

英氏國中英語

第四冊

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編輯大意

- 一、 本書係依據教育部公佈之最新中學英語課程標準，編撰而成。
- 二、 全書共分六冊，每冊供一學期之用，全部供國中三學年六學期之用。
- 三、 本書所採取之教學法為近年在美國盛行之“語言學的方法”〔Linguistic Method〕，此法乃綜合翻譯法〔Trans-lation Method〕，基本法〔Basic Method〕及直接法〔Direct Method〕之各種優點組成。詳書前“謹致教師”一文。

根據語言學的方法，請教師隨時注意以下四點：

- (1) “虛詞”〔function words〕較“實詞”〔content words〕為重要。
- (2) “語型”〔language patterns〕較“單字”〔individual words〕為重要。
- (3) 深、淺、難、易、均視學生之本國語與英語之異同而定。
- (4) 儘可能有的時間，多予學生溫習與練習的機會，尤其在口頭英語方面務求爛熟，以造成應用自如的習慣〔automatic habit〕。

四、 在未上第一課以前，學生務須學會二十六個字母，並將印刷體及書寫體之大小寫熟記。

五、 依教學原理，學會字母後則當開始學拼音，但日常應用之英語字彙一半為拼音的〔phonetic〕，即有一定的拼音法可循的；一半為綴字的〔orthographic〕，即無一

定拼音法則可循的，絕非短時間所可學成；故本書採取一面教授拼音，一面教授語型單字的方法，在第一、第二兩冊各課內均列有“發音練習”。

六、 本書第一冊每課分六部分。

- (1) 字彙〔Vocabulary〕，
- (2) 課文〔Reading〕，
- (3) 語型及字辭研究〔Language Patterns & Word Studies〕，
- (4) 發音練習及辨音練習〔Sound Drill & Differentiation Practice〕，
- (5) 書法示範〔Handwriting〕，
- (6) 作業〔Exercise〕。

第二冊至第六冊無書法示範。

第三冊至第六冊無發音練習。

七、 本書各課第一部分“字彙”為每課之生字，其中百分之九十取材於Lorge, Thorndilke, West, Palmer等語言學專家合編之Interim Report of Vocabulary Selection for the Teaching of English as a Foreign Language.

八、 本書每課第二部分“課文”為每課之重心。所編寫或選擇之辭句，均符合語言學方法之原則，採用最自然而應用普遍之口頭英語。務望學生熟讀及朗誦，以求單字發音之正確，及詞句語調之自然。

九、 本書每課第三部分“語型”，為“課文”中字詞用法及句子組織結構之分析及解釋。學生務須徹底明瞭，方能堅定其說寫無訛的信心。關於一般常用的“慣用語”〔idioms〕和“成語”〔formulas〕尤須牢記。

十、 本書第一、二冊每課第四部分為“發音練習”，對初

學者極為重要。因為一經讀錯，則來日糾正較新學時尤為困難。務請教師不僅隨時注意一般中國學生學習英語的共同之困難，尤其不要忽略他門因受方言影響而發聲的困難，如華北人之難分長短元音〔fell-fill, mate-met〕，長江流域之人難分 l, n, 〔light-night〕，江浙人難分 -n, -ng, 〔sin-sing〕，臺灣人之難分 l, r, 〔flight-fright〕等。

十一、中等學校英語教師對讀本之期望，不外乎題材力求普通實用，方法力求簡單而有效，進行之步驟力求連貫而由淺入深。本書對促成此三種期望之實現，是否有所貢獻，尚希諸位教師隨時賜教。

謹致教師

近年各國所採用的教學外國語的方法，不下十餘種，其中最盛行的，要算1. 翻譯法（ Translation Method ）， 2. 基本法（ Basic Method ）， 3. 自然法（ Natural Method ）， 4. 心理學法（ Psychological Method ）和 5. 直接法（ Direct Method ）。這些方法雖然都有數十年的歷史和確實的成就，但都必須在若干不可缺少的條件下施行纔能收效。例如直接法，就必須先具有三項條件：1. 有英語正確而流暢的教師， 2. 學生不能過多（以十人為理想，最多不超過二十人）， 3. 有充足的練習時間（每天至少一次，每次至少三小時）。

以上這些方法，都是經過私人的提倡和社會人士的贊助而成功的。至於以外國語的學習當作一項國家的事業，還是美國在上次大戰開始時的。當時，美國的軍隊和專家，大量地遍駐世界各國，深感學習外國語的急迫需要，就擬定了一項“三軍學習計劃”（ Armed Services Training Program ），邀請語言學家研究一種學習外國語文最迅速、最有效的方法。他們將以往盛行的各種教學法加以科學化的整理和分析，而發明一種新的方法。由於推行的成績優異，二次大戰結束以後，美國哥倫比亞大學和密西根大學繼續不斷的研究、實驗、改進，終於從美國人學習外國語文的經驗中，為非英語國家的人們學習英語，創造了最迅速、最有效的方法。四十三年春天胡適之先生在臺北淡江英語專科學校演講時，曾提到美國軍中學習中國語只要六個月的時間，就能聽、說、讀、寫、普通國語。他所說的，正是指導這種新方法，自由中國這幾年

送往美國進修的中學英語老師，所學的也就是這種方法。

這種新方法目前還沒有固定的名稱。一般人士稱它為“語言學的方法”（Linguistic Method），現將這種方法的幾個基本原理和重要的主張介紹如下：

1. 字彙（Vocabulary）方面：學習語言，並不僅是記憶下若干孤單的“實詞”（content words），就算大功告成。以英語來說，字詞（word）共有四種，缺一不可。第一種是“虛詞”（function words），作用是表示一切字詞之間的種種關係。第二種是“代替詞”（substitute words），作用是代替實詞、片語或句子的。第三種是“是非詞”（words to be used with the presence or absence of negation），如 some, any, already, yet等。最後一種是“實詞”就是一般名詞，動詞，和形容詞。在這四種字詞裏，實詞是比較次要的；但因為很多人誤以為學習語言就是學習實詞，以致忽略了虛詞、代替詞和是非詞。結果學了幾千個字後，不僅說寫不成，連閱讀的能力有沒有。新方法是主張對上述四種字詞，同樣重視。

2. 文法（Grammar）方面：學習英語，不但要認清前述的四種字詞，而且還要知道它們在句子裏的次序（order），用法（usage）和相互間的關係（inter-relation）。換言之，學者還要學習句子的結構（structure），形式（formation）或型態（pattern）。否則雖然一句話或一篇文章裏的每個字都認識，但一經貫串，就完全莫名其妙，就只能模糊地了解。英語的結構或型態雖不能用邏輯於解釋，但是它是有系統的（systematic）。學者必須自始就把這種系統弄清楚，方

能收“聞一知十”之效。只靠盲目的“類推”，是很危險的。把文法當作一些抽象而枯燥的法則，一方面在理論上不能自圓其說，一方面也只能教人說一些不自然的英文，那是要不得的。但把文法當作理解和摹仿語言裏各種結構系統的工具，卻是十分需要的。

3. 進修的步驟：學習英語的深淺難易，並不是絕對的，是要看學者的本國語而定。比如，法國人學習英語所感覺的困難，與中國人迥乎不同。因此世界上絕無一種方法，可以適用於任何非英語的民族。所以，初學者必須以其本國語的構造為學習外國語的出發點。而且，在初學外國語的時候以本國語相輔是最能收效的，其故為（1）“解釋”僅是“方法”，使學者“明瞭”才是“目的”。方法應該簡單、迅速和準確。初學的人聽本國語言，當然是最適宜的。教師如果用英語講解，也未嘗不可，但是必須在有把握“確使學生徹底了解”的條件下，才可以實行。（2）以本國語解釋，更容易隨時指出英語與本國語間的相異諸點，提高學生的注意，和加深學生的印象。（3）教學節省時間。

4. 練習：在練習方面“語言學方法”與其他各種方法的主張一致；亦即多多益善。尤其在說的方面，必須“爛熟”（overlearn）：務期造成語言習慣（linguistic habit），而運用自如（automatic）。所不同的，只是按照語言學方法的練習，是有系統、有意義的（systematic and conscious）而不是盲目死背，或是任憑學生自己去揣測的。

揆諸目前我國英語教學情形，上述“語言方法”幾個基本原則，似乎都可採用。像 a, the 的區別，speak,

say, tell的異同，relatives和expletive, it的用法等，在舊日盲目摹仿的學習方法之下，我國學生常經年累月仍然弄不清楚。如用本國語解釋，再以有系統的語型加以示範，則數遍內，就能學通。

近數年來，美國密契根大學英語研究院採用"語言學方法"教授中南美洲拉丁語系的學生，只要三個月，就可以把基礎打好。當然，英語大部分也是拉丁語系的，而且教學法又是"加緊的"（intensive）；但我們如果想把他們三個月的成就，在三年間完成，似乎不能算是期望過奢。

作者自來臺主持臺大外文系後，每年都有機會看到數千學生的英文成績。作者根本不信我國學生在智慧方面低於他國的學生，而英語成績的不合理想，只能委過於教學方法。作者大膽嘗試，編著此書也就是出於這個動機。這種新的教學方法，應用在我國教科書裡，還是首次。但以它已有的成績，與其他教學方法比較看來，大約還不致是"多此一舉"。還望外國語教學先進，不吝賜教。

英千里

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BOOK IV

Lesson 1

VOCABULARY

excitement	memory	Confucius	age
master	advice	footstep	born
suppose	grow	forward	nominal
actual	though	thirteen	fourteen
most	follow	study	

READING

The winter vacation which we had been looking forward to for weeks is now a thing of the past. The Chinese New Year, with all its fun and excitement, is no more than a lingering memory. Today we are back again at our books.

At the turn of the Chinese Year, everybody is supposed to grow one year older. And since a child just born is said

to be one year old in China, most of my classmates are now nominally young men of fifteen or sixteen, though actually they are only thirteen or fourteen years old.

The principal came to our class this morning and gave us a short talk. He said, among other things: "My young friends, do you remember the words of Confucius? He said, 'I set my heart on study when I was fifteen years old.' Most of you are now of that age. I can give you no better advice than to follow in the footsteps of our great master."

LANGUAGE PATTERNS

1. The winter vacation *which* we had been looking forward to for weeks is now a thing of the past.
2. The winter vacation we had been looking forward to for weeks is now a thing of the past.

按現代口頭英語習慣，作「受詞」的「關係代名詞」，如 which, whom, that 等字，往常省略。如上例第1句，反不如第2句通用。

- | |
|---|
| 1. The winter vacation (which ...weeks)
is now a thing of the past. |
| 2. And (since...China) most of my.....
sixteen, (though actually.....old.) |

每句話裡都有兩個不可缺的成分，即

(1) 所說的是「什麼」(或「誰」)(2) 說這個什麼(或誰)「怎樣麼」。在文法裡，這「什麼」(或誰)稱為「主詞」；這「怎麼樣」稱為「述語」。

「主詞」一定要是一個名詞，或與名詞作用相等的字詞(如代名詞)。

「述語」中一定要有一個「限定動詞」。

一個主詞和一個述語連合起來就組成一個「單句」。

假如一句話裡含有一個或若干具有名詞作用，或副詞作用或形容詞作用的「子句」，那時這句話就稱為「複句」。

在一個「複句」裏的具有名詞、副詞或形容詞作用的子句，統稱為「從屬子句」。

由一個「複句」裏，把所有的「從屬子句」抽出後，所

餘下的「單句」就是此「複句」的骨幹，稱為「主要子句」。

本課中第一句是一個「複句」；其中 The winter vacation is now a thing of the past 是「主要子句」；which we had been.....weeks 是「從屬子句」。這從屬子句是具有形容詞作用的，故是一個「形容詞子句」。

第二句 The Chinese New Year...是一個「單句」。

第三句 Today we...也是一個「單句」。

第四句 At the turn...也是一個「單句」。

第五句 And since...是一個「複句」。此句的「主要子句」是 most of my classmates.....sixteen；其中有兩個「從屬子句」，一為 since a child..... China，一為 though actually.....old。since 的子句是解釋「主要子句」的理由的；though 的子句是對「主要子句」表示讓步的，故這兩個「從屬子句」都是「副詞子句」。此句開首的 and 留到第三課講。

- | |
|------------------------------------|
| 1. had been looking forward to... |
| 2. of the past |
| 3. with all its fun and excitement |
| 4. no more than |
| 3. 5. at our books |
| 6. is supposed to |
| 7. I set my heart on |
| 8. to follow in... |

以上是本課中應注意的慣用語。

1. look forward to 為「期待」「預期」，是一個「附介詞的動詞」，to 的後面須有「受詞」。在本課中 look 用「過去完成進行式」，因為「期待」得時間很長（文中有 for weeks）；又因「期待」是在另一個「過去」之事之前（此事為「寒假」）。綜合此兩重意義，故用「過去完成進行式」表示「期待」的時間與情形。
2. of the past 是個當形容詞用的片語，其義與 past 相似，但較深刻，有「一去不返」「已成過去」之義。
3. with all its fun... 為一當形容詞用的片語，其義為「又好玩又熱鬧的」，all（一切的）是用以加重語氣，表示好玩與熱鬧的事極多。
4. no more than 直譯為「不多於」，亦即「僅……而已」，或「不過……而已」。
5. at our books 等於「守著書本」，亦即「讀書」。
6. is supposed (to) 是 suppose（假設）的被動語態，其義為「按習慣（或按規矩）應該」。本課中 everybody is supposed to grow one year older 之義為「按說人人應該長了一歲」。
7. I set my heart on..... 即「有志於」。本文中所引之句

爲論語爲政篇中的「吾十有五，而志於學」。

- 8 to follow 爲「追隨」「遵循」。to follow in the footsteps of...即「步...後塵」「效法」。

- | | |
|---------------------|---------------------|
| 1. lingering memory | 2. turn of the year |
| 3. since | 4. born |
| 5. is said to be | 6. Confucius |
| 7. master | |

以上是本課中應注意的字詞及片語。

1. lingering 是 linger (逗留或留戀) 的現在分詞。lingering memory 即「令人難忘的回憶」或「使人留戀的回憶」。
2. turn of the year 即「新舊年交替的時候」。
3. since 在本課中作「既然」講。
4. born 是 bear (生產，結) 的過去分詞，但現代英語中 born 只作形容詞用。其義爲「出生」「誕生」。
5. is said to be 即「謂之」。
6. Confucius 是「孔夫子」拉丁化的說法，爲歐美人所通用。
7. master 本作「主人」(與僕人相對) 或「老師」講。our great master 即「我們偉大的先師」。

- | | | | |
|----|---------|----------|--------|
| 5. | hourly, | nightly, | daily, |
| | weekly, | monthly, | yearly |

表示時間的名詞，加 ly 即造成形容詞，如上例各字，義為「每小時的」，「每夜的」，「每日的」等等。上例各詞亦可作副詞用。

注意：day 字加 ly 時，須將 y 改為 i，故為 daily。

Exercise 1

I. Translate from Chinese into English or from English into Chinese: 40%

1. The Chinese New Year, with all its fun and excitement, is no more than a lingering memory.
2. I can give you no better advice than follow in the footsteps of our great master.
3. 我們期待了很久的寒假終於到了。
4. 我的弟弟今年名義上已是八歲了，雖然事實上他還不到七歲。

II. Make sentences with the following words or phrases: 20%

1. set..... heart on
2. no more than
3. is said to be
4. since (既然)

III. Tell whether each of the following sentences is a simple sentence (單句) or a complex sentence (複句). Point out the principal clauses (主要子句) and subordinate clauses (從屬子句) in the complex sentences: 40%

1. Last Saturday I was invited to a children's party at Sam's house.
 2. When I got there, I found the young guests were all Americans.
 3. There are also a few days of rest at the beginning of January and again at the beginning of April.
 4. If the weather is fine tomorrow, we will go for a swim.
- IV. Oral practices: Learn to use the words and phrases used in this lesson and listed in the patterns fluently.**
- A.**
1. The winter vacation which we have been looking forward to for weeks is now a thing of the past.
 2. For weeks, we have been looking forward to your coming.
 3. The New Year vacation is now a thing of the past.
 4. Now the New Year vacation is over with all its fun and excitement.
 5. Within no more than a month, the vacation is over.
 6. Now we are back again at our books.
 7. George was sick at home when we are at our books.
 8. We are supposed to come to school every day except holidays.
 9. I set my heart on learning English when I entered this school.
 10. To follow in the footsteps of our ancestors means studying hard.
3. 1. We always recall our winter vacation with lingering memory.
 2. At the turn of the year, we all gain one year more.
 3. Since you like to learn English, why don't you speak

to me in English?

4. I was born in Taipei, in the year 1950.
5. George is said to be thirteen years old.
6. Confucius was a great teacher in ancient China.
7. We call Confucius our great master.

C. 1. Sum answers his hourly test very well.

2. Mary enjoys her nightly singing practice.
3. Jim likes his daily exercise very much.
4. John likes to read that weekly review.
5. He likes to read this monthly magazine.
6. He is preparing for his yearly report.

Lesson 2

VOCABULARY

season	mainland	hot	sudden	single
dry	change	seem	remind	plan
through	within	neither	nor	instance
think	excursion			

READING

The weather in Taiwan is neither too hot in summer nor too cold in winter; but it may change quite suddenly, even within a few hours. Sometimes the changes are so sudden and so great that it seems as though the weather were going through all the seasons of the year within a single week. Take for instance these past three days. Last Saturday it was quite warm and dry. It reminded those who come from the mainland of late spring or early

summer at home. They went to bed that night thinking what a fine day they were going to have tomorrow, and planning, perhaps, to make an excursion into the country or to go on a picnic with some friends.

(to be continued)

LANGUAGE PATTERNS

1. He *is* a boy.
2. He *is* good.
3. He *gets* angry.
4. The flower *smells* sweet.
6. 5. We *felt* happy.
6. The dog *grows* old.
7. She *seems* happy.
8. He *came* running.
9. I *saw* him coming.
10. It *made* the children laugh.

有些動詞，其本身的敘述性不完全，必須後面加上其他的字詞來補充才能達意。這種補充的字詞，叫作「補語」。

補語可分兩種：

1. 與不及物動詞連用，以說明主詞的性質、狀態、地位等稱爲「主格補語」：如上例第 1 至第 8 句中的 boy, good, angry, happy, old, running 等。
2. 接在及物動詞的受詞後面，以說明此受詞的性質、狀態、地位等，稱爲「受格補語」，如上例第 9. 10 兩句中之 coming 和 laugh.

「補語」的形式以「名詞」「形容詞」爲最常用。其他如「動名詞」「分詞」「不定詞」等，均可視之爲有「名詞」或「形容詞」的作用。

本課中 They went to bed that night thinking..... and planning..... 一句中之 thinking 和 planning 可視爲「主格補語」。此句之用意是說他們心中如何計劃，而不是爲說明他們睡覺之事。亦可視爲「副詞片語」，描寫他們睡覺時的情況。

- | | | |
|----|--------------------------|---------------|
| 7. | It is warm. | It is cold. |
| | It is raining. | It is Sunday. |
| | It is ten o'clock. | |
| | It is not far from here. | |

It 在代表「自然現象」「時間」及「距離」時，也是「**填補語**」的用法。如上例各句。

1. The weather in Taiwan is *neither* too hot in summer *nor* too cold in winter.
 2. The word "uncle" may mean *either* a brother of one's father *or* that of one's mother.
- 8.
3. The word "uncle" can be used *not only* for a brother of one's father or mother, *but also* for the husband of a sister of one's father or mother.

「對等連接詞」有時是一對的，一個放在被連接的第一字、詞、語、句之前，一個放在被連接的第二字、詞、語、句之前，如 *neither...nor...*, *either...or*；尚有兩個字的，如 *not only...but also...*。

1. take for instance these past three days
 2. to remind...of
- 9.
3. at home
 4. It seems as though the weather were...

以上是本課應注意的字詞及慣用語。分釋如下：

1. take for instance these past three days 是祈使句。take 即「你拿吧」，此句的意思是「就拿最近三天做例子吧」。

2. to remind of 是「提醒」或「令……回憶」，所提醒的人爲直接受詞，而所提醒的事前要用 of。
3. at home 在本課中等於「在故鄉」，home 可作「故鄉」或「本國」講，如美國人說 I am going home next month 就是「我下月回美國」，此時 home 作副詞解。
4. seems 爲「似」「像」之義，按習慣常用「填補語」it 爲主詞，後面的子句才是真正的主詞。此子句可用連接詞 that 或 as though 介紹。子句所代表的事若是可能的就用 that，如 It seems that she likes him. (按國語說「她好像喜歡他」)。子句所代表的事若是假想的或非事實的事，就用 as though 介紹，It seems as though he were our master. (按國語說「看起來他彷彿是我們的主人了」)。在 as though 子句中動詞用 were 不用 is 或 was 的原因，以後在語型29和30 再講。

- | | |
|-----|--|
| 10. | 1. happily, merrily, angrily 2. shyly, shily
3. ably, simply 4. truly, wholly |
|-----|--|

以上是形容詞加 ly 後造成的副詞，分別說明如下：

1. 最後字母爲短音 y 的形容詞，加 ly 造成副詞時，須將 y 改爲 i，如 happy 成 happily；merry 成 merrily；angry 成 angrily。

2. 最後字母爲長音時，y 不變 i，但若改爲 i 亦不算錯，如 shy 成 shyly 或 shily。
3. 最後一個字母爲無音的 e，而 e 前之字母爲 l 時，即只將 e 改爲 y，如 able 成 ably；simple 成 simply。
4. true 和 whole 是特殊的，true 之副詞爲 truly；whole 之副詞爲 wholly。

Exercise 2

I. Answer the following questions: 20%

1. How is the weather in Taiwan?
2. What did the weather on Saturday remind those who come from the mainland of?
3. Do you like the weather in Taiwan?
4. Do you often make an excursion or go on a picnic?

II. Translate into English: 40%

1. 天正在下雨。
2. 現在四點半。
3. 今天很暖和。
4. 臺灣從不下雪 (snow)。

III. Make sentences with the following words or phrases:

40

1. not only but...also...
2. neither...nor...
3. to remind...of...
4. take for instance
5. as though

IV. Oral exercises: Learn to use the words and phrases used in this lesson and listed in the patterns fluently.

- A.**
1. Mary is good.
 2. John is a boy.
 3. Smith gets angry.
 4. George is angry.
 5. The fruits taste sweet.
 6. He felt happy.
 7. George seems happy.
 8. My father looks old.
 9. Your grandmother grows old.
 10. Andrew came running.
 11. I saw him crying.
 10. This joke makes his brother laugh.
- B.**
1. It is spring.
 2. It is warm.
 3. It is summer.
 4. It is raining.
 5. It is five o'clock.
 6. It is not near to our house.
 7. The question is neither too easy nor too difficult.
 8. This work has to be done either at home or at school.
 9. It is not only cold but also hard.
 10. He is not only wise, but also kind.
- C.**
1. Take for instance our school, we have seven hundred students.
 2. I have to remind you to take your medicine.
 3. My father is at home every Sunday.
 4. It seems as though he were going to die.

5. John looks happy.
6. Mary laughs merrily.
7. Smith cried angrily.
8. Mary answered shyly.
10. After finished his answer, John sat down ably
11. I do this simply because my father likes it.
12. My mother loves me truly.
13. He is wholly aware of the difficulty.

Lesson 3

VOCABULARY

sound	patter	rain	wind	typhoon
stream	sunshine	sky	star	strong
worse	wake	rose	slept	pour
tonight	cold	really		

READING (continued from last lesson)

When people went to bed last Saturday, the weather was quite nice and warm; but it changed suddenly in the middle of the night.

The first sound I heard on waking up yesterday morning was the patter of rain on the window. The weather got worse as the day advances, and by afternoon it was raining cats and dogs. Towards evening a strong wind rose, and I thought we were in for a typhoon. The night was quite

cold, and I slept with closed window.

When I got up this morning, I was pleasantly surprised. Birds were singing in the trees and a stream of warm sunshine was pouring in through the window.

We have had really nice weather the whole day and tonight the sky is full of stars; but who can tell how long this fine weather will last?

LANGUAGE PATTERNS:

- | |
|---------------------------|
| 1. as the day advanced |
| 2. It rains cats and dogs |
| 11. 3. to be in for |
| 4. with closed window |
| 5. worse 6. rain |

以上是本課應注意的慣用語及字詞：

1. as the day advanced 直譯為「當白天前進」，也就是「越往後就越……」。
2. It rains cats and dogs 是慣用語，即「大雨傾盆」。
3. to be in for 也是慣用語，其義為「要遭到」或「遭遇」。

「遭遇」的對象有時用 *it* 代替，如 *You are in for it* 即「你要爲難了」「你逃不出這一關」或「你免不了這番麻煩」等。

4. *with closed window* 這片語在本課中作副詞用。
5. *worse* 是 *bad* (壞) 和 *ill* (有病的) 的比較級。
6. *rain* 可作名詞，亦可作動詞 (下雨)。作動詞時必須用 *It* 作主詞，如 *It rains very much in Keelung.*

- | | |
|-----|--|
| 12. | <i>footstep = foot + step</i>
<i>sunshine = sun + shine</i> |
|-----|--|

由已學過的 *footstep* 和 *sunshine* 二字可分析出四個生字。

1. *foot* 爲「足」「脚」;
2. *step* 爲「步」。
3. *sun* 爲「日」「太陽」;
4. *shine* 爲「光」「光亮」。

- | | |
|-----|---|
| 13. | <i>shout,</i> <i>show,</i> <i>nod,</i>
<i>return,</i> <i>change,</i> <i>plan</i> |
|-----|---|

以上各字是學過的動詞，但均可作名詞用。其中要注意的是 *show* 字除作「展覽」講外，亦作「戲劇」講。

Exercise

I. Translate into English:

1. 我半夜裏突然醒了。
2. 我想我們快要遇到颱風了。
3. 冬天我們通常關著窗睡覺。
4. 聽到這個消息她又驚又喜。
5. 誰知道他們的好運氣能持續多久呢？

II. Write five sentences using the following words as nouns; and five more sentences using them as verbs: 50%

1. show
2. nod
3. return
4. change
5. plan

III. Oral practices: Learn to use the following words and phrases used in this lesson and listed in the patterns fluently.

- A.
1. As the day advanced, his knowledge also increased.
 2. It rained cats and dogs yesterday.
 3. You are in for a punishment.
 4. Please don't sleep with closed window.
 5. It is bad to make a mistake, but it is worse to tell a lie.
 6. It rained very much in Taipei during last winter.
 7. We have much rain in winter.
 8. Please follow my footstep.
 9. The bright sunshine is good to health.
 10. I like the bright sunshine very much.

- B. 1. "Get out of here!" he shouted.
2. "Stop your shout!" cried my father.
3. "Show me your answer."
4. "How often do you go to the show?"
5. "That's right," he nodded.
6. "Yes, Sir," he answered with a nod.
7. Mary returned home yesterday.
8. I am waiting for his return.
9. He changed his mind and went there with me.
10. There is no change in our schedule this year.
11. This is a good plan.

Lesson 4

VOCABULARY

Chanticleer	rooster	stroll	wood
position	spot	safe	wild
sharp	high	very	feel
reassure	kept	rustle	flew
fox			

READING

One day Chanticleer the Rooster said to his wife:

“I am not feeling very well this morning. I think a stroll in the woods will do me good.”

“But, my dear,” said his wife, “do you think it is quite safe? Don’t you know the woods are full of wild beasts: foxes, wolves and worse things?”

“What do you take me for?” answered

Chanticleer, "Am I a little chicken, or a young duck? I know how to look after myself, my dear. I wasn't born yesterday."

Having thus reassured his wife, he left home and went for his stroll, but he kept a sharp lookout all the time. Just after he got into the woods, he heard a rustling sound behind him. He didn't look around but flew at once to the nearest tree. Looking down from his high and safe position, he saw a large fox coming out from under a tree, and sitting on the very spot where he had been a few seconds before.

(to be continued)

LANGUAGE PATTERNS

- | |
|---|
| 1. <i>Opening the window</i> , I saw the sky was full of stars. |
| 2. <i>When I opened the window</i> , I saw the sky was full of stars. |
- 14.

3. *Having thus reassured his wife, he left home.*

4. *After he had thus reassured his wife, he left home.*

分詞若帶有「受詞」或其他的字，就叫作「分詞片語」。「分詞片語」可以代替一個「從屬子句」。如上例第1.3兩句，其意義即等於第2.4兩句，只是第1.3兩句，因只有一個限定動詞，為「單句」；第2.4兩句，均有兩個子句，為「複句」。

「分詞」除了「現在」與「過去」兩式外，還有一種「完成分詞」。如上例第3句中having reassured即「完成分詞」。

「現在分詞」所表示的時態，是與句中「述語」同時的，故第1句中“opening the window”片語改用子句時（見第2句），其動詞應用 opened。

「完成分詞」所表示的時態，是在句中「述語」以前的，故“having thus reassured his wife”改爲子句時（見第4句），其動詞應用 had reassured。

1. do me good

2. take.....for

15. 3. to look after

4. I wasn't born yesterday.

5. to keep a lookout

以上是本課中應注意的慣用語及成語：

1. do me good 即「於我有益」。
2. take...for... 即「以.....爲.....」「以爲.....是.....」或「拿.....當作.....」。
3. to look after 即「照管」「關照」「看守」。
4. I wasn't born yesterday 是成語，其義爲「你別拿我當孩子」。
5. to keep a lookout 即「留神」「小心」，lookout 前加 sharp 爲「特別小心」。動詞 look 後用 out 亦作「小心」講。

- | | |
|-------------------|------------------|
| 1. Chanticleer | 2. the Rooster |
| 16. 3. woods | 4. foxes, wolves |
| 5. to look around | 6. very spot |

以上是本課應注意的字詞：

1. Chanticleer 是在寓言或故事中特指大公雞之名，爲「專有名詞」。
2. the Rooster 在本課中是 Chanticleer 的「同格語」。Rooster 本爲「普通名詞」。若普通名詞或形容詞大寫首字母並冠以 the 時，則爲「稱號」或「綽號」。
3. wood 單數時爲「木」或「林」，複數時爲「林」。

4. 一般字尾爲 x 的名詞，其複數須加 es 故 fox 之複數爲 foxes。一般字尾爲 f 或 fe 的名詞，其複數將 f 改爲 v 再加 es，如 wolf 的複數爲 wolves 又如 wife, wives; life, lives; half, halves 等。(例外以後再講)
5. to look around 在本課中即 look back 「回頭看」。
6. spot 前之 very 作形容詞用，其義爲「正是」「就是」，國語無相當的字。本課末句中 very spot 可作「牠(狐)坐的地方正是幾秒鐘前牠(鷄)所在的地方」。

Exercise

I. Make sentences with the following words or phrases. 40%

1. take.....for
2. position
3. just after
4. very (adj.)
5. look after

II. Answer the following questions: 60%

1. Why did Chanticleer want to go to the woods?
2. Why did his wife try to stop him from going?
3. What did he answer his wife?
4. What did he hear soon after he got into the woods?
5. What did he do then?
6. What did he see later?

III. Oral exercises: Learn to use the following words used in the lesson and listed in the patterns list fluently.

- A.** 1. Opening the gate, I saw him coming from the street.
2. When I opened the gate, I saw him coming from the street.
3. Having thus returned this book to me, he left for his home.
4. After he had thus returned this book to me, he left for his home.
5. Having thus reassured his sister, he left home.
6. After he had reassured his sister, he left home.
- B.** 1. This certainly will do me good.
2. Don't take a dog for a lion.
3. Please look after my little sister after I go.
4. I know your trick plainly, I wasn't born yesterday.
5. Please keep a sharp lookout all the time.
6. Please look out when I am away.
- C.** 1. Tell me the story of Chanticleer.
2. Do you know the story of Chanticleer, the Rooster?
3. I'm going into woods to cut the wood.
4. Do you like foxes and wolves?
5. Without looking around, he flew to the other branch.
6. If he comes now, I will kill him on the spot.

Lesson 5

VOCABULARY

voice	neck	eye	mouth	teeth
body	shoulder	dinner	instant	easy
ready	stretch	sprang	fasten	threw
ever	sweet	kind-hearted		decide

READING (continued from the last lesson)

“Good morning, Mr. Chanticleer,” said the fox, “I haven’t seen you for a long time. How are you?”

“I don’t think we’ve ever met before, Mr. Fox.”

“Oh, I must have mistaken you for your father.



You must be Mr. Chanticleer, Junior. But

you are so like him that it is easy to make a mistake.”

Did you know my father, Mr. Fox?”

“I sure did. Wasn't he the biggest, the strongest and the best-looking rooster in the country? And then, what a great and sweet voice he had! He was so kind-hearted that every time we met he would sing for me. Won't you do the same for me?”

Seeing how friendly the fox was, Chanticleer decided to humor him. He stretched his neck, closed his eyes and opened his mouth. At that instant, the fox sprang at him. He fastened his teeth on Chanticleer's neck and threw his body across his shoulder. Now he was ready to go home and enjoy a good dinner.

(to be continued)

LANGUAGE PATTERNS

17.

1. You <i>must go</i> home now.
2. He <i>must be</i> very old.
3. I <i>must have taken</i> you for your father.
4. He <i>must have gone</i> to Taichung.

不定詞的簡單式（如 to take）和進行式（如 to be taking）均已介紹過，本課係介紹其「完成式」。此完成式之形式即 to have+過去分詞，（如 to have taken）。

此式之涵義較其他二式為複雜。因須視其前之助動詞為何而定。本課先介紹以 must 為助動詞時之涵義。

must 之後若用簡單式不定詞時，則其義為「必須」或「必定」，以前已介紹過。伸言之，must 後面的動詞所表示的動作或情況，若是「主詞」所能「控制」或「自主」的事，則 must 之義為「必須」，如上例第1句。若非「主詞」所能「控制」或「自主」的事，則 must 之義為「必定」，如上例第2句。

must 之後若用完成式的不定詞時，則 must 之義只作「必定」講，不作「必須」講。如上例第3,4句。

18.

1. He said he <i>would</i> come to our party.
2. When the weather was fine in the morning, we <i>would</i> take a walk in the park.

would 除作 will 的「過去時態」造成「過去裡的未來式」，外（見上例第 1 句）還可表示「過去」習慣的動作。如上例第 2 句是說「早晨天氣好時，我們經常到公園散步」。

19.

1. He is <i>ever</i> ready to help others.
2. Have you <i>ever</i> seen a tiger?
3. If you <i>ever</i> go to Tainan, please call on me.

ever 之義與 *never*（永不或從未）相反。可表示「一向」「經常」「有過一次」。但在日常英語中表示「一向」「經常」常用 *always*；表示「有過一次」常用 *once*，均不用 *ever*。*ever* 的用法大半都是慣用語的，其常見的用法有三：

1. 用在形容詞前表示「一向」，如上例第 1 句之義為「他是一向肯幫人忙的」。
2. 與「現在完成式」一起用，表示「至少有過一次的經驗」。如上例第 2 句，按國語只說「你看見過老虎沒有？」但答句中不可加上 *ever*，如上句之答語，若是肯定的，則說 *Yes, I have*；否定的則說 *No, I haven't*。
3. 用在有 *if* 的子句中時，是表示此子句之假定是比較渺茫的，或實現的機會較少的。

如上例第 3 句在國語則應說「假如有一天你到臺南去，

請你到我那裡去」。

20. 1. mistake...for 2. *Did you know my father?*
3. best-looking 4. and then
5. *What a great and sweet voice he had!*
6. to spring at 7. *his body across his shoulder*
8. He was ready. 9. *Mr. Chanticleer Junior*
10. kind-hearted

以上是本課應注意的字詞，分釋如下：

1. to mistake 作動詞時，是不規則的，其變形與 take 相同（即 *mistook, mistaken*）。*mistake...for...*「錯認...為...」用法與 *take...for* 同。
2. *Did you know my father?* 這句話由 *did* 一字，狐狸可以聽出老公鷄已經去世了。否則要說：*Do you know my father?* 這是公鷄無意中將「其父去世」之事洩漏給狐狸了。此話若用國語說，就不致有此結果。
3. *best-looking*（最好看）是 *good-looking* 的最高級，其比較級為 *better-looking*。
4. *and then* 即「此外」。
5. 表示喜、怒、哀、樂，各種情緒的句子，叫做「感嘆句」。*What a great and sweet voice he had!* 就是一句「感

嘆句」。what 是感嘆之義，不作「什麼」講。此句可譯作「他有多麼洪亮美妙的歌喉啊！」或「他的歌喉是多麼洪亮美妙啊！」

6. spring at 是「附介詞的動詞」，其義為「撲在……上」。
7. his body across his shoulder, 此處之兩個 his 是指不同的人物。由前文可看出 his body 之 his 是指公雞，his shoulder 之 his 是指狐狸。across 在此句中是慣用語的用法，其義為擋在肩之「上」。
8. he was ready 直譯為「他是準備好的」，按國語說「他可以……了」。
9. 在英美各國常有父子同名的，那時子名後常加 Junior (較幼者) 以示區別。
10. kind-hearted (好心的) 是由 kind+heart+ed 而成。heart 為名詞，加 ed 變成形容詞，並非過去分詞。

Exercise

I. Translate into English: 40%

1. 他一定回家去了。
2. 假如你有一天有困難的話，我一定願意幫忙。
3. 對不起，我把你錯認作你的姊姊了。
4. 現在我們可以回家享受一頓美味的晚餐了。

II. Explain the following words or phrases: 20%

1. best-looking
2. kind-hearted

3. to stretch his neck
4. at that instant
5. Mr. Wang Junior

III. Answer the following questions:

1. Whom did Chanticleer meet in the woods?
2. Did the fox really know Chanticleer's father?
3. What did the fox ask Chanticleer to do?
4. What happened then?

IV. Oral practices: Learn to use the following words and phrases used and listed in the patterns list fluently.

- A.**
1. You must go to school now.
 2. He must be very hungry.
 3. You must have taken me for your brother.
 4. She must have left here yesterday.
 5. He said he would help us at any time.
 6. When flowers blossom in spring, we will take a walk in the country.
 7. He is ever eager to learn.
 8. Have you ever seen an airplane?
 9. I have never seen a tiger.
 10. If you ever go to Taichung, please call on me.
- B.**
1. He always mistake me for my brother.
 2. Did you know my grandfather?
 3. Mary is the best-looking girl in our school.
 4. And then, what a beautiful voice she has!
 5. What a sweet, gentle voice she had!
 6. Our dog sprang at a stranger yesterday morning.
 7. John tried to throw George. He threw him across his shoulder.
 8. He was ready to start the lesson.
 9. Mr. Eisenhower Junior is also a brave soldier.
 10. Mrs. Tayler is a very kind-hearted woman.

Lesson 6

VOCABULARY

farm	chase	stick	hold	coward
heel	favorite	tight	carry	brandish
hear	believe	should	shut	shout
run	latter			

READING (continued from last lesson)

A few minutes after Chanticleer had left the house that morning, his master, a young farmer, also went for a stroll in the woods. He was just in time to see a fox carrying off his favorite rooster. At once he gave chase, shouting and brandishing a large stick.

The hold the fox had on Chanticleer's neck was not too tight, and the latter could still speak. Hearing his master's voice, he said to the fox:

“The man who is after you is my master. But he can’t help me. Everybody knows he’s a big coward. If you just show your teeth, he’ll take to his heels and run for his life.”

The fox believed Chanticleer’s words and turned to show his teeth. In doing so he had to let go of the rooster’s neck. The latter at once flew up a tree. Too late the fox knew he had been fooled.

Chanticleer then said to the fox:

“Goodbye, Mr. Fox. Thank you for the lesson you gave me.”

“What lesson?”

“That I must never shut my eyes when I should keep them open.”

“Well, I must also thank you for your lesson.”

“What is it?”

“That I must never open my mouth when I should keep it shut.”

LANGUAGE PATTEENS

21.

1. I thought I <i>should</i> go with her. 2. We <i>should</i> study hard.
--

should 可作 shall 的「過去時態」，表示「過去裡的未來式」，如上例第 1 句是由 I thought “I shall go with her” 所變成的「間接述說法」。

在本課中的 should 是慣用語的用法，並非 shall 的「過去時態」，其義為「應該」「應當」，是「現在時態」。如上例第 2 句之義為「我們應該用功」。

22.

1. I <i>should</i> shut my mouth. 2. I <i>must</i> shut my mouth. 3. I <i>have to</i> shut my mouth.
--

should, must, have to 均有「應該」之義，茲將其區別說明如下：

1. should 是按「理」或「情」的「應該」。如第 1 句為「按理我應該閉着嘴」。
2. must 是絕對的「應該」，如第 2 句為「我必須閉着嘴」。

3. have to 是「不得已的應該」，如第 3 句爲「我不得不閉着嘴」。

- | | | |
|-----|---------------------------|--------------------------|
| 23. | 1. to be in time for | 2. to give chase |
| | 3. to be after | 4. to show (your) teeth |
| | 5. to take to (his) heels | 6. to run for (his) life |
| | 7. to let go of | |

以上是本課中應注意的慣用語：

1. in time 爲「不遲」「及時」。to be in time for 即「趕上了」「來得不遲」。
2. to give chase 爲「追趕」「追逐」。chase 亦可作動作用，作「打獵」或「驅逐」講。
3. to be after 即「追趕」「尋求」。
4. to show (your) teeth 即「齜牙」，本課中即按此本意講。若說人時則作「示威」講。
6. to run for (his) life 即「奔命逃跑」「逃命」。
7. to let go of 即「放開」「撒手」「撒開」。

- | | | | |
|-----|---------|----------------|-------------|
| 24. | 1. farm | 2. in so doing | 3. too late |
|-----|---------|----------------|-------------|

以上是本課應注意的字詞及片語：

1. farm 作名詞時，其義爲「農田」；作動詞時，其義爲「耕

種」。farmer 是 farm+er 而成，其義為「農夫」。

2. in so doing 直譯為「在如此做」，國語的說法是「這麼一來」。
3. too late 放在句首以示加重語氣。似文言的「已晚矣」。

Exercise

I. Make sentences with the following words or phrases:

30%

1. have to
2. in time
3. in so doing
4. let go of
5. believe

II. Fill in the blanks:

30%

1. We went _____ a stroll in the park.
2. The thief is carrying _____ my clothes.
3. Seeing the dog running off, he gave _____ at once.
4. Suddenly he took _____ his heels and ran towards the woods.
5. Thank you very much _____ your kindness.

III. Answer the following questions:

1. Who came when the fox was carrying off the rooster?
2. What did he do when he saw the fox?
3. What lesson did the rooster learn?
4. What lesson did the fox learn?

IV Oral exercises: Learn to use the following words and phrases used in this lesson and listed in the patterns

fluently.

- A.**
1. I thought I should teach her good manners.
 2. We should do our best.
 3. I should have done this.
 4. I must do this.
 5. We have to do this.
- B.**
1. You are in time for the tea.
 2. When he saw a thief running away, he gave chase at once.
 3. The man who is after you is my friend.
 4. Please don't show your teeth, for I know who you are.
 5. As soon as George saw a dog, he took to his heels.
 6. Most people run for their lives when they meet a beast.
 7. Please let go of my wrist.
 8. Do you like to be a farmer?
 9. In so doing he became a great scholar.
 10. It is too late to study when the examination is near at hand.

Lesson 7

VOCABULARY

fill	shower	sign	downpour	hungry
join	began	pass	clear	became
insist	chat	while	upstairs	until
wait				

READING

I got to Sam Smith's house this morning just before nine. The Smiths were going to have a picnic in the country and Sam had invited me to go along with them. They were all glad to have me and asked me to join them at breakfast.

"You'd better eat your fill, John," said Sam's mother to me. "You'll be getting hungry before long."

While we were eating, it began to rain. We hoped it was only a passing

shower. We waited for it to stop but it kept on. The weather showed no sign of clearing up. By eleven, it got worse and the rain became a downpour. We had to give up all thought of an excursion in such weather. I was ready to go home but they insisted on my staying for lunch.

Sam took me upstairs to his room. We stayed there and chatted about this and that to while away the time until lunch was ready.

(to be continued)

LANGUAGE PATTERNS

- | | |
|-----|--------------------------------|
| 25. | 1. to eat (one's) fill |
| | 2. you'd better |
| | 3. to give up |
| | 4. to chat about this and that |

以上是本課中應注意的慣用語：

1. to eat (one's) fill 即「吃飽」。

2. you'd better=you had better 其義為「你最好……」
had better 後面用無 to 的不定詞。
3. to give up 之義為「放棄」。
4. to chat about this and that 即「閒談」「說東說西的。」

26.

- | | |
|-----------------------|------------------|
| 1. to join (人) at (事) | 2. before long |
| 3. passing | 4. kept on |
| 5. clear | 6. thought |
| 7. to insist on | 8. to while away |

以上是本課中應注意的字詞

1. to join (人) at (事) 即「同(人)參加(事)」。
2. before long 即「不久」。
3. passing 是 pass 的現在分詞，作形容詞用，其義為「暫時的」「很快就過去的」。
4. kept on 為「繼續」。
5. clear 為動詞，其義為「使清爽」，亦可作形容詞。clear up 即「放晴」。在本課為自動詞，其義為「變清爽」。
6. thought 在本課為名詞，作「念頭」講。
7. to insist 為「堅持」，所堅持的事前用 on。
8. to while away 之 while 為動詞，其義為「消耗時間」，其受詞只能用表示時間的名詞。

27.	1. 人稱：第一，第二，第三
	2. 數：單數，複數
	3. 時態：過去，現在，未來，過去中之未來
	4. 式：簡單，完成，進行，完成進行
	5. 語態：主動，被動
	6. 法：直說法，祈使法，假設法

基本英語中最複雜和最困難的部份，莫過於動詞的變形；前已屢次言及。除上列 1 至 5 五種關係均可使動詞變形外，尚有一個第六種關係，亦可使之變形，其名爲「法」。

一個動詞在發言人的意思中是表示事實的，或表示可能成爲事實的，那時這動詞就屬於「直說法」。本書自第一冊開始迄今所用的動詞，什九以上都是「直說法」的。

有時一個動詞並不敘說事實，而僅表示發言人向對方的命令、請求或期望，那時這動詞就屬於「祈使法」。

除以上兩「法」外，英語尚有若干其他的「法」。這些「法」千年以來漸漸地被「直說法」代替而淘汰了，但到今天尚剩有一部份。英語文法家，將這些「法」的殘餘攏在一起，都放在「假設法」之下。

動詞在「假設法」裡的各種意義及形式及作用相當複雜，故分在第八及第九兩課中介紹。

Exercise

I. Translate the following sentences from Chinese to English: 40%

1. 我邀了兩個朋友和我們一塊兒去。
2. 你吃飽了嗎？
3. 你今晚最好留在家裏。
4. 他堅持要和我一起上學校。

II. Make sentences with the following words and phrases:

1. give up
2. chat
3. kept on
4. hungry

III. Fill in the blanks: 20%

1. You'll be getting tired _____ long.
2. Would you like to _____ us _____ lunch?
3. We _____ away the time with games.
4. They chatted _____ their old schoolmates.

IV. Oral exercises: Learn to use the following words and phrases used in this lesson and listed in the patterns fluently.

- A.
1. Eat your fill before you go out for an excursion.
 2. It is better to eat one's fill than to go with a hungry stomach. before having a picnic in the country.
 3. Don't give up easily because of difficulty.
 4. I'll never give up.
 5. You'd better go now.
 6. You'd better prepare your lesson before your class.
 7. Time passes quickly when you chat about this and that.

8. Don't chat about this and that whole day long.
- B.**
1. I will join you later at lunch.
 2. I will join you before long.
 3. This rain is only a passing shower.
 4. I told him to stop but he kept on working.
 5. We all waited for the weather to clear up.
 6. You had better give up this thought of going abroad.
 7. I insisted on giving him grade A.
 8. Because I am always so busy I don't have to while away my time.

Lesson 8

VOCABULARY

example	moment	regard	wing	island
wishful	fanciful	exact	long	wish
imagine	fly			

READING (continued from last lesson)

“Sam,” I said to my American friend, “the other day I came across the expression ‘wishful thinking’. I couldn’t make out exactly what it meant. Will you explain it to me?”

“Well,” answered Sam, “as far as I know, wishful thinking means wishing or longing for some good or pleasant thing which might or could happen but which doesn’t or can’t happen.”

“Will you give me an example?”

“If I say ‘I wish it weren’t raining now

and we were out in the country enjoying our picnic at this moment', that could be an example of wishful thinking."

"I see. So wishful thinking is the same as fanciful thinking."

"Well, not quite. Fanciful thinking is simply thinking or imagining something that can't actually happen with no regard to our wish or liking. If I say 'If I had wings, I would fly all over this island', that would be an example of fanciful thinking."

(to be continued)

LANGUAGE PATTERNS

28.

.....thing which <i>might</i> or <i>could</i> happen but which doesn't or can't happen

假如一句所敘述的事，在事實上是不會有的，或據發言人的看法是事實上不能發生的，而僅是一種幻想或妄想，那時這句話的動詞就要用「假設法」的。

假設法的動詞各時態的形式，大致可以用以下的公式來表示：

假設法的	$\left\{ \begin{array}{l} \text{現在} \\ \text{未來} \\ \text{過去} \end{array} \right.$	時態採用直說法的	$\left\{ \begin{array}{l} \text{過去} \\ \text{過去中之未來} \\ \text{過去完成。} \end{array} \right.$				
				如直說法的	$\left\{ \begin{array}{l} \text{I have} \\ \text{I shall (will) have} \\ \text{I had} \end{array} \right.$	在假設法作	$\left\{ \begin{array}{l} \text{I had} \\ \text{I should (would)} \\ \text{have} \\ \text{I had had} \end{array} \right.$

由此觀之，以上例句中的 *might* 和 *could*，並非 *may* 和 *can* 的過去時態，而是假設法的現在時態。此句譯成國語只好說「在理想裡可以或可能發生的事，而在事實上沒有或不會發生的事」。

29. I wish it *were*'t raining now
and we *were* out.....

在語型28曾介紹假設法的現在時態在形式上與直接法過去時態一樣，但有一個例外，就是 *to be*。*to be* 有單數名詞或代名詞為主詞時，不用 *was* 而用 *were*。如上例。

to wish 雖在國語裡有時譯作「願望」或「希望」，但在英語裡作它的受詞的名詞子句必須表示一件不符事實的或不能實現的事，故其動詞必須是假設法的。否則就要用 *to hope*

(希望，願望)，而其後的子句的動詞要用直說法的。如 I wish you were happy 有 You are not happy 或 You can not be happy 之義；I hope you are happy 有 You may be happy 或 you can be happy 之義。

本課中尚有其他的假設法的動詞，留在後來解釋。

- | | | |
|-----|----------------------|---------------------|
| 30. | 1. the other day | 2. to come across |
| | 3. to make out | 4. as far as I know |
| | 5. with no regard to | |

以上是本課中應注意的慣用語：

1. the other day 即不久以前的「有一天」。
2. to come across 即「遇到」或「偶遇」。
3. to make out 即「了解」或「領悟」。
4. as far as I know 爲「據我所知」，在此處有客氣之義。
5. with no regard to 即「不顧」「不管」，是一個作介詞用的片語。

- | | | |
|-----|--------------|----------------|
| 31. | 1. meant | 2. to long for |
| | 3. not quite | 4. all over |

以上是本課中應注意的字詞：

1. meant 是 mean 的過去時態及過去分詞，在本文中之義

爲「表示意思」。

2. to long for 即「渴望」。
3. not quite 即「不盡然」。
4. all over, all 是副詞，形容介詞 over 的；all over this island 即「在（或到）本島各處」。

Exercise

I. Give one example for “wishful thinking” and one for “fanciful thinking”.

II. Correct the mistakes in the following sentences: 30%

1. If I am you, I would not go there.
2. If it is not raining, he might come here.
3. I wish that John is here.
4. If I have wings, I shall fly like a bird.
5. If I have the money, I will give it to you, but I haven't.
6. If your mother is here now, what would she say?

III. Make sentences with the following phrases; 40%

1. to come across
2. with no regard to
3. to make out
4. as far as I know

IV. Oral exercises: Learn to use the following words and phrases used in this lesson and listed in the patterns fluently.

- A. 1.** Wishing or longing for some good or pleasant thing which might or could happen but which doesn't or

can't happen is called wishful thinking.

2. "I wish it weren't raining now and we were out in the country enjoying our picnic at this moment."
3. Mr. Lin told me that story the other day.
4. Last Sunday we came across him on the street.
5. I just can't make it out.
6. As far as I know, this is the best example.
7. We decided to go with no regard to weather.
8. So far as I know, we are going to have our examination next week.

B. 1. What is meant by this phrase?

2. We are longing for a nice program.
3. You are almost right, but not quite.
4. All over this island we have beautiful scenery.
5. I can't understand what is meant by "wishful thinking".
6. So I long for further explanation.
7. You have got most of it, yet not quite.
8. We have such kind people all over our country.

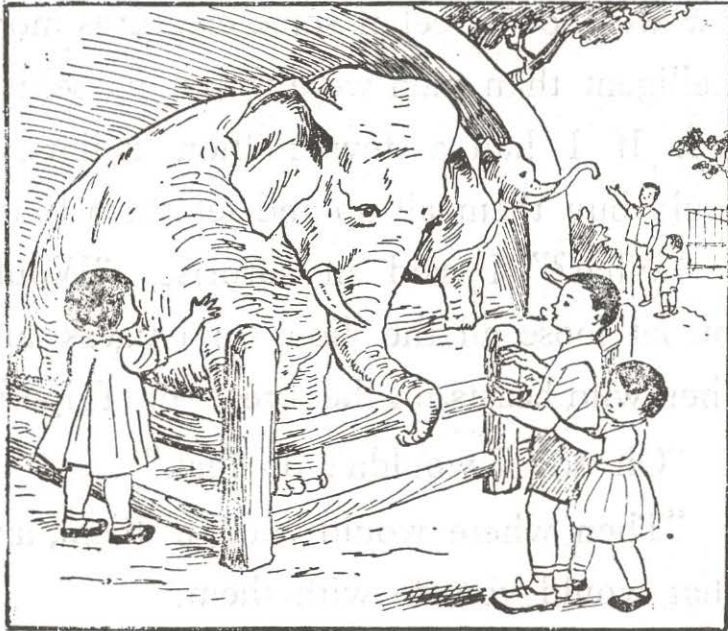
Lesson 9

VOCABULARY

sun	shame	creature	bar	dollar
bit	bright	poor	intelligent	free
loose	serious	put	buy	need
zoo	lion	tiger		

READING (continued from last lesson)

To our surprise, the weather began to clear up during lunch. By two o'clock, a



bright and warm sun was out. It was too late for the picnic, but everybody thought it would be a shame to stay indoors in such weather. It was decided that we should all go to the zoo.

While we were there strolling around, Sam said to me:

“Every time I come here, I feel sorry for all these poor creatures. Just imagine how we should feel if some creatures more intelligent than men were to put us behind bars. If I had a few million dollars, I would buy them all up and set them free.”

“What?” I said in surprise, “Would you let loose all the lions and tigers and other wild beasts on the streets of Taipei?”

“Oh no! I wouldn't do that.”

“Then where would you put them, and what would you do with them?”

“Well, I never thought of that.” Then he laughed and added: “It’s only a bit of wishful thinking, John. So you needn’t take it so seriously.”

LANGUAGE PATTERNS

32. 1. If I had a few million dollars, I would buy...
2. If I have a pen, I will write it down for you.

在類似上例的句子裡有 if 的子句是「前提」或條件，主要子句是「結論」或結果。前題若是幻想的，結論當然也是幻想的，故動詞均須用「假設法」如上例第 1 句及第 7 課之 “If I had wings.....”。反過來說，若前題是能實現的，或辦得到的，結論也必然能實現，其動詞就應用「直說法」，如上例第 2 句。

33. 1. ...we *should* all go to the zoo.
2. how we *should* feel if...
3. It *would* be a shame to...
4. I *would* buy them all up...

一個動詞是直說法或假設法，由字的本身是看不出來的，要看上下文的意思才能知道。如上例的本文中的句子，第1和第3都是直說法的過去裡的未來式；第2和第4都是「假設法」的未來式。

- | | |
|-----|--------------------------------------|
| | 1. to our surprise |
| | 2. It would be a shame to stay,..... |
| 34. | 3. It was decided that..... |
| | 4. every time I come |
| | 5. need+not+(無 to) 不定詞 |

以上是關於句子構造應注意各點：

1. to our surprise 爲一副詞片語，可譯作「我們沒想到」或「出我們意料之外」。
2. It would be a shame to stay....., it 是「填補語」，所代替的是後面的不定詞 to stay; shame 本義爲「羞恥」，但此處作「太可惜了」講。其語氣比 It is a pity 重。
3. It was decided that....., it 亦爲「填補語」，所代替的是後面的名詞子句 that.....。
4. every time I come 就等於 every time that I come, 此 that 之義爲 when。又凡是用 time (次) 之句，其後若有子句時，均省去 that, 如 each time, last time,

the first time, 等。

5. need+not+(無 to) 不定詞，其義為「不須」「無須」；
must not 則為「必須不」即「不得」。

- | |
|--|
| 1. were to = $\begin{matrix} \text{should} \\ \text{would} \end{matrix}$ |
| 2. to buy up |
| 3. to set.....free |
| 35. 4. to let loose |
| 5. what to do with them |
| 6. to take.....seriously |
| 7. poor |
| 8. a bit of |

以上是本課應注意的慣用語及字詞：

1. were to (不定詞) 即等於 should 或 would, 為假設法的未來式。
2. to buy up 「全部買下」。
3. to set.....free 即「釋放」。
4. to let loose 即「放開」「撒開」。
5. what to do with them? 即「拿牠們做什麼？」。亦即「怎麼對付牠們呢？」。
6. to take.....seriously 即「看得嚴重」或「認真」。

7. poor 本義作「窮的」，此處作「可憐的」講。

8. a bit of 與 a little 同，即「一點兒」。

Exercise

I. Translate the following sentences from Chinese to English: 40%

1. 出我的意料之外，吃晚飯的時候雨停了。
2. 我每次來，都看見你在唸書。
3. 假如我有錢，我就要將這些書都買下來。
4. 你不必把我的話當真。

II. Make sentences with the following phrases: 20%

1. need not
2. to buy up
3. were to
4. a bit of

III. Tell the mood of each of the verbs in the following sentences (whether it is indicative or subjunctive:) 40%

1. They thought he would come by ten o'clock.
2. They would be very happy if you could come.
3. The teacher told us that we should all study hard.
4. It was decided that we should all go to the park.
5. If I had wings, I could fly like a bird.

IV. Oral exercises: Learn to use the following words and phrases used in this lesson and listed in the patterns fluently.

- A. 1. If I had a few million dollars, I would buy all kind

of books for students all over this island.

2. If I had money I would buy this book for you.
 3. It is decided that we should all go to the zoo.
 4. Have you ever imagined how we should feel if some creatures more intelligent than men were to put us behind bars?
 5. It would be a shame to stay indoors in such weather.
 6. If I had a million dollars, I would buy all these books up and give them to students all over this island.
 7. To our surprise, he joined us just in time.
 8. It will be a shame to stay indoors in such a fine spring holiday.
 9. It was decided that we should go on a picnic.
 10. Every time I come to see you, you are reading books.
 11. You need not thank me for that.
 12. You must not do this to him.
- B.**
1. Just imagine if some creatures more intelligent than men were to invade us from other heavenly bodies.
 2. Are you going to buy up all these books in this store?
 3. Abraham Lincoln set all the slaves in the United States free.
 4. If you let loose of your grip, the bird in your hand will flee.
 5. Do you know what to do with them?
 6. Please don't take this word seriously, I'm just joking.
 7. Oh, my poor Joe, what have you done!
 8. This is just a bit of my dream.

Lesson 10

VOCABULARY

world	birthday	province	Cheng	Koxinga
Manchu	patriot	government	own	known
overran	fell	prepare	resist	
throughout	special			

READING

Among the holidays we keep in China, there are some which we have in common with the other peoples of the world, and others which are special to our own country. Examples of the former are the Sundays throughout the year; and of the latter, National



Day and the birthday of Confucius. There are still several other holidays which are kept only in the island province of Taiwan; and among them, the best-known and most popular is the birthday of Cheng Ch'eng-kung, or Koxinga as he is known among foreign peoples.

About 300 years ago, the Manchus overran China, and after some time most of the mainland provinces fell into their hands. Koxinga, who was a great man and a patriot, came over to Taiwan with many followers. He set up a government and prepared the island and its people to resist the Manchus.

(to be continued)

LANGUAGE PATTERNS

- | | | |
|-----|--------------------|-----------|
| 36. | my own | our own |
| | your own | your own |
| | his (her, its) own | their own |

own 字作形容詞時，作「自己的」講，常與 my, your 等所有形容詞連用。my (your, his.....) own 後有名詞時爲「形容詞」，但亦可不帶名詞而作「代名詞」用。如 This is our own house (形容詞) 和 This house is our own (代名詞)。

注意：own(自己的) 與 self (自己) 二字意義不同，不可混用。

- | | |
|----|--|
| | 1. the island province of Taiwan |
| 37 | 2., who was a great man and a great patriot,..... |

以上是關於構造上應注意之點：

1. the island province of Taiwan 中之 island 作形容詞用，of 並無「屬於」之義，是表示 Taiwan 與 province 爲「同格語」。
2. who was a great man... .. 此子句爲接續的關係子句。

- | | | |
|-----|-------------------|-------------------|
| | 1. keep a holiday | 2. in common with |
| | 3. peoples | 4. special to |
| 38. | 5. throughout | 6. best-known |
| | 7. Koxinga | 8. come over to |
| | 9. set up | |

以上是本課應注意的字詞及片語：

1. keep 之受詞爲「節日」時，其義等於國語說「過年」，「過節」之「過」字。
2. in common with 爲一作介詞用之片語，其義爲「與...
...共有」。
3. peoples 作「民族」講，故用複數。
4. special to..... 即「爲.....專有」。
5. throughout 較 through 之語氣爲重，有「自始至終」之義。throughout the year 爲「全年」。
6. known 是 know 的過去分詞，作形容詞時，其義爲「被人知」「出名」。best-known 是 well-known 的最高級，即「極著名的」。
7. Koxinga 爲鄭成功之西文名稱。按鄭成功曾蒙隆武帝贈姓朱，故當時人稱爲「國姓爺」。Koxinga 即「國姓爺」閩南語之轉音。
8. come over to 即「過來」「來到」。
9. set up 爲「樹立」「建立」。

Exercise

I. Answer the following questions:

40%

1. What two holidays are special to our country?
2. What is the best-known holiday that is kept only in

Taiwan?

3. Who was Koxinga?
4. What had he done that made him so famous?

II. Fill each blank with.....self (ves) or.....own as the sense requires: 20%

1. I will do it _____.
2. You should do _____ work.
3. He said that this house is _____.
4. He did the work _____.
5. We should try to forget _____ and help others.

III. Make sentences with the following words and phrases: 40%

1. set up
2. come over to
3. throughout
4. special to

IV. Oral practices: Learn to use the following words and phrases used in this lesson and listed in the patterns fluently.

- A.**
1. My own book is lost, so I borrow his.
 2. This is not your notebook, this is my own.
 3. If your own book is lost, you may use mine.
 4. This is my opinion, and you certainly have your own.
 5. His own pen is red, this blue one is yours.
 6. Your pencil is over there, and so this one must be his own.
 7. Her ball is white, but she want a blue one.
 8. That desk is her sister's, but this is her own.
 9. The cat bites its own leg.
 10. Our school has five hundred students, but theirs has

one thousand.

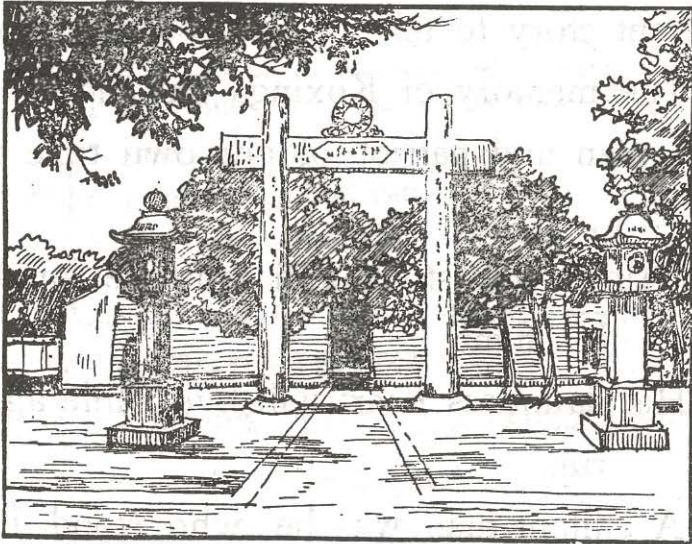
11. This dog is Mr. Lee's, and that yellow one is ours.
 12. Your own father came to see you yesterday, and you are looking for his father today.
 13. They have their opinion, and you must have your own.
 14. Their own car is sold, so they want to borrow yours.
 15. We have our own interests, so they have their own.
- B.**
1. The island province of Taiwan is the most beautiful part in China.
 2. Abraham Lincoln, who was a great man and a great patriot, set all slaves in the United States of America free.
 3. Every nation keeps certain holidays.
 4. Some of the holidays we keep are in common with other nations of the world.
 5. There are many people living in Africa.
 6. The birthday of Confucius is a holiday special to our own country.
 7. We have a nice weather throughout the year on this island.
 8. He is the best-known person in our town.
 9. Koxinga is the name of Cheng Ch'eng-kung known among foreign peoples.
 10. Koxinga came over to Taiwan in order to resist the Manchus.
 11. He set up a government to prepare for the restoration of the Chinese mainland.
 13. Every government has its own policy, certainly our government has its own.

Lesson 11

VOCABULARY

peace	prosperity	army	right	gallant
fight	stout	unfortunate		alone
die	raise	fought	stood	lost
won	different			

READING



Under Koxinga's able rule, Taiwan enjoyed a period of peace and prosperity.

Unfortunately, he died quite young at the age of 39. During the short time he was on Taiwan, he had not only made the island rich and safe, but also had raised a small but strong army. If he had lived a few more years, he surely would have tried to free China's mainland from the Manchus, and history might have a different story to tell.

The memory of Koxinga has moved a great man and patriot of our own time to write:

“Alone yet stout and true he fought
his fight;

His dauntless heart will live while ages
run.

A gallant man was he who stood for
Right—

It matters little that he lost or won.”

LANGUAGE PATTERNS

39. *If he had lived....., he would
have tried.....*

以上例句中的動詞是屬於「假設法」的。按過去的事情，其「有」或「無」，早已成了定局，無法更改或推翻，故一切與史實相反的願望，既然純屬幻想，其句中之動詞必用「假設法」的。學生最好牢記以下的公式：

If + 主詞 + had + 過去分詞，主詞 + would (或 should) have + 過去分詞。

40.

1. able rule	2. on Taiwan
3. raise an army	4. move
5. a great man and patriot	
6.history might have a different story to tell	

以上是本課中應注意的字詞及片語。

1. able 在本文中為「有才能的」或「精明的」；rule 為名詞，作「統治」或「治理」講。
2. on Taiwan 之 on 是慣用語的用法。
3. raise 為及物動詞，其本義為「升上」「舉起」「豎立」講。raise an army 即「招兵買馬」。

4. move 在本課為「感動」之意。
5. a great man and patriot 在本文中是指白崇禧將軍。用 and 連接的兩個名詞，若同指一人或物時，第二個名詞前不用冠詞。如 man 前有 a, patriot 前即無 a
6. might 是「假設法」的。因其前題「假如鄭成功多活幾年」是幻想的事，此句直譯為「歷史可能有一個不同的故事述說」，即「歷史所記載的可能就不同了」。

41. *Alone yet stout and true he fought his fight.
His dauntless heart will live while ages run.
A gallant man was he who stood for Right.
It matters little that he lost or won.*

關於本文的四句詩之單字，慣用語及文法構造分釋如下：

A. 單 字：

1. alone 「孤獨的」或「只有」，作修飾的形容詞時，按習慣要放在其所形容之字詞之後。
2. stout 在生理方面的意思為「胖」「肥」；在精神方面的意思為「有膽量」「有毅力」。
3. true 除「真實」外，尚有「忠誠」或「忠實」之義。
4. Right 為名詞作「正義」講。首字母大寫以表隆重。
5. stand for 之義為「代表」「支持」或「維持」。

6. little 之義爲「極微小」或「幾無」。

7. that 之義爲 whether (是否)。

B. 慣用語：

1. He fought his fight

在英語裡爲了使語氣加強或意義深刻，有些動詞(及物或不及物的)，可以在後面加上一個同意義的名詞爲其受詞。這類的受詞稱爲「同系受詞」。如：

He *lived* a long *life*.

She *sang* a *song*.

本文中之 He fought his fight 之義可譯爲「他奮鬥到底」。

2. while ages run 直譯爲「在年代進行之時」，義即「百世」「萬古」。

3. It matters little that.... 中之 it 是填補語。此句等於 "That he lost or won" matters little (他是失敗或是成功沒有多大關係)。

C. 文法構造：

1. alone yet stout and true 三字都是形容 "he" 的。

2. who stood for Right 中之 who 是接續的關係子句，此句以散文寫應作 "He was a gallant man because

he stood for Right

註：此短詩係譯自白崇禧將軍爲臺南延平郡王祠所題之聯句：

「孤臣秉孤忠，浩氣磅礴留萬古

正人扶正義，莫教成敗論英雄。」

現在時態	過去時態	過去分詞
am, is	was	been
are	were	
42. do	did	done
have	had	had
see	saw	seen
take	took	taken
give	gave	given

上表是一部份已學過的不規則動詞。在本課重列出來，以備溫習。

Exercise

I. Fill in the blanks:

30%

1. His father died _____ the age of eighty.
2. During these years _____ Taiwan, our government has _____ a large and strong army.
3. If he had stayed a few more days, he _____
seen you.

4. It _____ little whether he comes or not.

II. Make sentences with the following words and phrases:

40%

1. stand for
2. alone
3. surely
4. unfortunate

III. Answer the following questions:

30%

1. How old was Koxinga when he died?
2. How was Taiwan under his rule?
3. What had he done during the short time he was on Taiwan?

IV. Oral practices: Learn to use the words and phrases used in this lesson and listed in the patterns fluently.

- A.
1. If he had lived longer, he would have tried to set up a good school.
 2. Under his able rule, the nation became great and prosperous.
 3. It is easy to raise an army, but it is hard to reconstruct a nation.
 4. Koxinga was a great man and patriot.
 5. I was greatly moved by his kindness.
 6. If Dr. Sun Yet-sen had lived longer, he might have done more for modern China.
- B.
1. He alone can't do this work.
 2. We all know that he is a stout man.
 3. This patriot fought a stout and true battle.
 4. Right is might.
 5. The French Revolution stands for liberty, equality,

and fraternity

6. It matters little who wins, but it does matter who is right.
7. It matters little that he lost or won.
8. He fought a brave fight.
9. He lived a happy life.
10. She sang a sorrowful song.
11. His spirit ever lives while ages run.
12. It matters little that you fail or succeed.

Lesson 12

VOCABULARY

picnic	truck	beach	swim	sandwich
bed	present	tire	set	shout
sing	brought	love	early	right

READING



Dear Mother,

I got your letter two days ago. I didn't answer it yesterday because I was out the whole day. We had our 'semester picnic'. When I came back in the evening, I was too tired to write.

For this semester's picnic we went to a place called Little Keelung. Early yesterday morning, we set off from the school in a large truck. It took almost three hours to get there, but we didn't mind. We were shouting, laughing and singing all the way. When we got to Little Keelung, we left the truck on the road and walked down to the beach. Some of us went for a swim, but most of us stayed on the beach and played games. Later we ate the sandwiches we had brought along.

We didn't get back to Taipei till seven in the evening. I was all in and went to bed right after supper.

That's all for the present, Mother. I'll write again as soon as the examinations are over.

Your loving son

George

LANGUAGE PATTERNS

- | | |
|-----|---|
| | 1. <i>If the weather is fine tomorrow, we will go for a swim.</i> |
| 43. | 2. <i>When he comes back next month, we will give a party to welcome him.</i> |
| | 3. <i>I shall write to you as soon as I get there.</i> |

由連接詞 *if*, *when*, *as soon as*, 等所介紹的「副詞子句」，若表示「未來」的事時，在習慣上其動詞要用「現在時態」，不用「未來時態」，如上例各句。

- | | |
|-----|--|
| | 1. <i>He was too tired to write.</i> |
| 44. | 2. <i>He is too old to run.</i> |
| | 3. <i>The boy is too stupid to understand.</i> |

too 在本課中作「太」講。不作「也」講。

too + 形容詞 + 不定詞 = *so.....that.....can (could) not*。
如上例各句之意義等於：1. *He was so tired that he could not write*; 2. *He is so old that he cannot run*; 3. *The boy is so stupid that he cannot understand*。

注意 *tire* 爲動詞，其義爲「使之疲倦」，在例句中 *tired*

爲過去分詞，作形容詞用。

- | | |
|-----|-------------------------------|
| 45. | 1. go for a swim |
| | 2. all in |
| | 3. go to bed |
| | 4. That's all for the present |

以上是本課應注意的慣用語，分釋如下：

1. go for a swim 即「去游泳」。swim 亦可作動詞用。
2. all in 即「極疲倦」，只可作敘述的形容詞用，不可作修飾形容詞用，亦不能帶有副詞。
3. go to bed 即「就寢」。
4. that's all for the present 是寫信結束時的一句慣用語，直譯爲「爲現在所寫的已全了」，即「所言只此」，似國語的「餘言再敘」。

- | | | |
|-----|------------------|--------------------|
| 46. | 1. the whole day | 2. semester picnic |
| | 3. set off | 4. walk down |
| | 5. brought along | 6. right |
| | 7. present | 8. as soon as |
| | 9. shout | 10. love, loving |

以上是本課應注意的字詞及片語，分釋如下：

1. the whole day 即「整整一天」。
2. semester picnic 即「學期野餐」（每學期一次的）。

3. set 本義作「安置」「放」講，其後加上副詞，可造成很多慣用語，本課中之 set off 爲「出發」。
4. walk down 有「往下行」之意。
5. brought 是 bring 的過去時態 brought along 即「隨帶」。
6. right 在本課爲副詞，其義爲「立即」「一直地」「直接了當地」。
7. present 在本課爲名詞，義爲「現時」，亦可作形容詞用，義爲「現在的」。注意其重音在 'pre-，與動詞 present（重音在 -'sent）不同。
8. as soon as 是介紹「時間」副詞子句的連接詞片語，其義爲「一到（或一俟）……立刻就」。如 I went up to her as soon as I saw her.「我一看見她，立即就走到她那裏去」。
9. shout 在本課中作動詞，其義爲「呼喊」，亦可作名詞用。
10. love 亦可作名詞用，其義爲「愛情」「愛人」或「愛的對象」。loving 是 love 的現在分詞，作形容詞用。Your loving son 是兒子給父母寫信時在信尾的自稱。

詞 類	例 字
1. 名 詞	vacation, George, thing, noon
2. 代名詞	I, you, him, us, them
3. 形容詞	glad, kind, first, each
47. 4. 動 詞	come, go, remember, spend
5. 副 詞	afterwards, yesterday, once, quite
6. 介 詞	with, from, during, by
7. 連接詞	and, but, or, when, since, that
8. 感嘆詞	oh, ah

由已學過的字詞，可看出英語的字，按其作用共分八種，這八種在文法中稱爲「八大詞類」，即名詞，代名詞，形容詞，動詞，副詞，介詞，連接詞及感嘆詞，如上例各字。

一個字屬於某詞類，並不是絕對的，要看它在文中的作用才能辨別出來。如 welcome 一字，在 We gave him a warm welcome 中爲名詞；在 You are welcome 中爲形容詞。

Exercise

I. Answer the following questions:

40%

1. From whom did George get a letter two days ago?

2. Where did the pupils in George's class go for a trip?
3. How long did it take them to get there?
4. What were they doing on the way?
5. What did they eat for lunch?

II. Fill in the blanks:

1. I'll write a letter _____ my mother _____ I get back to Taipei.
2. He did not _____ his work _____ ten in the evening.
3. We were all _____ tired _____ walk.
4. We _____ talking and singing _____ the way.
5. After the trip I was all _____ and went _____ bed soon.

III. Make sentences with the following words and phrases:

30%

1. all in
2. set off
3. go to bed
4. all the way
5. right after

IV. Oral exercises: Learn use the following words and phrases used in this lesson and listed in the patterns fluently.

- A. 1. If the weather is fine tomorrow, we will go for a picnic.
2. When he comes back next week, we will give a party to welcome him.
3. I shall write to you as soon as I get there.
4. He was too tired to answer my question.
5. We are never too old to learn.

6. No one is too stupid to be taught.
 7. We are waiting for him to go for a swim.
 8. I was all in after five hours mountain climbing.
 9. I go to bed at nine o'clock every night.
 10. That's all for the present, good bye.
- B.**
1. Don't play the whole day.
 2. We are going to have **our** semester picnic next week.
 3. We will set off at eight o'clock.
 4. Walking down the hill, you will see a beautiful river at your right hand.
 5. He forgot to bring along with him our new ball.
 6. Right after we reached there, it started to rain.
 7. He also was present yesterday.
 8. I called on him as soon as I came back to Taipei.
 9. "Look! What a beautiful scenery below us!" I shout.
 10. That's all for the present.

Your loving Son

George

Lesson 13

VOCABULARY

compound	outskirts	row	frame-houses
direction	lane	right	left appointment
trim	elderly	pay	forgot

READING

Most Americans in Taipei live in what they call 'compounds' on the outskirts of the city. George Winter's people have moved lately into one of these new compounds. Sam and I decided to pay them a call the other morning.

When we got there, we saw rows upon rows of new and trim little frame-houses. We forgot the number of George's house, and so we had to ask our way.

To an elderly foreign gentleman who was coming in our direction, Sam said:

“Excuse me, Sir. Could you tell us where the Winters live?”

“Yes, I know their place,” he answered. “Go down this lane, take the first turn on the right and the second turn on the left, and you’ll be there.”

We thanked him and followed his directions. When we found the house, we were greeted by George’s mother, who told us he was out for the moment.

“He’ll be back before noon,” she said. “Couldn’t you wait and stay for lunch?”

“Well,” answered Sam, “we like to, but we have another appointment in town at eleven. We’ll call again some other time. Please tell George to drop in and see us when he goes to town.”

LANGUAGE PATTERNS

- 48.
- | |
|---|
| 1. I <i>should</i> keep my eyes open. |
| 2. That <i>would</i> be an example of wishful thinking. |
| 3. <i>Could</i> you tell us.....? |
| 4. Couldn't you wait.....? |
| 5. I'd <i>like</i> to..... |

假設法的動詞，除了表示虛構或幻想的事情以外，尚可用以表示「客氣」或「謙遜」。

1. 上例第 1 句之 *should*，本即 *shall* 的假設法。按 *shall* 含有「必須」，「定要」之義，其意思太斷然而無商量的餘地，故對第二和第三人稱很少使用。

以假設法之 *should* 代替 *shall*，則含有「聽不聽還在你（或他）」之義。因此 *should* 之義就變成在道理上或道義上之「應當」。

2. 上例第 2 句用 *would* 是說話人謙遜，表示他不敢自信他所舉的例子，一定恰當。如果不客氣的話，他就可以說 *That will be an example of wishful thinking.*
3. 上例第 3 句是向一位老先生問路，故要客氣而用 *could*。假如問一位同學或朋友，就可以說 *Can you tell us.....?*

4. 上例第 4 句也就是 *Can't you wait?* 的客氣說法。譯成國語 *Couldn't you wait?* 可作「您等一等好不好？」
Can't you wait? 可作「你不能等一會兒嗎？」
5. 上例第 5 句之 'd 是 *should* 的縮簡形式。*should like* 也可以說是個慣用語。其義為客氣的「願意」「肯」或「想」。

- | | | |
|-----|-------------------|----------------------|
| 49. | 1. to pay a call | 2. the other morning |
| | 3. rows upon rows | 4. to ask one's way |
| | 5. for the moment | 6. some other time |
| | 7. to drop in | |

以上是本課中應注意的慣用語：

1. to pay a call 即 to call on 「拜訪」或「訪問」。
2. the other morning 與 the other day 相似，即「有一天早上」。
3. rows upon rows 即「一排連一排的」。
4. to ask (one's) way 即「問路」。
5. for the moment 即「一時」「暫時」。
6. some other time 即「改天」「以後」。
7. to drop in 即「偶訪」。

- | | | |
|-----|--------------|---------------------------------|
| 50. | 1. compound | 2. moved |
| | 3. direction | 4.mother, who told us..... |

以上是本課中應注意的字詞：

1. compound 本義為「化合」「複合」等，但在遠東或南洋僑居的歐美人常集中居住在若干「圍地」之內，而稱之為 compounds。故本文謂 what they call.....（他們所稱的）。
2. moved 在本課為「搬家」。
3. direction 可作「方向」或「指導」講，可由上下文看出其所指為何。
4. 在.....mother, who told us.....中之 who 為接續的關係代名詞。

- | | |
|-----|--------------------------------------|
| 51. | 1. Take the first turn on the right. |
| | 2. and you'll be there |

以上是指示問路人常用的話：

1. Take the first turn on the right 即「在第一轉灣處向右邊轉」。
2. and you'll be there 即「你就到了」。

語態	式	時態	例 句
52.	主 單	現 在	1. Today we <i>are</i> back again at school.
		過 去	2. The principal <i>came</i> to our class this morning and <i>gave</i> us a short talk.

動

式	未 來	3. I think a stroll in the woods <i>will do</i> me good.
	過去裏的未來	4. You promised me you <i>would bring</i> him to see me at my home.
進 行	現 在	5. I can see you <i>are getting</i> better all the time.
	過 去	6. Most of us <i>were getting</i> a little bored with our long rest.
式	未 來	7. You <i>will be getting</i> hungry before long.
	過去裏的未來	8. She thought you <i>would be getting</i> hungry before long.
完 成 式	現 在	9. We <i>have had</i> really nice weather the whole day.
	過 去	10. Peter presented me to those of his folks whom I <i>had not met</i> .
	未 來	11. He <i>will have finished</i> his work by the end of next month.
	過去裏的未來	12. He thought he <i>would have finished</i> his work by the end of last month.
完 成 進	現 在	13. You <i>have been learning</i> English for more than a year.
	過 去	14. I knew his father <i>had been trying to get</i> a house in Taipei for almost two years.
	未 來	15. When he comes back this evening at nine, he will surely be very tired because he <i>will have been working</i> for more than

語

態	行 式	過去裏	10 hours.
		的未來	16. He knew he would be very tired that evening because he <i>would have been working</i> for more than 10 hours.

動詞按直說法使用時，其「時態」和「式」的各種變化和用法，均已在本書前三冊中介紹過了。本語型乃對直說法作一綜合的溫習，以充實理解而加強記憶。

(一)「時態」的使用是固定的。換言之，「現在」「過去」「未來」三個「時態」不可任意混用。如「他是我的同學」，此事若是：

(1) 現在的事，則用現在時態，要作 He *is* my schoolmate.

(2) 過去的事，則用過去時態，要作 He *was* my schoolmate.

(3) 未來的事，則用未來時態，要作 He *will be* my schoolmate.

(註) 有少數慣用的例外。如 *if* 或 *when* 所介紹的副詞子句，所說的雖是未來的事，但其動詞須用現在時態，「假如他明天來」=If he comes tomorrow.

(二)「式」的使用不是固定的。換言之，即「簡單式」，「進行式」，「完成式」，「完成進行式」，四個式的使用，要看

發言者的「用意」或「涵義」如何而定。如「我住在臺北」是現在的事時，可以說：

I live in Taipei;

I am living in Taipei;

I have lived in Taipei;

或 I have been living in Taipei;

以上四種說法，在時態上都是現在的，但在式上（即用意或涵義）各有不同；倘使運用不當，就辭不達意了。

（三）有若干「時態」因為涵義複雜，故使用的機會較少，如：

- (1) 本語型第 4,8,12,16, 四個例句，都有「過去裡的未來時態」的動詞。此時態的動詞只用於從屬子句中，而其主要子句之動詞還須是「過去時態」的。因此這「時態」不常使用。
- (2) 本語型中第 11,12 兩個例句中的完成式的動詞，其用意是表示「某事確是在某時以前已經實現的」。故此兩時態亦很少用。
- (3) 本語型第 15,16 兩個例句中的完成進行時態的動詞，是綜合兩個式的涵義的。故其觀念更加複雜，這種動詞不但在口頭英語中絕少使用，即在文章書籍中亦不多見。

Exercise

I. Translate the following sentences from Chinese to English: 40%

1. 李喬治一家搬到郊外去了。
2. 在第二轉灣處向左邊轉，你就到了。
3. 您可以告訴我他家的號碼嗎？
4. 我們改天再來拜訪。

II. Fill in the blanks: 30%

1. We decide to _____ George a call tomorrow morning.
2. They didn't know how to get to the park, so they had to _____ their _____.
3. I went to see George but he was _____ for the _____.
4. Please drop _____ and see us some time.

III. Make sentences with the following words or phrases:

1. elderly 30%
2. to pay a call
3. appointment

IV. Oral exercises: Learn to use the words and phrases used in this lesson and listed in the patterns fluently.

- A.
1. I should keep my ears alert.
 2. That would be an example of fanciful thinking.
 3. Could you tell us how to get to the museum?
 4. Couldn't you wait for him to come home?
 5. We'd like to, but we have another appointment at school an hour later.
- B.
1. I'll like to pay them a call.
 2. The other morning I saw him taking a walk early at

six o'clock.

3. Rows upon rows of new houses were built by our government for the poor.
4. We were forced to ask our way in order to reach our terminal station.
5. For the moment we all forgot what we were.
6. Let's talk about it some other time.
7. Please drop in and see us when you have time.
8. Dr. Lee's family live in the compound.
9. I didn't know that you have moved into this village.
10. You are going in the wrong direction.
11. We were greeted by his mother, who told us that he was out for a picnic.
12. Take the first turn on the right and the second turn on the left, and you'll be there.

Lesson 14

VOCABULARY

money	watch	store	storekeeper
cake	whose	both	cheap
accurate	belong	pick	brag

READING

One day Sam came to my house in a new car.

“Whose car is it?” I asked.

“It belongs to a friend of my father’s,” he answered. “He is letting me have a run in it for an hour or so. By the way, father has just given me some money for my birthday. I want to buy a watch, and I’d like you to take me to a good store and help me pick one.”

“Well, I know of one down town where my sister bought her watch. It’s

owned by a man whose son happens to be my classmate. Let's go there and take a look."

When we got there, the storekeeper was delighted to see an American buyer. He brought out several dozen watches, bragging all the while about them and saying they were one and all the best, the cheapest and the most accurate time-keepers that could be bought anywhere on Taiwan.

Sam picked up a watch of French make and said to me:

"It looks all right, don't you think?" When I nodded, he asked the storekeeper, "Is this the only one you have?"

"We have another one of the same make. Only last Friday we still had a dozen of them, but they went like hot

cakes. Now we only have these two left. Would you like to take them both?" Perhaps he thought every American must have money to burn.

"No, thanks," answered Sam laughing, "One will be enough."

"Which one would you take, Sir?" he asked.

"Oh, I think either one will do," said Sam.

LANGUAGE PATTERNS

- | | |
|-----|--|
| 53. | 1. <i>Whose</i> car is it? |
| | 2. a man <i>whose</i> son happens to be my classmate. |
| | 3. <i>Which</i> one would you take? |

1. *whose* 是 *who* 的所有格形式，可作疑問形容詞或疑問代名詞，作「誰的」講，如上例第 1 句。亦可作關係代名詞，如上例第 2 句。
2. *whose* 作接續的關係代名詞時，比較容易譯成國語。若

作限定的關係代名詞時，則頗難譯出，因國語中無與 whose 相當的說法。如上例第 2 句只好譯作「此店東的兒子可巧是我的同學」。

3. which 除作關係代名詞外，亦可作疑問形容詞或疑問代名詞，作「那一個？」講，如上例第 3 句。

註：疑問的 whose 與 which 後面有名詞時為形容詞，無名詞時為代名詞。

- | |
|---|
| 1. a friend of my father's |
| 2. to have a run 3. an hour or so |
| 4. to help + 受詞(某人) + 不定詞(做某事) |
| 54. 5. to take a look 6. all the while |
| 7. one and all 8. all right |
| 9. to go like hot cakes |
| 10. to have money to burn |

以上是本課中應注意的慣用語：

1. of my father 已由 of 造成 father 的「所有格」，而 's 又加上一層「所有格」。文法家稱這種構造為「雙層所有格」。但他們的解釋頗不一致，我們只好視之為慣用語而牢記之。
2. to have a run 即「兜一圈」。
3. an hour or so 即「一小時左右」。

4. 幫助某人作某事，要用 to help + 受詞 (某人) + 不定詞 (做某事)。此不定詞，可省去 to，如 help me pick one 即「幫助我挑選一個」。
5. to take a look 即「看一看」。
6. all the while 即「不斷地」「一直不停地」。
7. one and all 即「全體的」是 all 的加重說法。
8. all right 即「不錯」「很好」。是個形容詞片語，只能作敘述的用法。
9. to go like hot cakes 直譯為「去似熱糕」。即「銷路極佳」或「迅速賣完」之義。
10. to have money to burn 之義為「錢多得了不得」「大富翁」。

- | | |
|-----------------------|------------------|
| 1. to belong to | 2. to know of |
| 3. to happen | 4. to brag about |
| 55. 5. time-keeper | 6. make |
| 7. would you like | 8. both |
| 9. either, either one | 10. will do |

以上是本課應注意的字詞及片語：

1. to belong (屬於) 之後必須用 to，是個附介詞的動詞。
2. to know of 之受詞為名詞或代名詞時，其義為「知道」。

- to know 之受詞爲名詞或代名詞時，其義爲「認識」。
3. to happen 有「偶然」之義，如國語的「可巧」。其後用不定詞。
 4. to brag about 亦爲一附介詞的動詞，作「誇耀」講。
 5. time-keeper 爲「時計」，即「鐘」「錶」等。
 6. make 爲名詞，作「製造」講。French make 即「法國製」。
 7. would you like.....? 是假設法，表示客氣。
 8. both 與 some 用法一樣。除可作形容詞或代名詞外，尙可放在代名詞之後，與 all 之用法同，如 Would you like to take them both?
 9. either 或 either one 作(二者之中的)「任何一個」講。
 10. will do 之 do 作「可以」「行了」講。

	不定詞	過去時態	過去分詞
	1. shall	should	無
	2. sleep	slept	slept
	3. hear	heard	heard
56.	4. shut	shut	shut
	5. put	put	put
	6. set	set	set
	7. become	became	become

以上為若干不規則動詞之三式，特列出以便溫習。

現在時態	過去時態	過去分詞
will	would	無
leave	left	left
57. make	made	made
come	came	come
teach	taught	taught
catch	caught	caught

上表是已學過的一部份不規則動詞，在本課重列出來，以備溫習。

語態	式	時態	例	句
被	單式	現在	1. I am seen	
		過去	2. I was seen	
		未來	3. I shall be seen.	
		過去裏的未來	4. I should be seen.	
動	進行式	現在	5. I am being seen.	
		過去	6. I was being seen.	
		未來	無	
		過去裏的未來	無	

語 成 式	完	現 在	7. I have been seen.
	成	過 去	8. I had been seen.
	式	未 來	9. I shall have been seen.
		過去裏的未來	10. I should have been seen.
態 完 成 進 行 式	完	現 在	無
	成	過 去	無
	進	未 來	無
	行	過去裏的未來	無

本語型是為溫習與檢討及物動詞直說法的被動語態。

及物動詞的被動語態，其各時態和式，是以 to be 的各時態和式，加上及物動詞的過去分詞而組成的，如以上各例句。

被動語態用各時態和式，在用法和涵義方面，與主動語態的各時態和式完全一樣。

被動語態在用途方面，是不如主動語態廣泛的，故其時態和式，在理論上雖也應有十六個，但在事實上使用的只有十個。

被動語態各式和時態中之 to be 是「助動詞」，其後的過去分詞稱為「本動詞」。

Exercise

I. Translate the following sentences from Chinese to English 40%

1. 這房子是我母親朋友的。
2. 我大約一小時左右就回來。
3. 他一直不停地在誇耀自己。
4. 這家店舖是喬治父親開的。

II. Make sentences with the following words and phrases:

1. cheap 30%
2. to take a look at
3. to know of

III. Tell the voice, form and tense of the verbs in the following sentences: 30%

1. We have not seen him since last Sunday.
2. They will be working hard tomorrow morning.
3. We have been living in Taipei for five years.
4. They have been told a story by their teacher.
5. Peter presented me to those of his folks whom I had not met.
6. I knew his father had been trying to get a house in Taipei for almost two years.

IV. Oral exercises: Learn to use the following words and phrases used in this lesson and listed in the patterns fluently.

- A.
1. Whose pen is it?
 2. This book is written by a man whose son happens to be my classmate.
 3. Which book do you like? Which one would you take?

4. This book belongs to a friend of my father's.
 5. I am glad to have a run with your new car.
 6. I'll be back within an hour or so.
 7. I'll be glad to help you read this book.
 8. "Let's go to the store and take a book."
 9. "Please look at me and listen to me all the while."
 10. He praised us saying that we were one and all the best, the most diligent, and the most intelligent students in the town.
 11. This ball looks all right to me.
 12. The book he wrote was published last month, and they went like hot cakes.
 13. Do you think all foreigners must have money to burn?
- B.**
1. This book belongs to my mother.
 2. I happen to know of his character.
 3. His son happens to be my teacher.
 4. He always bragged about his good memory.
 5. You certainly have a nice time-keeper, then why can't you keep time?
 6. I like a radio set of German make.
 7. Would you like to have this book?
 8. Yes, I like both this book and that watch.
 9. "Which one would you take, Sir?"
 10. "Oh, I think either one will do."

字彙表一

按課文次序排列

Glossary of Words and Phrases

arranged according to the sequence of lessons

(萬國音標後加註 K.K. 音標)

Lesson 1

- study ['stʌdi ; 'stʌdi] 勤學，學習
follow ['fɒlu ; 'falo] 跟隨
excitement [ik'saitmənt ; ik'saitmənt] 興奮，刺激
lingering ['liŋgəriŋ ; 'liŋgəriŋ] 留連不去的；依戀不捨的
memory ['meməri ; 'meməri] 回憶，記憶，懷念
turn [tɜ:n ; tɜ:n] 轉換，轉變，輪替
Confucius [kən'fju:ʃ(j)əs ; kən'fju:ʃəs] 孔子
age [eidʒ ; edʒ] 年齡，年代
master ['mɑ:stə ; 'mæstə] 老師，教師
advice [əd'vaɪs ; əd'vaɪs] 忠告，勸告
footstep ['fʊtstep ; 'fʊt.stɛp] 足跡，腳步
bear [bæ ; beɪ] 生，產(子)
born [bɔ:n ; bɔ:n] bear 之過去分詞，生
suppose [sə'pəʊz ; sə'pəʊz] 假設，猜想，認為
grow [grəʊ ; grəʊ] 生長，成長，變成
forward ['fɔ:wəd ; 'fɔ:wəd] 向前

most [məʊst; mɒst] (pron.) 大多數，大部分
nominally ['nɒmɪnəli; 'nɑmən|ɪ] 名義上
actually ['æktʃuəli; 'æktʃuəli] 實際上，事實上
though [ðəʊ; ðo] 雖然
set [set; sɛt] 安置，固定
heart [hɑ:t; hɑ:t] 心臟，內心

Lesson 2

season ['si:zən; 'sizən] 季節
mainland ['meɪnlænd, -lənd; 'men.lænd, 'menlənd] 大陸
hot [hɒt; hɑt] 熱的
cold [kəʊld; kɒld] 冷的，寒的
sudden ['sʌdn; 'sʌdn] 突然的
suddenly ['sʌdnli; 'sʌdnli] 突然地，出其不意地
even ['i:vən; 'ivən] 甚至…，連…也
single ['sɪŋgl; 'sɪŋgl] 單一的
dry [draɪ; draɪ] 乾的，乾燥的
change [tʃeɪndʒ; tʃeɪndʒ] 改變，變化
seem [si:m; sim] 似乎，好像
instance ['ɪnstəns; 'ɪnstəns] 實例，例子
remind [rɪ'maɪnd; rɪ'maɪnd] 使想起，提醒
early ['ɜ:li; 'ɜ:li] 早，初期的
bed [bed; bɛd] 床
plan [plæn; plæn] 計劃

through [θru:; θru] 經過…，通過…，貫穿
within [wi'dɪn; wɪ'dɪn] 在…之內，在…範圍之內
neither ['ni:ðə, 'naiðə; 'niðə] 既不
nor [nɔ:; nɔr] 亦不，亦無
country ['kʌntri; 'kʌntri] 國家，鄉村，鄉間
excursion [ik'skɜ:fən; ik'skɜ:fən, -zən] 遠足，(短途)旅行
picnic ['pɪknɪk; 'pɪknɪk] 野餐，野宴，郊遊

Lesson 3

sound [saund; saund] 聲音
patter ['pætə; 'pætə] 拍打聲
rain [rein; ren] 雨；下雨
wind [wind; wind] 風
typhoon [tai'fu:n; tai'fun] 颱風
stream [stri:m; strɪm] 河流，(光線的)流瀉，一道(光線)
sunshine ['sʌnʃaɪn; 'sʌn.ʃaɪn] 陽光
sky [skai; skai] 天空
star [stɑ:; stɑr] 星
worse [wɜ:s; wɜs] 較壞的，更壞的
strong [strɒŋ; strɒŋ] 強的，堅強的
wake [weɪk; wek] 醒來，喚醒，清醒
rose [rouz; roz] 起，rise 之過去式
slept [slept; slept] 睡覺，sleep 之過去式及過去分詞
pour [pɔ:; pɔr] 傾注，倒；(光線)照射

tonight [tə'nait; tə'nait] 今夜，今晚
really ['ri:li; 'ri:li] 真正地，實在地
last [lɑ:st; læst] (v.) 持續，維持
pleasantly ['plezntli; 'plezntli] 愉快地，快活地

Lesson 4

Chanticleer [ˌtʃæntɪ'kliə; 'tʃæntɪ.kli:ɹ] (古代法國文學作品)
“列拿狐的故事”中之大公雞擬人名

rooster ['ru:stə; 'rustə] 雄雞，公雞(美國人常用)
stroll [strɔ:l; strol] 散步，溜達，漫步閒逛
woods [wudz; wudz] 森林
beast [bi:st; bist] 獸
wolf [wulf; wulf] 狼
position [pə'ziʃən; pə'ziʃən] 地位，位置
spot [spɒt; spat] 地方，點
safe [seif; sef] 安全的
wild [waild; waild] 野的
sharp [ʃɑ:p; ʃɑ:p] 銳利的，敏銳的
high [hai; hai] 高的
feel [fi:l; fil] 感覺
reassure [ˌri:ə'suə; riə'su:ɹ] 再保證，使安心
kept [kept; kept] 保持，keep 之過去式及過去分詞
rustle [ˈrʌsl; 'rʌsl] 使沙沙作響；沙沙聲
flew [flu:; flu] 飛，fly 之過去式

very ['veri; 'vɛrɪ] (adj.) 正是那個，就是那個，同一個
fox [fɒks; faks] 狐狸
lookout ['luk'au; 'luk'au] 守望，注意，警戒
second ['sekənd; 'sɛkənd] (n.) (時間單位的)秒

Lesson 5

mistake [mi'steik; mə'stek] 錯誤，誤認
mistaken [mis'teikən; mə'stekən] mistake 之過去分詞，
錯誤，誤認；弄錯的(adj.)
voice [vois; vɔis] 聲音，嗓音
neck [nek; nɛk] 頸
eye [ai; aɪ] 眼睛
mouth [mauθ; mauθ] 嘴
teeth [ti:θ; tiθ] 牙齒(複數)
body ['bɒdi; 'bɑdi] 身體
shoulder ['ʃouldə; 'ʃoldə] 肩
dinner ['dinə; 'dɪnə] (正)餐
instant ['ɪnstənt; 'ɪnstənt] 瞬時，瞬間
easy ['i:zi; 'izi] 容易的
ready ['redi; 'rɛdi] 有準備的，作好準備的
stretch [stretʃ; stretʃ] 伸展，拉長
sprang [spræŋ; spræŋ] 跳，spring 之過去式
fasten ['fɑ:sn; 'fæsn] 扣緊
threw [θru:; θru] 投擲，throw 之過去式

ever ['evə ; 'ɛvə] 曾經
sweet [swi:t ; swit] 甜的，(音調)美妙的
kindhearted ['kaind'hɑ:tɪd ; 'kaind'hɑ:rtɪd] 仁慈的，
decide [di'said ; di'said] 決定 好心腸的
good-looking [,gʊd'lʊkiŋ ; 'gʊd'lʊkiŋ] 漂亮的，美貌的
humor ['hju:mə ; 'hju:mə] 迎合，遷就

Lesson 6

farmer ['fɑ:mə ; 'fɑ:mə] 農夫，農民，佃農
favorite ['feivərit ; 'feivərit] 所喜歡的，最喜愛的
chase [tʃeis ; tʃes] 追，追趕
stick [stik ; stik] 棒，木棒
hold [həʊld ; həʊld] 握，拿，(嘴裡)銜
coward ['kauəd ; 'kauəd] 懦夫，膽怯者
heel [hi:l ; hil] 腳後跟，腳踵
tight [tait ; tait] 緊的
carry ['kæri ; 'kæri] 攜帶
brandish ['brændiʃ ; 'brændiʃ] 揮舞
hear [hiə ; hiə] 聽見
believe [bi'li:v ; bi'liv] 相信
should [ʃʊd ; ʃʊd] 應當
shut [ʃʌt ; ʃʌt] 關閉
run [rʌn ; rʌn] 急進，奔跑
latter ['lætə ; 'lætə] 後者

fool [fu:l; ful] 欺騙，愚弄

shout [ʃaut; ʃaʊt] 吶喊，大聲喊，吼叫

Lesson 7

fill [fil; fɪl] (n.) 飽滿，充分的量

shower ['ʃaʊə; 'ʃaʊə] 驟雨，陣雨

sign [sain; saɪn] 象徵，記號，跡象

downpour ['daʊnpɔ:; 'daʊn.pɔr] 傾盆大雨

hungry ['hʌŋgri; 'hʌŋgri] 飢餓的

join [dʒɔɪn; dʒɔɪn] 參加，加入

began [bi'gæn; bi'gæŋ] begin 之過去式，開始

pass [pɑ:s; pæs] 經過

passing ['pɑ:siŋ; 'pæsiŋ] 經過的，短暫的

clear [kliə; klɪr] (v.) 放晴，澄清

became [bi'keɪm; bi'kæm] become 之過去式，成為；變成

insist [ɪn'sɪst; ɪn'sɪst] 堅持

chat [tʃæt; tʃæt] 閒談

while [hwaɪl; hwaɪl] (v.) 消磨(時間)

upstairs [ʌp'steɪz; ʌp'steɪz] 在樓上，向樓上

until [ən'tɪl; ən'tɪl] 迄...之時，直到

wait [weɪt; wet] 等待

long [lɔŋ; lɔŋ, lɑŋ] (n.) 長時間，長時期

thought [θɔ:t; θɔt] (n.) 思考，想法，打算

Lesson 8

expression [ik'spreʃən; ik'spreʃən] 說法，措辭，辭句

example [ig'zɑ:mpl; ig'zæmpl] 榜樣，例子

moment ['moumənt; 'momənt] 瞬間，片刻，時刻

regard [ri'gɑ:d; ri'gɑ:d] 注意，顧慮

wing [wiŋ; wiŋ] 翅膀，翼

island ['aɪlənd; 'aɪlənd] 島嶼

wishful ['wiʃful; 'wiʃfəl] 盼望的，渴望的(for)，極盼
(得到的)的

fanciful ['fænsiful; 'fænsifəl] 異想天開的，幻想的

exact [ig'zækt; ig'zækt] 正確的，精確的

exactly [ig'zæktli; ig'zæktli] 確切地，恰好地

meant [ment; mənt] mean 之過去式，意思是

explain [ik'spleɪn; ik'spleɪn] 說明，解釋

long [lɔŋ; lɔŋ, laŋ] (v.) 渴望，熱望

wish [wiʃ; wiʃ] 願望，希望，但願...

simply ['sɪmpli; 'sɪmpli] 只是，簡單地

imagine [i'mædʒɪn; i'mædʒɪn] 想像

fly [flaɪ; flai] (v.) 飛

liking ['laɪkɪŋ; 'laɪkɪŋ] 喜歡，愛好

Lesson 9

lion ['laɪən; 'laɪən] 獅子

sun [sʌn; sʌn] 太陽

shame [ʃeɪm; ʃem] 羞愧, 恥辱, 可惜之事
creature ['kri:tʃə; 'kri:tʃə] 動物, 生物
bar [bɑː; bɑː] (法庭的)欄杆, 鐵柵或籠子的鐵(木)條,
橫槓或格子架
tiger ['taɪgə; 'taɪgə] 虎
dollar ['dɒlə; 'dɒlə] 圓, 美金一圓
bit [bɪt; bɪt] 小量, 少許, 一個小小的……
bright [braɪt; braɪt] 光明的
poor [puə; puə] 可憐的
intelligent [ɪn'telɪdʒənt; ɪn'telədʒənt] 聰明的, 有靈性的
free [friː; friː] (adj.) 自由的; (v.) 使…自由, 使…脫離
loose [luːs; luːs] 解開, 釋放
serious ['sɪəriəs; 'sɪəriəs] 嚴重的, 認真的, 嚴肅的
seriously ['sɪəriəsli; 'sɪəriəsli] 嚴肅地, 認真地, 當真地
put [pʊt; pʊt] 放, 安置
buy [baɪ; baɪ] 買
need [niːd; niːd] 需要

Lesson 10

common ['kɒmən; 'kɒmən] 共同的, 共通的, 共有的
world [wɜːld; wɜːld] 世界
birthday ['bɜːθdeɪ; 'bɜːθdeɪ] 生日
province ['prɒvɪns; 'prɒvɪns] 省份
Cheng [tʃeŋ; tʃeŋ] 鄭(姓)

Cheng Ch'eng-kung [tʃɛŋ tʃɛŋ-kʊŋ; tʃɛŋ tʃɛŋ-kʊŋ] 鄭成功
Koxinga ['kɔksɪŋɑ; 'kɔksɪŋgɑ] 國姓爺
Manchu [mæn'tʃu; mæn'tʃu] 滿洲的，滿洲人
patriot ['peɪtriət; 'petriət] 愛國者
foreign ['fɔrɪn; 'fɔrɪn] 外國的
government ['gʌvənmənt; 'gʌvənmənt] 政府
well-known ['wel'nəʊn; 'wel'nɒn] 出名的，眾所周知的，
own [əʊn; ɒn] 自己的 熟知的
known [nəʊn; nɒn] know 之過去分詞，知道的，著名的
overran [,əʊvə'ræn; ,ɒvə'ræn] overrun 之過去式，蹂躪，
fell [fel; fɛl] fall 之過去式，墮落，落 侵略
follower ['fɔləʊə; 'fɔləʊə] 隨從，隨員，部下
prepare [pri'pɛə; pri'pɛə] 準備
resist [ri'zɪst; ri'zɪst] 抵抗
throughout [θru:'aʊt; θru:'aʊt] 遍及，到處
special ['speʃəl; 'speʃəl] 特別的，專門的
former ['fɔ:mə; 'fɔ:mə] 在前的，前者的；前者

Lesson 11

peace [pi:s; pi:s] 和平
prosperity [prɒs'perɪti; præs'pɛrətɪ] 繁盛
army ['ɑ:mi; 'ɑ:mi] 軍隊
fight [faɪt; faɪt] 戰爭，打仗
stout [staʊt; staʊt] 堅強的，堅決的

right [rait; rart] 正直，正義
dauntless ['dɔ:ntlis; 'dɒntlis] 大無畏的，不屈不撓的
unfortunately [ʌn'fɔ:tʃənɪtli; ʌn'fɔ:tʃənɪtli] 不幸地
die [dai; daɪ] 死
raise [reiz; rez] 建立，招募
alone [ə'loun; ə'lon] 孤獨的，單獨的
gallant ['gælənt; 'gælənt] 英勇的，勇敢的
fought [fɔ:t; fɒt] 戰爭，fight 之過去式及過去分詞
stood [stud; stʊd] 固守，站立，stand 之過去式
及過去分詞
lost [lost; lɒst] 失敗，lose 之過去式及過去分詞
won [wʌn; wɒn] 得勝，win 之過去式及過去分詞
yet [jet; jɛt] 然而
might [maɪt; maɪt] may 之過去式可能，也許
surely ['ʃʊəli; 'ʃʊrli] 確實，無疑，一定

Lesson 12

semester [si'mestə; sə'mestə] 一學期，半學年
early ['ɜ:li; 'ɜ:li] 清晨的，清早的，早的
truck [trʌk; trʌk] 載重汽車，卡車
beach [bi:tʃ; bitʃ] 海灘，海濱
swim [swɪm; swɪm] 游泳
sandwich ['sænwidʒ, 'sæn(d)wɪtʃ; 'sæn(d)wɪtʃ] 三明治
present ['prezənt; 'preznt] 現在；現在的

tire [taɪə; taɪr] 使(人)疲倦, 使(人)厭倦
set [set; set] 動身, 啟程
sing [sɪŋ; sɪŋ] 唱
brought [brɔ:t; brɔt] bring 之過去式, 攜帶
love [lʌv; lʌv] 愛
right [raɪt; raɪt] 即刻, 很快就

Lesson 13

compound ['kɒmpaʊnd; 'kɑmpaʊnd] 外僑集住地,
有圍牆(或籬笆等的)住宅群、大院
outskirts ['aʊtskɜ:ts; 'aʊt.skɜ:ts] 郊外
row [rou; ro] 一排, 一列
upon [ə'pɒn; ə'pɑn] 在...之上, 在...上面
frame-house ['freɪm-haʊs; 'frem-haʊs] 木造房屋
direction [daɪ'rekʃən, di-; daɪ'rekʃən, də-] 方向
lane [leɪn; len] 巷子
left [left; left] 左邊, 向左邊
appointment [ə'pɔɪntmənt; ə'pɔɪntmənt] 約會
trim [trɪm; trɪm] 整齊的
elderly ['eldəli; 'eldʒlɪ] 年長的, 剛過了中年的
pay [peɪ; pe] 付, 致
forgot [fə'gɒt; fə'gɑt] 忘記, forget 之過去式與過去分詞
lately ['leɪtli; 'letlɪ] 近來, 最近

Lesson 14

- money ['mʌni ; 'mʌni] 錢
watch [wɒtʃ ; wɑtʃ] 錶
store [stɔː ; stɔr] 店
storekeeper ['stɔː ,kiː pə ; 'stɔr .kipɜ] 店員
cake [keik ; kek] 餅，蛋糕
whose [huːz ; huz] 誰的
both [bouθ ; boθ] 二者
accurate ['ækjʊrɪt ; 'ækjərɪt] 準確的，正確的
belong [bi'lɒŋ ; bə'lɒŋ] 屬於
pick [pik ; pɪk] 挑選，選擇
brag [bræg ; bræŋ] 誇張，誇耀
cheap [tʃiːp ; tʃɪp] 便宜的，價廉的
timekeeper ['taɪm ,kiː pə ; 'taɪm ,kipɜ] 計時器(指鐘，錶)
French [frenʃ ; frɛnʃ] 法國的，法國人，法語
make (n.) [meik ; mek] …製，型式
nod [nɒd ; nɑd] 點頭，首肯
burn [bəːn ; bɜn] 燃燒
either ['iː ðə , 'aɪðə ; 'iðɜ , 'aɪðɜ] (兩者中)任一方(個)
buyer ['baɪə ; 'baɪɜ] 購買者，買主

註：本字彙表于民國八十五年七月由新竹市私立唯智英語專修
補習班主任吳佳昫代為修訂，詹惠芝老師協助電腦處理，
並加註 K.K. 音標。九十五年八月二度修訂。

字 彙 表 二

按字母次序排列，右方數字為該字所在課數

Glossary of Words and Phrases

(arranged according to alphabetic order)

(the numbers refer to lessons)

	brag	14	die	11
a	brandish	6	different	11
accurate	bright	9	dinner	5
actual	brought	12	direction	13
advice	buy	9	dollar	9
age			downpour	7
alone	c		dry	2
appointment	cake	14		
army	carry	6	e	
	change	2	early	12
b	Chanticleer	4	easy	5
bar	chase	6	elderly	13
beach	chat	7	ever	5
became	Cheng	10	exact	8
bed	clear	7	example	8
began	cold	3	excitement	1
believe	compound	13	excursion	2
belong	Confucius	1	explain	8
birthday	coward	6	eye	5
bit	creature	9		
body			f	
born	d		fanciful	8
both	decide	5	farm	6

fasten	5		master	1	
favorite	6	i	meant	8	
feel	4	imagine	8	memory	1
fell	10	insist	7	moment	8
fight	11	instance	2	money	14
fill	7	instant	5	most	1
flew	4	intelligent	9	mouth	5
fly	8	island	8		
follow	1			n	
former	10	j	neck	5	
footstep	1	join	7	need	9
forgot	13		neither	2	
forward	1	k	nominal	1	
fought	11	kept	4	nor	2
fourteen	1	kind-hearted	5		
fox	4	known	10	o	
frame-houss	13	Koxinga	10	overran	10
free	9			outskirts	13
		l	own	10	
g		lane	13		
government	10	lately	13	p	
grow	1	latter	6	pass	7
		left	13	patriot	10
h		lion	9	patter	3
hear	6	long	8	pay	13
heel	6	looe	9	pease	11
hero	11	lost	11	pick	14
high	4	love	12	picnic	12
hold	6			plan	2
hot	2	m	poor	9	
hungry	7	mainland	2	position	4
		Manchu	10	ponr	3

whose	14	wishful.....	8	worse	3
wild	4	within	2		
wind	3	won	11	z	
wing	8	wood.....	4	zoo.....	9
wish	8	world	10		

本册文法要題索引

(數字係指語型號數)

<p>formation of noun into adverb, 5 adverbs, formation of,10 auxiliary verb, “must”22 “should”22, 23 “would”18 Clause, adverbial clause43 principal clause 2 subordinate clause 2 Complements objective complements... 6 subjective complements... 6 compound conjunction ... 8 Construction of sentences...33 “Ever”, use of19 Expletive “it” 7 Formulas,52 “have to”22 Idioms,.....46, 3, 16, 23, 26, 31, 36, 42 50, 55 10, 11 must + infinitive17</p>	<p>Interrogative pronouns; “which”53 “whose”53 Irregular verbs List I56 List II.....57 Mood, indicative mood33, 34 subjunctive mood 29, 32, 33, 34, 39, 48 Nouns, used as verbs abstract nouns Object, clause as object to transitive verb direct and indirect, “own” “own” use of,.....36 Parts of speech Phrases.....23, 26, 30 participle phrases14 Prepositions, the use of Relative adverbs, “when” “where”</p>
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Relative clause, continuative	1, 29, 41
Relative pronouns, the	simple sentences..... 6
omission of,	Subject
"that"	1
"which"	1
"whom"	1
"who"	1
"whose"	53
Sentences	Too.....to
complex sentences	Verbs,
	List
	Words & phrases,
47, 4, 10, 11, 12, 15, 16,
	20, 40, 40, 55, 24, 26, 31, 38,

本册特殊字詞索引

(數字係指語型號數)

ably	10	join	26
all in	45	kept on	26
all over	31	Koxinga	38
all the while	54	look around	16
angrily	10	make out	30
belong to	55	must	22
born	4	one and all	54
both	55	own	36
brought along	46	pay a call	49
come across	30	peoples	38
compound	50	set free	35
daily	5	set up	38
direction	50	should	21
drop in	49	since	4
either	55	special to	38
ever	19	which	53
farm	24	wish	29
footstep	12	with no regard to,	30
give up	25	whose	58
fourty	5		

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