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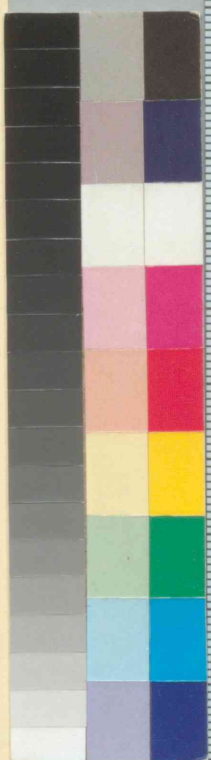
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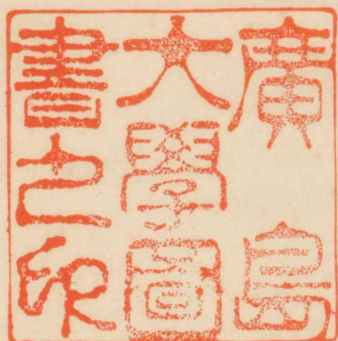
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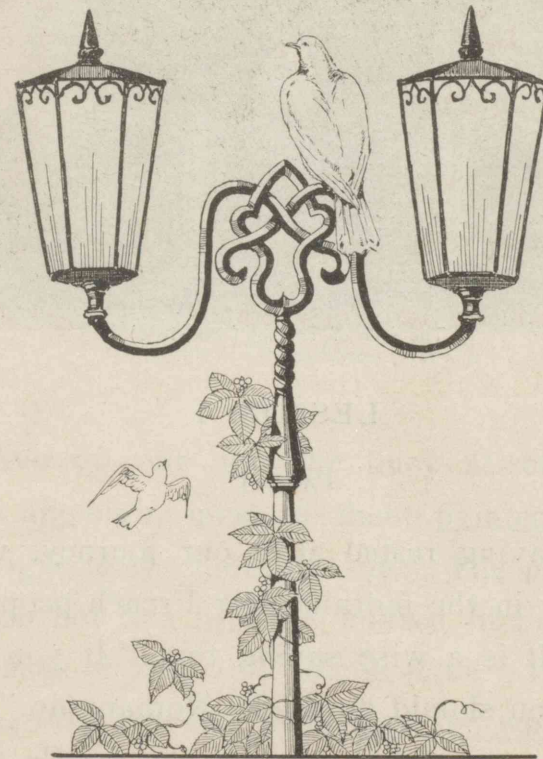
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APPENDICES

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

BOOK FOUR





The Arch of Triumph (1806-1836)

LESSON 1

Paris—I

1 Having rested after our journey, we get up early in the morning, for French people rise early. It is a wise saying that "If you go to Rome you should do as the Romans do." You will thus see much more of the people and of a great deal more

Paris [páris]

Thus much — This much &c.

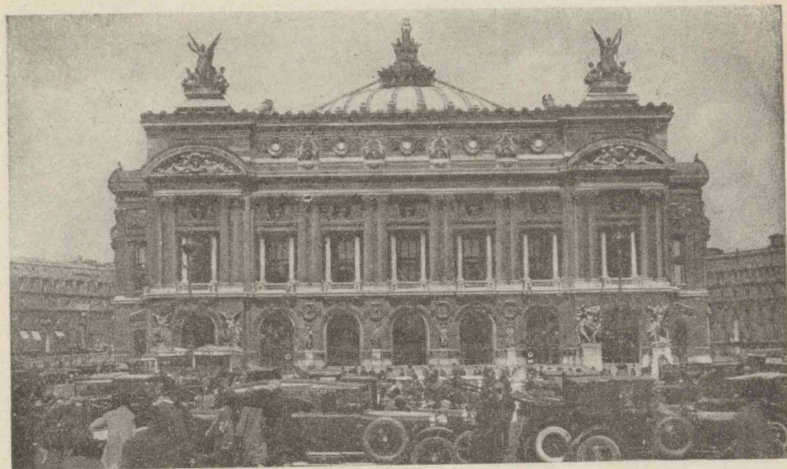


The Avenue of Champs-Élysées (17th C.)

their ways.

2 We go out into the busy streets. The houses are high, most of them painted white, and bright in the morning sun. The people of Paris do not live in little houses like most of the houses of England, but in flats. In Paris it is rare for any one to occupy the whole of a house.

Champs-Élysées [ʃãnzelizé] flat(s) [flæt-s] rare [reə*]

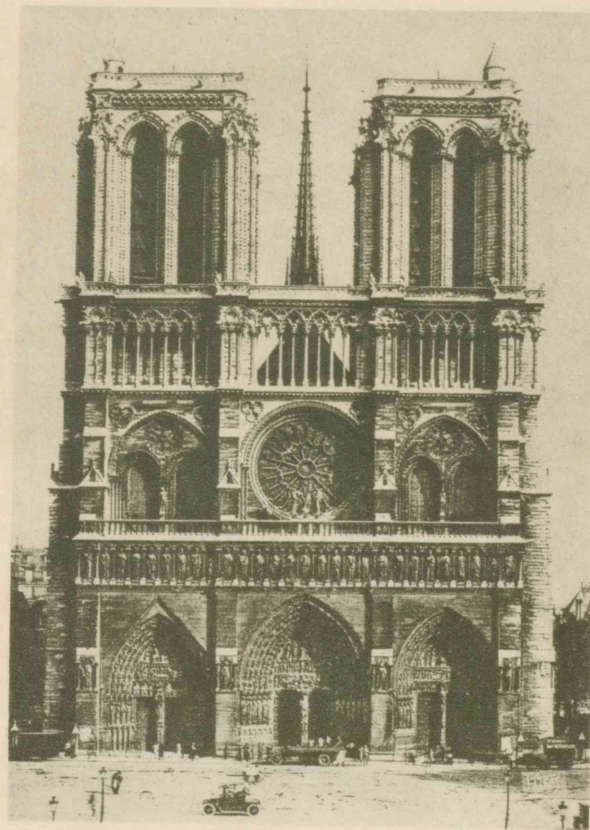


The Opera House (1863-1875)

3 We pass through the crowded traffic, and coming to the river Seine, are struck at once by the beauty of the scene before us. The Seine is about half as broad as the Thames in
 5 London. It is not tidal, for the tides stop some distance below Paris. There are therefore none of the ugly mud banks which you see in the Thames at low water. Both sides of the river,

traffic [tráfik] **Seine** [sein; (Fr.) se:n] **struck** [strak]
tidal [táidəl] **-ugly** [ágli] **mud** [mad]

some = considerable 可也。

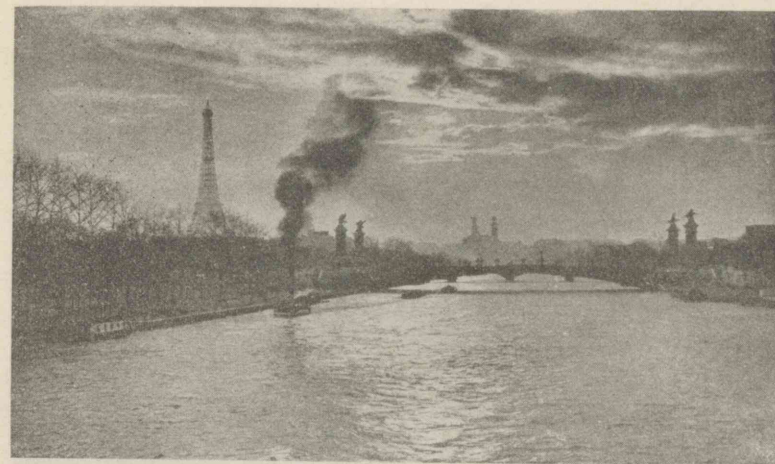


Notre Dame (1163-1230)



Eiffel Tower (1887-1889)

(áifəl)



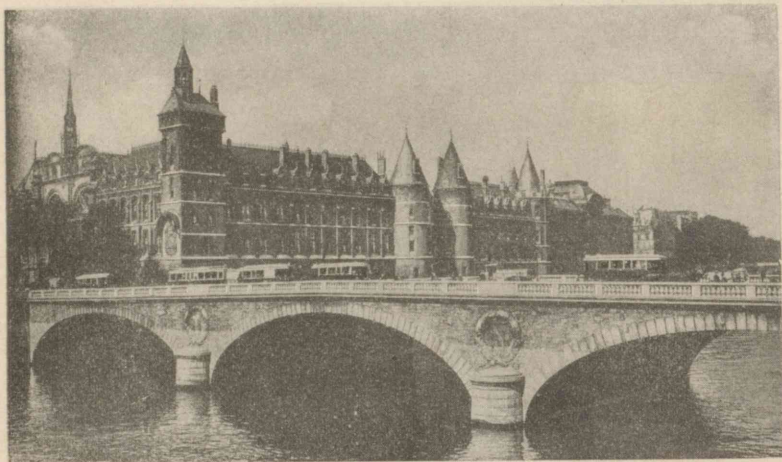
The Evening Glow on the Seine

all the way through Paris, are lined with stone quays, and along these are roads with trees, as on the Thames Embankment in London.

4 There are many bridges, for it is of course less costly to build a bridge over the Seine in Paris than over the Thames in London. Many fine public buildings face one another across the water.

glow [glou] line(d) [lain-d] quay(s) [kir-z]
Embankment [embəŋkment] costly [kóistli]

across the river 对河



Palace of Justice (18th C.)

⑤ The oldest part of Paris, known as the City, stands on an island in the Seine. In the rough times when Paris was founded, the surrounding water made the defence of the place easier. Here in the City is the cathedral, and also the old palace of the Kings of France, which has now become the Palace of Justice, and there the judges sit.

palace [páeles]

justice [dʒástis]

surround(ing) [səráund-ɪŋ]

judge(s) [dʒʌdʒ-ez]



Place of the Concorde (18th C.)

⑥ We return from the island to the right bank of the river, and follow the quay for a short distance until we come to the Palace of the Louvre, now a great picture gallery, like the National Gallery in London.

⑦ Beyond this is the Palace of the Tuileries, also beside the river and now occupied by Government offices. Part of the Tuileries was

Concorde [kɔŋkɔ:d]

Louvre [lúvr, lúrvə; (Fr.) lúvr]

Tuileries [twíleri; (Fr.) tɥilri]

burnt down in the terrible rebellion of the people of Paris in the year 1871. The Louvre and the Tuileries were royal palaces after the kings had left the older palace on the island.

8 A little beyond the Tuileries we come to a large house with a pleasant garden which is called the Palace of the Elysee. Here the President of the French Republic lives. Our walk has already shown us three palaces which
10 belonged to the kings of France.

9 A little more than a hundred years ago a great revolution took place in France. But France has had to pay much for that revolution. When the orderly habits of a people are
15 disturbed, it is only very slowly that order can be re-established. There have been many and violent changes in France since the great revolution.

terrible [téribl] rebellion [ribéljən] royal [róiəl]
Elysee [elizé] revolution [revəl(j)ú:ʃən] orderly [órdəli]
disturb(ed) [distərb-d] re-establish(ed) [ri:estábliʃ-t]
violent [váiolent]

FOR STUDY

1. Darwin has been called the Newton of biology and the phrase is a good one.
2. Every man has in himself a continent of undiscovered character. Happy is he who acts the Columbus to his own soul.
3. In getting wealth the man is generally sacrificed, and often is sacrificed without acquiring wealth at last.
4. Realizing that he could not conscientiously enter the church, for which he had been intended, and feeling no call to any other profession, he decided to give himself up entirely to self-culture and poetry.
5. He that does not know those things which are of use and necessity for him to know, is but an ignorant man, whatever he may know besides.
6. Consider before you speak, especially when the business is of moment.

Darwin [dú:wɪn] Newton [njú:tən] biology [baíólədʒi]
sacrifice(d) [sákrifais-t] realizing [riəlaizɪŋ]
conscientious(ly) [kənʃiənsəs-li] profession [profésjən]
self-culture [selfkáltʃə*]

realize
civilize

To go into (enter) the church 借假成真。



Napoleon's Tomb

LESSON 2

Paris—II

1 The people of Paris are very polite. Every one, no matter what his rank, addresses another person as Monsieur or Madame or Mademoiselle. The men take off their hats when they meet other men whom they know.

Napoleon('s) [nəpóuljən-z] tomb [tʌm] rank [ræŋk]
 monsieur [məsjø:*, məsjə*; (Fr.) məsjø, məsjø]
 madame [mædəm; (Fr.) madám]
 mademoiselle [mædəmzél; (Fr.) madmwazél]



Rivoli Street (1811-1856)

The people of Paris are also a very artistic people. The streets are so arranged that when you look along them you generally see a fine building or a monument at the end of them.

2 The shops also are full of pretty knick-knacks made in Paris. There are schools of art and rich collections of pictures, so that students go to Paris from all countries in the

Rivoli [rivolí] artistic [ɑ:tístik] monument [mónjument]
 knick-knack(s) [níknæk-s] collection(s) [kolékʃən-z]

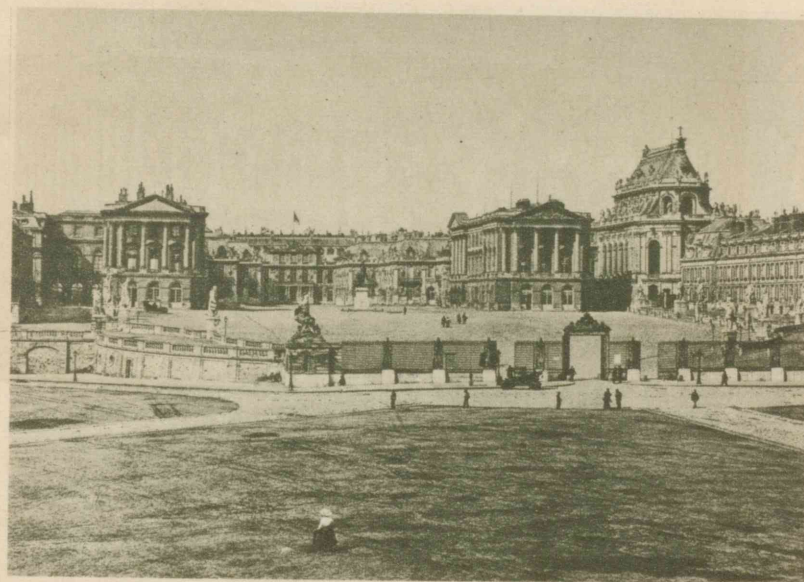


Stock Exchange (1808-1827)

world to become artists. The music at the Paris Opera, and the acting at the Paris theatres are the most celebrated in the world. Because of all these things many visitors go to Paris every year, and spend much money there.

3 In one year lately there were seven hundred thousand visitors to Paris from foreign

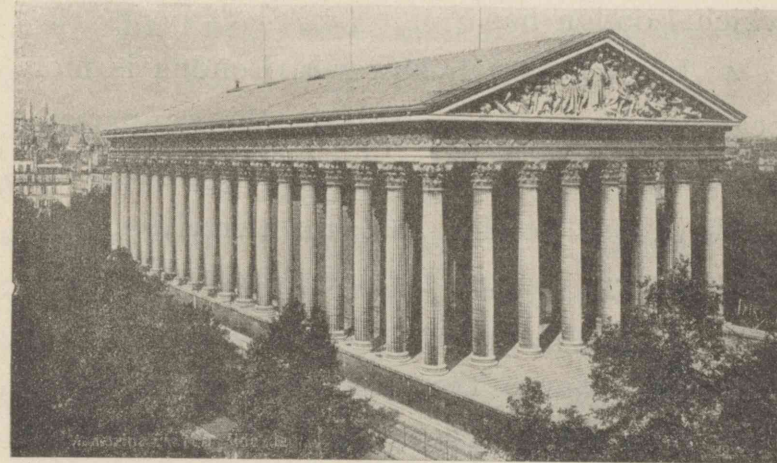
stock [stɒk] opera [ɒpəɹə] celebrate(d) [sɛlibreit-ed]



The Palace of Versailles



The Gallery of Mirrors



Madeleine Church (1814-1842)

countries. Though London is now nearly twice as large as Paris and is by degrees being made into a very grand city, yet Paris is still the capital of the world for beauty, art, and pleasure. It contains the greatest library in 5 the world, and the most important university in France. Of course it is not a sea-port like London, and therefore has not the commerce

Madeleine [madlén]

which London has.

4 In one respect, however, London is more beautiful than Paris. Within the ramparts of Paris there is very little room for parks and
5 gardens, but London has grown freely out into the country, because for several centuries there have been no fortifications bounding it. All Parisians admire the parks of London. They have a very fine park of their own, the Bois de
10 Boulogne, but it is placed outside the walls of Paris.

5 The principal square in London is known as Trafalgar Square, after the greatest British victory at sea, and in this square is the
15 monument of Nelson. In Paris, as you would expect, the names of some of the streets are taken from victories on land, and the monuments have mostly to do with war on land.

rampart(s) [rémport-s] fortification(s) [fâtifikéiʃən-z]
bound(ing) [báund-ɪŋ] Bois de Boulogne [(Fr.)bwa dé bulop]

6 The finest view in Paris is along the avenue of the Champs-Élysées up a slight hill and quite straight for a distance of two miles, with trees on either hand, and at the top a great Triumphal Arch, erected in memory of 5 the victories of the army of Napoleon. Under the dome of the Church of the Invalides is the magnificent tomb of the Emperor Napoleon.

7 All this is natural, because in France they are obliged to think much about war and the 10 army, for France is not an island. Every man in his youth must serve for a time in the army.

8 Outside Paris at a short distance there is the country palace of the kings at Versailles, like the castle at Windsor. Versailles is now 15 empty, a sad monument of the violent changes in French history.

9 The French people are superior to the

avenue [ávenju:] slight [slait] triumphal [traíámfəl]
Invalides [(Fr.)ēvalíd] magnificent [møgnífisent]
natural [nátʃ(u)rəl] Versailles [vøəsái,-sáil, vø:séilz; (Fr.)versá:j]
empty [émpti] superior [sju:piəriə*]

English in some things, but not in others. They set us an example in their economy, in their love of beauty, and in their respect for learning. The English, on the other hand, have the habit of slowly altering their government to suit new times, without violent changes and disorder. We should admire the French as a very civilized people and be ready to learn from them, but yet we have every reason to be proud of our own country.

FOR STUDY

1. (a) A speaker should always look his audience in the face, which he cannot do when he is obliged to cast a side glance into a paper.
- (b) He patted me on the shoulder, told me I was a good boy, and he had taken quite a fancy to me.
2. (a) He is kindness itself.
- (b) He is all attention.

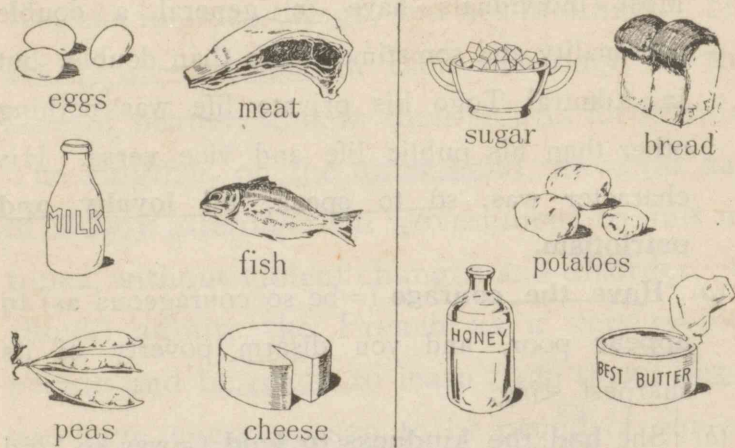
alter(ing) [ˈɔːltə-rɪŋ] disorder [dɪsˈɔːdə*] civilize(d) [sɪvɪlaɪz-d]
fancy [ˈfænsi]

I am all attention! (= very attentive)
 注意!

(10) Most individuals have in general a double personality and sometimes more than double, but in Admiral Togo his private life was nothing other than his public life and vice versa. His character was, so to speak, all loyalty and patriotism.

3. (a) Have the courage (=be so courageous as) to appear poor, and you disarm poverty of its sharpest sting.
- (b) She had the kindness to lend (=was so kind as to lend=kindly lent) me the book.
- (c) He was so kind as to give me the book. (=He was so kind that he *gave* me the book.=He was kind enough to give me the book.=He had the kindness to give me the book.)

personality [pəˈsnæləti] vice versa [váiisi váisə]
loyal(ty) [lóiəl-ti]



Body-building Materials

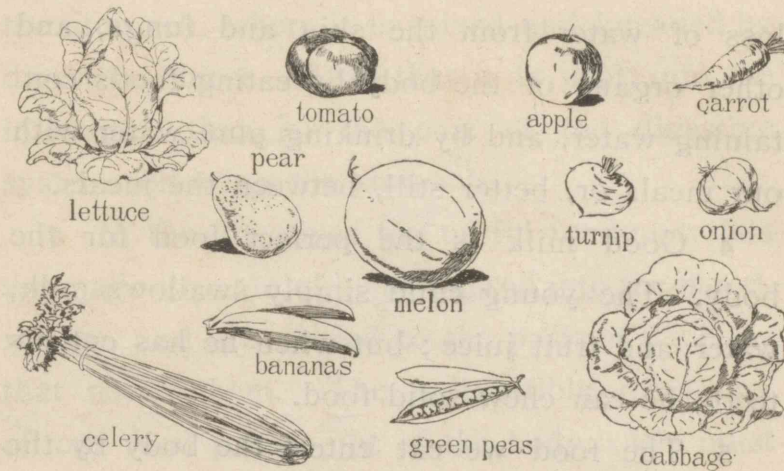
Fuels for the Body

LESSON 3

The Food We Eat

1 There are two chief kinds of food. One is body-building material, which is used by the body mainly for growth and repair; and the other is fuel, such as starches, sugars and fats, which give us heat and energy.

fuel(s) [fju:əl-z] **main(ly)** [méin-li] **growth** [grəʊθ]
repair [ripeə*] **starch(es)** [stɑ:rtʃ-ez] **fat(s)** [fæt-s]



Some of these give us vitamins, others mineral salts.

2 Besides these food-stuffs, the body requires certain other helps that are known as vitamins and some mineral salts. These helps are found in fresh fruit, green vegetables, eggs, butter and cod liver oil.

3 Plenty of water is also needed. More than half the weight of the body is due to the water it contains. We make up for the continual

vitamin(s) [vái-təmin-z; vítə-] **mineral** [mínerəl]
food-stuff(s) [fú:dstʌf-s] **cod** [kɒd] **liver** [lívə*]
oil [ɔil] **plenty** [plénti] **weight** [weít]
due [dju:] **continual** [kɒntínjuəl]

loss of water from the skin and lungs, and other organs of the body by eating foods containing water, and by drinking pure water with our meals or, better still, between the meals.

5 4 Good milk is the perfect food for the body. The young child simply swallows milk, water and fruit juice; but when he has cut his teeth, he can chew solid food.

5 The food we eat enters the body by the 10 mouth. There it is crushed by the teeth and moistened by the saliva, and some of it, such as bread, is partly digested. The saliva contains a leaven which turns starches into sugars.

6 The boy who crams his mouth or swallows 15 his food without chewing makes the body's task of digestion much more difficult, because the mouth has not done its work properly.

7 From the mouth the food goes down to

lung(s) [lʌŋ-z] organ(s) [ɔ:gən-z] pure [pjʊə*]
 swallow(s) [swɒləu-z] juice [dʒu:is] chew [tʃu:] solid [sɒlɪd]
 crush(ed) [krʌʃ-t] moisten(ed) [mɔ:isn-d] saliva [səlaɪvə]
 digest(ed) [daɪdʒést-ed] leaven [lévn] cram(s) [kræm-z]

the stomach, where it is mixed and kneaded by digestive juices. After that it is sent into the intestines, that is, the part of the digestive system following the stomach.

8 In the intestines the useful food-materials 5 are made capable of being passed into the blood-stream, and are carried to the parts of the body that needs them. The indigestible remainder of our food passes out of the body. We must be careful to see (that) this happens regularly 10 and every day.

9 How much food we need depends on our age, the work we do, and the season of the year. For cold weather and hard work we need more fuel. 15

10 Food should be taken at regular meal hours. Growing children sometimes need extra nourishment such as a milk-lunch, which is

stomach [stámək] knead(ed) [níd-ed] digestive [daɪdʒéstɪv]
 intestines [intéstɪnz] system [sístem] capable [kéɪpəbl]
 blood-stream [bládstri:m] indigestible [ɪndaɪdʒéstɪbl]
 remainder [rɪméɪndə*] regular(ly) [régjʊlə-li]
 extra [ékstrə] nourish(ment) [náriʃ-ment]

easily digested.

11 But children will not be healthy if they spoil their appetite for their main meals by eating too many sweets, buns and so on ⁵ between meals.

12 Unless we are suffering from some disease, and if we lose much weight and become unusually thin, it is a sign that we are not having suitable food. If we lived only on ¹⁰ bread and margarine, pickles and strong tea, we should probably become very thin.

13 If a man eats and drinks much more than his body can use, he has to carry an unhealthy burden of fat stored in his tissue. ¹⁵ But over-eating is not always the cause of fatness.

14 Appetites are not always to be trusted. The things we like to eat are not always those

bun(s) [bʌn-z] disease [dizí:z] unusual(ly) [ʌnʒú:zʉel-i]
 thin [θin] suitable [sʒú:təbl] margarine [má:dʒerín]
 pickle(s) [píkl-z] probably [próbəbli] burden [bé:dn]
 tissue [tíʒu:] over-eating [óuvərítɪŋ] cause [kó:z]
 fat(ness) [fæt-nes]

which are best for us. We ought to avoid too much rich pastry, sauces and alcohol.

15 To make sure that food is healthful and appetizing it must be kept cool and clean, guarded from germ-carrying flies, and prepared ⁵ with care.

16 Good food may be spoilt by bad cooking. All girls (and boys too) should learn to cook.

FOR STUDY

1. (a) He caught me by the sleeve.

(b) Never hold anybody by the button or the hand in order to be heard out; for if people are not willing to hear you, you had better hold your tongue than them.

2. (a) Be on your guard not to be deceived.

(b) The prices of commodities are on the rise (rising).

(c) He is a restless fellow, and is constantly on the move.

avoid [əvóid] pastry [péistri] sauce(s) [só:rs-ez]
 alcohol [áelkəhəl] germ-carrying [dʒé:mkəriiŋ]
 flies [flaiz] cook(ing) [kúk-iŋ] commodities [komóditiz]

LESSON 4

The Blessing of Poverty

1 If there is anything in the world that a young man should be more grateful for than another, it is the poverty which necessitates starting life under very great disadvantages.

2 Poverty is one of the best tests of human quality in existence. A triumph over it is like graduating with honours from a school. It demonstrates stuff and power of endurance. It is a certificate of worthy labour faithfully performed.

3 A young man who cannot stand this test is not good for anything. He can never rise above a drudge or a pauper. A young man who cannot feel his will harden as the yoke of poverty presses upon him, and his pluck rise

bless(ing) [blés-ɪŋ] poverty [póvəti] necessitate(s) [nesésíteit-s]
 existence [egzístens] graduating [grádjuéitɪŋ] honour(s) [ónə-z]
 endurance [endʒúərəns] certificate [sətífiket]
 faithful(ly) [féiθful-i] drudge [dradʒ] pauper [pó:pə*]
 harden [há:dn] yoke [jouk] press(es) [prés-ez] pluck [plæk]

with every difficulty that poverty throws in his way, may as well retire into some corner and hide himself.

4 Poverty saves a thousand times more men than it ruins, for it ruins only those who are not particularly worth saving, while it saves multitudes of those whom wealth would have ruined.

5 If you are poor, thank God and take courage; for He intends to give you a chance to make something of yourself. If you had plenty of money, ten chances to one it would spoil you for all useful purposes.

6 Do you lack education? Remember that education, like some other things, does not consist in the multitude of things a man possesses. What can you do? That is the question that settles the business for you.

retire [ritáio*] ruin(s) [rú:(i)n-z] saving [séivɪŋ]
 multitude(s) [máltitju:d-z] intend(s) [inténd-z] lack [læk]

a multitude of (= a great number of). 许多
 the multitude 群众、群众、葛民、德兆。

FOR STUDY

1. I have two brothers; **one** is in Japan and **the other** (is) in England.
2. I like the dog better than the cat; **the one** is more faithful than **the other**.
3. I must tell him, **and that** at once.
4. To me, one of the most disgusting sights in the world, is **that** of a young man with healthy blood and broad shoulders standing with his hands in his pockets, longing for help.
5. (a) **It** is not by reason, but by feeling, **that** we are made happy.
 (b) **It** is generally the man who thinks well of himself **who** comes to be thought well of.
 (c) **It** is not the eye, **it** is the mind, **which** the painter of genius desires to address.
6. (a) **It is in** men as **in** soils, where sometimes there is a vein of gold which the owner does not know of.

 disgust(ing) [disgást-iŋ]

vein [vein]

*in = in case of**where = for there*

- (b) A man is born, arrives at manhood and strength, grows old, decays and dies. **As it is with men, so it is with nations.**
7. When people once fall into the habit of admiring and encouraging ability as such, they are on the high way to all sorts of degradation.

PROVERBS

1. There's many a slip 'twixt the cup and the lip.
2. There is no art that can make a fool wise.
3. There is no royal road to learning.
4. The proof of the pudding is in the eating.
5. By uniting we stand, by dividing we fall.

 decay(s) [dikéi-z]

degradation [degrədəiʃən]

slip [slip]

proof [pru:f]

uniting [ju:náitiŋ]



LESSON 5

The Dictionary

1 Have you ever realized that a new word may be made your friend and helper, and that it will help you both in expressing your thoughts and in grasping the thoughts of others?

2 When you meet a stranger, you naturally try to learn his name and how to pronounce it

realize(d) [ri'leiz-d]
grasp(ing) [grá:sp-iŋ]

express(ing) [eksprés-iŋ]
pronounce [prónáuns]

correctly. You are interested in knowing what he can do; you are also glad to discover where he comes from, and who are his relatives and his friends.

3 Of course you often pick up much of this information bit by bit as you come in contact with this stranger; but you are pleased to have some one tell you what you wish to know about your new acquaintance.

4 Now the dictionary will give you just this same kind of help in growing familiar with new words. It will show you how to pronounce them; it will point out for you their different meanings; it will tell you something of their histories, and will show some of the closely related words bearing similar names. It may also let you know who are some of their friends (synonyms).

contact [kóntækt]

acquaintance [əkwéintəns]

familiar [fə'miljə*]

relate(d) [riléit-ed]

similar [símilə*]

synonym(s) [sínonim-z]

5 Naturally you will wish to have a dictionary of your own. A large dictionary, with its two or three thousand pages, such as you probably have in your school library, is too expensive and too bulky for ordinary use. A small pocket dictionary is cheap and convenient; but at the same time, very frequently it tells so little about a word that it is often very misleading. If you can afford it, buy a dictionary of medium size. Consult your teacher in regard to the kind.

6 When you meet a new word, try to form an idea of its meaning from the general meaning of the passage in which you find it. Then look it up in your dictionary. Notice how it is pronounced; learn to select the definition that fits the meaning in your particular passage; notice who are its friends and its enemies.

page(s) [péidz-ez]	expensive [ekspénsiv]	bulky [bálki]
convenient [konvínjənt]	frequent(ly) [fríkwent-li]	
mislead(ing) [mislí:d-iŋ]	medium [mí:diəm]	
consult [konsált]	definition [difiníʃən]	

7 As soon as you have a good opportunity, use the word three or four times in your conversation and your writing. Thus you will gain a new word-friend which will come to help you whenever you may need it.

FOR STUDY

1. Among these neighbours there was a single woman who lived by herself in a narrow room, into which came both wind and rain.

On pleasant afternoons, when he was off duty, he liked to take a long walk by himself about the fields and lanes.

2. The boy that did it for himself has taken a stride upward, and, what is better still, gained strength for greater ones.

You can make little clouds for yourself—real clouds, just like those you see in the sky.

opportunity [əpətjúniti]	conversation [konvəséiʃən]
lane(s) [leɪn-z]	stride [straɪd]

3. It is true that poverty is a great evil, but it is not true that material prosperity is **in itself** a great good.

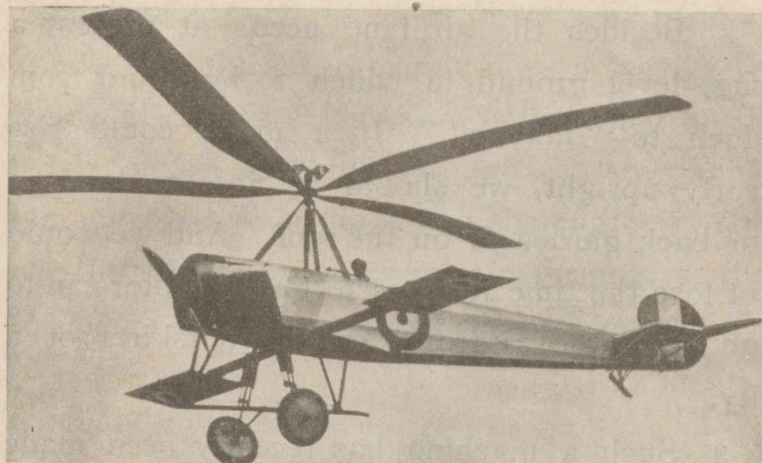
The increase of wealth is not, to my mind, necessarily good **in itself**; everything depends on the way in which wealth is distributed and on its effect on the moral character of the nation.

4. When we are not too anxious about happiness and unhappiness, but devote ourselves to the strict and unsparing performance of duty, then happiness comes **of itself** (=of its own accord).

Be not penny-wise; riches have wings, and sometimes they fly away **of themselves**, sometimes they must be set flying to bring in more.

5. He may be dead, **for all** (or anything) I know.

distribute(d) [dɪstrɪbjʊt-ɪd] **strict** [strikt]
unsparing [ʌnspəərɪŋ] **performance** [pə'fɔ:məns]
penny-wise [pəniwaɪz]



The Auto-Giro

LESSON 6

The Auto-Giro

1 Nowadays we have a regular air service in almost all civilized countries. But we feel still uneasy about flying over the great oceans. No one can assure safety in the air during fog or bad weather.

auto-giro [ɔ:tədʒáíərou] **assure** [əʃúə*] **safe(ty)** [séif-ti]

2 Besides the airplane needs at present a long, level ground in which to land and from which to "take off." If a plane could rise nearly upright, we should be able to land in our back garden or on the roof. And we would not lose the time it takes to go by motor-car to and from the airdrome on the outskirts of a city.

3 Such a machine has recently been made by a Spaniard. It is called the auto-giro. In this machine he has already flown across the English Channel.

4 The auto-giro has only very small fixed planes, but above these are large moving planes, or "windmills." These windmill planes turn round by the pressure of the air upon them and can give some lifting force.

5 When the plane has travelled a few feet

upright [Apráit] roof [ru:f] airdrome [éədroum]
 recent(ly) [rísent-li] channel [tʃéneɪl] plane(s) [plein-z]
 pressure [préʃə*] lift(ing) [líft-iŋ] force [fɔ:s]

along the ground, it rises directly into the air almost upright. The engine does not drive the windmill planes. They are only turned by the flying of the machine through the air. When the machine is in flight and the engine is shut off, the windmill planes remain turning, so that the plane drops slowly but almost vertically.

FOR STUDY

- (a) There is **nobody but** eats and drinks.
- (b) There was **not** a soul within the fort **but** was prepared for the worst.
Not an action but, to a certain extent, gives a colour to our life, and insensibly influences the lives of those about us.
- (c) There was **scarcely** a family **but** had at least one relative among the wounded.

engine [éndʒin] remain [riméin] vertical(ly) [vértikəl-i]
 extent [ekstént] insensibly [insénsibli]

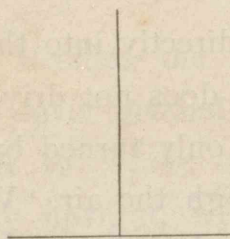


Fig. 1.

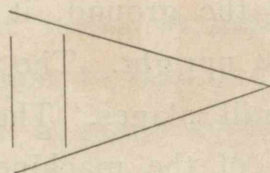


Fig. 2.

LESSON 7

Can You Trust Your Eyes?

1 There is an old saying that seeing is believing, but this is not always true. You think you see a thing, but the thing is not always as you think. Wonderful as the eye is, ^{it} has its faults. And these faults make it at times deceive us over very simple matters.

2 Take, for example, figure 1 above. Try to decide which is the longer, the level line or the upright one. Certainly the upright line

 matter(s) [mætə-z]

figure [fɪgə*]

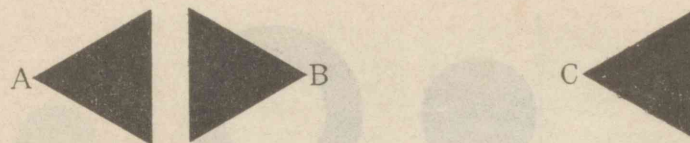


Fig. 3.

looks the longer, but if you measure them, you will find that both are of the same length.

3 Now look at figure 2, and see if you can make up your mind which of the two short upright lines is the longer. Certainly the one nearly in the centre of the figure seems longer than the other. But again if you measure the two lines carefully, you will find that you are wrong, for both are of equal length.

4 Judging distance is not so easy as you might think. Here is a little test for you. Which is the greater distance, from A to B in figure 3 or from B to C? You will say at once that it is farther from B to C than from A to

 measure [mézə*]

centre [séntə*]

equal [íkwəl]

distance [dístəns]

farther [fá:ðə*]

center

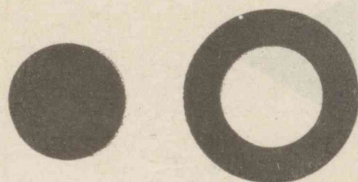


Fig. 4.

B. But you are wrong, for both the distances are the same.

5 A white object on a black ground looks larger than a black object of the same size on a white ground. As an example, look at the above figure. Here you see two circles. Is the white circle bigger than the black one on the left? Surely it looks so, but it is really a little smaller. You can easily prove it by measurement.

6 Next are two very curious little illusions which look as if they move, although they do not really change their position at all. Hold

circle(s) [sók:l-z] 19
curious [kjúəriəs]

measure(ment) [méʒə-ment]
illusion(s) [ilúʒən-z]

奇妙な

幻覚
錯覚

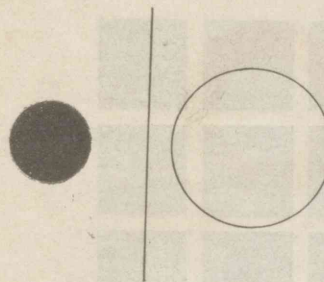


Fig. 5.

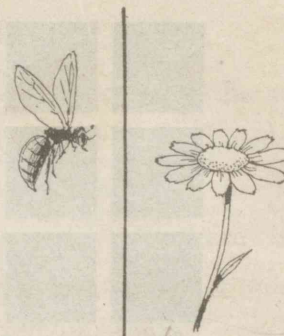


Fig. 6.

figure 5 about an inch from your nose and between the eyes. Look intently and you can see the black dot pass into the circle.

7 Still more curious is the figure of the bee and the flower. Hold the picture so that the upright line is near your nose and look hard. Slowly the bee seems to fly towards the flower, although, of course, it really does not move at all.

8 Look at figure 7, and keep your eyes closely fixed on them. After a few moments

intent(ly) [intént-li]

dot [dót]

1. 見詰める
一心不乱
気合

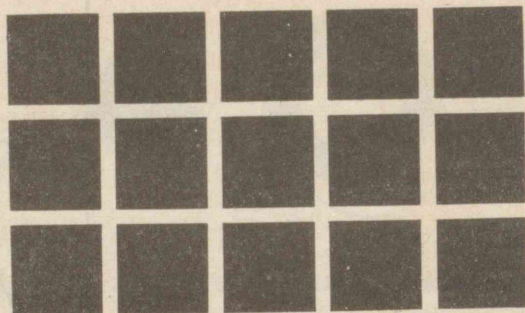


Fig. 7

you will see small shadowy black dots in the centres of all the crosses formed by the white lines. Of course, these are not there at all and your eyes have again deceived you.

5 9 Thus you will have seen how you are deceived by your own eyes, and how they are imperfect. And remember that this imperfectness can also be said of the other organs of the senses.

shadowy [ʃædəʊi] imperfect(ness) [ɪmpə'fekt-nəs]
sense(s) [sɛns-ez]

FOR STUDY

1. (a) No man has ever made his mark on the world who was not possessed by some master passion.

(b) Time ought, above all other kinds of property, to be free from invasion; and yet there is no man who does not claim the power of wasting that time which is the right of others.

(b) Read nothing that you do not care to remember and remember nothing that you do not mean to use.

Facility comes by labour. Nothing seems easy, not even walking, that was not difficult at first.

2. That which is of most value in life is exactly that which can neither be bought nor sold.

No sooner had I glanced at this letter than I concluded it to be that of which I was in search.

passion [pæʃən] invasion [ɪnvéɪʒən] facility [fə'sɪlɪti]
search [sɜ:tʃ]

LESSON 8

Self-Reliance

1 It is important to learn early to rely upon yourself; for little has been done in the world by those who are always looking out for some one to help them.

5 ② We must be on our guard not to confound self-reliance with self-conceit, yet the difference between the two cannot easily be defined in words. The difference is something like that between bravery and foolhardiness.

10 3 The self-conceited person takes it for granted that he is superior to others. The self-conceited girl thinks that she is handsomer, more graceful, or more talented, than other girls, that her work is nicer, or that her composition shows
15 more genius. Whatever is to be done, she

self-reliance [selfriláions] rely [rilái] confound [konfáund]
self-conceit [selfkonsírt] bravery [bréivəri]
foolhardiness [fú:lhàrdines] handsomer [hánsomə*]
grace(ful) [gréis-ful] talent(ed) [télent-ed]
composition [kòmpozíʃən] genius [dʒí:nies]

thinks that she can do it better than another, and that her way is always the best. The self-conceited boy looks upon himself and his exploits in the same way. It is hard to correct self-conceit, because all that such self-satisfied persons do
5 seems to them so nearly perfect that they are liable to grow more and more conceited.

4 It is one advantage of going to school that boys and girls are apt to have the conceit
more or less taken out of them, because they
10 are often thrown among others who are superior to them, and because their companions have little patience with such pretence.

5 Self-reliance is very different from self-conceit. The self-reliant person is often
15 very modest. He does not say about anything that is to be done, "I am so strong and wise that I can do it." He says, "I will try, and if

exploit(s) [éksplɔit-s] self-satisfied (selfsátisfaid) liable [láiebl]
advantage [ədvá:ntedʒ] patience [péiʃəns] pretence [priténs]
modest [módest]

patience and hard work will do it, it shall be done."

6 One way in which a person may become self-reliant, is never to seek or accept help till he has fairly tried what can be done without it.

5 7 Some scholars, if they come to a problem that seems hard, run at once to the teacher, or an older friend, or perhaps even to another scholar, who is brighter or more self-reliant than themselves, in order to be told how to do
10 it. Always try it yourself. Even if it is nothing more important than a riddle, do not wish somebody to tell you the answer till you have fairly tried to conquer it.

8 It is a pleasant feeling that comes from
15 having done a difficult thing oneself a feeling that those never have who are helped out of every hard place.

—C. C. Everett.

scholar(s) [skɔlə-z] problem [prɒbləm] riddle [rɪdl]
Everett [évəret]

FOR STUDY

1. No chapter of his life became him so well as that one chapter which ended in his death.
2. Resolve to perform what you ought, and perform without fail what you resolve.

He then began to study in good earnest. It was the thought of what he owed to his father that made him what he is.

3. He was dismissed, and, what was worse, fell suddenly ill.

We cannot all be great statesmen, artists, or philosophers, but what is more important, at any rate, for us, we can if we choose be good men.

- Hard work, moreover, tends not only to give us rest for the body, but what is even more important, peace to the mind.

✓ philosopher(s) [fɪləsəfə-z] ✓ tend(s) [tend-z]

LESSON 9

The Village Blacksmith

Under a spreading chestnut tree

The village smithy stands ;

The smith, a mighty man is he,

With large and sinewy hands ;

5 And the muscles of his brawny arms

Are strong as iron bands.

His hair is crisp, and black, and long,

His face is like the tan ;

His brow is wet with honest sweat,

10 He earns whate'er he can,

And looks the whole world in the face,

For he owes not any man.

Week in, week out, from morn till night,

You can hear his bellows blow ;

blacksmith [blæksmiθ] **spread(ing)** [spréd-ɪŋ]
smithy [smiði ; smiθi] **sinewy** [sínju:ɪ] **muscle(s)** [másl-z]
brawny [bró:ni] **band(s)** [bænd-z] **crisp** [krisp]
tan [tæn] **brow** [brau] **sweat** [swet] **morn** [mɔ:n]
 bellow(s) [bélou-z]

You can hear him swing his heavy sledge,

With measured beat and slow,

Like a sexton ringing the village bell,

When the evening sun is low.

And children coming home from school

5

Look in at the open door :

They love to see the flaming forge,

And hear the bellows roar,

And catch the burning sparks that fly

Like chaff from a threshing-floor.

10

He goes on Sunday to the church,

And sits among his boys ;

He hears the parson pray and preach,

He hears his daughter's voice,

Singing in the village choir,

15

And it makes his heart rejoice.

swing [swɪŋ] **sexton** [sékstən] **flaming** [fléimɪŋ]
forge [fɔ:dʒ] **chaff** [tʃaf] **threshing-floor** [θréʃɪŋfləʊ*]
parson [pá:sn] **pray** [prei] **preach** [pri:tʃ] **choir** [kwáíə*]

It sounds to him like her mother's voice,
 Singing in Paradise!
 He needs must think of her once more
 How in the grave she lies;
 5 And with his hard, rough hand he wipes
 A tear out of his eyes.

Toiling,—rejoicing,—sorrowing,
 Onward through life he goes;
 Each morning sees some task begin,
 10 Each evening sees it close;
 Something attempted, something done,
 Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
 For the lesson thou hast taught!
 15 Thus at the flaming forge of life
 Our fortunes must be wrought;

Paradise [pærədəis] **wipe(s)** [waip-s] **toil(ing)** [tɔil-ig]
onward [ɔnwəd] **earn(ed)** [ɜ:n-d] **repose** [ri'pəuz]
worthy [wɔ:ði] **wrought** [rɔ:t]

Thank you for your kind letter,
 thanks
 Many thanks

Thus on its sounding anvil shaped
 Each burning deed and thought!

—Henry Wadsworth Longfellow.

WORD STUDY

1.	<i>Adjective</i>	<i>Noun</i>
	absent	absence
	competent	competence
	convenient	convenience
	different	difference
	impudent	impudence
	patient	patience
	present	presence
	silent	silence
	violent	violence

anvil [ænvil]

thou — you
 thy — your
 thee — you

2.	<i>Verb</i>	<i>Noun</i>
	accept	acceptance
	appear	appearance
	assure	assurance
	deliver	deliverance
	enter	entrance
	ignore	ignorance
	rely	reliance
3.	<i>Verb</i>	<i>Noun</i>
	allude	allusion
	collide	collision
	conclude	conclusion
	decide	decision
	divide	division
	exclude	exclusion
	explode	explosion
	include	inclusion
	invade	invasion
	persuade	persuasion
	provide	provision

LESSON 10

Mars

1 The moon is a dead barren world, but Mars is a world that looks like our earth more than any other world that we can study in the sky. Mars has never come nearer to us than 14 million miles. It is about 144 times as far away as the moon. An express train, going night and day at 60 miles an hour, would take 66 years to get there.

2 Mars is not the brightest of the planets. Venus is far brighter. Venus is also much more like our earth in size than Mars is. But there are two reasons why Venus is less interesting. Its path lies nearer to the sun than ours, and when it is nearest to us it turns its dark side to us. Moreover, its air is full of

Mars [mɑ:z] barren [bærən] express(*adj.*) [eksprəs]
 planet(s) [plænət-s] Venus [vínəs]

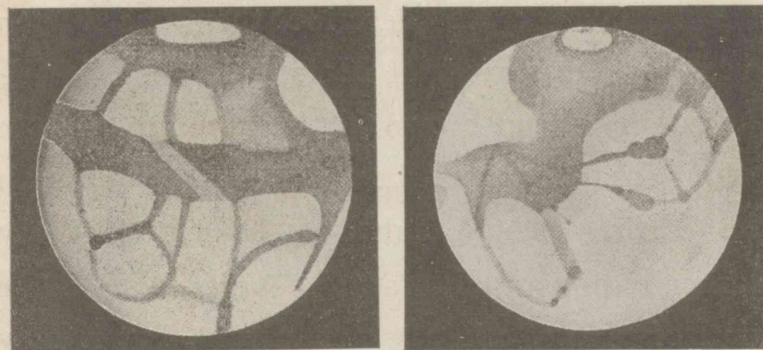
clouds or mist, so that we seldom, if ever, see its real surface.

3 Mars has a red or an orange colour. This is probably the reason why the Greeks and
 5 Romans made it the god of war, as its colour looks like blood. It used to be fancied that red might be the colour of the plants on Mars. But we now know that large regions of the
 planet are sandy deserts, like our Sahara.

10 4 One of the first things found out about Mars with the telescope was that there are glistening white regions round each of its poles. They are evidently ice or snow, as they get smaller in the summer and larger in the winter.
 15 A telescope of moderate size permits us to see these changes.

5 There are large dark-looking regions on Mars. These, like those on the moon, are

mist [mist] surface [sɜːfəs] region(s) [rɪdʒən-z]
 Sahara [sə'hɑːrə] telescope [telɪskəʊp] glisten(ing) [glɪstn-ɪŋ]
 pole(s) [pəʊl-z] evident(ly) [évident-li] moderate [mɒdərət]



Two Views of Mars

called "seas" on the maps of Mars. But, unlike those on the moon, people believed them
 to be real seas till about forty years ago.

6 Probably the seas of the earth would look like them if seen from another planet. 5
 There would be, however, a patch of brightness where the sun is reflected. Such a bright
 patch has never been seen on the "seas" of Mars. Moreover, they change their colour with
 the seasons. 10

patch [pætʃ]

reflect(ed) [rɪflɛkt-ed]

7 Many people describe them as bluish green in the spring of Mars, yellowish during the summer, and brown in the autumn. These colour changes are like those of the plants on the earth. They make us believe that the darker regions on Mars are covered with some kind of plants. This is not certain, but it may be taken as probable.

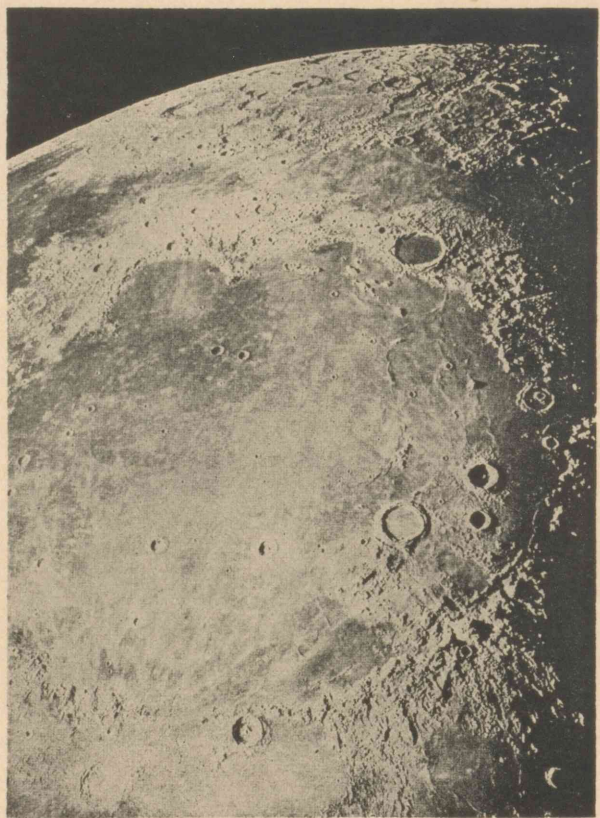
8 It is not surprising that Mars attracts more interest than any of the other planets. You have all learnt from your geography books how the seasons on the earth are made. The earth's axis is not upright to the level in which it travels round the sun. The north pole inclines towards the sun in summer, and away from it in winter.

9 The axis of Mars slopes in a similar way to that of the earth. And curiously

bluish [blú:ɪʃ] yellowish [jélouɪʃ] attract(s) [ə'trækt-s]
 axis [éksɪs] incline(s) [ɪnkláɪn-z] slope(s) [sloup-s]



Mars



The Surface of the Moon

enough, both planets are farthest from the sun in the northern summer, so that the northern hemisphere has cooler summers and milder winters than the southern hemisphere. But the difference is more marked in the case of Mars. 5
The earth is three million miles nearer to the sun in winter than in summer; Mars is 27 million miles nearer.

10 There are "canals" on Mars also. These are long lines that cross the deserts and the 10 darker regions. There are people who think that these markings are made by some intelligent beings on Mars.

11 Water is very scarce on Mars. It chiefly comes from the melting of the polar caps. This 15 is carefully collected and conducted over the planet by canals. It is thought that we do not see the water itself, but the plants which grow

hemisphere [hémisfə*] canal(s) [kənəl-z]
intelligent [intélidʒent] being(s) [bi:ɪŋ-z] scarce [skeəs]
melt(ing)[mélt-iŋ] polar[póulə*] conduct(ed)[kondákt-ed]

along the banks. In the same way there is a broad line of plants along the Nile. This, seen from Mars, would look like a dark line on the desert.

5 12 Now people think that the canals have been made by some intelligent animals. But animals cannot live where the climate is too cold. Mars is about half as far again from the sun as the earth is. Both the light and heat
10 of the sun are weaker than half what it is on the earth. And it is most unlikely that animals really live on Mars.

13 Not all the light and heat that fall on the air surrounding the earth reach the ground. A
15 great amount of them is sent back into the air, being reflected by the clouds and mists. The air on Mars, on the other hand, is both thinner and clearer, so that more of the sun's heat gets

climate [kláimet]

The husband is half as old again
as his wife is

^{and warm}
through to warm the surface.

14 An American scholar has measured the temperature of the surface of Mars in recent years. In the middle of the day, near the equator of Mars, the temperature is far above 5
our freezing-point.

15 The year of Mars is nearly equal to two of ours, but its day is only forty minutes longer than ^{that of the earth} that of the earth. Our earth would appear as a brilliant morning and evening star to the 10
people on Mars. The moon would clearly be seen beside it, swinging from side to side in its monthly journey. The people on Mars would be able to study the back of the moon, which is hidden from us. 15

temperature [témperətʃə*] recent [rísent]

equator [ikwéitə*] freezing-point [frí:zippoint]

brilliant [briljənt]

Upper - classes

FOR STUDY

1. (a) What salt is to food, wit and humour are to conversation and literature.

The man who cannot be trusted is to society what a bit of rotten timber is to a house.

(b) Language is made up of words, which are to the structure of the language what the material elements are to chemistry.

(c) The quantity of beer consumed in those days was indeed enormous; for beer then was to the middle and lower classes not only all that beer is, but all that wine, tea, and alcoholic spirits now are.

2. (a) The young leading the young is like the blind leading the blind; they will both fall into the ditch.

He only chose the brave and the good to be his men.

He tried to put down evil in the land and to

rotten [rɒtn]	timber [tɪmbə*]	chemistry [kémistri]
quantity [kwɒntiti]	consume(d) [kɒnsjú:m-d]	
	enormous [inɔ:məs]	

quality 質
 quantity 量
 consumption 消費, 消耗, 消耗

help the weak, and those in trouble.

(b) There are circumstances in which even the least energetic of mankind *learn* to behave with vigour and decision; and the most cautious *forget their* prudence and take foolhardy resolutions.

(c) The queen made a visit to the sick and wounded in the hospital.

(d) The ill paid are now, no doubt, very often superior to the well paid; but the agreement between wages and good qualities is likely to increase continually as time goes on.

(e) Death comes alike to young and old.

Rich and poor, high and low dwell side by side in the same city.

energetic [enərdʒétik]	mankind [mænkáind]	
behave [bihéiv]	vigour [vígə*]	decision [dísíʒən]
cautious [kɔ:ʃəs]	prudence [prúdens]	
resolution(s) [rezəl(j)ú:ʃən-z]	agree(ment) [əgrí:ment]	
wage(s) [wéidʒ-ez]		

e + norm
out standard

LESSON 11

Faithfulness in Little Things

1 “Is Mr. Harris in?” inquired a plainly but neatly dressed boy, twelve or thirteen years of age, of a clerk, as he stood by the counter of a large bookstore.

5 The clerk regarded the boy with a haughty look, and answered: “Mr. Harris is in; but he is engaged.”

2 The boy looked at the clerk hesitatingly, and then said; “If he is not particularly
10 engaged, I should like to see him.”

“If you have any business to do, *I* can attend to it,” replied the clerk. “Mr. Harris cannot be troubled with boys like you.”

3 “What is this, Mr. Morley?” said a
15 pleasant-looking man, stepping up to the clerk;

Harris [háris] inquire(d) [inkwáíə-d] plain(ly) [pléin-li]
clerk [klɜ:k] counter [káuntə*] bookstore [búkstə*]
haughty [hó:ti] hesitating(ly) [hézíteitiŋ-li]
engage(d) [engéidz-d] Morley [mó:li] step(ping) [stép-iŋ]

“what does the boy want?”

○ “He insisted on seeing you, though I told him you were engaged,” returned the clerk, a little confused by the manner of his employer.

4 “And what do you wish to see me about,
5 my boy?” inquired Mr. Harris, kindly.

The boy raised his eyes, and, meeting the scornful glance of the clerk, said timidly: “I wish you to look at the bill of some books which I bought here, about three months ago.
10 There is a mistake in it, which I wish to correct.”

5 “Ah, my boy, I see,” replied Mr. Harris; “you have overpaid us, I suppose!”

“No, sir,” answered the boy. “On the
15 contrary, I bought some books, which are *not charged* in the bill, and I have called to pay for them.”

insist(ed) [insíst-ed] confuse(d) [konfjúz-d]
employ(er) [emplóí-ə] scorn(ful) [skó:n-ful] glance [gláns]
timid(ly) [tímid-li] bill [bil] overpaid [óuvəpéid]
contrary [kóntrəri]

6 Mr. Harris looked at the boy earnestly for a moment, and then asked: "When did you discover this mistake?"

J. did "Not until I reached home," replied the boy. 5 "When I paid for the books I was in a great hurry, fearing the boat would leave before I could reach it, and I did not examine the bill."

7 "Why did you not return before, and correct the mistake?" asked the gentleman, in 10 a tone slightly altered.

"Because, sir, I live some distance from the city, and have not been able to return till now."

8 "My dear boy," said Mr. Harris, "you 15 have given me great pleasure. In a long life of commercial business, I have never met with an instance of this kind before. You have acted nobly and deserve a reward."

earnest(ly) [éɪnɛst-li] examine [egzæmɪn] tone [təʊn]
 slight(ly) [sláɪt-li] alter(ed) [ó:lteɪd] commercial [kómɔ:ʃəl]
 instance [ɪnstəns] nobly [nóubli] deserve [dizéɪv]
 reward [riwɔ:d]

"I ask no reward," returned the boy. "I have done nothing but my duty—a simple act of justice, and that deserves no reward, but itself."

9 "May I ask who taught you such noble 5 principles?" inquired Mr. Harris.

"My mother," answered the boy, ^{and burst} bursting into tears.

10 "Blessed is the child who has such a mother," said Mr. Harris, "and blessed is the 10 mother of such a child. Be faithful to her teachings, my dear boy, and you will be the staff of her old age."

"Alas, sir," said the boy, "my mother is dead! It was her sickness and death which 15 prevented me from coming here before."

11 "What is your name?" inquired Mr. Harris.

principle(s) [prɪnsɪpl-z] burst(ing) [bɜ:st-ɪŋ]
 teaching(s) [títʃɪŋ-z] alas [ələs] sick(ness) [sɪk-nes]

“Edward Delong.”

“Have you a father living?”

“No, sir. My father died when I was a child.”

12 “Where do you live?”

5 “In the town of Linwood, about fifty miles from this city.”

“Well, my boy, what are the books which were forgotten?”

“Tacitus and a Latin Dictionary.”

10 13 “Let me see the bill. Ha! signed by A. C. Morley. I will see to that. Here, Mr. Morley!” called Mr. Harris; but the clerk was busily engaged in waiting on a customer at the opposite side of the store, bowing and smiling
15 in the most attentive manner.

14 “Edward,” continued Mr. Harris, “I am not going to reward you for what you have done; but I wish to show my approbation of

Delong [dilɔŋ]	Linwood [lɪnwud]	Tacitus [tæsɪtəs]
Latin [læɪtɪn]	ha [hɑː]	sign(ed) [sain-d]
customer [kʌstəmə*]	attentive [ətɛntɪv]	
	approbation [əprəbeɪʃən]	

Thomas Alva Edison

be end

your conduct in such a manner as to make you remember the wise and excellent instructions of your departed mother. Select from my store any ten books you want, which, in addition to the two you had before, shall be a
5 present to you; and henceforth, as now, my boy, remember and not ‘despise the day of small things.’ If ever you need a friend, call on me, and I will assist you.”

15 The grateful boy thanked his kind
benefactor, and, with tears in his eyes, bowed and left the store.

16 Edward Delong wished for knowledge, and, though the scanty means left him by his mother, could hardly satisfy his desire, by
15 diligence and economy he had advanced far beyond most boys of his age. By working nights and mornings for a neighbour, he had

excellent [ékselent]	instruction(s) [ɪnstrʌkʃən-z]
depart(ed) [dɪpɑːt-ed]	addition [ədɪʃən]
grateful [grɛɪtful]	benefactor [bɛnɪfæktə*]
	scanty [skæntɪ]
	neighbour [néibə*]

regard A as B
 accumulated, what seemed to him, a large sum of money, and this was spent on books.

17 Edward's home was now with a man who regarded money as the chief end and aim of life, and severe and constant physical labour as the only means of obtaining that end. For two years Edward struggled with his hopeless condition, toiling early and late to obtain a livelihood.

10 18 Edward now resolved to go to the city, to seek some employment, better adapted to promote his education. He entered the same store where he purchased the books, and inquired for Mr. Harris.

15 "He is engaged," replied the polite clerk. "If you will wait a moment, he will be free."

19 "Did you wish to see me?" asked Mr. Harris of the boy, whose thoughts were so

accumulate(d) [əkjũ:mjuleit-ed]	severe [sivíə*]
physical [fízikəl]	obtain(ing) [obtéin-ɪŋ]
struggle(d) [strágl-d]	hope(less) [hóup-les]
livelihood [láivlihud]	resolve(d) [rizól-v-d]
employ(ment) [emplói-ment]	adapt(ed) [ədəpt-ed]
promote [promóut]	purchase(d) [pártʃəs-t]

intense that he had not noticed the approach of his friend.

"Mr. Harris!" exclaimed Edward, and it was all he could say. For the remembrance of past favours bestowed on him by his kind benefactor, so filled his heart with gratitude that further utterance was denied.

"My noble Edward!" said the old gentleman. "And so you needed a friend. Well, you shall have one."

20 Five years from that time, Edward Delong was the confidential clerk of Mr. Harris, and, in three more, a partner in the firm. The integrity of purpose, which first won the regard of his benefactor, was his guide in after life. Prosperity crowned his efforts, and happiness blessed his heart,—the never-failing result of *faithfulness in little things*.

intense [inténs]	exclaim(ed) [ekskléim-d]
remembrance [rimémbrəns]	favour(s) [féivə-z]
bestow(ed) [bistóu-d]	gratitude [grætítjʊd]
utterance [ʌtərəns]	denied [dinaid]
confidential [kɒnfidénʃəl]	partner [pártnə*]
integrity [intégriti]	guide [gaid]
happiness [hæpines]	prosperity [prɒspérité]
	never-failing [névəféiliŋ]

FOR STUDY

1. The instinct of man prompts him to prefer **the great to the small, the important to the unimportant.**

2. (a) **Few** men have not their secret moments of deep feeling.

Emerson says, "**Few** men find themselves before they die." Very **few** people ever make exploring voyages within themselves, and they carry with them to their graves undiscovered continents of ability.

How many men had looked at kettles of boiling water, but how **few** thought of the force of the steam, and the good uses to which it might be turned!

(b) **A few** young men applied for the situation.

There are **a few** mistakes in your composition.

3. (a) There is **little** hope of success.

instinct [ɪnstɪŋkt]

prompt(s) [prɒmpt-s]

Emerson [éməsn] exploring [ekspló:riŋ] kettle(s) [kétl-z]

There is **little** wine in the bottle.

(b) There is **a little** hope for success.

There is **a little** wine in the bottle.

4. (a) He spent **the little** money he had.

○ **The little** time one can afford for reading ought to settle once for all as to what shall be read.

(b) He read **the few** books he had.

5. **Many a father** has learned to his sorrow what it is to have his son idle.

Many a man has made a fortune and then has no idea of what to do with it.

With Friday's help Crusoe was now able to launch the large heavy boat he had made of the cedar-tree, and **many a** fine sail they had in it.

launch [lámtʃ] cedar-tree [sí:dətri:]

LESSON 12

Calls

1 "An Englishman's house is his castle," says the proverb. No one, not even a policeman, is under ordinary circumstances entitled to cross the threshold of an English private house. Thus a well-bred Englishman would consider it a bold intrusion on his privacy if a stranger were to call upon him, without an invitation or a letter of introduction.

2 Persons who are provided with a letter of introduction must, at their first call, leave that letter along with their card and address.

① It may be advisable not to go in on that day, but wait until the lady or gentleman to whom the letter is addressed sends an invitation. A single introduction from an English friend is

policeman [pɒlɪsmən]	entitle(d) [entáitl-d]
threshold [θrɛʃ(h)ould]	well-bred [wélbréd]
intrusion [intrú:ʒən]	bold [bould]
introduction [introdákʃən]	privacy [práivəsi]
	advisable [ədváizəbl]

bold = impudent privacy = private affairs

worth more than a score of introductions from foreigners in high positions.

3 Sunday is not the proper day for making calls; week-days should always be chosen for this purpose. The usual time for calling is between 4 and 6 p.m. No call should be made at any other time, unless on a very intimate friend. Strange to say, these calls, although made in the afternoon, are termed "morning calls."

4 They are, it is true, made before dinner, the time for which is usually between six and eight o'clock. Morning calls are made in morning dress, i. e. a dark frock-coat (double-breasted and with long tails), or a single-breasted cut-away coat with tails, and fancy-coloured trousers and gloves.

5 A well-brushed silk hat (or top-hat) is, on

score [skɔə*]	frock-coat [frókkout]
double-breasted [dáblbrésted]	cut-away [kátəwei]
fancy-coloured [fáensikáləd]	top-hat [tóphæt]

ide est = that is (to say)

all occasions, the fashionable head-dress. A gentleman should take his hat and stick, but not the umbrella, into the room, and keep them in his hands until he is invited to put them
5 down. The right-hand glove ^{request} must be removed.

6 When I intend to go and see a friend, or any one that has asked me to pay him a visit, I go to his house and ^{request} ring the bell; or, as is more commonly done in England, I give
10 several (at least 4 or 5) knocks with the knocker, a kind of iron (or brass) hammer, such as are seen on most English front doors. A servant (or a footman or a maid) will come and open the door. In speaking to him (or
15 her, ^{when I speak} as the case may be), I need not take off my hat.

7 When ^{to be in doubt} in doubt about the right address, I ask him (or her): *Does Mr.—live here?* or *Is*

head-dress [hédres] right-hand [raíthænd] knock(s) [nɔk-s]
knocker [nɔkə*] hammer [hæmə*]

must — need not
must — must not
24636

Mr. — = Mr. Blank 空白氏
= Desk
= Soandoo 誰氏

this where Mr.—lives? In case I get a reply in the affirmative, I proceed to say: *Can I see him* (or Mr.—)?, or *Is he in?*, or *Is he at home?* Should Mr.—not be in, or should he be engaged at the time, the servant will tell me so, and
5 perhaps ask me to call again at a certain hour. If Mr.—is at home, the servant will ask: *What name, (if you) please?*, or *What name shall I say?* whereupon I reply: *Mr. Baker* (or *Doctor Draper*, if I hold this degree). I do not send my card
10 up unless I call on some commercial business. Before announcing me to his master, the servant will request me to step in, and will take me to the drawing-room. Here I have to await Mr.—'s arrival. 15

8 In the event of my not knowing Mr.— personally, I bow when he enters the room, and say: *Mr.—?* (in a questioning voice), or

affirmative [əfɔ:mətiv] proceed [prɔsɪd]
whereupon [(h)wɛərəpɔn] announcing [ənáunsiŋ]
arrival [əraɪvəl]

again: *Have I the pleasure of speaking to Mr.—?*
Mr.—will then answer: *That (or Yes, that) is my
name (, Sir); Will you take a seat, please?* and
probably continue: *What can I do for you?* I
5 may perhaps say in reply, *I hope I am not
trespassing on your time.* He will assure me, *Oh,
certainly not.* I then proceed to tell him the
object of my visit, or what has brought me
there, or what I have to say.

10 9 If the person whom I am visiting is an
intimate friend of mine, he will welcome me by
saying: *Good morning, (afternoon, evening),* adding
perhaps *old man, or old boy, or Fred &c.; (I'm)
Very pleased to see you. What's the news?* He will
15 ask me to take a seat, *Will you take a seat? Take
a seat! Sit down!*, and inquire after my health,
and after that of my family: *Well, how are you?
Well, how are you getting on? How are you all at*

trespass(ing) [trɛspəs-ɪŋ]

*home? I hope you are all well at home. How is
your father?, &c.* My answers may vary as
follows: *Capital, (or, Very well, Quite well, Tolerably
well), Thanks (or Thank you).* After these or similar
preliminary topics of conversation, we have a 5
comfortable chat.

10 During our conversation, it may happen
that I have not clearly understood what has
been said to me. In this case I inquire again,
saying: *I beg your pardon?* or, less formally, and 10
only with very good friends: *What do (or did)
you say? What were you saying?*

11 The occasions on which calls should be
made are numerous. There are congratulatory
calls, calls of condolence, and calls of courtesy. 15
When any cause for congratulation arises, it is
usual for friends to offer their good wishes in
person. On the other hand, should some sorrow

vary [véəri] **capital** (*adj.*) [kápitəl] **tolerably** [tɔlərəbli]
preliminary [prɪlɪmɪnəri] **topic(s)** [tɔpɪk-s]
comfortable [kámfətəbl] **chat** [tʃæt] **formal(ly)** [fɔ:məl-i]
numerous [njú:mərəs] **congratulatory** [kɒngrætjulətəri]
condolence [kɒndóulens] **courtesy** [kórtisi; kɛrtisi]
congratulation [kɒngrætjuléiʃən]

or domestic calamity befall any of our acquaintances, an expression of condolence and sympathy is to be tendered, but sufficient time should pass before we venture to ask to see them. After being present at a dinner or at a private ball it is necessary to call within the next few days, or leave cards at the door.

12 Cards must be left on all occasions of a formal character; but the visitor does not send in his card if his acquaintance should be at home; in this case it is usual to leave it on departure. Should the person who is called upon not be at home, one corner of the card may be turned down, which means that you have called personally.

13 The usual form of leave-taking is *Good-bye*, or *Good-day* and among friends sometimes *Ta-ta*. A person whom I have seen for the

calamity [kələ'mɪti] befall [bɪ'fɔ:l] expression [eksprɛ'sjən]
 tender(ed) [tɛndə'd] venture [vɛntʃə*] necessary [nɛsɪ'səri]
 departure [dɪpɑ:tʃə*] ta-ta [tætɑ:]

first time will add: (*I'm*) *Very pleased to have met you* (or *to have made your acquaintance*). In reply, I simply bow, or say *Thank you* (, *Sir*). According to circumstances, I may continue: *I hope we shall have the pleasure of meeting again*. At the same time we shake hands, and then bow to each other.

14 In leaving an intimate friend, no bows are made. I just shake hands and take leave of him with some such remark as: *Good-bye, old fellow, I must be off now; Now I must say good-bye; Then good-bye, till to-morrow; So long; (I shall) See you again, &c., &c., &c.* My friend will send his compliments to my family, saying: (*Give my*) *Kind regards* (or *respects*) *to Mrs.—; Kindly remember me to your father* (or *brother*). My answer will be: *Certainly* or *With pleasure*.

—Kron's "*The Little Londoner*" (adapted.)

compliment(s) [kɒmplɪmənt-s]

FOR STUDY

1. (a) His public career lasted only twenty-three months, but in that time he did more work than most great men accomplish in **as many** years.

The professor found many uses for the imagination in science. It has quite **as many** uses in commerce.

- (b) It was a truly awful sight to watch the numberless little wooden houses catch fire one after another, and flame up like **so many** match-boxes.

The climate proved more destructive than the service. Of two thousand men, above half were sick, and the rest like **so many** phantoms.

2. Ask John Bull if you are in the right train for **such and such** a place, you will get Yes or No for an answer, and nothing more.

3. It is **one thing** to own a library; it is quite **another** to use it wisely.

There is no more dangerous experiment than that

career [kə'riə*] 生涯

phantom(s) [fæntəm-z] 幻, 幻像, 妖怪

destructive [distráktiv] 破坏性的

experiment [ekspérimənt] 实验

of undertaking to be **one thing** before a man's face and **another** behind his back.

4. The **very** difference in their characters produced a harmonious combination.

② If your lot is one of poverty, you may make your **very** poverty spur to diligence and thrift.

5. (a) He makes the most of **what** money he has.

None of the boys who had caused the disaster, followed to learn the fate of the wounded boy. There was one, however, who witnessed the accident from a distance, and went to **render** **what** service he could.

- (b) I gave him **what little** money I had.

One of the saddest sights is that of a young man who has sacrificed **what little** health and constitution he had for a college course.

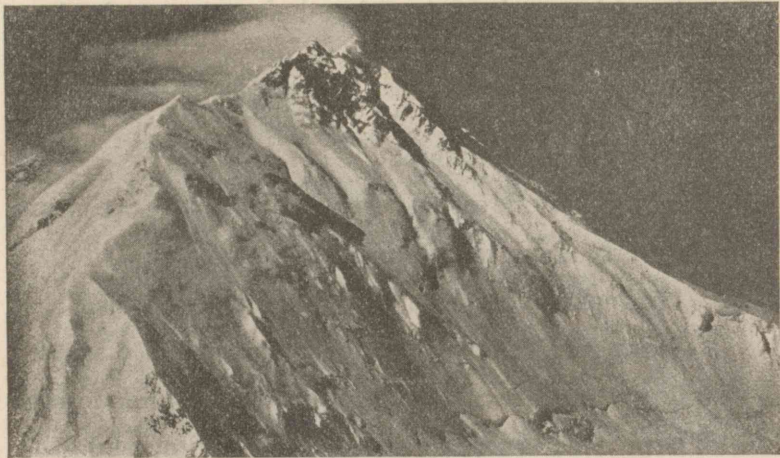
combination [kombinéiʃən] 结合

spur [spɜ:*] 鞭策

thrift [θrift] 节俭, 勤俭

witness(ed) [wítnes-t] 目睹, 见证

render [réndə*] 提供, 奉献



The Summit of Mt. Everest

LESSON 13

The Climbing of Mount Everest

1 The story of the attempts to conquer the world's highest mountain begins in 1921, when Colonel Howard Bury led an expedition to get some idea of the conditions around and on the mountain itself. No serious attempt was made

summit [sámit] Mt. [maunt] = mount Everest [évorist]
 colonel [kó:nl] Howard Bury [háuəd bjúəri ; béri]
 serious [síəriəs]

峰 頂
 客 人



Camp at Pethang Ringmo, 1921

to climb to the summit, but the approaches ~~leading~~ ^{全山} leading to the upper part of the mountain were explored.

2 The 1921 expedition showed that the great obstacle was the weather. Early in the year ⁵ violent west winds blow, and though they sweep the snow away from the north side of the mountain, they, at the same time, prevent climbers from climbing.

3 The temperature, moreover, is subject to ¹⁰ violent change. In the rare air of the high mountains there is no shelter from the sun, for the clouds are far below. Instead there is blistering heat by day and icy cold at night. The highest temperature ever recorded on the ¹⁵ surface of the earth was experienced in these mountains when the thermometer was 209 degrees in the sun at noon, but below zero at

explore(d)[ekspləʊ-d] **expedition**[ekspidiʃən] **obstacle**[ɒbstəkl] **sweep**[swi:p] **subject**[sʌbdʒekt] **blister(ing)**[blɪstə-rɪŋ] **icy**[áisi] **thermometer**[θəmə'mi:tə*] **degree(s)**[diɡrɪ-z] **zero**[ziərou]

night.

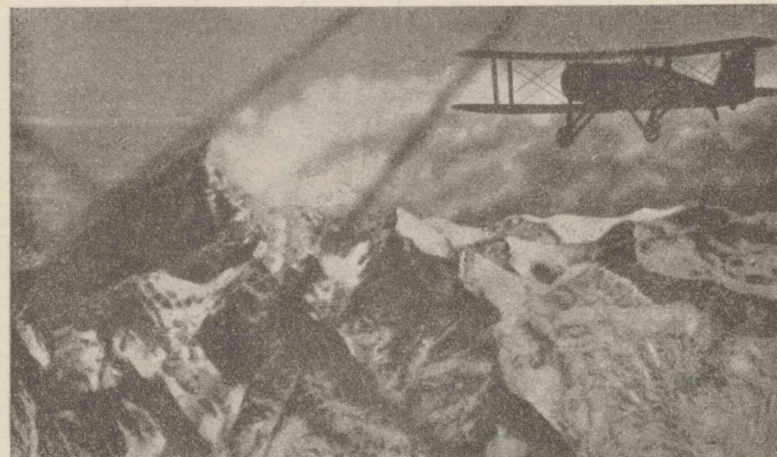
4 Toward the end of May the monsoon begins, and causes heavy snow-falls. All attempts therefore have to be made in the few weeks before the monsoon.

5 In 1922, General Bruce led another expedition, during which climbers reached a height of 27,000, or, 1,800 from the summit.

6 In 1924, Norton and Somervell succeeded in reaching a height of 28,000 feet, but were beaten by the weather. Upon their return to camp, Andrew Irvine and George Mallory made another effort. They were last seen at about 28,000 feet still climbing, when a cloud hid them from sight and they failed to return. Whether disaster overtook them before or after reaching the summit will never be known.

7 In 1933, Hugh Ruttledge led another

monsoon [mɒnsú:n]	Bruce [bru:s]	Norton [nó:tn]
Somervell [sáməvəl]		camp [kæmp]
Andrew Irvine [ændru: érvín]		Mallory [máeləri]
disaster [dizá:stə*]		overtook [ðuvətúk]
	Hugh Ruttledge [hju: rátlədʒ]	



The Houston-Westland Machine Approaching the Summit

expedition, and it was found that the climbers could actually sleep at their highest camp, 27,000 feet above the sea level, where they spent three nights. Wager and Wyn Harris found that the only ridge leading to the summit was impassable, while Smythe and Shipton made an attempt upon the horribly dangerous northern mountain wall, which is swept by

Wager [wéidʒə*]	Wyn [win]	ridge [ridʒ]
impassable [impá:səbl]	Smythe [smiθ]	Shipton [ʃíptn]

violent winds, and the slippery rock was covered with fine powdery snow. The attempts were brought to a close by the early arrival of the monsoon.

5 8 At the same time (April, 1933) an air expedition flew over the mountain. This was made possible by the generosity of Lady Houston, and was led by Air-Commodore Fellowes. Violent west winds made the task
10 very dangerous, and during the flight one of the two machines dropped 1,500 feet in a few seconds. The successful flight took three hours and covered 160 miles from the airdrome. A height of 31,000 feet was reached and the
15 summit cleared by only 100 feet.

slippery [slɪpəri] powdery [paʊdəri] possible [pɒsɪbl̩]
generosity [dʒenərəsɪti] Houston [haʊstən]
air-commodore [eɪkɒmədɔː*] Fellowes [felouz]

FOR STUDY

1. (a) There is **nothing** so hard as poverty.
 - There is **nothing** men are so anxious to keep as life, and **nothing** they take so little pains to keep well.
 - (b) Of all the boys of the class, **none** was so diligent as he.
 - (c) Death is at all times solemn, but **never** so much as at sea; and the effect of it remains upon the crew for some time.
 - (d) Certain is it that **no** bread eaten by man is so sweet as that earned by his own labour.
2. (a) **Nothing** is **more** precious than time, yet **nothing** is less valued.
 - (b) Whang, the miller, was naturally avaricious; **nobody** loved money **better** than he, or **more** respected those that had it. (in such way) that
 - (c) Do not spend your time so now that you will reproach yourself hereafter. There are **no**

Whang [(h)wæŋ]

avaricious [əvərɪʃəs]

worth w. [wɜ:θ]
 worthy(a) [wɜ:θi]

sadder thoughts than "Too late" and "It might have been."

(d) One could hardly be in a more dangerous situation than the one we had been exposed to. We had been right in the middle of the shell fire, and yet got away quite unhurt.

3. A self-conscious man is sometimes one who is aware of his worth, a conceited man generally one who is not aware of his unworthiness.

4. That period when the rude inhabitants of a country were ignorant of metals, and made their tools and weapons of stone, is called the Stone Age.

5. Time is a trust, and for every minute of it you will have to account. Be spare of sleep, spare of diet, and sparest of time.

be + 75 + 9 = 30
 be aware of = 知道
 be fond of = 喜欢

self-conscious [selfkɒnʃəs] 自觉的
 conceit(ed) [kɒnsi:t-ed] 自以为是
 inhabitant(s) [ɪnhæbɪtənt-s] 居民
 weapon(s) [weɪpən-z] 武器
 aware [əweə*]
 unworthiness [ʌnwɜ:ðɪnəs] 不值
 metal(s) [mɛtəl-z] 金属
 spare(adj.) [speə*]
 diet [daɪət]

武器
 自觉的
 不值
 金属
 节省

LESSON 14

Self-Education

① Education is the harmonious development of all our faculties. It begins in the nursery, and goes on at school, but does not end there. It continues through life, whether we will or not. The only question is whether what we learn in after life is wisely chosen or picked up haphazard. "Every person," says Gibbon, "has two educations, one which he receives from others, and one more important, which he gives himself."

② What we teach ourselves must indeed always be more useful than what we learn of others. "Nobody," said Locke, "ever went far in knowledge, or became eminent in any of the sciences, by the discipline and restraint of a master."

self-education [selfedʒukéiʃən] harmonious [harmóunɪəs]
 haphazard [hæphæzəd] Gibbon [gɪbən] Locke [lɒk]
 eminent [émɪnənt] discipline [dɪsɪplɪn] restraint [rɪstreɪnt]

③ Those who have not distinguished themselves at school need not on that account be discouraged. The greatest minds do not necessarily ripen the quickest. If, indeed, you have not taken pains, then, though I will not say that you should be discouraged, still you should be ashamed. But if you have done your best, you have only to persevere; for many of those who have never been able to distinguish themselves at school, have been very successful in after life.

4 We are told that Wellington and Napoleon were both dull boys, and the same is said of Sir Isaac Newton, Clive, Sir Walter Scott, and many other eminent men. Evidently then it does not follow that those who have distinguished themselves least at school have benefited least.

distinguish(ed) [distɪŋɡwɪʃ-t] discourage(d) [diskʌredʒ-d]
 necessarily [nɛsɪsərɪli] ashamed [əʃeɪmd] persevere [pɜːsɪvɪə*]
 Wellington [wɛlɪŋtən] Isaac [aɪzək] Clive [klaɪv]
 Walter Scott [wɔːltə skɒt] benefit(ed) [bɛnɪfɪt-ed]

5 Genius has been described as "an infinite capacity for taking pains," which is not very far from the truth. On the other hand, many brilliant and clever boys, for want of health, industry, or character, have unfortunately been failures in after life as Goethe said, "like plants which bear double flowers, but no fruit." They have sunk to driving a cab, shearing sheep in Australia, or writing for a bare subsistence; while the comparatively slow but industrious and high-principled boys have steadily risen and filled honourable positions with credit to themselves and advantage to their country.

6 Doubts as to the value of education have in some cases arisen, as Dr. Arnold says, from "that strange confusion between ignorance and innocence with which many people seem to

capacity [kəpəsɪti] unfortunate(ly) [ʌnfɔːtʃnət-li]
 failure(s) [feɪljʊə-z] Goethe [ɡəʊtə; ɡoʊtə] cab [kæb]
 shear(ing) [ʃɪə-rɪŋ] bare [beə*] subsistence [səbsɪstəns]
 comparative(ly) [kɒmpəreɪtɪv-li] industrious [ɪndʌstriəs]
 steadily [stɛdɪli] honourable [ɒnərəbl] credit [krɛdɪt]
 Arnold [ɑːnld] ignorance [ɪgnərəns] innocence [ɪnosens]

comfort themselves. Whereas, if you take away a man's knowledge, you do not bring him to the state of an infant, but to that of a brute; and of one of the most mischievous and malignant of the brute creation"; for, as he points out elsewhere, if men neglect, that which should be the guide of their lives, they become the slaves of their passions, and are left with the evils of both ages—the ignorance of the child, and the vices of the man.

7 No one whose education was well started at school would let it stop. It is a very low view of education to suppose that we should study merely to serve a petty convenience, that we should confine it to what the Germans call "bread and butter" studies.

8 "Experience," said Franklin, "is a dear school, but fools will learn in no other." Study

brute [brʊt] mischievous [mɪstʃɪvəs] malignant [mæljɪnənt]
 creation [kri:ʃən] elsewhere [els(h)wéə*] neglect [nɪglɛkt]
 vice(s) [vaɪs-ez] petty [pɛti] confine [kɒnfáɪn]

then as if you were to live for ever, but live as if you were to die tomorrow.

9 It is half the battle to make a good start in life. Begin well, and it will be easier and easier as you go on. On the other hand, if you make a false start it is far from easy to regain your position. It is difficult to learn, but still more difficult to unlearn.

10 Try to fix in your mind what is best in books, in men, in ideas, and in institutions. We need not be ashamed if others know more than we do; but we ought to be ashamed if we have not learnt all we can.

11 Education does not consist merely in studying languages and learning a number of facts. It is something very different from, and higher than, mere instruction. Instruction stores up for future use, but education sows seed

regain [rɪgɛɪn] unlearn [ʌnlɛrn] institution(s) [ɪnstɪtju:ʃən-z]
 fact(s) [fækt-s] sow(s) [sou-z] seed [si:d]

which will bear fruit, some thirty, some sixty, some one hundred fold.

12 Knowledge is admittedly inferior to wisdom, but yet I must say that she has sometimes received very scant justice. We are told, for instance, that

Knowledge is proud that she has learnt so much;

Wisdom is humble that she knows no more.

○ But this is not so. Those who have learnt most are best able to realize how little they know.

13 It has again been unjustly said that knowledge is

A rude unprofitable mass,

15 The mere materials with which wisdom builds.

He would be a poor architect, however, who was careless in the choice of materials, and no one can foresee what the effect of

fold [fould] admitted(ly) [əd'mítəd-li] inferior [ɪnfɪəriə*]
 scant [skænt] wisdom [wɪzdəm] humble [hʌmbl]
 unprofitable [ʌnprɒfɪtəbl] mass [mæs] architect [ɑ:kitekt]
 foresee [fɔ:si:]

“bringing things to light” may be. Many steps in knowledge which at the time seemed practically useless, have proved most valuable.

14 Knowledge is power. “Knowledge of the electric telegraph saves time; knowledge of writing saves human speech and locomotion; knowledge of domestic economy saves income; knowledge of sanitary laws saves health and life; knowledge of the laws of the intellect saves wear and tear of brain; and knowledge of the laws of the spirit—what does it not save?”

—from the “*Use of Life*” (adapted.)

FOR STUDY

1. The good man is he who, in each act he does or refrains from doing, is seeking the good of all the persons who are affected by his action.

valuable [væljuəbl] save(s) [seiv-z] speech [spi:tʃ]
 locomotion [ləukə'moʊʃən] income [ɪnkəm]
 sanitary [sænɪtəri] intellect [ɪntilekt] wear [weə*]
 spirit [spɪrɪt] refrain [rɪfrɛɪn] affect(ed) [əfekt-ed]

In everyday life the hare and the tortoise **are running** their race much more frequently than we are apt to think.

2. (a) ~~Few ever~~ **lived** to a great age, and fewer still ever became distinguished, who **were** not in the habit of early rising.

(b) I ~~never heard~~ of any clever man that came from entirely stupid people.

3. Men **will reap** according as they sow.

The smallest worm **will turn**, being trodden on.
Nothing **will come** of nothing.

4. (a) **You shall** hear my story after dinner.

(b) **He shall** know that I am not to be trifled with.

(c) **Any one** who exports or attempts to export unexamined silk **shall** be fined from fifty to a thousand yen.

trodden [trɔdn] trifle(d) [traɪfl-d] export(s) [ekspɔ:t-s]
unexamine(d) [ʌnegzæmɪn-d] fine(d) [faɪn-d]

LESSON 15

Lieut. T. Sakuma—I

(being compared with)

1 On 15th April, 1910, Submarine No. 6 of the Japanese Navy set sail in the course of her duty on manœuvres, in the neighbourhood of Itsukushima. Compared with the modern giant used in submarine battles, she was but a pigmy. Her displacement was only 57 tons, and as her name implied, she was the sixth of her class owned by Japan. Though she had been built at the time of the Russo-Japanese War, she had not been used in any of the naval actions.

2 On this occasion, her commander was 1st Lieut. Sakuma. He was well known for his keenness and enthusiasm for everything connected with this branch of the service to which he was attached.

lieut. [leftənənt(英); ljutənənt(米)] submarine [səbmərɪn]
no. [nʌmbə*] = number navy [neɪvi] manœuvre(s) [mənʊvə-z]
giant [dʒaɪənt] pigmy [pɪgmɪ] displace(ment) [dɪsplɛɪs-mənt]
ton(s) [tɒn-z] Russo-Japanese [rʌsɔdʒæpənɪz]
action(s) [ækʃən-z] commander [kɒmændə*]
keen(ness) [ki:n-nes] enthusiasm [entʊ:ziæzm] service [sɜ:vɪs]

3 On April 15th it was his intention to put his boat through certain tests which were still in the experimental stage. ^{increase} ^{decrease} ^{mix A with B} ^{incline} ^{decline} Instead of employing the usual method of propelling, a gasoline motor ^{was to be used}. The advantage of this method is that the range of the boat is greatly increased.

4 A little before 10 a.m. No. 6 began to submerge, but for some reason or other not certainly known, she went too low.

10 5 The power stroke in the cylinder of a gasoline motor is produced by the explosion of a gas formed by the mixture of gasoline fumes with air. In order that the necessary air supply might be adequate, a hole in the hatch ^{or the submarine} was left open. It was this opening that led directly to the disaster, for when the boat went too low, water poured through.

6 Lieut. Sakuma immediately gave the

intention [inténʃən] experiment(al) [eksperimént-əl]
 stage [steɪdʒ] propel(ling) [propél-ɪŋ] gasoline [gæsoli:n]
 range [reɪndʒ] increase(d) [ɪnkri:s-t] submerge [səbmé:dʒ]
 stroke [stroʊk] cylinder [sɪlɪndə*] explosion [eksplóuzən]
 mixture [mɪkstʃə*] fume(s) [fju:m-z] supply [səpláɪ]
 adequate [ædɪkwət] hatch [hætʃ]

order to close the hatch, but the chain by which this was usually done broke, and the order had to be carried out by hand. This took some time, with the result that, before it was completed, a considerable amount of water had ^{got in}, and the boat began to sink.

7 The partial flooding of the interior caused the main electric switch to fuse, and all were thrown into darkness. The commander now gave the order to blow out all the water from ^{the main tank}. The electric pumps were, of course, out of action, so all men went to the hand-pumps and did all they could. But it was ^{to no purpose}; the boat did not come up.

8 The order to blow out all the gasoline ^{was also given}. It must be remembered, to account for what follows, that they were in pitch darkness and could not see the meter

chain [tʃeɪn] considerable [kɒnsɪdərəbl] partial [pɑ:ʃəl]
 flood(ing) [flʌd-ɪŋ] switch [swɪtʃ] fuse [fju:z]
 tank [tæŋk] pump(s) [pʌmp-s] pitch [pɪtʃ] meter [mɪtə*]

gauge. It is probable, therefore, that more air pressure was used than was necessary. Whatever the cause, the pipe burst, and the gasoline poured out into the boat.

9 At this time she was lying at a depth of about 60 ft. Pumping continued without a stop till 12 noon, but without effect. Lieut. Sakuma, assured that all hands were doing their duty to the best of their ability, went to his post to write up all that was necessary before it was too late.

10 In front of his table was the depth meter. Remember, it was pitch dark except for a thin ray of dull light which, by a special arrangement, made the face of the meter just visible.

11 We can imagine him, sitting there in the darkness, writing, and every few moments anxiously peering through the darkness at the

gauge [geɪdʒ] **burst** [bɜːst] **depth** [depθ] **ability** [əbɪlɪti]
ray [rei] **special** [spéʃəl] **arrange(ment)** [ə'reɪndʒ-ment]
peer(ing) [piə-rɪŋ]

meter, to read thereon the fate of his ship and his crew. The meter never moved. The air was not only getting exhausted, but was being poisoned by the gasoline fumes. He could hear, through the darkness, the clank—clank—of the pumps, the hard breathing of his men as the poisoned air became more and more difficult to breathe in, but though the work never stopped for a moment, the meter showed no sign of hope.

12 It is only when we realize the necessity of pure air for mental efficiency that we can understand the tremendous strength of will shown by Lieut. Sakuma. The brain depends on clean blood, blood purified at each inhalation by the oxygen in the lungs. If the latter become filled with poisonous gas, the blood is at once poisoned and the brain quickly becomes

thereon [ðeərən] **exhaust(ed)** [egzɔːst-ed] **poison(ed)** [pɔɪzn-d]
clank [klæŋk] **necessity** [nesésiti] **mental** [méntəl]
efficiency [efɪʃensi] **tremendous** [trɪméndəs] **strength** [streŋθ]
depend(s) [dɪpénd-z] **purified** [pjúəɪfaɪd]
inhalation [ɪnhəleɪʃən] **oxygen** [ɔksɪdʒen] **poison(ous)** [pɔɪzn-əs]

intoxicated.

13 There is a cool, calm courage, greater perhaps than any other, when sheer strength of will forces the poisoned brain to drive the dying body and make it perform its duty to the very last gasp. It is this courage that we recognize in the firm, steady characters on the last page of Lieut. Sakuma's manuscript.

14 Gradually the pumping stopped as man after man dropped at his post. At 12-40, all were dead.

FOR STUDY

Charity begins at home, but should not end there.

Obviously, good English is exact English. Our words should fit our thoughts like a glove, and be neither too wide nor too tight.

intoxicate(d) [intóksikeit-ed] calm [kalm] sheer [ʃiə*]
 gasp [gæsp] steady [stédi] manuscript [mæn.juskript]
 charity [tʃáriti] obvious(ly) [óbviəs-li] exact [egzákt]

仁爱博爱
 慈善
 宽仁

明白 =
 明智 =

精兵 精密 + 心

LESSON 16

Lieut. T. Sakuma—II

1 Those ^{Who were} on board the mother ship, the *Reizan Maru*, had no idea of what had occurred. They, of course, knew that the submarine could not stay under water for longer than three hours, and it was not until this limit was approaching that suspicion began to be aroused that all was not well.

2 But, as time went on, and she did not come to the surface, suspicion grew into certainty. Steps were immediately taken to locate her, and to rescue her crew. But all hopes as to the latter had to be abandoned, for it was not until 3 p. m. on the 16th that she was found.

3 On the 17th she was drawn to land.

occur(red) [okór-d] limit [límit] suspicion [səspíʃən] 怀疑 嫌疑 不安
 arouse(d) [eráuz-d] certainty [sértinti] locate [lo(u)kéit] 位于 在...处
 rescue [réskju:] latter [láto*] abandon(ed) [əbændn-d] 断绝 舍弃

救助 拯救

(late = 迟)

迟的 迟的 迟的

Among those who had been detailed to be present at the opening of the vessel was a certain Sub-Lieut. Wanami. Only eighteen days before the disaster he had been transferred from duty on board No. 6. Not only was he a great personal friend of Lieut. Sakuma, but he knew intimately every member of the crew. It is to his written account that we are indebted for what follows.

4 He writes—"As the time drew near for the opening of the vessel, my anxiety became great. Of course we never thought for a moment that any were alive, but in our minds was what we had heard about another accident of the same kind that had occurred in a country not far from Japan. In that case, according to the report, the opening of the submarine had revealed a terrible scene. The

detail(ed) [detéil-d] 詳述 了
transfer(red) [trænsfór-d] 移入 轉移 了
intimate(ly) [íntimet-li] 親密 了
anxiety [ænzáietí] 不安 了
alive [óláiv] 活着 了
reveal(ed) [riví:l-d] 揭示 了
sub-lieut. [sáblefténant] 副官 了
personal [pó:snəl] 個人 了
indebt(ed) [indét-ed] 負債 了
accident [áksident] 事故 了

anxious (adj) (心配 不安 了)
indebted (adj) (借金 了)
reveal (v) (見せ 了)

officer(s) [ófisə-z] 將士 了
struggling [stráglɪŋ] 奮闘 了
claw(ing) [kló:ɪŋ] 爪 了
scratch(ing) [skrætʃ-ɪŋ] 爪 了
panic [pænik] 恐慌 了
witness [wítnes] 証 了
hideous [hídios] 醜惡 了
enact(ed) [enækt-ed] 制定 了
disgrace [disgréis] 恥辱 了
beloved [biláved; bilávd] 愛した 了
contrast [kóntrast] 対比 了

officer(s) [ófisə-z] 將士 了
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bodies of all, both officers and men, were found piled up together under the hatch. It was evident that all had been struggling, fighting with each other, clawing and scratching, in their panic. Every one was found wounded, bearing witness to the hideous scene that must have been enacted before death put an end to their sufferings.

5 I thought that, if the same thing had happened on No. 6, it would be more than I could stand. How could I endure to see that my friends had done such things! I thought of the terrible disgrace it would be to all, and above all, the shame it would cast on our beloved country.

6 We opened it. What a contrast! Every man was at his post. Two were by the gasoline pipe where it was broken; evidently

officer(s) [ófisə-z] 將士 了
struggling [stráglɪŋ] 奮闘 了
claw(ing) [kló:ɪŋ] 爪 了
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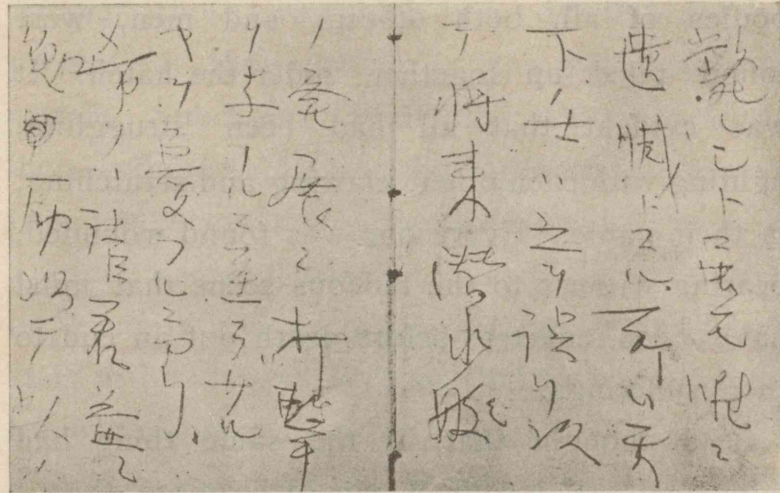
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The Will of Lieut. Sakuma. (B)

they had been trying to mend it. Two others, up to their waists in water, had their hands still on the pump lever. The commander was seated at his desk, and every man was where ¹²⁶⁷² he ought to be."

7 In Lieut. Sakuma's side pocket was found the manuscript which he had been

will(n.) [wil]

遺言(遺)

waist(s) [weist-s]

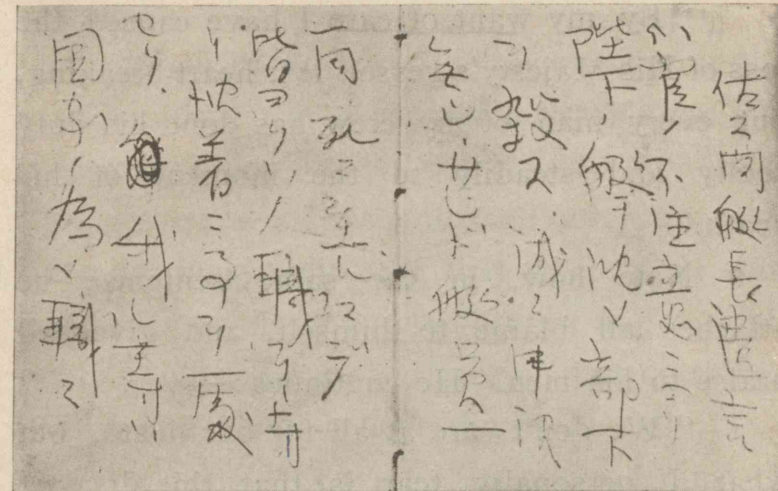
seat(ed) [sít-ed]

腰(座)

lever [lévə*] [li:və]

槓(桿)

(72)



The Will of Lieut. Sakuma, (A)

writing up to the moment of his death. A few extracts from this are given, for it shows, as nothing else can, the spirit of the man himself, his lack of thought for himself, his love for his work, his care for those under his command, ¹²⁶⁷² and his sense of personal responsibility to the Emperor. It begins:— ¹²⁶⁷² as follows

responsibility [rispənsibiliti]

責任(責)

emperor [émperə*]

皇帝(帝)

“By my want of care I have caused the loss of His Majesty's vessel. It is heart-breaking, but every man of my crew has done his duty coolly and steadily to the moment of his death.”

8 Note how, in the same sentence, he attaches all blame to himself, and gives all praise to his men. He continues:—

“We don't care at all for our death, but what I personally fear is that this disaster may adversely affect the study and development of submarines. On the contrary, please let every effort be made that this study may be encouraged as much as possible. If that is done, then there is nothing to worry about so far as we are concerned.”

9 He then goes on to describe the cause of the sinking and the conditions after the boat

heart-break(ing) [hártbrèik-ɪŋ] **note** [nout] **praise** [preiz]
adverse(ly) [ádvərs-li] **encourage(d)** [enkáredʒ-d]
worry [wári] **concern(ed)** [kɒnsérn-d]

had sunk.

“Now 10 a. m. All are working at the hand-pumps. The air is bad. No chlorine gas is forming.....

11—14 a. m. “We are all wet and cold. 5
 ⑥ I always taught my men that whereas all submarine crews must be cool-headed and careful, yet they must not be too careful, but do things boldly, and I still believe this to be right.

10 12. noon. Crews for submarines must be 10 selected from men of the best type. My men are doing their duty splendidly—I am very happy.

Please do not let the families of my men suffer any hardship. This rather worries me, 15 and is what I am most anxious about at this moment.”

11 He then sends his farewell greetings to

chlorine [kló:rɪn] **cool-headed** [kú:lheded]
bold(ly) [bóuld-li] **type** [taip] **splendid(ly)** [spléndid-li]
hardship [há:dʃɪp] **farewell** [feəwél]

those he knew in his life, especially those who had taught him—his superior officers, and his teachers, including those of his middle school days.

5 12—30. "Very difficult to breathe now. I thought I had blown out all gasoline, but I'm intoxicated by the fumes."

12—40—

10 So it is that the heroism of men can turn disaster and defeat into triumphant victory!

FOR STUDY

1. It is desirable that a story-teller and a story-reader should establish a mutual understanding as soon as possible.

How reckless it is that you should have sat for an examination without preparations!

A state of health is necessary, not only to the

including [inklú:diŋ] heroism [hérouizm] defeat [difit]
 triumphant [traíámfənt] desirable [dizáíərebl]
 establish [estæbliʃ] mutual [mjúrtjuəl]
 preparation(s) [prepəreíʃən-z]

comfort and activity of the body, but also to the comfort and activity of the mind.

It is therefore of the greatest importance that we should take every means in our power to promote bodily health.

2. (a) If you would be strong, you must take exercise.
 (b) He who would be secure on land must be supreme at sea.

The man who would know one thing well must have the courage to be ignorant of a thousand other things, however attracting and inviting.

(c) If we would study with profit the history of our ancestors, we must never forget that the country of which we read was a different country from that in which we live.

activity [æktíviti] supreme [sjurprím] ancestor(s) [ánsestə-z*]



LESSON 17

My Land

She is a rich and rare land ;
 O! she's a fresh and fair land ;
 She is a dear and rare land—
 This native land of mine.

5

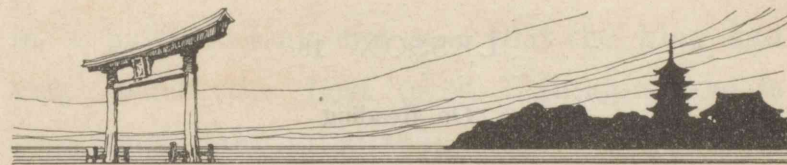
Her men
 No men than hers are braver—
 Her women's hearts ne'er waver ;
 I'd freely die to save her,
 And think my lot divine.

*readily
willingly*

She's not a dull or cold land ;
 No! she's a warm and bold land ;

10

native [néitiv] waver [wéivə*] divine [diváin]



O! she's a true and old land—
 This native land of mine.

Could beauty ever guard her,
 And virtue still reward her,
 No foe would cross her border—
 No friend within it pine!

5

O, she's a fresh and fair land ;
 O, she's a true and rare land!
 Yes, she's a rare and fair land—
 This native land of mine.

10

—Thomas Davis.

virtue [vó:tju:] foe [fou] border [bó:də*]
 pine(v.) [paín] Thomas Davis [tóməs déivis]

LESSON 18

On Reading

① Books are to mankind what memory is to the individual. They contain the history of our race, the discoveries we have made, the accumulated knowledge and experience of ages; they picture for us the marvels and beauties of nature; help us in our difficulties, comfort us in sorrow and in suffering, change hours of boredom into moments of delight, store our minds with ideas, fill them with good and happy thoughts, which lift us out of and above ourselves.

2 There is an Oriental story of two men: one was a king, who every night dreamt he was a beggar; the other was a beggar, who every night dreamt he was a prince, and lived

experience [ɛkspɪəriəns]

boredom [bɔədəm]

marvel(s) [má:vel-z]

Oriental [ɔriəntəl]

in a palace. I am not sure that the king had very much the best of it. Imagination is sometimes more vivid than reality.

③ But, however this may be, when we read, we may not only (if we wish it) be kings and live in palaces, but, what is far better, we may transport ourselves to the mountains or the sea-shore, and visit the most beautiful parts of the earth, without fatigue, inconvenience, or expense.

④ Books have often been compared with friends. But from among our living companions, relentless Death often carries off the best and brightest. In books, on the contrary, time kills the bad, and purifies the good.

⑤ Many of those who have had all that this world can give, have yet told us that they owed much of their purest happiness to books.

imagination [imædʒɪnɛɪʃən] vivid [vɪvɪd] reality [riəlɪti]

transport [træns'pɔ:t] fatigue [fə'tɪ:g] relent(less) [rɪlɛnt-lɛs]

purifies [pjúərɪfaɪz]



Lady Jane Grey

Ascham, in *The Schoolmaster*, tells us a touching story of his last visit to Lady Jane Grey. He found her sitting by a window reading Plato's beautiful account of the death of Socrates. Her father and mother were hunting in the park, the hounds were in full cry, and their voices came in through the open window. He expressed his surprise that she had not joined them. But she said, "I know that all their pleasure in the park is but a

Ascham [áskəm] touch(ing) [tátʃ-ɪŋ] Grey [greɪ]
 Plato('s) [pléitou-z] Socrates [sókrətɪz] hound(s) [haund-z]
 express(ed) [eksprɛs-t]

shadow to that I find in Plato."

6 Macaulay had wealth and fame, rank and power, and yet he tells us in his biography that he owed the happiest hours of his life to books.

7 In a charming letter to a little girl, he says, "Thank you for your very pretty letter. I am always glad to make my little girl happy, and nothing pleases me so much as to see that she likes books, for when she is as old as I am she will find that they are better than all the tarts and cakes, toys and plays and sights in the world. If any one would make me the greatest king that ever lived, with palaces and gardens and fine dinners, and wines and coaches, and beautiful clothes, and hundreds of servants, on condition that I should not read books,—I would not be a king. I would rather be a poor man in a garret with plenty of books

Macaulay [məkó:li] fame [feɪm] biography [baíógrəfi]
 tart(s) [tɑ:t-s] coach(es) [kóutʃ-ez] servant(s) [sɔ:vənt-s]
 garret [gáret]

than a king who did not love reading."

8 Books, indeed, endow us with a whole enchanted palace of happy thoughts. In one way books give us an even more vivid idea than the actual reality, just as reflections are often more beautiful than real nature. "All mirrors," says George MacDonald, "are magic mirrors. The commonest room is a room in a poem when I look in the glass."

9 If a book does not interest us, it does not follow that the fault is in the book. There is a certain art in reading. Passive reading is of very little use. We must try to realize what we read.

10 Everybody thinks they know how to read and write; whereas very few people write well, or really know how to read. It is not enough to run our eyes listlessly or mechanically along

endow [endáu] enchant(ed) [entʃánt-ed] actual [æktʃuəl]
 reflection(s) [riflékʃən-z] mirror(s) [mírə-z]
 MacDonald [mækdónəld] magic [médzík]
 interest(s)(v.) [íntərest-s] passive [pæsiv]
 whereas [(h)wəərəz] listless(ly) [lístles-li]
 mechanical(ly) [mikénikəl-i]

the lines and turn over the leaves; we must endeavour to realize the scenes described, and the persons who are mentioned, to picture them in the "Gallery of the Imagination."

11 The choice of books, like that of friends, is a serious duty. We are as responsible for what we read as for what we do. A good book, in the noble words of Milton, "is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life."

12 To get the greatest amount, I will not merely say of benefit, but even of enjoyment, from books, we must read for improvement rather than for amusement. Light and entertaining books are valuable, just as sugar is an important article of food, especially for children, but we cannot live upon it. Some

endeavour [endé:və*] mention(ed) [ménʃən-d]
 Milton [míltən] precious [préʃəs] life-blood [laífbləd]
 embalm(ed) [embá:m-d] treasure(d) [trézə-d]
 benefit [bénífit] improve(ment) [imprúv-ment]
 amuse(ment) [əmjú:z-ment] entertain(ing) [entətéin-ig]

novels are excellent, but ³ too much devotion to them greatly diminishes the pleasure which may be derived from reading.

⑬ Moreover, there are books which are no books, and to read which is mere waste of time; while there are others so bad, that we cannot read them without getting corrupted; if they were men we should kick them into the street. There are cases in which it is well to be warned against the temptations and dangers of life, but anything which familiarizes us with evil, is itself an evil. □

⑭ So also there are other books, happily many others, which no one can read without being the better for them. By useful literature we do not mean that only which will help a man in his business or profession. That is useful, no doubt, but by no means the highest

novel(s) [nóvl-z]	devotion [divóuʃən]
diminish(es) [dimínɪʃ-ez]	waste(n.) [weist]
corrupt(ed) [korápt-ed]	kick [kik]
temptation(s) [temptéiʃən-z]	familiarize(s) [fəmilɪəraɪz-ez]
	literature [lítərətʃə*]

use of books. The best books ³ elevate us into a region of disinterested thought where personal objects fade into insignificance, and the troubles and the anxieties of life are almost forgotten.

FOR STUDY

1. (a) I **would rather make** my name than inherit it.
- (b) I **would sooner** (= **would as soon**) **cut** my throat than **do** it.
- (c) I **had rather be** first here than **be second in** Rome.
2. (a) You **had better be** alone than **in** mean **company.** Let your companions be such as yourself or superior; for the worth of a man will always be ruled by that of his company.
If your watch does not keep good time, you **had better not carry** it.
- (b) We **had better make** the best use of time **as**

elevate [éliveit]	disinterested [disíntərested]	fade [feid]
	insignificance [insignífikəns]	

possibly as we can as it appears; for neither the wise nor the rich can prevail with it to wait.

(c) One of our company remarked that we had best take a short cut.

You had best make your way round.

3. (a) Had I but a single blanket, it would have been their bed.

I should have taken the poet, had I not known what he was, for a sagacious country-farmer.

(b) Were he to admit his fault manfully, I would gladly pardon him.

Were we not very strong, it could never have been done.

(c) Should I fail this time, I should not be disappointed.

prevail [prívéil]
sagacious [səgéiʃəs]

remark(ed) [rimá:k-t]
pardon [pá:dn]



The Cup of Hemlock

LESSON 19

The Death of Socrates

1 Socrates (469—399 B. C.) was one of the noblest of the Greeks. He gathered around him many young men, teaching them to love truth, to hate ignorance and pretence, and to think “it matters not what the world will say”

hemlock [hémlök] B.C. [bí:sí ; bíʃə kráist] = before Christ

紅毛酒 Anno
X Dominii
A. D.

but what the one man who knows what Right is will say."

2 His enemies accused him of not believing in the gods which the Athenians worshipped, and of leading young men astray. He was brought before the judges and sentenced to death. Our picture shows him in prison. He is about to drink the cup of hemlock, a deadly poison, which was given to prisoners who were condemned to die.

3 The following is the account given by Plato, a friend and pupil of Socrates.

"Saying 'I pray that my journey hence may be prosperous,' Socrates put the cup to his lips and drank the poison quite calmly and cheerfully. Till then most of us had been able to control our grief; but when we saw him drinking, we could do so no longer: my tears

accuse(d) [əkju:z-d]	Athenian(s) [əθi:njən-z]
worship(ped) [wɔ:ʃɪp-t]	astray [əstreɪ]
condemn(ed) [kɒndém-d]	deadly [dedli]
control [kɒntróul]	prosperous [prɒspərəs]
	grief [grɪf]

came fast in spite of myself: it was not for him but for my own misfortune in losing such a friend. Apollodorus burst into a loud cry and made us one and all break down. 'What are you doing, my friends?' asked Socrates. 'I have heard that a man should die in silence. Calm yourselves.' When we heard that, we were ashamed and ceased from weeping."

FOR STUDY

(a) Had it not rained on the night of the 17th of June 1815, the future of Europe would have been changed.

It would have done him much good, had he had spare time to go out into the country.

(b) The poor miserable cat stayed there a long time, much in my way, but I had not the heart to drive her away, as I could have done had she been a gay and pretty little kitten.

misfortune [mɪsfɔ:tʃun]	Apollodorus [əpələdɔ:rəs]
-------------------------	---------------------------



Sleep

LESSON 20

Sweet Sleep

1 How well-prepared nature is to take care of us! In natural sleep man's conscious mind stops working. His heart beats more slowly. Breathing is deeper and less frequent, and the muscles relax. Renewed strength and energy

well-prepared [wélprípéəd]

conscious [kónʃəs]

relax [riláks]

renew(ed) [rinjú:d]

are the results of the body's having this rest.

2 Babies that are well and strong sleep most of the time. Healthy young children spend about twelve hours each night in sleep, besides taking a nap in the afternoon. Schoolboys and schoolgirls require nine hours of sleep, while adults need eight. Nature makes these demands for us without asking us anything about it.

3 Night sleep is more refreshing than that taken in the daytime. But whether it be taken at night or in the daytime, nature requires that fresh, pure air be in the room. The lungs are so made that they demand it. Patients have been permanently cured of tuberculosis and other lung troubles by sleeping out of doors the year round.

4 The soundest and best sleep is during the second hour after going to sleep. The

nap [næp]

adult(s) [ədʌlt-s]

permanent(ly) [pér:mənt-li]

cure(d) [kjʊə-d]

tuberculosis [tju:bə:kjulóusis]

nerve 神経
on second thoughts 改めて(再考の意思)

nervous system receives a severe shock if one is awakened during this hour. Sometimes we laugh thoughtlessly when someone says, "See, he is sleeping." But on second thoughts, we wish we had not laughed.

5 In olden times people tortured their victims by keeping them awake until they died. It was a most cruel death. Sleep is necessary to life. It is one of nature's most important protective laws.

FOR STUDY

He sat down to a light breakfast, that had been laid out for him on a table close to the open window. It was a beautiful morning: a bee flew in and buzzed round the blue vase that, filled with yellow roses, stood before him.

nervous [nɜːvəs] shock [ʃɒk] torture(d) [tɔːtʃə-d]
victim(s) [vɪktɪm-z] protective [prəˈtektɪv] law(s) [lɔːz]
buzz(ed) [bʌz-d]

LESSON 21

Industry and Perseverance

1 Never waste anything, but, above all, never waste time. Today comes but once and never returns. Time is one of Heaven's richest gifts; and once lost it cannot be recalled.

2 Do not spend your time so now, that you will reproach yourself hereafter. There are no sadder thoughts than "Too late," and "It might have been." Time is a trust, and for every minute of it you will have to account.
Be "spare of sleep, spare of diet, and sparest of time."

3 Nelson once said that he attributed all his success in life to having always been a quarter of an hour before his time.

"The young," said Lord Melbourne, 15

reproach [rɪˈprəʊtʃ] - hereafter [hɪəˈɑːftə*]
account(v.) [əˈkaʊnt] - attribute(d) [əˈtrɪbjʊt-ed]
Melbourne [mélbə(:)n;-bɔːn]

“should never hear any language ^{accept} but this: you have your own way to make, and it depends upon your own exertions whether you starve or not.”

4 Industry, moreover, is not only essential to success, but has a most healthy influence on the moral character.

5 “We all complain,” said the great Roman philosopher and statesman, Seneca, “of the shortness of time, and yet we spend our lives either in doing nothing at all, or in doing nothing to the purpose, or in doing nothing that we ought to do. We are always complaining that our days are few; and yet we are acting as though there would be no end to them.”

6 One great, I might almost say the great, element of success and happiness in life is the

exertion(s) [egzɔːʃən-z] starve [stɑːv] essential [esénʃəl]
moral [mɔːrəl] complain [kɒmpléɪn] Seneca [séneke]

essence

all correct = O. K. 129
= all right

capacity for honest solid work. Cicero said that what was required was first audacity, what was second was audacity, and what was third was audacity. Self-confidence is no doubt useful, but it would be more correct to say that what was wanted was firstly perseverance, secondly perseverance, and thirdly perseverance. Work is not of course, any more than play, the object of life; both are means to the same end.

7 Work is as necessary for peace of the mind as for health of the body. A day of worry is more exhausting than a week of work. Worry upsets our whole system, work keeps it in health and order. Exercise of the muscles keeps the body in health, and exercise of the brain brings peace of the mind. “By work of the mind one secures the repose of the heart.”

8 Do what you will, only do something.

honest [ónest] Cicero [sísərou] audacity [ɔːdæsiti]
self-confidence [selfkɒnfidens]

Even attempts to find the philosopher's stone and to square the circle, have borne some fruit.

9 "Words," said Dr. Johnson, "are the daughters of Earth, but Deeds are the sons of Heaven." And whatever you do, do thoroughly. Put your heart into it. Cultivate all your faculties: you must either use them or lose them.

10 ~~10~~ "The story of genius even, so far as it can be told at all, is the story of persistent industry in the face of obstacles, and some of the standard geniuses give us their word for it that genius is little more than industry. A woman like George Eliot laughs at the idea of writing her novels by inspiration. 'Genius,' President Dwight used to tell the boys at Yale, 'is the power of making efforts.'"

~~11~~ Begging is after all harder than working,

Dr. [dɒktə*] = doctor

persistent [pə'sɪstənt]

inspiration [ɪnspɪ'reɪʃən]

Johnson [dʒɒn'sn]

standard [stændəd]

Dwight [dwaɪt]

Yale [jeɪl]

and taking it all together, does not pay so well. Every man, moreover, should stand upon his own feet. "A ploughman on his feet," says Franklin, "is higher than a gentleman on his knees."

12 Idleness is not rest. It is more tiring than work. The Romans had a proverb, "It is difficult to rest if you are doing nothing."

13 Never hurry. Nature never does. What is quickly done soon ends. The first piece of advice which a Swiss guide gives to a young mountaineer, and that to which he returns most often, is that one should go slowly and steadily.

14 Many people seem to think that they can save time by hurrying. It is a great mistake. It is well to move briskly; but it is far more important to do a thing well, than to get through it quickly.

tiring [taɪərɪŋ]

Swiss [swɪs]

mountaineer [maʊntɪniə*]

brisk(ly) [brɪsk-li]

15 Moreover, even as regards the work itself, if it is done irregularly, by fits and starts and in a hurry, it is much more exhausting, much more really laborious, than if taken slowly, steadily, and regularly, without hurry or bustle. Hurry not only spoils work, but spoils life also. Work hard then, but do not hurry; do not fuss, and do not be anxious.

16 Rise early, give to muscles and brain their fair share of exercise and rest, be temperate in food, allow yourself a reasonable allowance of sleep, take things easily, and depend upon it your work will not hurt you. Worry and excitement, impatience and anxiety, will not get you on in your work, and may kill you in the end, or at any rate hand you over a victim to some attack of illness; but if you take life cheerfully and peacefully, intellectual

irregular(ly) [irégjulə.li] laborious [ləbóriəs]
 bustle [básl] fuss [fas] temperate [témperət]
 reasonable [ríznəbl] allowance [əlaúəns] hurt [hə:t]
 impatience [impéiʃəns] ill(ness) [il-nes]

exertion and free thought will be to the mind what exercise and fresh air are to the body; they will prolong, not shorten, your life.

Whatever then your duties or business in life may be, try to do it as well as it can be done.

17 It is sometimes supposed that genius may take the place of work. We read of men at college who idled their first years, who only worked at high pressure for a short time, with a wet towel round their heads, and yet took a high degree. Depend upon it they paid dearly for the wet towel afterwards. But even so, they had to work. Many of the greatest men have owed their success to industry rather than to cleverness, if we can judge from their school record. Wellington and Napoleon, Clive, Scott, and Sheridan are all said to have been dull

prolong [prólɔŋ] shorten [ʃó:tn] towel [táuel]
 record [rékɔ:d] Sheridan [ʃéridən]

boys at school.

18 No doubt some men are much more gifted than others. But let two men start in life, the one with brilliant abilities, but careless, idle, and self-indulgent; the other comparatively slow, but industrious, careful, and high-principled, and he will in time distance his more brilliant competitor. Labour without genius will do more in the long run than genius without labour. No advantage in life, no cleverness, no rich friends or powerful relations will make up for the want of industry and character.

19 Do not look on your work as a dull duty. If you choose you can make it interesting. Throw your heart into it, master its meaning, trace out the causes and previous history, consider it in all its bearings, think how many,

self-indulgent [selfɪndʌldʒənt] distance(v.) [dɪstəns]
competitor [kɒmpətɪtə*] trace [treɪs] previous [prɪviəs]
bearing(s) [béərɪŋ-z]

even the humblest labour may benefit, and there is scarcely one of our duties which we may not look at with enthusiasm. You will get to love your work, and if you do it with delight you will do it with ease. Even if you find this at first impossible, if for a time it seems mere drudgery, this may be just what you require; it may be good, like mountain air, to brace up your character.

20 In times of sorrow, occupation, which diverts our thoughts, is often a great comfort. "The happiness of life consists in something to do, something to love, and something to hope for." Indeed, many of us torment ourselves in hours of leisure with idle fears and unnecessary anxieties. Keep yourselves always occupied.

drudgery [drʌdʒəri] brace(v.) [breɪs] occupation [əkjuːpéɪʃən]
divert(s) [d(a)ɪvɔrt-s] torment(v.) [tɔrmént] leisure [léʒə*]

FOR STUDY

- (a) There is an old proverb that if it were not for Hope the heart would break.
- (b) Gazing at the sun would destroy the child's sight, were it not for the sensitiveness of the nerves which compels the closing of the lids.
- (c) If it had not been for my wife and for the doctor's care, I should not be speaking to you now.
- (d) Tremendous as these losses were, however, they might have been more than doubled, had it not been for the work of Mr. Y.
- (e) They were benumbed with cold, and would surely have frozen to death but for our timely rescue.
- Well he might be proud as, but for his skill, his brother would no doubt have fallen a prey to the fierce wolves.

sensitive(ness) [sénsitiv-nés]

compel(s) [kompél-z]

lid [lid]

nerve(s) [nɜ:v-z]

benumb(ed) [binám-d]

LESSON 22

The Citizen's Duty to Himself

- 1 The citizen is a member of a society, of a community to which he owes certain duties. Yet every man and woman, every boy and girl, has an individual life to live, which, after all, cannot be shared with anyone else.
- 2 In this purely individual life, one of his first duties is towards his body. The human body has been likened to a temple. Temples are those rare and beautiful manifestations of man's work in his desire to show his reverence and worship of God.
- 3 Built with infinite care, with a constant eye to beauty, enriched with all the art of man, these temples are so looked upon that it is regarded as a sin to do any harm to them, to

individual [indivídʒuəl] liken(ed) [láikn-d] temple [témpl]

manifestation(s) [mænifestéiʃən-z] reverence [révərəns]

enrich(ed) [enrítʃ-t]

desecrate them. The temple of the human body is to be looked upon in exactly the same way as a temple of God. It must suffer no desecration.

5 4 The great duty, then, of the individual with regard to his body is to keep it clean and pure, and to see that it is not wilfully harmed. Cleanliness is all important.

10 5 It has often been said that an unclean body makes an unclean mind. Undoubtedly cleanliness of the body has a great effect not only on the mind, bracing it and making it energetic and vital, but on the whole character.

15 6 It may safely be said that a nation of dirty people is a backward nation. But where cleanliness, tidiness, and smartness is the rule, you will find the citizens keen and active, and always in the vanguard of the civilized nations.

desecrate [désikreit]

wilful(ly) [wílfúli]

smart(ness) [smá:rt-nes]

vital [váitəl]

exact(ly) [egzækt-li]

backward [bákwəd]

vanguard [væŋgɑ:d]

7 In the little community of the school the same thing is to be seen. How delighted we are, at a school football match, to watch the players come on to the field neatly dressed, tidy and smart, ready for the fight. We get confidence in our side from the very outset from this one simple fact of cleanliness.

8 Is it not true that a side which is slovenly dressed plays slovenly football? In the bigger field of life, after school-days are past, cleanliness plays its part.

9 Boys and girls who apply for situations, and present themselves for interviews dressed neatly and tidy, not necessarily wearing costly clothes or adornments, but showing from their physical condition that they have a proper pride in their appearance, are always certain of making a favourable impression.

match [mætʃ]

sloven(ly) [slávn-li]

adornment(s) [ədɔ:nment-s]

favourable [féivərəbl]

confidence [kɒnfidəns]

situation(s) [sitju:eiʃən-z]

appearance [əpiərəns]

impression [imprɛʃən]

outset [áutset]

10 These statements may seem so commonplace that they may be held to be hardly worth making. Yet ask any man in a responsible position, who has to select young persons for posts, what his experience has been, and one will be surprised at the number of persons who, though possessed of excellent qualifications, neglect to take into account this first duty towards the temple of the body.

10 11 There is another side to the individual life which each must lead. "Stay at home in your mind," said Emerson, the great American writer. What did he mean by this remark? Another way of saying it would be this: Use
15 your own mind; do not be content always to take the opinions of other people; do not be a "second-hand man"; do not refuse the opinions of others, but, when you have become a citizen

statement(s) [stéitment-s] commonplace [kómənples]
 qualification(s) [kwəlifíkéisən-z] content [kontént]
 opinion(s) [opínjən-z]

of full qualifications, make your mind your kingdom.

12 While at school it is almost impossible to carry this out, for the pupil is largely dependent on the guidance of his teachers. Nevertheless it is possible, even when at school, to look upon the affairs of daily life—games, studies, companionships—from a point of view that is your very own.

13 It is surprising to note how few people think matters out for themselves. They are all too satisfied to take the opinions, ideas, and beliefs of others without the pain of thought for themselves.

14 Thoughtfulness means exertion of the mind. It means effort and concentration; and surely all people who put a proper value on themselves, their education, their duties as

king(dom) [kíŋ-dəm] guidance [gáidəns]
 nevertheless [nèvədələs] affair(s) [əféə-z]
 companionship(s) [kəmpənjənʃip-s] belief(s) [bilí:f-s]
 thoughtful(ness) [θó:tful-nes] concentration [kònsentréiʃən]

citizens, will take a pride in giving consideration to the problems which constantly arise.

15 If they do not, they have, in the true sense, no kingdom of the mind, no fortress that cannot be attacked. There is no more satisfactory thing in life than to give careful and thorough consideration to questions, public and private, which are forced upon our attention, and, having given thought, to come to a definite workable conclusion, which is the result of unaided effort.

16 The connection between the mind and the body must never be forgotten. In olden times it was the belief of many deeply religious people that the mind or spirit could be exalted and made strong only at the expense of the body. They believed that the highest virtues came to a man when he starved his bodily

fortress [fɔ:trɛs] satisfactory [sætɪsfaɪktəri] definite [dɛfɪnɪt] work(able) [wɔ:k-əbl] conclusion [kɒnklú:ʒən] unaided [ʌneɪdɪd] religious [rɪlɪdʒəs] exalt(ed) [egzɔ:lt-ed]

frame. = body
17 That belief still exists, but for the majority of people it can hold no attractions.

It is not a normal life, and, moreover, is hardly possible under the conditions of the life of today. Those who must work for a living must keep the body well nourished.

18 The more natural and proper fact to notice is that the mind and the body, growing and developing together, have each their place in the sum of our lives.

19 It is a recognized fact that no school education is complete which does not take into account the needs of the body as well as those of the mind. Each has its place.

20 We play games primarily for the enjoyment we get from them, yet their use is more than for enjoyment. Games preserve the

frame [freɪm] exist(s) [egzɪst-s] majority [mədʒɔ:riti] attraction(s) [ətɹækʃən-z] normal [nɔ:rməl] nourish(ed) [nɔ:riʃ-t] develop(ing) [dɪvələp-ɪŋ] sum [sʌm] primarily [praɪməri] preserve [prɪzərv]

almost impossible

1307
1123

~~balance~~ between the mind and the body.

21 When school-days are past, it often happens that a man is so placed that he has practically no time or chance of playing games.

Yet if he wishes to do his best both for himself and for his country, he will take measures to hold the balance.

22 Health of the body makes for saneness of the mind. The healthiest writers in English literature have been healthy individuals. Clearness of judgment, independence of thought and action, success in life, comes most easily to those who, while they do not unduly gratify the body, yet do not neglect it.

23 What is most needed is a sense of proportion, of fitness. The balance must be maintained. A healthy body in which the mind is badly trained, and works but feebly, is as

balance [bæləns] **sane(ness)** [seɪn-nes] **clear(ness)** [kliə-nes]
judgment [dʒʌdʒmənt] **unduly** [ʌndju:li] **gratify** [grætɪfaɪ]
proportion [prəpɔ:ʃən] **fit(ness)** [fɪt-nes]
maintain(ed) [meɪnteɪn-d] **feebly** [fi:bli]

useless as a highly trained mind in a sickly and unhealthy body.

FOR STUDY

1. It were (=would be) safer to travel by day.

The world is a scene of changes, and to be constant in nature were inconstancy.

2. (a) Who should come back but our father, as we were just going out?

(b) Passing through one of the principal streets, whom should I meet but our cousin Henry?

(c) This morning he rose very early, and what should he do but take it into his head to wash down the stairs!

3. Talk of the devil, and he will appear.

Be what nature intended you for, and you will succeed; ; be anything else, and you will be ten thousand times worse than nothing.

sick(ly) [sɪk-li]

unhealthy [ʌnhelθi]

- Make haste*
 4. **Hurry up, or** you will miss the train.

Hark! he is getting angry, **don't** go too close to him, **or** you will be found fault with. *flame 持近73*

5. (a) He is working hard **to spread** scientific knowledge of English in his country.

infinitive
 (b) It is not necessary to be idle **in order to throw away** time.

in such a way
 (c) He placed the candle **so as to throw the light** over his boy's path. *照す*

照らす
 (d) He listens attentively **so as not to miss** a single word. *照らす*

6. He did not live **to enjoy** the fruit of what he had done. *楽しむ*

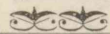
7. I am very glad **to meet** you. *会う*

8. (a) **To make matters worse**, he lost his health. *悪化する*

(b) **To speak (or tell) the truth**, I don't like him. *正直に*

To do her justice, she is a good woman. *公正に*

- (c) She knows English, **to say nothing of** French. *さらば*



APPENDICES

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

KEY TO PRONUNCIATION

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

WORD STUDY

I. 接尾語 (Suffix)

1. 名詞を作るもの:

-ist 「人」の意を表す:

(a) 藝術:

dramatist, novelist, vocalist, etc.

(b) 職業:

florist, journalist, oculist, etc.

(c) 學者, 研究者:

scientist, zoologist, botanist, chemist, etc.

(d) 信者, 主義者, 論者:

opportunist, atheist, imperialist,
nationalist, fatalist, etc.

2. 縮小名詞を作るもの:

-ie, -y: birdie, doggie; Willy, Johnny, etc.

-let: leaflet, booklet, brooklet, etc.

-ling: duckling, nestling, etc.

3. 形容詞を作るもの:

(a) -able 動詞に添へて「……し得る」意を
表す:

readable, unforgettable, noticeable, etc.

- (b) **-ed** 名詞に添へて「……を有する」
「……の特徴を有する」の意を表す：
booted, cultured, talented, broad-shouldered; blue-eyed, etc.
- (c) **-ern** 方位の名稱に添へて「方向」と「位置」を表す：
eastern, western, northern, southern, etc.
- (d) **-ese** 國名に添へて「國民」と「國語」を表す：
Japanese, Chinese, Siamese, etc.
- (e) **-fold** 基数に添へて「倍」の意を有する形容詞を作る：
twofold, hundredfold, etc. (cf. manifold)
- (f) **-ian** 人名、地名に添へる：
Shakespearian, Johnsonian; Bostonian, Oxonian, etc.
- (g) **-ish** (α) 國民の名稱に添へる：
British, Danish, Swedish, Turkish, etc.
- (β) 普通名詞に添へて「……じみた」
「……の性質の」等の意を表す：
boyish, girlish, childish, devilish, etc.

- (r) 「誹謗」の意を表すことが多い：
foolish, womanish, amateurish, bookish, boorish, slavish, etc.
- (θ) 色彩の形容詞に添へて「やゝ……がかつた」
「幾分……がかつた」
「……を加味した」の意を表す：
reddish, bluish, whitish, etc.
- (h) **-ly** 名詞に添へて「……らしい」
「……の性質を有する」の意を表す：
kingly, manly, womanly, gentlemanly, scholarly, cowardly, etc.
- (i) **-some** 名詞、形容詞、動詞に添へる：
quarrelsome, handsome, troublesome, wholesome, wearisome, winsome, etc.
- (j) **-y** 名詞に添へて「……のある」
「……の多い」等の意を表す：
grassy, noisy, windy, rainy, cloudy, stormy, snowy, frosty, etc.

II. 接頭語 (Prefix)

1. **co-** 動詞, 名詞に添へて「共に」, 「互に」の意を表す:
coexist, cooperate; coeditor, coeducate, etc.
2. **dis-** 「否定」, 「反対」, 「分離」の意を表す:
disable, disagree, disagreeable, dishonour, dissimilar, disrespect, disconnect, etc.
3. **inter-** 「……の間の」, 「……相互の」の意:
intercollegiate, interuniversity, international, interpose, interact, interchange, etc.
4. **mis-** 「誤の」, 「誤つて」, 「不」, 「非」の意:
mistake, mispronounce, miswrite, misunderstand, miscarriage, misconduct, misdeed, mislead; misfortune, misgiving, etc.
5. **post-** 「……後の」の意:
postdate, postgraduate, post-impressionism, postscript, posthumous, postpone, etc.
6. **pre-** 「……以前よりある」の意:
pre-Christian, prehistoric, pre-Raphaelite, etc.
7. **re-** 「再び」の意:
recover, recreate, recount, reenter, reproduce, regain, rewrite, reconstruct, etc.

8. **sub-** 「……の下に」の意:
submarine, subway, subeditor, subscribe, etc.
9. **super-** 「上」, 「超」, 「極めて」の意:
superscribe, superimpose; supernatural, superman, superfine, superfluity, etc.
10. **trans-** 「越えて」, 「横切つて」, 「彼方に」の意:
transatlantic, transport, transcontinental, etc.
11. **ultra-** 「越えた」, 「極端な」の意:
ultra-violet, ultra-liberal, ultra-sentimental, etc.
12. **in-** 「の中へ」, 「中に」, 「不」, 「無」の意:
inclose, inquire; incorrect, indecent, indirect, inodorous, insensible, etc.
13. **un-** 「不」の意:
uncertain, unfit, unimportant, unfortunate, unsafe, unseen, unspeakable, unwise, unbelief, unreasonable; unfair, unhealthy, etc.

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List of Phrases and Idioms

A		a great amount of =	and that	そしてそれも、
about half as broad as	4	plenty of 多量の	56	而かも
の半分程広い	4	a little 少しの	69	and then
○ above all 就中	41, 103	a little beyond の少し向		それから
Absolute Inf. (例: to tell		ふに	8	a number of = many
the truth)	146	a little more than (a		91
Abstract Noun + itself		hundred years ago)(百		apply for 申込み
(例: kindness itself) =		年)あまり少し(以前に)	8	68, 139
very + Adj.	16	all + Abstract Noun =		as follows 次の通り
according as = in pro-		full of + Abstract		75
portion as ~に従つて	94	Noun (例: all attention		as if + Indicative Present
○ according to ~によれば	102	= very + Adj.	16, 17	38
according to circum-		all attention = very at-		as if ~ were 恰かも~かの
stances 場合次第で	77	tentive 非常に注意深		如く
account for = explain 辨		い、悪るな、謹聴して	16	91
明する、説明する	86, 97	all important = very im-		as it is with ~ so it is
accuse ~ of + Gerund を		portant 非常に大切な	138	with ~ = it is in ~ as
責める、を罪に問ふ	122	Alliteration (例: fresh		in ~の場合は ~の場合に
Adjective その儘で複数名		and fair)	110	同じ
詞に相当するもの (例:		all loyalty and patri-		ask of + Person 尋ねる
young and old)	59	otism = very loyal		66
Adj. + as + Subj. + Verb		and patriotic 非常に忠		as many = the same
= though + Subj. +		義で愛國心のある	17	number 同数
Verb + Adj.	136	all sorts (= kinds) of あ		78
a few + Pl. Noun = a		らゆる種類の	27	as much as possible 出
small number of + Pl.		all the way through ~		来る限り
Noun 少数の~	68	を通じてずつと	5	106
a friend of mine 私の友		almost all 殆んど凡ての	33	as necessary for ~ as for
人の一人	74	a long time (Adv.) 長い間	123	~に對すると同様必要で
after に因んで	14	along with = together		ある
after a few moments ~		with ~と共に	70	129
寸あとで	39	and so それでは	67	as possibly as we can 吾
after all 結局、要するに		and so on = and the like	22	吾に出来る限り
	130, 137	など、等々		120
				as regards = in or with
				regard to = regarding
				= as to = concerning
				に就いて
				132
				○ as soon as ~や否や
				108
				as such その物として、そ
				れ自身
				27
				as the case may be 場合
				次第で
				72
				as though + Subjunctive
				Past
				128

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as time goes on 時がたつにつれて 59
as time went on 時がたつにつれて(〜した) 101
as to=as regards 69, 101
as well as に劣らず, 上手に, よく 133; = and...
as well=and また 143
at all 苟しくも 130
at all times=always 何時も 85
at any other time 他のどんな時でも 71
at any rate 兎に角, 何れにしても 45, 132
at a short distance 少し離れて 15
at first 最初は 41
at high pressure 非常に劇しく 133
at least 少くとも 35
at low water 退潮の時 4
at night 夜は 81
at noon 正午に 81
at present 現在では 34
at sea 海上の, 海上で 14, 85
attach blame to oneself 責任(過失)を自己に稼する, 自分が悪いのだと云ふ 106
attend to 用事をする, 世話する 60
at the end of の終りに 11
at the expense of を犠牲にして 142
at the opposite side of ~の向側に(で) 64
at the same time 同時に 30, 77
at the time = at that time = then その時は, 當時は 93
at the top ~のいたどきに 15
at times=sometimes 時々 36
attribute~to を~に歸する, は~のためだといふ 127

B

be about to 將にせんとす 122
be anxious about を心配する 32, 107
be anxious to せんことを切望する 85
be apt to=be liable (or inclined) to ~し勝ちである, 強もすれば~する 43, 94
bear witness to 證據立てる 103
be at home 在宅する 73
be at one's post 部署についてゐる 103
be aware of ~に氣がついてゐる, 知つてゐる 86
be burnt down 焼失する 8
be capable of=can 21
be careful to 注意して~するやうにする 21
because of=on account of の爲に, の故を以て 12
be certain of + Gerund 屹度~する 139
become + Object = be in harmony with, be suitable to, befit + Object に調和する, 似つく 45
be condemned to die = be sentenced to death 死の宣告をうける 122
be due to ~に歸すべきである, に基く 19
be engaged (in) 用事中 60, 64
be entitled to = have right to ~する権利がある 70
be equal to に等しい 57
be far above ~の遙か上である 57
be forced upon を強ひる, に強ひられる 142
be free from ~がない 41
be glad to ~して喜ぶ 29
be guarded from を防ぐ 23
be heard out (話を)終りまで聞いて貰ふ 23
be helped out of から救ひ出される 44
be ignorant of = don't know ~を知らない 86, 109
be in a (great) hurry (大)急ぎで 62
be indebted to~for についで負ふ所がある 102
be in doubt (about) ~を疑ふ 72
be + Inf. Passive (豫定を表す) 96
be in flight=be flying 飛んでゐる 35
be in full cry (犬が獲物を)大聲で追かける 114
be in mean company 下等なものと交はる 119
be in one's way ~の邪魔になる 123
be in search of ~を探す 41
be interested in に興味を持つ 29

be in the habit of + Gerund ~を習慣とする 94
be in the vanguard of の先頭に立つ, 先驅者となる 138
be left open 開け放して置く 96
be liable to = be apt to ~し勝ちである, 動もすれば~する 43
be likely to ~しきうだ 59
be likened to = be compared to ~に譬へる 137
be looked upon 看做される 137
be made capable of + Passive Gerund ~し得るやうにされる 21
be made possible 可能ならしめる 84
be made up of ~で出来上がる 58
be not aware of ~に氣がつかない 86
be obliged to=be compelled (or forced) to ~せざるを得ない 15
be of equal length 長さ が等しい 37
be off 暇乞する 77
be of importance = be important 大切である 109
be of moment = be important 大切である 9
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be on one's knees 跪いて 131
be on the high way to 忽ち~する 27
be on the move = be moving 動いてゐる 23
be on the rise = be rising 騰貴してゐる 23
be out of action = not move, not work 動かない, はたらかない 97
be pleased to ~を(又はして)喜ぶ 29
be possessed by を持つてゐる, ~にとりつかれてゐる 41, 140
be proud of = take pride in を誇る 16
be provided with = provide oneself with を携帶する, 用意する 70
be ready to 進んで~する 16
be said of ~に就いて言はれる 88
be said to have been であつたといふことである 133
be second in Rome 牛後となる 119
be set flying とばされる 32
be spare of 節約する 86
be struck by = be moved by に感動させられる 4
be subject to 受け易い, よく~する 81
be superior to より優れたてゐる 15
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be the same 同一である 38
be thrown (or cast) among ~と接觸(交際)させられる 43
be to no purpose = in vain 空しい, 甲斐なし, 何にもならない 97
be well known for = be famous (or noted) for ~で有名である 95
be wrong 誤つてゐる 37
bit by bit 少しづつ 29
blow out 噴きだす 97
brace up 引きしめる, 緊張さす 135
break down 泣き崩れる 123
bring in 持つて来る, 持込む, 儲ける 32
bring~to a close ~を終らせる 84
bring~to light ~を明らかにする 93
burst into a loud cry わつとばかりに泣きだす 123
burst into tears わつとばかりに泣きだす 63
but = only に過ぎない 9, 95
but for = (a) if it were not for; (b) if it had not been for ~がなかつたならば 136
but yet とは云へ, とは云ふものの 16
by day 日中は 81, 145
by degrees だんだんと 13

by fits and starts 思ひ出
したやうに、氣まぐれに 132

by herself 彼女一人で 31

by himself 彼一人で 31

by no means=certainly
not=on no account
決して～でない 118

by oneself=alone 一人
で、淋しく 31

C

call on (or upon) +
Person を訪ねる 65, 70

can afford (for) ~する餘
裕がある 69

can be said of ~に就いて
云ひ得る 40

cannot all 誰も彼も～し
得るとは限らない 45

cannot + Verb ~without
+ Gerund ~すれば必ず
～する 118

care for を心配する、好む 106

carry out = put into
practice=execute 實
行する 97, 141

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する 68

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(傍を)一寸のぞく 16

catch fire 火がつく 78

caught me by my sleeve
私の袖をとらへた 23

cease from + Gerund ~
を止める 123

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life) 140

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come up 浮び上がる 97

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と混同する 42

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ることが出来たでせう 120

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とが出来たでせう 123

curiously enough 不思議
にも 54-55

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る 20

D

depend on ~の如何によ
る、に左右される、～次
第である 21

depend upon it=believe
me=it is sure (that)
=I assure you (that)
=certainly, surely 確
かに、本當である、請合ふ 132

devote oneself to に専心
する、に身を捧げる 32

different ~from と異なる 109

disarm ~of から～を奪ふ 17

distinguish oneself 名を
あげる、頭角をあらはす 88

do harm to を損ふ、害する 137

do + one + good ~のため
になる 123

do one's duty 義務を果たす
98, 106

Double Negative 41

do what you will =
whatever you may do
何をやつても 129

draw near = approach
近づく 102

E

early and late 朝早くか
ら晩遅くまで 66

end and aim 目的 66

endow ~with に ~を與へ
る 116

even so それにしても 133

ever + Verb (Past) = 経験
を表す Present Perfect 94

every day 毎日 21

every year 毎年 12

F

fall a prey to の餌食とな
る、の犠牲となる 136

fall ill 病氣に罹る 45

far beyond ~を遙かに抜
いて 65

far from easy なかなか
容易でない 91

few=(a) not many 68;
(b) few men 68

fill ~with に ~をみたす 112

find fault with = com-
plain of を咎める、小言
(不平)を云ふ 146

for a distance of の(距
離)間 15

for all (or anything) +
one + know ...の知る範
圍内では、多分、かも知れ
ない 32

for a moment 暫らく、一
寸 62, 99

for a short distance 暫
らくの間 7

for a short time 一寸の間 133

for a time = for some
time 暫らくの間 15, 135

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for example = for in-
stance 例へば 36

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for + Object + Inf. = that
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dently 獨力で 31, 141

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for some reason or
other 何かの理由で、ど
うしたわけか 96

for some time 暫らく 85

for the first time 初めて
76-77

for want of ~がないので、
～を欠くために 89

for yourself 汝自身で 31

freeze to death 凍死する 136

fresh and fair 若々しく
美しい 110

from among の中から 113

from a point of view の
見地から、見解から 141

from A to B AからBまで 37

from morn (詩語) till
night = from morning
till night 朝から晩まで 46

from side to side 左右に 57

G

get away = escape 逃れる 86

get idea of = know 知る 80

get in = enter 入る 97

get + Inf. ~するやうにな
る 135

get on 暮らす、やつて行く;
成功する; 進む 74

get + one + on = advance,
succeed 進捗さす、成功
させる 132

get through (a) 通過する
56-57; (b) = finish,
complete 仕上げる、仕
遂げる 131

give consideration to を
考慮する 142

give one's (kind) regards
(or respects) to ~宜し
く申して下さい 77

give oneself (up) to =
devote oneself to 身を
委ねる、専心する 9

give one's word for it ~
を請合ふ、保証する 130

give praise to ~を賞め
る 106

give the order 命令する 96, 97

give thought 考へる 142

go far (in) = advance 進
歩する 87

go in = enter 入る 70

good afternoon (午後出
會つた時) 今日、(午後
別れる時) 左様なら 74

good evening (晩出會つ
た時) 今晚は; (別れる時)
左様なら、お休みなさい 74

go on 續く、續ける 87, 101

go on to (describe) 向進
んで(説明)する 106

go through life 人生を送
る、世渡りする 48

graduate from 卒業する 24

grow (or become) famil-
iar with 親しくなる、
熟知する 29

grow out into ~へ擴が
つて行く 14

H

had (文頭の) = if... had
120, 123

had been able to するこ
とができた 122

had best + Inf. (you, we
と共に) ~した方が一番
によい 120

had better + Inf. (you,
weと共に) ~した方がよ
い 23, 119

had + Inf. Passive 97, 101

had it not been for =
but for がなかつたら 136

had not been used 用ひ
られなかつた 95

had rather = would
rather 寧ろ～したい 119

had the kindness to give
= kindly gave 親切に
も呉れた 17

had the kindness to lend
= was so kind as to
lend = kindly lent 親
切にも貸して呉れた 17

had to be abandoned 斷
念しなければならなかつ
た 101

had to be carried out 実行しなければならなかつた 97	have not the heart to する勇気がない 123	hold attractions 引きつ ける。人目をひく 143
half as far again from~ as~からの距離は~の一 倍半 56	have + one's + faults そ れ相應に欠點がある 36	hold one's tongue = be silent 黙する 23
half the battle = a great advantage 非常な利益、 大半成功したも同様 91	have one's own way to make 自ら道を開拓する 128	hold the balance 釣合を とる 144
half what it is の半分 56	have one's place in~に 職分を有する 143	I
hand + one + over (to) に 引渡す 132	have only + Inf. しさへす ればよい 88	I beg your pardon? 何 とおつしやいましたか、 ご免なさい 75
hardly...more...than よ り~なことは容易にない 86	have patience with を我 慢する 43	if...could + Verb 若し~ することができるとした ら 34
has been seen 見られた 53	have + the + Abstract Noun + Inf. = Adverb + Verb = be so + Adj. + as to = be so + Adj. + that + Verb = be + Adj. + enough + Verb (例: have the kindness to lend) 17	if (Elliptical) 53
has its faults それ相應に 欠點がある 36	have the best of it 有利 である、優る、勝つ 113	if ever よし~することが あるとしても 52; 若し~ することあらば 65
have a pride in 自尊心が ある、~を誇る 139	have the courage to ap- pear = courageously appear 17, 109	if it had not been for = but for 若し~がなかつ たならば 136
have business to do 用事 がある 60	have the pleasure of meeting again またお 會ひする 77	if it were not for = were it not for 若しなかつ たならば 136
have done your best 汝 の全力をつくした 88	have to be made しなけ ればならぬ 82	if there is anything...it is 若しありとすれば~こ そ~である 24
have (every) reason to 理由がある、當然である 16	have to do with 關係が ある 14	if ~were 若し~とすれば 70
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	hold the balance 釣合を とる 144	Imperative + or (= other- wise) 146
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look at... and see 見て見なさい、見て~を考へて見なさい 37

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M

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make another effort もう一度努力する、やつて見る 82

make for = conduce to のためになる 144

make one's acquaintance 知合になる 77

make one's mark 名をあげる 41

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make up one's mind 決心する 37

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many a + Singular Common Noun = many times one=many 69

may as well = had better した方がよい 25

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might have been doubled 二倍にされたかも知れない 136

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much more...than より遙かに 51

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N

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no longer 最早~しない 122

no man...who...not ~しないで~した人はない 41

no matter what = whatever 何であらうとも 10

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none so + Adj. + as ~ほど~なものはない 85

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not all 皆が皆まで~するとは限らない 56

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nothing but = only に過ぎない 63

nothing + Comparative...than ~より~なものはない、~は一番~である 85

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nothing that...not ~しないところのものは何も~するな 41

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O

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of itself = of its own accord 獨りてに、自然と 32

of + oneself = of one's own accord 獨りてに、それ自身で 32

of one's own 自分(自身)の 14

of their own 彼等(自身)の 14

of themselves (彼等自身)獨りてに 32

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on all occasions どんな時(場合)でも 72

once for all = once and for all = once and forever = once for all times 一度限り、これ限り; 斷然、決定的に 69

once more もう一度 48

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 on condition that を条件として 115
 on departure = when one departs, leaves 立ち去る時 76
 one after another それからそれと、相次いで 78
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 pay + Person + a visit = call on + Person (人を) 訪問する 72
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 pick up 聞き覚えに覚える 29
 piled up together 打ち重つて、折れ重つて 103
 play one's part その役割(本分、義務)をつとめる(果たす) 139
 plenty of = much 多量の、澤山の 19
 point of view 見解、見地 141
 point out 指摘する 29
 Possessive + Gerund 125
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 put down 抑へる、鎮める 58
 put one's heart into 全心力を注ぐ 130
 put ~through test 試験する 96
 put value on (or upon) 重んずる 141

R
 ready for 用意して 139
 refrain from doing するを差控へる 93
 regard as = look upon as と看做す 137
 rely upon (oneself) (自分を)頼りとする 42
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 rise above を脱却する、を超越する 24
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S
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 see to = attend to をする、注意する、世話する 64
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 take ~for ~ = mistake for ~を~と間違へる 120
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 take into one's head 思ひつく、考を起す 145
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 take measures 手段をとる 144

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the few + Plural Common Noun = all the few + Plural Common Noun 多くもないありたけの~ 69

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the little + Common Noun = all the little + Common Noun = what little + Common Noun (例: the little money) 多くもないありたけの~ 69

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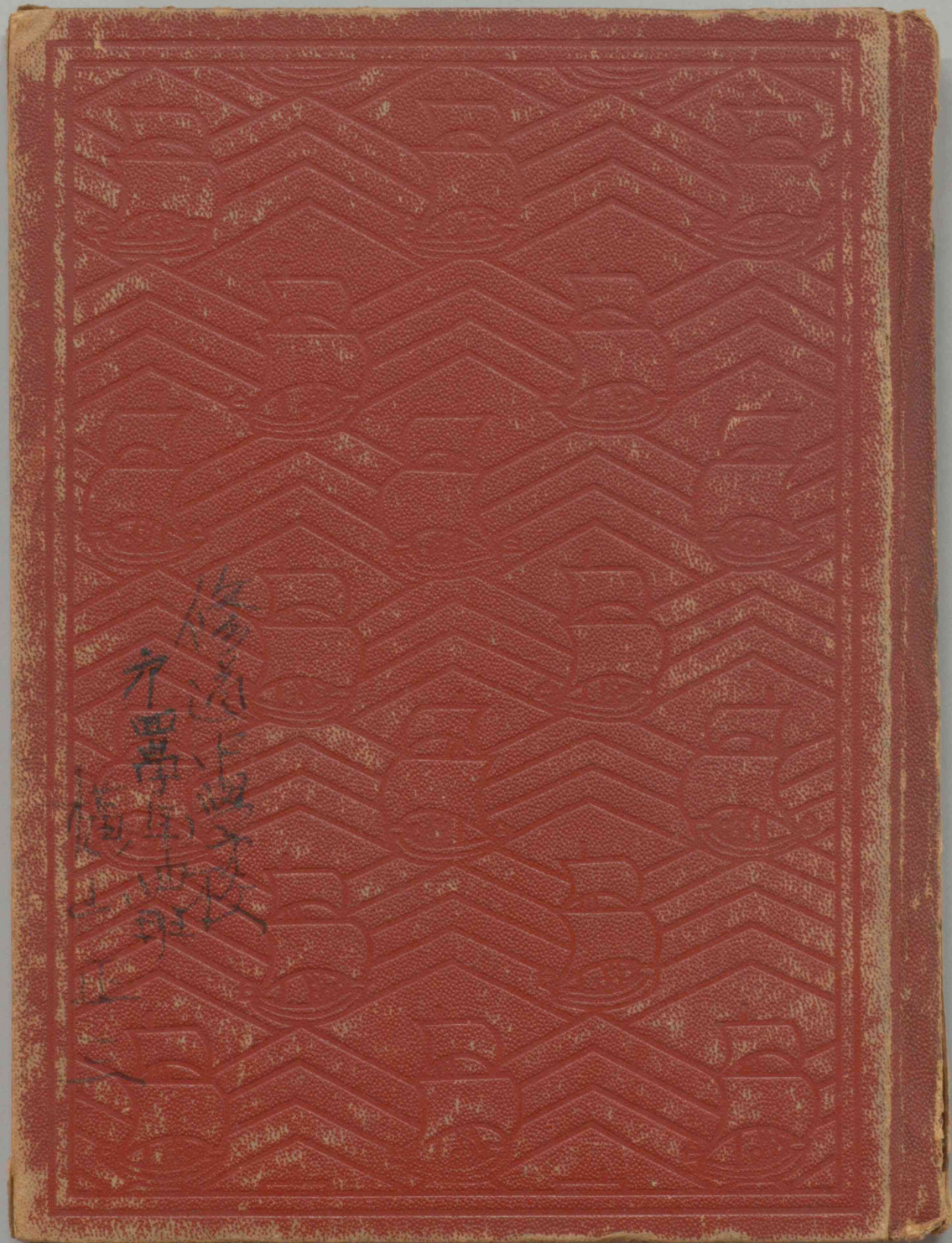
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