

210461

現代初中英語教科書

第二冊

MODERN TEXTBOOK SERIES

ENGLISH READERS
FOR JUNIOR MIDDLE SCHOOLS
BOOK II

EDITION WITH CRAIGIE MARKS

721

205

現代初中註釋英語教科書

95-721

第二冊

7742.5

MODERN TEXTBOOK SERIES

72

ENGLISH READERS
FOR JUNIOR MIDDLE SCHOOLS
BOOK II

EDITION WITH CRAIGIE MARKS

COMPILED BY

TSEU YIH ZAN, B.A.

THE COMMERCIAL PRESS, LIMITED
SHANGHAI, CHINA

1925

高 等 英 語 讀 本

Higher English Readers

Book I, 60 cts. Book II, 70 cts.

These two advanced readers are intended for use of the last two years of middle schools which give a good course in English, or normal and technical schools of corresponding standard. The lessons are made up of easy English classics from Hawthorne, Dickens, Lamb, Defoe, Stevenson, Scott, Franklin, Irving, Wordsworth, Tennyson, etc. Footnotes in English explain the hard words and idioms.

H 54

Commercial Press, Ltd., Publishers

此書有著作權翻印必究

現代初中 註音英語教科書

第 二 冊

編 纂 者

吳 興 周 越 然

發行兼印刷者

商 務 印 書 館

定價 大洋伍角伍分 外埠酌加運費匯費

初版 民國十四年十二月 五版 民國十五年一月

ALL RIGHTS RESERVED
MODERN TEXTBOOK SERIES
ENGLISH READERS

Book II

For Junior Middle Schools

Edition with Craigie Marks

Author:

Tsun Yih Zen, B. A.

Publishers and Printers: The Commercial Press, Limited

Price: \$5.55, postage extra

1st ed., Dec., 1925 5th ed., Jan., 1926

SPECIAL PREFACE ON THE CRAIGIE SYSTEM

This is one of a series of books brought out by the Commercial Press using the Craigie System to show the pronunciation of the English words of the text. Professor W. A. Craigie, co-editor of the Oxford English Dictionary, has devised marks and rules by which the letters of the old-fashioned alphabet become pronunciation symbols as well as writing symbols. The system makes the consonant and stressed vowel sounds of almost all words completely phonetic ; it gives valuable rules and help in the pronouncing of unstressed vowels.

As there are comparatively few marks and as these are linked together by principles, the task of learning them is small. Teachers will find that the key of a marked reading book is learned much more quickly than a dictionary key. The main differences from the Webster system of marking should be noticed at the start : e. g., that Webster's *ā*, *ē*, *ī*, *ō*, *ū*, are replaced by *ä*, *ē*, *î*, *ô*, *û* ; that the marked *tĥ* is used in the Craigie System for the less frequently occurring sound of *th* in *thing* ; and that *ā*, *ī*, and *ū* (being replaced by *ä*, *î*, and *û*) are used for the stressed vowel sounds

heard in *fāther*, *mačhīne*, and *rūle*. *ǎ*, *ě*, *ĩ*, *ǒ*, *ũ*, have the same values in both systems. The other Craigie marks are so unlike Webster's that there is little chance of confusion. When a book with the Craigie System is used, it becomes unnecessary to consult dictionaries for pronunciation; the text itself is a "running dictionary."

The key inside the cover of this book makes it possible to use this system with no instruction of any kind beforehand. If the sounds of the key-words are taught, these will unlock the sounds of all letters marked in the same way.

Every marked letter is irregular in some way. Consequently a marked text shows a teacher exactly when words ought to be explained to students in order to train them in mastering English pronunciation and spelling.

The value of the Craigie System has been well summarized by the Educational Supplement of the London *Times*: "Make one symbol represent one sound and we may multiply the symbols till they exceed one hundred, and at the same time abbreviate the period of learning to an extent which is almost incredible. The recognition of this important fact is at the root of Professor Craigie's simplified spelling system."

Teachers who use these books may entirely disregard the marks and yet the system will be of

great use by furnishing both students and teacher with a consistent text. Other teachers may wish to teach the value of the marks. Such teachers will find the system still more useful. Those teachers who wish to teach the full system of marks and rules to their students should secure "The Spelling and Pronunciation Manual," a book by Professor Craigie which contains explanations of the Craigie System both in English and Chinese, and which has many lessons illustrating systematically and completely every feature of the method. They should also make a special study of the Appendix in this book.

The most modern and satisfying, and yet simple, method of teaching pronunciation or spelling is to use a Craigie-marked book. As the system is accurate, scientifically sound, and devised by an acknowledged expert, it satisfies highly trained teachers of English; as it is simple, without strange symbols, and useful in teaching spelling, pronunciation, reading, and writing at the same time, it commends itself to many teachers who have not had the benefit of normal school or university courses in teaching English. Beyond a doubt, the Craigie System should be adopted throughout China as a standard.

LAWRENCE FAUCETT.

*St. John's University,
Shanghai.*

according to use
 用 法
 { a. affirmative
 b. interrogative
 c. imperative
 d. exclamation

according to structure
 结 构
 a. simple

kinds of sentences

Liu Chang 2 Shu

一

a. b. c. d.

PREFACE

This is a series of five readers compiled according to the new system of education. The first two books are for use of the higher or upper grade primary school, and the rest for the junior middle school. They are an enlargement of my former series of three readers entitled "New Method English Readers."

The first two books, for the higher primary school, contain thirty-two lessons each, and the last three, for the junior middle school, thirty-six lessons each.

If one lesson is taught a week, each book is sufficient for the use of one year.

In the compilation of this, as in my former series, the best phases of the direct method are made use of. Emphasis is laid on reading, penmanship, spelling, pronunciation, conversation, dictation, grammar, sentence formation, letter writing, and composition. Many illustrative pictures are used in these books. Chinese equivalents for new words and idiomatic phrases and a list of words with numbers referring to the lessons where they are first used may be found at the back of each book.

Thanks are due to Dr. Fong F. Sec for valuable ideas for the make-up of the books.

TSEU YIH ZAN.

Shanghai, 1924.

How are you?

How do you do.

How are you getting on?

Are you well?

Thank you - you really will

If All of us chinese would
stand together japan could
do hime any harm.]

假設我們中國人同心協力日本人
勢必受我們的。

CONTENTS

LESSON	PAGE
I. WHAT I KNOW	1
II. WHAT I DO IN A DAY	3
III. A LETTER	6
IV. THE WIND AND THE SUN	9
V. SPRING	12
VI. A DAY IN SUMMER	14
VII. THE MOON AND HER MOTHER	17
VIII. A TEACHER'S LETTER TO HER FRIEND	20
IX. A MOTHER AND HER SONS	22
X. THE WOLF AND THE CRANE	25
XI. THE FOX AND THE GRAPES	28
XII. THE TWO ANGRY GOATS	31
XIII. THE LION AND THE MOUSE	33
XIV. KING SOLOMON AND THE ANTS	37
XV. THE LARK AND HER NEST (I)	40
XVI. THE LARK AND HER NEST (II)	43
XVII. GOOD ADVICE	46
XVIII. THE VERY BEST PEARS	49
XIX. ROBERT BRUCE AND THE SPIDER	52
XX. THE WATER SPRITE AND THE PEARL	55
XXI. AUTUMN	58
XXII. IN WINTER	61
XXIII. THE OLD MAN AND HIS SONS	65
XXIV. BAD COMPANIONS	68
XXV. BENJAMIN FRANKLIN	71
XXVI. ABRAHAM LINCOLN	75

LESSON	PAGE
XXVII. GEORGE WASHINGTON	79
XXVIII. A BRAVE SAILOR	83
XXIX. A BRAVE SOLDIER	87
XXX. ROBINSON CRUSOE	90
XXXI. ROBINSON CRUSOE BECOMES A SAILOR	93
XXXII. ROBINSON CRUSOE IS SHIPWRECKED	96
XXXIII. ROBINSON CRUSOE'S DIARY	99
XXXIV. ROBINSON CRUSOE BECOMES A TAILOR	102
XXXV. ROBINSON CRUSOE SAVES THE LIFE OF FRIDAY	105
XXXVI. ROBINSON CRUSOE LEAVES HIS ISLAND	110
NOTES TO THE LESSONS	115
WORDS USED IN THIS BOOK	143
THE CRAIGIE-MARKED ALPHABET	155

ENGLISH READERS

FOR JUNIOR MIDDLE SCHOOLS

BOOK II

LESSON ONE

a. READING

WHAT I KNOW

I know how to read and write. I know how to spell. I can speak a little *English*.

I can count; I know a little arithmetic.

I can draw lines, squares, and curves. I learn drawing.



I have singing lessons. I can sing.

I learn history. I know the names of kings and presidents. Who is the president of China? Who is the president of the United States of America? Who is the king of England?

I like geography. There is a map in our classroom. I know the names of several countries, cities, mountains, and rivers.

b. WORD STUDY

Below are names of some school subjects :

- | | |
|----------------------|------------------|
| 1. Chinese Language. | 6. Nature Study. |
| 2. Foreign Language. | 7. Civics. |
| 3. History. | 8. Drawing. |
| 4. Geography. | 9. Singing. |
| 5. Mathematics. | 10. Manual Work. |

c. GRAMMAR

THE SENTENCE

"I know how to read and write," is a sentence. "I can count," "I learn history," "There is a map in our class-room," and "Who is the president of the United States of America?" are other sentences. There are sixteen sentences under Reading in this lesson.

A sentence is made up of words. Some sentences have more words, while others have fewer words. What sentence in the reading lesson has the most words? What sentence has the fewest words?

There are four kinds of sentences. The sentences in the reading lesson are of two kinds. "I know how to read and write," "I learn drawing," "I have singing lessons," and others are of one kind. "Who is the president of China?" "Who is the president of the United States of America?" and "Who is the king of England?" are of another kind. We shall learn the names and the uses of the four kinds of sentences in the coming lessons.

d. DICTATION

What do I know?

I know how to read, write, and speak. I know how to spell. I speak both Chinese and English.

I can count. I can sing. I can draw lines, squares, and curves.

I learn history and geography. I know the names of kings and presidents. I know the names of many countries, cities, mountains, and rivers.

I am learning to know more things.

LESSON TWO

a. READING

WHAT I DO IN A DAY

In the morning I get up at seven o'clock. I wash my face and neck, my hands, and so on, with water and soap. I dry them with a towel. I brush and comb my hair. Then I dress.

When I am dressed, I go to the dining room. I say "Good morning" to my father and mother. I sit down and eat my breakfast. After breakfast I put on my hat. I take my bag and go to school.

At school I work. I read, write, and count. I learn English and Chinese. I learn history, geography, mathematics, drawing, and several other subjects. I play in the playground. At quarter to twelve I go back home.

At twelve I have my lunch. I eat and drink. I go to school again at one. When school work is finished at four o'clock, I go back home. I have

a little tó eat. I write my exercíseš, and I stúdy my lessonš.

At sēven o'clock, supper íš rēady. After supper, I tâlk and play with my bròther and sister. Then I say " Góod níght " tó my parents, and go tó my bedroom. I undress. I pút on my níght-dress. I go tó bed. I sleep.

b. CONVERSATION

Teacher. Whó shóuld try tó hāve góod hēalth?

Pupil. Āll pēople shóuld try tó hāve góod hēalth.

Teacher. Whàt dòes góod hēalth dō for us?

Pupil. Góod hēalth helps us tó dō góod wòrk.

Teacher. Whàt helps us tó be happy?

Pupil. Góod hēalth helps us tó be happy.

Teacher. Whàt helps us tó live long, usefúl lives?

Pupil. Góod hēalth helps us tó live long, usefúl lives.

Teacher. Whàt shóuld we dō tó hāve góod hēalth?

Pupil. Tó hāve góod hēalth, we shóuld ālways breathe fresh air. We shóuld keep the bōdy clean. We shóuld eat góod food. We shóuld get up early. We shóuld hāve enòugh sleep.

c. GRAMMAR

THE ASSERTIVE SENTENCE

Āll the sentences in Section a, Lesson Twó, are of one kind — the assertive sentence.

An assertive sentence tells sòmething.

Āre these assertive sentences?

1. The wind is passing by.
2. I am a pupil.
3. Mr. Ting does not live here.
4. Birds fly in the air.

What does the first sentence tell ? the second ? the third ? the fourth ?

With what kind of letter does the first sentence begin ? the second ? the third ? the fourth ?

What punctuation marks are placed after these sentences ?

RULES

Every assertive sentence begins with a CAPITAL letter.

At the end of an assertive sentence a little dot (.) is put. This dot is called a PERIOD.

d. SUPPLEMENTARY READING

GOOD HEALTH

If a boy is well, he is happy. A happy boy can study and work.

To be well, a boy must be careful. He must live in a clean house. He must go to bed early and get up early. He must sleep with his windows open. His skin must be clean. He must wash often. He must play with other boys. He must eat good food.

Good health is great wealth.

Do you want good health ?

LESSON THREE

a. READING

A LETTER

Below is a letter from Jōhn Chang to his father. Jōhn Chang is studying in a middle school in Shanghai.

SHANGHAI MIDDLE SCHOOL,
SHANGHAI,
September 20, 1924.

MY DEAR FATHER :

This ^{term} I am in a new class. Our classroom is not very big, but it is very clean. It has maps and pictures on the walls. It has flowers too. As the windows are large, we have much fresh air.

Our teacher of *English* is Mr. A. B. Wang. He is a Shanghai man, but he speaks *English* like an *Englishman* or an *American*. All of us like him. Do you know him?

Your loving son,
Jōhn.

b. GRAMMAR

THE INTERROGATIVE SENTENCE

Answer the following questions :

1. Who wrote the letter?
2. Where was he when he wrote it?