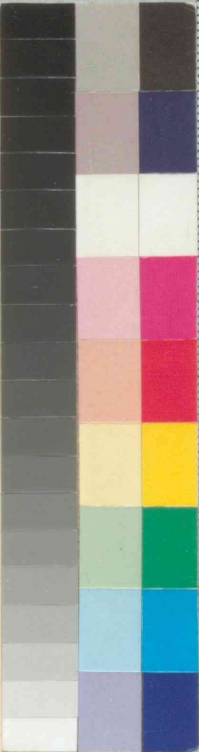


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ENGLISH READERS

(REVISED EDITION)

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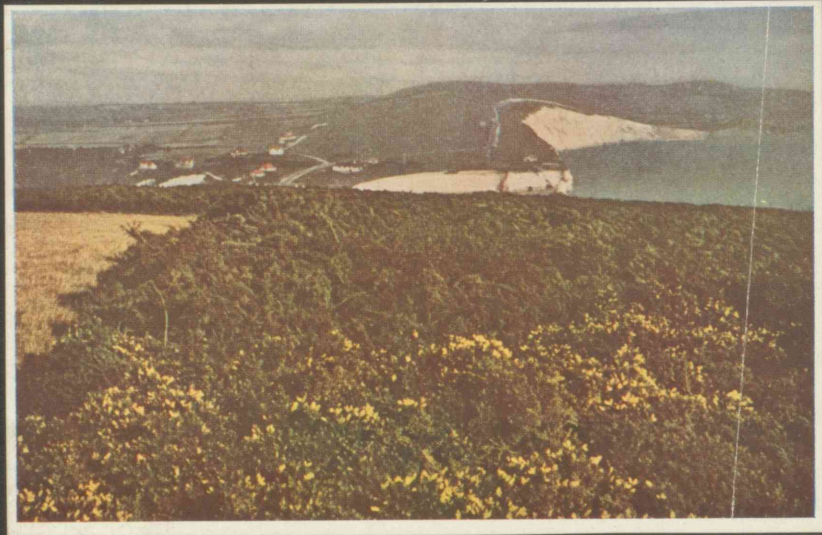


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Patches of Golden Gorse Crown
the High Down Cliffs above Freshwater Bay

[Lesson 4]

PRESENT-DAY
ENGLISH READERS
[REVISED EDITION]

3

EDITED BY
SHIZUKA SAITO



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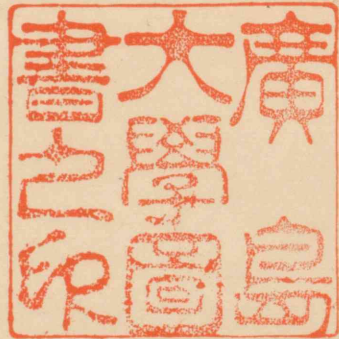
文部省検定済

昭和十年十二月二十六日

中學校・實業學校 外國語科 師範學校英語科

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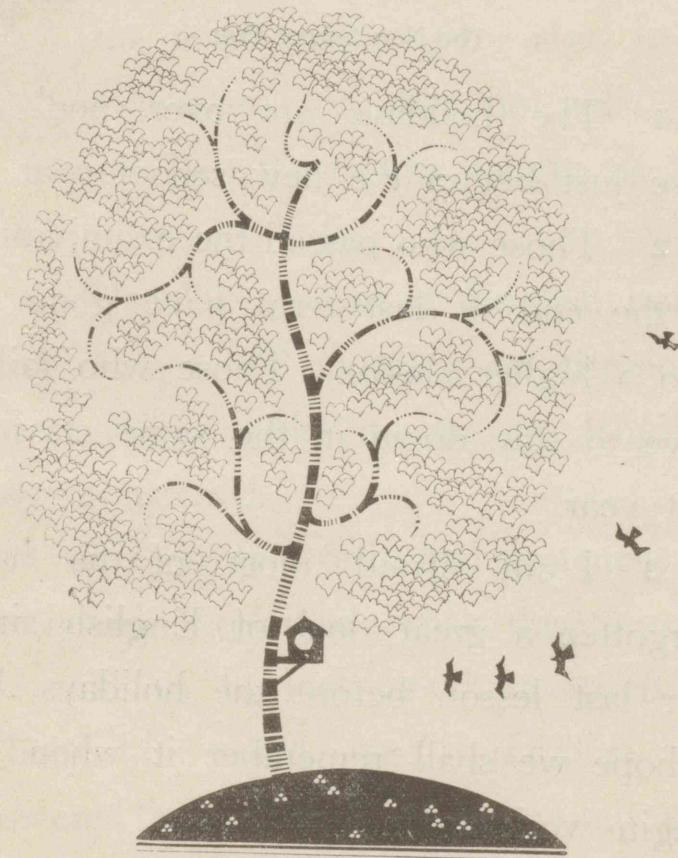
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APPENDICES

- 1 Key to Pronunciation
- 2 Spelling and Pronunciation
- 3 List of Words
- 4 List of Phrases and Idioms

BOOK THREE



LESSON I


The New School Year

1 The holidays are over, and we have just begun the new school year.

2 Those who passed the examination at the end of last term have gone up into a higher class. Those who failed have to stay down in the same class as last year.

3 I am afraid most of us have forgotten a great deal of English since our last lesson before the holidays, but I hope we shall remember it when we begin work again.

examination [igzæminéiʃən] term [tɜ:m] since [sins]
 hope [hoʊp] remember [rimémbə*]



4 We have finished the second English reader, and now we are going to use the third reader. Our class has a different teacher, too, but he will give us lessons like those who taught us last year.

5 Usually, we had an English lesson every day, in the morning or afternoon. Our teacher spoke to us in English, and we listened.

6 He wrote words and sentences on the board, explained what they meant, and told us to look at them carefully. When he asked us questions, we answered them. If we made any mistakes

reader [rídə*] usual(ly) [jú:ʒuəl-i] sentence(s) [séntens-ez]
 explain(ed) [ekspléin-d] meant [ment] mistake(s) [mistéik-s]

in speaking or in our written exercises, he corrected them.

7 Some people think that English is rather hard, but our teacher says it is not so difficult as it is often thought, if only people go about it in the right way. Moreover, anything worth learning can only be acquired by some well-directed efforts. I am sure we shall learn a great deal more English this year.

EXERCISE

1. Those who speak of patriotism are *not always* those who are really patriotic.

correct(ed) [kɒrɛkt-ed] rather [ˈrɑːðə*] difficult [ˈdɪfɪkəlt]
 moreover [məʊəruvə*] worth [wɜːθ] acquire(d) [əkwáɪə-d]
 well-directed [wél-dírɛkted] effort(s) [ɛfət-s]
 patriot(ism) [péitriət-izm] patriot(ic) [peitriót-ik]

2. This is all that you **have to do**.
 Something **has to be done**.
 We **had to** leave him there.
3. We rode **the same** way **as** we had come out the evening before.
 He would **after this** never be **the same** man **as** he was before.
4. Have you much time? Yes, a **great (or good) deal**.
 He has a **great deal** of money.
5. He **is going to be married** this spring.
 He **was going to answer back**, but was stopped by his mother.
6. He laboured day and night **in order to** improve the condition of the people.
7. The museum is (well) **worth seeing**.
 Whatever is **worth doing at all** is worth doing well.

married [márid] labour(ed) [léibə-d] order [ɔːdə*]
 improve [imprúv] condition [kondɪʃən]
 museum [mjuzíəm]

LESSON 2

The Teacher's Address

1 One day at the beginning of the first term our English teacher, whom we all respect, addressed us as follows:—

“Dear Boys,

5 “I am much pleased to see that you have all come back to your English class looking healthy and strong.

2 “By the way, I am very glad to welcome a new boy. No doubt you
10 will set him a good example, both by your conduct and work, and I hope he will be able to keep up with the class.

address [ədrés]	healthy [héilhi]	welcome [wélkəm]
doubt [daʊt]	example [egzámpl]	conduct [kóndəkt]

3 “As a whole you did pretty well last year, but you can easily imagine that you have a great deal more to learn before you.

4 “Don't forget that before you
5 leave this school you must acquire a very good command of English.
Constant attention in class, carefulness, perseverance, and a liking for your work,—such are the qualities I require
10 of you.

5 “Carelessness, disobedience, and restlessness are great defects. I strongly advise you to do your best to avoid them, for I cannot bear lazy,
15

imagine [imédʒin]	command [komá:nd]	constant [kónstənt]
attention [əténʃən]	careful(ness) [kéəful-nes]	
perseverance [pə:sivíərəns]	qualities [kwó:lítiz]	
require [rikwá:ə]	disobedience [disobédjəns]	
restless(ness) [réstles-nes]	defect(s) [difékt-s]	
avoid [əvóid]	lazy [léizi]	

ill-behaved boys.

6 “Now you must all bear in mind what I am going to say.

“Boys are always wishing to be
5 men, and building fine castles in the air.
When they are men, (they think) they
will be strong and free and happy.

7 “I ask you to wish to be good,
clever men, as long as you live. And
10 if you want to have a fine castle built
on firm ground, remember that it is the
boy that makes the man.

8 “The conduct of the boy shows
what the conduct of the man will be.
15 A lazy and careless boy becomes a

ill-behaved [ɪlbiˈheɪvd] wish(ing) [wɪʃ-ɪŋ]
castle(s) [kɑːsl-z] clever [kleɪvə*] firm [fɜːm]

poor, ignorant, and unhappy man.

9 “Listen to this description of a
boy who grew up to be a rich,
well-informed, respected, and happy man:
‘He was diligent at his books and his 5
work, but he could play too, as well as
any boy in his class, during the proper
time for play.

10 “‘He was respectful, obedient,
and obliging. No one doubted his 10
word, for he always spoke the truth,
and never did mean things. He was
kind too, and cheerful. And his good
qualities grew with his years.’

11 “I repeat it, every one of you 15

ignorant [ɪgnərənt] description [dɪskrɪpʃən]
well-informed [wélɪnfóːmd] diligent [dɪlɪdʒənt]
respect(ful) [rɪspékt-ful] obedient [əbɪdiənt]
obliging [əbláɪdʒɪŋ] mean [miːn](adj.) repeat [rɪpít]

(who would be a good and happy man
in the future) must begin now, when
you are young, and grow up such.
There is no other way."

EXERCISE

1. I shall be able to finish it in a day.
I have often been able to see Fujisan this
year.
2. It is you that are responsible for it.
It was the battle of Waterloo that decided
the fate of Europe.
3. If you would succeed, you must work very
hard.
I wouldn't do such a mean thing, even
if you were to command me to.

responsible [rispónsibl] Waterloo [wɔ:təlú:]
decide(d) [disáid-ed] fate [feit] succeed [səkseid]

WORD STUDY

glad	gladness
careful	carefulness
cheerful	cheerfulness
restless	restlessness
happy	happiness
lazy	laziness
diligent	diligence
ignorant	ignorance
obedient	obedience
anger	angry
ease	easy
health	healthy
hunger	hungry
thirst	thirsty
wealth	wealthy
worth	worthy

LESSON 3

An English Home

1 I live in a little house not far
from London. The house is not old:
it is almost new. It was built only
three years ago.

5 2 My house, like most ordinary
English houses, consists of two storeys.
It stands a little way back from the road,
and in front of it there is a small garden.
A path leads from the gate of the garden
10 to the front door of the house. On
each side of this footpath there is a
smooth, level lawn of grass, and there

almost [ʔ:lmu:st] ordinary [ʔ:dinəri] consist(s) [kɔnsist-s]
storey(s) [stəri-z] footpath [fútpa:θ] smooth [smu:ð]
level [lévl]



Masses of Blooms Make the Garden Fragrant

are also a few rose-bushes and a few beds of flowers.

3 I take great care of my front garden. It always looks neat and tidy. Once a fortnight, I cut the grass with ⁵ my lawn-mower, and sometimes I roll it with my lawn-roller as well. *also*

4 When I come home in the evening, I open the gate of this front garden, walk along the path to the front door, ¹⁰ and ring the bell. The maid opens the door, and I walk in. I close the door behind me. I hang my hat upon a peg, and place my umbrella or walking-stick in the umbrella-stand. I go to the bath- ¹⁵

tidy [táidi] fortnight [fó:tnait] lawn-mower [lón:mouə*]
 maid [meid] peg [peg]



Dining-room

room and wash my hands and face.
Then I am ready for my evening meal.

5 When a house has only two storeys,
we do not speak of the first floor and the
ground floor, but we say simply upstairs
and downstairs. Downstairs are the
dining-room, the drawing-room, the

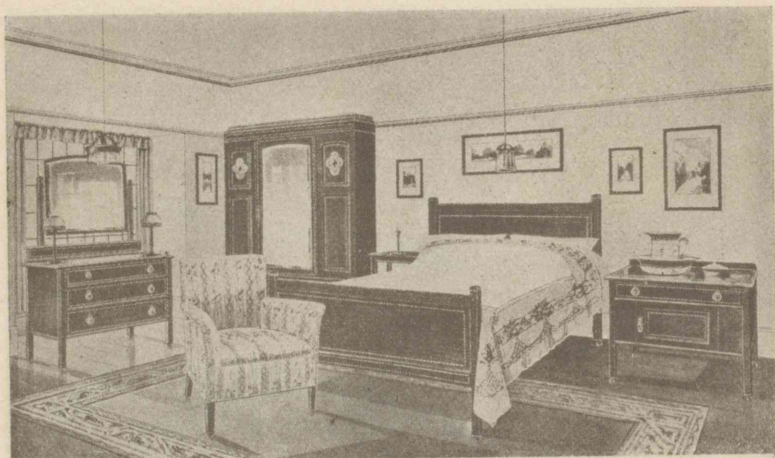


Sitting-room

sitting-room, the kitchen, containing the
larder and the pantry and the scullery.
Upstairs are the bed-rooms, the bath-
room, and the nursery.

6 The rooms of my home are not
large. The largest room is the drawing-
room, which is sixteen by fourteen by

contain(ing) [kontéin-ɪŋ] **larder** [lɑːdə*] **pantry** [pæntri]
scullery [skʌləri] **nursery** [nɜːsəri]

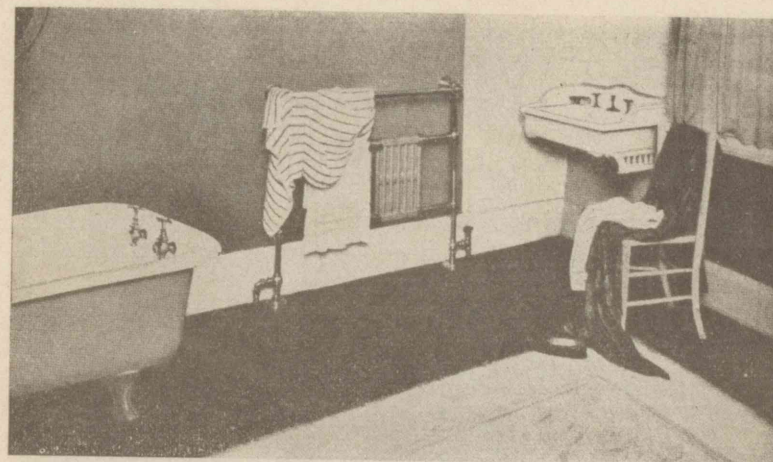


Bed-room

ten; that is, it is sixteen feet long, fourteen feet wide, and ten feet high.

7 At the back of the house there is a back garden. It is much larger than the front garden. It is thirty yards in length and ten yards in breadth and, therefore, has an area of three hundred

therefore [ðéəfəð*]



Bath-room

square yards. It contains a lawn, on which it is pleasant to sit in summer; and some flower-beds in which many different kinds of flower grow. At the bottom of the garden tall trees grow. 5 These trees are elms. They are over a hundred years old. They were grow-

area [éəriə]

square [skwɛə*]

bottom [bɒtəm]

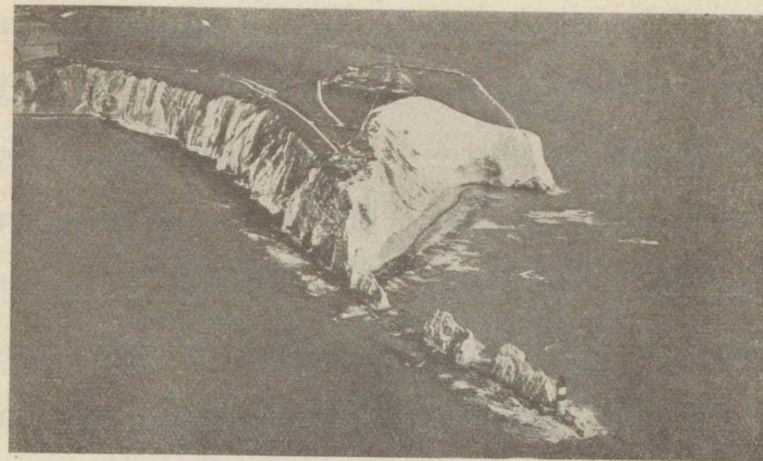
elm(s) [elm-z]

ing here long before the house was built.

EXERCISE

1. The meeting, **which** was held in the park, was a success.
The cat, **which** you despise so much, is a very useful animal.
2. This is the house **in which** I once lived.
Is this the way **in which** you learn your lesson?
The hill **on which** stands an old castle has a fine view.
The chair **on which** my mother used to sit stands vacant.
3. **It** is wrong to **tell** a lie.
I think **it** wrong to **lie**.
● I always **make it** a rule to **answer** a letter quickly.

meet(ing) [mít-ɪŋ]	success [səksés]	despise [dispáiz]
view [vju:]	vacant [véikənt]	rule [ru:l]



Isle of Wight and the Chalk Cliffs

LESSON 4

The Chalk Cliffs of England

- 1 The white chalk cliffs of England are famous all over the world. They stretch along the south-east coast from the Isle of Wight to the North Foreland.
- 2 The chalk of which these cliffs

Wight [wait]	cliff(s) [klif-s]	stretch [stretʃ]
	Foreland [fóələnd]	

are formed is made up of millions of tiny sea-shells that were once inhabited by living creatures. These little creatures were able to do what even a modern scientist could not do without a great deal of trouble: they could extract lime from the sea-water and turn it into a hard shell.

3 When these tiny creatures died, their shells sank to the floor of the sea. In time the bed of shells became very, very thick. We cannot tell how long it took to form the thick beds of shells which are contained in the chalk hills and cliffs of England. Albion, the old

form(ed) [fɔ:m-d] sea-shell(s) [si:ʃel-z] inhabit(ed) [in'hæbit-ed]
 modern [mɔ:dən] scientist [saɪəntɪst] extract [ekstrækt]
 lime [laɪm] Albion [ælbjən]

name of England, is said to have some connection with these white chalk cliffs.

EXERCISE

- The book of **which** I told you the other day is very interesting.
The materials of **which** most Japanese houses are made are earth and wood.
- All **that** glitters is not gold.
Take any book **that** you like best.
This is the book **that** I have been looking for.
- He is said to have slept only four hours a day while he was a pupil at a middle school.
There are said to be two exceptions to this rule.
The place was said to have been built in the day of King Henry the Eighth.

connection [kənekʃən] interesting [ɪntərəstɪŋ]
 material(s) [mə'tɪəriəl-z] glitter(s) [glɪtə-z]
 exception(s) [ɪksəpʃən-z]



LESSON 5

The Sea

Some people like the sea only when it is smooth, while some prefer seeing it when the wild waves are dashing upon the shore. Personally I like the sea when it is a little rough.

prefer [prɪfəː*] wave(s) [weɪv-z] dash(ing) [dæʃ-ɪŋ]
 shore [ʃəʊ*] personal(ly) [pɜːsnəl-i]

2 Some people are always sick when they are at sea, for they are not good sailors. A person who is never seasick, not even when the ship is pitching or rolling, is called a good sailor. 5

③ The life of a sailor, with all its dangers, seems to be pleasanter than any other's. A sailor is much attached to his ship. He often weeps when leaving her, and he seldom returns to her deck 10 without delight.

4 Everything on board his ship is an object of affection to him: the anchors, the masts, the sails, and the helm. What a sailor likes most perhaps 15

pitch(ing) [pɪtʃ-ɪŋ] roll(ing) [ról-ɪŋ] attach(ed) [ətætʃ-t]
 weep(s) [wi:p-s] seldom [séldəm] object [ɒbdʒekt]
 affection [əfɛkʃən] mast(s) [mɑːst-s] helm [helm]

is to see his ship run before a fair wind, with all sails set, and the masts bending before the breeze.

5 I wish I were a sailor, for I am very fond of the sea, and I should like to visit distant countries: Asia, America, Australia. I love ships, particularly sailing vessels, which I prefer to steamers. There is no finer sight than a tall ship,
10 ploughing with her keel the foaming sea, the waves dashing from her prow! Her white sails gleam in the sunshine.

⑥ The sea is the sailor's home, and he knows it may be his grave, but he
15 is not afraid. He likes to sing about

breeze [briz]	fond [fɒnd]	distant [dɪstənt]
particular(ly) [pətɪkjələ-li]		vessel(s) [vɛsl-z]
plough(ing) [pláu-ɪŋ]	keel [ki:l]	foam(ing) [fóum-ɪŋ]
prow [prau]	gleam [glɪm]	grave [greɪv]

his home on the ocean. When the ship rolls, he is rocked in his berth as if he were in a cradle. The waves are his pillows, and the rougher they are, the happier he is.

EXERCISE

1. With all his riches, he is not happy.
With all his diligence, he failed in the examination.
With all his faults, he is a great man.
2. He seems (to be) honest.
They seemed (to be) happy together.
He seems to have been a soldier.
3. (a) The sun having set, we started for home.
His home task being done, the boy went to bed.

rock(ed) [rɒk-t]	berth [bɜ:θ]	cradle [kréidl]
pillow(s) [pɪlou-z]	task [tɜ:sk]	

(b) **It being** a very hot day, I put on my lightest suit.

(c) I will come, **weather permitting**.

(d) Away go the two vehicles, **horses galloping, boys cheering, and dogs barking**.

4. I **wish I were** now in London.

I **wish it were** in my power to help you.

I **wish I had** the wings of a dove.

I **wish I had not wasted** my time when I was young.

5. I **should like to** hear her sing.

I **should like to** know where you were born.

6. **The more** he flatters, **the less** I like him.

I shall be **the better** pleased, **the oftener** you come.

7. I **prefer doing this to doing that** (=I **prefer to do this rather than that**).

I **prefer this to that**.

light(est) [laɪt-est] suit [sju:t] permit(ing) [pə'mɪt-ɪŋ]
 vehicle(s) [vɪ'ɪkl-z] gallop(ing) [gæləp-ɪŋ] bark(ing) [bɑ:k-ɪŋ]
 dove [dʌv] waste(d) [weɪst-ed] flatter(s) [flætə-z]

LESSON 6

The Arrow and the Song

I shot an arrow into the air,

It fell to earth, I knew not where ;

For, so swiftly it flew, the sight

Could not follow it in its flight.

I breathed a song into the air, 5

It fell to earth, I knew not where ;

For who has sight so keen and strong

That it can follow the flight of song?

Long, long afterward, in an oak

I found the arrow, still unbroke ; 10

And the song, from beginning to end,

I found again in the heart of a friend.

— Henry W. Longfellow.

arrow [ə'rou] swift(ly) [swɪft-li] follow [fɒləu]
 flight [flaɪt] keen [ki:n] heart [hɑ:t]

LESSON 7

An Excursion into the Country

A.—Would you like to go to the country with me?

B.—If the weather were fine, I should gladly go, but, it rains so heavily that if we went out we should get wet to the skin.

A.—The rain may soon stop; if it should not rain this afternoon, would you come?

B.—Yes, if it does not rain I shall accompany you.

A.—Would it not be better for us to

excursion [ɛkskú:ʃən]

heavily [hévili]

accompany [əkámpəni]

take a carriage?

B.—I should prefer it if I had money with me, but I have forgotten my purse.

A.—I can lend you all you want.

B.—If you could lend me ten dollars, that would be sufficient.

A.—What shall we do in the country?

B.—We may go fishing. If it were the month of December, we might go skating on the lake, but since it is only June we can go boating; that will be just as amusing.

A.—At what time shall we start, in case the weather should clear up?

B.—At about one o'clock.

carriage [káridʒ]

purse [pɜ:s]

dollar(s) [dólə-z]

sufficient [səfíʃənt]

skating [skéitiŋ]

amusing [əmjú:ziŋ]

A.—Well then, if you wish, we shall dine together.

B.—That would be a great pleasure to me, but my mother is not informed, and
5 she might feel uneasy if I did not come home for dinner.

A.—You could tell it to her by telephone.

B.—That's true. Very well, then I shall
10 stay here unless it should inconvenience you.

A.—If you inconvenienced me in any way, I should not invite you: we are intimate enough not to stand on ceremony
15 with each other.

dine [dain] uneasy [ʌnízi] telephone [télifoun]
unless [ʌnlés] inconvenience [inkonvínjens]
invite [inváit] intimate [íntimet] ceremony [sériməni]

B.—To be sure. I think you were right, we shall have a fine afternoon: the sun is coming out.

A.—I expect we shall have a great deal of pleasure. 5

B.—We should have still more if Charles were with us; he is so jolly.

A.—If you wish, we will call for him and take him with us.

B.—That would be useless, for he is
10 not at home.

A.—Well then, let us enjoy ourselves without him.

use(less) [jú:s-les]

EXERCISE

1. **Would you like me to go with you?**
Would you kindly make room for my friend here?
2. **If I were to work so hard, I should die.**
If I had time, I should go with you.
3. **If you could kindly assist me, I should be much obliged to you.**
If he could see me now, I should be happy.
He could do it, if he would.
I would do so, if I could.
4. **You might succeed, if you worked harder.**
He might die, if he had no nurse.
He might be better, if he could get a little sleep.
5. **Let us go shooting (swimming, hunting), etc.**

assist [ə'sɪst]

nurse [nɜːs]

shoot(ing) [ʃuːt-ɪŋ]



Benjamin Franklin

LESSON 8

Benjamin Franklin

1 One of the foremost men in Revolutionary times was Benjamin Franklin. Franklin was born in Boston, January the seventeenth, 1706.

2 He did not have a very thorough s

Benjamin Franklin [bɛndʒəmin fræŋklin]

revolutionary [revəlʒjuːʃənəri]

Boston [bɒstn]

thorough [θɔːrə]

education in school as he left it when he was ten years old. In 1719 he went to the printing-office of his eldest brother to learn the trade of printing.

5 3 While working in the printing-office, he found time to do a great deal of reading. By his own efforts he educated himself extensively. He was a deep thinker and had a very inventive
10 mind. He demonstrated that lightning was a discharge of electricity, and electricity was either positive or negative. He also invented the lightning conductor.

4 Franklin published an almanac
15 called "Poor Richard's Almanack," which

education [edjuki'eɪʃən] trade [treɪd] print(ing) [prɪnt-ɪŋ]
 extensive(ly) [ɛkstɛnsɪv-li] inventive [ɪnvɛntɪv]
 demonstrate(d) [dɛmɒnstreɪt-ed] lightning [laɪtnɪŋ]
 discharge [dɪstʃɑːdʒ] electricity [ɪlektɹɪsɪti] either [aɪðə*]
 positive [pɒzɪtɪv] negative [nɛgətɪv] conductor [kɒndʌktə*]
 publish(ed) [pʌblɪʃ-t] almanac [ɔːlmənæk]



University of Pennsylvania Founded by B. Franklin in 1740

was translated into many languages.

He worked hard and was careful not to waste any time. He wrote a great deal; some of his writings are on science and political economy. One of his most
5 interesting works is the story of his own life.

Pennsylvania [pensɪlvɛɪnjə] translate(d) [trænsleɪt-ed]
 science [saɪəns] politic(al) [pɒlɪtɪk-əl] economy [ɪkɒnəmi]



Philadelphia Library Founded by B. Franklin in 1731

5 He was the first minister sent by the United States to France. He helped the United States by persuading France to send money and also soldiers to serve in the Revolutionary War.

6 Wherever he went he was respected and admired. Many of the great

Philadelphia [filədélʃjə] library [láibrəri] minister [mínistə*]
 persuading [pəswéidɪŋ] admire(d) [ədmaíə-d]

statesmen of Europe were proud to be known as his friends.

7 In his own city he founded a famous school for boys, which is now a great university; and he started the first public library in the United States.

8 Bancroft, the great American historian, says: "Franklin was the greatest diplomat of the eighteenth century. He never spoke a word too soon; he never spoke a word too late; he never failed to speak the right word in the right place."

statesmen [stéitsmen] proud [praud] public [páblik]
 Bancroft [bæŋkrɔ:ft] historian [hístɔ:riən]
 diplomat [díplomæt] century [séntjuri]

**EXTRACTS FROM
"POOR RICHARD'S ALMANACK"**

1. Early to bed, early to rise, makes a man healthy, wealthy, and wise.
2. God gives all things to industry.
3. One to-day is worth two to-morrows.
4. Never leave that till to-morrow which you can do to-day.
5. Observe all men, thyself most.
6. Great talkers, little doers.
7. Pay what you owe, and you will know what you own.
8. ^{How} Want of care does us more damage than want of knowledge.

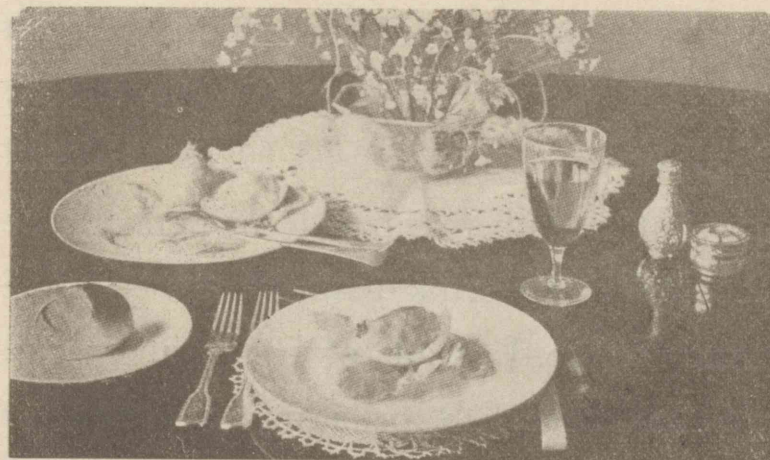
extract(s) [ékstrækt-s] **Richard** [rítʃəd] **wealthy** [wélθi]
industry [índəstri] **observe** [obzəv] **thyself** [ðaisélf]
doer(s) [dú(:)ə-z] **damage** [dámédʒ] **knowledge** [nólédʒ]

EXERCISE

1. This is not a good place **to rest in**.
 He was always the first to come and the last to leave the office.
 There was no time **to lose**. (*Adjective Use*)
2. Be careful **not to use** bad language.
 A man would be blind not to see that.
 He came here **to speak** to me, not to you.
 We eat **to live**, not live **to eat**. (*Adverbial Use*)
3. I am proud **to accompany** you.
 I am anxious to see him again.
 He is eager to learn.
 He is desirous to go there (=of going there).
 He is afraid to go.
 I shall be able to visit the place once more. (*Noun Use*)

WORD STUDY

	<i>Adjective</i>	<i>Noun</i>
1.	breathe 一動詞	breath
	long	length
	strong	strength
	true	truth
	warm	warmth
	wide	width
	<i>Verb</i>	<i>Noun</i>
2.	choose	choice
	do	deed
	fly	flight
	give	gift
	know	knowledge
	lose	loss
	see	sight
	sing	song
	speak	speech
	strike	stroke



LESSON 9

Meals

1 Four meals a day are served in an ordinary English home: breakfast, lunch, tea, and dinner.

2 *Breakfast*, the first meal of the day, is served at about eight o'clock in the

morning, and consists of porridge with milk and sugar, bacon and eggs (boiled, fried, or poached) buttered toast, or bread and butter with marmalade or jam. Some
 5 people like to drink tea, but most people prefer coffee. Instead of bacon and eggs, we may have fish, or a mutton chop, or cold ham.

3 *Lunch.* The usual time for lunch is
 10 one o'clock, but, of course, it may be half an hour earlier or later. This meal consists of cold meat with potatoes, boiled or fried, and salad. These are followed
 by cheese and biscuits. Englishmen have
 15 some drink at lunch according to their

porridge [póridʒ] bacon [béikən] boil(ed) [bɔil-d]
 fried [fraɪd] poach(ed) [poutʃ-t] toast [təust]
 marmalade [má:məleɪd] instead [ɪnstéd] chop [tʃɒp]
 ham [hæm] salad [sæləd] cheese [tʃi:z] biscuit(s) [bískit-s]

different tastes. Some drink wine, beer, or ale; others prefer milk or water.

4 *Tea*, the third meal of the day, is served between four and five o'clock. A teapot is brought in, filled with this
 5 refreshing drink which English ladies find so delightful. Thin slices of bread and butter are handed round with cakes, jam, and cream. Tea is not always served at
 table, for it is the most sociable meal of
 10 the day, and friends and visitors are also received. The members of the tea party sit round on chairs. Each one has a cup, a saucer, a spoon, and a plate.

5 *Dinner* is the most substantial meal 15

teapot [tí:pət] refresh(ing) [rɪfréʃ-ɪŋ] delight(ful) [dɪlaít-ful]
 slice(s) [sláis-ez] sociable [sóuʃəbl] visitor(s) [vízitə-z]
 member(s) [mémbə-z] party [pá:ti] substantial [səbstænʃəl]

of the day in well-to-do families. In old-fashioned households a gong is sounded, generally at seven o'clock, and all the members of the family sit down together.
 5 Perhaps some of them have been absent from lunch and tea, but now their day's work is over and they all take together the evening meal. The mistress of the household solemnly takes her seat at the
 10 head of the table, and opposite her sits the master, her husband.

6 By the way, *supper*, as a rule, is only served on Sundays after church (at about 8 or 9 in the evening), on which
 15 days a more carefully prepared dinner (at

well-to-do [wéltədú:] **old-fashioned** [óuldféʃənd]
household(s) [háushəuld-z] **gong** [gŏŋ] **general(ly)** [dʒénərəl-i]
mistress [místres] **solemn(ly)** [sóləm-li] **opposite** [ópəzít]
husband [házbənd] **prepare(d)** [prípéə-d]

about 2) takes the place of lunch.

7 Soup is the first course. Then comes the second course, fish or salad. A joint of meat (usually the roast beef of old England) forms the third course, or else a leg of mutton, lamb, or pork, chicken or duck served up with vegetable—potatoes, green peas, beans, carrots, turnips, cabbage, or cauliflower.

8 Pudding or fruit-pie forms the ¹⁰ fourth course. After this the table is cleared, ready for the dessert. This consists of choice of fruit—grapes, apples, pears, peaches, oranges, bananas, and figs. Nuts are also placed on the table, and ¹⁵

potato(es) [pətéitou-z] **pea(s)** [pi-z] **bean(s)** [bim-z]
carrot(s) [károt-s] **turnip(s)** [tómip-s] **cabbage** [kábedʒ]
cauliflower [kóliflauə*] **pudding** [púdiŋ]
fruit-pie [frútpai] **dessert** [dizórt] **choice** [tʃóis]

the wine is handed round.

9 This is the order of meals among well-to-do households. But the greater part of the people in the towns, and
 5 nearly all country people, have dinner in the middle of the day instead of lunch. They have tea a little later—between five and six o'clock and then in the evening, before going to bed, they have a
 10 light supper.

10 Thus the four meals of the day are either (1) breakfast, dinner, tea, and supper, or (2) breakfast, lunch, tea, and dinner.

EXERCISE

1. A great scholar is not always a good teacher.

A good man will **not always** prosper.

To be successful in life does **not always** mean to get rich, honour, and power.

2. **Inversion**: 顛置法 (倒置法)

Opposite her **sits** the master, her husband.

On the top of the hill **stands** an old castle.

Soon after **began** the real conflict.

No sooner **had** I left the house *than* it began to rain.

Great **was** their surprise when the enemy saw us.

Down **came** the rain like torrents.

Well **do** I remember the days when I was an innocent boy.

In the middle of the garden **stood** a summer house.

Often **have** I heard the story.

torrent(s) [tɒrənt-s] **innocent** [ɪnəsənt]

LESSON 10

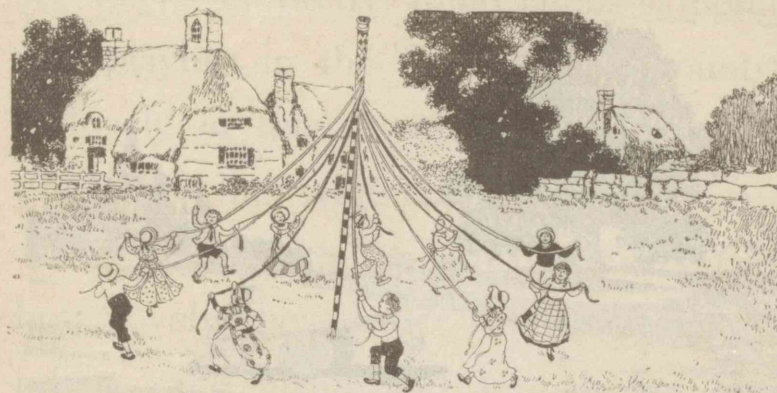
Summer

1 Summer comes after spring and before autumn. It is the hottest season of the year. The sun rises very early and sets very late.

2 In England it is quite light long after sunset, owing to what is called the twilight, and young people can play games in the open up to nine o'clock.

3 The middle of summer is the 21st or 22nd of June, when the sun is right over the tropic of Cancer, and seems to stand there for a few days

owing [óuin] twilight [twáilait] tropic [trópik]
Cancer [kánsə*]



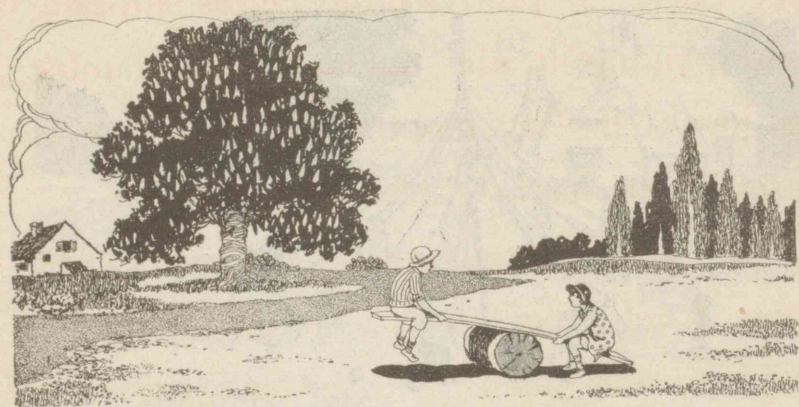
May pole

before beginning his journey to the south. This is called the summer solstice.

4 The summer months are May, June, and July. The 1st of May is called May Day, and used to be a national holiday in days gone by.

5 The villagers started out at an early hour of the morning to gather

may-pole [méipoul] solstice [sólstis] national [néšnəl]
villager(s) [vʲlédʒə-z]



Chestnut in Bloom

great bunches of hawthorn (with which) to decorate their doors and windows.

6 After breakfast the prettiest girl of the place was crowned with flowers as Queen of May; the boys and girls met, danced and sang together.

7 The month of May is the lambing season, and in the country we can

bunch(es) [bʌntʃ-ez] **hawthorn** [hɔːθɔːn]
decorate [deˈkɔːreɪt] **crown(ed)** [kraʊn-d] **lamb(ing)** [læm-ɪŋ]

see flocks of pretty, timid lambs skipping and playing in the fields. The country is lovely in this month, and all nature is dressed in its brightest dress.

8 June is the month of flowers, and how lovely they are! Nature seems to rejoice, and plants and animals are seen at their best. The chestnut trees are in bloom, and the gardens are bright with bunches of yellow laburnum and sweet lilac.

9 This is the sheep-shearing and hay-making month, and the farmers are very busy, and very anxious, too, for fine weather.

flock(s) [flɒk-s] **timid** [tɪmɪd] **skip(ping)** [skɪp-ɪŋ]
rejoice [rɪdʒɔɪs] **laburnum** [ləˈbɜːnəm] **anxious** [æŋkʃəs]

10 England is noted for its roses, and June is the month of roses. No other flower can compete with the rose in loveliness, fragrance, colour, and form,
5 and so it is called the "Queen of Flowers."

11 July is the hottest month of the year, and the days between July 3 and August 11 are called the "dog-days."
10 During this month the harvest is gathered in; gardens are still full of beautiful flowers, and the trees in the orchards are laden with delicious fruit.

12 During the hot days of summer
15 those who can afford it go away for a

noted [nóuted] compete [kompít] fragrance [fréigrøns]
harvest [há:vest] orchards(s) [órtʃəd-z] laden [léidn]
delicious [dílifʃəs] afford [əfó:d]

holiday, generally to one of the many seaside resorts.

13 Plans have been talked over and made weeks beforehand, and when at last the happy day arrives, everybody is
5 up with the lark, and anxious faces look out of the windows to see what the weather is like. The trunks and boxes have already been packed up and labelled, and everybody is too excited to eat. 10

14 When at last we reach our destination, and have had some refreshment,
15 off we rush to the sea-shore and race on the soft, smooth sands. How fresh the air is, and what an appetite it gives us! 15

resort(s) [rizó:t-s] beforehand [bifó:hænd] lark [lɑ:k]
trunk(s) [trʌŋk-s] pack(ed) [pæk-t] label(led) [léibl-d]
excite(d) [iksáit-ed] destination [destinéiʃən]
refreshment [rifréʃment] appetite [æpitait]

The day soon passes, and we return to our hotel or lodgings tired out.

15 Next morning we get up early and hurry off for a bathe in the salt sea-water. How refreshing it is, and how hungry it makes us! Every day has its enjoyments—rowing, and sailing, and yachting, and riding on donkeys or ponies, and listening to the music of the
10 bands on the piers and promenade.

16 But all good things come to an end, and so do the holidays. After three weeks or a month, we return home with sun-burnt faces, feeling strong and well,
15 and ready for the work of another term.

lodging(s) [lɒdʒɪŋ-z]

hurry [hʌri]

enjoy(ment) [endʒɔɪ-ment]

yacht(ing) [jɔ:t-ɪŋ]

donkey(s) [dɒŋki-z] ponies [pəʊnɪz] pier(s) [piə-z]

promenade [prə'mɪnɑ:d]

EXERCISE

1. He is ^{所謂} what is called a genius (=He is what you call a genius.=He is so-called a genius).

Many animals which have no weapons of self-defence, often protect themselves by what is called protective colouring.

2. Last night he saw many falling stars.

There is a river flowing through the city of Tokyo.

3. He wrote, asking me question after question.

4. He is too honest to tell a lie.

He is too prudent to grant the request.

She was too much occupied with house and children to see much society.

self-defence [sɛlf'difəns]

protect [prə'tekt]

colour(ing) [kʌlə-rɪŋ] prudent [prú'dent] grant [grɑ:nt]

request [rɪkwɛst] occupied [ɒk'ju:paɪd] society [sə'saɪəti]

LESSON 11

A Boy Hero

1 Far away across the continent lies a country called Holland. The people who live in Holland are usually called the Dutch. I hope you will some day
 5 make a visit to this far-away country. If you do, you will see many things which you never see at home.

2 Whichever way you look, great windmills lift their gigantic arms against
 10 the sky. The children in the provinces sometimes wear wooden shoes, and are clothed in quaint caps and aprons.

whichever [(h)wɪtʃɛvə*] windmill(s) [wɪn(d)mɪl-z]
 gigantic [dʒaɪɡəntɪk] clothe(d)[klaʊð-d] quaint [kweɪnt]
 apron(s) [ɛɪprən-z]



Windmill

Holland

3 But, strangest of all the strange things in Holland are the dikes, which keep the sea from pouring over the land and drowning all the people. For Holland, you must know, is a very low country, and it lies close beside the ocean. Nothing but the strong dikes could keep the angry billows away from the very doors of the Hollanders.

4 You can easily imagine, then, how carefully the Dutch people guard the strong dikes. They know that their lives would be at the mercy of the sea if once the dikes should be broken.

5 One day, long years ago, little

dike(s) [daik-s] pour(ing) [póə-rɪŋ] drown(ing) [draun-ɪŋ]
 billow(s) [bílou-z] Hollander(s) [hóləndə-z] guard [gɑ:d]
 mercy [mó:si]

Peter was playing in the garden by his home in Holland, when his mother called to him from the door of the cottage.

6 "Come, Peter," she said, "I want
5 you to carry to your grandmother this
cheese which I have made for her. Go
straight on your way, without playing,
and hasten back, so that your father may
find you when he comes to supper."

10 7 Peter took the little package that
held the cheese, and hastened on his way.
He did not delay to gather the pretty
violets that grew by the wayside, nor to
play with the boys who called to him
15 from the field. He went straight forwards,

Peter [pírto*] cottage [kótédʒ] straight [streit]
hasten [héisn] package [pákedʒ] delay [diléi]
wayside [wéisaid] forwards [fórwədʒ]

as he was bidden, and soon reached his grandmother's house, but it was almost dark.

8 He left his package, gave his
grandmother a kiss, and started for home.
His path lay beside the dike. He re-
called to his mind what his father had
told him of the many men who had
worked to construct it, and the many
homes which it kept safe from harm. 10

9 But listen! In the quiet of the
twilight he heard a sound which made
his heart beat quick and fast. If you or
I had been walking there, we should
have given little heed to the sound of 15

bidden [bídn] kiss [kis] recall(ed) [rikól-d]
construct [konstrákt] quiet [kwáiet] beat [bit]
heed [hírd]

dripping water.

10 But Peter knew the meaning of the fearful sound. He knew that the sea was making its way through the dike. 5 Before morning—even before Peter could give the alarm—the water would be pouring over the land.

11 What could a boy do? Quick as thought, he ran to the spot from 10 which the water dripped, and thrust his hand into the hole in the dike. Then he called aloud for help. He listened. No answer came to his call, but he heard the dripping water no longer.

15 12 Again and again he called; again,

drip(ping) [dríp-ig] meaning [mí:nig] fear(ful) [fiə-ful]
alarm [ə'lá:m] spot [spɒt] thrust [θrəst] aloud [ə'láud]

and still again. No answer came. Darkness settled about him. He became too faint to utter a sound. He was chilled to the bone. But still his little hand, weak, half frozen, held back the cruel 5 sea.

13 They found him in the morning, pale and feeble, but bravely holding to his post. His father held him in his arms, while strong men made the dike 10 whole.

“He has saved us all,” they said.
“Thank God! He was a brave boy.”

settle(d) [sétl-d] utter [átə*] chill(ed) [tʃil-d]
cruel [krú:el] pale [peil] feeble [fi:bl] post [poust]

EXERCISE

1. If this **should** be true, I would give you my head.

In case it **should** rain, you should **be provided with** a waterproof for your journey.

2. I **like** a man to be clean and tidy.

I have forbidden my children to smoke.

We must tell them to wait.

I **judged him to be** about fifty years of age.

They firmly **believed him to be** innocent.

3. He works hard so **that** he **may** keep his family in comfort.

He took medicine so **that** he **might** recover.

provide(d) [prɒv'áid-ed] **waterproof** [wɔ:təpru:f]
forbidden [fə'bɪdn] **smoke** [smouk] **judge(d)** [dʒʌdʒ-d]
medicine [médisin] **recover** [rɪkávə*]

LESSON 12

Germany Today

1 This remarkable picture shows the most important person in Germany, Herr Hitler, who is speaking to more than two million people on the big landing ground on the Tempel-hof Air-port in 5 Berlin. Over a hundred loud-speakers were used, and the words of the speaker could be heard even at the farthest edge of the vast crowd, nearly a mile away.

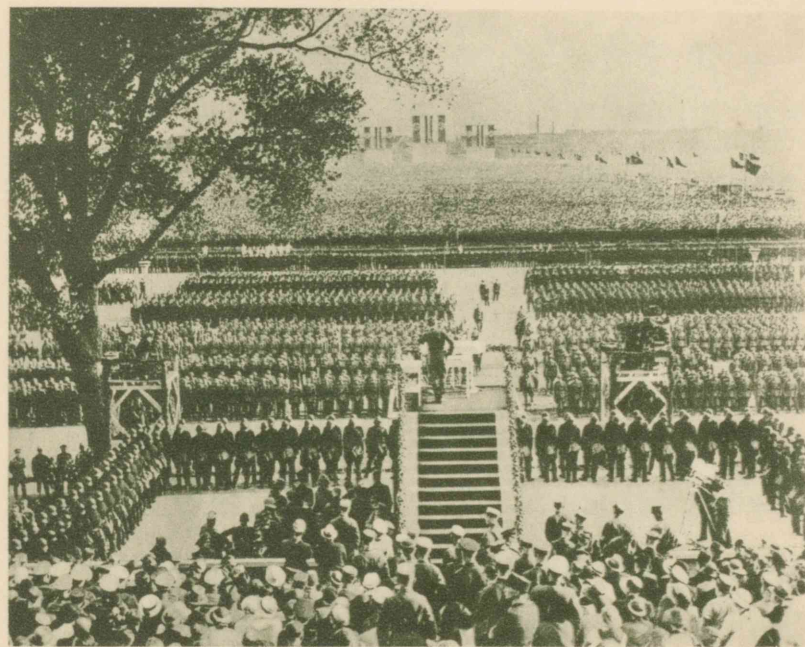
2 Germany is not exactly like a 10 single country. The State is made up of several countries, some of which, had

remarkable [rɪmá:kəbl] **herr** [heə*] **Hitler** [hítlə*]
Tempel-hof [tɛmpelhof] **air-port** [éəpɔ:t] **Berlin** [bó:lin]
loud-speaker(s) [láudspíkə-z]

their own kings and princes. The two largest of these countries are Prussia and Bavaria, each of which is very important. Prussia is almost as large as the whole of the British Isles, while Bavaria is as large as Ireland. The total population is nearly 70,000,000.

③ Up to 1918 Germany was an empire, the King of Prussia being the Emperor. Then the Emperor gave up his sovereign power and Germany became a republic with a president. The President really took the place of the Emperor, except that he was elected, and he had all the power of the Emperor.

king(s) [kiŋ-z] prince(s) [prɪns-ez] Prussia [prʌʃə]
 Bavaria [bə'veəriə] total [təʊtəl] population [pəpjuleiʃən]
 emperor [empeərə*] sovereign [səvri:n] republic [ri'pʌblik]
 elect(ed) [ilékt-ed]



Speaking to Two Million People

4 General von Hindenburg, who died in August, 1934, was the second President. Next to the President, the most important person in the Republic was the Chancellor, who actually did ^{and 領} the work of ruling the country for the President. Herr Hitler, the leader of the Nazis, became Chancellor in 1933.

5 The Nazis, or National-Socialists, are a political party who are in power ^領 in Germany, and their symbol is the swastika. The Nazis always salute the swastika and one another by holding out their arm with the palm downwards. When Hindenburg died, Herr Hitler ^領

Hindenburg [híndenbø:g]	chancellor [tʃá:nslə*]
actual(ly) [áktjuəl-i]	leader [lí:də*]
national-socialist(s) [ná:ʃnəlsó:ʃəlíst-s]	Nazis [ná:tsís]
	symbol [símbol]
swastika [swæstikə]	salute [səl(j)ú:t]

became President as well as Chancellor.
He is ^{同様に} now ruling his country with a
⁵⁸ strong hand.

EXERCISE

The Nazis are a political party who are in power in Germany.

The police have found a key to the mystery.
People say that he is going to marry next week.

The cattle are feeding on grass.

PROVERBS

1. A little leak will sink a great ship.
2. A man dies, his name remains.
3. A sound mind in a sound body.
4. There is no smoke without fire.
5. None but the brave deserve the fair.

police [pə'li:s] key [ki:] mystery [mí'stəri] leak [li:k]
fair [feə*]

後々とも価値がある
後々とも火子。

LESSON 13

HUMOROUS STORIES

(1) How to Choose Geese

1 The headmaster of a large board-
ing-school was once much pleased with
his pupils, and he determined to give
them an extra feast.

2 They were all fond of poultry,⁵
but he did not often provide them with
that, because good poultry was very
difficult to get.

3 On this occasion, however, the
headmaster wanted to give them a good¹⁰
feed of goose for a treat. So he went

humorous [hjú:mərəs] headmaster [hédmá:stə*]
boarding-school [bó:diŋsku:l] determine(d) [dítérmin-d]
feast [fi:st] poultry [póultri] occasion [okéizən]
treat [tri:t]

to a poulterer's shop, where twelve geese were exposed for sale.

4 "I want you to pick me out the six toughest of these geese," he said.

5 "That is an unusual request, sir" said the shopkeeper. "That may be; but anything will do for bad boys," said the master.

5 So the shopman set to work, and with much discrimination selected the 10 toughest of the geese. "Thank you," said the gentleman, "on this occasion I am providing for good boys, so I will take the other six, please."

(2) A Lesson in Faith

15 1 A foolish young fellow once aston-

poulterer('s) [póultərə*-z] expose(d) [ikspóuz-d] sale [seil]
 tough(est) [táf-est] shopkeeper [ʃɒpkɪ:pə*]
 shopman [ʃɒpmən] discrimination [diskriminéiʃən]
 select(ed) [silékt-ed] faith [feɪθ] foolish [fú:liʃ]
 astonish(ed) [əstóniʃ-t]

ished an old clergyman by boasting that he did not believe in anything he could not see and understand.

2 "Do you believe there is such a country as France?" asked the clergy- 5 man. "Yes," said he, "for though I have never seen it, I know others who have."

3 "Then you refuse to believe in anything that you or others have not 10 seen?" "Most certainly," said the youth. "Did you ever see your own brains?" "Of course not." "Do you know anybody who has seen them?" "No." "Do you think you have got any?" The 15

clergyman [klédʒimən] boast(ing) [bóust-ɪŋ]
 believe [bilí:v] understand [ʌndəstænd] brains [breinz]

young man had to acknowledge himself fairly caught.

EXERCISE

He did not believe in anything [~~that~~] he could not see and understand.

I want to show you my books, especially those [~~which~~] I've recently acquired.

The book [~~which~~] I hold in my hand is an English reader.

John is the name [~~which~~] my parents gave me.

It was all [~~that~~] he could do.

How much was it [~~that~~] he got?

This is the man [~~whom~~] we met yesterday in the park.

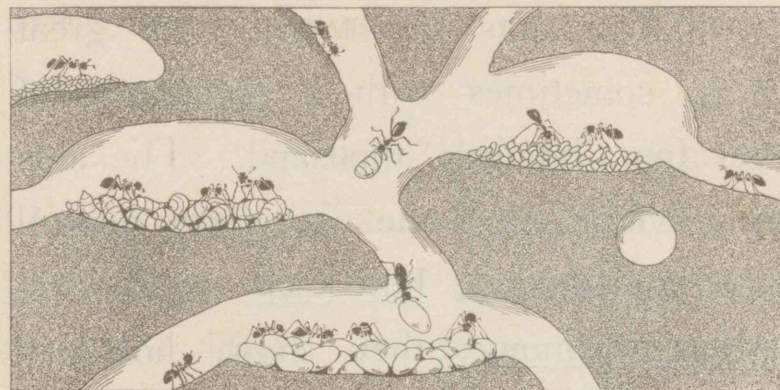
This is the boy [] we spoke of.

I know the man [] you mentioned.

acknowledge [əknəʊlədʒ]

fairly [fɛəli]

əknəʊlɪdʒ



LESSON 14

The Life of Ants

1 Among all the living things upon the earth, those that come nearest to us in habits of life are the ants. The monkeys, which are said to be most like us, are far behind these little ^{3h}insects in intelligence.

ant(s) [ænt-s] habit(s) [hæbit-s] intelligence [intélidʒens]

2 The ants live together in great cities, sometimes with a population of over four hundred thousand. The ants who live in the same city never quarrel with one another, but keep together in perfect harmony; they show, however, great patriotism, and take all ants who live in other cities to be enemies, and whom they are ready to fight if necessary.

3 They keep their cows, which they milk. These cows are little insects called "ant cows," which live upon the leaves of plants. Ants look after these creatures with care, and have been known even to

quarrel [kwórəl] **perfect** [pérfekt] **harmony** [há:məni]

make little houses of earth to shelter them.

4 The "ant cows" lay their eggs in October, and the ants are so careful of these eggs that they take them down from the leaves and store them safely away in their nests to keep them from the weather of winter.

5 When spring comes and the young "ant cows" are come out, the ants take them out on to the leaves again, just as the farmer takes his cows out to the fields.

6 Every ant in all the thousands and thousands of ants in any particular nest

particular [pət'fkjulə*]

knows all his fellow-inhabitants, and never mistakes one for a stranger.

7 Even when an ant has been taken away from his friends for over a year and a half, and is put back again, he is immediately recognized and returns to his home without trouble, though an ant of the same kind from another nest would be thrown out and most likely killed on the spot.

8 When we see a nest of hard-working ants, digging out chambers, forming tunnels, guarding their home, gathering food, feeding the young, or looking after their domestic animals, it

stranger [stréindʒə*] immediate(ly) [imídjət-li]
 recognize(d) [rékəgnaiz-d] trouble [trábl] dig(ging) [díg-iŋ]
 chamber(s) [tʃéimbə-z] tunnel(s) [tánel-z] domestic [doméstik]

is hard not to admire the intelligence of these little insects.

9 Every one of them does its own work without confusion, and lives its life for the good of the whole nest.

10 But there are some sorts of ants that have taken to the bad way of keeping slaves. They don't work for their living like the good ants, and as a result they have gradually lost their powers and are only able to fight. They have become so helpless that they cannot even feed themselves unless their slaves put the food into their mouths!

11 Thus we see that powers can be

confusion [kɒnfjú:ʒən] slave(s) [sleiv-z] living [lívɪŋ]
 result [rɪzʌlt] gradual(ly) [grádjuəl-i]

lost through idleness and selfishness, and that these poor ants, by forcing others to do for them what they ought to do for themselves have gone far lower in character than their own slaves.

12 In these days, when so many people seem to think that to be rich and idle is the one thing to be aimed at in life, let us remember that it was the wisest of all men who said: "Go to the ant, thou sluggard; consider her ways, and be wise."

idle(ness) [áidl-nes]

selfish(ness) [sélfiʃ-nes]

forcing [fó:siŋ] character [kérəktə*] aim(ed) [eim-d]

sluggard [slágəd] consider [konsíðə*]

EXERCISE

He is said to have produced (=that he has produced) great impression upon the audience.

次の類例も同様に解すべきである:

He was discovered to be proud.

He was found to be a man of noble character.

Mr. S. is generally believed to be a very good-natured man.

He is reported (or rumoured) to have died at Paris.

He is supposed to have performed this great deed.

The report was proved to be false.

He was shown to be the real offender.

audience [ó:diens]

good-natured [gúdnéitʃəd]

report(ed) [ripó:t-ed]

rumour(ed) [rú:mə-d]

suppose(d) [səpóuz-d]

perform(ed) [pəfó:m-d]

prove(d) [pru:v-d]

false [fó:ls]

offender [ofénda*]

LESSON 15

The Danger of Being Satisfied

1 One reason why we do not grow into doing bigger things is that we are too easily satisfied with ourselves. How can we do our job better if we think ^{可以做得更好} we are doing it well enough?

2 If we measure ourselves by what we have already done, we are not progressing. We ought to think of how much more we could ^{可以做得更好} accomplish by ^{开始} working harder, and then go at our job with even greater energy.

3 We want results, but we dislike

satisfied [sætɪsfaɪd] reason [riːzn] job [dʒɒb]
 progress(ing) [prɒɡres-ɪŋ] accomplish [əkəmplɪʃ]
 energy [enədʒi]

putting forth the effort to bring about those results. Or ^(what is) worse still, we are too lazy even to desire better things for ourselves. As soon as we think we are doing well enough, we have stopped growing.

4 Those who are really successful never, in their own estimation, reach the top, for the thing ^(that) they want keeps moving away as they approach it. The ²⁴⁷ more they achieve, the larger are their ideas of what they want to do.

5 The big question is not "Have I done enough?" but "In what direction am I moving, and, at the rate I am ¹⁵

desire [dɪzəɪə*] estimation [estɪmeɪʃən] approach [əprəʊtʃ]
 achieve [ətʃiːv] idea(s) [aɪdiə-z] direction [dɪrɪkʃən]
 rate [reɪt]

going, what are my chances of getting there?"

EXERCISE

1. That is the reason why I did it.
I know the reason why he said it.
2. He was too frightened to speak (=He was so frightened that he could not speak).
This milk is too hot to drink.
He reached the station too late to catch the train.
3. The more he reads, the less he understands.
The sooner we get there, the more likely are we to get seats.
The higher the ground, the cooler the air becomes.
The noisier the children were, the better was their mother pleased.

chance(s) [tʃɑ:ns-ɪz]

LESSON 16

Theseus—I

1 Theseus was the brave son of Ægeus, king of Athens. He had been away from home for many years, conquering wicked men and killing evil monsters, and one winter day returned to his father's palace. Ægeus received him with all the affections of a father, and there was a great joy among the people.

2 When, however, the spring came, the Athenians grew sad and silent. Theseus saw it and asked the reason,

Theseus [θi:sju:s] Ægeus [i:dʒu:s] Athens [æθinz]
conquer(ing) [kɒŋkə-rɪŋ] evil [i:vl] monster(s) [mɒnstə-z]
silent [saɪlənt]



but no one would answer a word.

3 Then he went to his father and asked him, but Ægeus only turned away his head and wept.

5 “Do not ask, my son, beforehand about evils which must happen; it is enough to have to face them when they come.”

4 One morning a messenger came

messenger [mésendʒə*]

to Athens from a foreign country. Standing in the market, he cried, “O people of Athens! Where is your yearly tribute?” Then a great lamentation arose throughout the city. But Theseus stood up to 5 the messenger and cried.

“Who are you, shameless man, that dare demand a tribute here? If I did not respect your messenger’s staff, I would strike out your brains with my 10 club.”

5 The messenger answered proudly, for he was a grave old man.

“Fair youth, I am not shameless. I do the bidding of my master Minos, 15

tribute [trɪbjʊt]

lamentation [læməntéiʃən]

shame(less) [ʃeɪm·les]

dare [deə*]

demand [dɪmənd]

staff [stɑːf]

club [klʌb]

Minos [maɪnəs]

King of hundred-citied Crete, the wisest of all kings on earth. You must surely be a stranger here, or you would know why I come, and that I come by right."

5 "I am a stranger here. Tell me, then, why you come?"

6 "To take the tribute which King Ægeus promised to Minos. He confirmed his promise with an oath. For Andro-
10 geus, my master's son, came here last summer to take part in the games and overcame all the Greeks. But the brave prince was killed, and no man knows how or where. Some say he was waylaid
15 on the road to Thebes. So Minos came

Crete [kri:t] promise(d) [prómis-t] confirm(ed) [kɒnfɔ:m-d]
oath [ouθ] Androgeus [ændrɔ:dʒu:s] overcame [ouvəkéim]
waylaid [weiléid] Thebes [θi:bz]

here with a great fleet of ships and conquered all the land and would not depart until Ægeus promised him tribute—seven youths and seven maidens every year, who are to go with me in a
5 black-sailed ship."

7 Theseus ground his teeth together, and said, "If you were not a messenger, I would kill you for saying such things of my father and country, but I will go
10 to him and know the truth."

8 So he went to his father and asked him, but he turned away his head and wept. "Blood was shed in the land unjustly," said he, "and by blood it is
15

shed [ʃed] unjust(ly) [ʌndʒást-li]

断腹の児をさす
心ヲ痛メサス

avenged. Do not break my heart by questions; it is enough to endure in silence."

9 Then Theseus was much grieved and cried, "I will go myself with these youths and maidens and kill Minos on his throne."

10 Ægeus cried, "You must not go, my son, the light of my age! You must not go to die horribly. Minos will throw you into a labyrinth, from which no one can escape. In that labyrinth lives a monster called the Minotaur, who feeds upon the flesh of men."

15 10 Then Theseus grew red; his ears

avenge(d) [əvɛndʒ-d] endure [ɛndʒúə*] grieve(d) [gríiv-d]
throne [θroun] horribly [hóribli] labyrinth [lábirinθ]
escape [iskéip] Minotaur [mínəto:*] flesh [fleʃ]

became hot and his heart beat loud in his bosom. He stood awhile like a stone pillar, and at last he spoke:—

11 "Then all the more I will go and kill the cursed beast. Have I not killed all evil-doers and monsters, that I might free this land? And I will kill the Minotaur, and Minos himself, if he dares to stay me."

12 "But how will you kill him, my son, for you must leave your club and your armour behind, and be cast to the monster, defenceless and naked like the rest?"

Theseus said, "Are there no stones 15

bosom [búzəmə] pillar [pílə*] cursed [kó:səd] beast [bi:st]
armour [á:mə*] cast [kə:st] defence(less) [diféns-les]
naked [néikəd]

in that labyrinth, and have I not fists and teeth?"

12 And Theseus went out to the market-place where the messenger stood, 5 while they were drawing lots for the youths and maidens, who were to sail in that sorrowful crew. People stood crying and weeping, as the lot fell on this one and on that; but Theseus went 10 into the midst and cried:—

“Here is a youth who needs no lot. I myself will be one of the seven.”

“Fair youth,” asked the messenger in wonder, “do you know where you 15 are going?”

fist(s) [fɪst-s]

crew [kru:]

Theseus said, “I know. Let us go down to the black-sailed ship.”

13 So the seven maidens and seven youths went down to the black-sailed ship, with Theseus before them all, and 5 the people followed them lamenting. But Theseus whispered to his companions, “Have hope, for the monster is not immortal. Have I not killed all the monsters in the land?” 10

14 Their hearts were comforted a little, but they wept as they went on board, and the cliffs of Sunium and all the isles of the Ægean Sea rang with the voice of their lamentation, as they 15

whisper(ed) [(h)wɪspə-d]

immortal [ɪmɔːtəl]

Sunium [sʊniəm]

Ægean [iːdʒiən]

sailed on toward their death in Crete.

EXERCISE

1. He **must be** a hero.
He **must be** dead by this time.
He **must have** arrived by this time
2. I **am to** meet them at five.
Are we to stand here for a long time?
3. He made haste **that** he **might be in time**
for the train.
He locked the door **that** no man **might**
enter.
4. Learning makes a man wise, but a fool
is made **all the more** foolish by it.
It is **all the more** lonely because a single
house is visible there.

haste [heɪst] lock(ed) [lɒk-t] single [sɪŋɡl]
visible [vɪzɪbl]

LESSON 17

Theseus—II

1 At last they came to Crete, and
to the palace of Minos, the great king.
He sat upon his throne of gold.

2 Theseus stood before him, and
they looked each other in the face. Minos
bade them be taken to prison and cast
to the monster one by one, that the death
of Androgeus might be avenged. Then
Theseus cried:—

“O Minos! Let me be thrown first to
the beast. For I came here for that very
purpose, of my own will, and not by lot.”

bade [bæd] purpose [pəˈpɒs]

“Who are you, then, brave youth?”

“I am the son of Ægeus, king of Athens. I am come here to put an end to this matter.”

3 Minos meditated for a while and then said, “~~Go back in peace~~, my son. It is a pity that one so brave should die.”

But Theseus said, “I have sworn that I will not go back till I have seen the monster face to face.”

4 At that Minos frowned and said, “Then you shall see him; take the madman away.”

And they led Theseus away into the prison, with the other youths and maidens.

meditate(d) [méditeit-ed] peace [pi:s] frown(ed) [fraun-d]
madman [máedman]



Theseus and the Minotaur

“^{It is a shame} 5 But Ariadne, Minos’s daughter, admired his courage and majesty and said, “Shame that such a youth should die!” ^{should} By night she went down to the prison, and ^{夜、夜間} said, “Run away to your ^{逃、逃} ship at once, for I have bribed the guards before the door. Run away, you and all your friends, and go back in peace to Greece; and take me with you, for I dare not stay after you are gone. My ^{待、待、敢、不} father will kill me miserably, if he knows what I have done.”

6 Theseus stood silent for some time, but at last he said, “I cannot go in peace, till I have seen and killed this Minotaur, ^{先、先、待、待、現在} 15

[Ariadne [əriədni:] majesty [mædʒesti] Greece [grɪs]
 miserably [mɪzərəbli]

and put an end to the terrors of my land.”

“And will you kill the Minotaur?
How, then?”

“I do not know, nor do I care; but it
5 must be a strange road, if I do not find
it out before I have eaten up the monster’s
carcass.”

“Fair youth, you are too bold, but I
can help you, weak as I am. I will give
10 you a sword, and with that perhaps you
may kill the beast; and a clew of thread,
and by that, perhaps, you may find your
way out again.”

7 Then Theseus laughed and said,
15 “Am I not safe enough now?” and hid the

terror(s) [térə-z]

carcass [kɑ:kəs]

sword [sɔ:d]

clew [klu:]

thread [θred]

sword in his breast and rolled up the clew
in his hand. Then Ariadne went away
and Theseus lay down and slept sweetly.

8 The next day, the guards came
and led him away to the labyrinth. And 5
he went down the gloomy gulf, through
winding paths among the rocks, under
caves and arches, and over heaps of
stones. He turned on the left hand, and
on the right, and went up and down, 10
till his head was dizzy; but all the while
he held his clue.

9 When he went in, he had fastened
it to a stone and let it unroll out of his
hand as he went on. It lasted till he 15

gloomy [glú:mi]

wind(ing) [wáind-ɪŋ]

dizzy [dizi]

met the Minotaur, in a narrow chasm
between black cliffs.

10 When he saw him he stopped for
a while, for he had never seen so strange
5 a beast. His body was a man's, but his
head was that of a bull, while his teeth
were the teeth of a lion. When he saw
Theseus he roared and put his head
down, and rushed right at him.

10 11 But Theseus stepped aside quickly,
and as the monster passed by, cut him
in the knee, and before he could turn
in the path, he followed him and thrust
his sword into his back again and again.
15 As he fled he bellowed wildly, for he

narrow [nærou] chasm [kæzm] bull [bul]
roar(ed) [rəə-d] bellow(ed) [bélou-d]

never before had felt a wound. Theseus
followed him at full speed, holding the
clue of thread in his left hand.

12 Then on they went, the hunter
and the hunted, through cave after cave,
5 up narrow valleys and torrent-beds, among
the sunless roots of Ida, and to the edge
of the eternal snow, while the hills
echoed with the monster's bellow.

13 At last Theseus came up with 10
him, where he lay out of breath on a
stone among the snow, and caught him
by the horns and drove the keen sword
through his throat.

14 Then he went back, feeling his 15

Ida [áidə] eternal [itərnəl] echo(ed) [ékou-d]
throat [θrou]

98
手探ヲレテ糸ヲ
way down by the clue of thread, till he
came to the mouth of that gloomy place.
There he saw Ariadne, waiting for him.

15 "It is done!" Theseus whispered
and showed her the sword. She led
him to the prison, opened the doors and
set all the prisoners free, while the
guards lay sleeping heavily.

16 Then they fled to their ship
together, and leapt on board and set the
sail. The night lay dark around them,
so that they passed through Minos's
ships, and escaped all safe to Naxos.
There Ariadne became Theseus' wife.

Naxos [náksos]

EXERCISE

1. *It is right* that you **should** speak well of the absent.
It is natural that he **should** be angry.
It is good (proper, important) that you **should** have done so.
 2. You **shall** have the money as soon as I can get it.
You **shall** not find me ungrateful for what you have done.
"I wish to have it done at once." "It **shall** be done immediately, sir."
 3. I shall wait *till* you **have finished** your letter.
 4. **Poor (or humble) as (or though) he is**, he is honest.
 5. We could not do it in **so short** a time.
 6. The train was late, **so that** I could not come sooner.
I am ill, **so that** I cannot go out.
-

LESSON 18

Little Things

Little drops of water,
 Little ^agrains of sand,
 Make the mighty ocean
 And the pleasant land.

5 Thus the little minutes,
 Humble though they be,
 Make the mighty ages
 Of eternity.

10 Little deeds of kindness,
 Little words of love,
 Make our earth an Eden
 Like the Heaven above.

—*Julia A. Fletcher.*

grain(s) [greɪn-z] mighty [maɪti] humble [hʌmbl]
 age(s) [eɪdʒ-ez] eternity [etɜːnɪti]



A River of Ice Pushing to the Sea

LESSON 19

Icebergs

1 In very cold weather, perhaps you have seen rivers and ponds covered with ice two or three inches thick. How cold do you think the weather must be, to keep all the water in a deep river 5

frozen from the top to the bottom?

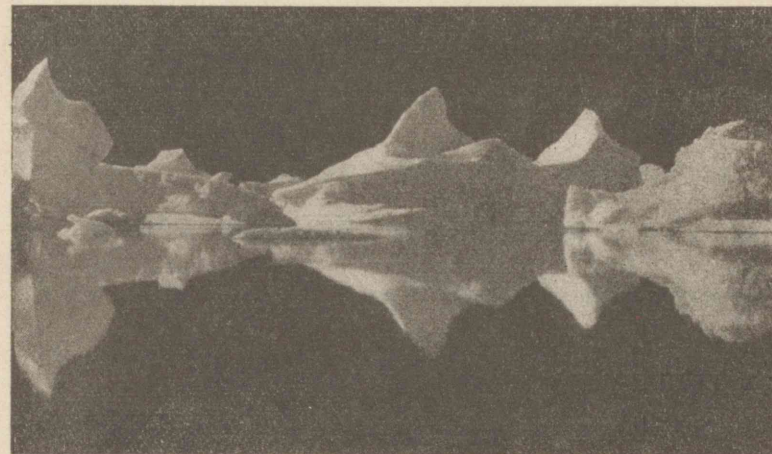
2 In some parts of the world, where the sun is out of sight for many months at a time, the ground is covered with snow many feet thick. This deep snow turns to ice. All the rivers are ice-rivers, with hardly ever a drop of water in them.

3 You would scarcely think that such a river could move. Yet it *does* move, though very, very slowly.

At last it gets to the sea, where great blocks of ice, sometimes a mile long and nearly as broad, are broken off and carried away by the waves.

ice-river(s) [áisrivə-z]

block(s) [blɒk-s]



Icebergs

4 Some of these blocks of ice stand out of the water twice as high as a church-tower, and for this reason they are called icebergs, or ice mountains. But it is only a small part of an iceberg which appears above the water. There is more than eight times as much

of it under the water and out of sight.

5 Sometimes the iceberg is carried to a part of the sea where the water is not deep enough to float it. Then it
5 runs aground, and may stand for years before it is all melted.

6 Many icebergs float away to the open sea, and at night or in foggy weather are very dangerous to ships; for
10 a ship might strike upon an iceberg.
Sailors are forced to keep a sharp look-out for icebergs, so as to be able to steer the ship out of their way.

7 It would even be dangerous to
15 row up to one in a small boat, because

aground [əgraʊnd]

pieces of ice as large as a house sometimes break off from the top of an iceberg, and fall into the sea with a crash like thunder.

8 A small boat would be crushed 5 by one of these pieces of ice just as easily as you could crush a match-box.

9 An iceberg is often carried to a part of the sea where the water is a good deal warmer than the air is. When
10 this takes place, that part of the iceberg which is in the water melts much sooner than the part which stands out of it.

10 Can you guess what happens then? The iceberg, however large it may be, 15

crash [kræʃ]

thunder [θʌndə*]

guess [ges]

however - - may

is nearly sure to upset, and, if near enough, would sink the biggest ship that was ever built.

EXERCISE

1. I gave the orphan boy **five times** as much for the pencils **as** they were worth. This book is **twice as** heavy **as** that one.
2. He arranged matters so as to suit every one.
He lay low so as not to be called.
3. There are *times* **when** every one feels a little sad.
This is the *place* **where** we are living.
This is the *way* **how** I do it.
The *reason* **why** he cannot succeed is evident.

upset [ʌpsét]

evident [évident]

LESSON 20

Autumn

1 Autumn is the third season of the year, and according to the almanac extends from September 21st to about December 21st. But for the same reason that the 21st of March is the middle of Spring, so the 21st of September is the middle of Autumn. We may say, then, that Autumn lasts during the months of August, September, and October.

2 The days gradually become short and the nights long. Flowers begin to

according [ə'kɔ:diŋ]

extend(s) [ɪk'sténd-z]

disappear, but fruit, such as apples, pears, plums, and blackberries, is abundant. One of the chief signs of Autumn is the "fall of the leaf," for which reason ^{この季節} this season is called in the United States the "Fall."

3 At the beginning of September churches and chapels generally have "Harvest Festivals." The interiors of ^{のうちに} the buildings are decorated with fruits and harvest produce, and thanks are given to God for the blessings of the year.

4 The flower of the month is the Michaelmas daisy, so called from St. ^{ミカエルの日} Michael's Day, the 29th of the month,

disappear [disəpiə*]

interior(s) [intɪəriə-z]

Michael('s) [maɪkl-z]

abundant [əbʌndənt]

Michaelmas [mɪklməs]

when it is in full bloom. It is a kind of aster, and comes from North America. During September, gardens must be dug over and weeded, and seeds gathered.

5 September may also be described ^{この季節} as the shooting season, for partridge shooting begins on the 1st of September. Hares may be shot at any time of the year.

6 During Autumn the leaves begin ^{この季節} to change colour, and take most beautiful colours of gold, scarlet, and brown. Most of the birds of passage go away to warmer countries, but the little robin-redbreast still remains.

aster [á:stə*] weed(ed) [wí:d-ed] describe(d) [dɪskraɪb-d]

partridge [pá:trɪdʒ] scarlet [ská:let]

robin-redbreast [rɒbɪnrɛdbrest]

7 At the beginning of October the farmer digs up his potatoes and other root crops, and stores them for future use.

EXERCISE

I spoke with him **concerning** this matter.

He often falls asleep **during** the lesson.

He sees very well, **considering** (that) he is sixty years of age.

He failed **notwithstanding** his good intentions.

Regarding the matter, what is your opinion?

According to the New York Times, more than fourteen hundred novels were published in America last year.

crop(s) [krɒp-s]

considering [kɒnsɪdərɪŋ]

notwithstanding [nɒtwɪðstændɪŋ]

WORD STUDY

Noun

Adjective

anger

angry

hunger

hungry

thirst

thirsty

heart

heartly

frost

frosty

rain

rainy

storm

stormy

fame

famous

danger

dangerous

caution

cautious

ambition

ambitious

number

numerous

virtue

virtuous

space

spacious

LESSON 21

Public Signs

1 Last Sunday it was very fine and we decided to spend the day in the country. On our way we read all the signs which we saw. In the trolley-car
5 there was this sign:

SMOKING ON THE FOUR REAR SEATS ONLY

2 When we arrived at the railroad station, we found that we had just missed a train. The gates were down and we
10 had time to read several signs.

3 In the WAITING-ROOM we noticed more signs:

trolley-car [trólíka:*] smoking [smóukiŋ] rear [riə*]
waiting-room [wéitiþrum]

NO SMOKING

SPITTING ON THE FLOOR PROHIBITED

We looked around the room at all the windows and doors. Everything seemed to have a sign on it. There was the
5

TICKET OFFICE and the TELEGRAPH OFFICE.
= Booking office

4 Next to that was a window marked "INFORMATION." The busiest place of all seemed to be the BAGGAGE-
10 ROOM. It was piled high with trunks and hand-bags. One door was marked "NO ADMITTANCE" and another had a sign on it which read "PRIVATE." They did not want any one to enter either of
15

spit(ing) [spít-iŋ] prohibit(ed) [prohíbit-ed] ticket [tíket]
office [ófis] telegraph [téligra:f] information [infoméiʃən]
baggage-room [bégedʒrum] pile(d) [pail-d]
admittance [ædmítəns] private [práivet] enter [éntə*]

these two doors.

5 At last our train arrived. The conductor called "All aboard!" The whistle blew, and we were off for the country.

6 In about an hour we got out at our station. There was a pretty little garden near by, but the children could not play there, because they saw the sign
10 "KEEP OFF THE GRASS."

7 We passed other pretty places, but we did not go near them, because the signs warned us off. These were some of the signs:

15 NO THOROUGHFARE

aboard [əbɔ:d]

thoroughfare [θə'ɹʌfəə*]

NO CROSSING

COMMIT NO NUISANCE

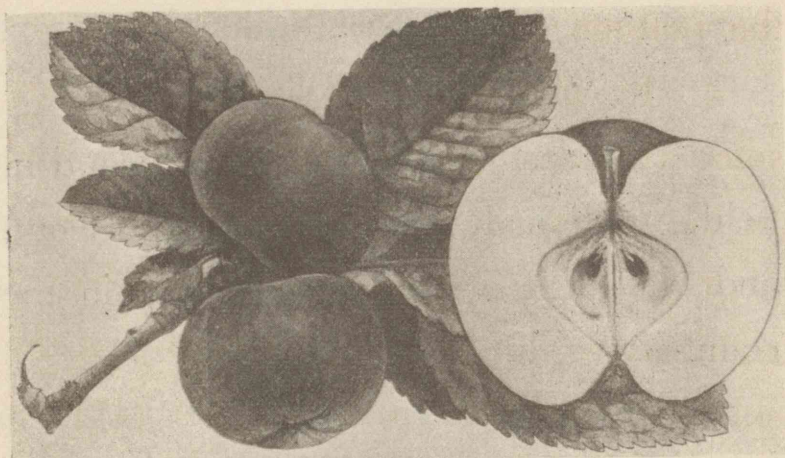
8 At last we came to a beautiful field which had no signs to keep us out, and we spent a very pleasant day in the country.

EXERCISE

1. They seemed to be happy together. (= It seemed that they were happy together.)
The report seems to be true.
2. He appears to be ignorant of the fact. (= It appears that he is ignorant of the fact.)
He appeared to have caught cold. (= It appeared that he had caught cold.)

commit [kəmɪt]

nuisance [nju:ɪsəns]



Fully Developed Apple Section of Apple Showing Seeds and Seed-box

LESSON 22

Description of an Apple

1 The apple is a fruit which grows on an apple tree. Examining the outside of an apple, we find that it is round, something like a smooth green ball with
 5 two hollows, one at the top and one at

examining [igzæminiŋ]

hollow(s) [hólou-z]

the bottom.

2 In the upper hollow there are some fragments of the blossom left, and in the lower one a piece of the stalk.

3 Cutting the apple into two halves
 5 right across the middle, we find that the skin is very thin and will not peel off easily.

4 In the middle of the apple there is a core. This is made of five small
 10 seed chambers like little pockets, with very thin, tough walls. Each chamber contains one or more seeds.

5 Between the skin and the seed chambers there is a sweet white pulp
 15

upper [ʌpə*] **fragment(s)** [frágment-s] **stalk** [stɔ:k]

peel [pi:l] **core** [kəə*] **pulp** [pʌlp]

which is good to eat.

6 We sometimes eat apples raw, and sometimes we have them cooked in pies and puddings.

EXERCISE

1. **Turning** to the right you will find his house there.

Granting this to be true, what is to be inferred from it?

Taking everything into consideration, our lot is not a happy one.

Generally speaking, this will be found to be true.

2. (a) I will have my shoes mended.

• When a man has made a happy effort, he is possessed with an absurd ambition

raw [rɔ:] grant(ing) [grá:nt-ɪŋ] infer(red) [ɪnfə:d]
 consideration [kɒnsɪdərේiʃən] mend(ed) [ménd-ed]
 ambition [æmbiʃən]

to have it thought that it cost him nothing.

He had his right leg pierced by a shot, but he said that he would rather have lost both his legs than have seen dishonour brought upon the Japanese nation.

(b) No family is too poor to **have the table covered** with a clean white cloth, **ornamented** with flowers in their season, and **made** inviting with refined manners and cheerful intercourse.

None of his friends were such as a good man would wish to **have his intimacy with them known** to his posterity.

Is this how you repay me for all the trouble I took to **have you well educated**, and to make you an honest man?

pierce(d) [piəs-t] shot [ʃɒt] dishonour [disónə*]
 ornament(ed) [ɔ:nəmént-ed] | inviting [inváitiŋ]
 intercourse [ɪntəkɔ:s] intimacy [ɪntiməsi]
 posterity [pɒstériti]



LESSON 23

Hans Christian Andersen

1 Hans Christian Andersen, poet and writer of fairy tales, was born in Denmark, April 2, 1805. His parents were poor, and the whole family lived in a little room. His father, a shoe-

Hans Christian Andersen [hæns kristʃən ændəsn]
poet [póuet] | **tale(s)** [teil-z] | **Denmark** [dénmark]



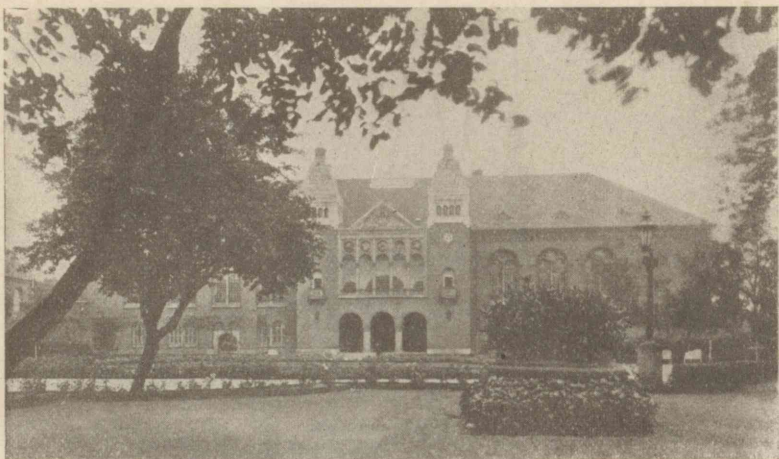
The City Hall—Copenhagen

maker, was not strong enough to do much work.

2 When Hans was eleven years old his father died; and now the boy, who had always found his father glad to listen to his queer little stories, was left much to himself.

to leave one to oneself
 名스가儘 = 放任スル

Copenhagen [kòupnhéign]



The Royal Library Where Andersen's Books and Manuscripts Are Kept—Copenhagen

3 He built himself a toy theatre, and sewed clothes for the doll actors in it, and ~~made up~~ plays for them. He read all the books he could borrow, and it is said that he even read the plays of Shakespeare at this early age.

4 At length the time came for

theatre [θiətə*] sew(ed) [sou-d] actor(s) [æktə-z]
Shakespeare [ʃeikspiə*]

Hans to decide what to do to make his living. His friends advised him to become a tailor, but he did not listen to them and one fine day, with hardly a penny in his pocket, he started for the capital of Denmark, Copenhagen, of whose beauty and wonders he had heard a great deal.

5 But Hans had a hard time of it at Copenhagen. He could find no work. 10 Everybody thought him a strange lad. There were many days when he did not have enough to eat.

6 At last two kind musicians at the Royal Theatre became interested in him; 15

tailor [teɪlə*] lad [læd] musician(s) [mju:zɪʃən-z]

to be interested
{- 興味を持つ
{- 利害関係がある

then a poet became his friend; and finally the king himself, having heard of the boy and of a little book he had written, agreed to send him to the great grammar school near by, in order that he might be better prepared to write, which was the work that he had now chosen for himself.

7 Strange to say, Hans Andersen wrote a number of books before he discovered that he could write fairy tales best of all. The first of these tales was written to amuse a little girl, and much to his surprise, other little girls liked these stories too.

agreed [əgrɪ'd] discover(ed) [dɪskə'və-d] amuse [əmjú:z]

8 Not only this, but boys enjoyed them just as much as did the girls; before long thousands of children in all parts of the world were reading them eagerly and waiting anxiously for more.

9 So he kept on writing one fairy tale after another for thirty-seven years to the delight of young and old everywhere. Many children wrote him charming letters to tell how much they liked these wonderful stories and which they liked best. Sometimes he stopped in his work long enough to answer these pleasant letters.

10 In this happy way Hans Andersen

everywhere [évri(h)weə*] charm(ing) [tʃá:m-ɪŋ]

lived to a good old age. At last, on August 4, 1875, he died in his home near Copenhagen. Never was there a sadder funeral. Children from far and near sent letters of sorrow, and in Denmark the boys and girls marched to his grave in a long procession, scattering flowers all the way.

EXERCISE

1. It is hard **for** a man to tell how human life began.

When will it suit your convenience for me to call?

It is good for a man **not** to live alone.

funeral [fjú:nerəl] **sorrow** [sórou] **procession** [próséʃən]
scatter(ing) [skætə-rɪŋ]

The custom of most Indian villages is **for** a few boys to take the cattle out to feed in the early morning.

2. He **wrote** it in simple language, **in order** that everybody **might** understand it.

He **shouted** at the top of his voice, **in order** that he **might** be heard.

3. **To my great joy (delight)**, he presently opened his eyes.

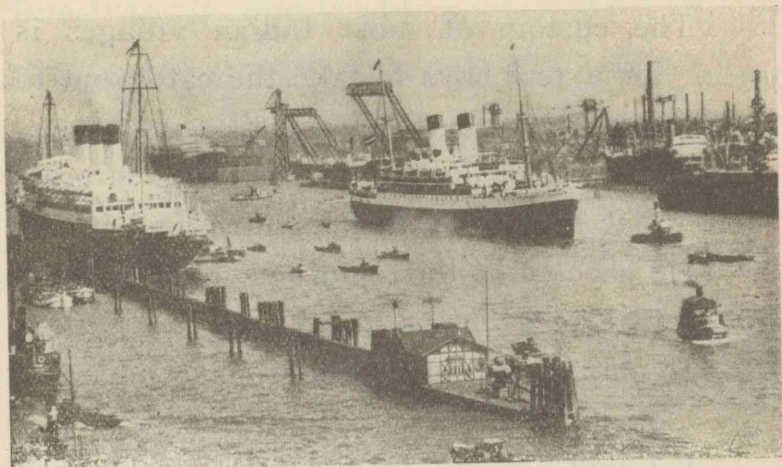
I found, to my **infinite** sorrow, that she was dead.

To my deep regret, I cannot accept your kind invitation.

4. She **sat down** on her knees, and **said** her prayers **weeping**.

He **stood** looking out of the window.

custom [kástəm] **infinite** [ínfinit] **regret** [rigrét]
invitation [ínvitéiʃən] **prayer(s)** [preə-z]



Hamburg

LESSON 24

Trade and Commerce

1 We often hear that a shop-keeper does a good trade, or has a good business. At once we think of the many things he buys and sells, and we also call to mind that he makes a profit, or gains on

Hamburg [háembø:g] commerce [kómə:s] profit [prófit]
gain(s) (n.) [gein-z]

the various goods ^{貨物} he offers for sale.

2 Now just in the same way, only of course on a much larger scale, a country carries on business. It is able to grow certain things, or make goods that are wanted by other people. These are either sold for money, or exchanged for various articles. This buying and selling by a country is called its trade and commerce, and the men who do the business are known as merchants.

3 In carrying on the trade and commerce of a country, the merchants need to have much knowledge of other lands. They must know the shortest, the

various [véəriəs] scale [skeil] exchange(d) [ekstʃeindʒ-d]
article(s) [á:ti:kl-z] merchant(s) [mó:tʃənt-s]

quickest, and the cheapest ways to send their goods; and they must also know about the ports to which their ships are going, if the journey is by sea.

5 4 We may say that there are two chief ways by which goods are sent from one place to another. They may be carried by land, or they may be sent by water. Of course, it happens sometimes
10 that the journey will be partly by land and partly by sea. As a rule, it is much cheaper to send goods by sea than by land.

5 In the early days of the world's
15 history, nearly all trade was by land.

part(ly) [párt-li]



A Camel Caravan Crossing a Desert

Caravans used to pass from one country to another; and even today, in Africa and the East, many caravans are still going the same way as they did thousands of years ago.

6 Now if you think about this way of carrying goods on the backs of camels,

caravan(s) [káerəvæn-z]

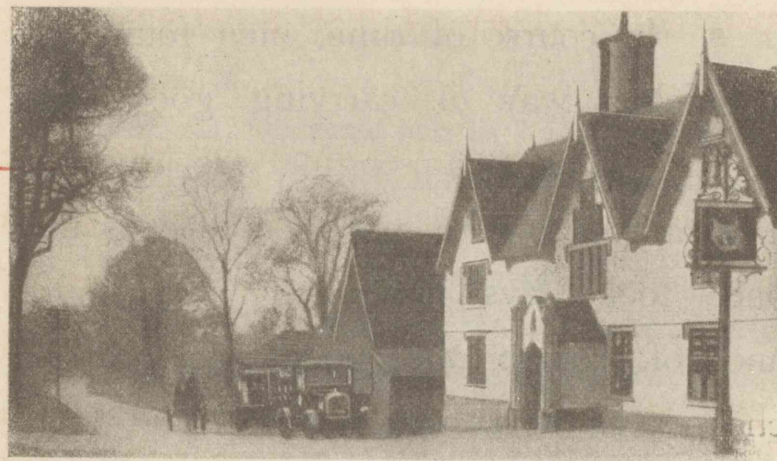
Far East 大東

you will understand that it costs a great deal of money. Each animal wants feeding and looking after by men who have to be paid for their work; and for a long journey the expense is very heavy.

7 For instance, every year a good deal of fine tea is carried overland from China to Russia. Look at the map and you will see what a long distance this is; and then you will understand why this caravan tea costs as much as twenty shillings or fifteen rupees a pound.

8 You must have already learnt that the Romans were once the chief people in Europe. They made good roads in

cost(s) (v.) [kɒst-s] expense [ɛkspéns] shilling(s) [ʃɪlɪŋ-z]
 rupee(s) [ruːpiː-z] Roman(s) [rómən-z] chief [tʃiːf]



The Roman Road between Ipswich and Norwich

all the countries they conquered; and in Britain there are still many of the Roman roads running to all parts of the country. These roads were made partly for trade, and for hundreds of years it was quite common to send goods along them on the backs of mules or horses.

mule(s) [mjʊːl-z]

9 In course of time, men found out a quicker way of carrying goods and people. The steam-engine was invented, and railroads were made. Journeys that once took days now only take hours, and of course the goods are carried cheaper as well.

又
同形 =

EXERCISE

1. Cultivate all your faculties; you must **either** use them **or** lose them.
Either he is to blame **or** I am.
Either come in **or** go out.
Either you **or** I must go.
2. Give me a dozen pencils of **the same** mark as this.

invent(ed) [invént-ed]

faculties [fákəltiz]

cultivate [káltiveit]

blame [bleim]

He would after this never be **the same** man as he was before.

This is **the same** pen as I lost yesterday.
 (cf. This is **the same** pen **that** I lost yesterday.)

3. He surely **must have arrived** by this time.
 He lived to be an old man. Consequently he **must have had** a strong constitution.
 I **must have been** mistaken.

It shows the courage he **must have possessed** to rise from such a beginning to the position of one of the most notable of all Americans.

4. It is wrong to tell a lie.

I think **it** wrong to tell a lie.

I always **make it a rule to verify** all quotations.

consequent(ly) [kónsikwent-li]

position [pozíʃən]

constitution [kɒnstítjʊ:ʃən]

notable [nóutəbl]

verify [vérifai]

quotation(s) [kwoutéiʃən-z]



A Winter Scene

LESSON 25

Winter

1 Winter is the fourth and last season of the year, and comprises the months of November, December, and January. December 21st is the shortest day of the year.

scene [sɪn]

comprise(s) [kəmpraɪz-ɪz]

2 The weather is dull and cold, and we often have frost and snow. With the exception of evergreens, the trees are bare and leafless. To keep out the cold, we put on warmer clothing and have good fires burning in the house.

3 Sometimes snow falls and covers the landscape with a beautiful white mantle. During hard frosts, outdoor labour is stopped, and the working-classes have a very trying time.

4 At times the rivers, lakes, and ponds are frozen over, and then the favourite winter pastime of skating can be indulged in. Boys who have not

dull [dʌl]

evergreen(s) [ɛvəgrɪn-z]

mantle [mæntl]

outdoor [aʊtdɔːr*]

try(ing) [traɪ-ɪŋ]

pastime [pɑːstaim]

indulge(d) [ɪndʌldʒ-d]

Active: = We can indulge in skating.

Passive: = Skating can be indulged in (by us).



Boys Making a Snowman

skates amuse themselves with sliding. After a heavy fall of snow, they make snowman and play at snowballing.

5 But the principal event of winter is Christmas, December 25th, the anniversary of the birth of Christ. It is a happy, joyous time. The shops are

sliding [sláidɪŋ] **principal** [prɪnsɪpəl] **event** [ɪvənt]
anniversary [ænɪvɔːsəri]

*the 25th anniversary of the foundation
anno-year
joy + ous*



The Christmas Cracker

brilliantly decorated, the streets are crowded with people, and everybody is getting ready for the great event.

6 The houses are decorated with holly and mistletoe, the plum-pudding and mince-pies are made, the turkey is ordered, and crackers and sweets and

cracker [krækə*] **holly** [hóli] **mistletoe** [mɪsltuː; mɪz-]
plum-pudding [plʌmpúdn̩] **mince-pie(s)** [mɪnspeɪ-z]

*holly 槲寄生
Hollywood 松林*

*社
(中) 翰登
(乙) 人口稠密
(英) 大川
(望) 必合*

dried fruits are bought.

7 They send cards of greeting to friends and relations, and wish them "A Merry Christmas and a Happy New Year." Men call waits, who wander 方々を廻る about the streets singing Christmas Carols. カラオケ、音楽、方々を

8 This is especially a season of great rejoicing for children. On Christmas Eve there is generally a Christmas Tree, the branches of which are lit by dozens of little candles, and heavily laden with toys of all kinds for the laughing, expectant youngsters. アソビ、種類、種類

9 All schools are closed in England

greet(ing) [grít-ɪŋ] **relation(s)** [rɪlɪʃən-z] **wait(s)** [weɪt-s]
carol(s) [kəˈrɒl-z] **especial(ly)** [espəʃəl-i]
expectant [ekspɛktənt] **youngster(s)** [jʌŋstə-z]

*relate
relative
relation*

at this time, and there is generally a month's holiday. The children of well-to-do people generally go to boarding schools, and when they break up for the Christmas holidays there is always great excitement. These holidays are more looked forward to than the longer summer holidays, for Christmas is a very merry time for young people.

a man 打倒 (have) have not go down

PROVERBS

He who has not children does not know what love is
He knows not what love is that has not children. Heaven

Spare the rod, and spoil the child.

excite(ment) [eksáit-ment] **rod** [rɒd] **spoil** [spɔɪl]

*a spoiled child
甘ったれ子 (たぐりこ)*

LESSON 26

Relations to Others

1 We do not live independently. Every one of us is united with others. He is a member of a family. He belongs to the town, to the state, to the nation, ⁵ to the whole world of persons. He is connected with the past and the future as well as the present.

2 It has been sometimes thought that society was formed by the free ¹⁰ choice of men who had before been independent, living each for himself, but who gave up a part of their liberty for

independent(ly) [indipéndent-li]

liberty [libəti]

the sake of the protection and aid that come from living with others. We now know that from the earliest times men have lived in social relations with one another.

3 Indeed, man would be nothing if ⁵ there were taken from him what he has received, and what he is always receiving, from the community in which he lives.

4 Did you ever lose yourself in the city or in the woods? If you ever did, ¹⁰ you can understand how dependent we all are upon those with whom we live.

5 It is a very strange and painful ^{the feeling} feeling that one has when he is lost in a city; especially if one is without money. ¹⁵

protection [prətékʃən]

community [kəmjuːniti]

dependent [dipéndent]

pain(ful) [peɪn-ful]

One who is thus lost sees only strange streets, strange buildings, and strange people. If he seeks food or shelter, he is looked at coldly. He has stepped out
5 of his place in the world, and is helpless and homeless, till he has found his place again, or has made a new one for himself.

6 One is still more helpless who is
10 lost in the woods. The trees may wave, the sun shine, the flowers bloom, the birds sing; all may be beautiful: but one who is lost has no part in it all. He has no food but the berries, no shelter but
15 the trees, no friend to whom he may

所 [譲歩文の may - concession]

[假令何れの時] あらう (けれど)

(注意) 此の "may" は 認容の "may" より出づ、而して譲歩文は譲つて、
譲らぬ事を "but," "not yet" 等を用いて抑ふる也。

speak.

7 This illustration shows how little
any one of us amounts to when he is
left wholly to himself; and how we
really live in the social life around us. 5

8 You have all read, I hope, the
story of Robinson Crusoe. You may
think that there was a man who lived by
himself, and independent of the world.

9 But think, how sad he was, and 10
how he longed to be with human beings
once again. Think, also, how much he
took with him that other people had
made, without which he would have
died. He had food with which to begin 15

illustration [iləstréiʃən]

amount(s) [əmaʊnt-s]

wholly [hóuli]

Robinson Crusoe [róbinsn krú:soʊ]

his life on the island; he had tools with which to provide for his needs. All these things and other convenience were the product of the civilization that he had left.

10 Notice, further, that in making a place to live, in making a boat to sail in, and in whatever else he did, he was acting according to the experience that he had had, and the observation that he had made before he left home.

11 When he went beyond all that his experience had given him, he used the results of the training that he had had, and the habits of mind that he had

tool(s) [tu:l-z] provide [prováid] civilization [sivil(a)izéifən]
 further [fá:ðə*] observation [obzərvéifən] beyond [bijónd]
 train(ing) [tréin-ɪŋ]

inherited from the past.

12 He was thus simply a member of European society, a representative of European civilization, and a product of European history, who happened to be separated from the social world of which he was a part. He lived on the island, illustrating, as far as circumstances allowed, the results of European history and European civilization.

13 If he had belonged to a savage community, though he might in some things have done just what he really did do, yet he would, on the whole, have thought, felt, and acted like a savage

inherit(ed) [inhérit-ed] representative [reprizéntətiv]
 separate(d) [sépəreit-ed] circumstance(s) [sókəməstəns-ez]
 savage [sávedʒ]

大概
 三
 概

instead of thinking, feeling, and acting as a European.

14 This illustration shows how impossible you would find it to live as if you were alone in the world. As I said before, if you could give up all that you have received from the past and from the social world of the present, there would be actually nothing left of you.

10 15 If a leaf on a tree could think, it would be just as easy for it to try to be something without regard to the other leaves and to the tree on which it grows, as for a man to try to be anything by 15 and for himself without regard to the

impossible [impósiabl]

by oneself (自分) 獨り
for oneself (人=依頼せず) 獨り
as if (場合) (何れ) 不の極 (注意) 又以類々動詞付
必ず附體法 過去

social order of which he is a part and a product.

16 The leaf may fall from the tree and wither; but it is a leaf just the same: only it is a shrunken and withered leaf. So a man may try to live as if the rest of the world had no interest for him; but he cannot help being a part of this world; only, in trying to live without regard to it, he may lose something of the fullness and strength of his life, just as the fallen leaf loses so much of its beauty.

wither [wíðə*]

shrunken [ʃrʌŋkn]

spare 省す. ⑤) 間接目的の附詞

EXERCISE

- 1. You might have succeeded, if you had tried.
- might+完了形 ⑥ He might have spared himself the trouble.
止せば宜いのに
- 2. He would have died, if it had not been for the kind nurse.
- would+完了形
- It would have been a pity, if he had not seen her alive.
- 3. He could do it, if he *would*.
If he could see me now, I *should* be happy.
I could not ask him to do such a thing.
- 4. I cannot help laughing.
I could not help sympathizing with him.



[spare(d) [speə-d] の間接目的の附]

(= not give - one trouble) (人) 予 數 在 己 計 行 ぬ
spare oneself the trouble 苦 勞 を 取 り 止 ぬ

(... but that) (= but for the fact that) 以 下 の 事 柄 (係 列) 等

APPENDICES

- 1 Key to Pronunciation
- 2 Spelling and Pronunciation
- 3 List of Words
- 4 List of Phrases and Idioms

[It] was an original thought
 who had before him, independent
 the perfection and aid that
 who gave up a part of their liberty for the sake of
 the perfection and aid that
 who gave up a part of their liberty for the sake of
 the perfection and aid that

KEY TO PRONUNCIATION

p as in pipe [paip]	tʃ as in church [tʃɜ:tʃ]
b bed [bed]	dʒ jam [dʒæm]
m man [mæn]	i: bee [bi:]
t tent [tent]	i bit [bit]
d dog [dɒg]	e bed [bed]
n nine [nain]	æ man [mæn]
k kiss [kis]	ʌ but [bʌt]
g go [gou]	ɑ: father [fɑ:ðə]
ŋ ring [riŋ]	ɒ box [bɒks]
l bell [bel]	ɔ: fork [fɔ:k]
r red [red]	u book [buk]
j yes [jes]	u: boots [bu:ts]
w wine [wain]	ə above [əbʌv]
h hat [hæt]	ɜ: bird [bɜ:d]
f fifty [fifti]	ei table [teibl]
v veil [veil]	ou boat [bout]
θ three [θri:]	ai pipe [paip]
ð this [ðis]	au cow [kau]
s see [si:]	ɔi boy [bɔi]
z zoo [zu:]	iə beer [biə]
ʃ ship [ʃip]	ɛə hair [hɛə]
ʒ measure [mɛʒə]	ɔə door [dɔə]
ts cats [kæts]	ɛn poor [puə]
dz hands [hændz]	

KEY TO PRONUNCIATION

- (:) …… 長音符 : ノ有無兩用ナルコトヲ示ス。
 / …… 「アクセント」(第一アクセント) 記號。
 \ …… 第二「アクセント」記號。
 ' …… n, l, r ノ如キ子音記號ノ下ニ用キテソノ子音ニ音節價值ヲ與ヘル, 例ヘバ table [téib] ノ類デアル。
 * …… 語尾ガ r 又ハ re デ終リ次ノ語ガ母音デ始マリ且密接ナ關係ヲ有スル時ハ r 音 (r-Linking) ガ加ヘラレル。
 () …… 括弧内ノ記號ハ有無兩用ナルコトヲ示ス。

SPELLING AND PRONUNCIATION

英語の綴字と發音の關係は不統一のやうに見えるけれどもそこに據るべき大體の規則がある。

1. 母音字の發音。

a	[ei]	game	name	page
	[æ]	man	hat	album
	[ɑ:]	arch	star	card
	[ɔ:]	chalk	talkies	warm
	[ɒ]	swan	wash	what
e	[i:]	he	she	these
	[e]	pen	bench	bed
	[i]	pretty	become	because
i	[ai]	pipe	wine	knife
	[i]	film	ink	inch
	[i:]	machine	magazine	police
o	[ou]	overcoat	tomato	note-book
	[ɒ]	opera	pocket	programme
	[u:]	do	who	lose
	[u]	woman	wolf	bosom
	[ʌ]	mother	dozen	money

u	{ [ju:]	tube	fuse	tune
	{ [ʌ]	butter	trunk	tunnel
	{ [u:]	blue	rule	true
	{ [u]	put	push	full

Y が母音字のとき。

y	{ [ai]	style	try	by
	{ [i]	lady	boy	toy

2. 最も普通な母音字の結合とその発音。

ai	{ [ei]	gaiter	rail	mail
		play	day	say
		veil	eight	
		they	grey	
ea	{ [i:]	sea	bead	bean
		see	feet	queen
		field	piece	
ie	[ai]	necktie	lie	die
oa	{ [ou]	coat	boat	coaltar
		toe	goes	
ew	[ju:]	stew	news	

au	{ [ɔ:]	sauce	sausage
		shawl	saw

oo	{ [u:]	spoon	pool
	{ [u]	foot	book

oi	{ [oi]	point	voice
		boy	toy

ou	{ [au]	ground	sound
	{ [ʌ]	country	young
	{ [ɔ:]	ought	bought
	{ [u:]	soup	group

ow	{ [au]	cow	how	town
	{ [ou]	tomorrow	own	

ea	[e]	bread	heavy	head
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【注意】 次の如く二つの母音字の各を別々に離して発音することに注意しなさい。

【例】 real create doer doing society cruel

3. 母音字 + r.

(1) -are = -air = -eir [eə]: care chair their

(2) -ere = -ear = -eer [iə]: here hear beer

(3) -ire [áíə]: tire fire umpire

(4) **-ore = oar** [ɔː;əə]: more shore board

(5) **-ure** [juə]: pure cure

(6) **-our** [áuə]: flour hour

r は前の母音を長くする。

card service shirt

sport fur

4. 注意すべき子音字の発音。

ch { [tʃ] chocolate champion chalk
[ʃ] machine chandelier
[k] character epoch

ck [k] racket pocket nickel

tch = ch [tʃ] match switch church

gh [f] laugh enough

ng { [ŋ] king pudding morning
[ŋg] English finger longer

ph [f] photograph telephone

qu { [kw] queen quiet quick
[k] cheque liquor

s [ʃ] sugar sure

sc { [s] scene science
[sk] scarf scout score

sch [sk] school scholar

ss { [z] dessert scissors possess
[ʃ] assure discussion

si { Asia pension⁽¹⁾
sci [ʃ] { conscience conscious
ti { patient nation station⁽²⁾

th { [θ] thank month authority
[ð] this brother clothes baths
[t] Thames Thomas Anthony

x { [ks] taxi box expect
[gz] example examine

(1) 前が母音の時は [ʒ]: occasion, decision, explosion, conclusion

(2) 前が s の時は [tʃ]: question, suggestion, digestion

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修道中學校

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三四

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9
[譲歩文] (假令何うでも) あらう(とも) (注意) 此の用法は前項の may の次の如く変ず。

He may be a good scholar, but he is not a good teacher. — Though

he may be a good scholar, he is not a good teacher. 假令学者であらうとも良教師ではない

(注意) 譲歩接続詞 (though, whether, wherever, whatever, whichever, whenever, wherever

however 等) は "may" の後には現代英語なり