

修正課程標準適用

# 初中英語讀本

NEW STANDARD ENGLISH READERS  
FOR JUNIOR MIDDLE SCHOOLS

第六冊

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NEW STANDARD  
ENGLISH READERS

For Junior Middle Schools

Book Six

By

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AND

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## 編輯大意

- 一. 本書共六冊，專供初級中學三學年之用，每學期一冊。
- 二. 本書每冊二十餘課；字由大而小，行由疏而密，教材隨之增加。依照修正課程標準，初中英語每週授課四小時。每學期以十八週計，共七十二小時；連練習在內，平均約三小時授一課。
- 三. 本書所用生字，除 Thorndike 之最常用二千字外，其餘多選自報紙，商業，醫藥，以及社會科學，自然科學等方面，以求適合初中學生之程度與興趣。
- 四. 本書第一年專重口耳之訓練，不從語法解剖入手，務使學生多聽多說，牢記文句之格調，仿語之形式，知其當然而不必知其所以然。因之，第一二冊側重圖畫，絕無乾枯之弊，課文練習兩項均參用 Gouin Method 編製。第二年專重手眼之練習，使學生充分模仿或造句，並加入簡單文法，使學生略知英語句子之構造。第三年專重作文及智識方面，加入正式語法與討論一項。使學生得由語法之變化應用，而能由己意發表短文。
- 五. 本書每冊後均有附錄，字表照 Pocket Oxford Dictionary 及 An English Pronouncing Dictionary 兩種注音。

六. 本書文字與圖畫打成一片,以免讀者有乾燥無味的感覺.

七. 本書各冊綱要如下:—

第一年	第一冊	(1) 生字 (2) 讀物 (3) 記憶課 (4) 練習 (5) 書法
	第二冊	(1) 生字 (2) 讀物 (3) 訓練 (4) 記憶課 (5) 練習
第二年	第三四冊	(1) 生字 (2) 讀物 (3) 字的研究 (4) 語法 (5) 練習
第三年	第五六冊	(1) 生字 (2) 讀物 (3) 討論 (4) 語法 (5) 練習

## 告 教 師

1. 第一年——請不必講解語法上之規則,亦不必使用語法上之專名詞:僅使學生牢記語法上一切形式,而不必告其所以然:但請盡量設法使學生有聽與說之充分練習.
2. 第二年——請使學生多多模仿或造句.
3. 第三年——請使學生務必參加討論一項,并使其時時試寫短文.

注意: 請弗更動或刪略本書中之任一課.

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NEW STANDARD  
ENGLISH READERS  
FOR JUNIOR MIDDLE SCHOOLS  
BOOK SIX

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LESSON ONE

TWO LETTERS OF INTRODUCTION

Introduc-  
tion  
London  
Messrs.  
& (=and)  
New York

London,  
April 5, 19—.

Messrs. Biggar, Thomson & Co.,  
New York.

(Firm)

Gentlemen:

Extend  
Relation

Mr. Belleyer, of the firm of Jules Ferver & Co., Lille, is about to visit the leading cities of the United States, for the purpose of extending the business relations of his house in America. He sails either by the present steamer or by the next mail steamer from Liverpool.

Informa-  
tion  
Afford  
(Line)

Any information you can afford him, or introduction to houses in his line of business which you can give him, we

Duly

shall duly appreciate.



Supply  
Fund  
(In need  
of)  
Accom-  
modate  
Extent  
(Advance)

Although he is well supplied with funds, should he at any time stand in need of money, we shall thank you to accommodate him on our account to the extent of £ 700 or £ 800, drawing upon us at a short date for your advances. Mr. Belleyer bears a letter of introduction from our house, and we append his signature for your information.

Yours very truly,

J R. Rogers,

Horrocks & Rogers.

Mr. Belleyer's signature—

B. Belleyer.

Rio de Janeiro,

March 1, 19—.

Esq.

P. L. Simmonds, Esq.

Dear Sir:

(Leave)  
Introduce

I beg leave to introduce to you my eldest son, a Government official of twelve years standing. He is now landing surveyor in the Custom's De-  
partment. He was formerly chief clerk

(Standing)  
Surveyor  
(Custom)  
Formerly

(支)

**Audit** | in the auditing office. If, therefore,  
**Statistical** | you require statistical information, or  
**Particular** | particulars concerning this part of South  
**Concern-** | America he will be able to give it.  
**ing** |

**(Lately)** | He has been out of health lately,  
 and has a twelve months' leave of  
 absence to visit England. As he was a

**Native** | mere boy when he left his native land,  
 he will feel almost a stranger when he

**Esteem** | arrives, and I shall esteem it a great  
 favour if you will give him a little of

**Direction** | your advice and direction since his  
 desire is to see a few of the sights in  
 London. I know of no one so able as

**Oblige** | yourself to do this and I believe you  
 will oblige me. He knows your friend,  
 Mr. Evans, and can give you a little  
 information about him.

**Regards** | Please give my best regards to all  
 your family.

Yours truly,  
 John Tambellie.

## DISCUSSION

1. What is a firm?
2. What is the purpose of Mr. Belleyer in visiting the leading cities of the United States?

3. Why does Mr. Belleyer sign his name at the foot of the letter?
4. What do you know about the eldest son of John Tambellie?
5. Who is Mr. Evans?

## GRAMMAR

### *The Kinds of Sentences.*

Sentences may be classed as:

1. Declarative Sentence  
My eldest son knows your friend, Mr. Evans.
2. Interrogative Sentence  
Will you come this way?
3. Imperative Sentence  
Keep your teeth clean.
4. Exclamatory Sentence  
How beautiful the king's new clothes are!

Sentences may be again classed as:

1. Simple Sentence  
He has no brother.
2. Compound Sentence  
He is rich, but his brother is poor.
3. Complex Sentence  
I see that you are sad.

## EXERCISE

- (a) Make different kinds of sentences.
- (b) Write a short letter of introduction.

## LESSON TWO

### THE SEVEN WONDERS OF THE ANCIENT WORLD

**Ancient**

**Phrase**

“The Seven Wonders of the World” is a phrase which nearly everybody knows; but few people, when asked the question suddenly, could name those

**Egyptian  
Pyramid**



wonders. Only the Egyptian Pyramids still remain to-day; the other six won-

**Descrip-  
tion**

ders have been destroyed. Descriptions of them by ancient writers are all that remain to give us a little idea of what they were like.

**Writer**

**Describe**

The pyramids have been described so often that everyone knows about them. In ancient times, however, when the Sphinx was a perfect carving, when a splendid pavement of beautiful stones led up to the great pyramid of Cheops, the Pyramids must have looked far more wonderful than they do to-day.

**Sphinx  
Carving  
Splendid**

Even more splendid were the walls, the temple and the “hanging gardens” of Babylon, of which hardly a trace

**Hanging  
Babylon**

Circum-  
ference

So-called

Arch

(Strike  
root)

Scenery

Remind

Valley



remains. The walls were over 300 feet high, with two hundred and fifty guarding towers of even greater height. Their circumference was said to have been no less than sixty miles. The so-called "hanging gardens" were gardens built up to the height of the city walls on arches, on which terraces were laid, with soil on them so that great trees could strike root. Nebuchadnezzar built these gardens to please his wife, Amytis, who, coming from the hills of Media to Babylon, longed for something different from the flat scenery of Babylonia to remind her of her native country. The gardens were laid out to

represent hills and valleys and stretches of forest, all within the walls of Babylon itself.

Statue

Greek  
Sculptor  
Ivory

Next among the seven wonders of the world was the Statue of Jupiter Olympus, at Olympia. It was designed by Phidias, the greatest Greek sculptor. The statue was of gold and ivory, a

Throne	seated figure nearly 60 feet in height, on a throne of gold and ivory.
Art Execute	Another "wonder" was the Temple of Diana at Ephesus, on which some of the most splendid art of the old Greek sculptors was executed. The famous Praxiteles designed and carved the altar. The Temple itself was a wonder of art both within and without.
Altar	The fifth of the "wonders" was the Mausoleum, or tomb, of King Mausolos, built by his wife, Queen Artemisia, at Halicarnassus in Caria, a Kingdom of Greece. Visitors to the British Museum can see a reconstruction of this great tomb, which has given a name to all memorials of the kind since.
Manso- leum Tomb	The pharos, or lighthouse, of Alexandria, a big tower designed to guide ships into the harbour, was counted another wonder of the world. It stood on an island at the entrance to the harbour, and on its top a fire was burning which could be seen from a distance of a hundred miles at sea.
Greece British Museum Recons- truction	
Memorial Pharos Light- house	
Harbour	
Entrance	

The seventh of the wonders was also a harbour statue, the Colossus at Rhodes. It was a brass figure of Apollo, 120 feet in height, standing over the entrance of the harbour, so that ships entering were said to pass between its legs.

### DISCUSSION

1. Explain the meaning of "wonder".
2. Explain the meaning of "ancient world".
3. Have you ever seen the Mausoleum of Dr. Sun Yat-sen?
4. Name the Seven Wonders of the ancient world?
5. Is the Great Wall of China one of the wonders of the world?

### GRAMMAR

#### *The Verb*

Verbs are divided into two classes:

#### 1. Regular verbs

want	(present)	wanted	(past)	wanted	(past participle)
study	(present)	studied	(past)	studied	(past participle)
stop	(present)	stopped	(past)	stopped	(past participle)

#### 2. Irregular verbs

see	(present)	saw	(past)	seen	(past participle)
know	(present)	knew	(past)	known	(past participle)
go	(present)	went	(past)	gone	(past participle)

Verbs can also be classed as:

1. Transitive verbs

I *beat* a dog.

He *sees* a house.

She *writes* a letter.

2. Intransitive verbs

Fire *burns*.

It *rains*.

I *sit*.

### EXERCISE

- (a) Pick out all the regular and irregular verbs in this lesson.
- (b) Point out all the transitive and intransitive verbs in this lesson.
- (c) Write a short composition on "The Wonders of the Modern World".

## LESSON THREE

### THINGS THAT CHANGE INTO ONE ANOTHER

Most of us, while we were still very young, began wondering what all the things in the world are made of. We wanted to know what we ourselves, and the moon and bread and water are made of. The answer that we really wanted was one which would tell us



**Stuff**

that strange things are really made of the same kind of stuff as the familiar things. Perhaps that was why people teased us by saying that the moon is made of yellow butter. They saw that we could believe that things which look quite different might really be made of the same kinds of stuff.

**(Interest-  
ed)**

But we were interested not only in what things are made of. We wanted to know also about the changes which seemed to happen to some things: how it is that the white powder called fruit-salts fizzes in water, and makes a drink like soda-water; why matches burst into flame when they are rubbed on the box; why milk curdles when you squeeze lemon-juice into it.

**Powder  
Salt  
Fizz  
Soda-  
water  
Match  
Burst  
Curdle  
Squeeze  
Lemon  
Juice**

And then a time must have come when we suddenly began to wonder some of the familiar things which we were so used to that they did not seem remarkable. It may, for instance, have suddenly struck us one day as rather wonderful that our bodies build

**Remark-  
able  
Instance**

(支)

themselves up out of all the different things we eat.

There are thousands of other things in the world which we should find just as surprising if only we were a little less used to them. The blade of a fine new penknife rusts if it is left out in the damp, and the bright metal crumbles away into a brown powder. Coal burns with bright flames, and there is nothing left but a little grey ash. If you leave your cakes on the fire too long, they get burnt, and after a time nothing remains of them but a black mass.

Chemistry is the study or science that finds out what things are made of and how they change into one another. To make it easier, the changes which occur in men and animals or in growing plants, are studied separately from the changes which happen to non-living things. The branch of chemistry which deals with changes in living matter is called biochemistry. The branch which deals with changes in non-living matter is often simply called chemistry.

Blade  
Penknife  
Rust  
Damp  
Metal  
Crumble

Ash

Mass

Chemistry  
Science

Non-  
Non-  
living

Bioche-  
mistry

## DISCUSSION

1. Name the two branches of chemistry.
2. Why does milk curdle?
3. Why does the blade of a fine new penknife rust?
4. What is the little grey ash which remains after the coal stops burning?

## GRAMMAR

*The Tenses.*

To express time, present, past, or future, a verb has tenses:

1. Present tense  
He *takes* a pen.
2. Past tense  
He *took* a pen.
3. Future tense  
He *will take* a pen.

Each tense has different forms:

1. Indefinite  
I *call*. I *called*. I *shall call*.
2. Continuous  
I *am calling*. I *was calling*. I *shall be calling*.
3. Perfect  
I *have called*. I *had called*. I *shall have called*.
4. Perfect Continuous  
I *have been calling*. I *had been calling*. I *shall have been calling*.

## EXERCISE

- (a) Write sentences with "interested in".
- (b) Write a short composition on "Why We Study Chemistry".

**LESSON FOUR****FORTUNE AND THE BEGGAR****Fortune  
Ragged  
Creep****Wallet****Grumble****Folk****Satisfy**

One day a ragged beggar was creeping along from house to house. He carried an old wallet in his hand, and was asking at every door for a few coppers to buy something to eat. As he was grumbling at his lot, he kept wondering why it was that folks who had so much money were never satisfied.

“Here,” said he, “is the master of this house—I know him well. He was always a good business man, and he made himself very rich a long time ago. Had he been wise, he would have stopped then. He would have turned over his business to some one else, and then he could have lived in ease.

“But what did he do instead? He took to building ships and sending them to sea to trade with foreign lands. He thought he would get mountains of gold.

Storm  
Wreck  
Riches

“But there were great storms on the water; his ships were wrecked, and his riches were swallowed up by the waves. Now his hopes all lie at the bottom of the sea, and his wealth has vanished like the dreams of a night.

Vanish  
Case  
Unless

“There are many such cases. Men seem to be never satisfied unless they can gain the whole world.

“As for me, if I had only enough to eat and to wear, I would not want anything more.”

Just at that moment Fortune came down the street. She saw the beggar and stopped. She said to him: “Listen! I have long wished to help you. Hold your wallet and I will pour gold into it. But I will do it only on this condition: All that falls into the wallet shall be pure gold; but every piece that falls upon the ground shall become dust. Do you understand?”

Pure

“Oh, yes, I understand,” said the beggar. “Then have a care,” said

Fortune. "Your wallet is old, so do not load it too heavily."

The beggar was so glad that he could hardly wait. He quickly opened his wallet, and a stream of yellow dollars was poured into it. The wallet soon began to grow heavy.

"Is that enough?" asked Fortune.

"Not yet."

"Isn't it cracking?"

"Never fear."

The beggar's hands began to tremble. Ah, if the golden stream would only pour forever!

"You are the richest man in the world now!"

"Just a little more," said the beggar; "add just a handful or two."

"There, it's full. The wallet will burst."

"But it will hold a little more, just a little more."

Another piece was added, and the wallet split. The treasure fell upon the

**Forever**

**Handful**

**Split**

(Torn) ground and was turned to dust. Fortune had vanished. The beggar had now nothing but his empty wallet, and it was torn from top to bottom. He was as poor as before.

## DISCUSSION

1. Who was creeping along from house to house?
2. What did he carry in his hand?
3. Was he contented with his lot?
4. Who came down the street?
5. What did Fortune pour into his wallet?
6. Did the wallet split?
7. What became of the beggar?

## GRAMMAR

*The Indicative Mood.*

## I.—Active Voice

## Form

	Present Tense	Past Tense	Future Tense
1. Indefinite	I wash.	I washed.	I shall wash.
2. Continuous	I am washing.	I was washing.	I shall be washing.
3. Perfect	I have washed.	I had washed.	I shall have washed.
4. Perfect continuous	I have been washing.	I had been washing.	I shall have been washing.

## II.—Passive Voice

## Form

	Present Tense	Past Tense	Future Tense
1. Indefinite	I am washed.	I was washed.	I shall be washed.
2. Continuous	I am being washed.	I was being washed.	(wanting)
3. Perfect	I have been washed.	I had been washed.	I shall have been washed.
4. Perfect continuous	(wanting)	(wanting)	(wanting)

## EXERCISE

- (a) Make sentences with the following phrases: 'in ease'; 'as for me'.
- (b) Retell in your own words the second half of the lesson (from seventh paragraph to the end).

## LESSON FIVE

## SPOTLESS TOWN

Spotless

Mayor

Citizen

The mayor of every city wishes that he were the mayor of Spotless Town, and he hopes that some day his city will have that for another name. He knows that the citizens of such a city would be healthy and strong and happy.



<b>Cleanliness</b>	Of course you know why. It is because cleanliness means health and strength and happiness.
<b>Happiness</b>	
<b>Definition</b>	Cleanliness also means beauty, for nothing that is dirty can be beautiful. "Dirt is matter out of place." That is a very good definition of dirt, and if you think about it a moment, you will see that it is a correct one.
<b>Correct</b>	
<b>Manage House- keeper</b>	In other words, there is a place for everything, and everyone should try to put everything in its place, especially dirt. That is the way our own city may become as nearly a spotless town as possible. If everyone did this every day, every day would be a clean up day. Of course there would have to be general clean-up days from time to time, just as there must be house-cleaning days in the best managed homes. The mother is the housekeeper of the home, but she cannot keep the house in the best of order unless every member of the family does his share to help.

**Daily  
Assistance**

The city is the home of all its citizens and the mayor is the city house-keeper. But even the mayor of Spotless Town could not keep his city in the best of order without the daily assistance of all the citizens, both young and old.

## DISCUSSION

1. Do you know why the citizens of a spotless town would be healthy and strong and happy?
2. Is it a correct definition that dirt is matter out of place?
3. In what way can a city become spotless?
4. Who is the housekeeper of the home?
5. Who is the city housekeeper?
6. Can the mayor keep the city in the best of order without the assistance of all the citizens?

## GRAMMAR

*The Subjunctive Mood.*

The subjunctive forms of verb "to be":

## Present Tense

	Singular	Plural
(支) 1st. Person	If I be	If we be
2nd. Person	If you be	If you be
3rd. Person	If he be	If they be

## Past Tense

	Singular	Plural
1st. Person	If I were	If we were
2nd. Person	If you were	If you were
3rd. Person	If he were	If they were

## Future Tense

	Singular	Plural
1st. Person	If I should be	If we should be
2nd. Person	If you should be	If you should be
3rd. Person	If he should be	If they should be

## Active Voice

	Continuous	Perfect
Present	If I be washing	If I have washed
Past	If I were washing	If I had washed
Future	If I should be washing	If I should have washed

## Passive Voice

	Indefinite	Perfect
Present	If I be washed	If I have been washed
Past	If I were washed	If I had been washed
Future	If I should be washed	If I should have been washed

## EXERCISE

- (a) Write sentence with the following phrases: 'of course'; 'in other words'; 'from time to time'.
- (b) Write a short composition of about one hundred words on the following subject:  
How to Keep Our House Clean.

## LESSON SIX

## PATRIOTISM

**Patriotism** | As it is natural to love our home, it is also natural to love our country. As the poorest homes are sometimes most tenderly loved, so the poorest and barest country is sometimes held most affectionately.

**Affection** | This affection is natural, because the town and the nation in which one has lived is, like the home, bound up with all the experiences of one's life. The games of childhood, the affection of parents, the love of friends, all the joys, the sorrows, the activities of life, are bound up in the thought of one's native land; so that men have felt for their country an affection made up of all their other affections.

**Parent** | The love of one's country is called Patriotism.

**Joy** | It is not merely natural to be patriotic; it is reasonable and right. Nearly  
**Activity** | all that makes life pleasant and desirable  
**Patriotic**  
**Desirable**

**Belong**  
**Gratitude**

comes through the town or the nation to which we belong. Thus our gratitude should make them dear to us.

**Toil**

Think how many thousands in our country have toiled for us! They have made roads and they have built school

**Establish**

houses. They have established mails and post-offices. They have cultivated

**Provide**

farms to provide for our needs, and have built ships that cross the ocean to bring us the good things which we could not produce at home. They have provided protection against wrong-

**Wrong-  
doer**

**Peace**

doers. So if we sleep in peace, and work and study and play without being

**Molest**

molested, it is to the town and the nation that we owe all this.

**Owe**

**Patriot**

**(Them-  
selves)**

Then, too, in every nation such good results have been produced at great cost of suffering and life. It is because there have been patriots who have loved their country better than they loved themselves, that we have a country that we can love.

## DISCUSSION

1. Is it natural to love our home?
2. What are bound up in the thought of one's native land?
3. What is patriotism?
4. Is it reasonable and right to be patriotic?

## GRAMMAR

*The Imperative Mood* (used only in the Present Tense, and only in the Second Person).

Singular	Plural
Sing (or sing you)	Sing (or sing you)
Stop (or stop you)	Stop (or stop you)
Look (or look you)	Look (or look you)
Stay (or stay you)	Stay (or stay you)

If we want to express the First and Third Persons of the Imperative Mood, we use the verb "let".

	Singular	Plural
1st. Person	Let me sing.	Let us sing.
3rd. Person	Let him sing.	Let them sing.

The Imperative Mood is sometimes formed by using the Auxiliary "do".

Do not cry.

Do not put your finger in the milk.

Do not be afraid.

Do not look at me.

Do not say that.

## EXERCISE

- (a) Write ten sentences using the imperative mood.  
 (b) Write a short composition on the subject "My Native Town".

## LESSON SEVEN

## THE STORY OF SINDBAD THE SAILOR (I)

<b>Idleness</b>  <b>(Set out for)</b>  <b>(At length)</b>  <b>Ashore</b>  <b>Captain</b>  <b>Nightfall</b>  <b>Unfurl</b>         <b>Tub</b>	<p>When I was young I passed my time in idleness, but at last I saw how foolish I was, and decided to become a merchant. I bought goods with all the money I had and set out for India, to trade there. We sailed far into the ocean for many days. At length we came to an island, and I went ashore, as the captain intended to stay there for a few days. At night-fall the island suddenly trembled, and the captain hastily unfurled his sails, and drew away, leaving me on shore. Then the whole island suddenly disappeared beneath the waves. Happily I found a tub near me while I was swimming, and was able to save myself by getting into it. Next day, I was picked up by</p>
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**Huge  
Whale**

the ship, which had stayed near by, and learned what I had supposed to be an island was nothing but a huge whale. This was my first voyage.

**Profit**

I returned to Bagdad, but soon grew weary of a quiet life, and set forth again. We went from island to island, making much profit. One day we came to a small island where there were no people and went ashore. After a time I lay down by a stream and fell asleep. My

**Comrade**

comrades forgot me and returned to the ship. When I awoke it was evening and I was quite alone, and did not know which way to go. I climbed a

**Naught**

tree, but could see round me naught but water and sky, till at last I noticed not

**Object**

far off a white object. I went to it, and found it to be smooth and round like an egg, and about twenty feet across.

**Enormous  
Approach  
Roc**

Suddenly the air grew dark; and, looking up, I saw that an enormous bird was approaching. I knew at once that this was a Roc, of which I had



**Alight**

heard sailors speak. The bird alighted, and stood near me, its body completely covering me. There it stayed all night guarding the egg. So in the morning I tied myself to one of its claws, which was as big as the trunk of a tree.

**Serpent****Beak****Depart****Cliff****Summit****Elephant****Escape****Disturb****Tremendous**

The Roc flew away in the morning, and carried me to a deep valley, where it stopped and seized a serpent in its beak. I quickly cut the rope which tied me, and had only just done so when the bird departed again.

I found that the valley was enclosed on all sides by cliffs so high that their summits were lost in the clouds, and that the ground was covered with diamonds of great size. My pleasure at this sight was, however, soon destroyed; for I found that there were many snakes in the valley, each of which was large enough to have swallowed an elephant. To escape from them I hid myself in a small cave, but at night I was disturbed by the tremendous hissing sounds which they made.

**Tale**

I had always supposed that the tales of the Valley of Diamonds which I had heard were not true. But I knew now that I had been wrong. The people of that country get the diamonds by throwing large pieces of meat into the valley. The eagles which live on the cliffs fly down, seize the meat, and carry it to their nests. Then the people come and drive away the eagles and take the diamonds which have struck to the meat.

**Eagle**

At once I thought of a plan of escape, and also of obtaining riches for myself. I collected a number of the largest diamonds and put them in my bag. While I was doing so, many pieces of meat fell near me, to one of which I tied myself. Soon a strong eagle seized the piece and carried me with it to his nest. In this way I escaped alive on my second voyage, and returned home.

## DISCUSSION

1. In what way did Sindbad pass his time?
2. What was it that Sindbad supposed to be an island?
3. What kind of bird is the Roc?
4. Sindbad tied himself to two things. What are they?
5. How did the people near the Valley of Diamonds get the diamonds?

## GRAMMAR

*The Infinitive Mood.*

	Form	Active Voice	Passive Voice
Present	{ Indefinite	To call	To be called
	{ Continuous	To be calling	(wanting)
Past	{ Perfect	To have called	To have been called
	{ Perf. Contin.	To have been calling	(wanting)

Sometimes the word "to" is omitted:

I *make* him *stand* (to stand).

I *let* him *go* (to go).

I *see* him *take* (to take) his hat.

You *need* not *say* (to say) so.

I *will* *go* (I am to go).

I *can* *go* (I am able to go).

I *may* *go* (I am permitted to go).

I *must* *go* (I am compelled to go).

You *had better* *go* (to go).

I *had rather* *write* (to write) this than that.

I *did* nothing but *cry* (= to cry).

## EXERCISE

- (a) Make sentences using the Infinitive Mood.  
 (b) Retell the second voyage of Sindbad.

## LESSON EIGHT

## THE STORY OF SINDBAD THE SAILOR (II)

The pleasures which I now enjoyed, having become a man of wealth, soon made me forget the dangers and miseries that I had endured, and after some years I set out on my travels again. This time I fitted out a ship of my own. After sailing for a considerable time, we came to a desert island, where we found a Roc's egg, exactly like the one I have already described. My men broke the egg with their axes, took out some of the yolk and boiled and ate it.

Scarcely had they finished when two immense clouds appeared in the sky. These were the parents of the egg. I told the captain to crowd on all sail. But it was too late. When the Rocs discovered that their egg was destroyed,

Misery

Endure

(Fit out)

Consider-  
ableYolk  
Boil

Immense

(Crowd  
on sail)

Utter they wheeled above us, uttering loud  
 Scream screams. Soon they flew away to the  
 Brief mountains, and returned in a brief while,  
 each carrying a huge rock in its mouth.  
 Hover The first bird, hovering above us, let  
 (Miss) his stone fall; it missed the ship and fell  
 Overturn into the sea close by, nearly overturning  
 our vessel with the wave caused by the  
 Splash splash. The other let his piece of rock  
 fall so directly that it split the ship,  
 which sank at once. All the men on  
 Crush board, except myself, were either crushed  
 Drown to death or drowned. I saved myself  
 (Tired by swimming, and at last, tired out,  
 out) reached an island.

This island was a delightful place.  
 The grass was green, and the trees were  
 Delicious covered with delicious fruits. Among  
 Brook them brooks of clear water wandered.

As I walked along I saw a little old  
 man, seated by a stream. I approached  
 Ship- him, thinking that he might be a ship-  
 wrecked wrecked sailor. But when I spoke to  
 him he could only shake his head and  
 Mutter mutter, and I now noticed that he wore

(Made  
signs)  
According-  
ingly

no clothes and that his body was covered with hair. Soon he made signs that he wished to cross the stream. Accordingly I seated him on my shoulders, with his legs round my neck, and waded through it.

Wade

When I reached the other side, and wished to put him down, he uttered a chuckling sound, and squeezed me so tightly with his legs that he nearly choked me. Try as I would I could not rid myself of him.

Chuckle

Tightly

Choke

Rid

Miserable

I now led a miserable life as the slave of the old man, who never let me go, day or night. He beat me on the head with a stone when he wished me to carry him anywhere, and would make me do so till I fell down exhausted.

Anywhere

Exhausted

Grape  
Wine

Abound in

One day I found four jars on the shore, and squeezed into them some grape juice, to make myself wine, as that island abounds in wild grapes. A few days later, I returned to the jars and drank some of the wine, which cheered me so much that I began to dance and sing.

Cheer

**Monster**

The cruel monster on my back, seeing this, made me give him the other jars. He drank so much wine that his senses left him, and he fell to the ground, unable to move. As soon as I was free I took up a large stone and with it I dashed out his brains.

**Unable**

As soon as I was free I took up a large stone and with it I dashed out his brains.

**Dash  
Brain****(Put in)**

Not long afterwards a vessel put in to the island to take water, and from the sailors I learnt that I had fallen into the hands of the Old Man of the Sea.

**(Learnt)**

“This island,” said they, “is famous for the number of persons he has killed. You are the first of his captives whom he has not strangled.”

**Captive****Strangle****Due****(In due  
course)****Adven-  
ture**

In due course I returned home to my wife and family. I made several other voyages, in which I had adventures so surprising that I will not tell them to you, because you would not believe them. Now I am old and can travel no more, and so I shall end my days here in Bagbad.

—From “The Thousand and One Nights.”

## DISCUSSION

1. Why did Sindbad soon forget the dangers and miseries that he had endured?
2. What did Sindbad's men do with the second Roc's egg they found?
3. What did the second Roc do to the ship?
4. Was the island a delightful place?
5. How did Sindbad free himself from the **Old Man of the Sea**?

## GRAMMAR

*The Potential Mood.*

## The Verb "Can"

## Present Tense

	Singular	Plural
1st. Person	I can	We can
2nd. Person	You can	You can
3rd. Person	He, she, it can	They can

## Past Tense

	Singular	Plural
1st. Person	I could	We could
2nd. Person	You could	You could
3rd. Person	He, she, it could	They could

## The Verb "May"

## Present Tense

	Singular	Plural
1st. Person	I may	We may
2nd. Person	You may	You may
3rd. Person	He, she, it may	They may



## Past Tense

	Singular	Plural
1st. Person	I might	We might
2nd. Person	You might	You might
3rd. Person	He, she, it might	They might

## The verb "Must"

## Present Tense

	Singular	Plural
1st. Person	I must	We must
2nd. Person	You must	You must
3rd. Person	He, she, it must	They must.

## EXERCISE

- (a) Write sentences using verbs in the Potential Mood.  
 (b) Describe the Old Man of the Sea.

## LESSON NINE

## A LETTER OF ADVICE

My dear Friend,

I understand that you are in the habit of going to bed early, and that you don't get up till breakfast is ready. Is that true? I can hardly believe it, because I should think you know better how to employ your time.

Employ

**Snore**

Man lives but as long as he is awake and does something useful. If you snore away twelve hours out of every twenty-four, you live but one half of your life, and he who reaches the age of fifty, of which he has passed one half in bed, cannot be said to have lived more than fifteen years because he spends the rest of his time in eating, drinking, playing, dressing, and other more or less useless things.

**Justifica-  
tion  
Abuse**

What shall we be able to say in justification of such an abuse of our time?

**Sufficient  
Recover  
Fatigue**

You will find that six or seven hours out of twenty-four are quite sufficient to recover strength against the fatigues of the following day.

**Longevity**

The less you sleep, the longer you live, and in employing your time usefully consists the great art of longevity.

**Well-  
wisher**

Take my advice: try to get rid of that bad habit. It cannot lead to your health or help you on in life.

Your well-wisher,

John Bennett.

## DISCUSSION

1. How many hours are sufficient to recover our strength against the fatigues of the following day?
2. How can we prolong our life?

## GRAMMAR

*The Gender.*

There are four genders:

1. Masculine (nouns denoting the *male* sex):  
boy, man, waiter, actor.
2. Feminine (nouns denoting the *female* sex):  
girl, woman, waitress, actress.
3. Common (nouns referring to *either* sex):  
sheep, teacher, speaker, writer.
4. \*Neuter (nouns denoting things of *neither* sex, that is, things without life):  
stone, tree, watch, shoe.

## EXERCISE

- (a) Make sentences with "get rid of".
- (b) Classify according to gender the nouns in this lesson.

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\* Nouns denoting things without life are sometimes given gender—either masculine or feminine. They are then said to be personified as, sun (he), moon (she), ship (she), summer (he).

## LESSON TEN

## THE COTTAGE ON THE BORDER (I)

Cottage  
Border

Scotland

Exile

Scotch  
(Scottish)

## A Play in One Scene



The scene is the inside of a cottage, in England, near the border between England and Scotland. The date is May 22 in the year 1660.

The country is in a state of war.—The Roundheads\* had killed the former King, Charles the First, and since then have been ruling England. The people now desire to have their young king return from exile. Charles the Second (son of Charles the First) is expected to arrive in Scotland within a few days. The King's soldiers are gathering on the Scotland (Scottish) side of the border: the Roundhead soldiers are

\* "Roundhead" was a name given to the enemies of King Charles because they always had their hair cut short.

Intention  
(With the  
intention  
of)

collecting on the English side of the Border with the intention of preventing Charles from crossing the border.



Scene—A cottage on the Scottish Border.

The time is evening. The window is open, and the wild country of the Scottish border is seen faintly outside.

On the table in the centre of the

room there are two candles; one is burning; the other has not been lit.



Candle

Lit

The table is ready for supper. From outside is heard the sound of someone cutting wood.

## Persons in the Play

An Old Man.

The Boy,—his grandson.

An Officer of the king's army.

Two Roundhead soldiers.

The boy.—(near the table, eating a piece of bread) Are you coming, Grandfather? I'm getting hungry.

Grandfather.—(from outside) Is supper ready?

Boy.—Yes, it has been ready for hours and hours. I'm very hungry.

Gr.—All right; I'm coming. (The old man enters, carrying an axe and some small logs for the fire.) Well, what have you got for my supper to-night? (The boy brings in a dish and then lights the other candle.) My leg is very



bad again with all this walking. (He draws the dish towards him, takes his spoon and gives the boy a helping).

Gr.—What have you been doing all day? Did you go out at all while I was

**Grandson**

**Log**

**Spoon**  
**(A helping)**

(\*)

- away? (The old man takes his spoon and helps himself from the dish.)
- (Help)** Boy.—Yes, I went to the top of the hill.
- Gr.—Tell me, did you see anything?
- Horseman** Boy.—Yes, I did. I saw some horseman very far away.
- Gr.—Which way? Where did you see them?
- (Over there)** Boy.—Over there. (He points over his shoulder with his spoon.)
- Gr.—(Quickly, with his spoon half way to his mouth) Which way were they going? Tell me!
- Moment** Boy.—I don't know. I only saw them for a moment against the sky. I wonder what they were doing over there. It is rather odd—Don't you think it odd?
- Odd** Gr.—No, it's not odd. I know who they are; they're Roundheads. I went over the border to-day. They are saying in Applebie that the Roundheads are somewhere near. A shepherd
- Some-where Shepherd** saw some in the hills last night, sitting round their camp fire.—But it's odd

**Drill**

that they should come so near the border, with the King's men drilling in Applebie. It's odd—very odd.

Boy.—But that's odd, too—that the King's men should be drilling in Applebie. Why are they drilling there?

Gr.—(carefully) Oh—they are making ready . . . who knows what strange things may happen in a week's time?

Boy.—I wish I could see them drilling.  
(He moves towards the door.)

**Anxiously**

Gr.—(anxiously) Where are you going?

Boy.—I'm only going outside.

**Fetch**

Gr.—No, no. Not to-night.—You will fetch me anything I may need? My leg is bad to-night. Fetch me a light for my pipe, will you?

**(Pipe)**

Boy.—Oh, all right. (He fetches a piece of paper from the side-table, lights it in the candle, and gives it to the old man.)

Gr.—I don't want the Roundheads to get you too.

Boy.—I wasn't meaning to go far, Grandfather.

(Wasn't  
= Was  
not)





## DISCUSSION

1. What do you know about the Roundheads?
2. Name the persons in the play.
3. Explain the meaning of "help yourself".
4. What did the boy see when he went to the top of the hill?
5. Was the old man's leg bad? What did he ask his grandson to do?

## GRAMMAR

*The Cases of Nouns and Pronouns.*

There are three cases:

1. Nominative case.

*Wind* blows. (Nominative of Subject)

Are you sad, my *boy*? (Nominative of Address)

2. Objective case.

The policeman saw a *motor-car*. (Object of a Verb)

A man was killed by an *axe*. (Object of a Preposition)

3. Possessive (or genitive) case.

*Woman's* clothes; *women's* clothes.

*Cat's* tail; *cats'* tails.

## EXERCISE

- (a) Make sentences with "over there" and "somewhere".
- (b) Write a short composition: "Grandfather and Grandson".

## LESSON ELEVEN

## THE COTTAGE ON THE BORDER (II)

**Lock**

Grandfather.—Is the door locked?

Boy.—No, I haven't locked up the house yet.

Gr.—Lock it. (The boy locks the door, and shuts the window.) Now come here—would you like to be told a great secret? (The boy nods). Do you remember when the King went away? (He nods again.) , You remember that I told you that, some day, he would come back?—Well, I was right. Why do you think the soldiers are drilling in Applebie?

**Secret  
Nod**

Boy.—Oh, I know now! The King is coming back! Isn't he?

**(Over)**

Gr.—(nods) Yes, before a week is over, the King will have landed on the Scottish shore.

**(To land)****Excited**

Boy.—(excited) Will there be a fight? What will you do, Grandfather?

**(Of use)**

Gr.—Now, don't get excited. People who get excited aren't of any use in a fight.

**Excite-  
ment** | Boy.—(trying to hide his excitement)

Do you think they'll come here?

Gr.—No, I don't think they'll come so near the border. But if they do, we'll be ready for them, you and I,—that is, if you'll keep calm and not get excited. Now you may help me.

**Calm**

**Sword**

Fetch the swords and the pistol, and get some rags. We must polish them.

**Pistol  
Rag**

(The boy fetches the swords and the pistol and a piece of rag. The old man tears off a bit of rag and begins to clean and polish the pistol.) You take a bit of this rag and polish the sword-blades.

**Polish**

Boy.—(takes the rag and begins to polish) Did you ever kill anyone with that pistol, Grandfather?

Gr.—Ah, yes. The pistol brings memories back to me. Yes, I killed a man once with it.

Boy.—Was that when my father was killed?

Gr.—Yes; that was a day! (Old times come back to his memory. As he

speaks he becomes more and more excited by his memories and talks to himself. The boy has heard this tale many times before, and scarcely listens.) It was only a small party, for men were scarce in those days of the war. Your father was commanding them.



They were riding over that range of hills over there, to look for Roundheads.

They suddenly come upon a large party of Roundheads. They fled, because the Roundheads were too many for them. The Roundheads gave chase, and a fine chase it was, all over the range. Up and down the hills they rode, with the Roundheads chasing them. They came down that slope there, with the Roundheads still in chase,—very near now, I saw their horses slipping on the loose stones. Your father stopped a moment to tell us to lock the door and stay inside. Scarcely had he mounted his horse again, when I heard a shot. I saw

**Command**

**Range**

**Fled**

**Chase**  
(To give chase)

**Rode**

**Slope**

**Loose**

**(Mount)**  
(To mount a horse)

**Saddle****Unlock****(Range)****Aim****(To fire)****Drag**

him slip from the saddle, and fall. I unlocked the door and ran out. A Roundhead was standing with a smoking pistol. He was just within range. I seized the pistol from your father's hand. The Roundhead turned off the road to chase the others. He was now almost out of range. I aimed carefully, and fired. He slipped from the saddle, but his foot was caught, and the horse dragged him.

Boy.—Do show me how to load a pistol properly.

Gr.—Very well, bring me the powder and shot. It is careful loading that gives you a good range.

Boy.—No, let me do it. You're doing it all yourself.

Gr.—Very well. (The boy tries to load.)

Boy.—Now let me fire it.

Gr.—No, some one might hear us.

Boy.—Then let me aim it, to see if my hand is steady. I'll aim at that dish.

Gr.—Very well. (The boy puts the dish on the side-table and leans it

**Lean**

against the wall. He stands in front of his Grandfather, leaning against his knee. The old man leans forward and steadies the boy's hand.—A loud knocking is heard. The old man seizes a sword.)

Gr.—Now, steady. Don't get excited. (He looks out of the window.) It's a wounded man. He's leaning against the wall outside.

**Whisper**

Boy.—(whispering) Is it a Roundhead?

Gr.—Roundhead or no, I'm going to open the door. (He unlocks the door. The boy keeps the pistol steadily aimed at the door-way. A King's Officer enters. He is wounded, and leans against the table.)

Officer.—God save the King!

**(To faint)**

Gr.—Steady now. Steady!—He's going to faint. Quick! lock the door! (Just as the boy locks the door, the Officer slips to the floor in a faint. They drag him to a chair and give him water. He begins to recover.)

## Curse

Gr.—Look, he's been shot in the shoulder. He's recovering now. This is the Roundheads' work: they must be somewhere near.

Officer.—(not yet quite recovered) Let me go! You haven't got me yet, curse you! Let me go!

Gr.—Steady, steady! We're King's men here.

Officer.—(beginning to recover his memory) Where am I?...I must have fainted.

Gr.—(a sudden fear strikes him) Were you seen coming here?

Officer.—They must have seen me; it was bright moon-light.

Boy.—Then we must hide him.

Gr.—Hide him? How can we hide Him? No, we must fight for it!

Officer.—They must be near now. I must reach the border...I've lost my pistol! (He tries to stand.) My shoulder!...My memory is coming back now. When I got to the top of that range of hills, the moon came

from behind a cloud. Some Roundheads, hidden in the bushes, must have seen me. I heard two shots, and felt a pain in my shoulder. Then my horse jumped suddenly. I could not control it at all. Away I went on the jumping horse right over the hill, till I saw this cottage below me. Then I began to get some control over the horse; I controlled it enough to bring it somewhere near your cottage; then suddenly it slipped, and fell: and I dragged myself to your door...But hurry; they will be here any moment.

### DISCUSSION

1. How was the father of the boy killed?
2. Did the grandfather kill the Roundhead who had shot the father?
3. Did the boy want to learn to fire?
4. Who came to the cottage? How? Why?
5. What is meant by "faint" and "recover"?

### GRAMMAR

#### *The Articles.*

There are two kinds of articles:

1. The Definite Article,

The. (*the* school; *the* stone; *the* egg).



2. The Indefinite Article,  
a; an. (*a* school; *a* stone; *an* egg).

Names of mountains:

*the* Himalaya Mountains; *the* Ural Range.

Names of oceans:

*the* Pacific Ocean; *the* Indian Ocean.

Names of Seas:

*the* Yellow Sea; *the* Red Sea.

Names of Rivers:

*the* Yangtze River; *the* Mississippi River.

Names of newspapers and magazines:

*the* North China Daily News; *the* China Press.

*the* Nation; *the* Eastern Magazine.

Names of persons used in a common sense:

I want to be *a* Napoleon.

He is *the* Shakespeare of China.

### EXERCISE

- (a) Write sentences with Definite and Indefinite Articles.  
(b) Re-tell the lesson in your own words.

## LESSON TWELVE

### THE COTTAGE ON THE BORDER (III)

(Slip)

Grandfather.—(taking control) Now you, boy, slip outside and hide yourself among the bushes. Watch them coming down the slope, and warn us. The warning shall be a whistle.

(3)

Whistle once to warn us when you first see them and whistle twice when they pass the big stone. Then we'll be warned, and be ready for them.

Officer.—No, wait. I don't want you to get into any danger. Let me go now.

Gr.—You would scarcely get any distance before you would faint again.

Boy.—May I come back and use the pistol?

Gr.—No. After you have whistled and given us the warning, go as quickly as you can and get into safety. Go to Applebie. You'll be safest there. Run along, and don't get caught. (He kisses the boy.) You'll see the soldiers drilling in Applebie.

Boy.—(peeping out of the door) It's all quiet over there. Are you coming soon, Grandfather?

Gr.—Perhaps.

(The Officer goes over to kiss the boy, who holds back; so he shakes hands instead, smiling.)

Kiss

Officer.—Goodbye—and good fortune.  
(The boy peeps out of the door again;  
then slips out quietly into the dark.)

**Bolt**

Officer.—We had better bolt that door.

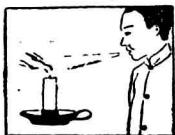
**Examine**

(He examines the doors.) That is a good strong bolt there: that will hold. There is no bolt on this door here, but the lock is good; that will stop them for a time.

(The old man brings the swords. He hands one to the Officer. He takes the pistol himself and walks about the room. The Officer sits facing the window. The old man turns anxiously and he, too, faces the window.)

Gr.—I wonder if the moon is shining: the boy might be seen, as you were.

**(Blow out)**



I'll blow out the candles, and just peep out to see if there is a moon.

**Darker**

(He hands the pistol to the Officer; then he turns down the lamp, blows out the candles, and darkens the room. Then

**Unbolt**

he unbolts the window and opens it. The Officer hands him back the pistol.)

**Hush**

Gr.—Hush! (He peeps out.) There is a bright moon shining. Every shadow looks like a man. He must be nearly there now... There's a hush outside—so quiet, as if something were going to happen.

**Risky**

Officer.—Shut that window. It's too risky. We are not out of range of the hill. With that moon shining, there is a chance that they might get in a shot at long range. We must not risk that (The Officer shuts and bolts the window: then he lights one candle.)

**Risk**

Gr.—I don't think there is much danger of that, in spite of the moon. That is why I sent the boy. (His fear increases in spite of himself.) And yet... do you think...? No, there can't be any danger. That boy knows every path. He could get through in spite of twenty moons, and yet...

**Spite  
(In spite  
of)**

Officer.—What?

Gr.—His father was shot by the Round-heads, out there on the road. And ever since then, I've been afraid—

Judge-  
ment

afraid in spite of my judgement. Do you think I would risk the son's being killed too? (He sits down and bows his head in his hands.) I couldn't risk his being caught in this little house like a rat in a trap.

Trap

Officer.—Rats in a trap. Yes, that's just what we are here: we shall be trapped like rats if they come. You were right not to let the boy risk it. —But, if the worst happens, we might draw them to us. We might make them see us, and come here,—and then he would get away safely.

Worst

Gr.—Oh, I'm sure he'll be safe. He can hide in those bushes like a rat in the corn, so that I can't find him myself.

Track

Officer.—Then don't let us think of it any more.—Why, they may not have tracked me at all.

(The Officer lights the other candle. A whistle is heard.)

Gr.—Hush!

(After a moment's pause there is a shot.)

Gr.—What's that? (He goes to the door at the back. The Officer stands in his way.) Let me alone: I must go to him.

Impos-  
sible

Officer.—No, that's impossible: you can't go there. It's impossible to go through that door now without being seen.

Unfasten

Gr.—What do I care for possible or impossible? I must go! (He struggles to unfasten the door.) This door is shut fast. I cannot unfasten it.

Officer.—(helping him to unfasten the door) You've forgotten this. (He hands him the pistol.)

Gr.—(pausing for a moment) What about you?

Officer.—Oh, the wounded rat in a trap fights with his teeth!

Gr.—I can't take the pistol, and leave you here. It's impossible.

Officer.—Hurry: what about the boy?

Gr.—Goodbye. (He goes out. The officer fastens the door; then, feeling faint, he sits down.)

(五)  
Fasten

**Moan**

Officer.—I should have gone. (He tries to rise, but falls back with a moan.)

I cannot do it. (Pause) He must have found the boy by now...But what about that moon? They might be caught before they reach the border. I must just peep out. (He blows out the candles and unfastens the window.)

**Flash**

Ah, that's bad: there's the moon. He'll be seen. (Pause) What's that flashing there? There! Another flash! It's the moonlight flashing on a gun. They are coming this way. (A shot is heard.)

**Weakness**

The Roundheads have stopped. They have seen him. (He runs towards the door, nearly falls from weakness, but recovers himself.) I can't do it. Another minute, and they'll be caught.

(A sudden thought comes to him. He lights the candles and turns up the flame of the lamp. Then he unfastens the window, and leans out, with the light on his face. There is a flash on the hill-side, and a shot breaks the window. He puts his hand to his

Throat  
Murmur

throat. There is a pause; then a murmur of voices. He shuts the window. The murmur is heard again, louder. He tries to drag the table in front of the door. Then, slowly, he slips to the floor. The murmur is louder. Someone kicks at the door. The door is kicked down, and two Roundheads enter.)

1st Roundhead.—Here he is. Bring the lamp. What was the fool doing at the window?

2nd Roundhead.—You would think he wanted to get himself shot!

2nd R.—(examining the body) Dead. Shot in the throat.

(It is a  
pity)

1st R.—It is a pity that we missed the other two.

2nd R.—They'll be over the border by now. Yes, it's a pity.

1st R.—(kicking the body) Let him wait till King Charles comes.

(They go out laughing. The murmur of their voices dies away.)

*curtain*



## DISCUSSION

1. What did the old man command the boy to do?
2. Did the old man hand the pistol to the officer, turn down the lamp, and blow out the candles?
3. Was the moon shining brightly when the old man peeped out of the window?
4. Why did not the old man stay in the room?
5. What was the end of the Officer?

## GRAMMAR

*The Personal Pronoun.*

- I. The First Person, Masculine or Feminine.

Case	Singular	Plural
Nominative	I	We
Possessive	My, mine	Our, ours
Objective	Me	Us

- II. The Second Person, Masculine or Feminine.

Case	Singular	Plural
Nominative	You	You
Possessive	Your, yours	Your, yours
Objective	You	You

- III. The Third Person, of all Genders.

Case	Singular			Plural
	Masculine	Feminine	Neuter	All Genders
Nominative	He	She	It	They
Possessive	His	Her, hers	Its	Their, theirs
Objective	Him	Her	It	Them

Note:— { This is *my* pen.      That is *our* school.  
           { This pen is *mine*.    That school is *ours*.

## EXERCISE

- (a) Imitate the “note” under “Grammar”.  
 (b) Write a story about an officer.

## LESSON THIRTEEN

## A LETTER FROM LORD CHESTERFIELD TO HIS SON

Dear Boy:

(To be of  
opinion)

Favorably

Eve

Down-  
ward

Mischief  
(As for)

Trust

Absolute-  
ly

(支)  
Exception

Before it is very long, I am of opinion that you will both think and speak more favorably of woman than you do now. You seem to think that from Eve downward they have done a great deal of mischief. As for that lady, I give her up to you: but since her time, history will inform you that men have done more mischief in the world than women; and to say the truth, I would not advise you to trust either more than is absolutely necessary. But this I will advise you to, which is, never to attack whole bodies of any kind; for besides that all general rules have their exceptions, you

Unneces-  
sarily  
Corps  
 Collec-  
tively

Lawyer  
Parson  
Courtier  
(Subject  
to)  
Passion  
Sentiment

Impru-  
dent  
Unjust  
Discrimi-  
nation  
(Without  
discrimi-  
nation)

Individual  
Forgive  
Genteel  
Witty  
Clergy  
Extre-  
mely  
Worse

Gown  
Reflection

Thread-  
bare  
Recourse  
Common-  
place

unnecessarily make yourself a great number of enemies by attacking a corps collectively. Among women, as among men, there are good as well as bad; and it may be full as many or more good than among men. This rule holds as to lawyers, soldiers, parsons, courtiers, citizens, etc. They are all men, subject to the same passions and sentiments, different only in the manner, according to their several educations; and it would be as imprudent as unjust to attack any of them without discrimination. Individuals forgive sometimes; but bodies and societies never do. Many young people think it very genteel and witty to abuse the clergy; in which they are extremely mistaken, since in my opinion parsons are very like men, and neither the better nor the worse for wearing a black gown. All general reflections upon nations and societies are the old, threadbare jokes of those who set up for wit without having any, and so have recourse to commonplace. Judge of

Sex  
Profession  
Denomi-  
nation

individuals from your own knowledge of them, and not from their sex, profession, or denomination.

### DISCUSSION

1. Who was Lord Chesterfield?
2. Who was Eve?
3. How did the son of Lord Chesterfield treat women?
4. Do all general rules have their exceptions?
5. What does this lesson teach us?

### GRAMMAR

*The Impersonal Pronoun and Reflexive Personal Pronoun.*

Impersonal Pronoun "It".

*It* is fine.

*It* rains.

*It* is a matter of fact.

*It* is doubtful.

*It* is clear.

*It* seems.

*It* is a pity.

*It* is so.

*It* is said.

*It* doesn't matter.

Reflexive Personal Pronoun (formed by adding "self" or "own" to a Personal Pronoun).

## I. The First Person.

Case	Singular	Plural
Nom. or Obj. Possessive	Myself My <i>or</i> my own	Ourselves Our own

## II. The Second Person.

Case	Singular	Plural
Nom. or Obj. Possessive	Yourself Your <i>or</i> your own	Yourselves Your own

## III. The Third Person

Case	Singular			Plural
	Masculine	Feminine	Neuter	All Genders
Nom. or Obj. Possessive	Himself His own	Herself Her own	Itself Its own	Themselves Their own

## Uses of Reflexive Personal Pronouns:

1. As objects of Verbs or Prepositions:  
 He beats *himself*. (Object of verb)  
 He works for *himself*. (Object of Preposition)
2. As emphatic form:  
 I *myself* will write it.  
 He went there *himself*.

## EXERCISE

- (a) Make sentences using the Impersonal Pronoun "It".
- (b) Make sentences using the Reflexive Personal Pronouns.
- (c) Write a short letter to your friend, advising him or her to be more diligent.

**LESSON FOURTEEN**

## POEM—"ULYSSES"

## Explanation

**Fire-side** Ulysses is old. He is weary of sitting by the fire-side in Ithaca. He feels the "wander-thirst" and he must travel.

**(Set forth)** It is evening. He calls his men together and speaks to them calling upon them to set forth again with him on a voyage:—

**Fade** "The day is fading towards evening: the lights of the houses on the rocks twinkle. The moon is rising into the sky. The deep (sea) moans round about us with the voices of many waves. Come, my friends; we are not too old to set forth again: 'tis not too late for us to strive once more to discover new lands.

**('Tis—it is)** Push off the ship from the shore. Sit in your places and row. My purpose  
**Strive** (my intention) is fixed. I intend to sail beyond the sunset, beyond the place on the horizon where the stars seem to go down into the sea, as into a bath. I shall sail on and on until I die.

Youth Abide Weaken Deter- Yield <sup>mined</sup>	Much of the strength of our youth is gone from us; but much of our strength abides with us still. We are,—as you see us,—weakened by time, but strong in will. We are determined to seek, to strive, and never to yield.”
--	---

### THE POEM—“ULYSSES”

By Lord Alfred Tennyson

The lights begin to twinkle from the  
rocks:

The long day fades: the slow moon  
climbs: the deep

Moans round with many voices.—Come,  
my friends,

'Tis not too late to seek a newer world.

Push off, and, sitting well in order,  
strike

The sounding waters; for my purpose  
holds

The sail beyond the sunset, and the  
baths

Of all the western stars, until I die—

Though much is taken, much abides; (五)  
and though

Fate

We have not now that strength which  
 in old days  
 Moved earth and heaven; that which  
 we are, we are—  
 Made weak by time and fate, but strong  
 in will  
 To strive, to seek, to find, and not to  
 yield.

Note:—Original; Line 2, Wanes; 5, Smite; 6, Furrows.

## DISCUSSION

1. Why did Ulysses want to leave the fire-side in Ithaca?
2. When did Ulysses call his men together? What did he say to them?
3. Was it too late for the men to strive once more to discover new lands?
4. What does this poem teach us?
5. Who was Lord Alfred Tennyson?

## GRAMMAR

*The Demonstrative and Interrogative Pronouns.*

- I. Demonstrative Pronouns: this, that; these, those; one, ones, none; such.

Examples, You have that book: I have *this*. (book)  
 His pen is pretty; mine is a bad *one*. (pen)  
 I am very poor; *such* (that I am very poor) is my condition.

Note:—The demonstrative adjective qualifies some noun; the demonstrative pronoun represents some noun.



II. Interrogative Pronouns: **who**, **whom**, **whose**,  
which; what.

Examples, *Who* is he? (Nominative)

To *whom* did she write? (Objective)

*Whose* house is that? (Possessive)

*Which* of those students will graduate from the  
school? (Selective).

*What* do you prefer? (Objective)

### EXERCISE

- (a) Make sentences using Demonstrative Pronouns.
- (b) Make sentences using Interrogative Pronouns.
- (c) Learn the poem by heart.

## LESSON FIFTEEN

### WHAT IDEAS ARE

Differ

People have always differed about ideas in a way they could not differ about objects that could be turned over, and handed about. When they discussed ideas, they really could not be quite certain that they meant the same thing even when they were using the same words. This, of course, must lead and unfortunately has led, to confusion.

Unfor-  
tunately  
Confusion

The first thing, then, we must do is to try to understand what ideas really

**Notion** are. Ideas are general notions which  
**Fact** are made up from noticing many sep-  
**Generalization** arate facts. They are generalizations.  
**Constantly** We notice that men have legs, and,  
 from noticing this constantly, we come  
 to the general idea of man as a legged  
 being. Of course, there might be people  
 without legs, and then our general idea  
 about people would be wrong. But we  
 should still find that we thought of men  
 as beings who ought to have legs, and  
**Legless** that we looked on the legless men with  
**Disgust** disgust, so firmly had we got into our  
 heads the idea that men should not be  
 legless. We should look on the legless  
**Unnatural** men as unnatural. That shows another  
 great difficulty about dealing with ideas.  
**Abstraction** Ideas are partly abstractions, or gen-  
 eralizations, which we make carefully  
 from numbers of actual cases, and  
 partly abstractions which we make  
 almost without knowing we are making  
 them. Most ideas are of this second  
 sort. When an idea forms in our mind,  
 it is hardly ever made by carefully

<b>Compare</b>	comparing hundreds and thousands of examples and then finding what they have in common, so making a generalization from them all. We do not make the idea as we might design an engine: it forms itself unconsciously in our minds.
<b>Unconsciously</b>	
<b>Disadvantage (In the first place)</b>	<p>Now this way in which ideas grow has two great disadvantages. In the first place, the idea may be made up from far too few actual examples. For instance, we may have got into our heads that the swan must be a large white bird. A great thinker actually said that one of the things that did not exist was a black swan. And then, when Australia was explored, the beautiful pure black swan was discovered. The generalization, the idea of what a swan is, had been made from far too few examples, so we see that ideas, though they are formed out of many actual examples, are not formed carefully and consciously added to bit by bit, but they settle and form at the back of</p>
<b>Swan Thinker</b>	
<b>Exist Australia</b>	

**Sediment****Pond****Fragment  
Pack**

our minds without our knowing they are forming, just as sediment settles down at the bottom of a pond with all the fragments packed together into a cake which becomes too hard to be taken to pieces.

This fact that ideas form without our knowing it, and set hard at the back of our minds, so that we find it hard to take in new facts and work them in with the ideas we already have—this is bound to be rather a nuisance. Then we also find, when we try to change our ideas, that we do not want to do so, that we feel very strongly about them, and that we easily get very frightened and angry, and even cruel, when people point out that we ought to change them.

**(To be  
bound to)  
Nuisance****Frighten-  
ed****(A good  
deal)**

Now why is this so? If we can answer this question, we shall know a good deal more about ideas, and we shall understand why they have played such a large part in our past history and why they are still so important to-day.

## DISCUSSION

1. Do people differ about ideas?
2. What are ideas?
3. How are ideas formed?
4. Ask your teacher to tell you something about a thinker.
5. When we form ideas without knowing it, do we easily get frightened and angry if people point out that we ought to change them?

## GRAMMAR

*The Relative Pronoun:*

Case	Singular and Plural	Singular and Plural
	Masculine and Feminine	Neuter
Nominative	Who	Which
Possessive	Whose	Whose <i>or</i> of which
Objective	Whom	Which

Examples, The man *who* stands there is my father.

He is the boy *whose* father is dead.

The woman *whom* you see is my wife.

This is the thing *which* I like.

This is the school in *which* I study.

This is the house *whose* window is shut.

Note:—The word “that” is often used for “who”, “whom”, or “which” but never for “whose”:

Examples, This is a good book *that* (= which) I study.

The girl *that* (= who) sits there is my sister.

The man *that* (= whom) we see is the manager.

## EXERCISE

- (a) Make sentences with “in the first place”, and “a good deal”.
- (b) Write something about a great man.

## LESSON SIXTEEN

## UNDER THE SUN

**Greedy**  
**Scrape**  
**Grind**

There once lived a farmer who was so greedy that he never either gave or lent other people anything. By scraping, and saving, and grinding for many years, he became rich, yet he was no better fed and dressed than if he had not a penny to his name.

**Penny**  
**Generous**  
**Dwarf**  
**Wager**

His neighbour, whose name was Merryweather, was not a greedy man; he was always generous. In spring his fields were always richly fed, and in autumn the crops of corn were heavy. Now on this land there lived a dwarf, or hill-man, who loved a joke. He was great friends with the kind farmer, and he made a wager with him that he would both beg and borrow of the greedy

(Get the  
best of)

(Stone)

Flour

Pudding

(Sound)

Kindness

(Make  
fortune)Sack  
OatsCanvas  
Bin

Larder

farmer, and get the best of him. So he went one day to his house and said, "Will you kindly give me half a stone of flour to make a hasty pudding with? And if you will lend me a bag to carry my pudding to the hill, I will bring back your bag clean and sound."

The farmer saw at once that this was the dwarf from his neighbour's farm, and made up his mind to treat the little man with kindness. He said to his wife, "Look you, wife, this is no time to be saving half a stone of flour when we may make our fortune. I have heard my grandfather tell of a man who lent a sack of oats to one of the fairies and got it back filled with gold pieces." So saying, the farmer took a canvas bag to the flour-bin, and began to fill it. The dwarf sat in the larder window and cried, "We've a big party for supper to-night; mind you fill the sack, neighbour, and you shall have anything under the sun that you like to ask for."

Wit  
(Out of  
wits)  
Spill

When the farmer heard this he was nearly out of his wits with delight, and his hands shook so that the flour spilled all about the larder floor.

Bargain  
Kitchen

“Thank you, dear sir,” he said; “It’s a bargain, and I agree to it. Wife! wife!” he cried, running into the kitchen, “I am to have anything under the sun that I choose to ask for. I think I shall ask for Merryweather’s farm.”

Midnight

“You will have a week to think it over in,” said the dwarf, who had come in behind him; “I must be off now; so give me my flour, and come to the hill behind your house seven days hence at midnight, when you shall have your share of the bargain.”

The farmer tied up the flour-sack, and helped the dwarf to put it on his back, and as he did so he thought what a clever bargain he had made. Then he said to himself, “Perhaps I can get a little more. There’s the bag, and there’s the flour spilled on the larder floor, and there’s my time, and there’s a week to wait.”



“Not for seven days, did you say, sir?” he said to the dwarf. “You know, dear sir, or perhaps, indeed, you do not know, that men have to wait for a bargain, when they expect something over and above the exact amount. Interest we call it, my dear sir.”

“And you want me to give you something extra for waiting a week?” asked the dwarf. “Pray, what do you expect?”

“Oh, dear sir, I leave it to you,” said the farmer. “Perhaps you may add some trifle—in the flour bag, or not, as you think fit—but I leave it to you.”

“I will give you something over and above what you shall choose,” said the dwarf; “but, as you say, I must decide what it is to be.” With this he went his way.

For the next seven days the farmer did nothing but think of his bargain. He talked to his wife about what he would ask for, and in the end he came

Trifle

back to his first thought. He would ask for Merryweather's farm.

At last the night came. It was full moon, and the farmer looked about, almost afraid that the dwarf might not come. But at midnight he appeared, with the flour-bag neatly folded in his hand.

Neatly

"You know the bargain," said the farmer. "I am to have anything under the sun that I ask for, and I am to have it now."

"Ask away," said the dwarf.

"I want neighbour Merryweather's farm," said the farmer.

"What, all this land below here, that joins on to your own?"

"Every acre," said the farmer.

"Farmer Merryweather's fields are under the moon at present," said the dwarf, "and you were to have anything under the sun. You must choose again."

But as the farmer could choose nothing that was not then under the

**Trick**

moon, he soon saw the trick the dwarf had played him.

**String****Gift**

“Give me my bag, at any rate,” he screamed, “and the string—and your own extra gift that you promised. For half a loaf is better than no bread,” he said to himself, “and I may yet come in for a few gold pieces.”

**Nightcap****Hearty**

“There’s your bag,” cried the dwarf; “it’s clean enough for a nightcap. And there’s your string. And, for my part, I’ll give you what you deserve.” Saying this he gave the farmer such a hearty kick that he kicked him straight down from the top of the hill to his own back door. Then the dwarf went chuckling back to his hill.

—Adopted from “Old-fashioned Fairy Tales.”

### DISCUSSION

1. What sort of men were the two farmers?
2. What bargain did the farmer make with the dwarf?
3. How did the dwarf keep his promise?

## GRAMMAR

*The Direct and Indirect Quotations.*

## Direct Quotations:

My teacher said, "It is all right."

The King said, "I am sick."

## Indirect Quotations:

My teacher said *that* it was all right.

The King said *that* he was sick.

**The Passing from the Direct into the Indirect Quotations.\***

## (Present Tense)

## (Any Tense)

{ Direct. He usually says,

"I *have been writing*."

{ Indirect. He usually says

that *he has been writing*.

{ Direct. Each day he tells

me,

"I *am going*."

{ Indirect. Each day he tells

me,

that *he is going*.

## (Future Tense)

## (Any Tense)

{ Direct. He will say,

"You *have done* foolishly."

{ Indirect. He will tell you

that you *have done* foolishly.

{ Direct. He will say,

"That book *was* difficult."

{ Indirect. He will tell you

that the book *was* difficult.

## (Past Tense)

{ Direct. He said,

"The boy *must go*."

(Present)

{ Indirect. He said

that the boy *should go*.

{ Direct. He said,

"The boy *goes*."

(Present Indefinite)

{ Indirect. He said

that the boy *went*.

(Past Indefinite)

\*Note:—the teacher should explain this more clearly on the blackboard.

{	Direct. He said,	“The boy <i>has gone</i> .” (Present Perfect)
	Indirect. He said	that the boy <i>had gone</i> . (Past Perfect)
{	Direct. He said,	“The boy has been going.” (Present Perfect Continuous)
	Indirect. He said	that the boy had been going. (Past Perfect Continuous)

## EXERCISE

- (a) Make sentences having Direct and Indirect quotations.  
 (b) Write a short story about a greedy man.

## LESSON SEVENTEEN

## CROSSING THE DESERT (I)

Port

Gaza stands on the edge of the desert. As a port is to the sea, so is Gaza to the desert; it is the port of the desert.

Camel



The camel is the ship of the desert. At Port Gaza you hire your ship (your camel); at Port Gaza you collect your stores of food for the voyage.

Couple  
(A couple  
of)  
Agree-  
ment  
(To own)  
Cairo

In a couple of days I was ready to start. My agreement with the men who owned the camels was that I should reach Cairo within ten days. I hired four camels, one for my goods, a couple for my servants, and one for myself. Four men, the owners of the camels, came with me on foot. I took a small tent, a couple of sacks of dried bread, a couple of bottles of wine, a couple of goat-skins full of water, also tea, sugar, some meat and a jar of butter. There was also a sack of coal, for there is no wood to be had in the desert.

The camel goes down on her knees when her pack is being put on to her. For a time she will allow the packing to go on. But when she begins to imagine that her owner is packing more than is just on to her poor back, she turns her long neck, and gazes sadly at the increasing size of her pack,—and sighs. If sighs do not move her owner to pity, she can weep. And if a camel's

Goat

(S)  
Sigh

Weep

**Woman-  
like**

sighs and tears cannot move you, you must have a heart of stone, for her sighs and tears are as gentle and sad as those of a wife.—You soon learn to pity, and then to love the camel for her woman-like ways.

**Swing**

The camel has a strange and uncomfortable manner of walking. She swings forward both the legs on one side. Then she swings round her shoulder. Then she swings forward the two legs on the other side. The rider is first swung one way; then he is swung the other way.

**Swung**

**Move-  
ment**

(In time)

It is an odd and rather unpleasant movement; but one gets used to it in time.

**Freshen**

For several miles beyond Gaza the land, freshened by the rains of last week, was covered with grass, like a

**Meadow**

meadow thickly jewelled with meadowflowers. I began to fear that this journey across the "Burning Sands"

**Sand**

would be no more than a ride through meadows. But, as I advanced, the meadow was no more. By evening I was pleased to see sand all around me,

(Blade of  
grass)

except for a few blades of grass and the small desert-plants which are the usual food of the camel.

Arab  
Encamp

Before sunset I came to a camp of the Arabs, and I decided to encamp there. My tent was set among theirs. I was now among the real people of the desert. The Arabs are fine fellows.

Thin

They are very thin; they have large solemn eyes, and their faces show traces

Painful

of painful thought and long suffering. Their manner of walking is strangely

Royal

royal: they march along in their simple clothes as if they were wearing royal

Garment

garments.

In passing through the desert you will find Arabs wanting to start and to rest at all sorts of odd times. They like to start off at one o'clock in the morning and to rest during the whole of the afternoon. I tried this way once, and found it very unpleasant, for it is easier to bear the heat of the afternoon sun on the back of your camel than to be hiding in a blazing hot tent.



**Assure**

My Arabs had assured me that they would bring all the food which they needed for themselves. These had been the terms of our bargain.

**Terms**

When we encamped the first night, the other Arabs gave my men food. On the evening of the second day they came to my servant, Demetri, and assured him that they had brought no food at all, and that they were depending entirely on sharing my supplies. I

**Entirely**

had brought no more food than was necessary for my two servants. I believed that the Arabs had really mistaken the terms of the bargain. I did not want them to suffer, so I told Demetri to assure them that my bread would be

**Amongst**

equally shared amongst all. Demetri did not like the idea of giving the Arabs a share of his food. He assured me that the Arabs quite understood the bargain; and, if they had not brought food, they had done so for the purpose of improving their bargain by saving the cost of their own supplies.

**Improve**

This made me look at the matter in a new way. So I ordered Demetri to tell them that they would get no share of my bread.

**Refuse**

We stopped, and encamped for the night. The Arabs came to me and prayed loudly for bread. I refused them.

“Then we shall lay ourselves down and die,” said they.

“God’s will be done,” I replied.

They talked a great deal. They looked hard upon my face, but they found no hope there. So at last they went away—to lay themselves down to die—(so they pretended).

**Bake**

**Untrue**

They did not lay themselves down to die. In about ten minutes from this time I found that they were busily baking their bread.—They had assured me that they had brought no flour; but this was untrue, for they had a large sack of flour hidden away under other goods on one of the camels.

## DISCUSSION

1. How many camels did the traveller hire? For what use?
2. What is the method of loading a camel?
3. Did the traveller find a meadow? What did he think?
4. What is the appearance of the Arabs?
5. How did the Arabs try to deceive the traveller?

## GRAMMAR

*The Apposition.*

Nouns in Apposition:

Examples: *My servant, Demetri*, did not like the idea.

*My friends, Mr. Chang and Mr Lee*, want me to write a letter for them.

*William, the musician*, composed a beautiful piece of music.

*Mrs. T, wife of my friend*, is dead.

*Wine, sweet wine*, is what I like.

*Napoleon, a famous soldier*, died on the Island of Helena.

Phrases in Apposition:

Examples: *It is very comfortable to sit on a sofa.*

*This is my will, to give all my money to Mr. A.*

Clauses in Apposition:

Examples: *The fact is very sad that he does not want to see his own mother.*

*It is not just that the officer should act thus.*

## EXERCISE

- (a) Make sentences with Appositives.  
 (b) Write something about a travel.

**LESSON EIGHTEEN**

## CROSSING THE DESERT (II)

The very first man who ever baked bread must have baked it in exactly the same way as the Arab does to-day. He takes some flour and holds it in his hand, while his friend pours upon it a few drops of water. He mixes the flour and water into a sticky thing. Then he pulls off small pieces and lays them on the hot coals to bake.

The manner of my daily march was this:

**Dawn**  
 (Make the  
 most of)

At about an hour before dawn I rose and made the most of the cup of water which I allowed myself for washing. I then had my breakfast—a cup of tea and some bread. As soon as the tents were struck and the packs were loaded, I mounted my camel and pressed

(34)  
**Struck**  
 (To press)

**Midday**

forward. At about midday my servant brought me some bread, meat and a cup of wine and water.

**(Yield)**

When you are journeying in the desert you have no particular point to reach for your evening's resting place. The endless sands yield nothing but small low bushes, and even these fail after the first two or three days. There is nothing in particular to look at; there is nothing in particular to look forward to; there is no particular end to your day's journey. It is all the same. You pass over hills and valleys; but the hills are sand, and the valleys are sand,—sand, sand, sand, still sand, and only sand, and sand again.

**Task-  
master**

The earth is so much the same that your eyes turn towards the sky. You look to the sun, for he is your task-master. He sets the daily task which you have to accomplish; by him you know how much of each particular day's march you have accomplished; by him you measure the amount which yet

**Accom-  
plish**

**Veil  
Greatness  
Glory**

remains for you to accomplish. He comes when you strike your tent in the early morning, and for the first hour of the day he stands at your side to tell you that the whole day's toil is yet to be accomplished. Then for a long time you do not see him, for your eyes are veiled and cannot look upon the greatness of his glory.—(You have to protect your eyes with a silk veil during the heat of the day.)—You know that the sun is marching in glory overhead; and you toil on. No words are spoken; you toil on: your camels sigh: your skin glows. All that you can see is the net of the silk which veils your eyes from the blazing glory of the outer light. On you toil,—and on.

**Overhead**

**Glow**

**Descend**

At last the descending sun softly touches your right arm, and throws your long shadow over the sand. Then again you can look upon the face of the sun, for his glory is veiled in his beauty: the redness of flames has become the redness of roses.

(34)  
**Redness**

Choice  
(Make  
choice)

Sink

Sunk

Sank

Unload

Quantity

Now begins your time of rest. The world about you is all your own. You may make your choice and set your tent where you please. There is no living thing to stand against your choice.—I make my choice: an Arab touches my camel and utters a curious sound, which is an order to her to sink to the ground. The beast instantly understands and sinks down. As soon as the beast has sunk to the ground, I get down gladly enough. (The other camels sank down at the same moment and their packs are already being unloaded.) A small quantity of food is given the camels from my stores; but, if there is any quantity of those desert bushes which they can eat, they are merely turned loose to find what food they can.

My servants busy themselves getting ready the tent and lighting a fire. I walk away, east or west according to my choice, using the print of my foot as a guide for my return.

**Sprung**  
**Midst**

When I reach the camp again, I find that a home has sprung up for me in the midst of the desert. My servant brings me tea and a small quantity of bread. The Arabs are busy baking.

\* \* \* \*

Day dawns cold and grey. Clothes, sacks, bags, and all the hundred things which were scattered on the ground about me, are taken away. The scattered camels come together, and their loads are packed on to them. Last of all my tent is struck. I give back to the desert a little spot of ground in its midst which for one night has glowed with the cheerfulness of a home. All that remains is the mark of my London-made shoes and the scattered coals of the fire in the midst of the unending sands.

**Cheerful-**  
**ness**

**Unending**

**Level**  
**(Plain)**

**Unpolish-**  
**ed**

After the fifth day of my journey I no longer travelled over hills, but came upon a level plain, quite hard, and scattered with small shining stones like unpolished diamonds



The heat grew fierce. There was no valley, no hill, no shadow of a hill by which I could mark the way. Hour by hour I advanced over this level table under the blazing sky.

(As  
though)

Then on the eighth day there appeared a dark line upon the level horizon. The line became deeper. It glittered as though it were set with diamonds. The rough edge of the line became clearer: its diamonds glittered more brightly.—Then, there before me were the gardens and towers of Egypt, and the mighty river Nile.

Mighty

I had accomplished my purpose.

The next day I entered Egypt. The delight was as the delight of bathing. I “bathed” in the rich fields and green meadows, in the cool green of woods and gardens. My eyes bathed in the shade as in a bed of deep waters.

—*From the Indian Readers.*

### DISCUSSION

1. What was the manner of the traveller's daily march?
2. What was the scenery in the desert?

3. How did the Arab order the camel to sink to the ground?
4. After the fifth day of the journey, what did the traveller find?
5. Ask your teacher to tell you something about Egypt.

## GRAMMAR

### *The Infinitive.*

#### The Infinitive as a Noun:

*To see* is to believe (as subject).

*To be sick* is pitiful (as subject).

The purpose of studying is not *to be a fool* (as complement).

Your task is *to remember the lesson* (as complement).

I have decided *to go* (as object).

He likes *to write* (as object).

#### The Infinitive as a Modifier:

His *effort to reach* Cairo was successful (as adjective modifier).

His *inclination to do so* is ill for you (as adjective modifier).

He *went* there *to take* his money (as adverbial modifier of a verb).

He *sailed* to America *to study* (as adverbial modifier of a verb.)

I am too *sad to say* so (as adverbial modifier of an adjective).

We are *sorry to say* such rough words (as adverbial modifier of an adjective).

## EXERCISE

- (a) Make sentences with the Infinitive.  
 (b) Make sentences with "make the most of" and "make a choice".  
 (c) Write about "The Camel".

## LESSON NINETEEN

## GOVERNMENT

**Enforce**  
**Ideal**  
**Approve**

Who is to make the laws, and enforce them? The ideal is that the government should be approved by everyone in the society governed, otherwise the society cannot be healthy. Government is for the people, and it must be, in some sense, carried on by the people. Otherwise there will surely be trouble. If one man, or a number of men, tries to rule a people which does not want to be so ruled, no one will keep the laws freely, but he will keep them because the government forces him to do it. No one can force a whole people to do what it has really decided not to do. Sooner or later there will be a revolution. Even

(Sooner  
 or later)

**Despotism**  
(Point of view)  
**Despot** | the kindest despotism will not work for long, because the point of view of the despot is not the same as the point of view of the people.

**Democracy**  
**Politics**  
**Economics**  
**Devise** | Therefore some kind of democracy, or rule by the people, is absolutely necessary. The people must have power to express its opinions. But the actual daily work of governing is very difficult, needing much knowledge and skill. For instance, it needs much knowledge of history and politics and economics, and much skill in devising plans of action. If all of the members of a society had to know all that is necessary for sound government, no one would have any time for anything else. There must be some people whose special work is suggesting laws and some other needs of the society, just as there are some people whose special work is making engines, or doctoring, or teaching.

**Russian**  
**Russia** | The Russian way of governing is quite different from ours. Russia has a very large group of people spread over

Unit  
Engage  
(Engaged  
in)

Council  
Affair

(As a  
whole)

Machinery

a very large country. It is divided into smaller groups and these again into smaller ones, and so on. The simplest units consist of particular villages and groups of people engaged in particular trades. Each group chooses its own governors to meet in council and manage it's affairs. The governors of many very small groups choose a few of their number to meet together and manage the affairs of a large group of groups. These larger councils choose some of their members to help in the government of still larger groups, and so on. The government of the country as a whole is carried on by men who have been moved up from small group-governments to greater and greater group-governments, and are therefore likely to be skilled in governing. At least, this is how government is supposed to be carried on in Russia; but really the whole machinery seems to be largely controlled by a few men at the top.

Whatever  
(In the  
long run)

Whatever machinery of government proves best in the long run, the governors of the world must be fit to be trusted by the people of the world, and the people must be really able to understand and to care for the general plan of world-society, and for the general aim of governing. At present there is no world-government at all; there are only national governments. Most people understand very little about the working even of a national state or about the general aim of governing. They are not educated up to it. They care still less that the world should be happy.

Educate

Now, many of us do not like politics at all. We would much prefer that others should take care of the politics and governing for us, while we are being allowed to get on with our own work. In an ideal world this would be possible. We should trust our governors to do their work, just as we trust our doctors to do theirs. But to-day all

**Seriously**  
**Politician**  
**Muddle**  
**Dislike**  
  
**(On the other hand)**  
  
**Interest-  
ing**

those who care about having a better world must force themselves to take politics very seriously, just because our governors and politicians are at present making such a shocking muddle of the world. However much we dislike it, we must, at present, think a great deal about politics, and do whatever we can to put things right. Though there are many people who do not care much for politics, on the other hand there are some for whom politics is no more than an interesting game. They enjoy it as a game, but they do not really care what comes out of the game. Let us beware of them.

### DISCUSSION

1. What is a despotic government?
2. What is a democratic government?
3. What do you know about the Russian way of governing?
4. What is the relation between politicians and newspapers? (五)
5. Should one care much about politics? Why?

## GRAMMAR

*The Numerals.*

## I. Cardinal Numbers:\*

as,	1	one	22	twenty-two
	2	two	23	twenty-three
	3	three	30	thirty
	4	four	31	thirty-one
	5	five	32	thirty-two
	6	six	33	thirty-three
	7	seven	40	forty
	8	eight	41	forty-one
	9	nine	42	forty-two
10	ten		43	forty-three
11	eleven		50	fifty
12	twelve		60	sixty
13	thirteen		70	seventy
14	fourteen		80	eighty
15	fifteen		90	ninety
16	sixteen	100		one hundred
17	seventeen	200		two hundred
18	eighteen	1,000		one thousand
19	nineteen	2,000		two thousand
20	twenty	10,000		ten thousand
21	twenty-one	100,000		one hundred thousand
		1,000,000		one million

\* Note:—The word “and” is usually put between hundred and the next number; as, three hundred *and* forty; one thousand five hundred *and* eight.

We say “ten eggs”, “one hundred men”, “two thousand pistols”, but, “tens of eggs”, “hundreds of men”, “thousands of pistols”.



## II. Ordinal Numbers:

1st	first	21st	twenty-first
2nd	second	22nd	twenty-second
3rd	third	23rd	twenty-third
4th	fourth	30th	thirtieth
5th	fifth	31st	thirty-first
6th	sixth	32nd	thirty-second
7th	seventh	33rd	thirty-third
8th	eighth	40th	fortieth
9th	ninth	41st	forty-first
10th	tenth	42nd	forty-second
11th	eleventh	43rd	forty-third
12th	twelfth	50th	fiftieth
13th	thirteenth	60th	sixtieth
14th	fourteenth	70th	seventieth
15th	fifteenth	80th	eightieth
16th	sixteenth	90th	ninetieth
17th	seventeenth	100th	one hundredth
18th	eighteenth	200th	two hundredth
19th	nineteenth	1,000th	one thousandth
20th	twentieth	2,000th	two thousandth
		10,000th	ten thousandth
		100,000th	a hundred thousandth
		1,000,000th	one millionth.

Note:—(a) Days of the month; as, the first *of* May, the thirteenth *of* September, the twenty-second *of* January

(b) Names of Kings; as George *the* Third, Napoleon *the* First, Louis *the* Fourteenth.

(c) Fractional numerals; as *one third* ( $\frac{1}{3}$ ), *two fifths* ( $\frac{2}{5}$ ), *twenty hundredths* ( $\frac{20}{100}$ ).

## EXERCISE

- (a) Remember the Cardinal and Ordinal numbers given above.
- (b) Make sentences with "point of view", "as a whole", and "on the other hand".
- (c) Write something about your country.

## LESSON TWENTY

## SONG

(Home-keeping)	Stay, stay at home, my heart, and rest; Home-keeping hearts are happiest, For those that wander they know not where Are full of trouble and full of care; To stay at home is best.
Homesick Distressed	Weary and homesick and distressed, They wander east, they wander west, And are baffled and beaten and blown about
Baffle (Beaten) (Blown)	By the winds of the wilderness of doubt; To stay at home is best.
Wilderness	By the winds of the wilderness of doubt; To stay at home is best.



## Adverbial Phrases:

He did not know that news *at all*.

We set off *at once*.

A thief will be caught *in the long run* (sooner or later).

He worked *for long*.

*Of course* I am a good student.

He comes here *now and then*.

We travelled *far and near*.

I will come back *before long*.

He is a bad man *after all*.

## EXERCISE

- (a) Make sentences with Adverbial phrases.  
 (b) Write a short composition on "To Stay at Home Is Best".

## LESSON TWENTY-ONE

## SOME ADVERTISEMENTS FROM A NEWSPAPER

Pasteurize

Pasteurized

Grade

A

CULTY'S MILK  
 Safe and Pure

(Tel.—  
 telephone)

Tel. 79124

2563 Yu Yuen Road.



CHINESE AMERICAN  
PUBLISHING COMPANY

78 Nanking Road Telephone 18644

Golf  
Club

ARE YOU PLAYING GOLF OR JUST  
SWINGING YOUR CLUBS?

Read A NEW WAY TO BETTER GOLF  
by Alex Morrison, if you would like to  
improve your game. He has helped  
many others and can help you too.

Per copy \$10.00

Pictorial  
Instruc-  
tion  
Beginner  
Valuable  
Hint  
(Star)

PICTORIAL GOLF by H. B. Martin,  
Practical Instruction for the beginner,  
and valuable hints for the star. Over  
100 useful drawings - - - - \$7.50

Handy

GOLF CLUBS AND HOW TO USE THEM  
by Edward Ray. A handy little book  
for the pocket - - - - - \$2.00

(To  
school)  
Pony  
Polo

ARE YOU SCHOOLING  
PONIES FOR POLO?

The following Books Contain Valu-  
able Hints and Warnings, Collected  
from the Knowledge and Experience of  
International and First-Class Players.

(支)

Inter-  
national

AS TO POLO by William Cameron Forbes - - - - -	\$16.50
POLO ON THE CHINA PONY by E. H. Macdonald - - - - -	\$ 5.00
AN INTRODUCTION TO POLO by F. Marco - - - - -	\$15.00
THE HORSE AND HIS SCHOOLING by Edmund Saine - - - - -	\$ 7.50
<i>THE AMERICAN BOOKSHOP</i>	

### DISCUSSION

1. Explain the word "Pasteurize".
2. Describe a cafe.
3. What is the difference between "subscribed capital" and "paid-up capital"?
4. What do you know about golf? If you don't know, ask your teacher to tell you something about it.
5. What do you know about polo? Ask your teacher to tell you something about it.

### GRAMMAR

#### *The Preposition and Prepositional Phrase.*

##### Prepositions:

I will come *for* you.

He will arrive at Shanghai day *after* to-morrow.

There is a thief *among* those people.

A Roundhead is *among* the trees.

He is not *at* school.

He is busy *at* work.

Don't stand *near* me.

Draw a circle *about* a point.

A dog is following *behind* me.

A temple stands *on* the hill.

A river is *beyond* the hill.

He sits *by* me.

A rat is *in* the room.

It is very far *from* my home *to* the school.

Don't write *on* the floor; write *on* the blackboard.

### Prepositional Phrases:

*As to* your school, I have forgotten its name.

I cannot walk fast *because of* my wounded leg.

The teacher puts his book *in front of* him.

*In spite of* my dullness I will work hard.

He talks much *in regard to* that subject.

I shall give him a cake *instead of* writing a letter for him.

We light a candle *by means of* a match.

## EXERCISE

- (a) Make sentences with Prepositional Phrases.
- (b) Write two advertisements for a book store.

## LESSON TWENTY-TWO

### OUR BODY

(44)

(To last)  
(As long

as)

Are we not each of us born into the world provided with one body, and only one, which must last us as long



(A set)  
Replace

as we live in this world? Is it not by means of this body that we feel, learn, accomplish everything? Is it not a most wonderful and beautiful set of instrument? Can we ever replace any of them? Can we ever have any of them made as good as new after it has been seriously out of order?

It would not be easy to count up all the things which human beings can do by help of these wonderful bodies in which we live. Think for a moment of all the things you do in any one day,—all the breathing, eating, drinking, and running; all the thinking, speaking, feeling, learning, you can do in one day. Now if any one of the instruments is seriously out of order, you cannot do one of these things so well as you know how to do it.

Severe

When any one of the instruments is seriously out of order there is always a pain. If the pain is severe you cannot think of anything else while it lasts; all your other instruments are of no use to

(五)

you, just because of the pain in that one which is out of order.

**Injure**

If the pain and the disordered condition last a long while, the instrument is so injured that it is never as strong again as it was in the beginning. All the doctors in the world cannot make it so.

**Invalid**

Then you begin to be what people call an invalid,—that is, a person who has not the full use of some one part of his body; who is never exactly comfortable himself, and who is likely to make everybody about him more or less uncomfortable.

**Neglect**

I do not know anything in this world half so strange as the way in which people neglect their bodies,—their one set of instruments that they can never replace, and can do very little towards mending.

**Mend**

**Hopeless-ly**

**Frantical-ly**

When it is too late, when the instruments are hopelessly out of order, then they do not neglect them any longer; then they run about frantically, trying

to find someone to help them. And this is one of the saddest sights in the world,—a man or a woman running from one climate to another climate, and from one doctor to another doctor, trying to cure or patch up a body that is grievously out of order.

Climate

Cure

Patch

(Patch up)

Grievous-

ly

Dismal

Needless

Sermon

Now, perhaps you will say that is a dismal and needless sermon to preach to young people; for have they not their fathers and mothers to take care of them? Very true; but fathers and mothers cannot always be with their children, fathers and mothers cannot always make their children remember and obey their directions.

Obey

Realize

Import-

tance

(Take

cold)

More than all, it is very hard to make children realize that it is of any great importance that they should keep all the laws of health. I know when I was a little girl, when people said to me, "You must not do thus and thus, for if you do you will take cold." I used to think, "Who cares for a little cold? Supposing I do catch one!"

(34)

And when I was shut up in the house for several days with a bad sore throat, and suffered great pain, I never blamed myself. I thought that sore throats must come now and then, and that I must take my turn.

(Take my  
turn)

But now I have learned that if no laws of health were ever broken we need never have a day's illness, might grow old free from suffering, and at last gradually fall asleep instead of dying terrible deaths from disease.

(All the  
while)

I am all the while wishing that I had known this when I was young. If I had known it, I will tell you what I would have done. I would have just tried the experiment of never doing a single thing which could by any possibility put any one of the instruments of my body out of order.

Experi-  
ment  
Possibility

I wish I could see some girl or boy try it yet; never to sit up at night; never to have close, bad air in the room; never to sit with wet feet; never to go out in the cold weather without

Wrap

being properly wrapped up; never to go out of the hot room into the cold out-door air without putting on some extra wrap; never to eat or drink an unwholesome thing; never to let a day pass without at least two hours of exercise in the open air; never to read a word by twilight or in the cars; never to let the sun be shut out of the rooms.

Unwholesome

Twilight

Win

This is a pretty long list of nevers, but "never" is the only word that wins. After you have once made up your mind "never" to do a certain thing, this is the end of it if you are a sensible person.

(On my guard)

But if you only said, "This is a bad habit: I will be a little on my guard, and not do it too often," you will find temptation knocking at your door twenty times a day, and you will have to be fighting the same old battles over again as long as you live.

Temptation

Battle

But when you have laid down to yourself the rules that you mean to keep,—the things you will always do

and the things you will “never” do,—your life at once arranges itself into beautiful order.

Do not think it would be a sort of slavery to give up so much for the sake of keeping your body in order! It is the only real freedom, though at first it does not seem so much like freedom as the other way.

I think the difference between a person who has kept all the laws of health, and thereby has a good, strong, sound body that can do whatever he wants to do, and a person who has let his body get all out of order, so that he has to lie in bed half his time and suffer, is quite as great a difference as there is between a creature with wings and a creature without wings. Don't you?

*By Helen Hunt Jackson.*

#### DISCUSSION

1. Can we make any of our instruments as good as new when it is seriously out of order?
2. What is an invalid?
3. What do young people usually think about their bodies?
4. Name the things that we should never do.

Slavery  
Sake  
(For the  
sake of)

Freedom

Thereby

5. How does a person who has kept the laws of health differ from one who has not?

## GRAMMAR

### *The Conjunction and Conjunctional Phrase.*

#### Conjunctions:

#### I. Co-ordinative Conjunctions,

My father is a merchant, *and* your father is a politician. (addition)

He is *neither* a thief *nor* a bad man. (choice)

I am poor, *but* happy. (contrast)

I am ill, *therefore* I take medicine. (inference)

#### II. Subordinative Conjunctions,

He wrote to us *that* his brother had died.

I am sad, *because* I have lost my money. (cause)

He read for so long a time *that* he became tired.  
(result)

They worked hard *in order that* they might get rich. (purpose)

I will do so, *if* you will give me two dollars.  
(condition)

He is a good man, *though* (or *although*) he is poor. (concession)

He is *as* foolish *as* I (am). (comparison of equal degrees)

She is more (or less) beautiful *than* I (am).  
(comparison of unequal degrees)

He comes in *when* the clock strikes one. (time simultaneous)

I will not go out *until* I write this. (time before)

He went to bed *after* he came back. (time after)

## Conjunctional Phrases:

He ran away *as soon as* he heard a great noise.

I shall remain here *as long as* it is dark.

I studied hard *in order that* I might be a good student.

He can write *as well as* (he can) sing.

She is *not only* a good mother, *but* is (*also*) a good teacher.

## EXERCISE

- (a) Make sentences with Conjunctional Phrases.  
 (b) Write a short composition on "Health and Happiness".

## LESSON TWENTY-THREE

## THE SCRAMBLE FOR PROSPERITY

Scramble  
Prosperity  
(Grown-  
up)

Grown-up people in a country like England are very much interested in politics and business. As they grow older they think rather less about games and rather more about government. They get nearly as excited over a General Election as their juniors do over a boat-race. These public affairs seem to be important, and when we ask questions about them we find that they

Election  
Junior  
(Race)



Consi-  
deration  
Problem  
Secure  
Clothing  
Amuse-  
ment

Navy

Exchange

really are: they are important, because they have to do with the big things that matter in the lives of all of us. Some of these important considerations are the problem of how we are to secure food, houses, clothing, and amusements; how we are to get our education; what arrangements we, through our rulers, are making to keep ourselves healthy; whether we are to be safe as we go about the streets; whether we are going to travel about comfortably in our own country and in other countries; whether we have to fight with an army, navy, or air force against people like ourselves with whom quarrels have arisen that statesmen have failed to smooth out; whether our pounds, shillings and pence are going to exchange for as many things as they used to do. As the world has grown older, the numbers of people that live in it have increased. Some countries are very crowded—they are the poorest of all, like China and India. Among the richest countries are England

and parts of the United States. The more crowded together people are, the more the affairs of government matter, and the more important it is that they should be well managed. When the history of the last thirty years is studied closely, we find it very hard to believe that affairs have been well managed.

**Chart**  
**Popula-**  
**tion**

If you will look at a chart which shows the world's population you will find that the countries having the most people are in the Far East, where war is a present evil, and in Europe, which was having war a dozen years ago. If you were to look at a chart which

(Far East)

**Evil**

**Dozen**

**Occupa-**  
**tion**

shows the chief occupations, you would discover that in the Far East most people are cultivators of the soil, and in western Europe most people live by making things and selling them—that is, by industry and commerce. The

**Cultivator**

**Industry**

(Make a  
living)

Chinese farmers, for example, have to struggle to make a living: they have large families, whose members have to work very hard. Many people die in

(From  
time to  
time)

Britain  
(Great  
Britain)  
Contrast  
(In  
contrast)

the famines that occur from time to time. The same conditions existed in Russia until within the last few years. People in Great Britain or the United States, in contrast, do not suffer famine any longer. Though they do not produce all the food they need from their own soil, they have no difficulty in buying all they want from other countries.

(As well)

Industrial

Inhabitant

Million  
(Euro-  
pean)

Not only do different peoples in different parts of the world live different kinds of lives; there are differences in prosperity as well, and differences in the rates at which their numbers increase. The nations that have taken to industry and commerce—the industrial nations, as they are called—are the richest. In the last hundred and fifty years their inhabitants have been the readiest to leave the places in which they were born and to settle in other countries. For example, millions of European people have settled in the United States. Several nations have, through war or by agreement among

Colony  
Elsewhere  
Japan

themselves, made colonies in Africa and elsewhere. The population of Japan increases by three-quarters of a million every year, that of Russia by about four millions; but the population of Great Britain and France has nearly stopped increasing. In the Far East, the Chinese can live more cheaply and poorly than the Japanese, but the Japanese have developed their industries more than the Chinese have done. Differences of this kind in a world which is not controlled by one single power cause difficulties between the different peoples. And as railways, steamships, and all the other means of communication have been improved, and as the richer nations increasingly require goods, such as tea, tin, and many other things which are produced by the poorer nations, there is a sort of competition always going on. It is difficult to prevent that scramble from becoming actual war—so difficult that it has often become war during the last thirty years

Steamship  
Communi-  
cation

Increas-  
ingly

Competi-  
tion



4. In the Far East what do most people do? In western Europe what do most people do?
5. Explain the meaning of "scramble for prosperity".

## GRAMMAR

"Shall" and "Will".

## I. "Shall"

	Singular			Plural		
	I	2	3	I	2	3
Present	shall	shall	shall	shall	shall	shall
Past	should	should	should	should	should	should

Uses of "shall":

1. In a merely *Future* sense:  
I *shall* go. We *shall* meet.
2. In the sense of *Command*:  
You *shall* not run away. He *shall* not say so.
3. In the sense of *Duty*:  
I *should* write this. (present)  
I *should* have written this. (past)
4. In the sense of *Purpose*:  
I studied hard lest I *should* fail.  
I stayed at home lest he *should* miss me.

## II. "Will"

	Singular			Plural		
	I	2	3	I	2	3
Present	will	will	will	will	will	will
Past	would	would	would	would	would	would

## Uses of "Will":—

1. In a merely *Future* sense:  
You *will* go; he *will* come.
2. In the sense of *Intention*:  
I *will* not be lazy.  
I *will* not be a bad boy.
3. In the sense of *Habit*:  
When he is lazy, he *will* sleep all day long.  
He *would* get up early in the morning.
4. In the sense of leaving property by a written document or "will". In this sense the Past Tense is *willed*, and not *would*:  
He *willed* all his property to his second son.

## EXERCISE

- (a) Make sentences to illustrate the different meanings of "shall" and "will".
- (b) Write a short composition on "China and Japan"

## APPENDIX I

*Phonetic Marks*

Consonants: b; ch (*chin*); d; dh (*dhe = the*); g (*go*);  
 h; j; k; l; m; n; ng (*sing*); ngg (*finger*); p; r;  
 s (*sip*); t; th (*thin*); v; w; y; z; zh (*vizhn =*  
*vision*).

Vowels: *ā*, *ē*, *ī*, *ō*, *ū*, *ōō* (*mate, mete, mite, mote,*  
*mate, moot*)

*ă*, *ě*, *ĩ*, *ǒ*, *ǔ*, *ōō* (*rack, reck, rick, rock, ruck,*  
*rook*)

*ār*, *ēr*, *īr*, *ōr*, *ūr* (*mare, mere, mire, more,*  
*mure*)

*âr*, *êr*, *ôr* (*part, pert, port*)

ah, aw, oi, oor, ow, owr (*bah, bawl, boil,*  
*boor, brow, bower*)

Vowels printed in italic indicate vague sounds.



*Comparative Table of the Phonetic Marks and the  
International Phonetic Symbols*

$\bar{a} = [ei]$	$\bar{e}\bar{r} = [\bar{e}:]$
$\bar{e} = [i:]$	$\bar{o}\bar{r} = [\bar{o}:]$
$\bar{i} = [ai]$	$ah = [a:]$
$\bar{o} = [ou]$	$aw = [\bar{o}:]$
$\bar{u} = [ju:]$	$oi = [\bar{o}i]$
$\bar{o}\bar{o} = [u:]$	$oor = [u\bar{o}]$
$\check{a} = [\text{æ}]$	$ow = [au]$
$\check{e} = [e]$	$owr = [au\bar{e}]$
$\dot{i} = [i]$	
$\ddot{o} = [\bar{o}]$	$dh = [\delta]$
$\check{u} = [\text{ʌ}]$	$th = [\theta]$
$\check{o}\check{o} = [u]$	$sh = [ʃ]$
$\bar{a}\bar{r} = [e\bar{a}]$	$zh = [ʒ]$
$\bar{e}\bar{r} = [i\bar{e}]$	$ch = [tʃ]$
$\bar{i}\bar{r} = [ai\bar{e}]$	$j = [dʒ]$
$\bar{o}\bar{r} = [\bar{o}\bar{e}]$	$wh = [hw]$
$\bar{u}\bar{r} = [ju\bar{e}]$	$y = [j]$
$\hat{a}\hat{r} = [a:]$	$ng = [ŋ]$

## APPENDIX II

## LIST OF WORDS WITH PRONUNCIATION

## Lesson One

Introduction (ɪntroˈdʊkʃən) (,ɪntroˈdʌkʃən)	Surveyor (servā'er) (sə- 'veiə)
London (lʊn'dɒn) ('lʌn- dən)	Formerly (fɔrm'erli) ( 'fɔ:məli)
Messrs. (mɛs'ɛrɪz) ( 'mesəz)	Audit (aud'ɪt) ('ɔ:dit)
New York ('nū'yɔrk) ( 'nju:'jɔ:k)	Statistical (stætɪs'tɪkəl) (stə'tɪstɪkəl)
Extend (ɪkstɛnd') (iks'tend)	Particular (pɑrtɪk'ulər) (pə'tɪkjulə)
Relation (rɪlā'shən) (ri'leɪʃən)	Concerning (kɒnsɜrn'ɪŋ) (kən'sə:nɪŋ)
Information (ɪnfɔrmā'- shən) (,ɪnfə'meɪʃən)	Native (nā'tɪv) ('neɪtɪv)
Afford (afɔrd') (ə'fɔ:d)	Esteem (ɪstēm') (is'ti:m)
Duly (dū'li) ('dju:li)	Direction (dɪrɛk'shən) (di'rekʃən)
Supply (sʊpli') (sə'plai)	Oblige (ɒbliʒ') (ə'blaɪdʒ)
Fund (fʊnd) (fʌnd)	Regards (rɪgɑrdz') (ri- 'gɑ:dʒ)
Accommodate (əkɔm'- modāt) (ə'kɔmədeɪt)	
Extent (ɪkstɛnt') (iks'tent)	<b>Lesson Two</b>
Append (apɛnd') (ə'pend)	Ancient (ān'shɛnt) ( 'eɪnʃənt)
Esq. (ɪskwɪr') (is'kwaiə)	Phrase (frāz) (freɪz)
Introduce (ɪntroˈdʊs') (,ɪntroˈdju:s)	Egyptian (ɪjɪp'shən) (i'dʒɪpʃən)
	Pyramid (pɪ'ræmɪd) ( 'pɪrəmɪd)

Description (dɪskrɪp'shən) (dɪs'krɪpʃən)	Execute (ɛk'sɪkʊt) ('eksɪkju:t)
Writer (raɪ'ter) ('raɪtə)	Altar (awl'tar) ('ɔ:ltə)
Describe (dɪskrɪb') (dɪs- 'kraɪb)	Mausoleum (mowsolē'um) (,mɔ:sə'li(:)əm)
Sphinx (sfɪŋkʃ) (sfɪŋks)	Tomb (tōm) (tu:m)
Carve (kɑ:v) (kɑ:v)	Greece (grēs) (grɪ:s)
Splendid (splɛn'dɪd) ('splɛndɪd)	British (brɪt'ɪʃ) ('brɪtɪʃ)
Hang (hɑŋg) (hæŋ)	Museum (mūzē'um) (mju'ziəm)
Babylon (bæb'ilən) ('bæbɪlən)	Reconstruction (rɪkɔn- strʊk'shən) (rɪkɔns- 'trʌkʃən)
So-called (sō'kawld) ('soukɔ:ld)	Memorial (mɪmɔr'ɪəl) (mɪ'mɔ:riəl)
Circumference (sɪrkʊm'- ferəns) (sə'kʌmfərəns)	Pharos (fār'ɔs) ('fearɔs)
Arch (ɑ:rtʃ) (ɑ:tʃ)	Lighthouse (lɪt'həʊs) ('laɪthaus)
Scenery (sē'nəri) ('si:- nəri)	Harbour (hɑ:b'ər) ('hɑ:bə)
Remind (rɪmɪnd') (rɪ- 'maɪnd)	Entrance (ɛn'trɑns) ('en- trɑns)
Valley (væl'i) ('væli)	
Statue (stæt'ū) ('stætju:)	<b>Lesson Three</b>
Greek (grēk) (grɪ:k)	Stuff (stʌf) (stʌf)
Sculptor (skʊlp'tɔr) ('skʌlptə)	Powder (paʊd'ər) ('paʊdə)
Ivory (ɪv'ɔri) ('aɪvəri)	Salt (sawlt) (sɔ:lt)
Throne (θrɔn) (θraʊn)	Fizz (fɪz) (fɪz)
Art (ɑ:rt) (ɑ:t)	Soda-water (sɔd'a-waw'- tər) ('sɔdə'wɔ:tə)

Match (mäch) (mætʃ)  
 Burst (bērst) (bə:st)  
 Curdle (kēr'dl) ('kə:dl)  
 Squeeze (skwēz)  
 (skwi:z)  
 Lemon (lēm'on) ('lemən)  
 Juice (jōos) (dʒu:s)  
 Remarkable (rīmārk'-  
 abl) (ri'ma:kəbl)  
 Instance (in'stans) ('in-  
 stəns)  
 Blade (blād) (bleid)  
 Penknife (pēn'nīf)  
 ('pennaiif)  
 Rust (rŭst) (rʌst)  
 Damp (dämp) (dæmp)  
 Metal (mēt'al) ('metl)  
 Crumble (krŭm'bl)  
 ('krʌmbl)  
 Ash (āsh) (æʃ)  
 Mass (mās) (mæs)  
 Chemistry (kēm'īstri)  
 ('kemistri)  
 Science (sī'ens) ('sai-  
 əns)  
 Non-living (nōn'liv'ing)  
 ('nɒn'livɪŋ)  
 Biochemistry (biökēm'is-  
 tri) (baiə'kemistri)

## Lesson Four

Fortune (fōr'chn) ('fɔ:-  
 tʃən)  
 Ragged (rāg'id) ('rægid)  
 Creep (krēp) (kri:p)  
 Wallet (wō'līt) ('wɒlit)  
 Grumble (grŭm'bl)  
 ('grʌmbl)  
 Folk (fōk) (fouk)  
 Satisfy (sāt'isfī) ('sætisfai)  
 Storm (stōrm) (stɔ:m)  
 Wreck (rēk) (rek)  
 Riches (rīch'iz) ('ritʃiz)  
 Vanish (vān'ish) ('væniʃ)  
 Case (kās) (keis)  
 Unless (unlēs') (ən'les)  
 Pure (pūr) (pjʊə)  
 Forever (forēv'er)  
 (fə'revə)  
 Handful (händ'fōl)  
 ('hændful)  
 Split (splīt) (split)

## Lesson Five

Spotless (spōt'lis) ('spɒtlis)  
 Mayor (mār) (meə)  
 Citizen (sīt'izen) ('sitizn)  
 Cleanliness (klēn'līnis)  
 ('klenlinis)

Happiness (hăp'ɪnɪs) ( 'hæpinɪs)	Toil (toil) (tɔɪl)
Definition (dɛfɪnɪ'shən) ( ,dɛfɪ'nɪʃən)	Establish (ɪstəb'liʃ) (is'tæbliʃ)
Correct (kɔrɛkt') (kə'rekt)	Provide (prɔvɪd') (prə- 'vaid)
Manage (mæn'ɪj) ( 'mænɪdʒ)	Wrong-doer (rɔŋg'dɔər) ( 'rɔŋduə)
Housekeeper (hɔws'kē- per) ('haus,ki:pə)	Peace (pēs) (pi:s)
Daily (dā'lɪ) ('deɪli)	Molest (mɔləst') (mɔ'lest)
Assistance (asɪs'tans) (ə'sɪstəns)	Owe (ō) (ou)
	Patriot (pə'triət) ('pæ- triət)

**Lesson Six**

Patriotism (păt'riətɪzəm) ( 'pætriətɪzəm)
Affection (afɛk'shən) (ə'fɛkʃən)
Parent (pār'ent) ('pɛərənt)
Joy (jɔɪ) (dʒɔɪ)
Activity (ăktiv'itɪ) (æk'tɪvɪtɪ)
Patriotic (păt'riət'ik) ( ,pætri'ɔtɪk)
Desirable (dizɪr'əbl) (di'zaiərəbl)
Belong (bɪlɔŋg') (bi'lɔŋ)
Gratitude (grăt'itūd) ( 'grætɪtju:d)

**Lesson Seven**

Idleness (ɪ'dlɪnɪs) ('aidl- nis)
Ashore (ashōr') (ə'ʃɔ:)
Captain (kăp'tɪn) ('kæp- tin)
Nightfall (nɪt'fawl) ('nait- fɔ:l)
Unfurl (ʊnfɜrl') (ʌn'fə:l)
Tub (tüb) (tʌb)
Huge (hūj) (hju:dʒ)
Whale (wāl) (weɪl)
Profit (prɔf'ɪt) ('prɔfɪt)
Comrade (kŭm'rid) ('kɔm- rid)
Naught (nawt) (nɔ:t)

Object (ɔb'jikt) ('ɔbdʒikt)	Yolk (yōk) (jouk)
Enormous (inɔrm'us) (i'nɔ:məs)	Boil (boil) (boil)
Approach (aprɔch') (ə'proutʃ)	Immense (iməns') (i'mens)
Roe (rō) (rou)	Utter (ūt'er) ('ʌtə)
Alight (alīt') (ə'lait)	Scream (skrēm) (skri:m)
Serpent (sɛrp'ent) (sə:pənt)	Brief (brēf) (bri:f)
Beak (bēk) (bi:k)	Hover (höv'er) ('hovə)
Depart (dipart') (di'pɑ:t)	Overturn (ɔv'ertɛrn) ('ouvətə:n)
Cliff (klif) (klif)	Splash (spləʃ) (splæʃ)
Summit (sūm'it) (sʌmit)	Crush (krūʃ) (krʌʃ)
Elephant (ɛl'ifant) (elifənt)	Drown (drown) (draun)
Escape (iskāp') (is'keip)	Delicious (dilī'shʌs) (di- 'liʃəs)
Disturb (disturb') (dis- 'tə:b)	Brook (brōok) (bruk)
Tremendous (trimən'- dʌs) (tri'mendəs)	Shipwreck (shīp'rɛk) (ʃiprɛk)
Tale (tāl) (teil)	Mutter (mūt'er) ('mʌtə)
Eagle (ē'gl) ('i:gl)	According (akɔrd'ing) (ə'kɔ:diŋ)
	Wade (wād) (weid)
	Chuckle (chū'kl) (tʃʌkl)

### Lesson Eight

Misery (miz'erī) ('mizəri)	Tightly (tīt'li) ('taitli)
Endure (indūr') (in'djuə)	Choke (chōk) (tʃouk)
Considerable (konsid'er- abl) (kən'sidərəbl)	Rid (rīd) (rid)
	Miserable (miz'erabl) (mizərəbl)

Anywhere (ɛn'iwār)  
( 'eniwəə )  
Exhaust (igzawst')  
( ig'zɔ:st )  
Grape (grāp) (greip)  
Wine (wīn) (wain)  
Abound (abownd')  
( ə'baund )  
Cheer (chēr) (tʃiə)  
Monster (mɔn'ster)  
( 'mɔnstə )  
Unable (ʊnā'bl) (ʌn-  
'eibl)  
Dash (dāsh) (dæʃ)  
Brain (brān) (brein)  
Captive (kăp'tiv)  
( 'kæptiv )  
Strangle (străng'gl)  
( 'strængl )  
Due (dū) (dju:)  
Adventure (advĕn'cher)  
( ad'ventʃə )

### Lesson Nine

Employ (ĩmploi') (im-  
'plɔi)  
Snore (snōr) (snɔ:)  
Justification (jʊstifikā'-  
shon) ( ,dʒʌstifi'keiʃən )

Abuse (abūz') (ə'bjuz:)  
Sufficient (sufi'shnt) (sə-  
'fiʃənt)  
Recover (rikŭ'ver) (ri-  
'kʌvə)  
Fatigue (fatĕg') (fə'ti:g)  
Longevity (lɔnjĕv'iti)  
( lɔn'dʒeviti )  
Well-wisher (wĕl'wisher)  
( 'wel'wiʃə )

### Lesson Ten

Cottage (kɔt'ij)  
( 'kɔtidʒ )  
Border (bɔrd'er) ('bɔ:də)  
Scotland (skɔtland)  
( 'skɔtlənd )  
Exile (ĕk'sil) ('eksail)  
Scotch (skɔch) (skɔtʃ)  
Intention (ĩntĕn'shon)  
( in'tenʃən )  
Candle (kăndl) ('kændl)  
Lit (lit) (lit)  
Grandson (grănd'sŭn)  
( 'grændsʌn )  
Log (lɔg) (lɔg)  
Spoon (spōon) (spu:n)  
Horseman (hɔrs'mæn)  
( 'hɔ:smæn )

Moment (mō'ment)  
('moumənt)  
Odd (ōd) (ɔd)  
Somewhere (sūm'wār)  
('sʌmwēə)  
Shepherd (shēp'erd)  
('ʃepəd)  
Drill (dril) (dril)  
Anxious (āngk'shʌs)  
('æŋkfəs)  
Fetch (fěch) (fetʃ)  
Wasn't (wɔ'znt) ('wɔznt)

**Lesson Eleven**

Lock (lɔk) (lɔk)  
Secret (sē'krit) ('si:krit)  
Nod (nɔd) (nɔd)  
Excited (iksī'tid)  
(ik'saitid)  
Excitement (iksīt'ment)  
(ik'saitmənt)  
Calm (kəlm) (kɑ:m)  
Sword (sɔrd) (sɔ:d)  
Pistol (pīs'tl) ('pistl)  
Rag (ræg) (ræg)  
Polish (pɔl'ish) ('pɔlif)  
Command (kɔmahnd')  
(kə'mɑ:nd)  
Range (rānj) (reindʒ)

Fled (flēd) (fled)  
Chase (chās) (tʃeis)  
Rode (rōd) (roud)  
Slope (slōp) (sloup)  
Loose (lōos) (lu:s)  
Saddle (sād'l) ('sædl)  
Unlock (ūnlɔk') ('ʌn'lɔk)  
Aim (ām) (eim)  
Drag (dræg) (dræg)  
Lean (lēn) (li:n)  
Whisper (wīs'per) ('wispə)  
Curse (kērs) (kə:s)

**Lesson Twelve**

Kiss (kis) (kis)  
Bolt (bɔlt) (bɔlt)  
Examine (igzām'in)  
(ig'zæmin)  
Darken (dār'kn) ('dɑ:kŋ)  
Unbolt (ūnbɔlt') ('ʌn-  
'bɔlt)  
Hush (hūsh) (hʌʃ)  
Risky (rīs'ki) ('riski)  
Risk (rɪsk) (risk)  
Spite (spīt) (spait)  
Judgement (jūj'ment)  
('dʒʌdʒmənt)  
Trap (træp) (træp)  
Worst (wērst) (wə:st)



Track (trāk) (træk)  
 Impossible (impǒ'sibl)  
 (im'pɔsibl)  
 Unfasten (ũn'fah'sn)  
 ('ʌn'fɑ:sn)  
 Fasten (fah'sn) ('fɑ:sn)  
 Moan (mōn) (moun)  
 Flash (flāsh) (flæʃ)  
 Weakness (wēk'nis)  
 ('wi:knis)  
 Throat (thrōt) (θrout)  
 Murmur (mērm'er)  
 ('mə:mə)

### Lesson Thirteen

Favorably (fā'verəbli)  
 ('feivərəbli)  
 Eve (ēv) (i:v)  
 Downward (down'ward)  
 ('daunwəd)  
 Mischief (mīs'chif) ('mis-  
 tʃif)  
 Trust (trūst) (trast)  
 Absolutely (ʌb'solōōtli)  
 ('æbsəlu:tli)  
 Exception (iksəp'shon)  
 (ik'sepʃən)  
 Unnecessarily (ũnně'sis-  
 ərili (ʌn'nesisərili)

Corps (kōr) (kɔ:)  
 Collectively (kolėk'tivli)  
 (kə'lektivli)  
 Lawyer (law'yer) ('lɔ:jə)  
 Parson (pār'sn) ('pɑ:sn)  
 Courtier (kōrt'ier) ('kɔ:tiə)  
 Passion (pā'shn) ('pæʃən)  
 Sentiment (sən'timent)  
 ('sentimənt)  
 Imprudent (imprōd'ent)  
 (im'pru:dənt)  
 Unjust (ũnjüst')  
 ('ʌn'dʒʌst)  
 Discrimination (diskri-  
 minā'shon) (diskrimi-  
 'neifən)  
 Individual (indivīd'ūal)  
 (,indi'vidjuəl)  
 Forgive (fɔrgiv') (fə'giv)  
 Genteel (jəntēl') (dʒen-  
 'ti:l)  
 Witty (wit'i) ('witi)  
 Clergy (klēr'ji) ('klɛ:dʒi)  
 Extremely (ikstrēm'li)  
 (iks'tri:mli)  
 Worse (wērs) (wə:s)  
 Gown (gown) (gaun)  
 Reflection (riflėk'shon)  
 (ri'flekʃən)

Threadbare (thrēd' bār)  
('θredbeə)  
Recourse (rikōrs') (ri-  
'kɔ:s)  
Commonplace (kōm' on-  
plās) ('kɔmənpleis)  
Sex (sēks) (seks)  
Profession (profē'shn)  
(prə'feʃən)  
Denomination (dinōmīn-  
ā'shən)(dinɔmi'neiʃən)

#### Lesson Fourteen

Fireside (fir'sīd) ('faɪə-  
said)  
Fade (fād) (feɪd)  
Twinkle (twɪŋg'kl)  
('twɪŋkl)  
Strive (strīv) (straɪv)  
Intend (ɪntēnd')(in'tend)  
Youth (ūth) (ju:θ)  
Abide (abīd')(ə'baid)  
Weaken (wēk'en)  
('wi:kən)  
Determined (dītēr'mīnd)  
(di'tə:mɪnd)  
Yield (yēld) (ji:ld)  
Fate (fāt) (feit)

#### Lesson Fifteen

Differ (dɪf'er) ('dɪfə)  
Unfortunately (ʊnfɔrt'-  
ūnɪtli) (ʌn'fɔ:tʃnɪtli)  
Confusion (kɔnfū'zhn)  
(kən'fju:ʒən)  
Notion(nō'shən)('nouʃən)  
Fact (fäkt) (fækt)  
Generalization (jēnerālī-  
zā'shən)(dʒenərəlai'zei-  
ʃən)  
Constantly (kɔn'stəntli)  
('kɔnstəntli)  
Legless (lēg'lis) ('leglis)  
Disgust (dɪsgʊst') (dis-  
'gʌst)  
Unnatural (ʊnnə'chrəl)  
(ʌn'nætʃrəl)  
Abstraction (əbstræk'-  
shən) (əbs'trækʃən)  
Compare (kɔmpār')  
(kəm'peə)  
Unconsciously (ʊnkɔn'-  
shʊsli) (ʌn'kɔnʃəsli)  
Disadvantage (dɪsədva-  
hntɪj) (dɪsəd'vɑ:ntɪdʒ)  
Swan (swɔn) (swɔn)  
Thinker (thɪŋk'er)  
('θɪŋkə)

Exist (igzɪst') (ig'zɪst)  
 Australia (awstrā'liə)  
 (ɔ:s'treɪljə)  
 Sediment (səd'ɪmənt)  
 ('sedɪmənt)  
 Pond (pɒnd) (pɒnd)  
 Fragment (fræg'mənt)  
 ('fræg'mənt)  
 Pack (pæk) (pæk)  
 Nuisance (nūs'əns)  
 ('nju:sns)  
 Frighten (frɪt'en) ('frɪtɪn)

### Lesson Sixteen

Greedy (grēd'i) ('grɪ:di)  
 Scrape (skrāp) (skreɪp)  
 Grind (grɪnd) (graɪnd)  
 Penny (pɛn'i) ('peni)  
 Generous (jɛn'ərəs)  
 ('dʒenərəs)  
 Dwarf (dwawf) (dwɔ:f)  
 Wager (wā'jɛr) ('weɪdʒə)  
 Flour (flaʊr) ('flaʊə)  
 Pudding (pʊd'ɪŋ)  
 ('pu:ɪŋ)  
 Kindness (kɪnd'nɪs)  
 ('kaindnɪs)  
 Sack (sæk) (sæk)  
 Oat (ōt) (out)

Canvas (kæn'vas)  
 ('kænvəs)  
 Bin (bɪn) (bɪn)  
 Larder (lɑ:d'er) ('lɑ:də)  
 Wit (wɪt) (wɪt)  
 Spill (spɪl) (spɪl)  
 Bargain (bɑ:g'in)  
 ('bɑ:gɪn)  
 Kitchen (kɪch'in)  
 ('kɪtʃɪn)  
 Midnight (mɪd'nɪt)  
 ('mɪdnɪt)  
 Trifle (trɪ'fl) ('traɪfl)  
 Neatly (nēt'li) ('ni:li)  
 Trick (trɪk) (trɪk)  
 String (strɪŋ) (strɪŋ)  
 Gift (gɪft) (gɪft)  
 Nightcap (nɪt'kæp) ('nait-  
 kæp)  
 Hearty (hɑ:t'i) ('hɑ:ti)

### Lesson Seventeen

Port (pɔ:t) (pɔ:t)  
 Camel (kæm'el) ('kæməl)  
 Couple (kʊ'pl) ('kʌpl)  
 Agreement (agrē'mənt)  
 (ə'grɪ:mənt)  
 Cairo (kɪr'ō) ('kaiərou)  
 Goat (gōt) (gout)

Sigh (sī) (sai)  
 Weep (wēp) (wi:p)  
 Womanlike (wōō'man-lik) ('wumənlaik)  
 Swing (swīng) (swiŋ)  
 Swung (swūng) (swʌŋ)  
 Movement (mōōv'ment) ('mu:vmənt)  
 Freshen (frēsh'en) ('frɛʃn)  
 Meadow (mēd'ō) ('medou)  
 Sand (sānd) (sænd)  
 Arab (ā'rab) ('ærəb)  
 Encamp (īnkāmp') (in-  
 'kæmp)  
 Thin (thīn) (θin)  
 Painful (pānfōol) ('peɪnfʊl)  
 Royal (roi'al) ('roiəl)  
 Garment (gārm'ent) ('gɑ:mənt)  
 Assure (ashoor') (ə'ʃuə)  
 Terms (tērmz) (tə:mz)  
 Entirely (īntīr'li) (in-  
 'taiəli)  
 Amongst (amūng'st) (ə'mʌŋst)  
 Improve (īmprōōv') (im-  
 'pru:v)  
 Refuse (rīfūz') (ri'fju:z)

Bake (bāk) (beik)  
 Untrue (ūn'trōō') ('ʌn-  
 'tru:)

### Lesson Eighteen

Dawn (dawn) (dɔ:n)  
 Struck (strūk) (strʌk)  
 Midday (mīddā') (mid'dei)  
 Taskmaster (tahsk'mah-ster) ('ta:sk,mɑ:stə)  
 Accomplish (akōm'plish) (ə'kɒmplɪʃ)  
 Veil (vāl) (veil)  
 Greatness (grāt'nīs) ('greɪtnɪs)  
 Glory (glōr'i) ('glɔ:ri)  
 Overhead (ō'verhēd') ('ouvə'hed)  
 Glow (glō) (glou)  
 Descend (disēnd') (di'send)  
 Redness (rēd'nīs) ('rednɪs)  
 Choice (chois) (tʃɔis)  
 Sink (sīngk) (siŋk)  
 Sunk (sūngk) (sʌŋk)  
 Sank (sāngk) (sæŋk)  
 Unload (ūn'lōd') ('ʌn-  
 'loud)

Quantity (kwɔ̃'ntítí)  
('kwɔ̃ntítí)  
Sprung (sprŭng) (sprʌŋ)  
Midst (mídst) (mídst)  
Cheerfulness (chēr'fōol-  
nís) ('tʃiəfʊlnís)  
Unending (ŭnënd'ing)  
(ʌn'endɪŋ)  
Level (lěv'el) ('levl)  
Unpolished (ŭn'pɔl'isht)  
('ʌn'pɔlɪʃt)  
Mighty (mít'i) ('maiti)

### Lesson Nineteen

Enforce (infɔ̃'s') (in'fɔ:s)  
Ideal (ídē'al) (ai'diəl)  
Approve (aprōv')  
(ə'pru:v)  
Despotism -(dēs'potizm)  
('despətizm)  
Despot (dēs'pot) ('despət)  
Democracy (dímōk'rasí)  
(di'mɔkrəsi)  
Politics (pɔl'itíks) ('pɔli-  
tíks)  
Economics (ēkɔnɔm'íks)  
(,i:kə'nɔmíkz)  
Devise (dívíz') (di'vaiz)  
Russian (rŭ'shn) ('rʌʃən)

Russia (rŭ'sha) ('rʌʃə)  
Unit (ŭ'nít) ('ju:nít)  
Engage (ingāj') (in-  
'geɪdʒ)  
Council (kown'sl)  
('kaunsɪ)  
Affair (afār') (ə'feə)  
Machinery (mashē'nəri)  
(mə'ʃi:nəri)  
Whatever (wɔtəv'er)  
(wɔt'evə)  
Educate (éd'ūkāt)  
('edju(:)keit)  
Seriously (sēr'iusli)  
('siəriəsli)  
Politician (pɔlítí'shn)  
(,pɔli'tɪʃən)  
Muddle (mŭd'l) ('mʌdl)  
Dislike (dɪslík') (dis-  
'laɪk)  
Interesting (in'terísting)  
('intrístɪŋ)

### Lesson Twenty

Homesick (hōm'sík)  
('houmsík)  
Distressed (dɪstrést')  
(dis'trest)  
Baffle (báf'l) ('bæfl)

Wilderness (wɪl'dɛrnɪs)  
(ˈwɪldənɪs)

Flutter (flʊt'er) (ˈflʌtə)

### Lesson Twenty-one

Pasteurize (pæs'terɪz)  
(ˈpæstəraɪz)

Route (rōot) (ru:t)

Cafe (kæf'ā) (ˈkæfeɪ)

Bubble (bʊb'l) (ˈbʌbl)

Bakery (bā'keri) (ˈbeɪ-  
kəri)

Subscribe (sʊbskrɪb')  
(səbs'kraɪb)

Capital (kæp'ital) (ˈkæpɪtəl)

Paid-up (pād'ʊp) (ˈpeɪd-  
ʌp)

Security (sɪkʊr'iti)  
(sɪ'kjʊərɪti)

Discount (dɪs'kownt)  
(ˈdɪskaʊnt)

Current (kʊr'ent)  
(ˈkʌrənt)

Deposit (dɪpōz'it)  
(dɪ'pōzɪt)

Golf (gɔlf) (gɔlf)

Club (klʊb) (klʌb)

Pictorial (pɪktɔr'ɪəl) (pɪk-  
'tɔ:riəl)

Instruction (ɪnstrʊk'shon)  
(ɪns'trʌkʃən)

Beginner (bɪgɪn'er) (bɪ-  
'gɪnə)

Valuable (væl'ūabl)  
(ˈvæljuəbl)

Hint (hɪnt) (hɪnt)

Handy (hændi) (ˈhændi)

Pony (pō'ni) (ˈpouni)

Polo (pō'lō) (ˈpoulou)

International (ɪntərnə'-  
ʃənəl) (,ɪntə(:)'næʃnəl)

### Lesson Twenty-two

Replace (rɪpləs')  
(rɪ'pleɪs)

Severe (sɪvēr') (sɪ'viə)

Injure (ɪn'jɜr) (ˈɪndʒə)

Invalid (ɪn'vəlɛd) (ˈɪn-  
vəli:d)

Neglect (nɪglɛkt') (nɪ-  
'glekt)

Mend (mɛnd) (mend)

Helplessly (hɛlp'lisli)  
(ˈhɛlplɪsli)

Frantically (fræn'tɪkəlɪ)  
(ˈfræntɪkəlɪ)

Climate (klaɪ'mɪt) (ˈklaɪ-  
mit)

Cure (kūr) (kjuə)  
 Patch (päch) (pætʃ)  
 Grievously (grēv'usli)  
 ('gri:vəsli)  
 Dismal (diz'mal) ('dizməl)  
 Needless (nēd'lis)  
 ('ni:dli:s)  
 Sermon (sēr'm'on)  
 ('sə:mən)  
 Obey (obā') (o'bei)  
 Realize (rē'aliz) ('riəlaiz)  
 Importance (impōrt'ans)  
 (im'pɔ:təns)  
 Experiment (ikspě'ri-  
 mēnt) (iks'periment)  
 Possibility (pösibil'iti)  
 (,pɔsə'biliti)  
 Wrap (răp) (ræp)  
 Unwholesome (ũnhōl'-  
 som) (ʌn'həulsəm)  
 Twilight (twi'līt)  
 ('twailait)  
 Win (wĩn) (win)  
 Temptation (tēptā'-  
 shən) (temp'teɪʃən)  
 Battle (băt'l) ('bætl)  
 Slavery (slā'vəri) ('slei-  
 vəri)  
 Sake (sāk) (seik)

Freedom (frē'dom)  
 ('fri:dəm)  
 Thereby (dhār'bī)  
 (ðeə'bai)

### Lesson Twenty-three

Scramble (skrām'bl)  
 ('skræmbl)  
 Prosperity (prōspěr'iti)  
 (prɔs'periti)  
 Election (ilěk'shən) (i'lək-  
 ʃən)  
 Junior (jōōn'ior) ('dʒu:-  
 njə)  
 Consideration (kōnsiderā-  
 'shən) (kən,sidə'reiʃən)  
 Problem (prɔb'ləm) ('prɔ-  
 bləm)  
 Secure (sikūr') (si'kjuə)  
 Clothing (klō'dhĩŋ)  
 ('klouðiŋ)  
 Amusement (amūz'ment)  
 (ə'mju:zmənt)  
 Navy (nā'vi) ('neivi)  
 Exchange (ikschānj')  
 (iks'tʃeɪndʒ)  
 Chart (chārt) (tʃɑ:t)  
 Population (pɔpūlā'shən)  
 (pɔpju'leɪʃən)

Evil (ē'vl) ('i:vl)	wɛə)
Dozen (dʒz'en) ('dʌzn)	Japan (jəpən') (dʒə'pæn):
Occupation (ɔkūpā'shən)	Steamship (stēm'shīp)
(,ɔkju'peɪʃən)	('sti:mʃɪp)
Cultivator (kʌl'tɪvātor)	Communication (kɔmū-
('kʌltɪveɪtə)	nɪkā'shən) (kəmju:ni-
Industry (ɪn'dʌstrɪ) ('ɪn-	'keɪʃən)
dəstrɪ)	Increasingly (ɪnkrēs'ɪŋg-
Britain (brɪt'an) ('brɪtən)	lɪ) (ɪn'kri:sɪŋli)
Contrast (kɔn'trahst)	Competition (kɔmpɪtɪ'-
('kɔntrɑ:st)	shən) (,kɔmpɪ'tɪʃən)
Industrial (ɪndʌ'strɪəl)	Relative (rɛl'atɪv) ('relə-
(ɪn'dʌstrɪəl)	tɪv)
Inhabitant (ɪnhəb'ɪtənt)	Pleasant (plɛ'znt)
(ɪn'hæbɪtənt)	('pleznt)
Million (mɪl'yən) ('mɪljən)	Jealousy (jɛ'lʌsɪ) ('dʒe-
Colony (kɔl'ɔni) ('kɔləni)	ləsi)
Elsewhere (ɛls'wɛr) ('els-	Jealous (jɛ'lʌs) ('dʒeləs):

THE END