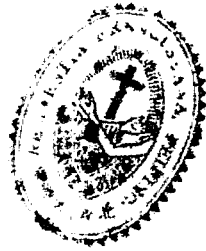


THE YEN YUAN
ENGLISH READERS

BOOK III

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THE YEN YUAN
ENGLISH READERS
FOR JUNIOR MIDDLE SCHOOLS

by

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of Western Languages
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BOOK III



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LESSON I

SUMMER HOLIDAYS (A Review Lesson)

A. Summer is over and all the boys and girls of Lo Ch'un 樂群 School are back. They all look brown and happy. After their two months' holiday they are ready to study again.

In the English class today each of the children told the class what he did in the holidays. Some did a great many things, and others did very few. Here are the stories three of the children told.

B. This is Chang Te's 張德 story.

"This summer my older brother came back home from Shanghai 上海. He finished school in June and was looking for work in Peking. When he was at home, he taught me a lot of Chinese poems. Some of the poems were very hard to understand, but some were very easy and interesting. Both of us had a good time learning them.

"On August the first he began his work in a hospital. After that we could only study in the evenings."

C. This is Tang Wen-mei's 唐文美 story.

"When school stopped on the twenty-second of June, my mother was just going to visit her sister in Shanghai. I wanted to go to Shanghai very much. I wanted to see the biggest city in China. My mother wrote a letter to her sister and asked if she could take me with her. My aunt wrote back and said that I could come too.

"We left Peking on the tenth of July and got to Shanghai on the fourteenth. My aunt and uncle came to our boat to meet us. We were very happy to see each other. They took us to their home in a car.

"Shanghai is a very big city. There are really two Shanghais. One of them has wide streets and fine houses. There are four great stores where you can buy everything you want. You can

buy cloth, clothes, food, toys, books, and writing things. But there is another Shanghai which has small streets and dark stores. All the houses are old and the people poor.

"I did not go to all the places I wanted to see because it is not easy to go about in Shanghai.

"My mother and I came back last week. We did not like leaving such a big and interesting city, but we were happy to be home again. The trip was long and hard, but we are happy we made it."

D. This is Kuo-hua's story.

"I did not do very much this summer. I was getting ready to come to this school. Some of my friends told me that I could fish here, so I made some fishing things. I got some young bamboo sticks and bought some fishing lines.

"I also made a book of pictures of my old school. I want to keep these pictures to help me remember the good times I had there. I shall also make a book of pictures of this new school.

"The trip here was most interesting. It was my first ride on a train. On the way I saw lots of sheep and oxen and at one place about ten old men on donkeys."

QUESTIONS

Answer these questions:

- A. 1. Summer is over, isn't it? 2. What season is it now?
 3. Where are the children now? 4. How do they look?
 5. What did they do in their English class today?
- B. 6. What did Chang Te do in the summer? 7. Who helped him?
 8. Where did his brother study before? 9. Where is he working now?
 10. When did he begin to work there?
- C. 11. What did T'ang Wen-mei do in the summer? 12. Who went with her?
 13. When did they leave Peking? 14. Who met them at the station?
 15. Tell something about Shanghai.

- D. 16. Did Kuo-hua do very much in the summer? 17. Why did he buy bamboo sticks? 18. Why did he make a book of pictures? 19. Why did he think the trip was most interesting? 20. What did he see on the way?

EXERCISES

- A. *Put one of these five words: some, each, few, are, all in each of these sentences:*

1. The boys and girls . . . back at school again. 2. . . . of them look happy. 3. . . . of them wants to tell the rest of the class what he did in the summer. 4. . . . have a lot of things to tell, and others have very few. 5. Some did many things, and some did very. . . .

- B. *Put one of these: could, found, in Shanghai, what, a lot of, a few, three days', in each of these sentences:*

1. Chang Te said that he learned . . . Chinese poems with his brother in the summer. 2. There were some poems which he . . . not understand easily. 3. At the same time there were . . . poems which were very easy. 4. Then his brother . . . work in a hospital. 5. Last year his brother was studying. . . . 6. I was happy to come home after my . . . visit to Nanking. 7. My younger sister wanted me to tell her . . . I did in Nanking.

- C. *Break each of these sentences into two:*

Example: This is the store *where* you can buy writing things. This is a store. You can buy writing things in this store (*or* in it).
 1. Here is the park bench *where* I found your book. 2. There is the man *who* came to see you yesterday. 3. That is the woman *who* gave me the apples. 4. Here are the plates *which* he broke. 5. This is the dictionary *which* she wanted to buy. 6. Here is the plan of the city *that* you were looking for. 7. There is the goat *that* got outside the garden.

D. *This isn't my pen* is a short way of saying *This is not my pen*.

What is the long way of writing these sentences?

a. 1. I'm learning English this year. 2. You're a Chinese.
3. He's a good boy. 4. She's drawing a picture. 5. It's your
uncle's horse, isn't it? 6. We're all good at eating. 7. You're
all children, aren't you? 8. They're doing nothing.

b. 1. I've a story to tell you. 2. You've a ball in your
pocket, haven't you? 3. He has a new racket, hasn't he? 4. She
has a red dress, hasn't she? 5. That dog has a brown coat, hasn't
it? 6. We haven't time to review much more now. 7. You all
have books, haven't you? 8. They have a black cat, haven't they?

c. 1. I don't like blue dresses. 2. You don't write well.
3. He doesn't play tennis every day. 4. She doesn't study very
hard. 5. It doesn't rain much here in the winter. 6. We don't
go to the city every Saturday. 7. You don't mean that you don't
like fruit, do you? 8. They don't jump up and down all the
time.

d. 1. I won't tell you about it now. 2. You won't go, will
you? 3. He won't pay so much. 4. She won't help her mother.
5. It won't rain today. 6. We won't begin eating yet. 7. You
won't all stay at home, will you? 8. They won't brush their hair.

Note: The short way of writing is only used when we are
writing down what someone says. It is the way people talk.
English-speaking people never use the long forms when they talk.
When we are not writing down what people say, we must always
write the long forms.

Memory work: The first paragraph of A.

LESSON II

THE STORY OF JOSEPH (À Hebrew 希伯來 Story)

A. Once, long, long ago, there was a boy whose name was Joseph. He had ten older brothers and one younger brother. The older brothers did not like Joseph because he was their father's favorite son. His father gave Joseph better food and clothes than he gave the others. He also gave him a coat of many colors: red, yellow, green, blue, and brown.

All Joseph's brothers were keepers of sheep. Once the ten older brothers were looking after their sheep in a far away place. They were away such a long time that their father was worried about them. He decided to send Joseph to look for them.

Joseph put on his new coat of many colors. He started out on his trip with a basket of food on his head. He walked and walked, but he could not find his brothers. A few days later he met a friend who told him where his brothers were. Joseph thanked the friend and went to the place where his brothers were keeping their sheep.

B. Now Joseph's brothers did not like him at all. When they saw him coming, they thought to themselves, "If Joseph doesn't come home, our father will love us more than before." They then decided to kill Joseph.

One of the brothers was kinder than the others and wanted to save him. He suggested throwing Joseph down a hole in the ground. The rest of the brothers thought that this was a good idea. When Joseph came near, they took off his new coat of many colors and threw him down a deep hole. Then they sat beside the mouth of the hole and ate the food which was in Joseph's basket.

C. Suddenly they saw a group of traders coming over the hills. One of the brothers suggested selling Joseph to them. The others thought this was a good idea.

When the traders came near, the brothers sold Joseph to them for twenty dollars. The traders were glad to get Joseph for twenty dollars. They paid the money and took Joseph away.

D. The brothers then killed a young sheep and put Joseph's coat in its blood. They took the coat to their father. When their father saw Joseph's beautiful coat with blood all over it, he was very sad and said, "Why did I send Joseph to look for his brothers?" He thought to himself, "My son



Joseph is dead. This is his blood on the coat. An animal killed him." Joseph's father felt sad and lonely all the rest of his days.

QUESTIONS

- A. 1. Is this a story about Joseph? 2. How many brothers did Joseph have? 3. Did his father love him more than he did his other children? 4. What did his father give him? 5. What did Joseph's brothers do every day? 6. Why was his father worried about his brothers? 7. What did his father ask him to do? 8. What did he put on for his trip? 9. What did he have in a basket? 10. Did he find his brothers easily? 11. Who told him about his brothers?
- B. 12. Did he find them at last? 13. Did his brothers like him? 14. What did they decide to do when they first saw him? Why? (Answer these two questions in one sentence which does not start with "Because".) 15. What did one of the brothers want to do? 16. What did he suggest? 17. Did the others like the

- idea? 18. What did Joseph's brothers do to him when he came near?
- C. 19. What did they see when they were eating? 20. What do traders do? 21. What did one of the brothers suggest this time? 22. Did the others like the idea? 23. What did they do when the traders came near? 24. How much did the traders pay? 25. What did they do with Joseph?
- D. 26. What did the brothers do with Joseph's coat of many colors? 27. What did the father think when he saw the coat with blood all over it? 28. How did he feel all the rest of his days? 29. Was Joseph really dead?

EXERCISES

- A. *Look at these sentences. See how we make a sentence with not in it.*
1. Joseph's father liked Joseph. His brothers did not like him.
 2. I came here last year. I did not come the year before.
 3. Tom got a bicycle for Christmas. He did not get it at New Year.
 4. He was eating. I was not eating.

Put the right word in each of these sentences:

1. I looked at the picture. I did not . . . at the teacher.
2. He ate the apples. He did not . . . the oranges.
3. Miss Jones sent a hundred eggs to the hospital. She did not . . . any chickens.
4. We took a bus to the city. We did not . . . a ricksha.
5. This basket belonged to me. It did not . . . to my sister.
6. They bought some envelopes, but they did not . . . any paper.
7. Mr. Ch'en caught a fish. He did not . . . a kite.
8. We gave him ten cents. We did not . . . him a dollar.
9. She went to Shanghai, but she did not . . . to Nanking.
10. He had a toy gun. He did not . . . a train.
11. He felt sad. He did not . . . happy.
12. They made some gloves, but they did not . . . any sweaters.
13. I was reading a poem. I was not

... a story. 14. The dog shut the door. The cat did not ... it. 15. Humpty Dumpty was sitting on a wall. He was not ... on a chair. 16. John was standing up. His parents were not ... up. 17. They threw him into a deep hole. They did not ... him into the river. 18. He broke his leg, but he did not ... the machine. 19. The baby drank the water. It did not ... the milk. 20. I fell off the tree. He did not ... off the tree. 21. We found some tea in a box, but we did not ... anything else. 22. My mother heard me, but she did not ... you. 23. The traders paid only twenty dollars. They did not ... more. 24. You said, "Yes." They did not ... , "No." 25. They saw a bird, but they did not ... any people. 26. I am studying English. My brothers ... not ... English. 27. You told me to go, but you did not ... her to go. 28. He thought it was red. He did not ... it was yellow. 29. She wrote a letter in Chinese. She did not ... a letter in English. 30. They sold Joseph to the traders. They did not ... their sheep.

B. *Make five sentences like each of these:*

1. Let's say the alphabet. *Example:* Let's sell him. 2. He is a man, not a woman. *Example:* Joseph was a boy, not a girl. 3. Miss Wang is his youngest aunt. *Example:* Joseph was their eleventh brother. 4. It belongs to my father. It is his. *Example:* The coat of many colors belonged to Joseph. It was his. 5. We use knitting needles to knit with. *Example:* We use pens to write with.

Make two sentences like each of these. Put other words in the place of those in italics.

1. How old is *Tom*? He is *ten*. 2. Who is the *oldest child* in the *family*? *Mary* is. 3. What can *Helen* do? She can *read and write a little English*. 4. Who lives in *this old Chinese house*? *The Changs* do. 5. What is there *in the courtyard*? There are *many fine trees* there.

C. *Answer these questions:*

Example: What do traders do? They trade. *or* They buy and sell.

1. What do teachers do?
2. What do doctors do?
3. What do nurses do?
4. What do you do?
5. What does your father do?
6. What does your older brother do?
7. What does a servant do?
8. What does a cook do?

Study these sentences:

1. He *suggested throwing* Joseph into a deep hole.
2. He *suggested selling* him to the traders.
3. He *suggested putting* Joseph's coat in the blood of a sheep.
4. He *told* them to *throw* Joseph down the hole.
5. They *decided to sell* him to the traders.
6. They *planned to put* Joseph's coat in sheep's blood.
7. Miss Jones *liked taking* care of her chickens.
8. The children *began taking* off their coats.
9. He *went on talking* loudly.
10. I *asked* him to *come* to see me.
11. They *wanted to go* to Shanghai.
12. They *began to sing*.

Make two sentences like each of these:

1. What is the color of *this book*? It's grey.
2. What time is it? It's a quarter to nine.
3. What does this figure ($\frac{1}{4}$) mean? It means a *quarter of the whole number*.
4. Are $\frac{1}{4}$ and $\frac{2}{8}$ the same? No, they're not.
5. What is *the poem* about? It's about *Humpty Dumpty*.

D. *Put the right form of the word in each of these sentences.*

Example: (go) One of the children suggested going out.

1. (get) We began . . . ready for the trip.
2. (draw) I like . . . pictures in my notebook.
3. (show) They decided . . . Joseph's coat to their father.
4. (send) Doctor Chang suggested

... Li Mei-mei to the hospital. 5. (make) John suggested ... a kite. 6. (go) Uncle Wang asked them ... and see the Children's Home. 7. (teach) Chang Te asked his brother ... him some Chinese poems. 8. (take) Wen-mei asked her mother ... her to Shanghai. 9. (make) Kuo-hua's friends suggested ... some fishing things.

Make two sentences like each of these:

1. What *are you* looking for? I'm looking for *a palace*.
2. Can you tell me which way to go? Yes, I can. 3. How many ways of *going to the hills* are there? There are *three* (ways of going to the hills). 4. How can you *go to the hills*? You can go to the hills *by bus or by ricksha, or you can walk*.

Memory work: The second paragraph of B.

LESSON III

"WHAT I DID LAST NIGHT"

A. One Sunday afternoon a group of ten school children were sitting together. They began to play a game. In this game each child had to tell the group in English what he did on Saturday night. Of course the children could not speak English very well, but they wanted to learn to speak better.

At the beginning they had to decide who was to speak first. Some said the oldest had to speak first. Some said a girl had to speak first. At last someone thought of a plan. He suggested drawing lots. He said they could write ten numbers on ten pieces of paper and fold the pieces of paper so that no one could see what was on them. Then each could take one of the folded pieces, and the one who got the smallest number could speak first.

B. Everyone thought that this was a good idea, and so they decided to follow the plan. They got some paper and cut it into ten little pieces. Then someone wrote a number on each piece

and folded it. Then another put all the pieces of paper in a hat and asked everyone to take out a piece. Each of the children took one without looking. Then each slowly opened his own piece. Some said, "Ah." Some said, "Oh." Ch'en Yen 陳燕 said, "I have number one!"

"Good! You must begin!" cried all the other boys and girls.

Ch'en Yen did not want to be the first one, but after drawing the first number, he had to start the game. All the children were sitting in a circle and waiting quietly. Ch'en Yen pulled at his gown for some time, but at last began:

"Well, last night was Saturday night, and my parents let me stay up late. I did not go to bed until ten o'clock." He stopped there.

C. "But what did you do?" asked the children.

"Well," said Ch'en Yen, "I was making a little airplane. I found a good picture of an airplane in a book. I thought I could copy it in wood. I found some pieces of wood in my father's cupboard. I asked my father for them, and he gave them to me. First I drew a kind of plan of each part of the airplane on a piece of wood. Then I cut the pieces. After this I worked on each piece carefully. Last night I was working on the wings. I hope to finish the whole thing next week."

"Oh!" said all the boys. "May we come and see it when it is finished?"

"Yes, of course," answered Ch'en Yen. He was glad that the children wanted to see his airplane. He was very proud of his work.

D. "Who got number two?" cried all the children.

Chao Ta-wei 趙太偉 had number two, so he said slowly, "I did."

"Well, tell your story then!" cried the group.

"I went to the theater last night."

"Oh," said all the children.

"Who went with you?" asked one.

"Where did you go?" asked another.

"What did you see?" asked a third.

"Was it good?" asked a fourth.

"Wait a minute," said Li Kuo-chen 李國珍. "How can he tell us anything, if you all ask questions all the time?" The children then quieted down and asked Ta-wei to go on with his story.



"I went with my aunt," said Ta-wei. "She wanted to hear Mei Lan-fang 梅蘭芳 sing, and took me with her. We sat at the back of the theater, and so could not hear very well. The people in the theater were making a lot of noise. Some were eating, some were drinking, and some were talking very loudly with their friends.

"We went at six o'clock, but Mei Lan-fang did not come on until almost eleven o'clock. My aunt was afraid it was too late for me, but when she remembered that today was Sunday, she let me stay for about an hour longer. The play was about Hsi-shih 西施. Mei Lan-fang played the part of a beautiful woman. When the play began, she was washing clothes in a river. Later on she became a queen. She could dance and sing beautifully."

QUESTIONS

- A. 1. How many children were there in the group? 2. What did they begin to do? 3. Could they speak English well? 4. What did they want to do?

- B. 5. How did they decide who was to speak first? They . . . by drawing 6. How did they draw lots? 7. Where did they put the lots? 8. Who got number one? 9. What did he have to do?
- C. 10. Did he do it? 11. When did Ch'en Yen go to bed? 12. What was Ch'en Yen doing on Saturday night? 13. Where did he find his wood? 14. Did he finish his airplane on Saturday night? 15. What did the boys ask Ch'en Yen if they could do? 16. What did Ch'en Yen answer?
- D. 17. Who was the next one to speak? Why? 18. What did Ta-wei do on Saturday night? 19. Who went with him? 20. Where did he and his aunt sit? 21. Could they hear well? Why? 22. What were the people in the theater doing? 23. When did Mei Lan-fang come on? 24. What was the play about? 25. What part did Mei Lan-fang play?

EXERCISES

A. *Study these sentences:*

1. Joseph went to *look for* his brothers.
2. His brothers were *looking after* their sheep.
3. They *looked around* to see if there was a hole.
4. They *looked up* and saw a group of traders.
5. They *looked down* the deep hole and pulled Joseph up.
6. The hole was so deep that Joseph could not *look out* of it.
7. Joseph's father *looked at* the coat of many colors.
8. When he saw the blood, he *looked* very sad.

Put the right words in these sentences:

Once a woman went out to look . . . some sticks for her stove. She asked her daughter to look . . . her baby. The daughter looked . . . of the window and saw a man in white on a white horse. She ran out of the door and looked . . . the man on the

horse. The man looked . . . her and asked, "Do you want to come with me and look . . . the animals in the park?"

Make two sentences like each of these:

1. How old are you? I am *thirteen*. 2. How is *everyone* in your family? *They are all very well*, thank you.

B. *Put the right words in these sentences:*

Example: Tom did *well* at school. Mary did *better*, and you did *best* of all.

1. I worked hard and my English got . . . 2. He is the . . . boy in the class. 3. Our mouths are near our eyes, but our nose is . . . 4. Kuo-hua is young, but Yü-hua is . . . , and Wen-hua is the . . . of all. 5. The teacher asked the class to be quiet, but the children talked . . . than before. 6. Mencius 孟子 was a great man, but Confucius 孔夫子 was a . . . man. Confucius was, perhaps, . . . man in China. 7. Mr. and Mrs. T'ang were very thin at first. Later they got . . . because the children made them happy. 8. There are two doors in the room. They are both very wide, but one is . . . than the other.

Learn the following conversation:

Helen: Good afternoon, John.

John: Good afternoon, Helen.

Helen: Won't you come in and have a cup of tea?

John: Thank you very much.

Helen: Look out of the window!

John: Why?

Helen: Look!

John: Oh, what a beautiful dog! Where did you get it?

Helen: My father gave it to me for Christmas.

John: How good of your father. That is a fine present!

C. *Study these sentences:*

1. Tzu-kung 子貢, Tzu-hui 子回, and Tzu-hsia 子夏

followed the teachings of Confucius. They were his earliest *followers*.

2. Mr. Ch'en is the *owner* of this store. It is his store.
3. We are only beginning to study English. We are *beginners*.
4. A man who swims well is a good *swimmer*.
5. A girl who sews badly is a poor *sewer*.

What do we call a man who :

1. speaks well? 2. sings well? 3. is beginning to do anything? 4. runs well? 5. does not run well? 6. likes to listen to people talk? 7. does not like to listen to people talk? 8. teaches? 9. sells books? 10. flies an airplane? 11. thinks a lot? 12. catches fish?

Make two sentences like each of these :

1. Do you want to *see Mary*? Yes, please. 2. May *Mary* go with us? Yes, certainly. 3. *Take care of yourselves, children*, won't you? Yes, we will, *Mother*. 4. May I *go out*?

D. *Make four sentences like each of these :*

1. Her father is out. *Example*: My mother is at home.
2. He is one of Kuo-hua's uncles. *Example*: She is one of my sisters. 3. She said to him, "Catch it!" *Example*: He said to me, "Shut the door!" 4. They are listening to him. *Example*: We are looking at a map. 5. An airplane can go up far into the air. *Example*. A hen can't go up far into the air.
6. Now the left shoe is off. *Example*: Now the right glove is on.

Make two sentences like each of these :

1. What do you say when people ask you to *go to the hills* with them? You say, "Thank you very much for asking us."
2. What do you say when people *come to see you*? You say, "Thank you very much for *coming*."

Memory work: The last paragraph of D.

LESSON IV

MR. CHU 朱 AND HIS CLASS

A. It was a geometry 幾何 class.

"Good morning," said Mr. Chu as he came into the classroom.

"Good morning, sir," answered all the children. They liked Mr. Chu very much, for he was more like a friend than a teacher. He always wanted the children to think for themselves. He said that this was really more important than learning things by heart.

"Take a piece of paper and draw a circle on it," said Mr. Chu. "I want a good, round circle."

All the children began to draw circles. They tried, but they could not make good, round circles. After trying many times they asked, "How do you make a good, round circle, Mr. Chu?"

"You must find a way for yourself," answered Mr. Chu.

"We can't think of any way."

"Try again."

"We've tried many times."

"Try some more."

B. The children began to think hard. Some began to look for round ink-bottles. Suddenly An-te, who usually was very quiet, spoke up: "Mr. Chu, do you have a piece of string?"

"Yes, I have several pieces of string," answered Mr. Chu.

"May I borrow one?" asked An-te.

"Yes, I'll be glad to lend you one," answered Mr. Chu, and he took out some short pieces of string from his pocket. He gave one piece to An-te and said, "Here's a piece of string."

"Thank you, sir," said An-te.

Everyone in the class looked at An-te, who was tying his string to his pencil. At first the children did not know what An-te was doing, but soon several children cried out, "Oh, I know. Mr. Chu, may I borrow a piece of string too?"



Mr. Chu lent each of them a piece of string. The rest of the children were still looking at An-te. Holding down the end of the string with his left hand, An-te

drew a circle with his pencil. Then all the children asked for strings, and Mr. Chu lent each of them one. He walked around to see that the children were drawing carefully. It is not easy to draw a perfect circle, even with the help of a string. Many of the children had to try again and again. At last each of them said that he had a perfect circle.

C. "Now," said Mr. Chu, "draw a square inside the circle. I want a perfect square, and all the corners must touch the circle."

"How do you do that?" asked all the children together.

"Think hard and you'll find a way," answered Mr. Chu.

The children began to draw all kinds of lines and to fold the paper in all kinds of ways.

"Divide the circle into four equal parts first," said Mr. Chu. "After you've done that, the rest is easy." He drew a circle on the blackboard and drew a line through the middle of it. Then across the first line he drew another line which also passed through the middle of the circle. "Look! I've divided the circle into four parts, but the parts are not equal. You must find a way of dividing it equally, so that the parts will be equal."

D. All the children started drawing their lines through the middle of their circles. It was hard to draw the second line dividing the circle into four equal parts. Some tried very hard to make

the parts of their circles equal, but some thought that it was not important if the parts were not exactly equal.

"Mr. Chu, must the parts be exactly equal? Mine are almost equal," said Kuo-hua.

Mr. Chu said slowly, "They must be exactly equal."

"But it's very hard to do that," said all the children. They all thought hard. Suddenly Chang Te called out, "I have it!"

"How do you do it?" asked all the children together.

"This way," said Chang Te. "Fold the paper along the first line, and then fold it again making a square corner at the middle of the circle, like this." He folded his piece of paper carefully. "There!" he said proudly. "The parts are exactly equal."

"Oh!" said all the children. "That's a good way!" and they began to copy Chang Te.

"Chang Te! Now that you've divided your circle into four equal parts, can you make a square?" asked Mr. Chu.

"Yes, I think I can," answered Chang Te. He drew four more lines joining the points where the lines touched the circle, and there was his square.

All the other children began to do the same thing with their circles.

"Have you all finished?" asked Mr. Chu.

"Yes, we have," answered all the children together.

"Now you see that if you try hard enough and think for yourselves, you can find a way to do things that seem too hard at first," said Mr. Chu.

QUESTIONS

- A. 1. Why did the children like Mr. Chu? 2. What did Mr. Chu ask the class to do? 3. Could the children do it? Why not?

- B. 4. Who thought of a way of drawing a good, round circle?
 5. What did he use to draw a good, round circle? 6. Where did he get the string?
- C. 7. What do you have to do first, before you can draw a perfect square in a circle? 8. Who was the first one to divide his circle equally? 9. How did he do it?
- D. 10. After this what did the rest of the children do? 11. Did you know how to draw a good, round circle before reading this lesson? 12. Have you learned anything new from this lesson?

EXERCISES

A. Study the following sentences :

1. Tom is a bad pupil. He *never studies*.
2. His friend, Dick, is a little better. He *studies sometimes*, but *not often*.
3. His friend, John, is a good pupil. He *often studies*. He is *usually studying*.
4. His sister, Mary, is a still better pupil. She *studies all the time*. She *is always studying*.

Now make four groups of sentences like these. Use work and read in the place of study :

Study the following sentences :

1. Tom has *not tried at all*. 2. Dick has tried *a little*.
3. John has tried *hard*. 4. Mary has tried *very hard*.

Now make four sentences like these with work and study.

The teacher gave these four children a test. Use try and think in the blanks in the following sentences :

1. Tom { did not try at all } and got 0.
 { did not think at all }
2. Dick { } and got 50.
 { }

3. John { } and got 75.

4. Mary { } and got 90.

These four children went to the theater to see the Hua Tzu Shih Chin 化子拾金. Use laugh in the following sentences:

1. Tom did not understand the play, and so he did not laugh at all.
2. Dick understood *some of it*, and so he
3. John understood *most of it*, and so he
4. Mary understood *all of it*, and so she

Make two sentences like each of these:

1. When do you *usually wake up*? I usually wake up *at about* six o'clock.
2. When do you *get up*? I get up *at seven*.
3. Where do *the Changs see their friends*? They see their friends *in their living room*.

B. *Make three sentences like each of these:*

1. In the morning you can see every leaf, every flower, and every tree. *Example:* In the evening you cannot see any leaves, flowers, or trees.
2. One is a big doll, and one is a little doll. *Example:* One is a red book, and one is a green book.
3. He can't ride in it, but he can play with it every day. *Example:* He can't read the book, but he can look at the pictures.
4. They are not well, so they are in the hospital. *Example:* They are hungry, so they are eating a lot of rice.
5. They are in the hospital because they are sick. *Example:* They are eating a lot of rice because they are hungry.
6. If you are buying this piece of green cloth, you can buy this green thread too. *Example:* If you are making a box for her, you can make a box for me too.

C. Draw a line under the word that answers the question your teacher will ask you.

Example: What is Mr. Chang?

		1	2
	a city	a hole	throw it
	a house	a trader	catch it
	a tree	a boy	draw it
	a man	a trip	eat it
	a basket	sold	drink it
3	4	5	6
dead	ride	gloves	in the air
sad	play	candles	across the river
happy	strong	rackets	among the trees
deep	food	dark	in the water
believe	an animal	lots	against the walls
7	8	9	10
borrow	one	China	ten cents
string	two	Japan	thirty cents
several	three	Asia	fifty cents
kite	four	Russia	seventy-five cents
pencil	five	Europe	ninety-nine cents

Make two sentences like each of these:

1. What do *the Changs* do in their living room? They see their friends, they eat, they read, and they work there. 2. Why do *the Chang girls* have books on their bedroom table? They have them there because they like to read in bed.

D. Break up these sentences into several shorter ones:

Example 1: Holding down the end of the string with his left hand, An-te drew a circle with his pencil.

1. An-te was holding down the end of the string with his left hand. 2. At the same time he drew a circle with his pencil.

Example 2: He drew four more lines joining the points where the lines touched the circle, and there was his square.

1. He drew four more lines. 2. The lines joined the points where they touched the circle. 3. There was his square. or That was the square he wanted.

1. Then all the children asked for strings, and Mr. Chu lent each of them one. 2. They tried, but they could not make a good, round circle. 3. Some said the oldest had to speak first; some said a girl had to speak first. 4. Each of the children took one without looking, and each slowly opened his own piece. 5. When the play began, she was washing clothes in a river.

Make two sentences like these:

1. How do *the Chang children go to school?* They go on *their bicycles*. 2. Which do you like better, *pigs* or *sheep*? I like *pigs* better.

Memory work: From "All the other children . . ." to the end.

LESSON V

SOME ENGLISH CHILDREN'S POEMS

A. Miss Jones came into the classroom and said, "Good morning, children."

"Good morning, Miss Jones," said the class together.

"Who can still say the poem about Humpty Dumpty?" asked Miss Jones.

"I can," answered Kuo-hua.

"Will you say it, please?"

Kuo-hua stood up and said,

"Humpty Dumpty sat on a wall;

Humpty Dumpty had a great fall;

All the king's horses

And all the king's men

Couldn't put Humpty Dumpty together again."

"Good! Shall I teach you another poem?" asked Miss Jones.

"Yes, do, please!"

"This is a very short poem which all English and American

children know. I want you to tell me at the end why they do.

'Early to bed and early to rise

Makes a man healthy, wealthy, and wise.'

"There are three words that you don't know: *rise*, *healthy*, and *wealthy*. *Rise* means to get up. The sun rises in the east. It rises at half past six now. School children rise when their teacher comes in.

"*Healthy* means to be strong and well. Kuo-hua was sick in the hospital last year. He is well now. He is usually well. He is healthy. He is a healthy boy. He is strong. He is able to work hard and play hard. Some children are sick very often. They are not strong. They are not healthy. They are weak.

"*Wealthy* means not poor; it means having a lot of money. Mr. and Mrs. Tang are wealthy. They have a great deal of money. Farmers usually aren't wealthy. They usually have enough money, but not too much.

B. "Now do you understand?" asked Miss Jones.

"Yes, but why does it say 'Early to bed' and not 'going to bed early?'"

Miss Jones smiled and said, "That's a good question. In poems we use words in a special way. The first line of this poem really means, 'Going to bed early and rising early.' Now I'll say the poem once more:

'Early to bed and early to rise

Makes a man healthy, wealthy, and wise.'

"Do you know why all foreign children learn this poem?"

"Yes, I do," said Chang Te. "The parents want their children to go to bed early and get up early."

"Why do they want their children to go to bed early?"

"They want their children to get as much rest as they can, for rest is very important, especially for children who are growing up."

"How many hours do you sleep every night?"

Some said, "Eight hours," and some said, "Nine hours."

"How many hours should you sleep?" asked Miss Jones.

"Eight!" cried the whole class together.

"Should everyone sleep eight hours?"

"No, younger people need more sleep."

"Do you really think that if you go to bed early and get up early you will be healthy, wealthy, and wise?" asked Miss Jones.

"Yes," answered T'ang Wen-mei. "Only a man who goes to bed early and rises early will be healthy, and only a healthy man can be wealthy and wise."

"Well, let us all rest a lot and get healthy, wealthy, and wise. But first let's all say the poem once more."

All the children said very loudly :

"Early to bed and early to rise

Makes a man healthy, wealthy, and wise."

"Can you all say it now?" asked Miss Jones.

"Yes, it's easy. Teach us another," cried all the children together.

C. "All right. I'll teach you one that you can sing."

"Oh, a song, a song! Will you teach us to sing it too?"

"Yes, after you have learned it by heart," answered Miss Jones. Then she wrote on the blackboard the following words :

*"Baa, baa, black sheep,
Have you any wool?"*

*"Yes, sir, yes, sir,
Three bags full :
One for my master,
And one for my dame,
And one for the little boy
Who lives down the lane."*



"Now, there are five new words: *baa*, *full*, *master*, *dame*, *lane*. You understand *baa*, of course. Have you heard this kind of noise before? What makes a sound like *baa*?"

"A sheep!" cried the class.

"That's not really a new word then, is it? The next word is *full*. When we say that a bottle is full of water, we mean that you cannot put any more in it. It can hold no more water than it already has in it. If I have a new box of chalk and have not used any of it, we can say that the box is full. After a heavy rain even deep holes in the ground are often full of water. Do you understand?"

The children said that they did, and Miss Jones went on, "In the poem *master* means the head of the family. We also talk of a schoolmaster, the head of a school. A man who has servants and workmen is their master.

"*Dame* is a word we don't use very often now. In the poem it means the master's wife. The master is the dame's husband.

"A *lane* is a small street. Now do you understand? I'll say the poem once again."

D. After Miss Jones had said the poem once again, the children all read it together, and everyone remembered all the new words. They asked Miss Jones to teach them to sing it. Miss Jones said that she would. She told them that foreign parents often sing this song to their children at bedtime. First she sang it once, and then she wrote the music on the blackboard.

$$\begin{array}{l} C \frac{4}{4} \quad 1 \quad 1 \quad 5 \quad 5 \quad | \quad \underline{67} \quad \underline{16} \quad 5 \quad - \quad | \quad 4 \quad 4 \quad 3 \quad 3 \quad | \quad 2 \quad 2 \quad 1 \quad - \quad | \\ \quad \quad 5 \quad \underline{55} \quad 4 \quad \underline{44} \quad | \quad 3 \quad \underline{33} \quad 2 \quad \underline{5} \quad | \quad 5 \quad \underline{55} \quad 4 \quad \underline{564} \quad | \quad 3 \quad \underline{22} \quad 1 \quad - \quad | \\ \quad \quad 1 \quad 1 \quad 5 \quad 5 \quad | \quad \underline{67} \quad \underline{16} \quad 5 \quad - \quad | \quad 4 \quad 4 \quad 3 \quad 3 \quad | \quad 2 \quad 2 \quad 1 \quad - \quad | \end{array}$$

"Do you all know this way of reading music?"

"Yes, we do! Let's sing it together!"

They began to sing together, but they sang very badly, for they could not read the words and the music at the same time. They sang again and again until they heard the bell.

QUESTIONS

- A. 1. Who is Miss Jones? 2. What does she do? 3. What is she doing in Lesson V? 4. What is Humpty Dumpty?
 B. 5. What is another word for *wealthy*? 6. What is another way of saying *can*? 7. How can you say *rise* in another way?
 8. Are farmers usually wealthy? 9. Why do foreign children learn to say the poem "Early to Bed?"
 C. 10. Does the black sheep have any wool? 11. How much does he have? 12. Who is going to have the wool? 13. What does *healthy* mean?
 D. 14. Who is your schoolmaster? 15. Can Miss Jones' pupils read music? 16. How long did the children sing "Baa, Baa, Black Sheep?"

EXERCISES

- A. *Fill in the blanks in each of the following sentences with one of these: always, all the time, usually, often, sometimes, never:*

1. Wang is a bad gardener. He . . . gives the flowers any water.
2. Chang is a good servant. He is . . . cleaning the tables and chairs.
3. If you want to be healthy, you must not work . . .
4. I . . . get up at seven o'clock, but this morning I got up at six-thirty.
5. Summer is the rainy season in Peking. It . . . rains then.
6. It . . . snows in Peking in the winter.
7. You . . . cut rice in the spring; you . . . cut it in the autumn.
8. People . . . get sick in the summer because it is very hot.

Make two sentences like each of these:

1. Does *An-lo* like to go to school? No, he doesn't.
2. When does your mother get up? She gets up at *half past six*.

B. *Make questions for these answers:*

Examples: 1. He is well. How is he? 2. *To rise* means to get up. What does *to rise* mean? 3. The sun rises in the east. Where does the sun rise?

1. They have a great deal of money. 2. *Healthy* means to be strong and well. 3. Humpty Dumpty sat on a wall. 4. Miss Jones said, "Good morning." 5. Certainly, I'll come. 6. I am going to write a letter. 7. He went by bus. 8. Mr. Dog and Miss Cat had a cake between them. 9. Two and two make four. 10. F comes before R in the English alphabet.

C. *Study these sentences:*

1. Kuo-hua said that he was well. 2. Kuo-hua said, "I am well."

1. Yü-hua said that she was going to see her friend in the afternoon. 2. Yü-hua said, "I am going to see my friend in the afternoon."

Put these sentences into the second form:

1. My father said that he was going out. 2. John said that he liked school. 3. Mary said that she was going to school on her bicycle. 4. Mr. and Mrs. T'ang said that they wanted some children. 5. Mr. Ch'en said that he caught a fish. 6. Miss Jones said that wealthy means having a lot of money. 7. The black sheep said that he had three bags of wool. 8. Mr. Chu said that when you try hard you always find a way. 9. Joseph's father asked if Joseph was dead. 10. Kuo-chen said that she wanted to go to the theater.

Make two sentences like each of these:

1. What does a servant do? A servant *cleans the rooms, cooks, and washes the clothes.* 2. What makes the roof look yellow sometimes? The sun does. 3. Where does a doctor work? A doctor works *in a hospital.*

D. There are two kinds of things we are going to learn about.

1) With the first kind we must ask the question: "How many?" but we cannot ask the question: "How much?" For example, we can say, "How many books, pens, pictures, or bicycles do you have?" The answer will be: "I have twenty, many, a few, some, several, a lot." We cannot say, "How much bicycle do you have?" We cannot say, "I haven't much bicycle."

2) With the second kind we must ask the question: "How much?" For example, we can say, "How much money, ink, paper, chalk, or fruit do you have?" The answer will be: "I have very little, very much, a great deal, a lot, some." We can also ask the question: "How many?" about these things, but to do this we have to use certain words like: piece, box, glass, and so on. We cannot usually say, "How many chalk (or chalks), fruit (or fruits), wood (or woods) do you have?" We have to say, "How many pieces of paper, chalk, fruit, cloth, silk, wool, or wood do you have?" The answer will be: "I have six, a few, several, some, many, a lot." "How many bowls of rice do you have?" "How many glasses of water do you have?"

Fill in the blanks in these sentences:

1. How . . . toy guns do you have? 2. How . . . food do you have? 3. How many . . . paper do you have? 4. How . . . money shall I need for the trip? 5. How many . . . rice do you eat at supper?

Make two sentences like each of these:

1. Why does *Uncle Wang* often go to the *Children's Home*? He goes because *he likes children*. 2. How does your *little sister* read? She reads *slowly*.

Memory work: The two poems.

LESSON VI

THE STORY OF TS'AN NU 蠶女

A. In the time of one of the early kings of Shu 蜀 there was a certain man who had a good wife, a beautiful daughter, and a favorite horse. The horse was a faithful friend who had carried the man to many wars. The whole family was very fond of him. Every morning the daughter helped her father to brush the horse down and fill his food box.

One night a group of bad men caught the father and took him away from his home. Since there was no son in the family, there was no one who could go to find him. At that time girls and women did not go out, but stayed at home. The man's wife and daughter at home worried about him very much. Day and night they kept thinking about him, all by himself in a strange place among strange men.

B. When the man had been away a whole year and no one had heard anything about him, his wife became even more worried than she had been at first. She could not help crying day and night, but did not know what to do. At last she made up her mind what to do. She told all the people that anyone who brought her husband home should marry her beautiful daughter.



Now, her husband's horse, which lived in an outhouse at the back, heard her say this, and what do you think he did? He suddenly jumped out and ran away! He would not stop no matter how much they called after him. He ran and ran all day and all night until he had found his master. When the master saw his faithful horse, he was very happy. He quickly got on the horse. The horse ran like the wind until they were home.

C. The mother and daughter were very happy to see their father back again. They began asking him questions about what had happened to him. But before he had got very far with his story, the horse began to make all kinds of noises. In the next few days every time the horse saw the daughter, he kicked or stretched out his neck and made strange noises. No matter how much good food they put in his box, he would not eat it.

The father was greatly surprised and asked his wife if she understood why his horse was acting in such a strange way.

At first his wife did not say anything. He kept on asking, and at last she answered, "I was so worried about you that I said I would marry our daughter to anyone who would bring you back. I'm afraid that, since your horse has brought you back, he wants to marry her."

D. The father was very angry and cried out, "An animal marry my daughter! Never!" He did not now remember how very faithful the horse had been to him before. He did not remember that the horse had saved him and brought him home. He would not let him marry his only daughter. He told his daughter to stay in her room. He himself went to the outhouse where the horse lived. There he killed his faithful friend. Then he stretched the skin of the horse on some bamboo sticks and put it in the courtyard.

One day the daughter was passing through the courtyard

when a strange thing happened. The skin of the horse suddenly became alive. It jumped up and folded itself around the girl. Then it flew away to the hills like a kite.

Several days later the father found the skin of his horse at the foot of a mulberry tree. His daughter had turned into the silkworms which were all over the tree. They were eating the leaves, and with them they were making the silk clothes for themselves which we call cocoons.

People call the girl in this story Ts'an Nü, which means the girl who takes care of all silkworms.

QUESTIONS

- A. 1. When did the things in this story happen? 2. How many children did the man have? 3. What happened to him one night? 4. Did anyone go to look for him? 5. What did his wife and daughter do?
- B. 6. How long was the father away? 7. How did the mother and daughter feel? 8. What did the mother decide to do at last? 9. Who heard her? 10. What did the horse do?
- C. 11. What did the horse do after he had brought the father back?
- D. 12. What did the father do after the mother had told him what she had said? 13. What happened to the girl in the end? 14. Who was Ts'an Nü? 15. Where did she live? 16. When did she live?

EXERCISES

A. *Fill in the blanks in the following sentences with words like these: a great deal of, much, a lot of, some, some of, a little of, very little, no . . . at all, pieces of, several pieces of, a piece of, a glass of, a bowl of, a cup of, a box of, a bag of.*

1. Mr. Chang is a wealthy man. He has . . . money. 2. I have twenty . . . paper here. I'll give you . . . 3. Will you

buy . . . ink for me? 4. Have . . . tea with me! 5. Please buy . . . rice. We have . . . food . . . in the house. 6. Since you have so . . . milk, please give . . . it to the poor baby. 7. The servant carried in a plate with six . . . fruit on it. 8. This . . . silk is mine. That . . . is yours. 9. It has rained for a long time. There is . . . water in the river. 10. How many . . . wool did the black sheep have?

Make two sentences like each of these :

1. Are you going to *keep silkworms this spring*? Yes, I am.
2. What are you going to *do this afternoon*? I'm going to *read*.
3. When are you going to *do your arithmetic*? I'm going to do it *tomorrow*.

B. *Write these sentences out in the long form :*

Example : I don't want to go. I do not want to go.

1. He doesn't like studying. 2. We won't go today. 3. You haven't brought your bag, have you? 4. Who'll play tennis with me? 5. They aren't going to leave us now. 6. He didn't want to go.

Write these sentences out in the short form :

Example : He had carried the father to many wars. He'd carried the father to many wars.

1. Did you not get my letter? 2. She had made up her mind what to do. 3. "You have done good work, Tom!" said Mr. Smith. 4. What is in this box? 5. They will not play with us. 6. Here is a nice brush for you. 7. He says that he has done his work. 8. My brother could not go. 9. Do not jump about so much! 10. The woman does not have enough food for her family.

Make two sentences like this :

Where are you going to *buy your shoes*? I'm going to buy them *at the corner store*.

C. *Answer these questions:*

1. If today is October the sixteenth, what was yesterday? 2. If today is Friday, what will tomorrow be? 3. If you are twelve years old this year, how old were you last year? 4. If you are fourteen years old now, how old will you be next year? 5. If I am your brother, what are you to me? 6. If you are the fifth son, how many older brothers do you have? 7. If this cloth is fifty cents a foot, how much will three feet be? 8. If I am standing in front of you, where are you standing? 9. If your parents have three sons and two daughters, how many children do they have? 10. If Kuo-hua is fourteen years old, and he is two years older than Yü-hua, how old is Yü-hua?

Make two sentences like this:

How are you going to *get the money for them*? I'm going to *ask my father for it*.

D. *Write down what you can see in the picture on page 29.*

Example: The picture in Lesson II. This is a picture of Joseph's brothers selling Joseph. There are several people in the picture. In the front nearest to us there is a deep hole. Joseph is sitting beside the hole. His brothers are around him. At the back there are some traders. The traders' animal is standing behind them.

Make two sentences like each of these:

1. Why are you going to *keep silkworms*? I'm going to keep them because *I want to sell the silk to my uncle*. 2. Which *book* are you going to *buy, the black one or the blue one*? I'm going to buy the *blue one*.

Memory work: The third paragraph of D.

LESSON VII
THREE BLIND MICE

A. "Good morning, children," said Miss Jones as she came into the classroom. "How many English poems do you know now?"

"Three!" said the class loudly.

"What are they?" asked Miss Jones.

"Humpty Dumpty!" said the class.

"Will all the girls say the poem together, please?"

The girls said the lines quite nicely.

"What other poems do you know?" said Miss Jones.

"Early to Rise!" cried the class.

"Will the boys please say it together?" said Miss Jones.

The boys said the poem quickly, but they did not say it nicely. Each one wanted to say it as quickly as he could, and therefore they did not keep together.

"That wasn't very good," said Miss Jones. "When saying things together, you must say them slowly and try to keep together. Now will you all sing 'Baa, Baa, Black Sheep', please?"

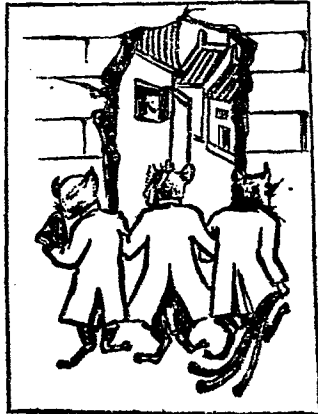
The children liked this song very much. They sang it so loudly that they became red in the face.

"Good! Shall I teach you another song?" asked Miss Jones.

"Please do, Miss Jones," said the class.

B. Miss Jones went to the board and wrote:

*Three blind mice! Three
blind mice!
See how they run! See
how they run!*



*They all ran after the farmer's wife,
Who cut off their tails with a carving knife,
Did you ever see such a thing in your life
As three blind mice?*

"Now," said Miss Jones after writing the poem on the blackboard, "there are seven words which you do not know yet. First *blind*. When a man is blind, he cannot see. A blind man cannot see. Have you seen a blind man?"

"Yes, many."

"Are you blind?"

"No, we aren't!"

"Sometimes you are. When you read, you often leave out words and letters. Then you must be blind."

The children laughed and said, "Oh, that!"

"Now *mice* means more than one mouse. This is a mouse." Here Miss Jones drew a little mouse on the blackboard. All the children laughed because, though Miss Jones was a very good English teacher, she could not draw a mouse very well. It was a very poor little mouse that she drew, but the children could see that it was a mouse and not a cat. That, after all, was what Miss Jones wanted, so she did not mind the children laughing. She laughed with them.

"Now," went on Miss Jones, "you understand the line, *Three blind mice*, don't you? The next word which you don't know is *tails*. Almost all animals have tails. A donkey has a tail; a pig has a tail; a dog has a tail; a cat has a tail; a mouse has a tail. I have no tail. You have no tail. A bird has a tail. A horse has a big tail. Now does everyone know what a tail is?"

C. The children said that they did, and Miss Jones went on, "The farmer's wife cut off the tails of the three blind mice! She had to use a knife, of course. A *carving* knife is a long and

narrow knife which foreigners use for cutting up their meat. The farmer's wife used a carving knife to cut off the tails of the three blind mice."

Some children made faces and were sorry for the mice, but some laughed.

"Now, An-te, how old are you?" asked Miss Jones.

"I'm fourteen."

"You have lived only fourteen years of your *life*. You may live to be a hundred years old. Then you still have eighty-six years to live. Your life has been very short, but if you live to be a hundred, your life will be very long. Uncle Wang has had a very long life. You've had a short life up to now. The life of a chicken is usually very short, for most chickens are killed when they are about a year old.

D. "Well, An-te, what is the strangest thing you have seen in your life?"

An-te thought for a short time, and then said, "Once I saw an old man carrying a donkey on his back."

"You didn't!" cried the whole class.

"I did! The donkey was dead!"

"Well, Kuo-hua, have you ever seen such a thing?" asked Miss Jones.

"No, never!" answered Kuo-hua.

"You say *never*. Well, *never* means *not ever*. *Never* means at no time. *Ever* means at any time. When you say, 'Have you at any time seen such a thing?' you can also say, 'Have you ever seen such a thing?'"

"We know all the words now," said Te-hua. "Let's sing it!"

"Let's look at the poem again, and see if we can understand it," said Miss Jones.

They all read it together, and everyone said he understood all the new words and the meaning of the whole poem. They

asked Miss Jones to teach them to sing the song. Miss Jones said that she would. First she sang it once and then she wrote the music on the blackboard.

C $\frac{4}{8}$ 3-- 2-- | 1-- 1-0 | 3-- 2-- | 1-- 1-0 |
 5-- 4-4 | 3-- 3-0 | 5-- 4-4 | 3-- 305 |
 i-i767 | i-55-5 | iiii767 | i-55-5 |
 iiii767 | i555-4 | 3-- 2-- | 1-- 1-0 ||

They began to sing together, but they sang quite badly, for the music was new to them. They sang the song again and again until they heard the bell.

QUESTIONS

- A. 1. How many English poems can Miss Jones' pupils say?
 2. Can they say them nicely? 3. How should children say things when they are saying them together? 4. Could the children sing 'Baa, Baa, Black Sheep'?
- B. 5. How many new words were there in the new poem?
 6. What does *blind* mean? 7. Can Miss Jones draw well?
 8. Does she mind people laughing at her?
- C. 9. What is this poem about? 10. What did the mice do?
 11. What did the farmer's wife do to the three blind mice?
 12. Where are the mice in the picture going?
- D. 13. What is the strangest thing you have ever seen in your life?
 14. Can the children sing the song 'Three Blind Mice' well? Why not?
 15. Can you sing it well? 16. Have you ever heard it before?

EXERCISES

- A. *Good* is the opposite of *bad*. *Big* is the opposite of *little*.
 What are the opposites of these words?

hot	go to sleep	long	old	happy
stop	weak	fat	white	last
early	wealthy	new	open	

Make two sentences like each of these:

1. What is the date today? It is *June 13, 1940*. 2. What will tomorrow be? It will be *June 14, 1940*. 3. What day of the week is it today? It is *Thursday*. 4. Will you be *at home this evening*? Yes, I shall.

B. *Study these sentences:*

1. I have three dolls. One of *them* is American.
2. Joseph had ten older brothers. One of *them* suggested selling him.
3. One of *Wen-meï's aunts* lives in Shanghai.
4. One of *these dictionaries* is mine.
5. One of *the three blind mice* in the picture is carrying three tails.

Note: We use the plural form of the word when we say *one of*.

Fill in the blanks in these sentences:

1. One of the . . . suggested throwing Joseph down a deep hole.
2. One of Kuo-hua's . . . is too young to go to school.
3. One of the youngest . . . thought of a plan.
4. Please give me one of your
5. Here is one of the . . . I bought yesterday.
6. I have broken one of my . . . , and so I cannot walk.

Make two sentences like each of these:

1. When will he *go to school*? He will *go in September*.
2. What will he *learn in school*? He will learn to *read English*.

C. *Carry out the following commands:*

1. Draw a man with three legs.
2. Draw a face with only one tooth.
3. Write your name in a circle.
4. Draw a line through the middle of a square.
5. Write the plural of these words: box, ox, man, leaf, dress.
6. Write the opposites of these

words: first, always, many, much, no. 7. Write out the strangest thing you have ever seen in your life.

D. These are the common marks we use in English to help make the meaning clear:

. This is called a period. It is used at the end of a sentence.

, This is called a comma. It is used to break a sentence into parts.

? This is called a question mark. It is used at the end of a question.

“ ” These are called quotation marks. They are used when we write the exact words said by someone.

We always use a capital letter for:

1) the first word of a sentence, 2) the first word in each line of a poem, 3) the name of a person, a place, a month, or a day of the week.

If these sentences do not have the right marks and capital letters, put them in.

1. my father works in a school. 2. He usually walks to school. 3. I bought five things: a brush, some medicine some fruit some paper, and some cloth. 4. Are you listening to me. 5. Miss Wang said to Wen-hua, Here is a pair of stockings for you. 6. Tom smith is an American boy. 7. Mary is an American girl but she can read some Chinese. 8. Who is going to play with me. 9. Miss Jones said "Sit down, please." 10. what is your brother doing?

Make three sentences like each of these:

1. Where shall we *meet him*? *At the West Gate*. 2. How will he probably go to *the station*? He will probably *take a rick-sha* to the station. 3. How will he go to *his new school*, if he *does not go by bus*? He will go by *train*.

Memory work: The poem.

LESSON VIII

A STORY FROM CHAUCER

A. Chaucer was one of the earliest and best English story-tellers. He told many stories which English-speaking people know as well as we know the stories in the *San Kuo Chih* 三國誌 and the *Hsi Yu Chi* 西遊記. The following is one of them.

Many hundreds of years ago there was a poor woman whose husband was dead. She had two daughters, three fat pigs, three oxen, and a sheep. She lived a very simple life. She did not have any silk clothes. She ate no meat, but had as much milk and brown bread as she wanted. Sometimes she had an egg or two.

B. Behind her house she had a yard with a low wall around it. In this yard she kept a cock whose name was Chanticleer. Now, Chanticleer could sing better than any cock in that whole village. His voice was louder than the music in the village church. His little hat was as red as could be; his mouth was as black as could be. His legs were deep blue, and his neck and wings and tail were like gold. He used to walk proudly about the yard followed by seven hens. His favorite wife was young, beautiful, and friendly.

One day this favorite hen heard Chanticleer making a strange noise. She was worried about him. She asked him, "Dear heart, what's the matter with you? Are you sick?"

C. "No, no," answered Chanticleer. "Don't worry, dear. It was only a dream. I had a very bad dream last night. In my dream I was walking up and down the yard when suddenly a strange animal came in. His coat was brown, his ears were black, and his brush* was standing up straight. He had a pointed nose and two bright red eyes. He looked so strange that I was frightened. That's why I have been crying."

* The tail of a fox is always called a *brush*.

“Oh, Chanticleer, I cannot love you any more. I cannot love a cock who is afraid of a little animal. We hens like to have our husbands strong, wise, and brave. You haven’t a man’s heart. Though you are a cock, you have a chicken’s heart.”

“But, my dear, I was only afraid because I did not want to leave you. I love you. I will be brave from now on,” answered Chanticleer quickly. He flew down into the yard and began to walk about proudly like a king. His seven wives walked behind him.

A great big fox who lived just outside the low wall of the yard had his eye on the cock and wanted to eat him. One night he made a hole through the wall and lay very still among the flowers, waiting for Chanticleer to come out. Early next morning Chanticleer came into the yard. When he saw the fox, he began to fly away. Now, a cock always closes his eyes when he sings. The fox therefore said, “Don’t be afraid. I am your friend. I’ve come to hear you sing, for you sing better than a singer at the theater.”

D. The cock believed him and began to sing for him. He shut his eyes, stretched out his neck, and began to sing. The fox, of course, did not wait for him to finish his song, but took



him by the neck and carried him away.

When the seven hens saw what had happened, they began to cry out and run up and down. They made so much noise that

the poor woman and her daughters came out to see what had happened. When they saw what had happened, they began to run after the fox, who already had the cock in his mouth. The fox was quicker than the women and ran straight to the wood.

The cock began to wonder what he should do. At last he said, "Sir, if you are wise, you will go to the wood and eat me up."

The fox answered, "That's exactly what I'm going to do." But before the fox could finish his sentence, the cock was up on a tree.

The fox said quickly, "Oh, Mr. Chanticleer, I was wrong when I carried you off. Do come down now and I'll tell you what I really came for."

"No, no," said the cock and smiled, "I'm wiser now."

QUESTIONS

- A. 1. Who was Chaucer? 2. What did he do? 3. What happened to the poor woman's husband? 4. What animals did she have? 5. What were her clothes made of? 6. What did she eat and drink?
- B. 7. What did she keep in her yard? 8. How many wives did the cock have?
- C. 9. Why did he make a strange noise one day? 10. What did he dream that he saw? 11. Tell something about the strange animal. 12. Why did his favorite wife say that she could not love him any more?
- D. 13. What happened the next day? 14. Why did the poor woman not catch the fox? 15. How did the cock get away from the fox? 16. Why did the fox say that he had been wrong to carry the cock away?

EXERCISES

- A. *Change these sentences:*

Example: He does not like chickens. He likes chickens.

1. The farmer's wife did not like the blind mice. 2. There are no mice in this house. (Change *no.*) 3. I am not taking medicine any more. (Change *any more* to *still*, but put it in another place.) 4. You did not tell me about your trip in your letter. 5. They do not wash their own clothes. 6. She said, "I shan't be late." 7. I have never seen a real fox. (Change *never* to *often.*) 8. He has not brought the bird cage. 9. We did not give them any money. (Change *any.*) 10. They did not write anything. (Change *anything.*)

Make two sentences like each of these :

1. Did you go to the city yesterday? Yes, I did. 2. Where did you go yesterday? I went to the city. 3. What did you do in the city yesterday? I went to see a friend.

B. Chaucer was an Englishman. He lived in England and spoke English.

Learn these sentences by heart :

An Englishman lives in England and speaks English.

The English live in England and speak English.

A Chinese lives in China and speaks Chinese.

The Chinese live in China and speak Chinese.

A Japanese lives in Japan and speaks Japanese.

The Japanese live in Japan and speak Japanese.

An American lives in America and speaks English.

The Americans live in America and speak English.

A Russian lives in Russia and speaks Russian.

The Russians live in Russia and speak Russian.

Make two sentences like each of these :

1. When did you go to the city yesterday? I went at two o'clock. 2. How did you go to the city yesterday? I went by bus. 3. Why did you go to the city yesterday? I went to the city because I wanted to see a friend.

C. *Fill in the blanks in these sentences:*

1. Chanticleer's voice was louder . . . the church bell. 2. My voice is as loud . . . yours. 3. Her dress is as . . . snow. 4. The doll's hair is as yellow . . . gold. 5. Her eyes are as blue . . . can be. 6. John is not so heavy . . . Tom. 7. Mary is as . . . as Dick. 8. Chanticleer was not . . . brave . . . his wife wanted him to be. 9. A foreign carving knife is narrower . . . a Chinese meat knife. 10. The poor woman could not run . . . the fox.

Make two sentences like each of these sentences:

1. Was your friend at home yesterday? Yes, he was. 2. Could he see you? Yes, he could. 3. Did Mr. Ch'en want to eat his fish by himself? No, he didn't.

D. *What can you see in the picture in this lesson? (See the example in Lesson VI, Exercise D.)*

Make two sentences like each of these sentences:

1. Why did Dick and Tom decide to try John's plan? They decided to try it, since they could not think of a better one themselves. 2. What was Mr. Li thinking about when he saw Dr. Chang? He was thinking about his daughter who had a broken leg.

Memory work: The second paragraph of D.

LESSON IX

A FIRST GRAMMAR LESSON (The Sentence I)

A. Miss Jones came into the classroom and as usual said, "Good morning." The children all smiled and answered, "Good morning," in a loud voice. They like their English lessons very much. Every day Miss Jones teaches them something new, and the children are beginning to speak quite a lot of English.

"I'm going to give you your first grammar lesson today," said Miss Jones. "Grammar explains how to put words together to express complete thoughts. When we put a number of words together in such a way that they express a complete thought, we have a sentence. A sentence tells something about someone or something."

"Now, if someone says, 'That girl', does he tell us anything about the girl? No, he doesn't. But of course we want to know something about her. For example: 'Who is she?' 'What is she like?' 'Where is she?' 'What is she doing?' 'What does she usually do?' 'What can she do?' If I say, 'That girl is going to school,' does it tell us anything about her?"

"Yes!" cried the class.

"Yes, of course, it tells us what she is doing. 'That girl is going to school,' is a sentence. It expresses a complete thought about that girl."

"But it doesn't tell us who she is or what she is like or what she does usually," said Ch'en Yen.

"Well, if you want to know more about her, I must make some more sentences. I can say, for example, 'That girl is John's sister.' 'She is very pretty.' 'She is sitting in a ricksha.' 'She is going to school.' 'She usually walks to school.' 'She reads well.' 'She cannot sing.' You see I have several clear ideas or thoughts

about her, and I express them in several complete sentences. Is that clear? I'll write the sentences on the board."

1. *That girl is John's sister.*
2. *She is very pretty.*
3. *She is sitting in a ricksha.*
4. *She is going to school.*
5. *She usually walks to school.*
6. *She reads well.*
7. *She cannot sing.*

Then Miss Jones went on, "Sentences 1 and 2 answer the questions: 'Who is she?' 'What is she like?' Sentences 3,4,5,6, and 7 answer the questions: 'Where is she?' 'What is she doing?' 'What does she usually do?' 'What can she do?' 'What can't she do?' You will note that in sentences 3,4,5,6, and 7 I tell about some action. In sentence 3 the action is sitting; in sentence 4 it is going; in sentence 5 it is walking to school; in sentence 6 it is reading; and in sentence 7 it is singing; or, rather, that she cannot sing. These words, *is sitting, is going, reads, cannot sing*, are action words. In grammar we call these *verbs*. Since there is another kind of verb, we will call these *action verbs*."

B. "Miss Jones, what is the other kind of verb?" asked Chang Te.

Miss Jones said, "The other kind of verb is the kind used in sentences 1 and 2. We'll talk about them some other day. Today we are going to talk about sentences with action verbs. Now, every action must have a doer, mustn't it? No action can happen if no one does it. In the five sentences 3,4,5,6, and 7 'That girl' or 'She' is the doer of the action. There can be many kinds of doers, of course. For example, we can say, 'My baby brother fell down.' 'Fishes swim.' 'The cat is smiling.' In each sentence there is a word which expresses action and a word which stands for someone or something that does the action. In grammar we

call the doer of the action the *subject*. *She* is the subject of the action *is running*. The two words *is* and *running* describe one action. *My baby brother* is the subject of the action *fell*. *Fishes* is the subject of the action *swim*, and *the cat* is the subject of the action *is smiling*." Miss Jones wrote the three sentences on the board.

8. *My baby brother fell down.*

9. *Fishes swim.*

10. *The cat is smiling.*

Then she went on, "I have given you ten examples of complete sentences. Eight of them, 3-10, have a subject and an action verb each. Can you make some sentences like these now?"

"Is it very hard to make sentences?" asked Sun Ling-ying 孫琳瑛.

"No, we make them all the time. It is not really hard, but you have to be very careful," answered Miss Jones. "First of all, you must have an idea or thought. Does anyone have an idea to express?"

No one said anything for a while. All the children were trying to think of something. Then Ch'en Yen said, "Miss Jones, I have an idea."

"Good! Let us all hear it!"

"The baby crying."

"No," said Miss Jones, "I'm sorry. That's not a sentence in English because the verb is not complete."

"The baby is crying," said Kuo-hua.

"That's right. Can anyone else make another sentence?"

"You are standing up," said Huang Yüan-k'ang 黃元康.

"Good. And what do you say if you want me to stand up?"

"Stand up, please," said Li Kuo-chen.

"Du:, Miss Jones, there is no subject in that sentence," said Te-hua.

“Quite right. In a command like ‘Stand up!’ we can leave the subject out because it is quite clear who is to stand up. When I say, ‘Stand up!’ ‘Sit down!’ ‘Shut the door!’ ‘Go to the blackboard!’ you know very well that I am speaking to you. Is this clear?”

“Yes,” cried the class again.

C. “Now let’s make some more sentences,” said Miss Jones.

“That dog is biting,” said Ta-wei.

“Good, but what is the dog biting? It is not clear whether the dog is biting a man or a cat. We must know what or whom it is biting. It must be biting something or someone.”

“It is biting a man,” said Ta-wei.

“Good! You see, this action verb needs something after it. In other words, there has to be a receiver of the action as well as a doer of the action. The dog is the doer of the action *is biting*. A man receives the action. The dog does something to the man. I have said that we call the doer of an action the *subject*. We call the receiver of an action the *object*. The object is the person or thing to whom the subject does something. There are some actions which do not need objects. There are some actions which must have objects. For example, look at the word *like*. ‘I like’ doesn’t mean anything. I must say what I like or whom I like. I like something or I like someone. ‘I like oranges.’ ‘I don’t like arithmetic.’ ‘Oranges’ and ‘arithmetic’ are objects. There are many action verbs which sometimes take an object and sometimes do not. Look at *read*. For example, I can say, ‘I am reading.’ This is a complete sentence. I can also say, ‘I am reading a story book.’

“I will now write on the board some examples of the different kinds of action verbs:

<i>Always without object</i>	<i>Always with object</i>	<i>Sometimes with and sometimes without object</i>
<i>sit</i>	<i>put</i>	<i>drink</i>
<i>stay</i>	<i>take</i>	<i>eat</i>
<i>happen</i>	<i>like</i>	<i>read</i>
<i>talk</i>	<i>have</i>	<i>study</i>
<i>go</i>	<i>make</i>	<i>write</i>
<i>come</i>	<i>tell</i>	<i>see</i>
<i>run</i>	<i>say</i>	<i>draw</i>
<i>travel</i>	<i>carry</i>	<i>sing</i>

D. "Now let me put together the important things I have taught you in this lesson. You can copy them into your notebooks." Miss Jones went to the board and wrote:

1. *Every sentence must have a subject.*
2. *Every sentence must have a verb.*
3. *Some sentences have verbs that are not action verbs and answer questions like:*
 - a. *Who is she?*
 - b. *What is she like?*
4. *Some sentences have action verbs and answer questions like:*
 - a. *Where is she?*
 - b. *What is she doing?*
 - c. *What does she usually do?*
 - d. *What can she do?*
5. *Some action verbs do not need an object.*
6. *Some action verbs must have an object.*
7. *Some action verbs sometimes have an object and sometimes do not.*
8. *There are, therefore, two kinds of sentences with action verbs:*
 - a. *Those without an object. They have this form:
subject—action verb.*

- b. *Those with an object. They have this form:*
subject—action verb—object.

“Now go home, and for tomorrow make six sentences with action verbs, three without objects, and three with objects. Don’t make long sentences. Have simple thoughts and make simple sentences like those we have had today. Be sure your sentences are clear and complete. Be sure that the time of the action is clear. Be sure that there is an object if the action needs one.”

EXERCISES

- B. *Underline all the subjects in Lesson I C.*

Put an action verb in each of these sentences. Be careful to use the right form of the verb.

1. Chaucer . . . many interesting stories when he was alive.
2. Chanticleer . . . louder than the church bell.
3. Joseph’s father . . . that his son, Joseph, was dead.
4. Miss Jones said, “Please . . . the sentences in your note-books.”
5. The horse’s skin . . . Ts’an Nü away to the hills.

- C. *Underline all the objects in Lesson I D.*

Put a subject in each of these sentences:

1. . . . stretched the skin on some bamboo sticks.
2. . . . cut off their tails with a carving knife.
3. He is a very healthy boy, but . . . is a very weak girl.
4. . . . lived in a village near Peking.
5. . . . said that she would give her daughter to anyone who would bring back her husband.

- D. *Put an object in each of these sentences:*

1. They threw . . . down a deep hole.
2. He borrowed . . . from me.
3. Fill the . . . in these sentences.
4. The children drew . . . to decide who should speak first.
5. We gave them . . . to drink.

Memory work: The eight important things Miss Jones taught in D.

LESSON X

THE STORY OF REGULUS



A. Rome and Carthage, the two greatest cities in the West in the third century, B.C., were always fighting against each other. Each wanted to be the master of the sea that was between them. Sometimes Rome won, and then she ruled the sea. Sometimes Carthage won, and then she became master of the sea.

B. There was a great general named Regulus in Rome. He was not only brave, but also honest. He had never broken his word.

Once when Regulus was fighting against Carthage, he was taken prisoner. While in prison he often thought and dreamed of his young wife and little children whom he would never see again. He thought of his wife trying to teach the children to be brave and honest like their father. He thought of his children asking about their father who had been away for such a long time. He thought of the war that was still going on, and how the soldiers of Rome were getting near to Carthage. He knew that Rome was winning, for Carthage was asking other cities for help. He had heard the soldiers talk about foreign soldiers who would get there soon. He had seen the worried faces of the people of Carthage. He knew things were going badly for Carthage. He knew he would be killed soon. The prison was dark and he was sick. He was afraid he would probably die before Rome could take Carthage.

C. One day, to his great surprise, the rulers of Carthage came to see him in his prison. A man with long, white hair said to him, "Regulus, would you like to go home?"

"I don't understand your question," answered Regulus, greatly surprised.

"Well, we are going to let you go, if you will arrange a peace between Carthage and Rome."

"What are you going to give to Rome, if she makes peace?" asked Regulus.

"We will send you back to Rome, if she will make peace. You see, she is losing the war, so it is better for her to make peace with us."

"No, she does not want peace."

"How do you know? You have been in prison so long that you do not know what is happening outside."

Regulus thought that perhaps the old man was right and that he was wrong. He decided that it was probably wiser to go to Rome and see for himself. He therefore said, "All right, I'll try. But what will happen if she will not make peace?"

"Then you must come back to prison. Will you promise to come back here if you cannot arrange a peace?"

"Yes, I promise. I promise faithfully to come." When he had said this, the rulers of Carthage let him go, for they knew that he would keep his word.

D. The next day Regulus started out on his trip home. When the people of Rome heard of his coming, they all came out of the city to meet him. They were all very fond of their brave general. His wife and children, of course, were especially happy to see him again. They thought that now their sad life was over, and that they would have their father with them always. The rulers of Rome and the other generals came to see Regulus. They asked him if he thought Rome would win the war.

Regulus answered, "I was sent back to ask you to make peace with Carthage. They want peace; but, if you are wise, you will certainly not make peace. Our soldiers are doing well. The soldiers of Carthage are tired and worried. They are asking other cities for help. They are asking for men and money. They are afraid of us. That's why they want peace."

The rulers and generals of Rome were glad to hear this. They wanted to give a great dinner for Regulus and keep him in Rome. Regulus answered, "Thank you very much, but I'm afraid I can't stay. You see, I must go back to Carthage. I must say good-bye to my wife and children tonight."

"Why?" asked one of rulers of Rome.

"I promised that I would go back if you do not make peace," answered Regulus.

"Yes, but why should you keep a promise to Carthage? It doesn't count," said one of the generals.

"Let's send another man in your place," said an old man.

"What!" said Regulus, "Shall a general of Rome break his promise? No! Never!"

His wife and children cried and asked him to stay, but he went bravely to Carthage. He knew that he would be killed. But he would rather die than break his word, because he had not arranged a peace.

QUESTIONS

- A. 1. Name the two greatest cities in the West in the third century, B.C. 2. What did they do to each other? 3. Why did they do it?
- B. 4. Who was the great general of Rome? 5. Tell something about Regulus. 6. What happened to him once when he was fighting against Carthage? 7. What did he do in the prison? 8. What did he hear when he was in the prison?

- C. 9. Who was the man with long, white hair? 10. Why did he come to Regulus' prison? 11. What did the rulers of Carthage say to Regulus? 12. Did Regulus promise to do what they wanted? 13. What did Regulus promise to do if Rome would not make peace?
- D. 14. How was Regulus received in Rome? 15. What did Regulus say to the generals of Rome? 16. Why did Regulus leave his wife and children?

EXERCISES

- A. *What do these words mean?* Bright, to stretch, several, always, to underline, to rise, strong, a great deal, foreign, blind, brave, to wonder.

Examples: bright 'Bright' means not dark.

to stretch 'To stretch' means to make a thing long.

Make two sentences like each of these:

1. Tell me the date, please. *Friday, March 22, 1940.* 2. Today is *Friday, March 22, 1940.*

Put the date in the following sentences:

1. Tomorrow will be 2. The day after tomorrow will be 3. A week from today will be 4. A week from tomorrow will be 5. This is the year

- B. *Study these sentences:*

1. This book is very interesting. I *want* to read it.
2. This book is not interesting, but my teacher says I *must read* it.
3. I don't want to read it, but I *have to read* it.
4. I have nothing to do this evening. I *am going to read* a book.
5. Everyone *should read* this book, for it has many useful things in it.

6. My friend wanted his book back, and so I *had to finish* it yesterday.
7. You *had better* wash your clothes today. It may rain tomorrow.
8. You *may read* it if you *want to*. You *don't have to*.
9. You *must not eat* that fruit. It is bad.

Make two sentences like each of these:

It takes them *ten minutes to get to school on their bicycles*. They do not want to be *late*. They are on time. They are never late. They are *hungry* early in the morning.

C. Fill in the blanks in these sentences:

1. I . . . to fly an airplane. It is more interesting than to ride a bicycle.
2. My father is sick in Nanking. I . . . fly if I want to see him alive.
3. I am . . . walk in the hills tomorrow if it does not rain.
4. You . . . always wash your hands before you eat anything.
5. Regulus didn't . . . to go back to Carthage, but he . . . go because he had promised to.
6. You . . . work more carefully than you are doing now. The next test will probably be harder.
7. You . . . go to bed early tonight. We . . . start very early tomorrow.

Make two sentences like each of these:

1. *They will* have the whole day for *walking*.
2. *She* works for *her children* all the time.
3. *They eat* and *eat* every minute of the day.
4. The rest of the time *she* looks after *her garden*.

D. Study these sentences:

Form 1. His mother says, "You must study hard!"

Form 2. His mother says that he must study hard.

Form 1. He answers, "Yes, I will, Mother."

Form 2. He answers that he will.

Put these sentences into the second form:

1. Miss Jones says, "I am going to church."
2. My uncle says, "My daughter is a very pretty girl."
3. My aunt says, "It

is bad to eat too much." 4. Mr. Chu says, "It is more important to be able to think than to learn things by heart." 5. My friend says, "There must be a subject in every sentence." 6. My sister says, "I would rather die than go to prison." 7. My teacher says, "You should always read the notes at the end of a page." 8. The ruler of Carthage says to Regulus, "You must arrange a peace between Carthage and Rome."

Make two sentences like each of these:

1. After that *they* play with their *parents* for half an hour.
2. *They will* perhaps *rest* for an hour or so.
3. *The bus* will be here in *five* minutes.
4. *Half an hour* is too *short* a time.

Memory work: The conversation between Regulus and the ruler of Carthage.

LESSON XI

A READING CLUB (Part I)

A. There are many clubs in Kuo-hua's school. Some are play clubs. Their members play games together every Saturday afternoon. Some are walking clubs. Their members take trips to the hills or to palaces or to other interesting places every two weeks. Some are acting clubs which give plays twice a year. Some are reading clubs in which the members borrow books from each other. Once a month each member makes a report on a book he has just read.

Last Saturday afternoon one of these reading clubs had a meeting. Two members made reports on books, one on the *Erh Nü Ying Hsiung Chuan* 兒女英雄傳 and the other on the *Hsi Yu Chi*.

The club met at two o'clock in the afternoon in Ta-wei's home. There are altogether twelve members in the club, but only ten were there that day. The children came at a quarter to two, and sat

talking in the Chao's living room until it was two o'clock. Then the chairman said, "The meeting will please come to order!"

B. All the children stopped talking, and the chairman went on to say, "We are going to have two reports only, as Yüan-k'ang is sick and cannot be here today. We will have our first report from Yü-hua."

Yü-hua sat up straight and said, "My report is on the *Erh Nü Ying Hsiung Chuan*. It is a story about Shih San Mei 十三妹 and An Kung Tzu 安公子. An was a young student who lived in the early eighteenth century. He was wealthy, and therefore many bad men wanted to kill him in order to get his money. Since he was a student and not a fighter, he was not able to protect himself.

"At that time there was a young girl called Shih San Mei whose father had been killed by an enemy. She was a brave fighter and had made up her mind to kill her father's enemy. While waiting for a good time to do this, she did not stay at home, as most other girls did, but traveled about saving the poor and the weak. When she heard of An Kung Tzu's troubles, she wanted to save him; and when she heard of his good looks and wide knowledge of the old books, she loved him. She went to his hotel and told him not to go away without her to protect him. Soon after that she was called away to help someone else.



C. "After she had gone, his donkey man kept telling An to start. He said that the weather was good for traveling then, but that the summer rains would start after a few days. An thought that his donkey man was faithful and honest, so he went with him before Shih San Mei came back. Really the donkey man was a bad man

who was planning to kill him. Just as they got to a certain narrow place in the hills where the donkey man planned to kill him, a bird flew at the donkey's face. The animal was afraid and ran like the wind. The donkey man was, therefore, not able to kill An. That night they came to a temple. An thought he could eat and have a good rest there, but the monks were bad men too. They also wanted to kill him for his money.

"When Shih San Mei came back to the hotel and found that An had already left, she immediately started out after him. She followed him to the temple, and found the monks getting ready to kill him and take his money. She then fought with the bad monks and killed them.

D. "Now in that temple there was another beautiful young girl who was a prisoner of the monks. They were keeping her in an outhouse of the temple. Shih San Mei made An promise to marry that girl. She herself went away to look for her father's enemy.

"When An's father heard how Shih San Mei had saved his son's life, he wanted to make her a fine present. Some years later he heard that she had killed her father's enemy, and that her mother had died. He then decided to ask Shih San Mei to marry his son. This she did. An Kung Tzu now had two wives, one very beautiful, and the other very brave. The three of them lived happily together ever after."

The members of the club liked the story very much. The chairman said to the club, "I'm certain you will want me to thank the speaker in your name for a very interesting story."

After Yü-hua had finished telling the story of the *Erh Nü Ying Hsiung Chuan*, the members of the reading club sat talking for some time. Then the chairman said, "Order please! We will now have Te-hua's report."

QUESTIONS

- A. 1. What kinds of clubs are there in Kuo-hua's school? 2. What do the play clubs do? 3. How often does each member of the Reading Club make a report? 4. Who made reports last Saturday afternoon? 5. Where did the Reading Club have its meeting? 6. When did the meeting start?
- B. 7. What book did Yü-hua make a report on? 8. What is the *Erh Nü Ying Hsiung Chuan* about? 9. Who was An Kung Tzu? 10. Who was Shih San Mei? 11. Why was she traveling about the country? 12. Why did she want to save An Kung Tzu?
- C. 13. Why did An Kung Tzu start before Shih San Mei had come back to his hotel? 14. Why didn't the donkey man kill An Kung Tzu. 15. Why did Shih San Mei kill the monks?
- D. 16. What did An Kung Tzu's father ask Shih San Mei to do? 17. What had Shih San Mei done to her father's enemy? 18. What had happened to her mother?

EXERCISES

- A. *Change these sentences into the long form used in writing:*
1. You'll be fourteen years old on Thursday, won't you? 2. I shan't be home tonight. 3. We don't want to lose the game. 4. A soldier shouldn't fight little boys. 5. Regulus wouldn't break his promise, even to Carthage.
- Change these sentences into the short form used in speaking:*
1. I am not going to sell my books. 2. He is not an honest man. 3. He does not remember how faithful his horse has been. 4. Do not act like a street boy! 5. If you sleep so little, you will not grow up into a fine young man.

Make two sentences like each of these:

1. *Every morning* all three of them go to school. 2. Give one *piece* to each of your brothers.

B. *Underline all the subjects in the first and second paragraphs of B.*

Underline all the objects in the third paragraph of B.

Make two sentences like each of these:

1. Their *skins* got too *small* once more. 2. Their *skins* got too *small* for the *fourth* time. 3. For the *fourth* time they *went to sleep to get some new skins*.

C. *Break up the following sentences: (See Lesson IV, Exercise D).*

1. Some are acting clubs which give plays twice a year. 2. Some are reading clubs in which the members borrow books from each other, and once a month each member makes a report on a book he has just read. 3. The children came at a quarter to two, and sat talking in the Chaos' living room until it was two o'clock. 4. An Kung Tzu was a wealthy young student, and therefore many bad men wanted to kill him in order to get his money. 5. Since he was a student and not a fighter, he was not able to protect himself. 6. At that time there was a young girl called Shih San Mei whose father had been killed by an enemy. 7. When she heard of An Kung Tzu's troubles, she wanted to save him; and when she heard of his good looks and wide knowledge of the old books, she loved him.

Make two sentences like each of these:

1. *Autumn* is one of the best *seasons* of the year. 2. *Many people* like this *season* of the year best of all. 3. *Many people* think that *autumn* is the best *season* of the year.

D. *Study these uses of the word on:*

1. The basket is *on* the table.
2. She put *on* her coat and went out.
3. *On* the way home he saw two strange things.

4. We are going to have a holiday *on* Thursday.
5. He went *on* talking until ten o'clock.
6. Later *on* she married An Kung Tzu.

Fill in the blanks in the following sentences with one of these:
 move on, on his way, on, later on, keep on, put on:

1. Don't stop! . . . reading until I tell you to stop.
2. He met his old friend . . . to school.
3. You can come to see me about it . . .
4. . . . ! Don't stand here!
5. Have you . . . your gloves, John?
6. There is a white cat . . . the bed.

Make two sentences like each of these:

1. Most of *them* are *fishing boats*.
2. There are more *boats in the summer* than *in the winter*.
3. Few of the *boys fish well*.
4. *One fifth* is less than *one fourth*.
5. *One fourth* and *two eighths* are just the same.

Memory work: The second paragraph of B.

LESSON XII

A READING CLUB (Part II)

A. "Now," said the chairman, "we will have Te-hua's report."

Te-hua sat up straight and said, "My report is on the *Hsi Yu Chi*. It is an interesting story of a monk, named Hsüan Tsang 玄奘, who lived in the time of one of the T'ang kings. The king wanted someone to travel to the West to get some Buddhist books, and Hsüan Tsang said that he would go. It was a long and hard way, and he needed someone to protect him. Soon after he had started, he came to a place where the king of the monkeys had been in prison for five hundred years. Hsüan Tsang said he would set the monkey king (whose name was Sun Wu-k'ung 孫悟空) free, if he would promise to go with him to the West to get the Buddhist books. Sun Wu-k'ung said

he would go with him, and would protect him with his magic needle. This magic needle was usually only a few inches long, but could be made into a stick many *li* 里 long. Hsüan Tsang set him free and took him with him. Sun Wu-k'ung was very brave. He also had the power to change himself by magic into a woman, a donkey, a tree, a temple, or any other thing he liked.



B. The monk and the monkey king had not gone many *li*, when suddenly a dragon came out and ate up Hsüan Tsang's horse. Sun Wu-k'ung fought with the dragon, but he could not kill him. He therefore made a prayer to Kuan Yin 觀音 asking her to help him. Kuan Yin came and told the dragon to become a horse for Hsüan Tsang to ride on. When the dragon heard that Hsüan Tsang had been sent by the king to get the Buddhist books, he was very glad to be his horse. The monk then got on his new horse and went on his way with his follower, Sun Wu-k'ung.



“Soon they met another person called Chu Pa-chieh 豬八戒, who looked like a pig. He was also glad to go to the West with Hsüan Tsang to get the Buddhist books. Hsüan Tsang, therefore, took him along too. Now

he had a dragon-horse and two people, Sun Wu-k'ung and Chu Pa-chieh, to protect him. However, his two protectors quarreled a

great deal on the way, and Hsüan Tsang often had to punish them. The way he punished the monkey king is quite interesting. The monkey king had a hat made of needles on his head. If he did wrong at any time the monk said a certain prayer, and the needles went into Sun Wu-k'ung's head.

C. "Some time later a certain water spirit found out that Hsüan Tsang was going to the West to get the Buddhist books, and wanted to go too. Hsüan Tsang took him along and gave him the name, Sha Ho-shang 沙和尚. Now Hsüan Tsang had three followers and protectors.



"On the way many things happened. Through his magic power Sun Wu-k'ung could tell whether a person was good or bad. He often killed bad spirits, and when he could not kill them by himself, he asked Kuan Yin to help him.

"One day Sun Wu-k'ung killed three bad spirits who had wanted to kill and eat his master. The spirits knew that if they could eat a piece of Hsüan Tsang they would live for a thousand years. The monkey king was able to tell that they were bad spirits, though on the outside they looked like a beautiful girl, a woman, and an old man. Chu Pa-chieh saw Sun Wu-k'ung kill them, and immediately went to tell Hsüan Tsang. He said that it was not at all necessary to kill all those people, and that Sun's actions were not right. Hearing this, the master decided that Sun was not a good Buddhist, and told him to go away. Sun was very angry and thought to himself, 'I have helped him so much,

and yet he does not think well of me! Very good! I won't go with him to get the Buddhist books. I'll leave him to take care of himself!' Then he went back to his own monkeys, who gladly received him. He decided to stay there in peace.

D. "But soon Hsüan Tsang began to have troubles, and Chu Pa-chieh and Sha Ho-shang could not save him. The horse said to the pig, "You must go and ask Sun Wu-k'ung to come back and help our master." In the end Sun came back and saved Hsüan Tsang. After this he always traveled with him, and didn't go away again. They met many more bad spirits, and all kinds of things happened to them; but there is not time to tell you about them all.

"At last, after fourteen years of traveling, the master and his followers reached the West. They had traveled a hundred and eight thousand *li*. The king of Buddhas gave Hsüan Tsang five thousand and forty-eight books, and sent eight good spirits to protect him and his followers on their way back to China. When they had given the books to the king of T'ang, the eight spirits carried the group of travelers back to the West and made them into Buddhas.

"And that's the end of the story," said Te-hua.

The children had all listened very quietly, for they were greatly interested in the story. Many said they would go home immediately and read the whole book. It was now four o'clock, and Mrs. Chao brought out some tea and cakes for them. They drank some tea and ate some cakes, and then went home.

QUESTIONS

- A. 1. Who made a report on the *Hsi Yu Chi*? 2. Who was Hsüan Tsang? 3. When did he live? 4. What did the king want him to do? 5. Who was his first follower?

- B. 6. What happened to Hsüan Tsang's first horse? 7. How did he get his second horse? 8. What did Chu Pa-chieh look like? 9. What kind of hat did Sun Wu-k'ung have? 10. How did Hsüan Tsang punish the monkey?
- C. 11. Where did Hsüan Tsang find Sha Ho-shang? 12. What did Hsüan Tsang and his followers meet on the way? 13. Why did the bad spirits want to eat Hsüan Tsang?
- D. 14. Did they get the Buddhist books in the end? 15. How many books did they get? 16. How many *li* had they travelled? 17. How many years were they on the way? 18. When did the members of the Reading Club go home?

EXERCISES

A. Write answers to the following commands:

Example: Tell me where you went last night. Last night I went to the theater.

1. Tell me what you did this morning.
2. Tell me your name.
3. Tell me where you live.
4. Tell me how many sisters you have.
5. Tell me your father's name.
6. Tell me whether you like this book or not.
7. Tell me who lives with you.
8. Tell me how you go to school.
9. Tell me when you go home every afternoon.
10. Tell me which is your favorite brother.

Make two sentences like each of these:

1. *Mr. Fox* looked up at *Mr. Dog*.
2. *Miss Jones* looks after *her garden and her chickens*.
3. *He* had a good time looking out of the *window*.
4. *They* looked *kind and good*.

B. Underline the word which answers the teacher's question.

1.	2.	3.	4.	5.
alphabet	sheep	a man	the action	two
B	donkeys	a student	the doer	four
three	children	a fighter	the receiver	six
E	a table	a soldier	an animal	eight
five	a school	a monk	a man	ten

6.	7.	8.	9.	10.
a book	water	in trees	twenty	uncle
a pen	your face	in stoves	fifteen	mother
a knife	milk	on beds	five	friend
clothes	a glass	among flowers	eight	teacher
a hat	a cup	in holes	twelve	brother

Make two sentences like each of these :

1. *He* began to wonder what *he* could *do*. 2. *He* cannot think of *a way out*. 3. *He* was thinking about *his daughter's broken leg*.

C. We do not usually say :

1. the hill's foot
2. the page's foot
3. the foot of the boy
4. the gun of my father

We almost always say :

- the foot of the hill
- the foot of the page
- the boy's foot
- my father's gun

We say : my monkey's hand *or* the hand of my monkey.

Note: We use the *of* form when we are talking about a thing that belongs to or is part of another thing. We use the *'s* form when we are talking about a thing that belongs to or is part of a person, and also when talking about a person's family or friends. We use the *of* form or the *'s* form when we are talking about anything that belongs to or is part of an animal.

Fill in the blanks in these sentences :

Example: (sheep, tail; ox, tail); A sheep's tail is shorter than the tail of an ox. (street, end) The soldiers stopped at the end of the street.

1. (my sister, neck) I washed 2. (this page, foot) There are some very interesting notes at 3. (donkey, face) A bird flew at 4. (farmer, wife) . . . cut off their tails. 5. (School, head) Mr. Wang is

Make two sentences like each of these :

1. *He* had *his* own way. 2. On their way home *they* ride slowly. 3. You must *eat* the way a *cat* does. 4. *He* cannot think

of any good way out. 5. *They tied the sticks* in such a way that they could *stand up on the ground*.

D. *Study these sentences:*

1. Where is your coat? I'll *get* it for you.
2. When do you *get up*? I *get up at* seven o'clock.
3. As the sun rises, the air *gets* warmer.
4. We'll *get* there before supper.

Answer these questions:

1. What happens to the air when the sun goes down?
2. What happens to a boy who eats too much?
3. Helen, do you know where my sewing box is? Yes, Mother, I'll
4. When do babies usually get up in the morning?
5. Is this a new book? Yes, I . . . it at the bookstore around the corner.
6. When did Wen-mei and her mother get to Shanghai?
7. Why did Mr. and Mrs. T'ang get fat?

Make two sentences like each of these:

1. Try to *be a good pupil*, won't you?
2. You don't really want to *be a cat*, do you?
3. Don't you *think it's a good idea*?
4. Don't *go out of that gate*.
5. How much is it *to the Western Hills*? *Forty cents*.

Memory work: The second paragraph of C.

LESSON XIII

A SECOND GRAMMAR LESSON (The Sentence II)

A. Miss Jones came into the classroom and said, "Does anyone remember the two kinds of sentences with action verbs which we learned about some time ago?"

Several children raised their hands, and Miss Jones called on Ch'ien Yen-sheng 錢燕聲. Ch'ien Yen-sheng said, "Subject — action. Subject — action — object."

"Good. Can anyone make sentences showing these two kinds?"

"I am standing up. My uncle sells," said Wen-mei.

"What does he sell?" asked Miss Jones.

"He sells silk," said Wen-mei.

"Good. You see *sells* is one of the action words which take an object. It needs a receiver of the action as well as a doer. Can anyone else make a sentence?"

"A big dog bit me yesterday," said Yen-sheng.

"I went to the theater last night," said Chang Te.

"Very good," said Miss Jones. "You see it is not very hard. Now I want to talk a little about subjects and objects. Subjects and objects are sometimes names of people, sometimes names of things and animals, and sometimes something else which I'll tell you about in a minute. When these words are the names of people, like 'Li Pao-chen', 'Chao Ta-wei', 'the farmer', or the names of things, like 'the table', 'the blackboard', or the names of animals, like 'the dog', 'the cat', they are called *nouns*. Sometimes nouns are the names of things you can't see or touch, like 'idea' or 'knowledge'."

"What is the other kind of subject or object, the kind you were going to tell us about?" asked Chang Te.

"You went to the theater yesterday.' Is *you* your name?"

"No," said Chang Te slowly.

"What is your name?"

"Chang Te," said Chang Te even more slowly.

"Yes. 'Chang Te has just asked a good question.' 'Chang Te is studying in Lo Chün School.' 'Chang Te went to the theater yesterday.' 'Chang Te always goes home at four o'clock.' 'Chang Te does this, that, and the other thing.'"

The children laughed so loudly that the head of the school came out to see what had happened.

"You see," went on Miss Jones, "it doesn't sound right to keep on saying 'Chang Te, Chang Te, Chang Te.' It is simpler to say 'You are studying in Lo Chün School.' 'You go home at four o'clock.' *You* takes the place of your name. Do I say, 'Miss Jones is your teacher?'"

The class laughed again.

"No, I say, 'I am your teacher.' Here *I* stands for my name. Do you know any other word which takes the place of names?"

"She. He. It," said the class.

"Yes, anything else?" asked Miss Jones as the children stopped.

"They. Them. We. Him," said the children.

"There are lots of them, aren't there? We call them *pronouns*. We use either nouns or pronouns for subjects and objects. Any noun can be either a subject or an object. Pronouns change their forms according to their uses. Here is a list of the most important pronouns:

When used as subject: *I, you, he, she, it, we, you, they.*

When used as object: *Me, you, him, her, it, us, you, them.*

B. "Now let us have some more sentences, Kuo-chen."

"This book is a dictionary," said Kuo-chen immediately.

"A very good sentence. But do you notice that the verb *is* is not like the verbs in the other sentences? The word *is* is a verb, but it doesn't express an action, does it? Do you remember that when we were studying sentences before, I said that there are two kinds of sentences? We studied one kind last time. It answers the

questions: 'Where is she?' 'What is she doing?' 'What does she usually do?' But it doesn't answer the questions: 'Who is she?' 'What is she like?' 'How is she?' Now I'm going to tell you about the sentences which answer these questions. They do not have action verbs. They have verbs which show that the word before the verb stands for the same thing as the word after the verb. *Is*, *feel*, *seem*, and other verbs like them are such verbs. For example, we answer the question: 'Who is that girl?' by saying 'She is Yü-hua,' or 'She is Kuo-hua's sister.' We answer the question: 'What is she like?' by saying 'She seems to be a nice girl.' We answer the question: 'How is she?' by saying, 'She is very well.'

"Notice, children," said Miss Jones, "that in each one of these sentences the word *after* the verb stands for the same person as the word *before* the verb. Is that clear?"

"Not very clear," said Ta Wei. "Will you explain it again please?"

"Of course," said Miss Jones. "Now, in arithmetic you often see this: $2+2=4$ or $5-3=2$. How would you read that in Chinese?"

The children said, "二加二等於四。五減三等於二。"

"Very good," said Miss Jones, "but in English we would say, 'Two and two are four.' 'Five less three is two.' *Are* and *is* mean what the mark (=) means. It shows that the word *before* it stands for the same thing as the word *after* it. Therefore, when we say, 'You are a boy,' *You* and *a boy* are the same person. In 'My sister is a girl,' *My sister* and *a girl* are the same person. In 'It is my cat,' *It* and *my cat* are the same animal. In 'This is a good dictionary,' *This* and *a good dictionary* both stand for the same thing. In Chinese we say 是. I'll put these sentences on the board."

1. *You are a boy.*

2. *My sister is a girl.*
3. *It is my cat.*
4. *This is a good dictionary.*

"If we say, 'He is well,' 'I feel well,' there is no action. Each sentence tells how each person feels. In Chinese we often use no verb. We simply say, '他好.' '我很好.' I'll put down these sentences below the first ones."

5. *He is well.*
6. *She is sick.*
7. *I feel well.*
8. *You look sick.*

C. "Let's try to make other sentences that answer this kind of question," said Miss Jones.

After a while Pao-chen said, "I'm a pupil."

"Quite right. Can anyone else make a sentence?"

"We are Chinese," said Wu Ch'i-sheng 吳寄生.

"Yesterday was a hot day," said Li Pao-chen 李寶珍.

"Good. You see it is not very hard. You have seen, then, that there are certain sentences which do not have action verbs, but have this kind of verb instead.

"A good many of the words we have been talking about belong to one family, called the family *to be*. English verbs are not like Chinese verbs. They change their form when used with different subjects and for different times. The verb *to be* has more different forms for different subjects and different times than any other English verb. I will write some of its most important forms on the board:

<i>Subject</i>	<i>Yesterday</i>	<i>Today</i>	<i>Tomorrow</i>
<i>I</i>	<i>was</i>	<i>am</i>	<i>am going to be</i>
<i>you, they, we</i>	<i>were</i>	<i>are</i>	<i>are going to be</i>
<i>he, she, it</i>	<i>was</i>	<i>is</i>	<i>is going to be</i>

“Since the verb *to be* and the other verbs of the same kind, *feel*, *seem* and so on, do not express actions, we will call them actionless verbs. There cannot be any receiver of action after an actionless verb. We call what follows this kind of verb the complement, because it completes the thought.”

“What words can be used as complements?” asked Chang Te.

“Several different things may be complements. A noun may be a complement. For example, in the sentence, ‘I am a boy’, *a boy* is a noun complement. A complement may be a pronoun. In ‘It is I’, *I* is a pronoun complement. It may be several other things, but it can never be a verb.”

“What is *well* in ‘He is well?’” asked Ch’i-sheng.

“Ah, *well* is certainly not a noun or a pronoun, is it? I’ll tell you what it is next time we have a grammar lesson.

D. “Now let us see what we have learned about sentences in these two grammar lessons. We have learned that there are three kinds of sentences. They have the following plan:

1. subject—action verb
2. subject—action verb—object
3. subject—actionless verb—complement.

“What else have we learned?”

“Nouns, pronouns, the verb family *to be*,” cried the children.

“Yes,” said Miss Jones. “I’ll put that on the board.” She wrote:

1. *A noun: A noun is the name of something.*
2. *A pronoun: A pronoun is a word which takes the place of a noun.*
3. *The subjects and objects of sentences are nouns or pronouns.*
4. *Pronouns have different forms. They have one form for the subject and another form for the object.*
5. *The verb to be and all its family is the most common actionless verb in English. It has many different forms.*

"Now if you can do these exercises you will understand about this grammar lesson better."

EXERCISES

B. *Make as many sentences as you can from the following lists:*

Example: I like you. She believes it.

Subject	Verb	Object
I	like	me
You	believes	you
He	punished	her
She	is kicking	him
It	is biting	it
We		us
You		you
They		them

C. *Underline all the verbs in Lesson I B. Put the mark (=) over all the actionless verbs.*

D. *Fill in the blanks in the following sentences with the right form of to be:*

1. Regulus . . . a general in the third century, B.C.
2. I . . . a Chinese pupil.
3. My father . . . forty years old.
4. The children in Miss Jones' class . . . very fond of her.
5. Sun Wu-k'ung and Chu Pa-chieh . . . Hsüan Tsang's protectors.
6. My mother . . . thirty-eight years old on Monday.
7. My little sister . . . a nurse when she grows up.
8. We . . . all happy to be alive.
9. I . . . sorry that you can't come with us.
10. Who . . . the next chairman of the Reading Club?

Memory work: The eight things Miss Jones taught in D.

LESSON XIV

A STORY OF PETER THE GREAT

A. In the seventeenth century Russia was a big country, but she was weak and poor because her government and industry were so out-of-date. She was proud of her long history, and kept all her old ways of doing things. She would not learn new ways of doing things. She had lots of people, but most of them could not read or write. The wealthy lived lazy lives of pleasure, but the poor worked every day, from morning to night, and still never had enough to eat.

B. The rulers did not know how to rule. No one thought of Russia as a great world power. In 1682 the king of Russia died. His son, Peter, who was to be the new king, was only ten years old. Peter understood how important the duties of the king of a big country are. He decided that, until he was old enough to rule by himself, he would make himself ready for his important work by study and travel. He used to dream of making Russia a great power. He knew that if Russia went on in the way she was going, after a hundred years there would be no Russia at all. It was necessary, he thought, to copy European industry and ways of ruling. It was necessary to ask European master-workmen to come to Russia. He therefore decided to go to several foreign countries to study their government and industry and to ask some workmen to come to Russia.

One of the countries he went to was Holland, and there he learned to build boats. Once, when he was a little boy, he had found an old English sailing boat in the garden of his uncle's palace. He was very much interested in it. He had pulled it to pieces and put it together again. Ever after this time he wanted to build and sail big boats. While in Holland he worked like a common worker. Of course he did not use his real name, and

no one knew that he was a king. He did all the work necessary in boat building like any poor man learning the trade.

C. When he came back to Russia, he took up the work of a ruler. He borrowed many European ideas and brought in new ways of doing things. He made the people cut off their beards. They hated this, for Russians were as fond of their beards as the Chinese used to be of their long hair. Before this time Russian women had been kept in their houses. They never went out to work, or to the theater, or to visit other families. Peter changed all this, and so from then on women could go out to work and to play. He built schools. He built libraries and filled them with books. He gave money to help the country's industries. Of course he built many kinds of boats. He built boats for fishing, for trading with other countries, and for war.

D. At this time Russia had no sea-coast on the west. Peter needed a city on the sea-coast for his boats, so he quarreled with Sweden and went to war with her. When peace was made, he got a piece of land on the sea-coast. Here he built a fine city which he called St. Petersburg.

Peter the Great was king of Russia from 1682 to 1725. Through the changes which he made in Russian life the country became wealthy and strong. When he died, the people of Russia did not know that they had lost the greatest king in their whole history. They did not understand all the new and strange things he had done.



QUESTIONS

- A. 1. What kind of country was Russia before the time of Peter the Great? Why? 2. How did the wealthy live? 3. How did the poor live?
- B. 4. How old was Peter when his father died? 5. What did

- he want to do? 6. How did he make himself ready for his work? 7. What did he do in Holland? 8. How did he learn to build boats? 9. What made him want to build boats?
- C. 10. What did he do when he came back to Russia? 11. What were some of the things Peter did for Russia?
- D. 12. Where is St. Petersburg? 13. How did Russia get St. Petersburg? 14. Why did Peter want a city on the coast? 15. Why didn't the Russians know that Peter was their greatest king? 16. How long was Peter the Great the king of Russia?

EXERCISES

- A. Write a letter like this. Change the words in italics.

12 Flower Street

Peking

June 26, 1940

Dear Li,

I caught a big fish last night. There is enough for four people. Will you come to supper tonight at seven o'clock and help me eat it?

I am asking Wang and Chang too. I feel sure we shall have a good time talking about our school days.

Your old friend,

Ch'en

Make two sentences like each of these:

1. They do not want to be late.
 2. A boy has to go to school.
 3. They decided to meet every day.
 4. He began to think what he could do.
 5. The year begins with New Year's Day.
 6. The Changs like to take trips to the hills.
 7. He does not like eating with his fingers.
- B. What do the following words mean? To pay, to copy, glad, to pass, should, to arrange, thousand, aloud, plural, to start. (See Lesson X, Exercise A.)

Example: 'To pay' means to give money for something.

Make two sentences like each of these:

1. I'll get some *food* ready for *them*.
2. It's not hard for *us* to *take a little more*.
3. *He* asks *his mother* for some *chopsticks*.
4. *The King and the Queen* are waiting for *you* at the door of the *palace*.
5. *She* was busy making *cakes* for *her family*.

C. *Change the pronouns in the following sentences to nouns:*

Example: He was very brave. The boy was very brave.

1. He used to dream of making Russia a great power.
2. When he died, his son became king.
3. She asked her *brother* to stop.
4. It is the fifth month of the year.
5. He was a student, and so could not protect himself.
6. They sold him to the traders.
7. Please throw it to me.
8. They are quite different from Chinese sentences.
9. It is full of flowers.
10. He fell off his horse.

Make two sentences like each of these:

1. *He* begins to call to *his mother*.
2. *The doctors and nurses* are very good to *him*.
3. I am happy to *hear it*.
4. *He is* very happy to be at home.
5. *He* will go away from *home* to a *big school*.

D. *Study these groups of sentences:*

1. Is there *anything* I can do to help you?
 2. Here is *something* you can do.
 3. There is *nothing* you can do.
 4. *Everything* is ready.
1. Do you know *anyone* who would like to talk English with me in the afternoons?
 2. Yes, I think I know *someone* who wants to talk English.
 3. *No one* in Holland knew that Peter was a king.
 4. *Everyone* thought that he was a common workman.

1. "Where can I put my boxes?" "There is no special place for them. Put them *anywhere*."

2. He lives *somewhere* in this village, but I don't know in which house.

3. This little boy's parents have just died. There is *nowhere* for him to go.

4. There are Buddhist temples *everywhere* in China and Japan.

Fill in the blanks in these sentences with the words in italics in the groups of sentences above:

1. Do you have . . . to eat? No, I have 2. There is . . . in the kitchen, if you want it. 3. . . . in this cupboard is mine. 4. He is such a poor old man that . . . wants to give him some money. 5. He is such a bad man that . . . wants to help him. 6. I put it . . . in this room. Now I can't find it. 7. Will . . . help me to look for it? 8. There is . . . at the door. Go and see who it is. 9. There is . . . at the door. It was probably the wind. 10. Please sit where you like. Sit

Make two sentences like each of these:

1. After about *six* or *seven days* they stop eating. 2. *Threads of silk* keep coming out of their *mouths*. 3. Saying this *he* put the other *piece* in *his mouth*. 4. Then *they* will have *the whole day* for walking about in the *hills*. 5. *He* is a boy of *ten*.

Memory work: The last paragraph of D.

LESSON XV

MR. KILL-JOY'S DREAM (Part I)

A Play

Time: *A summer afternoon in the twentieth century*

Persons: Mr. Kill-joy (*an old man*)

Mr. Chu (*leader of the Lo Ch'ün School Outing Club*)

Yüan-k'ang (*his grandson*)

Wang An-te

Chang Te

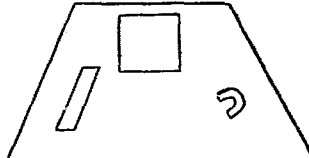
Wu Ch'i-sheng

A Spirit

} (*members of the Outing Club*)

A. Scene I. *A simple living room.*

Mr. Kill-joy is lying on a long chair at the right of the stage. He is a man of about sixty-five with a little black beard. He looks old and unhappy. In the middle of the stage stands a big square table,



on which there are some flowers. At the left of the stage there is a small armchair. Yüan-k'ang is sitting there, biting his fingers, moving about in the chair, and looking very worried.)

Yüan-k'ang: H'm. Grandfather, may I . . .

Mr. Kill-joy: Now what? Always asking for something. May

I this and may I that

Yüan: Grandfather, all my friends belong to the Outing Club and they

Mr. K.: Never mind what they do. A lot of lazy good-for-nothing friends they are!

Yüan: But, Grandfather, it doesn't take very much money, and they have such a good time.

Mr. K.: (*Yawns 打呵欠*) A good time! A good time! You're always talking about having a good time. I've never seen you do any work yet. When I was a boy, there was lots of work and there were no good times. (*Yawns again*) Go away now, I want to sleep.

B. Yüan: Grandfather!



Mr. K.: (*In a loud and angry voice*) What now? Didn't you hear me? Don't sit there and talk. I hate little boys who keep on asking questions. You shan't join any outing club. Is that clear?

Yuan: (*In a small and frightened voice*) Yes, Grandfather. (*He goes off the stage, and Mr. Kill-joy goes to sleep. Soon footsteps and the sound of a whistle are heard drawing near.*)

Mr. K.: (*Waking with a start at the sound of the whistle*) Oh, the Outing Club again! They should all be shut up somewhere and not go about waking people from their sleep. Nothing better to do than go around frightening people from their sleep! There was no such thing when I was a boy. I can't think what the world is coming to, when grown-up men help a lot of boys to waste their time like this. Yüan-k'ang is not going to join any outing club, if I can help it!

(*A spirit comes in. She is dressed in white. She carries a magic stick and some sports clothes. She passes her stick over the sleeping Kill-joy and leaves the sports clothes at his side.*)

C. Scene II. *An outing camp in the early morning.*

(*There are several tents on the stage. At the right side there is a flag flying from a long stick. In the middle there is a fire with some cooking things beside it. A whistle sounds, and boys begin to run around and talk. From one tent comes the sound of loud snores 打呼. Several boys go towards it and begin to pull at it.*)

Wang: Hello, Chang San 張三! Time to get up!

Wu: Is dear old Chang San still sleeping then?

Chang: (*Pushing a long stick into the tent*) Get up, Chang San, before the leader comes along.

(*The boys talk together for a short while. Before leaving they let the tent down on top of Chang San.*)

D. (*Strange movements under the tent, loud cries and then a voice*)

Mr. K.: This dream seems very real. It's all because of those Outing Club boys. Making noises with their whistles all the time! (*He comes out of the tent in sleeping clothes*) What a bad dream! It must be a dream, though I did feel the tent coming down on me. I mustn't eat any more meat at supper. (*He looks at his legs.*) Well, I can't go out like this, dream or no dream. (*He looks around for his clothes.*) Where are my clothes? Hello, what's this? (*He takes up the sports clothes and begins to put them on.*) Well, I have to put something on. (*He puts on the shorts. They are too short. His own sleeping trousers stick out.*) My word, this isn't very pretty! (*He tries to put his trouser legs into the socks. Then he pulls at the shorts. The boys come in again.*)

Wang: Well, Chang San, up at last? We've finished breakfast.

Mr. K.: Were you speaking to me, young man?

- Chang: Well, well! Lao Chang 老張 is very interesting!
- Mr. K.: Will you please tell me, boys, where I happen to be?
- Wu: Ha, ha! Lao Chang is playing the fool. Laugh, boys!
- Mr. K.: Don't be so rude, boys, or I'll report you to your leader.
- Wang: Oh, shut your mouth, Chang San.
- Mr. K.: Were you speaking to me, my boy? Don't they teach you not to be rude to old people?
- Chang: Listen to Confucius! Old people, indeed!
- Wu: Shut up, Lao Chang. Come to camp inspection.
- Mr. K.: Well, I'll come to see your leader, or whatever you call him, but I won't take part in any inspection. I'm too old for that kind of thing, but it is good for you young people. I'm glad you learn something here and don't waste all your time.

QUESTIONS

1. Who is Mr. Kill-joy?
2. What does Yüan-k'ang want Kill-joy to let him do?
3. Why is Kill-joy angry at Yüan-k'ang?
4. Why does Kill-joy wake up with a start?
5. How is the spirit dressed?
6. What does she do to Kill-joy?
7. Why do the boys let the tent down on top of Kill-joy?
8. Why does Kill-joy put on the sports clothes?
9. Why do his trouser legs stick out?
10. Why are the boys so rude to Kill-joy?
11. Why do the boys call him Confucius?

EXERCISES

A. Describe the stage in Scene I of the play.

Make two sentences like each of these:

1. They seem to be big and clean.
2. He is probably telling them how to play football.
3. Perhaps he can tell me about it.
4. I am going to keep silkworms.

B. *Make questions for these answers: (See Lesson V, Exercise B.)*

1. You may not join the Outing Club. 2. In the middle of the stage there is a square table. 3. He is a man about sixty-five years old. 4. He spoke in a small, frightened voice. 5. There was no such thing when I was a boy! 6. The wealthy lived lazy lives of pleasure. 7. He learned to build boats in Holland. 8. He went to war with Sweden because he wanted a city on the coast. 9. Peter the Great made Russia wealthy and strong. 10. He was a king of Russia in the seventeenth century.

Make two sentences like each of these:

1. *Mary* can not only *read English well*, but *she* can also *read a little Chinese*. 2. *They* eat only *mulberry leaves* and nothing else. 3. It is not *hot then*, but just *warm*. 4. *One boy* could not *read* at all. *We* have no *school* at all *on Sunday*.

C. *Tell whether the words in italics are subjects, verbs, or objects. Say whether the subjects and objects are nouns or pronouns.*

Example: He kicked a dog.

He is a pronoun, used as the subject of the sentence. *Kicked* is an action verb. *Dog* is a noun, used as the object of the sentence.

1. That *farmer* has a lot of *money*. 2. He *is* quite wealthy. 3. He *grows* a great deal of rice. 4. Though he has ten *children*, *he* has enough *food* for them all.

Make two sentences like each of these:

1. It is a *Chinese gate* with a *gate-house* on each side. 2. Against the east and west walls of the *living room* there are *chairs and tables*. 3. At the back of the *long table*, *on the wall*, there is a *picture of an old man on a donkey*.

D. *Study these sentences:*

1. He *suggested that* his friend *should* go to Shanghai.
2. He *asked* his pupil *to* go to Shanghai.
3. He *told* his son *that he should* go to Shanghai.

4. He *told* his servant *to go* to Shanghai.
 5. The general *ordered* (or *commanded*) the soldier *to go* to Shanghai.

Fill in the blanks in the following sentences:

1. Miss Jones . . . Chang Te . . . be quiet. 2. Mrs. Chang . . . Kuo-hua . . . listen to his teachers. 3. One of Joseph's brothers suggested . . . him down a hole. 4. Mr. Li . . . his servant . . . get a ricksha. 5. The King . . . his men . . . kill the bad doctor.

Make two sentences like each of these:

1. There are *three bedrooms* in this house: one for Mr. and Mrs. Chang, one for Kuo-hua, and one for the girls. 2. Kuo-hua has the north room and the girls have the other, the room to the south. 3. The others I am going to *cook* in water.

Memory work: The play, Scenes I and II.

LESSON XVI

MR. KILL-JOY'S DREAM (Part II)

A. Scene III. *The inspection ground of the camp.*

(Several boys are already lined up. The three boys come in with Kill-joy.)

Mr.K.: Which gentleman is your leader?

Wang: Oh, shut up, Chang San. You've played the fool long enough. We're late already.

Chu: *(Coming towards Kill-joy)* Why are you late, Huang 黃?

Mr.K.: If you will let me speak to you for five minutes alone, I'll explain.

Chu: Well, fall in and come to me later.

Mr.K.: But, sir, I must explain.

Chu: Fall in, now, and don't talk!

- Mr.K.: But, sir, I must explain!
- Chu: Don't waste time. Fall in!
- Mr.K.: Allow me to give you my card. (*He feels in his pocket but cannot find any.*)
- B. Chu: Fall in, Huang, don't waste time. (*Huang—Kill-joy—does so unwillingly and is often corrected by Mr. Chu for not paying attention. Mr. Chu points at Kill-joy's trouser legs that are hanging out. Kill-joy looks down and tries to put them in his socks. When the inspection is over, some boys are told to cook the dinner. Kill-joy is told to go with them.*)
- Mr.K.: (*To himself*) This is a bad dream. Cooking indeed! Well, I can't cook. (*To Mr. Chu*) Sir, I must explain.
- Chu: If you play the fool any longer, you will be sent home. You come here to learn, not to play.
- Mr.K.: Ah, they come to learn, do they? I thought they played all day long. They don't in dreams. I wish I hadn't had that meat last night.
- Wang: Come along, Ah San 阿三, you shall cook the eggs.
- Chang: Yes, come along, Ah Huang 阿黃.
- Mr.K.: Oh, leave me alone. You are a rude lot of boys!
- The boys: Oh, we are, are we, Ah Huang? (*They push him off the stage.*)
- C. Scene IV. *The same as Scene II.*
(Cooking is going on. A lot of eggs are lying on the ground. Mr. Kill-joy is surrounded by the boys.)
- Wang: You've played the fool long enough, Chang San. We want our dinner.
- Mr.K.: My name, sir, is not Chang San.
- Chang: Oh, very well, Mr. Huang Ta-lung 黃大隆, we want our dinner.

Mr.K.: Were you speaking to me?

Wu: Yes, we were. We want our eggs cooked, and don't burn them either!

Mr.K.: I can't cook!

Wu: Well, if you won't cook the eggs, I will, but I'll see that you don't have a dinner you haven't helped to make. *(He breaks the eggs into a bowl, beats them, and begins to cook. Then he gives the dirty bowl to Kill-joy.)* Here you are, Chang San. Here's your dinner!
(Other boys come in and begin eating.)

D. Mr.K.: I'd like some eggs, please.

Wu: You can look at the eggs, but you shan't taste any eggs, my dear Chang San. You've played the fool too long.

Mr.K.: My doctor ordered me two eggs for lunch, and I should like you to know that I am really very hungry.

(The boys stand eating happily, and Kill-joy feels in his pocket for something to eat but can't find anything. The whistle sounds, and the boys get ready to go boating. Kill-joy is told to wash the plates. The boys leave.)

Mr.K.: It's a long dream. I wonder if this is what the Outing Club usually does. They seem to work and learn things, and to have a good time too. I wish I was a boy and could join the Outing Club. But I'm too old to camp out now. *(He washes the plates, thinking about other things and dropping some of the plates.)* I've never done this before. I wonder whether you use soap. Well, it makes the boys useful. But it is only a dream. It can't be true, though it's very real. It's too good to be true, but I'll find out about it when I wake up. I haven't felt so tired for years. I'll have a little sleep. I hope the ground

is dry. (*He lies down to sleep, dropping a plate as he does so. The spirit comes back with the magic stick and Kill-joy's clothes. She passes the stick over Kill-joy and leaves the clothes.*)

Scene V. *The same as Scene I*

(*Kill-joy is sleeping in the long chair as in the first scene. He wakes up.*)

Mr.K.: What a dream! I wonder if it is true. Well, I'll find out, and if it is true, Yüan-k'ang can join the Outing Club. But, thank goodness, the dream is over. No more meat for me in the evening.

QUESTIONS

1. What is Kill-joy's real name? 2. Why do you think the boys call him Chang San? 3. What does Kill-joy want to explain to Mr. Chu? 4. Why wouldn't Mr. Chu let him explain? 5. Why does Kill-joy want to give Mr. Chu his card? 6. Why does Mr. Chu point at Kill-joy's trousers? 7. What is Kill-joy told to do? 8. Why won't the boys give Kill-joy any eggs? 9. What does Wu Ch'i-sheng give to Kill-joy? 10. Why does Kill-joy drop the plates? 11. Why does Kill-joy hope the ground is dry? 12. What happens in the last scene? 13. What is Kill-joy willing to do, if he finds that the dream is true? 14. How many scenes are there in this play?

EXERCISES

A. *Describe your schoolroom carefully so that anyone who has not seen the room will know exactly how it looks.*

Make two sentences like each of these:

1. *I shall do as you say.* 2. *As he was thinking about these things, suddenly he saw Dr. Chang ride past in his motor-car.*

3. Since they could not think of a *better plan*, they decided to *try*.
 4. They will *rest a little*, if they are *tired*.

B. *Give the exact words spoken. Put them in quotation marks:*

1. The general ordered his soldiers to go away. 2. The master told his gardener to cut down the trees. 3. The airman said that the weather was bad for flying. 4. The child said that the grey wings belonged to his airplane. 5. The boatman said that he was not going across the river again that night.

Take away the quotation marks and make the necessary changes.

1. "I'm very busy now," said the mother. 2. "Take care of your sister, Mary," said Mrs. Smith. 3. John said to Dick and Tom, "Put the kite against the east wall." 4. "Let's study in the library this afternoon," said Chang Te to Kuo-hua. 5. "Who killed the bad spirits for Hsüan Tsang?" asked Wen-mei.

Make two sentences like each of these:

1. Perhaps he can tell me where *there is a palace*. 2. Can you tell me which *way to go*? 3. Can you tell me how *to find it*? 4. *She fell from* the roof where *she was* playing. 5. There were *once three boys* who wanted to *be airmen and to fly*.

C. *Put a verb in each of these sentences:*

1. Hsüan Tsang . . . the monkey free and took him with him. 2. Hsüan Tsang . . . the monkey by saying a certain prayer. 3. Regulus . . . to go back to Carthage, if he did not . . . a peace between Rome and Carthage. 4. He . . . the generals of Rome that Carthage . . . and Rome was winning. 5. There . . . altogether seventeen lessons in this book, two of which . . . review lessons. 6. I . . . glad that I . . . alive. 7. I . . . sorry for these who . . . sick. 8. Suddenly the skin of the horse . . . alive. 9. I . . . three dollars for a pen of bright gold. 10. My grandfather . . . the church in that village.

Make two sentences like each of these :

1. Tom said to me, "How are you?" 2. Cut *the apple* into four pieces. 3. They *ran* as *quickly* as they could. 4. We call the *first* month, *January*. 5. *January* is very *cold*, and so is *February*. 6. He finds a *bowl* of rice.

D. Study these sentences :

1. This pencil is *very short* indeed. It is only one inch long. It is *a very short* pencil indeed.

2. This pencil is *very short*. It is only three inches long. It is *a short* pencil.

3. This pencil is *quite short*. It is only three and a half inches long. It is *quite a short* pencil.

4. This pencil is *rather short*. It is only four inches long. It is *rather a short* pencil.

5. This pencil is *not very short*. It is four and a half inches long. It is *not a very short* pencil.

6. This pencil is *not very long*. It is four and a half inches long. It is *not a very long* pencil.

7. This pencil is *rather long*. It is five inches long. It is *rather a long* pencil.

8. This pencil is *quite long*. It is five and a half inches long. It is *quite a long* pencil.

9. This pencil is *long*. It is six inches long. It is *a long* pencil.

10. This pencil is *very long*. It is seven inches long. It is *a very long* pencil.

11. This pencil is *very long indeed*. It is eight inches long. It is *a very long pencil indeed*.

1. The Yangtze River 揚子江 is *very long indeed*.

2. The Yellow River 黃河 is *very long*.

3. The Pearl River 珠江 is *quite long*.

4. The Ch'ien T'ang River 錢塘江 is *quite short*.

1. If a Chinese man of twenty-five is only four feet high, he is *very short indeed*. He is *a very short man indeed*.

2. If a Chinese is only five feet, he is *short*. He is *a short man*.

3. If he is five feet and six inches he is *not short*. He is *not a short man*.

4. If he is six feet, he is *very big*. He is *a very big man*.

Fill in the blanks in the following sentences:

1. Her dress touches the ground. It is
2. The poem called the *Li Sao* 離騷 is It is a
3. The *Shui Hu Chuan* 水滸傳 is a . . . book. It is not a . . . book.
4. The day before yesterday I wrote a . . . letter to my father. It was four pages long.
5. We asked our friends to supper at seven o'clock. They came at seven twenty-five. We had to wait a . . . time.
6. Two nights ago I caught a . . . fish. It was eighteen inches long.

Memory work: The Play, Scenes I and II.

LESSON XVII

REVIEW

A. I. *Review Lessons I, III, and IV. Be able to answer the questions, do the exercises, and say and write the memory work.*

Fill in the blanks in the following sentences:

a) He . . . buying a grey shirt. b) She . . . to go to Shanghai. c) This man . . . works and so he has nothing to eat. d) My mother wanted me to tell her . . . I had done in school. e) December is . . . October. f) My brother is a very good worker. He is . . . working.

II. *Write out the verbs in the following sentences, and tell whether they are action or actionless verbs. Note: Some of the sentences have more than one verb.*

a) Mary is an American girl. b) You can go to the hills by bus or motor-car. c) I usually wake up at six-thirty. d) I am very well, thank you. e) They decided to try the plan. f) We are learning English now. g) He wished he had two dollars and could buy a pocket knife. h) That knife does not cut at all. i) The old man felt very tired. j) Did you bring the book I lent you?

III. *Make questions and answers like these:*

1. Why did *the poor woman* not catch the fox? *The fox ran quicker than she could.* 2. Why didn't *the poor woman* catch the fox?

1. What kinds of *clubs* are there in *Kuo-hui's school*? There are *play clubs, walking clubs, acting clubs, and reading clubs.* 2. What part did *Mei Lan-fang* play? *He played the part of a beautiful woman.* 3. How do *wealthy people* live? *They live lazy lives of pleasure.* 4. What happened to *your brother* yesterday? *He fell from the roof.* 5. What made *him* want to *build boats*? *He had a sail boat when he was young.*

1. What did *Chu Pa-chieh* look like? *He* looked like a pig.
2. What *were* her clothes made of? *They* were made of cloth.
3. How *was* the spirit dressed? *She* was dressed in white.
4. What did Yü-hua report on? *She* reported on the *Erh Nü Ying Hsiung Chuan*.
5. Why *was* Joseph's father worried about his brothers? *He* was worried because they *had been* away a long time.

1. Would you like to go home? Yes, I'd like to. Yes, I would. No, I wouldn't. 2. Should you sleep eight hours a night? Yes, you should. No, you shouldn't.

IV. Read the following story and answer the questions:

The Alps 阿爾卑斯山, which are in the middle of Europe, are very high. There is heavy snow on them all the year round. Nothing grows there, and there are no houses. Travelers often lose their way in the Alps. When they lose their way, they sometimes get so cold and hungry that they die.

The monks in the Alps keep special dogs, which are big, strong, and brave. They teach the dogs to save people who are lost in the Alps. These dogs carry bags of food and medicine around their necks, and go up into the high, high Alps to look for lost people. When they find anyone, they give him food and medicine, and carry him down to the monks' house.

1. Where are the Alps? 2. What happens to people who lose their way in the Alps? 3. Who saves the people who get lost in the Alps? 4. Who are the dogs' masters? 5. How do the dogs save the lives of travelers?

B. I. Review Lessons V, VII, and VIII. Be able to answer the questions, do the exercises, and say and write the memory work.

Fill in the blanks in the following sentences:

- a) A weak person is . . . bad at sports. b) How . . . pieces of paper do you have? c) 'Poor' is the opposite of d) One

of my . . . has found work in the government. e) An American lives in America and . . . English. f) Li Kuo-chen is older . . . Li Pao-chen.

II. *Make ten simple sentences using the actionless verbs*: to be, to feel, to seem, to look.

III. *Make sentences like these*:

1. *His father was* greatly surprised. 2. *To his* great surprise *the rulers of Carthage came to see him.* 3. *He was* very proud of *his work.* 4. *He was* very much interested in *it.* 5. *The bottle was* full of *water.*

1. *She* laughed at *them.* 2. *I* asked *my father* for it. 3. *The brothers* sold *Joseph* for *twenty dollars.* 4. Foreigners use narrow knives for cutting up *their meat.* 5. *The daughter had* turned into *silkworms.* 6. *What did the farmer's wife* do to *the three blind mice?* 7. *Mei Lan-fang* did not come until *almost eleven.* 8. *At last she* made up *her* mind what to do.

IV. *Read the following story and answer the questions*:

Once King Henry IV 亨利第四 of France 法國 went out for a ride by himself. When he had not gone very far from the palace, he met a poor farmer walking towards him. He asked the poor man where he was going. The farmer said, "I have taken the day off. I am going to the city to see the king. I have never seen him in my life."

"Well," said King Henry, "get on my horse with me, and I'll take you to see the king."

"How shall I know which is the king?" asked the farmer.

"You'll know him when you see everyone taking off his hat. The king will be the only person with a hat on." They came to the palace, and all the people took off their hats when they saw the king.

"Now do you know who the king is?" Henry IV asked.

... The farmer answered, "You and I are the only ones with hats on. Either you are the king, or I am."

1. Where was the farmer going?
2. Whom did the farmer want to see?
3. How did the king and the farmer go to the city?
4. What do people in the West do when they see the king?
5. Did the farmer know that Henry was the king?

C. I. *Review Lessons VI, XI, and XII. Be able to answer the questions, do the exercises, and say and write the memory work.*

Fill in the blanks in the following sentences:

- a) I had . . . fruit for breakfast this morning.
- b) . . . the way we saw two strange monks.
- c) A dog is lying (Use the words *tree* and *foot*.)
- d) As soon as the sun rises, I
- e) He put . . . his hat and left the room.

II. *Make ten simple sentences with action verbs but without an object.*

III. *Make sentences like these:*

1. Though *Miss Jones* was a good *English teacher*, she could not *draw a mouse*.
2. Since there was *no son* in the *family*, there was *no one to look for him*.
3. *They* liked *Mr. Chu* very much, for *he* was a very good *teacher*.
4. *They were away* such a long *time* that *their father* became worried about them.

1. School children *stand up* when their *teacher comes in*.
2. When *she* came back to the *hotel*, she found that *An Kung Tzu* had already *left*.
3. When *the man* had been away a *whole year*, *his wife* became very worried.
4. *The monk* had not gone many *li*, when suddenly a *dragon came out*.
5. After you have made a *circle*, *draw a square in it*.
6. There was a boy whose name was *Joseph*.
7. Suddenly *An-te*, who was usually *very quiet*, *spoke up*.

IV. *Read the following story and answer the questions.*

Henry Ford 亨利福達 is the most important man in the motor-car industry in America. He makes more motor-cars than

anyone else in the world. He makes thousands of motor-cars every year, and has thousands of workmen working for him. His workmen are so good at their trade that they can make a complete motor-car in fifty-eight minutes. The places in which he makes his motor-cars are bigger than palaces and temples. He has built a complete village of houses for his workmen to live in. They have their own stores, schools, and theaters. They have some land where they grow their own fruit and other things to eat.

1. Who is the most important man in the motor-car industry in America? 2. How many minutes are needed to make a complete car? 3. Where do Ford's workmen live? 4. What do the workmen have in their own village?

D. I. *Review Lessons II, X, and XIV. Be able to answer the questions, do the exercises, and say and write the memory work.*

Fill in the blanks in the following sentences:

a) I can't find my pen anywhere. Will you help me to look . . . it? b) They planned . . . Joseph. c) I am going out soon, so I . . . finish my work now. d) I . . . oranges better than apples. e) 'To pay' means f) Is there . . . here who will help me?

II. *Make ten simple sentences with action verbs and objects.*

III. *Make sentences like these:*

1. *The children said that they had made a kite.* 2. *Miss Jones said that she would sing it.* 3. *He told her what he had done on Saturday night.* 4. *Sun Wu-k'ung could tell whether a person was good or bad.* 5. *What did the boys ask Ch'en Yen if they could do?* 6. *They asked him if they could see his airplane.*

1. *His father loved her more than he did her brothers.* 2. *Only a man who goes to bed early and rises early can be healthy.* 3. *What is the strangest thing you have seen in your life?* 4. *Peter understood how important the duties of a king are.*

1. *The children* are beginning to *speak quite a lot of English*.
2. *They* began asking *him questions about himself*. 3. *She* wanted to *hear Mei Lan-fang sing*. 4. *He* suggested *throwing Joseph down a hole in the ground*. 5. *She* could not help *crying day and night*.

IV. *Read the following story and answer the questions.*

Once, long ago, a certain man wanted a servant. A young man came and said that he would like to be his servant. The master said to the young man, "What can you do?"

"I can do anything you order me to do," said the young man. He was a hard worker but rather foolish.

"I will pay you three dollars at the end of the year, but you must do everything I tell you to do. If there is anything you can't do, you won't get any money."

The servant worked faithfully all the year. On the twenty-eighth of December the master said, "I am going out today. It has been raining a lot this year, and the rooms are not dry. Dry them in the sun."

"But I can't do that," said the servant.

"Well, then you don't get paid this year."

The next year the servant again worked faithfully for his master. On the twenty-eighth of December the master gave him some dry leaves and told him to make a thick string with them. The servant said that he could not do it. He did not get any money for his second year's work.

On the twenty-eighth of December of the third year the master could not think of anything else, so he said to his servant, "Tell me how heavy my head is."

"I don't know," said the poor servant.

"What! You buy things for me and you don't know how heavy a thing is? I won't pay you." The servant had now worked

for three years for nothing. He decided that he had better go home.

1. What did the master tell his servant to do at the end of the first year? 2. What did the master tell his servant to do at the end of the second year? 3. What did the master tell his servant to do at the end of the third year? 4. What kind of man was the master? 5. What kind of man was the servant?

E. I. *Review Lessons XV and XVI. Be able to answer the questions, do the exercises, and say and write the memory work.*

Fill in the blanks in the following sentences :

a) My mother asked me . . . a letter to her sister. b) He . . . his dog to leave the room. c) He told his mother that . . . was very hungry. d) She . . . her hand and said, "Miss Jones, may I ask a question?" e) The string for the kite is too It is only five feet long. f) My knife is . . . yours. I paid sixty cents more . . . you did.

II. *Put the right marks and capital letters in the following sentences :*

a) "Do you quarrel often? she asked him. "No I don't," he answered. b) Kuo-hua and yü-hua are going to the hills tomorrow. c) industry makes a country wealthy. d) Who is that" said the old woman. e) "That's my sister," i said.

III. *Make sentences like these :*

1. Shall I *teach you another poem*? Yes, do, p'case! 2. Have you ever *seen* such a thing? No, never! 3. Do you mind *shutting the door*? No, not at all.

1. I'm afraid I can't *stay*. 2. I'm sure you will want me to thank *the speaker* in your name for a very *interesting story*.

1. Have *simple thoughts and make simple sentences*. 2. Be sure that *your sentences are clear and complete*. 3. Tell me something about *Regulus*. 4. Do the same thing as *I do* with *your circles*.

1. *His little hat was as red as could be!* 2. *He began to wonder what he could do.* 3. *That is why I have been crying.* 4. *There was a general named Regulus.* 5. *He lived in the third century, B.C.* 6. *He would not learn new ways of doing things.*

IV. *Read the following story and answer the questions.*

When the young servant got home, he told his brother about his bad master. The brother said he would go and work for the man. He said he would make sure of being paid. When the master saw this man, he was very happy. He thought he would get another servant for three years without paying anything.

On the twenty-eighth of December of the first year the master said to the new servant, "I'm going out today. The rooms are not dry. Dry them in the sun."

"Yes, master," said the new servant.

When the master came back, he found his roof taken down. He asked, "What did you do this for?"

The servant answered, "Well, you wanted your rooms dried in the sun. I just let the sun in." The master could say nothing and had to pay him.

On the twenty-eighth of December of the second year the master said to the new servant, "Here is a bag of leaves. Make some thick string with it."

"Yes, Master. Please start making the string and I will finish it," said the new servant. Of course the master could not make a thick string out of dry leaves. He had to pay his servant again.

On the twenty-eighth of December of the third year the master was sure he would not have to pay his servant. He asked as before, "How heavy is my head?"

The servant answered quickly, "Just a minute, sir." He went to the kitchen and got the big kitchen knife.

"What are you going to do with that knife?" asked the master, very much frightened.

"I'm going to find out how heavy your head is," said the servant. The master immediately paid him and told him to go home.

1. How did the servant dry his master's rooms?
 2. Why did the servant ask his master to start making a string with the leaves?
 3. Why did the master pay his servant immediately at the end of the third year?
 4. What kind of man was the new servant?
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FAUCETT NUMBER SYSTEM

Number-names of the Eighteen Vowel Sounds of English with the Equivalent International Phonetic Symbols

Short Vowels			Long Vowels		
Number	I.P.S.*	Sample words	Number	I.P.S.*	Sample words
1	æ	man, map, have	2	ei	take, name, may
3	e	red, many, bell	4	i:	three, tea, teacher
5	i	it, England, pig	6	ai	five, by, buy
7	ɔ	not, doll, doctor	8	ou	notebook, boat, go
9	ʌ	up, color, come	10	ju:	use, pupil, new
11	u	book, woman, look	12	u:	moon, to, too
13	au	how, down, cow	14	ɑ:	car, father, garden
15	ɔi	boy, toy, pour	16	ɔ:	for, draw, morning
17	ə	a, the, Chin (unaccented)	18	ə:	bird, word, work

Vowel Sounds Influenced by the Subsequent R

Number	I.P.S.*	Sample words
2r (3+)	ɛə	chair
4r (5+)	iə	here
6r (6+)	aɪə	fire (not used in Books I and II)
8r (16+)	oə	more
10r (j11+)	juə	Europe
12r (11+)	uə	poor (not used in Book I)
13r (13+)	auə	our

*International Phonetic Symbols

INTERNATIONAL PHONETIC SYMBOLS WITH SAMPLE WORDS

Vowels

I.P.S.*	Sample words	Phonetic script	I.P.S.*	Sample words	Phonetic script
i:	see	si:	u	book	buk
ɑ:	father	'fɑ:ðə	ei	take	teik
ɔ:	draw	dra:	ai	five	faiv
u:	two	tu	au	now	nau
ɜ:	girl	gɜ:l	ɔi	boy	boi
i	sit	sit	ou	no	nou
e	desk	desk	ə	China	tʃaɪnə
æ	man	mæn	iə	here	hiə
ʌ	up	ʌp	ʃə	chair	tʃɛə
ɒ	box	bɒks	uə	poor	pʊə

Consonants

Sample words are not necessary for the following consonants :
p, b, t, d, k, g, m, n, l, r, f, v, s, z, h, w. The remaining consonants
are given below with sample words.

I.P.S.*	Sample words	Phonetic script	I.P.S.*	Sample words	Phonetic script
ŋ	English	ɪŋɡlɪʃ	ʒ	measure	meʒə
θ	thing	θɪŋ	tʃ	China	tʃaɪnə
ð	that	ðæt	dʒ	Japan	dʒə'peɪn
ʃ	she	ʃi:, ʃi	j	yes	jes

*International Phonetic Symbols

LIST OF WORDS WHICH OCCUR IN
READER III

The phonetic spelling of these words follows *An English Pronouncing Dictionary* by Daniel Jones, (E. P. Dutton, New York, 1937). The phonetic notation, therefore, is not strictly International Phonetic Alphabet and the pronunciation is English rather than American.

The symbol * before a word means that the pronunciation given is English and that the American pronunciation is different. The main differences are:

- ɑ: is usually æ in American speech,
- ɔ is usually a in American speech,
- r is pronounced in American and not in English speech.

The symbol ' indicates that the following syllable has a strong accent.

All the words in parentheses are new meanings, not entirely new words.

Word	International Phonetic Script	Faucett Number System	Lesson in which first presented	Word	International Phonetic Script	Faucett Number System	Lesson in which first presented
able	'eɪbl	2	V A	*altogether	ɔ. lta'geɪðə	3	XI A
above	ə'baʊ	9	XIV D	anyone	'eniwʌn	3	VI B
*according	ə'kɔ:diŋ	16	XIII A	*anywhere	'enihwɛə	3	XIV D
act	ækt	1	VI C	*armohair	'ɑ: m'tʃɛə	14	XV A
action	'æksən	1	IX A	arrange	ə'reɪndʒ	2	XC
actionless	'ækʃənləs	1	XIII C	attention	ə'tenʃən	3	XVI B
ago	ə'gəʊ	8	II A	B.C.	'bi: 'si:	4-4	X A
alive	ə'laɪv	6	VI D	*beard	bɪərd	4f	XIV C
allow	ə'laʊ	13	XVI A	beat	bi:t	4	XIV C
alone	ə'ləʊn	8	XVI A	become	bi'kʌm	9	XII B
Alps. the	ælpz. ʒi:	1	XVII A	became	bi:'keɪm	2	VI B

Word	I.P.S.	F.N.S. Lesson	Word	I.P.S.	F.N.S. Lesson
been	bin, bi:n	5-4 VI B	change	tʃeɪndʒ	2 VIII A
being	'bi:ɪŋ	4 XVII E	*Chanticleer	'tʃæntɪklɪə	1 VIII B
believe	bi'li:v	4 VIII D	*Chaucer	'tʃɔ:sə	16 VIII A
below	bi'lou	8 XIII B	*church	tʃə:tʃ	18 VIII B
bite	bait	6 IX C	*circle	'sə:kl	1 ² III B
bit	bit	5 XIII A	*clear	kliə	4 ^r IX A
blank	blæŋk	1 IV A	club	klʌb	9 XI A
blind	blaɪnd	6 VII C	comma	'kəmə	7 VII D
blood	blʌd	9 II D	common	'kəmən	7 VII D
*board	bɔ:d	16 VII B	@complement	'kɒmplɪmənt	7 XVI C
borrow	'bɒrəʊ	7 IV B	complete	kəm'pli:t	4 IX A
brave	breɪv	2 VIII C	Confucius	kən'fju:ʃiəs	10 III B
bread	bred	3 VIII A	@conversation	kənvə'seɪʃən	2 III B
bright	braɪt	6 VIII C	copy	kɒpi	7 III C
brought	brɔ:t	16 VI B	correct	kə'rekt	3 XVI B
Buddha	'budə	12 XII D	(country)	'kɑ:tri	9 XIV A
Buddhist	'budɪst	12 XII A	*course	kɔ:s	16 III A
build	bɪld	5 XIV B	dame	deɪm	2 V D
built	bɪlt	5 XIV C	dead	ded	3 II D
*burn	bɜ:n	18 XVI C	deal	di:l	4 V A
camp	kæmp	1 XV C	deep	di:p	4 II B
capital	'kæpɪtl	1 VII D	describe	dis'kraɪb	6 IX B
*card	kɑ:d	14 XVI A	die	dai	6 X B
*carefully	'keəfʊli	2 ^r III C	*dirty	dɜ:ti	18 XVI C
carried	'kæərɪd	1 VI A	divide	dɪ'vaɪd	6 IV C
*Carthage	'kɑ:θɪdʒ	14 XA	*doer	'du:ə	12 IX A
*carving	kɑ:vɪŋ	14 VII C	done	dʌn	9 IV C
century	'sentʃʊri	3 X A	dragon	'dræɡən	1 XII B
*chairman	'tʃeəmən	2 ^r -5 XI B	dream	dri:m	4 VIII C

Word	I.P.S.	F.N.S.	Lesson	Word	I P S.	F.N.S	Lesson
drew	dru:	12	III C	fold	fould	8	III A
drop	drɒp	7	XVI D	follow	'fɒləʊ	7	III B
dropped	drɒpt	7	XVI D	* follower	'fɒləʊə	7	XII B
dry	draɪ	6	XVI D	following	'fɒləʊɪŋ	7	III B
drīd	draɪd	6	XVII E	fond	'fɒnd	7	VI A
duty	'dju:ti	10	XIV B	fool	fu:l	12	XV D
duties	'dju:tɪz	10	XIV B	foolish	fu:lɪʃ	12	XVII D
*either	'ai ðə, i:ðə	6,4	XIII A	footstep	'fʊtstɛp	11	XV B
enemy	'enɪmi	3	XI B	*(for)	fɔ:	16	IV A
equally	'i:kwəli	4	IV C	*Ford	fɔ:d	16	XVII C
especially	es'peʃəli	3	V B	*foreign	'fɔ:ɪn	7	V B
European	juərə'piən	4	VIII B	*foreigner	'fɔ:ɪnə	7	VII C
even	'i:vən	4	IV B	*form	fɔ:m	16	I D
*ever	'evə	3	VII C	fought <i>see fight</i>			
everyone	'evriwʌn	3	III B	*France	fɾɑ:ns	14	XVII B
exactly	ɪg'zæktli	1	IV D	free	fri:	4	XII A
*exercise	'eksəsaɪz	3	-I A	friendly	'frendli	3	VIII B
explain	ɪks'pleɪn	2	IX A	frighten	'fraitn	6	VIII C
express	ɪks'pres	3	IX A	full	ful	11	V C
faithful	'feɪθfʊl	2	VI A	general	'dʒenərəl	3	X B
favorite	'feɪvərɪt	2	II A	gentleman	'dʒentlmən	3	XVI A
feel	fi:l	4	II D	geometry	dʒi'ɒmitri	7	IV A
felt	felt	3	II D	given	gɪvn	5	IX B
fight	faɪt	6	X A	glad	glæd	1	II C
fought	fɔ:t	16	XI C	gold	gəʊld	8	VIII B
fighter	fɑ:t	6	XI B	gone	ɡɒn	7	XI C
fill	fil	5	V A	*government	'gʌvnmənt	9	XIV A
*fire	'faɪə	6r	XV C	*grammar	'græmə	1	IX A
flow	flu:	12	VI D	grandfather	'grændfɑ:ðə	1	XV A

Word	I.P.S.	F.N.S.	Lesson	Word	I.P.S.	F.N.S.	Lesson
grandson	'grændsan	1	XV A	kept	kept	3	VI A
group	gru:p	12	II C	kick	kik	5	VI C
grow	grou	8	V B	kill	kil	5	II B
grown-up	'groun-ap	8	XV B	kill-joy	kil'dʒɔɪ	5-15	XV A
hang	hæg	1	XVI B	(kind)	kaind	6	III C
happen	'hæpən	1	VI A	knew	nju:	10	X B
hate	heit	2	XIV C	knowledge	'nɒlɪdʒ	7	XI B
healthy	'helθi	3	V A	land	lænd	1	XIV D
*heart	hɑ:t	14	IV A	lane	leɪn	2	V C
Hebrew	'hi:bru:	4	II A	lay see lie			
Henry	'henri	3	XVII B	lazy	'leɪzi	2	XIV A
history	'hɪstəri	5	XIV A	*leader	'li:deɪ	4	XV A
hole	houl	8	II B	left	left	3	X D
Holland	'hɒlənd	7	XIV B	lend	lend	3	IV B
honest	'ɒnɪst	7	X B	lent	lent	3	IV B
hotel	hou'tel	3	XI B	library	'laɪbrəri	6	XIV C
*however	haʊ'evə	3	XII B	libraries	'laɪbrərɪz	6	XIV C
husband	'hʌzbænd	9	V C	lie	lai	6	VIII C
immediately	'ɪmi:dʒətli	4	XI C	lay	lei	2	VIII C
*important	ɪm'pɔ:tənt	16	IV A	lying	laɪɪŋ	6	XV A
inch	ɪntʃ	5	XII A	life	laɪf	6	VII C
indeed	ɪn'di:d	4	XV D	lives	laɪvz	6	XIV A
industry	'ɪndəstri	5	XIV A	list	list	5	XIII A
industries	'ɪndəstrɪz	5	XIV C	lose	lu:z	12	X C
inspection	ɪn'spekʃən	3	XV D	lost	lost	7	XIV D
instead	ɪnstəd	3	XIII C	loud	laʊd	13	XV D
interested	'ɪntərəstəd	5	XII D	loudly	'laʊdli	13	III D
join	dʒɔɪn	15	IV D	low	lou	8	VIII B
Joseph	'dʒəʊzɪf	8	II A	lunch	lʌntʃ	9	XVI D
joy	dʒɔɪ	15	XV A	lying see lie			

Word	I.P.S.	F.N.S. Lesson	Word	I.P.S.	F.N.S. Lesson
magic	'mædʒik	1 XII A	opposite	'ɒpəsit, 'ɒpəzɪt	7 VII A
*mark	mɑ:k	14 VII D	*order	'ɔ:də	16 XI A
marry	'mæri	1 VI B	outhouse	'aʊthaus	13 VI B
*master	'mɑ:stə	14 V C	out-of-date	'aʊtəvdeɪt	13 XIV A
meat	mi:tə	4 VII C	outing	'aʊtɪŋ	13 XV A
meeting	mi:tiŋ	4 XI A	*(over)	'əʊvə	8 I A
member	'membə	3 XI A	paid	peɪd	2 II C
memory	'meməri	3 I D	*part	pɑ:t	14 III D
Menfəs	'menfəs	3 III B	*pass	pɑ:s	14 IV C
mice <i>see mouse</i>			peace	pi:s	4 X C
middle	'midl	5 IV C	Pearl River.	pɜ:lɪvə, ðə	18.5, 17 XVI D
mind	maɪnd	6 VI B	The		
monk	mɒŋk	9 XI C	*perfect	pə'fekt	18 IV B
monkey	'mɒŋki	9 XII A	period	'piəriəd	41 VII D
mouse	maʊs	13 VII B	*person	'pɜ:sn	18 IX C
mice	maɪs	6 VII B	*Peter	'pi:tə	4 XIV A
move	mu:v	12 XV A	(play)	pleɪ	2 III D
movement	'mu:vmənt	12 XV D	*pleasure	'plezə	3 XIV A
music	'mju:zɪk	12 V D	pointed	'pɔɪntɪd	15 VIII C
narrow	'nærou	1 VII C	power	'paʊə	13 XII A
necessary	'nesɪs.ri, 'nesɪserɪ	3 XII C	*prayer	'preɪə	21 XII B
neck	nek	3 VI C	prison	'prɪzn	5 X B
nicely	'naisli	6 VII A	*prisoner	'prɪznə	5 X B
noise	noɪz	15 III D	promise	'prɒmɪs	7 X C
note	nəʊt	8 I D	pronoun	'prəʊnəns	8 XIII A
notice	'nəʊtɪs	8 XIII B	protect	prə'tekt	3 XI B
noun	naʊn	13 XIII A	*protector	prə'tektə	3 XI B
nowhere	'nəʊhwɛə	8 XIV D	punish	'pʌnɪʃ	9 XII B
object	'ɒbdʒɪkt 'ɒbdʒekt	7 IX C	push	pʊʃ	11 XV C
			quarrel	'kwɔrəl	7 XII B

Word	I.P.S.	F.N.S. Lesson	Word	I.P.S.	F.N.S. Lesson
quiet	'kwaiet	6 III D	simple	'simpl	5 VIII A
quietly	'kwaietli	6 III B	*singer	siggə	5 III C
quite	kwait	6 VII A	*snore	snɔ:	16 XV C
quotation	kwou'teifən	2 VII D	scap	soup	8 XVI D
raise	reiz	2 XIII A	sold	sould	8 II C
*rather	'rə:ðə	14 IX A	*soldier	'souldʒə	8 X B
reach	ri:tʃ	4 XII D	someone	'səmwən	9 III A
receive	ri'si:v	4 IX C	*somewhere	'səmkwɛə	9 XIV D
*receiver	ri'si:və	4 IX C	song	sɔŋ	7 V C
Regulus	'regjules	3 X A	sorry	'sɔri	7 VII C
report	ri'pɔ:t	16 XI A	speak	spi:k	4 III A
rise	raiz	6 V A	spoke	spouk	8 IV B
Rome	roum	8 X A	spoken	spoukən	8 XVI B
round	raund	13 IV A	special	'speʃəl	3 V B
rude	ru:d	12 XV D	spirit	'spirit	5 XII C
rule	ru:l	12 X A	*sports	spɔ:ts	16 XV B
*ruler	ru:lə	12 X C	*square	skwɛə	2r IV C
Russian	'rʌʃən	9 VIII B	*St. Petersburg Snt'pi:təzbə:g	4	XIV D
sail	seil	2 XIV B	stage	steidʒ	2 XV A
sang	sæŋ	1 V D	*start	stɑ:t	14 II A
save	seiv	2 II B	strange	streindʒ	2 VI A
scene	si:n	4 XV A	stretch	stretʃ	3 VI C
sea	si:	4 X A	string	striŋ	5 IV B
sea-coast	si:koust	48 XIV D	strong	strɔŋ	7 V A
seen	si:n	4 VII B	student	'stju:dənt	12 XI B
set	set	3 XII A	subject	'sʌbdʒikt, 'sʌbʒekt	9 IX B
several	'sevərəl	3 IV B	suggest	sədʒest	3 II B
*shorts	ʃɔ:ts	16 XV D	sure	ʃʊə	11 IX D
should	ʃud,ʃəd,ʃd	11 V B	surprise	sə:'praiz	6 VI C

Word	I.P.S.	F.N.S.	Lesson	Word	I.P.S.	F.N.S.	Lesson
surround	sə'raund	13	XVI C	*war	wɔ:	16	VI A
Sweden	'swi:dn	4	XIV D	waste	weist	2	XVI A
tail	teil	2	VII B	weak	wi:k	4	V A
taken	'teikən	2	X B	wealthy	'welθi	3	V A
taste	teist	2	XVI D	*weather	'weðə	3	XI C
temple	'templ	3	XI C	*whatever	'kwɔt'evə	3	XV D
tent	tent	3	XV C	*whether	'weðə	3	IX C
*theater	'θiətə	4r	III D	while	'kwaɪl	6	IX B
*therefore	'ðɛəfɔ:	2r	VII A	whistle	'hwɪsl	5	XV B
though	ðou	8	VII B	whom	hʊm	11	IX B
(thoughts)	θɔ:t	16	IX A	wife	waɪf	6	V C
thousand	'θaʊzənd	13	XII C	wives	waɪvz	6	VIII C
threw	θru:	12	II B	unwillingly	ʌn'wɪlɪŋli	5	XVI B
top	top	7	XV C	win	wɪn	5	X A
touch	tʌtʃ	9	IV C	won	wʌn	9	X A
*towards	tɔ:dz	16	XV C	without	wɪð'aut	13	III B
*trader	'treɪdə	2	II C	*wonder	'wʌndə	9	VIII D
travel	'trævl	1	XI B	wood	wʊd	11	III C
trouble	'trʌbl	9	XI B	*world	wɜ:ld	18	XIV B
true	tru:	12	XVI D	worried	'wɒrɪd	7	II A
twice	twais	6	XI A	would	wʊd	11	V D
tying	'taɪɪŋ	6	IV B	wrong	rɒŋ	7	VIII D
*under	'ʌndə	9	IV C	*yard	ja:d	14	VIII B
*underline	ʌndə'lain	6	IX B	yawn	jo:n	16	XV A
*understood	ʌndə'stʊd	11	IV A	Yellow River, The,	'jeləu'rɪvə,ðə	3.5.17	XVI D
until	ʌn'tɪl	5	III B				
*verb	vɜ:b	18	IX A				
village	'vɪlɪdʒ	5	VIII B				
voice	voɪs	15	VIII B				

Chinese Names		Lesson			Lesson
Ah Huang	阿黃	XVI B	<i>Li</i>	里	XII A
Ah San	阿三	XVI B	Li Kuo-chen	李國珍	III D
An Kung Tzu	安公子	XI B	Li Pao-chen	李寶珍	XIII C
Chang San	張三	XV C	<i>Li Shao</i>	離騷	XVI D
Chang Te	張德	I B	Lo Chün	樂群	I A
Chao Ta-wei	趙大偉	III C	Mei Lan-fang	梅蘭芳	III D
Ch'en Yen	陳燕	III B	<i>San Kuo Chih</i> , The	三國誌	VIII A
Ch'ien Yen-sheng	錢燕聲	XIII A	Shao Ho.shang	沙和尚	XII C
Ch'ien T'ang River, The,	錢塘江	XVI D	Shanghai	上海	I B
Chu	朱	IV A	Shih San Mei	十三妹	XI B
Chu Pa-chieh	豬八戒	XII B	Shu	蜀	VI A
<i>Erlü Nü Ying Hsiung Chüan</i> , The	兒女英雄傳	XI A	<i>Shui Hu Chuan</i>	水滸傳	XVI D
Hsi-shih	西施	III D	Sun Ling-ying	孫琳瑛	IX B
<i>Hsi Yu Chi</i> , the	西遊記	VIII A	Sun Wu-k'ung	孫悟空	XII A
Hsüan Tsang	玄奘	XII A	T'ang Wen-mei	唐文美	I C
<i>Hua Tzu Shih Chin</i>	化子拾金	IV A	Ts'an Nü	蠶女	VI A
Huang Ta-lung	黃大龍	XVI C	Tzu-hsia	子夏	III C
Huang Yüan-k'ang	黃元康	IX B	Tzu-hui	子回	III C
Kuan Yin	觀音	XII B	Tzu-kung	子貢	III C
Lao Chang	老張	XV D	Wu Ch'i-sheng	吳寄生	XIII C
			Yangtze River, The,	揚子江	XVI D

