

THE STANDARD ENGLISH

FOR JUNIOR MIDDLE SCHOOLS

BOOK II

初中補充教材

標準英語

第二冊



林漢達編著

上海世界書局印行

THE STANDARD ENGLISH

FOR JUNIOR MIDDLE SCHOOLS

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Price: Book I, \$25.00 Book II, \$25.00

Book III, \$25.00 Postage extra.

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標準英語 (全三冊)

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發行人 陸高誼

每冊實價國幣二十五元

外加郵費匯費

民國三十二年十月新二版

印刷者

世界書局

發行所

上海暨各省

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HOW TO TEACH THE BOOK

Ear training. The ear is the natural organ, the first organ, and the most immediate organ of language. A child can speak only when he has already in his ear a large part of the language. In teaching a new lesson, let the class listen to you with their books closed. The students will find it difficult to pronounce badly, if they always hear good pronunciation. If a student can pronounce "kuld", surely he can pronounce "kud". If the sound "kud" strikes his ears before the letters could strike his eyes, the student should not have pronounced "kuld" for "kud", as most Chinese students do.

Eye training. The first use of the eye is to look at the natural and real objects. To recognize abstract symbols is a delayed development. So let the presentation of object and action precede the word or sentence. Hold a book in your hand and then say, "This is a book". Whenever you can illustrate a lesson with objects or pictures, do not fail to do it. Let the students look at the object and repeat what you say about it. When this is thoroughly done, put the word or sentence on the blackboard, and ask them to read from the blackboard first; not till then let them open their books.

Mouth training. Silent reading is too hard for beginners. Oral reading will mean little unless the lesson has been discussed. Let the class repeat after you, mimic you, so to speak. Then ask them questions and let individuals first and then the class as a whole answer the questions in full. Do this over again several times. Then have

the story read in concert. After the reading, free discussion of the subject matter of the story is very necessary. Do not limit your conversation to questions and answers between yourself and the students. Encourage them to ask questions of one another and to answer them. Make them feel that they are actually discussing the real situation, instead of merely repeating the book. Never allow a student to be an idle listener, but give him a chance to express his understanding. To a junior middle school student, spoken English is fundamental, silent reading secondary. Therefore, this book is not intended as a mere reader, but also as a means by which to teach the student both to hear and to speak English.

Hand training. Put a sentence on the blackboard. Let every student, if the class is not too big, write with chalk below your model. The student should copy (with a pencil for the first term, and then with pen and ink,) every thoroughly taught lesson in his exercise book. For the second term the copying may be done at home without the teacher's supervision.

Dictate a few sentences every day. Read clearly and slowly so that every student can understand. Try not to repeat the sentences lest they should rely upon your repetition and thus lose their attention. Read a whole sentence or a phrase as a unit and then allow considerable pause for their writing. Some teachers prefer oral spelling to dictation, neglecting the fact that Chinese students have the advantage of writing from dictation Chinese characters, which can never be spelled. Daily dictation, though of a few sentences only, trains the ear, and connects the oral with the written language. Dictation helps a student write automatically the word that is heard or is in his mind.

Action. A classroom is no cathedral. The atmosphere should not be too serious. It is advisable to make it a little stage where the teacher and his class act out the stories they are studying. Whenever a lesson can be dramatized, have it dramatized. The time spent is worth their while. Moreover, the direct method in language teaching cannot be carried out without action, gestures, and playing. In teaching a vocabulary, for instance, we do not use *translation*, we connect the new words directly with ideas they express by using other words of the same language, or showing objects, pictures, and action.

It is a practical and interesting exercise to ask a student or the whole class to listen carefully and then do what you say. For instance, "Stand up." "Go to the door." "Shut the door." It trains their hearing and enables them to respond by action, thus making the language living and useful.

General Suggestions for Work in Class

The book can be thoroughly gone over in a year according to the regulation four periods per week for English. The period may be divided into A, Recitation; B, Assignment; C, Exercise; D, Special Exercises; E, Supervised Study. The following suggestions may be carried out partly, or wholly, or in turn, as the need and occasion arise.

A. Recitation. Don't spend too much time on recitation. Make it as brief and yet as helpful as possible. Have the students go over the old lesson by:—

1. Writing a paragraph from dictation.

2. Reciting or writing from memory a paragraph, or a poem assigned before.
3. Telling the story.
4. Oral reading.
5. Answering questions, taking true and false tests, or filling blanks.

B. Assignment. In assigning a lesson arouse the students' interest and attention by:—

1. Bringing to class all necessary objects and pictures available.
2. Telling the story to the class in words and phrases they have already studied.
3. Reading the story to the class so clearly, slowly, and yet so vividly, that the students can understand without opening their books.
4. Making the students read, first individually and then in concert.
5. Giving remarks on new words, phrases, and idioms.

C. Exercises.

1. Conversation on the subject matter of the story, always in complete sentences.
2. Free discussion, encouraging the students to express themselves.
3. Asking the students to make their own sentences with words or phrases on the blackboard, first orally and then in writing.

4. Asking the students to find grammatical rules for themselves by collecting materials in the lesson learned.

D. Special exercises. Special exercises should be done as often as possible.

1. Phrase-flashing reading. Put a list of good and simple phrases and idioms on the blackboard. Ask the students to read as fast as you point. The exercise is a good method for teaching beginners to read fast and form better eye-movement habits.
2. Reconstructing a story. When the story has been read and re-read, write the key words on the blackboard and ask the students to reconstruct the story by looking at the key words.
3. Drawing pictures. This is to test the students' understanding and arouse their interest. Ask a student to draw what you say on the blackboard, for instance, "Draw a horse"; "Draw the sun half up"; "Draw a rat with your eyes shut". If drawing is not easy for a student, do not insist upon it.
4. Phonetic drills. What is given in this book is merely suggestive. Teach the students inductively some very simple and yet useful rules of pronunciation.
5. Dramatizing the story whenever possible.
6. Looking for vocabulary synonyms and opposites. This helps the students remember words by families.

7. Spelling exercises. Correct spelling is necessary, but oral spelling should not outdo dictation.

E. Supervised study. Supervised study is a plan under which every student learns under the skillful direction of the teacher who works with, but not for, him according to his needs. A skillful teacher will supervise the class by:—

1. Providing for the study immediately after exercises.
2. Directing the students to form regular habits of self-study.
3. Discovering individual differences in capacity and giving individual aid.
4. Giving true and false tests ten minutes before the close of the period in order to get and hold the students' attention.

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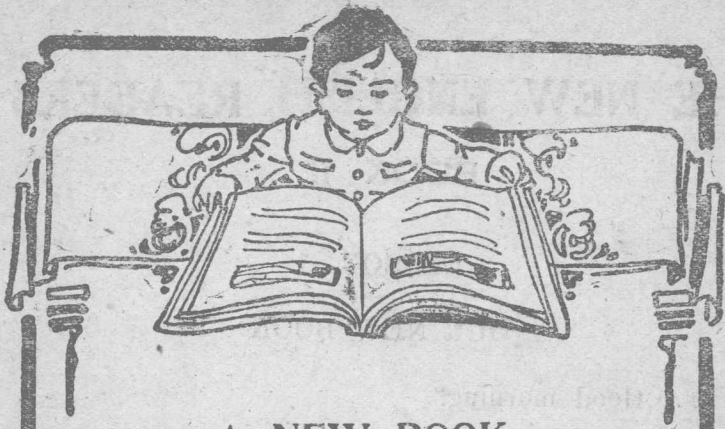
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PHONETIC SYMBOLS

NEW WORDS AND PHRASES

A LITTLE DICTIONARY



A NEW BOOK

Wonderful Stories

Practical Conversations

Useful Idioms

Beautiful Poems

Common Knowledge

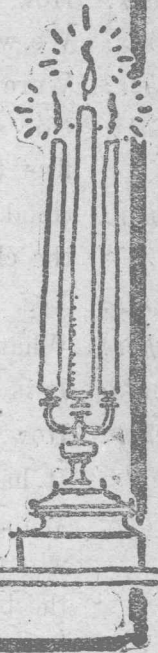
Simple Grammar

Let us talk!

Let us read!

Let us play!

Let us enjoy!



THE NEW ENGLISH READERS

BOOK II

LESSON 1

OUR NEW BOOK

Teacher: Good morning.

Students: Good morning, sir.

Teacher: How were you during the summer?

Students: We were very well.

Teacher: Were you all here last term?

Students: No, some of us have come this term for the first time.

Teacher: Good. Then we have some new students in the class.

Students: Yes, and we have new books.

Teacher: What is the name of your new book?

Students: It is "The New English Readers, Book II".

Teacher: How many lessons has it?

Students: It has seventy-six lessons.

Teacher: We shall spend two days on each lesson. That will take us one hundred and sixty days to finish the book. But we will finish it in a year.

Students: Are there any interesting stories in Book II?

Teacher: Oh, yes. There are many interesting things in this book: common knowledge, grammar, stories, and poems.

Students: Are all the stories foreign?

Teacher: No, not all. Some are Chinese stories, and the
• foreign stories have been rewritten for our Chinese students.

Students: Good, then it is easy for us to understand.

Teacher: Yes. We are Chinese, that's why we do not use foreign text-books.

Students: Are there many new words in each lesson?

Teacher: There are some new words but not too many. We shall have about ten new words every two days. Is that too many?

Students: Oh, no. Five or six new words a day are not too many.

Teacher: What do you do with your old books?

Students: We keep them for review.

Teacher: It is always good to review the old book when you are studying a new book.

during ('djuəriŋ)

spend (spend)

finish ('finiʃ)

interesting ('intristiŋ)

knowledge ('nɒlɪdʒ)

foreign ('fɔriŋ)

understand (ʌndə'stænd)

text-books ('tekst-buks)

LESSON 2

THE CRAB AND THE GRAB



1. The sky was blue, very blue; the water was bright, very bright; and the silver sand stretched away and away.
2. The boy looked at the blue sky, at the bright water, and at the silver sand. Then he saw a crab.
3. "Oh," thought the boy, "now for some fun! I'll get a crab."
4. The sky was blue, very blue; the water was bright, very bright; and the silver sand stretched away and away.
5. The crab looked at the blue sky, at the bright water, and at the silver sand. Then he saw a boy.
6. "Oh," thought the crab, "now for some fun! I'll get a grab."

EXERCISE

1. What was blue, very blue?
2. What was bright, very bright?
3. What stretched away and away?
4. What did the boy see?
5. Was he sure that he could have some fun with the crab?
6. Did he try to catch the crab?
7. Was the crab afraid of the boy?
8. What did the crab do with the boy?
9. Was the boy frightened?
10. Then who was out for some fun?

IDIOMS

'Are you sure?

I am sure.

Yes, certainly.

You may believe me.

I am not quite sure.

That may be true.

I think so.

crab (kræb)

thought (θɔ:t)

try (traɪ)

grab (græb)

fun (fʌn)

afraid (ə'freɪd)

sand (sænd)

sure (ʃʊə*)

frightened ('fraitnd)