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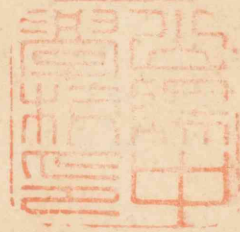
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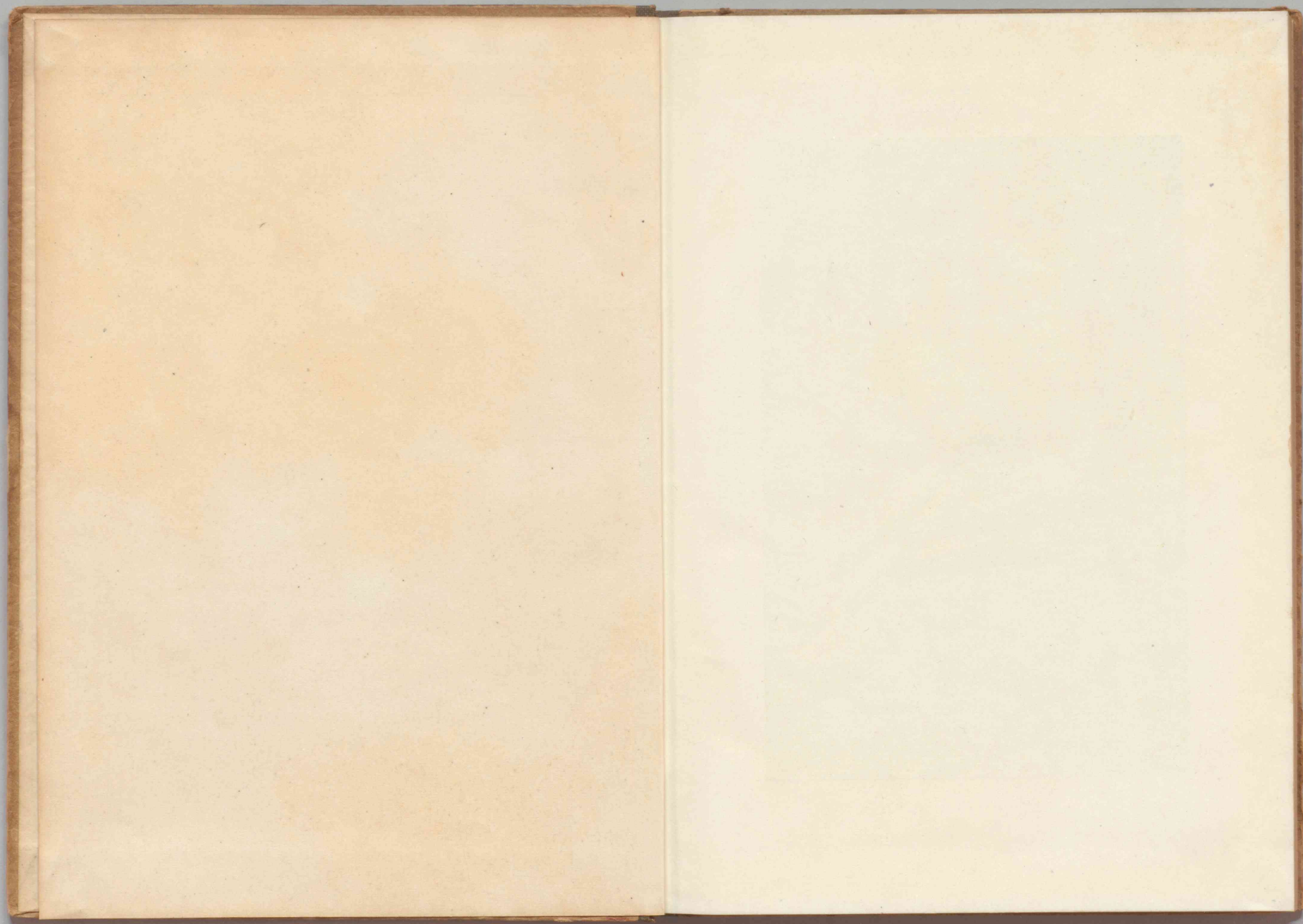
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WITH A SPRING THE SKIER SHOOTS OUT INTO
THE AIR. (LESSON 24)

昭和十年十二月二十三日
文 部 省 檢 定 濟
中學校・實業學校外國語科用

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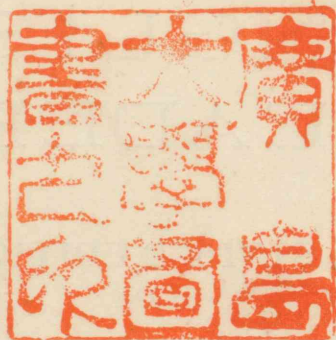
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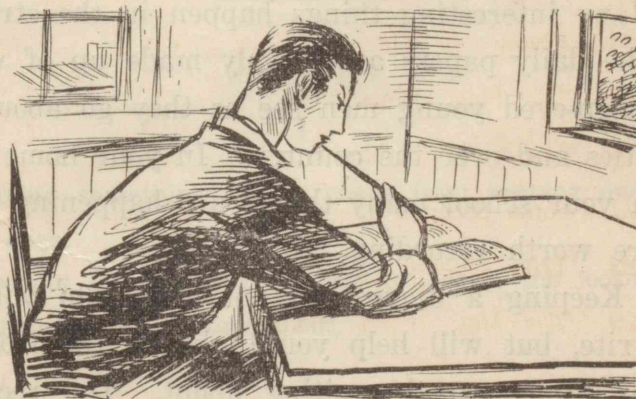
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BOOK FOUR

LESSON 1

KEEPING A DIARY



A diary is a blank book in which one writes the interesting things that happen day by day.

diary [daiəri]

blank [blæŋk]

In a diary we tell what we do each day—our work and our play. We tell about the interesting thing that we see.

To write well, we must have something to say. Having something to say comes from keeping one's eyes open. If you observe closely, you will have plenty of things to write about. Notice the flowers, the birds, and the animals. Many interesting things happen in the streets. The daily papers are largely made up of what sharp-eyed young men see as they go about in cities and over the country. In your home and in your school many things are happening that are worth recording.

Keeping a diary will not only help you to write, but will help you to be on the lookout for things worth writing about. The records should be short. Three or four sentences are enough to tell the main facts. Here is an

daily [d'ɛɪli] recording [rɪk'ɔ:diŋ] lookout [lú:káut]
records [rɪk'ɔ:dz] sentences [sɛntənsɪz]

example of a good paragraph for a diary:

Tuesday, April 15.

My mother lost the door key when she was shopping. I had to climb into the house through the little pantry window. My mother was afraid I should fall, but I didn't. Then I opened the front door and let her in.

GRAMMAR

(1)

Having something to say comes from **keeping one's eyes open**.

Keeping a diary will help you to be on the lookout for things worth **writing** about.

(2)

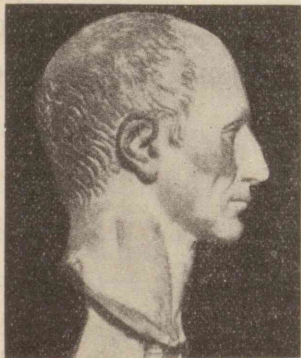
To write well, we must have something **to say**.

You will have plenty of things **to write about**.

paragraph [pærəgrɑ:f] key [ki:] pantry [pæntri]

LESSON 2

MAKINGS OF A GREAT MAN



JULIUS CAESAR

We shall now go to Italy and peep at the famous soldier, Julius Cæsar. He and his men carried images of the eagle—the Roman eagle of the army—over mountains, across rivers and over the restless sea. He

10 was the greatest man of his time.

But what did he do when he and his companions (his friend Oppius among them) were overtaken by a tempest? They looked about for shelter, and saw a poor cottage. To this they hurried in the pelting rain. There was

peep [pi:p] Julius Cæsar [dʒú:ljəs sí:zə] images [imɪdʒɪz]
eagle [i:gl] Oppius [ɒpiəs] tempest [témpest]
pelting [péltiŋ]



but one room in the hut, with but one couch in a corner to spare for strangers. Cæsar must take this place, said his companions; 5 and they would huddle as best they could in the shed outside.

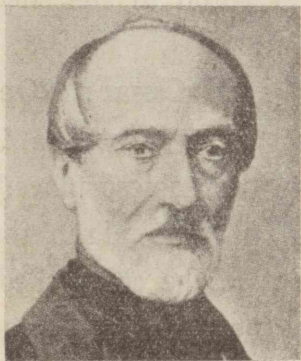
“No,” said Cæsar: “Oppius is the weakest; he is 10 in bad health; he must have the easiest place.”

Oppius went inside; and all that night the great Cæsar and his lords slept in the chilly shed.

Many, many years after the time of Cæsar and his eagles, a little boy walked with his 15 mother in an Italian street. Presently he stood still, looking closely at a ragged, white-bearded beggar man who sat on the steps of a church.

couch [kaʊtʃ] huddle [hʌdl] ragged [rægid]

The mother thought he was frightened by the old man's rough looks. But the boy broke from her hand and ran up to the old man, and threw his arms round the beggar's neck and kissed him, crying: "Give him something, Mother, give him something!"



GIUSEPPE MAZZINI

The old man burst into tears, caressed the child, and said to the mother: "Love him well, lady; he is one that will love the people."

This boy, who pitied the sorrows of old age, became a very famous man. As a boy he saw Italy broken up into many parts, at war with one another. He helped to make it all one Italy, all the provinces united in peace. His name was Mazzini.

caressed [kə'rest]

Mazzini [mats'ini]

Shall we now go to the island of Saint Helena, a lonely spot in the wide Atlantic Ocean? The great Napoleon was a prisoner there.



NAPOLEON BONAPARTE

Before his prison time he had taken his army and wagons and cannons over the snowy Alps and had done many other wondrous things. Also he said many things that were thoughtful and clever. But he never said anything nobler than when he was walking with a lady, and they met a man carrying a heavy burden.

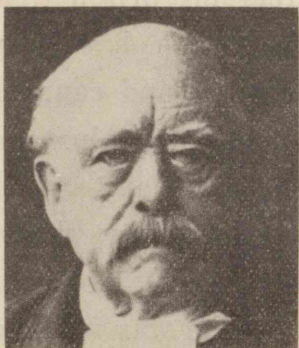
The lady, like you and me, sometimes thought more about herself than other people, and so she stood in the middle of the narrow path, expecting the poor staggering porter to move aside.

nobler [nóublə]

burden [bú:dn]

staggering [stægəriŋ]

Napoleon drew her aside instead, and said:
“Respect the burden, madam”: and the carrier
passed slowly on. Napoleon, by his wars, caused
the death of many men. For all that, we must
5 allow that he taught the lady a good lesson.



PRINCE BISMARCK

10 Shall we now go to
Germany? Perhaps you
have heard of the famous
Prince Bismarck, who
died in 1898. He had
marched with armies; he
had seen much bloodshed;
he had lived among kings
and emperors; and people
15 sometimes called him the Man of Iron.

His house was in the country, and he had
a large garden. Often he played with the
gardener’s children, and they would climb upon
his knee.

Bismarck [bízma:k]

bloodshed [bláðfed]

One of them—a little girl—died. The Prince
was deeply grieved. He went to the gardener,
took his hand, and burst into tears, and then he
placed a bunch of roses in the dead child’s hand.
It was sad that he spent so much thought in 5
planning war and conquest. But he showed a
humane spirit when he wept with the little
girl’s father.

GRAMMAR

(1)

The great Cæsar and his lords slept in the chilly shed.
Perhaps you have heard of **the famous** Prince Bismarck.

(2)

For all that, we must allow that he taught the lady
a good lesson.

grieved [grí:vd]

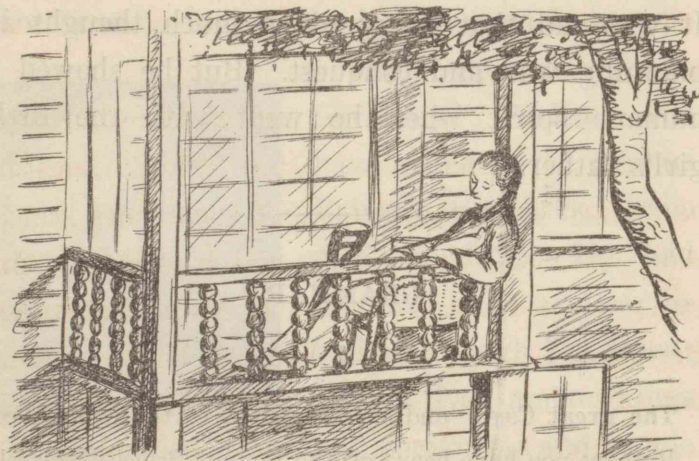
bunch [bantʃ]

conquest [kɒŋkwɛst]

humane [hju:méin]

LESSON 3

THE HAPPY BOY



“Sorry you can’t come with us,” the boys shouted, running past Harry’s house in Diamond Street. They were carrying bats, balls, and gloves.

5 Jimmie Brown, who had the bat, was thump-

thumping [θʌmpɪŋ]

ing with it on the pavement. Rat-tat, rat-tat-tat, it struck the pavement in time to each gay step he took, and it made a triumphal sound, like a march played for boys who were able to take part in any game they wished, boys who were not lame.

How many times Harry had watched the boys running past his home! How many times he had heard them say, “He can’t come; he’s lame.” And what sad thoughts it had brought to him 10 every time he was reminded of his lameness. Perhaps, if you had looked at Harry closely enough, you would have seen that his chin was quivering, although he was holding his lower lip between his teeth. 15

Now that the boys had gone to their play, it was very quiet in Diamond Street. The warm summer sun sent its golden light through the green leaves of the maple trees, and a stray

pavement [péivmənt] triumphal [traɪʌmfəl] lame [leɪm]
 reminded [rɪmáɪndɪd] chin [tʃɪn] quivering [kwɪvərɪŋ]
 stray [streɪ]

sunbeam reached Harry on the porch. It touched his hair, tried to paint a ruddy colour on his cheeks, and sparkled on the steel that encircled his left leg. Harry moved to a more comfortable position and leaned his head wearily against the post of the porch. He thought and thought.

What was this? Harry could not believe his eyes. He was standing on the baseball field, wearing a new glove, a first baseman's glove. For just a moment he was afraid to look down at his legs, but finally when he did look—yes, it was true. There was no brace on his leg. He could run; that was a wonderful thing, to be able to run as he wished.

Charley Livingstone was batting; there was a boy on third base; the score was 3—2.

Jimmy Brown, the captain, was encouraging his team. "Watch this fellow," he called to

porch [pɔ:tʃ]	ruddy [rʌdi]	encircled [ɪnsá:kld]
finally [fáinəli]	brace [breis]	score [skɔ:]
	encouraging [ɪnkʌrɪdʒɪŋ]	

Harry, waving the fielders back.

Crack! Charley's bat met the ball squarely. Harry leaped into the air; somehow the ball stayed in his hand. Jimmy and all the players were beside him, congratulating him. "Great stop, Harry," they cried, "great stop; fine work!"

Now he was not on the baseball field, but riding a white horse, and behind him marched a weary foot-sore body of men. Their uniforms were khaki and mud-stained; they were part of his regiment, marching against the enemy. Harry turned in his saddle and saw that one of his soldiers was limping painfully. He jumped from his horse and made him mount in his place. "Hurrah," the tired patriots cried, waving their soiled caps, "hurrah for our Major!" "Rat-tat-tat," the drums beat proudly.

Harry opened his eyes. Through the trees

congratulating [kɒŋgrætjuleɪtɪŋ]	foot-sore [fútsɔ:]
khaki [ká:ki]	mud-stained [mʌdstéɪnd]
saddle [sædl]	regiment [rédʒɪmənt]
	hurrah [hurá:]
	patriots [péitriəts]
	major [méɪdʒə]

the sun was still shining, but it had sunk much lower in the west. This was the same old Diamond Street. Still, still—the dream had been so real. Without looking down, Harry put
 5 his hand on his left leg, and his fingers shrank back, for they were touching the steel and leather brace. Only a dream.

Only a dream. He was not playing baseball or riding a white horse. He was a lame boy,
 10 sitting in his porch in Diamond Street. But the memory of the dream stayed so clear that he could almost see it, dancing in the fading sunlight. His dark eyes opened wider, as Balboa's must have when he saw before him
 15 the vast waters of the Pacific, for Harry, too, had made a great discovery.

His body was lame but his mind was free. His body was in a sort of prison, but no steel brace, no iron bars, could cage his thoughts.

shrank [ʃræŋk] memory [méməri] fading [féidiŋ]
 Balboa [bælbóua] vast [vɑ:st] discovery [diskávrɪ]



BALBOA DISCOVERING THE PACIFIC OCEAN

They could fly as far and as fast as he wished, and while the other boys were playing baseball on a vacant lot, he could be walking down the streets of Hongkong, or penetrating as far as
 mysterious Tibet where the Great Lama sits on
 a golden throne. His leg was lame, but he had
 the power to dream.

Bump, bump. Jimmie Brown was dragging

vacant [véikənt] penetrating [pénitreitɪŋ]
 mysterious [místiəriəs] Tibet [tibét] Lama [lú:mə]
 throne [θroun]

his bat behind him, too tired to make it beat a gay march on the pavement. None of the boys were running, but as they passed Harry's house they said, "Too bad he couldn't come with
5 us. He's lame." They did not notice that he was smiling.

GRAMMAR

(1)

What sad thoughts it had brought to him every time he was reminded of his lameness.

Now that the boys had gone to their play, it was very quiet in Diamond Street.

The moment the man saw the policeman, he ran away.

(2)

Jimmie Brown was dragging his bat behind him, too tired (=being too tired, =as he was too tired) to make it beat a gay march on the pavement.

LESSON 4

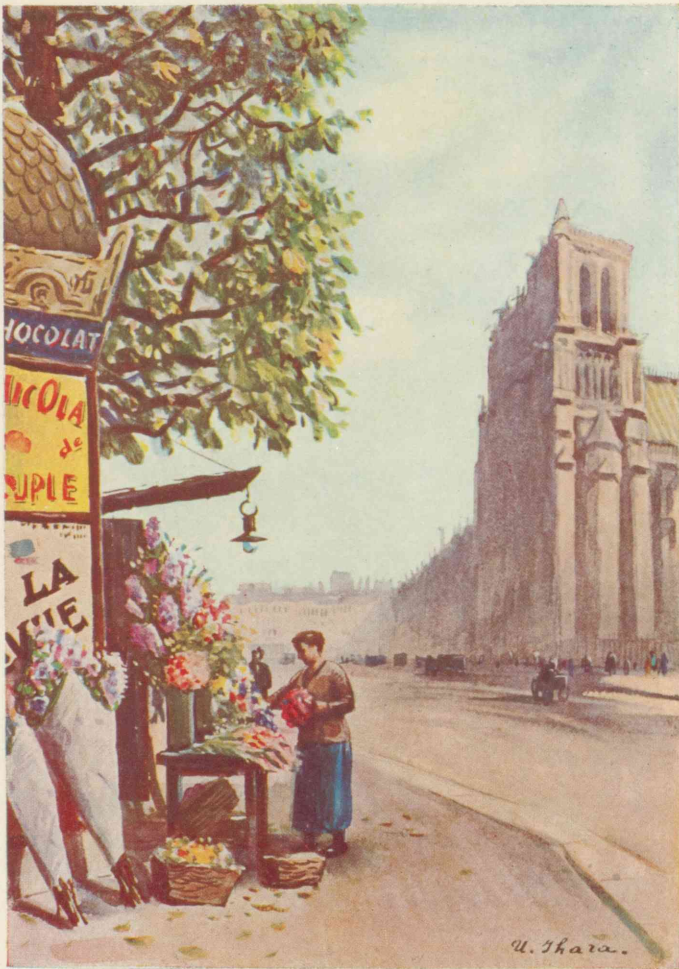
FRANCE'S CAPITAL

Paris is famous the world over. In its streets may be found people of all climes. Visitors from America are much in evidence. The capital of France may be reached in a few days from New York. When a regular air service is established between Europe and America, visitors from the new world will show a marked increase.

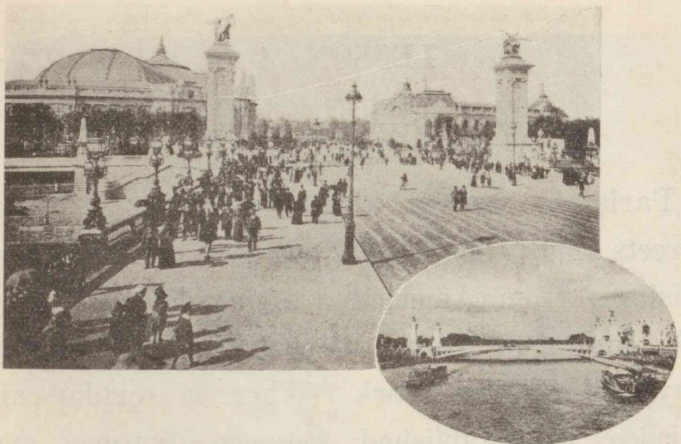
What is it that attracts the visitor to Paris? What are its fascinations?

Like most cities it has its dull areas, but on the whole Paris is beautiful. Its shady streets resemble avenues, and its light-coloured buildings are exceedingly attractive. There are many green spots in the midst of the city, and many

climes [klaimz]	evidence [évidəns]	established [istæbliʃt]
increase [ínkri:s]	attracts [ətræktz]	fascinations [fæsineíʃənz]
	areas [éəriəz]	



PARIS IS BEAUTIFUL.



ONE OF THE FINE BRIDGES WHICH SPAN THE SEINE



THE LOUVRE

gardens, such as the Champs Elysees, the children's paradise, and the Tuileries Garden which before the Revolution was a royal pleasure-ground.

Above all things Paris is a centre of art and learning. One sees the fine artistic taste of the people in the well-placed, beautifully carved statues of the streets and squares, in the dress of the women, and in the goods displayed in the shop-windows.

Many artists do not consider that they have had a real training in painting or sculpture until they have studied at the art schools of Paris. In the Louvre, where there is a wonderful collection of ancient and modern works of art, students can study the methods of masters of the past and the present.

For centuries Paris has been a centre of learning. Scholars from all parts of the world

- | | |
|----------------------------|--------------------------|
| Champs Elysees [ʃɑ̃zɛlizɛ] | paradise [pærədəis] |
| Tuileries [twi:ləri:] | revolution [rɛvɔljú:ʃən] |
| sculpture [skɒlptʃə] | Louvre [lu:vr] |
| ancient [éinʃənt] | collection [kələkʃən] |
| | methods [méθədz] |

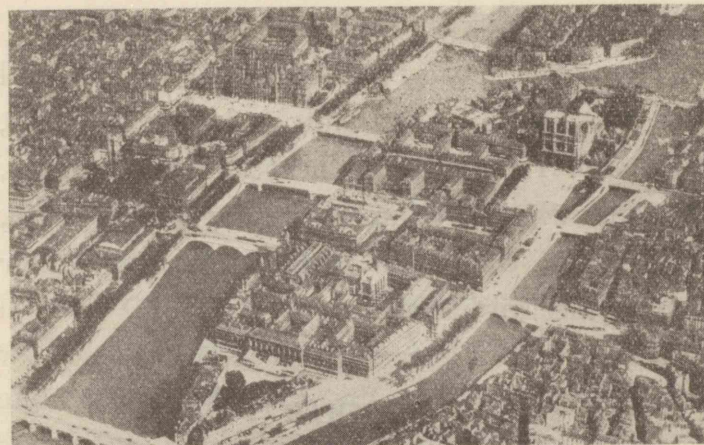
find their way to the Sorbonne, the university founded long ago by Saint Louis, the king who led more than one crusade to the Holy Land.

The importance of the city as an intellectual
5 centre has caused printing and paper-making to be large industries.

We may admire Paris, and we may find it intensely interesting, but we want to know why it came to be the capital of France.

10 In olden days, it was of the first importance that a city should be so placed as to have natural defences. The position of Paris in this regard could not have been surpassed. The town was originally built on an island, and a
15 portion of the city is still known as the Ile de la Cité. When we add to its insular position the fact that forests lined the banks of the Seine and that the ground rose to low heights, we see that Paris was very well protected. The

Sorbonne [sɔːbɒn] Saint Louis [sæŋ lwi] crusade [kruːsɛɪd]
holy [hóuli] intellectual [ɪntɪléktʃuəl] admire [ədmaɪə]
defences [dɪfɛnsɪz] originally [əˈrɪdʒənli]
Ile de la Cité [il d lə sitɛ] insular [ɪnʃulə] Seine [sɛːn]



forests, it may be noted, still partly exist in the suburbs.

In the days of slow transit it was important that food for the inhabitants of a great city should be close at hand and easy of access. It so happens that in the near neighbourhood of Paris there are two fruitful districts, which have always supplied the city with grain and other necessaries. This food was always easily

access [æksɛs]

obtainable, for was there not the river?

Later when more roads were made, and still later when canals were built and then railways, Paris still remained the heart of the country, the point where all important ways from north, south, east, and west seemed to have their natural meeting-place.

GRAMMAR

(1)

It was of the first importance that a city **should** be so placed as to have natural defences.

It was important that food for the inhabitants of a great city **should** be close at hand and easy of access.

(2)

When we think of **the fact that** forests lined the banks of the Seine and **that** the ground rose to low heights, we see that Paris was well protected.

obtainable [əbtéinəbl]

LESSON 5

THE FRENCHMEN OF TODAY

There are some thirty-nine millions of people in France. Three and a quarter millions of them live in Paris. Yet there is a most striking contrast between the people of Paris and the rest of the people of France. The lives and aims of each are as distant as those of foreigners. This makes it difficult to describe the French, because what applies to Parisians is seldom applicable to the others. Moreover, there are great differences to be found amongst the peoples who inhabit different provinces of the country.

Nevertheless, they are alike in one thing. They love France intensely. Their differences disappear where their country is concerned.

contrast [kóntræst]	lives [laivz]	describe [diskráib]
Parisians [pərizjənz]		applicable [éplikəbl]
nevertheless [névəðələs]		intensely [inténsli]
	concerned [kənsəmd]	

In some other respects, too, they are much alike. They are invariably polite, and have excellent taste and good manners, and in the country, or in small French towns, one is
 5 struck with the gaiety, intelligence, and goodwill of the people.

The Parisians consider themselves the most civilized and enlightened of all peoples and take life lightly, with much amusement and
 10 frivolity. They are certainly very clever in many ways, especially in making jewellery, bronzes, artistic furniture, and fancy articles. Paris ladies, too, set the fashion in dress to the members of their sex in every civilized country
 15 in the world.

A Frenchman is, as a rule, very fluent. We think him excitable. He will pour out a torrent of words quickly in answer to a question, and will explain and emphasize his meaning with

invariably [invɛəriəbli] gaiety [ɡeɪəti] intelligence [intɛlɪdʒəns]
 civilized [sɪvɪlaɪzd] enlightened [ɪnláitnd] frivolity [frɪvɔlɪti]
 jewellery [dʒúɪlri] bronzes [brɔnzɪz] sex [seks] fluent [flú:ənt]
 excitable [ɪksáitəbl] emphasize [émfəsaɪz]

his hands and his whole body. His excess of politeness is often misunderstood. It has been rather cruelly said: "Give a Frenchman a pair of dumb-bells, and ask him about the weather, and before his answer is finished, he will have
 5 taken enough exercise to last him all day."

"What one notices about the peasantry is the clean and comfortable aspect they wear; their tidy blue blouses, sabots, or strong shoes, neatly



excess [ɪksés] dumb-bells [dʌmbelz] peasantry [pézəntri]
 aspect [áspekt] blouses [bláuzɪz] sabots [sábouz]

patched trousers, and their good manners," says one writer.

The old women are especially attractive, with their spotless white caps and sabots, their
5 tanned, wrinkled faces, that smile as merrily as they did in youth, and seem to smile the more the harder they work. For women in France work as hard as men. They toil in the fields, on the farm, in the shops, work as fisher-women,
10 and even guard the railway crossings. In the evening they do their housework. A more competent woman than a Frenchwoman it would be hard to find.

The climate in France being sunnier than in
15 many other parts of Europe, the people live out-of-doors as much as they can. They take their recreations, eat their meals, and do their household work in a way that is at first surprising to us.

patches [pæʃtʃɪz] wrinkled [rɪŋkld] competent [kɒmpɪtənt]
recreations [rɛkriːʃənz]

In the villages the women knit, sew, and prepare meals out-of-doors; and they do their washing by the side of a stream or pond with little or no protection from wind or sun. The washing place of the village is indeed very
5 popular. For there all local affairs are discussed with spirit and mirth. In the evening some of the villagers bring out chairs into the open and engage in talk, while others sit on doorsteps or on the benches which every house
10 has outside the door.

It is a habit with French people to save. They are perhaps the most thrifty nation on earth. The careless Parisian may spend, but the peasants save, and there are few of them with-
15 out a banking account.

Meals in France are not arranged like ours. The day begins about 7 a. m. with an early, or "little," breakfast of coffee, a roll and butter.

knit [nit] sew [sou] affairs [əfɛəz] discussed [dɪskʌst]
mirth [mɜ:θ] thrifty [θrɪftɪ]

Near noon comes a more solid meal with meat. This is called "breakfast" but really it corresponds to our luncheon. Then in the evening is the chief meal, called dinner or supper. The
5 French are very clever cooks, and can prepare dishes from materials with which an ordinary cook in other countries would do nothing.

The majority of the French are Roman Catholics, and their churches and cathedrals are
10 generally very beautiful.

The French government is a republic; that is, it is entirely elected by the people. One of its most important duties is to provide the country with a powerful army. So every able-
15 bodied Frenchman between the ages of twenty and forty-five has to serve a certain time in the army. The French air force is one of the most powerful in the world.

majority [mədʒɔːrɪti]

cathedrals [kəθiːdrəlz]

elected [ɪlɛktɪd]

Catholics [kæθəˈlɪks]

republic [rɪˈpʌblɪk]

provide [prəˈvaɪd]

GRAMMAR

(1)

What applies to Parisians is seldom applicable to the others.

What one notices about the peasantry is the clean and comfortable aspect they wear.

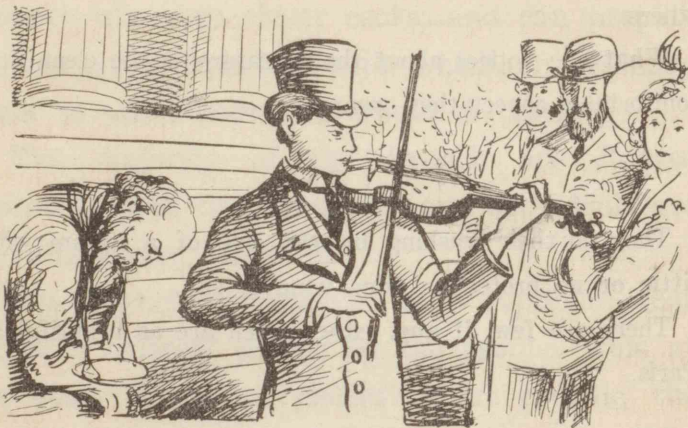
(2)

They do their washing by the side of a stream with **little or no** protection from wind or sun.

There are **few, if any**, cities which are as beautiful as Paris.

LESSON 6

THE BENEDICTION OF THE FATHER



It happened in Paris. Along the street leading to the square where stands the Church of St. Mary Magdalene walked a twelve-year-old boy. He moved as if he were in a delightful
 5 dream, for the melody of Oginsky's "Benediction

benediction [bɛnɪdɪkʃən]
 melody [mɛlədi]

Magdalene [mægdəlɪn]
 Oginsky [ɔdʒɪnski]

of the Father" was ringing in his ears and making light his steps.

He had just entered the square. A soft sound of music reached him, though it was deadened
 by the noise of the passing cars and buses. 5

The boy turned his steps toward the sound and was about to enter the church. At the entrance was an old man in a shabby cloak. He had a long white beard; his eyes stared at the ground. Attached to his neck by a string
 10 was a small collecting plate, in which lay a single copper coin. The old fellow pressed a violin to his cheek and with trembling hands was producing a few sad notes from it.

The boy stopped and looked at the old man
 15 with pity. He was blind, and his hands shook from old age. People passed by him unheeding; no one paused to throw him a copper.

The boy would have liked to put a great deal

deadened [dɛdnd] entrance [ɛnrɛns] beard [biəd]
 attached [ətætʃt] producing [prədʒu:sɪŋ]
 unheeding [ʌnhɪ:diŋ]

of money into the old man's plate, but he had none himself. Suddenly a happy thought struck him. He stepped up to the old man and whispered to him, "Lend me your violin for a moment." He took the bow and violin gently from the old man's hands, and drew the bow across the strings.

The violin was a good one. The boy tuned it and began to play. He played beautifully the melody which a little while before had been ringing in his ears.

The passers-by halted, some marvelling at the sight of the fine-looking boy playing by the side of the old man begging for alms. Others were attracted by the wonderful music.

The crowd grew, and almost every person threw a silver coin into the old man's plate. Encouraged by the money, the boy played on. He gazed into the far distance, remembering his

tuned [tju:nd]

halted [hó:ltid]

alms [ɑ:mz]

native land and its songs, and he played its sad music, its gay dances, and its simple polkas.

The crowd stopped to listen to the unknown melodies and to marvel at the boy's skill. They continued to throw money into the plate till it was quite full. Then the boy handed the bow and the violin back to the old man and said, "Take care of the money, for there's much of it—all silver, too, and even one piece of gold."

"Thank you," said the old man, deeply moved. "You are a wonderful player. Tell me your name, that I may know who has such a kind heart and who can play so marvelously. From your voice I can tell that you are still a child."

"My name is Henri Wieniawski. I am a Pole, but I am in Paris to learn to play the violin."

"You will one day be a famous player and a noble man," said the old fellow. "May God bless you!"

polkas [pólkəz]

Henri [á:nri]

Wieniawski [vi:njəfski]

The wish of the old man came true. Henri Wieniawski, who received the "Benediction of the Father," became one of the greatest violinists the world has ever heard. He was made chief
 5 solo violinist to the Czar of Russia; he also became a great teacher of the violin. The boy who helped the old fellow had earned his reward.

GRAMMAR

(1)

Along the street leading to the square where stands the Church of St. Mary Magdalene walked a **twelve-year-old boy**.

The soldiers worked with a will, and all that it was possible for men to do **they did**.

(2)

May God bless you.

(**May**) God save our gracious King, long (**may**) live our noble King, (**may**) God save the King.

Czar [zɑ:]

Russia [rʌʃə]

earn [ɜ:n]

LESSON 7

THE NERVOUS SYSTEM AND
 ITS CARE

managed 管理
 A large business is often ruled by one man who is called the manager. It is his duty to learn as much as possible of anything which will make the business more successful, and also of anything likely to do it harm. When
 5 he has decided what ought to be done, he sends out orders to the various departments of the business.

作用
 The work of the human body may be compared to such a business, and the organs of the
 10 body to the departments of the business. The brain is the manager, and the senses of sight, hearing, smell, taste, and touch are the helpers supplying information. The manager,—the

nervous [né:vəs]

system [sístim]

情报 提供

information [infəmeiʃən]

brain—has also an ^{associate} assistant manager, called the spinal cord, which is often allowed to give orders ^{concerning} on matters which do not seem to require any special thought.

5 The telegraph wires through which news comes to the brain, and through which the brain sends its orders to the organs, are white strings and threads, called nerves. The brain and spinal cord, together with the nerves ^{along} con-
10 nected with them, make up what is known as the nervous system. 構成

Just as it is of the greatest importance that the manager of a business and his assistants shall be well trained and wise, so it is of the
15 greatest importance that our nervous systems shall be kept in the best condition, for no organ can do its work well unless it is wisely governed. 輔佐役達

The nervous system, like any other parts of the body, is made strong by regular exercise, 使用

spinal [spáinl]

cord [kɔ:d]

by good food and oxygen carried to it in the blood, and by rest. It becomes weak if it does not get plenty of exercise, food, oxygen and rest, and also it is easily harmed by any poison carried to it by the blood. 5

Alcohol is a poison which gets into the blood when people drink beer, wine, or spirits. ^{酒類} Tobacco smoke contains a poison which gets ^{brandy} into the blood of smokers. ^{whisky} Bad air poisons the blood of those who breathe it. Undigested food 10 remaining in the bowels too long changes into poisons which enter the blood. And we know that even a healthy body is always making poisons, which ought to be ^{cleared away} got rid of quickly. Such poisons as have been just mentioned soon 15 do the brain and the rest of the nervous system serious harm, and of course the whole body becomes unhealthy. When the manager and his assistants are ill, the business cannot

oxygen [ɔksidʒən]

blood [bləd]

poison [pɔizn]

alcohol [ælkəhɒl]

beer [biə]

tobacco [təbækou]

undigested [ʌndidʒéstid]

bowels [bəuelz]

attended to 管理

be properly looked after, and it is doomed to eventual failure.

GRAMMAR

(1)

Just as it is of the greatest importance that the manager shall be wise, so it is of the greatest importance that our nervous system shall be kept in the best condition.

(2)

Even a healthy body ought to get rid of the poison quickly.

The poison ought to be got rid of quickly.

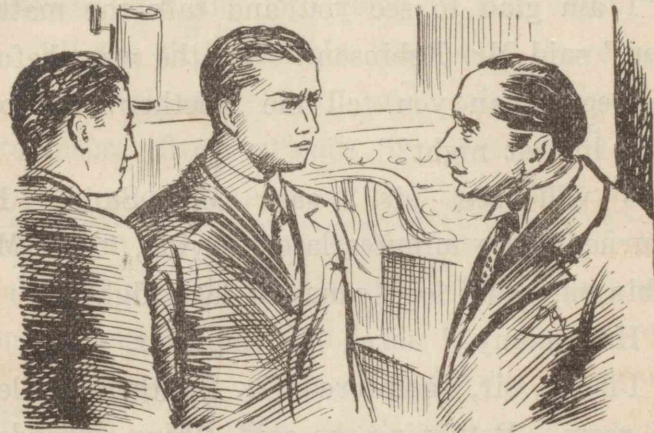
Such a manager cannot properly look after the business.

The business cannot be properly looked after.

doomed [du:md] eventual [ivéntʃuəl] failure [féiljʊə]

LESSON 8

TIME IS MONEY



Mr. Robinson was the owner of a large furniture factory. Mr. Smith, who had been employed by him in his employ twenty years, was greatly offended because young Mr. Thomas, who had been in the factory only six months, was advanced to

offended [əféndid] advanced [ədvʌnst]

the position of manager over Mr. Smith's head. After some hesitation, Mr. Smith went to his employer and asked why his many years of service had not been rewarded by a promotion.

5 "I am glad to see you and talk the matter over," said Mr. Robinson. "By the way, before we begin, can you tell me whether any logs came in last night?"

"I will see, sir," said Mr. Smith. He 10 returned three minutes later, saying, "Yes, Mr. Robinson, some logs came in last night."

"How many?" asked his employer.

"I'll see, sir," answered Mr. Smith as he left the room. Returning, he said, "Five carloads." *leaving* 貨車五車

15 "What kind of logs are they?" asked Mr. Robinson. *when he returned*

"I'll see, sir," said Mr. Smith, starting for the door. His next answer was, "Three carloads of white oak and two carloads of

position [pəzɪʃən]
promotion [prəməʊʃən]

hesitation [hɛzɪtɪʃən]
carloads [kɑ:ləʊdz]

maple."

10 "Please ask Mr. Thomas to step in here for a moment," said Mr. Robinson. As the new manager entered, the employer asked, "Mr. Thomas, did any logs come in last night?" 5

"I'll see, sir," said Mr. Thomas. He returned a few minutes later, and said, "Yes, Mr. Robinson, five carloads of logs came from Brown and Dawson on the two-thirty freight *the freight train which arrived at half past two last night* last night. There were three carloads of white 10 oak and two of hard maple. The cars are on our siding, still loaded."

As the new manager left the room Mr. Robinson said: "Mr. Smith, you have given me faithful service for many years without much 15 advance in salary, although I should have been glad to promote you if I could have afforded it. You went out three times just now to find the answers to my questions. Each time you took

Thomas [tóməs] Dawson [dɔ:sn] freight [freɪt]
salary [sæləri]

つふしに
 up several minutes of my time. Yet the information you gave me was not so complete or accurate as that which Mr. Thomas gave me the first time. My time is worth one hundred
 5 dollars a day. I pay you thirty-five dollars a week in money and several hours of my time. I can afford to pay Mr. Thomas one hundred dollars a week because he does important work without taking my time unnecessarily.”

GRAMMAR

(1)

My time is worth one hundred dollars a **day**.

I pay you thirty-five dollars a **week**.

(2)

He returned three minutes later, **saying**, “ Yes, Mr. Robinson, some logs came in last night.”

“ I’ll see, sir,” said he, **starting** for the door.

accurate [ækjʊrɪt]

unnecessarily [ʌnnɛsɪsɪrɪli]

LESSON 9

SERVICE AND ITS REWARD

The vast mass of people in any country are only a little way above the poverty line. In Great Britain, for instance, there are today more than a million people who are classified as “destitute.” That is why any man who
 5 ^{needy, poor} wants to make the most of himself must begin ^{最大限まで自分自身を} by studying how to increase his income.

Every normal person wants to make enough money—enough to be safe from poverty—
 enough to give him the comforts of life and a ¹⁰ luxury ^{now and then} ^{from time to time}. Many wise people do not want to be very rich, as a great fortune always brings a new set of troubles, but every sensible person wants to be safe above the poverty line.

poverty [pɒvəti]

classified [klæsɪfaɪd]

destitute [dɛstɪtju:t]

increase [ɪnkri:s]

income [ɪnkəm]

normal [nɔ:məl]

luxury [lʌkʃʊri]

*obtain as reward of labour
or merit.*

If a man wants more money, he must earn it. He must study the art of money-making. It can be learned, just as astronomy can be learned. Any man, by spending a few pounds
5 on business books, can find out how to make more money. It is not a ^{問題} matter of luck nor sharp tricks—the art of ^{question} money-making. It is a matter of finding a way to be more useful.

There is no Aladdin's Lamp in the world of
10 business. Every prosperous ^{business concern} firm makes money because it is useful to a large number of people. Whenever it finds a way to be more useful, it makes more money. First, find a way to be useful, then learn how to call attention to your
15 usefulness. Create something—either ^{商品} goods or service. Then let people know about it.

Money comes to us from other people. It doesn't drop on us from Heaven. People do not rush up and force money on us. The

astronomy [æstrónəmi]

create [kri:ít]

prosperous [prɒspərəs]

heaven [hévn]

average man who cannot make money is thinking too much about himself. That is the truth ^{we had a pleasant time of it.} of it. He is not thinking how he can please and help other people. As soon as he finds a way to be useful and learns how to sell use-
5 fulness, the money will begin to move towards him.

I would say to any young man: "You, too, can make money." ^{should like to say} You can climb above the poverty line. You may climb high above it.
10 And your money will do you no harm as long as you remember that it is a means to an end.

Above all else, a man must develop his mental, social and moral qualities. He needs money in order to do this. He should invest
15 his first savings in himself—in books and travel. Then he should create his own environment—his home and his ^{範圍} circle of friends. As his money increases, he should invest it in his

mental [méntəl]

invest [invést]

social [sóʊʃəl]

environment [invá:ərnment]

moral [móɾəl]

purpose—his business or his profession. In this way, he will reach the heights of personality and ownership. And he will make the most of his life.

GRAMMAR

(1)

Whenever it finds a way to be more useful, it makes more money.

Whenever his honesty was called in question, he did nothing but wait till the suspicion had died out.

(2)

The vast **mass** of people **are** only a little way above the poverty line.

The **Committee** **were** all free from a shadow of dishonesty.

purpose [pə:pəs]

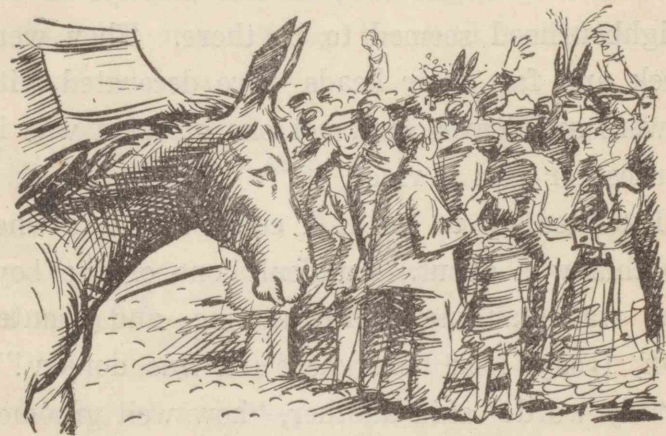
personality [pə:sənæli:ti]

profession [prə'feʃən]

ownership [əunəʃɪp]

LESSON 10

A DONKEY RACE



I had no one to take care of me. I had to live in the forest, ^{and there} where I found scarcely enough to keep me from dying of hunger and thirst.

When the spring came, I went one day to a village on the edge of the forest. I was sur-

dying [daɪɪŋ]

thirst [θaɪst]

trotted up to the others, and took my place among them, and then, to attract attention, I opened my mouth and brayed vigorously.

“Oh, you stop that!” cried out a man named

5 Bill. “Hi! you there, donkey, you just stop that music, will you? and get out of there! You can’t run, you shabby brute! and, besides, you don’t belong to anybody.”

I held my tongue, but I didn’t move an inch.

10 Some laughed, and others were getting angry, when old Mother Evans said:—

“Well, he can have me for his mistress. I take him into my service from this minute. So now he can run for me.”

15 “Well,” said Bill, “do as you like, Mother. Only, if you want him to run, you’ve got to put a quarter ^{of a dollar} into the bag the Squire has over there.” _{25 cents}

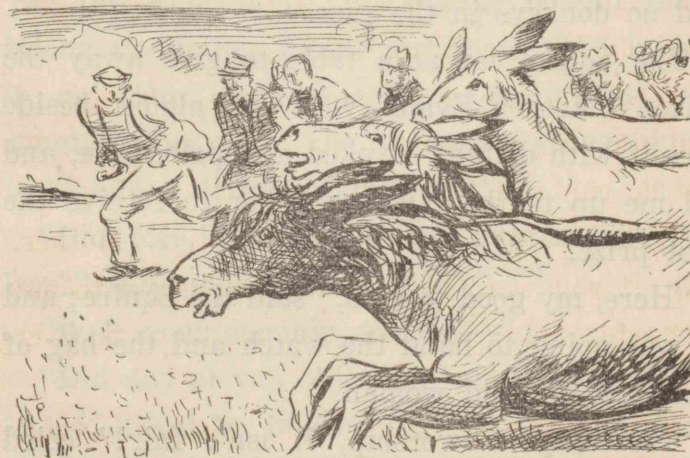
“All right, my dear,” said Mother Evans.

brayed [breɪd] vigorously [vɪɡərəsli] hi [hai]
shabby [ʃæbi] Squire [skwaɪə]

She hobbled off to where the Squire was sitting, and paid her subscription into the bag,

“Very good,” said the Squire; “put Mrs. Evans’s name down, Richard.”

So the clerk put down my new mistress’s name. We were all drawn up in a line in the meadow. The Squire said, “One, two, three and away!” The boys who held the donkeys let them go, and away we galloped as hard as



hobbled [hɒblɪd] subscription [səbskrɪpʃən]
Evans’s [évənzɪz] mistress’s [mɪstrɪsɪz]

声援しながら

we could, while the crowd ran cheering along-side.

The sixteen donkeys had not gone a hundred yards before I was in front of them all, an
5 easy first. I thought I would beat them all now, at any rate, and I flew along as if I had wings. I passed proudly before the winning post, not only first, but a long way ahead of all the rest, amid loud cheers from those who
10 had no donkeys in the race.

distribute 授與

The Squire sat at a table to give away the prizes. Mother Evans, who was almost beside herself with delight, stroked and patted me, and led me up to the table with her to receive the
15 first prize.

之にお前上人

“Here, my good woman,” said the Squire; and he was going to hand the watch and the bag of money to the old woman.

旦那さま

“Please, your worship, it isn’t fair!” cried

alongside [əlbɪnsaid]

stroked [stroukt]



Bill and Andrew. “That donkey doesn’t really belong to Mother Evans any more than it does to us! Our donkeys really got in first, not counting this one. The watch and money ought to be ours. It isn’t fair!”

5

“Did Mrs. Evans pay her quarter into the bag?” said the Squire.

“Well, your worship, she did—”

“Did any of you object to her doing so at the time?” asked the Squire.

10

“Well, no, your worship, but—”

“Did you raise any objections when the donkeys were just going to start?”

“Well, no, sir, but—”

5 “Very well, then. It’s all perfectly fair, and Mrs. Evans gets the watch and bag of money!”

“Please, sir, it isn’t fair, it isn’t fair! you—”

When I heard this, I at once put my head down on the table, and taking up the watch and
10 bag in my teeth, put them into Mother Evans’s hands. This intelligent action on my part made the people roar with laughter, and won for me thunders of applause.

“There!” said the Squire, “the donkey has
15 decided in favour of Mother Evans; and,” he added, with a smile, looking at Bill and Andrew,

“I don’t think he is the biggest donkey present!”

11 “Bravo, your worship!” “Good for you!” resounded on all sides. And everyone began to

objections [əbdʒékʃənz]

bravo [brá:vóu]

resounded [rizáundid]

laugh at Andrew and Bill, who went away looking cross and ill-tempered. 十ね九不藏娘、顔色?

GRAMMAR

(1)

That donkey **doesn't** really belong to Mother Evans **any more than** it does to us.

We **cannot** create an observing faculty **any more than** we **can** create a memory.

The whale is **no more** a fish **than** a horse is.

(2)

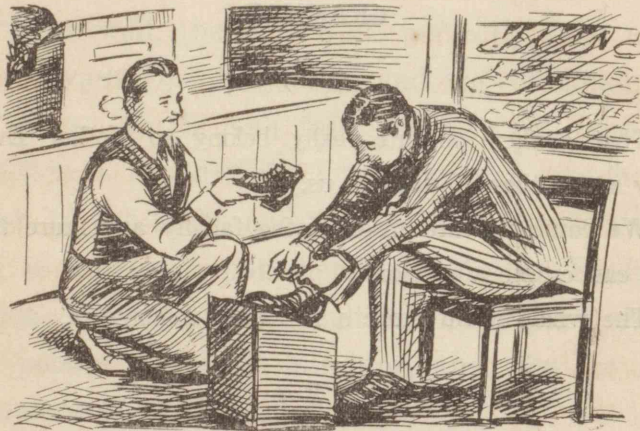
Our donkey really got in first, not **counting** this one.

Frankly **speaking**, the two brothers were not on the best of terms.

ill-tempered [iltémpəd]

LESSON 11

THE SMART APPRENTICE



Characters. { Mr. Corner, a bootmaker.
 Sam, a country youth newly apprenticed to
 Mr. Corner.
 A customer.

SCENE I.

Customer (entering the shop).—Good day.

characters [kæriktəz]

Sam [sæm]

Sam.—Good day, Sir. What can I do for you, Sir?

Customer.—I want a pair of brown boots for summer wear.

Sam.—Button-up or lace-boots? 5

Customer.—Lace. That pair in your window will do very well, if they're the right size.

Sam.—All right, Sir. Please sit down, and I'll slip them on for you. (Tries on one of the boots.) Stamp your foot a little, Sir. 10

It doesn't pinch, does it?

Customer.—Not a bit. It fits to a T. What kind of leather is this?

Sam.—Kid, Sir. Strong and pliable at the same time. (He pulls off the new boot.) 15

Shall I give you a bottle of boot polish? We keep the very best, Sir, at sixpence a bottle.

Customer.—Well, I'll try it. How much is it in all?

button-up [bátɲap] lace-boots [léisburts] pinch [pintʃ]
 pliable [pláiəbl] bottle [bótl]

Sam.—Sixteen shillings, Sir.

Customer (takes out his purse, pretends to count his money, then assumes an air of amazement).—Well, I never!

5 *Sam.*—Anything wrong, Sir? Been robbed, Sir?

Customer.—Only twelve shillings left! How can that be? . . . I shall have to come for the boots tomorrow,—or, if you have no objection, I might take away the boots and
10 give you this cash, and I'll return tomorrow with the remaining four shillings.

Sam.—Certainly, Sir, that will be all right. Let me wrap up the boots for you. (Goes behind the counter, and wraps up the boots
15 in a neat parcel, which he hands over to the customer.) Here you are, Sir. This way, please. Good afternoon, Sir.

Customer.—Good afternoon.

(Exit customer.)

assumes [ə'sju:mz] parcel [pɑ:sl] exit [éksit]

SCENE II.

Mr. Corner.—^{why}What are you rubbing your hands for, Sam? What trick have you been up to? ^{doing}

Sam.—I've been up to no trick. I have just sold a pair of boots.

Mr. Corner.—Have you now? I hope you 5 behaved properly.

Sam.—Of course I did, boss. Only as the fellow hadn't got the necessary cash about him, he gave me twelve shillings and said he'd bring the other four tomorrow. 10

Mr. Corner.—And you allowed him to take away the boots? ^{the rising intonation at the end.}

Sam.—Why, yes . . .

Mr. Corner.—Tut, my lad, you are a regular fool. You will never see that man again. 15

Sam (winks knowingly).—Ay, but I shall; I wrapped up two boots for one foot, so he's

behaved [bihéivd] tut [tʌt] winks [wɪŋks] ay [ai]

bound to come back.

Mr. Corner (admiringly).—Oh, oh, that's another ^{matter} pair of shoes! I should think you haven't very much to learn, Sam. If you
 5 get on in such a smart way, I shall soon have to give you my daughter and take you into partnership. That will be a fine rise in your salary, won't it?... Ah, here's another customer. Will you go and try
 10 your hand once more, Sam?

(Sam nods and hastens to meet the new customer.)

GRAMMAR

They are (of) the right size.

We are (of) the same age.

(Of) What colour is your new bicycle?

nods [nɒdz]

hastens [héisnz]

LESSON 12

VACATION TIME

Good-bye, little desk at school, good-bye,
 We're off to the fields and the open sky;
 The bells of the brooks and the woodland bells ^{the dotted bell-flower}
 Are ringing us out to the vales and dells,
 To meadow-ways fair, and to hill-tops cool, 5
 Good-bye, little desk at school.

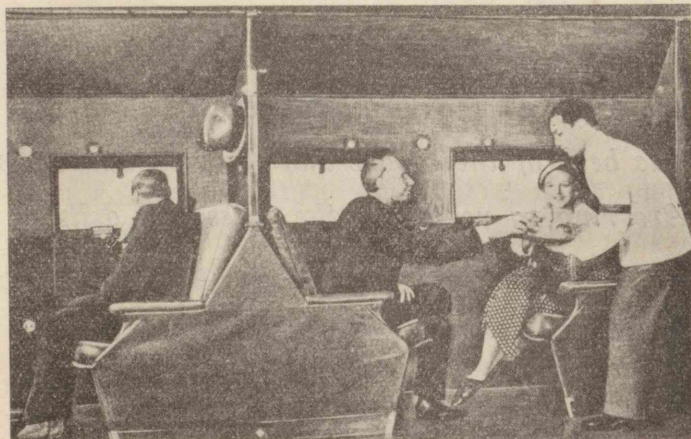
Good-bye, little desk at school, good-bye,
 We've other brave lessons and tasks to try;
 But we shall come back in the fall, you know,
 And as gay to come as we are to go, 10
 With ever a laugh and never a sigh—
 Good-bye, little desk, good-bye!

vales [veilz]

dells [delz]

LESSON 13

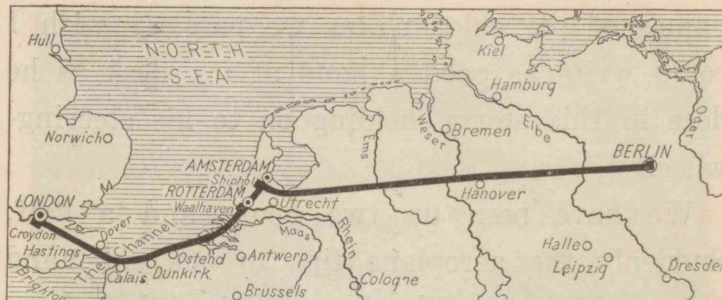
FROM BERLIN TO LONDON BY AIR



An automobile takes us to the flying field in the western suburb of Berlin.

We enter the cabin of the aeroplane, and seat ourselves in comfortable armchairs. Most of the passengers are English. An English lady next to me lays a cake of chocolate and

Berlin [bɛ:ɹɪn] cabin [kæbɪn] chocolate [tʃɒkəlɪt]



a detective novel on her lap.
 Our machine rises gently, in spite of a violent west wind. I am not nervous, and I am not sick. We are gliding along with the utmost comfort. Some one says; "We are going too slowly," so I put out my hand to see. The wind bends my fingers back till I fear it will break them. We are really shooting through the air, though we do not notice it.
 We are flying against the wind. The pilot has a difficult trip before him. Yet he takes the trouble to write down for us on a card the

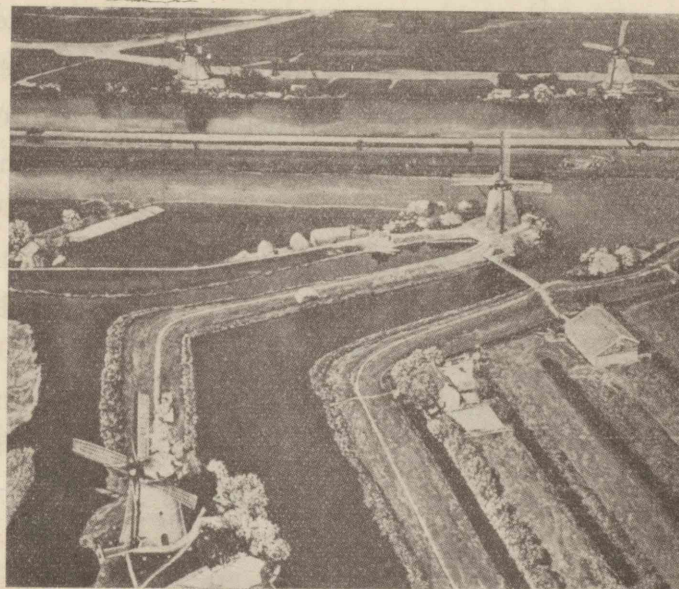
detective [dɪtɛktɪv] novel [nɒvl] violent [vaɪələnt]
 utmost [ʌtməʊst]

names of the chief places we pass. I wish I could write as good a hand at my desk as he does in this storm, holding on to his steering-wheel.

5 We have been up two hours and a half. Suddenly the aeroplane tips to one side, and sweeps down towards the earth in a long loop. Assistants rush up to guide us to the hangar, for we are in Hanover. A strong smell of
10 petrol fills the cabin. The English ladies sniff at their smelling-salts.

In Hanover all the seats are taken. Soon we fly high over the Weser and the Ems. Then we see the Zuyder Zee beneath us. In the
15 strong wind, the fishing boats lie all to one side and sail very quickly, but we shoot ahead so fast that they seem to stand still. Now we are spread over the land. We are coming to Amsterdam. Again we go down, circling in a loop.

hangar [háŋgɑ:] Hanover [hánoʋə] sniff [snif]
Weser [véizə] Ems [emz] Zuyder [záidə] Zee [zi:]



There is such a wind from our engines that the new-mown hay flies up in a cloud all round us as we touch the ground.

We stop in Amsterdam for an hour. Then we glide up again, over bright green meadows
5 over the Dutch canals. There are more and

Amsterdam [ámstəðám] Dutch [dʌtʃ]

more of them, so they look like a silver net and silver canals. In a few minutes, a grey mirror spreads out beneath us, spotless, infinite: the sea! We are flying along the coast and
5 passing one seaport after another.

Flushing stands out like a star. A great hotel and casino show us that we are over Ostend.

On and on we go. A sea fog half hides the
10 land from us. We dimly see Dunkirk and Calais. Then we turn suddenly. The next minute we are crossing the Channel.

Fog above us, fog around us, under us a rough grey sea!

15 After a quarter of an hour, we see a faint ribbon on the western horizon.

“England! England!” shout our English passengers, waving their hands. Soon we are high above the cliffs of Dover, which look like

infinite [ɪnˈfɪnɪt]	casino [kæsiːˈnoʊ]	Ostend [ɒstɛnd]
dimly [dɪmli]	Dunkirk [dʌŋkɜːk]	Calais [kaleɪ]
horizon [hɔːraɪzn]		cliffs [klɪfs]

proud defenders when seen from the sea, but which look so small and ridiculous when you look down on them from an aeroplane. An Armada of the air would laugh at such
5 obstacles.

The green fields of England are spread out beneath us. They are a darker and richer green than were the German downs and the Dutch meadows. This is indeed Shakespeare's England: “This emerald isle set in a silver sea.”
10

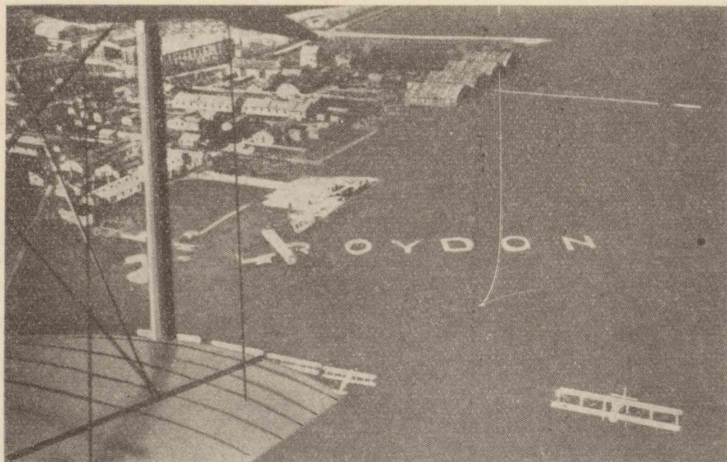
That grey needle is the spire of Canterbury Cathedral. The grey spot is the town of Rochester. Soon the land beneath us is grey as far as we can see. London!

A dark object stands out from the huge grey
15 town. “St. Paul's?” I ask.

“The Crystal Palace,” answers an Englishman.

Then we land at Croydon Flying-Field. A few hours' flight has brought us into the very

ridiculous [rɪdɪkjʊləs]	Armada [ɑːmeɪdə]	obstacles [ɒbstəklz]
Shakespeare [ʃeɪkspɪə]		Canterbury [kæntəbəri]
Cathedral [kəθɪˈdrəl]	Rochester [rɒtɪstə]	Crystal [krɪstl]
	Croydon [krɔɪdn]	



CROYDON FLYING-FIELD.

heart of the English Island. Will it, so we ask ourselves, remain an island apart from the continent, as it has been for so many centuries? We do not think so; air-traffic, of course, will
 5 bring England nearer to the rest of Europe, and will certainly take away some of its insularity.

insularity [insjul'ériti]

GRAMMAR

(1)

He takes **the trouble** to write down for us the names of the places we pass.

When he had been preparing for months to go to France, he had **the misfortune to be taken** seriously ill.

(2)

A few **hours'** flight has brought us into the very heart of the English Island.

A few **weeks'** stay would not give one the right idea as to what a country one is in is like.

LESSON 14

SPORT IN ENGLISH SCHOOLS

In every English school, sport plays a very important part and its influence in education is regarded as essential to the development of the English character. The games which are played
 5 are chiefly team-games: both Association and Rugby football in winter, and cricket in summer.

Some schools also devote a lot of time to athletics, such as running, high and long jumping and swimming or rowing. But there is
 10 hardly any sport which does not develop team-spirit in some way. Each schoolboy is taught to regard his own success in these games as less important than the success of the team of which he is a member.

15 Competition between single members of the

essential [isénʃəl]	development [divéləpmənt]
association [əsəʊsiéiʃən]	Rugby [rʌgbi] devote [divóut]
athletics [æθlétiks]	competition [kəmpitiʃən]



school is far less encouraged than competition between the different “houses,” of which every “public school” is made up. Each boy prides himself on being a member of his house, and any prize which he may win brings honour both to him and to his house. But he is prouder still of his school as a whole. This can be seen from any of the inter-school matches in which the schools compete with each other in almost

compete [kəmpít]

every game.

There is yet another aspect to this spirit of local patriotism; the boys are taught both in victory and defeat to behave as sportsmen. The visiting team is applauded and encouraged by the spectators from the beginning of the game onwards; and the victorious team, whichever it may be, cheers the losers at the end. There is no one in any school who dares
 10 to disregard these rules of the games.

One leading authority on education once said: “Can any one doubt that the training afforded by team-games produces the unselfish player and the good loser, who are, both of them, fine
 15 examples of the English sportsman?” Another said that it would be a national disaster if anything should be allowed to take the place of the traditional school-games.

patriotism [pætriətɪzəm] applauded [əplɔːdɪd]
 spectators [spektətəz] losers [lʊːzəz] authority [əˈθɔːrɪti]
 disaster [dɪzɑːstə] traditional [trədiʃnəl]

局面

精力
given

GRAMMAR

(1)

In every English school, sport **plays a** very important **part**.

Paper has come **to play** such **an** important **part** in our daily life that the stoppage of its supply for one day would amount to a calamity.

(2)

Competition is encouraged more between the different “houses,” **of** which every “public school” **is made up**.

LESSON 15

HOLD ON! 或 Hold hard = stop!

"I shall never be able to do it, never," said a young Greek as he wandered up and down on the seashore near Athens.

"What is the matter?" asked an old man who had noticed his despairing face.

"I tried to make a speech to the people of Athens, but when I stammered and got short of breath, the crowd laughed at me, and interrupted me with their shouts and jeers. I shall never become a fine speaker."

"Don't be a coward," replied the old man. "You must train yourself, exercise yourself, drill yourself, and hold on, and persevere."

The young Greek's name was Demosthenes. He made up his mind to fight his trouble and

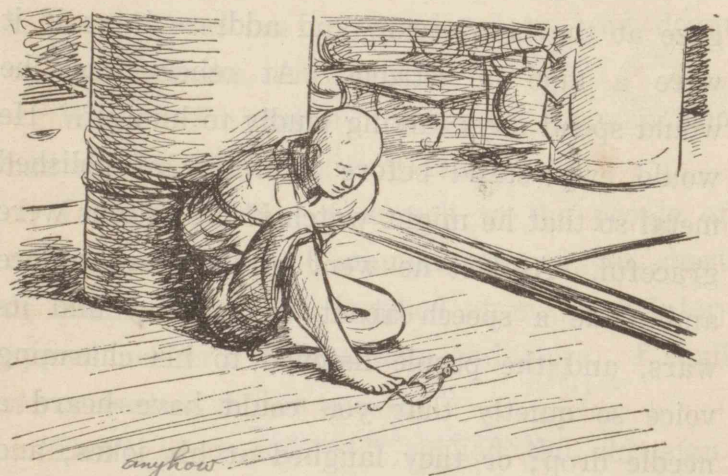
despairing [dispéəriŋ] stammered [stæməd] jeers [dʒiəz]
drill [dril] persevere [pə:siviə] Demosthenes [dimósθəni:z]

master it. He would even make the trouble greater on purpose! In his mouth he placed little pebbles, and then, standing in a lonely place by the sea, he would struggle to say his words as clearly as he could. He would gaze at the blue ocean, and address it as if it were a mob of citizens. At other times he would spend days talking loudly to himself. He would even stand before a mirror of polished metal so that he might watch if his actions were graceful. At last he went to the market-place and made a speech about the country and its wars, and the people listened to his charming voice so quietly that you could have heard a needle drop; or they laughed at his jokes; and sometimes, when he said a sad thing, they bent their heads and wept. He had made himself an orator.

Now let me tell you a Japanese legend.

pebbles [péblz] orator [órətə] legend [lédʒənd]

“Tie him to the pillar of the temple,” bade the master of the priests. The young Japanese, Sesshu, was fastened by cords to the pillar and left alone. What wrong he had done to vex ^{anger} the chief priest of this Buddhist temple I do not



^{anyhow} know. Well, there was Sesshu in misery. The tears fell down his cheeks and on to the temple floor. After a little (time) ^{phrase prep.} he noticed the tear-drops on the ground. ^{from behind the curtain.} Hardly thinking of what

bade [bæd] priests [pri:sts] Buddhist [búdist]

he was doing, he dipped his toe (his feet being naked) in the water and began to draw with this very curious pencil on the floor. What did he draw? He drew a rat. So lifelike did he draw it that, so the legend says, the rat started

結果

⁵ into life and jumped! Sesshu drew another with his salt tears, and this one also became alive. Before long a troop of these animals were racing round the clever artist who had brought them into the world. I told you how he ¹⁰ was tied by ropes to the pillar. The rats began to gnaw the ropes that bound Sesshu. When the chief priest came near they rushed away, but not before he had caught sight of them. He set Sesshu free, and told him to follow his art. ¹⁵ Sesshu went to China and beyond. ^{inclinations} Wherever

觀察

he went he studied woods, mountains, streams, and he drew them again and again in such lovely pictures that his works are admired now, more

naked [néikid] salt [sɔ:lt] gnaw [no:]

than 400 years after his tears fell. He had held on and improved and improved.

We go now to Africa.

A man in South Africa picked up a small piece of stone. It was dirty and rough.

"Make me beautiful" said the stone.



"I shall have to hurt you, and your tears will flow," said the man.

"I will bear it, even if I weep."

So the craftsman put the stone in a vice tight, and cut it with a sharp tool.

"Oh," cried the stone. And he ground it till

dust fell all about it.

craftsman [kró:ftsmən]

vice [vais]

tight [tait]

"Oh!" cried the stone.

And he polished it very hard.

"Oh!" cried the stone.

And he set it in a crown, and on a sunny day the queen wore the crown, and the stone—it was a diamond—sparkled in rays of crimson and green and yellow and silvery white and glory.

GRAMMAR

(1)

He **would** even make the trouble greater on purpose.

He **would** gaze at the blue ocean and address it.

He **would** even stand before a mirror so that he might watch if his actions were graceful.

crimson [krímzn]

(2)

Hardly thinking what he was doing, he began to draw on the floor.

=Sesshu, who hardly thought what he was doing, began to draw on the floor.

Little dreaming that he was addressing a prince, the boy was anything but courteous.

=The boy, who did not suspect (or as he did not suspect) that he was speaking to a prince, was not at all courteous.

SHAMMAID

(1)

LESSON 16

OUR DEBT

From the moment we are born we cannot live alone; we stand in continual need of the assistance of all around us, for body, and soul, and spirit; we need clothes, which other men make; houses, which other men must build; food, which other men must produce; we have to get our livelihood by working for others, while others get their livelihood in return for working for us.

As children, we need our parents to be our comforters, to take care of us in body and mind. As we grow up we need the care of others; we cannot exist a day without our fellow men; we require teachers to educate us; books and masters to teach us our trade; and when we

debt [det]	continual [kəntɪnjuəl]	soul [soul]
livelihood [laɪvlihud]		exist [ɪgzɪst]

have learnt it and settled ourselves in life, we require laws made by other men, perhaps by men who died hundreds of years before we were born, to secure to us our rights and property, to secure to us comforts in our station; and we need friends to comfort us in sorrow and in joy.

Now, when we think of all this, can we say we owe nothing to our fellow creatures? And it may truly be said that the richer we are, the stronger we are, the better opportunities we have and the better educated we are: the greater is the debt.

several ways
Some of you may know that there is more than one way of paying a debt. Now when a debt is paid in any other form than money, we say it is paid in kind. And it is in kind that

property [prɒpəti] secure [sɪkjʊə]

we pay this great Debt of which I have been speaking. *respected, esteemed*

A much valued workman was once asked by his master what he did with his wages. "Half I spend, a fourth I lend, and with a fourth I pay old debts," was the reply. His master was puzzled and asked him to explain. "Well," was the answer, "half I spend on the bare necessities of life; with a fourth I pay for the education of my children, and teach them a good trade, so that when I am old they may repay me, and help me when I can no longer work; the fourth part with which I pay old debts, I give to my old parents, who did so much for me, and to whom I owe everything."

valued [vælju:d] wages [weɪdʒɪz] repay [rɪpeɪ]

LESSON 17

SAVED FROM THE SEA



A storm is raging along the English coast. A life-boat is nearly ready to make its way to a ship which, at some short distance from the land, is showing signals of distress. The life-boat
5 still needs one man.

Ned Brown, a fisher-lad and a good sailor,

raging [réidziŋ]

distress [distrés]

wishes to fill the place. But first he bends down gently to a woman who stands beside him, and says to her in a clear, brave voice, "Mother, will you let me go?"

The mother has been a widow only six 5 months. Her husband was a fisherman. He had put out one day during the previous spring in a small fishing-boat upon a calm sea. A sudden and terrible wind came on; pieces of the boat were seen next morning, but the 10 fisherman returned no more.

A fierce refusal rises to the woman's lips. But her sad eyes move slowly towards the helpless ship. She thinks of the many lives in danger within it, and of many distant homes 15 threatened with loss of their loved ones.

She turns to her boy, and in a voice as calm and brave as his own, "Go, my son," says she, "and may God bring you back safe to your

terrible [térbəl]

refusal [rifjú:zəl]

threatened [θrétnɪd]

mother's arms."

She leaves the beach in haste and seeks her lonely home; and thinks of her old sorrow and her new fear.

5 Morning dawns again. The storm ^{has abated} is over. The waves are tossing their heads, but the sea will soon be calm. A fine ship has gone down upon the ^{海面上} waters, but the life-boat has nobly done its work, and all in the ship have been
10 saved.

Why does Ned Brown ^{linger} outside his mother's door? He has ^{shown} himself the bravest of the brave throughout the night. Why does he hold back?

15 Beside him stands a tall, worn man; a man whom he has saved from a ^{水死} watery grave; a man whose eyes, full of tenderness, never leave his own. Around the two are many villagers; hands are extended to the man and happy words

dawns [dɔ:nz] tossing [tɔ:siŋ] tenderness [téndənɪs]

are spoken.

"Who will dare to tell her?" So says one with a voice well-nigh choked with feeling.

"I will." And, ^{the next} in another moment, Ned Brown enters the house, and is in his mother's ^{arms} arms.

"Mother, listen. I have a tale for your ears. One of the men saved last night is a fisherman. A storm had overtaken him upon the sea several months ago. He was seen and saved by a ^{foreign} foreign ship. The ship was outward bound.

"Away from home, from wife, from friends, the man was forced to sail. By his wife and friends he was mourned as dead.

"He came to a distant land and set sail again ^{in the first ship bound for England} in the first ship bound for England.

"Last night he found himself within sight of home; but a storm was raging on sea and land, and once more the man stood face to face

choked [tʃoukt] overtaken [ɔvətéikən] mourned [mɔ:nd]

with death. Help came in his need. Mother, try to bear the happy truth.

“When your brave heart—a heart which in the midst of its sorrow could feel for the
5 sorrows of others, sent me forth last night, you



knew not (how should you know?) that you sent me to save my dear father's life.”

Not another word is spoken. A step is heard;

the rescued man stands by his own fireside. With a cry of wild joy the mother rushes forward and falls into his arms.

GRAMMAR

(1)

A storm is **raging** along the English coast. A life-boat is nearly ready to make its way to a ship which is **showing** signals of distress.

The carnage of Delhi lasted from three o'clock in the morning until three in the afternoon. The streets **echo** with the shouts of brutal soldiery. Houses **are set** on fire, and hundreds **perish** in the flames.

(2)

The mother **has been** a widow only six months. Their father **has been dead** sixteen years now.

LESSON 18

NEW YORK



THE SKY-LINE OF NEW YORK.

New York is the second largest city in the world. Only London can claim to come before it in size and importance. Its population is strictly just under five millions, but together with the four adjoining suburbs of Bronx, Richmond, Brooklyn, and Queens, Greater New York has a population of nearly ten million souls.

claim [kleim] population [pəpjuːleɪʃən] adjoining [ədʒɔɪnɪŋ]
 Bronx [brɒŋks] Richmond [rɪtʃmænd]
 Brooklyn [brʊklin]

The City itself stands on Manhattan Island, separated from the mainland on the west by the North River, and on the east by the East River, which is really an arm of the ocean. The southern part of Manhattan is devoted to business, and here, too, are the most important public buildings, such as the Custom House, the Post Office, the Court House, and the Hall of Records. The busiest part of all is in the neighbourhood of Wall Street and Broadway. Owing to lack of space, the buildings cannot be extended sideways, and so they are enlarged upwards. They have steel frames, the foundations of which reach down about one hundred feet into the earth. They are called sky-scrapers because they have many storeys and rise to a height of several hundred feet into the sky. The Empire State Building is 1,200 feet high, and has over one hundred storeys. People

Manhattan [mən'hætən] separated [sépəreɪtɪd]
 extended [ɪksténdɪd] enlarged [ɪnlá:dʒd]

ascend to the upper storeys by means of lifts.

New York has been very carefully planned, especially in the northern part. Broadway is the old central street, running almost from north to south. These avenues and streets have no names, but are called by ordinal numerals, or by letters of the alphabet.

Let us imagine that we are standing in Fifth Avenue, where some of the most famous hotels, restaurants, and shops are to be found. The roadway is perfectly straight, as straight as a ruler. The whole place is full of bustle and movement. Hundreds of motor-cars pass us in both directions, gliding swiftly along the smooth roadway. It is dangerous to attempt to cross the street while this traffic is in motion.

Suddenly we notice that all the traffic on one side has stopped. What has happened? The light in the traffic control tower shows red at

ordinal [ɔːdɪnəl] numerals [nɜːmərəlz] attempt [əˈtɛmpt] control [kəntrəʊl]

街路

15

雜音、混亂

the crossroads, and the vehicles must wait until it shows green again. These lights are displayed day and night. Look! The light changes to green, and all the traffic moves forward.

Meanwhile the pedestrians on the sidewalk are hurrying quickly to and fro, as if they had not a moment to lose. There are very elegant shops with exhibitions of all kinds of goods in the show-windows. Besides shops, there are banks, post-offices, police stations, hotels, theatres, cinematographs, and churches. Soon we come to the Public Library, a beautiful building of stone standing alone.

One mile beyond the Public Library lies the Central Park, New York's great breathing-space, with fountains, lawns, and trees. Fifth Avenue borders the park. There is the park on one side, and there are tall buildings on the other. The buildings are not shops, but the

新鮮な
15 空気
一大供給

vehicles [vɪːkɪkɪz] displayed [dɪspleɪd] pedestrians [pɪdɛstriənz] fro [frəʊ] elegant [ɛlɪgənt] theatres [θiətəz] cinematographs [sɪnɪmætəgrɑːfs]



A BUSY THOROUGHFARE IN NEW YORK

stately residences of the rich. Here the million-

residences [rézidənsiz]

aires live.

The Central Park is a perfect oblong, and it has been planned very carefully. It is two and a half miles long, and half a mile wide. Here we can sit and forget that we are in the heart of the metropolis of the western world.

GRAMMAR

(1)

phrase conjunction
The pedestrians on the sidewalk are hurrying quickly to and fro, **as if** they **had** not a moment to lose.

We are always complaining that our days are few, and yet acting **as if** there **were** no end of them.

(2)

phrase preposition
Owing to the lack of space, the buildings cannot be extended sideways, and so they are enlarged upwards.

The flames were extinguished in half an hour, though **owing to** the strong wind the fire for a time threatened to spread.

oblong [ɔblɒŋ]

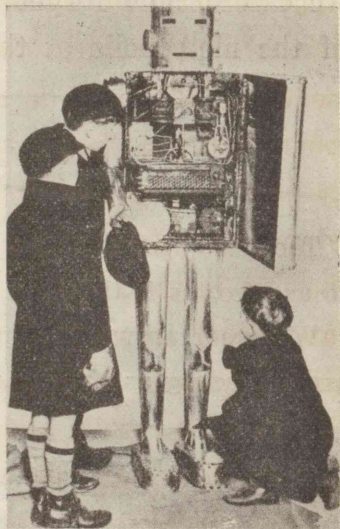
metropolis [mitrɒpəlɪs]

extinguished [ɪkstɪŋgwɪʃt]

LESSON 19

ROBOTS OR MECHANICAL MEN

Have you ever thought how pleasant it would be if we had mechanical servants to do all the hard tasks for us? You would just have to push in a plug and for the rest of the day your mechanical housemaid would dress you, clean your shoes, set the table, cook, wait on you, and in fact perform the hundred and one tasks which no one likes doing very much because we feel we could be occupying ourselves more profitably.



Robots [r'ubɔts] mechanical [mika'nikəl] plug [plʌg]
perform [pə'fɔ:m] profitably [pr'ɒfɪtəbli]

Fantastic as this picture may seem, it is a possibility of the future.

We have not yet invented a true mechanical man. A number of machines have been made that perform the same tasks as a man would do, but the day when we shall have mechanical servants who will do everything at the word of command is a long way ahead. Some years ago a play was produced in London which tried to show what the author thought the world would be like in the future. It was called "R. U. R.," and from it we took the word "Robot." Ever since, people have been busy talking of the wonders of robots, and arguing about the correct pronunciation of the word!

The mechanical man which has been put to all kinds of uses in America is properly named "Televox." There is nothing good-looking about a televox. But he is an excellent servant. In

fantastic [fæntə'stɪk] possibility [pɒsə'bɪləti] author [ɔ:θə]
correct [kə'rekt] Televox [télivɔks] excellent [éksələnt]

Washington he has been installed in a water-works, and in response to a telephone call he will at once state how many feet of water are in the reservoir.

5 There is really no limit to the powers which can be given to the televox. He can be made to look after a baby, feed it at the right hour, light the fire and even put the cat out of doors! But you must always remember that he cannot
10 think. He acts automatically, and if it were not for the inventor, he would be of no more use than so much glass and iron. So I am glad to say that there is no chance as yet of these mechanical men turning to crime and destroying
15 their masters.

All automatic machines are really robots. When you put a penny in the slot and take a bar of chocolate, you are really being served by a robot salesman. The latest automatic sales-

installed [instó:ld] response [rispóns] telephone [télifoun]
reservoir [rézəvwa:] automatically [ð:təmə'tikəli]
crime [kraim] slot [slɒt]



A ROBOT GROCER.

man will perform wonders which make the penny-in-the-slot machine seem tame! When you insert your coin, a pair of fingers grip it to see that it is of the right width or material, another pair to see if it is big enough, and
5 others test it for milling and for the king's head. If it is a bad coin, it is returned to its

insert [insé:t] width [widθ] material [mə'tiəriəl]

owner, but if it is good, a mechanism is set working which immediately delivers your parcel to you.

GRAMMAR

(1)

Fantastic as this picture may seem, it is a possibility of the future.

What we have learned at school, valuable as it is, is only a beginning. The end of our school work merely means the commencement of those experiences which will put to the test the principles we have learned.

(2)

If it were not for the inventor, a televox would be of no more use than so much glass and iron.

Were it not for the abundant rain, the country would be a most desirable place to live in.

mechanism [mékə'nizm]

delivers [dɪl'vəz]

LESSON 20

CAPTAIN OATES



From the day we heard our first story we have all loved a hero. We have loved the man who dared to do a brave thing, whether he lived or died. We have loved the man who cared so much for this beautiful world that even the peril

hero [híərou]

peril [péril]

of his life was not too great a price to pay for serving it.

I want you to remember, however, that it is not in war only that the hero comes. A year or two before the Great War,* the boyhood of one English-speaking race was stirred by the story of one of the bravest heroes who ever walked the earth. As long as books are read and tales are told, the heart of a boy will be thrilled by this story of a man.

He was a young man, with a glorious life opening out before him; and he was one of five men who stood at the South Pole, where, until a month before, no man had stood since history began.

A thrilling thing it must have been for him, and we may be sure that, as he stood there, he was looking forward to the future; thanking God who had brought him safely to that great

* The world war broke out in 1914, and this incident took place in 1912.

thrilled [θrild]

glorious [glóuriəs]

place; wondering what other great events the years would have in store for him; making a hero's resolution that, come what might, the memory of that day should keep him strong and brave and true. And then he turned back, to walk hundreds of miles across the snows to the ship which was waiting to take him to civilization again.

But the cold was almost greater than a man could bear, and his poor limbs were frozen so that he could hardly walk. Yet his mind was bright and his heart was cheerful even while his body suffered an agony of pain, and he kept up with his companions as long as he could move. And then he lagged behind; their day's marches towards the ship were slower and shorter, until it seemed as if these comrades would never see their friends again. One had died already, and the shadow of doom seemed

resolution [rɛzəlju:ʃən] civilization [sivilizéiʃən] limbs [limz]
frozen [frúuzn] suffered [sáífəd] agony [égeni]
lagged [lægd]

to hang over this little band slowly crossing the trackless snows. Unless they hastened their steps, famine and death were certainly awaiting them.

⁵ The terrible truth came home to our hero. For him his comrades were imperilling their lives. They lay down side by side in the tent on the last night they spent together, and the stricken man closed his eyes hoping he might
¹⁰ never wake again.

Freed from the burden of a sick man, the others would go forward, would quickly march across the snows, and in a day or two would be in sight of camp, with food and stores and
¹⁵ friends. And so he prayed that he might not wake when morning came. But morning found him awake again, and his hour had come.

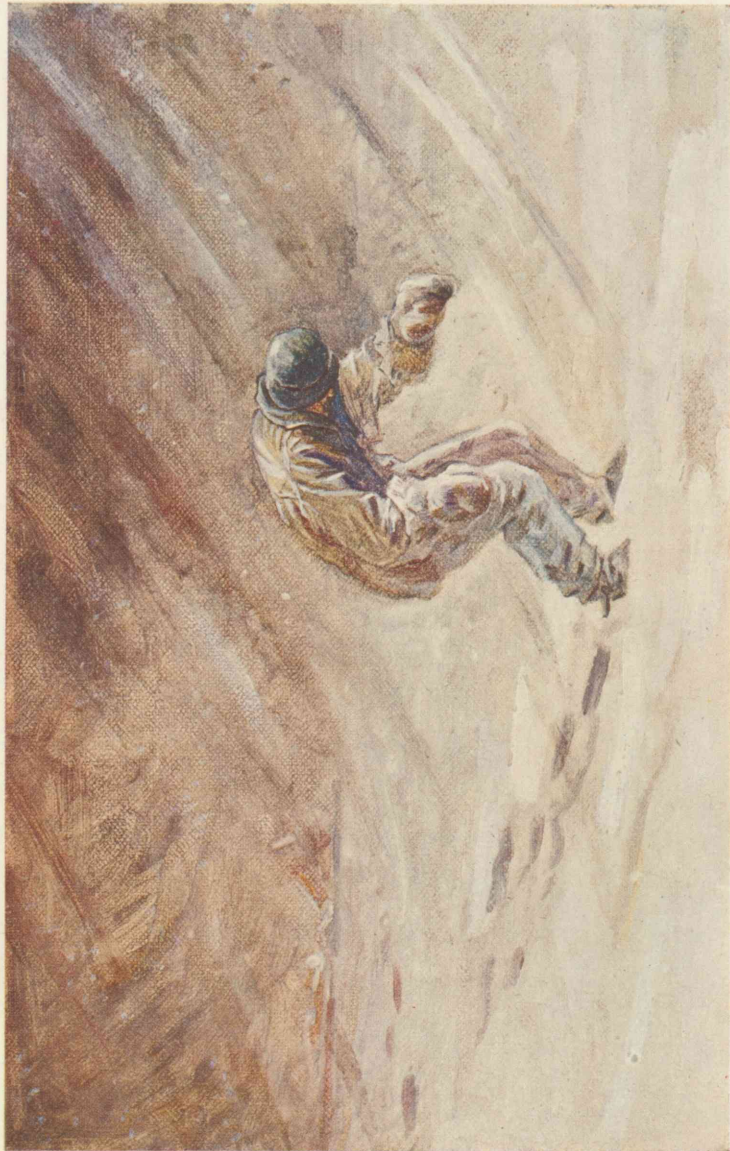
Outside the tent a blizzard blew, a blinding blizzard of snow into which no man could go

trackless [trækli:s]

death [deθ]

prayed [preid]

blizzard [blízəd]



CAPTAIN OATES WALKED OUT INTO THE BLIZZARD.

and hope to remain alive. Our hero, stricken with pain, looked into the eyes of his three comrades. For them remained one chance of life. They should not lose it for his sake. They should not suffer the pain of seeing him die. 5
“I am just going outside,” he said, “and I may be some time.” And then there happened one of the bravest things that ever happened on this earth. Captain Oates walked out into the blizzard. 10

Somewhere in that pathless world he lies; and beyond him, a few miles nearer home, lie his comrades, too. They gave their lives for him who gave his life for them, for they died but eleven miles from camp and friends, and only 15 their devotion to their comrade had kept them back. They lived long enough after him to leave this story for the world.

Captain Scott, their leader, dying himself of

sake [seik]

devotion [divóu[ən]

cold and hunger, wrote these words: "We knew that Oates was walking to his death, but, though we tried to dissuade him, we knew it was the act of a brave man and a gallant English gentleman."
5

Let us grow up with a fervent love of heroes. Nobody who loves a hero can grow up a coward, and the thought of Captain Oates who walked out into the blizzard to save his comrades will
10 give us courage when our hour of danger comes.

hunger [hʌŋgə] dissuade [diswéid] gallant [gælənt]
fervent [fɜ:vənt] coward [kəwəd]

GRAMMAR

(1)

Come what might, (=Whatever might come) the memory of that day should keep him strong and brave and true.

Say what you may, (=Whatever you may say) you cannot lead him into the way of the dishonest.

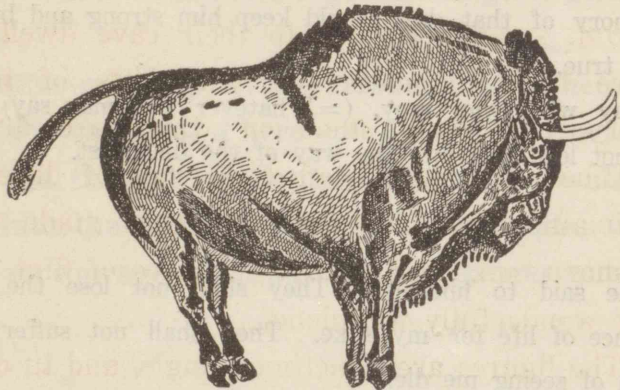
(2)

He said to himself, "They shall not lose the one chance of life for my sake. They shall not suffer the pain of seeing me die."

They **should** not lose it for his sake. They **should** not suffer the pain of seeing him die.

LESSON 21

PICTURE WRITING



A BISON. (DRAWN BY EARLY MEN ON THE WALL OF
A CAVE AT ALTAMIRA, SPAIN.)

Thousands and thousands of years ago, the
only inhabitants of the British Isles and of
Northern Europe were rude savages. Their
dwellings were rocky caves or holes in the
5 ground.

inhabitants [inhæbitənts]

dwellings [dwélinz]

caves [keivz]

It is doubtful if these Old Stone men, as they
are called, could even speak distinctly, although
they could make themselves understood to each
other by means of sounds or signs.

But, strange to say, in their cave dwellings 5
have been found broken fragments of bone,
ivory, horn, and stone on which are drawn
outlines, and even shaded sketches of different
animals. The drawings have been made with
a sharp tool, most probably a piece of flint, and 10
are wonderfully well done.

The figures are sometimes single, and in other
cases are drawn in groups. There are drawings
of a fish, a seal, a bison, a horse, a cave-bear
and a woolly elephant. 15

Thus we find that long before writing was
invented, savage people had learned to express
some of their thoughts by means of pictures.

The Egyptians were probably the first people

doubtful [dáutful] distinctly [distíŋktli] understood [ʌndəstúd]







fragments [frægmənts] ivory [áivəri] outlines [áutlainz]

sketches [skétʃiz] drawings [dró:ɪŋz] seal [si:l]

bison [báisn] Egyptians [idzípʃənz]

to invent a complete system of picture-writing. Their earliest writing consists of rude pictures of animals, plants and objects. By means of these they could tell long stories, and most of
 5 what we know of the early history of the Egyptians was obtained from such writings.

The reading of this picture-writing is very difficult, and famous scholars have given many years of study to the subject. Gradually the
 10 key to the riddle has been discovered, and most

-  *merti, maa* THE TWO EYES, TO SEE.
-  *pet, her* WHAT IS ABOVE, HEAVEN.
-  *âlet* WATER FROM THE SKY, DEW, RAIN.
-  TO SAIL UP STREAM.
-  *nef, tau* WIND, BREEZE, AIR, BREATH.
-  *uua, xet* BOAT, TO SAIL DOWN STREAM.

PICTURE-WORDS.

obtained [əbtéind]

discovered [diskʌvəd]

of the ancient Egyptian records can now be understood.

As time passed, parts of the body of each animal or object were drawn instead of the whole. A feather or beak would stand for a
 5 bird, a ring with a dot in the centre would represent the sun, and so on.

A further stage was reached when a picture came to represent not only words, but ideas or thoughts. Among savage tribes a picture of a
 10 tortoise was used to represent "land" and "safety"; a pipe stood for "peace"; a fowl with outstretched wings meant "haste"; a fire meant a "family circle."

Picture-writing could thus be read by tribes
 15 speaking different languages. But at its best this mode of writing took a long time, and there was always a danger that its meaning might not be clear. Long ages had to pass before pictures

beak [bi:k]

represent [rèprizént]

further [fú:ðə]

stage [steidz]

tribes [traibz]

tortoise [tó:təs]

fowl [faul]

outstretched [autstrét]t]

mode [moud]

or signs were used to express not objects, or even ideas, but sounds.

It is certain that at one time every letter of the alphabet was the picture of some animal, plant or object. Thus the letter D was the picture of a delta of a river, and still bears strong likeness to the triangular tract of land enclosed by two branches of a river where they join the sea.



To us nothing now seems so easy as to express on paper the sounds of our spoken words by means of the 26 simple signs we call the Alphabet. The phrase "as easy as A B C" has become a proverb. Yet the alphabet is the most wonderful, the most difficult, and one of the most important of all human inventions.

delta [délta] likeness [láiknis] triangular [traiénggulə]
phrase [freiz] human [hjú:mən]

GRAMMAR

It is doubtful if these Old Stone men, as they are called, could even speak distinctly.

These buildings are all provided with lifts, or elevators as the Americans call them, to accommodate the people who have to go from one floor to another.

It is a superficial view and a gross mistake to look upon Belgium, as is often done in Great Britain, as a young country.

superficial [sjù:pəfiʃəl]

LESSON 22

KEEPING CHRISTMAS



5

10

15

It is a good thing to observe Christmas Day. The mere marking of times and seasons, when men agree to stop work and make merry together, is a wise and wholesome custom. It helps one to feel the supremacy of the common life over the individual life. It reminds a man to set his own little watch, now and then, by the great clock of humanity which runs on sun time.

But there is a better thing than the observance

agree [əgrí:] wholesome [hóulsəm] supremacy [sju(:)préməsi]
 individual [indivídjuəl] observance [əbzó:vəns]

of Christmas Day, and that is keeping Christmas. Are you willing to forget what you have done for other people, and to remember what other people have done for you; ignore what the world owes you, and to think what you owe the world; to put your rights in the background, and your duties in the middle distance, and your chances to do a little more than your duty in the foreground; to see that your fellow men are just as real as you are, and try to look behind their faces to their hearts, hungry for joy; to own that probably the only good reason for your existence is not what you are going to get out of life, but what you are going to give to life; to close your book of complaints against the management of the universe, and look around you for a place where you can sow a few seeds of happiness—are you willing to do these things even for a day? Then you can

5

10

15

ignore [ignó:] foreground [fó:graund] existence [igzístəns]
 close [klouz] complaints [kəmpléints]
 universe [jú:nivə:s]

keep Christmas.

Are you willing to stoop down and consider the needs and the desires of little children; to remember the weakness and loneliness of people
5 who are growing old; to stop asking how much your friends love you, and ask yourself whether you love them enough; to bear in mind the things that other people have to bear in their hearts; to try to understand what those who live
10 in the same house with you really want, without waiting for them to tell you; to trim your lamp so that it will give more light and less smoke, and to carry it in front so that your shadow will fall behind you; to make a grave for your
15 ugly thoughts and garden for your kindly feelings, with the gate open—are you willing to do these things even for a day? Then you can keep Christmas.

Are you willing to believe that love is the

trim [trim]

strongest thing in the world—stronger than hate, stronger than evil, stronger than death—and that the blessed life which began in Bethlehem nineteen hundred years ago is the image and brightness of the Eternal Love? Then
5 you can keep Christmas.

And if you can keep it for a day, why not always? But you can never keep it alone.

—Henry van Dyke.

GRAMMAR

Are you willing to try to understand what **those who** live in the same house with you really want?

There are two classes of scientists, **those who** want to know and do not care whether others think they know or not, and **those who** do not much care about knowing but care very greatly about being thought to know.

hate [heit]

blessed [blésid]

Bethlehem [béðlihem]

eternal [ité:nl]

LESSON 23

SNOW IN TOWN



Nothing is quite so quiet and clean
 As snow that falls in the night;
 And isn't it jolly to jump from bed
 And find the whole world white?

quiet [kwáíət]

jolly [dʒóli]

It lies on the window ledges,
 It lies on the boughs of the trees,
 While sparrows crowd at the kitchen door,
 With a pitiful "if you please!"

It lies on the arm of the lamp-post, 5
 Where the lighter's ladder goes,
 And the policeman under it beats his arms,
 And stamps—to feel his toes;

The butcher's boy is rolling a ball
 To throw at the man with coals, 10
 And old Mrs. Ingram has fastened a piece
 Of flannel under her soles;

No sound there is in the snowy road
 From the horses' cautious feet,
 And all is hushed but the postman's knocks 15
 Rat-tatting down the street,

boughs [bauz]
flannel [flænl]

butcher's [bútʃəz]

Ingram [íngɾəm]
cautious [kó:ʃəs]

Till the men come round with shovels
 To clear the snow away,—
 What a pity it is that when it falls
 They never let it stay!



LESSON 24

FLYING ON WOODEN WINGS

Did you ever travel on wings of wood, on wings that are long and flat with up-curved fronts? Skis are real wings of wood. How the ski runner or jumper can skim the surface of the snow and whiz along with them! 5

The snow is a glorious white route for the skierunner. He can skim across the snow much faster than he can walk., In a skierunning contest, he may travel over many miles of difficult country. Sometimes it is level; again it 10 is up hill and down dale. Sometimes it is over buried fences and ditches. Sometimes the path is narrow. Sometimes it is through forests where the trees are like sentinels standing together. But the skierunner goes over tricky 15

up-curved [ápkó:vð]	whiz [wiz]	route [ru:t]
contest [kóntest]	buried [bérid]	ditches [dítʃiz]
path [pa:θ]		sentinels [séntinlz]

runs that lead up and down the mountain side.

In many parts of our country winter sport meets are held. At these meets races are an important sport. There are skating races, 5 snow-shoe races, ski jumping, and hockey. But ski jumping is the king of winter sports. It is thrilling and it is daring. It always means a high, steep hill. Sometimes a high tower is built with a slide and a jumping-off place which 10 you must have seen in pictures.

When the note of the bugle sounds from the judges' stand, the flyer slips into the runway. Like a bird, the ski jumper poises at the top of the slide. Far below him is the hillside. Per- 15 haps hundreds of spectators are breathlessly watching him. Is he afraid? Perhaps! But he is a trained skier, and with that training has come courage. He knows how to fly with wooden wings.

hockey [hóki]

bugle [bjú:gl]

poises [póiziz]

He starts from the top of the tower and glides down the steep slide. Faster and faster he comes. As he nears the end of the runway, he crouches low. This gives speed to his take-off. With a spring he shoots out into the air. With 5 his body erect and arms outstretched, he is like a great, dark bird as he skims through the air.

Before his skis have touched the snow again, he has covered perhaps a hundred feet or more from the take-off. He lands and goes skimming 10 on along the level ground, and with a turn of his skis, he whirls and faces the judges.

The spectators, whose eyes have never left his flying figure, sigh with relief and clap with admiration. They are glad that he has landed 15 safely and they are thrilled at his skill. In one such case the skier had jumped one hundred and seventy feet. Perhaps you live where the city lots are fifty feet wide on the street. Think of

crouches [kráutʃiz]

erect [irékt]

jumping more than three times the width of one of these lots.

Sometimes two jumpers make the flight together. When the National Ski Association
5 of America met in Duluth, two skiers made a double flight. Hand in hand they came down the chute. With perfect ease, their skis parallel, they flew through the air. They landed with dignity and rode to the end still holding hands.
10 The spectators were speechless. It was as if two graceful birds had skimmed through the air and alighted.

The Scandinavian people excel in winter sports. Children learn to stand on skis almost
15 as soon as they learn to walk. Boys and girls of Norway, Sweden, and Finland are measured for their first pair of skis when they are three years old. By the time they are nine or ten, they are like swallows darting swiftly over the

Duluth [dju:lú:θ] chute [ʃu:t] parallel [pærəlel]
dignity [díginiti] Scandinavian [skændinéivjən]
excel [iksél] Norway [nó:wei] Sweden [swí:dn]

snow. People there often travel on skis instead of walking during the long winter.

The skis are usually made of spruce, pine, birch, maple, or ash. They are an inch or less in thickness and from three to four inches broad. 5
The length of the ski that anyone needs depends on his height. To find out the length of your ski, stand erect with your arms stretched over your head full length. The ski which will just pass under your finger tips as it stands upright 10 is the correct length. The back end of the ski is square. The toe end is curved slightly. The tip is pointed.

High heavy boots with stiff soles and a groove in the heel are worn by skijumpers and 15 runners. The boots are large sized because there must be room for three pairs of stockings. Woolen stockings that turn down over the top of the boots are good top stockings.

spruce [spru:s] birch [bɜ:tʃ] groove [gru:v]

If you live in a hilly country where the snow is deep in winter, you can have wonderful sport on skis. It will take some practice to learn to use them, just as it will to learn to skate. But it is like skating over the fields and down the hills. You will have some tumbles and get a few bumps, but it is good sport for live, active boys and girls.

GRAMMAR

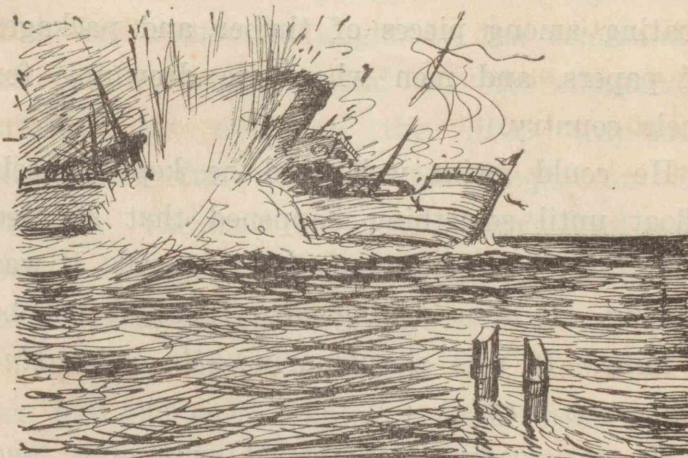
The country is nearly **twenty times the size** of our country.

It is better to accomplish perfectly a small amount of work than to half-do **ten times as much**.

bumps [bʌmpz]

LESSON 25

THE FLAG COMES UP



A young lieutenant was walking up and down a trawler.

Suddenly the lieutenant's eye saw a long white streak, not like the harmless streak of breaking waves, but ominous in its meaning. 5

lieutenant [leftənənt] trawler [trɔ:lə] streak [stri:k]

It was a thing of death that was creeping on, the mechanical miracle that we call a torpedo. It struck the little vessel; there was a great explosion; and the lieutenant found himself
5 floating among pieces of timber and packages of papers, and men who were drowning for their country.

He could swim well, and he kept himself afloat until something happened that startled
10 him. His foot touched something hard. It was moving. It was coming up. It could not be a mine. It was a submarine—the submarine that sank them.

He got ready. He stopped swimming, and
15 fixed himself on the deck of the submarine emerging from the waves. He took a pistol from his pocket, and thanked God that some inventor who may have starved to death had invented waterproof pistols. He sat down

miracle [mɪrəkl] torpedo [təˈpiːdɒ] explosion [ɪkspləʊdʒən]
pistol [pɪstl] starved [stɑːvd] waterproof [wɔːtəpruːf]

and kept his eye on the little trap-door. There was no other way out. That door must open, and some one must pop out his head to see how things were progressing, and that some one might be the commander
5 of the submarine. And so the lieutenant waited, his eyes on the little trap-door, his pistol fully loaded, his finger on the trigger. The door did open, a man's head came out, a British bullet pierced his brain, and his
10 body fell across the doorway.

We may doubt if any crew that ever went to sea has had such a thing to talk about as the men in that submarine had for the next half-hour. They may have thought that these
15 amazing British people had found some way to put a sentinel of death waiting for submarines emerging from the waters; they may have thought there was a boat near; they may even

commander [kəməndə] trigger [trɪgə] bullet [bʊlɪt]
crew [kruː] amazing [əˈmeɪzɪŋ]

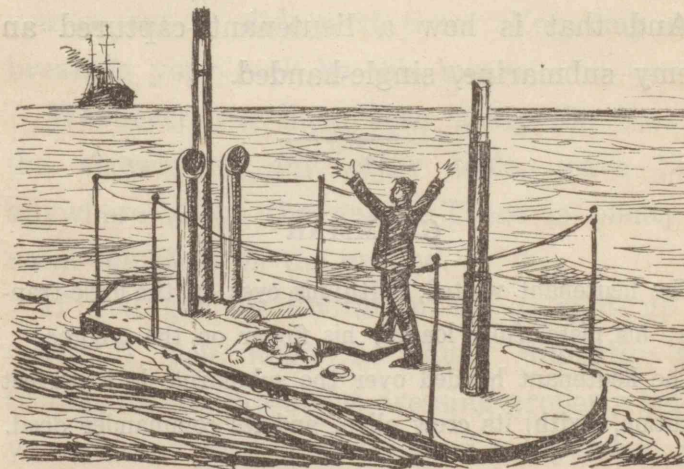
have guessed what had actually occurred. They must have prepared to submerge again.

But the young lieutenant had them fast. He sprang on the dead commander, for such was this man, as a hawk swoops on its prey, 5 clutched him and pulled him forward, and sat on his shoulders so that the legs blocked the open door, and the submarine could not dip. The crew were held in some mysterious grip, 10 unable to go down, not daring to come up. What were they thinking? If by this time they had guessed exactly what had happened, they must have thought that at most the man up there could have but five more shots—a drown- 15 ing man could hardly have had a reserve supply of shots, and one of his six had gone. Were there five men down below who dare creep up in single file and risk their lives?

The lieutenant waited. Would they dare to

guessed [gest]	submerge [sʌbməːdʒ]	hawk [hɔ:k]
swoop [swu:p]	prey [prei]	clutched [klʌtʃt]
shoulders [ʃouldəz]	blocked [blɒkt]	grip [grip]
	reserve [rɪzə:v]	

come out one by one, or would they find some way of shutting the door, or would they wait till he was numb and stiff, and could not aim? Would he sit there for hours until dark, and slip off and drown after all? It grew colder 5 and colder. His limbs ached, but he held his pistol and kept his eye on the door.



And then a stream of smoke came across the sea, and this man moved his eyes for an instant.

numb [nʌm]	stiff [stɪf]	aim [eɪm]
------------	--------------	-----------

He saw the British flag. A British destroyer was coming swiftly towards him, and the ship came up in time. In a minute or two it was at his side, and the lieutenant handed over to
5 its captain the German submarine in a perfect condition, its crew alive, and its commander dead.

And that is how a lieutenant captured an enemy submarine, single-handed.

GRAMMAR

The lieutenant waited, (**with**) his eyes on the little trap-door, his pistol fully loaded, his finger on the trigger.

The lieutenant handed over the submarine in a perfect condition, (**with**) its crew alive, and its commander dead.

captured [káptjəd]

LESSON 26

THE CODE BARBARIAN

When you come in from sliding, leave your sled in the yard upon the snow. It will rust the irons a little and prevent its going too fast when you go out to slide next time. You may save breaking your neck by this means. 5

Whenever you have been using the hoes or the shovels or any other tools, leave them anywhere about the yard. There is plenty of room for them on the ground.

If you get an invitation for a visit up in 10 town, if you make as much difficulty and trouble as you can about dressing properly before you go, and then are rude and noisy when you get there, it will do a great deal towards preventing your being troubled with future 15

code [koud]

rust [rast]

hoes [houz]

invitations.

If you lose your knife or anything, it is a convenient plan to tell some other boy that you lent it to him one day and you have not seen
5 it since. This throws the responsibility on his shoulders. So, if you cannot find your hat, you can insist upon it, that you hung it upon its nail.

If you get a new knife, or if you borrow
10 one, start boring a hole with the point or digging out a boat. The advantage of this is that you will soon break the point, and after that you will be in no danger of pricking yourself.

15 Whenever it rains or looks very much like rain on holidays, always form some plan for a fishing excursion, or going up into the woods, or some other out-of-door expedition, where you can't go except in pleasant weather and then

responsibility [rɪspɒnsəbɪlɪti] insist [ɪnsɪst] boring [bɔːrɪŋ]
expeditions [ɛkspɪdɪʃənz]

set your heart upon it so strongly that you can't enjoy any other plan. By this means you can spend the day in watching the clouds, fretting and wishing that it would clear up, and that will keep you out of mischief. 5

When you go off on expeditions and are going through rough and difficult places, the larger boys ought to run on as fast as they can, scrambling over logs, jumping the fences and leaping the brooks, so as to leave the smaller
10 and weaker boys behind. This will be an especially good plan if there should be one boy considerably younger than the rest. If he gets tired out and left hopelessly behind, it is no matter. What business has he to be so young
15 and little?

When you fish, it is a good plan for two or three of you to put your lines in very near the same place, so if a lazy sucker should come

scrambling [skræmblɪŋ] considerably [kɒnsɪdərəbli]
sucker [sʌkə]

along, he would be perplexed to know which to bite.

When you come home, throw your poles and lines down anywhere, especially where they will get wet. Fishing lines are made to get wet. Be sure and leave the old bait on the hook. It will harden there and keep the hook from sticking into anybody.

—Lyman Abbott.

GRAMMAR

(1)

The larger boys ought to run as fast as they can, so as to leave the smaller boys behind.

We ought to try to keep ourselves calm and watchful, so as to be able to do all that can be done in case of danger.

(2)

Some step will have to be taken, in case there should be any accident.

perplexed [pəplékst]

bait [beɪt]

LESSON 27

SOME STRANGE FISHES

A poor little boy in an orphan home was asked if he remembered his father and mother. His reply was that he had no parents, but was born an orphan. It might be said with truth about most fishes that they are born orphans.

The eggs from which they are hatched are laid by their mothers in the water, and left alone. From the moment that the young fish leaves the egg, he begins the battle of life all by himself. A real battle this is, too, from beginning to end, for the rule among the ocean tribes is "eat or be eaten."

The main business of a fish is to hunt for food. Very few fishes content themselves with a vegetable diet. They prey on each other, the

hatched [hætʃt]

diet [daɪət]

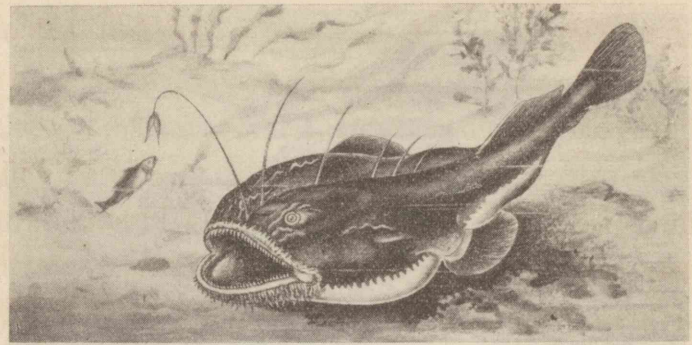
bigger capturing and eating the smaller. Most fishes are cannibals, who greedily swallow the young of their own kinds.

This dreadful life has taught them not only how to kill, but how to avoid being killed. The little perch, for example, is more than a match for that heartless ruffian the pike, who thinks twice before he attempts to swallow the little fellow, for on the perch's back stands a row of spines, sharp and stiff as spears.

That strange creature, the cuttle-fish, has an odd way of getting on in life. He belongs to a class of sea animals called head-footed, because their legs are joined to their heads. He carries a bag of ink, with which he defends himself. When attacked, he darkens the water with the ink, so that his enemy cannot see him, and, under cover of the cloud, he makes his escape.

The upper jaw of the sword-fish is lengthened

cannibals [kæ'nibəlz] dreadful [drédful] avoid [ə'vɔɪd]
ruffian [rʌfjən] perch's [pɜ:tʃɪz] spears [spiəz]



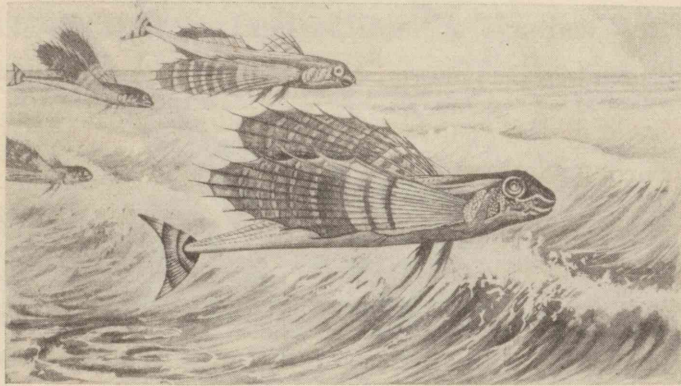
FISHING FROG.

into a long, sharp sword. The sawfish carries a flat sword, on each side of which is a row of sharp teeth, like those of a saw.

The angler-fish, or fishing frog, which we think would scarcely be awarded the prize for beauty among fishes, is quite a clever fisher in his way. From the upper part of his head, several long, bending spines shoot out, the foremost of which has a broad shiny tip.

Lying hidden in the sand or mud, with nothing except the spines sticking out, the angler waves

angler-fish [æŋglə'fɪʃ] awarded [ə'wɔ:ɪdɪd] foremost [fɔ:məʊst]



FLYING-FISH.

these about gently. Thinking that the bright tip is something to eat, a little fish swims up, but in a moment he becomes the prey of the artful fisher.

5 The flying-fish, which lives in the warmer seas, escapes from his enemies by rising into the air. He does this by means of his fins (see diagram, on this page), which are so long that they serve him as wings, with which he
10 can fly several hundred feet, before returning

to the water.

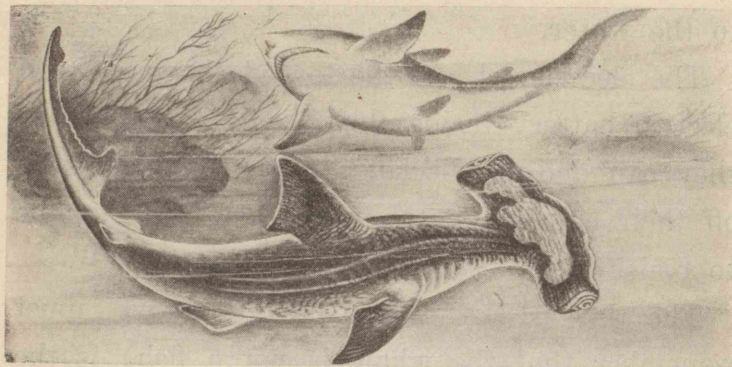
The electric eel and the torpedo have each an electric battery inside their bodies, with which they can deliver shocks strong enough to keep off their enemies, or to make their prey unable
5 to resist them.

The largest of all fishes (for we must remember that the whale is not a fish) is the white shark, which, on account of his greed and cruelty, has been named the tiger of the ocean.
10 His wide mouth is armed with rows of powerful teeth, which have been known to cut the body of a man in two at a single bite.

He is a frequent follower of ships in warm climates, looking for the waste matter thrown
15 overboard, but, as the sailors dislike the monster, they take whatever means they can to get rid of him.

Their usual way is to bait a large hook with

battery [bæ'təri] deliver [dɪ'lɪvə] whale [weɪl]
frequent [frɪ:kwənt]



HAMMER-HEADED SHARK.

a piece of pork, which they pass over the stern of the ship, to trail in the water. The shark greedily swallows both bait and hook. He is then drawn on board, and quickly killed.

5 The most curious member of the shark family is the hammer-headed shark. His head extends out on each side, just like the head of a hammer, whence his name. The eyes are placed one at each end of this strangely shaped head. This
10 shark also is a very fierce animal, and will

stern [stɜ:n]

hammer-headed [hæmə'hɛdɪd]

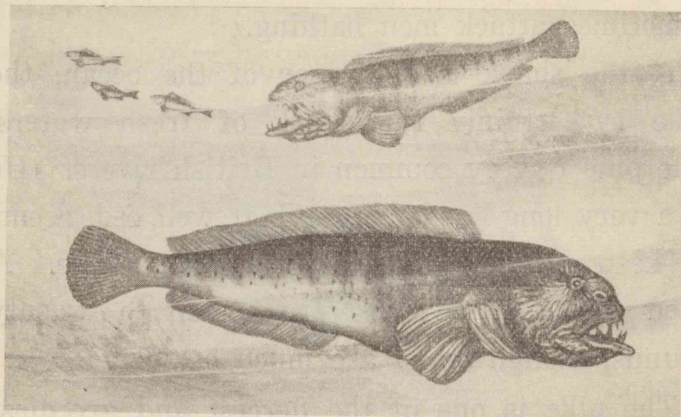
sometimes attack men bathing.

If the shark is the tiger of the ocean, the pike is certainly the shark of fresh waters. The pike is very common in British rivers. He is a very long-lived fish, and, if well fed, seems
5 to keep growing during most of his life. A good specimen weighs from ten to twenty pounds, though many are much heavier.

The pike is one of the fiercest and greediest of fishes, and no other fish that he can swallow
10 is safe for a moment in his neighbourhood. He will even drag a young duck under the water; and he has been known to seize the head of a swan, as the bird was in the act of dipping. A pike was killed which contained in his
15 stomach a second pike, and, when the latter fish was opened, he, in his turn, was found to have swallowed a water-rat!

One of the ugliest monsters of the deep is the

specimen [spɛsɪmɪn]



SEA-WOLF.

sea-wolf, sometimes called the sea-cat. He is usually from three to six feet long, but is sometimes larger. He has a round head, a wide mouth, and powerful jaws, armed with two rows of sharp teeth, which give to the creature a fierce and cruel look.

When the sea-wolf is taken by fishermen, he must be killed or stunned as quickly as possible, so fiercely does he struggle and bite.

sea-wolf [sí:wúlf] jaws [dʒɔ:z] rows [rouz]
 struggle [strágl]

In his rage, he often grips the gunwale of the boat between his teeth, and lifts himself erect into the air, tail upwards.

GRAMMAR

(1)

His head extends out on each side, just like the head of a hammer, **whence** his name.

Marathon is a plain, about 20 miles from Athens. An Athenian soldier ran this distance without stopping in 490, B. C. **Hence** the name of a Marathon race.

(2)

It might be said with truth about most fishes that they are born orphans.

You **might almost say** that John is a Japanese; he was born and brought up in Japan, and went to school with Japanese boys.

LESSON 28

TRUE LIBERTY

People talk of liberty as if it meant the liberty to do just what a man likes. I call that man free who is able to rule himself. I call him free who fears doing wrong, but fears
5 nothing else. I call that man free who has learned the most blessed of all truths—that liberty consists in obedience to law. He is not free because he does what he likes, but he is free because he does what he ought.
10 Some people think there is no liberty in obedience. I tell you there is no liberty except in loyal obedience. Did you ever see a mother kept at home, a kind of prisoner, by her sick child, obeying its every want and every wish?
15 Will you call that mother a slave? Or is this

liberty [lfbæti] obedience [obí:djəns] loyal [lóiəl]

the obedience of slavery? I call it the obedience of the highest liberty—that of love.

We hear a great deal in these days about rights. I can see nothing very noble in a man who is forever going about calling for his rights. The cry of, “my rights and your duties,” we should change to something nobler. If we can say, “My duties and your rights,” we shall learn what real liberty is.

GRAMMAR

It does **not** necessarily follow that **because** a man is learned his conduct is always good.

Because a bird lives in a chimney, he need not be smutty.

slavery [sléivəri] smutty [smáti]

LESSON 29

THE MAN WORTH WHILE

It is easy enough to be pleasant

While life flows by like a song,

*But the man worth while is the one who will
smile*

5 *When everything goes dead wrong.*

For the test of the heart is trouble,

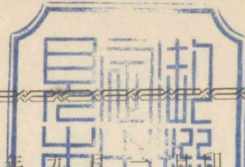
And it always comes with the years,

And the smile that is worth the praises of earth

Is the smile that shines through tears.

—Ella Wheeler Wilcox.

test [test]



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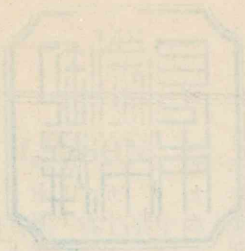
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