

綜合英語課本

第三冊

初級中學第二學年第一學期用

COMPREHENSIVE ENGLISH READERS

BOOK III

依照教育部修正課程標準編輯

商務印書館發行

綜 合 英 語 課 本

第 三 冊

初級中學第二學年第一學期用

COMPREHENSIVE ENGLISH READERS  
BOOK III

BY

Y. W. WONG (王 雲 五)

AND

DZEH-DJEN LI (李 澤 珍)  
D.A. (Girling); DOCTEUR ES LETTRES (Paris)

THE COMMERCIAL PRESS, LIMITED  
CHINA  
1916

命(42841C)

初級中學用  
綜合英語課本  
第三冊

Comprehensive English Readers  
Book III

版權所有翻印必究

編	著	者	王	雲	五
			李	澤	珍
發	行	人	李	宣	龔
印	刷	所	商	務	印
			印	刷	書
					館
					廠
發	行	所	各	地	館
			商	務	印
			務	印	書

定價國幣叁角貳分

印刷地點外另加運費

中華民國二十二年七月初版  
中華民國二十七年六月修訂一版  
中華民國三十五年七月修訂六九版

(本書校對者吳麟璋)

# 綜合英語課本

## 編輯大意

1. 本書按照民國二十五年六月教育部修正頒行初級中學英語課程標準編輯，全書分爲六冊，每學期一冊，供初級中學三學年之用。
2. 按照課程標準，英語每週時間四小時，不得分某幾小時專屬讀本，某幾小時專屬語法等等；本書即本此旨，將讀本，語法，書法，作文，會話，綴音各項，綜合於同一課本之內。
3. 本書之編制，按每學期實在上課十六週，每週英語四小時，共六十四時，每冊各分四十課，每課教學時間，短者一二小時，長者三四小時，由教員視課文長短，自由支配。
4. 本書於採用直接教學法之外，兼重語法要點，以養成中學生進讀英文書籍之技能。
5. 本書選材，最初注重日常用語，漸及應用文，外國事物及各種學科之適當資料，俾會話與讀書所必需之基本單字成語，均有相當之介紹。
6. 本書按照教育原則，所有初學之課文，概用較大字體排印，並附相當插圖，以助認識。
7. 本書每冊課文之後，附有總練習，以增複習之機會。
8. 本書末附生字表，以國際音標注音及漢文釋義，於必要時並述文法上之關係。

# THE ENGLISH ALPHABET

a	A	a	A	n	N	n	N
b	B	b	B	o	O	o	O
c	C	c	C	p	P	p	P
d	D	d	D	q	Q	q	Q
e	E	e	E	r	R	r	R
f	F	f	F	s	S	s	S
g	G	g	G	t	T	t	T
h	H	h	H	u	U	u	U
i	I	i	I	v	V	v	V
j	J	j	J	w	W	w	W
k	K	k	K	x	X	x	X
l	L	l	L	y	Y	y	Y
m	M	m	M	z	Z	z	Z

## CONTENTS

LESSON		PAGE
I.	THE NEW TERM . . . . . <i>Kinds of verbs</i>	1
II.	LETTER TO PARENTS . . . . . <i>Auxiliary verb</i>	3
III.	MY DAILY WORK . . . . . <i>Transitive and intransitive verbs</i>	6
IV.	THE BRITISH ISLES . . . . . <i>Kinds of nouns</i>	10
V.	BRUCE AND THE SPIDER . . . . . <i>Idiomatic phrases</i>	13
VI.	LEONIDAS AND HIS THREE HUNDRED PART I. . . . . <i>Kinds of adjectives</i>	16
VII.	LEONIDAS AND HIS THREE HUNDRED PART II. . . . . <i>Idiomatic phrases</i>	18
VIII.	A HARE AND A TORTOISE . . . . . <i>Kinds of adverbs</i>	21
IX.	USEFUL ANIMALS . . . . . <i>Interchange of parts of speech</i>	24
X.	THE NATIONAL FESTIVAL . . . . . <i>Kinds of pronouns</i>	27
XI.	DR. SUN YAT-SEN'S WILL . . . . . <i>Idiomatic phrases</i>	29

LESSON		PAGE
XII.	THE STORY OF WILLIAM TELL . . . . .	31
	<i>Cases of pronouns</i>	
XIII.	COLUMBUS AND THE EGG. PART I . . . . .	34
	<i>Kinds of prepositions</i>	
XIV.	COLUMBUS AND THE EGG. PART II . . . . .	37
	<i>Kinds of conjunctions</i>	
XV.	CHINESE AND FOREIGN FOOD . . . . .	40
	<i>Parsing model</i>	
XVI.	SALT. PART I . . . . .	44
	<i>Analysis of different kinds of sentences</i>	
XVII.	SALT. PART II . . . . .	48
	<i>Analysis of different kinds of sentences</i>	
XVIII.	Tea . . . . .	51
	<i>Active and passive voices</i>	
XIX.	THE FIVE SENSES . . . . .	53
	<i>Interchange of nouns and verbs</i>	
XX.	KEEPING WELL . . . . .	57
	<i>Uses of the infinitive</i>	
XXI.	THE AIR . . . . .	59
	<i>Degrees of comparison</i>	
XXII.	FALLING BODIES . . . . .	64
	<i>Present participle and gerund</i>	
XXIII.	NEWTON AND THE APPLE. PART I . . . . .	66
	<i>The continuous tense</i>	
XXIV.	NEWTON AND THE APPLE. PART II . . . . .	68
	<i>The perfect tense</i>	
XXV.	THE FIRST STEAMBOAT . . . . .	71
	<i>The indefinite tense</i>	

## CONTENTS

vii

LESSON		PAGE
XXVI.	THE FIRST LOCOMOTIVE . . . . .	74
	<i>Subdivisions of parts of speech</i>	
XXVII.	TRAVELING . . . . .	77
	<i>Phrases, clauses and sentences</i>	
XXVIII.	THE MONTHS . . . . .	80
	<i>The elements of a sentence or clause</i>	



# COMPREHENSIVE ENGLISH READERS

## BOOK III

### LESSON I

#### THE NEW TERM

The holidays are over, and we have just begun the new school year.

Those who passed the examination at the end of last term have gone up into a higher class. Those who failed have to stay down in the same class as last year.

I am afraid most of us have forgotten a great deal of English since our last lesson before the holidays, but I hope we shall remember it when we begin work again.

We have finished the second English Reader, and now we are going to use the third one. Our class has a different teacher, too, but he will give us lessons like those we had last year.

Usually, we had an English lesson every day, in the morning or afternoon. Our teacher spoke to us in English, and we listened. He wrote words

and sentences on the blackboard, explained what they meant, and told us to look at them carefully. When he asked us questions, we answered them. If we made any mistakes in speaking or in our written exercises, he corrected them.

I am afraid English is rather hard, but we ought to learn it, in order to be able to speak it and understand it. I am sure we shall learn a great deal more English this year.

#### GRAMMAR

*Intransitive verb:* be, is, am, are, go, failed, stay, listened, look.

*Transitive verb:* begun, have, has, had, hope, remember, finished, give, wrote, explained, meant, told, asked, answered, made, corrected, understand, learn.

*Auxiliary verb:* have (begun), are (going), shall, will.

#### EXERCISES

- I. Mention some other intransitive verbs that you have read before.
- II. Mention some other transitive verbs.
- III. Mention some other auxiliary verbs.

IV. Point out the tense of each of the following words: are, stay, am, listened, look, begin, finished, had, wrote, made, corrected, understand, passed, failed.

V. Change all the verbs in Exercise IV. from present tense to past tense and vice versa.

VI. Give the past participle form of each of the verbs in Exercise IV.

## LESSON II

### LETTER TO PARENTS

*Shanghai, Sept. 10, 1933.*

*My dear Parents,*

*You must excuse me for writing you in English. I do this, because I want to show you how I am getting on with my English lessons.*

I was rather miserable during the first few days when I came here, for the change from my happy home to school was very great. But I am getting used to it very fast, and as the teachers are kind and I have some very nice schoolmates, I begin to feel as happy as I can. But I am not to see you again till the end of the year. What a long, long time it will seem and how I shall count the days

and hours until the happy holidays begin!

In the meantime, I will pay attention to my lessons, so that when I do see you again, you may notice a great improvement in me.

Please write me as often as you can, and tell brothers and sisters to do the same.

With love to all, I remain,

My dear Parents,

Your affectionate son,

A. B.

## GRAMMAR

- |     |             |               |                         |
|-----|-------------|---------------|-------------------------|
| I.  | I shall go  | you will go   | he (she, or it) will go |
|     | we shall go | you will go   | they will go            |
|     | shall I go? | will you go?  | will he go?             |
| II. | it seems    | it will seem  |                         |
|     | he goes     | he will go    |                         |
|     | she comes   | she will come |                         |
|     | I am        | I shall be    |                         |
|     | you are     | you will be   |                         |
|     | he is       | he will be    |                         |

## EXERCISES

I. Pick out all verbs in this lesson and say whether they are transitive, intransitive, or auxiliary.

II. Add an appropriate auxiliary verb to each of the verbs in the following sentences:

1. The teacher teaches me English.
2. The boy plays with me.
3. My father is at home.
4. My brother is in the park.
5. My sister tells me a story.
6. I am here.

## LESSON III

## MY DAILY WORK

I am studying in the second grade of a junior middle school. My curriculum for this term consists of Chinese language, English language,

civics, history, geography, mathematics, natural science, hygiene, music, fine arts, and physical drill.

I board in the school. My dormitory is very near to the classroom.

I get up at six o'clock every morning. It takes me less than thirty minutes to dress up, wash my face and brush my teeth. On every other day I take a bath which occupies another twenty minutes.

The bell for breakfast rings at seven o'clock. After breakfast, I go to the classroom to prepare my lessons.

On the average I have six lessons every day, usually three in the morning and three in the afternoon.

I have tiffin at quarter past twelve. After tiffin, I usually go to the library to read some newspaper. When the day's work is over, I often spend one or two hours at the playground. I like football most; but I am also fond of other sports. Then I spend the rest of the afternoon in the library reading various books assigned by the teachers until the bell for supper rings.

After supper I return to the bedroom to review my lessons. As a rule, I go to bed at nine o'clock in the evening.

### GRAMMAR

Some intransitive verbs are self-complete, such as:

The bell *rings*.

I *go*.

Some intransitive verbs require a complement, such as:

My dormitory *is* near the classroom.

He *becomes* a teacher.

Some transitive verbs require only an object, such as:

I *take* a bath.

I *have* six lessons every day.

Some transitive verbs require both an object and a complement, such as:

The teacher *told* me to copy the lesson.

I *found* him asleep.

Some transitive verbs have two objects, as:

Father *gave* me (*indirect object*) a book (*direct object*).

The teacher *teaches* us (*indirect object*) English (*direct object*).



## EXERCISES

Answer the following questions:

1. What is your school?
2. In what grade are you studying?
3. How far is your dormitory from the classroom?
4. When do you get up every morning?
5. How long does it take you to dress up, wash your face and brush your teeth?
6. How often do you take a bath?
7. How long does it take you to take a bath?
8. When does the bell ring for breakfast?
9. What do you do after breakfast?
10. How many lessons have you every day?
11. How many lessons do you usually have in the morning?
12. When do you take your tiffin every day?
13. Where do you usually go after tiffin?
14. What do you do there?
15. Where do you go after the day's work is over?
16. How much time do you spend at the playground?
17. What do you like to play most?
18. Are you fond of other sports?
19. Where do you spend the rest of the afternoon?
20. What do you do in the library then?
21. How long do you stay in the library then?
22. Where do you go after supper?
23. What do you do in the bedroom before you sleep?
24. When do you go to bed every evening?

## LESSON IV

## THE BRITISH ISLES

The British Isles, lying not far from the north-west coast of Europe, include England, Scotland, Ireland, and Wales. Scotland, Wales, and the west of Ireland are mountainous, but a wide plain lies in central and eastern England.

The summer in England is not often very hot, and the winter is not very cold. Except in the north of Scotland, it does not freeze or snow much, but it rains in all parts of Great Britain at most times of the year.

Corn and vegetable are grown, and cows and pigs are reared, on the flat land; sheep are to be found on the mountains.

There are more than forty million people altogether in the whole of the British Isles. Railways run to all parts of the country, and there are schools and post offices in every town and village.

The most important cities are on the coal fields in the north and west. Cotton and woollen goods are manufactured chiefly in the north of England. Knives, scissors, nails, pins and needles,

machines and other things of iron and steel are made at Sheffield, Birmingham and in Scotland. Ships are built at Newcastle, Liverpool and at other places on the coast.

London<sup>ND</sup> is the capital, where the government buildings and the head offices of many banks and important business companies are to be found.

London, Liverpool, and Glasgow have fine harbors, where not only British steamers but also foreign ships from all over the world are to be seen.

#### GRAMMAR

*Proper noun:* Europe, England, Scotland, Ireland, Wales, Great Britain, Sheffield, Birmingham, Newcastle, Liverpool, London, Glasgow.

*Common noun:* coast, plain, summer, writer, parts, times, years, cows, pigs, sheep, mountains, railways, country, schools, post offices, town, village, cities, coal fields, goods, knives, scissors, nails, pins, needles, machines, things, ships, places, capital, buildings, banks, companies, harbors, steamers, world.

*Material noun:* corn, vegetable, land, cotton, iron, steel.

*Collective noun:* company, class.

*Abstract noun:* examination, work.

**Nouns have two numbers: singular and plural.**

**Proper, material and abstract nouns do not take the plural form.**

### EXERCISES

I. Mention some other proper nouns that you have read before.

II. Mention some other common nouns.

III. Mention some other material nouns.

IV. Mention some other collective nouns.

V. Mention some other abstract nouns.

VI. Answer the following questions:

1. Where are the British Isles?
2. What do the British Isles include?
3. Is central England mountainous?
4. Is Wales mountainous?
5. Does it snow much in Great Britain?
6. Does it rain much in Great Britain?
7. How many people are there in the whole of the British Isles?
8. In what part of England are cotton and woollen goods manufactured?
9. In what part of England are ships built?
10. What is London?
11. What is Liverpool?

## LESSON V

## BRUCE AND THE SPIDER

There was once a king of Scotland whose name was Robert Bruce. He had need to be both brave and wise, for the time in which he lived was wild and rude. The king of England was at war with him, and had led a great army into Scotland to drive him out of the land.

Battle after battle had been fought. Six times had Bruce led his brave little army against his foes; and six times had his men been beaten and driven into flight. At last his army was scattered, and he was forced to hide himself in the woods and in lonely places among the mountains. It seemed to him that there was no use for him to try to do anything more.

One day, while he was lying on the ground under a rude shed, he saw a spider over his head, making ready to weave her web. He watched her as she toiled slowly and with great care. Six times she tried to throw her frail thread from one beam to another, and six times it fell short.

“Poor thing!” said Bruce, “You, too, know what it is to fail.”

But the spider did not lose hope with the sixth failure. With still more care, she made ready to try the seventh time. Bruce almost forgot his own troubles as he watched her swing herself out upon the slender line. Would she fail again? No! The thread was carried safely to the beam, and fastened there.

“I, too, will try a seventh time!” cried Bruce. He arose and called his men together. He told them of his plan, and sent them out with messages of cheer to his disheartened people. Soon there was an army of brave Scotchmen around him. Another battle was fought, and the king of England was glad to go back into his own country.

## GRAMMAR

### IDIOMATIC PHRASES

had need to be  
 at war with  
 out of  
 battle after battle  
 driven into flight  
 it seemed to him

with great care  
from one . . . to another  
fell short  
lose hope with  
make ready

## EXERCISES

- I. Make sentences illustrating the idioms given above.
- II. Answer the following questions:
  1. What was Robert Bruce?
  2. Who was at war with him?
  3. What did the king of England do?
  4. How many times had Bruce led his army against his foes?
  5. How was his army at last?
  6. Where did he hide himself?
  7. What did he see when he was lying on the ground one day?
  8. How many times did the spider try to throw the thread from one beam to another?
  9. Did the spider lose hope with the sixth failure?
  10. Did she fail again at the seventh time?
  11. What did Bruce do after he saw this?
  12. Did he succeed at last?

## LESSON VI

## LEONIDAS AND HIS THREE HUNDRED

## PART I

Have you ever heard of a country called Greece? It lies in the extreme south of Europe. In our own day it is of little importance, but two thousand years ago, and before that, it was the home of one of the noblest races of men in the world. They built splendid cities, and they wrote poems, histories and other books, which are still the wonder of the world. But the strongest feeling they had was love for their native land.

Once this land, so loved and so beautiful, was attacked by the Persian king. He came from Asia, with a force so vast that it seemed as if he would easily overrun so small a country as Greece was. But the Greeks were free, and fought for their own country, and not for any tyrant; while the soldiers of the Persian king were little more than his slaves, and often had to be forced into battle.

The Persian king, with his vast army passed slowly from the north toward the south of Greece.



But his way led through a very narrow pass, called Thermopylae. If he could be stopped, or even delayed for a time at this pass, the states of Greece might have time to get ready for defense. Perhaps they might even defeat the Persian king and force him to retire.

## GRAMMAR

<i>Proper adjective:</i>	Persian, English, Chinese.
<i>Adjective of quality:</i>	extreme, noblest, splendid, strongest, native, beautiful, vast, small, free, narrow.
<i>Adjective of quantity:</i>	little, much.
<i>Adjective of number:</i>	one, two, few, many.
<i>Demonstrative adjective:</i>	this, that.
<i>Distributive adjective:</i>	each, every.

## EXERCISES

- I. Mention some other proper adjectives.
- II. Mention some other adjectives of quality.
- III. Mention some other adjectives of quantity.
- IV. Mention some other adjectives of number.
- V. Mention some other demonstrative adjectives.
- VI. Mention some other distributive adjectives.

## LESSON VII

## LEONIDAS AND HIS THREE HUNDRED

## PART II

Leonidas, king of Sparta, one of the great cities of Greece, was chosen for this post. He had with him three hundred Spartan citizens. They knew the great size of the force that was coming upon them, but the pass was so narrow that a few brave men could defend it against an army. When the Persian king came near, and saw so small a number daring to dispute the pass with him, he was greatly surprised. He waited for some days, thinking that they would go back from the pass, and leave it free for his army. Finding they did not do so, he gave orders for an attack to be made. But troop after troop of his army advanced, only to be driven back by the Spartans, who stood at their posts like rocks. All the efforts of the Persians were in vain.

But at last a traitor came to the Persian king and showed him another road by which his soldiers might march round to get at the back of Leonidas. This road lay up among the hills

above the pass of Thermopylæ. Accordingly, a body of soldiers was sent round with the traitor. In the dawn of morning, the Spartans heard the tramp of the enemy marching down the hill. They knew that all was lost; but Leonidas never fled from his post.

The Spartans left the pass and attacked the Persians in the open ground. Leonidas soon fell; but his followers fought nobly, until not one was left alive. The pass was lost, but Leonidas and his noble three hundred had not died in vain. They had shown to the Persians how the free Greeks could fight for their native land. While they fought, the other Greeks were preparing their defense so well, that at last they drove the Persian invader out of Greece.

On the spot where Leonidas fell, a marble lion was set up with these words engraved on: "Stranger, go tell the Spartans that we are lying here, obedient to the laws which they have made." To the Spartan, to abide by his post was a law which he thought it a shame to disobey.

## GRAMMAR

## IDIOMATIC PHRASES

*One of the great cities.*

*One of the boys.*

He had *with him* three hundred Spartan citizens.

He has *with him* ten classmates.

The path was so narrow *that* a few brave men could defend it against a host.

The lesson is so hard *that* I have to study it more carefully.

*Troop after troop* of his army advanced.

*Battle after battle* had been fought.

## EXERCISES

Answer the following questions:

1. What is Greece?
2. Where does it lie?
3. What was it two thousand years ago?
4. Who attacked this land once?
5. Where did the Persian king come from?
6. Did the Greeks fight for a tyrant?
7. Did they love their native land?
8. How did the Persian king with his host pass?
9. What did his way lead through?
10. Who defended that pass?
11. What was Leonidas?
12. How many men had he with him?

13. Did he and his men go back from the pass?
14. What did the Persian king do then?
15. Did the Persian army succeed in advancing?
16. What happened at last?
17. In the dawn of morning what did the Spartans find?
18. Did Leonidas flee from his post?
19. What did he do then?
20. What became of him?
21. What became of all his followers?
22. Had they died in vain?
23. What were the other Greeks doing while they fought?
24. What did the other Greeks succeed at last?
25. What was set up on the spot where Leonidas fell?

## LESSON VIII

### A HARE AND A TORTOISE

A hare laughed at a tortoise one day and said: "You have as many legs as I have, but you can't run at all. Your parents, I imagine, did not have you properly taught."

"You are right," answered the tortoise quietly, "in saying 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 rather angry. She thought that the tortoise was very rude to make such an offer. Of course, it seemed to her quite impossible for the tortoise to win. But the hare thought over the matter for a moment, and then said: "Come along, then, but you can't possibly win."

So they started at once. The hare ran a mile in a few minutes.

"It is certain that I shall win," the hare said to herself. "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; I have plenty of time."

While the lazy hare was asleep, the tortoise walked steadily 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.

Although the tortoise could not run, he had won, and although the hare could run very fast she lost the race because she was too certain and too lazy.

### GRAMMAR

<i>Adverb of time:</i>	now, then, already, late, before, never.
<i>Adverb of place:</i>	here, there, along.
<i>Adverb of number:</i>	again, once.
<i>Adverb of manner:</i>	properly, quietly, fast, slowly, asleep, steadily.
<i>Adverb of degree:</i>	very, much, rather, quite, too.
<i>Adverb of affirming or denying:</i>	yes, no, not.
<i>Interrogative adverb:</i>	<i>When</i> did he come? <i>How</i> do you do?
<i>Relative adverb:</i>	Let me know <i>when</i> you will come? Let me know <i>where</i> you live?

### EXERCISES

I. Pick out all adverbs in this lesson and classify each of them.

II. Pick out all adverbs in Lessons VI and VII and classify each of them.

## LESSON IX

## USEFUL ANIMALS

Some animals are useful to us, not only while they are alive, but also when they are dead; in fact, it would be difficult to do without them.

A cow, for example, gives us milk and cream for making butter and cheese. After it is killed, its skin is made into leather for shoes, bags and other things. In some countries cows and oxen are used to pull carts, but in most countries horses are used for this purpose.

The meat which we get from an ox is called beef; from a sheep, mutton. Sheep and lambs also give us wool which is used chiefly for thick winter clothes.

Although pigs look dirty and stupid, the meat that we get from them tastes very nice. Hens lay eggs, and chickens are often killed for food. An elephant seems to be very awkward, but it is one of the few wild animals that can be caught and tamed. When it has been taught to obey and serve men, it is of great use because of its strength and cleverness.



When we see a cat creeping towards a hole to catch a rat or a mouse, we can imagine how a lion or a tiger catches animals to kill and eat them.

There is one very common animal whose name we have not said anything about and which is often known as a man's greatest friend. I wonder whether you can guess what animal that is.

### GRAMMAR

#### CHANGES FROM ONE PART OF SPEECH TO ANOTHER

##### Adjectives

clever  
useful  
thick  
stupid  
awkward  
great  
strong  
high  
different  
careful  
able  
wide  
cold  
flat  
important  
wild

##### Adverbs

cleverly  
usefully  
thickly  
stupidly  
awkwardly  
greatly  
strongly  
highly  
differently  
carefully  
ably  
widely  
coldly  
flatly  
importantly  
wildly

##### Nouns

cleverness  
usefulness, use  
thickness  
stupidity  
awkwardness  
greatness  
strength  
highness, height  
difference  
carefulness, care  
ability  
width  
coldness  
flatness  
importance  
wildness

Adjectives

rude  
brave  
poor  
noble  
splendid  
beautiful  
easy  
free  
slow  
narrow  
peaceful  
obedient  
quiet  
angry  
lazy  
steady  
true  
sudden  
certain

Adverbs

rudely  
bravely  
poorly  
nobly  
splendidly  
beautifully  
easily  
freely  
slowly  
narrowly  
peacefully  
obediently  
quietly  
angrily  
lazily  
steadily  
truly  
suddenly  
certainly

Nouns

rudeness  
bravery  
poverty  
nobility  
splendor  
beauty  
ease  
freedom  
slowness  
narrowness  
peace  
obedience  
quietness  
anger  
laziness  
steadiness  
truth  
suddenness  
certainty

## EXERCISES

Write sentences illustrating the groups of words given above.

## LESSON X

## THE NATIONAL FESTIVAL

Every nation has a National Festival. That of the Republic of China occurs on the tenth of October; hence it is called the "Double Ten Festival." It was on this day in the year 1911 when the founders of the Republic started a revolution at Wuchang resulting in the overthrow of the Manchu dynasty and the founding of the Republic.

Led by Dr. Sun Yat-sen, the Chinese patriots had for many times revolted against the Manchu rule. Time and again they failed, but they renewed their efforts with greater vigor.

The spark of revolution kindled by the revolutionists at Wuchang soon spread all over the country, until the Manchu emperor was forced to abdicate in favor of the Republic. Dr. Sun Yat-sen was elected president of the provisional government, and the New Year's day of the next year marked the beginning of the Republic.

Notwithstanding many trials and hardships, the Republic of China strikes deeper root year after year.

Let us all celebrate our National Festival and join in our efforts to make the Republic greater.

### GRAMMAR

<i>Personal pronoun:</i>	I, we, you, he, she, it, they.
<i>Demonstrative pronoun:</i>	this, that, these, those.
<i>Relative pronoun:</i>	who, which, that.
<i>Interrogative pronoun:</i>	who? which? what?

### EXERCISES

I. Compare the underlined words in each pair of sentences:

- 1—*a.* That of the Republic of China occurs on the tenth of October.
- b.* It is the same book that I have read before.
- 2—*a.* Who is the founder of the Republic of China?
- b.* Dr. Sun Yat-sen is the man who founded the Republic of China.
- 3—*a.* It is the same book which I have read before.
- b.* Which of the books do you like to read?
- 4—*a.* What is a National Festival?
- b.* This is what (that which) I want.
- 5—*a.* These are my books.

b. These books are mine.

6—*a.* I like this one.

*b.* I like this.

II. Write sentences containing the following idiomatic phrases:

1. again and again
2. with more vigor
3. in favor of
4. mark the beginning
5. join in our efforts
6. strike root
7. year after year

## LESSON XI

### DR. SUN YAT-SEN'S WILL

*(Translated by Frank W. Price)*

For forty years I have devoted myself to the cause of the people's revolution with but one end in view, the elevation of China to a position of freedom and equality among the nations. My experiences during these forty years have firmly convinced me that to attain this goal we must bring about a thorough awakening of our own people and ally ourselves in a common struggle

with those peoples of the world who treat us on the basis of equality.

The work of the Revolution is not yet done. Let all our comrades follow my "Plans for National Reconstruction," "Fundamentals of National Reconstruction," "Three Principles of the People," and the "Manifesto" issued by the First National Convention of our Party, and strive on earnestly for their consummation. Above all, our recent declarations in favor of the convocation of a National Convention and the abolition of unequal treaties should be carried into effect with the least possible delay. This is my heartfelt charge to you.

(Signed) SUN WEN

March 11, 1925

#### GRAMMAR

#### IDIOMATIC PHRASES

devoted to the cause

one end in view

to attain this goal

to bring about

to strive on

above all

carried into effect  
with the least possible delay

## EXERCISES

I. Write sentences containing the idiomatic phrases given above.

II. Answer the following questions:

1. For how many years has Dr. Sun Yat-sen devoted himself to the cause of the people's revolution?
2. What is his only end in view?
3. What have his experiences firmly convinced him?
4. What must we do to attain this goal?
5. Has the work of the revolution been done?
6. What shall we follow?
7. What should be carried into effect above all?
8. When was Dr. Sun's will signed?

## LESSON XII

## THE STORY OF WILLIAM TELL

The people of Switzerland were not always free and happy as they are to-day. Many years ago a proud tyrant, whose name was Gessler, ruled over them, and made their lot a bitter one indeed.

One day this tyrant set up a tall pole in the public square, and put his own cap on the top of it; and then he gave orders that every man who came into the town should bow down before it. But there was a man, named William Tell who would not do this.

When Gessler heard of this, he was very angry and made up his mind to punish the bold man.

William Tell's home was among the mountains, and he was a famous hunter. Not one in all the land could shoot with bow and arrow so well as he. Gessler knew this, and so he thought of a cruel plan to make the hunter's own skill bring him to grief. He ordered that Tell's little boy should be made to stand up in the public square with an apple on his head; and then he bade Tell shoot the apple with one of his arrows.

Tell begged the tyrant not to have him make this test of his skill.

"Will you make me kill my boy?" he said.

"Say no more," said Gessler. "You must hit the apple with your one arrow. If you fail, my soldiers shall kill the boy before your eyes."



Then, without another word, Tell fitted the arrow to his bow. He took aim, and let it fly. The boy stood firm and still. He was not afraid, for he had all faith in his father's skill.

The arrow whistled through the air. It struck the apple fairly in the center, and carried it away. The people who saw it shouted with joy.

As Tell was turning away from the place, an arrow which he had hidden under his coat dropped to the ground.

"Fellow!" cried Cessler, "What mean you with this second arrow?"

"Tyrant!" was Tell's proud answer, "This arrow was for your heart if I had hurt my child."

And there is an old story, that not long after this, Tell did shoot the tyrant with one of his arrows; and thus he set his country free.

## GRAMMAR

### CASES OF PRONOUNS

*Nominative:* I, you, he, she, it, we, they, who.

*Possessive:* my, your, his, her, its, our, their, whose.

*Objective:* me, you, him, her, it, us, them, whom.

Nouns also have three cases, but unlike pronouns, they do not differ in form.

**EXAMPLES:**

The boy told the girl.

He told her.

The girl told the boy.

She told him.

This is the boy's book.

This is his book.

This is the girl's book.

This is her book.

The objective case, but not the nominative case, should be used after a verb or a preposition.

**EXERCISES**

Point out the case of every noun or pronoun in this lesson.

**LESSON XIII**

**COLUMBUS AND THE EGG**

**PART I**

Christopher Columbus discovered America on the twelfth of October, 1492. He had spent eighteen years in planning for that wonderful first voyage which he made across the Atlantic Ocean. The thoughts and hopes of the best part of his life

had been given to it. He had talked and argued with sailors and scholars and princes and kings, saying, "I know that, by sailing west across the great ocean, one may at last reach lands that have never been visited by Europeans." But he had been laughed at as a foolish dreamer, and few people had any faith in his projects.

At last, however, the king and queen of Spain gave him ships with which to make the trial voyage. He crossed the ocean and discovered strange lands, inhabited by a people unlike any that had been known before. He believed that these lands were a part of India.

When he returned home with the news of his discovery there was great rejoicing, and he was hailed as the hero who had given a new world to Spain. Crowds of people lined the streets through which he passed, and all were anxious to do him honor. The king and queen welcomed him to their palace and listened with pleasure to the story of his voyage. Never had so great respect been shown to any common man.

But there were some who were jealous of the discoverer, and as ready to find fault as others

were to praise. "Who is this Columbus?" they asked, "and what has he done? Is he not a poor pilot from Italy? And could not any other sailor sail across the ocean just as he has done?"

### GRAMMAR

*Simple preposition:*      on, in, at, by, to, from.

*Compound preposition:* into, onto, within, without, across.

*Phrase preposition:*      because of, with regard to, for the sake of, instead of, with a view to, in front of.

### EXERCISES

I. Insert prepositions or phrases in the places left blank:

1. We live —— China.
2. I go —— school —— home every morning.
3. The cat runs —— the rat.
4. Greece was once attacked —— a Persian king.
5. The Greeks fought very bravely —— their country.
6. Leonidas had —— him three hundred Spartan soldiers.
7. The hunters shoot —— bow and arrow.

8. There was once a tyrant who ruled — the people of Switzerland.
9. The arrow dropped — the ground.
10. Those who passed the examination have gone up — a higher class.
11. He stands — me.
12. He jumped — water.

II. Write sentences illustrating the phrase prepositions given above.

## LESSON XIV

### COLUMBUS AND THE EGG

#### PART II

One day Columbus was at dinner which a Spanish gentleman had given in his honor, and several of these persons were present. They were proud, conceited fellows, and they very soon began to try to make Columbus uncomfortable.

“You have discovered strange lands beyond the sea,” they said. “But what of that? We do not see why there should be so much said about it. Anybody can sail across the ocean; and anybody can coast along the islands on the other

side, just as you have done. It is the simplest thing in the world."

Columbus made no answer; but after a while he took an egg from a dish and said to the company, "Who among you, gentlemen, can make this egg stand on end?"

One by one those at the table tried the experiment. When the egg had gone entirely around and none had succeeded, all said that it could not be done.

Then Columbus took the egg and struck its small end gently upon the table so as to break the shell a little. After that there was no trouble in making it stand upright.

"Gentlemen," said he, "what is easier than to do this which you said was impossible? It is the simplest thing in the world. Anybody can do it after he has been shown how."

#### GRAMMAR

*Coördinative conjunctions:* and, both . . . and, as well as, or, nor, but, therefore, for.

**Subordinative conjunctions:** that, because, as, so that, if, unless, though, although, than, when, while, before, after, until, since, why, where, how, who, which, what.

A coördinative conjunction is used to join coördinative words, phrases, or clauses. In other words, two or more clauses joined by the coördinative conjunction become a compound sentence.

**EXAMPLE:**

They were proud, conceited fellows, and they very soon began to try to make Columbus uncomfortable.

A subordinative conjunction is used to join a subordinative clause (noun clause, adjective clause, or adverbial clause) to some word or group of words in another clause. In other words, two or more clauses joined by the subordinative conjunction become a complex sentence.

**EXAMPLES:**

We do not see *why there should be so much said about it.* (noun clause)

One day Columbus was at dinner *which a Spanish gentleman had given in his honor.* (adjective clause)

Anybody can do it *after he has been shown how,* (adverbial clause)

A sentence consisting of only one clause is called a simple sentence.

A sentence consisting of several clauses joined by both coördinative and subordinative conjunctions is called a compound complex sentence.

EXAMPLE:

Anybody can sail across the ocean; and anybody can coast along the islands on the other side just as you have done.

EXERCISES

Pick out all conjunctions in LESSON XIII and point out what kind of clause is introduced by each of these conjunctions.

LESSON XV

CHINESE AND FOREIGN FOOD

Can you eat Chinese food?

Yes, I am quite fond of it. At first when I came to China I could not eat anything except rice. Now I eat almost all kinds of Chinese food. Do you like foreign food?

Yes, I eat foreign food, but I like Chinese food better.



Yes, I suppose so. What kind of Chinese food do you like best?

I think I like plain food best.

Yes, that is right. Dishes for the feast are good too, but they are too rich. What kind of foreign food do you prefer?

I like beefsteak and onions with vegetables, don't you?

Yes, I like that a little; but I prefer roast beef to steak.

Let us go into this restaurant and have lunch together.

All right.

Shall we sit at this table?

Yes, if you like.

What shall we order?

They have only foreign food here, I think.

Yes, this restaurant has only foreign food. Shall we try some steak?

Yes, but it may be tough. Perhaps ham and eggs would be better.

Just as you like.

Well, then I will order ham and eggs for two.

Yes, all right.

Ham and eggs for two, please.

All right; it will be ready presently.

This ham and eggs are very good.

Yes, the eggs are fresh.

Shall we have some coffee?

Yes, it would go very well.

Two cups of coffee, please. Shall we have toast or more bread?

Yes, I would like a piece of toast, wouldn't you?

Yes, I should.

Some toast, please.

Will you have anything more?

No more, thank you.

Waiter, bill, please.

How much is it?

It is seventy-five cents.

Let me pay.

No, I will pay.

### GRAMMAR

The same word may be used as a preposition or a conjunction.

## EXAMPLES:

I walked *after* you. (*prep.*)

I go to school *after* I have taken breakfast. (*conj.*)

He stands *before* me. (*prep.*)

He had left *before* you arrived. (*conj.*)

I cannot go *because* of illness. (*prep.*)

I cannot go *because* I am ill. (*conj.*)

I shall wait *until* eight o'clock. (*prep.*)

I shall wait *until* I hear from you. (*conj.*)

He gave his life *for* the country. (*prep.*)

You must go now, *for* your father is expecting you. (*conj.*)

I have seen him only once *since* his arrival. (*prep.*)

A month has passed *since* I came here. (*conj.*)

I learned every rule *but* the last one. (*prep.*)

He is clever, *but* very lazy. (*conj.*)

## EXERCISES

Insert prepositions or conjunctions in the places left blank:

1. I have tiffin ——— quarter past twelve.
2. I like football most, ——— I am also fond of other sports.
3. The summer in England is not often very hot, ——— the winter is very cold.

4. He had need to be — brave — wise.
5. I return to the bedroom — supper.
6. Leonidas soon fell, — his followers fought nobly, — not one was left alive.
7. I came long — you left.
8. It has been two years — I began to study English.
9. William Tell's home was — the mountains, — he was a famous hunter.
10. Not long — this, Tell did shoot the tyrant — one of his arrows.
11. — some parts of Holland the land lies so low, — the people have to build great walls — sand and earth to keep out the sea.
12. The Spartans left the pass — attacked the Persians — the open ground.

## LESSON XVI

## SALT

## PART I

Fred Hunt was very fond of sugar. He never seemed tired of eating sweet things. One day his father said to him: "Fred, you often eat

half an ounce of sweets. What do you say to eating half an ounce of salt every day for a week?"

"Oh, Father!" cried Fred, "I cannot do that, I do not like salt well enough." "That may be," said his father, "but you need it far more than you need sugar. If you did not have plenty of salt, you would soon be ill." Fred thought his father was joking.

"Only think, Fred, how often you have helped yourself to salt to-day." "I had it with my egg for breakfast, with meat for dinner, and with water cress for tea," said Fred.

"Yes," said his father, "and there was some salt in both the bread and the butter. But salt is used in other ways. You must taste it in ham and bacon. Can you tell me why meat is salted?"

"To make its taste nice," said Fred. "Ah! I see that I must tell you why, Fred. If the meat were not salted, it would soon become bad. Salt keeps meat and fish for a long time fit to eat.

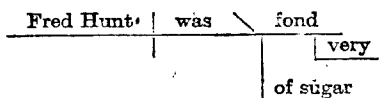
"Animals, unconsciously, find salt good for them, and they are fond of it."

"How do they get it?" asked Fred.

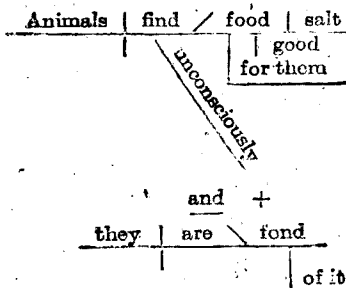
"Farmers put hard lumps of salt where the cattle can easily lick them," said his father. "Wild animals find it for themselves. Deer, for instance, will go for miles in search of places where it lies on the ground. When they have found it, they lick it up."

## GRAMMAR

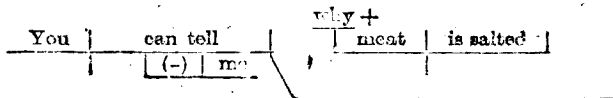
*Simple sentence:* Fred Hunt was very fond of sugar.



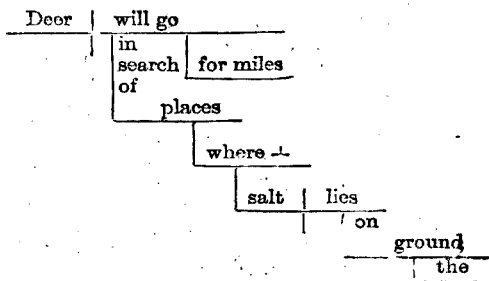
*Compound sentence:* Animals, unconsciously, find salt good food for them, and they are fond of it.



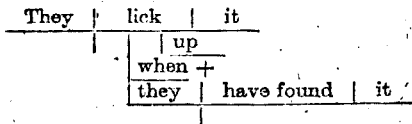
*Complex sentence with a noun clause:* Can you tell me why meat is salted?



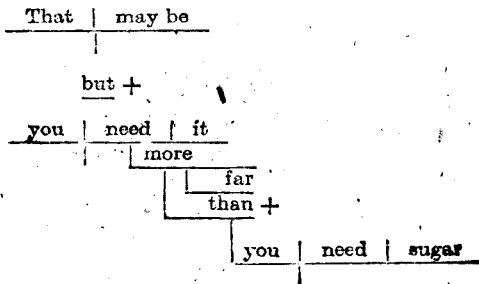
*Complex sentence with an adjective clause:* Deer will go for miles in search of places where salt lies on the ground.



*Complex sentence with an adverbial clause:* They lick it up, when they have found it:



*Compound complex sentence:* That may be; but you need it far more than you need sugar.



## EXERCISES

Diagram the following sentences:

1. If the meat were not salted, it would soon become bad.
2. Salt keeps meat and fish for a long time fit to eat.
3. Fred thought his father was joking.

## LESSON XVII

## SALT

## PART II

"Will you tell me where salt comes from, Father?"

"Yes, Fred, I will. Some salt comes from the sea. You know that sea-water is salty. You tasted some when you were bathing last year, and did not at all like it."

"I know that sea-water tastes salty; but how can men get the salt out of it?" asked Fred.

"First of all they dig ditches, wide but not very deep. Then they fill them with sea-water. The sun dries up the salt water, but the salt that was



in .t stays behind in the ditches. Then the men can take it up for their use."

“But that is not the way they get it in some other countries,” Mr. Hunt went on to say. “They have large salt mines. In these, beds of hard salt, called rock salt, lie deep down in the ground. The rock salt is not white and fit for use, for it is mixed with earth. The earth makes it brown and dirty.”

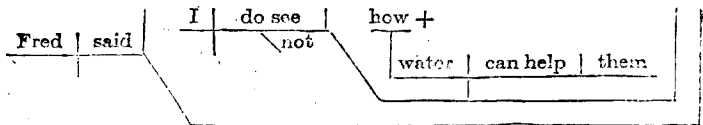
“Do men dig the rock salt out of the mines?” asked Fred. “Sometimes,” said his father. “But they know an easier way than that. Very often they make a deep hole down to the rock salt and pour in water. By the help of that water they can bring up the salt.”

“I do not see how water can help them,” said Fred. “The water melts the salt, and turns it into ‘brine,’” said his father. “Brine is the name for very salt water, you know.”

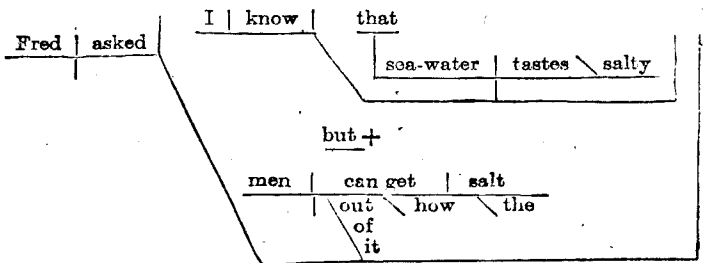
“The brine is pumped up from the earth. It is then boiled down so that the water may dry up and leave the salt in the pan.”

## GRAMMAR

"I do not see how water can help them," said Fred.



"I know that sea-water tastes salty; but how can men get the salt out of it?" asked Fred.



## EXERCISES

Diagram the following sentences:

1. Will you tell me where salt comes from, Father?
2. The sun dries up the salt water, but the salt that was in it stays behind in the holes.
3. "Do men dig the rock salt out of the mines?" asked Fred.
4. "The water melts the salt, and turns it into brine," said his father.

## LESSON XVIII

## TEA

Tea is the leaf of an evergreen shrub which grows largely in our country, and also in India and in other lands.

After the ground has been well dug over, bamboo sticks are placed in it at equal distances, about four or five feet apart. This shows where the seed is to be planted.

Holes are then made about five inches deep. Into each hole half a dozen seeds are put. In some places, as soon as the seed is planted, it is left until the leaves are ready to be gathered. But in other places a great deal of pain is taken to keep the ground free from grasses.

No tea can be got from a tree until the plant is three years old. The younger the leaves, the better is the tea.

When the leaves are ready for gathering, many hundreds of men, women, and children are employed to pick them. Each one takes a large basket in which to put the leaves.

The tea is then weighed, and spread out on large trays to dry. When quite dry, the leaves are laid on a bamboo mat to be rolled. The slightly rough face of the mat is better than the smooth face of a table for this purpose. The leaves are rolled sometimes by hand, and sometimes by a machine.

There are three times in the year for gathering tea, first in March, next near the end of April, and last in August.

The best tea is made from the youngest leaves, which are picked with great care. The cheapest tea is made from the largest leaves.

#### GRAMMAR

In this lesson most of the verbs are in the passive voice with the original subject omitted, such as:

1. The ground has been well dug over. = The ground has been well dug over by the tea-planters. = The tea-planters have well dug over the ground.
2. Bamboo sticks are placed in it at equal distances. = Bamboo sticks are placed in it at equal distances by the tea-planters. = The tea-planters place the bamboo sticks in it at equal distances.

3. This shows where the seed is to be planted. =  
This shows where the seed is to be planted  
by the tea-planters. = This shows where the  
tea-planters are to plant the seed.

## EXERCISES

I. Change all verbs in this lesson (except those in the second paragraph) from the passive to the active voice.

II. Answer the following questions:

1. What is tea?
2. Where does it grow?
3. How deep are the holes for planting the seeds?
4. How many seeds are put into each hole?
5. How old must be the tea plant before the leaves are ready for gathering?
6. How are the tea leaves dried?
7. How are they rolled?
8. How many times in a year are the tea leaves to be gathered?
9. In what months?
10. What is the best tea made from?

## LESSON XIX

## THE FIVE SENSES

We open our eyes in the morning, and see the gay light of the sun. The light of the sun shows things to us; and our eyes see them.

When we open our eyes and look, we make use of our sense of sight.

When the first rays of the sun shine upon the little birds as they sleep among the branches of the trees, they stir and shake themselves. Then they open their little bills and pour forth a sweet song of joy.

And we listen to the song, and hear it through our sense of hearing.

If we go out and walk in the fields, the sweet scent of the wild flowers comes to us; and we smell it through our sense of smell.

We come back and sit down to breakfast, dinner, or supper; and when we say that what we eat or drink is sweet, sour, salt, or bitter, we are making use of our sense of taste.

If we wish to know whether a thing is hard or soft, rough or smooth, round or square, we put the tips of our fingers to it and find out how the thing feels by making use of our sense of touch.

These, then, are the five senses: sight, hearing, smell, taste, and touch; they are the five gateways through which we learn to know the world.

The organ of sight is the eye; the organ of hearing is the ear; the organ of smell is the nose; the organ of taste is the tongue; and the organ of touch is the skin.

## GRAMMAR

## NOUNS AND VERBS

(a) *Nouns and verbs in the same form:*

<u>Verbs</u>	<u>Nouns</u>
smell	smell
taste	taste
touch	touch
look	look
sleep	sleep
use	use
wish	wish
request	request
notice	notice
answer	answer
blame	blame
cut	cut
prize	prize
ruin	ruin

(b) *Nouns formed by adding 'ing' to the verbs:*

learn	learning
teach	teaching
say	saying

Verbs

hear

mean

build

Nouns

hearing

meaning

building

(c) *Nouns formed by adding 'tion' to the verbs:*

attend

collect

inform

recommend

found

attention

collection

information

recommendation

foundation

(d) *Nouns formed by various ways:*

see

think

fly

injure

grow

arrive

choose

know

sight

thought

flight

injury

growth

arrival

choice

knowledge

## EXERCISES

Write sentences using each of the following words first as a verb and then as a noun:

sleep, use, request, answer, cut, ruin, learn,  
build, inform, sing, mean, arrive, fly, smell, say.



## LESSON XX

## KEEPING WELL

When people are ill, they themselves are often to blame. If we catch cold, if we have the toothache, or a headache, it is perhaps our own fault. Really, it is quite easy to keep well by taking good care of ourselves.

First of all, we should eat good food, and have our meals regularly. Then we have to get out of doors as much as we can. Even when we are indoors, we can get plenty of fresh air by keeping the windows open. If we breathe fresh air, we are not likely to catch cold. In wet or cold weather, we must keep ourselves warm and dry; woollen clothes are more suitable than cotton.

We should keep our bodies thoroughly clean, by washing ourselves and by changing our clothes very often. Growing boys and girls ought to go to bed early in order to get enough rest and sleep. It is silly to stay up late.

When walking along a street, or traveling by bus or train, we must remember: Safety first! For too many accidents are caused by carelessness.

## GRAMMAR

There are two kinds of infinitives; namely, the noun infinitive and the qualifying infinitive. They are identical in form, though their uses are so different as to become different parts of speech.

(A) The noun infinitive may be used as (a) subject to a verb; (b) object to a verb; or (c) object to a preposition.

## EXAMPLES:

1. It is silly to stay up late. = *To stay up late is silly.* (subject to a verb)
2. It is quite easy to keep well by taking good care of ourselves. = *To keep well by taking good care of ourselves is quite easy.* (subject to a verb)
3. *To climb up this mountain is a matter of difficulty.* (subject to a verb)
4. We have to get out of doors. (object to a verb)
5. A brave soldier does not fear to die. (object to a verb)
6. He was about to die. (object to a preposition)

(B) The qualifying infinitive may be used (a) to qualify a verb; (b) to qualify a noun; or (c) to qualify an adjective.

## EXAMPLES:

1. He came *to see* the race. (*qualifying a verb*)
2. They themselves are often *to blame*. (*qualifying a noun*)
3. Give me a chair *to sit on*. (*qualifying a noun*)
4. We are not likely *to catch cold*. (*qualifying an adjective*)

## EXERCISES

## I. Diagram the following sentences:

1. When people are ill, they themselves are often to blame.
2. Really it is quite easy to keep well by taking good care of ourselves.
3. If we breathe fresh air, we are not likely to catch cold.
4. Growing boys and girls ought to go to bed early in order to get enough rest and sleep.

## LESSON XXI

## THE AIR

We cannot see air, but it is all round us. When we fan ourselves, we feel something cool about our faces. It is the air. When the air moves very fast, we can hear it. Then it shakes the

leaves and branches of the trees, and sometimes uproots the big trees.

Without air, no man or beast can live. We can live without food or water for some days, but without air we cannot live even a few minutes. Without air no tree or plant can grow.

When we want a fire to burn more briskly, we stir it with the poker, to let in more air; and when we want the air to go faster to the fire, we blow it with the bellows, and the harder we blow, the brighter the fire blazes.

If we cover a lighted lamp with something, so as not to let air into it, the lamp would soon go out, though there may be oil with a wick in it. This shows that air is needed to make fire burn.

The air we breathe into our lungs makes our blood pure. The air we breathe out is not pure, but full of bad matter, which it takes from our blood. The air of crowded rooms is very harmful to life.

Many years ago, in Calcutta, one hundred forty-six men were shut up one night in a narrow prison, which had only two small windows. The season was very hot, and there was not enough

pure air for so many men to breathe. Next morning only twenty-three men lived to tell the tale of misery, and they were half dead. That prison is now called the "Black Hole."

Pure air, then, is necessary for good health. To breathe the same air again and again makes men weak and unhealthy.

## GRAMMAR

Some adjectives and adverbs have three degrees of comparison; namely, the positive degree, the comparative degree and the superlative degree.

## EXAMPLES:

(a) *Words of one syllable:*

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
bright	brighter	brightest
fast	faster	fastest
hard	harder	hardest
small	smaller	smallest
large	larger	largest
tall	taller	tallest
great	greater	greatest
deep	deeper	deepest
wise	wiser	wisest
brave	braver	bravest
dry	drier	driest
big	bigger	biggest

(b) *Words of two or more syllables:*

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
briskly	more briskly	most briskly
harmful	more harmful	most harmful
beautiful	more beautiful	most beautiful
splendid	more splendid	most splendid
thoroughly	more thoroughly	most thoroughly

(c) *Special words:*

bad	worse	worst
good	better	best
well	better	best
much	more	most
many	more	most
little	less	least
old	older, elder	oldest, eldest

**Study these sentences:**

Chang is tall.

Lee is as tall as Chang.

Wu is taller than Chang.

Wong is the tallest of all boys.

Chang runs fast.

Lee runs as fast as Chang.

Wu runs faster than Chang.

Wong runs the fastest of all boys.

## EXERCISES

## I. Fill the blanks:

1. A dog runs —— than a rat.
2. The sun shines —— than the moon.
3. The teacher is —— than the pupil.
4. Stone is —— than paper.
5. I have —— books than you.
6. The day is —— in summer than in winter.
7. The night is —— in summer than in winter.
8. The sea is —— than the river.
9. He is the —— of the boys.
10. Asia is the —— of all continents.

## II. Answer the following questions:

1. Where is air?
2. Can we see it?
3. When we fan ourselves, what do we feel?
4. What do we see when the air moves very fast?
5. Can man or beast live without air?
6. Can any tree or plant grow without air?
7. Why do we stir the fire with a poker?
8. Why do we blow the fire with the bellows?
9. What will become of a lighted lamp, if we cover it with something?
10. What makes our blood pure?
11. Why is the air of a crowded room harmful?
12. What then is necessary for good health?

## LESSON XXII

## FALLING BODIES

It appears at once to a layman that when two things fall down at the same time from the same height in the air, the heavier one will reach the earth sooner than the one which is lighter. This idea was even upheld by Aristotle, the great philosopher of ancient Greece.

It was the Italian philosopher Galileo (1564-1642) who first proved this to be an error by dropping a ten-pound weight and a one-pound weight from the top of the "leaning tower" at Pisa. In this famous experiment, he succeeded in demonstrating that the two falling bodies actually came to the earth at the very same moment.

Students of science to-day all know, as Galileo had proved, that the rate of fall of a body is accelerated in the course of its fall and depends on the time that it has been falling. That rate has nothing to do with its weight, except that to very light bodies, such as feathers, the air offers an effective resistance and so slows them down.



Developing this subject, Galileo created the sciences of mechanics and hydrostatics.

## GRAMMAR

A verb ending in 'ing' is sometimes a present participle and sometimes a gerund. When used as an adjective or part of a verb, it is called a present participle; when used as a noun, it is called a gerund.

## EXAMPLES:

1. "leaning tower" (present participle)
2. two falling bodies (present participle)
3. it has been falling (present participle)
4. Developing this subject, Galileo created the sciences of mechanics and hydrostatics. (present participle)
5. He proved this to be an error by dropping a ten-pound. . . . (gerund)
6. He succeeded in demonstrating that. . . . (gerund)

## EXERCISES

I. Pick out the present participles and gerunds in LESSONS XX and XXI and point out their uses.

II. Diagram the following sentence:

It appears at once to a layman that when two things fall down at the same time from the same height in the air, the heavier one will reach the earth sooner than the one which is lighter.

## LESSON XXIII

## SIR ISAAC NEWTON AND THE APPLE

## PART I

Sir Isaac Newton was a great thinker. No other man of his time knew so much about the laws of nature; no other man understood the reasons of things so well as he. He learned by looking closely at things and by hard study. He was always thinking, thinking.

Although he was one of the wisest men that ever lived, yet he felt that he knew but very little. The more he learned, the better he saw how much more there was still to be learned.

When he was a very old man he one day said: "I seem to have been only like a boy playing on the seashore. I have amused myself by now and then finding a smooth pebble or a pretty shell, but the great ocean of truth still lies before me unknown and unexplored."

It is only the very ignorant who think themselves very wise.

One day in autumn Newton was lying on the grass under an apple tree and thinking. Suddenly

an apple that had grown ripe on its branch fell to the ground by his side.

"What made that apple fall?" he asked himself.

"It fell because its stem would no longer hold it to its branch," was his first thought.

But Newton was not satisfied with his answer. "Why did it fall toward the ground? Why should it not fall some other way just as well?" he asked.

"All heavy things fall to the ground—but why do they? Because they are heavy. That is not a good reason. For then we may ask why is anything heavy? Why is one thing heavier than another?"

When he had once begun to think about this he did not stop until he had reasoned it all out.

### GRAMMAR

Verb "to be" + present participle = the continuous tense

<u>First person</u>	<u>Second person</u>	<u>Third person</u>
<i>Present continuous</i>		
I am thinking	You are thinking	He is thinking
<i>Past continuous</i>		
I was thinking	You were thinking	He was thinking
<i>Future continuous</i>		
I shall be thinking	You will be thinking	He will be thinking

## EXERCISES

I. Pick out all verbs of the continuous tense in this lesson.

II. Give the three continuous tenses of each of the verbs—*look, study, live, go* and *say*; with *I, You, she, we* and *a boy* as subject to each tense of each verb.

## LESSON XXIV

## SIR ISAAC NEWTON AND THE APPLE

## PART II

Millions and millions of people had seen apples fall, but it was left for Sir Isaac Newton to ask why they fall. He explained it in this way:

“Every object draws every other object toward it.

“The more matter an object contains the harder it draws.

“The nearer an object is to another the harder it draws.

“The harder an object draws another object, the heavier it is said to be.

“The earth is many millions of times heavier than an apple; so it draws the apple toward it millions and millions of times harder than the apple can draw it the other way.

“The earth is millions of times heavier than any object near to or upon its surface; so it draws every such object toward it.

“This is why things fall, as we say, toward the earth.

“While we know that every object draws every other object, we cannot know we it does so. We can only give a name to the force that causes this.

“We call that force gravitation.

“It is gravitation that causes the apple to fall.

“It is gravitation that makes things have weight.

“It is gravitation that keeps all things in their proper places.”

## COMPREHENSIVE ENGLISH READERS

Suppose there was no such force as gravitation, would an apple fall to the ground? Suppose that gravitation did not draw objects toward the earth, what would happen?

To you who, like Sir Isaac Newton, are always asking "why?" and "how?" these questions will give something to think about.

### GRAMMAR

Verb "to have" + past participle =  
the perfect tense

<u>First person</u>	<u>Second person</u>	<u>Third person</u>
<i>Present perfect</i>		
I have thought	You have thought	He has thought
<i>Past perfect</i>		
I had thought	You had thought	He had thought
<i>Future perfect</i>		
I shall have thought	You will have thought	He will have thought

### EXERCISES

I. Pick out all verbs of the perfect tense in LESSONS  
XXIII and XXIV.

II. Give the three perfect tenses of the verbs—*see, say, study, speak* and *write*; with *I, you, he, we, they* and *the boy* as subject to each tense of each verb.

## LESSON XXV

### THE FIRST STEAMBOAT

The first good steamboat was built in New York. She was built by Robert Fulton. Her name was "Clermont." When the people saw her, they laughed. They said that such a boat would never go. For thousands of years boatmen had made their boats go by using sails and oars. People had never seen any such boat as this. It seemed foolish to believe that a boat could be pushed along by steam.

The time came for Fulton to start his boat. A crowd of people were standing on the shore. The black smoke was coming out of the smoke-stack. The people were laughing at the boat. They were sure that it would not go.

At last the boat's wheels began to turn round. Then the boat began to move. There were no oars. There were no sails. But still the boat kept moving. Faster and faster she went. All the people now saw that she could go by steam. They did not laugh any more. They began to cheer.

The little steamboat ran up to Albany. The people who lived on the river did not know what to make of it. They had never heard of a steamboat. They could not see what made the boat go.

There were many sailing vessels on the river. Fulton's boat passed some of these in the night. The sailors were afraid when they saw the fire and smoke. The sound of the steam seemed dreadful to them. Some of them went downstairs in their ships for fear. Some of them went ashore. Perhaps they thought it was a living animal that would eat them up.

But soon there were steamboats on all the large rivers.



## GRAMMAR

The indefinite form of the tenses, unlike the continuous and perfect forms, simply denotes when the event takes place, without specifying whether it has completed or is still continuing.

## EXAMPLES:

	<u>First person</u>	<u>Second person</u>	<u>Third person</u>
<i>Present indefinite</i>	I see	you see	he sees
<i>Past indefinite</i>	I saw	you saw	he saw
<i>Future indefinite</i>	I shall see	you will see	he will see

The present indefinite tense is, however, mostly used to denote some event which is always true.

## EXAMPLES:

1. All heavy things fall to the ground.
2. The earth moves around the sun.
3. Two and two make four.

## EXERCISES

I. Point out the tense form of every verb in this lesson.

II. Give the nine tense forms of each of the following verbs with the pronoun "he" as their subject:

come, stand, laugh, run, teach, write, hear,  
play

III. Diagram the following sentences:

1. It seemed foolish to believe that a boat could be pushed along by steam.
2. Perhaps they thought it was a living animal that would eat them up.

## LESSON XXVI

### THE FIRST LOCOMOTIVE

The first railway locomotive was built in England by William Hedley, and later brought to success by George Stephenson. When the Liverpool and Manchester railway was under planning, a prize of £500 for the best locomotive was offered. By this time, Stephenson had improved his engine so much that he was able to carry off the reward.

The engine with which this was done was called "The Rocket." It weighed only four and half tons, and traveled at the rate of thirty miles an hour on the trial day, which was then thought to be a great wonder indeed.

Yet what would Stephenson have thought, if he could see one of the seventy-five ton express

passenger engines traveling at the rate of no less than a mile per minute! And how he would have wondered at one of the new electric trains of our days without an engine at all!

## GRAMMAR

## SUMMARY

1. There are five kinds of nouns; namely, proper, common, material, collective and abstract nouns.

The noun has two numbers; namely, singular and plural.

It has also three cases; namely, nominative, possessive and objective.

2. There are four kinds of pronouns; namely, personal, demonstrative, relative and interrogative pronouns.

The pronoun, like the noun, has two numbers and three cases.

It has three persons; namely, first, second and third persons.

3. There are three kinds of verbs; namely, transitive, intransitive and auxiliary verbs.

The verb, like the noun or pronoun, has two numbers, and like the pronoun, has three persons.

It has two voices; namely, active and passive.

It has also three tenses; namely, present, past and future.

Each tense has three forms; namely, indefinite, continuous and perfect.

A participle is a verbal adjective.

A gerund is a verbal noun.

An infinitive may be used as a noun or as a qualifying element.

4. There are six kinds of adjectives; namely, proper, of quality, of quantity, of number, demonstrative and distributive.

An adjective has three degrees of comparison; namely, positive, comparative and superlative.

5. There are eight kinds of adverbs; namely, of time, of place, of number, of manner, of degree, of affirming or denying, interrogative and relative.

An adverb, like an adjective, has three degrees of comparison.

6. There are three kinds of prepositions; namely, simple, compound and phrase prepositions.

7. There are two kinds of conjunctions; namely, coordinative and subordinative conjunctions.

#### EXERCISES

Diagram the following sentences:

1. When the Liverpool and Manchester railway was under planning, a prize of £500 for the best locomotive was offered.

2. By this time, Stephenson had improved his engine so much that he was able to carry off the reward.

## LESSON XXVII

### TRAVELING

During the New Year holidays, Mother and I had been invited to spend a week at my aunt's at Nanking. As we had some rather heavy luggage, we had to go to the station by taxi, and Father went to see us off.

We bought our tickets, asked a man to look after our luggage, and sat down in the waiting-room till it was time for us to leave. As we went on to the platform, we had to show our tickets. We got into a carriage, which was not at all crowded, so we were able to find a good seat by the window. When the train started we said good-by to each other, and Father told us to take care of ourselves.

At first I found it very interesting to look out of the window. The train traveled quickly and smoothly along, passed farms and villages, over

one or two bridges and through one tunnel. After an hour or two, however, I began to feel tired of sitting still, although the seats and cushions were comfortable enough, and I looked forward to the end of the journey.

As soon as we got to Nanking, we saw aunt and two cousins, who had come to meet us at the station.

## GRAMMAR

### SUMMARY

1. A phrase is a combination of words that does not contain a subject and a predicate.

There are four kinds of phrases, such as:

1. He is a man *of wisdom*. (*adjective phrase*) = He is a wise man.
2. He did it *with success*. (*adverbial phrase*) = He did it successfully.
3. I did it *on behalf* of you. (*prepositional phrase*) = I did it for you.
4. He *as well as you* is very diligent. (*conjunctive phrase*) = He and you are very diligent.

2. A clause is a combination of words that contains a subject and a predicate but forms only part of a sentence.

There are five kinds of clauses, such as:

1. *We had to go to the station by taxi and Father went to see us off. (principal clause)*
2. *We had to go to the station by taxi, and Father went to see us off. (coördinative clause)*
3. *I wrote to my aunt that I could spend a week with her during the New Year holidays. (noun clause)*
4. *We got into a carriage which was not at all crowded. (adjective clause)*
5. *As we went on to the platform, we had to show our tickets. (adverbial clause)*

3. A sentence is a combination of words that makes a complete sense.

There are four kinds of sentences; namely, simple, compound, complex and compound complex. (See LESSON XVI)

#### EXERCISES

I. Point out the various kinds of phrases in LESSONS XXV and XXVI.

II. Point out the various kinds of clauses in LESSONS XXV and XXVI.

III. Point out the various kinds of sentences in LESSONS XXV and XXVI.

## LESSON XXVIII

## THE MONTHS

January brings the snow,  
    Makes your feet and fingers glow.  
February brings the rain,  
    Thaws the frozen lakes again.  
March brings breezes loud and shrill,  
    Stirs the dancing daffodil.  
April brings the primrose sweet,  
    Scatters daisies at our feet.  
May brings flocks of pretty lambs,  
    Skipping by their fleecy dams.  
June brings tulips, lilies, roses,  
    Fills the children's hands with posies.  
Hot July brings cooling showers,  
    Apricots and gillyflowers.  
August brings the sheaves of corn,  
    Then the harvest home is borne.  
Warm September brings the fruit,  
    Sportsmen then begin to shoot.  
Fresh October brings the pheasant,  
    Then to gather nuts is pleasant.



Dull November brings the blast,  
Then the leaves are whirling fast.  
Chill December brings the sleet,  
Blazing fire and Christmas treat.

## GRAMMAR

## SUMMARY

A clause or a simple sentence may contain the following elements:

1. the subject, which may be a noun, a pronoun, an infinitive, a noun phrase, or a noun clause.
2. the adjective modifier, which may be
  - (a) an adjective, such as:  
A *wise* man will never do that.
  - (b) an adjective phrase, such as:  
A man *of wisdom* will never do that.
  - (c) an adjective clause, such as:  
A man *who has wisdom* will never do that.
  - (d) a participle, such as:  
The *falling* bodies reach the earth at the same time.
  - (e) a noun, such as:  
My friend *James* will come.
  - (f) a pronoun in the possessive case, such as:  
*My* friend James will come.
  - (g) an infinitive, such as:  
A house *to let* is not far from here.

3. the predicate verb.
4. the object, which like the subject, may be a noun, a pronoun, an infinitive, a noun phrase, or a noun clause.

There are two kinds of objects, such as:

I gave him (indirect object) a book (direct object).

5. the complement, which may be

(a) an adjective, such as:

He is *wiser*.

(b) a participle, such as:

He is *tired*.

(c) a noun, such as:

He is a *teacher*.

We call him *teacher*.

(d) a possessive pronoun, such as:

This book is *mine*.

(e) an infinitive, such as:

This house is *to let*.

(f) a noun clause, such as:

This is *what I expected*.

6. the adverbial modifier, which may be

(a) an adverb, such as:

He walks *slowly*.

(b) an adverbial phrase, such as:

He walks *at slow pace*.

(c) an adverbial clause, such as:

He walks *as if* he were a snail.

## GENERAL REVIEW

## I. Fill the blanks with appropriate personal pronouns:

1. It was —— who won the race.
2. Who told you that —— had come.
3. Is this letter written to —— .
4. Chang is not so old as —— .
5. Wu runs faster than —— .
6. I went to school with —— brother.
7. He has two books and his sister has three books;  
so —— have five books.
8. My brother has three pencils and I have one  
pencil; so —— have four pencils.
9. —— gets up at six o'clock every morning.
10. —— is two miles from my house to school.

II. Fill each blank with "who," "whose," "whom,"  
or "which":

1. He is a boy —— everyone likes.
2. Are you the man —— came here this morning?
3. Everyone —— goes to the garden feels very  
pleasant.
4. The book —— is left on the desk is mine.
5. No one —— I asked could answer my questions.
6. It is my oldest brother —— I have not seen for  
three years.
7. I have a call from a man —— name is James.
8. I have a dog —— tail is very long.

III. Correct any errors in the use of verbs in the following sentences:

1. There is twenty-one pupils in my English class.
2. George, where was you last Saturday morning?
3. Good news is more welcome than bad news.
4. It take me one hour to write this letter.
5. No one of us know what becomes of him.
6. It is he who live here.
7. It is I who board in the school.
8. I did not went to school yesterday.
9. What can he do?
10. Our car run much faster than his.

IV. Change the following verbs into past tense and past participle:

teach, tell, say, do, buy, sell, is, lie, walk, make, talk, treat, bring, shoot, listen, break, show, eat, cry, put, find, get, take, give, live, fall, think, hear, laugh, build

V. Change the following verbs into nouns:

sleep, write, think, arrive, walk, answer, request, sing, play, fall, look, taste, wish, attend, run

VI. Change the verbs in the following sentences from active voice to passive voice and vice versa:

1. A letter was written by him.
2. A Persian king led an army to attack Greece.
3. Leonidas was chosen for the post.
4. They had saved Greece.

5. Chickens are often killed for food.
6. At last, the king and queen of Spain gave him ships with which to make the trial voyage.
7. One day this tyrant set up a pole in the public square.
8. We should make our bodies thoroughly clean.
9. Sir Isaac Newton was not satisfied with this answer.
10. The time came for Fulton to start the boat.

VII. Correct any error in the expression of comparison in the following sentences:

1. This is more good than that.
2. To-day is colder as yesterday.
3. You are older than me.
4. Our school is the largest of any school in the city.
5. I like English more better than any other subject.
6. A hare runs more faster than a tortoise.
7. Of the two things I like the second one best.
8. Lee runs as faster as Chang.
9. Of the three boys, Lee is the more diligent.
10. It is more easy to say than to act.

VIII. Write sentences illustrating the following phrases:

by and by

a great deal of

in order to

with great care  
make ready to  
so . . . that  
at all  
above all  
in favor of  
one by one  
for instance  
again and again

IX. Diagram the following sentences:

1. He had spent eighteen years in planning for that wonderful first voyage, which he made across the Atlantic Ocean.
2. Except in the north of Scotland, it does not freeze or snow much but it rains in all parts of Great Britain at most times of the year.
3. For forty years I have devoted myself to the cause of the people's revolution with but one end in view, the elevation of China to a position of freedom and equality among the nations.
4. No one in all the land could shoot with bow and arrow so well as he.
5. As we have some rather heavy luggage, we had to go to the station by taxi and Father went to see us off.
6. It takes me less than thirty minutes to dress up, wash my face and brush my teeth.

7. I wonder whether you can guess which animal that is.

8. "You are right," answered the tortoise quietly, "in saying that I can't run very fast."

X. Write five sentences each of which contains one or more noun clauses.

XI. Write five sentences each of which contains one or more adjective clauses.

XII. Write five sentences each of which contains one or more adverbial clauses.

XIII. Write five sentences each of which contains one or more coördinative clauses.

XIV. Write five sentences each of which contains both coördinative and subordinative clauses.

XV. Point out what grammatical element should be added to make the following sentences complete:

1. A little boy sitting in his grandmother's kitchen.
2. The poor hare nothing to say.
3. I seen it in the pond.
4. But this time the villagers had been fooled twice before thought the boy was again deceiving them.
5. They made him.
6. He appears.
7. He looked up to.

8. I can't tell.
9. He began read the book.
10. He was so cold and tired he could not speak.
11. On board the ship we not see land for many days.
12. Who takes care the school?



# PHONETIC SYMBOLS

## VOWELS 母音

ɪ:	see (si:], cat (i:t).
ɑ:	father (fɑ:]ðə), arm (ɑ:m).
ɔ:	all (ɔ:l), horse (hɔ:s), more (mɔ:], shore (ʃɔ:).
u:	do (du:], moon (mu:n), blue (blu:).
ɜ:	earth (ɜ:θ), her (hɜ:], bird (bɜ:d), work (wɜ:k), burn (bɜ:n).
i (強)	it (it), pig (pig).
(弱)	begin (bi:ɪn), finish (fi:niʃ).
e	egg (eg), ten (ten).
æ (:)	man (mæn), cat (kæt), glad (glæd).
ʌ	sun (sʌn), come (kʌm).
ɒ	box (bɒks), wash (wɒʃ).
u	book (buk), put (put).
ei	day (dei), gate (geit).
ai	nice (nais), my (mai).
au	out (aut), cow (kau).
ɔi	oil (ɔil), boy (bɔi).
ou	no (nou), boat (bout).
o (強)	obey (obéi), police (pɒli:s).
ə	ever (éve), away (ewéi), children (tʃildrən), holiday (hɔ:ledi), second (sékend), autumn (ɔ:təm).
iə	ear (iə), here (hiə).
ɛə	air (ɛə), there (ðɛə).
əə	more (məə), shore (ʃəə).
ue	poor (puə), sure (ʃuə).

## CONSONANTS 子音

p	<i>put</i> (pʊt), <i>cup</i> (kʌp).
b	<i>bee</i> (bi:), <i>big</i> (big).
t	<i>take</i> (teik), <i>coat</i> (kəʊt).
d	<i>dog</i> (dɒg), <i>end</i> (end).
k	<i>key</i> (ki:), <i>come</i> (kʌm).
g	<i>go</i> (gəʊ), <i>bag</i> (bæg).
m	<i>man</i> (mæn), <i>thumb</i> (θʌm).
n	<i>no</i> (nəʊ), <i>knife</i> (naɪf).
ŋ	<i>king</i> (kiŋ), <i>bank</i> (bæŋk).
l	<i>like</i> (laɪk), <i>tell</i> (tel).
f	<i>five</i> (faɪv), <i>leaf</i> (li:f).
v	<i>very</i> (véri), <i>have</i> (hæv, həv).
θ	<i>three</i> (θri:), <i>bath</i> (bɑ:θ).
ð	<i>this</i> (ðis), <i>bathe</i> (beɪð).
r	<i>run</i> (rʌn), <i>write</i> (raɪt).
h	<i>hat</i> (hæt), <i>heat</i> (hi:t).
s	<i>so</i> (səʊ), <i>piece</i> (pi:s).
z	<i>zinc</i> (zɪŋk), <i>please</i> (pli:z).
ʃ	<i>ship</i> (ʃɪp), <i>dish</i> (dɪʃ).
ʒ	<i>pleasure</i> (pléʒə), <i>vision</i> (vɪʒn).
tʃ	<i>child</i> (tʃaɪld), <i>catch</i> (kætʃ).
dʒ	<i>jam</i> (dʒæm), <i>age</i> (eɪdʒ).
j	<i>yes</i> (jes), <i>yard</i> (jɑ:d).
w	<i>wait</i> (weɪt), <i>what</i> (wɒt).

# VOCABULARY

The asterisk \* stands for (r).

## A, a [ei]

abdicate [ˈæbdikeɪt], *v.i.* 退位  
abolition [ˌæbəˈliʃən], *n.* 廢止  
accelerate [ækˈseləreɪt], *v.t. & i.*

加速

accident [ˈæksɪdənt], *n.* 意外之事  
actually [ˈæktʃuəli], *adv.* 的確  
advance [ədˈvɑːns], *v.i.* 前進  
against [əˈgeɪnst], *prep.* 對抗  
ago [əˈɡəʊ], *adv.* 以前  
ah [ɑː], *interj.* 噫

aim [eɪm], *v.i.* 對準 ~ *n.* 鵠的  
air [eə\*], *n.* 空氣

Albany [ˈɔːlbeni], *n.* 地名  
alive [əˈlaɪv], *adv.* 生存  
along [əˈlɒŋ], *prep.* 沿  
among [əˈmɒŋ], *prep.* 在中  
amuse [əˈmjʊz], *v.t.* 娛樂  
ancient [ˈeɪnʃənt], *adj.* 古代的  
angry [ˈæŋɡri], *adj.* 怒  
anxious [ˈæŋkʃəs], *adj.* 焦急  
anybody [ˈeniˌbɒdi], *n.* 任何人  
anything [ˈeniθɪŋ], *n.* 任何事物  
apart [əˈpɑːt], *adv.* 分開  
appear [əˈpiə\*], *v.i.* 出現  
apricot [ˈeɪprɪkɒt], *n.* 杏  
argue [ˈɑːɡjuː], *v.i.* 辯論  
Aristotle [ˈærɪstɒtl], *n.* 人名  
army [ˈɑːmi], *n.* 軍隊  
arts [ɑːts], *n.* 美術  
ashore [əˈʃɔː\*], *adv.* 在岸上

ask [ɑːsk], *v.t.* 問

assign [əˈsain], *v.t.* 指定

Atlantic [ətˈlæntɪk], *adj.* 大西洋的

attack [əˈtæk], *v.t.* 攻擊

attain [əˈteɪn], *v.t.* 達到

attention [əˈtenʃən], *n.* 注意

aunt [aʊnt], *n.* 父母之姊妹; 伯母;

叔母

average [ˈævərɪdʒ], *n.* 平均數

awaken [əˈweɪkən], *v.t.* 喚醒

awkward [ɔːkwəd], *adj.* 笨笨

## B, b [bi:]

bacon [ˈbeɪkən], *n.* 醃肉

bad [bæːd], *adj.* 惡劣; 不良

bag [bæːɡ], *n.* 袋

bamboo [bæmˈbuː], *n.* 竹

bank [bæŋk], *n.* 陸岸; 銀行

basis [ˈbeɪsɪs], *n.* 基礎

bath [beɪð], *n.* 洗浴

battle [ˈbætl], *n.* 戰爭

beam [biːm], *n.* 棟樑

beast [biːst], *n.* 獸

beef [biːf], *n.* 牛肉

beg [beg], *v.t.* 求

believe [biˈliːv], *v.t.* 信任

bell [bel], *n.* 鈴

bellows [beləʊz], *n.* 風箱

best [best], *adj.* 最佳

beyond [biˈjɒnd], *prep.* 在其外

bill [bil], *n.* 單據

Birmingham [ˈbɜːmɪŋəm], *n.* 地名

bitter [ˈbɪtə], *adj.* 苦

blame [bleɪm], *v. t.* 責

blast [blɑːst], *n.* 一陣大風 ~ *v. i.*

轟炸

blaze [bleɪz], *n.* 火焰

blood [blʌd], *n.* 血

blow [bləʊ], *v. i.* 吹

board [bɔːd], *v. i.* 寄宿

boat [bəʊt], *n.* 船

boatman [ˈbəʊtmən], *n.* 水手

body [ˈbɒdi], *n.* 身體

boil [boɪl], *v. i. & t.* 煮沸

boot [buːt], *n.* 長皮鞋

bought [bɔːt], *v. t.* 購買 (*buy* 之過  
去及過去分詞)

branch [brɑːntʃ], *n.* 樹枝

bread [bred], *n.* 麵包

break [breɪk], *v. i. & t.* 破碎

breath [breθ], *n.* 呼吸之氣息

breathe [briːð], *v. i.* 呼吸

breeze [briːz], *n.* 微風

bridge [brɪdʒ], *n.* 橋梁

bring [brɪŋ], *v. t.* 攜來

briskly [ˈbrɪskli], *adv.* 活潑

British [ˈbrɪtɪʃ], *adj.* 英國的

brought [brɔːt], *v. t.* 取攜 (*bring*  
之過去及過去分詞)

Bruce [bruːs], *n.* 人名

bus [bʌs], *n.* 公共汽車

business [ˈbɪznɪs], *n.* 事務; 營業

butter [ˈbʌtə], *n.* 牛乳油

### C, c [si:]

Calcutta [kælˈkʌtə], *n.* 地名

carefully [ˈkeəfəli; -fʌli], *adv.* 注意

careless [ˈkeəlis], *n.* 疏忽

cart [kɑːt], *n.* 雙輪貨車

celebrate [ˈselɪbreɪt], *v. t.* 慶賀

center [ˈsentə], *n.* 中央; 中心

central [ˈsentrəl], *adj.* 中央的

charge [tʃɑːdʒ], *v. t.* 付與責任

cheap [tʃiːp], *adj.* 廉價

cheer [tʃiə], *v. t. & n.* 鼓舞

cheese [tʃiːz], *n.* 乾牛乳酪

chicken [ˈtʃɪkɪn], *n.* 雞

chiefly [tʃiːfli], *adv.* 大致

chill [tʃɪl], *n.* 微寒

choose [tʃuːz], *v. t.* 選擇

Christmas [ˈkrɪsməs], *n.* 耶穌聖誕  
節

citizen [ˈsɪtɪzn], *n.* 公民

civics [ˈsɪvɪks], *n.* 公民學

cleverness [ˈklevənɪs], *n.* 智巧

close [klaʊz], *v. i. & t.* 完成; 關閉

closely [ˈklaʊsli], *adv.* 接近

coal [kəʊl], *n.* 煤

coast [kəʊst], *n.* 海岸

coffee [ˈkɒfi], *n.* 咖啡

comfortable [ˈkʌmfətəbl], *adj.* 安  
適

company [ˈkʌmpəni], *n.* 公司

comrade [ˈkɒmriːd], *n.* 同志

conceit [kənˈseɪt], *n.* 自大

consummation [ˌkɒnsəˈmeɪʃən], *n.*  
成功

convention [kənˈvenʃən], *n.* 會議

convince [kənˈvɪns], *v. t.* 使信服

convocation [ˌkɒnvəˈkeɪʃən], *n.*  
召集

corn (*s. v.*) [kɔːn], *n.* 玉蜀黍

correct [kəˈrekt], *v. t.* 改正 ~ *adj.*  
正確

cotton [ˈkɒtn], *n. & adj.* 棉

count [kaʊnt], *v. t.* 計數

cousin [ˈkʌzn], *n.* 表兄弟姊妹

cow [kaʊ], *n.* 母牛

cream [kriːm], *n.* 乳酪

create [kriː(ə)ˈeɪt], *v. t.* 創作

creep [kriːp], *v. i.* 爬行

cross [kros], *n.* 水芹

crowd [kraʊd], *n.* 羣衆  
 cruel [kruəl], *adj.* 兇惡; 殘暴  
 cry [krai], *v. i.* 呼喚, 泣  
 cup [kʌp], *n.* 杯  
 curriculum [kə'rikjʊləm], *n.* 課程  
 cushion ['kʊʃɪn], *n.* 坐墊

## D, d [di:]

daffodil ['dæfədɪl], *n.* 水仙花  
 daily ['deɪli], *adj. & adv.* 日日  
 daisy ['deɪzi], *n.* 雛菊類  
 dam [dæm], *n.* 堤  
 dance [dɑ:ns], *v. i.* 跳舞  
 daring ['deərɪŋ], *adj.* 大胆  
 dawn [daʊn], *n. & v. i.* 破曉  
 declaration [ˌdeklə'reɪʃən], *n.* 宣  
 言

deer [diə\*], *n.* 鹿  
 defeat [dɪ'fi:t], *v. t.* 敗  
 defend [dɪ'fend], *v. t.* 防衛  
 defense [dɪ'fens], *n.* 防衛  
 delay [dɪ'leɪ], *v. t.* 延宕  
 demonstrate ['demonstreɪt], *v. t.*  
 論證; 表明

depend [dɪ'pend], *v. i.* 依賴  
 develop [dɪ'veləp], *v. i. & t.* 發達;  
 發展

devote [dɪ'vəʊt], *v. t.* 專注  
 dig [dɪg], *v. t.* 掘  
 dinner ['dɪnə\*], *n.* 正餐  
 dirty ['dɜ:ti], *adj.* 污穢  
 discoverer [dɪs'kʌvərə\*], *n.* 發見者  
 discovery [dɪs'kʌvəri], *n.* 發見  
 dish [dɪʃ], *n.* 盤  
 dishonored [dɪs'hɒnəd], *v. t.* 失  
 意

disobey [dɪsə'beɪ], *v. t.* 不順從  
 dispute [dɪs'pjʊt], *v. i. & t.* 爭  
 distance ['dɪstəns], *n.* 距離  
 don't [daʊnt], *do not* 之縮寫

dormitory ['dɔ:mitri], *n.* 宿舍舍  
 double ['dʌbl], *adj. & v. t.* 雙倍  
 downstairs ['daʊn'steəz], *adv. &*  
*adj.* 在樓下

dozen [dɔ:zn], *n.* 一打 (十二個)  
 draw [draʊ], *v. i. & t.* 拖曳; 繪畫  
 dreadful ['dredfʊl], *adj.* 可怕的  
 dreamer ['dri:mə\*], *n.* 做夢者  
 drill [drɪl], *n.* 操練  
 drive [draɪv], *v. t. & i.* 驅逐; 馳驅  
 drop [drɒp], *v. t. & i.* 墜下; 降落  
 dry [draɪ], *adj. & v. t.* 乾燥; 使乾  
 燥

dug [dʌg], *v. t.* 掘 (*dig* 之過去及  
 過去分詞)

dull [dʌl], *adj.* 黑暗; 無光  
 during ['djʊərɪŋ], *prep.* 當 (時)  
 dynasty ['dɪnəsti], *n.* 朝代

## E, e [i:]

earnestly ['ɜ:nɪstli], *adv.* 懇切  
 easier ['i:ziə], *adj.* 更容易  
 effect [ɪ'fekt], *n.* 效果  
 effective [ɪ'fektɪv], *adj.* 有效果的  
 effort ['efət], *n.* 努力  
 egg [eg], *n.* 卵  
 eighteen ['eɪ'ti:n], *qadj.* 十八  
 elect [ɪ'lekt], *v. t.* 選舉  
 electric [ɪ'lektɪk], *adj.* 電  
 elevation [ˌelɪ'veɪʃən], *n.* 提高  
 emperor ['empərə\*], *n.* 皇帝  
 employ [ɪm'plɔɪ], *v. t.* 雇用  
 enemy [enɪmi], *n.* 仇敵  
 engine ['endʒɪn], *n.* 機器  
 England ['ɪŋɡlənd], *n.* 英倫倫  
 engrave [ɪn'ɡreɪv], *v. t.* 鐫刻  
 entirely [ɪn'taɪə'li], *adv.* 完全  
 equality [ɪ(ə)'kwɒləti], *n.* 相等; 均  
 一  
 error [erə\*], *n.* 謬誤

European [ˌjuərə'pi(:)ən], *adj.* 歐洲的 ~ *n.* 歐洲人  
 even ['i:vən], *adv.* 甚至 ~ *adj.* 平; 整  
 evergreen ['evəgrɪ:n], *n. & adj.*  
 冬青; 常綠  
 example [ɪg'zɑ:mpl], *n.* 例  
 except [ɪk'sept], *prep.* 除却  
 exercise ['eksəsaɪz], *n. & v. t.* 練習; 運動  
 experience [ɪks'pɪəriəns], *n.* 經驗  
 explain [ɪks'pleɪn], *v. t.* 解釋  
 express [ɪks'pres], *n.* 快車 ~ *v. t.*  
 表白  
 extreme [ɪks'tri:m], *adj.* 極

## F, f [ef]

fact [fækt], *n.* 事實; 實情  
 failure [feɪljə\*], *n.* 失敗  
 faith [feɪθ], *n.* 信仰  
 faithful [feɪθfʊl], *adj.* 盡職的; 忠誠  
 fall [fɔ:l], *n. & v. i.* 落下  
 famous ['feɪməs], *adj.* 著名的  
 fan [fæn], *n.* 扇  
 farm [fɑ:m], *n.* 農場  
 farmer [fɑ:mə\*], *n.* 農人  
 fasten ['fɑ:sn], *v. t.* 固結  
 fault [fɔ:lt], *n.* 過失; 缺點  
 favor ['feɪvə\*], *n. & v. t.* 恩惠; 加惠  
 fear [fiə], *v. t. & n.* 憂慮; 恐怖  
 feast [fi:st], *n.* 盛宴  
 feather ['feðə\*], *n.* 羽毛  
 feel [fi:l], *v. t.* 感覺; 摸索  
 feet ['fi:t], *n.* 足; 尺 (*foot* 之複數)  
 fellow ['feləu], *n.* 同伴  
 festival ['festɪvəl], *n.* 節日  
 few [fi:ʊ], *adj.* 少數  
 fill [fɪl], *v. t.* 充滿

find [faɪnd], *v. t.* 尋見  
 finger [fɪŋgə\*], *n.* 手指  
 firmly [fɜ:mlɪ], *adv.* 堅固  
 fish [fɪʃ], *n.* 魚 ~ *v. i.* 捕魚  
 fit [fɪt], *v. i. & adj.* 適應  
 flat [flæt], *adj.* 平坦  
 fleecy [fli:si], *adj.* 羊毛的  
 flock [flɒk], *n.* 獸羣  
 fly [flaɪ], *n.* 蠅 ~ *v. i.* 飛翔  
 foe [fəʊ], *n.* 仇敵  
 follower ['fɒləʊə\*], *n.* 從者; 信徒  
 fond [fɒnd], *adj.* 溺愛; 嗜好  
 food [fu:d], *n.* 食物  
 foolish ['fu:lɪʃ], *adj.* 愚蠢  
 football ['fʊtbɔ:l], *n.* 足球  
 force [fɔ:s], *n.* 勢力; 兵力 ~ *v. t.* 強迫  
 forth [fɔ:θ], *adv.* 向前  
 forty [fɔ:ti], *adj.* 四十  
 fought [fɔ:t], *v. t. & i.* 打; 戰爭  
 (*fight* 之過去及過去分詞)  
 foundation [faʊn'deɪʃən], *n.* 創立; 基礎; 基金  
 founder ['faʊndə\*], *n.* 創立者  
 frail [freɪl], *adj.* 脆弱  
 freedom [fri:dəm], *n.* 自由  
 freeze [fri:z], *v. i.* 凍結  
 fresh [freʃ], *adj.* 新鮮  
 frozen [frouzn], *v. i. & t.* 凍結  
 (*freeze* 之過去分詞)  
 full [fʊl], *adj.* 充滿  
 Fulton ['fʊltən], *n.* 人名  
 fundamental [ˌfʌnde'mentl], *adj.*  
 根本的

## G, g [dʒi:]

Galileo [gæli'leɪəu], *n.* 人名  
 gateway [geɪtwei], *n.* 門口  
 gather [gæðə\*], *v. t. & i.* 收集

gay [gei], *adj.* 愉快的  
 gentleman ['dʒentlmən], *n.* 紳士;  
 雅士  
 gently ['dʒentli], *adv.* 溫順  
 gillyflower ['dʒili'flaʊə\*], *n.* 紫羅  
 蘭花  
 Glasgow ['glɑ:sgou], *n.* 地名  
 glow [glou], *v. i.* 發熱  
 goal [gou], *n.* 目的; 決勝點  
 grade [greid], *n.* 學校; 等級  
 grass [grɑ:s], *n.* 草  
 gravitation [grævi'teɪʃən], *n.* 地  
 心吸力  
 Greece [gri:s], *n.* 希臘  
 Greek [gri:k], *adj.* 希臘的 ~ *n.* 希  
 臘人  
 grief [grɪf], *n.* 悲嘆  
 ground [graund], *n.* 地  
 grown [groun], *v. i. & t.* 生長; 種  
 植 (*grow* 之過去分詞)  
 guess [ges], *v. i. & t.* 猜度  
 harbor ['hɑ:bə\*], *n.* 港  
 hardship ['hɑ:dʃɪp], *n.* 艱苦  
 hare [hæ\*,], *n.* 野兔  
 harmful ['hɑ:mfʊl], *adj.* 有害的

## H, h [eɪtʃ]

harvest [hɑ:vɪst], *n.* 收穫; 收成  
 headache ['hedeɪk], *n.* 頭痛  
 health [helθ], *n.* 健康  
 heartfelt [hɑ:tfelt], *adj.* 誠心的  
 Hedley ['hedli], *n.* 人名  
 height [hait], *n.* 高度  
 help [help], *v. t. & n.* 救助  
 hence [hens], *conj.* 因此; 從此  
 herself [hə:'self], *pron.* 她自己  
 hit [hit], *v. t.* 擊中  
 honor ['ɒnə\*], *n. & v. t.* 榮譽; 尊  
 崇  
 horse [hɔ:s], *n.* 馬

however [haʊ'evə\*], *adv. & conj.*  
 無論如何  
 hunter [hʌntə\*], *n.* 獵人  
 hurt [hɜ:t], *v. t.* 傷  
 hydrostatics ['haɪdrə'stætɪks], *n.*  
 流體靜力學  
 hygiene [haɪdʒi:n], *n.* 衛生學

## I, i [aɪ]

idea [ai'diə], *n.* 觀念  
 ignorant ['ɪgnərənt], *adj.* 無知  
 ill [ɪl], *adj.* 惡劣; 有病  
 imagine [ɪ'mædʒɪn], *v. t.* 想像  
 impossible [ɪm'pɒsəbl], *adj.* 不可  
 能  
 improve [ɪm'pru:v], *v. i. & t.* 改良  
 improvement [ɪm'pru:vment], *n.*  
 改良  
 inch [ɪntʃ], *n.* 英寸  
 indoors [ɪn'dɔ:z], *adv.* 室內  
 inhabit [ɪn'hæbɪt], *v. t.* 寓居  
 interesting ['ɪntrɪstɪŋ], *adj.* 有趣的  
 invader [ɪn'veɪdə\*], *n.* 侵入者  
 invite [ɪn'vaɪt], *v. t.* 邀請  
 Ireland ['aɪə'lənd], *n.* 愛爾蘭  
 island ['aɪlənd], *n.* 島  
 isle [aɪl], *n.* 島  
 issue ['ɪʃu:], *v. t.* 發出 ~ *n.* 結果  
 Italian [ɪ'tæljən], *n.* 意大利人  
 ~ *adj.* 意大利的  
 Italy ['ɪtəli], *n.* 意大利

## J, j [dʒeɪ]

jealous ['dʒeələs], *adj.* 嫉妒  
 join [dʒɔɪn], *v. t.* 連接  
 joke [dʒɔ:k], *n.* 笑話  
 journey [dʒɜ:ni], *n.* 行程  
 joy [dʒɔɪ], *n.* 歡樂  
 junior ['dʒu:njə\*], *adj.* 初級

project [prə'dʒekt], *n.* 規畫  
 properly [prə'pɜ:lɪ\*], *adv.* 正當  
 proud [praʊd], *adj.* 驕傲  
 prove [pru:v], *v. t.* 證明  
 pump [pʌmp], *n.* 抽水機 ~ *v. t.* 抽水

punish [ˈpʌnɪʃ], *v. t.* 懲罰  
 pure [pjʊə\*], *adj.* 純粹  
 purpose [ˈpɜ:pəs], *n.* 目的; 意向  
 purse [pɜ:s], *n.* 錢袋

## Q, q [kju:]

queen [kwɪn], *n.* 王后; 女王  
 quietly [ˈkwaɪətlɪ], *adv.* 安靜  
 quite [kwɑɪt], *adv.* 全然

## R, r [ɑ:\*]

race [reɪs], *n.* 賽跑; 人種  
 railway [ˈreɪlweɪ], *n.* 鐵道  
 rain [reɪn], *n. & v. i.* 雨; 下雨  
 rate [reɪt], *n.* 率; 價格  
 ray [reɪ], *n.* 光線  
 reader [ˈri:ðə\*], *n.* 讀者; 讀者  
 ready [ˈredi], *adj.* 齊備  
 really [ˈri:əli], *adv.* 真; 實  
 reason [ˈri:zn], *n.* 理性; 理由 ~ *v. i.*  
 理論

recent [ˈri:snt], *adj.* 新近  
 reconstruction [ˈri:kəns'trækʃən],  
*n.* 改造; 復興

regular [ˈregjələ\*], *adj.* 正規的  
 rejoice [rɪ'dʒɔɪs], *v. t. & i.* 使歡  
 樂; 歡樂

remember [ˈrɪmembə\*], *v. t.* 記憶  
 renew [rɪ'nju:], *v. t.* 重起; 更新  
 resistance [rɪ'zɪstəns], *n.* 抗拒  
 respect [rɪs'pekt], *n.* 尊敬  
 restaurant [ˈrestərɒnt], *n.* 飯店  
 result [rɪ'zʌlt], *v. i. & n.* 結果; 效  
 果

retire [rɪ'taɪə\*], *v. i.* 退休; 就寢  
 return [rɪ'tɜ:n], *v. i. & t.* 歸; 償還  
 revolt [rɪ'vɒlt], *v. i.* 革命  
 reward [rɪ'wɔ:d], *n. & v. t.* 獎賞;  
 酬報

rice [raɪs], *n.* 稻; 米  
 rich [rɪtʃ], *adj.* 富  
 ripe [raɪp], *adj.* 成熟  
 river [ˈrɪvə\*], *n.* 河川  
 road [rəʊd], *n.* 道路  
 roast [rəʊst], *v. t.* 炙烤  
 rock [rɒk], *n.* 岩石  
 roll [rəʊl], *v. i. & t.* 旋轉  
 root [ru:t], *n.* 根  
 rose [rəʊz], *n.* 薔薇  
 rough [rʌf], *adj.* 粗  
 round [raʊnd], *adj.* 圓  
 rude [ru:d], *adj.* 粗陋; 無禮  
 rule [ru:l], *n.* 規則; 通例

## S, s [es]

safety [ˈseɪftɪ], *n.* 安全  
 sail [seɪl], *n.* 帆; 船 ~ *v. i. & t.* 航  
 行; 駕駛  
 sailor [ˈseɪlə\*], *n.* 船員  
 salt [sɔ:lt], *n.* 鹽  
 salty [ˈsɔ:ltɪ], *adj.* 鹹  
 satisfy [ˈsætɪsfaɪ], *v. t.* 使滿足  
 scatter [ˈskæte\*], *v. t. & i.* 分散  
 scent [sent], *n.* 氣味  
 scholar [ˈskɒlə\*], *n.* 學者  
 science [ˈsaɪəns], *n.* 科學  
 scissors [ˈsɪzəz], *n.* 剪刀  
 Scotland [ˈskɒtlənd], *n.* 蘇格蘭  
 sea [si:], *n.* 海  
 search [sɜ:tʃ], *v. t.* 探尋; 檢查  
 seashore [ˈsi:ʃə\*], *n.* 海岸  
 seat [si:t], *n.* 坐位; 場所  
 seem [si:m], *v. i.* 似  
 sense [sens], *n.* 意義



nerve [nɜ:v], *v. t.* 効用; 服役  
 seventy ['sevnti], *adj.* 七十  
 shake [ʃeik], *v. t.* 搖動  
 shame [ʃeim], *n.* 羞恥  
 sheaves [ʃi:vz], *n.* 禾束  
 Sheffield ['ʃeifild], *n.* 地名  
 shell [ʃel], *n.* 殼  
 shore [ʃo:\*,], *n.* 海岸  
 shout [ʃaut], *v. t.* 喊  
 shower [ʃaʊə\*,], *n.* 一陣雨  
 shrill [ʃrɪl], *n.* 尖銳的聲  
 shrub [ʃrʌb], *n.* 灌木  
 shut [ʃʌt], *v. t.* 閉緊; 關閉  
 sight [saɪt], *n.* 視鏡  
 sign ['sain], *v. t.* 簽字 ~ *n.* 記號  
 sir [sɜ:\*,], *n.* 勳爵; 先生  
 size [saɪz], *n.* 度量; 大小  
 skill [skɪl], *n.* 技巧  
 skip [skɪp], *v. i.* 跳過; 漏去  
 claws [kleɪz], *n.* 爪  
 sleet [sli:t], *n. & v. t.* 雨雪並降  
 slender ['slendə\*], *adj.* 細長; 薄弱  
 slightly [slɪtli], *adv.* 輕微  
 slow [sləʊ], *adj.* 遲慢  
 smell [smel], *n.* 氣味; 嗅覺 ~ *v. t.*  
 & *v. i.* 嗅  
 smoke [sməʊk], *n.* 烟 ~ *v. t.* 吸煙  
 smooth [smu:ð], *adj.* 平滑; 順利  
 soldier ['səʊldʒə\*], *n.* 軍人; 兵  
 something ['sʌmθɪŋ], *n.* 某事; 某物  
 ~ *adj.* 稍微  
 sound [saʊnd], *n.* 聲音  
 sour [saʊə\*], *adj.* 酸  
 Spain [speɪn], *n.* 西班牙國  
 Spanish ['spæniʃ], *adj.* 西班牙的  
 ~ *n.* 西班牙語  
 spark [spɜ:k], *n.* 火花  
 Sparta ['spɑ:tə], *n.* 斯巴達  
 spider ['spɪdə\*], *n.* 蜘蛛  
 spite [spaɪt], *n.* 怨恨  
 splendid [splendɪd], *adj.* 華麗

sport [spɔ:t], *n.* 遊戲  
 sportsman ['spɔ:tsmən], *n.* 體育家  
 square [skweə\*], *adj. & n.* 正方;  
 正方形  
 stack [stæk], *n.* 堆積  
 state [steɪt], *n.* 國家  
 station ['steɪʃən], *n.* 車站; 監所  
 steadily [stedɪli], *adv.* 穩定  
 steak [steɪk], *n.* 烤肉  
 steam [sti:m], *n.* 水蒸汽  
 steamer [sti:mə\*,], *n.* 汽船  
 steel [sti:l], *n.* 鋼; 鐵  
 stem [stem], *n.* 幹; 莖  
 still [sti:l], *adj.* 停止 ~ *adv.* 仍  
 stir [stɜ:\*,], *v. t.* 攪動  
 stop [stɒp], *v. t. & v. i.* 停止  
 street [stri:t], *n.* 街  
 strike [straɪk], *v. t.* 擊; 深入  
 strive [straɪv], *v. i.* 努力  
 struck [strʌk], *v. t.* 擊; 深入 (*strike*  
 之過去及過去分詞)

struggle ['strʌgl], *n. & v. i.* 競爭  
 stupid ['stju:pɪd], *adj.* 愚蠢  
 success [sək'ses], *n.* 成功  
 suddenly ['sʌdnli], *adv.* 突然  
 sugar ['ʃʊgə\*], *n.* 糖  
 suitable ['ʃʊtəbl], *adj.* 適宜  
 suppose [sə'pəʊz], *v. t.* 想像; 忖度  
 sure [ʃʊə\*], *adj.* 無疑; 確實  
 surface ['sɜ:fɪs], *n.* 表面  
 surprise [sə'praɪz], *n. & v. t.* 驚訝  
 Switzerland ['swɪtsələnd], *n.* 瑞士  
 國

## T, t [ti:]

talk [tɔ:k], *v. i. & n.* 談話; 議論  
 tame [teɪm], *adj.* 馴熟  
 taste [teɪst], *v. t. & v. i.* 嘗味 ~ *n.* 味  
 覺  
 taught [tɔ:t], *v. t.* 教 (*teach* 之過去  
 及過去分詞)

taxi ['tæksi], *n.* 汽車  
 tea [ti:], *n.* 茶葉; 茶  
 term [tɜ:m], *n.* 期限; 學期  
 test [test], *v. t. & n.* 試驗  
 thaw [θə:], *v. i.* 溶解; 溶化  
 themselves [ðəm'selvz], *pron.* 彼  
 等自身  
 Thermopylae [θə:'mɒpili:], *n.* 地  
 名  
 thick [θɪk], *adj.* 厚  
 thinker [θɪŋkə\*], *n.* 思想家  
 thorough ['θɔ:rə], *adj.* 澈底; 充分  
 thousand ['θauzənd], *n. & adj.* 千  
 thread [θred], *n.* 線  
 ticket ['tɪkɪt], *n.* 票; 入場券  
 tiger ['taɪgə\*], *n.* 虎  
 till [tɪl], *conj. & prep.* 至  
 tip [tɪp], *n.* 尖端  
 tire ['taɪə\*], *v. t. & i.* 厭倦  
 toast [təʊst], *n.* 烘麵包  
 toil [tɔɪl], *v. i. & n.* 工作; 勞役  
 ton [tʌn], *n.* 噸 (二千二百四十磅)  
 toothache [tu:θeɪk], *n.* 牙痛  
 toothpick [tu:θpɪk], *n.* 牙籤  
 top [tɒp], *n.* 頂; 極點  
 tortoise [tɔ:tɔ:s], *n.* 龜  
 touch [tʌtʃ], *v. t. & n.* 接觸; 感動  
 tough [tʌf], *adj.* 堅韌  
 towards [tə'wɔ:dz], *prep.* 向  
 tower ['taʊə\*], *n.* 塔  
 town [taʊn], *n.* 市鎮  
 traitor [treɪtə\*], *n.* 國賊  
 tramp [træmp], *n.* 腳步聲  
 travel [trævl], *v. i. & n.* 旅行  
 tray [treɪ], *n.* 托盤  
 treat [tri:t], *v. t.* 待遇  
 treaty ['tri:ti], *n.* 條約  
 trial ['traɪəl], *n.* 試驗; 審判  
 troop [tru:p], *n.* 隊伍  
 trouble ['trʌbl], *v. t.* 煩擾 ~ *n.* 患難  
 true [tru:]; *adj.* 真確

truth [tru:θ], *n.* 實情; 真理  
 try [traɪ], *v. t. & i.* 努力; 嘗試  
 tulip ['tju:lɪp], *n.* 鬱金香  
 tunnel [tʌnl], *n.* 隧道  
 tyrant [taɪərənt], *n.* 暴君; 暴主

## U, u [ju:]

uncomfortable [ʌn'kʌmfətəbl],  
*adj.* 不愉快; 不安  
 unconsciously [ʌn'kɒnʃəsli], *adv.*  
 不覺  
 understand [ʌndə'stænd], *v. t.* 通  
 曉; 領會  
 understood [ʌndə'stʊd], *v.* 通曉  
 (*understand* 之過去及過去分詞)  
 unexplored [ʌnɪks'plɔ:d], *adj.* 未  
 探檢的  
 unhealthy [ʌn'helθi], *adj.* 不康健  
 的  
 unknown [ʌn'nəʊn], *adj.* 未知的  
 upheld [ʌp'held], *v. t.* 提倡 (*uphold*  
 之過去及過去分詞)  
 upon [ə'pɒn], *prep.* 在上  
 upright [ʌp'raɪt], *adj.* 直立的; 正  
 直  
 uproot [ʌp'ru:t], *v. t.* 絕根

## V, v [vi:]

vain [veɪn], *adj.* 空虛; 自大  
 various [vɛəriəs], *adj.* 種種  
 vast [vɑ:st], *adj.* 廣大; 鉅大  
 vegetable ['vedʒɪtəbl], *n.* 菜蔬  
 vessel ['vesl], *n.* 器皿; 船舶  
 view [vju:], *n. & v. t.* 景象; 意見;  
 審; 視  
 vigor ['vɪgə\*], *n.* 體力; 心力  
 village ['vɪlɪdʒ], *n.* 村鄉  
 visit [vɪzɪt], *v. t. & n.* 訪謁; 巡覽

## W, w ['dʌblju:]

- wait [weit], *v. i.* 等待; 伺候  
 Wales [weilz], *n.* 地名  
 war [wɔ:\*,], *n.* 戰爭  
 weak [wi:k], *adj.* 弱  
 weather [weðə\*,], *n.* 天氣  
 web [web], *n.* 網  
 wet [wèt], *adj.* 濕; 潮濕  
 wheel [wi:l], *n.* 輪  
 whether [ˈweðə\*,], *conj.* 或; 畢竟  
 whirl [wɜ:l], *v. i.* 旋轉  
 whistle [ˈwisl], *v. i.* 嘯笛聲  
 whole [houl], *adj. & n.* 總共; 全體  
 wick [wik], *n.* 燈心; 燭心

- wild [waild], *adj.* 野; 不馴  
 wisest [waɪzɪst], *adj.* 最慧的  
 wish [wiʃ], *v. t. & n.* 盼望; 希冀  
 won't [wəʊnt], 不願 (*will not* 之縮寫)  
 word [wɜ:d], *n.* 字; 語  
 world [wɜ:ld], *n.* 宇宙; 世界  
 would [wud], *v.* 願; 將 (*will* 之過去動詞)

## Y, y [wai]

- yard [jɑ:d], *n.* 碼 (三英尺); 庭院  
 yet [jet], *adv. & conj.* 仍然; 尚且  
 yourself [jɔ:'self], *pron.* 汝自身

