

# 英氏國中英語

第二冊

英千里 編著

世界書局 印行

## 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〔Translation 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，每次至少逼小時）。

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

## 目 錄

1. 編輯大意	1
2. 謹致教師	1
3. 第一課	1
4. 第二課	10
5. 第三課	19
6. 第四課	29
7. 第五課	37
8. 第六課	47
9. 第七課	58
10. 第八課	69
11. 第九課	78
12. 第十課	85
13. 第十一課	93
14. 第十二課	102
15. 第十三課	109
16. 第十四課	118



17. 各課字彙（附讀音及譯音）……………124
18. 全書字彙（按字母次序排列）……………135
19. 文法要題索引……………138
20. 特殊字詞索引……………139

# BOOK TWO

## LESSON 1

### VOCABULARY

story	banana	animal	quiet	kind
late	please	tell	say	in (副)
down	back	up	out	again
George				

### READING

Come here.

Go there.

Open your book.

Close your book.

Please come back.

Come back, please.

Please tell us a story.

Tell us a story, please.

John, be quiet.

Have a banana, Mary.

Children, be always kind to animals.

Boys, stand up and say good morning  
to the teacher.

Please come in, Mr. Wang.

Mr. Wang, please sit down.

Stand up, please, Mr. Wang.

Mr. Wang, go back, please.

Don't go out this afternoon.

Please don't be late this evening.

Mr. Wang, please don't stand up.

Don't do it again, George.

## LANGUAGE PATTERNS AND WORD STUDIES

- |    |                                       |
|----|---------------------------------------|
| 1. | 1. Come here.<br>2. Please come back. |
|----|---------------------------------------|

第一人稱（我，我們）向第二人稱（你，你們）直接地  
請求，勸導，建議或命令時，所用的說法叫「祈使句」。

祈使句的主詞（你，你們）通常是要省掉的，如國語可以說“過來”，“過來吧”，“你過來吧”，“你們過來吧”，但英語只說“Come here”，不可說“You come here”。

祈使句中限定動詞的形式是與不定詞的形式一樣的，如國語說“〔你〕不要做聲”或“〔你〕別吵鬧”，英語說“Be quiet”，不可說“Are quiet”。

比較客氣一點的祈使句，其中要加 please 一字。please 的意思等於國語的“請”或“請你”，如以上第二例句“請〔你〕回來吧”。

在造句方面，please 可放在限定動詞之前，亦可放在句子之後，如本課文第五至第八句。放在句子之後時，其前要有一“，”號，以示說前微停。

- |                               |
|-------------------------------|
| 1. John, be quiet.            |
| 2. Have a banana, Mary.       |
| 3. Please come in, Mr. Wang.  |
| 4. Mr. Wang, please sit down. |

祈使句雖然省略主詞 you，但仍可有向對方稱呼的字詞，如上例第 1 句“約翰，〔你〕不要做聲”。稱呼的字詞亦可放在句尾，如上例第 2 句“瑪麗，〔你〕吃一個香蕉吧”。

祈使句中兼有 please 和稱呼的字詞時，其最通常的形式

爲以上第 3, 4 兩例句所示範的；但其他的形式亦可使用，如本課文第十五、十六兩句。

3. 1. Please don't be late this evening.  
2. Don't do it again, George.

否定的祈使句，只要在限定動詞之前加助動詞 don't (do not) 即成。但有兩點是我們須要注意的：

(1) 動詞 to be 一向是不用助動詞的，但在祈使句中，却是例外，如以上第 1 例句“今晚請你不要遲到”。

(2) 祈使句在使用時，什九以上都是第一人稱“口頭上”向第二人稱說的，所以很少用 do not 而用 don't。

4.

副 動	in	out	up	down	back
come	come in 進 來	come out 出 來	come up 上 來	come down 下 來	come-back 回 來
go	go in 進 去	go out 出 去	go up 上 去	go down 下 去	go back 回 去
stand			stand up 站 起		
sit				sit down 坐 下	

若干表示“方向”的副詞，附在一般表示“動作”或“起



居”的動詞後，可以充實或加詳此動詞的意義，如上例各字。

這類的副詞，雖然譯成國語時常用動詞（如 in 爲“進”，out 爲“出”，up 爲“上”，down 爲“下”，back 爲“回”），但在英語裏，絕不可作動詞使用，如“我們回臺南”應作 We go back to Tainan, 不可作 we back to Tainan; “他由這個門進來”應作 He comes (或 goes) in by this door, 不可作 He in by this door。

- |                     |                   |
|---------------------|-------------------|
| 1. speak, say, tell | 2. quiet          |
| 3. have—            | 4. kind to        |
| 5. good morning     | 6. this afternoon |

以上是本課文中應注意的字詞：

1. speak, say, tell 三字，譯成國語時，可能均作“說”；但在英語裏不可混用。speak 是一個不及物動詞，其義爲“說話”或“發言”，只有在慣用語裏才可作及物動詞用，如“操某種語言”。say 是一個及物動詞，其義爲“說”，“謂”或“云”，要有受詞方可。tell 不但是一個及物動詞而且還能有兩個受詞：一個指人的，一個指物的；其義爲“告訴”或“敘述”。因此：

(a) “他說英語”只能作 He speaks English. 不可作 He says English. 或 He tells English.

(b) “他說早啊”只能作 He says good morning 不可作 He speaks good morning 或 He tells good morning.

(c) “他〔給我〕說故事”只能作 He tells〔me〕a story. 不可作 He says〔me〕a story, 或 He speaks〔me〕a story.

2. quiet 是一個形容詞，其義為“安靜”“無聲”。Be quiet 之義為“不要做聲”，“不要說話”，“不要吵鬧”。
3. Have 的受詞為食品或飲料時，其義為“吃”或“喝”。have a banana 之義為“〔請你〕吃個香蕉吧”。
4. kind 是一個形容詞，其義為“有好心”，“慈善”。Be kind to…… 之義為“善待……”，“對……愛護”。
5. good morning 為祝人早安之成語。Say good morning to…… 之義為“向……祝早安”。
6. this 之後為表示時間的名詞時，其義為“今”或“本”，如 this morning 為“今早”，this evening 為“今晚”，this week 為“本週”，this month 為“本月”。

#### SOUND DRILL: ou

bone	slope	nose	road
go	so	toe	foe
low	crow	roll	toll
leaf	loan	hold	most

## DIFFERENTIATION PRACTICE

bald—bold

ball—bole

lawn—loan

call—cole

laud—load

raw—row

tall—toll

pause—pose

ought—oat

### Exercise 1

#### A. Fill in the blanks:

1. Tell \_\_\_\_\_ a story, please.
2. \_\_\_\_\_ a banana, Mary.
3. Children, be \_\_\_\_\_ to animals.
4. Boys, stand \_\_\_\_\_ and say good morning \_\_\_\_\_ the teacher.
5. Please come \_\_\_\_\_, Mr. Wang.

#### B. Correct the mistakes in the following sentences:

1. Are quiet, John.
2. He tel's good morning.
3. You say me a story.
4. We be back to Tainan.

#### C. Answer the following questions:

1. Does your teacher always tell you some stories?
2. Are you kind to animals?
3. Does Mary come back from school late?
4. Do you say good morning to your teacher every day?

#### D. Oral practices:

##### Practice 1

Student A. Come in.

Student B. Come out.

Student C. Come up.

- Student D. Come down.  
Student E. Come back.  
Student F. Go in.  
Student G. Go out.  
Student H. Go up.  
Student I. Go down.  
Student J. Go back.  
Student K. Stand up.  
Student L. Sit down.

(Continue this exercise until every student has had chance to take part in it.)

### Practice 2

- Teacher. Open your books.  
Student A. Open the door.  
Teacher. Please open the window.  
Student B. Please close the window  
Teacher. Please stand up.  
Student. C. Please put your book on the desk.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 3

- Teacher. Please come here.  
Student A. (Performs.) Close your book, please.  
Teacher. Go back.  
Student B. (Performs.) Sit down.  
Teacher. Open your book.  
Student C. (Performs.)

(Continue this exercise until every student has had a chance to take part in it.)

#### **Practice 4**

**Teacher.** Do you like banana?

**Student A.** Yes, I do.

**Teacher.** Do you say "Good morning" to your teacher in the morning?

**Student B.** Yes, I do.

**Teacher.** Do you go out this afternoon?

**Student C.** No, I don't.

(Continue this exercise until every student has had a chance to take part in it.)



## LESSON 2

### VOCABULARY

street    week    Li    Betty    look    play  
listen    little    great    far    right    once  
twice    's    across    or

### READING



A: Look at that picture. Do you know those children?

B: Yes, I do. They are George Li's brothers and sisters.

A: Do they live far from here?

B: No. They live right across the

street.

A: What is the name of that pretty little girl at the door?

B: Her name is Betty. She is a great friend of my sister Mary.

A: Do you often see her?

B: Yes. She comes to our house once or twice every week.

A: What does she do at your house?

B: She usually plays with my sister, or listens to the radio.

#### LANGUAGE PATTERNS AND WORD STUDIES

6.

1. We look at that picture.

2. She listens to the radio.

有若干動詞，在國語裏是及物動詞，但在英語須要附帶一個介詞才能作及物動詞。這類的動詞稱爲「介詞動詞」。如上例第 1 句中的 look at (我們“看”那張畫)，第 2 例句中的 listens to (她“聽”收音機)。什麼動詞附帶什麼介詞，全是

按習慣的，所以只好隨學隨記。

1. She is a friend of Mary.
2. She is Mary's friend.
7. 3. What is the name of this dog?
4. What is this dog's name?
5. This is Betty's cat.
6. This cat is Betty's.

英語名詞表示“所有者”時，通常是在名詞前加“of”，如第1例句中的 of Mary（瑪麗的），和第3例句中的 of this dog（這隻狗的）。但“所有者”為“人”或“動物”時，亦可採用一種第二形式，即在“所有者”之後加一個“s”，如第2例句中的 Mary's（瑪麗的），和第4例句中的 this dog's（這隻狗的）。

“所有者”採用第二形式時（即字尾加“s”），其“被所有者”就不得有冠詞。如第1例句中的 a friend 在第2例句中只作 friend，第3例句中的 the name 在第4例句中只作 name。

第二形式的“所有者”，在作用方面等於形容詞，所以能有“修飾作用”（如以上第5例句），亦能有“敘述作用”（如以上第6例句）。

1. school + boy = schoolboy
2. school + girl = schoolgirl
3. school + book = schoolbook
4. school + room = schoolroom
5. school + house = schoolhouse
8. 6. class + room = classroom
7. blackboard = black + board
8. schoolmate = school + mate
9. homework = home + work
10. class + mate = classmate
11. room + mate = roommate
12. play + mate = playmate

我們由若干已經學過的字，可以再認識一批容易記憶並一望而知的新字。如上例 1 至 6，是綜合已知的字，就知這些新字的意義是 1. 男學生，2. 女學生，3. 教科書，4. 教室，5. 校舍，6. 教室。

上例 7 至 9 是分析已知之字，就知 black 爲「黑」，board 爲「板」，mate 爲「伴侶」；在 homework（課外作業）裡，home（家裡）當然是指「課外」，因此 work 的意義自然是「作業」或「工作」。

上例 10 至 12，我們既由第 8 推出 mate 之意爲「伴侶」，就知 classmate 之意爲「同班」或「級友」；roommate 之意

爲「同住一室之人」；playmate 之意爲「同玩的小朋友」或「遊伴」。

以上各例是由十一個已知的字，增識十三個新字。

- |                   |                  |           |
|-------------------|------------------|-----------|
| 1. far            | 2. right         | 3. across |
| 4. road, street   | 5. small, little |           |
| 6. big, great     | 7. Mr. George Li |           |
| 8. my sister Mary |                  |           |

以上是本課中應注意的字詞：

1. far 作形容詞時其義爲“遠的”，作副詞時其義爲“在遠處”或“到遠處”。在本課中 far 作「副詞」用。
2. right 之義頗多。在本課中作副詞用，其義爲“直接地”，“一直地”或“正在”。
3. across 是一個介詞，在國語裏沒有相當的字，其義只好以“橫穿過……”或“在……的那一邊”表示。此字絕不可作動詞用，如“他穿過馬路”可說 He goes across the road 或 He comes across the road. 但不可說 He across the road.
4. road 和 street 是「同義語」（即大同小異的字詞）。road 通常譯作“路”，特指“通衢大道”或城市村鎮間的道路；street 通常譯作“街”，特指城鎮內的街道。



5. small 和 little 也是 [同義語]。small 之義偏重具體的或體積的，如 a small table (面積小的桌子)；little 之義偏重抽象的或概括的，如 a little girl (年齡小的女孩)。此外 small 含有“比一般的標準小”的意思，如 a small dog (小個的狗)；little 含有“可愛”或“討人喜歡”的意思，如 our little dog (我們的小狗兒)。
6. big 和 great 也是 [同義語]。big 的含義比較具體，great 的含義比較抽象，如 a big man 的意思是“一個魁梧的人”，a great man 的意思是“一個大人物”或“偉人”。
7. 英語的姓名和稱呼的次序，恰與國語的相反：國語謂李喬治先生，英語作 Mr. George Li。
8. 兩個名詞並列着，而且表示同一的人或物，稱為 [同格語]。如在 my sister Mary (我的妹妹瑪麗) 裏，sister 就是 Mary，所以此二字為 [同格語]。

#### SOUND DRILL: au

cow	how	now	out
shout	cloud	mouse	house
proud	round	fowl	owl
bough	plough	crowd	crown

## DIFFERENTIATION PRACTICE

### 1. Between or and au

horse—house      fall—foul      call—cowl  
laud—loud      ought—out      dawn—down

### 2. Between ou and au

oat—out      hoe—how      coach—couch  
tone—town      lode—loud      coal—cowl

## Exercise 2

### A. Fill in the blanks:

1. Look \_\_\_\_\_ that picture.
2. She comes to our house \_\_\_\_\_ every week.
3. She \_\_\_\_\_ to the radio.
4. Betty is a great friend \_\_\_\_\_ my sister Mary.
5. My good friend George lives \_\_\_\_\_ the street.

### B. Correct the mistakes in the following sentences:

1. She play with my sister.
2. Does they live far from here?
3. She name is Betty.
4. Yes, I don't live here.

### C. Answer the following questions:

1. What is your name?
2. Do you always listen to the radio?
3. Does George Li have any brothers and sisters?
4. Where do you see George's brothers and sisters?

## D. Oral Practices

### Practice 1

Teacher. What are you doing?

Student A. I am listening to the radio.

Teacher. What is she doing?

Student B. She is listening to the radio.

Teacher. What is he doing here?

Student C. He is looking at the picture.

Teacher. Look at this place, can you see a picture here?

Student D. Yes, I can.

### Practice 2

Teacher. Do you \_\_\_\_\_ a pencil on the desk?

Student A. Do you see a pencil on the desk?

Teacher. Did you \_\_\_\_\_ at your book?

Student B. Did you look at your book?

Teacher. Please \_\_\_\_\_ to me.

Student C. Please listen to me.

Teacher. Please \_\_\_\_\_ at me.

Student D. Please look at me.

(Continue this exercise with the new words in this section until every student has taken part.)

### Practice 3

Teacher. Who is he?

Student A. He is Mary's friend.

Teacher. Whose book is this?

Student B. That is Mary's book.

Teacher. Whose dog is this?

Student C. That is Betty's dog.

Teacher. Whose cat is this?

Student D. That is Betty's cat.

(Continue this exercise until every student has had a chance to take part in it.)

#### Practice 4

Teacher. Where does she live?

Student A. She lives across the street.

Teacher. Where do you live?

Student B. I live across that street.

Teacher. Do they live far from here?

Student C. Yes, they live far from here.

Teacher. Do you live across that street?

Student D. No. I live far from here.

Teacher. What do you do on Sunday?

Student E. I usually play with my sister or listen to the radio.

Teacher. Do you often listen to the radio?

Student F. Yes, I often listen to the radio.

Teacher. What does your sister do at home?

Student G. She often listens to the radio.

(Continue this exercise until every student has had chance to take part in it.)

## LESSON 3

### VOCABULARY

anybody	hurry	sorry	sure	shall	will
won't	can't	thank	think	wait	so
soon	for	goodbye	Oh		

### READING



M: Is anybody home?

J: Yes. Who is it?

M: It's me, Mary Li.

J: Oh, it's Mary! Good morning.

M: Good morning, John. May I come in?



J: Please do. Won't you sit down?

M: Thank you.

J: What can I do for you?

M: I come to see your sister. Is she in?

J: I'm sorry, she's out.

M: Will she be back soon?

J: I think so, but I'm not sure.

M: Well, I'll come again this afternoon.

J: What's the hurry?

M: I have to go now, or I shall be late for class.

J: I am sorry you can't wait. Please come again this afternoon.

M: I will. Goodbye, John.

J: Goodbye, Mary.

## LANGUAGE PATTERNS AND WORD STUDIES

- |     |                       |               |
|-----|-----------------------|---------------|
| 10. | I shall go.           | We shall go.  |
|     | You will go.          | You will go.  |
|     | He (she, it) will go. | They will go. |

shall 和 will 是兩個 [助動詞]，其作用為輔助一般動詞表示“未來”。其所輔助的動詞，永遠用無 to 的不定詞。shall 也可含有“必然”或“一定”之義；will 也可含有“肯”或“打算”之義。若說話時僅要表示“未來”而無其他含義時，就照上表的形式使用 shall 和 will。

shall 和 will 在否定句和疑問句裏的用法，與 be, can 或 may 等的用法一樣，如“我們不去”作 We shall not go；“他來嗎？”作 Will he come?。

- |     |                                      |
|-----|--------------------------------------|
| 11. | It's me=It is me.                    |
|     | Won't you.....?=Will you not.....?   |
|     | I'm=I am                             |
|     | She's out=She is out.                |
|     | I'll come=I will come 或 I shall come |
|     | What's the hurry?=What is the hurry? |
|     | You can't wait=You cannot wait.      |

It's, Won't, I'm, She's, I'll, What's, can't 是 It is, will not, I am, She is, I will, 或 I shall, What is 和

cannot 在口頭英語裏的縮簡形式。

- 12.
1. Is anybody home?
  2. Who is it?
  3. It's me.
  4. Good morning. Good afternoon.  
Good evening. Goodbye.
  5. Won' you sit down?
  6. Thank you.
  7. What can I do for you?
  8. What's the hurry?
  9. I'm sorr<sup>v</sup>

有些話是每日生活或交際常用的，所以就成了定型的慣用語，即「成語」。以上是本課中的幾個「成語」：

1. Is anybody home? 等於國語的“有人嗎？”或“有人在家嗎？”。
2. Who is it? 即“誰呀？”。
3. It's me 即“我呀！”。(此乃俗語等於It is I.)
4. 向人問候，或打招呼，上午說 Good morning; 下午說 Good afternoon; 晚上說 Good evening; 告辭時說 Goodbye。按西洋禮俗，問候時最好把對方的稱呼說出來，如：Good morning, Father; Good afternoon, Mr. Wang; Good evening, John; Goodbye, Mary。

5. Won't you sit down 之義並非“你不願意坐下嗎?”；乃是一句客氣話，等於國語的“請坐”，但比較隨便一點不像 please sit down 那樣正式。
6. Thank you 爲 I thank you (我謝你)的簡略。按西洋禮俗每逢人家有善意的表示時，我們雖未受實惠，也要說一聲 Thank you。如訪問人時，人家請我們進去，我們肯進去就說 Thank you；不肯進去，就說 No, thank you 或 Thank you, no。
7. What can I do for you? (直譯爲：我能爲你做什麼?) 是用客氣的口吻問人家到這裏來有什麼事。此話只在我們有權過問時，才可以說。
8. What's the hurry? (直譯爲：倉促是什麼?) 等於國語的“忙什麼呢?”或“何必這麼倉促呢?”
9. I'm sorry 是表示“惋惜”“道歉”“慰問”或“哀悼”的一句成語。其用處極爲廣泛，由誤碰了人而向人道歉，至親友遭遇變故而去慰問，都可以用這句成語。

13.

<p>to be in=“在家”或“沒有出門”  to be out=“不在家”或“出門了”  to be up=“起來了”或“起床了”  to be down=“下來了”或“下樓了”  to be back=“回來了”</p>
--

to be 之後附上表示方向的副詞，可以造出很多常用的  
[慣用語]，如上例各字組。

14. 

1. <i>Oh!</i>	2. <i>May I come in?</i>
3. <i>Please do.</i>	4. <i>I think so.</i>
5. <i>I'm not sure.</i>	6. <i>Well, I'll come again.</i>
7. <i>this afternoon</i>	8. <i>I have to go</i>
9. <i>or I'll.....</i>	10. <i>be late for class.....</i>
11. <i>I am sorry you can't wait.</i>	

以上是本課裏應注意的字詞和慣用語：

1. *Oh!* 等於國語的“啊!”“噢!”“呀!”。
2. *may* 在疑問句裏只能當“可以”講，所以第2例句之義為“我可以進來嗎?”。
3. *do* 在 *please do* 裏代表上句的 *come in*，不代表 *may*。
4. *so* 是一個副詞，其義為“如此”，“這樣地”。在 *I think so* 裏，*so* 是代表以上疑問句的肯定，即 *She will be back soon.* (我想她快回來了)。
5. *sure* 是一個形容詞，其義為“確知”或“有把握” *I am not sure.* 可譯作“我不敢說一定”。
6. *well* 放在句首而其後附有逗點時，就等於國語的“好吧”，“那麼”或“這麼吧”一類的發語辭。
7. *this* 放在 *afternoon*, *morning* 或 *evening* 之前，其義



爲“今天”或“本日”。

8. have to 加不定詞，其義爲“不得不……”或“只好... ..”。I have to go 之義爲“我不得不去”。
9. or 在此句作“否則”或“不然的話”講。
10. be late for class 之義等於國語的“上課遲到”。
11. sorry 後面的句子是表示 sorry 的原因或理由的。

### SOUND DRILL

1. ə

care fair wear their there

2. iə

peer near here weir pier

3. ə

more oar four door floor

4. uə

sure poor moor tour

5. ə:

jerk bird turn heard word

6. aiə

fire lyre tired squire liar

### Exercise 3

#### A. Fill in the blanks:

1. \_\_\_\_\_ can I do \_\_\_\_\_ you?
2. I come to \_\_\_\_\_ your sister.

3. Is she \_\_\_\_\_?
4. What's the \_\_\_\_\_?
5. \_\_\_\_\_ anybody home?

**B. Translate into English:**

1. 瑪麗在家嗎?
2. 我來拜訪令堂大人。
3. 瑪麗會回來嗎?
4. 請您本日下午再來。

**C. Correct the mistakes in the following sentences:**

1. Whom is it?
2. Do I come in?
3. She am sorry.
4. Will her be back soon?

**D. Oral Practices**

**Practice 1**

- Student A. I shall come.  
Student B. You will come.  
Student C. He will come.  
Student D. She will come.  
Student E. It will come.  
Student F. We shall come.  
Student G. You will come.  
Student H. They will come.  
Student I. Shall I go?  
Student J. Will you go?  
Student K. Will he go?  
Student L. Shall we go?  
Student M. Will you go?  
Student N. Will they go?

(Continue this exercise until every student **has had a**  
chance to **take part in it.**)

### Practice 2

Teacher. Who **is it?**

Student A. It's me.

Teacher. Who **eats breakfast?**

Student B. My sister does.

Teacher. Who **is going to school?**

Student C. My brother is going to **school.**

Teacher. Is she out?

Student D. Yes, she is out.

Teacher. Can't you **wait?**

Student E. No. I am **going to school.**

Teacher. Won't you sit down?

Student F. No. I am in a hurry.

Teacher. Don't you come back **soon?**

Student G. No. I am going to school.

Teacher. Will you be **home soon?**

Student H. Yes, I shall be home.

(Continue this exercise until every student **has**  
chance to take part in it.)

### Practice 3

Student A. I am sorry you can't wait.

Student B. I am sorry you can't come.

Student C. I am sorry you come late.

Student D. I am sorry you have to go.

Student E. I am **sorry** I have to go.

(Continue this exercise until every student **has had a**  
chance to take part in it.)

#### Practice 4

Teacher. May I come in?

Student A. Yes, you may.

Teacher. May I go?

Student B. Yes, you may.

Teacher. May he come in?

Student C. Yes, he may.

Teacher. Won't you sit down?

Student D. Thank you.

Teacher. It is right, isn't it?

Student E. I don't think so.

## LESSON 4

### VOCABULARY

Sunday	Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	weekday	first	second
third	fourth	fifth	no (形)	next
today	tomorrow	when		

### READING

A week has seven days. The first day of the week is Sunday; the second, Monday; the third, Tuesday; the fourth, Wednesday; the fifth, Thursday; the sixth, Friday; and the seventh, Saturday.

We have class every weekday, that is, every day from Monday to Saturday; but we have no class on Sunday, and so we don't have to go to school.

A. Where is John today?

B. He is in Taipei.



A. Where will he go tomorrow?

B. He will go to Tainan.

A. What day of the week is today?

B. Today is Tuesday.

A. What day of the week will tomorrow be?

B. Tomorrow will be Wednesday.

A. When will you go to Taichung?

B. I shall go to Taichung on Thursday.

A. When will you be back?

B. I shall be back next Friday.

#### LANGUAGE PATTERNS AND WORD STUDIES

15. 

1. There are <i>seven</i> days in a week.
2. The <i>seventh</i> day of the week is Saturday.

表示“多少”或“若干”的數字稱為「基數」，如 one, two, three, four 等。

表示“次序”或“第幾”的數字稱爲「序數」如 first, second, third, fourth 等。

一般的序數是由基數字尾加“th”而造成的，如 six—sixth, seven—seventh, ten—tenth, thirteen—thirteenth。但有若干例外，如 one—first, two—second, three—third, five—fifth。

序數通常要有冠詞“the”。

- |     |  |
|-----|--|
| 16. | 1. The first day of the week is Sunday;<br>the second, Monday;.....<br>2. ....and the seventh, Saturday. |
|-----|--|

以上是本課中關於造句的幾個要點：

1. 若連續着有幾個構造相同的句子時，第二句和其後的各句中，可省略與第一句相同之字詞，以免繁瑣。如上例第1句中之 the second, Monday 就是 the second day of the week is Monday 的省略。“day of the week is”等五個字就用點號“，”代替了。
2. 有一連串同類的單字或句子時，只要在最後的一個之前加 and, 在其他的之間僅用一“，”或“；”如上例第2句。

17.

- |                                    |
|------------------------------------|
| 1. <i>No</i> man can do it.        |
| 2. He has <i>no</i> friend.        |
| 3. There is <i>no</i> bus here.    |
| 4. He is <i>no</i> friend of John. |

*no* 字除作否定的答句的代表或發語辭外，尚作“無”講。作“無”講的 *no* 字不是副詞，亦非動詞，而是一個有修飾作用的形容詞。在英語為表示否定時，除了用副詞 *not* 以外，也可以用 *no* 放在句中的名詞的前面；但譯成國語時，此否定仍屬於動詞。如上例第一句可譯為“任何人都不能做到”；第二句為“他沒有朋友”；第三句為“此處沒有公共汽車”；第四句為“他不是約翰的朋友”。

18.

- |                         |            |
|-------------------------|------------|
| 1. on Sunday            | 2. weekday |
| 3. ....., that is....., | 4. and so  |
| 5. last                 | 6. When?   |

以上是本課應注意的單字：

1. 日期或週日之前如有“在”或“於”之義時，則用介詞 *on*。週日之第一字母須大寫。
2. *weekday* 雖是由 *week* 和 *day* 二字綴成的，但在國語裏無相當的字詞。其義在課文中已加解釋。國語中的「週日」應作 *the days of the week*。

3. ....., that is, ..... 此二字在句中前後均有逗點時，作“就是”或“即”講，不作“那是”講。
4. and so 之義為“因此”或“所以”。
5. last 意為“最後的”或“最末的”，用來形容時間的字詞時，在國語作“上”或“去”講，如上星期、上月、去年。
6. When.....? (何時?) 是一個疑問副詞，與 where 的性質相同，故永遠要放在句首。

### SOUND DRILL

1. eiə

gayer      layer      payer      sayer      greyer

2. auə

our          hour      flour      flower      power

3. oi

boy          oil        coin      noise      hoist

4. ju:

you          due        few        mute        feud

5. ə

注意 此元音只在輕的音節裡才有，如：

China      pleasure      bottom      breakfast

cupboard      thorough      famous      method

modern      about      aside      agree

## Exercise 4

### A. Answer the following questions:

1. How many days has a week?
2. What is the first day of the week?
3. What is the second day of the week?
4. What is the fourth day of the week?
5. Do you have class on Sunday?

### B. Translate into English:

1. 我們星期日不用去上學。
2. 上星期你到那裏去？
3. 星期三我在臺南。
4. 一星期的第五天是星期四。
5. 你什麼時候上學去？

### C. Oral Practices

#### Practice 1

Teacher. How many days are there in a week?

Student A. There are seven days in a week.

Teacher. Is Sunday the first day of the week?

Student B. Yes, it is. (Yes, Sunday is the first day of week.)

Teacher. Is Monday the second day of the week?

Student C. Yes, it is.

Teacher. Is Tuesday the third day of the week?

Student D. Yes, it is.

Teacher. Is Wednesday the fourth day of the week?

Student E. Yes, it is.

Teacher. Is Thursday the fifth day of the week?

Student F. Yes, it is.



Teacher. Is Friday the sixth day of the week?

Student G. Yes, it is.

Teacher. Is Saturday the seventh day of the week?

Student H. Yes, it is.

Teacher. Does Sunday come before Monday?

Student I. Yes, Sunday comes before Monday.

Teacher. Does Friday come after Saturday?

Student J. No, Friday doesn't come after Saturday.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 2

Teacher. What day is today?

Student A. Today is Sunday.

Teacher. What day will be to-morrow?

Student B. To-morrow will be Monday.

Teacher. What day was yesterday?

Student C. Yesterday was Saturday.

Teacher. When will he go to Taipei?

Student D. He will go to Taipei on next Monday.

Teacher. When will your sister be back?

Student E. My sister will be back on Saturday.

Teacher. When will John come home?

Student F. John will come home on Sunday.

Teacher. When will your father come back?

Student G. My father will come back on Monday.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 3

Teacher. Did your brother come home on Sunday?

Student A. No. He came home on last Friday.

Teacher. Does your sister go to Tainan on Monday?

Student B. Yes, she goes to Tainan on Monday.

Teacher. When do you go to school?

Student C. I go to school on Monday, Tuesday,  
Wednesday, Thursday, Friday, and Saturday.

Teacher. Did you have class on last Wednesday?

Student D. Yes, I had class on last Wednesday.

(Continue this exercise until every student has had a chance to take part in it.)

## LESSON 5

### VOCABULARY

winter	vacation	people	time
some	others	came	was
were	went	had	glad
over	afterwards	ago	with

### READING

The winter vacation was over and we came back to school three weeks ago. Some of my classmates were glad to be back at school. Others were sorry the vacation was over so soon.



I was with my people for two weeks. Afterwards I went to Tainan and stayed

a week at George Li's home. His father and mother were very nice to me, and so were his brothers and sisters. I had a very good time with them.

### LANGUAGE PATTERNS AND WORD STUDIES

主 詞	動 詞 之 現在時態	動 詞 之 過去時態
I, you, we, they	stay	} stayed
He, she, it	stays	
I	am	} was
He, she, it	is	
We, you, they	are	were
I, you, we, they	have	} had
He, she, it	has	
I, you, we, they	go, come	} went, came
He, she, it	goes, comes	

一般限定動詞不但能因“人稱”而變形(如 I am, he is)亦能因“時間”而變形。這種變形稱爲 [時態]。在第一冊裏所有的動詞, 只介紹了它們的 [現在時態] 和 [未來時態]。

本課介紹的是「過去時態」。動詞的過去時態是表示“過去的”或“以往的”事情或動作。其形式大都是在動詞的基本形式（即不定詞）後加上 *ed*，如 *listen*, *look*, *open*, *stay* 等的過去時態為 *listened*, *looked*, *opened*, *stayed*。

有些最常用的動詞，其變形却是不規則的。上表所列除 *stay* 是「規則的動詞」外，其餘的都是「不規則的動詞」，學生只好隨學隨記。

- |     |   |
|-----|---|
| 20. | 1. They were glad <i>to be back</i> .             |
|     | 2. They were sorry <i>the vacation was over</i> . |

1. 形容詞後面的“不定詞”是表示形容詞的緣故或理由的，所以在作用上等於一個「副詞」。如上例第 1 句中的 *to be back* 就是解說 *glad* 的緣故的，可譯為“他們高興回來”。
2. 形容詞後面的“句子”也是表示形容詞的緣故或理由的。如上例第 2 句中的 *the vacation was over* 就是說明 *sorry* 的理由，所以在作用上等於一個副詞。若把 *they were sorry* 譯成國語的及物動詞「惋惜」二字，那時在國語中的“假期過去了”就成了受詞而在作用上就等於一個「名詞」了。



21.

1. I have *five* friends.
2. *Two* of them are girls.
3. I have *some* friends.
4. *Some* of my classmates live in Tainan.

基數有兩種：一種是表示確實數目的，稱「固定數詞」，如 one, two, three, four 等。另一種是表示不確實數目的，稱「不定數詞」，如本課中的 some, 和第一冊中之 many 等字。一切固定與不定數詞共同的用法如下：

1. 後面有名詞時，該數詞就是作形容詞用，如上例第 1, 3, 兩句。
2. 後面有 of 時，該數詞就是作代名詞用，如上例第 2, 4, 兩句。

22.

1. They were nice to *me*.
2. I had a good time with *them*.

一個介詞後面所帶的字，稱為這介詞的「受詞」。此受詞是代名詞時，要用代名詞的受詞形式，如上例。

23.

1. *Others* are sorry.
2. The vacation was over *so* soon.
3. I was with my people *for* two weeks.
4. They were *nice* to me.



5. We came back three weeks ago.  
6. people, men, family.

以上是本課裏須要注意的字詞：

1. other (其他的, 另有的) 只能作形容詞用; 爲代名詞則用 others。
2. so 放在形容詞或副詞之前時, 其義爲“這樣地”或“非當地”; 所以第二例句之義爲“假期這樣地快就結束了”。
3. 第3例句中的 with my people 義爲“同我家裏的人在一起”。for 的“受詞”若是一個表示時間的字詞或片語, 其義爲“多麼長久”, 國語不須譯出 for 一字的意義。
4. 第4例句中的 nice 作“和藹”或“客氣”講。to 字作“對”講。
5. ago 是一個副詞, 一向放在表示時間的字詞或片語的後面, 其義等於國語的“以前”。
6. people 一字的意義很廣泛, 其主要者爲:
  - (1) 不拘性別的 [人] 的複數 (“人們”, “衆人”)。因此與通常限於“男人”的 men 不同, 如 Many men like her 之義爲“很多男人喜歡她”, 而 Many people like her 之義爲“很多人喜歡她”。
  - (2) 作 [民族] 或 [人民] 講, 如 The Chinese people

(中華民族)。可有複數“peoples”，如 The peoples of Asia (亞洲的各民族)。

- (3) 作「家族」或「直接親屬」講。其義與 family 相似但略有不同：family 一字通常是“家長”的口吻特指「妻子」而說的；people 一字通常是“子女”或“晚輩”的口吻泛指“父母，兄弟，姊妹等”而說的。

- 24
- |  |
|--|
| 1. The vacation <i>is over</i> .                         |
| 2. I stayed <i>a week</i> at George Li's home.           |
| 3. They were nice to me <i>and so were</i> his brothers. |
| 4. I <i>had a good time</i> .                            |

以上例句裏有本課的幾個慣用語，其意義及構造分釋如下：

1. over (懸在上，越過) 可作副詞用，也可作介詞用，其性質與第一課中的 in, out, up, down, 等字一樣。be over 是一個慣用語，over 在此是副詞，其義為“完了”或“結束了”。
2. 在不及物動詞後面之時間字詞或片語是表示時間多麼長久的。故 He stayed a week 之義為“他住了一個星期”。a week 與 for a week 沒有很大的區別，只是有 for 時語氣重些。如 I stayed with my family for two

weeks 中，其重點是 two weeks；而 I stayed a week at George Li's home 中，其重點是 at George Li's home。

3. 在第 3 句和類似的句子裏，so 作“也一樣”講，而不作“這樣地”講。含有這種意義的 so 的句子，要先說動詞後說主詞。
4. to have a good time 的意思是“玩得好”，“玩得開心”或“過得舒服”。

### SOUND & DIFFERENTIATION DRILL

p, b, t, d,

pay	pen	pall	push	pack
bay	ben	ball	bush	back
teem	tare	tell	tick	ten
deem	dare	dell	dick	den

k, g, f, v,

cat	class	crave	crow	buck
gat	glass	grave	grow	bug
few	fetch	fault	fast	safe
view	vetch	vault	vast	save

## Exercise 5

### A. Change the following sentences from present tense to past tense:

1. She is a nice girl.
2. We go to school in the morning.
3. He stays at Mary's home.
4. They are glad to be here.
5. I have a pen.

### B. Correct the mistakes in the following sentences:

1. Li George is my friend.
2. They are very nice to I.
3. Other say they are glad to be back.
4. I had a very good time with they.

### C. Answer the following questions:

1. Are you glad to be back at school?
2. What did you do in the winter vacation?
3. Did you have a good time?
4. Are you sorry the vacation is over so soon?

### D. Oral Practices

#### Practice 1

Teacher. Is he going to stay here?

Student A. Yes, he is going to stay here.

Teacher. How long is he going to stay here?

Student B. He is going to stay here for a week.

Teacher. Is your sister staying here for a long time?

Student C. No. She is going away in a day or two.

Teacher. Did your brother stay here?

Student D. Yes, he stayed here. (Yes, he did.)

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 2

Student A. How are you?

Student B. I am very well, thank you.

Student C. I am very glad to see you.

Student D. Did you have a nice winter vacation?

Student E. Yes, I had a very good time.

Student F. I am glad to be back at school.

Student G. My father and my mother are very kind to me.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 3

Teacher. Are you glad to be back at school?

Student A. Yes, I am.

Teacher. Do you have a good time on Sunday?

Student B. Yes, I have a good time on Sunday.

Teacher. Are your friends very nice to you?

Student C. Yes, my friends are very nice to me.

Teacher. How many friends do you have?

Student D. I have five friends.

Teacher. Are they very nice to you?

Student E. Yes, they are very nice to me.

Teacher. Do you often play with them?

Student F. I often play with them.

Teacher. Do you like them?

Student G. Yes, I like them very much.

(Continue this exercise until every student has had a chance to take part in it.)



#### Practice 4

Student A. Hello, how are you?

Student B. I am very well, thank you. And you?

Student C. I am glad to see you.

Student D. Is the winter vacation over so soon?

Student E. Yes, I am sorry the winter vacation is over so soon.

Student F. Did you have a good time during the winter vacation?

Student G. Yes, I had a good time during the winter vacation.

Student H. Were you glad to see your father and mother?

Student I. Yes, I was glad to see my father and mother.

Student J. Had you a very good time with your friends?

Student K. Yes, I had a very good time with my friends.

(Continue this exercise until every student has had a chance to take part in it.)

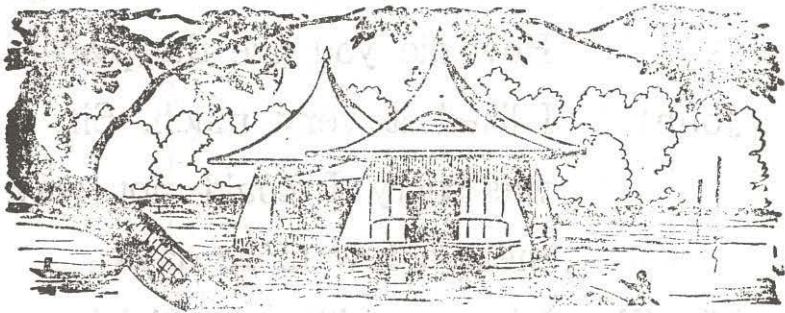


## LESSON 6

### VOCABULARY

Wu	Taichung	way	place	summer
last	a few	more	welcome	call
could	did	anywhere	much	during

### READING



Mr. Wu: Good morning, John.

John: Good morning, Mr. Wu.

Mr. Wu: When did you come back?

John: I came back last week, Sir.

Mr. Wu: Did you have a good time during the vacation?

John: Yes, I did, Sir.

Mr. Wu: Did you go anywhere?

John: Yes, I did. I went to Tainan and stayed a week with George Li. On my way back, I stopped at Taichung for two days to call on some friends.

Mr. Wu: Oh, I come from Taichung. How did you like the place?

John: I liked it very much, Sir. I was sorry I could not stay there a few more days.

Mr. Wu: I hope you'll go to Taichung in the summer. You are welcome to stay at my house.

John: That's very kind of you, Sir. Thank you.

Mr. Wu: Well, goodbye John.

John: Goodbye, Mr. Wu.

## LANGUAGE PATTERNS AND WORD STUDIES

	主 詞	現在時態	過去時態
25.	I, you, we, they	call	called
	He, she, it	calls	
	I, you, we, they	like .	liked
	he, she, it	likes	
	I, you, we, they	stop	stopped
	he, she, it	stops	
	I, you, we, they	do	did
	he, she, it	does	
	I, you, we, they	can	could
	he, she, it		

上表介紹若干動詞的過去時態，其中應注意之點為：

1. call 的過去時態是規則的（即加 ed）。
2. 動詞的最後一個字母是無音的 e 時，則只加 d，如 liked, hoped, lived, pleased 等。
3. 動詞的最後一個字母是一個輔音，而此輔音前是個重讀的短元音時，那時就將此輔音重復，然後再加 ed 如 stop, stopped。
4. do 和 can 的過去時態是不規則的。

5. can 不僅在現在時態是不規則的（即第三人稱單數時不加 s）其過去時態也是不規則的。

注意：一切動詞的過去時態，不論其人稱或數為何，只有一個形式。但有一個例外，就是 to be；其單數爲 was，複數爲 were。

26. 

1. $\left\{ \begin{array}{l} \text{I am on my way.} \\ \text{I am on my way back.} \\ \text{I am on my way home.} \\ \text{I am on my way to...} \end{array} \right.$
2. I come from Taichung.
3. You are welcome to stay.
4. That's very kind of you.
5. Thank you.

以上是幾個慣用的片語和句子。

1. on my way (亦可作 on the way) 之意爲“正在途中”或“中途”。後加副詞 back 則爲“在歸途中”或“正在歸途中”；加 home 則爲“回家”或“正回家”；加介詞 to..... 則爲“正往.....去”或“在往.....的途中”。
2. I come from..... 正常的意思爲“我由.....來”；但按習慣，from 的受詞若是一個地名時，則爲“我是.....人”或“.....是我的故鄉（或家鄉）”。要說“由某處來”

- 時，其“來”字通常用 come 的過去時態 came。
3. You are welcome to stay 直譯爲“你是受歡迎住下”但按國語要說“我（我們）歡迎你住下”。welcome 在本課作形容詞用，但亦可作名詞或及物動詞用。如在 I thank you for your welcome（爲你的歡迎我謝謝您）中爲名詞；在 we welcome him（我們歡迎他）中爲動詞。
  4. That's very kind of you 是一句致謝的客氣話，似國語的“您太客氣了”。that's 是 that is 的縮語。
  5. thank 在 Thank you 中是動詞，其主詞是未說出來的 I（我）。

27.	in summer	}	evening
	every		week
	last		summer
	this		

介紹時間的介詞多半是慣用語的，前數課中已屢言及。四季（如第五課之 winter 及本課之 summer）均用 in，但表示時間的名詞前如有 every, last, this 等字時，則不用任何介詞。

last 與 this 二字之後有表示時間的名詞時，在國語中常



用不同的字，如 last evening 爲“昨晚”，last week 爲“上星期”或“上週”；last summer 是指最近過去的夏天，故有時爲“今年夏天”有時爲“去年夏天”；this evening 爲“今晚”，this week 爲“本週”或“本星期”；this summer 爲“本年夏天”。

- |                  |                     |
|------------------|---------------------|
| 1. Sir 和 Mister  | 2. during 和 for     |
| 3. anywhere      | 4. call 和 call on   |
| 28. 5. place     | 6. very 和 very much |
| 7. a few, 和 few  | 8. more             |
| 9. in the summer | 10. did             |

以上是本課應注意的單字或片語的意義、用法、及辨別：

1. Sir (先生) 是當面對男性的尊稱，但不可連帶姓名（即不可說 Yes, Sir Wang 或 Wang Sir）亦不可作第三人稱（如“我認識一位先生”不可作 I know a Sir.）。Mister (先生) 也是對男性的尊稱，但必須連帶姓名（不可說 Good morning, Mister 或 I know a Mister）。Mister (簡寫作 Mr.) 的第一字母永遠須大寫。Sir 和 Mister 不可對女性用。即使是學校中的女先生、女老師也不可用。
2. during 和 for 都是表示時間長短的，但嚴格地說 during



的意思是“在(某時期)之間”，for 的意思是“經過若干時間”。

3. anywhere 是一個副詞，義為“任何處”“不論那裡”。本課中的 Did you go anywhere? 直譯為“你去到任何處嗎?”，但按國語習慣應說：“你到了什麼地方去沒有?”
4. call 是一個[及物動詞]，義為“喚”，“稱”。call on 是一個[介詞動詞]，義為“訪問”，“拜訪”。
5. place 之義為“處所”，“地方”。此字用途頗廣，如“崗位”，“立場”，“住所”以至“家宅”，“城市”，都可以說是 place。
6. much 本義作“多”講。very 和 very much 都作“很”或“極”講，但 very 專用以形容形容詞或副詞；very much 則專用以形容動詞。如“她是一個很美麗的女孩”及“我很喜歡他”應作 She is a very beautiful girl 及 I like him very much.; 不可說 She is a very much beautiful girl 及 I very like him。
7. a few 是一個[不定數詞]，其義為“若干”，“二三”，其用法與 some 的相同，只是 a few 的含義偏重於“少”或“不多”。few 前無 a 時，則作“無”或“絕少”講，其用法與 a few 的相同。a few 和 few 後面的名詞要

- 用複數的。
8. more 義爲“更多的”，在本課中是一個[不定數詞]，其用法亦與 some 的相同。Stay a few more days 直譯爲“停留少許更多的天”，按國語的說法，應作“多住幾天”或“多住兩三天”。
  9. 四季之名通常不用冠詞。在本課中的 summer 前用 the，因爲是說指定的一個夏天，即“今年的夏天”。
  10. did 作助動詞時，其用法與 do 作助動詞時的一樣。

### SOUND DRILL

ʃ, ʒ, tʃ, dʒ,

ship	show	shred	shrink	ash
wish	nation	social	conscious	Asia
leisure	pleasure	measure	treasure	
vision	usual	azure	regime	
change	chess	chick	child	church
nature	question	rich	march	match
joke	jam	jump	gentle	age
gin	ginger	edge	judge	soldier

### DIFFERENTIATION PRACTICE

she—see	shake—sake	ash—ass
shell—sell	bosh—boss	short—sort
chair—share	chop—shop	chip—ship

leech—leash	watch—wash	ditch—dish
gin—chin	jest—chest	joke—choke
large—larch	ridge—rich	badge—batch

### Exercise 6

**A. Write sentences containing the following words or phrases:**

1. on my way
2. call on
3. a few
4. during
5. welcome

**B. Change the following sentences from present tense to past tense:**

1. He likes the dog very much.
2. That boy comes from Tainan.
3. This bus stops here.
4. She can not come.
5. They go to school in the morning.

**C. Oral Practices:**

**Practice 1**

Teacher. When did you come back?

Student A. I came back (on) last Saturday.

Teacher. Did your friends call on you during the winter vacation?

Student B. Yes, my friends called on me during the winter vacation.

Teacher. Did you have a good time during the winter vacation?

Student C. Yes, I had a good time during the winter vacation.

Teacher. Did your new friends like you?

Student D. Yes, they liked me very much.

Teacher. Did you play with your new friends?

Student E. Yes, I often played with my new friends in the winter vacation.

Teacher. Was your mother glad to see you?

Student F. Yes, my mother was very glad to see me.

Teacher. Did you often call on your friends?

Student G. Yes, I often called on them.

(Continue this exercise until every student has had a chance to take part in it.)

## Practice 2

Teacher. Are you on your way to school?

Student A. Yes, I am on my way to school.

Teacher. Is he on his way to school?

Student B. Yes, he is on his way to school.

Teacher. Is she on her way to school?

Student C. No. She is on her way home.

Teacher. Is his father on his way home?

Student D. No. He is on his way to call on a friend.

Teacher. Is Mary on her way to school?

Student E. No. She is on her way to call on her schoolmate.

Teacher. Is Mother on her way home?

Student F. Yes, Mother is on her way home.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 3

Student A. Does he like to go to school?

Student B. Yes, he likes to go to school.

Student C. Do you like it?

Student D. Yes, I like it very much.

Student E. Do you like to stay at home?

Student F. Yes, I like to stay at home.

Student G. Are you going back to school?

Student H. No. I am going home.

Student I. Is your friend very kind to you?

Student J. Yes, he is very kind to me.

Student K. Do you like that place?

Student L. Yes, I like that place

(Continue this exercise until every student has had a chance to take part in it.)



## LESSON 7

### VOCABULARY

life      face      parents      breakfast      lunch  
supper      each      let      get      wash  
walk      about (介)      towards      after (介)

### READING

The pictures in this lesson are about the life of a schoolboy on a weekday.

Let us look at them and see what he is doing in each.

In the first picture, he is getting up.



In the second picture, he is washing his face.

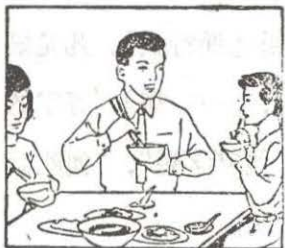
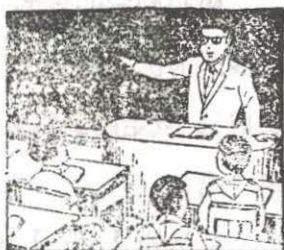
In the third picture, he is at table having his breakfast.





In the fourth picture, he is on his way to school and is walking towards the school gate.

In the fifth picture, he is in class. He is sitting at his desk listening to the teacher.



In the sixth picture, he is back home after school and is having lunch or supper with his parents.

In the seventh picture, he is doing his homework.



## LANGUAGE PATTERNS AND WORD STUDIES

式 \ 時態	現 在	過 去	未 來
	29. 簡單的	I go	I went
進行的	I am going	I was going	I shall be going

限定動詞的變形，不但可以表示時間，而且還可以表示發展的情況，如是否“確有其事”或“正在進行”或“已經完成”。限定動詞為表示發展的情況而發生變形，在文法裏稱為「式」。

上例的 I go, I went, I shall go, 僅是說“確有其事”的，也是動詞最簡單的式，故稱為「簡單式」。本課所介紹的「式」是表示「正在進行」的。此式稱為「進行式」。凡是國語裏有「正」，「在」，「正在」，「……呢」，「……哪」，等字的句子，（如“他正睡覺”，“他在看書”，“他寫字呢”，“他吃飯哪”），在英語裏通常都要用進行式的動詞。

- |     |                              |
|-----|------------------------------|
| 30. | 1. I <i>am going</i> away.   |
|     | 2. I <i>am coming</i> home.  |
|     | 3. I <i>am sitting</i> here. |

進行式的構造是把動詞字尾加上 ing, 前面用 to be 作「限定動詞」。加上 ing 的動詞稱為「現在分詞」。如 to go

各時態的進行式爲：

現在：I am going    you are going    he is going.....

過去：I was going    you were going    he was going...

未來：I shall be going    you will be going    he will be going

假如一個動詞最後一個字母是無音的 e, (如： come, have, live) 加 ing 時，就把 e 省去，如 I am coming, I am having, I am living。

假如一個動詞最後一個字母是個輔音，而這輔音前是一個重讀的短元音 (如 sit, stop, get) 則加 ing 時須將此輔音重複，如 I am sitting, I am stopping. I am getting。

注意：to be 在進行式中作 [助動詞] 用，故其本身的意義消失，如 I am going 爲“我正去”，不可譯爲“我是去”。

31. 

<i>Let him come.</i>
<i>Let us look at them</i>

第一課中的 [祈使句] 是對第二人稱 (即“你”，“你們”) 說的。有時我們對我們自己或第三人稱也可命令，勸導，禁止或請求。那時就採用以下的公式：

Let (讓)+us (或 me, him, her, it, them)+無 to 的不定詞。



32

I know *who you are*.  
I know *what he has*.  
I know *where he goes*.

作「受詞」用的句子裏，若有「疑問字」時（如 *who* “誰”，*what* “什麼”，*where* “何處”等），這「疑問字」仍放在其本句的句首，但句中的主詞與動詞的位置要按「敘述句」的說法。如：

“你是誰？”爲：Who are you?

但“我知道你是誰”。爲：I know who you are.

不可說：I know who are you.

“他有什麼？”爲：What does he have?

但“我知道他有什麼。”爲：I know what he has.

不可說：I know what does he have.

“他往何處去？”爲：Where does he go?

但“我知道他往何處去”爲：I know where he goes.

不可說：I know where does he go.

33.

- |                                  |                     |
|----------------------------------|---------------------|
| 1. about                         | 2. schoolboy, pupil |
| 3. look at, see                  | 4. each, every      |
| 5. get, get on                   | 6. at table         |
| 7. have breakfast, lunch, supper |                     |



- |                                 |                 |
|---------------------------------|-----------------|
| 8. towards                      | 9. after school |
| 10. after, behind               | 11. parents     |
| 12. .....at table having.....   |                 |
| .....at his desk listening..... |                 |

以上是本課應注意的字詞和片語，分釋如下：

1. about 是一個意義很多之 [介詞]，其受詞若為 [人] 或 [物] 時，作“關於”講。
2. schoolboy (或 schoolgirl) 與 pupil 均可作“學生”講，但 pupil 是對“老師”(teacher) 而說的，而 schoolboy (或 schoolgirl) 是指明身份或職業的。
3. look at 是一個「介詞動詞」，其義為“看”，“觀看”“注視”；表示眼的有意識的作用。  
see 是一個「及物動詞」，其義為“看”，“見”，“看出”，“發覺”，“參照”等；一般的用語，常指眼的無意識的作用而言。
4. each 和 every 均作“每”講；其不同之點為：
  - (1) every 之語氣較重，有“一個也不少，一個也不缺”的意思；
  - (2) each 對“兩個”或“兩個以上”時均可用；every 只對“兩個以上”時才能用。
  - (3) each 可作形容詞或代名詞，與 some 相同；every 只能作形容詞。

5. get 本義爲“得”，但可組成許多“慣用語”。最常見的即有十幾個之多。本課只介紹 get up 一慣用語，其義爲“起床”，或由臥倒的姿勢“起來”。
6. at table 是一個慣用語，其義爲桌上擺列飯菜坐下吃的“吃飯”或“進餐”。
7. have 在 have breakfast, have lunch 或 have supper 中之義爲“吃”。三餐之前不加冠詞，但可用 my, his, your 等字。
8. towards 爲介詞，其義爲“向着”，此字亦可無 s，寫作 toward。
9. after school 之義爲“下課後”。
10. after 與 behind 均爲“……後的”“後的”，其不同之點爲：after 的受詞通常是表示時間的；behind 的受詞通常是表示空間的。
11. parents 之義爲“父母”，“雙親”，等於 father and mother，故常是複數。單數之 parent 用時極少，因已有 father 和 mother 二字可用。
12. at table 和 having 之間省略了 and is 兩字，at his desk 與 listening…… 之間，亦省略了 and is 兩字。省略的緣故是因爲 at table 和 having…… 兩事，at his

desk 和 listening..... 兩事，不但是同時發生的，而且  
在時間長短上也完全一樣。

## SOUND DRILL

m, n, ŋ, l,

man	mute	team	some	arm
holm	limb	climb	tomb	column
not	know	knock	gnat	pan
men	sin	on	sun	sign
sang	thing	wrong	sprung	tongue
bank	ink	monk	sunk	trunk
like	late	all	hill	black
close	fly	glass	play	slow

## DIFFERENTIATION PRACTICE

light—night	lame—name	lot—not
lick—nick	look—nook	knock—lock
me—knee	map—nap	may—nay
am—an	seem—seen	came—cane
king—kin	sing—sin	thing—thin
finger—fin	rung—run	sung—sun

### Exercise 7

#### △. Fill in the blanks:

1. These pictures are \_\_\_\_\_ the life of a schoolboy.
2. Let us look \_\_\_\_\_ them.

3. I am getting \_\_\_\_\_.
4. They walk \_\_\_\_\_ the school gate.
5. We all listen \_\_\_\_\_ the teacher.
6. He is back at home \_\_\_\_\_ school.
7. I had supper \_\_\_\_\_ George last night.
8. Mary is \_\_\_\_\_ her homework.

**B. Put the verbs in the parentheses into progressive forms:**

1. He (sit) behind me.
2. The girl (wash) her face.
3. We (go) home.
4. I (learn) English.
5. The teacher (stand) at the blackboard.

**C. Oral Practices:**

**Practice 1**

Teacher. Do you know who he is?

Student A. I don't know who he is.

Teacher. Do you know where he goes?

Student B. I don't know.

Teacher. Do you know what he has?

Student C. I don't know what he has.

Teacher. Do you know where your brother goes?

Student D. I don't know.

Teacher. Do you know who that boy is?

Student E. He is my brother.

Teacher. Do you know what he has done?

Student F. I don't know. (Continue this exercise until every student has had a chance to take part in it.)

**Practice 2**

Teacher. Let us look at this picture. What do you see?

Student A. I see a picture.

Teacher. What do you see in the picture?

Student B. I see a boy in the picture.

Teacher. What is he doing?

Student C. He is going to school.

Teacher. Is he going to school?

Student D. Yes, he is going to school.

Teacher. Is he doing his homework?

Student E. Yes, he is doing his homework.

Teacher. Is he going away?

Student F. Yes, he is going away.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 3

Student A. Let us go home.

Student B. Let me go.

Student C. Let her go home.

Student D. Let him listen to the radio.

Student E. Let us look at the picture.

Student F. Let him have supper.

Student G. Let us walk to school.

Student H. Let them go.

Student I. Let her mother take her home.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 4

Teacher. When did you get up this morning?

Student A. I got up at six o'clock.

Teacher. When will you get up tomorrow?



Student B. I shall get up at seven o'clock.

Teacher. When did you get up last Sunday?

Student C. I got up at seven o'clock.

Teacher. When did he get up today?

Student D. He got-up at six o'clock.

(Continue this exercise until every student has had a chance to take part in it.)

## LESSON 8

### VOCABULARY

letter	mail	Keelung	work	finish
miss (動)	matter (動)	drop	must	saw
said	just	yesterday	still	

### READING

Mary: Good morning, John.

John: Good morning, Mary.

Mary: Are you working?

John: Oh, no. I am just finishing a letter.

Mary: Well, go on and finish it.

John: There's no hurry.

Mary: You may miss the mail.

John: It doesn't matter.

Mary: I saw Jane this morning. She was looking for you. Did you see her?

John: No, I didn't. What did she want to see me about?

Mary: She didn't tell me. By the way, I saw George Li in Keelung yesterday.

John: What was he doing there?

Mary: He said he was calling on some friends. He may drop in to see you on his way back to Tainan.

John: I hope he does.

Mary: I still have some things to do at home, so I must be going. Goodbye, John.

John: Goodbye, Mary. I'll be seeing you.

#### LANGUAGE PATTERNS AND WORD STUDIES

34.

1. She *looked* for you.
2. He *called* on some friends.
3. She *was looking* for you.
4. He *was calling* on some friends.

在意思方面看，「進行式」比「簡單式」複雜。簡單式僅表示“事實”和“時間”，而進行式除了事實和時間以外，還表示「進行的狀況」。

有時在國語的句子裡雖然沒有“正”“在”“……呢”等字，但是假如句子裡動詞所表示的事情是需要若干時間的，而不是立刻就完成的，則英語也必用「進行式」。

如本課中“她尋找你”和“他拜訪朋友”作 She was looking for you 和 He was calling on some friends, 因為尋人和訪友都不是立刻就做到的事。假如說：She looked for you 和 He called on some friends 在文法上雖無錯誤，但在意思上就不足了，因為這兩句話僅說明“尋人”和“訪友”是“確有其事”而已。

35.

1. He gets up in the morning.
2. He is getting up.
3. I go home in the evening.
4. I am going home.
5. He comes here every Sunday
6. He is coming this morning.

動詞的「現在簡單式」，是表示“習以為常”的事，如上例 1, 3, 5 三句。若要表示“現在”或“目前”正做的事通常要用“現在進行式”如上例第 2, 4, 6 三句。如問人“你到哪

裡去?”要說: Where are you going? 不可說: Where do you go?

- |     |                        |
|-----|------------------------|
| 36. | 1. There's no hurry.   |
|     | 2. It doesn't matter.  |
|     | 3. By the way.         |
|     | 4. I must be going.    |
|     | 5. I'll be seeing you. |

以上是本課中的慣用語及成語，分釋如下：

1. There's no hurry 直譯為“沒有倉促”，等於國語的“不用忙”，“用不着忙”。
2. It doesn't matter 直譯為“此不關重要”，等於國語的“不要緊”“沒有關係”。matter 在本課為動詞，亦可作名詞用，當“事情”講。如：What is the matter with you? (你怎麼樣了?)。
3. By the way 是談話時忽然想起另一件事而改變話題的一句發話辭。在國語裡只好說：“噢！還有一件事……”。
4. I must be going 直譯為“我必須現在去”，等於國語的“我可該去啦”，“我該走啦”。
5. I'll be seeing you 是一句成語，直譯為“我將要再見你”，是向朋友或熟人告辭時的一句客氣話。



37.

1. *What are you looking at?*
2. *What did she want to see me about?*
3. *I must be going.*
4. *I like to be working.*

以上是本課中有關文法應注意的幾點：

1. 在有 *what* 的疑問句裡，其動詞若是一個介詞動詞（如 *look at*, *call on*）或連有其他介詞者（如 *see.....about*），以前曾有文法家主張應將此介詞放在 *what* 之前，如上例第 1, 2 兩句應作 *At what are you looking?* 和 *About what did she want to see me?* 但在習慣上絕少有人這樣說或寫。通行的還是如上例的說法。
2. 不定詞亦有其 [進行式]，其形式為 *to be* + 現在分詞，其前若是助動詞 *may*, *can*, *must* 等，則 *be* 前不用 *to*，如上例第 3 句。進行式的不定詞與簡單式的不定詞不同之處為：進行式的不定詞含有“須用若干時間”之義。如 *I must go* 僅說“我該去”，而 *I must be going* 尚含有“我再不去可就晚啦”之義；*I like to work* 僅說“我喜歡工作”，而 *I like to be working* 尚含有“我不喜歡閒着”或“我不願虛度光陰”之義。

38.

- |                 |             |             |
|-----------------|-------------|-------------|
| 1. go on        | 2. miss     | 3. look for |
| 4. said         | 5. drop in  | 6. does     |
| 7. things to do | 8. so       |             |
| 9. must         | 10. mailman |             |

以上是本課應注意的字詞：

1. go on 之義爲“繼續下去”，“不停止”。
2. miss 作動詞時其義頗多，重要的爲“未遇到”，誤期之“誤”，錯過機會之“錯過”，不見某人或某物而想念之“想”。故此 miss 之義須視其受詞而定。如本課中的 miss the mail 爲“誤了郵班”；又如 I missed the train 爲“我沒趕上火車”；I missed you 爲“我想你”等。
3. look for 之義爲“尋找”。
4. said 是 say 的過去時態，是個不規則動詞(不作 sayed)。
5. drop 之義爲“放下”“投下”；drop in 之義爲“偶訪”。
6. 在本課中 I hope he does 句裡的 does 代表上句的 drop in。
7. 在 things to do 片語裡，to do 的作用等於一個形容詞的，此片語當譯作“該辦的事”。
8. 在 so I must be going 中的 so 等於 and so (因此)。在口頭英語中可以省略 and。

9. must 是助動詞，其用法與 can, may 等一樣，must 不論人稱、數、或時態如何，只有一個形式。
10. mailman = mail + man 爲“郵差”。

### SCOUND DRILL r, h, w, j,

rate	reel	ride	roam	rule
art	her	bird	bord	surd
hat	help	his	hot	hug
well	will	woman	women	swat
sweep	quick	quite	one	once
yes	year	yard	you	bureau
cue	chew	duty	fuse	few
huge	jewel	lurid	mute	nude
pure	sue	tube	use	view

### DIFFERENTIATION PRACTICE

ray—lay	reek—leek	rice—lice
ruck—luck	rot—lot	rest—lest
hart—art	hear—ear	hair—air
wine—vine	west—vest	wail—veil
worse—verse	weal—veal	wile—vile

#### Exercise 8

- A. Translate the following sentences from Chinese to English or from English to Chinese:

1. 他們正在吃午飯。

2. 我正在找你。
3. 沒有關係。
4. 你上星期四在基隆做什麼哪？
5. You'll miss the train.
6. Please drop in to see me on your way home.

**B. Answer the following questions:**

1. What was John doing when Mary went to see him?
2. Who was looking for John?
3. Whom did Mary see in Keelung.
4. What was he doing in Keelung?

**C. Oral Practices:**

**Practice 1**

Teacher. What are you looking for?

Student A. I am looking for a pen.

Teacher. What was she looking for?

Student B. She was looking for a dog.

Teacher. What was he looking for?

Student C. He was looking for you.

Teacher. What was he doing?

Student D. He was doing his homework.

Teacher. What was he doing there?

Student E. He was calling on his friend.

(Continue this exercise until every student has had a chance to take part in it.)

**Practice 2**

Teacher. Are you going to finish your homework?

Student A. Yes, I am going to finish my homework.

Teacher. Did he finish his homework?

Student B. Yes, he finished his homework.

Teacher. Have they finished their homework?

Student C. Yes, they have finished their homework.

Teacher. Has she finished her homework?

Student D. Yes, she has finished her homework.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 3

Student A. May I call on you on Sunday?

Student B. Yes, you are heartily welcome.

Student C. Shall I call on you (on) the next Sunday?

Student D. I shall wait for you.

Student E. I am going to see you on my way home.

Student F. Does he come here everyday?

Student G. Yes, he often comes here.

Student H. I am very glad to see you.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 4

Teacher. What are you looking at?

Student A. I am looking at a picture.

Teacher. What is he looking at?

Student B. He is looking at that boy.

Teacher. Do you like that boy?

Student C. Yes, I like that boy.

Teacher. Are you going to school?

Student D. Yes, I am going to school.

Teacher. What did she want to see me about?

Student E. She didn't tell me.

Teacher. What do you want to see me about?

Student F. I want to see you about my homework.

(Continue this exercise until every student has had a chance to take part in it.)



## LESSON 9

### VOCABULARY

sixteen	seventeen	eighteen	nineteen
twenty	thirty	forty	fifty
sixty	seventy	eighty	ninety
one hundred	number	remember	

### READING

Do you remember the English names for the numbers from one to ten?

Yes, I do. They are one, two, three, four, five, six, seven, eight, nine and ten.

Can you tell the numbers after ten up to twenty?

Yes, I can. They are eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen and twenty.

What are the names for three tens, four tens, five tens and so on, up to one

hundred?

They are thirty, forty, fifty, sixty, seventy, eighty, ninety and one hundred.

What are the numbers between twenty and thirty?

They are twenty-one, twenty-two, twenty-three, twenty-four and so on.

#### LANGUAGE PATTERNS AND WORD STUDIES

39.

1—10	11—19	20—100
1. one	11. eleven	
2. two	12. twelve	20. twenty
3. three	13. thirteen	30. thirty
4. four	14. fourteen	40. forty
5. five	15. fifteen	50. fifty
6. six	16. sixteen	60. sixty
7. seven	17. seventeen	70. seventy
8. eight	18. eighteen	80. eighty
9. nine	19. nineteen	90. ninety
10. ten		100. hundred

英語的數字，在中國人看來是相當複雜的，上表所列自一至一百各基數，多少可以輔助我們記憶。根據此表可以觀

察出以下數點：

(A) 縱 看

- (1) 13至19七個基數，字尾都是 *teen*。
- (2) 20至90八個基數字尾都是 *ty*。

(B) 橫 看

- (3) 16, 17, 19 和 60, 70, 90 等六個基數，只要在 *teen* 和 *ty* 前加 *six, seven, nine* 即成。
- (4) 13, 15, 18 和 30, 50, 80 等六個基數，是在 *teen* 和 *ty* 之前加上 *thir, fif* 和 *eigh*。
- (5) 14 和 40 前者爲 *four+teen*，後者爲 *for+ty*，此點要注意。
- (6) 其他基數即 1 至 10, 11, 12, 20 等十三個數字只好個別牢記。

【註】英美人書寫時，除在鄭重的文件內，平常不寫文字，而寫 1, 2, 3, 4 等。

- |     |   |
|-----|---|
| 40. | <ol style="list-style-type: none"><li>1. We have three <i>hundred and seventy two</i> pupils.</li><li>2. He was in Tainan in 1911 (<i>nineteen eleven</i>)</li><li>3. He is a little boy of <i>five</i>.</li><li>4. His father is <i>fifty-two</i>.</li></ol> |
|-----|---|

1. hundred (百) 的複數構造和國語的一樣，即 hundred 前加 one, two, three four.....。其後的十位數字之前要有 and。hundred 複數時字尾不加 s。

英語的十位數字之後若有個位數字，寫時兩字之間要加“-”號，如“二十一”為 twenty-one。

2. 公曆一千幾百若干年，在口頭英語中把一千幾百說成一個十位的數字，其後的 hundred 係省略。接着再說一個數字表示若干年，此外在數字後不須加“年”字。如上例第 2 句之義為“一千九百十一年（即 1911）他在臺南”。
3. 在 of 後面只有一個數字而 of 之前是一個人，或在 to be 後面只有一個數字而 to be 之主詞是一個人，那時這數字是指年齡說的。如上例第 3, 4, 兩句可譯為“他是一個五歲的小孩”和“他父親(今年)五十二歲”。

- |     |                                      |
|-----|--------------------------------------|
| 41. | 1. Can you <i>tell</i> the numbers?  |
|     | 2. <i>up to</i> one hundred          |
|     | 3. twenty-one, twenty-two and so on. |

以上是本課應注意的字詞和片語：

1. tell 除有“告訴”的意思，也有“數”(上聲)的意思。
2. up to 是個介詞片語，其義為“一直到”或“一直升到”。

其後面的字詞要比前面的字詞所表示的數量程度“高”  
“大”或“多”。

3. and so on 的意思爲 [等等] [云云] 或 [餘類推]。

**SOUND DRILL** θ, ð, s, z,

thank	Thursday	three	third	thing
thirty	fifth	tenth	mouth	month
this	that	these	those	the
they	them	their	there	then
see	say	sink	pass	hiss
face	cell	rice	cite	cycle
is	has	his	wise	rose
cause	blaze	haze	zinc	zoo

Exercise 9

A. Write down the names for the numbers from one to hundred.

B. Translate into English:

1. 我們學校裏有五百六十三個學生。
2. 我的弟弟是個三歲的男孩。
3. 我們在一九四九年到臺灣。
4. 你記得我嗎？

C. Oral Practices:

Practice 1

Teacher. Can you tell me the numbers from one to ten?

Student A. Yes, I can. They are one, two, three, four, five, six, seven, eight, nine and ten.



Teacher. Can you tell us what time it is?

Student B. Yes, I can. It is about ten o'clock.

Teacher. Can you tell me what your name is?

Student C. Yes, I can. My name is Mary.

Teacher. Can you tell me what it is?

Student D. Yes, I can. It is a cat.

Teacher. Can he see that picture?

Student E. Yes, he can see that picture.

Teacher. Can she see that picture?

Student F. Yes, she can see that picture.

(Continue this exercise until every student has had a chance to take part in it.)

### **Practice 2**

Student A. Do you remember it?

Student B. No, I doesn't remember it.

Student C. Did you learn the English names for the numbers from one to twenty?

Student D. Yes, I did.

(Continue this exercise until every student has had a chance to take part in it.)

### **Practice 3**

Teacher. Do you remember? Where did you eat?

Student A. Do you remember where you ate?

Teacher. Did they hear? What did we say?

Student B. Did they hear what we said?

(Continue this exercise with the following words: see; hear, tell, know, remember.)

### **Practice 4**

Teacher. How old are you?

Student A. I am fourteen years old.

Teacher. How old is that little boy?

Student B. He is five years old.

Teacher. How old is your father?

Student C. He is fifty years old.

Teacher. How old is your sister?

Student D. She is twenty-two years old.

Teacher. How old is his sister?

Student E. His sister is nineteen years old.

Teacher. How old is his mother?

Student F. His mother is forty years old.

Teacher. How old is that little girl?

Student G. That little girl is eleven years old.

Teacher. How old is this boy?

Student H. This boy is twelve years old.

(Continue this exercise until every student has had a chance to take part in it.)

## LESSON 10

### VOCABULARY

clock	hand	hour	minute	o'clock
quarter	half	short	long	move
almost	round	past	near	when

### READING

The short hand of a clock is the hour hand. It goes round the clock once every twelve hours. The long hand is the minute hand and it goes round the clock once every hour.

When the hour hand is at eight and the minute hand is at twelve, it is eight o'clock.



When the minute hand moves to two, it is ten after eight, or eight ten.

When the minute hand moves to three, it is a quarter after eight.



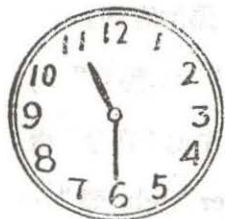
When the minute hand is at six and the hour hand is between eight and nine, it is half past eight.

When the minute hand is at eight and the hour hand is near nine, it is twenty to nine.



When the minute hand is at nine and the hour hand is almost at nine, it is a quarter to nine.

At nine o'clock, the hour hand is at nine and the minute hand is at twelve.



What time is it when the hour hand is between eleven and twelve and the minute hand is at six?

It is half past eleven.

#### LANGUAGE PATTERNS AND WORD STUDIES

- 42.
- |   |
|---|
| 1. It is eight o'clock.                               |
| 2. It is half past eight.                             |
| 3. It is { twenty after eight.<br>eight twenty (8:20) |
| 4. It is a quarter to nine.                           |
| 5. What time is it?                                   |

關於時刻的句子，幾乎都是慣用語。下列各點是該注意的：

1. it 是代表時刻的，o'clock 是 of the clock 的省略，所以 eight o'clock 等於 eight of the clock (鐘的八)，即國語的“八點鐘”。



2. half 是 half an hour (半小時) 的省略, past 是介詞, 意爲“過了”或“越過”, eight 是 eight o'clock 的省略, half past eight 即國語的“八點半”。past 亦可作名詞或形容詞, 其意爲“過去”或“過去的”。如在 I know his past (我知道他的來歷) 中爲名詞; 在 the past three weeks (過去的三個星期) 中爲形容詞。
3. after 在此之義與 past 相同, 美國人說“……點半”時用 half past……, 說“幾點幾分”時則先說“幾分”後說“幾點”, 當中加 after, 如 twenty after eight 即“八點二十分”。但日常的說法是先說“幾點”再說“幾分”, 當中不用 after, 如 eight twenty “八點二十分”, eight thirty 爲“八點半 (八點三十分)”。
4. quarter 是 a quarter of an hour (一小時的四分之一) 的省略。to 之義爲“即到”。由上例第 3, 4 兩句可看出: 每兩小時之間的分和刻, 在上半小時的說“過某點鐘已有若干分或刻”, 在下半小時的說“到某點鐘尚有若干分或刻”。
5. 問時間時, 國語說“幾點鐘啦?”, 英語說 What time is it? 雖也可以說 What o'clock is it? 但不普通; 卻不可說 What hour is it? 因 hour 之義爲“小時”(即一

點鐘的功夫)。

43.

1. He stayed with George *when* he was in Tainan.
2. *When* he was in Tainan, he stayed with George.

以上二例句是介紹本課中 *when* 的用法。

此 *when* (……的時候) 是一個連接兩個句子的字，這類的字在文法中稱為「連接詞」。以前學過的 *and*, *or*, *but* 等字也都是連接詞。*when* 後面所帶的句子放在另一句的前後均可，如上兩例句。放在前面時，兩句之間要加點號“,” 如第 2 句。以上二句的意義均為“他在臺南的時候，他和喬治住在一起”。

44.

1. hand
2. hour hand
3. minute hand
4. every twelve hours
5. at nine (o'clock)
6. an hour

以上是本課中應注意的幾個字詞和片語：

1. *hand* 的本義是“手”，在本課中作鐘錶之“針”講。
2. *hour hand* (時針) 中的 *hour*，其作用等於形容詞的。
3. *minute hand* (分針) 中之 *minute*，其作用亦等於形容詞的。

4. every 亦可形容複數名詞，但此名詞前必須有基數，如 every twelve hours (每十二小時)。each 則不能如此用。
5. 時刻名稱之前用介詞 at，數詞後 o'clock 一字可有可無，如“在九點鐘”可說 at nine o'clock 或 at nine；此點與國語一樣（如「在九點」）。
6. hour 中的 h 是無音的，等於沒有。hour 與 our 同音，所以“一小時”為 an hour (讀如 ə'naʊə)。

### PRACTICE IN CONSONANT CLUSTERS

sf:	sphere	sphinx			
sn:	snap	snail	snore		
sn:	small	smell	smoke	smile	smack
sl:	slate	slay	slow	sleep	sly
sw:	swine	swim	swear	sweat	swell
spr:	spray	sprite	spread	spring	
skw:	square	squeal			
skr:	screw	scroll	scratch		
fr:	shread	shrink	shrimp	shriek	
dw:	dwel	dwarf			
gu:	Guam	Guatemala	guava		

#### Exercise 10

#### A. Translate into English:

1. 九點十分

2. 三點三刻

- |          |           |
|----------|-----------|
| 3. 七點五十分 | 7. 一點一刻   |
| 4. 四點四十分 | 8. 十點五十五分 |
| 5. 五點半   | 9. 十二點鐘   |
| 6. 二點五分  | 10. 六點二十分 |

**B. Make sentences with the following words:**

- |                 |           |
|-----------------|-----------|
| 1. when (當……之時) | 3. almost |
| 2. once         | 4. near   |

**C. Oral Practices:**

**Practice 1**

Teacher. What time is it?

Student A. It is a quarter to nine.

Teacher. Is it eight o'clock?

Student B. No. It is twenty to eight.

Teacher. Is it half past eight?

Student C. Yes, it is half past eight.

Teacher. Is it ten after eight?

Student D. Yes, it is ten after eight.

(Continue this exercise until every student has had a chance to take part in it.)

**Practice 2**

Teacher. Is the lesson short?

Student A. Yes, it is short.

Teacher. Is it Monday?

Student B. Yes, it is Monday.

Teacher. Is it far from here?

Student C. Yes, it is far from here.

Teacher. Is it near here?

Student D. Yes, it is near here.

Teacher. Is it good for us to eat too much?

Student E. No, it is not good for us to eat too much.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 3

Teacher. What time is it?

Student A. It is eight o'clock.

Teacher. What time is it?

Student B. It is half past eight.

Teacher. What time is it?

Student C. It is eight twenty.

Teacher. What time is it?

Student D. It is a quarter to nine.

Teacher. What time is it?

Student E. It is half past eleven.

(Continue this exercise until every student has had a chance to take part in it.)



## LESSON 11

### VOCABULARY

Chungshan	Miss	time	Ma'am (Madam)	sure
thought	knew	pardon	answer	been
long (副)	only	quite	before	since

### READING

One day George Li saw a lady at a bus stop on Chungshan Road. He thought he knew her but he was not quite sure. He went up to her and said:

“Pardon me, Ma'am, but aren't you my mother's friend Miss Wu? I'm George Li from Tainan.”

“Yes, I'm Miss Wu,” answered the lady. “I remember you quite well. You are Mary Li's boy. How is your mother?”

“She is quite well, thank you.”

“How long have you been in Taipei?”

“I have been here only three days.”

“Where are you staying?”

“I’m staying with a friend.”

“Have you been in Taipei before?”

“No, Ma’am, it’s the first time. By the way, Miss Wu, do you know Taipei well?”

“I do. I’ve lived here since I was five years old.”

(to be continued in next lesson)

## LANGUAGE PATTERS

- |     |   |
|-----|---|
| 45. | 1. I <i>have lived</i> here since I was five years old.<br>2. I <i>have just finished</i> my supper.<br>3. <i>Have you been</i> in Taipei before? |
|-----|---|

在第七課裏曾說過：動詞的「式」可以表示“確有其事”，或“正在進行”，或“已經完成”。本課介紹的就是第三種式，名爲「完成式」。

動詞的「完成式」是採用動詞的“另一個形式”，前面再加 *have* 作助動詞而組成的。這“另一個形式”在文法上稱爲「過去分詞」。因此“完成式”=to *have*+“過去分詞”。

一般規則的動詞，其“過去分詞”的形式和“過去時態”的簡單式是一樣的，如 live 的過去時態與過去分詞均爲 lived，finish 的過去時態與過去分詞均爲 finished。但不規則動詞的過去分詞是另有形式的，如 be 的過去分詞爲 been。

〔完成式〕的用法較爲複雜。本課先介紹〔現在時態〕的〔完成式〕，簡稱〔現在完成時態〕。

(1) 爲表示某事發生於過去而繼續到現在。如上例第 1 句（我自從五歲起就住在臺北），是說“住在臺北”這件事是若干年以前就開始發生了，可是從那時起一直到現在我仍然住在臺北。（注意：以後我是否繼續在臺北住，那就又當別論了。）

(2) 在上段所說的“到現在”並不是嚴格的“到此時此刻”，如上例第 2 句（我剛吃過晚飯），在晚飯後數十分鐘內說亦未嘗不可。

(3) 經驗雖然都是過去的，但是我們僅要表示經驗而不注意時間時，也用〔現在完成時態〕。如上例第 3 句（你以前到過臺北嗎？）僅問你有此經驗否；並不問是何年何日。在國語裡有“已經……”“曾經……”“……過”一類的句子，在英語裡大概都要用〔完成式〕的動詞。

have 在完成式中是助動詞，不但無〔有〕的意義，且在

否定句和疑問句中亦不可有 do 作助動詞，其用法與 be, can, may, must 等一樣，如上例第 3 句。

46. Have you been in Taipei?

動詞 to be 的後面若是有表示地點的字詞時其義為“在”而不是“是”。完成式既有“曾”“曾……過”之含義，故 be 的完成式+地點=“曾在過”。以上例句可譯為“你到過臺北嗎？”“你去過臺北嗎？”。類此的國語句，若譯成英語時，亦當用 be 的完成式而不用 go 或 come，以符合英語習慣。

- |  |              |
|--|--------------|
| 1. one day                                 | 2. I am sure |
| 3. go up to                                | 4. pardon me |
| 47. 5. but aren't you.....?                |              |
| 6. "Yes, I am Miss Wu," answered the lady. |              |

以上是本課應注意的慣用語及成語，分釋如下：

1. one day 為“有一天”“某日”。
2. sure 為形容詞，說“人”時其義為“確知”；說“事”時其義為“確實”。
3. go up to 的意思為“走到某人面前”。
4. pardon me 是一句成語，除了本義“請你寬恕我”外，亦可作向生人請教或道歉的一句客氣話，類似國語的“對

不起”。

5. but aren't you Miss Wu? 不是一個疑問句，而是一個客氣的敘述句，如國語的“您就是吳小姐吧！”。
6. 在英語裡紀錄或述說某人說什麼，可將所說的話開頭的片語或句子提出先說出來，然後再說“某人說”，最後再繼續說完所要說的話。假如所說的話不是冗長的，則“某人說”數字可放在最後。這“某人說”中的“說”（或“問”“答”等字）亦可放在“某人”之前，如上例中的 answered the lady。

- |                   |                   |
|-------------------|-------------------|
| 1. bus stop       | 2. He knew her.   |
| 3. Chungshan Road | 4. Ma'am          |
| 48. 5. Miss       | 6. Mary Li's boy  |
| 7. before         | 8. the first time |
| 9. since          | 10. aren't, I've  |

以上是本課應注意的字詞：

1. 在 bus stop 裡 bus 作形容詞用，stop 作名詞用，即“公共汽車站”說話時只說 stop 一字作“站”講亦可。
2. knew 是 know 的過去時態。know 的受詞為“人”時，其義為“認識”；為“事”時，其義為“知道”。
3. Chungshan 是一個 [專有名詞]，所以為首字母要大寫。



所謂「專有名詞」就是某人，某物或某地方特有的名字。  
road 是一個「普通名詞」，所謂「普通名詞」就是同類之物共同的名稱，但 road 在 Chungshan Road 內為「專有名詞」之一部，故 R 亦須大寫。

4. Ma'am (Madam 之縮寫) 為對女士之稱呼，義為“太太”或“小姐”，其用法與 Sir 的一樣。(見第 6 課)
5. Miss 之義為“小姐”，“女士”，其用法與 Mr. 的一樣。(見第 6 課)
6. boy 在本課文中之義為「兒子」，與 son 同。
7. before (前，先) 可作副詞，介詞或連接詞用，在本課文中為副詞。before 作副詞時要放在句尾，如 I knew her before (我從前就認識她)。
8. time 亦有“回”或“次”之義，如 the first time 為“初次”。
9. since “自從”可作副詞、介詞或連接詞用。在本課文中為連接詞。
10. Aren't 與 I've 為 are not 與 I have 口頭英語之縮語。

#### PRACTICE IN CLUSTERS WITH “ju:”

pju:	pure	pupil	puny
bjju:	beauty	bugle	bureau

tju:	tube	tune	
dju:	due	duty	duke
kju:		cube	cure
fju:	few	fury	fuse
vju:	view		
tfju:	chew		
dzu:	June	Jew	
mju:	mule	mute	
nju:	new	cute	
hiu:	hue	huge	
lju:	lieu	lute	

### Exercise 11

#### A. Translate into English:

1. 我家門口有一個公共汽車站。
2. 你不是我父親的朋友李先生嗎？
3. 你以前到過臺中沒有？
4. 他從三歲起就住在臺南。
5. 這個美國人第一次到臺灣來。

#### B. Tell what of speech is each of the words in the first paragraph of Lesson 5.

#### C. Oral Practices:

##### Practice 1

Teacher. How long have you been here?

Student A. I have been here for two weeks.

Teacher. Have you been in Taipei before?

Student B. No, this is the first time.

Teacher. Where do you live?

Student C. I live at my friend's house.

Teacher. Have you taken your supper.

Student D. Yes, I have just taken my supper.

Teacher. How long have you lived here?

Student E. I've lived here since I was five years old.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 2

Teacher. Are you sure that's right?

Student A. Yes, I am sure.

Teacher. Did he know her quite well?

Student B. Yes, he knew her quite well.

Teacher. Have you ever seen her?

Student C. No, this is the first time.

Teacher. Do you know Taipei well?

Student D. Yes, I do.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 3

Teacher. I \_\_\_\_\_ learned English for one year.

Student A. I have learned English for one year.

Teacher. He \_\_\_\_\_ washed his face.

Student B. He has washed his face.

Teacher. She \_\_\_\_\_ finished her homework.

Student C. She has finished her homework.

Teacher. He \_\_\_\_\_ done it.

Student D. He has done it.

(Continue this exercise until every student has had a chance to take part in it.)

#### Practice 4

Teacher. I have \_\_\_\_\_ you about it.

Student A. I have told you about it.

Teacher. You have \_\_\_\_\_ that.

Student B. You have said that.

Teacher. He has \_\_\_\_\_ his homework.

Student C. He has done his homework.

Teacher. He has \_\_\_\_\_ there for a long time.

Student D. He has stood there for a long time.

(Continue this exercise until every student has had a chance to take part in it.)

## LESSON 12

### VOCABULARY

museum	zoo	park	hall	weather
noon	a lot of	fine	ask	excuse
seen	hardly	indoors		

### READING (continued from last lesson)



“What places have you seen since you came?” asked Miss Wu.

“I’ve been to the Museum, the Zoo, New Park and Chungshan Hall.” answered George.

“You have been to a lot of places.”



“Well, the weather has been so fine these days that I could hardly stay indoors at my friend’s house.”

“Yes, we are having very fine weather for this time of the year. By the way, why don’t you come to our house for lunch tomorrow at noon?”

“Well, thank you. I’ll be glad to.”

“Fine. My house is at No. 48, Keelung Road. Oh, excuse me! Here comes my bus. Goodbye, George. It’s nice seeing you again.”

“Goodbye, Miss Wu. I’ll be seeing you tomorrow.”

#### LANGUAGE PATTERNS AND WORD STUDIES

- 49.
- |   |
|---|
| <ol style="list-style-type: none"><li>1. Why don’t you come.....</li><li>2. I’ll be glad to.</li><li>3. Excuse me.</li><li>4. It’s nice seeing you again.</li></ol> |
|---|

以上是本課中幾個很通用的成語，分釋如下：

1. Why don't you.....? (你爲什麼不.....呢?) 是用親切的口吻邀請人家的話。
2. I'll be glad to..... (我將樂意.....) 是接受人家邀請的一句客氣話，to 的後面省略了一個未說出的不定詞(如 come, go 等)。
3. Excuse me 與 Pardon me 相似，但語氣較輕，如譯 Excuse me 爲“對不起”，則 Pardon me 可譯爲“對不起得很”。
4. It's nice seeing you again 是對一個久別重逢的人寒暄告辭時的一句客氣話。

50.

- |               |           |
|---------------|-----------|
| 1. for supper | 2. No. 48 |
| 3. here comes |           |

以上是本課中慣用的片語，分釋如下：

1. for lunch 在國語裏說“吃午飯”。早餐，晚餐則謂 for breakfast, for supper。
2. No. 48 說時爲：Number forty-eight. number 在此處作“號”講，簡寫爲 No.。“第幾號”之“幾”要放在“號”後，並要用基數，不用序數。

3. Here comes (或 here come) 的主詞在後面，乃表示“來者”是發言人所期待的或等候的。此句中之 my bus 的 my 作“我要坐的”講。

51.

- |                 |             |
|-----------------|-------------|
| 1. The Museum   | 2. New Park |
| 3. hardly       | 4. indoors  |
| 5. this time of |             |

以上是本課中應注意的字詞和片語：

1. 一個普通名詞，若在某地方代表一個固定的或唯一的事物時，那時就成爲專有名詞，其前要加 The，其首字母要大寫。本課假定臺北只有一個人所共知的（或公認的）“博物館”。
2. 一個普通名詞若是用以命名一建築物或場所時，則不但首字母要大寫，而且不用 The。如 New Park “新公園”。
3. hardly 在國語說“幾乎不”或“簡直就不”。
4. indoors 是一個副詞，是 indoor + 副詞所有格 -s 而成。其義爲“不出房門”，“在室內”。
5. time 在 this time of the year 裏作“季節”講。

52.

The weather has been so fine that I could hardly stay indoors.
--

在類似上例構造的句中(即……so + {形容詞  
副詞} + that...), so 及其後的形容詞(或副詞)表示“情況如何”或“程度如何”(如國語的“這樣地……”“這般地……”); that 後之句表示結果如何或成就如何(如國語的“以致……”“甚至……”)。如上例句之義為“天氣這樣的好,使我幾乎不能停留在房間裡”。

## DRILL IN ACCENTUATION

I. Two-syllabled words with accent (or stress) on the first syllable:

basket	better	breakfast	dozen
English	happy	minute (n.)	open
object (n.)	parents	picture	pleasant
present (n., adj.)	subject (n.)	pupil	supper

II. Two-syllabled words with accent (or stress) on the second syllable.

account	address	again	behind
believe	delight	minute (adj.)	object (v.)
perhaps	prefer	present (v.)	refer
recess	subject (v.)	surprise	within

### Exercise 12

A. Put the verbs in the parentheses into perfect forms:

- I (see) him before.
- He (waste) all his time.

3. They (live) here for five years.
4. We (finish) our supper.
5. The weather (be) fine these days.

**B. Correct the mistakes in the following sentences:**

1. We'll go to the zoo tomorrow.
2. This bus in Number First.
3. It's nice see you again.
4. He is so old that he can hard walk.
5. They came to our house to supper yesterday.

**C. Change the following sentences into interrogative and negative sentences:**

1. He has a sister.
2. I have many friends.
3. They have a dog.
4. The girl has a new bicycle.

**D. Oral Practices:**

**Practice 1**

Teacher. Is it a fine day?

Student A. Yes, it is a fine day.

Teacher. Is it a good place for us to go?

Student B. Yes, I think it is a good place for us to go.

Teacher. Where have you been?

Student C. I have been to a movie.

Teacher. How long are you going to stay here?

Student D. I am going to stay here for two weeks.

(Continue this exercise until every student has had a chance to take part in it.)

**Practice 2**

Student A. May I ask you a question?



**Student B.** I'll be glad to answer your question.

**Student C.** Excuse me, let me go.

**Student D.** Excuse him, he is a little boy.

**Student E.** Excuse her, she is a girl.

**Student F.** Excuse me, I have to go.

**Student G.** Excuse me, I can hardly go.

(Continue this exercise until every student has had a chance to take part in it.)

### **Practice 3**

**Student A.** The weather is so fine that I can hardly stay indoors.

**Student B.** He is so good that everyone likes him.

**Student C.** He is so old that he can hardly walk.

**Student D.** She is so kind that everybody likes her.

**Student E.** He is so young that he can not go to school alone.

(Continue this exercise until every student has had a chance to take part in it.)

### **Practice 4**

**Teacher.** Where are you going?

**Student A.** I am going to school.

**Teacher.** It's nice seeing you here.

**Student B.** I am in a hurry going to school.

**Teacher.** By the way, why don't you come to our house for supper tomorrow?

**Student C.** Well, thank you, I'll be glad to.

**Teacher.** See you tomorrow.

**Student D.** Goodbye.

(Continue this exercise until every student has had a chance to take part in it.)

## LESSON 13

### VOCABULARY

trip	question	town	thousand	everything
warm	pleasant	large	rich	beautiful
like	enjoy	than	mine	yours
hers	ours	theirs		

### READING

George Li was home again in Tainan after a week's stay in Taipei. His people were all glad to see him back. They asked him a lot of questions about his trip.

George said: "Taipei is a much bigger place than Tainan. It has more than nine hundred thousand people, and we have only a little over four hundred thousand. But the number of people is not everything. I think Tainan is a nicer place to

live in. For one thing, the weather is warmer and more pleasant here than in Taipei. Their museum is larger and richer than ours; but we have more parks, and our parks are more beautiful than theirs. I enjoyed my stay in Taipei very much; but Tainan is my hometown and, as they say, "There's no place like home'."

#### LANGUAGE PATTERNS AND WORD STUDIES

53.

1. Mr. Wu is *rich* but Mr. Wang is *richer*.
2. Mary is *beautiful* but her sister is *more beautiful*.
3. George is *older than* John.
4. George is *younger than* I

1. 一般形容詞是可以有程度的，如“好”，“更好”，“大”“更大”。爲表示這個“更”字，在英語裏有兩種形式：

(1) 一切單音節的字，只要加 *er*，如：

rich (富)

richer (更富)

old (老或舊)

older (更老，或更舊)

但有些例外是要注意的，即：

(a) 最後的字母是 e. 那時只要加 r, 如:

nice (美好)            nicer (更美好)

(b) 最後字母爲輔音, 而其前有重讀之短元音時, 要把  
輔音重復再加 er, 如:

big (大)                bigger (更大)

(2) 兩音節以上的字, “更”字的意思用 more 來表示, 如:

pleasant (可喜, 有趣)

more pleasant (更可喜, 更有趣)

beautiful (美麗)        more beautiful (更美麗)

2. 在兩者相比較時, “比”字爲 than, 如:

George is older than John 即“喬治比約翰(年齡)  
大”。than 後面若是代名詞時, 就用主詞的形式, 不用受  
詞的形式, 如:

“喬治比我(年齡)小”作 George is younger than

I. 不可作 George is younger than me.

54.	所有 形容詞	my	your	his	her	its	our	their
	所有 代名詞	mine	yours	his	hers	its	ours	theirs

“我的”“你的”“他的”等是一種形容詞, 所表示的是[所  
有者], 故稱爲 [所有形容詞], 如上表第一行。

有時爲避免重複，“我的”“你的”“他的”等後面的名詞無需說出來，那時英語的“我的”“你的”“他的”就用另一個形式，即本語型第二行的各字，稱爲「所有代名詞」。例如：

(a) “這頂帽子是我的”要作：This hat is mine; 不可作 This hat is my。

(b) “你們的房子大，但是我們的更大”要作 Your house is large but ours is larger: 不可作 Your house is large but our is larger。

- |     |                                |
|-----|--------------------------------|
| 55. | 1. is not everything           |
|     | 2. for one thing               |
|     | 3. There's no place like home. |

以上是本課中之慣用語及諺語，分釋如下：

1. is not everything 即“不能代表一切”或“不能包括一切”。
2. for one thing 即“以這一件事說吧”。“或只舉一個例子吧”。
3. There's no place like home 是一句諺語，似國語的“在家千日好”。



- |     |                |                 |
|-----|----------------|-----------------|
| 56. | 1. a week's    | 2. stay         |
|     | 3. very 和 much | 4. like         |
|     | 5. more than   | 6. thousand     |
|     | 7. over+數量     | 8. a little     |
|     | 9. home-town   | 10. as they say |

以上是本課應注意的字詞和片語，分釋如下：

- 's 除了加在“人”或“動物”的名稱後面以表示“的”之外，也可加在時間的字詞後面，以表示“爲期多久”。如 a week's stay 即“爲期一週的逗留” two days' work 即“兩日的工作”（用在複數名詞後時，只加“'”，不再加 s）。
- stay 在本課文中 (a week's stay, my stay) 作名詞用。
- very 是加強形容詞的，如 very big, very beautiful; much 是加強已有“更”字的形容詞的，如 much bigger (更大得多), much more beautiful (更美麗得多)。
- like 在本課中 (like home) 之義爲“像”或“似”，是一個形容詞。此形容詞兼有介詞的性質，即其後可有 [受詞]，如 He is like his father (他像他的父親)。作形容詞的 like 不可與作及物動詞的 like 相混 (如 He likes his father 之義爲“他喜歡他的父親”。)

5. more.....than.....爲“比……更……”，more than 在一起連用時，其義爲“更多於”“不只”“超過”。
1. thousand 爲“千”。英語中無“萬”字，“一萬”要說“十千”(ten thousand)；“十萬”要說“百千”(hundred thousand)；但“百萬”却另有一字。本課中的 nine hundred thousand people 之義爲“九十萬人”。英語的“百”與“千”作形容詞時，雖是複數，也不加 s。
7. over 加數量等於“超過”，如 a little over..... 即“稍稍超過……”或“……有餘”。
8. a little 在形容詞、副詞或介詞之前時是一個副詞，其義爲“略”，“有一點”，“稍”，等。
9. home-town 爲“家鄉”“故鄉”。
10. as they say 中之 they 爲“人們”“人家”之義；as they say 直譯爲“正如人們說”，即國語的“常言道”。

## DRILL IN ACCENTUATION

I. Three-syllabled words with accent on the first syllable:

afterwards	animal	beautiful
elephant	family	pedicab
Saturday	seventy	several
suddenly	usually	telephone

**II. Three-syllabled words with accent on the second syllable:**

banana	conductor	December
direction	familiar	museum
November	October	remember
semester	tomato	vacation

**Exercise 13**

**A. Translate into English:**

1. 他來告訴我們許多好消息。
2. 看到我回家他們都很高興。
3. 我們的房屋比你們的大。
4. 瑪麗比我年紀大。
5. 臺南的天氣比臺北暖和。

**B. Translate into Chinese:**

1. Taichung after all is my home-town.
2. How is Taipei compared with Tainan?
3. There is no place like home.
4. We have finished three day's work.
5. All of us think Taichung is a nice place to live in.

**C. Oral Practices:**

**Practice 1**

Student A. This house is larger than that.

Student B. My father is older than yours.

Student C. Mary is more beautiful than her sister.

Student D. I am younger than your brother.

Student E. Mr. Wu is richer than Mr. Wang.

(Continue this exercise until every student has had a chance to take part in it.)

## Practice 2

Teacher. She is more \_\_\_\_\_ than her sister.

Student A. She is more beautiful than her sister.

Teacher. My father is \_\_\_\_\_ than his.

Student B. My father is older than his.

Teacher. This egg is \_\_\_\_\_ than that one.

Student C. This egg is bigger than that one.

Teacher. My brother is \_\_\_\_\_ than your brother.

Student D. My brother is younger than your brother.

Teacher. Taipei is a \_\_\_\_\_ place than Tainan.

Student E. Taipei is a greater place than Tainan.

(Continue this exercise until every student has had a chance to take part in it.)

## Practice 3

Teacher. He is rich. Mr. Wang is richer.

Student A. Mr. Wang is richer than he.

Teacher. Mary is beautiful. Her sister is more beautiful.

Student B. Mary's sister is more beautiful than Mary.

Teacher. He is old. She is older.

Student C. She is older than he.

Teacher. Tainan is great Taipei is bigger.

Student D. Taipei is greater than Tainan.

Teacher. George is young. I am younger.

Student E. I am younger than George.

Teacher. Your house is large. Our house is larger.

Student F. Our house is larger than yours.

(Continue this exercise until every student has had a chance to take part in it.)

#### Practice 4

Teacher. Is he like his father?

Student A. Yes, he is like his father.

Teacher. Does he like his father?

Student B. Yes, he likes his father.

Teacher. Do you like to see her?

Student C. Yes, I like to see her.

Teacher. Is she like her mother?

Student D. Yes, she is like her mother.

Teacher. Does he like her?

Student E. Yes, he likes her.

Teacher. Is she like her sister?

Student F. No, she isn't like her sister.

(Continue this exercise until every student has had a chance to take part in it.)



## LESSON 14

### VOCABULARY

January	February	March	April
May	June	July	August
September	October	November	December
eighth	ninth	twelfth	twentieth

### READING

Like the days of the week, the months of the year have names in English.

The first month of the year is January; the second, February; the third, March; the fourth, April; the fifth, May; the sixth, June; the seventh, July; the eighth, August; the ninth, September; the tenth, October; the eleventh, November; and the twelfth and last, December.

Some months have thirty-one days. They are January, March, May, July,

August, October, and December.

Other months have only thirty days. They are April, June, September and November.

The month of February has only twenty-eight days; but in every four years, there is usually a year with a February of twenty-nine days.

#### LANGUAGE PATTERNS AND WORD STUDIES

57.

1. eighth, ninth, twelfth.
2. twentieth, thirtieth.....ninetieth.
3. twenty-first, fifty-fifth, two hundred and thirty-eighth.
4. 1st, 2nd, 3rd, 4th, 5th.....

1. “第八”以上的序數有三個在構造上是例外的，即 eighth (不作 eighthth), ninth (不作 nineth), twelfth (不作 twelveth)。
2. “第二十”至“第九十”的序數是由基數字尾“ty”改作“tieth”而造成的。

3. “第二十”以上不成整數的序數，只要最後的數字作序數，如以上第三例中之數字爲“第二十一”，“第五十五”“第二百三十八”。
4. first, second, third 三個序數可簡寫作 1st, 2nd 3rd. fourth 以上的序數可簡寫作 4th, 5th 20th, 105th 等。

58. 1. *The twelfth and last month of the year is December.*
2. *the month of February*
3. *January, February, March.....*
4. *a February with twenty-nine days*

以上是本課中有關構造和字詞應注意的各點：

1. 若兩個形容詞同時形容一個名詞而當中用 and 連接時，只要第一形容詞前有冠詞，第二形容詞前可不用冠詞。
2. 在 the month of February 中的 of 沒有“屬於”的意思，此片語之義即“二月”。
3. 十二個月的名稱，第一字母都要大寫。
4. with 是一個介詞，但在意義上有時等於國語的“有”字。

### DRILL IN ACCENTUATION

- I. Three-syllabled words with accent on the last syllable:

afternoon      understand      disappear      indispose

II. Four-syllabled words with accent on the first syllable:

January      February      ordinary      lavatory

III. Four-syllabled words with accent on the second syllable:

American      comparative      infinitive      necessity

IV. Four-syllabled words with accent on the third syllable:

preposition      renovation      politician      recommender

#### Exercise 14

##### A. Answer the following questions:

1. How many months are there in a year?
2. What is the first month of the year?
3. What is the second month of the year?
4. What is the twelfth month of the year?
5. How many days does November have?
6. How many days does July have?

##### B. Translate into English:

1. 通常每隔四年有一個有二十九天的二月。
2. 五月在四月和六月之間。
3. 八月九月都有三十一天。
4. 十二月是第十二個及最後一個月。
5. 約翰是他家裏的第八個孩子。

##### C. Oral Practices:

###### Practice 1

Teacher. How many months are there in a year?

Student A. There are twelve months in a year.

- Teacher. What is the third month of the year?
- Student B. The third month of the year is **March**.
- Teacher. What is the fourth month of the year?
- Student C. The fourth month of the year is **April**.
- Teacher. What is the fifth month of the year?
- Student D. The fifth month of the year is **May**.
- Teacher. What is the sixth month of the year?
- Student E. The sixth month of the year is **June**.
- Teacher. What is the seventh month of the year?
- Student F. The seventh month of the year is **July**.
- Teacher. What is the eighth month of the year?
- Student G. The eighth month of the year is **August**.
- Teacher. What is the ninth month of the year?
- Student H. The ninth month of the year is **September**.
- Teacher. What is the tenth month of the year?
- Student I. The tenth month of the year is **October**.
- Teacher. What is the eleventh month of the year?
- Student J. The eleventh month of the year is **November**
- (Continue this exercise until every student has chance to take part in it.)

## Practice 2

- Teacher. What day is today?
- Student A. Today is **April the second**.
- Teacher. What day is today?
- Student B. Today is **Monday**.
- Teacher. What time is it?
- Student C. It is **half past seven**.
- Teacher. How old are you?
- Student D. I am **fifteen years old**.



Teacher. How are you?

Student E. I am fine, thank you. And you?

Teacher. What do you think about that?

Student F. I don't know.

Teacher. Did you have a good time during the winter vacation?

Student G. Yes, I did. I often called on my friends.

Teacher. Have you finished your homework?

Student H. Yes, I have finished my homework.

Teacher. Is he on his way home?

Student I. Yes, he is on his way home.

(Continue this exercise until every student has had a chance to take part in it.)

### Practice 3

Student A. The summer vacation is coming near.

Student B. I am glad that I have studied hard during these months.

Student C. I am pleased to meet you.

Student D. I am very glad that I may stay with you.

Student E. All lessons have been finished.

Student F. I am sure that I can pass the examination.

(Continue this exercise until every student has had a chance to take part in it.)

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

- story 【'stɔ:ri ; 'stɔri】故事，傳聞  
banana 【bə'nɑ:nə ; bə'næne】香蕉  
animal 【'æniməl ; 'ænɪm|】動物  
quiet 【'kwaɪət ; 'kwaɪət】安靜的  
kind 【kaɪnd ; kaɪnd】仁慈的  
late 【leɪt ; leɪt】晚的  
please 【pli:z ; plɪz】使快樂，合意，請  
tell 【tel ; tel】說，講，告訴  
say 【sei ; se】說，講  
in (adv.) 【ɪn ; ɪn】在中，在內  
down 【daʊn ; daʊn】落下地，向下  
back 【bæk ; bæk】向後地，返回  
up 【ʌp ; ʌp】向上，在上  
out 【aʊt ; aʊt】外出，向外  
again 【ə'geɪn ; ə'gen】再，又  
George 【dʒɔ:rdʒ ; dʒɔrdʒ】喬治(人名)

## Lesson 2

street 【stri:t ; strit】街，路

week 【wi:k ; wik】週，星期

Li 【li ; li】李(姓)

Betty 【'beti ; 'beti】蓓蒂(人名)

look 【luk ; luk】看，注意

play 【plei ; ple】遊玩

listen 【'lisn ; 'lisn】傾聽，服從

little 【'litl ; 'litl】少的，小的

great 【greit ; gret】大的，偉大的

far 【fa: ; far】遠的

right 【rait ; rait】向右方，一直地

once 【wʌns ; wʌns】一度，一次

twice 【twais ; twais】兩次，兩回

across 【ə'krɔ:s ; ə'krɔ:s】橫過地，在…對面

with 【wið ; wið】跟…一起，用…，有…

or 【ɔ: ; ɔr】或，不然

## Lesson 3

anybody 【'eni,bɒdi ; 'eni,badi】不論何人

hurry 【'hʌri ; 'hæri】催促，急忙，緊急

sorry 【'sɔ:ri ; 'sɔ:ri】惋惜的，抱歉的

sure 【ʃue ; ʃur】確實的

shall 【ʃæl ; ʃæl】將，必須，應該

will 【wil ; wil】將，願意，想要  
won't 【wount ; wont】will not 的略語  
can't 【ka:nt ; kant】cannot 的縮體  
thank 【θæŋk ; θæŋk】道謝  
think 【θɪŋk ; θɪŋk】想，考慮  
wait 【weit ; wet】期待  
so 【sou ; so】如此，那樣地  
soon 【su:n ; sun】立刻，不久  
for 【fɔ: ; fɔə】往，為  
goodbye 【'gud'bai ; gud'bai】再會  
Oh 【ou ; o】啊，哎，呀

#### Lesson 4

Sunday 【'sʌndɪ , -dei ; 'sʌndɪ , -de】星期日  
Monday 【'mʌndɪ , -dei ; 'mʌndɪ , -de】星期一  
Tuesday 【'tju:zdi , -dei ; 't(j)uzdɪ , -de】星期二  
Wednesday 【'wenzdi , -dei ; 'wenzdɪ , -de】星期三  
Thursday 【'θɜ:zdi , -dei ; 'θɜ:zdɪ , -de】星期四  
Friday 【'fraɪdi , -dei ; 'fraɪdɪ , -de】星期五  
Saturday 【'sætədi , -dei ; 'sætədɪ , -de】星期六  
first 【fɜ:st ; fɜst】第一的，最先的  
second 【'sekənd ; 'sekənd】第二的  
third 【'θɜ:d ; 'θɜd】第三的  
fourth 【'fɔ:θ ; 'fɔrθ】第四的

fifth 【fifθ ; fifθ】 第五的  
no (adj.) 【nou ; no】 無  
next 【nekst ; nekst】 其次的  
weekday 【'wi:kdei ; 'wik,de】 週日  
today 【tə'dei , tu'dei ; 'təde , 'tude】 今天  
tomorrow 【tə'mɔrou , tu'mɔrou ; tə'mɔro】 明天  
when 【hwen ; hwen】 何時

### Lesson 5

came 【keim ; kem】 come 的過去式，來  
winter 【'wintə ; 'wintə】 冬天  
vacation 【və'keiʃən ; və'keʃən】 假期  
time 【taim ; taɪm】 時間  
some 【sʌm ; sʌm】 若干，一些  
other 【'ʌðə ; 'ʌðə】 其他的  
people 【'pi:pl ; 'pip!】 人民，家人  
was 【wɔz , wəz ; wɔz , wəz】 is 和 am 的過去式，  
是；在  
were 【wə , wə ; wɜ , wɜ】 are 的過去式，是；在  
went 【went ; went】 go 的過去式，去  
had 【hæd , həd ; hæd , həd】 have 的過去式，有  
glad 【glæd ; glæd】 高興的，快樂的  
over 【'ouve ; 'ovə】 完畢，超過  
afterwards 【'ɑ:ftəwɜdz ; 'æftəwɜdz】 後來



ago [ə'gou; ə'go] …以前

## Lesson 6

last [lɑ:st; læst] 最後的，上次的

Wu [wu:; wu] 吳(姓)

Taichung ['tai'tʃuŋ; 'tai'tʃuŋ] 臺中(地名)

way [wei; we] 路，途程

place [pleis; ples] 地方

summer ['sʌmə; 'sʌmə] 夏季

call [kɔ:l; kɔl] 呼叫，拜訪

could [kud, kəd; kud, kəd] can 的過去式，能

a few [ə'fju:; ə'fju] 少數的，二三個

more [mɔ:或mɔə; mɔr] 較多的，更

welcome ['welkəm; 'welkəm] 歡迎，受歡迎的

anywhere ['eni'hweə; 'eni,hweə] 任何地方

much [mʌtʃ; mʌtʃ] 很，非常

during ['djuəriŋ; 'd(j)uəriŋ] 在……之期間內

did [did; did] do 的過去式，做

## Lesson 7

life [laif; laif] 生活，生命

face [feis; fes] 臉

parents ['pæərənts; 'perənts] 雙親

breakfast ['brekfəst; 'brekfəst] 早餐

lunch [lʌntʃ; lʌntʃ] 午餐

supper 【'sʌpə ; 'sʌpə】晚餐  
let 【let ; let】任，讓  
get 【get ; get】得，獲  
wash 【wɔʃ ; wɔʃ】洗  
walk 【wɔ:k ; wɔk】走  
each 【i:tʃ ; itʃ】每個，各  
about (prep.) 【ə'baʊt ; ə'baʊt】關於  
towards 【tə'wɔ:dz , tɔ:dz ; tə'wɔ:dz , tɔ:dz】向  
after (prep.) 【'ɑ:ftə ; 'æftə】……之後

### Lesson 8

letter 【'letə ; 'letə】信  
mail 【meɪl ; meɪl】郵寄，郵件  
Keelung 【'ki:lʊŋ ; 'ki:lʊŋ】基隆(地名)  
work 【wɜ:k ; wɜ:k】工作  
finish 【'fɪnɪʃ ; 'fɪnɪʃ】完成  
miss (v.) 【mɪs ; mɪs】錯過，沒趕上  
matter (v.) 【'mætə ; 'mætə】有關係  
drop 【drɒp ; drɒp】投下，放下  
must 【mʌst , məst ; mʌst , məst】必須，應該，必定  
saw 【sɔ: ; sɔ】see的過去式，看見  
said 【sed ; sed】say的過去式，說  
just 【dʒʌst ; dʒʌst】正要，剛剛  
yesterday 【'jestədi ; 'jestədi】昨天

still 【stil ; stɪl】 仍舊

### Lesson 9

sixteen 【'sɪks'ti:n ; 'sɪks'tɪn】 十六

seventeen 【'sevnti:n ; 'sevntɪn】 十七

eighteen 【'ei'ti:n ; 'e'tɪn】 十八

nineteen 【'nain'ti:n ; 'nain'tɪn】 十九

twenty 【'twenti ; 'twenti】 二十

thirty 【'θɜ:ti ; 'θɜ:tɪ】 三十

forty 【'fɔ:ti ; 'fɔ:tɪ】 四十

fifty 【'fifti ; 'fiftɪ】 五十

sixty 【'sɪksti ; 'sɪksti】 六十

seventy 【'sevnti ; 'sevntɪ】 七十

eighty 【'eiti ; 'eti】 八十

ninety 【'nainti ; 'naintɪ】 九十

one hundred 【'wʌn'hʌndrəd ; 'wʌn'hʌndrəd】 一百

number 【'nʌmbə ; 'nʌmbə】 數目

remember 【ri'membə ; ri'membə】 記得

### Lesson 10

clock 【klɒk ; klɒk】 鐘

hand 【hænd ; hænd】 (鐘錶的)針，手

hour 【'aʊə ; 'aʊə】 小時

minute 【'mɪnɪt ; 'mɪnɪt】 分鐘

o'clock 【ə'klɒk ; ə'klɒk】 點鐘

quarter 【'kwɔ:tə ; 'kwɔ:təʃ】四分之一，一刻鐘  
half 【ha:f ; hæf】半  
move 【mu:v ; muv】移動  
short 【ʃɔ:t ; ʃɔ:t】短的  
long 【lɔŋ ; lɔŋ】長的  
almost 【'ɔ:lmoʊst ; 'ɔ:l , most】差不多，大約  
round 【raʊnd ; raʊnd】環繞  
past 【pɑ:st ; pæst】過去  
near 【niə ; niə】近的  
when (conj.) 【hwɛn ; hwɛn】當……之時

### Lesson 11

only 【'əʊnli ; 'ɒnli】唯一的，僅僅  
Chungshan 【'tʃʊn'ʃɑ:n ; 'tʃʊn'ʃɑ:n】中山  
Miss 【mis ; mis】小姐  
time 【taim ; taɪm】次數  
Ma'am 【mæm 或 mɑ:m ; mæm 或 mɑm】madam 之縮音，太太，小姐  
long (adv.) 【lɔŋ ; lɔŋ】久  
thought 【θɔ:t ; θɔ:t】think 的過去式，想  
knew 【nju: ; n(j)u】know 的過去式，知道  
pardon 【'pɑ:dŋ ; 'pɑ:dŋ】原諒  
answer 【'ɑ:nsə ; 'ænsə】回答  
been 【bi:n , bin ; bin , bin】be 的過去分詞，是；在

sure 【ʃuə ; ʃʊr】確實的，確定的  
quite 【kwait ; kwɑɪt】很，完全地，相當地  
before (adv.) 【bi'fɔː ; bi'fɒr】以前  
since 【sɪns ; sɪns】自從

## Lesson 12

a lot of 【ə'lɒt ɒv ; ə'lɒt əv】許多的  
museum 【mjuːziəm ; mju'ziəm】博物館，美術館  
zoo 【zuː ; zu】動物園  
park 【pɑːk ; pɑrk】公園  
hall 【hɔːl ; hɒl】堂，大廳  
weather 【'weðə ; 'weðə】天氣  
ask 【ɑːsk ; æsk】問  
excuse 【ɪk'skjuːz ; ɪk'skjuz】原諒  
seen 【siːn ; sɪn】see 的過去分詞，看見  
fine 【faɪn ; faɪn】美好的，晴朗的  
hardly 【'hɑːdli ; 'hɑːdli】幾乎不  
indoors 【ɪn'dɔːz ; ɪn'dɔːz】在室內，在家裡  
noon 【nuːn ; nuːn】正午，中午

## Lesson 13

trip 【trɪp ; trɪp】旅行，小遊  
enjoy 【ɪn'dʒɔɪ ; ɪn'dʒɔɪ】欣賞，享受  
question 【'kwɛstʃən ; 'kwɛstʃən】問題  
thousand 【'θaʊzənd ; 'θaʊzənd】千



beautiful 【'bjʊ:təfəl ; 'bjʊtəfəl】美麗的  
everything 【'evriθiŋ ; 'evriθiŋ】每樣事物  
pleasant 【'pleznt ; 'pleznt】和藹的，愉快的  
town 【taun ; taun】城，鎮  
large 【la:dʒ ; la:dʒ】大的  
rich 【ri:tʃ ; ri:tʃ】豐富的，富有的  
like 【laik ; laik】像(prep.)  
than 【ðæn , ðən ; ðæn , ðən】比，比較  
mine 【main ; main】我的  
yours 【jɔ:z ; juɝz】你的，你們的  
hers 【hɜ:z ; hɝz】她的  
ours 【aʊəz ; aʊz】我們的  
theirs 【ðeəz ; ðeɪz】他們的  
warm 【wɔ:m ; wɔ:m】暖和的

#### Lesson 14

January 【'dʒænjuəri ; 'dʒænju,eri】一月  
February 【'februəri ; 'febru,eri】二月  
March 【mɑ:tʃ ; mɑ:tʃ】三月  
April 【'eiprəl ; 'eprəl】四月  
May 【mei ; me】五月  
June 【dʒu:n ; dʒun】六月  
July 【dʒu'lai ; dʒu'lai】七月  
August 【'ɔ:gəst ; 'ɔ:gəst】八月

September 【sep'tembə ; sep'tembɝ】 九月

October 【ɔk'toubə ; ɔk'tobɝ】 十月

November 【nou'vembə ; no'vembɝ】 十一月

December 【di'sembə ; di'sembɝ】 十二月

eighth 【eitθ ; etθ】 第八

ninth 【nainθ ; nainθ】 第九

twelfth 【twelfθ ; twelfθ】 第十二

twentieth 【'twentiiθ ; 'twentiθ】 第二十

註：本字彙表于民國八十五年七月由新竹市私立微遠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。

## 字彙表二

按字母序排列，右方數字為該字所在課數

### Glossary of Words

arranged according to alphabetic order

(the numbers refer to lessons)

A	Betty..... 2	F
about (prep.)..... 7	breakfast..... 7	face ..... 7
across ..... 2	C	far..... 2
a few ..... 6	call ..... 6	February.....14
after ..... 7	can't ..... 3	few ..... 6
afterwards ..... 5	came..... 5	fifth ..... 4
again..... 1	Chungshan .....11	fifty ..... 9
ago ..... 5	clock.....10	fine .....12
almost .....10	could ..... 6	finish ..... 8
a lot of .....12	D	first ..... 4
animal ..... 1	December .....14	for..... 3
anybody ..... 3	did..... 6	forty..... 9
anywhere ..... 6	down ..... 1	fourth ..... 4
answer.....11	drop ..... 8	Friday ..... 4
April .....14	during ..... 6	G
ask.....12	E	George..... 1
August.....14	each ..... 7	get..... 7
B	eighteen ..... 9	glad ..... 5
back ..... 1	eighth.....14	goodbye ..... 3
banana ..... 1	eighty ..... 9	great..... 2
beautiful .....13	enjoy .....13	H
been .....11	everything .....13	had ..... 5
before (adv.) .....11	excuse .....12	half .....10

hall .....	12	look .....	2	Oh.....	2
hand .....	8	lunch .....	7	once .....	2
hardly .....	12	M		one hundred .....	6
hers .....	13	Ma'am .....	11	only .....	11
hour .....	10	mail .....	8	or .....	2
hundred .....	9	March .....	14	others .....	5
hurry .....	3	matter .....	8	ours .....	13
I		May .....	14	out.....	1
in .....	1	mine.....	13	over .....	5
indoors.....	12	minute .....	10	P	
J		miss .....	8	pardon.....	11
January .....	14	Miss .....	11	parents.....	7
July .....	14	monday .....	4	park .....	12
June .....	14	more.....	6	past .....	10
just .....	8	move.....	10	people .....	5
K		much .....	6	place.....	6
Keelung .....	8	museum .....	12	play .....	2
kind .....	1	must .....	8	pleasant .....	13
knew.....	11	N		Q	
L		near .....	10	quarter.....	10
large.....	13	next .....	4	question .....	13
last .....	6	nineteen .....	9	quiet.....	1
late .....	1	ninety .....	9	quite.....	11
let .....	7	ninth.....	14	R	
letter.....	8	no .....	4	remember .....	9
Li .....	2	noon .....	12	rest .....	14
life .....	7	November .....	14	rich .....	13
like .....	13	number .....	9	right.....	2
listen.....	2	O		round .....	10
little .....	2	o'clock .....	10	S	
long.....	10, 11	October .....	14	said .....	8

Saturday .....	4	than .....	13	walk .....	7
saw .....	8	thank .....	3	warm .....	13
second .....	4	theirs .....	13	was .....	5
seen .....	12	third .....	4	wash .....	7
September .....	14	dirty .....	9	waste .....	10
seventeen .....	9	thought .....	11	way .....	6
seventy .....	9	thousand .....	13	weather .....	12
shall .....	3	Thursday .....	4	Wednesday .....	4
short .....	10	time .....	5, 11	week .....	2
since .....	11	today .....	4	welcome .....	6, 13
sixteen .....	9	tomorrow .....	4	went .....	5
sixty .....	9	towards .....	7	were .....	5
so .....	3	town .....	13	when .....	4, 10
some .....	1	trip .....	13	will .....	3
soon .....	3	Tuesday .....	4	winter .....	5
sorry .....	3	twelfth .....	14	with .....	5
still .....	8	twentieth .....	14	won't .....	3
stop .....	11	twenty .....	9	work .....	8
story .....	1	twice .....	2	Wu .....	6
street .....	2				
summer .....	6	U		Y	
Sunday .....	7	up .....	1	year .....	8
sure .....	3, 11	V		yesterday .....	8
		vacation .....	5	yours .....	13
T		W		Z	
Taichung .....	6	wait .....	3	zoo .....	12
tell .....	1				



## 本册文法要題索引

(數字係指語型號數)

- adverbs (副詞) ..... 4  
appositives (同格語) ..... 9  
cardinal numbers (基數) ..... 15  
comparative degree of adjectives  
(形容詞的比較級) ..... 53  
compound noun (複合名詞) ..... 8  
conjunction (連接詞) ..... 43  
continuous form (見 progressive  
form) (進行式) .....  
contractions (省略) ..... 11  
definite numerals (固定數詞) ... 21  
forms of verb (動詞的式) 29, 34, 35  
formulas (成語) ..... 12, 49  
future tense (未來時態) ..... 10  
imperative sentence (祈使句) .....  
..... 1, 2, 31  
indefinite numerals (不定數詞) ... 21  
interrogative sentence (疑問句) 32  
numerals (數) ..... 15, 39, 40  
objects of prepositions (介詞的受  
詞) ..... 22  
ordinal numbers (序數) ..... 15, 57  
past tense (過去時態) ..... 19, 25  
perfect form (完成式) ..... 45, 46  
possessive adjectives (所有形容詞)  
..... 54  
possessive case (所有格) ..... 7  
possessive pronouns (所有代名詞)  
..... 54  
prepositional verbs (介詞動詞) 6, 37  
present perfect tense (現在完成時  
態) ..... 45, 46  
present tense (現在時態) ..... 19  
progressive form (進行式) .....  
..... 29, 30, 34, 35  
progressive form of infinitives  
(不定詞進行式) ..... 37  
simple form (簡單式) ..... 29, 34, 35  
synonyms (同義語) ..... 9  
tense (時態) ..... 19

## 本册特殊字詞索引

(數字係按語型號數)

about (prep.) .....	33	Mr. (Mister) .....	28
a few .....	28	much (adv.) .....	28, 56
ago .....	23	no (adj.) .....	17
a little .....	56	others .....	23
back (adv.) .....	4, 13	out (adv.) .....	4, 13
don't .....	3	over (adv.) .....	24
do not .....	3	over (prep.) .....	56
down (adv.) .....	4, 13	people .....	23
each .....	33	please .....	1
every .....	33	say .....	5
few .....	28	shall .....	10
hardly .....	51	sir .....	28
have .....	5	so .....	23
have to .....	14	some .....	21
in (adv.) .....	4, 13	speak .....	5
let .....	31	tell .....	5
like (adj.) .....	56	than .....	53
Ma'am (Madam) .....	48	this .....	5, 14
matter (n. & v.) .....	36	up (adv.) .....	4, 13
miss (v.) .....	38	very .....	56
miss (n.) .....	48	when (conj.) .....	43
more (adj.) .....	28	with .....	58
more than .....	56	will .....	10

國家圖書館出版品預行編目資料

英氏國中英語 / 英千里編著.-- 初版 -- 臺北市 :

世界, 1996 [民 85]

冊 ; 公分

含索引

ISBN 978-957-06-0128-2 (平裝)

1. 英國語言 讀本

805.18

85008869

英氏國中英語 (第二冊)

編著 / 英千里

發行人 / 閻初 發行者 / 世界書局股份有限公司

登記證 / 行政院新聞局局版臺業字第 0931 號

地址 / 臺北市重慶南路一段九十九號

電話 / (02) 23113834 • 23110183

傳真 / (02) 23317963

網址 / [www.worldbook.com.tw](http://www.worldbook.com.tw)

劃撥帳號 / 00058437 世界書局

出版日期 / 一九九六年八月初版

二〇一一年九月初版十一刷

ISBN 978-957-06-0128-2

版權所有 • 翻印必究

本書如有缺頁、倒裝，請寄回更換

810-3240

