

**KANDA'S
ENGLISH GRAMMAR**

MIDDLE SCHOOL COURSE

BY

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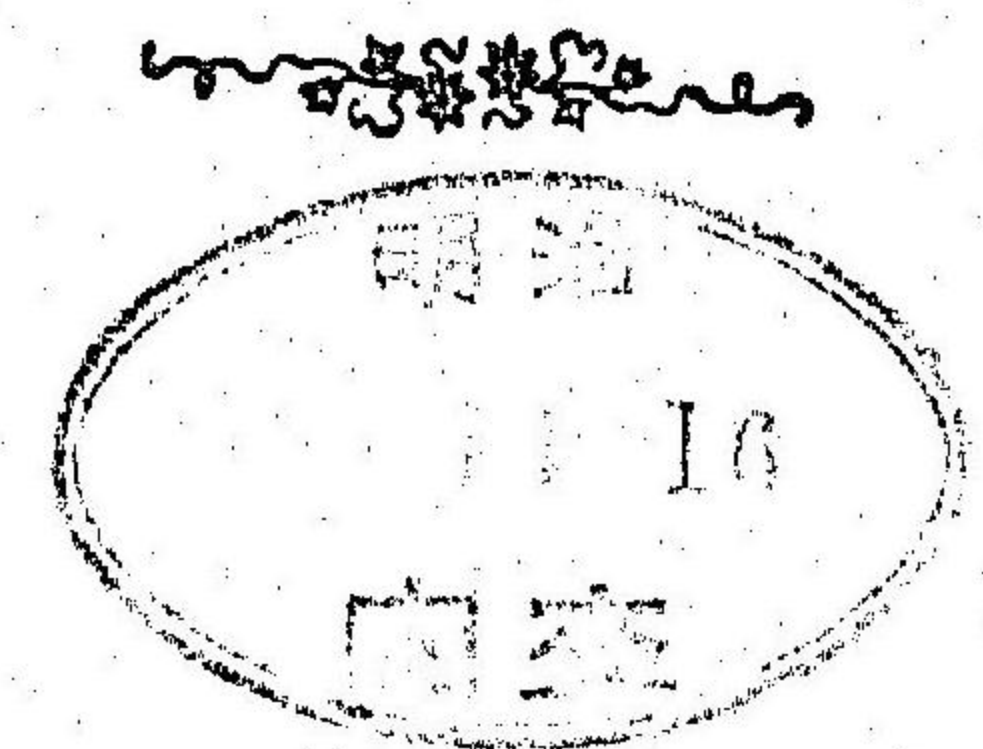
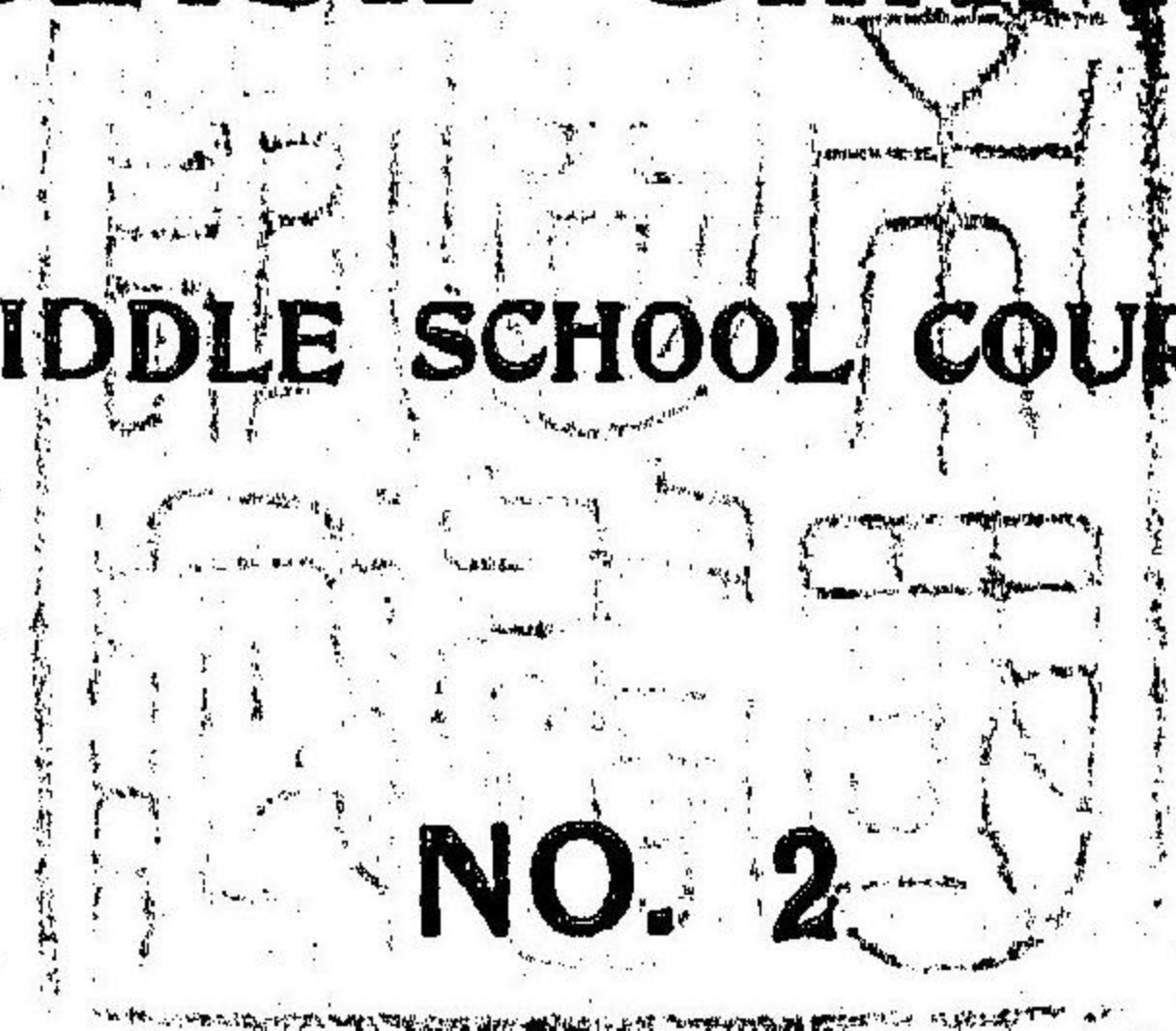
NO. 2

SANSEIDO.

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TOKYO:
SANSEIDŌ

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NO. 2.

SECTION I.

THE PARTS OF SPEECH.

CHAPTER I.—THE NOUN.

INTRODUCTORY TABLE.

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

§ 1.—PROPER NOUN.

1. A **Proper Noun** is sometimes used as a **Common Noun** and is applied to something that resembles the original possessor of the name.

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

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

I hope there may be some future *Tōgōs* (=great admirals like Tōgō) among these young cadets.

2. The use of the **Definite Article** with **Proper Nouns** is largely a matter of custom, but the following may serve as a general guide :—

(a) *Names of Rivers, Seas, Gulfs, etc.* : as, *the Sumida, the River* Sumida, the Pacific, the Japan Sea, the Gulf of Mexico (or the Mexican Gulf), the Straits of Gibraltar.*

(b) *Names of Public Buildings or Institutions* : as, *the Higher Normal School, the Yasukuni Shrine, the Home Department.*

* Also with a small letter, "the river Sumida."

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

(d) *Names of Emperors and Empresses* : as, *the Emperor William, the Empress Josephine.*

(But :—*King George, Queen Mary.*)

(e) *Names of Books and Journals* : as, *the Taiheiki, the Sketch-Book, the Japan Times, the Taiyō.*

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

He is reading *Mencius* (孟子).

Robinson Crusoe is my favourite book.

(f) *Some plural names.*

The Alleghanies, the Himalayas. (Mountain ranges.)

The Loochoo Isles, the Philippines. (Archipelagoes.)

The United States of America. (Country.)

The Rothschilds, (ロスチャイルド家族總體), the Thompsons, the Tokugawas. (Families).

3. **Proper Nouns and the Indefinite Article.**—A Proper Noun denoting a single member of a family takes the Indefinite Article.

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

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

(a) *the Definite Article when preceded by Adjectives.*

The ambitious Cæsar, the dauntless Yamaji, the diligent Suzuki.

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

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

(b) *either the Definite or the Indefinite Article when used as Common Nouns.*

(Already shown in ¶ 1.)

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

Her music teacher is a Miss Takata.

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

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

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

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

EXERCISE I.

Correct the errors:—

1. Japan is usually called ^{the} England of the East.

* See ¶ 43, (3).

2. ^{the} Shinano is longer than ^{the} Sumida.

3. This year both ^{the} kigensetsu and ^{the} christmas fall on sunday.

4. The whole of Philippines belongs to ^{the} United States of America.

5. His father was ^a Fujiwara, and his mother ^a Minamoto.

6. He wishes to study astronomy, to become ^a Newton of Japan.

7. The little Mary and her brother are going to school.

8. Though he is ^a Japanese, he cannot speak the Japanese with ease.

9. San-yō writes of loyal Nankō in ^{the} Gwaishi in exceedingly high terms.

10. What is ^{the} English for Japanese "hatsumei suru"?

11. People speak of ^{the} Iwasakis as the richest family in Japan.

12. ^{the} Himalayas are ^{the} highest mountain range in the world.

§ 2.—COMMON NOUNS.

(Collective Nouns included.)

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

Several *groups* of children; many *families* in the village; the combined *fleets* of France and Spain.

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

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

Collective Nouns.

The *audience* was very small.

There *is* but one *family*.

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

The *cavalry* was victorious.

Nouns of Multitude.

The *audience* (=hearers) were satisfied.

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

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

The *cavalry* (=the men belonging to it) were feeding the horses.

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

7. Some Common Nouns always in the Plural.—These are mostly names of those

things that are each composed of two or more parts.

Scissors, tongs, drawers (股引ナリ抽出シ=非ズ), *spectacles; arms* (武器), *ashes, riches thanks*.

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

A *pair* of scissors; *three sets* of arms; a *cartload* of ashes; *immense riches; a thousand thanks*.

8. Plural of the Compound Common Noun.—In this case the chief word alone is usually made plural.

Foot-man, *foot-men*.

Shoe-maker, *shoe-makers*.

Father-in-law, *fathers-in-law*.

Commander-in-chief, *commanders-in-chief*.

Exceptions:—

Man-servant, *men-servants*.

Woman-servant, *women-servants*.

9. Common Nouns and the Definite Article.—Besides in referring to something already mentioned or understood, the common noun (singular) takes "the" in the following special cases.

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

The horse is a noble animal. (=Horses are noble animals).

Exceptions:—"Man" and "woman."

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

These handkerchiefs are sold by the dozen.

I have hired the men by the day.

10. Common nouns and the Indefinite Article.—Besides generalizing, the Indefinite Article may also denote:

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

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

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

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

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

The meeting is held twice a month.

We walked at the rate of 3 miles an hour.

EXERCISE II.

(a) *Correct the errors:—*

1. The infantry wears dark blue trousers.
2. There were many peoples quarrelling.
3. Sheeps do not thrive in Japan.
4. The woman is not inferior to the man, but quite different.
5. Her father gave her a pretty scissors.
6. His family is all mad with joy.
7. I offer you my hearty thank.
8. As he is near-sighted, he is going to buy a spectacle.
9. Many a building has been reduced to ash through the mischief of childrens.
10. The infantry were defeated, but the cavalry were victorious.

(b) *Translate the following:—*

1. 君ハ一週間ニ何回撃術ヲ習ヒマスカ。
2. 私ハ此自轉車ヲ日ギメデ借リマシタ (To hire).
3. 一二時休マウヂャナイカ (Without using "one").
4. 昨日靴屋ノ行列ガアツタ (Procession).
5. 此鉛筆ハダースデ賣ルノデス。

§ 3.—MATERIAL AND ABSTRACT NOUNS.

11. A **Material Noun** is often used as a **Common Noun**, and is applied, not to the material itself, but to some kind of it, or something made of it.

<i>Material.</i>	<i>Common.</i>
{Can neither take "a" ("an") nor be made plural.}	{Can either take "a" ("an") or be made plural.}
<i>Fish</i> (肴) is as good as meat.	He has caught <i>a fish</i> (魚).
<i>Glass</i> is very brittle.	Several <i>glasses</i> tumbled from the table.
<i>Iron</i> is a useful metal.	He was put in <i>irons</i> (= fettors made of iron.).
We use <i>paper</i> to write upon.	{He read <i>a paper</i> on "Japan's Commercial Future." (論文). It is reported so in to- day's <i>papers</i> (=news- papers.)

"*Papers*" should not be used for "*sheets of paper*."

12. **Common Error in the use of Material Nouns.**—Students often write erroneously "That bridge is *wood*," in the sense of "That bridge is (*built*) *of wood*."

<i>Incorrect.</i>	<i>Correct.</i>
My watch is <i>gold</i> .	My watch is (made) <i>of gold</i> .
His house is <i>stone</i> .	His house is (built) <i>of stone</i> .
This shirt is <i>flannel</i> .	This shirt is <i>of flannel</i> .

13. An **Abstract Noun** is often used as a **Common Noun**, and is applied, not to the abstract quality or action itself, but to an instance, a result, or a possessor of it.

<i>Abstract.</i>	<i>Common.</i>
{Can neither take "a" ("an") nor be made plural.}	{Can either take "a" ("an") or be made plural.}
<i>Cruelty</i> should be avoided.	They committed many <i>cruelties</i> .
Knowledge is <i>power</i> .	The <i>Powers</i> (列強) are con- sulting about the affair.
Man alone has the faculty of <i>speech</i> .	Many <i>speeches</i> were made on the occasion.
<i>Time</i> flies like an arrow.	{These are signs of the <i>times</i> . (時勢). I went there <i>two</i> or <i>three</i> <i>times</i> .
He earns his bread by <i>writing</i> .	He is fond of San-yo's <i>writings</i> . (著作).

14. **Abstract Nouns used as Titles.**—

This is but another instance of the use explained above.

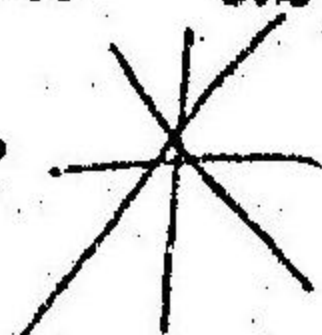
Majesty. (陛下). *Highness.* (殿下). *Excellency.* (閣下).

Their Majesties the Emperor and Empress have honored the meeting with their presence.

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

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

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



EXERCISE III.

(a) *Classify the italicized Nouns:—*

1. *Glass* is brittle.
2. Bring me a *glass* of milk.
3. Do not abuse *authority*.
4. The *authorities* are inquiring into the matter.
5. That bridge is built of *stone*.
6. He threw a *stone* at the dog.
7. The *nobility* of his character is known to all.
8. The *nobility* are generally envied.
9. He has a good *memory*.
10. In *diligence* and *memory* he is second to none.

11. She was a *beauty* in her youth.
 12. *Beauty* is but skin-deep.
 13. Who is not struck with *wonder* at that grand *sight*?
 14. I wish I could see the seven *wonders* of the world.
 15. He was soon out of *sight*.
- (b) *Correct the errors:—*
1. I have never heard more eloquent speech.
 2. He has done me kindness.
 3. Please give me some papers; I am going to write composition.
 4. I am sure Your Excellency are aware of it.
 5. The engineer was ordered to build it iron.

§ 4.—CASE.

15. **The meaning of the Possessive Case.**—Besides the possessor, the Possessive Case may also denote :

(1) *the author, inventor, or discoverer.*

Webster's dictionary, Edison's phonograph, Marconi's wireless telegraphy.

(2) *the agent.*

The *Emperor's* departure, the *Premier's* resignation, *father's* return.

(3) *the object.*

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

16. "That watch of your brother's."—

This is an idiomatic way of expressing the two ideas, "Your brother's watch," and "That watch," which would be too clumsy, if combined as "*Your brother's that watch.*" It does not necessarily imply that "*your brother*" has more than one of the thing named, although the somewhat similar expression "*A friend of your brother's*" does.

That father of Ito's is very humble.

(伊藤ノアノオヤヂサンハ非常ニ謙遜家ダ.)

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

How fine is *that horse of your father's!*

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

17. The use of the Possessive Case is limited to:

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

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

(2) Nouns of *sublime objects.*

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

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

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

(4) Nouns in some *familiar phrases.*

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

I have those poems at *my finger's ends.* (熟通シテ、暗ンジテ.)

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

Having failed in the attempt, he was at *his wits' end* what to do. (途方ニ暮レテ)

At last we were at *our journey's end.*

EXERCISE IV.

(a) *Correct the errors, if any:—*

1. We took about a mile's walk.
2. This knife's handle is of horn.
3. Yesterday's meeting was a great success.
4. This ink's colour is bad.
5. This class's students are all diligent.
6. I saw it at your father'.

7. Please pardon him for mercy's sake.
8. He is English literature's teacher.
9. That book's price is very high.
10. I saw your friend in the street yesterday. Can you guess who it was?

(b) Translate the following, using the Possessive case where possible:—

1. アノ飛行機ノ發明者ハ誰デスカ. (Aeroplane; inventor)
2. 彼ハ決シテ途方ニ暮レルコトハナカッタ.
3. 君ノ御父サンノ犬ハ幾歳カネ.
4. 下駄ノ鼻緒ガ切レテ困マッタ. (Clog; thong)
5. 彼ハ一年ノ収入ヲ一ヶ月間ノ旅行ニ費シタ. (Income)

§ 5.—GENDER AND PERSON.

18. Gender in nouns, though not so important in itself, should receive due share of attention, as it has much to do with the use of pronouns representing them.

19. **The Definite Gender for the Common Gender.** Notice the following:—

Man is mortal. (“*Woman*” included.)

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

A *cow* has no front teeth. (“A *bull*” included.)

20. **Gender ignored in names of Animals.**—This often happens when the question of sex is considered immaterial, and the noun is represented by the Neuter Pronoun “*it*.”

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

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

“*Baby*” and generally “*child*” are treated in like manner.

The *baby* was playing with *its* toys.

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

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

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

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

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

22. **Nouns are almost always in the**

Third Person; so the question of Person is of little importance with them. Still they are sometimes found in the First or Second as in the following:—

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

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

EXERCISE V.

Fill the blanks with suitable Pronouns representing the italicized Nouns:—

1. As the *dog* saw the *cat*,—began to bark and ran after—.
2. A poor *child* was shivering in the snow, with—bonnet blown off.
3. *England* will not hesitate to fight in order to protect—interests.
4. *China* is a vast country.—covers an area larger than that of *Europe*.
5. *China* is doing—best to come off safe from—present dangerous condition.
6. As the *Tosamaru* has finished—repairs,—will shortly weigh anchor.
7. The *baby* was found alive at—dead mother's side.

CHAPTER II.—THE PRONOUN.

INTRODUCTORY TABLE.

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

§ 1.—PERSONAL AND POSSESSIVE PRONOUNS.

INTRODUCTORY TABLES.

I. Simple Personal Pronouns.

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

II. Reflexive (or Compound) Personal Pronouns.

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

III. Possessive Pronouns.

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

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

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

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

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

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

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

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

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

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

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

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

{ *They* tell me that she is a great musician.

Notice that "they" in this use is omitted in the passive construction.

{ A great deal of silk is exported every year.

{ Why is not a girls' school established here?

{ It is said that he intends to go abroad.

{ I am told that she is a great musician.

25. Besides denoting time, weather, or

distance,* "it" is also found in the following impersonal use.

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

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

It is always so with him. {=It is always the case with him. (アノ人ハイツモ左様ダ)}

It is all up with him. {=It is all over with him. (アノ人ハモウダメデス), said either of a case of sickness or failure.}

26. Emphatic demonstrative use of 'it.'—This is to emphasize the Subject, Object, or Adverbial Modifier.

Subject, Object, or Adverbial Modifier in Ordinary Construction.

They have quarrelled.

He teaches me *this book*.

He started *yesterday*.

I did so *against my own will*.

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

Subject, Object, or Adverbial Modifier in Emphatic Construction with "It."

It is *they* that have quarrelled.

It is *this book* that he teaches me.

It was *yesterday* that he started.

It was *against my own will* that I did so.

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

* See No. 1, ¶ 23.

27. "That watch of yours."—This form of expression is used for the same reason as that already explained in ¶ 16.

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

That husband of hers is a little too proud.

This world of ours is like a great theatre.

EXERCISE VI.

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

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

(b) Translate the following, using Personal or Possessive Pronouns wherever possible:—

1. 「己ヲ知レ」トハ古キ諺ナリ。 (Second person, solemn form.)
2. 毎年石油ヲ澤山輸入シマス。 (Petroleum oil; to import).
3. アノ人ハ何か機械ヲ發明シタサウデス。 (Some machine; to invent).

4. アノ人ダチハイツモ左様ダ.
5. 私ハモウダメデス.
6. 君ノ其ノ外套ニイクラ御出シニナリマシタカ. (to pay.)
7. 我々ノ此學校ヲ愛セヌ人ハ誰モアリマスマイ.
8. 私ハ嘗テ友ダチト其處ヲ見物シマシタ. (to visit.)
9. 君ノ犬ハ私ノヨリ強イ.
10. 御母サンノ具合ハ如何デスカ. (Use "it")

(c) Rewrite each sentence by putting the italicized part into *Emphatic Construction* with "it":—

1. I feared *the dog*, not the man.
2. They parted *in tears*.
3. He consented to do so.
4. I told him so *when I saw him yesterday*.
5. We finished the work *with great difficulty*.

§ 2.—RELATIVE AND INTERROGATIVE PRONOUNS.

INTRODUCTORY TABLE.

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

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

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

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

She told her father of her success, upon* which he danced with joy.

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

(1) When the Dependent Clause is restrictive.

- a. { He is the richest man that I know.
This is the best story that he ever wrote.
This is the only mistake that he has ever made.
- b. { I have done all that I could.
This is the same watch that I lost yesterday.
It is I that am called.
- c. { It was he that did it.
It is a nightingale that is singing over there.

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

* For this use of "upon" see ¶ 198

4. アノ人ダチハイツモ左様ダ。
5. 私ハモウダメデス。
6. 君ノ其ノ外套ニイクラ御出シニナリマシタカ. (to pay.)
7. 我々ノ此學校ヲ愛セヌ人ハ誰モアリマスマイ。
8. 私ハ嘗テ友ダチト其處ヲ見物シマシタ. (to visit.)
9. 君ノ犬ハ私ノヨリ強イ。
10. 御母サンノ具合ハ如何デスカ. (Use "it")

(c) Rewrite each sentence by putting the italicized part into Emphatic Construction with "it":—

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This is the *same watch that* I lost yesterday.
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- c. { *It was he that* did it.
It is a nightingale that is singing over there.

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

* For this use of "upon" see ¶ 198

He has photographed a *lady* and her *dog* that (neither *who* nor *which*) were just passing by.

The *men* and *horses* that appear over there belong to the 5th regiment.

(3) *After Interrogative Pronouns.*

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

What that (not *which*) is not bad is ever learned by such intercourse?

30. "What" (= "*that which*," or "*all that*") is chiefly used when we do not like to make any definite mention of the thing by means of a separate antecedent.

What is most praised is not always the best.

He remembers *what* he hears.

31. Continuative Use of a Relative.—
Notice the difference:—

Ordinary Use.

The man *who* was praised so much was really a hypocrite.

Those books *which* are neither instructive nor interesting have no reason for existence.

Continuative Use.

I met Mr. Itō yesterday, *who* (=and he) told me some interesting news.

He began to read the book, *which* (=and it) proved very easy for him.

It will thus be seen that a Continuative

Relative is equal to a Co-ordinate Conjunction and a Personal Pronoun combined.

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

You who are so rich; *he who* is honest.

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

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

It is *you that* have won the prize.

It was *they that* were punished.

33. Omission of a Relative Pronoun.—
This often occurs when the Relative is in the *Objective Case*.

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

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

34. Compound Relative Pronouns.—
These are formed by adding "*ever*" to "*who*," "*which*" and "*what*."

Nom. *Whoever* (=anyone who)

Poss.	<i>Whoever</i> (<i>Rare</i>) (=anyone whose)
Obj.	<i>Whomever</i> (=anyone whom)
Nom & Obj.	<i>Whichever</i> (=either or any that)
	<i>Whatever</i> (=anything that)

35. How to determine the case-form of a Compound Relative.—A Compound Relative is in itself an Antecedent and a Relative combined, but its case-form is determined by its office as Relative, and not as Antecedent.

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

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

36. An Interrogative Pronoun combined with an Infinitive.—Observe the following :

I don't know *whom to ask*.

He hesitates *which to adopt*.

I was puzzled *whose house to visit first*.

EXERCISE VII.

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

1. I visited Mr. Katō yesterday, *and he* was greatly pleased to see me after so long a time.

2. He saves *all that he earns*.

3. He acted quite contrary to his promise, *and this* showed his treacherous nature.

4. I will do *anything that* you order me.

5. She saluted with a smile *anyone whom* she met.

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

1. This is the best picture—he has ever drawn.

2. I don't think—he says is true.

3. Who—has common sense can do so?

4. A woman—husband is dead is called a widow.

5. What—he did was not ever for your sake?

6. —particularly displeased his audience was his constant joking.

7. This is the same watch—I lost yesterday.

8. They have carried away the man and the horse—were found dead in the woods this morning.

9. I hear the new foreign teacher came yesterday.—is he like?

10. —pays 20 sen can see it for himself.

(c) *Correct the following :—*

1. The gentleman who she is speaking with is Mr. Sano's father.

2. Mention the chief events happened in the 17th century.

3. It is they who has been making a noise.

? 4. Whom do you think that he is?

5. They will welcome whomever goes there.

6. Here are three books. You may take whatever you like.

7. It is I that is to blame for it.

8. The people heard the news all lamented his unhappy fate.

9. Whoever you invite will be glad to come.

10. Why do you suspect me who has always stood firmly on your side?

(d) Translate the following, using suitable Interrogative Pronouns:—

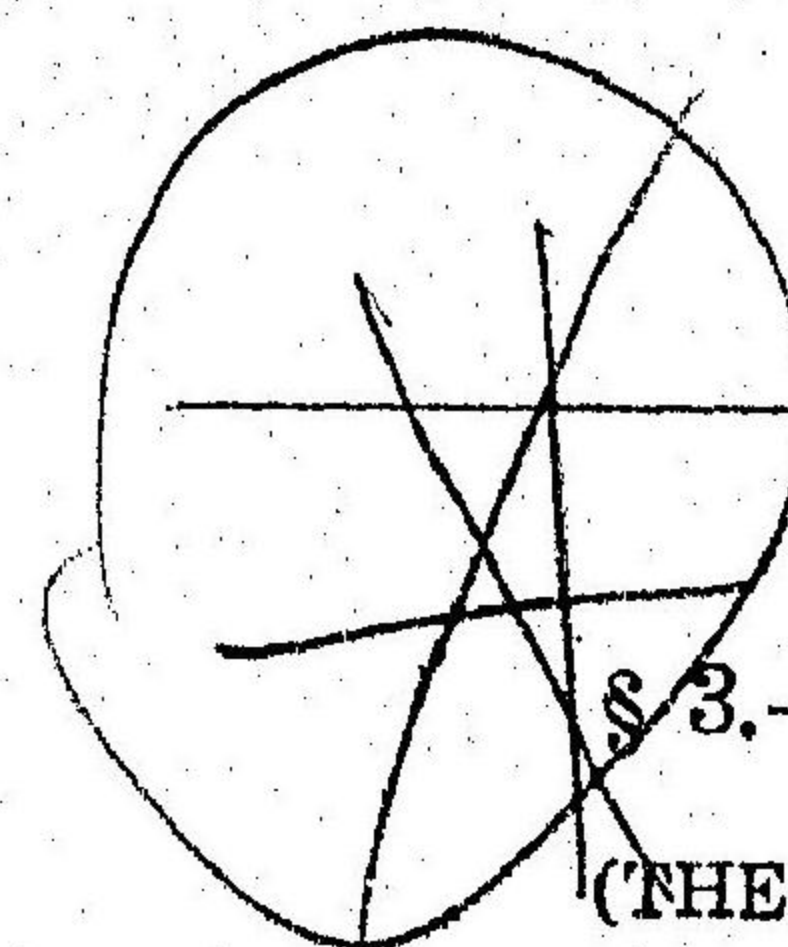
1. ドチラノ道カラ行ケバ宜シイカ聞カシテ下サイ。(To take)

2. 私ハ何ト言ッテ宜シイカ分リマセヌ。

3. 彼ハ誰ニ話シカケテ宜シイカ困ッテキタ。

4. アノ人ノ名ハ知ッテキルガ職ハ知リマセン。

5. 君ハ時計ヲ亡クシタサウダガドンナ様ナノデシタカ。



§ 3.—ADJECTIVE PRONOUNS.

(THEIR ADJECTIVE USE INCLUDED.)

37. The distinction between Adjective Pronouns* and Pronominal Adjectives* is rather immaterial, since the former class of words readily becomes the latter when used with nouns. In the following explanations, therefore, we shall include these Pronouns in their Adjective use.

38. "This," "that."

"This day week" means the corresponding day of next week and, less frequently, of last week.

Let us meet again *this day week*.

He embarked from Yokohama *this day week*.

I shall be able to finish it by *this time to-morrow*.

Please copy this letter, *and that* (=and do so) immediately.

He accomplished such a hard task, *and that* in less than a week.

His writings are more interesting than *those* of his father.

* Both may be included under the common term "Pronominals."

*This thing or that; like this; like that; these three years; one of these days.**

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

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

Knowledge must be guided by virtue; *the former* alone will often do more evil than good.

40. "Same" is often used in a demonstrative sense.

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

"One and the same" is an emphatic term for "the same".

These sentences all mean *one and the same* thing.

41. "Such" is often used to denote a certain capacity.

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

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

* The use of these phrases was already illustrated in No. 1.

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

She will always tell you that she has been to see *such and such a* play at *such a* theatre.

42. "All."

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

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

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

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

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

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

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

After all, man is a selfish being. (到底畢竟)

There were fifty passengers *in all*.

You must do it, *first of all*.

Last of all, Mr. A. rose to speak.

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

43. "One."

(1) When used to save the repetition of a noun, it admits of the plural.

I don't like this sort of rings; please show me *different ones* (=rings).

(2) When used independently of nouns, it is limited to the singular and referred to by another "one."

One should obey *one's* superiors.

One is apt to think *oneself* faultless.

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

Every one did *his* best.

No one knew what *his* fate would be.

(3) When used as a Pronominal Adjective, it means "a certain."

One night; *one* day.

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

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

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

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

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

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

44. "None" is found in both numbers.

* See ¶ 4, (c).

None knows the fact.

None know the fact.

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

45. "Another."

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

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

He is a scholar; his wife is *another* (=also one).

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

One of them was a merchant; *the other* a student.

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

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

47. "The one... the other" = *the former... the latter.***

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

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

* See Dixon's *English Lessons*.

** See Bains's *Companion to the Higher Grammar*, p. 111.

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

“*On the one hand . . . on the other (hand)*” (一方デハ . . . 又一方デハ).

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

48. “**Either**,” “**neither**.”—Both are used of two things. In case of three or more, “*any*” and “*none*” are used.

{ Do you know *either* of them?
{ (Compare:—Do you know *any* of them?)
{ I know *neither* of them.
{ (Compare:—I know *none* of them.)

49. “**Each**” and “**every**.”—“*Every*” emphasizes the idea of the whole through that of individuality, while “*each*” stops with the latter idea.

Every child loves its parents. (=All children without exception. ドノ子供デモ皆)

Each child loves its (own) parents. (子供ハ名々ニ).

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

50. “**Some**” used before numerals gives an indefinite sense.

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

The building cost *some five thousand yen*.

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

He is always doing *some mischief or other*. (何かニカニカイタツラヲ).

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

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

51. (I) “**Some**” compared with “**any**” :—

(a) “*Some*” is definite; “*any*” indefinite.

Sometime (イツカ); *any time* (イツデモ); *somebody* (誰カ); *anybody* (誰デモ).

{ You must do so *sometime*. (イツカ).

{ You may do so *any time*. (イツデモ).

(b) “*Some*” is used affirmatively; “*any*” is used negatively, interrogatively, or after “*if*.”

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

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

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

This is very good. Won't you take *some*?

(II) "Some" compared with "a certain":—

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

52. "Any" compared with "every":—

"Any."	"Every."
(One at a time. 何デモ一ツ).	(All at a time. 悉ク).
I will do <i>anything</i> for you.	But I cannot do <i>every thing</i> for you.
I can live in <i>any house</i> .	But I cannot live in <i>every house</i> . (Because I have <i>but one body</i> .)
He is an old baby; he cannot do <i>anything</i> . (He can do <i>nothing</i> .)	Even a great man cannot do <i>everything</i> . (He can do some, but <i>not all</i> , things.)

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

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

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

EXERCISE VIII.

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

1. His paintings are often better than *the paintings* of his master.
2. He is a patriot; his son is *also a patriot*.
3. One of them was a soldier: *the rest* were all students.
4. I like both the Hakkenden and the Gwaishi; *the Hakkenden* is a historical novel on a moral plan, *the Gwaishi* a narrative history of a poetical nature.
5. You handle the instrument in that way, but he does it in *a different way*.
6. You had better not mind what *people* say of you.
7. He was a veteran soldier, and was greatly respected as *a veteran soldier*.
8. *A man* should mind *his own* duty.
9. *A certain* Takata is reported to have invented a new flying machine.

10. She bought a gold ring, and lost *it* the next day.

(b) *Correct the errors* :—

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

2. Anybody must have concealed it.

3. Even a perfectly virtuous man cannot please anybody.

4. One should obey his parents.

5. As he is penniless, he cannot buy everything.

6. I asked him to lend me a pencil, but he said he hadn't it.

7. Do you know either of those three gentlemen?

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

9. Let us all love each other.

10. You may take any of those two pictures.

(c) *Translate the following, using Pronominals wherever possible* :—

1. 彼ハ何ト云ッテモ豪傑ダ。

2. 何ヨリ先キニ君ノ品物ヲ片付ケ給ヘ。

(Things ; to put away.)

3. アレハ私ノ時計ヲコンナニ毀ハシタ。

4. 苟モ英語ヲ勉強スル位ナラバ本氣ニヤリナサイ。 (“In earnest.”)

5. 私ハコノ四年間此學校ニ居マシタ。

6. 明日ノ今頃迄ニハ歸ラネバナリマセン。

7. 來年ノ今日頃マタ逢ハレルデセウカ。

8. アノ人ハイッデモ何々紳士ニドコソコデ御馳走ニナッタト云ッテラル。(To be entertained.)

9. 私ハアノ人ニ斯々ノ折ニ斯々ノ褒美ヲ貰ッタト云フヲ聞カセテヤッタ。(On an occasion.)

10. 何デモ御存ジノ話シヲ聞カシ下サイ。

11. 私ハ顯微鏡ヲ買ヒタイガ買フ錢ガナイ。(Microscope.)

12. ドウカ室(ヘヤ)ヲ掃イテクレ,ソレモ直グタノム。

13. 善ト美トハ畢竟同一物ダト云フ人モアリマス(The good; the beautiful.)

14. 一方デハ政府ガ壓制デ,又一方デハ人民ガ怠惰且卑屈デアッタ。(Tyrannical, despotic; slavish.)

15. 數年日毎ニ何カカンカ災難ガ其國ニ降ッテ來タ。(Disaster, calamity; to come upon, to befall.)

16. 誰デモ皆自分ノ國ヲ愛シマス。

17. 人ハ名々ニ自分々々ノ國ヲ愛シマス。

18. 五十人計捕虜ニ成ッタ。

19. イツカアレヲ罰シテヤラウ。

20. 何デモカデモ買ヘル様ナ金持ガアルカ知ラン。(I wonder if, etc.)

CHAPTER III.—THE ADJECTIVE.

INTRODUCTORY TABLE.

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

§ 1.—PRONOMINAL ADJECTIVES.

53. Pronominal Adjectives are but Adjective Pronouns in their adjective use, and as we have already considered the latter class of words both in their pronominal and adjectival uses, we need not say anything further here.

§ 2.—QUANTITATIVE ADJECTIVES.

Introductory Table.

- I. { Those denoting Quantity modify Material Nouns.
(*Much sugar, some water, little milk.*)
- { Those denoting Degree modify Abstract Nouns.
(*Great vigour, much dispute, little comfort.*)
- II. { Those denoting Indefinite Number modify Plural
Nouns. (*Many boys, few pins, several books.*)
- { (a) Plural Nouns. (*Cardinals.**)
(*Five miles, a dozen pencils.*)
- { (b) Singular Nouns. (*Ordinals.**)
(*Fourth girl, tenth year.*)
- { (c) Both Singular and Plural
Nouns. (*Multiplicatives.*)
(*Double my income, half my books.*)

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

The *first three students* are the best in this class.
He has published the *second 2,000 volumes* of that novel.

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

* These are jointly called "Numeral Adjectives."

He died at ten years of age.

=He died in his tenth year.

The second lesson = Lesson two.

The thirtieth page = Page thirty.

Open the book at page ten and read Lesson Five.

56. Numerals are often used as Nouns.

Tens of thousands of people perished in this disaster.

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

A girl in her teens; a man in his thirties.

That old man is stronger than most young men in their twenties.

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

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

58. How to read Fractions.

$\frac{1}{2}$ = One half.

$\frac{1}{3}$ = One third.

$\frac{2}{3}$ = Two thirds.

$\frac{1}{4}$ = One fourth, or a quarter.

$\frac{1}{10}$ = One tenth.

$\frac{7}{25}$ = Seven twenty-fifths.

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

* Compare with the Japanese phrase 三々五々.

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

Quantity. There is no (=not any) water.

Degree. He has no (=not any) patience.

Number. { There are no (=not any) trees there.

(少シモ何々ガナイ).

{ There is no (=not one) tree there.

60. "Many."

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

Many a student has fallen a victim to this vice.

"So many" } = The same number of.

"As many" }

These five boys were climbing the tree like so many (=five) monkeys.

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

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

61. "Double" is used with a noun of either number, and has the two meanings of "twofold" (二重) and "twice" (二倍).

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

{ A Transitive verb sometimes takes a double object.

I had to pay *double the usual price*.
The enemy has *double our troops*.

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

Though rather poor *at first*, he soon got rich.

I have seen it *for the first time* to-day.

EXERCISE IX.

(a) Correct the errors:—

1. Though he has used large diligence, he has made few progress.
2. I am glad that I made a few mistakes.
3. I am sorry that the wind has done little damage to your house.
4. He attained the double ends of health and pleasure.
5. One thousand and two hundred thirty-five men were made prisoners.

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

1. 2,345.
2. $1,035\frac{2}{3}$.
3. The earth revolves round the sun in $365\frac{1}{4}$ days.
4. The society held its 12th meeting on the 29th of June in the 42nd year of Meiji.

5. Edward III reigned in the 14th century.

(c) Translate the following:—

1. 彼ハ其ヲスル勇氣ガ充分アル.
2. 私ハ通常ノ仕事ノ二倍シマシタ.
3. 本ヲ二十頁ノ處デ開イテ第七課カラ始メマセウ. (To be translated in two ways, by using Ordinals and Cardinals respectively.)
4. 彼ハ二十五歳ノキニ洋行シマシタ. (Also to be translated in two ways.)
5. 彼ハ十臺ノ少女ノ様ニ耻シサウニ歌ヒ初メタ. (Teens; bashfully, in a bashful manner).
6. アノ人ハ實際四十五歳ダケレドモマダ三十臺ノ人ノ様ニ見エル. (Also in two ways.)
7. 幾人々々モ同様ノ運命ニ逢ッタモノガアル. (Fate; to meet with.)
8. 私ハペニー打買ヒマシタガ、アノ人ハ鉛筆ヲ同數買ヒマシタ.
9. 賊ハ三人ノ旅人ヲ三匹ノ犬カナンゾノ様ニ射殺シタ. (Brigands, highwaymen; to shoot dead.) (To be translated without using "three.")
10. 最初ハ會員ノ間ニ少シモ不和ガ無カッタ. (Members; dissension.)

§ 3.—QUALIFYING ADJECTIVES.

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

64. Proper Adjectives derived from Proper Nouns :—

Formosan ; Spanish ; Korean ; French ; Buddhist.

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

An Osaka merchant ; Tokyo dialect.

A famous London banker visited a certain Paris club.

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

A gold watch ; an iron bridge ; a bone handle.

“*Earthen,*” “*oaken,*” “*wooden*” and “*woolen*” are some of the exceptions.

“*Golden*” is generally used in a figurative, not a literal, sense.

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

* Called also “Descriptive Adjectives.”

† “Do unto others as you would be done by.”

66. Verbal Adjectives derived from Verbs.—

(1) From Present Participles.

A crushing defeat ; a striking appearance ; a puzzling question ; a hissing sound.

(2) From Past Participles.

A burnt child ; a respected gentleman ; a written examination ; a broken watch.

This use of Past Participles is limited to those of Transitive Verbs.

There are however, some exceptions :—

A departed guest ; a faded flower ; a fallen tree ; a retired officer ; a risen sun.

EXERCISE X.

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

1. The letter was a printed, not a written, one.
2. The deceased gentleman was a celebrated historian.
3. She went along the beach, shouting for her missing child, but nothing but the sound of the howling gale and the broken surge was heard in reply.
4. He is always outspoken.

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

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

1. Most Japanese live in *houses built of wood*.
2. A man of *virtue* has always a kind heart.
3. The sight is indeed *one that pleases the beholder*.
4. I have never met with *a case which puzzles me so much*.
5. He studies *the language of Germany*.

§ 4.—COMPARISON.

67. Comparison in a Descending Scale.

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

Ascending Scale.

He is *kinder* than his brother, but his father is the *kindest* of the three.

Descending Scale.

He is *less kind* than his brother, but his father is the *least kind* of the three.

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

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

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

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

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

69. “Further” and “furthest,” formed from the adverb “forth,” are also used as adjectives while the positive form is not.

Their sense is generally figurative while that of “farther,” “farthest” is simply literal.

We had no *further* dispute.

He is making *further* inquiry into the matter.

70. Some phrases with the Superlative.—

Life is short *at (the) best*.

Don't join him; *at (the) best*, he will make a cat's paw of you.

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

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

It may be worth five yen or so *at least*.

I am not satisfied *in the least*.

EXERCISE XI.

(a) Correct the errors:—

1. The Ishikari is longer than all the Japanese rivers.

2. In eloquence he is inferior than none.
3. Your house is more far than his, but mine is the most far of all.
4. The proposal having been adopted, there was no much dispute.

5. I drank fewer wine than beer.

(b) Translate the following:—

1. 彼ノ書ハ君ノヨリ美シクナイ、併シ僕ノハ一番美シクナイ。
2. 彼ハ少クトモ五十歳位ニ相違ナイ。
3. 我々ハ充分武装シテキタカラ少シモ恐シク無カッタ。(To be armed.)
4. 多クテ五十圓ヨリ餘計ハカ、ラナイダラウ。
5. 兵士ハ大抵健全デアッタ。

CHAPTER IV.—THE ARTICLE.

§ 1.—USES OF THE ARTICLES.

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

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

The progress of my pupils surprises me.

He came just at *the right moment*.

He was *the greatest statesman* in his time.

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

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

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

The Empress saw *the Emperor* off at Shimbashi.

Let us take a walk in *the park*.

We saw him at *the station*.

73. Special Uses of the Definite Article:—

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

(2) *When the noun denotes measurement after the preposition “by.”*

These two uses have already been explained in ¶ 9.

(3) *In such phrases as the following:—*

*In the morning; in the evening; in the afternoon; in the daytime; in the light; in the dark.**

74. The use of the Indefinite Article is limited to Common and Collective Nouns.

Its use with the other classes of nouns readily turns them into a sort of Common Nouns.

This has repeatedly been shown in Chapter 1.

75. Special Uses of the Indefinite Article:—

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

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

These have been explained in ¶ 10.

76. Uses of the Articles with Proper Nouns:—

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

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

These have been shown in ¶ 2.

77. Special Uses of the Articles with Proper Nouns.

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

*See No. 1, ¶ 8D(b).

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

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

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

These have been shown in ¶ 4.

78. Adjectives used absolutely in place of plural nouns take "the."

The rich should help the poor.

(= Rich people should help poor people.)

The learned are apt to despise the ignorant.

EXERCISE XII.

(a) *Insert the necessary Articles:—*

1. Tiger is fierce animal.
2. Late in afternoon he had visit from intimate friend.
3. How often month do you go there?
4. Who can hope to finish such thick volume in hour or two?
5. Holiday came just at right time.
6. We often hear of Satsuma and Aki. Now, which is larger of two ships?

7. These are sold by dozen.
8. "Kiku" is Japanese for English "chrysanthemum."
9. This is not time for brave and patriotic to remain inactive.
10. He delivered eloquent speech on occasion.
- (b) *Correct the errors* :—
 1. Though he is Japanese, he cannot speak the Japanese with ease.
 2. He is the student of Kyōto University.
 3. He is travelling through country and is now in the Shinano province.
 4. The woman is superior to the man in many respects.
 5. How could any man see in dark as well as in light?
 6. Rothschilds are rich family.
 7. This is quite as good composition as that.
 8. Throughout the Japan, Genji and Heishi were at deadly enmity.
 9. Napoleon and Washington were both the heroes; but latter was greater of two.
 10. She was great beauty in her youth.
 11. The maid milks cows three times the day.
 12. Give me a paper; I must write composition.

§ 2.—OMISSION OF THE ARTICLES.

79. The Article is usually omitted in the following cases :

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

Young man, why do you stand here idle?

Come, fellows. Let us play base-ball.

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

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

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

Masatsura, son of Masashige, fell at Shijōnawate.
He was uncle to the king.

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

He was appointed Governor of Tokyo-Fu.

He is professor of English literature in the University.

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

The bat is a kind of rodent.

His brother is quite a different sort of *man*.

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

What a strange kind of *a rodent* the bat is!

What sort of *a man* is his brother?

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

{ School begins at seven o'clock.

{ (Compare:—*The school* was built last year.)

{ He goes to *church* every Sunday.

{ (Compare:—I passed by *the church*.)

They were thrown into *prison*.

My mother has gone to *market*

Now-a-days people mostly travel *by railway*.

They are to be sent *by train*.

It will take an hour *on foot*, and twenty minutes *on bicycle* (or *by bicycle*).

I will go *by land*, not *by sea*.

Your letter is just *to hand*. (受取).

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

The fair is *to take place* to-morrow.

The ship *cast* (or *weighed*) *anchor* yesterday.

The plant didn't *take root* (or *strike root*).

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

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

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

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

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

Master and servant were equally surprised.

Husband and wife went out *arm in arm*.

Father and son were begging *from door to door*.

I was brought *face to face* with death.

They sat *side by side*.

He eyed me *from head to foot*.

He lives *from hand to mouth*. (其日暮シ).

He is neither *sage nor idiot*.

Soldier after soldier was shot in the attempt.

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

The painter always travels, *pencil in hand*.

A similar omission occurs where the correlative adjectives are used absolutely.

Rich and poor were alike interested in the question.

Young and old were making merry in the sun.

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

(1) "Most" used in the sense of "majority."
Most books are instructive.

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

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

He was here last Monday. | He is the last boy in the class.

I returned last week. | The last week of the month.

(3) "Next," denoting the division of time immediately following the present. (来, 此次).

Let us go next Sunday. | The next boy is Kaneko.

He will return next week. | He died the next week

EXERCISE XIII.

Correct the errors :—

1. This road leads to church.
2. Have kindness to tell me English for a Japanese "mizu-umi."
3. Perhaps he will return home the next year.
4. I have never known such strange sort of a boy.
5. I usually rise at five in morning, and go to the school at eight.
6. Travelling by the train is more comfortable but less instructive than on the foot.

7. School stands just in front of hospital.
8. He got thoroughly cured and left a hospital yesterday.
9. It will not take a root unless it is stuck into moist earth.
10. His father was a soldier and a scholar.
11. Goldsmith is said to have travelled from place to a place, a flute in a hand.
12. The association held its tenth meeting at beginning of the last month.

CHAPTER V.—THE VERB.

INTRODUCTORY TABLE.

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

§ 1.—CLASSES OF VERBS.

83. The different classifications of verbs are based upon the different sides of verbal character.

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

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

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

If the predication is complete and does not require a Complement, the verb is Complete; if not, the verb is Incomplete.

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

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

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

He *lives* a happy life.

He *died* a glorious death.

She *smiled* a sad smile.

He *laughed* a hearty laugh.

* Or "Weak and Strong."

○ 85. Transitive Verbs used Intransitively.—Observe the following:—

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

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

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

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

He *killed himself* in his despair.

Don't praise *yourself* so much.

Let us *avail ourselves* of the opportunity.

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

I have told <i>it</i> <i>him</i> .	I have told <i>him</i> the fact.
The nurse used to sing <i>it</i> <i>me</i> .	The nurse used to sing <i>me</i> the song.

But such a construction as "I have told it to him" is equally used.

88 **The same verb with different Predications:**—

<i>Complete Intransitive.</i>	<i>Incomplete Intransitive.</i>
He believes that God <i>is</i> (=exists).	He <i>is</i> a soldier.
The plant <i>grew</i> rapidly.	He <i>grew</i> (=became) impatient.
He <i>went</i> , but I remained.	The dog <i>went</i> (=became) mad.

<i>Complete Transitive.</i>	<i>Incomplete Transitive.</i>
I have made this box.	I have made him <i>happy</i> .
He drove an ox.	It drove (=made) him <i>mad</i> .
I have got the prize.	I have got my hair <i>cut</i> .

EXERCISE XIV.

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

1. I will send it you in a few days.
2. Some policemen soon appeared on the scene.
3. Even the policemen appeared terrified.
4. Please return me the book I lent you yesterday.
5. Please get it ready at once.
6. Neither oversleep nor overeat yourselves; it is very bad for the health.
7. The unhappy man had his goods stolen and his daughter kidnapped.
8. He went an enemy, but returned a friend.
9. He believes that God is and ever shall be.
10. You must keep it hot till I return.

(b) Translate the following:—

1. 彼ハ失望ノ様子ダッタ。(To look or seem)
2. 僕ハ時計ヲ取ラレタ。
3. 君ハ何處デ時計ヲ直サセタノカ。(To mend)
4. 彼等ハ自ラ愛國家ト稱シ反對者ヲ國賊ト云ヘリ。(Opponent, enemy; traitor.)

5. 母ガ淋シサウナ笑ヲ洩ラシタ. (*Use a Cognate Object.*)
6. 姉ガ僕ニ面白イ話ヲ讀ンデキカシタ. (*This and the next to be each translated into two, one with a Preposition and the other without.*)
7. フシハ貧乏ダカラお前ニ金時計ヲ買ッテヤルワケニ行カヌ.
8. 吸墨紙ハ粗イ手障リガスル.
9. 僕ニ取テハ水ハ酒ヨリ甘イ味ガスル.
10. 飯ハ仕度最中デス. (*To get ready*)

§ 2.—VOICE.

89. In changing an Incomplete Transitive from Active into Passive, notice that the **Objective Complement** becomes a **Subjective**.

<i>Active Voice.</i> (With Obj. Compl.)	<i>Passive Voice.</i> (With Subj. Compl.)
They elected him speaker.	He was elected speaker.
They shot the tiger dead.	The tiger was shot dead.

90. **Passive of a Transitive with a Double Object.**—Two constructions are possible, either the Direct or the Indirect Object being changed into the Subject.

{ My father has given *me this*.
= { *This* has been given me by my father.
 { I have been given this by my father.

I told *it him*. = { *It* was told him by me.
 { *He* was told it by me.

The Object, whether Direct or Indirect, thus retained in the passive construction, is called a **Retained Object**.

91. **Prepositional (or Compound) Verbs.**—Sometimes an Intransitive verb together with a preposition following it, makes a transitive sense. It is then called a Prepositional (or Compound) verb and may be used in the Passive voice.

<i>Active.</i>	<i>Passive.</i>
I called on him.	He was called on by me.
They laughed at me.	I was laughed at by them.
We can not depend upon him.	He cannot be depended upon by us.

92. When the agent is immaterial or unknown, either the Active construction is altogether avoided, or such a word as "people" or "they" is used as Indefinite Subject.

{ America was discovered in the year 1492.
{ (The date is considered important, not the agent.)

The meeting was held at the Kinki-kwan.
 (The *place* is considered important, not the agent.)
 People (they) say that . . . = *It is said that . . .*
 They tell me that . . . = *I am told that . . .*

EXERCISE XV.

(a) Rewrite each sentence by changing the Voice of the verb:—

1. I could not do it.
2. Somebody must have taken it away.
3. People speak well of him.
4. They laughed at her.
5. Suddenly the hunter was sprung upon and killed by a lion.
6. He has not been heard of since.
7. We should not rely on medicine.
8. I might have sent for you, if an unexpected visitor had not prevented me.
9. This business must be attended to in earnest.
10. You ought not to depend upon such a fellow.

(b) Rewrite each sentence in two different ways:—

1. He offered them a bribe.
2. She was telling us an amusing story.
3. The photograph was given him by his teacher.
4. He may have been told the news by them.
5. I teach him English three times a week.

§ 3.—TENSE.

(1) THE PRIMARY TENSES.

93. The ordinary or Indefinite form of the Present denotes a general truth or a habitual action, and the Progressive form a momentary or a temporary action.

<i>Present Indefinite.</i>	<i>Present Progressive.</i>
The sun gives light and heat.	The general is giving his commands.
I go to school every day.	I am going to school now.

94. The Present Tense is used instead of the Future.

(1) to denote a fixed idea with verbs of locomotion.

I am off (=start) to-morrow; my brother goes too.
 He returns next week by the Hokuyetsu railway.

This use is more common with the Progressive Form.

Are you going to-morrow?

When is he leaving town?

He is not coming to-night.

(2) in Adverbial Clauses denoting simple futurity.

Adverbial Clause.

I will go if it *is* fine to-morrow.

Let us all welcome him when he *comes* home.

You must finish it before you *go* out (not *will go* out.)

I will hold on till he *is* tired out (not *will be* tired out.)

Please let me hear from you as often as you can while you *are* (not *will be*) in England.

They will begin to play as soon as my back *is* turned (not *will be* turned).

95. "Shall" and "will."

(1) "Shall" implies compulsion; "will" intention.

{ When shall I bring it? (=When ought I to bring it?)

{ You shall do so. (=I command you to do so).

{ He shall not go there. (=I will not allow him to go there.)

{ It shall be done at any cost. (=I will cause it to be done at any cost.)

This use of "shall" often denotes a favorable promise.

If you want a watch, you shall have one. (=I will let you have one; that is, I will give you one.)

Noun-clause.

I can't tell if it *will be* fine to-morrow.

None of his friends knows when he *will come* home.

You shall go with me to Nikkō to see the maple trees. (=I will take you to Nikkō, etc.)

{ I will do so, right or wrong.

{ Will you kindly do me the favor?

{ He says he will go despite the weather.

(2) "Shall" expresses simple futurity with the First Person; also with the Second in question.

"Will" denotes the same notion with the Second (except in question) and Third Persons.

{ I fear I shall fail.

{ Shall I be punished, I wonder?

{ When shall you be able to see him?

{ I fear you will fail.

{ Perhaps he will come by noon.

{ Will it not be funny if he fails after all his bragging?

Note.—The cases where the Future Tense gives way to the Present have already been shown in ¶ 97 (2).

96. "Will" is often used to express a present habit.

Whenever he meets any one, he will boast of his sons. (=is in the habit of boasting, etc.)

The high-collarists will affect anything foreign. (=are in the habit of affecting, etc.)

EXERCISE XVI.

(a) Translate the following:—

1. 地球ハ太陽ノ周圍ヲ廻轉ス。(To revolve.)
2. 今日ハ非常ニ勉強シテ非マスガ平生ハソ
ンナニ勉強シマセン。
3. 僕ハ君ガ成効スルダラウト信ズル。
4. 君ガ成効スルナラバ僕等ハ君ノ爲メニ宴
會ヲ開カウ。(In your honour; to give a dinner.)
5. 私ハ明後日アノ人ニ逢フ積リデス。
6. 之ヲ何處ニ置キマセウカ。
7. 若シ晝迄ニ其ヲ仕上ゲレバ音樂會へ連レ
テ行ッテヤラウ (Concert; use "go," with "you"
as subject.)
8. 若シ其本ヲ欲シイノナラバ上ゲマセウ (Use
"have," with "you" as subject.)
9. 彼ヲ赦シテヤリマセウ (With "he" as sub-
ject.)
10. 京都ニ逗留ノ間ハ美術ノ研究ガ出來マセ
ウ (To stay; to study.)

(b) Correct the errors:—

1. Will you be able to finish the painting by the appointed day?
2. I don't know when he is here next time.

3. I don't think that he succeeds, as he is always so lazy.
4. I will tell him so when he will be here next time.
5. She is going to church every Sunday.

(2) THE PERFECT TENSES.

97. The Present Perfect Tense must be carefully distinguished from the Past. The former, whether denoting the completion or the continuance of an action, **always connects the notion with the present time**, while the latter states an action merely as a past thing, cut away from the present.

I have read it already (that is, *I know it now*).

Japan has made great progress (that is, *Japan is in an advanced state of civilization*).

I have lived here five years (that is, *it is now five years since I began to live here*).

98. Sometimes both the Present Perfect and the Past may be used of one and the same fact. But then the meanings are different, the former laying more stress on the present state of things arising out of the action, and the latter on the action itself. Observe the following dialogue:—

- A. Will you please lend me your watch?
 B. Yes, but what have you done with yours?
 A. I *have lost* it (=I *am without* it).
 B. When did you lose it?
 A. I *lost* it yesterday (=My *loss of it took place* yesterday).

Present Perfect.

He *has bought* a house.
 (=He *has* a house now.)

Japan *has acquired* possession of Formosa (=She *is the possessor* of it.)

Past.

He *bought* a house yesterday. (=His *act of buying it took place* yesterday.)

Japan *acquired* possession of Formosa by her war with China. (=Her *acquisition of it was owing to, etc.*)

Thus it naturally follows that *no word or words denoting the definite past can be used with the Present Perfect.*

99. The Present Perfect Tense may sometimes denote a **past experience** which is also expressed by the Past Tense.

{ *Have you ever seen a lion?*
 { =*Did you ever see a lion?*

I have often met him. = *I often met him.*

100. The Present Perfect is used instead of the Future Perfect in Adverbial Clauses.

I shall go out when *I have written* all my letters. Please attend to this after you *have finished* that. Let me know as soon as he *has done* with it.

101. "Just" and "Just now."—It is the former that is used with the Present Perfect; the latter is used with the Past.

He *has just come.* = He *came just now.*

I have just returned. = *I returned just now.*

102. The Past Perfect Tense naturally belongs to the Complex Sentence, since it denotes an action completed by, or continuing till, the time of another past action.

When I *got* to the station, the train *had* already started.

I *lost* the watch that I *had bought* the day before.

But if, by means of a Compound Sentence, we mention these actions in their successive order, no Past Perfect will be needed.

I bought a watch, and *lost* it the next day.

103. The Future Perfect Tense is, like the Past Perfect, best seen in a Complex Sentence for a similar reason.

The train *will have started* already when you get to the station.

If I read Robinson Crusoe once more, *I shall have read* it ten times.

The case where the Future Perfect gives way to the Present Perfect has been shown in ¶ 100.

EXERCISE XVII.

(a) *Translate the following:—*

1. アノ人ハ近頃ヨホド進歩シマシタ。(Of late, lately; to make progress.)
2. 東京へ來テカラ病氣ニナッタヲガナイ。
3. 此デ三ヶ月間彼ノ人カラ便ヲ聞カナイ。
4. 向島ノ櫻ヲ見ニ行ッテ來マシタカ。
5. 彼ノ人ダチハ陛下ノお見送ニ行ッテ來タノダラウト思フ。(To see somebody off.)
6. 試験ニ及第ナサッタラスグお知ラセ下サイ。
7. 消防隊ノ到着シタキハ藏ガ既ニ落チテシマッタ。(Fire-brigade, firemen; to be burnt down.)
8. 彼ハ君カラ善イ返事ヲ貰ヘナカッタノヲ残念ガッテキタ。(Favorable.)
9. 君ノ還テ來ル迄ニハ僕ハ作文ヲシアゲテシマヒマス。
10. 彼ガ今二ヶ月仙臺ニアレバ五年アソコニ住ンダヲニナル。

(b) *Correct the errors:—*

1. I just received a telegram from my father.
2. I want it no more; I read it already.
2. You may go out when you will have done it.
4. When has it taken place?
5. He has often come here last month.

§ 4.—MOOD.

104. Observe that though the same verb “be” is used in the following sentences, yet by just a little modification, the manner of predication is each time changed.

- (1) You *are* diligent.
- (2) If you *be* diligent, you will succeed.
- (3) You *can be* diligent.
- (4) *Be* diligent.

In (1) the verb makes a predication as a fact; in (2) as a supposition; in (3) as an ability; and in (4) as a command. This manner of predication is called “Mood.”

Definition.—**Mood** is a modification of the verb denoting the manner of predication.

105. There are four moods: namely, the Indicative, the Subjunctive, the Potential, and the Imperative.

§ 5.—THE INDICATIVE AND THE
SUBJUNCTIVE MOOD.

106. The **Indicative Mood** makes a statement as a fact.

As all the Six Tenses that have been explained belong to the Indicative Mood, we need not say anything further here.

107. The **Subjunctive Mood** makes a statement as a mere condition or supposition.

If it *be* good, he will buy it.

If I *were* you, I would go.

108. The Subjunctive mood has the following three Tenses :—

(1) The Present, which takes the root form of the verb.

If it *be* good, etc.

If he *come*, etc.

(2) The Past, which always takes the plural form of the verb.

If it *were* good, etc.

If I *were* you, etc.

(3) The Past Perfect, which takes the same form as the Indicative Past Perfect.

If it *had been* good, etc.

If he *had come* etc.

109. The Subjunctive Present denotes uncertainty about a supposed action either present or future.

If it *be* good, he will buy it.

If he *come*, we shall be delighted.

The Indicative Present, however, is often used instead of the Subjunctive Present, even when uncertainty is implied.

If it *is* good, he will buy it.

If he *comes*, I shall be delighted.

110. The Subjunctive Past denotes a **supposition contrary to a present fact.**

If it *were* good, he would buy it.

(But as it *is not* good, he will not buy it.)

If he *came*, we should be delighted.

(But as he *does not come*, we are sorry.)

If I *knew* it, I would tell it you.

(But as I *don't know* it, I cannot tell it you.)

111. The Subjunctive Past Perfect denotes a **supposition contrary to a past fact.**

If it *had been* good, he would have bought it.

(But as it *was not* good, he did not buy it.)

If he *had come*, we should have been delighted.

(But as he *did not come*, we were sorry.)

If I *had known* it, I would have told it you.

(But as I *did not* know it, I did not tell it you.)

112. Special Use of the Subjunctive Present.—This is to denote a wish or prayer. It must be clearly distinguished from the Indicative as well as the Imperative Mood.

<i>Subjunctive.</i>	<i>Indicative.</i>	<i>Imperative.</i>
Heaven <i>help</i> you!	Heaven <i>helps</i> you.	<i>Let</i> Heaven <i>help</i> you.
God <i>bless</i> him!	God <i>blesses</i> him.	<i>Let</i> God <i>bless</i> him.
Long <i>live</i> the Emperor!	The Emperor <i>lives</i> long.	<i>Let</i> the Emperor <i>live</i> long.

113. "If" is not the necessary Subjunctive sign, as it is often expelled by placing the verb or its auxiliary before the subject.

Were it good (=if it *were* good), he would buy it.

Had I *known* it (=if I *had known* it), I would have told it you.

Other Conjunctions, such as, "lest" "that," are also used with the Subjunctive.

Let him study hard *lest* he *fail*, (=that he *may not fail*).

I wish (that) he *were* here.

I wish (that) I *had done* so.

114. Some idiomatic expressions with the Subjunctive :—

(1) "You *had better do so.*"—Here "had" is a Subjunctive Past, meaning "would have," while "do" is an Infinitive, and the whole expression is equivalent to "You would have (it) *better (to) do so.*" (左様爲サツタ方ガヨカラウ.)

My father told me that I *had better not* hear it. I told him that he *had best study* in Tokyo.

(2) "As it *were*" (云ハバ) is used as a sort of excuse for the figurative expression following.

He is, *as it were*, trusting to a broken reed.

The news was, *as it were*, a thunderbolt to all.

EXERCISE XVIII.

(a) Translate the following :—

1. 私ハ若シ君デアツタラ, I would not do such a thing.
2. 私ハ君ノ様ニ心配ガ無ケレバイ、ガ.
3. 若シアシテ天気ニ式ヲヤツタラ, nobody would have attended it. (To hold the ceremony).
4. 行ケバヨカッタガ併シ實際(行タゴ)デキナカッタ.
5. 若シ實際病氣ナラ, he would not be running about like that.
6. 願ハクバ天ノ足下ニ幸センヲ.
7. アノ人ノ仲間入リナサラヌ方ガヨカラウ. (To join).

8. 彼ハ云ハッ獅子ノ皮ヲキタ驢馬デアル。
(An ass in the lion's skin).

9. 國民ハ云ハッ噴火山上ニ眠ッテキタノダ。
(On a volcano.)

10. (若シ其態度今少シ強硬ナリシナラバ), it
would have led to war. (Her attitude; firm).

(b) Correct the errors:—

1. If you are he, you would act in the same way.
2. If I did not go there yesterday, I should not have heard it.
3. If he is here now, what would he say?
4. I wish I am as learned as he.
5. If it is not raining so heavily, he might come.

§ 6.—THE POTENTIAL MOOD.

115. The **Potential Mood** makes a statement as something possible, contingent, obligatory, etc. by the help of "can," "may," "must," "should" or "would."

116. The Potential mood has the following four Tenses:—

- (1) Present ("can, may or must + root").
- (2) Present Perfect ("can have, may have, must have + past participle").

(3) Past ("could, might, must or would + root").

(4) Past Perfect ("could have, might have, must have, should have, would have + past participle").

117. As there are so many auxiliary verbs in the Potential Mood, each of which denotes varieties of meaning, we will try to explain them one by one, lest we confuse the student by discussing them all together under the respective tenses.

(1) "CAN."

118. "Can" in the Present Tense denotes:

(1) Ability.

I can do it.

(2) Permission.

You can come in if you will keep silent.

(3) Inference. (Negatively or interrogatively.)

{ It cannot be true.

{ He cannot be ill, as he runs about like that.

{ Can it be true?

{ Can he be ill when he runs about like that?

119. "Can" in the Past Tense denotes:

(1) Past ability.

I *could* easily do so.

(2) Imaginary ability or possibility in the present or future.

I would do so, if I *could*. (I will not do so, because I *cannot*).

I wish he *could* go with us. (But alas! he *cannot*).

How *could* there be such a thing?

(There *cannot* be such a thing).

(3) A polite request.

Could you do me the favor?

(Politer than "Can you do me the favor?")

120. "Can" in the Present Perfect denotes inference or certainty about an action regarded as past. (Negatively or interrogatively.)

{ I *cannot* have seen him before.

{ He *cannot* have been sick.

{ Can I have seen him before?

{ Can he have been sick?

121. In order to denote ability in the Present Perfect Tense, we use the form "have been able + infinitive" and not "can have + past participle."

Incorrect.

I *can* have done so.

Correct.

I *have been able* to do so.

122. "Can" in the Past Perfect Tense denotes an imaginary ability in the past.

We *could* have caught him, if he had not been armed with a sword.

(We *could* not catch him as he was armed, etc.).

If I *could* have gone with you, I would gladly have done so. (As I *could* not go with you, I did not).

(2) "MAY."

123. "May" in the Present Tense denotes:

(1) Possibility regarding an action either present or future.

It *may* snow to-night.

It *may* be so.

(2) Permission.

You *may* come in.

May I go out?

(3) A present or future purpose.

He works hard that (so that, in order that) he *may* not fail (=lest he fail).

(4) A wish or prayer.

May Heaven bless you! (=Heaven bless you!)

May God bless him! (=God bless him!)

May you come back safe and sound!

124. "May" in the Past Tense denotes:

(1) A past purpose.

He worked hard that (so that, in order that) he *might* not fail (=lest he should fail).

(2) An implied denial respecting an action either present or future.

He *might* consent to do so if he were not busy.

(But as he is busy, he *may not* consent).

You *might* go if you would.

(But as you are not willing to go, you need not go.)

It *might* be so. (=It *may not* be so).

(3) A polite request.

Might I go home? (Politer than "May I go home?")

125. "May" in the Present Perfect Tense denotes possibility about an action regarded as past.

I *may have seen* him before.

He *may have arrived* already.

126. "May" in the Past Perfect Tense denotes implied denial respecting a past act.

He *might have failed* if he had not worked so hard. (But he *did not fail* as he worked so hard).

EXERCISE XIX

(a) Translate the following:—

1. アンナニ短イ詩サヘ暗誦シヌコナツタカラ善イ記憶力ノアル筈ハナイ。(To fail to recite).

2. 人ニ輕蔑サレナイヤウニ彼ハイツデモ體裁ヨク着飾テキタ。(Respectably).

3. 面白ク旅行シ玉ハンヲ祈ル。(面白キ旅行ヲ持チ玉ハンヲ)

4. カウ云フ六ケシイ問題ヲ解クヲガデキレバイ、ケレド。(To solve a problem).

5. デキルナラ行クカモ知レナイガ。

6. 若シ何デモ好キナ事ガデキルモノナラ、私ハ第一ニ飛行機デ月世界ヲ見物シタイガ。(On an aeroplane, by aeroplane).

7. 僕ハ君ニソナ事ヲ言ツタ筈ハナイ。

8. 君ニソナ事ヲ言ツタ筈ハナイガソレモ言ツタラウカ。

9. アノ人が來ルヲガデキルトイ、ケレド。

10. 君ガソノ時ニ左様言ツタナラバ僕ハ君ノ請求ニ應ズルヲガ出來ルノデシタガ。(To comply with a request.)

(b) Correct the errors:—

1. I can go if I were not busy.

2. He might come yesterday if it had not been raining.

3. You may think otherwise if you were not in the present condition.

4. If you had been more careful, you may have succeeded.

5. We must make haste that we do not miss the train.

(3) "MUST."

127. "Must" in the Present Tense denotes:

(1) Necessity or compulsion.

I *must* go. (=I *have to* go.)

You *must* do so.

(2) Inference or certainty.

{He *must* be a great man.

{(Compare:—He *cannot* be a great man.)

128. "Must" in the Past Tense denotes the same thing as in the Present Tense, and is always used in a Dependent Clause.

(1) {I thought that I *must* go.
{I told him that he *must* do so.

(2) We agreed that he *must* be a great man.

129. To denote past necessity in a Principal or Independent clause, we use the Past Tense of "have + infinitive."

Incorrect.
I *must* go yesterday.

They *must* work hard last week.

Correct.
I *had to* go yesterday.

They *had to* work hard last week.

130. "Must" in the Present Perfect Tense denotes:

(1) Inference about an action regarded as past.

{He *must* have arrived already.

{(Compare:—He *cannot* have arrived yet.)

{He *must* have said so.

{(Compare:—He *cannot* have said so.)

(4) "SHOULD."

131. Generally "Should" has the same relation to "would," in sense and use, as "shall" has to "will." (See ¶ 95.)

132. "Should" in the Past Tense, denotes **absolute denial or extreme doubt.**

(1) In the Principal Clause, it is used with the First Person and expresses the supposed consequence of a supposed act expressed by the Subjunctive or Potential Past in the Dependent clause.

○ I *should* be punished if I did so.

(Implied:—I *shall not* be punished, as I do not do so.)

○ If he could come, we *should* be very glad.

(Implied:—As he cannot come, we *are* sorry.)

(2) In the Dependent Clause, it is used with any Person, and implies extreme doubt, and is followed by the Subjunctive Past or the Indicative Future or Present in the Principal Clause.

If I *should* meet him, I would (or will) tell him so.
(モシヤモシ逢フ事モアッタラ).

If you *should meet* him, please tell him so.

If he *should meet* you, he would (or will) tell you so.

133. Further uses of "should" in the Past Tense :—

(1) A present or past purpose. (After "lest" with all Persons.)

He studies hard lest he *should fail* (=that he *may not fail*).

He studied hard lest he *should fail*. (=that he *might not fail*).

I (you) studied hard lest I (you) *should fail*.

(2) Duty, propriety, naturalness, etc.

We *should love* our country.

You *should not* do such a thing.

Children *should obey* their parents.

It is right that you *should say* so.

It is natural that he *should think* so.

It is necessary that we *should go* at once.

(3) Regret or Surprise. (With all Persons.)

I am sorry (or I regret) that I *should be* so weak.

I am surprised that you *should say* so.

It is strange that these flowers *should be blossoming* at this time of the year.

134. "Should" in the Past Perfect Tense denotes :

(1) The supposed consequence of a supposed past action expressed with the Subjunctive or Potential Past Perfect in the Dependent Clause. (With the First Person in the Principal Clause.)

If you had not come to the rescue, I *should have died*.

(Implied :—As you came to the rescue, I *did not die*.)

If he could have done so, we *should have been* very glad.

(Implied :—As he could not do so, we *were sorry*.)

(2) Duty or propriety attributed to an action which was not performed in the past. (With all Persons.)

I *should have done* so.

(=I ought to have done so, thought I did not.)

You *should have written* it with pen and ink.

(3) *Propriety, naturalness, etc., attributed to a past fact.* (With all Persons.)

It is right that you *should have done* so.

It is natural that he *should have got* angry.

It is but just that they *should have treated* you so.

(4) *Regret or surprise at a past fact.* (With all Persons.)

It is a pleasant surprise that I *should have been welcomed* so heartily.

I am sorry that you *should have failed*.

It is strange that he *should have broken* the promise.

(5) "WOULD."

135. When used in the Principal Clause, "would" in the Past Tense denotes the imaginary consequence of an imaginary present action expressed by a Subjunctive or Potential verb in the Principal Clause.

(1) Implying wish with the First Person.

If I were not busy, I *would go*.

We *would do* so, if we could.

(2) Expressing simple consequence with the Second and Third Persons.

If you were not diligent, you *would fail*.

If you could join him, he *would be* very glad.

136. When used in the Dependent Clause, "would" in the Past Tense denotes wish with all Persons.

I could do so if I *would*.

You might go if you *would*.

If they *would* come, we should be much delighted.

137. When used in the Independent Clause, "would" in the Past Tense denotes:

(1) A strong wish.

I *would* express my hearty thanks to him for his invaluable help.

(2) A past habit.

Whenever he met any one, he *would boast* of his sons. (Cf. ¶ 96.)

(3) A polite request.

Would you do me the favor?

(Politer than: *Will* you do me the favor?)

138. "Would" in the Past Perfect Tense denotes the imaginary consequence in the past of an imaginary past action expressed by a Subjunctive or Potential verb in the Dependent Clause.

(1) Implying wish with the First Person.

I *would have attended* the meeting if I had not been busy.

(2) Expressing simple consequence with the Second and the Third Person.

You *would have failed* if you had not followed my advice.

They *would have been delighted* if I could have complied with their demand.

EXERCISE XX.

(a) Translate the following:—

1. 失敗シナイ爲ニ一生懸命ニ働イタ.
2. 此手紙ハ彼ガ書イタノニ相違ナイ.
3. 今少シ速カヲ出シタラ脱線シタニ違ヒナイ. (To put on speed; to be derailed.)
4. 僕ガ其事ヲ言ヒ出スト彼ハイツモ大キク笑ヒ出シタ. (To mention; to burst out laughing.)
5. アンナニ嬉シサウナ様子ダカラ、的ヲ達シタノニ相違ナイ. (To accomplish one's object.)
6. 若シ左様シタナラバ笑ハレタニチガヒナイ.
7. 今少シ骨折ッテ働イタナラバ成功シタニ相違ナイ. (A little harder.)
8. 彼ノ人ノ父ハ彼ノ人ガアンナ大金ヲ儲ケタノニ驚イテヰル.
9. カウ云フ譯ダカラ日本ガ露國ニ勝ッタノハ自然デアル. (Such being the case.)
10. 君ガ左様思ッタノハ勿論正當デアル.

(b) Correct the errors:—

1. If you had visited him, he shall have been glad.
2. As all my family went out this morning, I must have stayed at home all day.
3. As it is too difficult a task, I cannot have finished it yet.

4. I shall have read it before.
5. He will have joined the party if he can have spared the time.

§ 7.—THE IMPERATIVE MOOD.

139. Besides a command or a request, the **Imperative Mood** may also imply a condition.

Be diligent, or you will fail.

(=If you are not diligent, you will fail.)

Respect yourself, and people will respect you.

(=If you respect yourself people will respect you.)

Take care of the pence, and the pounds will take care of themselves.

(=If you take care of the pence, etc.)

140. An indirect command to a Third Person is expressed by using "let" as an auxiliary verb.

Let him come at once.

Let him respect himself, and people will respect him.

Let him be diligent, or he will fail.

141. Some expression with the Imperative:—

(1) "Let us" is used in inciting one's friends or companions to some action.

Let us begin at once.

2

(2) "Suppose you were" = *If you were.*

Suppose you were the richest man in Japan; what would you do?

Suppose I were your teacher; what would you want me to teach?

(3) "Say" used absolutely = *presumably* or *for instance.*

A great many guests—*say* (= *presumably*) a hundred—are expected on the occasion.

What do you say to going there with me sometime this month—*say* (= *for instance*) next Sunday?

EXERCISE XXI.

Translate the following:—

1. 君ノ過失ヲ白狀シテサ、サモナケレバ赦シマセヌゾ。
2. もっと勉強シヤウデハアリマセンカ。
3. スキナ事ヲスルガイ、サ。 (Imperative Mood in the Third Person.)
4. 人ニ親切ニナサレバ人モ亦君ニ親切ニスルニキマツテ。
5. 君ガ非常ナ金額、例ヘバ百萬圓モ持ッテキルトシマセウ、其時ハドウシマスカ。

§ 8.—INFINITIVES.

INTRODUCTORY TABLE.

	Simple.	Perfect.
Noun use.	Subject. <i>To do so is wrong.</i> Object. <i>I do not like to do so.</i>	Sub. <i>To have done so proves his bravery.</i> Obj. <i>I regret to have done so.</i>
Adjective use.	<i>He is not the man to do so.</i>	<i>He seems to have done so.</i>
Adverbial use.	<i>I have come to do so.</i>	<i>He must be a brave man to have done so.</i>

142. The **Adverbial Infinitive** denotes a variety of meaning.

- (1) *Purpose.* { *I went to see him.*
He works hard to succeed.
- (2) *Cause.* { *He wept to see her dead.*
I am glad to hear that you have succeeded.
- (3) *Reason for the preceding statement.* { *He must be a fool to say so (=since he says so).*
You must have been very diligent to have passed the examination so splendidly.

143. **Absolute infinitive.**—The Infinitive is said to be used absolutely when it is not in any of its three ordinary uses: that is, noun use, adjective use and adverbial use.

To speak plainly, I am dissatisfied with your work.
 To tell (or speak) the truth, it is all up with him.
 He is, so to speak (=as it were), a living dictionary.
 To be sure (=surely) he did so.

144. Observe the following difference in the use of the Simple and the Perfect Infinitive:—

<i>Simple.</i>	<i>Perfect.</i>
<p>(The action is simultaneous with that denoted by the Finite Verb.)</p> <p>He is said to be rich. (=It is said that he is rich.)</p> <p>He was said to be rich. (=It was said that he was rich.)</p> <p>She seems to be weeping. (=It seems that she is weeping.)</p> <p>She seemed to be weeping. (=It seemed that she was weeping.)</p>	<p>(The action is previous to that denoted by the Finite Verb.)</p> <p>He is said to have been rich. (=It is said that he was or has been rich.)</p> <p>He was said to have been rich. (=It was said that he had been rich.)</p> <p>She seems to have been weeping. (=It seems that she was or has been weeping.)</p> <p>She seemed to have been weeping. (=It seemed that she had been weeping.)</p>

145. The Infinitive sign "to" is frequently omitted, especially after the following words:—

(1) "See," "hear," "feel," "make," "have" when these are in the Active Voice.

<i>Preceded by an Active.</i>	<i>Preceded by a Passive.</i>
<p>I have never seen him laugh.</p> <p>We often hear him say so.</p> <p>I felt it move slowly.</p> <p>They made her go.</p> <p>I had him write it. (=I caused him to write it.)</p>	<p>He was never seen to laugh.</p> <p>He is often heard to say so.</p> <p>It was felt to move slowly.</p> <p>She was made to go. (I had it written by him.) (Not—He was had to write it.)</p>

(2) "Had better." {Cf. ¶ 114.}

You had better go.

He had better not try it.

(3) "Do nothing but" and "Cannot but."

{He does nothing but play all day long.

{They did nothing but drink and quarrel.

{I cannot but laugh.

{=I cannot (do anything) but (to) laugh.}

{She could not but weep.

146. Some expressions with the Infinitive:—

(1) "You have only to do so." = It is well if you only do so.

(2) "Have not + Infinitive" is equivalent to "need not + Root," and not to "must not + Root" as is often mistaken.

You *have not to work* any more.

(=You *need not work* any more.)

(3) "Are+Infinitive" expresses a future sense with an additional notion of being fixed.

He *is to go*. = It is fixed that he should go.

We *are to meet* again on Sunday evening.

(4) "To" is understood after "have," and expressed after "get" in the following construction with the Infinitive:—

I had him do so.

I got him to do so.

In asking a person for a favor, "get" is preferable as being more polite.

Could I get you to copy it?

(5) "Have been + Infinitive" = "Have returned from + Gerund"*

I have been to visit my friend B. (=I have returned from visiting my friend B.)

EXERCISE XXII.

(a) Translate the following, using the Infinitive wherever possible:—

1. 實ハ讀ミ書キノ外ニハ何モ致シマセヌ。

* Already explained in No. 1, ¶ 107.

2. 君ハ只ドウ云フ風ニヤルベキカト云フ事ヲ彼ニ示シサヘスレバイ、ノダ。

3. ソレ程ノ大損害ヲナシタカラニハ風ガヒドク吹イタニ相違ナイ。

4. ソンナ奇體ナ事ヲヤラウト思フカラニハドンナニ馬鹿ナンデセウ。 (To think of doing.)

5. 彼ノ人ハ外國デ勉強シタト云フ話デス。 (To study abroad.)

6. 彼ノ人ハ外國デ勉強中ダト云フ話デシタ。

7. 明朝ハコンナニ早ク來ナクテモヨイ。

8. 私ハ彼ノ人ニ佛蘭西語ノ手紙ヲ書イテモラッタ。

9. 龜井戸ノ梅花ヲ見ニ行、テ來マシタカ。

10. 此可笑シナ様子ヲ見テハ笑フヨリ外ナカッタ。

(b) Change the Voice of each Finite Verb:—

1. I made him finish it in an hour.
2. They were heard to cry most piteously.
3. We saw them slowly climb up the narrow path.
4. The house was felt to shake slightly.
5. I had my sister copy the picture.

§ 9.—PARTICIPLES.

147. Transitive Past Participles, when used adjectively, are always in the Passive Voice.

Houses *built* in European style; a picture *painted* on a canvass; the *disputed* point.

<i>Incorrect.</i>	<i>Correct.</i>
The man <i>written</i> this is absent.	The man <i>who has written</i> this is absent.
He is a criminal <i>killed</i> his wife.	He is a criminal <i>who has killed</i> his wife.

148. Intransitive Past Participles

(1) *are not used attributively.*

Exceptions:—A *departed* guest; a *fallen* tree; *faded* flowers; in days *gone* by (=in *bygone* days); a *retired* officer; the *risen* sun.

(2) *may be used predicatively.*

The Participle in this use must be carefully distinguished from the one forming part of the Perfect Tenses.

<i>Participle used as Complement to "Be."</i>	<i>Participle used as Principal Part of the verb.</i>
He is <i>come</i> . (=is in the state of <i>having come</i> .)	He has <i>come</i> . (=has completed his act of <i>coming</i> .)
The tower is <i>fallen</i> .	The tower has <i>fallen</i> .
The flower was <i>faded</i> .	The flower had <i>faded</i> before I saw it.

149. Participles may be used predicatively:

(1) *As Subjective Complement.*

It soon became *known* in this way.

He remained *standing* in the water.

(2) *As Objective Complement.*

I made it *known* to all the neighbourhood.

We saw him *standing* in the water.

I could not make myself *understood*.

{ I had it *mended* by him.

{ (Active:—I had him *mend* it.)

{ I got it *written* by him.

{ (Active:—I got him to *write* it.)

{Cf. ¶ 145 (1)}

150. The Participle is often used to form a Phrase expressing time, cause, or condition.

Having finished my work (=As or when I had finished my work), I went out for a walk.

The burglar, *seeing us coming* (=As he saw us coming), took to his heels.

Attacked (or *Being attacked*) on all sides (=As they were attacked on all sides), the enemy grew desperate.

Notice the difference:—

{ *Saying so*, he went away. (=As he said so, 云ヒ テ カラ).

{ *Having said so*, he went away. (=When he had said so, 云テ カラ)

151. Absolute Participle:—The participle is said to be used absolutely when it is in other than the ordinary adjective use.

(1) *Absolute Participles with their logical Subjects* expressed.*

We all went out, *he alone remaining* (=while he alone remained).

This done (or *being done*) (=When this was done), they all dispersed.

(2) *Absolute Participles with no logical Subject expressed.* (Specially called Impersonal Absolute Participles.)

He is very clever, *considering* his age (=If we consider his age).

Strictly speaking (=If we speak strictly), this is not correct.

Judging from reports (=If we judge from reports 世評ニヨッテ判スレバ), he must be a great man.

Talking of warships (=Now that we are talking of warships 時ニ軍艦ノ話ノ序デスガ), have you ever seen the *Satsuma*?

This construction should not be used where the Participle must have its Logical Subject expressed.

* i. e. Subjects in sense not in Grammar.

<i>Incorrect.</i>	<i>Correct.</i>
<i>Being rich</i> , they envied him.	He <i>being rich</i> , they envied him.
<i>Having finished</i> the letter, it was posted.	Being rich, he was envied by them.
	Having finished the letter, he (I) posted it.
	Having been finished, the letter was posted.

EXERCISE XXIII.

(a) Translate the following, using the Participle wherever possible:—

1. 彼女ハ既ニ行キマシタ、彼女ハ叔母サンノ處ニ行ッテ居リマス。
2. 彼ハ請願ヲ拒絶セラレ失望シテ去レリ。(To refuse.)
3. 全ク偶然ニ知レ渡リマシタ。(Accidentally.)
4. 彼ハ誰ダカ自分ノ方ヘ近ヅイテ來ル人ノ足音ニ耳ヲ傾ケナガラ立ッテキタ。
5. 日モ暮レマシタカラ植木屋ガ歸リマシタ。(Gardener).
6. 私ハ財布ヲ盗マレタ。
7. 第一着ニ失敗シタカラ、二度ト試ミナカッタ。(In one's first attempt.)
8. 嚴シク云ヘバ、大抵ノ人ハ不道德デアル。

9. 時ニ小説ノ話ノ序ダガ、君ハ八犬傳ヲ讀ミマシタカ。

10. アノ人ハ收入ノ割リニハ中々大マカデアル。(Liberal, generous.)

(b) Correct the following:—

1. Mention the chief events happened in the 18th century.

2. Having read the book, it was thrown aside.

3. I don't know the man done this mischief.

4. Mr. M. was the only member spoken on the occasion.

5. Being too difficult and bulky, I have not yet finished the book.

§ 10.—GERUNDS.

152. When used in a particular sense, the Gerund must have its logical Subject either as its Possessive Modifier or otherwise.

Logical Subject as Possessive modifier.	Logical Subject expressed elsewhere.
I regret his having done so.	He regrets having done so.
They blamed her for her son's doing so.	They blamed her for doing so.

But when used in a general sense, no Logical Subject is needed.

Doing so is impossible. { =Anybody's doing so is impossible.
=Doing so is impossible for anybody.

153. Idiomatic expressions with the Gerund:—

(1) "There is no + Gerund" = "It is impossible + Infinitive."

There is no going there (=It is impossible to go there) in such weather.

There was no knowing (=It was impossible to know) who he was.

(2) "Cannot help + Gerund" = "Cannot forbear from + Gerund."

I cannot help thinking so = I cannot forbear from thinking so. (左様考ヘズニハ居ラレナイ.)

She could not help weeping for joy.

(3) "On (or upon) doing so, he went away." = "As soon as he had done so, he went away."

Upon the speaker's saying so, the audience burst out laughing.

EXERCISE XXIV.

Translate the following, using the Gerund or Verbal Noun wherever possible:—

1. 彼ハ君ノ左様シタノヲ残念ガッテヲリマス。

2. 其ヲ持上ゲヤウトシテ彼ハ肩ヲクジイタ。
(To sprain.)
3. 此ノ様子デハ何ソナ事が出来スルカ知レ
ヤシナイ。(Under the present circumstances.)
4. 迎モ彼ノ人ト一致シヤウガナカッタ。
5. 斯様云フ風ニ言葉ヲ掛ケラレタカラ、腹立
テズニハ居ラレナカッタ。
6. 京都ニ着イテスグ友人ノB君ヲ訪ネマシタ。
7. 私ハ左様云ッタ爲メニ笑ハレタ。
8. 彼ノ金儲ケルノハ必ズシモユライ證據デハ
ナイ。(To make money; proof of merit.)
9. 英語ノ勉強ニ多クノ時日ヲ費シマシタ。
10. 彼ハ小説ヲ讀ンデ日ヲ送ッテキタ。

CHAPTER VI.—THE ADVERB.

INTRODUCTORY TABLE.

Simple.	I am <i>very busy</i> ; don't interrupt me so often.
Conjunctive.	He was very glad <i>when</i> we told him where his son had gone.
Interrogative.	<i>When</i> did you do so and <i>why</i> ?

§ 1.—SIMPLE ADVERBS.

154. Besides a Verb, an Adjective, or another Adverb, the Simple Adverb may also modify:

(1) A Noun or its equivalent.

Even a child can do it.

Even I could do it easily.

(2) An Adverbial Phrase.

The doors were opened *just at seven o'clock*.

By this time we had got *half through the wood*.

It was *entirely for your sake* that he did so.

(3) An Adverbial Clause.

He did so, *only because he had no alternative*.

Even though you may confess your fault, he will not pardon you.

(4) A whole Sentence.

Unfortunately he cannot come. (= *It is unfortunate* that he cannot come.)

Perhaps he has failed. (= *It may be* he has failed.)

An Adverb in this use is often called a **Modal Adverb**.

155. Some Adverbs used as Subjective Complements.

I am here. *He is there.*

We are off (=start) to-morrow.

The cherry flowers *are just out* (=open.)

It was soon over.

156. Some Adverbs in Noun use:—

Now is the time for us to begin.

It is but five miles from *here* to *there*.

I have not heard from him since *then*.

He lived there until quite *recently*.

Let us go at *once*.

157. According to their meaning, Simple Adverbs are often classified in some such way as the following:—

(1) Ad. of place: as, *here, above, near, thither*.

(2) Ad. of time: as, *then, already, early, often*.

(3) Ad. of number: as, *firstly, secondly, once*.

(4) Ad. of degree: as, *almost, quite, very*.

(5) Ad. of manner or state: as, *slowly, willingly, bravely, thus, so, well, happily*.

(6) Ad. of affirmation: as, *yes, certainly*.

(7) Ad. of negation: as, *no, not*.

158. "Ago," "since," "before."

(1) When a certain past time is mentioned by counting backward from the present, "ago" or "since" is used.

I saw it a month ago (or since, not before.)

In speaking of times long past, "ago" is preferable.

What was the condition of Japan a century ago?

(2) When a certain past time before another past time is mentioned, "before" is used.

When I showed it to him last year, he said that he had seen it a month before (=before that time).

I returned a fortnight since (or ago); two months before (=before then) I was far out at sea.

(3) When used independently of another Adverbial modifier, "before" means "before now" or "before then," "since" means "since then."

I saw it before (=before now).

He showed it me last year, but I told him that I had seen it before (=before then).

I met him last month and have not seen him *since* (=since then).

"Ago" is always accompanied by another *Adverbial modifier*.

Incorrect.

He was here ago.

Correct.

{ He was here *before*.

{ He was here *a week ago*.

159. "Very," "much."

(1) "Very" modifies a *Positive*; "much" a *Comparative*.

This is *very good*, but that is *much better*.

He returned *very soon*; indeed, *much sooner* than I had expected.

(2) "Very" modifies a *Present Participle*; "much" a *Past Participle*.

It was a *very pleasing* sight. | He was *much pleased*.

The case is *very perplexing*. | I am *much perplexed*.

Exception:—

I am *very tired*.

160. "Not" preceded by "I hope," "I think" etc., is often equivalent to a negative Clause.

You say he is honest, but *I think not* (=that he is not).

"He will miss the train" said the father. "*I hope not* (=that he will not miss the train)," replied the mother.

161. "Too," as an Adverb of Degree, negates the Infinitive coming after.

You are *too young to do so*. (=You are *so young that you cannot or must not do so*).

He spoke *too fast* for me *to understand*.

162. "Ever," "once."—In speaking of a past experience "ever" is used *interrogatively*, "once" *affirmatively*.

Have you *ever* seen a lion?

I have *once* (not *ever*) seen a lion.

"Ever" is, moreover, used in the Adjective Phrase or Clause following a Superlative.

This is the greatest work *ever* performed by individual labor.

This is the greatest work that has *ever* been performed by individual labor.

163. "The," as a Simple Adverb, means "to that extent" (其レダケ, 其ニ準ジテ), and is always followed by a Comparative.

{ He had successfully discharged his duty, and was *the more* respected.

{ He was *the more* respected because he had successfully discharged his duty.

{ He was *the more* respected for the successful discharge of his duty.

164. Some Adverbs used in pairs.—

All the soldiers were *more or less* wounded.

We shall meet with the same fate *sooner or later*.

He studies *off and on* (=irregularly. 勉強シタリ
シナカッタリ.)

By and by they all retreated in perfect order.

They were running *to and fro*.

EXERCISE XXV.

(a) *Tell the Use of each Simple Adverb:—*

1. The books there are all my father's.
2. Where were you when the meeting was just over?
3. The murder was committed probably through envy.
4. I was thought the braver for the deed.
5. Happily we met with no disaster of the kind.

(b) *Translate the following:—*

1. 彼ハ來タリ來ナカッタリダ。
2. 私ハ餘リ弱クテ左様デキナカッタ。(Use "too" and the Infinitive).
3. 私ハアノ時以來彼處へ行ッタヲガアリマセン。
4. 褒メラレタカラ其ニ從ツテ益々働イタ。
5. 彼ハ首尾ヨク成功シタカラソレデ猶更猜ミヲ受ケタ。(To be envied.)

(c) *Correct the errors:—*

1. He is very better than yesterday.
2. "Aren't you going?" asked A. "Yes, I am not," replied B.
3. I was very surprised to hear it.
4. I remember I ever saw a tiger; perhaps it was about a year before.
5. It was a much affecting scene.

§ 2.—CONJUNCTIVE AND INTERROGATIVE
ADVERBS.

165. Conjunctive Adverbs may have their Antecedents either expressed or understood.

<i>Antecedents expressed.</i>	<i>Antecedents understood.</i>
This is the <i>place where</i> he was born.	This is <i>where</i> he was born.
He told me the <i>reason why</i> he had done so.	He told me <i>why</i> he had done so.

166. Conjunctive Adverbs:—These are "however," "whenever," and "wherever."

I do not like such a thing, *however* (=no matter how) fine it may be.

He will come *whenever* (=any time that) it suits you.

You may go *wherever* (=anywhere that) you like.

167. "Since," as a Conjunctive Adverb of Time, joins a Dependent Clause containing a Past Tense to a Principal Clause containing a Present Perfect.

I have been sick since last we met.

The country has made great progress since it was opened to foreign commerce.

But, in mentioning a lapse of time, "It is," and not "It has been," is used in the Principal Clause.

It is already five years since he died.

(Compare:—Five years *have* already passed away since he died.)

168. "The," as a Conjunctive Adverb, is always followed by another "the," which is a Simple Adverb with a demonstrative force as already explained in ¶ 163.

"The + Comparative . . . the + Comparative"
= "To whatever extent + Comparative . . . to that extent + Comparative."

The more you give him, the more he will be pleased.

The harder you work, the sooner you will improve.

169. An Interrogative Adverb combined with an Infinitive.—Observe the following. (Cf. ¶ 36.)

The question was *when to go and not how to go.*
We were at a loss *where to go.*

170. "How?"—This Adverb is used in various ways.

(1) *As Complement.*

How are you?

How do you find yourself to-day? (Objective Complement to "do find.")

(2) *Expressing degree or extent.*

How (=to what extent) do you like it?

How many? how long? how far?

(3) *Expressing manner or means.*

How did he come to be so rich?

How can I go when I am so weak?

(4) *Used exclamatively.*

How hard the wind blows!

Oh! how they rejoiced and danced!

EXERCISE XXVI.

Translate the following:—

1. 何處デ其戰ガアツタカ知リマセン。
2. 何處デ其戰ガアツタカ其場所ヲ知リマセン。
3. 第一回帝國議會ガ開ケテ以來既ニ二十年ナリ。(The first session of the Imperial Diet.)
4. 日本ハ初メテ國ガ建テカラ以來革命ト云フヲナシ。(To be founded; revolution.)

5. 早く課業ヲ覺エナサレバナサル丈ケ早く歸シテ上ゲヤウ。
6. 大聲デワメケバワメク程、猶速ク狐ガ走ツテ行ツタ。
7. 何處へ行キナサルトモ自己ノ責任ハ決シテ遁ガレルヲハ出來ナイ。(To shun or shirk one's responsibility.)
8. 如何ニシテ其金ヲ調達スベキカト云フニ就テ色々ノ案ガ出タ。(To raise; as to, about; to be offered or proposed.)
9. 如何ホド躍起ニ頼ンデモ私ハ聽カヌ積リデス。(Eagerly, urgently; to listen to another.)
10. ドウゾ何時デモ都合ノヨイ時ニ來給へ。

CHAPTER VII.—THE PREPOSITION.

171. A **Phrase-Preposition** is a combination of two or more words, doing the office of a Preposition. It always ends in a Simple Preposition.

As for; as to; because of; by means of; in front of; in spite of; instead of; in place of; in respect of; on account of; on (or in) behalf of; owing to; according to; with regard to; out of; on board (a ship.)

The last has its "of" understood.

I don't know what others thought of it; but, *as for me (=for my part)* it was quite satisfactory.

They argued *as to* which was the better.

We catch rats *by means of* a cat.

He is everywhere liked *because of* his good nature.

In spite of our advice, he remained inactive.

You should save your money, *instead of* wasting it.

In respect of scholarship, he is far above you.

In place of the fine mansion some years ago, we now find a poor little cottage.

I then rose and thanked the Prince *on behalf of* the association.

I have received some strange news *with regard to* that matter.

According to a London telegram, the affair has been most satisfactorily settled.

He was decorated with the third order of the Golden Kite *on account of* this gallant deed.

The audience was very small, *owing to* the bad weather.

I have done so *out of* mere sport.

172. Participial Preposition.—This name is sometimes given to a Participle in a prepositional use. (Cf. ¶ 151.)

We hear many scandalous rumors *touching* (concerning, regarding, respecting) this affair.

During those two weeks (=those two weeks *during* or *lasting*) it was continually snowing.

The army continued its march, *notwithstanding* the heavy rain. (=the heavy rain *notwithstanding* it).

173. The proper use of the Preposition is to govern, or take for its Object, a Noun or its equivalent.

(1) *A Noun, Pronoun, Infinitive, or Gerund as Object.*

They are playing *in* the garden.

I have no friend *but* (= *except*) him.

The lunatic does nothing *but* weep and laugh.

I am ashamed *of* having said so.

The Object is usually omitted in the following construction :—

I want a knife to sharpen my pencil *with*.
(=I want a knife *with which* to sharpen my pencil.)

There were no chairs to sit *on*.
(=There were no chairs *on which* to sit.)

(2) *A Noun Phrase as Object.*

In being so idle, you are inviting your own failure.
I meant nothing *but to make him happy*.

They disputed *about which* to adopt.

(3) *A Noun Clause as Object.*

We consulted *about what we should do*.

I will do my best *notwithstanding that the circumstance is against me*.

Much depends *upon whether one is patient or not*.

174. The Preposition sometimes governs an Adverb or its equivalent.

(1) *An Adverb as Object.*

How far is it *from here to there*?

I lived there *until recently*.

Since then he has not written to any of us.

(2) *An Adverbial Phrase as Object.*

The day had been mild *until toward evening*.

He has come *from beyond the river*.

But (= *except*) *for your help*, I should have failed.

A pair of Prepositions thus accidentally brought together is often called a **Double Preposition**.

Imitation. { She was dressed *after* the English fashion.
I was named *after* my uncle.
Children take *after* their parents.

180. "Against."

Opposite direction. { She was leaning *against* the window.
He deliberately ran *against* me.

Opposition. { He was *for* the bill, but I was *against* it.
I had to do so *against* my own will.

Precaution. { We must provide *against* our after life.
Let us take rest *against* the fatigue of to-morrow.

Comparison. { Twenty of our soldiers were killed *against* fifty on the enemy's side.

181. "At."

Place. { He arrived *at* (not *to*) London.
(Compare:—He arrived *in* England.)

Time. { She married *at* { the age of twenty.
twenty years of age.
(Compare:—She married *in* her twentieth year.)

"At" is often understood in such an expression as the following:—

(At) *what time* did the meeting take place yesterday?

Cost, rate, etc. { The ship was running *at* a great rate.
He maintains it *at* his own expense.
He bought it *at* a high price.

Aim. { As he laughed *at* me, I frowned *at* him.
I threw a stone *at* the dog.
{ Compare:—I threw a bone *to* the dog (= gave). }*

Object of emotion. { I am surprised *at* his stupidity.
I was terrified *at* the sight.
He was angry *at* being criticised.

182. "Beside," "besides."—The former means "at the side of," and the latter "in addition to."

She took a seat *beside* her mother.

He has many rare curios *besides* these.

183. "Between."

Distinction. I don't know how to distinguish *between* them (=one from the other).

Choice. He had to choose *between* honour and wealth.

Between ourselves (内證ノ話テスガ), I am going to resign my post.

184. "Beyond."

He is now *beyond* (=past) all hopes of recovery.

Even our domestic pets are sometimes *beyond* (=too much for) our power.

* See Cox, p. 28.

I heard nothing *beyond* (= *further than*) that.

185. "But" is generally preceded by "all," "any," or "nothing."

I have read all *but* (= *except*) the last chapter.

I will give anything *but* this. (何ハ鬼モアレ此ハ上ケラレヌ)

Nothing *but* a solitary cow was seen on the meadow.

186. "By."

Proximity. Every morning I passed *by* his house.

Agency. I have been invited *by* (not *from*) Mr. B.

Means. He seized it *by the neck*.

I took him *by the hand*.

He held the watch *by the chain*.

This is sold *by the yard*.

He was engaged *by the month*.

They may be counted *by the hundred*.

Measurement. { Cf. ¶ 11, (3) } They came *by hundreds*. (= Those who came amounted to several hundreds.)

He wrote books *by dozens*. (= He wrote several dozens of books.)

Time. I shall return *by evening*. (マデ =)

(Compare:—I shall remain there *till evening*. マデ)

"*By oneself*" means "alone."

One can't help feeling lonesome, when living *by oneself*.

She went there *by herself*.

187. "For."

Direction. He has started *for* (not *to*) Kyoto.

Reason. { *For* this reason I don't join him.

{ What have you done so *for*?

Price. I have bought it *for* (not *with*) one yen.

{ He is very clever *for* his age.

Proportion. { He speaks Japanese very well *for* a foreigner.

Followed by "all," it may also mean "notwithstanding."

For all his wealth, he is still avaricious.

For all his perseverance, he failed at last.

188. "From."

Inference. { *From* what I have heard so far he must be a good man.

Distinction. { I cannot tell a rat *from* a mouse.
{ Who knows an aeroplane *from* an airship?

Prevention or protection. { They prevented him *from* doing so.
{ Ladies use parasols to protect themselves *from* the sun.

Cause. He was *suffering from* the typhus.

Compare:— { He was *sick with* the typhus.
{ He *died of* the typhus.

Change in substance. { Wine is made *from* grapes.

189. "In" often means identity.

- { I committed a blunder *in* saying so.
 (= *My saying so was a blunder.*)
 { We have a warm supporter *in* him.
 (= *He is a warm supporter of our cause.*)

190. "Into."

- Change or transition. { In autumn, most leaves change from green *into* red.
 Even air can be compressed *into* liquid.
 By living fashionably he ran *into* debt.
 We entered *into* a pleasant conversation.

191. "Of."

- Composition { This box is made *of* wood.
 (Compare :—Wine is made *from* grapes.)
 It consists *of* three parts.
 Relation. { Do you think *of* doing such a thing?
 I have never heard *of* him.
 Separation. { The pickpocket-robbed me *of* my purse.
 They deprived him *of* his right.

The following is a purely idiomatic use :—

- Reference. { It is very kind *of* you to say so.
 (= *You are very kind to say so.*)
 It is very rude *of* him to treat you so.
 (= *He is very rude to treat you so.*)

It is often omitted in such a construction as the following :—

- { Are you (*of*) the same age as he?
 This book is (*of*) just the same price as that.
 It was (*of*) no use to try.

192. "Off" primarily means separation.

- The door was *off* the hinges.
 He took the fish *off* the hook.
 The steamer arrived *off* Kōbe. (神戸沖 =.)

193. "On," "upon."

- Means of subsistence. { He lives *on* ten yen a month.
 The Japanese live *on* rice.
 Reliance. { You should not depend *upon* others.
 Let no one rely *on* such a medicine.
 Object of attack. { The rebels advanced *on* Kumamoto.
 They made an attack *upon* the enemy.
 Time. { *On* arriving (= *as soon as I arrived*) at
 Kyōto, I visited the Hongwanji Temples.
Upon my saying so, she burst into
 tears. {Cf. ¶ 115, (3).}

194. "Over."

- Range. { Wild horses roam *over* these fields.
 The grape-vines hung *over* the garden.
 His house stands *over* (= *on the other side of*) the
 way.

Over (= *above*) fifty men were made prisoners.

195. "Through."

Cause. { All this came *through* a single mistake.
He has failed *through* over-confidence.

196. "To."

Result. { He did so *to* my great regret.
He returned safe *to* the immense joy of his parents.
At last it has come *to* this.

Proportion. Ten *to* one, he will fail.

197. "Towards," "toward."

Time. *Towards* midnight a violent wind sprang up.

Relation. Let us behave politely *toward* foreigners.

198. "Under."

Less than. { He must be *under* 30 years.
(Compare :—He must be *above* 30 years.)

The people groaned *under* the heavy taxes.

It is impossible *under* the present circumstances.

Have you ever studied *under* a foreigner?

199. "With."

Contents. { He filled the glass *with* wine.
She heaped the plate *with* dainties.

Agreement. { I agreed *with* him on all points.
His view accorded *with* mine.

Personal relation. { I am very intimate *with* him.
Are you acquainted *with* them?

Object of emotion. { He was much pleased *with* the proposal.
I couldn't help getting angry *with* him.

Notwithstanding. { *With* all his faults, he is still a gentleman.
With all his learning, he is a fool.

Disposal. { What *have* you done *with* your watch?
Return the book as soon as you *have* done *with* it.

200. "Without."

He stood *without* (=outside) the gate. (*Rare.*)

{ Compare :—He stood *within* (=inside) the gate. }

I can't do *without* a dictionary.

EXERCISE XXVI.

(a) Insert Simple Prepositions :—

1. She gazed -- the moon, leaning — the rail.
2. Have you any money — you?
3. Several people ran -- the pickpocket.
4. — all, don't behave rudely — your superiors.
5. It has been constantly raining — these five days.
6. I was surprised -- his boldness — his youthful countenance.
7. I will do nothing — what is right.
8. They caught him -- the hand.
9. — for his help, I should have failed.
10. Nobody prevented him -- doing so.
11. She never allows her handkerchief to be other — snow-white.
12. He robbed me — my property.

13. It is very kind — you to do so.
14. He always depends — others.
15. Have you done — my dictionary?

(b) *Insert Double or Phrase Prepositions:—*

1. Others may think well of it; but — — me, I can never agree to such a thing.
2. My cousin is an officer — — the Ikoma.
3. I did not buy it — — — its high price.
4. You should read your text books — — novels.
5. He will do so — — — what you say.
6. He beckoned — — the river.
7. He is certainly learned; but — — his conduct, I can say nothing in his favour.
8. He applied to the government — — — the association.
9. — — a telegram from Hakodate, a heavy snow-storm has been raging there.
10. Then he said some very fine things — — — the Japanese works of art.

(c) *Correct the errors:—*

1. The stars are upon us.
2. He arrived to Kyōto a week ago.
3. When will you start to Ōsaka?
4. The desk is made from wood.
5. A clear stream flows among these two hills.
6. He has written several books beside this.
7. Translate this from French to English.

8. This can be had with 20 sen.
9. I shall finish it till next Saturday.
10. That bridge is built with brick.

CHAPTER VIII.—THE CONJUNCTION.

INTRODUCTORY TABLE.

Co-ordinate.	He <i>and</i> I were rewarded. Let us play on the beach <i>or</i> in the woods. He consented, <i>but</i> I refused.
Subordinate.	They will do so <i>if</i> they can. I believe <i>that</i> he is honest. He failed <i>because</i> he was idle.

201. Two or more words standing together and doing the office of a Conjunction are called a **Phrase-Conjunction**. Its use is generally subordinative.

He talks *as if* he had been abroad.

{ = He talks *as* (*he would talk*) *if* he had been abroad. }

He is a great scholar *as well as* a fine writer.

I will take him *in case* (= *in the case in which*) I fail to find a better candidate.

Now that (= *since*) you have finished your task,

you are free to go and play.

Perhaps he says so *in order that* he may sound you.

202. "As," introducing a Concessive Clause.—Notice the change in the position of words as compared with the ordinary use of "though" or "although."

<i>Though</i> it is good, it is too dear.	<i>Good as</i> it is, it is too dear.
---	---------------------------------------

<i>Though</i> they gallantly stormed the position, they were at last repulsed.	<i>Gallantly as</i> they stormed the position, they were at last repulsed.
--	--

203. "Since," as a Subordinate Conjunction, introduces a Clause of reason, and is no longer under such restriction in its connection with Tense as when used as a Conjunctive Adverb. (Cf. ¶ 136.)

Let us be silent *since* his decision is already made.

Since you say so, you must know the truth.

204. "Whether . . . or" is often used to denote a sense of indifference.

They will do so, *whether* it is right or wrong.

Whether he is pleased or not, I will try.

205. "That" after "*day*," "*time*," etc., has often the force of a Preposition and a Relative Pronoun combined.

The day *that* (=on which) he died was very cold.

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

"That," however, in this case, is often omitted.

206. "So that," when followed by "*may*" expresses purpose {Cf. ¶ 133, (2)}; otherwise it denotes condition or result.

Don't go to such a place *so that* (=in order that) you *may* avoid bad company.

You may go anywhere, *so that* (=if) you avoid bad company.

We had walked nearly 10 miles at a stretch, *so that* (=therefore) we began to feel tired and hungry.

EXERCISE XXVII.

Insert suitable Conjunctions:—

1. He was a great statesman — — — a profound scholar.
2. I will retire into the country — — I fail.
3. — you — I shall be held responsible.
4. I have written to him — — — I may sound his opinion.
5. Beware — you fail.

6. You can do anything you like, — — you do not hurt yourself.

7. The report — he had died surprised me the more — I had seen him only the day before.

8. Always do your best, — the task is light — heavy.

9. Study — he may, he will never improve.

10. He had failed in all his attempts, — — he began to feel extremely despondent.

11. Poor — he is, he is quite honest.

12. He looks — — he were the wisest man living.

13. He was so feverish — he could — speak — eat.

THE INTERJECTION.

207. As the Interjection is an isolated word, having no grammatical relation to the other words in the sentence, nothing further than what has been explained in No. 1 need be stated.

EXERCISE XXVII.

(FOR THE WHOLE FIRST SECTION.)

(a) Point out the Part of Speech of each italicized word:—

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

2. I am sure *that that* "that" *that that* speaker has just used is quite out of place.

3. Man *alone* has the faculty of speech.

4. He was thought *the* braver for this deed.

5. They started out *right* merry.

6. He returned sooner *than* I.

7. He was all *but* killed.

8. They ran *past* us.

9. You may take *whichever* you like.

10. Rising *early* is healthy.

(b) Correct the errors:—

1. The little Marry and his brother is going to the school every morning.

2. I have seen a elephant yesterday.

3. I met your friend at the street this morning. Can you guess whom it was?

4. I am sure they shall welcome whomever goes there.

5. Even a such virtuous man as him can not please anybody.

6. He asked me to lend him a pen, but I said that I had not it.

7. I am sorry that there are a few truly kind peoples.

8. He is sick ever since that time.

9. They are here already; they have returned a little time before.

10. His teacher is English, but mine am Frenchman.

11. You must be attentive in order that to understand whatever the teacher say.
12. Do you know either of those three gentlemen?
13. If Tokyo is not so windy, it would be pleasanter place to live in.
14. When will you be able to see him?
15. We have always played together during we were at our native province.

SECTION II.

THE SENTENCE.

CHAPTER I—ELEMENTS OF THE SENTENCE.

INTRODUCTORY TABLES.

Classified by Structure.		Classified by Rank.	
<i>Word.</i>	Any Part of Speech.	<i>Principal.</i>	{ Subject. Predicate.
<i>Phrase.</i>	{ Noun Phrase. Adjective Phrase. Adverbial Phrase.	<i>Subordinate.</i>	{ Modifier. Connective.
	{ Noun Clause. Adjective Clause. Adverbial Clause.		<i>Independent.</i>

208. Besides by rank and by structure, the elements of the sentence may also be classified by their office as follows* :—

- (1) The Noun-element.
- (2) The Verb-element.
- (3) The Adjective-element.

* See Mr. Dixon's *English Composition*, No. 1 (2nd edition), p. 62.

(4) The **Adverbial** element.

(5) The **Connective** element.

209. The Noun-element may be :

(1) A Noun or Pronoun (except in the Possessive case.)

(2) A Noun-Infinitive.

(3) A Gerund.

(4) A Noun-Phrase.

To be attentive is necessary to one's progress.

The question is *how to go* and not *when to go*.

(5) A Noun-clause.

That he has purposely done so is quite certain.

I don't know *where he lives*.

210. The Verb-element may be :

(1) A Verb.

(2) "An Intransitive Verb + Preposition," having a Transitive sense and capable of being used in the Passive voice. (See ¶ 91.)

The authorities *are inquiring into* the matter.

The matter *is being inquired into* by the authorities.

(3) "A Transitive Verb + Noun + Preposition," denoting one verbal notion, and capable of being used in the Passive voice. This may be called a **Phrase-Verb**.

{ He soon *took notice of* me.

{ *I was soon taken notice of* by him.

{ We *must put an end to* this unpleasant affair.

{ This unpleasant affair *must be put an end to*.

{ His uncle *takes charge of* him.

{ He *is taken charge of* by his uncle.

211. The Adjective-element may be :

(1) An Article or Adjective.

(2) A Noun or Pronoun in the possessive case.

(3) A Noun in apposition.

(4) A Participle.

(5) An Adjective Infinitive.

(6) An Adjective Phrase.

The students *of this class* are generally diligent.

There was no chair *to sit on*.

(7) An Adjective Clause.

He told us a story *which was highly instructive*.

The report *that he had fled* proved to be false.

212. The Adverbial element may be :

(1) An Adverb.

(2) An Objective Adverbial.*

(3) An Adverbial Infinitive.

(4) An Adverbial Phrase.

* See No. 1, ¶ 14.

Such a man is often seen *in these days*.
He did so *in spite of his friend's warning*.

(5) An Adverbial Clause.

She wept bitterly *when she heard of his death*.
You will be welcomed *wherever you may go*.

213. The Connective element may be:

I. A Co-ordinate Conjunction, in connecting Independent Clauses.

You must confess all, *or* they will not pardon you.

II. In connecting a Dependent to a Principal Clause, it may be

(1) A Relative Pronoun.

They at last caught the man *who* had committed so many cruel deeds.

This is the book *that* he gave me yesterday.

(2) A Conjunctive Interrogative Pronoun.

I don't know *which* is the best.

In the above two cases the Connective Element is at the same time a Principal Element of the Dependent Clause.

(3) A Conjunctive Adverb.

This is the place *where* the great Taikō was born.

(4) A Subordinate Conjunction.

I will go *if* the weather permits.

214. The Independent element of the sentence may be:

(1) A Nominative in Independent use.

What are you doing, *boys*?

(2) An Interjection.

Oh, what a horrible scene it was!

(3) An Absolute Participial Phrase. {Cf. ¶ 151 (1).}

We were all satisfied, *he alone murmuring*.

The sun having set, they went home.

(4) An Impersonal Absolute Participial Phrase. {Cf. ¶ 151 (2).}

Strictly speaking, this is against the rule.

He is very clever, *considering his age*.

(5) An Absolute Infinitive Phrase. (Cf. ¶ 143.)

He is, *so to speak*, but a grown-up baby.

Note.—It should, however, be borne in mind that these elements are “independent” only so far as their grammatical construction is concerned, their sense being of course closely connected with that of the other elements in the sentence.

215. Two or more Singular Subjects connected by “and” require a Plural Verb.

He and I are to go.

Exception:—When the Singular Subjects are each modified by “each,” “every,” or “no.”

Each man and each boy was assigned to his proper work.

Every bud and every leaf owns the mild influence of the spring.

No sound and no voice was heard for a while.

216. *Two or more Subjects connected by "and" take Singular Verb when they combine to denote a single idea.*

An eminent *scholar and statesman* has just passed away in the death of Mr. N.

Whose *is this watch and chain?* (鎖付キノ時計).

Bread and milk is a wholesome food.

This *bread and butter* is for your brother.

217. The Subject of the Dependent Clause is often understood together with a part or the whole of the Predicate Verb, provided it represents the same thing as the Subject of the Principal Clause.

Though (*he is*) second to none in his specialty, yet he does not rest satisfied.

They may be waiting for you at the hotel, if (*they are*) not (*waiting*) at the station.

While (*he was*) reading his book, he looked toward us now and then.

218. The Subject, Object, or Adverbial Modifier is often emphasized by the use of "it." This was already shown in ¶ 26.

EXERCISE XXVIII.

(a) Point out the Rank and Office of the italicized part of each sentence:—

1. *At the time* he was but a major.
2. I don't know *who* was rewarded.
3. *As I was sick in bed*, I could not attend the meeting.
4. *To be frank*, your plan has not been made use of.
5. The mob were dispersed *at the point of the sword, the ringleader himself being killed*.
6. This should be taken better care of for the sake of your children.
7. *Granting that to be true*, is there anything to justify your anger?
8. At last, *owing to the cloudy sky* we lost sight of Mt. Fuji.
9. Have you ever visited Biwako, *the largest Japanese lake?*
10. *To have made so great progress* in so short a time proves his rare talent.

(b) Write sentences, each complying with one of the following conditions:—

1. With a Phrase as Subject.
2. With a Phrase as Object.
3. With a Phrase as Subjective Complement.
4. With a Clause as Subject.
5. With a Clause as Object.
6. With a Clause as Subjective Complement.
7. With a Phrase as Adjectival Modifier.
8. With a Clause as Adjectival Modifier.
9. With a Clause as Adverbial Modifier.
10. With a Connective which is at the same time the Object of the Dependent Clause.

(c) Correct the errors:—

1. What have become of your brothers?
2. Either you or he are to go.
3. No book and no paper were arranged.
4. No man and no officer were to be seen who were not enraptured with this victory.
5. Each day and each hour bring their own duty.

(d) Omit the Subject and its Predicate verb wherever they may be understood:—

1. The Emperor often stops at Shizuoka when His Majesty is on a journey to Kyoto.
2. When he is delighted, the elephant will utter a long cry.

3. He may consent if he is advised by you.
4. He may consent if you advise him.
5. I am sure he wrote this letter, if he did not write that card also.

(e) Rewrite each of the following sentences in as many ways as possible, emphasizing the Subject, Object, or Adverbial Modifier by the help of "it:"—

1. He consented with a good grace.
2. I have been promoted, not he.
3. They were here yesterday on some particular business.
4. He received news of his father's death when he was on the point of departure.
5. He painted this picture three years ago.

CHAPTER II.—CLASSES OF SENTENCES.

INTRODUCTORY TABLE.

Classified by Use.	Classified by Structure.
Assertive Sentence.	Simple Sentence.
Interrogative Sentence.	Complex Sentence.
Imperative Sentence.	Compound Sentence.
Exclamative Sentence.	

219. It sometimes occurs that a Dependent Clause is often the Subject of a Complex sentence.

That he is the instigator is evident by his looks.

Why they have done so cannot be easily explained.

But this really arises from ellipsis, and the sentences, fully written out, would be as follows :—

The fact that he is the instigator is evident, etc.

The reason why they have done so cannot be, etc.

220. The conversion of a Simple into a Complex or Compound Sentence is made by expanding a word or phrase into a Clause.

(1) By expanding a word.

{ A *virtuous* man will be honoured.

{ Let a man be *virtuous*, and he will be honoured.

{ If a man is *virtuous*, he will be honoured.

(2) By expanding a phrase.

{ *There being no* obstacle, the work went on smoothly.

{ *There was no* obstacle, and the work went on smoothly.

{ *As there was no* obstacle, the work went on smoothly.

Taken reversely, the above may also be regarded as the process of reducing a Compound or Complex Sentence into a Simple one.

221 The same matter may also be expressed by sentences of different Uses :—

{ <i>Assertive.</i>	I wish you would do so.
{ <i>Interrogative.</i>	Would you kindly do so?
{ <i>Imperative.</i>	Please be kind enough to do so.
{ <i>Exclamative.</i>	How I wish you would kindly do so!
{ <i>Assertive.</i>	Taiko was a great hero.
{ <i>Interrogative.</i>	Was not Taiko a great hero? ("Yes" is expected.)
{ <i>Exclamative.</i>	What a great hero Taiko was!

EXERCISE XXIX.

(a) Tell the Class of each sentence according to its structure :—

1. I am sure I shall fail.
2. Drawing his sword, he rushed at the enemy.
3. He having consented, everything went on smoothly.
4. He could never hope to succeed, were he not constantly helped by his brother.
5. They thought themselves secure, when they were suddenly attacked in the rear.

(b) Change the Structure of each sentence in two different ways :—

1. The day was lovely, so there were crowds of sight-seers.
2. He worked hard only to fail at last.
3. Instead of working, he played the whole day.

4. On being made a prisoner, he burst out crying.
5. Though he is rich in theory, he is rather poor in practice.

(c) Change the Use of each Sentence in as many ways as possible, preserving its original meaning:—

1. It was quickly performed.
2. They have won a glorious victory.
3. They glide skilfully over the ice.
4. I have often heard him say so.
5. He was much delighted when I told him so.

CHAPTER III.—SEQUENCE OF TENSES.

222. *If the verb in the Principal Clause is in the Past Tense, it must be followed by a verb of the Past or the Past Perfect Tense in the Dependent Clause.*

<i>Principal Clause.</i>	<i>Dependent Clause.</i>
I did not think	that you were so old.
He asked me	if I had seen his father.
She went abroad	that she might improve herself.

<i>Incorrect.</i>	<i>Correct.</i>
I believed that I shall be punished.	I believed that I should be punished.

I didn't think it can be true.	(Compare:—I believe that I shall be punished.) I didn't think it could be true.
I knew that he has done so.	(Compare:—I don't think it can be true.) I knew that he had done so.
I feared that he may have missed the train.	(Compare:—I know that he has done so.) I feared that he might have missed the train. (Compare:—I fear that he may have missed the train.)

Exception:—The Past Tense in the Principal Clause may be followed by a Present Indefinite in the Dependent Clause when some universal truth or habitual fact is to be expressed.

He used to preach that all men are mortal.
The teacher told the boys that knowledge is power.
He seemed sorry to hear that I am always sick.

223. *If the verb in the Principal Clause is in any other Tense than the Past or Past Perfect, it may be followed by any Tense whatever in the Dependent Clause.*

I believe that he *did* so.
 I have heard that he *is going* to do so.
 They *will* no longer trust you because you *have done* such a foolish thing.

Exception 1.—The verb in the Dependent Clause must be in the Present Tense if purpose is to be expressed by the help of "may."

He *is coming*
 He *has come*
 He *will come* } that he *may hear* (not *might hear*)
 your view on the subject.

Exception 2.—The verb "wish" is usually followed by a Past or a Past Perfect Tense.

I *wish* I *could* go (not *can* go).
 I *wish* he *would* come (not *will* come).
 I *wish* I *had done* (not *have done*) so.

224. If the Dependent Clause is introduced by the Conjunction of comparison "than" or "as", there is no longer any rule of sequence between the Tenses.

{ He *reads* better than you *do*.
 He *will read* better than you *did* yesterday.
 He *read* better than you *have just done*.
 He *sings* as well as she *does*.
 He *sang* then as well as she *has done* to-day.
 He *has not sing* so well as she usually *does*.
 He *will not sing* so well as she *did* yesterday.

EXERCISE XXX.

Correct the following:—

1. He asked me if know her whereabouts.
2. They had no doubt we shall be easily defeated.
3. I was surprised to hear that his mother has been sick for the past three weeks.
4. He has done so that he might win your favor.
5. It was even rumored that war is actually going on.
6. I wish he has come.
7. I did not dream that I shall be suspected so unreasonably.
8. He reluctantly admitted that he may have promised to do so.
9. The people then did not know that the earth revolved on its axis.
10. Hearing that the Emperor has already started for the city, the people made haste with the preparations that they may receive His Majesty with due ceremony.

CHAPTER IV.—DIRECT AND INDIRECT NARRATION.*

225. To repeat the actual speech of a person is called **Direct Narration**. To represent its substance from the standpoint of a by-hearer is called **Indirect Narration**.

{ He said, "I can go."	<i>Direct Narration.</i>
{ He said that <i>he could go.</i>	<i>Indirect Narration.</i>
{ You said, "It is good."	<i>Direct Narration.</i>
{ You said that <i>it was good.</i>	<i>Indirect Narration.</i>

The verb in the Principal Clause of such a sentence is called a **Reporting Verb**, and the speech, whether Direct or Indirect, is called a **Reported Speech**.

226. The conversion of a reported speech from Direct into Indirect usually involves some change in Person, Tense, etc. The necessary rules will be given below.

227. If the reporting verb is in other than the Past or the Past Perfect, the Tense of the verb in the reported speech need not be changed at all.

{ <i>Direct.</i> He says, "I was playing."
{ <i>Indirect.</i> He says that he <i>was playing.</i>

* Also called Quotation.

{ <i>Direct.</i> He has said, "I <i>am</i> very busy."
{ <i>Indirect.</i> He has said that he <i>is</i> very busy.
{ <i>Direct.</i> He will say, "I <i>have seen</i> it."
{ <i>Indirect.</i> He will say that he <i>has seen</i> it.

228. If the reporting verb is in the Past Tense, the Tense of the verb in the reported speech undergoes the following changes.—

(1) From the Present or Future into the Past.

He said, "I <i>am</i> sick."	He said that he <i>was</i> sick.
He said, "My brother <i>may go.</i> "	He said that his brother <i>might go.</i>
He said, "I <i>will do so.</i> "	He said that he <i>would do so.</i>

(2) From the Present Perfect into the Past Perfect.

He said, "I <i>have done</i> my duty."	He said that he <i>had done</i> his duty.
He said, "My father <i>may have arrived</i> already."	He said that his father <i>might have arrived</i> already.
He told me, "You <i>cannot have seen</i> me before."	He told me that I <i>could not have seen</i> him before.

(3) From the Past into the Past Perfect.

He said, "I <i>bought</i> it yesterday."	He said that he <i>had bought</i> it the day before.
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Exception 1.—If the Present Indefinite in the reported speech relates to some universal truth or habitual fact it remains unchanged. (Cf. exception to ¶ 225.)

He said, "The earth <i>moves</i> ."	He said that the earth <i>moves</i> .
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He told me, "Knowledge <i>is</i> power."	He told me that know- ledge <i>is</i> power.
--	---

I said, "We <i>cannot be</i> too careful in this world."	I said that we <i>cannot be</i> too careful in this world.
--	--

Exception 2.—If the verb in the reported speech is a Potential or a Subjunctive Past, it remains unchanged.

He said, "I <i>would buy</i> it if I <i>were</i> rich."	He said that he <i>would buy</i> it if he <i>were</i> rich.
---	---

I told him, "I <i>could go</i> if I <i>were</i> not busy."	I told him that I <i>could go</i> if I <i>were</i> not busy.
--	--

He told me, "If I <i>had</i> the book, I <i>would lend</i> it to you."	He told me that if he <i>had</i> the book, he <i>would lend</i> it to me.
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229. If the reported speech is a question, "if" or "whether" is introduced when there is no Interrogative word.

He asked me, "Do you <i>know</i> my brother?"	He asked me <i>if</i> (whether) I <i>knew</i> his brother.
---	--

He asked me, "Did you <i>ever see</i> an elephant?"	He asked me <i>if</i> (whether) I <i>had ever seen</i> an elephant.
---	---

I asked him, "Who <i>are</i> you?"	I asked him who he <i>was</i> .
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I said to him, "Where have you <i>been</i> all this time?"	I asked him where he <i>had been</i> all that time.
--	---

230. If the verb in the reported speech is an Imperative Mood, it is changed either into an Infinitive or some other Mood.

I said to him, "Leave the room."	I ordered him <i>to leave</i> the room.
----------------------------------	---

He said to me, "Be so kind as to do me this favour."	He begged me <i>to be</i> so kind as to do him that favour.
--	---

He begged that I <i>would be</i> so kind as to do him that favour.
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231. Some other changes may also be necessary according to circumstances. Observe the following:—

"This (these)" into "that (those)."

"Ago" into "before." (Cf. ¶ 111.)

"Here" into "there."

"Now" into "then."

"To-day" into "that day."

"To-morrow" into "the next day" or "the following day."

"Yesterday" into "the day before" or "the previous day."

"Last night" into "the night before" or "the previous night."

{ He said, "I returned just now."

{ He said that he had returned just then.

{ Pointing to a picture on the wall, he said, "I bought *this* only a few days ago, but I am going to sell it *to-morrow*."

{ Pointing to a picture on the wall, he said that he had bought *that* only a few days before, but (that) he was going to sell it *the next day* (or *the following day*).

EXERCISE XXXI.

Convert the following quotations from Direct into Indirect, and vice versa:—

1. We told them, "We are very glad of your success."

2. The boy replied, "I have always believed that honesty is the best policy."

3. She said that she had been ill since the day before.

4. I replied that I would go out when I had finished my exercise.

5. He said to me, "If I were you, I would not do so."

6. I told him that I didn't think he would keep the promise.

7. He asked me, "Have you read to-day's paper?"

8. I ordered him to come back as soon as he could.

9. I asked her what she did so for.

10. He asked me, "How often a month do you write to your family?"

11. My master ordered me, "If any one should come inquiring for me, say I have gone to Yokohama."

12. They told me, "We would accompany you if we could."

13. He said that he did not know what others were going to do, but that for his part he could never yield to such an unfair treatment.

14. I told him to work hard lest he should fail.

15. I said to him, "Nothing can be more interesting than your novel; if I read it once more, I shall have read it five times."

⇒(THE END)←

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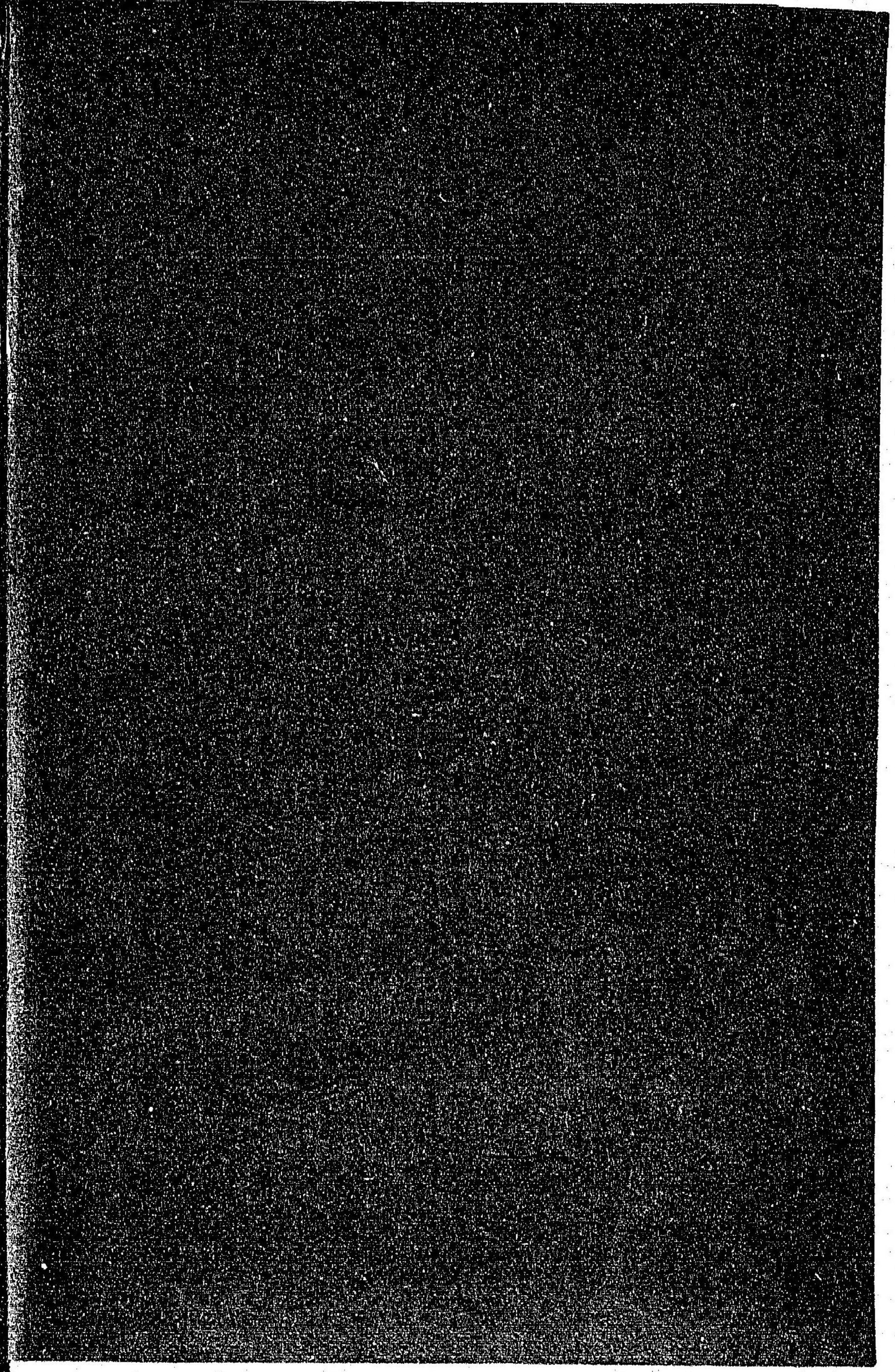
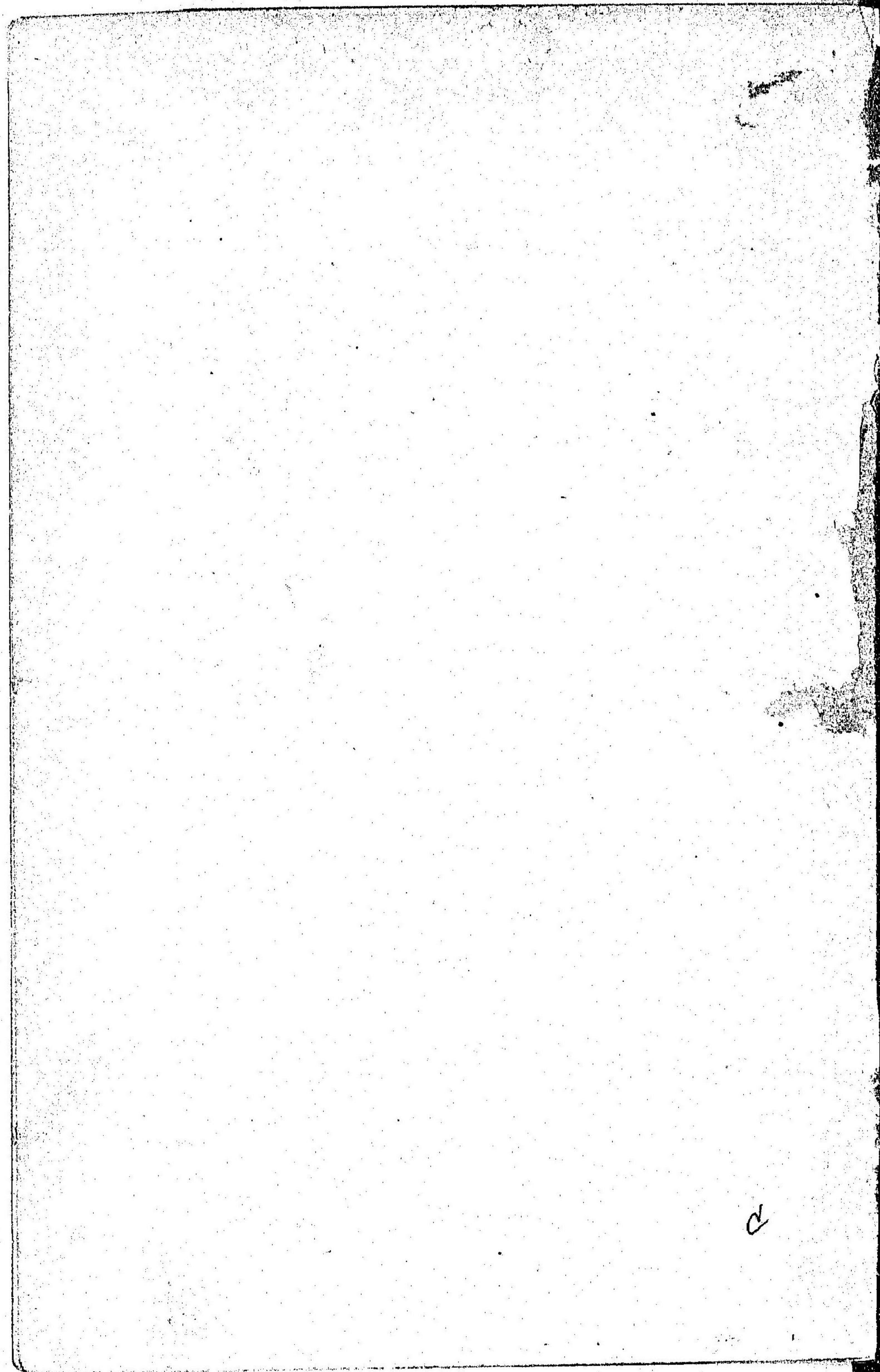
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