



英語模範讀本

第三冊

MODEL ENGLISH READERS

BOOK III



THE STAR EDITION

THE COMMERCIAL PRESS, LIMITED

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MODEL ENGLISH READERS

BOOK III

BY

TSEU YIH ZAN, B.A.

THE STAR EDITION

(Complete in Three Books)

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★ 本書於二十二年十月經
★ 國民政府教育部審定
★ 領到教字第八號執照
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Model English Readers

Book III

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NEW PREFACE

This series of readers has been revised to meet the requirements of the New Curriculum of the Ministry of Education. With such a purpose in mind, careful attention has been paid to the following points:

1. Every lesson throughout the series consists of four sections and one exercise, which are just sufficient for the use of five hours a week.

2. The three books contain all words of practical use. If the different forms of these words and their combination into idiomatic phrases are counted, the number is about five thousand: root words, however, are hardly more than three thousand.

3. Pronunciation is taught with the aid of the International Phonetic Symbols, and in the Glossaries all the words are transcribed.

4. Penmanship is taught from the beginning; the script form only is used.

5. The whole series emphasizes speaking. In Book I, only classroom conversation and commands are taught. Later, in Books II and III may be found more "advanced" dialogues and "little" plays.

6. In the first book, language work only is given. Regular lessons in elementary grammar, very simple in nature, are begun in the second and third books. Copying, filling blanks, sentence formation, and letter writing are

emphasized (but not translation, which is occasionally given for the purpose of verifying comprehension). Narratives and simple descriptions, such as *The Airplane*, a few lessons in Dr. Sun Yat-sen's "Three Principles of the People," etc., may be found in the series.

7. Useful and simple materials alone have been chosen and are arranged in such a way as to arouse in the student an interest in a further study of the English language. Social life of the Americans and the Britishers are dwelt upon and compared with our own.

8. Both Gouin's verb method and Jespersen's noun method are made use of. Indeed, almost all the words are either "picturable" or "dramatizable."

The compiler has tried his best to do conscientious work. But he knows that there may be errors in language and in method, criticisms of which are invited and welcome.

TSEU YIH ZAN.

SHANGHAI, 1933.

INTRODUCTION

I

This is the third book of the series, which is compiled according to the following principles:

1. The first thing to be studied in a foreign language is not the more or less archaic language of literature, but the spoken language of ordinary conversation.

2. The teacher's first care should be to make his pupils perfectly familiar with the sounds of the language. To insure a correct use of the foreign sounds he will make use of a phonetic transcription, which should be employed to the exclusion of the traditional spelling during the initial stages.

3. The teacher's next aim should be to impart a perfect command of the foreign language. To obtain this result he will use connected texts, dialogues, descriptions, and narratives, all as easy, natural, and interesting as possible.

4. Grammar will at first be taught inductively, by grouping together and drawing general conclusions from such facts as are observed in reading. A more systematic study is to be kept for a later stage.

5. The teacher will endeavor to connect the words of the foreign language directly with ideas they express, or with other words of the same language, not [entirely] with those of the mother tongue. Translation will therefore be replaced, as far as possible, by object lessons, picture lessons, and explanations in the foreign language.

6. When, at a later period, written work is introduced, it will consist at first of the reproduction of matter already read and explained, then the reproduction of stories, etc., which the pupils have heard the teacher tell; free composition will come next; translation from and into the foreign language is to be kept till the end.

The above principles are quoted from "The Principles of the International Phonetic Association."

II

This series of readers suits any school that offers a course of English comprising these subjects: pronunciation, spelling, reading, dictation, sentence formation, grammar, conversation, composition, letter writing, literature, etc.

The number of hours a week is presumed to be not less than four, and the number of weeks a year not less than thirty-two.

III

Book I of this series is a general introduction to the English language. The second book and this book are mostly on American and English daily life.

IV

The present book consists of thirty-two lessons. Each lesson contains four sections. Every section is marked by an Arabic number (1, 2, 3, 4, . . .), and is intended to be finished in one hour.

The different subjects given in this book may be found under the indexes printed in the following pages.

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“I find the Englishman to be him of all men who stands firmest in his shoes The one thing the English value is pluck. The cabmen have it; the merchants have it; the bishops have it; the women have it; the journals have it; the *Times* newspaper, they say, is the pluckiest thing in England.”—*Ralph Waldo Emerson.*

“The stranger who would form a correct opinion of the English character must not confine his observations to the metropolis. He must go forth into the country; he must sojourn in villages and hamlets; he must visit castles, villas, farm-houses, cottages; he must wander through parks and gardens; along hedges and green lanes; he must loiter about country churches; attend wakes and fairs, and other rural festivals; and cope with the people in all their conditions, and all their habits and humors.”—*Washington Irving.*

MODEL ENGLISH READERS

BOOK III

LESSON I

I. VOCABULARY

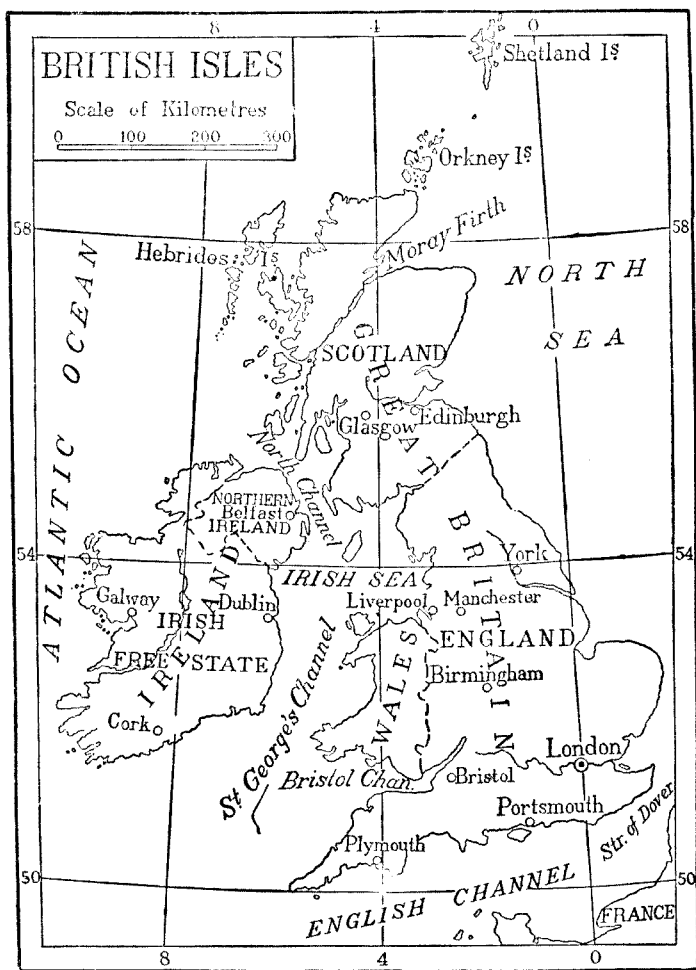
THE BRITISH ISLES

The group of islands that lies west of the continent of Europe is called the British Isles. The British Isles consist of two large islands and a number of small islands. The names of the two large islands are Great Britain and Ireland.

Ireland* is bounded by the Atlantic Ocean on the north, west, and south, and separated on the east from Great Britain by the Irish Sea. Great Britain comprises England in the south, Scotland in the north, and Wales in the west.

On these islands are a number of large cities. London, in the southern part of England, is one of the largest cities in the world, and perhaps contains more people than the city of New York.

* See the map of the British Isles on the next page.



A map of the British Isles

From New York to London the journey is less than five days. A steamer going from America to the British Isles first stops at Liverpool. Liverpool is not far from London; it takes only a few hours to travel between these two places on a train.

Word Study

a. *Forms of an irregular verb.*—Lie, lies, lying, lay, lain. 不.成.之.規. |

b. *Idiomatic phrases to be remembered.*—A number of; far from; west (east, north, south) of; to be bounded by; to consist of; to be separated from; it takes (*time*) to go from (*place*) to (*place*).

2. CONVERSATION

A. ON BOARD

Self. Can you tell me where my cabin is?

Steward. What is the number, sir?

S. Number two hundred three (No. 203).

St. Come this way, please. Your cabin is a two-berth one, and the upper berth is yours.

S. Who has the lower berth?

St. He is a doctor, and I promise you that you will find him a pleasant companion.

行李

S. Good. Please bring my cabin trunk and portmanteau to the cabin; the rest of my luggage may go into the luggage room.

St. Certainly, sir.

B. IN THE CABIN

Self. Good afternoon, sir; I see you are to be my companion for the voyage.

Fellow Traveler. Yes; I am going to London. What is your destination?

S. I am also going to London.

F. T. How fine that is!

S. Is yours the upper or the lower berth?

F. T. I see from the number of my ticket that the lower berth is mine.

S. May I put my cabin trunk under your berth?

F. T. Oh, yes; certainly.

Word Study

a. *Idiomatic phrases to be remembered.*—The rest (of); to find (person) a pleasant companion.

b. *Synonyms.*—*Journey* is a distance traveled in a certain time; as, *a week's journey*; *a journey from Peiping to Nanking*. Journeys are usually long. *Voyage* is a journey by sea; as, *to make a voyage round the world*. *Travel* is the common word for journeys taken for pleasure, for education, or for business.

3. GRAMMAR

KINDS OF SENTENCES

In talking or writing, we generally use words in groups. We may say:

1. Where are you going?
2. I am going to London.

The first group of words asks a question; the second makes a statement. A group of words that makes a statement or asks a question is a SENTENCE.

A sentence that makes a statement is called a **DECLARATIVE SENTENCE**.

A sentence that asks a question is called an **INTERROGATIVE SENTENCE**.

Most of the sentences used in speaking and writing are either declarative or interrogative. But we do not always ask questions and make statements. Sometimes we express strong feeling, and sometimes we give a command or make a request. When we say, *How fine that is!* or *What a fine thing that is!* we are using the sentence to express strong feeling. Again, if we say, *Come this way,* or *Bring my trunk and portmanteau to the cabin,* we are not asking a question, or making a statement, or expressing strong feeling. We are giving a command or

making a request, and each of these commands or requests is a sentence.

A sentence that expresses strong feeling is called an **EXCLAMATORY SENTENCE**. It is followed by the exclamation point (!).*

A sentence that expresses a command or a request is called an **IMPERATIVE SENTENCE**.

It appears, then, that sentences are used for four different purposes:

1. To make a statement.
2. To ask a question.
3. To give a command or make a request.
4. To express strong feeling.

In the following sentences tell to which class each belongs:

1. Where are the British Isles?
2. The British Isles lie west of the continent of Europe.
3. Of how many islands do the British Isles consist?
4. The British Isles consist of two large islands and a number of small islands.
5. Look at the map.
6. Where is London?
7. It is in the southern part of England.
8. I visited London several years ago.
9. What a large city it is!
10. It perhaps contains more people than New York City.

* Review Section 127, Book II.

Word Study

a. Idiomatic phrases to be remembered.—Words in groups; to be followed by; to be used for (*number*) purposes; to ask a question; to make a statement or a request; to give a command; to express strong feeling.

b. Synonyms.—What is *generally* done is the action of most people; what is *usually* done is done regularly by one or many.

4. READING**THE PLAYGROUND OF EUROPE**

The continent of Europe* is where most of the white people live. There are many cities with good roads. There are also many farms with cattle feeding upon them, and all sorts of factories for making things to be used for food, shelter, and clothing.

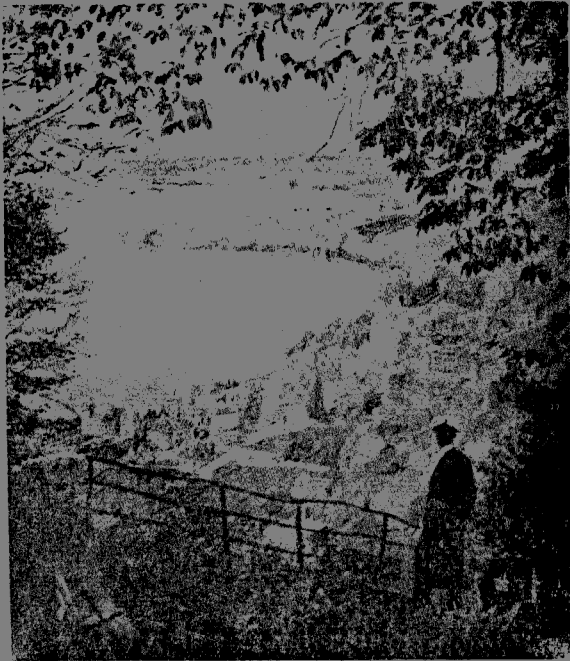
What is the most delightful country of Europe? Is it England?

No; of course, it is not England.

The most delightful country of Europe is the little country called Switzerland. There the Alps Mountains rise more than two miles above sea level. In the valleys are many beautiful

* See the frontispiece.

lakes. There are running streams that roar and foam as they rush down the mountains on their way to the sea.



A lake in a valley in Switzerland

Switzerland is so healthful that people from many places go there during summer to enjoy the cool air. It is sometimes called the playground of Europe.

EXERCISE I

Write answers to the following questions:

1. Where do the British Isles lie?
2. What are the names of the large islands of the British Isles?
3. By what is Ireland bounded on the north, west, and south?
4. By what is it separated from Great Britain on the east?
5. What does Great Britain comprise?
6. Where is London?
7. Is London far from Liverpool?
8. Where is the seat of the government of England?
9. Is England the most delightful country of Europe?
10. What is the most delightful country of Europe?

LESSON II

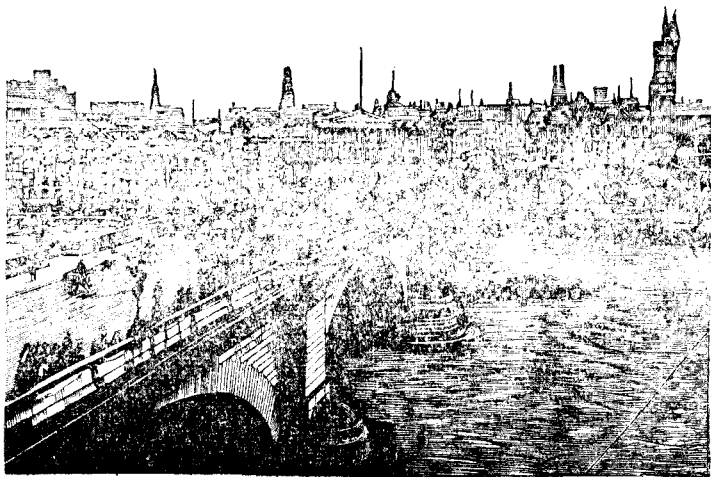
5. VOCABULARY

LONDON

London is a very populous city in the world. It is situated on the Thames River. The Thames has a wide, deep mouth, and London is located fifty miles from the open sea.

London is divided into two unequal portions by the river Thames, which crosses the city from (the) West to (the) East. The southern part,

the so-called "Over the Water," consists principally of manufactories, warehouses, shops, and small private houses inhabited by the laboring classes. The portion north of the Thames contains all important public and private buildings and the principal parks.



London Bridge

Very many bridges cross the Thames. The London Bridge is the oldest and most important crossing between the northern and southern sides of London. Long, long ago, that was London's only bridge.

Word Study

a. Idiomatic phrases to be remembered.—So-called (or so called)=commonly called; to be situated on . . . ; to be located (*number*) miles from (*place*); to be divided into (*number*) portions (or parts); the laboring classes.

b. Synonyms.—The *part* is opposed to the *whole*. A page, a line, or a word, is *part* of a book; but the paragraphs, sections, and lessons, are *divisions* of a book. In many places, however, *part* may be used instead of *portion*.

6. CONVERSATION

GOING UP TO LONDON BY TRAIN



The platform and the train

Tom. We are just in time. The train will start in three minutes. Good-by, Mr. Bennett; thank you so much for coming to the station.

Mr. Bennett. Oh, you are welcome. Now don't lean out of the window, and mind you ask your uncle to wire to me as soon as you arrive.

Then don't forget your bag in the carriage as you did last time.

Tom. No fear, I am not likely to do that again. I'll get in now.

Mr. B. But this is a smoking compartment; do you mind?

Tom. Oh, no; I don't mind in the least.

Ticket Collector. Ticket, please.

Mr. B. Now the guard is closing the door, and the train is off. Good-by.

Tom. Good-by. (*They shakes hands.*)

Word Study

a. Forms of a verb.—Lean, leans, leaning, leaned.

b. Idiomatic phrases to be remembered.—In time; out of; mind you = you mind (imperative); as soon as; no fear = it is not likely; in the least.

7. GRAMMAR

SUBJECT AND PREDICATE

We have seen that there are four different kinds of sentences. We must now learn how a sentence is made.

When we say anything, we say it about **some** person or thing. When we say *The train starts* or *Tom goes*, we are saying something about *the train* and *Tom*. If we merely said *the train* or

Tom, our hearers would not be satisfied. They might ask, "Well, what about the train and Tom?" Again, if we said *starts* or *goes*, our friends would say, "Well, what starts? and who goes?" In both cases, we do not make complete statements; we say something, but we are not telling what we are saying about it.

Every sentence has two parts, **SUBJECT** and **PREDICATE**.

The subject is what we are telling about. The predicate is what we say about the subject. Let us divide very simple sentences into these two parts; as,

1. The train | starts.
2. Tom | goes.
3. I | will get in now.
4. He | is a doctor.
5. You | may put your trunk under my berth.

The **USUAL ORDER** of a sentence in English is subject first and predicate next. It is very common, however, to express our ideas in **TRANSPOSED ORDER**, with predicate first and subject afterwards; as, *Upon the island of Great Britain are England, Wales, and Scotland* (= *England, Wales, and Scotland are upon the island of Great Britain*).

The transposed order is the common order of interrogative sentences:

1. What is the number? (=The number is what?)
2. Is yours the upper or the lower berth? (=Yours is the upper or the lower berth?)
3. Where are you going? (=You are going where?)
4. How many islands do the British Isles consist of? (=The British Isles do consist of how many islands?)

But the interrogative sentence *Who has the lower berth?* is in the usual order.

Word Study

a. Idiomatic phrases to be remembered.—To say . . . about . . . ; what about; subject first, predicate next; to express our ideas.

b. Synonyms.—*Wide* is opposed to *close*; *broad* is opposed to *narrow*. An opening is wide or close. A street is broad or narrow.

8. READING

A BOY'S LETTER TO HIS SISTER

LONDON, APRIL 10, 1929.

MY DEAR SISTER:

London is such a wonderful place! It is very large; there are many shops in the streets, and crowds of people, and motor cars running

about in all directions. I cannot tell you a quarter of what I have seen, but I hope I shall be able to write you a longer letter all about London by and by.

I am quite well, and I hope all of you are the same.

Your loving brother,

WILLIAM.

Answer the following questions:

1. Who wrote the letter?
2. To whom did he write it?
3. Where did he write it?
4. When did he write it?
5. What did he call himself?
6. What did he call his sister?
7. Is London a wonderful place?
8. Could William tell his sister all about London?
9. What did he promise to do?
10. Was he quite well when he wrote the letter?

EXERCISE II

Translate the letter printed under Section 8, or reproduce it after you have closed the book.

LESSON III

9. VOCABULARY

THE CITY, OR LONDON PROPER

The City, or London proper, is the center of commerce and trade of great Britain and Ireland and of many parts of the world. About one half of the houses are used for business purposes and left empty at night. The traffic is often congested. A large number of vehicles and persons enter and leave its boundaries every day. Not many people reside in this part of London.

Most of the streets are paved with wood or stone. There are, besides the road, two sidewalks next to the houses. The "rule of the road" is for foot passengers to keep to the right (hand), and, for vehicles, to keep to the left (hand). Street sweepers are busy from morning till night in keeping the street clean. In summer, water carts go round and water the roads to lay the dust. Very few streets are planted with trees, but all are lighted by gas or electricity.

Parks and public buildings are numerous. The largest park is Hyde Park, and very many

people, rich and poor, go into it every day, especially on Sunday.

The policemen in London are polite. They have no swords or rifles, but each carries only a short club.

Word Study

a. Idiomatic phrases to be remembered.—London proper; for business purposes; to be left empty; at night; to be paved with; “rule of the road”; from morning till night; to lay the dust; to be planted with; to be lighted by.

b. Synonyms.—There may be *trade* between two cities; but there is *commerce* between England and America, between England and China. *Trade* is either within or without the country; *commerce* is between different countries.

c. Forms of an irregular verb.—Lay, lays, laying, laid.

10. CONVERSATION

INQUIRING THE WAY

A. Excuse me: will you be so kind as to give me some information?

B. I'm at your service, sir. What can I do for you?

A. I have to go to X, to Y, and to Z; and I don't know how to go to these places.

B. If you will wait just a moment, I'll show the way. Let us look at the map of London. Now, then, there is X, there is Y, and there is Z. Your best course will be to begin with X, to go thence to Y, and to return by way of Z.

A. Is it far to X?

B. It will take you thirty-five minutes, by omnibus.

A. Is there any quicker way of going?

B. Yes; if you will walk down the street, you can take the Metropolitan Railway, which will take you to it very quickly, in ten minutes or so.

A. And, from X, how do I go to Y?

B. Take the boat; it's a very pleasant way of going.

A. And from there?

B. To go to Z? Let me see. . . . There is no direct way of going to it, either by omnibus, by train, or by boat. . . . You will have to take a cab.

A. Many thanks.

B. You're welcome.

Word Study

a. Idiomatic phrases to be remembered.—At your service; to wait just a moment; now then; to begin with; by way of; way of going; let me see.

b. Vehicles.—Any carriage moving on land is a *vehicle*. Motor cars, automobiles, omnibuses, cabs, are different kinds of vehicles. Different kinds of ships and boats are called *vessels*.

II. GRAMMAR

ELLIPTICAL SENTENCES

In order to save time, we shorten our sentences by omitting (=leaving out) words. When our hearers understand what is omitted, such sentences are just as clear as if they were grammatically complete. Such sentences are called **ELLIPTICAL**.

The subject *you* of an imperative sentence is regularly omitted; as, *Come this way* (=you come this way).

The following examples are common forms of elliptical sentences, with omitted words put in parentheses:

1. (You) Don't forget your bag.
2. Perhaps London contains more people than the city of New York (contains).
3. (The) Number (is) two hundred three.

4. Certainly (I shall do so), sir.
5. (I) Thank you so much for coming to the station.
6. Well, what (are) about the train and Tom?
7. Do you believe me? I do (believe you).
8. I went to the grocer's (store) yesterday.
9. It is half past nine (o'clock).
10. Do you understand me? Why (do you) not (understand me)?
11. I see (that) you are² to be my companion for the voyage.
12. Here are the books (that) we have.

Some words or groups of words serve the purpose of a sentence, without having the form of a full sentence. If we are asked a question, we may answer *yes* or *no*, or give our answer in some other single word, as in the following examples:

1. Who saw him go? I.
2. What city is this? Shanghai.
3. Whose book is that? Wang's.
4. Are you Mr. Ting? Yes.

In the questions above, the answers mean (1) *I saw him go*, (2) *This city is Shanghai*, (3) *That book is Wang's*, and (4) *I am Mr. Ting*.

Word Study

a. *Formation of an irregular plural*.—Parenthesis, parentheses.

b. Idiomatic phrases to be remembered.—In order to; to save time; just as clear as; as if; to be put in parentheses; to serve the purpose of.

12. READING

THE STONE IN THE ROAD

PART I*

Early one morning an old farmer came along the highway with his cart loaded with corn. "Oh, these lazy people!" he cried, driving his oxen to one side of the road. "Here is this big stone right in the middle of the road, and nobody will take the trouble to move it!" So he went on his way, scolding about the laziness of other people.

Then along came a young soldier with a big sword at his side. He held his head high in the air and sang a merry song. Of course he did not see the stone in the road, but stumbled over it and fell flat in the dust.

When he had picked himself up, he began to scold about the country people.

"The stupid things!" he said. "Don't they know any better than to leave a stone in the road?"

* Part II of this story may be found under Section 16.

An hour later six merchants came down the road with their goods on horses, on their way to the fair. When they came to the stone, they carefully drove their horses around it.

“Did any one ever see such a thing?” they said. “There is that big stone in the road, and not a man in all the country will pick it up.”

EXERCISE III

In the following elliptical sentences, supply the omitted words:

1. Can you do this? I can.
2. I like you better than him.
3. I like you better than he.
4. Thank you, sir.
5. William is twelve.
6. Will you come with me? I will.
7. He thinks he can do this.
8. Is he your teacher? Yes.
9. What book is that? MODEL ENGLISH READERS,
BOOK III.
10. Who was the first president of the Republic of China?
Dr. Sun Yat-sen.

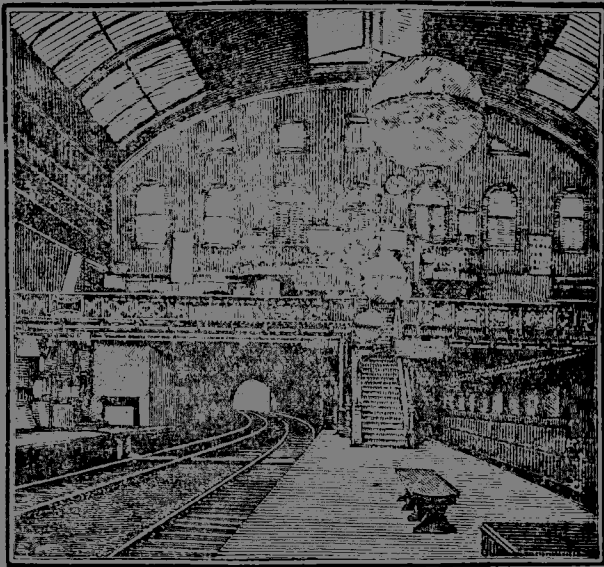
LESSON IV

13. VOCABULARY

MEANS OF COMMUNICATION

UNDERGROUND RAILWAYS.—There are many electric trains in London. They run underground in tunnels.

TRAMWAYS.—Trams are not permitted with, in the very crowded city of London, but they are popular in other parts. All tramcars run on iron rails laid on the roadway of the streets. They are of three kinds: electric trams; steam trams; and horse trams, which are out of date. The tramcars have seats inside and outside (or on the top); standing on the platform is forbidden. In London, the fare is the same for inside or outside seats. The conductor collects the fares by a set phrase, "Fares, please!" Every



An underground railway

passenger gets a small ticket on which are marked the amount of the fare and the distance he rides.

OMNIBUSES, OR BUSES.—Omnibuses, or buses, are much the same as tramcars; only they do not run on rails. They are either the old-fashioned buses (drawn by two horses) or the new motor buses (moved by electricity or petroleum). The fares and tickets are like those of the trams.

CABS, BICYCLES, AND MOTOR CARS.—The cabs with two wheels are called hansom cabs, or hansoms. Four-wheelers are good for one who has much luggage. Bicycles are the most convenient means of traveling. Motor cars are for people who want to travel quickly.

Word Study

a. *Forms of irregular verbs.*—Forbid, forbids, forbidding, forbade, forbidden; draw, draws, drawing, drew, drawn.

b. *Idiomatic phrases to be remembered.*—To run underground; out of date; a set phrase; only=except that; old-fashioned.

c. *Synonyms.*—A city with many inhabitants is *populous*; a thing suitable for all the people is *popular*. A man is *popular* who is liked by the people generally.

A *roadway* is the middle part of a road; it is opposed to *sidewalk*.

14. CONVERSATION

A GENTLEMAN AND CABMAN

Gentleman. Hello, hansom! Are you engaged?

Cabman. No, I am disengaged. (*Or, Where to, sir?*)

G. Take me to 14 Westmoreland Road.

C. All right. Shall I take your portmanteau?

G. Yes, you may put it on the top, but mind it doesn't come down.

C. No fear, sir.

G. Stop! You have gone too far. Turn back, please.

C. Well, didn't you say number forty?

G. No, I told you to take me to number fourteen.

C. Ah, that's quite different.

G. Stop! Here it is. What's your fare?

C. One (shilling) and sixpence fare, and twopence for the luggage, one (shilling) and eight in all.

G. Here are two shillings. Keep the rest for yourself; and hand me (down) the portmanteau, will you?

C. Thank you, sir. Here you are, sir.

Word Study

a. Idiomatic phrases to be remembered.—Where to? take me to . . . ; in all; keep the rest for yourself; hand me (down); here you are.

b. Prefix.—*Dis-* is a prefix meaning *not*; as, engage, disengage; allow, disallow; connect, disconnect; please, displease.

15. GRAMMAR

EXPLETIVES, *THERE* AND *IT*

We often use the words *there* and *it* to introduce a sentence. Instead of saying *Many people are in Nanking*, we say *There are many people in Nanking*. The word *there* when so used is called an expletive. In the same way, the word *it* is often used to begin a sentence; as, *It takes only a few hours to travel between these two places*. This sentence means *To travel between these two places takes only a few hours*, and the real subject of the sentence is *to travel*.

a. Omit the expletives *there* and *it* in the following sentences and rewrite them:

1. There are fine, great cities in China.
2. It is not far to go from Shanghai to Nanking.
3. It is possible for me to do this.
4. It is easier to go up this mountain than to come down.

5. It is your own fault that you cannot do it.

6. There is a large park in Nanking.

b. Rewrite the following by introducing each with *there* or *it*:

1. Many public buildings are in Nanking.

2. To take a walk in a large park is pleasant.

3. Many foreigners are in Shanghai.

4. To write the interrogative sentence in the transposed order is usual.

5. A strange thing happened last night.

6. That he is a good man is true.

Word Study

a. *Idiomatic phrases to be remembered.*—Instead of; in the same way; ways of doing (*a thing*); it is time for (*a thing or person*) to. . . .

b. *Prefix.*—*Re-* means *again* or *back*; as, rewrite (=write again), recall (=call back).

16. READING

THE STONE IN THE ROAD

PART II*

The stone lay there for three weeks. It was in everybody's way. Shouldn't you think that some one might have taken the trouble to move it? But no! Each man grumbled about it and left it for somebody else to move.

*Part I of this story was given under Section 12.

Then one day the king sent word to all his people to meet on the highway, for he had something to tell them.

Soon a great crowd of men and women gathered in the road. The farmer was there, and so were the merchants and the young soldier.

"I shall not be surprised," said the farmer, "if the king has something to say about the way these people leave stones in the road."

At length the king came riding toward them. When he reached the stone, he said, "My friends, I put this stone here in the road three weeks ago. It has been seen by every one of you. Each man has scolded his neighbor, but not one of you has taken the trouble to move the stone."



The king with the iron box in his hand

Then the king got down from his horse and rolled the stone over. Underneath it, in a round hollow place, lay a small iron box. He held up the box so that the people might see the piece of paper fastened to it. On the paper were written these words:

For him who lifts the stone

The king opened the box and turned it upside down. Out of it fell a beautiful gold ring and twenty bright coins.

"These," said he, "were waiting for the man who would move the stone instead of finding fault with his neighbors."

EXERCISE IV

Write a short composition of about fifteen sentences on "The City in Which I Am Residing."

LESSON V

17. VOCABULARY

SHOPS

When a man wants to buy note paper, ink, a pen, a box of matches, or anything that he may require (=want, need), he goes to a shop in which he is likely to find the article in question.

It is the exception for an Englishman to say he is going to such and such a shop (or store, as the Americans say). As a rule, he mentions the name of the man who keeps the shop. So he speaks of going to Smith's or to William's, when he means to say that he is going to Smith's or to William's shop.

Most people who are engaged in business or trade do so in order to make their living by it. The different kinds of businesses may roughly be divided into two classes; namely, shopkeepers who retail goods bought from wholesale merchants, and shopkeepers who sell goods of their own manufacture.

William Whiteley's, Ltd. (=limited), and Harold's (Store), Ltd., are the two largest "limited companies" in London. A limited company is one formed by a number of shareholders.

Word Study

a. *Idiomatic phrases to be remembered.*—The article in question; such and such; as a rule; to be engaged in business or trade; to make (*one's*) living; limited companies.

b. *Synonyms.*—Buying and selling of goods is *trade*, but to use one's knowledge and experience for the purpose of making money is *business*. Every shopkeeper carries on a *trade*; a banker or a manufacturer carries on a *business*.

18. CONVERSATION

IN A SHOP

Purchaser. Good afternoon.

Shopman. Good afternoon, sir.

P. (I want) A pair of kid gloves, please.

S. Very well, sir. What size (do you take)? I think seven (inches) and **three** quarters.

P. This pair **seems** too tight. May I try one on?

S. Certainly, sir. Allow me to stretch **them** a bit first. They fit perfectly.

P. What is the price of this pair?

S. This pair is three shillings.

P. What do you charge for the dozen? **Do** you make any reduction for a quantity?

S. Well, we don't, as a rule; but if you take a dozen pairs, I'll put them in at £1 10s. (at one pound and ten shillings).

P. Let us say two shillings and sixpence for a pair.

S. I couldn't possibly; our prices **are** all fixed.

P. All right, I'll take this pair.

S. Very well, sir. Is there anything else **I** can show you?

P. No, thank you, not to-day. Do you allow any discount for cash?

S. Yes, we give one penny in the shilling.

P. Here's a sovereign.

S. 17s. change. Much obliged to you, sir.

P. Good afternoon.

S. Good afternoon, sir.

Word Study

a. Suffix.—The suffix *-ly* is added to many adjectives to form adverbs; as, perfect (adjective), perfectly (adverb); possible (adjective), possibly (adverb).

b. Formation of an irregular plural.—The word *penny* has two forms for the plural, *pennies* and *pence*. *Pennies* is used to denote the *number* of coins; *pence* is used to denote the *amount* of pennies.

19. GRAMMAR

THE SUBJECT AND THE PREDICATE WITH THEIR MODIFIERS

We have seen that every sentence has a subject and a predicate. The subject or the predicate may be a single word, as in the sentence *Tom goes*. Either the subject or the predicate may consist of two or more words as *All tramcars run on iron rails*. In this sentence, *All tramcars* is the COMPLETE SUBJECT, and *run*

on iron rails is the COMPLETE PREDICATE; *tramcars* is the real or SIMPLE SUBJECT, and *run* is the SIMPLE PREDICATE; *all* is used to modify *tramcars* and *on iron rails* is used to modify *run*.

A word or a phrase used to modify the subject or the predicate is called a MODIFIER.

The subject with its modifier or modifiers is called the complete subject.

The predicate with its modifier or modifiers is called the complete predicate.

The simple subject is a noun or a pronoun. The simple predicate is a verb.

The modifier of a simple subject is an adjective or a prepositional phrase. The modifier of a simple predicate is an adverb or a prepositional phrase. Prepositional phrases may be used as adjectives or adverbs.

Point out the modifiers in the following sentences:

1. Answer quickly.
2. A city with many inhabitants is populous.
3. You have gone too far.
4. The sun sets early in winter.
5. Underground London is crossed in many directions by tunnels.
6. Numerous steamboats ply on the Thames.
7. What is the price of this pair?

8. The train will start in three minutes.
9. Come this way.
10. The rest of my luggage may go into the luggage room.

Sentence Analysis

1. *Declarative Sentence.*—All tramcars run on rails.
2. *Interrogative Sentence.*—What town is this?
3. *Imperative Sentence.*—Answer quickly.
4. *Exclamatory Sentence.*—What a large city it is!

	<i>Subject with or without Modifier</i>	<i>Predicate with or without Modifier</i>
1.	All tramcars	run on rails.
2.	this	is What town?
3.	(You)	Answer quickly.
4.	it	is What a large city!

20. READING

SHOPPING

(Mrs. Bennet goes out shopping with her nephew William.)

Shopwoman. What shall I show you, mad-
am?*

*Or, ma'am.

Mrs. Bennett. We want to see some gentlemen's gloves.

S. What kind, walking gloves or dress gloves?

William. Evening dress gloves.

S. Very well, sir, what's your size?

Wil. Seven and a quarter.

S. Here's a very nice pair: white kid, two buttons, four shillings.

Wil. Haven't you got cheaper ones?

S. Yes, these are only two shillings and ten pence.

Wil. They'll do.

S. Anything else?

Mrs. B. No, thank you, nothing else; but we want to go to the shoe department.

Shopwalker. I'll take you there. This way, please. Here you are.

EXERCISE V

Write a short dialogue between a teacher and a student. The dialogue must not be less than ten sentences.

LESSON VI

21. VOCABULARY

AN ENGLISH HOUSE

“An Englishman's house is his castle,” says

the proverb. This means to say that any Englishman would consider it an intrusion on his privacy if a stranger were to call upon him without an invitation or a letter of introduction.

In an English house the kitchen is often underground, in the basement. Near the kitchen are the pantry and the cellars.

On the ground floor, which is a little higher than the road, are the hall, the dining room, the drawing-room (=parlor or sitting room), and the study. Upstairs are the bedrooms and the bathroom.

In going upstairs to the first floor, there is a banister along the stairs. On the top is the landing. The doors of the bedrooms, the bathroom, and the nursery open into the passage.

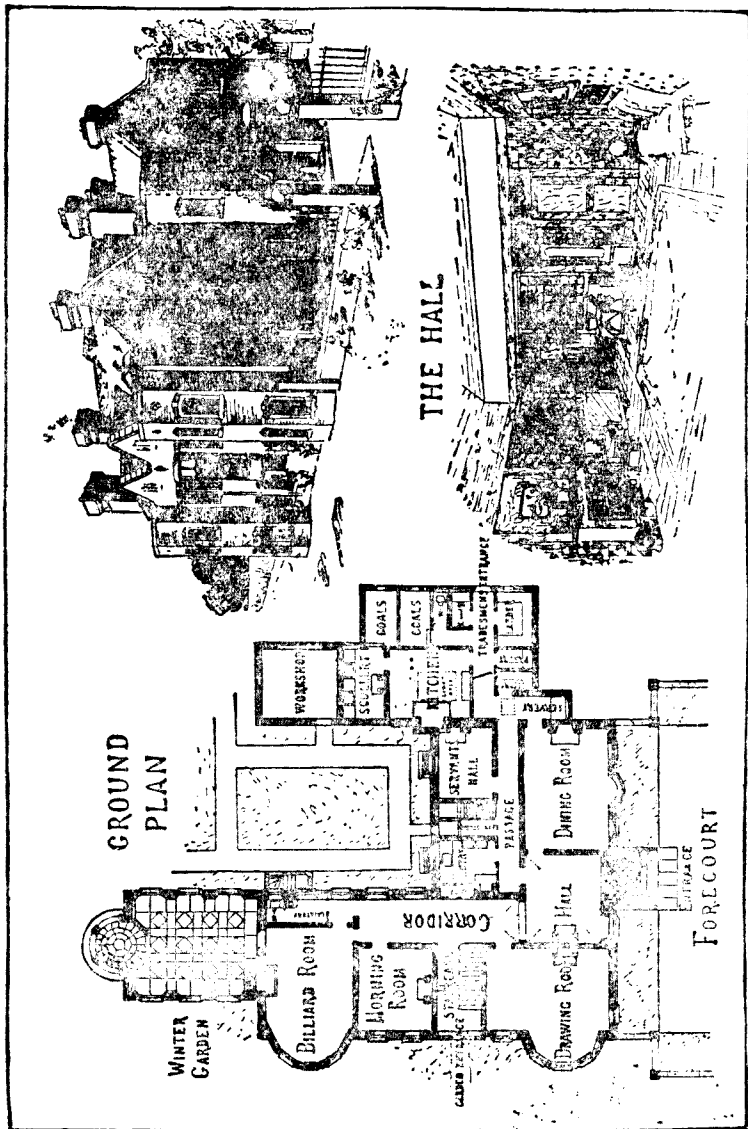
The highest story, under the roof, is called the attic.

In large houses there are back stairs for the servants.

Word Study

a. Idiomatic phrases to be remembered.—This means to say that . . . ; an intrusion on (one's) privacy; to call upon; the doors . . . open into.

b. Synonyms.—A *road* is a public way broad enough and good enough for vehicles; a *street* is a road in a town or city bordered by houses.



An English house

22. CONVERSATION

A CALL

(A Chinese traveler calls upon an English gentleman, to whom he has a letter of introduction. This gentleman invites him to dine with him at a restaurant. The visitor accepts the invitation.)

Visitor. Does Mr. Wilson live here?

Servant. Yes.

V. May I see him?

S. Yes. What name shall I say?

V. Mr. Wang.

(The servant goes away. Mr. Wilson comes into the room. The visitor bows.)

Wilson. Welcome, sir! I am glad to see you. And how is my good friend Mr. Brown?

V. Thank you, he was very well when I left, and especially charged me to give you his compliments.

W. When did you arrive?

V. Only last evening.

W. Did you have a good trip?

V. Well, no! I was seasick.

W. I'm very sorry to hear it. And where have you put up?

V. At the Palace Hotel.

W. Are you comfortable there?

V. Yes, sir.

* * * * *

W. Will you give me the pleasure of taking dinner with me to-morrow evening? We can go to the theater afterwards.

V. But I'm afraid that you are putting yourself out on my account.

W. Not a bit of it! We shall have a good talk about America and China.

V. I shall be most happy.

W. To-morrow evening, then, at seven o'clock, at the Palace Restaurant; I shall call for you.

V. Good-by.

W. Good-by.

Word Study

a. *Idiomatic phrases to be remembered.*—To charge (one) to give . . . compliments; to put up; to give (one) the pleasure of; to put (one's self) out; on . . . account; not a bit of it; to have a good talk; to call for (one).

b. *Days for making calls.*—In England Sunday is not the proper day for making calls; week days should always be chosen for the purpose. The usual time for calling is between four and six o'clock in the afternoon.

23. GRAMMAR

COMPOUND SUBJECTS AND
COMPOUND PREDICATES

Many sentences have two or more words, each of which is a simple subject of the sentence; for example:

1. *Great Britain* and *Ireland* are the two large islands of the British Isles.
2. *Parks* and *public buildings* are numerous in London.

Such sentences are said to have a COMPOUND SUBJECT.

Indicate the compound subjects in the following sentences:

1. William Whiteley's, Ltd., and Harold's are the two largest "limited companies."
2. Upon the island of Great Britain are England, Wales, and Scotland.
3. All important public and private buildings and the principal parks are in the northern part of London.
4. Motor cars, omnibuses, and cabs are different kinds of vehicles.

A sentence often contains more than one statement about its subject; for example:

1. Very many persons *enter* and *leave* the boundaries every day.
2. You *go* to the railway station and *ask* the clerk at the booking office for a ticket.

In the sentences given above, *enter* and *leave*, *go* and *ask*, are compound predicates.

Find the compound predicates in the following sentences:

1. He opened the box and turned it upside down.
2. He held his head high in the air and sang a merry song.
3. We do not always ask questions and make statements.
4. He was very well when I left, and especially charged me to give you his compliments.

Sentence Analysis

<i>Compound Subject</i>	<i>Compound Predicate</i>
Very many vehicles and persons	enter and leave its boundaries every day

24. READING

THE LITTLE PIG AND THE WOLF

There was once a little pig who built a house of bricks.

The old wolf knocked at the door, but he could not get in. He huffed and huffed, but he could not blow the house in.

The next day the old wolf came again, and said, "Little pig, I know where there is a fine field of turnips."

"Where?" asked the little pig.

"In Farmer Brown's field," said the old wolf. "I will call for you at six o'clock to-morrow morning. Then we shall go together to get some turnips."

"Very well. I will be ready," said the little pig.

At five o'clock the next morning, the pig ran to Farmer Brown's field and got all the turnips he wanted. Then he ran home as fast as he could.

At six o'clock the wolf came, knocked at the door, and called, "Are you ready?"

The little pig laughed and said: "Oh, I have been to the field. I have a big pot full of turnips."

The old wolf was very angry. But he said, "Little pig, I know where there is a fine apple tree."

"Where?" asked the pig.

"Down near the town," said the wolf. "I will call for you at five o'clock to-morrow morning, and then we shall go together to get some apples."

"I will be ready," said the pig.

At four o'clock the next morning, the little

pig ran to town. He had to run a long way. Then he had to climb the tree to get the apples. Just as he was ready to jump down, he saw the wolf coming.

The wolf cried, "Are the apples good?"

"Yes, very good," said the pig. "Here is a big one for you."

So the pig threw the apple just as far as he could. The wolf went to pick it up. Then the pig jumped down and ran home. He ran so fast that the wolf could not catch him.

The wolf was very, very angry. "I must catch that little pig and eat him," said he. "I shall climb up on his house and go down the chimney. Then I can catch him and eat him."

The next morning the old wolf climbed up on the house and jumped down the chimney.

Now the pig had a big pot full of hot water on the fire. When the wolf came down the chimney, he fell right into that hot water. So he never ate that little pig after all.

EXERCISE VI

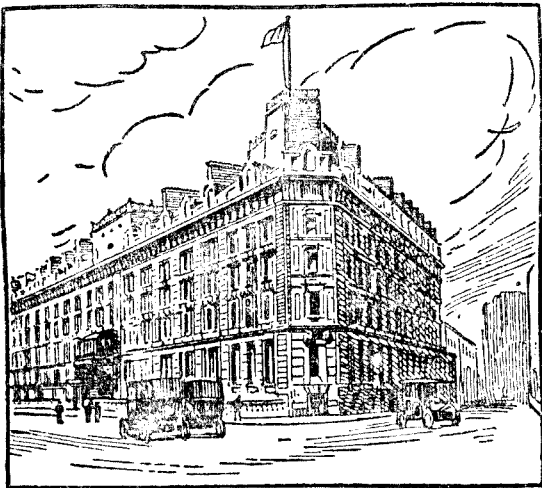
Write a short composition on "The Largest House that I Have Seen."

LESSON VI

25. VOCABULARY

HOTELS IN LONDON

There are numerous hotels in London. The charges for rooms vary according to the floor.



A London hotel

Fire and attendance are often not included. On leaving the hotel, a small "tip" is given to the servants.

When a traveler arrives at a hotel, he goes to the office and asks for a room. He also states the floor which he prefers.

The manager then asks the traveler to follow him, and the two take their places in the lift. At the end of the ascent the manager shows the traveler into a room.

The traveler examines the room. He looks to see whether the bed is comfortable, and whether the room is well lighted and airy.

The manager shows the traveler another room. The traveler compares them, inquires the charges for the one and the other, and then makes his choice. Thereupon the traveler's luggage is taken up.

Word Study

a. Idiomatic phrases to be remembered.—According to; on departing; to arrive at; at the end of; to show (*a person*) into (*a place*); to look to see; the one and the other; to make (*one's*) choice.

b. Synonyms.—People *ask* of each other anything they want to know; learners *inquire* the reasons of things which are new to them; masters *question* their servants, or parents their children, or teachers their pupils, when they want to make sure of something.

26. CONVERSATION

ENGAGING A BEDROOM

Traveler. Have you any rooms disengaged?

Hotel Manager. Yes, sir.

T. I want a room.

H. M. Very well, sir; and on what floor would you like your room?

T. Have you a lift?

H. M. Yes, sir.

T. Give me a room on the third floor.

H. M. Very well, sir: would you like a room looking into the street or into the courtyard?

T. Is the street a noisy one!

H. M. Yes, at certain times of the day; but it is very quiet at night.

T. In that case, I should prefer a room in the front.

H. M. Does this room suit you?

T. It seems to me rather small.

H. M. If you will kindly follow me, I shall show you another one. Do you like this one better?

T. Yes, much better; is the bed comfortable?

H. M. Yes, it is a very good one.

T. What is the charge for this room by the day?

H. M. Three and sixpence (3s. 6d.) by the day.

T. And the other?

H. M. The other is not so much: it is only one and sixpence by the day.

T. Does that include attendance?

H. M. Yes, sir; attendance is included.

T. Very well; I will take this room. Please have my luggage sent up.

Word Study

a. Idiomatic phrases to be remembered.—Looking into; at certain times of the day; at night; in that case; by the day.

b. Note.—When I say “I have had my luggage taken up,” I mean that I have told somebody to take up my luggage. When I say “I have taken up my luggage,” I mean that I have taken the luggage up myself. Notice the same kind of difference between “I have had it done” and “I have done it”; between “You have had your brother taught English” and “You have taught your brother English;” between “He has had a letter written” and “He has written a letter.”

27. GRAMMAR

SIMPLE AND COMPOUND SENTENCES

A SIMPLE sentence is one that contains one subject and one predicate; but either the subject or the predicate may be compound. The following are examples of simple sentences:

1. The charges for rooms vary according to the floor.
2. The traveler examines the room.
3. It is very quiet at night.
4. The traveler's luggage is taken up.
5. Fire and attendance are not included.
6. The traveler goes to the hotel office and asks for a bedroom.
7. Very many persons and vehicles enter and leave the city every day.
8. The traveler compares the two rooms, inquires the charges for the one and the other, and makes his choice.

Two or several simple sentences, however, may be combined to make a longer sentence. "The charge for this room is three shillings a day" is a simple sentence, and "Fire and attendance are not included" is another simple sentence. These two simple sentences may be combined to make one single sentence—*The charge for this room is three shillings a day, and fire and attendance are not included.* Sentences made up of two or more parts, each of which makes complete sense, are called COMPOUND sentences. The parts of a compound sentence are joined by such words as, *and, or, nor, but*, or by a semicolon, or a colon. Below are examples of compound sentences:

1. Fire and attendance are not included, and, on leaving the hotel, a small "tip" is given to the servants.
2. The manager asks the traveler to follow him, and the two enter the lift.
3. The other is not so much: it is only one and sixpence by the day. *Or*, The other is not so much; it is only one and sixpence by the day.
4. He is a doctor, and you will find him a good companion.
5. The Thames has a wide, deep mouth, and London is located fifty miles from the open sea.
6. Now the guard is closing the door, and the train is off.
7. Very few London streets are planted with trees, but all are lighted by gas or electricity.
8. I cannot tell you a quarter about London, but I shall be able by and by to write you a longer letter.

A simple sentence has but one subject and one predicate, either or both of which may be compound.

A compound sentence consists of two or more parts, each of which makes complete sense.

Sentence Analysis

1. He is a doctor, and you will find him a good companion.
2. The other is not so much: it is only one and sixpence by the day.

<i>Kind of Sentence</i>	<i>Different Parts</i>	<i>Conjunction</i>	<i>Subject</i>	<i>Predicate</i>
<i>Compound</i>	He is a doctor, you will find him a good companion.	and	He you	is a doctor, will find him a good companion.
<i>Compound</i>	The other is not so much: it is only one and sixpence by the day.	(...)	The other it	is not so much: is only one and sixpence by the day.

28. READING

A FINE ROOM

A young mouse once lived in a cupboard where many nice things were kept. And every day she had something good to eat.

She would now and then come out of the cupboard and run across the dining room, while the people of the house were at supper. She would sometimes stop and pick up a few crumbs that fell from the table.

One evening she came running up to her mother in great glee. "O mother," she said, "our good friends here have made a fine room for me. I am sure it is for me; the door is just my size. They have put in a piece of cake. Oh, how nice it smells!

"I should have gone in at once, but I thought I had better run and tell you first. Now we can both go and live in it. I think it will hold us both."

"It is indeed a fine room," said the mother. "It is just the right size for us. But you must know, my dear child, the name of that fine room you saw is a trap! If you had once gone in, you would never come out again. I am glad you came to tell me. The young should always come and learn of the old.

"This world is not an easy place to live in, unless you keep your eyes open and also think about what you see."

EXERCISE VII

Translate the following letter into Chinese

35 NEWSBURY STREET,
BOSTON, U. S. A.,
May, 10, 1930.

MRS. C. D. WHITE,
5 WESTMORELAND ROAD,
LONDON.

DEAR MADAM:

A friend of mine and I intend to spend some time in London next month.

We expect to start about the fourth or fifth of June. Can you reserve us two good rooms, opening into each other?

Please inform us what your charge is per week.

Kindly state what you charge for breakfast, lunch, and dinner. I am, madam,

Yours very truly,
G. BROWN

LESSON VIII

29. VOCABULARY

AT THE PALACE RESTAURANT

At the appointed time, Mr. Wilson* came to the hotel and took Mr. Wang to the restaurant.

The two gentlemen made their way toward a small table. A waiter hastened to wait upon

* Review Section 22.

them and handed them the menu, waiting for their orders.

The friends carefully examined the menu, and consulted each other over the items. One preferred one kind of fish, the other, another; and each informed the waiter of the choice that he had made.

They had a good dinner. They had soup, fish, eggs, chicken, and several other things. They did not drink any wine: both of them are teetotalers.

When they had finished their dinner, the host asked for the bill. He paid the bill and left some money—a tip—for the waiter. They left the restaurant, and set out for the theater.

Word Study

a. Idiomatic phrases to be remembered.—At the appointed time; to make (one's) way; bill of fare; to consult each other over the items; to inform (a person) of the choice; to be deep in conversation; to set out.

b. Synonyms.—To *choose* is to take one thing from among others; to *prefer* is to take one thing rather than another. A friend should be *chosen*; a companion may be *preferred*.

30. CONVERSATION

AT A RESTAURANT

Host. Now, then, what would you like?

Guest. I have no choice. Please order as you wish.

H. No, no! You must choose. Stay, here is the bill of fare.

G. Really, I don't know how to choose.

H. Do you like this dish?

G. Yes, I like it.

H. Now, then, what will you take to drink? Would you like to try some beer?

G. No, thank you; I don't drink.

H. Then, what water do you like?

G. Soda water will do.

H. What would you like in the way of vegetables?

G. I have no choice.

H. You smoke, do you not?

G. No, sir; I don't smoke.

H. Is the coffee too strong for you?

G. No, not at all; it's just right for me. . . . I enjoy it very much.

H. It's kind of you to say so. . . . If you like, we shall take a stroll along the streets before going to the theater: we have plenty of

time, for the performance does not begin till half past eight.

G. Oh, yes, I like to take a stroll on the streets. It's no use for us to go to the theater too early.

Word Study

a. *Idiomatic phrases to be remembered.*—To have no choice; as you wish; to take to drink; in the way of; not at all; it is kind of you to . . . ; to take a stroll along the street.

b. *Synonyms.*—A *walk* is the act of walking for air or exercise; a *stroll* is a leisurely walk.

31. GRAMMAR

COMPLEX SENTENCES

Every compound sentence contains at least two parts that contain subjects and predicates; as, *Now the guard is closing the door* AND *the train is off*.

The parts of a sentence that contain subjects and predicates are called CLAUSES

A CLAUSE IS A GROUP OF RELATED WORDS FORMING PART OF A SENTENCE AND CONTAINING A SUBJECT AND A PREDICATE. A group of related words that do not contain both a subject and a predicate is a PHRASE.

The two clauses in the compound sentence, "Now the guard is closing the door and the train is off," are called **INDEPENDENT** or **PRINCIPAL** clauses.

Independent clauses make complete sense when they are taken alone.

In the sentence, "Now, we'll go if you are ready," the first clause, *Now, we'll go*, makes complete sense, and is an independent clause. The second part of the sentence, *if you are ready*, is a clause, but does not make complete sense when taken alone. It depends on the other clause for its meaning, and is called a **DEPENDENT** or **SUBORDINATE** clause.

Dependent clauses depend for their meaning upon the rest of the sentence.

A sentence that contains one independent clause and one or more dependent clauses is called a complex sentence.

Below are more examples of complex sentences:

1. If you like, we shall take a stroll along the streets.
2. When they had finished their dinner, the host asked for the bill.
3. As a rule, he mentions the name of the man who keeps the shop.
4. When the weather is fine, most people ride on the top, because they can see the shops and the people better.

5. If you will walk down the street, you can take the Metropolitan Railway, which will take you to it very quickly, in ten minutes or so.
6. The group of islands that lies west of the continent of Europe is called the British Isles.

Sentence Analysis

1. If you like, we shall take a stroll along the streets.
2. The group of islands that lies west of the continent of Europe is called the British Isles.

<i>Kind of Sentence</i>	<i>Clauses</i>	<i>Conjunction</i>	<i>Subject</i>	<i>Predicate</i>
<i>Complex</i>	<p><i>a.</i> we shall take a stroll along the streets.</p> <p>... ..</p> <p><i>b.</i>—you like,</p>	If	<p style="text-align: center;">we</p> <p>... ..</p> <p style="text-align: center;">you</p>	<p>shall take a stroll along the streets.</p> <p>... ..</p> <p>like,</p>
<i>Complex</i>	<p><i>a.</i> The group of islands is called the British Isles</p> <p>... ..</p> <p><i>b.</i> that lies west of the continent of Europe</p>	(that)	<p>The group of islands</p> <p>... ..</p> <p>that</p>	<p>is called the British Isles.</p> <p>... ..</p> <p>lies west of the continent of Europe</p>

32. READING

A CASTLE IN THE AIR

A milkmaid did her work well; so one day her mistress gave her a pail of milk. "You may sell this milk," said she, "and buy something for yourself."



The milkmaid and
her pail

The girl thanked her, and started for town with the pail on her head. On the way she smiled and said to herself: "What a lucky girl I am! I will sell this milk and buy some eggs.

"I shall put the eggs under a hen. Soon she will hatch a fine brood of chickens. I shall feed these till they all grow to be fat hens.

"I shall sell my hens and buy a fine dress. It must be silk, and I think it will be green. Yes, I shall have a green silk dress. What a fine lady it will make of me!

"I shall then be too grand to be with the other girls on the farm. When I go by them, I shall not ever look at them. If they speak to

me, I shall not say anything at all. I shall put out my chest and toss my head—like this.”

With these words she gave her head a toss. Down came the milk, and with it all her great hopes.

EXERCISE VIII .

Write a letter to a friend of yours, inviting him to dinner at your home.

LESSON IX

33. VOCABULARY

AT THE THEATER

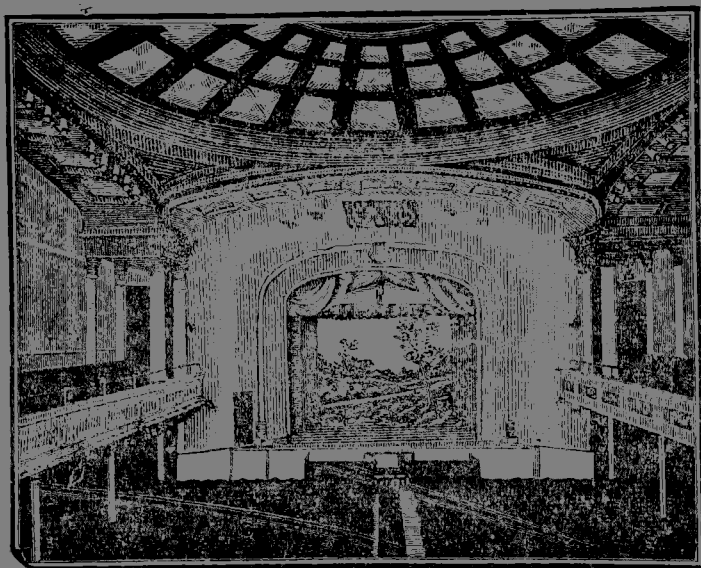
Mr. Wilson and his friend reached the theater at about eight.

What a fine sight! The room was brilliantly lighted up. All the ladies and gentlemen in the dress circle wore evening clothes. The upper galleries were crowded, and so were the orchestra stalls and the pit.

The bell rang. Hush! The play was to begin.

When everybody was silent, the leader of the band raised his stick. He began to beat time,—one, two, three, four,—and the orchestra struck

up the first note. The lights were lowered, the curtain was raised, and the performance began. It was a musical play.



A theater

One of the songs was so pretty that the audience cried out, "Encore, encore!" many times, and the actress had to come back on the stage and sing her song over again.

When the curtain was lowered at the end of the last act, the spectators clapped their hands; the leading actors and actresses came back on the stage and bowed several times to the audience.

The curtain was dropped, and every one left the theater.

Word Study

a. Forms of irregular verbs.—Light, lights, lighting, lighted (or lit), lighted (or lit); beat, beats, beating, beat, beaten.

b. Idiomatic phrases to be remembered.—To be lighted up; to beat time; to strike up the first note; over again; to clap (*one's*) hands.

34. CONVERSATION

GOING TO A THEATER

A. Where shall we spend the evening?

B. Let us go to a theater.

A. But to which theater?

B. Let us look for the list of plays in the paper. See, "The Two Good Friends" will be performed to-night in the Palace Theater.

A. Fine! Let us go there.

* * * * *

A. What kind of performances do you think Englishmen really like best?

B. An amusing farce or a comic opera, I suppose. When one is tired of the day's work, jokes divert him best.

A. Quite true. They call for the least effort of attention.

B. Besides, the Englishman is, after his late and heavy dinner, not in a state of mind to follow a high-class play.

A. Are the London theaters supported by the state?

B. No, they are not. And, except the first nights (*or* first performances), they are rarely visited by the aristocracy.

Word Study

a. *Idiomatic phrases to be remembered.*—To spend the evening; to look for; to be tired of; to call for; effort of attention; to be in a state of mind; high-class.

b. *Synonyms.*—Whatever *amuses* serves to kill time; **it** may be lifeless. Whatever *diverts* causes mirth; it will be active. Children are *amused* with looking at pictures; most people are *diverted* with jokes.

35. GRAMMAR

REVIEW OF GRAMMAR

Work out the following exercise carefully:

1. What is a sentence? Give an example.
2. What is an elliptical sentence? Give an example.

3. What is a declarative sentence? an interrogative sentence? an imperative sentence? an exclamatory sentence? Give an example of each.

4. Make a sentence in the transposed* order.

5. Make a sentence with an expletive *there* or *it*.

6. Define a simple subject, a simple predicate, a complete subject, a complete predicate.

7. What is a phrase? a clause? Give examples.

8. What is a compound subject? a compound predicate?

9. What is a simple sentence? a compound sentence? a complex sentence? Give an example of each.

10. Make the following sentences:

- a. A simple sentence with a phrase modifying the subject.
- b. A simple sentence with a phrase modifying the predicate.
- c. A compound sentence, whose clauses are not connected by a conjunction.
- d. A complex sentence, containing a dependent clause introduced by *if*.

* Review Section 99, Book II.

36. READING

THE FROG AND THE OX

A Play

Scene: Two frogs, a big and a little one, are sitting on the bank of pool. An ox is grazing in the meadow near by.

The Little Frog. Oh father, father. I've just seen such a terrible creature.

The Big Frog. Where, my son?

Little Frog. Over there in the meadow.

Big Frog. What did it look like?

Little Frog. It was red, it stood on four legs, it had big eyes, and two curved sticks standing out on its head. And, oh! it was so big.

Big Frog. Tut, tut! how big? As big as I?

Little Frog. Oh, bigger, much bigger.

Big Frog. That cannot be. But I can make myself bigger. (*Puffs himself up*). Was it as big as this?

Little Frog. Oh, yes, much bigger.

Big Frog. (*Puffing himself up still more.*)

Pooh! I don't believe it. Was he as big as this?

- Little Frog.* Oh yes, bigger, bigger!
- Big Frog.* (*Puffing himself still more.*)
As big as this?
- Little Frog.* Yes, yes, very much bigger.
- Big Frog.* (*Puffs a little more, and then
flies into pieces, with a noise
like a popgun.*)
- Little Frog.* Oh! father!

EXERCISE IX

Name the different parts of speech of all the words in the sentences in Section 36.

LESSON X

37. VOCABULARY

ENGLISH SCHOOLS

In Great Britain and Ireland, primary education is given, in elementary schools, to all boys and girls between the ages of five and fourteen.

Secondary education is given in private schools or large public schools, grammar schools, or municipal schools. A great many of them are boarding schools; some are day schools.



An English schoolboy

Most of these schools are recognized and controlled by the Board of Education.

Higher education is given in the universities. Technical colleges and commercial schools are found only in large towns.

The scholastic year is divided into three terms, of about twelve weeks each.

At the end of each term there are examinations.

Word Study

a. Idiomatic phrase to be remembered—Primary education; secondary education; higher education; public schools; grammar schools; boarding schools; day schools; the scholastic year.

b. Synonyms.—*Term* is indefinite; *year* is definite. A *term* may be ten weeks, half a year, three years, or a longer number of years. A *year* is always twelve months.

38. CONVERSATION

SCHOOL EXAMINATIONS

(A Conversation Between Two English Students.)

A. Well, old fellow, how did you get on at your exams?

B. Oh, I got through all right.

A. How did you do in mathematics?

B. I got through with difficulty.

A. I think you hadn't worked hard enough at the beginning of the term, had you?

B. No; I don't know what was the matter with me, but I could not stick to it at all.

A. Perhaps you are in love.

B. In debt, not in love.

A. Poor old chap! You must creep round the governor during vacation.

B. No, dad will not pay my debts.

A. How much do you owe?

B. Oh, my dear fellow, I'm over head and ears in debt.

A. Well, you must pay up, of course, and then you must never get things on credit again.

B. Oh, no, I shall never get into debt again, I promise you.

Word Study

a. *Idiomatic phrases to be remembered.*—To get on; to get through; to stick to; in love; in debt; to creep round; over head and ears (=entirely); pay up; of course; to get things on credit; to get into debt.

b. *Note.*—Both *fellow* and *chap*, meaning *man* or *boy*, are used in conversation between intimate friends.

39. GRAMMAR

THE EIGHT PARTS OF SPEECH*

So far in this book we have considered word groups—phrases, clauses, and sentences. Now, in the following lessons, we shall study the different uses of words in sentences.

In the sentence, *A big dog bit Jack and James yesterday*, the words *dog*, *Jack*, and *James* are used as names, the word *big* tells what kind of dog it was, the word *bit* tells what it did, the word *and* joins Jack and James, and the word *yesterday* tells when it bit them.

Words may be named to indicate what they do in a sentence: as *noun*, *pronoun*, *adjective*, *verb*, *adverb*, *preposition*, *conjunction*, *interjection*. These names of words are called the PARTS OF SPEECH.

* Review Section 51, Book II.

There are eight parts of speech:

1. Nouns, as *dog*, *James*, etc.,* are names of things.
2. Pronouns, as *he*, *them*, *who*, etc., are used in place of nouns.
3. Adjectives, as *big*, *good*, etc., are used to modify nouns or pronouns.
4. Verbs, as *see*, *bit*, etc., are used to make assertions.
5. Adverbs, as *yesterday*, *quickly*, etc., are used to modify verbs, adjectives, and other adverbs.
6. Prepositions, as *on*, *in*, etc., indicate the relation between a noun or a pronoun and some other word.
7. Conjunctions, as *and*, *or*, etc., are used to connect words, phrases, and clauses in a sentence.
8. Interjections, as *oh*, *alas*, etc., are used to express strong feeling.

40. READING

HOW ALFRED LEARNED TO READ

Long ago there lived in England a little boy named Alfred. His father was a king.

* The king had four sons. They could all ride horses and shoot with bows and fight with swords, but not one of them could read or write.

*Etc. = et cetera = and so on.

In those days there were very few books. Men did not know how to print, and books had to be written by hand, with pen and ink. Only a few people learned to read.

The queen had a book with many stories and beautiful pictures painted in red and blue and green and gold.

One day she called the four boys to her and said, "My sons, the first one of you who can read this book may have it for his own."

Alfred's brothers said to one another: "We can ride and shoot and fight. Why should we learn to read?"

But Alfred wanted to know all about the stories and the beautiful pictures in the book. That very day he found a man who could teach him to read. He studied day after day and tried so hard that soon he could read well.

Then he went to the queen and read the stories to her. She was very happy to hear her son read so well. She gave him the book, and he kept it all his life.

When Alfred grew up, he became king of England. He was a wise and good king, but he had a great many troubles.

The Danes came over the sea in ships to rob and kill the people of England. Alfred and his

men fought bravely, and at length drove them out of the country.

EXERCISE X

Write a short composition of not less than ten sentence on the subject "Schools in China."

LESSON XI

41. VOCABULARY

CHELTENHAM COLLEGE

Cheltenham is a pretty town in the west of England, with many schools for boys and girls, so that it is called an educational center. The most important school for boys is "the college." It is a large public school with big halls and numerous classrooms. There are many teachers and pupils.

Some of the pupils are day boys; that is, they go to school and live in town with their parents or friends. Those pupils who have mid-day dinner at school are day boarders. Other boys are boarders and live in boarding houses.

Cheltenham College contains a junior and a senior department. Boys are admitted from seven years of age to the Junior Department,

which includes the usual subjects of instruction and remain in it till they are thirteen or fourteen. Then they are removed to the Senior Department, which is divided into three sides: the classical side, the military and civil side, and the modern side.

Word Study

a. Idiomatic phrases to be remembered.—On the west of; an educational center; subjects of instruction.

b. Synonyms.—Good *instruction* makes one wiser; good *education* makes one really good. *Education* belongs to the period of childhood; *instruction* may be given at different ages.

42. CONVERSATION

IRREGULAR VERBS

Teacher (an Englishman). Have you learned your irregular verbs better to-day?

Pupil (a Chinese in England). Yes, I think so; they are rather difficult.

T. Yes, the irregular verbs are the most difficult part of the English language. Do you like English?

P. Yes, very much.

T. I also like your language very much, indeed.

P. Do you really?

T. Yes, but unfortunately I do not know Chinese well.

P. How long have you studied Chinese?

T. About a year. I don't have any time to study it now.

P. Really, are you so busy?

T. I'm always busy.

P. Have you many pupils?

T. I have more than one hundred pupils.

P. How many! Have you time to teach so many?

T. Yes, most of them are in classes.

P. Do you like teaching English?

T. Very much.

P. Should you like to go to China?

T. Yes. I should like to go if there is a chance. Is it very different from England?

P. Oh, yes, quite different.

Word Study

a. Prefix.—The prefix *ir-*, meaning *not*, is used before a word beginning with *r*; as, *irregular*.

b. Countries and their languages.—China, Chinese; England, English; France, French; Germany, German; Italy, Italian; Russia, Russian; Spain, Spanish; Japan, Japanese.

43. GRAMMAR

THE ARTICLES

Two adjectives deserve special attention:

1. *An* orange is round.
2. *The* horse is ready.

What is round? Does it mean a particular orange, or any orange?

What is ready? Does it mean that a particular horse is ready, or simply some horse?

The words *a* or *an* and *the* are adjectives, because they modify the meaning of nouns, but they are also called ARTICLES.

The is used to point out one or more definite things of a class, and is called the DEFINITE ARTICLE; as, *the* book on my desk; *the* books on your desks.

A or *an* is used to denote any one of a class of objects, and is called the INDEFINITE ARTICLE; as, *an* old man, *a* young man.

The form *an* is used before words beginning with the sound of *a*, *e*, *i*, *o*, or *u*; as, *an* actor, *an* evening, *an* inkstand, *an* ox, *an* uncle. It is also used before silent *h*; as, *an* hour. In other places, the form *a* is used; as, *a* bag, *a* European (eu=yoo), *a* man, *a* school, *a* world, *a* year.

Fill each of the following blanks with *a*, *an*, or *the*:

1. — old wolf came to the door of — pig.
2. — wolf was big, but — pig was small.
3. — house of the pig was also small.
4. The wolf said, "I know where there is — fine field of turnips."
5. Several days after, he came again and said, "I know where there is — apple tree."
6. The pig said, "Let me go with you to — two places you have told me."
7. — pig went to these places first, and had all — good turnips and — good apples.
8. — wolf was angry, and tried hard to kill — pig.

Word Study

a. Idiomatic phrases to be remembered.—To deserve special attention; things of a class; any one of a class; the definite article; the indefinite article; silent *h*; in other places.

b. Synonyms.—A *sound* is loud or not. A *noise* is often loud. In speaking, we make *sounds*. Children make a great deal of *noise*.

44. READING

A BAD LEARNER

There was once a turtle who wished to fly. So he asked some wild geese to teach him. They told him that he could not learn because he had

no wings. But they offered to carry him through the air, so that he might see what it was like.

Taking a stick, they told him to hold firmly to it with his mouth, and on no account to speak a word. Then two of the geese took the ends of the stick in their bills, and rose high in the air, carrying the turtle between them. As they were passing over a village, one of the people saw the strange sight, and cried out: "Well, did you ever see such a thing? There is a turtle flying with two geese. Look! Look!" Other people cried out in surprise at the sight, until the turtle could contain himself no longer.

"Well," he started to say, "why shouldn't I . . . ," and was presently dashed to pieces on the street below.

EXERCISE XI

Translate the following letter into Chinese:

CHELTEMHAM, October 25, 1929.

MY DEAR MOTHER:

To-day is Sunday, and as we have no home work to do, I have time to write you a letter about my school life.

Our school is very fine outside as well as inside. The classrooms have high ceilings, with large windows opening on the playgrounds. The rooms are large and airy. Father will be glad to hear of this.

My teacher is Mr. Brown. He is a tall gentleman, very strict with his boys. He is kind to me, giving me explanations when I do not know what he means. My schoolmates are all right, and I get on quite well with them.

With love to every one, especially you and father,
Your loving son,

JAMES.

LESSON XII

45. VOCABULARY

ENGLISH MONEY*

English money is quite different from either Chinese or American money.



English coins.

* Review Section 37, Book II.

The brass or copper coins are the penny, the halfpenny, and the farthing. There are four farthings in a penny.

The silver coins are the three penny piece, or threepence; the sixpence; the shilling; the two-shilling piece, or florin; and the four-shilling piece (rarely seen). Quite current are the crown (worth five shillings) and the half crown (worth two shilling and sixpence).

The gold coins are the sovereign, or pound sterling (£1), worth twenty shillings, and the half sovereign, worth ten shillings (10/-).

In China, bank notes are issued by the Central Bank, the Bank of China, the Bank of Communications. In England, paper money is issued by the Bank of England for amounts of £5, £10, £20, £50, £100, £500, £1,000.

Word Study

a. English money.—The names of English coins are: penny, halfpenny, farthing, twopence, threepence, sixpence, shilling, florin, crown, sovereign.

b. Note.—*Worth* is a predicate adjective that governs a noun like the present participle of a transitive verb; **as**, "This book is worth *much*."

46. ARITHMETIC

a. MONEY TABLE

FARTHING TABLE		PENCE TABLE		SHILLING TABLE	
Farthings		Pence	s. d.	Shillings	£. s.
2 make	$\frac{1}{2}d.$	12 make	1 0	20 make	1 0
4 „	1d.	15 „	1 3	24 „	1 4
5 „	$1\frac{1}{4}d.$	18 „	1 6	26 „	1 6
6 „	$1\frac{1}{2}d.$	24 „	2 0	30 „	1 10
7 „	$1\frac{3}{4}d.$	28 „	2 4	35 „	1 15
8 „	2d.	36 „	3 0	40 „	2 0
9 „	$2\frac{1}{4}d.$	42 „	3 6	47 „	2 7
10 „	$2\frac{1}{2}d.$	60 „	5 0	50 „	2 10
11 „	$2\frac{3}{4}d.$	68 „	5 8	84 „	4 4
12 „	3d.	79 „	6 7	90 „	4 10
13 „	$3\frac{1}{4}d.$	86 „	7 2	100 „	5 0
14 „	$3\frac{1}{2}d.$	100 „	8 4	115 „	5 15
15 „	$3\frac{3}{4}d.$	113 „	9 4	130 „	6 10
16 „	4d.	120 „	10 0	142 „	7 2
17 „	$4\frac{1}{4}d.$	146 „	12 2	150 „	7 10
18 „	$4\frac{1}{2}d.$	156 „	13 0	161 „	8 1
19 „	$4\frac{3}{4}d.$	174 „	14 6	169 „	8 9
20 „	5d.	183 „	15 3	173 „	8 13
21 „	$5\frac{1}{4}d.$	198 „	16 6	186 „	9 6
22 „	$5\frac{1}{2}d.$	204 „	17 0	189 „	9 9
23 „	$5\frac{3}{4}d.$	220 „	18 4	194 „	9 14
24 „	6d.	234 „	19 6	200 „	10 0

THERE ARE 5 FARTHING IN 1 PENNY. To be able to tell the value of a given number of farthings in pence, divide the farthings by 4.

$$\begin{array}{r|l} \text{Example. } 4 & 19 \text{ farthings} \\ \hline & 4 \text{ pence } 3 \text{ farthings. } \textit{Written, } 4\frac{3}{4}d. \end{array}$$

THERE ARE 12 PENCE IN 1 SHILLING. To be able to tell the value of a given number of pence in shillings, divide the pence by 12.

$$\begin{array}{r|l} \text{Example. } 12 & 57 \text{ pence} \\ \hline & 4 \text{ shillings } 9 \text{ pence. } \textit{Written, } 4s. 9d. \end{array}$$

THERE ARE 20 SHILLINGS IN 1 POUND. To be able to tell the value of a given number of shillings in pounds, divide the shillings by 20.

$$\begin{array}{r|l} \text{Example. } 20 & 107 \text{ shillings} \\ \hline & 5 \text{ pounds } 7 \text{ shillings. } \textit{Written, } £5, 7s. \end{array}$$

b. PROBLEMS ON MONEY

1. A girl paid $6d.$ for envelopes, $9\frac{1}{2}d.$ for paper, $3d.$ for ink, and $2\frac{1}{4}d.$ for pens; what sum did she pay?

2. I went on a trip with £2, and spent £1, 1s. $3d.$; how much had I left?

3. What is the value of 6 books at 5s. $6d.$ each?

4. Four footballs cost 30s.; how much does one cost?

47. GRAMMAR

ABSTRACT AND COLLECTIVE NOUNS

There are two kinds of common nouns which need special notice—ABSTRACT and COLLECTIVE.

“Abstract” means *that cannot be perceived by the senses*. (“Perceive” means *to see, hear, taste, touch, or smell*.)

“Collective” means *that includes many*.

An **abstract noun** is the name of a quality; for example,

1. Dr. Sun Yat-sen was a man of *wisdom*.
2. I like this boy's *politeness*.

In the first sentence the word “wisdom” is an abstract noun. In the second sentence the word “politeness” is an abstract noun.

A **collective noun** is the name of a group of persons or things; for example.

1. A *number* of coins was in the box.
2. I saw a large *crowd* of people in the street.

“Number” and “crowd” in these two sentences are collective nouns.

Point out in the following sentences the abstract nouns and the collective nouns:

1. Mr. White has a large class of pupils.
2. China has a large army.
3. He did it with difficulty.
4. Have you no pity for the poor?
5. A group of children ran after him.
6. The party was very large.
7. I thank you for your kindness.
8. The grief of the man was great.
9. His uncle has a herd of cattle.
10. Her childhood was happy.

Word Study

a. *Idiomatic phrases to be remembered.*—To need special notice (or attention); to perceive by the senses; a group of persons or things; a crowd of people; a class of pupils; to run after; a herd of cattle.

b. *Antonyms.*—All objects that we can perceive by the sense are *concrete*. All objects that we cannot perceive but that we can think about are *abstract*.

48. READING

A LARGE SUM OF MONEY

A farmer had three sons, who were lazy lads.

One day, when the old farmer felt sure that he was soon to die, he called his sons to the bedside and told them that there was a large number of coins hidden in the field. "Dig for them," said he, "and you will be sure to find them."

The lads asked their father to tell them where the coins lay. They wanted to be rich without working. But the father only said, "Dig for them."

The father died and was buried. As soon as his sons returned from the funeral, they began to dig in the field, and they dug very diligently. The laborers on the farm wondered what had made the lads so active.

There was not a square inch that was not first hoed and then dug over and over again; and every stone that they found in the field was picked up and thrown away. But there was no sign of money. They thought that their labor was wasted.

When next year came, their harvest was finer than the harvest of any past year, and finer than the harvest in any neighbor's field. Then the lads understood what their father had meant. They knew that hard work brought them money, and that lazy boys could never become rich men.

They were no longer lazy. They dug well each season. Every year their harvest was the finest in the whole country, and they themselves became very strong men.

EXERCISE XII

Write about fifteen sentences on "Chinese, American, and English Money."

LESSON XIII

49. VOCABULARY

a. WEIGHTS AND MEASURES

The principal English weights are the pound (lb.) and the ounce (oz.). There are sixteen ounces in a pound.

The measures of length are the inch, the foot, the yard, and the mile.

There are twelve inches in a foot, three feet in a yard, and 1,760 yards in a mile.

The square measures (surface) are the square inch, square foot, square yard, and square mile.

The cubic measures (volume) are the cubic inch, cubic foot, and cubic yard.

The metric system is not used in England.

We buy meat by the pound. Cloth or silk is sold by the yard.

At an English grocer's shop, we say, "Give me two pounds of sugar at threepence a pound." To the silk merchant, however, we say, "I want four yards of silk at four shillings a yard."

Word Study

a. *Useful words to be remembered.*—Weight; measure; pound; ounce; inch; foot; yard; mile; cubic; surface; volume; metric system.

b. Idiomatic phrases to be remembered.—To buy (*thing*) by (the pound, the yard); to sell (*thing*) by (the pound, the yard); to buy (*thing*) at (*price*) a (pound, yard); to sell (*thing*) at (*price*) a (pound, yard).

50. ARITHMETIC

TABLE OF WEIGHTS AND MEASURES

16 drams (dr.)	= 1 ounce
16 ounces	= 1 pound

12 inches (in.)	= 1 foot
3 feet	= 1 yard
1,760 yards.....	= 1 mile
3 miles.....	= 1 league

144 square inches	= 1 square foot
9 square feet	= 1 square yard
4,840 square yards	= 1 acre
640 acres	= 1 square mile

PROBLEMS ON WEIGHTS
AND MEASURES

1. Find by addition how far a person has gone who has traveled round a square garden whose side is twenty-three yards, one foot, and seven inches.

2. Take a foot and three quarters from six yards and a half.

3. A man weighs as much as two boys; what is their total weight, if the man's weight is one hundred and fifty-four pounds?

4. I wish to divide 8 yds. (= yards) 3 ft. (= feet) 4 in. (= inches) among three friends and keep as much to myself; how much does each get?

51. GRAMMAR

NUMBERS IN NOUNS, PRONOUNS, AND VERBS

In grammar, there are two NUMBERS—singular number and plural number. The SINGULAR NUMBER means *one*; the PLURAL NUMBER, *more than one*. Three of the parts of speech have number: *nouns, pronouns, and verbs*.

1. The plural number in nouns is most frequently indicated by adding *s* or *es* to the singular; as *pound, pounds; inch, inches*. It is sometimes indicated by changes of form in the stem; as *man, men; tooth, teeth; goose, geese; penny, pennies, pence*.

2. Pronouns indicate the plural:

a. By words different in stem from the singular; as, *I, we; he, they; it, they; me, us; my, our*.

b. By changes in the stem and ending; as, *this, these; that, those*.

NOTE.—Sometimes the singular and plural are the same: *you, who, whose, and whom* are either singular or plural.

3. Verbs also have number. We say, *He walks*, but *They walk*. We cannot say, *He walk* or *They walks*. Hence the verb *walks* can be used only with a subject in the singular. In *They walk*, the verb *walk* has a plural subject.

A VERB MUST AGREE WITH ITS SUBJECT IN NUMBER.

In the verb *be* we have *am*, *is*, and *was* with singular subjects, *are* and *were* with plural subjects.

Verbs in the past tense do not change their forms to indicate number; as, *He bought a pound of meat*. *They bought a pound of meat*.

52. READING

THREE FEET* MAKE ONE YARD

One day, three young men, who wanted to make fun at a pork butcher, went into his shop.

"What can I do for you? Do you want bacon or ham?"

"No," replied the young men. "But do you sell pork by the yard?"

"Oh, yes," said the butcher.

"How much is it?"

*This word has two meanings.

“Half a crown, gentlemen.”

“Very well; give us a yard, please.”

The pork butcher took the half crown, and produced three pig's feet, saying. “Three feet make a yard.* Much obliged to you.”

EXERCISE XIII

Write a story that is somewhat like the one given under Section 52.

LESSON XIV

53. VOCABULARY

TIME

We are living in the twentieth century.

A century is made up of a hundred years. A year contains twelve months, or fifty-two weeks and a day, or 365 days and nearly six hours. A leap year, however, has 366 days; the extra day is added to February.

A week contains seven days; their names are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. A day has twenty-four hours; an hour, sixty minutes; a

*This is a good pun.

minute, sixty seconds. Every day is reckoned from twelve to twelve midnight, and comprises the night (before sunrise), the morning (or forenoon), noon (or midday), the afternoon, and the evening (after sunset).

During the night it is more or less dark. Sometimes the moon shines, and spreads her pale moonlight. In the daytime it is light, and often the sun shines brightly. There are sometimes eclipses of the sun and of the moon.

If I want to know the day of the month, I consult a calendar. A calendar is frequently composed of a block of 365 or 366 leaves. One leaf is pulled off each day.

To indicate the exact time, a timepiece is useful. Formerly people had only sundials and hourglasses. Nowadays we have watches and clocks of every kind.

Word Study

a. Idiomatic phrases to be remembered.—To reckon from; to be made up of; the extra day; eclipse of the sun; eclipse of the moon; to be composed of; to be pulled off.

b. Note.—A *timepiece* is anything that shows time. It may be a watch, a clock, a sundial, or an hourglass.

54. ARITHMETIC

a. TIME

60 seconds (sec.).....	= 1 minute (min.)
60 minutes	= 1 hour (hr.)
24 hours	= 1 day (dy.)
7 days.....	= 1 week (wk.)
365 days.....	= 1 year (yr.)
366 days	= 1 leap year
52 weeks 1 day	= 1 year
12 months	= 1 year

b. THE MONTHS

January...31 days	May.....31 days	September 30 days
February...28 ,,	June.....30 ,,	October....31 ,,
March.....31 ,,	July.....31 ,,	November 30 ,,
April.....30 ,,	August.....31 ,,	December 31 ,,

c. PROBLEMS ON TIME

1. Add 33 dys. 44 min., 19 hrs. 51 sec., 9 dys. 16 hrs. 19 min.
2. Take 43 days. 29 min. 48 sec. from 80 dys. 13 hrs. 20 min. 20 sec.
3. Multiply 10 dys. 10 hrs. 46 sec. by 49.
4. Divide 327 dys. 40 min. 47 sec. by 84.

55. GRAMMAR

PERSONS IN PRONOUNS AND VERBS

Some pronouns have an inflection, or change of form, to indicate whether they stand for the name of the person speaking, of the person spoken to, or of the person or thing spoken of. In the sentence, *I saw you strike him*, we have three pronouns. *I* stands for the name of the one who is speaking, *you* for the name of the one who is spoken to, and *him* for the name of some one else who is spoken of. THIS DISTINCTION IS CALLED PERSON.

There are three persons in pronouns: the FIRST PERSON (speaking), the SECOND PERSON (spoken to), the THIRD PERSON (spoken of).

Pronouns that indicate the distinction of person by inflection are called PERSONAL PRONOUNS.

In the singular number, the personal pronouns, are: first person, *I, my, mine, me*; second person, *you, your, yours*; third persons, *he, she, it, his, her, hers, its, him*. In the plural number, the forms of the first person are: *we, our, ours, us*; of the second person, *you, your, yours*; of the third person, *they, their, theirs, them*.

Not only pronouns, but verbs also are said to have persons. This means that the verb sometimes changes its forms, according to the person of its subject.

	<i>Singular</i>	<i>Plural</i>
<i>1st person</i>	I am I was	we are we were
<i>2nd person</i>	you are you were	you are you were
<i>3rd person</i>	he is he was	they are they were

56. READING

I AND WE

Two men were once walking along a country road when they saw an ax lying in the dust.

"Ah, ah!" cried the first man, picking it up. "Here's a fine ax lying in the road!"

"How lucky we are!" said the second man. "That's as fine an ax as I ever saw. We can sell it and make a good bit of money."

"We!" exclaimed the first man in surprise. "I should hardly say *we*. It seems to me that this is *my* ax. Didn't I pick it up from the road?"

"But I saw it as soon as you did," replied the second man, beginning to get angry.

“Well, you didn’t pick it up,” said the first man. “I did, and it’s my ax.”



The two men and the ax

They kept on talking and their voices grew so loud that it made them deaf to everything else. They did not hear the sound of feet behind them, until suddenly some men hurried up.

The men were shouting, “Stop, thief! Stop, thief!”

“There he is! There he is!” cried one of the men. “And that’s my ax he has in his hand. It’s the very ax that was taken out of my barn this morning.”

“It’s no such thing,” said the man with the ax. “I did not steal it. We just found this ax

on the road—my friend and I. We can prove it.”

“Oh, no. *You* may prove it,” said the second man. “You found the ax, not I. I had nothing to do with it,” and he turned and walked away.

EXERCISE XIV

Write a short composition on the subject “A Timepiece.”

LESSON XV

57. VOCABULARY

SEASONS AND WEATHER

There are four seasons,—spring, summer, autumn, and winter,—each of which lasts about three months. The most pleasant season is the spring, from March to June. In May the weather is finest, and all nature is loveliest.

By the end of June, the weather becomes warmer: summer has come. Sometimes the heat is unbearable. Then dark clouds gather in the sky; it lightens and thunders, and the rain falls shortly after. This makes the air cool down very quickly.

In September, summer goes away, and autumn comes. The days become shorter, and

the nights longer. The weather is cooler than in summer, and by and by the leaves change color and fall off. Apples, plums, and pears are now ripe. In the United States the autumn is called the *fall*.

When autumn is over, winter sets in. This is the season of snowstorms and ice. In winter we keep up a good fire and put on warm clothes.

Word Study

a. *Idiomatic phrases to be remembered.*—By the end of; to cool down; to set in; to keep up; to put on.

b. *Synonyms.*—*Cold* means *no warmth*; *cool* means *pleasantly cold*. *Cold* may be used as an adjective or a noun; as, *The child has taken cold. It is a cold day.* *Cool* may be used as an adjective, a noun, or a verb; as, *In the night the air is cool. I like the cool of the morning air. Ice cools water.*

58. CONVERSATION

MATERIALS FOR WEATHER TALK

1. WHAT DO YOU THINK OF THE WEATHER?

It seems a fine (dull, rainy, wet, warm, hot, cold) day.

I expect we shall have a fine (warm, cold, etc.) day.

I think it will continue fine (it will clear up by and by; we shall have snow, rain, a thunderstorm, etc.).

2. I WONDER WHAT THE WEATHER IS GOING TO BE.

(Reply like those under 1.)

3. WHAT IS THE WEATHER LIKE TO-DAY? (HOW IS THE WEATHER? WHAT SORT OF WEATHER IS IT?)

It is wonderful (fine, nice, warm, cold, clear, wet, rainy, cloudy, dull, windy).

It is snowing (raining, lightening, thundering, getting worse).

4. HAS IT STOPPED RAINING (SNOWING, THUNDERING, FREEZING)?

No, it is still raining a little (the rain is still coming down in torrents; it keeps on snowing in great flakes; it continues freezing as hard as it can).

5. DOES IT RAIN?

Yes, it does. (No, it doesn't).

6. WHERE IS THE WIND FROM?

It is in (or blowing from) the north (south, east, west, etc.).

59. GRAMMAR

GENDER IN NOUNS AND PRONOUNS

A few nouns and most of the personal pronouns are inflected to indicate GENDER.

In English, gender indicates sex.

There are three genders: the MASCULINE, indicating the male sex; the FEMININE, indicating the female sex; and the NEUTER, indicating "neither" sex.

Gender is given occasionally to a few inanimate objects: *ship* and *moon* are often referred to as *she*, and the sun usually as *he*.

A noun or a pronoun that is sometimes masculine and sometimes feminine is said to be of COMMON gender.

Certain endings often indicate gender; *actor*, *actress*; *hero*, *heroine*.

In the personal pronouns gender is indicated by different words: *he*, *his*, *him*; *she*; *her*, *hers*; *it*, *its*.

A personal pronoun must be in the same person as the noun for which it stands or to which it refers. For example:

1. *James* met *his* uncle.
2. The *mother* nurses *her* child.
3. This *tree* has lost *its* leaves.

The pronoun *it* is used as the subject in many sentences like *It rains*, *It snows*, *It lightens*, *It is cold*, where no definite subject is thought of. In this use, *it* is said to be IMPERSONAL.

Word Study

a. *Prefixes*.—The prefixes *in-* and *im-* both mean *not*. *Im-* is used before words beginning with *b*, *m*, *p*; while *in-* is used before words beginning with other letters; as *proper*, *improper*; *possible*, *impossible*; *personal*, *impersonal*; *direct*, *indirect*; *dependent*, *independent*; *animate*, *inanimate*.

b. *Note.*—Remember the words: *sex, gender, masculine, male; feminine, female; common, neuter.*

60. READING

THE LITTLE RAINDROPS

There was once a farmer who had a fine field of corn. But his field was very dry. Day after day there was no rain. The corn could not grow without water. Each day the farmer looked at his corn. Then he looked up at the sky to see if the rain was coming.

One day two little raindrops saw the farmer in his cornfield. They were in a cloud up in the sky. One little raindrop said: "See that poor farmer in the field. How dry his corn is! He takes good care of his cornfield, but it needs to be watered. I wish I could help him."

"Yes," said the other raindrop. "But what can you do? One raindrop is not good for much."

"Well," said the first, "I know. I cannot do much. But I will go down to the field. I can cheer the farmer. So here I go."

Down dropped the little raindrop, and it fell on the farmer's head.

"Dear me!" said the farmer. "What is that? A raindrop?"

“Well,” said the second raindrop, “if you go, I will go, too.” And down dropped the second raindrop, right on the corn.

The other raindrops saw their friends going to water the corn.

“I will go, too,” said one raindrop.

“And I,” said another.

“And I, and I, and I,” said all the little raindrops.

So the corn had all the water it could drink. It grew and grew and grew—all because the first little raindrop tried to do what it could.

EXERCISE XV

Write a short composition of more than ten sentences on “A Rainy Day.”

LESSON XVI

61. VOCABULARY

SUNDAY, CHRISTMAS DAY, AND NEW YEAR'S DAY

Of all the English holidays, Sunday is kept far more strictly than any other day in the whole year: no letters (at least in London), no business, no amusement. The railways, the

omnibuses, and the tramcars ply less frequently than on week days. None of the daily papers appears: only a few Sunday papers are published. The theaters are closed. The restaurants open only from 1 to 2 or 3, and from 6 to 11:30 P.M.*

Christmas (shortened Xmas) (December 25) is a day of rejoicing and merrymaking. On Christmas Eve (December 24) there is a custom among the English children of hanging up their stockings at the foot of their bed, expecting to find them filled with toys and sweets.

People as a rule do not give each other Christmas presents. To friends and acquaintances a Christmas card is sent.

On New Year's Day (January 1) there are services in most churches. On New Year's Eve (that is, the last evening of the old year), most families stay up to hear the old year rung out (by church bells), and the new one in. As soon as the New Year comes in, people wish one another *A Happy New Year*.

Word Study

a. *Forms of an irregular verb.*—Hang, hangs, hanging, hung (or, hanged in the sense of *being put to death by hanging*), hung (or, hanged).

* P.M. = post meridiem.

b. Synonyms.—An *acquaintance* is a person whom one knows; a *friend* is a person whom one not only knows but also loves. We have very many *acquaintances* but only a few *friends*. Good *friends* love each other and help each other.

62. CONVERSATION

ON CHRISTMAS MORNING

(A Conversation Between an Englishwoman and a Chinese in England)

A. Good morning. A happy Christmas!

B. A merry Christmas, Mrs. Hope, and a happy New Year!

A. Have you any mistletoe in your house?

B. Yes; my landlady has plenty. Christmas is a merry season in England.

A. Christmas is lovely in England. Our children hang up their stockings for Santa Claus; our houses are decorated with evergreens, and holly and mistletoe are the order of the day, with accompanying kisses and laughter.

B. Do young folks still kiss under the mistletoe?



Santa Claus

A. Yes, they kiss when they can catch a young lady under the mistletoe, but it is not a very easy task, you know. The young girls usually try to escape, or pretend to.

B. And do the ladies ever kiss the gentlemen?

A. Sometimes, but rarely; when a lady catches a gentleman under the mistletoe, the gentleman must send her a pair of gloves in recognition of the honor she has done him.

B. Did you ever earn a pair of gloves so, Mrs. Hope?

A. No, I am not so frivolous as that, Mr. Wang. Do you have mistletoe in China?

B. I believe I saw it sold in the streets several years ago, but I am not sure. It is an evergreen, is it not?

A. Yes, it is an evergreen like holly.

Word Study

a. *Words used on Christmas morning.*—*A merry Christmas to you.* (Reply: *The same to you.*)

b. *Words usually seen on Christmas cards.*—*A merry Christmas and a Happy New Year. With the Compliments of the Season. Wishing You a Merry Christmas and a Prosperous (or Bright) New Year.*

63. GRAMMAR

CASE IN NOUNS AND PRONOUNS

Case is the grammatical term used to denote the relationship of nouns and pronouns to other words in the sentence.

A noun or a pronoun that is the subject of a verb is in the NOMINATIVE CASE. A noun or a pronoun denoting possession or ownership is in the POSSESSIVE CASE. A noun or a pronoun that is the object of a transitive verb or of a preposition is in the OBJECTIVE CASE.

A noun or a pronoun is called a substantive.

A substantive standing in the predicate, but describing or defining the subject, agrees with the subject in case and is called a PREDICATE NOMINATIVE; as, "Christmas in England is a *day* of rejoicing and merrymaking."

A substantive used for the purpose of addressing a person directly, and not connected with any verb, is called a VOCATIVE; as, "I am not so frivolous as that, *Mr. Wang*." A vocative is in the nominative case.

A substantive added to another substantive to explain it and signifying the same person or thing is called an **APPOSITIVE**. An appositive is in the same case as the substantive which it limits.

For example:

Mrs. Hope, *the landlady*, is an old woman.

Tom, *old friend*, I am glad to see you.

I saw Tom, *my friend*.

Case is frequently marked by inflection. We find the possessive of most nouns ending in an apostrophe and the letter *s* ('*s*), or an apostrophe (') only. But the inflection in English for case is mostly confined to the pronouns. In the sentences *I saw the boy* and *The boy saw me*, we have the subject of the first sentence, *I* in one case (the nominative) and the object of the second sentence, *me*, in another case (the objective).

Sentence Analysis:

In analysis we have no separate columns for the vocative and the appositive; we put them in square brackets:

1. Did you see Tom, Jack?
2. I saw my friend Tom.

<i>Subject</i>	<i>Predicate</i>	
	<i>Verb</i>	<i>Object</i>
	you [Jack]	Did see
I	saw	my friend [Tom]

64. READING

THE QUEEN AND THE SNOW

A king once lived in a very hot part of Spain, where they do not have much rain and where it hardly ever snows or freezes.

The king had a beautiful wife, whom he loved very much. But the queen had one great fault. She was always wishing for the most impossible things. He always tried to give her everything she wanted, but she was never satisfied.

At last, one day in winter, a very strange thing happened. Snow fell in the town where the king and queen lived. It made the hills white, so that they looked as if some one had been dusting white sugar over them.

After the queen had looked at it a little while, she began to weep. None of her servants could comfort her, nor would she tell any one what was the matter. There she sat at her window weeping, till the king came to her. He could not imagine why she was crying, and begged her to tell him.

"I am weeping," she said, "because the hills are not always covered with snow. See how pretty they look! And yet, I have never, till now, seen them like that. If you really love me, you would find some way to make it snow at least once a year."

"But how can I make it snow?" cried the king, in great trouble.

"I am sure I don't know," said the queen, angrily.

The king thought and thought, and at last he hit upon a plan.

He sent to all parts of Spain to buy almond trees to plant. The almond tree has a lovely pinky-white blossom, you know.

When the next spring arrived, thousands of these almond trees came into bloom on all the hills around the town. At a distance, the hills looked as if they were covered with white snow.

For once the queen was delighted. She could not help saying a nice "Thank you" to the king for all the trouble he had taken to please her.

EXERCISE XVI

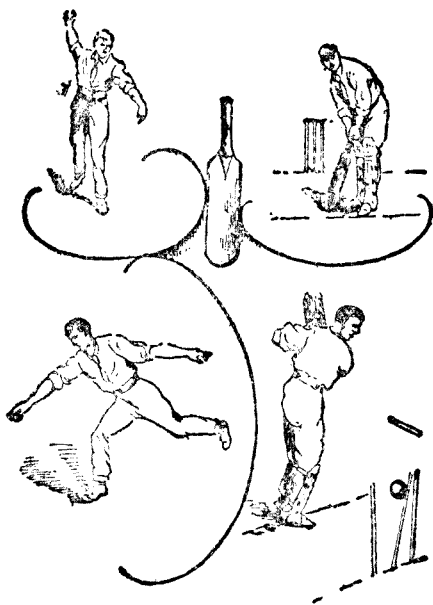
Write a short composition on "The Birthday of Dr. Sun Yat-sen."

LESSON XVII

65. VOCABULARY

CRICKET AND OTHER GAMES AND SCHOOL ATHLETICS

In England, the most popular game with men and boys is cricket. It is played in summer, with a small ball, heavy and hard, made of leather. The ball is hit with a wooden bat. The batsman stands before the wickets and hits the ball that is sent by the bowler. Behind the wickets stands the wicket keeper; other players stand about the field.



Sports

Lawn tennis is played both by ladies and gentlemen. Rackets, balls, and a net are needed to play tennis, and a good tennis ground on which you walk only with tennis shoes.

Other games besides cricket and tennis are hockey, basket ball, and volley ball, of American origin.

Of course, among school athletics there are races of all sorts: hurdle races, bicycle races, etc.

Matches and games often take place on sport days, when prizes are given away.

Word Study

a. *Forms of an irregular verb.*—Hit, hits, hitting, hit, hit.

b. *Synonyms.*—Children *play* when they run after each other; when they exercise with the ball according to any rule, this is a *game*. Hunting, fishing, and racing are *sports*.

66. CONVERSATION

ON UNRELATED SUBJECTS

(*A Conversation Between Two English Students*)

A. What's the score?

B. Have you scored?

A. No, you scored, did you not?

B. Ah, yes, I've forgotten about it. What a nice new suit you have!

A. Do you like it? Do you think it suits me?

B. Yes, and it fits you perfectly.

A. Is it suitable stuff for tennis?

B. Yes, but tennis is not a fitting game for you; with your heart disease it might do you harm.

A. What harm can it do me? It does me good.

B. Well, sometimes such a good is good-for-nothing, you know.

A. Will you come and see me off? I leave by the 9:15 train.

B. Oh, please excuse me. I don't like seeing folks off.

A. Don't be so sentimental.

B. Where are you off to?

A. I am off to see the old folks at Cheltenham.

B. Well, come and look me up when you return, won't you?

A. Certainly. But I shall stay a while down there if the place suits me.

B. Oh, it's sure to suit you; the air is splendid.

A. Well, good-by, old chap. Let me hear from you from time to time.

B. Good-by. Pleasant journey!

A. Thanks. Give my kind regards to your people.

B. Thanks. Good-by.

Word Study

a. *Note.*—The same word may be sometimes one part of speech, sometimes another; as, What a nice *suit* (noun) you have! Do you think it *suits* (verb) me? Is it suitable *stuff* (noun) for tennis? He likes to *stuff* (verb) his pockets with shirts and stockings.

b. Idiomatic phrases to be remembered.—To fit (*person*) perfectly; heart disease; to do (*person*) harm; to do (*person*) good; good-for-nothing; to see (*person*) off; to be off to; to look (*person*) up; from time to time; to give (*one's*) kind regards to

67. GRAMMAR

COMPARISON OF ADJECTIVES AND ADVERBS

With the exception of the number forms of *this* and *that*, there are no adjectival and adverbial inflections except COMPARISON.

There are three DEGREES of comparison: POSITIVE, COMPARATIVE, and SUPERLATIVE.

The positive degree of the adjective names the quality without reference to any other object; as, "Cricket is a *popular* game in England."

The comparative degree of an adjective shows that one of the *two* objects has more (or less) of a certain quality than the other; as, "Football is a *more popular* game than cricket;" "Volley ball is *less popular* than cricket or football."

The superlative degree of an adjective shows the *highest* or *lowest* degree of a quality found in a group of objects; as, "Cricket and football are the *most popular* games in England"; "Volley ball is the *least popular* game."

Below are some important facts about comparison:

1. Most adjectives and some adverbs are compared by adding *-er* and *-est* to the positive.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
small	smaller	smallest
hard	harder	hardest
fast	faster	fastest
near	nearer	nearest

2. Some adjectives and most adverbs are compared by means of *more* and *most*.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
popular	more popular	most popular
unkind	more unkind	most unkind
quickly	more quickly	most quickly
pleasantly	more pleasantly	most pleasantly

3. Some adjectives and adverbs are irregularly compared.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	best
bad	worse	worst
much } many }	more	most
ill } badly }	worse	worst
well	better	best

4. Many adjectives and adverbs, from their very meaning, usually have no comparison; for example, *square*, *round*, *completely*, etc.

Sentence Analysis

1. This book is newer than that=This book is newer than that (book) (is new).
2. That book is the best (book) of all (books).

<i>Kind of Sentence</i>	<i>Clause</i>	<i>Conjunction</i>	<i>Subject</i>	<i>Predicate</i>
<i>Compound</i>	(a) This book is newer (b) that (book) (is new)	than	This book that (book)	is newer (is new)
<i>Simple</i>			That book	is the best (book) of all (books)

68. READING

EXERCISE

We must take plenty of exercise. To make the body strong, we must use it. The parts that are most used become the strongest, and those we use least will be the weakest.

The arms of the blacksmith are very strong because he uses them so much. The man who works becomes strong, while the idle man becomes weak.

The boy who works and plays in the open air grows strong and healthy, but the boy who sits indoors and does not take exercise grows up to be a weak, unhealthy man.

Games, like football and cricket, are good for boys. There are also plenty of pleasant outdoor games for girls. When no game can be played, a brisk walk in the open air is quite as good. Brisk walking is one of the easiest and best of exercises, both for boys and girls.

But there are some things we should avoid when taking exercise. We should not play too long without resting. We should not try to do things that are beyond our strength. When exercise is too violent, it does harm rather than good.

EXERCISE XVII

Write a short composition of about fifteen sentences on "The Games We Play at School."

LESSON XVIII

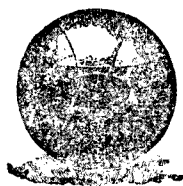
69. VOCABULARY

FOOTBALL

The Englishman, like the American, is a great lover of sports. He indulges in some sport or other all the year round.

Cricket and football rank first; there is hardly any Englishman who has not played them at some time or other. Every school has its cricket and football club; one or more cricket "elevens" and football "teams" are chosen, and there is a "captain" to each. Cricket is played in the spring and summer; football, in the autumn and winter. A cricket team has eleven players on each side. Football is played by teams of eleven or fifteen.

In the game of football each side endeavors to kick a leather ball through or over the opposite party's goal. The game is sometimes very rough. Bones are not infrequently broken in the course of the play.



A football

Word Study

a. *Idiomatic phrases to be remembered.*—To indulge in; all the year round; to rank first; at some time or other; in the course of.

b. *Note.*—The word “infrequently” is formed of the prefix *in-* (=not) and *frequently*. “Not infrequently” means *quite often*.

70. CONVERSATION

CRICKET¹

*Mrs. Johnson.*² I am sure you must be very stiff, Frank,³ after your hard work yesterday; yet I am very pleased, indeed, to see that you have made the effort to be down in good time for breakfast this morning.

*Bella.*⁴ Now, Frank, tell us all about the match yesterday.

Frank. There is not much to tell. Our side won, as you know, and they played very fairly on the other.

*Jack.*⁵ Our side smashed the other fellows all to bits, and old Frank scored the greatest number of runs on either side. I heard several say he was the best batsman by far on the field.

¹This conversation took place when the family met in the breakfast room on a Saturday morning following a grand cricket match.

²Mrs. Johnson = the mother.

³Frank = Mrs. Johnson's eldest son, who took part in the match.

⁴Bella = Frank's sister.

⁵Jack = Frank's younger brother.

Frank. You shut up, old fellow; that's all stuff; there was plenty of good batting on the other side; it was a jolly match altogether.

*Ben.*¹ I do wish I could play in a real match.

Frank. You play! why such a bit of a chap as you would be mistaken for one of the wickets, and get continually bowled down. How should you like that?

Mrs. Johnson. Never mind, Ben, go on growing, and some day you will play with as much spirit as any boy.

Word Study

a. *Idiomatic phrases to be remembered.*—To make the effort to; in good time; to smash . . . to bits; the best by far; to shut up; a bit of a chap; to be mistaken for.

b. *Synonyms.*—*Fair* is said of persons and things; *honest*, of persons. A *fair* man looks to others as well as himself; an *honest* man may look to no one but himself. Anything that is right between man and man is *fair*.

¹Ben = Frank's youngest brother.

71. GRAMMAR

TRANSITIVE AND INTRANSITIVE VERBS:
ACTIVE AND PASSIVE VOICE

A verb is the most important word in a sentence. A verb consists of one, two, or more words; as, "The Englishman *is* a great lover of sports." "I *do wish* I *could play* in a real match."

If the verb makes sense when you put "whom?" or "what?" after it, the verb is said to be TRANSITIVE, and the answer is called the object; as, "I met *Tom*."

If the verb makes no sense when you put "whom?" or "what?" after it, it is said to be INTRANSITIVE; as, "They played very fairly."

A transitive verb has two voices: ACTIVE and PASSIVE.

When the subject does the action, the verb is said to be in the active voice. When some thing is done to the subject, the verb is said to be in the passive voice.

For example:

1. We *play* football. (*active voice*)
2. Football *is played* by us. (*passive voice*)

Voice is the form of a transitive verb which shows whether the actor or the one acted upon is the subject of the sentence.

When a verb is changed from the active to the passive voice, the object of the active verb becomes the subject of the passive verb, and the subject of the active verb usually becomes the object of the preposition *by*; as is shown by the example given above.

The passive voice is always a verb phrase, made by the past participle with some form of the verb *be*; for example, "is played."

Sentence Analysis

1. We play football.
2. Football is played by us.

<i>Subject</i>	<i>Predicate</i>		
	<i>Verb</i>	<i>Object</i>	<i>Modifier</i>
We	play	football	
Football	is played		by us

72. READING

THE KING AND THE CLUBS

A king, who was weak and ill because of idleness, asked medicine from his doctor. The

doctor was wiser than the king and knew that it was not medicine but exercise that he needed.

The doctor, therefore, brought the king two heavy clubs of a strange kind of wood, and told him that these clubs held the medicine for his cure.

The doctor told him that he must grasp them by the handles and swing them about till his hand became moist from the exercise, and that the moisture would make the medicine act. He obeyed the doctor, and each day he was seen in the open air at certain hours, working hard with those clubs.

His muscles grew strong and his health improved. He greatly praised the medicine of his clubs and the wisdom of his doctor. He never learned from the doctor that the clubs were nothing but wood and that the wonderful cure was found not in the clubs but in his own diligent and regular use of them.

EXERCISE XVIII

Translate the following conversation into Chinese:

TENNIS FEES

James. May I have the money, father, to pay my tennis fees? I have not paid for two months.

Mr. Wilson. Yes, I'll give it to you, but really the amount of money I have to give for your sports is too large.

J. Indeed, father, I don't belong to many clubs, only to the hockey club and the tennis club and the game club.

Mr. W. Yes, my boy, but to those I must add Tom's football and cricket clubs. I wonder whether your father has so much money to pay for his children's sports.

J. Perhaps not; but a year ago mother got very angry, as I was always asking for money to buy balls. We used to play handball at school, and we did it so vigorously that we bought and lost three dozen balls during the term.

Mr. W. If you don't lose balls, you lose or break many other things. It's only a week since Tom broke his cricket bat, and a year ago Mary lost her tennis racket. I wonder what you'll be asking for next.

J. Only tennis shoes, father; I've been wanting a pair for a long time. I must have a new pair for the match next week. I hope, father, you will come and see us play. I'm sure we are going to win the match.

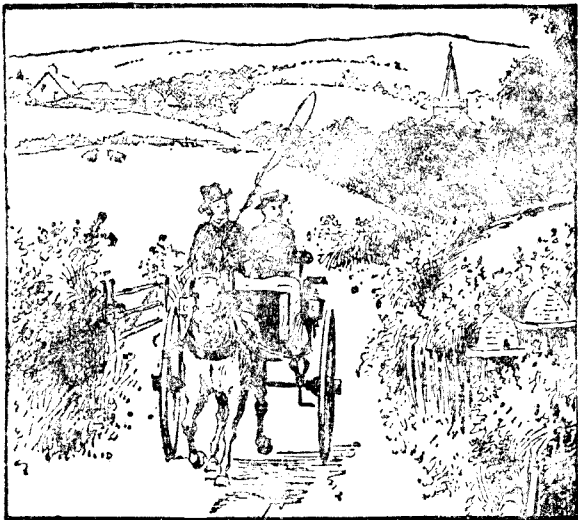
LESSON XIX

73. VOCABULARY

A DRIVE

It was a lovely spring day. Dr. Robinson was taking his family for a drive in the country: they were going into the woods for a picnic. Merrily they started; all got into the carriage, which was waiting at the door.

They were soon out of the town, on a fine road shaded by trees. They passed green meadows and wheat fields. On they drove, across the bridge, over the river, and through a small village. The sight they had of the country all around was beautiful.



A drive

The driver was cracking his whip, as the first houses of the village came in sight. There was the inn, the butcher's, the grocer's; here was the village school, the post office. Then they turned to the right, and the carriage stopped. They climbed up a small hill and soon

arrived at the woods. They had a pleasant afternoon there, and merrily returned home when it was almost dark.

Word Study

a. Idiomatic phrases to be remembered.—To take (*person*) for a drive; to go to (*place*) for a picnic; to crack . . . whip; to climb up.

b. Synonyms.—An *inn* is a public house for the lodging of travelers; a *hotel* is a house for the lodging and entertainment of travelers. An inn is small; a hotel is large.

74. CONVERSATION

TOM AND HIS COUSIN FRED

Tom. Good morning, Fred, how are you?

Fred. I'm quite well, thank you.

Tom. Have you ever been to Woodlands?

Fred. No, I've never been there.

Tom. Well, we went there yesterday, and I tell you it is lovely there.

Fred. Didn't your sisters go too?

Tom. No, you see, mother is not very well, and so they stayed with her. And then, it was a very long walk.

Fred. How long were you walking?

Tom. We did not get to Woodlands till nearly one o'clock; so we took over five hours to get there. It was a very fine day, and the sun

was shining all the time; but during the last two hours we were in a thick wood, and there it was quite cool. Father told us all about the animals in the wood; about foxes and rabbits and bears and the deer.

Fred. When did you get home?

Tom. Father's friend has a carriage, and his man drove us home in that. We left at half past four, and we were home by seven. It was a beautiful day, and I'm fond of walking. But the best thing of all was to hear father's stories about the animals.

Fred. Please tell me one of those which he told you yesterday.

Tom. All right, I'll tell you the story of "The Woodman and the Deer."*

75. GRAMMAR

THE OBJECTIVE CASE

The objective case, as its name implies, is the case of the OBJECT. Most of its uses are covered by the following rule:

The object of a verb or a preposition is in the objective case.

*A story of such a title may be found under Section 76.

In the following sentences the italicized words are prepositions and the nouns or the pronouns coming after them are objects.

1. We did not get *to* Woodlands *till* nearly one o'clock.
2. My mother was not well, and so my sisters stayed *with* her.
3. The garden is full *of* lovely flowers.
4. We shall let you have some *of* them.
5. On they drove, *across* the bridge, *over* the river, and *through* the village.

The object of a verb may be (1) the DIRECT OBJECT and (2) the INDIRECT OBJECT.

A substantive that completes the meaning of a transitive verb is called its direct object; as, "They passed the *meadows* and the *fields*."

Some verbs of *giving*, *telling*, and the like, may take two objects, a direct and an indirect.

For example:

1. The grocer sold *Tom* some sugar.
2. Uncle has told *me* some stories.

It is always possible to insert the preposition *to* before the indirect object without changing the sense; as, "The grocer sold some sugar *to* Tom." "Uncle has told some stories *to* me."

Sentence Analysis

1. The grocer sold Tom some sugar.
2. The grocer sold some sugar to Tom.

<i>Sentence</i>	<i>Subject</i>	<i>Predicate</i>		
		<i>Verb</i> [*]	<i>Object</i>	<i>Modifier</i>
The grocer sold Tom some sugar	The grocer	sold	Tom (<i>ind.</i> *) some sugar (<i>d.</i> †)	
The grocer sold some sugar to Tom	The grocer	<i>Verb</i>	<i>Object</i>	<i>Modifier</i>
		sold	some sugar	to Tom

76. READING

THE WOODMAN AND THE DEER

One day a deer was walking through the woods when he heard some men riding by. They were hunters, and the deer was just what they were looking for.

The deer ran and ran, but all the time he could hear the hunters behind him. When he

*ind. = indirect.

†d. = direct.

had run so far that he was very, very tired, he met a woodman.

“Where can I hide? Oh, where can I hide?” he called to the woodman.

“Run into my hut here,” said the woodman. “I will not tell the hunters where you are.”

The hunters came riding up and asked the man if he had seen a deer. The man did not say anything, but he pointed to the place where the deer was hiding.

The deer was watching what the woodman did. He had just time to jump from a window before the men ran into the hut.

“Well, we’ll let him go to-day,” said the hunters. “We do not want that deer after all.”

A few days afterwards the woodman met the deer and said to him, “Why did you run away without thanking me?”

“Because you did not tell the truth,” said the deer.

“I did not tell the hunters where you were,” said the man.

“Well,” said the deer, “you did not say it with your tongue, but you said it with your hand, and that is just as bad.”

EXERCISE XIX

Write a story similar to that given under Section 76.

LESSON XX

77. VOCABULARY

A DAY AT UNCLE JOHN'S FARM

Mary Brown lived in a large smoky town. One day her mother told her to get ready, and she would take her out for the day. "I am going," she said, "to see Uncle John." Mary



A farm

jumped for joy; she loved her uncle dearly. Uncle John lived in a farmhouse many miles from the town, and Mary knew that she would be sure to enjoy herself at her uncle's farm.

When Mary and her mother got out of the train, they saw Uncle John waiting for them with his horse and the carriage.

The horse trotted briskly on, and soon Mary saw her uncle's house.

In the meadow, the cows were eating the fresh grass. One brown and white cow was lying down. It did not get up when Mary went near, but only brushed the flies away with its tail.

In the next field were three little white lambs. Mary would have liked to play with them; but when she said, "Come here, little lambs," they ran away as fast as they could.

Uncle John took them next into the farm-yard. There was a fat pig in the sty, and there were some little pigs with their mother in another part of the yard. There was a black hen with her chickens. Mary could have watched them all day, but Uncle John told her to come into the house and taste her aunt's plum cake.

The ride had made Mary so hungry that she thought her aunt's cake was the nicest in the world.

Word Study

a. *Idiomatic phrases to be remembered.*—To get ready; to take (*person*) out for the day; to jump for joy; to love (*person*) dearly.

b. Note.—Many adjectives are formed by adding *y* to the nouns; as, smoke, smoky; noise noisy; anger, angry.

78. CONVERSATION

A WALK ABOUT A FARM

A. Well, as you want to learn something about farming, let us walk out to the field and see how it is done. Listen to the farmers how they talk to their horses—Haw! Gee! That's the way they talk to mules or horses.

B. Do you understand what they say?

A. Not very well; only a little bit. "Haw" means that the horse must turn to the left; "gee" means to turn to the right.

B. I suppose we might call it horse language.

A. I suppose so. Anyhow, we can't understand it.

B. What is the first thing the farmer does in the spring?

A. The first thing the farmer does in the spring of the year is to break up the ground. Some farmers, however, break the soil in the autumn.

B. Which is really the better time?

A. Autumn is thought to be the better time, as it turns up the insects out of their winter

homes to freeze and die. Then they can't destroy the young crops the following spring.

B. What does the farmer do after he has broken the ground?

A. When the ground is broken, it is harrowed. Then the farmer lays off the ground in rows for planting.

B. What does the English farmer raise?

A. He raises wheat, cotton, tobacco, hemp, and many other things.

Word Study

a. Idiomatic phrases to be remembered.—To listen to; a little bit; to break up the ground; winter homes; the following spring; to lay off the ground in rows.

b. Synonyms.—To hear means to receive sound through the ear; to listen, to hear attentively.

79. GRAMMAR

RELATIVE PRONOUNS:

COMPOUND RELATIVE PRONOUNS

A relative pronoun joins a subordinate clause to a noun or a pronoun in the principal clause.

The principal relative pronouns are *who*, *which*, *what*, and *that*.

The relative *what* is peculiar in that it combines the functions of both antecedent and relative. *Who* is applied to human beings only, *which* to animals and things without life, *that* to either human beings, or animals, or things without life. *Who* is inflected for case: *who*, *whose*, *whom*.

Whoever, *whichever*, *whatever*, *whosoever*, etc., are called COMPOUND RELATIVE PRONOUNS. They are so called because they are compound in form. In the sentence, *Whoever will may come*, we mean every one who will may come. Here the principal clause is *every one may come*, and the subordinate clause is *who will*.

In the following sentences give the principal and subordinate clauses:

1. Take whichever you wish.
2. Whoever cares to do so may enter.
3. Whomever he met he invited.
4. Whatever happened we had expected.

Sometimes *whichever*, *whatever*, *whichever*, and *whatsoever* are used as adjectives; as. We found nothing *whatever*. Choose *whichever* hat you wish.

Sentence Analysis

1. *Whoever will may come.* = Every one who will (come) may come.
2. *Whomever he met he invited.* = Any one whom he met he invited. = He invited any one whom he met.

<i>Kind of Sentence</i>	<i>Clauses</i>	<i>Conjunction</i>	<i>Subject</i>	<i>Predicate</i>
<i>Complex</i>	(a) Every one may come	(who)	Every one	may come
 (b) who will (come)	 who will (come)
<i>Complex</i>	(a) He invited any one	(whom)	He	invited any one
 (b) whom he met	 he met whom

80. READING

THE BLUE PIG WITH A BLACK TAIL

Once upon a time a certain king sent a message to another king, saying, "Send me a blue pig with a black tail or else—"

The other replied, "I haven't one; if I had—"

Both the kings were so angry that they went to war with each other. They collected all their soldiers and fought many battles. Many brave men were killed, and women and children died because they could get nothing to eat.

When it seemed that neither side could overcome the other, the kings began to talk about peace. First of all, it was necessary to have the two messages explained. Each king was angry at what the other had said.

“What did you mean,” asked the second king, “by saying, ‘Send me a blue pig with a black tail, or else—’?”

“Why,” said the other king, “I could mean only one thing. I meant that I wanted you to send me a blue pig with a black tail, or else a pig of some other color.”

“Oh, that was all, was it? What a pity I did not get the whole of your message,” answered the second king.

“Ah, but I must know what you meant by your reply to my message,” said the first king. “You said, ‘I haven’t one; if I had—’”

“Why, my answer is as plain to me as your request is to you. I meant that I hadn’t one; if I had, I should have sent it.”

“Well, well!” said the first king, “we have been fighting about nothing. If we had only explained these things before a blow was struck, how much suffering might have been prevented!”

So the great war of the blue pig with a black tail was written down in the histories of the two countries, in order that they might never again be drawn into a foolish quarrel.

EXERCISE XX

Write about ten sentences on “Why I Like Peace Rather than War.”

LESSON XXI

81. VOCABULARY

THE PRODUCTIONS OF ENGLAND

The soil of England is well cultivated, so it produces fine crops.

Wheat is grown all over England, but it is most cultivated in the midland, eastern, and southern countries. In the north of England, and wherever the soil is poor and the climate cold, oats and barley are grown.

The horses and cattle of England are very fine. English sheep are also fine, both for the mutton they supply and the quality of their wool.

A great part of England's wealth is hidden underground, and can be got at only by digging deep. The hidden riches are coal and iron, lead, copper, and tin. They are for the most part confined to the north and west of England.

There are not many gold mines in England, nor do the English people find any silver worth speaking of; but other metals are so abundant that on the whole we may reckon England rich in minerals.

Word Study

a. *Idiomatic phrases to be remembered.*—All over; to be hidden underground; to be got at; to dig deep; for the most part; to be confined to; worth speaking of; on the whole.

b. *Note.*—The different names of *metals* are gold, silver, copper, iron, lead, and tin. *Cattle* (*singular* and *plural*) means *oxen* in this lesson. Sometimes it means *horses, sheep, pigs, etc.*

82. CONVERSATION

A SALT MINE

A. Have you ever visited a mine?

B. Yes, I visited a salt mine the other day.

A. How do the miners descend into the mine?

B. They descend into the mine by going down the stairs. The stairs down into the mine are cut in the rock.

A. Are the miners busy?

B. Oh, yes, they are very busy.

A. Do you wish to be a miner?

B. I don't wish to be a common miner, but I wish to be a mining engineer.

A. I am very glad to hear it. China needs practical men, men of the engineer class. But are you good in mathematics?

B. Fairly good; I got more than 90 at the last examination in mathematics.

A. That's good. To be a mining engineer, you know, a man must be very good in mathematics and chemistry as well as other subjects.— Now, let us return to your salt mine. How are the miners cutting the salt?

B. They are cutting the salt into blocks.

A. Can they easily see in the mine?

B. No, they cannot see in the darkness. The mine is lighted by torches.

A. Yes, and some of the miners have candles in their hats. Is salt a very useful article?

B. Yes, it is a very useful article. We need salt for our food, and we cannot live without it.

a. *Idiomatic phrases to be remembered.*—To descend into; a mining engineer; to cut (*thing*) into blocks; in the darkness; to be lighted by torches.

b. *Some school subjects.*—Three Principles of the People; Chinese language and literature; foreign languages; ethics; mathematics; physics; chemistry; history; geography; physiology; botany; zoölogy; law; economics; drawing; manual work; athletics; music and singing; etc.

83. LETTER WRITING

THE PARTS OF A LETTER

The parts of a letter are as follows:

- I. The heading
 1. Address of writer
 2. Date
- II. The inside address or introduction
(Often placed below VII to the left)
 1. Name of recipient
 2. Address of recipient
- III. The salutation
(“My dear Sir,” “Dear John,” or the like)
- IV. The body of the letter
(The letter proper)
- V. The participial closing
(Optional)
- VI. The complimentary closing
(“Yours sincerely,” “Faithfully yours,” or the like)

VII. The signature

1. Full name of writer

The form in which these parts should be placed on the paper can best be shown by producing a sample letter:

NEW AGE BOOK STORE,
NANKING ROAD, SHANGHAI, } I
June 3, 1930. }

MR. T. M. WANG,
FIRST MIDDLE SCHOOL,
KWANGTUNG. } :I

DEAR SIR: } III

We have just received your order of May 25, and
thank you for it. }

According to your request we instructed our agent
abroad to order the German books from Germany and
to send them to us as soon as possible. The other books
were ordered from the publishers. } IV

Hoping to receive your further valued orders, we
are, } V

Yours very truly, } VI

NEW AGE BOOK STORE, } VII
BY L. K. TING. }

84. READING

A LETTER RELATING TO MARINE
INSURANCE

SHANGHAI,
OCTOBER 26, 1930.

CHINA INSURANCE COMPANY,
NANKING ROAD,
SHANGHAI.

GENTLEMEN:

We should be obliged if you would be good enough, immediately on receipt of this, to effect an insurance against all sea risks, and to the value of \$7,000 on 20 bales of cotton, marked 1 to 20, being shipped from Tientsin for our account per the S.S.* *China*.† This ship will be sailing from that port on the 5th of the next month for Shanghai.

We hope that you will be able to effect this insurance at fifteen per cent, but we do not desire to limit you as to the premium. We are,

Yours very truly,
THE SHANGHAI COTTON GOODS
COMPANY.

* S. S. = Steamship.

† Name of ship.

EXERCISE XXI

After you have carefully read the letter given in 84, close your book and reproduce it.

LESSON XXII

85. VOCABULARY

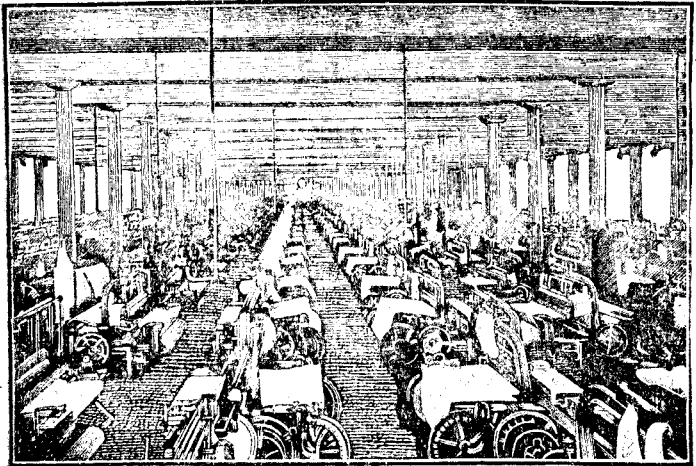
THE MANUFACTURES OF ENGLAND

(I)

The manufactures of England are mostly carried on near the coal fields in the northern and central counties, where there is plenty of fuel at hand to supply the steam engines.

The cotton factories have been set up near the Lancashire and other coal fields. Many million pounds weight of cotton are brought every year from America and other countries to Manchester and other large towns in Lancashire. There it is turned into calico, prints, muslin, and other materials of clothing.

The woolen manufacture is mostly carried on in the west of England. The sheep are sheared every year, and their fleeces find their way to the mills, where they are spun into flannel, serge, and other woolen goods.



A cotton factory

Large quantities of silk are brought into England and manufactured into different kinds of fabrics.

Most of the linen the English people use comes ready woven from Ireland. They do not grow flax in England, but fetch some from other countries and weave it into linen in the west of England.

(To be continued under Section 89)

Word Study

a. *Idiomatic phrases to be remembered.*—To carry on; coal fields; at hand; to be set up; to be turned into; to find (its) way to.

b. Synonyms.—*Production* expresses either the act of *producing* or the thing *produced*; *product*, only the thing *produced*. A tree is a *production*; corn, vegetables, and fruits in general are called *products*.

86. CONVERSATION

MANUFACTURE AND SALE OF ARTICLES

A. In order to manufacture articles on a large scale, what is necessary?

B. It is necessary to set up a big factory.

A. In what kind of location should a factory be set up?

B. A factory should be established near the coal fields.

A. What is the regular process of establishing a factory?

B. First a large piece of land is bought; then the plans of the factory are drawn up, estimates are obtained, and the work begins.

A. Have you ever visited a large factory?

B. Yes, the other day I visited one, where my friend Mr. Wang is the manager. I saw many workshops, tall chimneys, large warehouses, and lines of railways connecting the different parts of the factory with each other. It is,

indeed, one of China's best factories built according to the latest scientific ideas.

A. Did you see many workmen there?

B. Oh, yes, I saw a large number.

A. How does the factory sell its articles?

B. The factory sends travelers into many towns to visit the wholesale dealers and to take their orders.

A. Is that the only way the factory sells its products?

B. No, of course; it has representatives in the large towns and foreign countries. It also makes its products known by means of advertisements and posters.

Word Study

a. *Idiomatic phrases to be remembered.*—On a large scale; to draw up plans; to connect the different parts with each other; the latest scientific ideas; by means of.

b. *Note.*—The word "traveler" has two meanings: (1) one who makes a journey, and (2) one who travels for a business house to sell goods, to collect accounts, etc.

87. GRAMMAR

CONTRACTED VERB FORMS

In conversation we frequently contract the form of the verbs by uniting them with other words. Among the most common contractions

are: *I'm* (for *I am*), *I'll* (for *I shall* or *I will*), *I'd* (for *I should*, *I would*, or *I had*), *I've* (for *I have*).

In the same way the other pronouns *you*, *he*, *she*, *it*, and *they* may be united with these verbs:

you're for *you are*
you'd for *you had* or *you would*
you'll for *you will*
he's for *he is*
she's for *she is* or *she has*
it's for *it is* or *it has*
they're for *they are*
they've for *they have*
he'd for *he had* or *he would*
they'd for *they had* or *they would*

The adverb *not* is also joined in contraction with a number of verb forms:

<i>aren't</i> for <i>are not</i>	<i>haven't</i> for <i>have not</i>
<i>isn't</i> for <i>is not</i>	<i>mustn't</i> for <i>must not</i>
<i>wasn't</i> for <i>was not</i>	<i>can't</i> for <i>cannot</i>
<i>weren't</i> for <i>were not</i>	<i>doesn't</i> for <i>does not</i>
<i>hasn't</i> for <i>has not</i>	<i>don't</i> for <i>do not</i>
<i>won't</i> for <i>will not</i>	<i>wouldn't</i> for <i>would not</i>
<i>shouldn't</i> for <i>should not</i>	<i>couldn't</i> for <i>could not</i>

In the following sentences, make contractions where it is possible:

1. I am going; I cannot find my book.
2. They have not been here; do you not think they are expecting us?

3. Will you not come in?
4. John says he will stop for you on his way home.
5. Do you not think there will be rain?
6. I have forgotten my umbrella.
7. Father says he does not think it will rain; if it does, we cannot get home.

88. READING

CHINESE COTTON*

Cotton is not native to China. A long, long time ago, it was introduced to our country from India.

After China had obtained cotton seeds from India, she began to plant them in various parts of the country, and learned how to spin and weave. A cotton industry was then built up.

Lately, however, foreign cotton cloth, better in quality and cheaper in price, has been imported into China. Many Chinese preferred the foreign to the native cloth, and so our industry has been greatly affected.

We have much cotton. We have many laborers, and our laborers' wages are cheap. How

* The main idea of these paragraphs, as well as those under Section 96, follow Dr. Sun Yat-sen's fourth lecture on "The Principle of People's Livelihood."

can foreign countries produce better and cheaper cloth? In foreign countries the wages are generally higher, you know.

The reason is that our cotton industry has not yet been fully developed. We cannot make very good yarn. Our merchants export our raw cotton to foreign countries. These countries buy our cotton and mix it with their cotton in order to produce good yarn and good cloth. Then they export their goods to China to sell for a big profit.

“The clothes we wear every day,” says Dr. Sun Yat-sen, “are made of imported material, and we pay a very high price for them.”* We are daily sending bags and bags of gold to foreign countries. We must stop such a leakage. We must reduce the imports.

EXERCISE XXII

Write at least ten sentences on the subject “The Importance of Industry.”

*This is a translation of these words: 中國人天天的衣服, 都是靠外國運進來, 便要出很高的代價.

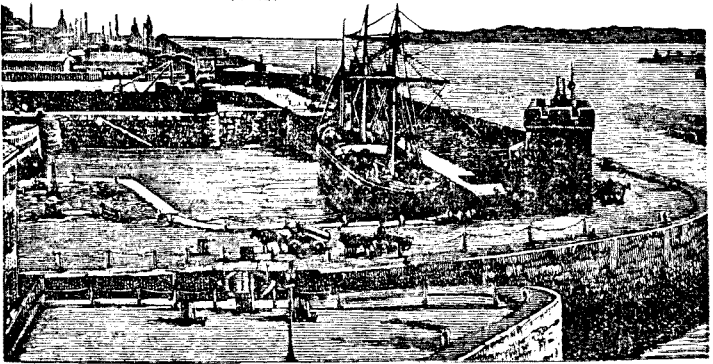
LESSON XXIII

89. VOCABULARY

THE MANUFACTURES OF ENGLAND

(II)

A very great many machines are made at Leeds, Manchester, and other places. Shipbuild-



The docks, Liverpool

ing is mostly carried on in Scotland. These are two of the most important branches of English manufacture.

Iron ore is found in many parts of the country. In old times it used to be smelted with charcoal. But now coal is used for the purpose, and very large blast furnaces for the smelting of iron ore are set up near the coal fields.

Glass for windows, as well as for looking-glasses, is made in the north of England.

Besides those things mentioned above, boots, shoes, soap, candles, clocks, watches, and many other things are made in England.

Word Study

a. Idiomatic phrases to be remembered.—Branches of manufacture; in old times; used to; to be used for the purpose.

b. Note.—*Machinery* means *machines in general or all the machines.*

90. CONVERSATION

TOY MANUFACTORY

(A Conversation between Two Englishmen)

A. Do you know that Johnson has given me the cold shoulder?

B. And why?

A. Because I would not go halves with him in that toy manufactory. You know he is not a man to be relied upon.

B. Did he want you to be a partner?

A. Yes, he wanted me to be a sleeping partner; he needs capital, you know.

B. Indeed, every other person one meets is looking out for money nowadays. But I don't see why Johnson should be so angry about a refusal; one is surely master of one's own money. Is the manufacture of toys a money-making business in England?

A. No, not at all; it's a losing business in England.

B. I believe so. By the way, have you seen Johnson's brother lately?

A. Yes, poor fellow, he is in a terrible way. It is shocking to see the change in him.

B. A friend of mine told me he had been quite shocked to see the change in him. He was such a fine fellow!

A. Ah, I assure you that you would have a terrible shock if you saw him now.

B. Is he beyond hope?

A. He is quite incurable, I am told.

Word Study

a. Idiomatic phrases to be remembered.—To give (*one*) the cold shoulder; to go halves with (*a person*); a sleeping partner; every other person; to look out for money; a money-making business; a losing business; beyond hope.

b. Synonyms.—The *terrible* and *shocking* both act suddenly; but the former acts on the senses and the latter on the feelings: thus, the glare of a tiger's eye is *terrible*; the unexpected news of a friend's death is *shocking*.

91. GRAMMAR

ADVERBS

Adverbs of manner are formed from adjectives by the addition of the syllable *ly*; for example, *slow, slowly; quick, quickly; bad, badly*.

If the adjective ends in *y*, the *y* is changed into *i* and *ly* added; as, *happy, happily*.

A few words have the same form both as adjectives and as adverbs; as, *a fast horse, the horse runs fast; an early hour, I rise early; a late arrival, you come late*.

The words *high, low, wide, etc.*, are used adverbially without change of form.

For example:

1. The aviator flies very *high*.
2. The birds fly *low*.
3. He shot *wide* of the mark.

Some of these adverbs, when taking the syllable *ly*, are used in a different sense; as, Wilson's books are *highly* interesting. His books are *widely* read.

Note the difference between *He works hard* (= *very much*) and *He hardly works* (= *very little*).

In colloquial style, adjectives are sometimes used instead of adverbs; as, *Come quick* (= *quickly*). *Speak loud* (= *loudly*).

Sentence Analysis

Analyze the following sentences:

1. Many machines are made at Leeds.
2. In old times iron ore used to be smelted with charcoal.
3. One of the miners works very hard, while the other hardly works.
4. These workmen use the different machines for different purposes.

92. READING

A REPLY RELATING TO MARINE INSURANCE*

SHANGHAI,
October 27, 1930.

THE SHANGHAI COTTON
GOODS COMPANY,
SHANGHAI.

GENTLEMEN:

In accordance with your esteemed order dated the 26th inst.,† we have placed your insurance against all sea risks for the sum of \$7,000 on 20 bales of cotton marked 1 to 20, shipped per S.S. *China* from Tientsin to Shanghai. The premium is fifteen per cent.

* Review the letter printed under Section 84.

† Inst. = instant = the present month.

Policy is in course of preparation and will follow in a day or two. I am,

Yours very truly,

CHINA INSURANCE
COMPANY.

EXERCISE XXIII

Close your book and reproduce the letter given under Section 92.

LESSON XXIV

93. VOCABULARY

THE COMMERCE OF ENGLAND

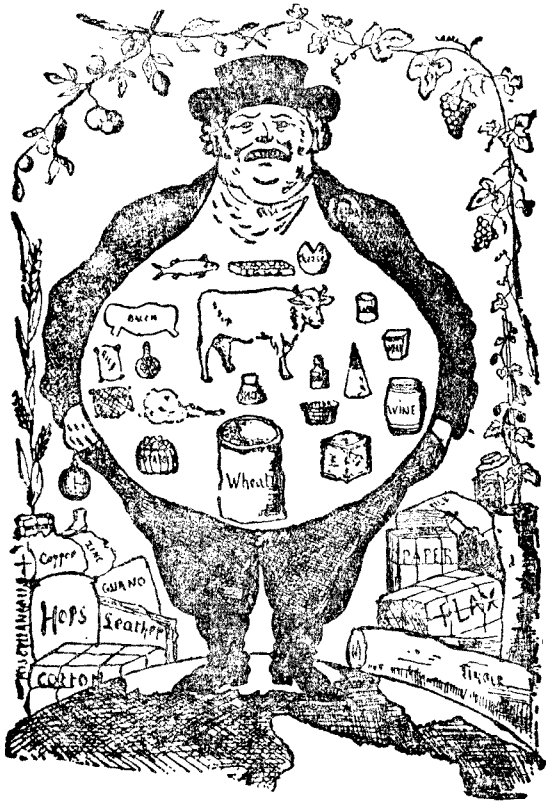
Do you know what commerce is? It is the exchange of goods. Hardly any country supplies its inhabitants with everything they need. England certainly does not. She wants a great deal from other countries. She must send her ships for the productions of other countries, and she must give in return her own productions.

The largest commercial towns of England are London, Liverpool, Bristol, and Hull.

Into these ports hundreds of ships are constantly bringing from all parts of the world good things, which England does not produce. They bring tea, coffee, sugar, and rice from Asia, and bales of cotton from America. Some bring silk, wine, oranges, and dried fruits from the south of Europe, while others bring gold from Australia and California, and silver from Mexico.

All goods that a country receives from foreign countries are called imports.

Things that a country sends to foreign countries are called exports. The principal exports of England are coal, iron, cotton goods, and woolen goods.



The Englishman and his trade

Word Study

a. *Idiomatic phrases to be remembered.*—In return; all parts of the world; bales of cotton.

b. *Synonyms.*—The idea of putting one thing in the place of another is common to both *change* and *exchange*. A teacher may *change* a book to teach; two boys *exchange* their books or their seats. The act of *changing* requires but one person; that of *exchanging* requires two: a person *changes* his things, but one person *exchanges* with another.

94. CONVERSATION

COMMERCE AND BUSINESS

A. What is commerce?

B. Buying and selling constitute commerce.

A. What is business?

B. Whatever we do in order to make money is called business. Commerce is therefore business, but not every business is commerce.

A. Is a printer a business man or a commercial man?

B. A printer is a business man, but not a commercial man.

A. What is a partner?

B. If I have not enough money to carry on my business alone, I let another person put his money into it, and he becomes my partner.

The business belongs to both of us, and we are joint owners. When a large number of persons become joint owners, a company is formed.

A. What do you call the person who transacts the company's business?

B. The manager is the person who transacts the company's business.

A. What do we buy and sell in commerce?

B. We buy and sell in commerce (1) natural products, (2) raw materials, and (3) manufactured articles.

A. What do you call the goods that are put on the market?

B. When goods are put on the market, they are called merchandise.

Word Study

a. *Idiomatic phrases to be remembered.*—To make money; joint owners; to transact the business of a company; natural products; raw materials; manufactured articles; to be put on the market.

b. *Synonyms.*—*Form* is an indefinite term. *Compose* and *constitute* are modes of *forming*. Things may be *formed* either by persons or things: they are *composed* and *constituted* only by suitable agents. Thus, we *form* a party, or four lines *form* a square; we *compose* a book; men *constitute* governments.

95. GRAMMAR

AUXILIARY VERBS

Auxiliary verbs aid in forming various tenses.

They may be divided into two groups:

1. **PRINCIPAL AUXILIARIES.**—These may be used not only as auxiliaries, but also as principal verbs. They have all the various verbal forms; they are: *to be, to have, to do.*

2. **DEFECTIVE AUXILIARIES.**—These can never be used as principal verbs, but must always be accompanied by an infinitive* of some other verb expressed or understood. They themselves lack the forms for the infinitive and the participle. The defective auxiliaries are: *shall, will, may, can, must, ought.*

Conjugation of Auxiliary Verbs

1. I am, you are, he is, she is, it is, we are, you are, they are.

2. I have, you have, he has, she has, it has, we have, you have, they have.

3. I do, you do, he does, she does, it does, we do, you do, they do.

4. I shall, you will, he will, she will, it will, we shall, you will, they will.

5. I may, you may, he may, she may, it may, we may, you may, they may.

* See Section 111.

6. I can, you can, he can, she can, it can, ~~we~~ can, you can, they can.

7. I must, you must, he must, she must, it must, we must, you must, they must.

8. I was, you were, he was, she was, it was, we were, you were, they were.

9. I had, you had, he had, she had, it had, we had, you had, they had.

10. I did, you did, he did, she did, it did, we did, you did, they did.

11. I should, you would, he would, she would, it would, we should, you would, they would.

12. I might, you might, he might, she might, it might, we might, you might, they might.

13. I could, you could, he could, she could, it could, we could, you could, they could.

14. I ought to, you ought to, he ought to, she ought to, it ought to, we ought to, you ought to, they ought to.

In the next lessons, under Sections 99 and 103, we shall tell of the use of the auxiliary verbs.

96. READING

PROTECTION OF NATIVE INDUSTRY*

How can we reduce the imports of foreign goods?

* The idea of these paragraphs, as well as those under Section 88, follows Dr. Sun's fourth lecture on "The Principle of People's Livelihood."

One way is to boycott foreign goods.

But we have several times boycotted foreign goods, and there was little result. Why?

“First of all,” says Dr. Sun Yat-sen, “we must have political power, in order to be able to protect our industries by ourselves.”*

A number of years ago, the industry of England occupied the highest position in the world. Many necessaries of the world were supplied by England. At that time the United States was yet an agricultural country. Small industries in America could not prosper at all. Afterwards the United States adopted the protective tariff, and a duty of fifty or one hundred per cent was levied on imports from England. On that account, the English goods became very costly, and they could no longer compete with American goods. Industries in America then prospered.

In order to develop the industry in China, we must follow the example of the United States by adopting a protective policy. Before we can do so, however, it is necessary “to abrogate all the unequal treaties and take back from

* This is a translation of the words: 先要有政治力量, 自己能
設法來保護工業。

foreigners the control of our customs" (Dr. Sun Yat-sen).^{*} Then we have freedom to regulate our customs tariff. Then we can at least make foreign goods equal in price with native goods. Then we can expect our people to buy native goods all the time.

EXERCISE XXIV

Write about ten sentences on "Why We Must Buy Native Goods All the Time."

LESSON XXV

97. VOCABULARY

QUALITIES OF A GOOD MERCHANT

One of my friends, who was the manager of a large company, **informs** me that he has decided to set up on his account.

My friend is experienced. He can gauge the rise and fall of the market. He is a diligent worker. I have noticed that he is always polite with his customers.

Besides, he is well educated and **knows** economics and commercial law. He can write letters in three or four languages, which he speaks very well.

^{*} The original words are: 打破一切不平等的條約, 收回外人管理的海關.

He is prudent, and yet he is enterprising. So I am certain that he will be successful in his business.

Word Study

a. Various positions in a commercial house.—Manager, accountant, clerk, cashier, storekeeper, money collector, salesman, traveler, and so on.

b. Idiomatic phrases to be remembered.—To set up on his account; to gauge the rise and fall of the market; to be successful in business.

98. CONVERSATION

INITIATIVE

(A Talk Between Two Friends)

C. What do you think is the most important quality for a successful business man?

D. We are told that it is character.

C. That's too vague. All of a man's qualities make up his character.

D. Well, out with it, please! What is the most important quality?

C. It's *initiative*.

D. H'm.* What's that?

* H'm = humph.

C. It's seeing what needs to be done and doing it without being told.

D. Who does that?

C. The Carnegies and the Rockefellers in America.

D. Is that their secret?

C. It certainly is. All successful men are men of initiative.

D. How about the men who do what needs to be done when they are told once?

C. They are the men of faithfulness and diligence. They never fail.

D. And what about the failures?

C. The crowd who don't do what ought to be done until they are told over and over again, or not even then, are always failures.

D. I believe you are right, and I agree with you.

Word Study

a. *Idiomatic phrases to be remembered.*—To make up; out with it; over again.

b. *Note.*—Andrew Carnegie (1837–1919) was the most successful steel manufacturer in America. John Davison Rockefeller (1839–1937) is the greatest American oil merchant. "The Carnegies and the Rockefellers" means *men who are as great and as successful as Carnegie and Rockefeller.*

99. GRAMMAR

USE OF THE AUXILIARY VERBS

Principal Auxiliaries

1. *To be*.—With the present participle, it is used for the progressive forms; with the past participle, it forms the passive voice.

For example:

I am speaking.	I am told.
You are speaking.	You are told.
He is speaking.	He is told.
We are speaking.	We are told.
You are speaking.	You are told.
They are speaking.	They are told.

2. *To have*.—With the past participle, it forms various tenses: present perfect and past perfect.

For example:

I have done it.	I had done it.
You have done it.	You had done it.
He has done it.	He had done it.
We have done it.	We had done it.
You have done it.	You had done it.
They have done it.	They had done it.

3. *To do*.—With the infinitive, it is used.

a. For questions; as, *Do you write French? Does he go? Did you see him?*

- b. for negations with *not*; as, *I do not write French. He does not go. I did not see him.*
- c. for emphatic statements; as, *I do write French. He does go. I did see him.*

Insert auxiliary verbs in the following blanks:

1. I —— studied.
2. He —— called back.
3. —— he meet you day before yesterday?
4. How long —— you been a teacher?
5. —— your sister go to school every day?
6. She went to school last year, but she —— not go this year.
7. —— you not writing a letter in German?
8. No; I —— never studied German.
9. We —— see them yesterday.
10. I went there before he —— gone.

100. READING

SAMPLES OF ADVERTISEMENTS FROM ENGLISH PAPERS

a. Situation Vacant

BOOKKEEPER wanted with complete knowledge of single and double entry and accounts current. Salary £14 a month to begin with. Apply, giving age

and references, to Messrs.* H
Wilson &† Co.,‡ 50 New Street.

Johnson & Co., 106 New Street,
want first-class salesman for hat
department. Salary £8 a month
and commission. Good refer-
ences required. Write, giving
age and experience, to address
above.

b. Situation Wanted

TRAVELER, energetic, good
appearance, working southern
countries, ten years in draperies
and woollens, desires to represent
first-class firm. X. Y. Z. office of
this paper.

YOUNG man, 25, speaking and
writing French and Spanish,
complete knowledge of leather
trade, first-class references, de-
sires situation in good firm;
would travel. A. Brown, 96
Westmoreland Street.

* Messrs. = messieurs.

† & = and.

‡ Co. = company.

EXERCISE XXV

Write an advertisement for your friend, who intends to be a bookkeeper of a good firm.

LESSON XXVI

101. VOCABULARY

POST OFFICE AND LETTERS

There is hardly any one more popular and more welcome than the postman or letter carrier. It is he who brings good and sometimes also bad news, going round from house to house and dropping the letters into the letter box affixed to the front door.

Letters and post cards are posted at the office or at one of the pillar boxes placed at the edge of the pavement.

There are two kinds of letters; namely, business letters and private letters.

Letters whose addresses cannot be found are called "dead letters." They are sent to the *Returned (or Dead) Letter Office*, where they are opened, returned to the sender if possible, or destroyed.

Parcels can be sent by parcel post. Money may be sent by postal order.

Word Study

a. Idiomatic phrases to be remembered.—To bring good (or bad) news; to go round from house to house; to be affixed to; parcel post; postal order.

b. Note.—There are many kinds of private letters, such as letters of thanks, letters of regret, letters of congratulation.

102. CONVERSATION

AT THE POST OFFICE

Mr. Wang. Here is my card. Are there any letters for me?

Clerk. There are two, one is registered. Have you any paper by which to identify yourself?

Mr. W. Yes, here is my passport.

Clerk. Sign your name here, on this paper, please.

Mr. W. Where can I get some postage stamps?

Clerk. Next window.

Mr. W. (at the other window). What is the postage for a letter to China?

Clerk. Threepence the first ounce.

Mr. W. Give me ten 2d. stamps, please. Where can I find a public call room? I wish to telephone a friend.

Clerk. Across the way, right opposite.

Word Study

a. Idiomatic phrases to be remembered.—To identify (*one's self*) by (something); one penny the ounce; across the way; right opposite.

b. Note.—There are a great many public call rooms (or offices) in London; the fee for each conversation of three minutes is not much.

103. GRAMMAR

DEFECTIVE AUXILIARIES

May, can, will, shall, must, could, would, should, and ought, are called defective verbs. They are so called because *may, can, will,* and *shall,* have only two tense forms (the present and the past), and *must* and *ought* have only one tense form (the present). They are incomplete in their conjugation.

In combination with other verbs, *may* and *can* occur in four tenses:

<i>Present</i>	I <i>may</i> call (<i>can</i> call), etc.
<i>Past</i>	I <i>might</i> call (<i>could</i> call), etc.
<i>Present Perfect</i>	I <i>may</i> have called (<i>can</i> have called), etc.
<i>Past Perfect</i>	I <i>might</i> have called (<i>could</i> have called), etc.

Shall and *will* occur in the following tense forms:

<i>Future</i>	I <i>shall</i> call (<i>will</i> call), etc.
<i>Past</i>	I <i>should</i> call (<i>would</i> call), etc.
<i>Future Perfect</i>	I <i>shall have</i> called (<i>will have</i> called), etc.
<i>Past Perfect</i>	I <i>should have</i> called (<i>would have</i> called), etc.

The tense forms in which these auxiliaries are used indicate time in a rather indefinite way. *I may call* means either in present or in future time. *I might call*, although a form of the past tense, indicates rather a possible but doubtful action in the present. *I should call* indicates either doubt or obligation in the present tense, though the form is that of the past tense. *He would call* often indicates possibility and doubt, rather than past tense. *He could call* indicates a past action definitely and also a possible or doubtful action in the present time.

Must and *ought* have only the present tense. But both may also look toward future action; as, *I ought to go to-morrow; in fact, I must go*. But they may be used in verb groups that express past action; as, *He must have gone. He ought to have gone*.

The use of *shall* and *will* will be taken up again under Section 107.

104. READING

A LETTER OF APPLICATION

71 WESTMORELAND ROAD,
LONDON,
May 24, 1923.

MESSRS. H. ROBINSON & Co.
50 NEW STREET,
LONDON.

GENTLEMEN:

With reference to your advertisement in to-day's paper, I beg to offer my services as bookkeeper. For six years I have kept the books of a firm in this locality, and can furnish you with the best possible references.

Hoping for the favor of a personal interview, I beg to be,

Yours obediently,
WILLIAM BROWN.

EXERCISE XXVI

Answer the following advertisement that appeared in a Shanghai newspaper:

WANTED, Competent Male Stenotypist, who has knowledge of office work and willing to go to Nanking. Address Box No. 1261.

LESSON XXVII

105. VOCABULARY

TELEGRAMS AND THE TELEPHONE

It frequently happens that messages must be sent in great haste. Not only in business is this necessary, but also in one's own family. The safe ending of a journey or congratulation to friends is a thing of sufficient importance to be sent by telegraph.

A message sent by telegraph is called a telegram. The telegraph acts by means of electricity passing through copper wires. In 1896, an Italian invented an electric apparatus for sending messages by means of wireless telegraphy.

The telephone is another apparatus by means of which messages can be sent quickly. Just as we can write by telegraph, we can speak by the telephone. In New York and London, just as in the large cities in China, there are a great number of public call rooms, or offices.

Word Study

a. *Idiomatic phrases to be remembered.*—In great haste; not only . . . , but also . . . ; to be going through a wire; to write by telegraph; to speak by the telephone.

b. *Note.*—Remember these words: *telegram, telegraph, telegraphy, telephone.* Try to use them in sentences.

106. CONVERSATION

AT THE TELEPHONE

(Between Two Englishmen.)

Mr. Allen. Hello! Give me number 604 (=six nought four), please. Hello! 604! Are you there?

(—). Yes, whom do you want?

Mr. A. I should like to speak to Mr. Wilson.

Mr. Wilson. I am Mr. Wilson. Who is there?

Mr. A. Oh, it's you! I didn't recognize your voice. I am Mr. Allen.

Mr. W. Well, I am glad to see you, I mean to *hear* you; how do you do?

Mr. A. Very well, thank you, but rather tired. I say, Mr. Wilson, I have got your registered letter.

Mr. W. Well, what is your opinion about it?

Mr. A. I am sorry to hear such bad news. I have a great deal to tell you. I shall try to finish my business here to-day and be with you to-morrow afternoon. Mr. Blackson told you that

I promised to sell him the goods on six months' credit. I never told him anything like that. It is entirely false. You must not believe him. I doubt his being honest.

Mr. W. You are right. He can't be relied upon.

Mr. A. We are wrong in having anything to do with such an unreliable person. That's all for to-day. I'll see you to-morrow. Good-by.

Mr. W. Good-by.

Word Study

a. Expressions used in telephoning.—Give me number ——. Are you there? Whom do you want? Who is there? It's you!

b. Idiomatic phrases to be remembered.—(*One's*) opinion about (*a thing*); on credit; to doubt (*one's*) being honest; to have anything to do with (*a person*).

107. GRAMMAR

SHALL AND WILL

Shall and *will* are to be distinguished in their use. If the speaker intends simply to express futurity, he uses *shall* in the first person, and in the second and third persons he uses *will*; for example, *I shall go, you will go, he will go*. If the speaker wishes to express determination, he uses *will* in

the first person. In the second and third persons he expresses determination by *shall*; for example, *I will go, you shall go, he shall go. I will go* in the first person expresses also a promise.

When we ask a question, we use the auxiliary that would be used in the answer: *Shall you go? We shall, if we can. Will you go with me? Yes, I will.*

The distinction between *should* and *would* are the same as those between *shall* and *will*. Simple futurity is expressed by *I should, you would, he would*, etc. The speaker's determination is expressed by *I would, you should, he should*, etc.

Should and *would* have some additional uses. *Should* is sometimes used in the sense of *ought*; as, *He should obey his father.* *Would* is used (1) to express a wish and (2) to express habitual action. *Would that he were here!* (=I wish that he were here). *He would fall asleep after dinner.*

Fill the blanks in the first six sentences with *shall* or *will* and in the rest with *should* or *would*:

1. I — be hungry after the walk.
2. I — finish it before I go out.
3. We — help you with your problems in arithmetic.
4. — I open the door?
5. I promise that I — do it.

6. I — be glad to see you, and I hope that you —
 come early.
7. Children — go to school every day.
8. If it — rain, that boat — not start.
9. — you go if I send a carriage?
10. — that my father were living!

108. READING

TELEGRAMS

Telegrams must be written in as few words as possible, for we pay according to the number of words. In foreign countries, only ten words are allowed for an ordinary message; one must pay extra for more than ten words. But it is not always easy to make ten words clear.

Writing telegrams is a very valuable exercise. It teaches one to be brief, and yet to be clear.

Below are three rules that tell how to write a good telegram:

1. Use as many nouns and as many verbs as possible, and very few other parts of speech.
2. Use almost no adjectives or adverbs, and avoid all pronouns.

3. Omit prepositions and conjunctions wherever possible.

The following telegram contains only ten words:

Arrived twelve to-night. All well at home. Letter will follow.

This is entirely clear. Can you fill it out as it would be spoken?

EXERCISE XXVII

Write the following telegram:

A friend is coming through your city. He telegraphs you the time his train will arrive and asks you to meet him at the station.

LESSON XXVIII

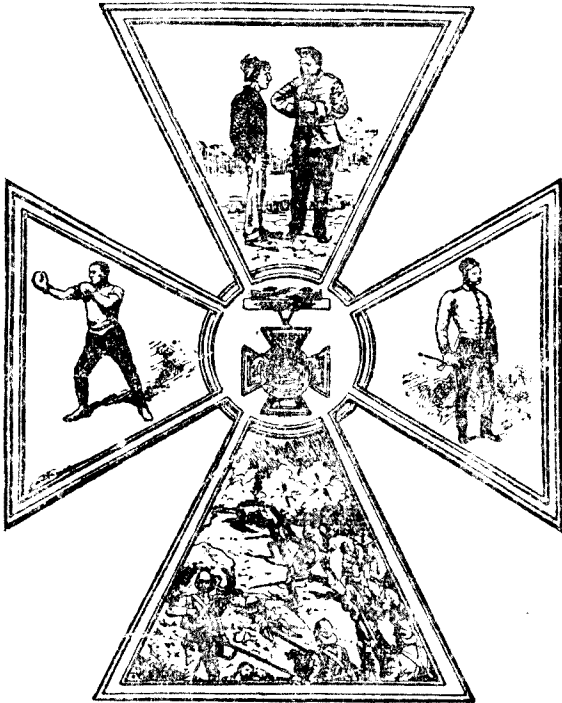
109. VOCABULARY

THE ARMY OF GREAT BRITAIN

The service in the British army is voluntary. Young men who are willing may serve in the regular army for a definite number of years. In London, recruiting sergeants are always on the lookout for such young men.

Every British soldier, even the raw recruit, receives good pay. He also gets bread and meat each day. When he proves a good soldier, he

can rise to the rank of a sergeant major, and then his daily pay is better.



British soldiers

A sergeant major is the highest noncommissioned officer. The commissioned officers are very well paid and are addressed as "Sir." The commander in chief is, as a rule, a field marshal.

Before the Great War in Europe, Great Britain was not very high in the list of armies

of the world. But with the recruiting of men, both at home and in the colonies she became one of the greatest military powers. When the war ended, the army reverted to something like its former standard.

Word Study

a. Idiomatic phrases to be remembered.—For a definite number of years; on the lookout; both at home and in the colonies; to revert to its former standard.

b. Antonyms.—The opposite of *voluntary* is *compulsory*.

110. CONVERSATION

BRITISH SOLDIERS

A. Is military service in Great Britain voluntary?

B. It's voluntary, as a rule. Lads from the country and young men from the poorer classes or out of work are picked up in the street by recruiting sergeants. In 1917, when the European war was going on, compulsory military service or conscription was regarded as necessary. That was a war measure, of course.

A. How do the recruiting sergeants pick them up?

B. Oh, they induce them by the words. If the young man listens favorably, the recruiting

officer gives him the "king's shilling," stands him a drink, and takes him to the barracks.

A. Excuse me; what do you mean by "stands him"?

B. "Stands him" means "pays for the drink offered him." When he is taken to the barracks, he has to be examined by the doctors and officers before he is accepted.

A. What kind of clothes do they give him?

B. They give him uniform and fatigue dress. They also give him arms (rifle and bayonet).

A. What kind of food does he have?

B. His food is substantial—beef and pudding.

A. Does he live in a comfortable place?

B. Oh, yes, he lives in comfortable quarters.

Word Study

a. *Idiomatic phrases to be remembered.*—Military service; out of work; to pick up; to stand (*one*) a drink.

b. *Note.*—A *lad* is a young fellow. *Quarters* (plural) means *place*.

III. GRAMMAR

THE INFINITIVE

The infinitive is a verb form that expresses the action in an unlimited way. That is, it is not limited by number and person.

The infinitive usually has before it the preposition *to*, which is called its sign; for example, *to do*, *to have done*, *to be done*, *to have been done*.

But the *to* is also in a great many cases omitted:

a. After the auxiliary verbs; as, *do* (*did*), *will* (*would*), *shall* (*should*), *may* (*might*), *can* (*could*), and *must*. *Ought* requires the *to*.

b. After a few other verbs, either usually or optionally. Such are *dare*, *help*, *need*; for example, *He dared not leave the place. He did not dare to leave it. I help you work. I help you to work. He need not trouble himself. It needs to be done with care.*

c. After *see*, *hear*, *feel*, *let*, *make*, *bid*; for example, *I saw him do it. I heard them say. I feel the cold air strike against my face. I let it go. They made me do it. I bid them do it.* In the passive, however, the *to* is used; as, *He was seen to go. He was made to sing.*

There are four forms of the infinitive:

	<i>Active</i>	<i>Passive</i>
<i>Present</i>	to see	to be seen
<i>Perfect</i>	to have seen	to have been seen

The infinitive may be used (a) as a noun; (b) as an adjective; (c) as an adverb.

a. As a noun: *To fight* for their own country is the duty of the soldiers.

The soldiers like *to fight*.

b. As an adjective: They have other work *to do*.

c. As an adverb: The soldiers are willing *to fight* for their own country.

Sentence Analysis

Analyze the following sentences:

1. To make money is a difficult thing.
2. Many young men are willing to join the army.
3. I have much to do.

112. READING

THE NOBLE THREE HUNDRED

Part I*

In the south of Europe, there is a very small country called Greece. At present it is of no importance. Two thousand years ago, and before that, it was the home of a noble race of men. They built splendid cities and wrote beautiful and useful books of all kinds.

The strongest feeling that this race of men had was love of their native land.

Once their land was attacked by the king of Persia. He went from Asia, with thousands and thousands of soldiers. It seemed as if he would easily overrun so small a country as Greece was.

The only road by which the Persians could enter Greece from the north was one very narrow pass called Thermopylae. If they could be

* Part II of this story will be printed under Section 116.

stopped there for a time, all the states of Greece might have time to get ready for defense.

Leonidas, king of Sparta, was chosen for the post. He had with him only three hundred men. They knew that the Persian army was coming upon them, but the pass was so narrow that a few brave men could defend it against a host.

EXERCISE XXVIII

Write a short composition of more than ten sentences on "A Brave Chinese Soldier."

LESSON XXIX

113. VOCABULARY

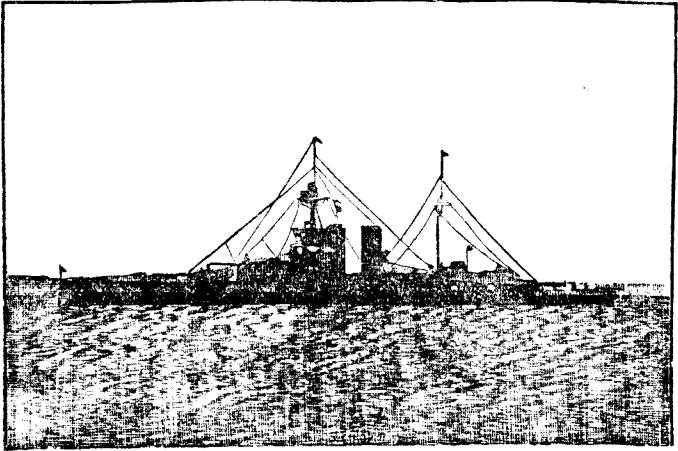
THE BRITISH NAVY

In order to protect their countries' merchant ships and to maintain their colonial possessions all the Great Powers in the world have large navies.

The British navy is very great and powerful. It comprises numerous vessels. Four or five vessels form a division; several divisions make a squadron; several squadrons, a fleet.

To her navy Great Britain owes her wealth and her colonial possessions. The recruitment is voluntary, as in the army. The pay is also good.

On every man-of-war, or warship, there are officers and a crew. There are also stokers, carpenters, blacksmiths, etc.



A British man-of-war.

It has been reported in the Chinese newspapers that China is going to make her navy more powerful. She is going to build more warships. We are sure that China does this for the purpose of better protection.

Word Study

a. *Idiomatic phrases to be remembered.*—Great powers; to owe to.

b. *Note.*—The plural of *man-of-war* is *men-of-war*.

114. CONVERSATION

IMPERIALISM AND UNEQUAL
TREATIES

A. Why must England and many other countries of the world have such large navies?

B. England and many other countries of the world have large navies to protect them, and for their standing in the world of nations. Sometimes, however, they have used them to carry out their imperialism.

A. What do you mean by imperialism?

B. Imperialism, to be brief, means *getting more colonies*. China has suffered a great deal under foreign imperialism, and it must be destroyed within the shortest time possible.

A. By whom? by China and the Chinese?

B. Yes, of course.

A. Are we strong enough to do that?

B. I should say so.

A. What is the first step to destroy imperialism?

B. The first step to destroy imperialism is to abrogate all unequal treaties. According to Dr. Sun's will, this is one of the first things for us to do.

A. Can we make the great powers consent to have the unequal treaties abrogated, and by peaceful means?

B. Some probably will, but not all.

A. If all the unequal treaties are abrogated, what good does China get?

B. Oh, a lot of good; for example, freedom to regulate our customs tariff.*

A. Is there any other good that China may gain after the unequal treaties are abrogated?

B. Well, she may get back all the territories she has lost, and she may control those railways which are now in the hands of foreigners.

Word Study

a. *Idiomatic phrases to be remembered.*—To be brief; within the shortest time possible; by peaceful means; a lot of; in the hands of.

b. *Two important slogans.*—Away with unequal treaties (廢除不平等條約)! Down with imperialism (打倒帝國主義)!

115. GRAMMAR

THE PARTICIPLES

Certain words that partake of the nature of verbs and adjectives are called participles.

There are present participles and past participles.

The present participle is formed by adding -ing to the present tense of the verb. It expresses an incomplete action. When the verb is transitive, the participle may take an object.

* Review Section 96.

The present participle has a passive form in transitive verbs; as, *being seen*, *being heard*, *being fought*.

The past participle in the regular verbs is the same as the past tense. In irregular verbs the past participle may or may not be the same as the past tense.

The past participle expresses completed action.

a. Examples of the use of present participles:

1. I saw a man *walking* in the garden.
2. He is always *obliging* with his customers.
3. He ran about *shouting* all the time.
4. The windows *being* shut, it was hot in the room.
5. *Having* money does not mean happiness.

b. Examples of the use of past participles:

1. He is *loved* by all.
2. Being *feared* is better than being *pitied*.
3. He will be *elected* next year.
4. That young man is well *educated*.
5. He has *studied* law for several years.

Sentence Analysis

Analyze the following sentences:

1. Gold being cheap, he bought some.
2. Being loved is better than being feared.

116. READING

THE NOBLE THREE HUNDRED

Part II*

Troop after troop of the Persian king came on, only to be driven back by the Spartans. But at last a traitor stole into the camp of the Persians and offered to show them another road to get into Greece, if they would pay him well. His offer was accepted, and he led a troop of Persians over the hills to get at the back of Leonidas and his men.

In the early morning, when the air was still, the Spartans heard the tramp of the enemy coming down the hill. They knew that all was lost, but Spartan soldiers never fled from their post. They were ever ready to fight or to die.

Soon Leonidas fell, but his men fought bravely, until not one was left alive. The pass was lost, but Leonidas and his noble three hundred had not died in vain. They showed the Persians how bravely the Greeks could fight for their native land.

While they fought, the other Greeks were arranging their defense so well that at last they drove all the Persians out of Greece.

* Review Section 112.

EXERCISE XXIX

Translate the following story into Chinese:

A MOTHER AND HER CHILDREN

In a certain country a mother had three sons. All of them were soldiers. The first was reported slain. She smiled and said, "It is good. I am happy." The second lay dead upon the field. She smiled again and said, "I am still happy." The third gave up his life, and they said to her, "At last you weep!" "Yes," she said, "but it is because I have no more sons to give to my beloved country!"

LESSON XXX

117. VOCABULARY

THE VARIOUS CALLINGS

Not every one can be a prince, and not every one is born a millionaire. The majority of people has to follow a certain calling in order to make their living.

In England there are preachers, lawyers, teachers, engineers, manufacturers, merchants, and so on. And then there are numbers of officials, high and low, in the army and in the navy and in the government.



English trades and professions

Among this large number of callings, several may be classed under two special heads: they are either “professions” or “trades.”

The professions include men and women who have gone in for a regular training to fit themselves for their special work. Doctors, judges and lawyers, teachers, engineers, artists, actors—all these are “professional men.”

The trades include all industrial, mechanical, and commercial occupations. The manufacturer, the workman, the goldsmith, the blacksmith, the carpenter, the mason, and so on, are said to be in trade.

Word Study

a. Idiomatic phrases to be remembered.—The majority of people; to follow a certain calling; to make (*one's*) living; to be classed under (*number*) heads; to have gone in for a regular training; to be in trade.

b. Note.—Certain endings often indicate gender of nouns; as, *actor*, *actress*.

118. CONVERSATION

THE CHOICE OF A PROFESSION

A. I want your advice on a matter of great importance to me.

B. Well, what is it?

A. You know that I study, don't you? But, no doubt, you have noticed that it is in a way without any fixed idea of what my future is to be.

B. Ah, that is a pity. The race for life is so hurried nowadays that unless one begins young and works steadily one soon finds one's self behind the times.

A. But what shall I be?

B. Well, have you no choice of a profession?

A. I should like to be a doctor, but I nearly faint at the sight of blood.

B. Well, before seeing any blood, you have to pass a good many examinations. Walking the hospitals is the last part of the medical course, before taking your degree.

A. Yes, it comes last.

B. Medicine is a very noble profession. If I were you, I should prefer it to law.

A. I should rather like to be an officer.

B. A naval officer?

A. No, an army officer.

B. Would you like to be an engineer?

A. I fear I am not clever enough in mathematics.

B. Well, you must not lose time.

Word Study

a. *Idiomatic phrases to be remembered.*—A matter of great importance; no doubt; race for life; behind the times; to faint at; at the sight of blood; to take one's degree; to prefer (*one thing*) to (*another*); not to lose time.

b. *Synonyms.*—A medical man gives *advice* to his patients. A father gives *instructions* to his son. *Advice* should be prudent; *instructions*, clear.

119. GRAMMAR

PREPOSITIONS

In colloquial style, prepositions are often separated from the interrogative or relative pronouns or adverbs to which they refer; for example, *Whom were you talking to? What did you come for? Where is he from? You don't know what you are talking about. What are you looking at?*

The preposition *to* in colloquial style is used as part of an infinitive which is omitted; as,

Why don't you pay? I am not obliged to (pay). Come in! I don't want to (come in). Should you like to go to the theater? I should like to (go).

The choice of prepositions depends on the meaning to be expressed. "I am tired of standing" means *I don't wish to stand any longer*; "I am tired from standing" means *Standing has made me tired*.

It is worth while to remember the idiomatic use of the following prepositions:

to laugh <i>at</i>	to think <i>of</i>
to care <i>for</i>	to go <i>for</i>
to take care <i>of</i>	to come <i>for</i>
to rely <i>on</i>	to wait <i>for</i>
to depend <i>on</i>	to thank <i>for</i>
to be rich <i>in</i>	to send <i>for</i>
to be glad <i>of</i>	to speak <i>of</i>
to differ <i>from</i>	to be angry <i>at</i> a person
to read <i>about</i>	to be angry <i>with</i> a thing
to be sorry <i>for</i>	to agree <i>with</i> a person
to be ill <i>with</i>	to agree <i>to</i> a thing

120. READING

A MAN OF MANY TRADES

There was once a new boarder in a boarding house. The other boarders asked him what his profession was.

"I sometimes dress gentlemen's and ladies' hair," he answered.

"You are a hairdresser?"

"I am not, I sometimes brush clothes."

"You are a servant?"

"No, I make coats, waistcoats, and trousers."

"I see, you are a tailor."

"I am not, I make boots and shoes."

"A shoemaker, then?"

"I am not a shoemaker, I earn my bread by making faces."

And the new boarder made such faces as soon as he had said this, that everybody laughed and said at once, "You are a comedian."

"You are wrong again; all that I said is true, I am a portrait painter."

EXERCISE XXX

Write a letter to your father or to a friend of yours, telling him what you wish to be.

LESSON XXXI

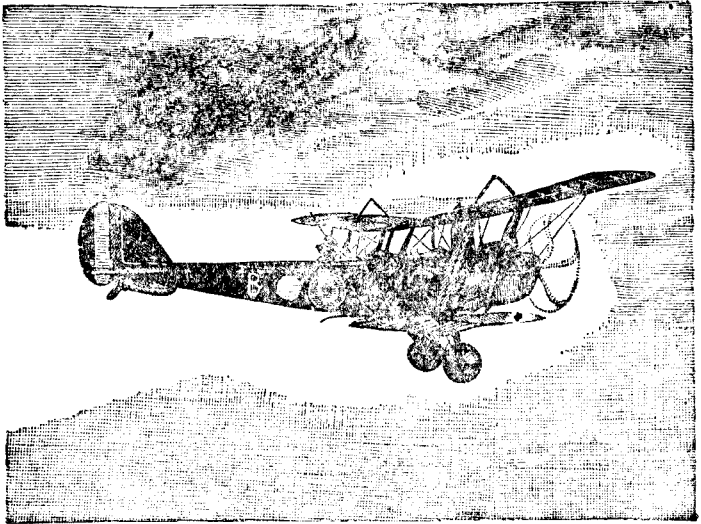
121. VOCABULARY

THE MODERN AÉROPLANE

The aéroplane is the most wonderful invention of the twentieth century.

The first aëroplane was invented about 1885. It was run by steam, and was so heavy that it could not fly.

The next kind of aëroplane was the glider. This was an improvement over the first. To



An aëroplane

help make this machine perfect, many governments in Europe and America spent large sums of money, and many airmen, or aviators, lost their lives in trying to work it.

Electricity was next tried as a motor power. That was also unsuccessful.

At last, a gasoline engine was placed to make the machine go. There is a rudder at the rear and elevating planes in front.

In 1914, the aëroplane became quite perfect. It was much used in the Great War in Europe (1914–1918).

Aëroplanes are very expensive. Some cost one or two million dollars apiece. They can go more than a mile a minute.

Word Study

a. Idiomatic phrases to be remembered.—The twentieth century; to run by steam; an improvement over the first; at the rear.

b. Note.—Other names for *aëroplane* are *airship* and *airplane*.

122. CONVERSATION

SCIENCE AND EXPERIMENT

(A Talk Between Two Young Friends)

A. Do you believe that we may talk with spirits?

B. No, I doubt it. It's very improbable that a man having once died will come back to talk with his former companions.

A. But a friend of mine told me the other day that he had actually seen something of the sort.

B. Who is your friend?

A. You don't know him. His name is Ting.

B. Don't believe him. Young men like us should be practical; we should study the sciences.

A. What are the more important sciences?

B. They are physics, chemistry, botany, and psychology.

A. What is psychology?

B. Psychology is the science of the mind.

A. Are you sure that all sciences are useful?

B. Yes, everybody is sure of that. True science is useful everywhere and at all times.

A. What is the first thing to learn in science?

B. That first thing to learn is experiment.

A. What is an experiment?

B. Experiment means *test*. Let me make it clear by an example. See, here's a piece of wood. I throw it into the water. It floats, and I know it is lighter than water. Now I add weight to it. I want to make it sink. I throw it into the water again. You see it sinks. This

is an experiment of the simplest kind.

A. This is very interesting. I think I am beginning to like science.

B. I am glad that you say so.

Word Study

a. *Idiomatic phrases to be remembered.*—Something of the sort; science of the mind; by the way; to make (*one thing*) clear by (*another thing*); an experiment of the simplest kind.

b. *Synonyms.*—Knowledge means *whatever one knows* (facts, persons, etc.). Science means *systematic knowledge*.

c. *A few names of sciences.*—Astronomy, biology, economics, geology, physiology, zoölogy, etc.

123. GRAMMAR

MOOD OF VERBS

Mood shows the manner in which the action is expressed.

There are three moods: the indicative, the imperative, and the subjunctive.

When we make an assertion definitely or ask a question, we use the verb in the indicative mood. When we give a command or make a

request, we use the imperative mood. When a condition or a wish is expressed, we have the subjunctive mood.

For example:

- | | |
|---|-----------------|
| 1. You <i>are</i> a student. | } (Indicative) |
| 2. Do you <i>believe</i> in spirits? | |
| 3. Let us go to school. | } (Imperative) |
| 4. Take your books with you. | |
| 5. I wish that you <i>would</i> go with me. | } (Subjunctive) |
| 6. If I <i>were</i> you, I should go. | |

Use of the Subjunctive

The subjunctive present has the same forms as the past tense, but *were* must be used instead of *was*.

The subjunctive is used (1) for wishing; as, I *wish* (that) *he would come*. Oh! *if we only had money!* *Would* (=I *wish*) *that he were living!* and (2) for a condition implying doubt, with *should*, *would*, *could*, and *might* in the principal clause expressing the consequence; as, *If he were rich, he could spend more money.* *If I ran, I might fall.* *If you could pay, I should be glad.* *If you did it now, it would save time.*

The above, though in the form of the past, expresses the present. In order to express the

past, the past perfect has to be used; for example, *I wish (that) he had come. Oh! if we only had had money! Would that he had been living! If he had been rich, he would have spent more money. If I had run, I might have fallen. If you could have paid, I should have been glad. If you had done it, you would have saved time.*

To express a condition assumed as a fact, the indicative is used; as, *If he is rich, he can spend more money.*

The conjunction *if* may be omitted, and the sentence may begin with *had, were, or should* with the subject placed after it; as, *Had he money, he could spend more. Were he rich, he could spend more. Should he pay me, I could go.*

124. READING

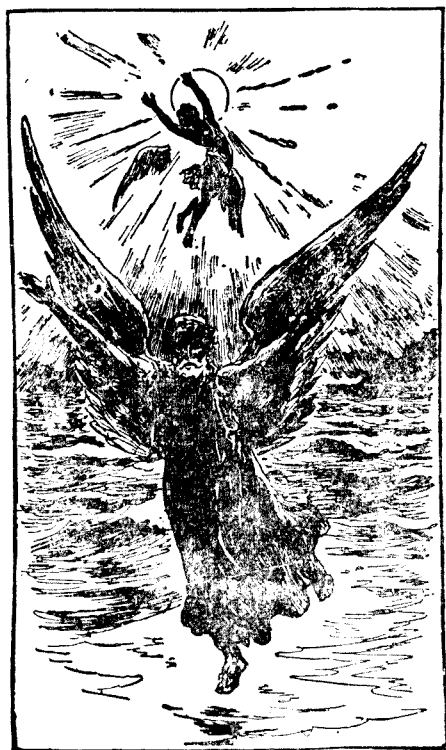
DÆDALUS AND HIS SON

Long long ago, before the aëroplane was invented, men thought of providing themselves with wings, so that they might fly. Indeed, the invention of the aëroplane may be said to have come from such an idea.

In ancient Greece, there was a man who, it is said, actually put wings on himself and his son and flew through the air.

That man was Dædalus. He was very clever at making things by hand. He made many beautiful and useful things. For this reason he became known far and wide.

At one time he lived in the island of Crete. While there, he got into great trouble. He helped the enemy of a king. He and his son were put into prison.



Dædalus and his son

Seeing no way of escape, Dædalus made, out of feathers, wings for his son and himself. He fastened them on with wax, and after having warned his son not to go too near the sun, they flew away.

All went on very well at first. But the boy, being so happy, forgot all his father's warning, and flew higher and higher. The heat of the sun soon softened and melted the wax on his wings. Off they came, and down the lad dropped into the sea.

Dædalus arrived at a certain city at last, and was kindly received by the king.

This story may be untrue. But it is interesting—as interesting as the story of the inventors of the modern airship.

EXERCISE XXXI

Write a short composition on "The First Airship I Ever Saw."

LESSON XXXII

125. VOCABULARY

THE ENGLISH GOVERNMENT

Unlike China, Great Britain is not a republic. The form of government of England is a constitutional monarchy.

The government of England consists of a king and the parliament.

At the head of the government is the king, to whom the greatest part of executive work is intrusted. He may do much for the good of the people if he is really an able man. If he is weak, he is then simply a figurehead.

The king of England, however, does not rule alone, nor can he rule as he pleases. He performs his work of the government at the advice of the cabinet and through the ministers.

The power of making laws and of changing those already made is given to the parliament. The parliament is composed of two houses—the House of Lords and the House of Commons.

The House of Lords consists of churchmen and noblemen. The House of Commons is elected by the people. In theory, the House of Commons is equal with the House of Lords, but in reality its power is much greater.

Word Study

a. Idiomatic phrases to be remembered.—Form of government; at the head of; to do much for the good of; as he pleases; at the advice of; in theory; in reality.

b. Note.—The National Government of the Republic of China is composed of five *yuan*: the Executive Yuan, the Legislative Yuan, the Judicial Yuan, the Examination Yuan,

and the Control Yuan. Our government conducts affairs through the State Council, and the president of the National Government is the chairman of the State Council. Review Sections 125, 126, Book II.

126. CONVERSATION

THE ENGLISH

A. Is it true that the English are a selfish race?

B. I think it is true of most races, don't you?

A. Yes, but the English are more selfish than any other race.

B. They are perhaps a little narrow-minded, owing to their insular position.

A. But they are such great travelers; it is strange that they do not change a little bit in contact with other races. I repeat they are entirely selfish.

B. I should say they are egoists or egotists, but not selfish.

A. And what is the difference?

B. I will tell you; egoism is too much love of one's self; egotism (with a *t*), too much use of the pronoun "I;" selfishness is wholly void of regard for others. A certain English writer

has written a novel called "The Egoist." It might have been called "The Egotist," because the hero was not a selfish man.

A. You make a distinction without a difference!

B. Well, are you selfish?

A. No, I am not selfish.

B. Are you an egoist?

A. Everybody is more or less of an egoist.

B. Ah, you see!

A. But I do not exalt myself.

B. Then you are not an egotist.

Word Study

a. *Idiomatic phrases to be remembered.*—Owing to; to be in contact with; to be void of; to make a distinction without a difference.

b. *Synonyms.*—*Difference* lies in the thing; *distinction* is the act of the person. We have *differences* in character, and *distinctions* in dress.

127. GRAMMAR

COÖRDINATE AND SUBORDINATE CONJUNCTIONS

Conjunctions are used to connect words, phrases, and clauses in sentences. But they do

not merely connect these elements; they indicate the nature of the relation between the ideas that they connect. Thus, if we say

Give me an apple *and* a pear,

we mean something quite different from

Give me an apple *or* a pear.

If we say,

Mary will come *and* Alice will stay;

it means a different thing from

Mary will come *if* Alice will stay.

From this we know that there are two kinds of conjunctions. They are **coördinate conjunctions** and **subordinate conjunctions**.

A few of the coördinate conjunctions are *and, but, or, nor*. Two clauses united by one of these conjunctions form a compound sentence.

The most common subordinate conjunctions are *though, because, if, as if, unless, than, so that, when, where, while*. The subordinate conjunctions connect subordinate clauses with the clauses on which they depend.

Fill the first five of the following blanks with coördinate conjunctions and the rest with subordinate conjunctions:

1. James — Tom are both at school.
2. He is poor, — he is honest.
3. He will not go, — can he go.
4. The sun rose clear, — the day was fine.
5. The sun rose clear, — the sky was cloudy at noon.
6. He is honest, — he is poor.
7. He cannot go out, — it rains.
8. Tell us, please, — you are going.
9. No one can do this better — we can.
10. He will not go, — he has no time.

128. PUNCTUATION

RULES ON PUNCTUATION

The Comma (,)

Insert a comma after each slightest break of connection in the grammatical construction of a clause or sentence, and before a short quotation; as, *He has a book, a pen, and a sheet of paper.*

The Semicolon (;)

A semicolon should be used after a clause when the break in sense is not sufficient for a period; as, *His English is very good; he writes very well.*

The Colon (:)

A colon should be used before a statement of particulars, or a quotation of a long sentence or a number of sentences; as, *Two things make you poor: idleness and ignorance. He said: Honesty is the best policy.*

The Period (.)

Use a period at the end of every sentence that is not a question or an exclamation; as, *Come at once. I obey you.*

Use a period after every abbreviation, and after every contraction that is not written with an apostrophe; as, *p. m., Mr.*

The Interrogation Mark (?) and the Exclamation Point (!)

Every complete question should have an interrogation mark after it; as, *Can you come?*

Every exclamatory expression should be followed by an exclamation point; as, *Alas, he is no more!*

Parentheses ()

A word, a phrase, a clause, or a sentence inserted where it has no connection in sense or construction, as for explanation or any similar purpose, should be inclosed within marks of parenthesis; as, *That year (1911) was a great one.*

The Apostrophe (')

Use an apostrophe in place of letters omitted within a word; as, *won't, can't, isn't.*

An apostrophe and an *s* show the singular possessive, and an apostrophe alone the regular plural possessive; as, *a man's book, the boys' books.*

Quotation Marks (" ")

A direct quotation has two apostrophes at the end; as, *Our teacher said, "Remember these rules."*

EXERCISE XXXII

Write a composition on "The Chinese, the American and the English Government."

APPENDIX I

MATERIALS FOR DIALOGUES

1. *How to Introduce Questions*

Do you know what . . . ?

I'm not quite sure about it, but I'll see.

Will (*or* Would) you give me the words for . . . ?

With pleasure.

What is meant by . . . ?

That means. . . .

What do you call . . . ?

I'm afraid I've forgotten.

Are you (not) of (the) opinion that . . . ?

I have no opinion at all on the matter (*or* on **that** subject).

Don't you think we shall . . . ?

That depends on circumstances.

If I remember rightly, the English . . . ; is that really so?

I feel inclined to doubt it, but (still) it may be so (*or* true).

Do you remember what . . . ?

As far as I know

2. *How to Introduce a Request*

May I trouble you to tell me the different parts of a coat?

No trouble at all.

Be so kind as to (*or* Be good enough to) tell me. . . .

I'll do my best, but I fear I shall not be able to.

Tell me, (if you) please, what you know about (*or* of). . . .

I am sorry to say, I am rather ignorant upon that subject.

I should feel much (*or* greatly, exceedingly) obliged if you would tell me. . . .

Well, I would if I could, but I'm afraid I've forgotten.

I should like to know. . . .

Sorry, I can't tell you.

You might give me some details about . . . ; will you?

All right. I'll do what I can to satisfy you.

That won't do for me; explain yourself.

Well, you know. . . . ; do you see now?

3. *The Speaker Wishes to Clear Up a Doubt*

Have you understood (what I've said)? Wait a minute, I'll say the question over again for you. I asked (*or* was asking) you if (*or* what) . . . Well, now you will (*or* you ought to) have understood; have you? Pay attention! The question is rather long!

I beg your pardon. I have not caught what you said; may I ask you to repeat? You speak rather too quickly (*or* fast) for me; kindly speak more slowly. No, I do not yet know what you mean; would you mind repeating it once more? Oh, I see! There was one word that escaped me; that's the reason why I couldn't make it out.

4. *Apologies*

I beg your pardon for disturbing you.

(Pray), Don't mention it. Never mind.

I hope I'm not disturbing you.

Oh, certainly not! Not in the least.

A thousand pardons for stepping (*or treading*) on your foot!

(There's) No harm done. It is nothing (to speak of).

Pardon (*or Excuse*) me, madam, I didn't do it on purpose.

Make no apologies; it is all right.

Will you kindly excuse my troubling you with a private affair?

I shall be only too glad to help you if I can.

REMARK.—The forms of apologizing for having hurt or troubled some one are very often not replied to at all; he *or she* whose pardon has thus been asked for simply makes a slight bow in return.

5. *Forms of Thanks*

Thank¹ you (very much). Many (*or Hearty, or My best*) thanks. (Colloquially:) Thanks. A thousand thanks for your kindness. (Very) Much obliged (to you).

REMARK.—A reply to these forms of thanks is not expected in English, but *can* be given by the form: *You're welcome (to it)*; some say, *Quite welcome, or Don't mention it.*

6. *Phrases Expressing Astonishment*

Indeed? Is that (really) so? Really? You don't mean it! You don't say so! Dear me, how strange! Good(ness) gracious! I *am* surprised! Who would have thought it!

7. *To Attract Attention*

I beg your pardon, sir (*or Mr. Wood*)! I say, Fred! Hello!

¹When asked at table if you would like to have a little more of some dish, *Thank you* means *Yes*, and *No, thank you* means *No*.



APPENDIX II

Pronouncing and Explanatory

GLOSSARY

The pronunciation of each word is indicated by phonetic symbols in brackets. The sign (ˈ) denotes that the following syllable has a strong stress. The parentheses inside the brackets denote that the sounds so inclosed are sometimes omitted in speech.

The pronunciation of all the words is Mr. D. Jones's, as found in his "English Pronouncing Dictionary," published by J. M. Dent & Sons, Limited (London).

This glossary contains all words not to be found in the glossaries of Books I and II.

The Arabic numerals refer to section numbers.

A, a

a bit = a little (18)

a bit of chap, 小漢子 (70)

about, 於 . . . 各處 (65)

abroad [əˈbrɔ:d], 國外, 外洋 (83)

abrogat/e, -es, -ing, -ed [ˈæbro-geit, -s, -ɪŋ, -ɪd], 打破, 取消 (96)

abstract [ˈæbstrækt], 抽象的, 懸意的 (47)

abundant [əˈbʌndənt], 豐富 (81)

a castle in the air, 空計畫, 空想, 空中樓閣 (32)

accept, -s, -ing, -ed [əkˈsept, -s, -ɪŋ, -ɪd], 受, 允諾 (22); 認可 (110)

accordance [əˈkɔ:d(ə)ns], 照 (92)

accountant, -s [əˈkaʊntənt, -s], 司帳者, 會計員 (97)

accounts current, 流水帳 (100)

acquaintanc/e, -es [əˈkweɪntəns, -ɪz], 相識之人 (61)

act, -s [ækt, -s], 幕 (33); 作用, 有功用 (72)

acted upon, 被動 (71)

actor, -s [ˈæktə(r), -z], 男伶 (33); 主動者 (71)

actress, -es [ˈæktris, -ɪz], 女伶 (33)

acts, 行動, 作用 (105)

actually [ˈæktju(ə)li], 實在, 實然 (122)

address, -es, -ing, -ed [əˈdres, -ɪz, -ɪŋ, -t], 通信, 致 (24); 呼 (63); 稱曰 (109)

addresses [əˈdresɪz], 住址 (101)

adjectival [ædʒekˈtaɪv(ə)l], 區別字的 (67)

admit, -s, -ting, -ted [ədˈmɪt, -s, -ɪŋ, -ɪd], 准入, 招入 (41)

adverbial [ədˈvɜ:biəl], 疏狀字的 (67)

adverbially [ədˈvɜ:biəli], 似疏狀字, 作疏狀字用 (91)

adverb of manner, 言狀疏狀字 (91)

- advice, -es [əd'vaɪs, -ɪz], 助言, 忠告, 意見 (118)
 aeroplane, -s ['æərəpleɪn, -z], 飛行機 (121)
 affect, -s, -ing, -ed [ə'fekt, -s, -ɪŋ, -ɪd], 受影響 (88)
 affix, -es, -ing, -ed [ə'fɪks, -ɪz, -ɪŋ, -t], 加附, 釘牢 (101)
 agent, -s ['eɪdʒ(ə)nt, -s], 經理人, 代理人 (83)
 ages ['eɪdʒɪz], 年歲 (37)
 a good many = very many (118)
 agree with, 相同, 相等 (51); 與... 同意 (98)
 agricultural [ægrɪ'kʌltʃʊərəl], 農業的, 重農的 (96)
 A Happy New Year, (恭賀) 新禧 (61)
 aid, -s [eɪd, -z], 助 (95)
 air/man, -men ['eəməŋ, -məŋ], 飛行家 (121)
 airplane, -s ['eəpleɪn, -z], 飛行機 (121)
 airship, -s ['eəʃɪp, -s], 飛艇 (121)
 air/y, -ier, -iest ['eər/i, -iə(r), -iɪst], 通空氣 (25)
 Alfred ['ælfɪd], 人名 (40)
 Allen ['ælin], 人名 (106)
 all over, 全 (81)
 all the year round, 全年 (69)
 almond ['ɑ:mənd], 杏 (64)
 Alps [ælpz], (歐洲) 阿爾卑山系 (4)
 Alps Mountains, 阿爾卑山 (4)
 a lot of, 許多 (114)
 although [ə:l'ðəʊ], 雖 (103)
 amount, -s [ə'maʊnt, -s], 數目, 總數 (13)
 amuse, -es, -ing, -ed [ə'mju:z, -ɪz, -ɪŋ, -ɪd], 娛樂 (34)
 amusement, -s [ə'mju:zmənt, -s], 遊樂 (61)
 analysis, -es [ə'næləsɪs, -ɪz], 分析 (19)
 analyze ['ænəlaɪz], 分析, 分解 (91)
 ancient ['eɪnf(ə)nt], 古代的 (124)
 Andrew ['ændru:], 人名 (98)
 animate ['ænɪmeɪt], 活的, 有生命的 (59)
 antonym, -s ['æntənɪm, -z], 異義字, 歧字 (47)
 anyhow ['enihaʊ], 不論如何 (78)
 any longer, 再 (119)
 any one of a class, 同類中之一 (43)
 apiece [ə'pi:əs], 每具, 每架, 一隻 (121)
 apostrophes [ə'pɒstrəfɪz], 省略號 (128)
 apparatus, -es [æpə'reɪtəs, -ɪz], 儀器, 器具 (105)
 application, -s [æplɪ'keɪʃ(ə)n, -z], 投薦 (104)
 appl/y, -ies, -ying, ied [ə'pl/ai, -aɪz, -aɪŋ, -aɪd], 用, 適用 (79); 投書 (自薦) (100)
 appointed [ə'pɔɪntɪd], 約定的, 指定的 (29)
 appositive, -s [ə'pɒzɪtɪv, -z], 詮釋詞 (63)
 a quarter of (= a small part of), 一小份 (8)
 aren't [ɑ:nt] = are not (87)
 aristocracy, -ies [æɪrɪ'stɒkrəsi, -ɪz], 貴族 (34)
 arms, 軍器 (110)
 arrang/e, -es, -ing, -ed [ə'reɪn(d)ʒ, -ɪz, -ɪŋ, -ɪd], 安排 (116)
 arrival, -s [ə'raɪv(ə)l, -z], 到者 (91)
 article, -s ['ɑ:tɪkl, -z], 物, 物件 (17)

- article in question**, 意中所要之物, 指定之物 (17)
artist, -s [ˈɑ:tɪst, -s], 伶人, 美術家 (33)
as a rule (=generally), 大概, 通常, 每每, 往往 (17)
ascent, -s [əˈsent, -s], 升起 (25)
as he pleases, 隨彼一人之意 (125)
as if, 儼若 (11)
asks a question, 問訊 (3)
assertion, -s [əˈsɜ:f(ə)n, -z], 陳說, 語 (39)
assum/e, -es, -ing, -ed [əˈsju:m, -z, -ɪŋ, -d], 假定 (123)
assumed as a fact, 假定其爲事實 (123)
assur/e, -es, -ring, -ed [əˈʃʊə(r), -z, -rɪŋ, -d], 確證, 實言 (90)
at a distance, 隔開稍遠之處 (64)
at hand, 接近, 近 (85)
athletics [æθˈletɪks], 運動 (65)
at length, 過了好久, 後來 (46)
at once = **at the same time**, 同時 (120)
attack, -s, -ing, -ed [əˈtæk, -s, -ɪŋ, -t], 攻打 (112)
attendanc/e, -es [əˈtendəns, -ɪz], 伺候 (25)
attention, -s [əˈtenʃ(ə)n, -z], 注意 (34)
attentively [əˈtentɪvli], 注意 (78)
at the advice of, 依照...之忠告 (125)
at the appointed time, 於約定之時 (29)
at the sight of, 見 (118)
attic, -s [ˈætɪk, -s], 屋頂樓 (21)
at your service, 任君使用, 可以遵命, 可以照辦 (10)
- audienc/e**, -es [ˈɔ:dʒəns, -ɪz], 聽者, 聽衆 (38)
auxiliar/y, -ies [ɔ:gˈzɪljərɪ, -ɪz], 助謂字, 助 (95)
auxiliary verbs, 助謂字 (95)
aviator, -s [ˈeɪvɪə(r), -z], 飛行家 (91)
avoid, -s, -ing, -ed [əˈvɔɪd, -z, -ɪŋ, -ɪd], 避, 免 (68)
awhile [əˈ(h)waɪl] = **for a short time**, 暫時 (66)
- B, b
- back stairs**, 後樓樓梯 (21)
bacon [ˈbeɪk(ə)n], 鹽肉 (52)
bag, 手提皮包 (6)
bale, -s [beɪl, -z], 包, 捆 (84)
band, -s [bænd, -z], 音樂隊, 軍樂隊 (33)
banister, -s [ˈbænɪstə(r), -z], 扶手 (21)
bank, -s [bræŋk, -s], 岸 (36)
Bank of China, 中國銀行 (45)
Bank of Communications, 交通銀行 (45)
Bank of England, 英國銀行 (45)
barley [ˈbɑ:lɪ], 大麥 (81)
barracks [ˈbærəks], 營房, 兵舍 (110)
basement, -s [ˈbeɪsmənt, -s], 地底房屋, 屋下之屋 (21)
basket ball, 籃球 (65)
bat, -s [bæt, -s], 球棒 (65)
bat, -s, -ting, -ted [bæt, -s, -ɪŋ, -ɪd], 擊球 (70)
bats/man, -men [ˈbætsmən, -mən], 持棍者 (65)
battle, -s [ˈbætl, -z], 戰爭 (80)
bayonet, -s [ˈbe(i)ɔnɪt, -s], 刺刀 (110)
bear, -s [beə(r), -z], 熊 (74)

- beat, -s, -ing, -en [bi:t, -s, -in, -n], 打, 擊 (33)
- beat time, 拍板 (33)
- became known far and wide, 遠近聞名 (124)
- because of, 因為 (72)
- bedside [ˈbedsaɪd], 床邊 (48)
- beer, -s [biə(r), -z], 啤酒 (50)
- beg, -s, -ging, -ged [beg, -z, -in, -d], 請, 求 (64)
- behind the times, 不合時, 舊 (118)
- Bella [ˈbelə], 女孩名 (70)
- beloved [biˈlʌvd], 親愛的 (Ex. XXIX)
- Ben [ben], 男孩名 (70)
- berth, -s [bɜ:θ, -s], 船艙中之床 (2)
- beyond [biˈjɒnd], 在...之外 (68)
- beyond hope, 沒有希望, 失望 (90)
- beyond our strength, 非吾人力量之所及 (68)
- bid, -s, -ding, bade, bidden [bid, -z, -in, bæd, ˈbɪdn], 吩咐 (111)
- bill, -s [bil, -z], 單子, 帳 (29)
- bill of fare, 菜單 (29)
- bit, -s [bit, -s], 微小 (18); 見 bite (39)
- bit/e, -es, -ing, bit, bitten [baɪt, -s, -in, bɪt, ˈbɪtn], 咬 (39)
- bit of a chap, 小囡 (70)
- blacksmith, s- [ˈblæksmiθ, -s], 鐵工 (68)
- blast [blɑ:st], 衝風 (89)
- blast furnace, 衝風爐, 鑄鐵爐 (89)
- block, -s [blɒk, -s], 紙塊, 方塊 (53)
- blood, -s [blʌd, -z], 血 (118)
- bloom [blu:m], 花 (64)
- blow [bləʊ], 攻擊, 戰 (80)
- blow...in, 攻入, 闖進 (24)
- boarder, -s [ˈbɔ:də(r), -z], 附膳宿之學生, 寄宿者 (41)
- boarding [ˈbɔ:diŋ], 寄宿, 下宿 (37)
- boarding house, -s, 膳宿舍, 供宿舍之家 (41)
- boarding schools, 供膳宿之學校 (37)
- Board of Education, 教育部 (37)
- bone, -s [bəʊn, -z], 骨 (69)
- booking [ˈbʊkiŋ], 售票 (23)
- booking office, 售票處 (23)
- books, 帳簿 (104)
- boot, -s [bu:t, -s], 靴 (120)
- bordered [ˈbɔ:dəd], 在兩邊, 圍 (21)
- botany [ˈbɒtəni], 植物學 (82)
- bound, -s, -ing, -ed [baʊnd, -z, -in, -id], 界, 圍繞 (1)
- boundar/y, -ies [ˈbaʊnd(ə)ri, -iz], 境界 (9)
- bow, -s [bəʊ, -z], 弓 (40)
- bow, -s, -ing, -ed [bəʊ, -z, -in, -d], 鞠躬 (22)
- bowl, -s, -ing, -ed [bəʊl, -z, -in, -d], 撞倒 (70)
- bowler, -s [ˈbəʊlə(r), -z], 擲球者 (65)
- boycott, -s, -ing, -ed [ˈbɔɪkɒt, -s, -in, -id], 抵制 (96)
- branch, -es [brɑ:ntʃ, -iz], 門, 類 (89)
- brass, -es [brɑ:s, -iz], 黃銅 (45)
- break [breɪk], 斷, 不連 (128)
- break up, 鬧, 搗 (78)
- brief [brɪ:f], 簡潔 (108)
- brilliantly [ˈbrɪljəntli], 光亮 (33)
- brisk [brɪsk], 疾速, 活潑 (68)
- briskly [ˈbrɪskli], 疾速 (77)
- Bristol [ˈbrɪstl], 地名 (93)
- Britain [ˈbrɪt(ə)n], 不列顛 (參觀 Great Britain) (1)
- British [ˈbrɪtɪʃ], 不列顛的, 英國的 (1)

British Isles, 不列顛羣島, 英倫羣島 (1)
 brood, -s [bru:d, -z], 一孵, 一羣 (32)
 brush, -es, -ing, -ed [brʌʃ, -iz, -iŋ, -t], 擦 (落) (77); 擦, 畫 (120)
 built up, 成, 成立 (88)
 bur/y, -ies, -ying, -ied [ˈber/i, -iz, -iɪŋ, -id], 葬 (48)
 bus, -es [bʌs, -iz], 此字係 omnibus 之略, 亦有作 'bus 或 buss 者 (13)
 business, -es [ˈbiznis, -iz], 營業, 生意 (17)
 by . . . , 係 . . . 所發 (83)
 by far = very much (70)
 by means of, 用 . . . 之法 (86)
 by the addition of, 加上 (91)
 by peaceful means, 用和平的方法 (114)
 by the day, 按日計算 (26)
 by way of, 經過 (10)

C, c

C. = Cabman (14)
 cab, -s [kæb, -z], 車, 馬車 (10)
 cabin, -s [ˈkæbin, -z], 房艙 (2)
 cabinet [ˈkæbɪnɪt], 內閣 (125)
 cab/man, -men [ˈkæbmən, -mən (-men)], 馬車夫 (14)
 cake, -s [keɪk, -s], 糕, 餅 (28)
 calendar, -s [ˈkælɪndə(r), -z], 月份牌, 日曆 (53)
 calico, -es [ˈkælikou, -z], 原色淨布 (85)
 California [kælɪˈfɔ:njə], 美國州名 (93)
 call, -s [kɔ:l, -z], 拜客, 拜訪 (22)
 call for, 請, 面邀 (22); 需 (34)

call upon, 拜訪 (21)
 came in sight, 見, 近 (73)
 came into bloom, 開花 (64)
 came on, 來攻 (116)
 came riding up, 騎馬而來 (76)
 camp, -s [kæmp, -s], 營, 軍營 (116)
 capital, -s [ˈkæpɪtl, -z], 資本 (90)
 captain, -s [ˈkæptɪn, -z], 隊長 (69)
 card, -s [kɑ:d, -z], 名片 (102)
 car/e, -es, -ing, -ed [kæə(r), -z, -rɪŋ, -d], 有意, 意欲 (79)
 Carnegie [kɑ:ˈnegi], 人名 (98)
 Carnegies [kɑ:ˈnegiz], 人之類 Carnegie 者 (98)
 carriage, 車 (指火車)(6); 車 (指任何車輛) (10)
 carried on, 行, 實行 (85)
 carries on, 行, 處理 (17)
 cart, -s [kɑ:t, -s], 車 (9)
 case of the object, 受事之位 (75)
 cases [ˈkeɪsɪz], 層, 情事 (7)
 cash [kæʃ], 現錢 (18)
 castle, -s [ˈkɑ:sl, -z], 城堡 (21)
 castle in the air, 空中樓閣, 空計畫, 空想 (32)
 cattle [ˈkætl], 畜牲 (4)
 caus/e, -es, -ing, -ed [kɔ:z, -iz, -iŋ, -d], 致, 使有 (34)
 cellar, -s [ˈselə(r), -z], 地窖, 地下室 (21)
 cent [sent], 參觀 per cent (84)
 central [ˈsentr(ə)l], 中央的 (43)
 Central Bank, 中央銀行 (45)
 center, -s [ˈsentə(r), -z], 中心點, 中央 (9)
 centur/y, -ies [ˈsentʃuri, -iz], 世紀, 一百年 (53)
 chanc/e, -es [tʃɑ:ns, -iz], 機會 (42)
 chap, -s [tʃæp, -s], 朋友, 人 (38)

- character, -s [ˈkæɪktə(r), -z], 品行 (98)
- charcoal [ˈtʃɑ:kəʊl], 炭 (89)
- charg/e, -es, -ing, -ed [tʃɑ:dʒ, -iz, -ɪŋ, -d], 取價 (18); 託 (22); 價目 (25)
- cheer, -s, -ing, -ed [tʃiə(r), -z, -rɪŋ, -d], 安慰, 鼓勵 (60)
- Cheltenham [ˈtʃeltnəm], 地名 (41)
- chemistry [ˈkemɪstri], 化學 (82)
- chickens [ˈtʃɪkɪnz], 小雞 (32)
- childhood [ˈtʃaɪldhʊd], 少年時代, 幼年 (41)
- chimney, -s [ˈtʃɪmni, -z], 煙囪 (24)
- China Insurance Company, 中華保險公司 (84)
- choic/e, -es [tʃɔɪs, -ɪz], 選擇 (25)
- Christmas card, 耶穌聖誕賀片 (61)
- church/man, -men [ˈtʃɜ:tʃmən, -mən], 教會中人 (125)
- circle, -s [ˈsɜ:kl, -z], 圈, 界 (33)
- City, 指倫敦本部 (9)
- civil [ˈsɪvɪl], 政治的 (41)
- clap, -s, -ping, -ped [klæp, -s, -ɪŋ, -t], 拍 (33)
- clapped . . . hands, 拍手 (33)
- class, -es [klɑ:s, -ɪz], 類 (3)
- class, -es, -ing, -ed [klɑ:s, ɪz, -ɪŋ, -t], 分類 (117)
- classed under two special heads, 歸爲二大類 (117)
- classical [ˈklæsɪk(ə)l], 文學的, 古學的 (41)
- Claus, 見 Santa Claus (62)
- clear, -er, -est [kliə(r), -rə(r), -rɪst], 明白, 清楚 (11); 晴朗 (58)
- clear, -s, -ing, -ed [kliə(r), -z, -rɪŋ, -d], 清楚 (58)
- clear up, 晴朗 (58)
- clerk, 售票員 (23)
- climate, -s [ˈklaɪmɪt, -s], 天時, 天氣 (81)
- climb, -s, -ing, -ed [klaɪm, -z, -ɪŋ, -d], 爬, 攀 (24)
- climbed up, 爬上, 攀登 (73)
- close [klaʊs], 緊, 密 (7)
- cloudy [ˈklaʊdi], 有雲的, 雲遮的, 陰 (58)
- club, -s [klʌb, -z], 棍 (9); 俱樂部, 會 (69)
- Co. = company [ˈkʌmp(ə)nɪ], 公司 (100)
- coal [kəʊl], 煤 (81)
- coal fields, 煤場 (85)
- coats [kəʊts], 上衣 (120)
- coin, -s [kɔɪn, -z], 錢, 幣 (16)
- cold shoulder (to give the), 冷淡, 疏 (90)
- collected, 集合 (80)
- collective [kəˈlektɪv], 集合的, 凡最的 (47)
- collector, -s [kəˈlektə(r), -z], 收票者 (6)
- colleg/e, -es [ˈkɒlɪdʒ, -ɪz], 公學, 專門學校, 分科大學 (37)
- colloquial [kəˈləʊkwɪəl], 語體的, 白話的 (91)
- colonial [kəˈləʊnjəl], 殖民地的 (113)
- colon/y, -ies [ˈkɒlən/i, -ɪz], 屬地 (109)
- column, -s [ˈkɒləm, -z], 行 (63)
- combination, -s [kəmbiˈneɪʃ(ə)n, -z], 連合 (103)
- combin/e, -es, -ing, -ed [kəmˈbeɪn, -z, -ɪŋ, -d], 連, 接合 (27)
- comedian, -s [kəˈmi:diən, -z], 作喜劇之伶人 (120)

- comfort, -s, -ing, -ed [ˈkʌmfət, -s, -ɪŋ, -ɪd], 安慰 (64)
- comic [ˈkɒmɪk], 滑稽的 (34)
- coming upon, 攻打 (112)
- command, -s [kəˈmɑːnd, -z], 命令 (3)
- commercial [kəˈmɜːʃ(ə)l], 商業的 (37)
- commercial house, 商號 (97)
- commercial law, 商法 (97)
- commission [kəˈmɪʃ(ə)n], 佣金 (100)
- commissioned [kəˈmɪʃ(ə)nd], 有任命狀的 (109)
- commons [ˈkɒmənz], 平民 (125)
- communication, -s [kəmjuːniˈkeɪʃ(ə)n, -z], 交通 (13); 傳達, 接合 (122)
- company, -ies [ˈkʌmp(ə)nɪ, -ɪz], 公司 (17)
- compartment, -s [kəmˈpɑːtmənt, -s], 車之一部份 (6)
- compet/e, -es, -ing, -ed [kəmˈpiːt, -s, ɪŋ, -ɪd], 競爭 (96)
- competent [ˈkɒmpɪt(ə)nt], 相當的, 有能的, 完美的 (Ex. XXVI)
- complex [ˈkɒmpleks], 包孕, 複雜 (31)
- complex sentence, 包孕句語 (31)
- compliment, -s [ˈkɒmplɪmənt, -s], 道候 (22)
- complimentary [kɒmplɪˈment(ə)ri], 致候的, 問好的請安的 (83)
- compos/e, -es, -ing, -d [kəmˈpɒz, -ɪz, ɪŋ, -d], 組成 (125)
- composed of, 由... 組成 (125)
- composition, -s, [kəmˈpɒzɪʃ(ə)n, -z], 作文, 論說 (Ex. IV)
- compound [ˈkɒmpaʊnd], 合沓, (23)
- compris/e, -es, -ing, -ed [kəmˈpraɪz, -ɪz, ɪŋ, -ɪd], 包含 (1)
- compulsory [kəmˈpʌls(ə)ri], 強迫的 (109)
- concrete [ˈkɒnkri:t], 有形的, 具體的 (47)
- condition, -s [kənˈdɪʃ(ə)n, -z], 條件, 情形 (123)
- confine/e, -es, -ing, -ed [kənˈfaɪn, -z, ɪŋ, -ɪd], 限 (63)
- congested [kənˈdʒestɪd], 擁擠 (9)
- conjugation, -s [kən(d)ʒuˈgeɪʃ(ə)n, -z], 變化 (95)
- connection, -s [kəˈnekʃ(ə)n, -z], 關係, 連合 (128)
- conscription [kənˈskrɪpʃ(ə)n], 徵兵制 (110)
- consent, -s, -ing, -ed [kənˈsent, -s, ɪŋ, -ɪd], 同意 (114)
- consequenc/e, -es [ˈkɒns(i)kwəns, -ɪz], 結束, 結果 (123)
- consider, -ers, -ering, -ered [kənˈsɪd(ə)r, -əz, -(ə)rɪŋ, -əd], 看做, 以為 (21); 計算, 酌量 (38)
- constantly [ˈkɒnst(ə)ntli], 常常 (93)
- constitut/e, -es, -ing, -ed [ˈkɒnstɪtju:t, -s, ɪŋ, -ɪd], 成 (94)
- consult, -s, -ing, -ed [kənˈsʌlt, -s, ɪŋ, -ɪd], 商量 (29)
- contact, -s [ˈkɒntækt, -s], 接觸 (126)
- contain, 忍耐 (44)
- continent of Europe, 歐亞巴洲 (1)
- continually [kənˈtɪnju(ə)li], 常常 (70)
- contin/ue, -ues, -uing, -ued [kənˈtɪnjuː, -uːz, -uːɪŋ, -uːd], 繼續 (58)

contract, -s, -ing, -ed [kən'trækt, -s, -ɪŋ, -ɪd], 縮短 (87)
 control, -s, -ling, -led [kən'trəʊl, -z, -ɪŋ, -d], 管理 (37)
 cool, -er, -est [ku:l, -ə(r), -ɪst], 冷 (57)
 cool, -s, -ing, -ed [ku:l, -z, -ɪŋ, -d], 冷 (57)
 coördinate [kə(u)'ɔ:dɪneɪt], 相等, 同等 (127)
 corn, -s [kɔ:n, -z], 穀 (12)
 cotton [kɒtn], 棉花, 棉 (78)
 could not help, 不得不 (64)
 couldn't possibly, 不能 (18)
 country people, 鄉下人 (12)
 count/y, -ies ['kaunt/ɪ, -ɪz], 郡, 府 (81)
 course, 課程 (118)
 courtyard, -s ['kɔ:t'jɑ:d, -z], 天井 (26)
 covered, 包含, 包括 (75)
 crack, -s, -ing, -ed [kræk, -s, -ɪŋ, -t], 發急爆之聲 (73)
 cracking his whip, 以鞭作急爆之聲 (73)
 creature, -s ['kri:tʃə(r), -z], 物, 動物 (36)
 credit, -s [kredit, -s], 信用 (38)
 creep, -s, -ing, -ed [kri:p, -s, -ɪŋ, -t], 爬 (38)
 creep round, 懇求, 求恩 (38)
 Crete [kri:t], 島名 (124)
 cricket, -s ['krikit, -s], 棒球 (65)
 crop, -s [krɒp, -s], 收穫, 收成 (78)
 crossing, 橋, 路 (5)
 crowd, -s [kraʊd, -z], 羣 (8); 大眾 (98)
 crown, -s [kraʊn, -z], 克郎 (45)
 crumbs [krʌmz], 麵包屑 (28)
 crying, 哭 (64)

cubic ['kju:bɪk], 立方的 (49)
 cultivat/e, -es, -ing, -ed ['kʌl-tiveɪt, -s, -ɪŋ, -ɪd], 耕作 (81)
 cupboard, -s ['kʌbəd, -z], 碗櫃 (28)
 cure [kjʊə(r)], 治療 (72)
 current ['kʌr(ə)nt], 通行 (45)
 curtain, -s ['kɔ:tɪn, -z], 幕 (33)
 curved sticks, 彎棒 (意謂牛角) (36)
 custom, -s ['kʌstəm, -z], 風俗 (61); 海關 (96)
 customer, -s ['kʌstəmə(r), -z], 買客, 購貨者 (97)
 customs tariff, 海關稅則 (96)
 cut into pieces, 切成方塊 (82)

D, d

d. [di:] = penny (26)
 d. = direct (75)
 dad [dæd], 爺爺, 父親 (38)
 Dædalus ['di:dələs], 人名 (124)
 Danes [deɪnz], 歐洲北方民族之名 (40)
 dar/e, -es, -ing, -ed, durst [dɛə(r), -z, -rɪŋ, -d, də:st], 敢 (111)
 darkness ['dɑ:knis], 黑暗 (82)
 dash, -es, -ing, -ed [dæʃ, -ɪz, -ɪŋ, -t], 衝, 投 (44)
 dashed to pieces, 碎為細塊, 打成細塊 (44)
 date, -s [deɪt, -s], 時日, 時期 (13)
 dat/e, -es, -ing, -ed [deɪt, -s, -ɪŋ, -ɪd], 寫日期 (92)
 Davison ['deɪvɪsn], 人名 (98)
 day after day, 日日, 逐日 (60)
 day boarders, 附中餐之學生 (41)
 day boys, 不附膳宿之學生 (41)
 day schools, 日校, 不供膳宿之學校 (37)

- daytime [ˈdeɪtaɪm], 日間 (53)
 “dead letters,” 無法投遞之信 (101)
 dealer, -s [ˈdi:lə(r), -z], 經商者 (86)
 dearly [ˈdiəli], 親愛 (77)
 debt, -s [det, -s], 債 (38)
 declarative [diˈklærətɪv], 直疏的 (3)
 deep, -er, -est [di:p, -ə:(r), -ɪsɪ], 深 (5)
 deep in conversation, 暢談 (29)
 deer [diə(r)], 鹿 (74)
 defective [diˈfektɪv], 不全的 (95)
 defective auxiliaries, 不足謂字 (95)
 defend, -s, -ing, -ed [diˈfend, -z, -ɪŋ, -ɪd], 保護, 護衛 (112)
 defense [diˈfens], 防衛 (112)
 defin/e, -es, -ing, -ed [diˈfaɪn, -z, -ɪŋ, -d], 形容, 限制 (63)
 definite [ˈdef(i)nɪt], 有定, 一定, 確 (37)
 definitely [ˈdef(i)nɪtli], 定然, 決然 (103)
 degree, 學位 (118)
 delightful [diˈlaɪtɪf(u)], 愉快 (4)
 depart, -s, -ing, -ed [diˈpɑ:t, -s, -ɪŋ, -ɪd], 離去, 動身 (25)
 depend, -s, -ing, -ed [diˈpend, -z, -ɪŋ, -ɪd], 依賴 (31)
 dependent [diˈpendənt], 依附的, 依賴的 (31)
 depends on, 依賴 (31)
 descend, -s, -ing, -ed [diˈsend, -z, -ɪŋ, -ɪd], 降下, 下去 (82)
 describ/e, -es, -ing, -ed [dis-kræɪb, -z, -ɪŋ, -d], 形容 (63)
 deserv/e, -es, -ing, -ed [diˈzɜ:v, -z, -ɪŋ, -d], 應得, 應該 (43)
 desir/e, -es, -ing, -ed [diˈzaɪə(r), -z, -ɪŋ, -d], 願意 (88); 願得 (100)
 destination [destiˈneɪʃ(ə)n], 目的地 (2)
 destroy, -s, -ing, -ed [disˈtrɔɪ, -z, -ɪŋ, -d], 損害 (78); 消滅 (101)
 determination, -s [diˈtɜ:mɪˈneɪʃ(ə)n, -z], 決意 (107)
 develop, -s, -ing, -ed [diˈvelp, -s, -ɪŋ, -t], 發達, 發展 (88)
 dialogue, -s [ˈdaɪələg, -z], 對話 (Ex. V)
 differ, -s, -ing, -ed [ˈdɪfə(r), -z, -ɪŋ, -d], 不同 (119)
 differences [ˈdɪfr(ə)nsɪz], 分別 (126)
 difficult/y, -ies [ˈdɪfɪk(ə)lɪti, -ɪz], 困難 (38)
 diligence [ˈdɪlɪdʒ(ə)ns], 勤 (98)
 din/e, -es, -ing, -ed [daɪn, -z, -ɪŋ, -d], 吃大菜, 吃正餐 (22)
 direct object, 直接受事 (75)
 dis- [dis] (=not), 不 (14)
 disallow [ˈdɪsəˈlaʊ], 不准 (14)
 disconnect, -s, -ing, -ed [ˈdɪskəˈnekt, -s, -ɪŋ, -ɪd], 不連合, 離 (14)
 discount, -s [ˈdɪskaʊnt, -s], 折扣 (18)
 diseas/e, -es [diˈzi:z, -ɪz], 病 (66)
 disengage [ˈdɪsɪnˈgeɪdʒ], 不受雇, 空 (14)
 disengaged [ˈdɪsɪnˈgeɪdʒd], 無生意, 不受人雇 (14)
 dish [dɪʃ], 菜 (30)
 displeas[e] [dɪsˈpli:z], 不悅 (14)
 distanc/e, -es [ˈdɪst(ə)ns, -ɪz], 距離 (2)

distinction, -s [dis'tiŋ(k)ʃ(ə)n, -z], 辨別 (55)
 distinguish, -es, -ing, -ed [dis'tiŋgwiʃ, -iz, -iŋ, -t], 分別 (107)
 divert, -s, -ing, -ed [d(a)'vɔ:t, -s, -iŋ, -id], 娛樂, 樂, 慰 (4)
 divide... by..., 以... 除... (45)
 division, -s [di'viʒ(ə)n, -z], 份, 部份 (5); 芬艦隊 (113)
 docks [dɒks], 船塢 (89)
 does harm rather than good, 有損無益 (68)
 do for (=help), 助 (10)
 do... good, 有益於... (66)
 do... harm, 傷... (66)
 doubt, -s [daʊt, -s], 疑惑 (103)
 doubt, -s, -ing, -ed [daʊt, -s, -iŋ, -id], 疑 (106)
 doubtful ['daʊtful], 可疑, 疑惑 (103)
 down, 下樓來 (70)
 dram, -s [dræm, -z], 特蘭姆 (50)
 draper/y, -ies ['dreipər/i, -iz], 衣料, 衣料業 (100)
 draw, -s, -ing, drew, drawn [drɔ:, -z, -iŋ, -dru:t, drɔ:n], 拖 (13); 繪 (圖) (86)
 drawing ['drɔ:ɪŋ], 參觀 drawing-room (21); 圖畫 (82)
 drawing-room, 客廳 (21)
 drawn [drɔ:n], 拖 (13); 引入 (80)
 drawn up, 繪成 (86)
 dress circle, 禮服界 (指戲園中穿禮服者所居之包箱) (33)
 dress, -es, -ing, -ed [dres, -iz, -iŋ, -t], 着衣 (26); 整理 (120)
 dress gloves, 穿禮服時戴之手套 (20)
 dressing room, 裝飾室, 更衣室 (26)

drive [draiv], 乘車 (遊玩) (73)
 driv/e, -es, -ing, drove, driven, [draiv, -z, -iŋ, drouv, drivn], 驅, 駕 (12); 驅逐 (40)
 driven, 見 drive (12)
 drop, -s, -ping, -ped [drɒp, -s, -iŋ, -t], 放下, 閉 (33); 落下 (124)
 drove [drouv], 駕 (12); 驅逐 (40); 乘 (73)
 dull, -er, -est [dʌl, -ə(r), -ist], 陰暗 (58)
 dust, -s [dʌst, -s], 塵 (9)
 dust, -s, -ing, -ed [dʌst, -s, -iŋ, -id], 撒 (64)
 duty ['dju:ti], 稅 (96)
 dy. = day (54)
 dys. = days (54)

E, e

each other, 互相 (Ex. VII)
 earn my bread, 謀生 (120)
 eas/y, -ier, -iest ['i:z/i, -iə(r), -i:st], 容易 (15)
 eclips/e, -es [i'klips, -iz], 日蝕, 月蝕 (53)
 economics [i:'kɒnɒmiks], 經濟 (82)
 edg/e, -es [edʒ, -iz], 邊, 旁邊 (101)
 educat/e, -es, -ing, -ed ['edju(:)-keit, -s, -iŋ, -id], 教育 (97)
 educational [edju(:)'keɪf(ə)nəl], 教育的 (41)
 educational center, 教育中心點 (41)
 effect, -s, -ing, -ed [i'fekt, -s, -iŋ, -id], 收受 (保險), 致成 (84)
 effort, -s ['efət, -s], 力 (34)
 effort of attention, 注意力 (34)
 egoism ['ego(u)ɪzəm], 利己主義 (126)

egoist, -s [ˈego(u)ɪst, -s], 利己者 (126)
 egotism [ˈego(u)tɪzəm], 自負主義 (126)
 egotist, -s [ˈego(u)tɪst, -s], 自負者 (126)
 electric [ɪˈlektɪk], 電氣 (13)
 electricity [ɪlektˈrɪsɪti, elektˈrɪsɪti], 電氣 (9)
 electric trains, 電力火車 (13)
 electric frams, 電力街車 (13)
 element, -s [ˈelɪmənt, -s], 原質 (127)
 elementary [eliˈment(ə)rɪ], 初等的 (37)
 elementary schools, 初等學校 (37)
 “elevens” [ɪˈlevnz], 十一人 (指玩棍球者) (69)
 elevating [ˈelɪveɪtɪŋ], 升起 (121)
 elevating planes, 升降葉 (121)
 elliptical [ɪˈlɪptɪk(ə)l], 省略的 (11)
 emphatic [ɪmˈfætɪk], 鄭重的 (99)
 encore [ɑŋˈkɔ:(r)], 再, 重演 (again, once more) (33)
 endeav/or, -ors, -oring, -ored [ɪnˈdev/ə(r), -əz, -(ə)rɪŋ, -əd], 試, 設法 (69)
 ending, -s [ˈendɪŋ, -z], 尾聲 (59); 終止 (105)
 enem/y, -ies [ˈenɪm/i, -ɪz], 仇敵, 仇人 (116)
 energetic [enəˈdʒetɪk], 活潑 (100)
 engag/e, -es, -ing, -ed [ɪnˈgeɪdʒ, -ɪz, -ɪŋ, -d], 有生意, 受人雇用 (14); 預定 (26)
 enterprising [ˈentəpraɪzɪŋ], 進取 (97)
 entertainment, -s [entəˈteɪnmənt, -s], 款待 (73)

entr/y, -ies [ˈentr/i, -ɪz], 登記, 註冊 (100)
 escap/e, -es, -ing, -ed [ɪsˈkeɪp, -s, -ɪŋ, -t], 逃 (62)
 establish, -es, -ing, -ed [ɪsˈtæblɪʃ, -ɪz, -ɪŋ, -t], 設立 (86)
 esteem, -s, -ing, -ed [ɪsˈti:m, -z, -ɪŋ, -d], 尊貴 (92)
 estimate, -s [ˈestɪmɪt, -s], 計算, 預算 (86)
 etc. = et cetera [ɪtˈsetro], 等等 (39)
 ethics [ˈeθɪks], 修身 (82)
 European W., 歐戰 (110)
 evø [i:v], 黃昏 (61)
 evening dress, 夜禮服 (20)
 evergreen, -s [ˈevəgrɪ:n, -z], 四季常青之植物 (62)
 every other person, 每兩個人中之一個, 大多數人 (90)
 exact, -er, -est [ɪgˈzækt, -ə(r), -ɪst], 正確 (53)
 exalt, -s, -ing, -ed [ɪgˈzɔ:lt, -s, -ɪŋ, -ɪd], 尊, 稱揚 (126)
 exam, -s [ɪgˈzæm, -z], 即 examination 之略 (38)
 examination, -s [ɪgzæmɪˈneɪʃ(ə)n, -z], 考試; 試驗 (37)
 exchange, -s [ɪksˈtʃeɪn(d)ʒ, -ɪz], 交換 (93)
 exchange, -es, -ing, -ed [ɪksˈtʃeɪn(d)ʒ, -ɪz, -ɪŋ, -d], 交易, 交換 (93)
 exclaim, -s, -ing, -ed [ɪksˈkleɪm, -z, -ɪŋ, -d], 喊 (56)
 exclamatory [eksˈklæmət(ə)rɪ], 驚歎的 (3)
 expect, -s, -ing, -ed [ɪksˈpekt, -s, -ɪŋ, -ɪd], 希望, 巴望 (Ex. VII)
 expensive [ɪksˈpensɪv], 貴, 價昂 (121)

experience, -es, -ing, -ed [iks-
 'piəriəns, -iz, -iŋ, -t], 有閱歷 (97)
experiment, -s [iks'perimənt, -s],
 試驗 (122)
explain, -s, -ing, -ed [iks'plein,
 -s, iŋ, -d], 解說 (80)
explanation, -s [eksplə'neɪf(ə)n,
 -z], 解說, 說明 (Ex. XI)
expletive, -s ['eks'pli:tɪv, -z], 引
 詞, 起詞 (15)
export, -s, -ing, -ed [eks'pɔ:t, -s,
 -iŋ, -id], 輸出 (88)
export, -s ['eks'pɔ:t, -s], 出口貨
 (93)
expressed or understood, 或明言
 或意會 (95)
expression, -s [iks'preʃ(ə)n, -z], 語,
 語法 (128)
express strong feeling, 表達一種烈
 情 (3)
extra ['ekstrə], 額外, 加添的 (53)

F, f

fabric, -s ['fæbrɪk, -s], 織品 (85)
fact, -s ['fækt, -s], 事, 事實 (67)
fail, -s, -ing, -ed [feɪl, -z, -iŋ, -d],
 失敗 (98)
failure, -s ['feɪljə(r), -z], 失敗者
 (98)
faint, -s, -ing, -ed [feɪnt, -s, -iŋ,
 -id], 昏到 (118)
fair [fɛə(r)], 市場 (12)
fair, -er, -est [fɛə(r), -rə(r), -rɪst],
 公平 (70)
fairly ['fɛəli], 公平 (70); 尙 (82)
faithfulness ['feɪθf(ʊ)lnɪs], 誠實
 (98)
fallen ['fɔ:l(ə)n], 倒下 (123)
false, -r, -st [fɔ:ls, -ə(r), -ɪst], 虛偽,
 假 (106)

far and wide, 遠近, 處處 (124)
farce, -s [fɑ:s, -ɪz], 滑稽戲 (34)
fares [fɛəz], 車資 (13)
farmhouse, -ses ['fɑ:m'hau/s,
 -zɪz], 農夫之住所 (77)
far more = much more, 最, 愈甚
 (61)
farmyard, -s ['fɑ:m'jɑ:d, -z], 農場
 (77)
farthing, -s ['fɑ:ðɪŋ, -z], 法丁 (45)
fashioned ['fæʃ(ə)nd], 式 (13)
fasten, -s, -ing, -ed ['fɑ:sn, -z, -iŋ,
 -d], 結附, 牢固 (16)
fat, -ter, -test [fæt, -o(r), -ɪst], 肥
 (32)
fatigue [fə'ti:g], 疲倦 (110)
fatigue dress, 便服 (110)
fault, -s [fɔ:lt, -s], 錯誤 (15)
favor, -s ['feɪvə(r), -z], 恩 (104)
favorably ['feɪv(ə)rəbli], 合意, 讚
 成 (110)
fear, -s, -ing, -ed [fiə(r), -z, -rɪŋ,
 -d], 怕 (6)
fee, -s [fi:, -z], 費 (Ex. XVIII)
feeding upon, 食 (4)
fell, 死 (116)
fell flat in the dust, 跌於泥中 (12)
fellow, -s ['felə(u), -z], 同伴 (2)
fellow traveler, 同旅行者 (2)
fetch, -es, -ing, -ed [fetʃ, -ɪz, -iŋ,
 -t], 得, 取 (85)
field, 場 (指球場) (6a)
field, 戰場 (Ex. XXIX)
field marshal, 陸軍元帥 (109)
fifteen per cent, 百分之十五 (84)
figurehead ['fɪgəhed], 名義上之領
 袖 (125)
fill . . . out, 補足 (108)
finding fault with, 責咎 (16)
find their way to, 到, 達到 (85)

- fin/e, -er, -est [fain, -ə(r), -ist], 佳 (48)
 firm, -s [fə:m, -z], 商店, 公司 (100)
 firmly ['fɜ:mli], 牢固 (44)
 first class, 上等 (100)
 first floor, 第一層樓 (21)
 First Middle School, 第一中學 (83)
 first of all, 最要, 先 (96)
 fishing ['fɪʃɪŋ], 捕魚 (45)
 fix, -es, -ing, -ed [fiks, -iz, -ɪŋ, -t], 決定, 固定 (18)
 flake, -s [fleɪk, -s], 雪花 (58)
 flannel, -s ['flænel, -z], 法蘭絨 (85)
 flee, -s, -ing, fled [fli:, -z, -ɪŋ, fled], 逃去 (116)
 fleec/e, -es [fli:s, -iz], 羊毛 (85)
 fleet, -s [fli:t, -s], 全艦隊 (113)
 flies into pieces, 飛散, 碎開 (36)
 float, -s, -ing, -ed [flaʊt, -s, -ɪŋ, -ɪd], 浮 (122)
 fly, ies [flaɪ, -aɪz], 蒼蠅 (77)
 floor, 樓, 層 (21)
 florin, s ['flɔ:rin, -z], 福老林 (45)
 foam, -s, -ing, -ed [fəʊm, -z, -ɪŋ, -d], 發泡, 泡 (4)
 folk, -s [fəʊk, -s], 人 (62)
 follow, 跟 (25); 注視 (34); 依照 (88); 送上 (92); 做 (117)
 follow a calling, 有行業 (117)
 following spring, 次年春季 (78)
 follow the example of, 仿效 (96)
 foolish ['fu:lɪʃ], 愚 (80)
 footballs ['fʊtbɔ:lz], 足球 (46)
 foot passengers, 步行者, 行人 (9)
 forbade [fə'beɪd], 見 forbid (13)
 forbid, -s, -ding, forbade, forbidden [fə'bid, -z, -ɪŋ, fə'beɪd, fə'bidn], 禁止, 不准 (13)
 forbidden [fə'bidn], 見 forbid (13)
 for business purposes, 以為營業之用 (9)
 forenoon, -s [fə:'nu:n, -z], 午前 (53)
 formation, -s [fɔ:'meɪf(ə)n, -z], 構造 (18)
 former ['fɔ:mə(r)], 從前的 (122)
 formerly ['fɔ:məli], 從前, 昔者 (53)
 for once, 此次, 此番 (64)
 for the most part, 大概 (81)
 fought many battles, 打了好幾仗 (80)
 fourth lecture, 第四講 (88)
 four-wheelers [fɔ:'(h)wi:ləz], 四輪車 (13)
 foxes ['fɔksɪz], 狐 (74)
 Frank [fræŋk], 男孩名 (70)
 freedom ['fri:dəm], 自由 (96)
 freez/e, -es, -ing, froze, frozen [fri:z, -iz, -ɪŋ, fraʊz, 'fraʊzn], 凝結, 結冰 (58)
 frequently ['fri:kwentli], 每每, 常常 (51)
 frivolous ['frɪvələs], 輕飄 (62)
 frog, s [frɒg, -z], 蛙 (36)
 from house to house, 按戶 (101)
 from their very meaning, 依其字之本義 (67)
 from there = from that place (10)
 from this, 依此, 由是觀之 (127)
 from time to time, 隨時 (66)
 frontispiece ['frantɪspi:s], 書名頁前之插畫 (4)
 fruits [fru:tɪs], 各種果品 (85)
 F. T. = Fellow Traveler (2)
 ft. = foot (50)
 fuel, s [fju:ɪl, -z], 燃料 (85)
 full sentence, 全句 (11)

fully [ˈfʊli], 完全, 全然 (88)
 function, -s [ˈfʌŋ(k)f(ə)n, -z], 職,
 職分 (79)
 furnace, -es [ˈfə:nɪs, -ɪz], 爐 (89)
 furnish -es, -ing, -ed [ˈfɜ:nɪʃ, -ɪz,
 -ɪŋ, -t], 供給, 奉上 (104)
 further [ˈfɜ:ðə(r)], 將來的 (83)
 future, 將來 (之職業) (118)
 futurity [fju:(r)ˈtʃʊərɪti], 將來 (107)

G, g

G. = Gentleman (14); = Guest (30)
 gain, -s, -ing, -ed [geɪn, -z, -ɪŋ,
 -d], 得到 (114)
 gallery, -ies [ˈgæləri, -ɪz], 閣樓
 (33)
 gas, -es [gæs, -ɪz], 煤氣 (9)
 gasoline [ˈgæsəli:n], 汽油 (121)
 gasoline engine, 汽油機 (121)
 gather, -s, -ing, -ed [ˈgæðə(r), -z,
 -ɪŋ, -d], 集, 集合 (16)
 gauge, -es, -ing, -ed [geɪdʒ, -ɪz,
 -ɪŋ, -d], 識, 預知 (97)
 gave up his life, 捨其生命, 死 (Ex.
 XXIX)
 gee [dʒi:], 促畜牲向右手轉 (78)
 geese, 見 goose (44)
 get at the back, 攻...之背 (116)
 get in, 走進車, 進去, 入 (6)
 get into debt, 欠債 (38)
 get on, 進行 (38)
 get ready, 準備 (77)
 get things on credit, 欠帳 (38)
 getting worse, 愈變愈壞 (58)
 give a command, 發命, 施令 (3)
 give compliment, 道候 (22)
 give kind regards, 敬候 (66)
 give me number . . . , 請接第 . . .
 號 (106)

give me some information, 指示
 我一事 (10)
 given, 某, 指定 (46)
 given me the cold shoulder, 冷淡
 待我, 不理會我 (90)
 given number, 指明之數, 一定之數
 (46)
 giving, 言明 (100)
 glare, -s [glɛə(r), -z], 光 (90)
 glass [glɑ:s], 玻璃 (89)
 glee [gli:], 快樂 (28)
 glider, -s [ˈglɑɪdə(r), -z], 滑走機
 (121)
 goal, -s [gəʊl, -z], 標點 (69)
 go halves with, 與 . . . 合股 (90)
 gold, 黃色 (40)
 goldsmith, -s [ˈgouldsmiθ, -s], 金
 工, 金匠 (117)
 gone in for, 求得, 學得 (117)
 good, 利益 (114)
 good appearance, 相貌齊整 (100)
 good-for-nothing, 無用, 無益 (66)
 goose, geese [gu:s, gi:s], 鵝 (44)
 got = became (Ex. XVIII)
 got at, 獲得 (81)
 got down, 下來 (16)
 got through, 過去, 過考 (38)
 governor, 保護人 (指父親) (38)
 grammar schools, 文法學校, 中等
 學校 (37)
 grammatical [grəˈmætɪk(ə)], 文
 法的 (63)
 grammatically [grəˈmætɪk(ə)li], 依
 文法言 (11)
 grand, -er, -est [grænd, -ə(r),
 -ɪst], 貴 (32)
 graz/e, -es, -ing, -ed [greɪz, -ɪz, -ɪŋ,
 -d], 吃草 (36)
 grasp, -s, -ing, -ed [grɑ:sp, -s, -ɪŋ,
 -t], 緊握 (72)

Great Britain, 大不列顛 (即英國)
(1)

greatly [ˈɡreɪtli], 大大 (72)

Great Powers, 強國, 列強 (113)

Great War in Europe, 歐洲大戰
(109)

Greece [ɡriːs], 希臘國 (112)

grew up, 長大成人 (40)

grief [ɡriːf], 哀痛 (47)

ground flour, 屋之最底層 (21)

grumbly/e, -es, -ing, -ed [ˈɡrʌmbl̩],
-z, -in, -d], 出怨恨之言 (16)

guard, -s [ɡɑːd, -z], 司車者 (6)

H, h

H. = Host (30)

habitual [həˈbitʃu(ə)], 習慣的, 日
行的 (107)

habitual action, 日行之事 (107)

had nothing to do with it, 不管此
事 (56)

hadn't [ˈhædn(t)] = had not
(38)

hairdresser, -s [ˈheədresə(r), -z], 理
髮師 (120)

halfpenny, -ies [ˈheɪpən/i, -iz],
半便士 (45)

halves [hɑːvz], 半 (90)

halls [hɔːlz], 廳, 堂 (41)

ham [hæm], 火肉 (52)

handball [ˈhænd(bɔːl)], 手球, 牆球
(Ex. XVIII) (72)

hang, -s, -ing, -ed, hung [hæŋ, -z,
-in, -d, hʌŋ], 掛, 懸, 絞 (死)
(61)

hansom, -s [ˈhænsəm, -z], 二輪馬
車 (13)

happily [ˈhæpɪli], 歡然 (91)

happiness [ˈhæpɪnis], 快樂 (115)

hardly = not, rarely [ˈhɑːdli], 難
有, 不 (56)

haste [heɪst], 快, 捷速 (105)

Harold [ˈhær(ə)ld], 人名 (17)

harrow, -s, -ing, -ed [ˈhærəʊ, -z,
-in, -d], 耕 (78)

harvest [ˈhɑːvɪst], 收成, 收穫 (48)

hasten, -s, -ing, -ed [ˈheɪsn, -z,
-in, -d], 快走 (29)

hatch, -es, -ing, -ed [hætʃ, -iz,
-in, -t], 孵 (32)

hats [hæts], 帽, 大帽 (82)

have a good talk, 細談 (22)

have been to, 已經到過 (24)

having anything to do with . . . ,
與 . . . 有交易 (106)

haw [hɔː], 促畜牲向左手轉 (75)

head and ears, 見 over head and
ears (38)

heads, 類別 (117)

healthful [ˈhelθf(u)], 有益於身體
的, 康健的 (4)

healthy [ˈhelθi], 康健, 強健 (68)

hearer, -s [ˈhiərə(r), -z], 聽者, 聞
者 (7)

heart, -s [hɑːt, -s], 心 (66)

heart disease, 心臟病 (66)

heat [hiːt], 熱 (57)

heavy, 過多的 (34)

he'd = [hiːd] he had (or would)
(87)

held, 舉起 (12); 包含, 含有 (72)

held his head high in the air, 昂
首而行 (12)

help, 阻, 已於 (64)

hemp [hemp], 麻 (78)

hence [hens], 是以, 故 (51)

herd, -s [hɜːd, -z], 羣 (47)

here you are, 這是你的皮箱 (14);
你們到了 (20)

- hero, -es [ˈhɪərəʊ, -z], 英雄 (59);
書中主要人 (126)
- heroine, -s [ˈhɪərə(u)ɪn, -z], 女英雄
(59)
- he's [hɪz] = he is (87)
- hidden [ˈhɪdn], 藏, 隱蔽 (48)
- hid/e, -es, -ing, hid, hidden [haɪd,
-z, -ɪŋ, hid, hɪdn], 隱藏, 藏身
(76)
- high and low, 職位高者或低者
(117)
- high class, 上等 (34)
- higher education, 高等教育 (37)
- highly [ˈhaɪli], 大大 (91)
- highway [ˈhaɪwei], 公路, 大道 (12)
- hill, -s [hɪl, -z], 小山 (64)
- histories [ˈhɪst(ə)rɪz], 歷史 (80)
- hit, -s, -ting [hɪt, -s, -ɪŋ], 打, 擊
(64)
- hit upon, 想出 (64)
- h'm = humph (98)
- H. M. = Hotel Manager (26)
- hockey [ˈhɒki], 曲棍球 (65)
- hold, 容納 (28)
- hollow [ˈhɒləʊ], 空, 凹處 (16)
- holl/y, -ies [ˈhɒli, -ɪz], 喬木 (冬
青屬) 葉 (62)
- home work, 自習課 (Ex. XI)
- honest [ˈɒnɪst], 誠實 (70)
- honor, -s [ˈɒnə(r), -z], 榮譽 (62)
- Hope [həʊp], 人名 (62)
- hope's [həʊps], 希望 (32)
- horse trams, 公厰馬車 (13)
- host, -s [həʊst, -s] 主人 (29); 大
軍 (112)
- hotel, -s [həʊ(t)el, -z], 旅館 (22)
- hourglass, -es [ˈaʊəglɑ:s, -ɪz], 計時
之水漏或沙漏 (53)
- House of Commons, 下議院, 衆議
院 (125)
- House of Lords, 上議院, 貴族院
(125)
- houses, 院 (125)
- hr. = hour (54)
- hrs. = hours (54)
- huff, -s, -ing, -ed [hʌf, -s, -ɪŋ, -t],
吼 (24)
- Hull [hʌl], 地名 (93)
- human beings, 人類 (79)
- humph [hʌmf, mʌm, mʌpm,
mʌmp], 表示不滿意之聲 (98)
- hundreds [ˈhʌndrədz], 數百 (93)
- hung [hʌŋ], 見 hang (61)
- hunter, -s [ˈhʌntə(r), -z], 打獵者,
獵人 (76)
- hunting [ˈhʌntɪŋ], 打獵 (65)
- hurdle [ˈhɜ:dl] races, 障阻賽跑
(65)
- hurried up, 趕上來 (56)
- hurry, -ies, -ying, -ied [hʌrɪ,
-ɪz, -ɪɪŋ, ɪd], 趕來 (56); 快捷,
匆忙 (118)
- hush [hʌʃ], 莫作聲, 毋發言 (33)
- hut, -s [hʌt, -s], 小屋, 茅屋 (76)
- Hydo [haɪd] Park, 倫敦大公園之
名 (9)

I, i

- I . . . , 字後之三點表明語未盡也 (44)
- ice [aɪs], 冰 (57)
- I'd [aɪd] = I should (or would)
(87)
- ideas [aɪˈdɪəz], 意思 (7)
- identify, -ies, -ying, -ied [aɪ-
ˈdentɪfaɪ, aɪz, -aɪɪŋ, -aɪd], 證明
(102)
- idiomatic [ɪdɪəˈmæɪk], 慣語的, 成
語的 (1)
- idle [ˈaɪdl], 閒蕩的 (68)
- idleness [ˈaɪdlɪs], 閒蕩 (72)

- if possible (=if it is possible), 若然能夠 (101)
- illness ['ilnis], 病 (105)
- immediately [i'mi:diətli], 即刻 (84)
- imperative [im'perətiv], 祈使的 (3)
- imperialism [im'piəriəlizəm], 帝國主義 (114)
- impersonal [im'pə:ʃən(ə)l], 無主屬的 (59)
- imply, -ies, -ying, -ied [im'pli/ai, -aiz, -aij, -aid], 指, 含意 (75)
- import, -s, -ing, -ed [im'pɔ:t, -s, -iŋ, -id], 輸入 (88)
- import, -s [im'pɔ:t, -s], 進口貨 (88)
- importance [im'pɔ:t(ə)ns], 重要 (Ex. XXII)
- impossible [im'pɔ:səbl], 不能 (59)
- improbable [im'prɔ:bəbl], 不定, 不可 (122)
- improper [im'prɔ:pə(r)], 不合宜 (59)
- improvement [im'pru:vment], 改良 (121)
- in. = inch (50)
- in = rung in, 報入 (61)
- in accordance with, 依照, 遵照 (92)
- in a day or two, 一二日內 (92)
- in a great many cases, 每每 (111)
- in all, 總計, 總共 (14)
- in all directions, 各處 (8)
- inanimate [i'nænimət], 無生命的 (59)
- e in both cases, 就以上兩層言之 (7)
- in classes, 合班聽講 (42)
- inclosed [in'klouzd], 包入 (127)
- includ/e, -es, -ing, -ed [in'klud -z, -iŋ, -id], 包括, 包含 (25)
- in combination with, 與... 連接 (103)
- incomplete [inkəm'pli:t], 不全 (103)
- in contact with, 與... 接觸 (126)
- in course of, 正在... 中 (92)
- incurable [in'kjʊərəbl], 不可療治, 無可醫治 (90)
- ind. = indirect (75)
- in debt, 欠債 (38)
- indefinite [in'definit], 無定 (37)
- independent [indi'pendənt], 獨立的 (31)
- India ['indjə], 印度 (88)
- indicative [in'dikətiv], 實指的 (123)
- indirect object, 間接受事 (75)
- indoors ['indɔ:z], 戶內 (68)
- induc/e, -es, -ing, -ed [in'dju:s, -iz, -iŋ, -d], 勸誘 (110)
- indulg/e, -es, -ing, -ed [in'daldʒ, -iz, -iŋ, -t], 耽 (69)
- industrial [in'da:striəl], 實業的 (117)
- industr/y, -ies [in'dəstr/i, -iz], 實業 (88)
- in everybody's way, 阻礙人人行路 (16)
- in fact, 實在, 果然 (103)
- infinitive, -s [in'finitiv, -z], 無限云謂 (95)
- inflect, -s, -ing, -ed [in'flekt, -s, -iŋ, -id], 變形, 變體 (59)
- inflection, -s [in'flekʃ(ə)n, -z], 變體 (55)
- inform, -s -ing, -ed [in'fɔ:m, -z, -iŋ, -d], 通知 (Ex. VII)

- information [infə'meɪf(ə)n], 指導 (10)
- infrequently [ɪn'fri:kwəntli], 不常, 罕 (69)
- in general = usually, 總共, 大概 (85)
- in good time, 準時 (70)
- in great glee, 作大喜之狀 (28)
- in great haste, 迅速 (105)
- inhabit, -s, -ing, -ed [ɪn'hæbɪt, -s, -ɪŋ, -ɪd], 居 (5)
- initiative [ɪ'nɪʃɪətɪv], 先見 (98)
- in love, 戀愛女子 (38)
- inn, -s [ɪn, -z], 客棧, 旅舍 (73)
- in old times, 昔, 古時 (89)
- in order to, 因欲 (11)
- in question, 講及的, 所指定的 (17)
- inquire, -es, -ing, -ed [ɪn'kwaɪə(r), -z, -ɪŋ, -ɪd], 問 (10)
- in reality, 依實際言, 實然 (125)
- in recognition of, 承認 (62)
- in return, 還報 (93)
- insect, -s [ɪn'sekt, -s], 蟲 (78)
- insert, -s, -ing, -ed [ɪn'sɔ:t, -s, -ɪŋ, -ɪd], 插入 (75)
- inst. = instant (92)
- instant [ɪn'stənt], 本月 (92)
- instruct, -s, -ing, -ed [ɪns'trʌkt, -s, -ɪŋ, -ɪd], 囑, 告知 (83)
- instruction, -s [ɪns'trʌkʃ(ə)n, -z], 教授 (41); 教訓 (118)
- insular [ɪn'sjʊlə(r)], 島的, 島國的 (126)
- insurance, -es [ɪn'fʊə(r)ns, -ɪz], 保險 (84)
- insurance against all sea risks, 保海上各種危險 (84)
- intend, -s, -ing, -ed [ɪn'tend, -z, -ɪŋ, -ɪd], 意欲 (Ex. VII)
- interview, -s [ɪntə(:)vju:, -z], 接見 (104)
- in that case, 若是如此, 依此言之 (26)
- in the course of, 當 . . . 之時 (69)
- in the least, 毫, 微細 (6)
- in theory, 依理論言 (125)
- in the same way, 依此, 依此類推 (15, 87)
- in the sense of, 有 . . . 之意義 (61)
- in the way of, 關於 (30)
- intimate [ɪn'tɪmeɪt], 親熱, 親密 (38)
- in time, 不遲, 準時 (6)
- in torrents, 狂大 (58)
- in trade, 做生意 (117)
- introduce, 引起 (15)
- introduced to, 傳入 (88)
- introduction, -s [ɪntroʊ'dʌkʃ(ə)n, -z], 介紹 (21); 開端 (83)
- intrusion, -s [ɪn'tru:ʒ(ə)n, -z], 闖入; 侵入 (21)
- intrust, -s, -ing, -ed [ɪn'trʌst, -s, -ɪŋ, -ɪd], 信託, 交付 (125)
- in vain, 無益, 徒然 (116)
- invent, -s, -ing, -ed [ɪn'vent, -s, -ɪŋ, -ɪd], 發明 (105)
- invention, -s [ɪn'venʃ(ə)n, -z], 發明 (121)
- inventor, -s [ɪn'ventə(r), -z], 發明家 (124)
- ir- [ɪ(r)] (=not), 不 (42)
- Ireland [ɪ'aɪənlənd], 愛爾蘭 (1)
- Irish [ɪ'aɪərɪʃ], 愛爾蘭的 (1)
- Irish Sea, 愛爾蘭海 (1)
- irregularly [ɪ'regjuləli], 不依常規 (67)
- isle, -s [aɪl, -z], 島 (此字祇於地名及詩歌中見之) (1)

issu/e, -es, -ing, -ed ['isjuː, -z, -ɪŋ, -d], 發行 (45)

Italian, -s [i'tæljən, -z], 意大利人 (105)

item, -s ['aɪtəm, -z], 項目 (29)

it's [ɪts]=it is 或 it has (87)

J, j

J = James (Ex. XVIII)

Johnson ['dʒɒnsn], 人名 (70)

joint [dʒɔɪnt], 共同的, 連合的 (94)

joint owners, 共有者 (94)

joke, -s [dʒəʊk, -s], 笑話 (34)

jell/y, -ier, -iest ['dʒəl/i, -ie(r), -ɪst], 快樂 (70)

joy, -s [dʒɔɪ, -z], 歡喜 (77)

judg/e, -es [dʒʌdʒ, -ɪz], 審判官, 推事 (117)

jumped for joy, 喜躍欲狂 (77)

junior ['dʒuːnjə(r)], 初級的, 預備的, 少年的 (41)

just as bad, 爲害相同 (76)

K, k

keeper, -s ['kiːpə(r), -z], 守者 (65)

keeping clean, 使...清潔 (9)

keeps, 開設 (17)

keeps on, 繼續 (58)

keep to the left, 靠左邊行 (9)

keep to the right, 靠右邊行 (9)

keep up, 備有 (57)

kept on, 繼續 (56)

kick, -s, -ing, -ed [kɪk, -s, -ɪŋ, -t], 踢 (69)

kid, -s [kɪd, -z], 小羊 (18)

kid gloves, 羊皮手套 (18)

kill [kɪl], 消遣 (34)

kindly received, 受歡迎 (124)

kindness ['kain(d)nɪs], 仁, 仁愛 (47)

"King's shilling," 皇家的先令 (110)

kiss, -es [kɪs, -ɪz], 接吻 (62)

kiss, -es, -ing, -ed [kɪs, -ɪz, -ɪŋ, -t], 接吻 (62)

known [naʊn], 著名 (124)

L, l

labor, -s, -ing, -ed ['leɪbə(r), -z, -ɪŋ, -d], 作工 (5); 工作 (48)

laborer, -s ['leɪbə(r), -z], 工人 (48)

laboring classes, 工界, 工人 (5)

lack, -s, -ing, -ed [læk, -s, -ɪŋ, -t], 缺 (95)

lad, -s [læd, -z], 童子, 小漢子, 青年 (48)

laid [leɪd], 見 lay (9)

lain [leɪn], lie 之兩用式 (1)

Lancashire ['læŋkʃɪə(r)], 地名 (85)

landing ['lændɪŋ], 樓梯上之走路處, 平台 (21)

landlad/y, -ies ['lænleɪd/i, -ɪz], 女房東 (62)

land [lænd], 地, 國 (112)

last, -s, -ing, -ed [lɑːst, -s, -ɪŋ, -ɪd], 經過, 繼續 (57)

lately ['leɪtli], 近來 (88)

laughter ['lɑːftə(r)], 笑 (62)

law, 法學 (82)

lawyer, -s ['lɔːjə(r), -z], 律師, 辯護士 (117)

lay [leɪ], lie 之過去式 (1)

lay, lays, laying, laid [leɪ, leɪz, 'leɪɪŋ, leɪd], 置 (9)

lay dead, 橫死 (Ex. XXIX)

- lays off, 分開 (78)
- lay the dust, 壓定灰塵, 使灰不揚塵 (9)
- laziness ['leɪzɪs], 惰 (12)
- laz/y, -ier, -iest ['leɪzɪ, -iə(r), -iist], 懶惰 (12)
- leader, -s ['li:də(r), -z], 指導員 (33)
- leaf, -ves [li:f, -vz], (紙) 葉 (53)
- lead [led], 鉛 (81)
- league, -s [li:g, -z], 立約, 三哩 (59)
- leakage ['li:kɪdʒ], 漏, 漏卮 (88)
- lean, leans, leaning, leaned [li:n, li:nz, 'li:nɪŋ, li:nd], 倚 (6)
- lean out of the window, 靠窗窗外 (6)
- learner, -s ['lɔ:nə(r), -z], 學生 (25)
- learn of, 請教 (28)
- leather ['leðə(r)], 皮, 熟皮, 革 (65)
- leaving out, 省去 (11)
- lecture ['lektʃə(r)], 演講 (88)
- Leeds [li:dz], 地名 (89)
- left alive, 生存 (116)
- left empty, 空而不用, 關閉 (9)
- leisurely ['leʒəli], 閒蕩的 (39)
- Leonidas [li(:)'ɒnɪdəs], 人名 (112)
- letter box, 信箱 (101)
- letter of introduction, 介紹信 (21)
- letter proper, 信札之本體 (83)
- letter of application, 謀事信 (104)
- level ['levl], 地平線 (4)
- lev/y, -ies, -ying, -ied ['levɪ, -iz, -iɪŋ, -id], 征, 征收 (96)
- lie, lies, lying, lay, lain [lai, laɪz, 'laɪɪŋ, lei, leɪn], 在, 位於於 (1), 躺下 (77)
- lifeless ['laɪflɪs], 無生機, 無趣味 (34)
- lift, -s [lɪft, -s], 升降梯 (25)
- lift, -s, -ing, -ed [lɪft, -s, -ɪŋ, -ɪd], 舉起 (16)
- light, -er, -est [laɪt, -ə(r), -ɪst], 輕 (122)
- light, -s, -ing, -ed, lit [laɪt, -s, -ɪŋ, -ɪd, lɪt], 點燈 (9); 燈光 (33)
- lighten, -s, -ing, -ed ['laɪtn, -z, -ɪŋ, -ɪd], 電閃 (57)
- likely ['laɪkli], 或 (6)
- limit, -s, -ing, -ed ['lɪmɪt, -s, -ɪŋ, -ɪd], 有限 (17); 限, 形容 (63); 限制 (84)
- limited companies, 有限公司 (17)
- line, -s [laɪn, -z], 行 (5)
- linen, -s ['lɪnɪn, -z], 竹布 (85)
- list, -s [lɪst, -s], 戲目 (34); 單子 (109)
- listen, -s, -ing, -ed ['lɪsn, -z, -ɪŋ, -ɪd], 聽, 細聽 (78)
- lit [lɪt], 見 light (33)
- literature ['lɪt(ə)rɪtʃə(r)], 文學 (82)
- little result, 無大效果 (96)
- livelihood ['lɪ(a)ɪvlihud], 生活 (88)
- Liverpool ['lɪvəpu:l], 利物浦 (英國商埠名) (1)
- living, 生活 (17)
- load, -s, -ing, -ed [ləʊd, -z, -ɪŋ, -ɪd], 裝載 (12)
- localit/y, -ies [lə(u)'kælɪtɪ, -ɪz], 地方 (104)
- locat/e, -es, -ing, -ed [lə(u)'keɪt, -s, -ɪŋ, -ɪd], 位置於, 居 (5)
- location, -s [lə(u)'keɪʃ(ə)n, -z], 地位 (86)
- lodg/e, -es, -ing, -ed [lɒdʒ, -ɪz, -ɪŋ, -ɪd], 旅居 (73)
- London ['lʌndən], 倫敦 (英國首都) (1)
- London proper, 倫敦本部 (9)

looking-glasses, 鏡 (89)
looking into, 通入, 向 (26)
look me up, 尋我, 看我 (66)
lookout ['lʊk'ʌʊt], 注視 (109)
looks to, 注意 (70)
looks to see, 細視 (25)
look toward, 指 (103)
lord, -s [lɔ:d, -z], 貴人 (125)
losing ['lu:zɪŋ], 劇本的 (90)
lot, -s [lɒt, -s], 數目, 大數目 (114)
loudly ['laʊdli], 響 (91)
lovely, -ier, -iest ['lʌvli, -iə(r),
 -i:st], 可愛, 美 (57)
lover ['lʌvə(r)], 喜好者 (69)
lower, -s, -ing, -ed ['ləʊə(r), -z,
 -ɪŋ, -d], 減少, 放下, 下 (33)
lower berth, 下層之床 (2)
Ltd., 此係 limited 之略 (17)
lucky ['lʌki], 幸, 佳幸的 (32)
luggage ['lʌɡɪdʒ], 行李 (英人謂行
 李曰 luggage, 美人則曰 baggage)
 (2)
lying ['laɪɪŋ], lie 之方事式 (1)

M, m

ma'am [mæm], 女士, 小姐, 太太,
 女主人 (20)
machine, -s [mə'ʃi:n, -z], 機器
 (89)
machinery [mə'ʃi:nəri:], 機器 (之
 總稱) (89)
madam ['mædəm], 女士, 太太 (20)
made . . . faces, 扮鬼臉 (120)
made of, 造成, 成功 (32)
made the effort, 設法 (70)
made their way toward, 向 . . . 走
 (29)
main [meɪn], 主要 (88)
maintain, -s, -ing, -ed [meɪn'teɪn,
 -z, -ɪŋ, -d], 保守, 維持 (113)

major, -s ['neɪdʒə(r), -z], 大, 長
 (109)
majority, -ies [mə'dʒɔ:riti, -iz],
 大多數 (117)
make any reduction, 減價 (18)
make a request, 請求 (3)
make assertions, 陳說, 說明 (39)
make a voyage, 旅行 (2)
make fun at, 嘲, 譏笑, 尋開心 (52)
make . . . living, 謀生 (17)
make money, 賺錢 (94)
makes a statement, 直陳 (3)
makes his choice, 決定其主意 (25)
makes no sense, 無意義 (71)
makes sense, 有意義 (71)
make sure of, 決定 (25)
making calls, 拜客 (22)
making faces, 畫人面, 扮鬼臉 (120)
making money, 賺錢 (17)
Manchester ['mæn(t)ʃɪsɔ:(r)], 地名
 (85)
man-of-war, **men-of-war** ['mæn-
 ov'wɔ:(r), 'menovwɔ:(r)], 戰艦
 (113)
manual ['mænju(ə)], 手製的 (82)
manual work, 手工 (82)
manufacture, -s [mænju'fæktʃə(r),
 -z], 製造品 (17)
manufactur/e, -es, -ing, -ed
 [mænju'fæktʃə(r), -z, -rɪŋ, -d],
 製造 (85)
manufactured articles, 製造品
 (94)
manufacturer, -s [mænju'fæk-
 tʃ(ə)rə(r), -z], 製造家 (17)
marine [mə'ri:n], 海的 (84)
marine insurance, 海上保險 (84)
mark, -s, -ing, -ed [mɑ:k, -s, -ɪŋ,
 -t], 作記號, 記明 (13)
market, -s ['mɑ:kit, -s], 市場 (94)

- marshal**, -s [ˈmɑːʃ(ə)l, -z], 元帥, 大將 (109)
master, -s [ˈmɑːstə(r), -z], 東家 (25); 主人翁 (90)
match, -es [mætʃ, -ɪz], 火柴 (17); 競技 (65)
mathematics [mæθɪˈmætiks], 算學 (38)
meadow, -s [ˈmedou, -z], 草地 (36)
means [miːnz], 方法 (13)
means of communication, 交通方法 (13)
measure, -s [ˈmeʒə(r), -z], 尺度, 度量 (49); 方法 (110)
mechanical [miˈkænik(ə)l], 工藝的 (117)
medical [ˈmedɪk(ə)l], 醫學的, 醫藥的 (118)
medical men, 醫生, 看護, 藥劑師等 (118)
melt, -s, -ing, -ed [melt, -s, -ɪŋ, -ɪd], 鎔化 (124)
menu [ˈmenjuː], 菜單 (29)
merchandise [ˈmɜːtʃ(ə)ndaɪz], 商品 (94)
merchant, -s [ˈmɜːtʃ(ə)nt, -s], 商人 (12)
merchant ships, 商船 (113)
merely [ˈmiːli] (=only), 祇, 僅, 不過 (7)
merrily [ˈmerɪli], 快樂 (73)
merrymaking [ˈmerɪmeɪkɪŋ], 戲樂, 娛樂 (61)
message, -es [ˈmesɪdʒ, -ɪz], 信息 (80)
Messieurs, 見 Messrs. (100) 也
Messrs. = messieurs [ˈmesəz], Mr. 之衆數 (100)
metal, -s [ˈmetl, -z], 金類, 五金 (81)
metric [ˈmetrɪk], 密達的 (49)
metric system, 密達制 (49)
metropolitan [metrəˈpɒlɪt(ə)n], 城中的 (10)
Metropolitan Railway, 城中(地底)鐵路 (10)
Mexico [ˈmeksɪkou], 墨西哥(美國地名) (93)
mice [maɪs], mouse 之衆數 (28)
Midday, 日中 (41)
midland [ˈmɪdlənd], 中部的 (81)
midnight [ˈmɪdnait], 半夜 (53)
mile, -s [maɪl, -z], 哩, 英里 (4)
milkmaid, -s [ˈmɪlkmeɪd, -z], 搾乳女 (32)
military [ˈmɪlɪt(ə)rɪ], 武備的 (41)
military powers, 軍備國 (109)
mill, -s [mɪl, -z], 廠 (85)
million, -s [ˈmɪljən, -z], 百萬 (121)
millionaire [mɪljəˈneə(r), -z], 大富豪 (117)
min. = minute (54)
mind, -s, -ing, -ed [maɪnd, -z, -ɪŋ, -ɪd], 注意, 留心, 介意, 反對 (6)
mind, -s [maɪnd, -z], 心理, 願, 心想 (34)
mind you, 汝注意之 (6)
mine, -s [maɪn, -z], 礦 (81)
mine, -es, -ing, -ed [maɪn, -z, -ɪŋ, -ɪd], 開礦 (82)
miner, -s [ˈmaɪnə(r), -z], 開礦者, 礦工 (82)
mineral, -s [mɪn(ə)r(ə)l, -z], 礦物 (81)
mining engineer, 採礦工程師, 礦師 (82)
minister, -s [ˈmɪnɪstə(r), -z], 大臣 (125)

mirth [mɔ:θ], 快樂 (34)
 mistaken [mis'teikən], 錯誤 (70)
 mistaken for, 誤爲 (70)
 mistletoe ['misltoʊ], 槲 (寄生樹之一種) (62)
 mistress, -es ['mistres, -es], 女主人 (32)
 mix, -es, -ing, -ed [miks, -iz, -in, -t], 雜 (88)
 modern, 新學的, 現代的 (41)
 moist [moist], 潮濕 (72)
 moisture ['moistʃə(r)], 濕氣 (72)
 money collector, 收帳員 (97)
 money-making, 賺錢的 (90)
 mood, -s [mu:d, -z], 狀, 語氣 (123)
 moonlight ['mu:nlaɪt], 月光, 月色 (53)
 mostly ['moustli], 大概 (63)
 motor power, 原動力 (121)
 mountain, -s ['mauntin, -z], 高山 (4)
 mouse, mice [maʊs, maɪs], 小鼠 (28)
 mouth, 口, 河口, 江口 (5)
 much obliged to, 感謝 (18)
 mule, -s [mju:l, -z], 驢馬 (78)
 multipl/y, -ies, -ying, -ied
 ['multipl/ai, -aiz, -aiɪŋ, -aid], 乘 (54)
 municipal [mju:(ɪ)'nɪsɪp(ə)l], 城的, 市的 (37)
 municipal schools, 市立學校 (37)
 muscle, -s [mʌsl, -z], 筋, 筋力 (72)
 music ['mju:zɪk], 音樂 (82)
 musical ['mju:zɪk(ə)l], 音樂的 (33)
 musical play, 雜以音樂之戲 (33)
 music and singing, 樂歌 (82)
 muslin, -s ['mʌzlin, -z], 紗 (85)
 mustn't ['mʌsnt] = must not (87)

N, n

namely ['neɪmli], 即...是也 (17)
 names [neɪmz], 指出, 說出 (67)
 narrow-minded ['næro(u)'maɪnd-
 -ɪd], 量小, 褻 (126)
 native ['neɪtɪv], 本國的 (88)
 native land, 本國 (116)
 native to, 原屬於 (88)
 natural products, 天然品 (94)
 nature ['neɪtʃə(r)], 性質 (115)
 naval ['neɪv(ə)l], 海軍的 (118)
 nav/y, -ies ['neɪv/i, -iz], 海軍 (113)
 near by, 相近, 在左近 (30)
 nearer ['nɪərə(r)], 近些 (67)
 nearest ['nɪərɪst], 最近 (67)
 necessaries ['nesɪs(ə)rɪz], 需要的貨物 (96)
 need, -s, -ing, -ed [ni:d, -z, -ɪŋ, -ɪd], 必需 (60)
 negation, -s [ni'geɪf(ə)n, -z], 否定語 (99)
 never mind, 不要緊, 請不介意 (70)
 neighbor, -s ['neɪbə(r), -z], 隣人, 別人 (16)
 neither side, 兩方中無一方 (80)
 New Age Book Store, 新時代書店 (83)
 nic/e, -er, -est [naɪs, -ə(r), -ɪst], 精美 (77)
 nights [naɪts], 夜 (34)
 noble/man, -men ['nəʊbl/mən, -mən], 貴人, 貴冑 (125)
 no doubt, 無疑, 決然 (118)
 no fear (= it is not likely), 可無畏, 請不費心 (6)
 noncommissioned ['nɒn-kə'mɪʃ(ə)nd], 非任命的 (109)

not a bit of it, 並不, 毫不 (22)
 not at all, 全不 (30)
 note, -s [nəʊt, -s], 短翰 (17); 調曲 (33); 小註 (38)
 note paper, 信箋 (17)
 nothing to do with it, 不管此事 (56)
 notice/e, -es, -ing, -ed [ˈnəʊtɪs, -ɪz, -ɪŋ, -t], 知, 注意 (26)
 not likely, 不或, 不再 (6)
 nought [nɔ:t], 零 (106)
 nowadays [ˈnaʊədeɪz], 目下, 現今 (53)
 no way of escape, 無法逃走 (124)
 now then, 雖末, 於是 (10)
 number, 第... 號 (2)
 number forms, 寡數衆數之變形 (67)
 numerous [ˈnju:m(ə)rəs], 多, 無數 (9)
 nurse/e, -es, -ing, -ed [nɜ:s, -ɪz, -ɪŋ, -t], 養育, 看護 (59)
 nurser/y, -ies [ˈnɜ:sr/i, -ɪz], 孩兒室 (21)

O, o

oat, -s [aʊt, -s], 燕麥 (81)
 obediently [əˈbi:djəntli], 順從的 (104)
 obey, -s, -ing, -ed [əˈbeɪ, -s, -ɪŋ, -ed], 順從 (72)
 object, -s [ˈɒbdʒɪkt, -s], 事物, 實物 (43)
 obligation, -s [əblɪˈɡeɪʃ(ə)n, -z], 義務 (103)
 obliged [əˈblaɪdʒd] to, 感謝, 感激 (18); 必須 (119)
 obliging, 懇篤 (115)
 obtain, -s, -ing, -ed [əbˈteɪn, -z, -ɪŋ, -d], 得 (86)

occasionally [əˈkeɪznəlɪ], 有時, 間或 (59)
 occupation, -s [ɒkjuˈpeɪʃ(ə)n, -z], 業務 (117)
 occupy, -ies, -ying, -ied [ˈɒkjʊp/aɪ, -aɪz, -aɪŋ, -aɪd], 占 (96)
 occur, -s, -ring, -red [əˈkɜ:(r), -z, -rɪŋ, -ɪd], 發現 (103)
 of American origin, 源於美國的, 美人發明的 (65)
 offer, -s [ˈɒfə(r), -z], 供獻 (116)
 offer, -s, -ing, -ed [ˈɒfə(r), -z, -rɪŋ, -d], 允許 (44); 供獻, 給 (104)
 office, 郵政局, 郵務局 (101)
 official, -s [əˈfɪʃ(ə)l, -z], 官, 職官 (117)
 off to, 往 (66)
 of no importance, 無關重要 (112)
 of three kinds, 分爲三類 (13)
 oil [ɔɪl], 油, 煤油 (98)
 old-fashioned, 舊式的 (13)
 old fellow, 老朋友 (38); 小漢子 (70)
 omit, -s, -ting, -ted [əˈmɪt, -s, -ɪŋ, -ɪd], 省去 (11)
 omnibus, -es [ˈɒmnɪbəs, -ɪz], 公共馬車, 四輪大馬車 (10)
 on a large scale, 大大 (86)
 once upon a time, 從前, 昔者 (80)
 on credit, 貸, 欠帳 (38)
 one acted upon, 被動者 (71)
 one another, 彼此, 互相 (40)
 on his account, 由自己出資 (97)
 only (=except that), 惟 (13)
 on my account, 爲我之故 (22)
 on no account, 不論如何 (44)
 on receipt of this, 接此信後 (84)
 on that account, 因此 (96)
 on the lookout, 注意 (109)

opening, 開口, 門 (7)
 opening into each other, 彼此有門可通 (Ex. VII)
 open into, 通, 通入 (21)
 open sea, 大洋, 大海 (5)
 open your eyes, 張汝之目 (有審視之意) (28)
 opera, -s [ˈɒp(ə)rə, -z], 和以音樂之戲, 樂戲 (34)
 opinion, -s [əˈpɪnjən, -s], 意見 (106)
 oppose/e, -es, -ing, -ed [əˈpəʊz, -ɪz, -ɪŋ, -d], 相反, 反對 (5)
 opposed to . . . , 與 . . . 相反 (5)
 opposite party's goal, 對方之球門 (69)
 optional [ˈɒpʃ(ə)nəl], 任便的, 隨意的 (83)
 optionally [ˈɒpʃənəli], 任便的 (111)
 orange [ˈɒrɪndʒ], 橘 (43)
 orchestra [ˈɔ:kɪstrə], 奏樂處, 奏樂班 (33)
 orchestra stalls, 頭等正廳 (33)
 order, -s [ˈɔ:də(r), -z], 點菜, 命令, 吩咐 (29); 定貨單 (83)
 order, -s, -ing, -ed [ˈɔ:də(r), -z, -rɪŋ, -d], 定 (菜) (30); 定 (貨) (83)
 order of the day, 通行之事 (62)
 ore, -s [ˈɔ:(r), -z], 鐵石, 鐵苗 (89)
 or else, 否則 (80)
 origin, -s [ˈɒrɪdʒɪn, -z], 根源 (65)
 original [əˈrɪdʒən(ə)], 原 (96)
 ought [ɔ:t], 必定 (95)
 ounce, -s [aʊns, -ɪz], 盎司, 兩 (49)
 outdoor [ˈaʊtdɔ:(r)], 戶外 (68)
 out of date, 廢止 (13)
 out of work, 失業的 (110)
 out with it, 除去之 (98)

over, 不止 (74)
 over again, 再 (33)
 over and over again, 一而再再而三, 反覆 (48)
 over/come, -comes, -coming, -came [ˌoʊvə/ˈkʌm, -ˈkʌnɪŋ, -ˈkeɪm], 勝 (80)
 over head and ears (= entirely), 深, 埋沒, 全 (38)
 overrun [ˌoʊvəˈrʌn], 蹂躪, 削平 (112)
 over there, 在那邊 (36)
 "Over the Water," 對岸, 河之南 (5)
 owe/e, -es, -ing, -d [oʊ, -z, -ɪŋ, -d], 欠, 負 (38)
 owes (to), 得 (113)
 owing to, 因 (126)
 ox, -en [ɒks, -(ə)n], 牛 (12)
 oxen 見 ox (12)
 oz. = ounce (49)

P, p

P. = Purchaser (18); = Pupil (42)
 pail, -s [peɪl, -z], 桶 (32)
 painted [ˈpeɪntɪd], 繪 (40)
 painter, -s [ˈpeɪntə(r), -z], 漆匠, 畫家 (120)
 palace/e, -es [ˈpælɪs, -ɪz], 皇宮, 巨室 (22)
 Palace Hotel [ˈpælɪs hoʊˈtel], 巨廈旅館 (22)
 Palace Restaurant, 巨廈館店 (22)
 pal/e, -er, -est [peɪl, -ə(r), -ɪst], 淡白 (53)
 pantr/y, -ies [ˈpæntri/ɪ, -ɪz], 伙食房 (21)
 paper, 文書 (102)
 paper money, 紙幣 (45)

- paragraph, -s [ˈpærəgrɑ:f, -s], 段 (5)
- parcel, -s [ˈpɑ:sl, -z], 包件 (101)
- parcel post, 包件郵寄 (101)
- parenthesis, -es [pəˈrenθɪs/ɪs, -ɪz], 括弧 (11)
- parliament [ˈpɑ:ləmənt], 英國國會 (125)
- partake, -es, -ing, partook [pɑ:ˈteɪk, -s, -ɪŋ, pɑ:ˈtʊk], 有...之性質, 享有 (115)
- participial [pɑ:ˈti:ʃiəl], 兩用式的 (83)
- participles [ˈpɑ:tɪsɪplz], 兩用式 (115)
- particular, -s [pɑˈtɪkjələ(r), -z], 特別的 (43); 詳細情形, 各端 (128)
- partner, -s [ˈpɑ:tənə(r), -z], 合股者, 股東 (90)
- pass, -es [pɑ:s, -ɪz], 山峽 (112)
- passage, -es [ˈpæsɪdʒ, -ɪz], 廊 (21)
- passport, -s [ˈpɑ:spɔ:t, -s], 護照, 旅行證 (102)
- pave, -es, -ing, -ed [peɪv, -z, -ɪŋ, -d], 砌 (9)
- pavement, -s [ˈpeɪvmənt, -s], 步道, 街中兩旁行人之路 (101)
- pay up, 清償 (38)
- peace [pi:s], 太平, 和平 (80)
- peaceful [ˈpi:sfʊl], 和平的 (114)
- peculiar [pɪˈkju:liə(r)], 特異, 奇離 (79)
- pence [pens], 便士 (18)
- penny, -ies [ˈpeni, -ɪz], 便士 (英國國幣) (18)
- per [pə:] = every, 每 (Ex. VII); 由...船來 (84)
- perceive, -es, -ing, -ed [pəˈseɪv, -z, -ɪŋ, -d], 認知 (47)
- per cent [pəˈsent], 百分之... (84)
- perfectly [ˈpɜ:fɪk(t)li], 完全 (18)
- performance, -s [pəˈfɔ:məns, -ɪz], 扮演 (30)
- period, -s [ˈpiəriəd, -z], 時代, 時期 (41)
- permit, -s, -ing, -ted [pəˈmɪt, -s, -ɪŋ, -ɪd], 准許 (13)
- Persia [ˈpɜ:ʃə], 波斯國 (112)
- Persian, -s [ˈpɜ:ʃ(ə)n, -z], 波斯的, 波斯人 (112)
- personal, 親身的 (104)
- personal connection, 交接 (100)
- petroleum [piˈtrɔ:ljəm], 石油, 煤油 (13)
- physics [ˈfɪzɪks], 物理學 (82)
- physiology [fɪziˈɒlədʒi], 生理學 (82)
- picked [pɪkt] up, 爬起, 拾起 (12), 取得 (69); 收, 招集 (110)
- picnic [ˈpɪknɪk], 郊外旅行 (73)
- pillar, -s [ˈpɪlə(r), -z], 柱 (101)
- pillar boxes, 郵政櫃, 郵政箱 (101)
- pinky-white [ˈpɪŋki (h)waɪt], 粉紅色 (64)
- pit, -s [pɪt, -s], 正廳 (33)
- pit/y, -ies [ˈpɪt/i, -ɪz], 哀憐 (47); 可憐之事 (80)
- pit/y, -ies, -ying, -ied [ˈpɪt/i, -ɪz, -ɪŋ, -ɪd], 哀憐 (115)
- placed, 辦妥, 辦好 (92)
- plain, -er, -est [pleɪn, -ə(r), -ɪst], 明白, 清楚 (80)
- plan, -s [plæn, -z], 計畫 (64); 圖樣 (86)
- plane, -s [pleɪn, -z], 翼 (121)
- platform, -s [ˈplætfɔ:m, -z], 月臺 (6)
- playgrounds [ˈpleɪgraʊndz], 遊戲之場 (Ex. XI)
- plays [pleɪz], 玩 (68)

- play, -s [pleɪ, -z], 戲劇 (33)
 please, 快樂 (64)
 pleasant journey, 一路平安 (66)
 pleasantly ['plezntli], 快樂 (67)
 pleases, 願意, 隨意 (125)
 plum, -s [plʌm, -z], 李子 (57)
 pl/y, -ies, -ying, -ied [pl/ai, -aiz, -aiŋ, -aid], 往來 (19)
 p.m. ['pi:'em], 下午 (此係 post meridiem 之略) (61)
 polic/y, -ies ['pɒlɪs/i, -iz], 保險單 (92); 政策 (96)
 pooh [pu, pu:], 嗤, 豈有此理 (36)
 pool, -s [pu:l, -z], 池, 沼 (36)
 politeness [pə'laitnis], 禮貌 (47)
 poor, 可憐的 (38); 瘦, 不肥 (81)
 popgun ['pɒp'gʌn], 氣鎗, 紙礮 (36)
 poor old chap, 可憐我的好友 (38)
 popular ['pɒpjʊlə(r)], 流行, 通行 (13); 人人所知 (101)
 populous ['pɒpjʊləs], 人口多的 (5)
 pork butcher, 售豬肉商 (52)
 port, -s [pɔ:t, -s], 埠 (84)
 portion, -s ['pɔ:f(ə)n, -z], 份 (5)
 portmanteau, -s [pɔ:t'mæntəu, -z], 皮箱 (2)
 portrait, -s ['pɔ:trɪt, -s], 肖像 (120)
 portrait painter, 畫小像者 (120)
 possession, -s [pə'zɛf(ə)n, -z], 主有, 所有 (63), 屬地 (113)
 possibility, -ies [pɒsə'biliti, -iz], 可能之事 (103)
 possible ['pɒsəbl], 能, 可能 (15)
 possibly ['pɒsəbli], 能 (18)
 post, -s, -ing, -ed [pəʊst, -s, -ɪŋ, -d], 郵務, 郵寄 (48); 郵寄 (101); 位置 (112)
 postage, -s ['pəʊstɪdʒ, -iz], 郵費 (102)
 postage stamps, 郵票 (102)
 postal order, 郵局匯票 (101)
 post cards, 明信片 (101)
 poster, -s ['pəʊstə(r), -z], 招帖, 廣告 (86)
 post/man, -men ['pəʊs(t)/mən, -mən], 郵差, 送信人 (101)
 post meridiem ['pəʊstmə'ridiəm], 下午 (可省作 p.m.) (61)
 pot, -s [pɒt, -s], 鉢, 罐, 缸 (24)
 pound, -s [paʊnd, -z], 鎊 (18)
 pound sterling, 純正金鎊 (45)
 powerful ['paʊəf(ə)], 強大, 有勢力 (113)
 powers, 國 (109)
 practical ['præktik(ə)l], 實用的, 實習的, 實學的 (82)
 praise, -es, -ing, -ed [preɪz, -iz, -ɪŋ, -d], 稱贊 (72)
 preacher, -s ['pri:tʃə(r), -z], 說教者, 講道者 (117)
 predicate nominative, 主名之位之在謂語中者 (63)
 prefer, -s, -ring, -red [pri'fə:(r), -z, -rɪŋ, -d], 欲, 中意 (25); 選擇 (29)
 prefix, -es ['pri:fixs, -iz], 冠首字 (14)
 premium, -s ['pri:mjəm, -z], 保險費 (84)
 preparation, -s [prepə'reɪf(ə)n, -z], 預備 (92)
 presently ['prezntli], 立刻 (44)
 presents ['preznts], 禮物 (61)
 pretend, -s, -ing, -ed [pri'tend, -z, -ɪŋ, -ɪd], 佯 (62)
 prevent, -s, -ing, -ed [pri'vent, -s, -ɪŋ, -ɪd], 阻止 (80)
 prices ['praɪsɪz], 價目 (18)
 primary ['praɪməri], 初等的 (37)

- primary education, 初等教育 (37)
- prince, -es [prɪns, -ɪz], 皇子, 太子 (117)
- principally [ˈprɪnsəp(ə)li], 大概 (5)
- Principle of People's Livelihood, 民生主義 (88)
- prints [prɪnts], 印花布 (85)
- prison, -s [ˈprɪzən, -z], 監牢 (124)
- privacy [ˈpraɪvəsi], 私事, 隱秘 (21)
- private schools, 私立學校 (37)
- prize, -es [praɪz, -ɪz], 獎品 (65)
- probably [ˈprɒbəbli], 或則 (114)
- problem, -s [ˈprɒbləm, -z], 問題 (46)
- process, -esses [ˈprɒses, -esɪz], 手續 (86)
- produce, -es, -ing, -ed [prəˈdju:s, -ɪz, -ɪŋ, -t], 取出, (52); 產 (81); 印出 (83)
- product, -s [ˈprɒdʌkt, -s], 出品 (85)
- production, -s [prəˈdʌkʃ(ə)n, -z], 出產 (81)
- profession, -s [prəˈfɛʃ(ə)n, -z], 專門職業 (117)
- professional [prəˈfɛʃ(ə)nəl], 專門職業的 (117)
- professor, -s [prəˈfɛsə(r), -z], 大學教育 (83)
- profit, -s [ˈprɒfɪt, -s], 利益 (88)
- promise, -es [ˈprɒmɪs, -ɪz], 允許 (107)
- promise, -es, -ing, -ed [ˈprɒmɪs, -ɪz, -ɪŋ, -t], 允許 (2)
- prosper, -s, -ing, -ed [ˈprɒspə(r), -z, -rɪŋ, -d], 發達 (96)
- prosperous [ˈprɒsp(ə)rəs], 順利 (62)
- protection [prəˈtektʃ(ə)n], 保護 (113)
- protective [prəˈtektɪv], 保護的 (96)
- protective policy, 保護政策 (96)
- protective tariff, 保護稅法 (96)
- prove, -es, -ing, -ed [pru:v, -z, -ɪŋ, -d], 證明 (56)
- proverb, -s [ˈprɒvəb, -z], 諺言 (21)
- provide, -es, -ing, -ed [prəˈvaɪd, -z, -ɪŋ, -d], 供給, 俱備 (124)
- prudent [ˈpru:d(ə)nt], 慎重 (97)
- psychology [saɪˈkɒlədʒi], 心理學 (122)
- public call room, 公用電話所 (102)
- public schools, 公立學校 (37)
- public way, 公路 (21)
- publish, -es, -ing, -ed [ˈpʌblɪʃ, -ɪz, -ɪŋ, -t], 印行, 出版 (61)
- publisher, -s [ˈpʌblɪʃə(r), -z], 出版家 (83)
- puff, -s, -ing, -ed [pʌf, -s, -ɪŋ, -t], 脹大 (36)
- puffs . . . up, 脹大 (36)
- pull, -s, -ing, -ed [pʌl, -z, -ɪŋ, -d], 撕 (53)
- pulled off, 撕去 (53)
- pun [pʌn], 一言兩義之遊戲用法 (52)
- purchaser, -s [ˈpɜ:tʃəsə(r), -z], 買客 (18)
- purpose, -oses [ˈpɜ:pəs, -(ə)ɪz], 功用, 作用, 宗旨 (3)
- put . . . in (= charge), 計算 (18)
- put into prison, 置之監獄中 (124)
- put on the market, 出售, 發賣 (94)
- put out, 擱出 (32)
- putting yourself out, 煩擾自己 (22)
- put to death, 處以死刑 (61)
- put up, 居住 (22)

Q, q

- qualit/y, -ies** [ˈkwɒlɪt/i, -iz], 性質 (47)
quantit/y, -ies [ˈkwɒntɪt/i, -iz], 大批 (18)
quarrel, -s [ˈkwɔrəl, -z], 爭論 (80)
quarters [ˈkwɔ:tə(r)z], 地方 (110)
queen, -s [kwɪ:n, -z], 皇后 (40)
question, -s, -ing, -ed [ˈkwes-tʃ(ə)n, -z, -ɪŋ, -d], 問, 盤問 (27)
quite as good, 一樣的有益處 (68)

R, r

- rabbit, -s** [ˈræbɪt, -s], 兔 (74)
rac/e, -es [reis, -iz], 賽跑 (65); 人種 (112)
race for life, 人生競爭, 生活競賽 (118)
racing [ˈreɪsɪŋ], 賽跑 (65)
railway train, 火車 (1)
rain, -s, -ing, -ed [rein, -z, -ɪŋ, -d], 下雨 (58)
raindrop, -s [ˈreɪndrɒp, -s], 雨點 (60)
rais/e, -es, -ing, -ed [reɪz, -iz, -ɪŋ, -d], 舉起 (33); 產出 (78)
ran after, 追 (47)
ran away, 逃避 (77)
rank, -s [ræŋk, -s], 職位 (109); 隊伍 (110)
rank, -s, -ing, -d [ræŋk, -s, -ɪŋ, -t], 列於, 居於 (69)
rather than, 反無 (68)
raw, -er, -est [rɔ:, -ə(r), -ɪst], 生 (88)
raw materials, 生貨 (94)
raw recruit, 新應募之兵 (109)
re- [ri:] (= back again), 回, 再 (15)

- real [riəl, ˈri:(ə)l], 實在的, 確實的** (15)
reality [ri:(t)ˈælɪti], 實在, 實際 (125)
rear [riə(r)], 後面 (121)
recall, -s, -ing, -ed [riˈkɔ:l, -z, -ɪŋ, -d], 召回, 取消 (15)
receipt, -s [riˈsi:t, -s], 收到 (84)
receive sound, 收納聲音 (78)
recipient [riˈsɪpiənt], 受信人 (83)
reckon, -s, -ing, -ed [ˈrek(ə)n, -z, -ɪŋ, -d], 算, 計算 (53)
recognition, -s [rekəɡˈnɪʃ(ə)n, -z], 承認 (62)
recogniz/e, -es, -ing, -ed [ˈre-kɒɡnaɪz, -z, -ɪŋ, -d], 認可, 認知, 承認 (37)
recruit, -s [riˈkru:t, -s], 新兵 (109)
recruit, -s, -ing, -ed [riˈkru:t, -s, -ɪŋ, -ɪd], 徵募 (109)
recruiting sergeants, 徵募軍曹 (109)
recruitment [riˈkru:tmənt], 徵募 (113)
reduc/e, -es, -ing, -ed [riˈdju:s, -iz, -ɪŋ, -t], 減少, 減輕 (88)
reduction, -s [riˈdʌkʃ(ə)n, -z], 減價, 減少 (18)
referenc/e, -es [ˈrefr(ə)ns, -ɪz], 指定 (67); 證明書或證人 (100)
refusal, -s [riˈfju:z(ə)l, -z], 不允許, 拒絕 (90)
regard, -s [riˈgɑ:d, -z], 敬意 (66); 注意 (126)
regard, -s, -ing, -ed [riˈgɑ:d, -z, -ɪŋ, -ɪd], 以爲, 視爲 (110)
register, -s, -ing, -ed [ˈredʒɪstə(r), -z, -rɪŋ, -d], 掛號, 登記 (102)
registered letter, 掛號信 (106)
regular [ˈregjʊlə] army, 常備軍 (109)

- regularly [ˈregjʊləli], 常常, 往往 (3); 有定期的 (97)
- regulate, -es, -ing, -ed [ˈregjuleit, -s, -ɪŋ, -ɪd], 制定 (96)
- rejoice, -es, -ing, -ed [riˈdʒɔɪs, -ɪz, -ɪŋ, -t], 悅樂 (61)
- relate, -es, -ing, -ed [riˈleɪt, -s, -ɪŋ, -ɪd], 有關係, 連接 (31)
- relationship, -s [riˈleɪʃ(ə)nʃɪp, -s], 關係 (63)
- rely, -ies, -ying, -ied [riˈlaɪ, -aɪz, -aɪŋ, -aɪd], 靠 (90)
- relied upon, 靠得住, 依賴 (90)
- remain, -s, -ing, -ed [riˈmeɪn, -z, -ɪŋ, -d], 居; 居留 (41)
- remove, -es, -ing, -ed [riˈmu:v, -z, -ɪŋ, -d], 遷; 陞 (41)
- repeat, -s, -ing, -ed [riˈpi:t, -s, -ɪŋ, -ɪd], 重說, 重言 (126)
- represent, -s, -ing, -ed [reprɪˈzent, -s, -ɪŋ, -ɪd], 表, 代表 (100)
- reproduce, -es, -ing, -ed [riˈprɒˈdju:s, -ɪz, -ɪŋ, -t], 繹(文), 重述 (8)
- request, -s [riˈkwest, -s], 請求 (3); 囑咐 (83)
- require, -es, -ing, -ed [riˈkwaɪə(r), -z, -ɪŋ, -d], 需要 (17)
- reserve, -es, -ing, -ed [riˈze:v, -z, -ɪŋ, -d], 保存, 預定 (Ex. VII)
- reside, -es, -ing, -ed [riˈzaɪd, -z, -ɪŋ, -ɪd], 住, 居 (9)
- rest [rest], 其餘各件, 其餘 (2)
- restaurant, -s [ˈrest(ə)rɔ:ŋ, -z], 菜館; 酒樓 (22)
- retail, -s, -ing, -ed [riˈteɪl, -z, -ɪŋ, -d], 零售 (17)
- return [riˈtɔ:n], 回頭來, 再請 (82)
- revert, -s, -ing, -ed [riˈvɔ:t, -s, -ɪŋ, -ɪd], 返 (109)
- rewrite [ˈri:ˈraɪt], 重作, 重寫 (15)
- riches [ˈrɪtʃɪz], 富, 財富 (81)
- riding by, 騎馬而來 (76)
- rifle, -s [ˈraɪl, -z], 來福鎗, 快鎗 (9)
- right [raɪt], 剛巧 (12)
- right opposite, 恰在對面 (102)
- rise and fall of the market, 市價之升降 (97)
- risk, -s [rɪsk, -s], 險 (84)
- river, -s [ˈrɪvə(r), -z], 河 (5)
- roadway, -s [ˈrəʊdweɪ, -z], 路中, 道 (13)
- roar, -s, -ing, -ed [rɔ:(r), -z, -ɪŋ, -d], 咆, 吼 (4)
- rob, -s, -bing, -bed [rɒb, -z, -ɪŋ, -d], 搶劫 (40)
- Robinson [ˈrɒbɪnsn], 人名 (73)
- rock, -s [rɒk, -s], 大石 (82)
- Rockefeller [ˈrɒkfelə(r), ˈrɒki-felə(r)], 人名 (98)
- Rockefellers [ˈrɒkfeləz, ˈrɒki-feləz], 人之類 Rockefeller, 者 (98)
- roll, -s, -ing, -ed [rəʊl, -z, -ɪŋ, -d], 轉, 捲 (16)
- rolled ... over, 翻轉 (16)
- rough, -er, -est [rʌf, -ə(r), -ɪst], 粗 (69)
- roughly [ˈrʌfli], 粗, 約略, 大要 (17)
- rudder, -s [ˈrʌdə(r), -z], 舵 (121)
- rule, -es, -ing, -ed [ru:l, -z, -ɪŋ, -d], 治理 (125)
- rule, -s [ru:l, -z], 章程, 定例 (9)
- “rule of the road,” 馬路規則 (9)
- rung out, 告終 (61)
- running stream, 流動之河水 (4)
- runs, 點 (70)
- rush, -es, -ing, -ed [rʌʃ, -ɪz, -ɪŋ, -t], 衝 (4)

S, s

S. = Self (2); = Shopman (18);
= Shopwoman (20); = Servant
(22)

s. = shilling (18)

sales/man, -men ['seilz/mən,
-mən], 店員, 售貨者 (97)

sample, -s ['sɑ:mpl, -z], 樣子 (83)

sample letter, 信札之式樣 (83)

Santa Claus ['sæntə 'klɔ:z], 聖誕
翁 (62)

save, 省, 節省 (11)

scale [skeil], 等級 (86)

scene, -s [si:n, -z], 場面 (36)

scholastic [sko'læstik], 學校的
(37)

scholastic year, 學年 (37)

school life, 學校生活 (Ex. XI)

scienc/e, -es ['saions, -iz], 科學
(122)

science of the mind, 心理學 (122)

scientific [saiən'tifik], 科學的 (86)

scold, -s, -ing, -ed [skould, -z,
-in, -id], 責, 罵 (12)

score, -s [skɔ:(r), -z], 勝負數 (66)

scor/e, -es, -ing, -ed [skɔ(r), -z,
-in, -d], 記數 (66)

scored, 得 (70)

Scotland ['skɔtlənd], 蘇格蘭 (1)

sea level, 海平線 (4)

seusiek ['si:sik], 暈船的 (22)

season, 時節 (48)

seats [si:ts], 位, 座 (13)

sec. = seconds (54)

secondary ['sek(ə)nd(ə)ri], 中等
的; 次等的 (37)

secondary education, 中等教育
(27)

secret, -s ['si:krit, -s], 祕訣 (98)

section, -s ['sekʃ(ə)n, -z], 段 (5)

see, 知 (2)

self, 自己 (2)

selfish ['selfiʃ], 自私的 (126)

selfishness ['selfiʃnis], 利己, 自利
(126)

send, -s, -ing, -sent [send, -z, -in,
sent], 送 (16)

senior ['si:njə(r)], 專門的, 高級的,
年長的 (41)

see . . . off, 言別, 送行 (66)

sender, -s ['sendə(r), -z], 發信人
(101)

sense [sens], 意義 (71)

senses ['sensiz], 知覺, 五官 (47)

sent [sent], 送 (16)

sentimental [sentiməntl], 多情的,
動情 (66)

sent word to, 差人送信給 . . . (16)

serg/e, -es [sɔ:dʒ, -iz], 啤機 (85)

sergeant, -s ['sɔ:dʒ(ə)nt, -s] 軍曹
(109)

sergeant major ['sɔ:dʒ(ə)nt 'mei-
dʒə(r)], 曹長 (109)

serv/e, -s, -ing, -ed [sɔ:v, -z,
-in, -d], 使用, 適合 (11); 服役
(109)

serve the purpose of . . . , 可作 . . .
之用 (11)

services ['sɔ:visiz], 禮拜 (61); 服務
(104)

set out, 動身 (29)

set phrase, 一定不變之語 (13)

sets in, 到, 至 (57)

set up, 設立 (85); 造 (89); 開設
(店舖) (97)

seven (inches) and three quarters
(of an inch), 七寸又一寸之四分
之三 (18)

seven and a quarter = seven

- inches and a quarter of an inch (20)
- shade, -es, -ing, -ed [ʃeɪd, -z, -ɪŋ, -ɪd], 遮陰 (73)
- Shanghai Cotton Goods Company, 上海綿料公司 (84)
- shareholder, -s [ˈʃeəʊhəʊldə(r), -z], 股東 (17)
- shear, -s, -ing, -d, shorn [ʃiə(r), -z, -rɪŋ, -d, ʃɔ:n], 剪羊毛 (85)
- she's [ʃi:z] = she is (87)
- shilling, -s [ˈʃɪlɪŋ, -z], 先令 (英國國幣) (14)
- ship, -s, -ping, -ped [ʃɪp, -s, -ɪŋ, -t], 裝運 (84)
- shipbuilding [ˈʃɪpbɪldɪŋ], 造船 (89)
- shock, -s [ʃɒk, -s], 驚 (90)
- shock, -s, -ing, -ed [ʃɒk, -s, -ɪŋ, -t], 可怕, 驚人 (90)
- shoemaker, -s [ˈʃu:meɪkə(r), -z], 鞋匠 (120)
- shopkeeper, -s [ˈʃɒpkɪ:pə(r), -z], 開店舖者 (17)
- shop/man, -men [ˈʃɒpmən, -mən], 店員 (18)
- shopwalker, -s [ˈʃɒpwɔ:kə(r), -z], 店中招待員 (20)
- shop/woman, -women [ˈʃɒp-wʊmən, -wɪmɪn], 女店員 (20)
- shorten [ˈʃɔ:t(ə)n], 縮短 (11)
- shortly [ˈʃɔ:tlɪ], 即刻 (57)
- shouldn't [ˈʃʊdnt] = should not (16)
- shout, -s, -ing, -ed [ʃaʊt, -s, -ɪŋ, -ɪd], 喊 (56)
- shows ... into, 導 ... 入 (25)
- shut up, 毋多言 (70)
- side, -s [saɪd, -z], 身旁, 腰 (12); 類, 科 (41)
- sight, -s [saɪt, -s], 美觀, 景 (33); 見 (118)
- sign, 記號, 朕兆 (48)
- signif/y, -ies, -ying, -ied [ˈsɪgnɪf/aɪ, -aɪz, -aɪɪŋ, -aɪd], 意指 (63)
- silent [ˈsaɪlənt], 靜 (33); 不發聲的 (43)
- silk, -s [sɪlk, -s], 絲 (32)
- similar [ˈsɪmɪlə(r)], 相似, 類似 (Ex. XIX)
- similar to, 與 ... 相似 (Ex. XIX)
- simple, -ler, -list [ˈsɪmpəl, -lə(r), -lɪst], 單簡的 (7)
- simply [ˈsɪmpli], 祇 (43)
- singing [ˈsɪŋɪŋ], 唱歌 (82)
- single [ˈsɪŋɡl], 單個的 (11)
- single and double entry, 單式及複式簿記 (100)
- sink, -s, -ing, sank, sunk [sɪŋk, -s, -ɪŋ, sɔŋk, sɔŋk], 沉, 沉下 (122)
- situated [ˈsɪtʃueɪtɪd], 位置, 居 (5)
- situation, -s [sɪtʃuˈeɪf(ə)n, -z], 位置 (100)
- sixpence [ˈsɪkspens], 六便士 (14)
- slay, -s, -ing, slew, slain [slei, -z, -ɪŋ, slu:, sleɪn], 殺死 (Ex. XXIX)
- sleeping partner, 合股不問事之股東 (90)
- slight, -er, -est [slaɪt, -ə(r), -ɪst], 微, 微小, 細微 (128)
- slogan, -s [ˈsləʊɡən, -z], 口號 (114)
- smash, -es, -ing, -ed [smæʃ, -ɪz, -ɪŋ, -t], 打 (70)
- smashed ... to bits, 打敗, 打盡 (70)
- smells [smelz], 發香味 (28)
- smelt, -s, -ing, -ed [smelt, -s, -ɪŋ, -ɪd], 鎔解, 製煉 (89)

- smil/e, -es, -ing, -ed** [smaɪl, -z, -ɪŋ, -d], 微笑 (32)
Smith [smɪθ], 人名 (17)
smok/e, -es, -ing, -ed [smoʊk, -s, -ɪŋ, -t], 吸煙 (6, 30)
smoke, 煙氣 (77)
smoking compartment, 搭客可吸煙之車 (6)
smok/y, -ier, -iest ['smoʊk/i, -iə(r), -iəst], 多煙氣的, 多煤氣的 (77)
snow, -s, -ing, -ed [snoʊ, -z, -ɪŋ, -d], 下雪 (58)
snowstorm, -s ['snoʊstɔ:m, -z], 大雪 (57)
so-called, 所謂 (5)
soda, -s ['soʊdə, -z], 蘇打 (30)
soften, -s, -ing, -ed ['sɒfn, -z, -ɪŋ, -d], 軟化 (124)
soldier, -s ['souldʒə(r), -z], 兵 (12)
something of the sort, 類似此等之事 (122)
songs [sɒŋz], 歌 (33)
sort, -s [sɔ:t, -s], 種類 (4)
sovereign, -s ['sɔ:vərɪn, -z], 驢物倫 (英國金幣) (18)
Sparta ['spɑ:tə], 斯巴達 (城名) (112)
Spartan, -s ['spɑ:tən, -z], 斯巴達的, 斯巴達人 (116)
spectator, -s [spek'teɪtə(r), -z], 觀眾, 觀者 (33)
spin, -s, -ning, span, spun [spɪn, -z, -ɪŋ, spæn, spʌn], 紡 (85)
spirit, -s ['spɪrɪt, -s], 精神 (70); 靈魂 (122)
splendid ['splendɪd], 美雅, 優美 (66)
sport, -s [spɔ:t, -s], 運動 (65)
- spread, -s, -ing** [sprɛd, -z, -ɪŋ], 散佈 (53)
spun [spʌn], 見 spin (85)
squadron, -s ['skwɔ:d(r)ən, -z], 艦隊 (113)
SS. ['es'es, 'sti:mʃɪp] = steamship (84)
St. = Steward (2)
stage, -s [steɪdʒ, -ɪz], 戲臺, 舞臺 (33)
stairs [steə(r)z], 樓梯 (21)
stall, -s [stɔ:l, -z], 正廳騎牛部 (33)
stand about, 散立 (65)
standard ['stændəd], 本位 (109)
standing, 身分, 地位 (114)
standing out, 伸出, 突出 (36)
stands him a drink, 請他飲酒 (110)
started, 開始 (44)
state, 國家, 情形 (34)
stat/e, -es, -ing, -ed [steɪt, -s, -ɪŋ, -ɪd], 說, 陳述 (25)
statement, -s ['steɪtmənt, -s], 直陳語 (3)
state of mind, 情緒 (34)
states [steɪts], 邦 (112)
stay, 且慢, 停一停 (30)
stay up, 坐而不睡 (61)
steadily ['stedɪli], 恆, 穩固 (118)
steal, -s, -ing, stole, stolen [sti:l, -z, -ɪŋ, stəʊl, 'stəʊləŋ], 偷 (56)
steam engine, 汽機 (85)
steam trams, 汽機街車 (13)
stem, -s [stem, -z], 字根, 字之本體 (51)
steel [sti:l], 鋼 (98)
stenotypist ['steno'taɪpɪst], 速記兼打字員 (Ex. XXVI)
step, -s [step, -s], 步 (114)
sterling ['stɔ:lɪŋ], 真實 (45)
steward, -s ['stjuəd, -z], 船上招待搭客者, 接待員 (2)

stick, -s [stɪk, -s], 指揮棒 (33); 棒 (意謂牛角) (36)
 stick, -s, -ing, -ed [stɪk, -s, -ɪŋ, -t], 黏着 (38)
 stick to, 注意, 用心 (38)
 stiff, -er, -est [stɪf, -ə(r), -ɪst], 不活動, 不自然, 剛硬 (70)
 stoker, -s ['stoukə(r), -z], 火夫 (113)
 stole [stəʊl], 見 steal (56)
 stole into, 潛入 (116)
 stolen ['stəʊlən], 見 steal (56)
 stone, -s [stəʊn, -z], 石 (9)
 stop, thief, 捉賊 (56)
 storekeeper, -s ['stɔ:kɪ:pə(r), -z], 管貨棧者 (97)
 stor/y, -ies ['stɔ:r/i, -ɪz], (樓) 層 (21)
 strange [streɪn(d)ʒ], 奇異, 奇怪 (15)
 stream, -s [stri:m, -z], 水流, 溪 (4)
 street sweepers, 清道夫 (9)
 strength, -s ['streŋθ, -s], 氣力 (68)
 stretch, -es, -ing, -ed [stretʃ, -ɪz, -ɪŋ, -t], 伸寬, 引大 (18)
 strict, -er, -est [strikt, -ə(r), -ɪst], 嚴 (Ex. XI)
 strictly ['striktli], 嚴 (61)
 stroll, -s [strəʊl, -z], 閒步, 散步 (30)
 struck up, 奏 (33)
 stuff [stʌf], 材料 (66); 無價值之言 (70)
 stuff, -s, -ing, -ed [stʌf, -s, -ɪŋ, -t], 塞滿 (66)
 stumble, -es, -ing, -ed ['stʌmbl, -z, -ɪŋ, -d], 跌 (12)
 stupid ['stju:pɪd], 愚笨 (12)
 st/y, -ies [st/ai, -aɪz], 猜測 (77)
 style, -s [stɑɪl, -z], 文體 (91)

subject, -s ['sʌbdʒɪkt, -s], 科目 (41)
 subject first, predicate next, 先句主而後謂語 (7)
 subjects of instruction, 科目 (41)
 subjunctive [səb'dʒʌŋ(k)tɪv], 虛擬的 (123)
 subordinate [sə'bɔ:dɪneɪt], 依附, 相從 (31)
 substantial [səb'stænʃ(ə)l], 實質的 (110)
 substantive, -s ['sʌbstəntɪv, -z], 名物字或稱代字, 實字 (63)
 successful [s(ə)k'sesf(ʊ)l], 發達 (97)
 such and such (a), 某某 (17)
 sudden ['sʌdn], 忽然 (105)
 suffer, -s, -ing, -ed ['sʌfə(r), -z, -ɪŋ, -d], 受痛苦 (114)
 suffering [sʌf(ə)rɪŋ], 苦楚 (80)
 sufficient [sə'fɪfənt], 足 (105)
 suit, -s, -ing, -ed [s(j)u:t, -s, -ɪŋ, -ɪd], 配合 (26)
 sum, -s [sʌm, -z], 數目, 總數 (46)
 sundial, -s ['sʌn'daɪəl, -z], 日晷 (53)
 sunrise ['sʌnraɪz], 日出 (53)
 suppl/y, -ies, -ying, -ied [sə'pl/ai, -aɪz, -aɪɪŋ, -aɪd], 供給 (81)
 surely ['ʃʊəli], 決然 (90)
 surface, -es ['sɔ:fɪs, -ɪz], 面, 面上, 面積 (49)
 surpris/e, -es, -ing, -ed [sə'praɪz, -ɪz, -ɪŋ, -d], 驚異 (16)
 sweeper, -s ['swi:pə(r), -z], 打掃人, 清道夫 (9)
 swing, -s, -ing, swang, swung [swɪŋ, -z, -ɪŋ, swæŋ, swʌŋ], 搖動 (72)
 sword, -s [sɔ:d, -z], 刀, 指揮刀 (9)

synonym, -s ['sinənim, -z], 同義字 (2)

systematic [sisti'mætik], 有次序的, 有秩序的 (122)

T, t

T. = Traveler (26); = **Teacher** (42)

table, -s ['teibl, -z], 表 (46)

tail, -s [teil, -z], 尾 (77)

tailor, -s ['teilə(r), -z], 成衣匠, 裁縫師 (120)

take, 減 (50)

take a stroll, 散步 (30)

taken alone, 分開, 獨立 (31)

take back, 收回 (96)

take place, 舉行 (65)

takes, 需 (1)

talk about peace, 議和 (80)

tariff ['tærif], 稅法, 稅則 (96)

task, -s [tɑ:sk, -s], 事, 工課 (62)

team, -s [ti:m, -z], 隊 (69)

technical ['teknik(ə)l], 專門的, 工業的 (37)

teetotaler, -s [ti:'təutlə(r), -z], 不飲酒者 (29)

telegram, -s ['teligræm, -z], 電報 (105)

telegraph ['teligrɑ:f], 電報機, 電信機 (105)

telegraph, -s, -ing, -ed ['teligrɑ:f, -s, -in, -t], 打電報 (Ex. XXVII)

telegraphy [ti'legrafi], 電報學, 電信術 (105)

telepathy [i'lepəθi], 通神術, 千里眼 (122)

telephone, -s ['telifəun, -z], 電話, 德律風 (105)

telephon/e, -es, -ing, -ed ['telifəun, -z, -in, -d], 打電話 (102)

tell the truth, 講實話 (76)

term, -s [tɜ:m, -z], 學期 (37); 名詞 (63)

terrible ['terəbl], 可怕的 (36)

territor'y, -ies ['terit(ə)r/i, -iz], 土地 (114)

test, -s [test, -s], 實驗 (122)

Thames [temz], 泰姆司 (河名) (5)

Thames River, 泰姆司河 (5)

thank, -s, -ing, -ed [θæŋk, -s, -in, -t], 謝 (32)

that very day, 即日, 當日 (40)

theaters ['θiətəz], 戲館 (34)

theor'y, -ies ['θiə(r)/i, -iz], 理論 (122)

the best . . . by far = very much

the best, 頂好 (70)

the City, 指 London (9)

the like, 類似者 (75)

thence [θens] (= from there), 自彼處 (10)

the poor, 貧窮之人 (47)

the rest (of), 其餘 (2)

thereupon [θiəə'pən] (= upon that), 由是, 因此 (25)

Thermopylae [θə:'mɒpi:lɪ:], 希臘山峽名 (112)

they'd [θeid] = they had (or would) (87)

they'll [θeii] = they will (20)

they'll do = they will do, 彼等願合用 (20)

they're [θeə(r)] = they are (87)

they've [θeiv] = they have (87)

thick wood, 深林 (74)

thief, -ves [θi:f, -vz], 賊 (56)

things of a class, 同類之物 (43)

things without life, 無生物 (79)

thousands ['θauzəndz], 幾千個 (64)

threepenc/e, -es ['θrip(ə)ns, -iz], 三便士 (45)

- thunder, -s, -ing, -ed [ˈθʌndə(r), -z, -rɪŋ, -d], 雷鳴 (57)
- thunderstorm, -s [ˈθʌndəstɔ:m, -z], 大雷 (58)
- tiger, -s [ˈtaɪgə(r), -z], 虎 (90)
- tight, -er, -est [taɪt, -ə(r), -ɪst], 緊 (18)
- timepiece, -es [ˈtaɪmˈpi:s, -ɪz], 時計 (53)
- tin [tɪn], 錫 (81)
- tip, -s [tɪp, -s], 小帳, 賞錢 (25)
- tobacco, -s [təˈbækəʊ, -z], 煙草, 煙葉 (78)
- to be brief, 簡言之 (114)
- to go to Z? 要往內地麼 (10)
- to make (one's) living, 謀生 (17)
- torch, -es [tɔ:tʃ, -ɪz], 火把 (82)
- torrent, -s [ˈtɒrənt, -s], 急流 (58)
- toss [tɔ:s], 擲 (頭) (32)
- toss, -es, -ing, -ed [tɔ:s, -ɪz, -ɪŋ, -t], 擲 (頭) (32)
- total [ˈtəʊtəl], 全, 總 (50)
- to the left, 在 (信箋之) 左邊 (83)
- towards [təˈwɔ:dz, təˈwɔ:dz], 向 (16)
- trades, 生意, 行業, 職業 (117)
- traffic [ˈtræfɪk], 車務, 街中車輛之往來 (9)
- training [ˈtreɪnɪŋ], 訓練 (117)
- traitor, -s [ˈtreɪtə(r), -z], 奸人, 賣國賊 (116)
- tram, -s [træm, -z], (街中) 電車 (13)
- tramp [træmp], 人或馬之足聲 (116)
- tramway, -s [ˈtræmweɪ, -z], (街中) 電車軌道 (13)
- transact, -s, -ing, -ed [trænˈzækt, -s, -ɪŋ, -ɪd], 行, 執行 (94)
- translation, -s [træˈnsleɪʃ(ə)n, -z], 翻譯, 譯文 (88)
- trap, -s [træp, -s], 陷阱 (28)
- traveler, -s [ˈtrævlə(r), -z], 招生意之旅行者 (86)
- treaty, -ies [ˈtri:tɪ, -ɪz], 條約 (96)
- tried hard, 用功, 用力 (40)
- trip, -s [trɪp, -s], 旅行 (22)
- troop, -s [tru:p, -s], 軍隊 (116)
- trot, -s -ing, -ed [trɒt, -s, -ɪŋ, -ɪd], (馬) 急走 (17)
- troubles [ˈtrʌblz], 困難 (49)
- trunk, -s [trʌŋk, -s], 衣箱 (2)
- truth [tru:θ], 誠實, 真實之言 (76)
- turned into, 製成 (85)
- turned . . . upside down, 倒轉 (16)
- turtle, -s [ˈtɜ:tl, -z], 龜 (44)
- tunnel, -s [ˈtʌn(ə)l, -z], 地道, 隧道 (13)
- turns up, 翻起 (78)
- tut [tʌt], 忒, 咄 (36)
- two-berth [ˈtu:be:θ], 兩床的 (2)
- twopence [ˈtʌpəns], 二便士 (14)

U, u

- umbrella, -s [ʌmˈbrɛlə, -z], 傘, 雨傘 (87)
- unbearable [ʌnˈbeərəbl], 難忍, 難堪 (57)
- underground [ˈʌndəˈgraʊnd], 地下的, 地下 (13)
- underground railways, 地底鐵路 (13)
- underneath [ʌndəˈni:θ], 在下 (16)
- understood, 意會的 (95)
- under two special heads, 列爲二大類 (117)
- unequal [ˈʌnˈi:kw(ə)l], 不相等的 (5)
- unequal treaties, 不平等條約 (96)
- unexpected [ʌnɪksˈpektɪd], 料不到的, 不測的 (90)

unfortunately [ʌn'fɔ:tʃnɪtli], 不幸 (42)

uniform, -s ['ju:nɪfɔ:m, -z], 號衣, 制服 (110)

unhealthy [ʌn'helθi], 不健康 (68)

university, -ies [ju(:)ni'vɔ:s(i)tɪ, -iz], 大學 (37)

unkind [ʌn'kaɪnd], 不和氣 (67)

unless [ʌn'les], 除非 (28)

unlike [ʌn'laɪk], 不像 (125)

unlimited [ʌn'limitɪd], 無限制的 (111)

unrelated [ʌn'reɪleɪtɪd], 無關係, 雜 (66)

unreliable [ʌn'reɪlaɪəbl], 靠不住, 不可靠 (106)

unsuccessful [ʌnsək'sesf(u)], 不成功, 失敗 (121)

untrue [ʌn'tru:], 不實 (124)

upper berth, 上層之床 (2)

upper galleries, 上閣樓 (33)

upside ['ʌpsaɪd], 上面 (16)

upside down, 底朝天, 翻轉 (16)

used for business purposes, 作為各種商業之用 (9)

used to ['ju:stə, 'ju:stʊ], 慣於, 常常 (89)

useless ['ju:sɪs], 無用的 (122)

uses, 作用, 功用 (38)

V, v

V. = visitor (22)

vacant ['veɪkənt], 空 (100)

vague, -r, -st [veɪg, -ə(r), -ɪst], 漠然, 不定 (98)

vain [veɪn], 虛空 (116)

valley, -s ['væli, -z], 谷, 山谷 (4)

valuable ['væljuəbl], 有價值的 (108)

various ['vɛəriəs], 各 (88)

var/y, -ies, -ying, -ied [ˈvɛər/i, -ɪz, -iɪŋ, -ɪd], 不同, 異 (25)

vehicle, -s ['vi:ɪkl, -z], 車, 各種車 (9)

very, 即, 正 (40)

vigorously ['vɪg(ə)rəʃli], 有興味, 奮力 (Ex. XVIII)

village, -es ['vɪlɪdʒ, -ɪz], 村 (44)

violent ['vaɪələnt], 強, 暴烈 (68)

visitor, -s ['vɪzɪtə(r), -z], 拜訪者 (22)

vocative, -s ['vɒkətɪv, -z], 受呼詞 (63)

voices ['voɪsɪz], 聲 (56)

void [vɔɪd], 缺乏 (126)

volley, -s ['vɒli, -z], 排, 回擊 (65)

volley ball, 排球 (65)

volume, -s ['vɒljʊm, -z], 容積 (49)

voluntary ['vɒlənt(ə)rɪ], 自由的, 自願的 (109)

voyage, -es ['vɔɪdʒ, -ɪz], 海程 (2)

W, w

W. = William (Ex. XVIII); = Wang (102)

wages ['weɪdʒɪz], 工錢, 工資 (88)

waistcoat, -s ['weɪskəʊt ('wesket), -s], 背心, 胴心 (120)

waiter, -s ['weɪtə(r), -z], 侍者 (29)

wait just a moment, 略待片刻 (10)

Wales [weɪlz], 威爾士 (1)

walking gloves, 散步時戴之手套 (20)

walking the hospitals, 在醫院中實習 (118)

wanting, 缺乏 (Ex. XVIII)

warehouse, -ses ['weəhau/s, -zɪz], 貨棧 (5)

- war measure, 戰時方針 (110)
- warn, -s, -ing, -ed [wɔ:n, -z, -ɪŋ, -d], 警戒 (124)
- warship, -s [ˈwɔ:ʃɪp, -s], 戰艦 (113)
- wasn't [ˈwɔznt] = was not (87)
- waste, -es, -ing, -ed [weɪst, -s, -ɪŋ, -d], 浪費 (48)
- watch, -es, -ing, -ed [wɒtʃ, -ɪz, -ɪŋ, -tʃ], 察視 (76)
- water, -s, -ing, -ed [ˈwɔ:tə(r), -z, -ɪŋ, -d], 淋水, 澆水 (9)
- water carts, 澆水車 (9)
- way, 狀態 (16)
- way of escape, 逃走之法 (124)
- wax [weɪks], 蠟 (124)
- wealth [welθ], 財 (81)
- weak, 庸, 無能為 (12-1)
- weep, -s, -ing, wept [wi:p, -s, -ɪŋ, wept], 泣 (64)
- weigh, -s, -ing, -ed [wei, -z, -ɪŋ, -d], 秤 (50)
- weight, -s [weɪt, -s], 重, 重量, 衡 (19)
- weave, -es, -ing, wove, woven [wi:v, -z, -ɪŋ, wəv, ˈwəv(ə)n], 織 (84)
- week days, 自星期一至星期六 (22)
- welcome [ˈwelkəm] 歡迎 (6); (= you are welcome) (22)
- well lighted, 光亮的 (25)
- went to war, 開戰, 打仗 (80)
- Westmoreland [ˈwes(t)m(ə)lɒnd], 地名 (14)
- west of . . . , . . . 之西部 (1)
- whatever [(h)wətˈevə(r)], 不論何物 (79)
- whatsoever [(h)wɒtsəʊˈevə(r)], 不論何物 (79)
- wheel, -s [(h)wi:l, -z], 車輪 (13)
- wheeler, -s [(h)wi:lə(r), -z], 車 (13)
- when so used = when (it is) so used (elliptical) (15)
- where to? 那裏去 (14)
- whichever [(h)wiʃˈevə(r)], 不論何一 (79)
- whichever [(h)wiʃsəʊˈevə(r)], 不論何一 (79)
- while = time (61)
- whip, -s [(h)wɪp, -s], 鞭 (73)
- white kid, 白羊皮 (20)
- Whiteley [(h)waɪli], 人名 (17)
- white people, 白種人 (4)
- whoever [hu(:)ˈevə(r)], 不論何人 (79)
- wholesale [ˈhəʊlseɪl], 批發 (17)
- whosoever [hu:so(u)ˈevə(r)], 不論何人 (79)
- wicket, -s [ˈwɪkɪt, -s], 柱門 (65)
- wicket keeper, 守柱門者 (65)
- widely [ˈwaɪdli], 廣大, 大大 (91)
- wide of the mark, 不中的 (91)
- wild geese, 野鵝 (44)
- Wil. = William (20)
- Will, 遺囑 (114)
- will have to, 不得不, 必 (10)
- William [ˈwɪljəm], 人名 (8)
- Wilson [ˈwɪlsən], 人名 (22)
- windy [ˈwɪndi], 多風的, 大風的 (58)
- wine, -s [waɪn, -z], 酒 (29)
- winter homes, 冬日所居之處 (78)
- wire, -s [ˈwaɪə(r), -z], 電線 (105)
- wire, -s, -ing, -ed [ˈwaɪə(r), -z, -ɪŋ, -d], 電告 (6)
- wireless [ˈwaɪələs], 無線的 (105)
- wireless telegraphy, 無線電報術 (105)
- within the shortest time possible, 在最短期間之內 (114)

without reference to, 不指定 (67)
 with reference to, 關於 (104)
 with the exception of, 除...之外 (67)
 wk. = week (54)
 wol/f, -ves [wul/f, -vz], 狼 (24)
 wonder, -s, -ing, -ed [ˈwʌndə(r),
 -z, -rɪŋ, -d], 不知, 刻意欲知 (48)
 wonderful [ˈwʌndəf(ul)], 奇異的,
 特別的, 驚人的 (8)
 won't [wɒnt] = will not (66)
 wood, -s [wud, -z], 林, 森林 (73)
 wooden [ˈwudn], 木的, 木製的
 (65)
 Woodlands [ˈwudləndz], 地名 (74)
 wood/man, -men [ˈwud/mən,
 -mən], 樵夫, 伐木者 (74)
 wool, -s [wul, -z], 羊毛 (81)
 woollen [ˈwulin], 羊毛的 (85)
 woliens [ˈwulinz], 毛織品 (100)
 words in groups, 字之成羣者, 字組
 (3)
 work [wɜ:k], 工作 (86)
 worker, -s [ˈwɜ:kə(r), -z], 工作者
 (97)
 work/man, -men [ˈwɜ:k/mən,
 -mən], 工人, 工作者 (86)
 work out, 作出, 演出 (35)
 workshop, -s [ˈwɜ:kʃɒp, -s], 工廠
 (86)
 worth [wɜ:θ], 值 (45)
 worth speaking of, 堪以記述 (81)

worth while, 有益的 (119)
 wouldn't [ˈwudnt] = would not
 (87)
 woven [ˈwouv(o)u], 見 weave (85)
 writer, -s [ˈraɪtə(r), -z], 著作家
 (126)

X, x

X... [eks], 甲 (地) (10)
 Xmas [ˈkrɪsməs], 即 Christmas 之
 略 (61)
 X. Y. Z. [ˈeks ˈwai ˈzed (zi:)], 此
 皆作記號用, 無意義之字母也 (100)

Y, y

Y... [wai] 乙 (地) (10)
 yard, -s [jɑ:d, -z], 場 (77)
 yarn, -s [jɑ:n, -z], 紗, 綿紗 (88)
 yd. = yard (50)
 you are welcome, 歡迎 (有不必客
 氣之意) (6)
 you'd [ju:d] = you had (or would)
 (87)
 you'll [ju:l] = you will (87)
 you're [juə] = you are (10)
 yr. = year (54)

Z, z

Z [zed, zi:], 丙 (地) (10)
 zoology [zəʊlədʒi], 動物學 (82)

