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中华中学英文教科书 第一册

中华中学英文教科书 第二册

中华中学英文教科书 第三册

New Practical English Readers FIRST READER

BY

LEE TENG HWEE & YOUNG CHINSON

CHUNG HWA BOOK CO. SHANGHAL.

PREFACE

Since the study of English was introduced in Chinese schools, the question of text-books has been the subject of constant discussions among educationists both foreign and Chinese; and it has been now universally agreed that English readers which are adapted to western schools are by no means suitable to the conditions in China. This is attributable to the fact that school readers used in western schools are adaptable only to boys of certain ages of primary school standing; while Chinese students beginning to learn English are generally of an age beyond the intelligence of the average primary school boys, and with Chinese education quite advanced in standard. Hence, such lessons which may appeal to smaller boys, do not appeal to our students.

The aim of our series is, therefore, to meet this demand by giving our students a higher and more advanced order of studies beginning with simple construction and leading up to the more complex style of the English language. A point which is vitally important in connection with our aim is the method of study. Chinese students can not afford to spend years in the slow and gradual acquisition of the language as is done in western schools when teaching children. The method, therefore, must be more or less on the principle of studying foreign languages in the West.

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PREFACE.

In view of this, every facility is given to the student in order to enable him to master the language in as short a period as possible. Copious Chinese equivalents are given to new words to be acquired in the first two readers; and idioms are explained. In addition, the rudiments of English grammar and calculation are introduced; while questions for oral exercises and exercises in grammar form some of the new features of our series, in the hope that by the time the student shall have gone through the series, he will already have a working knowledge of the language to enable him to prosecute with facility the more advanced and complex study of English.

It is necessary to remember, however, that much of the progress and success of the student depends upon the qualification of the teacher and his method of teaching but, given an average intelligent teacher, the helps and suggestions given in the series will do much to help in the success of the study.

Lastly, we do not overlook the fact that the study of English is not the sole aim of education. A successful student must be an all-around man; above all, practical and useful. Hence, great care is taken in the selection of lessons, especially those which have a moral and practical bearing upon the life of the student.

LEE TENG HWEE, B.A. (YALE, U.S.A.).

Shanghai, China, 20th September 1913.

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習o釋o編 日o精 識o但 凡其輯如微。以。有年 方尚在 鲲 四 其 本0素0酚 深 此。外。人 面o有 和o又o之 國 書o故 雅 西 種。畧。目 學 更 宗。琴 小 用 不 端。以 不 愚 均 述。的。校 有旨o常學 亦 上。可 也。為。英。惟 兒 一務兒 生 注 JU 本o文o欲 童 意會則不 端の求い童 徒中 益 於 是 爲此申 書。文。使之與適。皆而非 以 編書 言 之o法o中 習 月學 本合o讀中 特。之。國 其 書 於0之 生有輯補於 華 者o用 色o大o學 本 宗 中o教學 X 助此 菲o材o生 亦 H 蓋之所及者。 旨0生 國 旨 編復以文至輯備の短字有 以學。注指則 美 至 學。必 初久 校o非 國 此凡 意。引 人 戴。促 然。關 之。中 英 也。可 則之生 曾 以 英 處。之 固數0乙 故係0用0份 文 文於進 目o時其o則其學 時所 行之學步 望 之。間。方。研 教 子 學 字0得 法0習 材初年認0擇0 習0學 成 者更英當英 效。 特o文探o文 英 殊 將 知其 之 設。之 用。之 外 李 時不 大 文 識o原 本 問o精西o方國 华 野 時限成 者 毎因 留於 就o恃 之超 讀 題o妙o國o法 敎 粗 意o其必乎 墨 俾 故 學o是 科 所 出 文字 之學。於 校 也 心 皆 好 於 則 編 能教 大員 時o生o生o教o中 為 也o外 輯 人之有之 即 得。字。桵。華 高 嫺功學 E 用o之o外o學深o 小國 有以。後。國。生 其 取 熟0效 鑩 學學 材。凡 也。及 生校 完 練。附 文。之 體 其 備 習o以o之o研 裁 徒所 所 之 語。華。方。習 則 英 言。解。法。英 始 敎 以 之用 授之法。 毎有 上。之 且智也。文。於 即数 選所 成 學 尚。用。 決 淺 如科 就 識。有。詞。 敵 然 不题o 國書 適 之 學。僅 材 数 而 文 の 句 o 能而 人。 之 員 多漸 亦適 法o加 之。以。 碧

進 練。註。

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SUGGESTIONS TO TEACHERS.

"Well begun is half done" is a saying which may be applied with singular force to the difficult study of languages. In fact much of the proficiency of the student in mastering any kind of knowledge depends precisely upon the way he begins.

Ways once acquired in the early period of study often become fixed habits difficult to eradicate. Hence, it is obvious that a great responsibility rests upon the teacher in the discharge of his duties to his pupils.

We have endeavoured in these series to give a few important suggestions—the fruit of our many years of experience in teaching English, which have been helpful to our students, and would be no less so to others:—

- 1. It is advisable that the teacher should read the lessons to be prepared twice, loudly and distinctly, before the class, paying especial regard to the pronunciation and accentuation of the words.
- 2. The words and phrases given with every lesson are intended to be mastered by the students. The teacher should, after every reading exercise, request the students to close their books and examine them in spelling, meaning, and phrases.
- 3. The conversation will be a helpful means of language drill, if systematic encouragement be given to the student along this line. It is not necessary that the student should give answers exactly as those given in the conversations. But memorizing the answers given will help the beginner in the correct method of speaking.
- 4. The lessons in grammar should be treated in the same way as reading lessons, i.e. they should be taken as regular lessons, not supplementary, and the same amount of time should be devoted to their exercises in class.

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FIRST READER.

LESSON I.

CONFUCIUS.

- 1. Confucius was a native of Lu. He was learned and able. He was never tired of teaching others. He had more than three thousand students.
- 2. When his country got into trouble, he became the prime minister of Lu. After three months Lu became prosperous again.
- 3. After a while the king of Lu would not listen to him. Confucius became displeased and left Lu.

4. He spent fourteen years in travelling abroad. But he could not get any king to listen to his good advice.



- 5. He finally returned to Lu to write books to teach the people.
- 6. Everybody in China respects
 Confucius and calls him the greatest
 sage of China.

GONVERSATION.

 Was Confucius ever tired of teaching thers?—He was never tired of teaching others.

- 2. How many students did Confucius have ?-He had more than three thousand students.
- 3. Why did Confucius leave Lu?-Because the king of Lu would not listen to his good advice.
- 4. What did Confucius do after fourteen years of travelling abroad?-He wrote many books to teach others. NEW WORDS.

A'-ble 多能 Na -tive 本地人 Learn'-ed 世學 Ang'-ry 怒 King X List'-en I Sage 4 Trav'-el 游歷 Final'-ly 最後

Teach 教識 Stu dent 里生 Thou'-sand 千 Trou'-ble 亂 Spent P Four-teen' 十四 A-broad 在外 Ad-vice' 勸;諫 Re-turn'

Prime Min'-ister 首相

LESSON II.

THE DOG IN THE MANGER.

1. One day a cross dog went into a barn and lay down in a manger,

- 2. Soon an ox came into the barn. He had been at work and was hungry.
- 3. He wanted the hay in the manger, but the cross dog would not let him come near it.
- 4. "Do you want that hay?" asked the ox.
- 5. "No, I don't eat hay," said the dog.
- 6. "How selfish you are!" said the ox. "You can not eat the hay, and you will not let me eat it."

CONVERSATION.

- What did the cross dog do in the barn ?—The cross dog lay down in the manger.
- 2. What did the ox want when he came into the barn?—He wanted to eat the hay in the manger.

- 3. Did the cross dog let him eat it?-No, the dog would not let him come near it.
- 4. Did the dog want that hay for himself?-No, dogs never eat hay.
- 5. Is the dog selfish?-Yes, he is very selfish. He should let the ox eat the hay.

NEW WORDS.

Man'-ger 馬槽; 牛槽 | Cross 兇横; 刁潤 Barn 穀倉 Hay 乾草

Hun'-gry 餓 Self'-ish 自私;私心

IDIOMS

Lay down 臥; 睡

At work 工作

LESSON III.

THE FOX AND THE GRAPES.

- 1. A hungry fox saw some beautiful grapes. They were up on a high wall.
- 2. "How good they look!" he said. "I am hungry. I will have some."