

教育部審定  
實習英語教科書

第一冊全編

語言練習

ENGLISH LEARNED BY USE

BOOK I (COMPLETE)

FIRST LESSONS IN SPEAKING

APPROVED BY THE BOARD OF EDUCATION

# ENGLISH LEARNED BY USE

## BOOK I

### FIRST LESSONS IN SPEAKING



#### LESSON I

##### THINGS IN THE ROOM. THIS AND THAT

**Special note.**—It is not intended that the student should finish a lesson at each class session.

**Materials.**—Things in every schoolroom, cap, hat. If there are no stools, omit the word until later.

**Note to the teacher.**—Begin with the greeting, "Good morning," or "Good afternoon," according to the time of the lesson. The students will catch the meaning after a few days, without explanation, and will learn to respond. Likewise the day may be mentioned at each lesson, until the names of the days of the week are all familiar. Then the day and month may be given. Only a moment is required for these words.

Then begin the lesson by naming, slowly and very distinctly, one of the things in the room, pointing it out or holding it up as you speak. Repeat the word several times, encouraging the students to imitate you. Correct any mispronunciations, and show how the sounds are made. When three or four objects have been named, and the sounds can be spoken correctly by the students, ask the question, "What is this?" and answer it. When all the

things mentioned in the lesson have been learned, give abundant practice both in answering the question, "What is this?" and in asking it, letting the students question each other.

Good morning.

Good afternoon.

To-day is .....

A pencil.

A pen.

A book.

What is this?

That is a pencil.

That is a pen.

That is a book.

This is paper.

That is chalk.

This is a piece of paper. That is a piece of chalk.

This is an eraser.

What is this?

This is a blackboard.

What is this?

This is a desk.

What is this?

This is a stool.

That is a chair.

That is a bench.

What is this?

This is a pen.

That is a pencil.

What is this?

What is that?

This is an ink bottle.

That is a ruler.

This is a cap.

That is a hat.

### EXERCISE

**To the teacher.**—In asking and answering these questions, the greatest pains should be taken to avoid starting any bad habits of pronunciation and usage. Use the objects rather than translation, except in teaching "this" and "that." These words, after being used, may be translated, because their meaning is relatively near or relatively remote from the speaker, and the distinction may be confusing until the student recognizes that they correspond to 這 and 那.

For a writing lesson, the sentences of the lesson may be written on the blackboard and copied. Or writing lessons may be given in connection with another book after the first few lessons in speaking have been learned.

## LESSON II

### PARTS OF THE BODY. YOURS AND MINE

Good morning.

Good afternoon.

To-day is.....

This is my head.

That is your head.

This is my hair.

That is your hair.

This is my eye.

That is your eye.

This is my nose.

That is your nose.

This is my mouth.

That is your mouth.

This is my arm and this is my hand.

That is your arm and your hand.

This is my leg, and this is my foot.

That is your leg, and that is your foot.

What is this?

What is that?

This is my ear, and this is my face.

That is your ear, and that is your face.

This is my neck, and that is your neck.

This is my shoulder, and that is your shoulder

This is my body, and that is your body.

This is mine.

That is yours.

This pencil is mine.

That pencil is yours.

This is my pencil, and that is your pencil.

This pencil is mine, and that pencil is yours.

## EXERCISE

Oral drill as before, letting the students add "my" and "your" to the words of the first lesson, as well as to the new words.

**To the teacher.**—Explain in Chinese that "my" and "your" modify an object expressed, while "yours" and "mine" are used as substantives. Continue the drill during succeeding lessons until the correct usage becomes habit. A little merriment in pointing out the parts of the body is likely to arise, but it will soon subside if rapid questioning keeps every student alert.

## LESSON III

## THE QUESTION WHERE?

Good morning.

To-day is.....

This is the floor.

That is the wall.

This is a door.

This is a picture.

This is the platform.

Show me the floor.

Show me the ceiling.

Where is the wall?

Here is the wall.

Where is the door?

There is the door.

Where is your pencil?

Good afternoon.

What day is to-day?

This is the ceiling.

That is a window.

That is a map.

Here is the floor.

There is the ceiling.

Where is the window?

There is the window.

My pencil is on my desk.

Where is my chair?      Your chair is on the platform.

My hand is on my head. My paper is on my book.  
My foot is on the floor.

Where is your head?      your book?      your foot?  
My nose is on my face.      My head is on my neck.  
My arm is on my body.

The picture is on the wall, and the map is on the wall.

### EXERCISE

Where is your hair?

Where is the chalk, and where is the eraser?

Show me your hands.      Show me your hat.

Show me your pencil.      Where is my desk?

Where is your desk?      Where is the floor?

Where is the ceiling?      Where is the platform?

Where is the picture?      Show me a map.

What is your foot on?      My desk is on what?

What is the eraser on?      That paper is on what?

**To the teacher.**—Do not confine yourself to the things or order of the book. Distinguish the articles *a*, *an*, and *the*, both by careful usage, and by explaining that “the” can refer to only one thing, and is to be used when there is only one thing of the kind in the room, or when the particular one referred to is clearly understood. If there is only one door, for instance, substitute “the” for “a” in the lesson.

Use “Show me” as a phrase, without analyzing until the objective case *me* has been taught. Distinguish “Show me” from “Where?” by having the student always point, or in some way direct the eye for the former, while

encouraging him to answer where with a phrase of position.  
e. g. Show me the map. There is the map. Where is the map? The map is on the wall.

Use the question "Where" to review the names of all the things already learned.

## LESSON IV

### COMMON ACTIONS AND THE PROGRESSIVE TENSE

What day is to-day? To-day is .....

I am sitting down.

Now I am standing up.

Now I am walking.

Now I am writing.

You are sitting down.

What are you doing?

Please stand up.

Now you are standing up.

What are you doing?

Please walk.

Now you are walking.

What are you doing?

Please write.

Now you are writing.

What are you doing?

Please sit down.

Now what are you doing? What am I doing?

Now what am I doing? What are you doing?

Now what are you doing? Where are you sitting?

I am sitting on my chair.

Where are you standing now?

I am standing on the floor.

Where am I walking now?

You are walking on the floor.

Where am I writing now?

You are writing on the blackboard.

## EXERCISE

Have the students ask the questions of each other, and secure any desired answer by first asking the student to do the thing you want him to say, using the word "Please."

**To the teacher.**—The progressive tense is introduced before the simple present because foreign students are likely to form the habit of using the present constantly for the progressive. By first teaching the progressive form, the fact is emphasized that English idiom requires it in speaking of an action now going on. At the same time, the imperative form with "please" shows the same form as the simple present.

First sit down and then say the words slowly, "I am sitting down," letting the students imitate the sounds. They will catch the meaning when you vary the action. Use "now" to show that you are describing a new action. Insist on a clear nasal ring to the sound of *ing*, which most Chinese students pronounce *in*,—sittin', standin', etc.

## LESSON V

## YES AND NO

To-day is.....

What is this?

That is a pencil.

Is this a pen?

No, that is not a pen, that

is a pencil.

Is this my eye?

No, that is not your eye,

that is your ear.

Is this the floor?

Yes, that is the floor.

Is this the ceiling?

No, that is not the ceiling,

that is the floor.

Am I sitting down?

No, you are not sitting

down, you are standing up.



Are you standing up? No, I am not standing up, I am sitting down.

Am I writing now? Yes, you are writing.

Am I writing on the floor?

No, you are not writing on the floor, you are writing on the blackboard.

I am opening the desk. Now I am closing the desk.

Please open your book. What are you doing?

I am opening my book. Open your desk.

Close your desk. What are you doing?

Close your eye. Open your eye.

Please open the door.

Are you opening the window?

No, I am not opening the window, I am opening the door.

'This is a box. I am opening the box. Now I am closing the box. Please open the box. Please close the box.

### EXERCISE

Use questions requiring *yes* and *no* for an answer to review all the nouns and verbs of previous lessons, and keep up this drill until both affirmative question and statement can be used fluently. As before, have the students ask the questions of each other as well as answer the teacher's questions.

**To the teacher.**—The number of new words in this lesson is small, but the negative forms of question and statement require much practice. When you hold up a pencil and ask, "What is this?" the students will answer,

"That is a pencil." Then you ask, "Is this a pen?" and answer yourself. Do the same with other articles, and the meaning will be clear without translation. But the students must be made to use these forms freely, or they won't remember them. Finally, quicken the lagging interest by teaching the new words, *opening*, *closing*, and *box*, as former verbs and nouns were taught.

## LESSON VI

### THE PRONOUN HE, POSSESSIVE PRONOUNS, AND THE PLURAL

- |   |                         |
|---|-------------------------|
| To-day is.....  | What day is to-day?     |
| <u>Yesterday</u> was.....   | What day was yesterday? |
| What am I doing?  | You are standing up.    |
| What are you doing?   | I am sitting down.      |
| <u>He</u> is sitting down.  | What is he doing?       |
| I <u>have</u> <u>one</u> head, one face, one nose, and one mouth. |                         |
| You have one head, one face, one nose, and one mouth.             |                         |
| He <u>has</u> one head, one face, one nose, and one mouth.        |                         |
| I have one, <u>two</u> eyes.                                      | You have two eyes.      |
| He has two eyes.  |                         |
| I have one, two ears.   | You have two ears.      |
| He has two ears.  |                         |
| I have two hands and two <u>feet</u> .                            |                         |
| <u>How many</u> hands have you?                                   |                         |
| How many feet has he?   |                         |
| How many arms have I?   |                         |

How many pencils have you?

How many ink bottles has he?

This is my hand.

That is your hand.

That is his hand.

These are my hands.

Those are your hands.

Those are his hands.

These are my books.

Those are your books.

What are these?

This is the floor.

Those are the walls.

What is this?

What are those?

My hands are on my desk.

Where are your pens?

Where are his papers?

This pen is mine.

That pen is yours.

Those pens are his.

### EXERCISE

Question similar to those in the lesson should be infinitely varied and each student should answer several.

**To the teacher.**—This lesson, like the last, has new forms more difficult than the new words. The actions of the teacher can make each sentence clear, as he speaks it, by pointing, etc.

The words *yesterday* and *was* are introduced to make them familiar before the past tense is taught. But, like the days of the week, they need take but a moment at the beginning of the lesson each day.

## LESSON VII

### THE NUMBERS 1 TO 12

To-day is.....

Yesterday was.....

This is the month of.....

I have one mouth and one nose.

I have two eyes and two ears.

There is one ink bottle on that desk, and two pens on this desk.

There are three books on the table.

The room has four walls.

I have five fingers on one hand.

This is a cube. The cube has six faces.

The box has six faces.

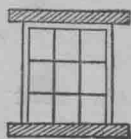
Sunday, Monday, Tuesday, Wednesday, Thursday,  
Friday, and Saturday are the days of the week.

A week has seven days.

The cube has eight corners, and the box has eight corners. How many corners has the table?

Show me the corners of the room.

This window has nine panes. These  
are the panes.



I have ten fingers on my two hands.

I have ten toes.

Ten and one are eleven. Ten and two  
are twelve.

This is the edge of the table. These are the edges of the cube. How many edges has the cube and how many has the box? Count them. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

The cube has twelve edges. Count the edges of the box. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

The box has 12 edges.

Count your fingers. Count from one to twelve.

Two ones are two. Two twos are four. Two threes are six. Two fours are eight. Two fives are ten. Two sixes are twelve.

Three twos are six. Three threes are nine. Three fours are twelve.

Two and three are five. Four and six are ten.

#### EXERCISE

How many ceilings has the room?

How many windows and doors has the room?

How many arms have you?

How many pencils are on the desk?

How many legs has the table?

Count the panes of the window.

How many corners has your desk?

How many are three and four? Four and five?

Five and six?

Four twos are how many? Four threes are how many? Five twos?

#### WRITTEN EXERCISE

My desk.....legs.

There.....one ink bottle.....the table.

How.....feet.....you?

.....many floors.....the room?

There.....two books.....this desk.

**To the teacher.**—The student must learn to think numbers in English as soon as possible. Therefore make him get the meaning of each number by examples, without translation, that he may at once associate the new words with ideas rather than with Chinese. Give further examples of each number than those in the book, and abundant practice. The exercise only suggests forms of questions, for it would take pages to print as many questions as the teacher ought to ask of the students.

The expressions "there is" and "there are" should be made very familiar, since they are among the most common of English idioms, but seldom are used by Chinese students. Warn them against translating the corresponding Chinese 有 by the word "have" or "has," and be on the lookout to correct this common error. This is a good example of the errors into which the translation method is likely to lead the student. The lesson should make clear the distinction between *have* and *has* denoting possession, and *there is* or *there are*, denoting merely the presence or existence of objects.

## LESSON VIII

### WRITING ON THE BLACKBOARD. PRESENT TENSE AND PLURAL PRONOUNS

Now I am standing up. What am I doing?

I am walking to the blackboard. What am I doing now?

I take the chalk. Now I am writing words on the blackboard.

I put down the chalk and take the eraser. Now I am erasing the words.

I put down the eraser. Now I am walking to my seat.

What do you do when you write on the blackboard?  
First, I stand up. Then I walk to the blackboard.  
Then I take the chalk and write words on the  
blackboard.

Then I put down the chalk and take the eraser.

Then I erase the words from the blackboard.

Then I put down the eraser and walk to my seat.

What do I do when I write on the blackboard?

First you stand up, then you walk ... Then you  
take ... write ... Then you put down ... and  
take ... Then you erase ... put ... walk ...

What does he do when he writes on the blackboard?

First he stands up. Then he walks... Then he  
takes ... and writes ...

Then he puts down ... and takes ... Then he  
erases ... Then he puts down ... and walks ...

We stand up ... walk ... take ... write ... put down  
... erase ...

You all first stand up ... walk.....

They first stand up ... walk.....

I walk to my seat. You walk to your seat. He  
walks to his seat.

We walk to our seats. You walk to your seats.

They walk to their seats.

This seat is mine. That seat is yours. That  
seat is his.

These seats are ours. Those seats are yours.

Those seats are theirs.

## EXERCISE

Vary the following questions in the six forms of singular and plural. See that the actions refer to actual conditions, and the pronouns to definite persons. Also let the students ask the questions.

What am I doing now? What am I walking to? What am I writing?

What do I do when I write on the blackboard? What do I write? Erase?

What seat do I sit on? Where is my seat?

Is this my seat? Is that my seat? (Review of the lesson on *yes* and *no*.)

**To the teacher.**—First review the present progressive form while you are performing the actions named. You may explain, perhaps, that you do not use the progressive form for *taking up* and *putting down*, because these actions are in progress for only an instant. But leave most of the explanations until you have gone through the lesson. Having resumed your seat, you tell what you do when you write on the blackboard, in the order of the actions. When you have gone through the lesson, make clear the distinction between the progressive tense, describing what is going on at the time of speaking, and the simple present, which tells what we do repeatedly, habitually, "every day," or under certain circumstances as "When I write on the blackboard." Make this distinction clear, first by explanation, and then by constant practice under real conditions. Use "now" to indicate the progressive, and a clause like "When I write," etc., or some adverbial expression like "every day" (introduced in lesson X) to indicate the present, until correct habits of speech are formed. See that the students notice how the third person singular of the verb is formed, but let them get it by observation rather than by being told a rule. They should be encouraged to make their own rules and modify them as their experience enlarges.



## LESSON IX

## WRITING WITH INK

What day is to-day? What day was yesterday?  
What month is this?

What do you do when you write in your books?

First I open my book on the desk.

Then I take the stopper out of the ink bottle. This  
is the stopper.

Then I take my pen and dip it in the ink.

Then I write in my book.

Then I take the blotter and dry the ink. This is  
a blotter.

Then I close my book and wipe my pen.

Then I put the stopper in the ink bottle.

I write on the blackboard with chalk.

I write in my book with pen and ink.

I erase the words with an eraser.

I dry the ink with a blotter.

I wipe my pen with a piece of paper.

I take the chalk and the pen with my hand.

I walk with my feet.

I open ... take ... dip ... write ... dry ... close ...  
wipe ... put ...

You open ... take ... dip ... etc.

He opens ... takes ... etc.

We open ... take ... etc.

You open ... take ... etc.

They open ... take ... etc.