞の示す動作の的となりて、其意味の落ちつく事物を示す語を、其動詞の Object [目的語] と云ふ。

即ち

They carry it to the farm.

They pick the apples from the heavily-laden boughs.

に於て、it は carry の Object, apples は pick の Object なり。

Object は大概名詞(前文 corn, apples の如く)又は代名詞(前文 it の如く)なること多し。

(12) 是に由りて他動詞を有する文章に於ては、文の順序は



となるを知るべし。

(備考) Object の位置に就ては、英語は漢文に似たる所有るを見るべし。試に次の三文を比較せよ。

}	余は	犬を	好む。
	余	好	犬。
	I	like	dogs.

EXERCISE

I.

Verb と其 Object を指示せよ。

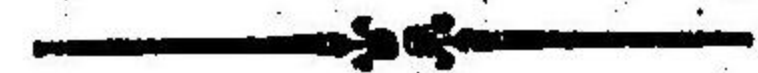
1. I love James.
2. James loves me.
3. He likes picture post cards very much.
4. He collects stamps too.
5. He has an album full of rare ones.
6. I saw James.
7. I saw his dog Bunny.
8. James had a stick.

9. He threw it into the water.
10. Bunny caught it.

II.

次の空所に Object を補ひて其文意を完全にすべし。

1. I like——.
2. Do you see ——?
3. He likes ——.
4. Henry caught ——.
5. Mary made —— for her brother.



LESSON IV.
COMPLEMENT.



London is a city.
It is the capital of England.
We are Englishmen.
England is a part of Europe.

We call Japan the England of the East.

(13) 今假りに

The sun *shines*.

The boys *play*.

に就きて考ふるに、此場合の verb はいづれも自動詞にして、其動作他の語に及ぶことなく、意義も亦其儘にて明かなり。此種の自動詞を Complete Predication [完全]の自動詞と云ふ。

然るに

London *is*

England *is*

We *are*

に於ける verb (is, are) は、同じく自動詞にてありながら、(shines, play 等と異なり)其儘にては意義明かなる能はず。very big, a city, a part of Europe, Englishmen, proud of our country, の如き

補助の部分を得て、心始めて通ず。此種の自動詞を Incomplete Predication [不全]の自動詞と云ふ。

(14) 他動詞にも亦完全なる者と不全なる者とあり。假令へば

They cut the corn.

に於ては cut と云ふ他動詞の意義、corn と云ふ目的語を得て、其儘明なるが故に、cut は完全他動詞なれども

We call Japan *the England of the East*.

の文に於ける call と云ふ他動詞は、既に Japan と云ふ Object を有しながら、

We call Japan

とのみにては、心通ぜず、the England of the East の如き補助の部分ありて、始めて意義明瞭となる。故に此場合の call は一の不全他動詞なり。

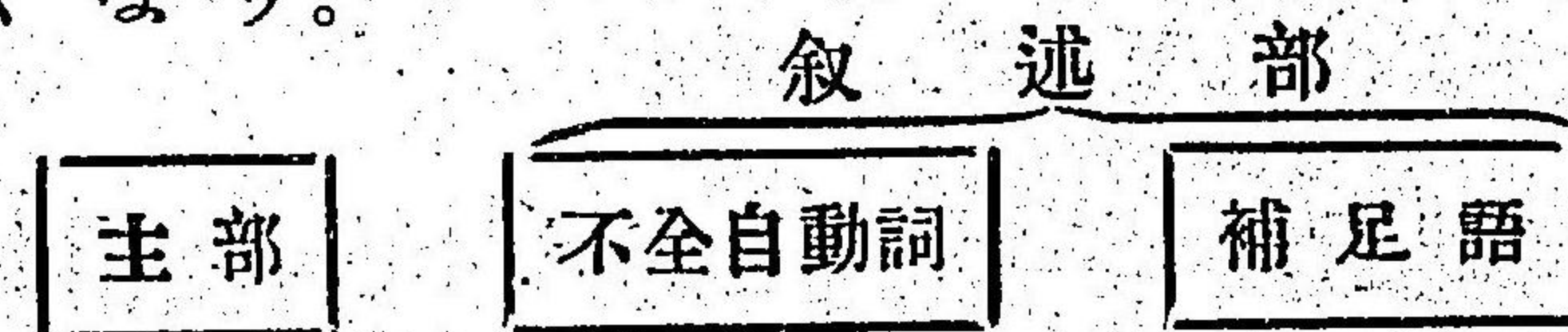
(15) 上例に於ける

London is に對する { a city.
very big.

We call Japan に對する the England
of the East.

の如く、不全の自動詞又は他動詞に
添ひて、其意義を明かにする部分を、
其動詞の Complement [補足部]と云ひ、
補足部の主要なる語を、Complement-
Word [補足語]と云ふ。即ち上例に於
ける big, city, England は補足語なり。

(16) 不全自動詞を有する文に在りて
は、文中に於ける諸語の位置は、次の
如くなり。



(17) 不全他動詞を有する文に在りて
は、語の順序は次の如し。



EXERCISE

I.

次の文に不足せる語を補ふ可し。

1. I am —.
2. You are —.
3. He is —.
4. James has become —.
5. He made me —.
6. They are —.
7. We named him —.

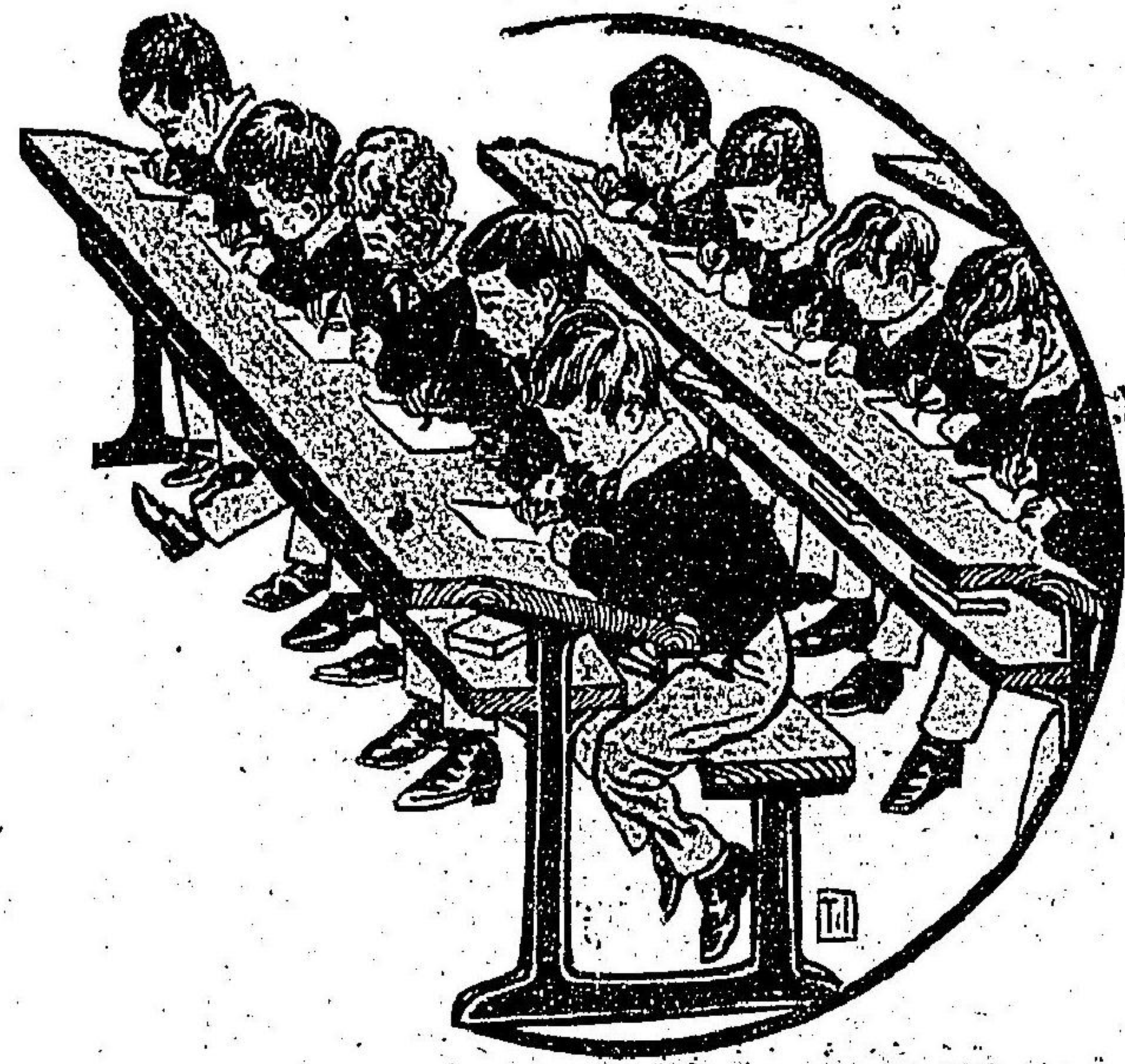
II.

次の邦文を英語にて述べよ。

1. James は男の子です。
2. 彼れは十五歳です。
3. Mary は女の子です。
4. 彼女は十二歳です。
5. 兩人は姉弟です。
6. James は Mary を little sister と申
します。
7. Mary は James を Jack と呼びます。

LESSON V.

MODIFIERS.



The boys attend a school.

The little boys attend a large school
in London very regularly.

They learn their lessons very well.

They always keep their eyes on their
lessons.

They are diligent boys.

(18) *The little boys attend a large school in
London very regularly.*

They are *diligent* boys.

に就きて観るに. the と little とは共に
boys を. a と large と in London とは孰
れも school を. regularly は attend を.
very は regularly を. 又 diligent は boys
を. それぞれ修飾せり.

斯く Subject, Object, Verb, Comple-
ment 等の意義を修飾する爲に用ゐ
られたる部分を. Modifier [修飾部] と
云ふ.

(19) 凡そ文章は. 其 Subject, Object, Com-
plement, Verb 等に修飾部を添へて. 之
を擴張し. 且つ其意義を一層確實に
なすことを得. 次の如し.

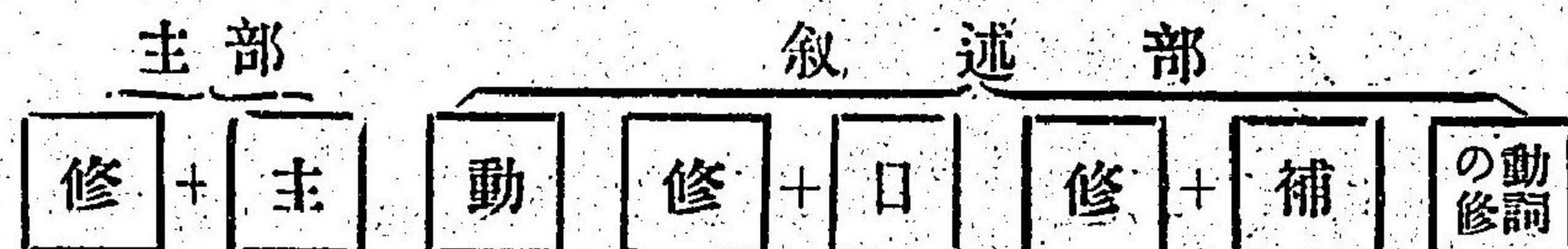
The boy bought a knife.

The *little* boy bought a *sharp* knife.

last Sunday.

The *clever* little boy bought a *very* sharp knife *in Baker Street* last Sunday.

(20) 修飾部の位置は. Subject, Object, Complement 等を修飾するものは. 之を各其前に置き. Verb を修飾するものは. 之を文の終に置くこと多し.



(注意) (1) The little boys attend a *large* school *in London* very regularly.

に於ては large も in London も共に school を修飾せり. 斯く同一のものを. 二つ以上の Modifier にて修飾する事は. 常に school の如き目的語のみに限らず. 主語. 補足語. 動詞などにも應用し得べき事と知るべし.

(注意) (2) They learn their lessons *very well*.

に於ては. well は learn を修飾し. very は更に well を修飾す. 斯く Modifier が更に他の Modifier を修

飾すること亦少からず.

(注意) (3) (a) The men cut the corn.

(b) London is a city.

他動詞の Object と自動詞の Complement とは文中に於ける位置. 共に動詞の直ぐ次にありて. 互に似たるを以て. 混同せざるやう注意すべし.

今上の二文に就きて其異同を考ふるに.

(a) cut は他動詞にして cut する働は corn に及ぶ.

(b) is は自動詞にして. 有様を表す. city に働きを及ぼすこと無し.

(a) 主語 men と corn とは別物なり.

(b) 主語 London と city とは同一物を指す. 即 city は London を説明するなり.

(a) Object とは之に邦語を宛つるに「...を」となる.

(b) Complement は之に邦語を宛つれば「...で」「...と」又は「...に」と成る.

EXERCISE

I.

次の文中 Modifier を指摘し、且其何を修飾せるかを述べよ。

1. John has a large dog.
2. It is a black dog.
3. It can run very fast.
4. Its fur coat is very warm.
5. John always plays with it.

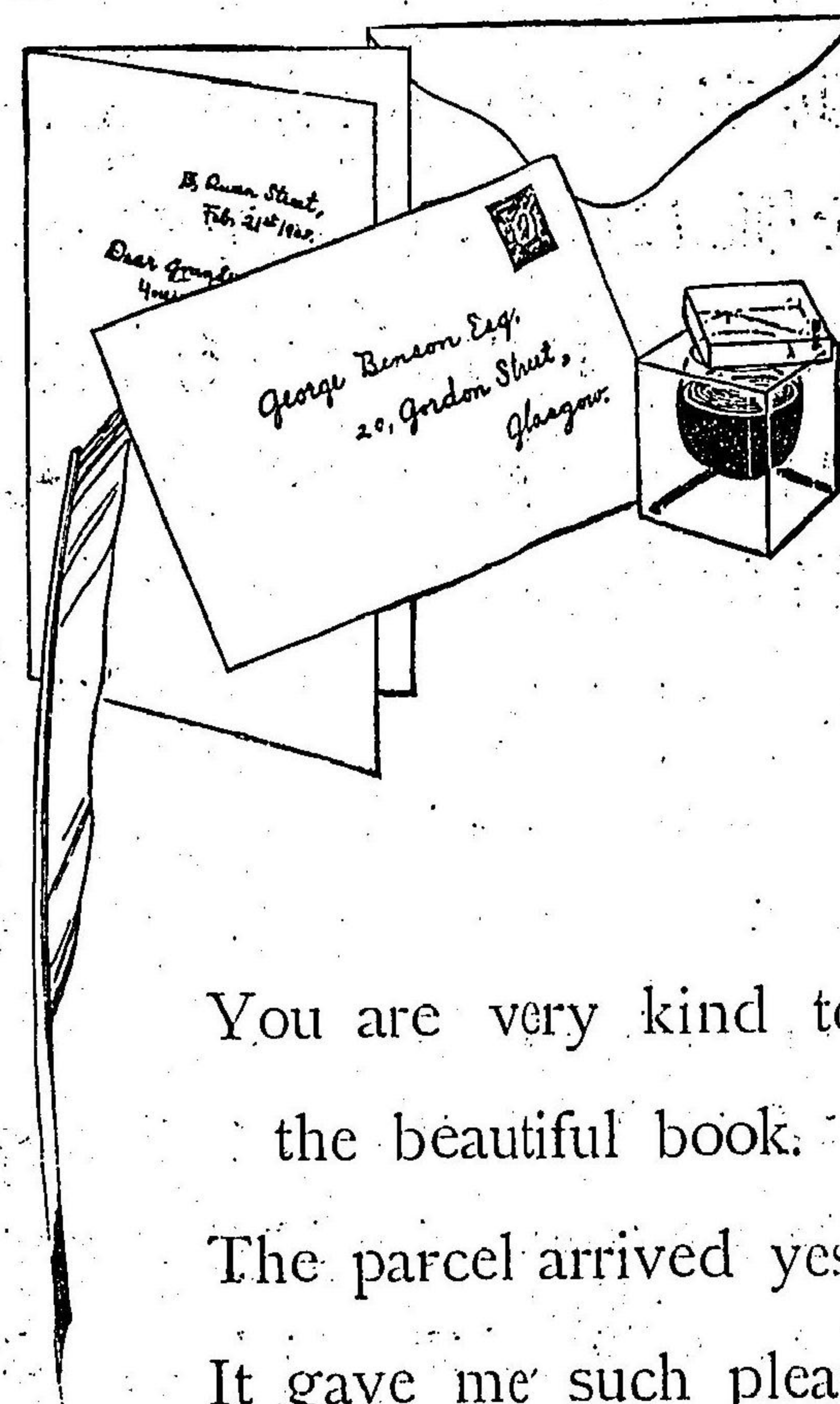
II.

次の空所に當適なる Modifier を充てよ。

1. — — girl has — — doll.
2. She likes it — — .
3. It is — — pretty.
4. She will get — — hat for it.

LESSON VI.

MODIFIERS (Continued.)



You are very kind to send me
 the beautiful book.
 The parcel arrived yesterday.
 It gave me such pleasure.
 I showed it to papa.
 I *showed* it to papa.
 It *gave* me such pleasure.

に就きて考ふるに. showed, gave は共に他動詞にして其 Object として pleasure と, it とを有す。而して to papa と me とは其本を「誰に」に示し、か。其 pleasure を「誰に」與へしかを表すものにして。それぞれ動詞 showed, gave 等に係る一種の修飾語なり。斯く「誰に」を表す修飾語を要する動詞には give, show, send, bring, lend, tell, teach 等有り。

(注意) 斯く to papa, me の如く。「に」の格を示す修飾語を動詞の Indirect Object [間接目的語] と稱し。之に對し pleasure, it の如く「を」の格を示す通常の Object を Direct Object [直接目的語] と稱する文典有り。直接目的語は多く「物」を表す語にして。間接目的語は主に「者」を表す語なり。

(22) 斯かる「誰に」を表す修飾語の位置は。他の動詞修飾語と同じく目的語の次に在り。通常其前に to を有す。

I showed it to *papa*.

然れども往々此 to を略すことあり。其場合には。却つて之を目的語の前に置くこと下の如し。

It gave *me* such pleasure.

(23) 之を表示すれば下の如し。

(a)	主語	動詞	目的語	動-修
	He	sent	the book	to me.
(b)	主語	動詞	動-修	目的語
	He	sent	me	the book.

(a) は。其構造次の文と同様なるを見るべし。

主語	動詞	目的語	動-修
He	read	the book	quickly.

又目的語が it なる時は。(b) の構造を許さず。

He sent it to me. (He sent me it は誤)。

EXERCISE

I.

次の文中 Object の前に在るは之を後に置き、後に在るは之を前に置きて、書き換へよ。

1. I gave a knife to my cousin.
2. He gave me a book.
3. I showed it to Jack.
4. I told him a very interesting story.
5. Jack will send a post card to my brother.

II.

次の和文の心を英語にて述べよ。

1. 阿母さんが私に本を下さいました。
2. 私はそれを弟に見せてやりました。
3. 弟は其話を John に話すてせう。
4. John は私に昨日繪はがき帖を送つて呉れました。
5. 私は直ぐ John に手紙を出しました。

TABLE FOR REVIEW.

文章



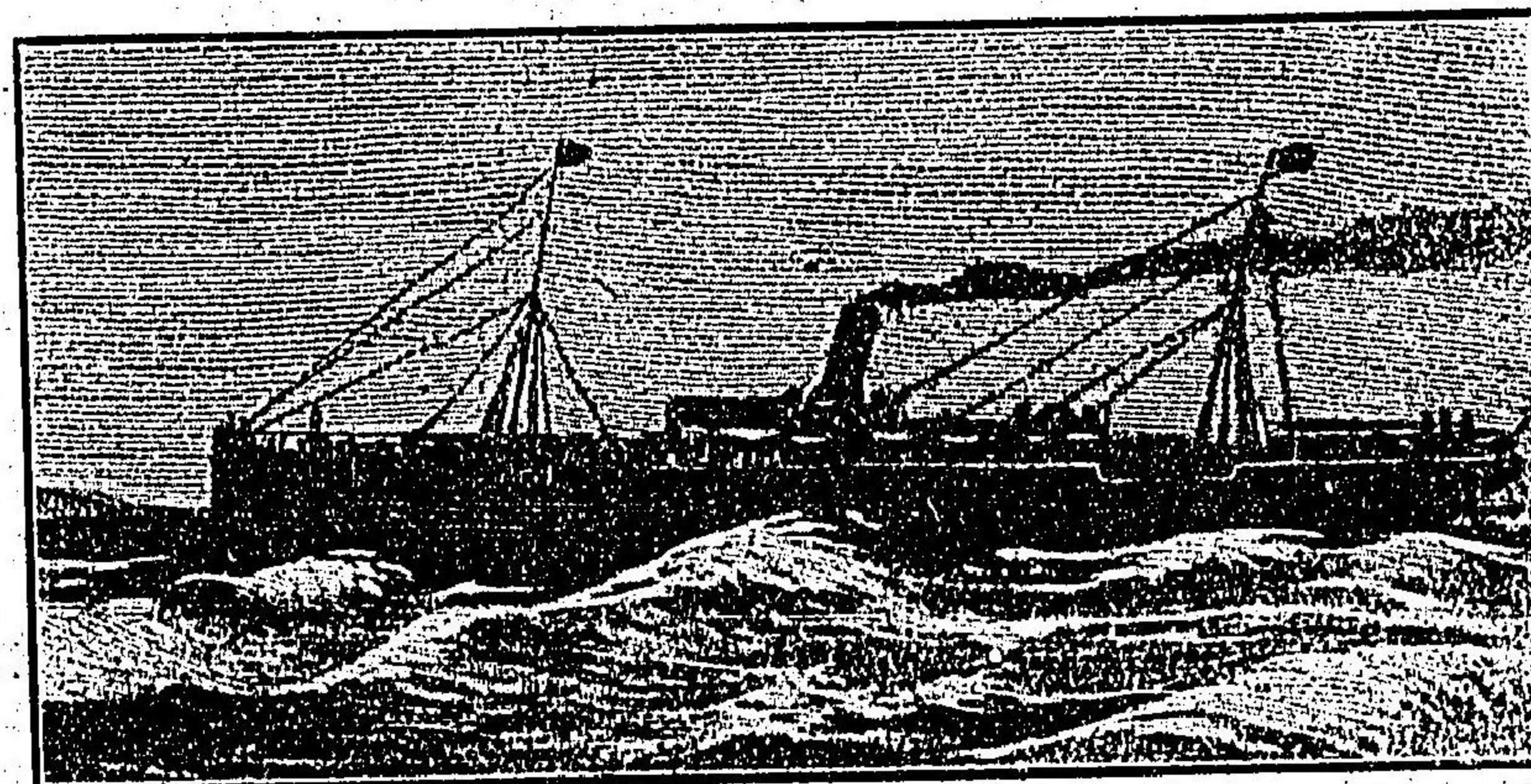
修飾部 (主語、動詞、目的語、補足語などに

附するを得)

* 文章を成すに缺くべからざるもの。

LESSON VII.

PHRASES.



To visit my mother-country has been
one of my greatest desires.

I shall start for England in a fort-
night.

A voyage of forty days will be rather
tedious.

I now study books of travel with
fresh interest.

My sister does not like to be left
behind.

My present idea is to come back here
soon again.

(24) *To visit my mother-country has been
one of my greatest desires.*

の文に於て、文の Subject は一語に非
ずして、To visit my mother-county と云
ふ語の集まりなり。又 of my greatest
desires と云ふ語の集まりも、恰も一

語の如く、one と云ふ語を修飾す。斯
く連りて一つの意義を爲せる、語のか
たまりを Phrase [句] と稱す。

(25) Phrase は文章の Subject, Object, Com-
plement 又は Modifier となるを得。

(a) 句が主語となれる例。

*To visit my mother-country has been
one of my greatest desires.*

(b) 句が目的語となれる例。

Alice does not like to be left behind.

(c) 句が補足語となれる例。

*My present idea is to come back here
soon again.*

(d) 句が修飾語となれる例。

α. 主語の修飾語。

*A voyage of forty days will be
rather tedious.*

β. 動詞の主飾語。

I now study books of travel *with*
fresh interest.

6. 目的語の修飾語.

I now study books *of travel* with
fresh interest.

7. 補足語の修飾語.

To visit my mother-country has
been one *of my greatest desires.*

(注意) Phrase が主語、目的語、補足語など(即ち孰れも名詞又は代名詞)を修飾する爲に用ゐらるゝ時は、Word の場合と異り、其修飾する詞の次に据ゑらる。

次の二例を比較すべし。

{ A *long* voyage will be tedious.

{ A voyage *of forty days* will be tedious.

EXERCISE

次の文の中の Phrase を指摘し、且其何として用ひられたるかを述べよ。

1. King Fredric of Prussia was travelling through his kingdom.
2. He came to a pretty village.
3. The school-children sang songs of welcome.
4. They threw flowers in his pathway.
5. He visited a school in the village.
6. On a table near by, stood a dish of oranges.
7. The king took up one of the oranges.
8. He asked the children a question.
9. "To what kingdom does this belong?"

LESSON VIII.

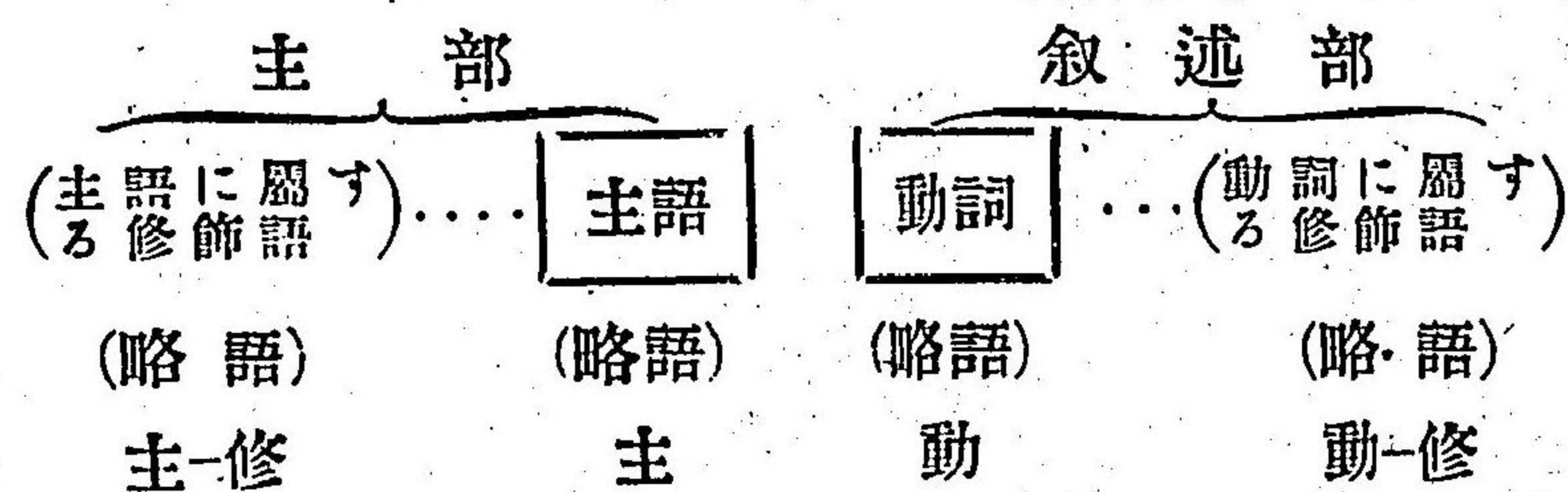
TYPES OF SENTENCES.

(26) 前章まで述べ來れる所に由りて、文の成分と其位置の事とは略説き

たれば、今は文の構造に種々の様式あることを示さんとす。

今、一つの文を探りて先づ之をば Subject と Predicate の二部に分け、然る後更に叙述部の動詞の性質を検すれば、其叙述の様に由り、次の四種の様式 (Type) を生ずるを見る。

(27) 第一様式 述叙語が常の自動詞なる時は、其文は次の四成分を其中に含むことを得。



今例を擧げて、この四成分の組み合わせを示せば。

Frogs croak.

の如きは、主語と動詞とより成れる

なり。(動詞一箇にて叙述部を成すこと Lesson II (7) 参照)。

Warm rain falls.

の如きは、主語と、主-修と、動詞とより成れるなり。

Bees fly from flower to flower.

の如きは、主語と、動詞と、動-修とより成れるなり。

The bright sun shines in the blue sky.

の如きは主、主-修、動、動-修の四部を具せるなり。

(注意) (1) 上の例にても明なる如く、如何なる文と雖も、其中に主語と動詞(叙述語)とを含まざるはなし。即此二者は文章を形成するに必要缺くべからざる成分なり。故に之を文の主要成分 [Principal Elements] と稱す。之に反して修飾語は、之を含むも然らざるも文章の成立には何の關係もなし。故に修飾語を文の従屬成分 [Subordinate Elements] と稱す。

(注意) (2). 主語に屬する修飾語は若し Phrase なる時は、之を主語の次に置くを常とす (Lesson VII. (25) 参照).

A bird in the hand is worth two in the bush.

此事は目的語、補足語の場合にも亦同様と知るべし。

(注意) (3). 動詞の修飾語の位置は、必しも動詞の次に限るに非らず、動詞の直ぐ前に來ることもあり、又文の初に置かふこともあり。

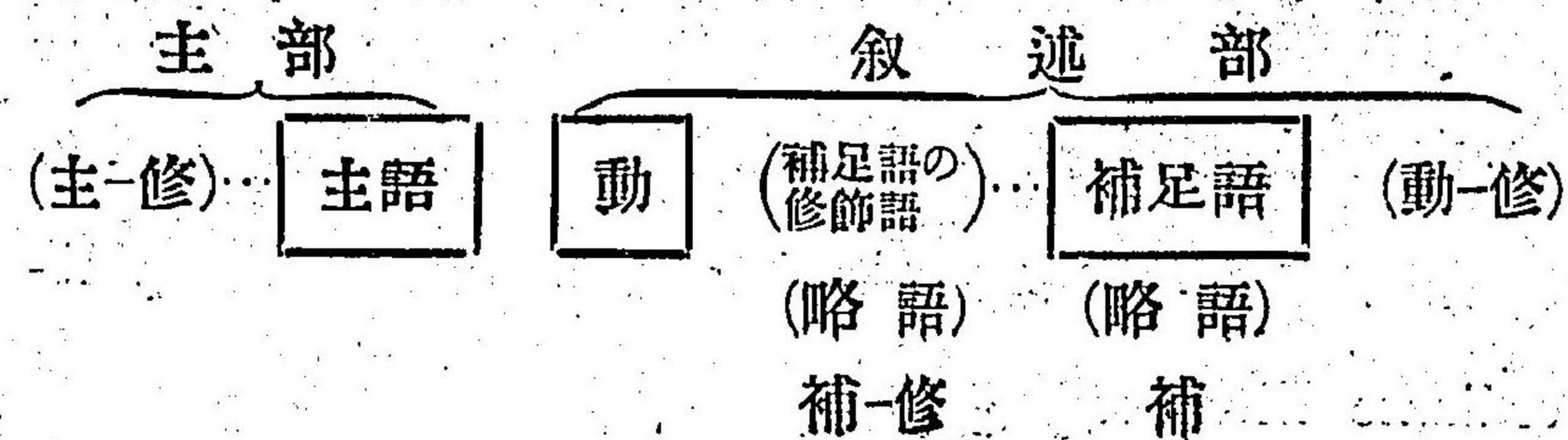
動詞の前

He always smiles.

文の初

Last Sunday he went to Paris.

(28) 第二様式、動詞が不全自動詞なる時は、其文は次の六成分を含むことを得。



今例を擧げて、此の六成分の組み合わせを示せば。

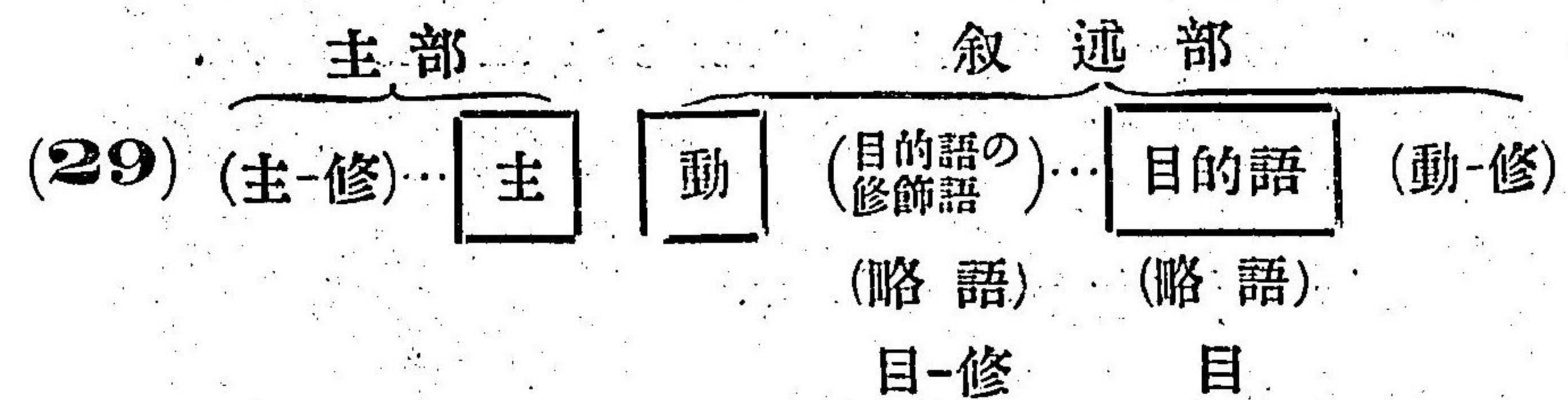
London is a large city.

は主・動・補-修・補の四部より成れるなり。

The present King of England is Edward VII.

は主-修・主・動・補の四部より成れるなり。

第三様式、動詞が常の他動詞なる場合には、其文は次の六成分を其中に含むことを得。



今例を擧げて、此の六成分の組み合わせを示せば。

The men reap the golden corn.

は主-修. 主. 動. 目-修. 目の五部より成れり.

They pick the apples, all rosy and yellow, from the heavily-laden boughs.

は主. 動. 目. 目-修. 動-修の五部より成れり.

(注意) (1). 動詞の修飾語の位置は、多くは最後なれども、或は文の初に来ることあり、或は動詞の直ぐ前に来ることあり、或は動詞の直ぐ次に来ることあり。

文の初

Last evening he found a silver coin on the street.

動詞の前

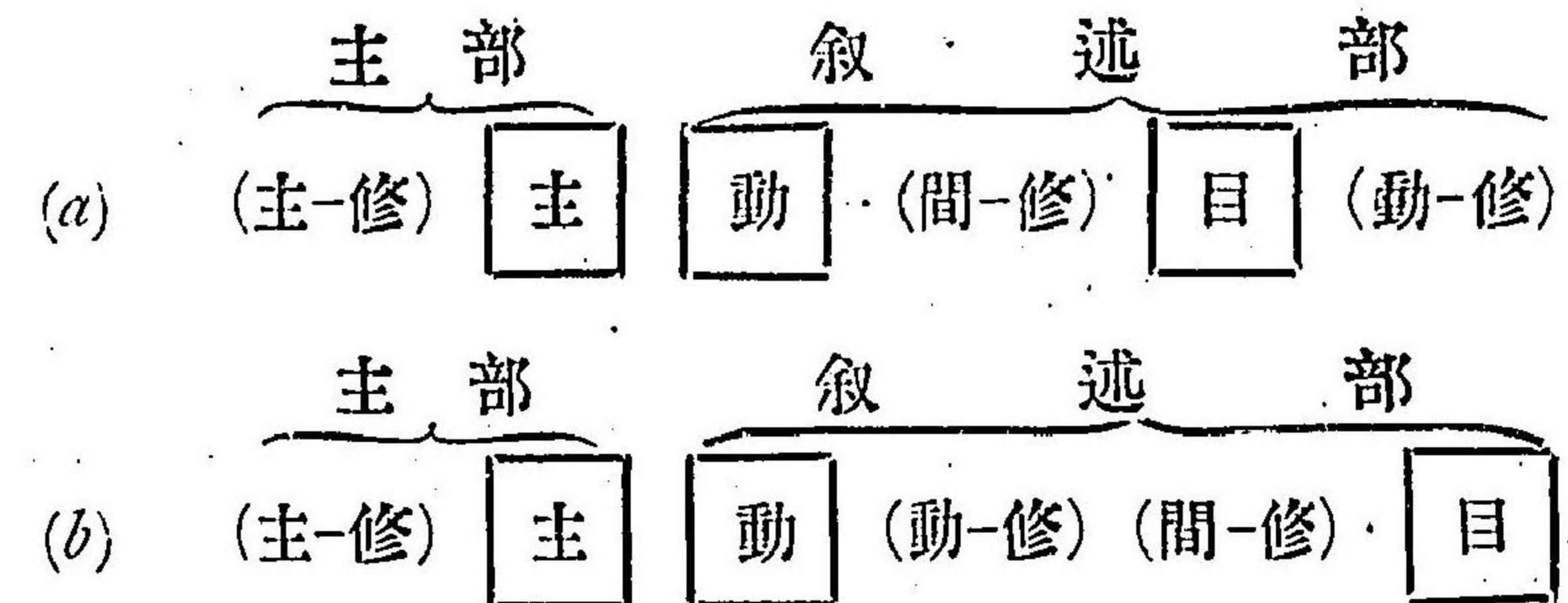
He *immediately* picked it up.

動詞の次

He looked *closely* at it.

(注意) (2). give, tell, show 等の如き他動詞の

場合には、「誰に」を表す動-修を動詞の直ぐ次に置くを得。従つて次の二様の構造を許す。

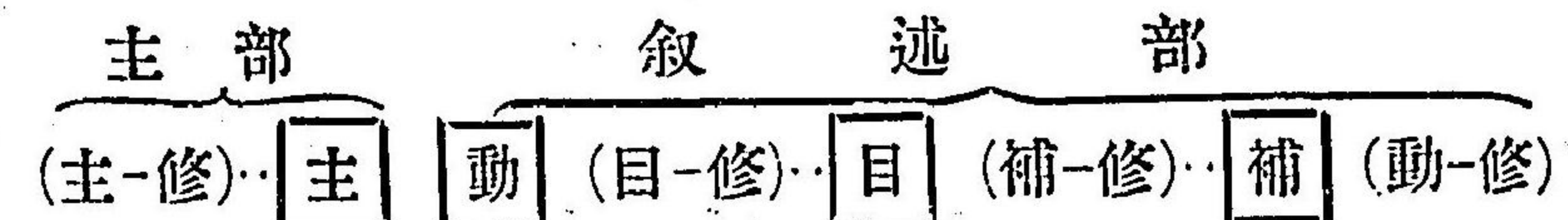


(a) He gave a silver watch to me.

(b) He gave me a silver watch.

而して (a) の時には動-修に to ありて、(b) の時にはこれ無きに注意すべし。

(30) 第四様式. 動詞が不全他動詞なる場合には其文は次の八成分を含むを得。



今例を擧げて、此八成分の組合みせを示せば。

We call Japan the England of the East.

は. 主. 動. 目. 補-修. 補. の五部より成れるなり。

The kind gentleman made this poor boy his servant at once.

は. 主-修. 主. 動. 目-修. 目. 補-修. 補. 動-修. の八部を盡く具へたり。

- (31) 文中に於ける語句の配列の順序は. 以上四様式の示す如くなれども. 語氣を強めなどするため. 此の序次を變ずる事往々あり. 即ち *I will never forget that.* を *Never will I forget that.* などと云ふの類なり。

EXERCISE

次の文は上述の様式中. 何れに屬するか. 且つ其一々の成分を述べよ。

Summer is the season of the sun. It brings us heat and brightness. In summer the sun shine

FOUR TYPES OF SENTENCES.

(但し Simple Sentence にして、且 Assertive Sentence の場合、Complex Sentence 及び Compound Sentence の場合も之に準ず)。

文章の部分 動詞の種類	主 部	叙	述	部
I. 完全 自動詞	主-修 主語 The sun	動 詞 shines. 動-修 in the sky.
II. 不全 自動詞	主-修 主語 London	動 詞 is	...	補-修 補足語 a city. 動-修
III. 完全 他動詞	主-修 主語 The men	動 詞 pick	目-修 目的語 the apples	... 動-修* from the heavily-laden boughs.
IV. 不全 他動詞	主-修 主語 The kind gentleman	動 詞 made	目-修 目的語 the poor boy	補-修 補足語 his servant 動-修 at once.

○主・目・補に属する修飾語の位置は、Phrase Clause の場合は各後に來ること有り。

○動-修の位置は時として變ずること有り。

○主語・動詞・及動詞の種類によりては目的語・補足語は文の成立上缺くべからざる成分なり。

○修飾語は有るも無きも、文の成立には關係せず(但し冠詞及冠詞相當詞を除きて)。

*此中に「に」の格を表す語有り。

往々位置を變じて動詞の次に來ること有り。

bright over our heads. The air is warm. The birds sing merrily. The fields are thick with flowers. The gay butter-flies are dancing about from hedge to hedge. The days are long. The shadows of the evening are long too. The night are very short.

REVIEW EXERCISE

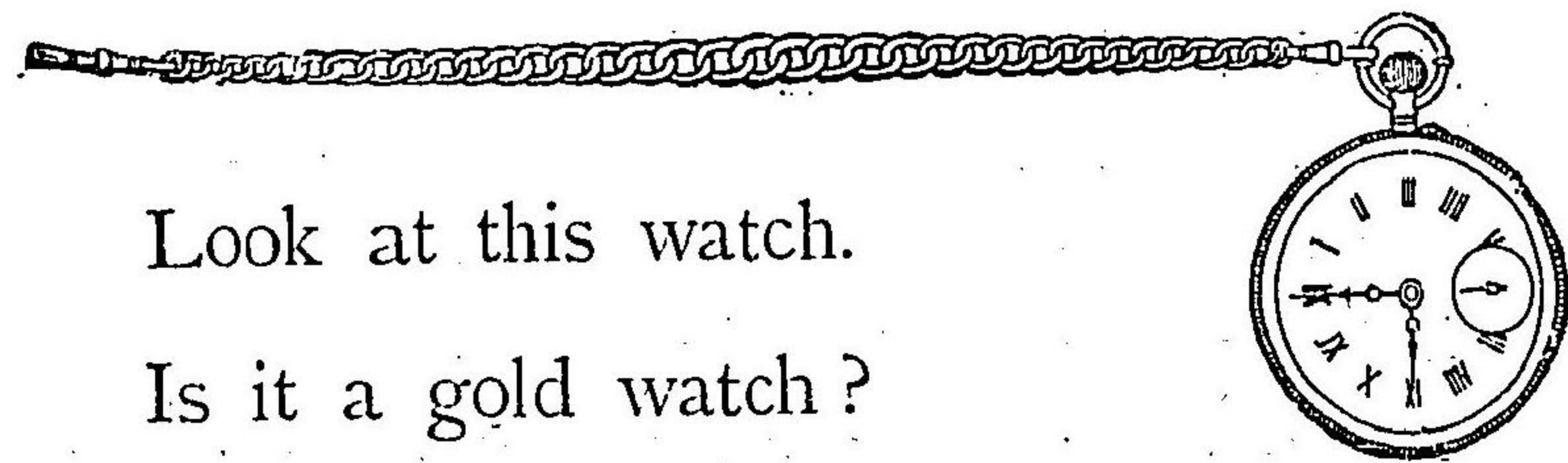
前項の表を参照し、次の文の各部は何れに當るかを述べよ。

1. My father took us to the sea-side one day during the holidays.
2. We got up very early in the morning.
3. We hurried to the station.
4. We reached it.
5. It was only half past five.
6. After having waited a long time, on a seat on the platform, we got into a second-class carriage.
7. In a few minutes the train was off.

8. Soon we were in the country.
9. Mary was the first to see a ship, with its great white sails.
10. In a quarter of an hour, we left the train.
11. We spent the rest of the day on the sea-shore.
12. We got home in the evening.
13. We were very tired.
14. We went to bed soon after.

LESSON IX.

KINDS OF SENTENCES.



Look at this watch.

Is it a gold watch?

No, it is a silver watch.

Is it your sister's watch?

No, it is not her watch.

It is my watch.

Who gave it to you?

Father gave it to me.

What a nice watch you have!

Father, please give me a watch too.

(32) It is a silver watch.

Father gave it to me.

No, it is not her watch.

の如きは、單に事柄を叙述するものにて、之を Assertive Sentence [叙述文] と云ふ。

第一章より前章までに説明せる文章は大概之に屬す。

(注意) 叙述文には肯定と否定とあり。肯定とは It is a silver watch. の如きを云ひ。否定とは It is *not* her watch. の如きを云ふ。

(33) Look at this watch.

Please give me a watch.

の如く命令又は願望を述ぶるものを Imperative Sentence [命令文]と云ふ。

(注意) 叙述文及び命令文の終には Period (.) [讀點]を附す。

(34) Is it a gold watch?

Who gave it to you?

の如く問を發するものを Interrogative Sentence [疑問文]と云ふ。

(注意) Interrogative Sentence の終には Interrogation Mark (?) [疑問點]を附す。

(35) What a nice watch you have!

I wish I had one myself!

の如く感嘆を表するものを Exclamative Sentence [感嘆文]と云ふ。

(注意) Exclamative Sentence の終りには Exclamation Mark (!) [感嘆點]を附す。

EXERCISE

次の文章の種類を一々區別し、且つ之に適當なる Mark を附す可し。

1. Once upon a time, the mice were in great trouble
2. There was a cat in the house
3. This cat would eat all the mice
4. What a cruel cat she was
5. Look at the cat
6. What a large bell she has on her neck
7. Who put the bell on her neck
8. Did you

LESSON X.

NEGATIVE SENTENCE.

Is John a good boy?
 No, he is not a good boy.
 Has he a book?
 No, he has not (a book).
 He has no book.
 Can he read a book?
 No, he can not read a book at all.
 Does he obey his parents?
 He does not obey his parents.
 He never goes to school.
 He is a bad boy.
 (36) He is not a good boy.
 He has not (a book).

等は否定の叙述文なり。かゝる否定の文を作るには、大概其添ふ動詞の

次へ not を挿入するにあり。且つ其最も簡單なる場合は be と have とに not を添へたる時とす。次の如し。

	肯定	否定
Be の 變 化	I am	I am not
	You are	You are not
	He is	He is not
	The boy is	The boy is not
	etc.	etc.

(注意) 過去も之に準ず。

Have の 變 化	I have	I have not
	You have	You have not
	He has	He has not
	The boy has	the boy is not
	etc.	etc.

(注意) 過去も之に準ず。

37) He can not write a letter at all.

の如く、動詞が can と write の二語より成る時は not は其間に挿入すべし。

肯 定	否 定
I can write	I can <i>not</i> write
You can write	You can <i>not</i> write
He can write	He can <i>not</i> write
The boy can write	The boy can <i>not</i> write
etc.	etc.

(注意) can と同様の構造をなすものは. may, must, will, shall 等なり。

(38) He *does not* obey his parents.

He obeys his parents.

be, have の外の動詞が、唯一語にて肯定の叙述を成す時、之を否定に變ずるには、do の補助を借るものとす。普通には He obeys *not* his parents などと云ふ可からず。

肯 定	否 定
I obey	I <i>do not</i> obey
You obey	You <i>do not</i> obey
He obeys	He <i>does not</i> obey
The boy obeys	The boy <i>does not</i> obey
etc.	etc.

(39) He has no book.

He never goes to school.

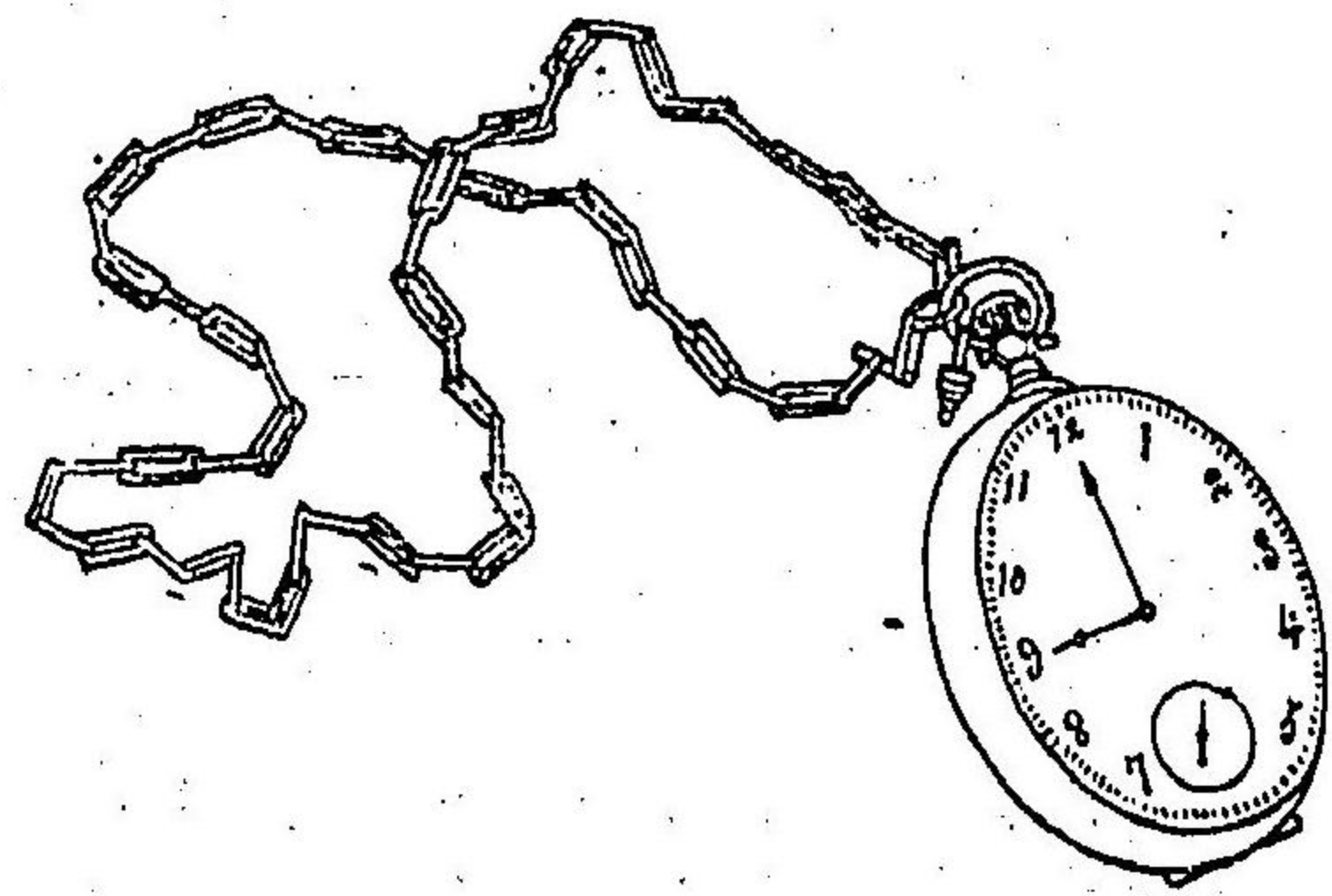
の如く、no, never 等を用ゐ、否定を顯す時は not を用ゐざるものとす。

EXERCISE

次の文を否定の文に變へよ。

1. George is a good boy.
2. He goes to school every day.
3. He learns his lesson very hard.
4. He has an interesting book.
5. He can read it.

LESSON XI.
INTERROGATIVE SENTENCE.



Have you a watch?
Yes, I have a watch.
Is it a silver watch?
Yes, it is.
I got it on my birth-day.
Does it keep exact time?
Yes, it keeps exact time.
How often do you wind it in a day?
I wind it only once a day.

Can you tell me the right time at once?

What time is it now, for instance?

It is just three o'clock.

(40) Have you a watch?

Is it a silver watch?

疑問文に於ては、斯くの如く、主語と動詞との位置轉換し、動詞先づ文の初に來り、主語之に次ぐものとす。此轉換の最も簡單なるは、have 及 be に於て之を見る。

Have
の
變
化

叙 述 文	疑 問 文
I have.	Have I?
You have.	Have you?
He has.	Has he?
The boy has.	Has the boy?
etc.	etc.

Be の 變 化	I am.	Am I?
	You are.	Are you?
	He is.	Is he?
	The boy is.	Is the boy?
	etc.	etc.

(注意)(1.) 過去も之に倣ふ。

(注意)(2.) 否定の疑問文即 not を含める疑問文に於ては、次の二種の形を生ず。

主語が名詞の時 { Has *not* the boy a watch?
Is *not* the boy your brother?

主語が代名詞の時 { Has he *not* a watch?
Is he *not* yourbrother?

(備考) 日本語に於ける疑問文は、叙述文の終りに「か」「や」等を附して之を作る例なれば、語の全體の順序、爲に變動を來すことなしと雖も、英語に於ては然らず。叙述文と疑問文との語の配列上に大なる變動あれば、學ぶ者充分此點に注意すべし。

(41) *Can you tell me the right time at once?*

の如く、動詞が二語以上より成る時は、tell の如く主要なる意義を表すもの(之を principal verb [本動詞]と云ふ)を主語の次に置き、can の如く補助の意を表すもの(之を Auxiliary verb [助動詞]と云ふ)を文の初に置く、之を表示すれば次の如し。

叙 述 文	疑 問 文
I can tell.	Can I tell?
You can tell.	Can you tell?
He can tell.	Can he tell?
The boy can tell.	Can the boy tell?
etc.	etc.

(注意) Can と同様の取扱をなすべきものは、may, must, will, shall 等なり。

(42) *Does it keep exact time?*

It keeps exact time.

have, be を除き. 其他の動詞が. 助動詞を伴はずして単一に用ゐられたる場合に. 之を疑問文となす時には. 之に do を補ふものとす.

叙 述 文	疑 問 文
I keep	Do I keep?
You keep	Do you keep?
He keeps	Does he keep?
The boy keeps	Does the boy keeps?
etc.	etc.

(43) *How often do you wind it in a day?*

What time is it now?

の如く. How, what, 又は which, who, when, where, why 等の如く. 疑問を發する語あれば. 之を疑問文の初に置くもの

とす. 尚ほ次の例を併せ考ふべし.

Who is she?

What is she doing?

When did she come?

Where did she come from?

(注意) who, which, what 等が. 文の主語なる時は. 動詞に do を配せず.

Who came yesterday? (did come に非ず)

Which of them said so? (did say に非ず)

What happened next? (did happen に非ず)

EXERCISE

下文の文に就き. 出來得る限り多くの疑問文を作るべし.

MODEL. *The old man is cutting branches.*

Who is cutting branches?

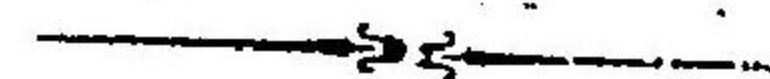
What is the old man doing?

What is he cutting?

Is he cutting branches?

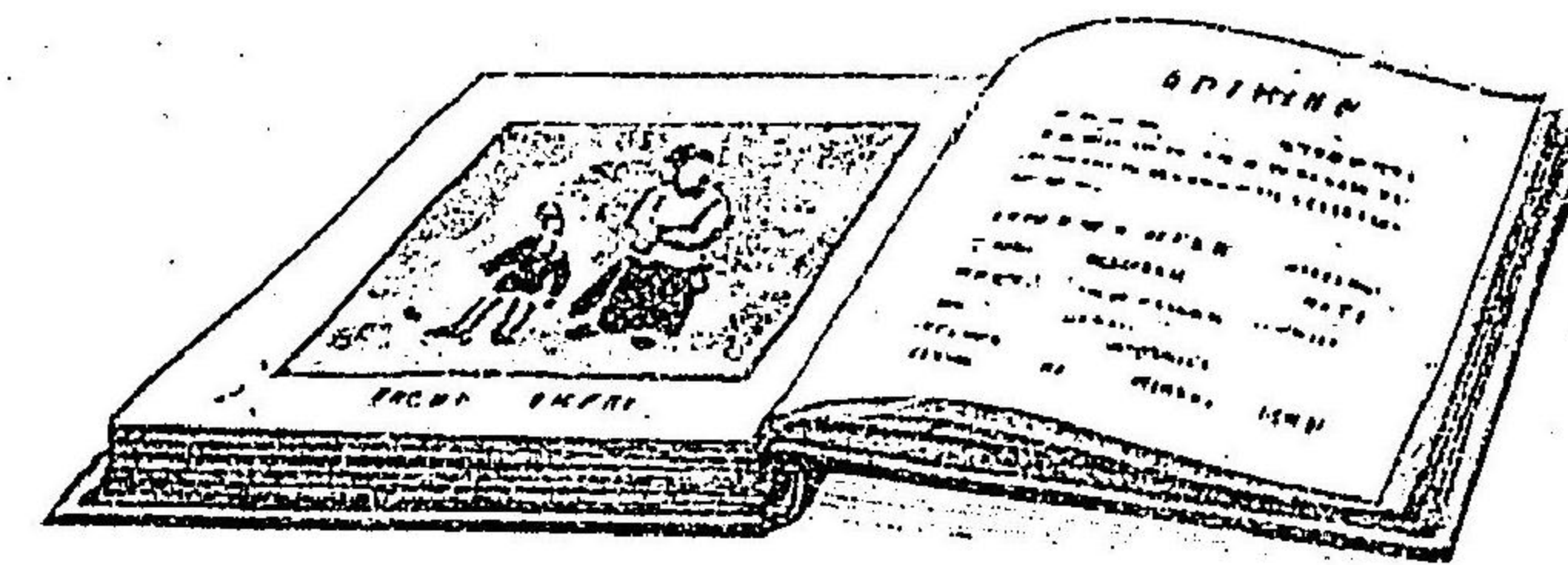


1. A little girl is kneeling on the road.
2. She is feeding the ducklings.
3. We see three hens behind her.
4. There are eight ducklings.
5. The ducks feed on grain.



LESSON XII.

EXCLAMATIVE SENTENCE.



Here is a parcel for me.

Oh, how large it is!

What can it be?

Ah, now I have it!

It must be a book.

What a pretty book this is!

(44) Oh, how large it is!

What a pretty book it is!

の如き感嘆文の文に就いて考ふるに。
 主語の次に動詞を置くことは、叙述
 文と異らざれども、動詞の次に在る

べき補足語が却つて主語に先だち。且文の初に感嘆の意を示す how, what 等の存するを見るべし。

感嘆文に於ては、常に補足語に限らず、目的語、動詞の修飾語等が、主語の前に来るを通則とす。

(45) 感嘆文の初めに置く how と what との異同を述べれば、what は其次に a を有し且名詞を有すれども、how は其後に名詞を有せず。

{ It is very pretty.

{ How pretty it is!

{ It is a pretty book.

{ What a pretty book it is!

(注意) (1). 稀には how を名詞と共に用ふると有り。其時は a の位置は次の如くなる。注意すべし。

What a pretty book it is!

How pretty a book it is!

(注意) (2). 叙述文と同様の構造を有する文も、感情をこめて云ふ時は、往々感嘆文となることあり

Ah, now I have it!

の如し。

(注意) (3). 次の語の順序の差に注意せよ。

{ 感嘆文 How late it is!

{ 疑問文 How late is it?

{ 感嘆文 What an interesting book you have!

{ 疑問文 What interesting book have you?

EXERCISE

次の文を感嘆文に變ぜよ。

1. Mary has a pretty cat.
2. It is a white cat.
3. Its fur is very soft.
4. It can run very fast.
5. It caught a very large rat.

LESSON XIII.

IMPERATIVE SENTENCE.



Come here, Mary.
 Look at these two books.
 Which do you like to have?
 Please give me the thick one.
 Yes, I will.
 But do not lose it.
 Read it every day.
 Don't be idle.
 Be diligent.

- (46) Come here, Mary.
 Please give me the thick one.

等に於て明なる如く. 命令文に於ては大概 Subject を省くものとす. 即ち別表に於て. 主部を省けば. 其儘之を命令文に應用し得らるゝを見るべし.

(注意) Come here, Mary. の Mary を主語と混同すべからず. 是は呼び掛けて云ひたる語にて. 文章の他の部分に關係無く. 獨立せるものなり [斯かる語又は句を Independent Element 「獨立部」と稱す].

- (47) Do not lose it.

否定の命令文を作るには. 唯 not のみならず. 又 do をも加ふべし. 但し Never lose it の如く never 其他 not 以外の否定を示す語(例 no, none, neither, nor 等)を用ゐる場合は此限りに非ず.

- (48) Be diligent.
 Don't be idle.

の如く、不全自動詞を用ゐる時は、be
を用ゐる事を忘るべからず。

EXERCISE

次の文の心を英語にて述べよ。

1. 兄さん其本を見せて下さい。
2. 汚なくしてはいけませんよ。
3. 暫く貸して下さいな。
4. 返すのを忘れてはいけませんよ。
5. よく読んで御覧なさい。

TABLE FOR REVIEW.

Sentence 意義上より の分類	Assertive Sentence	Positive Statement
		Negative Statement
	Interrogative Sentence	
	Exclamative Sentence	
	Imperative Sentence	

REVIEW EXERCISE

甲某—何とまあ美しい本をお持ちですことね。
拜見してもよろしう御座いますか。

乙某—あゝよう御座いますとも。まあ一寸其中
の此繪を御覧なさい。美しいではありませんか。

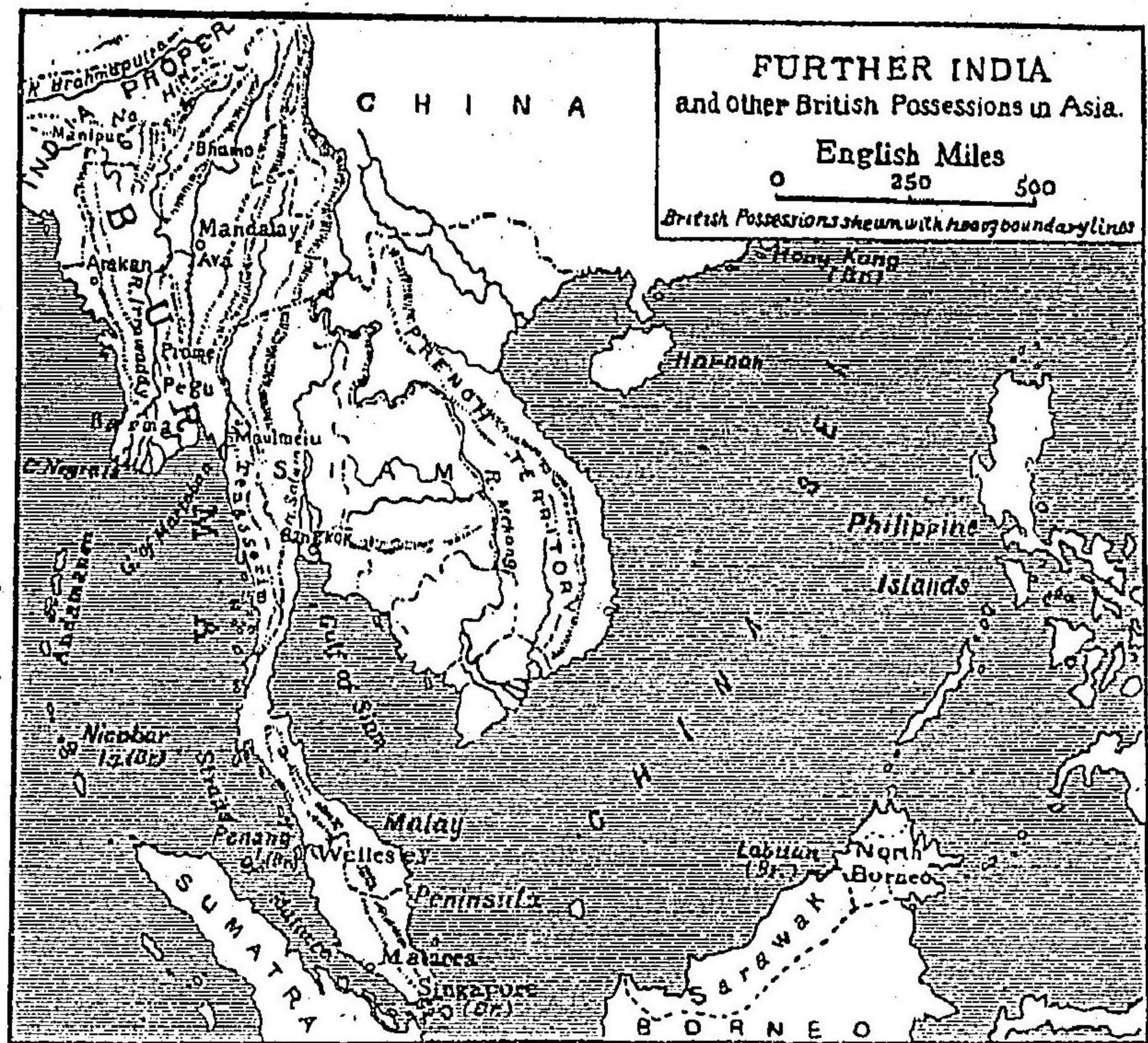
甲某—さうですね。どにてお求めでしたか。

乙某—買ったのではありません。おぢいさんから
貰つたのです。

甲某—まあいゝおぢいさんですことね。いつ
お貰ひでしたか。

乙某—僕の此間の誕生日に呉れたのです。

L E S S O N X I V .
C L A U S E S .



The point of the Malay peninsula comes down almost to the Equator, so you may suppose that the climate is very hot.

The capital of the British settlements where the Governor resides, is Singapore.

This is a new city of nearly 200,000 people.

It owes its prosperity to the fine harbour, which is the chief station of English trade between India and China.

(49) The point of the Malay peninsula comes down almost to the Equator, so you may suppose that the climate is very hot:

と云ふ一つの文章を見るに. 此文は The point of the Malay peninsula comes down almost to the Equator. と云ふ文と. So you may suppose that the climate is very hot. と云ふ文との. 二つより成れるを見るべし. 更に後者を見れば. suppose の目的語たる that the climate is very hot も一の文章にして. 主部 the climate と叙述部 is very hot とを具へたり.

斯く一の Sentence の一部にして.

而も自ら Subject と Predicate とを有するものを. Clause [關聯文]と稱す。

(50) 而して. The point of the Malay peninsula comes down almost to the Equator. と So you may suppose that the climate is very hot. とは. 互に同等の關係を有し. 自ら獨立することを得. 斯くの如き Clause を Independent Clause [獨立文]と稱す。(又 Co-ordinate Clause [併立文]とも云ふ)。

(51) 之に反して that the climate is very hot は suppose の目的語にして. So you may suppose に從屬して始めて意味明瞭となる。斯く他の文に附屬する Clause を Dependent Clause [附屬文]と稱す。(又は Subordinate Clause [從屬文]とも云ふ)

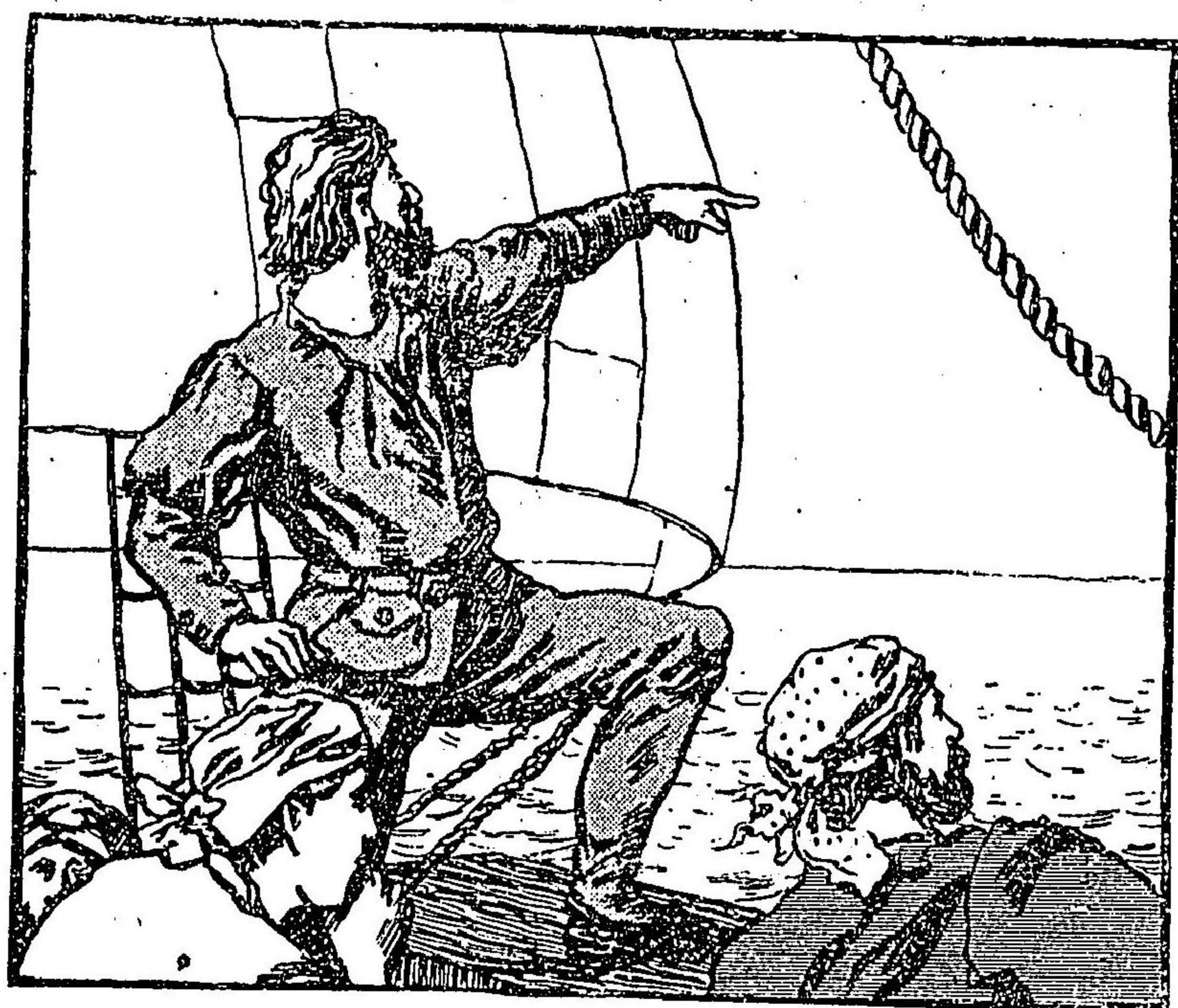
EXERCISE

次の文中の Clause を指示し. 且其 Independent clause なりや Dependent clause なりやを述べよ。

1. When Napoleon Bonaparte invaded Italy the second time in A.D. 1800, he led his army across the cold and stormy Alps.
2. There the snow lies deep all the year round, and the roads are often blocked up by masses of ice.
3. It was May when he himself crossed the mountain by the St. Barnard Pass.

LESSON XV.

SIMPLE SENTENCES & COMPLEX SENTENCES.



When Columbus saw the much longed-for land, he thought that it was the country which he had come to seek.

So he called it India.

This is the reason why it came to be called the West Indies.

When the people of the island saw the ships of Columbus, they were very much surprised; for they had never heard of the people who lived in Europe.

(52) So he called it India.

の如く、一個の主部に對し、一個の叙述部を有する文章を Simple Sentence [單文]といふ。即ち Simple Sentence は Dependent clause を有せざる文章なり。第一章より第十三章までに説きたる文章は、大概 Simple Sentence に屬す。

(注意) 之れに依りて Simple Sentence は、Word 又は Phrase のみより成るものなるを知るべし。

(53) When Columbus saw the much longed-for land, he thought that it was the country which he had come to seek.

の一文は、四個の Clause より成る。即ち。

- (1) When Columbus saw the much longed-for land
- (2) He thought
- (3) that it was the country
- (4) which he had come to seek.

の四個の Clauses より成る。其中 (2) は Independent Clause にして、(1) (3) (4) は Dependent Clause なり。而して此場合には、かゝる Independent Clause のことを Principal Clause [主要文]と云ふ。

斯く、一つの Principal Clause と、一つ又は一つ以上の Dependent Clause より成る文を Complex Sentence (混文)と稱す。

(54) Dependent Clause は、Word 又は Phrase の如く、主語、目的語、補足語、修飾語となるを得。

(1) 主語となれる例

That Columbus discovered America is true.

(2) 目的語となれる例

He believed that the earth was round.

(3) 補足語となれる例

The result was that he undertook a great voyage of discovery.

(4) 修飾語となれる例

When Columbus saw the much longed-for land, he thought it was India.

It was the country which he had come to seek.

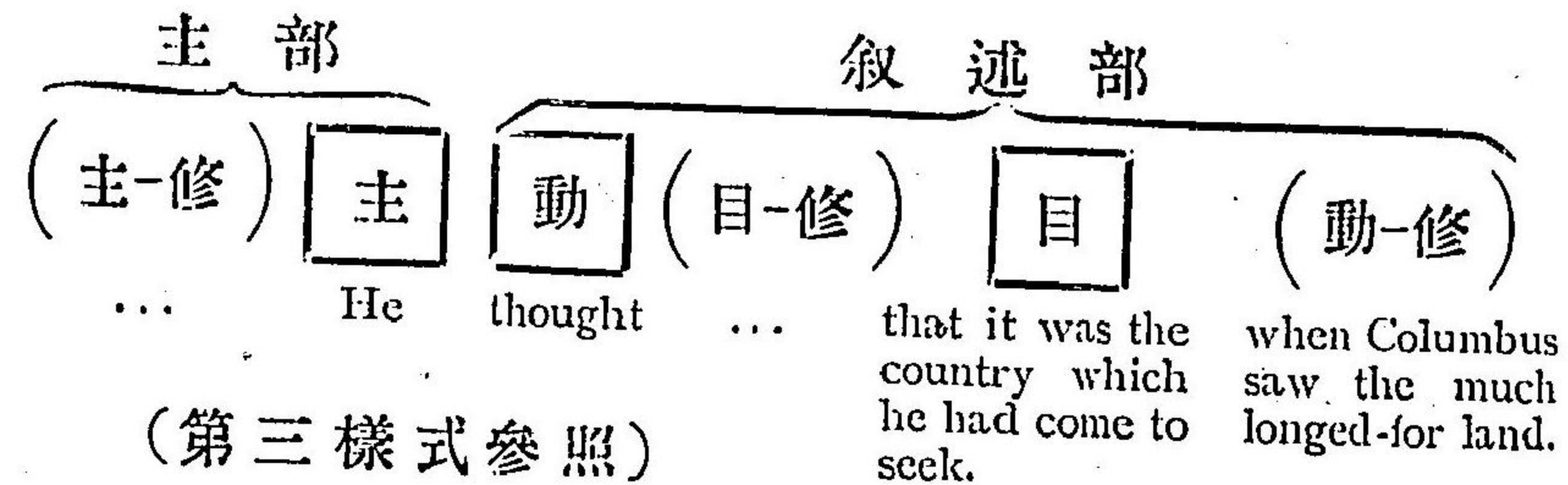
(注意) Clauses が修飾語となる時は Phrase の如く、其修飾する語の次に置かるゝこと多し。

(55) 混文を解剖するには、先づ主要文を求めて之をば一旦單文の例に由りて解剖し、然る後順次附屬文の解剖に及ぶべし。

例

When Columbus saw the much-longed-for land, he thought that it was the country that he had come to seek.

A. 主要文

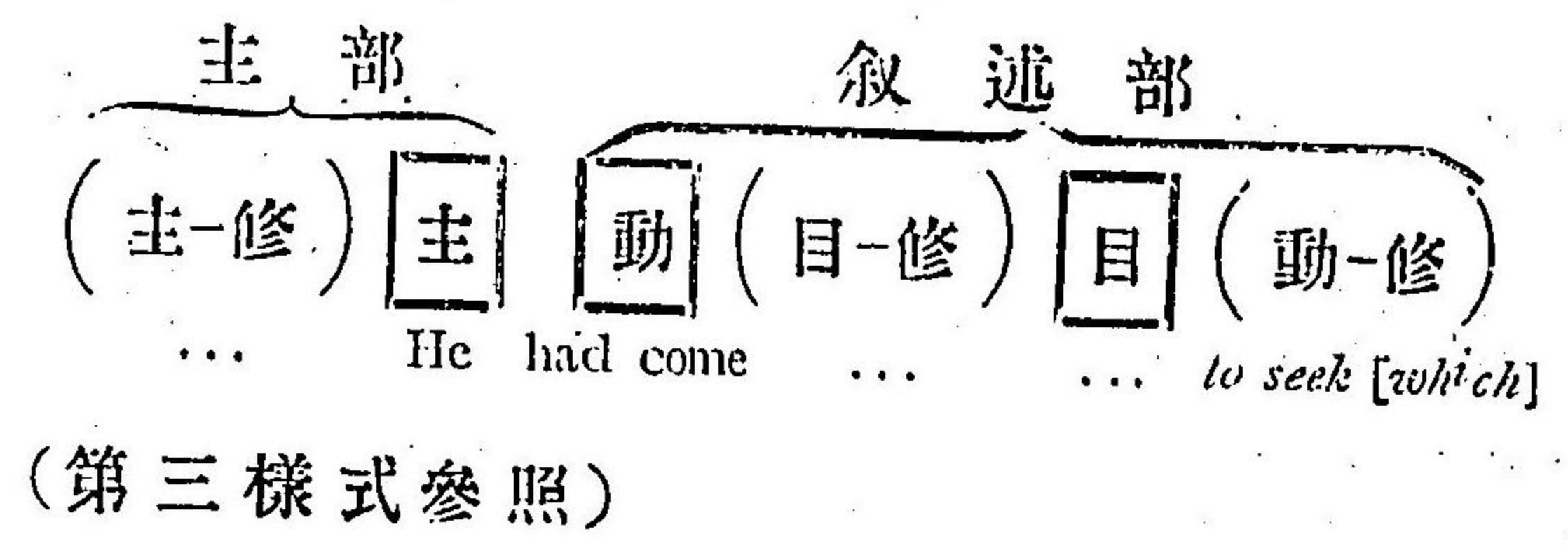


B. 附 屬 文

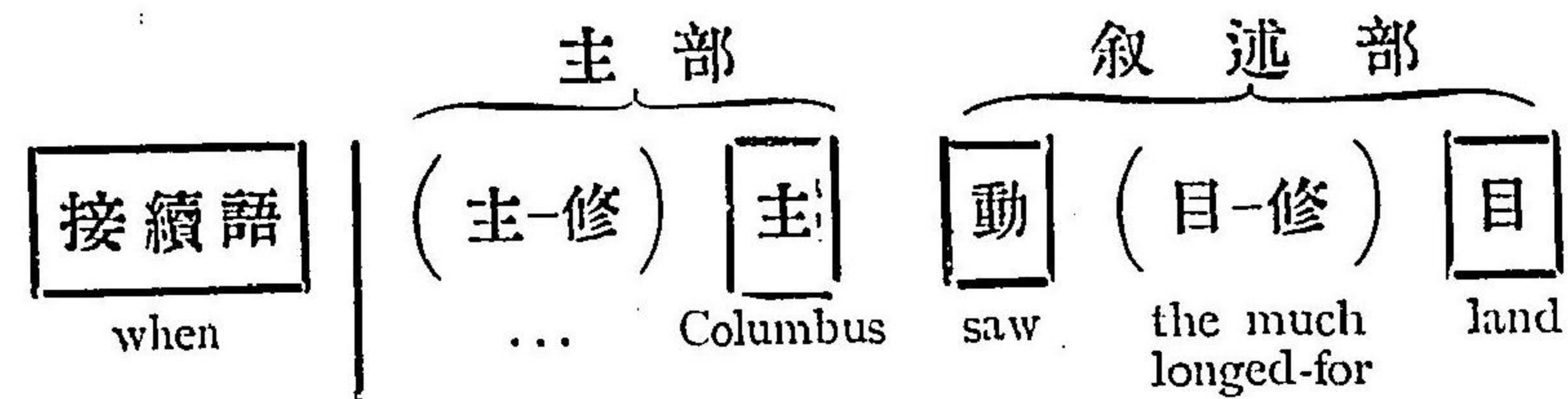
(1)



(2)



(3)



EXERCISE

次の文章を見。其單文なりや混文なりやを述べ。混文ならば其 Dependent clause は如何に用ひられたるかを述べよ。

1. A stranger, travelling on foot with a little boy, one day stopped at the gate of the convent.
2. Poor and friendless as he was, when he stood at the convent, he afterwards became one of the most famous of men.
3. On the 3rd of August, 1492, Columbus set sail from Spain with three small ships, on the great voyage which ended in the discovery of America.
4. He believed that the world was round, though few people did so at that time.

- 5. He thought that if he sailed on and on, always keeping to the west, he would at last come to India.

LESSON XVI.

COMPLEX SENTENCE (Continued)



The young woman has been to the mill.

What is a mill?

Can you tell what a mill is?

I can not tell what a mill is.

The young farmer is working with the horses.

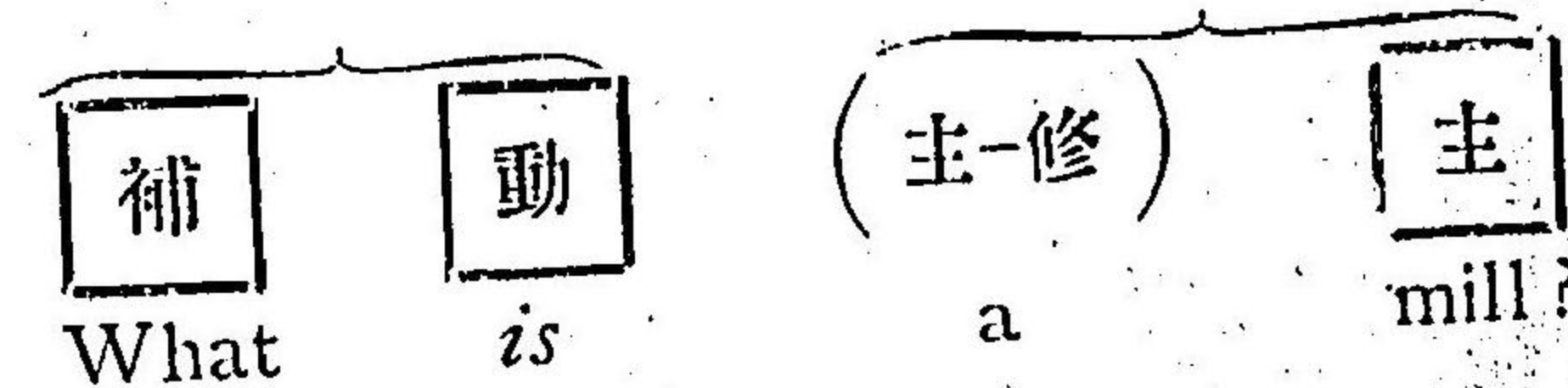
Can you guess why he is looking up the sky?

(56) I can not tell what a mill is?

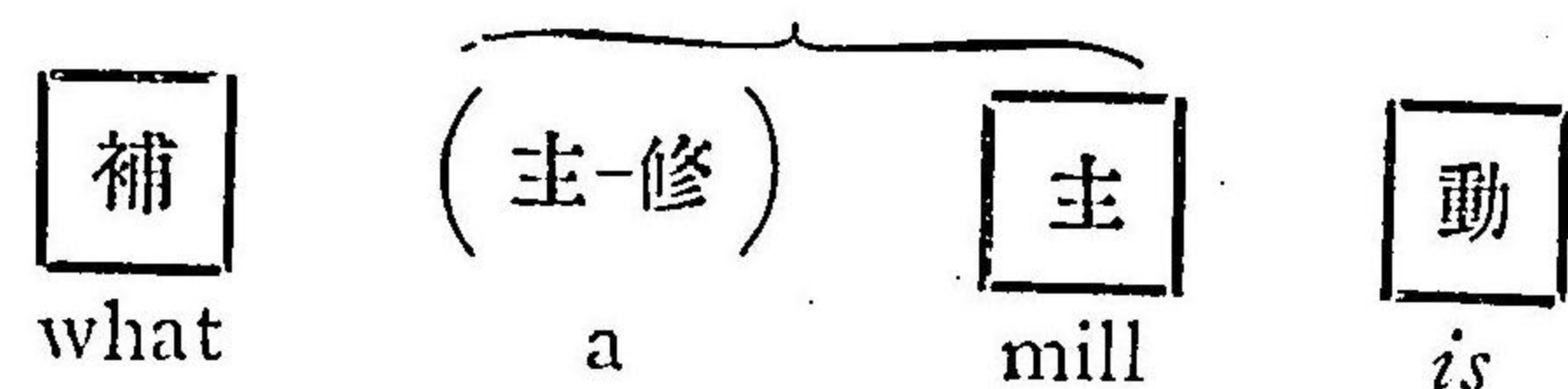
と云ふ混文を見るに. what a mill is と云ふ Dependent Clause は. tell の目的語なり. 而して此 what a mill is は. 元は一の疑問文なりしを以て. もし單獨に用ひらるゝ時は what is a mill? と云ふ順序を採る.

凡て單文の疑問文が. 斯く混文中に顯るゝ時は. 動詞の位置は. 叙述文の場合と同じく. 主語の次に在るものとす.

A. What is a mill?



B. I can not tell what a mill is.



(注意) (1.) Who came yesterday?

I don't know *who* came yesterday.

上述の通則は、歸する所、主語の次に動詞を置くに在るを以て、初より動詞が主語の次に在る時は、之を變ずるに及ばず。即ち who, what, which 等の疑問詞が、文の主語なる時には混文に顯はるゝ場合にも、動詞の位置は元の儘なり。

(注意) (2.) 前節に於て見る如く what は混文中に於ては、文の中にあるを通則とすれども、do you think と云ふ語の時は、what を元の如く文の初に置くものとす。例

What do you think he did?

Here is another picture. *What* do you think it is about. It represents summer.

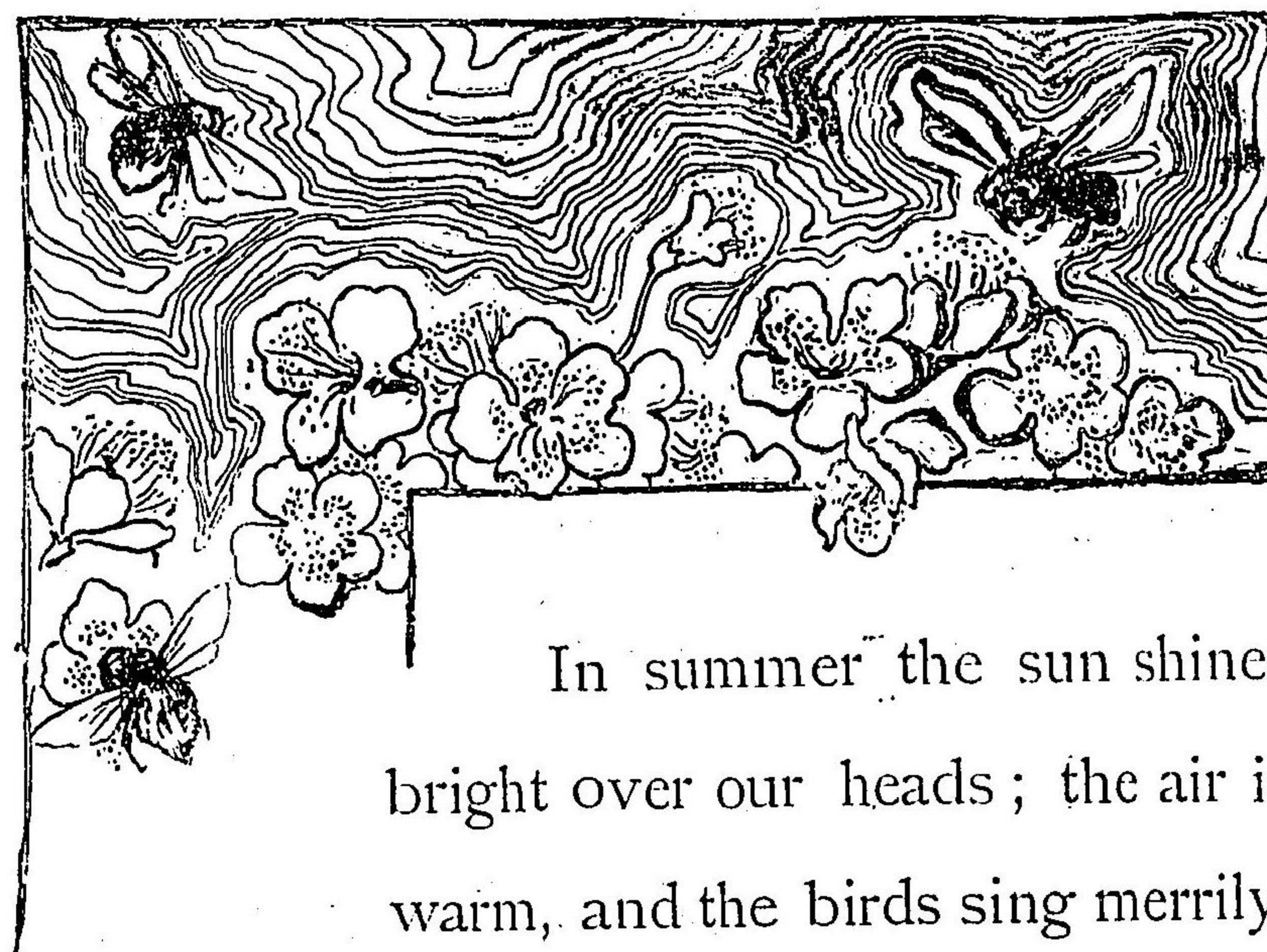
EXERCISE

次の二文を結合して一文と成せ。

1. What is that? Tell me.
2. Who will come? Do you know?
3. What has he? Can you tell me?
4. When is he going? I do not know.
5. When will he come here? Ask him.

LESSON XVII.

COMPOUND SENTENCE.



In summer the sun shines bright over our heads; the air is warm, and the birds sing merrily. The fields are thick with flowers, and

the gay butterflies are dancing about from hedge to hedge.

The days are long, and the shadows of the evening are long too.

The grass is cut down and dried.

The cherries and strawberries are now ripe.

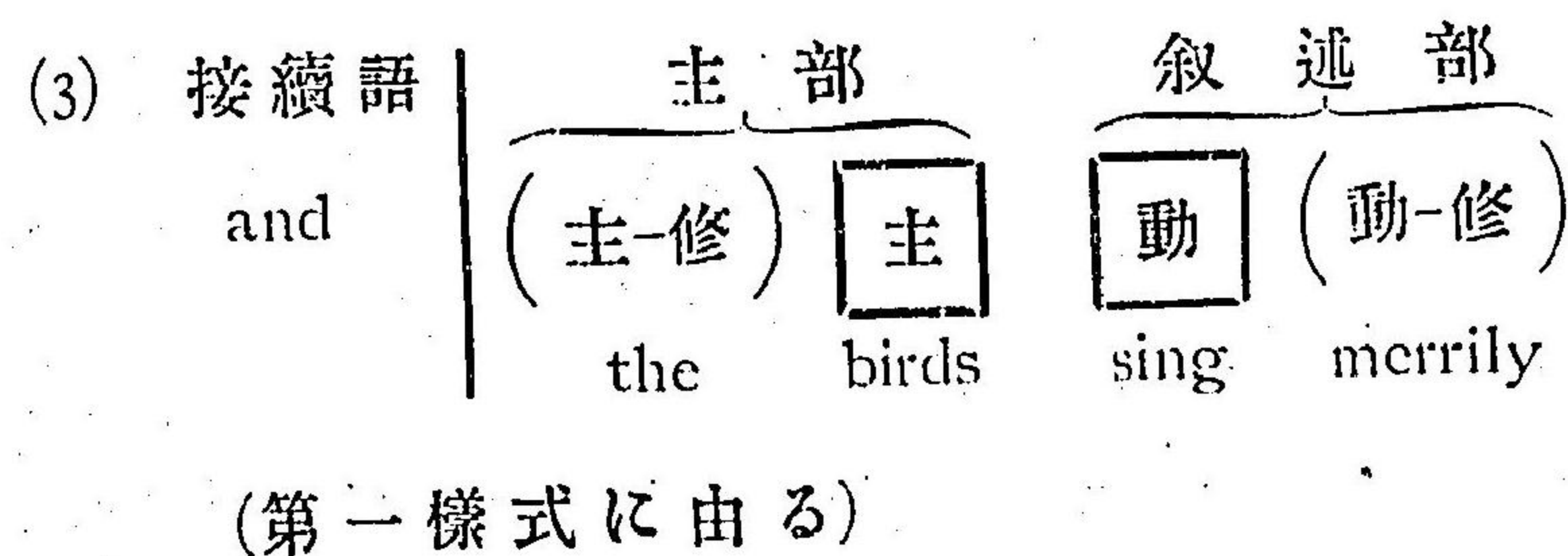
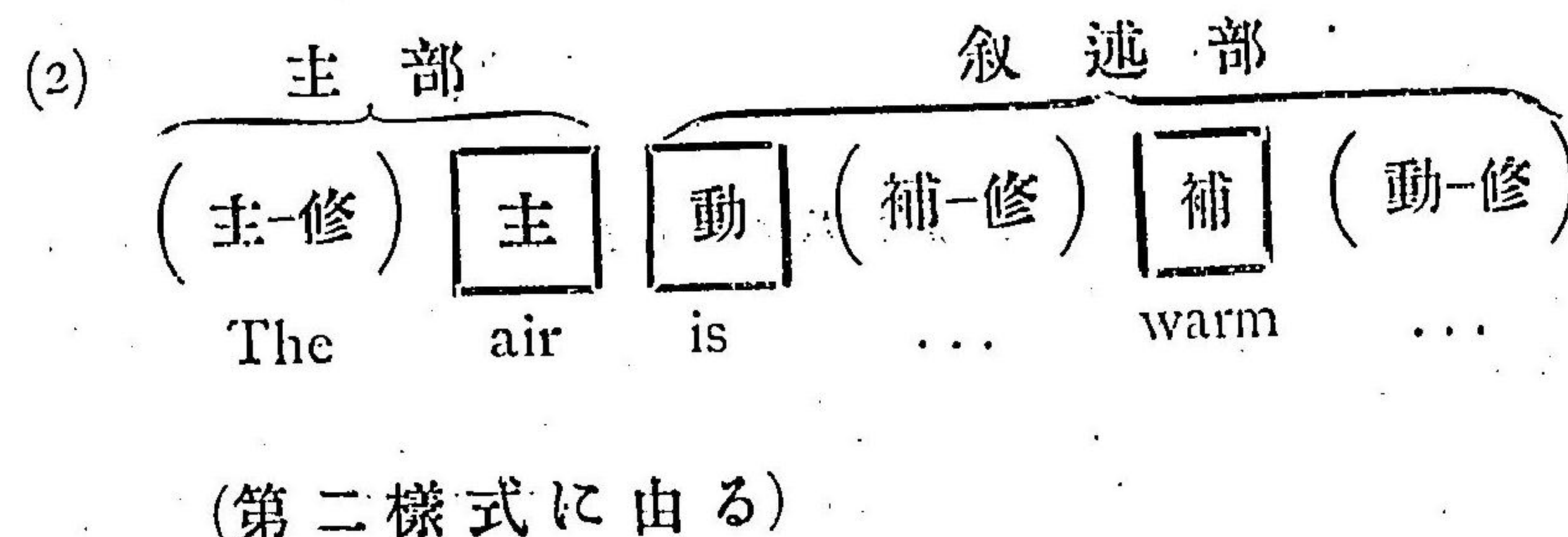
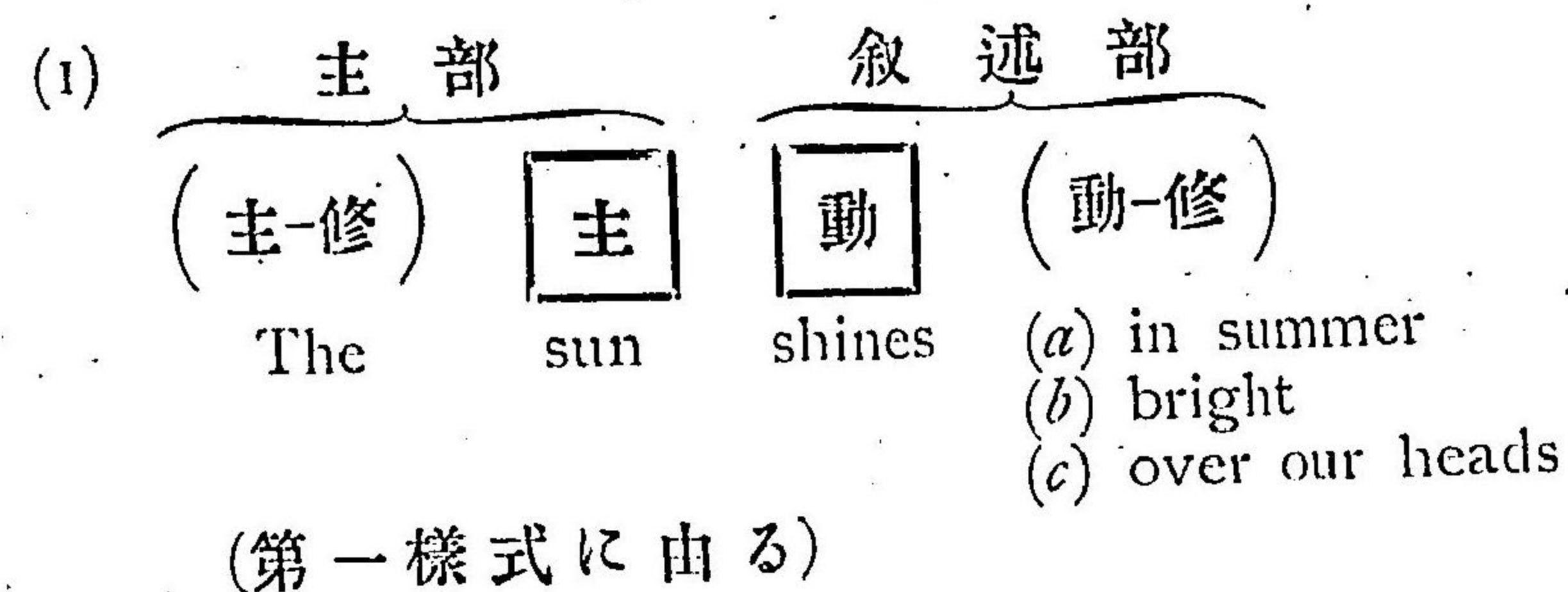
(57) In summer the sun shines bright over our heads; the air is warm, and the birds sing merrily.

の一文章は、三個の Independent Clause より成れり。換言すれば三個の單文が其儘接續せられたるものなり。斯く Independent clause が二個又は三個以上集りて成れる文を、Compound Sentence [複文] と云ふ。

(58) 複文を解剖するには、先づ之を個々の獨立文に分ち、其一々に對し

て、Simple Sentence を解剖すると同様の方法を用ふべし。

例



(59) 複文を作るに當りて、元の各の單文(即 Independent clause)中に通有なる成分は、其一のみを止め、他は悉く

之を除き去ること、往々行はる。即ち。

主 部		叙 述 部	
(主-修)	主	動	(動-修)
The	grass	is cut	down
The	grass	is dried	...

を二つ合し

The grass is cut down and dried.

となすが如し。

EXERCISE

次の複文を解剖せよ。

1. Last night he found himself within sight of home; but a storm was raging on sea and land, and once more the man stood face to face with death.
2. The waves are tossing their heads, but the sea will soon be calm.
3. A fine ship has gone down under the water; but the life boat has done its noble work, and all in the ship have been saved.

TABLE FOR REVIEW

Sentence 構造上より の分類	}	Simple Sentence
		Complex Sentence
		Compound Sentence

REVIEW EXERCISE

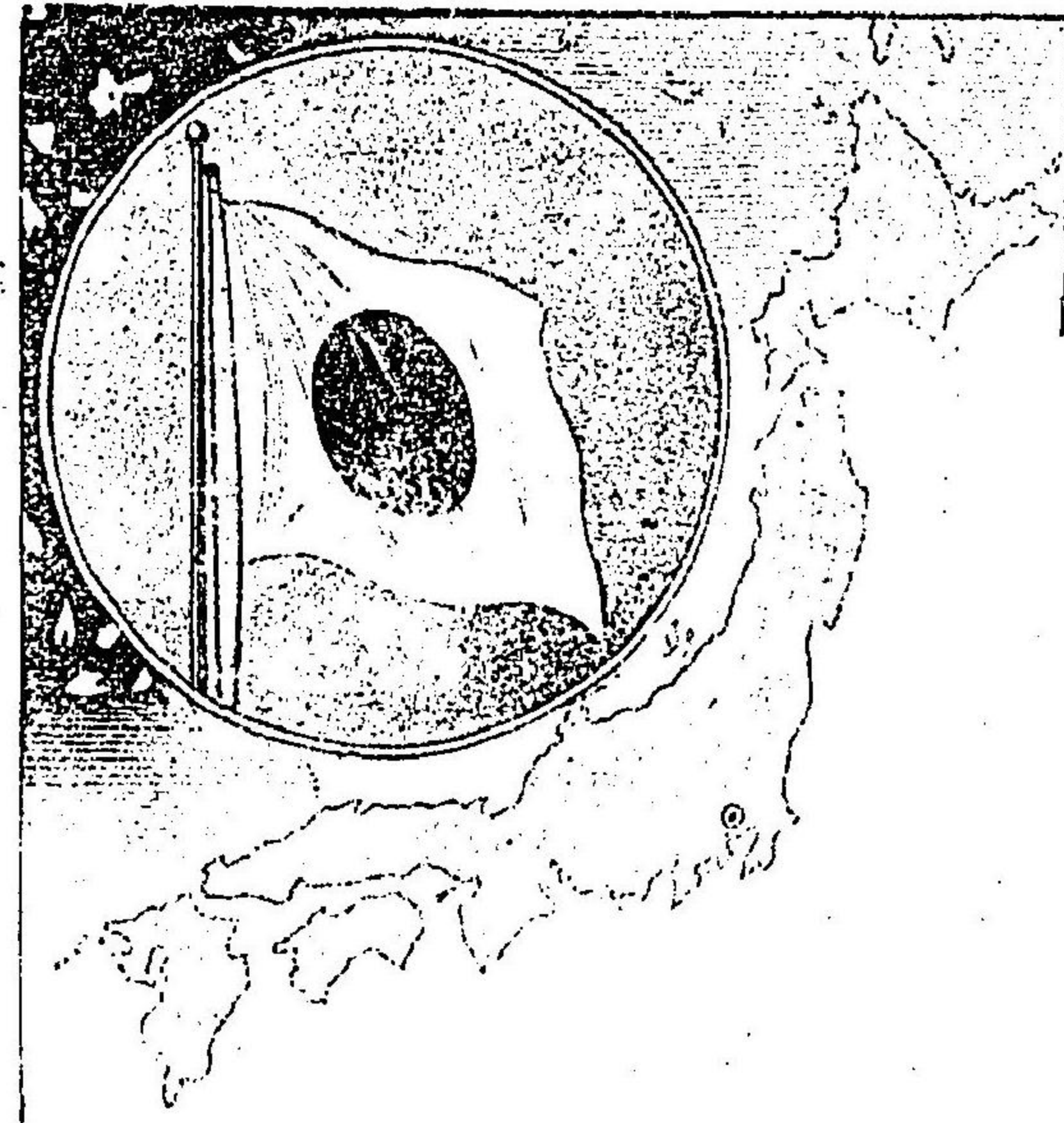
次の文は何文に属するかを述べ、然る後更に之を解剖せよ。

Counting Pigs.

1. A farmer, who had twenty pigs, one day sent his Irish servant to count them, and see if they were all there.
2. Paddy came back slowly, with a puzzled look on his face.
3. "Well," said his master, "are they all right?"
4. "Ah! your honour, I counted nineteen; but one little fellow ran about so fast, I wasn't able to count him at all, at all."

(注意) Ah! your honour の如きは、文の他の部分に関係なきを以て、之を獨立の成分 [Independent Element] として扱ふべし。

CHAPTER II.
LESSON I.
NOUNS.



Charles Baker is in Japan.
He and his family live in Tokyo.
Japan is an empire.
It consists of many islands.
The islands lie to the east of China.

(60) Charles Baker, Japan, family, Tokyo, empire, islands, east, China.

の如く。總じて人又は物の名に用ひたる語を Noun [名詞]と云ふ。

(61) Charles Baker, Japan, Tokyo, China, の如く。其人。其物のみにも固有して。他の人又は物に使用することを得ざる名詞を。Proper Noun [固有名詞]と云ふ。Proper Noun は頭文字を以て書き始む。

(62) empire, islands, の如く。同じ種類の事物には。いづれにも通じて使用せられ得るものを。Common Noun [普通名詞]と云ふ。

(63) 下に掲ぐる名詞の中。左は普通名詞にして。右は固有名詞なり。

Empires	}	Japan
		China
		Russia
		Germany
		Korea
Islands	}	Loochoo
		Pescadores
		Formosa
		Saghalien
		Java
Heroes	}	Napoleon
		Cæsar
		Washington
		Alexander
		Frederick the Great

(注意) 之に由りて. empire, island, hero は多くあれども. Japan, Loochoo, Napoleon の如きは唯一個あるのみなること明瞭なるべし。従つて em-

pire の如き語は empires, an empire, the empire と云へども. Japan の如きは Japans, a Japan, the Japan などとは普通の場合に云ふべからず。(次章参照)

EXERCISE

Noun を指示し. 其 Proper Noun なりや. Common Noun なりやを云ひ. 且つ Proper Noun なる時は. 之を大文字に書き起すべし.

1. I see a boy and a girl in the garden.
2. The boy is henry and the girl is henry's sister, mary.
3. henry is reading his sister a story from his book.
4. I suppose the story he is reading is about napolcon.
5. napolcon is his favorite hero.
6. Do you know where napolcon was born?
7. Yes, I do. He was born in a small island

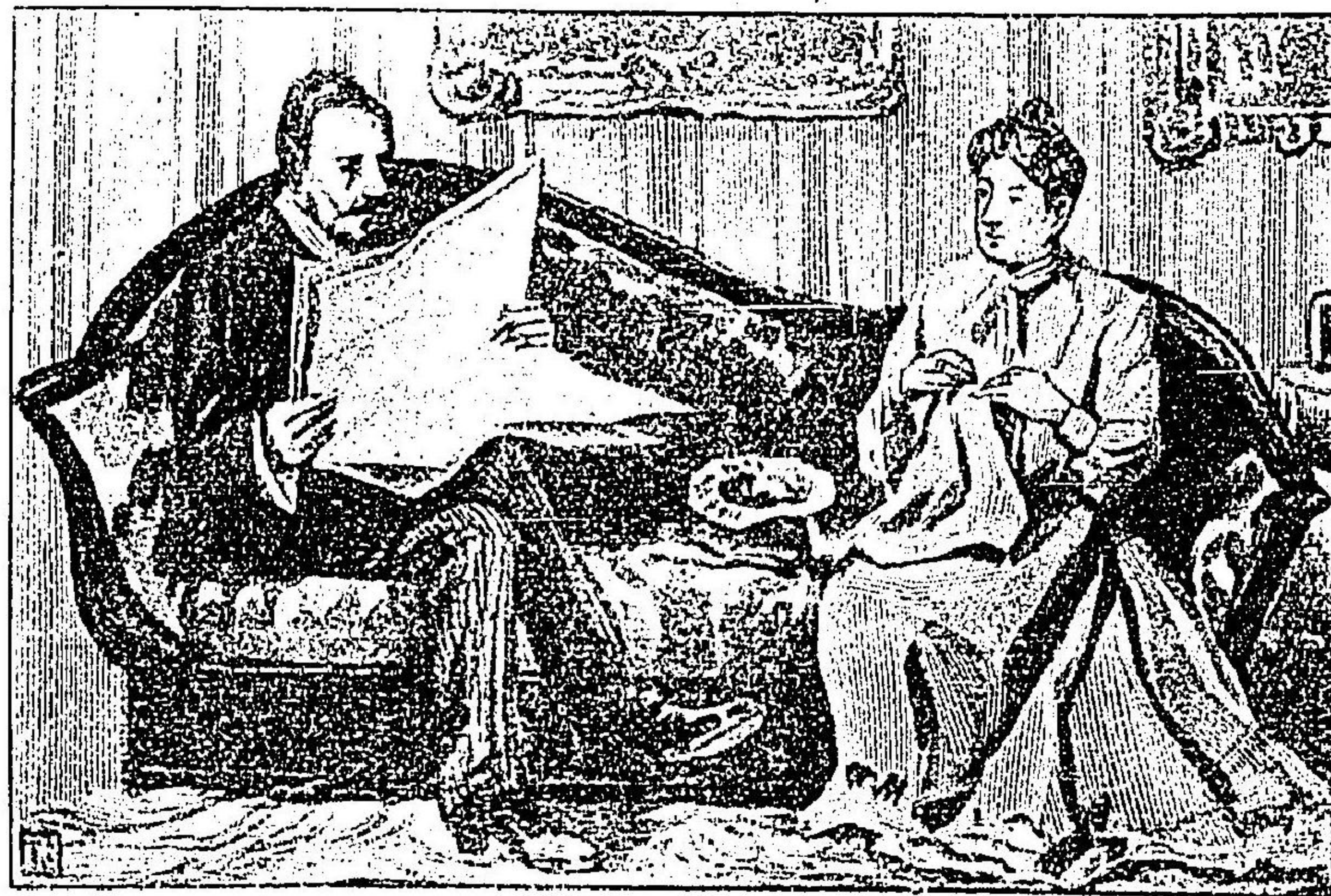
called corsica in the mediterranean.

8. The island belongs to france.

9. But most of its people speak italian.

LESSON II.

NUMBER.



I am a child.

Mary is a child, too.

We are children.

This is our father.

That is our mother.

Our parents love me.

They bought me a kite and two tops.

(63) child, Mary, father, mother, kite などの Noun は. 唯一の人又は物を表はす。斯かるものを Singular Number [單數] の名詞と云ふ。

(64) children, parents, tops の如く. 二個以上の人又は物を表はす Noun を. Plural Number [複數] の名詞と云ふ。

(65) Noun の Plural Number を作るには.
(A) Singular の語尾に s を加ふるを最も普通とす。

dog dogs

cat cats

rat rats

bird birds

tree	trees
pen	pens
pencil	pencils
book	books

此規則を應用するに當り、綴字上注意すべきは、

(a) s, ss, x, sh, ch (即ちサ行, シヤ行, チャ行の音が語尾に來たる時)及び o にて終れる名詞には es を附す。

(注意) 是れ語呂の上より、fishs, watchs とは云ひ難きが爲なり。

ass	asses
glass	glasses
box	baxes
fox	foxes
fish	fishes
dish	dishes
watch	watches
bench	benches
hero	heroes

potato	potatoes
--------	----------

(b) y にて終り、其前に Consonant letter [父音の字]ある時には、y を去り、ies を附して Plural を作る。

city	cities
lady	ladies
story	stories

(注意) { ladies
 boys

(c) f 又は fe に終れる語は、f を去り、ves を附して Plural となす。

knife	knives
wolf	wolves
thief	thieves

(B) 又語の中の Vowels [母音] を變じ、不規則に複數を作るものあり。

man	men
woman	women
foot	feet
tooth	teeth

child children

mouse mice

(66) 常に單數、複數の別ある名詞は、普通名詞なり。而して、單數の時は、其前に a (an) 又は the を附するものとす。(Chapter XX. Articles の條参照).

Mary has a *bird*. *The bird* is in a cage. She has three little *birds*.

之に反して、固有名詞は、一人一物に固有なる名なれば、單數の形を通則とす。又地名、人名、國名等には、the を附せざるを常とす。

(注意) (1). Japan is sometimes called *the England* of the East.

に於ては、England は英國其物を指すにあらず、『英國の如き海國』と云ふ意なり。即ち England は、元は固有名詞なりしが、此場合には恰も普通名詞の如くに用ゐられたるものなり。かく固有名詞が普通名詞として用ゐらるゝ時には、單數

には a 又 the を附し、又は之を複數となすを得。

He is *the Newton* of the age (=the greatest astronomer).

He is *a Hercules* (=a man of gigantic strength).

I hope there will be many *Newtons* among the graduates of this memorable day.

(注意) (2). 又同姓の者多くある時にも、固有名詞は普通名詞となる。

There are four *Bakers* in my class.

He is *a Baker*. (Baker と云ふ姓の人).

That short boy is *the Baker* I told you of.

EXERCISE

次の Noun の Plural Forms を挙げよ。

bird dish fox clay

boy baby knife foot

pen ass horse cat.

LESSON III.

CASE.



Once upon a time, the mice were in great trouble. There was a cat in the house. The cat tried to catch all the mice and eat them up.

So the mice called a meeting.

"I know a very good plan," said a young mouse, "Let us hang a bell round the cat's neck."

(67) So the *mice* called a *meeting*.

Let us hang a *bell* round the *cat's neck*.

等に於て.

(1) *mice*, は. 動詞 *called* に對する主語.

(2) *meeting*, *bell* はそれぞれ *called*, *hang* に對する目的語.

又 *neck* は *round* といふ前置詞(名詞の前に置き. 他の語との關係を表す語)の次にありて之に係り.

(3) *cat's* は所有主たることを表す。

斯くの如く Noun が. 文章中の他の語に對する關係を稱して. Noun の Case [格] と云ふ.

(68) 文章の主語となる case を. Nominative Case [主格] と稱し. 動詞の目的語となる case 及前置詞に係かる Noun の case を. Objective Case [目的格] と稱

し. 所有主を示す case を Possessive Case [所有格] と稱す。

(69) Nominative Case と Objective Case とは. 名詞の外形に何等の變化を生ずることなし. 唯文章中に於ける位置に由りて之を定む。

(注意) Charles Baker was my *uncle*.

They elected my *uncle* a *member* of Parliament.
等に於ける補足語 *uncle*, *member* の case を考ふるに. *uncle* は主格なる Charles Baker と同一の人を表し之を説明するものなれば Nominative Case なり. *member* は目的格なる *uncle* と同一の人を表し之を説明するが故に. Objective Case なり. 即ち不全自動詞の補足語は Nominative Case にして. 不全他動詞の補足語は Objective Case なり. 故に前者を Subjective Complement と稱し. 後者を Objective Complement と稱することあり。

(70) Possessive case の名詞は. 所有及び附屬の意を表すものにして. noun の

語尾に Apostrophe と s ('s) を附し之を作る. 但し既に s を以て終れる複數には. 單に (') のみを附す。

cats' necks

horses' tails

(對比) men's legs

(注意) 單數の形に於て既に s を以て終れる名詞 James, Dickens の如きを James's, Dickens's の如くする場合には此 's を iz と發音す。

(71) Possessive Case は. 無性物に用ゐず. 此場合には 's と同意義の of を用ゐるを常とす。

{ *incorrect*.—The house's roof

{ *correct*.—The roof of the house

但し time を表はす名詞は例外とす。

Yesterday's lesson

To-day's paper

five minutes' walk

EXERCISE

次の文章中の noun の case を云へ。

1. James is a good boy.
2. He helps his mother at home.
3. Whose is this watch?
4. That is James's watch.
5. His father bought it for him.
6. That gold watch is his father's.
7. His father is a teacher.

LESSON IV.

GENDER.



“Do you know how to swim, Harry?”

“No, not yet, father.”

“Well, Harry, you must learn. Every boy and girl should learn to swim. Your friend Tom, I think, can swim?”

“Oh yes! Tom is a fine swimmer. He can do all sorts of things in the water.”

(72) Noun には father, boy, Harry, Tom の如く男性を表はすものと. girl の如く女性を表はすものと. friend, swimmer

の如く男女性の孰れにも通ずるものと。water, things の如く男女性の孰れをも表はさざるものとあり。これを Noun の Gender [性] と云ふ。男性を表はすものを Masculine Gender [男性]。女性を表はすものを Feminine Gender [女性]。男女両性に通ずるものを Common Gender [通性]。男女性いづれにも通ぜざるものを Neuter Gender [中性] と稱す。

(73) Noun には (A). Masculine Gender の語尾に ess を附して Feminine Gender を作るものと (B). Masculine, Feminine 全く異なる語を用ゐるものとあり。

A	{	lion	lioness
		prince	princess
		god	goddess
		emperor	empress

B	{	boy	girl
		father	mother
		son	daughter
		man	woman
		husband	wife.

(74) Common Gender に屬する名詞には friend, cousin, parent, servant, sovereign, person 等あり

(注意) (1). 男性名詞は he にて受け。女性名詞は she にて受け。中性名詞は it にて受くるものとす。普通性名詞は前後の關係に由りて其いづれとも定むべし。

He (she) is my best pupil.

My cousin has caught a butterfly with his (her) net.

(注意) (2). baby, child は實は男性か女性かになすべき譯なれども。大概中性として之を取扱ふ。

How old is the child? It is only one year old.

(注意) (3). 船名は女性とす。國名も亦女性と見做すこと多し。

The *Hercules* has lost *her* riggings.

Throughout the war *England* had maintained *her* naval supremacy.

(注意) (4). 動物を表す名詞を受くるには、大概中性 *it* にて可なれども、時には *he, she* を用ゐるとあり。

* *he* を用ゐること有るもの。 *dog, horse, lion, bear, elephant, ass*, の類

* *she* を用ゐること有るもの *cat, mouse, hare, hen, cow*, の類

I have a *dog*. *His* name is Tom.

The cat was very cruel. *She* was very sly, too.

EXERCISE

下の語の gender を言へ。

- | | | |
|--------|--------|--------|
| girl | son | lion |
| person | parent | tree |
| friend | house | cousin |
| cow | baby | |

LESSON V.

**COLLECTIVE, MATERIAL, AND
ABSTRACT NOUNS.**

I.

Napoleon gathered a large army at Boulogne, but he dared not trust it on the sea until the British fleet was disposed of. So he ordered the French and the Spanish fleets to sweep the British ships from the neighbouring seas.

II.

Do you see that house?

It is made of brick.

Near the house we have some hives.

They are made of wood and straw.

See the busy bees gather honey.

III.

Health is better than wealth.

Idleness is the root of all evil.

Hunger is the best sauce.

(75) Napoleon gathered a large *army* at Boulogne, but he dared not trust it on the sea until the British *fleet* was disposed of. So he ordered the French and the Spanish *fleets* to sweep the British ships from the neighbouring seas.

army は a soldier の集合體にして、*fleet* は a ship の集合體なり。斯く人又は物の集合體を表はす名詞を Collective Noun [集合名詞] と云ふ。

集合名詞は、普通名詞の一種なるを以て、單數複數兩方に用ゐる。單數には a (an) 又は the を用ゐるものとす。

- { a large *army*.
- { *the* British *fleet*.
- { the French and the Spanish *fleets*.

(76) 單數形の集合名詞は、其集合團體を、一のかたまりたる一團と見る時は、其意味單數なると、前項 a large *army* の如くなれども、時としては、其集合團體を組織せる個々の各人各物を指すことあり。此時は其形は單數なれども、其意味は複數なり。かかる場合には、之を Noun of Multitude [群集名詞] と稱す。

集合名詞	群集名詞
Hideyoshi came of a humble <i>family</i> .	My <i>family</i> are all very very well.
	When <i>the people</i> of the island saw the

The Japanese are
a patriotic *people*.

ships of Columbus,
they were very much
surprised.

People say he is
very kind.

The infantry *was*
driven back.

The infantry wear
dark blue trousers.

(77) Do you see the house? It is made of
brick.

Near the house we have some hives.

They are made of *wood* and *straw*.

See the busy bees gather *honey*.

brick, wood の如きは, 物質の名なり。文典の上にては之を Material Noun [物質名詞] と云ふ。

物質名詞は、其唯一般的に物質を表す時は、之に the 又 a (an) を附せず。

又之を複数とすること無し。

(注意) (1). 但し或る定まりたる物質に就きて言ふ時は the を附す。

{ I like *meat*.
 the meat that she bought this morning.

(注意) (2). 物質名詞、若し物質其物を一般的に表すに非ずして、個々の形體などに重きを置く時は、普通名詞と見做し、之と同一なる取扱をなす。

物質名詞

普通名詞

The bottle is made of
glass.

Give me *a glass* of water.

Do you like *fish*?

I caught *a fish*.

The house is built of *stone*.

Don't throw *stones* at the
dog.

(78) *Health* is better than *wealth*.

Idleness is the root of all *evil*.

Hunger is the best sauce.

health, wealth, idleness, evil, hunger 等

は. house, brick 等の如き有形のものと異り. 唯思考して知り得べき無形の状態. 性質等を示す名詞なり. かゝる名詞を Abstract Noun [抽象名詞](又は無形名詞)と云ふ. 抽象名詞は. 一般に其性質状態等を表す時は. the 又は a(an) を附することなく. 又之を複数とすることなし.

(注意)(1). 但し或る定まりたる者の性質状態等を表す時は the を附す.

{ *Idleness* is the root of all evil.
I am vexed at *the idleness* of the pupils.

The general praised *the bravery* of his soldiers.

I cannot but admire *the patience* of these people.

(注意)(2). 同じ名詞が Common 及び Abstract Noun の孰れにも用ゐらるゝ事あり. 宜く意義の相違に注目すべし.

ABSTRACT	COMMON
Do you learn <i>composition</i> at school?	I write a <i>composition</i> every day.
<i>Beauty</i> is but skin deep.	She was a <i>beauty</i> once.
There is no <i>room</i> for doubt.	The new house has twelve <i>rooms</i> .
<i>Speech</i> is silver, but silence is golden.	He delivered a <i>speech</i> .

EXERCISE

次の名詞の種類を述べよ。

1. Most Japanese *houses* are made of *wood*.
2. In England nearly all *houses* are built of *stone*.
3. The English are a brave *people*.
4. They like to talk of the *bravery* of Lord Nelson.
5. He destroyed the French *fleet* at Trafalgar.

LESSON VI.

PRONOUNS.



Once a little oyster fell sick.

She had a bad pain in her side, and could not eat her food.

Her mother grew very sad about it.

She tried the little one with the nicest bits of sea-weed that she could find, but it was all of no use.

Her parent made up their minds to send for the doctor, so that he might cure her.

(79) *She* had a bad pain in *her* side, and could not eat *her* food. *Her* parents made up *their* minds to send for the doctor, so that *he* might cure *her*.

の文の中にて. *she, her* は名詞 a little oyster の代りに用ゐられ. *their* は名詞 parents の代りに用ゐられ. *he* は名詞 doctor の代りに用ゐられたり. 斯く名詞の代りに用ゐらるゝ語を Pronoun [代名詞] と云ふ.

(注意) 文章談語の際. 同一の名詞を一々繰返す時は其文冗長となり不便一方ならず. 代名詞は此不便を省く爲に用ゐらるゝものなり.

例へば前節の文に於て. 代名詞の代りに名詞を用ゐる時は. 行文次の如く冗長となるを見るべし.

The little oyster had a bad pain in *the oyster's* side

and could not eat *the little oyster's* food.

The little oyster's parents made up *the parents'* minds to send for the doctor, so that *the doctor* might cure *the little oyster*.

志かるに若し之に代へて代名詞を用ゐれば文章簡潔となり、且文勢引きしまるの利有り。

EXERCISE

下の詞名の重複せる所に、それぞれ適當なる Pronoun を宛てよ。

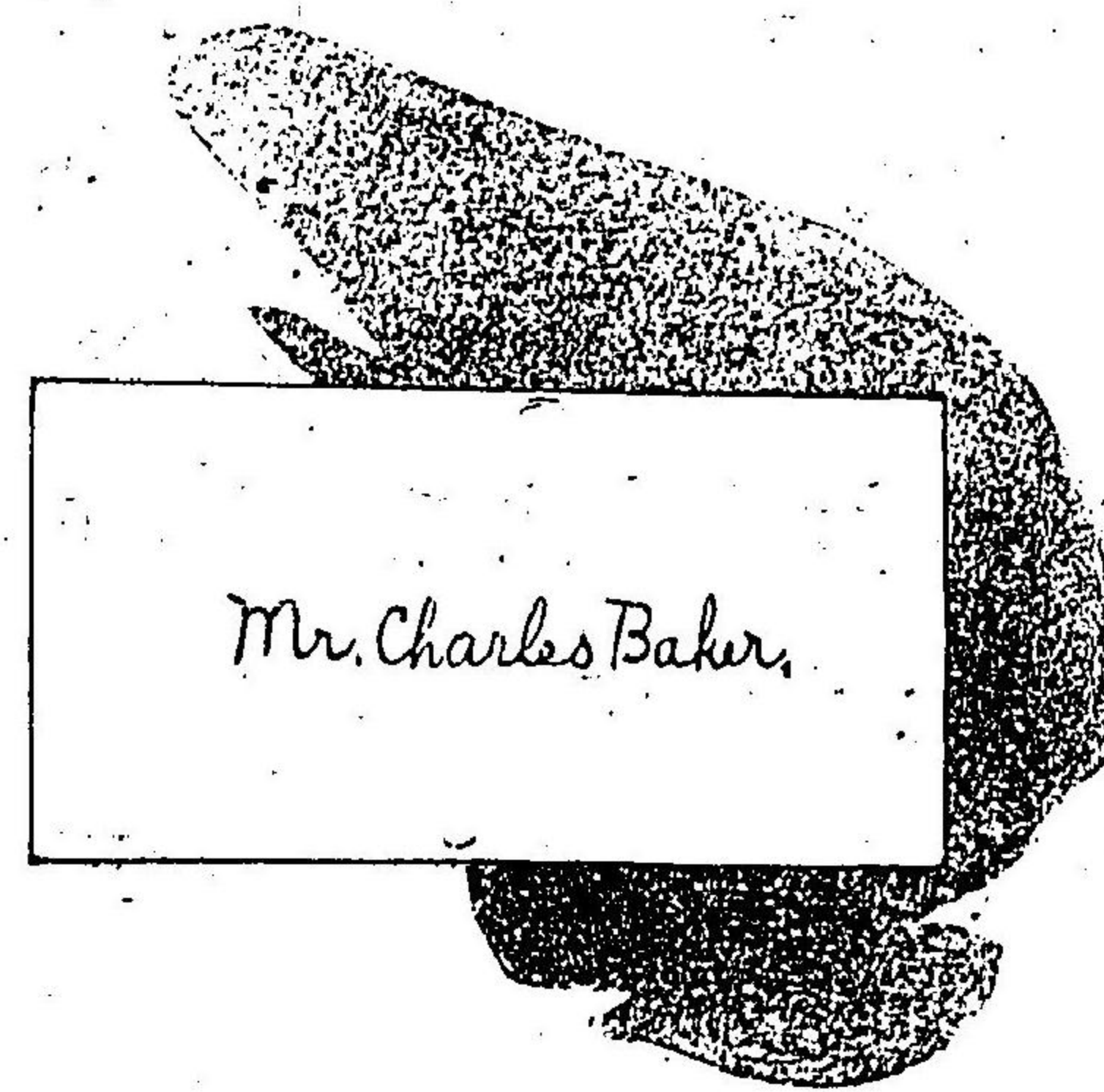
1. (a). A boy is on a branch. *The boy* has climbed up the tree and is now picking the apples.
- (b). *The boy* drops *the apples* one by one to the girl below.
- (c). *The girl* holds out *the girl's* apron to catch the apples as *the apples* come down.
- 2.* Every year ships sail to the northern seas in search of the whale. *The ships* hunt *the whale* for *the whale's* fat to make oil, and for the

whale-bone; *the whale bone* is found in the roof of *the whale's* mouth.

*稍複雑なるを以て Pronoun 全體を終りて後之を試むるも可なり

LESSON VII.

PERSONAL PRONOUNS.



Have you an uncle?

I have an uncle.

His name is Charles Baker.

He gave me a kite.
 I like it very much.
 He has many children.
 They are my cousins.
 We often play together.

(80) I, we は話す「者」自身を表し. you は話しかくる先方の「者」を表し. he, it, they は話の種となる「者」を表す.

斯くの如き「者」の區別を Person [人稱]と稱す. 而して I の如き自稱の語を First Person [第一人稱]と云ひ. you の如き對稱の語を Second Person [第二人稱]と云ひ. he, it, they の如き他稱の語を. Third Person [第三人稱]と云ふ.

(81) 凡ての person を具備する代名詞を. Personal Pronoun [人(稱)代名詞]と稱す.

(82) Personal Pronoun は. Number, Person, Case, Gender に従ひて. 其形を變ずること次の如し.

人稱 \ 數格		數		
		主格	目的格	所有格
第一人稱		I	me	my
第二人稱		you	you	your
第三人稱	男性	he	him	his
	女性	she	her	her
	中性	it	it	its

人稱 \ 數格		複數		
		主格	目的格	所有格
第一人稱		we	us	o
第二人稱		you	you	your
第三人稱		they	them	their

(注意) (1). 第一人稱單數の I は常に大文字にて記す.

(注意) (2). 性の區別あるは單數第三人稱の場合のみなり. 其他は普通性なり.

(注意) (3). 主格は文の Subject に用ゐ. 所有格は所有を表し. 目的格は他動詞の目的語及前置詞の次に之を用ゐる.

(注意) (4). 名詞にも代名詞と同様: Person の別なきにあらざれども. 通常は第三人稱にのみ用ゐらると知るべし.

即ち

The boy has a knife.

He likes it very much.

His mother bought three pencils.

She gave them to him.

に於て見る如く. boy は he に當り. mother は she に. knife, pencils はそれぞれ it, they に當ることを悟るべし.

(注意) (5). 代名詞が目的語となれる時は名詞が目的語となれる時と. 位置を異にするとあり. こは動詞が其次に. 短き副詞(動詞を修飾する語)を有する時なり.

The boy soon spied the old shoe in the water,

and began to fish it out. As he held it up on the blade of his spade, out tumbled the little oyster. Then the boy took her up and ran to his mother. She took out of the oyster shell a little round ball. It was a lovely white pearl.

對比 { *He held up the shoe.*
He held it up.

(83) Personal Pronoun の中. it は唯名詞を代表するのみならず. 特に次の如き種々の用法あり.

A. 後に來る Phrase を. 豫め指すことあり.

It is not good to tell a lie. (=To tell a lie is not good).

It is foolish to do so. (=To do so is foolish).

B. 後に來る clause を. 豫め指すことあり.

It is certain that he will come (=That

he will come is certain).

It is probable that he was there. (=That he was there is probable).

It is said that snake-charmers have a body charmed against the bite of the reptile.

C. 時. 天氣. 距離等を漠然と表すために用ゐらる。

What time is *it*? *It* is three o'clock.

It was fine yesterday.

It is three miles from here to Oxford.

It (= 天氣)

- It is fine to-day.
- „ „ windy.
- „ „ cloudy.
- It will rain.
- „ „ clear up.
- „ „ be fine to-morrow.
- It was glorious weather.
- „ „ stormy.

- It is hot.
- „ „ warm.
- „ „ cool.
- „ „ chilly.
- „ „ cold.

EXERCISE

I.

次の文章中 Noun 及び Pronoun の Person を云

1. I am a bird.
2. My name is Robin Redbreast.
3. We make our nests in the bushes.
4. I have three young ones in my nest.
5. They are all pretty.

II.

次の文の心を英語にて述べよ。

(a)

1. 吾等は學生である。

- 2. 諸君は若い時に勉強しなければいけぬ。
- 3. 彼等は怠けて居る。
- 4. 怠けるのは悪い。
- 5. 彼等が落第するのは慥である。

(b)

- 1. 今日は日曜ですか。
- 2. 否月曜です。
- 3. 今日は天気が宜い。
- 4. 公園へ行きます。ここから公園までは唯一哩計りです。
- 5. 今まだ二時です。

LESSON VIII.

REFLEXIVE PRONOUN.

Why did you absent yourself yesterday?

Because I had a severe headache.

I myself had a slight one, as it was so sultry yesterday.

(84) Why did you absent *yourself* yesterday?

に於て、*yourself* は、*absent* の目的語にして、*you* が自己自身に對して爲したる事を受くる代名詞なり。斯く働きが己れに反射するをを表す代名詞を Reflexive Pronoun [反射代名詞] (又は再歸代名詞) と云ふ。

(85) Reflexive Pronoun は、人稱代名詞の所有格、又は目的格に *-self* (*-selves*) を加へて之を作る。

單 數	複 數
myself	ourselves
yourself	yourselves
{ himself herself itself	themselves

(86) Reflexive Pronoun は反射的の用法の外に、意味を強むる爲に用ゐらる

ることあり。之を emphatic use [強勢法]と云ふ。即ち

I *myself* had a slight headache.

に於ては myself は、主語 I の意味を強む。

又目的格の語を強むるにも用ゐらる。次の如し、

I saw the general *himself*.

(87) 然れども、所有格の語を強むるに反射代名詞は用ゐ難きを以て。此場合には人稱代名詞の所有格の次に own を添へて強勢を示す。

A step is heard; the rescued man stands by *his own* fireside!

EXERCISE

I.

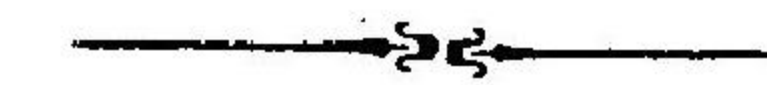
次の空所に適當なる反射代名詞を入れよ。

1. Ned Brown has shown — the bravest of the brave throughout the night.
2. Last night he found — within sight of home.
3. She nearly killed — by the fall.

II.

次の文を強勢の形に改めよ。

1. John went to the wood.
2. He saw a wolf.
3. He killed it with his gun.



LESSON IX.

POSSESSIVE PRONOUN.

You have a pretty watch?

Is it yours (=your watch)?

Yes, it is mine (=my watch).

My uncle gave it to me.

He gave my brother a watch, too.

But mine is better than his (=his watch).

(88) Is it *yours*?

It is *mine*.

等に於て. *yours*, *mine* は各. 所有者と其所有の物品との代りに用ゐられたる代名詞なり。之を Possessive Pronoun [所有代名詞]と稱す。

所有代名詞には. 次の如き形有り。

單 數	數 複
mine	ours
yours	yours
his hers	theirs

(89) 人稱代名詞'の所有格 (*my*, *your*, *his*, *her*, *its*, *our*, *their*) を用ゐる時は. 其

次に名詞を要し. 所有代名詞を用ゐる時は. 其次に名詞を要せず. 従つて始に名詞を擧げたる時は. 所有代名詞を用ゐるを常とす。

This is *my* watch.

This watch is *mine* (=my watch).

(90) 所有代名詞は. 單數複數兩方の意味に用ゐらる。

This watch is *mine* (=my watch).

These watches are *mine* (=my watches)

EXERCISE

次の文を Possessive Pronoun を用ゐて書き改めよ。

1. Is that your pen?
2. No, this is not my pen. This is my sister's.
3. Why do you use her pen?
4. Because I have lost my pen.
5. My pen was better than her pen.

LESSON X.

RELATIVE PRONOUNS.

Buddha was an Indian prince who preached the religion known by his name, which has more believers than any other in the world.

Though it has nearly died out in India itself, it still flourishes among the people of Ceylon.

Their island, which is nearly as large as Scotland, now belongs to the English.

Among the mountains, that in the interior rise up to a height of 7,000 and 8,000 feet, one of the most conspicuous is called Adam's peak.

What is told about this peak is very

amusing.

- (91) Buddha was an Indian prince *who* preached the religion known by his name, *which* has more believers than any other in the world.

に於て. *who* は. 其前に在る名詞 *prince* を代表すると同時に. Buddha was an Indian prince と云ふ部分と *who* preached the religion known by his name と云ふ部分とを結び合せ. *which* は其前にある religion を代表すると共に. *who* preached the religion known by his name と云ふ部分と. *which* has more believers than any other in the world と云ふ部分とを結び付く. 斯かる代名詞を. Relative Pronoun [關係代名詞]と云ふ。

關係代名詞の前に在りて. 之に代表せらるゝ名詞(又は代名詞)を其

Antecedent [先行詞]と云ふ。例へば前文の Buddha, religion はそれぞれ who, which の先行詞なるが如し。

(92) 関係代名詞には次の各種あり。

主格	目的格	所有格
who	whom	whose
which	which	whose 又は of which
what	what	...
that	that	...

(93) who は人にのみ用ゐ。格によりて其形を異にす

The gentleman *who* came here yesterday is my uncle.

The lady *whom* you saw yesterday is my aunt.

The friend *whose* photograph I showed

you some time ago will be here to-day.

(94) *which* は物に用ゐ。人に用ゐるべからず。また所有格には多く *of which* を用ゐる。

The book *which* I bought yesterday is very amusing.

I should prefer a book *which* is both interesting and instructive.

A certain Arab owned a horse, the fame *of which* was spread far and near.

I bought three books, two *of which* I gave to my cousin.

(注意) 稀には *of which* の代りに *whose* を用ゐることあり。

There is a mountain in my province *whose* top is always covered with snow.

(95) *who, which* に。次の二種の用法あり。

(a) 限定的

He is the gentleman
who handed me the
book.

This is the book
which I bought yes-
terday.

(b) 説明的

I met Mr. Baker, *who*
(=and he) handed
me a book.

I bought a book yes-
terday, *which* I
mean to lend to you.

(a) に於ては. *who* handed me the book は gentleman に必須の附屬文なり。換言すれば. gentleman は誰にても宜しと云ふには非ずして. 「余に本を與へたる」紳士に限りて云へるものなり。故に此用法を. Restrictive Use [限定的] と稱す。

(注意) 此場合には通常 *who* の前に comma なく. 全文は一の混文を成せり。

(b) に在りては. *who* gave me a book は形の上に於て gentleman に係

り之を修飾するに似たれども. 意味の上に於ては I met Mr. Baker と必然の關聯あるに非ず。姑く *who* を用ゐて獨立の二文を連續せしめたるに過ぎざるなり。故に此場合の *who* は之を and he に改むることを得。故に關係代名詞の此用法を Continuative Use [説明的用法] と云ふ。

(注意) 此時は大概 *who* の前に comma を置く。且つ *who* にて接續せる二文は事實の上に於て一の獨立文なるを以て. 全文は之を一種の複文とも見做すべきなり。 *which* に就きても亦同じ。

96) Which は其 antecedent として. 一つの文章を取ることあり。其場合の *which* は通常「其事は」の義なり。

He has resolved to go to sea, *which*
has caused us much grief.

He met a number of people, but none whom he knew, *which* somewhat surprised him.

(97) *which*; *whom* の前には前置詞を置くこと多し。

I am glad to think that I am now in this famous lovely city, *of which* the Italians say, "See Naples and then die." The Forum was an open space, *round which* temples and other important buildings stood.

We stayed three weeks to refresh our crew, many *of whom* were sick.

(98) *that* は人又は物に用ゐれども、常に限定的の用法にのみ限るものとす。

This is the house *that* Jack built.

This is the boy, *that* whipped the dog,

that ran after the cat, *that* killed the rat, *that* ate the bread, *that* lay in the house, *that* Jack built.

that は其前に前置詞を置くを許さず。

The house *that* I live in suits me exactly. [not.—in that I live].

(備考) The house *in which* I live; or, the house *which* I live *in*.

(注意) 次の場合に於ては, *who*, *which* よりも, *that* を用ゐるを可とす。

a. all, nothing, something, everything, anything の次
All that glitters is not gold.

There is *nothing* that I hate more than that.

b. 先行詞に人及び物を含む時.

She has seen the boy and the dog *that* you saw yesterday.

c. 最上級の次 (Comparison の條参照)

John was the *worst* king *that* ever sat on the

throne of England.

(99) what は他の関係代名詞と異り、
 先行詞を其中に含めり。即. what は that
 (Antecedent) + which (Relative) の意なり
 “*What* is one man’s meat is another
 man’s poison.”

The poor wounded mother found some
 way of telling her friends *what* had
 happened.

EXERCISE

適當なる Relative Pronoun を入れよ。

1. On the 3rd of August, 1492, Columbus set sail
 from Spain with three small ships, on the great
 voyage — ended in the discovery of America.
2. Columbus sailed into — was then an unknown
 sea.
3. The men — were with him became alarmed.

4. The islands — he first discovered were called
 the West Indies.
5. The people of the island had never heard of
 Europe, nor of the people — lived there.

LESSON XI.

RELATIVE PRONOUNS (*continued*)



Is this the cot Rober lives in?
 How small it is! Yes, but he is con-
 tented.

Whatever we may think, he is quite happy in it.

(100) Is this the cot Rober lives *in*?

に於て. *in* の目的語は實は *which* なれども. 此文にては故らに省略せられたるなり.

(101) 關係代名詞 *whom, which, that* は. 次の條件に合する場合に. 之を省略するを得.

- (1) 限定的に用ゐられたること.
- (2) 目的格なること(動詞又は前置詞の).

This is the house John lives in = This is the house in which John lives.

This is the book I bought yesterday =

This is the book which (or that) I bought yesterday.

He is the man I saw in the park. = He

is the man whom (or that) I saw in the park.

(102) 關係代名詞は次の場合に動詞 *to be* と共に省略せらるゝ事あり.

- (a) 主格なること
- (b) 受働態なること (Voice の條参照)

The only tragedy written by Addison was Cato. = The only tragedy *which was* written by Addison was Cato.

This is a picture painted by Turner. = This is a picture *that was* painted by Turner.

(103) *such* と *same* との次には. 關係代名詞として *as* を用ゐるを常とす.

It is indeed a great relief to know that any *such* terrible accident *as* befell the fatal "White Ship" nine hundred

years ago, has been made almost impossible for ever by modern science and comfort.

(備考)

{ the same as (同種類の。同一の)
the same that (同一の)

He has the same book as mine.

He found the same pen that he had lost.

(104) 關係代名詞として *but* を用ゐることあり。其場合の *but* は *that...not* の意にして、多くは其前に否定の語を有せり。

There was not one of the crew *but* could tell (*that* could *not* tell) some tale of shipwreck and disaster.

(105) 關係代名詞 *who*, *which*, *what* に *ever* を附して其複合體を作ることあり。
whoever, *whichever*, *whatever*

(*whomever*)

其用法に二種あり。

(第一種) 「誰にても何々する者」

(*any one who*)

Whoever goes there will see that.

We are ready to send you *whomever* you name.

I will give you *whichever* you like.

I will give you *whatever* you like.

(注意) *whoever* を用ゐるべきか、*whomever* を用ゐるべきかに迷へる時は、先づ之を *any one who* (or *whom*) に書き代へて後、其結果に従ひて決するを便とす。

(對比) { I will give the book to *whoever* (= *any one who*) can read.
You may give this book to *whomever* (= *any one whom*) you like.

(第二種) 「誰が何々すとも」(*no matter who*)

Whoever may say so, it is not true.

Whichever you may take, you will soon get tired of it.

Whatever you may do, you can't please him.

(106) which, what, whichever, whatever は.之を其次に来る名詞に係けて.形容詞的に用ゐることあり.之を關係代名詞の Adjectival Use [指定的用法]と云ふ.

He crossed the Earn, *which river* divided the two hostile armies.

They got together *what property* (=all the property which) they could, and fled.

Whichever road you may take, you will reach there in time.

I am willing to perform *whatever* task you want me to do.

EXERCISE

次の文に就きて若し出来得べくば Relative Pronoun を省略せよ。

1. This is the house in which John lives.
2. The house which is built on the rock belongs to him too.
3. He has a gun, which he always carries about.
4. He often goes about with Tom, who lives near by.
5. The games that Tom is very fond of are shooting hares and pheasants.

LESSON XII.

INTERROGATIVE PRONOUNS.

Who is that lady speaking with the girls?

She is my aunt.

What is she doing?

She is talking with my sister and my cousins.

Which is your sister?

The tallest one.

Whose house are they going to call at?

I don't know whom they are going to visit.

(107) *Who* is that lady?

What is she doing?

Which is your sister?

who (?), what (?), which (?) の如く. 人又は物に就いて疑問を發する爲に用ゐる詞を. 普通に Interrogative Pronoun [疑問代名詞] と云ふ.

(108) 疑問代名詞に. 形を變ずる者と然らざるものとあり. 次の如し.

主 格	目的格	所有格
who (?)	whom (?)	whose (?)
what (?)	what (?)	
which (?)	which (?)	

(109) 疑問代名詞は. 單文に於ては之を文の初に置く.

(注意) 複文に於ては. 疑問代名詞は文の中間に入り. 且つ動詞の位置にも變化を生ず.

Who is that lady?

Do you know *who* that lady is?

I don't know *who* she is.

例外 *Who* do you think that lady is?

(Chapter I. Lesson XVI. 参照)

(110) 疑問代名詞の中 *who* (?) は人に用ゐ. *what* (?) は人又は物に用ゐ. *which* (?) は人又は物に用ゐ. 且一群中の何れなるかを選ぶ時に用ゐる.

(注意) *Who* is he? (人の姓名を問ふ)

What is he? (人の身分を問ふ)

Which is he? (其人はいづれなるかを問ふ)

(111) *What kind* of a book is that?

Which book do you prefer?

の如く. 疑問代名詞 *what*, *which* は. 名

詞の前に置き、之を修飾すること有り。斯かる場合には、之を疑問代名詞の Adjective Use [形容詞的使用] と云ふ。

(112) What は往々感嘆的に用ゐらる。
(Chapter I., Lesson XII. 参照)

What an unhappy girl she was!

What was their horror on beholding the striped head of a Bengal tiger above the waving grass!

EXERCISE

次の文の心を英語にて述べよ。

1. あの人は誰ですか。(John です)。
2. 誰を探して居るのですか。(James を探して居るのです)。
3. 何を持って居るのですか。(本を二冊持

つて居るのです)。

4. 誰の本を持って居るのですか。(James の本を持って居るのです)。
5. 二冊本を持って居ますが、何方が James ののですか。(小さいのが James のでせう)。

REVIEW TABLE

Pronoun の種類	{	Personal Pronoun.
		Reflexive Pronoun.
		Possessive Pronoun.
		Relative Pronoun.
		Interrogative Pronoun.
	{	Pronominal Adjective (Adj. 参照)

Pronoun の變化す べき要件	{	Number	{	Singular	
			{	Plural	
	Person	{		{	First
				{	Second
				{	Third
	Case	{		{	Nominative
			{	Objective	
			{	Possessive	

Gender	}	Masculine
		Feminine
		Neuter
		Common

REVIEW EXERCISE

I.

Pronoun を指摘し其種類を述べよ。

1. Who is that old gentleman standing by your father?
2. He is my uncle.
3. The lady who stands close by him is my aunt
4. She gave me a pretty book last Christmas.
5. This is the book that she gave me then.

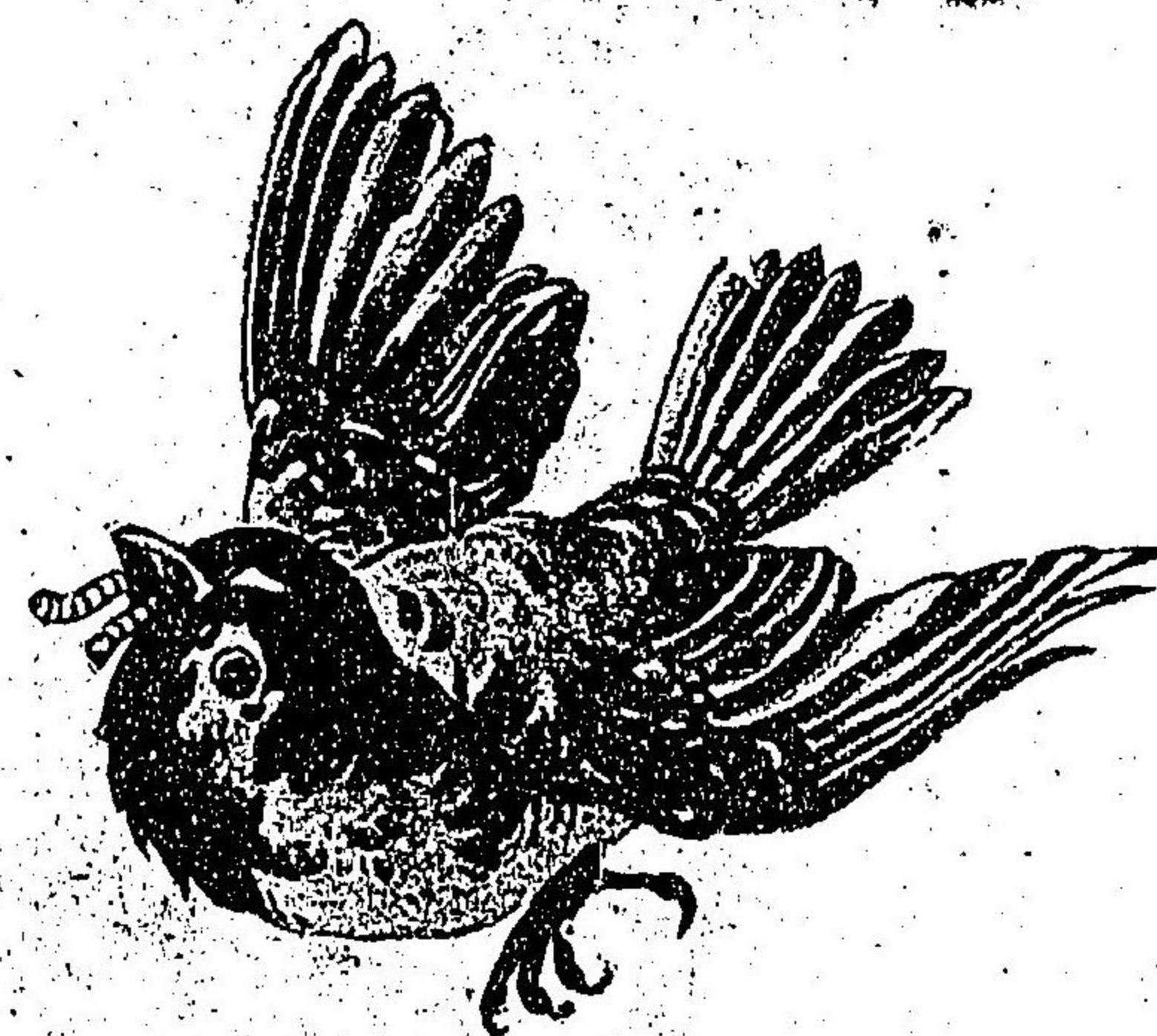
II.

1. この本は誰れのですか。
2. 私のではありません。

3. 私のはそれよりは新らしい。
4. これは君のに違ひない。
5. どちらが君のですか。
6. 君の右手に持つて居るのが僕のです。
7. 此れはロンドンから来た繪はがきです

LESSON XIII.

ADJECTIVES.



I have no pretty clothes like Cockrobin,

or Polly, the parrot. But I do not mind. I am quite content to be a plain little sparrow.

You must not think I am not happy.

I will tell you some of the good things I have.

I have a snug, warm nest. When the winter had gone, and the weather grew warmer, I looked out for a place to build in.

(113) Clothes 又は sparrow とのみ云へば。其意味頗る廣く。如何なる clothes も sparrow も 其中に含まるれど。pretty clothes, a little sparrow と云へば。幾分か其意味の限らるゝものなり。斯く Noun 又は Pronoun を形容して。其性質・状態等を示すものを Adjective [形容詞]と云ふ。

(114) 形容詞の用法に二種あり。

(1) 直接に名詞に付き。其意味を形容修飾するもの。之を Attributive Use [附加的用法]と稱す。

no *pretty* clothes

a *plain little* sparrow

a *snug, warm* nest

(2) 補足語として叙述部の一部となり。間接に主語又は目的語を形容修飾するもの。之を Predicative Use [叙述的用法]と稱す。

I am quite *content*....

I am *happy*.

The weather grew *warm*.

(對照) { He is a *good* boy.
He is *good*.

(注意)(1) { I will paint the *black* house. (黒塗の
家を塗る.之より後の色は不明.)
I will paint the house *black*. (黒く塗
る.今までの色は不明).

(注意)(2) 本邦語にては「あの人は怠惰だ」「あの人は病氣だ」の如き場合には. 形容詞として. 名詞と同じ形の語を用ゐれども. 英語にては二者別々の詞を用ゐるものとす.

He is sick. (非.—sickness)

He is idle. (非.—idleness)

(注意)(3) 次の如き形容詞は. 不全自動詞の補足語となりて. 恰も動詞の如き意味をなす.

The girl is *fond* of cats. (She *likes* cats.)

The boy is *afraid* of dogs. (He *fears* dogs.)

EXERCISE

I.

適當なる形容詞を補充して意味を定限せ

よ。

1. a — horse.
2. a — man.
3. a — general.
4. Henry's father is a — man.
5. He is — .
6. I am — .
7. She fancies herself — .

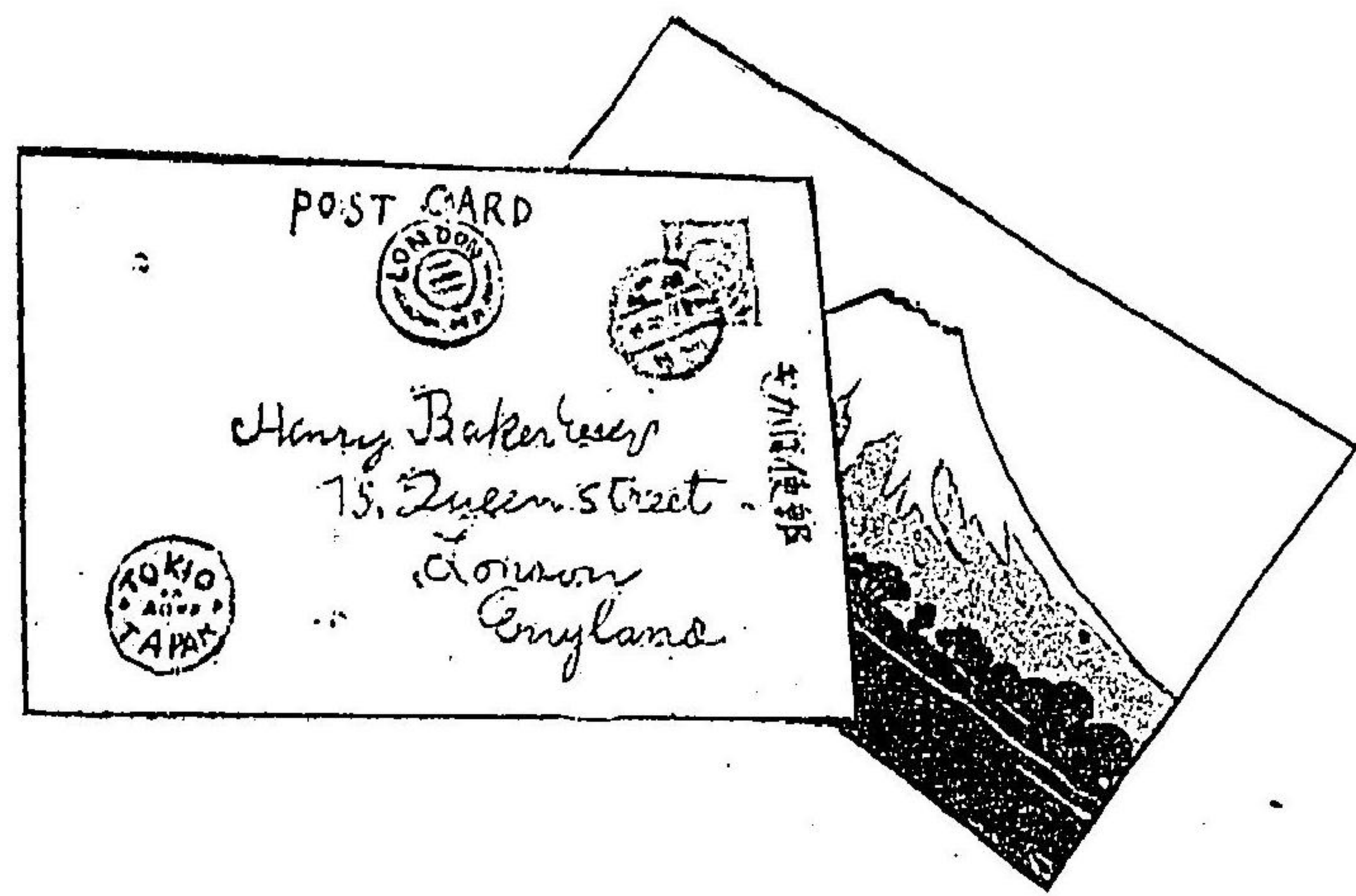
II.

次の心を英語にて述べよ。

1. Henry は勉強家だ。
2. James は怠惰ものだ。
3. Henry は昨日の lesson は易しいと云つた。
4. James は六ヶしいと云つて居る。
5. 私は James が昨日憐れな盲目の少女をいぢめて居るのを見ました。

LESSON XIV.

PROPER ADJECTIVES.



What stamps have you?

I have English, French, German, and American stamps.

Are these common stamps?

No, these are very rare ones. They are Russian and Dutch stamps.

(115) I have *English, French, German, and American* stamps.

English, French, German, American の如きは固有名詞 England, France, Germany, America 等に深き縁故ある形容詞なり。かゝる形容詞を Proper Adjective [固有形容詞] と稱す。

Proper Adjective は固有名詞と同じく必ず頭文字を以て之を書き始めべし。

(注意) (1) 固有形容詞は其儘其國の國語を表すに用ゐることあり。

English is more difficult than *French*.

(注意) (2) 固有形容詞に the を附すれば其國民全體を表す。

The Japanese are a patriotic people.

(注意) (3) 某國民に就きて其の中の一箇人を指す時は固有形容詞に往々多少の變化を生ずることあり。次の如し。

單 數 複 數

a Japanese Japanese

a Chinese	Chinese
an Englishman	Englishmen.
a Frenchman	Frenchmen.
a Dutchman	Dutchmen.
an American	Americans.
a German	Germans.
a Russian	Russians.
an Italian	Italians
a Korean	Koreans.
a Spaniard	Spaniards.

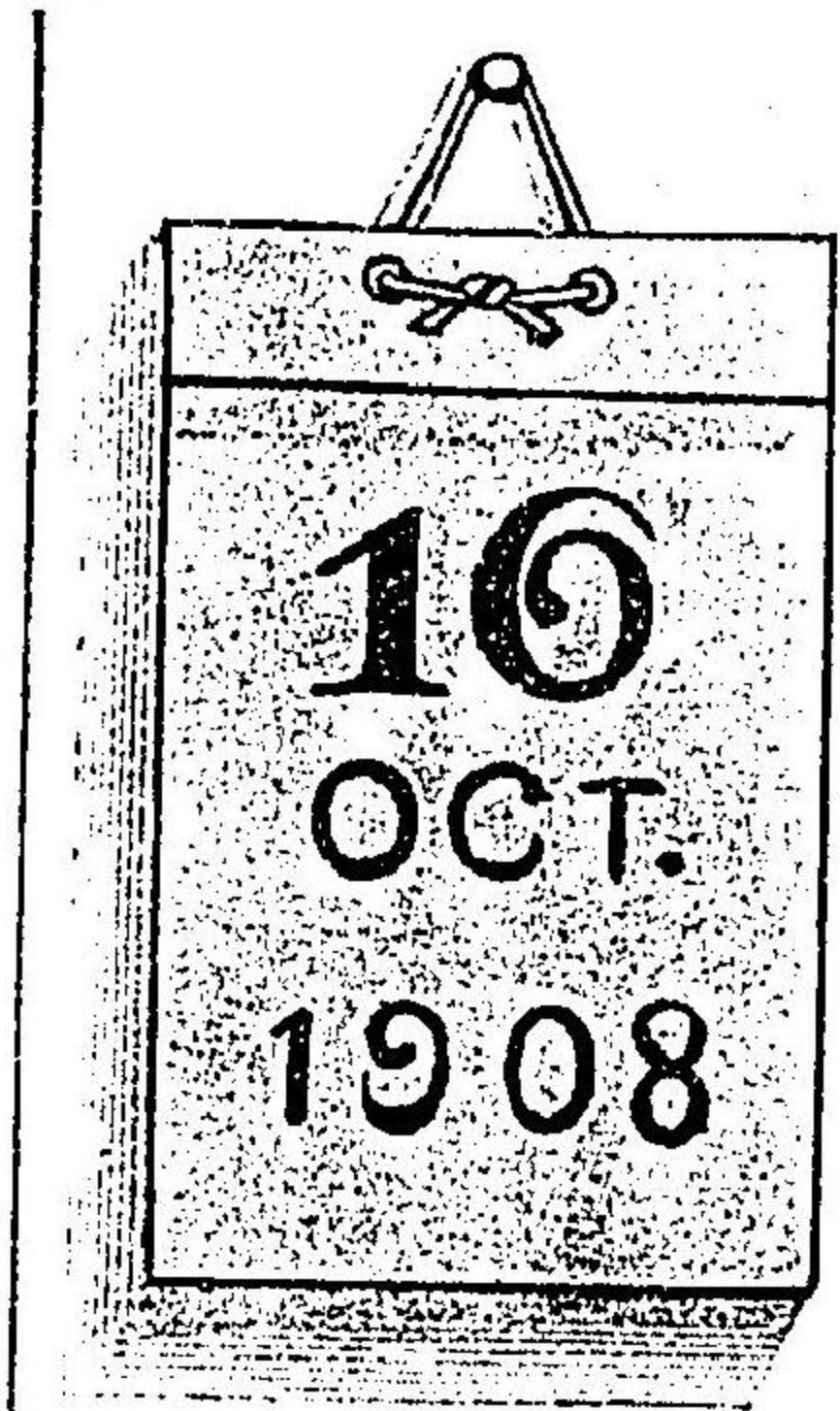
EXERCISE

次の文中固有形容詞を指摘し、且つ元の固有名詞を述べよ。

1. Henry is an English boy.
2. But he can speak German and French.
3. He can not read Japanese.
4. Yet he is very fond of Japanese picture post-cards.
5. He collects many Chinese post-cards too.



LESSON XV.
NUMERAL ADJECTIVES.



I was born on the fifteenth of November
in 1895.

We are now in 1908.

It is the sixteenth of October to-day.

So I am not quite thirteen years old.

(116) 形容詞の中には *thirteen* years, the *sixteenth* の如く 數を表す語あり。之を

Numeral Adjective [數形容詞] と稱す。

(117) 數形容詞の中には. one, two, three の如く數を表すものと. first, second, third の如く順序を表すものとあり。前者を Cardinal Numerals [普通數詞] と云ひ. 後者を Ordinal Numerals [順序數詞] と云ふ。

(注意) (1) 普通數詞及び順序數詞の表は繁雜を避けんが爲茲には故と之を掲げず。唯普通數詞に就きては forty (對照 fourteen) の綴り. 順序數詞の方に於ては ninth (對照 nine, ninety) の綴り及び eight (eight) の綴りと發音とに注意すべし。

(注意) (2) 百位以上の數を讀むに當りては百位の次に and を補ふ。例

365, *three hundred and sixty-five.*

2,034, *two thousand and thirty-four.*

52,660, *fifty-two thousand six hundred and sixty.*

(注意) (3) 曆年の讀み方の例。

1909 { (a) *nineteen nine.*
(b) *nineteen hundred and nine.*
(c) *one thousand nine hundred and nine.*

(注意) (4) 帝王の世次及び日取の數詞の前には the を添へて讀むべし。

Henry V., *Henry the fifth.*

Feb. 21, *February the Twenty-first.*

EXERCISE

次の數字を讀め。

1. 185. 272 1059.
2. On the 3rd of August, 1492, Columbus set sail from Spain.
3. Remember the date of the discovery of America —October 12, 1492.

LESSON XVI.
PRONOMINAL ADJECTIVES.



Which apple do you like, Mary?
Please give me this apple, mamma.
Yes, and I will give that to Tom.
Tom and Mary are brother and sister.
They like apples very much.
Do all children like apples?
No, some children do not like them.

(118) Please give me *this* apple.

I will give *that* to Tom.

this, that は其次に名詞を置くことと。

置かざることとあり。其名詞に附く時は形容詞にして。獨立せる時は代名詞なり。斯く形容詞ともなり。代名詞ともなり得る語を Pronominal Adjective [代名詞的形容詞] と稱す。

形容詞 Give me *this (that)* apple.

代名詞 Give me *this (that)*.

(注意) (1). Pronominal Adjective とは形容詞を主とせる時の名にして。代名詞を主とせる時は之を Adjectival Pronoun [形容詞的代名詞] と云ふことあり。然れども名稱は固より便宜上のものなれば。學生は宜しく瑣々たる名稱に拘泥することなく。其實質を學ぶことを勉むべし。

(注意) (2). 以下本章及次章に於ては。代名詞たる時と。形容詞たる時とを。特に分つことなく。簡潔を旨として説明をなせり。

(119) *this, that* は。單數複數によりて形を異にす。*this* は近きものを表し。*that* は遠きものを表す。

單 數	複 數
this	these
that	those

This is my book. These are my books.
This book is mine. These books are mine.

That is my pen. Those pens are mine.

(注意) 邦文に於ては單複に拘はらず. 普通は同一の形を用ゐ. 「この三本の鉛筆」「あの五羽の鳥」の如く云ふ. また. 邦語にては. これ(近). それ(稍遠). あれ(遠)の三つの區別あれども. 英語には this (近) that (稍遠. 遠) の二つの區別あるのみ. 注意すべし.

(120) 文章中に名詞二つありて. 之を受くる時は. this (these) は後者を指し. that (those) は前者を指す.

Work and play are both necessary to health; *this* (=the latter) gives us rest, and *that* (=the former) gives us energy.

(121) *that* (*those*) は前に掲げし名詞の代りに用ゐることあり. 此場合には其次に *of* に導かれたる句を有すること多し.

His face is *that* of a Japanese.

The rivers of England are longer than *those* of Iseland.

(122) 時を表す名詞と共に用ゐる場合には. *this* (*these*) は現在に接せる過去又は未來を表す.

I have known him *these three years*.

I shall not go there *these two weeks*.

(123) Some children do not like apples.
some は單數にも複數にも用ゐ

らる。

(a) Give me *some* water.

(b) *Some* one called here to-day.

(c) *Some* boys do not like them.

(注意) *Some* は (a) water, salt の如き物質名詞に添ふ時は不定の量を示し、(b) 単数の普通名詞に添ふ時は、其指す物又は人の不定なる意を強め、(c) 複数の普通名詞に添ふ時は、不定の數を示す。(b) の場合には *some* は其添ふ詞と合して、*somebody*, *something* の如く一語を成すことあり。

(124) 疑問文、否定文及び *if* を含める文等には、*some* の代りに *any* を用ゐること多し。

Did *any* one call here in my absence?

I don't think *any* one came. *No* (=not any) one came here.

If *any* one come, tell him I have gone out for a walk.

Have you *any* loaves of bread?

I have not *any*.

If you have *any*, please give me some

(注意) 肯定に用ゐられたる *any* は、「何にても」の意を示す。

Any man can read this book.

I will give you *any* book you like.

(125) *No* は單數複數のいづれの名詞に添へても用ゐらる。

I have no (=not a) pen.

I have no (=not any) pens.

(注意) *no* の次に名詞を省かんとする時は *no* *noe* の略 *none* を用ゐる。

Have you a pen?

I have *none* (=no pen).

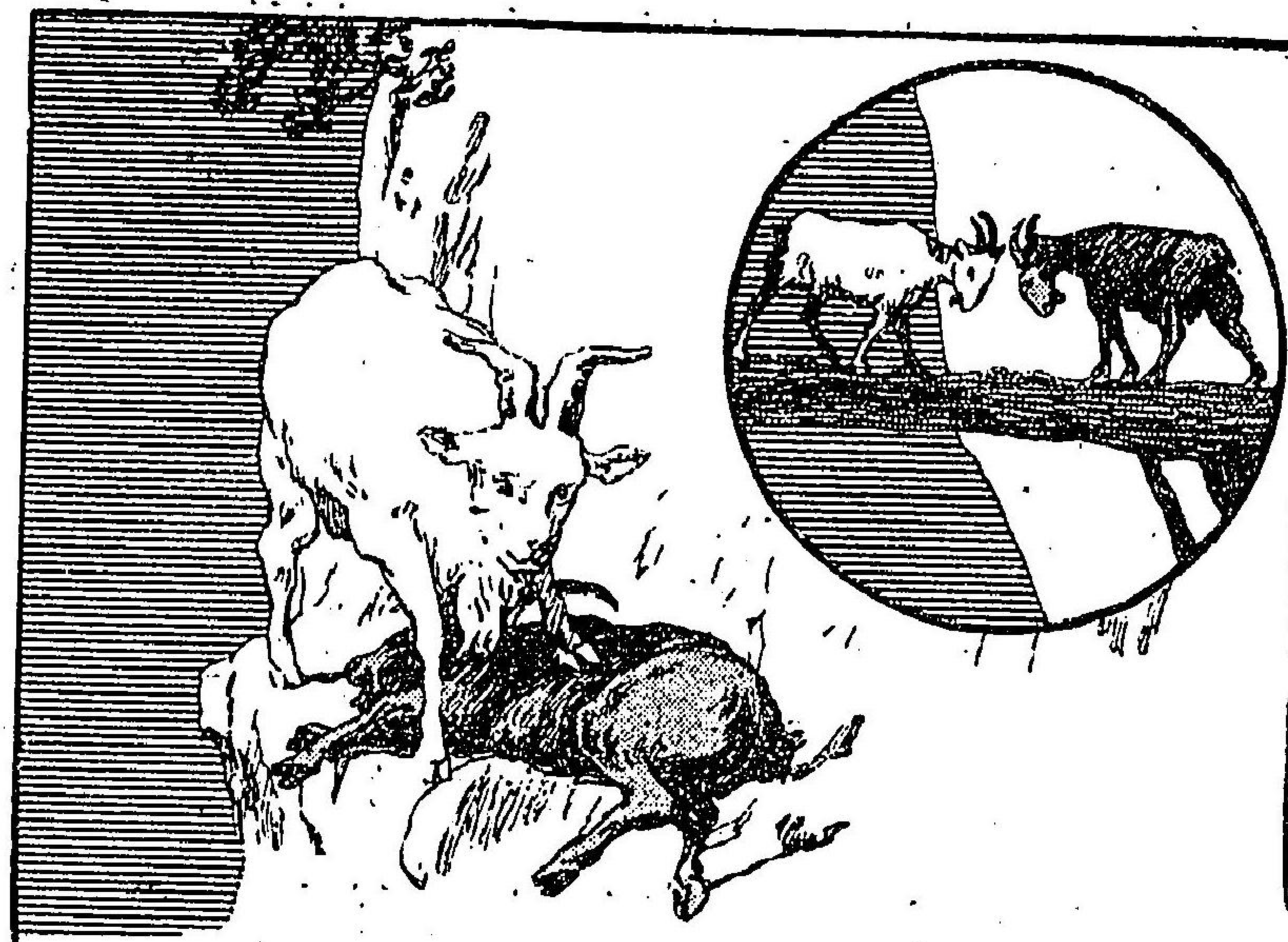
EXERCISE

次の心を英語にて述べよ。

1. この二冊の本は John のですか。
2. 否それは僕のです。
3. そのインキ壺は John のですか。
4. それはあれのインキ壺です。
5. 誰かが僕のインキ壺を持って行ってしまつた。
6. 昨日誰か来ましたか。
7. 誰も来ませんでした。
8. James は来ませんでしたか。
9. あれは此三週間ばかり病氣だそうぞ。

LESSON XVII.

PRONOMINAL ADJECTIVES (*continued*)



I.

Two goats met on a narrow ridge over a high chiff.

The pathway was so narrow, that there was no room for them to pass each other.

Then one of them laid himself down.

The other goat gently and softly stepped over his friend.

II.

Two goats met in the middle of a narrow bridge.

Neither of them would give way to the other.

They fought for the right of way.

They fought with such fury that they both fell into the torrent below.

(126) One of them laid himself down.

The other goat stepped over his friend.

に於けるが如く. one, the other は. 二物又は二人のことを述べたる後. 先づ一方を one にて表し. 残れる他方を the other にて表すものとす. 次に尙一例を掲ぐ.

I have two brothers. One is in Japan, and the other is in England.

(127) another は an + other にて. the other の如く定まれる事物を指すに非ずして. 新に且つ異りたる一箇の人又は物を出す時に用ゐるものとす.

'Here is a riddle for you. Which of you can spell "frozen water" in three letters?' 'I can. I-C-E: "ice."'

'Good. Shall I ask you another riddle?'

Here is a large picture. It represents the spring in the country. Here is another picture. What do you think it is about? It represents summer.

(128) others は唯漠然と他人を表すに用ゐる.

By others' faults wise men correct their

own.

又 others は some と相對峙して用ゐらるゝことあり。

Some of the cows are standing, while *others* are lying down.

(129) One は又漠然と人を表すことあり。此場合に之を承けて「おのれの」「自分の」など云ふ爲には one's を用ゐる。his 又は her を用ゐざるを宜しとす。

One must take care of *one's* self.

(130) One who は any one who の意なり。he who も殆ど同意なり。

One who will thrive must rise at five.

He who will thrive must rise at five.

He who has thriven
may sleep till seven.

(131) One は他の名詞の重複を防ぐに

用ゐらる。

This book is a good *one* (=book).

(132) 又 one は a certain の意味を有することあり。

He is *one* Mr. Baker. (= a certain Mr. Baker = a man named Mr. Baker).

He came to my house *one day* (=on a certain day).

(注意) One と it とを比較較するに。one はそれと定まらざる事物を漫然と指し。it は或る定まれる事物を指す。

對照 { Have you *a pen*? Yes, I have *one*.
Have you found *the pen*? Yes, I have found *it*.

(133) *Neither* of them would give way to the other.

neither は *either* の否定の形なり。
either は二者の中一を表し。neither は

二者中何れにても非ざるを表す。

Did *either* of the two goats give way?

Neither would give way to the other.

either, neither は二者の時に用ゐる。

(注意) *either, neither* は二者の時に用ゐる。二者以上には *any, none* を用ゐるものとす。

対照 { Do you know *either* of those two boys?
Do you know *any* of those three boys?

対照 { I know *neither* of them.
I know *none* of them.

(134) They *both* fell into the torrent.

both は二者両方を表す。

(注意) (1). *either, neither* は二者の中其一を表し。 *both* は二者の中双方を表す。

He wants to have both of them.

He may have either of them.

He will have neither of them.

(注意) (2). *both* は二個の場合に用ゐる。三個以上には *all* を用ゐるものとす。

They *both* fell into the torrent.

They *all* fell into the torrent.

(注意) (3). *all, both* 共に次の如き二個の構造を許す。

They *both*; they *all*.

Both of them; all of them.

(135) There was no room for them to pass *each other*.

each other は二人又は二物に用ゐる。三人又は三物以上には *one another* を用ゐる。

The two dogs often play with *each other*.

I saw three cats playing with *one another*.

(136) *each* は二人以上の者の中、各々を表す。単數に用ゐるを常とす。

John and James had *each* a gun.

Each boy had a plan for the afternoon.

(137) every は三以上の者の各を表す。
each よりも意味強く、each without ex-
ception の意なり。単数の名詞に伴ふ。

Every one had a gun.

*Every man is the architect of his own
fortune.*

*Every one should sweep before his own
door.*

(注意) (1). every と all とを比較するに、all
は多数を総合的に指し、every は多数中の個々
を取りて全體を指す。故に every は all よりも意
味更に強し。

(注意) (2). 次の如き句に注意すべし。

every six hours (毎六時間目)

He comes once in *every six hours*.

every other day (隔日)

He comes here *every other day*.

EXERCISE

1. 僕の叔父さんは二人居ますが一人は倫
敦に今一人は牛津に居ます。
2. 僕の友人も三年前に牛津に行きました
が來月又一人牛津へ行きます。
3. 或日僕は牛津で George と Mary に遇ひま
した。
4. 二人は互に散歩して居つた。
5. 二人とも僕に遇つて大そう喜びました。

LESSON XVIII.

ADJECTIVES OF QUANTITY AND INDEFINITE NUMBER.

Many children are playing.

A few of them have kites.

But few can fly them very high.

(138) Many, much, few, little 等は漠然たる數又は量を表す形容詞なるを以て、之を Adjectives of Quantity and Indefinite Number [數量形容詞] と稱することあり。

(139) Much は多量又は多大の度を表し、many は多數を表す。

Much	Many
(a) 物質名詞又は抽象名詞に伴ふ。	(a) 普通名詞に伴ふ。
(b) 其名詞は單數なり。	(b) 其名詞は複數なり。
There is <i>much</i> bread.	There are <i>many</i> children.
He suffered <i>much</i> pain.	

(140) Many a の次には單數の語を置く。而も其意味は複數なることに注意すべし。

Many a father *has* learned to his sorrow what it is to have his boy idle.

(141) little は量に用ゐ、few は數に用ゐる。

little	few
(單數の名詞)	(複數の名詞)
He has <i>little</i> money.	He has <i>few</i> books.

(142) a little は少量なれども有ることに示し、little は殆ど有せざるを表す。一は有る方に重きを置き、他は無き方に重きを置く。

Are you so poor? As I have *a little* money, I will buy you a loaf of bread.
Are you so poor? I am very sorry, but as I have very *little* money myself, I can do nothing for you.

(注意) (1). Not a little (=少からず). Not a bit (ちつとも)。

對照 { I am not a little afraid of that dog.
I am not a bit afraid of that dog.

(注意) (2). A little child (親んで子供と指す)

時.) A small child (小さい子供と單に指す時)。

(143) a few は稍少數なれども有ることに重きを置き. few 殆ど無きことに重きを置く。

I have bought *a few* English books.

Few English books are easy enough for me.

(144) some, any, all 等の如きも. Adjectives of Quantity の中に屬すれども. それらは前章に説きしを以て, 再び説明せず。

EXERCISE

次の心を英語にて述べよ。

1. 此學校には勉強な學生は少しはある。
2. 此學校には怠惰な生徒は殆んど無い。
3. あの勉強家の生徒はパンを少ししか持つて居ない。
4. 多くの豪い人は皆彼のやうに苦學したのだ。

LESSON XIX.

ADJECTIVES OF QUALITY AND COMPARISON OF ADJECTIVES.



Mary is five years old.

She is tall for her age.

George is taller than she.

But Henry is the tallest of the three.

What has George?

He has a beautiful rose.

Mary's rose is more beautiful.

But those in the garden are the most beautiful of all.

(145) She is *tall* for her age.

He has a *beautiful* rose.

tall, beautiful の如き形容詞は、物の性質・有様等を述ぶるものなり。斯かるものを Adjectives of Quality [性質の形容詞] と稱し、其數、形容詞の大半を占む。又 Qualifying Adjectives, Descriptive Adjectives などの名あり。a *brave* boy; a *diligent* student; a *busy* bee; a *sick* lion; a *large* horse; a *black* cat の如きものは、皆性質の形容詞に屬す。

(146) She is *tall* for her age.

George is *taller* than she.

But Henry is the *tallest* of the three.

の文に於ては、tall, taller, tallest はそれぞれ身長に就き、比較を示せるものなり。斯く形容詞の表す性質・有様又は數量等を比較することを稱して、形容詞の Comparison [比較] と稱す。

(注意) 比較をなし得る形容詞は主として性質の形容詞中の大部にして、其他の種類の形容詞は many, much, little, few 等を除きて、比較の方式缺けたり。

(1) 而して tall の如く單に其有様・性質等を其儘表すを Positive Degree [原級] の形容詞と云ひ。

(2) taller の如く、二つの事柄を比較するを Comparative Degree [比較級] と云ひ。

(3) tallest の如く、三つ以上のものを比較し、其の中の最上の度合を表すものを Superlative Degree [最上級] と

云ふ。

(147) 比較級及び最上級を作るには. one syllable [一音節] の語. 及び two syllables [二音節] の語の幾部分は. 原級の形容詞の語尾に -er を加へて. 比較級を作り. -est を附して最上級を作る。

原級	比較級	最上級
tall	taller	tallest
short	shorter	shortest
rich	richer	richest
poor	poorer	poorest
warm	warmer	warmest
cold	colder	coldest

以下綴方の變化に注意すべし。

large	larger	largest
fine	finer	finest
big	bigger	biggest
hot	hotter	hottest
happy	happier	happiest

easy	easier	easiest
heavy	heavier	heaviest

(148) 二音節の語の大半及び三音節以上の語には. 其前に more を附して比較級を作り. most を附して最上級を作る。

原級	比較級	最上級
beautiful	more beautiful	most beautiful
difficult	more difficult	most difficult
interesting	more interesting	most interesting

(149) 次の形容詞は比較の方式極めて不規則なり。

原級	比較級	最上級
good	better	best
well		
bad	worse	worst
ill		
evil		
many	more	most
much		

little	less	least
old	{ older	{ oldest
	{ eldest	{ eldest
late	{ later	{ latest
	{ latter	{ last
near	nearer	nearest
far	farther	farthest
[forth]	further	furthest

(注意) (1) well は形容詞としては、健康の意に用ゐる。常に補足語としてのみ用ゐらる。I am quite well. の如し。

(注意) (2)

bad.....He is a *bad* boy.

illThat girl is *ill*.

evil.....An *evil* deed never prospers.

little,「かあいい」「年の少い」

small (smaller, smallest) は「形の小さい」

(注意) (3) older, oldest は年長の意に用ゐる。elder, eldest は長幼の順序に用ゐる。

My *elder* brother is *older* than your *eldest* sister.

He is the *oldest* of us all.

(注意) (4) late, later は時を表し。latter, last は位置を表す。latter は former に對して用ゐるを常とす。

This is the *latest* news.

He is the *last* boy in the class.

I met George and Fred ; *the former* is now in an elementary school and *the latter* is in Rugby.

(注意) (5) nearest は距離又は場所に用ゐる。next は順序又は位置に用ゐる。

The *nearest* neighbours of the Bakers were Major Eden and his daughter Mary.

The *next* thing he did was to buy a pistol.

(注意) (6) farther, farthest は距離を表し。further は「其上の」と云ふ意を表す。furthest は用ゐると稀なり。

They walked a little way *farther* down the main street.

There are no *farther* particulars.

(150) 次の諸語は Latin 語より來れる比較級なるが。此時は其次に than を用ゐずして。to を用ゐる定めなり。

superior, inferior
anterior, posterior

His strength is *superior to* (=greater than) mine.

(151) 比較級はもし後に of the two の如き句ある時は其前に the を附す。

Which is taller, George or Henry?

Henry is taller than George.

Henry is *the taller of the two*.

(152) 最上級は大概其前に the を置く。

Henry is *the tallest* of the three.

(注意) 次の如き言ひ表し方に注意すべし。

- { Iron is the most useful of all metals.
 - { Iron is more useful than any other metal.
- (not—all metals.)

(153) 比較には以上述べたる外、次の如く漸々と度合の小さくなるものあり。

之を作るには音節の多少に拘はらず。less, least を用ゐて比較。最小二級を作るべし。

原級	比較級	最小級
beautiful	less beautiful	least beautiful
black	less black	least black

This rose is beautiful.

That is less beautiful than this.

But mine is the least beautiful of all.

EXERCISE

I.

次の語の Comparative degree 及び Suparative degree を造れ。

high	sweet	big	large	long	little
good	many	pretty	beautiful	thin	heavy
early	far				

II.

次の邦文の心を英語にて述べよ。

1. 富士山は高い山だ。
2. 新高山は富士山よりも高い。
3. 日本で一番長い川は何ですか。
4. 石狩川は何れよりも一番長い。
5. 世界で一番強い國は何處ですか。
6. 日本は世界で一番強い。
7. 此の本は面白かつた。
8. 僕が昨日買った本はもつと面白い。
9. 僕の今迄讀んだ中で一番面白い。

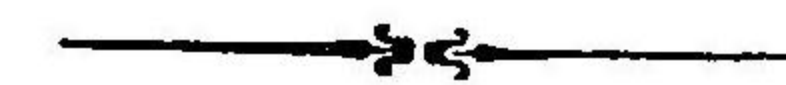
REVIEW TABLE

Adjective { Attributive Use
 の用法 { Predicative Use

Adjective { Proper Adjective
 { Numeral Adjective { Cardinal
 { Ordinal,
 { 其他

の類種 { Pronominal Adjective
 { Adjective of Quantity
 { Adjective of Indefinite Number
 { Adjective of Quality

Adjective { Comparison { Positive Degree
 の變化 { Comparative Degree
 { Superlative Degree



LESSON XX.

ARTICLES (I.)

A. You have a pretty watch.

Is it yours?

B. Yes, it is mine. An uncle of mine gave me the watch, but the chain is from my mother. Both are of real silver.

(154) You have a pretty watch.

An uncle of mine gave me the watch.

A, an 及び the は共に形容詞の一種にして、名詞に冠して其意味を修飾するものなり。之を Article [冠詞] と稱す。

而して a, an を Indefinite Article [不定冠詞] と云ひ、the を Definite Article

[定冠詞] と云ふ、

(注意) a, an は大概 ə, ɒn と發音す。the は通常父音を以て始まる語の前にありては ðə と發音し、母音にて始まる語の前にては ði と發音す。

(155) a は Consonant Sound を以て始まる語の前に用ゐ、an は Vowel Sound を以て始まる語の前に用ゐる。

- | | |
|-------------|-----------|
| A horse | An ox |
| A hen | A egg |
| A young man | A old man |
| A minute | An hour |
| A pear | An apple. |

(注意) hour の如きは父字にて始まれども、h は silent にて次に來る音は母音なれば an を用ゐ、unit の如きは母字にて始まれども、實は父音の發音なれば a を用ゐる a unit と云ふ。

(156) 不定冠詞 a, an は、元 one の轉訛にして、「或る」「一つ」の意を含み、單

數普通名詞が未だ定まらざる人又は物を表す時、其前に置く。尤も邦語にて「或る」「一つ」など云はざる場合にて之を附するものとす。

You have *a* pretty watch.

Mary has *a* bird. She put it in *a* cage.

(157) 元 *one* の意なりし爲、時には *one* と殆ど同意の義に用ゐらるることあり。

In *a* day or two (=in one or two days) he will return.

A bird in the hand is worth two in the bush.

A stitch in time saves nine.

(注意) *one* の意更に轉じて、*the same* (同一) の意にも用ゐらる。

Birds of *a* feather flock together.

Two of *a* trade can never agree.

(158) 一般に其種類全體を表すことあり。此場合には *a horse* と云へば、*any horse, all horses* の意なり。

A horse is a noble animal.

A burnt child dreads the fire.

A son should obey his father.

(159) 又『に付き』(*per*) の意に用ゐらる。

He dined with us twice *a* week.

I have lived on fifteen shillings *a* week.

(注意) *a* は固有名詞に付き、之を普通名詞とすることあり。

He is *a* Hercules. (Hercules の如き大勇者)

I am *a* Baker. (Baker と云ふ者)

EXERCISE

次の空所に *a* 又は *an* を補ふべし。

1. There is — bird on that tree.
2. Is it — young bird?
3. No, it is — old bird.

4. Do you see — egg in its nest?

5. Yes, I see — very white egg.

II.

次の心を英語にて述べよ。

1. 君には兄さんがおありですか。
2. ハイ、今英國に居ります。
3. 私は一月に三度位手紙を出します。
4. 一兩日前に繪はがきを送りました。

LESSON XXI.

ARTICLES II.

Early in the morning my brother and

I took a walk to the park.

On our way we saw the king.

His Majesty was going to Southhampton,

where he will see the naval manoeuvre

on board the *Dreadnaught*.

160) 定冠詞 the は. that の轉訛にして.
 「その」「この」「あの」「例の」と云ふ意味
 を含み. 其次に来る名詞が一定特殊
 のものたることを表す. 故に前文に
 述べたるもの. 或は現に修飾語を伴
 ふ者などは. 皆 the を附す. 邦語にて
 は口に出して「その」「この」等云はざる
 場合にて. 若し話す人の心の裡に
 て. 特に或る定まれるものを指す時
 には. the を用ゐるべし.

You have a pretty watch. Is it yours?

Yes, it is mine. My uncle gave me *the*
watch, and *the* chain is from my aunt.

Mary has a bird. She put it in a cage.

The bird sings in *the* cage.

Have you read *the* book I gave you
yesterday?

When he arrived at *the* house of Mr.

Baker, he found no one there. *The gate* was shut. [=the gate of the house]

- (161) 従つて其語の意義上、特殊の物なること明なる場合には、假令修飾語なき時も、*the* を附す。

The king will leave for Windsor tomorrow. [=the king of England]

Come into *the garden*. [我家の庭]

Shut *the door*. [我等の居る室の戸]

the sun; *the moon*; *the world*; *the earth*; *the sky*; *the post office*; *the station*; *the wall*; *the ceiling*, etc.

- (162) *the* は又單數普通名詞に伴ひ、其種類全體を表す。是れ一を取りて全部を代表せしむるなり。

The horse is a noble animal.

The humming-bird is the smallest, and

the ostrich is the largest of birds.

例外:—Man, woman.

Man is mortal.

- (注意) 従つて次の三個の構造は同一の事を表すものなり。

A horse is a noble animal.

The horse is a noble animal.

Horses are noble animals.

- (163) *the* は形容詞に附きて、[複數の]名詞に均しき意味を表す。

The rich (=rich persons) are not always happy.

The poor (=poor people) were starving.

- (164) 形容詞の最大級の前には、*the* を附す。

Henry is *the tallest* of the three.

What is *the longest* river in Japan?

- (165) *the* は次の固有名詞と共に用ゐらる。