

遵照三十年修正課程標準編著

新中國教科書

高級中學

英語

第一冊

(第一學年第一學期用)

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PRACTICAL ENGLISH READERS

FOR SENIOR MIDDLE SCHOOLS

BOOK ONE

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編輯大意

- (一)本書遵照教育部三十年十二月公布之修正高級中學英語課程標準編輯，計分六冊，供高級中學三學年之用。
- (二)本書取材除採取富有文學意味及科學色彩之各種體裁外，特着注於民族意識之培養與日常知識之充實。因處此時代，一般高中畢業生能繼續升學者，究係少數，故編者認為高中學生似應於在校期間，對於爲人處世之道多作準備，俾他日服務社會，能夠實際受用。
- (三)本書編制兼顧及下列諸原則：第一、教材本身要有趣味，裨實用；第二、教材要能由淺而深，符合學生程度；第三、教材要能表示語法(舊稱文法)的進程。
- (四)本書各冊分量足夠一學期研讀之用。其中除係直接採取他書者外，其餘均爲編者自著或改作。每課並有編者自撰的緒言，以爲前導。
- (五)本書所用新字，係以正中初中英語讀本爲基礎。以故冊末的字釋，全是初中英語讀本所未引用的字。同時美國桑戴克的最常用的六千字表，也是本書引用新字的依據，惟略

有出入。

- (六)關於練習的部分，每課未必相同，以免單調、枯燥之弊；至於新字、詞彙、語法、及練習諸部分，則各課均有。
- (七)關於語法的學習，在各冊內亦有其一貫的系統。除於各種詞類及句彙等詳加解釋外，並稍稍論及修詞的原則。為學生便利尋釋例證起見，每課語法的材料，都是從本課(或本書)引用。

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PRACTICAL ENGLISH READERS

FOR SENIOR MIDDLE SCHOOLS

BOOK ONE

Lesson I

FRIENDSHIP

At the beginning of the school year, you are sure to meet a large number of boys and girls. Perhaps many of them will become your lifelong friends. What does a friend mean to you? What should you do to make friends and keep them? The first lesson of this book will try to answer these questions for you.

There can be no real social happiness without friendship. Friendship is the flowering of the social instinct, the finest product of the social life. The very aim of the art of living should be to foster friendship, to bring people into closer harmony and understanding. A famous writer has well said, "What does it matter if you gain the whole world and other people do not like you?" 友如手足

A friend, according to Socrates, is another self. We, who have friends, know how true this is. A friend is indeed another self, sometimes a

truer self. The French say, "Friendship born of love is better than love itself." And they add, what we all already know, "Time, which makes all things ugly, makes friendship beautiful."

Perhaps you do not make friends as easily as you would like. Perhaps you do not attract to yourself those people whose friendship you would value.

You can buy the friendship of a child with gifts of sweets and toys, and the friendship will last until the sweets and toys are forgotten. But you cannot buy the friendship of a grown-up person. You must have something more than material things to offer, and that "something more" is your self.

The secret of making yourself a magnet for friendship is to regard everyone as worthy of your friendly interest. 'Cultivate⁺⁺ good-will in your heart. Approach all new acquaintances as though they were already friends. Do not wait to see if a new acquaintance will make the first offer to please you. Meet everyone halfway on the road that leads to friendship.

The more friends you have, the happier you will be. And there is no reason why you cannot have as many friends as you like. But it is a wise plan to choose your intimate friends carefully, for friends have an even greater influence

upon character and personality than one's environment.

For intimate friends, choose only those people whose excellent manners and fine qualities will help round out your own personality. We all have our faults, and we cannot expect perfection in our friends, but it is a mistake to cultivate friendship that cannot enrich the personality and that may impair it. Choose for your intimate friends those who are close to you in rank, in age, and in personal tastes. This makes for closer sympathy and understanding.

It is not enough to make friends; you must know how to keep them. When you make a new friend whose friendship you value and wish to keep, learn his peculiar ways and respect them. While your friend has faults of which you are aware, you, too, have faults of which he is aware. He who wishes to be a good friend must overlook these little things and look only for the big.

It is not easy to be a friend. You must sacrifice time. You must have patience, and strength, and affection. Your friend is entitled to your sympathy and your understanding. Friendship makes constant demands upon you.

Start today to plant the seed of friendship. Let the world see that yours is a friendly attitude. Be a real friend to as many people as deserve

your friendship. See how it enriches your personality and makes you happier.

Study Assignment

I. Learn the following new words. Pay special attention to their pronunciation, spelling, and meaning:

- lifelong ['laɪflɒŋ], *a.* (*adjective*, 形容詞), 終身的, 一生的.
 happiness ['hæpɪnɪs], *n.* (*noun*, 名詞), 幸福, 愉快.
 friendship ['frendʃɪp], *n.* 友誼.
 instinct ['ɪnstɪŋkt], *n.* 本能.
 foster ['fɒstə*], *v.* (*verb*, 動詞), 培養, 培植, 撫養.
 closer [kloʊzə*], *a.* 更親近, 更密切.
 harmony ['hɑ:məni], *n.* 和諧, 一致.
 gain [geɪn], *v.* 得, 獲得, 贏得; ——, *n.* 獲得之物.
 add [æd], *v.* 加, 增加, 又說.
 attract [ə'trækt], *v.* 吸引, 引.
 value ['vælju:], *v.* 寶貴, 珍重; ——, *n.* 價值.
 grown-up ['grəʊn'ʌp], *a.* 長大的, 成人的; ——, *n.* 成年人.
 forgotten [fə'gɒtn], *v.* (*forget* 之過去分詞), 忘.
 magnet ['mæɡnɪt], *n.* 磁石 (作比喻用指善與人交者).
 good-will ['ɡʊd'wɪl], *n.* 善意.
 halfway ['hɑ:f'weɪ], *a.* & *adv.* (*adverb*, 輔詞), 半途, 中途.
 personality [ˌpɜ:sə'nælɪti], *n.* 人格 個性.
 environment [ɪn'vaɪənmənt], *n.* 環境.
 perfection [pə'fɛkʃən], *n.* 完全.
 enrich [ɪn'ɪrɪʃ], *v.* 使豐富, 修飾.
 impair [ɪm'peə*], *v.* 損害.
 peculiar [pi'kju:ljə*], *a.* 特殊的.
 overlook [ˌoʊvə'lʊk], *v.* 忽視, 不介意.

affection [ə'fekʃən], *n.* 好意, 溫情.

seed [si:d], *n.* 種子(此處作比喻用)

II. *Learn the following combinations (合組) of words. Under your teacher's direction, use some of them in your own sentences:*

1. social instinct, 社交本能.
2. to bring into closer harmony, 使更和諧.
3. what does it matter. 有何用處.
4. born of love, 由愛而生的.
5. to make friends, 交友.
6. with gifts of sweets and toys, 饋贈糖果與玩具.
7. something more than..., 較...更有甚者.
8. the secret of success, 成功之祕訣.
9. worthy of your interest, 值得關懷.
10. all new acquaintances, 所有新知.
11. make the first offer to please you, 首先取悅於你.
12. meet one halfway, 中道相迎.
13. the more...the happier, 愈多...愈快樂.
14. there is no reason why..., 殊無理由.
15. intimate friends, 知己朋友.
16. round out your personality, 完成你的人格.
17. excellent manners and fine qualities, 端莊的儀態與高尚的品格.
18. cultivate friendship, 培養友誼.
19. overlook these little things, 不介意此等小節.
20. to plant the seed, 播種.

III. *Study the following words:*

1. Socrates, Confucius, Mary, Tom, Wang Li-ming—peculiar names of persons.

2. *China, England, America, Shantung*—peculiar names of places.

3. *Chinese, French, Japanese, English*—peculiar names of people.

4. *boy, girl, friend, king, man, writer, child*—common names of persons.

5. *room, country, lake, province, street*—common names of places.

6. *thing, time, book, sweets, toys*—common names of things.

7. *friendship, love, good-will, character, personality*—names of qualities.

8. *making, living, understanding, flowering, offer, sacrifice*—names of actions.

A word used as the name of a person, a thing, a quality, or an action, is called a NOUN.

IV. *With your teacher's help point out all the nouns in this lesson.*

V. *Study the following sentences:*

1. Perhaps many of them will become your lifelong friends.

2. The first lesson of this book will try to answer these questions for you.

3. There can be no real social happiness without friendship.

4. A friend, according to Socrates, is another self.

5. But you cannot buy the friendship of a grown-up person.

6. This makes for closer sympathy and understanding.

Each of the sentences listed above states a fact. It is called a statement.

A statement is usually put in the form of a sentence.

VI. *Make six statements like those given above.*

Lesson II

THE ELEPHANT AND THE DOG

Friendship is indeed characteristic of social life. It is present in all classes of people. We often find it in some intelligent animals, too, as is seen in the story told in this lesson. This is more than a lesson of English; it is a lesson of life. Incidentally, there are simple but useful sentences quoted in this lesson, which we must learn and be able to use in our own conversation.

Once upon a time a dog used to go to the stable where the king's elephant lived. At first, the dog went there to get the food that was left after the elephant had finished eating.

Day after day the dog went to the stable, waiting around for bits to eat. By and by the elephant and the dog came to be great friends. Then the elephant began to share his food with

the dog, and they ate together. When the elephant slept, his friend, the dog, slept beside him. When the elephant felt like playing, he would catch the dog in his trunk and swing him to and fro. Neither the dog nor the elephant was quite happy unless the other was near-by.

• One day a farmer saw the dog and said to the elephant-keeper: "I will buy the dog. He looks good-tempered, and I see that he is smart. How much do you want for that dog?"

The elephant-keeper did not care for the dog, and he asked a fair price, and the farmer took the dog away to the country.

The king's elephant missed the dog and did not care to eat when his friend was not there to share the food. When the time came for the elephant to bathe, he would not bathe. The next day again the elephant did not bathe. The third day, when the elephant would neither eat nor bathe, the king was told about it.

The king sent for his chief servant, saying, "Go to the stable and find out why the elephant is acting in this way."

The chief servant went to the stable and looked the elephant all over. Then he said to the elephant-keeper: "There seems to be nothing the matter with this elephant's body, but why does he look so sad? Has he lost a playmate?"

"Yes," said the keeper, "there was a dog who ate and slept with the elephant. The dog went away three days ago."

"Do you know where the dog is now?" asked the chief servant.

"No, I do not," said the keeper.

Then the chief servant went back to the king and said, "The elephant is not sick, but he is lonely without his friend, the dog."

"Where is the dog?" asked the king.

"A farmer took him away, so the elephant-keeper says," said the chief servant. "No one knows where the farmer lives."

"Very well," said the king. "I will send word all over the country, asking the man who bought this dog to turn him loose. I will give him back as much as he paid for the dog."

When the farmer who had bought the dog heard this, he turned him loose. The dog ran back as fast as ever he could go to the elephant's stable. The elephant was so glad to see the dog that he picked him up with his trunk and put him on his head. Then he put him down again.

When the elephant-keeper brought food, the elephant watched the dog as he ate, and then took his own food.

All the rest of their lives the elephant and the dog lived together.

Study Assignment

I. Learn the following new words:

characteristic [kæ'riktə'ristik], *a.* 特徵的, 特色的; ——, *n.* 特色.

intelligent [in'telidʒənt], *a.* 聰明的, 有智的.

incidentally [ɪn'sidentalɪ], *adv.* 偶然的, 附隨的.

quoted [kwoutɪd], *v. u.* (*verbal adjective*, 動詞化成的形容詞), 被引用的, 被引述的.

slept [slept], *v.* (sleep 之過去式), 睡.

fro [frou], *adv.* 返 (常與 to 同用 如 to and fro, 往返).

near-by ['niə*baɪ], *a.* 近, 附近.

good-tempered ['gud'tempəd], *a.* 性情好的, 脾氣好的.

smart [smɑ:t], *a.* 漂亮的, 伶俐的 刺痛的; ——, *v.* 受痛, 受苦, 傷心.

missed [mist], *v.* 不見, 失誤.

playmate ['pleɪmeɪt], *n.* 游伴.

bathe [beɪð], *n.* 沐浴.

II. Learn the following combinations of words; make sentences containing them:

1. characteristic of social life, 社交生活之特徵.
2. used to go, 常去.
3. finished eating, 食畢.
4. day after day, 日復一日.
5. came to be great friends, 漸成莫逆.
6. shared his food with ..., 與...分而食之.
7. felt like playing, 心欲遊戲.
8. to and fro, 來去.

9. neither ... nor ..., 既不... 也不....
10. how much do you want for ..., 君索價幾何?
11. did not care for ..., 未曾留意於....
12. did not care to ..., 意不欲.... 無心於....
13. sent for, 差遣.
14. looked the elephant all over, 審察象之全身.
15. nothing the matter with..., 不與... 有關.
16. sent word all over the country, 通令全國.
17. to turn him loose, 釋放.
18. as fast as ever he could go, 儘速奔去.
19. all the rest of their lives, 終其餘年.

III. *Answer the following questions orally in the class:*

1. Where did the king's elephant live?
2. Why did the dog go to the stable?
3. What did the two animals come to be by and by?
4. What did the elephant share with his friend?
5. Where did the dog sleep?
6. When the elephant felt like playing, what did he do to the dog?
7. What did the farmer say to the elephant-keeper?
8. Why did he want to buy the dog?
9. Why did the elephant-keeper want to sell the dog?
10. How did the elephant feel when his friend was gone?
11. How did he show it?
12. What was told to the king?
13. What did the king say to his chief servant?
14. Where did the chief servant go?
15. What did the keeper tell him?

16. Why did the king send word all over the country?
17. What did the farmer do to the dog?
18. What did the dog do when he was turned loose?
19. How did the elephant feel when the dog came back?
20. How did he show it?

IV. *Point out all the nouns in this lesson, and tell why you call them nouns. Remember, words used for peculiar names are called proper nouns, while those used for common names are called common nouns.*

V. *Study how these marks " " are used:*

1. "Do you know where the dog is now?" asked the chief servant.
2. "No, I do not," said the keeper.
3. "Where is the dog?" asked the king.
4. "A farmer took him away," said the chief servant.

The marks " " are called QUOTATION MARKS. They are used to indicate a direct statement or question given by someone.

VI. *Study how the capital letters are used (1):*

1. A friend, according to Socrates, is another self.
2. Then the chief servant went back to the king and said, "The elephant is not sick, but he is lonely without his friend, the dog."
3. — And Oh, it's bonny here at home.
But I must go away.

4. "The Elephant and the Dog" is the title of our lesson.

5. You are a German and I am a Chinese.

A capital letter is used: (1) at the beginning of every sentence; (2) at the beginning of a direct quotation; (3) at the beginning of every line of poetry; (4) for the principal words of a title; (5) for the pronoun *I* and interjection *Oh*; (6) for the proper names and adjectives derived from them.

Lesson III

HOLDING A MEETING

Have you ever tried to hold a meeting? Many young people fail to have anything done at a meeting because they do not know how to get it started. This lesson aims to give you some idea of the right way of holding a meeting. Study it carefully and put it in practice with the help of your teacher.

No matter what kind of meeting it is, those present must observe these principles:

1. There should be justice and courtesy to all.
2. Only one thing at a time should be discussed and decided upon.
3. The voice of the majority should prevail.

4. Certain rights of the minority should be respected.

Present: The teacher and fifteen students.

Teacher: (*Rising from his seat.*) Before the regular officers are elected, I should like to appoint Mr. Cheng Shu-fang to act as your temporary chairman. (*Sitting down.*)

Cheng Shu-fang: (*Rising and going to the front.*) The meeting now comes to order. Will someone please nominate a chairman?

Liu Shih: (*Rising.*) I nominate Mr. Lin Chi-siang as chairman of this meeting.

Cheng Shu-fang: Mr. Lin is nominated as chairman of this meeting. All who are in favor of Mr. Lin as chairman of this meeting will say *Aye*.

Ten Students: *Aye.*

Cheng Shu-fang: Those opposed will say *Nay*.

Three Students: *Nay.*

Cheng Shu-fang: The ayes have it. Mr. Lin Chi-siang is elected; he will take the chair. (*Going back to his own seat.*)

Chairman: (*Going to the front of the room.*) The first business in order, I believe, is the election of a secretary.

Chao Lung: (*Rising.*) Mr. Chairman.

Chairman: Mr. Chao.

Chao Lung: I nominate Miss Huang Pao-yu as secretary of this meeting. (*Sitting down.*)

Chairman: Miss Huang is nominated.

Yang Ying: (*Rising.*) Mr. Chairman.

Chairman: Miss Yang.

Yang Ying: I nominate Mr. Chai Shao-ming. (*Sitting down.*)

Chairman: Mr. Chai is nominated.

(*No one else is nominated.*)

Chairman: As many as are in favor of Miss Huang acting as secretary of this meeting will hold up the right hand. (*Counting the hands raised by nine students.*) As many as are in favor of Mr. Chai as secretary will hold up the right hand. (*Counting the hands raised by five students.*) Miss Huang is elected secretary. She will please take her place at the desk.

(*The secretary takes a tablet and pencil, goes to the front of the room, seats herself near the chairman, and makes a record of the proceedings of the meeting.*)

Chairman: What is the pleasure of the meeting?

Hua Kuo-liang: (*Rising.*) Mr. Chairman.

Chairman: Mr. Hua.

Hua Kuo-liang: Captain Ma Wen-sing of the Third Air Squadron was wounded last Friday afternoon while pursuing the enemy planes, and is now under surgical treatment in the Central

Hospital. I think it would be fine if we could send him something to show our appreciation of his valiant service to our country.

Chairman: Will someone make a motion to that effect?

Fang Hsi-kung: } Mr. Chairman.
Chao Lung: }

Chairman: Mr. Fang.

Fang Hsi-kung: I move that we send a letter of appreciation with a bouquet of flowers to Captain Ma. (*Sitting down.*)

Chairman: Is there a second to that motion?

Chao Lung: (*Rising.*) Mr. Chairman, I second the motion. (*Sitting down.*)

Chairman: It has been moved and seconded that we send a letter of appreciation with a bouquet of flowers to Captain Ma. The question is now open to discussion.

(*Several students in turn rise to make remarks.*)

Chairman: The question is on sending a letter and flowers to Captain Ma. Shall we put it to vote? Those in favor of the motion will say *Aye*.

(*A majority of the students say, "Aye".*)

Chairman: Those opposed will say *Nay*.

(*Two or three students say, "Nay".*)

Chairman: The ayes have it. The motion is carried.

(The chairman appoints a committee of three members to write the letter, and another committee of three to buy the flowers, and still another committee of three to deliver the letter and bouquet to the hospital.)

Chairman: If there is nothing else to come before the meeting, a motion is in order for adjournment.

Yang Ying: Mr. Chairman, I move that the meeting be adjourned.

Hsu Wei: Mr. Chairman, I second the motion.

Chairman: It has been moved and seconded that we adjourn. All in favor say *Aye*.

All: *Aye*.

Chairman: Opposed, *Nay*. (No response.) The meeting is adjourned.

Study Assignment

I. Learn the following new words:

courtesy ['kɔ:tisi], *n.* 禮貌.

majority [mə'dʒɔ:ɹɪti], *n.* 大多數, 過半數.

prevail [pri'veil], *v.* 有效, 得勢.

minority [maɪ'nɔ:rɪti], *n.* 少數, 未成年.

temporary ['tem'pɔ:rəri], *a.* 暫時的, 臨時的.

nominate ['nɒmɪneɪt], *v.* 提名, 推舉.

aye [ai], *n.* 然, 贊成.

nay [neɪ], *n.* 否, 不贊成.

proceedings [prə'si:diŋz], *n.* 議事錄.

squadron ['skwɒdrən], *n.* 分隊.

- pursuing [pə'sju(:)ɪŋ], *v.* (pursue 之現在分詞), 追逐, 追求.
- planes [pleɪnz], *n.* (複數), 飛機. (aeroplanes 之簡稱).
- surgical ['sɜ:dʒɪkəl], *a.* 外科手術的.
- hospital ['hɒspɪtl], *n.* 醫院.
- valiant ['væljənt], *a.* 勇敢的.
- bouquet ['buket], *n.* 一束花.
- second ['sekənd], *n. & v.* 附議.
- discussion [dɪs'kʌʃən], *n.* 討論, 辯論.
- remarks [ri'mɑ:kz], *n.* (複數), 陳述, 批評.
- vote [vout], *n. & v.* 表決, 投票.
- committee [ke'mɪti], *n.* 委員, 委員會.
- adjournment [ədʒə:nmənt], *n.* 散會.
- adjourn [ədʒə:n], *v.* 散會.
- personification [pɜ:snɪfɪ'keɪʃən], *n.* 人格化 (非人之抽象意義而視爲有人格者).

II. *Learn the following combinations of words:*

1. how to get it started, 怎樣着手開始.
2. no matter what you do, 不論所作爲何.
3. the voice of the majority, 大多數之言論.
4. the rights of the minority, 少數人之權利.
5. to act as..., 當任....
6. to nominate a chairman, 推舉主席.
7. make a record of, 記錄.
8. to pursue the enemy, 追敵.
9. to pursue your study, 攻讀.
10. Central Hospital, 中央醫院.
11. a bouquet of flowers, 鮮花一束.
12. I move that..., 我提議....
13. I second the motion, 我贊成此議.

14. the motion is carried, 提案通過.
15. put... to vote, 付...表決.
16. a committee of three, 三人組成之委員會.

III. *After you have studied the lesson very thoroughly, hold a class meeting to discuss one of the following questions:*

1. Arrangement for a class picnic.
2. Sending money to help a wounded soldier's family.

IV. *Study how the capital letters are used (II):*

1. I hear that Captain Ma was wounded last Friday afternoon.
2. The tenth of October is the Chinese National Day.
3. The Chinese Revolution marked a turning point of our history.
4. Where, Death, is your victory?

A capital letter is further used: (7) for the names of days and months; (8) for every great historical event or period; (9) for every personification of a quality or period.

V. *Account for the use of all the capital letters in this lesson.*

VI. *Study the following sentences:*

1. Only one thing at a time should be discussed and decided upon.
2. I nominate Mr. Lin Chi-siang as chairman of this meeting.
3. Mr. Lin is nominated as chairman of this meeting.

4. Miss Huang is elected secretary.

Each of the above sentences presents a statement. A sentence that presents a statement is called a DECLARATIVE SENTENCE, because it declares something as a fact.

VII. *Point out all the declarative sentences in this lesson.*

Lesson IV

GREAT MOMENTS IN SCIENCE

Every Chinese student is much interested in science. One reason why we study English is because we want to use it as an aid in reading books on science written in English. So, in our series of English Readers, we shall select a considerable number of lessons about science. This lesson will be a good one to begin with.

Long years ago man found himself in this world. Although it was to be his home and the home of his children to countless generations, he was a stranger here with everything to find out.

Every child who is born into the world is a stranger even in his own home. A baby finds out slowly about the room in which he stays, about the street on which he lives, about his father and mother and brothers and sisters. He finds out that he can walk, that he can talk. One day he

goes to school into a new, bigger world than he has ever known before. Perhaps he travels and learns more and more about the world. Whatever he does, someone has always prepared the way for him, so that he can do it easily. He does not have to learn how to build a house to live in. If he wants to build a new one, the ways of building are all ready for his choice. He does not have to make a stove; he can buy one. He does not have to invent the telephone; a company will put a wire into his house. The newspaper and the radio and the moving picture bring to him news of the whole world. His books tell him of geography and history. The world is made ready for him.

It is pleasant for us who do find our lives made comfortable and easy and interesting to think back to the men and women who made our world so ready for us. This was done by men and women who lived on the earth before we came. Some of them lived very long ago, back in the dim ages; of them we can know only by the things they left behind them, the stone weapons, the cave drawings, and the altars to their gods. Others lived in the days of tradition, when the story of man's doings on the earth was passed from mouth to mouth but never written down. Others lived in the early days of history; still others in the Middle Ages: some in the last

hundred years; while some are living now.

No bit of knowledge ever came except as some human being discovered it. The earth on which the earliest man found himself was as rich in treasures as is the earth of today. But he had to find out its wealth for himself. It did not speak out its secrets. He must learn how to make fire and to melt iron out of the rock. He must find out how to tell time and how to steer his boats by a compass. Steam and electricity were waiting for him to find them out. Coal and oil to run his machines lay buried in the earth. With them he could work wonders; but he must discover them and their uses. It is because man has been so clever in this business of finding out that he is today not a stranger but a master, a conqueror in his world. He has travelled during the centuries a long, uphill road. It has become in his progress along it a royal road to victory.

As there had always to be a man, eager, adventurous, and industrious, to add every bit of knowledge to the human store of information and of skill, so there was always a moment in that man's lifetime when he first caught sight of the new fact or the new way of doing something which would make him and his neighbor wiser or more comfortable or richer or happier. Those are the moments of which our stories tell.

Science is knowledge, human knowledge. Human knowledge has grown by leaps and bounds. In every gain that has been made there have been two factors, two parts—a man seeking to find out, and a moment when he found out. These great moments in science stand out down the ages as man's moments of insight and victory. In them man, a creature of mind and spirit, is shown in his conquest of a world of matter.

Study Assignment

I. Learn the following new words:

- countless ['kauntlis], *a.* 不可勝數的。
 stranger ['streindzə*], *n.* 生客, 異鄉人。
 bigger ['bigə*], *a.* (big 之較高級), 較大。
 stove [stouv], *n.* 煖爐, 火爐。
 geography [dʒi'ɒgrəfi], *n.* 地理。
 ages ['eidziz], *n.* 年代。
 weapon ['wepən], *n.* 器具, 武器。
 drawings ['drɔ:ɪnz], *n.* (複數), 畫, 圖畫。
 altar ['ɔ:ltə*], *n.* 神壇, 祭壇, 祈禱所。
 tradition [trə'dɪʃən], *n.* 遺傳, 傳說。
 electricity [ilek'trisiti], *n.* 電。
 treasure ['trezə*], *n.* 財物, 寶物, 寶藏。
 oil [ɔil], *n.* 油。
 uphill ['ʌp'hil], *a.* 上坡的, 費力的。
 adventurous [əd'ventʃərəs], *a.* 冒險的, 勇往的。

industrious [in'da:striəs], *a.* 精勵的, 勤勞的.

insight ['insait], *n.* 見識, 洞察.

conquest ['kɒŋkwɛst], *n.* 征服.

countable ['kaunteɪbl], *a.* 可數的; 又轉用作名詞指可數之物.

loaves [ləʊvz], *n.* (loaf 之複數), 塊, 片.

II. *Learn the following combinations of words:*

1. with everything to find out, 事事均須探究.
2. the room in which he stays, 其所居之室.
3. to think back to the dim ages, 回想到矇昧時代.
4. all ready for his choice, 任待挑選.
5. from mouth to mouth, 口傳.
6. in the days of tradition, 史前傳統時期.
7. in the Middle Ages, 中世紀.
8. no bit of knowledge, 毫無知識.
9. rich in treasures, 富於寶藏.
10. speak out its secrets, 宣示它的秘密.
11. how to make fire, 如何生火.
12. to run machines, 使用機器.
13. a long, uphill road, 長而困苦之途.
14. a royal road to victory, 通達勝利的大道.
15. by leaps and bounds, 突飛猛晉, 一日千里.

III. *Close your book and have your teacher slowly read to you the following words. Spell them one by one as they are read by the teacher:*

conquer

conqueror

conquest

earth

early

earliest

wealth

weapons

treasures

stone
easy
been
other

story
steam
steer
mother

stove
creature
street
brother

IV. *Make sentences containing the following words:*

electricity
newspaper
geography
drawings

science
radio
insight
moments

telephone
knowledge
altar
tradition

V. *Study the following nouns:*

Countables

one boy	two boys	many boys
one girl	two girls	many girls
one man	two men	many men
one child	two children	many children
one book	two books	many books
one house	two houses	many houses

Uncountables

rice	much rice	two bowls of rice
gold	much gold	five pounds of gold
bread	plenty of bread	ten loaves of bread
steam		
coal		
oil		
electricity		
wealth		
advice		
love		
suffering		
goodness		
childhood		

Some nouns represent countable objects.

Some nouns represent uncountable objects.

The uncountables are usually material objects or abstract ideas.

VI. *Point out all the nouns in this lesson. Tell whether they are common or proper, countable or uncountable.*

VII. *Review the following sentences:*

1. How much do you want for that dog?
2. Where is the dog?
3. Why did the dog go to the stable?
4. What did the elephant share with his friend?
5. How did he do it?
6. What did the farmer do to the dog?
7. Did you ever try to hold a meeting?
8. Have you ever tried to hold a meeting?

Each of these sentences presents a question. A question is usually expressed by a full sentence, though sometimes a single word may serve the same purpose. A sentence that asks a question is called an INTERROGATIVE SENTENCE. The word *interrogative* simply means having the force of a question.

Notice how words are arranged in an interrogative sentence.

VIII. *Make eight interrogative sentences from the models given above.*

Lesson V**LETTER WRITING**

You have already studied some model letters in other English readers. Letters are of two kinds, business and friendly or social. Now let us see how a social or friendly letter should be written.

Letter writing is first of all a gift. But it is also an art to be cultivated and developed. Your letter goes to the hospital and cheers a friend who is ill. Your letter goes to a disappointed hostess and makes your apologies to her. Your letter goes to an acquaintance, who has been neglected, to say that he, or she, is not forgotten. Your letter represents you whenever circumstances make it impossible for you to be present personally.

This is why your letter must not only be correct; it must be cordial. It must not only be in good form; it must be gracious, and warm with the touch of your personality.

For his social correspondence, a man of good taste uses plain white, unruled notepaper, and envelopes to match. He does not use business or official stationery for social purposes. But if he

lives at his club, or uses it frequently, he may write on its stationery. It is also permissible for him to use hotel notepaper for social correspondence when his personal stationery is not available.

The appearance of your letter depends largely upon the pains you take with it. A poorly written, badly spaced letter gives an unfavorable impression, no matter how fine the stationery used. You cannot force yourself to write beautifully if you have a naturally poor handwriting, but you can force yourself to write legibly, neatly. And with the use of a dictionary you can avoid mistakes in spelling. Write on a straight line and keep wide margins.

Though it is not possible to tell you exactly what to write, it is possible to give suggestions that will help you with your correspondence. People like to receive letters; it is a subtle form of flattery. And you can make your letters doubly welcome by adding to them the flavor of your own personality and making them cordial and pleasing in tone.

A good rule to observe is never to write a letter when you are in an ugly or depressed mood. If you are feeling out of sorts, or if you want to write to someone and "tell him exactly what I think!"—by all means, write the letter. It will

relieve and satisfy you. But do not mail it. Keep it until the next day, read it—and more likely than not you will destroy it. An excellent motto is never to write to others what you would not like to read yourself.

Keep out of your letters any mention of your troubles or your worries, unless you are writing to an intimate friend. People do not like to receive letters that are crowded with narration of unpleasant things.

Answer all your correspondence promptly. If you are in doubt as to whether or not a letter requires an answer—answer it. You can never hurt anyone by writing him or her a cordial, friendly letter; but sensitive people are easily wounded by apparent lack of interest on the part of the friends or acquaintances to whom they have written and from whom they have had no reply.

When writing a letter, bear in mind the person who is to receive it and read it. Do not say in the letter anything you would hesitate to say to that person if he were in the room with you. Keep his interest at heart, and you will write a letter warm with the spirit of friendliness and cordiality, a letter that carries with it more than its passage, and one that cannot fail to win a cordial response.

Study Assignment

I. Learn the following new words:

- correspondence [ˌkɒrɪsˈpɒndəns], *n.* 適應, 符合; 通信.
- hostess [ˈhəʊstɪs], *n.* 主婦, 女主人.
- apologies [əˈpɒlədʒɪz], *n.* (複數) 謝罪, 道歉.
- gracious [ˈɡreɪʃəs], *a.* 優雅的.
- unruled [ʌnˈruːld], *a.* 不畫線的, 不畫格的; 未受管束的.
- stationery [ˈsteɪʃnəri], *n.* 文具.
- unfavorable [ʌnˈfeɪvərəbl], *a.* 不利的, 無好意的.
- legibly [ˈledʒəbli], *adv.* 可讀的, 易讀的.
- margins [ˈmɑːdʒɪnz], *n.* (複數), 邊; 沿; 河邊; 頁邊.
- subtle [ˈsʌtl], *a.* 薄細; 微妙.
- relieve [rɪˈliːv], *v.* 救助, 減輕, 緩和.
- narration [næˈreɪʃən], *n.* 記事, 敘述.
- unpleasant [ʌnˈpleznt], *a.* 不愉快的.
- prompt [prɒmpt], *a.* 迅速.
- sensitive [ˈsensɪtv], *a.* 有感覺的, 神經過敏的.
- apparent [əˈpærənt], *a.* 顯然的.
- hesitate [ˈhezɪteɪt], *v.* 狐疑, 猶豫.

II. Learn the following combinations of words: use them in your own sentences:

1. in good form, 優良格式.
2. with the touch of your personality, 用你的個性加以渲染.
3. envelopes to match, 相配的信封.
4. taking great pains, 煞費苦心.
5. an unfavorable impression, 不良印象.
6. a sweet flavor, 溫情; 佳趣; 香味.

7. feeling out of sorts, 感覺不快或不舒服.
8. in a depressed mood, 意氣消沉, 心緒不佳.
9. an excellent motto, 嘉言懿訓.
10. bear in mind, 記住.

III. *Answer the following questions orally or in writing:*

1. Why is letter writing an art?
2. What can a letter do to a sick friend?
3. When should one write to make apologies to one's hostess?
4. Besides good form, what other qualities should a good letter possess?
5. Is it permissible to use your business stationery for social correspondence? Why?
6. When is it permissible to use hotel notepaper for social correspondence?
7. What kind of paper should be used in social correspondence?
8. Why should one write legibly?
9. What is a good rule to observe in writing a social letter?
10. What should be kept out of a letter?
11. How soon should a letter be answered?
12. What should one keep at heart when writing a letter?

IV. *Study the following nouns:*

<i>Singular</i>	<i>Plural</i>
A boy is here.	Many boys are here.
A girl is here.	Many girls are here.
A book is here,	Many books are here,

A letter is here.	Many letters are here.
A friend is here.	Many friends are here.
A house is here.	Many houses are here.
A sage is here.	Many sages are here.

All countable nouns have two numbers, SINGULAR and PLURAL.

Most nouns form their plural by adding *s* to the singular.

The uncountable nouns possess only a singular number. When they take both numbers, there is usually a slight change in meaning of the words.

V. Study the following sentences:

1. By all means write the letter.
2. But do not mail it.
3. Keep it till the next day.
4. Keep out of your letter any mention of your troubles or your worries.
5. Answer all your correspondence promptly.
6. Keep his interest at heart.

These sentences are written to express a command or a request. A sentence that expresses a command or a request is called an IMPERATIVE SENTENCE. *Imperative* means expressing command or commanding.

Observe how words are arranged in an imperative sentence.

VI. Find or make six imperative sentences, and read them in the class.

Lesson VI**A LETTER THAT TELLS A STORY**

(From Fred Brown to Henry Bush)

You have just learned that in every social and friendly letter the writer must keep at heart the interest of the reader. Now read the following letter and see whether it would be interesting to the writer's friend or not. A letter can be made interesting in various ways. One of them is to tell a vivid story, but of course not a narration of all the unpleasant things about the writer himself.

Ullswater, 24th August, 1871.

My dear Harry:

We are having a splendid time of it here. We have had delightful weather; and as we have a new excursion nearly every day, the time passes very quickly. The holidays are nearly half done, and it does not seem as if we had been more than a week here!

We had a delightful excursion to Helvellyn last week, and saw the place where the traveler's dead body was watched for three months by his dog. Perhaps you don't know the story. Here it is. It will help to fill my letter.

A shepherd was one day watching his sheep

on Helvellyn, when he heard loud barking, as of a dog or fox somewhere near. He went to search for the cause of it, and found a strange-looking dog (not a mountain sheep dog) glancing at him through the ferns. He was puzzled to know what the creature could be doing there; for it is a huge recess in the very bosom of Helvellyn, in which the winter's snow often lies till June. There is a huge precipice in front, and at the foot of it a little lake. The dog led on, and the shepherd followed it over the rocks and stones. When he reached the foot of the precipice, the dog paused beside a human skeleton lying on the ground.

The shepherd at once remembered that, about three months before, a traveler, who used to roam over the mountains with his dog, went amiss. Evidently he had lost his way in a mist, had fallen over the precipice, and been killed.

But the most extraordinary thing was, that his dog had watched all that time beside the dead body of his master!

Wordsworth the poet, who spent most of his life in this neighborhood, has a beautiful poem called "Fidelity," in praise of the dog. I advise you to read it.

We go to ~~Windermere~~ tomorrow. Write soon to your affectionate friend,

Fred Brown.

Study Assignment

I. Learn the following new words:

- Ullswater ['ʌlz,wɔ:tə*], *n.* 湖名(在英格蘭北部).
 Harry ['hæri], *n.* 人名(即 Henry 之轉音).
 delightful [di'laitful], *a.* 愉快的, 可悅的.
 Helvellyn [hel'velin], *n.* 山名(在英格蘭北部).
 traveler ['trævlɚ*], *n.* 旅行者.
 ferns [fɜ:nz], (複數), 鳳尾草.
 puzzled ['pvzld], *v.* (puzzle 之過去分詞), 迷惑.
 recess [ri'ses], *n.* 暫時之休息; 山之深處, 凹處.
 precipice ['presipis], *n.* 懸崖, 絕壁.
 skeleton ['skelɪn], *n.* 骨骼. 49
 roam [roum], *v.* 遨遊, 漫遊.
 amiss [ə'mis], *adv.* 迷失.
 evidently ['evidəntli], *adv.* 明白的, 顯然的.
 Wordsworth ['wɔ:dzwɔ(:)θ], *n.* 英國詩人名(1770-1850).
 neighborhood ['neibəhud], *n.* 隣近之地.
 fidelity [fai'delɪti], *n.* 忠義(此處係詩題).
 Windermere ['windəmiə*], *n.* 湖名(在英國).
 affectionate [ə'fekʃnit], *a.* 親愛的, 摯愛的.
 reminiscences [,remi'nɪsnɪz], *n.* (複數), 回憶, 回憶錄.
 regretful [ri'gretful], *a.* 可遺憾的, 可惋惜的.
 grateful ['gretful], *a.* 感激的, 銘感的.
 ass [æs], *n.* 驢.
 ax [æks], *n.* 斧.

11. Learn the following combinations of words, and use them in your own sentences:

1. delightful weather, 愉快的天氣.
2. a new excursion every day, 日作新游.

8. for three months, 三月以來。
4. a strange-looking man, 相貌怪異之人。
5. glancing at me, 對予一瞥, 灼灼視予。
6. puzzled to know . . . , 惶惑不解 . . .
7. in my bosom, 銘諸我心。在我懷中。
8. in the bosom of a mountain, 在山凹中。
9. at the foot of . . . , 在 . . . 腳下。
10. lying on the ground, 偃臥地上。
11. over the rocks and stones, 攀山越嶺。
12. the most extraordinary thing, 最奇之事。
13. in this neighborhood, 在此隣近之處。
14. a beautiful poem, 美麗的詩。
15. full of reminiscences of . . . , 充滿回念 . . . 之心。
16. at the home station, 故鄉車站。
17. providing the books and papers for my journey,
供我許多書報備充旅途上之閱覽。

III. *You have been in school for some time. Write a letter to your father or mother, telling him or her how you like your new friends.*

IV. *Study the following letter, and write a reply for Mrs. Chai to Miss Chen:*

Peipei, May 15, 1942.

My dear Mrs. Chai:

I reached home at six o'clock yesterday evening, after a quick and pleasant journey. I am full of reminiscences of my delightful week at your home and heartily regretful that it is all over.

Please give the dear baby my best love, and relieve Mr. Chai's mind about my luggage: It turned up with me at the home station, and I am so grateful

to him for his thoughtful kindness in looking it up, and also providing the books and papers for my journey.

Believe me always sincerely yours,

Rose Chen.

V. Study the following nouns:

<i>Singular</i>	<i>Plural</i>
I found a brush.	I found many brushes.
I found an ass.	I found many asses.
I found a coach.	I found many coaches.
I found a glass.	I found many glasses.
I found an ax.	I found many axes.

Nouns ending in *s*, *ch*, *sh*, and *x*, form their plural by adding *es* to the singular.

VI. Change the following singular nouns into plural, and use both forms in your own sentences:

box	bush	ash
cross	dish	fox
launch	church	inch

VII. Look up the following words in the dictionary. Notice that they can be used both as countables and as uncountables:

acquaintance	necessity	dance
tea	worry	trouble
good	interest	death
silk	fruit	order

VIII. *Study the following sentences:*

1. It does not seem as if we had been more than a week here!
2. The dog had watched all that time beside the dead body of his master!
3. What a fine letter you have written!
4. What fine boys they are!
5. How bright he is!
6. Oh, that I were with you!

The sentences listed here are made to express a strong feeling. A sentence, expressing surprise, grief, joy, or some other strong feeling, is called an EXCLAMATORY SENTENCE.

Exclamatory comes from the word *exclaim* meaning *cry out*.

Exclamatory sentences are usually short, though now and then long ones are used, as sentences 1 and 2 given above.

IX. *Use 3, 4, 5, and 6 of the above sentences as your models and make some exclamatory sentences of your own.*

Lesson VII

THE BEGINNING OF SILKWORM CULTURE

This lesson is adapted from an American book. It is supposed to be a story told by a Chinese mother to her daughter about the begin-

ning of silkworm culture. Read and see whether it is anything like the one your own mother used to tell you.

Long, long ago, when all the rest of the world were barbarians and savages, the Chinese people were wise and clever about many things. That was a Golden Age in our land, when the Yellow Emperor, Huang-ti, ruled over it. Huang-ti was wise and kindly in his rule and did many things for his people. All the land prospered in the time of the great Yellow Emperor, who lived for a hundred years and blessed the land of his wisdom.

But though Huang-ti was the greatest of emperors, yet he, with all his wisdom and all his labors at affairs of state, did not do as much for the future welfare of his country as did his fair young wife, Lei-tsu, who sat at home in her garden and took notice there of an ugly little worm.

The garden was full of mulberry trees. That was why the silkworms lived there, for they love the mulberry leaves. The young Empress was accustomed to come and sit in the garden under the trees to keep cool from the scorching heat of the sun.

One day when she entered the garden, she stopped and listened, for there was a sound in the trees as if rain were falling. Yet the sun was

high in the heavens. She listened and watched, and then she saw that all the little worms, which she had watched idly as they climbed on the branches and had disliked because they ate all the leaves of her pretty mulberry trees, had stopped eating and were making cocoons for themselves.

Her attendants told her that they would keep on with the spinning of their cocoons for three days and three nights. Then, when they had shut themselves completely in from the air and wind and sun, they would sleep for a full moon, after which they would eat a hole in the end of the cocoon and fly out as beautiful winged moths.

Lei-tsu had never seen a butterfly come out of a cocoon. So she watched for the three days while the busy little worms worked, and then, when the three days were up and the garden was still again, she began to count the days until the moths would fly.

Sure enough, when the moon had come again to the full, out they came in hundreds of soft-winged flying creatures. But Lei-tsu was not so curious about the silk moths as she was about this house or cover which they had spun for themselves. Dozens of the empty golden-yellow cocoons lay on the ground. She picked them up and studied them and drew out the soft

silky thread of which they were made.

"What a wonderfully soft, fine thread this is!" she said to herself. "It is finer and softer than the fillets of which my robes are woven. If we only knew how to make a thread so soft!"

Lei-tsu played idly with the cocoons in her hands, testing the thread and noticing how strong it was, and rubbing it across her hand to feel how soft it was. Then all at once an idea came to her. Why should she try to think of a way to make thread like it? Why not take the thread which the little worm had made and use it for a thread with which to spin and weave a dress for herself?

When the next time came that the silkworms were spinning, the young Empress went again to the garden, but this time it was not to watch. This time she took the cocoon as soon as it was finished, before the moth had cut a hole in it to come out, and tried to unwind the silky thread as it was wrapped round and round. At first it broke in her hands, but she soon learned that if she dropped it in hot water, which would kill the little worm, the silk would be much softer and easier to unwind.

The silk which came from one cocoon was very little, but she set all her attendants to picking up cocoons, until there were piles upon piles of

them. When they had been boiled, she sat and wound the silk on a round stick, one length after another, until she had many, many yards of the soft stuff. Then she took it to her loom, where she was accustomed to the weaving of flax and wool, and wove a tiny piece of cloth from the golden, shining mass of silk.

So that is why we go every year, little daughters, at the time when the mulberry leaves come out, to the temple, to worship the Empress Lei-tsu, who is the goddess of silk. For with her own hands and by her quick wits she found out the secret of the spinning of silk and taught it to her people.

Study Assignment

I. Learn the following new words:

barbarian [ba:'beəriən], *n.* 未開化者, 野蠻人.

Huang-ti ['wɒŋ'ti], *n.* 黃帝.

Lei-tsu [leidzu], *n.* 嫫祖.

empress ['emprɪs], *n.* 皇后.

scorching [skɔ:tʃɪŋ], *v. a.* 燒灼的, 炎熱的.

attendants [ə'tendənts], *n.* (複數), 侍者, 附從物, 出席者.

spinning ['spɪnɪŋ], *v. n.* (verbal noun, 動詞化成之名詞), 紡織.

moths [mɔθs], *n.* (複數), 蛾.

fibers ['faɪbə*z], *n.* (複數), 纖維; 根鬚, 材料.

robes [roubz], *n.* (複數), 袍, 衫.

rub [rʌb], *v.* 磨擦.

unwind [ˈʌnˈwaɪnd], *v.* 鬆解繞纏之物.

wool [wʊl], *n.* 羊毛.

goddess [ˈɡɒdis], *n.* 女神.

wits [wɪts], *n.* (複數), 機智.

beeves [bi:vz], *n.* (複數), 牛 (其單數式為 beef, 專指牛肉).

calf [kɑ:f], *n.* 小牛. 犢; 哺乳動物之子; 愚人; 蠢物.

safe [seɪf], *n.* 保險箱; 安全.

surf [sɜ:f], *n.* 海面澎湃之浪.

foregoing [fɔ:ˈɡoʊɪŋ], *v. a.* 以上的, 前述的.

II. Learn the following combinations of words:

1. adapted from..., 自...改編的.
2. clever about many things, 多才多藝.
3. affairs of state, 國事.
4. with all his labors, 竭其全力.
5. Golden Age, 黃金時代.
6. for the welfare of his country, 為祖國謀福利.
7. keep on with the spinning, 繼續織造, 織造不已.
8. eat a hole, 嚼穿一洞.
9. curious about the silkworms, 對蠶生奇.
10. dozens of..., 好幾打(指很多之意).
11. what a wonderful thing! 何等奇怪之物.
12. to feel how soft it was, 驗其怎樣柔軟.
13. all at once, 立刻.
14. as soon as it was finished, 一俟其完成.
15. wrapped round and round, 繞之再繞.
16. easy to unwind, 易於抽縲.
17. piles upon piles, 層層疊疊, 一堆一堆.

18. a tiny piece of cloth. 一小塊布(綢).
 19. with her own hands, 親手
 20. by her quick wits, 以其穎悟之資, 以伊之機智.

III. *Under your teacher's direction, make sentences containing some of the foregoing combinations of words.*

IV. *Study the following nouns:*

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
beef	beeves	chief	chiefs
calf	calves	gulf	gulfs
half	halves	handkerchief	handkerchiefs
knife	knives	hoof	hoofs
leaf	leaves	mischiefs	mischiefs
life	lives	plaintiff	plaintiffs
loaf	loaves	proof	proofs
self	selves	roof	roofs
shelf	shelves	safe	safes
wife	wives	staff	staffs
wolf	wolves	surf	surfs

Some singular nouns ending in *f* or *fe* form their plural by changing the *f* or *fe* into *ves*; others by adding *s* to the singular. They should be learned one by one. In case of doubt, look them up in a good dictionary.

V. *Mention all the nouns in this lesson, and tell whether they are common or proper, countable or uncountable, singular or plural.*

Lesson VIII

BOWING, HAND-SHAKING, AND HAT-RAISING

Bowing, hand-shaking, and hat-raising form an important part of our everyday etiquette. Everyone seems to know how they are done. Yet curiously enough, many people do not do them in the right way. In vain they regret the fact that their manners appear awkward and stiff, because they were not properly taught in their childhood days. It is well that you begin to learn them now.

I

The first and invariable rule is that a woman always bows first when meeting man acquaintances. But here, as always, etiquette is tempered with common sense, and when a man and a woman who are friends meet in public they will greet each other simultaneously without stopping to consider who should bow or nod first.

Two young women meeting in public greet each other simultaneously. When one of the women is married and the other unmarried, and

they are meeting for the first time after an introduction, the bow of recognition should come from the former. Younger people, of the same sex, wait for the first sign of recognition from the older person.

People who meet often during the day need not bow nor greet each other each time they meet. A smile or glance of recognition is all that is necessary.

As for the bow itself, it should not be a deep, flourishing exaggerated bow, but a slight inclination of the head accompanied by a cordial smile or a word of greeting.

II

The hand-shake is a natural and instinctive gesture of friendliness. It comes down to us through long generations from the time of the cave man who extended his weapon hand, unarmed, as a symbol of his desire for peace. Today it is so natural a part of our civilized personality that we even do not stop to think about it.

When you meet an intimate friend in public, the bow or nod of recognition seems too formal, too cold. You want to express greater pleasure and cordiality. Let a warm, firm handclasp carry your message for greeting.

There is an art in hand-shaking. One must neither grip the hand so that it paralyzes the fingers, nor hold it in a slack, weak pressure without the slightest warmth of life. The correct hand-shake is brief; the hands are clasped together firmly for a moment; there is a feeling of strength and warmth—and that is all.

When two men meet in public they generally offer their hands in greeting, unless they are comparatively strangers. A man does not offer his hand to a woman unless she offers hers first; but if they are intimate friends they offer their hands at the same moment. All people who know each other and stop a moment when meeting shake hands. But the hand-shake is not necessary between acquaintances, who merely nod and pass on.

III

Like the hand-shake, the raising or lifting of the hat is a conventional gesture of politeness and courtesy. A gentleman raises his hat:

When he is in a club, hotel, or apartment-house elevator.

When he meets a woman in the street and bows to her in greeting.

When he is walking with a woman and they meet a man who is known either to him or to her.

When he greets an elderly man, a superior in office, a clergyman, or a man of distinction.

When his national flag is carried by, or when his national anthem is played.

When a funeral passes by, or when in the presence of death.

If a man stops to speak to a woman in the street, he removes his hat. He does not replace it until they go their respective ways, or until they resume their way together. If it is a very cold day, he may ask permission to replace his hat; or the woman herself may suggest that he do so.

If a woman drops her bag or gloves, the man who picks them up hurries ahead of her, and offers the bag or the gloves, and says, "I believe you dropped this," or, "Doesn't this belong to you?" The woman should accept her property simply, and say, "Thank you!" cordially to the man who has returned it. He raises his hat and turns away instantly.

When taking leave of a woman, or of a group of people which includes a woman, the gentleman raises his hat. If there are no women in the group and all the men are intimate friends, he may omit the gesture of politeness.

A gentleman neither accepts courtesies nor extends them to others without raising his hat.

Study Assignment

I. Learn the following new words:

hand-shaking ['hændʃeɪkɪŋ], *n.* 握手.

hat-raising ['hætreɪzɪŋ], *n.* 脫帽.

etiquette ['etɪkət], *n.* 禮儀, 禮式.

awkward ['ɔ:kwəd], *a.* 拙劣, 粗笨.

stiff [stɪf], *a.* 硬的, 生硬的, 拘泥的, 不自然的.

invariable [ɪn'veəriəbl], *a.* 不變的, 一定的.

simultaneously [sɪmɔl'teɪnjəsli], *adv.* 同時.

exaggerated [ɪg'zædʒəreɪtɪd], *v. a.* 誇張的, 言過其實的.

inclination [ɪn'kli'neɪʃən], *n.* 傾斜 俯首; 嗜好, 性癖.

instinctive [ɪns'tɪŋktɪv], *a.* 本能的.

gesture ['dʒestʃə], *n.* 姿勢, 手勢. 又 *v.* 作手勢.

symbol ['sɪmbəl], *n.* 記號, 象徵 表象.

handclasp ['hændkla:sp], *n.* 握手, 執手.

grip [grɪp], *v.* 及 *n.* 緊握, 緊執;

paralyzes ['pærəlaɪzɪz], *v.* (第三位單數) 使麻痺, 使無力.

slack [slæk], *a.* 鬆的, 寬弛的.

apartment-house [ə'pɑ:tmənt-'haus], *n.* 公寓.

elevator ['elɪveɪtə], *n.* 升降機 電梯.

clergyman ['klɜ:dʒɪmən], *n.* 教士, 教會中任職者.

replace [ri:'pleɪs], *v.* 復置, 代替 (此處指再戴上).

resume [ri:'zju:m], *v.* 再作, 復始.

gloves [glɒvz], *n.* (複數) 手套.

II. Learn the following combinations of words; use some of them in your own sentences:

以常識調節之.

2. without stopping to consider . . . , 不加考慮
3. greeting each other simultaneously, 同時互致敬禮.
4. the first sign of recognition, 初次見面之表示.
5. a slight inclination of the head, 微低其首.
6. a gesture of friendliness, 表示友誼之姿態.
7. through long generations, 歷經數代(指久遠之意).
8. in public, 大庭廣衆之中.
9. a message of greeting, 賀意之表達.
10. in a hotel elevator, 在旅館之電梯內.
11. a conventional gesture of politeness, 習慣上的儀式, 通常儀式.
12. a superior in office, 上司.
13. a man of distinction, 名人.
14. the national anthem, 國歌.
15. removes his hat, 脫帽.
16. may ask permission, 請示可否.
17. may suggest that he do so, 示意許其如此爲之.
18. doesn't this belong to you? 是否尊駕之物.
19. when taking leave of a woman, 向女性告別之時.
20. extends courtesies to others, 施禮於人.

III. Write "yes" or "no" after each of the following statements according as its sense is true or false:

1. When meeting a man acquaintance, a woman does not bow until the man makes the first move.
2. People who meet often during the day must bow every time they meet.
3. A bow may be accompanied by a cordial smile.
4. The hand-shake was originally a symbol of the cave man's desire for peace.
5. One must grip the hand so hard that it para-

lyzes the fingers.

6. The correct hand-shake is brief.

7. The lifting of the hat is a conventional gesture of hard feeling.

8. A gentleman raises his hat when he is on a hill.

9. A man raises his hat when his national anthem is played.

10. A man keeps his hat on when he stops to speak to a woman in the street.

IV. Study the following nouns:

Singular

army

baby

courtesy

Plural

armies

babies

courtesies

Singular common nouns ending in *y* which is not preceded by a vowel form their plural by changing the *y* into *ies*.

V. Change the following singular nouns into plural and use both forms in your own sentences:

boy

city

donkey

day

beauty

fly

lady

toy

story

territory

study

key

body

play

Mary

Lesson IX

WORK

When we come to think of it, everybody in the world is working for us, for our happiness. Our parents work hard in order to send us to school. Our teachers work hard so that they can impart to us important knowledge. Even the school servants work hard so that we may have clean schoolrooms. Have we done any work in return for their care of us? Read why we should work and be glad to do so.

Everyone likes to work. No doubt you can remember how happy and contented you have been at times, as you did some bit of work in which you were interested. Have you ever noticed how many people sing or whistle or hum a tune as they work? One of the worst punishments that can be given to a prisoner in jail is to make him sit still all day and do nothing. Such men beg to be given work to do. Most of them would give anything if they could only work and forget their troubles. Keeping a man from work is a punishment so cruel, however, that it is seldom used nowadays, even in prison. Work, you see, is really one of the pleasures in life.

All of the great things in this world have

been accomplished by the work of someone. The telephone, the radio, the phonograph, the automobile, the steamship, gas stoves, and electric light fixtures—all of the comforts of your home and even the house itself have been provided for you by the work of someone else. Is it not true, then, that you should try in some way to pay back to others and to the rest of the world what they have done for you?

Almost any kind of work, even though it may seem hard or disagreeable, is worth while because it will be helping others. It is necessary to work in order to learn your lessons, although that is a very easy form of work indeed. By studying your lessons and learning as much as you can, you help your parents, and to some extent repay them for the many things that they do for you.

Of course, too, you can help them by running errands, which is a form of play for many boys and girls, and by doing the many little things that children can do to "help out" around the house. You should be glad to do these things. Doing them shows that you, too, are one of the useful, helpful, and pleasant people of this world.

Whatever you do, do it with all your heart. Take pride in doing it just as well as you possibly can. If work should take you from your play for a few minutes, remember that you have still

many years of play before you, while your mother and your father (who were once boy and girl, too, and liked to play) need your help. They have given up a great deal of their playtime for you, and you ought to be glad to give up a little bit of your time to help them.

Work is healthful because it is a means of being happy and contented. People who are happy generally stay healthy. Another reason is that when you work, you generally have a chance to exercise, too. Running errands is good exercise, if the day isn't too warm—really running, not walking. Walk carefully across streets, and do not run full force around a corner. Why? I know a boy who became a good runner by running as fast as he could every time he went on an errand. You will be surprised how quickly and pleasantly you can have things done when you do them with all your might.

Working about the house is good exercise, too. Some men, who do not get much exercise at their work during the day, get a great deal of exercise and fun out of doing things about the house. Boys who have worked with tools in the school shop know that there is a lot of exercise in working with tools. Girls find both pleasure and exercise in their work in domestic science in the kitchen. You can get a lot of good healthful

exercise in cleaning up the yard at the back of your house, or in cleaning out the cellar. If you can get permission, you can probably make some money, too, by selling some of the old trash that you clean out. Some of the finest boys one meets are boys that are not afraid to work—they are willing and quick and strong, and can do almost anything well. Every good boy and girl should be glad to show how strong and able he or she is to do things about the house.

Study Assignment

I. Learn the following new words:

- punishment ['pʌnɪʃmənt], *n.* 懲罰, 處罰.
 phonograph ['fəʊnɒgræf], *n.* 留聲機.
 automobile ['ɔ:təʊmɒbɪl], *n.* 自動車, 汽車.
 steamship ['sti:mʃɪp], *n.* 汽船.
 gas [gæs], *n.* 氣, 氣體, 煤氣.
 electric [i'lektɪk], *a.* 電的.
 fixture ['fɪkstʃə], *n.* 附屬物, 裝置物.
 comforts ['kʌmfəts], *n.* (複數) 慰藉; (衣食住之)安樂.
 tool [tu:l], *n.* 工具, 用器.
 shop [ʃɒp], *n.* 店, 工場.
 trash [træʃ], *n.* 廢物.
 buffalo ['bʌfələʊ], *n.* 水牛.
 mosquito [mə'ski:təʊ], *n.* 蚊子.
 piano ['pi:ənoʊ], *n.* 鋼琴.
 solo ['səʊləʊ], *n.* 獨唱曲; 獨奏樂.

banjo [ˈbændʒou], *n.* 六弦琴.

proviso [prəˈvaɪzou], *n.* 但書, 附帶條件.

dies [daɪz], *n.* (die 之複數), 鑄模.

dice [daɪs], *n.* (die 之複數), 骰子.

brethren [ˈbreðrɪn], *n.* (brother 之特式複數), 同會之
會員.

pease [pi:se], *n.* (複數), 青豆之總稱.

pence [pens], *n.* (penny 之複數), 辨士(英幣名).

clothes [klaʊðz], *n.* (cloth 之複數), 衣服.

genii [ˈdʒi:ni:ai], *n.* (genius 之複數), 仙人.

datum [ˈdeɪtəm], *n.* 論說所據之材料. 論據. 張本.

II. *Learn the following combinations of words; make sentences using some of them:*

1. at home, 在家.
2. some bit of work, 一些工作.
3. hum a tune, 哼曲調.
4. one of the pleasures in life, 人生一樂.
5. with great pleasure, 甚樂於..., 極願
6. run an automobile, 駕駛汽車.
7. fix a gas stove, 裝置煤氣爐.
8. worth while, 值得.
9. electric light fixtures, 電燈附件, 電燈材料.
10. to some extent, 至某種限度.
11. running errands, 跑差, 出差.
12. with all my heart, 竭誠
13. take pride in..., 以..., 自負.
14. run into danger, 冒險犯難.
15. across the street, 橫越街市.
16. get things done, 完成所事.
17. about the house, 關於家庭方面.

18. work with tools, 用工具操作.
19. the school shop, 學校實習工場.
20. a lot of fun, 頗多樂趣.
21. the old trash, 破舊之物.
22. not afraid to go, 不怕去.

III. Complete the following sentences without looking at your book:

1. Everyone likes to _____.
2. Have you ever noticed how many people sing or whistle or _____ a tune as they _____?
3. One of the worst punishments that can be given to a _____ in jail is to make him _____ still all day and do _____.
4. All the great things in this _____ have been accomplished by the _____ of someone.
5. All the comforts of your _____ have been _____ for you by the _____ of someone else.
6. It is necessary to work in order to learn your _____.
7. Of course you can help your parents by running _____.
8. Whatever you do, do it with _____.
9. If work should take you away from your _____ for a few _____, remember that you will have many _____ of play before you.
10. Your father and mother need your _____.
11. People who are happy generally stay _____.
12. Running errands is a good _____.
13. Walk carefully across _____ and do not run full or e around a _____.

14. Boys who have worked with _____ in the school _____ know that there is a lot of exercise in working with _____.

15. You can probably make some money, too, by selling some of the old _____ that you _____ out.

IV. Study the following nouns:

(1)

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
potato	potatoes	piano	pianos
motto	mottoes	solo	solos
negro	negroes	banjo	banjos
buffalo	buffaloes	proviso	provisos
mosquito	mosquitoes	photo	photos

Most nouns ending in *o* following a consonant form the plural by adding *es* to the singular.

Exceptions to this rule are found in a few words. In case of doubt consult a good dictionary.

(2)

<i>Singular</i>	<i>Plural</i>
brother	{ brothers brethren
die	{ dies dice
pea	{ peas pease

penny	{ pennies pence
cloth	{ cloths clothes
genius	{ genii geniuses

A few nouns have two plural forms each with a different meaning.

V. Study the following sentences:

1. Everyone likes to work.
2. Some men beg to be given work to do.
3. All of the great things in this world have been accomplished by the work of someone.
4. You should be glad to do these things.
5. Working about the house is good work, too.

Every sentence, whether declarative, interrogative, imperative, or exclamatory, is made up of two parts: one denoting some thing or person we talk about, and the other denoting what is said about that thing. We call the first part subject, and the second part predicate.

In the first sentence above *Everyone* is the subject, and *likes to work* the predicate.

VI. Point out the subjects and predicates of the rest of the above sentences.

VII. Let a friend of yours give you five subjects; supply them with suitable predicates.

The subject is usually a noun, a pronoun, or a group of words used as a noun, with or without modifiers.

The predicate is a verb with or without modifiers.

Lesson X

TRY AGAIN

There comes a time to everyone of us when he feels that he is unequal to the task expected of him. He wants to quit. At that time a piece of sound advice will do him a world of good in keeping up his spirit to go on. Read this delightful story and see how a boy's spirit is kept up by his father's advice, "Try again."

I

"Have you finished your lesson, George?" said Mr. Prentice to his son, who had laid aside his book and was busily engaged in making a large paper kite.

"No, father," replied George, hanging down his head.

"Why not, my son?"

"Because it is so difficult, father. I am sure that I shall never learn it. Besides, I could not remember it after I had learned it, my memory is so bad."

"If I were to promise you a holiday on the thirtieth of the month after next, do you think you would forget the date?"

"No, I am pretty sure that I should not."

"You are first-rate at skating and flying your kite, and playing at ball and marbles, are you not?"

"Yes, father."

"And yet you cannot learn your lesson! My dear boy, you are deceiving yourself. You can learn as well as anyone, if you will only try."

"But have I not tried?" again urged George.

"Well, try again. Come, for this afternoon lay aside that kite you are making, and give another effort to get your lesson ready. Be in earnest, and you will soon learn it. To show you that it only requires perseverance, I will tell you a story."

II

"One of the dullest boys at a village school," continued Mr. Prentice, "more than thirty years ago, went up to repeat his lesson one morning; and as usual, did not know it. 'Go to your seat!' said the teacher angrily. 'If you don't pay more attention to your lessons you will never be fit for anything.'

"The poor boy stole off to his seat, and bent

his eyes again upon his lesson.

“‘It is of no use; I cannot learn,’ he said in a whisper to a companion who sat near him.

“‘You must try hard,’ replied the kind-hearted boy.

“‘I have tried, but it is of no use; I may just as well give up at once.’

“‘Try again, Henry!’ whispered his companion in an earnest and encouraging tone.

“These two little words gave him a fresh impulse, and he bent his mind again to his task. Gradually he began to find the sentences lingering in his memory; and soon, to his surprise and pleasure, the whole lesson was mastered! He then rose from his seat and proceeded to the teacher’s desk.

“‘What do you want now?’ asked the teacher.

“‘To say my lesson, sir.’

“‘Did you not try half an hour ago?’

“‘Yes; but I *can* say it now, sir,’ said the boy.

“‘Go on, then.’

“Henry commenced, and repeated the whole lesson without missing a word! The master gave him a look of pleasure as he handed back his book.

“From that day there was no boy in the school who learned more rapidly than Henry. From that day till the present hour he has been

a student; and now he urges his son George to 'try again,' as he tried."

III

"And was it indeed *you*, father?" asked George, eagerly looking up into the face of his kind parent.

"Yes, my child. That dull boy was your own father in his early years."

"Then I *will* try again," said George, in a decided tone; and, flinging aside his half-made kite, he turned and re-entered the house, and was soon bending in earnest attention over his lesson.

"Well, what success, George?" asked Mr. Prentice, as the family gathered around the table.

"I learned the lesson, father!" replied the boy. "I can say every word of it."

"Did you find it hard work?"

"Not so very hard, after I had once made up my mind that I *would* learn it. Indeed I never stopped to think, as I usually do, but went on until I had mastered every sentence."

"May you never forget this lesson, my son!" said Mr. Prentice. "You now possess the secret of success. It lies in never stopping to think about a task being difficult or tiresome, but in going steadily on, with a fixed determination to succeed."

Study Assignment

I. Learn the following new words:

- quit [kwit], *v.* 停止 解除.
 Prentice ['pentis], *n.* 人名.
 kite [kait], *n.* 紙鳶 鳶鳥.
 thirtieth ['tɜ:ti:θ], *n.* 及 *a.* 第三十.
 first-rate ['fɜ:st'reit], *a.* 第一流的, 最上等的.
 skating [skeitiŋ], *v. n.* 溜冰.
 marble ['mɑ:bl], *n.* 大理石, 雲石; 石彈.
 deceiving [di'si:viŋ], *v.* (現任分詞), 欺騙.
 perseverance [,pə:si'viərəns], *n.* 堅忍 不屈, 毅力.
 stole [stoul], *v.* (steal 之過去式), 偷; 溜走.
 impulse [,impʌls], *n.* 推進力; 感情.
 gradually ['grædʒuəli], *adv.* 漸漸.
 lingering [liŋgəriŋ], *v. a.* 留戀; 遲延.
 flinging [fliŋiŋ], *v. a.* 擲, 拋.
 tiresome ['taɪəsəm], *a.* 厭煩的, 疲倦的.
 steadily ['stedili], *adv.* 堅定, 專心致志.
 analysis [ə'nælisis], *n.* 分析.
 crisis ['kraɪsɪs], *n.* 危機, 存亡危急之秋.
 thesis ['θi:sis], *n.* 論文.
 alumnus [ə'lʌmnəs], *n.* 男校友.
 alumna [ə'lʌmnə], *n.* 女校友.
 trousers ['trauzəz], *n.* 褲子.
 eaves [i:vz], *n.* 屋檐.

II. Learn the following combinations of words. Write sentences containing some of them:

- 1, laid aside his book, 棄書於側.

2. I am sure that . . . , 我斷定.
3. I am pretty sure that . . . , 我確能斷定.
4. as well as anyone, 與任何人一般優良.
5. give another effort, 更作一次努力.
6. at a village school, 在一村塾.
7. to repeat (or say) his lesson, 背書.
8. fit for nothing, 諸事不宜, 無事能作.
9. bent his eyes, 垂目.
10. of no use, 無用.
11. may just as well, 寧可; 不如.
12. in an earnest tone, 語調誠摯.
13. a fresh impulse, 一個新的刺激.
14. lingering in his memory, 滯留腦際.
15. without missing a word, 不漏一字.
16. looking into the face, 注視其面.
17. with a fixed determination, 以堅定之決心.

III. *Study the following nouns:*

(1)

<i>Singular</i>	<i>Plural</i>
analysis	analyses
basis	bases
crisis	crises
oasis	oases
thesis	theses
alumnus	alumni
alumna	alumnae
datum	data

Some of the English nouns which are taken from

foreign sources still keep the plural forms they had in their native language.

(2)

<i>Singular</i>	<i>Plural</i>
_____	eaves
_____	goods
_____	proceeds
_____	scales (天秤)
_____	scissors
_____	trousers

Some nouns are found only in plural forms.

(3)

<i>Singular</i>	<i>Plural</i>
child	children
deer	deer
fish	fish (or fishes)
foot	feet
goose	geese
louse	lice
man	men
mouse	mice
ox	oxen
sheep	sheep
woman	women

A few nouns form their plural not by taking *s* or *es* but in some other way. They should be learned one by one.

IV. *Study the following sentences:*

1. Have you finished your lesson, George?
2. Have I not tried?
3. Did you not try half an hour ago?
4. Was it indeed you, father?
5. Will someone make a motion?
6. Shall we put the question to vote?
7. How much do you want for that dog?
8. Where is the dog?
9. Who was the elephant-keeper?
10. What was told to the king?

Like declarative sentences, an interrogative sentence must have a subject and a predicate. The subject of an interrogative sentence usually comes after the verb, or a part of the verb, unless the subject itself is an interrogative word.

V. *Find from any English book ten interrogative sentences and point out the subject and predicate in each.*

Lesson XI

THE COLOR CAMERA

(A Conversation on Human Eyes)

No doubt every boy and girl would like to own a fine camera. Taking pictures with a camera gives you lots of fun. And you need not be told what great care you should take of your

camera if you want it always to give you good service. But you have something even more wonderful than a color camera, which was given to you as your birthright but which requires far greater care than does a camera. This is your sense of sight, or your eyes. This lesson will show you why you should take good care of your eyes.

"What is it that has but one eye and stands on three legs?" asked Mr. Fang, the physical director of a class of students. "It never sits down. Sometimes it falls down, just as we do. And it eats plates. Think of it—one eye, three legs, no feet, and an appetite for plates. Did you ever hear of such a strange thing?"

The class looked puzzled.

"Really, boys and girls, it is much easier than it sounds. Let's draw a picture of the thing on the board. Here is the eye and here are the three legs—very thin ones that look as if the object should have milk added to its diet," laughed Mr. Fang, "and this is the mouth. An odd-looking thing, isn't it?"

"I never heard of a mouth having an eye before," replied Grace Wang.

"Neither have I," agreed Mr. Fang. "But this is the part that eats the plates, so I call it the mouth. Anyhow, I think that you all know

the answer to my riddle. It is a camera, isn't it? The plates are necessary if you are to take pictures, unless you use a film.

"True, it's only a make-believe camera, but it has a steady 'eye' that will look anyone right in the face. Honest people look you in the eye when you ask questions. But people who have done something of which they are ashamed usually hang their heads. Give me the boy or girl who has brave eyes as well as clear eyes."

"And now to return to our camera," continued Mr. Fang. "Of course there are better cameras in the world. Do you know anyone who owns a better camera than the one I have just been talking about?"

"I don't want to boast," spoke up Jo Liu, whose father owned the best photograph studio for miles around, "but my father has a camera that cost one hundred dollars, and he says that he won't sell it for twice that money."

"Yes, I know that camera," replied Mr. Fang. "It takes excellent pictures. But there are better cameras in this room right now. Can you believe it? You all own one—yes, two, cameras that are worth more than any camera that can be bought with money. They take wonderful pictures in natural color. These wonderful cameras are your eyes."

“Remember that these color cameras can't be bought. If they are injured, your parents can't buy new ones for you, no matter how rich they may be. Sometimes a doctor can repair an injured 'camera,' but he can't give you a new one—that is, the kind with which you can see.

“Glasses help if your eyes are weak, but glass eyes won't help your sight a bit, although they may improve your looks.

“Here are some of the things that you must guard against in the protection of your eyes. Eyes are often injured by sharp sticks, by stones, and sometimes by hard snowballs, by small pebbles from sling shots, by bullets from air rifles, by firecrackers and other fireworks, by scissors, by sharp arrows, and—oh, in lots of ways.”

“Doctor Stone says that it is dangerous to rub the eyes with a dirty finger or a soiled handkerchief or towel,” added Pearl Lin as Mr. Fang looked at his watch to see what time it was.

“That's right, Pearl; it is dangerous to touch the eye with anything that isn't clean. Dirt is an enemy of the eye. It is liable to harm any eye, unless we except Mr. Potato's eye. I guess that he doesn't care because his eyes are sightless. One of the harmful things about getting dirt into the eye is that germs and dirty fingers, soiled towels and handkerchiefs, and the like

usually go together. They are pals. A cloth used in washing windows ought to be clean; but cloths used in washing the windows of the body *must* be clean.

“We should also remember that the eyes are weakened by reading in a poor light, and by over-use. You ought to think of the eyes as muscles. When a muscle gets tired, you rest it if you can. That is the way to use your eyes if you are wise.

“Do not forget, even for a minute, to look after your wonderful color cameras. Use them but never abuse them. If you injure your eyes, you may be unable to see, no matter how bright the sun is shining. You need not fear the darkness that comes at night, because nothing will harm you. But you ought to fear the darkness that comes with sightless eyes.

Study Assignment

I. Learn the following new words:

camera [ˈkæməɹə], *n.* 照相機, 攝影機.

birthright [bɔ:θraɪt], *n.* 有生即得之權利, 生得權.

director [diˈrɛktɔ], *n.* 指導員.

diet [ˈdaɪət], *n.* 食物 食品. 又 *v.* 節制飲食.

riddle [ˈrɪdl], *n.* 謎.

film [fɪlm], *n.* 攝影用的軟片.

make-believe [ˈmeɪkbiːli:v], *a.* 假託的.

- boast [bəʊst], *n.* & *v.* 誇耀.
- studio ['stju:diou], *n.* 攝影室, 照相館, 藝術室.
- injured ['ɪndʒəd], *v.* (過去及過去分詞), 損害.
- repair [ri'peə], *n.* & *v.* 修理.
- snowballs ['snəʊ bɔ:lz], *n.* (複數), 雪球.
- sling [slɪŋ], *n.* 投石器, 投擲, 吊索. 又 *v.* 投, 擲.
- rifles ['raɪflz], *n.* (複數), 銃, 來復槍.
- firecrackers [faɪəkrækəz], *n.* (複數), 火砲.
- fireworks ['faɪəwɜ:kz], *n.* (複數), 花砲, 烟火.
- towel ['tauəl], *n.* 毛巾.
- liable [laɪə'bl], *a.* 易遭的, 易罹的, 應該負責的.
- sightless ['saɪtlɪs], *a.* 看不見, 瞎眼.
- germs [dʒə:mz], *n.* (複數), 細菌, 幼芽.
- pals [pælz], *n.* (複數), 友好, 伴侶.
- over-use ['əʊvə'ju:s], *v.* 濫用, 用之太過.
- muscles ['mʌslz], *n.* (複數), 肌肉, 筋.
- abuse [ə'bjʊ:s], *v.* & *n.* 妄用, 濫用, 誤用.
- affirmative [ə'fɜ:mətɪv], *a.* 承認的, 肯定的, 正面的.
- negative ['negətɪv], *a.* 否認的, 否定的, 反面的.

II. *Learn the following combinations of words; use some of them in your own sentences:*

1. to own a camera, 有一照相機
2. think of it, 思之.
3. has an appetite for..., 喜食....
4. to have milk added to the diet, 加牛乳於食品中.
5. an odd-looking thing, 奇形怪狀之物.
6. the answer to my riddle, 我的謎語之解答.
7. to take pictures, 攝影.
8. only a make-believe camera, 祇一假想之照相機而已.

9. look anyone in the face, 視其面。
10. look anyone in the eye, 視其目。
11. the best photograph studio for miles around, 周圍數哩內之最佳照相館。
12. cost one hundred dollars 值價百元。
13. he won't sell it for twice that money, 倍其值亦不出售。
14. some of the things that you must guard against, 你應該防備的幾件東西。
15. bullets from air rifles, 氣槍子彈
16. in lots of ways, 在許多方式中。
17. see what time it is, 看看是何時分。
18. that's right, 信然。
19. Mr. Potato, 番薯先生 = 番薯(其葉芽亦稱為眼)。
20. they are pals, 彼等常結為不解之緣。
21. the muscles must rest, 肌肉必須休息。
22. you must rest your muscles, 須令爾之肌肉休息。

III. *Discuss in the class the importance of your eyes and the ways to take care of them.*

IV. *Study the following sentences:*

(1)

Singular

Plural

Your *U* and *V* look too much alike; so do your *7* and *9*.

Your *U's* and *V's* look too much alike; so do your *7's* and *9's*.

Dot your *i* and cross your *t*.

Dot your *i's* and cross your *t's*.

This *and* should be left out.

These *and's* should be left out.

Figures, words, and letters form their plurals with 's.

(2)

<i>Singular</i>	<i>Plural</i>
<i>Mr.</i> Stone was here.	The <i>Messrs.</i> Stone were here.
<i>Mrs.</i> Stone was here.	<i>Messrs.</i> Stone and Jones were here.
<i>Miss</i> Stone was here.	Three <i>Mrs.</i> Stone were here.
	The <i>Misses</i> Stone were here.
<i>Dr.</i> Smith was here.	The <i>Miss Stones</i> were here.
	<i>Drs.</i> Smith and Jones were here.
	There are three <i>Dr. Smiths</i> here.

The plural forms of the above titles should be learned.

V. Write ten sentences after the models given above.

VI. Study the following sentences:

1. Do not forget, even for a minute, to look after your wonderful color cameras.
2. Use them but never abuse them.

The subject of an imperative sentence is *you*, but it is generally understood. Thus, instead of "You do not forget," we simply say "Do not forget" as a command or a request.

VI. *Make five imperative sentences in the affirmative way; five in the negative way.*

Lesson XII

SOME POEMS TO READ FOR APPRECIATION

Chinese students seem to have general misgivings about English poems. They fear that poems are very hard to read and understand. Whenever they come across English poems in their readers, they would ask their teachers to skip them.

The truth is, however, there is nothing to be afraid of in a poem. Instead, there is usually something very fine and pleasing in a poem which cannot be found in an ordinary piece of writing. For one thing, the words in a poem are arranged in such a skilful way that they sound pleasant to our ears. Then the feeling expressed by the poet, whether happy or sad, is so fine that it always moves the heart of the reader.

For your first taste of English poetry, three

short pieces are given here. They all express a bright point of view, looking to a better life and better world.

I

"LIKE BARLEY BENDING"

Like barley bending
In low fields by the sea,
Singing in hard wind
Ceaselessly;

Like barley bending
And rising again,
So would I, unbroken,
Rise from pain;

So would I softly,
Day long, night long,
Change my sorrow
Into a song.

—Sara Teasdale.

II

SIC VITA

Heart free, hand free,
Blue above, brown under,

All the world to me
Is a place of wonder.

Sunshine, moon shine,
Stars; and winds ablowing,
All into this heart of mine
Flowing, flowing, flowing!

Mind free, step free,
Days to follow after,
Joys of life sold to me
For the price of laughter.

Girl's love, man's love,
Love of work and duty,
Just a will of God's to prove
Beauty, beauty, beauty.

—*William S. Braithwaite.*

III

ON THE BIRTH OF A CHILD

Lo—to the battle-ground of Life,
Child, you have come, like a conquering shout,
Out of a struggle—into a strife;
Out of a darkness—into doubt.

Girt with the fragile armor of Youth,
Child, you must ride into endless wars,

With the sword of protest, the buckler of truth,
And a banner of love to sweep the stars.

With you the world's despair will surge;
Into defeat you must plunge and grope—
Be to the faltering an urge;
Be to the hopeless years a hope!

Be to the darkened world a flame;
Be to its unconcern a blow—
For out of its pain and tumult you came,
And into its tumult and pain you go.

—*Louis Untermeyer.*

Study Assignment

I. Learn the following new words:

appreciation [apri:ʃi'eɪʃən], *n.* 辨別, 體會, 欣賞.

misgivings [mis'gɪvɪŋz], *n.* (複數), 憂懼, 疑懼.

skip [skɪp], *v.* 跳, 躍. (to skip a lesson = 跳一課).

poetry ['pɔɪtri], *n.* 詩, 韻文.

barley ['bɑ:lɪ], *n.* 大麥.

ceaselessly ['si:sli:slɪ], *ad.* 不斷的, 不息的.

unbroken [ʼʌn'brʊkən], *a.* 不破的, 不損的.

Sic Vita [sɪk vɪtə], (拉丁語) “此是生命”.

ablowing [ə'bləʊɪŋ], *a.* 吹.

laughter ['lɑ:ftə], *n.* 笑.

battle-ground ['bætəl,graʊnd], *n.* 戰場, 戰地.

- strife [straɪf], *n.* 競爭, 爭鬪.
- girt [gɜ:t], *v. a.* (gird 之過去分詞), 被束縛的.
- fragile ['frædʒaɪl], *a.* 弱, 荏弱, 脆而易碎的.
- armor ['ɑ:mə], *n.* 甲, 甲冑.
- endless ['endlis], *a.* 無窮的, 無限的, 永久的.
- buckler ['bʌklə], *n.* 手盾. 又 . 保衛
- banner ['bænə], *n.* 旗幟.
- despair [dis'peə], *n.* 失望, 絕望, 令人失望之事 又 *v.*
失望.
- surge [sɜ:dʒ], *v.* 洶湧, 起伏. 又 *n.* 波濤 大浪.
- grope [grəʊp], *v.* 暗中摸索.
- faltering ['fɔ:ltərɪŋ], *v. a.* (此處用作 *v. n.*), 猶豫者,
躊躇者.
- darkened [dɑ:kənd], *v.* 使黑暗, 使模糊.
- unconcern ['ʌnkən'sɜ:n], . 冷淡, 不關心.
- tumult ['tju:məlt], *n.* 騷動, 紛擾.

II. Learn the following combinations of words:

1. come across, 遇着.
2. point of view, 觀點.
3. day long, night long, 整日整夜.
4. all into this heart of mine flowing, 流入吾懷.
5. sold to me for the price of laughter, 以大笑之
代價歸我所有.
6. to the battle-ground of life, 臨人生之戰場.
7. a conquering shout, 勝利之呼喊.
8. out of a struggle—into strife, 掙扎圖存.
9. girt with the fragile armor of youth, 裹上脆
弱之青春甲冑.
10. with the sword of protest, 以抗議爲利劍.
11. with the buckler of truth, 以真理爲手盾.

12. to sweep the stars, 廓清宇宙.
13. into defeat you must plunge and grope, 汝必沈淪及摸索於失敗之中.
14. be to the faltering an urge, 予猶豫者以激勵 = 扶弱剷強
15. be to its unconcern a blow, 予漠不關心人世者一當頭棒喝.

III. *Learn the first two poems by heart and say them in the class.*

IV. *Study the nouns in the following sentences:*

(A)

1. We need more *coal* this year.
2. You should not eat too much *fruit*.
3. Mr. Lu is a man of *experience*.
4. This table is made of *bamboo*.
5. Every boy should not look down upon *labor*.
6. His *advice* is sound.
7. *Work* is hard to find these days.

(B)

1. A few *coals* (幾顆炭) are still burning.
2. Many *fruits* (各類水果) are shipped to China.
3. Mr. Lu can tell you of his *experiences* (各種經驗) with the natives of that island.
4. Many *bamboos* stand behind my house.
5. We appreciate his *labors* at affairs of state.
6. *Advices* (消息, 通知) from the front have been received.
7. We have bought a complete set of *works* (全部著作) by Mr. Chang.

8. *Character* is more important than money,

8. How many *characters* (劇中所扮演之人物) are there in this play?

Many nouns are used both as countables and as uncountables, often with some change in meaning.

V. Review the nouns listed under Section VI of Lesson

VI. Make sentences using them in both ways.

VI. Study the relation of nouns to other words in the following sentences:

1. The *girl* loves her mother.
2. The mother loves the *girl*.
3. The *girl's* love for her mother is wonderful.

In the first sentence the word *girl* is the subject of the verb *loves*. It is in the **nominative** case.

In the second the word *girl* is the object of the verb *loves*. It is in the **objective** case.

In the third sentence the word *girl's* denotes the source of possession. It is in the **possessive** case.

Case denotes the relation of a noun to other words in the sentence. English nouns have three cases: **nominative, objective, and possessive.**

VII. Using the sentences given above as models, make fifteen sentences of your own.

Lesson XIII

FORMS OF WATER

Perhaps you already have some idea how rain, snow, ice, and clouds are formed. But you have not learned the English words used to describe them. It is worth while, therefore, to master the new words in this lesson. Your acquaintance with them now will save a good deal of trouble later when you study particular books on these subjects.

As is well known, water exists in three forms: solid, liquid, gas—ice, water, steam. The form it takes depends upon temperature. If the temperature of the surrounding air is below the freezing point (32° Fahrenheit or 0° Centigrade), water gradually becomes solid. If the temperature of the stove is high enough to raise water to the boiling point (212° F. or 100° C.), the liquid changes to a gas. At temperatures between those mentioned the natural state of water is liquid.

There may be a little moisture in the atmosphere in a gaseous condition at any temperature. But in order to keep pure steam in gaseous form its temperature must be held at the boiling point or higher. It is as invisible as air. The so-called

steam issuing from the spout of a teakettle is really a cloud composed of fine particles of water. Sometimes the invisible, true steam travels a little beyond the end of the spout before being condensed to visible form. True steam is sometimes described as "live steam" to distinguish it from a visible cloud of water vapor consisting of water particles floating in our atmosphere of gas.

Water in the solid form may be in the clear, glassy state called ice or in the white, fluffy condition of snow or frost. Liquid water, also, is often in a condition that makes it look very different from ordinary water. Fog, for example, is liquid water in tiny droplets. Clouds likewise are in liquid form. They are made of water drops from $\frac{1}{4000}$ to $\frac{1}{1000}$ of an inch in diameter—too small to fall. Being so light they may be swept upward by ascending air currents, or they may evaporate before they have fallen far. They descend as rain only if enough of the droplets can combine to make drops large enough to fall. It would take a million of even the large ones to make one drop of rain one tenth of an inch in diameter.

If falling drops of water are frozen they come down as hail. If the cloud particles cluster about a nucleus and freeze while still microscopic

in size, they make a snowflake. If similar microscopic droplets freeze in contact with objects on the ground they make frost.

Water crystallizes when it freezes. The crystals are hexagonal, that is, "six-angled." The crystals of ordinary ice are not visible, but the fact that ice occupies more room (about one eleventh more) than water is due to its crystals, which do not permit it to pack so closely as water. Even while the water is still liquid, but approaching very near to the freezing point, it begins to expand, for the molecules evidently begin to arrange themselves in definite forms. As water cools it contracts, becoming denser, until it reaches 39°F ., where it begins to expand and grow lighter. The molecules seem to elbow each other out into larger space, making room for formation into crystals. The water is densest at the temperature where this increase in volume begins, namely at about 7° Fahrenheit above the freezing point (39° Fahrenheit or 4° Centigrade).

If water were to contract and grow denser on solidifying from the liquid form, as most substances do, it would sink. Think of what this would mean. Lakes and other bodies of water that freeze, however deep, would become frozen from the bottom up. As melting could proceed only to the depth of a few feet or yards during

the summer, such bodies of water would remain permanently frozen.

Study Assignment

I Learn the following new words:

describe [dis'kraib], *v.* 描擬; 形容.

solid ['solid], *n.* 固體, 立體; ——, *a.* 固體的, 立體的.

liquid [likwid], *n.* 液體, 流質; ——, *a.* 液體的, 澄清的.

Fahrenheit [fæ'ronhait], *n.* 華氏計 (寒暑表).

Centigrade ['sentigreid], *n.* 攝氏計 (寒暑表).

atmosphere [ætməsfiə], *n.* 空氣, 大氣.

gaseous ['geizias], *a.* 氣體的, 氣體狀的.

invisible [in'vizəbl], *a.* 不可見的, 看不見的.

teakettle [ti'ketl], *n.* 煮茶之壺.

particles ['partiklz], *n.* (複數), 微點, 微塵.

visible ['vizibl], *a.* 能見的, 看得見的.

vapor ['veipə], *n.* 蒸氣; 煙霧; 空想; ——, *v.* 蒸發.

fluffy [flʌfi], *a.* 似絨毛的.

droplets ['drɒplets], *n.* (複數), 小點.

$\frac{1}{4,000}$ (讀 one four thousandth), *n.* 四千分之一.

$\frac{1}{1,000}$ (讀 one thousandth), 一千分之一.

diameter [dai'æmitə], *n.* 直徑; 廣, 厚.

單位.

ascending [ə'sendɪŋ], *a.* 升高的.

evaporate [i'vepə'reit], *v.* 蒸發, 化爲蒸氣.

descend [di'send], *v.* 下降.

combine [kem'bain], *v.* 聯合, 結合, 化合.

- frozen [frouzn], *v.* (fræze 之過去分詞), 凍結.
- hail [heil], *n.* 雹 一陣; ——, *v.* 致敬, 祝賀; 下雹.
- nucleus ['nju:kliəs], *n.* 核心, 集中點, 中心.
- freeze [fri:z], *v.* 凝結, 結冰.
- microscopic [ˌmaɪkrə'skɒpɪk], *a.* 顯微鏡的, (*n.* microscope), 似顯微鏡的; 極微的.
- snowflake ['snəʊfleɪk], *n.* 雪片.
- contracts [kən'træktɪz], *v.* (第三位單數), 收縮, 訂立合同, 獲得, 承辦; ——, [kən'trækt], 契約.
- crystallizes ['krɪstəlaɪzɪz], *v.* (第三位單數), 結晶.
- crystals [krɪstlɪz], *n.* 晶, 水晶, 結晶體.
- hexagonal [hek'sæ'gɒnl], *n.* 六角形的, 六邊的.
- expand [ɪks'pænd], *v.* 膨脹.
- molecules ['mɒlɪkjʊ:lz], *n.* (複數) 分子, 微點.
- denser [densə], *a.* (dense 之比較級), 更稠密, 更濃厚.
- formation [fɔ:'meɪʃən], *n.* 成, 構成.
- solidifying [sə'lɪdɪfaɪɪŋ], *v. n.* 固體化, 凝固.
- depth [depθ], *n.* 深度.
- syllable ['sɪləbl], *n.* 音節, 字節.
- accent ['æksənt] *n.* 重音, 重音符; [æk'sent], *v.* 重讀, 加重音符.

II. Learn the following combinations of words and make sentences containing them:

1. a solid foundation, 堅實之基礎.
2. high temperature, 高溫.
3. hostile atmosphere, 不佳的空氣.
4. a new teakettle, 新煮茶壺.
5. particles of dust, 塵埃.
6. invisible to our eyes, 目所不能見.
7. it fogs, 降霧.

8. tiny droplets, 細微雨滴.
9. the diameter of the round table, 圓桌之直徑.
10. the ascending clouds, 上升之雲.
11. closely combined, 緊密結合.
12. a cluster of flowers, 鮮花一束.
13. with a microscope, 以顯微鏡....
14. snowflakes in the sky, 空中之雪片.
15. to elbow each other, 互相推擠.
16. from the bottom up, 自下而上.

III. Study the nouns in the possessive case in the following sentences:

1. The *girl's* love for her mother is wonderful.
2. The *girls'* love for their mothers is wonderful.
3. The *man's* love for his country is great.
4. The *men's* love for their country is great.

Singular nouns take an apostrophe and *s* to form the possessive case, as *girl's*, *boy's*, *king's*, *ass's*, etc.

Plural nouns ending in *s* take an apostrophe only to form the possessive case, as *girls'*, *boys'*, *kings'*, *asses'*, etc.

Plural nouns not ending in *s* take an apostrophe and *s* to form the possessive case, as *men's*, *women's*, *children's*, etc.

Nouns of more than one syllable ending in an *s* sound, unless accented on the last syllable, may take the apostrophe only to form the possessive case:

1. The *empress'* picture is on the table.
2. *Confucius'* birthday is observed every year.

3. *Socrates'* name will long be remembered.

4. Mr. *Williams's** house stood on the hill.

IV. Study the following examples and observe how sentences grow:

1. The so-called steam issuing from the spout of a teakettle is really a cloud composed of fine particles of water.

2. Sometimes the invisible, true steam travels a little beyond the end of the spout before being condensed to visible form.

3. True steam is sometimes described as "life steam" to distinguish it from a visible cloud of water vapor consisting of water particles floating in our atmosphere of gas.

A short sentence becomes a long one in several ways. Oftentimes modifiers are added to the subject noun or predicate verb, or both, to make the meaning clearer and fuller, and then the sentence naturally grows.

In the sentences given above you will have noticed that the modifiers take the form of either separate words or small groups of words which we call phrases.

Of course groups larger than phrases may also be used as modifiers. But we will leave them for later study.

V. Make the meaning of the following sentences fuller by adding modifiers to the subject noun and predicate verb:

1. Water flows.

**Williams's* is sometimes seen in writing, but is pronounced *Williams*.

2. Boys ran.
3. My brother came.
4. Flowers grow.
5. Dogs are here.
6. Father built the house.
7. Steam came out.
8. Books were sold.
9. Girls danced.
10. Mother cooked.

Lesson XIV

HOW THE SECRET OF SILK CULTURE WAS DISCLOSED

We learned in Lesson VI that it was the Chinese who first started silkworm culture. How did their neighboring nations and the peoples in remote lands learn this wonderful art? Here are some interesting accounts about them.

Can you think of a whole nation keeping a secret for hundreds of years? That was what the Chinese people did with the secret of the silkworm for thirty long centuries, three thousand years.

In the first period of silk culture, the Chinese

were very proud of the fine new fabric which they had created. Their rulers passed laws forbidding anyone to take any silk out of the country. Foreign merchants might come and buy tea and rice and many other products of the Chinese craftsmen; but on the shining pieces of soft silken fabric they might only gaze with longing eyes. Those were not for sale.

The desire for trade, however, was too strong to keep merchants from smuggling silk cloth over the borders. Silk did get out of China, even in those years when the laws were strict. It got out more and more in later centuries as intercourse with other nations increased.

There is an old road cut across the mountains from Persia to China. Some say it is the oldest road in the world. It began as a footpath, wide enough only for a single file of men to walk along it. Gradually it was cut out of rock and stone and laid across wide, wide plains until it became the greatest caravan route in the ancient world, the road from the Near East to the Far East. Over that road the peoples of the Mediterranean traveled in order to buy beautiful products of the craftsmen of China and India. Over that road, too, traders brought silk out of China to the wealthy folks of other ancient countries.

But while they brought hundreds of feet of

cloth, smuggled out secretly or bought openly, the Persian traders never found out China's secret of the silkworm. Alexander the Great came near to conquering the whole world. When he led his armies over into the regions of the Orient, in the fourth century before Christ, he saw the cotton plant in India and took it and brought it back to Greece. He saw silken garments worn by Chinese nobles, and bought garments like them. He went into the places where the cloth was manufactured and bought not only pieces of cloth but bunches of raw silk before it was woven into cloth. But where that raw silk came from, he could never find out. That was China's age-old secret which even the would-be conqueror of the world could not discover.

Romans of the early Christian era moved about the palaces of Rome in silken robes bought from the Persian traders. They went so far as to ravel yards of Chinese silk cloth and re-weave it into their own patterns. But it was exceedingly expensive. In the days of the Roman Empire the use of silk was restricted by law to the nobility. One of the emperors in the third century refused to wear silk himself or to allow his wife to have a silk dress because it was so expensive. "Woven wind" they called it, in contrast to the heavier goods of their own making.

Study Assignment

I. Review Lesson VI.

II. Learn the following new words:

- fabric ['fæbrɪk], *n.* 織物 任何物之構造, 建築物.
 created [kri(:)'eɪtɪd], *v.* (create 之過去式), 創造.
 forbidding [fə'bidɪŋ], *v. a.* 禁止.
 craftsman ['kra:ftsmən], *n.* 匠人, 巧於手藝之人.
 smuggling [smʌɡlɪŋ], *v. n.* 走私.
 intercourse ['ɪntə(:)kɔ:s], *n.* 交際, 交通.
 Persia [pə:ʃə], *n.* 波斯國.
 footpath ['fʊtpa:θ], *n.* 小路.
 caravan [kæ'rə'væn], *n.* 隊商.
 Mediterranean [ˌmedɪtə'reɪnjən], *n.* 地中海; —, *a.* 地中海的.
 folks [fouk], *n.* (複數), 人民, 民衆, 民族.
 Alexander [æliɡ'zɑ:ndə], *n.* 亞歷山大 (人名).
 Orient ['ɔ:riənt], *n.* 東方.
 Christ [kraɪst], *n.* 基督.
 garments ['ɡɑ:mənts], *n.* (複數) 長袍.
 would-be ['wʊdbi:], *c.* 願爲的, 自許的.
 Christian [kristʃən], *n.* 基督教徒.
 ravel ['rævl], *v.* 分解.
 re-weave [ri:'wi:v], *v.* 再織.
 patterns ['pætənz], *n.* (複數), 圖案, 花樣.
 expensive [ɪks'pensɪv], *a.* 高價的, 貴重的 耗費的.
 restricted [rɪs'trɪktɪd], *v.* 限制 約束, 禁錮.
 nobility [nou'bɪlɪti], *n.* 貴族, 貴人, 高貴的性質.
 contrast ['kɒntræst], *n.* 對比 比照; — [kɒn'træst] *v.*
 對照.

III. *Study the lesson thoroughly and complete the following sentences without looking at the book:*

1. The Chinese people kept the secret of the silk-worm for _____ .
2. Their rulers passed laws forbidding _____ .
3. The desire for trade was too strong to keep merchants from _____ .
4. Silk got out of China more and more in later centuries as _____ .
5. There is an old road cut across the mountains from _____ .
6. The path was wide enough only for _____ .
7. Over that road the merchants traveled in order to _____ .
8. Alexander the Great saw the cotton plants in India and took _____ .
9. He bought not only pieces of silk cloth but _____ .
10. The Romans went so far as to _____ .
11. One of the emperors refused to wear silk himself or _____ .
12. The Romans called silk cloth _____ .

IV. *Make sentences with the following phrases:*

1. very proud of . . . , 極以 . . . 自傲.
2. with longing eyes, 以渴望之目.
3. not for sale, 非賣品.
4. in the ancient world, 古代.

5. laid across wide plains, 綿亙於廣大之平原上.
6. over that road, 經那條路.
7. hundreds of feet of ..., 千百尺....
8. near to conquering ..., 幾乎征服....
9. of the early Christian era, 在基督紀元之初期.
10. so far as to ..., 甚至.
11. in the days of ..., 在... 時代.
12. restricted by law, 法律所禁.
13. restricted to the ..., 禁止.
14. in contrast to ..., 比照, 與... 對比.

V. *Study the use of the possessive case in the following sentences:*

(A)

1. They bought the Chinese craftsmen's products.
2. The boy's book is here.
3. The dog's tail is black.

(B)

1. They bought the products of the Chinese craftsmen.
2. The book of the boy is here.
3. The tail of the dog is black.
4. The price of the products was high.
5. The cover of the book is soiled.
6. The color of the tail is black.
7. The temperature of the surrounding air is below zero.

8. The spout of the tea-kettle is very hot.

9. The temperature of the stove is low.

A noun that represents a living being can be put in the possessive case or used in an *of*-phrase to denote the source of possession; as, *the Chinese craftsmen's products*, or *the products of the Chinese craftsmen*.

A noun that represents a thing without life is put only in the *of*-phrase to denote the source of possession; as, *the spout of the teakettle*.

To this rule there are a few exceptions which will be studied later.

VI. Write ten sentences containing *of*-phrases to show possession.

VII. Review the following sentences; observe how they are constructed:

1. But by and by *the elephant and the dog* came to be great friends.

2. *All the comforts of your home and even the house itself* have been provided for you by the work of some one else.

3. No doubt *every boy and girl* would like to own a camera.

The subject of each of the above sentences is made up of two nouns connected with *and*. This is another means of making the sentence grow. Two or more nouns or words, used as nouns thus connected, form what is called a compound subject.

Do you think there can be compound predicate and compound modifiers, too?

Besides *and*, other connecting words, such as *or* and *but* are also very often used.

VIII. *Supply the following predicates with compound subjects with or without modifiers:*

1. _____ reached the house at last.
2. _____ will be punished.
3. _____ fell from the house top.
4. _____ saw the wonderful picture.
5. _____ sailed across the Mediterranean.
6. _____ took dinner with me.
7. _____ became great friends.
8. _____ faced the enemy with boldness.
9. _____ fought for our country.
10. _____ cannot stay here for long.

Lesson XV

HOW THE SECRET OF SILK CULTURED WAS DISCLOSE

(Continued)

It was a Chinese princess who finally broke the law. She was to be married in about 120 A.D. to an Indian ruler, King of Khotan. He knew that a Chinese princess would be accustomed to dress only in silk. He sent word to her that while

India was famous for its cotton, it could supply her no silk. Daring greatly, the princess concealed mulberry seeds and silkworm eggs in her headdress when she set off on her bridal journey to her future home. She succeeded in passing the frontier without being detected in an offence which was punishable by death.

Arrived in her adopted country, the princess began to cultivate silkworms. But Chinese ambassadors to her husband's court, seeing what she had done but having no power to punish her when she was queen of another land, resolved that still the precious secret should be kept. So they told the King that his wife was harboring venomous snakes, and the King promptly had the "snake-rearing" destroyed by fire.

The secret did filter into India in the early years of the Christian era, and in 289 A.D. it is known that four Chinese girls were sent to the neighbor country of Japan to teach the culture of the silkworm there. But as late as 500 A.D. silk-making was unknown in Constantinople, then the leading capital of the Western World.

The Emperor Justinian, ruling from Constantinople, was a clever and aggressive man in lines of commerce. Like Alexander the Great he was always seeking out some new thing that was done in other lands. Just then two Persian

monks of the Nestorian order of the Christian faith returned to Constantinople from China. They had lived long years in that empire, learning there, as real residents could hardly help doing, the whole method of silkworm-rearing and silk culture. The Emperor heard their story and was greatly excited by it. He made them promise that on their next trip to Constantinople they would attempt to bring him out some silkworm eggs.

The story is that in the year 555 these monks did bring out silkworm eggs concealed in their hollow bamboo walking staffs. In Constantinople the eggs were carefully tended under the monks' direction. The little worms spun their cocoons and came out as moths after as regular a fashion as if they had not been carried half round the world.

So the Emperor had his silkworm culture safely started. He had the whole process carried on in his own palace. He even set up looms where women could work at the weaving within the imperial walls and under his own personal supervision.

But no secret could be kept in the sixth century in Constantinople, even in an imperial palace, as it had been kept in earlier centuries in remote China. Although Justinian reserved a

monopoly for himself on silken goods, allowing no one else to manufacture them, the industry was soon to be found elsewhere in the Western World.

From the eggs in those bamboo staffs came the start of a great industry which flourished in southern Europe and especially in and near Venice for the next twelve hundred years. At last the three-thousand-year-old secret was out.

Study Assignment

I. Learn the following new words:

princess [prin'ses], *n.* 公主.

A. D. (拉丁文 *anno Domini* 之簡寫), 耶穌紀元.

Khotan [ko'ta:n], *n.* 和闐 (地名).

concealed [kən'si:ld], *v.* (*conceal* 之過去式), 藏匿 躲藏.

headdress ['hedres], *n.* 冠, 首飾, 頭飾, 頭巾.

bridal ['braɪdl], *a.* 新娘的.

frontier ['frʌntjə], *n.* 邊界, 國境.

detected [de'tektɪd], *v.* (過去分詞), 被偵破, 被發覺.

(此處 *being detected* 作名詞用).

offence [ɔ'fens], *n.* 干犯, 犯罪.

punishable ['pʌnɪʃəbl], *a.* 應受罰的.

ambassadors [æm'bæsədəz], *n.* (複數), 欽差, 大使.

precious [preʃəs], *a.* 寶貴的, 貴重的.

promptly [prɒmptli], *adv.* 迅速地.

harboring ['hɑ:bərɪŋ], *v.* (現在分詞), 窩藏, 庇護, 蓄.

venomous ['venəməs], *a.* 毒的.

- snakes [sneiks], *n.* (複數). 蛇
- snake-rearing ['sneik,riəriŋ], *n.* 養蛇的.
- filter ['filtə], *v.* 漏出去. 傳出去.
- Constantinople [kɒnstænti'noupl], *n.* 君士但丁堡 (地名).
- Justinian [dʒʌs'tiniən], *n.* 查士丁尼 (人名).
- aggressive [ə'gresiv], *a.* 侵略的, 取攻勢的, 奮進的.
- monks [mɒŋks], *n.* (複數). 僧侶.
- Nestorian [nes'tɔ:riən], *n.* 聶斯託利宗的 (僧侶).
- residents ['rezidənts], *n.* (複數) 居民. 住居者.
- method ['meθəd], *n.* 方法.
- excited [ik'saitid], *v.* (過去分詞), 被震動. 興奮, 鼓勵.
- attempt [ə'tempt], *n.* 企圖.
- staffs [stɑ:fs], *n.* (複數), 杖, 棒, 支持物 倚靠; 音度
線 全體職員.
- fashion [fæʃən], *n.* 式樣.
- monopoly [mə'nɒpəli], *n.* 專利.
- Venice [venis], *n.* 威尼斯 (地名).

II. *Learn the following combinations of words; use some of them in your own sentences:*

1. to be married to..., 嫁於...
2. accustomed to dress, 慣於穿著, 穿慣.
3. accustomed to something, 習於某事.
4. set off on a journey, 登程, 首途.
5. without being detected, 未被偵出.
6. ambassador to England, 駐英大使.
7. in order to teach, 以便教習.
8. had lived long years in China, 久居中國.
9. could hardly help doing, 幾乎免不了這樣做.
10. the whole method of silkworm-rearing, 飼蠶之全盤方法.

11. of the Nestorian order, 聶斯託利宗的。
12. under the monks' direction, 在僧侶之指導下。
13. after a regular fashion, 依照通常法式。
14. had the whole process carried on, 使其得以按步
進行, 使整個手續得以遂行。
15. work at the weaving, 從事紡織。
16. a monopoly on silken goods, 絲織品專利。
17. elsewhere in the world, 世界任何其他地方。
18. for the next twelve years, 此後十二年。

III. *Answer the following questions without looking at the book:*

1. Who was it that finally broke the Chinese law forbidding anyone to take any silk out of the country?
2. To whom was the Chinese princess to be married?
3. What did her future husband tell her in his letter?
4. How did she manage to take with her some mulberry seeds and silkworm eggs?
5. Did she succeed in her plans?
6. What did the Chinese ambassadors tell her husband when they saw what she had done?
7. What did her husband do to the silkworms?
8. For what purpose were four Chinese girls sent to the neighbor country of Japan in 289 A.D.?
9. What kind of city was Constantinople in the sixth century?
10. What kind of man was Emperor Justinian?
11. In what respect was he like Alexander the Great?

12. What did he hear from the two Christian monks?

13. What did he make them promise to do on their next trip to Constantinople?

14. In what way did these monks bring out the silkworm eggs to Constantinople?

15. What was done to the eggs?

16. Where did the Emperor have the whole process of silkworm culture carried on?

17. For what purpose did he set up the loom?

18. What did he do with the silken goods?

19. Was he able to keep silk culture secret to himself for long? Why?

20. In what European city did the silk industry flourish?

IV. *Study the uses of the word "Chi-tai" in the following sentences:*

1. I, *Chi-tai*, do give all my money to my sister.

2. *Chi-tai*, please open the window.

3. *Chi-tai* is a great silk merchant.

Nouns are said to have the modification of person.

When a noun refers to the speaker, it is in the first person.

When a noun refers to some person or thing spoken to, it is in the second person.

When a noun refers to some person or thing spoken of, it is in the third person.

V. *Review Lesson X; point out all the nouns in it; tell their number, case, and person.*

VI. Study the compound predicates in the sentences given below:

1. The Emperor heard their story and was greatly excited by it.
2. He saw the cotton plant in India and took it and brought it back to Greece.
3. He saw silken garments worn by Chinese nobles, and bought garments like them. "

VII. Supply the following subjects with compound predicates:

1. Who _____.
2. That little girl _____.
3. No one in this village _____.
4. Your friend, Mr. Lin, _____.
5. The tower built by my uncle _____.
6. The bird singing on the tree _____.
7. The girl dancing in the hall _____.
8. A pencil and a book _____.
9. The king and his servant _____.
10. The elephant and the dog _____.

Lesson XVI

MORE ABOUT WATER

Lesson XIII gave you some idea how cloud, rain, snow, and ice are formed. This lesson will

lead you to look more closely into the history of a drop of water. The account given here is quite interesting, while the words used are comparatively easy.

The ocean seems the natural home of water, for that is where most of it is always found. But the sun is constantly lifting it into the air in form of vapor, and the wind is driving it out over the land. A drop of water, changed into gas by being evaporated by the sun, occupies about 1,650 times as much room as it did in liquid form. It is therefore very light and rises easily. Water vapor is only a little more than half as heavy as air. Therefore the more humid the air, the lighter it is.

Salt in the ocean water cannot be evaporated, so the drop is purified as it leaves the ocean and rises into the air. If the wind carries it out over some continent and it falls as rain, it comes down as fresh water. It may be carried hundreds of miles inland before gathering itself into a liquid drop and coming to earth.

Before falling down as drops of rain, the invisible gas from the ocean forms itself into a visible cloud. The cloud consists of millions of tiny droplets too small to be seen separately and too small and light to drop through the air with any degree of speed.

These droplets of which the cloud is made are floating in the still uncondensed and invisible water vapor. As the minute particles fall slowly into warmer air below, they evaporate and rise again into the cloud. Finally, if conditions are right, the droplets grow, by the addition of condensed vapor, until they are large and heavy enough to fall as raindrops.

The water falling as rain may have any one of three possible futures. It may run off into some stream and be carried to the river of which the stream is a tributary, and thence back into the ocean. Or it may evaporate from the surface of the ground and go back into the clouds.* Or, finally, it may sink into the ground and begin a very slow underground journey back to the sea.

Once underground, the water begins to dissolve small amounts of earthy matter. While falling through the air, the raindrops absorbed and held in solution some of the carbon dioxide (CO_2) gas, often called carbonic acid gas, of the air. In the ground, where the roots are decaying and forming carbonic acid gas, the water finds much more of it to dissolve.

As the name suggests, the gas imparts to the water the properties of an acid. The acid thus made is so exceedingly weak that the water has no sour taste. But it has more power to

dissolve mineral matter than if the carbonic acid gas were absent. Limestone, especially, is soluble in water containing this carbon dioxide gas.

In course of time, much of this underground water issues from springs into some stream which takes with its invisible load of dissolved earthy matter back to the ocean.

Thus the drop of water lifted by the sun from the ocean comes back with two burdens, one of invisible, dissolved earthy matter to make the ocean more "salty"; and one of undissolved, visible mud and sand to build up the ocean floor. The drop which left empty-handed returns with a contribution.

Study Assignment

I. Learn the following new words:

humid [ˈhjuːmɪd], *a.* 溼.

purified [ˈpjʊərɪfaɪd], *v.* (purify 之過去分詞), 使清潔, 滌淨.

uncondensed [ˈʌnkənˈdenst], *a.* 不凝結的, 不縮短的.

tributary [ˈtrɪbjʊtəri], *n.* 支流 納貢者; ——, *a.* 支流的, 納貢的, 臣服的.

thence [ðens], *ad.* 由彼處, 因此.

underground [ˈʌndəgraʊnd], *a. & ad.* 在地下的.

dissolve [dɪˈzɒlv], *v.* 分解, 分開, 溶解, 解散.

- earthy ['ɔ:ɪ], *a.* 泥土的, 土質的; 地球的, 塵世的.
 absorbed [əb'sɔ:bd], *v.* (absorb 之過去式), 吸收.
 solution [sə'lu:ʃən], *n.* 分解, 分離, 解決, 解答.
 carbon ['kɑ:bən], *n.* 碳 (化學語).
 dioxide [dai'ɒksaɪd], *n.* 二氧化物 (化學語).
 carbonic [kɑ:'bɒnɪk], *a.* 碳的 (化學語).
 acid ['æsɪd], *n.* 酸, 酸素.
 decaying [di'keɪɪŋ], *v.* (decay 之現在分詞), 腐爛, 衰弱.
 sour ['saʊə*], *a.* 酸的.
 limestone ['laɪmstəʊn], *n.* 灰石.
 burdens ['bɜ:dnz], *n.* (複數), 擔, 負擔.
 salty [sɔ:ltɪ], *a.* 鹹的.
 undissolved ['ʌn dɪ'zɒlvd], *a.* 不溶化的.
 empty-handed ['empti'hændɪd], *a.* 空手.
 contribution [kəntri'bju:ʃən], *n.* 貢獻, 禮物.
 lioness ['laɪnɪz], *n.* 牝獅.
 tiger ['taɪgə*], *n.* 虎 (tigress = 雌虎).

II. *Make sentences using the following phrases:*

1. in form of vapor, 蒸氣狀態.
2. evaporated by the sun, 爲日光所蒸發.
3. in liquid form, 液體狀態.
4. the humid air, 溼空氣.
5. over some continent, 經過某一大陸之上空.
6. carried inland, 載入內地.
7. a liquid drop, 一滴液體.
8. the invisible gas, 不可見之氣體.
9. any degree of speed, 任何速度.
10. uncondensed and invisible, 散漫而不可見.
11. a tributary of the river, 河之支流.

12. underground journey, 地下旅程.
13. earthy matter, 泥土之物: 土質.
14. carbon dioxide, 二氧化碳.
15. carbonic acid, 碳酸.
16. the properties of an acid, 一種酸之特性.
17. sour taste, 酸味.
18. the ocean floor, 海洋之底.

III. *Answer the following question orally or in writing:*

1. Why is the ocean the natural home of water?
2. What are the sun and wind constantly doing with the water?
3. Is water vapor heavier or lighter than air?
4. Can salt be evaporated with the ocean water?
5. How is a cloud formed?
6. What does the cloud consist of?
7. How are raindrops formed?
8. Is rain water fresh or salty? Why?
9. What will become of the rain water if it runs off into some stream?
10. What will become of it if it sinks into the ground?
11. What does it dissolve when the water is underground?
12. What can the water do more easily when it is possessed of the properties of an acid?
13. In limestone regions how have great caves been formed?
14. What two burdens does the water carry back to the ocean?

IV. Study the following nouns:

Male	Female	Neuter	Common
prince	princess	table	child
emperor	empress	book	friend
lion	lioness	water	teacher
tiger	tigress	silk	writer
king	queen	court	maker
husband	wife	silkworm	cousin
man	woman	fish	relative
gentleman	lady	kettle	singer

Nouns are said to have gender, and are classified as masculine, feminine, or neuter.

When a noun names an individual of the male sex, it is said to be of masculine gender, as *prince, king, boy, tiger, etc.*

When a noun names an individual of the female sex, it is said to be of feminine gender, as *princess, queen, girl, tigress, etc.*

When a noun names an object without sex, it is said to be of neuter gender, as *book, table, hand, etc.*

Nouns naming animals of lower order whose sex is not particularly noticed are regarded as of neuter gender, as *fish, worm, etc.*

Sometimes such a noun as *child, friend, etc.*, is said to be of common gender, because it is applied to individuals of neither sex.

V. Review Lessons XIV and XV and tell the gender of each noun in them. Give reasons for your opinion.

VI. *Write five interrogative sentences with a compound subject in each; five imperative sentences with a compound predicate in each.*

Lesson XVII

CARE OF THE EAR

You need not be told how important the sense of hearing is. A man with poor hearing must forgo a great many things he wishes to know. Still you must be reminded that poor hearing is often caused by a person's own negligence to his ears. This lesson calls your attention to the importance of proper care of the ear.

Almost as valuable as your eyesight is your sense of hearing. The ear, like the eye, is very delicate. It is so important and so delicate that the "works," or the parts of the ear that are the most important, are placed in the bony side of the skull, just as the works of a watch are placed inside a hard metal case. The part of the ear that you can see, called the outer ear, is only a part of the real ear. The most important part of the ear is very delicate and is placed inside the head, where it cannot be touched or seen.

Ear trouble is likely to be serious because the ear is very close to the brain. Remember, too, that if you injure the ear, it may take a long

time for the damage to appear. When the hearing begins to "fail," we grow deaf. Many people are deaf because they have not taken proper care of their ears. The best time to think of the care of the ears is when you are young. It is too late to begin after you grow deaf.

Whether you are in play or in earnest—with perhaps a playmate or a younger brother or sister—you should never pull the ear, or strike anyone across the ear. Many parents, and sometimes older brothers and sisters, think that to slap a child alongside of the head with the open hand, sometimes called "boxing the ears," is a mild and harmless way of punishing a child. This is a dangerous habit, because it sometimes injures the delicate part of the ear which is inside the head. Remember, it is a dangerous thing to do. While it is often not very painful, it may cause a great deal of harm. Of course there are other blows on the ear that should be avoided, too. Sometimes, boys in swimming fall into the water, with the ear flat toward the water. The blow of the water striking the ear is just as dangerous as a blow from the hand, and often does harm. When in bathing at the seashore, a blow against the side of the head from a wave is also likely to damage the inner ear. Do not let a blow of any kind strike the ear.

Since the inner ear is so delicate, it is dangerous to pick the ear with anything. In order to clear the ear of wax, some people often use a match, stick, or hairpin. This is a bad thing to do because it may go in too far or it may even be pushed in by someone accidentally, or in play, thus causing an injury to the ear. In cleaning the ear, use a washcloth over one of the fingers, and make sure that you reach all the small corners in the shell-like surface of the outer ear. Be sure to wash behind the ears as well. In cleaning out the wax, use a washcloth and finger—anything smaller or harder than that is dangerous.

If the ear feels clogged with wax, and it seems to interfere with clear hearing, do not pick at it. Go to a physician or doctor. He will know how to clean out the wax without hurting the ear in any way. This is sometimes necessary because the wax in the ear gets hard once in a while and will interfere with hearing unless it is cleaned out. If you have any difficulty in hearing, consult a physician and have him examine your ears.

Study Assignment

I. *Learn the following new words:*

forgo [fɔ:'gou], *v.* 捨棄, 拋卻.

reminded [ri'maindid], *v.* (remind 之過去分詞), 提醒, 使注意.

negligence [ˈneɡlɪdʒəns], *n.* 疏忽, 懈怠.

eyesight [ˈaɪsaɪt], *n.* 視力, 見解.

delicate [dɪlɪkət], *c.* 精緻, 柔弱.

bony [ˈbəʊni], *a.* 骨的, 似骨的.

skull [skʌl], *n.* 頭顱, 腦殼.

brain [breɪn], *n.* 腦, 腦筋.

slap [slæp], *v.* 摑 以掌打; ——, *n.* 一掌, 一摑.

alongside [əˈlɒŋˈsaɪd], *adv. & prep. (preposition, 前置詞),*

沿邊; 傍, 並肩.

inner [ˈɪnə], *a.* 內的, 內部的.

wax [wæks], *n.* 蠟, 蠟狀物質; ——, *v.* 以蠟塗之; ear

wax = 耳垢.

hairpin [ˈheəpɪn], *n.* 髮針, 簪, 釵, 帽針.

accidentally [ˌæksɪˈdentəli], *adv.* 偶然, 意外.

washcloth [ˈwɒʃkləʊð], *n.* 洗物用之布.

shell-like [ˈʃelˌlaɪk], *a.* 似殼的.

clogged [klɒgd], *v. a. (clog 之過去分詞),* 被障礙, 被閉塞.

interfere [ˌɪntəˈfɪə], *v.* 干涉, 干預.

consult [kənˈsʌlt], *v.* 商議, 諮詢.

examine [ɪgˈzæmɪn], *v.* 考察, 考試, 研究, 察看.

II. *Learn the following combinations of words and make sentences containing them:*

1. sense of hearing, 聽覺.
2. so important that . . . , 如此重要, 是以
3. likely to be serious, 可能嚴重起來.
4. growing deaf, 變聾, 漸致重聽.
5. in play or in earnest, 戲弄或認真.
6. boxing the ear, 掌頰.
7. a great deal of harm, 頗大之傷害.

- 8 picking his ear, 剔耳垢.
- 9 a bad thing to do, 做事不好.
- 10 cause an injury to . . . 使 . . . 致傷害.
- 11 make sure that . . . 確使 . . .
12. be sure to . . . , 一定 . . . , 必須
13. once in a while, 時常. 不時.
14. difficulty in hearing, 不良於聽.

III. Write "Yes" or "No" after each of the following questions according as the sense is right or not:

1. Your sense of hearing is much less important than your eyesight.
2. The "works" of the ear are placed inside the head.
3. The outer ear cannot be touched or seen.
4. It may take some time for the damage of the ear to appear.
5. Some people become deaf because they have not taken proper care of their ears.
6. The best time to think of the care of the ears is when you are old.
7. Do not pull anyone's ear or strike him across the ear.
8. Boxing the ear is a mild and harmless way of punishing a child.
9. Use a hairpin to clear your ear of wax.
10. The surface of the outer ear is shell-like.
11. Pick the ear if it feels clogged with wax.
12. The wax in the ear always gets hard.

IV. Study the pronouns in the following sentences:

1. I, Liu Chi-tai, saw the woman box the girl's ear.

2. Liu Chi-tai, did *you* see the woman box the girl's ear?

3. Liu Chi-tai says *he* saw the woman box that girl's ear.

4. The woman says *she* boxed that girl's ear.

5. Liu Chi-tai and his brother say *they* saw the woman box the girl's ear.

6. The woman boxed the girl's ear and injured *it*.

Words like *I, you, he, she, it, and they*, are used in place of nouns. They are called pronouns.

A pronoun is a word used for a noun.

There are three or four classes of pronouns. The most important of them are the personal pronouns, such as are used in the foregoing sentences.

In the first three sentences *I, you, and he* all refer to the noun *Liu Chi-tai*, but denote different persons.

In the first sentence *Liu Chi-tai* names the speaker, and the pronoun used for it is the first person *I*.

In the second sentence *Liu Chi-tai* names the person spoken to, and the pronoun used is the second person *you*.

In the third sentence *Liu Chi-tai* is the person spoken of, and the pronoun is the third person *he*.

A pronoun must agree with its antecedent in person and number.

V. Study the following sentences:

1. This lesson calls your attention to the importance of proper care of the ear.

2. The ear, like the eye, is very delicate.

3. Sometimes, boys in swimming fall into the river, with the ear flat toward the water.

4. How is a cloud formed?
5. What does the cloud consist of?
6. Is rain water fresh or salty?
7. Go to a physician.
8. Be sure to wash behind the ear as well.
9. In cleaning out the wax, use a washcloth and finger.
10. What a keen sense of hearing he has!

According as a sentence states a fact, asks a question, or gives a command, it is called **declarative**, **interrogative** or **imperative**.

A sentence can be named in some other way—according to the nature and number of clauses it contains.

A clause is a group of words that contains a subject and that forms a part of a sentence.

A sentence that does not take a clause to make its meaning fuller or clearer is called a simple sentence.

All the sentences listed above are simple sentences. Why?

A simple sentence has a single subject and a single predicate, either or both of which may be compound; as,

- 1a. The ear, like the eye, is very delicate.
- 1b. Both the ear and the eye are very delicate.
- 2a. Go to a physician.
- 2b. Go to a physician and ask him to help you.

VI. *Point out all the simple sentences in the foregoing three lessons.*

Lesson XVIII**CARE OF THE EAR***(Continued)*

In play, be careful not to let dirt or sand get into the ear. If you go to the seashore, be very careful to see, when playing on the beach, that no sand gets into your ear. Sand in the ear is very painful, and sometimes causes ear troubles that lead to serious illness, operations, and even death. When in swimming or bathing if the water is dirty—and very often it is so at the seashore—it is a good thing to wear a rubber cap that goes over the ears, or to put raw cotton into the ears or else use the little “ear drum protectors” that are made especially to keep water and foreign substances out of the ear.

If something should get into your ear, go to a doctor to have it taken out. It is not wise to try to attend to such things yourself. Of course, if you do not want foreign substances in your own ear, you should be very careful not to do anything that might cause pain and trouble to someone else. It is a bad thing to throw sand or dirt at anyone, or to put anything in his ear in play.

Some people who like to play jokes, but who

do not have much sense, sometimes try to scare others by making a very loud noise quite close to the ears of the other folks. It may be funny to see him jump, but it is dangerous play. A loud noise or explosion like the explosion of a fire cracker, the bursting of a paper bag filled with air, or the firing of a gun or cannon may cause injury to the ear, and deafness, if it is too loud or too close to the ear. Be sure to avoid loud noises yourself, and do not do anything that might injure the hearing of another in this way.

A "cold in the head" generally stops up the nose and upper part of the throat with a great deal of "waste matter." This substance, which comes with a cold, sometimes gets into the ear by means of a small opening in the throat. You may have noticed this at times when you caught cold—the ear seemed slightly deaf. That is because this harmful "matter" had entered the opening leading to the ear. If the waste matter goes far enough, it may cause bad sores inside the ear, and sometimes even illness or death.

When you think of that, a cold is really a very dangerous thing. You ought to do everything to avoid catching cold. When you do catch cold, get rid of it as quickly as you can. Many people do not bother to take medicine for a cold, and think it is not serious enough to need the

services of a doctor. This is a great mistake. While the cold itself is not dangerous, it may lead to ear trouble that is very serious. When you catch cold, go to a doctor right away and have it cured.

Be careful at all times not to blow the nose hard. It is better to blow one side at a time than both sides at once. Be very careful when you have a cold. If your nose feels stopped up and you cannot clear it without blowing very hard, it is better to wait a little bit. The chances are that the waste matter may clear a little and you will then be able to blow the nose without much trouble. There is danger in blowing the nose too hard. It may injure the ear, or some of the substance that is blocking the nose and throat may be forced or blown into the ear. This we have found to be very dangerous.

If you have a pain in the ear, or just behind it, or a "discharging" ear, you should consult a physician. Hot-water bags or warm cloths are sometimes used to take away pain in the ear, but they should not be used as a cure. They may be used to ease the pain while waiting to see the doctor. *But always see the doctor.* A pain in the ear may be the warning of very serious trouble, and the sooner it receives the skilful attention of a physician, the better.

And again, remember the importance of good hearing. Good stenographers, clerks, radio or telephone operators, teachers, physicians, and many others must have good hearing. Poor hearing may mean a poor "job" or a poor position all your life. Take good care of your ears. It pays. You cannot afford to be careless.

Study Assignment

I. Learn the following new words:

seashore ['si:ʃɔ:*], *n.* 海岸.

beach [bi:tʃ], *n.* 海邊, 沙灘.

operation [ˌɒpə'reɪʃən], *n.* 動作, 作業; 外科手術.

rubber ['rʌbə], *n.* 橡皮.

drum [drʌm], *n.* 鼓.

protectors [prə'tektəz], *n.* (複數), 保護者, 保護物.

explosion [iks'plɒʃən], *n.* 爆發, 爆裂, 爆炸.

cracker ['krækə*], *n.* 爆竹.

deafness ['defnis], *n.* 耳聾.

throat [θrəʊt], *n.* 喉, 咽喉.

cured [kjʊəd], *v. a.* 治愈.

stenographer [ste'nɒgrəfɪə*], *n.* 速記者.

radio ['reɪdiəʊ], *n.* 無線電.

telephone ['telifəʊn], *n.* 電話.

operators [ˌɒpə'reɪtəz], *n.* (複數), 動作者, 運用者, 施手術者. telephone operator, 電話接線員.

job [dʒɒb], *n.* 工作, 位置, 職業; ——, *v.* 買賣, 僱傭.

position [pə'zɪʃən], *n.* 位置, 地位; ——, *v.* 安置.

indicate ['ɪndɪkeɪt], *v.* 指示, 表示.

II. *Learn the following combinations of words; use them in your own sentences:*

1. be careful to . . . , 留意
2. be careful not to . . . , 慎勿
3. leading to illness, 引致疾病.
4. to have something taken out, 將某種東西取出.
5. to attend to something, 照管某事.
6. foreign substance, 外來之物質.
7. to play jokes, 開玩笑.
8. too close to the ear, 離耳太近.
9. a cold in the head, 頭痛發熱.
10. stopping up the nose, 鼻腔窒塞.
11. catch cold, 傷風.
12. get rid of it, 驅除之.
13. do not bother to take medicine, 不注意服藥.
14. right away, 立刻.
15. to blow the nose, 去鼻涕.
16. a little bit, 少許.
17. a discharging ear, 流膿之耳.
18. cannot afford to . . . , 不能忍受, 受不了.
19. to ease the pain, 和緩痛楚.
20. it pays, 值得.

III. *Answer the following questions:*

1. Why shouldn't you let dirt or sand get into the ear?
2. What is a good thing to wear in swimming or bathing if the water is dirty? Why?
3. What should one do if something gets into the ear?

4. Why should not one make a very loud noise quite close to the ears of other folks?
5. Mention some of the things that make a loud noise.
6. What usually stops up the nose and the upper part of the throat?
7. Why do the ears seem slightly deaf when you catch cold?
8. Why should you get rid of your cold as quickly as possible?
9. Why should not one blow the nose hard?
10. What should one do to a discharging ear?
11. What can help sometimes to take away pain in the ear?
12. Mention some classes of people who must have good hearing.

IV. *Study the pronouns used in the following sentences:*

1. *I* saw the boy play on the beach.
2. *I* saw *him* play on the beach.
3. The boy saw *me* play on the beach.
4. *You* saw the boy and *me* play on the beach.
5. *You* saw *us* play on the beach.
6. The boy and *I* saw *you* play on the beach.
7. *We* saw *you* play on the beach.
8. The girl saw *us* play on the beach.
9. *She* saw *us* play on the beach.
10. The girl and the boy saw *us* play on the beach.
11. *They* saw *us* play on the beach.
12. *We* saw the girl and the boy play on the beach.
13. *We* saw *them* play on the beach.

14. The little dog plays on the beach.
15. *It* plays on the beach.
16. *We* saw *it* play on the beach.
17. The girl student played on the beach and *we* saw *her*.

Most pronouns change their forms to indicate their relation to other words in the sentence. Their different relations to other words put them in different cases.

When a pronoun is used as the subject of a verb, it is in the nominative case.

When a pronoun is used as the object of a verb or a preposition, it is in the objective case.

When a pronoun is used to indicate the source of possession, it is in the possessive case.

Pronouns also change their forms to indicate person and number.

V. *Study the construction of the following sentences:*

1. The sun is constantly lifting it into the air, and the wind is driving it out over the land.

2. It may be funny to see him jump, but it is dangerous play.

3. Hot-water bags or warm cloths are sometimes used to take away pain in the ear, but they should not be used as a cure.

Two or more simple sentences are sometimes joined together to form one large sentence. In that case they are no longer looked upon as sentences, but as clauses, or more definitely, as independent clauses.

A sentence consisting of two or more independent clauses is called a compound sentence.

Lesson XIX

SOUNDS THAT HURT

The sense of hearing is valuable to us chiefly because there are sounds about us. Sound is undoubtedly a very wonderful thing. What an uninteresting and dangerous world it would be if there were no sound in it! It is only of recent years that man has begun to study sound scientifically. Now those who have made a thorough study of sound tell us that loud noise is as harmful as bad air and the smoke of a large city. They insist that everything should be done to reduce the harmful noise. What do you think of it?

Some people can whistle so high that no one can hear it. This is the way they do it. They make a very shrill whistle with their lips. Then they whistle a little shriller. They keep on doing this until you can hear no sound. That means they are making such a shrill whistle that you cannot hear it. Yet some insects may hear that shrill whistle. It probably sounds like a roar to them. A dog hears shrill tones better than low

ones. That is why you whistle a shrill tone or speak in a high voice to him.

Sounds so high that no human ear can hear them are being put to strange uses. Who would ever think that a sound could be so shrill that it would burn your finger? That is what happened to a scientist who made a very shrill sound. He could not hear it. He felt of it and it burned him. He then burned a hole through a pine chip with it. He made oil mix with water by passing the sound through oil which rested on the surface of water.

Sounds that can be heard are being studied also. Those sounds called noise are so painful that man is trying to find a way to protect himself from them. These noises have been caught and measured. They have also been separated from one another. Man dares not stop all noises, because many of them are useful.

The biggest noise in America is found at Niagara Falls. Man has measured it with an instrument similar to a telephone receiver. Nearly all other big noises are found in cities. Automobile truck noise is the biggest city noise. The next size noise is found around elevated trains. Street car noise is third in size. Some small noises are more painful to man than big noises. Riveting noises which are found around

the framework of new buildings are said to be among the most painful. Hammering is another painful small noise.

Although man suffers from noises, he dare not stop them. There could be no electric lights for many cities if Niagara Falls' noise should stop. There would be no fresh bread or milk at the store if truck noises stopped. Parcel post packages, laundry, and flowers could not come to our door without truck noises. Very few people could go to town if elevated or street car noises ceased. Unfinished buildings would be seen everywhere if there were no riveting or hammering noises. However, noise can be reduced.

"Islands of Quiet" seem to be the only place where man can get away from noise. These islands are not far out at sea. They can be built right in the midst of the noise. The sound-proof rooms are called "Islands of Quiet."

Noises now get in through walls, doors, and windows. A noise likes to come in at an open door or window. If the window is closed, some of it gets in anyway. A very thick window pane will keep many noises out. Noises cannot live long on thick carpets or rubber mats. Noises do not like cork walls, either. Walls, floors, and windows made of these materials will keep noises away.

Study Assignment

I. Learn the following new words:

uninteresting [ˈʌnɪntrɪstɪŋ], *a.* 沒有趣味的.

scientifically [ˌsaɪəntɪfɪkəli], *adv.* 科學的.

shrill [ʃri], *a.* 尖聲的, 尖銳的.

lips [lɪps], *n.* (複數), 脣.

roar [rɔː]; *n. & v.* 吼.

scientist [ˈsaɪəntɪst], *n.* 科學家.

chip [tʃɪp], *n.* 碎片, 碎屑; ——, *v.* 砍, 伐, 破碎.

mix [mɪks], *v.* 混和, 攪和.

measured [meʒəd], *v.* 量.

Niagara [naɪˈæɡərə], *n.* 美國著名瀑布之一.

receiver [rɪˈsi:və*], *n.* 收音機 領受者, 容器, 監理者,
蓄汽室.

truck [trʌk], *n.* 貨車.

elevated [ˈelɪveɪtɪd], *v. a.* 高舉的, 高架的.

riveting [ˈrɪvɪtɪŋ], *v. a.* 以鉸釘釘之, 敲釘.

framework [ˈfreɪmwɜ:k], *n.* 架, 構架工程; 組織體制.

laundry [ˈləʊndri], *n.* 洗衣作, 所洗之衣.

unfinished [ˈʌnˈfɪnɪʃt], *v. a.* 未完竣的, 未終了.

Islands of Quiet [ˈaɪləndzɒv ˈkwaɪət], 安靜之島=不透聲
的房間.

sound-proof [saʊndˈpru:f], *n.* 不透聲的.

cork [kɔ:k], *n.* 軟木, 軟木塞; ——, *v.* 塞住.

appropriate [əˈprɒprɪeɪt], *a.* 適宜的.

paradigm [ˈpærədɑɪm], *n.* 例, 模範; (文) 變化例.

II. Learn the following combinations of words, and compose sentences with them:

1. This is the way I..., 此即吾...之道.

2. keep on doing this until..., 繼續爲之以至....
3. it sounds like..., 其聲似....
4. being put to strange uses, 採作新奇用途.
5. who would ever think that..., 誰曾料及....
6. to protect himself from..., 維之護之, 使免....
7. separated from one another, 彼此分隔.
8. an instrument similar to..., 與...相同之器具.
9. the framework of a new building, 新建築之構架工程.
10. third in size, 以大小論則列於第三; 第三型.
11. he dare not, 彼不敢.
12. go to town, 入市, 上鎮.
13. get away from..., 脫離...之擾.
14. in the midst of..., 在...之中.
15. inside a sound-proof room, 在一個不透聲的房間之內.
16. keep something out, 阻某種事物於外.
17. keep something away, 使某種事物遠離.
18. gets in anyway, 無論如何可進來的.

III. Fill the blanks in the following sentences with appropriate words:

1. Some people can whistle so high that no one _____ .
2. Yet _____ may hear that shrill _____ .
3. Who would think that a sound could be so _____ that it would _____ your finger?
4. He burned a hole through a _____ with

5. Those sounds called _____ are so _____ that man is trying to find a way to protect himself from _____.

6. Man dares not stop all noises, because many of _____ are _____.

7. The biggest noise in America is found at _____.

8. Man has measured it with an instrument similar to a _____.

9. Nearly all the _____ noises are found in _____.

10. _____ is the biggest city noise.

11. However, noise _____.

12. _____ seem to be the only place where man can get away from noise.

IV. Study the possessive pronouns in the following sentences:

(A)

(B)

I bought *my* whistle.

The whistle is *mine*.

You put up *your* building.

The building is *yours*.

He planted *his* flower.

The flower is *his*.

She planted *her* flower.

The flower is *hers*.

I built *its* nest.

The nest is *its*.

We bought *our* automobile.

The automobile is *ours*.

They paid for *their* room.

The room is *theirs*.

The possessive pronouns *my, your, his, her, its, our,* and *their* are used when followed by nouns; *mine, yours, his, hers, its, ours,* and *theirs* are used when not followed by noun.

His and *its* do not change their forms whether used with a noun or standing alone.

V. Study the following paradigm of the personal pronouns:

		Singular	Plural		
FIRST PERSON	Nominative:	I	we		
	Possessive:	my, mine	our, ours		
	Objective:	me	us		
SECOND PERSON	Nominative:	you	you		
	Possessive:	your, yours	your, yours		
	Objective:	you	you		
		Masculine	Feminine	Neuter	
THIRD PERSON	Nominative:	he	she	it	they
	Possessive:	his	her, hers	its	their, theirs
	Objective:	him	her	it	them

VI. Make sentences to show the correct use of the possessive pronouns.

VII. Complete the following compound sentences by adding one independent clause to each:

1. He is indeed my friend, but _____.
2. Who is he and _____.
3. Either he is sick or _____.
4. We are Chinese, and _____.
5. Pay your debt, or _____.
6. That can be done, but _____.
7. She is not here today, but _____.
8. Wait a few days, and _____.

Lesson XX

"A FINAL NATIONAL VICTORY WILL FOREVER ERASE THE HUMILIATION DAYS FROM OUR CALENDAR"

The following address was delivered by Madame Chiang Kai-shek in Nanking, on August 1, 1937. You will remember that in the summer of that year we Chinese were forced to take up arms against the invaders. Thousands and thousands of soldiers were ready to sacrifice their lives for the existence of their country. Madame Chiang, the most respected and admired woman in China, then called a meeting of the representative women in Nanking and urged them to form a united body to comfort and support the nation's defenders. Her address was originally given in Chinese.

Today we meet with the nation facing the gravest crisis in its history. It is with great sorrow that we find it necessary to come together under the shadow of war, for war is a terrible thing. It means that we must sacrifice a large number of our soldiers; masses of our innocent people; much of the nation's wealth and resources, and see ruthlessly destroyed a con-

siderable amount of reconstruction that we have been working upon so successfully for the past ten years.

But sometimes it is necessary that we take the supreme sacrifice for the sake of our national honor. Now that our Government has clearly demonstrated that we have borne all the suffering that a self-respecting people can possibly bear, we must u hesitatingly and with courage throw the last ounce of strength and energy into an effort to secure national survival. There is nothing left for us to do but to obey the orders of the Government and fortify others to do likewise.

Today, every one of us Chinese must fight according to our ability, in order to preserve national unity and defend ourselves against aggression. We women are citizens just as our men. Our positions, our capabilities, and our lines of usefulness may be different, but each must do that which best can be done to contribute our share to rescue our nation from defeat and slavery.

Wherever there is work for our hands to do, we must strive to do it. Today in Spain women are standing in the fighting lines with their men; and during the Great War in every country they gave of their best to aid in the realization of

victory. No woman of China is one whit less patriotic or less courageous or less capable of physical endurance than our sisters of other lands, and that we shall show the world. Therefore I know that I need not urge you to be patriotic, because the fact that you are here is proof sufficient that high patriotism is inspiring you.

The purpose of our meeting here today is to unite and so organize ourselves that we shall not waste one ounce of energy, time, or money, in an effort to make our work as effective as possible. As a rule, to organize for such a purpose we should have to go through much formality, but necessity is the mother of invention. During war time we want to get the best results in the shortest time possible. I have therefore already delegated certain persons to draft a few simple working rules of organization and to suggest a few names of people who may head and direct different avenues of work. I hope you will accept what we have drafted and remember only that we are not working for fame but for the very life of our country itself.

I hope each one of you will take very enthusiastic part in the work and throw yourselves fully into it. While during wartime the men are fighters, it is the women who bear the brunt of carrying on at the rear. We must

encourage the men and let them know that we are in our way holding on and not letting down; that we are just as ready to give up everything, even our lives, to support our fighters at the front.

I know that various women's institutions have started to organize to do the very same work that we are preparing to do. It is my hope we shall all unite under one organization so that what we do may be done effectively, for indeed unity is strength.

The fighting morale of our men at the front depends on how much support the rear can give. We must never forget that. And we must remember always that a final national victory, no matter how belated it may be in coming, will erase forever the humiliation days that have so long crowded our calendar and remove the sorrow that for years past bent our heads and bent our hearts.

Study Assignment

1. *Learn the following new words:*

forever [fə'revə], *adv.* 永久.

humiliation [hjumiljɪʃən], *n.* 辱, 恥.

madame [mæ:dəm], *n.* 夫人.

facing ['feɪsɪŋ], *v. a.* 對面.

- gravest [greivist], *a.* 最嚴重的。
 innocent ['inosnt], *a.* 無辜的, 無過的; 天真的。
 ruthlessly ['ru:θlesli], *adv.* 殘酷的, 寡恩的。
 considerably [kən'sidərəbli], *adv.* 可觀的, 巨大的。
 demonstrated ['demonstreitid], *v.* (demonstrate 之過去
 及過去分詞), 表明。
 borne [bɔ:n], *v.* (bear 之過去分詞), 負擔。
 self-respecting ['selfris'pektiŋ], *v. a.* 自重的, 自愛的。
 unhesitatingly [ʌn'heziteitiŋli], *adv.* 坦然, 不懷疑, 不
 猶豫。
 ounce [auns], *n.* 兩 (重量, 此處指輕微的分量)。
 energy ['enədʒi:], *n.* 力; 能。
 survival [sə'vaivəl], *n.* 生存, 繼存。
 fortify ['fɔ:tifai], *v.* 增強, 使強固。
 preserve [pri'zə:v], *v.* 保持, 保存, 堅持。
 capabilities [keipa'bilitiz], *n.* (複數), 才能。
 contribute [kən'tribjut], *v.* 貢獻。
 slavery ['sleivəri], *n.* 奴隸制度, 奴隸情況, 奴隸身分。
 realization [ri:li'zeiʃən], *n.* 實現。
 whit [hwit] 或 [wit], *n.* 一些, 一點。
 patriotism [pætriətizm], *n.* 愛國心。
 inspiring [in'spaiəriŋ], *v.* 激勵, 感動。
 courageous [kə'reidʒəs], *a.* 勇敢的。
 endurance [in'djuərəns], *n.* 忍耐。
 necessity [ni'sesiti], *n.* 需要。
 draft [dra:ft], *v.* 起草; ——, *n.* 草稿。
 avenues ['ævinju:z], *n.* (複數) 路, 道路; 路線。
 enthusiastic [in.θju:z'æstik], *a.* 熱心的。
 brunt [brant], *n.* 衝擊, 猛勢。
 institutions [insti'tju:ʃənz], *n.* (複數), 機關, 組織。
 morale [mə'rɑ:l], *n.* 精神, 士氣, 品德。

belated [bi'leitid], *a.* 遲到的。

II. *Learn the following phrases and clauses:*

1. a final victory, 最後勝利。
2. national humiliation days, 國恥日。
3. to take up arms, 拿起武器。
4. to form a united body, 團結一致。
5. the gravest crisis, 最嚴重之危機
6. It is with great sorrow that..., 言念及...至足傷懷。
7. the shadow of war, 戰爭之暗影。
8. much of the nation's wealth and resources, 大量
國富與資源。
9. see ruthlessly destroyed, 觀其慘遭毀滅。
10. take the supreme sacrifice, 作莊嚴之犧牲。
11. our national honor, 吾國之榮譽。
12. nothing left for us to do but..., 除...外無事可作。
13. the orders of the Government, 政府之法令。
14. in the fighting lines, 在火線上。
15. during the Great War, 世界大戰期間。
16. to aid in the realization of..., 以助...之實現。
17. one whit less, 稍差一間。
18. one ounce of energy, 一分力量。
19. as a rule, 照常規言。
20. to go through much formality, 經由很多正式手續。
21. in the shortest time possible, 在可能的最短期間。
22. to draft a few working rules, 草擬幾則工作規約。
23. the very life of our country, 吾國之生命。
24. to bear the brunt of..., 作...先鋒 (搗木梢)。
25. the very same work, 即此同樣之工作。

III. Read the address two or three times again. Close your book and try to write out its general ideas in your own words.

IV. Study the uses of pronouns in the following sentences:

1. My brother bought *me* this book when *he* was in Shanghai.
2. The lion roared when *he* was hungry.
3. My mother said *she* would come to see you.
4. Come and help your country; *she* is in need of brave youths like you.
5. When you have finished writing the letter, give *it* to the boy to post.
6. The mountain is so steep that no one has ever tried to climb *it*.
7. We tried to catch the rat, but *it* jumped away.
8. The child began to cry when *it* heard the shrill sound.
9. *It* is raining outside.
10. Who is *it*? *It* is the boy. *It* is I.
11. *It* is necessary that we take the supreme sacrifice for the sake of our national honor.
12. *They* say we must sacrifice a large number of our soldiers.

Besides the regular uses of pronouns according to their genders, *he* may be used of a strong animal when no attention is called to its sex; *she* may be used of one's country or something that is supposed to possess feminine qualities; *it* may be used: (1) of a very

young child or an animal, (2) of a person, as in sentence 10 above, and (3) impersonally, as in sentence 9; they may be used indefinitely, referring to people in general.

V. *Make sentences from the models given above.*

VI. *Study each sentence listed below and tell whether it is simple or compound. Give reason for your opinion:*

1. Thousands and thousands of soldiers were ready to sacrifice their lives for the existence of their country.

2. Today in Spain women are standing in the fighting lines with their men; and during the Great War in every country they gave of their best to aid in the realization of victory.

3. Today, every one of us Chinese must fight according to our ability, in order to preserve national unity and defend ourselves against aggression.

4. He tried to catch the rat, but it jumped away.

5. Come and help your country; she is in need of brave youths like you.

6. There is nothing left for us to do but to obey the orders of the government and fortify others to do likewise.

7. Parcel post packages, laundry, and flowers could not come to our door without truck noises.

8. He felt of it and it burned him.

9. It may be funny to see him jump, but it is dangerous play.

10. But always see the doctor.

