

直接法英語讀本

(改訂本)

DIRECT METHOD  
ENGLISH READERS

第一冊

編者 文幼章



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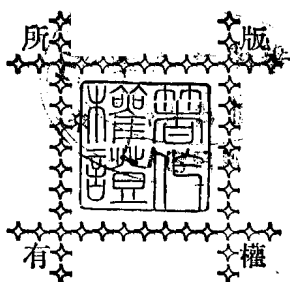
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## INTRODUCTION TO THE REVISED EDITION

This series of readers is offered to Middle Schools with the hope of initiating a thorough-going reform in the method of teaching English. It is hoped that it will find a general use in China.

The system lays no claim to originality. It is based on the work and ideals of the "Institute for Research in English Teaching" and is printed by kind permission of Mr. H. E. Palmer, Director of the Institute.

Many teachers of English believe in the value of the direct method of teaching a foreign language without knowing how to put it into practice, especially from the very first lesson, where the foundations for future success are laid. Moreover, for those who know how to go about practising the direct method, there are no satisfactory texts which give the material to be taught in a carefully graded manner and supply the teacher with ample composition exercises.

These readers give the teacher the most carefully graded material and an abundance of composition material, but it is important for all who use these readers to realize that the key to the use of them is in the Teacher's Manual and in the charts which accompany it. Unless the material is presented thoroughly in the oral manner indicated by the Manual, the compositions will be nothing but a puzzle to the pupils who are expected to do them. But if the material is given as indicated in the Manual and the pupils are not rushed, they will answer the composition easily.

All who are interested in making a thorough study of the principles and practise of the Direct Method are urged to read Mr. H. E. Palmer's "Classroom Procedures and Devices". The new terms used by Mr. Palmer are explained as follows:

1. In learning speech we first listen. This is called *Observation*. During this stage we should not think of meanings but simply hear sounds.

2. Imitation. We imitate the sounds and the manner of the speaker.
3. Catenizing (From the Latin catena, a chain). We perform a series of sounds or movements repeatedly, always in the same way, until the succession of movements can be performed without thinking of it. In catenizing you do not strive for meaning.

For instance, in writing the Chinese character 應 one stroke leads on to another because hand and eye have catenized the character. Imagine the strain on the memory of a pupil if he wrote it this way. "First there is 厂, then comes an ear, 耳, under that a king, 王, then at the top right there is ten, 十 under that a four, 四, and under that a one, 一, and under that a heart, 心." The strain on the memory when reading or composing English by grammatical rules is just as great.

4. Semanticizing is associating a succession of sounds with its meaning. The object is to arrive at a stage when the idea is associated with the sound, thus:



When words have not been semanticized the process is like this:



5. Composing by analogy—By this is meant a more or less complex process by which students produce words, phrases or sentences analogically, with material already memorized.

This is largely achieved by substitution and conversion.

During the first year all translation must be avoided.

Reading and Writing are comparatively late stages, and the aim of the Direct Method will not be fully realized unless teachers are willing to give the time and patience necessary for establishing habits 1, 2, and 3 as regular steps in learning all new material.

No teacher who wishes to experiment for the first time with the Direct Method can afford to be without Mr. Palmer's monumental work for teachers, "English through Actions".

The system of teaching is as follows:

1. The pupils are given opportunity to hear strange sounds and to reproduce them without any consideration of their meaning.
2. When language material is taught it follows three steps marked A.B.C.

A. The teacher uses objects or pictures, and asks and answers the questions himself. The pupils listen.

A. 1. (Point to the object) This is a book.

This is a box.

This is a pen. etc.

A. 2. Is this a book or a box? It's a book.

Is this a box or a book? It's a box.

Is this a pen or a pencil? It's a pencil.

A. 3. Is this a box? Yes, it is.

Is this a pen? No, it isn't.

What is it, then? It's a box.

B. The teacher tests the observation of the pupils by imperative drill. The teacher first does the action and then tells the pupils to do it.

Point to the book.

Point to the box. etc.

C. The teacher asks the questions and the pupils answer them. This follows the order A. 2, A. 3, and may use in addition short questions such as:

What's this? What's that?

The aim of this method is to teach English in such ways as to cause pupils in the shortest time compatible with efficiency to become able to read extensively and to compose accurately.

The means are as follows. During the first year the teacher forms and develops the five speech-learning habits. He teaches a limited and carefully selected vocabulary together with the most general and fundamental grammatical and idiomatic mechanisms.

After the elementary habits have been properly formed the pupils will be led on to a series of accurately-graded texts (The Direct Method English Readers). All new material will be taught by the most appropriate direct method devices, including the use of Chinese when necessary. All new material is fixed in the memory and made usable by means of intensive oral questioning.

When pupils have acquired the new material they are trained in the use of it by means of written exercises on the Direct Method plan. These consist of such exercises as are given in the composition exercises in the readers of this system.

Every system must be judged by its results. Every teacher has to check his own work. "Do I come in this class? My pupils have studied under me for four or five years. They are more or less able to puzzle out the meaning of some obscure and strange texts and to compose a sort of English which passes examiners, but would certainly excite the ridicule of native English users. They can do nothing more. Have I failed in my mission as a teacher?"

Or the teacher may ask: "My pupils have studied under me for four or five years. They are able to read any plain English text, or compose a letter or an essay that is intelligible to all English-using people. They are, moreover, able to understand a lecture given in plain English. Have I succeeded in my mission as a teacher?"

JAMES G. ENDICOTT  
GIN I MIDDLE SCHOOL  
CHUNGKING 1937.

*Note to the Teacher:*

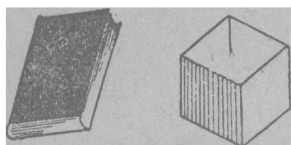
*Be sure that your school is supplied with a Teacher's Manual and a set of large wall charts.*

# DIRECT METHOD ENGLISH READERS

## BOOK ONE

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### LESSON ONE



A Book    A Box    A Pen    A Pencil

This is a book.    *This is a book.*

This is a box.    *This is a box.*

This is a pen.    *This is a pen.*

This is a pencil.    *This is a pencil.*

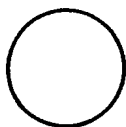
## LESSON TWO

1 2 3 4 5

One Two Three Four Five

1. This is one. *This is one.*
2. This is two. *This is two.*
3. This is three. *This is three.*
4. This is four. *This is four.*
5. This is five. *This is five.*

## LESSON THREE



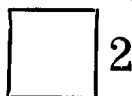
This is a circle. This is a square. This is a line.

○ *Is this a circle or a square?*

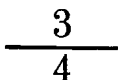
*It is a circle.*



## LESSON FOUR



One is in the circle. Two is beside the square.




Three is on the line and four is under the line.



Five is between the circle and the square.

② Where is two? It is in the circle.

 3 Where is three? It is beside the square.

5 Where is five? It is on the line.

4 Where is four? It is under the line.

*Where is two?*

*It is in the circle.*

*Where is three?*

*It is beside the square.*



## LESSON FIVE

Stand up, please.

I am stand-  
ing up.

Go to the  
door, please.

I am going to the door.





Open the door, please.

I am opening the door.

Go out of the room, please.

I am going out of the room.



Come into the room, please.

I am coming into the room.

Shut the door, please.

I am shutting the door.





Go back to  
your place, please.

I am going  
back to my place.

Sit down, please.

I am sitting down.



*Stand up, please.*

*I am standing up.*

*Go back to your place,  
please.*

*Shut the door.*

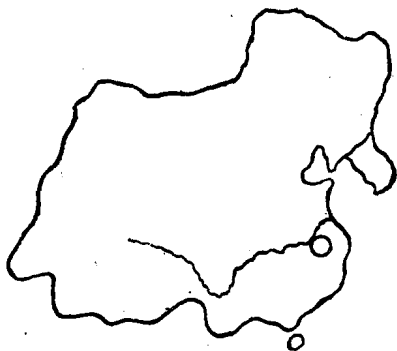
*I am shutting the door.*

## READ AND DO

1. Draw a circle.
2. Write three.
3. Point to a book.
4. Draw a line.
5. Draw a square.
6. Write one in a circle.
7. Write five between a circle and a square.
8. Draw a box.
9. Write four on a line.
10. Write one, three, five.
11. Point to the door.
12. Stand up.
13. Open a book.
14. Go to the door.
15. Shut a book.
16. Draw a circle, write two in the circle.
17. Point to a pen.
18. Write two, four, one, five.
19. Point to a pencil.

## LESSON SIX

*See chart 1.*



This is a map of China.

Is it a map of England? No, it is not.

Is it a map of China? Yes, it is.

What is this? It is Hainan.

Is Nanking in Hainan? No, Nanking is not  
in Hainan.

Where is Nanking? It is in China.

## LESSON SEVEN

*See chart 2.*



1. This is a map of England.  
What is England? England is a country.  
What is China? China is a country, too.  
China is my country.  
Is Nanking a city? Yes, it is.  
Is London a city, too? Yes, it is.
2. What is Hainan? Hainan is an island.  
Is Nanking an island? No, Nanking is a city.  
London is an English city.

Nanking is a Chinese city.

England is not my country.

China is my country.

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## LESSON EIGHT

*See chart 2.*

1. Is this a picture or a map? It is a picture.  
What is this? It is a schoolroom.  
What can you see in the schoolroom?  
I can see a desk and a blackboard  
I can see a window and I can see a door, too.
2. Where is this schoolroom? I don't know.  
Perhaps it is in Chungking.  
The window is near the blackboard.  
The desk is in front of the blackboard.  
The chair is behind the desk.  
I can see a desk, a blackboard, a window  
and a chair in this schoolroom.