

修 訂
英 語 模 範 讀 本
第 一 冊

MODEL ENGLISH READERS
BOOK I

BY
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REVISED SECOND EDITION
(Nineteenth Impression)

THE COMMERCIAL PRESS, LIMITED
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Model English Readers Book I

(Revised Second Edition)

The Commercial Press, Limited

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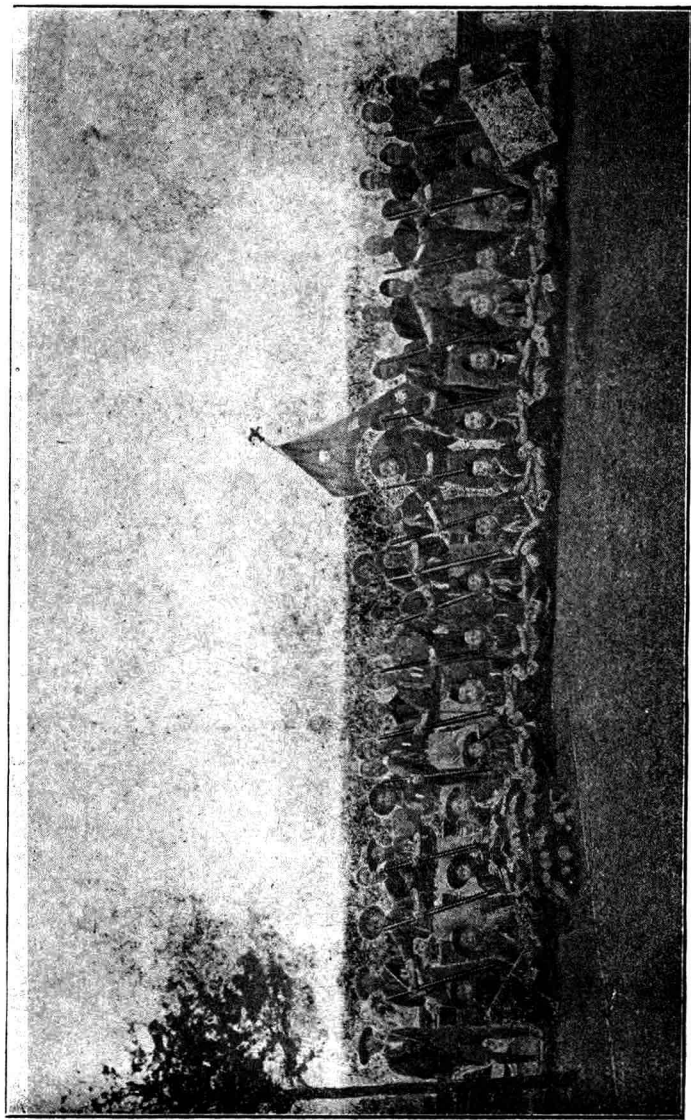
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此書有著作權翻印必究



The boys in the two front rows have been taught the first three books of this series of readers by the author himself. The author is in the back row with the school managers and other teachers. The picture was taken in the spring of 1921, at the Public Park along the West Lake, Hangchow.

PREFACE

Three things make a revision of this book desirable. First, the plates of the older edition are so worn out that no more copies can be printed from them. Second, teachers who have taught the book have from time to time sent me suggestions useful in rewriting this elementary manual. Third, some things that appeared crude or unnatural to me while teaching it myself must be done away with.

In my work of revision I have rewritten many of the lessons. I have omitted a number of words that seemed useless and have added others. Several pictures have also been changed. New words, which were formerly indicated by underscoring, are now indicated by little dots under the vowels of these words. In a word of two or more syllables, the dot is placed under the vowel of the stressed syllable. This change is made because underscorings attract too

much of the pupil's attention. I hope that this change as well as others will mean a real improvement.

I have been helped in my work by Professor Donald Roberts, of St. John's University, Shanghai, who has read through the book in manuscript form and has made such changes in the sentences as were necessary to make them more idiomatic. From his corrections in the manuscript I have learned much that will help me in the further preparation of English textbooks. Nevertheless, for whatever defects, mechanical or otherwise, the book may possess, I alone am to blame.

TSEU YIH ZAN.

Shanghai, May 4, 1922.

PREFACE TO THE REVISED SECOND EDITION

Since the preceding preface was written, this book has had many reprints, which has caused the plates to become worn out. So the whole book is to be set up anew, and the publishers are willing to let me make as many changes as I please.

However, this time I refrain from doing much. No matter how slight the alterations are, the teacher feels the inconvenience of teaching a class whose members may happen to have different editions of the same book. I shall, therefore, make those changes which are imperatively necessary—misprints, unidiomatic use of words, and poor pictures.

viii PREFACE TO THE REVISED SECOND EDITION

Thanks are due to Miss Alice M. Roberts, who has kindly given of her time to look over the whole book, pointing out serious errors and giving suggestions for improvement.

TSEU YIH ZAN.

*Sunshine Terrace, Shanghai,
October 10, 1923.*

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I gladly take the present opportunity to extend my thanks to the following organizations, gentlemen, and ladies, who have taught this series of readers or recommended the readers to their friends, or approved of their use in schools in China, or written to the author about them, or who in any other way have made these readers better.

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INTRODUCTION

I. PLAN OF THIS SERIES

This is a series of four books. The first book is a general introduction to the English language. The second and third books are mostly on American and English daily life. The last one is chiefly a selection of the best writings in English.

The series is suited to any school that offers a course of English comprising these subjects: pronunciation, penmanship, reading, dictation, spelling, conversation, language, grammar, sentence formation, letter writing, composition, rhetoric, translation, and prose and poetry.

The age of pupils who take up this series should be above ten years. The number of hours a week is presumed to be five, and the number of weeks a year thirty-two.

II. PRINCIPLES ADOPTED IN COMPILATION

This series of readers has been compiled in strict accordance with the principles of the direct method of teaching foreign languages. These principles are:

1. The first thing to be studied in a foreign language is not the more or less archaic language of literature, but the spoken language of ordinary conversation.

2. The teacher's first care should be to make his pupils perfectly familiar with the sounds of the language. To insure a correct use of the foreign sounds he will make use of a phonetic transcription, which should be employed to the exclusion of the traditional spelling during the initial stages.

3. The teacher's next aim should be to impart a perfect command of the foreign language. To obtain this result he will use connected texts, dialogues, descriptions, and narratives, all as easy, natural, and interesting as possible.

4. Grammar will at first be taught inductively, by grouping together and drawing general conclusions from such facts as are observed in reading. A more systematic study is to be kept for a later stage.

5. The teacher will endeavor to connect the words of the foreign language directly with ideas they express, or with other words of the same language, not with those of the mother tongue. Translation will therefore be replaced, as far as possible, by object lessons, picture lessons, and explanations in the foreign language.

6. When, at a later period, written work is introduced it will consist at first of the reproduction of matter already read and explained, then the reproduction of stories, etc., which the pupils have heard the teacher tell; free composition will come next; translation from and into the foreign language is to be kept till the end.

The principles stated above are quoted from "The Principles of the International Phonetic Association."

The second principle, the one concerning the use of phonetic transcription to the exclusion of the ordinary spelling during the first stages of instruction, is not fully carried out in this series, simply because the science of phonetics is still a new thing in the eye of many language teachers. But the phonetic symbols are made use of in the transcription of words in the glossary. Teachers who wish to make a fuller use of the second principle of the International Phonetic Association may start their learners with the author's "Phonetic Primer" (published by the Commercial Press).

III. MAKE-UP OF BOOK I

Each of the thirty-two lessons in this book contains four sections. Every section is marked by a number (1, 2, 3, 4, 5, 6, 7, . . .), and is intended to be finished in one hour. An exercise, intended for weekly review, is appended at the end of every lesson.

The following things are taught in the first book :

1. Things in the School and the Classroom
2. Numbers Up to One Thousand
3. Size and Shape
4. Everyday Actions
5. Hours, Days, Weeks, and Months
6. The Year and Its Seasons
7. Time
8. Seasons and Weather
9. Day and Night
10. Colors
11. The Parts of the Human Body
12. Family Relations
13. Articles of Clothing
14. Food and Drink
15. The House and Its Rooms
16. Animals and Plants

These topics come under the headings : (1) Vocabulary, (2) Pronunciation, (3) Penmanship, (4) Conversation, (5) Reading, (6) Dictation, (7) Language, (8) Review of Words, and under several other headings.

(1) The best way of teaching a vocabulary is not to use translation, but to show objects, to use pictures, and to dramatize. The vocabulary in the present book comes under the following sections: 1-19, 21, 23, 25-27, 29-31, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 85, 89, 93, 94, 97, 101, 105, 109, 113, 117, 121, 125.

(2) Pronunciation comes under these sections: 71, 75, 84, 87, 91, 95, 104, 116.

A "decent" pronunciation may be given to our pupils if a teacher has a little knowledge of phonetics. Phonetics is needed because imitation, one of the most natural ways of learning pronunciation, is sometimes of no avail. An elementary knowledge of phonetics, which will be sufficient for a teacher of this book, may be easily obtained from the author's "A Primer of English Sounds" or Mr. T. T. Eugene Tseu's "An Outline of English Phonetics" (in Chinese).

(3) Penmanship comes under these sections: 1-21, 23, 24.

In the earliest work in writing the pencil is preferable to the pen. The pen should come later,

because it is more difficult to manipulate. The teacher ought to show pupils the proper position of body, head, hand, and pen in writing. Pupils should copy from the blackboard, either on paper (or a slate) at their seats, or sometimes on the blackboard. The teacher should criticize and correct the work of the pupils. Later, the boys and girls should copy in script the Roman words and sentences given in their books.

(4) Conversation may be found under the following sections : 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 74, 78, 82, 86, 98, 102, 106, 110, 114, 118, 122, 126.

Teachers who learned English long ago think that conversation is an independent branch of English. This is wrong; it should be regarded as the conversational treatment of the reading lesson. Conversation may be analyzed into its elements as follows: (1) Understanding spoken words, phrases, and sentences; (2) drill in pronunciation; (3) memorizing and oral expression, or the reproduction of sentences that are heard. The most important of these is understanding what one hears.

(5) Passages for reading are found under these sections : 35, 39, 43, 47, 51, 55, 59, 63, 67, 79, 90, 96, 99, 103, 107, 111, 119, 123, 127.

Reading means an understanding of the written or printed words and sentences. Good reading comes only after correct pronunciation and right recognition of spelled words. Thus, it is plain that in the earlier stages the teacher must first present orally the new words (pronunciation), and then make the students learn their forms (spelling), before he allows them to read. In order to train the students' power of hearing, the teacher in doing this should have them close their books and (occasionally) their eyes. This will teach them right intonation, which insures correct and pleasing reading.

(6) These headings contain dictation : 60, 68, 88.

Subjects for dictation ought to be chosen from reading lessons. Dictation can be analyzed into elements as follows : (1) Hearing and understanding spoken English ; (2) drill in writing ;