

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

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語言練習
中學校用

ENGLISH LEARNED BY USE
BOOK I (COMPLETE)
FIRST LESSONS IN SPEAKING

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APPROVED BY THE BOARD OF EDUCATION

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PREFACE

The central idea of this book is indicated in the title. But to use English in the classroom among the students requires a working vocabulary to start with. This volume is designed to develop this working vocabulary, so that in all subsequent studies of literature and grammar, or of other than language subjects, the teacher and his pupils may talk together, and the pupils may talk with each other. When this nucleus of English words and idioms has been mastered, it will be easy for teachers and students to make constant use of English in nearly all their intercourse.

The direct method of modern language teaching, so successfully used in European schools, apart from its phonetic basis, consists essentially in the use of suitable texts as the material for conversation and the study of grammar. Short anecdotes are usually employed first. But the author believes that the *things* and *activities* of school life and of the familiar environment are better material than texts, at the beginning, to develop the nucleus of a conversational vocabulary. Any pieces of literature, however short and simple, contain many words which the student cannot use in conversation. On the other hand, many words necessary for common intercourse in the school, will not appear in any reading matter of a literary nature. Hence it is advisable to begin with speaking lessons based on the immediate needs of students and teacher. After ten or twelve lessons of this book have been finished, however, the texts of a suitable reader may advantageously be employed.

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In presenting the words of a foreign language, the teacher may show the things or relations themselves directly, or he may use pictures, or he may translate the words into the native language. The author believes that the first two ways are more vivid and impressive, and they avoid the dangers of the translation method. Translation, however, is the most convenient way of making sure that the idea is clearly understood. These lessons are so planned that translation may be used as little as possible, and the new speech used as much as possible. Objects and actions, qualities and word relations, are directly presented. Pictures will be of great value in the later lessons, when the students have learned to talk about the things in the classroom and school.

While the book presupposes that the formal study of grammar will be reserved for a later part of the course, grammatical forms are here introduced systematically as they are demanded by the student's developing vocabulary. The declension of pronouns and tenses of the verb are shown in grammatical arrangement, after they have been presented in conversation. And enough grammatical terms are introduced to enable the teacher and students to talk about the language they are studying.

The phonetic basis of the direct method is here neglected only because of the difficulties attending its introduction in this first edition. The author heartily believes in the use of phonetic spelling for students of English, until a clear pronunciation of English sounds has been acquired.

The success of the book will depend upon the intelligence and resourcefulness with which the teacher follows the method described in the introduction, and the notes to teachers accompanying the lessons. The volume has

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grown out of classroom use, and its lessons were originally prepared to meet the author's own needs, in his efforts to develop a conversational knowledge of English in a systematic and orderly manner. But if the book is used as a reader, and its sentences and exercises merely translated, it will be a failure.

The civilization and culture of the Western nations has much of value to the new Republic of China. The modern student wants to go to the sources of that culture, that he may select and adapt what China can use. He is not content to depend upon secondhand sources. Therefore he earnestly desires a knowledge of Western languages. The teacher who can help him has a serious mission. His work is necessary to the progress of the young Republic in preparing herself to meet the demands of the new age. This book is written in the faith that both East and West may profit by a better mutual understanding. Such a faith will help the teacher to make the dry bones of language live with the inspiration of a high purpose.

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FOR THE TEACHER

A few words to the teachers who use this book will help to make its purpose more clear and its material more useful. It is the first of a series designed to furnish the apparatus for the study of English by the direct method, so arranged that the student may make the largest possible use of what he learns by constantly practicing the old while acquiring and assimilating the new.

Aim. One's method should be determined by his aim.

The general purpose which has guided the preparation of this series is to make the English language a gate to the culture of the English-speaking peoples. This is a different aim from one which is satisfied with enabling the student to clothe his thoughts in a new dress. It is the failure to adopt a sufficiently high aim which has led many to belittle the study of languages. One of the greatest linguists of China once said to the writer, "It is better to teach a man ten things than to teach him to say a thing in ten different ways," meaning that the time spent in the study of a foreign language could be better spent in learning more subjects through the vernacular. The speaker's own use of his knowledge of languages was the refutation of his argument. To understand the civilization and culture, the thoughts and aims of another people is much more than learning new expressions for the same thought. As Greek and Latin are necessary to an appreciation of classical civilization, or the Chinese language to one who would understand the Chinese people, so is a Western language to the Chinese student who would

absorb or estimate Western culture. China will never acquire the advantages of Western civilization through translations, but through her students who have gone to the sources.

The aim we have adopted will necessitate the following principles:

1. A mastery of both the written and spoken language, so that the student can read with ease and understand lectures and conversation, and talk freely and intelligibly, is necessary. This aim has been expressed as "reading ability by means of speaking facility." A mere reading knowledge or a little business English will not answer the purpose.

2. The "realien" must be a part of the course throughout. Western clothing, furniture, and utensils should be made familiar, and the manners and customs of the English and American people. By objects, pictures, and descriptions the life of these people should be made vivid to the imagination. The student should be so taught that if he suddenly found himself in London or New York, he would not be bewildered like a man suddenly transported to the moon. By a study of the art, literature, and history, the industrial, political, and social institutions of the Anglo-Saxon race, he should learn to appreciate the spirit and ideals of their civilization.

3. The texts to be read should be selected with the aim in mind,—comprehension of a people rather than the acquisition of foreign words. Naturally the readers prepared by hack writers will be ruled out. Even literary readers, made up of scraps and fragments, are not as good as whole works. The latter can easily be selected of

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suitable length, beginning with proverbs, fables, rimes, and anecdotes, and progressing through short stories to longer works. And these longer works, at first, should be selected for their living interest rather than a classical style. Shakespeare and the Vicar of Wakefield are not the first books to put into the hands of the student who has not yet learned to talk. "Tom Brown's School Days" or Mrs. Ewing's "Jackanapes" are much better for him.

4. Our aim also rules out methods which teach English by applying it to Chinese life. Such methods seem to have the merit of starting with the familiar. But English is not adapted to the details of a Chinese boy's life, and it always sounds unnatural and not idiomatic when so applied. Moreover, the student will never use English as a substitute for his own language in his home relations, but rather in learning the new life of foreign intercourse to which his school is introducing him. The difference between Chinese and English is not that each has its own peculiar signs for the same idea, but each has grown up to meet the needs of a people. To begin with the familiar in the study of English is to begin with the things and activities of the classroom, and then proceed to the other aspects of school life. Afterwards, the widening circles will embrace the general life common to all peoples, and finally lead the student to the life of the nations for whose need the English language was developed. This is the order in which this series seeks to progress. Of course one must often find English expressions for the things one lives among, but if you will think how helpless the language is to describe even the relations of a Chinese family or the parts of a Chinese house with accuracy and idiomatic phrases, you can appreciate the evils of trying to teach English through such applications.

Method. So much for the general aim. Let us now consider the method. It will be worth while to think for a moment of what language is. We describe it as a series of signs for communicating thought. But to use these signs, we cannot depend on learning and remembering them. They must become a habit. When we talk, we are not conscious of selecting these signs, they come automatically to the tongue. The association between ideas and words becomes a reflex. The words and phrases also have associations with each other, apart from the mere meaning. Some words go together and suggest one another. To learn a language, then, one must acquire all these associations, and not merely remember them, but make them a habit.

Take an illustration. The student comes to the word *mountain*, and learns that it means *san*, 山. When he has learned this, he is only at the beginning of the process. Meaning and symbol must suggest each other without the intervention of translation. The word must acquire associations with *hill*, *valley*, *plain*, *peak*, *mount*, with the distinctions of usage, and with verbs like *climb*, *ascend*, and with appropriate prepositions. Finally, these associations must become habit.

It follows that language is not a kind of knowledge to be absorbed and remembered, but a series of habits to be learned by constant use and repetition. No learning process is complete that does not end in expression, and, above all, the learning process of a habit. As Professor James says, "It is in the moment of motor reaction that the process gives the set to the brain." The process that Professor James refers to begins with sensation, passes through perception and meaning, and ends with expression. The second stage

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may be simply perception of the sound or form, as when one is trying to learn a new word spoken by the teacher, or written on the blackboard. Or it may be an elaborate association of ideas. In the first case, the expression will be mere imitation of the sound or written word. It becomes more complex when the sound or character is reversed in expression, as in reading aloud or writing from dictation. Expression is most elaborate in conversation, and oral and written composition. Every lesson given should end in some kind of appropriate expression by the student.

From this, we can see the place of memory in language study. It enables the student to repeat the process,—sensation, meaning, expression,—without having to refer again to the teacher or the book. But when the lesson is learned, it has produced habits which have no more need of memory. The memorizing of vocabularies and rules of grammar without the formation of habits is of very little use.

The place of translation can also be seen. It enables the teacher to make sure that the meaning is understood. But it has no further value in learning a foreign tongue, and, if constantly used, may become a positive hindrance, because it is forming a wrong set of associations and habits. It leads the student to associate the words of one language with those of another, and to see or hear in one language and respond in another. The regular process of using a language is broken up by this confusion, so that he never learns to use the language he is studying. He cannot even learn to translate properly until he is freed from the necessity of translating at all. Even if one aims at a mere reading knowledge, translation is not the shortest road to the goal.

Another inference from the nature of language is this. We are trying to form habitual associations of words, meanings, and actions. These associations are more permanent and easy of repetition if the channels from sensation to expression are numerous. Therefore learn as many ways as possible of perceiving and expressing an idea in the foreign tongue, and, above all, learn spoken and written language together. They aid the acquisition instead of hindering, because each new path is a clue for the memory, another way by which the nervous current can break through from sensation to recognition and expression. In some, the visual memory is stronger, in some, the auditory, but each aids the other. The spoken language, as more fundamental, should be made the basis of instruction. Even if one could be satisfied with a reading knowledge, "reading ability by means of speaking facility" is the easiest road.

It remains to show how this general method
Applica- of learning a foreign language is applied in this
-tion. book, and how the book is to be used. The aim of the book is to secure practice in expression as well as understanding, chiefly in the language of conversation, such as the teacher needs to use with the students in all his subsequent teaching. After a few lessons, it may be supplemented with a simple reading book, and when these are finished, the student is ready to take up more difficult reading and a simple, practical grammar, all in English.

Each lesson in this book is a talk between teacher and pupil, in the course of which the new words are introduced, their meaning indicated by the context or by explanation, and their usage illustrated. The new lesson should not be read first, but should be spoken by the teacher, slowly and

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distinctly, while the students listen with closed books. The teacher may follow the general order of the lesson but should freely depart from its text, repeating, explaining, paraphrasing, translating, if necessary, until the meaning is clear. He should turn aside at convenient stopping places to give multiplied illustrations of the meaning and usage of the new words, and to question the students to see whether they understand. When the lesson is clearly understood, the students may be allowed to open their books and read the text. But they should not themselves pronounce the new words independently until the sounds are clearly heard and familiar to the ear. Get a good pronunciation at the beginning, no matter how much time is spent in the effort. It will be time saved. Let no bad habits of speech get started, if you can help it. Make the ear the organ of learning. If the ear hears a sound correctly, the tongue can usually utter it correctly. Mistakes of pronunciation are usually due to incorrect hearing. Therefore make sure all the students have had a chance to hear the word clearly spoken before they study the printed page. The book should be used to review what has already been taught by the ear.

The next step is to give the students abundant practice in understanding and using the new words. The teacher should use every means to make students talk. The easiest way will be that of direct question. But he should keep these points in mind. (1) The questions in the exercises are only examples. A rapid fire of similar questions on the past lessons, constantly reviewed in this way, should occupy a large part of the classroom time. On his faithfulness and skill in constant questioning will depend the success of teacher and textbook. (2) The student should never be allowed to answer in monosyllables or incomplete