綜合英語課本

第五冊

初級中學英語第三學年第一學期用

COMPREHENSIVE ENGLISH READERS

BOOK V

依照教育部修正課程標準編輯

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BOOK V

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Comprehensive English Readers

Book V

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編輯大意

1. 本書按照民國二十五年六月教育部修正頒行初級中學英語課程標準編輯，全書分爲六册，每學期一册，供初級中學三學年之用.
2. 按照課程標準，英語每週時間四小時，不得分某幾小時專屬讀本，某幾小時專屬語法等等；本書即本此旨，將讀本，語法，書法，作文，會話，綴音各項，綜合於同一課本之內.
3. 本書之編制，按每學期實在上課十六週，每週英語四小時，共六十四時，每册各分四十課，每課教學時間，短者一二小時，長者三四小時，由教員視課文長短，自由支配.
4. 本書於採用直接教學法之外，兼重語法要點，以養成中學生進讀英文書籍之技能.
5. 本書選材，最初注重日常用語，漸及應用文，外國事物及各種學科之適當資料，俾會話與讀書所必需之基本單字成語，均有相當之介紹.
6. 本書按照教育原則，所有初學之課文，概用較大字體排印，並附相當插圖，以助認識.
7. 本書每册課文之後，附有總練習，以增複習之機會.
8. 本書末附生字表，以國際音標注音及漢文釋義，於必要時並述文法上之關係.

THE ENGLISH ALPHABET

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

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COMPREHENSIVE ENGLISH READERS

BOOK V

LESSON I

ROBINSON CRUSOE

PART I

My name is Robinson Crusoe, and I was born in the city of York. When I was a boy it was my great wish to go to sea, as I could not be happy in a quiet life at home.

My father and mother tried hard to keep me with them, to show me it was best for me to make up my mind to live by their side and not to go to strange lands far from my friends. But in spite of all they said I felt I must go forth to see the wide world.

When I was eighteen years old, one day I went to Hull, and there I met a boy whom I knew. His father was captain of a ship which was to go by sea to London that very day. This boy, who was to sail in her, said to me, "Will you not come with us, Rob?"

As he did all he could to make me say I would go, very soon the thought of home flew out of my head, and I went on board with him.

It was in this very first voyage that I met with a shipwreck and had narrow escape for my life. But this did not prevent me from continuing to be a sailor. In my second voyage all went well and I had a very nice time.

But this was not the case on my third trip, for we were met by a pirate ship which gave chase to us. I was taken by the pirate chief and kept as slave for sometime until I availed myself of a rare chance to free myself.

But in spite of all I had gone through, I did not rest long on shore, nor was I inclined to go back to my father.

And then it was that I saw how true were my father's words, when he told me it was best for me to stay at home. For the next time I went to sea we had not been gone many days when a very bad storm came on. We gave the ship up for lost, and what we could do was to put out the boat and trust to the mercy of the waves.

This we did, but soon we saw that the wild sea must dash our small craft to pieces on the rocks. Then a huge wave came upon us, turned over the boat, and flung us all into the water.

I cannot tell you how I felt when I sank into the sea, but as I swam very well I made a last try for my life. Each wave as it came was as high as a great hill, but each one took me a little nearer the shore, till at last I was thrown, more dead than alive, on to a piece of rock.

I caught fast hold of this, and when I was able to breathe again, I ran with all the strength I had left up the cliffs to the shore. And there I sat down upon the grass, safe from the fury of the waves.

As soon as I knew I was safe, the first thing I did was to look up and thank God. Then I thought of the poor men who were with me in the boat, who had no doubt found their graves in the deep sea. For this must have been the sad case, as I did not see a trace of them from that time.

But though it had not been my fate to die with them, yet I was in a very bad way. For I was wet in the skin, with no dry clothes to put on, and I had no food or water to drink. As well as this, there might be wild beasts upon the land where I was that would kill and eat me.

As these fears came to me they all but drove me mad, so that I ran up and down the shore, wrung my hands, and cried out loud. When it

grew dark I was so very tired that I sat down and tried to think how I could spend the night.

At last I caught sight of a large fir tree and made up my mind that I would stay in it till daylight, when I could see where I was. I did so, and fell into a deep sleep amid the thick green boughs.

When I woke up it was day. All the wind had gone, so that the sea was quite calm. I saw that our ship lay not far off, for the tide had brought her some way in. As soon as I saw this I thought I would go to her and try to get some clothes and food.

So I took off my coat and shoes and swam out to where she lay. I got on board by means of a piece of rope which hung over the side.

The first thing I did was to go to the bread room, where I was very glad to find the food all quite dry. I had a good meal, which put my life in me. While I ate I had a look round to see what I had best take to shore first. I made a raft with some pieces of wood and masts of the ship, and put on it as much as it would hold. I took a lot of bread and rice, some cheese, meat, corn, some clothes, and a large box of tools. As well as these I found some guns, powder, and shot, also two swords, all of which I put on my

raft, as I thought they would be of great use.

With much care and difficulty I was at last able to guide my raft to land. I did this with the aid of an old oar I had found on the ship.

As yet I did not know where I was, or if there were any other men near me. There was a hill not far from the shore which rose up very steep and high, so I went to the top of this to see what part of the world I was in. Then I saw I was on an island, with the vast sea all round me, and that there were no other men on it.

The next day I went back on board the ship and got a lot more things. This time I brought a bed to lie on and a sail with which to make a tent. Into this tent I put all that the rain or sun could spoil. Then I made a wall round it with chests, casks, and boards, so that if any wildman or beast should come they would find it hard to get in. It was dusk when I had done all this, so I spread my bed on the ground in my tent, put my gun by my side, and lay me down to sleep.

Each day I went to the ship and brought back a raft full of things, till I had quite a lot for my use.

After I had been on the island ten days, the wind blew a great gale, and that night there was a storm. When I went to look out to sea the

next day there was no ship to be seen. She had been torn to pieces by the waves and rocks, and had sunk into the water. I was very glad to feel that I had got all I could out of her while I was able.

Grammar

Pick out all nouns in this lesson and classify them one by one. Remember that there are five kinds of nouns, namely; proper, common, collective, material and abstract.

Exercises

Change into the third person all pronouns in this lesson that stand wholly or partly for Robinson Crusoe, for instance:

> But this was not the case on my third trip, for we were met by a pirate ship, which gave chase to us.—But this was not the case on his third trip, for they were met by a pirate ship, which gave chase to them.

LESSON II

ROBINSON CRUSOE

PART II

The next thing I did was to build me a house, on the best place I could, to serve me for a home,

I had fear that savages or wild beasts might come upon me, which did not let me feel safe in my tent. So I found a plain by the side of a hill, where I made up my mind to live.

First, I put up my tent, then I drove two rows of strong stakes into the ground all round. Inside these two rows I laid the iron chain I had brought from the ship, piece on piece, up to the top. When I had done this, it was so strong a fence that no man or beast could get through it.

The way I got in was by a short ladder, which, when I was over, I drew up after me. So I was quite in and safe. When I had put all my goods in this place, I felt I could sleep in peace.

Then I thought I would dig a cave in the rock, and in a few days I had made a large room in the wall of rock by my tent.

It struck me that I soon should not know what day it was, or which was Sunday in the week, so I put up a high post, in the shape of a cross, and on it I cut the date when I came to this land.

On this post I cut a notch for each day. When it was Sunday, I cut a notch twice as long as the rest. When it was the first day of a new month I cut a notch twice as long as that long one. Thus I knew how the time went.

I have not told you that there were a dog and

two cats on board the ship. I had brought these to land with me on my raft, and very glad I was to have them, for the dog would fetch me food many a time. Each day I went out in search of food. I took my gun and my dog, and shot a wild goat, or any beast I could see. I had to eat the flesh of any bird or beast that was fit to make a meal of, and I kept the skins of the beasts and dried them.

Once I shot at a young goat and broke its leg, but did not kill it. I caught the poor thing and led it home with a string. Then I bound up its leg and took care of it. In time the leg grew quite well and strong, while the goat grew tame and fed on the green at my door.

As I had no light of any sort, I had to go to bed as soon as it was dark, which I did not like at all. So my next care was to find a way to make a lamp.

First, I made a small dish of clay, which I baked in the sun. Then I saved the fat of the dead goats and put it in the dish. In this I put a shred of rope which served as a wick. This gave me light, though not a very clear or bright one.

I had brought from the ship a small bag which had in it what I thought were but a few husks of corn and some dust. So as I could make use of

the bag I threw out the husks on the ground by my tent.

Some four weeks after, I saw what at first was to me a very strange thing. There were a few stalks of green just out of the ground. When these stalks grew into barley I did not know what to make of it, as I was sure no corn grew within that place.

Then it came to my mind that I had thrown the husks out of the bag, and this told me how the barley came to grow. I also saw some stalks of rice, so there must have been some seeds of rice in the bag too.

Then came some of my worst days upon the island, for I fell ill. I felt very cold and strange, with great pain in my head. I had to go to bed, and was full of fear at my sad state, for I was sick and had no one to help me.

I was ill for some days. Then it came into my mind one day to look into my chest and see what was there.

I think God must have sent me to the chest, for in it I found a Bible. I took the book out and sat down to read.

In it I saw the words in which God bids us call on Him in our hour of need and He will help us.

These words sank into my heart and I fell on my knees to pray.

Then I drank a glass of rum, and went to bed. I fell into a deep sleep and did not wake till late the next day. I then felt I had much more strength and was able to get up and go on with my work. I was weak for some days, but at last I was quite well.

Each day I read the Bible, and God sent His love and peace into my heart, which gave me great help in my sad life.

I then thought I would take some long walks over the island to see the whole of it. So one day I set off with my dog and my gun. The first things I found were some sugar canes, which grew wild on the land. I also saw many kinds of fruits, such as melons and grapes.

I was right glad of these, for they were very ripe and rich. I made up my mind to lay me a store of them. So I picked a lot of each sort and put them on the ground. As I could not carry them all at one time, I took what I could and went back the next day for the rest.

But when I did go I saw my heap of fruit all spread out, and most of it gone. By this I knew some wild beast had been at them, but I could not tell what kind of beast.

So this time I cut a lot of the grapes, and hung them high up that they might dry in the sun, and so make me raisins to eat when the fresh fruit was not to be had.

As well as the grape vines I came to cocoa trees, orange and lemon trees. I took a bag full of lemons and green limes back to my tent with me and made a nice cool drink with the juice of these in some water.

The part of the island where all these trees grew was very fresh and green and rich. So my next work was to build me a kind of bower in which I could sleep when I felt I would like to spend a few days there.

I did this, and made a fence round it like I had made round my tent, and there I lay quite safe all night.

I took so much care to guard my place of rest though there did not seem any need to do so.

As yet I had seen no wild beasts but the goats, and not a sign of savage. But these things were to come.

GRAMMAR

Nouns are inflected as follows:

I. Number	*II. Gender*
1. Singular	1. Masculine
2. Plural	2. Feminine
	3. Neuter
	4. Common

III. Person	*IV. Case*
1. First	1. Nominative
2. Second	2. Objective
3. Third	3. Possessive

Rules for Number

1. The plural of a noun is formed by adding *s* to the singular. If, however, a noun ends in *s, sh, ch, x* or *z*, the plural is formed by adding *es*:

blushes churches boxes waltzes

2. The plural of nouns ending in *y* preceded by a consonant is formed by changing the *y* to *i* and adding *es*:

cities quantities

3. The plural of nouns ending in *o* preceded by a consonant is formed by adding *es*:

heroes potatoes volcanoes

4. The plural of many nouns ending in *f* or *fe* is formed by changing the *f* or *fe* to *ves*:

knives thieves wives

5. The plural of certain nouns is formed by irregular changes:

SINGULAR	PLURAL	SINGULAR	PLURAL
child	children	ox	oxen
man	men	woman	women
foot	feet	mouse	mice

6. Certain nouns are used in the singular only, though plural in form:

civics news physics mathematics

7. Certain nouns are used chiefly in the plural:

goods thanks trousers wages

EXERCISES

Pick out every noun in this lesson and change it from singular to plural if possible, or vice versa. For those nouns which cannot be pluralized, give the reasons.

LESSON III

ROBINSON CRUSOE

PART III

I HAD now been on the island a year, as I could tell by the marks on my post.

In that part of the world there was no winter and summer as we have in England, but there was the dry time and the wet time.

When the rain was over I paid a visit to my bower, where I saw that the stakes with which I had made the fence were all shot up into young trees. So that in a year or two they would make quite a house of leaves and shade. When I saw this I went to work to plant some of the

same trees round the wall of my tent, that I might be still more shut in.

As I now knew when the rain would come, I took care to get in my food when it was fine, and while it was wet I made things in my cave. Some of these were baskets, which I made of the twigs of trees. These were of great use to me, to keep or carry things in.

When on one of my walks, I went right across to the seashore on the west side of the island, from which place I could see land not very far off. I could not tell what place this might be, but I thought it must be where the savages lived, so I felt very glad that I was not cast upon that shore.

That same day I caught a young parrot and took it home with me. In time I taught it to speak, and it learnt to call me by my name in a very clear way.

At this time my rice and barley gave signs of a nice crop, but I found that there were thieves who would rob me of it. First came the wild goats and hares, who lay in it all day and ate it so close that it could not shoot up to stalks.

So I had to build a fence all round to keep the beasts out, and I set my dog to guard it at night.

Thus I got rid of the thieves, who soon would not dare to come near the place.

But when the corn grew to the ear all the fowls and birds of the air flew round and pecked at it, till I saw they would soon leave me none. I got my gun and let fly at them, which gave them a great scare and sent them off. But as soon as I had gone they all flew back in a cloud and went to feast on my corn.

Then I was at a loss to know what to do, till at last I thought of a plan by which I might save my crop. I shot three of the fowls, and hung the dead birds on a stick to warn all the rest that their fate might be the same if they came near. This put them in so much fear that they not only kept off the corn, but would not come into that part of the land at all.

I then had to turn my mind to my clothes, which by this time had quite worn out. So I must think of a way in which to make me a new suit.

I have told you I kept and dried the skins of the beasts I shot, and these now came in to clothe me. The first thing I made of them was a great fur cap. I did this so well that I set to work and made a whole suit.

I cut the clothes loose so that I should not be

hot; and when I went out in the rain in them, I found that the wet ran off the fur, so I was kept dry.

There was one thing I was in great want of, and that was an umbrella to keep off the sun. It was by no means an easy task to make this, but I had set my mind to do it, so at last, after a great deal of care, I had an umbrella that I could put up and let down too. The cover of it was made of the skins, so the hair cast off the rain and kept off the sun. When there was no rain or sun I could shut it up and use it as a stick.

My next plan was to get some goats that I might tame them and have a flock of my own. But as they were all so wild I knew not how to catch any. At last I set a trap for them and caught three.

The way in which I made my trap was like this. First, I dug a large pit in the earth, in a place where the goats went to feed. Over the pit I placed a frame made of twigs, and upon this I put some corn and dry rice. I did this in such a way that when the goats ate they would fall in the pit and the frame would shut them in. Thus I caught three kids and two goats, which though they had a fall were not at all hurt.

In fact, one old he-goat was so fierce that I dare

not go in the pit to him. As I did not want to kill him, I let him out, when he ran off as fast as he could go. I let the other goat free too, and kept the three kids, I tied cords to these and got them home with me.

It took a good while to tame them, but I gave them sweet corn to eat and was very kind to them, till at last they grew to know me, and lose their fear. Then I chose a nice piece of ground for them to live on, and built a strong fence all round it. Thus I got my tame herd.

I learnt to milk these goats, and in time to make butter and cheese, which were a great treat to me.

It would have made you smile to see me and my pets at our meals. First, there was the king of the whole island, who was myself, then came my parrot Poll, my dog, and my two cats, one on each side of me. Each of these had a bit now and then from my hand, and my Poll would talk to us all the time.

When some weeks had gone by, I thought I would go for a tramp once more. A very queer man you would have thought me, had you met me on my way.

I wore my hat and suit of goats' skins, with some odd things on my feet, which were the best

I could do for shoes. From my waist I had hung a saw, while at my back I slung a basket. I had my gun in one hand and my umbrella in the other. My beard was long and my face burnt brown by the sun, so you can tell I was a queer sight to see.

GRAMMAR

Rules for Gender

Difference in gender is sometimes indicated by the use of a different word:

MASCULINE	FEMININE	MASCULINE	FEMININE
man	woman	sir	madam
cock	hen	stag	hind

It is sometimes indicated by means of a hyphenated prefix:

MASCULINE	FEMININE
father-in-law	mother-in-law
man-servant	woman-servant
he-goat	she-goat

In many cases it is indicated by a suffix:

MASCULINE	FEMININE	MASCULINE	FEMININE
abbot	abbess	actor	actress
count	countess	duke	duchess
emperor	empress	hero	heroine
lion	lioness	god	goddess
negro	negress	waiter	waitress

Rules for Person

Nouns do not differ in form, when used in different persons:

John closed the door (*third person*).
John, please close the door (*second person*).

Rules for Case

1. A noun does not differ in form when changed from the nominative to the objective case or vice versa.

1. John teaches Alice.
2. Alice teaches John.

2. The possessive of singular nouns is formed by adding the apostrophe and *s*.

John's George's boy's prince's

3. The possessive of singular nouns ending in *s*, *sh*, *ch*, *x*, or *z*, may sometimes be formed by adding the apostrophe only.

Johns' Burns' Knox' Heinz'

4. The possessive of plural nouns ending in *s* is formed by adding the apostrophe only.

the boys' the girls'

5. The possessive of plural nouns not ending in *s* is formed by adding the apostrophe and *s*, as in the case of singular nouns.

children's men's women's

6. Nouns in apposition take the sign of possession on the last only.

1. My brother, John's, school is close here.
2. Tom, the carpenter's, shop is over there.

Exercises

Pick out every noun in this lesson and change it from masculine to feminine gender, if possible. For those nouns which cannot be thus changed, give the reasons.

LESSON IV

ROBINSON CRUSOE

PART IV

And now I have come to a new part of my tale.

One day as I was by the seashore I saw the print of a man's foot in the sand. When I caught sight of it, I stood still as if I had seen a ghost. Then I had a good look all round, and up and down the shore, but I could not see the sign of a man nor anything else but this one print of a foot.

I knew not what to think, but I was so full of fear at the sight that I ran back home as fast as I could, and was not at rest till I had got over my wall and was safe in my tent.

I had no sleep that night, for I could not think what man had been on the shore, and how he got there. Then I thought it must be some savage who had come on land, and the thought gave me such a shock that I would not go out of my house for three days.

At last it struck me that it might be the print of my own foot when I had been on that part of the shore, and I had no need to be so afraid. So I went out once more, but I went on my way with much dread, for I felt I might have to run for my life at any time.

To make quite sure, I went to the place where the footprint was and put my own foot down to see if it was the same. Then I saw that it could not have been my foot, for mine was not so large by a great deal.

This told me that some strange men must have been on shore there, and the old fear came back to me.

All I could think of then was to make the guard round my house even stronger, so that no one could come at me when I was in it.

So I built one more wall, in which I made holes for my guns to go through. I put six of the guns I had got from the ship all round, in such a way that I could fire them all off at once if I chose.

When this was done, I set to work to plant young trees all round the place where my house was. Thus in time I had a wood so strong and thick that no one could pass through it. I found a way to get in and out by means of my ladder, but no one else would have known how to do this.

One day when I had gone down the hill to the shore I had one more great shock, for I saw the ground spread with skulls, hands and feet, and the bones of men. I also found a hole dug in the earth where a fire had been made.

The thought of what I had seen made me keep close to my home for quite two years, lest I should meet any of the cruel wretches. But as time went on my fears grew less and I went out more, though I would not drive a nail or chop a stick, still less fire my gun, lest they should hear me.

I dare not even light a fire, as the smoke could be seen so far off. So as I had to cook my food I found a way to have a fire and no smoke. To do this I burnt wood under turf, and made charcoal. Then I used this coal for a fire, and it made no smoke at all.

I thought so much of the savages, and the poor men who met with such a cruel death at their hands, that a great wish came to me to kill some of the wretches and save the men they would bring to kill and eat.

So I made up my mind I would keep a lookout for their boats on the sea, and when I saw them come, I would take my gun and hide among the trees. Then as soon as they were on the shore I would fire at them and kill as many as I could.

A year went by. Then at last one day I found the savages were on the sands not far from my tent.

I went to the top of the hill, and while I took care they could not see me, I had a good look at them. I saw they had a fire lit, and were all in a wild dance round it. Then my gaze fell on two poor wretches who lay on the sand by them.

One of the savages went up to these and gave the first a blow on the head with his club. The poor man fell dead at once. It made me turn sick to think they would soon cook and eat him.

Just then the other poor wretch saw there was a chance for him to save his life while they were so busy with their cruel knives. So he ran off with all speed and came near my way.

This gave me a great fright, for I thought the whole tribe would come to catch him, and they might find me and my home. But I lost some of my fear when I saw that not more than three ran in chase, and that these could not run half so fast as he who fled from them.

They soon came to that part of the shore where, as the tide was up, the sea met the rocks, and here I thought the poor man must be caught. But he made a plunge into the water and swam through it. Then on he flew as swift as a dart.

Two of those who were on his track could swim, but the third could not, so this one went back to the rest. The two took much more time to swim than the man who ran from them, so that he got a long start.

Now, thought I, is my chance to save this poor black's life. So off I went at full speed to my tent and got two guns. Then I went round a short cut that I knew, till I was at the back of him who fled, and in front of those who gave him chase.

I gave a loud call, which made the first man start and look back. When he saw me he was as much in fear of me as of those who came to catch him.

But I made a sign for him to come back; then I ran up to those who were after him, and, with a blow from my gun, I laid the first on the ground.

At this, the man with him took his bow and dart, and would have shot me had I not fired my gun and shot him first.

The poor black who fled stood still, and I could see he was in such fright at the noise and smoke of my gun, that he would soon fly from me too. So I made signs to him to come near and did all I could to make him see I was his friend.

At last he came close to me, fell on his knees

and laid his head on the ground in front of me. Then he took my foot and put it on his head, which meant that he would be my slave for ever. I made him get up, and with smiles and kind words I let him know I would not harm him.

He said some words to me, which, though I did not know what they meant, I thought very nice to hear, as they were the first sound of a man's voice I had heard for so many long years.

He then made signs to me that he should bury the dead men with sand, that the rest might not see them if they came that way. This I let him do. He soon dug a hole in the sand with his hands and put them out of sight.

I took him to my cave and gave him some bread and dried grapes to eat, with a drink of fresh water. He ate and drank as if he found all very good, and when he had done I let him lie down to sleep.

He was a fine young man with straight strong limbs and a nice frank face.

Grammar

Pick out all pronouns in this lesson and classify them one by one. Remember that there are four kinds of pronouns, namely: **personal, demonstrative, relative** and **interrogative.**

A demonstrative pronoun is sometimes called an adjective pronoun, because it can also be used as an adjective.

1. *Each* of them must do his duty (*pron.*).
2. *Each* man must do his duty (*adj.*).

A relative pronoun is also called a conjunctive pronoun, because it usually connects two clauses.

The savages visited the island *which* Robinson Crusoe lived on.

EXERCISES

I. Write sentences, using the following words first as pronouns and then as adjectives:

any	all	this	that	such
many	some	both	several	neither

II. Write sentences, using the following words first as relative pronouns and then as interrogative pronouns:

what which who whom whose

LESSON V

ROBINSON CRUSOE

PART V

I soon taught my new slave to speak to me and to make out what I said to him. First, I let him know his name should be Friday, as that was the day on which I saved his life. Then I

gave him some clothes, which he was very glad to wear, as he had none on at all.

In a short time we went to the place where the tribe had their cruel feast. The sight we met with made my heart sink, so that I felt sad all the rest of the day.

But all this was nought to Friday, who was used to it. I made him put the bones in a heap to burn them to ash.

As he did so, I saw that he would like to eat some of the flesh, for he was still a savage, but I made signs to show him how the very thought made me sick, and that if he did so I would kill him. Then he was full of shame and did not show any more such wish.

At first I took care that Friday could not get to me at night while I slept, for I did not feel quite sure of him. But I soon found I need not have had any fear, for after a time, when I knew him well, I found how good and true he was. I am sure he would have laid down his life to save mine.

It took him some time to get used to my gun. When he first saw me shoot a goat with it, he sank down at my feet, for he thought I would kill him too.

I did what I could to show him how I made the gun go off, and let him see I would not harm

him with it. But he would not touch it, and would look at it as if it were alive. When I was not near, I heard him speak to it and ask it not to kill him.

I now taught Friday to do all the work I did. He was so quick and bright, and tried so hard to please me, that I grew to love him, and our days were full of peace and joy. After some time, I had taught him how to beat the corn out, how to bake, and, in fact, how to do all the work for me.

One day while I was at work, Friday came up to me in great haste.

"O! Grief! O! Bad!" he cried out.

"What is it, Friday?" said I.

"There come one, two, three boats to shore," he said.

He meant that three boats full of savages were on their way to land.

"Well," said I, "do not fear. We must fight them. Will you stand by me, Friday, and do as I bid?"

"Yes, yes," he said. "But there come great lot, and we are but two."

"Our guns will scare those that we do not kill," I said.

So we got our guns and swords, and went at

once to the place, where the black men had come on shore. At first we hid mid the trees and had a good look at them.

They were all round their fire, at their cruel feast, and near them on the sands lay a white man, bound hand and foot.

The sight of a white face made me sob and think of my home so far away. When I saw two of the blacks go to kill the poor bound man, I said to Friday, "Do just as I do, and fail not."

I then took aim at the savages with my gun. "Fire," said I. And we both let fly at them.

We shot three dead, and hurt five so that they fell to the ground. The rest were in a great fright and did not know which way to run or look, for they knew not from whence the shots came. We took aim once more, and this time we saw five more fall.

"Come with me," I cried to Friday.

We made a rush out from the trees up to the poor man who was bound. Some of the blacks had fled from the shot and smoke of the guns, and got off to sea in their boats.

While Friday fired at the rest, I cut the cords which bound the white man, and set him free. He did not know how to find words with which to

thank me, but I told him there was no time to talk then as we must fight.

I gave him some rum to drink, and put a gun and sword in his hands. With these he fell upon the blacks like a fury, and soon put an end to three or four.

Then the three of us had a hot fight with the rest of them, but at last all those who had not got off to sea were killed by our guns and swords. I think the poor wretches were struck with such fear at the smoke and noise of our guns that they lost their strength and pluck.

When I went to one of the boats left on shore by the blacks, I found a poor man who was tied by the neck and heels, and who lay there half dead.

I at once set him free, but he was so full of fear that, as he was a black too, I bade Friday go and tell him he was safe, and also give him some food and drink.

When Friday saw him he fell on his neck and kissed him, then cried, sang, and danced like a madman. It was some time ere I could make him tell me what made him act so, but when he was more quiet he told me that it was his father.

The two were so glad to meet, that it did my heart good to see them.

"Have you any bread left for your father, Friday?" said I.

He shook his head and said, "None, ugly dog eat all up self."

By this he meant that he had eaten all his bread.

I then gave him a small cake out of my own pouch, and also some dried grapes. He took these to the old man, then left the boat and ran off at such a rate that he was out of sight ere I could ask him why he went.

But in a little while he came back, and I found he had been home for a jug of fresh water to quench his father's thirst. He had also brought me two more cakes.

When the old man had drunk his share, I bade Friday take the rest to the white man, who was as much in want of it. I also sent him one of the cakes.

We did all we could for the two men whose lives we had saved.

We took them home with us, and made beds for them to rest on, for they were both very weak. In fact, the poor white man was quite ill from all he had gone through, as well as from the hard fight.

That same day there came a storm at sea. It

was so rough that we felt sure the blacks who had put off in their boats could not have got to land, but must all have been lost.

When he was quite well, I had a long talk with the white man, who was a Spaniard, and he told me he had been on a wreck just as I had been years ago.

Ten more men, he said, had got on land with him, and were now with the savages, and in much fear of their lives. They could not get away as they had no ship, nor had they tools to build one.

I said I would like to help them if I could and that if they could come to my island, we might make a fine ship which would take us all to our friends.

He said he knew they would be glad to do so, and would feel how much they owed me if I would send them help. So I made up my mind to send him and Friday's father to see these men and bring them back to the island.

Then, one day when there was a fine wind, the Spaniard and Friday's father went in one of the boats in which the black men had brought them. I gave them food and guns to take with them, and sent them off.

Eight days went by, when one day Friday

came to me and said, "They are come! They are come! I can see a boat!"

I ran up the hill to look out, and there was a boat on its way to our shore. But as well as this I saw a large ship far out at sea, and it was an English ship.

Oh, the joy I felt when I saw one of our own ships. Yet I had some doubts, for I did not know if the men who were in the boat were friends or foes.

So I told Friday to lie quiet, for these were not those we were on the lookout for, and I did not know who they might be.

Just then the small boat came to shore, and I saw there were ten white men in it. Three of them had their hands tied at their backs with rope, so that they could not use them.

The rest took these three out of the boat, and as they did so, those whose hands were bound fell on their knees as to beg for their lives. Then I saw one of the men with them lift up his arm with a great sword to strike at them.

At this my blood ran cold, and I made up my mind to save them if I could. "O, look," cried Friday, "you see white mans eat man as well as black mans."

"No, no," said I, "I fear they may kill them, but you may be sure they will not eat them."

However, the men did not harm them then, and while the bound ones lay on the ground, the others left them and ran inland as if to see what kind of a place they were in.

They all went into the woods, and in an hour or two I saw they had lain down and gone to sleep.

Grammar

A pronoun always refers to a noun or another pronoun, usually in the same sentence. The noun or the pronoun thus referred to is called the antecedent.

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

I soon taught my new *slave* to speak to me and to make out what I said to *him*.

The antecedent to a relative pronoun is sometimes omitted.

1. Whoever breaks the law will be punished.=*Any person* who breaks the law will be punished.
2. This is exactly what I have seen.=This is exactly *the thing* which I have seen.

Exercises

Pick out every pronoun in Lesson I and state what its antecedent is. Examine carefully whether each pronoun agrees with its antecedent in number and gender.

LESSON VI

ROBINSON CRUSOE

PART VI

The three bound men still lay by a great tree, so, as the rest were asleep, I made up my mind to go to them and see if I could help them. With Friday at my heels, I went round to where they were.

When they caught sight of me, they had such a fright at my strange dress and look that they would have got up and run from me.

"Have no fear," said I, "for I am your friend. Tell me how you come to be in this sad state, and if my man can help you!"

"I was the captain of that ship you see," then spoke one of the men. "The crew are a bad lot, and when we were out at sea they rose up and tried to kill me, so that they could have the ship for their own. Then they thought they would not do that, but would take me and my mates and leave us on this island. We feared we must die, as we did not think there was anyone here to save us."

"Well," said I, "these brutes are now all asleep not far off. Shall we slay them as they lie?"

"I would not kill them all," he said, "but there are two who are far worse than the rest. These should be shot, or we shall not be safe at their hands. But I think all the rest would act as we wish if these two were out of the way."

"Then," said I, "if I help you to get free of them, will you give me your word to be true to me, and take me and my man to England in your ship?"

He said he would be more than glad to do all this, so I gave him and his two mates a gun each.

Just then we heard some of the men speak, and saw two of them get on their feet.

"Now is your time to fire at them," said I.

As he and his mates went to do so, the men who were up saw them and cried out to the rest. But it was too late, for the mates took aim at once and shot the two who were the worst.

Then the others sprang up, and when they saw us all with arms, they knelt down to beg us to spare them.

We told them we would do so if they would swear to be true and help us to get back to the ship. They swore to do this, so we did not harm them, but I thought it best to bind them hand and foot.

Then I took my three new friends home with

me, gave them a good meal, and told them all my story; and they told me that there were many more on the ship, and it would be hard for us to take it.

Just then we heard those on board fire a gun and saw them wave with their flag to tell those on shore to come back.

As these were all bound, of course they could not do so. Then we saw those on the ship hoist a small boat out, and ten men get into it and row to land.

When they got to shore, two of the men were left to take care of the boat, while the rest came to look for those we had with us. They went into the woods and gave loud shouts and calls, but, as no voices from their mates were to be heard, they knew not what to make of it.

Then a plan came to my mind by which we could trick them. I told Friday and one of our men to go to a small hill on the other side of the island, and cry out till these men heard them. They did this; and when the men heard, they at once thought it was their mates who cried, so went to try and find them.

In this way Friday led them so far in the woods that they lost their way and did not know where they were or how to get back to the boat.

While they were in this state, I, with the rest of our men, went to those who were in the boat and made them yield to us. This was soon done, as we were five and they but two.

Our next work was to wait for the other men and fall on them in the dark, for it was quite dark when they found their way back to the shore. We came right on them before they saw us, and at our first shot two of them fell.

The rest could not make out how many there were of us, so they were struck with fright.

Then the captain cried, "If you will all lay down your arms at once and yield to us, you shall have your lives; if not, we will kill the lot of you."

At this they all laid down their guns and gave in. We then bound them hand and foot, and took them to my cave.

Our next thought was of how we might seize the ship. A plan came to my mind, of which I told the captain, who thought it a very good one.

This was that he should choose the men whom he could trust from those we had in the cave, and make them swear to help him to take the ship. This would give him more hands to fight with those left on board.

So the next day he had some of the men brought to him, and had a long talk with them. He told

them what a great wrong they had done and what a sad plight they were now in, but that the chief (by which he meant me) would spare them if they would help him to get back the ship from those on board.

They fell on their knees and swore they would do all he told them, and be true to the very last.

All that was now left was for the captain, his mates and the men, to go to the ship. They at once set off in one of the boats, while Friday and I were left to guard those on land.

The boats came up to the ship late that night. Those on board could not see who were in them, so thought it was their own mates who had come back.

As soon as the captain got on the ship, he and his men made a rush for the crew and had a sharp fight for it. They shot the false captain dead, but soon made the rest yield, so the ship was taken with but one life lost.

They then fired six guns, as they told me they would if they won the fight. You may be sure that I, who sat on the hill on the shore, was right glad to hear them.

Then, as I was very tired, I lay down to sleep. The next thing I heard was my name, and I knew

the voice that said it was the captain's. I sprang up, and there he stood by my side.

"My dear friend, to whom I owe my life," said he, "there is your ship. For she is yours, and so are we."

I cast my eyes to sea, and there I saw the ship quite near the shore. I knew not what to do for joy when I saw a fine big ship which was my own, to take me back to home and friends.

The captain had brought me some sweet wine, a prime piece of beef, and some of the best food his ship held. I had a right good feast on these things, which were a great treat to me after the food I had lived on for so many years.

But the gift which gave me most joy of all was a suit of clothes, some shoes, and all things to wear. When I had them on, I felt I could not be the same man.

Before we left the island I had talk with the captain as to what we should do with the rest of the men who were in the cave. He said we could take them all with us but three. These three were such rogues that no one could trust them, so it would be best not to take them on the ship.

I had these three men brought to me. I told them they had done such wrong that we might

have got them hung for it, but we would spare their lives and leave them to live on the island.

They said they would be glad to stay, so I told them how to make their bread, plant their corn, dry their grapes, and, in a word, to do all I had done.

I left them most of the things I had for their use, and also sent for their chests from the ship, and a few more things that might help them.

Then I told them of the Spaniards and Friday's father, who would soon come to the island. I gave them a letter to give these men when they came.

In this letter I wrote the full story of the ship and how I came to sail in her. I also said that as soon as I could do so I would send a ship to take them to their homes.

I took with me my goatskin hat, my umbrella, and one of my parrots, so that when I got to England I might look at these things and think of the long years I had spent alone on my island.

Grammar

Pick out all verbs in this lesson and classify them one by one. Remember that there are three kinds of verbs, namely; **transitive, intransitive** and **auxiliary.**

A transitive verb is one that requires a receiver of its action.

An intransitive verb is one that does not require a receiver of its action.

An auxiliary verb is one that helps to define an action.

The action is usually received by an object, as in:

Robinson Crusoe killed *two savages*. (*active voice*)

But it may also be received by a subject, as in:

Two savages were killed by Robinson Crusoe.
(*passive voice*)

Sometimes the action must have two receivers, as in:

1. Robinson Crusoe gave *Friday* a *gun*.
(*direct and indirect objects*)
2. *Friday* was given a *gun* by Robinson Crusoe.
(*subject and direct object*)
3. A *gun* was given *Friday* by Robinson Crusoe.
(*subject and indirect object*)

EXERCISES

Write a story containing some twenty sentences, giving a brief account of Robinson Crusoe.

LESSON VII

A GREAT EXPLORER

This is the story of a poor boy who came to be one of the world's greatest ocean explorers.

His name was James Cook. He was born in England in the year 1728. When he was a boy,

he was apprenticed to a shopkeeper. But he did not care for the life of a shopkeeper; he longed for adventures, and wanted to know what foreign countries were like. So one day he left the shop and went to work on a small ship. When he was twenty-seven years old, he joined the British navy.

As he was a brave, honest and clever man, he soon came to be a lieutenant. Four years later, he became captain of a small ship, and took part in fighting the French in Canada.

As he was a skilful navigator and very clever at making maps, the British government asked him to be the leader in scientific expedition of exploration. In 1769 he was sent to explore the islands of the Pacific Ocean. He left England in a ship called the Endeavour with a crew of eighty-four. Touching at Madeira, in the Atlantic Ocean, the ship reached the wild South American country called Tierra del Fuego (this is a Spanish name meaning "Land of Fire"), and a few days later passed round Cape Horn.

About eight months after leaving England he came to ar island known today as Tahiti. The natives were very friendly, and Captain Cook stayed among them for three months, studying the habits and customs of the people. He was

so kind and wise in his treatment of the natives that he won their friendship wherever he went. One of the natives of Tahiti was so fond of Captain Cook that he joined the ship and went with him when he continued his voyage.

Captain Cook then discovered several other large islands, and made maps of them. Then one day he came to two very large islands called New Zealand. These islands had been discovered in 1642 by the Dutch explorer Tasman, but his party were afraid to land there because the natives seemed so fierce and warlike. Captain Cook, too, found the natives very warlike, and it was impossible to make friends with them. He spent many months on the coast exploring and making maps of this beautiful country.

It was known that twelve hundred miles to the west there was an enormously large but little known island, then called New Holland (now called Australia), and Captain Cook made up his mind to go and see what it was like. So one day he passed through the strait separating the two islands of New Zealand (since known as Cook Strait) and sailed for the west. His intention was to visit the southern part discovered by the Dutchman, Van Diemen (now known as the island of Tasmania). On account of the strong

winds, however, he came in sight of the great island very much further to the north.

All the earlier explorers had said that Australia was a country of deserts and wild rocks, and that no Europeans could live there. To his surprise, however, he found a beautiful country of plains and hills covered with green woods. As it reminded him of South Wales, in England, he called it New South Wales. He explored the coast for many hundreds of miles and claimed all the country for England. For this reason Captain Cook has been called "the real discoverer of Australia."

While sailing along the coast of Australia, he had many adventures, often being attacked by the savage black natives, and often being shipwrecked on the dangerous rocks. At last he came to the most northern point of Australia and from there passed through Torres Strait, reached the Dutch island of Java, and from there sailed home to England after a voyage which had lasted three years.

The following year, he made a second voyage, which also lasted three years. During this voyage he explored far to the south, among the ice of the Antarctic. It had often been imagined that there was a large continent a little south of Australia,

but Captain Cook found nothing but sea and ice. He returned to the south Pacific, discovered many more islands, made the first correct maps of that part of the world, and then went back to England.

Although he was now forty-eight years old, he started the next year on a third expedition. On this third voyage, he rediscovered the Hawaiian Islands. From there he went north along the coast of America to the Bering Sea. He passed through the Bering Strait separating Asia from America, but was not able to get through the wall of ice to the north.

He returned to pass the winter in Hawaii. As always, he had won the friendship of the natives by his kind and wise treatment. One day, however, in 1779, there was a quarrel concerning a boat which had been stolen. Captain Cook landed in order to make an enquiry, and while doing so was killed.

Captain Cook explored a greater length of coast than any other man; he made the map of the Pacific; his explorations gave Australia and New Zealand to Britain. He did not care for rewards, but had a great love of adventure and a great curiosity about distant countries and peoples.

GRAMMAR

A finite verb must agree with its subject in person and number. By finite verb is meant a verb that has a subject and asserts definite action about it.

Most finite verbs of the present tense change their form to indicate person and number in the third person singular, as:

I run	I have
You run	You have
He runs	He has

When the finite verbs are in the past tense, there is no need of any change of form to indicate person and number in the third person singular, as:

I ran	I had
You ran	You had
He ran	He had

The verb "to be" has many changes for person and number. The following is the conjugation of this particular verb in the indicative mood:

Present Indefinite Tense

SINGULAR	PLURAL
I am	We are
You are	You are
He is	They are

Past Indefinite Tense

SINGULAR	PLURAL
I was	We were
You were	You were
He was	They were

Future Indefinite Tense

I shall be	We shall be
You will be	You will be
He will be	They will be

Present Perfect Tense

I have been	We have been
You have been	You have been
He has been	They have been

Past Perfect Tense

I had been	We had been
You had been	You had been
He had been	They had been

Future Perfect Tense

I shall have been	We shall have been
You will have been	You will have been
He will have been	They will have been

EXERCISES

Answer the following questions:

1. Who was James Cook?
2. Where and when was he born?

3. What did he long for, when he was a boy?
4. Why did he leave the shop in which he was apprenticed?
5. After he joined the British navy for some time, what did the British government ask him to be?
6. What was he sent to explore in 1769?
7. What island did he come to about eight months after leaving England?
8. How did he get on with the natives?
9. Who first discovered New Zealand?
10. Why were he and his party afraid to land there?
11. Finding the natives of New Zealand very warlike, what did Captain Cook do?
12. By what name was Australia called at that time?
13. What is the name of the strait that separated the two islands of New Zealand?
14. Why?
15. What did all earlier explorers think about Australia?
16. How did James Cook find it to be?
17. How did he sail home to England?
18. How long did his first voyage last?
19. What did he explore during the second voyage?
20. What did he find toward the south of Australia?
21. Who made the first correct maps of the South Pacific?
22. How long did his second voyage last?
23. After he had rediscovered the Hawaiian Islands on the third voyage, where did he go?
24. Why was his expedition checked?
25. How did he die?

LESSON VIII

THE FIRST COMMUNICATIONS BY LAND AND WATER

At the present time men go about the world from one country to another, or send goods from one country to another in three different ways:

By Water. In ships; either sailing ships, steam ships or motor ships across the seas. By boats on canals and rivers.

By Land. In many different ways, such as motor cars, trains, carts and horses, by walking, etc.

By Air. In aëroplanes and airships.

Up to twenty years ago men had not learnt to make flying machines and could only get about the earth by traveling on land or on water.

There were land communications and water communications. "Communications" is a word meaning "the way between two places."

Water communications are generally of two kinds — by sea and by river. The sea communications have been more important in the story of the world than the river communications.

When men first began to settle down and build

towns and organize themselves into small states, which from time to time were grouped into great empires, they could only go from one place to another by land and by water, and even so they moved slowly and not very comfortably. On land they could walk, or ride on horses, or in carts dragged by horses or oxen. On water they had small ships which were moved either by oars or by sails.

As soon as men began to live in states, communications became important. The government could not rule unless it had communications in the state. You could never look after a house if there were no stairs in it, no doors to the rooms, and no passages, could you?

Men soon began to find out that communications on land were very different from those at sea. On land one could not usually go straight from place to place. Perhaps there were high mountains in the way. If there were, one must either go round them, or find some easy way across them. Nowadays men of science have found out ways of making holes through big mountains. These holes are called tunnels.

In many places a river on its way to the sea has cut a valley through mountains, and men

have been able to make a road beside the river. A short way cut through mountains is called a pass. Large rivers, though useful as highways for water traffic, are a nuisance if one wants to go across. In that case, one has to build bridges.

Communication across deserts is difficult, as there is no water to drink for men or animals. Forests, jungles and swamps are things which often make communications on land difficult.

Now we will think about the sea.

In the first place neither men nor animals can walk on the sea. Men have to build ships, and if the ships are not big enough a rough sea will sink them and every one on board will be drowned. Moreover, it is difficult, or the first sailors found it difficult, to know where you are once you get out of sight of land. On land there are hills and woods and rivers which one can recognize. One can say, "I've got to get over that mountain and then I shall see a lake, and the town I want to get to is on a river which starts from the lake." But at sea, once you get out of sight of land, there are nothing but the waves and the sky. You cannot say, "I will steer for that wave or

this wave," for they are always moving and are all alike.

With the help of the compass invented by the Chinese, men have discovered how to find their way across the seas. But the first sailors were so afraid of getting out of sight of land, that they used to sail along the coast, or to pass from one island to another. The reason why the ancient Greeks had more contact on the East with Asia Minor is due to the fact that the sea between the east coast of Greece and Asia Minor is spotted with islands, which serve as stepping stones to the first sailors.

One of the great advantages of sea communications over land communications is that one can put much more in a ship than in a cart, and so men found out that a ship was a very useful thing for trading—that is, sending goods to one part of the world and exchanging them for other goods.

A very interesting fact about "communications" is that for hundreds of years no improvement was made in communications. Two hundred, even a hundred years ago, it was nearly

as slow a business to get about the world as it had been to do these things in the days of the ancient Greeks.

Then, about a hundred years ago, communications all over the world began to become better and faster. Trains on land and steamers at sea were first invented and have been getting better and faster ever since. Then, about thirty years ago, communications again began to improve very quickly. First, the motor car was invented, then the aëropiane, and then the wireless was added to the telegraph and telephone. These great jumps in the world of communications were made possible because of discoveries made by scientists.

Grammar

You have already learnt that there are several forms of verbs which are not finite. These are (I) the **infinitive,** (II) the **participle,** and (III) the **gerund.** Let us review them one by one.

I. The Infinitive

The infinitive has the qualities of both noun and verb. The word "to" is called the sign of the infinitive and usually occurs with it. It is frequently omitted, however, after certain verbs such as *let, bid, dare, make, bear, feel, help, please,* etc.

1. We let him (*to*) *go*.
2. I dare not (*to*) *say*.

Like a verb, an infinitive can have a subject and an object, but its subject must be in the objective case.

I told him *to do* this.

(Here the infinitive "to do" has the pronoun "this" as its object and the pronoun "him" as its subject; but the latter is in the objective case, because it is governed by the finite verb "told")

Like a noun, the infinitive can be the subject and the object of a finite verb.

1. *To play* is interesting. (*subject to finite verb*)
2. I like *to play*. (*object to finite verb*)

But the infinitive used as subject to a finite verb is usually substituted by the pronoun "it" while the infinitive itself is placed under the predicate.

It is interesting *to play*.

The infinitive may be used as an adjective either as a modifier of a noun or pronoun or as a complement.

1. They had work *to do*. (*adjective modifying* "work")
2. The matter is not *to be regarded* lightly.
(*complement*)

The infinitive may also be used as an adverb to express reason, condition, etc.

1. He is studying hard *to win a prize.* (*reason*)
2. *To speak honestly,* I do not think you will succeed. (*condition*)

EXERCISES

Study every infinitive in this lesson and point out its use.

LESSON IX

THE ANCIENT GREEKS

About 2,500 (two thousand five hundred) years ago, that is to say about the time that Confucius lived, the most civilized people in the West were the Greeks. At that time in Greece there were great rulers, philosophers, writers and artists. It is said that there have never been any buildings so beautiful as the temples of ancient Greece, and that the work of most famous modern sculptors are inferior to the masterpieces of the ancient Greek sculptors. Indeed, there are some people who declare that if anyone says or thinks of anything very wise or very beautiful, he shall find that there was some Greek who said or thought of exactly the same thing more than 2,000 (two thousand) years ago.

Plato, Aristotle and Socrates were perhaps the three greatest philosophers that the Western world

has ever seen. Homer is said to have been the greatest of all poets. Then there was Æsop, who wrote the fables that we have been reading. Demosthenes is said to have been the greatest orator. The brave Leonidas gave an example of patriotism and courage that the world will never forget.

Alexander the Great was a Greek. He was so ambitious that he wanted to conquer the whole of the civilized world. He defeated the Egyptians, the Persians and the other peoples and destroyed the armies and cities of those who resisted him. He persevered in his conquest until he succeeded in realizing his ambition. He was a successful conqueror but did no good to the world. He did not succeed in organizing his great Empire, and when he died, his Empire immediately fell to pieces.

The ancient Greek language was one in which the most abstract thought could be expressed in the most beautiful way. It is said, too, that the Greek were the first to use a real alphabet for writing.

It may be interesting for you to know that there are now many Greek words used in English. Just as the Japanese take Chinese words in order to make new Japanese words, the English often

take Greek words to make new English words, especially words used in science. The word "alphabet" is a Greek word. It comes from "alpha" (α) and "beta" (β), which are the names of the first two letters in the Greek alphabet. "Telescope" is a word which comes from two Greek words meaning "far" and "see."

So when we speak of the greatness of Greece, we must remember that without Greek civilization, to-day there would probably be no Western civilization at all. In other words, the Western peoples owe their civilization to the Greeks.

GRAMMAR

II. Participle

A participle has the qualities of both verb and adjective. It is of two kinds, namely; the present participle and the past participle. The present participle ends invariably in *ing*. The past participle ends in *ed* in verbs of regular conjugation; while it ends in *en* or undergoes certain internal change in verbs of irregular conjugation.

VERB PRESENT TENSE	VERB PAST TENSE	PRESENT PARTICIPLE	PAST PARTICIPLE
be	was, were	being	been
write	wrote	writing	written
play	played	playing	played
begin	began	beginning	begun
bring	brought	bringing	brought
eat	ate	eating	eaten
pay	paid	paying	paid

When used as part of a verb, the present participle must be preceded by the verb "to be," while the past participle must be preceded by the verb "to have" in the active voice or preceded by the verb "to be" in the passive voice.

I am seeing
I have seen. (*active voice*)
I am seen. (*passive voice*)

When used in the manner of an adjective, the present as well as the past participle is usually placed before the noun which it modifies.

1. Your *loving* friend.
2. A *learned* man.

But a present or past participle phrase may be placed either before or after the noun or pronoun which it modifies.

1—*a.* *Having heard the last bell,* the students picked up their books and went home. (*present participle phrase placed before the noun modified*)

b. The students, *having heard the last bell,* picked up their books and went home. (*present participle phrase placed after the noun modified*)

2—*a.* *Dragged by oxen,* the carts moved slowly. (*past participle placed before the noun modified*)

b. The carts, *dragged by oxen,* moved slowly. (*past participle placed after the noun modified*)

III. The Gerund

A gerund has the qualities of both verb and noun. Like the present participle, it ends invariably in *ing*.

In the nature of a noun, a gerund can be the subject or object of a finite verb or object to a preposition.

1. My *studying* English has helped me a great deal.
   (*gerund as subject*)
2. I prefer *studying* English in the morning.
   (*gerund as object*)
3. I am fond of *studying* English.
   (*gerund as object to preposition*)

In the nature of a verb, a gerund can govern a noun or pronoun as its object.

I prefer *studying* English in the morning.
(*gerund governing a noun as its object*)

Exercises

I. Study every participle or gerund in this lesson and point out its use.

II. Answer the following questions:

1. About how long ago did Confucius live?
2. At the time of Confucius who were the most civilized people in the West?
3. Where do the Greeks live?
4. Were the ancient Greek sculptors clever?
5. What do we call the most famous or the best work of an artist or of a writer?

6. Which are said to be better: the work of our modern sculptors or the masterpieces of the ancient Greek sculptors?
7. Which are said to be inferior: the work of our modern sculptors or the masterpieces of the ancient Greek sculptors?
8. Was Plato an artist? If not, what was he?
9. Will you give the names of two other great Greek philosophers?
10. What was Homer?
11. Who is said to be the greatest of all poets in the West?
12. Who were perhaps the three greatest philosophers in the Western world?
13. What did Æsop write?
14. Was he a writer or philosopher?
15. What was the name of the greatest orator in ancient Greece?
16. What was the name of the brave Greek who gave us an example of patriotism and courage?
17. Have you ever read about the story of Leonidas?
18. Was Alexander the Great a Greek?
19. What did he want to conquer?
20. Who defeated the Egyptians and the Persians?
21. By whom were the Persians defeated?
22. What was Alexander's ambition?
23. Was he successful in organizing his Empire or was he not?
24. Did Alexander do good or harm to the world?
25. When did the Empire of Alexander fall to pieces?
26. Was Alexander a good soldier or a good ruler?

27. Do the Western peoples owe much or little to Greek civilization?
28. Whose life do you think was the more useful: the life of Socrates or the life of Alexander the Great?

LESSON X

THE CRUEL TRIBUTE

PART I

Minos, king of Crete, had made war upon Athens. He had come with a great fleet of ships and an army, and had burned the merchant vessels in the harbor, and had overrun all the country and the coast even to Megara, which lies to the west. He had laid waste the fields and gardens round about Athens, had pitched his camp close to the walls, and had sent word to the Athenian rulers that on the morrow he would march into their city with fire and sword and would slay all their young men and would pull down all their houses, even to the Temple of Athena, which stood on the great hill above the town. Then Aegeus, the king of Athens, with the twelve elders who were his helpers, went out to see King Minos and to treat with him.

"O mighty king," they said, "what have we done that you should wish thus to destroy us from the earth?"

"O cowardly and shameless men," answered King Minos, "why do you ask this foolish question, since you can but know the cause of my wrath? I had an only son, Androgeos by name, and he was dearer to me than the hundred cities of Crete and the thousand islands of the sea over which I rule. Three years ago he came hither to take part in the games which you held in honor of Athena, whose temple you have built on yonder hill top. You know how he overcame all your young men in the sports, and how your people honored him with song and dance and laurel crown. But when your king, this same Aegeus who stands before me now, saw how everybody ran after him and praised his valor, he was filled with envy and laid plans to kill him. Whether he caused armed men to waylay him on the road to Thebes, or whether as some say he sent him against a certain wild bull of your country to be slain by that beast, I know not; but you cannot deny that the young man's life was taken from him through the plotting of this Aegeus."

"But we do deny it—we do deny it," cried the elders. "For at that very time our king was sojourning at Troezen on the other side of the Saronic Sea, and he knew nothing of the young prince's death. We ourselves managed the city's

affairs while he was abroad, and we know whereof we speak. Androgeos was slain, not through the king's orders but by the king's nephews, who hoped to rouse your anger against Aegeus so that you would drive him from Athens and leave the kingdom to one of them."

"Will you swear that what you tell me is true?" said Minos.

"We will swear it," they said.

"Now then," said Minos, "you shall hear my decree. Athens had robbed me of my dearest treasure, a treasure that can never be restored to me; so, in return, I require from Athens, as tribute, that possession which is the dearest and most precious to her people; and it shall be destroyed cruelly as my son was destroyed."

"The condition is hard," said the elders, "but it is just. What is the tribute which you require?"

"Has the king a son?" asked Minos.

The face of King Aegeus lost all its color and he trembled as he thought of a little child then with its mother at Troezen on the other side of the Saronic Sea. But the elders knew nothing about that child, and they answered:

"Alas, no, he has no son, but he has fifty nephews who are eating up his substance and longing

for the time to come when one of them shall be king; and, as we have said, it was they who slew the young prince, Androgeos."

"I have naught to do with those fellows," said Minos, "you may deal with them as you like. But you ask what is the tribute that I require, and I will tell you. Every year when the springtime comes and the roses begin to bloom, you shall choose seven of your noblest youths and seven of your fairest maidens, and shall send them to me in a ship which your king shall provide. This is the tribute which you shall pay to me, Minos, king of Crete; and if you fail for a single time, or delay even a day, my soldiers shall tear down your walls and burn your city and put your men to the sword and sell your wives and children as slaves."

"We agree to all this, O King," said the elders, "for it is the least of two evils. But tell us now, what shall be the fate of the seven youths and the seven maidens?"

"In Crete," answered Minos, "there is a house called the Labyrinth the like of which you have never seen. In it there are a thousand chambers and winding ways, and whosoever goes even a little way into them can never find his way out again. Into this house the seven youths and the

seven maidens shall be thrust, and they shall be left there—"

"To perish with hunger?" cried the elders.

"To be devoured by a monster whom men call the Minotaur," said Minos.

Then King Aegeus and the elders covered their faces and wept and went slowly back into the city to tell their people of the sad and terrible conditions upon which Athens could alone be saved.

"It is better that a few should perish than that the whole city should be destroyed," they said.

Years passed by. Every spring when the roses began to bloom seven youths and seven maidens were put on board of a black-sailed ship and sent to Crete to pay the tribute which King Minos required. In every house in Athens there was sorrow and dread, and the people lifted up their hands to Athena on the hill top and cried out, "How long, O Queen of the Air, how long shall this thing be?"

In the meanwhile the little child at Troezen on the other side of the sea had grown to be a man. His name, Theseus, was in everybody's mouth, for he had done great deeds of daring; and at last he had come to Athens to find his father, King Aegeus, who had never heard whether

he was alive or dead; and when the youth had made himself known, the king had welcomed him to his home and all the people were glad because so noble a prince had come to dwell among them and, in time, to rule over their city.

GRAMMAR

There are some special rules for agreement between the subject and predicate verb.

1. Singular nouns connected by *either···or, neither···nor* require a singular verb.

1. *Either* Li *or* Chang is going.
2. *Neither* Li *nor* Chang is going.

2. If *either···or*, and *neither···nor* connect subjects of different person or number, the verb agrees with the subject nearer to it or two verbs may be used.

1. *Neither* Li *nor* his brothers are going.
2. *Neither* Li is going, *nor* are his brothers.

3. When additions are made to a singular subject by such words as *with, along with, together with, as well as, in addition to* and so forth, the number of the verb is not changed.

1. Li, *together with* his three brothers, is going.
2. Li, *as well as* his three brothers, is going.

4. The predicate of a relative pronoun agrees in person and number with the antecedent of the pronoun.

1. *One* of the boys *who has* done that must be punished.
2. One of the *boys who are* in this class will be punished.

5. If a subject, plural in form, is used in a singular sense, the verb should be singular.

1. *Gulliver's Travels was* written by Swift.
2. This *news is* too good to be true.

EXERCISES

Diagram the sentences in the first paragraph of this lesson.

LESSON XI

THE CRUEL TRIBUTE

PART II

The springtime came again. The black-sailed ship was rigged for another voyage. The rude Cretan soldiers paraded the streets, and the herald of King Minos stood at the gates and shouted:

"Yet three days, O Athenians, and your tribute will be due and must be paid."

Then in every street the doors of the houses were shut and no man went in or out, but every one sat silent with pale cheeks, and wondered whose lot it would be to be chosen this year. But the young prince, Theseus, did not understand, for he had not been told about the tribute.

"What is the meaning of all this?" he cried. "What right has a Cretan to demand tribute in Athens? and what is this tribute of which he speaks?"

Then Aegeus led him aside and with tears told him of the sad war with King Minos, and of the dreadful terms of peace. "Now, say no more," sobbed Aegeus, "it is better that a few should die even thus than that all should be destroyed."

"But I will say more," cried Theseus. "Athens shall not pay tribute to Crete. I myself will go with these youths and maidens, and I will slay the monster Minotaur, and defy King Minos himself upon his throne."

"Oh, do not be so rash," said the king, "for no one who is thrust into the den of the Minotaur ever comes out again. Remember that you are the hope of Athens, and do not take this great risk upon yourself."

"Say you that I am the hope of Athens?" said Theseus. "Then how can I do otherwise than go?" And he began at once to make himself ready.

On the third day all the youths and maidens of the city were brought together in the market place, so that lots might be cast for those who were to be taken. Then two vessels of brass were

brought and set before King Aegeus and the herald who had come from Crete. Into one vessel they placed as many balls as there were noble youths in the city, and into the other as many as there were maidens; and all the balls were white save only seven in each vessel, and those were black as ebony.

Then every maiden, without looking, reached her hand into one of the vessels and drew forth a ball, and those who took the black balls were borne away to the black ship, which lay in waiting by the shore. The young men also drew lots in like manner, but when six black balls had been drawn Theseus came quickly forward and said:

"Hold! Let no more balls be drawn. I will be the seventh youth to pay this tribute. Now let us go aboard the black ship and be off."

Then the people, and King Aegeus himself, went down to the shore to take leave of the young men and maidens, whom they had no hope of seeing again; and all but Theseus wept and were broken-hearted.

"I will come again, father," he said.

"I will hope that you may," said the old king. "If when this ship returns, I see a white sail spread above the black one, then I shall know that you are alive and well; but if I see only

the black one, it will tell me that you have perished."

And now the vessel was loosed from its moorings, the north wind filled the sail, and the seven youths and seven maidens were borne away over the sea, towards the dreadful death which awaited them in far distant Crete.

At last the black ship reached the end of its voyage. The young people were set ashore, and a party of soldiers led them through the streets towards the prison, where they were to stay until the morrow. They did not weep nor cry out now, for they had outgrown their fears. But with paler faces and firmest lips, they walked between the rows of Cretan houses, and looked neither to the right nor to the left. The windows and doors were full of people who were eager to see them.

"What a pity that such brave young men should be food for the Minotaur," said one.

"Ah, that maidens so beautiful should meet a fate so sad," said others.

And now they passed close by the palace gate, and in it stood King Minos himself, and his daughter Ariadne, the fairest of the women of Crete.

"Indeed, those are noble young fellows," said the king.

"Yes, too noble to feed the vile Minotaur," said Ariadne.

"The nobler, the better," said the king, "and yet none of them can compare with your lost brother Androgeos."

Ariadne said no more, and yet she thought that she had never seen any one who looked so much like a hero as young Theseus. How tall he was, and how handsome. How proud his eye, and how firm his step. Surely there had never been his like in Crete.

All through that night Ariadne lay awake and thought of the matchless hero, and grieved that he should be doomed to perish; and then she began to lay plans for setting him free. At the earliest peep of day she arose, and while everybody else was asleep, she ran out of the palace and hurried to the prison. As she was the king's daughter, the jailer opened the door at her bidding and allowed her to go in. There sat the seven youths and the seven maidens on the ground, but they had not lost hope. She took Theseus aside and whispered to him. She told him of a plan which she had made to save him; and Theseus promised her that, when he had slain the Minotaur, he would carry her away with him to Athens where she should live with him always. Then she

gave him a sharp sword, and hid it underneath his cloak, telling him that with it alone could he hope to slay the Minotaur.

"And here is a ball of silken thread," she said. "As soon as you go into the Labyrinth where the monster is kept, fasten one end of the thread to the stone doorpost, and then unwind it as you go along. When you have slain the Minotaur, you have only to follow the thread and it will see that your ship is ready to sail, and then I will wait for you at the door of the Labyrinth."

Theseus thanked the beautiful princess and promised her again that if he should live to go back to Athens she should go with him and be his wife. Then with a prayer to Athena, Ariadne hastened away.

Grammar

You have already learnt that there are six kinds of adjectives, namely; **proper, descriptive (of quality), quantitative (of quantity), numeral (of number), demonstrative and distributive.**

A proper adjective is one that is formed from a proper noun.

Proper Noun	Proper Adjective
China	Chinese
Japan	Japanese
Europe	European

Proper Noun	Proper Adjective
America	American
Greece	Greek
Persia	Persian
Crete	Cretan
Rome	Roman
England	English

A descriptive adjective is one that describes the quality of a noun or pronoun.

1. A *wise* man.
2. He is *wise*.

A quantitative adjective is one that specifies the quantity of material or degree of quality. It is used to modify a material noun or an abstract noun.

1. *Much* water.
2. A *little* knowledge.

A numeral adjective is one that specifies the number of concrete things. It is used to modify a common or collective noun.

1. *Many* books.
2. A *few* classes.

A demonstrative adjective points out a certain person or thing.

Demonstrative adjectives and demonstrative pronouns are usually the same in form but different in use.

1. *This* is my book. (*demonstrative pronoun*)
2. *This* book is mine. (*demonstrative adjective*)

A distributive adjective shows that the persons or things are taken singly or in separate lots.

1. I go to school *every* morning.
2. I have a book in *each* hand.
3. You can take *either* side.
4. I will take *neither* side.

The article *a, an* and *the,* may be regarded as demonstrative adjectives.

A noun may also be used as an adjective without any change of form.

1. The *Chicago* Exposition.
2. The *country* school.
3. An *iron* cost.

EXERCISES

Pick out all adjectives in this lesson and classify them one by one.

LESSON XII

THE CRUEL TRIBUTE

PART III

As soon as the sun was up, the guards came to lead the young prisoners to the Labyrinth. They did not see the sword which Theseus had under his cloak, nor the tiny ball of silk which he held in his closed hand. They led the youths and

maidens a long way into the Labyrinth, turning here and there, back and forth, a thousand different times, until it seemed certain that they could never find their way out again. Then the guards, by a secret passage which they alone knew, went out and left them, as they had left many others before, to wander about until they should be found by the terrible Minotaur.

"Stay close by me," said Theseus to his companions, "and with the help of Athena who dwells in her temple home in our own fair city, I will save you."

Then he drew his sword and stood in the narrow way before them; and they all lifted up their hands and prayed to Athena.

For hours they stood there, hearing no sound, and seeing nothing but the smooth, high walls on either side of the passage and the calm blue sky so high above them. Then the maidens sat down upon the ground and covered their faces and sobbed, and said:

"Oh, that he would come and put an end to our misery and our lives."

At last, late in the day, they heard a bellowing, low and faint as though far away. They listened and soon heard it again, a little louder and very fierce and dreadful.

"It is he, it is he," cried Theseus, "and now for the fight."

Then he shouted, so loudly that the walls of the Labyrinth answered back, and the sound was carried upward to the sky and outward to the rocks and cliffs of the mountains. The Minotaur heard him, and his bellowings grew louder and fiercer every moment.

"He is coming," cried Theseus, and he ran forward to meet the beast. The seven maidens shrieked, but tried to stand up bravely and face their fate; and the six young men stood together with firmest teeth and clinched fists, ready to fight to the last.

Soon the Minotaur came into view, rushing down the passage towards Theseus, and roaring most terribly. He was twice as tall as a man, and his head was like that of a bull with huge sharp horns and fiery eyes and a mouth as large as a lion's; but the young men could not see the lower part of his body for the cloud of dust which he raised in running. When he saw Theseus with the sword in his hand coming to meet him, he paused, for no one had ever faced him in that way before. Then he put his head down, and rushed forward, bellowing. But Theseus leaped quickly aside, and made a sharp thrust with his

sword as he passed, and hewed off one of the monster's legs above the knee.

The Minotaur fell upon the ground, roaring and groaning and beating wildly about with his horned head and his hooflike fists; but Theseus nimbly ran up to him and thrust the sword into his heart, and was away again before the beast could harm him. A great stream of blood gushed from the wound, and soon the Minotaur turned his face towards the sky and was dead.

Then the six youths and maidens ran to Theseus and kissed him for his great deed; and, as it was already growing dark, Theseus bade them follow him while he wound up the silken thread which was to lead them out of the Labyrinth. Through a thousand rooms and courts and winding ways they went, and at midnight they came to the outer door and saw the city lying in the moonlight before them; and, only a little way off, was the seashore where the black ship was moored which had brought them to Crete. The door was wide open, and beside it stood Ariadne waiting for them.

"The wind is fair, the sea is smooth, and the sailors are ready," she whispered; and she took the arm of Theseus, and all went together through the silent streets to the ship.

When the morning dawned they were far out to sea, and, looking back from the deck of the little vessel, only the white tops of the Cretan mountains were in sight.

Minos, when he arose from sleep, did not know that the youths and maidens had gotten safe out of the Labyrinth. But when Ariadne could not be found, he thought that robbers had carried her away. He sent soldiers out to search for her among the hills and mountains, never dreaming that she was now well on the way towards distant Athens.

Many days passed, and at last the searchers returned and said that the princess could nowhere be found. Then the king covered his head and wept, and said:

"Now, indeed, I am bereft of all my treasures."

In the meanwhile, King Aegeus of Athens had sat day after day on a rock that he might see a ship coming from the south. At last the vessel with Theseus and his companions came in sight, but it still carried only the black sail, for in their joy the young men had forgotten to raise the white one.

"Alas, alas, my son has perished," moaned Aegeus, and he fainted and fell forward into the

sea and was drowned. And that sea, from then until now, has been called by his name, the Aegean Sea.

Thus Theseus became king of Athens.

Grammar

Adjectives are inflected as follows:

I. Number

Singular	Plural	
this	these	(*demonstrative*)
that	those	(*demonstrative*)
one	many	(*numeral*)

II. Degrees of Comparison

Positive	Comparative	Superlative	
wise	wiser	wisest	(*descriptive*)
diligent	more diligent	most diligent	(*descriptive*)
good	better	best	(*descriptive*)
bad	worse	worst	(*descriptive*)
little	less	least	(*quantitative*)
much	more	most	(*quantitative*)
few	less	least	(*numeral*)
many	more	most	(*numeral*)

Adjectives are used as follows:

1. **Attributive.** (*before the noun*)

A *wise* man.

2. **Predicative.** (*after the verb*)

The man is *wise*.

3. **Objective complement.** (*after the object*)

They made me *sad*.

EXERCISES

I. Pick out all adjectives in this lesson, and have them inflected as to number and comparison, if possible.

II. Answer the following questions:

1. Who was Minos?
2. Upon which country had he made war?
3. What had he done to Athens?
4. Who was Aegeus?
5. What did Aegeus do then?
6. Why was Minos so angry with Athens?
7. What condition of peace did Minos impose upon Athens?
8. Did the Athenian people accept it?
9. Why?
10. How many youths and maidens were sent to Crete every spring?
11. Who was Theseus?
12. How did the Athenians choose the youths to be sent to Crete?
13. After six youths had been thus chosen, who came in and offered himself to be the seventh?
14. How were these youths and maidens carried to Crete?

15. Who was Ariadne?
16. How did she think about Theseus?
17. What did she decide to do?
18. What did she give to Theseus?
19. What kind of beast was Minotaur?
20. Did Theseus succeed in defying the monster?
21. What was the result then?
22. How did Theseus and his party manage to get out of the Labyrinth?
23. Who was waiting at the seashore?
24. What became of Theseus afterwards?

LESSON XIII

THE EDUCATIONAL SYSTEM OF SPARTA

PART I

Although much has been written concerning the old Greek education, our information with regard to many of its conditions is meagre. According to Plutarch, it was the famous lawgiver, Lycurgus, who was responsible for the foundation of the Spartan system of education.

This system sought to train all free citizens to be superior to ordinary human weaknesses, for the good of the State. The most conspicuous features of the system were, (1) the strict limitation of natural wants, desires and passions, (2) the subordination of the individual to the State

and (3) the separation of the free citizens whose only profession was war, from the slaves to whom the industrial arts were relegated.

1. From their earliest youth the Spartan children were trained in hardihood and obedience. As babies they were made to lie alone in the dark; as boys they were under a threefold discipline, being subject to the captaincy of one of themselves, to the supreme control of a public inspector, and to the commands of a youth called an *Iren*, about twenty years of age, appointed by the inspector to the charge of a company of boys. In addition, any of the older men might instruct or chastise the lads. Punishments were severe and prompt, and flagellations at the altar appear to have been voluntarily undergone as a part of certain religious ceremonies. In all their undertakings the youth were taught to prefer death to the dishonour of failure. Plutarch relates that boys above twelve years were clad in a single garment both summer and winter. They slept on beds formed of the tops of reeds gathered by their own hands, without knives, and brought from a distance. They were expected to supplement their scanty meals by devices of theft, which provided training in several of the practises of warfare. Luxury was curbed by the

institution of iron money which could circulate only in Sparta and there to a very limited degree. Citizens were not permitted to travel at will, nor strangers to come and go without regulation, lest laxity of discipline and morals, together with new opinions and new wants, might creep into the State.

The simplicity and alertness of the Spartan discipline was manifested even in speech. Boys were taught to express themselves briefly, but quickness in repartee was highly esteemed. The opinion of Plato and Aristotle, that the intellectural elements of Spartan education were unduly subordinated to the physical, is not confirmed by Plutarch, who depicts ancient Sparta as a city of philosophers. Girls were exercised like boys, whereas in other Greek cities they were secluded after the Oriental fashion.

It will be observed that the Spartans practised asceticism from military and political rather than from religious motives.

Grammar

Rules for Adjectives

1. The superlative degree must not be used in the comparison of two persons or things.

1. This is the best hat of the two. (*wrong*)
2. This is the better hat of the two. (*right*)

2. It is wrong to use two signs of either the comparative or the superlative degree.

more happier (*wrong*)	most easiest (*wrong*)
happier (*right*)	easiest (*right*)

3. The comparative and superlative degrees of adjectives of two or three syllables are formed by adding *more* and *most*, instead of by adding *er* or *est*.

1—*a*. This is beautifuler. (*wrong*)
b. This is more beautiful. (*right*)
2—*a*. This is beautifulest. (*wrong*)
b. This is most beautiful. (*right*)

4. Two nouns preceded by two definite articles stand for two persons or things, while two nouns preceded by only one definite article stand for a single person or thing.

1. I spoke to the secretary and the treasurer. (=*two men, one being secretary and the other treasurer.*)
2. I spoke to Mr. Jones, the secretary and treasurer. (=*one man who is both secretary and treasurer.*)

In such expressions as the following, however, it is not necessary to repeat the article.

I spoke to the boys and girls.

5. Two adjectives preceded by two articles stand for two separate persons or things, while two adjectives preceded by one article stand for one person or thing only.

1. I have a black and a red cap.
   (=*two caps, one black and one red.*)
2. I have a black and red cap.
   (=*one cap of two colors.*)

Exercises

Make a sentence containing:

1. An adjective in the attributive use.
2. An adjective in the predicative use.
3. A proper adjective.
4. An adjective used as objective complement.
5. A common noun used as an adjective.
6. An adjective in the superlative degree.
7. Two adjectives modifying the same noun denoting a single person.
8. Two articles restricting the same noun used as subject.
9. The adjective "a few."
10. The adjective "a little."
11. A past participle modifying a noun.
12. A past participle phrase modifying a noun.
13. An infinitive modifying a noun.
14. An adjective clause modifying a noun.

LESSON XIV

THE EDUCATIONAL SYSTEM OF SPARTA

PART II

2. Spartan education furnishes a unique illustration of the subordination of the individual to the State. Even the question whether an infant should be reared was left not to the parents, as in other Greek cities, but to the ancient men of the State. Marriages were under close State regulation. At the age of seven boys were taken from the control of their parents, and were enrolled in companies, living in State barracks or camps. Thus Sparta, unlike Athens, had a system of public boarding-schools in certain respects analogous to the great public boarding-schools of England. Among the more obvious similarities are the prefect system, fagging, and emphasis upon manliness and open-air sports. The old men supervised the play and mimic strife of the boys. Military discipline was retained even after a mature age had been reached, so that the city resembled a huge camp—'each man concluding that he was born, not for himself, but for his country.' The greatest of honours was the right to fight foremost in the ranks of battle.

The life of the Spartan boy, spent in military and other sports, raids, sham fights, etc., though hard, was not uncongenial to the spirit of boyhood. Plutarch describes a lesson given to a company of boys by an *Iren*, reclining after supper, in the presence of the old men. The *Iren* would ask such questions, as: "Who is a worthy citizen?" Boys were expected to answer briefly, but to the point. He who answered badly had his thumb bitten by the *Iren*. Afterwards, if the *Iren* had been too severe, or not severe enough, he received his own chastisement at the hands of the old men.

Even the men ate at common tables, living the life of soldiers, in barracks. According to Plutarch, they discoursed seldom of money, but generally of ethical and political matters. Boys were permitted to be present at their meals to hear such conversation, and to learn to bear a jest. They might steal from these tables, their own meals being scanty, but only at the risk of dire punishment if caught. They were expected to raid orchards and gardens on the same terms. Thus theft became a branch of moral training, and, clearly, boys trained in this fashion would be the better foragers when sent upon military expeditions. The slaves were deliberately goaded

into rebellion or flight in order that the bands of young men might practise real warfare against them. There were times, indeed, when great rebellions of the slaves threatened the very existence of the Spartan State.

3. The specialization of the military class, which in the case of Sparta consisted of the whole body of free citizens, makes it necessary that all industrial functions were shifted to the slaves. War and pillage, the normal conditions of Spartan life, naturally tend to make the soldier despise the producer. Citizens were forbidden to exercise any mechanic trade, for industrial occupations are allied to the desire for riches and luxury. There was thus no thought of industrial education.

GRAMMAR

As you have already learnt, adverbs may be classified as follows according to meaning:

1. **Adverb of Time**—often, always, yesterday, etc.
2. **Adverb of Place**—out, in, below, up, etc.
3. **Adverb of Number**—once, twice, again, etc.
4. **Adverb of Manner**—kindly, politely, well, ill, etc.
5. **Adverb of Degree**—very, too, little, enough, quite, etc.
6. **Adverb of Affirming or Denying**—yes, no.
7. **Interrogative Adverb**—when, where, why, how.
8. **Relative Adverb**—when, where, why, how.

Adverbs may again be classified as follows according to form:

1. **Simple**—an adverb that is made up of a single word—suddenly, well, here, when, etc.
2. **Compound or Derived**—an adverb that is made up of more than one word—outside, otherwise, wherever, etc.
3. **Phrasal**—an adverb that is made up of a phrase—
   1. I will come *by and by.*
   2. He will go *at once.*

Adverbs, particularly of manner, are frequently formed by adding *ly* to the adjective:

sudden, suddenly quick, quickly kind, kindly

Some words may be both adjectives and adverbs according to the use:

1. He is a *fast* runner. (*adjective modifying a noun*)
2. He runs *fast.* (*adverb modifying a verb*)

The relative adverbs are sometimes called conjunctive adverbs, because they are used both as adverbs and conjunctions.

1. He asked *why* I did it.
2. This is the house *where* I live.

Exercises

Pick out all adverbs in this lesson and classify them both according to meaning and to form.

LESSON XV

ALEXANDRIAN SCIENTISTS

Alexandria, the later centre of the Greek world, was well known as a resort of the earliest scientists. Among these scientists we must not fail to mention two great names, that is, Euclid and Archimedes.

Euclid is familiar to us all from his "Elements of Geometry." This has very largely determined all mathematical teaching since his time. Euclid was an unpretending man of gentle temper, but entirely devoted to science and to teaching. Asked by King Ptolemy whether there were no easier way of learning geometry than by ploughing through his elements, the mathematician answered, "Sire, to geometry there is no royal road." When a stupid student inquired, "What shall I gain by learning these things?" Euclid said to a servant, "Hand this fellow a penny, since he must needs make profit from his studies."

Archimedes of Syracuse in Sicily had also spent some years of study in Alexandria. The mere list of his mathematical discoveries is overwhelming, and though by far the greater part of his time was given to such work, he made also many remarkable mechanical inventions. We owe to

Archimedes the principles of the screw. The machine known as the "Screw of Archimedes" is a device for raising water. By the discovery also of the principle of the balance, Archimedes laid the foundations of mechanics. A development of this is his doctrine of levers. He showed the theoretical possibility of moving a weight, however large, by a force, however small. "Give me but a place to stand," said Archimedes, "and I can move the world."

The best-known instance of the application of the knowledge of Archimedes to practical affairs is the story of Hiero's crown. Hiero, king of Syracuse, wished to test whether a certain crown was made of pure gold. He put the problem to Archimedes. Soon after, Archimedes, getting into his bath, observed that as more of his body was immersed so more water ran over the top. This suggested the solution. Transported with joy, he leaped from the bath and rushed home naked, crying as he went, "Eureka, Eureka" ("I have found it"). He had, in fact, found the idea of what we call "specific gravity." By immersing equal weights of different metals in turn in a vessel brimful of water, and then measuring the bulk of overflowing water in each case, he could tell the bulk of each piece of other metal and he

could also tell whether a given weight of gold had been diluted or not.

Archimedes also found a very accurate value for the important ratio between the circumference and the diameter of a circle, the element known to modern mathematicians, as "π."

GRAMMAR

Uses of Adverbs

1. Adverbs are used to modify verbs, adjectives or other adverbs. They may modify infinitives, participles or gerunds.

1. He works *hard.* (*modifying verb*)
2. He works *very* hard. (*modifying adverb*)
3. Stone is *very* hard. (*modifying adjective*)
4. I tell him to work *hard.* (*modifying infinitive*)
5. Any one working *hard* will succeed at last. (*modifying participle*)
6. He will succeed by working *hard.* (*modifying gerund*)

2. Adverbs may be used to modify a group of words in order to emphasize the idea expressed.

Indeed, I will not go.

3. Adverbs may be used to connect clauses as well as to modify words in them.

He asked *why* I did it.

4. The adverb *there* may be used as an introductory word. In this case, the verb must precede the subject.

1. *There* comes the man.
2. *There* were ten children in this room.

Cautions for Using Adverbs

1. Adjectives, but not adverbs, are frequently required after the verbs *be, seem, appear, become, feel, taste, smell, sound, look, grow,* etc.

1—*a*. She feels sadly. (*wrong*)
b. She feels sad. (*right*)
2—*a*. You appear happily. (*wrong*)
b. You appear happy. (*right*)

2. Adverbs should be placed as closely as possible to the words they modify. The adverb *only* is frequently misplaced.

1. I only have one book. (*wrong*)
2. I have only one book. (*right*)

3. Adverbs are compared in the same way as adjectives and the same cautions should be taken against mistakes.

1—*a*. I run more faster than he. (*wrong*)
b. I run faster than he. (*right*)
2—*a*. Of the three boys I run faster. (*wrong*)
b. Of the three boys I run fastest. (*right*)

4. *As . . . as* are used in affirmative statements; *so . . . as* are used in negative statements.

1. I run *as* fast *as* you.
2. I do not run *so* fast *as* you.

EXERCISES

I. Pick out all adverbs in this lesson and state their uses.

II. Write sentences containing:

1. The introductory adverb "there."
2. An adverb modifying an infinitive.
3. An adverb modifying a participle.
4. An adverb modifying a gerund.
5. An adverb modifying a group of words.
6. An adverb modifying a verb.
7. An adverb modifying an adjective.
8. The adverb "only."
9. The adverb "better."
10. The adverb "so . . . as."

LESSON XVI

GALILEO AND THE TELESCOPE

PART I

In northern Italy there is a city called Pisa. It is chiefly famous for a tower which does not stand straight. That tower is commonly spoken of as "the leaning tower of Pisa." It was built many hundreds of years ago. People have wondered whether it would fall down, but century after century it has stood.

The leaning tower was once the scene of an

event which holds interest for the world. A man named Galileo used it to prove one of his ideas.

Galileo was a teacher at the University of Pisa. He was still a young man, less than thirty. The other teachers did not like him. They thought that he was "too smart."

I must explain that in those days it was a custom for teachers to believe all that had been written about science by Aristotle. Perhaps you remember that Aristotle lived when Greece was still in her glory. He was a great man, but he made many mistakes about science.

Young Galileo dared to say that Aristotle had made mistakes. The other teachers were shocked.

"It is an outrage," they cried. "This upstart ought to be driven out of college."

"Let me prove one of the mistakes," replied Galileo. "Aristotle said that a heavy weight would fall faster than a light weight. He thought that a ten-pound weight would fall ten times as fast as a one-pound weight. Come to the tower and I shall show you that he was wrong."

A large crowd of students and teachers gathered around the leaning tower. Galileo went to the top and shoved two balls of iron over the side at the same time. One ball weighed a pound; the other weighed ten pounds.

Clank! the two balls struck the street at the same moment. Galileo had proved his point.

It is said that some of the teachers refused to believe their eyes. They kept on saying.

"No, it is not true. Aristotle says the heavy weight falls faster. That must be so."

Those teachers, however, could not keep down the truth. Galileo had laid bare a law of nature.

Now about the same time lived a man named Hans Lipperhey. He was a Dutchman and his trade was making eye-glasses. In his shop worked a youth who was learning the trade. One day, as the story goes, the youth happened to look through two lenses. Instead of being in a frame, the lenses were held in the lad's hands, a foot or so apart. He looked through them both with one eye.

"Oh, see," he cried. "These two lenses make things look bigger. And they're upside down, too."

Hans took a look himself. Sure enough, the glass pieces did what the youth said.

"Well, well," thought the master, "I can make a dandy toy."

The two lenses were fitted in a tube and Lipperhey looked through them. He could see the weather-cock on a church steeple some distance away, but the steeple and all seemed upside down.

This toy spy-glass or "telescope" was placed in the shop window. A customer picked it up and looked through it. He was surprised by what he could see, and decided to buy it to give to a prince.

Fortune now did something very fine. Some one wrote a letter to Venice telling about the invention. Galileo was then teaching at the University of Padua, near Venice. He heard the news and decided to make a "spy-glass" for himself. Day after day he worked, trying to learn what kinds of lenses should be put together to make things look larger. At last, he found the ones he wanted. Taking an organ pipe about two feet long, he placed a lens at either end. He looked through, and everything seemed to come closer—right side up.

Galileo was not satisfied with this spy-glass. It made things look larger, but not large enough. Soon he made a new one, which showed things much farther away. Ships coming to port could be seen two hours sooner than with just the eyes.

Then Galileo had the greatest idea of all; he would use the spy-glass to look at the moon, the planets and the stars.

GRAMMAR

Adverbial Phrases

There are many phrases in English which do the work of adverbs and are therefore called adverbial phrases.

1. A preposition followed by a noun:

at random	of course
at length	in fact
in time	

2. A preposition followed by an adjective:

in general	in particular
in vain	in short
at last	at first
at all	at most
in future	at present
after all	before long

3. A pair of words connected by *and* or *or*:

up and down	in and out
here and there	now and then
by and by	to and fro
sooner or later	again and again

4. Miscellaneous phrases:

by all means	once at a time
by the way	to be sure
as it were	as yet
once for all	once more
in the long run	

Exercises

Diagram the following sentences:

1. Perhaps you remember that Aristotle lived when Greece was still in her glory.
2. He thought that a ten-pound weight would fall ten times as fast as a one-pound weight.
3. Now about the same time lived a man named Hans Lipperhey.
4. Day after day he worked, trying to learn what kinds of lenses should be put together to make things look larger.

LESSON XVII

GALILEO AND THE TELESCOPE

PART II

There are eight planets going around the sun. The earth is one of the four smaller ones. The largest of all is Jupiter, and then comes Saturn. The planet Saturn is of special interest to us because of its "rings."

Three hundred years ago, people did not know about the rings. Galileo had never heard of them when he began to study the starry heavens with a telescope.

One night he decided to look at Saturn. To his surprise, he saw that it seemed to have three

parts. He made a drawing like a circle with "ears."

By and by, Galileo looked at Saturn again. The "ears" were gone.

Writing to a friend, he said:

"I have found that Saturn is now all by itself. It has only one part, and is round like Jupiter. What is the meaning of this? Have the two outer parts sunk into the center? or was it only a mistake?"

Another idea was that perhaps the two outer parts had gone behind the main part. He kept watching. At last, the "ears" (or, as we know, the rings) came back to sight. You can be sure that Galileo was happy. People could no longer think that he tried to fool them.

The outer parts now looked somewhat different. They seemed to be joined more to the center. Perhaps that was because he used a better telescope. At any rate, he made two other pictures which gave a better idea of Saturn.

Galileo never did find out what the "ears" were really like. That remained for scientists of later times to discover.

If you were to take the bottom of a pie pan, cut a hole in the middle, and put an orange inside, you would get a pretty good idea of the shape of

Saturn and its rings. The tin part would be the shape of the rings.

The rings of Saturn are now believed to be made up of millions of tiny "moons," some of them very small.

After Galileo had looked at the moon and planets for a while he began to watch the sun with his telescope. Of course, he always used a dark glass when gazing at the fiery "light of day"—else he might have been blinded.

What do you suppose he saw?

First of all, he beheld the bright "disk." Then, as he looked more closely, he made out spots.

Other men in Europe were now busy with telescopes. Two of them—a German and a Dutchman—saw spots on the sun at about the same time as Galileo.

No one knew just what the spots were. The German guessed that they were planets very close to the sun. Galileo thought that they might be clouds of vapor or smoke. He watched them closely, day after day.

Finally, he declared:

"The spots on the sun are fixed at its surface. Sometimes two or three of them come together. Sometimes a spot will split into several parts. The spots always keep moving. They move in

the same direction, which shows that the sun itself is twisting around."

Galileo was right about the sun twisting. It goes around once in four weeks. The spots twist around with the sun. They sometimes vanish in a few days, but often they last week after week. Even now we do not know for sure what the spots are. It is thought that they may show great storms at the surface of the sun. Perhaps they are "clouds" or "islands" of molten metal. Possibly they are "holes" made by wind-storms.

The spots look dark, but they are really as bright as would be millions of electric lights together. They seem dark only because compared to the rest of the sun.

For eighteen years Galileo remained at the University of Padua. Those years were full of splendid work. Besides finding out some things about the sun and Saturn, he studied the planet Jupiter. That planet is more than a thousand times as large as the earth. Galileo did not find out the size of Jupiter, but he did discover that there were good-sized moons going around it. He made this an argument in favor of the idea that the earth moved around the sun.

The idea of the earth moving had been held a

century before by a thinker named Copernicus. Everybody knows now that the earth moves, but in those days it was a strange idea. Copernicus did not get into trouble. Most persons thought that it was just a foolish notion, and let him alone.

Some thoughtful men, however, believed that the idea might be right. They talked it over, and wrote about it in letters. Copernicus died before the telescope was invented, but his idea lived on. Galileo became its chief champion, and wrote books in which he told why he believed that the earth must move around the sun.

The books of Galileo put him in trouble with the church. It was said that some parts of the Bible could not be true if the earth really moved around the sun. An effort was made to stop the printing of Galileo's books, and he was told never to write such things again.

For years, the great astronomer remained silent upon the subject. Then he thought that it would be safe to write another book. This time he did not say that he believed the earth moved. Instead he made three persons talk about the question on the printed page. This book was read by churchmen, and they thought that it was likely to make people believe in the motion

of the earth. Galileo was ordered to come to Rome and face trial. Ten cardinals were his judges.

"You have sinned again," he was told. "Take back what you have said, or you will come to sorrow."

Galileo was then a tottering old man of seventy, and had very little bravery left. Fearing that he might be punished as a "heretic," he signed a paper which said:

"I give up the false idea that the earth moves. I shall not teach it or print it in a book."

There is a tale that he muttered afterwards, "But it moves anyway," or some such words. Possibly he did say that to himself, but there is no proof that he said it aloud.

To make sure that he would write no more books, Galileo was kept a kind of prisoner in a private house. His eyesight began to fail him, and after a while he became totally blind. A year later he died.

The work Galileo did can never be forgotten. He helped show us what kind of a world we live in. Other men were to keep up the study of the planets and stars.

GRAMMAR

There are three kinds of prepositions.

1. ***Simple Prepositions.*** **These are prepositions that consist of but a single word, as:**

at by for in but with of from

2. ***Compound or Derived Prepositions.*** **These are prepositions that consist of two or more words written as one, or those that are derived from participles, as:**

beside	*without*	*within*
into	*notwithstanding*	*concerning*

3. ***Phrasal Prepositions.*** **These are prepositions that consist of two or more words used as single prepositions, as:**

instead of *in spite of*
out of *because of*
for the sake of

EXERCISES

Pick out all prepositions in this lesson and classify them one by one.

LESSON XVIII

WHAT IS ELECTRICITY?

PART I

Electricity is perhaps the most powerful and the strangest force in the world; perhaps even

the most powerful and strangest force in the whole universe.

What is electricity?

That is of course the first question which you will wish to have answered. It is a most important question, but I am sorry to say that no one really knows. Many men of science have offered explanations, but they have told us only what they thought electricity might be, and not what it really is.

It is almost impossible to explain what electricity is in any way except in words which would be understood only by a man of science. Our knowledge of this subject has all been gained in recent years, and we can find only a rather complicated explanation which cannot really be proved to be true.

If you want this explanation, I will give it to you in the simplest possible words.

Electricity is the name given to a force which we cannot see, and which is known to us only by the effects it produces. It appears to exist throughout all space, and modern men of science consider it to consist of immense numbers of very small quantities, each of these quantities is called an electron. These electrons are not joined together, but are separated from each other,

Perhaps, however, we really need not concern ourselves with what electricity is, and had better not try to understand, but pass on to some of the wonderful things which this unknown force can do, for much is known about the laws which it obeys.

We can produce it when we like, and use it so as to make it our servant. It is easy to push a button or turn a switch and, in so doing, light up a room. Most trains move by steam, but many of our trains are drawn by electricity. Many houses are lighted by gas, but probably to-day most houses are lighted by electricity, which is more convenient as well as being cheaper. With the help of electricity, we can talk to one another when we are separated by many thousands of miles, or even to anybody in an aëroplane far away in the sky. Electricity has increased the strength of man many million times. A list of the things that this wonderful power can do would be a very very long one.

The name electricity is also given to that branch of science which tells us about the things that electricity can do and the laws and theories concerning it.

For a long time, it was thought that there might be different kinds of electricity because

it acted in different ways at different times. It was thought, for instance, that magnetism was a separate subject. Later discoveries however showed that it is impossible to separate the two subjects. Electricity sometimes moves and sometimes stands still and the properties of electricity when it is moving are very different from those of electricity when it is at rest. Then again, not only does electricity sometimes move, but it moves in different ways. We may classify it according to its movement under four separate heads, as:

1. Static electricity, or electricity at rest.
2. Magnetism, or electricity which is turning.
3. Current electricity, or electricity which is in steady movement.
4. Electric waves, or electricity which is vibrating.

GRAMMAR

Uses of Prepositions

1. A preposition must have a noun or pronoun as its object.

1. I live in *this house.* (*noun as object*)
2. I believe in *him.* (*pronoun as object*)

2. A preposition with its object is called a prepositional phrase. When such a phrase modifies a noun

or a pronoun it is called an adjective phrase; when it modifies a verb, an adjective or an adverb it is called an adverbial phrase.

1. The lessons *in English* are rather difficult.
(*adjective phrase*)
2. The English teacher explains to us *in English.*
(*adverbial phrase*)

3. The same word may be used sometimes as a preposition and sometimes as an adverb according to whether it is with or without an object.

1. I live *in* this house.
(*preposition with* "house" *as object*)
2. I come *in.* (*adverb without an object*)

4. The same word may be used sometimes as a preposition and sometimes as a conjunction. This depends whether it governs an object or joins one clause to another.

1. He walked *after* me. (*preposition with* "me" *as object*)
2. He came *after* I had left.
(*conjunction connecting one clause to another*)

Cautions for Using Prepositions

1. Such words as the following are often confused with each other in use:

between, among	in, into
on, upon	at, in
beside, besides	by, with

2. The customary position of a preposition is before its object. It frequently follows it, however, after relative and interrogative pronouns.

1. This is the house which I live in. (=This is the house in which I live.)

2. Whom did you speak to? (=To whom did you speak?)

EXERCISES

Answer the following questions:

1. Is electricity a powerful force or a weak force?
2. What is perhaps the most powerful force in the world?
3. Is electricity a strange force?
4. Which is more powerful: electricity or gas?
5. Can we see electricity?
6. Can we see steam?
7. Is it difficult or easy to explain what electricity is?
8. According to modern men of science, what does electricity consist of?
9. Is an electron large or small?
10. Is it very small or merely rather small?
11. Are electrons joined together or are they separated from each other?
12. Can we produce electricity when we like?
13. Is it easy to light up a room by electricity?
14. How do we light up a room by electricity?
15. By what force are most trains moved?
16. Is it possible to move trains by electricity, too?

17. Which is more convenient to light up a house: by gas or by electricity?
18. What helps us to talk to one another when we are separated by thousands of miles?
19. What has increased the strength of man many million times?
20. Is electricity also the name of a science?
21. Are electricity and magnetism the same subject or are they separate subjects?
22. What does the science of electricity tell us about?
23. Does electricity always act in the same way or does it act in different ways at various times?
24. Does electricity always move or does it sometimes stand still?
25. Are the properties of electricity always the same?
26. Are the properties of electricity at rest the same as the properties of electricity at movement?
27. What does static electricity mean?
28. What does magnetism mean?
29. What does current electricity mean?
30. What are electricity waves?

LESSON XIX

WHAT IS ELECTRICITY?

PART II

The four branches of electricity spoken about in the last lesson are very closely connected. Static-electricity was the first known to man

and was probably discovered many thousands of years ago, when it was noticed that a piece of amber which has been rubbed has the power of attracting to itself various light bodies as dust, leaves, etc.

The electricity which is seen on amber is produced by friction or rubbing. How or why friction produces electricity is hard to explain but all the same a great many substances do make static electricity when rubbed in the right way.

About the year 1600 (sixteen hundred) an English professor discovered that a very large number of substances, such as diamond, glass, sealing wax, etc. would produce static electricity when rubbed.

Magnetism. In various parts of the world is found a wonderful metal which has the power of attracting to itself, pieces of iron. No one knows who first noticed this power. It is said that over 2000 (two thousand) years ago a shepherd named Magnes who lived in Asia Minor found one day that some small hard black stones were clinging to the iron-tipped stick that he was carrying. So the name of *Magnet* was given to these stones, but for many hundreds of years this substance was of no use.

It was found later that magnets could be made

from steel. One day it was discovered that if a small straight magnet is floated on water it will always point to the north and the south. This discovery gave us the compass without which it would be impossible to find our way across the oceans.

On the other hand, it is almost universally believed that the compass was invented in China at least 4000 (four thousand) years ago, so that magnets must be discovered in China much earlier than in the West.

Current Electricity was discovered a little over a hundred years ago by an Italian professor named Galvani who noticed that the legs of a dead frog would kick and move, if the nerves along its body were connected to the leg muscles with a piece of metal.

Another Italian named Volta heard of this and found that the electricity was produced by the metal. This led to the discovery of the electric cell and the electric battery. A cell produces enough electric current to work small lights, bell, telegraphic instruments and telephones.

Electric Waves. The best-known use of these is in what we call "rádio." As you know, we can now send telegrams without wires and, more wonderful still, we can telephone without wires,

Thanks to electric waves, we may listen to speeches, to concerts, to lectures, etc. which are given even many hundreds of miles away. The discovery of how electricity may be sent through the air without wires was made by Hertz, and Marconi discovered other things which made wireless or radio telegraphy possible.

Radio is not only one of the most interesting branches of electricity, but it may become the most important branch. Perhaps some day we may be able to send electric power without wires in large quantities from any place to any other. Perhaps one of these days the electric trains of China may run with the electric power sent straight through the air from the great waterfalls of Africa or America.

GRAMMAR

Uses of Familiar Prepositions

In—

1. The teacher is not *in* the room. (*place*) [(*time*)
2. We expect him *in* (at the end of) a few minutes.
3. He is *in* great anger. (*state*)

Into—

1. The teacher walked *into* the room. (*place*)
2. He worked late *into* the night. (*time*)
3. Water is changed *into* steam. (*state*)

On—

1. My book is *on* the desk. (*place*)
2. He came *on* Saturday morning. (*time*)
3. He spoke *on* that subject. (*concerning*)
4. He did the work *on* these conditions. (*according to*)

Upon—

1. I place my hand *upon* the desk. (*place*)

At—

1. He is not *at* home. (*place*)
2. I shall be here *at* three o'clock. (*time*)
3. He is quite *at* his ease. (*state*)
4. I bought the book *at* four dollars. (*price*)

Above—

1. The electric light is *above* the table. (*higher than*)
2. One should not spend *above* one's income. (*more than*)
3. His attainment is *above* mine. (*better than*)

Below—

1. The table is *below* the electric light. (*lower than*)
2. The number is *below* ten. (*less than*)
3. My attainment is *below* his. (*worse than*)

Of—

1. He lived in the house *of* his father. (*belonging to*)
2. He sent me a box *of* books. (*containing*)
3. What are you thinking *of?* (*concerning*)
4. He is a man *of* great wisdom. (*having*)
5. What did he die *of?* (*from*)

Exercises

I. Write sentences imitating the examples given under the grammar part of this lesson.

II. Answer the following questions:

1. Which branch of electricity was the first known to man?
2. How was static electricity first discovered?
3. When did an English professor discover that a large number of substances would produce static electricity when rubbed?
4. Why was magnetism so called?
5. From what substance could magnets be made?
6. To what instrument could magnets be made?
7. What is a compass?
8. When and by whom was it invented?
9. Who discovered current electricity?
10. When did that happen?
11. How did he discover it?
12. Whose discovery led to the discovery of the electric cell?
13. What can an electric cell do?
14. What is the best-known use of electric waves?
15. Can we send telegrams without wires?
16. Can we telephone without wires?
17. Who discovered that electricity may be sent through the air without wires?
18. By whom was wireless telegraphy made possible?

LESSON XX

THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN

PART I

Early Education and First Employments. Our family had lived in the village of Ecton, Northamptonshire, for 300 years, the eldest son being

always bred to the smith's business. I was the youngest son for five generations back. My father married young, and carried his wife and three children to New England, about 1685, that they might there enjoy their Nonconformist religion with freedom. He married a second time, and had in all seventeen children.

I had but little schooling, being taken home at ten years to help in my father's business of tallow chandler. I dislike the trade, and desired to go to sea. Living near the water in our home at Boston, I learned to swim well and to manage boats.

From a child I was fond of reading, and laid out all my little money on books, such as Bunyan's "Works," which I sold to get Burton's "Historical Collections;" and in my father's little library there were Plutarch's "Lives," Defoe's "Essays on Projects," and Mather's "Essays to Do Good." This bookish inclination determined my father to bind me apprentice to my brother James, a printer in Boston, and in a little time I became very proficient. I had access to more books, and often sat up most of the night reading. I had also a fancy to poetry and made some little pieces; my brother printed them and sent me about the town to sell them.

I now took in hand the improvement of my writing by various exercises in prose and verse, being extremely ambitious to become a good English writer. My time for these exercises was at night and on Sundays. At about sixteen years of age, meeting with a book on the subject, I took to a vegetable diet, and thus not only saved an additional fund to buy books, but also gained greater clearness of head.

I now studied arithmetic, navigation, geometry, and read Locke's "Essay on the Human Understanding," "The Art of Thinking," by Messrs. du Port Royal, and Xenophon's "Memorable Things of Socrates." From this last I learned to become a humble inquirer and doubter.

My brother had begun to print a newspaper, *The New England Courante*, the second that appeared in America. Some of his friends thought it not likely to succeed, one newspaper being enough for America; yet at this time there are not less than five-and-twenty. To this paper I began to contribute anonymously, disguising my hand and putting my manuscripts at night under the door of the printing house. These were highly approved, until I claimed their authorship.

But I soon took upon me to assert my freedom, and determined to go to New York. A friend of

mine agreed with the captain of a sloop for my passage; I was taken on board privately and in three days found myself in New York, near 300 miles from home, a boy of but seventeen, and with very little money in my pocket. The printer there could not give me employment, but told me of a vacancy in Philadelphia, 100 miles further. Thither, therefore, I proceeded, partly by land and partly by sea, and landed with one Dutch dollar in my pocket.

There were two printers in the town, both of them poorly qualified. Bradford was very illiterate, and Keimer, though something of a scholar, was a mere compositor, knowing nothing of presswork. Keimer gave me employment. He had been one of the French prophets, and could act their enthusiastic agitations. I began to have acquaintance among the young people that were lovers of reading; and, gaining money by industry and frugality, I lived very agreeably, forgetting Boston as much as I could.

At length my brother-in-law, master of a sloop, heard of me, and wrote exhorting me to return, to which I answered in a letter which came under the eyes of Sir William Keith, governor of the province. He was surprised when he was told my age and said that I ought to be encouraged;

if I would set up in Philadelphia he would procure me the public business.

Sir William promised to set me up himself. I did not know his reputation for promises which he never meant to keep, and at his suggestion sailed for England to choose the types. Understanding that his letters recommendatory to a number of friends and his letter of credit to furnish me with the necessary money, which he had failed to give me before the ship sailed, were with the rest of his dispatches, I asked the captain for them, and when we came into the Channel he let me examine the bag. I found none upon which my name was put as under my care. I began to doubt his sincerity and a fellow passenger, on my opening of the affair to him, let me into the governor's character and told me that no one had the smallest dependence on him.

I immediately got work at Palmer's, a famous printing house in Bartholomew, near London. I was employed in composing for the second edition of Wallaston's "Religion of Nature," and some of his reasonings not appearing to me well founded, I wrote a little piece entitled *A Dissertation on Liberty and Necessity, Pleasure and Pain.* This brought me the acquaintance of Dr. Mandeville, author of the "Fable of the Bees."

I presently left Palmer's to work at Watt's, near Lincoln's Inn Fields, and here I continued for the rest of my eighteen months in London. But I had grown tired of that city, and when a Mr. Denham, who was returning to Philadelphia to open a store, offered to take me as his clerk, I gladly accepted.

We landed in Philadelphia on October 11, 1726, where I found sundry changes. Keith was no longer governor; and Miss Read, to whom I had paid some courtship, had been persuaded in my absence to marry one Rogers, a potter. With him, however, she was never happy, and soon parted from him; he was a worthless fellow. Mr. Denham took a store, but died next February, and I returned to Keimer's printing house.

Uses of Familiar Prepositions

By—

1. The boy sat *by* me. (*near in place*)
2. I got up *by* sunrise. (*near in time*)
3. The letter was written *by* me. (*agency*)

About—

1. He had a comforter *about* his neck. (*near in place*)
2. It is *about* seven o'clock. (*near in time*)
3. I have not heard *about* you. (*concerning*)

After—

1. I will enter *after* you. (*at the back of*)
2. He arrived *after* dark. (*late in time*)
3. I am looking *after* you. (*attention*)

Behind—

1. The dog ran *behind* its master. (*at the back of*)
2. The train is *behind* time. (*late in time*)

Before—

1. He stands *before* the door. (*in front of*)
2. The train starts *before* ten o'clock. (*ahead in time*)

Beside—

1. The boy is standing *beside* me. (*by the side of*)
2. This is *beside* the question. (*outside*)

Besides—

1. *Besides* reading very widely, I made many experiments. (*in addition to*)

For—

1. I am sailing *for* America. (*toward*)
2. I shall stay here *for* one week. (*time lasting*)
3. He bought it *for* his friend. (*on behalf of*)
4. He received two dollars *for* this book. (*in exchange for*)

To—

1. We are going *to* Nanking. (*toward*)
2. The chances are three *to* one. (*compared with*)
3. *To* my great surprise, they won the game. (*resulting to*)

With—

1. His views do not accord *with* mine. (*agreed to*)
2. I shot the deer *with* my gun. (*by using*)

3. Uncle arrived here *with* two of his friends. (*in company with*)
4. One army fought *with* another. (*against*)
5. *With* all his wealth, he is in debt. (*in spite of*)

EXERCISES

Pick out all prepositions in this lesson and point out their uses one by one.

LESSON XXI

THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN

PART II

The Junto Club and the First Subscription Library. I had now just passed my twenty-first year; and it may be well to let you know the then state of my mind with regard to my principles and morals. My parents had brought me through my childhood piously in the dissenting way, but now I had become a thorough Deist. My arguments had perverted some others, but as each of these persons had afterwards wronged me greatly without the least compunction, and as my own conduct towards others had given me great trouble, I began to suspect that this doctrine,

though it might be true, was not very useful. I now, therefore, grew convinced that truth, sincerity and integrity between man and man were of the utmost importance to the felicity of life; and I formed written resolutions to practise them ever while I lived.

I now set up in partnership with Meredith, one of Keimer's workmen, the money being found by Meredith's father. In the autumn of the preceding year, I had formed most of my ingenious acquaintance into a club of mutual improvement, which we called the *Junto;* it met on Friday evenings for essays and debates. Every one of its members exerted himself in recommending business to our firm. Soon Keimer started a newspaper, *The Universal Instructor in all Arts and Sciences and Pennsylvania Gazette*, but after carrying it on for some months with only ninety subscribers he sold it to me for a trifle, and it proved in a few years extremely profitable. I bought out Meredith in 1729, and continued the business alone.

I had turned my thoughts to marriage, but soon found that, the business of a printer being thought a poor one, I was not to expect money with a wife. Friendly relations had continued between me and

Mrs. Read's family; I pitied poor Miss Read's unfortunate situation, and our mutual affection revived. Though there was a report of her husband's death, and another report that he had a preceding wife in England, neither of these was certain, and he had left many debts, which his successor might be called on to pay. But we ventured over these difficulties, and I took her to wife, September 1, 1730. She proved a good and faithful helpmate; we throve together, and have ever mutually endeavoured to make each other happy.

I now set on foot my first project of a public nature, that for a subscription library. By the help of our club, the *Junto*, I procured fifty subscribers of forty shillings each to begin with, and ten shillings a year for fifty years. We afterwards obtained a charter, and this was the mother of all the North American subscription libraries now so numerous, which have made the common tradesmen and farmers as intelligent as most gentlemen.

GRAMMAR

Uses of Some Familiar Phrasal Prepositions

As to—

I will inquire *as to* (concerning) what your reasons are.

At home in —

He is quite *at home in* (familiar with) English grammar.

Because of—

He could not go out *because of* illness.

By force of —

Most things can be made easy *by force of* habit.

By means of—

He recovered his health *by means of* sea air.

By the side of—

The dog was sleeping *by the side of* (beside) his master.

For the purpose of—

He bought a watch *for the purpose of* keeping time.

For the sake of—

I did that *for the sake of* helping you.

In accordance with—

We do this *in accordance with* the teacher's instruction.

In opposition to—

What you have done is *in opposition to* (against) my wishes.

In spite of—

The boy does not study hard *in spite of* all the advice that the teacher has given him.

In the hope of—

He tried again *in the hope of* going away.

In order to—

Nothing should be left untried *in order to* accomplish this.

In regard to—

What have you to say *in regard to* (concerning) that subject?

In view of—

We must be very careful *in view of* the importance of the matter.

On account of—

I could not attend school yesterday *on account of* illness.

On behalf of—

I made the request *on behalf of* my brother.

On the ground of—

He declined the invitation *on the ground of* illness.

Exercises

I. Pick out all phrasal prepositions in Lessons XX and XXI.

II. Write sentences containing the following phrasal prepositions:

because of	by means of	for the purpose of
in accordance with	in spite of	instead of
in order to	in regard to	on behalf of
on account of		

LESSON XXII

THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN

PART III

The Scheme of Virtues. It was about 1733 that I conceived the bold and arduous project

of arriving at moral perfection. I wished to live without committing any fault at any time; I would conquer all that natural inclination, custom, or company might lead me into. As I knew, or thought I knew, what was right and wrong, I did not see why I might not always do the one and avoid the other. But I soon found that I had undertaken a task of great difficulty and I therefore contrived the following method. I included under thirteen names of virtues all that at that time occurred to me as necessary or desirable, and annexed to each a short precept, which expressed the extent which I gave to its meaning.

The names of the virtues were: temperance, silence, order, solution, frugality, industry, sincerity, justice, moderation, cleanliness, tranquillity, chastity and humanity. My list contained at first only twelve virtues, but, a friend having informed me that I was generally thought proud, I determined endeavouring to cure myself of this vice or folly among the rest; and, though I cannot boast of much success in acquiring the reality of this virtue, I had a good deal of success with regard to the appearance of it.

My intention being to acquire the habitude of all these virtues, I determined to give a week's strict attention to each of them successively, thus

going through a complete course in thirteen weeks, and four courses in a year. I had a little book, in which I allotted a page for each of the virtues; the page was ruled into days of the week, and I marked in it, by a little black spot, every fault I found by examination to have been committed respecting that virtue upon that day. My scheme of order was as follows:

5–8 a.m.—What good shall I do this day? Rise, wash and address Powerful Goodness. Contrive day's business, and take the resolution of the day; prosecute the present study, and breakfast.

8 a.m.–12 noon.—Work.

12–1 p.m.—Read or overlook my accounts and dine.

2–6 p.m.—Work.

6–10 p.m.—Put things in their places. Supper. Music or diversion, or conversation. Examination of the day. What good have I done this day?

10 p.m.–5 a.m.—Sleep.

I purposed publishing my scheme, writing a little comment on each virtue, and I should have called my book "The Art of Virtue," distinguishing it from the mere exhortation to be good. But my intention was never fulfilled, for it was connected

in my mind with a great and extensive project, which I have never had time to attend to. I had set forth on paper the substance of an intended creed, containing, as I thought, the essentials of every known religion, and I conceived the project of raising a united party for virtue, by forming the virtuous and good men of all nations into a regular body to be governed by suitable rules.

I thought that the sect should be begun and spread at first among young and single men only, that each person to be initiated should declare his assent to my creed, and should have exercised himself with the thirteen weeks' practice of the virtues, that the existence of the society should be kept a secret until it was become considerable, that the members should engage to assist one another's interests, business and advancement in life, and that we should be called *The Society of the Free and Easy*, as being free from the dominion of vice and of debt. I am still of opinion that it was a practicable scheme.

In 1732 I first published my almanac, commonly called *Poor Richard's Almanac*, and continued it for about twenty-five years. It had a great circulation, and I considered it a proper vehicle for conveying instruction among the common people. Thus, I assembled the proverbs

containing the wisdom of many ages and nations into a discourse prefixed to the almanac of 1757 as the harangue of a wise old man to the people attending an auction.

I considered my newspaper also as a means of instruction, and published in it extracts from moral writers and little pieces of my own, in the form sometime of a Socratic dialogue, tending to prove the advantages of virtue.

I had begun in 1733 to study languages. I made myself master of French, so as to be able to read books with ease, and then Italian and, later, Spanish. Having an acquaintance with these, I found, on looking over a Latin Testament that I understood much of that language, which encouraged me to study it with success.

Our secret club, the *Junto*, had turned out to be so useful that I now set every member of it to form each of them a subordinate club, with the same rules, but without informing the new clubs of their connection with the *Junto*. The advantages proposed were, the improvement of so many young citizens; our better acquaintance with the general sentiments of the inhabitants on any occasion, as the *Junto* member was to report to the *Junto* what passed in his separate club; the promotion of our particular interests in

business by more extensive recommendation; and the increase of our influence in public affairs. Five or six clubs were completed, and answered our views of influencing public opinion on particular occasions.

Grammar

There are two principal divisions of conjunctions, each with subdivisions.

I. Coördinate Conjunctions. **These are conjunctions that connect words, phrases or clauses of equal rank. They consist of four subdivisions:**

1. **Cumulative conjunction—denoting addition:**

and	both . . . and	also
as well as	moreover	then

2. **Adversative conjunction—denoting contrast:**

but yet nevertheless however still

3. **Alternative conjunction—denoting choice between the one or the other:**

or either . . . or nor neither . . . nor else

4. **Illative conjunction—denoting inference:**

therefore hence so thus for

II. Subordinate Conjunctions. **These are conjunctions that connect groups of words of unequal rank,**

These conjunctions are mostly the same in form with the relative or conjunctive adverbs. They may express:

Place: You may go *where* you please.
Time: I shall leave *when* the clock strikes four.
Manner: He plays the game *as* the rules direct
Cause: I went *because* I was ordered to go.
Purpose: I stay here *so that* he may go.
Condition: I shall not go, *if* it rains.
Contrast: I shall try again, *although* I have failed twice.
Degree: Chang is taller *than* Li.
Introductory: He told me *that* you had come.

EXERCISES

Study all conjunctions in this lesson, classify them one by one and tell which pair of words, phrases or clauses are connected by each one of them.

LESSON XXIII

THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN

PART IV

Public Service in Many Capacities. My first promotion was my being chosen, in 1736, clerk of the General Assembly. In the following year I received the commission of postmaster at Philadelphia, and found it of great advantage. I now began to turn my thoughts a

little to public affairs, beginning, however, with small matters, and preparing the way for my reforms through the *Junto* subordinate clubs. Thus I reformed the city watch, and established a company for the extinguishing of fires. In 1739 the Rev. Mr. Whitefield arrived among us and preached to enormous audiences throughout the colonies. I knew him intimately, being employed in printing his sermons and journals; he used sometimes to pray for my conversion, but never had the satisfaction of believing that his prayers were heard.

My business was now continually increasing and my circumstance daily growing easier. Spain having been several years at war against Great Britain, and being at length joined by France, our situation became one of great danger; our colony was defenceless, and our Assembly was composed principally of Quakers. I therefore formed an association of citizens, numbering ten thousand, into a militia; these all furnished themselves with arms and met every week for drill, while the women provided silk colours painted with devices and mottoes which I supplied. With the proceeds of a lottery we built a battery below the town, and borrowed eighteen cannon of the governor of New York.

Peace being concluded, and the association business therefore at an end, I turned my thoughts to the establishment of an academy. I published a pamphlet and set on foot a subscription. The schools were opened in 1749. The trustees were incorporated by a charter from the governor, and thus was established the University of Pennsylvania. The building of an hospital for the sick, and the paving, lighting and sweeping of the streets of the city, were among the reforms in which I had a hand at this time.

In 1753 I was appointed postmaster-general of America, and the following year I drew up a plan for the union of all the colonies under one government for defence and other important general purposes. Its fate was singular; the assemblies did not adopt it, as they thought there was too much prerogative in it, and in England it was judged to be too democratic. The Board of Trade therefore did not approve of it, but substituted another scheme for the same end. I believe that my plan was really the true medium and that it would have been happy for both sides of the water if it had been adopted.

When war was in a manner commenced with France, the British Government, not choosing to trust the union of the colonies with their defence,

lest they should feel their own strength, sent over General Braddock in 1755 with two regiments of regular English troops for that purpose. He landed at Alexandria and marched to Frederic town in Maryland, where he halted for carriages. I was sent to him by the Assembly, stayed with him for several days, and had full opportunity of removing all his prejudices against the colonies by informing him of what the assemblies had done and would still do to facilitate his operations.

This general was a brave man, and might have made a figure as a good officer in some European war. But he had too much self-confidence, too high an opinion of regular troops, and too mean a one of both Americans and Indians. In the first engagement his force was routed in panic, and two-thirds of them were killed by no more than 400 Indians and French together. This gave us the first suspicion that our exalted ideas of the prowess of British regulars had not been well founded.

After this the governor prevailed with me to take charge of our northwest frontier, which was infested by the enemy, and I undertook this military business, although I did not conceive myself well suited for it.

My account of my electrical experiments was

read before the Royal Society of London, and afterwards printed in a pamphlet. The Count de Buffon, a philosopher of great reputation, had the book translated into French, and then it appeared in the Italian, German and Latin languages. What gave it the more sudden celebrity was the success of its proposed experiment for drawing lightning from the clouds. I was elected a Fellow of the Royal Society, and they presented me with the gold medal of Sir Godfrey Copley, for 1753.

The Assembly had long had much trouble with the great hereditary landowners. Finally, finding that they persisted obstinately in shackling their deputies with instructions inconsistent not only with the privileges of the people but with the service of the crown, the Assembly resolved to petition the king against them, and appointed me agent in England to present and support the petition. I sailed from New York with my son in the end of June; we dropped anchor in Falmouth harbour, and reached London on July 27, 1757.

GRAMMAR

Uses of Familiar Conjunctions or Conjunctional Phrases

Both . . . and—

He is both a poet and an author.

(*more emphatic than the single word* "and")

Unless, if—The conjunction *unless* means "if not."

Unless you come, I shall go. = If you will not come, I shall go.

Because, in order that—To express a cause or reason we use *because*. To express a purpose we use *in order that*, *so that*, etc. Care should be taken to avoid mistakes.

1. Men work, *because* they may earn a living. (*wrong*)
2. Men work *that* or *so that*, or *in order that* they may earn a living. (*right*)

Since—When this word is used as a conjunction, it is never preceded, but always followed by the past indefinite tense.

1. Two years passed *since* I had begun to study in this school. (*wrong*)
2. Two years have passed *since* I began to study in this school. (*right*)

As well as, or—When two subjects are connected by the conjunction *as well as*, the verb must agree with the former subject. When two subjects are connected by the conjunction *or* the verb must agree with the latter subject.

1. He *as well as* you has to stay here.
2. He *or* you have to stay here.

Lest—This conjunction means "that . . . not."

Take care *lest* you *should* fail. = Take care *that* you *may* not fail.

As—This conjunction is used in various significations as shown in the following examples:

1. He trembled *as* (while) he spoke. (*time*)
2. Do not act *as* (in that manner as) he did. (*manner*)
3. He took it just *as* (in that state as) it was. (*state*)
4. He is not so diligent *as* (to that extent as) you are. (*extent*)
5. The crop will become better, *as* (because) it has been raining during the past few days. (*cause*)
6. We have to sail, bad *as* the weather is (contrast). = We have to sail, although the weather is ever so bad.

Exercises

Insert appropriate conjunctions or conjunctional phrases in the places indicated by —— .

1. The flowers have come up before their season —— I have never seen such a thing before.
2. It is of no use for me to shoot, —— I am sure to miss the mark.
3. My name is Robinson Crusoe, —— I was born in the city of York.
4. It was in this very first voyage —— I met with a shipwreck.
5. It was day —— I woke up.
6. The wind blew a great gale —— I had been on the island ten days.
7. I let him know —— his name should be Friday, —— that was the day on which I saved his life.
8. The guards came to lead the young prisoners to the Labyrinth, —— the sun was up.

9. Then he shouted so loudly —— the walls of the Labyrinth answered back.
10. I must study hard —— I should fail in the examination.
11. I must study hard —— I may pass the examination.
12. At last the moon arose, —— it was almost hidden by clouds.
13. He —— you has passed the examination successfully.
14. Tired —— I am, I shall continue to work.
15. I made a sign for him to come back; —— I ran up to those —— were after him.
16. The man would have shot me, —— I had not fired my gun —— shot him first.
17. At first I took care —— Friday could not get to me at night —— I slept, —— I did not feel quite sure of him.
18. The two were so glad to meet, —— it did my heart good to see them.
19. We feared we must die, —— we did not think there was any one here to save us.
20. Two of the men were left to take care of the boat, —— the rest came to look for those we had with us.

LESSON XXIV

ON READING

Books are to Mankind what Memory is to the Individual. They contain the History of our race, the discoveries we have made, the accumulated knowledge and experience of ages; they

picture for us the marvels and beauties of Nature, help us in our difficulties, comfort us in sorrow and in suffering, store our minds with ideas and fill them with good and happy thoughts, which lift us out of and above ourselves.

There is an Oriental story of two men: one was a king, who every night dreamt he was a beggar; the other was a beggar, who every night dreamt he was a prince and lived in a palace. I am not sure that the king had very much the best of it. Imagination is sometimes more vivid than reality. But, however this may be, when we read we may not only be kings and live in palaces, but, what is far better, we may transport ourselves to the mountains or the sea-shore, and visit the most beautiful parts of the earth, without fatigue, inconvenience or expense.

Books have often been compared to friends. But among our living companions, Death often carries off the best and brightest. In books, on the contrary, time kills the bad and purifies the good.

Books, indeed, endow us with a whole enchanted palace of happy thoughts. In one way they give us an even more vivid idea than the actual reality, just as reflections are often more beautiful than real Nature.

If a book does not interest us, it does not follow that the fault is in the book. There is a certain art in reading. Passive reading is of very little use. We must try to realise what we read. Everybody thinks they know how to read and write; whereas very few people write well, or really know how to read. It is not enough to run our eye mechanically along the lines and turn over the leaves; we must endeavour to realise the scenes described, and the persons who are mentioned, to picture them in the "Gallery of the imagination."

To get the greatest amount from books, we must read for improvement rather than for amusement. Light and entertaining books are valuable, just as sugar is an important article of food, especially for children, but we cannot live upon it. Some novels are excellent, but too much devotion to them greatly diminishes the pleasure which may be derived from reading.

GRAMMAR

An interjection, properly speaking, is not a part of speech, since it has no grammatical connection with any other word or words in the sentence. It is merely an exclamatory sound thrown into a sentence to denote some strong feeling or emotion.

Joy—*Hurrah!*
Grief—*Oh! Ah! Alas!*
Amusement—*Ha! ha!*
Attention—*Lo! hark!*
Contempt—*Pooh!*
Doubt—*Hum!*
To call some one—*Ho! hallo!*

There are certain phrases which are used as interjections to express some strong feeling or emotion:

Ah me! Dear me!
Well done!
Good-by! (God be with you.)
Good luck!
Well to be sure!

Exclamatory sentences, or sentences which express some strong feeling or emotion, usually begin with the word *how* or *what*.

1. How sad it is!
2. What a sad thing it is!

The exclamation may be shortened by omitting the subject and verb, as:

1. How sad!
2. What a sad thing!

Exercises

Study every clause in the sentences contained in this lesson. Tell whether it is a principal clause, coördinate clause, noun clause, adjective clause or adverbial clause. Point out the conjunction, if any, which introduces every clause.

PHONETIC SYMBOLS

VOWELS (母音)

iː	*see* (siː), *eat* (iːt).
aː	*father* (fáːðə), *arm* (aːm).
ɔː	*all* (ɔːl), *horse* (hɔːs), *more* (mɔː), *shore* (ʃɔː).
uː	*do* (duː), *moon* (muːn), *blue* (bluː).
əː	*earth* (əːθ), *her* (həː), *bird* (bəːd), *work* (wəːk), *burn* (bəːn).
i (強)	*it* (it), *pig* (pig).
(弱)	*begin* (bigín), *finish* (ffniʃ).
e	*egg* (eg), *ten* (ten).
æ (ː)	*man* (mæn), *cat* (kæt), *glad* (glæːd).
ʌ	*sun* (sʌn), *come* (kʌm).
ɔ	*box* (bɔks), *wash* (wɔʃ).
u	*book* (buk), *put* (put).
ei	*day* (dei), *gate* (geit).
ai	*nice* (nais), *my* (mai).
au	*out* (aut), *cow* (kau).
ɔi	*oil* (ɔil), *boy* (bɔi).
ou	*no* (nou), *boat* (bout).
o (弱)	*obey* (obéi), *police* (políːs).
ə	*ever* (évə), *away* (əwéi), *children* (ʧíldrən), *holiday* (hɔ́lədi), *second* (sékənd), *autumn* (ɔ́ːtəm).
iə	*ear* (iə), *here* (hiə).
ɛə	*air* (ɛə), *there* (ðɛə).
ɔə	*more* (mɔə), *shore* (ʃɔə).
uə	*poor* (puə), *sure* (ʃuə).

CONSONANTS (子音)

p	*p*ut (put), cu*p* (kʌp).
b	*b*ee (bi:), *b*ig (big).
t	*t*ake (teik), coa*t* (kout).
d	*d*og (dɔg), en*d* (end).
k	*k*ey (ki:), *c*ome (kʌm).
g	*g*o (gou), ba*g* (bæg).
m	*m*an (mæn), thu*mb* (θʌm).
n	*n*o (nou), *kn*ife (naif).
ŋ	ki*ng* (kiŋ), ba*nk* (bæŋk).
l	*l*ike (laik), te*ll* (tel).
f	*f*ive (faiv), lea*f* (li:f).
v	*v*ery (véri), ha*v*e (hæv, həv).
θ	*th*ree (θri:), ba*th* (bɑ:θ).
ð	*th*is (ðis), ba*th*e (beið).
r	*r*un (rʌn), *wr*ite (rait).
h	*h*at (hæt), *h*eat (hi:t).
s	*s*o (sou), pie*c*e (pi:s).
z	*z*inc (ziŋk), plea*s*e (pli:z).
ʃ	*sh*ip (ʃip), di*sh* (diʃ).
ʒ	plea*s*ure (pléʒə), vi*s*ion (víʒn).
tʃ	*ch*ild (tʃaild), ca*tch* (kætʃ).
dʒ	*j*am (dʒæm), a*g*e (eidʒ).
j	*y*es (jes), *y*ard (jɑ:d).
w	*w*ait (weit), *wh*at (wɔt).

VOCABULARY

The asterisk stands for (r).*

A, a [ei]

abroad [ə'brɔ:d], *adv.* 在國外
absolute ['æbsəlu:t], *adj.* 絕對的
abstract ['æbstrækt], *adj.* 節略
accompany [ə'kʌmpəni], *v. t.* 陪伴
accumulate [ə'kju:mjuleit], *v. i.* 積集
accurate ['ækjurit], *adj.* 精確
acquaint [ə'kweint], *v. t.* 告知; 使認識
acquaintance [ə'kweintəns], *n.* 認識; 交情
acquire [ə'kwaiə*], *v. t.* 獲得
additional [ə'diʃənl], *adj.* 附加的
advantage [əd'vɑ:ntidʒ], *n.* 利益
Aegeus ['i:dʒju:s], *n.* 人名
agent ['eidʒənt], *n.* 代理者; 主動者
agitation [ˌædʒi'teiʃən], *n.* 擾亂
agreeable [ə'griəbl], *adj.* 適宜
akin [ə'kin], *adj.* 親屬的
alas [ə'lɑ:s], *interj.* 嗚呼
alertness [ə'lə:tnis], *n.* 活潑
Alexandria [ˌælig'zɑ:ndriə], *n.* 地名
allot [ə'lɔt], *v. t.* 分派
allied [ə'laid], *past participle* 聯盟的
alphabet ['ælfəbit], *n.* 字母
altar ['ɔ:ltə*], *n.* 祭壇
amazingly [ə'meiziŋli], *adv.* 可駭的
amber ['æmbə*], *n.* 琥珀
ambition [æm'biʃən], *n.* 野心
ambitious [æm'biʃəs], *adj.* 野心的; 好勝的
amid [ə'mid], *prep.* 在中
anchor ['æŋkə*], *n.* 鐵錨
anonymously [ə'nɔniməsli], *adv.* 匿名的
Antarctic ['ænt'ɑ:ktik], *adj.* 南極的
applause [ə'plɔ:z], *n.* 高聲讚場
application [ˌæpli'keiʃən], *n.* 請願; 用途
appoint [ə'point], *v. t.* 任命
apprentice ['ə'prentis], *n.* 學徒 ~*v. t.* 充當學徒
approve [ə'pru:v], *v. t.* 許可
Archimedes [ˌɑ:ki'mi:di:z], *n.* 人名
Ariadne [ˌæri'ædni], *n.* 人名
ash [æʃ], *n.* 灰
assemble [ə'sembl], *v. i.* 會集
assembly [ə'sembli], *n.* 會議
assert [ə'sə:t], *v. i.* 斷言; 宣言
Athenian [ə'θi:niən], *adj.* 雅典的
attachment [ə'tætʃmənt], *n.* 連結
attract [ə'trækt], *v. t.* 吸引
auction ['ɔ:kʃən], *n.* 拍賣
audience ['ɔ:djəns], *n.* 聽衆
Australia [ɔ:s'treiljə], *n.* 地名
autobiography [ˌɔ:tobai'ɔgrəfi], *n.* 自傳
avoid [ə'vɔid], *v. t.* 避免
await [ə'weit], *v. t.* 等待

B, b [bi:]

babes [beibz], *n.* 嬰兒
bake [beik], *v. t.* 烘
balance ['bæləns], *n.* 天平 ~*v. t.* 平準
bare [beə*], *adj.* 赤裸
barley ['ba:li], *n.* 大麥
barrack ['bærək], *n.* 營房
battery ['bætəri], *n.* 電池
beard [biəd], *n.* 鬚
bee [bi:], *n.* 蜜蜂
beheld [bi'held], *v.* 視 (behold 之過去式)
Benjamin ['bendʒəmin, -mən], *n.* 人名
bereavement [bi'ri:vment], *n.* 喪父母
Bering ['beriŋ], *n.* 地名
Bible ['baibl], *n.* 耶教聖經
bind [baind], *v. t.* 束縛
blind [blaind], *adj.* 盲目
bloom [blu:m], *n.* 花 ~*v. i.* 花開
bone [boun], *n.* 骨
bookish ['bukiʃ], *adj.* 書籍的
borrow ['bɔrou], *v. t.* 借貸
Boston ['bɔstən], *n.* 地名
bough [bau], *n.* 樹枝
boyhood ['bɔihud], *n.* 少年時代
Bradford ['brædfəd], *n.* 地名
brass [brɑ:s], *n.* 黃銅
bred, *v. t.* 生育 (*breed* 之過去式)
briefly [bri:fli], *adv.* 簡略
brimful ['brim'ful], *adj.* 滿; 溢
Britain ['britən], *n.* 地名
bulk [balk], *n.* 大小
bull [bul], *n.* 牡牛
Bunyan ['bʌnjən], *n.* 人名
burnt [bə:nt], (*burn* 之過去及過去分詞)
bury ['beri], *v. t.* 掩埋
button ['bʌtn], *n.* 鈕扣

C, c [si:]

cake [keik], *n.* 餅
calm [kɑ:m], *adj.* 安靖
campaign [kæm'pein], *n.* 戰爭
Canada ['kænədə], *n.* 地名
canal [kə'næl], *n.* 運河
cane [kein], *n.* 杖
cannon ['kænən], *n.* 大礮
capacity [kə'pæsiti], *n.* 能力; 容量
cape [keip], *n.* 海角
captaincy ['kæptinsi], *n.* 陸軍上校之職
captivate ['kæptiveit], *v. t.* 迷惑; 抑制
carriage ['kæridʒ], *n.* 車
cask [kɑ:sk], *n.* 有箍之桶
cast [kɑ:st], *v. t.* 拋; 模鑄
cave [keiv], *n.* 洞; 穴
cell [sel], *n.* 小室; 電瓶
century ['sentʃuri], *n.* 世紀
ceremony ['seriməni], *n.* 儀式
chain [tʃein], *n.* 鏈條
chance [tʃɑ:ns], *n.* 偶然之事; 機會
channel ['tʃæn], *n.* 水道
character ['kæriktə*], *n.* 品性
charcoal ['tʃɑ:koul], *n.* 炭
chase [tʃeis], *v. t.* 追逐
chastise [tʃæs'taiz], *v. t.* 懲罰
chastisement ['tʃæstizmənt], *n.* 懲罰
chastity ['tʃæstiti], *n.* 貞潔
cheek [tʃi:k], *n.* 頰
cheer [tʃiə*], *v. t.* 鼓舞
chest [tʃest], *n.* 箱
childhood ['tʃaildhud], *n.* 稚年
chop [tʃɔp], *n.* 印 ~*v. i.* 蓋印
church [tʃə:tʃ], *n.* 教堂
churchman ['tʃə:tʃmən], *n.* 牧師
circulate ['sə:kjuleit], *v. i.* & *t.* 使流佈; 使流通

circulation [ˌsə:kju'leiʃən], *n.* 循環；流通
clad [klæd], *v. t. & i.* 穿着 (*clothe* 之過去及過去分詞)
claimed [kleimd], *v. t.* 要求
clank [klæŋk], *n.* 鏗聲
classify ['klæsifai], *v. t.* 分類
clay [klei], *n.* 粘土
cleanliness ['klenlinis], *n.* 潔
clearness [kliə*'nis], *n.* 明淨
cliff [klif], *n.* 絕壁
clinch [klintʃ], *v. t.* 使緊貼
cling [kliŋ], *v. i.* 依附
cloak [klouk], *n.* 外套
closely [klousli], *adv.* 逼緊的
cocoa ['koukou], *n.* 椰子
college ['kɔlidʒ], *n.* 專門學校；學院
colour ['kʌlə*], *n.* 顏色
comment ['kɔment], *n.* 評語
commission [kə'miʃən], *n.* 委任；委員會
communication [kəˌmju:ni'keiʃən], *n.* 交通；消息
companion [kəm'pænjən], *n.* 伴侶
compare [kəm'peə*], *v. t.* 比較
compass ['kʌmpəs], *n.* 指南針
compositor [kəm'pɔzitə*], *n.* 排字者
conceive [kən'si:v], *v. t.* 思念
concern [kən'sə:n], *n. & v. t.* 關心
concert ['kɔnsət], *n.* 音樂會
concluding [kən'klu:diŋ], *present part.* 結束
conduct ['kɔndəkt], *n.* 舉止
confidence ['kɔnfidəns], *n.* 信用
confirm [kən'fə:m], *v. t.* 確認
confront [kən'frʌnt], *v. t.* 相對
Confucius [kən'fju:ʃiəs, kɔn-, -ʃjəs, -ʃəs], *n.* 孔子
connect [kə'nekt], *v. t.* 連接
conqueror ['kɔŋkərə*], *n.* 征服者
conquest ['kɔŋkwest], *n.* 征服
conspicuous [kən'spikjuəs], *adj.* 顯見的
contact ['kɔntækt], *n.* 接觸
contemporary [kən'tempərəri], *n.* 同時代者；同世者
contribute [kən'tribju(:)t], *v. t.* 捐助；投稿
contrive [kən'traiv], *v. i.* 規劃
convenient [kən'vi:njənt], *adj.* 合宜；便利
conversion [kən'və:ʃən], *n.* 變更信仰
cool [ku:l], *adj.* 涼；沈靜
Copernicus [kə'pə:nikəs, kə'p-], *n.* 人名
cord [kɔ:d], *n.* 繩繩
courtship ['kɔ:t-ʃip], *n.* 求婚
craft [krɑ:ft], *n.* 職業
Crete [kri:t], *n.* 地名
Crusoe ['kru:sou], *n.* 人名
curiosity [ˌkjuəri'ɔsiti], *n.* 好奇心
customer ['kʌstəmə*], *n.* 主顧

D, d [di:]

dandy ['dændi], *n.* 好修飾者 ~*adj.* 華麗
dart [dɑ:t], *n.* 標槍
date [deit], *n.* 日期
decree [di'kri:], *n.* 法令
defenceless [di'fenslis], *adj.* 無防禦的
Defoe [də'fou, di'f-], *n.* 人名
defy [di'fai], *v. t.* 抗
demand [di'mɑ:nd], *n. & v. t.* 要求
democratic [ˌdemo'krætik], *adj.* 民主的
Demosthenes [di'mɔsθəni:z, dəm'-, -θin-], *n.* 人名
Denham ['denəm], *n.* 地名

dependence [di'pendəns], *n.* 依賴; 依靠
depict [di'pikt], *v. t.* 申說
deputy ['depjuti], *n.* 代表
desirable [di'zaiərəbl], *adj.* 可欲的; 堪取的
desire [di'zaiə*], *n. & v. t.* 願
determine [di'tə:min], *v. t.* 決定; 定奪
development [di'veləpmənt], *n.* 發展
device [di'vais], *n.* 方法; 策略
devoured [di'vauə*d], *v. t.* 吞食
dialogue ['daiələg], *n.* 對話
diameter [dai'æmitə*], *n.* 直徑
diamond ['daiəmənd], *n.* 鑽石
difference ['difrəns], *n.* 異點
dilute [dai'lju:t], *v. t.* 稀釋
diminishes [di'miniʃiz], *v. i.* 減少
dine [dain], *v. i.* 進膳
dire ['daiə*], *adj.* 可怖的
discipline ['disiplin], *n. & v. t.* 訓練; 懲戒
discolour [dis'kʌlə*], *v. i. & t.* 變色
disguising [dis'gaiziŋ], *present part.* 假扮的
dishonour [dis'ɔnə*], *n.* 不名譽 ~ *v. t.* 辱
disk [disk], *n.* 平圓塊
dispatch [dis'pætʃ], *n.* 文件 ~*v. t.* 遣派
dissent [di'sent], *v. t.* 意見不一
dissertation [ˌdisə(:)'teiʃən], *n.* 詳論
distinguish [dis'tiŋgwiʃ], *v. t.* 識別
diversion [dai'və:ʃən], *n.* 遊戲
doctrine ['dɔktrin], *n.* 主義
doom [du:m], *n.* 命運
doubter [dautə*], *n.* 懷疑者
dragged [drægd], *v. t.* 拖
dread [dred], *n.* 悚懼
due [dju:], *adj.* 應當的; 到期的
dusk [dʌsk], *adj.* 微暗
dust [dʌst], *n.* 塵
Dutch [dʌtʃ], *adj.* 荷蘭的
dwell [dwel], *v. i.* 居住

E, e [i:]

eager ['i:gə*], *adj.* 熱心
ebony ['ebəni], *adj.* 烏木的
editor ['editə*], *n.* 編輯人
electron [i'lektrɔn], *n.* 電子
element ['elimənt], *n.* 要素; 原子
emphasis ['emfəsis], *n.* 語勢
emphatic [im'fætik], *adj.* 著重的
empire ['empaiə*], *n.* 帝國
employment [im'plɔimənt], *n.* 僱用; 職業
enchanted [in'tʃɑ:ntid], *v. t.* 迷惑
encourage [in'kʌridʒ], *v. t.* 鼓勵
endeavour [in'devə*], *v. t.* 企圖
enfeeble [in'fi:bl], *v. t.* 使虛弱
engagement [in'geidʒmənt], *n.* 訂約; 定婚; 事
enquiry [in'kwaiəri], *n.* 訊問; 研究
enrol [in'roul], *v. t. & i.* 登册
enthusiastic [inˌθju:zi'æstik], *adj.* 熱心的
entitle [in'taitl], *v. t.* 授與權利
envy ['envi], *n. & v. i.* 妒忌
ere [ɛə*], *prep.* 以前
essential [i'senʃəl], *adj.* 必需的; 緊要的
esteem [is'ti:m], *v. t.* 尊重
ethical ['eθikəl], *adj.* 倫理的
Euclid ['ju:klid], *n.* 人名 [幾何學]
event [i'vent], *n.* 事件
evil ['i:vl], *n. & adj.* 罪惡
exalted [ig'zɔ:ltid], *v. t.* 發揚
excellency ['eksələnsi], *n.* 華貴; 貴人
exchange [iks'tʃeindʒ], *v. t.* 交換
exhort [ig'zɔ:t], *v. t.* 切諫
exhortation [ˌegzɔ:'teiʃən], *n.* 忠告

exist [ig'zist], *v. i.* 生存
existence [ig'zistəns], *n.* 生存
expedition [ˌekspi'diʃən], *n.* 行旅
explanation [ˌekspla'neiʃən], *n.* 解釋
exploration [ˌekspla:'reiʃən], *n.* 探險
explorer [iks'plɔ:rə*], *n.* 探險者
extinguish [iks'tiŋgwiʃ], *v. t.* 滅息; 熄滅
extract [iks't rækt], *v. t.* 提選
extremely [iks'tri:mli], *adv.* 終; 極

F, f [ef]

fable ['feibl], *n.* 寓言
faint [feint], *adj.* 衰弱
false [fɔ:ls], *adj.* 假
familiar [fə'miljə*], *adj.* 熟悉的
fancy ['fænsi], *n. & v. t.* 意想; 猜度
fate [feit], *n.* 命運
fatigue [fə'ti:g], *n.* 疲倦
feature ['fi:tʃə*], *n.* 容貌
feeble ['fi:bl], *adj.* 柔弱; 疲倦
felt [felt], *n.* 氈 ~*v.* 感覺 (*feel* 之過去及過去分詞)
fence [fens], *n.* 籬
fierce [fiəs], *adj.* 兇猛
fiery ['faiəri], *adj.* 如火的
fir [fə:*], *n.* 杉樹
flagellation [ˌflædʒe'leiʃən], *n.* 鞭撻
fleet [fli:t], *n.* 艦隊
flesh [fleʃ], *n.* 肉
flourish ['flʌriʃ], *v. i.* 興盛
flung [flʌŋ], 拋擲(*fling* 之過去分詞)
folly ['fɔli], *n.* 愚蠢
forager ['fɔridʒə*], *n.* 覓食者
forbidden [fə'bidn], *past part.* 禁止的
foremost ['fɔ:moust], *adj.* 首要的
fortune ['fɔ:tʃən], *n.* 幸運
frame [freim], *n.* 構造; 結構
frank [fræŋk], *adj.* 坦直
friction ['frikʃən], *n.* 摩擦
friendly ['frendli], *adj.* 友愛
frigh'ful ['frai], *n.* 驚癇
frog [frɔg], *n.* 蛙
frontier ['frʌntjə*], *n.* 疆界
frugality [fru(:)'gæliti], *n.* 節儉
function ['fʌŋkʃən], *n.* 作用; 職務
fund [fʌnd], *n.* 款項
furnish ['fə:niʃ], *v. t.* 供給
fury ['fjuəri], *n.* 震怒

G, g [dʒi:]

gale [geil], *n.* 疾風
gallery ['gæləri], *n.* 閣
garment ['ga:mənt], *n.* 衣服
gate [geit], *n.* 戒門; 大門
gazette [gə'zet], *n.* 報紙
generation [ˌdʒenə'reiʃən], *n.* 世代
geometry [dzi'ɔmitri], *n.* 幾何學
ghost [goust], *n.* 鬼
gift [gift], *n.* 禮物; 才能
glass [gla:s], *n.* 玻璃; 鏡; 玻璃杯
glory ['glɔ:ri], *n.* 榮譽
grape [greip], *n.* 葡萄
gravity ['græviti], *n.* 地心吸力
groan [groun], *v. i.* 呻吟
guide [gaid], *v. t.* 引導
gun [gʌn], *n.* 槍; 砲
gush [gʌʃ], *v. i.* 湧出
gust [gʌst], *n.* 疾風

H, h [eitʃ]

habitude ['hæbitju:d], *n.* 慣熱
hail [heil], *v. & interj.* 祝頌; 祝人康健之呼聲
halt [hɔ:lt], *v. i.* 止步
handsome ['hænsəm], *adj.* 美麗
happiness ['hæpinis], *n.* 幸福

harangue [hə'ræŋ], *v. i.* 演說
hardihood ['hɑ:dihud], *n.* 勇敢
harm [hɑ:m], *n. & v. t.* 損害
haste [heist], *n.* 急速
Hawaii[hɑ:'waii:, -'wɑ:i:], *n.* 地名
heap [hi:p], *n.* 堆
heaven ['hevn], *n.* 天; 天堂
heel [hi:l], *n.* 踵
helper ['helpə*], *n.* 相助者
herald ['herəld], *n.* 使者
hereditary [hi'reditəri], *adj.* 遺傳的
heretic ['herətik, -rit-], *adj.* 異教的 ~*n.* 異教徒
hewed [hju:d], *v. t.* 砍
himself [him'self], *pron.* 彼自身
historical [,is'tɔrikəl], *adj.* 歷史的
hither ['hiðə*], *adv.* 至此處
hoist [hoist], *v. t.* 舉高
holiness ['houlnis], *n.* 神聖
Homer ['houmə*], *n.* 人名
honest ['ɔnist], *adj.* 誠實
hoof [hu:f], *n.* 蹄殼
horn [hɔ:n], *n.* 獸角; 號筒
hospital ['hɔspitl], *n.* 醫院
hull [hʌl], *n.* 外皮; 殼
humanity [hju(:)'mæniti], *n.* 人道
humble ['hʌmbl], *adj.* 卑賤; 謙抑
hunger ['hʌŋgə*], *n.* 餓
husk [hʌsk], *n.* 皮殼; 莢

I, i [ai]

illiterate [i'litərit], *adj.* 不識字的; 文盲的
immediately [i'mi:djətli], *adv.* 即刻; 直接
immense [i'mens], *adj.* 無限; 廣大
immerse [i'mə:s], *v. t.* 沒入水中
impress [im'pres], *v. t.* 銘印
inclination [,inkli'neiʃən], *n.* 趨向
incorporate [in'kɔ:pəreit], *v. t.* 合併; 聯合
individual [,indi'vidjuəl], *n.* 個人 ~*adj.* 單獨的
industrious [in'dʌstriəs], *adj.* 勤奮
industry ['indəstri], *n.* 工業
infant ['infənt], *n.* 嬰兒
inferior [in'fiəriə*], *adj.* 下等的; 次於
infest [in'fest], *v. t.* 騷擾
ingenious [in'dʒi:njəs], *adj.* 技巧的
inhabitant [in'hæbitənt], *n.* 住民
initiate [i'niʃieit], *v. t.* 啓蒙
inquire [in'kwaiə*], *v. t. & i.* 探詢
inspector [in'spektə*], *n.* 檢查者
instruct [ins'tʌkt], *v. t.* 教授
integrity [in'tegriti], *n.* 健全
intellectual [,inti'lektjuəl], *adj.* 智力的
intelligent [in'telidʒənt], *adj.* 明白
intimately ['intimitli], *adv.* 親密
invention [in'venʃən], *n.* 發明
Irene [,ai'ri:ni], *n.* 人名
itself [it'self], *pron.* 牠自己

J, j [dʒei]

jailer [dʒeilə*], *n.* 監獄官
Japanese [,dʒæpə'ni:z], *n.* 日本人 ~*adj.* 日本的
jasper ['dʒæspə*], *n.* 碧玉
jealousy ['dʒeləsi], *n.* 妒忌
jest [dʒest], *n. & v. i.* 戲謔; 取笑
journal ['dʒə:nl], *n.* 新聞紙; 日記
jug [dʒʌg], *n.* 有嘴瓦壺
juice [dʒu:s], *n.* 汁; 液
jungle ['dʒʌŋgl], *n.* 叢林
Jupiter ['dʒu:pitə*], *n.* 木星

K, k [kei]

kid [kid], *n.* 小羊
knelt [nelt], *v. i.* 跪 (*kneel* 之過去式及過去分詞)

L, l [el]

labyrinth ['læbərinθ], *n.* 迷樓
lad [læd], *n.* 童子
ladder ['lædə*], *n.* 梯
laid [leid], *v. t.* 安放 (*lay* 之過去及過去分詞)
lain (*from* lie) [lein], 躺臥 (*lie* 之過去分詞)
Latin ['lætin], *n.* 拉丁語 ~*adj.* 拉丁的
laurel ['lɔrəl], *n.* 桂樹類
lawgiver ['lɔːˌgivə*], *n.* 立法者
laxity ['læksiti], *n.* 弛緩
league [liːg], *n.* 三英里; 聯盟
lecture ['lektʃə*], *n.* & *v. i.* 演講
leisure ['leʒə*], *n.* 暇
lemon ['lemən], *n.* 檸檬
lense [lenzi], *n.* 鏡片
lest [lest], *conj.* 恐
lieutenant [lef'tenənt'], *n.* 副官; 陸軍中尉
lime [laim], *n.* 石灰
limit ['limit], *n.* 界限 ~*v. t.* 限制
limp [limp], *v. i.* 跛行 ~*adj.* 軟弱的
lit [lit], *v. t.* 點燈 (*light* 之過去及過去分詞)
lottery ['lɔtəri], *n.* 彩票
Lycurgus [lai'kəːgəs], *n.* 人名

M, m [em]

magnetism ['mægnitizm], *n.* 磁氣學
maiden ['meidn], *n.* 處女
main [mein], *adj.* 主要; 大
manhood ['mænhud], *n.* 人格; 壯年
manifest ['mænifest], *v. t.* & *t.* 顯示
manuscript ['mænjuskript], *n.* 稿本
Marconi [maː'kouni], *n.* 人名
market ['maːkit], *n.* 市場
martial ['maːʃəl], *adj.* 軍事的
mast [maːst], *n.* 桅檣
masterpiece ['maːstəpiːs], *n.* 傑作
matchless ['mætʃlis], *adj.* 無敵的
mathematical [ˌmæθi'mætikəl], *adj.* 算學的
mature [mə'tjuə*], *adj.* 成熟
meagre ['miːgə*], *adj.* 瘠; 薄弱
meaning ['miːniŋ], *n.* 意義
meanwhile ['miːn'wail], *adv.* 當時
mechanical [mi'kænikəl], *adj.* 機械的
medium ['miːdiəm], *n.* 中間; 媒介
melon ['melən], *n.* 瓜類
memory ['meməri], *n.* 記憶力
mention ['menʃən], *v. t.* 述及
mercy ['məːsi], *n.* 慈悲
merit ['merit], *n.* 功績
metal ['metl], *n.* 金屬
mid [mid], *prep.* 居中
midnight ['midnait], *n.* 半夜
military ['militəri], *adj.* 陸軍的; 軍事的
militia [mi'liʃə], *n.* 國民軍
mimic ['mimik], *n.* 摹倣者 ~*v. t.* 摹擬
minor ['mainə*], *n.* 未冠者 ~*adj.* 小
moan [moun], *v. i.* 呻吟
moderation [ˌmɔdə'reiʃən], *n.* 緩和

modesty ['mɔdisti], *n.* 謙抑；貞靜
molten ['moultən], *past part.* 鎔化的
monster ['mɔnstə*], *n.* 怪物
moral ['mɔrəl], *adj.* 道德的
morrow ['mɔrou], *n.* 明日
motion ['mouʃən], *n.* 運行
motor ['moutə*], *n.* 發動機
motto ['mɔtou], *n.* 格言
muscle ['mʌsl], *n.* 肌肉
mutter ['mʌtə*], *v. i.* 低語
mutual ['mju:tjuəl], *adj.* 相互

N, n [en]

naked ['neikid], *past part.* 赤裸的
naught [nɔ:t], *n.* 空虛
navigation [ˌnævi'geiʃən], *n.* 駕駛學
navy ['neivi], *n.* 海軍
nephew ['nevju(:)], *n.* 姪；甥
nerve [nɔ:v], *n.* 神經
net [net], *n.* 網
nimbly ['nimbli], *adv.* 活潑
nobleness ['noublnis], *n.* 高貴
Nonconformists [ˌnɔnkən'fɔ:mists], *n.* 不從國教者
normal ['nɔ:məl], *adj.* 模範的；正常的
notch [nɔtʃ], *n.* 深谷；切痕
notion ['nouʃən], *n.* 意想
nought [nɔ:t], *n.* 無物
nowhere ['nouweə*], *adv.* 無處
Northamptonshire [nɔ:'θæmptənʃiə, -ʃə*], *n.* 地名
nuisance ['nju:sns], *n.* 討厭之事物

O, o [ou]

obstinately ['ɔbstinitli], *adv.* 固執的
obvious ['ɔbviəs], *adj.* 顯著
occasion [ə'keiʒən], *n.* 時機
occupation [ˌɔkju'peiʃən], *n.* 占領；職業
operation [ˌɔpə'reiʃən], *n.* 工作；醫學手術
opinion [ə'pinjən], *n.* 意見
orange ['ɔrindʒ], *n.* 橘 ~*adj.* 橘黃色
orchard ['ɔ:tʃəd], *n.* 果園
ordinary ['ɔ:dnri], *adj.* 平常的
oriental [ˌɔ:ri'entl], *adj.* 東方的
otherwise ['ʌðə*waiz], *adv.* 其他
ourself [ˌauə'self], *pron.* 我們自己
outer ['autə*], *adj.* 外面的
outgrown [aut'groun], *v. i.* 大於
outrage ['autreidʒ], *n.* 強暴
outward ['autwəd], *adv.* 在外
overcame [ˌouvə'keim], *v. t.* 制勝
overflowing [ˌouvə'flouiŋ], (*present part.*) 漲溢
overwhelming [ˌouvə'welmiŋ], *present part.* 壓制

P, p [pi:]

pacific [pə'sifik], *adj.* 太平的
pad [pæd], *n.* 鞍褥 ~*v. t.* 填塞
pain [pein], *n.* 痛苦
paint [peint], *n.* 顏料 ~*v. t.* 描畫
pamphlet ['pæmflit], *n.* 小冊子
panic ['pænik], *n.* 恐慌；混亂
parade [pə'reid], *n.* 練兵場；閱兵
parrot ['pærət], *n.* 鸚鵡類
partly ['pa:tli], *adv.* 一部分；幾分
partner ['pa:tnə*], *n.* 同事；合夥者
passage ['pæsidʒ], *n.* 道路
passion ['pæʃən], *n.* 熱情
patriot ['peitriət], *n.* 愛國者
paving ['peiviŋ], *present part.* 鋪路的

peek [pek], *v. t. & i.* 喙
Pennsylvania [ˌpensil'veinjə, -sil-, -niə], *n.* 地名
penny ['peni], *n.* 辨士 (英銅幣)
perish ['periʃ], *v. i.* 死亡
permit ['pə:mit], *v. t. i.* 准許
persevere [ˌpəsi'viə*], *v. i.* 持久
persist [pə'sist], *v. i.* 堅持
pervert ['pə:və:t], *n.* 乖僻者
pet [pet], *n.* 愛物; 寵愛
petition [pi'tiʃən], *n. & v. i.* 上稟
pillage ['pilidʒ], *n. & v. t.* 劫掠
piously ['paiəsli], *adv.* 虔敬
pirate ['paiərit], *n.* 海盜
pit [pit], *n.* 坑
planet ['plænit], *n.* 行星
Plato ['pleitou], *n.* 人名
plenty ['plenti], *adj.* 多; 豐盛
plight [plait] *n.* 擔保; 抵押
pluck [plʌk], *v. t.* 採摘
plunge [plʌndʒ], *v. i.* 突然入水
Plutarch ['plu:ta:k], *n.* 人名
poll [poul], *n.* 選舉人名册; 投票
possession [pə'zeʃən], *n.* 所有; 領地
possibility [ˌpɔsə'biliti], *n.* 可能
possibly ['pɔsəbli], *adv.* 可能的
posterity [pɔs'teriti], *n.* 子女; 後裔
postmaster ['poustˌma:stə*], *n.* 郵務長
pot [pɔt], *n.* 鉢; 盆
potter ['pɔtə*], *n.* 陶工
pouch [pautʃ], *n.* 小囊
powder ['paudə*], *n.* 火藥; 粉末
practicable ['præktikəbl], *adj.* 可施行的
pray [prei], *v. i. & t.* 懇求; 祈禱
prayer [preə*], *n.* 祈禱文
preach [pri:tʃ], *v. i.* 說教
precede [pri(:)'si:d], *v. t.* 居先
precept ['pri:sept], *n.* 教條
precious ['preʃəs], *adj.* 珍貴
pre-eminence [pri(:)'eminəns], *n.* 卓絕
prejudge [ˌpri:'dʒʌdʒ], *n.* 偏見
prerogative [pri'rɔgətiv], *n.* 特別權利
prevail [pri'veil], *v. i.* 風行; 勝過
prime [praim], *adj.* 首要
prince [prins], *n.* 王子; 親王
printing ['printiŋ], *n.* 印刷
privately ['praivitli], *adv.* 私; 秘密
probable ['prɔbəbl], *adj.* 大概
problem ['prɔbləm], *n.* 問題
procure [prə'kjuə*], *v. t. & i.* 獲取
producer [prə'dju:sə*], *n.* 生產者
professor [prə'fesə*], *n.* 大學教授
proficient [prə'fiʃənt], *adj.* 精通
profit ['prɔfit], *n.* 贏利; 利益
profitable ['prɔfitəbl], *adj.* 有利益的
promotion [prə'mouʃən], *n.* 升格; 進境
prompt [prɔmpt], *adj.* 迅速 ~*v. t.* 鼓舞
property ['prɔpəti], *n.* 性質; 財產
prophet ['prɔfit], *n.* 預言者
propose [prə'pouz], *v. i.* 提議
prose [prouz], *n.* 散文
prosecute ['prɔsikju:t], *v. t.* 力行; 控訴
proverb ['prɔvəb], *n.* 諺語
prowess ['prauis], *n.* 勇敢
Ptolemy ['tɔləmi], *n.* 人名
punishment ['pʌniʃmənt], *n.* 懲治

Q, q [kju:]

quacker [kwækər], *n.* 膚劣者
qualify ['kwɔlifai], *v. t.* 使適合; 限制
quickness [kwiknis], *n.* 迅速

R, r [ɑ:*]

radio ['reidou'], *n.* 無線電
raft [rɑ:ft], *n.* 木排; 筏
raid [reid], *v. t.* & *n.* 侵掠
raisin ['reizn], *n.* 葡萄乾
rare [rɛə*], *adj.* 罕見
rash [ræʃ], *adj.* 躁急
ratio ['reiʃiou], *n.* 比率
real [riəl], *adj.* 眞正; 實在
rear [riə*], *v. t.* 蓄養
rebellion [ri'beljən], *n.* 叛逆
reclining [ri'klainiŋ], *present part.* 凭; 倚靠
recommendation [ˌrekɔmen'deiʃən], *n.* 推薦; 稱揚
reed [ri:d], *n.* 蘆葦
reform [ri'fɔ:m], *v. t.* & *n.* 改良
regulation [ˌregju'leiʃən], *n.* 條例; 章程
relate [ri'leit], *v. i.* & *t.* 論及
relegate ['religeit], *v. t.* 放逐; 罷斥
religion [ri'lidʒən], *n.* 宗教
religious [ri'lidʒəs], *adj.* 宗教的
remind [ri'maind], *v. t.* 使記憶
reputation [ˌrepju(:)'teiʃən], *n.* 名譽
resemble [ri'zembl], *v. t.* 似; 類似
resist [ri'zist], *v. t.* 抵抗
resort [ri'zɔ:t], *n.* 常至之地 ~*v. i.* 依賴
restore [ris'tɔ:*], *v. t.* & *t.* 回復; 歸還
retain [ri'tein], *v. t.* 保留; 留用
Rev.=reverend ['revərənd], 尊者 (牧師之稱謂)
revive [ri'vaiv], *v. i.* 復活; 再興
rid [rid], *v. t.* 免除
rigged [rigd], *v.* 穿衣
robber ['rɔbər], *n.* 盜賊
rogue [roug], *n.* 無賴; 混徒
rope [roup], *n.* 繩
rouse [rauz], *v. t.* 激動
route [ru:t], *n.* 道路
row [rou], *v. t.* 划; 責難
royal ['rɔiəl], *adj.* 王的
rub [rʌb], *v. t.* 摩; 擦
rum [rʌm], *n.* 甜酒

S, s [ɛs]

satisfaction [ˌsætis'fækʃən], *n.* 滿足
saturn ['sætə:n], *n.* 土星
savage ['sævidʒ], *n.* 野人 ~*adj.* 未開化的
scanty ['skænti], *adj.* 缺少; 微薄
scare [skɛə*], *v. t.* 驚走
scheme [ski:m], *n.* 方法; 計畫
schooling [sku:liŋ], *present part.* 入學
scientific [ˌsaiən'tifik], *adj.* 科學的
screw [skru:], *n.* 螺旋
sealing [si:liŋ], *present part.* 封緘
seclude [si'klu:d], *v. t.* 離隔; 排斥
secret [si'kri:t], *adj.* 祕密
sect [sekt], *n.* 宗派
seize [si:z], *v. t.* 奪取
seldom ['seldəm], *adv.* 不常
self [self], *pron.* 自己
sell [sel], *v. t.* 出售
sentiment ['sentimənt], *n.* 意想; 感情
separation [ˌsepə'reiʃən], *n.* 分離
sermon ['sə:mən], *n.* 說教
settle ['setl], *v. t.* 解決 ~*v. i.* 居住
severe [si'viə*], *adj.* 嚴厲
sham [ʃæm], *v.* 欺騙
shameless ['ʃeimlis], *adj.* 不知恥; 厚臉

share [ʃɛə*], *n.* 部分; 股分 ~*v. i. & t.* 分配
sharp [ʃɑ:p], *adj.* 靈敏; 尖銳
shift [ʃift], *v. i. & t.* 移動
shipwreck ['ʃiprek], *n.* 船破
shock [ʃɔk], *n.* 猛烈震聲
shook [ʃuk], *v. t. & i.* 搖動 (*shake* 之過去動詞)
shop [ʃɔp], *n.* 店肆
shove [ʃʌv], *v. i.* 前擁
shred [ʃred], *n.* 裂片; 細條
shriek [ʃri:k], *v. i.* 驚喊
Sicily ['sisili], *n.* 地名
silence ['sailəns], *n.* 沈寂
silken [silkən], *adj.* 絲; 綢緞
simplicity [sim'plisiti], *n.* 樸實; 簡單
sin [sin], *n.* 罪孽
sincere [sin'siə*], *adj.* 誠實
sincerity [sin'seriti], *n.* 誠實
skilful ['skilful], *adj.* 巧妙; 熟練
skull [skʌl], *n.* 腦蓋骨
slain [slein], *n. t.* 殺 (*slay* 之過去分詞)
slay [slei], *v. t.* 殺
slew [slu:], *v. t.* 殺 (*slay* 之過去動詞)
sloop [slu:p], *n.* 單桅船
smart [sma:t], *adj.* 活潑
smile [smail], *v. i.* 微笑; 冷笑
solution [sə'lu:ʃən], *n.* 溶解; 解決問題
sometimes ['sʌmtaimz], *adv.* 有時; 間或
somewhat ['sʌmwɔt], *adv.* 稍; 略
sought [sɔ:t], *v. t.* 尋覓 (*seek* 之過去及過去分詞)
southern ['sʌðən], *adj.* 南方的
Spaniard ['spænjəd], *n.* 西班牙人
Sparta ['spɑ:tə], *n.* 地名
specialization [ˌspeʃəlai'zeiʃən], *n.* 專門化
specific [spi'sifik], *adj.* 特異
speed [spi:d], *v.* 速率
spirit ['spirit], *n.* 精神; 酒精
spoil [spɔil], *n. & v. t.* 劫掠; 破壞
spotted [spɔtid], *adj.* 星羅棋布
spy [spai], *v. i. & n.* 偵察; 偵探
stair [stɛə*], *n.* 樓梯
stake [steik], *n.* 樁
starry ['stɑ:ri], *adj.* 像星點一般
static ['stætik], *adj.* 靜體的
steady ['stedi], *adj.* 堅定
steal [sti:l], *v. t.* 竊取
steeple ['sti:pl], *n.* 尖頂
stolen [stoulən], *v. t.* 竊取 (*steal* 之過去動詞)
straight [streit], *adj.* 直的; 正直
strait [streit], *n.* 海峽; 困難
strict [strikt], *adj.* 精密; 嚴厲
string [strin], *n.* 小繩; 一串
subordinate [sə'bɔ:dnit], *adj. & n.* 附從的; 附屬者
subscriber [səb'skraibə*], *n.* 簽名者; 定購者
subscription [səb'skripʃən], *n.* 簽名; 捐款; 定購
substitute ['sʌbstitju:t], *n. & v. t.* 代替者; 代替
successively [sək'sesivli], *adv.* 依次的; 連續的
successor [sək'sesə*], *n.* 繼承者
superior [sju(:)'piəriə*], *adj.* 較高的; 優於
supplement ['sʌpliment], *n. & v. t.* 補錄; 附錄
supreme [sju(:)'pri:m], *adj.* 至高; 至尊
suspect [səs'pekt], *v. t.* 懷疑
suspicion [səs'piʃən], *n.* 懷疑
swim [swim], *v. i.* 游泳
switch [switʃ], *n.* 電氣開閉器 ~ *v. t.* 鞭撻

swore [swɔ:*], *v. i.* 誓言 (*swear* 之過去動詞)
Syracuse (*in Sicily*) ˈsaiərəkju:z, ˈsir-; (*in America*) [ˈsirəkju:s, -u:z], *n.* 地名

T, t [ti:]

tallow [ˈtælou], *n.* 獸脂
task [tɑ:sk], *n.* 課業; 工作
telegram [ˈteligræm], *n.* 電報
telegraphic [ˌteliˈgræfik], *adj.* 電信機的
tent [tent], *n.* 營帳
Thebes [θi:bz], *n.* 地名
testament [ˈtestəmənt], *n.* 約言
theoretical [θiəˈretikəl], *adj.* 理論
thoughtful [ˈθɔ:tful], *adj.* 深思的
threaten [ˈθretn], *v. t.* 恐嚇
threefold [θri:fould], *adj.* 三倍
throne [θroun], *n.* 王位
throughout [θru(:)ˈaut], *prep.* 遍及
thrust [θrʌst], *v. t.* 刺穿
thumb [θʌm], *n.* 拇指
tide [taid], *n.* 潮
tool [tu:l], *n.* 器械
torn [tɔ:n], *v. t.* 撕裂 (*tear* 之過去分詞)
totally [ˈtoutəli], *adv.* 全體; 總共
totter [ˈtɔtə*], *v. i.* 搖動; 蹣跚
trace [treis], *n.* & *v. t.* 蹤跡; 追蹤
tranquillity [træŋˈkwiliti], *n.* 安靜; 平安
transport [ˈtrænspɔ:t], *n.* 運輸; 運送船
trap [træp], *n.* 陷穽 ~*v. t.* 計陷
treasure [ˈtreʒə*], *n.* 寶藏
treatment [tri:tmənt], *n.* 待遇; 請客
tremble [ˈtrembl], *v. i.* 戰慄
tribe [traib], *n.* 族; 種族
tribute [ˈtribju:t], *n.* 貢品
trifle [ˈtraifl], *n.* 瑣屑 ~*v. t.* 浪費
trip [trip], *n.* 旅程
trustee [trʌsˈti:], *n.* 受托人
tube [tju:b], *n.* 筒; 管
twice [twais], *adv.* 二次; 二倍
twist [twist], *v. t.* & *i.* 扭; 絞

U, u [ju:]

umbrella [ʌmˈbrelə], *n.* 傘
uncongenial [ˈʌnkənˈdʒi:njəl], *adj.* 不同情的
undergone [ˌʌndəˈgɔn], *v. i.* 遭; 受 (*undergo* 之過去分詞)
underneath [ˌʌndəˈni:θ], *adv.* 在下
unique [ju:ˈni:k], *adj.* 特異
universally [ˌju(:)niˈvə:səli], *adv.* 普通
universe [ˈju:nivə:s], *n.* 宇宙
university [ju(:)niˈvə:siti], *n.* 大學校
unpretending [ˈʌnpriˈtendiŋ], *adj.* 絕無虛飾
unwind [ˈʌnˈwaind], *v. t.* 解開
upstart [ˈʌpstɑ:t], *n.* 暴富者 ~*v.* 暴起
utmost [ˈʌtmoust], *adv.* 極端

V, v [vi:]

vacancy [ˈveikənsi], *n.* 空隙; 懸缺
valley [ˈvæli], *n.* 谷地
valour [ˈvælə*], *n.* 勇氣
value [ˈvælju:], *n.* 價格, 聲譽 ~ *v. t.* 重視
vanish [ˈvæniʃ], *v. i.* 消失
vehicle [ˈvi:ikl], *n.* 車輛; 運物器
Venice [ˈvenis], *n.* 地名

venture ['ventʃə*], *n.*, *v. t.* & *i.* 冒險；投機
verse [və:s], *n.* 詩句；韻文
vibrate [vai'breit], *v. i.* 震動
vice [vais], *n.* 過失；惡習
violent ['vaiələnt], *adj.* 暴烈
virtue ['və:tju:], *n.* 美德
virtuous ['və:tjuəs], *adj.* 有德；賢良
vivid ['vivid], *adj.* 活潑
voluntarily ['vɔləntərili], *adv.* 甘心

W, w ['dʌbljju:]

wail [weil], *v. i.* 悲哀；哀哭
waiver ['weivə*], *n.* 放棄權利；取消要求
warfare ['wɔ:fɛə*], *n.* 戰事
warlike ['wɔ:laik], *adj.* 好戰的
warn [wɔ:n], *v. t.* 警戒；忠告
waste [weist], *v. t.* 荒廢；消耗 ~*n.* 廢物
wax [wæks], *n.* 蠟
wea'ness [wi:knis], *n.* 薄弱
whence [wens], *adv.* 何從
whereas [wɛə'ræz], *adv.* 其實；如是則
whisper ['wispə*], *n.* & *v. i.* 耳語；低語
worthy ['wə:ði], *adj.* 合宜；有德
wrath [rɔ:θ], *n.* 憤怒

X, x [eks]

Xenophon ['zenəfən, 'gz-], *n.* 人名

Y, y [wai]

yonder ['jɔndə*], *adv.* 在彼處
youth [ju:θ], *n.* 幼年；少年

Z, z [zed]

zeal [zi:l], *n.* 熱心；誠意