

ISHIKAWA'S SERIES OF SCHOOL BOOKS.

ENGLISH GRAMMAR  
FOR BEGINNERS,

初等英文典教科書

REVISED

BY

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## PREFACE.

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I have read over the advance sheets of Mr. Ishikawa's English Grammar for Beginners, which, I think, might have been very appropriately entitled "ENGLISH SENTENCE-BUILDING FOR BEGINNERS." I earnestly hope that future generations of students will be thoroughly grounded in this little book before they enter the various Kōtō-Gakkō,—more especially the Dai-Ichi-Kōtō-Gakkō. If they are so grounded, I am sure that my labour will be greatly lessened.

Mr. Ishikawa has not attempted too much, and what he has attempted he has done wisely and correctly. The sentences in his book are "live sentences,"—such as are in daily use in the class rooms,—and their structure is explained in such a way as to give them a chance of living in the memory of the learners. Moreover the author seems to have faithfully adhered to the grand old educational

maxims of proceeding from the easy to the difficult, from the known to the unknown, from the simple to the complex; and so far as a very elementary language work can be systematic, I think this little book will be found eminently so. There is one point that will especially commend itself to the minds of practical teachers;—in these pages there is little or nothing taught that will afterwards have to be *untaught*. Witness the exposure of the old fallacy, so current among our students, that an abstract noun cannot ever be a class name and take the indefinite article; and the classification of participles as *active* and *passive*, instead of present and past, that fruitful source of Japanese mistakes in composition.

Altogether, as a teacher of many years' experience, I feel confident that this book will be found of great use to those for whom it is intended.

W. D. Cox.

Associate of the College of Preceptors (England).  
Professor of English in the Dai-Ichi-Kōtō-Gakkō.

### 外國語學校主事男爵神田乃武氏手簡

My dear Mr. Ishikawa,

I have examined with much pleasure the MS. of your English Grammar for Beginners, and think that, notwithstanding the multitude of like works which fill our bookstalls, the appearance of a work of this kind would be quite timely. With the valuable revision it has received at the hands of so experienced a teacher of English as Prof. W. D. Cox it cannot fail of sure success. The great danger in the study of any grammar is that the student's attention is apt to be too much engrossed with learning rules and exceptions; while the exercises are inserted merely for the sake of illustrating the principles. To know the principles is, to be sure, indispensable in acquiring a foreign tongue; but the chief stress must be laid on the exercises. Otherwise, it would be like having a splendid machine before you, with all its intricate parts in order, but with no steam to set it a-going! Many a student's labour ceases where it ought to begin,—in merely learning the different parts of this complicated machinery. I believe that English Grammars for Japanese students ought to be written as text-books on Arithmetic or Algebra are written

ii

—with a few lines to a principle and as many pages to exercises.

Knowing that you agree with me in holding this view of the matter, I am very happy to welcome this valuable addition to the helps for the acquisition of this difficult language.

Yours very truly,

NAIBU KANDA.

Tokyo, March, 1899.

## ENGLISH GRAMMAR FOR BEGINNERS.

### CONTENTS.

#### SECTION I.—Imperative Sentences.

LESSON I.—Verbs and Adverbs—Negatives.

LESSON II.—Verb ‘*Be*’ and Adjectives—Conjunctions—Intransitive and Transitive Verbs.

LESSON III.—Definite Article—Prepositions.

LESSON IV.—Indefinite Article—Interjections.

LESSON V.—“*This*,” “*That*”—Singular and Plural Nouns.

LESSON VI.—Pronouns.—Parts of Speech—Possessive Nouns—Possessive Pronouns—Objective Pronouns.

LESSON VII.—Reflexive Pronouns.

LESSON VIII.—Common Nouns and Material Nouns. “*Some*,” “*Many*,” “*Much*,” “*A few*,” “*A little*,” “*No*,” “*Any*.”

LESSON IX.—Infinitive.

LESSON X.—Infinitive without “*to*”—Gerund.

LESSON XI.—Active Participle and Passive Participle.

LESSON XII.—Irregular Verbs.

Grammar Review.

#### SECTION II.—Declarative, Interrogative, and Exclamatory Sentences.

LESSON I.—Number in Verbs—Subject and Predicate.

LESSON II.—“*Little*” and “*A little*”—“*Few*” and “*A few*”—Sentences introduced by “*Here*” or “*There*.”

LESSON III.—Two Forms of Possessive Pronominals.—Nouns in Apposition.

LESSON IV.—Exclamatory Sentences.—Interrogative Pronominals joined with Nouns.

LESSON V.—Personal Pronouns.—Verb “*To be*” in the Present Tense.

LESSON VI.—Classes of Nouns—Uses of the Articles.

LESSON VII.—Comparison of Adjectives—*As... as*—*So...as*.

LESSON VIII.—Verb “*To have*” in the Present Tense.—“*No one*”—“*None*”—“*Every*”—“*Each*”—Adjective and Adverbial Phrases.

LESSON IX.—Verbs in the Present Tense—Interrogative, Affirmative, Negative—Infinitive Subject—Infinitive Object.

LESSON X.—Verbs in the Passive Voice—Regular Verbs and Irregular Verbs.

LESSON XI.—Verbs in the Present-Perfect Tense.

LESSON XII.—Verbs in the Present-Progressive—Verbs in the Present-Perfect-Progressive.

LESSON XIII.—Auxiliaries, “*May*”, “*Can*”, “*Must*.”

LESSON XIV.—Impersonal Verbs—List of Interrogatives.

Grammar Review.

**SECTION III.—Complex Sentences.**

LESSON I.—Verbs in the Past Tense—Past-Progressive—Connectives—Adverbial and Noun-Clauses—Simple, Complex, and Compound Sentences.

LESSON II.—Relative Pronoun “*Who*”—Verbs in the Past-Perfect Tense—Adjective Clauses.

LESSON III.—Relative Pronouns, “*Which*” and “*That*”—Active and Passive Statements.

LESSON IV.—Verbs in the Future Tense—Passive Voice in the Future Tense.

LESSON V.—Questions in the Future Tense—Future-Progressive and Future-Perfect.

LESSON VI.—Auxiliaries, “*Should*” and “*Would*.” Conditional Sentences—Antecedent and Consequence.

LESSON VII.—Noun Clauses used as the Subjects or Objects of Verbs.

LESSON VIII.—Direct and Indirect Narrations—Review of the Tenses.

Appendix.



Come here, Yamada. Go back. Do not laugh,  
boys.

come, go, laugh ..... *verbs* (動詞)  
 here, back, not ..... *adverbs* (副詞)  
 do ..... *auxiliary* (助動詞)  
 Yamada, boys ..... *nouns* (名詞)

Yamada ..... *proper noun* (固有名詞)  
 boys ..... *common noun* (普通名詞)  
 boy ..... *singular noun* (單數名詞)  
 boys ..... *plural noun* (復數名詞)

ORDER OF WORDS.

English.		Japanese.	
<i>Verb</i>	<i>Adverb</i>	副詞	動詞
Come	here.	此所へ	來れ
Go	back.	後へ	行け

( 2 )

NEGATIVES.

English.	Japanese.
"Do not" (+ verb)	(動詞+) "な" "勿れ"
Do not laugh.	笑ふ な (勿れ)

CAPITAL LETTERS.

THE ROMAN AND SCRIPT.

A	B	C	D	E	F	G	H
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>
I	J	K	L	M	N	O	P
<i>I</i>	<i>J</i>	<i>K</i>	<i>L</i>	<i>M</i>	<i>N</i>	<i>O</i>	<i>P</i>
Q	R	S	T	U	V	W	X
<i>Q</i>	<i>R</i>	<i>S</i>	<i>T</i>	<i>U</i>	<i>V</i>	<i>W</i>	<i>X</i>
		Y	Z				
		<i>Y</i>	<i>Z</i>				

( 3 )

MARKS OF PUNCTUATION.

The Comma ( , )      The Period ( . )

EXERCISE

VOCABULARY.

VERBS.

話をする	talk
喫烟する	smoke
立つ	stand
坐する	sit
吠る	bark
行く	go
走る	run
注目する	look
泣く	cry

ADVERBS.

内へ	in
従ひて	along
復た	again

上に	up
下に	down
あちらへ	away
彼所に	there
後へ	back
速く	quickly
迅く	fast

NOUNS.

秋田君	Mr. Akita
秋田夫人	Mrs. Akita
秋田令嬢	Miss Akita
女子	girl
カメ	Kame

- |                  |                          |
|------------------|--------------------------|
| 1. 御は入りなさい, 秋田君. | 2. こちらへ御いでなさいませ, 秋田の奥さん. |
|------------------|--------------------------|

( 4 )

- |                          |                           |
|--------------------------|---------------------------|
| 3. 復たいらつじやい,<br>秋田嬢さん.   | 10. 還つて来い, 山田,<br>速く来い.   |
| 4. 話をするな, 女子等よ.          | 11. 彼所に注目せよ,<br>田中.       |
| 5. 烟草吸ふな, 男子等<br>よ.      | 12. 此方を御覧なさい,<br>皆さん(男子). |
| 6. 立て(立ち上がれ).            | 13. 泣ひてはいけませ<br>ぬ(泣くな)    |
| 7. 坐われ(下に坐せ).            | 14. 走つてはいけませ<br>ぬ.        |
| 8. 吠ゆるな, カメ, あち<br>らへ行け. |                           |
| 9. 走れ, 速く走れ.             |                           |

LESSON II.

Come here, Murai. Do come. Do not be afraid. Shut that window. Be quick. All right. Go back and sit down.

GRAMMAR.

afraid, quick, that.....*adjectives* (形容詞)  
and.....*conjunction* (接續詞)

come, go, be, sit....*intransitive verbs* (自動詞)  
shut,..... *transitive verb* (他動詞)

( 5 )

ORDER OF WORDS.

English.	Japanese.
<i>Transitive verb + Object</i>	<u>目的物</u> <u>動詞</u>
Shut [that] window.	[あの]窓を 閉ぢよ

EXERCISE.

VOCABULARY.

<b>VERBS.</b>		勉めて	diligent
争論する	quarrel	怠けて	idle
直ほす	correct	心切に	kind
寫す	copy	丁寧に	polite
動く	move	無禮に	rude
使ふ	use	正直に	honest
見よ	see	不正に	dishonest
投げる	throw	敏捷に	prompt
學ぶ	study	怠惰で	lazy
<b>ADVERBS.</b>		注意深く	careful
勉めて	diligently	不注意に	careless
<b>ADJECTIVES.</b>		<b>NOUNS.</b>	
大人しく	gentle	文	sentence
この	this	規則	rule
静かに	still	インキ	ink
赤き	red	人	man
黒き	black	石	stones (plural)
丈高き	tall		



( 6 )

- |                            |                     |
|----------------------------|---------------------|
| 1. 争論するな、男子等よ。             | 10. 勉めてあれ。          |
| 2. 大人しくあれ。                 | 11. 勉めて學べ。          |
| 3. あの文を直ほせ。                | 12. 怠けて居てはいけません。    |
| 4. この規則を寫せ。                | 13. 心切にして丁寧にあれよ。    |
| 5. 動いてはいかぬ。静かにせよ。          | 14. 無禮にあるなよ。        |
| 6. この赤いインキを使ふな。あの黒いインキを使へ。 | 15. 正直にあれ。不正にあるなよ。  |
| 7. あの丈の高い人を見よ。             | 16. 敏捷にあれ。怠惰であるな。   |
| 8. 石を投げるな。                 | 17. 注意深くあれ。不注意であるな。 |
| 9. まー御は入りなさい。              |                     |

LESSON III.

Look behind you, Takeda. Shut the door. Open the window, Umeda. Draw the curtain. Do not

( 7 )

spit on the floor, Matsui. Do not lean upon the desk, Tomita. Be silent, boys. Never talk in the school-room.

GRAMMAR.

the.....*definite article*. (定冠詞)  
behind, on, upon, in.....*prepositions* (前置詞)

DEFINITE ARTICLE, "THE."

English.

Japanese.

Open that window.	ありこの窓を開け。
Open the window.	窓を開け。
Shut this door.	この戸を閉ぢよ。
Shut the door.	戸を閉ぢよ。

説 明

此所、彼所、又は、この、あの、と指し示すにも及ばず「窓を開け」「戸を閉ぢよ」と云はゞ、聞く者には何所の窓、何れの戸なるか已に了解するゝ場合に定冠詞 the を用ふ。

( 8 )

ORDER OF WORDS.

English:—

Intransitive verb	Preposition	Object
[Do not] spit	on	the floor.
[Do not] lean	upon	the desk.

Japanese:—

目的物	関係詞	自動詞
床	の上に	唾す[な]
机	の上へ	すがる[な]

EXERCISE.

VOCABULARY.

VERBS.			
登る(上に行く)	go up	樹木	trees(plural)
傷める	hurt	帽子	hat
置く	put	控所	waiting-room
留る	stay	教室	school-room
遊ぶ	play		class room
煩はす	trouble	遊歩場	play-ground
通ふる	pass	食事室	dining-room
へは入る	go into	使夫	servant
	get into	垣	fence
		池	pond
		魚	fish
		途	way
NOUNS.		PREPOSITIONS.	
丘	hill	中に, 中で, 中の	in
壁	wall		
井戸	well		

( 9 )

中へ	into	から	from
上に, 上で, 上の	on	へ(まで)	to
	upon	もたれて	against
越ねて	over		

- |                      |  |
|----------------------|--|
| 1. 丘に登るな.            | 11. 池の中へは入るな. 池の中の魚へ石を投げるな. 決して石を投げるな. |
| 2. 壁にもたれかゝるな.        | 12. 木から下りよ. 太郎. 果物を傷めるな.               |
| 3. 井戸の中へ石を投げるな.      | 13. 速く学校へ行け. (冠詞無し) 途で遊ぶな.             |
| 4. 樹木を傷めるな.          | 14. 其所から走るな. 此所から走れ.                   |
| 5. 帽子は控所に置け.         |  |
| 6. 教室に留るな.           |  |
| 7. 遊歩場内で遊べ.          |  |
| 8. 食事室へは入るな.         |  |
| 9. 使夫を煩はすな.          |  |
| 10. 垣を越ゆるな(越ねて通ふるな.) |  |

LESSON IV.

Make a short sentence from a verb and an adverb,

Ishida.

“Study diligently.”

Good! Make one short sentence from an intransitive verb, a conjunction, a transitive verb, an adjective, and a noun, Tamura.

“Come and pat this dog.”

Right!

GRAMMAR.

a (an).....indefinite article (不定冠詞)  
good! right!.....interjections (感動詞)

INDEFINITE ARTICLE, “AN.”

“An adjective,” “An English sentence,” “An intransitive verb.”

説明

母音を發する語の前には an を用ひ, 其他の場合には a を用ふ.

母音文字 (Vowels) a, e, i, o, u.

THE INDEFINITE ARTICLE AND “ONE.”

English. Japanese.  
A short sentence. 短き文を一つ

One short <sup>ae</sup> sentence. 短き文を一つ

説明

種類に重きを置く時は不定冠詞を用ひ, 數に重きを置く時は one を用ふ, 何れも一箇の意を有す.

MARKS OF PUNCTUATION.

The Exclamation Mark (!)

The Quotation Marks (“.....”)

EXERCISE.

VOCABULARY.

VERBS.

取つて來る	fetch	真中	middle
置く	put	受取人	receiver
入れる	put into	宿所姓名	address
貼る	put	手	hand
持て行く	take	角	corner
修む(業を)	learn	郵便印紙	postage-stamp
爲す	do	郵便局	post-office
		一週に	a week (=one week)
課	lesson	状袋	envelope

NOUNS.

和英字書	Japanese-English dictionary
英和字書	English-Japanese dictionary
手紙	letter
祝賀狀	letter of congratulation
一時に	at a time (=at one time)

ADJECTIVES.

太い	big	上の	upper
読み易い	legible	CONJUNCTION.	
右傍の	right	又は	or

- |                        |   |
|------------------------|---|
| 1. 黒板に英文を一つ書け.         | 6. 手紙を状袋へ入れよ.   |
| 2. 黒板に短い英文を一つ書け.       | 7. 状袋の真中に受取人の宿所姓名を書け.                                 |
| 3. 複数名詞の前に不定冠詞を置くな.    | 8. 宿所姓名は太い読み易い手にて書け.                                  |
| 4. 行つて和英字書と英和字書を取つて来い. | 9. Mr. Gorō. Nomura 又は Gorō Nomura Esq. と書け. Mr. Gorō |
| 5. 野村五郎君へ祝賀の手紙を書け.     |   |

- |   |                   |
|---|-------------------|
| Nomura Esq. と決して書くな. Esq. = Esquire (殿) | 11. 手紙は郵便局へ持つて行け. |
| 10. 状袋の右傍の上の角に郵便印紙を貼れ.                  | 12. 一週に一課を修めよ.    |
|   | 13. 一時に一事を爲せ.     |

LESSON V.

First copy that rule, and then translate this sentence.

First copy that, and then translate this.

First copy those rules, and then translate these sentences.

First copy those, and then translate these.

GRAMMAR.

this, that, these, those..... *pronominals.*

Singular: this, that.

Plural: these, those,

SINGULAR NOUNS AND PLURAL NOUNS.

I.

rule	rules	verb	verbs
sentence	sentences	noun	nouns

II.

kiss	kisses	church	churches
brush	brushes	box	boxes

Observation.—monarch, monarchs; stomach, stomachs.

potato	potatoes	volcano	volcanoes
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III.

fly	flies	lady	ladies
sky	skies	country	countries
day	days	boy	boys
key	keys	toy	toys

Vowels: a, e, i, o, u.

IV.

wolf	wolves	leaf	leaves
half	halves	thief	thieves
Observation.—roof, roofs; hoof, hoofs; chief, chiefs;			
knife	knives	life	lives
wife	wives		

V.

(irregular)

man	men	foot	feet
child	children	goose	geese
ox	oxen	tooth	teeth
mouse	mice	deer	deer
louse	lice	sheep	sheep

EXERCISE.

VOCABULARY.

VERBS.

仕舞つて置く	put away	持つ来る	bring
無駄に使ふ	waste	食ふ	eat
乾かす	dry	與ふ	give

ADJECTIVE.

追ひ拂ふ	drive away	可笑しな	funny
------	------------	------	-------

NOUNS.

追ひ込む	drive into	鉛筆	lead-pencil
かき集める	rake	摺り付け木	match
呼ぶ	call	書物箱	book-case
投げ	take out		

( 16 )

靴	shoe	齲齒	decayed tooth
日向に	in the sun	繪	picture
猿	monkey	狐	fox
玩具	toy	箸	chopsticks
枯葉	dry leaf	牧場	pasture

- |  |                                    |
|--|------------------------------------|
| 1. 此所等のペン先だ<br>の、鉛筆だの、小刀だ<br>のを仕舞つて置け。 | へ入れよ。                              |
| 2. 摺り付け木を無駄<br>に使ふな。                   | 8. この枯葉をかき集<br>りよ。                 |
| 3. 其所等の本を書物<br>箱へ入れ。                   | 9. 子供等を内へ呼べ                        |
| 4. 此の靴を日向に乾<br>かせ。                     | 10. 其二つの齲齒を抜<br>け。                 |
| 5. 此所等の蠅を追ひ<br>拂へ                      | 11. 是を持つて行つて<br>あれを持って來い。          |
| 6. あそこの可笑しな<br>猿等を見よ(注目せ<br>よ。)        | 12. 是等は食ふてはい<br>かぬ テーブルの上<br>のを食へ。 |
| 7. 此所等の玩具を箱                            | 13. あの丈の高い男女<br>等を見よ。              |
|  | 14. あの繪の中の狐や<br>狼等を見よ。             |

( 17 )

- |                                 |                       |
|---------------------------------|-----------------------|
| 15. りこ等のハンケチ<br>をあちらへ持つて<br>行け。 | 17. 羊は皆牧場へ追ひ<br>込め。   |
| 16. 箸をりこに置くな。                   | 18. 其鹿等へ之をやれ<br>(與へ)。 |

### LESSON VI.

Bring me your exercise, Nakano. Write it on the board. Correct Nakano's translation, Yamada.

Please, give the exercises on my desk back to their writers, Nakano. Put these two into Saito's desk. Do not leave them on it; put them into it.

### GRAMMAR.

me, your, it, my, their, them.....*pronouns* (代名詞).

### CLASSES OF WORDS (Parts of Speech).

- |                 |                  |                 |
|-----------------|------------------|-----------------|
| 1. Noun.        | 2. Pronoun.      | 3. Adjective.   |
| 4. Verb.        | 5. Adverb.       | 6. Preposition. |
| 7. Conjunction. | 8. Interjection. |                 |

Nakano's.....*possessive noun.*

Possessive Nouns.

Nakano's ; a boy's : boys' ; children's.

( ' ) : Apostrophe.

POSSESSIVE PRONOUNS.

(Before a Noun)

Singular :	my	私の. 僕の. 我が
Plural :	our	私共の. 僕等の. 我等が
Singular :	your	あなたの. 君の. 汝が
Plural :	your	あなた方の. 君等の. 汝等が
Singular :	his	彼の (男性); her 彼の (女性)
Plural :	their	彼等の; their 彼等の
Singular :	its	其の (無性)
Plural :	their	其等の

OBJECTIVE PRONOUNS.

(After a Transitive Verb or a Preposition.)

Singular :	me	私を. 私に (after a v. t.)
Plural :	us	私共を. 私共に (do.)
Singular :	you	あなたを. あなたに (do.)
Plural :	you	あなた方を. あなた方に (do.)

Singular : him 彼を. 彼に (男性) (do.)

Plural : them 彼等を. 彼等に (do.)

Singular : her 彼を. 彼に (女性) (do.)

Plural : them 彼等を. 彼等に (do.)

Singular : it 其を. 其に (無性) (do.)

Plural : them 其等を. 其等に. (do.)

MARKS OF PUNCTUATION.

The Semicolon : ( ; )

EXERCISE.

VOCABULARY.

VERBS.

ちやんとして置く	keep
扶ける	help
愛する	love
(傷ふ	injure
敬ふ	respect
に従ふ	follow (v.t.)
語る	speak

ADJECTIVES.

始末善く	tidy
注意深く	careful
心切, 慈悲	kind

無害の	harmless
従順	obedient
荒々しき	harsh

ADVERBS.

常に	always
----	--------

NOUNS.

部屋	room
物	thing
場所	place
鋏刀	scissors
仕事箱	work-book
姉	elder sister

何んでも everything	教師 teacher
朋友 friend	教訓 advice
動物 animal	言 word

- |  |  |
|--|--|
| 1. 次郎!次郎!れ前の<br>部屋へ歸つて之を<br>御覽なさい.   | きなさい.  |
| 2. 始末善くして克く<br>注意なさい(注意深<br>くあれ).こゝ等の物<br>を其場所場所へ持<br>つて御いでなさい.                      | 5. 汝の父を扶けよ,常<br>に彼に對して心切<br>にあれよ,彼を愛せ<br>よ.    |
| 3. 御父さんの小刀は<br>あれの机の上に置<br>いて御母さんの鋏<br>刀はあれの仕事箱<br>へ入れて,姉さん達<br>の物もあつちへ持<br>て御いでなさい. | 6. 汝の母を扶けよ,常<br>に彼に對して心切<br>にあれよ,彼を愛せよ.        |
| 4. 何んでも其場所へ<br>ちやんとして御置  | 7. 汝の朋友を扶けよ,<br>常に彼等に對して<br>心切にあれよ,彼等<br>を愛せよ. |
|  | 8. 無害の動物を傷ふ<br>勿れ,うれに對して<br>慈悲にあれ.             |
|  | 9. 汝の教師に對して<br>は從順にあれ,彼等                       |

- |                           |                                 |
|---------------------------|---------------------------------|
| を敬まへよ,彼の教<br>訓に従へよ.       | 用ふるなよ,彼等に<br>對しては心切なる<br>言を語れよ. |
| 10. 汝の兄弟姉妹に對<br>して,荒々しき言を |                                 |

LESSON VII.

Wait a moment, Hayashi. Let him correct it himself. Correct the sentence yourself, Ito. Let us help ourselves as much as possible.

GRAMMAR.

himself, yourself,  
ourselves.....*compound personal pronouns.*

REFLEXIVE PRONOUNS.

Let us help (v. t.) ourselves (object)  
ourselves.....*reflexive pronoun.*

.COMPOUND PERSONAL PRONOUNS.

Singular :

myself 私自身; yourself あなた自身



Plural:

ourselves 私共自身; yourselves あなた方自身

Singular:

himself 彼自身(男性); herself (女性)

Plural:

themselves; themselves.

Singular: itself 其れ自身

Plural: themselves

EXERCISE.

VOCABULARY.

VERBS.

削る sharpen  
掃除する clean  
畳む fold  
助ける help  
大切にす care of  
take good

NOUNS.

罰する punish  
羽織 cloak  
仕事 task  
名 name

PREPOSITION.

に代つて for

- 1. 私自分に其をさして下さい。
- 2. あなたの名は自分で御書きなさい。
- 3. 自分を大切に下さい。

- 4. 自分等を大切に下さい。 私の羽織を畳んで下さい、お竹。
- 5. 彼れに其身を罰させよ。 いや、いや、自分等であれを爲さいよ。
- 6. 御父さん此鉛筆を削つて下さい私に代つて。 お竹や、次郎にあれの靴を自分に掃除さして、花にあれの羽織を自分に畳ませなさいよ。
- 7. どうぞ、私に代つて私の靴を掃除して下さい、お竹。 どうぞ私に代つて
- 8. あれ等に自分自分を助させよ、吾等は自分自分に吾等の仕事をしませうよ。

LESSON VIII.

Go and get a rubber and a piece of chalk, Yokota. Lend me a pen and a sheet of paper.

GRAMMAR.

chalk, paper.....material nouns (物質名詞)

COMMON NOUNS AND MATERIAL NOUNS.

*common.*

a rubber  
 a book  
 some plums  
 some toys  
 many plums  
 many toys  
 a few plums  
 a few toys  
 a few = some ; a little = some  
 no plums  
 no toys  
 any plums  
 any toys

*material.*

(a piece of) chalk  
 (a sheet of) paper  
 some water  
 some sugar  
 much water  
 much sugar  
 a little water  
 a little sugar  
 no water  
 no sugar  
 any water  
 any sugar.

"Do not put any toys there" = "Put no toys there."  
 not any = no

Do not eat plums. Do not drink water.

EXERCISE.

VOCABULARY.

VERBS.

下さい give me  
 御上りなさい take  
 使ふ use, spend  
 飲む drink  
 暗記する learn by heart

林檎 apple  
 硯 ink-stone  
 湯 hot water  
 杯 cup  
 酒 wine  
 茶 tea  
 行 line

NOUNS.

- |                       |                        |
|-----------------------|------------------------|
| パン bread              | 一度に at a time          |
| 1. パンを少し下さい。          | 8. 紙を澤山使つてはいけません。      |
| 2. 林檎を少し下さい。          | 9. 紙を幾枚も幾枚も使つてはいけません。  |
| 3. この硯へ水を少し入れよ。       | 10. 行つて白墨を少し持つていらつしやい。 |
| 4. 湯を一杯下さい。           | 11. 行つて白墨を數本持つていらつしやい。 |
| 5. 茶を少し御上りなさい。        | 12. 水はちつとも飲ん           |
| 6. 酒を二三杯御上りなさい。       |                        |
| 7. どうぞ此中へ砂糖を少し入れて下さい。 |                        |

- |                                  |  |
|----------------------------------|--|
| ではないけません                         | 1. many beef.  |
| 13. 一度に少しづつ御<br>上りなさい            | 2. much cows.  |
| 14. 一度に四五行を暗<br>記せよ              | 3. a little eggs.                                    |
| 15. Correct the mis-<br>takes :— | 4. a few milk.                                       |
|                                  | 16. Distinguish<br>"little boys" from<br>"few boys." |

LESSON IX.

Try to write straight, Tanaka. Do not forget to bring writing materials, every Friday, Kaneko.

GRAMMAR.

to write, to bring.....*infinitives.*

"Try to write straight".....*An infinitive used as a noun (object).*

EXERCISE.

VOCABULARY.

VERBS.		乞ふ	ask
強める	try	許可を乞ふ	ask permis- sion
たき附ける	light		
讀書す	read	答へる	answer

相談する	consult	試験	examina- tion
遣る	send		
する(間違を)	make	校長	director
注意する	take care be careful	許可	permission
		問題	question
忠告する	advise	吸ひ取り紙	blotting- paper
數ふる	count		
出す	put	間違	mistakes
泳ぐ	swim	弟	younger brother
の音を發す	pronounce		
云ふて聞かす	tell	出勤に	(in) atten- dance
教へる	teach		

NOUNS.

火	fire
習字の時間	writing- hour
名	name
習字本	copy-book
誰か一人	some one

ADJECTIVES.

六かしい	difficult
規則正しく	regular

ADVERBS.

いつでも	always
どうして發言するものか	how to pronounce

- |                          |                    |
|--------------------------|--------------------|
| 1. 教室にては英語で<br>話すことを強めよ. | るように云へ.            |
| 2. 行つて使夫に来て<br>この火をたき附け  | 3. 習字の時間に讀書<br>すな. |
|                          | 4. あなたの名を上         |

- |  |  |
|--|--|
| <p>書く其の習字本を<br/>私へ持っていていらつ<br/>しやい。</p> <p>5. 試験に付て先生へ<br/>相談しに誰か一人<br/>遣らう。</p> <p>6. 校長へ行つて教室<br/>を使用する許可を<br/>乞へ。</p> <p>7. どうか答へるに餘<br/>り六かしの問題は<br/>出さないようにし<br/>て下さい。</p> <p>8. いつでも吸ひ取り<br/>紙を一切れ持つて<br/>來い。</p> <p>9. 全じ間違をしない</p> | <p>ように注意なさい。</p> <p>10. 明日は紙を少し持<br/>て來ることを忘れ<br/>ますな。</p> <p>11. 君の弟へ忠告し玉<br/>へ出勤に規則正し<br/>くあるやうに。</p> <p>12. 學校にては讀み書<br/>きや數ふることを<br/>學べ。</p> <p>13. どうしてLの音を<br/>發するのか私共に<br/>云つて聞かして下<br/>さい。</p> <p>14. どうして泳ぐもの<br/>か私に教へて下さ<br/>い。</p> |
|--|--|

LESSON X.

Look here, boys, and see me write the Capital Letters on the board. Notice the hand move up and down.

Stop writing in red ink, Tamura. Do not use a pencil in writing your exercise, Hayashi.

GRAMMAR.

"see me *write*".....*infinitive without "to."*  
*writing* (write+ing).....*gerund (verbal noun).*

SPELLING.

write+ing,	writing ;	move+ing,	moving.
get+ing,	getting ;	begin+ing,	beginning.

ORDER OF WORDS.

English.	Japanese.
See me write.	私を書くのを見よ。

EXERCISE.  
VOCABULARY.

VERBS.		作文	composition
聞く	hear		exercise
歌ふ	sing	雲雀	lark
昇る	rise	月	moon
入る(没する)	set	海	sea
いじめる	tease	月日	date
避ける	avoid	眼	eye
屈む, もたれる	lean	薄光	twilight
乞ふ	ask for	助け	help
質問する	ask questions	右手	right hand
擧ぐる	lift up	帽子	hat
被ぶる	put on		cap
NOUNS.		ADVERBS.	
馬	horse	前方へ	forward
		帽子を被つて	with a hat on

- |                                |                     |
|--------------------------------|---------------------|
| 1. 田中が黒板にあれ<br>の作文を書くのを<br>見よ. | 見よ.                 |
| 2. 彼が讀むのを聞け<br>よ.              | 4. あの雲雀の歌ふの<br>を聞け. |
| 3. あの馬の駆るのを                    | 5. 月が海から昇るの<br>を見よ. |
|                                | 6. 日が海に入るのを         |

- |   |   |
|---|---|
| 見よ.   | 11. 汝の教師の前にて<br>書物を讀むに前方<br>へ屈むことを避<br>けよ.      |
| 7. 机の上にもたれる<br>ことを止めよ.                                    | 12. 他よりは如何なる<br>助けも乞ふことな<br>くして問題に答ふ<br>るよう強めよ. |
| 8. 小さい小供等をい<br>じめることを止め<br>よ.                             | 13. 教師へ質問するに<br>右手を擧ぐること<br>を忘るなよ.              |
| 9. 手紙を書くに宿所<br>姓名と月日を書く<br>ことを忘るなよ.                       | 14. 帽子を被つて教室<br>に入ることを止め<br>よ.                  |
| 10. 讀書するに眼を害<br>はないように氣を<br>附けよ. 薄光で讀み<br>書きすることを避<br>けよ. |   |

LESSON XI.

Look at Yamada writing on the board. Correct the sentences written by him.

GRAMMAR.

writing.....active participle (verbal adjective).

written... *passive participle (verbal adjective)*

The Active Participle and the Gerund.

"Look at Yamada *writing* on the board."

*active participle (verbal adjective).*

"Stop *writing* in red ink."

"Use black ink in *writing* your exercises."

*gerunds (verbal nouns).*

The Active Participle and the Infinitive without "to."

"Look at Yamada writing" = "Look at Yamada who is writing."

"See Yamada write" = "See Yamada is writing."

EXERCISE.

VOCABULARY.

物を食べる (鳥類などが)	feed (v.i.)	語られた	told (passive participle)
飼ふ	feed (v.t.)	書く	draw
仕事する	work	書かれた	drawn (passive participle)
妨げる	disturb	造る	make
障はる	meddle with	造られた(造つてある)	
曳く	drag		made (p.p.)
語る	tell		

NOUNS.

庭	yard	蟻	ant
牝雞	hen	穴	hole
娘の子	girl	話	story
人達	people	畫學	drawing
蛛	spider	石盤	slate
網	web		

- |                            |                                 |
|----------------------------|---------------------------------|
| 1. 庭で物を食べて居るあの牝雞を御覽なさい。    | 7. 蟻が大きな蠅を曳くの御覽なさい。             |
| 2. 娘の子が牝雞を飼ふのを御覽なさい。       | 8. あの蛛が造つた(蛛に造られた)あの新しい網を御覽なさい。 |
| 3. ありこに仕事して居る人達を妨げてはいけません。 | 9. 教師が直ほした君の新らしい作文を僕に見せ。        |
| 4. 蛛が網を造るのを御覽なさい。          | 10. 私が英語で皆さんに話を語るを御聞きなさい。       |
| 5. 網を造つて居る蛛に障りませぬ。         | 11. 教師が君に語つた                    |
| 6. 蠅を自分等の穴へ曳いて行くあの蟻        |                                 |

- |              |              |
|--------------|--------------|
| あの話を僕に語れ。    | になるのを御覧な     |
| 12. 書學の先生が書い | さい。          |
| たあの馬を御覧な     | 14. 紙で造つてある石 |
| さい。          | 盤を一つ下さい。     |
| 13. あれが馬を御書き |              |

LESSON XII.

Have your name written by the teacher on the copy-book.

Get your teacher to write your name on the copy-book.

GRAMMAR.

ORDER OF WORDS.

English.	Japanese.
----------	-----------

Have your name written. 君の名を書いてもらへ

IRREGULAR VERBS AND REGULAR VERBS.

<i>Irregular.</i>		<i>Regular.</i>	
infinitive	passive participle	infinitive	passive participle
To write	written	To move	moved
To take	taken	To call	called
To make	made	To correct	corrected

- |         |      |          |         |
|---------|------|----------|---------|
| To tell | told | To try   | tried   |
| To put  | put  | To carry | carried |

SPELLING.

move+ed, moved; try+ed, tried.

Have } your name written. 君の名を書いてもらへ  
Get }

EXERCISE.

VOCABULARY.

VERBS.		NOUNS.	
削つて	sharpened	繰り上げる	shove up
刈つて	cut	繰り上げて	shoved up
呼び入れて	called in	止める	give up
直ほして	corrected	止めて	given up
卸ろす	take down	たく	light
卸ろして	taken down	たいて	lighted
見て	looked at		
動かす	move	髪	hair
動かして	moved	英人	Englishman
修繕する	mend	米人	American
修繕して	mended	荷物	package
譯す	translate	人足	coolie
延期する	put off	舟	boat
延期して	put off	醫	doctor
		柱時計	clock

時計屋	clock-seller	PREPOSITION
遠足	excursion	まで till
1. 君の鉛筆を野村に 削つて貰らへ。		な。御母さんに拵し らへてもらへ。
2. 君の長い髪を刈つ て貰らへ。	8.	この人力車を少し 向へ動かして貰ふ。
3. 内田さんを使夫に 呼び入れて貰へ。	9.	この柱時計を時計 屋に修繕させよう。
4. 先づ其を英人か米 人かに直ほして 貰へ。	10.	この手紙を誰かに 英語に譯して貰ふ よ。
5. 其荷物を人足に舟 まで卸ろしてもら へ。	11.	英語の試験を次の 週迄延期して貰ふ。
6. 君は醫者に見て貰 らへ。	12.	次の課業を繰り上 げて貰ふ。
7. 次郎、自分で其を拵 むらへようとする	13.	遠足は止めて貰ふ。
	14.	明日からこの教室 に火をたいて貰ふ。

## REVIEW OF GRAMMAR.

1. Mention the names of all the classes of words,

or Parts of Speech. Give some examples of each of them.

2. Distinguish "*this*" from "*these*," "*that*" from "*those*."
3. Write the Plural of the following nouns:—  
watch gas bush fox ox monkey  
body ray thief life roof seaman
4. Give some examples of the Common Noun and the Material Noun. Explain the use of this subdivision.
5. Give the Possessive Forms of the following nouns:—  
James Charles ladies gentlemen fox
6. Use *pronouns* instead of the words in italics.
  - a. Do not use *father's* knife; give *the knife* back to *father*.
  - b. Take *mother's* scissors to *mother*. Put *the scissors* into *mother's* work-box.
  - c. Put the hat and the umbrella in *the hat's* and *the umbrella's* places.
  - d. Bring me some red ink and some black ink. Put *the red ink* and *the black ink* on my desk.
  - e. Do not ride on the horse; tie *the horse* to the post.



- f. See the man milk the cow. Give *the cow* something to eat.
- g. Look at those deer running about. Do not throw stones at *the deer*. See *the deer's* branched horns.
- 7. Point out the Transitive Verbs.  
"Stand by the bamboo." Stand the bamboo here.  
"Stop!" "Stop your noise."
- 8. Mention the use of the Auxiliary, "*Do*."
- 9. Correct the sentences :  
"Do not afraid." "Be diligently" "Be quickly."
- 10. Mention the use of Capital Letters. Mention the use of the Period.

SECTION II.

Declarative, Interrogative, and Exclamatory Sentences.

LESSON 1.

This is chalk ; a piece of chalk. This is a pencil. Hold up your book, Tanaka. What is that ? It is a book. What book is it ? It is a composition book. Lend me your pencil, Nomura. What are these ? They are pencils. Hold up this together with your book, Tanaka. What are those ? They are books.

GRAMMAR.

Number in Verbs.

is.....*verb singular*. are.....*verb plural*.

Subject and Predicate.

(Declarative.)

*Subject*

*Predicate*

predicate verb

predicate noun

This (singular)

is (singular)

chalk

This	is	a pencil
It	is	a book
They (plural)	are (plural)	pencils
They	are	books

(Interrogative.)

<i>Interrogative</i>	<i>Predicate</i>	<i>Subject</i>
	<i>Verb</i>	
What	is	this (singular) ?
What	is	that ( „ ) ?
What	are	these ( plural ) ?
What	are	those ( „ ) ?

what (without noun)...*interrogative pronoun.*

what (with noun).....*interrogative pronominal-adjective.*

**Mark of Punctuation.**

**The Interrogation Point ( ? )**

**EXERCISE.**

**VOCABULARY.**

<b>NOUNS.</b>	動物	animal
懐中時計 watch	象	elephant

徳利	bottle	駱駝	camel
樹	tree	字引	dictionary
松の樹	pine-tree	植物	plant
鳥	bird	菊	chrysanthe-
鷹	hawk		mum
地圖	map	草	grass
世界	world	石竹	pink
師範學校	Normal School		<b>VERB.</b>
動物園	Zoological	見物する	visit
	Garden		

- |   |   |
|---|---|
| 1. 是れは何んです。う<br>れは懐中時計です。                                 | れ等は何んの樹で<br>す。あれは松の樹で<br>す。                           |
| 2. 是等は何んです。<br>うれ等は懐中時計<br>です。                            | 3. 松の樹の上の大き<br>な鳥を御覽なさ<br>い。あれは何んの鳥<br>です。あれは鷹で<br>す。 |
| 3. あれは何んです。あ<br>れは徳利です。あれ<br>は何んの徳利です。<br>あれはインキ徳利<br>です。 | 4. 是は何んですか。<br>うれは地圖です。こ<br>れは何んの地圖で<br>すか。うれは世界の     |
| 4. あれ等は何んです。<br>あれ等は樹です。あ                                 |   |

- 地圖です。
7. あれは何んですか。あれは學校です。あれは何んの學校ですか。あれは師範學校です。
8. 上野の動物園を見物させう。あの巨きな動物は何んです。あれは象です。
9. ありこの丈の高い動物は何んですか。あれ等は駱駝です。
10. これは何の本ですか。これは字引です。何んの字引です。これはウエブスターの英字典です。
11. これ等は何んの植物です。うれは菊です。
12. この草は何んです。うれは石竹です。

LESSON II.

Here is a bottle of ink. Is there much ink in this bottle? No, there is very little in it. There is another bottle. Is there any ink in that bottle, Yoshida? Let me see. Yes, there is a little ink in it.

GRAMMAR.

“ little ” and “ a little . ”

( with a Material Noun . )

“ no ink ” = none . . . . . negative .

“ little ink ” = almost none . . . . . negative .

“ a little ink ” = some . . . . . affirmative .

“ few ” and “ a few . ”

( with a Common Noun . )

“ no bottle ” = none . . . . . negative .

“ few bottles ” = almost none . . . . . negative .

“ a few bottles ” = some . . . . . affirmative .

SUBJECT AND PREDICATE.

Sentences introduced by “ Here ” or “ There . ”

( Declarative . )

Predicate Verb.		Subject.
Here	is	a bottle of ink.

( Interrogative . )

Predicate Verb.		Subject.
Is	there	any ink [in that bottle] ?

EXERCISE.

VOCABULARY.

	<b>NOUNS.</b>		硯 ink-stone
都會	town	女生徒	female student
油	oil	中學校	Middle School
ランプ	lamp	梅の實	plum
瓶	jar		<b>CONJUNCTION.</b>
手桶	pail	併し	but
組	class		

- |                                  |   |
|----------------------------------|---|
| 1. あなたの學校に外國人の教師が居ますか。いね。誰も居ませぬ。 | 許りです。                                   |
| 2. この町(都會)に外國人が居ますか。はい。少しは居ます。   | 4. うの硯に水がありますか。いね。少しもありません。             |
| 3. うのランプに油が澤山有りますか。いね。眞の少し       | 5. あなたの學校に女生徒が居ますか。いね。どこの中學校でも女生徒は居ませぬ。 |
|                                  | 6. あの樹に澤山梅が有りますか。                       |

- |                                    |                                |
|------------------------------------|--------------------------------|
| いね。あると云ふほどはありませぬ。                  | 生徒は先づ無い併し外の組には少しある。            |
| 7. こゝに梅が少し許りあります。                  | 11. 君の作文には間違は少しも無いが、田中のには少しある。 |
| 8. うの瓶に水が澤山ありますか。いね。あると云ふほどはありませぬ。 | 12. 僕の机の中に少しは洋紙がある。状袋も少しはある。   |
| 9. 手桶に水が少しあります。                    |                                |
| 10. 此組には怠惰の                        |                                |

LESSON III.

Here is a knife on my desk. It is not mine. Whose is it? Is it yours, Kaneko? No? Oh, it is Mr. Kikuchi's, the teacher of mathematics. Yes, it is his.

GRAMMAR.

Two Forms of Possessive Pronominals.

I. When joined with a Noun.  
(used adjectivally.)

my, our; your; his, her, its, their.

II. When used without the Noun.  
(pure pronouns.)

mine, ours; yours; his, hers, its, theirs.

Noun in Apposition.

"This belongs to Mr. Kikuchi, the teacher of mathematics."

teacher.....explanatory noun=noun in apposition.

Subject and Predicate.

(DECLARATIVE.)

Subject	Predicate Verb	Predicate Pronoun (or Noun)
This	is	mine.
This	is	my knife.

(INTERROGATIVE.)

Predicate Verb	Subject	Predicate Pronoun (or Noun)
Is	this	yours ?
Is	this	Kikuchi's ?
Interrogative	Predicate Verb	Subject
Whose	is	this ?

whose (with outnoun).....interrogative pronoun.

whose (with noun).....interrogative pronominal-adjective.

EXERCISE.

VOCABULARY.

NOUNS.		ADJECTIVES.	
長靴	boots	蝙蝠傘	umbrella
學生	student	足(猫などの)	paw
食堂	dining-room	眼	eye
控所	waiting-room	白い	white
		可愛らしい	pretty
バット	bat		VERB.
松の木	pine-tree	中を見る	look into

ADVERB.

一緒に together

PREPOSITION.

傍 by

- 1. 吉田. あれは君の帽子か. さうだあれは僕のだ.
- 2. この長靴は誰のだ. これは田中のか. いや. りれはあれのではありません. りれは吉岡さんのだ.
- 3. どこに君の学校はあるか. 丘の上のあの白い学校が僕等のだ.
- 4. 是は學生の食堂ではありませんせぬ. あれが學生のです.

- 5. 是等は僕等の乎. 木村. いや. 僕等のは控所に在る.
- 6. どうぞ僕のを君のと一緒に持つて行つて呉れ.
- 7. あれは村田のは無いか. あれのも持つて行かふ.
- 8. 僕の机の上の本は誰の乎. 君のはないか.
- 9. 是は誰のボール乎. 吉田の乎. さうだ. 是はあれのだ. あれにりれを持つて行かふ.

- 10. 僕等のバットはどこに在る乎. 是はあれ達の乎. 松の木の下にバットが僕等のだ.
- 11. 次郎. 御母さんの蝙蝠傘はどこに

- ある. 是があれのです.
- 12. あの可愛らしい猫を御覽なさい. あれの足をさすつて御覽. あれの眼の中を御覽なさい

LESSON IV.

Lend me your knife, Okada. What a big knife this is! Lend me yours, too, Hirata. How nice this is! Now, here are two knives. Whose is the big one? Whose knife is the other? Which is Okada's? Which knife is Hirata's, this or that?

GRAMMAR.

which (without noun).....interrogative pronoun.  
 which (with noun).....interrogative pronomi-  
 nal-adjective.

Whose	knife	is	this?
Which	knife	is	yours?
What	knife	is	this?

EXCLAMATORY SENTENCES.

Exclamatory	Subject	Predicate Verb.
What a big knife	this	is!
How nice	this	is!

Mark of punctuation.

The Exclamation Mark (!)

EXERCISE

VOCABULARY.

NOUNS.		PREPOSITIONS.	
丘	hill	背高い	tall
女學校	girls' school	缺席	absent
景色	sight	上の	on
畫學の教員	drawing teacher	下の	below
ADJECTIVES.		PRONOUN.	
私立	private	兩方	both
公立	public	CONJUNCTIONS.	
官立	government	どつちか一つは	either.....or
上の	above	どつちも(ない)	neither...nor
上の方(一つ)	the above one	兩方とも	both
佳い	beautiful		

- どつちの小刀が  
うここに在るの乎  
君のか. 僕のか.
- どつちが君の學校  
乎. 丘の上のか. あ  
の下の乎. 上の方  
が僕等の學校で.  
あの下學校は  
女學校だ.
- あれは大變に大き  
な學校だねえ. あ  
れは私立學校か.  
公立學校か. あれ  
は官立學校だ.
- まあ此所へ來て見  
下ろして御覽! こ  
の景色の佳いこ  
と!
- あの外國人等を  
御覽. あれ等の背  
いこと!
- 是は君のか僕の  
かどつちかの  
である.
- あれは君のでも  
僕のでもない.
- 君の帽子か林の  
かどつちか僕の  
机の上に在る.
- 林の帽子も僕の  
もここには無い.
- 數學の教員か畫  
學の教員かどつ  
ちか今日缺席だ.
- 數學の教員も畫  
學の教員も今日  
は缺席ではない
- 數學の教員と畫  
學の教員と兩方  
とも缺席である.

LESSON. V.

I am a teacher of the school ; a teacher of English. Mr. Tomita is the principal of the school. Mr. Kikuchi is a fellow-teacher of mine. He is also a friend of mine. What are you, Yamane ? You are a student of the school. What is Tanikawa ? He is a class-mate of yours. What is Mr. Takahashi ? He is your class-superintendent.

GRAMMAR.

I, you, he.....nominative pronouns.

PERSONAL PRONOUNS.

The Nominative.

(subject to a verb.)

	<i>singular</i>	<i>plural</i>
First Person	I	we
Second Person	you	you
Third Person	{ he (masculine gender) she (feminine gender) it (neuter gender)	they

THE POSSESSIVE.

(before a noun, expressed or understood)

First Person	my, mine	our, ours
Second Person	your, yours	your, yours
Third Person	{ his, his her hers its its	their, theirs

THE OBJECTIVE.

(after a verb or preposition)

First Person	me	us
Second Person	you	you
Third Person	{ him her it	them

TENSE.

am, is, are.....verb in the present tense.

Verb "To be" in the Present Tense.

<i>Interrogative.</i>	<i>Declarative.</i>
Am I.....?	I am.....
Are we... ..?	We are.....
Are you.....?	You are.....
Is he, she, it,.....?	He, she, it, is.....
Are they.....?	They are.....



“Is the boy.....?” “The boy is .....”

“Are the boys.....?” “The boys are .....”

“Is the boy or the girl.....?”

“The boy or the girl is..”

“Are the boy and the girl...?”

“The boy and the girl are ..”

Mark of Punctuation

The Colon ( : )

EXERCISE.

VOCABULARY.

NOUNS.

學校生徒	school-children	東京丸	the <i>Tokyo-maru</i>
伯父	uncle	船長	captain
士官	officer	妻	wife
帝國大學	The Imperial University	生れの者	native
書生	scholar	英國人	Englishman
法律	law	米國人	American
法律の學生	student of law	(全複數)	Americans
音學	music	日本人	Japanese
從兄弟	cousin	支那人	Chinese
姉	elder sister		

ADJECTIVE.

速い swift

1. あの男の子や女の子等は何乎。あれは學校生徒です。
2. あの馬と犬の走るのを御覽なさい。大變にあれ等の速いこと。
3. 君の父か君の伯父かとつちか士官である乎。
4. 僕の父も僕の伯父も兩方とも士官である。
5. 私は東京中學校の生徒であります。
6. 私の父は士官であります。私の二人の兄は東京帝國大學の書生であります。あれ等は法律の學生です。
7. 私の姉は音學の教師であります。あれは私の從兄の妻であります。彼は(其從兄は)東京丸の船長であります。
8. 私共は北海道の生れの者であります。
9. あなたは英國人ですか。米國人ですか。私は英國人です。
10. あなた方は英國人ですか。いえ。私共は英國人ではありません。私

- |              |             |
|--------------|-------------|
| 共は米國人です。     | 人です。        |
| 11. あの丈の 高い人 | 12. 私共は日本人で |
| は日本人ですか。     | す。支那人ではあ    |
| いね。あれは支那     | りませぬ。       |

LESSON VI.

This is a silver watch. Silver is precious. A watch is valuable. Silver is a white metal. A watch is a very useful thing. Do not waste time, boys. Time is money. Study diligently, Kaneko. Ignorance is a bad thing.

GRAMMAR.

Classes of Nouns.

Proper	Common	Material	Abstract
Kaneko	watch	silver	ignorance
			time.

SUBJECT AND PREDICATE.

Subject	Predicate Verb	Predicate Adjective.
Silver	is	precious.
A watch	is	valuable.

Uses of the Articles.

- Yamada is a student.  
 Tanaka is a student, too.  
 Yamada and Tanaka are students.  
 Yamada, Tanaka ..... proper names.  
 student.....concrete class name in the singular.  
 students.....concrete class name in the plural.  
 The students of the school are obedient.  
 of the school.....limiting phrase.

- Gold is a metal.  
 Silver is a metal, too.  
 Gold and silver are metals.  
 gold, silver.....material names.  
 metal.....concrete class name in the singular.  
 metals.....concrete class name in the plural.  
 The gold from the mines in Japan is not plentiful.  
 from the mines in Japan.....limiting phrase.

Honesty is a virtue.

Obedience is a virtue, too.

Honesty and obedience are virtues.

honesty, obedience.....abstract names.

virtue.....abstract class name in the singular.

virtues.....abstract class name in the plural.

The obedience of the students is praiseworthy.  
of the students.....limiting phrase.

A Proper Name takes no Article, Definite or Indefinite.

A Material Name takes no Article ; but when defined by a limiting phrase it takes the Definite Article.

An Abstract Name (when not used as a Class Name) takes no Article ; but when defined by a limiting phrase it takes the Definite Article.

A Class Name Singular, Concrete or Abstract, takes the Indefinite Article when mentioned for the first time.

A Class Name, Singular or Plural, Concrete or Abstract, takes the Definite Article when it is defined by a limiting phrase or otherwise.

虎は(何れの虎も)強き動物なり.

A tiger is a strong animal.

虎は(虎と云へる一種の動物は)強き動物なり.

The tiger is a strong animal.

虎は(凡て)強き動物なり.

Tigers are strong animals.

松は(何れの松も)常緑樹なり.

A pine-tree is an evergreen.

松は(松と云へる一種の樹木は)常緑樹なり.

The pine-tree is an evergreen.

松は(凡て)常緑樹なり.

Pine-trees are evergreens.

Fujisan is a very high mountain.

The Fujigawa is a very rapid river.

The *Fujigawamaru* is a very big ship.

EXERCISE.

VOCABULARY.

NOUNS.

鉛筆

leadpencil

魚

fish

海綿

sponges (plural)

品	thing	山	mountain
金屬	metal	島	island
狐	fox	朝鮮	Korea
動物	animal	支那	China
鷲	eagle	亞細亞	Asia
正直	honesty	松島艦	The Matsushima-kan
德義	virtue		
不節制	intemperance		
不德義	vice		
鯨	whale		
日本	Japan		
半島	peninsula		
帝國	empire		
日本海	The Japan Sea		
姉妹船	sister ships		
植物	plant		
雪	snow		
炭	coal		
鵠	heron		
鳥	crow		
商人	merchant		
河	river		
石狩川	The Ishi- karigawa		

ADJECTIVES.

有用なる	useful
狡猾なる	cunning
氣高き	noble
黒し	black
或る	some
貧しき	poor
長き	long
高き	high
灰色の	gray
猛き	fierce
白し	white
總て	all
怠惰	idle
有福なる	rich
大なる	great

- |                  |                              |
|------------------|------------------------------|
| 1. 鉛筆は有用なる品なり.   | 鳥は黒き鳥なり.                     |
| 2. 鉛は灰色の金屬なり.    | 12. 鳥は總て黒きにあらず. 或る鳥は白し.      |
| 3. 狐は狡猾なる動物なり.   | 13. 高田は怠惰なり. 彼は怠惰なる男子なり.     |
| 4. 鷲は大きくして猛き鳥なり. | 14. 彼は貧しからず有福なり. 彼は有福なる商人なり. |
| 5. 馬は氣高き動物なり.    | 15. 石狩川は甚だ長き河なり.             |
| 6. 正直は德義なり.      | 16. 富士山は高き山なり.               |
| 7. 不節制は不德義なり.    | 17. 日本は島なり.                  |
| 8. 鯨は魚にあらず.      | 18. 朝鮮は半島なり.                 |
| 9. 海綿は植物にあらず.    | 19. 支那は亞細亞に於ける一大帝國なり.        |
| 10. 雪は白く. 炭は黒し.  | 20. 日本海は日本と朝                 |
| 11. 鵠は白き鳥にして     |                              |

鮮との間に在り。 | 姉妹船なり。  
 21. 松島艦と橋立艦は

LESSON VII.

Which is the taller, Takagi or Takada? Takagi is the taller of the two. Well, who is the tallest in the class. You are the tallest of all the boys, are you not, Takayama? You are as tall as I. Perhaps you are taller than I. But you are not so tall as Mr. Kikuchi.

GRAMMAR.

Comparison of Adjectives.

Positive Degree.	Comparative Degree.	Superlative Degree.
tall	taller	tallest
big	bigger	biggest
large	larger	largest
pretty	prettier	prettiest
heavy	heavier	heaviest
lovely	lovelier	loveliest
easy	easier	easiest

diligent      more diligent      most diligent  
 beautiful      more beautiful      most beautiful

Irregular Comparison.

Positive.	Comparative.	Superlative.
good	better	best
bad	worse	worst
little	less	least
much	more	most
many	more	most

"You (nominative) are taller than I (nominative)."  
 "Your (possessive) hat is smaller than mine (possessive)."  
 "You *are as* tall as I."  
 "You are *not so* tall as Mr. Kikuchi."  
 "Your *legs* are not so long as *those* of Mr. Kikuchi."

EXERCISE.

VOCABULARY.

NOUNS.      肉食鳥類 birds of prey  
 象      elephant      脚      leg

尾	tail	重き	heavy
髪	hair	茂りて	bushy
譯文	translation	盛大	grand
獅子	lion	繁華	prosperous

ADJECTIVES.

貪慾なる rapacious  
 愛すべき lovely  
 急激なる rapid

強き strong  
 ADVERB.

遙か much

1. 新高山は我國に於ける最も高き山なり。うは富士山よりも高し。
2. 象は有らゆる動物中最も大なるものなり。
3. 鷲は有らゆる肉食鳥類中最も猛くして貪慾なるものなり。
4. 富士山は日本に於

- ける有らゆる山の中に於て最も愛すべきものなり。
5. 富士川は日本に於ける有らゆる川の中に於て最も急激なる者なり。
6. 僕は山縣ほど丈はある。併し僕は彼程重くない。彼は僕より遙か重い。
7. 牝牛の脚は馬のほ

- |                              |  |
|------------------------------|--|
| ど長くはない。                      | りは優つて居る。                               |
| 8. 犬の尾は狐のほどに茂りて居らず。          | 夫は最優等である。                              |
| 9. 彼の髪は雪の如く白し。               | 13. 虎は猫の如き動物である。只彼(虎)はあれ(猫)より尙ほ猛々しくある。 |
| 10. 大坂は東京ほどに盛大でない。           | 14. 二つの中にて何れが強いか、虎か、獅子か。               |
| 11. ロンドンは東京よりは大きくして且つ一層繁華なり。 | 15. 三人の中にては君が一番強い。                     |
| 12. 君の譯文は僕のよ                 |  |

LESSON VIII.

I have a watch here. Have you a watch with you, Yamada? Has no one of you a watch with him? Who has a watch? Tanaka has one, I am sure. Now look at the watch. A watch has three hands: the hour hand, the minute hand, and the second hand. Every watch has a strong steel spring

and a few wheels under the dial. It has also a tiny spring like a hair. Each wheel in the watch has many teeth about it.

GRAMMAR.

Who.....*interrogative pronoun.*

Verb "to have" in the Present Tense.

<i>Interrogative</i>	<i>Declarative.</i>
Have I .....?	I have.....
Have we .....?	We have.....
Have you.....?	you have.....
Has he, she, it...?	He, she, it has... ..
Have they.....?	they have.....

- "Has no one of you.....?"
- "No one of you has....."
- "Have none of you.....?"
- "None of you have....."

- "Every watch (singular) has (singular)....."
- "Each wheel (singular) has (singular)....."
- "The watch has....."
- "The watch and the clock have...."
- "The watch or the clock has....."

SUBJECT AND PREDICATE.

<i>Subject</i>	<i>Predicate.</i>	
	<i>Transitive verb</i>	<i>Object.</i>
A watch	has	three hands.

Adjectives and Adjective Phrases.

- "Every watch has a strong steel spring."
- strong.....*adjective.*
- steel.....*adjective.*
- "It has also a tiny spring like a hair."
- tiny.....*adjective.*
- like a hair.....*adjective phrase.*

Adverbs and Adverbial Phrases.

- "Now look at the watch."
- now.....*adverb.*
- at the watch.....*adverbial phrase.*
- "I have a watch here."
- "Every watch has a spring under the dial."
- here.....*adverb.*
- under the dial.....*adverbial phrase.*

EXERCISE.

VOCABULARY.

	NOUNS.	鬃	mane
金時計	gold watch	頸	neck
銀時計	silver watch	端	end
獸	beast	蹄	hoof
脚, 足	leg		
尾	tail		
人間	man		
翼	wing		
角	horn		

ADJECTIVES.

氣高き	noble
細長き	slender
短き	short
鋭利なる	sharp

- |                             |                       |
|-----------------------------|-----------------------|
| 1. 私は金時計と銀時計を有つて居る.         | を二つ尾を一つ有つて居る.         |
| 2. 私は金時計一つと銀時計を二つ有つて居る.     | 5. 犀は角を一本有つて居る.       |
| 3. 獸は四足と尾を有つて居る. 人間は尾を有たない. | 6. 何れの鳥も嘴を有つて居る.      |
| 4. 鳥は翼を二つ脚                  | 7. 何れの鳥も齒は有せず.        |
|                             | 8. 何れの獸も. 何れの鳥も. 何れの魚 |

- |   |  |
|---|--|
| も尾を有す.  | す. 彼の足は細長し. 足は各其端に蹄を有す.                            |
| 9. 君は今小刀を持つて居る乎田中. いね私は持ちませぬ. 君達の中誰れも小刀を持たないか. 松井が一つ持つて居ます. | 11. 牝牛は柔和なる動物なり. 彼は短くして強き頸を有す. 彼は鬃を有せず. 彼は二本の角を有す. |
| 10. 馬は氣高き動物なり. 彼は大なる茂りたる鬃を其長き頸の上に有                          | 12. 鼠は短き足と細長き尾を有す. 彼は鋭利なる齒を有す.                     |

LESSON IX.

I get up at day-break as a rule. When do you get up now-a-days? At seven o'clock? At what o'clock does your father get up? He gets up much sooner than you, doesn't he? At what time do



you go to bed? At eleven! Do you like to sit up so late? Your father goes to bed early, does he not? Try to get up early. To get up early is very healthy.

**GRAMMAR.**

**Verbs in the Present Tense.**

**Use of the Auxiliary "Do."**

<b>Interrogative.</b>	<b>Affirmative.</b>	<b>Negative.</b>
Do I get.....?	I get.....	I do not get.....
Do I go.....?	I go.....	I do not go.....
Do we get.....?	We get.....	We do not get...
Do we go.....?	We go.....	We do not go....
Do you get.....?	You get.....	You do not get..
Do you go.....?	You go.....	You do not go...
<b>Does</b> he get....?	He gets .....	He does not get..
<b>Does</b> he go.....?	He goes.....	He does not go..

**Obs.—She, it and any singular noun.**

Do they get....?	They get.....	They do not get..
Do they go.....?	They go.....	They do not go..

**Obs.—Any plural nouns—any singular nouns joined by "and."**

Do not use the Auxiliary "Do" with the Principal Verb "To have" meaning "To possess."

The Auxiliary "Do" is not used with the Negative word "Never."

<b>Interrogative.</b>	<b>Negative.</b>
Have I.....?	I have not.....
Have we.....?	We have not.....
Have you.....?	You have not.....
Has he.....?	He has not.....
Have they.....?	They have not.....

**SPELLING.**

try + s, tries; fly + s, flies; carry + s, carries.

**Comparison of Adverbs.**

<b>Positive.</b>	<b>Comparative.</b>	<b>Superlative.</b>
soon	sooner	soonest
early	earlier	earliest
neatly	more neatly	most neatly
well	better	best

**An Infinitive as a Subject.**

"To get up early is very healthy."  
to get up.....infinitive.

**An Infinitive as an Object.**

"Do you like to sit up so late?"  
"Try to get up early."  
to sit up.....infinitive.

EXERCISE.

VOCABULARY.

VERBS.

散歩する take a walk  
 好む like  
 馬に乗る ride  
 話す speak  
 學ぶ learn  
 去る go away  
 造る make  
 産む lay  
 孵へす hatch

NOUNS.

食事 meal  
 運動 exercise  
 英語 English  
 日本語 Japanese  
 幾何 geometry  
 郭公 cuckoo  
 巢 nest  
 卵 egg

ADJECTIVES.

怠惰なる lazy                      大概                      most

ADVERB AND ADVERBIAL PHRASE.

甘く                      well                      通例                      as a rule

- |            |            |
|------------|------------|
| 1. 僕は食事の後で | 行くか あゝあれ   |
| 散歩をすること    | は小學校へ行く。   |
| を好む。       | 4. 散歩するのは善 |
| 2. 僕の父は馬に乗 | き運動である。    |
| ることを好む。    | 5. 君は中學校へ行 |
| 3. 君の弟は學校へ | くか あゝ僕は行く。 |

6. 君等は教場で英語を話すか。あゝ僕等の大概は英語を話す。
7. あの外國人は日本語を甘く話す。
8. 田中さんは獨乙語と佛蘭西語を話す。吉田さんも田口さんも獨乙語を話す。
9. 君等は學校で幾何を學ぶか。いや僕等はまだ幾何を學ばない。
10. 郭公は四月に此國に來りて七月に去る。郭公は通例巢を造らない。

- 彼等は他の鳥の巢に自分の卵を産む。其鳥は此卵の上に坐して之を孵へす。郭公は怠惰なる鳥である。
11. 君は僕の時計を持つて居るか。いや。僕は持つて居ない。田中は持つて居ないか。いや。あれは持つて居ない。
12. 田中は村田よりは甘く英語を話す。
13. 私は書物を讀むよりは散歩する方が好きです。

LESSON X.

You are not allowed to smoke in school. Smoking is strictly forbidden here. Your parents send you to school to make useful men of you. You are sent to school to learn lessons, not to waste time or money.

GRAMMAR.

Verbs in the Present Tense, Passive Voice.

Active Voice. Passive Voice.

I. Regular Verb.

I allow.....	I am allowed.....
We allow.....	We are allowed.....
You allow.....	You are allowed .....
He } allows.....	He } is allowed .....
She }	She }
It }	It }
They allow.....	They are allowed .....

II. Irregular Verb.

I send .....	I am sent.....
We send.....	We are sent .....
You send.....	You are sent .....

He } sends.....	He } is sent.....
She }	She }
It }	It }

They send..... They are sent.....

To forbid To be forbidden

am, are, is, be.....auxiliaries.

allowed, sent, forbidden.....Passive

Participles.

“What is your coat made of?”

“It is made of cloth.”

Obs.—A preposition is often put at the end of a sentence.

EXERCISE.

VOCABULARY.

VERBS.

Present. Passive Participle.

掃除する	sweep and dust	swept, dusted
直ほす	correct (regular)	
建つる	build	built
作る(穀物を)	raise (regular)	
孵化する	hatch (regular)	

變ず	change (regular)	
投ずる	throw	thrown
纏ふ	fasten (regular)	
と云ふ(と稱せらる)	is (are) called	
製す	prepare (regular)	
摘む	pick (regular)	
揉む	roll (regular)	
乾かす	dry (regular)	
貯ふ	store (regular)	

NOUNS.

鋼	steel	度(たび) times (Plural)
大工	carpenter	人 they (Pronoun)
家	house	繭 cocoon
農夫	farmer	糸 thread
穀物	grain	絡車 reel
衣服	clothes (plural)	茶 tea
絹	silk	茶の木 tea-plant
毛	wool	葉 leaves (Plural)
麻	hemp	瓶 jar
綿	cotton	
蠶	silk-worm	
皮	skin	

PREPOSITION.

の上(火の上) over (over a fire)

- |  |   |
|--|---|
| 1. 使夫が教場を掃除する.                           | より解化せらる.  |
| 2. (全上) in the passive voice.            | 9. 蠶は四度其皮を變す一蠶の皮は四度變ぜらる.  |
| 3. 教師は吾等の作文を直す(全上) in the passive voice. | 10. 人は繭を湯の中へ投じ其糸の四ツ五ツを絡車へ纏ふ。一繭は湯の中へ投ぜらる然る後其糸の四ツ五ツは絡車へ纏はる。之を生糸と云ふ. |
| 4. 小刀は何より造らるゝ乎。りは鋼より造らる.                 |   |
| 5. 大工は家を建てる。農夫は穀物を作る.                    |   |
| 6. (全上) in the passive voice.            | 11. 人は茶を茶の木の葉より製す。彼等は葉を春の内に摘む。彼等は之を揉み上げて之を火の上にて乾                  |
| 7. 吾等の衣服は絹毛。麻。或は綿より造る.                   |   |
| 8. 蠶は甚だ細き卵                               |   |

かす. 彼等は この	る 是は 揉み 上げ
乾いたる 葉を 瓶	られ 後火の 上に
にて 貯ふ.	て 乾か ざる 乾い
12. 茶は 茶の 木の 葉	たる 葉は 瓶に 貯
より 製せ らる 葉	へ らる.
は 春の 内に 摘ま	

LESSON. XI.

Write your compositions on the boards. Who has written this? This has been written by Hayashi, has it not? This is not correct. You have often been told not to use the Indefinite Article before a plural noun. I have told you that very often.

GRAMMAR.

Verbs in the Present-Perfect Tense.

<i>Present.</i>	<i>Present Perfect.</i>
I write.....	I have written.....
We write.....	We have written....
You write.....	You have written...
He } writes.....	He } has written..:
She }	She }
It }	It }
They write.....	They have written..

<i>Present Perfect</i> in the Active Voice.	<i>Present Perfect</i> in the Passive Voice.
I have told.....	I have been told.....
We have told.....	We have been told..
You have told.....	You have been told...
He } has told.....	He } has been told..
She }	She }
It }	It }
They have told....	They have been told..
has, have, has been, have been... <i>auxiliaries.</i>	
written, told..... <i>Passive Participles.</i>	
write, tell..... <i>Present.</i>	

EXERCISE.

VOCABULARY.

VERBS.

	<i>Present.</i>	<i>Passive Participle.</i>
居る, 在る	am (is, are)	been
食べる	take, have	taken, had
済む	finish (regualr)	
聞く	hear	heard
云ふ	tell	told
見る	see	seen
潮吹く	blow	blown
立つ (立ち去る)	leave	left

着く arrive (regular)  
 通ふる pass (regular)  
 落第する fail (regular)  
 建てる build  
 点火する light (regular)

NOUNS.

辨當 lunch  
 英語の試験  
 Examination in English

海  
 鯨  
 度々

built

sea

whale

ADVERB.

often

1. あなたはどこに居ましたか。(今迄)
2. 私は運動場に居ました。
3. 君は辨當を食べたか。いや。僕はまだ食べては居ない。
4. あなた方は皆済みましたか。田中がまだ済みません。

5. 君は英語の試験に付て何か聞いたか。いや。僕は何事も聞いては居ない。
6. 英語の先生が何か其れに付て云つたの乎。僕は知らない。
7. 私は海へ出てりして鯨が潮を吹くのを見たこと

- が度々あります。
8. 吉田は東京を立つたか。あれはもう神戸へ着いて居る。
  9. 君は練習文を書いたか。あ。僕は書いたよ。
  10. 僕は試験を通つて居る乎。あ。君は通つて居る。原田も山中も通つて居る。村上が落第した。うれでは

- あれは二度續けて落第したな。
11. 新らしい家が丘の上に建てられた。
  12. ランプは点火されたか。さうだ。ランプは二つとも点火された。
  13. 僕の作文は直ほされたか。いや。君のはまだ直ほされて居ない。

LESSON. XII.

What are you doing, Morita? Are you looking at the book? You have been doing something else. What have you been doing? Do not look off your book.

GRAMMAR.

Verbs in the Present-Progressive.

<i>Present.</i>	<i>Present-Progressive.</i>
I do.....	I am doing.....
We do.....	We are doing.....
You do.....	You are doing.....
He } does....	He } is doing.....
She }	She }
It }	It }
They do.....	They are doing.....
To look	To be looking
am, are, is.....	auxiliaries.
do, look.....	present.
doing, looking.....	active-progressive
	participles.

Verbs in the Present-Perfect-Progressive.

I have been doing.....
We have been doing.....
You have been doing.....
He } has been doing.....
She }
It }
They have been doing.....
To have been looking

EXERCISE.

VOCABULARY.

<b>VERBS.</b>		打つ(網を) cast	<b>NOUNS.</b>	
學ぶ	learn		私立學校	private school
下調する	prepare		旗	flag
帰宅する	go home		檣	mast
引く	draw		頭 <small>ヅ</small>	top
使ふ	use		人等	people
往來する	go to and fro		網	net
翻へる	wave			
漁する	fish			

- |  |    |                               |
|--|----|-------------------------------|
| 1. 君は何を書いて居る乎。僕は手紙を書いて居る。                | る。 | 4. 君はうこで何をして居る乎。僕は英語を下調べして居る。 |
| 2. 誰へ君は手紙を書いて居るの乎。僕は田村へ書いて居るのだ。          |    | 5. 君は今迄何を爲て居たの乎。僕は英語を下調べして居た。 |
| 3. あれは今英語を學んで居る乎。さうだ。あれはどこかの私立學校で英語を學んで居 |    | 6. 君はどこに行き居るの乎。僕は歸へる(自宅へ行く)   |

- |  |   |
|--|---|
| <p>のだ。</p> <p>7. 君はうこで何を<br/>しようとして居<br/>るの乎。僕は地圖<br/>を一つ引かふと<br/>して居る所だ。</p> <p>8. あなたはうこの<br/>黒板を御使ひに<br/>なるのですか。さ<br/>うです。</p> <p>9. 向ふを御覽なさ<br/>い。船が澤山往來</p> | <p>して居ます。旗が<br/>橋の頭から翻つ<br/>て居ます。</p> <p>10. あの人等はある<br/>うこで何をして居<br/>ますか。あれ等は<br/>漁をして居ます<br/>舟の中に立つて、<br/>居る人が今網を<br/>打たうとして居<br/>るのです。</p> |
|--|---|

LESSON XIII.

Somebody knocks. It must be Morita. You may come in, Morita. But why are you so late? You are not regular in your attendance. What keeps you from attending school regularly. You must be punctual. Can you not come a little sooner? Be diligent, Morita, you may yet recover your lost time.

GRAMMAR.

Auxiliaries "may," "must" and "can."

may: (1) permission; (2) possibility.

must: (1) necessity; (2) certainty.

can: ability.

I	}	may come; may be ( <i>adjective or passive participle</i> )	
We			
You			
He			must come; must be "
She			
It			can come; can be "
They			

EXERCISE.

VOCABULARY.

	VERBS.	大切にする	take good care of
済む	finish		
出て行く	go out	知つて居る	know
遊ぶ	play		NOUNS.
騒ぐ	make a noise	明朝	to-morrow morning
見出す	find out (P. P. found)	明晩	to-morrow evening
入れる	put		story
依頼する	depend upon	話	story
思ふ	think	身 (汝自身)	yourself ( <i>Pro-noun</i> )
私は思ふ	I think—		



心	mind	健全なる healthy
體	body	ADVERB.
	ADJECTIVES.	静かに quietly
眞實	true	PREPOSITION.
賢い	wise	前 before
有用なる	useful	

1. 先生私は濟みま  
した。私は出て行  
てもようござい  
ますか。ようござ  
います。併し静か  
に出なくては  
けませんよ。
2. 私共は運動場で  
遊んでもようご  
ざいますか。宜ろ  
しいです。併し。騒  
ぐことはなりま  
せぬよ。
3. あなたは自分で

この文の中の間  
違が見出せませ  
うか。はい。私は見  
出しました。あの冠詞  
が入れられなく  
てはいけません。  
どこに。"mistake"  
の前に。

4. それは明朝まで  
に拵らへられ  
ませうか。いえ。  
明晩までには出  
来るかも知れま  
せん。

5. りの話は眞實か  
も知れぬ。併し吾  
等は其れに依頼  
することは出来  
ぬ。僕は眞實にち  
がひないと思ふ。
6. あの丈の高い人  
は誰だ。あれは菊  
地さんかも知れ  
ん。あ。あれは菊  
地さんに相違無  
い。
7. あなたは身を大  
切にしなくては  
いかぬ。あなたは  
よほど賢い人で  
もあらう。併しあ  
なたは有用な人  
間であることは  
出来ぬ。強壯でな  
くは。健全なる  
心は健全な體に  
在るはあなたも  
知つて居る。

LESSON XIV.

How cold it is, to-day! What is the weather  
like? Is it raining? Oh, it snows!

GRAMMAR.

Impersonal Verbs.

Is cold, is raining, snows.....*impersonal verbs.*

Obs.—The pronoun *it* is required for the form, not for the sense.

EXERCISE.

VOCABULARY.

	VERBS.	哩	mile
雪降る	snow		ADJECTIVES.
打つ	strike	蒸し暑い	close
歸へる	return	曇つて	cloudy
なる	grow	遠く	far
	NOUNS.	どの位	how far
天	sky	暗く	dark
時	time, o'clock		ADVERB.
九時	nine o'clock	丁度	just
停車場	station	殆んど	about

- |              |              |
|--------------|--------------|
| 1. 今日はどういふ   | て居る.         |
| 蒸し暑いことだ      | 3. 雪が降る乎. あゝ |
| らう!          | 雪が降つて居る      |
| 2. 天を見よ. 曇つて | 4. 何時だ. 丁度九時 |
| 居る乎. 雨が降つ    | だ. 今九時を打つ    |

- |            |            |
|------------|------------|
| て居る.       | ね.         |
| 5. あの停車場まで | 6. 歸へらうでは無 |
| どれ位 (離距) あ | いか. だんだん暗  |
| る. 殆んど八哩だ  | くなる.       |

List of Interrogatives.

- 何物が, 何物を what.....interrogative pronoun.
- 何れが, 何れを which.....do.
- 何人が who .....do.  
何人の whose  
何人を, 何人に whom
- どんな, 如何なる what (+ noun).....interrogative adjective.
- どつちの, 何れの which (+ noun).....do.
- どうして, 如何に how.....interrogative adverb.

- 幾つ (如何に多く—數) how many
- 幾ら (如何に多く—量) how much
- 幾年 (如何に年取つて) how old
- 如何に遠く how far
- 如何に長く how long

&c. &c.

- 何所に where (in what place) do.

8. 何時 when (at what time) do.  
9. 何所へ whither (to what place) do.  
10. 何所から whence (from what place) do.

**Review of Grammar.**

1. What is the difference in meaning between "*little*" and "*a little*;" between "*little*" and "*few*"?
2. Has the pronominal "*there*" any sense when it introduces a sentence?
3. What is the difference between "*my*" and "*mine*"?
4. State the position of an Objective Pronoun in a sentence.
5. Mention all the classes of Nouns and give some examples of each. Explain the use of the Articles.
6. How are the Comparative and the Superlative Degrees of Adjectives formed?
7. Which is to be used after "*each*" and "*every*," a singular or a plural noun?
8. Which is to be used as a predicate verb to two singular nouns joined by "*and*," "*has*" or "*have*," "*is*" or "*are*"?
9. Is a transitive verb to agree in number, with the subject or with the object?

10. What is An Adjective Phrase? An Adverbial Phrase? Give examples.
11. Can an Infinitive be used as the subject or object of a verb? Give examples.
12. Give some examples of Verbs in the Passive Voice, Present Tense.
13. Can a Preposition be put at the end of a sentence. Give examples.
14. Give examples of Verbs in the Present-Perfect Tense, in the Present-Progressive, and in the Present-Perfect-Progressive.
15. What is an Impersonal Verb?

SECTION III.

Complex Sentences.

LESSON I.

Be quiet, boys. I am going to call the names. Matsuda! I see you were absent last hour. Were you too late? Morita! Is he absent again? I think I saw him this morning when I was coming to school. Have you not seen him to-day? Did you not see him on your way to school? Let me see whether he was present or not at the first hour. Yes, he was present. What is the matter with him? What! he has returned home! How often he returns home before school is over! He returned home the day before yesterday after the first two lessons were over. He has been as irregular this term as he was last term. He seems not to mind what I told him the other day.

GRAMMAR.

Verbs in the Past Tense.

I. Irregular Verbs.

Verb "To be."

<i>Present.</i>	<i>Present-Perfect.</i>	<i>Past.</i>
I am	I have been	I was
We are	We have been	We were
You are	You have been	You were
He } is	He } has been	He } was
She } is	She } has been	She } was
It } is	It } has been	It } was
They are	They have been	They were

Verb "To see."

I see	I have seen	I saw
We see	We have seen	We saw
You see	You have seen	You saw
He } sees	He } has seen	He } saw
She } sees	She } has seen	She } saw
It } sees	It } has seen	It } saw
They see	They have seen	They saw

II. Regular Verbs.

Verb "To return."

<i>Present.</i>	<i>Present-Perfect.</i>	<i>Past.</i>
I return	I have returned	I returned
We return	We have returned	We returned
You return	You have returned	You returned
He } returns	He } has returned	He } returned
She } returns	She } has returned	She } returned
It } returns	It } has returned	It } returned
They return	They have returned	They returned

**The Interrogative and the Negative.**

Did you see.....?      I did not see.....  
did.....*auxiliary.*

**Obs.—The auxiliary “did” is of the same form in all Persons, Singular and Plural.**

**The Past Progressive.**

I was coming	I was returning
We were coming	We were returning
You were coming	You were returning
He } was coming	He } was returning
She } was coming	She } was returning
It } was coming	It } was returning
They were coming	They were returning

**Principal Parts of Verbs.**

**I. Irregular Verbs.**

<i>Present.</i>	<i>Past.</i>	<i>Passive Participle.</i>
am or be	was (were)	been
see	saw	seen
go	went	gone

say	said	said
tell	told	told
come	came	come
become	became	become
put	put	put
cut	cut	cut

**II. Regular Verbs.**

<i>Present.</i>	<i>Past.</i>	<i>Passive Participle.</i>
return	returned	returned

**SPELLING.**

come + ing, coming ; name + ed, named.  
try + ed, tried ; decay + ed, decayed.

**CONNECTIVES.**

**I. Conjunctive Adverbs.**

“ I saw him when I was coming to school.”  
when.....*conjunctive adverb.*

	<b>Adverbs.</b>	
<b>Simple.</b>		<b>Conjunctive.</b>
low		when, before
here		after
well		where
		how
		why

**Simple and Complex Sentences**  
**—Adverbial and Noun Clauses.**

**1. Simple Sentences.**

"He returned home just now"  
 "He lives here"

**2. Complex Sentences.**

"He often returns home before school is over."  
 "Do you know where he lives?"  
 "I wonder how he got out of the school without permission."  
 "Can you tell why he has returned home?"  
 before school is over. *adverbial clause.*  
 where he lives. *noun clause.*

**II. Sub-ordinate Conjunctions.**

"Let me see whether he was present or not at the first hour."  
 whether. *sub-ordinate conjunction.*

**Conjunctions.**

**Coordinate.**      **Sub-ordinate.**

"and"      "if"      "lest"  
 "or"      "though"      "whether"  
 "but"      "unless"  
 "either...or"      "that"  
 "neither...nor"      "because"  
 "therefore"      "for"  
 "hence"      "since"

**Complex and Compound Sentences—**

**Dependent and Independent clauses.**

**1. Complex Sentences.**

"If I call your name, you must answer."  
 "Though I called your name you did not answer."  
 "You must not answer unless I call your name."  
 "Do you not know that you must answer if I

call your name ? ”

“ I marked you ‘ absent ’ because you did not answer . ”

“ You must be attentive when I call the names . ”

If I call your name . . . *dependent clause* .

you must answer . . . *independent (principal) clause* .

A Complex Sentence consists of one independent clause and one or more dependent clauses .

**2. Compound Sentences.**

“ You called my name and I answered . ”

“ I called your name but you did not answer . ”

“ Either I did not call your name or you did not answer . ”

“ Neither did you call my name, nor did I answer . ”

“ You called my name ; therefore I answered . ”

you called my name . . . *independent clause* .

and I answered . . . . . *do* .

A Compound Sentence consists of two or more independent clauses .

**III. Relative Pronouns.**

“ He seems not to mind what I said to him . ”

What . . . . . *relative pronoun* .

The Connective is often omitted .

“ I think I saw him ” = “ I think that I saw him . ”

Each Predicate in a Complex Sentence requires a Subject .

“ I (subject) think I (subject) saw him this morning when I (subject) was coming to school . ”

**Obs.—In Japanese the same Subject need not be repeated .**

私は (subject) 今朝 學校へ来る (verb) 時 彼を見た (verb) ように思ひます。(verb)

**EXERCISE.**

**VOCABULARY.**

**VERBS.**

**Present. Past.**

<i>Present.</i>	<i>Past.</i>	雪が降る	snow (regular)
昇る	rise	rose	雨が降る
冷水浴をする		箒く	sweep swept
	take a cold bath	はたく	dust (regular)

来る	come	came	全時に	at the same
凭る	sit	at		time
坐する	sit	sat	冬日	winter day
云ふ	tell	told	朝飯	breakfast
勉強する	study	studied	床	floor
	NOUNS.		障子	shōji
日	the sun		壁	wall
時	time		下婢	maid
時頃に	about the			ADJECTIVE.
	time		用意して	ready

1. 私は通例日が昇る時頃に起きません。私の弟は私と全時に起きません。
2. 私は昨日日が昇る時頃に起きました。私の弟は私と一緒に起きました。
3. 私は雪が降る冬

- 日でも冷水浴をします。私の弟も冷水浴をします。私の父も母も冷水浴をします。
4. 私は昨日の朝雪が降る時冷水浴をしました。私の父も其時冷水浴をしました。

5. 私は雨が降らなければ毎日朝飯前に散歩をします。
6. 私は昨日朝飯前に散歩をしまして雨降りましたから。
7. 私が床を箒きすれば次郎は障子や壁をはたきます。
8. 私が昨日は障子や壁をはたきまして次郎が床を

- 箒きました。
9. 私は下婢が来て私に朝飯が出来て(用意して)居ると云ひますまでは毎朝机に凭つて英語を勉強します。
10. 私は昨朝下婢が来て私に朝飯が出来て居ると云ひましたまでは机に凭つて英語を勉強しました。

LESSON II.

I think that in this class there are a few boys who have not yet paid their tuition-fees for this month. I was told by the clerk yesterday that there were many boys who had not yet paid their tuition-fees.



Any one who does not pay the fee within the first ten days of the month is suspended ; and those who have been suspended are not allowed to attend any lessons until they pay the fees, you know. I know of a boy whom I did not allow to attend my lesson because he had been suspended. I hope there are not many boys that do not observe the school regulations.

**GRAMMAR.**

**Verbs in the Past-Perfect Tense.**

**Present-Perfect.**

I  
We } have paid  
You }  
He }  
She } has paid  
It }  
They have paid

**Past-Perfect.**

I  
We }  
You } had paid  
He }  
She }  
It }  
They }

had.....*auxiliary.*

paid .....*past participle.*

**Verbs in the Passive Voice, Past and Past-Perfect.**

**I. Past Passive.**

**Active.**

I told  
&c.

**Passive.**

I was told  
We were told  
You were told  
He }  
She } was told  
It }  
They were told

**II. Past-Perfect Passive.**

**Active.**

I had told  
&c.

**Passive.**

I  
We }  
You } had been told  
He }  
She }  
It }  
They }

**Verbs in the Past-Perfect Progressive.**

I had been telling.

&c.

Relative Pronouns referring to Persons

—Antecedent—Adjective Clause.

Nominative. Possessive. Objective.

who whose whom

“There are a few boys who have not yet paid their tuition-fees.”

“Those whose tuition has been suspended are not allowed to attend any lessons.”

“I know of a boy whom I did not allow to attend my lesson.”

boys (noun) } antecedents.
those (pronoun) }
boy (noun) }

...who have not yet paid their-tuition fees...

...who have been suspended...

...whom I did not allow to attend my lesson... adjective clauses.

Relative Pronoun “that.”

The Relative Pronoun “that” refers to a person or thing.

A Relative Pronoun agrees in number with its antecedent.

“There are a few boys (plural) who (plural) have (plural) not yet paid their tuition-fees.”

“One (singular) who (singular) does (singular) not pay...”

“I hope there are not many boys (plural) that (plural) do (plural) not observe the school regulations.”

EXERCISE.

VOCABULARY.

VERBS.

Present. Past. P. Participle.

Table with 4 columns: Japanese verb, Present, Past, P. Participle. Rows include: 洗ふ (wash), さうふ (call), 起る (get up), 食べる (take), 持つ (have), 云ふ (tell), 掃く (sweep), 行く (go), 済す (do), 語る (speak).

知つて居る know of knew of known of  
 賞める praise (regular)  
 避ける avoid (regular)  
 となる become became become

NOUNS. 親友 friend

顔 face

夏 summer

實 the truth

行 behavior

ADVERBIAL PHRASES.

此間 the other day

勿論 of course

1. 太郎. 御前顔を (御前の顔を) 洗つたか. はい私は顔を洗ひました. 次郎も顔を洗つたか. え. あれも洗ひました.
2. 此間僕が君をさうつた時君は顔を洗つて居たか. 勿論. 僕は君が僕をさうつた時は

- 顔を洗つて朝飯を食べて居た. 僕は六時に起きて顔を洗つて六時半に朝飯を食べた. (あの日は) 僕は通例六時に起きて六時半に朝飯を食ふ.
3. 君は東京に居たことがある乎. 山田. あゝ僕は居た

ことはある. 僕は此前の夏はあそこ  
 に居た. 僕は前にも東京に居たことがある.

4. 吉山は東京に居たことがあるか. あれは東京に居たことがあると僕に云つた.

5. 太郎. お前の部屋は掃除がなつたか. はい. 私が掃除しました. さつき. 私があそこへ行つた時はあれはまだ掃除してなかつたよ. あの時私はまだ

掃除して居ませんでした. 私はたつた今済ました.

6. 私は實を語らない者は好きませぬ.
7. 私は實を語らない男の子を一人知つて居ます.
8. 此組に私共の賞める男子が一人あります. 其れが (其男子が) いつでも實を語りませぬ.
9. 行の善くない男子等や女子等を避けよ. 行の善き

作者と行の悪しき	見ざることを能はず
作者とは親友とな	多き親友の語也
作者とは親友とな	前におきては
	東京の

LESSON III.

In writing a composition you should take care not to make the same mistakes that you have made before. You must carefully read over the composition before you hand it to me, so that you may not commit any gross mistakes that can be corrected by yourselves. Now see the sentences which I have copied from a composition which has been written by one of you. I doubt whether the writer, who has committed many gross mistakes, carefully read over the composition before he handed it to me, that he might commit no mistakes which could be corrected by himself. Who is the writer that is so careless? This is the worst composition that can be written.

GRAMMAR.  
**Relative Pronouns referring to a Thing.**  
**Nominative. Possessive. Objective.**

which whose which

**Explanatory and Restrictive Statements.**

"I doubt whether the writer, *who has committed many gross mistakes*, carefully read over the composition. ....*explanatory statement.*

"There are a few boys *who have not yet paid their tuition-fees* ....*restrictive statement.*

**Obs.—**When "*who*" or "*which*" introduces an explanatory statement, it is separated by a comma from the antecedent.

**Relative Pronoun "That."**

The Relative Pronoun "*That*" is used in preference to "*who*" or "*which*" in the following cases :

1. After an antecedent preceded by the adjectives "*some*," "*same*," "*any*."

- 2 After the interrogative pronoun " *Who.*"
- 3 After an adjective in the superlative degree.
- 4 After two antecedents, one requiring " *Who* " and the other " *Which:*" as,  
 " Did you see the boy and the horse that ran up the hill ? "
- 5. Whenever we wish to restrict the meaning of the antecedent

**Auxiliaries in the Past Tense.**

<i>Present.</i>	<i>Past.</i>
can	could
may	might
must	must
does } do }	did
has } have }	had
am } is }	was
are	were

**Active and Passive Statements.**

<i>Active.</i>	<i>Passive.</i>
----------------	-----------------

**Present Tense.**

You can correct the mistakes yourself.	The mistakes can be corrected by yourself
--	---

**Past Tense.**

You could correct the mistakes yourself.	The mistakes could be corrected by yourself
--	---

**Present-Perfect Tense.**

The writer has made many gross mistakes	Many gross mistakes have been made by the writer
---	--

**Past-Perfect Tense.**

The writer himself had corrected the mistakes.	The mistakes had been corrected by the writer himself.
--	--

**EXERCISE.**

**VOCABULARY**

**VERBS**

買ふ	buy	bought	bought
見せる	show	showed	shown

發する	rise	rose	risen
貸す	lend	lent	lent
返へす	return (regular)		
	give back	gave back	given back
借りる	borrow (regular)		
無くする	lose	lost	lost
貰ふ	get	got	got
叱かる	scold (regular)		
住む	live (regular)		
建てる	build	built	built
送る	send	sent	sent
勤める	attend v. t. (regular)		

NOUNS.

地圖	map
英和字書	English-Japanese dictionary
流れ	stream
別荘	villa
寫眞	photograph

ADJECTIVES.

急激なる	rapid
立派な	nice

ADVERBIAL PHRASES.

四五日前	a few days ago
さつき	a few minutes ago

1. 僕が昨日買った新	てくれ
の新しい地圖を君	6. 僕は君から借り
て見せよ。君が	た小刀を無くし
見せ玉へ。君	が来た。
が此間僕に話し	7. 僕は君から貰つ
た英和字書を見	たペン先の内一
せ玉へ。	つを彼にやつた
2. 是は四五日前君	8. 僕は先生に叱か
に見せたあの同	られた。僕があれ
じ本だ。	の直ほした全じ
3. 君の英語の教師	誤謬をしたもの
が直ほした作文	だから。
をどれなりと僕	9. 先生は僕を叱つ
て見せ玉へ。	た。僕があれに直
4. 甲斐に發する富	ほされた全じ誤
士川は甚だ急激	謬をしたものだ
なる流れなり。	から。
5. 先つき君に貸し	10. 是は神戸に住む
た小刀を返へし	或る商人が建て

- |             |             |
|-------------|-------------|
| た別荘である。     | 見せたかねね。     |
| 11. ロンドンに今居 | 12. 是は僕が東京に |
| る僕の従兄が僕     | 居た時に勤めて     |
| に送つた立派な     | 居た学校の寫真     |
| 寫真を僕は君に     | だ。          |

LESSON IV.

I suppose you will have examination after examination, as we are approaching the end of the term. To-morrow, you will have the examination to which I referred the other day; that is, an examination in Grammar. I shall ask you no question that will be too difficult for you. I will ask you only three questions, which I hope every one of you will be able to answer completely. But if any one of you acts dishonestly, he will get no mark and will lose his credit, however successful he may have been in his examinations before.

GRAMMAR.

Verbs in the Future Tense.

I. Simple futurity.

- First Person: I shall have ; we shall have.  
 Second Person: You will have.  
 Third Person: He (she, it) will have ; they will have.

II. Intention.

- First Person: I will have ; we will have.

III. Compulsion.

- Second Person: You shall have.  
 Third Person: He (she, it) shall have ; they shall have.

Passive Voice in the Future Tense.

Simple Futurity.

<i>Active.</i>	<i>Passive.</i>
I shall examine	I shall be examined
We shall examine	We shall be examined
You will examine	You will be examined
He will examine	He will be examined
They will examine	They will be examined

**Intention.**

I (we) will examine I (we) will be examined

You shall examine You shall be examined

He shall examine He shall be examined.

They shall examine They shall be examined

**EXERCISE.**

**VOCABULARY.**

**VERBS.** 間に合ふことが出来る

- 積む lay be able to be in time
- 遅刻になる 就眠する go to bed
- be behind time 思ふ think thought,
- 心配する fear thought
- 叱かる scold (regular) 通ふる pass
- 出かける start (regular) 通ふして讀む read over
- へ出かける start for 罰する punish
- 出来る be able (regular)
- 間に合ふ be in time

**NOUNS.**

満點 full mark 多くて at most  
 八十點 80 per cent 明後日 the day after  
 許可 leave to-morrow

許可無く without leave 少くも at least  
 ADVERBIAL 兎に角 at any rate  
 PHRASES. もう一遍 once more

- 1. 今夜は復た雪が 間に合ふことが  
降る。 出来よう。
- 2. 朝の雪は明日の 僕はもう勉強し  
までには深く ないで就眠する  
積む。
- 3. 僕は復た遅刻に 僕等は明後日英  
なつて先生に叱 語の試験がある。
- 4. からるゝだらう 8. 幾つ問題が問は  
と心配して居る。 るゝだらう。
- 5. さうだ僕は明日 9. 僕は多くて四問  
は五時に起きて だらうと思ふ。
- 6. 六時に學校へ出 10. 君は易しく試験  
かけてやらう。 を通る。
- 7. さうすれば僕は 11. 僕は試験を通ふ



- |             |             |
|-------------|-------------|
| ればよいが。      | らう。         |
| 12. 試験は六つかし | 17. 僕は明日試験を |
| くはあるまい。     | される。        |
| 13. 君は少くも八十 | 18. 僕も試験して貰 |
| 點は取る        | らう。         |
| 14. 吉田は復た満點 | 19. 君は罰せられる |
| を取る。        | よ。君は昨日學校    |
| 15. 僕は六十點取れ | が済む前に許可     |
| ば有りがたい。     | 無くして歸宅し     |
| 16. 兎に角僕はもう | たから。        |
| 一遍この本を通     | 20. 吉田も罰せられ |
| ふして讀んでや     | る。          |

LESSON V.

Now time is up; let us leave off here. But wait a moment. I will join your excursion to-morrow if you will allow me. Will you? I think some one or two of us must go to Oji early in the morning to make the necessary arrangements for the rest. Who will go? Will you go, Tanaka?

You will go, Yamada? You are the manager of the party, I suppose. Shall you go yourself? Shall I go too? Well, then you and I will go ahead. What a happy day we shall have! We shall have all arrived at Ōji and be enjoying ourselves about this time to-morrow.

GRAMMAR.

Questions in the Future Sense.

Shall I go? } .....the only allowable form for the  
Shall we go? } first person.

Shall you go? .....the ordinary form for the second person.

Will you go? .....an allowable form where the second person's wish or intention is asked.

Shall he go? } .....an allowable form where the  
Shall they go? } person addressed has control over the third person's action.

Will he go? } .....the ordinary form for the third  
Will they go? } person.

Verbs in the Future-Progressive and the Future-Perfect Tense.

Future-Progressive.

Future-Perfect.

I } shall be enjoying  
We }

I } shall have arrived  
We }

You }  
He } will be enjoying  
They }

You }  
He } will have arrived  
They }

EXERCISE.

VOCABULARY.

VERBS.

持つて行く take

行つて取つて來

届く reach (v. t.)

1. あなたは學校の

後すぐに歸宅し

ますか。はい。

2. あなたはどうか

此手紙をポスト

get (v. i.)

NOUNS.

届け先

正午

バット

destination

noon

bat

へ持つて行つて

くれませんか。は

い。よろじうござ

います。

3. さうするところ

が届け先へ明日

早く届きます。

4. 遅くとも正午ま

ではあそこへ

着いて居ませう。

5. 君行つてバットと

ボールを取つて

來るだらうね。

いや、僕は行かな

い。

6. 誰がりれではそ

れを取りに行く

か君行け。

7. バットとボール

を取りに行く人

は誰もないか。

8. 君行つてあれを

取て來てくれぬ

か。田中。

9. よろじい僕が行

ふ。

10. 君ボールを取り

に行くのか。それ

ではどうぞ僕の

帽を取て來てく

れ。

11. 君は試験される

のかいやううで

は無い。

12. 田村は試験され

るのか。さう。あ

れは試験される

のだ。明日。

LESSON VI.

If you are ready, let us set out at once. What a fine day we shall have to-day ! I was afraid that we should have a storm to-day, judging from the appearance of last evening. It will be warm, too. I thought it would be cold, and so I have brought a thick over-coat with me. I wish I had left it at home. If it should be cold I should have to put on thick clothing which would weary me, for I have a cold. What a lovely day this is ! If it were a cloudy day how sad we should be ! By the by, did you join the last school excursion? If you joined it, perhaps you saw the big snake. You did not see it ! If you had seen it, you would have been much frightened.

GRAMMAR.

Auxiliaries "Should" and "Would."

"Should" and "Would" are the past forms of "Shall" and "Will" respectively.

"We shall have a fine day."

"I was afraid (past) we should have a storm."

"It will be warm."

"I thought (past) it would be cold."

Conditional Sentences.

A Conditional Sentence consists of two parts, an Antecedent and the Consequent.

1. Where the Antecedent is true or reasonable.

( a ) About the future or the present.

"I shall join the excursion if you *allow* me."

"If you *are* ready, let us set out at once."

allow, are .....*present tense.*

( b ) About the past.

"If you *joined* the excursion, perhaps you saw the big snake.

joined.....*past tense.*

2. Where the Antecedent is untrue or unlikely.

( a ) About the future.

"If you *would allow* me, I *would* join the excursion."

"If you *should go*, I *would* go, too."

would allow, should go.....*past form.*

( b ) About the present.

"If it *were* a cloudy day, how sad we *should* be!"

"If he *joined* us, he *would* be much delighted."

were, joined.....*past tense.*

( c ) About the past.

"If you *had seen* the snake, you *would have* been much frightened."

"If he *had joined* us, he *would have* been much delighted."

had seen, had joined .....*past-perfect tense*

"Should you go, I would go, too" = "If you should go, &c."

"Were it a cloudy day, how sad we should be!" = "If it were a cloudy day, &c."

"Had you seen the snake, you would have been much frightened" = "If you had seen the snake, &c."

**Uses of the Tenses.**

If the Natural Time is future and the Antecedent is true or reasonable, a Present Tense is used, with "*Shall*" or "*Will*" in the Consequent: as,

"I shall join the excursion if you *allow* me."

2. If the Natural Time is future and the Antecedent is untrue or doubtful, "*Should*" or "*Would*" is used, with "*Should*" or "*Would*" in the Consequent: as,

"If you should go, I would go, too."

"If you would allow me, I would join the excursion."

3. If the Natural Time is present or past and the Antecedent is true or reasonable, the Time of the Verbs is regulated by the ordinary rules: as,

"If you are ready, &c."

"If you joined the excursion perhaps you saw the big snake."

4. If the Natural Time is present and the Antecedent is untrue or unlikely, a Past Tense is used, together with "*Should*," "*Would*" or "*Might*" in the Consequent: as,

"If it *were* a cloudy day how sad we *should* be!"

"If he *joined* us he *would* be much delighted."

"If I *had* money with me I *might* buy the book."

5. If the Natural Time is past and the Antecedent is untrue or unlikely, a Past-Perfect Tense is used, together with "*Should have*," "*Would have*" or "*Might have*" in the Consequent: as,

"If you *had seen* the snake, you *would have* been much frightened."

"If I had seen the snake I should have killed it."

"If I had had money with me I might have bought the book."

EXERCISE.

VOCABULARY.

VERBS.

金を儲ける	make money
金を澤山儲ける	make a great deal of money
現金	ready money
喜ることばす	delight
願ふ	wish
咲く	bloom
發する	give out
賞感する	admire

NOUNS.

日曜日	Sunday
鹽	salt
天使	angel
翼	wing
櫻の花	cherry-flowers
梅の花	plum-flowers

柳	willow
枝	branch
香り	perfume

ADJECTIVES.

病氣	ill
甘く	well

- |   |   |
|---|---|
| <p>1. 僕は君が病氣で<br/>あるとは知らな<br/>かつた。若し僕が<br/>りれを知つて居<br/>たならば今少し<br/>早く僕は來るの<br/>であつたに。</p> <p>2. 若し試験が只今<br/>少し易すかつた<br/>ならば僕は其を<br/>通つたのだけれ<br/>ど。</p> <p>3. 僕はあの時現金<br/>は少しも持つて<br/>居なかつた。若し<br/>僕が少しでも持<br/>つて居たなら僕<br/>はりれをあれに<br/>貸してやつたの</p> | <p>だけれど。</p> <p>4. 僕ならば(僕が君<br/>ならば)僕は直ぐ<br/>に行つて甘くや<br/>るのだのに。</p> <p>5. 君の弟は今日來<br/>ることは出來な<br/>いか。若し來るこ<br/>とが出來るなら<br/>あれはさう喜こ<br/>ばされるであら<br/>うに。</p> <p>6. 日曜日であつた<br/>ならば僕も行く<br/>のであつたけれ<br/>ど。</p> <p>7. この雪が鹽なら<br/>金を澤山儲ける<br/>ことが出來るだ</p> |
|---|---|

- |   |  |
|---|--|
| <p>らうに。</p> <p>8. 若し吾等が天使<br/>の如く翼を有つ<br/>て居たら吾等<br/>は何所でも行く<br/>ことが出来るで<br/>あらうに。</p> <p>9. 誰も何人にも<br/>願ふことを爲し<br/>得しならば何人</p> | <p>も今よりは尙ほ<br/>幸福にあるであ<br/>らうか。</p> <p>10. 若し櫻の花が柳<br/>の枝に咲いて梅<br/>の花の香りを發<br/>したならばさ<br/>や人が其を賞感<br/>するであらうに。</p> |
|---|--|

## LESSON VII.

How did that happen? Who broke the glass? Do you know who did it? How it happened, is known to you, I suppose. It seems that a boy who was playing with a ball threw it at the window and broke the glass. You have often been told not to play ball near the school-house. It was only yesterday that we gave notice to the effect that

if any one should play ball near the building he would be punished. I hope none of you disregarded the notice and did the mischief.

## GRAMMAR.

## Noun Clauses.

1. As the object of a verb.

"Do you know *who did it*?"

2. As the subject of a verb.

"*How it happened*, is known to you."

"It seems *that a boy who was playing with a ball near the School-house threw it at the window.*"

Obs— A Noun Clause used as the subject of a Verb is set off from the Verb by a comma: but if the Clause is put after the Verb, and the sentence is introduced by the Pronoun "*It*," no comma is required.

## EXERCISE.

1. Tell the Noun Clause, Adjective Clause, and Adverbial Clause of the sentence:—

“It was only yesterday that we gave notice to the effect that if any one should play ball near the building he would be punished.”

2. Join a suitable Noun Clause with each of the following predicates :

“I wonder.....”      “.....is unknown.”

3. Add to each of the following simple sentences a suitable Adjective and a suitable Adverbial Clause :

“We saw a tiger.”      “I got hurt by a ball.”

“The examination would have been easy.”

“In the Japan-China war, our country won the victory.”

---

### LESSON VIII.

Have any of you been to see Ichirō Yamada, who has been ill almost two months? His mother called on me yesterday and said: “He is much better to-day. I think he will be able to go to school next week.” She told me also that he was very lonely. Visit the poor boy if you have time to spare.

### GRAMMAR.

#### Direct and Indirect Narrations.

##### Direct.

His mother said: “He is much better to-day. I think he will be able to go to school next week.”

##### Indirect.

His mother said that he *was* much better *that* day and *she* thought that he *would* be able to go to school the following week.

---

### EXERCISE.

Change the following Direct Narrations to Indirect Narrations:—

1. One morning the old goat said to her young ones, “Now, my children, I am going out, and must leave you to take care of yourselves.”

2. “Who is there?” said the kids. “It is I, your mother, come home,” replied the wolf at the door. “See what I have for each of you.”

3. So at last, a wise old frog put his head up

out of the pond, and said, "Boys, please don't pelt us so." "We are only playing," said the boys. "I know it," said the frog; "but the stones you throw hurt us all the same. What is play to you is death to us."

Change the following Indirect Narration to a Direct one:—

The fox said to the hen that he had been looking for her for some time. The hen then asked the fox what he wanted with her. The fox replied that he must punish her for the tricks she had played him. The hen begged him to wait a moment until he had seen what she had to show him in the fields.

## REVIEW OF THE TENSES.

### Active Voice.

#### I. PRESENT TENSE.

##### 1. Simple Present.

( a ) I write one or two letters every week. (日常)

##### 2. Present-Progressive.

( c ) I am writing a letter now. (現に今執筆中)

#### 3. Present-Perfect.

( d ) I have written the letter. (今了つた)

#### 4. Present-Perfect-Progressive.

( e ) I have been writing a letter. (今まで)

## II. PAST TENSE.

#### 1. Simple Past.

( f ) I wrote three letters yesterday.

#### 2. Past-Progressive.

( g ) I was writing a letter when he came.

#### 3. Past-Perfect.

( h ) I had written the letter. (了つて居た)

#### 4. Past-Perfect-Progressive.

( i ) I had been writing a letter before he came.

## III. FUTURE TENSE.

#### 1. Simple Future.

( j ) I shall write the letter to-morrow.

#### 2. Future-Progressive.

( k ) I shall be writing the letter when you call on me to-morrow.

#### 3. Future Perfect.

( l ) I shall have written the letter when you come to-morrow. (了つて居る)



PASSIVE VOICE.

I. PRESENT TENSE.

1. Simple Present.

(a) We are examined once a month.

2. Present-Progressive.

(c) We are being examined.

3. Present-Perfect.

(d) We have been examined.

II. PAST TENSE.

1. Simple Past.

(f) We were examined yesterday.

2. Past-Progressive.

(g) We were being examined.

3. Past-Perfect.

(h) We had been examined.

III. FUTURE TENSE.

1. Simple Future.

(j) We shall be examined.

2. Future-Perfect.

(l) We shall have been examined.

REVIEW OF GRAMMAR.

1. Give some examples showing the difference in use between the *Present-Perfect Tense* and the *Past Tense* of a Verb.

2. Can a Verb in the *Present-Perfect Tense* be used with an Adverb denoting a past time, such as 'Yesterday,' 'last year?'

3. Mention the two uses of 'was' as an Auxiliary.

4. Mention the uses of the *Passive Participle* of a Verb.

5. Which should be used as Auxiliaries in the following sentences, "be" or "been?"

1. The exercises will soon.....corrected.

2. They have.....corrected.

3. We shall.....examined to-morrow.

4. Has the examination.....finished?

6. Give some examples showing the use of the *Past-Perfect Tense* of a Verb. Are the following sentences correct or incorrect?

"Did I show you the map which I had bought yesterday?"

"Did you not receive yesterday the exercises which I had corrected?"

7. Must the Subject be repeated before the second Verbs in the following sentences ?

“ I did not see him but heard him laugh.”

“ Though I could not see him, heard him laugh.”

“ He got ill and returned home.

“ He returned home because got ill.”

8. Distinguish a Complex Sentence from a Compound Sentence.

9. Correct the mistakes in the following sentences :

1. There are a few boys in the class who does not study hard.

2. He is the only one of the boys that always mind what the teachers say.

3. This is the best composition which has been ever written.

10. Why are the following sentences incorrect ?

1. I thought you can speak English well.

2. Did you tell him that he may go, too ?

3. We were all afraid that you will be too busy to attend last meeting.

11. Which should be used in the following sentences, “ shall ” or “ will ? ”

1. I hope I.....pass the examination successfully.

2. I.....go for you if you like.

3. I.....arrive at Kobe by the evening of the day after to-morrow. When.....you get there ?

4. ....you go afishing next Sunday ?.....you go with me ? .....your brother go, too ?

5. I wish to have my little brother admitted into the First year. When.....he come to school to-morrow ?

12. Why are the following sentences incorrect ?

1. If you would go, you should be scolded, too.

2. If you should do it for me, I should gladly pay you 5 yen.

3. If you would arrive here before noon to-morrow, I would be happy to stay here and see you.

4. If he is not ill, he would go, too.

5. If it were warm to-day, we shall have a good time.

13. Give some examples of the Noun Clause, the Adjective Clause, and the Adverbial Clause.

14. Correct the mistakes in the following sentences :

“ When I invited him to fishing, he said that I do not like to go afishing.”

“ When I asked them where they were going, they answered that we are going to the river.”



## APPENDIX.

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### I. Case.

When a noun or pronoun is used as the subject of a verb it is said to be in the Nominative Case.

When a noun or pronoun is used to denote ownership or possession it is said to be in the Possessive Case.

When a noun or pronoun is used as the object of a verb or of a preposition it is said to be in the Objective Case.

The Objective Case of a noun is of the same form as the Nominative.

The Objective Case of a pronoun is different in form from the Nominative with the exceptions of "you" and "it."

### II. Gender.

When the noun is the name of a male, it is said to be of the Masculine Gender; when it is the name of a female, it is said to be of the Feminine Gender; when it is the name of a thing which has no sex, or

which is not spoken of as male or female, it is said to be of the Neuter Gender.

A pronoun must agree in gender and number with the noun it stands for.

### III. Mood.

When a verb is used to make a statement or question about a fact, or of a matter taken as a fact, it is said to be in the Indicative Mood.

When a verb is used to express the power, possibility, liberty, or necessity of an action or being, it is said to be in the Potential Mood.

When a verb is used to express a supposition and is thus added as subordinate to some other verb, it is said to be in the Subjunctive Mood.

When a verb is used to express a command or request, it is said to be in the Imperative Mood.

### IV. Simple and Complete Subject and Predicate-Modifiers.

When the subject consists of a single word it is called the Simple Subject; when a predicate consists of a single verb it is called the Simple Predicate.

When the Simple Subject or Predicate has some other words added to it to modify its meaning, the word or words added are called modifiers.

The Complete Subject or Predicate is the subject or predicate with all its modifiers.

The Simple Subject may be modified by

1. Adjective.
2. Noun in the possessive case.
3. Noun in apposition.
4. Adjective phrase.

A noun in apposition is a noun joined to another noun to explain it.

The Simple Predicate may be modified by

1. Adverb.
2. Adverbial phrase.

### V. Agreement of the Verb.

A verb must agree with its subject in number and person.

When two singular nouns convey the idea of one person or thing, or when they are preceded by "*Each*" or "*Every*," the verb must be in the singular.

"My cousin and schoolmate has told me so."

"Bread and milk is good for children."

“ Each book and each paper was examined.”

A Collective Noun requires a verb in the singular when the sense is singular, and a verb in the plural when the sense is plural.

“ The army was attacked.”

“ The people were frightened.”

A Collective Noun is the name of a body or number of individuals.

### VI. Agreement of the Pronoun.

When two or more singular nouns convey the idea of one person or thing, the pronoun used to represent them must be in the singular.

“ The celebrated painter and sculptor died at his native place.”

❖ THE END ❖

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博文館

定價金四拾錢



# 通俗英語案内

（菊版洋装） 石川辰之助君著 （全壹册）

を一讀して外國語の獨習は、果して出來得べきや否やを判せられよ、  
 の眞に英語を獨修せんとする志望者は、老若男女の別なく、先づ本書  
 然として、文法の説明を示す、和英比較研究たるべきなり、今  
 なさい。進むこの子供と、大を御覽なさい。一歩一段秩序整  
 如きは、動詞を以て系統を立つるにあらす、已知よ  
 小供と大を見よ、小供と、大は走る」と授くる  
 課に「これは、大である」と授へ、第二課には  
 所只一事に限らざるべからず、本書の第一  
 に進み入らざる可からず、一課に授くる  
 歩一段秩序整然、已知より順次に授くる  
 凡る動詞を以て系統を立て、  
 凡る語學教授は、言語の主腦

（正價金貳拾五錢郵稅八錢紙數三百二十頁）

（新刊）  
 第拾壹編  
 通俗百科全書

# 通俗言語學

全一册

（文學科卒業生）  
 東京專門學校 宮田修君著

編輯の已むべからざる所以なり  
 言語學の講究の要や非常に大なり、本書  
 萩、昔の力は今の朝鮮、地理上歴史上  
 究なかるべからず、漢華の差は伊勢の濱  
 明の言語は秩序あるべし、乃ち科學的研  
 をすら語らしむるに至れり、されども文  
 野蠻の民も語り、近時學術の進歩は唯  
 人誰か言語なからむ、文明の民も語り、

らざる書也  
 右に缺くべ  
 るもの併せて座  
 なる斯學研究者た  
 る言語學の細説精  
 英語案内の丁寧懇切な

# LONGMANS'

（澁江保先生註釋）

（上製） ろんぐまんす （洋装）

第一讀本註釋 ..... 正價三拾錢郵稅六錢  
 第二讀本註釋 ..... 正價卅六錢郵稅六錢  
 第三讀本註釋 ..... 正價四拾錢郵稅六錢

第一讀本 ..... 正價廿五錢郵稅六錢  
 第二讀本 ..... 正價卅五錢郵稅六錢  
 第三讀本 ..... 正價四拾錢郵稅六錢

（註釋） （讀本）

續御注文あらんことを。陸  
 翻刻類書と御比較の上、請  
 書に採公せられたり。教科用  
 及各地私立學校の既に下  
 との好評を博し、既に府下  
 は、精原書に一本の堅牢なる  
 紙の精良、製本の堅牢なる  
 嚴密、挿書の巧緻、校正の  
 本書は印刷の鮮明、校正の  
 眉なるものなり。  
 ず。蓋し本書は類書中の白  
 充分に了解せしめんと期  
 に初學の士をして師友なく  
 は、勉めて正格に譯法又嚴肅  
 あり、注意に注意を重ね發音  
 るものなし、本書は完全に見  
 粗雑なる一書として完全した  
 音の不正格なる將た譯法の  
 釋したる書多し去れど其發  
 世にロングマンズ讀本を註

文學士柳都太郎君著  
**英文典語句慣用法**

(全壹册洋裝上製)

れば必らず一本を備へ玉ふべし。日片時も缺くべからざる寶典な語を読み、英文を綴らんには一して、其用法を詳記したれば、英前置詞の如きは數十頁の表を附め、逐一丁寧に解釋を施し、殊に國學生に解し易からしめん爲ルト氏文典の一部を抄譯し、我

本書は最近の著なるネスフー  
(正價金六拾錢郵稅六錢)

文學士チヤモレノ氏校閱  
島田豊島田弟丸兩君共著  
**英和應用會話指針**

(全壹册洋裝上製)

に得る所あるべし。んとする者本書を熟讀せば大なるものなり。苟も彼語に通せ掲げて彼我對話の模範を示せ舉げ應用すべき談話數十項をり、部門を分ちて日用單語をと後來交通するものゝ便を圖際にまれ商業にまれ、外國人會話篇とは其撰を異にし、交

本書は從來世に行はるゝ所の  
(正價金卅錢郵稅六錢)

文學士チヤモレノ氏校閱  
島田豊島田弟丸兩君著  
**實用英和作文**

(全壹册洋裝上製)

しむ。以て作文便益上に遺憾なからすべし諸願届の書式を擧げ、他書になき送り状及稅關に出用諸願届の諸式を始め、從來ロハ分けにし、附録には商業し、作文用の名詞及動詞を十則を抄録しこれに和譯を示の模範を示し、又古人傑作數商用書狀、諸契約書、廣告類等

本書は日常贈答の普通文より  
(正價金卅錢郵稅六錢)

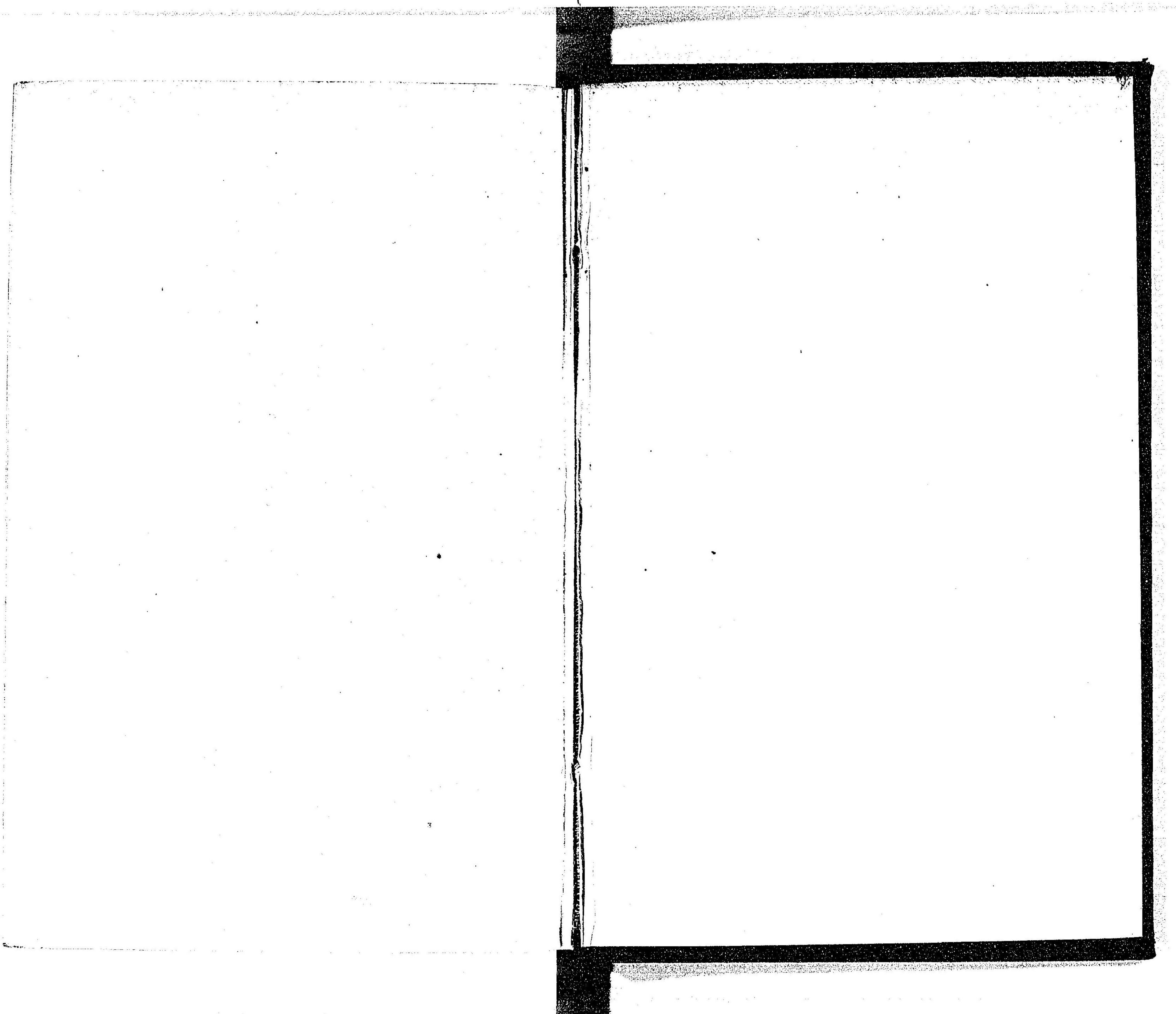
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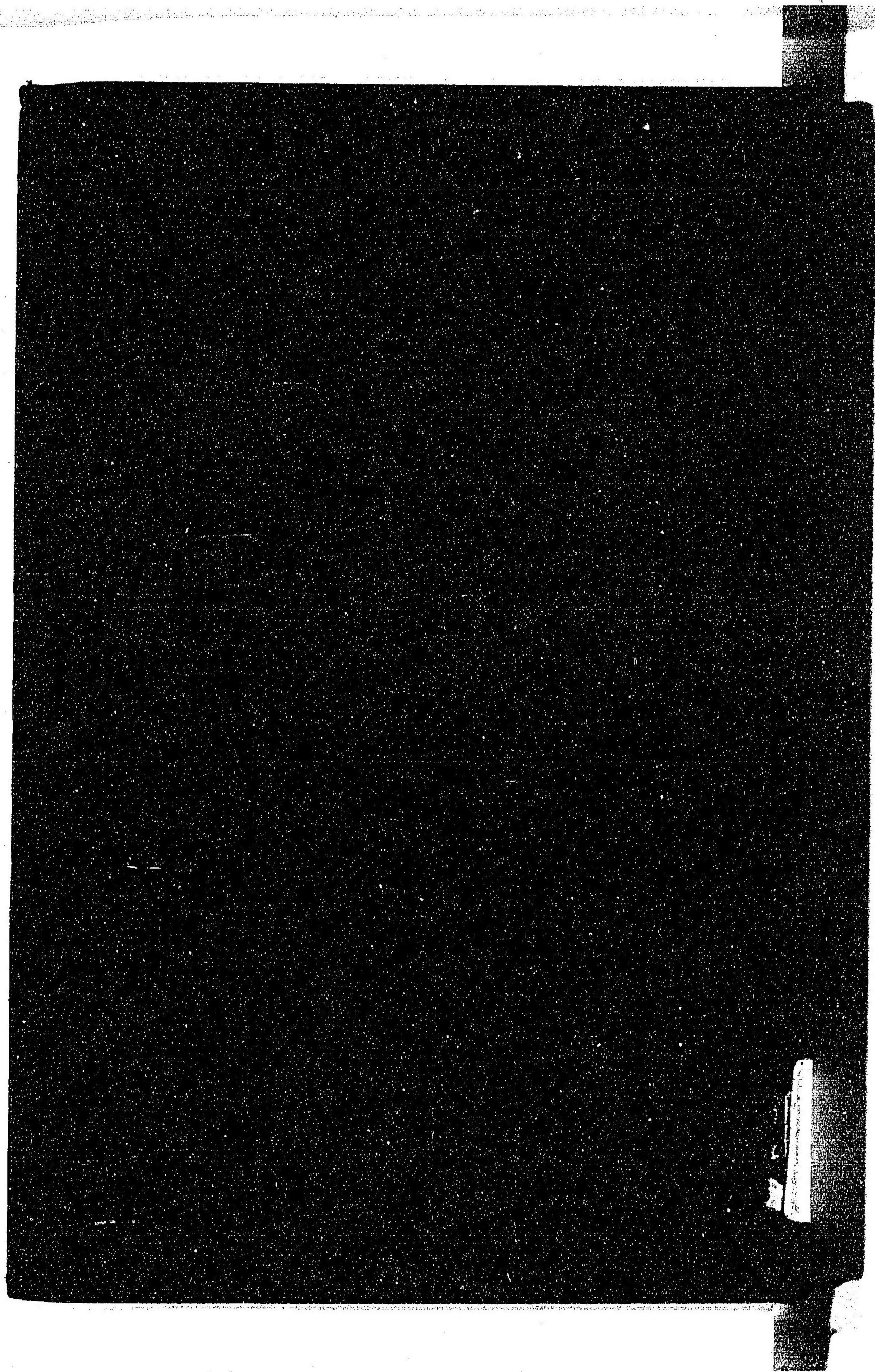
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實用の會話なり。越氏の懇切なる校閱を経たる斬新の方法を以て編次し、大精選し、何人にも會得し易きり、本書は著者が尤も題目を民の英和會話に長ずるに於て最も必要を感じるは國居も一兩甲の後に迫る、此時海外貿易は年毎に發達し、雜

(正價金廿錢郵稅四錢)







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