



KAIMING
SECOND ENGLISH BOOK

初級中學學生用
開明第二英文讀本
林語堂著

修正課程標準適用

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PREFACE TO REVISED EDITION

Since the publication of these English Books six years ago, the thought of putting out a revised edition has constantly been in the author's mind. Their universal adoption throughout the schools of this country has fully justified the author's pains in preparing this series, but has also placed on him a great responsibility. It seems only fair to give these books the standard of perfection, as regards printing and language, which their popularity deserves.

The author was unusually fortunate in securing the help of Mrs. Davies of University College, London, in the work of revision. Her unique experience in teaching foreign students English and her special knowledge of the grammar of spoken English make her the ideal person for this work.

With this revision, which has extended over two years, and with the Kaiming English gramophone records, spoken by Prof. Daniel Jones and giving the essentials of English sounds and sound combinations, these books possess now a value which they did not have before.

It is the author's belief that the unique success of these readers is due to the fact that they combine the teaching of living, spoken English with more imaginative reading material. Talks about the weather, the colours, the sun and the moon could be made quite poetic if we wanted to. It is hoped that the teachers will use these books in the classroom in the same spirit.

Thanks are due to Mr. Chang Pei-lin for compiling the Glossary of Words and Phrases and for very valuable assistance in seeing the book through the press.

LIN YUTANG

Shanghai, June 16, 1933.

GENERAL PRINCIPLES OF TEACHING ENGLISH

1. *In the beginning of learning English, use imitation and repetition as the surest ways of getting results.*
2. *Fight shy of the abstract, theoretical and analytical method of approach (like grammar, translation and phonetic theory).*
3. *Make the students learn whole sentences, and not individual words. Let them absorb the sentences as a whole, with their grammatical structure, pronunciation, intonation and all.*
4. *Create an atmosphere wherein the students would feel free to try and talk, and not be afraid of making mistakes. If the fear of low marks is an actual hindrance to their freedom of talking, do away with the marks during the practice.*
5. *It is not sufficient that a student should learn the meaning of individual words; it is much more important that he should learn to use a word at least in one way correctly. Emphasize its proper use in a correct sentence, rather than its abstract meaning.*
6. *Memory work is just as important in learning a foreign language as in learning ancient Chinese.*
7. *Encourage talking. All students have a natural desire to talk. Arouse their interest in the subject talked about. When interest has been aroused, and the students feel they want to say something, help them to say it, even if it involves words not in the lessons. Words thus learnt when there is a living need for them will be remembered more vividly.*
8. *Teach living English as it is actually spoken by educated Englishmen.*

TO THE TEACHER

Teaching is an art, and its success must necessarily depend more on the teacher's methods and personality than on the choice of a textbook. Obviously, the writer of a textbook can do no more than undertake the choice, grading and arrangement of reading and drill material, and broadly determine certain lines of emphasis and types of drills. The oral treatment and handling of this mass of material in class must vary with the individual teachers. However, while the experienced teacher has developed his or her methods and devices, often the most valuable part of the teaching technique, there are certain general principles which lie at the back of all good modern language teaching and which are not affected by personal differences of method. The author suggests the following points for consideration.

1. Oral Work. It is assumed at the outset that language is primarily something spoken, and to teach it only as a combination of certain written signs and symbols is to miss some very essential element of the language. No student can be said truly to know a language until he knows it in its living form, and is acquainted with the ways in which the words and phrases are tumbled about in everyday speech.

Furthermore, oral work must not be regarded as something opposed to reading, but as something very vitally helping it. The time spent upon oral work is not taken away from reading, but may be counted upon to return profits, so to speak. It is generally agreed now that the quickest way to ensure the student's gaining a correct and firm foothold on the language material is to let the student daily hear it and speak it, as well as see it and write it on paper. This multiple approach strengthens the memory by building up auditory and muscular, as well as merely visual, association. Oral practice further forces the student to

handle and become familiar with the stock phrases of the language, and in this way develops that indefinable linguistic sense or "instinct" which, after all, is what distinguishes pure, idiomatic English from the impossible outlandish linguistic atrocities so commonly met with as the result of wrong methods of instruction. It further makes abundant practice possible. When one comes to think of it, the written sentences a student may be expected to hand in as exercise during a whole semester's time hardly exceed one or two hundred, and therefore give no "exercise" at all (see Book II, L. 24).

2. Reading. The fastest way to make students progress in reading is to make reading interesting to them. An interesting though difficult lesson will give the students less actual difficulty than a lesson with less difficult words, but in itself repellent to the learner. The selections given in this book have been chosen with this point in mind, and while the author believes there must always be enough difficulty for the student to overcome as a matter of educational principle, the teacher should help to arouse the student's interest in the lessons. As will be easily seen, the stories are all so much common heritage of the West, of which the student of English has a right to be told. One characteristic is that they are all "just-so stories," with no morals to teach.

3. Grammar. The teaching of grammar is the part generally least understood. The author has assumed throughout that grammar is *the correct and accurate observation of the forms and usage of words*. To be truly effective, therefore, the teaching of grammar must always involve a certain amount of "botanizing" on the part of the student. A grammatical rule is generally a formula to answer certain doubts and difficulties of the student, a solution to a certain problem, and before the doubts and difficulties are felt, the rule has no actual meaning for him, and will be forgotten as soon as it is learnt. This involves certain changes in the method of presenting grammatical facts and terminology. There are today grammar-readers which begin by calling "a" and "the" indefinite and definite articles in the first

lesson, although it is a known fact that the use or omission of a word like "the" is probably the last thing a person who has studied English for twenty years can be sure about. Another book tells the students such learned nonsense as "*the personal pronouns are thirty-two in number.*" The teacher who goes in for comprehensive formulas and systematic terminology defeats his own ends. Let the students observe accurately the changes of word-forms and formal elements as they go along, let the rules come only as clearing-up of his doubts, and let the terms themselves come only as enlightening economies of expression, slowly arrived at, it is true, but pregnant with life and meaning when they arrive.

Another implication of the theory is that the observation must be kept on even after the terms are found and definitions given, and should not be discontinued once they have been dealt with, as in the old method, in which we speak entirely in the pluperfect one week, and change over completely to the gerund in the next.

4. Pronunciation. It is the teacher's duty to recognize pronunciation defects and correct them, and to give the students a vivid and accurate idea of the normal sound-values of the vowels, diphthongs and consonants. The best way to do this is to take the Broad Notation of the International Phonetic Alphabet as the basis (because the I.P.A. is the simplest and most scientific among those now in use), and drill students upon them one by one as they proceed with the lessons, preferably by means of contrast and comparison. It would be a good idea to let the students practise phonetic analysis by making them transcribe given words according to the International Phonetic Alphabet, with the phonetic scheme in hand, as given on pp. 16-17 of this book. In this way, the students get pretty definite notions about the sound-values.

The teacher has no right to bother the students with technical terms of phonetics. He should, however, have an elementary knowledge of phonetic facts and principles, such as are given in Walter Ripman's

Sounds of Spoken English (Dent, 2'6), and Daniel Jones's *An English Pronouncing Dictionary* (Dent, 6 s).

The style of pronunciation taught should be the conversational, rather than the declamatory, style. Also, the actual pronunciation of an Englishman's speech, such as is recorded in Jones's *Dictionary* (accurately reproduced in 中華書局“英華正音詞典”) should be taught, and not any imaginary, ideal pronunciation. This implies the teaching of proper phrasing, slurring, linking, and the actual changes involved in the natural flow of speech, as distinct from the pronunciation of isolated words.

5. Division of Time. Some points are offered here by way of suggestion as to probably the ideal way in which to spend the time in class. The book is intended for one year's work, with thirty-three lessons to each semester. With the regulation of four periods per week allotted to English, just two lessons may be taken for each week, with allowance for a general review after every four or five lessons. The work of these two periods may be roughly divided into (a) reading proper, (b) oral development of the reading material, and (c) special exercises for any time left. In the reading proper, no more than a sufficiently clear understanding of the text and an awakened interest in the story should be aimed at, while the real mastery of the language material involved must come from the oral development by means of questions and answers, etc.

(A) *Reading Proper*:—

1. Going over the lesson with class before assigning it; if possible, preceded by—
2. Telling the story orally to class in language that the students can understand.
3. Reading individually, as “recitation.”
4. Reading in unison to give everybody a chance.
5. Brief remarks on words, phrases, idioms and grammar.
6. Correction of pronunciation defects.

(B) *Oral Development* :—

7. Teacher asks questions. Make students give *complete sentences* by way of answers. This more in the spirit of assisting students to express themselves than as mere "quiz."
8. Students ask one another questions. Should students feel like formulating new questions, help them along.
9. Developing the use of words and idioms.
10. Free development of new vocabulary not in text, as occasions arise.

(C) *Special Exercises* :—

11. Teacher says sentences for students to translate, to practise hearing and test understanding (oral dictation).
 12. Written dictation to test accuracy of hearing and spelling.
 13. Spelling exercises.
 14. Memory work. Some sentences or rhymes as given in this book may be assigned as memory work each week. To ensure correct pronunciation, smooth phrasing, proper intonation and instill correct models of sentence structure.
 15. Finding parts of speech; and other forms of "botanizing" (collecting samples) in grammar.
 16. Phonic drills, as given in this book.
 17. Finding given sounds in text, and phonetic analysis of given words (transcription into I.P.A.).
 18. Sentence-making on blackboard.
6. **Some General Principles.**
1. Build a sound oral foundation. To this end, any means employed would seem justified.
 2. Insist on the students' active participation in the discussion. To make this possible, first the students' interest in the story must be aroused.
 3. Make the students learn their vocabulary by a combination

- of speaking, hearing, reading and writing.
4. The English language is to be used in the classroom as much as possible, so as to increase the chances for the students to hear English and *unconsciously absorb* English ways of expression.
 5. Count very largely on imitation and repetition to insure correct habits of expression, and fight shy of a too intellectual method of approach, such as transliteration and memorizing of rules.
 6. Use translation only for making clear the general meaning and for showing how *differently* the same idea may, or must, be expressed in different languages.
 7. Emphasize not so much the meaning as the *usage* of words and regard word-meaning as something constantly changing and flexible according to context and usage. Teach not so much what a word means, as how that word is used in sentences.
 8. Concentrate on idioms and common, everyday turns of expression and let the long and difficult words take care of themselves.
 9. Never stifle a student's effort at self-expression.
 10. Insist on *complete sentences* in order that the students may readily become familiar, although unconsciously, with the laws of English sentence structure.
 11. Teach grammar inductively by constantly reminding the students of word-forms occurring in the reading text.
 12. Get enough written work done.
 13. Develop accuracy in spelling and punctuation.
 14. By means of the I.P.A., teach a clear analysis of word-sounds.
 15. Give individual help and "coaching" to backward students.
 16. Always allow enough difficulty in the lessons for the students to overcome as the best means of sustaining interest in the work. The best incentive to work is the feeling that one is actually learning something.

學習英文要訣

- 一 學英文時須學全句，勿專念單字。學時須把全句語法、語音及腔調整個學來。
- 二 學時不可以識字爲足。識之必須兼能用之。凡遇新字，必至少學得該字之一種正確用法。以後見有多種用法，便多記住。
- 三 識字不可強記。得其句中用法，自然容易記得。
- 四 讀英文時須耳目口手並到。耳聞、目見、口講、手抄，缺一不可。四者備，字句自然容易記得。
- 五 “四到”中以口到爲主要。英語便是英國話，如果不肯開口，如何學得說話？
- 六 口講必須重疊練習，凡習一字一句，必須反復習誦十數次至數十次，到口音純熟爲止。學外國語與學古文同一道理，須以背誦爲入門捷徑。每課中取一二句背誦之，日久必有大進。
- 七 口講練習有二忌。（一）忌怕羞。學者在課堂上怕羞，則他處更無練習機會。（二）忌想分數。一想到分數，便怕說錯；怕說錯，便開口不得。最後的勝利者，還是不怕羞、不怕錯、充分練習的學生。若得教員隨時指正，自然可由多錯而少錯，由少錯而純正，由純正而流利，甚至由流利而精通。此是先苦後甘之法。
- 八 讀書要精。讀音拼寫，皆須注意。媽媽虎虎，糊塗了事，不但英文學不好，任何學問亦學不好。

林語堂

PHONETIC MARKS

VOWELS

[i :]	eat [i:t]	sheep [ʃi:p]
[i]	it [it]	ship [ʃɪp]
[e]	end [end]	bed [bed]
[æ]	and [ænd]	bad [bæ]
[ɑ :]	hard [hɑ:d]	father [ˈfɑ:ðə]
[ɔ]	doll [dɔl]	what [wɒt]
[ɔ :]	tall [tɔ:l]	short [ʃɔ:t]
[u]	good [gud]	look [luk]
[u :]	goose [gu:s]	too [tu:]
[ʌ]	cup [kʌp]	mother [ˈmʌðə]
[ə :]	sir [sə:]	learn [lə:n]
[ə]	answer [ˈɑ:nsə]	melon [ˈmelən]
[eɪ]	age [eɪdʒ]	page [peɪdʒ]
[ɔʊ]	old [ould]	cold [kould]
[aɪ]	I [aɪ]	my [maɪ]
[aʊ]	how [hau]	house [haʊs]
[ɔɪ]	boy [bɔɪ]	noise [nɔɪz]
[iə]	ear [iə]	hear [hiə]
[eə]	air [eə]	hair [heə]
[dɔ]	door [dɔ]	course [kɔ:s]
[pʊ]	poor [pʊ]	sure [ʃʊ]
[aɪə]	iron [ˈaɪən]	fire [ˈfaɪə]
[aʊə]	our [ˈaʊə]	flower [ˈflaʊə]
[ɔɪə]	royal [ˈɔɪəl]	employer [ɪmˈplɔɪə]