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(改訂本)

DIRECT METHOD

ENGLISH READERS

第四冊

編者 文幼章



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# DIRECT METHOD ENGLISH READERS

## BOOK FOUR

BY-

JAMES G. ENDICOTT M. A.

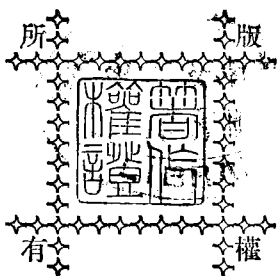
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# DIRECT METHOD ENGLISH READERS

## BOOK FOUR

### LESSON ONE

### THE REPUBLIC OF CHINA



The Republic of China is situated in the eastern part of the continent of Asia and

consists of twenty-eight provinces. The National Government is found in Nanking. The population of China is about four hundred million.

This is over three times as many people as live in the United States. There are more people in Szechuan than in any other province, but Kiangsu is the most thickly populated. It has over 700 people to the square mile, while Szechuan has only about 300.

China is generally divided into three parts: North China, consisting of the provinces lying near the Yellow River, Central China, consisting of the provinces in the Yangtse Valley, and South China, consisting of the provinces lying near the West River. If you want to know the English name of any province you can look at the map.

The three chief ports of China are Tientsin in the north, Shanghai in the central part and Canton in the south. Shanghai is an enormous city, lying on the Woosung River about thirteen miles from the mouth of the Yangtse. Just as New York is the port of the United States, so Shanghai is the port of China. Although Shanghai is not the capital of China it is the most important city in China.

When foreigners first came to China they were surprised to find that there was no system of roads. The reason for this is that there was no great need for roads because of the excellent system of water transportation. All around the most important centres, such as, Shanghai, Canton, Ningpo, or Soochow there are countless natural waterways and

canals. In the days of the Emperors, rice was taken from the South to Peiping, (or Peking as it was called then) by means of the Grand Canal which ran from Hangchow to Tientsin, a distance of 650 miles.

In ancient days there were many excellent roads leading from Peiping to the provincial capitals. There were also good roads leading from Canton and other important cities in the South. In those days these roads were a means of quick communication, just as the roads of the Roman Empire were in ancient Europe. In recent days thousands of miles of good modern roads have been built.

There are only two large lakes in China, namely, Tung Ting Lake in Hunan and Poyang Lake in Kiangsi. But there is a very famous small lake at Hangchow in Chekiang,

called West Lake. It is famous for its temples as well as for its natural beauty.

The beautiful tomb of Sun Yat-sen, the first president of the Republic of China, is situated at Nanking. Every year thousands of people go to visit it. It was the hope of Sun Yat-sen and it is the aim of every loyal Chinese citizen that China should become a well-governed nation and take a position of equality among the nations of the world.

#### NOTES

China is *situated* in the eastern part of Asia.

In what part of the city is your school *situated*?

This town *is situated* on a river.

This town *lies* on a river.

This town is on a river.

China consists of twenty-eight provinces.

A school consists of its pupils and teachers.

A month consists of thirty or thirty-one days.

Four hundred million = Four hundred millions of people.

700 people *to* the square mile. There are 700 living in one square mile.

Chief = most important.

Enormous = very big.

Just as . . . so . . .

Just as Shanghai is the port of China so New York is the port of the United States.

Just as five is the half of ten so is fifty the half of a hundred.

*Although* Shanghai is not the capital of China, it is the most important city.

Shanghai is not the capital, but it is the most important city.

They were surprised *to find* = They were surprised when they found.

The road were *a means of* communication.

Aeroplanes are *a means of* flying. We fly with aeroplanes.

Schools are *a means of* education.

China has a system of government by the people.

Japan has a system of government by an emperor.



## Suffixes:

-ity, -ty.

equal, equality.

national, nationality

loyal, loyalty

-ion, -tion, -ation.

transport, transportation

communicate, communication

organize, organization

reflect, reflection

act, action

-less (meaning "cannot be")

countless

numberless

-less (meaning "without")

hatless

hopeless

moneyless

## COMPOSITION

A. *The following are examples of superlatives:*

*oldest* (superlative of *old*).

*youngest* (superlative of *young*).

*most important* (superlative of *important*).

*In Lesson 1 there are three superlatives used. Find them and write them out.*

B. Use "Just as" and "so" and make each pair of sentences into one sentence:

1. China is the largest country in Asia.  
Russia is the largest country in Europe.
2. Sun Yat-sen was the first president of the Republic of China.  
Washington was the first president of the United States.
3. London is the port of England.  
Shanghai is the port of China.

C. Re-write these sentences using "but" in the middle of the sentence and do not use "although":

1. Although Sun Yat-sen died in the North, he was buried in Nanking.
2. Although West Lake is very small, it is the most beautiful lake in China.
3. Although there were excellent roads in ancient days, there are not very many now.
4. Although it is raining, I am going to walk in the park.

### A SILENT READING TEST

Write "Yes" or "No" in the brackets (    ).

- (    ) 1. A Chinese citizen has Chinese nationality.
- (    ) 2. The stars are countless.

- 
- ( ) 3. A president is the chief man in an empire.
- ( ) 4. Sun Yat-sen was the first president of the Chinese Republic.
- ( ) 5. West Lake is famous for its natural beauty.
- ( ) 6. The population of China is only ten million.
- ( ) 7. A loyal man has loyalty.
- ( ) 8. Something that is organized is called an organization.
- ( ) 9. Our actions are always the same as our intentions.
- ( ) 10. America has a system of government by the people.



## LESSON TWO

### A CONVERSATION

#### Part I

“You seem to be staying at home a good deal these days. I hardly ever see you. It must be at least two weeks since I saw you last. What have you been doing with yourself?”

“What have I been doing with myself? For the last two weeks I have had very little time for anything except work.”

“Work? I didn’t know you had any work to do. Surely a lazy fellow like you doesn’t do any work. I don’t believe you could do any real work even if you tried.”

“Well, you’ve certainly got a very bad opinion of me, but you’re quite mistaken if you think I’m lazy. I don’t like doing unnecessary work, it’s true, but I don’t mind doing useful work, especially when it’s interesting. You’re different, I know. You’re so fond of work that you prefer work to pleasure even if it isn’t necessary for you to do it.”

“Well, you may be right about me. I often work when I needn’t work, and perhaps

I prefer work to pleasure. But I didn't expect to see you change your habits. It isn't usual for lazy people to become busy people, is it?"

"I'm not lazy. I'm not lazy at all. I never have been lazy. I don't care for lazy people. I'm always willing to work. But I don't care to do useless or needless work."

"Well, I don't care for useless or needless work myself. But what work are you doing? Tell me all about it."

"I'll tell you. You know there's an Englishman living next door to me."

"Oh you mean that foreigner who always goes about with a big dog? I didn't know he was English. Well, what about him?"

"He's translating a Chinese book into English."

“Does he know Chinese?”

“Of course he does? If he didn't, how could he translate it? His Chinese pronunciation sounds rather funny, it's true, but he really does know Chinese very well. One day, about a month ago, he asked me whether I could give him some help.”

### NOTES

Verb	Noun -ation
pronounce	pronunciation
translate	translation
expect	expectation
Adjective	Noun -ity
real	reality

To do work = To work.

To give somebody help = To help somebody.

He seems to be working *a good deal* (= a lot).

He seems to be doing *a good deal of* (= a lot of) work.

I *hardly ever* see you.

I *hardly ever* go away.

People *hardly ever* change their habits.

It is two weeks since I saw you last.

I have not seen you for the last two weeks.

It is three months since I went there last.

I have not been there for the last three months.

Since I saw you last = Since I last saw you.

Since I went there last = Since I last went there.

What are you going to *do with yourself*?

I don't know what I shall *do with myself*.

I have no time for anything except work = I have time  
for nothing except work.

*Surely* you don't work = I cannot believe that you work.

*Surely* you work = I cannot believe that you do not  
work.

You *certainly* don't work = I know that you don't work.

You *certainly* work = I know that you work.

A lazy fellow *like* you = A lazy fellow *such as* you.

People *like that* = People *of that sort* = *Such people as that*

You *could not* do that even if you *tried*.

You *cannot* do that even if you *try*.

To have a bad opinion of somebody.

To have a good opinion of somebody.



*Unnecessary work* = Work which is *not necessary* = *Needless work* = Work which we *need not* do.

*Useless work* = Work which is *not useful*.

I *prefer work to pleasure* = I *like work better than pleasure*.

I *prefer doing this to doing that* = I *like doing this better than doing that*.

Which would you prefer to do? = Which would you rather do?

It is necessary for me to work = I must work.

It is unnecessary for me to work = I need not work.

It is necessary for me not to work = I must not work.

I *expect my friend* = I *expect my friend will come* = I *think my friend will come* = I *believe my friend will come* = *In my opinion, my friend will come*.

I do not like lazy people = I do not care for lazy people.

I do not like to go }  
I do not like going } = I do not care to go.

I am willing to work = I do not mind working.

He lives *next door* = He lives *in the next house*.

The man *next door* = The man who lives *in the next house*.

To translate a Chinese book into English = To make the English translation of a Chinese book.

If he *knows* Chinese, he *can* translate the book.

If he *does not know* Chinese, he *cannot* translate the book.

If he *knew* Chinese, he *could* translate the book. (He does not.)

If he *did not know* Chinese, he *could not* translate the book. (But he does know it.)

Things may *be* funny.

Things may *seem* funny.

Things may *look* funny.

Things may *sound* funny.

*A habit* is difficult to change, especially a bad *habit*.

*Habits* are difficult to change, especially bad *habits*.

## COMPOSITION

A. In Lesson 2 there are 11 different examples of shortened spelling, such as **I'm** and **don't**. Write out the long form of each.

Example:

didn't

did not

B. Change each sentence in such a way as to include the words **necessary** or **unnecessary** without changing the meaning of the sentence:

*Example:*

I must ask.            It is necessary for me to ask.

1. We must go to Hankow.
2. I need not work.
3. Must you go now?
4. I must translate the book.
5. I need not give him any help.

*C. Substitution Tables for Idioms:*

1.	You We They	seem to be	staying working reading	at home at school	a good deal.
----	-------------------	------------	-------------------------------	----------------------	-----------------

2.	I We They	hardly ever see		you. them. your friend.
----	-----------------	-----------------	--	-------------------------------

3.	It must be	at least nearly more than	two weeks a month	since I saw you last. since I saw him last. since I saw her last.
----	------------	---------------------------------	----------------------	---

4.	I	don't care to didn't care to	go for a walk. eat anything. do useless work.
----	---	---------------------------------	---

NOTE: Tell the pupils to make their own substitution tables and practise all the useful expressions.

## D. 24 Special Verbs:

1. AM	9. DO	17. COULD
2. IS	10. DOES	18. MAY
3. ARE	11. DID	19. MIGHT
4. WAS	12. SHALL	20. MUST
5. WERE	13. SHOULD	21. OUGHT
6. HAVE	14. WILL	22. NEED
7. HAS	15. WOULD	23. DARE
8. HAD	16. CAN	24. USED

These 24 verbs are different from other verbs:

(1) They form the negative by putting "not" after the verb, e.g. I may. I may not. (2) In asking a question they are put before the subject, e.g. Have I? Dare you?

*In Lesson Two some of the verbs are used. Draw a line under them every time they are used. You should have about 40 lines.*

E. *Change each sentence in such a way as to include the word 'seems':*

*Example:*

He is lazy.                      He seems to be lazy.

1. You are staying at home.
2. He knows French.
3. You are fond of work

4. It *isn't* usual for lazy people to become busy people.
5. He *is* fond of work.
6. They *are* not ready.



## LESSON THREE

### A CONVERSATION

(*Conclusion*)

“So he asked you to give him some help, did he? What did you answer?”

“I said I should be very pleased to help him if I could, and so we arranged to start at once.”

“What sort of help does he want?”

“It's like this: As I said just now, he knows Chinese fairly well, but of course he doesn't always know the exact meaning of words. So when he comes to a word or a

sentence he doesn't quite understand, I explain it to him, and he finds the best English translation."

"Where do you work?"

"At his house. We sit in his room upstairs and work together every day for five or six hours. It's very interesting, and I'm learning more about my own language than I ever learnt before."

"I expect you're learning a lot of English at the same time. Is that all you have to do? You just sit there and give him explanations when he wants them?"

"No, I do a good deal of work for him at home in the evening. Every day he gives me a list of words and expressions so that I can work at them beforehand. If you do this sort of work in a hurry, you do it carelessly, and careless work is no good."

“But nearly all work’s like that. You can’t do it properly unless you work slowly and carefully. But I hardly expected to find you a slow and careful worker.”

“You said just now that I was lazy, and now you say you didn’t expect to find me a slow worker. Surely a lazy man’s a slow worker.”

“I didn’t think it likely that you would be a careful worker anyhow: I thought you would work quickly so as to finish what you might be doing, and then you could be lazy again.”

“I see you’re always thinking very bad things about me, but I don’t believe you mean what you say.”

“You’re right. I like saying nasty things like that so as to make people angry. I ought not to do so. It’s a bad habit of mine.”



“Well, you had better change your habit as soon as possible. I don’t mind it myself because I’m used to you. But everybody doesn’t know you as well as I do, and if you say things like that, people won’t like you.”

## NOTES

### Suffixes

Verb	Noun -ion -ation
explain	explanation
express	expression
Adj.	Noun -ity
possible	possibility (a state of being possible)
-less	
careless	care

I *shall* be pleased to help you if I *can*.

I *should* be pleased to help you if I *could*. (But I cannot.)

As I said to you just now = As I told you just now.

He knows Chinese *very* well.

He knows Chinese *quite* well.

He knows Chinese *fairly* well.

He does *not* know Chinese *very* well.

I have come to a sentence that I don't quite understand; I shall be glad if you will explain it to me or translate it to me.

I cannot explain it to you, but I can give you a very exact translation of it.

I cannot translate it to you, but I can give you a very exact explanation of it.

When I go to *his house*, I generally find him *at home* and we work *at his house*.

I know more now than I ever knew before.

I learn more now than I ever learnt before.

I write more now than I ever wrote before.

I expect you are learning a lot of English = It seems to me that you must be learning a lot of English.

I am in a *hurry*, so I must make *haste*.

I am in a great *hurry*, so I must make great *haste*.

You cannot work *properly* if you are in a *hurry*.

*Careless* people work *carelessly*

*Careful* people work *carefully*.

*Slow* people work *slowly*.

It is *not good* = It is *bad*.

It is *no good* = It is *useless*.

It is *no good doing* that = It is *useless to do* that.

You cannot do it *unless you work* = You cannot do it *if you don't work*.

I cannot answer *unless I know* = I cannot answer *if I don't know*.

It is *likely* that he will come = He is *likely* to come.

It is not *likely* that he will come = He is not *likely* to come.

It is not *likely* that the weather will be fine = The weather is not *likely* to be fine.

Is it going to rain? No, not *likely*.

He *works* quickly so as to finish what he *may* be doing.

He *worked* quickly so as to finish what he *might* be doing.

*Perhaps* he *will come* to-morrow = He *may come* to-morrow.

Some people never *mean* what they *say*.

Other people never *say* what they *mean*.

I *must* go to the station to-morrow. It is necessary

I *ought* to go to the station to-morrow, but I cannot.

I *had better* (or *I'd better*) go to the station to-morrow  
= It would be a good thing to go to the station to-morrow.

I *must* not make him angry, and I shall not make him angry.

I *ought* not to make him angry, but perhaps I shall make him angry.

I *had better* (or *I'd better*) not make him angry = It would be a good thing not to make him angry.

Do it *as soon as possible*.

Go there *as quickly as possible*.

Work *as carefully as possible*.

Take *as much as possible*.

I am used to it = It is not new for me.

I am not used to it = It is new for me.

I am used to going there = It is not new for me to go there.

I am not used to going there = It is new for me to go there.

## COMPOSITION

A. In the future positive tense **shall** is used with **I** and **we**, and **will** in all other cases.

In the future interrogative tense **shall** is used with **I, we** and **you**, and **will** in all other cases.

Thus:

I shall

Shall I?

We shall

Shall we?

You will	Shall you?
He will	Will he?
They will	Will they?

*In the following sentences replace each dash either by **shall** or by **will**:*

1. I — not expect to see you to-morrow.
  2. — we translate these sentences into Chinese?
  3. I think he — understand at once.
  4. What sort of help — you give him?
  5. It — be very interesting to read English books.
  6. People — not like you if you say nasty things.
  7. You — sit in his room and correct his mistakes.
  8. At what time — they start?
  9. — I explain it to you this evening?
  10. Then we — go there together to-morrow morning.
  11. If you ask him that question, what — he answer?
  12. — we ask him to come and help us?
- B. *Which of the above 12 sentences are negative, and which are interrogative?*
- C. *Replace each dash by an appropriate article: **the**, **a**, **an** or indicate by means of the sign [ ] if "the" is not necessary.*

**Note.** *“The” is not necessary before uncountable and plural nouns, thus:*

This is *a* book (Before a singular noun).

This is [ ] wood (Before an uncountable noun).

There are [ ] books (Before a plural noun).

1. Don't do it in — hurry.
2. I want to know — exact meaning of this word.
3. If he finds — word that he doesn't understand, I explain it to him.
4. — lazy people do not become — busy people.
5. I had better go to — station to-morrow.
6. This is — very bad habit of mine.
7. What does — word “change” mean?
8. We worked for — hour.
9. I do — good deal of work for him.
10. This is — best answer.
11. For — last fortnight I have had no time for anything except — work.
12. Some people prefer — work to — pleasure.
13. — lazy fellow like you doesn't do any work.
14. — foreigner of whom I am speaking lives next door.
15. You have got — bad opinion of me.

D. *Substitution Tables:*

1.	You He We They	had better	change that habit. arrange to start now. be more exact. explain this expression.
----	-------------------------	------------	---

2.	I We	hardly expected	to find you at home. to do it properly. you would come so soon.
----	---------	-----------------	---



## LESSON FOUR

## WORLDS IN THE SKY

## Part I

The earth that we live on is only one of the many worlds that fly through space. If we want to understand our own world, we must learn about the worlds in the sky, which we can see but cannot visit. The study of the sun, the stars and the other worlds in space is called astronomy, a word which means *the law of the stars*.





---

Astronomy is a science; it is one of the most wonderful and the oldest of the sciences. It seems as if the ancient Greeks knew that the earth was a spinning ball that turned round the sun. Then this knowledge was forgotten, and for many hundreds of years, people thought that the earth was flat and without movement, and that the sun went round it, as it certainly seems to do.

But about four hundred years ago, a European priest called Copernicus found again the truth that had been lost for nearly 2,000 (two thousand) years, that the earth goes round the sun, and that several other planets do so too.

His great Italian follower, Galileo, made use of the telescope. He found that there is a planet which goes round the sun in a

path inside the path of the earth. He found that another planet has four moons showing that it was like the earth, which also has a moon.

Another Italian astronomer named Bruno read and thought about the work of Copernicus. And the idea came to him that the sun—our sun—must really be one of the stars. So he saw that if the sun is a star, the stars are suns.

Men had thought of the earth as the centre of all things, with the sun as its servant, and the stars as little points of light in the sky above the earth, and meaning nothing. And then Bruno came and taught that these little bright points were suns, like our own, perhaps much bigger and much more important.

The universe, then, consists chiefly of an enormous number of stars, perhaps one hundred millions. Of these our sun is just one, neither the biggest nor the brightest, although much more important to us than all the others put together.

Just as our sun has its planets (of which our earth is one), so may each star have its planets. And just as we have our moon, so may each of these planets have its moon or moons.

The whole of our earth is only like a grain of dust when compared with the whole mass of worlds that we can see in the sky on any fine night. The earth is quite small when compared with the sun, and our sun is a very very small thing when compared with other stars outside of our solar system.

## NOTES

### New Verbs

It is useful to *compare* the earth *to* a spinning ball.

It is useful to *compare* the size of the earth *with* that of the sun.

What is it that makes the earth *spin* and *turn* round the sun?

### Comparison of Adjectives

The sun is *bigger than* the earth; the earth is *bigger than* the moon.

The moon is *not so big as* the earth; the earth is *not so big as* the sun.

We can also say "not as big as."

The *most* wonderful science.

The *most* ancient science.

The *oldest* science.

### Past Perfect

Copernicus found the truth that *had been* lost.

Bruno read what Copernicus *had written*.

Up to the time of Copernicus, men *had thought* that the earth was the centre of all things; they *had forgotten* what the Greeks knew.

Although we can see other worlds, we cannot visit them.

Although the Greeks knew that the earth was a spinning ball and that it turned round the sun, these things were forgotten.

Although our sun is more important to us than the other suns, it is not the biggest.

### New Suffixes

Verb	Noun -ment
move	movement
govern	government
arrange	arrangement
Verb	Noun -er
teach	teacher
work	worker
follow	follower
Noun	
astronomy	astronomer

We *know* that the earth *is* a ball that *turns* round the sun.

The Greeks *knew* that the earth *was* a ball that *turned* round the sun.

The earth *also* has a moon = The earth, *too*, has a moon.

Galileo made use of the telescope = Galileo used the telescope.

He used *the* telescope = He used those things called telescopes.

He used *a* telescope = He used one telescope.

The idea came to him = He had the idea.

Just as our sun has its planets, so may each star have its planets.

Just as we have our moon, so may each planet have its moon.

Our sun is *neither* the biggest *nor* the brightest = It is not the biggest, and it isn't the brightest, *either*.

This *means nothing* = This does *not* mean *anything*.

The sky is *above* the earth.

The clouds are *above* us.

## COMPOSITION

A. Change each of the following sentences in such a way as to use the word **although** instead of the word **but**:

*Example:*

Our sun is more important to us than the other suns, *but* it is not the biggest.

*Although* our sun is not the biggest, it is more important to us than the other suns.

1. We can see other worlds, *but* we cannot visit them.
2. The earth is apparently flat, *but* it is really a ball.
3. The men tried to think of a good plan, *but* they could not find one.
4. The children were very young, *but* they were clever.
5. He knows English very well, *but* his pronunciation is rather bad.

B. *Instead of saying "bigger than", "more interesting than", we may say "not so big as" "not so interesting as". Re-write the following as in the example.*

*Example:*

The sun is *bigger than* the earth.

The earth is *not so big as* the sun.

1. The earth is *bigger than* the moon.
2. Mount Everest is *higher than* Mount Omei.
3. A grain of dust is *smaller than* a grain of sand.
4. Astronomy is *older than* other sciences.
5. Iron is *heavier than* wood.
6. The moon is *nearer to us than* the sun.
7. The sun is *more important than* the moon.



LESSON FIVE  
WORLDS IN THE SKY

*(Conclusion)*

When we look at the sky, then, we must always remember the meaning of these great differences in size and the great distance between one star and another. And we must not be deceived, as so many men have been deceived, by the apparently equal size of a planet and a star, or by the apparently equal distance from us of a planet and a star.

We must remember that the bright points in the sky are of two entirely different kinds. All except seven of these millions and millions of points are suns, immensely far and immensely large. But seven of these points, together with the sun and the moon, and the

moons of the planets, are parts of our solar system; they belong to our system, they are near neighbours of ours, and have nothing to do with any of the stars among which they seem to be mixed.

What does our system consist of? It consists of the sun, the chief member; the eight large planets of which our earth is one; the moons of these planets (including our own moon); a number of smaller planets (some of which are much smaller than Japan or England); and a large number of very small things like stones, which are much too small for us to see except when they are attracted to our earth in the form of what we call "shooting stars."

When astronomers first discover a new small planet—and hundreds of them are known—they cannot say whether it is a tiny little planet, or whether it is larger than the

sun. But when they discover that it moves in the sky, they know that it is a planet and not a "fixed star."

People have difficulty in learning how entirely different a planet is from a star. This is a difficulty that even astronomers have to consider, because distance deceives us in the comparative importance of things. If our neighbour next door breaks his leg, we think it more important than if twenty thousand people in Japan are killed by an earthquake. When most people read in a newspaper of a murder that happened the day before, they think it more important than the death of Christ or of Socrates.

We learn from astronomy that a very tiny and unimportant thing may be considered as a very big and important thing.

We can never know any other of the millions of solar systems as we know our own, but whenever we look at a star we must think of it as Bruno thought of it, and remember that it is probably the sun to other planets, on which there may be living creatures or even beings with an intelligence. Then, when we fully understand the right idea of the universe and what it is made of, we shall be ready to study some of these wonderful things more closely.

## NOTES

### **Singular and Plural Nouns**

One being	Two beings
One kind	Two kinds
One creature	Two creatures

Adverbs are often formed from other words by adding *-ly* or *y*.

	• adverb
full	fully
close	closely
entire	entirely
quick	quickly

In the form of = in the shape of or like.

Water falls from the clouds in the form of rain.

We use silver in the form of money.

As a verb: China is formed of twenty-eight provinces.

Water forms in clouds and falls in the form of rain.

### New Verbs

The same force that makes the earth *move* round the sun, makes the sun *attract* the earth.

The stars do not *belong* to our solar system.

Our solar system does not *include* the stars.

We must not let the distance of the stars *deceive* us.

It was a wonderful thing for Copernicus to *discover* that the earth went round the sun.

Nobody can *fix* a thing in the air, for everything in the air is attracted to the earth, and so it falls.

If you do something quickly and without thinking, a mistake may *occur*.

The bright points in the sky are of two different kinds = There are two different kinds of bright points in the sky.

All except seven of these points are suns = All these points except seven are suns.

At one time everybody *except* Copernicus thought that the earth was flat.

All people, *including* astronomers, may be deceived by the distance of the stars.

Whenever we look at the stars = Every time we look at the stars.

We must not forget = We must remember.

Tiny = Very small.

I cannot say = I don't know.

Astronomers cannot always say *whether* something is a planet *or whether* it is a star.

I cannot say *whether* I shall stay in Shanghai next year *or whether* I shall go away.

What *occurred* after that? = What *took place* after that? = What *happened* after that?

Mistakes often *occur* = Mistakes often *happen*.

## COMPOSITION

- A. *Correct any errors of fact in the following sentences:*
1. The earth is flat, and the sun goes round it.
  2. Copernicus was a Japanese soldier.
  3. Our sun is one of the largest stars in the universe.
  4. The solar system consists of ten suns and one planet.
  5. It is a good thing to be deceived.
  6. There are only a hundred stars in the universe.
  7. The sun and the moon do not belong to our solar system.
  8. Galileo was a Greek who lived nearly 2,000 years ago.
  9. The moon is just as big as the sun.
  10. Murder means killing yourself.
- B. *Replace each dash by an appropriate article: **the, a, an**; or indicate by means of the sign [ ] if "the" is not necessary. "The" is not necessary before uncountable or plural nouns.*
1. When we look at — sky at night, we sometimes see — moon.
  2. — large number of — things like — stones are attracted to — earth.
  3. We learn that — very tiny thing may be considered as — very big thing.

4. We should understand — right idea of — universe.
5. — astronomy means “— law of — stars.”
6. When we look at — sky, we can sometimes see — cloud.
7. — earth is only one of the many worlds that fly through — space.
8. It is useful to compare — earth to — spinning ball.
9. — astronomy is — oldest science.
10. When — astronomers first discover — new small planet, they cannot say whether they are — little planets or whether they are larger than — sun.

C. *Point out the adverbs in Lesson 5. When the adverb is derived from an adjective, give the adjective from which the adverb is derived.*

*Example:*

always

apparently (from apparent)

entirely (from entire)

D. *Change each of the following sentences in such a way as to replace the construction **belongs to me** by the construction **is mine**.*



*Example:*

This book belongs to me.      This book is mine.  
 Does this book belong to      Is this book yours?  
 you?

It belonged to John.              It was John's.

1. That belongs to him.
2. That other one belonged to him.
3. That hat does not belong to you.
4. It belongs to her.
5. I think that bag belongs to my brother.
6. To whom does this box belong?
7. The money belonged to us.
8. Does the house belong to your teacher?
9. It did not belong to them.
10. This watch must belong to the captain.
11. These do not belong to me.
12. If that book belongs to you, you had better take it.
13. That letter may belong to you.
14. Does this umbrella belong to John?

## A TEST FOR READING AND UNDERSTANDING

(You should be able to do this in 15 minutes.)

- I. *If the idea is right draw a circle round "Yes". If the idea is wrong draw an idea round "No".*

Yes. No. 1. The universe consists of millions of stars which are really huge suns.

- 
- Yes. No. 2. The National Government of China is found in Peiping.
- Yes. No. 3. The provinces of southeast China are the most thickly populated.
- Yes. No. 4. We are never deceived in the size of the stars because they are so near.
- Yes. No. 5. The aim of Sun Yat-sen was that China should take a position of equality among the nations.
- Yes. No. 6. Roads are a quicker means of communication than aeroplanes.
- Yes. No. 7. It is usually difficult to find the exact translation of English expressions.
- Yes. No. 8. The Republic of China is situated on the continent of South America.
- Yes. No. 9. In the days of the emperors rice was taken north by means of the Grand Canal.
- Yes. No. 10. Work done carefully and slowly generally has a lot of mistakes.
- Yes. No. 11. When you are learning a foreign language your pronunciation sounds rather funny.
- Yes. No. 12. Several hundred years ago people thought the earth was without movement.
- Yes. No. 13. Sun Yat-sen was the first president of the American Republic.

Yes. No. 14. The moon is apparently as large as the sun.

Yes. No. 15. Lazy people prefer work to pleasure.

II. *If the two expressions mean the same thing draw a circle round "S". If they are different draw a circle round "D".*

S. D. 1. It is not good...it is bad.

S. D. 2. It is no good...it is useless.

S. D. 3. Apparently...surely.

S. D. 4. I prefer spring...I would rather have spring.

S. D. 5. To translate...to pronounce.

S. D. 6. Lazy...careful.

S. D. 7. Next door...the next house.

S. D. 8. Important centres...important places.

S. D. 9. Beforehand...afterwards.

S. D. 10. Fortnight...months.

III. *Find a suitable word and fill it in the blank.*

Astronomy	Comparing	Enormous	Pleasure
Rest	Servant	Canal	Copernicus
Idea	Palace	Station	Capital
Continent	Interesting	Port	Tomb

- i. A city to which steamers can come and go is called a —.

2. A waterway made by man is called a —.
3. A large body of land, such as, Europe, Asia, is called a —.
4. The city where the government of a country is found is called the —.
5. The science that has to do with the stars is called —.
6. A thought that comes to the mind is called an —.
7. The house where an emperor lives is called a —.
8. A man who works for another man is called a —.
9. A place where a man is put after death is called a —.
10. To tell where or how two things are the same or different is called — them.

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## LESSON SIX

### JACK AND THE MAGIC BEANS

#### Part I

Once there was a poor old woman who lived with her only son Jack in a small house in the woods. When her husband died he left her a little field in which they grew some wheat and one cow which gave milk enough



Jack sold the Cow for Seven Beans.

for the two of them. But one day when they had no more food or money, Jack's mother told him to take the cow to market and sell it.

Jack took the old cow down the road until he met a man who was selling beans. Jack looked at the beans and thought that he had never seen such beautiful beans in all his life. The man said, "I will give you seven beans for your cow." Jack of course did not know the price of the cow and took the seven beans in exchange for the cow.

When he went home and told his mother that he had exchanged the cow for seven

beans she was so angry that she threw the beans out into the garden and sent Jack to bed without his evening meal. She did not know that the man who sold the beans to Jack was a wizard and that those were magic beans.

In the morning when Jack woke up and looked out of the window he was surprised to see that the magic beans had grown up during the night. The bean plant had grown



so high that the top of it was covered with clouds. Jack quickly dressed himself and went downstairs. He rushed out into the garden and started to climb up the bean plant.

At the Top of the Bean Plant Jack  
Saw a Stone Castle.

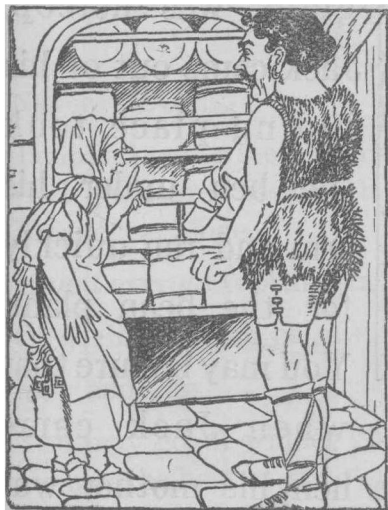
When Jack reached the top he seemed to be in a strange and terrible country.



The Giant's Wife Told Jack to Hide.

All round him on the ground he could see the bones of men and animals. Straight in front of his wondering eyes was a huge stone castle. He decided to go to the front door and ask who lived in the castle. The door was opened by a little old woman who was both surprised and frightened at seeing Jack. "Be quick!" she said. "You must hide! The giant will be home for his breakfast in a minute." She put Jack in the fire-place that she used for making her bread.

In a minute the giant came home. He called out in a loud voice, "Somebody has come into this castle. Bring him here and I will eat him. And I'll grind his bones to make my bread." But his wife did not show him where Jack was hiding. The giant ate a very large meal and then said, "Bring my

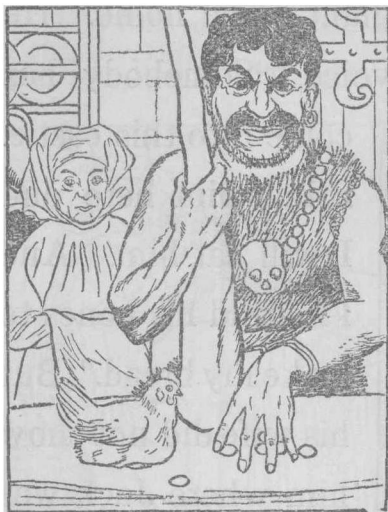


The Giant

magic hen."

When the hen was put on the table he said, "Lay!" and the hen laid an egg of gold. He said, "Lay!" again and the hen laid another golden egg. After the hen had laid several golden eggs the giant sat down in a large chair





The Magic Hen Laid Golden Eggs.

and went to sleep. On seeing that the giant was asleep, Jack came out of his hiding-place, took the hen under his arm and ran quickly for the bean plant. You may be sure that when Jack came

home with the magic hen his mother was very pleased. She said, "Now we do not need to be poor any more."

Although the magic hen's golden eggs had made them rich, Jack still wanted to climb to the giant's castle again. He was afraid that the hen might die and then they would be poor again. He promised his

mother that if she let him go once more he would not attempt to climb to that strange country again.

### NOTES

Never. Ever.

Jack had never seen such a huge giant.

Had Jack ever seen such a huge giant? No, he had never seen one.

If you ever go to America you can visit Washington.

On seeing = When he saw.

May and Can.

You may go = I will let you go.

He may be here at six o'clock = Perhaps he will be here at six o'clock.

You can go = You are able to go. It is possible for you to go.

Double Words.

A fire-place. An arm-chair. A red-hot iron. A picture-book.

Sometimes these words are written as one word.

An underground street in New York. The lighthouse at the port.

When we forget, or do not know a man's name we sometimes say Mr. what's-his-name.

The bean-seller was a wizard.

### COMPOSITION

A. *Re-write these sentences in the form of the Passive Voice.*

1. Her husband left her a field and a cow.
2. A cow gives us milk.
3. The wizard sold some magic beans.
4. She threw the beans out into the garden.
5. The giant ate a very large meal.
6. The magic hen laid some golden eggs.
7. We make bread by grinding wheat.
8. The giant grinds the bones to make his bread.
9. The giant's wife brought the magic hen.
10. Jack saw a huge stone castle.

B. *Fill each blank with "some", "any", "no" or "all".*

1. — cows are large and — are small.
2. — people must have air and food.
3. — man can live under water.
4. Do you know — Frenchmen?
5. — gardens have flowers.

6. — people eat bread and — eat rice.
7. — birds have feathers.
8. — hens really lay golden eggs.
9. I cannot buy that because I have not — money.
10. — people are rich and — are poor.

C. *Re-write the sentences in A in the negative form.*

D. *Use "but" instead of "although" and re-write these sentences.*

*Example:*

Although the hen had made them rich, Jack still wanted to go again.

The hen had made them rich, but Jack still wanted to go.

1. Although Jack and his mother were poor, they were happy.
2. Although it was a strange and terrible country, Jack was not afraid.
3. Although the giant looked everywhere, he could not find Jack.
4. Although he ate a meal, he was still hungry.
5. Although he had wheat, he had nothing to grind it with.

## LESSON SEVEN

## JACK AND THE MAGIC BEANS

*(Conclusion)*

The second time Jack went to the castle, the giant's wife let him hide in a little room where she kept her food. When the giant came home he looked everywhere for Jack but could not find Jack. He sat down and



ate a large meal and then called for his bag of gold coins. He counted the coins one by one until he became sleepy. Jack waited until he saw that the giant was asleep and then came

quietly from his hiding place and took the bag of gold. The gold was so heavy that Jack was very tired when he reached the bean plant. Instead of climbing down with the gold in his arms, Jack poured the gold coins down to the ground. When he reached the bottom he picked up all the coins and took them to his mother.

Jack and his mother were now really quite rich. She made Jack promise that he would not attempt to go up to the giant's country again.

But Jack did not obey his mother as he had promised. Early one morning while his mother was still in bed, Jack got up and dressed himself in different clothes so that the giant's wife would not recognize him. Once again he climbed up to the land above the clouds.

When Jack came to the castle gate the giant's wife did not recognize him because



his clothes were different. She told him to come in quickly and hide himself.—

This time she put him in a large tub in the room where she washed her clothes.

She put the tub in

a corner under some boards and old jars. Jack sat in the tub and listened for the sound of the giant's steps.

In a few minutes the giant came to the front gate of the castle. This time he was very angry and called out in a loud voice, "I am sure there is somebody in this house.

Bring him here and I shall eat him. And I'll grind his bones to make my bread." But the giant's wife would not tell him where Jack was. The giant sat down and ate a huge meal. Then he ordered his wife to bring his



The Musical Instrument Played Songs.

magic music. His wife brought a magic musical instrument. It was made of gold and had the shape of a beautiful lady. The musical instrument played some songs while the giant sang and laughed with joy.

Then he went to sleep.

Jack came out of his hiding-place and tried to steal the beautiful musical



instrument. But the musical instrument called out "Help! Help! Some-body is stealing me." The giant woke up suddenly. He jumped up and ran after Jack.

Poor Jack ran for his life while the huge giant followed as fast as he could. Jack was



Jack Ran For His Life.

so frightened that his feet were like wings and he seemed to fly through the air. He reached the bean plant before the giant and quickly climbed down. The giant started to follow him down. As soon as

Jack got to the bottom he called out to his mother, "Bring a sharp axe! Bring a sharp

axe!" His mother brought the axe and Jack quickly cut the bean plant. The heavy giant fell to the ground and was killed.

After this Jack's mother had enough money. Thanks to the wizard's magic beans they were now quite rich. When Jack grew up he married a farmer's daughter and they were happy together as long as they lived.

## NOTES

**Suffixes** *-al*

Noun	Adjective	
music	musical	
	<i>-en</i>	
gold	golden	
	<i>-ful</i>	Adverb
beauty	beautiful	beautifully
help	helpful	helpfully
joy	joyful	joyfully

### Verbs

eat	ate	eaten
hide	hid	hidden
wake	woke	woke
steal	stole	stolen

We pick flowers in the garden.

We pick up books from the floor.

We wake up. We get up. We stand up.

Children play games in the park.

Boys play football.

We learn to play a musical instrument.

Instead of climbing down with the gold Jack poured it down = He did not climb down with the gold, he poured it down.

Instead of writing a letter he came to see me = He did not write a letter to me, he came to see me instead.

He was surprised to hear = He was surprised when he heard.

The question "why" can be answered by, "Because" + (want to) or "to" + (a verb).

E.G. Why did you go? I went because I wanted to see him.

I went to see him.

## COMPOSITION

A. *Correct the errors of fact in these sentences.*

1. A giant is a very small man.
2. We generally eat ten meals a day.
3. The giant's wife recognized Jack because he wore the same clothes.
4. We play music on a tub.
5. When Jack was a small boy he married a farmer's daughter.
6. Poor people have a great deal of money.
7. Thanks to the wizard's teaching they were now rich people.
8. The giant's wife put Jack into a box to hide.
9. Jack promised his mother that he would go up to the giant's every day.
10. We use an axe to cut our bread.

B. "Instead of carrying the gold coins he poured them down." This can be written: "He did not carry the gold coins, he poured them down instead."

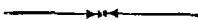
*Re-write these sentences like the example.*

1. Instead of walking we can go in a ricksha.
2. Instead of eating anything I will drink some milk.
3. Instead of playing the giant sang a song.
4. Instead of bringing a knife she brought an axe.

C. *Example:* Thanks to the beans they were now quite rich. Because they had the magic beans they were now quite rich.

*Re-write these sentences like the example.*

1. My teacher is helping me so I am learning English.
2. Because the weather is fine we can play in the park.
3. I am learning to ride my bicycle because my friend is helping me.
4. China is a republic because of the sacrifice of many brave men.
5. The giant's wife did not recognize Jack because he had different clothes.



## LESSON EIGHT

### MORE FABLES

Here are two more of Æsop's fables. The first is about a dove and an ant. It has two morals. The first one tells us that we are rewarded for our kind actions. The other one teaches us that we may get help from those who are much smaller and weaker than ourselves.

On a hot day in June, an ant went to a stream to drink, but by accident fell in and was on the point of drowning.

A dove, who was sitting on a tree quite near, saw the ant fall. Wishing to save the ant, she threw a leaf down into the stream. The ant caught hold of the leaf and was brought safely to the land. He was so glad at being saved from drowning that he resolved to reward the dove if ever he had an opportunity of doing so.

A few days after this, the ant saw a man getting ready to shoot the dove. The ant ran up to him and stung him on the foot. He was just in time, because the pain of the sting made the man jump, so that he couldn't take a careful aim and didn't shoot straight. Then of course the dove was able to fly away in safety. Afterwards she thanked the ant for his kind and clever action.

The next fable, about a fox and a crow, shows us that it is not wise to listen to people who flatter us, and that vanity is a foolish thing.

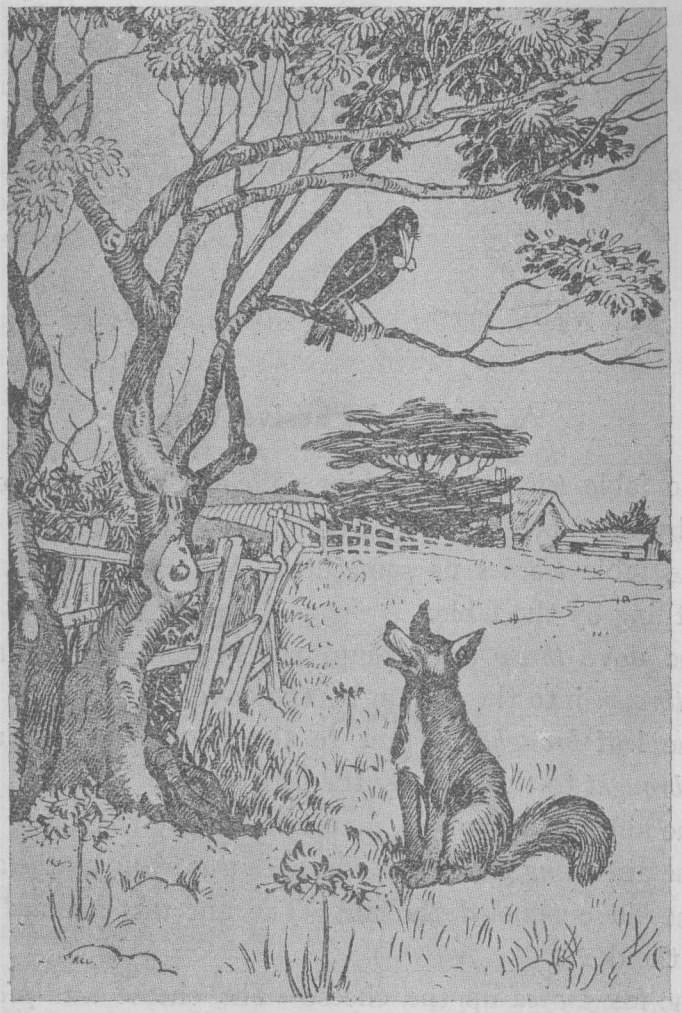
A hungry fox once saw a crow sitting on a tree with a piece of cheese in her beak.

“What a pretty bird you are!” said the fox. “You are the prettiest crow I have ever seen. I wish you would sing me a song. A bird with such lovely feathers always has a beautiful voice, and it is a very long time since I heard any good music.”

The silly crow was so proud at being asked to sing that she opened her beak to do so and, of course, the piece of cheese fell to the ground.

The clever fox picked it up at once, and said to himself as he went away to eat it:

“I said that the crow was beautiful, but I didn’t say that she was wise.”





## NOTES

## New Verbs

sting	stung	stung
flatter	—ed	—ed
resolve	—ed	—ed
wish	—ed	—ed

## Active and Passive Voice

The fable *tells* us something = We *are told* something by the fable.

The fable *teaches* us something = We *are taught* something by the fable.

The dove *threw* a leaf into the stream = A leaf *was thrown* into the stream by the dove.

The leaf *brought* the ant to the land = The ant *was brought* to the land by the leaf.

The ant *saw* a man = A man *was seen* by the ant.

The ant *stung* the man = The man *was stung* by the ant.

The dove *thanked* the ant = The ant *was thanked* by the dove.

The fox *picked* up the cheese = The cheese *was picked* up by the fox.

The ant was *weaker than* the dove; but although *weak*, it was able to help the dove.

This fable *has* two morals = *There are* two morals to this fable.

The first (= The first one) is about a dove and an ant.

Now, I am *able to* do this = Now, I *can* do this.

Yesterday, I was *able to* do this.

To-morrow, I shall be *able to* do this.

I may be *able to* do this now or to-morrow.

An ant went to a stream *to drink* (=so that it *could drink*).

Caught hold of = took and held in the hand.

On the point of = just going to.

He was glad at being saved = He was glad because he was saved.

*What a pretty bird you are!*

*What lovely feathers you have!*

It is *not wise* to listen to people who flatter = It is *foolish* to listen to people who flatter.

The contrary of *wise* is *foolish*

The contrary of *beautiful* is *ugly*.

The dove flew away *safely* } = The dove flew away in  
The dove flew *safely* away } *safety*.

The ant came to the land *safely* } = The ant came to the  
The ant came *safely* to the land } *land in safety*.

The pain *made* the man *jump*.

The fox *made* the crow *open* her beak.

It is a long time *since* I *heard* any good music.

The fox said that it was a long time *since* he *had heard* any good music.

It is a long time *since* I *began* to learn English.

The boy said that it was a long time *since* he *had begun* to learn English.

The ant came to the land.

The cheese fell to the ground.

The crow was *so* proud *that* she opened her beak.

The crow was *such* a proud bird *that* she opened her beak.

The crow was proud *of* her voice.

The crow was proud *at* being asked to sing.

## COMPOSITION

A. Change every singular word underlined into its corresponding plural form.

1. What a pretty bird it is!

2. Here is a fable by Æsop.

3. A fable has always a moral.

4. A fox saw a crow.

5. A planet is not the same thing as a fixed star.

6. A child was playing by the side of a house.
7. An elephant is a large animal.
8. Sometimes a friend is worse than an enemy.

B. *Replace each dash either by **will** or by **shall**.*

1. If the crow opens her beak, the cheese — fall to the ground.
2. If the cheese falls to the ground, the fox — pick it up.
3. If you begin the work to-morrow, — you be able to finish it the next day?
4. If you work well, you — soon learn to speak English.
5. If the ant stings the man, the dove — be saved.
6. — they be able to weigh the elephant if they have no scales?
7. If the ant is saved from drowning, he — reward the dove.
8. If we decide to go there, at what time — you be ready to start?
9. If I want to catch the train, — I start now?
10. If John decides to go to Hangchow to-morrow, at what time — he reach the railway station?
11. If you are late, I — not know what to do. — I wait for you or — I go without you?
12. If the weather is fine, we — all go to Hangchow on Sunday.

- C. He was glad because he was saved. = He was glad at being saved.

*Re-write these sentences using "at being" instead of "because".*

1. She was glad because she was asked to go.
2. They were angry because they were put in prison.
3. I was sorry because I was late.
4. The fox was joyful because he got the cheese.
5. He was angry because he was caught by the police.

D. *Re-write these sentences using "on the point of" and the "—ing" form instead of "just going to".*

1. He was just going to leave the house when I came.
2. He was just going to sell his house when the letter came.
3. He was just going to drown when the dove saved him.
4. He was just going to hit me when his foot slipped.
5. The dog was just going to bite me when the man called.

E. *Re-write these sentences using "caught hold of" or "catch hold of" instead of "take" or "hold".*

1. If the wind blows your hat off you must take it quickly.

2. When he fell into the water he took my hand quickly.
3. The desk was falling over but I held it.
4. The dog took the man's leg but did not bite him.
5. Jack took the bag of gold and ran for his life.

E. A conditional main clause is the same in form as a future sentence, except that *shall* is replaced by *should*, and *will* by *would*.

A conditional subordinate clause always contains a preterite finite. In such cases *was* is always replaced by *were*.

*Rewrite the sentences of Exercise B in the conditional form by replacing each present finite by the corresponding preterite finite, and replacing each dash either by **should** or by **would**. The resultant meaning will be that of present supposition.*

*Example:*

If the crow *opened* her beak, the cheese *would* fall to the ground.

If the ant *were* saved from drowning, he *would* reward the dove.

## LESSON NINE

## ROBERT BRUCE AND THE SPIDER

England and Scotland today form one country. But once they were two independent countries and often had wars against each other. At one time the English king tried to rule over Scotland with English soldiers and officials. He tried to force the Scots to consider him as their king. But the Scots had a leader, Robert Bruce, who, after many unsuccessful efforts, finally succeeded in driving the English out of Scotland.

Now there is a story told about Robert Bruce, and how he was encouraged to persevere. Bruce had once again fought against the English. He had been defeated, and had to hide himself in an old hut where he would





not be found. He had lost hope, for it did not seem possible that he could ever succeed.

As he lay there on a bed of straw feeling very sad and disappointed, he noticed a spider making a web. To amuse himself, and to see what the spider would do, Bruce destroyed the web when it was finished. The spider took no notice of this disaster, but immediately went to work again to make a new web. Once again Bruce pulled it to pieces; once again, the spider started to work on another web.

The King began to wonder how long it would be before the spider was discouraged. He said to himself: "I have been defeated by the English six times, and I am ready to give up fighting. Will the spider give up building if I destroy the web six times? If

the spider has enough perseverance to try a seventh time, I, too, will persevere, and make one more effort."

Six times he broke the spider's web. Taking no notice at all of these disasters, the spider started a seventh web, and finished it successfully. Encouraged by this example, Bruce made up his mind to try once again to free his country from the English. He gathered a new army, made his preparations very carefully and very patiently, won an important battle and drove the English out of the country.

Now whenever we feel discouraged about anything, we must follow the example of Bruce, who followed the example of the spider.

The moral of this story is:

“If at first you don’t succeed, try, try, try again.”

If you fail in an examination, you must not let your failure discourage you. You must not lose heart. You must be hopeful and full of courage, ready to go to work and to try again.

## NOTES

### New Verbs

We ought to *encourage* efforts to do right things and *discourage* efforts to do wrong things.

Bruce started to *gather* (= collect) a new army.

The spider started to *build* a new web. build, built.

He made up his mind to *win*. win, won.

*Courage. Encourage. Encouraged.*

*Discourage. Discouraged.*

### Suffixes

-ment

-ure

disappoint

-ment

fail

-failure

amuse

-ment

please

-pleasure

discourage

-ment

	-ance
persevere	-ance
	-ation
prepare	-ation
examine	-ation

## Prefix

en-(=make able)  
 encourage  
 enable  
 dis-  
 discourage

## Suffix

-en  
 widen (to make wide)  
 straighten  
 weaken

You remember *reading* about the clever children.  
 Do you remember *learning* the English alphabet?  
 The spider did not give up *building* the web.  
 You must never give up *trying*.

We can *read about* things, *write about* things, *speak about* things, *think about* things, *tell people about* things, *hear about* things and *learn about* things.

To make an effort = To try.

Efforts may be *successful* or *unsuccessful*.

It is generally difficult to do a thing *successfully* without careful *preparation*.

It took no notice = It did not take any notice.

To go to work = To start work = To begin work.

If you don't succeed, you must *go to work* and *try* again.

The spider *went to work* and *tried* again.

Bruce said, "I *wonder* how long it *will* be before the spider *is* discouraged."

Bruce *wondered* how long it *would* be before the spider *was* discouraged.

Bruce *wondered* whether the spider *would* give up building if he *destroyed* the web six times.

Many cities are destroyed during a time of war.

*I have been defeated* by the English = The English *have defeated* me.

If the spider *had* enough perseverance, Bruce, too, *would* persevere.

Six times he destroyed the web = He destroyed the web six times.

Bruce *made up his mind* to succeed.

If you *make up your mind* to do a thing, you generally succeed.

If people *make up their minds* to do a thing, they generally succeed.

*Taking no notice of this*, the spider started again.

*Encouraged by this example*, Bruce started again.

He wanted to *free* his country = He wanted to *make* his country *free*.

Success generally encourages, and failure generally discourages.

*Hopeful* people do not easily lose *hope*.

*Brave* people do not easily lose *heart*.

## COMPOSITION

A. Rewrite the following sentences replacing in each case the past tense by the present tense.

*Example:*

People *tried* to drive the English out of Scotland.

People *try* to drive the English out of Scotland.

1. People tried to drive the English out of Scotland.
2. Bruce succeeded in driving the English out of Scotland.
3. Bruce had once again fought against the English.
4. Bruce had to hide himself.
5. He lay on a bed of straw.
6. He noticed a spider making a web.
7. Bruce broke the web when it was finished.
8. The spider took no notice.
9. The spider went to work again to make a new web.
10. Bruce pulled it to pieces.
11. The spider started to work on another web.
12. The King began to wonder how long it would be before the spider was discouraged.
13. Bruce made up his mind to try once again.

14. He gathered together a new army, made his preparation, won the battle, and drove the English out of the country.

B. Such sentences as those on the left are called "Direct Questions." Note that the subject comes *after* the finite:

What is it?

I don't know what it is.

Where are you?

I want to know where you are.

Why did he come?

Tell me why he came.

When will they go?

I wonder when they will go.

Is it here?

Ask him whether it's here.

Does he like them?

I'm not sure whether he likes them.

Such sentences as those on the right are called "Indirect Questions." Note that the subject comes *before* the finite.

Indirect Questions start with such expressions as *I don't know, I want to know, Tell me, I wonder, Ask him, I'm not sure, I forget, I remember, etc.*

Note that the word *whether* is not used in Direct Questions.

*Change each of the following Direct Questions (on the left) into an Indirect Question by completing the sentences the first part of which is supplied on the right.*

- |   |                               |
|---|-------------------------------|
| 1. Why did he break the web?                  | 1. Tell me ——.                |
| 2. When did Bruce collect his army?           | 2. I don't know ——.           |
| 3. Does he like bathing?                      | 3. Ask him ——.                |
| 4. What are they?                             | 4. Tell me . ——.              |
| 5. Which is larger?                           | 5. I wonder ——.               |
| 6. Do you like going to the seaside?          | 6. Tell me ——.                |
| 7. Where were you?                            | 7. I don't know ——.           |
| 8. What did he ask?                           | 8. Please tell me ——.         |
| 9. Is he coming today?                        | 9. I'm not sure ——.           |
| 10. Will the spider give up building?         | 10. Bruce wonders ——.         |
| 11. Who had the idea that the sun was a star? | 11. I forget ——.              |
| 12. How much money do I owe you?              | 12. I don't remember ——.      |
| 13. At what time shall you come back?         | 13. I should like to know ——. |
| 14. What did the fox say to the crow?         | 14. I know ——.                |



15. Did your friends enjoy themselves?  
15. I want to know —.
16. Is it a planet or is it a star?  
16. I wonder —.
17. Whose house is that?  
17. I'm not quite sure —.
18. What occurred after that?  
18. Ask him —.
19. Where did you see your friend?  
19. Please tell me —.
20. Shall I stay in Shanghai or shall I go away?  
20. I cannot say —.



## LESSON TEN

### A RAILWAY JOURNEY

“Hallo, here you are! How long have you been here?”

“Not long. Only about two minutes.”

“What’s the time? I’m afraid my watch is wrong.”

“It’s exactly eight minutes to nine.”

“Then I’m five minutes fast.”

“Well, it’s better than having it slow. Ah, there’s the booking-office open; shall I get your ticket too?”

“Yes, if you don’t mind.”

“Which class?”

“Oh, second, I suppose.”

“I don’t see any reason why we shouldn’t go third. It isn’t as if third-class carriages were dirty or uncomfortable. And it’s certainly cheaper travelling third-class.”

“Well, yes. The third-class carriages on this line are certainly clean and comfortable and, as you say, third-class is cheap. After all, it’s no use spending money needlessly.”

“I suppose we’d better not take return tickets, we may want to come back some other way.”

“No, it isn’t worth while taking returns; better take single.”

(To booking-clerk) "Two thirds, Green Hill."

(Booking-clerk) "Return?"

"No. Single."

"Two (shillings) and twopence."

"Here's your ticket; you owe me one (shilling) and a penny. I suppose this is the side for Green Hill, isn't it?"

"Well, they seem to be all going over to the other side. I'll ask that porter . . . Yes, it's the other platform; we must go across the bridge."

"I rather like this, having a carriage all to ourselves. It's almost like having a private car. Hallo, where's my umbrella? I must go and look for it."

"You'd better be quick."

"Here it is. I'd left it in the booking-office."

"Now we're off at last."

“What do you do with yourself on Sundays as a rule?”

“Oh, I’m generally too lazy to do anything on Sundays except to sit out in the garden and read.”

“Don’t you ever go for a walk?”

“Very rarely, and when I do, I go out into the country. I don’t care for walking about the streets on a Sunday. It looks so dull with all the shops shut and nobody about except when the people are coming out of church. Walking up one street and down another isn’t very lively.”

---

“Here we are. This is Green Hill.”

“I’m glad to hear it. Let’s get out.”

“What’s the matter?”

“I thought I’d lost my ticket but I had it in my hand all the time, but where are my gloves?”

“What, have you lost your gloves now?”

“Yes, I must have left them in the train.”

“Shall we go back for them?”

“It’s too late now. The train has gone on.”

“You’re always leaving things behind. I don’t know what you do when you travel with baggage. I expect you lose half of it.”

“Oh no, that’s a different matter. I never forget baggage; only things like umbrellas or sticks or gloves.”

“Yes, one often does forget one’s umbrella or stick; with some people it’s a habit. It’s a bad habit all the same.”

#### NOTES

*Hallo*, how are you? *Hallo*, here you are!

*Hallo*, where’s my umbrella? *Hallo*, I’ve lost it.

How long *have you been* here? *I have been* here about two minutes.

How long *have you been* in Shanghai? *I have been* in Shanghai about two years.

Have you been here *long*?

Have you been waiting *long*?

The booking-office is *open*.

The shops are *shut*.

My watch is *slow*.

My watch is *fast*.

My watch is *right*.

My watch is *wrong*.

Shall I get yours?  $\left\{ \begin{array}{l} \text{Yes, if you don't mind.} \\ \text{Yes, please.} \\ \text{Yes, do.} \\ \text{Yes, if you will.} \end{array} \right.$

It isn't *as if* the carriages *were* dirty.

It isn't *as if* it *were* late.

It's cheaper travelling third-class = Travelling third-class is cheaper = It's cheaper to travel third-class.

It's  $\left\{ \begin{array}{l} \text{no use} \\ \text{no good} \\ \text{useless} \end{array} \right\}$  spending money needlessly.

Spending money needlessly is  $\left\{ \begin{array}{l} \text{no use.} \\ \text{no good.} \\ \text{useless.} \end{array} \right.$

It's  $\left\{ \begin{array}{l} \text{no use} \\ \text{no good} \\ \text{useless} \end{array} \right\}$  to spend money needlessly.

It isn't *worth while* taking that = Taking that isn't *worth while* = It isn't *worth while* to take that.

A single ticket = A ticket for a single journey.

A return ticket = A ticket for a double journey, including the return journey.

Give me a return = Give me a return ticket.

Give me two returns = Give me two return tickets.

Give me a single = Give me a single ticket.

Give me two singles = Give me two single tickets.

Give me a third = Give me a third-class ticket.

Give me two thirds = Give me two third-class tickets.

We *had better* (= We'd better) take returns.

We *had better* (= We'd better) *not* take returns.

We will (= We'll) go *this way*.

We will (= We'll) go *that way*.

We will (= We'll) go *the other way*.

We will (= We'll) go *some other way*.

We must go *across* the bridge = We must go *over* the bridge.

We must go *across* to the other side = We must go *over* to the other side.

It's *almost* like summer = It's *nearly the same as* summer.

It's *almost* impossible = It's *nearly the same as* impossible.

You'd better go = You had better go.

I'd better go = I had better go.

I'd rather go = I would rather go.

You had better go = It would be better for you *to* go.

We are off = We have started.

The booking-office = The office where we buy tickets.

The booking-clerk = The clerk who sells us tickets.

What do you do *as a rule*? = What do you *generally* do?

What do you do *with yourself*?

What shall we do *with ourselves*?

I don't know what to do *with myself*.

Rarely = not often.

I *rarely* go out = I do *not often* go out.

Dull = not lively.

Here you are = Oh, you have come!

Here we are = This is the place.

Here I am = I have come.

Here he is.

Here is your ticket.

There you are. (May mean "There it is.")

There he is.

There is my friend.



What's the *matter*? = What's wrong.

What's the *matter* with you? = What's wrong with you?

What's the *matter* with that? = What's wrong with that?

That's a different *matter* = That's a different *thing*.

He knew it *all the time* = { He knew it during the whole time.  
He knew it but we did not think that he knew it.

It was here *all the time* = { It was here during the whole time.  
It was here but we did not know that it was here.

The ticket was in my hand *all the time* = { The ticket was in my hand during the whole of my journey.  
The ticket was in my hand but I did not know it.

You are always leaving things behind = You have a habit of often leaving things behind.

I am always forgetting things = I have a habit of often forgetting things.

I *left* my gloves *at home* = I forgot to bring my gloves.

I *left* my umbrella *in the train* = I forgot to take my umbrella out of the train.

*One* often does things like that = People (including you and me) often do things like that.

*One* may forget = People (including you and me) may forget.

*One* often *does forget* = It is quite true that one often forgets.

*One* often forgets *one's* umbrella.

*One* often loses *one's* way.

A pair of gloves = The right-hand glove and the left-hand glove.

How much does it *cost*? = What is the price?

Which cost more: a third-class ticket or a second-class ticket?

You owe me a shilling = You must pay me a shilling.

A promise to pay is sometimes written, I. O. U. (I owe you.)

## COMPOSITION

A. Replace each dash by **shall** or by **will**.

1. --- I give you your ticket now?
2. I --- write to my brother this evening.
3. --- we give our ticket to that man?
4. What --- you do with yourself next Sunday?
5. --- you lend me two shillings, please?
6. He owes me a shilling; he says he --- give it to me to-morrow.

B. In 8 of the sentences given below, the infinitive (given between square brackets) is the correct form. In all the other sentences the infinitive in square brackets is to be replaced either by the past participle or by the -ing form.

*Example:*

The monkey did something without *thinking*.

I used to *go* there every day.

The stone was *thrown* with such force that it broke the man's nose.

1. The monkey did something without [think].
2. I used to [go] there every day.
3. I do not care for [walk] about the streets.
4. The stone was [throw] with such force that it broke the man's nose.
5. We must [take] return tickets.
6. A dove was [sit] on a tree.
7. The earth is the name we have [give] to our planet.
8. I am used to [go] there.
9. A man came [bring] an elephant.
10. [Encourage] by this example, Bruce started again.
11. The weight made the boat [sink].
12. [Walk] up one street and down another is not very lively.
13. We go to school in order to [learn].
14. I prefer [do] this to [do] that.

15. Bruno read what Copernicus had [write].
16. Would you mind [come] here for a moment?
17. You had better [go] there at once.
18. I like [read] stories.
19. I should like to [go] out.
20. The child had the elephant [take] out of the boat.
21. He seems to be [work] a good deal.
22. The stars do not [belong] to our solar system.
23. I would rather [travel] third-class.
24. The spider did not give up [build] the web.

C. *Complete the following "Indirect Questions":*

1. Tell me what —.
2. I quite forget where —.
3. I'm not quite sure when —.
4. I wonder whether —.
5. Can you tell me why —?
6. You don't seem to know whether —.
7. I remember how —.
8. I want to know whose —.
9. I told him how —.
10. Nobody can tell me whether —.
11. Do you remember which —?
12. I always forget who —.
13. He wanted to know to whom —.
14. Don't forget where —.
15. I should very much like to know when —.

16. We were wondering how much —.
17. Will you ask him why —?
18. Nobody knows whether —.
19. I can't remember how many —.
20. I wanted to ask him at what time —.

D. *When you have correctly completed the above indirect questions, replace each by the corresponding direct question. If, for instance, the first sentence is **Tell me what it is**, the corresponding direct question will be **what is it?***

*Remember that **whether** is never used in a direct question.*

E. ***Would you mind going?** is a polite manner of saying **Go, Please go, or Just go.** Change each of the following sentences in such a way as to express the command more politely.*

1. Please get my ticket too.
2. Take return tickets.
3. Just go across the bridge.
4. Please get out.
5. Hold my umbrella a minute.
6. Please tell me the time.

## AN EXAMINATION

Time—30 minutes

Marks—100

I. *Show that you understand the meaning of these unfinished sentences by writing the number of the "if clause" on the line beside the sentence. 20 marks 5 minutes.*

1. It is no use having clothes ———.
2. It is no use planting seeds ———.
3. It is no use having a ticket ———.
4. It is no use going to school ———.
5. It is no use having an example ———.
6. It is no use wearing gloves ———.
7. It is no use taking careful aim ———.
8. It is no use buying a horse ———.
9. It is no use making a plan ———.
10. It is no use collecting an army ———.

- |                                |                                 |
|--------------------------------|---------------------------------|
| (1) if we do not study hard    | (2) if there is no war          |
| (3) if we have not a gun       | (4) if we do not follow it      |
| (5) if we do not water them    | (6) if you cannot ride          |
| (7) if you do not persevere    | (8) if we do not wear them      |
| (9) if the weather is very hot | (10) if we do not go on a train |

II. *Speed Reading Test 30 marks. Time—10 minutes.*

1. When building a nest, the mother bird uses leaves, bits of grass and sometimes horse hair. When the nest is nearly finished she pulls feathers from her

own body and puts them on the inside of the nest. The (A)..... make the nest a warm (B)..... for the baby birds.

*Fill the blanks above with the correct word from this list:*

- |    |       |      |          |           |
|----|-------|------|----------|-----------|
| A. | straw | hair | feathers | leaves    |
| B. | food  | bit  | box      | home cage |

2. Black clouds began to form in the sky, and the air became very hot. John, who was out walking with his dog (A)..... to go home quickly so that he would not get (B).....

- |    |        |         |          |       |         |
|----|--------|---------|----------|-------|---------|
| A. | called | decided | wondered | asked | ordered |
| B. | wet    | dry     | hungry   | late  | early   |

3. In the summer time, although it is very hot in the cities, it is always cool at the seaside. Many people leave the (A)..... and go to the ocean side during the (B)..... months.

- |    |        |           |          |               |
|----|--------|-----------|----------|---------------|
| A. | school | mountains | children | city          |
| B. | cool   | long      | dark     | summer winter |

4. In order to live, plants need air, water and light. Plants in the fields grow well because they get all three. If a plant had air and light but no (A)..... it would (B).....

- |    |      |        |      |      |       |
|----|------|--------|------|------|-------|
| A. | air  | light  | snow | sun  | water |
| B. | grow | flower | die  | stop | green |

5. England has reached her position as one of the most important commercial countries of the world by hard work and sacrifice. During the last hundred years the population of England has become much larger, but her farmers have grown much less food. England is now (A) . . . . . to get her (B) . . . . . from other parts of the world.

A. unable    necessary    forced    glad    always

B. iron    food    people    commerce    rain

### III. Reading Test for Unknown Words. 30 marks.

*In some of these questions there is one word that you have not learned. If you read the whole question you will know the meaning of the word. Show that you understand the question by drawing a line under the correct word.*

1. Plums grow on trees. Some are red and some are dark blue. They are good to eat. What are plums?

flowers    leaves    fruit    seeds

2. Peacocks have long tails. They are very proud of their beautiful feathers. They often open their tails out wide in order to show the beautiful feathers. What are peacocks?

fish    insects    plants    birds



3. Seals are water animals that live in the cold northern oceans. They catch fish to eat. What can seals do?

fly            run            swim            ride

4. Jack grew a bean plant to reach the giant. He climbed and climbed until he was up in the clouds. What sort of bean plant was it?

high            small            wide            narrow

5. Cheese is good to eat. It is made from the milk of cows. The colour of cheese is generally red or yellow. What is cheese?

hungry            food            plant            fruit

6. Sheep have thick wool to keep them warm all winter. In the spring men cut off the wool and make it into clothes. Clothes that are made of wool are.....

cold            wet            thin            warm

7. The man was going on a journey. He could hear the train coming in. He could see the people gathering their baggage and preparing to go. He ran quickly to the clerk at the office. What was he buying?

book            flowers            bag            ticket

8. A dove saw an ant fall into a stream. The ant could not swim. Wishing to save the ant, the

dove threw down a leaf because the ant ~~was on the~~  
point of.....

eating      drowning      swimming      crying

9. When people travel they like to be comfortable. If railway carriages are dirty people will not like them. It is important that trains must be.....

cold      hot      cheap      clean

10. Bruce fought against the English many times. Every time he fought he was defeated. How was Bruce feeling?

happy      discouraged      joyful      loyal

IV. *Articles and Prepositions.* 20 marks.

*Fill in the blanks with articles (a, an, or the) and prepositions (words like in, above, on, beside, etc.)*

One day — man was going — the city. On — way he met — wizard. — wizard gave him — magic lamp.

Bruce lay — a bed of straw. He saw a spider — front — him. He was encouraged — the example — the spider.

## LESSON ELEVEN

## A FABLE WITH SEVERAL MORALS

This is one of the best-known of Æsop's fables. It seems to have several morals. One is that perseverance may be better than skill. Another is that it is foolish to boast, even if one is very clever at doing something. Another moral is that it may be foolish to have too much confidence in one's powers. Another conclusion is that it is not wise to under-estimate the strength of one's rival.

The story also suggests two well-known proverbs. One of these is "Slow but sure." The other is "Slow and steady wins the race."

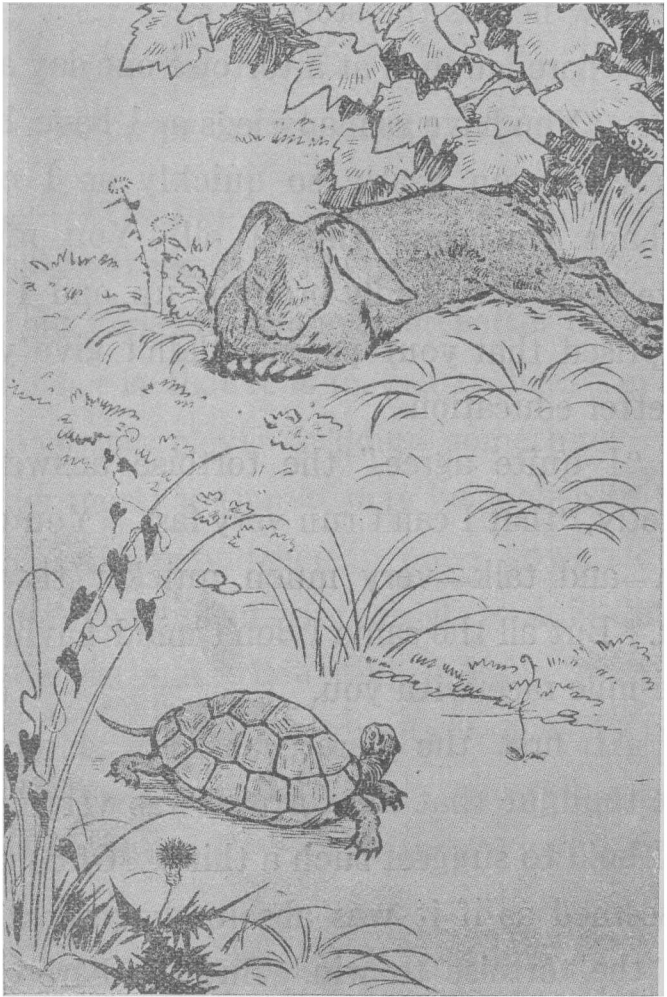
These morals and proverbs may have some value for boys and girls who are trying to win prizes in races or other contests.

Now here is the story.

A hare laughed at a tortoise one day and said: "You have as many legs as I have, but you can't run nearly so quickly as I can. Perhaps you can't run at all. You must have been very badly brought up, and I am surprised that your parents didn't give you a better education."

"I quite agree," the tortoise answered quietly, "that I can't run very fast. You can run—and talk—very much quicker than I can. But all the same I don't mind having a five-mile race with you."

At first the hare was very annoyed. She thought that the tortoise was very rude and bold to suggest such a thing. Of course, it seemed as if it was absolutely impossible for the tortoise to win. But the hare considered the matter for a moment and then



said: "Come along, then, but you can't possibly win."

So it was agreed that they should start at once. The hare ran a mile in a few moments.

"I am sure to win," the hare thought to herself. "In fact I am quite sure to win. There's no doubt about it whatever: the tortoise has only walked a yard or two. If I have a short sleep under the shade of this grass, it won't matter in the least; I have plenty of time."

while the lazy hare was sleeping, the tortoise walked patiently on and on for many hours. He walked very slowly, it is true, but he never stopped.

When the evening came, the hare suddenly woke up and she was surprised to find

how late it was. So she began running again as fast as she could. But when she got to the end of the five miles, she found that the tortoise had already got there a long time before.

The tortoise had won in spite of the fact that he could not run, and the hare lost on account of her laziness and over-confidence.

### NOTES

*A proverb is often nearly the same as a moral.*

[ ] *Proverbs are often nearly the same as [ ] morals.*

To have a sleep = To sleep.

To go to sleep = To begin to sleep.

I went to bed early but I couldn't  $\left\{ \begin{array}{l} \text{go} \\ \text{get} \end{array} \right\}$  to sleep.

It seems to have several morals = Apparently it has several morals.

The Greeks were very  $\left\{ \begin{array}{l} \text{good} \\ \text{clever} \end{array} \right\}$  at building.

This boy is  $\left\{ \begin{array}{l} \text{good} \\ \text{clever} \end{array} \right\}$  at writing Chinese characters.

He is not  $\left\{ \begin{array}{l} \text{good} \\ \text{clever} \end{array} \right\}$  *at* counting.

To under-estimate = To estimate too low.

To over-estimate = To estimate too high.

Under-confidence = Not enough confidence.

Over-confidence = Too much confidence.

*The one who* won the race won the prize.

*Those who* won the race won the prizes.

A race is a running contest, a swimming contest or a flying contest.

You cannot run  $\left\{ \begin{array}{l} \text{so} \\ \text{as} \end{array} \right\}$  quickly as I can.

Not so quickly = More slowly.

Not quite so quickly = Rather more slowly.

Not nearly so quickly = Very much more slowly.

Not so large = Smaller.

Not quite so large = Rather smaller.

Not nearly so large = Very much smaller.

Parents bring up their children = Children are brought up by their parents.

The hare said that the tortoise had been badly brought up.

Parents *give* their children an education = Children *are given* an education by their parents.

The hare said that the tortoise had been given a bad education.



The tortoise *agreed* that he could not run very fast.  
 They *agreed* to start = It was *agreed* that they should start.

I quite *agree with* you =  $\left\{ \begin{array}{l} \text{My opinion is the same as} \\ \text{yours.} \\ \text{I think what you think.} \end{array} \right.$

I quite *agree with* what you say.  
 You and I are *agreed*.

You can run  $\left\{ \begin{array}{l} \text{quicker} \\ \text{more quickly} \end{array} \right\}$  than I can.

You run  $\left\{ \begin{array}{l} \text{slower} \\ \text{more slowly} \end{array} \right\}$  than I do.

A five-mile race = A race for five miles.

A five-letter word = A word with five letters.

Did the tortoise *annoy* the hare?

Yes, the tortoise *annoyed* the hare.

The hare was *annoyed* by the tortoise.

### Suffixes

#### -able

eat	—eatable	agree	—agreeable
comfort	—comfortable	value	—valuable

#### -ness

lazy	—laziness	happy	—happiness
good	—goodness	foolish	—foolishness

## COMPOSITION

A. In Lesson 11 there are 16 different past tense words and 8 past participles.

Make a list of these past tense words and another list of the past participles, giving in each case the verb to which they belong.

Example:

Preterite	Verb	Past Participle	Verb
過去形	動詞	過去分詞	動詞
laughed	to laugh	known	to know

B. Replace each dash by an appropriate adverb. Most adjectives can be turned into adverbs by adding **-ly**.

1. A bad writer writes —.
2. A good writer writes —.
3. Brave men fight —.
4. Careless people do their work —.
5. The ant came — to land.
6. The hare ran — but lost the race.
7. A careful man does his work —.
8. A quick pupil learns —.
9. The tortoise walked — but won the race.
10. A slow pupil learns —.

C. *The sentences below make up what is called a Double Substitution Table. Each of the eight expressions on the left will combine with each of the eight expressions on the right. The table contains therefore 64 sentences. Write down 12 good sentences composed from this table, and then give the nearest Chinese equivalent to each.*

*Example:*

I wonder what this is called.

Ask him where he lives.

I'm going to ask

I don't know

I want to know

Would you mind telling me

I wonder

Can you tell me

Ask him

I should like to know

what this is called.

who that man really was.

where he lives.

when they will be ready.

whether the hare or the  
tortoise won.

how this is done.

why the hare lost the race.

which animal won the race.

## LESSON TWELVE

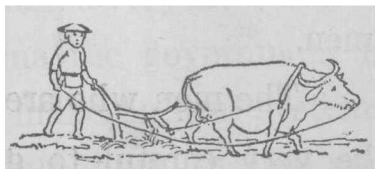
### PLANTING RICE

Rice is one of the most important foods in the world. Nearly half of the people in

the world depend on rice for their food supply. Wherever the weather is warm enough and the land is suitable, people have learned to grow rice, because by growing rice they can produce more food to the square mile than by growing anything else. Nearly one third of the world's rice supply is grown in China, which makes China one of the greatest agricultural countries in the world. Village life in China is chiefly concerned with growing rice and most of the farmer's activities have to do with the preparation or cultivation of the fields for the planting of the rice or the gathering of the crop.

In the spring the farmer ploughs the fields.

Chinese farmers generally make use of



Spring Plowing

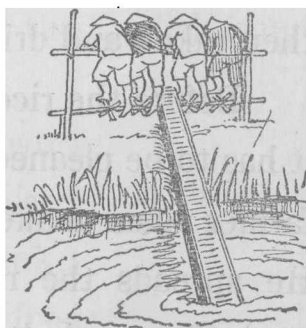
a water buffalo when they plough the rice-fields. Water buffaloes are strong, patient animals but they are very slow when they work. Therefore, when they are ploughing you can hear the farmer whistling and calling to them and sometimes he has to whip them in order to make them move faster.

Rice is first sown in a seed-bed, which is especially prepared. When the rice has grown up about six inches tall, all the men, women and children go out and pull it up, tie it in little bundles and throw the bundles out on to the sides of the field. Then it is taken and planted by the men.

The men who are planting the rice must be very careful to get it in straight lines. Sometimes this is very difficult but the men

become very expert at doing it and when the rice has been planted out in straight lines it is very pleasant to look at.

If, when the time for planting the rice comes, there is not enough water in the fields, it is necessary for the farmer to irrigate them. Unless he has water in a pond on a higher level than his rice fields, it is necessary for him to use a water-wheel. The water-wheel is turned by men's feet and in a day it can carry up a great deal of water. This method of irrigation is very slow and so in many parts of China the government is helping the farmers to make natural systems of irrigation by digging deep ditches and turning rivers into them.



*Irrigating the Fields*

When rice is getting ripe its colour turns from green to yellow. By the time it has become a beautiful golden colour it is ready for cutting. As the farmers cut it they tie it into large bundles and beat it into a box. The grains of rice fall into the box and are then taken and dried in the sun.

Before the rice can be cooked and eaten it has to be cleaned. In cleaning the rice the farmer again makes use of his water buffalo. He spreads the rice out on a large round stone floor. A large heavy stone roller is then drawn round and round the stone floor and the weight of the roller cracks the cover of the rice. The cover is gradually rubbed off and the white rice appears. The cleaned rice is then put into bags and taken to the market to be sold.

A farmer lives a very simple life. He does not realize how many people depend on his labour for a living. He generally thinks only of his own living. There is a very old Chinese song which tells of the thoughts of the farmer. You will probably remember the Chinese when you read the English translation.

When the sun rises, I work;  
When the sun sets, I rest;  
I dig deep wells for drink;  
I plough the fields for food;  
What have kings to do with me!

#### NOTES

Farmers are *concerned with* agriculture.

Pupils are *concerned with* learning.

A farmer's activities *have to do with* preparing the fields.

A teacher's activities *have to do with* preparing lessons and teaching them.



He *must* prepare the fields = He *has to* prepare the fields = *It is necessary for* him to prepare the fields.

You are becoming *expert at* understanding English.

He is *expert at* playing tennis

Act, *action*; *active*, *activity*

### Nouns and Verbs

Irrigate	Irrigation
Prepare	Preparation
Produce	Production
Translate	Translation
Cultivate	Cultivation

(Note to the teacher: English abstract nouns of the type that are given above are generally very difficult to translate directly into Chinese. It is here that the principle of FUSION must be put into practice. The proper use of intensive oral questioning is the best method of achieving this.)

Birds fly *by moving* their wings.

We get water *by digging* wells.

We learn *by doing*.

You *depend on* your teacher for learning English  
Chinese people *depend on* rice for food.

The farmer *depends on* rain for his water.

## COMPOSITION

A. Rewrite these sentences using "has to" and "it is necessary for":

*Example:*

I must go = I have to go = It is necessary for me to go.

1. The farmer must especially prepare the seed-bed.
2. The government must help to make natural irrigation systems.
3. The rice must be cleaned.
4. Children must be given an education by their parents.

B. Change the following sentences from the active to the passive voice.

1. The rice is tied into little bundles by the women and children.
2. A water-wheel is generally turned by two or three men.
3. A very simple life is lived by the farmer.
4. A large stone roller is drawn round the floor by a buffalo.
5. Children must be educated by their parents.
6. The race was lost by the lazy hare.
7. Robert Bruce was encouraged by the spider

8. The English were finally driven out of Scotland by Bruce.
  9. The field is cultivated by the farmer.
  10. Many wise things were said by Confucius.
- C. *Rewrite the sentences in Exercise B in the interrogative form.*
- 

## LESSON THIRTEEN

### HOW AMERICA WAS DISCOVERED

#### Part I

Nearly five hundred years ago, in a seaport of Italy called Genoa, a little boy was helping his father to weave wool in his little workshop. The father's name was Columbus, and the boy's name was Christopher. But little Christopher Columbus was not fond of this work; he was interested in the big ships coming from or leaving for strange and distant lands. He would amuse himself by

watching them or by making the maps used by sailors, a work at which he soon became very expert.

At last he felt that he could not stay at home any longer, and when he was still quite young, one day he went off to sea. He made many voyages and gained more and more experience in sailing and navigation.

It was about this time that astronomers were declaring the earth to be a ball. This idea interested Columbus very greatly, and he said to himself that if this were true it would be possible to reach India (or the Indies, as the Eastern countries were then called) by sailing to the West! He was not satisfied with this interesting idea; he made up his mind to realize it by sailing to the West until he came to the Indies, and this became his ambition.



The trouble was: how could he get the ships and the men? He first went to England and tried to interest the King and his Court. But he received no encouragement from them; his idea seemed so strange that they thought him mad, and they refused to give him any help.

The idea was received in the same way everywhere, for most people usually laugh at new ideas however good and reasonable they may be. In the end, however, the King and Queen of Spain came to hear of his plan, and offered him ships and men so that he could try to carry out his proposed voyage.

Columbus accepted the offer with joy, and in the year 1492 (fourteen ninety-two) he left Spain on this great expedition with three small ships and less than a hundred

men. He sailed to the West and reached the Canary Islands. These islands were, as people thought, the end of the world, so when he continued to sail further and further to the West, his men got more and more anxious.

Columbus did his best to reassure them, but in the end they declared that they did not dare go any further.

## NOTES

### **New Verbs**

The King and Queen did not *refuse* to help Columbus.  
The King and Queen were pleased to *offer* Columbus ships and men.

Columbus was pleased to *accept* the offer.

His men did not want to *continue* the voyage.

How did Columbus *gain* his experience?

Columbus liked to *watch* the ships.

*Nearly* five hundred years ago.

*Exactly* five hundred years ago.

Columbus *helped* his father to weave wool.

The King and Queen *helped* Columbus to carry out his plan.

A workshop = A room where people make things.

He *was not fond of* this work = He *did not like* this work.

He *was interested in* the ships = The ships *interested* him.

Distant lands = Countries that are a long way off.

Columbus amused himself *by watching* the ships.

Columbus wanted to go to India *by sailing* to the West.

He would amuse himself = He often amused himself.

He soon became very *expert at making* maps = He soon became very *clever at making* maps.

He could *not stay any longer* = He could stay *no longer*.  
Please wait *a little longer*.

He went *off to sea* = He went *away to sea* = He went *away* in a ship.

A voyage = A long journey in a ship.

He went to *the sea* = He went until he reached the sea.

He went to sea = He went on a voyage as a sailor.

Sailors *make voyages* = Sailors *go on voyages*.



He gained *more and more* experience.

His men got *more and more* anxious.

He sailed *further and further* to the West.

Columbus said: "If this *is* true, it *will* be possible to reach India" = Columbus said *that* if this *were* true, it *would* be possible to reach India.

Columbus had an idea, and he wanted to *realize this idea*.

Columbus had an ambition, and he wanted to *realize this ambition*.

Columbus had a plan, and he wanted to *carry out this plan*.

I am afraid I am giving you a lot of *trouble*.

Thank you for your *trouble*.

Columbus had a lot of *trouble*.

His first *trouble* was to get the ships and the men.

He received no encouragement from the King = The King gave him no encouragement.

They thought Columbus mad = They thought that Columbus was mad.

*To refuse* a thing = *Not to accept* a thing.

*To refuse* to do something = *Not to agree* to do something.

People laugh at new ideas *however* good they may be =  
 People laugh at new ideas *no matter how* good they  
 may be = *It does not matter how good* new ideas may  
 be; people laugh at them *all the same*.

The King *came to* hear of his plan = *One day* the King  
*happened to* hear of his plan.

Columbus *did his best to* reassure the sailors.

You are *doing your best to* learn English.

They *did not dare* go any further = They did not dare  
*to go* any further.

## COMPOSITION

A. Change each of the following sentences from Direct into Indirect speech by replacing each present finite by its corresponding preterite, by changing the personal pronouns when necessary, by omitting the quotation marks [“ ”], and by supplying **that**.

*Example:*

Direct (直接敘法)—Columbus said: “If this is true, it *will* be possible to reach India.”

Indirect (間接敘法)—Columbus said that if this *were* true, it *would* be possible to reach India.

i. Columbus said: “*I cannot* stay at home any longer.”

2. He said: "If *I go* to England, *I shall* perhaps get help from the King."
3. The Queen said to Columbus: "*I will* give you ships and men so that *you can* try to carry out *your* proposed voyage."
4. The hare said: "*I am* sure to win; the tortoise *has* only walked a yard or two; and if *I have* a short sleep, it *will* not matter."
5. The hare said: "*I am* surprised that the tortoise *has* been so badly brought up; he *cannot* run fast."
6. Bruce said: "*I have* been defeated six times, and *I am* ready to give up fighting, but if the spider *has* enough perseverance to try a seventh time, *I, too, will* persevere."

B. Rewrite each italicized expression in such a manner as to replace **such** by **so**.

Example:

West Lake is *such a beautiful place* that many people visit it every year.

West Lake is *so beautiful* that many people visit it every year.

- I. West Lake is *such a beautiful place* that many people visit it every year.

2. The crow was *such a proud bird* that she began to sing.
3. Jack was *such a brave boy* that he went again to the giant's castle.
4. The boy in the story was *such a clever child* that he succeeded in weighing the elephant.
5. The hare is *such a lazy animal* that she loses the race.
6. The elephant was *such a heavy animal* that they had no scales large enough to weigh it.
7. Bruce was *such a hopeful man* that he tried a seventh time.
8. The idea seemed *such a strange one* that the people thought Columbus mad.

C. Rewrite each of the above sentences in accordance with the following construction:

Many people visit West Lake every year because it is so beautiful.

D. Rewrite each of the above sentences in accordance with the following construction:

West Lake being such a beautiful place, many people visit it every year.

## LESSON FOURTEEN

## HOW AMERICA WAS DISCOVERED

## Part II

Brave Columbus pointed out to his men that they could not be far from land, for birds that were never known to go far from shore were seen about the ships in increasing numbers. Also pieces of wood evidently carved by men, and a broken branch of a tree were seen floating by. In the end the discontented men promised to sail three more days, and Columbus promised that if land were not sighted by the end of the three days, he would turn back towards Spain. He knew it would not be long before they sighted land.

On the very next day they sighted land! You can easily imagine how great was the

joy of the explorer, and how sorry his men were for their disbelief and for the trouble they had given. You may imagine, too, their astonishment when, on landing, they saw strange natives with red skins, strange trees, plants and animals such as had never been seen before.

Then the three ships sailed further and they next came to two large islands. Columbus had no idea that he had discovered a new continent; he simply thought that he was in an unknown part of the Indies, or even near the country which we now call Japan. From that day to this, the islands discovered by Columbus have been called "The West Indies."

The explorers then went back to Spain, where they were welcomed by the King and



Queen. What a time of triumph for Columbus! But neither he nor the King and Queen realized the immense importance of the discovery.

Columbus then went off on a second voyage, when he discovered many more islands. About five years after this, he landed on the northeast shores of the continent of South America. About this time a new period of troubles began; indeed Columbus was now to have the worst experience of his whole life. He had been trying to establish Spanish colonies in these recently discovered lands, but he could not rule the rough people who came out as colonists. They did not like his interference in their way of treating the natives and were perhaps jealous of him.

So they sent to the King and Queen of Spain false reports about him, saying that it



was he who was cruel to the natives and it was he who was ruling badly. The Queen was sorry to hear these stories, and sent out a governor to see what was going on. This new governor also being a jealous and cruel man, it was not long before he put Columbus into prison and later sent him back to Spain as a prisoner.

## NOTES

### New Verbs

If we have a knife, we can *carve* wood.

If you throw a piece of wood into the water, it will *float*.

The number of birds was seen to *increase*.

Columbus was very pleased to *land* on the island.

What did Columbus *point* out to his men?

When did Columbus *return* to Spain?

The explorers were glad to *sight* the land.

The colonists did not *treat* the natives well.

Whom did the King and Queen *welcome*?

## Singular and Plural Nouns

One colonist	Many colonists
One explorer	Some explorers
One native	A few natives
One plant	Different plants
One report	Several reports
One skin	These skins

Columbus *pointed out* to his men = Columbus *explained* to his men = Columbus *told* his men.

These birds are not *known to go* far from shore.

The colonists were *known to be* rough people.

Birds were seen *in increasing numbers* = They saw birds *in increasing numbers*.

Pieces of wood were seen floating by = They saw pieces of wood floating by.

Floating by = Floating past = Passing the ship while floating.

The wood was *evidently* carved by men.

The explorers were *evidently* near the shore.

The *discontented* men = The men *who were not pleased*.

If land were not sighted = If they did not sight land.

The *very* next day.

To sight land was the *very* thing that Columbus has been expecting.

You can imagine how great *was* the joy of the explorer = You can imagine how great the joy of the explorer *was*.

You {  $\begin{matrix} \text{can} \\ \text{may} \end{matrix}$  } imagine their joy.

You {  $\begin{matrix} \text{can} \\ \text{may} \end{matrix}$  } imagine their astonishment.

Such things had never been seen before = Nobody had ever seen such things before.

Columbus *simply* thought that he was in a part of India; he thought nothing else.

Columbus *simply* wanted to sail to India; he wanted nothing else.

He had no idea = He did not know

I have no idea = I do not know.

The explorers then returned (= went back) to Spain.

They *were welcomed* by the King and Queen = The King and Queen *welcomed* them.

*What a* time of triumph this was!

*What a* great discovery this was!

*What a* cruel man the governor was!

He did not realize = He had no idea = He did not really understand.

He did not realize the immense importance of his discovery = He did not realize how very important his discovery was.

A *good* experience            A *better* experience

The *best* experience

A *bad* experience            A *worse* experience

The *worst* experience

Columbus was now to have his worst experience =  
Columbus was now going to have his worst experience = His worst experience was to come.

Rough people came out (= came from Europe) as colonists.

Colonists are people who live in colonies.

The people of the colony were jealous of Columbus.

False reports = Reports which are not true.

*It was* Columbus *who* discovered America.

*It was* the governor *who* was cruel.

*It was* the colonists *who* were cruel.

The Queen was *sorry to* hear these stories.

I am *sorry to* hear it.

The governor went to see what was *going on* = The governor went to see what was *happening*.

Columbus went to America *as an explorer*.

Columbus went back to Spain *as a prisoner*.

## COMPOSITION

- A. *Correct any errors of fact in the following statements:*
1. Genoa is a seaport in France.
  2. The King of England gave Columbus great encouragement.
  3. Columbus left Italy in 1592 with six ships and more than two hundred men.
  4. Columbus got more and more anxious, but his men did their best to reassure him.
  5. Columbus believed the earth to be flat.
  6. The King and Queen of Spain fully realized the importance of the discovery.
  7. Columbus landed on the western shores of North America.
  8. Columbus found no difficulty in ruling the colonists.
  9. The colonists wrote to the King and Queen, saying that Columbus was a good ruler and treated the natives well.
  10. Columbus put the new governor into prison and sent him back to Spain.
- B. *Replace each dash by an appropriate article **the**, **a** or **an**; or indicate by means of the sign [ ] if "the" is not necessary:*
1. If I have — short sleep, it will not matter in — least.

2. At last ——— tortoise got to ——— end.
3. ——— pieces of wood carved by ——— men, and ——— broken branch of ——— tree were seen floating by.
4. ——— men did not want to continue ——— voyage.
5. Genoa is ——— seaport of Italy.
6. Most people usually laugh at ——— new ideas.
7. ——— race is ——— running contest.
8. In ——— end they promised to sail three more days.
9. When they landed, they saw ——— strange natives with ——— red skins, ——— strange trees, ——— plants and ——— animals.
10. On ——— very next day they sighted ——— land.
11. Columbus used to make ——— maps.
12. Columbus was now to have ——— worst experience of his life.
13. You can imagine how great was ——— joy of ——— explorer.
14. ——— voyage is ——— long journey in ——— ship.
15. ——— islands discovered by Columbus have been called “—— West Indies.”

C. *Rewrite the following sentences, replacing in each case the passive by the active voice.*

*Example:*

Birds were seen in increasing numbers by Columbus and his men.

Columbus and his men saw birds in increasing numbers.

- I. Many more islands were discovered by Columbus.
2. Pieces of wood and a broken branch of a tree were seen by the sailors.
3. On the very next day, land was sighted by them.
4. Columbus was put into prison by the new governor.
5. Strange natives with red skins were seen by the explorer.
6. The explorers were welcomed by the King and Queen.
7. The importance of the discovery was realized neither by Columbus nor by the King and Queen.
8. False reports about Columbus were sent by the colonists to the King and Queen.
9. A governor was sent out by the Queen, who was sorry to hear these stories.
10. Columbus was sent back to Spain as a prisoner by the new governor.
- II. The idea was received in the same way by everybody.

D. *Rewrite each of the following sentences in such a way as to introduce a relative clause. This construction puts the subject into prominence.*

*Example:*

Columbus discovered America.

It was Columbus who discovered America.

1. The governor was cruel.
2. The Queen was sorry.
3. The men are discontented.
4. The pieces of wood were carved.
5. The astronomers were declaring the earth to be a ball.
6. A spider encouraged Bruce.
7. Galileo made use of the telescope.
8. By weighing the stones, the weight of the elephant was discovered.
9. The force with which the stone was thrown broke the man's nose.

E. *Rewrite the text of Lesson 14 in the present tense, omitting the sentence "From that day to this, the islands discovered by Columbus have been called 'The West Indies'."*

*Example:*

Brave Columbus points out to his men that they cannot be far from land, for birds that are never known to go far from shore are seen about the ship in increasing numbers.



LESSON FIFTEEN  
HOW AMERICA WAS DISCOVERED

*(Conclusion)*

And so Columbus came back to Spain. Besides being a prisoner, he was weak and ill as a result of his hard work and all that he had been obliged to suffer. You may well imagine that his heart was almost broken.

When he came before the King and Queen, they scarcely recognized this poor old man with grey hair and an unhappy anxious face.

He told them his sad story. He told them of all he had done for the sake of Spain and for the sake of justice. He had not been unjust or cruel to the natives; on the contrary he had been protecting them from the cruelty and injustice of others.



The King and Queen listened to his long story and believed it. They were sorry to hear how badly their brave and faithful servant had been treated. They promised to give him four more ships so that he could go on another voyage of discovery.

Columbus was very happy to have this new opportunity, and left Spain in 1501 (fifteen one) to explore more of this new country.

But this voyage, from first to last, was a very unfortunate one. He sailed as far as the shores of Central America, but his ships were old and they were no good in bad weather and when the sea was rough.

After some stormy weather he was obliged to turn back towards a large island. Here he had to remain for nearly a year,

because his old enemy the wicked governor refused to send him help any earlier.

Columbus had only one ship left, and even this one was very old and rotten. With this last remaining ship he was able to return to Spain.

A short time after this, the Queen died. The King had so much other business to attend to that he forgot Columbus and forgot to reward him for his faithful service.

Columbus, unhappy and disappointed at this terrible ingratitude, and suffering and broken in health, died in poverty in 1506 (fifteen six). He never realized that he had made the most remarkable voyage in the history of the world, and indeed, that he had been fortunate enough to discover a new world. On the contrary, he was dissatisfied at

not having succeeded in sailing to the Indies by way of the West, which was his original object and ambition. Columbus was one of those many men who have had to suffer for the sake of knowledge.

In the meantime, a man named Amerigo Vespucci explored the coast which Columbus had discovered, and found that it was not the coast of India. "It is a new world," he said.

For a long time the land had no special name, it was called simply "The New World", but at last it was decided to name it after the man who found that it was not India. It was named America after Amerigo instead of after the name of the man who found it. America was discovered by Columbus in 1492 (fourteen ninety-two). It was not named America until 1506 (fifteen six), the year in which Columbus died.

## NOTES

**New Verbs**

When the Queen died, there was nobody to *protect* Columbus.

It was difficult to *recognize* Columbus.

*Besides* being a prisoner, he was ill = *Not only* was he a prisoner, *but* he was *also* ill.

He was ill *as a result of* his hard work.

You are learning to understand English *as a result of* your hard work.

He had been *obliged to* suffer = He had *had to* suffer.

He had been *obliged to* return to Spain.

The misfortunes of Columbus *almost broke his heart* = *His heart was almost broken* as a result of his misfortunes.

They *scarcely* recognized him = They *hardly* recognized him = They nearly failed to recognize him.

I *scarcely* know = I *hardly* know.

He *told them* his story.

Please *tell me* a story.

He told them *of* all (that) he had done = He told them *about* all (that) he had done.

For *the sake of* Spain.

For *the sake of* justice.

For *the sake of* knowledge.

For *my sake*.

Columbus was not cruel; *on the contrary*, he was kind.

Columbus was not in good health; *on the contrary*, he was in bad health.

Cruel is *the contrary of* kind.

Injustice is *the contrary of* justice.

Columbus had been *protecting* the natives from cruelty.

From first to last = From beginning to end.

His ships were *no good* = His ships were *of no use* = His ships were *useless*.

He was *unable* to go = He was *not able* to go = He *could not* go.

*As far as* the shores of Central America.

The governor was a *cruel* and *unjust* man; he treated Columbus with *cruelty* and *injustice*.

There was only one ship *left* = Only one ship *remained*.

Columbus was not *rewarded for* his service = Columbus received no *reward for* his service.

Columbus died in poverty = Columbus died a very poor man.

He *never* realized = He did *not at any time* realize.

Columbus made a *remarkable* voyage.

The voyage was *more remarkable than* others.

The voyage was *the most remarkable* one in the history of the world.

He was *satisfied at* having another opportunity.

He was *dissatisfied at* not having succeeded.

He *succeeded in* discovering a new world.

He *failed to* reach India.

*In the meantime* Amerigo Vespucci had been exploring the coast.

For a long time the land had *no special name*.

It was decided to *name* the land *after* the man who found that it was not India.

It was named America *after* Amerigo.

## COMPOSITION

A. *Correct the errors of fact in the following statements by replacing each italicized word by its contrary:*

1. Columbus was *strong* and *well* as a result of his hard work.
2. Columbus had not been *just* or *kind* to the natives.



3. The King and Queen were *glad* to hear how *well* their servant had been treated.
4. The last voyage of Columbus was a very *fortunate* one.
5. Columbus came to the *small* country now called America.
6. The colonists sent *true* reports about Columbus, saying that he was *kind* to the natives and that he was a *good* ruler.
7. It is *wise* to boast.
8. The hare said that the tortoise had been very *well* brought up.
9. Bruce made his preparations very *carelessly*.
10. It is said that there have never been any buildings so *ugly* as the temples of ancient Greece.
11. Columbus was an *unsuccessful* discoverer.
12. The street looks very *lively* when the shops are shut.

B. *Change every plural word underlined into a singular. The sign [ ] must be replaced by the indefinite article (a or an):*

1. They sent [ ] false reports about him.
2. The Queen was sorry to hear these stories.
3. When they come to [ ] words or [ ] expressions they do not understand, they ask the teachers to explain them.

4. [ ] Pieces of wood evidently carved by [ ] men were seen floating by.
5. They had been trying to establish [ ] Spanish colonies.
6. They have [ ] good intentions, but they do [ ] very silly things.
7. They took [ ] return tickets.
8. [ ] People who fail in [ ] examinations must not let their failure discourage them.
9. We rather liked having [ ] carriages all to our-  
selves.
10. [ ] Birds that were never known to go far from shore were seen by the sailors.
11. The soldiers find themselves on the coast.
12. These morals or proverbs may be useful to [ ] boys who are trying to win [ ] prizes in [ ] races or other contests.

C. *Replace each dash by an appropriate preposition:*

1. Columbus was not rewarded — his service.
2. I quite agree — you.
3. He was not cruel, — the contrary he was kind.
4. What is the matter — that?
5. He told them — all that he had done.
6. He was fond — making maps.
7. This boy is good — writing Chinese characters.

8. He was satisfied — having another opportunity.
9. What do you do — yourself all day?
10. He pointed out — his men that they could not be far — land.
11. He was not satisfied — this idea.
12. Columbus succeeded — discovering a new world but he failed — reach India.
13. The Greeks were very clever — building.
14. Sailors go — voyages.
15. He was expert — making maps.
16. — the meantime Amerigo had been exploring the coast.
17. It seemed as if it was impossible — the tortoise to win.
18. He was interested — the idea.
19. He had been protecting the natives — cruelty.

D. *Replace every present tense by its corresponding past tense form:*

1. He works quickly so as to finish what he may be doing.
2. If land is not sighted by the end of three days, they will return to Spain.
3. The others may come later, but I am not certain.
4. Columbus points out to his men that they cannot be far from land, for birds that are never known to go far from shore are seen about the ship.

5. Columbus has not been cruel to the natives; on the contrary he has been protecting them.
6. The King is sorry to hear how badly his servant has been treated.
7. The hare wakes up and is surprised to find how late it is.
8. The tortoise has won in spite of the fact that he cannot run.
9. Columbus has been trying to establish colonies but he cannot rule the people who come out as colonists.
10. It is agreed that they shall start at once.



## LESSON SIXTEEN

### HOW MEN DISCOVERED THE WORLD

We have already read about the work of Copernicus and Galileo and how they discovered that the world we live on is only one of the many worlds that fly through space. Long before these men made their discoveries, and while people still thought that the earth

was flat, men were constantly trying to explore the world by land and by sea. Nearly all the exploration of the world was done by the peoples of Western Europe.

In ancient days travel was very difficult, whether by land or by sea. When men travelled by land they usually went by camel or used pack horses, or else they walked. The roads were very poor and there were no good maps. The most famous traveller of ancient days was Marco Polo, who went from Italy across the Mediterranean Sea to Arabia. From there he walked across Persia and Tartary, as the central part of Asia was called, to Cathay, which was what people called China in those days.

The only sea on which men dared to sail in ancient days was the Mediterranean

Sea. The word "Mediterranean" comes from two Latin words meaning "the middle of the earth" and it seems strange that when all the dry land in the world had been discovered, the Mediterranean Sea was found to be nearly in the middle of it. If you will look at the map of the five great continents of Europe, Asia, Africa, and North and South America you will see that the Mediterranean Sea lies nearly in the centre of them.

We have already read the story of how Columbus, at the end of the fifteenth century, explored the New World. The two centuries following his discovery may be called the AGE OF DISCOVERY. During this period explorers and discoverers followed up the work of Columbus and sailed or travelled to almost every part of the world.

A Spaniard, Magellan, offered his services to the King of Portugal and was fitted out with an expedition of five ships. He went to explore the coast of South America. When he was nearing the end of the continent the weather became very rough and his frightened men rose up in mutiny. However, in spite of being tossed and rolled by the huge waves, he succeeded in "rounding the Horn" (going around Cape Horn) and you can imagine his joy and astonishment when he came out on to a broad ocean. After the rough weather around the Horn, the new ocean seemed very quiet and peaceful, so he named it the Pacific Ocean.

Magellan sailed across the Pacific until he came to the Philippine Islands. Here he was murdered by one of the natives because

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of his rough treatment of the people on the island. Another man took charge of the expedition and brought it back to Portugal.

Just about this time another Portuguese, Vasco da Gama, sailed around the Cape of Good Hope, at the southern end of the continent of Africa and discovered a way to India. He returned with reports of the boundless wealth of India.

An Englishman, named Drake, also made a memorable voyage around Cape Horn and across the Pacific to the Indian Ocean and from there around the Cape of Good Hope and back to England. His voyage made it clear that the earth was round.

The eighteenth and nineteenth centuries may be called the AGE OF COLONIZATION. As knowledge of the earth grew and as new



lands and new peoples were discovered, there was a race to take possession of them. England, France, Spain, Portugal and Holland all strove to occupy countries overseas, to establish colonies and to profit by their riches. These powerful nations in Europe often fought among themselves for possession of the new lands. It was during this period, and partly as a result of these wars that the vast British Empire was established.

The treatment of the natives by these strong nations was often cruel and unjust. This was especially true of the treatment of the peoples of Africa, which is called the "Dark Continent." The natives of Africa were taken away to be slaves in other countries and in many other ways suffered great cruelty. The greatest traveller and explorer

in Africa was David Livingstone. He went out to Africa because he had heard of the unjust treatment of the natives and he spent many years of hardship trying to help the people and also trying to persuade the European governments to be more just and kind.

Livingstone won the confidence of the native tribes so that he was able to travel anywhere in safety. There were, however, many natural difficulties and dangers and on one occasion his left arm was torn by a lion. He discovered the true source of the River Nile, and also the beautiful Victoria Falls, the highest falls in the world, on the Zambesi River. To-day there is a railway called the Cape-to-Cairo Railway which crosses the Zambesi River at the Victoria Falls on the highest bridge in the world.

The twentieth century may be called the AGE OF TRAVEL. During the last hundred years men have been striving to move faster and faster so as to bring distant places nearer in time. There has been a great improvement in the means of travel. From the days of the old Egyptian rowing boat down to the days of the modern steamer, and from the days of the camel and pack horse down to the modern train and aeroplane, the speed of travelling has gradually increased. A hundred years ago it took three weeks to sail across the Atlantic but nowadays a steamer can cross in less than five days and an aeroplane can cross in sixteen hours. When people used to go from New York to San Francisco by coach it took them about two months but now you can go by train in seventy hours or by air in thirty hours.

## NOTES

**Prepositions**

We have read *about* Copernicus.

Our world flies *through* space.

You can travel *by* land or *by* sea.

He went *across* the Mediterranean Sea.

Drake sailed *around* Cape Horn.

These nations fought *among* themselves.

He could go *in* safety.

*On* one occasion.

*At* (near) the Victoria Falls.

This word comes *from* two Latin words.

He was fitted out *with* an expedition of five ships.

Aeroplanes have brought places nearer *in* time.

There has been improvement *in* the means of travel.

It takes *about* a week to go there.

**Nouns****Verbs**

discovery

discover

exploration

explore

service

serve

success

succeed

imagination

imagine

astonishment

astonish

treatment

treat

knowledge

know

possession

possess

## Useful Suffixes

### *Noun Forming:*

- ness: goodness, badness, redness, whiteness, illness, niceness, madness, etc. This is perhaps the most common suffix.
- ment: government, establishment, improvement, judgment.
- ance, -ence: annoyance, confidence, appearance, reassurance, interference, acceptance, dependence.
- ion, -tion, -ation: protection, cultivation, production (produce), navigation, imagination, exploration, recognition (recognize), possession.
- ice: service, justice.
- ship: friendship, hardship, ownership.
- y, -cy, -ity: activity, cruelty, slavery, safety, jealousy.

### *Adjectives:*

- able: eatable, readable, memorable (memory), reasonable, profitable.
- ant, -ent: dependent, triumphant, confident
- less: friendless, treeless, hopeless.
- ous: dangerous, ambitious, jealous.
- y: (two meanings) 1. Covered with, or having much; e.g. watery, snowy, dusty.  
2. Like: e.g. glassy.

## COMPOSITION

- A. *Correct the errors of fact in the following sentences:*
1. In ancient days travel was very easy.
  2. Nearly all the exploration of the world was done by the people of Western Africa.
  3. The word "Mediterranean" comes from two Chinese words.
  4. The twentieth century is called the Age of Discovery.
  5. Magellan was fitted out with an expedition of ten ships.
  6. Magellan was murdered because of his kind treatment of the natives.
  7. The Cape of Good Hope is at the southern end of South America.
  8. Drake's voyage made it clear that the earth was flat.
  9. The treatment of the natives by the strong nations was generally kind and just.
  10. One hundred years ago it took three days to sail across the Atlantic.
- B. *Rewrite the following Indirect Questions making them into the appropriate Direct Questions:*

*Example:*

Tell us how he discovered the Victoria Falls.

How did he discover the Victoria Falls?

1. I should like to know how Galileo discovered that the stars were suns.
  2. Ask him how Columbus explored the New World.
  3. I wonder why Magellan's men rose up in mutiny.
  4. Would you mind telling me why Magellan was murdered by the natives.
  5. Can you tell me why Livingstone went to Africa.
  6. I want to know what there is across the river near the Victoria Falls.
  7. I wonder how many days it took to cross the Atlantic by the first steamer.
- C. *Fill in the following blanks with suitable prepositions:*
1. The last hundred years have brought distant places nearer — time.
  2. If you go to Japan you must travel — sea.
  3. — one occasion Livingstone was hurt by a lion.
  4. The nations of Europe have often fought — themselves.
  5. We have read — many explorers and discoverers.
  6. We can now fly — safety — place — place.
  7. The King of Portugal fitted Magellan out — five ships.
  8. The earth flies — space.
  9. Drake succeeded — sailing — the world.
  10. The word "telescope" comes — two Greek words.

D. Give the nouns corresponding to these verbs:

Example:

Discover (*verb*)      Discovery (*noun*)

- |              |             |
|--------------|-------------|
| 1. Educate   | 6. Prepare  |
| 2. Persevere | 7. Express  |
| 3. Weigh     | 8. Serve    |
| 4. Know      | 9. Reward   |
| 5. Possess   | 10. Imagine |

## AN EXAMINATION

### I

- Yes No 1. The Republic of China is situated in the eastern part of the continent of Asia; it has about 400 million people and the National Government is established in Nanking.
- Yes No 2. When foreigners first came to China they were surprised to find that there was no system of roads, but the reason for this was that there was an excellent system of water transportation all round the most important centres.
- Yes No 3. Æsop and Bruce were two of the astronomers who discovered that the earth we live on is only one of the many worlds that fly through space.



- Yes No 4. If you fail in an examination it is better to let your failure discourage you; you should lose heart and never try again.
- Yes No 5. When we look at the sky during the night we must remember that all but seven of the millions of bright points are suns immensely far away.
- Yes No 6. When the fox asked the crow to sing she was very wise and realizing that the fox was trying to flatter her, she refused to do so.
- Yes No 7. When Jack went to the giant's castle he stole the magic hen and took it home.
- Yes No 8. When Bruce broke the spider's web the spider took no notice of this disaster and persevered until he had made seven webs.
- Yes No 9. When the hare and the tortoise had a race the tortoise lost because of his laziness and over-confidence.
- Yes No 10. All the people in the world depend on rice for their food supply.
- Yes No 11. When Columbus first had the idea of reaching India by sailing to the West everybody praised him for his new idea.
- Yes No 12. Columbus knew that he could not be far from land when birds that were never

known to go far from land were seen about the ship in increasing numbers.

Yes No 13. It was really Columbus who had been cruel and unjust to the natives.

Yes No 14. Columbus, unhappy and disappointed at the terrible ingratitude of the King, suffering and broken in health, died in poverty in 1506.

Yes No 15. A water-wheel is a quick method of irrigation and so it is not necessary for the government to help the farmers to make natural systems of irrigation.

Yes No 16. The story of the hare and the tortoise suggests to us that it is not wise to under-estimate the strength of a rival.

Yes No 17. Robert Bruce tried many times to drive the English out of Scotland and finally succeeded.

Yes No 18. The nations of Europe often fought among themselves for possession of the newly discovered lands in Africa.

Yes No 19. The earth is really large when compared with the sun and the stars are only points of light meaning nothing.

Yes No 20. It is the aim of every loyal Chinese citizen that China should become a well-governed nation and take a position of equality among the nations of the world.

## II

*Write the word that has a contrary meaning beside each word below: you can find the words in the list under these words.*

- |               |                    |
|---------------|--------------------|
| 1. Kind —     | 11. Same —         |
| 2. Huge —     | 12. Refuse —       |
| 3. Sink —     | 13. Make anxious — |
| 4. Gained —   | 14. Encouraged —   |
| 5. Natives —  | 15. Nice —         |
| 6. Friend —   | 16. Fail —         |
| 7. Careless — | 17. Beforehand —   |
| 8. Remember — | 18. Lively —       |
| 9. Rarely —   | 19. Suddenly       |
| 10. Win —     | 20. Satisfied —    |

- |                 |               |
|-----------------|---------------|
| 1. Afterwards   | 12. Float     |
| 2. Agree        | 13. Foreign   |
| 3. Careful      | 14. Forget    |
| 4. Cruel        | 15. Gradually |
| 5. Different    | 16. Lose      |
| 6. Discouraged  | 17. Lost      |
| 7. Dissatisfied | 18. Nasty     |
| 8. Dull         | 19. Often     |
| 9. Enemy        | 20. Reassure  |
| 10. Excellent   | 21. Succeed   |
| 11. Entirely    | 22. Tiny      |

## III

*Rewrite the sentences in Indirect Speech.*

1. Columbus said to the men, "If we do not reach land in three days I will go back."
2. Bruce said, "I have been defeated six times and I am ready to give up."
3. He said, "When he goes there he can see it."

## IV

*Write the number of the most suitable word or words on the line at the end of the sentence.*

1. Good roads are . . . quick communication. —  
(1) means (2) means of (3) can (4) a means of  
(5) means for.
2. You . . . to be staying at home a good deal  
these days. —  
(1) are seeming (2) seem (3) are being (4) were  
(5) seemed
3. I'm always . . . to work. —  
(1) will (2) willing (3) would (4) like (5) think
4. I hardly expected . . . you a careful worker.  
—  
(1) to know (2) find (3) know (4) found (5)  
to find

5. It isn't worth...taking return tickets. —  
(1) while (2) time (3) this (4) want (5) money
6. The planets...our solar system. —  
(1) belonged (2) are (3) are belong (4) belong  
to (5) own
7. I don't mind...a five-mile race with you. —  
(1) have (2) will (3) try (4) run (5) having
8. I...go there often. —  
(1) am (2) was (3) used (4) used to (5) want
9. The ant was saved...drowning. —  
(1) to (2) for (3) from (4) at (5) with
10. You are becoming expert...speaking Eng-  
lish. —  
(1) at (2) for (3) because (4) but (5) to

## You Now Know These Words

<b>A</b>		baggage . . . . . 10	canal . . . . . 1
able . . . . . 8	battle . . . . . 9	cape . . . . . 16	
absolutely . . . . . 11	bean . . . . . 6	car . . . . . 10	
accept . . . . . 13	beat . . . . . 12	care . . . . . 2	
action . . . . . 8	beauty . . . . . 1	careless . . . . . 3	
activity . . . . . 12	beforehand . . . . . 3	carriage . . . . . 10	
age . . . . . 16	beings . . . . . 5	carry out . . . . . 16	
aim . . . . . 1	believe . . . . . 2	carve . . . . . 14	
all the same . . . . . 11	belong . . . . . 5	case . . . . . 9	
almost . . . . . 10	besides . . . . . 15	castle . . . . . 6	
already . . . . . 11	better (you'd bet- ter) . . . . . 10	central . . . . . 15	
also . . . . . 4	beyond . . . . . 15	centre . . . . . 4	
ambition . . . . . 13	boast . . . . . 11	century . . . . . 16	
annoy . . . . . 11	booking office . . . . . 10	charge of . . . . . 10	
ant . . . . . 8	boundless . . . . . 16	cheap . . . . . 10	
anxious . . . . . 13	branch . . . . . 14	cheese . . . . . 8	
apparently . . . . . 4	bread . . . . . 6	chief . . . . . 1	
appear . . . . . 12	bright . . . . . 4	church . . . . . 10	
army . . . . . 9	bring up . . . . . 11	citizen . . . . . 1	
arrange . . . . . 3	British . . . . . 16	class . . . . . 10	
as a rule . . . . . 10	broad . . . . . 16	clean . . . . . 10	
astonish . . . . . 16	Bruce . . . . . 9	clear . . . . . 10	
astronomy . . . . . 4	bundle . . . . . 12	clerk . . . . . 10	
as well . . . . . 6	business . . . . . 15	closely . . . . . 5	
at least . . . . . 2	busy . . . . . 2	coast . . . . . 15	
attend . . . . . 15	by means of . . . . . 1	colony . . . . . 14	
attract . . . . . 5		communication . . . . . 1	
<b>B</b>		<b>C</b>	
bag . . . . . 7	calm . . . . . 15	comparative . . . . . 5	
		compare . . . . . 4	



for the sake of ... 15  
 fortunate ..... 15  
 found (establish) . . 16  
 fox ..... 8

**G**

gain ..... 13  
 garden ..... 6  
 gather ..... 9  
 giant ..... 6  
 glove ..... 10  
 gold ..... 12  
 governor ..... 14  
 grain ..... 6  
 grand ..... 1  
 greet ..... 1  
 grind ..... 6

**H**

habit ..... 2  
 hallo ..... 2  
 hardly ..... 2  
 hardship ..... 16  
 hare ..... 11  
 health ..... 15  
 heart ..... 9  
 help ..... 2  
 hen ..... 6  
 hide (*v.*) ..... 9  
 highway ..... 1  
 hold ..... 8  
 hurry ..... 3  
 hut ..... 9

**I**

ill ..... 15  
 imagine ..... 14  
 immense ..... 5  
 importance ..... 5  
 improve ..... 16  
 inch ..... 12  
 include ..... 5  
 increase ..... 14  
 independent ..... 10  
 ingratitude ..... 15  
 injustice ..... 15  
 in order to ..... 9  
 instrument ..... 7  
 interest ..... 13  
 interference ..... 14  
 in the least ..... 11  
 in the meantime . . 15  
 irrigate ..... 12

**J**

jealous ..... 14  
 journey ..... 10  
 joy ..... 7  
 jump ..... 7

**K**

knowledge ..... 15

**L**

labour ..... 12  
 law ..... 4

laziness ..... 11  
 lead (*v.*) ..... 1  
 leader ..... 9  
 leaf ..... 8  
 learnt ..... 3  
 likely ..... 3  
 list ..... 3  
 lively ..... 10  
 loss ..... 9

**M**

mad ..... 13  
 magic ..... 6  
 mass ..... 4  
 matter ..... 10  
 meal ..... 6  
 meantime ..... 15  
 member ..... 5  
 memorable ..... 16  
 method ..... 12  
 might (*v.*) ..... 3  
 mile ..... 1  
 milk ..... 6  
 misfortune ..... 15  
 mix ..... 5  
 move ..... 5  
 murder ..... 5  
 music ..... 8  
 mutiny ..... 16

**N**

native ..... 14



natural.....	1	period .....	14	proud.....	8
navigation.....	13	persevere.....	11	proverb .....	11
need.....	1	persuade .....	16		
neighbor .....	5	planet.....	4	<b>Q</b>	
newspaper.....	5	plant .....	14	queen.....	13
next door .....	2	platform .....	10	quick .....	10
		play (music) .....	7		
<b>O</b>		pleased.....	3	<b>R</b>	
obey.....	7	pleasure.....	2	race .....	11
object ( <i>n.</i> ) .....	15	plenty .....	11	rarely .....	10
oblige.....	15	point .....	14	real.....	2
occasion.....	16	pond.....	12	realize .....	12
occupy.....	16	populated .....	1	reason .....	1
occur .....	3	porter.....	10	reassure .....	13
offer .....	13	position .....	1	recent.....	1
office .....	10	possess.....	16	recognize .....	15
official .....	9	possible .....	3	refuse.....	15
on account of .....	11	poverty .....	15	remain .....	15
opinion .....	2	power.....	11	remarkable .....	15
opportunity .....	8	prefer .....	2	report.....	14
original .....	15	preparation.....	9	resolve .....	8
ought.....	3	prepare .....	12	result .....	15
owe.....	10	president .....	1	return.....	10
		pretty.....	7	reward .....	8
<b>P</b>		private.....	10	rich.....	6
pack.....	16	prize.....	11	riches .....	16
palace .....	1	produce .....	12	rival .....	11
pain.....	7	profit .....	16	rock ( <i>v.</i> ).....	16
path.....	4	promise .....	6	roller .....	12
peaceful.....	16	properly.....	3	rotten.....	15
penny.....	10	propose .....	13	rough .....	14
		protect.....	15	route .....	16

rub . . . . .	12	spider . . . . .	9	treat . . . . .	14
rude . . . . .	11	spin . . . . .	4	tried . . . . .	16
rule ( <i>v.</i> ) . . . . .	9	stay . . . . .	13	triumph . . . . .	14
<b>S</b>					
sad . . . . .	15	step . . . . .	7	trouble . . . . .	13
sail ( <i>v.</i> ) . . . . .	13	stick . . . . .	10	truth . . . . .	4
sailor . . . . .	13	sting . . . . .	8	turn . . . . .	4
scarcely . . . . .	15	stop . . . . .	11	twice . . . . .	6
science . . . . .	4	straight . . . . .	8	twopence . . . . .	10
serve . . . . .	16	straw . . . . .	9	<b>U</b>	
set . . . . .	12	strength . . . . .	11	ugly . . . . .	8
shade . . . . .	11	strive . . . . .	16	umbrella . . . . .	10
shilling . . . . .	10	study . . . . .	5	underestimate . . . . .	11
ship . . . . .	13	stung . . . . .	8	unless . . . . .	3
shore . . . . .	14	succeed . . . . .	11	upstairs . . . . .	3
sight . . . . .	14	success . . . . .	9	usual . . . . .	2
since . . . . .	7	suggest . . . . .	11	<b>V</b>	
single . . . . .	10	suicide . . . . .	5	value . . . . .	11
situated . . . . .	1	suitable . . . . .	12	vanity . . . . .	8
size . . . . .	5	supply . . . . .	12	voyage . . . . .	13
skill . . . . .	11	surely . . . . .	2	<b>W</b>	
slave . . . . .	16	system . . . . .	1	war . . . . .	11
<b>T</b>					
solar . . . . .	4	taught . . . . .	5	wave ( <i>n.</i> ) . . . . .	16
soldier . . . . .	9	thanks to . . . . .	7	weak . . . . .	8
song . . . . .	8	ticket . . . . .	10	wealth . . . . .	16
sound . . . . .	2	tie . . . . .	12	weave . . . . .	13
source . . . . .	16	tiny . . . . .	5	web . . . . .	9
sow ( <i>v.</i> ) . . . . .	12	toss . . . . .	16	well ( <i>n.</i> ) . . . . .	12
space . . . . .	4	translate . . . . .	2		
special . . . . .	15	transportation . . . . .	1		
speed . . . . .	16	travel . . . . .	10		

wheat.....	6	whistle.....	12	worst.....	14
wheel.....	12	wicked.....	15		
whenever.....	5	wind.....	9		
whip.....	12	wish.....	8		

**Y**

		yard (3 ft).....	11
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You can now read Practice Reader Three,  
MOBY DICK

直接法英語補充讀本

第一種 第三冊

THE END