

教育部審定
ENGLISH READERS
FOR
SENIOR MIDDLE SCHOOLS
BOOK ONE

新課程標準世界中學教本
高級中學學生用

高中英語讀本

第一冊

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LESSON 1

THE SCHOOL

EDMONDO DE AMICIS

Edmondo de Amicis (1846-1908) was an Italian writer, whose "Heart," or "A Schoolboy's Journal," is said to be the best book for boys that has yet been written. From "Heart" this selection is taken.

Yes, study comes hard to you, my dear Enrico, as your mother says: I do not yet see you set out for school with that resolute mind and that smiling face which I should like. You are still unwilling. But listen; reflect a little! How poor and pitiable your day would be if you did not go to school! At the end of a week you would beg with clasped hands that you might return there, for you would be eaten up with weariness and shame; disgusted with your sports and with your existence. Everybody studies now, my child. Think of the workmen who go to school in the evening after having toiled all the day. Think of the women, of the girls, of the people, who go to school on Sunday, after having worked all the week. Think of the soldiers who turn to their books and copy-books when they return exhausted from their drill! Think of the dumb and the blind who study, nevertheless. And last of all, think of the prisoners, who also learn to read and write.

Reflect in the morning, when you set out, that at this very moment, in your own city, thirty thousand other boys are going like yourself, to shut themselves up in a room for three hours of study. Think of the army of boys who, at nearly this precise hour, are going to school in all countries. Behold them with your imagination, going, going, through the lanes of quiet villages;

through the streets of the noisy towns, along the shores of rivers and lakes; here beneath a burning sun; there amid fogs, in boats, in countries which are cut with canals; on horseback on the far-reaching plains; in sledges over the snow; through valleys and over hills; across forests



and torrents, over the solitary paths of mountains. They are going alone, in couples, in groups, in long files, all with their books under their arms. "Millions and millions, clad in a thousand ways, speaking a thousand tongues, from the most remote schools in Russia, almost lost in the ice, to the furthestmost schools of Arabia, shaded by palm-trees, are going to learn the same things, in a hundred varied forms." Imagine this vast, vast throng of boys of a hundred races, this immense movement of which you form a part. And remember, if this movement were to cease, humanity would fall back into barbarism. This movement is the progress, the hope, the glory of the world.

Courage, then, little soldier of the immense army! Your books are your arms. Your class is your squadron. The field of battle is the whole earth. The victory is human civilization. Be not a cowardly soldier, my Enrico.
Your Father.

CONVERSATION

1. To whom was this letter sent?
2. How did his father know that Enrico was unwilling to study?
3. Why would Enrico beg at the end of a week that he might return to school if he did not go there?
4. Name five kinds of people in your city who study in evening schools.
5. Where is the burning sun strongest?
6. What country is known as cut with canals?
7. Which schools are almost lost in the ice?
8. Which schools are commonly shaded by palm-trees?
9. For what is this immense movement of learning?
10. Why are you like a soldier?

GRAMMAR

The Parts of Speech.—In the expression of thought, the various words of a sentence have different use. With regard to their use in the sentence, words are classified into eight Parts of Speech: Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions, and Interjections.

Nouns.—A Noun is the name of a person, place, or thing. Nouns may be divided into two classes: Proper Nouns and Common Nouns. A Proper Noun is the name of a particular person, place, or thing. Ex. Enrico, Russia, The Standard English Readers. Common nouns may be divided into four classes:

Common	{	Individual (any thing of a class). Ex. book, school, city, etc.
		Collective (a group of things). Ex. army, group, throng, etc.
		Material (what a thing is made of). Ex. wood, stone, paper, etc.
		Abstract (quality, state, or action). Ex. weariness, civilization, movement, etc.

Number.—Nouns may be Singular or Plural in number. The Singular Number denotes only one person, place, or thing. Ex. boy, school, book, etc. The Plural Number denotes more than one person, place, or thing. Ex. boys, schools, books, etc. Most nouns in English form their plural by adding -s to the singular. But, besides this regular way, there are five exceptions:

1. Nouns ending in *s*, *x*, *sh*, or *ch* add *-es*. Ex. glass, glasses; box, boxes; brush, brushes; church, churches; etc.
2. Nouns ending in *y* after a consonant add *-es* after changing *y* into *i*. Ex. city cities; lady, ladies; fly, flies; etc.
3. Nouns ending in *f* or *fe* add *-es* after changing *f* or *fe* into *v*. Ex. calf, calves; leaf, leaves; wife, wives; etc.
4. Nouns ending in *o* after a consonant add *-es*. Ex. negro, negroes; echo, echoes; volcano, volcanoes; etc.
5. Irregular plurals: foot, feet; goose, geese; tooth, teeth; man, men; louse, lice; mouse, mice; ox, oxen; child, children; deer, deer; sheep, sheep; etc.

EXERCISE

1. Give the names of five boys and five girls.
2. Give the names of five countries.
3. Give the names of ten places.
4. Pick out ten abstract nouns from the reading lesson.
5. Pick out five collective nouns from the reading lesson.
6. Give the plural numbers of: school, face, child, workman, woman, girl, soldier, city, army, country, fog, file, tongue, race, glory, class, wife, negro, sheep.

LESSON 2

POVERTY (1)

Poverty is an old woman who lives in a small village. She is poor and alone in the world. She has only a cat for her companion, which seems as old as she.

The house, in which she lives, is small and the garden, which surrounds the house, is filled with weeds. But in front of the house there is a magnificent apple tree, which bears her delicious apples.

The oldest man of the village told me the story of Poverty, the said old woman.

Many years ago, Poverty and her cat lived, as today, in that small house. Poverty was poor as she is today. Her garden was filled with weeds as it is today. The apple tree bore her delicious apples as it does today. Only at that time, she could never eat a single apple 5 of her apple tree. As soon as the apples were ripe, the boys and the girls of the village took advantage of the night, came to the garden, climbed the tree, and ate the fruit.

Poverty complained to their parents, but they 10 maintained that their children never went out after sunset and that she should hunt elsewhere for the persons who stole her apples.

The poor old woman wished very much to catch the thieves. She would sit by the window with her cat on 15 her lap. But when the cat began to purr, the old woman would snore, and the thieves would eat the apples to their hearts' content.

One day some one was knocking at the door of the small house. Poverty opened it. An old woman, older 20 and poorer than Poverty, was at the threshold. She bent towards the ground, and with a tremulous voice she said,

"Will you give me something to eat for God's sake?"

Poverty only had some bread and a little cheese, 25 She shared with the beggar the little food in her house.

The beggar ate the bread and the cheese; she drank a cup of water, then she said to Poverty,

"You are very kind. You gave me the food which you needed, for this I wish to return my gratitude. 30 Ask me for a wish and I will give it you."

It was just the season when the apples began to get ripe. Poverty thought only of the apples and of the wicked thieves who every year prevented her from enjoying the fruit of her apple tree. She said to the
5 beggar,

“I wish that those who touch my apple tree will hang on it and will remain hanging until I set them free.”

“Your wish is granted,” said the beggar, and she
10 went away.

Poverty was not sure whether her wish could really be granted, but she hoped it to be. She sat, as usual, near the window with her cat on her lap. The cat began to purr, and she began to snore, and the thieves began
15 to climb the apple tree. At midnight Poverty awoke. She heard a great noise coming from the apple tree. The tree seemed shaken by strong wind.

At dawn, the old woman was surprised to see almost all the villagers were hanging on the tree. At first
20 the boys came to pick the apples and they remained hanging. Then the girls came to help the boys, and they, too, were caught by the branches. At last the fathers and the mothers coming to deliver their children also remained hanging on the branches. The tree
25 seemed to be surprised to bear such fruits.

As soon as these people saw Poverty, they begged her to set them free and promised never to come again.

With one word Poverty set them free and they ran home without looking back.

CONVERSATION

1. Why was the old woman called Poverty?
2. Tell something about her garden.

3. Why could she not eat a single apple of her tree?
4. What did the parents say when she complained to them?
5. Why did she sit by the window at night?
6. Describe the beggar.
7. What did the beggar ask of Poverty?
8. What did Poverty ask of the beggar?
9. Why did the tree seem shaken by strong wind?
10. How do you know that Poverty was kind to the thieves?

GRAMMAR

Pronouns.—A Pronoun is a word used instead of a noun. There are four kinds of pronouns:

1. Personal (to denote three persons: the speaker, the person spoken to, and the person or thing spoken of). Ex. I, my, we, you, he, his, she, her, it, they, their, them, etc.
2. Demonstrative (to point out persons or things for special attention). Ex. this, that, these, those, such, etc.
3. Relative or Conjunctive (to join sentences). Ex. who, which, that, as, etc.
4. Interrogative (to ask a question), Ex. who? whose? whom? which? where? what? etc.

Antecedent.—The word in place of which a pronoun is used is called an Antecedent. Ex. Poverty is an old woman who lives in a small village. (*Woman* is the antecedent of the pronoun *who*). The boys came to pick the apples and *they* remained hanging. (*They* is the pronoun with *boys* for its antecedent).

EXERCISE

In the following sentences pick out all the pronouns, with their antecedents, if any, and classify the pronouns according to their use:

1. The old woman has only a cat for her companion which seems as old as she.
2. The house, in which she lives, is small and the garden, which surrounds the house, is filled with weeds.
3. Poverty complained to their parents, but they maintained that their children never went out after sunset and that she should hunt elsewhere for the persons who stole her apples.
4. Who was knocking at the door of the small house?

5. What did the old woman give to the beggar?
6. You gave me the food which you needed, for this I wish to return my gratitude.
7. Those who touch my apple tree will hang on it.
8. Who was older and poorer than the poor old woman?
9. Which was the poorer, the old woman or the beggar?
10. As soon as these people saw Poverty they begged her to set them free.

LESSON 3

POVERTY (2)

Everything went on well with Poverty. She had good apples to eat, she sold some and lived happily. But one day some one was knocking at her door. Poverty saw on the threshold a visitor, severe and
5 somber. She was enveloped in a long black cloak. She looked at Poverty from head to foot and said,

“I am Death. I am coming for you. Prepare yourself to follow me, you and your cat. You have lived long enough. It is time to pay your debt to
10 Nature.”

Poverty had never tasted the sweetness of life, in spite of that, she did not wish to die. She began to think of some means to keep away that unpleasant visitor. She said,

15 “Very well. I shall go with you in a minute. Meanwhile, rest yourself in the garden, if you please. For your pleasure, you may eat the apples. They are ripe or nearly ripe. Only, I advise you to choose those which the sun has ripened. But the ripe apples
20 are on the top of the tree. Climb carefully and eat as many as you wish. I do not need them since you have come for me.”

Since no one had ever received her so cordially, Death accepted the proposition with pleasure. She went to the garden, climbed the tree, and tried to pick the delicious apples which the sun had ripened. Immediately she found herself hanging on the tree. She tore her cloak, trying in vain to unfasten herself from the branch. She called Poverty and said to her,

“What does this mean? I am fastened here and I cannot get down. Set me free quickly. I have no time to lose. I have many other visits to make.”

Poverty was a little sarcastic when she answered, “It seems to me that people will not be angry to know you are hanging on a tree. You are certainly unwelcome to any one whom you visit. As for me, I tell you, I prefer to see you on the tree than in my house.”

Therefore Death remained on the tree for more than a week. That was a period extraordinary in the history of the world. People did not die.

Death, on the apple tree, roared terribly, but Poverty remained firm.

At last, Death could not remain idle any longer, so she said to Poverty,

“Let’s strike a bargain. Set me free and I will not come to you again unless you call me.”

Poverty accepted the bargain, and Death parted in haste to regain the time lost.

Death keeps her promise. That is why Poverty does not die. One can still see her today on earth.

CONVERSATION

1. How could Poverty live happily?
2. Describe Death.

3. What does "pay one's debt to Nature" mean?
4. Did the poor old woman wish to die?
5. What did she say to the unpleasant visitor?
6. Why did Death climb up to the top of the tree?
7. What happened to Death?
8. Why did people not die at that period?
9. What was the bargain?
10. Why can one still see Poverty today?

GRAMMAR

Adjectives.—An Adjective is a word used to describe or modify a noun or a pronoun. They are generally divided into six kinds:

1. Descriptive (showing what kind a person or thing is). Ex. *poor* woman, *good* apples, *resolute* mind, *little* soldier, *immense* army.
2. Proper (formed from proper nouns). Ex. *Italian* boy, *Chinese* pen, *English* language, *Russian* forest, *Arabian* palm-trees.
3. Quantitative (showing how much). Ex. *a little* cheese, *little* food, *some* water, *much* rice, *no* time.
4. Numeral (showing how many or in what order). Ex. *many* ways, *one* week, *seven* days, *thirty thousand* boys, *all* men, *some* trees, *few* students, the *first* visitor, the *second* woman, the *third* person.
5. Demonstrative (showing which). Ex. *a* visitor, *an* old woman, *the* beggar, *this* book, *these* books, *that* fairy, *those* children.
6. Distributive (showing the person or thing singly or separately). Ex. each, every, either, neither.

Degrees of Comparison.—There are three Degrees of Comparison: the Positive, the Comparative, and the Superlative.

Positive (showing the simple quality, without special ending). Ex. *poor*, *old*.

Comparative (showing a higher degree of the quality, by adding *-er*). Ex. *poorer*, *older*.

Superlative (showing the highest degree of the quality, by adding *-est*). Ex. *poorest*, *oldest*.

If the positive ends in one consonant, and the consonant is preceded by a short vowel, the final consonant is doubled when *er* and *est* are added. Ex. *hot*, *hotter*, *hottest*; *fat*, *fatter*, *fattest*.

If the positive ends in *y*, and the *y* is preceded by a consonant, the *y* is changed into *i*, when *er* and *est* are added. Ex. *happy*, *happier*, *happiest*; *merry*, *merrier*, *merriest*.

Adjectives of more than two syllables are usually formed into the comparative by the use of *more* and the superlative by the use of *most*.
Ex. delicious, *more* delicious, *most* delicious.

Irregular Comparisons.—The following irregular adjectives should be committed to memory: bad (ill, evil), worse, worst; good, better, best; little, less, least; much (many), more, most.

EXERCISE 1

In the following sentences pick out the adjectives with the nouns or pronouns they modify and state their kinds.

1. She lives in a small village.
2. There is a magnificent apple tree, which bears her delicious apples.
3. The oldest man of the village told me the story of the old woman.
4. An old woman, older and poorer than Poverty, was at the threshold.
5. Poverty had some bread and a little cheese.
6. All the boys and the girls of the village stole the fruit every year.
7. One day some one was knocking at the door.
8. She saw on the threshold a visitor, severe and somber.
9. She was enveloped in a long black cloak.
10. She thought of some means to keep away that unpleasant visitor.
11. I have no time to lose.
12. All people clad in a thousand ways and speaking a thousand tongues, go to learn the same things in a hundred different forms,

EXERCISE 2

Put before each of the following nouns a descriptive adjective:
mother, face, child, soldier, army, morning, story, fruit, tree, period.

EXERCISE 3

Give the comparative and superlative degrees of the following: small, many, delicious, little, long, strong, happy, unpleasant, sweet, wet.

LESSON 4

A GOOD SHOT

Once there was a boy who was a good marksman with a stone or a bow and arrow or an air-gun. So he went about all day, aiming at every animal he came near. Even at his meals he would think about good shots at 5 the clock or the cat or anything else he chanced to see.

Near his home there lived a little bird which had a pretty nest and five young birds. To feed so many mouths kept her hard at work. From dawn to dark she flew here and there, over fields and woods and roads, 10 getting worms and flies and seeds, such as she knew were good for her young nestlings.

It was wonderful how much food those five small creatures could eat. What she brought each day would have filled that nest full up to the top, yet they ate all 15 the food, and asked for more.

Though it was such hard work, she was glad to do it. She went on day after day, always flying off with a gay chirp, and coming back soon with a bit of some kind of food. She did not allow her little ones to want—not 20 even the smallest and weakest of them. He could not ask so loudly as the others, yet the kind-hearted mother always fed him first.

One day she picked up a worm, and stopped a minute on a wall before flying to her nest. The boy marksman 25 saw her, and, of course, aimed at her. He hit her in the side, but did not see where she fell.

She was very much hurt, yet she fluttered and limped and dragged herself, in great pain, to the foot of the

tree where her nest was. But she could not fly up to the nest, for her wing was broken.

She chirped a little, and the young ones heard her, and, as they were hungry, they chirped back loudly. She could not go up to them, however, nor even tell them why she did not go.

She tried once more to rise. Only one of her wings would move, and that just turned her over on one side. Do you think the boy would have laughed if he had seen her tumble over? 10

All the rest of that day the little mother lay there. When she chirped her children answered, and when they chirped she answered. But her voice grew fainter and weaker. Late in the day the young ones could not hear it any more, but she could still hear them. 15

Some time in the night the mother bird died. During all the next day the little birds slept—when hunger allowed them—and waked, and then called out until they were so tired that they fell asleep again.

The next night was very cold, and they missed their mother's warm breast. Before dawn the motherless children all died, one after the other. 20

The boy marksman had killed six birds at one shot—the mother and her five young ones.

If you know him, please read this little story to him. Do you think he will like to hear it? 25

—JOSEPH KIRKLAND.

CONVERSATION

1. With what did the boy marksman shoot?
2. Why did the boy think about good shots at the clock?

3. Why was the mother bird busy all the time?
4. What did the young nestlings eat?
5. Whom did the mother feed first? Why?
6. Why did the wounded bird drag herself to the foot of the tree?
7. Why did the young ones chirp loudly?
8. If the wounded mother could speak, what would she say to her children?
9. How did the boy kill six birds at one shot?
10. If you were the boy marksman, what would you say at hearing the story?

GRAMMAR

Verbs.—A Verb is a word used to assert an action or a condition. They may be divided into four kinds: Transitive, Intransitive, Linking, and Helping.

1. Transitive (taking an object). Ex. He *killed* six birds.
2. Intransitive (taking no object). Ex. Birds *fly*.
3. Linking (joining the subject with the predicate word). Ex. He *was* a good marksman. (More Linking Verbs: am, is, are, were, become, etc.).
4. Helping (used with another verb to form some tense or mood). Ex. We *shall* read the story. He *would* think. (More Helping Verbs: will, may, might, can, could, do, etc.).

EXERCISE 1

Pick out all the verbs in the reading lesson and divide them according to the above four classes.

EXERCISE 2

Put a noun before each of the following intransitive verbs: walk, fly, die, slept, fluttered, laugh, spoke, sit, ran.

EXERCISE 3

Complete the following sentences with suitable objects.

- | | |
|----------------------------|------------------------------|
| 1. Mother loves | 6. The cat catches |
| 2. We eat | 7. She drank |
| 3. Apple trees bear | 8. Do not touch |
| 4. The old man told | 9. The mother bird got |
| 5. Some one stole my | 10. She fed |

LESSON 5

THE BIRDS

A man once told a story about a town where the people had killed all the birds. There was not a bird left in the trees to make the people happy by its singing. There was not a bird to eat the grasshoppers and the worms. 5

When the hot weather came, there was no shade at all. The insects had eaten the leaves from the trees, because there were no birds to kill them.

There were thousands of caterpillars in the orchards. Every plant in the gardens had been eaten by the insects. 10
The farmers did not have any food, because the insects devoured all the crops.

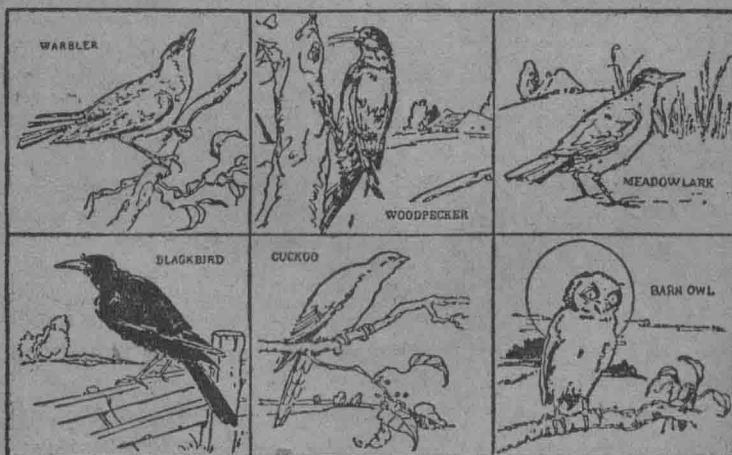
Worms dropped down from the trees upon the people as they passed by. No one wanted to live in that town. 15

Of course this is only a story, but could it be a true story? Do the birds make our towns much nicer to live in? Do they help to take care of our trees, and of our gardens, and of our farms?

We shall have to find out what the birds eat before 20
we can answer these questions.

How do we know just what the birds eat? There is only one fair way to decide about a bird's food. That is to find out every kind of food in its stomach.

Some men have found that most birds eat harmful insects, that some birds eat hundreds of insects which damage our crops, that the food of the warblers is made up almost entirely of harmful insects, that more than half of the woodpecker's food is made up of insects which harm the trees, and that the meadow lark eats very little besides insects.



Men who have studied about the food of birds have written books telling us what some of our birds eat. In these books they tell us that the birds help us in these three ways:

- 15 1. Some birds eat insects which are very harmful. Some of these insects injure our crops. Others carry disease. Therefore such birds as warblers, meadow larks,