

ENGLISH AND CHINESE PRIMER

西曆一千九百十八年六十七版

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ENGLISH AND CHINESE PRIMER

Specially Translated and Carefully Revised

A Very Useful Edition for Chinese Readers

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PLAN OF THE BOOK.

THE chief object is to teach reading, in a graduated course, by means of the easiest and most useful words. Lessons containing irregular words of frequent occurrence are introduced occasionally, to afford a greater variety in the construction of sentences. Irregular words should be learned at sight.

Most lessons contain six new words. They are first given in large type at the top, that they may be easily recognised. Next, they are used in short sentences.

It often happens, that pupils can translate the sentences given, but fail when they are even slightly changed. There are exercises at the foot of most pages, containing other combinations of the words previously used. The teacher should read each sentence, and require it to be translated into Chinese. He should also give easy sentences in Chinese to be translated into English.

Nearly every word occurs at least four times. An attempt has been made to follow the course by which a child learns a language. His vocabulary is limited, but he has it at thorough command.

DIRECTIONS TO THE TEACHER.

The directions given in small type at the foot of each page should be carefully read and followed. Months are often wasted from want of skill on the part of the teacher.

PRONUNCIATION.—If children acquire a bad pronunciation at the commencement, it generally sticks to them through life. Special attention should be paid to the English sounds which do not occur in the languages of China. Much assistance will often be given by showing the pupils the position of the lips, teeth, &c., in pronouncing certain letters. The pupils should be exercised in repeating sentences by heart as if they were conversing.

RELIGIOUS LESSONS.—Though these are placed at the end of the book, they should be read according to the numbering of the lessons. They should never be used for teaching spelling, &c.

SPELLING OF TWO LETTERS.

5

ba	be	bi	bo	bu	by
da	de	di	do	du	dy
fa	fe	fi	fo	fu	fy
ha	he	hi	ho	hu	hy
ja	je	ji	jo	ju	—
la	le	li	lo	lu	ly
ma	me	mi	mo	mu	my
na	ne	ni	no	nu	ny
pa	pe	pi	po	pu	py
ra	re	ri	ro	ru	ry
sa	se	si	so	su	sy
ta	te	ti	to	tu	ty
va	ve	vi	vo	vu	vy
wa	we	wi	wo	—	—
ya	ye	yi	yo	yu	—

6

SPELLING OF TWO LETTERS.

ab	eb	ib	ob	ub
ac	ec	ic	oc	uc
ad	ed	id	od	ud

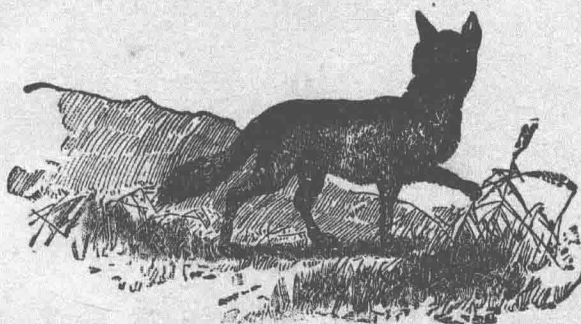
af	ef	if	of	uf
ag	eg	ig	og	ug
ak	ek	ik	ok	uk

al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up

ar	er	ir	or	ur
as	es	is	os	us
at	et	it	ot	ut
ax	ex	ix	ox	ux

SPELLING OF THREE LETTERS.

7



WOLF.

bla	ble	bli	blo	blu	bly
bra	bre	bri	bro	bru	bry
cla	cle	cli	clo	clu	cly
cra	cre	cri	cro	cru	cry
dra	dre	dri	dro	dru	dry
fra	fre	fri	fro	fru	fry
gla	gle	gli	glo	glu	gly
gra	gre	gri	gro	gru	gry
pla	ple	pli	plo	plu	ply
pra	pre	pri	pro	pru	pry
sha	she	shi	sho	shu	shy
sta	ste	sti	sto	stu	sty

LESSON 1.

o

n o no 無,否否

2.

l o lo 視哉

s o so 如此,故

3.

g o go 去

so, no, go, lo, so, go, lo, no.

TO THE TEACHER.

1st Lesson.—The teacher should write the letter *o* on the black-board. The pupils should be asked its shape; they should not be told. This is the best way of fixing the letters in the memory. It is round like a ring, &c. Its sound should next be given. The pupils should then make their fingers go round in the air, repeating the sound of the letter. After a time, they may write the letter on the black-board. The letter *n* should next be taught. The pupils should be questioned on its shape, how it differs from *o*, and what it is like. It may be compared to a little stool with two legs. Its *power* should be given, not its *name*. The pupils should form the letter in the air, and give its sound. Next join the letters *n* and *o*, forming the word *no*. This should be repeated again and again, and the meaning explained in the vernacular. The pupils should be made to use the word. The teacher may ask, in the vernacular, Are you a horse? and bid the pupils answer in English, *no*. The same course should be followed with other letters and words.

Letters on cards are excellent at the beginning.

2nd Lesson.—The letter *l* is like a long pole; *s* is bent somewhat like a snake.

3. The letter *g* may be compared to a pair of spectacles hanging down. Children are very apt to learn lessons by heart, and to repeat instead of read them. To guard against this, there are lessons which should be read forwards and backwards. Writing on the black-board is the best test.

WORDS OF TWO LETTERS.

9

4.

e

m e

me 吾

h e

he 彼,渠

5.

b e

be 爲

w e

we 我等

6.

y e

ye 汝等

he, be, ye, me, we, be, he, we.

7.

we go. 我輩去

so ye go. 如此,汝等去

be so. 乃如此

we be so. 我等乃如此

go ye. 汝等去

lo we go. 看乎,我等去

4. The letter o should first be written on the black-board. The teacher should then write e, and question the pupils on the differences. The letter e has one side drawn in. The letter n should then be written, and afterwards m. The letter n has two legs, while m has three. The letter h is like l joined to n; or it may be compared to a little chair.

5. The letter b is like l joined to o on the right; w stands on two sharp points.

6. The letter y is like the half of w, with a tail below.

10

WORDS OF TWO LETTERS.

8.

a

a m am 爲

a n an -

9.

a t at 即,於 a s as 如,方

an, as, at, am, as, at, an, am.

10.

i

i n in 在中 i t it 彼,此

11.

i f if 假使 i s is 乃

it, if, in, is, if, in, is, it.

9. The letter *t* has a rod run through the top of it. *As* is sounded like *az*.

10. The letter *i* is like a short pole, with a ball over it.

11. The letter *f* may be compared to a little tree, blown to one side by the wind, with a rod through the trunk. The teacher should show that the sound is formed by applying the under lip to the upper teeth, and emitting the breath. All the pupils should be made to do this. *Is* is sounded like *iz*.

WORDS OF TWO LETTERS.

11

12.

u

u p up 在上

u s us 我輩

he is up. 彼起矣 go as we go. { 去哉, 以我
等去也

we go in. 我等入內 no, it is so. { 否, 是乃如
此

13.

I 吾 y

my my 吾之 by by 傍 fy fy 噫 (取情竊
視之辭)

I go in. 吾入內 I am at it. 吾方爲此

yego by me. { 汝等傍
吾而去 fy! is it so? { 噫, 乃若
此乎

14.

o

o n on 在上 o x ox 牡牛 o f of 之, 屬於

go on. 上前, 勿卻

my ox. 吾之牛

go up. 上去

by us. 在我等之旁

it is an ox. 此乃一牡牛

12. The teacher should first write *n* on the black-board, and then *u*. The letter *u* is like *n* turned upside down; or like a little stool with its legs up. The teacher should write *b* and then *p*. The letter *p* has the line drawn below instead of up.

13. Capital *I* is like *l*; but it is thicker, and the line on the top passes over both sides. It has no dot like small *i*. It is used when standing by itself. *I* and *y* long have the same sound.

14. The letter *x* is like two sticks crossed. *Q* is sounded like *ov*.

12

WORDS OF TWO LETTERS.

15.

or 或,抑

do 爲,作,行

to 及,於

am I to go?

if it be so.

do as I do.

is it he or I?

do it to me.

is he to do it?

吾須去否

若果爾爾

爲之,以吾亦爲也

爲彼歟抑爲吾歟

行之於我

渠作此否

16.

c

k

j

is it c or k?

no, it is j.

fy! do ye so?

he is at it.

is he to go? no.

I am on an ox.

此乃c字抑k字乎

否,此乃j也

噫,爾等若是行乎

彼方爲此事

必要渠去否,否

吾騎於牛上

15. Compare *i* and *r*. The dot over *i* is like hanging over the side of *r*. Question the pupils on the difference between *b* and *d*.

The words *or*, *do*, and *to*, are to be named without spelling. Their irregular vowel sounds should not be taught separately at this stage. Give the broad sound of *o* in *or*.

16. Compare *e* and *c*. The letter *e* has an eye; *c* has its mouth open. The letter *k* may be compared to a man kicking. The letter *j* has a dot like *i*, and a tail like *y*.

17.

q

v

z

is he of us?
is it p or q?
it is v or z.
go if he go.
an ox is by us.
lo, it is my ox.

渠乃我輩中人否
此乃p字抑q耶
此乃v或z也
若渠去爾亦去
一牛在我等之旁
視哉,此乃吾之牛

18.

be 爲 so 如此 my 吾之 an 一 it 彼,此
he 其 up 在上 in 在內 by 旁 to 及,於
if 假使 we 我等 or 或,抑 go 去 me 吾
am 乃,爲 as 如 I 吾 he 其 of 之,屬於
on 在上 no 無,否 ye 汝等 is 乃,爲 at 卽,於
lo 看 fy 噫 ox 牡牛 do 行,作 us 我等

17. Compare *p* and *q*, one turning to the right, the other to the left. The letter *v* is like the half of *w*. It is pronounced by applying the under lip to the upper teeth, as in sounding *f*, but with less force. The letters *f*, *v*, and *w* should be carefully distinguished. The letter *z* is very crooked.

Revisal Lessons.—All the letters and words taught are given on this page. The lessons should be read downwards, upwards, and across. The pupils should also be asked to name and write any of the words or letters. The meanings of words should likewise be given in the vernacular.

14

SHORT VOWEL SOUNDS.

19.

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
	v	w	x	y	z	

20.

(Letters apt to be confounded.) 容易混雜之字母

c e	n u	m w	v w	s z
b d	p q	f j	i j	h k

21.*

at	at	at
c at 貓	h at 帽冠	r at 鼠
f at 肥	m at 席	s at 坐

my fat ox.

it is my hat.

is it a rat?

a cat; an ox.

my ox is fat.

I sat on a mat.

吾之肥牡牛

此乃吾之帽

此是一鼠否

一貓, 一牛

吾之牛肥

吾坐於席上

21. is it my hat? is my cat fat? a rat is on my mat.

是吾之帽否

我之貓壯否

一鼠在吾之席上

19. The letters of the Alphabet should be committed to memory in the usual order.

*The teacher should first write *at* on the black-board, which should be pronounced by the pupils. The letters *c, f, &c.*, should then be prefixed in turn, forming different words. The same course should be followed in the subsequent lessons.

Exercises.—New sentences, composed of the same words, are given at the foot of each page, that the teacher may question the pupils on their meaning in the vernacular. The pupils, when further advanced, may form new sentences in English.

22.

an	an	ad
f an 扇	man 人	bad 不佳, 惡劣
c an 能, 可	r an 跑	had 有

a rat ran.	一鼠跑去矣
can he do it?	渠能爲之否
a man can.	有人能之
my hat is bad.	吾帽不佳
I had a fan.	吾昔有一扇
he had my mat.	渠嘗有吾之席

23.

hen 牝雞	pen 筆	fed 餵, 養
men 人(多數)	ten 十	red 紅

he fed my ox.	彼餵吾之牡牛
my hen is red.	吾之母雞乃紅色
I had ten.	吾曾有其十
my pen is bad.	吾之筆不佳
had he a pen?	渠曾有一筆否
ten fat men.	十肥人

22. is he a bad man? can I go? a cat ran at a rat.
 渠是一惡人否 吾可以去否 一貓追一鼠
23. I had a pen. had he ten? he fed ten men.
 吾曾有一筆 渠曾有十箇否 渠養十人
- a fat red hen.
 一肥而紅之母雞

24.

leg 脛

get 得,取

met 遇

beg 請,求

let 容,放

wet 濕

I met ten men.
my leg is wet.
let me get it.
let go my leg.
get me a pen.
get it, I beg.

吾遇十人
吾之脛濕
容吾取此
放吾之脛
爲吾取筆
吾請汝取之

25.*

and 與

you 汝

are 乃,爲

your 汝之

a cat and a rat.
get your pen.
is it your pen?
are you to go?
you are to go.
he and I ran.

一貓與一鼠
取汝之筆
此汝之筆耶
汝須去否
汝須去
彼與吾跑

24. let me do it.
容吾爲之

I met a hen.
吾遇一母雞

get my pen.
取吾之筆

he can get my mat.
彼可以取吾之席

25. he and I can go
彼與吾可以去

your ox and my ox.
汝之牡牛及吾之牡牛

you and I can go.
汝與吾可以去

* Lessons marked thus contain irregular words to be learned at sight.

SHORT VOWEL SOUNDS.

17

26.

kid 小山羊

bid 囑,命

sin 罪

hid 藏匿

did 已作,嘗

win 得勝,贏

he hid my hat.

彼藏匿吾帽

did he win?

彼嘗得勝乎

I had a kid.

吾嘗有一小山羊

had you a kid?

汝嘗有一小山羊否

did he get wet?

渠身濕否

you bid me go.

汝囑吾去

did he bid me?

彼嘗囑咐吾否

do no sin.

莫犯罪

27.

lip 唇

bit 敲

him 彼

big 大

sit 坐

his 彼之

bid him go.

命彼去

he bit his lip.

彼敲彼之唇

is it his hat?

是彼之帽否

bid him do it.

命彼作之

his big fat ox.

彼之肥且大之牡牛

sit on my mat.

坐於吾之席上

your lip is red.

汝之唇紅

a cat bit my leg.

一貓敲吾之腿

26. I did it. my kid ran. he can win. is it a sin? you hid it.

我爲之 吾之小山羊跑

彼能贏

此是罪惡否 汝藏匿此

27. sit by him.

坐在其旁

get his hat.

取彼之帽

he is a big fat man.

彼乃一大而肥之人

did he do it?

彼嘗爲此否