

No. 1.

PART FIRST:  
NOUNS AND ARTICLES.

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No. 1.

PART FIRST:

NOUNS AND ARTICLES.

# HIGHER ENGLISH LESSONS

No. 1.

## PART FIRST: NOUNS AND ARTICLES.

### CHAPTER I.

#### General Introduction.

The study of nouns is the study of their classes, forms, and uses. The uses of nouns are so intimately connected with those of the articles that the two subjects are really one and inseparable.

#### § 1. Classes of Nouns.

The Classification of Nouns is based partly on their meaning, and partly on their usage with reference to the Articles and the Plural Form. If a noun can be used in the plural form or with the article *a* (=one), the fact shows that it is a name common to certain individual things that can be numbered. It is, therefore, best to start with the principle that *a noun admitting of the plural requires an article in the singular*; and consequently that *a noun not admitting of the plural may be used without any article*.

**I. PROPER NOUNS:**—A Proper Noun, being a name given to one particular object, has no Plural form. A Proper Name requires no Article, since *a* (=one) and *the* (=this or that) are defining words used to limit the application of general terms.

**Note 1:**—Proper Nouns are sometimes used as Common Nouns, and then may take the Article or the Plural Form:—

He is *a Newton* — *the Newton* of the age.

There are not many *Newtons* in the world.

**Note 2:**—The Definite Article used with certain Proper Names (*the Nile, the Himalayas, etc.*), is a sort of permanent prefix, differing in nature from that used with the other classes of nouns.

**RULE:**—*Proper Nouns take no article, except certain kinds of them that are always preceded by the definite article.*



**II. COMMON NOUNS:**—The Common Noun, being a name common to a number of objects forming a class, is the only kind of nouns admitting of the notion of plurality. Any kind of noun, when found in the plural or with the article *a*, is to be regarded as a sort of common noun.

**RULE I:**—*Singular Common Nouns must have an article, definite or indefinite, unless there is some special reason for the omission.*

This necessity of the employment of articles with common nouns, forms one of the chief idiomatic differences of the English from the Japanese language. In the latter, a common noun may be used without any idea of number, and without any defining expression, owing to the omission of unemphatic particles. In English, on the contrary, a common noun must necessarily be either in the singular or in the plural; and a common noun in the singular must be defined by *a* or *the*, since an object referred to must either be definite or indefinite:—

- (a) Bring me *the book*. (= that book you know of.)
- (b) Bring me *a book*. (= any book or some book.)

**RULE II:**—*Plural Common Nouns may be used without any article or with the definite article.*

An Indefinite Plural without any article is generally used in a wide sense, so as to apply to all or any of the class in a general way; while a Definite Plural denotes the whole of a limited number:—

- (a) He is fond of *books*. (= books in general.)
- (b) He has read all *the books* in the library.

**III. COLLECTIVE NOUNS:**—A collection of individuals (*people, family, assembly*, etc.) may be regarded as a single body acting as one whole, or as a mere aggregate of individuals acting independently and separately. In the former case, a collective noun has a singular meaning; in the latter case, it has a plural meaning:—

- (a) *A civilized people* knows its own interests.
- (b) *People* do not always know their own interests.

**RULE I:**—*Collective Nouns of Singular Meaning follow the rules of common nouns with regard to the articles and the plural form.*

- (a) Sing. { Indef. :—The Jews once formed *a nation*.  
Def. :—*The whole nation* became dispersed.
- (b) Plur. { Indef. :—*Nations* live, grow, and die.  
Def. :—All *the nations* of the world.

**RULE II:**—*Collective Nouns of Plural Meaning, like plural common nouns, may be used without any article or with the definite article.*

- (a) *People* are apt to make this mistake.
- (b) *The people* are opposed to the measure.

**IV. MATERIAL NOUNS:**—A Material Noun, being the name of a substance existing in indefinite masses, is equally applicable to the whole of the substance, or to any portion of it, however small. The notion associated with the name of a substance is not that of number, but of quantity. A Material Noun has therefore no Plural Form, and does not take the Indefinite Article.

**RULE:**—*Material Nouns, like plural common nouns, may be used without any article or with the definite article.*

**Note 1:**—A Material Noun without any article is used in a wide sense, so as to apply to all or any portion of the material in a general way; while a material noun with the definite article denotes the whole of a limited quantity of the material:—

- (a) Time once lost can not be bought with *gold*.
- (b) I will not do it for all *the gold* of California.

**Note 2:**—When a Material Noun is used either in the plural form, or with the indefinite article, it is to be regarded as a common noun. Compare:—

- (a) Material :—(The substance called) *glass*.
- (b) Common :—*A glass, glasses*.

**V. ABSTRACT NOUNS:**—Names of abstract notions (*wisdom, knowledge, experience, prudence*, etc.) must needs be singular: the objects to which the quality belongs are many, but the quality common to them is one. Abstract Nouns have therefore no Plural Form, and do not take the Indefinite Article.



**RULE:**— *Abstract Nouns, like material nouns, may be used without any article or with the definite article.*

**Note 1:**— An Abstract Noun without any article denotes the quality in its widest sense; while, with the definite article, it denotes some particular instance of the quality:—

(a) *Wisdom* can not be bought with gold.

(b) *The wisdom* of the ancients are preserved in literature.

**Note 2:**— When an Abstract Noun is used either in the plural form or with the indefinite article, it is to be regarded as a common noun. Compare:—

(a) Abstract:— (The art of) *painting*.

(b) Common:— *A painting, paintings*.

### ARTICLES WITH DIFFERENT CLASSES OF NOUNS.

Thus we see that the plural form and the articles properly belong to the common noun; and that any kind of noun more or less approaches the common noun in sense when used in the plural form or with either article.

**I. THE DEFINITE ARTICLE:**— *The* is used with any kind of noun, but most commonly with Common Nouns.

(a) **Common Nouns** may take *the* in both numbers. Note the difference in meaning in the singular and the plural:—

{ Singular:— *The principal* of this school.

{ Plural:— *The students* of this school.

(b) **Proper Nouns**, as a rule, do not take any article; but there are certain kinds of proper names which have the definite article always prefixed to them, as — *the Nile, the Pacific, the Himalayas*, etc. Such proper names as do not require any article, may take *the*, when they are used as common nouns, and limited by some qualifying phrase:—

{ Proper:— *England* is the greatest naval power.

{ Common:— Japan will be *the England* of the Far East.

(c) **Collective Nouns** take the definite article when some particular collection of individuals is referred to. Compare:—

{ General:— What will *people* say?

{ Particular:— *The people* present were astonished.

(d) **Material Nouns** take the definite article when some particular portion of the material is referred to. Compare:—

{ General:— *Water* is good to drink.

{ Particular:— *The water* of this well.

(e) **Abstract Nouns** take the definite article when some particular instance of the quality is referred to. Compare:—

{ General:— All men seek for *happiness*.

{ Particular:— The rich envy *the happiness* of the poor.

**II. THE INDEFINITE ARTICLE:**— *A* or *an* is the Sign of the Singular Number, just as the ending *-s* or *-es* is the Sign of the Plural Number; and the two are alternate correlative signs. To say *a truth*, implies that the plural form *truths* is possible; and to say *kindnesses*, implies that we may say *a kindness*. Words not used in the plural form do not take the article *a*; for instance, we never speak of *a wisdom* or *wisdoms*, *an oxygen* or *oxygens*.

(a) **Common Nouns**, which alone admit of the plural form, are the only class of nouns with which the article *a* can be used. The other kinds of nouns take *a* only when used in a common sense. Compare:—

(b) { **Proper:**— *Timon* of Athens was a famous misanthrope.  
       { **Common:**— { He is *a Timon* in sentiment.  
                       { There are *Timons* under different names.

(c) { **Collective:**— *People* say that he is very rich.  
       { **Common:**— { The Japanese are *a brave people*.  
                       { The most civilized of all the *peoples* of Asia.

(d) { **Material:**— That house is built of *stone*.  
       { **Common:**— { He threw *a stone* at me.  
                       { Boys should not throw *stones*.

(e) { **Abstract:**— The town was destroyed by *fire*.  
       { **Common:**— { There was *a fire* last night.  
                       { *Fires* are frequent in Tokyo.

**EXERCISE:**— *State the Class (and Use) of the Nouns marked.*

What is *paper* made from? The *papers* are missing. The house is built of *stone*. They threw *stones* at us. The handle is made of *bone*. It is only a bruise; no *bones* are broken. It is not all of *life* to live. Were there any *lives* lost? Two much *light* hurts the eye. We saw a *light* in the distance. Do you learn *composition*? I am writing a *composition*. *Man* alone has the *gift* of *speech*. Who made the best *speech*? He has shown me much *kindness*. He has done me many *kindnesses*. Do you take any *exercise*? I talk a *walk* every day. *Walking* is a good *exercise*. I am fond of *poetry*. I know many *poems* by heart. This *saying* contains much *truth*. The *doctrine* contains many *truths*. With the *permission* of the *company*, I will tell a *story*.

Avoid bad *company*. Be careful in choosing your *companions*. Better be the *Napoleon* of shoe-blacks or the *Alexander* of chimney-sweeps than a shallow-brained attorney, who, like necessity, knows no law. Charles XII of Sweden was called the *Alexander* of the North. *People* who are too sharp cut their own fingers. The *Japanese* are a brave *people*, and the most civilized of all the *peoples* of Asia. He was a fine *youth*. The *youth* are instructed in military drill. The ship has been cruising in Chinese *waters*. *Cotton* is first spun into *thread*, which is then woven into *cloth*. This is a good *cloth* for summer wear. Bakin is the *Scott* of Japan. *Wonder* is the first *cause* of *philosophy*. The seven *wonders* of the world. *Virtue* triumphs over *vice*. The four cardinal *virtues* are *prudence*, *justice*, *temperance*, and *fortitude*. *Prudence* is too often the only *virtue* left us at seventy. *Teaching* is an *art*. *Art* is long and *time* is fleeting. The *times* are hard. Have you a *slate*? *Slate* is a kind of *rock*. A *Daniel* come to judgment!

## § 2. Grammatical Forms of Nouns.

Note: — The changes of form which words undergo in order to express their various grammatical relations, are called their Grammatical Forms or Inflections. *Inflection* must be distinguished from *Derivation*. By the latter, a new word is created, and generally a new part of speech. Inflection, on the contrary, never changes the part of speech, the new form still being part of the original word.

There are three modes of Inflection: —

- (a) **Regular or New**: — *Brother-s*, *sister-s*; *small-er*, *-est*; *look-ed*, etc.
- (b) **Irregular or Old**: — *Man*, *men*; *much*, *more*, *most*; *see*, *saw*, *seen*, etc.
- (c) **Auxiliary Words**: — *More just*, *most just*; *shall* or *will see*, etc.

### Questions.

- (1) *How are Nouns and Pronouns inflected?*
- (2) *What are the grammatical forms of Verbs?*
- (3) *For what are Adjectives and Adverbs inflected?*
- (4) *What are the Uninflected Parts of Speech?*

## I. NUMBER.

(1) **FORMATION**: — The Plural is regularly formed by adding *-s* or *-es* to the Singular.

- (a) How is the Plural Inflection *-s* sounded after the Sharp Consonants *p*, *f*, *k*, *t*, *th* (*sharp*)? — after the Flat Consonants *b*, *v*, *g*, *k*, *th* (*flat*)? — after the Liquids *m*, *n*, *l*, *r*? — after Vowels?
- (b) When is the ending *-es* added?
- (c) What is the Plural Ending of Nouns ending in a Consonant and *-y*? — of Nouns ending in *-ay*, *-ey*, *-oy*, *-uy*? — of Nouns end in *-quy*?
- (d) What is the Plural Ending of Nouns ending in a Consonant and *-o*? — of Nouns ending in *-eo*, *-io*, *-oo*, *-yo*?
- (e) What is the Plural Ending of Nouns ending in *-f* or *-fe*? — of Nouns ending in *-ff*?
- (f) How are the Plurals of Compound Words formed?

Note 1: — Of nouns ending in a Consonant and *-o*, those of common use generally take *-es*, those more lately introduced and more rarely used simply take *-s*, and a few take either. Words ending in *-eo*, *-io*, *-oo*, *-yo*, regularly take *-s*.

- (a) *Bravo-es*, *bonito-es*, *cargo-es*, *echo-es*, *hero-es*, *innuendo-es*, *motto-es*, *manifesto-es*, *negro-es*, *potato-es*, *torpedo-es*, *tornado-es*, *volcano-es*, *virago-es*, etc.
- (b) *Albino-s*, *canto-s*, *curio-s*, *ditto-s*, *quarto-s*, *octavo-s*, *duodecimo-s*, *grotto-s*, *halo-s*, *junto-s*, *lasso-s*, *memento-s*, *proviso-s*, *piano-s*, *salvo-s*, *tyro-s*, *virtuoso-s*, etc.
- (c) *Calico(e)s*, *portico(e)s*, *mulatto(e)s*, *mango(e)s*, *mosquito(e)s*, *zero(e)s*, etc.
- (d) *Cameo-s*, *folio-s*, *portfolio-s*, *seraglio-s*, *studio-s*, *bamboo-s*, *cuckoo-s*, *Hindoo-s*, *embryo-s*, etc.

Note 2: — Most Nouns ending in *-eaf*, *-oaf*, *-lfe*, and *-lf*, have their plurals ending in *-ves*; while those ending in *-lef*, *-oof*, *-uff*, *-rf*, etc., mostly add *-s*. Make the Plural of —

- (a) *Leaf*, *sheaf*, *loaf*. (b) *Beef*, *reef*.
- (c) *Chief*, *kerchief*, *flief*, *thief*, *brief*, *grief*, *belief*, *relief*, *mischief*. (d) *Hoof*, *roof*, *proof*, *reproof*.
- (e) *Life*, *wife*, *knife*, *flife*, *strife*, *safe*.
- (f) *Calf*, *half*, *elf*, *self*, *shelf*, *wolf*, *gulf*.
- (g) *Dwarf*, *scarf*, *wharf*, *surf*, *turf*.
- (h) *Staff*, *cliff*, *sheriff*, *mastiff*, *plaintiff*, *cuff*, *muff*, *puff*, *bluff*, *stuff* etc.



**Note 3:** — Compound Words mostly form their plural by adding the Plural Inflection to the principal noun, as — *mothers-in-law, passers-by*. In some compounds made up of a noun followed by an adjective, the two parts have cohered so closely that the plural inflection is added to the end, as — *knight-errants, court-martials*. In a few compounds, the plural inflection is added to both parts, as — *knights-templars, lords-justices, lords-lieutenants*.

Make the Plural of — *son-in-law, maid-of-honour, man-servant, woman-servant, maid-servant, hanger-on, looker-on, commander-in-chief, poet-laureate, lieutenant-general, governor-general, consul-general, sign-manual, run-away, forget-me-not, Miss Johnson, Mr. Smith*.

**Note 4:** — When Other Parts of Speech are used as Nouns, their plurals do not always follow the ordinary rules: —  
*Ayes and noes. Ifs and buts.*

There were too many *perhapses* and *probabbys* in the speech.

**Note 5:** — Letters of the Alphabet form their plural by adding -'s, as *p's* and *q's*. Letters standing for Abbreviated Words are doubled, as — *pp* = pages; *ll* = lines; *LL. D.* = Doctor of Laws; *MSS.* = Manuscripts.

(2) **IRREGULAR PLURALS:** — These are remnants of the old modes of plural inflection, and are of two kinds: —

(a) Plurals formed by Vowel Change: —

Man, woman.....men, women.	Foot.....feet.
Mouse .....mice.	Tooth .....teeth.
Louse .....lice.	Goose .....geese.

(b) Plurals formed by the Inflection -en: —

Child.....children.	Cow.....kine. [Obs.]
Brother .....brethren.	Eye .....e(y)en. [Obs.]
Ox .....oxen.	Shoe .....shoon. [Obs.]

(c) A few nouns, among which are names of some game-birds and game-fish, have the Same Form in Both Numbers: —

- (α) Deer, sheep, swine.
- (β) Fowl(s), wild-fowl, grouse, teal, woodcock, snipe, etc.
- (γ) Fish(es), trout, salmon, carp, mackerel, etc.
- (δ) Heathen(s), cannon(s).

(3) **FOREIGN PLURALS:** — There are some Foreign which retain their original plural forms: —

Latin:—	Focus, foci. Formula, formulae. Datum, data. Genus, genera. Stamen, stamina. Index, indices. Series, series. Apparatus, apparatus	Hebrew:—	Seraph, seraphim. Cherub, cherubim.
			Beau, beaux. Monsieur, messieurs. Madama, mesdames. Corps, corps.
Greek:—	Phenomenon, -na. Hypothesis, -ses.	Italian:—	Bandit, banditti. Dilettante, dilettanti. Virtuoso, virtuosi.

**EXERCISE:** — Give the Plural of — *analysis, axis, appendix, addendum, automaton, bacillus, bacterium, basis, bureau, crisis, criterion, curriculum, chateau, desideratum, dictum, dogma, ellipsis, erratum, effluvium, encomium, fungus, genius, genus, larva, locus, medium, memorandum, metamorphosis, nebula, oasis, ovum, parenthesis, radius, stamen, synopsis, species, tableau, terminus, thesis*.

**Note 1:** — Some Foreign Nouns have been so far naturalized as to form their plural by adding -s or -es, as — *focuses, terminuses, geniuses, dogmas, formulas, encomiums, memorandums, criterions, indexes, bandits, virtuosos, cherubs*, etc.

**Note 2:** — -s should not be added to Japanese words that are not naturalized in English.

#### (a) PECULIARITIES IN NUMBER.

I. **DOUBLE PLURALS:** — State the difference in meaning between the two plural forms: —

Brother.....brothers, brethren.	Penny.....pennies, pence.
Cloth .....cloths, clothes.	Staff .....staves, staves.
Die .....dies, dice.	Genius .....genii, geniuses.
Pea .....peas, pease.	Index .....indices, indexes.

II. **SINGULAR AND PLURAL WITH DIFFERENT MEANINGS:** —

- (a) { Advice: — I can not give you *advice* on the subject.  
Advices: — You shall have full *advices* by our next.
- (b) { Air: — He walked away with a sad *air*.  
Airs: — He gives himself *airs*.
- (c) { Authority: — To rebel against *authority*.  
Authorities: — To hand over to the *authorities*.
- (d) { Chance: — I met him by *chance*.  
Chances: — The *chances* are against me.
- (e) { Circumstance: — An unforeseen *circumstance*.  
Circumstances: — Under these *circumstances*.



- (*f*) { Compass : — I speak within *compass*.  
Compasses : — A pair of *compasses*.  
(*g*) { Content : — To one's heart's *content*.  
Contents : — The *contents* of a purse, a book, etc.  
(*h*) { Day : — He is the poet of the *day*.  
Days : — I have known him since our school-*days*.  
(*i*) { Duty : — I must do my *duty*.  
Duties : — I must attend to my *duties*.  
(*j*) { Effect : — My words had great *effect* on him.  
Effects : — The dead man's *effects* were sold by auction.  
(*k*) { Good : — No *good* will come of idleness.  
Goods : — How are you going to dispose of the *goods*?  
(*l*) { Hostility : — Our *hostility* is at an end.  
Hostilities : — They were the first to open *hostilities*.  
(*m*) { Iron : — *Iron* is the most useful of metals.  
Irons : — A prisoner should not plead in *irons*.  
(*n*) { Mean : — To take the golden *mean*.  
Means : — To accomplish by some *means* or other.  
(*o*) { Pain : — He seems to be suffering great *pain*.  
Pains : — He seems to take much *pains* with his pupils.  
(*p*) { Physio : — Throw *physic* to the dogs.—*Shakespeare*.  
Physics : — *Physics* used to be called natural philosophy.  
(*q*) { Sand : — Deserts are vast plains of *sand*.  
Sands : — The children are playing on the *sands*.  
(*r*) { Service : — I wish to enter your *service*.  
Services : — I beg to offer my *services*.  
(*s*) { Spirit : — He has no *spirit* to resent an insult.  
Spirits : — In high or low *spirits*.  
(*t*) { Study : — The proper *study* of mankind is man.  
Studies : — To attend to one's *studies*.  
(*u*) { Time : — There no *time* to lose.  
Times : — To grumble at the badness of the *times*.  
(*v*) { Wit : — They have neither beauty nor *wit*.  
Wits : — To lose one's *wits*.  
(*w*) { Word : — He keeps his *word*.  
Words : — My *words* had great effect on him.  
Etc. etc.

Note : — These words are mostly Abstract or Material Nouns in the Singular, and as such do not admit of the plural. They are used in the Plural in a Common sense conceived in aggregate masses. Compare : —

[Material or Abstract.] [Common.]

Beef.....a beef, beeves.  
Salt.....a salt, salts.  
Shot.....a shot, shots.  
Ground.....a ground, grounds.  
Force.....a force, forces.

### III. PLURALS WITH A SECOND MEANING NOT FOUND IN THE SINGULAR : —

- (*a*) Accents : — { (1) Polysyllables generally have two *accents*.  
(2) Soft as the dew his gentle *accents* fell.  
(*b*) Authorities : — { (1) To cite an *authority* or *authorities*.  
(2) To apply to the *authorities*.  
(*c*) Cards : — { (1) To exchange *cards*.  
(2) To play *cards*.  
(*d*) Circumstances : — { (1) Under these *circumstances*.  
(2) In easy or narrow *circumstances*.  
(*e*) Colours : — { (1) The *colours* of the rainbow.  
(2) To sail under false *colours*.  
(*f*) Customs : — { (1) Each country has its own *customs*.  
(2) A collector of *customs*.  
(*g*) Damages : — { (1) To count *damages*.  
(2) The *damages* are laid at 1000 yen.  
(*h*) Draughts : — { (1) *Draughts* of water, troops, writings, etc.  
(2) *Draughts* is a game called checkers.  
(*i*) Drawers : — { (1) A chest of *drawers*.  
(2) A pair of *drawers*.  
(*j*) Letters : — { (1) The *letters* of the alphabet.  
(2) Men of *letters*.  
(*k*) Manners : — { (1) Different men have different *manners*.  
(2) Where is your *manners*?  
(*l*) Masses : — { (1) Great *masses* of rock.  
(2) Such things are unintelligible to the *masses*.  
(*m*) Minutes : — { (1) Sixty *minutes* make an hour.  
(2) To read the *minutes* of a meeting.  
(*n*) Numbers : — { (1) Great *numbers* of people.  
(2) I lisped in *numbers*.—*Pope*.  
(*o*) Parts : — { (1) To consist of so many *parts*.  
(2) He seems to be a man of *parts*.  
(*p*) Premises : — { (1) The *premises* are right, but.....  
(2) To trespass on another's *premises*.

- (*q*) Quarters : — { (1) The four *quarters* of the heavens.  
(2) Head-*quarters*, winter-*quarters*, etc.
- (*r*) Scales : — { (1) The *scales* of existence.  
(2) A pair of *scales*.
- (*s*) Services : — { (1) He has rendered me many *services*.  
(2) I am desirous to secure his *services*.
- (*t*) Spectacles : — { (1) Piteous *spectacles*.  
(2) A pair of *spectacles*.
- (*u*) Spirits : — { (1) The land of *spirits*.  
(2) The sale of *spirits*.
- (*v*) Terms : — { (1) Technical *terms*.  
(2) The *terms* of a contract.
- (*w*) Times : — { (1) At *times*.  
(2) Hard *times*.
- (*x*) Troops : — { (1) *Troops* of friends.  
(2) *The troops* have embarked.
- (*y*) Works : — { (1) Shakespeare's *works*.  
(2) Water-*works*, the *works* of a watch.
- Etc.*                      *etc.*

**IV. PERMANENT PLURALS :** — Some nouns are always in the plural form ; some others are always used in the plural form when used in some special senses. These are either names of objects consisting of two or more parts, or names of objects which we conceive in aggregate masses without resolving them in our mind into distinct individuals. Those marked [s] are generally treated as singular.

- (*a*) Scissors, shears, tongs, snuffers, pincers, bellows, fetters, irons, spectacles, compasses, scales, reins, blinds, shutters, eaves, beads, etc.
- (*b*) Mustaches, whiskers, breeches, trousers, pantaloons, drawers, braces, etc.
- (*c*) Clothes, regimentals, trappings, weeds, rags, arms, colours.
- (*d*) Surroundings, environs, grounds, premises, quarters, lodgings, barracks [s], mews, lists, hustings, gallows [s], shambles.
- (*e*) Goods, chattels, effects, riches, means [s], valuables, proceeds, assets, customs, returns, etc.
- (*f*) Wages [s], terms, alms [s], dues, arrears, etc.
- (*g*) Dregs, lees, suds, ashes, embers, cinders, ruins, remains, filings, shavings, sweepings, etc.
- (*h*) Victuals, viands, bitters, greens, molasses, oats, eatables, drinkables, etc.

- (*i*) Bowels, intestines, lungs, brains, veins, entrails, guts, giblets, vitals, thews, sinews, etc.
- (*j*) Measles small-pox (= *pocks*), piles, haemorrhoids, staggers, mumps, dumps, sulks, etc.
- (*k*) Billiards [s], dominoes [s], draughts [s], forfeits [s], cards.
- (*l*) Nuptials, obsequies, revels, orgies, festivities, banns, auspices, etc.
- (*m*) Annals, memoirs, archives, contents, minutes, credentials.
- (*n*) News [s], tidings [s], summons [s].
- (*o*) Thanks, blessings, amends [s].
- (*p*) Morals, manners, airs.                      (*q*) Wite, spirits, parts.
- (*r*) Tropics, antipodes, aborigines.
- (*s*) Limits, bounds, confines.
- (*t*) Chances, odds, etc.                      (*u*) Sands, downs, narrows.
- (*v*) Filings, shavings, sweepings, savings, trappings, fittings, proceedings, innings, tidings, etc.
- (*w*) Valuables, etc.
- (*x*) Physies [s], ethics [s], politics [s], metaphysics [s], tactics [s], etc.
- (*y*) Water-works, fire-works, iron-works, gas-works, etc.
- (*z*) Literati, minutiae, addenda, data, arcana, prolegomena, etc.

**Note 1 :** — The following are usually construed as singular : —  
*Amends, barracks, gallows, innings, means, news, tidings, odds, pains*, etc.

*Ill news runs* apace.  
To make *an* honorable *amends*.  
*The barracks* is built on a slope.  
*A means* to an end ; by *this means*.

**Note 2 :** — Some of the nouns with -s are really singular, but usually treated as plural : — *Riches, alms, eaves, summons*, etc.

*Riches* have (or has) wings.  
The man asked for (an) *alms*.  
The *summons* were (or was) not obeyed.

#### (b) OMISSION OF THE PLURAL INFLECTION.

Certain Plural Nouns, when preceded by a Numeral and used as a Noun of Measure, or when used as an Adjective omit the Plural Inflection : —

- (*a*) Two *pair* of stockings ; fifty *head* of cattle ; four *yoke* of oxen ; ten *brace* of ducks ; two *change* of garments ; a hundred *stand* of arms ; a fleet consisting of ten *sail* of the line.
- (*b*) An eight-*day* clock ; a three-*foot* rule ; a ten-*dollar* note ; a hundred-*pound* shot ; a six-*year* old horse ; a force of a thousand *horse* (soldiers) and a thousand *foot* (soldiers), etc.

Compare: — *Custom-house, customs officer; two pounds, two pound ten.*

**Note 1:** — The numerals *dozen, score, hundred, and thousand*, do not take -S when preceded by another numeral; they take -S when followed by *of* and used as indefinite plurals. Compare: —

(a) Two *dozen* eggs; three *score* cartridges; four *hundred* men; five *thousand* people; six *million(s of)* inhabitants.

(b) *Dozens* of eggs; *scores* of times; *hundreds* of people; *thousands* of sea-fowl; *millions* of stars.

**Note 2:** — The plural inflection is also omitted in such compounds as *twelvemonth, fortnight, hundredweight*, etc.

**EXERCISE:** — *Correct mistakes, if any.*

Take care of the pennies, and the pounds will take care of themselves. The gambler swore that the dies were loaded. The lady was charged with having many beaus. He was one of the greatest genii that ever lived. I have bought four dozens of handkerchiefs. Mental phenomenas have been closely studied by some physiologists. The peasantry attacked the officers with stones and staffs. Fishes inhabit the sea. My gold-fishes are all dead. Some monkeys, stealing a fisherman's net, tried to catch fishes. He has given me many good advices. The poison had no effects on him. He was frightened out of his wit. He has no spirits to resent an insult. I want a two-feet rule. These books have no indices.

#### TRANSLATION EXERCISE.

(1) 虚言モ方便トシテハ宜シイ (2) 此手段ニ依テ教授ガ容易ク成ル (3) Phoneticsトハ發音學ノヲ云フ (4) 本ヲ賣リテ其實高チ學校ニ寄附シタ (5) 此鉄ハ切レナイ (6) 蒸氣ヲ用ヰテ以來海軍ノ兵法ハ大ニ影響ヲ被ツタ (7) 我同胞ハ既ニ戰場ニ在リ (8) 靴ガ切レタカラ一足作ラセナケレバナラヌ (9) 眼鏡ヲ壊シタカラ一ツ買ハナケレバナラナイ (10) 此等ノ工場デハ幾千ト云フ程ノ職工ガ生活ノ道ヲ得テ居ル (11) 港ニハ幾百ト云フ船ガ常ニ碇泊シテ居ル (12) アノ婦人ハ子供ノ教育ニ骨ヲ折ル (13) 子供等ガ看護ヲ下ゲテ居ル (14) 屋敷内ニ井戸ガアルカ (15) 私ハ學校ノ近クニ宿ヲ取リマシタ (16) 富士山ガ破裂シタハ東京ニ灰ガ降ツタ (17) 死骸ハ遺族ニ引渡サレタ (18) 彼ハ少シ貯蓄ガアツタト見エル (19) 子供等ガ海岸ノ砂場ニ遊ンデ居ル (20) 其報知ハ餘リ普通ギテ本當ラシクナイ

## II. CASE.

When a Noun occurs in a Sentence, it must stand in some relation to some other word. It may be the subject of a verb, or the object of a verb or a preposition, or be joined to another noun in a possessive or an adjective relation. These relations are called its *Cases*.

There are three cases in English, which are exemplified in the three forms of pronouns — *he, his, him*. With Nouns, the Possessive is the only case that is indicated by Inflection, the other cases being indicated by the position or grammatical relation of the noun. Hence it is that the order of words is of greater importance in English than in more highly inflected languages.

### (1) THE NOMINATIVE CASE.

A Noun is in the Nominative Case in four constructions: —

- (a) Subject of Verb: — *Tanaka* is a good scholar.
- (b) Predicate Nominative: — The best scholar in my class is *Tanaka*.
- (c) Nominative of Address: — *Tanaka*, you may read.
- (d) Nominative Absolute: — *Tanaka* being absent, there was no one who.....

**Note 1:** — The *Predicate Nominative* is the complement of an incomplete intransitive or passive verb, as —

He *was* (or *became*) king. He *was made* king.

A Noun is in the Predicate Nominative in all such combinations as —

- (a) *To stand one's friend, lie a ruin, live and die a virgin, turn traitor, fall a victim, remain a widow, continue a bachelor, come off a loser*, etc., etc.
- (b) *To be appointed governor, elected president, created baron, crowned king, bound apprentice, left an orphan, called John, named Smith*, etc., etc.

**Note 2:** — The *Nominative Absolute* is the sense-subject of a participle in the absolute participial construction. Compare: —

- { A storm arising compelled us to put into port.
- { A storm arising, we were compelled to put into port.

A Noun is in the Nominative Absolute in all such expressions as — *weather permitting, school over, during the night, past twelve, notwithstanding the rain*, etc., etc.



## (2) THE POSSESSIVE CASE.

- (a) **FORMATION**:—The Possessive Case is formed by adding -'s to the noun.

**Note 1**:—The -s is omitted after the Apostrophe in the following cases:—

- (α) **Plural Nouns** ending in -s. Compare:—

{ A *girls'* school; the *students'* rooms.  
 { *Women's* shoes; the *children's* clothes.

- (β) **Proper Nouns** ending in -ss, -ses, -sis, -sos, -sus, etc. Compare:—

{ *Moses'* laws; for *Jesus'* sake.  
 { *Dickens's* novels; *Chambers's* encyclopaedia.

- (γ) **Abstract Nouns** ending in -ss or -ss:—

For *goodness'* sake; for *appearance'* sake.

**Note 2**:—With Compound Terms of all sorts, the Possessive Inflection is added to the last word only. (Compare the Plural of Compound Terms.)

*My brother-in-law's* children. *The King of England's* yacht. *Alexander the Great's* conquests.

He married *his brother Philip's* wife. I bought this pen at *Maruya's*, the stationer (or *Maruya, the stationer's*).

**Note 3**:—When Two or More Noun are in the same Possessive Construction joined by *and*, the -'s when added to each noun denotes *separate possession*, and when added to the last word only denotes *joint possession*:—

I bought *Ganot's* and *Deschanel's* Physics at *Kelby and Walsh's*.

- (b) **MEANING OF THE POSSESSIVE**:—The Possessive Case denotes:—

(α) **Owner or Possessor**:—A *man's* property, wealth, health, etc.

(β) **Author or Inventor**:—*Webster's* dictionary; *Watt's* steam-engine.

(γ) **Adjective Relation**:—A *girls'* school; a *children's* hospital.

(δ) **Agent**:—A *man's* birth, life, death, success, failure.

**Note 1**:—The Possessive denotes an Adjective Relation in such expressions as — *the mariner's* compass; *a lady's* maid; *a lawyer's* clerk; *woman's* compassion — Longfellow; *his* lion's mood — Tennyson, etc. A Possessive denoting an Adjective Relation does not displace the Article, as —

A *girls'* school = { A school *for girls*.  
 { A *female* school.

A *three years'* absence = { An absence *of three years*.  
 { A *triennial* absence.

**Note 2**:—The Possessive denotes Agent with all verbal nouns, whether true nouns or gerunds:—

*The man's* arrival. = *The man* has arrived, or will arrive.

*The man's* departure. = *The man* has departed, or will depart.

Pronouns preceding Gerunds are always in the Possessive Form; but Nouns, especially names of inanimate objects, are without the possessive sign after prepositions. The Noun thus used may be said to stand in a Possessive Relation to the Gerund. Compare:—

{ I was not aware of *the man's* being so rich.  
 { I was not aware of *his* being so rich.  
 { What was there wonderful about *the apple* falling?  
 { What was there wonderful about *its* falling?

**EXERCISE**:—Change the Clauses into Possessive and Gerund.

*That the man made money* is no proof of his merit. *When the clock struck twelve*, all the lights went out. I am glad *that the examination is over*. I was not aware *that any one was hurt*. The idea *that my watch might be wrong* did not occur to me. I have no doubt *that the man will succeed*. He is proud *that his father is a rich man*. What shall I do in case *my brother does not arrive in time*? I am pleased *that the man came to-day*. I insisted *that my friend should be admitted*. There is no danger *that the ceiling will fall*. I have no doubt *that the writer is a scholar*. I do not doubt *that the man is sincere*. The fact proves *that the man is honest*. The man died *because the doctor came too late*. *That the man was drunk*, is no excuse for his conduct. *When my name was called*, I felt a flutter about the heart. I do not deny the fact *that the man is a drunkard*. My father was delighted *when my name was mentioned in the papers*. *That the writer is a scholar* is not doubted. In China, long finger-nails used to be considered a sign *that one was a gentleman or a lady*. No fish was to be had, *because the weather had been stormy*.

**Note 3**:—The Possessive, when used with Nouns derived from Transitive Verbs (*love, praise, loss*, etc.), may have two meanings:—

<p>The man's loss = { (1) <i>The man has lost something</i>.          { (2) <i>We have lost the man</i>.</p>
--

The first is the **Subjective Possessive**, and is its ordinary use with Verbal Nouns. The second is the **Objective Possessive**, and is rarely used except in certain idiomatic expressions. [See Pages 160 — 162.]

**EXERCISE** : — Show the meaning of the Possessive by changing the verbal nouns into verbs.

*God's love of man. The people's dislike of the king's favourite. My father's description of my grandfather. I went to my brother's rescue. King John marched rapidly to his mother's aid. I have never recovered from my mother's loss. I am desirous to secure the man's services. He has been faithful in the king's service.*

(c) **USES OF THE POSSESSIVE** : — As the Possessive Case denotes personal possession, its use is properly confined to the names of *persons*; but its use is extended to the names of *animals* and *personified objects*. It is also used idiomatically with or before certain nouns : —

- (α) **Names of Persons** : — A *man's* name; *woman's* tears.
- (β) **Names of Animals** : — A *horse's* tail; a *cat's* paw.
- (γ) **Personified Objects** : — *Heaven's* will; *Fortune's* smile.
- (δ) **Ships and Boats** : — The *ship's* company; a *boat's* crew; a *man-of-war's* man.
- (ε) **Time** : — *To-day's* paper; *yesterday's* lesson; a *week's* journey; *three years'* absence; *three days'* leave of absence.
- (ζ) **Distance** : — A *ship's* length; a *cable's* length; a *hand's* breadth; a *hair's* breadth; at *arm's* length; a *stone's* throw.
- (η) **Value** : — A *dollar's* worth; *ten cents'* worth; one's *money's* worth; etc. Compare : — A *pennyworth*.
- (θ) **Weight** : — A *ton's* or a *pound's* weight.
- (ι) **Before "Sake"** : — For *mercy's* sake; for *appearance's* sake; for *conscience's* sake.
- (κ) **Before "End"** : — One's *journey's* end; at one's *wits'* end; at one's *fingers'* ends; a *rope's* end; *land's* end; *the water's* edge, etc.

**Note 1** : — Even with the names of persons, the use of the Possessive is further narrowed by the use of the preposition *of*. We may either say —

The man's name.....or.....the name of the man.

But it is not correct to say —

The flower's perfume.....for.....the perfume of the flower.

**Note 2** : — The construction with *of* is preferred when the noun is qualified by a Relative Clause. Compare : —

- { This is *my uncle's* sword, who died in the war.
- { This is the sword *of my uncle*, who died in the war.

**Note 3** : — In poetry, the use of the Possessive is carried farther than in prose, partly for the sake of brevity, and partly because personification is more common in poetry : —

He sat him down at *the pillar's* base. — *Byron*.

Seeking the bubble reputation at *the cannon's* mouth.  
— *Shakespeare*.

Expressions like the following have their origin in personification : — *Nature's* voice; *reason's* ear; *the mind's* eye; *wisdom's* ways; *passion's* lure; *history's* teaching; *duty's* call; *the sun's* rays; *the moon's* rising; *the earth's* creatures; *the mountain's* brow; *the river's* banks; *the ocean's* roar; *Japan's* heroes; *the royalty's* cause; *the country's* good; a *needle's* eye; out of *harm's* way; etc., etc.

**Note 4** : — The Possessive of Nouns of *Time*, *Distance*, *Value*, etc., supplies the want in English of Adjectives of Time, Distance, Value, etc. Note the following idiomatic expressions : — To give a *month's* warning; at a *moment's* notice; a *day's* work; a *night's* rest; in an *hour's* time; of *ten years'* standing, a *few hours'* intercourse; *three days'* grace; at *six months'* sight.

We may either say "*one winter's day*" or "*one winter day*."

**Note 5** : — The wanting Adjectives of Time are supplied by the possessive. How about Adjectives of Place?

(d) **IDIOMATIC CONSTRUCTIONS** : —

(a) I am staying at my uncle's.

The words *house*, *store*, *shop*, etc., are usually omitted after Nouns (not after Pronouns) in the Possessive : —

I bought the book at *Kelly and Walsh's*.

I have sent my servant to *the shoemaker's*.

*St. James's*; *St. Paul's*; *St. John's*, etc.

(b) It was my fortune to sit next to a country justice of the peace, a neighbour, as he said, of Sir Roger's. — *Addition*.

The Possessive has the particularizing force of the Definite Article, which it displaces : —

My brother's wife = The wife of my brother.

My brother's children = (All) the children of my brother.



When the qualified noun is not definite, the Indefinite Article must be used, which the Possessive can not displace. Compare:—

- { My brother's friend = The friend of my brother (you know of).  
 { A friend of my brother's = one of my brother's friends.

The same is the case when the qualified noun is plural:—

- { My brother's friends = (All) the friends of my brother.  
 { Some friends of my brother's = Some of my brother's friends.

A similar construction is used when a Possessive clashes with a Demonstrative:— *This house of my father's; that gun of your brother's; some friend of my sister's; any relation of the man's; no friend of our teacher's, another relation of the man's, etc.*

Note:— *State the difference in meaning.*

- { A portrait of the queen.  
 { A portrait of the queen's.

#### TRANSLATION EXERCISE.

(1) 御探シニナル人ノ名ハ何ト云イマスカ (2) 住ンテ居ル町ノ名カ分ツテ居マスカ (3) 此處ニハ高等女學校ガアリマスカ (4) Thackeray ノ小説ハ Dickens ノ小説ヨリモ六カシイ (5) 今日ノ新聞ヲ讀ンダカ (6) 其記事ハ昨日ノ新聞ニアツタ (7) 私ハ十年振テ歸省シマシタ (8) 此處ノ中學校ニハ西洋人ガ居マスカ (9) 彼處ノ中學校ニハ誰ガ英語ヲ教ヘテ居ルカ (10) 彼ハ一週間ノ賜暇テ歸省シテ居ル (11) 今日ハ善イ仕事ヲシタ (12) 一晚ヨク寢レバ癒ル (13) 學校ヘ行カナイナラ一日幾時間ト極メテ働カナケレバナラナイ (14) 即席ニハ出來ナイ (15) 軍艦ハ命ノ下リ次第出港ノ用意ヲシテ居ル (16) 品ニ依ツテハ三日前ニ御申込ガナケレバ出來マセン (17) 西洋テハ雇主ト雇人間ノ關係ヲ解カントスル時ハ一ヶ月以前ニ断ルノガ普通デアル (18) 此本ハ丸屋ニアルカ (19) 何處ノ本屋ニテモアル (20) 君ノ其外奎ハ何處テ作ツタカ (21) アノ人ニハ田中ノ處テヨク會フ (22) アレハ何カ田中ノ親類ダロウ (23) 後生ダカラ助ケテ (24) 一圓丈ケノ興ガアツタ (25) 朋友ノ好ミヲ以テ助ケテ遣レ (26) 形式丈ケニ搜索ヲ行ウタ (27) 氣安メ

ニ (28) 彼ハ Shakespeare ハ何時モ暗誦シテ居ル (29) 英吉利銀行ハ William ト Mary ノ治世ニ設立ニ成ツタ (30) 途中ニ本屋ノ丸善ニ立チ寄リマシタ (31) 私ハ同窓ノ高橋ノ家ニ留ツテ居ル (32) 私ハ Macaulay ト Green ノ英語史ヲ讀ンダ (33) 今 Macaulay ノ論文(單)ヲ讀ンテ居ル (34) 是ハ私ノ死ンダ祖父ノ肖像デス (35) 是ハ戦争ヲ討死シタ父ノ劍デス (36) 是ハ誰カ外ノ人ノ家デス

#### (3) THE OBJECTIVE CASE.

A Noun is in the Objective Case in five constructions:—

- (a) Object of Verb:— Who made *the earth*?  
 (b) Indirect Object:— I will make *the boy* a kite.  
 (c) Objective Complement:— I will make him *my companion*.  
 (d) Object of Preposition:— I have lived here for *three years*.  
 (e) Adverbial Objective:— I have lived here *these three years*.

Note 1:— It is not Active Verbs alone that take the object:—

- (a) When a Dative Verb (*give, lend, send, offer, etc.*) is put in Passive, with the Indirect Object as Subject, the Passive takes a Direct Object after it:—

I was given *a book*.  
 He was offered *a position*.  
 We were refused *admittance*.

- (b) An Intransitive Verb may take a Cognate Object:—

He lived *a busy life*.  
 The poor man died *a happy death* after all.  
 He slept *the sleep* that knows no waking.

Note 2:— Some Transitive Verbs (*give, lend, send, bring, etc.*) take two objects—the *Personal* or *Indirect Object* (誰ニ) and the *Neuter* or *Direct Object* (何ヲ); and the Indirect Object is called the Dative Case in other languages. The Indirect Object usually denotes—

- (a) To whom something is done:—

I gave *the man* something for his trouble.  
 I told *the children* a story.  
 I went to pay *my father* my respects.



## (b) For whom something is done : —

I will buy *my brother* a watch.I will make *my sister* a new dress.The book won *the author* a reputation.

**Note 3 : —** The verb *make* frequently takes another objective case after the object : —

He *made* — *her* — *his wife*.

The second objective describes the object, and at the same time completes the meaning of *make*, which in this construction is an Incomplete Transitive [ or Factitive ] Verb ; it is therefore called an Objective Complement. Other verbs used in the factitive construction with the objective complement are *appoint, elect, create, crown, find, leave, call, name, think, suppose, consider, etc., etc.* : —

It is said of Augustus that he *found* Rome *brick*, and *left* it *marble*.They *named* the child *William*. They commonly *called* him *Bill*.We *thought* him to be a *brave man*. But we *found* him to be a *coward*.

**Note 4 : —** Some Adjective and Adverbial Phrases drop the preposition, and the Objective Case thus takes the place of an Adjective or an Adverb : —

(Of) *what colour* is aluminium?It is (of) *no use* trying.Each house is (of) *exactly the same height* as the next.(At) *what time* do you go to bed?

**EXERCISE : —** Supply the prepositions omitted.

*What size* shall I make the table? It is *no use* crying over spilt milk. He is *about the same size* as you are. He is *about your own age*. He is *three years older* than I am. He was a *head taller* than his companions. He has lived *ten years* in America. Yokohama is situated *south* of Tokyo. It is *twenty miles south* of Tokyo. *Left* of the road, there is a wide moor. There is a garden *back* of the house. The town of Atsuta is situated a little *this side* Nagoya. *One day* I was walking in the park. He left *last Sunday*. They work hard *all day*. He is coming *next April*. He ran off *the moment* he saw me. He died *the day* I arrived. *The spring* I was fourteen, father built this house. *The last time* I met him, he was all right. There is a pine tree *outside* my room. He is *three inches taller* than I.

**Note 5 : —** A Noun with the Preposition understood, being in the Objective Case, and used in place of an Adverbial Phrase, is called an *Adverbial Objective*. Adverbial Objectives are used to denote —

- (a) Time : — I will go *this instant*.
- (b) Duration : — I have lived here *these six years*.
- (c) Repetition : — I have written to him *several times*.
- (d) Direction : — They are coming *this way*.
- (e) Distance : — My house is *a long way* off.
- (f) Manner : — He has everything *his own way*.
- (g) Quantity : — This is *a great deal* better than that.
- (h) Number : — The army is *a hundred thousand* strong.
- (i) Measure : — The building is *sixty feet* high.
- (j) Weight : — A six-inch shell weighs *a hundred pounds*.
- (k) Value : — The diamond is worth *a thousand dollars*.
- (l) Age : — The girl is *fifteen years* old.

*Etc. etc.*

(a) Adverbial Objectives of Time used to qualify verbs begin with the following adjectives or adverbs : —

- (α) To- : — *To-day, to-night*.
- (β) This : — I have not seen him *this month*.
- (γ) That : — I did not get home *that day*.
- (δ) The : — He arrived *the day before yesterday*.
- (ε) Last : — He arrived *last Monday*.
- (ζ) Next : — He leaves *next Monday*.
- (η) One : — *One day* I went to see.....
- (θ) Some : — I will take you there *some day*.
- (ι) The other : — The book you mentioned *the other day*.
- (κ) Every : — He goes to church *every Sunday*.
- (λ) All : — He remained a bachelor *all his life*.
- (μ) Once, twice, etc. : — *Once a week, twice a month, three times a year, etc.*

(b) Adverbial Objectives of Duration used to qualify verbs have the preposition *for* understood. Compare : —

- { He has lived (for) *ten years* in China.
- { He has lived in Japan *these ten years*.

Adverbial Objectives of Duration may also be used to qualify the following adverbs, prepositions and conjunctions : —

- (α) Ago : — He died *a year ago*.
- (β) Since : — He died *a year since*.
- (γ) Before : — His father died *a month before* she was born.
- (δ) After : — He died *three days after* I arrived.
- (ε) Hence : — The state of the world *a hundred years hence*.
- (ζ) Thence : — *A week thence* he died.

The following combinations of adverbial objectives combine the notions both of time and duration : —

- (η) **This day week** : — He left *this day week*.  
 (θ) **This day fortnight** : — He will return *this day month*.  
*Etc. etc.*

(c) **Adverbial Objectives of Repetition** [compounds of time or times] are used as adverbs or conjunctions : —

- (α) I have tried *many times*. I failed *last time*. If I fail again *this time*, I hope I shall succeed *next time*.  
 (β) *The first time* I tried, I did not succeed. *The last time* I tried, I failed again. I hope to succeed *the next time* I try.  
 (γ) They have *ten times* as many ships as we have. This ship is *three times* the size of the other.

(d) **Adverbial Objectives of Direction** (compounds of way or ways) are preceded by —

- (α) **This** : — Come *this way*.  
 (β) **That** : — I have never been down *that way*.  
 (γ) **Which** : — *Which way* are you going?  
 (δ) **My, your, etc.** : — Is no one going *my way*?  
 (ε) **Different** : — They parted and went *different ways*.  
 (ζ) **Local Proper Name** : — He lives up *Hongo way*.  
*Etc. etc.*

(e) **Adverbial Objectives of Distance** are used to qualify verbs of *motion, situation* or *extension*, or adverbs or prepositions of *place* : —

- (α) **Way** : — *A long* or *a little way* off; *half-way* across; *way* up or down.  
 (β) **Distance** : — The house stands *a short distance* beyond the bridge.  
 (γ) **Length** : — He went *the whole length* of the expression.  
 (δ) **Mile(s)** : — The town is situated *ten miles* north of S.  
*Etc. etc.*

(f) **Adverbial Objectives of Manner** are mostly double substantives with the article omitted. They will be treated of further on under the "Articles." [See Pages 69 — 72]

The twins lay *side by side*.  
 He was bound *hand and foot*.  
 He laid about him *right and left*.  
 They ate it up, *bone and all*.  
*Hat in hand*, he quietly awaited his turn.

(g) **Adverbial Objectives of Measure** : — Nouns denoting *measure, number, weight, cost, distance*, are used to qualify the following verbs : —

- (α) **To Measure** : — The boat measures *sixty feet* in length.  
 (β) **To Number** : — The students number *three thousand*.  
 (γ) **To Weigh** : — The fish weighs *a pound*.  
 (δ) **To Cost** : — This horse cost me *three hundred yen*.  
 (ε) **To Extend** : — The province extends *a hundred miles* north and south.

Nouns denoting *Measure of Every Sort* are used to qualify the following adjectives : —

- (α) **Long** : — The building is *four hundred feet* long,....  
 (β) **Broad** : — ..... *seventy feet* wide,....  
 (γ) **High** : — ..... and *fifty feet* high.  
 (δ) **Deep** : — The ship is *forty feet* deep.  
 (ε) **Thick** : — The rope is *an inch* thick.  
 (ζ) **Strong** : — The army is *a hundred thousand* strong.  
 (η) **Old** : — He is *twenty-one years* old.  
 (θ) **Distant** : — The island is *forty miles* distant from the coast.  
 (ι) **Worth** : — The diamond is worth *a hundred dollars*.

Nouns denoting *Measure of Difference* are used to qualify **Comparatives** or the adverb **too** : —

This is *a great deal* better than that.  
 He is *three years* older than I.  
 He arrived *a day* later than I.  
 He arrived *a day* too late for the examination.

Nouns denoting *Measure of Every Sort*, with a (= *per*), are used to qualify nouns denoting **Value** : —

Eggs are thirty cents *a dozen*.  
 He gets a hundred yen *a month*.  
 This cloth costs five yen *a yard*.

**Note 6** : — The adjective *old* qualified by an Adverbial Objective is sometimes used as the object of a preposition : —

A child of *three years old*.  
 The child died at *three years old*.

**Note 7** : — The following Adverbial Objectives are used as **Conjunctions** : —

- (a) **Time** : — { He died *the day* I arrived.  
 { The moment he saw me, he stole out.

- (b) Repetition:—
- The first time I met him, I thought him a strange man.  
I will take you there with me, the next time I go there.  
The last time I saw him, he was very well.

**Note 8:**— The following Prepositional and Adverbial Expressions are originally adverbial objectives:—

- (a) North of, south of, east of, west of, etc.  
(b) Right of, left of, back of.  
(c) Outside the house; inside the wall; this side the bridge.  
(d) Home, back, meanwhile, meantime, sometimes, otherwise, nowise, etc.

#### TRANSLATION EXERCISE.

(1) 彼ハ私ト同年輩ダ (2) 其店ハ日本橋ノ先デスカ手前デスカ (3) 少シ手前 (4) 其驛ハ京都ノ少シ先キテス (5) 彼ハ二十年此方日本ニ居ル (6) アナタハ何チラノ方ヘ御出ニ成リマス (7) 銀座ノ方ヘ行ツテ来マス (8) 此家ハ千圓ノ價直ハ確カニアル (9) 彼ハ内テ我儘ニシテ居ル (10) アナタハ四谷ノ方ヘ御出ニナルガアリマス (11) 彼チラノ方ヘ御出ニナツタナラチト御寄り下サイ (12) 今日ハ目黒ノ方ヘ行ツテ来マシタ (13) 目黒迄ハ餘程アリマス (14) アナタハ私ヨリ一寸高イ (15) 一分遅レテ流車ニ乗レナカッタ (16) 此前彼レニ會フタキ云フヲ忘レタ (17) 此次ニ會フタナラ忘レズニ云ヒマセウ (18) 横濱ハ東京ヨリ南十里ニアリ (19) 此建物ハ高サ三十六尺アル (20) 大キナ鰻ハ三斤モ掛ル (21) 立派ナ日本服ハ百圓以上モスル (22) 彼ノ居ル處ハ此處カラ中々アル (23) 其町ヨリ少シ隔ツテ城址ガアル (24) 我等ハ休マズニ三里走ツタ (25) 二時間モ待タシテカラ彼ハ漸ク来タ (26) 私ハ夏ハ毎年海岸ニ行ク (27) 此本ハ十圓シマシタ (28) 彼ハ生涯獨身テ暮シタ (29) アナタハ五分早ク稽古ヲ止メタ (30) 年ニ三度休暇ガアル (31) 學校ハ去年ノ今頃火災ニ罹ツタ (32) 子供ガ終夜泣ク (33) 頂上ニハ年中雪ガアル (34) 彼ノ母ハ彼ガ生レテ丁度一ヶ月目ニ死ンダ (35) 松島ハ仙臺ヨリ五里隔ツテ居ル (36) 此前試ミタ時ハ失敗シタガ (37) 今度ハ成功スル積リダ (38) 此室ハ長サ十間幅六間アル (39) 支那ハ日本ノ二十倍モアル (40) 一日三回服用

#### (4) ADJECTIVE USES OF NOUNS.

A Noun may be joined, like an adjective, to another Noun in three ways:—

- (a) In Apposition:—*The poet* Homer; *the actor* Danjūro.  
(b) As a Title:—*King* Edward; *Dr.* Johnson.  
(c) As a True Adjective:—A *gold* watch; a *winter* day.

**Note 1:**— A Noun in Apposition may be placed either before or after the Noun it describes.

*The poet* Goethe, or Goethe *the poet*.

*How is a Noun in Apposition placed before its noun distinguished from a Title?*

**Note 2:**— The following may be regarded as Quasi-Titles:—

- (a) *Uncle* George; *Aunt* Mary; *Brother* William, etc.  
(b) *Neighbour* Flamborough; *Farmer* Williams, etc.  
(c) *Mount* Fuji; *Lake* Biwa; *Cape* Horn.

**Note 3:**— A Noun used as a True Adjective may denote—

- (a) **Material:**—An *iron* ship; a *brick* house; a *stone* bridge, etc.

Compare:—*Wooden, oaken, leathern.*

- (b) **Possessive Relation:**—A *garden* wall; the *cottage* door; a *winter* day.

Compare:—A *winter's* day.

- (c) **Use or End:**—An *infant* school.

Compare:—A *boys'* or *girls'* school.

- (d) **Class:**—An *English* teacher; a *law* professor; a *writing* master; a *Yokohama* paper; the *Tudor* dynasty, etc.

**Note 4:**— A Noun used as an Adjective *classifies*, while a corresponding adjective *describes*. Compare:—

{ A <i>gold</i> watch.	{ <i>Silver</i> plates.
{ The <i>golden</i> age.	{ <i>Silvery</i> hair.
{ <i>Music</i> teachers.	{ <i>Law</i> students.
{ <i>Musical</i> boxes.	{ <i>Legal</i> power.

Is it good English to say an *historical* or *geographical* lesson? — a *mathematical* class? — a *chemical* lecture?

**Note 5:**— Nouns used as Adjectives frequently form compounds:—A *rice*-field; a *dog*-collar; a *cow*-house; a *mouse*-trap; *sun*-light, etc. Compare:—The *sun's* rays.

**Note 6:**— The nouns in the following compounds are used adverbially:—*Town*-made; *home*-spun; *snow*-white; *fet*-black; *pitch*-dark; *stone*-dead; *knee*-deep; *skin*-deep; *bolt* upright; etc.



EXERCISE : — *State the Case and Construction of the Nouns marked.*

(α) The *moon* rising, lit up the scene. The *moon* rising, we put out the light. "*Mercy*," cried the despairing captive. *Plato*, thou reason'st well. The lion is called the *king* of beasts. She lived and died a *virgin*. The whole city lay a *ruin*. Clive was born a *soldier*. She will prove a *treasure* to any one who shall have the good fortune to win her affections. Father has bought my *brother* a watch. He has promised my *sister* a new dress. If you do not do it now, you will have to do it some *time* or other.

(β) He is about my own *age*. Each house is just the same *height* as the next. The village is situated a short *distance* beyond the river. The summit is covered with snow all the *year* round. English is spoken all the *world* over. *The Empress* Jingo conquered Korea. He was a diligent student all his *life* through. Thir house cost my *father* 3000 *yen*. He cost his *mother* her life. What do you call those *flowers*? We call them *azaleas*. They are called *azaleas*. How did he become a *favorite* with his master? What made him a *favorite* with his master? Who will be appointed his *successor*? Whom will they appoint his *successor*?

(γ) I was elected *chairman* of the meeting. Watt was bound *apprentice* to a machinist. He has turned *traitor* to his party. He fell a *victim* to the dagger of an assassin. Good *work* being neglected, devotion is useless. Which *way* has he gone? He went an *enemy* and returned a *friend*. He returned a sadder and a wiser *man*. The house is a *mile* off. The simple bodice-maker of Bristol rose up a *knight*. He has everything his own *way*. I don't care a *pin* for him. I went the nearest *way* to accomplish my design. He came half-*way* to meet me. I turned and saw her distant a few *steps*.—*Wordsworth*.

(δ) I have told you *times* without number. He was worthy a better *fate*. To reign is worth *ambition* though in Hell.—*Milton*. Pericles fell a *prey* to the plague. He is proud of his *father* being a rich man. He made her his *wife*. She made a good *wife*. A man named *Smith*. I regard him as my *benefactor*. He turned out a *villain* in the end. I am sure you will come off a *loser*. I will keep the matter a *secret*. He was left an *orphan* at the age of five. To call a *spade* a *spade*. The man made a *death-bed* confession.

(ε) The boy was christened *George* after his uncle. He lived to see his son a great *man*. I shall esteem it a great *favour*. It is an ill wind that blows *nobody* good.—*Proverb*. He has received an education becoming a *gentleman*. He was king

every *inch* of him. Do you ever come Hongō *way*? I was not aware of the *man* being such a scholar. A good daughter will make a good *wife*. The *instant* he saw me, he fled. *The spring* I was fourteen, father built this house. I think of him every *time* I see you.

### III. GENDER.

Properly speaking, Gender in English is not an Inflection, but a sort of Derivation. Besides, the English language does not impose Grammatical Gender on inanimate objects.

In English, Grammatical Gender is determined by the natural distinction of sex; so that there are four genders:—

- I. Masculine : — *King, father, son, bull, etc.*
- II. Feminine : — *Queen, mother, daughter, cow, etc.*
- III. Common : — *Sovereign, parent, child, cattle, etc.*
- IV. Neuter : — *Tree, stone, book, pen, paper, etc.*

Gender in English is denoted in three ways:—

- (1) By Distinctive Suffixes : — *Lad, lass.*
- (2) By Distinctive Prefixes : — *Male cousin, female cousin.*
- (3) By Different Words : — *Son, daughter.*

(1) **DISTINCTIVE SUFFIXES**:—The regular endings are the Masculine **-er** or **-or** and the Feminine **-ess** [Older Forms **-ster, -stress, -en**]. Give the Feminine Forms of—

Emperor, prince, duke, marquis, count, earl, viscount, baron, master(2), Mr., heir, widower, bridegroom, host, patron, benefactor, protector, actor, lad, priest, votary, god, author, negro, abbot, songster, lion, tiger, fox.

The Masculine **-tor** and the Feminine **-trix** are Latin endings. Other foreign feminine endings are **-a, -ine, -ina, etc.** Give the Feminine forms of—

Director, hero, executor, Charles, testator, Paul, proprietor, Don, Signor, Sultan, Augustus, Cornelius, beau.

(2) **DISTINCTIVE PREFIXES**:—Nouns of the Common Gender may be made into Masculine or Feminine Names by prefixing words distinctive of sex, as — *he-, she-; male-, female-, etc.* Give the Masculine and Feminine Forms of—

Relation, cousin, companion, friend, teacher, reader, student, pupil, servant, orphan, baby, ass, goat, rabbit, fox, cat, sparrow, whale.

(3) **DIFFERENT WORDS**:— Give the Feminine Nouns corresponding to the following Masculine Nouns :—

Man, boy, nephew, king, lord, landlord, gentleman, kinsman, sir, tutor, monk, bachelor, tailor, lover, swain, wizard, sloven, stallion, sire, ox, dog, ram, stag, buck, boar, cock, peacock, gander, drake.

Some of these pairs are represented by a single word of the Common Gender, which is used when the distinction of sex is unnecessary or troublesome. Give the names common to—

Man or woman ; men or women ; father or mother ; son or daughter ; boy or girl ; king or queen ; husband or wife ; stallion or mare ; bulls or cows ; stag or hind ; ram or ewe ; boar or sow ; boars or sows ; cock or hen.

**Note 1** :— In Modern English, the tendency is to disuse the feminine forms for all offices and occupations in which the distinction of sex is not important. For instance, a female physician is referred to as "*the doctor*," the distinction of sex being of no consequence. Again, a female author may either be referred to as *author* or *authoress*, but the meaning conveyed is not the same. Compare :—

{ She is the greatest *author* of the day.  
 { She is the greatest *authoress* of the day.

Hence it is that the following names are used for both genders :—

Teacher, editor, singer, guardian, guide, friend, enemy, neighbour, witness, slave, dancer, painter, player, reader, waiter, *etc.*

**Note 2** :— Some Feminine Names have no Masculine Correspondents :—

Dowager, blonde, brunette, coquette, prude, flirt, jilt, shrew, termagant, virago, amazon.

**Note 3** :— With the names of animals, the male is generally taken as the type of the species, the female being subordinate to the male. For instance, if we say that *the lion* is a beast of prey, we naturally include the *lioness* as well in the statement. With some animals, however, the female is taken as the type, as being the more important to man, as—*cow, hen, duck, goose*, *etc.* In speaking of the species in such cases, it is usual to name the female ; by naming the male, attention is called to the animal as a male. Also note—

- (a) That the word *bitch* is not used in polite language ;
- (b) That a *mare* may be called either *horse* or *mare* ;
- (c) That the word *pig* is employed for *boar* or *sow*, which terms are left to those who rear the animal.

**Note 4** :— The distinction of Gender is not of much importance in English, except for the use of the pronouns *he, she*, and *it*, in referring to nouns.

(a) *What pronoun is used in referring to a Noun of the Common Gender ?*

(b) *What pronoun is used in referring to a Personified Object ?*

**EXERCISE** :— *Supply pronouns.*

Each member shall defray — own expenses. Every person has — faults. Some one has forgotten — umbrella. If we succeed in catching the thief, we must make an example of —. Spain has lost most of — colonial possessions. How was the ship lost ? — ran on a rock. Who was the owner of the ship — was lost ? When will the moon rise ? — will rise a little before midnight. A cat steals upon — prey. A child reaches out — hand to catch smoke. Everybody should judge for —. The dog is faithful to — master.

## CHAPTER II.

### The Articles.

The articles *the* and *a* (or *an*) are unemphatic demonstrative adjectives. They do not really form a class of words distinct from adjectives, but differ from ordinary adjectives in one respect. An adjective joined to a noun is not grammatically an essential word, and may be left out without affecting the grammatical correctness of the sentence. Not so with the article. An article must be used where it is needed. It forms part of the noun, as it were ; hence its name "*article*" (= a small joint).

*How is it that the use of the Articles mainly identifies itself with that of Common Nouns ?*

#### § 1. The Definite Article.

(1) **MEANING OF "THE"** :— *The* is the unemphatic form of the demonstrative *this* or *that*, and has a weaker demonstrative



force than either. When we point to an object, we say, "I want *this* book or *that* book"; but when we can not, or do not, actually point to it, we say, "I want *the* book." *The* points mentally, the hearer being supposed to know what particular object is meant by the speaker.

**Note 1:** — *The* is still used like *this* or *that*, and should be so translated, in such expressions as "the creature of *the* age," "the greatest scholar of *the* day," "nothing of *the* kind," etc. Further in —

I have written to him *on the subject*.

I was not aware of the fact *at the time*.

Rai Sanyô once wanted to have his portrait painted, and engaged a painter *for the purpose*.

**Note 2:** — *The* is usually pronounced like *thû*, except when it comes before a vowel sound, where it retains its long *e* sound. It is also pronounced *thê* when it is emphatic: —

He is *the* man for you. That is just *the* thing.

That is one of the best, if not *the* best, of English schools.

(2) **USES OF "THE":** — The Definite Article has the following uses: —

- (a) **Particularizing:** — He is *the principal* of our school.
- (b) **Collective:** — They are *the teachers* of our school.
- (c) **Representative:** — *The lion* is called the king of beasts.
- (d) **Abstractive:** — *The pen* is mightier than *the sword*.
- (e) **Qualitative:** — He is not *the man* to do such a thing.

#### (a) PARTICULARIZING "THE."

The article *the*, in its original demonstrative sense, *particularizes* the object named, and is used *when the particular object named is known to the person addressed*. Compare: —

- (a) A man may do what he likes with his own.
- (b) A man called in my absence, but I do not know who it was.
- (c) A man called on me to-day with a proposition.
- (d) The man you spoke of called on me this morning.

There are three cases in which the hearer may know what particular object is meant by the speaker: —

- I. Names Previously Mentioned;
- II. Names Defined by the Context;
- III. Names of Familiar Objects.

**RULE I:** — *The Definite Article is used when the name has been previously mentioned: —*

#### THE ARTIST AND HIS CATS.

An artist had a cat and a kitten, of which he was very fond. One day a friend came to see him, and seeing two holes — one large, and the other small — at the bottom of his door, asked *the artist* what they were for, and was told that they were for *the cats* to go in and out. "But why have you two holes?" said *the friend*; "wouldn't one do as well?" "Why, you stupid fellow!" cried *the painter*, "how could *the big cat* go through *the little hole*?" "Very true," said the other, "but couldn't *the little cat* go through *the big hole*?" *The artist* laughed, and said, "So she could. I never thought of that!"

**Note:** — The noun with the definite article is here equivalent to a pronoun. The word used is not always the same as the one used before. A general term with *the* is frequently employed in place of a pronoun in referring to a preceding noun or clause: —

The dodo once inhabited the island of Mauritius in the Indian Ocean. *The bird* (= *it*) is now extinct.

I learned to play *shōgi* while at the hot springs. My friend was very fond of *the game* (= *it*), which is a sort of chess.

I forgot to take my purse with me, and I did not become aware of *the circumstance* (= *it*) till I was half-way on the road.

Which is more useful, iron or gold? — Iron is the more useful of *the two* (= *them*).

Really! Is that *the case*? I was not aware of *the fact*.

**RULE II:** — *The Definite Article is used, when the name, though mentioned for the first time, is so defined by a qualifying phrase as to point to some particular individual.*

*The country in which we live.* *The highest mountain in Japan.* *The house I live in.* *The school I attend.* *The book I am reading.* *The man who invented the telephone.* *The way to be happy.*

**Note 1:** — The noun, together with the article and the defining phrase, is here equivalent to a proper name.

*The country in which we live* = Japan.

*The highest mountain in Japan* = Mt. Fuji.

*The Empire of Japan* *The province of Musashi.* *The city of Tokyo.* *The island of Sado.*

**Note 2:** — A qualifying phrase does not always define the meaning of its noun. Compare: —



- { He is *the* principal of our school.
- { He is *a* student of our school.
- { They are *the* teachers of our school.
- { They are.....teachers of our school.

EXERCISE : — Supply the proper article, if necessary.

Florence is — city in Italy. It is — capital of — province of — same name. Who is — governor of Tokyo-fu? That man is — official of the Tokyo-fu. Do you know — man who wrote the "Bushido"? The book must have been written by — man who is very proficient in English. We are — students of this school. — students of this school are very diligent. — head-boy of our class is a good scholar.

NOTE 3 : — The defining phrase is frequently understood when it is easily supplied by the context. Supply the defining phrases to the following : —

My coat fits me well, but I don't like *the* cloth. On going to his room, I found *the* door fastened. The lamp has gone out; *the* oil must be out. I have taken the house, because *the* rent is cheap. The bottle broke, and *the* wine ran out.

This measure saved the country *for the time*. The man was killed *on the spot*. I inquired *on the way*. There are difficulties *in the way*. *By the way*, he can steal too on occasion. The thief was caught *in the act*. I have never spoken ill of him; *on the contrary*, I have always spoken well of him. He must be doing well, for I hear nothing *to the contrary*. Quite *the contrary*. Nothing of *the kind*. Foreign *to the subject*.

NOTE 4 : — Some adjectives have a particularizing meaning, and require *the* before them. Such are —

(a) **Superlatives** : — Adjectives in the Superlative Form must be preceded by *the*, since it is in their nature to particularize : —

The "Century" is one of *the best*, if not *the best*, of English dictionaries.

Of all the European languages, English is *the most useful* and *the least difficult*.

Adjectives of Superlative Meaning (= *the most important*) are naturally preceded by *the* : —

- (α) The chief : — *The chief* topic of conversation.
- (β) The principal : — *The principal* products of a country.
- (γ) The main : — Practice is *the main* thing.
- (δ) The great : — What is *the great* end of existence?
- (ε) The leading : — *The leading* article.

(δ) **Comparatives** : — An Adjective in the Comparative Form, followed by the phrase "*of the two*" either expressed or implied, has a particularizing force. Supply *the* or *a* : — Which is — more useful metal, iron or gold? Iron is — more useful metal than gold. Iron is — more useful of the two. Which do you think is — better scholar, Ito or Tanaka? Ito is — better scholar than Tanaka. Ito is — better scholar, but Tanaka is — better writer. We'll see which is — better man.

(ε) **Alternatives** : — *The* is used with those adjectives which refer distinctively to one of two objects previously mentioned. If one out of two objects is referred to either definitely or indefinitely, the remaining one must be definite : —

(α) The one....the other : — A bad critic is worse than a bad writer; *the one* does more harm than *the other*.

(β) One....the other : — There are two universities; *one* in Tokyo, *the other* in Kyōto.

(γ) This....the other : — Is the house on *this* side of the river? — No, it is on *the other* side.

(δ) Each....the other : — They loved *each other* (= *each* of them loved *the other*).

(ε) The former....the latter : — Health is better than wealth; *the former* gives more happiness than *the latter*.

(ζ) The former....the present : — *The present* system is superior to *the former* one.  
Etc. etc.

(d) **Ordinals** : — Ordinal Numerals are preceded by *the*, since it is in their nature to particularize, as — *the 23rd* Year of Meiji; *the 29th* of November. "Charles I," "Edward VII." should be read "Charles *the First*," "Edward *the Seventh*." An ordinal numeral preceded by *a* means *another*, as — "*A second* Shiba Onkō."

The following are a sort of Ordinal Adjectives : —

(α) The preceding : — This rule is more important than *the preceding* ones.

(β) The previous : — He said that he had arrived *the previous* night.

(γ) The following : — I did not see him till *the following* morning.

(δ) The above : — *The above* remarks do not apply here.  
Etc. etc.

The Ordinal Adjectives with *the* [*the first, the next, the last, etc.*] are idiomatically used in English in place of the Japanese Ordinal Adverbs [一番先ニ。次ニ。最後ニ etc.]. The adverb *first* numbers the action, when there are several actions; the adjective *the first* numbers the person or thing concerned in the action, when there are several persons or things concerned in the same action. Compare:—

- (a) I learned how to read *first*, and *then* how to speak.  
(b) This is *the first* English book I read.

## TRANSLATION EXERCISE.

- (1) 一番先ニ開ケタ國ハ Egypt テアル (2) 彼ハ何時モ真先ニ來テ一番後ニ歸ル (3) 日本ヘ始メテ來タ西洋人ハ Portugal 人デアツタ (4) 船ガ沈没スル時ニ船長ハ最後ニ船ヲ去ル (5) Washington ガ始メ大統領ニ選挙サレ次ニ John Adams ガ選バレタ (6) 私ガ始メテ讀ンダ英文小説ハ Scott ノ Ivanhoe テアル (7) 子供ガ生レタ時ニ第一ニ爲ス可キコハ先ヅ名ヲ付ケルコデアル (8) 私ノ付イタ外國教師ハアナタガ始メテデス (9) 始メ一郎ガ死ニ次ニ二郎ガ死ニ三郎ハ最後ニ死ンダ (10) 彼ハ誰ヨリモ早ク始メテ誰ヨリモ後ニ止メル (11) 彼ハ真先ニ逃ゲ出シタ (12) 彼ハ何時モ誰ヨリモ先ニ來テ誰ヨリモ後ニ歸ル

(e) Adjectives of Identity are always preceded by *the*:—

- (α) The same:—We left school at *the same* time.  
(β) The very:—He is *the very* man for you.  
(γ) The very same:—They have both *the very same* merits and *the very same* faults.  
(δ) The selfsame:—His servant was healed *the selfsame* hour.—*Bible*.  
(ε) The identical:—We hold *the identical* views on the subject.

(f) Adjectives of Exclusion are always preceded by *the*:—

- (α) The only:—*The only* way to be happy is to be contented.  
(β) The one:—Knowledge is not *the one* thing needful.  
(γ) The sole:—He is *the sole* heir to the estate.

The word *only*, when joined to a noun in an adverbial sense (= *nothing but* 只), is placed before the article, if any. When *only* is used as an adjective (= *only one, no other* 只・丈ケ), it is always preceded by *the*. Compare:—

- { He is *only* a student.  
{ He is *the only* student that has succeeded.

## EXERCISE:—Translate the following sentences idiomatically.

The beggar is *the only* free man in the universe.—*Lamb*.  
Tokyo is *the only* place in Japan worth living in. That is *the only* explanation possible. *The only* merit to which I lay claim, is that of patient research. *The only* way to be happy is to be contented. He is *the only* Englishman I know. *The only* way to have a friend is to be one.—*Emerson*.

## TRANSLATION EXERCISE.

- (1) アノ人ノ只一ツ缺ケモノハ忍耐デアアル (2) 東京中テ英語ヲ能ク教ヘル所ハアノ學校丈ケダ (3) 成効シタモノハ彼ノミデアアル (4) 私ハ外ノ學校ヘ行ツタコハナイ私ノ英語ヲ學ンダ學校ハ此處丈ケデス (5) 私ハアナタヨリモ外ニハ外國人ニ付イタコハナイ (6) 君主ノ連綿タル一系ヲ誇リ得ル國民ハ日本人ノミデアアル (7) 彼ハ只一ツノ長所ヲ有スル即チ勉強デアアル (8) 私ニハアナタノ外ニハ友人ト云フモノガナイ (9) 語學ヲ修メル方法ハ熟練ノ外ニ無イ (10) 私ノ望ム處ハ其丈ケデアアル (11) 外ニ解釋ノ仕様ガナイ (12) 言語ヲ有スルハ人間ノミ (13) 私ハ英語ノ外ニハ外國語ヲ知ラヌ (14) 彼等ハ金計ヲ欲シガル (15) 世界中ニ通ズル語ハ英語丈ケデ他ニハ無イ (16) 人間ノ外ニ笑フ動物ハナイ

(g) Adjectives of Totality (全) are generally accompanied by *the*:—

- (α) The whole:—Devote *the whole* man to one thing at a time.  
(β) All the:—The best scholar in { *the whole* school.  
all the school.  
(γ) The total:—*The total* amount is.....  
(δ) The entire:—He has *the entire* command of the allied forces.

EXERCISE : — Substitute "whole" for "all."

The book is not to be had in *all* Tokyo. Japan is the happiest land in *all* the world. He was absent *all* last month. *All* the nation was in arms. He was a diligent student *all* his life. *All* the town turned out to welcome the illustrious visitor.

Note : — The word *whole* does not take *the* when used simply in an intensive sense : — *A whole* week ; *a whole* army of rats ; *a total* wreck, etc.

(h) Adjectives of Distinction are generally preceded by *the* : —

(α) The right : — The reinforcement came just at *the* right moment.

(β) The wrong : — *The* right and *the* wrong side of a piece of cloth.

(γ) The proper : — That is *the* proper thing for you to do.

Idioms : —

(α) *The* right man in *the* right place.

(β) *His* heart is in *the* right place.

(γ) To turn *the* wrong side out.

(δ) To hold with *the* wrong end uppermost.

Note : — *Right* and *wrong* are not preceded by *the* when they mean *correct* or *incorrect*, as — *a* right way of thinking, *a* wrong idea, etc.

#### TRANSLATION EXERCISE.

(1) 私ハ電車ヲ違ヒテ乗ツテ程経テ漸ク氣が付イタ (2) 郵便屋ガ遠フ家ニ手紙ヲ配達シタ (3) 人違ヒテハナイカ (4) 君ハ違フ人ヲ連レテ來タ (5) 彼ハ最も適任ダ (6) 着物が裏返シダ (7) お前ハ本ヲ倒シマニ持ツテ居ル (8) 英語ヲ學ブ者ハ澤山アツテモ英學者ニ成ルモノ少ナイノハ遣リ方ガ本當テナイカラダ (9) 語ヲ用フルニハ此處ニハ是テナクテハナラヌト云フ適切ナル語ヲ用フ可シ

**RULE III : —** *The Definite Article is always used with the Names of Familiar Objects of a Unique Character, which, being a sort of proper name, require no defining phrase to particularize them.*

#### Group A.

The earth	The world	The sky	The equator
The sun	The universe	The sea	The poles
The moon	The heavens	The ocean	The tropics, etc.

Note 1 : — These words, when accompanied by the Indefinite Article, are used in different senses : —

The nobility of life is work ; we live in *a* working world. We do not live in *a* world where we can afford to be discouraged by trifles. — *Blackie*. *A* cloudy sky is not always a sign of rain. These boats are fit only for *a* calm sea. We shipped *a* sea. There was *a* high sea running.

Note 2 : — *The* is omitted in the phrases "on earth," "at sea," etc. Compare : —

{ We live on the earth.  
{ What on earth do you want here ?  
{ Ships sail on the sea.  
{ The ship has been three months at sea.

Note 3 : — Compare the two forms and uses of the same word : —

(a) The heavens : — *The* heavens declare the glory of God.

(b) Heaven : — The way to heaven is set with thorns.....

#### Group B.

The north	The east	The right
The south	The west	The left

These words, whether used as nouns or adjectives, are always preceded by *the*, since they denote particular quarters relatively to the object in question : —

The house looks towards *the* south. *The* north and *the* south pole. *The* west end of the city. Take the road to *the* right. I missed my way by turning to *the* left instead of turning to *the* right. Walk on *the* left-hand side of the street.

Note the use of prepositions with these words : —

In the north = *In the northern part of.*  
On the north = *On the north side of.*  
To the north = *In a northern direction from.*

Siberia is in *the* north of Asia. It is bounded on *the* south by Manchuria. Mt. Fuji rises to *the* west of Tokyo.

*The* is omitted before these nouns when used as adverbs or prepositions : —

I am going (to *the*) north. Yokohama is situated twenty miles (to *the*) south of Tokyo. There is a brick building (to *the*) left of the road.

(Compare : — There is a garden (at *the*) back of the house.)



## Group C.

The zenith = That point in the heavens which is vertically over one's head.  
 The nadir = That point in the heavens which is vertically opposite *the zenith*.  
 The horizon : — *The zenith* and *the nadir* are thus the two poles of *the horizon*.

The sun had just sunk *below the horizon*.

He was *at the zenith* of his fortune.

The reign of William the Third was *the nadir* of the national prosperity. — *Macaulay*.

Note : — To this use of *the* is allied its use in the phrases — *in the distance, in the offing*, etc. [See Pages 49—51 : "The in Phrases."]

## Group D.

The water (水中) : — Fish live in *the water*.  
 The air (空中) : — The birds of *the air*.  
 The field (山野) : — The beasts of *the field*.

These words are used with *the*, in a local sense, to denote the element in which certain creatures exist. Compare : —

Smoke rises in *the air*, because it is lighter than *air*.

Leaves float on *the water*, because they are lighter than *water*.

## Idioms : —

- (a) *To rend the air with cries.*  
 (b) *To take the air.* (c) *To take the field.*

Note : — To this use of *the* is allied its use in — *in the sun, in the shade, in the dark, in the cold*, etc. [See Pages 49 — 51 : "The in Phrases."]

## Group E.

Some names of persons and places, from their familiarity, require no defining phrase to particularize them. When one speaks of *the tailor, the shoemaker*, etc., everybody understands that the well-known man is spoken of. Also when we speak of *the field, the woods, the theatre*, etc., we mean the familiar *field, woods, theatre*, etc., to which we are in the habit of resorting. Similarly parts of the house and its belongings are always named with the definite article.

The king	The street(s)	The door
The governor	The park	The window
The principal	The post office	The gate
The captain	The station	The wall
The doctor	The country	The floor
The tailor	The ground	The ceiling
The butcher	The pavement	The fire
The baker, etc.	The grass, etc.	The well, etc.

## TRANSLATION EXERCISE.

(1) ドチラノ道ヲ行ケバ宜イカ (2) 右ノ方ノ道ヲ行ケ (3) 右ヘ右ヘト行ケ (4) 私ハ右ヘ曲ラナイテ左ヘ曲ツタカラ道ヲ間違ヘタ (5) 彼ハ當時最モ得意ノ時代デアツタ (6) 空中ノ樓閣 (7) 樹カラ落チタ猿 (8) 空氣ヨリ輕キ物ハ空中ニ昇ル (9) 水ヨリ重キ物ハ沈ム (10) 醫者ヲ呼ベ (11) 内カラ外ニ出ル (12) 市街ヲ徘徊スル (13) 父ハ田舎ヘ参リマシタ (14) 兄ハ station へ人ヲ迎ヘニ行ツタ (15) 職人が十間モ高イ所カラ下ニ落チテ即死シタ (17) 草臥レテ草ノ上ニ寝タ (18) 誰カ來タ様ダ (19) 車ガ参リマシタ (20) 壁ニ掛ケタル額 (21) 床ノ間ニ掛ケテアル軸 (22) 爐端 (23) 井端ノ柳

## (b) COLLECTIVE "THE."

*The*, when used with a plural noun, has a *collective* as well as a particularizing meaning. Compare : —

- { They are.....*teachers* of our school.  
 { They are *the teachers* of our school.  
 { *Cherry-trees* blossom in April.  
 { It was April, and *the cherry-trees* were in blossom.

The stars.....	=All the stars we see in the sky.
The students.....	=All the students of the school.
The children.....	=All the children of the family.
The senses.....	=The five senses.
The fine arts.....	=All the fine arts.
The exact sciences..	=All the exact sciences.
The cardinal virtues	=Prudence, justice, temperance, fortitude.
Etc.	etc.

Hence the use of *the* with —

(a) Plural Proper Names : —

*The Japanese* are a brave people. *The English* are disposed to pride, *the French* to vanity. *The Rothschilds* are the richest family in the world. *The United States*. *The West Indies*. *The Himalayas*.

(b) Collective Nouns : —

The family	= All the members of it.
The people	= The whole nation.
The cattle	= All the oxen composing a drove.
Etc.	etc.

Compare : —

{ What will *people* say?  
*The people* are desirous of peace.  
 In modern warfare, *infantry* play a more important part than *cavalry*.  
*The cavalry* advanced on *the infantry*, and were met in the usual manner.

(c) Adjectives used as Collective Nouns : —

The rich	= (All) rich people.
The poor	= (All) poor people.
Etc.	etc.

*The rich* are not always happy. *The rich* envy the happiness of *the poor*. None but *the brave* deserve *the fair*. It is not *the foolish* only that err; but *the wise* travel through error to truth, while *the foolish* persist in their error.

(d) Names of Professions : —

The bench	= The office of a judge, or the whole body of judges.
The bar	= The profession of a barrister, or the whole body of barristers.
The law	= The profession of law.
Etc.	etc.

Esmond was brought up for *the church*. He gave up *the church* for *the army*. Many great admirals entered *the navy* as cabin-boys. He was called to *the bar* at twenty, and was soon elevated to *the bench*.

TRANSLATION EXERCISE.

(1) 世界ノ七不思議 (2) 雨ガ舞レテ星ガ出テ居ル (3) 新校長ハ教員ト折合ハナイ (4) 子供等ヲ監督スル婦人ガ入用ダ (5) 支那人ハ勉強ヲ辛抱ナ國民デアル (6) 岩崎家ハ日本ノ Rothschild デアル (7) 源平ノ戦 (8) 合衆國ハ Philippine 群島ヲ其版圖ニ加ヘタリ (9) 臺灣ト澎湖島 (10) 健康ナル者ハ己ノ健康ナルヲ知ラズ — Carlyle. (11) 富者ハ必ズシモ幸福ナラズ (12) 富者ハ却テ貧者ノ幸福ヲ羨ム (13) 陸海軍ニ入ラントスル者ノ爲メニ設ケタル組

(c) REPRESENTATIVE "THE."

*The* has another use quite distinct from its particularizing meaning. A singular common noun with *the* is frequently used to denote the class, and not the individual. The singular thus comes to denote the *type* or *representative* of the whole class, and is generally equivalent in meaning to the singular or plural indefinite form used in a general sense : —

{ *The dog* is a faithful animal.  
 = *A dog* is a faithful animal.  
 = *Dogs* are faithful animals.

The Representative Singular gives the ideal type of the class, and is preferred in speaking of something characteristic of the class. It generally means the true or the typical : —

*The samurai* values honour above life.  
*The cunning workman* never quarrels with his tool.  
*The true strong and sound mind* is the mind that can embrace equally great things and small. — *Johnson*.  
 There are Americans in plenty, but *the American* does not exist. — *Mac'Orell*.

The Representative Singular is used with names of animals and plants in speaking of their characteristic qualities or habits : —

*The eagle* is among birds what *the lion* is among beasts.  
*The whale* is not a fish. *The bamboo* is a kind of grass. Which do you prefer, *the rose* or *the peony*?  
*The fox* and *the badger* were believed to have the power of assuming the human shape in order to bewitch mankind.

The Representative Singular is used with the names of machines and instruments when mentioned in connection with the idea of contrivance or performance : —

*The steam-engine* was invented by James Watt. By whom was *the telephone* invented? Does the lady play *the piano*? She performs skillfully on *the organ*.

The Representative Singular is used with the names of the bodily organs, when mentioned in connection with idea of function or care : —

Too much light hurts *the eye*. Tomatoes are good for *the liver*. Smoking is injurious to *the lungs*.

To catch or strike *the eye*. To ring in *the ear*. To speak through *the nose*. A slip of *the tongue*.

**Note 1 :** — The Representative Singular is to the Indefinite Singular what the pronominal expression "*he who*" is to "*one who*" : —

{ *A man who* (= *One who*) does not know a foreign language, does not know his own.  
*The man who* (= *He who*) knows not a foreign language, knows not his own.

**Note 2 :** — The Representative Singular, being the older form, is the language of prose English : —

*The prince* in purple was there, and *the workman* in his fustian garment.

*The man* who does not know when to die, does not know how to live. — *Ruskin*.

We had *the traveller* visit us to taste our gooseberry wine. — *Goldsmith*.

**Note 3 :** — *The* is always omitted with the words *man* and *woman*, when used in a representative sense : —

*Man* is lord of the creation.

*Man* alone has the gift of speech.

*Man* is *man* everywhere. — *Carlyle*.

*Man* proposes, *God* disposes. — *Proverb*.

*Man* for the field and *woman* for the hearth ;

*Man* for the sword and for the needle she :

*Man* with the head and *woman* with the heart :

*Man* to command and *woman* to obey. — *Tennyson*.

#### TRANSLATION EXERCISE.

(1) 君子ハ危キニ近寄ラズ (2) 弘法ハ筆ヲ握ハズ (3) 花ハ  
 細木人ハ武士 (4) 衆ハ能ケ人ノ言フヲ解スル (5) 鯨ハ魚類

ニ非ズシテ哺乳動物ナリ (6) 飛蛇ハ熱帶地方ニ産シ蛇類中人  
 ノ最モ怖ル所ナリ (7) 蝦夷人ノ宗教ハ牛ハ熊ノ崇拜ニアル  
 ガ如シ (8) 電信ハ米國人 Professor Morse ノ發明ニカゝル (9) 熱  
 イモノハ胃ニ悪イ (10) 薄暗カリテ讀書スルト目ニ悪イ (11) ア  
 ノ建物ハ目ニ立ツ (12) 東北人ハ物ヲ言フニ鼻ニ掛カル (13) 云  
 ヒ損ナイ (14) 筆ノ誤リ (15) 三ツ子ノ魂ヒ百迄モ (16) 人ハ  
 萬物ノ長ナリ (17) 男ハ柏女ハ蟹

#### (d) ABSTRACTIVE "THE."

The Representative Singular is frequently used in a figurative sense to denote, not an individual or a class, but some quality or used in an abstract sense [See Pages 109 : "§ 2. Common Nouns in an Abstract Sense."] : —

The father	= Paternal feeling.
The mother	= Maternal feeling.
The gentleman	= gentlemanly qualities.
The lady	= Ladylike qualities.
The hero	= Heroic qualities.
The fool	= Folly.
The head	= Intellectual power.
The heart	= Emotions and affections.
The eye	= The faculty of sight.
The ear	= The faculty of hearing.
The tongue	= The faculty of speech.
The pen	= The power of the pen.
The sword	= The power of the sword.
The plough	= Agriculture.
The cradle	= Infancy.
The grave	= Death.
The field	= Battle; action.
The hearth	= Home.
The sceptre	= Royal power.
The pulpit	= Preaching.
The press	= Printing; publication.
The stage	= Dramatic representation.
<i>Etc.</i>	<i>etc.</i>



EXERCISE :—*Paraphrase the Common Nouns into Abstract.*

(α) His pity was awakened by the eloquent words of compassion ; and forgetting *the judge in the man and father*, he sprang from his chair, and turning to his elder son, exclaimed, "Ezekiel, Ezekiel, you let that woodchuck go."

(β) He allowed *the father* to be overruled by *the judge*, and declared his son guilty. All *the father* rises in my breast.—*Addison*. These words appealed to *the mother*.—*Thackeray*. He felt *the patriot* rise within him. He had nothing of *the orator* in him.—*McCarthy*. I confess I should like something of *the sheep-dog* in a ruler.—*Helps*. He wisely kept *the fool* within. To take *the wolf* out and put *the lamb* in.—*Emerson*.

(γ) He is *quite the gentleman* in his manners, but not much of a man of business. The servant was very pretty and looked *quite the lady*. He *acts the lord* wherever he goes. I have *played the fool* too long. It is useless to *play the hypocrite* any longer. They were so poor that they could not *keep the wolf from the door*.

(δ) *The heart* sees farther than *the head*.—*Proverb*. Man with *the head* and woman with *the heart*.—*Tennyson*. As far as *the eye* can reach. Invisible to *the naked eye*. *The ear* is the road to *the heart*. Please *the eye* and you will gain *the heart*.—*Chesterfield*.

(ε) All men are equal *in the eye of the law*. I sent him the letter *by the hand of a friend*. The students deserve better care *at the hands of their teachers*. The first object that *greeted the eye* is Mt. Fuji. I have reserved to myself seven thousand men who have not *bowed the knee* to Baal. Agreeable *to the eye*. Harsh *to the ear*. Pleasant *to the palate*.

(ζ) *The pen* is mightier than *the sword*. Man for *the sword* and for *the needle* she. He gave up *the sword for the plough*. *The sceptre* has departed from the land of C. What is learned in *the cradle* is carried to *the grave*.—*Proverb*. The paths of glory lead but to *the grave*.—*Grey*. There is no true happiness on this side *the grave*. Man for *the field* and woman for *the hearth*. The freedom of speech and *the press*. We must observe, not *the letter*, but the spirit of the law. The portrait is drawn from *the life*.

(η) The law is enforced *to the letter*. He mimics people *to the life*. They were literally driven into the hole *at the point of the sword*. He that *strikes with the sword* shall *perish by the sword*.—*Proverb*. The prisoners were *put to the sword*. You will *bring your father's grey hairs to the grave*. She *took the veil*. He *went on the stage*. He squandered his fortune, and *took to the road*. It was prophesied that he would *come to the gallows*. You must *toe the mark* here.

The following examples will serve to illustrate the gradations of meaning from the *particular* to the *general* and the *abstract* :—

- (a) *The gentleman* you speak of.  
 (b) *The gentleman* is a man of truth, honour, and courtesy.  
 (c) He has nothing of *the gentleman* about him.

Note :—Hence the use of *the* with adjectives used in an abstract sense Compare :—

He has nothing of  $\left\{ \begin{array}{l} \text{the hero} \\ \text{the heroic} \end{array} \right\}$  in his composition.

The true = Truth.	The beautiful = Beauty.
The good = Goodness.	The sublime = Sublimity.
Etc.	etc.

Would that I could as easily discover *the true* as I can detect *the false* ! — *Cicero*.

Bathos is a sudden descent from *the elevated* to *the low* in speech or writing.

All the motions of goldsmith's nature moved in the direction of *the true, the natural, the sweet and the gentle*. — *de Quincey*.

An eye for *the beautiful* and *the picturesque*.

## TRANSLATION EXERCISE.

- (1) 彼ニハ豪傑風ガアル (2) 彼ニハ雄辨家ト云フ風ハナイ  
 (3) 彼ハ様子ハ立派ナ紳士ダガ餘リ學者デハナイ (4) 彼ハ到ル處テ御大靈風ヲ吹カセル  
 (5) 私ハ馬鹿ノ真似ヲシタ (6) ヲヲ薪ヲ被ツテモ駄目ダ (7) 目ノ届ク限リ (8) 耳觸リガ悪イ  
 (9) 口觸リガ善イ (10) 手觸リガ柔カ (11) 兵家ノ事ヲ捨テト文人ト成ル  
 (12) 言論及出版ノ自由 (13) 眞ニ通ル (14) 生キ寫シ (15) 艱難ニ罹ル

## (c) QUALITATIVE "THE."

The Representative Singular, when qualified by a Relative Clause or an Infinitive, frequently acquires a qualitative meaning.

- $\left\{ \begin{array}{l} \text{He is not } \textit{the man} \text{ to desert a friend in need.} \\ \text{= He is not } \textit{the sort of man} \text{ to desert a friend in need.} \\ \text{= He is not } \textit{such a man as} \text{ will desert a friend in need.} \end{array} \right.$

*The* is most frequently used in a qualitative sense in an idiomatic Construction with Abstract Nouns followed by the Infinitive:—

- { He had *the goodness* to help me out of my difficulties.
- = He had *such goodness as* to help me out of my difficulties.
- = He was *so good as* to help me out of my difficulties.

EXERCISE (a):—Paraphrase "*the*."

He is not *the man* to do such a foolish thing. I had *the folly* to trust the man. Johnson was not *the man* to tamely endure such treatment. How can you have *the heart* to do it? I had *the imprudence* to run into debt. He had *the goodness* to lend me the money. I had *the good luck* to succeed in my first attempt. I had *the good fortune* to find him at home. He had *the misfortune* to lose both his parents in his infancy.

EXERCISE (b):—Use the qualitative "*the*."

The man *kindly* showed me the way. He was *so good as* to accompany me all the way. I was *so foolish as* to trust such a man. I was *so imprudent as* to run into debt. The fellow was *so impudent as* to ask for money. He was *so insolent as* to write me such a letter. The man was *so impertinent as* to ask her such a question. She was *so sensible as* to remain silent. How can you be *so cruel as* to do such a thing? He was *so wise as* to profit by experience. I was *so lucky as* to succeed in my first attempt. I was *so fortunate as* to have a good teacher. He was *so unfortunate as* to be born to wealth. I wonder how you can be *so patient as* to listen to such nonsense. I knew that the purse was in his possession, but he was *so shameless as* to deny the fact.

TRANSLATION EXERCISE.

- (1) 彼ハ虚言ヲ言フ様ナ男デハナイ (2) 彼ハ其様ナ馬鹿ナ事ヲ爲ル様ナ人デハナイ (3) 彼ハ中々一度ノ失敗位ニ属スル様ナ人デハナイ (4) 其男ハ生意氣ニモ私ニ其様ナ事ヲ云フタ (5) 彼女ハ深切ニ終夜庭ズニ私ヲ看護シテ呉レタ (6) 彼ハ不覺ニモ身分賤キ者ト結婚シタ (7) 私ハ幸ニモ良友ヲ得タ (8) 其男ハ厚面シクモ金ヲ呉レロト云フタ (9) 彼ハ無禮ニモ私ニ此様ナ書面ヲ送ツタ (10) 彼ハ不運ニモ幼イ時兩親ニ別レタ

(f) "THE" IN PHRASES.

There are some phrases in which the definite article is always present. *The* may here be either particularizing or representative.

- (1) In the morning, in the evening, in the afternoon, etc.

Compare:—

- (a) In the day-time, at night;
- (b) At daybreak, at nightfall, at noon, at midnight, etc.
- (c) By day, by night.

- (2) In (the) summer, in (the) winter, in (the) spring, in (the) autumn.

- (3) { In the sun:—My clothes are drying *in the sun*.  
In the shade:—The thermometer stood at 100° *in the shade*.  
In the rain:—I have been out walking *in the rain*.  
In the cold:—I felt myself left out *in the cold*.  
In the dark:—I am still *in the dark* regarding the facts.

- (4) { In the distance:—A light appeared *in the distance*.  
In the offing:—We were watching the sails *in the offing*.

Compare:—

- { The difference is not perceptible *in the distance*.
- { The effect is very beautiful *at a distance*.

- (5) { On the spot:—The man fell to the ground, and was killed *on the spot*.  
On the instant:—I suddenly thought of my appointment, and started *on the instant*.

- (6) { On the way:—How did you find the place?—I inquired *on the way*.  
On the road:—But for this delay *on the road*, we should have arrived long ago.

Compare:—

- { I made inquiries *on the way*.
- { I made inquiries *on my way* here.

- (7) { In the way:—There are difficulties *in the way*.  
Out of the way:—As I knew that they were talking about me, I kept *out of the way*.

- (8) { By the way:—With this and showing the tricks of that dog, whom I stole from the sergeant of a marching regiment (and *by the way*, he can steal too upon occasion) I make shift to pick up a livelihood.—*Mackenzie*.  
By the bye:—Do you happen to know of a good teacher of English?—I can not think of any one; but if I hear of one, I'll let you know.....*By the bye*, why did Mr. A. resign his post?



- (9) { From the first : — I knew *from the first* that you would come to grief.  
To the last : — He persisted in denying his knowledge *to the last*.
- (10) { In the act : — The woman was taken in adultery, *in the very act*.  
In the fact : — An offender must be caught *in the fact*.
- (11) { On the contrary : — I have never spoken ill of him ; *on the contrary*, I never lose an opportunity.....  
To the contrary : — He must be doing very well, for I hear of nothing *to the contrary*.
- (12) { On the whole : — *On the whole*, the work is very well done.  
In the main : — *In the main*, the crop is good this year.
- (13) { In the right : — I do not like a man who is always *in the right*.  
In the wrong : — He does not forgive, because he is *in the wrong*.
- Compare : —  
    { You are *in the right* (or *in the wrong*).  
    { You are ..... *right* (or ..... *wrong*).
- (14) { To reply in the affirmative = to say "Yes."  
To reply in the negative = to say "No."
- (15) { On the increase : — The revenue is *on the increase*.  
On the decrease : — The debt is *on the decrease*.  
On the rise : — The prices are *on the rise*.  
On the fall : — The rent is *on the fall*.  
On the flow : — The tide is *on the flow*.  
On the ebb : — Crime is *on the ebb*.  
On the march : — The regiment was *on the march*.  
On the move : — He is constantly *on the move*.  
On the wing : — To shoot birds *on the wing*.  
On the wane : — The moon is *on the wane*.  
On the watch : — We were *on the look-out* all night.  
On the alert : — Be *on the alert* not to be taken by surprise.  
On the sly : — He left the house after dark *on the sly*.  
On the quiet : — He does all sorts of things *on the quiet*.
- (16) { To stand on the offensive.  
To stand on the defensive.
- (17) { To the purpose : — The speech he made was so little *to the purpose* that I shall not trouble my readers with an account of it.—*Addison*.  
To the point : — He speaks drily, but *to the point*.  
To come to the point : — I shall not waste time in useless talk, but *come to the point* at once.

- (18) { Out of the question : — Such a success is *out of the question*.  
Beside the question : — That is *aside from the subject*.
- (19) { To the letter : — The law is enforced *to the letter*.  
To the life : — The portrait is drawn *to the life*.  
To the minute : — He appears at nine o'clock *to the minute*.  
To the full : — I have enjoyed my visit *to the full*.
- Compare : —  
    { The portrait is drawn *to the life*.  
    { The portrait is drawn *from the life*.
- (20) { To the skin : — I got wet *to the skin*.  
To the waist : — The men were stripped *to the waist*.  
To the quick : — His words stung me *to the quick*.  
To the knife : — War *to the knife*.
- (21) { To sell by the pound.  
To hire by the hour.  
To board by the week.
- (22) { To take a person by the hand.  
To strike a person on the head.  
To look a person in the face.
- (23) { To put to the proof : — If you doubt me, we shall *put* the matter *to the proof*.  
To put to the test : — I made him the request in order to *put* his friendship *to the test*.  
To put to the blush : — This is too good of you ; you *put* me *to the blush*.  
To put to the sword : — The prisoners were *put to the sword*.
- (24) { To come to the scratch : — But for my intervention, he would not have *come to the scratch* at all.  
To bring to the scratch : — It was I that *brought him to the scratch*.

*Etc. etc.*

Note : — There are many other phrases, not prepositional, in which the definite article is always present : — *To play the fool, act the lord, draw the long bow, ride the high horse, give one the slip, give one the lie, lead the way, bring up the rear, lay down the law, set the fashion, draw the line, take the will for the deed, suit the action to the word, the fact is, the question is, the trouble is, what is the matter, that is the case, etc.*

#### TRANSLATION EXERCISE.

- (1) 彼ハ朝早ク出テ晩遅ク歸ル (2) 野獸ハ日中眠リ夜間出テテ食ヲ求ム (3) 闇夜ヲ手探リテ行ク (4) 雨降リニ歩イテびしヨ瀧ニナツタ (5) 着物ガ日向ニ干シテアル (6) 寒暖計日



監ニテ百度ヲ示ス (7) 招待サレヌ者ハ仲間外レニセラレタ様  
 ニ思フ (8) 覺書生泥棒ニ向ヒお前ハ闇夜ニ何ヲ捜スノカ此處  
 ニハ白晝ニスラ何モ無イ (9) 遠方ニ銃聲ガ聞コエタ (10) 沖  
 ノ船 (11) 即死三人負傷七人 (12) 途中テ尋子テ家ガ分カツタ  
 (13) 御邪魔ヲシテハ濟マナイ (14) 工場ヘ行クナラ職工ノ邪魔  
 ニナツテハイケナイ (15) 私ハアノ男ハ正直ダト思ツテ居タガ  
 アナタハ何カ左様デナイ様ナ事アモ聞イタノカ (16) 彼ハ無口  
 テ口數ハ聞カナイガ要點ヲ云フ (17) 此手紙ハ簡短ダケレモ能  
 ク要領ヲ得テ居ル (18) 彼ノ返答ハ少シモ要領ヲ得ヌ (19) 前  
 口上ハ止メニシテ直チニ本旨ヲ述べマス (20) 法律ヲ勵行ス  
 ル (21) 寫生 (22) 生キ寫シ (23) 肌ノ守リ (24) 兩肌脱ギ  
 (25) 彼ノ云フ事ガ續ニ障ツタ (26) 時間ア馬ヲ貸ス (27) 袖ヲ  
 引ク (28) 握手スル (29) 髪ヲ撫ンデ引キ上ゲタ (30) 此ノ  
 集會所ハ一日幾ラテ貸ス (31) 茶ハ目方テ賣ル (32) 頭ヲ打ツ  
 (33) 熱々顔ヲ眺メル (34) 人ノ顔ヲじろじろ見ル (35) 婦人  
 ガ子供ノ手ヲ取り頭ヲ撫タ (36) 背中ヲ叩ク (37) 横面ヲ打ツ  
 (38) 義氣ヲ試ス

EXERCISE : — Explain the uses of "the."

(α) The camel is called *the* ship of *the* desert. *The* stars do not give half as much light as *the* moon. *The* steam-engine was invented by James Watt. *The* Iwasakis are *the* Rothschilds of Japan. None but *the* brave deserve *the* fair.—*Dryden*. *The* whale is not a fish. Use *the* right word in *the* right place. *The* beggar is *the* only free man in the universe.—*Lamb*. *The* sleeping and *the* dead are like pictures.—*Shakespeare*. *The* Portuguese were *the* first Europeans to come to Japan. *The* beaten road is always *the* safest.—*Prov.*

(β) *The* good is always beautiful, *the* beautiful is good.—*Whittier*. *The* labourer is worthy of his hire.—*Bible*. *The* face is *the* index of *the* mind.—*Prov.* *The* great man has more of human nature organized in him than other men.—*Theodore Parker*. *The* thought is parent of *the* deed.—*Carlyle*. *The* Ainos worship *the* bear. He has something of *the* Bohemian in his composition. She looks quite *the* lady. *The* absent party is always to blame.—*Prov.* *The* invariable mark of wisdom is to see *the* miraculous in *the* common.—*Emerson*. Every word he uttered marked *the* brave man.

(γ) And here he (= Squire Brown) dealt out justice and mercy in a rough way, and begat sons and daughters, and hunted *the*

fox, and grumbled at *the* badness of *the* roads and *the* times.—*Hughes*. To *the* student of English, a knowledge of Latin and French is valuable. *The* apparel oft proclaims *the* man.—*Shak*. It is *the* idle man, not *the* great worker, who is always complaining of the want of time or opportunity.

(δ) *The* schoolmaster is abroad. He is not *the* man to be daunted by failure. *The* tree does not withdraw its shade from *the* woodcutter. As *the* crow flies. *The* child is father of *the* man. As *the* twig is bent, *the* tree is inclined.—*Prov.* As *the* husband is, *the* wife is.—*Tennyson*. *The* ambitious are ever followed by adulation, for such receive most pleasure from flattery. It is only a step from *the* sublime to *the* ridiculous. None but *the* wearer knows where *the* shoe pinches. *The* eye of *the* master will do more than his hands. A bird in *the* hand is worth two in *the* bush.—*Prov.* Does *the* lady play *the* piano?

(ε) I gave ten yen for the book at second hand; a new one would have cost twice *the* sum. The book is not quite to my taste; *the* style is well enough, but *the* ideas are so commonplace. I took my watch to *the* watch-maker's who said that *the* mainspring was broken. You know *the* rest. *The* rest may be told in a few words. I can not account for *the* remaining five yen. We will sell what we can, and return *the* remainder. He held a post under *the* former government. That is *the* very thing I want. Who will furnish *the* necessary funds? *The* Genji and *the* Heishi were at war throughout the land. *The* United States has annexed Cuba and *the* Philippines. Strike *the* iron while it is hot.—*Prov.* God tempers *the* wind to *the* shorn lamb.—*Bible*.

(ζ) Early risers are bright in *the* morning, but they are generally dull in *the* evening. We saw a column of smoke in *the* distance. He is on *the* high-road to ruin. You are a charming person, but just now you are a little in *the* way. We must get him out of *the* way. Out-of-*the*-way corners. The first shot went wide of *the* mark. The second fell short of *the* mark. The goods do not come up to *the* mark. In America milk is sold by *the* quart, eggs by *the* dozen, fish by *the* pound, and cloth by *the* yard. Death stared them in *the* face. I was resolved to take *the* bull by *the* horns. We must take time by *the* forelock. You have got *the* wrong sow by *the* ear. He will hold you by *the* button for hours together. He acts *the* lord everywhere. It is useless to play *the* hypocrite any longer. She cried at parting, and acted *the* fond mother to perfection. He draws *the* long bow on occasion. The man has long given *the* police *the* slip. I will take *the* will for *the* deed. To hit *the* nail on *the* head.

## § 2. The Indefinite Article.

(1) "A" AND "AN": — *An* is the original form of the word, and the *n* has been dropped, for the sake of euphony, before words beginning with a consonant sound.

EXERCISE : — Insert "a" or "an."

He is — only child. The rich man died without — heir. You take — one-sided view of the question. — history of the war. — historical play. He looks more like — European than — Asiatic. He is — Eurasian. I have — use for the work. — useful thing. Can you tell me what — eunuch is? The cry for reform is — universal one. Such a man is — honour to his country.

(2) MEANING OF "A": — The Indefinite Article is originally the unemphatic form of the numeral *one*. A noun with *a* or *an* denotes *one* or *any one* object of the class; but *a* or *an* differs from *one* or *any* in being destitute of emphasis. It does not call off the attention from the object named, like *any* or *one*. Compare : —

I want a book. Any book will do. One book will do.

(3) USES OF "A": — We have seen that the Indefinite Article can only be used with Singular Common Nouns, and with other classes of nouns only when used in a Common sense. A Singular Common Noun with *a* may be used in two different senses : —

(a) Generalizing : — *A man* can become wise only by experience.

(b) Individualizing : — I know *a man* who is wise without experience.

## (a) GENERALIZING "A."

A Singular Common Noun with *a* may be used in a *general-indefinite* sense, to denote *any one* of the class, and consequently to represent the whole class. Here *a* = *any*. The General-Indefinite Singular is equivalent in sense to the plural used indefinitely without any limiting expression : —

{ *A man* may do what he likes with his own.  
= *Any man* may do what he likes with his own.  
= *Men* may do what they like with their own.

## (b) INDIVIDUALIZING "A."

A Singular Common Noun with *a* may be used in a *limited-indefinite* sense, to denote *some one* of the class. Here *a* = *some*, *a certain*.

There is *a man* (= *some one*) at the door.  
I met *a man* (= *a certain person*) to-day.

The Limited-Indefinite Singular corresponds to the plural limited by the word *some* [*any* in questions] : —

{ *A gentleman* called on me to-day.  
{ *Some gentlemen* called on me to-day.  
{ Didn't *a student* call on you yesterday?  
{ Didn't *any students* call on you yesterday?

EXERCISE : — Show whether "a" is generalizing or individualizing by changing the nouns into the plural form.

*A man* is king in his own house. *A dead man* tells no tales. *A child* likes to play. I saw *a child* playing in the street. I like to read *a novel*. I should like to read *a novel*. I have *an interesting novel*. I'll lend you *a book*. I like *a diligent scholar*. I know *a diligent scholar*. *A dog* is more faithful than *a cat*. I keep *a dog* and *a cat*. There is *a carriage* at the door. I met *a lady* and *a child*. I want *a table* and *a chair*. Bring me *a bottle of wine* and *a glass*.

## (c) PREDICATIVE "A."

A general term in the predicate describing the subject is always accompanied by *a* : —

Is he *a poet*? No, he is *a philosopher*.

The use of the Predicative *A* in the following cases should be noted : —

(α) He has *a wife* = He is *one having a wife* or *a married man*.  
(β) We live in *a busy world*. = *The world we live in, is a busy world*.  
(γ) Has he done such *a thing*? Such folly is *inexcusable in a man of his experience* = in him who is *a man of experience*.



## (d) IDIOMATIC USES OF "A."

(1) **A = one** :— *A* is used in place of *one* with numerals and nouns of measure :—

*A* (or *one*) dozen ; *a* (or *one*) hundred ; *a* (or *one*) thousand ; *a* (or *one*) million, etc.

*An* (or *one*) hour, *a* (or *one*) mile, etc.

Half-*a*-dozen, half-*an*-hour, half-*a*-mile, etc.

*A* glass of wine ; *a* cup of tea ; *a* handful of rice, etc.

**Note 1** :— *A* is frequently used in place of *one* correlatively with another numeral :—

I shall stay here *a* day or *two*.

*A* stitch in time saves *nine*.

**Note 2** :— *A* is used in place of *one* in idiomatic phrases, as — *in a word*, *in a body*, *at a time*, *at a stretch*, *at a blow*, *at a glance*, *at a draught*, *to a man*, etc. [See Pages 58–60 : "A in Phrases."]

(2) **A = the same** :— *A* is used in the sense of *one* or *the same* in phrases beginning with the preposition *of* :—

We two are nearly *of an age*. They are all *of a sort*.

They are much *of a size*. Birds *of a feather* flock together. Two *of a trade* seldom agree. You will find two *of a face* as two *of a mind*.

(3) **Not a = not one** :— In speaking of the non-existence of anything, the article *a* is absorbed in the negative particle *no*.

Some say there is *a god*. Others say there is *no god*.

The adjective *no* (無) denies the existence of the object named, while the adverb *not* (非), when placed before a noun, only denies the kind. Compare :—

{ Our teacher is *not an Englishman*.  
{ There is *no Englishman* in our school.

*Not a*, when used in place of *no*, means *not one* or *not a single*, and emphatically denies the existence of the object named. Compare :—

{ There was *no one* in the house.  
{ There was *not a soul* in the whole house.

Hence the emphatic negative expressions — *not a bit not a jot*, *not a word*, *not a syllable*, *not a moment*, etc., etc.

**EXERCISE** :— *Emphasize the negative*.

*No* voice or sound was heard. He said *nothing* in reply. He does *not* know English. Say *nothing* about it to any one. Are you tired? — *No*. It will cost you *nothing*. *No* wind stirred the glassy surface of the sea. The whole city was deserted ; *no* man was to be seen on the streets. There is *no* time to lose. I have tasted *no* food since morning. There is *no* dust in the whole ship. There is *no* doubt about it.

**Note** :— As *not a*, when used in place of *no*, emphatically denies the existence of the object named ; so on the other hand *no*, when used in place of *not a*, emphatically denies the kind. Here *no* = *not any*, *not at all*. Compare :—

{ He is *not a scholar*. (= He is something else.)  
{ He is *no scholar*. (= He has no erudition.)

Hence the expressions:—*He is no fool*, *he is no common being*, *he is no stranger to poverty*, *it is no joke*, *it is no wonder*, etc., etc

(4) **A = some** :— *A* in *a few* and *a little* is equivalent to *some* :—

There are *a few* (or *some few*) good English scholars.  
I learned *a little* (or *some little*) English in the middle school.

**Note** :— *A* in such phrases as *at a distance*, *for a time*, etc., is not quite equivalent to *some*. Compare :—

{ Oil-paintings show to advantage *at a distance*.  
{ He lives *at some distance* from my house.  
{ Truth, like the sun, is sometimes obscured, but, like the sun, only *for a time*.  
{ The work will not be ready *for some time* yet.

(5) **A = a certain** :— This occurs in the following cases :—

(a) *A* placed before a Personal Proper Name means *a certain* :—

Don't you happen to know *a Mr. Saiki*?

(b) *A* is used with Abstract Nouns in the sense of *a certain* or *a sort of*, in order to express a shade of meaning :—

He takes (a) *pride* in his attainments.  
He takes (an) *interest* in the boy.  
He takes (a) *delight* in watching his progress.

Compare :—

{ I like him.....I have *a liking* for him.  
{ I dislike him.....I have *a dislike* to him.

**Note** :— Hence the use of *a* in all such expressions as — *to have a fear of*, *have a regard for*, *take a fancy to*, *have a genius* (*a talent*, *an inclination*, *an aptitude*) *for*, etc., etc. Also in the phrases — *in a manner*, *after a fashion*, etc. [See Pages 58–60 : "A in Phrases."]



(c) *A* is used with the word *something* in the sense of a *certain (indefinable)*. Compare :—

- { There is a *something* about his manner that charms everybody.
- { There is a *certain indefinable grace* about his manner.

(6) **A = per** :— *A*, used in the sense of *per*, is really an old preposition (*an* or *on*) disguised as an article.

He gets a hundred yen *a* month.

The cloth costs ten yen *a* yard.

The earth moves at the rate of 68,130 miles *an* hour.

Once *a* week. Twice *a* month. Three times *a* year.

Note 1 :— "*Per*" is only used in business language.

Note 2 :— "Two shillings *the* pound" is a Scotticism.

### (c) "A" IN PHRASES.

There are phrases in which the Indefinite Article is always present. *A* in phrases may mean *one, some, a certain, the same, etc.*

(1) **As a rule** :— Girls, *as a rule*, make better linguists than boys.

At a time :— One can not attend to two things *at a time*.

At a blow :— The fleet was annihilated *at a blow*.

At a bound :— He rose to his present position *at a bound*.

At a glance :— I saw through his design *at a glance*.

At a draught :— He emptied the glass *at a draught*.

At a stretch :— I work three or four hours *at a stretch*.

At a distance :— You must keep such fellows *at a distance*.

At a premium :— Railways shares are *at a premium*.

(2) At a discount :— Real worth is *at a discount* in the market.

At a disadvantage :— A foreigner is *at a disadvantage* in everything.

At a pinch :— He can, *at a pinch*, take to his old occupation.

At a venture :— I bought the shares *at a venture*.

At a loss :— I am *at a loss* to comprehend how.....

At an end :— After such conduct on his part, my confidence in him is naturally *at an end*.

At a stand :— Trade is now *at a standstill*.

In a word :— He is handsome, kind, rich — *in a word*, he is everything that a woman can desire.

In a body :— The students went *in a body* to the principal.

In a lump :— I got all the money *in a lump*.

In a moment, in a second :— I shall be ready *in a moment*.

(3) In a twinkling, in a trice, in a jiffy :— The pain was gone *in a twinkling*.

In a hurry :— He is well contented with his position, and is not going to quit it *in a hurry*.

In a rage, in a passion :— On my mentioning the fact, he left the room *in a rage*.

In a blaze :— The whole ship was soon *in a blaze*.

In a glow :— The boys came in from play all *in a glow*.

In a position, in a condition :— I am not *in a position* to help you.

In a pickle :— I am *in a pickle* owing to your interference.

In a manner, in a sort :— He is great *in a manner*.

After a fashion, after a sort :— He has a rough manner, but he is kind *after a fashion*.

(4) On an average :— *On an average* the male and female births are tolerably equal.

On a sudden, all of a sudden :— The fountain ceased playing *on a sudden*.

Of a piece :— This act is *of a piece* with his former character.

(5) Of a sort :— These books are all *of a sort*.

Of a size :— We two are nearly *of a size* (or *of an age*).

Of a Sunday, of a morning, etc. :— He will sometimes look *in of a morning*.

(6) From a child, from an infant, etc. :— I have known him *from a child*.

To a degree :— He is solemn *to a degree*.

To a fault :— He is generous *to a fault*.

To a wonder :— They are ignorant *to a wonder*.

(7) To a certainty :— He will succeed *to a certainty*.

To a nicety :— The coat fits me *to a nicety*.

To a T :— She will suit you *to a T*.

To a hair :— He mimics people *to a hair*.

To a man :— The enemy were killed *to a man*.

With a will :— He throws himself into any task *with a will*.

(8) With a vengeance :— It fell a dead calm one day, and blew *with a vengeance* all next day.

With a view to :— He does everything *with a view to* the main chance.

To have an eye to :— He did not marry for love ; he *had an eye to* her property.

(9) To keep an eye on :— The man is bent on mischief ; you must *keep a watchful eye on* him.

To have a cold, have a care. (*To take cold, take care.*)

To have a walk, have a ride, have a drive, etc.

Note : — Some verbs are used without any change of form as common nouns, after such verbs as *have, take, give, make*, etc. The periphrastic form is employed to convey the notion of repetition or non-repetition : —

[Simple Form.]

[Periphrastic Form.]

To walk ..... To have or take a walk (or walks).

To run ..... To have or take a run (or runs).

To cry ..... To give a cry (or cries).

To push ..... To give a push (or pushes).

EXERCISE : — Change into the periphrastic form.

I have *talked* with him on the subject. He was *walking* in the garden. They said that he had gone *to ride*. I went out *to walk*. Let us *run*, and that will make us warm. I will go and *look* at the new house. He *groaned* as if he were dying. He *visited* Europe in his youth. I *pulled* the rope, which broke in my hand. I *pushed* the door, which would not yield to my effort. Let us go out and *smoke*. I would rather *bathe* in the river. We *laughed* over the mistake.

- (10) { It is a pity : — *It is a great pity* the weather is bad.  
It is a mercy : — *It is a mercy* you did not go in the ship.  
It is a wonder : — *It is a wonder* how he could pass.

EXERCISE : — Explain the uses of "a."

He has *a father* and *a mother*. Such folly is ridiculous in *a person* of your years. We do not live in *a world* where we can afford to be discouraged by trifles.—*Blackie*. *A bird* in the hand is worth two in the bush.—*Proverb*. Two *of a trade* should live apart.—*Proverb*. He does not know *a word* of English. I have taken *a fancy* to this house. Passing rich with forty pounds *a year*.—*Goldsmith*. The fellow is up to *a thing* or two. Of Impey's conduct it is unnecessary to speak ; it was *of a piece* with every part of his conduct.—*Macaulay*. I was stuck all *of a heap*. *A stitch* in time saves nine.—*Proverb*. They are all, *to a man*, on our side. I have *a right* to the money. No two men are *of a mind*. Birds *of a feather* flock together. There is great reason why one should keep one's inferiors *at a distance*. I have *a fear* of catching cold. When a girl marries, her intercourse with her friends generally comes to *an end*. I wish to bring the matter to *an end* as soon as possible. The affair has been brought to *a happy termination*. The term draws to *a close*. Both parties are anxious to bring the matter to *a crisis*. He flies into *a passion* at trifles. The child has *an aptitude* for languages.

### TRANSLATION EXERCISE.

(1) 君ノ機ナ経験家ニモ假令ハヌ (2) 一時ニ一人ツツ連レテ来イ (3) 彼ハ一見シテ普通ノ人間ヲナイ事ガ分カル (4) 彼ハ一足飛ニ出世シタ (5) 彼等兩人ハ同年輩ダ (6) 人ノ心ノ異ナルハ人ノ顔ノ異ナルガ如シ (7) 彼等ハ商賈仇キダ (8) 彼等相見ヌ事ハ一夜モ無カツタ (9) 油繪ハ離レテ見ル方ガ宜イ (10) 彼ノ榮エタノハ只一時デアツタ (11) 彼ハ商賈ノオガアル (12) 彼ハ餘リ良イ教師デハナイガアレモ生徒ニ人氣ガアル (13) 彼ハ可笑シナ英語ヲ使フ (14) 彼ハ月二百圓ノ給料ニテ働ハレタ (15) 良イ茶ハ一斤五六圓モスル (16) 一日三回服用 (17) 私ハアノ人ヲ小供カラ知ツテ居ル (18) 彼ハ日曜ナドニ時々見エマス (19) 試験ガ済ンダ (20) 戦争ノ爲メ外國貿易ガ中絶シタ (21) 事件ガ未ダ落着シナイ (22) 此事件ヲ早ク片付ケタイ (23) 彼ハ何故私ヲ恨ムノカ更ニ解セヌ (24) 彼ハ中々金ヲ返シソウモナイ (25) 彼ハ外交官ニナル積リテ佛蘭西語ヲ學ンデ居ル (26) アノ男ハ警察ヲ目ヲ付ケテ居ル (27) 家ヲ一ツ見テ来ヨウ (28) 一服御上リナサイ (29) 今日ノ天氣ノ悪イノハ如何ニモ残念ダ (30) アノ人ノ成功シタノハ實ニ不思議ダ

### § 3. Repetition of the Article.

When two or more nouns or attributive adjectives are in the same construction, joined by *and* or *or*, the article may or may not be repeated according to the meaning : —

RULE I : — *The Article is repeated if distinct objects are meant.*

*The minister and the secretary* were both present.  
I have two coats, *a black and a grey one*.

Note 1 : — This rule is sometimes departed from for the sake of brevity, when no ambiguity arises from the omission : —

I saw *a lady and gentleman* walking in the park.

The men were put to death, but *the women and children* were spared.



**Note 2:** — With attributive adjectives, the following two constructions are admissible: —

- { *The present, the past, and the future tense.*
- { *The present, .... past, and .... future tenses.*

**RULE II:** — *The Article is not repeated if a single object is meant.*

Scott was *a* poet and novelist.

King Alfred was *a* wise and good man.

**Note 1:** — This rule is sometimes departed from for the sake of emphasis, when no ambiguity care arises from the repetition: —

Dickens was *a* novelist and *a* poet.

He returned *a* sadder and *a* wiser man.

The tribunal pronounced Charles *a* tyrant, *a* traitor, *a* murderer, and *a* public enemy. — *Macaulay.*

**Note 2:** — Care must be taken in using the Indefinite Article before two or more adjectives in the same construction. What is the difference in meaning between —

- { The carriage was drawn by *a* white and *a* black horse.
- { The carriage was drawn by *a* black and ...white horse.

**Note 3:** — In sentences like the following, the article *a* may or may not be repeated according to the sense. What is the difference in meaning between —

- { A lawyer would make a better statesman than *a* soldier.
- { A lawyer would make a better statesman than ...soldier.

**EXERCISE:** — *Correct errors, if any.*

She became a mother and a widow at the age of fifteen. He is a better writer than a physician. I saw a tall and short man walking together. I saw a tall and thin man walking with a short and fat man. I have an old and new coat. Both the north and the south poles are as yet unknown. Neither the north nor south poles have ever been reached. He attained eminence as a physician and a writer. When the master and mistress are at strife in a house, the subordinates take the one side or the other. — *Thackeray.* I have a brother and sister. Wanted a servant and groom. The door was guarded by a white and black dog.

#### TRANSLATION EXERCISE.

- (1) Participle ト gerund ハ區別シ惡イコガアル (2) 闇夜ミテ  
ニク分ヲナカツタガ男女ノ姿ノ様ニ見えタ (3) Material Noun  
ト Abstract Nouns トハ用方ガヨク似テ居ル (4) 彼ハ學者ト云

フヨリモ文章家ノ方ダ (5) 女兒ハ男兒ヨリモ善イ語學者ニ成  
ル (6) 東西半球ノ地圖 (7) 陸海軍共ニ勝利ヲ得タ (8) 彼ハ父  
母ガアルカ (9) 第一章ト第二章ハ抜キマシタ (10) 第三即チ  
最後ノ章カラ始メタ (11) 或名詞ハ單數ト複數ヲ意味ガ違フ  
(12) 此ノ誤リガ舊版ニモ新版ニモアル

#### § 4. Position of the Article.

The natural position of the article is before all qualifying expressions, but it follows certain adjectives and adverbs: —

(I) **PRONOMINAL ADJECTIVES AND ADVERBS:** —

- (a) **Such:** — I never saw *such a* fine sight.
- (b) **What:** — *What a* fine sight!
- (c) **So:** — We must not lose *so good an* opportunity.
- (d) **As:** — I have *as good a* right to the money as you have.
- (e) **How:** — You do not know *how good a* right I have.
- (f) **However:** — *However good a* right you may have to it, it would be a shame to claim it.

The following two adverbs follow the analogy of pronominal adverbs: —

- (g) **Too:** — This is *too good an* opportunity to be lost.
- (h) **No better:** — You have *no better a* right to the money than I.

**Note 1:** — Compare: —

- { We must not lose *such a* good opportunity.
- { We must not lose *so good an* opportunity.
- { *What* man?
- { *What a* man!
- { We are having *such a* good time. You can't think *what a* good time we are having.
- { We are having *so good a* time. You can't think *how good a* time we are having.
- { This is *so good an* opportunity that it must not be lost.
- { This is *too good an* opportunity to be lost.
- { I have *as good a* right to the money as you.
- { You have *no better a* right to the money than I.

**Note 2:** — Study the following idiomatic construction with *as...as*: —

- He was *as honest a* man *as ever* breathed.
- He was *as brave a* soldier *as ever* shouldered a rifle.
- She was *as fine a* ship *as ever* walked the waters.



**Note 3:** — A Comparative preceded by *no* is equivalent to the construction with *as...as*. Paraphrase: —

He alluded to *no less a* person than himself.  
He acted from *no nobler a* motive than avarice.

**EXERCISE:** — Change the adjectives into adverbs.

I did not have *such a* good chance as you had. We must not lose *such a* good opportunity. A language can not be mastered in *such a* short time. You do not know *what a* good right I have. You can not think *what a* fine sight it was. We had *such a* good time. You can not think *what a* good time we had. You do not know *what a* hard thing it is to be poor.

(2) **THE MULTIPLACATIVES** (*half, double, treble, twice, thrice, three times, etc.*) are followed by the articles: —

*Half-a-mile. Half-an-hour. Half-a-dozen.*  
No metal can bear *half the* keenness of thy sharp envy.  
The man demanded *double the* usual fare.  
I offered him *three times the* value.

**EXERCISE:** — Change the adjectives or adverbs into nouns.

China is twenty times as *large* as Japan. The new ships are three times as *large* as the "Matsushima." They have twice as *many* ships as we have. He has studied English twice as *long* as I.

**Note 1:** — Compare: — { *Half* the distance.  
                                  { *One half of* the distance.

**Note 2:** — The word *half* when compounded with a noun is preceded by *a*: —

I waited *half an hour* — *a full half-hour*.  
I gave him *half a yen* — *a half-yen* piece.

**Note 3:** — *Double* (= *twice*), *treble* (= *three times*) are followed by the article; while *double* (= *twofold*), *triple* (= *threefold*) are preceded by the article: —

Travel may be made to subserve *the double* end of health and culture. — *Blackie*.

Compare: —

{ *Double the* sum.    *Treble the* amount.  
  { *A double* tragedy.    *The triple* alliance.

(3) The following adjectives are followed by the article: —

- (a) **All:** — I know *all the* brothers. Compare: — *All of them*.  
(b) **Both:** — I know *both the* sisters. Compare: — *Both of them*.  
(c) **Many:** — *Many a* day went by without a line from him.

(4) The following adverbs are followed by the article: —

- (a) **Quite:** — He is *quite a* gentleman (or *quite the* gentleman).  
(b) **Rather:** — I thought him *rather a* proud man.

#### TRANSLATION EXERCISE.

- (1) 何ト宜イ景色デハナイカ (2) 此様ナ景色ハ外ニハ無イ  
(3) 此様ナ好機會ハ又ト無イ (4) 此處ニハ好キナ位大キナ家ガ建ツ  
(5) 貧乏ハ何ト辛イモノダ (6) 金持ハ善イモノダ (7) 金持ハ幾ラ善クトモ健康ニハ劣ル  
(8) 其倍デモ安イ (9) 其半分デモ高イ (10) 其價ノ三倍出シテモ賣ラヌ  
(11) 彼ハ始メテ會フト少シ傲慢ナ人間ノ様ニ思ハレル (12) ヨク附合ツテ見ルト全テ違ウ人間ノ様ニ成ル

### § 5. Equivalents for the Articles.

As the articles are unemphatic demonstratives, they may be supplanted by other demonstratives.

(1) **THE EQUIVALENTS FOR "THE"** are —

(a) **Demonstrative Adjectives:** —

- { This: — I was born in *this* town.  
  { That: — I was born in *that* house.  
  { Yon, yonder: — *Yonder* ivy-mantled tower.

(b) **Interrogative Adjectives:** —

- { What: — *What* book do you want?  
  { Which: — *Which* book will you take?  
  { What kind of: — *What kind of* tree is an aloe?

Compare: —

- { *What kind of* bird is the condor?  
  { *What sort of* a man is he?

(c) **Possessives:** — A possessive has a particularizing force.

My house = *The house in which I live*.  
A man's name = *The name of a man*.

**Note:** — We have seen that a possessive, when used as an adjective, does not displace the article: —

*A girls' school* = *A school* for girls.  
*A winter's day* = *A day* in winter.

(2) **THE EQUIVALENTS FOR "A"** are Singular Adjectives and Indefinite Demonstratives : —

- (a) { One : — He has *only one brother*.  
No (= not a) : — He has *no father*.
- (b) { Each : — *Each student* has his own desk.  
Every : — *Every man* has his peculiarities.
- (c) { Either : — *Either book* will do.  
Neither : — *Neither book* treats of the subject.
- (d) { Some : — I should like *some book* to read.  
Any : — *Any book* will do.  
No (= not any) : — *No book* can teach pronunciation.
- (e) { Ever : — Had *ever pupil* so patient a teacher?  
Never : — *Never teacher* had a more docile pupil.

Note : — Hence the rule for Singular Common Nouns should properly run thus : — *A Singular Common Noun must have an Article or some Equivalent Word*. When a Singular Common Noun is used without any article or some equivalent word, there is always some special reason for the omission. This will form the subject of the next section.

## § 6. Omission of the Articles.

The Article is regularly omitted in the following cases : —

- (a) Nominative of Address : — *Young man, ahoy!*
- (b) Names and Titles : — *Doctor Johnson; King Edward*.
- (c) Double Substantives : — They are *man and wife*.
- (d) Prepositional Phrases : — The ships lie *at anchor*.
- (e) Verbal Phrases : — The ships *cast anchor* at nightfall, and *set sail* at daylight.

The Article is specially omitted in the following cases : —

- (f) Quasi-Proper Names : — He holds a post under *government*.
- (g) Representative Singular : — *Man and woman*.
- (h) Nouns of Quantity : — He has *plenty* of money.
- (i) With "Ever," "Never" : — He is truly penitent, if ever *man* was.
- (j) With "As" : — *Fool* as he is, he will not do such a thing.
- (k) With the Verb "To Turn" : — He has turned *trailer*.
- (l) In Poetry : — More tuneable that *lark* to *shepherd's* ear.

## (1) NAMES AND TITLES.

Titles, when used in connection with proper names, require no article in three cases : —

- (a) Prefixed Titles : — *Queen Victoria*.
- (b) Titles in Apposition : — *Victoria, Queen of England*.
- (c) Titles in Predicate : — *Victoria was Queen of England*.

(a) **PREFIXED TITLES** : — Titles not familiar in English history are usually preceded by *the* : —

*The Emperor* Godaigo. *The Csar* Nicholas.

Titles followed by *of* and names of places are preceded by *the*, except when in apposition or used as descriptive predicate. Compare : —

- { *The king of England* has less power than the president of France.  
{ *Edward, king of England*. *Edward is king of England*.

The use of the titular form without any article is extended to the following cases : —

- (α) *Uncle George; Aunt Mary; Brother William*, etc.  
(β) *Neighbour Flamborough; farmer Williams*, etc.  
(γ) *Mount Fuji; Lake Biwa; Cape Horn*.

Compare : —

*Mount Fuji*.....*the Mount of Olives*.  
*Lake Biwa*.....*the Lake of Constance*.  
*Cape Horn*.....*the Cape of Good Hope*.

(b) **TITLES IN APPPOSITION** with Proper Names require no article. Compare : —

- { *The king of England*.  
{ *Edward, king of England*.

Words denoting family relations, when used in apposition with proper names, generally require no article : —

*Masatsura, son of Masashige*.  
*Jiro, (a or the) brother of Taro*.

(c) **TITLES IN PREDICATE** : — Titles in the predicate require no article after incomplete verbs of *being, becoming, and making*.

He is *king*. He has become *king*.  
They made him *king*. He was made *king*.

Compare : —

- { He is *king of England*.  
{ He is *a king* among his mates.

The article is omitted with titles after all specific terms of *making* : —

- ( $\alpha$ ) To Crown : — William was *crowned king*.
- ( $\beta$ ) To Elect : — Washington was twice *elected president*.
- ( $\gamma$ ) To Create : — Nelson was *created baron*.
- ( $\delta$ ) To Appoint : — Who will be *appointed principal*?
- ( $\epsilon$ ) To Bind : — James was *bound apprentice* to a mechanist.

**Note 1 :** — The article is omitted in the descriptive predicate before words denoting official relation : —

The man was *guide* to the party.

He is *private secretary* to the prime minister.

**Note 2 :** — The article is usually omitted in the descriptive predicate before words denoting family relations : —

Gilbert Becket was *father* of the famous Thomas Becket.

Queen Elizabeth was *daughter* of King Henry VIII.

Arthur was *nephew* to the king (or *a nephew of* the king).

**Note 3 :** — When the words *father* and *mother* are used in a figurative sense, there seems to be no fixed usage : —

The child is *father* of the man. — *Wordsworth*.

The thought is *parent* of the deed. — *Carlyle*.

Necessity is *the mother* of invention. — *Proverb*.

**Note 4 :** — The article is omitted before the words *master*, *mistress*, and *heir*, whether used in their proper or figurative senses : —

He is *heir* to a large estate.

He is *master* of his business.

He wanted to *make himself master* of the realm.

She is over twenty-one; she is *mistress of* her own actions.

**Note 5 :** — When the verb *To Turn* is used in the sense of *becoming*, the article is omitted before the predicate nominative : —

Though I was perfectly honest, every one thought me so cunning that no one would trust me. Thus I was at last obliged to *turn sharper* in my own defence. — *Goldsmith*.

**Note 6 :** — *Titles of Books, Headings of Writings*, etc., generally have no article; but there is no fixed rule with the former : —

*Preface. Contents. Introduction.*

Compare :

- { *Elegy written in a Country Churchyard*. — *Gray*.
- { *An Elegy on the Death of a Mad Dog*. — *Goldsmith*.
- { *The Goose with the Golden Eggs*. — *Aesop's Fables*.

**Note 7 :** — A Noun used simply as a name, and not to denote the object named, requires no article. This is usually the case after the phrases *the name of*, *the title of*, etc., and sometimes after verbs of *calling* : —

He is not entitled to the name of *scholar*.

People sometimes call a boon companion (*a*) *friend*.

**Note 8 :** — After the word *As*, the article *a* is omitted when *as* = *in the official capacity of*; but it is not omitted when *as* = *considered in the character of*. Compare : —

{ My duty was to wait on the lady *as page*.

{ Caesar, *as an orator*, was inferior to Cicero.

### TRANSLATION EXERCISE.

- (1) 獨逸ニテハ Professor ノ稱號ヲ Doctor ノ上ニ置ク (2) Baronet ノ爵ハ世襲デアアル (3) 彼ハ何處ヲ博言博士ノ學位ヲ取ツタノカ (4) 驢馬ノ事ヲ “donkey” トモ云フ (5) 神功皇后ノ三韓征伐 (6) 清盛ノ子重盛 (7) 彼ハ英語ノ教師テ舊ト大學テ英文學ノ教授ヲシタコトガアル (8) 今度ノ學校ノ校長ニハ誰ガ成ルノカ (9) 天下ヲ取ル (10) 世ニ立ツテ成功セントスルニハ先ヅ己ノ職業ニ長ズルノガ肝要デアアル (11) 彼ハ通譯官ニ成ツテ從軍シタ (12) 通譯トシテハ彼ニ匹敵スルモノハ無イ (13) 今度戦争ガアツタナラ私ハ從軍記者ニ成ツテ行ク積リダ (14) Sour-grape (眞情) ト云フ語ハ何處カラ起ツタカ (15) 彼ハ我等ノ黨派ニ反謀ヲシタ

### (2) DOUBLE SUBSTANTIVES.

When nouns are used in pairs, it is usual to omit the article or its equivalent for the sake of brevity. Such are either *Nouns of Correlative Meaning* or *the Same Noun repeated in the Same Phrase*.

(a) **NOUNS OF CORRELATIVE MEANING**, when used in pairs without articles, are always in the singular form : —

Mother and child.	Landlord and tenant.
Husband and wife.	House and land.
Brother and sister.	Pen and ink.
Master and servant.	Pen and paper.
Sovereign and subject.	Knife and fork.
Teacher and student.	Bow and arrow.
Doctor and patient.	<i>Etc. etc.</i>



A mutual distrust destroyed that intimacy which ought to exist between *father and son*.

Work in schools is hindered by troubles between *teacher and student*.

Confidences between *doctor and patient* (or *lawyer and client*) are considered sacred.

The whole house was on fire; *door and window, roof and chimney* were in a blaze.

The artist took no heed of *house or furniture*, but stood calmly gazing at the flames.

The professors were all attired in *cap and gown*.

The article is omitted with correlative terms for the sake of emphasis, when the word *both* or *either* is expressed or implied:—

Rich and poor.	Day and night.	Man or beast.
Young and old.	Principal and interest.	Fool or knave.
<i>Etc.</i>		<i>etc.</i>

Such food is not fit for *man or beast*.

Learning is better worth than *house or land*.—Crabbe.

This game is popular with *rich and poor, young and old* alike.

(Both) *pursuer and pursued* shot to the brink of the falls.

(Both) *doctor and patient* were astonished at the result.

The omission of the article with correlative terms is very frequent in adverbial phrases:—

North and south.	From beginning to end.
Right and left.	From first to last.
Hand and foot.	From morning till night.
Hat in hand.	From head to foot.
Pipe in month.	From top to toe.
Gun on shoulder.	From top to bottom.
<i>Etc.</i>	<i>etc.</i>

The province extends fifty miles *north and south*.

He rushed at the enemy, laying about him *right and left*.

*Hat in hand*, he came towards me.

They fell fighting *sword in hand*.

He was bound *hand and foot*, and thrown into a ditch.

The traditions were handed down *from father to son*.

The house was searched *from top to bottom*.

The article is omitted with double substantives in Idiomatic Phrases, mostly Adverbial:—

( $\alpha$ ) Man and boy:—He has lived in my house *man and boy* for thirty years.

( $\beta$ ) Body and soul:—They bought up the learned profession of medicine *body and soul*.—Hughes.

( $\gamma$ ) Heart and soul:—He goes *heart and soul* into any business.

( $\delta$ ) Hand and glove:—We were *hand and glove*, the old man and me.—Reade.

( $\epsilon$ ) Heels over head:—I took the trust on me *head over heels*, without thinking about it.

( $\zeta$ ) Cheek by jowl:—I will go with thee *cheek by jowl*.—Shak.

( $\eta$ ) Root and branch:—The abuse must be put down, *root and branch*.

( $\theta$ ) Bag and baggage:—I have removed here *bag and baggage*.

( $\iota$ ) House and home:—He has gambled himself out of *house and home*.

( $\kappa$ ) Kith and kin:—He is alone in the wide world, without *kith or kin*.

( $\lambda$ ) Part and parcel:—He is the oldest man in the service, and is looked upon as *part and parcel* thereof.

( $\mu$ ) Rack and ruin:—Everything about the house is going to *rack and ruin*.

( $\nu$ ) Stuff and nonsense:—What you say seems *stuff and nonsense* to me.

( $\xi$ ) Gall and wormwood:—Such things are *gall and wormwood* to him.

( $\omicron$ ) Tit for tat:—I only gave him *tit for tat*.

( $\pi$ ) Neither rhyme nor reason:—There is *neither rhyme nor reason* in the statement.

( $\rho$ ) Over head and ears:—He is always *over head and ears* in debt, or in love, or in both.

( $\sigma$ ) With might and main:—I worked *with might and main* in order to make up for lost time.

( $\tau$ ) By hook or by crook:—He manages *by hook or by crook* to keep up a good appearance.

( $\upsilon$ ) From hand to mouth:—The general mass of the inhabitants live *from hand to mouth*.

( $\phi$ ) To keep body and soul together:—His earnings are scarcely sufficient to *keep body and soul together*.

( $\chi$ ) I can't make head or tail of it — *I can make nothing of it*.

(b) THE SAME NOUN REPEATED IN THE SAME PHRASE always has the article omitted:—

You have acted rightly. I like this sort of thing between *man and man*.

Let us talk the matter over as between *gentleman and gentleman*.

Kublai Khan sent *embassy after embassy* to Japan.

EXERCISE:—Change into the double-substantive form.

Days passed without a line from him. *One boat after another* arrived, but he did not appear. The family held the post for many generations. *One soldier after another* fell in the attempt. I suffered *one loss after another*. He sits over his books *one night after another*. The beaver gnaws and gnaws away, and brings down *one tree after another*.

The following are Idiomatic Adverbial Phrases:—

- (α) Face to face:—I stood *face to face* with the robber.
- (β) Hand to hand:—They fought *hand to hand*.
- (γ) Hand in hand:—To go *hand in hand*.
- (δ) Hand over hand:—To climb *hand over hand*.
- (ε) Arm in arm:—To walk *arm in arm*.
- (ζ) Limb from limb:—To be torn *limb from limb*.
- (η) Side by side:—The twins lay *side by side*.
- (θ) Step by step:—He rose *step by step*.
- (ι) Little by little:—He learned *little by little*.
- (κ) Drop by drop, piece by piece, bit by bit, etc.
- (λ) Day by day, night after night, year after year, time after time, etc.
- (μ) Word for word:—To translate *word for word*.
- (ν) Blow for blow:—I struck him back *blow for blow*.
- (ξ) From time to time:—He writes to me *from time to time*.
- (ο) From day to day:—He put me off *from day to day*.
- (π) From side to side:—A ship rolls *from side to side*.
- (σ) From end to end:—To split *from end to end*.
- (ς) From tip to tip:—*From tip to tip* of its wings.
- (τ) From hand to hand:—To throw a ball *from hand to hand*.
- (υ) From mouth to mouth:—To pass *from mouth to mouth*.
- (φ) From door to door:—To go begging *from door to door*.

#### TRANSLATION EXERCISE.

- (1) 彼等ハ夫婦カ (2) 兄妹ダ (3) 師弟ノ關係ハ今ハ舊トハ違フ (4) 母子共ニ健全 (5) 外國人ハ吾國ニテハ親子ノ關係ハ情

ニ乏シイ様ニ思フ (6) 筆ト紙ヲ持テ來イ (7) ペンヲ書ケ (8) 日本人ハ洋服ヨリモ羽織袴ノ方ガ宜イ (9) 印度人ハ箸ヲ食フカ 庖丁ト肉刺ヲ用エルカ (10) 彼ノ話ハ始カラ仕舞マテ偶ダ (11) 日本ノ農夫ハ日曜ニモ休マナイテ朝カラ晩マテ働ク (12) 私ハ此詩ヲ始メカラ仕舞マテ暗記シテ居ル (13) 反謀ヲシタ者モアルガ彼ハ始終忠義デアツタ (14) 全身壓ダラケ (15) 煙管ヲ啣ハイテ門ニ立ッ (16) 士官ハ手ニ軍刀ヲ提ゲテ船中ヘ躍リ込メダ (17) 彼ハ手ニ本ヲ以テ庭ヲ散歩シテ居タ (18) 彼ハ馬鹿カ惡漢カドチラカニ違ナイ (19) 彼ハ馬鹿ア惡漢ダ (19) 勝利ノ報知ガ都鄙ニ知レ渡ツタ (20) 馬モ騎士モ諸共ニ崖カラ轉ガリ落チタ (21) 此本ハ老少共ニ愛スル (22) 自轉車ハ貴賤ノ別ナク流行スル (23) 晝夜勉強シテ後レタ處ヲ取返ス (24) 彼ハ借金テ首ガ廻ラヌ (25) 元利共返済スル (26) 一生懸命引張ル (27) 今日暮シ (28) 皆悉取纏メテ引越ス (29) 理論ト實際ト併行ス可シ (30) 儒教ト佛教ト並ビ行ハレタ (31) 毎日毎日同シ事ヲスルノガ厭キタ (32) 一言モ違ハズニ繰返ス (33) 時々御報告アランコトヲ乞フ (34) 蝶ハ花カラ花ヘト飛ブ (35) 差向イ (36) 度々ニ出世スルモアリ一足飛ニ出世スルモノモアリ (37) 少シジツ學ブ (38) 一文ヅツ數ヘル (39) 左右ニ分カレル (40) 左右ニ揃レル

#### (3) PREPOSITIONAL PHRASES.

Any combination of preposition and noun is called a phrase in grammar; but what we specially understand by the term phrase implies a certain fixedness and permanency in form. A large class of phrases are formed of abstract nouns, as—*at play, at work, at war, at peace, in trouble, in debt, in love*, etc. Common Nouns are similarly used in phrases in an abstract sense, and are then characterized by *the absence of the article* (or its equivalent) and *the absence of the plural inflection*. Compare:—

- { The boys have gone *to school*. [Permanent Form.]
- { The boys have gone *to their respective schools*. [Occasional Form.]
- { The students have gone *home*. [Adverb.]
- { The students have gone *to their several homes*. [Occasional Form.]
- { My brothers are still *in bed*. [Permanent Form.]
- { My brothers are still *in their beds*. [Occasional Form.]

## PHRASE-MAKING NOUNS.

(1) **NAMES OF PLACES:**—Some names of places are used in phrases with the associated abstract notion of some occupation, as —

[Name of Place.]	[Associated Notion.]
Home .....	Returning from abroad.
School .....	Learning.
Church .....	Divine service.
Hospital .....	Medical treatment.
Court .....	Judicial trial.
Prison .....	Confinement.
Market .....	Buying and selling.
Sea .....	Navigation.
Table .....	Eating.
Bed .....	Repose.
<i>Etc.</i>	<i>etc.</i>

When these words are used to denote the place without the associated notion of occupation, they are used with the article.  
Compare : —

- { The boys have gone *to school*.
- { I am going *to the school* to see the principal.
- { The injured have been sent *to hospital*.
- { I have been *to the hospital* to visit them.
- { The man was sent *to prison*.
- { His wife went *to the prison* to see him day after day.
- { He generally lies *in bed* till nine or ten o'clock.
- { No one likes to find a cat *in his bed*.

- (a) **Home :** — *At home, leave home.* The word is a true adverb in — *to go home, come home, get home, be home, etc.*  
Compare : —  
 { I was not *at home* yesterday.  
 { I was *at his house* all day.  
 (α) *To be at home in* anything.  
 (β) *To make oneself at home.*
- (b) **School :** — *At or in school, go to school, send or put to school, come home from school, attend school, leave school, school has begun, school is over, etc.*
- (c) **College :** — *At college, in college, go to college, send to college.*
- (d) **Class :** — No talking *in class / after class, etc.*

- (e) **Church :** — *At church, go to church, church has begun, church is over, etc.*
- (f) **Court :** — *At court, go to court ; in court, appear in court.*  
 (α) *A friend at court.*  
 (β) *To bring into court.*  
 (γ) *To put out of court.*
- (g) **Hospital :** — *In hospital, send to hospital.*
- (h) **Prison :** — *In prison, send to prison, cast into prison, break prison, etc.*
- (i) **Town :** — *In town, go to town, leave town, etc.*  
 Compare : — *In or into the country.*  
 (α) *Down town.* (β) *Up country.*
- (j) **Market :** — *In market, go to market, etc.*
- (k) **Earth :** — The largest *on earth* ; who or what *on earth* ?  
 Compare : — *We live on the earth.*
- (l) **Land :** — *On land, to come or bring safe to land, etc.*
- (m) **Sea :** — *At sea, go to sea, put to sea, etc.* } *ground.*
- (n) **Ground :** — *Above ground, under ground.* Compare : *On the* }
- (o) **Water :** — *Above water, under water.* Compare : *On the water.*
- (p) **Bed :** — *In bed, go to bed, get into bed, get out of bed, etc.*
- (q) **Table :** — *At table.* Compare : — *On the table.*

Note : — Names of meals are used without any article, as —  
*at breakfast, at dinner, at supper, breakfast is ready, dinner is on the table, etc.* Compare : — *To give a dinner.*

EXERCISE : — *Paraphrase the phrases marked.*

(α) I am quite *at home* in English, but not in French. Please *make yourself at home*. He has a friend *at court*. The fact is not sufficiently proved to be *brought into court*. He is *put out of court* by the fact that he was drunk on the occasion. Who *on earth* are you? What *on earth* do you want here? Dana *went to sea* in order to improve his eyesight. The ship has been six months *at sea*. The ship is not in a condition to *put to sea*. Foreigners like to talk *at table*. Dinner is *on the table*.

(β) A sailor was telling a company how his father and grandfather had died *at sea*. One of those present said, "If I were you, I would not *go to sea*." The sailor asked him where his father and grandfather had died. "Why in their beds, of course," said the landsman. "If I were you," said the sailor, "I would never *go to bed*."



## TRANSLATION EXERCISE.

(1) 稽古ガ始マツタカ (2) 學校ハ何處カ (3) 私ハ學校ヲ此本  
ヲ讀ンダ (4) 私ハ學校ヲ辨當ヲ食フ (5) 病人ハ入院サセマシ  
タ (6) 私ハ病院ヘ見舞ニ行ク處ダ (7) 彼ハ日曜ニハ教會ヘ行  
ク (8) 教會ヘ行ケバ會ハレマス (9) 外國人ハ食事中談話ヲ好  
ム (10) 六時頃ニハ御在宅デスカ (11) 私ハ六時迄ニ歸ラナケ  
レバナラス (12) 彼ハ今在宅ダ (13) 休暇ヲ歸ツテ居ル (14) 兄  
ハ未ダ學校カラ歸ラナイ (15) お前方ヲ學校ヘ出シタイモノダ  
(16) 彼ハ未ダ學校ヘ出テ居ルカ (17) 彼ハ退校シテ實業ニ就イ  
タ (18) 授學中邦語ヲ用ユルコトヲ許サズ (19) 宮中ノ謁見  
(20) 法廷ニテハ虚言ハ云ハレヌ (21) 獄ニ繋ガレテ善人ニ成  
ルモノハ少ナイ (22) 父ハ田舎ヘ参リマシタ (23) 兄ガ出京ス  
レバ私ハ東京ヲ去リマス (24) 百姓ハ畑ノ物ヲ賣リニ市ニ行ク  
(25) 朝飯ニ玉子ヲ食フ (26) 昼飯ニハ何ヲ召食リマスカ (27) 夕  
飯前ニハ散歩ヲスル (28) 英國ニハ學生ガ學校カラ逃亡シテ  
船乗ニ成ルモノガ多イ (29) アノ船ハ出港ノ準備ヲシテ居ル (30) 同  
時ニ海陸共ニ戦争ヲシタ (31) 舟ガ無事ニ陸ニ着イタ (32) 私  
ハ海ニ飛ビ込ンデ小供ヲ救イ揚ゲタ (33) 世界第一 (34) 凡ソ世  
界ニ海風ホド清イモノハナイ (35) 一體お前ハ誰ダ (36) 倫敦  
ニハ貧民ハ地下ニ住ム者ガ多イ (37) 何ウヤラ斯ウヤラ言丈ケ  
出シテ居ッタ (38) 幾分間水中ニ潜ツテ居レルカ (39) 床ノ中  
ヲ讀書スルノハ悪イ事ダ (40) 彼ハ枕ヲ付ケルヤ否ヤ眠ムル  
(41) 今朝床ヲ離レシ時眩暈ガシタ (42) 小供ガ眠ムイノダ早ク  
寢カシテ遣レ (43) 船中テ生レル者ガアル (44) 君ハ船ニ乗ッ  
タヲガアルカ

## (2) BODY AND MIND:—

(a) Hand: — *At hand, in hand, to hand, on hand, off hand, out of hand, by hand, at first hand, at second hand.*

- (α) *In hand* = *in course of execution.*
- (β) *To have in hand* = *to be engaged in*
- (γ) *To take in hand* = *to undertake.*
- (δ) *To put in hand* = *to commence.*
- (ε) *To have well in hand* = *to keep under control.*

Note: — These phrases are carefully to be distinguished from those in which the noun is accompanied by the article or pronoun. Compare:—

- { At hand: — The examination is *at hand*.
- { At one's hands: — The students deserve better care *at the hands of* their teachers.
- { In hand: — I have a work *in hand*.
- { In one's hands: — I have placed the matter *in the hands of* my solicitor.
- { To hand: — Your letter is duly come *to hand*.
- { To one's hands: — You have good men made *to your hands*.
- { On hand: — We have no copies of the book *on hand*.
- { On one's hands: — We have many copies left *on our hands*.
- { Off hand: — He speaks fluently *off-hand*.
- { Off one's hands: — I am glad that the task is *off my hands*.
- { By hand: — These articles are made *by hand*.
- { By one's hand: — He fell *by the hand of* his enemy.

- { (b) Head: — I heard a noise *overhead*.
- { (c) Foot: — *Under-foot, on foot (= afoot).*

- (α) *To get afoot* = *to become able to walk.*
- (β) *To set afoot* = *to start (as a project).*

(d) Mind: — *In mind, out of mind, call to mind.*

- (α) *To have in mind* = *to be thinking of.*
- (β) *To keep (or bear) in mind* = *to remember.*
- (γ) *To put in mind* = *to remind.*

(e) Heart: — *At heart, take to heart, by heart, be of good heart.*

- (α) *To have at heart* = *to be deeply interested in.*
- (β) *To take to heart* = *to feel deeply pained by.*
- (γ) *To get by heart* = *to commit to memory.*
- (δ) *To have by heart* = *to have by memory.*
- (ε) *To be of good heart* = *not to lose courage.*

EXERCISE: — *Paraphrase the phrases marked.*

(α) My departure is *at hand*. His aunt brought him up *by hand*. We have a large stock of the goods *on hand*. We have a large stock left *on our hands*. Your orders are *in hand*. The new order has not yet been *put in hand*. Three battleships are building, and two cruisers are also *in hand*. I beg to call your attention to the matter *in hand*. I have something *in hand*, and

more in expectation. He *has* the students *well in hand*. I *have* a work of some magnitude *in hand*. If you can find no one to do it, I'll *take* the matter *in hand*. Gather we our forces *out of hand*. —*Shak.* I should be glad if you would take the matter *off my hands*. Shall we receive good *at the hand of* God, and shall we not receive evil? — *Bible.* He always has two or three quarrels *on his hands*. A tailor once said to a physician, "How I envy you, Doctor! You never have your work returned *on your hands*." I should be glad to have the burden taken *off my hands*. Be *on hand* when you are wanted.

(β) I acted the part of a sick-nurse, till my poor comrade got *afoot* again. There is some mischief *afoot*. A project has been *set afoot* for establishing a college for girls. That is the very thing I *had in mind*. You must *bear* the fact *in mind*. He *puts me in mind* of the picture of the great ox in a gilt frame. — *Lytton.* I can not *call to mind* where I have met him before. Out of sight, *out of mind*. Talbots and Stanleys, St. Maurs and suchlike folk have led armies and made laws *time out of mind*. — *Hughes.* He is not so black as he paints himself; he is *at heart* a good fellow. It is impossible for a Japanese, who *has* his honour *at heart*, to be a coward. I blamed the boy for some fault; he *took it to heart*, and ran away. But *be of good heart*, you must fare better next time.

## TRANSLATION EXERCISE.

(1) 試験が近い (2) お前へ手近な處に居て貰いたい (3) 今御掛りにナツテ居る御着述へ何アスカ (4) 斯様な本ヲ小供ニ預ケルナ (5) 此事件ハ彼ニ任カシテ置ケバ大丈夫ダ (6) 御書翰落手 (7) 御注文ノ書籍ハ持合セ無之候 (8) 此品ハ手細工カ器械製カ (9) 此大砲ハ手ニテモ器械ニテモ扱フコトガ出来ル (10) 半金丈ケ前金ニ残ハ仕事ノ出来次第 (11) 私ハ學校ノ管理ヲ自身ニ引き受ケタ (12) 彼ハ上手ニ生徒ヲ統御スル (13) 私ハ此本ヲ古手ア安ク買ツタ (14) 持合セノ品 (15) 持テ餘マシテ居ル品 (16) 品物ガヤツト捌ケタ (17) 彼ハ即席ニ演舌ガ出来ル (18) 私立大學ヲ起サントスル計劃 (19) 其ハ私ノ思フテ居ル人デハナイ (20) 君ヲ見ルト死ンダ弟ヲ思ヒ出ス (21) 此事ヲ常ニ心懸ク可シ (22) 去ル者ハ日ニ疎シ (23) 彼ハ心中ハ此方ノ味方ダ (24) 私ハ學校ノ爲メヲ思フカラ斯フ云フノダ (25) 詩ヲ暗記スル (26) 詩ヲ暗記シテ居ル (27) 其様ニ氣ニ掛ケルナ (28) 心當リノ人

## (3) TIME AND PLACE:—

- (a) In (good) time: — Please be here *in good time*.
- (b) In (due) time: — You shall be informed *in due time*.
- (c) In place: — The remark was quite *in place*.
- (d) Out of place: — Before entering on the study, a brief history of the subject may not be *out of place*.
- (e) In season: — Oysters are now *in season*.
- (f) Out of season: — He is witty *out of season*.
- (g) At times: — *At intervals* he works hard, but he is not very diligent *at the best of times*.
- (h) On occasion: — The dog knows many tricks; he can steal *on occasion*.

Note: — Words denoting the *Time of Day* take *the* in phrases beginning with *in, for, during*, etc., and drops it in phrases beginning with *at* or *by*. Compare: —

- { *In the daytime, at night; by night, by day.*
- { *In the morning, in the evening, in the afternoon.*
- { *At daybreak, at nightfall, at noon, at midnight, at sunrise, at sunset, at dawn, at dusk, etc.*
- { When day broke = *At daybreak.*
- { When night fell = *At nightfall.*

## TRANSLATION EXERCISE.

(1) 丁度善イ時ニ來タ。暮ガ今アイタ處ダ (2) 瀧車ニ同ニ合ツタカ (3) 六時ノ瀧車ニハ同ニ合ハナカツタ (4) 博覽會ヲ見ルニ同ニ合フ様ニ行キタイ (5) 私ハ追々舊ノ身體ニ復スルダロヤト思フ (6) 此様ナ問題ハ教科書ニハ不適當ダ (7) 鯖ハ秋ガ節ダ今ハ節アナイ (8) 餘計ナ洒落ヲ云フ (9) 彼ハ時ニハ外出スルコトガアル (10) 彼ハ稀ニ外出スル (11) 彼ハ時ニ依ツテハ中々吹ク (12) 日中働クモノハ夜モ働イテハイケナイ (13) 彼ハ日ノ出ニ揚ゲテ日没ニ下ロス (14) 働クニハ朝ガ善イカ勉強ニハ夜ガ善イ (15) 夜中雪ガ降ツタ (16) 夜ガ明ケタ時世ノ中ガ銀世界ニ成ツテ居ツタ (17) 日ガ暮レシ故途中ニ泊シタ

## (4) MEANS OF CONVEYANCE, COMMUNICATION, etc.

- (a) By letter: — Did you inform him *by letter*?
- (b) By word of mouth: — I informed him *by word of mouth*.
- (c) By land: — I went *by land*.
- (d) By water: — I returned *by water*.

- (c) By rail : — I do not like to travel *by train*.  
 (f) By steamer : — I prefer travelling *by steamer*.  
 (g) By (the) way of : — The ship came out *by way of* the Cape.  
 (h) On horseback : — Some were *on horseback*.  
 (i) On foot : — The rest were *on foot*.  
 (j) By heart : — To have or get *by heart*.  
 (k) By rote : — Children learn everything *by rote*.  
 (l) By rule : — He does everything *by rule*.  
 (m) By sight : — I know all of them *by sight*.  
 (n) By name : — But I do not know them *by name*.  
 (o) By ear : — To play *by ear*.  
 (p) By hand : — These guns may be worked either *by hand* or *by machinery*.

Etc.

etc.

## TRANSLATION EXERCISE.

(1) 手紙ヲ返事ナスル (2) 手紙ヲハ能ク事情カ分ラナイ (3) 口  
 ア號令ヲ懸ケル (4) 陸ヲ行クヨリモ船ノ方ガ面白イ (5) 車ヲ  
 行カウカ (6) 私ハ車ニ乗ルコトガ嫌イダ (7) 徒歩ヲ行カウ  
 8) 馬モ宜カラウ (9) 籠駕ニ乗ツタコトガアルカ (10) 箱根  
 ナ籠駕ヲ旅行シタ (11) 米國ヲ通ツテ歐羅巴ヘ行ク (12) 私ハ學  
 生ノ顔ハ知ツテ居ルガ一々名ハ知ラヌ (13) 彼ハ學生ノ名ヲ一々  
 知ツテ居ル (14) 彼ハ字書ヲ暗記シテ居ル (15) 手細工 (16) 器械  
 製 (17) 教室ニハ電燈ヲ用フ

## (5) NAUTICAL PHRASES : —

- (a) Sail : — *Under sail*. (Also — *To set sail, make sail, shorten sail, take in sail, etc.*)  
 (b) Anchor : — *At anchor*. (Also — *To cast anchor, weigh anchor.*)  
 (c) Deck : — *Going on deck*, I saw a curious sight.

Compare : —

- { I remained *on deck* all night.  
 { I lay down *on the deck* and fell asleep.

- (d) Board : — *On board, overboard*.

Compare : —

- { The officer sprang *on board*, sword in hand.  
 { The officer sprang *on deck*, sword in hand.

Note : — The phrase *on board* is used as a preposition  
 (= *in* or *to*) : —

How do you amuse yourselves *on board* ship?  
 The "Matsushima" having been injured, the flag  
 was shifted *on board* the "Hashidate."

- (e) Shore : — *On shore (ashore), inshore, offshore*.

Compare : —

- { Is the captain *on board*? No, he is *on shore*.  
 { The battle was fought both *on land* and *on the sea*.

- (f) Port : — *In port, put into port*.

## TRANSLATION EXERCISE.

(1) 幾百ト云フ船ガ何時モ港ニ碇泊シテ居ル (2) 船中ガ暑イ  
 ノテ乗客ハ大抵甲板ニ出テ居ツタ (3) 風ガ出テ皆下ニ降リ船  
 長ト私丈甲板上ニ残ツタ (4) 船長ハ船内ニ居ルカ (5) 上陸  
 シテ居ル (6) 今船ニ歸リマシタ (7) 乗客ハ午前九時迄ニ乗込ム  
 ナ要ス (8) 大連丸ハ軍隊ヲ積ンテ居ツタ (9) 船ノ生活ハ面白  
 イカ (10) 各艦長ガ旗艦ニ集會シタ (11) 此品物ハ香港丸ニ積  
 ムノダ (12) 上海警備ノ軍隊ハ明日大連丸ニ乗船ノ答 (13) 陸  
 ヘ行ク舟ガアルカ (14) 誰カ朝日艦ヘ行クモノガアルカ (15) 足  
 ナ踏ミ外シ船ヨリ海ヘ落チタ (16) 船ガ暴風ニ會フテ積荷ヲ海  
 ニ捨テタ (17) 船ガ陸ニ乗リアゲテ碎ケタ (18) アノ船ハ昨夜  
 入港シタ (19) 港ニ在ル船ト航海中ノ船

## (6) MISCELLANEOUS PHRASES : —

- { At heart : — Though he has a rough manner, he is a  
 good fellow *at heart*.  
 (a) { At bottom : — He is not so black as he paints himself ;  
 he is sincere *at bottom*.

Note : — There are a great number of phrases formed of *at*  
 and abstract nouns, as — *at work, at war, at peace, at ease,*  
*at leisure, at rest, at will, at pleasure, at discretion, at cost, at*  
*interest, at issue, at stake, at fault, at bay, etc., etc.*

- { In person : — I shall wait on you *in person*.  
 In name : — He is a king only *in name*.  
 (b) { In kind : — The farmers formerly paid their taxes *in kind*.  
 In turn : — The candidates were called in *in turn*.  
 In part : — His success is owing *in part* to good luck.  
 In arms : — An infant *in arms*.



Compare : —

- { The teacher examined the boys *in turn*.
- { The teacher was examined *in his turn*.
- { He is a chief *in name*, but not in fact.
- { He borrowed money *in my name*.

Note:—There are a great number of phrases formed of *in* and abstract nouns, as — *in charge, in stock, in store, in demand, in request, in vogue, in use, in fashion, in favour, in jest, in joke, in sport, in print, in question, etc., etc.*

- (c) { On end : — To stand *on end*; for days *on end*.  
 { On edge : — To set *on edge*.  
 { On tiptoe : — To stand or walk *on tiptoe*.

Note : — There are a great number of phrases formed of *on* and abstract nouns, as — *on account, on fire, on credit, on duty, on guard, on leave, etc., etc.*

- (d) { By hand : — To bring up a child *by hand*.  
 { By heart : — To have or get a poem *by heart*.  
 { By ear : — To play from the book or *by ear*.  
 { By name : — He knows them all *by name*.  
 { By birth : — He is a Russian *by birth*.  
 { By trade : — He is a surgeon *by profession*.  
 { By degrees : — He recovered *by degrees*.  
 { By turns : — We sat up with the invalid *by turns*.  
 { By rights : — *By rights* he ought to be the heir.

Compare : —

- { He is a king only *in name*.
- { I met a man, King *by name*.
- { We were examined *in turn*.
- { We kept watch *by turns*.

Note:—There are a great number of phrases formed of *by* and abstract nouns, as — *by mistake, by chance, by accident, by force, by rule, by rote, by stealth, etc., etc.*

- (e) { Of age : — To *be* or *come of age*.  
 { Of opinion : — He is *of opinion* that it will be a success.
- (f) { To light : — To *come* or *bring to light*.  
 { To rights : — To *put* or *set* anything *to rights*.  
 { To pieces : — To *break, tear, dash, go, fall, take, etc.* — *to pieces*.
- (g) For example, for instance, by way of experiment.

- (h) { Under age : — He is still *under age*.  
 { Under fire : — The men behaved well *under fire*.  
 { Under sail : — The ship was *under sail*.  
 { Under water : — To remain *under water*.  
 { Under way : — We are fairly *under way* now.  
 { Under arms : — In a moment, the whole troops were *under arms*.

Compare : —

- { The troops were *under arms*.
- { The whole nation was *in arms*.

- (i) With child : — The women were found to be *with child*.

EXERCISE : — Paraphrase the phrases marked.

I undertook a journey to the place *in person*, in order to ascertain the fact. He is still *under age*. He will be *of age* next year. When he *comes of age*, he will have something in land and also *in hand*. There must be some secret reason *at bottom*. He is a smart fellow enough, but he will never *set the river on fire*. I found myself *under fire* for the first time. The man's dishonesty has *come to light*. I shall pay part of the sum *on account*. He *turns* everything *to account*. The article is too cheap at that price; I think it can be *turned to better account*. The circumstances must be *taken into account*. I will *put* the room *to rights*. A good night's rest will *set me to right*. He used to be absent for days *on end*.

#### TRANSLATION EXERCISE.

- (1) 御兄様ハ今學校デスカ (2) ソレデハ學校ヘ行ツテ御目ニ懸リマセウ (3) 伊藤ハ退校シテ實業ニ就イタ (4) 君ハ教會ヘ行クコトガアリマスガ (5) 私ハ會堂ヘ足踏モシタコトガナイ (6) 私ハ教場ガ段々樂ニナツテ來タ (7) 法廷テ伴ヲ申シ立ルモノデハナイ (8) 船ハ碇泊シ船人ハ休ンテ居ル (9) 小供等ハ食事ノ時行儀ヲ知ラナイ (10) 獸ニ繋ガレテ瓦クナル人ハ稀デ (11) 私ハ出發ノ時期ガ迫ツタ故代リヲ探サナケレバナラン (12) 今差掛テ居ル事件 (13) 此本ハ古本デ安ク買フタ (14) 是ハ學生ノ心掛ケ可キ事デアル (15) 彼ハ風采ハ亂暴デガ心ハ善イ男デ (16) 小泉君ハ生レハ米國人デ日本ヘ歸化シタノデ (17) 吾々ハ順番ニ呼バレテ調ベラレタ (18) 更ル更ル見張ヲスル (19) 彼ハ本職ハ醫者デ (20) 本職ヨリモ文章家トシテノ方ガエライ (21) 彼ハ如何ナ事モ爲兼チナイ男デ (22) 随分場合ニ依ツテハ

虚言モ吐ケ (23) 船デハ何事モ皆器械デスル (24) 直キ直キ参上ノ上御禮申上ケ可ク候 (25) 女囚ハ妊娠中ナリシヲ以テ分曉迄死刑執行ヲ延期シタ (26) 會計検査テ會計掛ノ不正ナ所爲ガ露顯シタ (27) 私ハ直グニ金ニナル仕事ガシタイ (28) 彼ノ失敗チ一口ニ責メルノハ酷ダ (29) 亦不幸ナ事情モ斟酌シテ違ラナケレバナラン (30) 此子ハ機械ヲ分解ス事ナドガ好きダ (31) 息子が丁年ニ達シタ時親父ガ隠居シタ (32) 皆ガ私ノ方ガ間違ッテ居ラヌト云フ意見ダ (33) 玉子ヲ立テル法 (34) 彼ハ齒ガ浮ク様ナ言葉ヲ使フ (35) 家ニ火ヲ放ツ (36) 座敷ガ散ラシテアルカラ片付ケマモウ (37) 少し疲勞レタノダカラ一晩眠レバ癒ル (38) 微塵ニ碎ケル (39) 船ガ陸ニ乗揚ゲテ碎ケタ (40) 家ハ古クテ崩ヅレ掛ッテ居ル

#### (4) VERBAL PHRASES.

Besides phrases formed of prepositions and nouns, there is another kind of idiomatic phrase which is made up of verb and object (*do good, do harm, take care, make haste, give way, keep company, etc., etc.*), which together convey a single verbal notion. Compare: —

- { Exercise will *do you good*.
- { Exercise will *benefit* you.
- { Too much wine will *do you harm*.
- { Too much wine will *injure* you.
- { We must *make use of* some other word.
- { We must *employ* some other word.

**Note 1:** — The verbs in these combinations are those of general meaning, as — *do, make, take, have, give, keep*, etc.

**Note 2:** — The object in these combinations are either abstract nouns, or common nouns used in an abstract sense.

**Note 3:** — The object therefore has no article, except when qualified by an adjective of quality. Compare: —

- { I have *taken cold*
- { I have *taken a bad cold*.
- { He paused to *take breath*.
- { On coming to the surface, he *took a long breath*.

- { He did not *take part* in the discussion.
- { But his lady *took an active part* in it.
- { He *takes pride* in his attainments.
- { He *takes a just pride* in his attainments.
- { I have *made choice of* that man.
- { You have *made a good choice*.

#### PHRASE-MAKING VERBS.

(a) The verb **To Do** forms the following phrases: —

- (α) { To do right: — The consciousness of having *done right*.
- { To do wrong: — You have *done wrong* in deceiving him.
- (β) { To do one good: — It *does* my heart *good* to see.....
- { To do one harm: — Tobacco *does harm* to the lungs.
- (γ) { To do one credit: — The performance *does* him *credit*.
- { To do one honour: — Your conduct *does* your heart *honour*.
- (δ) { To do one justice: — To *do* him *justice*, he is not.....
- { To do one wrong: — I am not what you take me for; you *do me wrong*.
- (ε) To do duty as: — The man *does duty as* "kanji" in the establishment.
- (ζ) To do wonders: — Perseverance will *do wonders*.

**EXERCISE:** — *Paraphrase the phrases marked.*

Did the hot springs *do you any good*? The waters *did me no good*. It was the change of air that *did me so much good*. A few years' stay in America will *do you a world of good*. Did the storm *do any harm* to the crops? It *does me good* to see you so happy. It *does one's heart good* to hear him laugh and talk. A little innocent diversion will *do one no harm*. He submitted to his fate with a magnanimity, which would have *done honour* to Socrates himself. I can not *do the subject justice*. The picture does not *do her justice*. *Much good* may it *do you*! The historians do not *do him justice*. We *did ample justice* to the dinner provided for us. It will *do no good* to send for the doctor. This medicine *does wonders* in curing colds.

#### TRANSLATION EXERCISE.

(1) 二三年モ洋行スレバ餘程利益ニ成ル (2) 其事ヲ己ニ隠シテ置イタノハ宜シクナイ (3) 適度ノ運動ハ身體ニ良イ (4) 然シ過激ノ運動ハ却テ害ニナル (5) 少量ノ酒ハ害ニハナラヌ却テ藥ダ (6) 彼ノ干渉ハ害ニ成ルトモ爲メニハ成ラナカツタ

- (7) 然シ公平ニ云ヘバ彼ハ墨氣ガアツテ干渉シタノデハナイ  
 (8) 人ヲ助ケタノハ宜シイ (9) 然シ偶チ言フタノハ宜シクナイ  
 (10) 御手並ニ感服シタ (11) 専門家モ三舍ヲ避ケル (12) 温泉  
 其物ヨリ寧ロ轉地ガ身體ニ利クノダ (13) 弟子ノ成功ハ師匠ノ  
 面目 (14) 海水浴ガ大層身體ニ利キマシタ

(b) The verb **To Make** forms the following phrases : —

- (α) { To make room for : — I stood up, and *made room* for the new comer.  
 To make way for : — I stood aside to *make way* for the carriage.
- (β) To make money. Compare : — *To make a fortune.*
- (γ) To make interest with : — They *made interest* with the governor to have me appointed to the post.
- (δ) { To make war upon : — The Russians *made war upon* the Turks.  
 To make peace with : — He has *made peace with* his old enemy.  
 To make love to : — He *makes love to* any woman, however old or ugly.  
 To make suit to : — He is *making suit to* an heiress.
- (ε) To make head against : — The ship could not *make head* against the wind.
- (ζ) To make fun (game, sport) of : — The students *make fun of* their teacher.
- (η) To make common cause with : — The teachers *made common cause with* the students in attacking the principal.
- (θ) { To make faces at : — The boys *made faces at* their teacher when his back was turned.  
 To make eyes at : — She was suspected of *making eyes at* the returned hero.
- (ι) To make friends with : — He will quarrel and *make friends* with you ten times a day.
- (κ) To make notes of : — I always *make notes of* my lectures.
- (λ) { To make allowances for : — I *make allowances for* his youth and inexperience.  
 To make amends for : — I wish to *make amends for* your loss.

The verb *make* forms, with nouns derived from verbs, a number of periphrastic phrases, which may or may not be of the same meaning as the original verb. Compare : —

- (μ) { To hasten : — I *hasten* to answer your letter.  
 To make haste : — *Make haste*, or you will not be in time.
- (ν) { To answer : — He *answered* that he was innocent.  
 To make answer : — He *made answer* that he was innocent.
- (ξ) { To use : — To *use* a tool or a book, diligence or expedition, etc.  
 To make use of : — To *make use of* some means or expedient.
- (ο) { To choose : — One must *choose* between death and dishonour.  
 To make choice of : — One must *make choice of* good companions.
- (π) { To mention : — I *mentioned* no name.  
 To make mention of : — I *made mention of* no name.
- (ρ) { To shift : — Left an orphan in his boyhood, he had to *shift for himself*.  
 To make shift : — He *made shift* to pick up a scanty livelihood.
- (ς) { To progress : — Let me know how you *progress* with your work.  
 To make progress : — He is *making rapid progress* in his studies.  
*Etc. etc.*

EXERCISE : — *Paraphrase the expressions marked.*

The shelves are all full ; it is impossible to *make room* for any more books. The study of Chinese literature *made way for* that of Western science. It was impossible to *make head against* the difficulties. If I can not secure his services, I shall *make shift* to do without him.

#### TRANSLATION EXERCISE.

- (1) 客ガ一杯アモウ道入ル場所ガナイ (2) 道ヲ明ケテ行列ヲ通ス (3) 彼ハ本ヲ書イテ金ヲ儲ケル (4) 急ゲバ未ダ聞ニ合フ (5) 何カ他ノ方法ヲ用ヒンクレバナラナイ (6) 教科書ハ何ヲ用ヒマスカ (7) 彼ハ金ガ有リ又其使イ方モ上手ダ (8) 外國人ダカラ大目ニ見テナルガ宜イ (9) 船ハ暴風ニ向ツテ進行スルヲ



ガ出来ナイノテ途中テ港ニ遣入ツタ (10) 腕力ニ訴イル (11) 彼ハ有力家ニ運動ヲシテ漸ク地位ヲ得タ (12) 此次ニ今度ノ都合ニテ致シマス (13) 善イ人ヲ撰ランダ (14) 私ガ始メテ東京ニ來タ時皆ガ私ノ田舎訛ヲ嘲弄シタ

(c) The verb **To Take** forms numerous phrases : —

- (α) To take place : — When is the examination *to take place* ?
- (β) To take (catch) cold, take (catch) fire, take (strike) root.
- (γ) { To take aim : — I *took aim* and fired.  
To take effect : — The shot did not *take effect*.
- (δ) { To take advice : — The best way is to *take advice*.  
To take counsel : — We *took counsel*, and decided on.....
- (ε) { To take care of : — *Take (good) care of* yourself.  
To take charge of : — I will *take charge of* the school.
- (ζ) { To take notice of : — I *took no notice of* his remarks.  
To take heed of : — He *took no heed of* his own safety.

Compare : —

- { He passed by me without *noticing* me.
- { He passed by me without *taking notice of* me.

- (η) { To take (lay, catch, seize) hold of : — *Take hold of* the rope, and *hold it fast*.  
To take possession of : — A boat was sent *to take possession of* the prize.
- (θ) { To take advantage of : — He *took advantage of* my inexperience to impose upon me.  
To take precedence of : — The governor *takes precedence of* other officials of the same rank.  
To take rank of : — A marquis *takes rank of* a count.
- (ι) { To take part in : — This ship did not *take part in* the action.  
To take part with : — I make it a rule to *take part with* the weaker side.
- (κ) { To take interest in : — He *takes (an) interest in* the boy.  
To take delight in : — He *takes (a) pleasure in* watching his progress.  
To take pride in : — He *takes (a) pride in* his attainments.
- (λ) { To take pity on : — I *took compassion on* his solitary condition.  
To have mercy on : — Lord *have mercy on* me, a miserable sinner.—*Bible*.

- (μ) { To take refuge : — The residents *took refuge* in the legation.  
To take shelter : — It beginning to rain, we *took shelter* in a temple.
- (ν) { To take breath : — We *took breath* between two disasters.  
To take heart : — I *took heart* at his words.
- (ξ) { To take horse : — We *took horse* at the village of Sasaya.  
To take ship : — We proceeded as far as Kobe by rail, and there *took ship* for Nagasaki.
- (ο) To take leave of : — I have been *to take leave of* my friends.
- (π) To take offence : — He *takes offence* at trifles.
- (ζ) { To take flight : — The enemy, unable to stand their ground, *took flight*.  
To take wing : — The wary birds *take wing* at the slightest alarm.  
To take air : — The story has *got wind*.  
To take fright : — The horses *took fright* at the sight of the automobile.
- (ς) { To take prisoner(s) : — He was *taken prisoner* at....  
To lead captive(s) : — He *led* them *captives* to Rome.
- (τ) To take pains : — She *takes great pains* in the education of her children.
- (υ) To take turns : — We *took turns* in sitting up with the invalid.
- (φ) To take notes : — I *take notes*, because I have a poor memory.
- (χ) To take orders : — I had scarcely *taken orders* a year, before I began to think seriously of matrimony.—*Goldsmith*.
- (ψ) To take arms : — The colonies *took arms* in defence of their rights.
- (ω) To take sides with : — France *took sides with* the colonies.

Note : — In some of the above phrases, the verb *have* may be substituted for *take*.

She *had compassion* on my solitary condition.  
I *have (taken) charge of* the school in his absence.  
The enemy *had (taken) possession of* the town.

Compare : —

- { *Take care.* { I *have taken cold.*
- { *Have a care.* { I *have a cold.*
- { The poison did not *take effect.*
- { The poison *had no effect* on him.

EXERCISE : — *Paraphrase the phrases marked.*

I herewith tender my resignation to *take effect* on the 1st of July. You ought to *take advice* on the matter. I wrote to him several times on the subject, but *no notice was taken* of my letters. He never thinks of paying what he owes; we must *take heed* of such customers. When a notion *takes possession of* the mind, it is difficult to get rid of it. I have hired a house, which I mean to *take possession of* at the beginning of next month. When I thought of my wife and children depending on me for support, I *took heart* and renewed my efforts with redoubled energy. I hope you will not *take offence* at this candid statement. When the story *took air*, the man *took flight*.

It is a fearful thing  
To see the human soul *take wing*  
In any shape, in any mood.— *Byron*.

Here thou, great Anna! whom three realms obey,  
Dost sometimes *counsel take* — and sometimes tea.  
— *Pope*.

## TRANSLATION EXERCISE.

(1) 着物ニ火ガ着イタ (2) 此樹ハ植エ替ヘテモ根付カナイ  
(3) 深ク根ガ張ツテ居ル (4) 藥ガ利イタ (5) 彼ハ暑ニモ寒ニモ平氣ダ  
(6) 意見ヲシテモ効能ガナイ (7) 此事件ハ辯護士ノ鑑定ヲ求メル方ガ宜イ (8) 暴イ風ヲ引キマシタ (9) 御大事ニナサイ  
(10) 私ハ校長ノ不在中學校ヲ預カツテ居ル (11) 會計ハ誰ガ預カツテ居ルカ  
(12) 西洋テハ子供ヲ多ク持ッ人ハ“governess”ト云フテ婦人ヲ雇フテ其教育ヲ任カセル (13) 誰モ私ニ構ツテ呉レル者ガナイ  
(14) 船ガ離船ノ信號ヲシテモ陸テハ少シモ構ハナカツタ (15) 彼ハ少シモ危險ニ頓着スル色ナク飛ビ込メタ  
(16) 此繩ヲ押イロ (17) 押イテ放スナ (18) 幾度手紙ヲ遣ツテモ先方テ取合ハナイ  
(19) 敵ハ城門ヲ占領シテ居ツタ (20) 短艇ヲ下シテ捕獲船ヲ取りニ行ク (21) 不在ニ乗ズル  
(22) 豫備兵ハ額リニ戰爭ニ加ハリタガツテ居タ (23) 校長ガ生徒ヲ能ク世話ヲ爲マス (24) 彼ハ學問ガ得意ダ (25) 老人ハ小供ヲ樂シミニシテ居ル  
(26) 講義ヲ筆記スルノハ善イ練習ニ成ル (27) 大木ノ下ニテ雨宿リヲシタ (28) 金持ガ事件擔當ノ判事ニ賄賂ヲ送ツタ  
(29) 誰ガ留守居ヲシテ居ルカ (30) 奇

妙ナ考ガ心ニ取付イテ去ラナイ (31) 儀式ハ何時スルカ (32) 彼ハ人ガ惡口云ツテモ頓着シナイ (33) 日本兵ガ臺灣ヲ乘リ取リテ旗ヲ掲ゲタ (34) 黃海ノ占領ニ出タ船 (35) 不幸ナ者ヲ憐レム (36) 彼ハ少シノ事ニ腹ヲ立テル (37) 坂ノ中途テ奥ヲ吐タ  
(38) 馬ガ驚イテ彼ハ落馬シタ (39) 交ル交ル看護ヲスル (40) シンナ事ハ取り合ハヌガ宜イ

(d) The verb **To Give** forms the following phrases : —

- (α) { To give way : — The scaffolding *gave way*, and.....  
To give way to : — You must not *give way* to your feelings.  
To give place to : — Steam will *give place* to electricity.
- (β) { To give notice : — He has left me without *giving notice*.  
To give warning : — I have *given* him *warning* that.....
- (γ) { To give attention to : — You must *pay attention* when your teacher speaks.  
To give heed to : — He *gave no heed* to my warning.  
To give ear to : — Do not *give ear* to such idle stories.
- (δ) { To give battle : — Each waited for the other to *give battle*.  
To give chase : — The squadron *gave chase* to the enemy.
- (ε) { To give play to : — The novelist *gives play* to his imagination.  
To give reins to : — One must not *give reins* to one's fancy in dealing with practical questions.  
To give vent to : — He *gave vent* to his feelings, and wept aloud.
- (ζ) { To give rise to : — Trifling circumstances often *give rise* to injurious tales.  
To give birth to : — She died after *giving birth* to twins.
- (η) { To give colour to : — These circumstances *give colour* to his statement.  
To give countenance to : — One ought not to *give countenance* to wrong-doing.
- (ι) To give offence : — Be careful not to *give offence*.  
(κ) To give quarter : — *Give quarter* to all who beg for it.
- (θ) { To give credit to : — I do not *give credit* to his story.  
To give credit for : — I did not *give* you *credit* for such tact.
- (λ) To give judgment : — The court *gives judgment* for (or against) the plaintiff.

EXERCISE : — Paraphrase the phrases marked.

I withdrew my claims in order to *give way* to my friend. The study of Chinese literature has *given way* to that of the Western arts and sciences. He has at last *given way* to my persuasion. The door began to *give way* to our efforts. The axletree *gave way*, and the carriage went to pieces. The sail has *given place* to steam. You must *give due notice* when you think of leaving. It is good policy to *give* then *line*. In angling, one *gives play* to some fish before taking them out of the water. Religious difference has *given birth* to many sects. The circumstance *gave rise* to various rumours. The general *offered* the enemy quarter if they would surrender. I did not *give* you *credit* for such skill.

#### TRANSLATION EXERCISE.

(1) 棧敷が落チテ怪我人ガ出来タ (2) 足ノ下ノ板ガ今ニモ折レソウニミシミシ鳴ツタ (3) 彼ハさうさう勤メニ随イマシタ (4) 短氣ヲ起スモノデハナイ (5) 若シ彼ヲ雇ウテ置ク必要ガナイナラ早ク斷ルガ宜イ (6) 注意シテ聞カナカッタノガ惡イ (7) お前ハ人ノ忠告ヲ聞カナカッタカラ惡イ (8) 彼ノ妻ハ男子ヲ生ンデ間モ無ク後ニ死ンダ (9) 相互ノ誤解カラ惡感情ヲ起シタ (10) 其事件カラ様々ノ風評ガ立ツタ (11) 君ハ口ガ惡イカラ人ヲ怒ラセナイ様ニ氣ヲ付ケナケレバナラヌ (12) お前ハ此様ニ上手トハ思ハナカッタ (13) 今ニ蒸氣ノ代リニ電氣ヲ使フ様ニナル (14) 謔言ヲ悅ンデ聞クモノガ無ケレバスル者モ無クナル

(e) The verb **To Keep** forms the following phrases : —

- (α) { To keep house : — She no longer *keeps house*, but lives with her married daughter.  
To keep house for : — Before I got married, my sister *kept house* for me.
- (β) To keep store : — People who *keep store* are called tradesmen.
- (γ) To keep watch : — They *keep watch* by turns all night.
- (δ) To keep time : — In dancing one *keeps time* with the music.
- (ε) To keep company with : — One ought to *keep company* with one's equals.

- (2) To keep pace with : — We have to *keep pace* with the times.  
(η) To keep counsel : — It is hard for a woman to *keep counsel*.  
(θ) To keep books : — Young men should learn to *keep books*.  
(ι) To keep good (bad) hours : — He is a steady man, and *keeps good hours*.

(f) The verb **To Bear** forms the following phrases : —

- (α) To bear one company : — His faithful dog shall *bear* him company.— *Pope*.  
(β) To bear fruit : — I trust my efforts will *bear fruit* in time.  
(γ) To bear witness : — I can *bear witness* that my friend is innocent.  
(δ) To bear date : — Your favour, *bearing date* 1st inst., is just to hand.  
(ε) To bear arms : — He has *borne arms* against his sovereign.

(g) The verb **To Set** forms the following phrases : —

- (α) To set fire to : — The enemy *set fire* to the town.  
(β) To set sail : — The fleet *set sail* at sunrise.  
(γ) To set store by : — One must not *set store by* earthly treasures.  
(δ) To set foot : — You shall not *set foot* in this house again.  
(ε) To set eyes on : — She is the prettiest child I ever *set eyes upon*.

(h) The verb **To Lay** forms the following phrases : —

- (α) To lay claim to : — Three men *laid claim* to the property.  
(β) To lay siege to : — The enemy *laid siege* to the castle.  
(γ) To lay stress on : — He *laid stress on* the fact that he had taken no fee.  
(δ) To lay wait for : — They *laid wait for* him on the road.  
(ε) To lay hold of : — He has *laid hold of* my property.  
(2) To lay hands on : — He steals whatever he can *lay hands on*.  
(η) To lay heads together : — We *laid heads together*, and resolved to revenge ourselves.

EXERCISE : — Paraphrase the phrases marked.

The watch *keeps good time*. They were sober people and *kept good hours*. They *kept good company*. The supply can hardly *keep pace* with the demand. Our efforts have *borne fruit*. Thou shalt not *bear false witness*.—*Bible*. All who *bore arms* in the cause, were put to death. The lady, on being shown the jewels, said that she did not *set store by* such things. He was the first



Englishman that ever *set foot on* Japanese soil I never *set eyes on* his like. On his appointment to the post, his followers *laid siege* to him with solicitations. Diligence is the only merit to which I *lay claim*. Then he *laid hold of* their verses, and began looking over and altering them.—*Hughes*. I devoured all the books I could *lay hands on*. They *laid heads* together, and resolved to devote their ready cash to redeem such articles as that sum would cover.—*Hughes*.

## TRANSLATION EXERCISE.

(1) 私ハ下宿屋生活が倦キタカラ家ヲ持トウト思フ (2) 妹ニ家事ノ取締ヲシテ貰フ (3) 水夫が交ル交ル橋上ニテ見張ナスル (4) 道徳標準ノ低イ人間ト交ハルモノデハナイ (5) 人ハ其交ハル友ヲ見ルト分カル (6) 一人ヲ定メシ淋シカロウト思フテ附合ツテ遣ツタ (7) 時勢ニ後レヌ様ニスルガ肝要ダ (8) 彼が徳義ノアルヲハ私が保證スル (9) 兵隊ガ市街ヲ掠奪シテ後之ニ火ヲ放ツタ (10) 彼ガ誇リ得ル處ノ長所ハ世渡ガ上手ト云フ一點デアル (11) 貴様ハ能クモ己ノ身體ニ手ヲ掛ケ居ツタナ (12) 英語ニ熟練シヨウトスルニハ何デモ手當リ次第ニ本ヲ讀ムガ宜イ (13) 私ハアノ家ニハ足踏モシナイ (14) アンナ人ハ見タヲガナイ (15) 御丹精ノ甲斐ガアリマシタ (16) アナタハ標記ガ出来マスカ (17) 此時計ハ能ク合ヒマスカ

## NOUNS MAKING VERBAL PHRASES.

- (a) { Head : — *To make head against, to lay heads together.*  
Heart : — *To take heart, lose heart.*  
Hand : — *To shake hands, lay hands on, join hands, change hands.*  
Foot : — *To set foot in (or on).*  
Eye : — *To set eyes on.*  
Ear : — *To give ear to.*
- (b) { Place : — *To take place, give place to.*  
Way : — *To make way for, give way to.*  
Room : — *To make room for.*
- (c) { Notice : — *To take notice of, give notice.*  
Heed : — *To take heed of, give heed to.*  
Warning : — *To take warning, give warning.*  
Attention : — *To give (pay) attention, call attention.*

- (d) { Ground : — *To gain ground, lose ground, break ground.*  
Credit : — *To gain credit, lose credit, give credit, find credence.*
- (e) Word : — *To send word, bring word, leave word, write word.*
- (f) Part : — *To take part in (or with).*
- (g) { Company : — *To keep company, bear company, part company.*  
Friends : — *To be friends with, make friends with.*
- (h) Colour : — *To give colour to, change colour.*
- (i) Permission : — *To ask permission, give permission.*
- (j) Effect : — *To take effect, have effect on, give effect to.*
- (k) Hold : — *To take (lay) hold of, catch (seize) hold of.*
- (l) Sight : — *To catch sight of, lose sight of, keep sight of.*
- (m) Interest : — *To take interest in, make interest with, bear interest.*
- (n) Offence : — *To take offence, give offence.*
- (o) Fire : — *To take (catch) fire, miss fire, hang fire, strike fire.*
- (p) Water : — *To hold water, make water, take water.*

*Etc. etc.*

## TRANSLATION EXERCISE.

(1) 船ガ暴風ニ向ツテ進ムコト能ハズシテ港ヘ引返シタ (2) 始メハ成功スル望ガアツタガ困難ヲ見テ落膽シタ (3) 氣ヲ取り直シテ又一奮發シタ (4) 私ハアノ家ニハ足踏モシナイ (5) 彼ハ皆ト握手シタ (6) アノ家ハ代ガ替ツタ (7) ソンナ詰ラメ話ニ耳ヲ傾ケルモノデナイ (8) チルソンハ二年間陸地ヲ踏マズニ始終航海セシヲアリ (9) 足場ガ落チテ多クノ怪我人ガ出来タ (10) お前ハ時々短氣ヲ起スガ宜シクナイ (11) 今一人入レテ呉レマセンカ (12) 新説ガ勢力ヲ得ル (13) 日本品ガ支那ニテ次第ニ信用ヲ得ル (14) 幾度手紙ヲ出シテモ返事ガナカッタ (15) 彼ハ私ヲ見付ケズニ通り過ギタ (16) 彼ハ私ヲ見ヌ振ヲシテ通り過ギタ (17) 皆忙ガシクテ構ツテ呉レナイ (18) 説明ナスル時注意シテ聞ケ (19) 來月カラ解僦スルト斷ラツタ (20) 御出ニ成ルト云ツテ寄來シテ下サレバ家ヲ掃除サセテ置クノダツタニ (21) 車屋ガ主人ハ今晚御歸ガナイト云フテ來タ (22) 彼ハ明日又來ルト云ヒ置イテ行ツタ (23) アノ様ナ人ト交ハルナ (24) 誰カ私ト附合ツテ呉レナイカ (25) 人込ミノ中ニ彼ヲ見失ナツタ (26) 有力家ニ運動ナスル (27) 彼ハ些細ナ事ニ腹ヲ立テル (28) 彼ヲ立腹サセヌ様ニ注意シロ (29) 十分立タヌニ隣家ニ火ガ移ツタ (30) 是テ不思議ダ此銃ガ不發ノ事ハ嘗テ無イヲダ

## MISCELLANEOUS VERBAL PHRASES.

- (a) To keep house; to leave home.
- (b) To keep store; shut up shop.
- (c) To keep watch, mount guard, stand sentinel.
- (d) To give battle, make war (on).
- (e) To give judgment, pass sentence (on), sit in judgment (on).
- (f) To call names, make faces (at).
- (g) To find fault with, find favour with, lose caste with.
- (h) To bid adieu, bid farewell, say good-bye.
- (i) To wish (one) joy: — I wish you joy of your success.
- (j) To follow suit: — If you consent, I shall follow suit.
- (k) To pass muster: — These goods will not pass muster.
- (l) To run riot: — The students ran riot in the streets.
- (m) To suffer death: — The man suffered death at Kotsukahara.

Etc. etc.

## TRANSLATION EXERCISE.

- (1) 見世ヲ開イテ居ル小商人ガ merchant ト自稱スル (2) 不景氣ノ爲メニ多クノ銀行ガ閉店シタ (3) 私ハ國ヲ出テカラ五年ニ成ル (4) 御目出度フ (5) 弟子ガ師匠ヲ批評ス可キモノデナイ (6) 彼ハ何デモ斯デモ小言ヲ云フ (7) 彼ハ主人ニ氣ニ入ツタ (8) 五年生ガ strike ヲ遭ルト外ノ組ガ皆之ニ敵ツタ (9) 彼ハ穴探シテ商賣ニシテ居ル (10) アノ事件以來誰モ彼ト交際スルモノガ無イ (11) 事實ヲ確カメテ然ル後ニ宣告ナスル (12) 此品ハトテモ合格ハセヌ

## (5) SPECIAL OMISSIONS OF THE ARTICLE.

(a) **QUASI-PROPER NAMES:** — The article *the* is omitted with a few nouns used as a sort of proper name: —

- (α) Government: — He holds a post under *government*.
- (β) Parliament: — An act of *parliament*. Compare: *The Imperial Diet*.
- (γ) Heaven (天國): — She is in *Heaven*.
- (δ) Hell: — *Hell* is paved with good intentions. — *Johnson*.
- (ε) Nature: — *Nature* will be obeyed.
- (ζ) Providence: — *Providence* provides for the provident.

Nouns denoting family relations (*papa*, *mamma*, etc.) are used without any article for the same reason: —

*Father* came home late, and *mother* sat up for him.  
*Uncle* has sent me these books from America.

(b) **REPRESENTATIVE SINGULAR:** — The omission of the Representative *the* with the words *man* and *woman* has already been noticed.

The Article is omitted with the Representative Singular, coming after the phrases *a kind of*, *a species of*, *a sort of*, etc.: —

The matsu is *a kind of pine*. The bamboo is *a large kind of grass*. This is *a rare species of lily*. What *kind of animal* is the jackal?

**Note 1:** — *That sort of* = *Such*.

I do not care for *that sort of* thing.

**Note 2:** — The phrases *a sort of*, *what sort of*, when used with the words *person* or *place*, are usually followed by *a*: —

What *sort of a man* is he?

He seems to be *a good sort of a young man*.

(c) **NOUNS OF MEASURE:** — *A* is omitted before a few nouns of measure followed by *of*. Compare: —

- (α) **Plenty of:** — { He has *plenty of* money.  
He has *a great deal of* money

- (β) **Part of:** — { *Part of* the house is still standing.  
*A small (or great) part of* it is gone.

(d) **WITH "EVER" AND "NEVER":** — The article is omitted in an emphatic construction with the words *ever* and *never*, which take the place of the demonstratives *any* and *no*: —

- { Had *ever pupil* .....so patient a teacher?
- { Did *any pupil ever* have so patient a teacher?
- { *Never master* .....had so docile a pupil.
- { *No master ever* had so docile a pupil.

(α) Paraphrase *ever* and *never*: —

Goldsmith owed £ 2000 when he died. "Was *ever poet*," Johnson said, "so trusted before?" *Never* had *master* a page so kind. *Never* was *husband* so fond, or *wife* so devoted. *Never man* spake like this man. She is in Heaven, if *ever woman* went there.

(β) Change into the emphatic construction: —

No hero *ever* was more human than Nelson. He was the most faithful servant that a prince *ever* had. Was there *ever* any man as great as he? No man *ever* was as great as he. He is truly penitent, if any man *ever* was.



(e) **WITH "AS," "IF," ETC.** :— The article *a* is omitted in the following and similar emphatic constructions :—

*Soldier as he was*, he turned sick at the sight of the carnage.  
I am guilty of the fault, *if fault it be*.  
*Fool that I was*! to be so taken in.

(f) **IN POETRY** :— The article is frequently omitted in poetry for the sake of brevity and metre.

He was all that *servant* ought to be.  
Creeping like *snail* unwillingly to school.

#### TRANSLATION EXERCISE.

(1) 彼ハ政府カラ洋行ヲ命セラレタ (2) 父ガ死ンダ時伯父  
ノ世話ニナツタ (3) Aloe ト云フハ如何ナル樹デスカ (4) 馬  
車ノ類ニモ短艇ニモ gig ト云フノガアル (5) アナタハ如何ナ  
家ガ欲シイノカ (6) 今度ノ先生ハ如何ナ様ナ人カ (7) 其イ様  
ナ人ダ (8) 仙臺ハ如何ナ様ナ所カ (9) 私ハ其費用ノ幾分ヲ貢  
贈シテモ宜イ (10) 教師トシテ彼ホド人望ノアルモノハ未ダ  
曾テ無イ (11) 子供ナカラモ其言葉ニ感シタ (12) 流石ノ勇士  
モ肝ヲ潰シタ (13) 是ハ薔薇ノ種類デアル

EXERCISE (a) :— *Explain why the article is omitted.*

(α) The king of Korea assumed the title of *emperor*. David, *son* of Jesse, slew Goliath the Philistine in single combat. About this time Nelson was made *colonel* of marines. *Eye* has not seen, nor *ear* heard..... They quarrelled, because each wanted to be *master*. He followed the army as *interpreter*. He understands his business, if ever *man* did. Were I *king*, I would make you my prime minister. These latter (= the Browns) have rarely been sung by *poet* or chronicled by *sage*.

(β) Braver *man* never drew *sword*. When did *knight* of Provence avoid his foe? Sir William Thomson is *president* of the Royal Society of Edinburgh. Like *master*, like *man*. Neither *poet* nor *historian* has done justice to his character. Faint *heart* never won fair *lady*. In *robe* and *crown* the king stepped down. The man had served in the family first as *groom* and then as *butler* for over twenty years.

(γ) *Father* of twenty children was he. He is *hypocrite* enough for anything. He half expected to see the door open, and the tall figure in *cap* and *gown* come toward him. The mind....can make a hell of *heaven*, a heaven of *hell*. It is a long time since I took *pen* in *hand* to address you. He came without *page* or *footman*. I hastened home as fast as *steamboat* and *railway* could carry me. He is the laughing-stock of *high* and *low*. He was present as *legal adviser*. A more miserable creature in the shape of *boy* was never seen.

EXERCISE (b) :— *Correct errors, if any.*

(α) My home is beyond the yonder mountain. The man is stronger than the woman. Bamboo is a gigantic kind of the grass. We two are the students of the S. E. G. Sun had set, and moon was not yet up. Hokkaido is in north of Japan. Smoke rises in air, because it is lighter than air. He took my hand, and led me to his mother. I caught the drowning man's hair. The foxes are cunning animals. The child has not a father or a mother. United States are a republic. The Queen Elizabeth was the daughter of the King Henry VIII. The servant had been playing master. What kind of an animal is the hyena? Washington was first elected the president. Monkey very much resembles a man.

(β) I was lying awake in the bed. I generally go to sea in summer. My uncle died on the sea. He is not a boy to tell a lie. The people seldom grow better in the prison. The store is next-door to school. Among the savages, the woman is a beast of burden. Is the dinner ready? Has the school begun? Some papers were found concealed in bed. What do the people say of me? The man struck his head with a stick. He followed the army as a surgeon. That building must be either a church or school. What is the difference between a participle and gerund? He is a better athlete than a scholar.

(γ) He lives a long way from school. He looked at my face without saying anything. On New Year's Day, 1877, Queen Victoria was proclaimed the Empress of India. Some grammarians make no distinction between the potential and conditional mood. This is a curious species of the rose. The fourth and fifth chapter have been omitted. The plum-tree blossoms first in spring. Speech is one of the highest faculties with which men are endowed.



## CHAPTER III.

Proper Nouns.

A Name, strictly Proper, does not admit of the Plural Form, since it is the name of one individual object. Nor can it require an Article, since a Proper Name is a word whose meaning does not admit of being generalized or particularized.

But there are certain proper names which are always in the Plural Form, and are consequently always preceded by the Collective *The*. Such may be called **Permanent Plurals**: —

*The English* are proud; *the French* are vain.  
*The United States* has annexed Cuba and *the Philippines*.  
*The Genji* and *the Heishi* were always at war.

Again, there are certain classes of Proper Names [names of rivers, seas, ships, institutions, books, periodicals, etc.] which are always preceded by the article *the*. Such may be called Proper Names with **Permanent "The"**: —

*The Mississippi* empties itself into *the Gulf of Mexico*.  
*The Tatler* was followed by *the Spectator*.  
*The Nippon Maru* belongs to *the Tōyō Kisen Kaisha*.

The above classes of proper names must not be confounded with Proper Nouns used as Common, which naturally follow the rules of Common Nouns with regard to the Plural and the Article: —

That boy is a *Newton*.  
 He will be *the Newton* of the age.  
 The world has produced few *Newtons*.

## § 1. Permanent Plurals.

Permanent Plurals are always preceded by the Collective *The*: —

- (a) { Peoples: — *The Japanese, the Chinese, the English, the Germans*, etc.  
 Families: — *The Genji, the Heishi, the Tokugawas, the Tudors*, etc.  
 Parties: — *The Whigs, the Tories, the Liberals, the Conservatives*, etc.  
 Sects: — *The Christians, the Buddhists, the Methodists, the Mohammedans*, etc.

- (b) { Countries: — *The United States, the West Indies, the Netherlands*, etc.  
 Groups of Islands: — *The Kurile Islands, the Pescadores, the Philippines*, etc.  
 Mountain Ranges: — *The Alps, the Himalayas, the Ural Mountains*, etc.

## § 2. Permanent "The."

The Article *The* is permanently prefixed to such proper names as are wholly or partly made up of Significant Terms, as — *The Far East, the Empire of Japan, the Imperial University*, etc.

The Article *The* is also permanently prefixed to certain classes of proper names for the sake of distinction. For instance, names of rivers and seas are mentioned with *the*, to distinguish them from other natural objects. Here *the* really qualifies some common noun that is understood.

*The Sumida* = *The river Sumida*.  
*The Asahi* = *The ship Asahi*.

The Article *The* permanently prefixed to Proper Names may thus be classed as **Collective, Significant, and Distinctive**.

I. **SIGNIFICANT "THE"**: — Proper Names either wholly or partly made up of Significant Terms may be classed as —

(a) **Personal Proper Names**: — We have already seen [See Page 67: "Omission of the Article."] that *Titles* either prefixed to, or in apposition with, Proper Names are without any article, excepting those not familiar in English history, as — *The Emperor Napoleon, the Empress Eugenie, the Czar Alexander, the Taiko Hideyoshi*, etc., etc.

(b) **Local Proper Names**: — Proper Names of *Towns, Districts, Countries*, etc., are usually without any article, excepting such as are recognized as significant, as — *The Orient, the Hokkaido, the Peninsula* [= Spain and Portugal], etc.

**Note 1**: — There are some names of towns and districts [not English] which have brought the article with them from the original language, in which they are significant: — *The Crimea, the Hague, the Transvaal, the Sahara, the Carnatic, the Tyrol*, etc.

**Note 2 :** — The Definite Article is prefixed to the names of *rivers, seas, streets, roads, etc.*, for the sake of distinction. [See Pages 102, 103 : "Distinctive The."]

(c) **Names of Public Buildings and Institutions :** —

*The Imperial University, the Gaikoku Go Gakko, the Home Department, the Foreign Office, the Imperial Museum, the Shōkonsha, the Imperial Hotel, the Kabukiza, etc.*

Compare : —

{ The village is situated in *Tokyo Fu*.  
{ The man was formerly an official of *the Tokyo Fu*.

**Note 1 :** — Names of commercial firms ending in *-sha, -do, -kan, -in, etc.*, usually take *the* by analogy, but not those in *-ya*.

**Note 2 :** — Names made of Proper Names followed by Common Nouns do not take *the*, as — *St. Paul's Cathedral, St. James's Palace, Windsor Castle, Westminster Abbey, etc.*  
Compare : — *Shimbashi Station, Ueno Park, etc.*

(d) **Names of Books and Periodicals** mostly take *the* : —

*The Bible, the Arabian Nights, the Hakkenden, the Genji Monogatari, the Times, the Spectator etc., etc.*

**Note 1 :** — Personal Proper Names used as the names of books are used without *the* : —

*Robinson Crusoe* used to be my favorite book.  
He has made a special study of *Shakespeare*.

**Note 2 :** — The word *Bible* is the only name of a book that can be used as common. With other names of books, the word *copy* must be made use of : —

Have you a *Bible*? (= a *copy of the Bible*.)  
Have you a *copy of the Greek Testament*?

**II. DISTINCTIVE "THE" :** — Proper Nouns taking the Definite Article for the sake of distinction may be classed as —

(a) **Personal Proper Names.**

(α) **With Distinctive Epithets :** — *The Elder Brutus; the Younger Pliny; Henry the Eighth; etc.*

(β) **With Characterizing Epithets :** — *Alexander the Great; the cautious Fabius; the sagacious Iyeyasu.*

**Note :** — Proper Names preceded by conventional epithets of endearment, courtesy, etc., do not require any article : —

*Poor little Nell* was dead.  
One day *little Dick* thought he would have a ramble.  
*Bold Robin Hood. Merry old England.*

(b) **Names of Rivers and Seas :** — *The Nile, the Thames, the Pacific, the Atlantic, the Mediterranean, the Bay of Tokyo, the Straits of Gibraltar, etc.*

**Note :** — Names of other natural objects are distinguished by placing the words *Mount, Cape, Lake, etc.*, before the proper name, like titles or otherwise, as — *Mount Fuji, Cape Horn, Lake Biwa, the island of Sado, the Isle of Man.*

(c) **Names of Streets and Roads :** — *The Ginza, the Honchōdōri, the Tokaidō, the Nakasendō, etc.*

**Note 1 :** — No article is required when the Proper Name is followed by such common nouns as *street, park, station, etc.*, as — *Lombard Street, Russel Square, Ueno Park, Shimbashi Station, etc.*

**Note 2 :** — Names of *towns, villages, districts, etc.*, are distinguished by placing a descriptive term before them, as — *the town of Kawasaki, the village of Nakamura, etc.*

(d) **Names of Ships :** — Ships being mostly named after persons or places take *the* to distinguish them from the original persons or places : —

*The Matsushima* being injured, the flag was shifted on board *the Hashidate*.

Down went *the Royal George*  
With all her crew complete. — *Couper*.

**SUMMARY.**

The Article *The* is regularly prefixed to —

- (a) { Names of Peoples, Families, Sects, and Parties.  
Names of Mountain Ranges and Groups of Islands.
- (b) { Names of Public Buildings and Institutions.  
Names of Books and Periodicals.
- (c) { Names of Rivers, Seas, and Ships.  
Names of Streets and Roads.

### § 3. Proper Nouns as Common.

Proper Nouns are sometimes used as Common, and then follow all the rules for the latter with regard to the Article and the Plural Form. Proper Names, thus occasionally found with the article or in the plural, must not be confounded with Permanent Plurals or Permanent *The*.

(1) **Proper Names Common to More Than One person** may, like common nouns, take the Plural Form or either Article: —

- Sing. { Indef. : — Do you happen to know *a Mr. Tanaka* ?  
 Def. : — Is *the Tanaka* you speak of, a Tokyo man ?  
 Plur. { Indef. : — There are many *Tanakas* in our school.  
 Def. : — I do not know which of *the Tanakas* you mean.

**Note 1 :** — The Indefinite Article is often placed before personal proper names, in referring to an obscure individual for the first time. [*A = a certain.*]

Is there *a Mr. Green* living in this street ?

My first English teacher was *a Mr. Gould*, an Ohio man.

**Note 2 :** — Famous works of art are often called by the name of the artists, which thus become common nouns, as — *a Masamune*, *a Hokusai*, etc.

(2) Nouns denoting **Individuals Forming Peoples, Families, Parties, Sects, etc.**, though written with capitals, are common nouns, as — *a Japanese*, *a Buddhist*, etc.

He is *a Christian* from policy rather than from conviction.

His father was *a Fujiwara*, his mother *a Taira*.

I have known *the Saikis* very long ; there was *a Saiki* who attended the same school with me.

(3) A Proper Name is sometimes used to denote, not the original individual, but some **Person or Thing Resembling the Original Individual in Character**. When thus used, it is no longer a proper name. Many common nouns have originated in this way, as—*monitor*, *destroyer*, etc. [*A = a man or place like.*]

A Homer	= <i>A great poet.</i>
A Newton	= <i>A great mathematician.</i>
A Cicero	= <i>A great orator.</i>
A Daniel	= <i>A wise judge.</i>
An Alexander	= <i>A great conqueror.</i>
A Hercules	= <i>A powerful athlete.</i>

*A Daniel* come to judgment !

Japan is *the England* of the Far East.

The world has produced few *Miltons* or *Shakespeares*.

### § 4. Special Proper Names.

(1) **Names of Languages :** — Proper Adjectives, when used as the names of languages, take no article, unless accompanied by the word *language* : —

English	or the English language.
Japanese	or the Japanese language.

**Note 1 :** — *The* is used in speaking of some particular word.

"Pain" is *the French* for "bread."

What is *the English* for "sasuga" ?

A school-boy being asked one cold winter's day by his teacher, what was *the Latin* for "cold," replied that he could not remember the word, but that he had it at his fingers' ends.

**Note 2 :** — *The* is also used in speaking of a language in which something is written : —

This story is translated from *the German*.

(2) **Months, Days, Festivals, etc. :** — The names of the *Months*, the *Days of the Week*, and *Festivals*, are considered as Proper Names, and used without any article, except when they are limited by some defining expression : —

*New Year's Day* is with us what *Christmas* is in foreign countries.

*May* passed away, *June* arrived, and still Londonderry held out.

*Sunday* is not strictly observed here.

Compare : —

- { The meeting was held on *Saturday*.  
 { The meeting was held on *the first Saturday* of last month.

**EXERCISE :** — Explain the use of the articles.

*The Mississippi* empties itself into *the Gulf of Mexico*. *The English* are predisposed to pride, *the French* to vanity. That



wrestler seems to be *a Hercules*. Formosa and the *Pescadores* now belong to Japan. *The Hague* is the capital of the *Netherlands*. *The Genji* and the *Heishi* were at war throughout the country. *The Japanese* were victorious at the battle of the *Yalu*. *The Transvaal* is a republic in South Africa. Bathing in the *Ganges*. *The Morrels* have been shipowners from father to son, and there was *a Morrel* who served in the same regiment with me. He is *the Nestor* of the service. Better be *the Napoleon* of bootblacks or *the Alexander* of chimney-sweeps, than a shallow-brained attorney, who, like necessity, knows no law.

## TRANSLATION EXERCISE.

- (1) 富士ト八島ハ姉妹艦デアル (2) 合衆國ハ Sandwich 及ビ Philippine 群島ヲ其版圖ニ加ヘタリ (3) 大坂ヲ日本ノ Venice ダト云フ者ガアル (4) (原文削除)
- (5) Himalaya 山脈ハ印度ノ北ニアリ
- (6) 佐渡ハ越後ヨリ海上四十五里日本海ニアリ (7) Rothschild 家ハ世界第一ノ金持デアル (8) 岩崎家ハ日本ノ Rothschild デアル (9) 萬里ノ長城ハ蒙古人ノ侵入ヲ防グ爲メニ築イタモノデアル (10) Arabs トハ Arabia ノ砂漠ニ住スル漂泊人種デアル (11) 神武天皇即位紀元 (12) 漢學ハ應神天皇ノ御世ニ始メテ日本ニ遣入ツタ (13) 佛教ハ欽明天皇ノ御世ニ始メテ我國ニ來タ (14) 彼ハ京都大學ノ教授デアル (15) 歌舞伎座ハ東京第一ノ劇場デアル (16) 招魂社ノ祭り (17) 我國ニテ最モ人ノ體ム歴史ハ日本外史デアル (18) 人ノ最モ愛スル小説ハ馬琴ノ八大傳デアル (19) 馬琴ヲ日本ノ Scott ト云フ (20) 新戦國艦ハ吃水カ深クテ馬關ノ海峡ヲ通ルコトが出来ナイ (21) 東京ヨリ京都ヘ行クニハ東海道ト中仙道トニツ道路ガアル (22) Nelson ノ旗艦 Victory 號ハ未ダニ英國ニ保存シテアル (23) Boston ト云フ都會ハニツアルーツハ米國ニーツハ英國ニ (24) 奸商ガ其刀ガ正宗ダト云フヲ私ヲ欺シタ (25) 心ハ正行ノ如ク行ハ將門ノ如クセヨ (26) 「流石」ト云フコトヲ英語デ何ト云フカ

## CHAPTER IV.

### Common Nouns.

## REVIEW.

We have seen —

- (1) That the Plural Form and the Articles properly belong to the Common Noun.
- (2) That a Singular Common Noun must have an Article either Definite or Indefinite, unless there is some special reason for its omission.
- (3) That a Singular Common Noun with the Indefinite Article may be used in a General Sense (*a = any*), and when so used is equivalent in meaning to the Unlimited Plural: —

{ A man may do what he likes with his own.  
 { Men may do what they like with their own.

Note: — An Indefinite Singular is used in a General sense in all general statements, and in comparisons.

He talks *like a child*.

He is *as strong as an ox*.

- (4) That a Singular Common Noun with the Indefinite Article may also be used in a Limited Sense [*a = some ; a certain*], and when so used corresponds to the Limited Plural: —

{ I know a man who wishes to undertake the work.  
 { I know some men who wish to undertake the work.

Note: — The word *some*, thus used, is called a Partitive Article, and denotes some limited number. It is used where a definite numeral might be used. It is a sort of Plural Indefinite Article, since it is representative of a limited number, just as the article *a* is representative of the numeral *one*. A Plural Common Noun generally takes *some* [*any* in questions and negative questions], when it is used in a limited sense, in connection with such verbs as *be, have, want, get, give, see, know, etc.*

- (5) That the Definite Singular denotes one particular individual, while the Definite Plural denotes all of the objects named: —

{ The principal of the school.  
 { The teachers of the school.

Hence a Common Noun has in all Six Forms or Uses, three in the Singular and three in the Plural :—

#### Six Uses of Common Nouns.

	<i>Singular.</i>	<i>Plural.</i>
<i>General-Indefinite.</i>	A child likes to play.	Children like to play.
<i>Limited-Indefinite.</i>	A child was playing.	Some children were playing.
<i>Definite.</i>	The child I saw.	The children I saw.

### § 1. Common Nouns in a General Sense.

We have seen that three forms of Common Nouns are used in making General Statements :—

- (1) The whale is not a fish, but a mammal.
- (2) A whale can not live always under water, as a fish does.
- (3) Whales are found in all parts of the ocean.

**Note 1 :**— The first of these forms is the Representative Singular, and is used —

- (a) With Names of Mankind to denote the *true or ideal type* :—

*The wise man* does not court danger.  
*The cunning workman* never quarrels with his tool.  
 There are Americans in plenty, but *the American* does not exist.—*Mac' Orell.*

- (b) With Names of Animals and Plants in speaking of their *characteristic habits or qualities* :—

*The eagle* is among birds what *the lion* is among beasts.  
*The coffee-plant* is cultivated in India and Arabia.

- (c) With Names of Bodily Organs in connection with the idea of *function or care* :—

Too much light hurts *the eye*.  
 Hot things are injurious to *the stomach*.

- (d) With Names of Machines and Instruments in connection with the idea of *contrivance or performance* :—

*The electric telegraph* was invented by Prof. Morse.  
 The lady is a skilful performer on *the piano*.

Compare :—

Have you *a flute*? Can you play (on) *the flute*?

**Note 2 :**— The Definite Plural has, as we have seen, a *collective* meaning, and is used in speaking of the whole of a limited number :—

Is it still raining?—No, *the stars* are out.  
*The students* are attached to the teacher.  
*The arts and sciences* are still in their infancy.  
*The passions* are evil counsellors.  
*The fine arts. The cardinal virtues. The seasons.*

### § 2. Common Nouns in an Abstract Sense.

The Representative Singular is frequently used in an abstract sense to denote, not the object itself, but some quality or function that belongs to it.

*The heart* sees farther than *the head*.  
*The pen* is mightier than *the sword*.  
 He gave up *the sword* for *the plough*.  
 He has nothing of *the hero* in his composition.  
 Man for *the field* and woman for *the hearth*.—*Tennyson.*

The Representative Singular used in an Abstract Sense may be preceded by Indefinite Article, when used in connection with the idea of possession :—

She has *a stupid head*, but *a good heart*.  
 He is *a good hand* at all sorts of games.  
 He has *a head* for mathematics—*an eye* for the picturesque—*an ear* for music, etc.

Compare :—

{ You have *a strong eye*.  
 { You have *strong eyes*.

The Representative Singular used in an Abstract Sense has the Definite Article omitted in Regular Phrases, excepting a few. [See Pages 73-83 : "Omission of Articles in Phrases."]

Compare : —

{ Examination is <i>at hand</i> .	
{ Examination is <i>at the door</i> .	
{ To be made <i>by hand</i> .	{ To play <i>by ear</i> .
{ To perish <i>by the sword</i> .	{ Pleasant <i>to the ear</i> .

The Representative Singular used in an Abstract Sense has the Definite Article omitted in Verbal Phrases, excepting a very few. [See Pages 84-96 : "Omission of Articles in Verbal Phrases."]

Compare : —

{ You have <i>played truant</i> .
{ You have <i>played the fool</i> .

### § 3. Common Nouns as Nouns of Measure.

Nouns denoting *Number* and *Quantity* followed by the Preposition *of* are used as Nouns of Measure, which take the place of Adjectives of Quantity : —

A number of men	= Some men.
A quantity of water	= Some water.
A great deal of money	= Very much money.
Great numbers of students	= Very many students.
Large quantities of water	= Very much water.
<i>Etc.</i>	<i>etc.</i>

The book contains *a good deal of* nonsense as well as sense. The traveller had *a large sum of* money in his possession. He lost *large sums of* money. This animal has *a wonderful degree of* strength. Your absence caused me *a lot of* trouble. His father has *lots of* money. *Mountains of* meat and *lakes of* wine. *A world of* wealth would not buy true happiness. I have not tasted *a morsel of* food — *a drop of* wine.

*A pair of* horses ; *a couple of* days ; *a brace of* pheasants ; *a score of* times, etc., etc.

*A set of* china ; *a series of* years ; *a succession of* discoveries and inventions, etc., etc.

Other words used as Nouns of Measure are —

#### (a) Nouns denoting Weights and Measures : —

A pound of sugar ; two tons of coal ; a pint of wine ; three gallons of beer ; a bushel of corn ; an inch of steel ; an acre of ground ; *etc.*

#### (b) Nouns denoting Vessels and Receptacles : —

(α) A cup of water ; a glass of wine ; a basket of fruit ; a box of cake ; a bucket (a pail) of water ; a pitcher of milk ; a bag of money ; a bottle of wine ; a barrel of beer ; a head of hair ; a chest of drawers, *etc.*

(β) A handful of rice ; a mouthful of food ; a spoonful of milk ; an armful of wood, *etc.*

(γ) A shipload of treasure ; a cartload of furniture ; a coachload of passengers, *etc.*

EXERCISE : — Use fitting Nouns of Measure in place of the Adjectives.

Give me *some* paper. Will you get me *some* water? Will you take *some* wine? Give me *some* tea. He has *very much* money. Those who have *much* money, will not want for friends. He talks *much* nonsense. He takes *great* pains with his pupils. He sent me *some* fruit and cake. I have not tasted *any* food to-day. I have not tasted *any* wine. There was *no* wind. He knows *no* English. *Some* students have been sent abroad by government. He had *some* money in his possession.

We have no copies of the work on hand.  
He is laid up with an attack of rheumatism.

The same form of expression is used to convey an idea of number with some Proper, Collective, Material, and Abstract Nouns, that can not be used as Common, as — *a copy of* Scott's "Ivanhoe" ; *an article of* food ; *a piece of* furniture ; *a sum of* money ; *an attack of* rheumatism ; *a fit of* homesickness ; *a case of* cholera, etc., etc.



I do not care for **that sort of** amusement.  
There is **a class of** men who care for nothing but pleasure.

As Nouns of Measure take the place of Adjectives of Quantity, so do some Nouns denoting *Kind or Quality* (*kind, sort, species, etc.*) take the place of Adjectives of Quality : —

**That sort of thing** = *Such a thing.*  
**All sorts of things** = *Various things.*  
*Etc. etc.*

I began to be weary of *this sort of* life. *All sorts of* things are sold there. *Every description of* goods may be had there. He has seen *all manner of* men. This is *a curious species of* rose.

He lives in **a Paradise of** a house.  
Nevertheless he leads **a Hell of** a life.

This is an idiomatic construction, in which a Noun denoting some *Quality* is used in place of an Adjective of Quality.

**A palace of** a house = *A palatial house.*  
**An idiot of** a fellow = *A stupid fellow.*  
*Etc. etc.*

Note : — The idiom seems to have arisen from analogy. Compare : —

*What sort of* a man is he? He is *a saint of* a man.

EXERCISE : — Paraphrase into adjectives.

He rides *a devil of* a horse. He is *a lamb of* a boy. This little *dwarf of* a fellow has written a poem. Her *brute of* a husband beats her every day. My *idiot of* a servant took you for a creditor. That *fool of* a John has forgotten to clean my boots. They say he is *a bear of* a teacher. What *a pig of* a fellow you are! What *an oyster of* a man he is!

#### § 4. Idiomatic Use of the Indefinite Plural.

The Plural of Nouns of Measure, when used without any limiting expression, is sometimes used to denote *indefinitely great numbers or quantities*. This is especially the case with nouns denoting *time* : —

*Days* passed, and yet he did not return.  
*Weeks* rolled by without a line from him.  
It is *years* since I saw him last.  
It was *years* before the mystery was cleared up.  
We used to chat for *hours* together.  
He would sometimes stay away from home for *days* on end.  
The noise can be heard *miles* away.  
His look spoke *volumes*.

The Indefinite Plural of Nouns of Measure are generally followed by the preposition *of* : —

(a) *Dozens of* eggs ; *scores of* shipwrecks ; *hundreds of* times ; *thousands of* people ; *millions of* stars, *etc.*

Compare : —

{ The school is attended by *three thousand* students.  
{ The school is attended by *thousands of* students.

(b) *Great numbers of* students ; *large quantities of* wine ; *lots of* people ; *heaps of* money ; *mountains of* meat ; *oceans of* wine, *etc.*

(c) *Gallons of* wine ; *tons of* sugar ; *acres of* land ; *hours of* controversy ; *years of* labour ; *miles of* solitude, *etc.*

Compare : —

{ The work cost me *seven years'* labour.  
{ The work cost me *years of* labour.

(d) *Buckets of* water ; *barrels of* flour ; *cartloads of* fuel ; *shiploads of* treasure, *etc.*

EXERCISE : — Substitute Indefinite Plurals for the expressions marked.

*Very many* students go abroad to study. *Month after month* went by, but he did not arrive. It is *a long time* since I left home. It was *a long while* before I became aware of the fact. We consume *many* eggs every day. He has *plenty of* money. *Many* ships were wrecked in the late storm. Haven't I told you *many* times? *Many* people flocked to the scene. *Many* stars wander through the deeps abyss. He drinks *a great quantity of* beer. *A great quantity of* water was poured on the fire in vain. We consume *a great quantity of* fuel every winter. To fail thus after *such a long* labour! *A great deal of* furniture arrived at the house. *A great area of* land has been ravaged by the flood.

## TRANSLATION EXERCISE.

(1) 何千ト云フ人が日々此宮ニ参詣スル (2) 何百ト云フ船が港ニ碇泊シテ居ル (3) 何千ト云フ人が戦ヲ失ツテ居ル (4) 何年勉強シテモ少シモ進歩が見エヌ (5) 大將が船ニ幾艘モ金銀ヲ持テ歸ツタ (6) 先日ノ暴風雨ニ何十艘ト云フ船が難破タ (7) 幾年経テドモ未ダ見エヌ (8) 肉積ンテ山ヲ成シ酒流レテ河ヲ成ス (9) アノ女ノ亭主ハ佛ノ様ナ男ダ (10) コンナ手遊ノ様ナ鐵砲ア何カ打タルモノカ (11) 山ノ様ナ波が頭ノ上カラ被サツテ來タ (12) アノ人ノ飯ヲ食フノハ豚ノ様ダ (13) 私ハ此様ナ生活が倦キタ (14) 今度來ル時ハ馬ア一駄モ土産ヲ持ツテ來テ遣ル (15) 或小女始メテ雪降ヲ見テ「まー蝶々ガ澤山」 (16) 宿屋ノ亭主ハ旅人が大金ヲ所持シ居ルコトヲ知レリ (17) 寸鐵人ヲ殺ス (18) 麵麴一個ニ冷水一杯 (19) かすていら一箱 (20) 頭髮ガ白ク聲ノ黒イ人 (21) 彼ハ豪傑ヲシイ處ガナイ (22) モウ一人ノ方ハ風ハ壯士ジミテ居ルガ金錢上ニカクテハ立派ナ君子ダ (23) 私モ馬鹿ノ眞似ヲシタ (24) モウコウ成リヤ猫ヲ被ツテモ駄目ダ (25) 彼ハ至ル處ニ御大臺風ヲ吹カセル (26) 斯カル賤キ者共ノ手ニ掛ツテ難レントハ (27) 良藥口ニ苦シ (28) 彼ハ口ハ惡イガ心ハ善イ男ダ (29) 彼ハ目が早クテヨク間違ヲ見付ケル (30) 私ハ音癡ダ (31) 彼ハ凡ベテノ遊戲ガ上手ダ (32) 私ハ新聞ヲ書イテ見ヨウト思フ (33) 言論出版ノ自由 (34) 法律ノ字句ニ拘泥セズシタ其精神ヲ取ル (35) 教師ハ生徒ヨリモ學ブ (36) 稻ハgrassノ種類デアル (37) 凡ベテ動物中猿ハ最モ人ニ似テ居ル (38) 武士ハ生命ヨリモ名譽ヲ重ンズル (39) 過激ナ運動ハ心臓ヲ害スル (40) 其時ハ秋ア楓ガ紅葉シテ居ツタ (41) 彼ハ婦人社會ニ人氣ガアル (42) アナタハviolinヲ御持チカ (43) Violonガ彈ケルカ (44) 君ハ目が早イ (45) 私ハ目が弱イ (46) 近處ノ犬ガ終夜吠テ少シモ眠ラレナイ (47) 彼ハ如何ンナ男カ (48) 彼ハ善イ様ナ若者ダ

## CHAPTER V.

### Collective Nouns.

## REVIEW.

We have seen —

- (1) That a collection of individuals may be regarded either as a single body acting as one whole, or as a mere aggregate of individuals each acting independently.
- (2) That in the former case a collective noun has a singular meaning, while in the latter case it has a plural meaning.
- (3) That Collective Nouns of Singular Meaning follow the rules for Common Nouns with regard to the Articles and the Plural Form.
- (4) That Collective Nouns of Plural Meaning, like Plural Common Nouns, may be used without any Article or with the Definite Article.

### § 1. Kinds of Collective Nouns.

Collective Nouns are of three kinds : —

I. **COMMON AND COLLECTIVE** : — Most so-called Collective Nouns are Common Nouns with regard to the Articles and the Plural Form : —

A nation, nations.	A party, parties.
A family, families.	A company, companies.
A fleet, fleets.	A committee, committees.
An army, armies.	An assembly, assemblies.
<i>Etc.</i>	<i>etc.</i>

- (a) Singular : — { I live with *a family*.  
*The family* I live with.
- (b) Plural : — { Those men have *families*.  
 All *the families* live together.

But these nouns must be distinguished from ordinary common nouns in that they are sometimes used in a plural sense [See Pages 118, 119 : "Plural Concord"] : —

How are your family ? — *My family are* all well.  
*The company are* now at dinner.  
*The army is* (or *are*) in a high state of discipline.  
*The committee have* resigned in a body.

**II. PLURAL COLLECTIVE :** — Some Collective Nouns are always in the Singular Form and the Plural Sense. Such are equivalent to plural common nouns in meaning and construction.

**People (人々) :** — *These people are* very kind to me.  
**Cattle :** — *Those cattle are* ready for market.  
**Poultry :** — *Poultry are* plentiful there, but *fish are* scarce.  
**Vermin :** — *These vermin do* great harm to the poultry.  
*Etc. etc.*

**Note 1 :** — To this class belong nearly all the collective nouns ending in -ry : — Gentry, peasantry, tenantry, yeomanry, infantry, cavalry, artillery, poultry, etc.

**Note 2 :** — When a Collective Noun of Plural Meaning is preceded by *the*, it denotes all the individuals composing the collection : —

**The people** = All the individuals composing a nation.  
**The cattle** = All the oxen, etc., composing a herd.  
**The cavalry** = All the cavalymen in an army.  
*Etc. etc.*

Compare : —

{ *People say* that there is going to be a war.  
 { *The people are* desirous of peace.  
 { *Cattle are* raised here in great numbers.  
 { *The cattle are* driven to the pasture every morning.  
 { *Cavalry play* a less important part in modern warfare than *infantry*.  
 { *The cavalry advanced on the infantry*, and were met in the usual manner.

**Note 3 :** — The collective nouns *nobility, aristocracy, clergy, gentry, peasantry, tenantry, yeomanry, fraternity, sisterhood*, etc. are generally preceded by the article *the*, except when qualified by an adjective, when they take *a* : —

In England, *the nobility are* wealthy.  
*The clergy occupy* a high social station in England.  
 We were often visited by *the neighbouring gentry*.

Compare : —

{ The soldiers mostly come of *the peasantry*.  
 { The country boasts *a bold peasantry*.  
 { *The tenantry are* happy and contented.  
 { He lives surrounded by *a happy tenantry*.  
 { *The people of* China are patient and industrious.  
 { The Chinese are *a patient and industrious people*.

**III. SINGULAR COLLECTIVE :** — Some Collective Nouns are always used in the Singular Form, and in the Singular Sense, and are consequently similar to material nouns : —

**Furniture :** — There *is* but *little furniture* in the house.  
**Clothing :** — People in warm countries need *little clothing*.  
**Food :** — Man needs various kinds of *food*.  
**Produce :** — The people live on the *produce* of the farm.  
**Merchandise :** — Ships carry passengers and *merchandise*.  
**Game (獲物) :** — Have you found *any game* ? — *much game* ?  
**Plate (金銀器) :** — He owns a great deal of *plate*.  
*Etc. etc.*

**Note :** — When these nouns are used in connection with the notion of number, the word *piece* or *article* must be made use of as — *a piece of furniture, an article of clothing*, etc.

The joiner makes tables and other *articles of furniture*.  
 The tailor makes coats and other *articles of clothing*.  
 The grocer sells tea, coffee and other *articles of food*.

**EXERCISE :** — *Classify the Collective Nouns.*

*People* who are ignorant do not know their own interests.  
*A people* which is civilized knows its own interests. Asia is the home of many *peoples*. *The people are* a many-headed beast.  
 What do *people* say of me ? Japan has *an army* numbering



300,000. *The army* was ordered to advance. *The cavalry* was defeated, but *the infantry* was victorious. *The cavalry* wear gay uniforms. *The police* have the man now in custody. All his *family* disapprove of the match. *The multitude* in all countries are patient to a certain point. *The enemy* were seen flying in all directions. The lowing *herd* wind slowly o'er the lea. *The committee* are unanimous on this question. *Mankind* are disposed to applaud success. *The public* are cordially invited. In some parts of Europe, *the peasantry* go barefoot. Man needs many kinds of *food*. These *vermin* do much harm to *the poultry*. *Cattle* are not subject to many diseases, if they have plenty of food and water. *The cattle* suffer much in cold weather.

## § 2. Plural Concord.

The Concord or Agreement in Number occurs in three cases : —

I. **VERB AND SUBJECT** : — A Verb agrees with its Subject in Person and Number. When a Subject in the Singular Form is used in a Plural Sense, it is followed by a Verb in the Plural Form. This is called *Plural Concord*. With a Collective Noun as Subject, the Verb is in the Singular Form when it expresses *collective action*, and in the plural form when it expresses *individual action*. Compare : —

- { *The cavalry* [= as a body] *has* rendered good service.
- { *The cavalry* [= cavalry men] *are* poorly mounted.
- { *The committee* *is* composed of twelve members.
- { *The committee* *are* unanimous on the question.

II. **PRONOUN AND ANTECEDENT** : — In referring to a Collective Noun of Singular Meaning, the Pronoun *it* or *which* is used ; while in referring to a Collective Noun of Plural Meaning, *they* or *who* are used. Compare : —

- { *A civilized people* knows *its* own interests.
- { *Educated people* know *their* own interests.
- { *A people which* is not civilized does not know *its* own interests.
- { *People who* are not educated do not know *their* own interests.

III. **NOUN AND ADJECTIVE** : — Adjectives conveying the notion of number or quantity [*this, these ; that, those ; much, many ; little, few*, etc.] must agree in number with the Noun which they limit. Compare : —

- { *This people* has a long history.
- { *These people* have good characters.
- { *Many people ; few people*.
- { *Much furniture, little clothing*.

EXERCISE (a) : — Supply proper forms of the verb "be" or "have."

Half of them — gone. Half of it — gone. The Diet — dissolved. The people — united, but the government — divided. The number of inhabitants — increased. A number of students — been sent abroad. Part of the house — still standing. Part of the company — on foot. Only a part of the cargo — saved ; the rest — lost. Only a few escaped ; the rest — cut to pieces. The rest of us — at work within doors. The people — to blame, not the government. A committee — been appointed to investigate the matter. The committee — divided in opinion. The committee — at dinner. The committee — unanimous on the subject. My family — all well. My family — large. My class — improved. Government — adopted the new system. The enemy — seen flying in all directions. The army — ordered to advance. The English nobility — the wealthiest in the world. The feet — in a high state of efficiency. This class of men — odious to the people. Mankind — a progressive race. The police — him in custody.

EXERCISE (b) : — Correct errors, if any.

The city has many populations. The ship has many crews. We have much room, but few furnitures. Ten or twelve peoples were present. He has ten or twelve cattles. Many people think so. Many cattle are brought from Kōbe. This poultry is a foreign breed. What is a vermin ? The rat is a vermin ; the *itachi* is a vermin. What is a furniture ? A table is a furniture ; a chair is a furniture. The army consisted of 10,000 infantry and 1000 cavalry. This is an important furniture in a Japanese house. Man needs various foods. The produces of the farm are not sufficient to maintain the farmer. This merchandise sells well. These merchandises do not bear transportation. Boys wear out many clothing.

### § 3. Collective Nouns as Nouns of Measure.

There are some Special Collective Nouns which are used as Nouns of Measure : —

- (a) A party of travellers; a company of men; a crowd of people; a multitude of readers; a cloud of witnesses; a troop of players; a knot of politicians; a bevy of girls; a galaxy of beauties; a mob of peasants; a gang of convicts; a horde of savages; a set of ignoramuses; *etc.*
- (b) A herd of oxen, horses, or deer; a flock of sheep or water-birds; a drove of cattle; a pack of hounds; a covey of partridges; a swarm of bees; a shoal of fish; an army of rats; *etc.*
- (c) A fleet of ships; a group of islands; a cluster of fruit; a clump of trees or bamboos, *etc.*
- (d) A flight of steps, a pair of stairs, *etc.*

The Indefinite Plural of some of these Collective Nouns are used to denote indefinitely great numbers, as—*crowds* of people, *shoals* of fish, *packs* of wolves, *gangs* of convicts, *etc.*

EXERCISE : — Substitute Collective Nouns for the Adjectives.

*A great many* people daily worship at the temple. The book will be read by *many* readers. It is impossible to conceal the fact before *so many* witnesses. The coast of the Hokkaido is yearly visited by *a great many* herring. We were surrounded by *many* enraged peasants. There grow *some* bamboos just outside my study window. Formosa is still infested by *many* of the wild aborigines. Charity covers *a great many* sins. *Many* friends came to congratulate me on my success.

### § 4. Uses of Certain Collective Nouns.

- (a) People : — This word is used both as a Common and as a Collective Noun of the Second Class.

Common : — { The Japanese are *a brave people*.  
Asia is the home of *many peoples*.

Collective : — { (α) What will *people* say? — *Many people*; *few people*; *most people*; *ten people*; the *people* present, *etc.*  
(β) *The people* are opposed to the government.

- (b) Folk [= *people*] : — This word is plural in meaning, but the plural form *folks* is also used : —

The old *folk(s)* are away from home.  
The young *folk(s)* have their own way.

- (c) Family : — This word is used both as a Common and as a Collective Noun : —

Common : — { That man has *a family*.  
Those men have *families*.

Collective : — *My family* are all well.

- (d) Mankind [*generally plural*] : — *Mankind* are progressive.
- (e) Society [*always singular*] : — *Society* has only one law, and that is custom.
- (f) The Public [*generally plural*] : — *The public* are invited to make a trial.
- (g) Youth : — This is originally an Abstract Noun, and may be used as a Common or a Collective Noun : —

Common : — { He was *a fine youth*.  
*Many youths* were sent abroad.

Collective : — *The youth* are instructed in military drill.

- (h) Company : — This is originally an Abstract Noun, and is used as a Collective Noun of the Second Class. It corresponds to the common noun *companion*.

To receive *company*; to invite *company* to a dinner.  
*The company* are at dinner.

- (i) Acquaintance : — This is originally an Abstract Noun, and may be used as a Common or Collective Noun.

He has a large circle of *acquaintance(s)*.

- (j) Crew [= *ship's company*] : — This is always a Collective Noun of the Second Class, and takes the Plural Form when companies of different ships are spoken of : —

*The crew* were mutinous.  
*The boat's crew*; the *boats' crews*.

- (k) The Enemy [= *the hostile force*] : — The word may be construed either as Singular or Plural.

We have met *the enemy* and defeated *him* (or *them*).  
*The enemy was* (or *were*) superior to us in number.

- (*l*) **Offspring** [= *a child or children*] is always in the Singular Form : —  
 My children, the *offspring* of temperance, were healthy and good-looking.
- (*m*) **Issue** [= *offspring or progeny*] is always in the Singular Form : —  
 He died without male *issue* [= *child or children*].
- (*n*) **Cattle** [*always plural*] : — This word is always a Collective Noun of the Second Class. Like the word *people*, it may be preceded by the adjectives *these* or *those*; but with a numeral, the word *head* must be made use of : —  
*Cattle* are subject to many diseases.  
*Those cattle* are mostly three or four years old.  
 He has a *hundred head of cattle*.
- (*o*) **Swine** [*always plural*] : — A large herd of *swine*.
- (*p*) **Poultry** [*always plural*] : — The word *poultry* includes cocks, hens, turkeys, ducks, and geese.
- (*q*) **Vermin** [*always plural*] : — Those people swarm with *vermin*.
- (*r*) **Fowl** : — This word may be used either as a Common or as a Collective Noun : —  
*Common* : — *A fowl, fowls*.  
*Collective* : — *Wild-fowl* are scarce this year.
- (*s*) **Fish** : — This word may be used either as a Common or as a Collective Noun : —  
*Common* : — *A fish, fishes*.  
*Collective* : — All sorts of *fish* are found in the sea.
- (*t*) **Craft** [= *a vessel or vessels of any kind*] is always in the Singular Form, and either Singular or Plural in meaning : —  
 She is a fine *craft*.  
 Large and small *craft* of all kinds are assembled in the harbour.
- (*u*) **The Alphabet** is always Singular in Form and Meaning; the plural form being used only in speaking of different kinds of alphabet : —  
*The alphabet* has twenty-six letters.  
*A, b, c,* are letters of *the alphabet*.  
 The English and French *alphabets* are nearly the same.

## TRANSLATION EXERCISE.

- (1) 彼ハ家族ガ多イ (2) 日本ノ歩兵ハ何レノ國ニモ劣ラヌ  
 (3) 然シ騎兵ハ馬ガ悪イノハ遺憾ダ (4) 日本ハ三十萬ノ陸軍ヲ有ス  
 (5) 此ノ犬ハ人ニ吼エテ困マル (6) じろじろ人ノ顔ヲ見ルモノデハナイ  
 (7) 此處ハ魚類ヤ家禽ハ多イケレドモ今年ハ野禽類ハ拂底ダ  
 (8) 今ニ英語ヲ知ラヌ者ハ少ナクナル (9) 是ヲ聞イテ居合ハシタ人々ハ皆驚イタ  
 (10) 政府ハ非戰主義ナレドモ人民ハ戦争ヲ主張スル  
 (11) 佛蘭西人ハ世界中デ最モ可憐ト云フ  
 (12) 彼ハ近頃ノ火事デ書籍ヤ家具ヲ残ラズ焼イテ仕舞フタ  
 (13) 家ノ中ハ人ガ一杯デ中ヘ道入ルコトガ出来ナカツタ  
 (14) 日本近海ハ魚類ニ富ム (15) 此河ニハ魚ガ澤山居ル (16) 我國ニテハ魚類ハ肝要ナ食料品デアル  
 (17) 日本人ハ亞細亞ノ各國民中テ一番開ケテ居ル (18) 露西亞人ハ歐洲各國中最モ開ケナイ  
 (19) 御家族ヲ御連レニナリマシタカ (20) 家族ハ後カラ参リマス  
 (21) 寒國ノ人ハ多クノ食物ト着物ヲ要スル (22) 家ハ廣イケレドモ道具ガ無イ  
 (23) 昔日ハ百圓ハ大金デアツタ (24) 今ハ月百圓ハ普通ノ收入デアアル  
 (25) 公衆ハ禮義モ恩義モ知ラヌ (26) 文明國民ハ己ノ利害ヲ知ル  
 (27) 教育ナキ者ハ己ノ利害ヲ知ラヌ (28) 獲物ガアリマシタカ (29) 多クアハリマセン  
 (30) 敵ハ逃ゲ出シタ (31) 日本ハ國ノ大サニ合ハシテハ人口ガ多イ  
 (32) 人ハ種々ノ食物ヲ要ス (33) 通りニ人ガ一杯立ツテ居ル  
 (34) 北海道ノ海岸ニハ鯨ガ毎年郡ヲ成シテ來ル (35) 船長丈ケ助カツテ乗組水夫ハ殘ラズ死ンダ  
 (36) 其船ニハ牛ヲ三四十頭積ンテ居ツタ (37) 五年級ガ新校長ノ所置ニ不平ヲ抱イテ居ル



## CHAPTER VI.

## Material Nouns.

## REVIEW.

We have seen —

- (1) That a Material Noun, being the name of a substance not admitting of the notion of number, has no Plural Form, and consequently does not take the Indefinite Article.

Houses are built of *wood, stone, or brick.*

The discovery of *glass* is attributed to the Phoenicians.

- (2) That a Material Noun, when found in the Plural Form or with the Indefinite Article, is to be regarded as a Common Noun, as — *a glass, glasses; a stone, stones, etc.*

Note : — The chief kinds of Material Nouns are —

- (a) Names of Materials of which things are made, as — *metal, wood, timber, mahogany, clay, bone, ivory, horn, hair, wool, earth, etc., etc.*
- (b) Names of the Metals and Elements, as — *Gold, silver, platinum, iron, copper, oxygen, hydrogen, nitrogen, etc., etc.*
- (c) Names of Liquids and Gases, as — *water, wine, beer, tea, coffee, oil, air, smoke, etc., etc.*
- (d) Names of Articles of Food, as — *corn, rice, wheat, barley, meat, fish, sugar, salt, etc., etc.*

Exceptions : —

- (α) *Oats, potatoes, peas(e), beans, biscuits.*

I feed my horse on *corn* and *beans*.

We laid in a large store of *bread* and *biscuits*.

- (β) Names of Fruits, as — *apples, pears, peaches, tomatoes, melons, grapes, plums, olives, etc., etc.*

## § 1. Material Nouns with and without the Article.

Material Nouns have three uses which correspond to the three uses of Plural Common Nouns : —

I. **GENERAL-INDEFINITE** :— A Material Noun, when used in its widest or general-indefinite sense, so as to apply to *the whole* or *any portion* of the material, requires no article. Here the notion of *quality* predominates over that of *quantity*.

*Meat* is more nourishing than *fish*.

*Gold* and *silver* are called precious metals.

Compare : —

{ I like *wine* better than *beer*.

{ I like *apples* better than *oranges*.

II. **LIMITED-INDEFINITE** :— A Material Noun, when used to denote a limited quantity of the material (in connection with verbs of *having, wanting, getting, giving, etc.*) takes the partitive article *some*, unless some definite expression of quantity is used. Here the notion of *quantity* predominates over that of *quality*.

Have you *some money* to spare?

Go and get *some meat* and *wine*.

Compare : —

I want *some paper* — *some pens*.

Bring me *some water* — *some cups*.

{ *Gold* or *silver* have I *none*.

{ *Brothers* or *sisters* have I *none*.

**Note 1** : — A Material Noun used in a Limited-Indefinite Sense may be preceded by an Adjective of Quantity [*much, little, some, any, no, etc.*] or a Noun of Measure, as — *a piece* of chalk, *a sum* of money, *a cup* of water, *a bag* of money, etc., etc.

**Note 2** : — A Material Noun used in a Limited-Indefinite Sense does not take *some*, when the notion of quantity is indefinitely great : —

War costs *money*.

There is *water* in the well.

III. **DEFINITE**:— A Material Noun, when used to denote a particular portion of the material, takes the definite article.

*The money* I have is not sufficient for the purpose.  
*The meat* we had at dinner was very good, but *the wine* was not.

Table showing the Uses of Common and Material Nouns.

	Material.	Common.
General-Indefinite.	I like wine.	I like { an apple. apples.
Limited-Indefinite.	I want some wine.	I want { an apple. some apples.
Definite.	I have drunk the wine.	I have eaten { the apple. the apples.

Note :— It will be observed —

(a) That the Three Uses of the Material Noun correspond to the Three Uses of the Plural Common Noun.

(b) That the partitive article *some* is more frequently used with Material Nouns than with Common Nouns.

## § 2. Material Nouns used as Common.

The same noun may be used as Material or Common according to the sense. When a Material Noun is used as Common, it generally denotes *kinds*, *portions*, or *objects made*, of the material.

(a) **Kinds**:— *A water, waters*; *an earth, earths*; *a salt, salts*; *a gas, gases*; *a metal, metals*; *a wood, woods*; *a cloth, cloths*; *a wine, wines*; *a tea, teas*; *a grass, grasses*; *a food, foods*; etc.

Platinum is *a rare metal*. Gold and silver are called *precious metals*. That botanist has found *a new grass*. He makes a special study of the *grasses*. The quality of *a water* is easily tested. Some *waters* do not soften by boiling. These *cloths* are made in Japan.

Note :— When a Material Noun is qualified by an Adjective of Quality, it generally becomes a Common Noun, but not always. Compare :—

{ This is *very good wine*.  
 { This is *a good wine* for invalids.  
 { This coat is made of *good cloth*.  
 { This is *a good cloth* for summer wear.  
 { Ships are built of *hard wood*.  
 { Teak is *a hard wood* used for building ships.

(b) **Portions**:— *A light, lights*; *a cloud, clouds*; *a stone, stones*; *a brick, bricks*; *a diamond, diamonds*; *a bone, bones*; *a horn, horns*; etc.

He threw *a stone* at me. Do not throw *stones*. Has he broken *a bone*? No *bones* broken! Bring *a light*. We saw *lights* in the distance.

Note 1: Some Material Nouns do not become Common in this sense, and in speaking of a portion, some commonizing expression must be made use of, as — *a piece of chalk, a piece of paper, a loaf of bread*, etc.

Note 2:— The noun *waters* [always plural] is used to denote *bodies of water* [= *seas or rivers*]:

A fine ship had gone down upon *the waters*. The ship has been cruising in Chinese *waters*. She is now in Japanese *waters*. The sound of many *waters*.

(c) **Objects Made**:— *A paper, papers*; *a glass, glasses*; *a slate, slates*; *a marble, marbles*; *a tin, tins*; *a copper, coppers*; etc.

I am writing *a paper* for a magazine. The *papers* have been signed. Will you have *a glass* of wine? Bring some *glasses*.

Note :— A few Material Nouns used as Common are always in the Plural Form :—

He sat watching the water boiling in the ship's *coppers*. Four of the sufferers were left to rot in *irons*.—*Macaulay*.

(d) **Occurrences**:— *A fire, fires*; *a rain, rains*; *a snow, snows*; *a fog, fogs*, etc.

We ought to have fine weather after such *a long rain*.

He was inured to hardship amidst *the snows* of the Hokkaido. London in *a fog*. In winter, the coast of the Hokkaido is subject to frequent *fogs*.

Compare :—

{ We have had *much rain* this year.  
 { We have had *many long rains* this year.

**Note 1:**—Many Material Nouns are rarely, if ever, used as Common, as — *gold, platinum, silver, oxygen, hydrogen*, etc.

**Note 2:**—Some Material Nouns are used as Common without much difference of meaning:—

[Material.]	[Common.]
Hair.....	a hair, hairs.
Cake .....	a cake, cakes.
Fruit .....	a fruit, fruits.
Coal [U.S.] .....	coals [England.]
Etc.	etc.

**Note 3:**—Some Nouns are used as Common, Collective, Material, or Abstract in different senses:—

(a) Fish	(α) Common:—We saw <i>a fish</i> in the water.
	(β) Collective:— <i>Fish</i> live in the sea.
	(γ) Material:—Rice and <i>fish</i> .
(b) Fire	(α) Material:— <i>Fire</i> burns wood.
	(β) Abstract:—The city was destroyed by <i>fire</i> .
	(γ) Common:—There was <i>a fire</i> last night.
(c) Light	(α) Abstract:— <i>Light</i> and darkness.
	(β) Material:—Too much <i>light</i> hurts the eye.
	(γ) Common:—We saw <i>a light</i> in the distance.
(d) Heat	(α) Abstract:—Insensible to <i>heat</i> or cold.
	(β) Material:—Coal gives more <i>heat</i> than wood.
	(γ) Common:—He won two <i>heats</i> out of three.
	Etc. etc.

#### TRANSLATION EXERCISE.

(1) 西洋ノ都會ニテハ市街ガ皆石ガ敷イテアル (2) 市街ニハ犬ニ投ケル石一ツ無イ (3) 此寺ハ三度火災ニ罹ツタ (4) 火事ハ東京ノ名物 London ノ名物ハ霧ダ (5) 箱ヲ朱檀 (sandalwood) カ黒檀 (ebony) ノ様ナ堅イ木テ作ツテ賣ヒタイ (6) Mahogany ハ黒檀ニ似タ堅クテ奇麗ナ木テアル (7) 牛馬ハ草ヲ食フ (8) 稻ヤ麥ハ皆 grass ノ類テアル (9) Cider ハ林檎ニテ造ツタ酒テアル (10) ソノ抽斗ニ紙ガアル (11) 此抽斗ニハ書類ガ置入ツテ居ル (12) 金屬ハ木ヨリ持ガ宜イ (13) Alumin(i)um ハ輕クテ堅イ金テアル (14) 純金ハ鉛ノ様ニ軟ハラカダ (15) Ireland ノ農民

ハ馬鈴薯ヲ常食トスル (16) 味噌ハ豆ニテ造ル (17) 豆ハ脂肪分ニ富ム (18) 菓物ハ健康ニ善イ (19) 私ハ出來ル丈ケ多ク菓物ヲ食スル (20) 菓物ハ健康ニ必要ナ鹽類ヲ含ム (21) 彼ハ有リ丈ケノ錢ヲ麵麴チーツ買ツタ (22) 錦ハ絹ト金ニテ織リタル美麗ナ織物テアル (23) 金剛石ホド堅イ物ハナイ (24) 小刀ノ柄ハ角ヤ骨ニテ作ル (25) 常備艦隊ハ今朝鮮近海ニ居ル (26) 日本近海ハ霧ガ多クテ航海ニ危險テアル (27) 此様ニ長ク降ツタカラモウ天氣ニ成ツテモ善イ譯ダ (28) 菓子一折ト菓物一體 (29) 此 stove ハ木ヲ焚キマスカ石炭ヲ焚キマスカ (30) Coke ヲ焚キマス (31) 此處ハ魚類ガ不斷ダ (32) 魚ハ肉類ホド滋養ガ無イ



## CHAPTER VII.

## Abstract Nouns.

## REVIEW.

We have seen —

- (1) That an Abstract Term must needs be singular, since it is the name of one quality, state, or action common to many objects.
- (2) That Abstract Nouns have therefore no Plural Form, and consequently do not take the Indefinite Article.
- (3) That when an Abstract Noun is used either in the Plural Form or with the Indefinite Article, it is to be regarded as a Common Noun.

## § 1. Kinds of Abstract Nouns.

(a) Names of Qualities and States are mostly derived from Adjectives. Make Abstract Nouns from the following Adjective:—

*Good, bad, sweet, kind, tender, glad, happy, sorry, sorrowful, fond, proud, vain, hard, soft, long, short, high, low, wide, broad, narrow, deep, shallow, thick, thin, warm, cool, hot, cold, true, false, wise, foolish, brave, diligent, idle, lazy, obedient, patient, prudent, eloquent, silent, important, violent, benevolent, beneficent, decent, transparent, magnificent, splendid, candid, languid, rapid, solid, vivid, honest, cruel, moral, liberal, noble, generous, mean, real, curious, elastic, poor, rich, pure, just, accomplished, distinguished, celebrated, famous, renowned, noted, old, young.*

Note : — Some Names of Qualities or States are not derived from Adjectives ; but it is the Adjectives that are derived from the Nouns. Make Adjectives from the following Abstract Nouns : —

*Nature, art, mind, time, space, colour, war, peace, law, crime, sin, power, might, principle, system, method, virtue, vice, grace, courage, industry, beauty, health, wealth, use, service, fame, renown, triumph, victory, joy, sorrow, pity, anger, misery, gloom.*

(b) Names of Actions are mostly derived from Verbs. Make Abstract Nouns from the following Verbs : —

*To live, be born, die, sit, stand, lie, come, go, walk, run, ride, swim, fly, flee, arrive, leave, return, eat, drink, sleep, begin, commence, finish, move (2), rest, have, possess, own, want, need, keep, break, talk, laugh, speak, think, act, work, play, labour, read, write, sing, draw, paint, praise, blame, reward, punish, see, hear, feel, perceive, understand, know, remember, love, hate, like, dislike, bless (2), believe, repent, learn, study, choose, prefer, teach, instruct, invent, think, suppose, imagine, fancy, invent, discover, omit, repeat, intend, purpose, observe (2), elect, create, presume, pretend (2), state, prove, convince, treat, use, admit (2), permit, commit, judge, occupy, deceive, conceive, persevere, convey, bear, endure, expose, serve, divide, allude, conclude, exclude, evade, persuade, decide, deride, provide, condescend, apprehend, comprehend, suspend, intrude, succeed (2), fail.*

Note 1 :—Some Verbal Nouns in -ing are used both as Abstract and Common : —

[Abstract.]	[Common.]
Writing.....	A writing, writings.
Painting .....	A painting, paintings.
Drawing .....	A drawing, drawings.
Etc.	etc.

Note 2 : — Some Verbs form Abstract Nouns in -ing, and Common Nouns without any change of form. [See Page 60.]

[Abstract.]	[Common.]
Lying .....	Alie, lies.
Walking .....	A walk, walks.
Talking.....	A talk, talks.
Etc.	etc.

(c) Names of Conditions of Persons are mostly derived from Common Nouns. Make Abstract Nouns of Condition from the following Common Nouns : —

*Man, friend, widow, child, infant, owner, inventor, author, king, general, colonel, major, captain, lieutenant, slave.*

(d) **Names of Faculties of the Mind** : — *Reason, understanding, will, passion, intellect, imagination, memory, etc.* [See Pages 132, 133; § 2. and Pages 142–144 : § 5.]

(e) **Names of Branches of Art and Science** : — *Literature, philosophy, history, mathematics, physics, chemistry, botany, zoology, painting, sculpture, reading, writing, drawing, painting, etc., etc.*

(f) **Names of Some Diseases** : — *Consumption, dyspepsia, diphtheria, dysentery, malaria, rheumatism, pleurisy, typhus, cholera, etc.* [See Pages 142–144 : § 5.]

## § 2. Abstract Nouns with and without the Article.

As fire tries gold, so does adversity try courage.

An Abstract Noun, like a Material Noun, requires no article when it is used in its widest sense : —

*Art* is long, and *life* is short. *Death* comes to all. All men seek for *happiness*. *Learning* ennobles a man. *Knowledge* is power. *Wisdom* can not be bought or sold. *Patience* wears out stones. *Perseverance* conquers everything. *Brevity* is the soul of wit. *Virtue* is stern ; *vice* is alluring. *Hypocrisy* is a sort of homage which *vice* pays to *virtue*.

The virtue of prosperity is temperance ; the virtue of adversity is fortitude.

An Abstract Noun takes the Definite Article, when a particular instance of the quality is spoken of. This is generally the case when an Abstract Noun is followed by the preposition *of* and a Concrete Noun.

The general praised *the bravery* of his men. The teacher praises *the diligence* of the students. I am vexed at *the idleness* of the men. I admit *the truth* of the statement. I am surprised at *the ignorance* of those people.

Compare : —

{ Wealth can not give *happiness*.  
{ The rich envy *the happiness* of the poor.

{ *Wisdom* can be gained only by experience.  
{ *The wisdom* of nations lies in their proverbs.  
{ *Truth*, crushed to earth, shall rise again.  
{ *The truth* of the statement is quite evident.  
{ *Knowledge* comes and goes, but *wisdom* lingers.  
{ *The knowledge* of self ; *the wisdom* of Socrates. — Tennyson.

**Note 1** : — *The* is omitted before combinations expressing single ideas, as — *greatness of soul, goodness of heart, etc.*

**Note 2** : — The Partitive Article *some* is less frequently used with Abstract Nouns than with Material Nouns. When it is used, it is not as an unemphatic particle, but with its full signification. Compare : —

{ He has *learning*. = He is *a scholar*.  
{ He has *some learning*. = He is *something of a scholar*.

**The Names of the Faculties of the Mind** are usually preceded by the Definite Article : —

- (a) The mind governs the body.
- (b) The understanding is not the noblest of the faculties.
- (c) The feeling is more to be trusted than the understanding.
- (d) The will must be educated.
- (e) The intellect has no conscience. — Lowell.
- (f) The imagination is the chief faculty of the poet. [memory.]
- (g) The memory : — Excessive minuteness overburdens the
- (h) The attention : — It also distracts *the attention*.
- (i) The passions are difficult of control.
- (j) The soul is said to be immortal.
- (k) The spirit is willing, but the flesh is weak.

Exception : — Reason — The passions must be under the control of *reason*.

**Note** : — This use of the Definite Article with the names of the Faculties is partly owing to the fact that the words are here used in a concrete and representative sense [compare *the head, the heart, the eye, etc.*], and partly to distinguish the faculty from the function. Compare : —

{ The relation between *mind* and *matter*.  
{ The relation between *the mind* and *the body*.  
{ *Imagination* is as necessary in history as in poetry.  
{ *The imagination* helps the historian to mould and dispose his facts with a graceful congruity.



## TRANSLATION EXERCISE.

- (1) 大サ鯨ニ優ル陸動物ナシ (2) 象ホド人ノ言フ事ヲ能ク  
解スル動物ハ無イ (3) 大將ハ部下ノ勇悍ヲ賞メタ (4) 忍耐ハ  
岩ヲモ通ス (5) 山ノ高サ (6) 海ノ深サ (7) 必要ハ發明ノ母ナリ  
(8) 時機ヲ待ツハ成効ノ秘訣ナリ (9) 學問ハ人ノ品位ヲ高ム  
(10) 文學ハ人類ノ經驗ヲ保存ス (11) 智識ノミニテ德義ナクレ  
バ怖ル可キモノデアアル (12) 知ラザルハ誤ルニ勝ル (13) 馬鹿  
チ遣ス藥ナシ (14) 人ノ愚チ笑フモノハ自己ノ愚チ知ラズ  
(15) 言ハメガ言フニ勝ルコトアリ (16) 情慾ハ制シ難シ (17) 德  
育ハ主ニ意志ヲ教育スルニアリ (18) 雄辨ハ其人物其場合ニアリ  
(19) 幸福ハ各自其分ニ安ズルニアリ (20) 健康ハ富ニ優ル (21) 彼  
ハ學問ハアルカ經驗ニ乏シイ (22) 快樂ハ苦痛ヲ以テ買フ  
(23) 彼ノ長所ハ唯世渡ガ上手ト云フ一點デアアル (24) 越テノ  
徳ハ中庸ニアリ (25) 貧窮ヲ恥ルハ誤レル名譽心デアアル

## § 3. Uses of Abstract Nouns.

The use of Abstract Nouns furnishes the highest form of expression, since they generally express ideas that take whole clauses to express otherwise. Compare: —

- { He says that *what you say is true*.
- { He admits *the truth of your statement*.
- { *When my father died*, my uncle took charge of me.
- { *On the death of my father*, my uncle took charge of me.
- { *If one possesses wealth*, one wishes for more.
- { *The possession of wealth* makes one wish for more.

EXERCISE (a): — Expand the expressions marked into clauses.

I got into trouble *through your carelessness*. On his entrance, everybody rose to receive him. He arrived *immediately after your departure*. I must admit *the justice of your accusation*. He expressed *his regret at his inability* to help me. On his accession to the throne, his father's favourite was banished the land. *His failure* is owing to *his want of perseverance*. The discovery of glass is attributed to the Phoenicians. He has acknowledged *his defeat*. I have some doubts as to *the authorship* of the article.

He persists in his *refusal* to undertake the work. He is ready to *acknowledge his error*. Your *knowledge* of English will make it easy for you to learn French. He is hated *on account of his haughtiness*. I urged on him *the necessity* of being more careful. I mentioned the *probability* of the report being true. I blamed the *impropriety* of his conduct. *At the termination of the war*, the soldier went home to his family. He expressed his *willingness* to coöperate with me.

EXERCISE (b): — Use Abstract Nouns for the expressions marked.

(α) After he *accomplished* his task, he relapsed into his usual languor. I inquired *why* he was *dissatisfied*. What are you *going to do* with the boy? I received a message requesting that I would *come* at once. He said he was *ready* to do anything for my sake. Those who are *contented* are *happy*. *When I made inquiries*, the report turned out to be false. When the prisoner was *tried*, he was found guilty. When the papers were *examined*, they were found to be counterfeit. You had better be *quick*. You must be *diligent*. You must be *prudent*. I must be *economical*.

(β) When I *arrived* in Tokyo, I at once repaired to my uncle's. When he *died*, his son succeeded to his post. When the narrative *concluded*, the audience gave three cheers. When the term *expired*, he was released from his office. When the treaty was *ratified*, the army was withdrawn. When a few minutes had *elapsed*, he gave signs of life and called for water in a faint voice. I shall *endeavour* to gain my employer's confidence. *You have recovered*, because *you have a strong constitution*. He has become *very skilful* in teaching. He made himself *proficient* in English by constant reading. He has been very *kind* to me.

(γ) He said that he *would* be revenged. I said that I *would* effect my purpose at any cost. He said that he *wished* to see the man. When he *came* to the property, he effected a complete reform. He is aware that he is *deficient* in professional knowledge. *He has succeeded*, because *he has perseverance*. We must *observe* these rules. We must learn *how to observe*. The Chinese are said to have *invented* gunpowder.

(δ) Will you be so *good* as to show me the way? He was so *kind* as to advance me the whole sum. How can you be so *cruel* as to do such a thing? He was so *wise* as to profit by experience. I was so *foolish* as to trust him. He was so *imprudent* as to run into debt. The fellow was so *impudent* as to ask me for money. The man was so *impertinent* as to ask her such a question. The girl was so *sensible* as to make no reply. He was so *insolent* as to write me such a letter. I was so *lucky* as to find him at home. He was so *fortunate* as to find a friend.



She was so *unfortunate* as to lose both her parents in her infancy. I wonder how you can be so *patient* as to listen to such nonsense.

(ε) He says he has been *foolish*. He says I am *his superior* in attainments. He says that he is *guilty*. I am well aware that the undertaking is *difficult*. I must say that *what you say* is *just*. Does he say that *what I say* is *true*? He says it is not *true*. I believe that he is *honest*. They requested that I would be *present* at the interview. If you *assist* me, my success will be certain. I could not go abroad because I was *ill*. He can be generous, because he is *rich*. He is respected, because he is *honest*. We could not see distinctly, because it was *dark*. He says he *will* accept the offer. I said that he *must* be more diligent. He said that the report *might* be true. I said that he *ought not to have done so*.

#### § 4. Abstract Nouns in Phrases.

Abstract Nouns are extensively used in forming *Phrases*, which may be classified as *Regular* and *Idiomatic*.

(a) **REGULAR PHRASES**:—Regular Phrases correspond to Adjectives or Adverbs. Adjective Phrases begin with the preposition *Of*; Adverbial Phrases mostly begin with the preposition *With* (*of Manner*).

Adjective Phrases.	
A valuable thing	= A thing of great value.
A strong man	= A man of great strength.
A beautiful woman	= A woman of great beauty.
Adverbial Phrases.	
He did it easily.	= He did it with ease.
He speaks fluently.	= He speaks with fluency.
He treats her kindly.	= He treats her with kindness.

**Note 1**:—Some Phrases corresponding to Adverbs are formed by means of the preposition *In* *of state or condition* or *By* *of instrumentality*.

Hastily	= In haste.	Luckily	= By good luck.
Peacefully	= In peace.	Accidentally	{ By accident. By chance. By mistake.
Triumphantly	= In triumph.		
Confidentially	= In confidence.		

**Note 2**:—The Adjectives *long, broad, high, deep, thick, old*, etc., preceded by Adverbial Objectives of Measure, correspond to phrases beginning with *In* [*Of* in a single instance].

A mat is six feet long = six feet in length.  
and three feet wide. = three feet in width.  
He is fifteen years old. = fifteen years of age.

**Note 3**:—The preposition *of* is omitted in Adjective Phrases, before *what, the same*, etc. Compare:—

{ How large shall I make the table?  
{ [*Of*] what size shall I make the table?  
  
{ Each house is just as high as the next.  
{ Each house is [*Of*] exactly the same height as the next.  
{ It is useless to try.  
{ It is [*Of*] no use trying.

**Note 4**:—Adjectives preceded by Multiplicatives and the adverb *as* correspond to Abstract Nouns with *the*.

{ This house is twice as large as the other.  
{ This house is twice the size of the other.

**EXERCISE**:—Use Abstract Nouns for the Adjective and Adverbs.

(α) A courageous man will not tell a lie. She is a beautiful, accomplished, and virtuous lady. Her father is a distinguished officer. I tried to speak calmly. A learned man is not always a wise man. The victor marched off triumphantly. The ring I lost was a valuable one. You express yourself correctly. This book is very useful to me. The other one is quite useless to me. You will find the man very useful. I shall be happy to be servicable to you. A camel is larger and stronger than a horse. The camel is as valuable to the Arab as the horse is to us. I have called on important business.

(β) I consider the matter as unimportant. He welcomed her joyfully. He treated her kindly. The book was written hastily. The students work hard. They progress rapidly. I have read the book carefully. A noted man. A famous artist. A renowned scholar. A celebrated poet. A precious gem. A literary man. A talented man. It is extremely important that you should notice the point. The town is politically and strategically important. These ships are valueless as fighting units. The subject is practically valueless. The discovery is interesting in a scientific light, but valueless from the commercial standpoint. Luckily I found him at home. The fact was discovered accidentally.

(γ) It is *useless* to cry over spilt milk. *How old* is she? She is about eighteen years *old*. He is about as *old* as I. He is twice as *old* as she. *How large* is the house? It is just as *large* as this house. It is twice as *large* as this house. *How large* do you want your table made? *How long* is the room? It is thirty feet *long*. *How wide* is it? It is eighteen feet *wide*. *How high* is that mountain? It is ten thousand feet *high*. *How deep* is the sea? It is said to be about as *deep* as the highest mountain. *How thick* is the wall? It is three feet *thick*. China is twenty times as *large* as Japan. The new ships are three times as *large* as the "Matsushima." Russia has twice as *many* ships as we have.

(δ) **IDIOMATIC PHRASES** : — Abstract Nouns form great numbers of Idiomatic Phrases to which there are no corresponding Adjectives or Adverbs. Compare Pages 79—83.

The Preposition **At** forms the following phrases with Abstract Nouns : —

**At work** : — He is always hard *at work*.  
**At play** : — The children are *at play*.  
**At rest** : — The day's work is done, and the men are *at rest*.  
**At ease** : — You may *set* your heart *at ease*.  
**At leisure** : — I shall be *at leisure* in a minute.  
**At war** : — Japan and China were then *at war*.  
**At peace** : — Japan is now *at peace* with her neighbour.  
**At bay** : — A stag *at bay*.  
**At variance** : — The accounts are *at variance* with one another.  
**At issue** : — What is the point *at issue*?  
**At stake** : — My reputation is *at stake*.  
**At fault** : — Our guide was *at fault*.  
**At sight** : — The bill is payable *at sight* (or *three days after sight*).  
**At will, at pleasure** : — You may go or stay *at will*.  
**At liberty** : — You are *at liberty* to go or stay.  
**At command** : — The best of anything is not always *at command*.  
**At discretion** : — The city surrendered *at discretion*.  
**At random** : — To open a book *at random*.

*Etc. etc.*

The Preposition **In** forms the following Phrases with Abstract Nouns : —

**In health** : — Those *in health* do not know the blessing of health.  
**In pain** : — We have health, while many are *in pain*.  
**In hopes** : — He did it *in hopes of* getting a reward.

**In fear** : — We lived *in fear* for many a day.  
**In despair** : — I gave up the attempt *in despair*.  
**In doubt** : — I am *in doubt* how to act.  
**In suspense** : — It is cruel to keep him *in suspense*.  
**In anger** : — We parted *in anger* (= *in a rage, in a passion*).  
**In trouble** : — If you fail me, I shall be *in trouble* (= *in a scrape*).  
**In debt** : — I know what it is to be *in debt*.  
**In love** : — He is over head and ears *in love*.  
**In error** : — He is ready to acknowledge himself *in error*.  
**In need** : — A friend *in need* is a friend indeed.  
**In danger** : — His life is *in danger*.  
**In earnest** : — Are you *in earnest*?  
**In fun, in jest, in joke, in play, in sport** : — What I said *in jest*, was taken for truth.  
**In vogue** : — The custom of wearing wigs was then *in vogue*.  
**In fashion** : — Narrow trousers are now *in fashion*.  
**In use** : — The book is *in use* everywhere.  
**In favour** : — Bycycling is *in favour* with high and low.  
**In practice** : — The doctor is not *in practice*.  
**In force** : — The law against opium-smoking is still *in force*.  
**In operation** : — The works are now *in full operation*.  
**In demand** : — English teachers are *in great demand*.  
**In request** : — Japanese articles are *in request* in China.  
**In view** : — To have an object *in view*.  
**In league** : — He was accused of being *in league* with the robbers.  
**In concert** : — The whole nation acted *in concert*.  
**In charge** : — The man *in charge* of the school.  
**In command** : — The general *in command* of the army.  
**In truth, in fact, indeed, in reality, in question, etc., etc.**  
**In conclusion** (= *In fine*). I shall say that an exhaustive study of the subject is impossible.

**Note 1** : — Many of these phrases may have the preposition changed into *into* or *out of*.

To get *into trouble*, run *into debt*, fall *into error, etc.*  
 To come *into use*, go *out of use*, come *into fashion*, go *out of fashion, etc.*

Hence the following opposites : —

<b>In mind</b> , out of mind.	<b>In tune</b> , out of tune.
<b>In sight</b> , out of sight.	<b>In humour</b> , out of humour.
<b>Within hearing</b> , out of hearing.	<b>In print</b> , out of print.
<b>In season</b> , out of season.	<b>In danger</b> , out of danger.
<b>In order</b> , out of order.	<b>In practice</b> , out of practice.
<i>Etc.</i>	<i>etc.</i>



**Note 2 :** — Abstract Nouns preceded by the preposition *In* and generally followed by *Of*, form *Prepositional Phrases*, mostly of *Purpose*. Compare : — *In place of, in lieu of, instead of.*

In search of	In proof of	In justice to
In quest of	In defence of	In addition to
In pursuit of	In consequence of	In preference to
In honour of	In consideration of	In obedience to
In favour of	In recognition of	In compliance with
In behalf of	In explanation of	In accordance with
In token of	In illustration of	In conformity with
In spite of	In extenuation of	In company with
In defiance of	In return for	In connection with
In pursuance of	In reward for	In harmony with
In memory of	In exchange for	In keeping with
In praise of	In revenge for	In reliance on

Etc.

etc.

**EXERCISE :** — Change the expressions marked into *Prepositional Phrases*.

We went to search for the missing child. He has come to seek for employment. A monument was erected in order to commemorate the event. I made him a present in order to show my gratitude. Poems are written praising the blossoms. In order to prove the justice of my claims, I enclose the following documents. I wrote a book in order to defend my doctrine. He killed the man in order to defend himself. He was pardoned because he was young and inexperienced. I said nothing to explain my conduct. I will cite an instance in order to illustrate the principle. There is much to extenuate his fault. He received a pension to reward him for his services. I must do him the justice to say that his intentions are not bad. I have obeyed your orders, and disposed of the goods on the best possible terms. I have deferred matters in order to comply with your wishes.

The Preposition **On** forms the following Phrases with Abstract Nouns :

**On credit :** — To buy or sell *on credit*.  
**On demand :** — *On demand* I promise to pay.....  
**On duty, off duty :** — He is *on duty* to-day.  
**On leave, on furlough :** — He is home *on leave*.  
**On view :** — The goods are now *on view*.

Etc.

etc.

The Prepositions **Without, Beyond, and Past**, form numerous Phrases with Abstract Nouns : —

Beyond measure, without measure, out of measure.  
 Without doubt, beyond doubt, past all doubt.  
 Beyond (or past) dispute. Beyond (or past) belief.  
 Beyond description : — Beautiful *beyond description*.  
 Beyond comparison : — Superior *beyond comparison*.  
 Past cure, past help of man : — He is *past cure*.  
 Past shame : — Those women are *past all shame*.  
 Past endurance : — Such hardships are *past endurance*.  
 Etc. etc.

Explain the difference in meaning between —

In joy.	At sight.	At play.
With joy.	In sight.	In play.
In haste.	In view.	At leisure.
With haste.	On view.	At one's leisure.
At peace.	In demand.	At discretion.
In peace.	On demand.	At one's discretion.

(c) **ABSTRACT NOUNS IN VERBAL PHRASES :** — We have seen [See Pages 84-96] that Abstract Nouns combine with certain verbs of general meaning [*do, make, take, give, keep, etc.*] to form a sort of verbal phrases [*do good, do harm, make haste, take care, give heed, keep company, etc.*], which convey single verbal notions. The subject has already been fully treated.

#### TRANSLATION EXERCISE.

(1) 君ハ何時來テ見テモ勉強シテ居ル (2) 外ノモノハ皆遊  
 ノテ居ルノニ (3) 今日ハ終日忙シイガ晩ハ暇デス (4) 兎漢ハ  
 短刀ヲ振り廻シテ追手ヲ近付ケナイ (5) 此點ニ付テ歴史家  
 ノ言フ所ハ皆一致シナイ (6) 今度失敗スルト信用ニ關スル  
 カラ如何シテモ成功シナケレバナラヌ (7) 去ルモ留マルモア  
 ナタノ隨意ダ (8) 彼ハ金ガ自由ニナルカラ何デモ出來ル (9) 宜  
 シク取計フベシ (10) 兵ハ暗闇テ無闇ニ發砲シタ (11) 餘リ何  
 度モ失敗シタカラ斷念シテ止メマシタ (12) アナタガ約束ヲ破  
 ルト私が困リマス (13) 彼ハ借金ヲ昔ガ廻ハラナイ (14) 彼ハ  
 困ツテ居ル朋友ヲ見捨テル様ナ義理知ラズデハナイ (15) ア  
 ナタ其レハ戯談デハナイカ (16) 私ガ戯談ニ云フタコトヲ彼ハ  
 眞ニ受ケタ (17) 近頃 base-ball ガ學生間ニ流行スル (18) 此本



ハ今大概ノ學校ヲ用ヒテ居ル (19) 舊ノ本ハ腰額ニ掛テ居ル (20) 當時流行ノ柄 (21) High collar ハモウ流行シナイ (22) 一番道ロウカ (23) 近頃道ヲナイカラ下手ニナツタロウ (24) 英語ノ教師ハ需用ガ多イ (25) 教員ハ生徒ト腹ヲ合シテ居ルト云フ嫌疑ヲ受ケタ (26) 會計ヲ擔當シテ居ル人ハ誰ダ (27) 彼ハ男振ハ好シ藝ガアツテ金持テ詰リ云分ノ無イ男サ (28) 船が見エテ居ル (29) 去ルモノハ日ニ疎シ (30) 呼ンダラ聞エル所ニ居レ (31) モウ呼ンダモ聞エナイ (32) 器械ガ狂ツテ居ル (33) 彼ハ餘計ナ洒落ヲ云フ (34) 調子外レノ歌ヲ謡ウ (35) 其本ハ今品切レダ (36) 彼ハ柄ニモ無イ事ヲスル (37) アノ會社ガ瓦解スルト幾干ト云フ職工ガ職ヲ失フ (38) 彼ハ醫者ノ命ニ背イテ酒ヲ飲ンダ (39) 貴命ニ從ヒ至急出發仕ル可ク候 (40) 私ハ下宿ヲ探シニ行ク所ガ (41) 此品ハ紀念ノ爲メ注意シテ保存致シマス (42) 安着ノ祝ニ宴會ヲ開ク (43) 御禮ノ印迄ニ此品御受納アラネト云フ (44) 契約ノ通り (45) アナタノ約束ヲ當テニシテ待ツテ居ツタ (46) 贈物ノ返禮ニ (47) 彼ハ隔日ニ當番ダカラ今日ガ當番ナラバ明日ハ非番ダ (48) 彼ハ今暇ナモラテ不在ダ (49) 彼ガ其機ナ事ヲ爲ントハ逆モ信セラレヌ (50) 事實ハ明白テ爭ハレナイ (51) 彼ノ病ハ逆モ癒ラヌモウ人力ニハ及バナイ (52) 武者行ニ行ク

### § 5. Idiomatic Uses of Abstract Nouns.

**I. ABSTRACT FOR THE CONCRETE:**—Abstract Nouns are sometimes used, without any change in form, to denote Concrete Objects. This figure of speech is of frequent occurrence in poetry and elegant prose. Paraphrase the Abstract into Concrete Nouns:—

We should have respect for *age*. *Flattery* itself would hardly reckon prudence as one of his virtues. All the *wit* and *beauty* of the town were present on the occasion. All the *rank* and *fashion* ran mad after the actress. *Perseverance* sometimes does greater wonders than *genius*. Such was her beauty that *age* could not lock on her with indifference. A statue as large as *life*. She never takes her eyes off her *charge*. The frigate gained on her *chase*. *Modest worth* often goes unrewarded.

Let not *Ambition* mock their useful toil,  
Their homely joys and destiny obscure;  
Nor *Grandeur* hear with a disdainful smile  
The short and simple annals of the poor.—*Gray*.

**II. ABSTRACT NOUNS FOR ADJECTIVES:**—Abstract Nouns, preceded by *all* or followed by *itself*, are sometimes used in place of Predicate Adjectives, to imply the complete predominance of any quality in a person or thing.

I am *all attention*. = I am *very attentive*.  
She is *neatness itself*. = She is *extremely neat*.

**Note 1:**—There is an idiomatic construction with Abstract Nouns, in which the sentence begins with *all*, as — *All was confusion*.

**Note 2:**—Plural Common Nouns are sometimes used in place of Abstract Nouns:—

To her guests, she was *all smiles*.  
When any one tells a story, the boy is *all ears*.  
Tom's turn came last, and meanwhile he was *all eyes*.  
—*Hughes*.

**EXERCISE:**—Change the Adjectives into Abstract Nouns.

The children are *very eager* to go to the festival. The old gentleman is *very hospitable*, and keeps open house. He was *very impatient* to be gone. To his wife and children, he is *very tender*. All was *bustling* and *joyful* in the house for the reception of the returning hero. His young wife was *very smiling* and *good-humoured*. The master of the house was *very courteous* to us. The young girl, who was *very simple*, told me all about the matter. He was *very much astonished* and *fearfully angry* at my ill-timed remark. Please write and let me know as soon as you can, for I shall be *very anxious*. To his superiors, he is *very humble*. His style is *very clear*. He is *very lively* and *spirited*.

**III. ABSTRACT NOUNS AS TERMS OF ADDRESS:**—In speaking to or of a person of rank, it is usual to designate him or her by an Abstract Term denoting the rank, accompanied by *your* in address, and by *his* (*her* or *their*) in reference. Abstract Nouns here take the place of the Personal Pronouns of the Second and Third Persons.

Your lordship is (= *You are*) in the wrong.  
I said that his lordship (= *he*) was wrong.

<i>A sovereign</i> .....	Your, His, or Her Majesty.
<i>A prince or princess</i> .....	Your, His, or Her Highness.
<i>A duke or duchess</i> .....	Your, His, or Her Grace.
<i>A nobleman of lesser rank</i> ..	Your or His lordship.
<i>A titled lady of lesser rank</i> ..	Your or Her ladyship.
<i>A minister of state</i> }	..... Your or His Excellency.
<i>A foreign ambassador</i> }	
<i>A magistrate</i> .....	Your or His honour (or worship).
<i>A priest</i> .....	Your or His reverence.
<i>Etc.</i>	<i>etc.</i>

**Note 1 :** — This form of expression is sometimes used playfully or ironically : —

*His giantship* is gone somewhat crestfallen.—*Milton*.  
When you have done with the copy, then you must return it to *my translatorship*.—*Cowper*.

**Note 2 :** — The words *lord* and *lady*, when used in address or in reference, are always preceded by the pronoun *my* : —

*My lord*, you are wrong.  
*My lady* talked and stormed, and Mrs Lane talked and cried.—*Wood*.

**EXERCISE :** — Use Abstract Terms in place of the words marked.

I saw *the Minister* yesterday. The next time you see *him*, please tell him that I shall call on him in the course of the week. In passing sentence, *the judge* was much affected. He said to the Count, "It is an age since I saw *you* last." *The Emperor* will be present at the naval review.

## § 6. Abstract Nouns as Common.

Abstract Nouns, when used as Common, acquire a new meaning. They then denote **Kinds or Instances** of the quality or action, **Acts Performed or Things Made** (as opposed to the performance), or **Persons or Things possessing the Quality**.

### (a) Kinds or Instances.

A virtue, virtues.	A variety, varieties.
A vice, vices.	A truth, truths.
An art, arts.	A beauty, beauties.
A science sciences.	A charm, charms.
A study, studies.	A grace, graces.
A profession, professions.	A talent, talents.
An occupation, occupations.	An attainment, attainments.
<i>Etc.</i>	<i>etc.</i>

- { Abstract : — *Virtue* is stern.  
 { Common : — { Temperance is *a virtue*.  
                                   It is one of the four cardinal *virtues*.  
 { Abstract : — *Vice* is alluring.  
 { Common : — { Drinking is *a vice*.  
                                   Lying and swearing are also *vices*.  
 { Abstract : — Seek *truth*.  
 { Common : — { This is *a truth*.  
                                   The book contains many *truths*.

**Note :** — An Abstract Noun generally takes *a*, when it is qualified by an Adjective of *Quality or Kind*, but not when the Adjective is one of *Quantity or Degree*.

She is a woman of *great beauty* — of *a singular beauty*.  
 She takes *great interest* — *a deep interest* — in the subject.  
 He takes *great pride* — *a just pride* — in his attainments.

**Compare :** —

- { This is *carelessness*.  
 { This is *a carelessness* that can not be looked over.  
 { He was a man of *rare virtue*.  
 { Moral courage is *a rare virtue*.

### (b) Acts Performed or Things Made.

A life, lives.	A work, works.
An action, actions.	A speech, speeches.
A thought, thoughts.	A composition, compositions.
A judgment, judgments.	A painting, paintings.
A resolution, resolutions.	A writing, writings.
An achievement, achievements.	A conquest, conquests.
A folly, follies.	A success, successes.
A kindness, kindnesses.	A sight, sights.
<i>Etc.</i>	<i>etc.</i>

- { Abstract : — *Life* is short.  
 { Common : — { *A long life, a busy life.*  
                           Many *lives* were lost.  
 { Abstract : — No medicine can cure *folly*.  
 { Common : — { I committed *a folly* in trusting him.  
                           Old men smile at the *follies* of youth.  
 { Abstract : — He has shown me much *kindness*.  
 { Common : — { He has done me *a kindness*.  
                           He has done me *many kindnesses*.  
 { Abstract : — Man alone has the gift of *speech*.  
 { Common : — { He favoured us with *a speech*.  
                           Many *speeches* were made.  
 { Abstract : — The senses of *sight* and hearing.  
 { Common : — { What *a sight* !  
                           There are many *sights* to see here.  
 { Abstract : — I learn *composition* at school.  
 { Common : — { I am writing *a composition*.  
                           I have to write two or three *compos-*  
   *tions* every month.  
 { Abstract : — *Living* is dear in Tokyo.  
 { Common : — We must learn how to get *a living*.  
 { Abstract : — *Life* or *death*.  
 { Common : — *Births* and *deaths*.

## (c) Persons or Things Possessing the Quality.

A mind, minds.	A beauty, beauties.
A nature, natures.	A curiosity, curiosities.
An intellect, intellects.	A rarity, rarities.
A character, characters.	A celebrity, celebrities.
An authority, authorities.	A notability, notabilities.
A likeness, likenesses.	An antiquity, antiquities.
A force, forces.	A wonder, wonders.
<i>Etc.</i>	<i>etc.</i>

- { Abstract : — They have neither *wit* nor *beauty*.  
 { Common : — { She was *a beauty* in her youth.  
                           The reigning *beauties* of the town.  
 { Abstract : — The formation of *character*.  
 { Common : — { Caesar was *a great character*.  
                           Japan has many historical *characters*.  
 { Abstract : — *Curiosity* is a feminine quality.  
 { Common : — { That man is quite *a curiosity*.  
                           A cabinet of *curiosities*.

EXERCISE : — Paraphrase the Abstract Nouns, so as to show in what sense the Abstract Nouns are used as Common.

Humility is *a virtue*. *A justice* of the peace. The book contains many important *truths*. It would be *a shame* not to do something for him. The *beauties* of art can not vie with the *beauties* of nature. The *beauties* of the town. Envy is *an evil passion*. Solomon gave *a wise judgment*. He is *a genius*. His brother is *a wit*. His sister is *a great beauty*. Teaching is *an art*. People look upon that school as *a curiosity*. It is cruel to condemn without *a hearing*. The seven *wonders* of the world. China has *a great literature*. Japan has *a long history*. He is *an authority* on the subject. The *notabilities* of Tokyo. We instinctively look up to *a superior nature*. The man has been handed over to the *authorities*. There have been many *arrivals* and *departures* of late. Who are the latest *arrivals*? He is *a new arrival*. He is quite *a rarity*. It is *a creditable performance*. This is *a new invention*. The book is full of *impertinences*. I do not know whether the man is *a rarity*, but *a curiosity* he certainly is. His wife brought him *a large fortune*. They are ready to lay down their *lives* for their country. I would accept *a professorship* in any of the colleges. The *lives* of great men remind us that we can make our *lives* sublime. It is often *a narrow selfishness* in a father which leads him to wish his son *a reproduction* of himself. *Studies* teach not their own use, but there is *a practical wisdom* without them, won by observation. The boy told his story with *a pleasing simplicity*. He succeeded in spite of *a laziness* peculiar to himself. His audacity made his name *a terror* to all peaceable folk.

NOTE 1 : — Some Abstract Nouns are never used as Common, as — *knowledge, skill, proficiency, advice* [See Page 9.], *information, scenery, poetry*, etc., etc. When such Abstract Nouns are to be used in a concrete sense, they must be preceded by some commonizing expression : —

- A piece of advice or information.  
 An instance of affection or fidelity.  
 An act of justice or injustice.  
 A degree of skill or proficiency.  
 A stroke of policy or genius.  
 A flight of imagination, etc., etc.

Compare : —

- { You have done him *a kindness*.  
 { You have done him *an act of charity*.



- { It would be *a shame* to treat him so.
- { It would be *an act of injustice* to treat him so.
- { What *a work*!
- { What *a piece of work* is man!

**Note 2:** — Among Names of Diseases, the commoner ones may be used as Common Nouns, as—a cold, a headache, a tooth-ache, a fever, a colic, etc. Scientific terms are not used as Common Nouns, as—influenza, diphtheria, dysentery, pleurisy, typhus, rheumatism, cholera, pest, etc. The older names are preceded by the definite article, as—the plague, the gout, the small-pox, the measles, the sulks, etc. When the last two classes are to be used in a concrete sense, they must be preceded by some commonizing expression:—

A fit of hysterics or the sulks.  
An attack of pleurisy or rheumatism.  
A case of cholera or pest.

The old man was laid up with *an attack of rheumatism*.  
He was suddenly seized with *a violent fit of coughing*.  
*An attack of influenza* prevented me from starting.  
The sight of the picture always gives me *a fit of homesickness*.

**Note 3:** — We have seen that the Names of the Faculties are usually preceded by *the*. When they are mentioned in connection with the idea of possession, they are used with the Indefinite Article or in the Plural Form.

He has *a good* (or *strong*) *memory*.  
I have *a bad* (or *poor*) *memory*.  
She has *a sound judgment*, *a clear understanding*, *a tenacious memory*, *a vivid imagination*, and *a strong will*.  
*A sound mind* in a sound body.  
*A strong memory* is usually joined to *a weak judgment*.  
There is a great variety in men's *understandings*.

(1) **IDIOMATIC "A":** — Abstract Nouns sometimes take the Indefinite Article to which No Plural corresponds.

(a) An Abstract Noun, when qualified by an adjunct, is generally preceded by *a*:—

The boy told his story with *a pleasing simplicity*.  
It is *a narrow selfishness* to wish all people like oneself.  
This is *a carelessness* that can not be looked over.  
This was *a betraying* of his trust.  
He succeeded in spite of *a laziness* peculiar to himself.

(b) An Abstract Noun with the Indefinite Article is used as an emphatic form of a Complementary Adjective.  
Compare:—

- { It is *necessary* for me to work hard.
- { It is *a (matter of) necessity* to me to work hard.
- { It is *impossible* for him to do such a thing.
- { It is *an impossibility* to a Brown to leave the most disreputable dog on the other side of a stile.—*Hughes*.

**Idioms:**—

- ( $\alpha$ ) It is a pity:—*It is a great pity* the child is a girl.
- ( $\beta$ ) It is a mercy:—*It is a mercy* I was not there.
- ( $\gamma$ ) It is a wonder:—*It is a wonder* how he could live.
- ( $\delta$ ) It is a shame:—*It would be a shame* to let him want.

**EXERCISE:** — Use Abstract Nouns for the Adjectives.

It seems to me *certain* that he will fail. Your assistance will make my success *certain*. Circumstances made my resignation *necessary*. It is *impossible* for him to tell a falsehood. I thought it would be *imprudent* to leave so precious a thing in the house. It is *wonderful* how he could have succeeded. He is so industrious, it is *quite natural* that he should succeed in everything he undertakes. It is *shameful* to dismiss such a faithful servant. The climate of the country makes its conquest *impossible*.

(c) Abstract Nouns are used with the Indefinite Article in many idiomatic expressions. [See Pages 58—60.]

- ( $\alpha$ ) { At a loss, at a venture, at a premium, at a discount, at a disadvantage, at an end, at a stand, etc.  
In a hurry, in a rage, in a passion. Compare:—*In anger*.  
On an average, on a sudden, etc.  
To a certainty, to a nicety, etc.  
To a fault, to a wonder, etc. Compare:—*To excess*.  
With a will, with a vengeance, etc.

Hence the expressions — To come or bring to an end, to a termination, to a close, to a conclusion, to a crisis, etc.; to fly into a passion.

- ( $\beta$ ) { To have a liking or an inclination for, take a fancy to.  
To have a dislike, an aversion, an antipathy, to.  
To have a regard, a respect, a contempt, for.  
To have a right to.  
To have a fear of.  
To have a mind to.  
To have a care, a cold, a fever, an appetite.  
To have a genius, a talent, a capacity, a taste, an aptitude, a turn, for.

Compare : —

- { To take (a) delight, (a) pleasure, (an) interest, (a) pride, in.  
 { To feel a delight, a pleasure, an interest, a pride, in.

- (γ) { He is a loss to his country.  
 He is an honour to his country.  
 He is a credit to his teacher.  
 He is a disgrace to his family.  
 He is a stain to humanity.  
 He is a burden to his friends.  
 He is a trouble to his companions.  
 He is a terror to peaceable folks.  
 He is a calamity to the nation, etc., etc.

Compare : —

- { He became a terror to all who knew him.  
 { He became an object of envy to his rival.

Note : — Abstract Nouns used in this sense, may be preceded by a pronoun or the definite article.

- He is my joy, my pride.  
 Farming is his delight.  
 He was the terror of the seas.  
 He is now the talk of the town.  
 Japanese valour is the admiration of the world.

Compare : —

- { His dexterity at sword and pistol made him the terror  
 of the town.  
 { His dexterity at sword and pistol made him a terror  
 to all men.

- (δ) { To be a success : — The project is a success.  
 { To be a failure : — His whole life was a failure.

Compare : —

- { He succeeded in his undertaking.  
 { The undertaking was a success.

(2) **IDIOMATIC PLURALS** :— There are some Abstract Nouns which are always in the Plural Form when used in certain senses or in certain phrases, for the sake of distinction.  
 Compare : —

- { I have done my duty by him.  
 { I must attend to my duties.

(a) Distinguish between the meanings of the Singular and the Plural of the following Abstract Nouns : —

- (α) Duty-ies, study-ies, service-s, honour-s, pain-s, grace-s.  
 (β) Wit-s, spirit-s, sense-s, feeling-s, thought-s, affection-s, passion-s, apprehension-s, love-s.  
 (γ) Ability-ies, power-s, attainment-s.  
 (δ) Height-s, depth-s, recess-es.  
 (ε) Time-s, circumstance-s, difficulty-ies, trouble-s.  
 (ζ) Look-s, feature-s, appearance-s.  
 (η) Good-s, effect-s, mean-s.  
 (θ) Manner-s, moral-s, right-s, wrong-s, merit-s.  
 (ι) Order-s, direction-s, wish-es, authority-ies, inquiry-ies.  
 (κ) Accent-s, number-s, term-s, premise-s.  
 (λ) Work-s, ruin-s.  
 (μ) Limit-s, bound-s.  
 (ν) Cost-s, damage-s.  
 (ξ) Prospect-s, expectation-s.  
 (ο) Attention-s, hostility-ies.  
 (π) Saving-s, earning-s, belonging-s, fitting-s, surrounding-s, lodging-s, filing-s, shaving-s, sweeping-s.

(b) The following Abstract Nouns are nearly always in the plural form in certain phrases : —

- (α) For certain reasons : — The project was abandoned  
 for certain reasons.  
 (β) In hopes of : — He did it in hopes of obtaining a  
 reward.  
 (γ) From motives of : — I gave him advice from motives of  
 kindness.  
 (δ) From considerations of : — I spared him from consid-  
 erations of mercy.  
 (Compare :— He does it from a desire to please me.)  
 Etc. etc.

## § 7. Abstract Nouns as Collective.

A few Abstract Nouns are used as Collective Nouns. Compare : —

- { Abstract : — Aristocracy is a form of government.  
 { Collective : — The aristocracy are powerful in England.  
 (a) Youth : — The youth are instructed in military drill.  
 (b) Nobility : — The English nobility are affluent.  
 (c) Audience : — The audience were moved to tears.





actions. Masaoka is the real hero of the play. Sheeps do not thrive in Japan. Salted salmons come from Hokkaido. Man needs various foods. These are all the informations I have received. The neighbouring gentry was very kind to the stranger. I know many poetries by heart. The people is opposed to the measure. He gave me a very good advice. These peoples have been very good to me. We came upon a flock of bonitoes. I am afraid the boy is not genius. Shakespeare and Milton were genii. Aluminium is white colour. He has a white hair and black beard. The envy is evil passion.

(γ) The Scotts are very strict in the observation of the Sabbath. She is quite beauty. They are my brother-in-laws. I have another spectacles at home. I was at my wit's end. The country is rich in produces. Ships carry passengers and merchandises. All businesses are transacted in the morning. In winter the cattle suffers greatly from the cold. I have bought twenty cattles. This is a useful furniture. The whole army was taken prisoners.

(δ) Excuse me, I am only doing my duties. Attend to your study. He was frightened out of his wit. He takes pride in his attainment. He gave an order to his servant. I can not accept the work on this term. His earning is not enough to live on. I wondered about the streets with the hope of meeting some one. Japan is rich in beautiful sceneries. I will not allow such men to enter my services. It is a twelve hours' ride from the Uyeno station. A child learns from its surrounding. I called at his lodging. What do you pay for your board and lodgings? Is the praspsect good for the new school? He has a great conversational power. You have done well in doing honour to his remain. Matsushima is one of the three famous sceneries of Japan.

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