

英氏國中英語

第六冊

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編輯大意

一、本書係依據教育部公佈之最新中學英語課程標準，編撰而成。

二、全書共分六冊，每冊供一學期之用，全部供國中三學年六學期之用。

三、本書所採取之教學法為近年在美國盛行之“語言學的方法”〔Linguistic Method〕，此法乃綜合翻譯法〔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，每次至少三小時）。

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

送往美國進修的中學英語老師，所學的也就是這種方法。

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

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

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

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

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

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

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

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

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

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

英千里

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BOOK VI

Lesson 1

VOCABULARY

| | | | |
|-------------|----------|-----------|---------|
| composition | remark | statement | doubt |
| occasion | shock | kid | warning |
| trite | familiar | right | proper |
| quick | green | avoid | but |
| therefore | | | |

READING

Our teacher of Chinese composition has told us time and again that we should avoid making trite remarks in speaking as well as in writing. By trite remarks he means statements about such truths or facts as are familiar to all and therefore not worth saying.

While our teacher is no doubt right, I have often felt that some trite remarks, if made on a proper occasion and at the right moment, may

not seem trite at all. In saying this, I have in mind the talk our principal gave us this morning. He said among other things:

“Today you are beginning your sixth and last semester of Junior Middle School. Do you remember the first day you came to this school? Do you remember how you felt on that day? It seems but yesterday when I welcomed you as new pupils..... How time flies!.....”

To me, the saying ‘How time flies’ didn’t sound trite at all on that occasion. It made me realize with something like a shock how quickly time had been passing since the day I came here as a ‘green kid’ from a national school. There was another remark of his which might have seemed trite to some but which sounded to me as a strong and clear warning. It was: ‘It is later than you think.’

LANGUAGE PATTERNS

- | | | |
|----|--------------------|------------------------|
| 1. | 1. to avoid+動名詞 | 2. familiar to or with |
| | 3. worth+動名詞 | 4. while our teacher |
| | 5. It seems but | 6. national school |
| | 7. proper occasion | 8. right moment |

以上是本課中應注意的字詞

1. to avoid (躲避, 避免) 之受詞為動詞時, 通常採用動名詞的形式, 如: We should avoid making trite remarks.
2. familiar 為形容詞, 其含意有主動與被動之別。其主動之義為「熟悉者」或「見慣者」; 那時被知者或被見者之前要用 with, 如: I am familiar with all these Americans. (國語謂: 我同這些美國人都很熟。) 其被動之義為「熟悉的」或「見慣的」; 那時知者或見者之前要用 to, 如 All these Americans are familiar to me. (國語仍為: 我同這些美國人都很熟。)
3. worth 為述語形容詞, 其對象為動詞時, 必須採用動名詞形式, 如 worth saying (值得說), worth seeing (值得看)。
4. while 在此處之義為「雖然」, 與 though 相似。

5. but 在 it seemed but yesterday 一句中爲副詞，其義爲「僅僅地」或「只」，與 only 相似。
6. national school 爲「國民學校」（即公立小學）。
7. proper occasion 之義爲「適當的機會或場合」。
8. right moment 之義爲「恰好的時候」。

- | | |
|-----------------------------|-------------------------|
| 1. time and again | 2.as well as..... |
| 2. 3. no doubt | 4. to have in mind |
| 5. with something like..... | |
| 6. green kid | |

以上是本課中應注意的慣用語和片語

1. time and again 爲一副詞片語，其義爲「屢次地」，含有「堅決」或「不怕煩」之意。
2. as well as 爲一連接詞片語，其義與 and 相似。所不同者在 as well as 後之字詞，表示是「意中的」或「當然的」。如 I saw Mary as well as John 之義爲「我不但見了 John 而且還見了 Mary」。
3. doubt (懷疑，不信)是動詞，也是名詞。以形容詞 no 加在名詞 doubt 前可作副詞片語，其義爲「無疑地」「當然的」。
4. to have in mind 之義爲「心中想到而尚未說出來」。

5. with something like 之義爲「頗似……之物、事、情緒或感想」。其含意爲「比所似之物略輕」，若國語之「多少有一點兒……」。shock 在此處之義爲「令人痛苦，憤慨或驚愕之刺激」，故 It made me realize with something like a shock……一句可譯爲「這句話幾乎嚇了我一跳，叫我感覺到……」。
6. green 之義爲「綠」，引伸爲「幼稚而無知的」；kid 本義爲「小羊」引伸爲「孩子」；故俗稱「無知的小孩子」爲 green kid。

1. By (X) he means (Y) 2. such……as……
 3. in saying this,…… 4. sound trite
 5. It is later than you think.

以上是本課中應注意的文法與造句

1. By (X) he means (Y) 按國語說法爲「他所謂(或稱爲) X 者，意思就是 Y……」。
2. 一個關係子句的「前述詞」(antecedent) 若是被 such 所形容的，則此關係子句中的關係代名詞不能用 who, whom, which, that 等字，而要用 as 代替之。如：

Such men as came were all his friends.

(所來的人都是他的朋友。)

This is not such a good book as I thought.

(這本書不如我所想像的那麼好。)

3. 介詞 in 後面帶動名詞，是一種副詞片語。本課中的 in saying this,.....在意思上等於副詞子句 when I say this,.....。
4. sound 在本課中是個不及物動詞，其義為「聽起來像」或「聽著似」；其後的形容詞 trite 是「主格補語」。此處 sound 之用法與第四冊第 6 號語型中之 get, seem, smell 等動詞同。sound trite 之意為「聽起來平凡的很」。
5. It is later than you think (時候不是像你想的那麼早了)。這句話是警惕我們，要我們盡量利用一去不返的寶貴光陰。

GRAMMAR AND SYNTAX

IV. ADJECTIVES

形容詞 (adjective) 分若干種類，其重要者為：

1. 專有形容詞
2. 性質形容詞
3. 所有形容詞
4. 疑問形容詞
5. 個別形容詞
6. 指示形容詞
7. 表數形容詞
8. 定量形容詞

以上八種形容詞，除「專有」「性質」及「所有」形容詞

外，其餘五種亦作代名詞用。這五種形容詞有下列情形之一時就是代名詞：

(A) 其後無名詞，在作用方面完全等於名詞一樣(即作主詞或受詞者)。如：

a. That was what she told me. 中之受詞 that.

b. She likes white cats but I prefer black ones. 中之受詞 ones.

(B) 在句中，其前有 a, the 或形容詞；或其後有 of, 如：

a. Some of these boys are hard-working. 中之 some。

b. The two of you can do it. 中之 two。

注意：假如一個形容詞後雖無名詞，但在意思裡是將名詞省略了的，那時這形容詞仍是形容詞，不是代名詞，如 She has two brother but I have five. 中之 five 在意思裡其後尚有 brothers (即 five brothers)，故仍是形容詞。

Exercise 1

I. Fill in the blanks:

1. They are all familiar _____ me.
2. I always have _____ mind what my mother said when I left home.
3. Some remarks should only be made _____ a proper occasion and _____ the right moment.
4. It was three years ago when I first entered this school _____ new student.

II. Make sentences with the following words or phrases:

1. time and again
2. such.....as
3. proper
4. as well as
5. no doubt

III. Translate into English:

1. 我們應當避免同她說話。
2. 他在恰好的時候來到。
3. 這本書值得看好幾遍。
4. 他所謂英雄，意思是為正義而戰的人。

IV. Tell whether each of the italicized words in following sentences is an adjective or a pronoun:

1. *That* was *what* I heard from *them*.
2. *His* mother gave me *some* books.
3. *Some* of *these* students were very good.
4. *Neither* of the *two* boys is my brother.
5. She likes *these three* black cats but I prefer *those two white ones*.

V. Oral exercises: Learn to use the words and phrases listed as patterns.

- A.**
1. My father told me time and again to be honest.
 2. Our teacher taught us to be diligent time and again.
 3. Time and again he repeated: "Boys, be ambitious!"
 4. Didn't I tell you to be kind time and again?
 5. No doubt you are right.
 6. No doubt you will succeed.
 7. I have no doubt that he will come.
 8. There is no doubt that he will return to our village.
- B.**
1. promised to be honest as well as diligent.
 2. He is clever as well as diligent.
 3. We have to be thankful in words as well as in heart.
 4. We have to be careful about our health spiritually as well as physically.
 5. Let me tell you what I have in mind.
 6. Now tell what you have in mind.
 7. Try to let your students say what they have in mind.
 8. Just tell me what you have in mind.

Lesson 2

VOCABULARY

| | | | |
|-------------|---------|-----------|----------|
| part | safety | journey | problem |
| adventure | kind | danger | hardship |
| possibility | sea | knowledge | point |
| compass | perfect | olden | desert |
| travel | upon | | |

READING

In this age of science and progress, people can travel from any part of the world to another in perfect comfort and safety. A man setting out upon a journey has no other problems than to raise enough money for his traveling expenses and to decide what to take along with him on the trip. He has no need to trouble himself about the exact direction he is going at different moments of his journey.

But it was not so in the olden days.

A trip abroad then was nothing less than an adventure. A traveler had to be prepared to face not only all kinds of danger and hardship but also the possibility of getting lost for days, weeks, or perhaps even months, in some desert country or upon some unknown seas. At such times, an exact knowledge of one's direction, or more properly points of the compass' became all important, so important that it might be a matter of life and death.

LANGUAGE PATTERNS

1. to raise money
2. to take along with
3. to trouble (oneself) about
4. olden days
4. 5. nothing less than
6. to get lost
7. desert
8. unknown
9. or more properly.....
10. a matter of life and death

以上是本課應注意的字詞，慣用語和片語

1. to raise 的本義為「提起來」「培養」。to raise money 之義為「籌款」。
2. to take along with (me, you, him, us 等) 之義為「帶」「携」「率」「偕」等。
3. to trouble (oneself) about..... 之義為「操心」「顧慮」。
4. olden days 比 old days 尚古遠。如前幾十年可稱 old days, 但 olden days 必須指數百年以前之時代。
5. nothing less than 後面有單數名詞時，其義為「無異於」「無問題的」「絕對的」。
6. lost 為 to lose (丟, 失) 的過去分詞。to get lost 之義為「迷途」。
7. desert 通常作名詞用，其義為「沙漠」「荒地」；亦可作形容詞用，其義為「荒涼的」。在本課文中 desert country 裡 desert 為形容詞。
8. unknown 係由 un 和 know 的過去分詞組成的，一向當形容詞用，意為「無人知曉的」。
9. or more properly..... 按國語的說法是「更恰當一點兒說，就是.....」。

10. a matter of life and death 之義爲「生死攸關的事」。

| | 動名詞 | 現在分詞 |
|----|-----------------------|--------------------|
| 5. | 1. traveling expenses | 5. rising-sun |
| | 2. drinking water | 6. sleeping dog |
| | 3. walking stick | 7. talking machine |
| | 4. feeding time | 8. tiring journey |

有些放在名詞之前字尾加 *ing* 之動詞，看起來像是「現在分詞」但實際上却是「動名詞」。如上例 1, 2, 3, 4, 中之 *traveling*, *drinking*, *walking* *feeding* 等字。其爲「動名詞」而非「現在分詞」可由字詞之意義看出來。第 1 例之義是「爲旅行的費用」，等於 *expenses for traveling* (即旅費)；第 2 例之義是「爲飲的水」，等於 *water for drinking*；第 3 例之義是「爲步行的杖」，等於 *stick for walking* (即手杖)；第 4 例之義是「爲餵(動物等)的時候」，等於 *time for feeding (animals)*。另一個判別的方法是：若此字尾爲 *ing* 之動詞所表示的事情，是後面的名詞所不能做的，則此動詞形式爲「動名詞」。如「費用」(*expenses*) 是不會「旅行」(*travel*) 的；「水」(*water*) 是不會「飲」(*drink*) 的；「杖」(*stick*) 是不會「走」(*walk*) 的；「時候」(*time*) (是不會)「餵」的。第 5, 6, 7, 8 中的 *rising*,

sleeping, talking, tiring 却是「現在分詞」，因為其表示的事情是後面的名詞所做的或能做的。如「日」(sun) 是會「升」(rise) 的；「狗」(dog) 是會「睡」(sleep) 的；「機器」(machine) 有一種是會「說話」(talk) 的，(即留聲機)；「旅行」(journey) 是會「使人疲倦」(tire) 的。

1. He was going *that direction*.
2. The direction *he was going* is north.
3. He lived *ten years* in America.
6. 4. The ten years *he lived in America* were the happiest years of his life.
5. She had to walk *five miles*.
6. The five miles *she had to walk* seemed to her like ten.

有些表示「時間」「空間」「數量」等的名詞，直接的放在「不及物動詞」後面，看起來彷彿是「受格」，但在意思上却有副詞作用。那時這名詞在文法上稱為「副詞性的受格詞」。如上例第1句(他向那方去)中之 *that direction*，第三句(在美國住了十年)中之 *ten years*，第5句(她只好步行五哩)中之 *five miles*，都是「副詞性之受格詞」。

這種副詞性的受格詞在複句中作「前述詞」時，按現代英語習慣，可將關係子句直接放於其後，無須有關係代名詞

或關係副詞。如上例第 2 句（他去的方向是北方）中之 **he was going**, 第 4 句（他在美國住的十年是他一生最快樂的時期）中之 **he lived in America**, 第 6 句（她只好步行的五哩路令她覺得有十哩路長）中之 **she had to walk**, 都直接的放在其「前述詞」**direction**, **years** 和 **miles** 之後。

GRAMMAR AND SYNTAX

1. 專有形容詞 (**proper adjectives**) 是由專有名詞 (**proper nouns**) 演變出來的形容詞, 如 **Chinese** (中國的) **English** (英國的) 等。這種形容詞的爲首字母要大寫。這種形容詞均可作名詞用, 其意爲「語文」。如 **I speak Chinese** 爲「我說中國話」; **She can read English** 爲「她會唸英文」。

| 國 | 名 | 形容詞及語言 | 人 | 民 |
|-------------------|---|-----------------|------------------|---|
| China | | Chinese | Chinese | |
| Korea | | Korean | Korean | |
| Japan | | Japanese | Japanese | |
| America | } | American | American | |
| The United States | | | | |
| France | | French | Frenchman | |
| Spain | | Spanish | Spaniard | |
| Italy | | Italian | Italian | |

| | | |
|-------------------------------------|-----------|------------------------|
| Germany | German | German |
| Denmark | Danish | Dane |
| Holland | Dutch | {Hollander Dutchman |
| England | English | Englishman |
| Scotland | Scotch | Scotchman |
| Ireland | Irish | Irishman |
| Great Britain The United Kingdom | } British | |
| Russia | Russian | Russian |

2. 性質形容詞 (qualifying adjectives 亦稱 descriptive adjectives) 表示吾人一切感官和理智所能察覺的現象，如品質、形色、性格、態度、情況等。故形容詞中十之八九均屬於此種。
3. 所有形容詞 (possessive adjectives) 就是 my, your, his, her, its, our, their 等字。此種形容詞只能有「修飾用法」不能有「敘述用法」。「敘述用法」須用所有代名詞 mine, yours, his, hers, ours, theirs 等字。(參閱第二冊第 54 語型)。
4. 疑問形容詞 (interrogative adjectives) 就是 what (什麼) 和 which (那一個) 二字。在疑問句第一個字是 what 或 which 而其後是名詞時，則 what 或

which 卽是疑問形容詞，如

- a. What book is that?
- b. Which book do you prefer?

Exercise 2

I. Mark “+” before the right statements and “-” before the wrong ones.

1. In our age a man setting out upon a journey has no problems.
2. A trip abroad in the olden days was like an adventure.
3. In the olden days it was possible for a traveler to get lost.
4. The exact knowledge of one's direction is the most important thing for a traveler nowadays.
5. This is an age of science and progress.

II. Translate into English:

1. 他已籌備了足够的錢可以買一幢房子了。
2. 你不必爲我的安全操心。
3. 在沙漠裏常常容易迷途。
4. 這一戰是我們的生死關頭。

III. Tell whether each of the italicized words in the following sentences is a gerund or a participle:

1. The old man has spent a lot for *traveling* expenses.
2. The mother often forgets her baby's *feeding* time.

3. This is really a *tiring* journey.
4. The *setting* sun looks very beautiful.
5. My father bought a new *walking* stick from Taichung.

IV. Classify the adjectives in the following sentences:

1. Jane is an American girl.
2. Our teacher is a very kind old man.
3. Which pencil do you prefer?
4. What dish do you like best?
5. Neither she nor her sister can speak good English.

V. Oral exercises: Learn to use the words and phrases listed as patterns:

- A.**
1. How to raise money isn't the only question.
 2. However, we have to raise money first.
 3. How to raise money becomes his first concern.
 4. Now your duty is to raise money for the sick and poor.
 5. What can I take along with me?
 6. What are you going to take along with you?
 7. Take along with you enough money.
 8. Take along with you two days' food.

- B.**
1. To get lost in a forest or a desert is certainly a matter of life and death.
 2. He got lost in the mountain.
 3. I got lost in the middle of a forest.
 4. Be sure not to get lost in the snow.

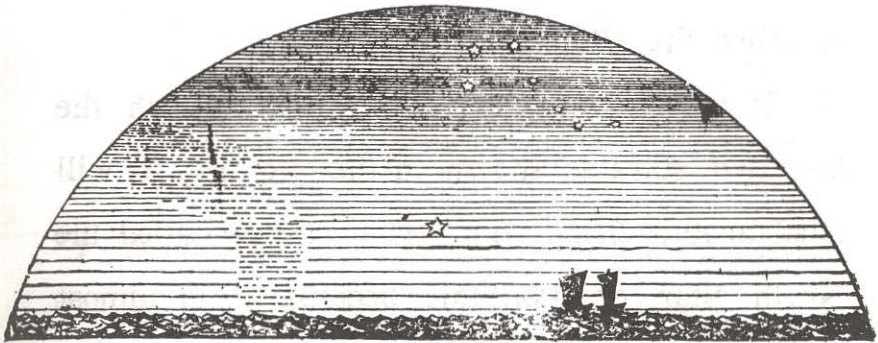
5. To get lost in a desert is nothing less than death.
6. To lose faith before you start is nothing less than a failure.
7. A good start is said to be nothing less than a success.
8. A trip to the moon was then nothing less than a dream.

Lesson 3

VOCABULARY

| | | | | |
|-----------|--------|-------|-------|-------|
| east | west | north | south | group |
| pattern | dipper | line | pole | cloud |
| imaginary | rise | shine | shown | draw |
| invent | | | | |

READING



Everybody in our part of the world knows that the sun rises in the east and sets in the west, and that when we stand facing the morning sun, we have the north on our left and the south on our right. At night, the moon in its rising and

setting can help us in the same way as the sun does during the day. Few people, however, know how to find their way on a moonless night when only the stars are shining. Yet there is a quite simple way.

On any clear night, we can easily find among the brighter stars a group of seven forming a pattern as shown in the picture of this lesson. It is called the 'Big Dipper'.

If we draw an imaginary line through the last two stars as shown in the picture, it will meet another bright star. That star is called the North Star or Polestar, because it is almost exactly over the North Pole of the earth. Once we have found the Polestar, the placing of the four points of the compass becomes a simple matter.

Neither the sun nor the moon nor the stars can be of any help if the sky is covered with

clouds. Then we have to use a compass to determine the directions. The first compass, as we all know, was invented by one of our ancestors more than 3,000 years ago.

LANGUAGE PATTERNS

- | |
|---|
| 1. in <i>our</i> part of the world |
| 2. rising and setting 3. to find one's way |
| 7. 4. a simple way 5. to draw |
| 6. once we have..... 7. a simple matter |
| 8. of help, of any help |

以上是本課中應注意的字詞，慣用語和片語

1. 課文中說 *in our part of the world* (在世界上我們所住的地區)，因我們不敢說世界上其他地區的人都認識方向。
2. *rising* 和 *setting* 都是動名詞，因前面有 *its*。
3. *to find (one's) way* 之義為「找到路或方向」，英語要說「找到(我的，你的……)路」，如「我找得到路」英語為 *I can find my way*。
4. *a simple way* 之義為「簡單的法子」。

5. to draw 本義爲「拉」「引」；亦有「繪」「畫」的意思。
6. once 在本課中 once we have found..... 句中，是一個連接詞，其義爲「一經」「一旦」。
7. a simple matter 之義爲「簡單的事」。
8. of help (或 of some help) 是一個形容詞片語，其意爲「有幫助的」「有益的」。在否定的句子要說 of any help (或 of no help)，如「他不能幫我們的忙」爲 He is not of any help to us (或 He is of no help to us)。

8. 1.in the same way (as) *the sun does*
2.a pattern *as shown in*.....

以上是本課中應注意的文法

1. the sun does 是一個副詞子句。嚴格地說，其前有連接詞 as；但現代口頭英語常將 the same 後一子句中之 as 省略。本文中之句意爲「……在夜間月亮一升一落，也像白天太陽同樣幫助我們（認識方向）」。
2. as shown 是 as it is shown (it 代 pattern) 之省略。as shown in the picture of this lesson 之意爲「如本課之插圖所示」。

- 9.
1.the placing of the four points.....
 2. The beginning of the semester.....
 3. His comings and goings
 4. He made a good beginning.

一般英語動詞，於字尾加上 *ing* 時，除了可能是「現在分詞」或是「動名詞」外，尚可能是其他一種詞，就是毫無動詞作用的純名詞。由動詞加 *ing* 造成的純粹名詞，其用法與一般的普通名詞完全一樣，即其前能用冠詞 *a* 或 *the*，或形容詞，其後能用 *of*，並能有複數等，如以上各例。

GRAMMAR AND SYNTAX

5. 個別形容詞 (*distributive adjectives*) 共有四個，即 *each* (每一個)，*every* (每)，*either* (兩者中之一)，*neither* (兩者均非，或均無)。

(A) *each* 與 *every* 的區別如下：

- a. *each* 之意偏重各別的人或物；*every* 之意偏重全體的人或物。如 *Each pupil has his own desk.* (每一個學生都有他自己的書桌，即一人一個)；*Every pupil must stand up.* (每個學生都要立起來，即全體無例外的。)
- b. *each* 乃「兩」個或兩個以上人或物之「每」；

every 乃「三」個或三個以上人或物之「每」。

c. each 亦可作代名詞用；every 只能作形容詞用。

d. 「每」後有數字時，只能用 every，不能用 each，如「每十天」要說 every ten days 不能說 each ten days。

(B) either 之意為「兩個裡的任何一個」。國語無適當字詞，Either boy may go 可譯為「這兩個孩子誰去都可以」。

(C) neither 之意為「兩個……都不」。國語無適當字詞，如 neither boy has time to go 可譯為「這兩個孩子都沒有工夫去。」

6. 指示形容詞 (demonstrative adjectives)。此種形容詞分作兩大類，一為「固定的」(definite)，一為「不定的」(indefinite)。「固定的」，就是 this, these, that, those, such, the same, the other 等字。「不定的」就是 one, any, a certain, some, another 等字。冠詞 (article) 也是指示形容詞的一種。文法稱 the 為「固定的冠詞」(definite article)；a 和 an 為「不定的冠詞」(indefinite article)。

7. 表數形容詞 (numeral adjectives) 亦可分為固定的

(definite) 和不定的 (indefinites) 兩大類。

(A) 固定的又分作基數 (cardinal numbers) 和序數 (ordinal numbers) 兩種。

a. 基數就是 one, two, three, four 等。

b. 序數就是 first, second, third, fourth 等。

(參閱第二冊第 21, 39, 40, 等語型)

(註) 序數前通常要有冠詞 the, 如 April is the fourth month of the year. 但有若干例外, 如:

1. 指考試或成績的次序 (He stands first in his class. 「他是他班上的第一名」或「他在他班上考第一」)。

2. 指另外的人或物 (One man said....., a second man said....., and a third man said.....。「有一個人說……, 另一個人……, 還有第三人說……」)。

(B) 不定的表數形容詞就是 all, many, some, several, enough, a few, any, no 等字。

Exercise 3

I. Answer the following questions:

1. If we face the setting sun, what directions do we have on our left and right?
2. How many stars from the Big Dipper?
3. Why is the Polestar or North Star so named?
4. How can we determine the direction when the sky is covered with clouds?
5. Who invented the first compass?

II. Fill in the blanks:

1. The sun in its _____ and _____ helps us to determine the directions.
2. When we walk toward the North, the _____ is on our left.
3. Across the river, you can find a tall building as _____ in this picture.
4. _____ these two points we can draw a line.
5. It can be _____ no help to us.

III. Make four sentences by using gerunds as pure nouns:

IV. Fill in the blanks with the following adjectives:

every, an, each, either, some,
this, an, first, enough, no

1. _____ students like English better than the other courses.
2. I want _____ book.

3. In _____ dish there is _____ egg.
4. _____ girl may come.
5. You may take _____ cat.
6. _____ man understands what he says.
7. There are _____ seats in the _____ room.
8. Do you have _____ paper?

V. Oral exercises: Learn to use the words and phrases listed as patterns.

- A.**
1. Everybody in our part of the world knows that the earth is round.
 2. Everybody in our part of the world knows that the sun rises in the east.
 3. Nobody in our part of the world believes nowadays that there is a lady in the moon.
 4. Anybody in our part of the world may say that we are going to land on the moon.
 5. A simple way to learn to speak well is to speak and speak and speak.
 6. A simple way to answer correctly is to listen carefully.
 7. A simple way to success is to study hard.
 8. A simple way to be happy is to be kind to everybody.
- B.**
1. Once we have found out the direction to tell the way becomes a simple matter.
 2. Once you have understood the principle, practice becomes a simple matter.
 3. It's a simple matter to find a way with a map

and a compass.

4. It's a simple matter to find direction with the help of the sun.
5. Was this book of any help to you?
6. Was his advice of any help to you?
7. His advice was of great help to me.
8. Your book was of great help to him.

Lesson 4

VOCABULARY

| | | | | |
|-----------|--------|---------|--------|----------|
| England | France | Germany | Italy | Russia |
| continent | Africa | Asia | Europe | accident |
| mountain | river | careful | round | consider |
| figure | assume | delay | cross | |

READING

In a former lesson, we mentioned that a journey to a foreign country in the olden days was nothing less than an adventure, and that a traveler had to be prepared to face danger, hardship and the possibility of getting lost. There was still another question which a traveler in those days had to consider carefully before setting out, and that was how much time it would take him to make his journey.

Take for example a man living in England during the Middle Ages. If he had to take a trip

to France, he must be prepared to spend at least a month away from home. A round trip to Germany would take him about two months; to Italy, about three months; and to Russia, at least half a year.

If he had to go to another continent, say Africa or Asia, he would have to figure on spending at least two years away from Europe. Even then, he had to assume that he would not be delayed by any accident in the mountains and deserts, or on the rivers and seas which he would have to cross on his journey.

LANGUAGE PATTERNS

- | | |
|------------------------------------|-------------------|
| 1.and <i>that</i> was | 2. Middle Ages |
| 3. to take a journey (or trip) | |
| 10. 4. to make a journey (or trip) | |
| 5. a round trip | 6. to figure on |
| 7. even then | 8. cross 與 across |

以上是本課中應注意的字詞及慣用語

1. 在…… and that was how much time…… 句中之

that 是一個代名詞，代表上句的 question。

4. Middle Ages 為歐洲中古時代之稱，其時期約等於中國唐朝中葉至明朝中葉。
3. to take a journey 或 trip 之意為「出發旅行」。
4. to make a journey 或 trip 與 to take a journey 或 trip 之意差不多；所不同的是 to make a journey 含有「旅行途中」及「旅行完成」之意。
5. a round trip 是一個「往返的」旅程。
6. figure 作名詞時，其義為「形像」，「身段」或「數字」。作動詞時，其義為「計算」「打算」。to figure on 之意為「預計」「假定」「準備」。
7. even then 是一個副詞片語，其意為「即使是如此」。在國語中，其下文尚須有「但是……還要……」等字。
8. cross 是一個動詞，across 是一個介詞，意義雖相近，但用法迥乎不同。如「我過了一座長橋」可作

I crossed a long bridge.

或 I went across a long bridge.

- | | |
|-----|---|
| 11. | 1.two months; to Italy, about three months;..... |
| | 2. continent, say Africa of Asia, he would..... |

以上是本課中應注意的文法及造句

1. 在 *to Italy, about three months* 句中，是把與上一句相同的字都省略了。說全了應作：

A round trip to Italy would take him about three months.

Italy 後之「，」就代替了 *would take him* 三字。其下一句 *and to Russia.....* 的構造，也是同樣地省略了字。

2.say Africa or Asia.....中之 say 是 *let us say* 之省略，其意為「譬如說……吧」。

GRAMMAR AND SYNTAX

8. 定量形容詞 (*quantitative adjectives*) 就是 *all, much, some, enough, a little, little, any, no* 等字。在意義上與不定的表數形容詞沒有區別。所不同者，定量形容詞所形容的名詞是不能計數的，換言之，即物質名詞和抽象名詞。因此，定量形容詞所形容的名詞是單數的，而不定的表數形容詞所形容的名詞是複數的。

(註一) *all, some, enough, any, no* 等字可能是「不定的表數形容詞」，也可能是「定量形容詞」，只要看其所形容的名詞屬於何種就知道了。

(註二) any 和 some 所形容的若是單數的普通名詞，那時就是「不定的指示形容詞」，如

Any man can do it. (無論何人都能做。)

Some man told me. (有人告訴我。)

9. 一般形容詞有兩種用法：其一為修飾或限制名詞的用法，名「修飾用法」(attributive use)，如 a large cat 中之 large; some book 中之 some。其二為敘述或解說名詞的用法，名「敘述用法」(predicative use)，如 He is tall 中之 tall; she seems happy 中之 happy (參閱第一冊第10語型)。
10. 一般形容詞可有「比數」(comparison)作用，用以比較出「程度」或「等級」(degree)。等級有三，其名稱為「尋常級」(positive degree) 如 big; 「比較級」(comparative degree) 如 bigger; 「最上級」(superlative degree) 如 biggest。(參閱第二冊第53語型，第三冊第63語型)

(註一) 有些最常用的形容詞，其比較級與最上級却是不規則的；如

| 尋常級 | 比較級 | 最上級 |
|------|-------|-------|
| bad | | |
| ill | worse | worst |
| evil | | |

| | | |
|------------------|---------|----------|
| good } well } | better | best |
| little | less | least |
| many } much } | more | most |
| far | farther | farthest |

Exercise 4

I. Translate into English:

1. 英國、意大利、德國都在歐洲。
2. 很少人去過非洲。
3. 從臺中到臺北要花三小時，到臺南要兩小時。
4. 我在路上被意外耽擱。

II. Answer the following questions:

1. What did a traveler have to be prepared to face in the olden days?
2. How much time would a trip from England to Italy take in the Middle Ages?
3. How much time would one have to spend in the Middle Ages on a trip from England to Africa?

III. Cross out the wrong words in the parentheses:

1. We went (across, cross) a small river.
2. Even (then, than) he still made several mistakes.
3. You have to think it over (carefully, careful).

4. He figured (on, at) spending two weeks at George Li's home.
5. Are you going to take a (around, round) trip to America?

IV. Give the comparative degrees and the superlative degrees of the following adjectives:

- | | |
|--------------|--------------|
| 1. beautiful | 2. tall |
| 3. red | 4. easy |
| 5. bad | 6. many |
| 7. big | 8. wonderful |
| 9. good | 10. little |

V. Oral exercises: Learn to use the words and phrases listed as patterns:

- A.**
1. I am going to take a trip to the U. S. A.
 2. It takes less than a week for him to make a trip to the U. S. A.
 3. I'll like to take a trip to Japan.
 4. I hope to make a trip to Europe within a month.
 5. I have figured on spending two months for my trip round the world.
 6. You had better figure on spending three weeks to complete that work.
 7. It's better to figure on spending two hours on your home work today.
 8. He figures on spending three hours on this work.

- B.**
1. Even then, you have to do it by yourself.
 2. Even then, famine still fell on that area.
 3. I still can't do so even then.
 4. I still can't believe it even then.
 5. Yesterday, I came across an old friend of mine.
 6. You should go straight across that bridge.
 7. Are you going to cross that bridge?
 8. Cross the bridge and then turn right.

Lesson 5

VOCABULARY

| | | | |
|----------|---------------|----------------|-------------|
| means | communication | transportation | |
| railroad | steamship | novelty | Jules Verne |
| habit | bet | London | success |
| route | remarkable | methodical | final |
| spread | regulate | win | |

READING

With the coming of the Machine Age just a little over one hundred years ago, new means of communication and transportation began to appear one after another, and soon spread all over the world.

About 70 years ago, when railroad trains and steamships were still looked upon as novelties, a French man of letters, Jules Verne, wrote a story called 'Around the World in 80 Days'. The hero of the story was an English gentleman of the old

school. He was a man remarkable for his methodical mind and steady habits. In fact his daily life was so well regulated that his neighbors used to set their watches by his comings and goings.

One day he made a bet with some friends that he could go round the world in 80 days. That very evening he left London on his world trip. In his journey among strange peoples in different parts of the world, he had many exciting adventures; but finally he got back to London, just in time to win his bet.

This story was a great success both in Europe and in America. People of that age not only enjoyed reading the adventures of the hero but also came to realize, with some surprise and wonder, that it was possible to go round the world in so short a time as 80 days. They would, however, have been still more surprised could they have

known that, within a lifetime, people would be able to travel over the same route as Verne's hero, not in 80 days but in 8 days or less!

LANGUAGE PATTERNS

- | | |
|-------------------------------------|--------------------------|
| 1. Machine Age | 2. <i>over</i> 100 years |
| 3. communication and transportation | |
| 12. 4. railroad train | 5. remarkable <i>for</i> |
| 6. <i>very</i> evening | 7. to enjoy reading |
| 8. came to realize | 9. lifetime |

以上是本課中應注意的字詞

1. Machine Age 之意為「機械時代」，即一百多年前迄今各種重要機械相繼發明的時代，為歷史專稱，故用大寫體。
2. *over* 之後為表示數量的名詞時，其義為「不止」與 *more than* 之意相似。
3. *communication* 是廣義的「交通」，包含車、船、飛機、電信、電話、廣播等。*transportation* 是狹義的「交通」限於「運輸」人或貨物。
4. *train* 之本義為「一排」或「一列」，現在普通用為「一

列火車」或「火車」；但火車之正式名稱爲 **railroad train** (**railroad** 之義爲「鐵條路」亦即「鐵路」或「鐵道」)。

5. **remarkable** 之義是「令人注意的」或「令人驚佩的」，所注意或驚佩的對象前要用介詞 **for**。
6. **very** 在本文中爲形容詞，其義在國語中沒相當的字詞，只可解說其意爲「正是」「確是」「就」「一點兒不差」。如：

You are this very man I want to see.

(你正是我要見的人。)

He left this very morning.

(他就在今早走了。)

7. **to enjoy** (喜歡) 之受詞是動詞時，要採用動名詞的形式。如

I enjoy reading, walking and talking with friends.

8. **come** 之後有不定詞時，(如 **He comes to see**) 其義不只是「來」，亦可能作「進行到」講。在國語中只好說「漸漸地」。如此處之 **People.....came to realize** 可譯爲「大家漸漸地知道了……」。

9. lifetime, 之義為「在世的時候」, 「一輩子」; 當作一段時間講, 其義為「六七十年」。

13.

| | |
|-------------------------|----------------------|
| 1. a man of letters | 2. of the old school |
| 3. in fact | 4. used + 不定詞 |
| 5. to set (one's) watch | 6. to make a bet |
| 7. in time | |

以上是本課中應注意的有慣用語性的片語

1. a man of letters 之意為「著作家」「文豪」。
2. of the old school 是形容詞片語, 其意為「守舊的」, 「老派的」, 但是含有敬意或善意的, 似國語謂某人有「長者之風」。
3. in fact 是一個副詞片語, 其意除「在事實上」外, 尚有「甚至」「居然」之意。
4. used 之後有不定詞時, 其意是表示在過去某時間裡的習慣或常做的事。如 I used to eat two eggs every morning (我以前每早吃兩個蛋)。
5. to set (one's) watch 之意即「對錶」「對準時刻」。
6. to make a bet 即「打賭」; bet 也可以作動詞用, 那時能有直接受詞和間接受詞, 如 I bet you five dollars (我與你賭五塊錢)。

7. **in time** 是一個副詞片語，其意為「及時地」「不晚」或「趕上了」。與 **on time** 之意略有不同；**on time** 為「準時地」「剛趕上」「差一點兒就晚了」。

- | |
|--|
| 1.realize. with some surprise and wonder, that..... |
| 14. 2.in so short a time as 80 days. |
| 3. They would have been.....surprised |
| 4. could they have known that..... |

以上是本課中應注意的文法及造句

1. **with some surprise and wonder** 是一個副詞片語，描寫動詞 **to realize** (知道，了解) 時之情形。譯國語則當另成一句，如「……大家漸漸地知道了……。這事令他們相當的驚訝和奇怪」。
2. **in so short a time as 80 days** 直譯為「在那麼短的一個時間如八十天」，按國語應說「居然在八十天的短短時間之內」。
3. **would have been surprised** 是 **surprise** (使某人驚訝) 的「假設法」，「被動語態」，「過去裡的未來時態」。因本句說的完全是幼想的事。(假如那時他們知道……他們就會更驚訝了)。

4. 假設法句子中的 if 子句，在習慣上可以把 if 省去而將子句中的助動詞移到子句主詞之前。如 If they could 可作 Could they.....; If you were..... 可作 Were you.....; If I had..... 可作 Had I.....。

GRAMMAR AND SYNTAX

V. VERBS

動詞英語稱 verb。按 verb 一字是拉丁語 verbum 轉化作的。verbum 之意為「言」「話」：一個句子若無動詞，就不成「話」了，由此可見動詞之重要性。

本課中所謂「動詞」是指「限定動詞」finite verb 而言。「限定動詞」是任何「述語」的「主體」(參閱第四冊第 2 語型，及第五冊第 5 課之 Grammar and Syntax)。

中國學生對於「限定動詞」之正確運用感覺特別困難。英語之錯誤，十之七八都是因為運用「限定動詞」不得當而發生的。初中學生若能把「限定動詞」正確運用的基礎打好，就可以一勞永逸的解除將來很多的苦惱和迷惑。

第一步要瞭解的，就是任何語言裡都有若干字詞，除其「顯義」(即顯然的本義)外，尚可能有「含義」。「顯義」英語為 denotation; 「含義」英語為 connotation。比如我國

舊式小說或戲劇中之角色有自稱「老漢」者。此「老漢」一詞是代表發言人的，故其「顯義」與「我」無異。但「老漢」一詞婦女不能用，故有「男性」之含義；少年人不能用，故有「年長」之含義；士大夫階級不能用，故有「平民」之含義。因此「老漢」一詞有一個「顯義」（即第一人稱：我）和三個「含義」（男性，年高，平民）。「老漢」一詞譯成英語，只好作 I 或 me 因此英語中沒有一批具有含義的人稱代名詞。

再舉一例：國語中之「再」字有「未來時」的含義，而「又」字有「過去時」的含義，故不能說「昨天他再來了」或「請你明天又來」；而說「昨天他又來了」或「請你明天再來」。英語中 again 一字是無含義的，故以上兩例句可譯作 He came again yesterday 和 Please come again tomorrow。

至於動詞，中英兩國語言的情形恰與上例相反：即國語動詞是無含義的，而英語動詞是有含義的。英語動詞不但有含義，而且可能有到六個之多，這六個含義就是 (1) 人稱，(2) 數，(3) 時態，(4) 式，(5) 法，(6) 語態。

爲表示這些含義，英語動詞採用三種方法：

1. 動詞本身變形，如 I do, I did;
2. 前加助動詞，如 I shall do, you would do;
3. 兼用以上兩法，如 I have done, I am doing.

Exercise 5

I. Make sentences with the following words or phrases:

- | | |
|--------------|-------------------|
| 1. over (超過) | 2. remarkable for |
| 3. came to | 4. in fact |
| 5. used to | 6. realize |
| 7. so.....as | 8. life time |
| 9. finally | 10. habit |

II. Answer the following questions:

1. How many years ago were railroad trains and steamships looked upon as novelties?
2. Who was Jules Verne?
3. What story did he write?
4. How well regulated was the daily life of the hero?
5. What was the bet he made with some friends?
6. Did he win the bet?
7. Was the story a success?
8. How much time will present day take people to travel over the same route as Verne's hero?

III. Fill in the blanks:

1. I _____ a bet with my sister.
2. New _____ of communication and transportation had been invented.
3. People looked _____ him as a great hero.
4. I often _____ my watch by the school bell.
5. He came just _____ time for dinner.

IV. Oral exercises: Learn to use the words and phrases listed as patterns.

- A.**
1. He is a man of letters.
 2. Do you like to become a man of letters?
 3. How can you tell he is a man of letters?
 4. Dr. Lin Yu-tang is a man of letters.
 5. He is a man of the old school.
 6. His father is a man of the old school.
 7. A man of the old school likes poetry.
 8. Our teacher is a man of the old school.
- B.**
1. We may set our watch by his regular appearance on the street.
 2. You may also set your watch by his coming home.
 3. You may also set your watch by asking the man in the post office.
 4. Please don't set your watch by guessing.
 5. Please hand in your exercise in time.
 6. Tell your brother to come to school in time.
 7. I'm willing to make a bet with you.
 8. I bet you too can do it.

Lesson 6

VOCABULARY

| | | | |
|--------|-----------|---------|-------|
| German | Japanese | numeral | case |
| noun | ox | bull | cock |
| hen | difficult | single | male |
| female | intricate | depend | aside |

READING

The question whether a certain foreign language is easy or hard to learn depends largely on how much that language is like the learner's own language. An Englishman, for instance, will find German easier to learn than Chinese; but a Japanese will find Chinese easier to learn than German.

On the other hand, if we leave aside the question of the learners own language, one language may be easier or harder in itself than another.

For a Chinese student of English, there can be no doubt that English is a much more intricate,

and therefore more difficult, language than his own. Take for example the numerals. A Chinese has only to know 11 words to be able to count from 1 to 100, but an English-speaking person has to know no less than 28 words. To tell the months of the year in Chinese, one has only to know the single word 'moon' and the numerals 1 to 12; but to do the same in English, one must know 12 different new words.

Even in the case of common nouns, an English-speaking person has to use many more words than a Chinese. For instance, a male ox is called a bull, and a female one a cow; a grown-up chicken, if male, is called a cock or rooster, and if female, a hen.

LANGUAGE PATTERNS

- | | |
|-----------------------|-------------------|
| 1. <i>will</i> find | 2. to leave aside |
| 3. to have only to | 4. no less than |
| 5. to tell the months | 6. grown-up |
- 15.

以上是本課中應注意的字詞及慣用語

1. 在 *An Englishman will find German easier to learn.....* 中之 *will*, 按理講應作 *would*, 因為此句話是假設的。但實際上, 一個英國人學德文是一件極平常的事, 故用 *will*。因此 *will* 在此處不含有「將來」或「願意」的意思。
2. *to leave aside* 之意為「放在一旁」或「暫時不管」。
3. *to have only to* 後面有不定詞, 其意為「只要」「僅須」。
4. *no less than* 之後有複數名詞時, 其意為「不少於」或「竟有……之多」。
5. *to tell* 除「說」「講」外, 尚有「數」或「枚舉」之意。
6. *grown-up* 是個形容詞 (長大的, 成熟的)。在兒童口中亦可作名詞用, 其意為「大人」。如 *They are grown-ups.*

16.

1.depends on *how much*
2.or harder *in itself*
3. has only to know.....to be able
4. in the case of.....

以上是本課中應注意的片語及文法

1. depends on 後面的 how much.....子句，是一個名詞子句，其作用為 depends on (在乎) 之受詞。
2. in itself 之意為「在它本身方面看」，是一個副詞片語。在國語裡也可以說「絕對地」或「客觀地」。
3. 在 has only to know..... to be able 中之 to be able.....是一個副詞片語，其作用是指明 to know 的目的。國語作「只要知道……就能……」。
4. in the case of 是一個介詞片語，其意為「至於」「關於」「說到」「談到」。

- | | | |
|-----|---|-------|
| 17. | <ol style="list-style-type: none"> 1. the time when..... 2. the place where..... 3. the way how..... 4 the reason why 5. the question whether..... | } +子句 |
|-----|---|-------|

when, where, how, why, whether 等字的作用頗多，其重要的有三種：

I. 作疑問副詞，如

When (where, how, why) do you go?

〔你何時（到哪裡，怎麼樣，爲什麼）去〕？

註：whether 不能作疑問副詞。

II. 作引領名詞子句的連接詞，如

I don't know when (where, how, why, whether) he will go.

〔我不知道他何時（到何處，怎麼樣……）去〕。

III. 作引領形容詞子句的「關係副詞」。這第三種作用是本課所要介紹的。

1. when 作關係副詞時，其前述詞必須是一個表示時間或時刻的名詞（如 time, age, year, day, hour 等字），同時它本身在關係子句內的作用是副詞的，如

Ten o'clock is the time when we must start.

（十點鐘是我們該出發的時候）。

2. where 作關係副詞時，其前述詞必須是一個表示空間或地點的名詞（如 place, country, town, road, house 等字），同時它本身在關係子句中的作用是副詞的，如

Taichung is the place where I'd like to live.

（臺中是我想住的地方）

3. how 作關係副詞時，其前述詞必須是一個表示方法或形狀的名詞（如 way, means, manner 等字），同時它本身在關係子句中的作用是副詞的，如

I don't see the way how he can do it.

(我想不出來，他有什麼法子〔或怎樣〕去做
〔或辦〕此事)。

4. why 作關係副詞時，其前述詞必須是一個表示理由或緣故的名詞（如 reason, cause 等字），同時它本身在關係子句中的作用是副詞的，如

I don't see the reason why you shouldn't go.

(我看不出來你爲什麼不可以去的理由)。

5. whether 作關係副詞時，其前述詞必須是一個表示問題的名詞的。如：

The question whether he should come will
be decided this evening.

(他該來不該來的問題今晚就決定了)。

(註：come 之後加 or not 二字亦可)。

在口頭英語中 when, where, how, why 等字作關係副詞時，亦可用 that 代替，如

The day that he came was a Friday.

(他來的那一天是星期五。)

The place that I stayed was Taichung Hotel.

(我住的地方是臺中旅社。)

The way that he did it was very good.

(他對那事處理的辦法是很妙的。)

The reason that he can't come is well-known

(他不能來的理由是人所共知的。)

再進一步，口頭英語連 that 都可省略，如

The day he came was a Friday.

The place I stayed was Taichung Hotel.

The way he did it was very good.

The reason he can't come is well-known.

註：when 和 where 除上述三種用法外，還可以介紹副詞子句，如

He usually stays at home when it rains.

(下雨時他常在家。)

You are likely to find it where you left it.

(你可能在原來放它的地方找到它。)

GRAMMAR AND SYNTAX

1. 「人稱」英語作 person。現代英語裡，一般動詞只在表示現在時態度第三人稱單數時，要加 s 或 es (如 he comes, she goes); 其他各人稱在形式上都一樣。但有兩個例外：一即 to be, 其現在時態有 am, are, is

三個形式；二即 **to have**，其現在時態第三人稱單數作 **has**。

(參閱第一冊第 7 語型及第 29 語型)。

2. 「數」英語作 **number**。在現代英語裡，一般動詞已不在形式上表示數了(如「我」去和「我們」去中之「去」，英語均作 **go**)。但有一個例外，即 **to be** 的過去時態，單數用 **was**，複數用 **were** (但 **you** 作單數時仍用 **were**)。

(參閱第二冊第 19 語型)。

3. 「時態」英語作 **tense**。時態共有四種，其名爲：
- (1) 「現在」 **present**,
 - (2) 「過去」 **past**,
 - (3) 「未來」 **future**,
 - (4) 「過去裡的未來」 **future in the past**。(參閱第二冊中的第 10, 19, 25, 第三冊中的第 16 各語型)。

Exercise 6

I. Translate into English:

1. 對一個日本人，學中文比德文容易。
2. 中國人只要知道十一個字就可以從一數到一百了。
3. 這農夫有五十頭母牛。
4. 這個情形是很錯雜的。

II. Correct the mistakes in the following sentences:

1. We Chinese sometimes find Japanese easy to learn than English.
2. Whether I shall come or not will depend by my health.
3. An English-speak person has to know twelve words to tell the months.
4. A female ox is called a bull.
5. If we leave beside the question of weather, I think the excursion was a success.

III. Fill in the blanks with interrogative adverbs or relatives adverbs:

1. _____ are you going?
2. I can still remember the day _____ we first came here.
3. The reason _____ he is absent is not known.
4. The question _____ it will rain or not is hard to answer.
5. _____ will you come again?

6. This is the very place _____ I lost my watch.
7. I don't know _____ Mother will come or not.
8. Can you tell me the way _____ we could get there?
9. _____ didn't you ask me yesterday?
10. He got to the station _____ the train had already left.

IV. Tell the person, number, and tense of the verbs in the following sentences:

1. I get up at seven every morning.
2. They came to see us last Sunday.
3. We shall go to Taichung next week.
4. You were late.

V. Oral exercises: Learn to use the words and phrases listed as patterns.

- A.**
1. To leave aside English, we still have many other courses.
 2. To leave aside his sister, we still have eight members coming tomorrow.
 3. To leave aside written test, we have four oral tests each week.
 4. To leave aside written history, we have millions and billion of years of unwritten history.
 5. You have only to count the money he raised for the poor.
 6. You have only to read it, don't worry about who wrote it.

7. He has only to repeat what you said.
 8. You have only to tell him what's wrong with him.
- B.**
1. The time when you come, they will be gone already.
 2. The place where you are going, will be the place where I will live.
 3. The way how you act, will be the way how he acts.
 4. The reason why you did it, was the reason why he did it too.
 5. The question whether he will' come, depends on what the weather will be.
 6. In the case of Mr. Lin, he's just done his best.
 7. In the case of World War I, tank had just been invented.
 8. In the case of his family, he is the only boy who can read.

Lesson 7

VOCABULARY

| | | | | |
|-------|--------|--------|------------|---------|
| flesh | animal | market | difference | purpose |
| oxen | sheep | pig | beef | mutton |
| pork | plate | fruit | practical | general |
| serve | feed | cut | | |

READING

In English, it often happens that one and the same thing takes a different name when it is used to serve some special end. For instance, what is called 'flesh' on the body of an animal becomes 'meat' when it is used for food. If we want to be perfectly accurate, we should say: flesh is called meat when it is used by man to feed himself or other animals. Thus a housewife goes to the market to buy 'meat', not flesh. A tiger in the zoo is given 'meat' to eat by his keeper. But a tiger in the wild is called a flesh-eating animal,

and not a meat-eating animal, because what he eats has not been served him by man but taken by himself.

Knowing the difference between flesh and meat is not enough for practical purposes, for meat is only a general name. Different kinds of meat sometimes have each a special name in English.

For instance, we see oxen, sheep and pigs on a farm; but when their meat is served at table, we cannot call it ox-meat, sheep-meat or pig-meat, but we say 'beef', 'mutton' or 'pork'.

Fortunately for us beginners in English, this change of name does not happen with every kind of animal we eat. Chicken, duck and fish keep their names even after they are cut up, cooked and served on our plate. The same can also be said of vegetables and fruits.

LANGUAGE PATTERNS

- | | | |
|-----|-------------------|-----------------------|
| 18. | 1. to take | 2. keeper |
| | 3. in the wild | 4. knowing the..... |
| | 5. at table | 6.us beginners |
| | 7. the same. | 8. to be said of..... |

以上是本課中應注意的字詞，慣用語及片語

1. to take 之意為「取名」之「取」。
2. keeper 之意為「監管者」「管理者」。
3. in the wild 是形容詞片語，其意為「野的」「在自然界不受人豢養的（動物）」。
4. knowing the difference 是一個名詞片語，為 is not enough 之主詞。knowing 是「動名詞」。
5. at table 之意為「用飯時」（副詞），或「坐下用飯的」（形容詞）。如 We use this knife at table（我們吃飯時用此刀）；They are at table.（他們吃飯呢）。
6. 此處 us beginners 二字是同格的，意即「我們初學的人」。
7. 此處最後一句中之 The same 是代替上句「不改換名稱」一事。
8. to be said of.....之意為「對……說」。

- 19.
- | |
|--|
| 1. it often happens that. 2. what is called.....becomes..... 3. a tiger is given <i>meat</i> 4. what.....served <i>him</i> |
|--|

以上是本課中應注意的文法

1. 在 *it often happens that.....* 裡的 *it* 是「填補語」，代表 *that* 所引的名詞子句。
2. *what* 是不須要前述詞的關係代名詞，其意等於 *the thing which*，故 *what* 所引的子句是「名詞子句」，而不是形容詞子句。
3. 在第 3 句中之 *meat* 是「保留受詞」。
4. 在第 4 句中之 *him* 是「保留受詞」。

- 20.
- | |
|---|
| 1. Fortunately for us..... this change of name..... 2. Happily he did not die. 3. He did not die happily. |
|---|

上列第一句之意為「……並不改換名稱，對我們初學的人這是一件幸事」。

一個副詞，若是形容整個句子時，最好放在此句之首。不然容易引起誤會，甚至與原意相反。如上例第 2 句之意為

「幸而(或好在)他沒有死」,或「某人遇難不死,可謂幸矣」;
第三句之意爲「他死的苦」或「某人鬱鬱而亡」。

GRAMMAR AND SYNTAX

4. 「式」英語作 form, 共有四種, 其名稱為:

- (1) 「簡單式」 simple form,
- (2) 「進行式」 progressive form,
- (3) 「完成式」 perfect form
- (4) 「完成進行式」 perfect progressive form。

以上各式其含義是表示動詞(不論其爲現在, 過去, 或未來)發展的情況。(參閱第二冊第 29, 30, 34, 35, 45, 各語型; 及第三冊第 10, 25, 26, 37 各語型)。

5. 「法」英語作 mood。「法」的種類確有多少, 各文法家說法不一, 但都認定有三種重要的, 即:

A. 直說法 indicative mood。此法爲直敘事實的方式。

日用的語言中的「限定動詞」, 十之八九都是直說法的。(參閱第四冊第 27, 52 語型)。

B. 假設法 subjunctive mood。此法在古英文裡用途頗廣, 但漸漸地被直敘法代替了。今日僅用以述說假想的事情, 或表示謙遜客氣。(參閱第四冊第 28, 29, 32,

33, 35, 39, 48 等語型)。

C. 祈使法 *imperative mood*。此法爲向人直接命令或請求的方式，故只有現在時態第二人稱，而主詞 *you* 通常不說出來。(參閱第二冊第 1, 2, 3, 31, 語型)。

6. 「語態」*voice* 分「主動語態」和「被動語態」兩種，英語稱 *active voice* 和 *passive voice*。在國語裡動詞的語態常要從意思裡才能揣測出來，如「他花完了這筆錢」和「他的錢都花完了」兩句中之動詞都是「花完了」，但第一句是主動語態，第二句即被動語態。又如文言的「飛鳥盡，良弓藏，狡兔死，走狗烹。」中之「藏」和「烹」均是被動語態，故只能譯爲 *will be put away* 和 *will be cooked*。有時在國語裡可用「……叫……給……」或「……讓……(給)……」表示被動語態，如「鳥叫貓(給)吃了」(*The bird was eaten by the cat.*) 或「窗戶讓我(給)打破了」(*The window was broken by me.*)。(參閱第三冊第 6 語型及第四冊第 58 語型)。

Exercise 7

I. Answer the following questions:

1. What do we call the flesh of an ox?
2. When is flesh called meat?
3. Why is a tiger in the wild called a flesh-eating animal, and not a meat-eating animal?
4. What do we call the flesh of a chicken or a duck when served at table?

II. Make sentences with the following words or phrases:

1. to take on
2. fortunately
3. general
4. at table

III. Translate into English:

1. 動物園裏的老虎是由看守人餵肉吃的。
2. 我們初學英文的人往往很難記住同樣東西的不同名稱。
3. 幸而他沒有死。
4. 很幸運地我們沒有遇到颱風。
5. 認識五百個英文字為實用尚不夠。

IV. Tell the form, mood and voice of the verbs in the following sentences:

1. If I had had money, I could have bought these books.
2. He was doing his homework when I called on him.
3. It had stopped raining when I got home.
4. Please open the window.

5. Our little cat is given a small fish to eat every day.

V. Oral exercises: Learn to use the words and phrases listed as patterns.

A. 1. Sometimes one and the same thing takes a different name.

2. He takes his first name after his grandfather.
3. Tigers in the wild seldom eat human flesh.
4. Animals in the wild are more brutal than the domestic animals.
5. Knowing the difference between good and evil, you just go ahead bravely.
6. Knowing the difference between a noun and a verb, is no easy thing.
7. It sounds a little difficult to us beginners.
8. It isn't so difficult even to us beginners.

B. 1. We use this kind of knife only at table.

2. We don't talk at table.
3. Don't make any noise at table.
4. He is very happy at table.
5. The same can also be said of his brother.
6. What is said of his sister is false.
7. He denied what is said of his childhood.
8. Do you know what is said of his school?

Lesson 8

VOCABULARY

| | | | |
|----------|-----------|---------|------------------|
| order | soup | goose | cabbage |
| potato | bean | tomato | dessert |
| pastry | pie | pudding | ice-cream |
| coffee | ordinary | main | consist |
| transfer | accompany | | |

READING

In our days, most people living in large cities have had occasion to eat a foreign dinner at one time or another.

The things that are eaten at a foreign dinner are about the same as those eaten at a Chinese dinner. The difference between the two kinds of dinner consists in the way things are cooked, the order in which they are served, and the means by which they are transferred from the plate to the mouth.

An ordinary foreign dinner begins with a soup, or we should say 'soup' or 'the soup' since only one soup course is served. The next course is usually fish or some other sea food. The third course is the main course which may be beef, mutton, pork, chicken, duck or goose. The main course is always accompanied by one or more kinds of vegetable, such as cabbage, potatoes, beans or tomatoes.

The fourth course is the dessert, which usually consists of some kind of sweet pastry such as pie, cake or pudding. Sometimes, especially in hot weather, ice cream is served as dessert. The dinner then comes to an end with fruit and coffee.

LANGUAGE PATTERNS

21.

- | | |
|--------------------|-----------------------|
| 1. in our days | 2. since only one.... |
| 3. the next course | 4. cabbage potatoes |

以上是本課中應注意的字詞

1. in our days 的意思為「現在」「今日」(廣義的)。
2. since 在本文中之意為「既」「因」, 似 because。
3. course 之義, 對讀書說為「科目」, 對吃飯說為「一道菜。」
4. 蔬菜, 水果等通常都作「物質名詞」用, 即無複數。但小的菜、果、普通人一吃就能吃幾個的, 在習慣上當作「普通名詞」用, 如本文中之洋白菜 (cabbage) 作單數, 而馬鈴薯 (potatoes) 等則作複數。

22.

1. at one time or another
2. the way things are cooked
3. is the dessert, which usually.....
4. to come to an end

以上是本課中應注意的慣用語及文法

1. at one time or another 之意為「至少有過一次」。
2. 在 the way 與 things 之間, 省略了一個 how 字。
(參閱第17語型)。
3. 在 dessert 後之 which 是「接續的」(continuative)
(見第五册第十四課之文法)。
4. to come to an end 之意為「結束」或「終了」。

GRAMMAR AND SYNTAX

7. 一般動詞按其在句中之意義和作用，共分三大類，其名稱為：

1. 及物動詞 transitive verbs
2. 不及物動詞 intransitive verbs
3. 助動詞 auxiliary verbs

(參閱第一冊第 30, 37, 第二冊第 10 各語型)

一個動詞究竟屬於那一類不是絕對的；換言之，即由這動詞本身看不出來，要看它在句中之意義和作用才能知道。如

1. I do my homework every evening. (我每晚做我的功課) 中的 do 是一個「及物動詞」，「因為 do 是有「受詞」(object) 的，無受詞則句意不完全。
2. I think this will do. [我想這個(或這樣)就成啦] 中之 do 是一個「不及物動詞」，因為 do 不須要受詞就有完全的意思。
3. I do not like him. (我不喜歡他) 中之 do 是一個「助動詞」，因為 do 本身無意義，其作用僅是幫助 like 造成否定的句子。

又如 eat, stop, open, close 等字，作「吃」「阻止」「開」「關」講時，就是及物動詞；作「吃飯」「停住」，（學校）「開學」「停課」講時，就是不及物動詞。

8. 有些不及物動詞，單獨的用不能達意，尚須有其他的字來補助方可，如

This girl is my sister. (這個女孩是我的妹妹。)

He seems happy. (他像很高興。)

She looks young. (她看着年輕。)

She became a teacher. (她作了教員。)

以上各例句上，如果沒有 my sister, happy, young, a teacher 等字，就不成句了。

這些動詞的正式名稱爲「敘述作用不完全的不及物動詞」，英語作 intransitive verbs of incomplete predication; 但通常稱之爲「連結動詞」，英語作 copulative verbs 或 linking verbs。

上例中 my sister, happy, young, a teacher 等字在句中的作用是「補語」，英語謂 complement。

在句子的構造方面看，連結動詞的「補語」有時很像及物動詞的「受詞」，如

She becomes my teacher.

She likes my teacher.

於是學生很容易把「補語」誤認為「受詞」，把「連接動詞」誤認為「及物動詞」。為辨察此區別，最好揣明詞句的意思：「補語」所表示（不論其為名詞，或形容詞）乃是「主詞本身」，並只限於其本身；「受詞」所表示的，乃是「主詞身外」的人或事物。如上例第1句中之 my teacher 就是 She，而第2句的 my teacher 絕不是 She。有時及物動詞的受詞也就是主詞的本身，那時受詞只能用 myself, yourself, himself 等字，如

She only loves herself. (她只愛她自己。)

9. 有些及物動詞，雖然有受詞，但是仍不能達意，尚須其他的字詞來補助方可，如

I have never seen her crying. (我一向沒有見過她哭。)

He made his father angry. (他惹他父親生氣。)

以上例句，如果沒有 crying 和 angry 二字，就不能表達說話人的意思了。第一句的意思就成「我向來沒有見過她」；第二句的意思就成「他使他的父親」。

crying 和 angry 在上例句中的作用也是「補語」，所

補充的是「受詞」。爲區別起見，第 8 節所講的「補語」稱「主格補語」 subjective complement，本節所講的補語稱「受格補語」 objective complement。

(參閱第四冊第 6 語型及第五冊第 7 語型)。

10. 助動詞是輔助其他動詞以造時態、式、法、語態等的動詞，如 be, have, shall, will 等。被助動詞輔助的動詞稱「本動詞」，英語作 principal verb。

關於助動詞應注意之點有二：

(1) 在一個有助動詞的句子裡，其「限定動詞」是助動詞，而非本動詞（參閱第五冊第 5 課之 Grammar and Syntax）。

(2) 助動詞不輔助其他動詞時，本身也可能是本動詞，如 be 爲「是」，have 爲「有」。

(關於各助動詞之用法，可參閱本書各冊中介紹時態式、法、語態等之各語型)。

11. (A) may (過去時態 might) 在本書各課中只作「本動詞」用，其意爲「可以」或「許可」。本節補充說明其作助動詞之作用。

may 作助動詞時，其後之「本動詞」之意表示「希望」或「願望」而非事實。在單句裡要把 may 放在

句首，如

may you live a hundred years!

(祝你活一百歲)

在從屬子句裡仍放在主詞之後，如

I give him some money that he may buy
a few more books.

(我給他點兒錢爲的使他多買幾本書。)

- (B) ought to 的意思與 should 差不多，都是「應該」或「應當」。只是 should 比 ought to 客氣一點，如對長輩或生人不宜說 You ought to go and see, 應說 You should go and see.

Exercise 8

I. Answer the following questions:

1. What is the difference between a Chinese dinner and a foreign dinner?
2. What is the first course of an ordinary foreign dinner?
3. What does the dessert usually consist of?

II. Make sentences with the following words and phrases:

- | | |
|----------------|-------------------|
| 1. in our days | 2. consist of |
| 3. ordinary | 4. come to an end |

III. Underline the verbs in the following sentences and tell what kind of verb each is:

1. The girl looks pretty.
2. The servant opened the door for him.
3. Mary does not like her new dress.
4. The gate usually opens at seven o'clock.
5. That little boy is my teacher's son.
6. Would you please tell me the way?

IV. In the following sentences, pick out both the subjective and the objective complements, and say in what form each is:

1. The man we have just met is a thief.
2. We heard him laugh.
3. Don't make your teacher angry.
4. He became one of the greatest scientists in the world.
5. That is what you ought to know.

V Oral exercises: Learn to use the words and phrases listed as patterns.

- A.**
1. Traveling by plane is very common in our days.
 2. Traveling by plane is a great pleasure in our days.
 3. Since only one student is allowed to go into the room, he can't but home quite soon.
 4. Since only one girl is going to attend the meeting, we will make her president of the meeting.

5. He has been considered as one of the of the best students in the class at one time or another.
 6. He has served in the army at one time or another.
 7. He thought of studying natural history at one time or another.
 8. He studied chemistry at one time or another under Dr. Lin.
- B.**
1. The Second World War came to an end soon after the atomic bomb was invented.
 2. His journey came to an end when the rainy season began.
 3. His doubt came to an end when his teacher came in.
 4. Her weeping came to an end when he appeared.
 5. How many courses do you have for this semester?
 6. How many courses do you have for lunch today?
 7. The next course you should take is chemistry.
 8. The next course you are going to taste is a Chinese dish.

Lesson 9

VOCABULARY

| | | | | |
|---------|--------|------|----------|--------|
| manners | noise | lip | finger | bowl |
| spoon | size | cup | possible | medium |
| observe | smack | bite | break | rinse |
| stir | unless | | | |

READING

There are certain points of table manners which we should observe when we are eating a foreign meal.

The first and most general point to be observed in eating or drinking is that we should make as little noise as possible. We should be especially careful with hot soup. If we wish to show how much we are enjoying a certain dish, we can say so. There is no need to smack our lips over it.

When we eat bread, remember our bread is at the left side of our plate. The bread at the

right side of it belongs to our neighbor. Unless the bread is buttered, we should not put it between our teeth and bite a piece off, but break off a piece with our fingers and then put it into our mouth.

With the fruit course, sometimes a bowl of water is placed before us. Its purpose is to wash our fingers, and not to rinse our mouth.

Among the spoons of different sizes, the largest one is for soup, the medium one for dessert, and the smallest one for coffee or tea. They are called tablespoon, dessert spoon and teaspoon. We should use the last only to stir the coffee or tea after sugar or milk is put into it, and not to transfer the drink from the cup to the mouth.

LANGUAGE PATTERNS

- | | | |
|-----|----------------|--------------|
| 23. | 1. point | 2. manner(s) |
| | 3. to smack | 4. over it |
| | 5. to bite off | |

以上是本課中應注意的字詞

1. point 之意爲「點」「重點」「用意」。作動詞時後面常常帶 out (to point out) 其意爲「指出」「指明」。
2. manner 單數之意爲「樣兒」「法子」。複數之意爲「習俗」「禮貌」「規矩」。
3. to smack 之意爲「打(人)一巴掌」; to smack (someone's) face 爲「打(某人)一耳光」; to smack (one's) lips 爲「咂唇作聲」。
4. 在 to smack our lips over it 中之 over, 其意爲「對於」「爲」。
5. 若干表示行動的動詞, 後面加 off 就有「分離」「離開」之意, 如 to bite off 爲「咬下來」, to break off 爲「折取」「折斷」; to take off 爲「脫下」(衣服等); to walk off 爲「走開」。

GRAMMAR AND SYNTA

12. 動詞的基本形式在文法裡稱「不定詞」, 英語謂 infinitive。「不定詞」在一個句子裡的作用, 可以等於名詞的、形容詞的或副詞的作用。(參閱第一冊第 34, 36 語型; 第二冊, 第 20 語型; 第三冊第 27 語型)。不定詞

雖然不受「限定動詞」的各種限制，但因其本身的意思關係，亦有若干式和語態，如

1. He seems *to work* hard. (他像很用功) 中之 *to work* 是簡單式。
 2. He seems *to have worked* hard. (他像曾經下過功夫) 中之 *to have worked* 是完成式。
 3. She hopes *to like* all her schoolmates. (她希望對她的同學都有好感) 中之 *to like* 是主動語態。
 4. She hopes *to be liked* by all her schoolmates. (她希望她的同學都喜歡她) 中之 *to be liked* 是被動語態。(參閱第三冊第 3 語型)。
13. 「分詞」英語謂 *participle*，可能有兩種作用：一作助動詞後面的「本動詞」，一作形容詞用，但仍有動詞之作用(參閱第二冊第 29, 30, 45, 第三冊第 5 語型)。文法裡所稱「現在分詞」*present participle* 和「過去分詞」*past participle*，在意義上並不表示時態，換言之，現在分詞對於過去的事情也能用，過去分詞對於現在的事情也能用。這兩種分詞的主要區別是：現在分詞的意思是「主動的」，過去分詞的意思是「被動的」，如

(A) 作「本動詞」時

a. I was *asking* him. (我正問他。)

b. I was *asked* by him. (我被他問。)

(B) 作形容詞時

a. *Forgetting* his friends, he lived,
alone in Tainan.

(他忘記了他的朋友，獨自一人住在臺南。)

b. *Forgotten* by his friends, he lived alone
in Tainan. (他被他的朋友忘記了，獨自一
人住在臺南。)

一般不及物動詞，因為沒有被動語態，故除了在完成式外，很少用「過去分詞」。

以上兩種分詞都有「完成式」，其作用為表示發生於句中所述之事之前。

a. 現在分詞（主動的）的完成式為 *having* 加「過去分詞」，如

Having seen my friend, I came back home. (我見了我的朋友以後就回家了。)

b. 過去分詞（被動的）的完成式為 *having been* 加「過去分詞」，如

Having been told by my mother not
to see him, I cannot call on him.

(我母親叫我不見他，所以我不便去拜訪
他。)

註：以上第一例句的意思與 *After I had seen my friend, I came back home* 的意思完全相同；第二例句的意思與 *As my mother has told me not to see him, I cannot call on him* 的意思完全相同。所不同的是句子的構造：前兩句是「單句」，因為每句中只有一個「限定動詞」；後兩句是「複句」，因為每句都是由兩個子句組成的而有兩個「限定動詞」。(參閱第四冊第 14 語型及第五冊第 5, 6 兩課的 *Grammar and Syntax*)。

14. 「動名詞」英語作 *Gerund*。動名詞的作用是兼有名詞性質和動詞性質的。(參閱第三冊第 47 語型) 動名詞在形式和意義上與「分詞」一樣，但表示「被動」時不能只用「過去分詞」而用 *being* 加「過去分詞」，如
- I don't like being laughed at.*

(我不願意被人嘲笑)。

動名詞共有四種形式，如 *see* 的動名詞為

| | | |
|-----|-------------|------------------|
| | 主動 | 被動 |
| 簡單式 | seeing | being seen |
| 完成式 | having seen | having been seen |

Exercise 9

I. Answer the following questions:

1. What is the first and most general point we must observe in eating a foreign meal?
2. If you want bread, from which side of your plate should you take it?
3. What is the purpose of the bowl of water placed before you with the fruit course?
4. What is the spoon of medium size for?

II. Make sentences with the following words or phrases:

- | | |
|-------------|-----------------|
| 1. to smack | 2. to break off |
| 3. possible | 4. manners |

III. There are 5 Chinese sentences, and under each sentence there is an incomplete English translation. Fill the blanks with appropriate infinitives.

1. 她不願意被老師看見。
She does not want _____ by her teacher.
2. 他們請我等一會兒。
They asked me _____ for a moment.
3. 我要你高興。
I want you _____ happy.
4. 我似乎曾經讀過這本書。
I seem _____ this book,

5. 請你讓我替你做。
Please let me _____ it for you.

IV. Distinguish between the gerunds and the participles in the following sentences:

1. I like reading novels.
2. The sleeping baby is very lovely.
3. Seeing a policeman coming, the thief ran off.
4. I was surprised at hearing the news.
5. Having been seen by the teacher, he could not leave here at once.

V. Oral exercises: Learn to use the words and phrases listed as patterns.

- A.**
1. Please remember this point in your practice.
 2. How many points have you gained?
 3. Please point out the wrong number.
 4. Can you point out what's wrong with it?
 5. Remember to do it in this manner.
 6. May I do it following your manner?
 7. Try to learn table manners as soon as possible.
 8. He has a good knowledge of Chinese manners.
- B.**
1. John smacked Billy's face yesterday.
 2. Say it again and I'll smack your face.
 3. To smack our lips over meals isn't good manners.
 4. You can't stop to smack your lips over it.
 5. The dog bites off the cat's ear.
 6. The wing of the plane was broken off by the wind.
 7. You may take off your coat.
 8. He said the last word angrily and walked off.

Lesson 10

VOCABULARY

| | | | |
|----------|----------|--------|------------|
| hospital | check-up | doctor | tongue |
| chest | back | lungs | department |
| medicine | disease | organ | stomach |
| surgery | skin | bone | ear |
| nose | throat | | |

READING

The other morning, the senior teacher of our class took us to a hospital for a general check-up. There were several doctors present to do the checking. One of them examined our eyes, another one looked at our tongue, and a third one listened at our chest and back to find out if everything was all right with our heart and lungs. When the ex-



amination was over, we were told that everyone of us was in perfect condition. Then one of the doctors very kindly showed us round the hospital.

The hospital consists of a number of depart-



ments. The largest one is the department of medicine, which looks after all the diseases of our inside organs, such as the heart, stomach and lungs.

The next largest one is the department of surgery, which works mainly with knives of all kinds and sizes to cut off any diseased part of our body whether it is from the skin or the bone. There are also a number of special departments for the teeth, eyes,



ears nose, throat and so on.

I was surprised and somewhat shocked to learn that there could be so many different, and often terrible, diseases in the world. But when I thought over how many parts of our body might go wrong, I felt still more surprised that so many of us had been able to keep on being well all these years.

LANGUAGE PATTERNS

- | | | |
|-----|--------------------------------|-------------------------|
| 24. | 1. general check-up | 2. checking |
| | 3. to find out <i>if</i> | 4. <i>next largest</i> |
| | 5.shocked <i>to learn</i> | 6. to think <i>over</i> |

以上是本課中應注意的字詞

1. general check-up 之意為「普遍的檢查身體」check up 也當動詞用，即「檢查」。
2. checking 是由動詞 check 加 ing 而成的名詞，即「檢查工作」。此處 checking 不是動名詞，而是純名詞，因其前有冠詞 the。

3. 在 to find out if..... 中之 if, 其意為 whether (是
否)。
4. next largest 之意為「其次最大的」。
5. to learn 除作「學會」講外, 尚有「聞知」或「聽到」
之意。
6. to think over 之意為「細想」「熟思」「考慮」。

25.

1. in perfect condition
2. very kindly
3. to go wrong
4. to keep on being well

以上是本課中應注意的慣用語及文法

1. in perfect condition 是一個形容詞片語, 其意為「完
全好的」「毫無缺點或毛病的」。
2. very kindly 即「很客氣地」。
3. to go wrong 之意為「發生障礙」「有了毛病」「出岔
了」。
4. 在 to keep on being well 中之 being 是一個動名
詞, 因其前有介詞 on。to keep on 之意為「保持着」
或「保持住」; to be well 之意為「健康」。

GRAMMAR AND SYNTAX

VI. ADVERBS

1. 在意義上，一般的「副詞」(adverbs)與一般的「形容詞」大部相似或相同。在國語裡(尤其在文言裡)，不易看出區別，如「大樓」之「大」為形容詞，「大吃」之「大」則為副詞；「極點」之「極」為形容詞，「極妙」之「極」則為副詞。在英語裡，副詞與形容詞有兩點不同：

1. 用法不同。2. 形式不同。

(A) 在用法方面，形容詞只能用以形容「名詞」和「代名詞」而不能形容其他詞類。副詞能形容其他詞類，但不能形容「名詞」和「代名詞」。

(B) 在形式方面，與形容詞同意義的副詞，大部份是由這些形容詞字尾加 *ly* 而造成的，如

great, kind, nice, usual (形容詞)

greatly, kindly, nicely, usually (副詞)

但有若干例外，如

1. fast, late, near, little 等字可作形容詞和副詞。

此種的字屬於何詞類，只能由上下文看出來。

2. 形容詞 good 之副詞為 well (參閱第三冊第 53, 62, 第四冊10語型)。

2. 副詞共分三種：即簡單副詞 (simple adverbs)；疑問

副詞 (interrogative adverbs); 關係副詞 (relative adverbs)。

A. 簡單副詞就是一般的副詞，其用意可能表示：

1. 時間 (如 now, soon, ago),
2. 地點 (如 here, there,)
3. 數次 (如 once, again),
4. 情況 (如 thus, so, quickly, slowly),
5. 程度 (如 very, quite, almost, rather),
6. 肯定與否定 (如 ye no, not, perhaps, maybe) 等。

(註一) yes 和 no 亦稱「代句副詞」(pro-sentence adverbs)，因可用以代替一個整句子。

(註二) 以上各種副詞按用意而分的種類，無須強記，因為由字義就能看出某副詞屬於何種。

B. 疑問副詞在用意上可分五種，即

1. 時間 (如 when)
2. 地點 (如 where)
3. 數量 (如 how much, how many)
4. 情形或方法 (如 how),
5. 理由 (如 why)。

C. 關係副詞與疑問副詞在形式上一樣，只在作用上不同。

(參閱本冊第17語型)。

3. 副詞亦有「比較級」和「最上級」。其構造法與形容詞的一樣，即單音節的字，在字尾加 er 或 est; 二音節

以上的字，在字前用 **more** 或 **most**。(參閱本冊第 4 課之 **Grammar and Syntax**)。

4. 有些副詞放在若干動詞的後面，能造出很多另有新意義的「慣用語」，如 **to be over** (結束了)，**to get up** (起床)，**to turn in** (就寢)，**to look out** (小心，謹慎)。本書各冊中屢次介紹此種慣用語。(參閱第二冊第 28 語型)
5. 有些作副詞的字，也可作介詞用。只要看該字在句中之作用便知，如

He looks around. 中之 **around** 爲副詞，而

He looks around the house. 中之 **around** 爲介詞。

Exercise 10

I. Translate into English:

1. 我們每學期都到醫院檢查身體一次。
2. 他的心臟和肺都沒毛病。
3. 你能告訴我內科在那裡嗎？
4. 醫生正在檢查他的喉嚨

II. Correct the mistakes in the following sentences:

1. The doctor is listening to his chest.

2. The old gentleman very kind showed us the way.
3. I was surprise to see him back.
4. It was a surprise that we had been able to keep on well all these years.
5. The department of medicine looks for the diseases of our inside organs.

III. Tell whether the italicized word in each of the following sentences is used as an adjective or an adverb:

1. He runs so *fast* that I can hardly catch him.
2. I was *a little* tired when I came back.
3. Please give the *little* boy some money.
4. He lives quite *near* the school.
5. It was too *late* for the train.

IV. Make sentences with the following adverbs or adverbial phrases:

- | | |
|-------------|---------------------|
| 1. ago | 2. how much |
| 3. how many | 4. when (rel. adv.) |

V. Oral exercises: Learn to use the words and phrases listed as patterns.

- A.**
1. You had better have your general check-up at least once a year.
 2. what is the result of your general check-up?
 3. I want you to find out if anything is wrong with this part.
 4. will you help me find out if there is anybody missing?

5. I was so shocked to learn that one third of my money was gone.
6. He was so shocked to learn that his father died yesterday.
7. I want you to think it over.
8. I have thought it over and over again.

- B.**
1. The doctor told me that I am in perfect condition.
 2. You too, are in perfect condition.
 3. He very kindly took me to his school.
 4. She gave me those books very kindly.
 5. Be sure to see the doctor when any part of your body goes wrong.
 6. Nothing ever goes wrong with me.
 7. He keeps being well for almost all his life of eighty years.
 8. I hope you will keep on being well for the rest of your life.

Lesson 11

VOCABULARY

| | | | |
|-----------|-----------|---------|--------------|
| meaning | synonym | nation | reason |
| whole | exception | kingdom | republic |
| India | Korea | Japan | Wales |
| Scotland | Ireland | Britain | geographical |
| political | northern | united | situated |
| strict | | | |

READING

Words which have like but not exactly the same meaning are called synonyms. Thus 'big', 'great' and 'large' are synonyms; 'trip' and 'journey' are synonyms; 'country' and 'nation' are synonyms.

Because their meanings are not exactly the same, synonyms cannot be used for one another on all occasions. For instance, we cannot say "What nation does he come from?" or "India is a

new country”; but we should say “What country does he come from?” and “India is a new nation”. The reason is that the word country means a land looked upon as a geographical whole; and the word nation, a political whole.

Most countries in the world have only one name, whether considered geographically or politically. For instance, China, Korea, Japan, France, Italy and Germany are names of nations as well as of countries.

There are, however, a few exceptions.

England, Wales, Scotland and Northern Ireland are four countries; but together they form one nation, called ‘The United Kingdom’, or more formally ‘The United Kingdom of Great Britain and Northern Ireland’. Great Britain, by the way, is the name of the large island on which England, Wales and Scotland are situated.

As a nation, the country which we usually call America is named 'The United States' or 'The United States of America'. Strictly speaking, 'America' is the name of a continent, or rather two continents: North America and South America.

Finally, the formal name of our country as a nation is 「中華民國」 in Chinese and 'The Republic of China' in English.

LANGUAGE PATTERNS

- | | |
|---|-------------|
| 1. a whole | |
| 2. whether considered...or... | |
| 3. situated | 4. Northern |
| 26. 5. The United Kingdom and The United States | |
| 6. or rather | |
| 7. The Republic of China | |

以上是本課中應注意的字詞

1. whole 在此處作名詞用，其意為「整體」「單位」。

2. **whether.....or** 在此處之意爲「不論（當作……看）或（當作……看）」。
3. **situated** 雖形似一個過去分詞，但一向當作形容詞用，其意爲「位於……的」。
4. **north, south, east, west** 有四個形容詞，即 **northern**（北方的），**southern**（南方的），**eastern**（東方的），**western**（西方的）。許多地名，按習慣卻用 **north, south, east, west** 作形容詞，如 **North America, South Africa**。
5. **England, Wales, Scotland** 和 **Northern Ireland** 共同有一個國王（或女王），故 **kingdom** 作單數。**The United States** 爲四十八州組成的，故 **states**（州）作複數。
6. **or rather** 之意爲「還不如說……」或「說……就更恰當了」。
7. 一般國家的正式的政治名稱，常含有其政體的名稱，如「中華民國」爲 **The Republic of China**；「大韓共和國」爲 **The Republic of Korea**；二次大戰前意大利爲 **The Kingdom of Italy**。

- | | |
|-----|--|
| 27. | <ol style="list-style-type: none"> 1. the reason is that the word..... 2. the word nation, a political whole 3. Great Britain, by the way, is..... 4. What country does he come from? 5. Strictly speaking, America is..... |
|-----|--|

以上是本課中應注意的慣用語及文法

1. 在 the reason is that.....句裡的 that 是一個引領名詞子句的無意義連接詞，此名詞子句 (the word country.....) 的作用是整句中的「主詞補語」。
2. 在 the word nation, a political whole 裡，那 nation 後面的「，」就代替省略了的 means a land looked upon as 六個字。
3. 在 Great Britain, by the way, is.....句中之 by the way 的意思是表示這句話是「附帶說的」，「臨時插入的」。國語可不必譯出。
4. what country does he come from? 之意不是「他從那國來？」而是「他是那國的人？」若問「他從那國來？」應把動詞時態改爲過去的，如 What country did he come from?
5. strictly speaking, 在文法上要當作一個副詞片語看，

其意爲「嚴格地說起來」。

GRAMMAR AND SYNTAX

VII. PREPOSITIONS

英語八詞類中，最難學習的，第一爲動詞，第二要算「介詞」(prepositions)。介詞之正確用法，中國學生尤感困難。其較大的困難可分四種：

A. 一個介詞的意義，往往不易由其本身判明，常須看明其前面動詞及後面受詞的意思，才能斷定該介詞之意義爲何，如

1. He will be here by ten. 中之 by, 其意爲「在……時」;

2. This letter was written by him. 中之 by, 其意爲「被」或「由」;

3. This house is by the river. 中之 by, 其意爲「在……邊」。除 by 以外，其他常見的介詞 at, for, of, with, on, to, from 等，每字都可能有五、六個，甚至十幾個不同的意思。

3. 有時在同一的意義之下，因「受詞」不同，按習慣用不同的介詞，如在 on this occasion (在此機會或

場合), *at this moment* (在此時), *in this age* (在此時代) 中之 *on, at, in* 三字都表示「在」的意思。

C. 有些不及物動詞後面帶上介詞, 就變成及物動詞, 在文法裡稱為「附介詞的動詞」, 英語作 *prepositional verbs*。這種動詞所附有的介詞, 完全按習慣的, 如 *to think of, to laugh at, to belong to, to brag about* 等。

D. 國語中介詞極少, 故介詞的意思常用動詞來表示。因此中國學生常誤會介詞為動詞。如 *across, against, through* 三字均係介詞, 但字典中所給的中文意義為「橫過」「反對」「穿過」, 於是學生就發生 *I across a river, you against him, Mary through street* 這類的錯誤。(參閱第一冊第 18 語型, 第二冊第 22, 27 語型, 第三冊第 36 語型)。關於介詞的種種困難, 只有多讀書, 多牢記, 才有克服的希望, 捨此無他捷徑。

VIII. CONJUNCTIONS

連接詞 (*conjunctions*) 共分兩種, 即「從屬連接詞」

subordinate conjunctions 及「對等連接詞」co-ordinate conjunctions。

A. 「從屬連接詞」的作用是連繫「從屬子句」於「主要子句」的，故在「複句」裡使用。（參閱第五冊第6課之 Grammar and Syntax）。

1. 引領「名詞子句」的連接詞，有 *that*, *whether*, *if*, *when*, *where* 等字。*that* 是無意義的，按現代英語習慣常常可省去，只在較長的名詞子句前才用。

2. 「形容詞子句」不用連接詞引領，只用有連接詞作用的「關係代名詞」或「關係副詞」。（參閱第五冊第14課，及上課之 Grammar and Syntax）。

3. 「副詞子句」要用「從屬連接詞」引領。其作用為表示「主要子句」之時間（如 *when*, *since*），理由（如 *because*, *since*, *as*），條件（如 *if*, *unless*），反襯（如 *though*）等。（參閱第二冊第43語型，第二冊第20語型）；

B. 「對等連接詞」的作用是連接兩個平等的字詞，片語或子句的。連接「子句」時，就組成「合句」。（參閱

第四册第 8 語型及第五册第 7 課之 Grammar and Syntax)。

對等連接詞按其用意可分四種：

1. 累積的 (cumulative), 如 and, both.....and, not only.....but also.....等。

(參閱第四册第 8 語型)

2. 選擇的 (alternative), 如 or, either.....or... .., neither.....nor.....等。

3. 反意的 (adversative) 如 but, while (作「另一方面」講時) 等。

4. 推論的 (illative) 如 therefore, for 等。

(註一) 「對等連接詞」的使用，不像「從屬連接詞」那麼嚴格，如

1. 在現代英文裡，常以 and 或 but 作一句子的首字，其前面的句子已由句點「•」結束。
2. still (仍), yet (仍), therefore (故) 等字可作連接詞用，但其前亦可加用 and; 那時 still, yet, therefore 等字當副詞看待亦無不可。

(註二) for 與 because 不同。for 是一個「對等連接詞」其意頗似文言的「蓋」，(白話裡無相當的字)；

because 是個「從屬連接詞」，其意為「因為」。

for 後面的子句是用以證實或旁證其前面的子句所述內容是正確的或可靠的，如

He is a good pupil, *for* all his teachers like him.

because 後面的子句是用以聲明或指出其前面的子句的理由或緣故如

All his teachers like him *because* he is a good pupil.

Exercise 11

I. Answer the following questions:

- 1: What is the definition of "synonyms"?
2. what is the difference between "country" and "nation"?
3. What are the countries that make up "The United Kingdom"?
4. What is the formal name of our country as a nation?

II. Make sentences with the following words:

- | | |
|-------------|--------------|
| 1. situated | 2. reason |
| 3. strictly | 4. exception |

III. Fill the blanks with appropriate prepositions:

1. The boy bragged _____ his courage.
2. The work must be done _____ ten o'clock.
3. I have been living _____ Taipei _____ five years.
4. The new teacher comes _____ Taichung.

IV. Fill the blanks with appropriate conjunctions:

1. He is intelligent _____ he does not study hard.
2. I will come tomorrow _____ I cannot leave tonight.
3. He is an honest man _____ he is poor.
4. John _____ Mary go to the park together.
5. He is _____ a good student _____ a hard worker.

V. Oral exercises: Learn to use the words and phrases listed as patterns.

- A.
1. China, whether judged by her culture or her history, is really one of the greatest among the nations.
 2. Our school, whether considered as an educational center or as a birthplace of scientists is the best on this island.
 3. He is a healthy man, whether considered physically or spiritually.
 4. She is the best student in our class, whether considered intellectually or physically.

5. Mr. Shelley is the best teacher in our school, or rather, in our community.
 6. Mr. Lin is loved by all his classmates, or rather, by all those who know him.
 7. Mr. Smith is the best player in his class, or rather, in his school.
 8. Mr. Brown is the best writer I've ever read, or rather, ever heard of.
- B.**
1. The reason is that he never learned to read.
 2. The reason is that he never went to school.
 3. The reason is that we never saw him again.
 4. The reason is that she never cries.
 5. Strictly speaking, the word "Taiwan" includes more than just one island.
 6. Strictly speaking, any rule set up by man can be changed by man too.
 7. Strictly speaking, the Chinese consist of more than a dozen historical peoples.
 8. Strictly speaking, there are more than one hundred dialects spoken in ancient China.

Lesson 12

VOCABULARY

| | | | | |
|----------|-------|----------|---------|-------------|
| garment | suit | coat | jacket | vest |
| trousers | shirt | tie | sock(s) | shoe(s) |
| hat | cap | blouse | skirt | stocking(s) |
| gown | dress | overcoat | uniform | pair |
| wear | worn | upper | lower | outdoors |

READING

In this last lesson, we are going to learn the English names of some of the more important garments.

A man's complete suit consists of a coat or jacket, a vest and a pair of trousers. In warm weather, however, the vest is not worn.

Under the coat or vest, is the shirt. It is usual to wear a tie or necktie around the collar of the shirt.

Most people wear socks and shoes on their

feet. When going outdoors, they sometimes put on a hat or a cap and, in cold weather, an overcoat.

A lady or girl usually wears a blouse instead of a shirt, a skirt instead of trousers and stockings instead of socks.

A garment that covers both the upper and the lower part of the body is called a gown or, in the case of a lady or a child, a dress.

School children in China, both boys and girls, usually wear uniforms on school days.

LANGUAGE PATTERNS

28.

1. clothes, garment, suit
2. a pair of trousers
3. tie or necktie
4. outdoors, indoors
5. to put on, to take off
6. upper, lower

以上是本課中應注意的字詞

1. **clothes** 是「衣服」的總稱或泛稱，只用複數。
garment 是一件一件的「衣服」，有單數亦有複數。
suit 是上下身衣服的「一套」。
2. **a pair of** 之意為「一對」「一双」。在英語裡不但對兩個相同的東西要用（如 **a pair of shoes, a pair of socks.**），而對兩「半」相同的東西合成的東西也要用（如一條褲子為 **a pair of trousers**；一副眼鏡為 **a pair of glasses**；一把剪刀為 **a pair of scissors**）。
3. **tie** 的本意是「束」「捆」「縛」，作名詞動詞均可。領帶應稱 **necktie**（頸束），但普通簡稱為 **tie**。
4. **outdoors** 是一個副詞，意為「戶外」「露天」，意與 **indoors** 相反。**outdoor**（無s）為形容詞，意為「戶外的」「露天的」，意與 **indoor** 相反。
5. **to put on** 之意為「穿上」或「戴上」；**to take off** 為「脫下」。
6. **upper** 是 **up** 的比較級，但在用法上兩者迥不同。**up** 通常作副詞用（如 **I get up at six every morning**），或作介詞用（如 **He went up the hill**）；只在極少的幾個慣用語內作形容詞用（如 **up train** 上行車）。

upper 只能作限制的形容詞用，其意爲「上面的」或「上層的」。

lower 是形容詞 low（低的）的比較級，其意爲「下面的」「下層的」。

GRAMMAR AND SYNTAX

IX INTERJECTIONS

「感嘆詞」(interjections) 是表示情感的字詞或聲音。此種字詞或聲音單獨的說亦可。插在句子裡亦可。感嘆詞與句子的構造和文法並無關係。嚴格的說，感嘆詞不算是一種詞類。

常用的「感嘆詞」可分四種：

1. 摹仿自然的聲音的，如

Ah! Oh! Hawhaw! Haha!

2. 人造的無意義的字，但因習慣而用以代表某種情感，如

Hello! (向熟人打招呼) (略表驚異)

Hooray! (表示高興或狂喜)

Gee! 或 Gee-whiz! (表示驚訝)

3. 有意義的字詞，如

Fine! (好極啦!)

wonderful! (太好啦!)

Rotten! (真糟! 壞透啦!)

4. 有意義的字，但作感嘆詞時，另有別的意思，如

Come, come! (你說實話吧! 你別固執啦! 帶有不
耐煩之意)。

Hear, hear! (說得好! 說得對!)

There, there! (不要哭啦! 別傷心啦!)

Nuts!(胡說!)(nuts 本意為「堅果」，如花生、栗
子、核桃)。

So! (好傢伙! 這還得了!)

X. SUBSTITUTES

在文法作用上，「名詞」、「形容詞」和「副詞」都有若干「代用語」。所謂「代用語」，英語謂 *substitutes*，就是本身不是「名詞」「形容詞」或「副詞」的字詞或字組，而在文法上能代替「名詞」「形容詞」或「副詞」的工作。茲將各種代用語分述如下。

1. 名詞的代用語有六種，即

A. 代名詞，如

Your hat is black but *hers* is a red *one*.

B. 形容詞和當形容詞用的分詞，如

1. we have a school for the *blind* (盲的) (我們有一個盲人學校)。

2. They pray (祈禱) for the *living* and the *dead*. (他們爲生人和亡人祈禱)。

(註) 形容詞代替名詞時，其意義爲全體或大多數的，並且前面必用冠詞 *the*。

C. 動詞的不定詞，如

He wants *to go*.

D. 動名詞，如

I like *working* in the morning.

E. 片語，如

We don't know *how to do it*.

F. 子句，如

I know (that) *he is your friend*.

2. 形容詞的代用語有七種，即

A. 分詞，如

A *running* horse, a *borrowed* hat

B. 動名詞，如

a *walking* stick, a *sleeping* room

C. 名詞，如

a *house dog*, a *classroom desk*

D. 所有格的名詞，如

a *dog's life*, my *brother's wife*

E. 動詞的不定詞，如

water *to drink*, a chair *to sit on*

F. 片語，如

the house *across the road*, the man *next door*.

G. 子句，如

1. The man *who came* is a teacher.

2. The book *you gave me* is quite good.

3. 副詞的代用語有五種，即

A. 名詞，在作副詞性的受格詞時，如

1. He slept *all day*.

2. He walked *ten miles*.

B. 分詞，在與副詞子句同意義的分詞片語中時，如

1. *Going home in the evening*, I met him
in the street.

2. *Forgotten by his friends*, he lives alone.

(參閱本册第九課 Grammar and Syntax 中

第13節之註)。

C. 動詞的不定詞，如

1. He came *to see* me.

2. I am glad *to meet* you.

D. 片語，如

1. We walked *side by side*.

2. He worked *from morning till night*.

E. 子句，如

1. I had eaten my dinner *when he came*.

2. I'll go *if you like*.

I. 本書「文法與造句法」Grammar and Syntax 一部門，由第五冊開始。在第一課裡首先介紹了幾個研究英語文法的基本觀念。這幾個開宗明義的觀念就是：

1. 吾人最簡單的思想或語言，必含有兩個不可缺少的要素：其一即所想或所說的是「什麼」或「誰」；其二即想或說這個「什麼」或「誰」是「怎麼樣」。
2. 在文法裡，這「什麼」或「誰」稱作「主詞」或「主語」英語謂 *subject*；這「怎麼樣」稱作「述語」，英語謂 *predicate*。
3. 主語或述語聯合起來，才能造成有完全意思的話。有

完全意思的話，在文法裡稱為「句」或「句子」，英語謂 sentence。

II. 自第五冊第二課起一直到本冊本課止，所講解的文法與造句法，都是引伸，推演，和擴充以上幾個基本觀念的。經過這一番工作，我們又獲得了若干更具體，更豐富和更深切的觀念和原則，分述如下：

1. 「主詞」或「主語」的主體一定是一個「名詞」或名詞的代用語。
2. 一切形容詞或修飾主詞的字詞，一定是「形容詞」或形容詞的代用語。
3. 「述語」的主體一定是一個「限定動詞」。
4. 「限定動詞」因意思的關係，有時須要「受詞」，或「補語」，或受詞和補語兼要。
5. 一切形容或修飾「限定動詞」的字詞，一定是「副詞」或副詞的代用語。
6. 「複句」中只有一個「主要子句」；此主要子句本身是一個「單句」。其他的子句都是「從屬子句」；而「從屬子句」都是名詞的，形容詞的或副詞的「代用語」。所以若把「從屬子句」當做「詞類」看，那時「複句」就等於「單句」了。

7. 「合句」裡的「對等子句」，本身可能是「單句」，也可能是「複句」。若是「複句」時，按上條看法，仍可把「合句」當作若干連接起來的「單句」看。

III. 學生若能完全明瞭上列各原則，則對於最複雜的英語句子，亦不難了解其文法和構造，而透徹地領會其意義。茲舉一例句：

When the bullies stopped speaking, an old man with a long beard, who was sitting at another table, said to them with a smile that he knew of at least one person whom none of them could lick, even if they had the courage to try. (後附譯文)

我們先把上段裡的單字和慣用語的意義都明瞭以後，就可逐步地分析它的文法與構造如下：

1. when the bullies stopped speaking 是一個副詞子句，其作用是指明主要子句中動詞 said 的時間的。
2. an (冠詞) old (形容詞) 的作用是形容 man 的。
3. with a long beard 是一個「形容詞片語」，其作用也是形容 man 的。
4. who was sitting at another table 是一個「形容

詞子句」，其作用也是形容 **man** 的。

5. **said** 是主要子句的「限定動詞」，其「主詞」是一個「副詞片語」，其作用是指明 **man** 是對何人的。
6. **to them** 是一個「副詞片語」，其作用是指明 **said** 是對何人的。
7. **with a smile** 是一個「副詞片語」，其作用是指寫 **said** 的情形的。
8. **that he knew of at least one person** 是一個「子詞子句」，其作用是作 **said** 的受詞。
9. **whom none of them could lick** 是一個「形容詞子句」，其作用是解釋前面名詞子句中的 **person** 的。
10. **even if they had the courage to try** 是一個「副詞子句」，其作用是指出前面形容詞子句中的 **could (lick)** 條件的。

這樣一分析上例的複句，我們可以看出：若把所有的形容詞、副詞、及其代用語等暫時剔出，所餘下的只是 **man**, **said** 兩個字，和一作受詞的「名詞子句」。這名詞子句中的主要字詞亦只是 **he**, **knew**, **person** 三個字。

由此觀之，在此四十六個字的複句中，只有 **man said**, “**he knew person**”。五個主要的字。但在這五個字中，主語

的主體（名詞 man）和述語的主體（限定動詞 said）依然存在。作受詞的名詞子句，既然在性質上也是一個句子，故其主詞（在主格的代名詞 he）和述語（限定動詞 knew）依然存在。於是最後還是回到我們開始時所舉出的英語文法三個基本觀念。

（註）上例冗長的複句，若直譯出來，可作：

『那幾個無賴停止說話的時候，一位坐在另一個桌子邊的有長鬚的老人，帶着微笑向他們說，他知道至少一個人是他們裡無人能打敗的，即使他們有勇氣去嚐試。』

若譯成比較合乎中國語言習慣的話，可作：

『在那邊桌位上坐着一位長鬚老人，等那幾個無賴住了嘴，便微微地一笑向他們說：「據我所知，至少有一個人，是你們誰都打不過的，你們就是膽敢去和他較量一下，也不見得是他的對手。」』

Exercise 12

I. Translate the following sentences from Chinese to English:

1. 因為天熱他沒有穿背心。
2. 冬天出門我們都穿上大衣。
3. 那小女孩穿了一件漂亮的裙子。
4. 我們在學校都穿制服。

II. Correct the mistakes in the following sentences:

1. The boy who wears a blue trouser is my brother.
2. They like outdoors exercises.
3. Please take down your hat when you enter the class-room
4. Do you remember the clothe he wore last night?

III. Analyze the following paragraph after the example given in the grammar and syntax of this lesson:

The finding of so much wealth made them completely forget their errand. "Let us celebrate," they cried; and they decided to send one of their number to town to buy some food and wine. While waiting for his return, the remaining two bullies began to count the gold and silver pieces and make them into three piles.

IV. Oral exercises: Learn to use the words and phrases listed as patterns.

- A.**
1. How many suits do you have altogether?
 2. This is a nice suit of yours.
 3. These suits of yours are really nice.
 4. I'll like to have a complete suit made before next Monday.
 5. Send me right now a pair of shoes, a pair of socks, and a pair of trousers.
 6. Send by mail two pairs of glasses and three pairs of scissors to your brother.
 7. I want to buy a necktie,
 8. I want a green tie.
- B.**
1. I like to play outdoors.
 2. I like outdoor activities.
 3. He prefers to stay indoors.
 4. He dislikes indoor activities.
 5. She told me to put on my coat.
 6. He permitted me to take off my coat.
 7. Keep both the upper and the lower parts of your body straight.
 8. Please put your upper and lower lips together.

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

- composition 【ˌkɒmpəˈzɪʃən ; ˌkɑmpəˈzɪʃən】 作文
sound 【saʊnd ; saʊnd】 聽起來好像
avoid 【əˈvɔɪd ; əˈvɔɪd】 避免
trite 【traɪt ; traɪt】 (語句等)陳腐的，平庸的
remark 【rɪˈmɑːk ; rɪˈmɑrk】 評論，言語
statement 【ˈsteɪtmənt ; ˈstetmənt】 陳述，言語
truth 【truːθ ; truθ】 真理，事實，真相
fact 【fækt ; fækt】 事實，真實
worth 【wəːθ ; wɜθ】 值得；有…的價值
doubt 【daʊt ; daʊt】 疑問
occasion 【əˈkeɪʒən ; əˈkeɪzən】 場合，時際
shock 【ʃɒk ; ʃɑk】 驚愕，震驚
kid 【kɪd ; kɪd】 小兒，幼兒(原義小羊)
warning 【ˈwɔːnɪŋ ; ˈwɔrnɪŋ】 警告
familiar 【fəˈmɪljə ; fəˈmɪljə】 熟悉的
right 【raɪt ; raɪt】 正確的，恰當的
proper 【ˈprɒpə ; ˈprɒpə】 適當的

quick 【kwik ; kwik】快的
green 【grin ; grin】綠色的，無經驗的
but (adv.) 【bʌt 或 bət ; bʌt】只不過，才
therefore 【'ðæfɔː ; 'ðerfor】因此，所以
realize 【'riələiz ; 'riə、laiz】體會，了解
clear 【kliə ; klɪr】清楚的

Lesson 2

travel 【'trævl ; 'trævɪ】旅行
part 【pɑːt ; pɑːt】部分
perfect 【'pɜːfekt ; 'pɜːfɪkt】充分的，完全的
safety 【'seɪfti ; 'seftɪ】安全
journey 【'dʒəːni ; 'dʒɜːnɪ】旅行，路程
problem 【'prɒbləm ; 'prɒbləm】問題
traveling 【'trævlɪŋ ; 'trævɪŋ】旅行的
adventure 【əd'ventʃə ; əd'ventʃə】冒險之行為或事件
traveler 【'trævlə ; 'trævlə】旅行者
face (v.) 【feɪs ; feɪs】面臨，面向，對抗，面對
kind 【kaɪnd ; kaɪnd】種類
danger 【'deɪndʒə ; 'dendʒə】危險之事
hardship 【'hɑːdʃɪp ; 'hɑːdʃɪp】艱難
possibility 【ˌpɒsɪ'bɪləti ; ˌpɒsə'bɪləti】可能性
unknown 【'ʌn'nəʊn ; ʌn'nəʊn】無名的，不明的，未知的
sea 【siː ; si】海
knowledge 【'nɒlɪdʒ ; 'nɒlɪdʒ】知識，通曉

point 【pɔɪnt ; pɔɪnt】 點，(羅盤針的)方位
compass 【'kʌmpəs ; 'kʌmpəs】 指南針
olden 【'ould(ə)n ; 'oldŋ】 古時候的，從前的
desert 【'dezət ; 'dezət】 沙漠，荒地
upon 【ə'pɒn 或 əpən ; ə'pʌn 或 əpən】 在...上
properly 【'prɒpəli ; 'prɒpəli】 正確地，適當地

Lesson 3

east 【i:st ; ist】 東方
west 【west ; west】 西方
north 【nɔ:θ ; nɔrθ】 北方
south 【sauθ ; sauθ】 南方
moonless 【'mu:nlis ; 'munlis】 無月亮的
group 【gru:p ; grup】 群
form (v.) 【fɔ:m ; fɔrm】 形成，組成
pattern 【'pætən ; 'pætən】 型式
Dipper 【'dɪpə ; 'dɪpə】 北斗星(原義大匙)
line 【lain ; lain】 線
polestar 【'pəʊlstɑ: ; 'pɒl,star】 北極星
pole 【pəʊl ; pɒl】 極
cloud 【klaʊd ; klaʊd】 雲
imaginary 【i'mædʒɪnəri ; i'mædʒə,nəri】 假想的
rise 【raɪz ; raɪz】 升起
shine 【ʃaɪn ; ʃaɪn】 發光，照耀
show 【ʃəʊ ; ʃəʊ】 顯示，表示

shown 【ʃoun ; ʃon】 show 之過去分詞
draw 【drɔ: ; drɔ】 畫
place (v.) 【pleis ; ples】 辨別，放置，定位
invent 【in'vent ; in'vent】 發明，創造，捏造

Lesson 4

less 【les ; les】 較少的，更少的
England 【'ɪŋglənd ; 'ɪŋglənd】 英國
France 【frɑ:ns 或 fræns ; fræns】 法國
Germany 【'dʒɜ:məni ; 'dʒɜ:məni】 德國
Italy 【'itəli ; 'itli】 義大利
Russia 【'rʌʃə ; 'rʌʃə】 俄國
continent 【'kɒntinənt ; 'kɒntənənt】 大陸，洲
Africa 【'æfrɪkə ; 'æfrɪkə】 非洲
Asia 【'eɪʃə ; 'eʃə】 亞洲
Europe 【'juərəp ; 'jʊərəp】 歐洲
accident 【'æksɪdənt ; 'æksədənt】 意外之事
mountain 【'maʊntɪn ; 'maʊntɪn】 大山
river 【'rɪvə ; 'rɪvɜ】 河
sea 【si: ; si】 海
carefully 【'keəfli ; 'keəfəli】 小心地，謹慎地
round 【raʊnd ; raʊnd】 一周的，環繞的，來回的
consider 【kən'sɪdə ; kən'sɪdɜ】 考慮
figure 【'fɪgə ; 'fɪgɜ , 'fɪgjɜ】 計算，想像
assume 【ə'sju:m ; ə's(j)ʊm】 假定

delay 【di'lei ; di'le】 耽擱，耽誤，延期

cross 【kroʊs ; kros】 越過，橫過，渡過

Lesson 5

means 【mi:nz ; minz】 方法，(交通)工具

communication 【kə,mju:ni'keiʃən ;

kə,mjunə'keiʃən】 交通

transportation 【,træns'pɔ:t'eɪʃən ;

,træns'pɔ:t'eɪʃən】 運輸

railroad 【'reɪlrouɪd ; 'rel,rod】 鐵路

steamship 【'sti:mʃɪp ; 'stim,ʃɪp】 輪船

novelty 【'nɒvəlti ; 'nɒv|ti】 新奇事物

Jules Verne 【ʒu:l'veən ; ʒul'vern】 法國作家

(1828~1905)

habit 【'hæbit ; 'hæbɪt】 習慣

bet 【bet ; bet】 賭，打賭；賭注

spread 【spred ; spred】 傳佈，傳開，延伸

exciting 【ik'saɪtɪŋ ; ik'saɪtɪŋ】 令人興奮的，刺激的

London 【'lʌndən ; 'lʌndən】 倫敦

success 【sək'ses ; sək'ses】 成功，成就

route 【ru:t ; rut】 路線

remarkable 【ri'mɑ:kəbl ; ri'mɑ:kəb|】 顯著的，

非凡的，令人注意的

methodical 【mi'θɒdɪkəl ; mə'θɒdɪk|】 有規律的，

有條不紊的

finally 【'fainəli ; 'fain|I】最後
regulate 【'regjuleit ; 'regjə,let】規定，限制
win 【win ; wɪn】贏得，得勝
steady 【'stedi ; 'stedi】穩定的，不變的
hero 【'hɪərəu ; hɪrəu】英雄，(小說的)男主角
possible 【'pɒsəbl ; 'pɒsəb|】可能的，做得到的
lifetime 【'laɪftaɪm ; 'laɪf,tɑɪm】一生，畢生，有生之年

Lesson 6

whether 【'hwedeə ; 'hwedeə】是否…，是…抑或…
depend 【di'pend ; dɪ'pend】依賴，視…而定
German 【'dʒɜ:mən ; 'dʒɜ:mən】德國的，德國人，德語，
德文
Japanese 【,dʒæpə'nɪz ; ,dʒæpə'nɪz】日本的，日本
人，日語，日文
aside 【ə'saɪd ; ə'saɪd】離開地，在一邊地，另外
largely 【'lɑ:dʒli ; 'lɑ:dʒlɪ】主要地，多半，大部分
learner 【'lɜ:nə ; 'lɜ:nə】學習者
itself 【ɪt'self ; ɪt'self】其本身，它自己
student 【s'tju:dnt ; s'tjudnt】學生
numeral 【'nju:mərəl ; 'n(j)umərəl】數字
case 【keɪs ; keɪs】情況，場合
noun 【naʊn ; naʊn】名詞
ox 【ɒks ; ɒks】(一般性)牛，(閹)公牛
bull 【bul ; bul】(已成熟而未經閹割的)公牛

cock 【kɒk ; kək】 雄雞，公雞
hen 【hen ; hɛn】 母雞
difficult 【'dɪfɪkəlt ; 'dɪfəkɪt】 困難的
single 【'sɪŋɡl ; 'sɪŋɡl】 單獨的，一個的
male 【meɪl ; mel】 雄的，公的
therefore 【'ðeɪfɔː ; 'ðer,for】 因而，所以
female 【'fiːmeɪl ; 'fɪmel】 雌的，母的
intricate 【'ɪntrɪkɪt ; 'ɪntreɪkɪt】 混雜的
count 【kaunt ; kaunt】 數(數目)，計算

Lesson 7

serve 【sɜːv ; sɜːv】 服務，侍候，供應
end 【end ; end】 目的，完結
flesh 【fleʃ ; fleʃ】 肉，獸肉
animal 【'æniməl ; 'ænəmɪ】 動物
market 【'mɑːkɪt ; 'mɑːkɪt】 市場
difference 【'dɪfrəns ; 'dɪfərəns】 不同，異點
feed 【fiːd ; fid】 餵食
housewife 【'haus-waɪf ; 'haus-waɪf】 主婦
purpose 【'pɜːpəs ; 'pɜːpəs】 目的，用途
kind (n.) 【kaɪnd ; kaɪnd】 種類
each (adv.) 【iːtʃ ; ɪtʃ】 個別地，各自地
oxen 【'ɒksən ; 'ɒksən】 ox之複數，牛
sheep 【ʃiːp ; ʃɪp】 羊
pig 【pɪɡ ; pɪɡ】 豬

farm 【fɑ:m ; farm】農場，農莊

beef 【bi:f ; bif】牛肉

mutton 【'mʌtn ; 'mʌtn̩】羊肉

pork 【pɔ:k ; pork】豬肉

cut 【kʌt ; kʌt】切

cook 【kuk ; kuk】烹調，煮

plate 【pleit ; plet】盤

fruit 【fru:t ; frut】水果

practical 【'præktikəl ; 'præktikl̩】實用的

general 【'dʒenərəl ; 'dʒenərəl̩】總括的

Lesson 8

dinner 【'dinə ; dɪnə】主餐，正餐(正式的晚餐或午餐)

order 【'ɔ:də ; 'ɔ:ɔdə】次序

soup 【su:p ; sup】湯

goose 【gu:s ; gus】鵝

cabbage 【'kæbɪdʒ ; 'kæbɪdʒ̩】洋白菜

potato 【pə'teɪtəu ; pə'tetəu】馬鈴薯

bean 【bi:n ; bin】豆

tomato 【tə'meɪtəu ; tə'metəu】番茄

dessert 【dɪ'zɜ:t ; dɪ'zɜ:t̩】點心(西菜最後一道食品)

pastry 【'peɪstri ; 'pestri】麵粉製的糕餅

pie 【pai ; paɪ】烘餅，餡餅

pudding 【'pʊdɪŋ ; 'pʊdɪŋ̩】布丁

ice-cream 【'aɪskri:m ; 'aɪs'krɪm̩】冰淇淋

coffee 【'kɒfi ; 'kɒfi】 咖啡
ordinary 【'ɔ:dinəri ; 'ɔ:dn,eri】 普通的
main 【mein ; men】 主要的
consist 【kən'sist ; kən'sist】 包括
transfer 【træns'fæ: ; træns'fæ】 運送，轉送
accompany 【ə'kʌmpəni ; ə'kʌmpəni】 陪伴

Lesson 9

manners 【'mænəz ; 'mænəz】 禮貌，習俗
noise 【nɔiz ; nɔiz】 聲音，噪音
careful 【'keəfəl ; 'kerfəl】 小心的，謹慎的
lip 【lip ; lip】 唇
bread 【bred ; bred】 麵包
finger 【'fiŋgə ; 'fiŋgə】 手指
bowl 【boul ; bol】 碗
water 【'wɔtə ; 'wɔtə】 水
spoon 【spu:n ; spun】 匙
size 【saiz ; saiz】 大小，尺寸
cup 【kʌp ; kʌp】 杯子
possible 【'pɔsəbl ; 'pɔsəbl】 可能的
medium 【'mi:diəm ; 'midɪəm】 中等的
observe 【əb'zə:v ; əb'zəv】 注意，遵守
smack 【smæk ; smæk】 啣(唇)作聲
bite 【bait ; bait】 咬
break 【breik ; brek】 折、破、碎

rinse 【rɪns ; rɪns】 洗，漱

tea 【tiː ; ti】 茶

stir 【stɜː ; stɜː】 攪拌

unless 【ənˈles ; ənˈles】 除非

butter 【ˈbʌtə ; ˈbʌtə】 奶油(n.) 塗奶油(v.)

drink (n.) 【drɪŋk ; drɪŋk】 飲料

Lesson 10

hospital 【ˈhɒspɪtl ; ˈhɒspɪtl】 醫院

check-up 【ˈtʃek ,ʌp ; ˈtʃek ,ʌp】 檢查

doctor 【ˈdɒktə ; ˈdɒktə】 醫生

present (adj.) 【ˈpreznt ; ˈpreznt】 出席的

checking 【ˈtʃekɪŋ ; ˈtʃekɪŋ】 檢查

examine 【ɪgˈzæmɪn ; ɪgˈzæmɪn】 診查，檢查

tongue 【tʌŋ ; tʌŋ】 舌頭

chest 【tʃest ; tʃest】 胸部

back 【bæk ; bæk】 背部

lung 【lʌŋ ; lʌŋ】 肺

department 【diˈpɑːtmənt ; diˈpɑːtmənt】 部門

medicine 【ˈmedsɪn ,(-dɪsɪn) ; ˈmedəsn】 藥，內科

disease 【dɪˈziːz ; dɪˈziːz】 疾病

organ 【ˈɔːgən ; ˈɔːgən】 人身器官

stomach 【ˈstʌmək ; ˈstʌmək】 胃，腹部

surgery 【ˈsɜːdʒəri ; ˈsɜːdʒəri】 外科

knife 【naɪf ; naɪf】 刀子

skin 【skin ; skɪn】 皮膚
bone 【baʊn ; bɒn】 骨頭
ear 【iə ; ɪr】 耳朵
nose 【naʊz ; nɒz】 鼻子
throat 【θraʊt ; θrɒt】 喉嚨
somewhat 【'sʌmwɒt ; 'sʌm,hwɒt】 有點，有幾分

Lesson 11

meaning 【'mi:nɪŋ ; 'mɪnɪŋ】 意義
synonym 【'sɪnənim ; 'sɪnə,nɪm】 同義字
nation 【'neɪʃən ; 'neɪʃən】 國家，民族
reason 【'ri:zn ; 'rɪzn】 理由
whole 【həʊl ; hɒl】 整個的，整體
exception 【ɪk'sepʃən ; ɪk'sepʃən】 例外
kingdom 【'kɪŋdəm ; 'kɪŋdəm】 王國，領土
republic 【rɪ'pʌblɪk ; rɪ'pʌblɪk】 共和國
India 【'ɪndjə ; 'ɪndjə】 印度
Korea 【kə'riə ; kə'riə】 韓國
Japan 【dʒə'pæn ; dʒə'pæn】 日本
Wales 【weɪlz ; welz】 威爾斯
Scotland 【'skɒtlənd ; 'skɒtlənd】 蘇格蘭
northern 【'nɔ:ðən ; 'nɔ:ðən】 北方的
Ireland 【'aɪələnd ; 'aɪələnd】 愛爾蘭
Britain 【'brɪtən ; 'brɪtən】 不列顛
break 【breɪk ; brek】 折、破、碎

geographical 【dʒiə(i)ˈgræfɪkəl ; dʒiəˈgræfɪkəl】

地理上的

political 【pə(ə)ˈlɪtɪkəl ; pəˈlɪtɪkəl】 政治的

united 【juːˈnaɪtɪd ; juˈnaɪtɪd】 聯合的

state 【steɪt ; stet】 國家，(美國)州(常用 s)

situated 【ˈsɪtʃueɪtɪd ; ˈsɪtʃueɪtɪd】 位於

strictly 【ˈstriktli ; ˈstriktli】 嚴格地

rather 【ˈrɑːðə ; ˈræðə】 毋寧說，更確切地說

formal 【ˈfɔːml ; ˈfɔːml】 正式的

Lesson 12

garment 【ˈgɑːmənt ; ˈgɑːmənt】 衣服

complete 【kəmˈplɪt ; kəmˈplɪt】 完全的，全部的

suit 【suːt ; sut】 成套的衣服，套裝

coat 【kəʊt ; kɒt】 (男西裝的)上衣，(禦寒用的)外套

jacket 【ˈdʒækɪt ; ˈdʒækɪt】 (西裝的)上衣，夾克

vest 【vest ; vest】 背心

pair 【peə ; peə】 一隻，一對

trousers 【ˈtraʊzəz ; ˈtraʊzəz】 褲子(複數)

shirt 【ʃəːt ; ʃɜːt】 襯衫

tie 【taɪ ; taɪ】 領帶

collar 【ˈkɒlə ; ˈkɒlə】 衣領

sock(s) 【sɒk(s) ; sɒk(s)】 短襪

shoe(s) 【ʃuː(z) ; ʃu(z)】 鞋子

outdoors 【ˈaʊtˈdɔːz ; ˈaʊtˈdɔːz】 在(向)戶外的

hat 【hæt ; hæt】 帽子

cap 【kæp ; kæp】 便帽(無邊帽)

blouse 【blauz ; blauz】 (婦女或兒童的)上衣，短衫

skirt 【skɔ:t ; skɔ:t】 裙子

stocking(s) 【'stɔ:kɪŋ(z) ; 'stɔ:kɪŋ(z)】 長襪

overcoat 【'oʊvəkəʊt ; 'oʊvə,kot】 大衣

wear 【weə ; weɪ】 穿

worn 【wɔ:n ; wɔ:n】 wear 之過去分詞，穿

upper 【'ʌpə ; 'ʌpə】 上部的

lower 【'ləʊə ; 'ləʊə】 下部的

gown 【gaʊn ; gaʊn】 長袍

dress 【dres ; dres】 衣服，衣裳

uniform 【'ju:nɪfɔ:m ; 'ju:nə,fɔ:m】 制服

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
修補習班主任吳佳昀代為修訂，詹惠芝老師協助電腦處
理，並加註 K.K. 音標。

字彙表二

按字母次序排列，右方數字為該字所在課數

| | | | |
|-----------------|----------|---------------------|----|
| | a | | |
| accident | 4 | cap | 12 |
| accompany | 8 | careful | 4 |
| adventure | 2 | case | 6 |
| Africa | 4 | check-up | 10 |
| animal | 7 | chest | 10 |
| Asia | 4 | cloud | 3 |
| aside | 6 | coat | 2 |
| assume | 4 | cock | 6 |
| avoid | 1 | coffee | 8 |
| | | communication | 5 |
| | | compass | 2 |
| | | composition | 1 |
| | | consider | 4 |
| | | consist | 8 |
| | | continent | 4 |
| | | cross | 4 |
| | | cup | 9 |
| | | cut | 7 |
| | | | |
| | | d | |
| | | danger | 2 |
| | | delay | 4 |
| | | department | 10 |
| | | depend | 6 |
| | | desert | 2 |
| | | dessert | 8 |
| | | difference | 7 |
| | | | |
| | | e | |
| | | difficult | 6 |
| | | dipper | 3 |
| | | disease | 10 |
| | | doctor | 10 |
| | | doubt | 1 |
| | | draw | 3 |
| | | dress | 12 |
| | | | |
| | | f | |
| | | ear | 10 |
| | | east | 3 |
| | | England | 4 |
| | | Europe | 4 |
| | | exception | 11 |
| | | | |
| | | f | |
| | | familiar | 1 |
| | | feed | 7 |
| | | female | 6 |
| | | figure | 4 |
| | | final | 5 |
| | | finger | 9 |
| | | flesh | 7 |
| | | France | 4 |
| | | fruit | 7 |
| | | | |
| | | g | |
| | | garment | 12 |

| | | |
|---------------------|-------------------|--------------------|
| general..... 7 | kid..... 1 | observe..... 9 |
| geographical.....11 | kind..... 2 | occasion..... 1 |
| German..... 6 | kingdom.....11 | olden..... 2 |
| Germany..... 4 | knowledge..... 2 | order..... 8 |
| goose..... 8 | Korea.....12 | ordinary..... 8 |
| gown.....12 | | organ.....10 |
| green..... 1 | l | outdoors.....12 |
| group..... 3 | line..... 3 | overcoat.....12 |
| | lip..... 9 | ox..... 6 |
| h | London..... 5 | oxen..... 7 |
| habit..... 5 | lower.....14 | |
| hardship..... 2 | lungs.....10 | p |
| hat.....12 | | pair.....12 |
| hen..... 6 | m | part..... 2 |
| hospital.....10 | main..... 8 | pastry..... 8 |
| | male..... 6 | pattern..... 3 |
| i | manner..... 9 | perfect..... 2 |
| ice-cream..... 8 | market..... 7 | pie..... 8 |
| imaginary..... 3 | meaning.....11 | pig..... 7 |
| India.....11 | means..... 5 | plate..... 7 |
| intricate..... 6 | medicine.....10 | point..... 2 |
| invent..... 3 | medium..... 9 | pole..... 3 |
| Ireland.....11 | methodical..... 5 | political.....11 |
| Italy..... 4 | mountain..... 4 | pork..... 7 |
| | mutton..... 7 | possibility..... 2 |
| j | | possible..... 9 |
| jacket.....12 | n | potato..... 8 |
| Japan.....11 | noise..... 9 | practical..... 7 |
| Japanese..... 6 | north..... 3 | problem..... 2 |
| journey..... 2 | northern.....11 | proper..... 1 |
| Jules Verne..... 5 | nose.....10 | |
| | noun..... 6 | |
| k | numeral..... 6 | |

| | | | | | |
|-----------------|----|------------------|----|----------------------|----|
| pudding | 8 | shock..... | 1 | tie | 12 |
| purpose | 7 | shoe(s)..... | 12 | tomato | 8 |
| q | | | | | |
| quick..... | 1 | shown | 3 | tongue | 10 |
| r | | | | | |
| railroad | 5 | single | 6 | transfer | 8 |
| reason | 11 | situated | 11 | transportation | 5 |
| regulate | 5 | size..... | 9 | travel | 2 |
| remark..... | 1 | skin | 10 | trite | 1 |
| remarkable..... | 5 | skirt | 12 | trousers | 12 |
| republic | 11 | smack | 9 | u | |
| right | 1 | sock(s)..... | 12 | uniform | 12 |
| rinse | 9 | soup | 8 | united | 11 |
| rise..... | 3 | south..... | 3 | unless | 9 |
| river | 4 | spoon..... | 9 | upon | 2 |
| round..... | 4 | spread | 5 | upper | 12 |
| route..... | 5 | statement | 1 | v | |
| Russia | 4 | steamship | 5 | vest | 12 |
| s | | | | | |
| safety | 2 | stir..... | 9 | w | |
| Scotland | 11 | stocking(s)..... | 12 | Wales | 11 |
| sea | 2 | stomach | 10 | warning | 1 |
| serve | 7 | strict | 11 | wear | 12 |
| sheep..... | 7 | success | 5 | west | 3 |
| shine..... | 3 | suite | 12 | whole | 11 |
| shirt | 12 | surgery..... | 10 | win..... | 5 |
| t | | | | | |
| | | synonym | 11 | worn | 12 |
| | | therefore..... | 1 | | |
| | | throat | 10 | | |

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