

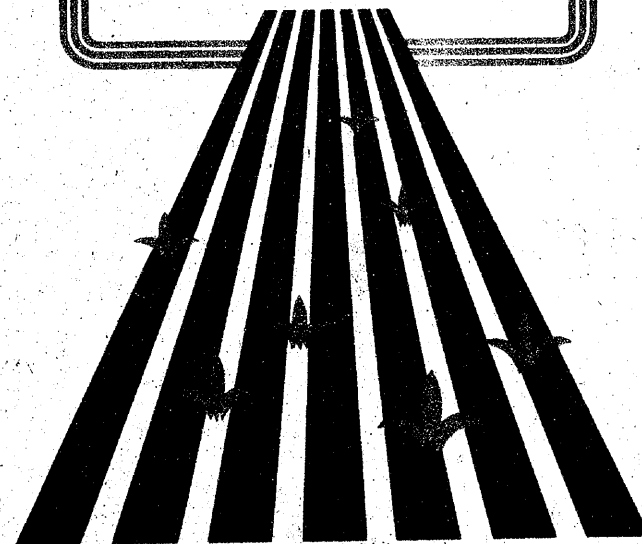
K270.9

1

1

THE ROAD TO ENGLISH

1



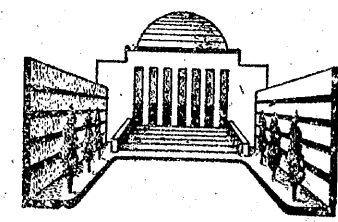
**THE SECONDARY SCHOOL TEXTBOOK
PUBLISHING COMPANY, LTD.**



教育部檢定濟
昭和22年12月27日 高等学校用

THE ROAD TO ENGLISH

1



THE SECONDARY SCHOOL TEXTBOOK
PUBLISHING COMPANY, LTD.

CONTENTS

<i>Section</i>	<i>Page</i>
1. Nouns and Articles	1
2. Pronouns	10
3. Adjectives, Adverbs and Prepositions . . .	15
4. Verbs	27
5. The Sentence	48

BOOK ONE

SECTION ONE

NOUNS AND ARTICLES

EXERCISE 1.

Point out the nouns:—

Tom Brown lives in England. The biggest river in England is the Thames. It flows through a shallow valley. The highest mountain in England and Wales is Snowdon; but it does not compare with the Alps, or any other real mountains.

Q. Which of the nouns always begin with a capital letter? These are called **proper nouns**.

Common nouns are in the singular (when you speak of one) or in the plural (when you speak of more than one).

EXERCISE 2.

Put each noun into the plural form:—

1. ship, cat, desk, cap.

2. girl, card, dog, tree.
3. bridge, face, nose, house.
4. class, box, dish, bench.
5. hero, tomato, potato; piano.
6. city, baby, lady, country;
day, boy, key, toy.
7. knife, life, leaf, shelf;
roof, chief, handkerchief.
8. *man, *woman, *foot, *tooth, *mouse,
*ox, *child, *deer, *sheep, *Japanese.

Note. Those marked with a star (*) are irregular. Look them up in your dictionary.

EXERCISE 3.

Fill each blank with **a** or **an**:-

1. This is ___ book.
2. This is ___ English book.
3. Tom is ___ boy.
4. He is ___ American boy.
5. This is ___ orange, and that is ___ pear.
6. Have you ___ aunt or ___ uncle?
7. There is ___ inkstand on the desk.
8. We waited for ___ hour.

9. ___ horse is ___ useful animal.
10. He is ___ university student.

A (or **an**) is called the **indefinite article**.

Q. When is **an** used instead of **a**?

EXERCISE 4.

Replace each blank by an indefinite article, if necessary:-

1. ___ cat is ___ animal.
2. This is ___ tree.
3. ___ bird sings.
4. Will you lend me ___ knife?
5. I can see ___ dog in the picture.
6. ___ John lives in ___ New York.
7. Our house is made of ___ wood.
8. We have ___ three meals ___ day.
9. They are fond of ___ music.
10. ___ fire burns.

Q. Nouns are either countable or uncountable. With which kind of noun is the indefinite article used?

- a. How many ___? (countable nouns)
- b. How much ___? (uncountable nouns)

EXERCISE 5.

Fill each blank with a suitable word, such as piece(s), bit(s), sheet(s), cup(s), act(s), pair(s):—

1. Bring me three ____ of chalk.
2. I want a ____ of paper.
3. She bought a ____ of shoes.
4. He has done me many ____ of kindness.
5. Give me another ____ of tea, please.
6. I have three ____ of trousers.
7. They brought us two ____ of bad news.
8. Put two ____ of sugar in the coffee.
9. He picked up a ____ of string on the floor.
10. Can you lend me a ____ of scissors?

EXERCISE 6.

Replace each dash by a, an, or the, where necessary:—

1. ____ sun rises in ____ east and sets in ____ west.
2. This is ____ best book on the subject.
3. Shut ____ door, please.
4. When ____ earth is washed into ____ river by ____ rain, it becomes ____ mud. If ____ river does not flow very fast, ____ mud settles to ____ bottom.
5. ____ cow is ____ useful animal.

6. ____ United States is ____ great republic.
7. ____ Mississippi River is ____ longest river in ____ America.
8. Who invented ____ gramophone?
9. He and I are of ____ age.
10. This is ____ same book as I saw yesterday.

~~The~~ is called the **definite article**.

EXERCISE 7.

Put some, any, no or none in the place of each dash:—

1. ____ book will do.
2. Have you ____ books [money]?
3. If you have ____, please lend me ____.
4. Yes, I have ____.
5. No, { I haven't ____ (books [money]).
I have ____ books [money].
I have ____.
6. Is there ____ (more) tea?
7. Will you have ____ tea? = Have ____ tea, will you?

EXERCISE 8.

Replace each dash by a (an), some, or any, where necessary:—

1. ____ rose is ____ flower.

2. These are ____ boxes.
3. We breathe ____ air.
4. Give me ____ apple.
5. Give me ____ apples.
6. Give me ____ water.
7. Have you ____ pencil?
8. Have you ____ pencils?
9. Have you ____ money?
10. I have not ____ knife.
11. I have not ____ knives.
12. I have not ____ time.

- Q. With what kind of nouns is *a* (or *an*) used?
- Q. With what kind of nouns is *any* or *some* used?
- Q. When is neither *a* (*an*) nor *any* (*some*) necessary?

EXERCISE 9.

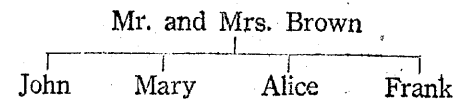
Explain why an article is present in one case and absent in the other:—

1. { He is a boy.
Come here, boy.
2. { I have a father,
Father is ill.
3. { He came to the town in the morning.
He goes to town every morning.

4. { The school is near the park.
School begins at eight o'clock.
5. { She walked to the church and there took the
bus.
She goes to church every Sunday.
6. { He was elected a member of Parliament.
He was elected President.
7. { Breakfast is ready.
That morning he had a very frugal breakfast.

EXERCISE 10.

John Brown lives at his parents' house with his brother and sisters. Richard Brown, his father, is a business-man, and goes to his company every day. Dorothy Brown, his mother, generally stays at home, looking after the children. Frank is John's little brother, and Mary and Alice are his sisters. John goes to a boys' school, but Mary goes to a girls' school.



Answer the following questions:—

1. Whose husband is Richard Brown?

2. Whose wife is Dorothy Brown?
3. Whose big brother is John?
4. Whose sister is Mary?
5. Who is John's brother?
6. Who are John's sisters?
7. Whose father is Richard Brown?
8. Whose mother is Dorothy Brown?
9. Whose son is John?
10. Whose daughters are Mary and Alice?

Forms such as *John's* or *his* are called the **possessive cases** of a noun or a pronoun.

Q. What is the difference between a singular possessive and a plural possessive?

In *Richard Brown, his father* the second noun is said to be in **apposition** to the first noun.

EXERCISE 11.

- Ex. a. This is the house belonging to my father.
 → This is my father's house.
 (*Father's* is the possessive case of *father*.)
- b. This is a house belonging to my father.
 → This is a house of my father's.

(A) Use the possessive case, where possible:—

1. This is the hat belonging to my sister.
2. This cap belongs to Tanaka.
3. This is a book belonging to me.
4. What is the color of the wall?

(B) Choose the proper form in the parentheses:—

1. He is an old friend of (I, me, mine).
2. My knife is bigger than (you, your, yours).
3. This is my fault, not (her, hers).
4. These books are his, not (them, their, theirs).
5. (Their, Theirs) school is bigger than (we, our, ours).

(C) Correct the errors:—

1. That his father's house is large.
2. This my uncle's dog is old.
3. This table's legs are long.
4. I saw it in the today's paper.

SECTION TWO

PRONOUNS

EXERCISE 1.

Put the subject of each sentence into the plural form, with necessary changes:—

1. I am a little girl.
2. You are a big boy.
3. He is a teacher of English.
4. A baby often cries when it is hungry.
5. This is my book.
6. That is your pen.

EXERCISE 2.

Change the subject of each sentence to he (or she):—

1.

I
You
They

}

eat, drink, jump, and laugh.
2.

I
You
They

}

run, play, cry, and sing.
3.

I
You
They

}

kiss, fish, catch, and judge.

EXERCISE 3.

Change we to he, I to she:—

1. We are hungry.
2. We have his books.
3. We don't like it.
4. I am not well.
5. I often go there.
6. I don't wish to go.

Put Pronouns with the verbs "to be," "to have," and "to make" (present tense).

<i>Singular</i>	I { am have make	you { are have make	he { is she { has it { makes	this { is that { has makes
<i>Plural</i>	we { are have make	you { are have make	they { are have make	these { are those { have make

EXERCISE 4.

Change one to (a) I, (b) you, (c) he [a boy], (d) she [a girl], (e) it [a child], (f) they:—

1. The first thing one does in the morning is to get up.
2. Then one dresses oneself. Then one has breakfast.

3. If one cuts one's fingers, one on'y hurts one-self.

EXERCISE 5.

Use pronouns instead of proper nouns:—

1. Fred is a boy, and Mary is a girl.
2. Jane is a girl, and Tom is a boy.
3. Fred and Tom are brothers.
4. I know Fred and Mary very well.
5. Fred and Mary are brother and sister.
6. Fred loves Mary, and Mary loves Fred.

Personal Pronouns.

<i>Person</i> \ <i>Case</i>	<i>Nominative</i>		<i>Objective</i>		<i>Possessive</i>	
					<i>Attributive</i>	<i>Absolute</i>
<i>1st Person</i> {	<i>Sing.</i>	I	me	my	mine	
	<i>Pl.</i>	we	us	our	ours	
<i>2nd Person</i> {	<i>Sing. & Pl.</i>	you	you	your	yours	
<i>3rd Person</i>	<i>Sing.</i> { <i>Masculine</i> <i>Feminine</i> <i>Neuter</i>	he	him	his	his	
		she	her	her	hers	
		it	it	its	—	
	<i>Pl.</i>	they	them	their	theirs	

EXERCISE 6.

Put in the pronouns and nouns in proper order:—

1. — and — will sing together. (I, you.)
 2. — and — are going to the party. (I, my brother.)
 3. —, —, and — have all passed the examination. (I, you, my sister.)
 4. — and — are cousins. (I, they.)
- Always speak of yourself last.

EXERCISE 7.

Use a pronoun instead of repeating a noun:—

1. I want a knife; can you lend me a knife?—
Yes, here is a knife; it's a sharp knife.
2. I like a red rose better than a white rose; so
pick red roses and leave white roses.
3. Here are some books; which book will you
take?—I will take this book.
4. He saw three horses: one white horse and
two black horses.
5. Did you come by the fast train or the slow
train?
6. Have you got the knife?—Yes, I've got the

knife.

7. Hand me his letter.—Which letter? This letter?
Or the letter on the desk?—Yes, that's the letter
I want.
8. He is a kind man.—Yes, everybody knows
that he is a kind man.

EXERCISE 8.

Replace each dash by another, other, or others.—

1. I don't like this one; show me — (one).
2. Have you any — questions?
3. I am very thirsty; give me — cup of tea.
4. I know two foreigners; one is an Englishman,
and the — is an American.
5. I know several foreigners; one is an English-
man, and the — are all Americans.

EXERCISE 9.

Read the following:—

1. a. 125 b. 200 c. 1394
2. a. 5th b. 8th c. 9th d. 12th
e. 20th
3. a. 21st b. 99th c. 1501

4. a. Jan. 1 b. 1 Jan. c. the year 1947
5. a. Tel. No. 1905 b. P. 152
c. Lesson 25 d. King George VI
6. a. £2 3s. 6d. b. \$2.50 c. ¥25.35
7. a. $\frac{1}{2}$ b. $\frac{1}{3}$ c. $\frac{2}{3}$ d. $\frac{1}{4}$
e. $\frac{3}{5}$
8. a. $5 + 6 = 11$ b. $6 - 4 = 2$

~~One~~ One, two, three, etc. are **cardinal numbers**.

First, second, third, etc. are **ordinal numbers**.

SECTION THREE

ADJECTIVES, ADVERBS AND PREPOSITIONS

EXERCISE 1.

Replace each dash by many, much, few or little:—

1. I haven't — money in my purse; I have
only a — coins.
2. Is there — tea in the tea-pot?
3. How — cups of coffee did he have?

4. How ____ coffee is there left in the pot?
 5. There is only a ____ (coffee) left.

EXERCISE 2.

(A) Form adjectives from the following proper nouns:—

- | | | |
|--------------|-------------|-------------|
| 1. England. | 2. America. | 3. China. |
| 4. Russia. | 5. France. | 6. Japan. |
| 7. Italy. | 8. Germany. | 9. Korea. |
| 10. Holland. | 11. Sweden. | 12. Norway. |

(B) Use proper adjectives other than English, with necessary changes:—

The English live in England, and they speak English.

EXERCISE 3.

(A) Write sentences containing the following nouns with suitable adjectives used (a) attributively, and (b) predicatively:—

Ex. dog. a. It is a big dog. b. The dog is big.

- | | | |
|--------------|--------------|---------------|
| 1. boy. | 2. building. | 3. flower. |
| 4. question. | 5. books. | 6. mountains. |

(B) Use the following adjectives (a) attributively, and (b) predicatively:—

Ex. old. a. He is an old man. b. The man is old.

- | | | |
|------------|-----------|-----------------|
| 1. cheap. | 2. wise. | 3. kind. |
| 4. useful. | 5. happy. | 6. interesting. |

EXERCISE 4.

Use a suitable adverb with each adjective:—

Ex. He is ____ old. → He is very old.

1. She is ____ young.
2. She is not ____ young that she can't do it.
3. She is not ____ young to do it.
4. She is old ____ to do it.
5. She is ____ old as my brother.
6. She is not ____ old as my sister.

EXERCISE 5.

Point out nouns used attributively like adjectives:—

1. Give me some steel pens.
2. Have you got a gold watch?
3. They soon came to a railway station.
4. She picked some flowers in the flower garden.
5. He has some girl friends.

Note that attributive nouns cannot be modified

by adverbs or used predicatively.

EXERCISE 6.

Point out adjectives and adjective phrases:—

1. Look at the roof of that big house.
2. Can you see the weathercock at the top of the roof?
3. Of what use is a weathercock?
4. It is useful to show the direction of the wind.

Most phrases are of the type preposition + its object.

EXERCISE 7.

Point out nouns used just like adjective phrases:—

1. He and I are just the same age.
2. What age is your friend?
3. The earth is not exactly round; it is the shape of an orange.
4. What color was the flower?
5. What price are potatoes today?
6. "It is no use crying over spilt milk."
7. What trade is he?

Such uses of nouns are limited to those denoting

age, color, price, size, occupation, etc.

EXERCISE 8.

Correct the errors:—

1. This watch is go'd.
2. He is sickness.
3. Our schoolhouse is stone.

EXERCISE 9.

Rewrite, using adverbs instead of adjectives:—

Ex. This is a fast train. → This train goes fast.

1. He gave a polite answer.
2. They lived a happy life.
3. I am an early riser.
4. She is a clever singer.
5. Tom is a hard worker.
6. This is a monthly magazine.
7. Jane is a good singer.
8. He is rather a bad player.

EXERCISE 10.

Tom is as *tall* as the teacher. (positive degree)

He is *taller* than John or George.

(comparative degree)

He is the *tallest* boy in the class.

(superlative degree)

Use the proper degree of the adjectives or adverbs in the parentheses:—

1. Mary is (old) than Alice.
2. Frank is (young) than John.
3. John is the (old) of the five children.
4. This book is (easy) than that.
5. I have (many) books than he.
6. Gold is (heavy) than silver. It is the (heavy) of all metals.
7. He is not well; but (well) today than he was yesterday.
8. John was late. Tom came in still (late) than John; he was the (late) of all.
9. She is (ill) than she was yesterday.
10. Silver is (little) heavy than gold.

EXERCISE 11.

Use the proper form of the adjectives or adverbs in the parentheses:—

1. This book is (interesting) than that.

2. Mt. Everest is the (high) mountain in the world.
3. He was one of the (able) statesmen of Japan.
4. This is (difficult) than any other book here.
5. The moon is (small) than either the sun or the earth; it is indeed the (small) of the three.
6. Iron is one of the (useful) metals that there are.
7. Sendai is (far) north than Tokyo.
8. He works (carefully) than his brother.

Q. When is the comparison with *more* and *most* used?

EXERCISE 12.

Replace each dash by *yes* or *no*:—

1. Do you like it? ____, I do. ____, I don't.
2. Don't you like it? ____, I do. ____, I don't.
3. You like it, don't you? ____, I do. ____, I don't.
4. You don't like it, do you? ____, I do. ____, I don't.
5. He isn't coming today, is he? ____, he isn't.
6. Don't you think so? ____, I do.

EXERCISE 13.

Replace each dash by *very* or *much* :—

1. He is ____ tall.
2. He is ____ taller than I.
3. She did it ____ well.
4. I don't like it so ____.
5. The novel is ____ interesting.
6. I am ____ interested in history.

EXERCISE 14.

Correct the errors :—

1. I am very much hungry, because I have worked hardly.
2. Aren't you going?—Yes, I am not.
3. Mt. Hakusan is more higher than Mt. Asama.

EXERCISE 15.

Point out adverbs, and say which word or word-group each of them modifies :—

1. It is very fine weather.
2. He sang merrily.
3. We like him simply because he is honest.
4. He came long before the appointed time.

5. Even a child can do it.
6. Happily he did not die.
7. It is clearly impossible to start in such bad weather.
8. You may well say so.

EXERCISE 16.

Point out adverbs and adverb phrases :—

1. When do you go to sleep?
2. We go to sleep at night.
3. Thinking is done by the brain.
4. The brain does not rest even for an instant all day.

Most adverb phrases are of the type *preposition + its object*.

EXERCISE 17.

Choose suitable prepositions in the parentheses :—

- | | | |
|------------------------|---|-------------------------------|
| It happened
He came | } | 1. (on, in, at) five o'clock. |
| | | 2. (on, in, at) noon. |
| | | 3. (on, in, at) August. |
| | | 4. (on, in, at) 1947. |
| | | 5. (on, in, at) Sunday. |

- | | | |
|--------------|--|---------------------------------|
| He will come | | 6. (on, in, at) the morning. |
| Let us start | | 7. (on, in, at) Sunday morning. |
| | | 8. (on, in, at) April. |
| | | 9. (on, in, at) April 10th. |
| | | 10. (on, in, at) midnight. |

11. I have been reading (from, since) breakfast.
12. I worked (from, since) morning (to, till) night.
13. Come here (by, till, at) five.
14. Stay here (by, till) five.

EXERCISE 18.

Choose suitable prepositions in the parentheses:—

1. I live (at, in) Tokyo.
2. I arrived (at, in) Tokyo Station.
3. There is a book (on, above) the table.
4. The moon is (on, above) the mountains.
5. The sun is sinking (below, under) the horizon.
6. Japanese houses are made (of, from) wood.
7. Wine is made (of, from) grapes.
8. He was killed (by, with) a robber.
9. He was killed (by, with) a revolver.
10. He was ill (by, with, from) eating too much.
11. Give the money (to, for) him. (=Give him the money.)

12. Buy the book (to, for) me. (=Buy me the book.)

EXERCISE 19.

Turn adverbs into prepositions:—

Ex. Put your hat on. → Put your hat on your head.

1. Take your gloves off.
2. Pour some water in. = Pour some water into ____.
3. Let us go out. = Let us go out of ____.
4. Let us go up.
5. The cat climbed do ____.
6. Throw it over.
7. Push it under.
8. Walk along.
9. Let's go across.
10. He passed through.
11. He went round.
12. She walked about.

EXERCISE 20.

Note the emphatic word order:—

1. Down it came!

2. Away she ran!
3. Up he climbed!
4. Away ran the horse!
5. Down came the ceiling!
6. Up climbed the monkeys!

Q. Where is the subject placed (1) when it is a pronoun, (2) when it is a noun?

EXERCISE 21.

Point out the object of each preposition:—

1. How far is it from here to the station?
2. We don't start till after five o'clock.
3. He worked without stopping.
4. What are you looking for?
5. Who(m) are you waiting for?

EXERCISE 22.

Point out nouns used like adverbs:—

1. One morning he got up rather late.
2. Is the library open every day?
3. The school is a mile away from the station.
4. Come this way, please.
5. This weighs six pounds.

6. I could not sleep a wink.
7. She is two years younger than her sister.

SECTION FOUR

VERBS

EXERCISE 1.

Conjugate the following verbs:—

	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Ing-form</i>
1.	call	called	called	calling
2.	play			
3.	look			
4.	mix			
5.	mend			
6.	want			
7.	carry			
8.	judge			
9.	hope			
10.	stop			
11.	stir			
12.	occur			
13.	enter			

14. omit
15. visit
16. travel

Most verbs have five forms: (1) **root** or **present** (*call*), (2) **3rd person singular present** (*he calls*), (3) **past** (*called*), (4) **past participle** (*I have called*) and (5) **ing-form** (*I am calling*). Verbs forming their pasts and past participles by adding *ed* to the root are called **regular verbs**.

EXERCISE 2.

Conjugate the following verbs :—

	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
1. hear		heard	heard
2. make			
3. learn			
4. build			
5. feel			
6. bring			
7. cost			
8. lead			
9. win			
10. begin			

11. draw
12. shoot
13. lie
14. go

Verbs forming their pasts and past participles not by adding *ed* are called **irregular verbs**.

EXERCISE 3.

Conjugate the following verbs or auxiliaries :—

<i>Root</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Ing-form</i>
be	am, is, are			
have	have, has		(had)	
do	do, does		(done)	(doing)
—	will		—	—
—	shall		—	—
—	can		—	—
—	may		—	—
—	ought (to)	—	—	—
—	need (not)	—	—	—
—	dare (not)	—	—	—
—	— used (to)	—	—	—

Note that *must* has no other form.

EXERCISE 4.

Change the subject to he or she:—

1. I like oranges.
2. We always do that.
3. You sometimes say so.
4. They go to school every day.
5. I have a cold bath every morning.
6. I am a schoolboy.
7. You are lazy.
8. They always play baseball on Sunday.

EXERCISE 5.

A singular subject takes a singular verb, and a plural subject takes a plural verb. Sometimes, however, there is a construction according to the meaning.

(A) *Compare the following. Why is the verb in the singular (or plural)?*

1. a. A hundred miles were covered in a day.
- b. A hundred miles is a good distance.
2. a. All the boys and girls were there.
- b. Every boy and (every) girl was glad.

3. a. My family is a very old one.
- b. My family are early risers.

(B) *Replace each dash by am, are, is, have or has:—*

1. Two-thirds of the railway-line ____ been built.
2. A number of boys ____ playing there.
3. People ____ always slow to understand such a thing.
4. Curry and rice ____ his favorite dish.
5. My family ____ all at home.

EXERCISE 6.

(A) *Change into negative sentences with not:—*

- a. 1. Ex. You are ready. → You are not [aren't] ready.
2. It is true.
3. He is late.
4. They are angry.
5. I have time.
6. She has gone.
7. He will come.
8. We shall be late.
9. They can do it.
10. He may be there.

- b. 11. *Ex.* I like that. → I do not [don't] like that.
 12. You think so.
 13. He wants to go.
 14. She wishes to go.
 15. It looks like rain.

(B) *Change into interrogative sentences:—*

Ex. 1. Are you ready?

(C) *Change into negative interrogative sentences:—*

Ex. 1. Are you not [Aren't you] ready?

(D) *Make each sentence emphatic:—*

Ex. 1. You *are* [a:] ready.

EXERCISE 7.

Change into interrogative sentences:—

1. He was not here yesterday.
2. We were not ready.
3. She went to church every Sunday.
4. They played baseball every afternoon.
5. You met some old friends.

EXERCISE 8.

Answer the questions:—

1. *Ex.* Am I right?—Yes, you are. [No, you aren't.]
2. Are you tired?
3. Have they come?
4. Has she seen it?
5. Will there be time enough?
6. Must you stay?
7. Ought she to say so?
8. Does he know it?
9. Do you smoke?
10. Did he agree to it?

EXERCISE 9.

*Change into negative imperative sentences (i.e. prohibitions)
 or into (affirmative) imperative sentences:—*

1. Be careless.
2. Go away.
3. Make a noise.
4. Don't be careful.
5. Don't shut the door.
6. Don't come with me.
7. Wait till you hear from him.
8. Stay here or you will get wet.

EXERCISE 10.

Change into imperative sentences:—

Ex. Tom works hard. → Tom, work hard.

1. Jane studies her lessons well.
2. You are very careful.
3. You don't go there.
4. You are not lazy.

EXERCISE 11.

Soften the order by adding please, if you please, or just:—

1. Come in.
2. Shut the door.
3. Be quiet.

EXERCISE 12.

Rewrite, using the imperative:—

Ex. If you work hard, you will succeed.

→ Work hard and you will succeed.

1. If you hurry up, you will be in time.
2. If you do not work hard, you will fail.
3. If you stir, you are a dead man.
4. If you do not hurry up, you will be late.

EXERCISE 13.

Change, where possible, into progressive forms:—

Ex. I play tennis every afternoon. → I am playing tennis.

1. I have dinner every day.
2. He reads an English paper every morning.
3. She goes to church every Sunday.
4. We play football every afternoon.
5. She goes to bed every night.
6. They go to school every day.
7. Twice two is four.
8. The earth moves round the sun.
9. I like apples best of all fruits.
10. How many eyes have you?

Q. In which case is the progressive form not used?

EXERCISE 14.

Change into sentences expressing present habit:—

Ex. I am going to school (now).

→ I go to school every day.

1. I am writing a letter.
2. He is fishing in the river.
3. We are playing baseball.

4. She is having dinner.
5. They are learning English.

EXERCISE 15.

Change into the past tense:—

Ex. He goes to school every day.

→ He went to school every day.

Ex. I am writing a letter.

→ I was writing a letter *when he called*.

1. We play tennis in the afternoon.
2. What are you doing?
3. She goes to church every Sunday.
4. Tom is not at school.
5. They go swimming every summer.
6. Are they both at home?
7. Do they know this?
8. Does he know this, too?
9. She isn't here, is she?
10. They all know this, don't they?

EXERCISE 16.

Change into the present tense:—

1. He read a paper every morning.

2. 'She studied her lessons every day.
3. What were you doing then?
4. Was he a hard worker?
5. Did he work very hard?
6. We didn't know his name.
7. She had one child called Tom.
8. I wasn't pleased with the result.

EXERCISE 17.

Compare the present perfect tense with the past tense:—

1. a. I have come to see you.
b. I came to see you yesterday.
2. a. I've lost my watch.
b. I lost my watch yesterday, and found it again.
3. a. She has been ill these two weeks.
b. She was ill last week, but is quite well now.
4. Alfred was such a good king that ever since he has been called Alfred the Great.
5. Kindly tell me what has happened, when it happened and how it happened.
6. a. Where have you been this morning?

- b. Where did you go last Sunday?

EXERCISE 18.

Change into the present perfect tense:—

Ex. I am writing a letter.

→ I have written a letter (or) I have been writing a letter.

1. He is reading a novel.
2. I know him very well.
3. She is absent.
4. I often heard her sing.
5. Did you ever see a lion?

EXERCISE 19.

Correct the errors:—

1. Where have you gone this morning?
2. The child is ill for the past ten days.
3. I have ever seen a tiger.
4. When have you begun your work?
5. Since when are you ill?
6. I was very busy this week.

EXERCISE 20.

Choose the suitable form in the parentheses:—

1. The joiner has mended the table; he (mend) it before I called.
2. I (finish) the work when I called.
3. I knew the man because I (see) him before.
4. I gave her the ring that I (buy) two years before.
5. At last he got to the place he (try) to reach so long.
6. The man died. When he (be) dead about a week, his son came home.

EXERCISE 21.

Make into the future tense by replacing each dash by will or shall:—

1. I ____ be fifteen (years old) next birthday.
2. You ____ be fifteen next birthday.
3. He [She] ____ be fifteen next birthday.
4. If today is Monday, tomorrow ____ be Tuesday.
5. ____ I be in time if I go at once?
Yes, you ____.
6. ____ you be in time if you go at once?
Yes, I ____.
7. ____ he be in time if he goes at once?
Yes, he ____.

8. — I succeed if I work very hard?

Yes, you —.

9. — you succeed if you work very hard?

Yes, I —.

10. — she succeed if she tries very hard?

Yes, she —.

11. When — we get there if we start now?

You — be there at five o'clock.

12. When — you get there if you start now?

We — be there at five.

13. When — they get there if they start now?

They — be there at five.

14. We — all die some day.

 The future tense.

Assertive Sentence		Interrogative Sentence	
I	shall	Shall	{ I }?
We			{ we }?
You	will	Shall	you?
He	will	Will	{ he }?
She			{ she }?
It			{ it }?
They			{ they }?

EXERCISE 22.

Supply will or shall to express the speaker's will:—

1. I — come as soon as I can.
2. I — not do it again.
3. If you work well, you — have a watch for a prize.
4. You say you won't go, but I say you — go.
5. He says he won't do it, but I say he —.
6. If you are a good girl [boy], you — have a nice book.
7. They — not have anything; they have been very naughty.
8. He — repent it before long.

 To express the **speaker's will**.

I [We]	will
You	shall
He [She, It, They]	shall

EXERCISE 23.

Supply will or shall to ask the will of the addressed person:—

1. — I open the window? (Yes, please.)
2. — you come tonight? (Yes, I will.)

3. When — she [he] call on you? (Let her [him] call this afternoon.)
4. — we go out for a walk?
5. — he go at once?
6. — you pass me the salt?

To ask the will of the addressed person.

Shall	I [we]?
Will	you?
Shall	he [she, it, they]?

EXERCISE 24.

Compare the use of will and shall:—

1. a. It will be ready by tomorrow.
b. It shall be ready by tomorrow.
2. a. She will want for nothing.
b. She shall want for nothing.
3. a. Shall you tell your mother that I am ill?
b. Will you tell your mother that I am ill?
4. a. You will be well again soon.
b. You shall hear from me soon.

EXERCISE 25.

Supply will or shall, to express the will of the subject of the sentence:—

1. I — go, rain or shine.
2. You [He] — have your [his] own way, whatever I say.
3. I keep telling her to listen to me, but she — not.
4. Boys — be boys.

EXERCISE 26.

Compare the use of will and shall:—

1. a. When will he be here?
b. I don't know when he will be here.
c. When he is here, I will ask him.
2. a. Will it be fine tomorrow?
b. We will start if it is fine tomorrow.
3. a. When will he come back?
b. I shall be ready when he comes back.
4. a. I shall start tomorrow.
b. I start tomorrow.
5. a. When shall you leave Tokyo?
b. When do you leave Tokyo?

6. a. If you come here tomorrow, perhaps you will be able to see him.
- b. I shall be very glad if you will come tomorrow.

EXERCISE 27.

(A) Change into sentences with *if*-clauses:—

Ex. I am sorry that he is not here.

→ If he were here, I should be glad.

1. As I don't know it, I can't tell you about it.
2. I have not time enough, so I cannot go.
3. He is not here, so I cannot tell what he will say.
4. As I have not money enough, I cannot buy the book.
5. They are sorry that I do not join them.
6. As he is lazy, nobody helps him.

(B) Change into sentences beginning *I wish*...:—

Ex. I am sorry he is not here.

→ I wish he were here.

1. I am sorry I am not a scholar.
2. I am sorry that I am not rich enough to buy it.

3. We are sorry that we are not old enough to understand that.

In such sentences with *if* or *I wish*, the verb is put into the past tense. The verb *be* takes the form *I or he were* (or colloquially, often *was*).

EXERCISE 28.

Rewrite, using *if* or *I wish*:—

1. As I did not know it, I did not tell you about it.
2. I was sorry that I was not there.
3. As he was lazy, nobody helped him.
4. I was sorry that I was not rich enough to buy it.

EXERCISE 29.

(A) Replace each dash by *can*, *may*, *must* or *need*:—

1. — I come in? (permission) Yes, you —.
No, you — not. (prohibition)
2. — you swim? (ability) Yes, I —.
No, I — not.
3. — I go? (necessity) Yes, you —.
No, you — not.

(B) Change into the past tense, the future tense, and the present perfect tense:—

1. You may come in. (=You are allowed to come in.)
2. I can swim. (=I am able to swim.)
3. He must go. (=He has to go.)

EXERCISE 30.

Replace each dash by can, may, or must:—

1. This — be true. (*kamo shirenai*)
2. This — not be true. (*kamo shirenai*)
3. This — not be true. (*hazu ga nai*)
4. This — be true. (*ni chigai nai*)
5. She — have been ill. (*datta kamo shirenai*)
6. She — not have been ill. (*datta hazu ga nai*)
7. She — have been ill. (*datta ni chigai nai*)
8. — God help you! (prayer)
9. He works hard (so) that his mother — live in comfort. (purpose)

EXERCISE 31.

Compare the sentences:—

1. a. If you will do so, I shall be delighted.

- b. If you would do so, I should be delighted.
 { I should do wrong.
 { you would do wrong.
 { he would do wrong.
2. If I [you, he] should do so, {
3. a. Will you please shut the window for me?
 b. Would you mind shutting the window for me?
4. a. You should do so at once.
 b. You should have done so long before.
5. a. It is natural that I [you, he] should get angry.
 b. It is natural that I [you, he] should have got angry.
6. a. It is strange that you [she] should say so.
 b. It is strange that you [she] should have said so.
7. a. I could go, if I would.
 b. I would go, if I could.
 c. I might go, if I would.
8. a. May I ask you a question?
 b. Might I trouble you with a question?
9. a. Can you come and see me tomorrow?
 b. Could you come and see me tomorrow?

SECTION FIVE

THE SENTENCE

EXERCISE 1.

Supply a suitable verb:—

Ex. Time _____. → Time flies.

1. Ducks ____.
2. A duck ____.
3. Can a cat _____?
4. Cats can _____.
5. Can boys _____?
6. Does a girl _____?
7. A fish ____.
8. Do horses _____?
9. Fire ____.
10. The sun ____.



Sentence-type 1.

Subject	Verb
Time	flies.

EXERCISE 2.

Supply words corresponding to **who** or **what** (complement):—

Ex. She is _____. → She is young.

1. The days are _____.
2. It is _____.
3. He is _____.

4. They became _____.
5. In spring the leaves of the trees are _____.
6. The leaves will turn _____ in autumn.
7. The boy has grown _____.
8. They seem _____.
9. She looked _____.
10. He turned _____.



Sentence-type 2.

Subject	Verb	Complement
She	is	young.

EXERCISE 3.

Supply words corresponding to **whom** or **what** (object):—

Ex. I know _____. → I know him.

1. He shut _____.
2. Do you know _____?
3. We learn _____.
4. I like _____.
5. They saw _____.



Sentence-type 3.

Subject	Verb	Object
I	know	him.

EXERCISE 4.

Supply words corresponding to **to whom** (object of persons) and **what** (object of things):—

Ex. He teaches _____. → He teaches us English.

1. Tom gave _____.
2. I lent _____.
3. Send _____.
4. Please tell _____.
5. I'll show _____.
6. Father bought _____.
7. Will you get _____?
8. He asked _____.



Sentence-type 4.

Subject	Verb	Object (person)	Object (thing)
He	teaches	us	English.

EXERCISE 5.

Supply words corresponding to **what** after the object (objective complement):—

Ex. They made us _____. → They made us happy.

1. They called him _____.

2. We named the baby _____.
3. They elected him _____.
4. I find the book _____.
5. Please paint the door _____.
6. He kept the door _____.



Sentence-type 5.

Subject	Verb	Object	Complement
They	made	us	happy.

EXERCISE 6.

The usual word-order is *subject+verb* (S+V) or *subject+auxiliary+verb* (S+v+V).

Note the word-order in the following sentences:—

1. Does she speak English?
2. What happened? How many of you saw it?
3. Should it be wet, I shall stay at home.
4. May you be happy!
5. "Oh!" said he, "How do you manage that?"
"Oh!" he said, "How do you manage that?"
6. There is a book on the table.
7. Here is something for you. (Cf. Here it is.)
8. Here comes the train! (Cf. Here he comes!)

9. There goes the whistle! (Cf. There it goes!)
10. Never shall I see his face again! (Cf. I shall never see.....)
11. Scarcely had he gone out than it began to rain. (Cf. He had scarcely gone out than.....)
12. Well do I remember that scene! (Cf. I remember that scene very well.)
13. I don't like it, nor [no more] does she.
14. I like music, (and) so does she. (Cf. I thought he would like music, and so he did.)
15. Happy is the man who is contented with his lot!

EXERCISE 7.

The usual word-order is *verb + object* (V+O).

Note the word-order in the following sentences:—

1. What do you mean?
2. What nonsense you are talking!
3. This is the book that everybody is talking about.
4. How he managed to escape nobody knows.
5. The more money one has, the more money one wants.

EXERCISE 8.

Add the words in the parentheses to the sentence:—

1. He did his work. (very well)
2. She read the letter. (carefully)
3. He comes here. (always, never)
4. She will say so. (always, often)
5. He is in time. (always, seldom)
6. Is he late?—Yes, he is. (always, sometimes)
7. You may say so. (well)
8. This is a good book. (quite)
9. She is a good girl. (rather)
10. This book is good for me. (enough)
11. She put on. (her hat, it)
12. He carried out. (his plan, it)
13. Take off. (your boots, them)
14. They brought back. (their daughter, her)

EXERCISE 9.

Note the emphatic word-order:—

1. Great was our surprise when we found the child safe.
2. Never have I read such an amusing story.
3. Off started the runners!

4. Away they ran!
5. No sooner had she sat down than she burst into tears.

EXERCISE 10.

Turn the object into the subject:—

Ex. Cats catch mice. (active voice)
 → Mice are caught by cats. (passive voice)

1. We learn English at school.
2. I painted the door green.
3. She gave me a book.
4. Watt invented the steam-engine.
5. Who invented the wireless?
6. A motor-car ran over a child.
7. They teach French at that school.
8. I will bring the book tomorrow.
9. Mr. Smith teaches us English.
10. Everybody laughs at him.
11. What language do they speak in Brazil?
12. I saw him go out of the room.
13. I never heard her sing.
14. I made him go.
15. They say that he is rich.

EXERCISE 11.

Turn into the active voice:—

1. The letter was posted by the maid.
2. Tables are mended by joiners.
3. The telephone was invented by Bell.
4. English and French are spoken in that country.
5. America was discovered by Columbus in 1492.
6. He was seen to enter the house.

EXERCISE 12.

Make the underlined part emphatic:—

Ex. a. I gave him a book yesterday.
 → It was I that gave him a book yesterday.
 b. I gave him a book yesterday.
 → I did give him a book yesterday.

1. I gave him a book yesterday.
2. I gave him a book yesterday.
3. I gave him a book yesterday.
4. He read the letter with great interest.
5. He read the letter with great interest.
6. He read the letter with great interest.
7. He read the letter with great interest.

EXERCISE 13.

Replace each dash by one of the following conjunctions:
and, but, or, nor, for, both.....and, either.....or, neither
.....nor:—

1. Tom ____ Mary are brother ____ sister.
2. Say 'yes' ____ 'no'.
3. On the banks ____ in the fields all sorts of flowers are out.
4. I put on my cap, ____ I went out.
5. It was raining, ____ I did not mind.
6. ____ Tom ____ Mary went with me.
7. ____ come in ____ go out.
8. It is winter, ____ the days are short.
9. It is ____ good ____ cheap.
10. I ____ drink ____ smoke.
11. He was not afraid, ____ he was brave.
12. He can't do it, ____ can I.

The above conjunctions connect words, phrases, or sentences of equal grammatical rank.

EXERCISE 14.

Point out the word-groups doing the work of a noun, an adjective, or an adverb:—

1. We all know that thinking is done by the brain.
2. It begins when we first wake in the morning.
3. It does not stop until we go to sleep at night.
4. Do you know where we can get water?
5. I know the place where we can get water.
6. Let us camp where we can get water.

When a word-group containing a subject and a verb does the work of a noun, an adjective, or an adverb, it is called a **noun clause**, an **adjective clause**, or an **adverb clause** respectively.

EXERCISE 15.

Point out an interrogative, and say (a) whether it is a pronoun, an adjective, or an adverb; (b) if a pronoun, say whether it is the subject, object or complement, and (c) say whether it refers to a person or a thing:—

1. Who goes there?
2. Who are in the room?
3. Who(m) did you see?
4. Who(m) is the letter from?
5. Whose son is he?
6. Whose are these books?
7. Who and what is he?

8. In what year were you born?
9. What did you see?
10. What is this made of?
11. Which of you boys can answer this?
12. Which book of mine do you want to take?
13. Where is it?
14. Where did you put it?
15. When did he say that?
16. How far is it?
17. How did you do that?
18. Why do you think so?

- Q. Where do you place an interrogative?
- Q. What kind of word can you place before an interrogative?

EXERCISE 16.

(A) Put Tell me before each sentence:—

Ex. What is this? → Tell me what this is.

1. Who is he?
2. What did he say?
3. Whom have you invited?
4. Which book is it?
5. When will she come?

6. Where does he live?

7. Why didn't he come?

8. How did he do it?

(B) Put Do you know before each sentence:—

Ex. What is this? → Do you know what this is?

(C) Put Do you think before each sentence:—

Ex. What is this? → What do you think this is?

EXERCISE 17.

Put Ask him before each sentence:—

Ex. Are you ill? → Ask him whether [if] he [she] is ill.

1. Are you ready?
2. Have you finished?
3. Will you come with us?
4. Do you know what this is?

EXERCISE 18.

Make the sentences shorter, where possible:—

Ex. I know what I am to do. → I know what to do.

1. Do you know when you are to start?
2. Tell me where I am to go.
3. She does not know how she is to do it.

4. Ask him whom you are to see.
5. Tell me why I am to go.
6. I don't know where I am to look for them.

EXERCISE 19.

Compare each pair of sentences:—

1. a. What book is this?
b. What a good book this is!
2. a. What books are these?
b. What fools we are!
3. a. How old is he?
b. How old he is!

EXERCISE 20.

Combine the two sentences into one:—

- Ex. a. A friend visited me. The friend [He] was Tom.
 → { The friend *who* visited me was Tom.
 The friend *that* visited me was Tom.
- b. I visited a friend. The friend [He] was Tom.
 → { The friend *whom* I visited was Tom.
 The friend *that* I visited was Tom.
- c. I saw a dog. The dog [It] was very big.
 → { The dog *which* I saw was very big.
 The dog *that* I saw was very big.

1. A man called yesterday. He has come again.
2. Jack built a house. This is the house.
3. A river flows through Tokyo. It is the Sumida.
4. Ali Baba saw a robber. The robber was rich.

Who, whom, which, and that in the above uses are called **relative pronouns**. *Who* (or *whom*) refers to people, *which* refers to animals and things, while *that* can refer to people, animals and things.

A relative pronoun introduces an adjective clause.

EXERCISE 21.

Compare the following:—

1. a. Who is he?
b. Tell me who he is.
c. The man who is sitting there is a friend of mine.
2. a. Which book do you like best?
b. Tell me which book you like best.
c. This is the book which I like best.
3. a. What is this?
b. Ask him what it is.
c. What he says is true.

- d. There is some truth in what he says.
4. a. As the book was interesting, I read it through.
b. Lend me such books as are interesting.
c. Bees like the same colors as we do.
5. a. That is generally true, but there are some exceptions.
b. There is no rule but has some exceptions.

☞ The relative pronoun *what* (= *that which*) introduces a noun clause.

EXERCISE 22.

Put in suitable relative pronouns:—

1. I know the man — is talking with him.
2. I know the man (—) you saw.
3. The man (—) you see there is my father.
4. The tree (—) he cut down was a cherry-tree.
5. The tree — fell down was a cherry-tree.
6. The man to — I spoke was Mr. Smith.
7. The man (—) I spoke to was Mr. Smith.
8. The dog of — I spoke was black.
9. The dog (—) I spoke of was black.

10. The man — dog you saw was Mr. Smith.
11. Look at the boy and the dog — are coming this way.
12. This is the best dictionary (—) I have.

☞ The relatives put in the parentheses in the above sentences may be omitted, especially in everyday speech.

Q. What part do these relatives play in the clause?

☞ The relative *that* is not placed after a preposition.

EXERCISE 23.

Omit the relative pronouns, where possible:—

1. The boy to whom I spoke was very young.
2. The dog of which I wrote is dead.
3. The man for whom I waited was late.
4. The people with whom I live are very kind.
5. The house in which we live is small.

EXERCISE 24.

Rewrite, using a relative pronoun:—

Ex. I told the news to Tom, and he told it to John.
→ I told the news to Tom, who told it to John.

1. I lent the book to John, *and he* lent it to Henry.
2. I said nothing, *and this* made him angry.
3. She tried to pick up the coins on the ground, *but this* was rather difficult.

EXERCISE 25.

Use **where, when or why** instead of **preposition + relative** :—

Ex. This is the place *in which* we stayed last year.

→ This is the place **where** we stayed last year.

1. That was the day *on which* we met for the first time.
2. The house *in which* we live is not far from here.
3. Tell me the reason *for which* you think so.

Where, when, and why in the above use are called **relative adverbs**. They introduce adjective clauses.

EXERCISE 26.

Tell the work of the combination '**to**' + **root** in the sentence :—

1. To see is to believe.
2. It is a pleasure to teach that class.

3. Is it difficult to speak English?
4. He began to listen attentively.
5. I think it necessary to start at once.
6. Boys and girls, now is the time to learn.
7. Give me something to drink.
8. I have no house to live in.
9. We are to meet at eight o'clock.
10. Do you live to eat or eat to live?
11. I am very glad to hear that.
12. To be frank, I am afraid of him.
13. Tell me what to do and how to do it.
14. I want you to do this for me.
15. The best thing is for you to ask him yourself.

The combination '**to**' + **root** is called the **infinitive** of the verb. An infinitive can take an object or be modified by an adverb; but, together with its object or adverb, it plays the part of a noun, an adjective, or an adverb in the sentence, *i.e.* it can stand as the subject, object, complement, apposition, or modifier.

EXERCISE 27.

Rewrite, using an infinitive:—

Ex. He works hard so that he may succeed.

→ He works hard (in order) to succeed.

1. I hope that I shall succeed.
2. I consider that it is wrong.
3. It is said that she is ill. (Use *she* as subject.)
4. It seems that he is rich. (Use *he* as subject.)
5. It seems that he was rich. (Use *he* as subject.)
6. It appeared that he was rich. (Use *he* as subject.)
7. It is supposed that she was a beauty.
(Use *she* as subject.)
8. It is time that we should be up and doing.
9. He is young, so he cannot do it. (Use *too*.)
10. She is clever, so she can do it. (Use *enough*.)

EXERCISE 28.

What part does the *ing*-form of the verb play in the sentence?

1. Seeing is believing.
2. Are you fond of reading history?
3. I remember seeing her before.
4. Would you mind posting this letter for me?
5. I could not help laughing.

6. There is no knowing what may happen.
7. "It is no use crying over spilt milk."
8. On hearing the news, he turned pale.
9. Your [Tom's] going is absolutely necessary.
10. There is a rumour of Tom('s) marrying Jane.

The *ing*-form in the above uses is called the **gerund**. A gerund can take an object or be modified by an adverb. It can, together with its object or adverb, play the part of a noun in the sentence, *i.e.* it can stand as the subject, object, complement, or apposition.

EXERCISE 29.

Rewrite, using a gerund:—

Ex. I am sure that I shall pass.

→ I am sure of passing.

1. When she saw me, she burst into tears.
2. It is necessary that he should go.
3. I insist that she should go.

EXERCISE 30.

What part does the *ing*-form play in the sentence?

1. I saw a sleeping child.

2. I saw a child sleeping in the cradle.
3. He sat reading a novel.
4. I found her writing a letter.
5. The child is sleeping in the cradle.

The *ing*-form in the above uses is called the **present participle**. A present participle can take an object or be modified by an adverb. It can, together with its object or adverb, modify a noun or be used as a complement.

The combination '*be*' + *present participle* is called the **progressive form** of a verb.

EXERCISE 31.

What part does the *past participle* play in the sentence?

1. We met a lost child.
2. We met a child lost in the wood.
3. He seemed displeased.
4. We found him killed in the wood.
5. I saw a rat caught in a box.
6. I must get [have] this watch mended.
7. I had my watch stolen.
8. I have mended this watch.
9. My watch was stolen.

A *past participle* modifies a noun or is used as a complement.

The combination '*have*' + *past participle* is called the **present perfect tense** of the verb.

The combination '*be*' + *past participle* is called the **passive voice** of the verb.

EXERCISE 32.

Rewrite, using a *participle* :—

- Ex. a. As I had no money, I could not buy the book.
 — Having no money, I could not buy the book.
- b. As it was cold, we made a fire.
 — It being cold, we made a fire.
1. When I was walking along the street, I met a friend.
 2. If you turn to the right, you will find the building.
 3. He sat on the bench, and ate his lunch.
 4. As he saw the policeman, he ran out of the house.
 5. She is a kind girl, so she is loved by everybody.
 6. As she was tired with the work, she sat down on a chair.

7. As the sun had set, we started for home.
8. When dinner was over, we went out for a walk.
9. If other conditions are equal, this is better than that.
10. If we judge from his appearance, he is very rich.

EXERCISE 33.

Point out each noun clause, and tell the part it plays in the sentence:—

1. That he is dead is certain.
2. It is certain that he is dead.
3. Whether she is coming or not does not matter.
4. It is not clear whether she is coming or not.
5. I believe that it is true.
6. I wish I were there.
7. What he means by that nobody can tell.
8. My opinion is that the thing is impossible.
9. The fact that he was there is clear.

EXERCISE 34.

Point out adjective clauses:—

1. "Heaven helps those who help themselves."
2. This is the house where the poet was born.
3. Do you remember the day on which he came?
4. Tell me the reason why you are angry.
5. The day we met was rather windy.

EXERCISE 35.

Supply the words omitted in the parentheses, and point out adverb clauses:—

1. The house stood where three roads met.
2. Supply articles where () necessary.
3. It was broad day when he awoke.
4. When () a child, she was rather weak.
5. Do as you are told.
6. I can do it better than you ().
7. She is as young as you ().
8. I didn't go, because I didn't want to ().
9. Since you insist, I will think about it.
10. I took away his knife so that he might not hurt himself.
11. He worked so hard that he made himself ill.
12. I will set out if it's fine; if () not (), () not ().

13. Should it be rainy, I shall stay at home.
14. He is not dead as far as I know.
15. Young as he is, he is able.
16. Though () poor, he is honest.

EXERCISE 36.

Note what change is necessary if you put the underlined verb into the past tense :—

1. I think that I am right.
I thought that I was right.
2. He says that he has seen it.
He said that he had seen it.
3. He says that he saw it.
He said that he had seen it.
4. He says that he will see it.
He said that he would see it.

☛ This change is called the **sequence of the tenses**.

EXERCISE 37.

Put the underlined verb into the past tense with necessary changes :—

1. She imagines that he has seen it.

2. He believes that he is in the right.
3. I am afraid that it will rain.
4. She works hard that she may support his family.
5. They complain that they have been badly treated.

EXERCISE 38.

(A) *Turn direct speech into indirect speech :—*

- Ex. a. He says, "I know it." (direct speech)
→ He says that he knows it. (indirect speech)
- b. I said to him, "Shut the door."
→ I told him to shut the door.
- c. I said to him, "Please come in."
→ I asked him to come in.

1. You say, "You are right."
2. She says, "I have seen it."
3. He said, "I have just read the book through."
4. She said to me, "Why do you think so?"
5. He said to me, "Who are you?"
6. I said to her, "Please lend me your knife."

(B) *Turn indirect into direct speech :—*

1. I asked him whether he was coming.

2. He told me to wait till he finished his letter.
3. She asked me if she should go at once.
4. Our teacher told us to be here at seven.



23-1

THE ROAD TO ENGLISH

1

昭和22年6月30日 印刷
 昭和22年7月4日 発行
 昭和22年12月23日 修正印刷
 昭和22年12月27日 修正発行

昭和23年度
 第一次発行
 定價6円10銭

APPROVED BY MINISTRY
 OF EDUCATION
 (DATE Dec. 23, 1947)

著作権所有
 著作兼発行者

東京都千代田区神田岩本町三番地

中等學校教科書株式會社

代表者 阿部眞之助

印刷者

東京都北区稻付町一丁目二〇八番地

二葉印刷株式會社

代表者 大野治輔

東京都千代田区神田岩本町三番地

發行所 中等學校教科書株式會社

1000

