

KAIMING SECOND ENGLISH BOOK

教 育 部
審 定

初級中學學生用

開明第二英文讀本

林語堂著

修正課程標準適用



KAIMING

SECOND ENGLISH BOOK

(For Junior Middle Schools)

By

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PREFACE TO REVISED EDITION

Since the publication of these English Books six years ago, the thought of putting out a revised edition has constantly been in the author's mind. Their universal adoption throughout the schools of this country has fully justified the author's pains in preparing this series, but has also placed on him a great responsibility. It seems only fair to give these books the standard of perfection, as regards printing and language, which their popularity deserves.

The author was unusually fortunate in securing the help of Mrs. Davies of University College, London, in the work of revision. Her unique experience in teaching foreign students English and her special knowledge of the grammar of spoken English make her the ideal person for this work.

With this revision, which has extended over two years, and with the Kaiming English gramophone records, spoken by Prof. Daniel Jones and giving the essentials of English sounds and sound combinations, these books possess now a value which they did not have before.

It is the author's belief that the unique success of these readers is due to the fact that they combine the teaching of living, spoken English with more imaginative reading material. Talks about the weather, the colours, the sun and the moon could be made quite poetic if we wanted to. It is hoped that the teachers will use these books in the classroom in the same spirit.

Thanks are due to Mr. Chang Pei-lin for compiling the Glossary of Words and Phrases and for very valuable assistance in seeing the book through the press.

LIN YUTANG

Shanghai, June 16, 1933.

GENERAL PRINCIPLES OF TEACHING ENGLISH

1. *In the beginning of learning English, use imitation and repetition as the surest ways of getting results.*
2. *Fight shy of the abstract, theoretical and analytical method of approach (like grammar, translation and phonetic theory).*
3. *Make the students learn whole sentences, and not individual words. Let them absorb the sentences as a whole, with their grammatical structure, pronunciation, intonation and all.*
4. *Create an atmosphere wherein the students would feel free to try and talk, and not be afraid of making mistakes. If the fear of low marks is an actual hindrance to their freedom of talking, do away with the marks during the practice.*
5. *It is not sufficient that a student should learn the meaning of individual words; it is much more important that he should learn to use a word at least in one way correctly. Emphasize its proper use in a correct sentence, rather than its abstract meaning.*
6. *Memory work is just as important in learning a foreign language as in learning ancient Chinese.*
7. *Encourage talking. All students have a natural desire to talk. Arouse their interest in the subject talked about. When interest has been aroused, and the students feel they want to say something, help them to say it, even if it involves words not in the lessons. Words thus learnt when there is a living need for them will be remembered more vividly.*
8. *Teach living English as it is actually spoken by educated Englishmen.*

TO THE TEACHER

Teaching is an art, and its success must necessarily depend more on the teacher's methods and personality than on the choice of a textbook. Obviously, the writer of a textbook can do no more than undertake the choice, grading and arrangement of reading and drill material, and broadly determine certain lines of emphasis and types of drills. The oral treatment and handling of this mass of material in class must vary with the individual teachers. However, while the experienced teacher has developed his or her methods and devices, often the most valuable part of the teaching technique, there are certain general principles which lie at the back of all good modern language teaching and which are not affected by personal differences of method. The author suggests the following points for consideration.

1. Oral Work. It is assumed at the outset that language is primarily something spoken, and to teach it only as a combination of certain written signs and symbols is to miss some very essential element of the language. No student can be said truly to know a language until he knows it in its living form, and is acquainted with the ways in which the words and phrases are tumbled about in everyday speech.

Furthermore, oral work must not be regarded as something opposed to reading, but as something very vitally helping it. The time spent upon oral work is not taken away from reading, but may be counted upon to return profits, so to speak. It is generally agreed now that the quickest way to ensure the student's gaining a correct and firm foothold on the language material is to let the student daily hear it and speak it, as well as see it and write it on paper. This multiple approach strengthens the memory by building up auditory and muscular, as well as merely visual, association. Oral practice further forces the student to

handle and become familiar with the stock phrases of the language, and in this way develops that indefinable linguistic sense or "instinct" which, after all, is what distinguishes pure, idiomatic English from the impossible outlandish linguistic atrocities so commonly met with as the result of wrong methods of instruction. It further makes abundant practice possible. When one comes to think of it, the written sentences a student may be expected to hand in as exercise during a whole semester's time hardly exceed one or two hundred, and therefore give no "exercise" at all (see Book II, L. 24).

2. Reading. The fastest way to make students progress in reading is to make reading interesting to them. An interesting though difficult lesson will give the students less actual difficulty than a lesson with less difficult words, but in itself repellent to the learner. The selections given in this book have been chosen with this point in mind, and while the author believes there must always be enough difficulty for the student to overcome as a matter of educational principle, the teacher should help to arouse the student's interest in the lessons. As will be easily seen, the stories are all so much common heritage of the West, of which the student of English has a right to be told. One characteristic is that they are all "just-so stories," with no morals to teach.

3. Grammar. The teaching of grammar is the part generally least understood. The author has assumed throughout that grammar is *the correct and accurate observation of the forms and usage of words*. To be truly effective, therefore, the teaching of grammar must always involve a certain amount of "botanizing" on the part of the student. A grammatical rule is generally a formula to answer certain doubts and difficulties of the student, a solution to a certain problem, and before the doubts and difficulties are felt, the rule has no actual meaning for him, and will be forgotten as soon as it is learnt. This involves certain changes in the method of presenting grammatical facts and terminology. There are today grammar-readers which begin by calling "a" and "the" indefinite and definite articles in the first

lesson, although it is a known fact that the use or omission of a word like "the" is probably the last thing a person who has studied English for twenty years can be sure about. Another book tells the students such learned nonsense as "*the personal pronouns are thirty-two in number.*" The teacher who goes in for comprehensive formulas and systematic terminology defeats his own ends. Let the students observe accurately the changes of word-forms and formal elements as they go along, let the rules come only as clearing-up of his doubts, and let the terms themselves come only as enlightening economies of expression, slowly arrived at, it is true, but pregnant with life and meaning when they arrive.

Another implication of the theory is that the observation must be kept on even after the terms are found and definitions given, and should not be discontinued once they have been dealt with, as in the old method, in which we speak entirely in the pluperfect one week, and change over completely to the gerund in the next.

4. Pronunciation. It is the teacher's duty to recognize pronunciation defects and correct them, and to give the students a vivid and accurate idea of the normal sound-values of the vowels, diphthongs and consonants. The best way to do this is to take the Broad Notation of the International Phonetic Alphabet as the basis (because the I.P.A. is the simplest and most scientific among those now in use), and drill students upon them one by one as they proceed with the lessons, preferably by means of contrast and comparison. It would be a good idea to let the students practise phonetic analysis by making them transcribe given words according to the International Phonetic Alphabet, with the phonetic scheme in hand, as given on pp. 16-17 of this book. In this way, the students get pretty definite notions about the sound-values.

The teacher has no right to bother the students with technical terms of phonetics. He should, however, have an elementary knowledge of phonetic facts and principles, such as are given in Walter Ripman's

Sounds of Spoken English (Dent, 2 6), and Daniel Jones's *An English Pronouncing Dictionary* (Dent, 6 s).

The style of pronunciation taught should be the conversational, rather than the declamatory, style. Also, the actual pronunciation of an Englishman's speech, such as is recorded in Jones's *Dictionary* (accurately reproduced in 中華書局“英華正音詞典”) should be taught, and not any imaginary, ideal pronunciation. This implies the teaching of proper phrasing, slurring, linking, and the actual changes involved in the natural flow of speech, as distinct from the pronunciation of isolated words.

5. **Division of Time.** Some points are offered here by way of suggestion as to probably the ideal way in which to spend the time in class. The book is intended for one year's work, with thirty-three lessons to each semester. With the regulation of four periods per week allotted to English, just two lessons may be taken for each week, with allowance for a general review after every four or five lessons. The work of these two periods may be roughly divided into (a) reading proper, (b) oral development of the reading material, and (c) special exercises for any time left. In the reading proper, no more than a sufficiently clear understanding of the text and an awakened interest in the story should be aimed at, while the real mastery of the language material involved must come from the oral development by means of questions and answers, etc.

(A) *Reading Proper*: —

1. Going over the lesson with class before assigning it; if possible, preceded by—
2. Telling the story orally to class in language that the students can understand.
3. Reading individually, as “recitation.”
4. Reading in unison to give everybody a chance.
5. Brief remarks on words, phrases, idioms and grammar.
6. Correction of pronunciation defects.

(B) Oral Development :—

7. Teacher asks questions. Make students give *complete sentences* by way of answers. This more in the spirit of assisting students to express themselves than as mere "quiz."
8. Students ask one another questions. Should students feel like formulating new questions, help them along.
9. Developing the use of words and idioms.
10. Free development of new vocabulary not in text, as occasions arise.

(C) Special Exercises :—

11. Teacher says sentences for students to translate, to practise hearing and test understanding (oral dictation).
12. Written dictation to test accuracy of hearing and spelling.
13. Spelling exercises.
14. Memory work. Some sentences or rhymes as given in this book may be assigned as memory work each week. To ensure correct pronunciation, smooth phrasing, proper intonation and instill correct models of sentence structure.
15. Finding parts of speech; and other forms of "botanizing" (collecting samples) in grammar.
16. Phonic drills, as given in this book.
17. Finding given sounds in text, and phonetic analysis of given words (transcription into I.P.A.).
18. Sentence-making on blackboard.

6. Some General Principles.

1. Build a sound oral foundation. To this end, any means employed would seem justified.
2. Insist on the students' active participation in the discussion. To make this possible, first the students' interest in the story must be aroused.
3. Make the students learn their vocabulary by a combination

of speaking, hearing, reading and writing.

4. The English language is to be used in the classroom as much as possible, so as to increase the chances for the students to hear English and *unconsciously absorb* English ways of expression.
5. Count very largely on imitation and repetition to insure correct habits of expression, and fight shy of a too intellectual method of approach, such as transliteration and memorizing of rules.
6. Use translation only for making clear the general meaning and for showing how *differently* the same idea may, or must, be expressed in different languages.
7. Emphasize not so much the meaning as the *usage* of words and regard word-meaning as something constantly changing and flexible according to context and usage. Teach not so much what a word means, as how that word is used in sentences.
8. Concentrate on idioms and common, everyday turns of expression and let the long and difficult words take care of themselves.
9. Never stifle a student's effort at self-expression.
10. Insist on *complete sentences* in order that the students may readily become familiar, although unconsciously, with the laws of English sentence structure.
11. Teach grammar inductively by constantly reminding the students of word-forms occurring in the reading text.
12. Get enough written work done.
13. Develop accuracy in spelling and punctuation.
14. By means of the I.P.A., teach a clear analysis of word-sounds.
15. Give individual help and "coaching" to backward students.
16. Always allow enough difficulty in the lessons for the students to overcome as the best means of sustaining interest in the work. The best incentive to work is the feeling that one is actually learning something.

學習英文要訣

- 一 學英文時須學全句，勿專念單字。學時須把全句語法、語音及腔調整個學來。
- 二 學時不可以識字爲足。識之必須兼能用之。凡遇新字，必至少學得該字之一種正確用法。以後見有多種用法，便多記住。
- 三 識字不可強記，得其句中用法，自然容易記得。
- 四 讀英文時須耳、目、口、手並到。耳聞、目見、口講、手抄，缺一不可。四者備，字句自然容易記得。
- 五 “四到”中以口到爲主要。英語便是英國話，如果不肯開口，如何學得說話？
- 六 口講必須重疊練習，凡習一字一句，必須反復習誦十數次至數十次，到口音純熟爲止。學外國語與學古文同一道理，須以背誦爲入門捷徑。每課中取一二句背誦之，日久必有大進。
- 七 口講練習有二忌。（一）忌怕羞。學者在課堂上怕羞，則他處更無練習機會。（二）忌想分數。一想到分數，便怕說錯；怕說錯，便開口不得。最後的勝利者，還是不怕羞、不怕錯、充分練習的學生。若得教員隨時指正，自然可由多錯而少錯，由少錯而純正，由純正而流利，甚至由流利而精通。此是先苦後甘之法。
- 八 讀書要精。讀音拼寫，皆須注意。媽媽虎虎，糊塗了事，不但英文學不好，任何學問亦學不好。

林語堂

PHONETIC MARKS

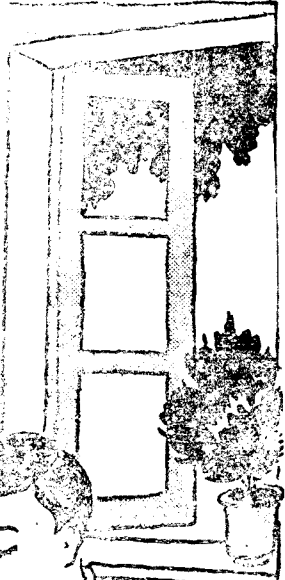
VOWELS

[i :]	<i>eat</i> [i:t]	<i>sheep</i> [ʃi:p]
[i]	<i>it</i> [it]	<i>ship</i> [ʃip]
[e]	<i>end</i> [end]	<i>bed</i> [bed]
[æ]	<i>and</i> [ænd]	<i>bad</i> [bæd]
[a :]	<i>hard</i> [hɑ:d]	<i>father</i> ['fɑ:ðə]
[ɔ]	<i>doll</i> [dɔl]	<i>what</i> [wɔt]
[ɔ :]	<i>tall</i> [tɔ:l]	<i>short</i> [ʃɔ:t]
[u]	<i>good</i> [gud]	<i>look</i> [luk]
[u :]	<i>goose</i> [gu:s]	<i>too</i> [tu:]
[ʌ]	<i>cup</i> [kʌp]	<i>mother</i> ['mʌðə]
[ə :]	<i>sir</i> [sə:]	<i>learn</i> [lə:n]
[ə]	<i>answer</i> ['ɑ:nsə]	<i>melon</i> ['melən]
[ei]	<i>age</i> [eidʒ]	<i>page</i> [peidʒ]
[ou]	<i>old</i> [ould]	<i>cold</i> [kould]
[ai]	<i>I</i> [ai]	<i>my</i> [mai]
[au]	<i>how</i> [hau]	<i>house</i> [haus]
[ɔi]	<i>boy</i> [bɔi]	<i>noise</i> [nɔiz]
[iə]	<i>ear</i> [iə]	<i>hear</i> [hiə]
[eə]	<i>air</i> [eə]	<i>hair</i> [heə]
[ɔə]	<i>door</i> [dɔə]	<i>course</i> [kɔəs]
[uə]	<i>peer</i> [puə]	<i>sure</i> [ʃuə]
[aɪə]	<i>iron</i> ['aɪə]	<i>fire</i> ['faɪə]
[auə]	<i>our</i> ['auə]	<i>flower</i> ['flauə]
[ɔɪə]	<i>royal</i> ['ɔɪə]	<i>employer</i> [im'plɔɪə]

CONSONANTS

[p]	<i>paper</i> ['peɪpə]	<i>cap</i> [kæp]
[b]	<i>baby</i> ['beɪbi]	<i>cab</i> [kæb]
[t]	<i>tie</i> [taɪ]	⇒ <i>hat</i> [hæt]
[d]	<i>die</i> [daɪ]	<i>had</i> [hæd]
[k]	<i>cold</i> [kəʊld]	<i>back</i> [bæk]
[ɡ]	<i>gold</i> [ɡəʊld]	<i>bag</i> [bæg]
[m]	<i>might</i> [maɪt]	<i>time</i> [taɪm]
[n]	<i>net</i> [net]	<i>ten</i> [ten]
[ŋ]	<i>sing</i> [sɪŋ]	<i>English</i> ['ɪŋɡlɪʃ]
[l]	<i>let</i> [let]	<i>tell</i> [tel]
[f]	<i>five</i> [faɪv]	<i>leaf</i> [li:f]
[v]	<i>very</i> ['veri]	<i>leave</i> [li:v]
[θ]	<i>thank</i> [θæŋk]	<i>mouth</i> [mauθ]
[ð]	<i>than</i> [ðæn]	<i>with</i> [wɪð]
[s]	<i>seven</i> ['sevn]	<i>this</i> [ðɪs]
[z]	<i>zero</i> ['ziərəʊ]	<i>these</i> [ði:z]
[ʃ]	<i>she</i> [ʃi:]	<i>fish</i> [fɪʃ]
[ʒ]	<i>usual</i> ['ju:ʒu(ə)]	<i>revision</i> [ri'viʒ(ə)n]
[r]	<i>rain</i> [reɪn]	<i>red</i> [red]
[h]	<i>hot</i> [hɒt]	<i>how</i> [haʊ]
[tʃ]	<i>child</i> [tʃaɪld]	<i>March</i> [mɑ:rtʃ]
[dʒ]	<i>just</i> [dʒʌst]	<i>large</i> [lɑ:dʒ]
[ts]	<i>cats</i> [kæts]	<i>sits</i> [sɪts]
[dz]	<i>words</i> [wɜ:dz]	<i>reads</i> [ri:dz]
[w]	<i>wait</i> [weɪt]	<i>sweet</i> [swi:t]
[j]	<i>yes</i> [jes]	<i>million</i> ['mɪljən]

Ah, here is a picture
of a little girl.



TSUNG-JEN: Hullo! What have you got there?

CHU-LIEN: It's a new book. It's our new English book.

TSUNG-JEN: Our new English book! *Let me see.* Let me have the book. What is it like?

CHU-LIEN: There, you can have it. There are *lots of* pretty pictures in it.

TSUNG-JEN: Ah, here is a picture of a little girl. Here's a picture of three men and a horse. Here's a beautiful bird. It *must be* a story about that bird.

CHU-LIEN: Look here, I will show you. Here are a dead man and his wife. She seems so sorry. *I wonder* who she is. I have *asked* Yu-ming *if* he can read it, and he says he can't.

TSUNG-JEN: And the last lesson has a picture of swimming birds like geese. I wonder what kind of birds they are. *Too bad* we can't read it yet.

CHU-LIEN: Yes, *too bad*, indeed. And no one knows what's in it. The teacher says that [dət] there are *quite a lot of* Greek stories. They are stories all English children learn at school and love so much, and they are very interesting.

TSUNG-JEN: *I wish I could* read them all.

CHU-LIEN: Yes, I wish I could read them all, too.

hullo [hə'lou, hɑ'lou]

ah [ɑ:]

horse [hɔ:s]

Greek [gri:k]

interesting [i'ɪntrɪŋ, -(ə)rest-, -nest-]

wish [wɪʃ]

Yu-ming = 又明.

Conversation

- | | |
|--|--|
| 1. What year are you in? | I am in the second year. |
| 2. What is the name of our school? | It is called the.....
Middle School. |
| 3. Is it a senior or junior middle school? | It is a junior middle school. |
| 4. What is the book called? | Let me look at the cover. |
| 5. What does the cover say? | "The Kaiming Second English Book." |
| 6. Have you studied the First Book? | Yes (no), I have (not) studied the First Book. |
| 7. How many years have you been studying English? | I have been studying English for one year (two years). |
| 8. Is this a new book? | Yes, this is a new book. |
| 9. Are there many new words? | There are <i>a good many</i> new words. |
| 10. Are there many good stories in it? | There are <i>a lot of</i> interesting stories. Some of them are Greek stories. |
| 11. Do English children learn these <i>at school</i> ? | Yes, all English children learn them and love them. |
| 12. What does "too bad" mean? | It means <i>something like</i> "I am sorry," "What a pity!" |

"Too bad" is an idiom.

"Something like" is an idiom.

"I wonder" is an idiom.

"I wish I could" is an idiom.

"A lot of" is an idiom.

"A good many" is an idiom.

middle ['mɪdl]

senior ['si:niə]

junior ['dʒu:niə]

cover ['kʌvə]

pity ['pɪti]

idiom ['ɪdiəm, 'ɪdɪəm]

THE WISE MEN OF GOTHAM

PART ONE

1. There was a little town in England ['ɪŋɡlənd]. Its name was Gotham ['ɡɒtəm]. Gotham was a city of funny people.

2. Once, there was a man from Gotham going to market at Nottingham ['nɒtɪŋəm] to buy sheep. At Nottingham bridge, he met a man who had come back from the market.

3. "Where are you going?" asked the man who had just come from Nottingham.

4. "I am *going to* buy sheep," answered the other.

5. "And *which way* are you going to bring the sheep home?" asked the first man again.

6. "Over this bridge," answered the second man.

7. "*You shall not*," said the first man.

8. "*I will*."

9. "*You will not!*" said the first man again.

10. "But I will," replied the other.

11. "*By Jove* [dʒɔʊv], you are not going to do it!"

12. "*By Robin Hood* ['rɒbɪn 'hʊd], I am. *You shall see!*"

13. Soon the two *began to* fight.

meet

say

has come

ask

answer

met

said

had come

asked

answered

wise [waɪz]

town [taʊn]

city ['sɪtɪ]

market ['mɑːkɪt]

bridge [brɪdʒ]

met [met], *pr.* meetsaid [sed], *pr.* say

fight [faɪt]

Some Idioms

- (just) I have *just* come back from the city.
 (already) So you are here *already*.
 (yet) Have you seen your room *yet*? No, *not yet*.
 (going to) I am *going to* bring the sheep over the bridge.
 (which way) *Which way* are you going?
 (this way) I am going *this way* (*that way*).
 Do it *this way*. Don't do it *that way*.
 I can do it *in many ways*.

“Will” and “Shall”

Study the use of “will” and “shall” in this lesson. “You shall not” (§ 7) means that *I don't want you to do it*. “You will not” (§ 9) means *I know you are not going to do it*, because I shan't let you.

“I will” has only one meaning. It means *I want to*, or *I wish to* (要)

“You will,” “he will,” and “it will” have two meanings. (1) It may mean *you want to*, or *he*, or *it*, *wants to* (要, 願意). In this sense, it is always accented. (2) Or it may mean simply *you are going to*, or *he*, or *it*, *is going to* (就, 就要).

我要 { You don't want me to go, but I *will* go.
 I *will* not let you come this way.
 I *will* go this way.

你(他)要 { All right. Do what you *will*. (It's none of my business.)
 I told him not to go, but he *will* go. (He wants to go.)

你(他)就 { It *will* rain. (It is going to rain.)
 It *will* be very cold. (It is going to be very cold.)
 It *will* be Tuesday tomorrow. Tomorrow will be Tuesday.
 You *will* be sick, if you go out in the rain. (Do you want to be sick?)

shan't [ʃɑ:n(t)]=shall not
 sense [sens]
 accent-ed [æksəntid, ək-]

accent (n.) [ˈæksənt]
 simply [ˈsɪmpli]

business [ˈbiznis]
 told [təʊld], pr. tell

PART TWO

14. As the two were fighting, there came a man going home to Gotham with a sack of flour upon his horse. He began to ask *what* the two men were *fighting about*. When he had learned the cause of their fighting, the man took the sack of flour from his horseback, and poured all the flour into the river until the sack was quite empty.

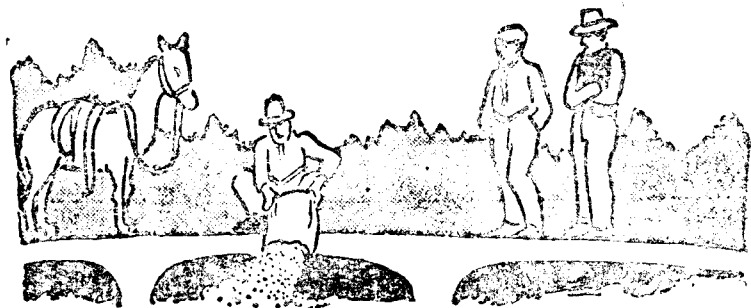
15. "Now, my good neighbours, will you tell me how much flour there is in my sack?" he asked of the two who were fighting.

16. "None," said both of them.

17. "There are just as much brains in your heads to *fight over* sheep which aren't here."

18. The two men *saw their mistake*, and *stopped fighting*. But tell me which was the wisest of these three?

An idiom. "A wise man of Gotham" = a fool.



sack [sæk]
 flour [ˈflaʊə]
 learn-ed [lɔːnt, lɔːnd]
 cause [kɔːz]

horsesack [ˈhɔːsbæk]
 pour-ed [pɔːr, pɔːd]
 river [ˈrɪvə]
 empty [ˈɛm(p)ɪ]

brain-s [brɛnɪz]
 mistake [mɪsˈteɪk]
 wise-st [ˈwaɪzɪz]

QUESTIONS

1. Were these men really wise? (fools)
2. Who was the greatest fool? (the man who.....)
3. Were they funny people? (indeed)
4. Had they good brains? (no brains)

“Much” and “Many”

1. How *much* flour was there? How *many* sacks were there?
2. How *much* brains had they? How *many* heads had they?
3. How *much* do you know? How *many* books have you studied?
4. We cannot count flour, We can count sacks, men, heads,
 brains, water, air. horses, books.

“Shall” and “Will”

Because “I will” always means *I want to* or *I wish to*, the only way to talk about something to come (將來之事) with “I” is to say “I shall” or “I am going to.” *I may or may not wish it*, when I say “I shall.”

<i>I shall</i> be here tonight.	I am going to be here.
<i>I shall</i> not be here.	I am not going to be here.
<i>I shall</i> be very tired.	I am going to be very tired.

Because “I will” always means *I want to*, we can never ask “will I?” for we know the answer ourselves.

<i>Shall I</i> see you tomorrow?	Is it your wish?
<i>Shall we</i> have enough to eat there?	Are we going to?
<i>Shall we</i> go far?	Are we going far?
<i>Shall we</i> study this book only?	Are we going to?
<i>Shall we</i> study many idioms?	Are we going to?

really [ˈri:əli]

air [eə]

tonight [təˈnaɪt, tuˈn-]

great-est [ˈɡreɪtɪst]

Here is a song that foreign children sing in school. Learn it by heart. It is good for pronunciation.



1. Shall I show you how the farmer,
Shall I show you how the farmer
Shall I show you how the farmer,
Sows his barley and his wheat?

Look, this is how the farmer,
Look, this is how the farmer,
Look, this is how the farmer
Sows his barley and his wheat.



2. Shall I show you how the farmer, etc.
Reaps his barley and his wheat?
Look, this is how the farmer, etc.
Reaps his barley and his wheat.

Look, this is how the farmer, etc.
Reaps his barley and his wheat.

3. Shall I show you how the farmer, etc.
Thrashes his barley and his wheat?
Look, this is how the farmer, etc.
Thrashes his barley and his wheat,



PHONIC DRILL

[ð] <i>this</i>	[θ] <i>think</i>	[ʃ] <i>shall</i>	[s] <i>sing</i>
<i>that</i>	<i>thank</i>	<i>show</i>	<i>song</i>
<i>the</i>	<i>thrashes</i>	<i>she</i>	<i>sow</i>

Learn [hɔ:t]

pronunciation [prɔːnɑːnsiˈeɪʃ(ə)n]

sow-s [səʊz]

wheat [wi:t, 美 hw-]

barley [ˈbɑːli]

reap-s [ri:ps]

thresh-es [ˈθræʃɪz]

- HSI-LIN: I say, Mien-chung, will you come with us? We are going for a walk this afternoon.
- MIEN-CHUNG: Oh, yes, I am coming, too. Do you think it's going to rain?
- HSI-LIN: I don't think it will rain.
- MIEN-CHUNG: Shall I take an umbrella with me?
- HSI-LIN: You can, if you like.
- MIEN-CHUNG: Shall we be long? Are we going very far?
- HSI-LIN: No, we shall only go for a short walk.
- MIEN-CHUNG: Shall we come back for supper?
- HSI-LIN: Yes, we shall be back before seven. We will have (some) tea out. We shall *get so thirsty*.
- MIEN-CHUNG: Shall I bring some money, too?
- HSI-LIN: You had better bring some cents. We shan't need much money. We shan't spend much.

Put “going to” and “want to” in the above sentences instead of “will” and “shall.” For “shall I?” use “must I?”

(將要), (就)	(要)
<i>I shall.....</i> I am going to.	<i>I will.....</i> I want to.
<i>We shall.....</i> We are going to.	<i>We will.....</i> We want to.
<i>You will.....</i> You are going to.	<i>You will.....</i> You want to.
<i>He will.....</i> He is going to.	<i>He will.....</i> He wants to.
<i>She will.....</i> She is going to.	<i>She will.....</i> She wants to.
<i>It will.....</i> It is going to.	<i>It will.....</i> It wants to.
<i>They will.....</i> They are going to.	<i>They will.....</i> They want to.

spend [spend]

instead [in'sted]

Hsi-lin=錫麟; Mien-chung=勉仲.

KING SOLOMON AND THE WOMEN

1. *Thousands of years ago*, there was a very wise king called Solomon ['soləmən]. He was a king of the Jews. We read many stories about him in the Bible. Here is a story to show how wise [-z] he was [-z].

2. Once there were two women who lived in the same house, and they each had a child. One night, one of the children died, and its mother took the other woman's child, and put the dead child in her bed instead.

3. Now in the morning, they *had a quarrel*.

4. "No, this is my child. The dead child is yours," said one.

5. "No, the dead one is your child. This living child is mine," said the other.

6. Each one wanted the living child, and *no one could tell* to whom the living child belonged. And they went to see King Solomon.

7. When King Solomon heard their story, he said: "Bring me a knife. Cut the child in two, and give each woman one half."

8. "That is very fair. O wise king!" said the dead child's mother.

9. "Give her the child. Let it be hers. But don't kill the child, O king!" said the living child's true mother.

10. "Give the child to this woman, for she is the child's mother," said King Solomon.

king [kiŋ]
 Jew-s [dʒu:z]
 The Bible [ðə 'baɪbl]
 yours [jɔ:z, jʊz, juz]
 living ['lɪvɪŋ]

mine [maɪn]
 belong-ed [bi'lɒŋd]
 heard [hə:d] *pr.* hear
 fair [fɛə]
 O [əu]

hers [hɜ:z]
 kill [kɪl]
 true [tru:]
 whose [hu:z]

Mine, Yours, etc.

Whose child is this?
 This is my child.
 The dead one is your child.
 It is not her child.
 These are Solomon's words.
 This was the Jews' story.
 But we are telling the story
 in our own words.

Whose is it?
 The child is *mine*.
 The dead one is *yours*.
 It is not *hers*.
 These words are *his*.
 The story was *theirs*.
 These words are *ours*.

<i>Whose</i> book is this?.....	<i>Whose</i> is it?
<i>my</i> child.....	<i>mine</i>
<i>your</i> book.....	<i>yours</i>
<i>his</i> pencil.....	<i>his</i>
<i>her</i> son.....	<i>hers</i>
<i>their</i> king.....	<i>theirs</i> [-z]
<i>our</i> room.....	<i>ours</i> [-z]

Put in the words "mine," etc. in the following:—

This book belongs to me.
 Take your own book, don't
 take my book.
 This room belongs to them.
 Give it to her.
 This is my money, not his
 money.

This book is.....
 Take....., don't take.....
 This room is.....
 Let the child be.....
 This money is....., not.....

1. I can see him. He can't see me.
2. I asked him. He wouldn't tell me.
3. I won't ask him again, I will ask his sister. She will tell me, I think.
4. The teacher won't ask me today. He will ask the other students. He will ask them.
5. They can't answer the teacher. They can't answer him.
6. The teacher gives you, me, him, and her each a question.
7. Are you asking me, her (him), or them?
8. Don't kill the child. Don't kill it.
9. The child's mother thanked King Solomon. She thanked him.
10. The teacher will teach us, if we don't know.
11. The proctor knows me. He knows you, too, and every one of us.
12. The teacher says, "Close (Shut) all your books. Close (Shut) them."

These words "I," "me," "you," "she," etc. are called **Pronouns**.

I	me	my <i>book</i>	mine
you	you	your <i>book</i>	yours
he	him	his <i>book</i>	his
she	her	her <i>child</i>	hers
it	it	its <i>head</i>	———
we	us	our <i>things</i>	ours
they	them	their <i>room</i>	theirs

Study these:—

for me, him, her, etc.
to me, him, her, etc.
on me, him, her, etc.
of me, him, her, etc.
at me, him, her, etc.
with me, him, her, etc.
about me, him, her, etc.

Speak *to* me.

Give this *to* him.

We read *about* him (Solomon).

Don't go *with* them.

Stay *with* us.

The wisest *of* them all.

All *of* us.

Look *at* them!

Don't think *about* it.

Have you any money *with* you?

I want to talk *to* him.

Write a letter *for* me.

Some *of* them

Many *of* us.

MEMORY WORK

1. Taffy was a Welshman, Taffy was a [wəzə] thief;
 Taffy came to my house, and stole a piece of beef.
 I went to Taffy's house, Taffy wasn't ['wɔzn] home,
 Taffy came to my house and stole a marrow bone.
2. I went to Taffy's house, Taffy wasn't ['wɔzn] in;
 Taffy came to my house, and stole a silver pin.
 I went to Taffy's house, Taffy was in [wəzin] bed,
 I took the marrow bone and flung it at his head.

(Use "he" and "his" instead of "Taffy" and "Taffy's")

Taffy ['tæfi]
 Welshman ['welʃmən]
 thief [θi:f]
 stole [stəʊl], *pr.* steal

beef [bi:f]
 marrow ['mɑ:rou]
 bone [bəʊn]

silver ['silvə]
 pin [pin]
 flung [flʌŋ], *pr.* fling [flɪŋ]

I

TEACHER: Have you all got your pencils and paper ready? We'll have some dictation today.

TEACHER: Are you all ready?

PUPIL A: *Excuse me*, sir, my pencil is broken (blunt). I shall have to sharpen it first.

PUPIL B: Excuse me, sir, can you *wait a minute*? I must sharpen my pencil.

TEACHER: Now, is everybody ready? Listen carefully.

TEACHER: I will read slowly, and you must follow very carefully.

TEACHER: I will read some words, or some phrases, or a whole sentence.

TEACHER: I will read (speak) very clearly, just once (twice, three times).

PUPIL C: Excuse me, sir, I can't follow. Will you please read it *once more*?

TEACHER: All right, I'll read it just *once again*, but *no more*. Do you understand now?

PUPIL C: What word comes after.....? *Could you* say it again, please?

TEACHER: *Never mind* if you haven't got it. It will *count as* a mistake. I want to know how well you understand *spoken English*.

dictation [dik'teɪʃ(ə)n]

broken [ˈbrəʊkn], *pr.* break

blunt [blʌnt]

sharpen [ˈʃɑ:pən]

listen [ˈlɪsn]

careful-ly [ˈkeəfəlɪ, -fəli, -fʊli]

slow-ly [ˈsləʊli]

phrase-s [ˈfreɪzɪz]

mind [maɪnd]

spoken [ˈspəʊkn], *pr.* speak

II

PUPIL A: *Is that all?*

TEACHER: Yes, *that's all*. *No hurry*. I'll read the whole thing over once again, and you must listen very carefully and *correct* any *mistakes*. *Perhaps* you have left some words out.

PUPIL B: Excuse me, it's too fast for me.

TEACHER: Am I reading too fast? I will read a little more slowly then. But never mind if you don't get every word. You *have to* learn to listen to spoken English. We don't all speak so slowly *as that* everyday. *In fact*, we speak much faster, and you'll *have to* understand that.

PUPIL C: How about the marks? We shall have too many mistakes.

TEACHER: Never mind the marks. Don't *worry about* them. Get them out of your head. The *chief thing* is *whether* you can understand what I say *or not*.

TEACHER: Now count all the mistakes. *See if* you have left out (omitted) any word, or if you have spelt any word wrong.

PUNCTUATION MARKS

• full stop [ˈfʊl ˈstɒp]	; semi-colon [ˈsemiˈkəʊlən]
, comma [ˈkɒmə]	! exclamation mark [ˌɛkskləˈmeɪʃən ˈmɑːk]
? question mark [ˈkwɛstʃən ˈmɑːk]	' apostrophe [əˈpɒstrəfi]
“ ” quotation marks [kwɒ(u)ˈteɪʃən ˈmɑːks]	() brackets [ˈbrækiɪt]
⋮ colon [ˈkəʊlən]	

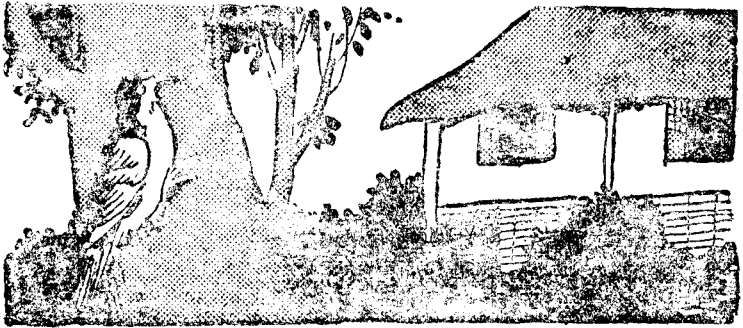
hurry [ˈhʌri]
perhaps [pəˈhæps, ˈpæps]
fact [fækt]
fact [fækt]

you'll [juː(ɪ)l]
worry [ˈwɒri]
chief [tʃiːf]
whether [ˈweðə; ɛ ˈhw-]

omit-*ted* [əˈmɪtɪd, əˈm-]
spelt [spelt] pr. spelt
punctuation [ˌpʌŋktʃuˈeɪʃ(ə)n]

THE WOODPECKER

1. Have you ever seen a woodpecker? There are woodpeckers in Peiping. They are called woodpeckers because they peck at the trunks of trees to *look for* insects. While you are sitting in your room, you can often hear the sounds "Rap—tap—tap" like tapping on a table, and you know it is a woodpecker looking for his food.



2. If you open your door and go outside to see him, you will find that he is on the other side of the trunk away from you, for he is *afraid of* people, and he can walk round the trunk.

3. The woodpecker has a short but very strong neck. His bill is very big and strong, for he *has to* tear away the bark of the tree before he can find his food.

4. You would not think it an easy life. He has to work so hard to get anything to eat. *Day after day*, he has to sit on the trunk of a tree and tap at the hard, dry bark with his bill.

5. There is story which tells us who he was long, long ago, and why he has to work so hard for his food.

woodpecker [ˈwʊdpeɪkə]

peck [pek]

trunk-s [ˈtrʌŋks]

insect-s [ˈɪnsɛktɪz]

sound-s [saʊndz]

tap [tæp]

tap-ping [ˈtæpɪŋ]

food [fu:d]

find [faɪnd]

tear [tɪə]

bark [bɑ:k]

useful [ˈju:z(ə)l]

wood [wʊd]

sharp [ʃɑ:p]

EXERCISE

1. What is a "woodpecker" in Chinese?
2. Does it mean the same thing?
3. Why is he called that?
4. Why does he peck at the wood?
5. Do you think there are insects inside the bark?
6. Are the insects good for the tree?
7. Is the woodpecker useful to the tree?
8. Is it easy to find food this way?
9. Is it an interesting way?
10. Is its bill sharp and strong?

PHONIC DRILL

[ɑ:] hard

bark

marks

pardon

fast

[æ] tap

tap

back

sack

thrashes

[e] peck

let

dead

ready

empty

[i] with

sit

bridge

thing

bill

I

Here are some very common idioms. Say them *over and over again*. They are very useful. We use them all the time.

Have to
Have got to

Don't have to
Haven't got to

I have to work hard now.
I have got to go away now.
It has got to work for its food.
Have I got to have some money?

I don't have to do so.
I haven't got to go away now.
It hasn't got to work for its food.
Haven't I got to have some money?

Need to
Dare to

Don't need to
Don't dare to

It needs to be done.
Do I need to tell you?
You need to practise over and over again.
Do you dare to go alone?
He dared to say so!

It doesn't need to be done.
Don't you need to be told?
Don't I need to practise, too?
You don't dare to!
He doesn't dare to now.

Need he? **He needn't** ['ni:dn(t)]
Dare he? **He daren't** [dɔ:ən(t)]

The words "dare" and "need" are more often used in the following way without "to" and without adding "-s" when used with "he."

Need I tell you?
Need he come also?
Need the man have poured out the flour?
Dare you do that?
Dare she ask?

I needn't tell you.
He needn't come.
He needn't have poured it all out.
I daren't do it.
She daren't ask the teacher.

We notice that in questions and in negative sentences, the words "need" and "dare" can be used like "must" and "can," without "to" and without "-s" when used with "he." When the meaning is negative, we can always do so, even in the following:—

No one need know about it. *No one dare* tell me.
You need say nothing about it. *You needn't* say anything about it.

II

Say these over and over again. We use them so often. Spell them right. The teacher will dictate them tomorrow.

can't	[kɑnt, æ kɑnt]	
aren't	[ɑnt]	
mustn't	[ˈmʌsnt].....	[ˈmʌsn]
needn't	[ˈniːdn̩].....	[ˈniːdn̩]
won't	[wɒnt].....	[ˈwɒn]
hasn't	[ˈhæznt].....	[ˈhæzn]
haven't	[ˈhævnt].....	[ˈhævn]
isn't	[ɪznt].....	[ˈɪzn]
doesn't	[ˈdɒznt].....	[ˈdɒzn]
shan't	[ʃɑnt, æ ʃɑnt].....	[ʃɔn]

} when spoken quickly before a consonant.

I can go, but he <i>cannot</i> .	He <i>can't</i> .
You <i>must not</i> speak to him.	You <i>mustn't</i> .
You <i>need not</i> come.	You <i>needn't</i> come.
<i>Does</i> he have to come?	He <i>doesn't</i> have to.
<i>Has</i> he got his book?	No, he <i>hasn't</i> .
<i>Hasn't</i> he come yet?	No, he <i>hasn't</i> .
<i>Haven't</i> I told you?	No, you <i>haven't</i> .
If you don't want me to come, I <i>shall not</i> come.	I <i>shan't</i> come.
You <i>mustn't</i> do a thing like that.	You <i>mustn't</i> do that.

common [ˈkɒmən]
dare [deɪ]
dare [daɪ], *pr. do*

practise (cb.) [ˈpræktɪs]
adding [ˈædɪŋ]
notice [ˈnɒtɪs]

negative [ˈneɪtɪv]
dictate [dɪˈkteɪt]
consonant [ˈkɒnsənənt]

THE FIRST WOODPECKER

PART ONE

1. *Long, long ago*, there was once a good old man who went about the streets helping people. He was dressed like a poor old beggar, but he was not a beggar. *No one knew* who he was.



2. One day, he came to a small house. It was evening already, and he was tired and hungry, for he had come *a long way* that day.

3. He looked in through the window, and saw a young woman making cakes over a beautiful fire inside. It was a woman in a grey dress and a red cap.

4. "Ah," he thought, "how *nice and warm* it is inside!" So he knocked at the door, and went in. The woman *went on* making her cakes, and putting them near the fire to bake.

5. "My good woman, will you let me have one of your cakes? I am so tired and hungry."

6. The woman thought he was a beggar, and did not answer him, but went on baking her cakes.

dress-ed [drest]

beggar ['bega]

hungry ['hʌŋgri]

cake-s [keɪks]

cap [kæp]

knock-ed [nɒkt]

bake [beɪk], baking ['beɪkɪŋ]

Put the story into the present tense (leaving out the word "once" and the phrases "long, long ago" and "one day"). Remember to say "he comes, looks, goes, thinks," etc.

go	come	know	think	see	knock
went	came	knew	thought	saw	knocked

The Past Tense

HSI-LIN: Why didn't you come yesterday? We waited for you. You said you were coming.

MIEN-CHUNG: I meant to come, but I couldn't

HSI-LIN: I thought you only went back to get your umbrella.

MIEN-CHUNG: So I did, but a friend came, and I couldn't let you know. *Besides*, didn't it rain? I told you it would.

HSI-LIN: I didn't think it was going to rain. I thought it was quite safe. Why didn't you tell us you weren't coming?

MIEN-CHUNG: No, I had intended to go with you. I am not afraid of rain. If it had rained, that would have been *all the more* fun. But when my friend had gone, I knew it was too late, so I didn't go. Did you wait for me long?

HSI-LIN: Only five minutes. I knew something must have kept you.

tense [tens]

meant [ment], *pr.* mean

besides [bi'saɪdz]

safe [seɪf]

intend-ed [ɪn'tendɪd]

kept [kept], *pr.* keep

PART TWO

7. *After a while*, the old man spoke again, "My good woman, can you give me one of those cakes? I am so tired and hungry!"

8. The woman in the red cap looked at him and at the cakes. "No, the cakes are too big. I will make a smaller one," she said to herself.

9. So the woman made another one, while the old man *looked on*. When the cake was ready, the woman said to herself again, "No, this is too big still. I will make another one."

10. So the woman made a still smaller one and put it near the fire. It was *too small to* be called a cake. But it was *not so small as* the woman's heart.

11. Then the old man was angry,—oh, so angry! "I shan't eat any of your cakes," he said. "Your heart is *far too small for* a woman. You shall *not* make cakes and bake them before the fire *any more*. When you are hungry, *you shall have to bore* and bore and bore for your food.

12. *In a moment*, the old man had disappeared, for he was a fairy. The woman in the red cap had gone, too, and *in her place* was a bird with a grey coat and a red cap. She was the first woodpecker.

spoke [spouk], pr. speak
angry ['æŋgri]

bore [boi, boʊ], pr. bear [beə]
disappeared [ɪdɪs'piəd]

fairy ['feəri]

MEMORY WORK

1. Can you repeat what the old man said? How did he ask for a cake?
2. Can you repeat what the woman said to herself?

QUESTIONS

Make good answers to the questions with the help of the words in brackets:—

1. How was the old man dressed? (like a beggar)
2. Was he a beggar? (not a beggar)
3. Did people know who he was? (no one knew)
4. Why was he so tired? (because he had come)
5. Where did he come to? (came.....small house)
6. Was there a fire inside? (a beautiful fire)
7. How was the woman dressed? (grey dress; red cap)
8. What did the woman think? (thought.....beggar)
9. Did she answer him at first? (did not answer)
10. Was her heart small?
11. What does a "small heart" in Chinese mean?
12. Now, is it a good thing or a bad thing to have a "small heart"?
13. How big was the cake?

The cake was {

- very small.
- too small.
- rather small.
- quite small.
- so small.
- very, very small.

14. Tell me how tired (hungry, angry) the old man was.

SUN.*	MON.*	TUE.*	WED.*	THUR.*	FRI.*	SAT.*
..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30

(*These are the *abbreviations* for Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. You know them already, don't you? But you must practice more. You need more practice. "Q" stands for "Question"; "A" stands for "Answer.")

Q. What day is today?

A. Today is.....(Oct. 11th).

Q. No, that is not **WHAT** I mean. I don't mean what date, but what day of the week.

A. Oh, I understand. Today is.....(Friday).

Q. Are you *quite sure* about it? Are you quite sure it is?

A. Oh, yes, I am quite sure. Last Sunday was.....(Oct. 6), and today is.....(Oct. 13).

Q. What date was the last Sunday of last month?

A. The last Sunday of last month was.....

Q. What day of the week will Oct. 24 be?

A. Let me see. Next Sunday will be Oct. 13th and the Sunday after that will be the 20th. So the 24th *must be* a Thursday.

Q. How many days is that *from now*?

A. That's about two weeks (*exactly*.....days) from now.

EXERCISE

1. What day will Oct. 18 be?
2. What date will—
 - { next Saturday be?
 - { Saturday after next be?
 - { next Sunday be?
3. What day of the week will the 13th (15th, 27th, etc.) be?
4. How many days *from today* (from now) is the 26th, etc.?
 - about a week and half. exactly two weeks.
 - about two weeks. exactly thirteen days.
5. Are you quite sure about it?
 - { I am quite sure. You can count for yourself.
 - { I am very sure about it.
 - { I am not very sure.
 - { I am not at all sure.
 - { I am pretty sure.
 - { I am fairly sure.
6. When are you going to copy that lesson?
 - on Monday. tomorrow night.
 - on Wednesday. Thursday afternoon.
7. When do you have your English lesson?
 - every Monday, Tuesday, Wednesday, and Friday.
8. When do you have your arithmetic?
 - every Tuesday, Friday, and Saturday.
9. How many times a week? How often?
 - { once, twice, three times a week.
 - { quite often, very often.
 - { every day, every other day.
 - { three mornings a week.

1. My daddy is dead,
But I can't tell you how;
He left me six horses
To follow the plough.
 With my whim, wham, waddle ho!



2. I sold my horses
To buy me a cow;
And wasn't that a pretty thing
To follow the plough?
 With my whim, wham, waddle ho!



3. I sold my cow
To buy me a calf;
For I *never* made a bargain
But lost the better half.
 With my whim, wham, waddle ho!



4. I sold my calf
To buy me a cat,
To sit down before the fire
And warm her little back.
 With my whim, wham, waddle ho!



5. I sold my cat
To buy me a mouse;
But she *took* fire in her tail,
And so *burnt* up the house.
 With my whim, wham, waddle ho!



ploughboy ['plau:bɔɪ]

luck [lʌk]

daddy ['dædi]

plough [plau]

sold [sould], *pr.* sell [sel]

cow [kau]

calf [kɑːf]

bargain ['bɑːɡɪn]

burnt [bɜːnt], *pr.* burn

whim, wham, waddle ho ['(h)wɪm '(:)wɜːm 'wɒd(ə)l 'hoʊ]

Singular and Plural

Here is one <i>man</i> .	Here are two <i>men</i> .
One <i>woman</i> said.	Two <i>women</i> said.
One <i>boy</i> is here.	Several <i>boys</i> are here.
I see a <i>bird</i> .	I see a number of <i>birds</i> .
One <i>week</i> ago.	Two or three <i>weeks</i> ago.

Learn to pronounce the following words correctly:—

[z] ours	[-dz] birds	[-siz] faces
theirs	sounds	horses
yours		classes
hers	[-ps] caps	
stories	taps	[-ziz] noses
days	sleeps	phrases
ways		houses
trees	[-ts] students	
tails	hearts	[-tʃiz] h's
boys	streets	catches
girls	cats	watches
idioms		
brains	[-ks] sacks	[-fiz] fishes
towns	books	wishes
pins	marks	
things	mistakes	[-dʒiz] ages
cows	cakes	pages
dogs	weeks	bridges

Notice that we do not say [z] after [p], [t], [k].

Study how these words are spelt and pronounced.

[f]-[vz] knife	knives	[θ]-[ðz] cloth	clothes
colf	calves	mouth	mouths
wife	wives	[θ]-[θs] month	months
thief	thieves	bath	baths
[f]-[fs] handkerchief	handkerchiefs	[s]-[ziz] house	houses

singular [pəʊnju:l]

plural [pəʊnz]

I

Do you know how to ask a question? There are many ways of asking. There are good ways and bad ways, polite ways and *less polite* ways. For instance, it is all right to say 'I want to go out, sir.' But it *would be* better to say "May I go out, sir?" It would be *more polite*. Here are some very *nice* ways of asking:—

1. May I go out, sir?
2. Do you [du(:) ju:, dju:] mind if I go out, sir?
3. Can I ['kænai, kə'nai] go out now?
4. Could you ['kudʒu:] let me go out now?
5. May I go out, please?
6. Will you ['wilju] please let me go out?

II

What *would you* say to a man if you wanted to ask him to do something for you? How *would you* say it? Here are some nice (polite) ways of asking:—

1. Could you come to my house now?
2. Will you come?
3. Will you please come tomorrow?
4. Can you ['kænju:, kə'nju:] come (now)?
5. Can you come with me?
6. Won't you ['wountʃu:] come with me?
7. I wish you could come to see me tomorrow.
8. May I ask you to come along?
9. Would you ['wudʒu:] mind coming, too, if it's not too much trouble?
10. Would it be too much trouble for you to come, too?

III

It is not nice to ask a person to do things by saying: "I want you to come," or "I want you to do that for me." It *would be* better to say:—

1. "I wish you would (could) come," or—
2. "I wish you would do that for me," or—
3. "I should like you to come," or—
4. "I hope you will come," or—
5. "I should very much like to have you," or—
6. "It will give me great pleasure to have you."

All these mean I am not sure you will come, but if you could (or would) come, I should be so pleased. I only wish, I do not command. That is why it is always polite to say: "could you?" "would you?" and "I should like."

IV

Notice that we often say "won't you?" for "will you?"

Won't you (Will you) sit down (get up)?

Won't you (Will you) come along?

Won't you (Will you) have lunch with me?

EXERCISE

1. How *would you* ask your teacher to let you go home?
2. Ask somebody to wait for you a minute, to let you have his pencil, or to have tea with you.
3. Ask somebody to get something (a book, for instance) for you, or ask some friend to buy something for you.
4. Ask the teacher to explain a new word to you.
5. Ask your classmate to tell you the meaning of a new word.

person [ˈpɜːsn]

command [kə'mɑːnd; 英 kə'mænd]

explain [ɪks'pleɪn, eks-]

hope [hoʊp]

classmate ['klɑːsmet]

classmate ['klɑːsmet]

pleasure [ˈpleʒə]

THE LITTLE MATCH GIRL

By Hans Christian Andersen [ˈhænz ˈkristjən ˈændəsn]

PART ONE



1. It was very, very cold. It was snowing and growing dark. It was the last evening of the year, New Year's Eve. A poor little girl, with a bare head and bare feet, was walking through the streets.

2. When she left her house, she had slippers on, it is sure. But *what use were they?* They were too big, and she *had lost* them when she was crossing the street.

3. So now, she *went on* with her little bare feet, which were quite red and blue with cold. She carried *a number of* matches in her apron and a box of them in her hand.

4. No *one had bought* anything of her *all day*. No *one had given* her a copper. The snow fell on her yellow hair. But she did not think of that now. She looked in through the windows and saw the inside of other people's houses. Yes, she remembered it was New Year's Eve.

ev- [i:v]
bare [beɪ]
slipper-s ['slɪpəz]
lost [lɒst], *pr.* lose [luz]

cross-ing ['krɒsɪŋ]
a number of [əˈnʌmbəv]
match-es [ˈmætʃɪz]

apron [eɪprən]
box [bɒks]
given ['gɪvən], *pr.* give

EXERCISE

Make good answers with the help of the words in brackets:—

1. What is this story about? (about a little match girl)
2. What time of the year was it? (New Year's Eve)
3. Who was walking in the street? (a little match girl)
4. Had she any shoes on? (had bare feet)
5. Had she had slippers on at first? (certainly)
6. How had she lost them? (too big)
7. What was she carrying? (a number of.....a box of)
8. Had any one bought anything from her? (no one)
9. Had any one given her any coppers? (no one)
10. What kind of hair had she got? (yellow)
11. Did she think of the snow? (not now)
12. Did she remember that it was New Year's Eve?

<i>Pres.</i>	<i>Pres. Perfect</i>	<i>Past</i>	<i>Past Perfect</i>
give	have given	gave	had given
lose	have lost	lost	had lost
buy	have bought	bought	had bought

Idioms

any one	anybody ['enibədi, -bədi]	anything
some one	somebody ['sʌmbədi, -bədi]	something
no one	nobody ['nəʊbədi, -bədi]	nothing

1. Have you *any* money? I have *some* money. I have *no* money. I haven't *any* money.

2. Is there *any one* in the room? There is *some one* in the room. There is *no one*. There isn't *any one*.

3. Can you give me *anything*? I can give you *something*. I can give you *nothing*. I can't give you *anything*.

PART TWO

5. She sat at the corner of the street. She *had drawn* up her little feet, but that did not make her warm.

6. She dared *not* go home, for she *had sold* no matches, and she *hadn't got* a single cent.

7. Her father would beat her for that, and, besides, her home was *as cold as* the street.

8. Ah, a little match *might do her good* if she only dared draw one from the box, strike it against the wall, and warm her little fingers at it.

9. R-r-ratch! How it burned! It was a warm, bright light, and she held her hands over it. *It really seemed to the little girl as if she were sitting by a great beautiful stove.*

10. The fire burned so nicely; it warmed her so well. The little girl was putting out her feet to warm them too, when *out went* the light. The stove was gone—she sat with only the end of the burnt stick in her hand.



corner ['kɔ:nə]
 drawn [dra:n], pr. draw
 hadn't ['hædn(t)]=had
 not

single ['sɪŋɡl]
 beat [bi:t]
 might [maɪt]
 strike [straɪk]

r-r-ratch [r-r-'rætʃ]
 held [held], pr. hold [hould]
 stove [stouv]
 nicely ['naɪsɪ]

EXERCISE

1. Where was the little girl sitting? (at a street corner)
2. Had she drawn up her feet? (had drawn)
3. Did that make her warm? (did not)
4. Did she dare to go home? (dared not go)
5. Why? (somebody would beat)
6. Who? (her father)
7. Why? (had sold no matches)
8. Any other reason? (her home was cold)
9. What did she think of now? (might do her good)
10. Was the fire warm? (was warm and bright)
11. It seemed to her like what? (like a great stove)
12. Did it warm her hands? (warmed them very well)
13. Did it burn well? (so nicely)
14. What happened then? (the light went out)
15. Where was the stove, after the match went out? (was gone)
16. Was there *really* a stove? (it only seemed so to her; it seemed as if)

draw	have drawn		drew	had drawn
zeil	have sold		sold	had sold

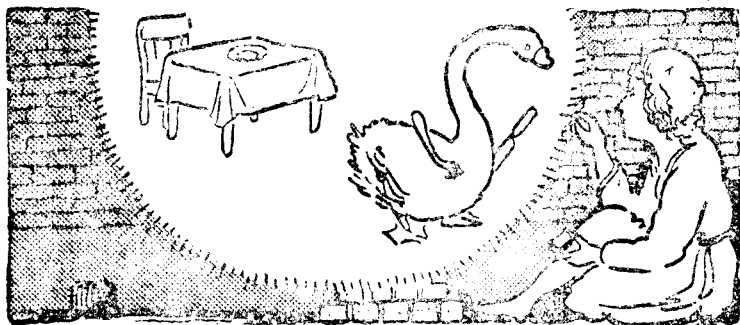
it seems as if, it seems that

1. *It seems as if* it is going to snow.
2. *It seems to me* (that) she is a good girl.
3. *It seems also* (that) she is very poor.
4. *It seems* (that) her father's heart is very cold.

PART THREE

11. The little girl struck another. It burned; it gave a light; and *where* it shone on the wall, the wall became as thin as a veil, and she could see through it into the room *where* a table stood. On the table was a big roast goose, *which* smelled wonderful.

12. *What* was still more wonderful, the goose hopped down from the table, and walked along the floor, with a knife and fork in its breast. Straight to the girl it came. Then the match went out, and there was only the thick, cold wall *in front of* her.



strike -struck [strak]
 give -gave [geiv]
 become -became [bi'keim]
 stand—stood [stud]

burn -burned (bamt [bə:nt])
 smell -smelled (smelt [smelt])
 hop -hopped [hopt]
 walk -walked [wɔ:kt]

thin [θin]
 veil [veil]
 roast [roust]

wonderful ['wʌndəf(ʊ)l]
 fork [fɔ:k]
 breast [brest]

straight [streit]
 tuck [ʊk]

what

1. Do you understand *what* I say?
2. Do you know *what* I mean?
3. That is *what* the girl saw.
4. That is not *what* really happened; it's only *what* seemed to her.
5. Tell me

{	<i>what</i> you saw.	{	<i>what</i> he thinks.
	<i>what</i> you learned.		<i>what</i> he tells you.
	<i>what</i> you know.		<i>what</i> they do.
	<i>what</i> you hear.		<i>what</i> I said to you.

that, which

1. Do you understand the things *that* (*which*) I say?
2. Tell me the things *that* (*which*) the girl saw.
3. Give me the book. Which book? The book *that* (*which*) is in your hand.
4. Tell me a story. What story? The story *that* (*which*) you have just read.
5. The goose came down from the table. Which goose?

{	The goose <i>that</i> (<i>which</i>) smelled so wonderful.
	The goose <i>that</i> (<i>which</i>) was on the table.
	The goose <i>that</i> (<i>which</i>) the little girl saw.

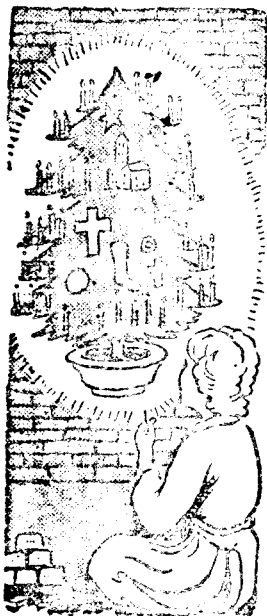
where

1. This is the school *where* we are studying now.
2. This is the school *where* we studied last year.
3. A bedroom is a room *where* we sleep.
4. A dining-room is a room *where* we eat (dine).
5. Is this the room *where* that man died?
6. Show me the place

{	<i>where</i> you bought your knife.
	<i>where</i> you went yesterday afternoon.
	<i>where</i> you fell down.

PART FOUR

13. The little girl lighted *another*. Then it seemed to her she was sitting under a beautiful Christmas tree, *which* was greater and finer than *any* she had seen before. Thousands of little candles burned upon its green branches. The little girl stretched out her hands to touch them; then the match went out. The lights went higher and higher. She was sure now that they were stars in the sky. One of them fell, and made a long line of fire.



14. "Now *some one* is dying," said the little girl, for her old grandmother, the only person *who* had been good to her and *who* was now dead, had said: "When a star falls, *somebody* goes up to heaven."

15. She struck *another*, and there stood her grandmother again, clear and shining, kind and lovely.

16. "Grandmother!" cried the child. "Oh, take me with you! I know you will go, too, when the match goes out. You will disappear like the warm stove, the nice roast goose, and the beautiful Christmas tree!"

light-ed [ˈlaɪtɪd]
 Christmas [ˈkrɪsməs]
 stretch-ed [stretʃt]

touch [tʌtʃ]
 grandmother [ˈgræn(d)məʊə]

heaven [ˈheɪvən]
 lovely [ˈlʌvli]

EXERCISE

Spell the following:—

great	fine	die
greater	finer	dying
high	nice	shine
higher	nicer	shining

Complete the following sentences:—

The girl lighted.....	Then she saw.....
It seemed as if she were.....	One fell and made.....
A lot of candles burnt.....	Her grandmother had said....
The girl stretched.....	The girl said.....
The match.....	I know.....
The lights went higher.....	You will disappear.....

who

1. The girl's grandmother was the only person *who* had loved her.
2. A match girl is a girl *who* sells matches.
3. Andersen was a man *who* loved children and wrote many beautiful stories for them.
4. A teacher is a man *who* teaches.

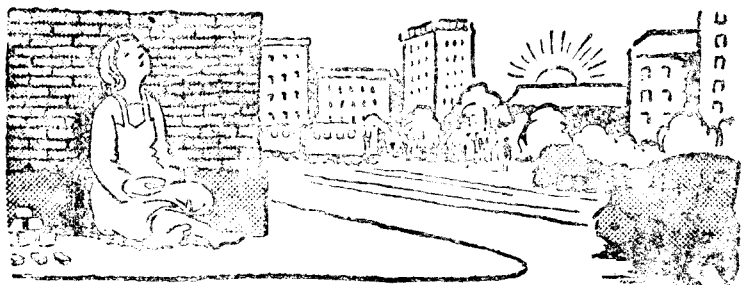
one, some, any, another

5. I strike a match. I strike *one*, you strike *another*.
6. Your match has gone out. Take *another*.
7. *Which one* shall I take? Take *any one* you like.
8. Do you want *some* matches? Yes, may I have *some*?
9. "When a star falls, *some one* (*somebody*) is dying," said the match girl's mother.
10. *Some one* (*Somebody*) is in the next room.
11. Has *any one* (*anybody*) in this room ever seen a Christmas tree? *Some* of you must have seen *one*.

PART FIVE

17. And the girl quickly struck the whole box of matches, for she wished to hold her grandmother fast. And the matches burned with such a beautiful light that it became brighter than in the middle of the day; grandmother *had never been* so large and so beautiful. She took the little girl up in her arms, and they both flew into the light and the joy high up, so high up!—where there was no cold, nor hunger, nor care.—They were in Heaven.

18. But at the corner of the house sat the little girl, with red cheeks and a smiling mouth, *frozen to death* on the last evening of the Old Year. The New Year's sun shone upon the little body, that lay there with the burned matches. She wanted to warm herself, people said. No one knew what fine things she *had seen*, and in what glory she *had gone* up with her grandmother into the New Year's Day.



flew [flu:], *pr.* fly
 joy [dʒɔɪ]
 cold (*n.*) [kəʊld]
 hunger ['hʌŋgə]

nor [nɔː]
 care [keə]
 frozen ['fəʊzən], *pr.* freeze [friːz]

death [deθ]
 lay [leɪ], *pr.* lie [laɪ]
 glory ['glɔːri]

Grammatical Review

A **Verb** is a word which tells what we do. In English, a verb may have different forms in the three important tenses: (1) **Present**, (2) **Past**, and (3) **Present Perfect** (always with "have" or "has"). But some verbs only add an "-ed" in (2) and (3).

Present	Past	Present Perfect
a girl <i>loses</i> her slippers	she <i>lost</i>	she <i>has lost</i>
no one <i>buys</i> anything	no one <i>bought</i>	no one <i>has bought</i>
she <i>sells</i> nothing	she <i>sold</i>	she <i>has sold</i>
no one <i>gives</i> her	no one <i>gave</i>	no one <i>has given</i>
a man <i>writes</i> a story	he <i>wrote</i>	he <i>has written</i>
she <i>leaves</i> her house	she <i>left</i>	she <i>has left</i>
she <i>draws</i> up her feet	she <i>drew</i> up.....	she <i>has drawn</i> up.....
she <i>strikes</i> a match	she <i>struck</i>	she <i>has struck</i>
it <i>shines</i> beautifully	it <i>shone</i>	it <i>has shone</i>
she <i>sees</i> the fire	she <i>saw</i>	she <i>has seen</i>
the goose <i>comes</i> to her	it <i>came</i>	it <i>has come</i>
it <i>becomes</i> bright	it <i>became</i>	it <i>has become</i>
grandmother <i>is</i> good	she <i>was</i>	she <i>has been</i>
she <i>holds</i> her hands	she <i>held</i>	she <i>has held</i>
there <i>sits</i> the girl	there she <i>sat</i>	there she <i>has sat</i>
no one <i>knows</i>	no one <i>knew</i>	no one <i>has known</i>
no one <i>thinks</i>	no one <i>thought</i>	no one <i>has thought</i>
they <i>fly</i> together	they <i>flew</i>	they <i>have flown</i>

Do not learn these all at once. They will come gradually and easily with practice. But always look carefully to see what word is used for the present, what for the past, and what word is used after "has" or "have."

burn	burned	has burned	stretch	stretched	has stretched
smell	smelled	has smelled	light	lighted	has lighted
walk	walked	has walked	want	wanted	has wanted

grammatical [grə'mætɪkəl]

verb [və:b]

form-s [fɔ:mz]

lose [lu:z]

known [noun], pr. know

flew [fləʊ], pr. fly

gradually [ˈgrædʒuəli, -dʒuə-]

easily [ˈi:zili]

A. May I come in?

B. Come in, please. How are you? *Did you sleep well last night?*

A. Yes, thank you. *I slept very well and didn't get up till eight in the morning. I didn't go to bed till ten o'clock last night.*

B. What were you doing?

A. I was talking the whole evening with Cho-sze.

B. *Have you prepared your lesson?*

A. Oh, yes, of course.

B. When *did you prepare it?*

A. *I prepared it before I came to class.*

B. *Has Cho-sze written the letter which he told me he was going to write?*

A. Yes, he *has written it.*

B. How do you know?

A. Why, I *saw him writing it.*

B. You *have seen* the letter, then?

A. I *have seen* the letter myself.

B. Where is the letter?

A. I think he *has given* it to the coolie to be posted.

B. *Has he posted it already? I thought he wanted to show it to me before he sent it. Do you think the coolie has stuck it down already?*

A. No, he *hasn't sent* it yet. He is just going to send it. Why, what do you want?

B. I want to tell him that he *need not send* the letter. Mr. S *has gone* already.

- A. *Has he gone* already? Why *did* he *go*?
- B. He *went* because his friend *had asked* him to.
- A. *Has he received* a telegram?
- B. Yes, he *received* one three days ago.
- A. *Have you seen* him since he *received* the telegram?
- B. Yes, I *have seen* him. He *told* me he was leaving on Saturday morning.
- A. *Did* he *tell* you where his letters should be sent?
- B. No, he *didn't tell* me, but I know where he *went*. I know where his friend is.
- A. You think he *has arrived* by now?
- B. Yes, I think so. If Cho-sze sends the letter to his friend's place, it will certainly reach him.

EXERCISE

			<i>already</i>		<i>yet</i>
give	gave	have given	„	have not given	„
write	wrote	have written	„	have not written	„
see	saw	have seen	„	have not seen	„
go	went	have gone	„	have not gone	„
tell	told	have told	„	have not told	„
sleep	slept	have slept	„	have not slept	„
send	sent	have sent	„	have not sent	„
receive	received	have received	„	have not received	„
prepare	prepared	have prepared	„	have not prepared	„

1. Make sentences with the phrases in the last two columns.
2. Find out what verbs in this lesson have three forms, what verbs have two forms only, and what verbs do not change, but only take an “-ed.”

coolie [ˈkuːli]	sent [sent], pr. send [send]	slept [slept], pr. sleep
post-ed [ˈpəʊstɪd]	telegram [ˈtelɪgræm]	column-s [ˈkɒlənz]
stuck [stʌk], pr. stick [stɪk]	arrive-d [əˈraɪvd]	

1. Three little kittens, they lost their mittens,



And they began to cry,

“Oh, mammy dear,

We greatly fear,

We’ve lost our mittens.”

2. What! Lost your mittens, you naughty kittens!



Then you shall have no pie.

“Meeow, meow,

Meeow, meow,

Meeow, meow, meow!”

3. Three little kittens, they found their mittens,

And they began to cry,

“Oh, mammy dear,

See here! See here!

We’ve found our mittens!”

4. What! Found your mittens, you darling kittens!



Then you shall have some pie.

“Purr, purr,

Purr, purr,

Purr, purr, purr-r-r-r!”

found

lost

some pie

mammy

have found

have lost

no pie

daddy

kitten-s [ˈkɪtnz]

greatly [ˈɡreɪtli]

pie [paɪ]

mitten-s [ˈmɪtnz]

fear [fɪə]

meeow [ˈmi:əʊ]

mammy [ˈmæmi]

naughty [ˈnaʊti]

purr [pɜ:]

5. Three little kittens put on their mittens,
 And soon ate up the pie;
 "Oh, mammy dear,
 We greatly fear,
 Our mittens we have soiled!"
6. What! Soiled your mittens, you naughty kittens!
 Then they began to cry,
 "Meeow, meow,
 Meeow, meow,
 Meeow, meow, meow."
7. Three little kittens, they washed their mittens,
 And hung them up to dry.
 "Oh mammy dear,
 Look here! Look here!
 We've washed our mittens!"
8. What! Washed your mittens, you darling kittens!
 But I smell a rat close by.
 Hush! Hush!
 Meeow, meow,
 Meeow, meow, meow!

soil	soiled [-ld]	have soiled
wash	washed [-ft]	have washed
eat	ate [eit, ei]	have eaten ['i:tn]
hang	hung [hʌŋ]	have hung

I

We talk everyday, and every time we talk, we *both* ask *and* answer questions. We must ask correctly and must answer correctly. We may answer politely, or, if we do not know how, we may answer impolitely. There are certain *expressions* or *idioms* which we have to learn. These idioms are very useful, because we need them everyday.

II

How would you answer, if somebody asked you to go with him? Here are some nice ways of answering. You say *either* "yes" or "no," but you must say something more than that. You say, for instance:—

1. Yes, I should like to go (very much).
2. Certainly. Gladly. With pleasure.
3. Of course, I will.
4. Oh, yes, I'll go.
5. Oh, yes, if you like it.
6. Sorry, I cannot come with you now.
7. I am very (so) sorry I cannot go now.
8. I am awfully sorry I can't go now. I should very much like to go, but I can't.
9. Sorry, I have something to do now. Otherwise, I should be glad to go.
10. If you'll excuse me, I'll come next time (another time; some other time).

polite-ly [pə'laɪtli, pə'lɪ-]

impolite-ly [ɪmpə'laɪtli,

-pə'lɪ-]

expression-s [ɪks'preʃ(ə)nz,

eks-]

glad-ly [ˈglædli]

awfully sorry [ˈɔːfli 'sɔːri]

otherwise [ˈɒðəwaɪz]

III

In English, we sometimes use the words "yes" and "no" in a different way from in Chinese. We cannot say, "Yes, he will not come." Whenever we use "not" in the answer, we must say "No." For example:—

(1)

- A. Is Tsung-jen coming soon?
 B. He is *not* coming, sir.
 A. *Isn't* he coming?
 B. No, sir, he is *not* coming.

(2)

- A. What is that boy's name?
 B. I *don't* know, sir.
 A. *Don't* you know his name?
 B. No, I *don't* (know it).

Study the following:—

Yes, I know.

I think so.

Yes, he will go tomorrow.

He knows that his mother is ill (sick).

Yes, I am quite sure.

No, I *don't* know.

No, I *don't* think so.

No, he *won't* go tomorrow.

No, he *doesn't* know that his mother is ill (sick).

No, I *can't* tell you yet.

EXERCISE

1. Study the following, and make sentences with them:—

Why, yes, certainly.

Of course.

Surely you will.

I can

I must

I have

I should

I did

You do

He does

She had

They are

I shall

Certainly not.

Of course not.

Surely you won't

[wəʊnt].

I can't [kɑ:nt]

I mustn't [mʌsnt]

I haven't [hævnt]

I shouldn't [ʃʊdnt]

I didn't [dɪdnt]

You don't [daunt]

He doesn't [dɔ:znt]

She hadn't [hædnt]

They aren't [ɑ:nt]

I shan't [ʃɑ:nt]

2. Answer the questions with "yes" or "no":—

Isn't he Cho-sze's brother? (isn't)

Aren't you from Kwangtung? (am not)

You don't think he is coming? (is not coming)

TWO GOOD NEIGHBOURS

1. Once there were two good neighbours who met each other over the fence. One man's name was Smith [smitθ], and the other's name was Johnson ['dʒɒnsn].

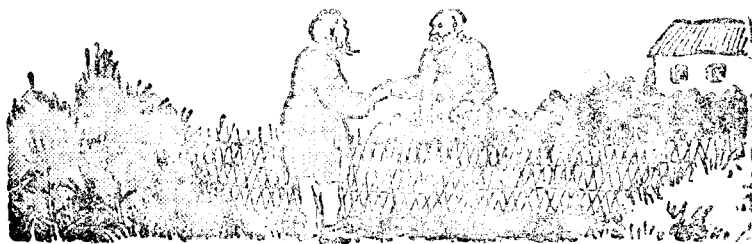
2. Mr. Smith said, "Sorry, old man, my hen *got loose* last night and scratched up your garden."

3. "*That's all right*," replied Mr. Johnson. "My cat *happened to* eat up your hen. I hope you won't mind?"

4. "*Not at all*," said Mr. Smith. "*Never mind* that. My dog just *ran over* your cat this morning and *somehow* the cat died."

5. "Fine!" said Mr. Johnson. "My wife just *came across* your dog and happened to kill him."

6. And they both laughed and *shoo hands*.



fence [fens]

loose [lu:s], cf. lose [lu:z]

scratch-ed [skratʃt]

got at all ['nɔ:t'ɔ:l]

some-how ['sʌm'haʊ]

across [ə'krɔ:(t)s]

laugh-ed [lɑ:ft]

there were [ðə wə, ðə wə]

last night ['lɑ:s 'naɪt]

ran over ['ræn'əʊvə]

Polite Expressions

- A. Were these two men good neighbours?
 B. Yes, I think so.
- A. Do you think they were good-humoured?
 B. Yes, I think they were, but not their wives, nor their cats and dogs.
- A. Were they *angry with* each other?
 B. No, they smiled about it.
- A. What polite expressions do you learn from this lesson?
 B. "Never mind!" and "That's all right!"
- A. What would you say, if a man said to you, "I am so sorry to trouble you"?
 B. I would say, "Not at all," "You are not troubling me at all," "It's no trouble!"
- A. What would you say, if a man said to you, "Thank you"?
 B. I should say, "Don't mention it," or, "You are (quite) welcome."

Learn the following:—

- (1) A. Sorry to trouble you.
 B. Not at all. Don't mention it.
- (2) A. Thank you so much.
 B. You are welcome. Don't mention it.
- (3) A. Excuse me. (I) Beg your pardon.
 B. Certainly. That's all right.
- (4) A. Would you please do something for me?
 B. Certainly. Of course.
- (5) A. Shall I carry this for you?
 B. I shall be so much obliged to you. Please. If you please. If you will be so kind.

good-humoured ['gʊd,hju:məd]

mention ['menʃ(ə)n]

beg [beg]

wives [waɪvz]. *sing.* wife

welcome ['welkəm]

oblige d [ə'blaɪdʒd, ə'bi-]

- A. Do you like learning a foreign language?
 B. Oh, yes, I like to speak it, but it is difficult to learn.
 A. How soon (In how many years) *do you think* you will be able to speak English well?
 B. In five or six years, *I think*. After I graduate from the senior middle school.
 A. What a long time! Can you tell me how soon a baby learns to talk?
 B. In a year, or a year and half.
 A. *There you are!* The baby begins to say a few words, like "papa," "mamma," *and so forth* from its second year, doesn't it? Does it talk *pretty well* when it is two and half years old?
 B. Oh, yes, a child of two and half years can say pretty nearly anything and everything it likes.
 A. Is its pronunciation good?
 B. Very good. Much better than a foreigner's.
 A. Is its language idiomatic?
 B. Quite.
 A. How do you explain that now?
 B. I believe I know the reason. The baby talks *the whole day*, but we study English only four or five hours a week.
 A. That is one reason. But you forget one thing. The baby cannot read, can it?
 B. No, of course not.

language ['læŋgwɪdʒ]

difficult ['dɪfɪkəl]

able ['eɪbəl]

graduate (vb.) ['grædʒueɪt]

papa [pə'pɑː]

and so forth [ən 'səʊ 'fɔːθ]

nearly ['niəli]

idiomatic [ɪ'diə'mætɪk, ɪ'diə'mə-]

[ɪdɪ-]

believe [bɪ'li:v]

- A. Now, how many words can you read in an hour?
 B. Not many; after a few hundred, we feel so tired.
- A. How many words can you write in an hour?
 B. Still less, I think.
- A. Now you see what I mean. Talking *takes* much less *time* than reading or writing. You get so much more practice. But there is another thing. Is the baby *afraid* to talk?
 B. No, *quite the contrary*. The child likes talking. It *likes* to say new and funny long words.
- A. *Exactly*. It often *talks nonsense*, but it talks and talks. Do you notice something else? The child repeats what it says over and over again.
 B. Oh, yes. I know my younger brother says, "This is my wee little finger—this is my wee little nose" or "Where am I?" ten or twenty times a day.
- A. Now you see the difference. A child talks the whole day, but the pupil doesn't. The child only talks, but some pupils only want to read and write. The child likes talking and repeating, while the pupil is *afraid of talking* and repeating.
 B. But I want to learn to READ English.
- A. You are quite right. But you must remember that speaking is the easiest way of learning to read. It *saves time*. It makes your language idiomatic. It gives you more practice. It makes your pronunciation correct.

contrary ['kɒntrəri]

wee [wi:]

easiest ['i:zi:st]

nonsense ['nʌnsəns]

difference [ˈdɪfrəns]

save-s [seɪvz]

THE OLD WOMAN WITH A SIXPENCE

(We have many folk-tales in China [ʰfainə]. These tales are not written, but are told by grandfathers to their children and their children's children. That is why they are called folk-tales, or people's tales. Here is an English folk-tale.)

PART ONE

1. There was once an old woman who found a crooked sixpence. "What shall I do with this crooked sixpence? I'll go to the market and buy a little pig with it."

2. On her way home, she came to a crooked stile, and the pig would not go over it. So she went a little farther and met a dog. And she said:

Dog, dog, bite pig.

Pig won't jump over stile.

And I shan't get home tonight.

But the dog would not.

3. So she went a little farther and met a stick. And she said:

Stick, stick, beat dog.

Dog won't bite pig.

Pig won't jump over stile.

And I shan't get home tonight.

But the stick would not.

4. So she went a little farther and met fire. And she said:

Fire, fire, burn stick.

Stick won't beat dog.

Dog won't bite pig.

Pig won't jump over stile.

And I shan't get home tonight.

But fire would not.

5. So she went a little farther and met water. And she said: "Water, water, quench fire. Fire won't burn stick," etc.

But water would not.

6. So she went a little farther, and met an ox. And she said: "Ox, ox, drink water. Water won't quench fire," etc.

But the ox would not.

7. So she went a little farther, and met a butcher. And she said: "Butcher, butcher, kill ox. Ox won't drink water," etc.

But the butcher would not.

8. So she went a little farther, and met a rope. And she said: "Rope, rope, hang butcher. Butcher won't kill ox," etc.

But the rope would not.

9. So she went a little farther, and met a rat. And she said: "Rat, rat, gnaw rope. Rope won't hang butcher," etc.

But the rat would not.

folk-tale-s [f'ɔ:kteɪlz]

crooked [kru:kɪd]

sixpence [sɪks'pɛns]

pig [pɪg]

stile [stɑɪl]

farther [fɑ:ðə]

bite [baɪt]

stick [stɪk]

quench [kwentʃ]

ox [ɒks]

drink [drɪŋk]

butcher [bʌtʃə]

gnaw [naʊ]



PART TWO

10. So she went a little farther, and met a cat. And she said :

Cat, cat, eat rat;
 Rat won't gnaw rope;
 Rope won't hang butcher;
 Butcher won't kill ox;
 Ox won't drink water;
 Water won't quench fire;
 Fire won't burn stick;
 Stick won't beat dog;
 Dog won't bite pig;
 Pig won't jump over stile;
 And I shan't get home tonight.

11. The cat said: "I will, if you'll give me a saucer of milk."

12. So the old woman gave the cat a saucer of milk. When she had lapped up the milk:—

The cat began to eat the rat;
 The rat began to gnaw the rope;
 The rope began to hang the butcher;
 The butcher began to kill the ox;
 The ox began to drink the water;
 The water began to quench the fire;
 The fire began to burn the stick;
 The stick began to beat the dog;
 The dog began to bite the pig;
 The pig jumped over the stile;
 And so the old woman got home that night.

Verbs and Nouns

In the last lesson, we have many words which tell us what a thing or person does. These words are called **Verbs**. Tell us:

<i>What was the pig asked to do?</i>	<i>"Jump" is a verb.</i>
<i>What was the dog asked to do?</i>	<i>"Bite" is a verb.</i>
<i>What was the stick asked to do?</i>	<i>"Beat" is a verb.</i>
<i>What was the fire asked to do?</i>	<i>"Burn" is a verb.</i>
<i>What was the water asked to do?</i>	<i>"Quench" is a verb.</i>
<i>What was the ox asked to do?</i>	<i>"Drink" is a verb.</i>
<i>What was the butcher asked to do?</i>	<i>"Kill" is a verb.</i>
<i>What was the rope asked to do?</i>	<i>"Hang" is a verb.</i>
<i>What was the rat asked to do?</i>	<i>"Gnaw" is a verb.</i>
<i>What was the cat asked to do?</i>	<i>"Eat" is a verb.</i>

So we have ten verbs here. Tell us what other verbs you know.

We have also many words which are the names of things or persons. Such words are called **Nouns**. The following words are nouns:

woman	stile	stick	ox	rat
sixpence	pig	fire	butcher	cat
market	dog	water	rope	home

Notice that we say:

}	<i>a stile</i>	<i>but</i>	<i>an ox</i>
	<i>a man</i>	<i>but</i>	<i>an old man</i>
	<i>a Chinese</i>	<i>but</i>	<i>an English book</i>
	<i>a father</i>	<i>but</i>	<i>an uncle</i> ['ʌŋkl]
	<i>a mother</i>	<i>but</i>	<i>an aunt</i> ['ɑ:nt]
	<i>a boy</i>	<i>but</i>	<i>an idle</i> ['aidl] boy

A, e, i, o, u are called **Vowels** in English. We use "an" before all vowels except when they begin with *w, y* sounds.

- a one-hour class* (one = [wan])
- a useless book* (useless = ['ju:sɪslɪs])

The Passive Voice

You can already say “狗咬猪” in English. Now, how do you say “猪被狗咬” in English?

Perfect Tense (Active)

The cat *has* eaten the rat.
 The rat *has* gnawed the rope.
 The rope* *has* hanged the
 butcher.
 The butcher *has* killed the ox.
 The ox *has* drunk the water.
 The water *has* quenched the
 fire.
 The fire *has* burned the stick.
 The stick* *has* beaten the dog.
 The dog *has* bitten the pig.

Present Tense (Passive)

The rat *is* eaten *by* the cat.
 The rope *is* gnawed *by* the rat.
 The butcher *is* hanged.

Past Tense (Passive)

The ox *was* killed *by* the butcher.
 The water *was* drunk *by* the ox.
 The fire *was* quenched *by* the
 water.
 The stick *was* burned *by* the fire.
 The dog *was* beaten.
 The pig *was* bitten *by* the dog.

You know that we use a different form of the verb after “has” and “have.” Just use that form and, instead of “have,” “has,” put “is,” “are,” etc. before it, and you have the **Passive Voice**.

<i>1st form:</i>	eat	bite	beat	drink	kill	gnaw
<i>2nd form:</i>	ate	bit	beat	drank	killed	gnawed
<i>3rd form:</i>	eaten	bitten	beaten	drunk	killed	gnawed

active [ˈæktɪv]

passive [ˈpæsɪv]

voice [voɪs]

bit [bɪt]

bitten [ˈbɪtən]

beaten [ˈbi:tən]

drank [ˈdræŋk]

drank [ˈdræŋk]

*It should be explained that the rope and the stick here are conceived as being capable of independent action in the meaning of the folk-tale.

Some Common Passive Forms

I am told.	(They tell me.)
I am allowed.	(They allow me.)
We are not allowed.	(They don't allow us.)
I am very pleased.	(It pleases me very much.)
He is known by everybody.	(Everybody knows him.)
It is written by somebody.	(Somebody has written it.)
It is said that.....	(They say that.....)
The letter was received.	(I received the letter.)
I am asked to.....	(The teacher asks me to.....)
I am surprised to	(It surprises me to.....)
I am frightened.	(It frightens me.)

Make some sentences, using the above passive forms.

Change the following into the passive voice:—

1. We eat rice. Rice
2. I don't allow him to do it. He.....
3. I asked him why he came late. He.....
4. He asked me to do it. I.....
5. They told him not to come. He.....
6. They say it will be cold this winter. It.....
7. It pleases me to hear that you are well again. I.....
8. I sent the letter yesterday. The letter.....
9. They do not allow us to go out now. We.....
10. Fire burned my finger. My finger.....

- A. What time do you go to bed, Chi-hsiang?
- B. I *generally* go to bed about half past nine.
- A. That is rather early, isn't it?
- B. Yes, I know it is. But we have to be in bed by that time. At school, we *are not allowed* to sit up later than half past nine. *How about you?*
- A. I am much freer at home. I can go to bed when I like. My father *allows* me to work *as late as I like*. How many of you are in one room?
- B. There are generally three or four. Some rooms have five or six beds each.
- A. That would be too noisy, wouldn't it?
- B. *Quite so*. I can't study very well in the bedroom. Sometimes I do, but not if I can *help* it. People eat and talk, and there's no peace. I must study where there's nothing to disturb me.
- A. Where do you go to study?
- B. I study in one of the classrooms.
- A. Do you all go to bed by half past nine?
- B. *We are supposed to*. We are all in bed, but some of us *go on* talking.
- A. Isn't that a nuisance? Are you allowed to talk in bed?
- B. *We are not allowed to*, but we do, *that is to say*, when the proctor doesn't hear us.
- A. Don't you think it must be a dreadful nuisance, when you want to sleep.

general-ly [ˈdʒen(ə)rəli]

late-r [ˈleɪtə]

free-r [ˈfriːə]

noisy [ˈnoɪzi]

help [help]

peace [piːs]

disturb [dɪstɜːb]

nuisance [ˈnjuːsəns]

dreadful [ˈdredf(ʊ)l]

- B. Oh, yes, it is a nuisance for people who want to sleep. But some people like it. They simply *must* talk. Or they whisper, rather.
- A. Doesn't the proctor sometimes catch them?
- B. Yes, sometimes they *are caught*. The proctor *goes on tiptoe*, and listens outside the bedroom door. They *stop whispering*, of course, when they hear the proctor's footsteps. It is their *fault* if they are caught. Then they get a bad mark, as you know.
- A. Are all the lights out?
- B. Yes, the lights are all out, except the one in the corridor. But some boys who are *crazy about* Chinese novels burn candles to read. Of course, it isn't good for the eyes, and they have to get up early in the morning *just the same*.

EXERCISE

His father *allows* him to go.

The proctor often *catches* a student.

The student *hears* the proctor's footsteps.

The proctor *sees* the candle-light of some student.

The student *puts out* the light when the proctor comes.

The proctor *reports* the student.

He *is allowed* to go.

A student *is often caught* by the proctor.

The proctor's footsteps *are heard* by the student.

The candle-light *is seen* by the proctor.

The light *is put out* when he comes.

The student *is reported* by the proctor.

whisper ['wɪspə, ʌ hw-]

tiptoe ['tɪptəʊ]

footstep-s ['fʊtstɛps]

fault [fɔ:lt]

corridor ['kɒrɪdə]

crazy ['kreɪzi]

novel-s ['nɒvəlz]

report d [rɪ'pɔ:tɪd]

candle-light ['kændl-laɪt]

that

1. I know *that** you will come.
2. I am sure *that** the story wasn't true.
3. He told me *that** you could not come.
4. I am told *that** he must work harder this term.
5. I am told *that** he does not work hard.
6. People tell me *that** he does not work hard, and *that** he likes to go to the theatre.

how

7. I don't know *how* to read (pronounce) this word.
8. I cannot understand *how* he learned it so fast.
9. I did not see *how* he did it.
10. I will show you *how* to write this word.
11. He told me *how* lazy he was.
12. I don't know *how* he knew about it. (I don't know who told him.)
13. He writes too fast. He does not care *how* he writes.

whether . . . (or not)

14. I don't know *whether* you like to see my new book *or not*.
15. It is a beautiful story. I don't care *whether* it is true *or not*.
16. *Whether* the teacher is here *or not*, he is playing all the time.
17. I cannot tell you *whether* he has gone home.
18. He does not care *whether* he writes well *or not*.

* This "that" can often be left out.

if

19. I am not sure *if** he would be pleased to hear this.
20. I don't know *if** I should go with him.
21. Go and see *if** he's there.
22. I doubt *if** I can come tomorrow, for I have so much to do.
23. I want to see *if** Cho-sze gets higher marks than his brother.

when, what, where, which, why

When <i>are you</i> coming?	Tell me when <i>you are</i> coming.
What <i>are you</i> thinking about?	I know what <i>you are</i> thinking about.
He was here a minute ago. Where <i>is he</i> now?	I don't know (can't tell you) where <i>he is</i> .
What <i>is he</i> doing now?	I don't know what <i>he is</i> doing.
Which student is the best?	I don't know which is the best.
Why <i>didn't you</i> come with us?	I will not tell you why <i>I didn't</i> come.
Why <i>is he</i> angry with Cho-sze?	There is no reason why <i>he should be</i> angry.
Why <i>is English spelling</i> so difficult?	There are many reasons why <i>it is</i> so difficult.
Why <i>are you</i> afraid?	I don't see why <i>you should be</i> afraid.
What <i>does the book look</i> like?	I don't know what <i>it looks</i> like.

theatre ['tri:ə]

doubt [daʊt]

EXERCISE

Make sentences with *that, how, whether, if, when, what, where, which, why*.

* In these sentences, "whether" may be used instead of "if."

CEYX AND HALCYONE

(In this book you will learn many Greek stories, stories told by the Greeks of long ago. When you know these stories, you will begin to love the Greek people. Here is a pretty one about the bird called the kingfisher.)

PART ONE

1. Once there were a husband and wife, called Ceyx [ˈsi:ks] and Halcyone [hælˈsaɪni]. Ceyx was the son of the morning star, and he was wise and brave and fair, and very kind to his young wife, Halcyone. Halcyone was as beautiful as a summer morning, and she loved her husband better than her own life. So, while they lived together, every day of the year was like a sweet song to them.

2. But there came a time when Ceyx was called away to a far-away country. He *had to* go far across the sea. *Day after day*, his gentle wife waited for his return. Day after day, she stood on the shore and watched for the ship that *was to* bring him home.

3. One night, there was a terrible storm; the winds blew fierce and strong; the waves rose high and beat upon the shore. As Halcyone looked out into the darkness, she prayed that her husband might return to her safely.

rise [raɪz] -- rose [rouz] · has risen [ˈrɪzn]
 blow [bləʊ] -- blew [blu:] · has blown [bləʊn]

Greek-s [ˈgrɪks]
 kingfisher [ˈkɪŋfɪʃə]
 husband [ˈhʌzbənd]
 to have [həv]
 far-away (adj.) [ˈfɑːrəˈweɪ]

gentle [ˈdʒentl]
 terrible [ˈterɪbl]
 storm [stɔ:m]
 fierce [fɪəs]
 waves [weɪvz]

shore [ʃɔ:, ʃəʊ]
 darkness [ˈdɑ:knɪs]
 pray-ed [preɪd]
 safe-ly [ˈseɪli]



EXERCISE

1. What kind of a story is this? (a Greek story)
2. Who were the Greeks? (a clever people of long ago)
3. What is this story about? (a husband and wife)
4. What was the husband (wife) called?
5. What was Ceyx like? (wise, brave, fair, kind)
6. What was Halcyone like? (beautiful, gentle)
7. How beautiful was she? (as beautiful as)
8. Did she love her husband? (loved him better than)
9. Where did Ceyx go? (to a far-away country)
10. Did he want to go? (no, he had to)
11. Did he ever return? (never)
12. What did his wife do? (stood.....and watched)
13. What did she pray for? (prayed that.....might)

Adjectives

Adjectives are words that tell us what a person or thing is like. What adjectives can you find in this lesson? What words show us what kind of person the husband or wife was?

PART TWO

4. When morning came, the wind had *died away*, the waves were still, and the sea was calm again. Halcyone was out early, walking along the shore.

5. What was it that she saw lying upon the shore? It was the dead body of Ceyx, his fair, white face turned towards the sky.

6. When Halcyone knew that he was dead, her *heart broke*, and she wished to die and *be with him*. Then the gods *had pity on* her, and changed them both into birds. So they flew away together to find a new home upon the sea.

7. Men said that these birds were kingfishers, for, in the Greek language, the kingfisher was called Halcyone. The Greek kingfishers built nests upon the sea, and sailors far away from land heard their sweet, sad song—song that no other sea-bird *ever* knew.

8. *Because of* their sad fate and their beautiful love, even the winds and waves had pity on them. Every year, during the time when these birds were nesting, the days were calm and mild, the air was soft and warm, and no cloud darkened the sky. Such days were called "halcyon days."

calm [kɑ:m]

towards [tə:dz, tə'wɔ:dz]

god-s [gɒdz]

built [bilt], *pr.* build [bild]

sailor-s ['seilɔz]

land [lænd]

sad [sæd]

sea-bird ['si:'bɔ:d]

fate [feit] 'dʒɔ:n]

during ['dʒuəriŋ, 'dʒɔ:ŋ]

nest-ing ['nestɪŋ]

mild [mild]

soft [sɔ:ft, sɒft]

halcyon ['hælsjən]

EXERCISE

1. How were the waves? (were still)
2. How was the sea? (was calm)
3. Where was Halcyone? (was walking)
4. What did she see? (saw the body of)
5. Was he dead or alive? (was dead)
6. How did she feel? (her heart broke)
7. Did she want to live? (wanted to die)
8. How was she changed? (was changed into)
9. By whom was she changed? (was changed by)
10. How about her husband? (was changed, too)
11. Find out the adjectives in this lesson, and write them down on paper:—

How were the waves? (§ 4)

How was the sea? (§ 4)

How was Ceyx's ['si:iksiz] face? (§ 5)

How was the kingfishers' song? (§ 7)

What was the fate of Ceyx and Halcyone? (§ 8)

How was their love? (§ 8)

How were the days? (§ 8)

How was the air? (§ 8)

What were such days called? (§ 8)

break	know	fly	hear	build
broke	knew	flew	heard	built
broken	known	flown	heard	built

Active Voice

A woman *finds* a sixpence.
 She *found* a sixpence.
 She *has found* it.
 The dog *bites* the pig.
 The dog *bit* the pig.
 The dog *has bitten* it.
 The proctor *catches* a student.
 The proctor *caught* a student.
 The proctor *has caught* him.
 The proctor *reports* a student.
 The proctor *reported* him.
 The proctor *has reported* him.
 The butcher *kills* an ox.
 The butcher *killed* the ox.
 The butcher *has killed* it.

Passive Voice

The sixpence *is found*.
 It *was found*.
 It *has been found*.
 The pig *is bitten*.
 The pig *was bitten*.
 It *has been bitten*.
 The student *is caught*.
 The student *was caught*.
 He *has been caught*.
 The student *is reported*.
 He *was reported*.
 He *has been reported*.
 The ox *is killed*.
 The ox *was killed*.
 It *has been killed*.

You know there is one form of the verb which is used after "have" and "has." This form is also used after "is," "was" etc. in the passive voice. This form is called the **Past Participle**.

(1) "To have" + past part. = perfect tense.

(2) "To be" + past part. = passive voice.

(1) Have, has, had, + past part. = perfect tense.

(2) Is, am, are, was, were, }
 has been, have been, } + past part. = passive voice.
 had been, will be, }

So you see every verb has three **Principal Parts**: (1) the present, (2) the past, and (3) the past participle.

participle ['pɑ:tsɪpl, -tɪs-]

principal ['prɪnsɪpəl, -əp-]

<i>PRES.</i>	<i>PAST</i>	<i>P. P.</i>	<i>PRES.</i>	<i>PAST</i>	<i>P. P.</i>
3 Forms					
go	went	gone	think	thought	thought
give	gave	given	catch	caught	caught
see	saw	seen	teach	taught	taught
be {am, is	{was	been	hang ¹	hung	hung
be {ate	{were		fling	flung	flung
do	did	done	sit	sat ²	sat
drink	drank	drunk	meet	met	met
sing	sang	sung	keep	kept	kept
spring	{sprang	sprung	read	read	read
	{sprung		leave	left	left
take	took	taken	say	said	said
shake	shook	shaken	stand	stood	stood
write	wrote	written	burn	burnt ²	burnt
rise	rose	risen	learn	learnt ²	learnt
break	broke	broken	smell	smelt ²	smelt
speak	spoke	spoken	spell	spelt ²	spelt
steal	stole	stolen	build	built	built
tear	tore	torn	send	sent	sent
freeze	froze	frozen	come	came	come
bite	bite	bitten	become	became	become
fly	flew	flown	run	ran	run
draw	drew	drawn	beat	beat	beaten
blow	blew	blown	1 Form		
know	knew	known	put	put	put
lie	lay	lain	cut	cut	cut
			let	let	let
			shut	shut	shut
2 Forms					
have	had	had	Regular [¹ regjula]		
hear	heard	heard	welcome	welcomed	welcome ²
lose	lost	lost	ask	asked ³	asked
find	found	found	help	helped ³	helped
shine	shone	shone	stretch	stretched ³	stretched
strike	struck	struck	wash	washed ³	washed
stick	stuck	stuck	intend	intended ⁴	intended
sell	sold	sold	report	reported ⁴	reported
tell	told	told	want	wanted ⁴	wanted
buy	bought	bought	close	closed ⁵	closed
fight	fought	fought	pass	passed ⁵	passed

¹ Here "hang" has the irregular past form and past participle when it means "to cause a thing to be supported," but sometimes it has the regular changes (*hang—hanged—hanged*) when it is used in the sense of being *hanged to death*. ² Also regular. ³ The "-ed" in "-ked," "-ped," "-ched," "-shed" is always pr. [-t]. ⁴ "-ded" is always pr. [-dɪd], and "-ted" is always pr. [-tɪd]. ⁵ Notice the combination [-zɪd], but [-stɪ].

THE KINGFISHER

PART ONE

1. The kingfisher is a shy bird. You don't often see him. He likes to go off by himself to some river or pond, far away in the green woods. Wherever there is a stream of water with fish in it, you may expect to see the kingfisher. There you will *probably* find him sitting on a stone near the bank, or on the branch of a tree, looking down into the stream.

2. He is very patient, as all fishermen must be. What can he be thinking about, as he sits there and waits and waits? Look *as closely as you can* into the quiet pond below him, and you cannot see any fish swimming there. But he can see them.

3. There he sits and watches. Now he sees a small fish. Before you have time to think, he has dived into the water, and *in a moment*, comes up again with a small fish in his bill. Then he flies about, looking for more. When he has had enough, he sits still on the branch and *dreams the hours away*.

teach	run	swim	fish
teacher	runner	swimmer	fisher

[iz]:	catches	fishes	pages
	watches	wishes	bridges
	matches	washes	changes

(Make this sound like [iz]. Do not say [ez] as many Chinese students do.)

shy [ʃaɪ]	expect [ɪks'pekt, eks-]	patient [ˈpeɪʃ(ə)nt]
woods [wudz]	probably [ˈprɒbəbli]	fisherman, pl. -men [ˈfɪʃmən]
wherever [weə'revə, 美 hw-]	stone [sto:n]	closely [ˈkləʊslɪ]
stream [stri:m]	bank [bæŋk]	dive-d [daɪvd]



In English, the form with “-ing” is really the common form used for the present tense with most verbs, while the form without “-ing” more often describes a habit or what is true at any time. Compare “He is smoking now” with “He smokes,” and also “He goes to school everyday” with “He is going to school now.”

I

- | | |
|---|--|
| 1. What <i>does</i> the kingfisher <i>like</i> to do? | He likes to go off by himself. |
| 2. Where <i>does</i> he <i>sit</i> ? | He sits.....branch..... |
| 3. What <i>does</i> he <i>do</i> ? | He sits and watches and waits. |
| 4. What <i>does</i> he <i>wait</i> for? | He waits for..... |
| 5. What <i>does</i> he <i>look</i> for? | He looks for..... |
| 6. Now what <i>does</i> he <i>see</i> ? | He sees..... |
| 7. Then what <i>does</i> he <i>do</i> ? | He dives..... |
| 8. When <i>does</i> he <i>come</i> up again? | He comes up again in a moment. |
| 9. What <i>does</i> he <i>catch</i> ? | He catches |
| 10. Then what <i>does</i> he <i>do</i> ? | He flies about and looks for..... |
| 11. What <i>does</i> he <i>do</i> when he has had enough? | He sits still and dreams the hours away. |
- (It is his habit to do all these things.)

II

The verb with “-ing” shows what he is doing now:—

- | | |
|--|--|
| 1. Where is the bird? | He is <i>sitting</i> on..... |
| 2. What <i>is</i> he <i>doing</i> there? | He is <i>looking</i> into..... |
| 3. What <i>is</i> he <i>thinking</i> about? | I don't know what he..... |
| 4. <i>Is</i> he <i>thinking</i> of the flowers in the woods? | He is not <i>thinking</i> about flowers, but about his food. |
| 5. What <i>are</i> the fish <i>doing</i> ? | They are <i>swimming</i> in..... |
| 6. Now what <i>is</i> he <i>doing</i> ? | He is <i>dreaming</i> . |

PART TWO

4. Look at him now, as he sits there enjoying the quiet day. Isn't he a handsome bird? His head and back, wings and tail, are of a beautiful blue colour. It is a greenish blue, *that is*, blue with a little green. His throat and chin are yellowish-white, *that is*, white with a little yellow. His breast is brown. His legs and feet are weak and small, but his bill is big and strong. It is very long and very sharp. His body is not very big, but is full and round.

5. Make a slight noise near him, and he is away *at once*, for he is afraid of boys. If we could follow him to his nest, we should probably find it in a hole which he and his wife have made in the bank of a river. You would think it the hole of some shy, little animal, *rather than* the home of a bird.

6. The hole is very narrow, probably three feet long. It is not straight, but goes *round about*. *At the end of* this hole, there is a wide room, *large enough* for the whole kingfisher family, *that is*, he and his wife and the young ones, or the eggs.

Phonic Drill

The long [i:]: green, seen, dream, stream, weak.

The short [i]: fish, wish, English, chin, bill, will, little, kingfisher, wing.

enjoy-ing [in'dʒɔɪŋ]

handsome [ˈhændsəm]

greenish [ˈɡri:nɪʃ]

throat [θrəʊt]

yellowish-white [ˈjeləʊɪʃˈwaɪt,

英-ˈwaɪt]

slight [slaɪt]

hole [həʊl]

animal [ˈænɪməl]

narrow [ˈnærəʊ]

wide [waɪd]

EXERCISE

1. Tell me the parts of the kingfisher's body.

Head, tail, neck, breast, shoulder, back, chin, eyes, legs, feet, bill, body, claws, feathers, wings.

2. Tell me some of the colours you know.

Red, blue, green, yellow, brown, white, black, grey, pink.

Some Adjectives

- | | |
|---|--|
| 1. What kind of a bird is the kingfisher? | It is a <i>handsome</i> bird. |
| 2. What kind of head has it? | It has a <i>big</i> head. |
| 3. What kind of feet has it? | It has <i>small</i> and <i>weak</i> feet. |
| 4. What is its bill like? | It is <i>big</i> and <i>strong</i> . |
| 5. Is it short or long? | It is <i>long</i> and <i>sharp</i> . |
| 6. What colour is its breast? | Its breast is <i>brown</i> . |
| 7. How are its wings and tail? | They are <i>blue</i> . |
| 8. What is the shape of its body? | Its body is <i>full</i> and <i>round</i> . |
| 9. Is it afraid of boys? | It is <i>afraid</i> . |
| 10. Is it shy? | It is <i>shy</i> . |
| 11. Is its hole big? | No, it is <i>long</i> and <i>narrow</i> . |
| 12. Is it straight? | No, it is not <i>straight</i> at all. |
| 13. What is the inside like? | The inside is very <i>wide</i> . |

The words "long," "big," "small," "shy," "straight," "narrow," etc. all tell us what a thing is like, or they tell us what kind of a thing it is. These words are called **Adjectives**.

Review the following adjectives:—

(p. 62) mild, still, calm, sweet, dead, sad, soft, warm, beautiful; (p. 60) wise, brave, fair, kind, young, own, fierce, terrible, gentle, strong; (p. 56) dreadful, noisy, early, free; (p. 57) good, bad, crazy.

The verb "TO BE" is one of the most important verbs in English. We must know how to use it, and understand how it is used by others. It changes like any other verb. Learn this well.

<i>Present</i>	<i>Past</i>	<i>Present Perfect</i>
I am	I was	I have been
He is	He was	He has been
She is	She was	She has been
It is	It was	It has been
We are	We were	We have been
You are	You were	You have been
They are	They were	They have been

Study the following, and notice how this verb changes just like other verbs:—

How Other Verbs Change

I *come*.
 I *came*.
 I *have come*.
 I *shall come*.
 I *cannot tell* you.
 You *have not seen* him.
 They *will all like* him.
 You *must not talk*.
 You *shouldn't say* that.
 He *has to go*.
 You *needn't go*.
 I *want to tell* you.
 I *had told* him.
 A great storm *came*.

How "To Be" Changes

I *am* here.
 I *was* here.
 I *have been* here.
 I *shall be* here.
 I *cannot be* ready.
 He *has not been* told.
 He *will be* tired.
 It *must be* changed.
 I *shouldn't be* surprised.
 He *has to be* asked.
 You *needn't be* surprised.
 He *wants to be* told.
 He *had been* asked.
 It *was* terrible.

The verb "TO BE" is used to help form two important groups of verb-forms:—

(A) With the past participle (often with *-ed*) to form the **Passive Voice** (pp. 54, 55, & 64).

(B) With the present participle (always with *-ing*) to show that a thing is going on and so is not completed yet (p. 69). This is called the **Progressive Tense**.

Underline the changing forms of the verb "TO BE" in the following sentences:—

- (A)
1. I shall soon be tired.
 2. The student had been reported.
 3. Halcyone was changed.
 4. The mittens have been lost.
 5. The student will be reported.
 6. He will not be allowed to go.
 7. He has been told to go away.
- (B)
8. I am playing.
 9. He is writing a letter.
 10. I have been waiting.*
 11. They were preparing their lessons.
 12. We have been waking for him.*
 13. We shall be going soon.
 14. I shall be working tonight.
 15. He has not been listening.*
 16. It has been raining.*

Make some sentences with:—

shall be	has been	}	and verbs in <i>-ing</i> or past participles, using the examples on this page or on pp. 54, 55, 56, 57, 65 & 69.
will be	have been		
must be	has to be		
should be	can be		

group-s [gru:ps]

progressive [prɒ'gresiv, pro-] underline (ʌndə'lain)

* Explain that the form "have been —ing" indicates that an action was started some time ago, and is still going on now.

DIOGENES

PART ONE

1. Over two thousand years ago, there lived in Greece [grits], in the city (town) of Corinth ['kɔrinθ], a wise man called Diogenes [dai'ɔdʒinɪz]. He was *known* as Diogenes the Philosopher. Diogenes believed that men were most like the gods, or happiest, when they wanted **nothing**.

2. Diogenes lived a very simple life. He wanted *neither* a house *nor* clothing *nor* money. All he wanted was a tub, in which he sat *by day* and slept *by night*. When he wanted to move, he just rolled his tub to a new place.

3. He had thrown away his clothing, and had only one coarse garment. From his shoulder there hung a bag in which he kept his food. He used fingers as his fork, and a wooden bowl as his cup.

4. One day, he saw a boy drinking water out of his hand. "I don't need this bowl then, *either*," said Diogenes, and he threw away his wooden bowl, *and* so had still fewer things.

philosopher [fɪ'lɒsəfə]
 simple ['sɪmpl]
 neither ['neɪðə, 'ni:-]
 clothing ['klaʊdɪŋ]

tub [tʌb]
 move [mu:v]
 roll-ed [rould]
 coarse [kɔ:s, kɔ:s]

garment ['gɑ:mənt]
 wooden ['wʊdn]
 bowl [bəʊl]
 cup [kʌp]

throw [θrou]	know [nou]	few [fju:]	happy ['hæpi]
threw [θru:]	knew [nju:]	fewer ['fju:ə]	happier ['hæpiə]
brown [θraun]	known [noun]	fewest ['fju:ɪst]	happiest ['hæpiɪst]

EXERCISE

1. Who was Diogenes? (philosopher)
2. What city did he live in? (Corinth)
3. What did he believe? (believed)
4. Did he want a lot of things? (didn't)
5. How did he move? (rolled his tub)
6. What did he have? (had a gown, a bowl)
7. What did he keep in his bag? (kept his food)
8. What did he eat with? (ate with his fingers)
9. What did he use his fingers for? (as his fork)
10. What did he see one day? (saw)
11. Why did he throw away his bowl? (did not need)
12. Did he live like a beggar? (lived)
13. Did he want money? (did not want any)
14. What do we eat with? (chop-sticks and a bowl)
15. Do foreigners use chop-sticks? (don't)
16. What do they use at table? (a knife and fork)

gown [gaun]

chop-stick-s ['tʃɒpstɪks]

foreigner-s ['fɔ:rnəz]

Phonic Drill

- The long [u:]: loose [-s], lose [-z], move, blue, threw, flew.
 The short [u]: good, wood, wooden, should, look, took.
 The long [ju:]: few, knew, new, Tuesday, use, review, pupil.
 The long [ou]: no, know, bowl, clothing, roll, most, throw.
 [ɔ:] or [ɔə]: more, coarse, course, bore, poured, tore.

PART TWO



5. One day, Alexander the Great [ˈæliɡˈzɑːndə ðə ˈɡreɪt], who was a great king and who had conquered the whole of Greece, came to Corinth. He had heard many things about Diogenes. As soon as he came to Corinth, he *set out* to look for this wise man.

6. Diogenes was sunning himself in his tub, but he did not get up to receive the great king. “Is there anything you want from me? I will give you whatever you ask,” said the young king to Diogenes.

7. “Yes, there is one thing,” replied Diogenes. “Please *step aside* a little and *get out of* my sunlight.”

8. This made Alexander’s generals laugh. But Alexander said to them, “If I were not Alexander, I should like to be Diogenes.”

conquer-ed [ˈkɒŋkəd]

set out [ˈset ˌaʊt]

sun-ning [ˈsʌnɪŋ]

whatever [wəˈtevə, ˈhw-]

step (vb.) [step]

aside [əˈsaɪd]

sunlight [ˈsʌnlaɪt]

general-s [ˈdʒen(ə)rəlz]

Conversation

- A. Tell me how many things you need.
 B. I certainly need more things than Diogenes.
 A. What do you *put on* in the morning when you get up?

- B. First, I put on my socks and shoes when I get up. Then I put on my jacket and trousers. I wear thick cotton-padded trousers in winter, when it is very cold.
- A. Did Diogenes have *as many* clothes *as* you have?
- B. No; but I think Diogenes lived in a warm country like Greece. If he had lived in a cold country and had worn only one garment, I'm sure he would have been *frozen to death*.*
- A. What else do you have?
- B. I always carry a handkerchief. I think that is very necessary. Then sometimes I wear a long gown. Generally it's a blue gown.
- A. What else do you need?
- B. I need a lot of other things. I don't eat with my fingers. I eat with a bowl and a pair of chop-sticks.
- A. Do foreigners use chop-sticks, too?
- B. No, foreigners don't eat with chop-sticks. They use a knife and fork. Oh, yes, I need a desk, a chair, a nice house to live in and a nice, comfortable bed to sleep in, too. *Above all*, I need books. I don't think I could be happy without books.
- A. You cannot be a Diogenes, then?
- B. No, *I am afraid not*. I shouldn't be happy *at all*.

Study these words:—

Chop-sticks, bowl, shoes, socks, jacket, trousers, long gown, handkerchief, what else, above all

jacket ['dʒækɪt]	pair [peə]
cotton-padded ['kɒtn'pædɪd]	comfortable ['kɒmfɪtəbl]
necessary ['nesɪs(ə)nɪ]	happy ['hæpi]

wear	[weə]
wore	[wɔ:]
worn	[wɔ:n]

*If the students are puzzled by these tense-forms, explain that "had lived" and "would have been" are used for something that did not happen (subjunctive past):—"he lived," but "if he had lived;" and "was," but "would have been."

- A. Hullo, how are you this morning?
- B. I am not very well. I have a slight headache.
- A. Why, *what's the matter?* Have you caught cold?
- B. No, I haven't caught cold. I've slept too *much*.
- A. How *many* hours did you sleep last night?
- B. I slept twelve hours, from nine in the evening till nine this morning.
- A. *My, what a lot!* I AM surprised! Why did you sleep so long?
- B. I ate too *much* last night.
- A. How *many* bowls did you eat?
- B. Three and half.
- A. My goodness! You are a great eater and a great sleeper. *No wonder*, you are getting too fat.
- B. Now, now, that's MY own business. But tell me why do we say "many bowls" and "many hours"? Can we say "much bowls"? There is no difference in Chinese.
- A. That's very simple. We can count "one bowl," "two bowls," or "one hour," "two hours." So we say "many bowls," "many hours." Can we count "one water," "two water"? Can we say that in Chinese?
- B. No, indeed we can't. That *would be* nonsense.
- A. Well, for the things we can't count, we say "much." So we say "much water," "much time," "much air," "much work," "much practice."
- B. Is it so simple as *all that*? Now let me ask you a question. Why did you say *the other day* that I ate too *much* rice? Can't we count rice?
- A. That's quite right. We don't generally count the rice we eat, *though*, do we? So we ask a man whether he eats much or little rice. We think of rice as a *whole*. When we count it, we say "one grain," "two grains of rice." We

can also say "many pieces of paper," but "much paper" when we don't mean to count it.

B. But can we say "I want *much* rice"?

A. No, we say, "I want *very much* rice," or "a lot of rice," but "there isn't *much* rice left." We don't generally use "much" and "many" alone except in questions and negative sentences. We usually say "very many," "a great many," "so many," "too many," etc.*

Uncountables

very much	money
so much	time
too much	room (空地)
a little	paper
only a little	rice
very little	hair
so little	air
too little	work
how much	water
how little	trouble
have you much	sleep
is there much	food
was there much	to eat
there isn't much	to read
it won't be much	to learn
there's not much	to see

Countables

very many	dollars
so many	rooms (房間)
too many	days
a great many	weeks
a good many	bowls
a few	lessons
only a few	books
very few	words
quite a few	idioms
so few	rules
how many	beds
how few	drops of water
have you many	grains of rice
are there many	pieces of paper
there aren't many	hours of work
there won't be many	things to do

A lot of

"A lot of," "lots of," "a whole lot of," "quite a lot of" are very common idioms. They can be used instead of "much" and "many" for *both* countable *and* uncountable words.

goodness [ˈɡʊdnɪs]

fat [fæt]

though [ðəʊ]

grain-s [ɡreɪnz]

usually [ˈjuːʒu(ə)li]

countable-s [ˈkaʊntəblz]

uncountable-s [ˌʌnˈkaʊntəblz]

drop-s [drɒps]

* Compare the Chinese use of 多. We usually say 很多, 太多, 不多, 人不多, 不多, but seldom use 多 alone. The same is true of the words "little," "few," "far" and "near."

Study the following useful expressions. Learn to use them correctly.

a few (有一些)

I have *a few* things to do still,
so I can't go with you.
I know *a few* friends who
will help me.
You have *a few* mistakes, but
never mind.
Give me *a few* books. I
want to read.
I have seen *a few* boys who
study all day.

a little

I have *a little* money. Take
what you want.
Doesn't he care *a little* for
her?
You can say something. Talk
a little.
Yes, I do smoke *a little*.
He knows *a little*, but doesn't
talk about it.

not a

He hasn't *a* cent.
Don't say *a* thing about it.

very few¹ } (很少)
only a few }

I have *very few* things to do,
so I have plenty of time.
I have *very few* friends here.
Please help me.
There are *very few* mistakes.
It's very good.
He reads *very few* books.
He is too lazy.
Very few boys are like you.

very little¹
only a little

I have *very little* money. So
I can't lend you any.
Yes, but she cares *very little*
about him.
There's *very little* to be said.
What can I talk about?
If he does smoke, it's only
very little.
She knows *very little*, but
talks a whole lot.

no

He has *no* money.
Say *nothing* about it.

lend [lend]

¹Besides "very little," "very few," we can use "hardly any" [hɑ:dli 'eni] and "scarcely any" ['skɜ:slɪ 'eni], as "There are scarcely any (=very few) mistakes."

Don't tell *a* soul about it.

He has seven sisters, and *not a* single brother.

a great deal of²
a good deal of

He wastes *a great deal* (a lot) of his time.

He writes *a great deal*.

You do *a great deal* of thinking.

too much
so much
not much

Thank you *so much*.

He works *too much* altogether.

Do you like his ways? *Not much*.

Am I asking *too much* from you?

too little
so little

You know *so (too) little* about the place.

You have *so (too) little* sense.

Tell *no* one. Let *no* one know.

He has seven sons, but *no* daughter.

a great number of²
a good number of

He sleeps *a number* (a lot) of hours everyday.

He wrote *a number of* books.

You have *a great number of* ideas.

too many
so many
not many

So many thanks.

He has *too many* things to do.

I *don't* like *many* of the things he said to me.

No; but you have asked me *too many* times.

too few
so few

You know *so (too) few* people around here.

You understand *so (too) few* things.

soul [soul]

waste-s [weɪstɪs]

altogether [ɔːltoʊgəðə, -to-]

²As we have seen, "a lot of" and "a whole lot of" may be used for both cases, as "a lot of time" and "a lot of hours," etc.

THE MONKEY AND THE CAT

1. Long, long ago there lived two thieves—a cat and a monkey. One day the Monkey found some chestnuts in a fire. He wanted to eat the chestnuts, but he was *afraid of* burning his hand, so he took the Cat to the fire, and said:

2. “Look, here is a fine dinner for us. I have found these chestnuts, but your claws are sharper than mine. So if you will pull them out of the fire, we will have a grand dinner together.”

3. The Cat *agreed to* it, and began to pull the chestnuts out of the fire. She burnt her paw *every time* she pulled a chestnut out. “But,” she thought to herself, “*never mind*, the dinner I am going to have will fully *compensate for* all the pains.” So she went on pulling *more and more* chestnuts out of the fire. When she had finished her work, she *turned round* and looked, and what did she find? The Monkey had eaten them all!

EXERCISE

1. What is a thief?
2. A thief is one who steals.
3. Do cats and monkeys often steal?
4. Yes, that is why we call them thieves.

5. What did these two thieves *try to* steal?
6. They tried to steal some chestnuts which the Monkey found in the fire.
7. Why did the Monkey ask the Cat to pull out the chestnuts?
8. Because he was afraid of burning his hands, and so he tried to make the Cat *bear the brunt*.
9. Did the Cat agree to pull the chestnuts out of the fire *in order to* share the grand dinner?
10. Yes, *that's why* she burnt her paws.
11. What did she think when her paws were burnt?
12. She thought: "Oh, *never mind*, I shall soon be compensated by the delicious dinner."
13. But did she get her delicious chestnuts?
14. Oh no, she was *fooled by* the Monkey, who ate them all.
15. Now we *speak of* a man who bears the brunt for some one else as "cat's-paw."
16. Don't let others make a cat's-paw of you.

monkey ['mʌŋki]
 chestnut-s [tʃɛɪnʌts]
 dinner ['dɪnə]
 pull [pʊl]
 grand [grænd]
 agree [ə'grɪ:]

paw [pɔ:]
 fully ['fʊli]
 compensate-d [kəm'pensetɪd]
 pain-s [peɪnz]
 more and more ['mɔ:ən'mɔ:]

delicious [dɪ'lɪʃəs]
 ate [eɪt, et], pr. eat
 bear the brunt ['beə ðə 'brʌnt]
 share [ʃeə]
 cat's-paw ['kæts'pɔ:]

PANDORA

PART ONE

1. Long, long ago, there lived two brothers. The older one was called Prometheus [prə'mi:θju:s], or Forethought, who was always thinking about tomorrow and *the time to come*. The younger one was called Epimetheus [epi'mi:θju:s], or Afterthought, because he was always thinking of yesterday and the past times. They were sons of Titans ['taitənz], a *race of tall, strong men, who fought against Zeus [zju:s], the god who lived with his friends on the top of a high mountain.*

2. Prometheus was a good man, and he wanted to help men. He brought fire to men from the sun, and taught men how to build houses, how to tame *sheep and cattle*, how to *grow grain*, and many other things.

3. Now when Zeus heard that Prometheus had taught men these useful things, he was very angry, for he thought men would know *too much*. So he *thought of a plan* to make men suffer, because they were so clever now.

4. One day, he told his blacksmith, Vulcan ['vʌlkən], to take a piece of clay and *make it into the form of a woman*. Vulcan did *as he was told*, and when he had finished, he took it to Zeus. It was very much like a living woman, and it had a form *more beautiful than any woman that ever lived*.

5. "Come now," said Zeus to his friends, "Let us each *give a gift to this woman*." And Zeus first gave her life, *so that the woman began to live*. Then others all gave her something. One gave her beauty; another gave her a sweet voice; another gave her good manners; and another gave her a kind heart; still another gave her skill in the useful arts. And they named her Pandora [pændə:rə], which means "having all gifts."

6. Pandora was *so* beautiful and *so* clever *that* no one who had seen her *could help* loving her. Then Zeus sent his messenger Mercury ['mæ:kjuəri] to take her down to the earth.

forethought ['fɔ:θɔ:t]
 afterthought ['ɑ:tə'θɔ:t]
 race [reɪs]
 fall [fɔ:l]
 fought [fɔ:t], or. fight
 mountain ['maʊntɪn]
 tame [teɪm]

cattle ['kætl]
 plan [plæn]
 suffer ['sʌfə]
 blacksmith ['blæk-smɪθ]
 clay [kleɪ]
 gift [gɪt]

beauty ['bjʊti]
 manners ['mænəz]
 skill [skɪl]
 arts [ɑ:t]
 messenger ['mesɪndʒə]
 earth [ɜ:θ]

Present Participle

Notice that sometimes a verb is used as an adjective.

live (活) — living (活的)		love (愛) — loving (戀愛的)
burn (燒) — burning (燃燒的)		sleep (睡) — sleeping (睡覺的)

She is now <i>living</i> .	A <i>living</i> woman.
The candle is <i>burning</i> .	A <i>burning</i> candle.
The father is very <i>loving</i> .	A <i>loving</i> father.
The beauty is <i>sleeping</i> .	A <i>sleeping</i> beauty.

When a verb is used as an adjective and has an "-ing," it is called a **Present Participle**.

Study the following words: —

live (vb.) — *life* (n.) *give* (vb.) — *gift* (n.).

ever, never, always, often, seldom, sometimes

- This is the most beautiful woman I have *ever* seen.
- This is the most wonderful story I have *ever* read.
- Have you *ever* heard this story before? *Never*.
- Have you *ever* met this man before? No, *never*.
- I have *never* been there yet.
- He is *never* in the room; he is *always* out.
- He is *often* out; he is *seldom* in.
- Do you *ever* go to see him? I don't *often* go to see him. I *seldom* go there.
- Sometimes* C prepares his lessons, *sometimes* he doesn't.



PART TWO

7. When Mercury came to the earth, he met the younger brother Epimetheus first, and he said: "Epimetheus, here is a beautiful woman, whom Zeus has sent to be your wife."

8. Epimetheus had often been warned by his brother not to *take any gift* from Zeus. But when he saw the beautiful Pandora, he was *so charmed that* he forgot all about what his brother had said, and took her home to live with him and be his wife. Even Prometheus was *quite pleased*, when he saw her.

9. Pandora had brought with her a box, which Zeus had given her, and which, Zeus said, contained many precious things. But Athena [ə'ti:nə], the queen of the air, who was good and wise, had secretly told her never to open it.

10. "This must be a box of jewels," thought Pandora to

herself. "But why did Athena tell me not to open it?" *The more* she thought about it, *the more* she wanted to open the box, and everyday she looked at the box, and was just going to open it, *when* she thought of what the good and wise Athena had told her and stopped.

warn-ed [waɪnd]
charm-ed [tʃɑ:md]
contain-ed [kən'teɪnd]

precious [ˈpreʃjəs]
queen [kwi:n]

secret-ly [ˈsi:kri:tlɪ]
jewel-s [ˈdʒu:(s)ɪlz, -(ə)lɪz]

The ending "-ful"

Do you see how some adjectives are made from nouns?

wonder (詫異) — wonderful (詫異的)		use (用處) — useful (有用的)
beauty (美觀) — beautiful (美觀的)		skill (巧藝) — skilful (精巧的)

No *wonder* you are so fat.

She is a *great beauty*.

What is the *use*?

He has *great skill*.

The story is *wonderful*.

She is *beautiful*.

It is *very useful*.

He is *very skilful*.

when

1. Prometheus was very glad, *when* he saw Pandora.
2. Epimetheus was quite charmed, *when* he saw her.
3. What shall I do, *when* the teacher comes?
4. Will you be here, *when* I come again?
5. I was not at home, *when* he came.
6. *At what time* are you coming?
7. I am coming *at the time* we arranged.
8. I shall come, *when* you call for me.
9. I shall come, *whenever* it is convenient for you.

ending [ˈendɪŋ]
skilful [ˈskɪlf(ʊ)]

arrange-d [ə'reɪndʒd]

convenient [kən'veɪnjənt]

PART THREE

11. Pandora began to think to herself how beautiful she would look *with* these precious jewels *on*, for she felt certain now they were jewels. "It will *do* no *harm*, if I take just a little peep," thought Pandora.

12. So Pandora took down the box and began to open the lid just a little, when *all of a sudden*, *thousands and thousands* of thin, long, ugly-faced creatures rushed out of the box. They flew about from the room and out into the open air, and *at last* disappeared into the homes of men. They were diseases and cares, for *up to now* men had not known what it was to be ill.

13. Pandora was so frightened that she *did not know what to do*. But she quickly shut up the box again, and *by chance* one creature was left inside, while all the others had flown. This was Foreboding. *It was well* for men that he stayed inside, for if he had flown out with the others, men would know what was going to happen to them, and then they would never *be able to* live in peace *for a moment*.

14. This is how Zeus made men more unhappy than they had been before Prometheus taught them so many useful things, and how worries and diseases came into this world.

harm [hɑ:m]

peep [pi:p]

lid [lid]

all of a sudden [ɔ:ləvə'sʌdn]

ugly-faced ['ʌglɪ'feɪst]

creatures ['kri:tʃəz]

rushed [rʌʃt]

diseases [dɪ'zi:zɪz]

chance [tʃa:ns]

foreboding [fɔ:'bɔ:ndɪŋ]

unhappy [ʌn'hæpi]

worries ['wɜ:rɪz]

They are diseases
and cares.



more . . . than

1. Men were *more* unhappy *than* before Prometheus taught them how to make fire.
2. Pandora was *more* beautiful *than* any other woman.
3. Prometheus was *more* careful *than* his brother.
4. He knew *more than* his brother.
5. I know *no more than* you do.
6. That is all he knows. He doesn't know *much more than* that.
7. *What more* does he know? Does he know *any more?*
8. That's all he knows, and *no more*.

less . . . than

9. Men are not so happy now. They are *less* happy *than* before.
10. The other women were *less* beautiful *than* Pandora.
11. Epimetheus was *less* careful *than* his brother.
12. He knew *less than* his brother.
13. I know *less than* you do.
14. There are *less (fewer)* students here *than* yesterday.
15. I don't want so much. Can you give me *a little less?*
16. I will give you what you need, *no more* and *no less*.
17. Is that *less than* what you had yesterday?

so . . . as**as . . . as**

18. Men are not *as (so)* happy now *as* they were before.
19. The other women were not *as (so)* beautiful *as* Pandora.
20. Epimetheus was not *so (as)* careful *as* his brother.

21. He did not know *as (so) much as* his brother.
22. I don't know *so much as* you do.
23. I like it *as much as* you do.
24. There are not *so many* students here *as yesterday*.
25. Take *as much as* you like.
26. Go *as quickly as* you can.
27. We will begin, *as soon as* you are ready.
28. I am not *so clever as* my brother.

-er . . . than

29. Prometheus was *wiser than* his brother.
30. Pandora was *fairer than* any other woman.
31. Prometheus was *cleverer than* his brother.
32. Men were *happier* before. They are not so happy now.
33. This lesson is *easier than* that.
34. This 'Loy is *lazier than* that one.

wise	strong	fair	quick	large	small
wiser	stronger	fairer	quicker	larger	smaller
wisest	strongest	fairest	quickest	largest	smallest
clever	narrow	lazy	happy	easy	funny
cleverer	narrower	lazier	happier	easier	funnier
cleverest	narrowest	laziest	happiest	easiest	funniest
useful	important	unhappy	precious		
more useful	more important	more unhappy	more precious		
most useful	most important	most unhappy	most precious		

<i>more</i>	<i>most</i>	<i>less</i>	<i>least</i>
-------------	-------------	-------------	--------------

1. Words of one syllable use *-er, -est*.
2. Words of two syllables use generally *-er, -est*, but sometimes *more, most*.
3. Words of three or more syllables use generally *more, most*, and very seldom *-er, -est*.

I

CHO-SZE: Look here, Chi-hsiang. Are you going out now?

CHI-HSIANG: Why, yes. What do you want?

CHO-SZE: Would you do something for me? I am so hungry. I want something to eat.

CHI-HSIANG: Why don't you come with me, if you are really hungry?

CHO-SZE: I *should like* to go very much, but I haven't time. I am going to prepare my lesson before supper. Will you just buy a few things for me? Here's a dollar note.

CHI-HSIANG: What shall I buy?

CHO-SZE: Buy me forty cents' worth of cakes, twenty cents' worth of oranges, and some sugar-cane, besides.

CHI-HSIANG: You seem to like sugar-cane very much.

CHO-SZE: Ra—ther. I love it. *So long! Much obliged.*

CHI-HSIANG: So long!

II

CHI-HSIANG: Hullo, don't work so hard. Look here. I have brought these things for you.

CHO-SZE: Oh, that's nice! How quick you've been! You've *hardly* been gone twenty minutes.

CHI-HSIANG: Yours was a bad dollar note. So I paid for your things first. These oranges are rather big, and they are only seven cents each. Cheap, aren't they? And these cakes are forty cents, as you said.

CHO-SZE: How much do I owe you? How much does it *come to* altogether?

CHI-HSIANG: Let me see, I *hardly* know myself. These sugar-canes are three and half cents each. That makes fourteen cents. And these oranges are seven cents each, and three times seven will be twenty-one. Twenty-one cents plus fourteen cents *is equal to* thirty-five cents. So add that forty cents for the cakes, and it will make seventy-five cents.

CHO-SZE: Take this dollar note, and give me the change tomorrow. I like the oranges. They are *much bigger than* the last I had, and not so expensive. The canes are nice and cheap, too, cheaper than those I got last time.

CHI-HSIANG: I have no change *at present*. You'd better keep the dollar note, and give me the money when you go out tomorrow.

\$0.50 = half a dollar; fifty cents.

\$1.00 = one dollar.

\$1.50 = one dollar and half.

\$1.75 = dollar seventy-five.

\$1.05 = dollar and five cents.

\$1.20 = dollar twenty (cents).

\$3.10 = three dollars and ten cents.

\$2.50 = { two fifty.
two dollars and half.

\$5.00 = five dollars.

shopping [ʃɒpiŋ]

worth [wɜ:θ]

sugar-cane, -s [ʃʊəkjəin, -z] owe [əʊ]

paid [peɪd], pr. pay

cheap [tʃi:p], cheaper

[tʃi:pə]

plus [plʌs]

equal [i'kwɔ:l]

expensive [iks'pensɪv]

you'd [ju:(:)d] = you had

DEUCALION AND PYRRHA

PART ONE

1. In the very early days of the world, long, long before our history began, it rained harder than it had ever rained before—harder than we have ever seen it rain *in our life*. It rained *day after day, week after week, and month after month*. The sun never shone any more, and there was *nothing but* dark clouds in the sky and water on the earth. There was water everywhere, water in the air, water on the hills and in the fields, and water in the streets and houses *even*.

2. And still it went on raining and raining and raining. It rained *so hard that* the hills began to fall, the rivers began to swell, and the seas began to rise. Higher and higher the water rose; it covered the fields, it covered the streets, and it flooded the houses. Men climbed to the house-tops and up the trees, but the water soon reached them. Some climbed up *onto* the hill-tops, but the water soon reached them there, too. Wherever men looked, there was *nothing but* water, water, water, and they cried: "Oh, we shall all soon be drowned!"

3. No one *was prepared for* this except Deucalion [dju:'keilion] and his wife Pyrrha [pi:ra]. Deucalion was the son of Prometheus. His father had told him:

"*The day is coming when Zeus will send a flood to destroy all the people of the world. Be sure that you are ready for it, my son.*"



EXERCISE

1. It rained here. It rained there. It rained everywhere.
2. Where was the water?

on the hills	in the houses
in the fields	in the air
over the tree-tops	in the sky
over the tops of the houses	on the earth
3. How long did it rain?

for a very long time	for three months
for weeks and weeks	for a great many days
for months and months	for such a long time
4. Does it often rain nowadays?

no, not often	several times a week
seldom, very seldom	several times last week
rather often	once every three days
very, very often	two or three times a week
quite often	all the time
extremely often	without stopping

history ['hɪst(ə)rɪ]
 everywhere ['evri(:)weɪd]
 swell [swel]
 flood-ed ['flʌdɪd]
 climb-ed [klaɪnɪd]

house-tops ['haʊstɒps]
 onto [ɒntə]
 hill-tops ['hɪltɒps]
 flood (n.) [flʌd]

destroy [dɪ'strɔɪ]
 tree-tops ['tri:tɒps]
 nowadays ['naʊədeɪz]
 extremely [ɪk'stri:mli]

PART TWO

4. And so when the rain came, Deucalion took out a boat, which he had made exactly *for this purpose*. He called Pyrrha, his beautiful wife, into the boat, and they two sat in the boat, and allowed it to float *wherever it pleased*. *Day and night*, they sat there for a long, long time. They could not tell for how many days, for new everyday was the same, and they could see no hills, no trees, no land, no people, and no animals *nothing except* themselves and the water in the whole world.

5. At last the rain stopped. The sky began to *clear up*, and the water began to sink and *run off* into the sea. Soon they *found* their boat lying on the top of the mountain Parnassus [pɑ:'næsəs], and Deucalion and Pyrrha stepped out upon the dry land. Oh, how glad they were to see land again! They *saw* the water running down from the hills and valleys, and then the houses and trees appeared again.

6. But they were alone. As they came out from the boat, they were both happy and sad, to think that they were now the only persons in the world. When they had gone a *little distance* they met Mercury, and they *knew* him by the wings on his shoes.

7. "Is there anything you *wish for*?" Mercury asked. "Tell me, and you shall have *whatever you desire*."

boat [bɔ:t]
purpose ['pɜ:pəs]
float [flaʊt]

sink [sɪnk]
step-ped [stept]
valley-s ['vælɪs]

appear-ed [ə'piəd]
desire [dɪ'zaɪə]

wherever

1. The boat floated *wherever* it pleased.
2. *Wherever* there is a stream of water with fish in it, there you may look for the kingfisher.
3. *Wherever* Deucalion went, Pyrrha followed him.
4. Pyrrha said, "*Wherever* you go, I will go also."

whatever

5. "*Whatever* you ask, I will give you," said Alexander to Diogenes.
6. I will do *whatever* you say.
7. I will do *whatever* you wish.
8. I will give you *whatever* I have.
9. He will do *whatever* he likes.
10. *Whatever* you do, don't tell him this. *No matter what* you do, think of your mother first.

whenever

11. I will come *whenever* it's convenient for you.
12. You may come *whenever* you like (please). You may come *any time*. You may come just *when* you please.
13. The kingfisher flies away *whenever* it sees a man.
14. *Whenever* you come near the kingfisher, it flies away immediately.

EXERCISE

Make sentences with the following words and phrases (see Lessons 41, 42):—

when	often	at the time I saw him
ever	always	whenever [-'nevə]
never	seldom	whatever [-'tevə]
sometimes	at that time	wherever [-'hevə]

PART THREE

8. "We should like, above all," said Deucalion to Mercury, "to see this land *full of* people again."

9. "Go down the mountain," said Mercury, "and as you go, cast the bones of your mother over your shoulders behind you." *With these words*, he leaped into the air, and was seen no more.

10. "What did he mean?" asked Pyrrha.

11. "I don't know, *I am sure*," said Deucalion. "But let us think a moment. Who can be our mother, if it's not Mother Earth, from whom all things have sprung? And yet what could he mean by the bones of our mother?"

12. "Perhaps he means the stones of the earth. Let's go on down the mountain, and as we go, let's pick up the stones we see *on our way* and throw them over our shoulders behind us."

13. "That's a rather silly thing to do, and yet *there's no harm in trying it*," said Deucalion.

14. And so they *walked on*, down the steep side of Mount Parnassus, and as they went, they picked up the stones *on their way*, and threw them over their shoulders behind them, and, *strange to say*, the stones which Deucalion threw *turned into* full-grown men, tall and strong and handsome; and the stones which Pyrrha threw behind her turned into full-grown women, lively and fair to look at.

15. When at last they reached the plain, they *found themselves* at the head of a *company of* strong men and fair



women all following them. So Deucalion became their king, and Pyrrha became their queen, and they made their people very happy. And they had a son, who was called Hellen [ˈhɛlən]. So they called their country Hellas [ˈhɛləs] (希臘), and the people Hellenes [ˈhɛliːnz], *after their son*. But to-day we speak of them in English *more often* as Greeks, and call their country Greece.

cast [kɑ:st]

leap-ed [li:p, lept]

pick [pɪk]

silly [ˈsɪli]

steep [sti:p]

mount [maʊnt]

strange [ˈstrændʒ]

full-grown [ˈfʊlˈgrəʊn]

lively [ˈlaɪvli]

plain [ˈpleɪn]

company [ˈkʌmpəni]

EXERCISE

1. As *you* go, throw the bones of *your* mother over your shoulder behind *you*.
2. As *we* go, let's throw the bones of *our* mother over our shoulders behind *us*.
3. As *I* go, I will throw the bones of *my* mother over my shoulder behind *me*.
4. As *they* went, they threw the bones of *their* mother over their shoulders behind *them*.
5. As Pyrrha went, *she* threw the bones of *her* mother over her shoulder behind *her*.
6. As Deucalion went, *he* threw the bones of *his* mother over his shoulder behind *him*.

cast

throw

grow

spring

sink

cast

throw

grew

sprang

sank

cast

thrown

grown

sprung

sunk

13, Wan-fu-chih Street,
Swatow,
Mar. 28, 1937.

Dearest Mother,

It is more than a month since school began. I have already written to you several times. I hope the letters reached you safely. Your last letter, dated March 1st, was received a few days ago. I was so glad to hear that everybody at home was all right. But you didn't tell me how father is getting on.

So Auntie Hsiu-tseng is married off at last. I am really glad for her sake. Send me a picture of her husband, because I very much want to know what he looks like.

There are lots to do at school. I am always busy, honestly. I do think of you all the time, but when I am very busy, then I don't think of you so much. I don't know why. But there is always enough to do here. Oh, mother, you should hear one of the stories we have just learnt in our English book. It is a Greek story. I've never heard any story like it. Did you ever hear about a woman called Pandora, who opened her box and let fly thousands and thousands of diseases and cares and suddenly shut up the lid so that only Foreboding was left inside?

I don't like Pei-teh, although he comes from Tingchow, too. He is always borrowing money from me.

Now I must stop with heaps of kisses to you and Pao-pao.

Yours affectionately,

Mien-chung

Swatow [swɑ:təu]

date-d [dɛiti]

auntie [ˈauntɪ], aunt [aunt]

rich [ritʃ]

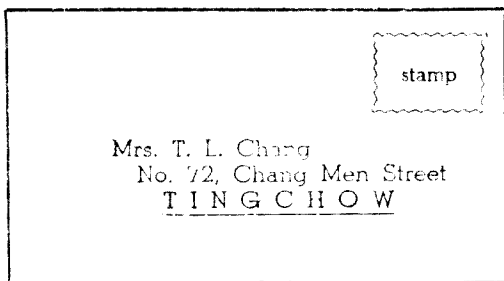
honestly [ˈɒnəsti]

borrow-ing [ˈbɒrəʊɪŋ]

heaps [hi:pz]

affectionately [əˈfekʃənəli]

Wan-fu-chih Street = 萬福寺街; Hsiu-tseng = 秀貞; Pei-teh = 培德; Tingchow = 汀州; Pao-pao = 寶寶.



Writing a Letter

In writing an English letter, we always write first our own address at the right-hand top corner, and then the date. Then we write "My dear So-and-So" at the left, and begin the letter on the next line a little below that.

At the end, we write "Yours sincerely," or "Yours very sincerely" (to familiar friends), or "Yours lovingly" or "Yours affectionately" (to one's own mother or brother), and then *sign* our name below at the right-hand side.

Then we write the *address* on the *envelope* (we *address* the letter). We always write the person's name first, then the house number and the name of the street on the next line, a little to the right, and then the name of the city on the next line.

If it is an important letter, we *register* it (send it as a *registered* letter). If we want it to go quickly, we send it as an *express* letter.

stamp [stæmp]	sincerely [sɪn'sɪəli]	envelope ['envɪləʊp]
address (n. & vb.) [ə'dres]	familiar [fə'mɪljə]	register ['redʒɪstə]
right-hand [raɪt'hænd]	lovingly ['lʌvɪŋli]	express (adj.) [ɪks'pres, eks-]
So-and-So ['səʊən'səʊ]	sign [saɪn]	

Chang Men Street = 長門街.

72, Chang Men St.,
Tingchow,
Apr. 13, 1937.

Dear Sonny,

I was very glad to get your letter. But as you did not put enough stamps on, I had to pay to get it. Don't forget to put enough stamps on next time. Remember it is five cents for an ordinary letter.

Spring is coming now, and the two peach-trees in our garden are in full bloom. I know how glad you would be if you were here. We've got a very big melon about the size of the moon; it was quite small when you left. I am keeping it for you, until you come home next month.

Last week little Pao-pao was ill with measles, and a bit of a cold, besides. She coughed day and night. We put her in the south room, and had to keep all the windows shut, and I had to sit with her day and night. I showed her your letter and she asked me when you were coming home. Now the cough is better, and the doctor says it will soon be gone.

The weather is very changeable, and you must always have enough on, and always take a bath after games when you get very hot, and always keep your hands and finger-nails clean so that I needn't be ashamed of you. I am making you some underclothes, and will send them to you soon.

Father is in bed as usual, but he isn't eating quite so much these days. If Pei-teh is not a good boy, don't go about with him too much. Always keep your money well locked up.

Yours with love,

Mother.

sonny ['sɒni]
ordinary ['ɔ:dɪnri]
peach-tree-s ['pi:tʃ'tri:z]
bloom [blu:m]
size [saiz]

measles* ['mi:zlz]
bit [bit]
cough-ed [kɔ:ft, kɔ:ft]
cough [kɔ:t, kɔ:t]
doctor ['dɔ:ktɔ]

changeable [tʃeɪndʒəbl]
ashamed [əʃ'eɪmd]
underclothes ['ʌndə'kləʊðz]
usual ['ju:ʒu(ə)l]
lock-ed [lɔ:kt]

* Always plural; but the plural form can be used as a singular, as "Measles is a common children's disease."

Memory Work

- (1) Spring is here.
Spring is here.
Where is it?

It is in the hills.
It is in the fields.
It is in the villages.

'sprɪŋz 'hiə.
'sprɪŋz 'hiə.
'weərɪzɪt?

ɪtsɪn ðə 'hɪlz.
ɪtsɪn ðə 'fi:ldz.
ɪtsɪn ðə 'vɪlɪdʒɪz.

—A Japanese Folk-Song.

- (2) It is the first mild day of March,
Each minute sweeter than before;
The redbreast sings from the larch
That stands beside our door.

—William Wordsworth ['wɪliəm 'wɔ:dzwɔ:θ].

ɪt ɪz ðə 'fɔ:st 'maɪld 'deɪ əv 'mɑ:ʃ,
'ɪ:ʃ 'mɪnɪt 'swi:tə ðən bɪ'fɔ:
ðə 'redbrɛst 'sɪŋz frəm ðə 'lɑ:ʃ
ðət 'stændz bɪ'saɪd əwə 'dɔ:.

- (3) A little learning is a dangerous thing!
To err is human; to forgive, divine,
True ease in writing comes from art, not chance;
As those move easiest who have learned to dance.

—From "Essay on Criticism," by Edgar Allan Poe ['edʒə 'ælən 'pəʊ].

village-s ['vɪlɪdʒɪz]
folk-song ['fəʊksɒŋ]
redbreast ['redbrɛst]
larch [lɑ:ʃ]

dangerous ['deɪndʒəs]
err [ə:
human ['hju:mən]
forgive [fə'gɪv]

ease [i:z]
dance [dɑ:ns]
essay [e'seɪ, 'ere]
criticism ['krɪtɪsɪzəm]

China [tʃaɪnə]	Chinese [tʃaɪ'nɪz, 'tʃ-, -'tʃ-]
Japan [dʒə'pæn, dʒ-'pæn]	Japanese [dʒæpə'nɪz, 'tʃ-, -'tʃ-]
America [ə'merɪkə]	American [ə'merɪkən]
The United States [ðə ju:'naɪtɪd 'steɪts]	
Germany [dʒɔ:məni]	German [dʒɔ:mən]
France [fræns]	French [frentʃ]
England ['ɪŋɡlənd]	English ['ɪŋɡlɪʃ]
Soviet Russia ['sɒvjət 'rʌʃə]	Soviet ['sɒvjət] or Russian ['rʌʃən]
Italy ['ɪtəli]	Italian [ɪ'tæliən, -jən]
Spain [speɪn]	Spanish ['spæɪnɪʃ]
India ['ɪndiə, -dɪə]	Indian ['ɪndiən, -dɪən]
Greece [ɡri:s]	Greek [ɡri:k]
Rome [roum]	Roman ['roumən]

These are names of countries. Names of places and persons (like John, Cho-sze, Mary) are **Proper Nouns**. We always begin proper nouns with capital letters. The second column gives the adjectives made from these nouns.

This is <i>China</i> .	A <i>Chinese</i> book.
This is <i>England</i> .	The <i>English</i> language.
Look at <i>Japan</i> !	<i>Japanese</i> soldiers.
Go to <i>Germany</i> .	<i>German</i> science.
Born in <i>America</i> .	<i>American</i> gold.
Visit <i>Russia</i> .	<i>Russian</i> literature.

We also generally use these adjectives as nouns to speak of the peoples and their languages. Thus we say, "I am a Chinese," "He knows German," "The Japanese in Shantung." But in the case of English, French, and Spanish people, we say "an Englishman," "a Frenchman" and "a Spaniard."

proper ['prɒpə]	gold [ɡəʊld]	case [keɪs]
soldier-s ['səʊldɪəz]	visit ['vɪzɪt]	Englishman ['ɪŋɡlɪʃmən]
science ['saɪəns]	literature ['lɪtərɪtʃə, -rə-]	Frenchman [frentʃsmən]
bear [beə], pr. bear	thus [ðʌs]	Spaniard ['spæniəd]

The Slur-Vowel [ə]

The slur-vowel is so important that you must learn it well. In every line or sentence of English, there are generally four or five places when this vowel occurs.

The slur-vowel is an unclear sound, as "a" in "again," "about" [ə'geɪn, ə'baʊt], or "you and I" [ju:ənd aɪ], or "o" and "e" in "of the king" [əvðə'kɪŋ].

(1) There are sounds which are always slurred. It would be wrong to pronounce these sounds in other ways:

German	[-mən]	not	[-mæn]	pardon	[-dən, -dn]
Englishman	[-mən]	not	[-mæn]	lesson	[-sən, -sn]
American	[-kən]	not	[-kæn]	cotton	[-tən, -tn]
Japan	[-dʒə'p-]	not	[dʒæ'p-]	common	[-mən]
England	[-lənd]	not	[-lænd]	distance	[-təns, -tns]
Roman	[-mən]	not	[-mæn]	nuisance	[-səns, -sns]
America	[ə-, -kə]	not	[a-, -ka:]	husband	[-bənd]
India	[-diə]	not	[-di:ə]	thousand	[-zənd, -znd]
probably	[-ləb-]	not	[-lə:b-]	moment	[-mənt]
several	[-rəl]	not	[-rɑ:l]	patient	[-shənt]
animal	[-mə]	not	[-ma:]	nonsense	[-səns, -sns]
bottom	[-təm]	not	[-tɒm]	woman	[-wɒm]
handsome	[-səm]	not	[-sɒm]	expression	[-fən, -fn]

(2) Some words are slurred when they have no accent, and when spoken quickly. They are not slurred when spoken slowly or alone, or when accented.

can	[kæn]	but	I can see	[ɪ kən 'si:]
have	[hæv]	but	have you	[hæv ju:]
and	[ænd]	but	you and I	[ju: ənd aɪ]
the	[ði:]	but	the boy	[ðə 'bɔɪ]
a	[ə]	but	a boy	[ə 'bɔɪ]
shall	[ʃæl]	but	I shall go	[aɪ ʃəl 'ɡəʊ]
to	[tu:]	but	come to me	['kʌm tə 'mi:]
from	[frɒm]	but	from here	[frəm 'hɪə]

(3) Don't slur every sound. For instance, we never slur accented vowels, or the words "not" and "on."

MR. TING: Hullo, I have been waiting for you *for ages*.

MR. MA: I am so sorry. How long have you been waiting?

MR. TING: I have been here *the whole morning*.

MR. MA: *Nonsense!* Exactly, how long have you been here? Since when?

MR. TING: I have been waiting *fully* an hour, since quarter past ten. And now look at my watch.

MR. MA: Why, it's only five past eleven. Not quite an hour. From quarter past ten to five past eleven is only fifty minutes.

MR. TING: Well, what train are you going to take?

MR. MA: I am going to take the eleven forty-five (11.45). I *meant to* take the ten thirty-one (10.31), but it is too late now. Let me see. I have about forty minutes still. Will you *look after* these things for me? I'm running over to buy some cigarettes.

MR. TING: You'd better hurry. How soon will you be back?

MR. MA: I'll come straight back. *Just a minute*.

MR. TING: How long have you been here already? On what day did you arrive?

MR. MA: I have been here six days already, since last Wednesday. Today is Tuesday, isn't it? I arrived here last Wednesday morning.

MR. TING: When will you be in Hangchow, *do you think?*

MR. MA: I shall be there tonight at six o'clock. It takes four and half hours.

MR. TING: How long are you going to spend in Hangchow? About a month, *I suppose?*

MR. MA: I am not sure. I shall be there for some time, perhaps two or three weeks. I shall stay at my uncle's (home) for a few days. Then next week, I shall have to *go up the river*, and spend a few days there, too.

MR. TING: Here comes the train. You'd better *get in*. It is *likely* to be very crowded. Come and see me *next time* you come to Shanghai.

MR. MA: Good-bye! See you again soon!

for how long?

for three weeks

for a month

for five days

since what time?

since when?

since yesterday

since last Saturday

on what day?

on Friday

on Tuesday afternoon

on Jan. 22nd

before what time?

before seven this evening

before Friday

how long ago?

some time ago

a month ago

a long time ago

three years ago

at what time?

at six o'clock

at nine thirty

at midday (noon)

at night

how soon?

in a short time

in a moment

in a few minutes

in the morning

in the afternoon

in this month

Notice that with words like "next," "last," "every," we don't use "on," "at," etc.—this Sunday, every Monday, next Thursday, last week, another time, next time.

THE PEDLAR OF SWARFHAM

PART ONE

1. You know that London [ˈlʌndən] is the capital of England. Today it is one of the biggest cities in the world. *Hundreds of years ago, it was quite a small town, but still it was the capital, and was full of old houses and crooked streets, as it is even now.*

2. Now there was once a pedlar who lived in Swarfham [ˈswɔːfəm], a small village. He was poor and friendless, and people called him a fool. Everywhere he went, he *was laughed at*, and boys *used to* throw stones at him.

3. One night, as he lay on his wooden bed, he dreamed a beautiful dream. An old man appeared and said to him, "Go to London, and stand on the Bridge. There you will hear good news."

4. The next night he had the same dream. Again the old man said to him, "Go to the London Bridge and wait for good news."

5. So one day he packed up *all he had* and went to London. Straight to London Bridge he came. But there was [ðəwəz] nobody he know there [ˈðeə], and nobody *paid attention to* him. He was tired and homeless. When night came, he lay down by the roadside to sleep.

6. The next day came, and still he heard no good news. There he sat, very *sad at heart*, watching the boats sailing up and down the Thames [tɛmz].

crooked (adj.) [ˈkruːkɪd]

pedlar [ˈpedlɚ]

friendless [ˈfrendlɪs]

used to [ˈjuːstə]

news [njuːz]

attention [əˈtɛnʃən]

homeless [ˈhəʊmlɪs]

roadside [ˈrəʊdˌsaɪd]

sailing [ˈseɪlɪŋ]

EXERCISE (Prepositions)

1. Where did the pedlar live? (*in* Swarfham)
2. Where is London? (*in* England)
3. Who(m)* did the boys throw stones *at*? (*at* him)
4. Who(m)* did they laugh *at*? (*at* him)
5. Where did he sleep *at* night? (*on* a wooden bed)
6. Who(m)* did the old man speak *to*? (*to* him)
7. Where did he tell him to go *to*? (*to* London)
8. Where was he to stand? (*on* the bridge)
9. What was he to wait *for*? (*for* good news)
10. Did people pay any attention *to* him? (*to* him)
11. Where did he lie down to sleep? (lay down *by* the roadside)

<i>on</i> that day	<i>before</i> what time?	<i>on</i> the earth
<i>at</i> that time	<i>after</i> three days	<i>under</i> the sky
<i>in</i> the morning	<i>in</i> the house	<i>behind</i> them
<i>for</i> three hours	<i>over</i> the house-tops	<i>after</i> them

(See also p. 94, §§ 2 & 3)

These words *on*, *in*, *at*, *upon*, *after*, *for*, *to*, etc. are called **Prepositions**. They tell the positions or relations of people or things to one another. Prepositions are followed by nouns, and by *me*, *him*, *us*, etc.

speak	<i>to</i>	me, you, him, her, it, us, them.
laugh	<i>at</i>	me, you, him, her, it, us, them.
talk	<i>about</i>	me, you, him, her, it, us, them.
sit	<i>behind</i>	me, you, him, her, it, us, them.
look	<i>for</i>	me, you, him, her, it, us, them.

(See also p. 101. Exercise)

preposition-s [ˌprepoʒɪʃ(ə)nɪz] position-s [pəʒɪʃ(ə)nɪz] relation-s [rɪˈleɪʃ(ə)nɪz]

* "Whom" here is grammatically correct, but "who" is quite often used in the modern colloquial speech of educated people.

PART TWO

7. On the third day, as he was standing and *gazing at* the fish swimming under the arches of the bridge, there came a man who lived near the place and who had seen him standing there for the last three days, and said to him :

8. "My good neighbour, what *art thou* doing there?"

9. "I am waiting for good news," replied the pedlar.

10. "What good news?" asked the man again. Then the pedlar told him about his dream, and the man *burst out laughing* and said :

11. "What a fool *thou art*, to take such a long journey away from *thy* home all *because of* a dream! Only last night I had a dream, too, and I dreamed that I was in the back garden of a poor pedlar in the village of Swarfhram, and that there was gold in the ground under a big tree, and I was digging for it. Now, *thinkest thou* I would be *such* a fool as to take a long journey to Swarfhram to find the gold, all because of a dream?"

12. So saying, the man *went his way*, laughing and shaking his head. But the pedlar was *mad with joy*, and he returned home at once, went straight to his back garden and found the gold in the ground under the big tree.

13. Then he was a rich man, so rich *that* he was able to build a new house and marry a wife. And the boys *no longer* threw stones at him, and no one called him a fool *any more*. And he was happy, yes, he was very happy.

dreamed [drem(p)t, dri:md], or **dreamt** [drem(p)t]

gaze [geiz], **gazing** ['geiziŋ]

arch-es ['ɑ:tʃɪz]

thou [ðau]

burst [bɜ:st], *pr.* burst

journey ['dʒɔ:ni]

thy [ðai]

dig-ging ['di:gɪŋ]

think-est ['θɪŋkɪst]

mad [mæd]

rich [riʃ]

thou art
thou hast [-æ-]
thou thinkest
thy home

such . . . as, that

1. Am I *such* a fool *as* to believe all that you say?
2. There was *such* rain *as* you never saw in your life.
3. I know many prepositions, *such as*, "in," "at," "for."
4. He had *such* a long journey *that* he was very tired.
5. I heard *such* an interesting story *that* I could not go to sleep.

so . . . as, that

6. Will you be *so* kind *as* to ring the bell for me?
7. Is it *so* late *as* that?
8. He was *so* rich *that* he could build a house.
9. He was *so* good *that* everybody loved him.
10. It rained *so* *that* the hills began to fall.
11. I am preparing the lesson now, *so* *that* I shan't have to prepare it tomorrow.
12. We study English, *so* *that* we may be able to read English books.

EXERCISE

Make sentences with:—

so foolish

so interesting

so long

so good

so poor

such a fool

such an interesting story

such a long journey

such a good boy

such a poor man

ring [riŋ]

foolish ['fu:lɪʃ]

CHU-LIEN: *Good gracious!* Nobody can *work with* that chap in the room.

YU-MING: Which chap?

CHU-LIEN: You, of course! Why did you pinch me?

YU-MING: Who pinched you?

CHU-LIEN: You did.

YU-MING: I didn't.

CHU-LIEN: You did. And I tell you I won't stand *any more of* your dirty tricks.

YU-MING: What do you mean?

CHU-LIEN: Look here! You'd better *look out*.

YU-MING: You'd better look out. Who wants to *play a trick on* a chap like you!

CHU-LIEN: Like me! Why, you were teasing me yesterday.

YU-MING: Yesterday! I liked you better yesterday than today.

CHU-LIEN: Look here! You think you are such a clever boy, and can *go round* teasing anybody you like. But you'll find *jolly well* you can't. You're suffering from a swelled head.

YU-MING: Who told you I was clever? You think you know your lessons better than I do and the teacher likes you, you fat-head. You needn't be so *stuck up* as all that.

CHU-LIEN: Well, if I AM stuck up, what's that got to do with you? I told you yesterday you'd better stop *all that*. Why did you *call me names*? Why am I "Fatty"? Haven't I got a name?

gracious ['grɪʃəs]

chap [tʃæp]

pinch-ed [pɪntʃt]

trick-s [trɪks]

tea-s. teasing [ti:z, -ɪz]

jolly ['dʒɒli]

fat-head [ˈfætəd]

what's [wɒts]...what has

Fatty [ˈfæti]

Notice that the verb "stand" here is used transitively, meaning "to endure without complaining."

YU-MING: Well, why shouldn't I call you "Fatty"? Everybody has a nickname at school. Only a goody-goody fellow like you *gets upset* about it. *How do you do*, Mr. Sung? Is that better?

CHU-LIEN: You needn't call me "Mr." You are the only person who calls me "Fatty." Am I so fat as *all that*?

YU-MING: Well, fairly.

CHU-LIEN: What's it got to do with you?

YU-MING: Nothing! You might eat a *little less*. However, if you don't like that honourable title, I'll change it. I will call you "Skinny," because you're so thin!

[*They come to blows.*]

HSUEH-PEI: Now, now, what's the matter?

CHU-LIEN: He called me names.

YU-MING: He didn't like being called "Fatty," so I called him "Skinny." Isn't that all right?

HSUEH-PEI: Now, Yu-ming, you are a good boy, but you are a little too *talkative*. It's *none of your business* whether he's fat or not. And Chu-lien, don't *take things so seriously*. He is only *pulling your leg*.

CHU-LIEN: He needn't do it so often!

HSUEH-PEI: Look here! We've had enough of all this. Now, Yu-ming, *say "sorry"* to him, and Chu-lien, don't *take it so to heart*. He doesn't mean any harm.

goody-goody [ˈɡuːdiˈɡuːdi]

fellow [ˈfelou]

upset [ʌpˈset]

however [haʊˈevə]

honourable [ˈɒnərəbl]

title [ˈtaɪtl]

Skinny [ˈskɪni]

be-ing [ˈbiːɪŋ]

talkative [ˈtɔːkətɪv]

seriously [ˈsɪəriəsli]

pull-ing [ˈpʊlɪŋ]

CONFUCIUS AND YANG HO

PART ONE

1. *In the time of* Confucius [kən'fju:ʃiəs], China was divided into a number of small kingdoms. The bigger kingdoms were about as big as half a province in modern China, while the smaller ones were sometimes *no more than* a city. All these kingdoms were fighting among themselves *all the time*.

2. The kingdom of which Confucius was a native was called Lu (魯). It was in Shantung province; that is why the Shantung province is sometimes called Lu today. There had been several weak kings *one after another*, and some of the official families became so powerful *that* it was they, and not the king, that ruled the country.

3. Confucius wanted very much to become an official, *so that* he might *put* the country *in order*. But he found it very difficult because of the people he had to work with. Still he was always wise and clever, and he *knew the world very well*. Here is a story to show how clever he was.

divide-d [di'vaɪdɪd]

kingdoms [ˈkɪŋdəmz]

province [ˈprɒvɪns]

modern [ˈmɒdɪn]

native [ˈneɪtɪv]

official [ə'fɪʃəl, ə'fɪ-, ə'fɪ-]

powerful [ˈpaʊəf(ʊl)]

rule d [ru:lɪd]

order (n.) [ˈɔ:də]

Spell these names correctly :—

Hopei	Kirin [kiə'rin]	Fukien
Shantung	Heilungkiang	Kwangtung
Shansi (山西)	Jehol [dʒi'hɔl]	Kwangsi
Shensi (陝西)	Chahar [tʃə'hɑː]	Kweichow
Kansu	Suiyuan	Yunnan
Honan (河南)	Mongolia [mɔŋ'gouliə]	Sinkiang (新疆)
Hupeh	Anhui	Sikang (西康)
Hunan (湖南)	Kiangsu	Chinghai
Szechuen	Chekiang	Tibet { [tʰibet] (西藏)
Liaoning	Kiangsi	Thibet }

1. Who was Confucius? (great man of China)
2. When did he live? *or*: How long ago did he live? (lived over 2,000 years ago)
3. What was China like then?
4. How big were the kingdoms?
5. What was Confucius' country called?
6. Tell me some of the provinces of modern China?
7. What provinces are on the Yellow River, or Huangho?
8. What great river divides the country into two? (the Yangtse River)
9. What does Chang Chiang (長江) mean in Chinese?
10. Tell me the names of the provinces on the north of the river, or the northern provinces.
11. Tell me some of the provinces on the south of the river, or the southern provinces.
12. What provinces are on the northeast?
13. What provinces are on the southeast?
14. What provinces are on the northwest?
15. What provinces are on the southwest?

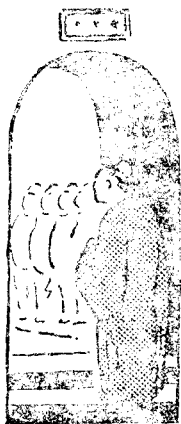
east [i:st]—eastern ['i:stən]
 west [west]—western ['westən]
 north [nɔ:θ]—northern ['nɔ:ðən]
 south [sauθ]—southern ['sɔ:ðən]

northeast ['nɔ:θi:st]
 northwest ['nɔ:θwest]
 southeast ['sauθi:st]
 southwest ['sauθwest]

PART TWO

4. At one time, the most powerful man *at court* was one named Yang Ho (陽貨). He was one of the cleverest officials, and was so powerful that no one dared (to) offend him. Even the King of Lu was afraid of him.

5. One day, Yang Ho came to see Confucius, but Confucius was not at home. Some say that he was *really* at home, but did not want to see him, for they did not like *each other*. Others say that Yang *made sure* that Confucius was not at home, before he went to *call on* him. Then Yang left a leg of pork as a gift to Confucius.



6. When Confucius came home, and saw the leg of pork, he felt rather troubled, for he did not like to go and thank Yang, *and yet* he didn't want to offend him. What should he do?

7. *The story goes* that Confucius sent his servant to find out first when Yang would not be at home. When he was sure that Yang was out, he went to Yang's house, and pretended to call on him. Thus he *made the return call* without any trouble to himself or offence to anybody.

8 Confucius was always a very clever "gentleman."

court [kɔ:t]
 offend [ə'fend]
 pork [pɔ:k]

troubled ['traublɪd]
 servant ['sɜ:vənt]
 pretend to [prɪ'tendɪd]

offence [ə'fens, ə'f-, ə'f-]
 gentleman ['dʒentlmən]

Making Calls

1. Who was Yang Ho? (one of the)
2. How powerful was he? (so powerful that)
3. Did he know Confucius very well? (knew)
4. Did they like each other? (didn't)
5. Were they polite to each other?
6. Was Confucius always polite?
7. Was Confucius at home, when Yang called?
8. Was Yang at home, when Confucius called?
9. Was Confucius a clever man?
10. Do you believe he was just a bookworm (書獃子)?
11. What is a return call?
12. Do you call on your friends often?
13. We leave a card when the man is not at home.
14. What do you say when friends come to your house?
15. What do you say when you offer your friends something—tea, for instance?
16. What do you say when you say good-bye to your friends and ask them to come again?
17. We don't say “不要客氣” in English. That is a Chinese expression. Don't translate it. We simply say in English: “Make yourself at home.”

Come in, please.

Please come in.

Won't you come in?

How do you do?

Awfully glad to see you.

How are you?

How is everybody at home?

Please sit down!

Won't you sit down?

Please take a seat.*

I am so glad to hear that.....

I am so sorry to hear that... ..

Won't you have some tea?

Won't you have lunch with us?

Must you go now?

Please come again.

Come and see us when you have time.

So long! See you tomorrow!

Cheerio!

Bookworm [ˈbʊkwɜːm]

offer [ˈɒfə]

awfully glad [ˈɔːfli ˈglæd]

card [kɑːd]

translate [ˈtrænzˈleɪt, ˈtrænz-]

cheerio [ˈtʃiəriu]

* “Please take a seat” is said to an inferior or on a purely official occasion.

I

- | | |
|---|----------------------------|
| 1. Pandora shut up the box <i>quickly</i> . | Pronounce <i>clearly</i> . |
| 2. The kittens feared <i>greatly</i> . | Read <i>aloud</i> . |
| 3. She ran <i>away</i> . | Write <i>properly</i> . |
| 4. She ran <i>fast</i> . | Think <i>carefully</i> . |
| 5. Let us follow him <i>closely</i> . | Count <i>exactly</i> . |
| 6. Athena told Pandora <i>secretly</i> . | Look <i>closely</i> . |
| 7. I will come <i>soon</i> . | Sleep <i>well</i> . |
| 8. Will you stay <i>long</i> ? | Sleep <i>poorly</i> . |
| 9. He would wear it <i>always</i> . | Run <i>fast</i> . |
| 10. When will you come <i>again</i> ? | Run <i>quickly</i> . |
| 11. Don't work too <i>hard</i> . | Walk <i>slowly</i> . |
| 12. Don't take it so <i>seriously</i> . | Tell me <i>exactly</i> . |

The words in italics all tell us how a thing is done. Is it done *well*, *poorly*, *quickly* *slowly*, *soon*, *once*, *again*, etc.? They modify or change the meaning of the verb. I know that you can write, but do you write *well* or *properly*? You have told me something, now tell it more *exactly*. These words are called **Adverbs**.

II

Many adverbs are made from adjectives by adding *-ly*. Adjectives modify nouns (A), but adverbs modify verbs (B).

- | | |
|----------------------------------|------------------------------------|
| (A) 1. A <i>poor</i> sleep. | (B) I slept <i>poorly</i> . |
| 2. The <i>exact</i> meaning. | Tell me <i>exactly</i> . |
| 3. A <i>close</i> friend. | We followed <i>closely</i> . |
| 4. <i>Correct</i> spelling. | Spell <i>correctly</i> . |
| 5. A <i>clear</i> pronunciation. | Pronounce <i>clearly</i> . |
| 6. A <i>careful</i> student. | Read <i>carefully</i> . |
| 7. A <i>slow</i> worker. | Work <i>slowly</i> . |
| 8. I am very <i>sure</i> . | <i>Surely</i> you won't go yet? |
| 9. She was <i>certain</i> now. | <i>Certainly</i> they were jewels. |

III

Not all adverbs are formed by adding *-ly*.

She is a *fast* runner.
This lesson is *hard*.

She runs very *fast*.
Don't work too *hard*.

properly ['prɒpəli]
near-ly ['nju:li]

italic-s ['ɪtəli:k]
modify ['mɒdɪfaɪ]

adverb-s ['ædvə:bz]
runner ['rʌnə]

IV

Adverbs are also used to modify adjectives and other adverbs. For instance, in "I am tall," the word "tall" is an adjective. But we can ask "*how* tall?" and we can say "*very* tall," "*quite* tall." Again, in "He writes *clearly*," "*clearly*" is an adverb. But we can also say "He writes *very* clearly" to how show clearly he writes.

very	so	pretty	probably	usually
too	much	jolly	perhaps	generally
quite	little	enough	really	hardly
almost	greatly	nearly	awfully	scarcely
rather	more	surely	extremely	suddenly
just	most	certainly	indeed	fairly

V

Sometimes phrases may be used as adverbs. Study the following words and phrases. Can you use them all?

- | | | |
|------------------|-----------------------|------------------------|
| 1. now | 22. the other day | 43. any more |
| 2. soon | 23. sometimes | 44. no more |
| 3. ever | 24. best | 45. again and again |
| 4. never | 25. better | 46. several times |
| 5. often | 26. very well | 47. as you like |
| 6. seldom | 27. already | 48. as you please |
| 7. today | 28. not yet | 49. as soon as I can |
| 8. tomorrow | 29. no longer | 50. as fast as I could |
| 9. when | 30. one after another | 51. of course |
| 10. how | 31. together | 52. for a moment |
| 11. at once | 32. altogether | 53. in a minute |
| 12. immediately | 33. at first | 54. some time ago |
| 13. pretty soon | 34. at last | 55. simply |
| 14. here | 35. all of a sudden | 56. secretly |
| 15. there | 36. finally | 57. by myself |
| 16. everywhere | 37. next day | 58. by chance |
| 17. all the time | 38. next time | 59. not at all |
| 18. all over | 39. one day | 60. with pleasure |
| 19. above all | 40. another day | 61. gladly |
| 20. always | 41. once | 62. one another |
| 21. then | 42. once more | 63. farther |

I

TSUNG-JEN: Where are you from?

FU-NIEN: I've always been here.

TSUNG-JEN: No, you don't understand (me). I mean what province are you from? Where is your home? Where do you come from?

FU-NIEN: Why, don't you know? I am a Cantonese. I am a native of Kwangtung.

TSUNG-JEN: I thought so. You talk mandarin like a Cantonese. You have a Cantonese accent. Were you born there?

FU-NIEN: No, I was born in Liaoning, Manchuria [mæn'tʃuəriə].

TSUNG-JEN: But you have lived in Kwangtung?

FU-NIEN: Yes, my family moved there when I was nine years old.

TSUNG-JEN: How long have you lived there?

FU-NIEN: Ever since then.

TSUNG-JEN: So you can speak Cantonese very well?

FU-NIEN: *Naturally* (Of course), I am a Cantonese.

TSUNG-JEN: You seem to be very proud of your being a Cantonese.

FU-NIEN: (*Laughing:*) Well, p'rhaps (=perhaps) I am. Don't you think I have something to be proud of?

TSUNG-JEN: What, then?

FU-NIEN: We work well.

TSUNG-JEN: Anything else?

FU-NIEN: We eat well.

Cantonese [k'ænto'ni:z,
-tə'n-, -tə'n-]

mandarin [mæn'də'ri:n,
'mændə'n]

naturally [nætʃrəl]
p'rhaps [præps]=perhaps

Fu-nien = 福年.

* Note that "Canton" in English refers to the city (廣州), while "Kwangtung" refers to the province (廣東).

II

TSUNG-JEN: I know that. But do you mean you're proud of that?

FU-NIEN: Why, of course. Don't you think it is *a thousand times* better than sitting round the whole day and talking and never doing a single thing? I wish all Yonng China were like that. If they would work more and eat more, China would be far *better off*.

TSUNG-JEN: Ah, what you say is quite true. But I suppose only one of the two is really necessary, and that is work. Do you mean to say that to eat a lot is also necessary for a great people?

FU-NIEN: Well, I don't know about that. What I know is that we mustn't do anything *by halves*, and we Cantonese don't eat by halves, either. When we say a thing, we mean it. That is why Canton is the mother of Revolution.

TSUNG-JEN: Why? Will you say that again?

FU-NIEN: I mean a revolution is a complete turn-round. Now you cannot make one whole turn by turning *only half way*, can you? You must turn right round!

TSUNG-JEN: Oh, I see! *In future*, I'll excuse you for your Cantonese accent. Your food may be excellent, but your mandarin is shocking. Good-bye!

FU-NIEN: Good-bye!

proud [praʊd]

halves [ˈhælvz], *sing.* half

revolution [ˌrevəˈluːʃ(ə)n]

turn-round [ˈtɜːnˈraʊnd]

future [ˈfjuːtʃə]

shock-ing [ˈʃɒkɪŋ]

THE UGLY DUCKLING

(Adapted from H. C. Andersen's "Fairy Tales")

I. HOW THE UGLY DUCKLING TOOK A LONG TIME TO HATCH

1. It was glorious in the country; it was summer. An old duck was sitting on her nest. She wanted to hatch her ducklings, and she was almost *tired out* before the little ones came out, for the other ducks went off to play and seldom came to see her.

2. At last, one egg-shell after another burst open. "Peep! peep!" each cried, and they all came out as fast as they could, looking all round them under the green leaves, and their mother let them look as much as they liked, "for," she said, "green is good for the eyes."

3. "I hope you are all here," said the Mother Duck. Then she saw that a big egg was still lying there uncracked. "How long is this to last?" I am so *tired of it* all." But she sat down again patiently.

4. Then an old duck, a neighbour, came* to *pay* the Mother Duck a *call*, and asked to see this egg, which was *larger than usual*. And the old duck told her that she was sure it was a turkey's egg, that once she had one herself and could never get the young one to go into the water, and that there *was no use sitting* on it any more.

5. "I think I will sit on it just a little longer," said the Mother Duck. "I've sat so long that I can easily sit a few days more. I'm quite *used to it* now.

6. At last the big egg burst (cracked). "Peep! peep!" and the young one came out. But it was terribly large and ugly.

Then the Mother Duck took them all to the water, and found that the large Duckling could swim as well as any of the others.

7. "It's my very* own child!" said the Mother Duck, and she made ready to take them all into the duck-yard and introduce them to their neighbours.

glorious [ˈɡlɔːriəs]
egg-shell [ˈegʃəl]
peep [pi:p]
crack-ed [krækt]

uncracked [ˈʌnˈkrækt]
terribly [ˈterɪbli]
duck-yard [ˈdʌkjɑːd]
introduce [ˈɪntrəˈdjuːs]

let	burst
let	burst
let	burst



usual, usually, unusual, unusually, used to

1. How are you? I am *as usual*.
2. He came late, *as usual*.
3. The last egg was larger than *usual*.
4. I sleep the *usual* number of hours.
5. That was very *unusual*. Why did he come to my room?
Usually, he does not come to me, but I go to him.
6. We *usually* say "Good morning"; sometimes we say "Good Day," when leaving.
7. He is *usually* late in class.
8. This boy is *unusually* clever (lazy; tall for his age).
9. We *used to* sit at the desk.
10. We *used to* go for walks together in the afternoon.
11. I'm quite *used to* it now.

unusual, -lly [ʌnˈjuːʒu(ə), -ʒu(ə)li]

* Note the new meaning of "very" as an adjective, and of "last" as a verb.

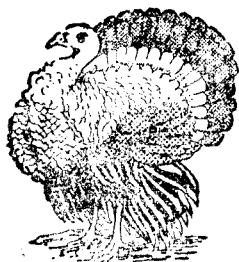
II. HOW THE UGLY DUCKLING WAS TREATED AT HOME

8. As the Mother and her ducklings came into the yard, the other ducks came *all round* and looked at them and said quite boldly :

9. "Look there! Now we *are to* have this crowd too, as if there were not enough of us already. And good gracious! what a funny-looking one that big one there is! *We won't stand him.*" And at once a duck flew at him and pecked him in the neck.

10. "*Let him alone,*" said his mother. "He's not doing anything to any one."

11. "Yes, but he's too large and odd," said the duck who had pecked him, "and so he must be *put in his place.*"



12. "They are all pretty except that big one," said another duck. So the poor Duckling who came out last, and looked so ugly, was pushed and pecked and *made fun of* by everybody. Only his good mother pinched him gently and stroked his back, and said that perhaps *in time* he would grow a little smaller, and that, besides, he was a drake, and so it *didn't matter** so much.

13. "He is too big!" they all said. And the Turkey, who had been born with spurs, and so thought he was an emperor, blew himself out, and flew straight at him; then he gobbled and grew quite red in the face. The poor Duckling did not know where he dared stand or walk. He was

unhappy because he looked so ugly, and was made fun of in the whole duck-yard.

14. That was on the first day, and later it grew *worse and worse*. Even his brothers and sisters were quite horrid to him, and said, "If the cat would only catch you, you ugly fellow!" And the ducks pecked him, and the chickens beat him with their wings, and the girl who fed them kicked him with her foot.

feed -fed--fed	beat--beat - beaten
fly- flew--flown	bad -worse -worst

treat-ed [tri:təd]
bold-ly [bɔ:ldli]
odd [ɒd]
push-ed [pʌʃt]
gently [dʒentli]

stroke-d [stroʊkt]
chase [tʃeɪs]
spruce [spru:ʃ]
juggle-d [dʒʌɡld]

worse [wɔ:rs, wɔ:st [wɔ:st]
horrid [hɔ:ri:d]
feed [fi:d], fed [fe:d]
kick-ed [kɪkt]

are to, have to, expected to, supposed to

1. What *am I to* do? (What should I do?)
2. You *are to* translate these sentences and copy them and bring them to class.
3. We *are supposed to* go to the meeting, you know.
4. You *are not supposed to* study Chinese in this class.
5. The boat *is expected to* arrive this evening.
6. Why are you still here? You *are supposed (expected) to* go to see him at his house.
7. I don't want to, but I *have to* go.
8. I *had to* help him.
9. If he doesn't come tomorrow, I *shall have to* send him a wire (telegram).

meeting [mi:tiŋ]

wire [waɪə]

* Note that the word "matter" here is used as a verb.

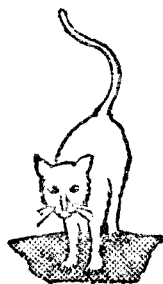
III. HOW HE GOT INTO THE WOMAN'S HUT

15. At last, the poor Duckling *could not stand it* any longer, so he Decided to leave home. Then he flew over the fence, and the birds all flew up *in fear*.

16. That's because I am so ugly!" thought the Duckling, and he shut his eyes and flew further on. And so he came out into the great moor, where the wild ducks lived. Here he lay* *the whole night*,—he was so tired.

17. Many hungry and weary days he spent on the moor. Then one night, there was a storm and the wind grew worse and worse. The Duckling saw a little door open, so he thought he would slip into the hut, and that was what he did.

18. Here lived an old woman with her Cat and her Hen. And the Cat whom she called her "Sonny" could curve his back and purr. He could even give out sparks, but for that, one had to stroke his fur *the wrong way*. The Hen could lay fine eggs and the woman loved her as her own child.



19. In the morning, when the old woman found the Duckling in the house, she was quite pleased, for she thought he might lay* eggs, too.

decide-d [dɪ'saɪdɪd]

further [fɜːðə]

moor [mʊə]

wild [waɪld]

weary [ˈweəri]

slip [slɪp]

hut [hʌt]

curve [kɜːv]

spark-s [spɑːks]

* Notice the difference between the two verbs "lie" (臥) and "lay" (置). The principal parts are: lie, lay, lain; lay, laid, laid.

IV. HOW THE CAT AND THE HEN SNUBBED HIM

20. And so the Duckling was taken *on trial* for three weeks, but no eggs came. And the Cat was master of the house, and the Hen was the lady, and they always said, "We and the world!" for they thought they were half the world, and *by far* the better half. It seemed to the Duckling one might *think otherwise*, but the Hen would not allow it.

21. "Can you lay eggs?"

"No."

"Then will you *hold your tongue!*"

22. And the Cat said, "Can you curve your back and purr, and give out sparks?"

"No."

"Then you will please *have no opinion of your own*, when sensible folks are speaking!"

23. And the Duckling sat in a corner and was *in low spirits*. Then he began to think of the fresh air and the sunshine, and thought how nice it would be to swim in the water and *could not help* telling the Hen about it.

24. "What are you talking about?" cried the Hen. "You have nothing to do, that's why you get these silly ideas into your head. Lay eggs, or purr, and these fancies will pass."



snub-bed [snabd]
trial [ˈtraɪəl]
tougue [tuːg]

opinion [əˈpɪniən]
sensible folks [ˈsɛnsɪbəl ˈfoʊks]
spirits [ˈspɪrɪts]

fesh [frɛʃ]
sunshine [ˈsʌnʃaɪn]
fancies [ˈfænsɪz, sɪŋ. fænsɪ]

V. WHAT BECAME OF THE DUCKLING

25. The Duckling *found it so hard* to live with them that he said, "*After all*, I think I'll go out into the wide world."

"Yes, *do go!*" replied the Hen.

26. And so the Duckling went away. It was autumn. The leaves in the woods had turned yellow and brown, the wind caught them so that they danced about, and up in the air it was very cold. The Duckling went out to swim and dive alone; nobody looked at him, and nobody troubled about him, because he was so ugly.

27. Then the winter came and it grew so cold, terribly cold! The Duckling had to swim about in the water to *keep it from freezing*. But every night the hole in which he swam about became smaller and smaller. Once he worked so hard to *keep the water moving* that he was tired out and was frozen up on the ice until a farmer picked him up.



28. But it would be *too sad to tell* all that the poor Duckling had suffered. At last, spring came, and the Duckling suddenly *found himself in* a beautiful garden where it was green and fresh and spring-like, and there glorious swans were swimming in the pool.

freezing ['fri:zɪŋ]
ice [aɪs]

spring-like ['sprɪŋlɪk]
swans [swɒnz]

pool [pu:l]

VI. HOW THE DUCKLING BECAME A SWAN

29. "I'll join them, the royal birds. They will beat me because I, who am so ugly, dare to come near them. But it doesn't matter. It will be *better* to be killed by them *than* to be chased by ducks and pushed about by chickens and beaten by the girl who feeds them. Yes, I'll fly over to them!"

30. And he flew out into the water, and swam toward the beautiful swans. "Kill me!" said the Duckling, and he bent his head down upon the water and waited for death. But what did he see in the clear water? He saw his own reflection below, and see! it was no longer a dark-grey bird, ugly to look at, but—a SWAN!

31. Then boys came and threw bread to him, and they all said, "Here's a new one! He is the most beautiful one of them all! so young and handsome!" He was so happy, and yet not at all proud, for a good heart is never proud. As he thought of the *old times*, when he had been chased about, he said:

"I never dreamed of so much happiness when I was the Ugly Duckling."



join [dʒɔɪn]

royal [ˈrɔɪəl]

chase-d [tʃeɪst]

bent [bent], or, bend [bend]

reflection [ɪfˈrɛkʃən]

dark-grey [ˈdɜːkˌɡreɪ]

bread [brɛd]

happines [ˈhæpɪnɪs]

must, had to, shall have to

1. I *have to* go now. I *must* go now.
2. I *had to* go yesterday.
3. I *shall have to* go tomorrow again.
4. I *must* tell him now.
5. I *had to* tell him, because he asked me about it.
6. If you do that again, I *shall have to* tell your father about it.
7. There will be nobody else going tonight. You *will have to* go alone.
8. He *will have to* return you the money later, if he cannot return it now.
9. I cannot give you permission, you *will have to* see the proctor about it.

can, was able to, shall be able to

10. *Can* you go to the meeting? Yes, I *can*.
11. Why didn't you go to the meeting on Sunday? I *was not able to* go. I had to stay with my brother, who was ill (sick).
12. *Will* you *be able to* go next time? I think I *shall be able to* go, unless he is still ill.
13. Go to Cho-sze. He *will be able to* tell you.
14. It rained so that I *was unable to* go out the whole week.
15. Sorry, I *was unable to* go to your party.
16. I *was unable to* see him when he came, because I was ill. I *could not* see him.

permission [pə'miʃ(ə)n]

unable [ɪ'nəbl]

party ['pɑ:ti]

unless [ən'li:s]

In English, we have no past tense for "must." The only way is to say "had to." We cannot say "I must go yesterday," for that would be nonsense. So we say "I had to go."

We can say "You must go tomorrow." (We never say "will must.") But we often say "You will have to go tomorrow," and it is a good way of saying it. We mustn't say "must" all the time.

For the present of "can," we sometimes say "be able to," but "can" is more often used. For the past, we can say "could" and "could not," but it is better sometimes to say "was able to," or "wasn't able to" or "was unable to."

We may say "Can you come tomorrow?" (We never say "will can.") But it will be good to change the expression sometimes, and say "Will you be able to come tomorrow?"

EXERCISE

Translate the following into English:—

- 1 對不住,我昨天不能來。
- 2 我昨天問他,他不能告訴我。
- 3 他今天不來,明天也不能來,我想。
- 4 我一字說不出。(過去)
- 5 我想他今天夜裏那封信寫不完。
- 6 我不能不幫助他一點。(過去)
- 7 下星期我得回家走一趟。
- 8 你今天不去,明天就得去。
- 9 我不能不將母親的信給他看。(過去)

I

1. I study English *and* Chinese.
2. Can you lay eggs *or* purr, *or* give out sparks?
3. The Duckling was pushed *and* pecked *and* made fun of by everybody.
4. *And* the ducks pecked him, *and* the chickens beat him, *and* the girl kicked at him with her foot.

In the above sentences, the words "and" and "or" are used to join other words or groups of words. They are called **Conjunctions**. Conjunctions join words or phrases or parts of sentences together. Study the following:--

5. See if you have left out any word, *or* if you have spelt any word wrong.
6. You can go, *while* I stay.
7. *If* you can't lay eggs, please have no opinion of your own.
8. Confucius did not like to go *and* thank Yang Ho, *and yet* he didn't want to offend him.
9. Your food may be excellent, *but* your mandarin is shocking.

II

See how you can join the following sentences with the conjunctions given:

- (*as*) You go along. Throw the bones of your mother behind you.
- (*but*) I was born in Manchuria. I grew up in Kwangtung.
- (*and*) It was a warm, bright light. She held her hands over it.
- (*for*) The old woman was quite pleased to see the duckling. She thought he could lay eggs.
- (*or*) Do you use chop-sticks? Do you use a knife and fork?
- (*when*) Mercury came to the earth. He met the younger brother first.
- (*as, for*) Finally she came to a place where she thought she would sit down. She was so tired.
- (*although*) It had now become a glorious swan, too. It was not at all proud.

III

Below are some of the conjunctions commonly used. Notice that sometimes several words are used instead of one. These are called conjunctional phrases.

and, 及, 與, 並	before, 以前	either...or, 或.....或
if, 倘使, 如果; 是否	after, 以後	neither...nor, 既不.....
when, 之時	as if, as though, 一 如, 似乎	也不
as, 既然, 因為; 之時	whether, 是否, (可否, 禮否.....)	not only...but (also), 不但.....而且
but, 但是, 然而	whenever, 無論何時	then, 就, 則, 然而
though, although,* 雖然	wherever, 無論何地	otherwise, 不然, 否則
而, 而	as soon as, 之時, 即刻	or, 或是; 不然, 否則
while, 之時, 一方, 一	however, 但是, 雖然	than, 比
because, 因為	so, 所以	in case, 假如
for, 因為	so that, 所以, 以致, 使	as...as, 如.....一樣
till, until,* 等到	in order that, 使...可	unless, 除非
since, 既然, 從.....之 後	both...and, 與, 及, 並	therefore, 所以, 因此
and yet, 但是, 然而		once, 一旦, 一

IV

Sometimes we use words to show our surprise, fear, wonder or anger. These words are called *interjections* (or **Exclamations**). Sometimes they are single words; sometimes they are groups of words. See how many of the following interjections you can understand or remember. They are always followed by an *exclamation mark* (!).

Oh!	Oh, my!	Ah!
What!	If I only could fly!	Hush!
What a lot!	Good gracious!	Hurrah!
My goodness!	For Heaven's sake!	Dear me!

conjunction-s [kən'dʒʌn(ə)ʃ(ə)nz]	finally [ˈfaɪnəli]	interjections [ɪntə'dʒekʃ(ə)nz]
conjunctional [kən'dʒʌn(k)ʃənəl]	anger [ˈæŋɡə]	hurrah [hʊ'ru:]

* Explain that there is no difference in meaning between "though" & "although," or between "till" & "until." The only difference it makes is in speech rhythm.

TUNG-SZE: When does school *break up* (*close*), do you know?

CHU-FAH: We break up (School closes) on the 2nd of next month. That will be about three weeks from now.

TUNG-SZE: How time flies! I thought we had another month of work. That means we shall have revision work (review)* and examinations pretty soon.

CHU-FAH: Of course. Don't you see we are finishing this book already? I rather like revision work (review), don't you?

TUNG-SZE: So do I. It is like meeting one's old friends once more. *Heaps of* words, which we seem to have forgotten, are learnt again. Sometimes we seem to have seen their faces before, but forget where we first met them.

CHU-FAH: I don't know why. I can remember a word better after I haven't seen it for some time. The second time I *come across* it, I can remember it much more easily.

TUNG-SZE: That's true. We learn really much more from revision than from a new lesson, I think. I often *put it this way*. Revision is like using an old servant, and reading a new lesson is like using a new one. It is a pity to dismiss a servant just when we are beginning to know his ways, and he is beginning to know our ways. Now with a new servant,

Tung-sze = 東賜; Chu-fah = 祖發.

* "Revision" is English; "review" American.

you may tell him to do something, but somehow he doesn't understand you and you don't understand him, and *there's trouble*. But with an old servant, you tell him to do what you like, and you get well served.

CHU-FAH: You mean the words are our servants, eh? Certainly they are for us to use.

TUNG-SZE: But they sometimes have very funny ways, too, like new servants, it seems to me, and we can't use them right. And it is the short words that are most difficult to use. They do *such* funny things, as in "allow him *to* come" but "make him come." The "to" runs away like a child.

CHU-FAH: So it does. But I think if we use them *again and again*, we can *get to know* them gradually. Englishmen never think about their grammar when they are talking, do they?

TUNG-SZE: Of course not. How can they have time to think about grammar, when they are talking? They just use it everyday. That's the only way, I think.

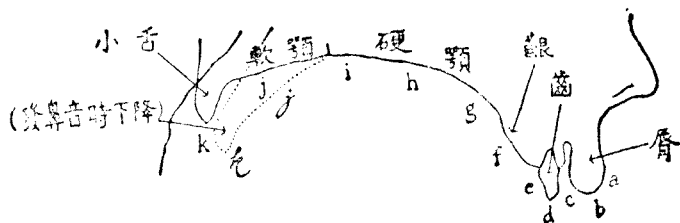
CHU-FAH: That's the only way, indeed. We must use these servants *as much as possible*, until we know them very well.

TUNG-SZE: Yes, as the saying goes, "Practice makes perfect."

use [ju:z], using ['ju:zɪŋ]
served [sɜ:vəd]

oh [əɪ]
grammar ['grɑ:mə]

possible ['pɒsəbl, -sɪ-]
saying (n.) ['seɪɪŋ]



發音位置		聲門	h 間	g	g 間	f	e	d	b
發音機關		聲帶	舌後	舌前	舌端	舌尖	舌尖後	下上齒	兩脣
發音狀况	閉音		g k			d t			b p
	流鼻音		ŋ			n			m
	顫音					r			
	旁流音					l			
	摩擦音	h		j	ʒ z	ʃ s	ð θ	v f w hw	
先後閉音 後摩擦音						dʒ tʃ dʒ ts			

韻左字爲音母，有氣有音， } 凡音母與氣母成對者，其發
 韻右字爲氣母，有氣無音， } 音機關，位置，及狀況皆同。
 舌端即舌尖及略後一帶；舌前即舌之前部；舌後即舌之後部。

GRAMMATICAL SUMMARY¹

(文法概要)

Below are the important facts of grammar taught in this book, with a few new terms.²

The English words are classified³ into eight **Parts of Speech**:⁴ nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections.

1. **NOUNS** (名詞). Nouns are the names of things, as *dogs, tables, trees, dinners, lessons, men, books* (L. 26).

Some nouns which are the names of only one person or thing are called **Proper Nouns**, as *John, Halseyone, Andersen, England* (L. 51). The others are called **Common Nouns**.

Things that cannot be seen may also be nouns, as *goodness, air, voice, fear, day, peace, beauty, manners, skill, diseases, cares*.

Nouns are either **Singular** or **Plural** in number.

2. **PRONOUNS** (代名). Pronouns are words used to take the place of nouns, as *he* for *Mr. A*, *it* for *a book*, *this* for *this book*, *another* for *another match*.

The most important pronouns are those relating⁵ to persons, or **Personal⁷ Pronouns**. These are (L. 6):—

Sing.	<i>I</i>	<i>me</i>	<i>my</i> (<i>mine</i>)
	<i>you</i>	<i>you</i>	<i>your</i> (<i>yours</i>)
	<i>he</i>	<i>him</i>	<i>his</i> (<i>his</i>)
	<i>she</i>	<i>her</i>	<i>her</i> (<i>hers</i>)
	<i>it</i>	<i>it</i>	<i>its</i>

1 [ˈsʌməri, ˈsʌməri] 2 [tə:niʒ] 3 [ˈklæsɪfaɪd] 4 [spɪ:tʃ] 5 [ˈdi:ŋz] 6 [riˈleɪtɪŋ]
7 [ˈpɜ:snl, -sɒnl]

Pl.	<i>we</i>	<i>us</i>	<i>our</i>	<i>(ours)</i>
	<i>you</i>	<i>you</i>	<i>your</i>	<i>(yours)</i>
	<i>they</i>	<i>them</i>	<i>their</i>	<i>(theirs)</i>
Sing. or Pl.	<i>who</i>	<i>whom</i>	<i>whose (whose)</i>	

3. VERBS (動詞). The most important class of words are the verbs, words which tell what we do, or what others do, as *eat, sleep, read, think*.

Verbs have different **Tenses**, as *I go (Present)*, *I went (Past)*, *I shall go (Future)*. All these three tenses may again have three different tenses each, as **present simple**, **present progressive**, **present perfect**.

	<i>Simple</i>	<i>Progressive</i>	<i>Perfect</i>
<i>Present</i>	I go	I am going	I have gone
<i>Past</i>	I went	I was going	I had gone
<i>Future</i>	I shall go	I shall be going	I shall have gone

The important changes to notice are in the three tenses:—**(Present)** *I go*, **(Past)** *I went*, **(Perfect)** *I have gone*. These tenses contain the three **Principal Parts** of a verb (LL. 19, 32):—

Present Tense: Present (*pr.*)

Past Tense: Past (*p.*)

Present Perfect: Past Participle (*p.p.*)

Some verbs are **Regular Verbs**, and form their past and past participles by adding *-ed*, as *talk, talked, (have) talked*. Others are not regular (**Irregular**)⁸, and their principal parts have to be learned separately⁹ (pp. 145 - 146).

Verbs in the same tense may have two voices, the **Active Voice** and the **Passive Voice**, thus:—

⁸ [i'rogjula] ⁹ [i'sepritli]

	<i>Active</i>	<i>Passive</i>
<i>Pres.</i>	I see	I <i>am</i> seen
<i>Past</i>	I saw	I <i>was</i> seen
<i>Future</i>	I shall see	I <i>shall be</i> seen
<i>Pres. Perf.</i>	I have seen	I <i>have been</i> seen
<i>Past Perf.</i>	I had seen	I <i>had been</i> seen

The passive voice is always formed by using some form of the verb "to be" (*am, was, shall be, have been, etc.*) and the past participle (*seen, etc.*).

The most important thing to remember and practise is to add an "s" to the verb after *he, it, a book* (thing in singular), etc. in the present tense, as *he comes, it changes, it rains, school closes.*

When we speak of something which is not finished yet (progressive tense), we use some form of the verb "to be" and the **Present Participle** (the verb in *-ing*), as *I am coming, he is speaking.*

"To have" + past participle = perfect tense.

"To be" + past participle = passive voice.

"To be" + present participle = progressive (or imperfect).¹⁰

4. **ADJECTIVES** (形容詞). Words which show what a person or thing is like are called adjectives, as *good, bad, brave, fair, narrow, beautiful, ugly.* They generally (but not always) follow the verb "to be": *the boy is good, but a good boy.* Adjectives modify nouns. (L. 34)

To compare persons and things, we use the words *more, most, less, least,* or the endings *-er, -est.* Generally, the shorter words are used with *-er, -est* (*greater, younger,*

¹⁰ [im'pə:fikt]

older), and the longer words (generally of three or more syllables) are used with *more*, *most*, etc. (*more beautiful*, *most wonderful*). (L. 44)

5. ADVERBS (狀詞). Words used to modify the meaning of verbs, adjectives or other adverbs are called adverbs, as (*listen*) *carefully*, *very* (*good*), *quite* (*carefully*). They often show how or when or where a thing is done. Sometimes a phrase is used as an adverb: *all of a sudden*=*suddenly*. (L. 58)

6. PREPOSITIONS (前置詞). Prepositions are words which show the relations or positions of things or persons, as *above*, *under*, *in*, *from*, *of*, *to*. Sometimes a phrase is used, as *on the top of*=*above* (L. 53). A prepositional¹¹ phrase is always used as an adjective or an adverb, as "I saw a book *on the table*" (as adj.), or "She kicked him *with her foot*" (as adv.).

7. CONJUNCTIONS (連詞). Words used to join words, phrases or parts of sentences together are called conjunctions, as *and*, *or*, *if*, *but*, *although*, *yet*, *because*, *since*, *when*. Sometimes a phrase is used, as *in case* (=if). (L. 65)

8. INTERJECTIONS (感歎詞). These are words or phrases that express surprise, fear, anger, etc., as *oh!* *ah!* *dear me!* *hullo!* (L. 65)

¹¹ [ˌprepoʒɪʃən], [prepə-]

THE VERB "TO BE"

<i>Present</i>		<i>Past</i>	
I am	We are	I was	We were
You are	You are	You were	You were
He is	They are	He was	They were
<i>Future</i>		<i>Pres. Perfect</i>	
I shall be	We shall be	I have been	We have been
You will be	You will be	You have been	You have been
He will be	They will be	He has been	They have been
		(For <i>past perfect</i> , use "had been" in every case)	

THE VERB "TO HAVE"

<i>Present</i>		<i>Past</i>	
I have	We have	(For <i>past tense</i> , always use "had")	
You have	You have		
He has	They have		
<i>Future</i>		<i>Pres. Perfect</i>	
I shall have	We shall have	I have had	We have had
You will have	You will have	You have had	You have had
He will have	They will have	He has had	They have had

"WILL" AND "SHALL"

<i>Simple Future</i>		<i>Wish: always use</i>	
I shall	We shall	"will"	
You will	You will	<i>Command: always use</i>	
He will	They will		

LIST OF IRREGULAR VERBS

<i>Pres</i>	<i>Past</i>	<i>P. P.</i>	<i>Pres.</i>	<i>Past</i>	<i>P. P.</i>	
go	went	gone	grow	grew	grown	
see	saw	seen	know	knew	known	
be	{ is, am are }	{ was were }	been	draw	drew	drawn
do	did	done	sow	sowed	sown	
drink	drank	drunk	show	showed	shown*	
sink	sank	sunk	swell	swelled	swollen*	
sing	sang	sung	lie (lie)	lay	lain	
ring	rang	rung	bear	bore	born	
swim	swam	swum	tear	tore	torn	
begin	began	begun	wear	wore	worn	
give	gave	given	hear	heard	heard	
take	took	taken	may	might	-----	
shake	shook	shaken	shall	should	-----	
get	got	got(ten)	can	could	-----	
forget	forgot	forgotten	will	would	-----	
fall	fell	fallen	ought	ought	-----	
write	wrote	written	must	-----	-----	
bite	bit	bitten	lose	lost	lost	
eat	ate	eaten	find	found	found	
speak	spoke	spoken	shine	shone	shone	
steal	stole	stolen	strike	struck	struck	
break	broke	broken	stick	stuck	stuck	
ride	rode	ridden	dig	dug	dug	
rise	rose	risen	sell	sold	sold	
freeze	froze	frozen	tell	told	told	
fly	flew	flown	hold	held	held	
blow	blew	blown	buy	bought	bought	
throw	threw	thrown	fight	fought	fought	
			think	thought	thought	

bring	brought	brought	send	sent	sent
catch	caught	caught	lend	lent	lent
teach	taught	taught	bead	beat	beat
hang	hung †	hung †	burn	burnt*	burnt*
fling	flung	flung	spell	spelt*	spelt*
sit	sat	sat	smell	smelt*	smelt*
have	had	had	learn	learnt*	learnt*
meet	met	met	leap	leapt †	leapt †
feed	fed	fed	dream	dreamt †	dreamt †
leave	left	left	light	lit*	lit*
keep	kept	kept	build	built	built
sleep	slept	slept	come	came	come
feel	felt	felt	become	became	become
read	read [e]	read [e]	run	ran	run
mean	meant [e]	meant [e]	beat	beat	beaten
say	said [e]	said [e]	shut	shut	shut
lay (L)	laid [ei]	laid [ei]	cut	cut	cut
pay	paid [ei]	paid [ei]	let	let	let
make	made [ei]	made [ei]	set	set	set
stand	stood	stood	put	put	put
understand	understood	understood	cast	cast	cast
spend	spent	spent	burst	burst	burst

* The regular forms with "-ed" are also used.

† The forms with "t" are pronounced with the short "e": [lept], [dremt] or [drempt]. The regular terms with "-ed" are usually pronounced in the same way, but are also read with the long "e": [leptj], [dremptj].

‡ The regular form "hanged" is used in the sense of "hanging some one to death."

CLASSIFIED GLOSSARY

(分類字彙)

(第一頁已見字不錄。各段中字依字母爲序。此表可作溫習字彙之用。學生可隨時將此表中已學過之字作勾號或加畫。)

1. 人物

(a) aunt, auntie, coolie, grandmother, husband, mammy, papa, servant, sonny, uncle;

(b) beauty, blacksmith, bookworm, butcher, cat's-paw, chap, country people, creature, doctor, eater, emperor, fairy, fat-head, "Fatty," fisherman, fool, foreigner, general, gentleman, god, goody goody fellow, king, match girl, messenger, native, pedlar, people, person, philosopher, ploughboy, queen, race, runner, sailor, scholar, sensible folk, "Skinny," sleeper, soldier, soul, swimmer, thief, the western people, wise man;

(c) American, Cantonese, Chinese, Englishman, Frenchman, German, Greek, Hellenic, Indian, Italian, Japanese, Jew, Roman, Russian, Soviet, Spaniard, Titian, Welshman, Young China.

2. 禽獸

(a) drake, kingfisher, red-breast, sea-bird, swan, wild duck, woodpecker;

(b) animal, cattle, horse, kitten, monkey, ox, pig, rat;

(c) insect.

3. 身體

(a) bone, breast, footsteps, heart, marrow, measles, throat, tiptoe, tongue;

(b) claw, egg-shell, feather, horseback, paw, spurs.

4. 時候

ages, Christmas, future, New Year, New Year's Day, New Year's Eve, Old Year, the past times, the present, the time to come, tonight.

5. 自然 界

air, bank, center, clay, corner, earth, flood, heaven, hill, hill-top, hole, ice, inside, land, moor, morning star, mount, mountain, northeast, northwest, plain, province, river, shore, southeast, southwest, state, stone, storm, stream, sunlight, sunshine, tree-top, waves.

6. 建 築

arch, back garden, bridge, building, capital, city, corridor, duck-yard, fence, floor, house-top, hut, market, roadside, stile, theatre, town, village.

7. 服 飾

(a) apron, blue gown, cap, clothing, cotton-padded trousers, garment, jacket, long gown, mittens (cf. gloves), slippers, underclothes, veil;

(b) gold, jewel, precious thing, silver pin.

8. 器 用

bowl, box, calendar, card, change, chop-sticks, cigarette, cover, cup, envelope, express letter, a knife and fork, lid, matches, ordinary letter, registered letter, rope, saucer, saucer, sixpence, stamp, stick, stove, telegram, tub, wire.

9. 食 物

barley, beef, cake, cane, dinner, flour, food, grain, leg of pork, pie, rice, roast goose, sugar-cane, wheat.

10. 草 木

bark, bloom, chestnut, Christmas tree, larch, peach-tree, trunk, wood, woods.

11. 學 堂

bad mark, classmate, dictation, graduate, junior middle school, novel, proctor, senior middle school, the second year.

12. 人 名 地 名 等

(a) Alexander the Great, Andersen (Hans Christian), Athens, Ceys, Deucalion, Diogenes, Epimeth us, Haleyone, Helen, Hood (Robin) Johnson, Jove, Jupiter, Mercury,

Pandora, Poe (Edgar Allan), Prometheus, Pyrrha, Smith, Solomon, Taffy, Vulcan, Wordsworth (William), Zeus;

(b) Chu-fah, Confucius, Fu-nien, Hsin-lin, Hsiu-tseng, Hsieh-pei, Mien-chung, Pao-pao, Pei-teh, Tung sze, Yang Ho, Yu-ming;

(c) America, Anhwei, Canton, Charhar, Chekiang, China, Chinghai, Corinth, England, Europe, Fukien, Germany, Gotham, Greece, Hangechow, Heilungkiang, Hellas, Honan, Hope, Hunan, Hupeh, India, Italy, Japan, Jehol, Kansu, Kiangsi, Kiangsu, Kwangsi, Kwangtung, Kweichow, Liaoning, London, Lu, Manchuria, Mongolia, Rome, (Soviet) Russia, Shansi, Shantung, Shensi, Sikang, Sinkiang, Spain, Sunyuan, Swartham, Swatow, Szechuen, Tibet (Tibet), Tingchow, The United States, Yunnan;

(d) The Bible, Chang Chiang, Chang Men Street, Huangho, London Bridge, Mount Parnassus, Nottingham Bridge, River Thames, Wan fu-sih Street, Yangtze River, Yellow River.

13. 抽象名詞

address, afterthought, anger, attention, beauty, blow, brains, care, case, cause, chance, change, cold, cough, court, criticism, darkness, death, difference, disease, doubt, ea e, enough, example, fact, fancy, fate, fault, foreboding, forethought, form, freezing, gift, glory, good, good manners, goodness, halcyon days, happiness, harm, history, house number, hunger, hurry, journey, joy, kingdom, life, light, luck, meeting, mind, mistake, much, news, nonsense, nuisance, offence, opinion, order, pains, party, peace, peep, pity, plan, pleasure, position, practice, reason, reflection, relation, rest, return, return call, revolution, sake, sense, shape, shopping, singing, size, skill, sleep, sound, spark, spirits, tapping, taste, tense, thanks, times, title, tone, trial, trick, trouble, turn-round, useful arts, voice, ways, whole, wonder, worry, worth.

14. 動作

(a) accent, agree, appear, arrange, bake, bear, beat, become, believe, bend, bite, bore, borrow, burst, care, cast, charm, chase, classify, club, command, compare, conquer, consider, correct, cough, cover, crack, cross, dance, decide, describe, destroy, dig, dine, disappear, disturb, dive, draw, dream, drink, enjoy, err, explain, fall, fight, fling, float, fly, forgive, freeze, gnaw, gobble, grow, hold, hop, hope, hush, intend, introduce, join, kick, kill, lap, last, lay, lend, light, listen, lose, mind, nest, notice, offend, offer, omit, owe, peck, pinch, post, pour, practise, pretend, promise, purr, push, quench, rap, reap, register, relate, report, roast, roll, rule, sail, save, scratch, seal, set, sharpen, shoot, sign, sink, snow, snub, soil, spend, stand, steal, stick, stretch, strike, stroke, swell, tame, tap, tear, tease, thrash, touch, translate, treat, trouble, underline, visit, warn, waste, whisper;

(b) beaten, became, begun, bent, bit, bitten, blown, bore, born, burnt, done, drank, drawn, dreamt, drunk, dug, eaten, fed, fell, flew, flung, forged, forgiven, forgotten, fought, froze, frozen, given, grown, held, hid, hidden, hung, kept, known, laid, lain, lav, leapt, learnt, lent, lie, lit, lost, meant, met, might, paid, rang, rose, rode, rose, rung, sang, sank, shaken, shot, shown, slept, smelt, sown, spelt, spoke, spoken, stole, stolen, stood, struck, stuck, sung, sunk, swollen, swum, taken, taught, thrown, told, tore, torn, understood, wept, wore, worn.

15. 數量

company, countable(s), crowd, a few, a good deal, a good many, a good number, a great deal, a great number, group, half (half-), hardly any, heaps of, hundreds of, a little, a lot of, lots of, many a —, a number of, only a few, only a little, a pair of, plenty of, quite a lot, scarcely any, a single —, a thousand times, thousands of, uncountable(s), a whole lot of.

16. 形容詞

(a) able, accented, angry, ashamed, bare, blunt, brave, broken, brown, calm, changeable, cheap, chief, clever, close, coarse, comfortable, common, completed, conjunctive, contrary, convenient, cotton-padded, countable, crazy, crooked, crowded, dangerous, dead, delicious, difficult, distant, divine, dreadful, dying, eastern, easy, empty, equal, expensive, express, famous, far-away, fast, fatty, fierce, flying, foolish, free, fresh, friendless, funny-looking, gentle, glorious, gone, good-humoured, goodly-goody, grand, greenish, halcyon, handsome, hard, homeless, human, idiomatic, impolite, important, interesting, irregular, junior, known, least, less, lively, living, loose, lovely, mad, mild, modern, narrow, naughty, necessary, nice, noisy, northern, obliged, odd, open, ordinary, past, patient, perfect, pleasant, plural, polite, poor, possible, powerful, prepared, prepositional, principal, ready, real, red and blue, regular, right-hand, roast, sad, safe, senior, sensible, sharp, shocking, shy, silly, simple, single, singular, skilful, skin-y, slight, soft, sound, southern, spoken, spring-like, steep, still, straight, strict, stuck up, talkative, all terrible, thick, thin, troubled, true, ugly-looking, unable, unclear, uncountable, uncracked, unhappy, united, unusual, useful, useless, usual, weak, weary, wee, welcome, western, wide, wonderful, wooden, worse, worst, yellowish, white.

(b) American, Cantonese, French, German, Greek, Indian, Italian, Japanese, Roman, Russian, Soviet, Spanish.

17. 狀詞

(a) affectionately, besides, bold, carefully, certainly, closely, commonly, easily,

everywhere, exactly, extremely, fairly, far, farther, fast, finally, fully, further, generally, gently, gladly, gradually, greatly, honestly, however, impolitely, indoors, instead, least, less, little, lovingly, mercifully, naturally, nicely, nowadays, off, out, perhaps, politely, probably, rather, really, safely, secretly, simply, sincerely, slowly, somehow, still, straight, terribly, though, unusually, usually, wherever, wherever:

(f) a long way, above all, again and again, all day long, all of a sudden, all over, all the time, any more, around here, as a whole, as I like, as much as possible, as quickly as you can, as usual, as you please, by chance, by far, by halves, by heart, by himself, by now, day after day, day and night, during the time, for ages, for trial, for ages, fully an hour, further on, higher and higher, how about . . .?, how long?, how many times?, in fact, in full bloom, in future, in many ways, in peace, in the case of, in vain, into the darkness, just the same, long, long ago, no longer, no more, once again, once more, one after another, over and over again, quite the contrary, round about, so often, that way, this way, thus, to the right, to this day, up to now, when I like, wherever it pleased, which way?, with pleasure, with these words.

18. 代 名

another, any one, anybody, anything and everything, both of them, hers, his, mine, no one, none, one of the . . ., ours, so-and-so, some one, somebody, theirs, thou, thy, whatever, whose, yours.

19. 前 置 詞

across, as, because of, beside, but, during, instead of, onto, plus.

20. 連 詞

after, and yet, as, as if, as soon as, as well as, before, both . . . and, either . . . or, however, if, in case, in order that, neither . . . nor, not only . . . but (also), once, otherwise, since, so . . . that, so that, such . . . that, the more . . ., the more, then, therefore, though, unless, until, when, whether . . . or, nor, while.

21. 感 嘆 詞

ah!, by Jove!, by Robin Hood!, cheerio!, eh?, for Heaven's sake!, good gracious!, goodness knows!, hullo!, narrab!, hus'it, I say!, look here!, my!, my gracious!, o-ho!, sa-ther!, so long!, there you are!, what a lot!, what a pity!

22. 成語

a single thing, about to, all he had, and so forth, anything and everything, as a matter of fact, as a whole, as far as possible, as if it was (were), as though, as you go, at rest, at school, at the end, at the head of, awfully sorry;

be able to, be afraid of —ing, be allowed to, be ashamed of, be back, be born, be called, be caught, be charmed, be crazy about, be delighted, be divided into, be dressed, be drowned, be expected to, be gone, be known, be laughed at, be made of, be made fun of, be obliged to, be over, be pleased, be supposed to, be surprised, be turned into, be unable to, be-ome of, (I) beg your pardon, begin to, belong to, burnt stick, burst out laughing;

call on, call one names, can help —ing, can't help —ing, catch cold, clear up, come across, come along, come with us, correct mistakes, cut in two, could you?

dare not (daren't), do good, do harm, do you mind if . . .?, does matter, don't dare to, don't have to, don't mean any harm, don't mind at all, don't need to, don't understand; excuse me;

feel troubled, fight over, for example, for instance, for one's sake, for this purpose;

get practice, get thirsty, get to know, get upset about, give pleasure, go about with a person, go for a walk, go on —ing, go out, go for, grow wiser;

had better, hadn't got, happen to, has got to do with, have a quarrel, have ever seen, have got to, have on, have pity on, have to, haven't got to, heart breaks, hold your tongue, how about . . .?, how many years?

I am going to, I am sorry, I am told, I hope, I should like, I suppose, I thought, I told you, I wish, I wish to, I wonder, if you like, in low spirits, in many ways, in memory of, in school, in this sense, is getting on, is likely to, is no trouble, is somebody's fault, is that all?, is too much trouble, it is a pity, it is said, it must be;

jolly well;

keep away from, keep from —ing, knock at;

leave out, let me see, look out, look for;

make fun, make a return call, make sure, meant to, more and more, much faster, my own business;

need not (needn't), never mind, nice and warm, no hurry, no one knows, no wonder, none of my (your) business, not till, not yet;

pardon me, pay a call, pay attention to, person's ways, pick up, pull your leg, put on; quite sure, quite the contrary;

rather than, read over, run off, run on, run over;

saves time, say "sorry" to, school breaks up, school closes, see if, set out, shall I?, shall be glad to, simply must, sit up, sleep well, slip into, small heart, so much, so

slowly as that, something like, something must have kept you, something to eat, spoken English, stand for, step aside, step out, suffer from, sun oneself;

take a peep, take it so to heart, take seriously, take tea, takes time, talk about something, the chief thing, the easiest way, there you are, too bad, turn round; used to, useful to;

wait a minute, waste time, what does . . . mean?, what I mean, what is . . . like?, whether . . . or not, why, of course, wise man of Gotham, with me, without —ing, won't mind, won't you?, work with a person;

you shall not, you shall see, you will not, yours affectionately (lovingly, sincerely, truly), yours with love.

23. 語 言 文 字

abbreviation, accent, active voice, adjective, adverb, apostrophe, brackets, colon, comma, common noun, conjunction, consonant, exclamation, exclamation mark, expression, folk-song, folk-tale, full stop, future (tense), grammar, idiom, imperfect tense, interjection, irregular verb, italics, language, learning, literature, mandarin, modify, negative, parts of speech, passive voice, past (tense), past participle, past perfect, phrase, plural, preposition, present (tense), present participle, present perfect, principal parts, progressive tense, pronoun, pronunciation, proper noun, punctuation marks, question mark, quotation marks, regular verb, saying, science, semi-colon, singular, slur, syllable, tense, translate, verb, vowel, wrong.

GLOSSARY OF WORDS & PHRASES

(This list includes not only the new words, but also phrases and idioms that either require more careful study or should be practised upon. *Pl.* = plural; *p.* = past; *p.p.* = past participle; *n.* = noun; *v.* = verb. Double consonants, like *-pp-*, *-tt-*, indicate that, when followed by *-ing*, *-ed*, *-er*, *-est*, these consonants are doubled. The numbers refer to lessons.)

1

hullo 哈囉！(招呼的喊聲)
lots of 許多, 很多
ah 啊
horse 馬
it must be 一定是
if 是否
too bad “可惜”(惋惜的話)
no one knows 沒人知道
quite a lot of 很多
Greek story 希臘故事
interesting 有趣
I wish I could 如能……多好
senior middle school 高中
junior middle school 初中
cover 書面
a good many 許多
some of them 有些
what does……mean? ……是什麼意思?
it means 意思是
something like 略似
what a pity! 可惜得很!
idiom 成語

2

wise men 聰明人
city 城市

England 英國, 英格蘭
city (*pl. -ies*) 城
market 市, 市場
sheep (*pl.*, 單數同) 綿羊
bridge 橋
met (*p. of meet*) 遇見
ha I come back 回來
which way? 那個路?
you shall not 不許你
said (*p. of say*) 說
I will 我要
you will not 你不會(將來)
Jove 古羅馬神 Jupiter 的簡稱
Robin Hood 古英國豪傑的名
by Jove, by Robin Hood 發誓的話
you shall see! 你瞧罷!
fight 打架
in many ways 用種種方法
shan't = shall not
meaning, -s 意義
in this sense 作這種意義時
is accented 重音
accent 重音
simply 簡單的; 單單; 無過
do what you will 隨你怎樣做吧(我不管)
it's none of my business 不關我的事; 與
told (*p. of tell*) 吩咐, 告訴 (我無干)

3

as 正當
sack of flour 一袋麵粉
learn, *p. p.* -ed 得知, 得悉
cease 蘇故; 寧山
horseback 馬背
put, *p.* -ed 傾, 饋
river 河
empty 空
asked of 以某言問某人
brains “頭腦”
fight over 為爭某物而相打
saw (*p. of see*) 觀察
mistake 錯誤
stop (-pp-) 一 g 停止 (某事)
wise, *r.* -t 聰明, 更聰明, 最聰明
of these three 這三人中
fool, -s 呆漢, 愚人
really 真的
greatest 頂大的
air 空氣
the only way 唯一方法
tonight 今晚; 今夜
wish (*n.*) 願望

4

learn by heart 熟習; 牢記
pronunciation 讀音; 口音
sow, -s 播(種)
wheat and barley 小麥和大麥
reap, -s 收割
thresh, -es 打穀
come with us 同來
go for a walk this afternoon 下午去散步
take.....with me 帶.....
shall we be long? 我們此去久否?
have (some) tea 喝茶
out 在外面
get thirsty 口渴
had better bring..... 頂好帶.....

shan't need 無需
spend 用(錢)
instead of 代替

5

king 國王, 國君
Solomon 所羅門(古猶太名君)
thousands of 幾千
Jew, -s 猶太人
the Bible (耶穌的)聖經
one of the..... 其中之一
instead 代替
yours 你的
living 活的
mine 我的
belonged to 屬於
heard (*pr. hear*) 聽見
cut in two 割為兩段
fair 公道
O! 唉! 呵!
hers 她的
kill 殺, 殺死
true 真的
whose 誰的
the Jews' story 猶太人的故事
theirs 他們的
ours 我們的

6

proctor 學監; 舍監
every one of us 我們各人
pronoun, -s [文法] 代名
Tatty [俗] 即 Welshman (與 David 相等
之 Davy 在華爾士讀如 Tatty)
Welshman 英國華爾士(Wales)省的人
third (*pl.* -ves) 殿
steal, *p.* stole 偷
a piece of 一片; 一塊
beef 牛肉
marrow bone 髓骨
wasn't in (*p.*) 不在家

silver pin 銀扣針
fling, p. flung 擲, 拋

7

have got ready 預備好了
dictation 聽寫
broken (p.p. of break) 斷了
blunt 鈍; 不尖
have to 必須; 非...不可
sharpen a pencil 削尖鉛筆
listen carefully 仔細聽
slowly 慢的
follow 跟
phrase, -s 成語, 片語
a whole sentence 全句
just once (twice, three times) 只一次 (兩次, 三次)
once more } 再一次
once again }
no more 不再
could you? 可否? 請
never mind 不要緊
count as 算是
how well 若何程度
spoken English 口講的英語
is that all? 都完了嗎?
no hurry 不忙
the whole thing 看篇
correct mistakes 改錯處
perhaps 也許
have left out 遺漏
too fast 太快
so slowly as that 那樣的慢
in fact 其實; 實在
much faster 快得多
you'll = you will
how about...? 某項如何?
worry about 計慮
get them out of your head 去跟他們
the chief thing 主要者
whether you can 你能否
whether... or not 是否; 可否

see if 看看有否, 是否
omit (-tt-) 略去
spelt (p.p. of spell) 拼字母
punctuation marks 標點符號
full stop 句點, 全點 (.)
comma 逗點 (,)
question mark 問號 (?)
quotation marks 引號 (" ")
colon 支點 (:)
semi-colon 半支點 (;)
exclamation mark 驚歎號 (!)
epitrophe 省字號 ()
brackets 括弧, 即 () 或 []

8

have you ever seen? 你曾看見過?
woodpecker, -s 啄木鳥
peck at 啄
trunk, -s 樹幹
look for 尋覓
insect, -s 蟲; 蛆
sound, -s 聲音
rap, tap, tap 鬧鬧聲
tap at 輕擊 (tapping = 以手擗案)
food 食物
find 發覺; 找尋
tear away 撕開
bark 樹皮
an easy life 舒服的生活
anything to eat 喫的東西
day after day 日復一日
has to 必須, 非...不可
wood 木頭
good for 有益於
useful to 於...有用
sharp 利, 銳

9

common 普通, 常見的
over and over again 再三再四, 迭次

all the time 時時刻刻

have to }
have got to } 必須, 不得不

don't have to }
haven't got to } 不必, 可勿

need(s) to 要, 須

dare to 敢

don't }
doesn't } need to 無須, 勿要

don't }
doesn't } dare to 不敢

it needs to be done 這事須做好

practice (v.) 實習, 演習, 應用

he dared to say so 他竟敢說這話

need he? 他須否?

dare he? 他敢不敢?

he needn't (=need not) 他無須

he daren't (=dare not) 他不敢

more often 更常

without adding "-s" 不加 -s

when used with "he" 跟在 he 用在一起時

notice 留意, 觀察

negative 否決的, 表示不的

even 即使

no one need know about it 不必讓人知道

dictate 默寫

when (they are) spoken quickly 講得快時

consonant 輔音

10

was dressed, (p.) 穿得, 打扮

was not a beggar (p.) 不是乞丐

hungry 飢, 餓

had come a long way 由遠處來

making calls 做餅 綉紅華(的)

in a grey dress and a red cap 穿灰色衣裳

nice and warm 暖烘烘的

knocked at the door 敲門

went on ...ing (p.) 繼續(做某事)

bake, baking 烘

present tense [文法] 現在時, 現在式

leaving out 略去, 漏去

past tense [文法] 過去時, 過去式

waited for 等候

meant to (p.) 原意要

as I did 我本來是回去拿洋傘的

beside 不但如此, 而且

I told you 我(早)告訴你

*safe 妥妥(指天不下雨)

had intended to 本意要

that would have been 那個是

all the more fun 更有趣

「乾濕

something must have kept you 必是因事

11

after a while 過了一會兒

speak (p. of speak) 講, 說

too big still 還是太大

still smaller 還更小

「塊餅

too small to be called a cake 小不得或一

angry 怒

far 遠, 甚

your heart is too small 你最大小

not ...any more 不再

bore (p. -d) 鑽孔

bore and bore and bore 鑽了又鑽, 鑽了

in a moment 霎時

「又鑽

had disappeared 不見

fairy (pl. -ies) 神仙

in her place 代替她

12

calendar 日曆

abbreviation, -s 縮寫

practice (n.) 實習, 演習, 應用

stands for 代表, 指

what I mean 我的意思

let me see 等我想想看

evenly 恰好, 正

13

ploughboy 耕童

in luck 運氣好的

daddy 爹爹(小兒呼父親的稱呼)

left (*pr.* leave) 遺留
 follow 跟, 隨
 plough 耒耜, 犁
 whim, whim, waddle hol 馱牛聲音 (無特別意義)
 sold (*pr.* sell) 賣
 buy me a cow 買一頭牛
 calf, *pl.* -ves 小牛, 犊
 made a bargain 做一場交易
 lost half 虧損一半
 better half 大半
 never.....but 從沒有.....而不.....
 warm her back 烘背
 took fire 着火
 a number of birds 許多鳥
 cloth 布

14

polite 有禮; 客氣
 less 更少
 nice 有禮; 溫雅
 may I? } 我可否? 我能否?
 can I? }
 can you? }
 could you? } "可否?" "請"
 will you? }
 won't you? }
 do you mind if.....?可以嗎?
 come along 回來
 would you mind coming, too? 請回來好
 嗎? (*mind*=介意, 於心不安)
 is too much trouble 太麻煩, 過極
 person 人 (不分男女)
 I hope }
 I should like } 我希望, 極願
 I wish }
 to have you 你來
 give (me) great pleasure 極爲欣慰
 command 命令
 explain 解釋
 classmate 同級生

15

match girl 賣火柴的女兒
 Han Christ an Andersen 安徒生 (丹麥)
 話作家) (18 5-1875)
 was snowing 下着雪
 growing dark 天暮, 天色暗了
 New Year's Eve 年夜, 除夕
 poor 窮苦
 with a bare head and bare feet 光頭赤足
 when she left her house 離家時
 had.....on 穿着.....
 slipper, *pl.* -s 鞋, 家居拖鞋
 what use were they? 有什麼用呢?
 had lost 遺失了
 crossing the street 過街
 went on 前進
 red and blue with cold 凍得變紫黑色
 matches 火柴
 apron 圍裙
 a box of 匣; 盒; 箱
 bought (*p. p.* of buy) 買
 no one had bought anything of her 沒有
 人向她買過半點東西
 all day 整天, 終日
 no one had given her a copper 沒有人給
 過她一個銅子
 fell (*p.* of fall) 落下
 the inside 內部
 had got, had had 有
 present perfect [文法] 現在完了
 past perfect [文法] 過去完了
 anybody, any one 任何人
 somebody, some one 有人
 nobody, no one 沒有人

16

corner 牆隅
 drawn (*p. p.* of draw) 拉; 縮; 抽
 dare I not go home 不致回去
 had sold no matches 洋火沒有賣掉

hadn't (= had not got) 沒有
 a single cent 一分銅子, 一分錢
 beat (p. 與 p.p. 同) 打
 as cold as the street 與街上一樣的冷
 might (p. of may) 也許可以
 do for good 有益於她, 使她好一點
 strike a match 劃火柴
 strike it against the wall 在牆上劃一副
 r-r-match 擦火柴聲
 light 火光
 held her hands over it (s.) 用手罩火
 as usual 照常
 the fire burnt lively 火燒得真
 stove 爐火
 (what 是插入句法)
 the light went out 火光滅了 (out went the
 was gone) 沒有了
 end of the burnt stick 燒剩的頭
 reason 理由
 happen, p. -ed: (事情) 發生

17

struck (p. of strike) 副, 打
 gave light 發光 (gave, p. of give) 給
 shone (t. of shine) 發亮, 照耀
 become, p. became 變成
 as thin as a veil 薄如紗綉(透明)
 where a table stood 在桌子地方
 roas goose 鴨
 smiled or wondered 氣味怪乎
 what was so wonderful 更奇異的
 hop (p.p.) 跳
 floor 地
 a knife and fork 刀叉
 breast 胸部
 straight 一直
 thick 厚
 in front of her 在她面前
 have just read 剛讀過
 dine 吃飯
 fell down (p.) 跌交

18

light a match 點火柴
 lighted another (= another match) 又點一
 Christmas 耶誕節(聖誕) [很火柴]
 Christmas tree 聖誕樹
 greater and finer (s.) 更, 更大更好
 had seen before 從前曾見
 candles 燭
 stretched out her hands 伸手
 touch 摸
 match went out (p.) 火柴滅了
 the light 燈火; 燭火
 went higher and higher (p.) 越升越高
 a long line of fire 一道火光
 dying 將死的
 grandmother 祖母
 be used to 悉得, 鍾愛
 heaven 天堂
 (one) is to be seen 可見
 clear and ringing 容光煥發
 look 看
 teach, or 教書
 match has gone out 火柴熄了
 next room 鄰室

19

it is fast 緊攏
 in the middle of the day 日中午
 fly (p. of fly) 飛
 fish 魚
 joy 喜
 or 也; 也; 也沒有
 hang (p.) 吊
 care, s 煩
 frozen (p.p. of freeze) 凍
 was frozen to death (p.) 凍死
 lay (p. of lie) 臥
 people said 據說
 play 玩
 New Year's Day 新年, 元旦

grammatical 文法的
 verb, -s [文法] 動詞
 form, -s 格式; 格式; 單式 [要部]
 three important tenses [文法] (動詞的) 三
 lose, -s 失
 known (p. p. of know) 知道
 flown (p. p. of fly) 飛
 at once 即刻
 gradually 逐漸的
 easily 容易的
 with practice 經過練習

20

sleep well 安眠, 熟睡
 slept (p. of sleep) 睡覺
 not... till eight 到八點鐘.....
 cclicie 善力; 餅人; 校役
 post, p. p. -ed 行郵
 send, p. sent 送
 stick, p. p. stuck 投入 (信信)
 has stuck it down 已經投入信信
 telegram 電報
 since 自.....以後
 was leaving 動身
 arrive, p. p. -ed 達到
 by now 此時
 letter reaches person } 接到信
 person receives letter. }
 column, -s 縱行

21

kitten, -s 小貓
 mittens 不可拆頭的手套 (gloves=通常)
 nannay 媽媽 (母親的話) (的手袋)
 greatly feel 非常快活
 naughty 淘氣; 好搞鬼的
 pie 外國蛋糕
 new 新的 (貓叫聲) [技巧]
 purr 貓叫聲 (purr-r-r 讀時尾音)
 ate up 喫光 (a, a.e. eaten)

soil, p. p. -ed 弄髒; 沾污
 hung (p. of hang) 掛起
 hung them up to dry 晾起
 rat 鼠 (no. s = 老鼠, 小鼠)
 hush 嘿! 不要作聲!

22

both....and.....與.....
 politely 有禮貌的; 客氣的
 impolitely 無禮貌的; 不客氣的
 expte. sen. -s 英語; 英語; 語句
 either....or 或.....或.....
 gladly }
 with pleasure } 好極; 極榮幸
 awfully sorry 抱歉 (sorry = "對不起")
 should be glad to 極欣願
 for example 比方, 例如
 K wangtung 廣東

23

over the fence 隔籬; 越籬 (fence = 籬笆)
 get loose (p.) 走出
 scratch, p. -ed 抓
 that's all right 沒有關係
 happened to 遇到
 won't mind }
 don't mind } 不以為意, 不要緊
 never mind }
 don't mind at all }
 not at all 一點不
 ran over (p.) 踐踏
 somehow 不知如何
 came across (p.) 遇着
 shook hands (p.) 握手, 拉手
 good-humoured 開朗; 好脾氣
 wives (pl. of wife) 妻
 angry with each other 彼此生氣
 smiled about it 付之一笑
 trou le. (s. & a.), troubla; 打擾
 don't mention it 不要提起, 不足掛齒

you are (quite) welcome 極受歡迎
 (I) beg your pardon 請你原諒, 對不起
 be obliged to 感激; 感愧

24

language 語言
 difficult 困難
 be able to 能 [Intransitive]
 graduate 畢業 (作“畢業生”解時讀如
 there you are! 你看
 papa 爸爸
 end to end 云云, 等等
 from its second year 從她長起
 pretty well 很好
 nearly 幾乎
 anything and everything 各種各樣, 一切
 kinematic 適應; 雅馴
 I believe 我相信, 我以為
 still less 還要少
 see 懂得, 了然
 takes a long time 頗費時日
 takes less time 較省時間
 get more practice 要得實習
 quite the contrary 恰相反
 talks nonsense 講些荒謬的話 胡說
 voss 小兒用語 極小
 ten or twenty times a day 一天十次或二十
 difference 不同, 異點 [比較]
 afraid of -ing 怕做某事
 the easiest way 捷徑
 saves time 節省時間

25

folk-tale, -s 民間故事
 China 中國
 children and children's children 子子孫孫
 people's tales 民間故事
 crooked sixpence 彎曲的六辨士
 what shall I do with.....? 他有何用?
 pig 豬
 stile 牛膝欄
 far, farther, farthest 遠; 更遠, 往前; 最遠

went farther 往前行去
 bite 咬
 stick 杯
 quench 滅熄
 ox (pl. oxen) 牡牛
 drink 飲, 喝
 butcher 屠夫
 gnaw 咬, 齧

26

saucer 碟
 lap (-pp-) 用舌紙起; 舔食
 noun, -s [文法] 名詞
 was asked to (p.) 被請求
 uncle 叔父; 伯父; 丈; 舅
 aunt 伯母; 叔母; 姑; 姨; 妯
 idly 隨情
 vowel, -s 元音
 a one-hour class 一小時功課
 useless 無用

27

perfect tense [文法] 完了式
 active voice [文法] 主動態
 passive voice [文法] 受動態
 bit (p. of bite) } 咬
 bitten (p.p. of bite) }
 beat (p. 打) }
 beaten (p.p. of beat) } 打, 擊
 drank (p. of drink) } 飲, 喝
 drunk (p.p. of drink) }
 rice, -s, p.p. -d 飯
 rice 米; 飯

28

generally 通常, 大概, 大抵
 set up 晚間午語 (不就寢)
 late than 遲於; 遲
 free 自由 (from 自由)
 when I like 任何時
 as late as I like 遲早隨意

noisy 吵鬧不安, 嘈嘈
 can help it 能免 (help=avoid=避免)
 can't help it 不能免
 peace 安靜
 disturb 打擾, 擾亂
 we are supposed to 照規矩應該
 nuisance 討厭之事
 dreadful 可怕
 simply must 簡直非……不可
 whisper, -ing 耳語
 rather 更……的(更宜, 更是)
 are caught 被(發覺)撞見, 撞見
 goes on tiptoe 踮起腳行
 footstep, -s 腳步
 their fault 他們的不是
 bad mark 記號
 the lights are out 全燈熄滅
 corridor 走廊, 通道
 are crazy about 迷; 着迷
 novel, -s 小說
 burn canals 點煙局
 isn't good for the eyes 損傷目力
 just the same 仍舊, 一樣的
 candle light 燭光
 report, p. p. -ed 報告

29

wasn't true 不實, 不真實
 this team 這(個)團
 theatre 戲院, 劇場
 learned (p. of learn) 學習
 care 顧慮, 關懷
 does not care 不在乎, 不管
 if (=whether) 是否
 doubt 懷疑, 疑心
 so much to do 許多事情要做

30

Creek, -s 溪, 獵人 [作 people]
 people, pl. -s 民族 (指同種人時, pl. 仍
 kingfisher, -s 釣魚郎, 翡翠鳥

husband 丈夫
 the morning star 啟明星
 brave 英雄
 fish 魚, 子, 貌
 loved her husband better than her own life
 愛她丈夫勝似愛自己的生命
 far away country 遠部, 異域
 across the sea 渡海
 gentle 柔和
 return (n. & vb.) 回歸
 shore 岸
 terrible 可怕的; 驚人的
 storm 狂風暴雨
 blew, p. p. blew, p. p. blown 吹
 fierce 兇, 猛
 wave, -s 浪
 rise, p. p. rose, p. p. risen 起
 beat upon (p.) 沖擊
 darkness 黑暗, 昏黑
 pray, p. -ed 禱告 (pray for = 禱求)
 return to her safely 平安歸來
 adjective, -s [文法] 形容詞

31

wind had died away 風息了
 still 平靜, 靜止
 calm 平靜, 無風
 towards) 向, 朝
 her heart broke 斷腸; 心碎
 lie with him 跟他在一起
 god, pl. -s 神
 had pity on 憐惜
 changed them both into…… 將他們兩人
 men said 傳說 [變成……]
 built (p. of build) 建造
 nest (vb. & n. -ing) 築; 營巢
 sailor, -s 航海者, 水手
 land 陸地
 sea bird 海鳥
 sad 悲傷, 淒清
 fate 命運

because of 爲了
 love (n.) 愛情
 during the time 在... 之時
 mild 溫暖
 soft 和軟
 hakyon days 太平日子

32

particle [文法] 介詞
 past participle [文法] 過去分詞
 principal 主要的 (動詞)
 regular (verbs) [文法] 規則的, 無變化的
 hang, -ed 絞死

33

shy 怕羞, 羞怯, 畏人
 by himself 孤獨一個
 woods 樹林 (wood = 木)
 wherever 無論何處
 stream 河流
 expect 期望
 probably 也許, 或者
 stone 石
 bank 河岸
 patient 耐心
 fisherman, pl. -men 漁人
 what can he be thinking about? 他是在想什麼呢?
 look closely 仔細看
 dive, pl. -s 潛水
 has had enough 兜飽了
 dreams the hours away 做夢度日
 describe, -s 敘述
 habit 習慣
 compare ... with 與.....與.....相比較

34

enjoy, -ing 享受, 享福, 享受
 handsome 俊秀, 俏美
 greenish 淡綠, 略帶綠色
 that is 就是說, 即

threat 嚇
 yellowish 淡黃, 略帶黃色
 yellowish-white 白而微黃, 淡黃白色
 weak 弱, 細
 body 身
 full and round 肥胖, (身體)豐滿
 slight 小, 細, 一指
 hole 孔, 洞
 animal 動物
 rather than 而不是 (rather this than that 是此而非彼)
 narrow 窄, 狹
 straight 直
 goes round about 迂曲的
 end 端
 wide 寬
 large enough for 其大足(容).....
 claws, -s 爪
 feathers, -s 羽毛
 shape 形狀

35

how it is used by others 別人怎樣用法
 change, -s 變化, 變動
 help for 助成
 group, -s 羣
 gone on 正在進行中
 not completed yet 尚未完成
 progressive tense [文法] 進行式
 underline 在字下加畫
 changing ton, -s 變音

36

over two thousand years ago 二千多年以前
 Greece 希臘 [前]
 C. Smith 哥林斯(希臘城名)
 was known as 以.....名, 號稱
 philosopher 哲學家 (philosophy = 哲學)
 believe, pl. -s 相信
 most like the gods 最與神明相似
 happiest 最快樂

simple life 淳樸的生活
 neither..... nor 既不.....又不
 clothing 衣裳
 tub 大桶
 by night 夜間 (by day=日間)
 move 動; 走動, 移動
 roll, p. -ed 滾
 throw, p. threw, p.p. thrown 拋, 扔, 擲
 coarse garment 粗衣衫
 kept (p. of keep) 保護
 wooden bowl 木碗
 cup 杯
 not....., either (那末).....也不
 few 少 (fewer=更少)
 gown 長衫, 袍
 chop-stick, -s 筷子
 foreigner, -s 外國人
 at table 在席上, 喫飯時

37

Alexander the Great 亞力山大大帝
 conquer, p.p. -ed 征服
 as soon as之時, 即刻
 set out 動身; 出發
 sunning himself 曬太陽
 receive 接待
 whatever you ask 任何請求
 step aside a little 站開一點
 get out of 離開 (此處作“別遮住”解)
 sunlight 日光, 太陽光
 general, -s 將軍
 jacket 短衫, 馬褂
 cotten-padded trousers 棉褲
 wear, p. wore, p.p. worn 穿
 as many as 一樣多
 necessary 必要
 long gown 長衫
 blue gown (藍色) 竹布長衫
 a pair of 一對, 一隻
 comfortable 舒服

above all 最要
 happy 快樂

38

what's the matter? 有何事故? 怎麼樣啦?
 have caught cold 傷風
 have slept too much 睡的時間太多, 太貪
 till nine 至九時 (註)
 my! 嗚呼!
 what a lot! 真多! 真不少!
 I am surprised 出我意外
 my goodness! 嗚呼! (感嘆之詞)
 great eater 饕餮者
 great sleeper 貪睡者
 no wonder 無怪, 難怪
 are getting too fat 長得太胖 (fat=胖, 肥)
 my own business 我個人的事, 與你無干
 simple 簡單
 well 口頭語 與“那末”相當
 the other day 前天
 though 雖則 (在句末作“但是”解)
 as a whole 全盤, 總的
 grain, -s 粒類
 peace, -s 和
 usually 通常, 平常, 向例
 a great many 許多, 很多
 countable(s) 可數的(東西)
 uncountable(s) 不可數的(東西)
 drop, -s 滴
 room 當地
 a whole lot (of) 很多

39

few 少, 不多
 a few 有些
 plenty of 許多
 very few } 很少
 only a few }
 a little 有一點
 very little } 很少, 不多
 only a little }

lend 借與
 care about 眷戀, 心愛
 care little about 不愛
 secretly } 幾乎不
 hardly }
 scarcely any } 幾乎沒有
 hardly any }
 I do smoke 我是抽煙 (do 字加重語氣)
 a soul 一人
 a great deal (of) } 多(量)
 a good deal (of) }
 a great number (of) } 多(數)
 a good number (of) }
 waste, -s 消耗, 虛擲
 waste time 浪費光陰
 thinking 思想
 idea, -s 念頭
 altogether 總共, 完全
 too... altogether 完全太, 實在太
 around here 在此地
 have so little sense 這樣子懂事

40

monkey 猴
 chestnut, -s 栗子
 afraid of -ing 怕(什麼事物)
 took the Cat to the fire 把貓領到火邊去
 a fine dinner 一頓好晚飯
 pull out 拖出, 拉出
 grand dinner 筵席
 agreed to 同意(某事)
 paw (貓)爪, 蹄, 掌
 fully 完全
 compensate for all the pains 抵償一切辛
 苦 (pain=痛苦; pains=辛苦)
 more and more 越加, 越多
 *turned round 掉轉頭來
 had eaten them all 把它們喫光
 that is why... 因此
 bear the brunt 首當其衝, 喫虧
 in order to 為要

share 分享
 be compensated by 因.....而得抵償
 delicious 美味的, 佳妙的
 speak of 說到, 論及
 some one else 別人
 cat's-paw 受人利用的人, 代人受過之人
 (原意“貓爪”)
 make a.....of you 使你做一個什麼人

41

forethought 預計, 先慮
 the time to come 將來之時
 aft'rt'ought 追想, 回想
 the past times 過去時候
 T a n, -s 希臘神話中之巨人
 rice 種棧
 tall 高大
 fought (p. of fight) 打仗
 had fought against 跟.....打仗
 Zeus [希臘神話] 希臘之主神, 羅馬人謂
 為與 Jupiter 相同之神
 mountain 山(大山)
 tame sheep and cattle 馴服牛羊
 grow grain 種穀, 耕作
 know too much 太聰巧
 plan 計劃
 make men suffer 令人受苦
 blacksmith 打鐵匠
 clay 膠泥 [人形狀
 make it into the form of a woman 捏成女
 did as he was told 依言而行
 living woman 活的女人
 form 形態; 姿容
 gift 贈品; 贈物, 禮券
 so that 於是
 beauty (n.) 美麗, 美貌; 美人
 sweet voice 婉曼的嗓音
 good manners 禮貌
 kind heart 慈和心腸
 skill 巧藝, 技巧
 the useful arts 各種技藝

so ... that 如是 ... 致
could help loving her (p.) 難免(不禁, 愛)
她 (help=免; could help=能免)

messenger 使者
earth 地球, 世界
present participle 動詞的現在分詞
used as 當 ... 作 ... 用
a living woman 活女人
a burning candle 點著的蠟燭
a loving father 慈愛的父親
a sleeping beauty 睡美人

42

sent (p. p. of send) 遣; 送
warn, p. p. -ed 警告
take gift 受贈禮
was charmed 入迷, 中意
to live with him 跟他同居
contain, p. -ed 含有, 貯
precious things 寶物
qu - 女字后
secretly 秘密的, 私下
jewel, -s 珠寶
the more ..., the more 越..., 越 ...
ending 字尾
skilful 精巧的
arrange, p. -ed 約定
call for 招呼
convenient 方便

43

felt certain (p.) 確實
do no harm 不礙事, 無妨
take a peep 窺探
lid 蓋
all of a sudden (=sudden) 忽然, 突然
thousands and thousands of 成千成萬
thin 薄; 細弱
ugly-faced 醜貌
creature, -s 動物; 生物; 禽獸

ripped out 闖出
flew about (p.) 騰飛
diseases and cares 疾病煩惱
up to now 至今, 迄今
what it was to be 出 ... 為何物
did not know what to do (p.) 不知如何是
chance 機會 〔好; 可能是無禮〕
by chance 恰巧
foreboding 預知凶兆, 兇見
it was well for men 說得對, 幸而
stay inside 留在裏面
live in peace 安閑自由
for a moment 片刻, 片刻
unhappy 不樂, 不幸
worry, pl. worries 苦惱

44

careful 當心, 謹慎
less (=fewer) 更少
▲ little less 少一點
no more and no less 不多也不少
as quickly as you can 儘快
less 甚少, 微小
syllable, -s 音節, 音韻, 韻音

45

shopping 購物
look here! 我就這兒(引人注意的話)
do something for me 請託; 代勞一下
worth 價值
sugar-cane, -s } 甘蔗
cane, -s }
seem to like 似乎歡喜
rather (rather) 〔不心說〕自然囉
I love it 我地歡喜
so long! 再會! 同知同
much obliged 多謝
that's nice 好極
hardly to eaty minutes 不到十分鐘
paid (p. of pay) 付, 付

cheap 便宜

owe 欠

how much does it come to altogether? 總
計若干? (come to==合共)

I hardly know myself 連我也不清楚

plus 加

is equal to 等於

add 加

change 零洋; 找頭

much bigger than the last I had 比我上回

expensive 昂貴 [買的大得多]

at present 此刻 [你須]

you'd (=you had) better [勸告語] 頂好,

46

history 歷史

harder than 更厲害

in our life 生平

week after week 一週又一週

month after month 月復月

nothing but } 只有(but=except=除去)

nothing except }

ever where 各處, 處處, 到處

still 仍舊

hill, -s 小山, 岡, 丘

cover, -ed 覆蓋, 遮藏

fall 倒

swell 高漲

flood (n. & v.), p. -ed 洪水; 氾濫

climb, p. -ed 爬; 登

house-top, -s 屋頂

onto 到...之上

hill-top, -s 山頂

was prepared for 有準備 [日子到了]

the day is coming when..... 如何如何的

destroy 毀滅

be sure that 必定

tree-tops 樹頂

nowadays 日子, 現今

extremely 非常, 極端

without stopping 不停, 不止

47

boat 船

for this purpose 做這用途

float 浮泛; 飄泊

wherever it pleased 任意而之

day and night 晝夜, 不分晝夜

for how many days 經過多少日子

at last 後來

clear up (天) 霽; 晴

sink, p. sank, p.p. sunk 沉沒

ran off 流汗

stepped out 步出, 走出

valley, -s 山谷

a little distance 相當的距離, 多少路

knew him by..... 由(看見了)什麼而認
識他 [ever=不論何物]whatever you desire 隨你所欲 (what-
to matter what you do 不論做什麼事)

48

above all 最要者

bill of (商) (海), 摺 (地) 是

as you go 你(們)一边走時

cast.....over your shoulder(s) behind you
自你(們)肩上向後擲去 (cast=擲)

with these words 說完這些話

leap, p. -ed 跳

was seen no more 不見了

Mother Earth 大地 (為物產祥之地)

have sprung from 出於, 產於

pick up 拾起

on our way 沿路

silly 無知識, 呆笨

there's no harm in trying it 試亦無妨, 不

steep 崎嶇 [妨試一試]

mount 山

strange to say 說也奇怪

turned into 變為

full-grown men (women) 成年男子(女子)

lively 活潑

plain 平原

at the head of 在……之前

company 隊, 羣

[取名

call d...after their son 依他們的兒子

49

since school began 開學以來

write to you 寫信給你

date 1 註明日期

how father is getting on 父親起居如何

auntie, aunt (姨, 姑) 的親密稱呼

is married off 訂嫁

glad for her sake 替她快活 (for one's sake == 爲某人之故, 替某人情面)

picture 照片, 相片

what he looks like 他的相貌如何

lots to do 事情多

honestly 老實說, 真的

think of 思念 (think 是強調說法)

learn (p. p. of learn) 學習

any story like it 像此類的故事

did you ever hear about.....? 你會否聽見見過.....?

I fly... 讓...飛去, 突然放去

borrow money 借錢

leaps of 無數, 很多

affectionately 親愛的

stamp 郵票

address (n. & v.) 住址, 寫住址

right hand 右手, 右邊 (left hand = 左

top corner 上角) [手, 左邊]

so-and-so 某某

sincerely 誠實的

familiar 熟識的

lovingly 親愛的

sign cur name 簽名

envelope 信封

house number 門牌

to the right 靠右, 偏右

registered letter 掛號信 (register = 掛號)

express letter 快信 (express 作形容詞)

50

sonny 母親叫兒子 (son) 的話

did not put enough stamps on 郵票貼得

ordinary letter 平信 [不足, 欠錢

peach-tree, -s 桃樹

in full bloom 開滿, 盛開

melon 瓜, 南瓜

the size of the moon 像月一般大

keeping it for you 留給你

ill with measles 出疹子

a bit of a cold (有) 一點傷風

cough (n. & v.), p. -ed 咳嗽

south room 朝南的房間

keep the windows shut 窗戶緊閉

had to sit with her 不得不坐着陪她

doctor 醫生

will soon be gone 不久消滅 (痊愈)

changeable 易變

the weather is very changeable 天時不常

have enough on 衣服溫暖

alter games 遊戲以後

be ashamed of 引爲羞恥

making you some underclothes 給你做內衣

as usual 如常, 如恆, 照常

the e days 過來

go about with him 與他往來

lock, p. -ed 鎖

village, -s 村莊

a Japanese folk song 日本民謠 (民歌)

rebreast 知更鳥

larch 落葉松

beside (== by the side of) 在……旁邊

William Wordsworth 英國詩人 (1770-

learning 學問, 學識) [1850]

dangerous 危險

err 錯誤, 差失

human 人情的, 人性的

forgive 寬恕, 容赦 p. -orgave, p. p. for-

give 神聖的, 神靈的 [given]

to err is human; to forgive divine 思想

乃天理, 過失亦人情。

bu ra.c 真正的輕快
writing 寫作, 文章
art 藝術
dance 跳舞
essay 論文
criticism 批評, 批判
Edgar Allan Poe 美國詩人及小說作家
(1809-1849)

51

{ Japan 日本
{ Japanese 日本的; 日本人
{ America 美國; 美洲
{ The United States 美國; 合衆國
{ American 美國的; 美洲的; 美國人
{ Germany 德國
{ German 德國的; 德國人
{ France 法國
{ French 法蘭西的
{ Russia 俄國
{ Soviet Russia 蘇聯
{ Russian 俄國的; 俄國人
{ Soviet 蘇聯的
{ Italy 意大利
{ Italian 意大利的; 意大利人
{ Spain 西班牙
{ Spanish 西班牙的
{ India 印度
{ Indian 印度的; 印度人 (有時 Indian 亦指 American Indian, 即美洲印第安人)
{ Rome 羅馬
{ Roman 羅馬的; 羅馬人
country, pl. -ies 國
proper nouns 專名, 本名
solder, -s 兵士
science 科學
born (p. p. of bear) 生, 出世
was born in 生在(某地)
gold 金
visit 觀光, 訪遊
literature 文學

thus 像這樣, 這麼樣 [專]
in the case of 若論, 至於 (case=件, 項)
Englishman, pl. -men 英國人
Frenchman, pl. -men 法國人
Swedish, pl. -s 西理斯人
slur, p. & p.p. (u) r-u 發含糊不明的音
occur, -s (-tr) 發見, 出現
unclear 不清楚, 不明瞭

52

for ages 萬代 (原義: 很久, “半世” (引 since when? 從什麼時候起?) (伸義)
fully an hour 足一小時
watch 時錶 (火車)
eleven forty-five (train) 十一點四十五分
look after 看顧
run over 跑過去
cigarette, -s 香煙
hurry 趕快
come straight back 即刻回來
arrive 抵達, 到
Hangchow 杭州
spend 消磨, 花費(時間)
I suppose [請明語] 我猜想; 我假
stay at my uncle's (home) 暫住叔父家中
go up the river 向上游去, 溯江而上
go in 進去
likely to 大概; 多半
crowded 擁擠, 擠滿
next time 下次

53

London 倫敦
capital 京城, 首都
hundreds of years ago 幾百年前
crooked streets 彎彎曲曲
even now 即在今日(也如此)
pollar 小販
friendly 寒暄, 親朋友
was loved by 讚人論英
used to 慣常 (祇用於過去)

news (pl. 同) 新聞, 消息
 all be had 他所有的
 attention 注意
 paid attention to him 注意他, 留意他
 homeless 無家可歸
 roadside 路旁
 sad at heart 中心悲傷
 sailing 航行
 sail up and down the river 上下航駛, 上
 Thames (英國) 泰晤士河 [上水下水
 preposition, -s [文法] 前置詞
 position, -s 位置
 relation, -s 關係

54

gaze (gazing) at 注目, 凝視
 arch, -es 拱, 穹窿(兩柱中之中間頂)
 under the arches 在拱拱之下
 thou art [古語] 你是(現用 you are)
 art thou doing? = are you doing?
 burst out laughing 失聲大笑
 such a long journey 這樣長的路程
 thy [古語] 你的(現用 your)
 all because of 只為
 dreamt (p. of dream) 做夢
 back garden 後園 後院
 in the ground 地下
 dig (-gg) 挖, 掘
 thou thinkest [古語] 你想(現用 you think)
 thinkest thou? = do you think?
 went his way 獨自去了
 shaking his head 搖頭
 mad with joy 狂喜
 rich 富, 有錢
 no longer 不再
 ring the bell 搖鈴
 foolish 愚蠢, 愚

55

good gracious! 嗟呀
 work with 與(某人)共享, 合作, 交精, 交往
 chap [俚語] 傢伙, 人, 漢, 青年

that chap [俚語] 那位; 那老
 pinch, p. -ed 捻, 擰
 stand 忍受
 dirty trick, -s 狡弄, 無理取鬧
 look out 小心, 仔細
 you'd better look out 機用點!
 play trick on a person 戲弄某人
 tease, teasing 惹, 惡作劇, 笑謔
 go round -ing 到某
 jolly [英國俚語] -svery
 you'll feel jolly well 你就更明白
 suffer from 患患症 患自大狂
 suffering from a swelled head 夜郎自大,
 fat-head 鼓頭鼓腦, “豬頭”
 be stuck up 掛起來, 目中無人
 what's (-what has) that got to do with
 you? 與你何干?
 call one names 叫人名號
 “Fatty” 大胖子
 goody-goody fellow 偽君子, 道學先生
 fellow [俚語] 人
 get upset 發惱, 發脾氣
 am I so fat as all that? 難道我就這樣胖
 however 無論如何, 然而, 可是 [嗎?
 honourable title 尊號
 “Skinny” 瘦子
 thin 瘦弱
 come to blows 毆打起來
 didn't like being called 不喜歡人家叫
 talkative 多言, 貧嘴 (他).....
 take things so seriously 這樣當真
 pulling your leg 跟你打趣
 we've had enough of all this 好了, 好了,
 say “sorry” to 道歉, 賠罪 [不要鬧了
 take it so to heart 這樣當真
 doesn't mean any harm 無惡意

56

was divided into 分為
 kingdom, -s 國, 王國
 province 省

modern 近代的, 現代的
 no more than a city 只有一城之大
 among themselves 彼此間
 native 本地人, 土著
 weak kings 懦弱君
 one after another 前後相繼
 official (n. & adj.) 官吏; 官吏的
 official families 官屬, 貴室
 powerful 有聲勢
 rule, p. -d 統治, 治理
 put in order 整理
 find it difficult 覺困難
 know the world very well (p.) 深諳世故
 Yellow River (Huangho) 黃河
 Yangtse River (Chang Chiang) 揚子江
 northern 北方(部)的 長江
 southern 南方(部)的
 eastern 東方(部)的
 western 西方(部)的
 northeast 東北
 northwest 西北
 southeast 東南
 southwest 西南

57

at court 朝廷上, 朝中
 named 名時
 offend 得罪, 冒犯
 some say 有人說
 others say 又有人說
 made sure (p.) 事前肯定, 斷誌
 call on 拜訪(某人)
 leg of pork 豬腿, 豬肉(豚)
 felt troubled (p.) 感覺不安, 焦急
 the story goes 據說, 相傳
 sent his servant (p.) 打發用人
 find out 打聽出, 明白, 得悉
 pretended to 作偽
 made a return call 回理
 offence 過錯, 冒犯, 得罪
 gentlemen 紳士, 君子

make calls 訪友
 call p. -d 拜訪
 bookworm 書獃子
 have a card 留名片
 offer 敬奉
 translate 翻譯
 please take a seat 請坐(正式詢問時對來
 客或平時對屬下的客套語)
 checked 現代英語, 朋友習用語

58

properly 正當
 partly 部分, 部分
 exactly 正確, 精確
 Italian, -s 純粹字 「而改變其意義」
 modify [文法] 變性, 形容, 相屬於……
 adverb, -s [文法] 狀詞
 close friend 密友
 runner 賽跑者

59

don't understand (me) 諷解(我的話)
 Canton 廣州 (Kwangtung) 廣東
 Cantonese 廣東人; 廣東的
 mandarin 官話
 Cantonese accent 廣東腔調
 Manchuria 滿洲
 move, p. -d 搬家, 遷移
 ever since then 從那時直到如今
 naturally 當然
 to be proud of 以……為榮, 自得
 perhaps (perhaps) 或許
 do you mean? 你是否說?
 why, of course 當然
 sung round the whole day 整天唱
 a single thing 一點事
 Young China 少年中國, 新中國
 far better (p.) 好得多的多 (as well as 二
 小東 遠勝安東) is p. only (否)
 one of the two 二者之一

a great people 偉大的民族
 what I know 我所知
 do anything by halves 半途而廢; 不做底
 when we say a thing, we mean it 說得到,
 做得到
 mother of Revolution 革命策源地
 a complete turn-round } 轉一箇
 one whole turn }
 turn right round 黃轉過來
 I see 我明白了(談話中常用的對答語)
 in future 將來, 此後
 shocking 可怕; 極討厭的

GO

glorious in the country 野外風景極佳
 was tired out 疲極
 little ones 小東西(指小鴨)
 went off to play 走開去玩
 egg-shell 蛋殼
 burst (p. 與 p. p. 皆同) 破開, 炸裂
 burst open (p.) 裂開
 peep! peep! 咕! 咕!(鴨鴨鳴聲)
 good for the eyes 有益於眼(不損目力)
 crack, -e-l 破聲
 uncocked 殼未破
 last (v.) 持久, 維持, 經過(時間)
 last how long? 維持多少時間?
 am tired of it all 真是厭倦了
 pay... a call 訪問(某人)
 larger than usual 較通常的大
 a turkey's egg 火雞的蛋 [小] 這下不
 get the young one to go into the water 這
 there was no use -- -- 無益
 quite used to it 慣了
 terribly 非常; 可驚
 as well as 一樣好
 any of the others 別的任何一個(小鴨)
 it's my very own child 正是我親生的孩
 子 (very 作形容詞)
 made really 實地
 duck-yard 養鴨場

introduce 介紹
 usual, -ly 通常, 尋常
 unusual, -ly 非常, 非常的
 come to me 到我這兒來
 go to him 到他那兒去
 good day 日間問安的話
 tall for his age 以年齡而論, 可謂身長

GI

treat, p. p. ed 待遇
 was treated 受人待遇
 came all round (p.) 圍攏來
 boldly 坦直; 大膽
 now we are to have this crowd, too 又來
 了這羣傢伙 (are to 二重製)
 cry 哭, 鬧 (哭聲)
 funny looking 聽得可笑
 won't stand, - 不肯作地, 不肯跟地相
 fox at his (p.) 向地撲來 [處
 pecked him 啄啄之
 let him alone 留他去吧
 is not doing anything to any one 不妨礙
 或 不操難的 [從何人
 he must be put in his place 應使他明白
 was pushed 被擠擠 [他的身分
 was made fun of 被人嘲弄, 給人家開玩
 gently 輕輕地 [樂
 stroked his back 撫摩他的背
 in time 到時談, 將來
 drake 雄鴨
 don't matter so much 比較無妨
 parts of the bird is the (突肉)
 emperor 皇帝, 君主
 blew himself out (p.) 毛羽怒張
 gawky, p. ed 咯咯作聲
 grew red in the face (p.) 臉紅
 grew worse and worse (p.) 愈變愈異, 每
 horrid 肉惡 [兒愈下
 if the cat would only catch you! 給貓抓
 fed, p. fed 餵飼 [去, 那就好了
 kick, p. ed 踢

worst 最壞
meeting 集會
send him a wire (te'l'g rai) 打電話給他

62

hut 茅舍, 小屋
could not stand it any longer 不再能撐,
decided to 決定 [不能再忍耐下去]
leave home 離家
flew up in fear 驚向飛散
further on 向前
moor 沼澤
wild ducks 野鴨
lie, lay, lain 躺
the whole right 通宵, 終夜
weary 疲乏; 厭倦
spent (p. of spend) 度, 耗; 消耗
slip into 悄悄地走入; 潛入
curve 彎曲
give out sparks 發火
for that 要得如此 [倒抹他的毛]
had to stroke his fur the wrong way 非得
lay eggs 下蛋, 產卵 (try, laid, laid)
snub (-bb-) 欺負, 不睬, 怠慢, 不屑爲伍
was taken on trial 試用
we and the world 信們的世界上
by far 甚, 顯然
the better half 優良之部, 正等
think otherwise 意見不同
hold your tongue 勿作聲, 免開尊口
have no opinion of your own 勿逞私見,

別發表自己的意見

sensible folks 明理的人
in low spirits 掃興; 鬱悶
fresh air 新鮮空氣
sunshine 日光
get these silly ideas into your head 轉進
些愚蠢的念頭, 想入非非
fancy, -ies 異想, 空想
pass 過去, 消散

63

what'll come of..... 際遇如何, 以後如何
found it so hard to (p.) 覺着難於
after all 畢竟, 到底
do get 請你去! 道不留你! (Go 字加強)
danced about 飛揚, 飛舞 [詩詞]
trod led about him 管對他
keep water from freezing 使水不凍
keep the water moving 使水流動
was frozen up 凍結
on 在
until 一直等到
found himself in 省悟自己在(某處)
spring-like 春色滿園, 春意盈蘊
swan, -s, (大)鵝
pool 池, 塘
join them 加入他們夥裏去
royal 如王者的; 高貴的
to be chased 被追逐
to be pushed about 推來推去
bend, p. bent 彎曲, 屈
bent his head down 俯首
clear water 清水
reflection 倒影
dark-grey 暗灰色
brad 鞭笞
the old times 昔日, 往昔
dreamed of 夢想到
happiness 幸福

64

return money 還錢
give you permission 允許你
unless 除非
was unable to (p.) 不能
party 宴會, 筵席

65

join 連合
groups of words 字羣

conjunction, -s [文法] 連詞
 parts of sentences 句之各部分
 finally 最後
 commonly used 常用的
 conjunctive phrases 連詞或語
 surprise (n.) 驚嘆
 anger (n.) 忿怒
 interjection, -s } [文法] 感歎詞
 exclamation, -s }
 single words 單字
 hurrah! 表示快樂, 歡呼, 讚揚, 喝采之詞
 for heaven's sake 看着天面上, 千萬……

CG

school breaks up [英] } 學校放假
 school closes [日, 英] }
 revision (work) [英] } 溫習
 review [英] }
 pretty soon 不久, 馬上
 to do I 我也喜歡
 seem to have forgotten 似已忘記
 remember better 更記得 [對時]
 the second time I come across it 第二次碰
 much more easily 容易得多
 put it this way 這樣說
 dismiss 革職, 革職, 開除
 person's ways 一人的脾氣 [人]
 with a new (an old) servant 在於新(老)僕
 and there's trouble 麻煩因此而起
 get well served 與俾得到
 eh? 唉! (表疑問或稍帶驚訝之意狀詞)
 run away 逃走
 so it goes 的確如此
 again and again 再三, 屢復
 get to know them gradually 漸漸認識
 think about their opinion 想到文法
 possible 可能的
 use as much as possible 能多用總當多用

as the saying goes 正如俗語所說
 perfect 完善, 完美
 practice makes perfect "熟能生巧" (由熟
 練乃臻完善)

P. 140

summary 概要
 fact, -s 事實, 動時
 important facts of grammar 重要的文法
 事實, 文法要點
 term, -s 術語, 術語
 a well-classified list 分類, 類別爲
 parts of speech [文法] 品詞, 詞類
 dinner, -s 正餐
 that cannot be seen 不可見的
 to take the place of 代替
 relating to 屬於, 涉及
 personal pronouns [文法] 人稱代名

P. 141

class 類, 種
 present simple [文法] 單純現在式
 present progressive [文法] 現在進行式
 important changes 主要變化
 irregular (verb) 不規則動詞 [習]
 have to be learnt separately 須另外學

P. 142

is formed by 由……形成
 imperfect 不完備
 imperfect case [文法] 進行式

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show 指明
 prepositional phrase [文法] 前置詞或語
 expr. (sb.) 表達, 表現

