

民國教育史料叢刊

795

主編
李景文
馬小泉



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中等教育·教材、學生參考書

開明第三英文讀本

共和國教科書高等小學英文讀本

共和國教科書東亞各國史（中學校用）



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KAIMING
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KAIMING THIRD ENGLISH BOOK

(For Junior Middle Schools)

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PREFACE TO REVISED EDITION

Since the publication of these English Books six years ago, the thought of putting out a revised edition has constantly been in the author's mind. Their universal adoption throughout the schools of this country has fully justified the author's pains in preparing this series, but has also placed on him a great responsibility. It seems only fair to give these books the standard of perfection, as regards printing and language, which their popularity deserves.

The author was unusually fortunate in securing the help of Mrs. Davies of University College, London, in the work of revision. Her unique experience in teaching foreign students English and her special knowledge of the grammar of spoken English make her the ideal person for this work.

With this revision, which has extended over two years, and with the Kaiming English gramophone records, spoken by Prof. Daniel Jones and giving the essentials of English sounds and sound combinations, these books possess now a value which they did not have before.

It is the author's belief that the unique success of these readers is due to the fact that they combine the teaching of living, spoken English with more imaginative reading material. Talks about the weather, the colours, the sun and the moon could be made quite poetic if we wanted to. It is hoped that the teachers will use these books in the classroom in the same spirit.

Thanks are due to Mr. Chang Pei-lin for compiling the Glossary of Words and Phrases and for very valuable assistance in seeing the book through the press.

LIN YUTANG

Shanghai, June 16, 1933.

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GENERAL PRINCIPLES OF TEACHING ENGLISH

1. *In the beginning of learning English, use imitation and repetition as the surest ways of getting results.*
2. *Fight shy of the abstract, theoretical and analytical method of approach (like grammar, translation and phonetic theory).*
3. *Make the students learn whole sentences, and not individual words. Let them absorb the sentences as a whole, with their grammatical structure, pronunciation, intonation and all.*
4. *Create an atmosphere wherein the students would feel free to try and talk, and not be afraid of making mistakes. If the fear of low marks is an actual hindrance to their freedom of talking, do away with the marks during the practice.*
5. *It is not sufficient that a student should learn the meaning of individual words; it is much more important that he should learn to use a word at least in one way correctly. Emphasize its proper use in a correct sentence, rather than its abstract meaning.*
6. *Memory work is just as important in learning a foreign language as in learning ancient Chinese.*
7. *Encourage talking. All students have a natural desire to talk. Arouse their interest in the subject talked about. When interest has been aroused, and the students feel they want to say something, help them to say it, even if it involves words not in the lessons. Words thus learnt when there is a living need for them will be remembered more vividly.*
8. *Teach living English as it is actually spoken by educated Englishmen.*

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TO THE TEACHER

Teaching is an art, and its success must necessarily depend more on the teacher's methods and personality than on the choice of textbook. Obviously the writer of a textbook can do no more than undertake the choice, grading and arrangement of reading and drill material, and broadly determine certain lines of emphasis and types of drills. The oral treatment and handling of this mass of material in class must vary with the individual teachers. However, while the experienced teacher has developed his or her methods and devices, even the most valuable part of the teaching technique, there are certain general principles which lie at the back of all good modern language teaching and which are not affected by personal differences of method. The author suggests the following points for consideration:

1. **Oral Work.** It is assumed at the outset that language is primarily something spoken, and to teach it only as a combination of certain written signs and symbols is to miss some very essential element of the language. No student can be said truly to know a language until he knows it in its living form, and is acquainted with the ways in which the words and phrases are tumbled about in everyday speech.

Furthermore, oral work must not be regarded as something opposed to reading, but as something very vitally helping it. The time spent upon oral work is not taken away from reading, but may be counted upon to return profits, so to speak. It is generally agreed now that the quickest way to ensure the student's gaining a correct and firm foothold on the language material is to let the student *hear* it and *speak* it, as well as see it and write it on paper. This language experience strengthens the memory by building up auditory and muscular, as well as merely visual, association. Oral practice further forces the student to

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handle and become familiar with the stock phrases of the language, and in this way develops that indefinable linguistic sense or "instinct" which, after all, is what distinguishes pure, idiomatic English from the impossible outlandish linguistic atrocities so commonly met with as the result of wrong methods of instruction. It further makes abundant practice possible. When one comes to think of it, the written sentences a student may be expected to hand in as exercise during a whole semester's time hardly exceed one or two hundred, and therefore give no "exercise" at all (see Book II, L. 24)

2. Reading. The fastest way to make students progress in reading is to make reading interesting to them. An interesting though difficult lesson will give the students less actual difficulty than a lesson with less difficult words, but in itself repellent to the learner. The selections given in this book have been chosen with this point in mind, and while the author believes there must always be enough difficulty for the student to overcome as a matter of educational principle, the teacher should help to arouse the student's interest in the lessons. As will be easily seen, the stories are all so much common heritage of the West, of which the student of English has a right to be told. One characteristic is that they are all "just-so stories," with no morals to teach.

3. Grammar. The teaching of grammar is the part generally least understood. The author has assumed throughout that grammar is *the correct and accurate observation of the forms and usage of words*. To be truly effective, therefore, the teaching of grammar must always involve a certain amount of "botanizing" on the part of the student. A grammatical rule is generally a formula to answer certain doubts and difficulties of the student, a solution to a certain problem, and before the doubts and difficulties are felt, the rule has no actual meaning for him, and will be forgotten as soon as it is learnt. This involves certain changes in the method of presenting grammatical facts and terminology. There are today grammar-readers which begin by calling "a" and "the" indefinite and definite articles in the first

lesson, although it is a known fact that the use or omission of a word like "the" is probably the last thing a person who has studied English for twenty years can be sure about. Another book tells the students such learned nonsense as "*the personal pronouns are thirty-two in number.*" The teacher who goes in for comprehensive formulae and systematic terminology defeats his own ends. Let the students observe accurately the changes of word-forms and formal elements as they go along, let the rules come only as clearing-up of his doubts, and let the terms themselves come only as enlightening economies of expression, slowly arrived at, it is true, but pregnant with life and meaning when they arrive.

Another implication of the theory is that the observation must be kept on even after the terms are found and definitions given, and should not be discontinued once they have been dealt with, as in the old method, in which we speak entirely in the pluperfect one week, and change over completely to the gerund in the next.

4. Pronunciation. It is the teacher's duty to recognize pronunciation defects and correct them, and to give the students a vivid and accurate idea of the normal sound-values of the vowels, diphthongs and consonants. The best way to do this is to take the Broad Notation of the International Phonetic Alphabet as the basis (because the I.P.A. is the simplest and most scientific among those now in use), and drill students upon them one by one as they proceed with the lessons, preferably by means of contrast and comparison. It would be a good idea to let the students practise phonetic analysis by making them transcribe given words according to the International Phonetic Alphabet, with the phonetic scheme in hand, as given on pp. 16-17 of this book. In this way, the students get pretty definite notions about the sound-values.

The teacher has no right to bother the students with technical terms of phonetics. He should, however, have an elementary knowledge of phonetic facts and principles, such as are given in Webster Ripman's

Sounds of Spoken English (Dent, 2/6), and Daniel Jones's *An English Pronouncing Dictionary* (Dent, 6 s).

The style of pronunciation taught should be the conversational, rather than the declamatory, style. Also, the actual pronunciation of an Englishman's speech, such as is recorded in Jones's *Dictionary* (accurately reproduced in 中華書局“英華正音詞典”) should be taught, and not any imaginary, ideal pronunciation. This implies the teaching of proper phrasing, slurring, linking, and the actual changes involved in the natural flow of speech, as distinct from the pronunciation of isolated words.

5. *Division of Time.* Some points are offered here by way of suggestion as to probably the ideal way in which to spend the time in class. The book is intended for one year's work, with thirty-three lessons to each semester. With the regulation of four periods per week allotted to English just two lessons may be taken for each week, with allowance for a general review after every four or five lessons. The work of these two periods may be roughly divided into (a) reading proper, (b) oral development of the reading material, and (c) special exercises for any time left. In the reading proper, no more than a sufficiently clear understanding of the text and an awakened interest in the story should be aimed at, while the real mastery of the language material involved must come from the oral development by means of questions and answers, etc.

(A) *Reading Proper* :—

1. Going over the lesson with class before assigning it; if possible preceded by—
2. Telling the story orally to class in language that the students can understand.
3. Reading individually, as "recitation."
4. Reading in unison to give everybody a chance.
5. Brief remarks on words, phrases, idioms and grammar.
6. Correction of pronunciation defects.

(B) Oral Development :—

7. Teacher asks questions. Make students give *complete sentences* by way of answers. This more in the spirit of assisting students to express themselves than as mere quiz.
8. Students ask one another questions. Should students feel like formulating new questions, help them along.
9. Developing the use of words and idioms.
10. Free development of new vocabulary not in text, as occasions arise.

(C) Special Exercises :—

11. Teacher says sentences for students to translate, to practise hearing and test understanding (oral dictation).
12. Written dictation to test accuracy of hearing and spelling.
13. Spelling exercises.
14. Memory work. Some sentences or figures as given in this book may be assigned as memory work each week. To ensure correct pronunciation, correct phrasing, proper intonation and install correct models of sentence structure.
15. Finding parts of speech; and other forms of botanizing (collecting samples) in grammar.
16. Phonic drills, as given in this book.
17. Finding given sounds in text, and phonetic analysis of given words (transcription into I.P.A.).
18. Sentence-making on blackboard.

6. Some General Principles.

1. Build a sound oral foundation. To this end, any means employed would seem justified.
2. Insist on the students' active participation in the discussion. To make this possible, first the students' interest in the story must be aroused.
3. Make the students learn their vocabulary by a combination