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中學英語會話讀本第三冊

CONVERSATIONAL READERS

FOR MIDDLE SCHOOLS

BOOK III

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**CONVERSATIONAL READERS
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BY

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PREFACE

This series of Conversational Readers attempts to provide students of middle schools with a textbook of spoken English. The English readers used in secondary schools are for the most part written in literary style, quite unlike the language of everyday life, and thus afford the pupil little or no opportunity for natural and idiomatic conversation. Consequently the pupil is largely dependent on the teacher for practice in accurate spoken English. This series aims to meet this deficiency by supplementing the work of the teacher with an array of conversational forms as nearly natural as is possible on the printed page. Idioms are introduced gradually and naturally so that the lesson is a representation of the spoken language heard in actual life among English-speaking people. The method adopted is based on the latest and most scientific manner of instruction in foreign language, the student being taught to think in the tongue which he is to speak.

DIRECTIONS FOR TEACHERS

As to the most advantageous way of using this series the following suggestions are offered:

1. The teacher should first pronounce the sentences with a natural voice, the pupils in concert repeating each sentence after him, imitating his intonation but not his voice.
2. Next, the teacher should ask each pupil in turn to translate a sentence into Chinese, each pupil translating the portion naturally spoken by one party to the dialogue, the process continuing until the whole lesson has been translated

and the whole class has taken part. Then the teacher should call for questions as to any idiom or sentence not yet understood.

3. Now let the teacher have the class take up the conversation in dialogue in a natural manner, each pupil reading or repeating the portion natural to one party to the dialogue until the whole class has participated. If the dialogue ends before all the class has taken part, ask the next pupil to begin at the beginning of the dialogue and let succeeding pupils continue the conversation to the end of the class, the teacher saying the portion of the last speaker in the dialogue.

4. At least an hour should be devoted to free conversation on the lesson, using the subjects and idioms therein set forth. The teacher should ask each pupil one question, and the latter in responding should show that he has mastered the use of the idiom used in the question. The teacher should encourage his pupils to ask him questions using the subjects and idioms of the lesson.

5. It will be noticed that only in the introductory lessons are the speakers in the dialogue definitely indicated; and after some practice the pupil must learn to know the speaker from the meaning of the language. By thus learning to distinguish the speaker for himself the pupil will make much better progress in his mastery of the spoken language. This self-examination is an important feature of the author's method in assisting the pupil toward quickness of ear and fluency of speech, and the teacher should, therefore, carefully impress on the mind of the pupil the importance of knowing when one speaker in the dialogue stops and the next one begins. If a pupil goes on with the dialogue till he asks and answers his own questions it is clear that he does not under-

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stand what he is saying. Thus every lesson is a test of the pupil's progress in the language, the stage of his advancement being at once evident to both the teacher and the pupil himself.

The necessity for constant repetition and review cannot be too forcibly emphasized.

J. INGRAM BRYAN.

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CONVERSATIONAL READERS

FOR MIDDLE SCHOOLS

BOOK III

I

IN THE CLASSROOM

- A. Oh, the school bell is ringing.
- B. Yes, we must assemble and go in.
- A. I must get a drink first.
- B. No, you will not have time. Come on!
- A. All right. I will get a drink after class.
- B. Here we are in the classroom. This is my seat. You take yours.
- A. Stop talking! The teacher is waiting for silence.
- B. Yes, he is going to call our names.
- T. Now, boys, silence, please! I should not have to speak about it. William Jones!
- W. Present, sir.
- T. Charles Woodruff!
- C. Here, sir.
- T. John Jenkins!

J. Present, sir.

T. Edward Tapley !

A. Absent, sir.

T. Is Edward absent ?

A. Yes sir, he is.

T. Does any one know why he is absent ?

A. He has a cold, sir.

T. Oh, he has caught cold, has he ? I am
sorry. Henry Winter !

H. Present, sir.

T. Henry, you must pay attention ! No talk-
ing in the classroom ! George Smith !

G. Present, sir.

T. Our first lesson to-day is reading. Open
your books to page 20. We begin
at the top of the page. Tom, you
read first, please. That is very good.
Henry, you may read next. You have
not been following the lesson. Don't
you know where to begin ? Tell him
where to begin, Charles.

C. He should begin at the second paragraph,
sir.

T. That is right. Now go on, Henry. . . . Wait
a moment ! You are reading too fast.
Take your time and pronounce each
word distinctly. Keep your voice up

at commas and lower your voice at semicolons and periods. . . . Yes, that is better, but your enunciation is not good. You must pay attention and try to improve your reading. Open your mouth wider and speak more slowly. Does every one understand what we have read? Have you no questions to ask me?

B. Yes, sir; I have a question. Please tell me the meaning of the sentence beginning on line 6, page 20. . . . Thank you, sir.

T. Are there any other questions?

A. Yes, sir; please explain the meaning of this phrase. Thanks. I quite understand it now.

T. If there are no further questions we will go on. . . .

That will do for to-day. Now we shall have some dictation. Put away your books and take out your exercise books.

II

1. SEEING MY UNCLE OFF

Can you come out to play ball now? No, I have to go to the station with my father. Is

your father taking the train to-day? No, but we are going to see my uncle off. Oh, where is he going? He is going to America. Is that so? When does he leave? He sails from Shanghai this evening. What steamer is he going by? He is sailing by the Dollar Line boat, President Jackson. I have two uncles, you know. One is a silk merchant in Hankow and the other is a banker in New York. Is that so? I suppose they are both quite well off. Yes, but not very rich, I think. They are quite prosperous. Does your uncle in Hankow come to see you often? No, not very often. When he visits Nanking he usually calls at our house. Sometimes he brings me a present. Oh, that is very nice. I suppose you are always glad to see him. Yes, of course, but not on account of the present. He is very kind to me. Then you are very fond of him, I guess. Yes, I like him very much.

2. MY COUSINS

Have you ever seen your uncle who is in New York? Yes, but not until this year. He went to America before I was born. This year he made a visit to China. He had not been back since he went away, until this year. We were all delighted to see him. Yes, I am sure you were.

Has he any children? Yes, he has a son and a daughter. The son's name is Tom and the name of the daughter is Bertha. Have you ever seen them? No, never. But I have their photographs. Have you? I should like to see them sometime. Yes, I shall be glad to show them to you. Do the New York cousins ever write to you? Yes, Tom writes to me now and then, but not very often. I write to him oftener than he does to me. I suppose he is busy at school. Yes, I suppose so. How old is Tom? He is about the same age as I am. Is that so? Is Bertha older than her brother? No, she is younger. She is about fourteen years old, and Tom is a little over fifteen. Are they tall for their age? Yes, quite tall, I think.

3. CONTEMPLATING A TRIP

My father is going to America next year, and he says he will take me with him to see my cousins. Oh, indeed! That will be a delightful trip for you. Yes, I am looking forward to it. When shall you go? My father is not quite sure yet. It may not be for two years yet. But perhaps it will be next summer. It will be very nice for you. You are a very fortunate fellow. Yes, I think I am. How will you go? We are

going by way of Siberia and Europe, and then across the Atlantic to New York. Oh, that will be an ideal trip. You will go all around the world. Yes, we shall come back across the Pacific Ocean; and then we shall have been around the world. Dear me, I envy you. Perhaps you will go some day. Yes, when I am a man I may go on business. Oh, what is that music that I hear? It is the military band. It is playing in the park. What are they playing? It is a military march. Listen! Oh, they are now playing the national anthem. Yes, so they are. I love to hear it, don't you? Yes, I always do.

III

1. FOUNTAIN PENS

What kind of pen have you? I have a fountain pen. A fountain pen, is it? Yes, my father gave it to me for a Christmas present. It was a very nice present. Yes, it was just what I wanted. Then you were very pleased with it. Yes, I was more than pleased. Is it a real good one? Yes, it is a first-class pen. What make is it? It is a Waterman. Is yours a Waterman? No, mine is a Parker pen. Is that a good kind of pen? Yes, it writes very well. I like a

fountain pen much better than the old-fashioned steel pen, don't you? Yes, I do. It is so convenient. Does your fountain pen leak in your pocket? No, it does not leak at all. Neither does mine. How often do you fill your pen? Oh, about twice a month. Then you do not write much with it. Yes, I write a lot. I write a good deal, too, and I fill it no more than once a month. Is that so? Perhaps mine uses more ink than yours. Yes, perhaps so. Have you a filler? Yes, and I use fountain pen ink.

2. FOUNTAIN PENS COMPARED WITH SKATES

Lend me your fountain pen a moment, please. Certainly; here you are! Where is your own? Have you left it at home? No, I have it in my pocket, but it wants filling. Your pen writes very well. Yes, it is quite a good one. A fountain pen is much better than a steel pen, because it can go on writing as long as you like without dipping into the ink bottle. Do you like a fountain pen better than a pair of skates? Yes, I do, because you can use skates only in winter, but you can use a fountain pen all the year round. Yes, that is so. I had not thought of that. What you say is quite true. What does a fountain pen cost? You can get a good one for

about five dollars. As much as that, are they? Fountain pens are quite dear, aren't they? Yes, they cost a lot. The price of good things is always high, you know. Yes, I suppose so. What do skates cost? A pair of skates costs about two or three dollars, I think. That is less than a pen, isn't it? Yes, it is much less.

3. SKATING

Oh, have you your new skates? Yes, I got them yesterday. What did you pay for them? I paid two dollars fifty. That is not so dear, is it? No, I expected to pay more. But you can buy cheaper ones than these. This is a very good pair. Yes, those skates look good. Have you tried them yet? Yes, a little. They skate very well. The ice is not very good at present. There has not been enough frost recently. When hard frost comes we shall have better ice. The pond ice is not strong enough yet, I suppose. No, it is only about half an inch. I do not like to try it before it is an inch thick. Nor do I. It is dangerous. It is very risky to go on thin ice. Yes, it is. We had better keep to the rink until the pond ice is thicker. Yes, we will do that. Can you cut any figures on the ice? Yes, I can do a few tricks. But I am not an expert