

教育部審定  
新式小學英文教授書

TEACHER'S MANUAL  
FOR  
MODERN ENGLISH LESSONS  
FOR PRIMARY SCHOOLS

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第一冊

BOOK ONE.

TEACHER'S MANUAL  
FOR  
MODERN ENGLISH LESSONS  
FOR PRIMARY SCHOOLS  
BOOK I

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TEACHER'S MANUAL

FOR

MODERN ENGLISH LESSONS

FOR PRIMARY SCHOOLS

BOOK I

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## PREFACE

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To teach beginner's English is not so easy a task as some may suppose; for it is the laying of a foundation on which the entire future structure depends for its stability. In view of the difficulty of this task, the author has prepared these teacher's manuals for the Modern English Lessons for Primary Schools.

The suggestions given here are not based on any particular method, as no one method can suit all conditions of teaching. They are intended to embody the best principles of many methods viewed in the light of the author's experience.

It is likely that the way to give the first few lessons, as suggested here, may appear to the teacher to be rather slow and complicated; but a careful experiment accompanied with unbiased thought will convince him of the value of this procedure. There is no way to attain quickness and simplicity except by gradual and well-calculated steps.

In preparing these manuals, the author has received valuable suggestions and criticisms\* from Messrs. T. Z. Zee, W. T. Yen-Mai, and Chang Sze-yi, to all of whom he acknowledges deep indebtedness. Further suggestions for improvement from earnest teachers will be cordially welcomed.

M. W. S.

SHANGHAI, July 11, 1917.



# 新式小學英文教授書編輯大意

一 本書共三冊與新式小學英文教科書三冊相配合專供教授此項教科書者之用

二 本書取最新之外國語教授原理運以切實易行之方法務使教員學生咸收事半功倍之益

三 本書每冊分三要部一爲初學英文之教授法二爲本教科書之教授法均用淺顯之英文說明三爲各課之教授法用淺顯之國文說明冊末附錄試題程式及其他有用之參攷材料

四 本書中各課教授法首列總論次列生字及其解釋次列難點趣點末加練習務求詳細顯明使教員于課前預備之勞得減至其最少量

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# TEACHER'S MANUAL

FOR

## MODERN ENGLISH LESSONS

FOR PRIMARY SCHOOLS

### BOOK I

---

#### PART I

#### GENERAL SUGGESTIONS FOR THE TEACHING OF BEGINNER'S ENGLISH

Success in language teaching requires that the teacher should first of all observe the general pedagogical principle that the method of teaching must be adapted to the student's mind. To study the psychological development of the student is, therefore, what the teacher of English should do before determining upon a course of instruction.

**Language  
teaching  
and  
psychology**

The teacher should also know that the proper teaching of a language means the proper training of the ear, the tongue, the eye, and the hand of the student. Which of these should be taken as the

**Training  
the ear, the  
tongue, the  
eye, and  
the hand**

starting point is a question to which the teacher must give a satisfactory answer.

Let us first look into the method that is generally used in China. We see that the eye is taken as the starting point and the ear, the tongue, and the hand follow; that is, first the student looks at the printed word, then the teacher reads it, then the student imitates the teacher, and finally he writes an exercise.

**The old method**

Such a method as this may be good for teaching an English or American child to learn his mother tongue; but it is not good for teaching a Chinese child to learn a foreign language. The reason is that the English or American child who has already learned to understand and speak English before he takes up the regular study of it, has his ear and tongue already trained in English and therefore may take up with advantage such things as sight-reading, hand-writing, and the written exercise. But, when the Chinese child, whose ear and tongue have not yet been trained in English, is made to hear English sounds and produce them on the basis of the written word, he cannot help being confused by the pronunciation and the spelling on account of the fact that the words are often not pronounced as they are spelt, and consequently he never learns either of them really well.

**The mistake of the old method**

In contradiction to this old method, the new method as

is now used by the most up-to-date language teachers in the world takes the ear as the starting point and trains the tongue, the eye, and the hand after it. According to this method, the general procedure in teaching a lesson in beginner's English should be somewhat as follows:—first the student listens to the teacher without looking at the written word while the teacher reads, or speaks, and explains; then he imitates the teacher's reading or speaking; then he looks at the written word and reads it; and finally he writes it out himself.

**The new method**

This method prevents confusion between the pronunciation and the spelling by making the student learn the pronunciation before the spelling. When the pronunciation has already been grasped, there is little danger of the student's being misled by the spelling; and the spelling itself is also learned more easily, not only because the student does one thing at a time, but because the peculiarities of the spelling which are yet unfamiliar to him are better contrasted with those of the pronunciation which are already familiar.

**The advantage of the new method**

Equally important to the question of how to give a lesson is the question of how to help the student to assimilate what he is given. The best way to do this is to give the student plenty of practice. Let the beginner have such exercises as phonic drill with the help of

**The importance of exercise**

phonetics, listening to the teacher's reading of new combinations of old words, repeating aloud sentences memorized from the lessons, dramatizing the lesson, and the like, in addition to spelling, dictation, sight-reading, supplying omitted words in sentences, sentence-making after models taken from the lessons, and so forth. In a word, the exercises must be varied so that they may interest the student, and they must be given frequently and in small quantities at different times.

One more point may be of vital importance to some teachers. The teacher of beginning classes is apt to be too ambitious. In his eagerness to see his students advance quickly, he may overstep the bounds of real progress. Many a failure and disappointment may be spared if he remembers that Rome was not built in a day and that the best way to save time is to make haste slowly.

**"Make  
haste  
slowly"**

## PART II

### SUGGESTIONS FOR THE TEACHING OF THE MODERN ENGLISH LESSONS FOR PRIMARY SCHOOLS

The custom of teaching the letters of the alphabet at the very beginning of the first lesson is very common with our teachers of English. But remembering

**How to  
teach the  
alphabet**



that the spoken sound should precede the written symbol and that the letters have neither sense nor fixed sound value, we can easily understand why we should not teach the alphabet at the very beginning. It is therefore recommended to the teacher of this series that the letters be taught from the words in the lessons. In the first few class-periods, when the pronunciation and the meaning of the lesson have been grasped by the student, the teacher may call attention to the written words and analyse them into letters. In this way the whole alphabet can be taught without exaggerating its importance or misleading the student to serious mistakes in pronunciation.

As to the teaching of new words, the traditional method uses an isolated vocabulary with Chinese equivalents. But an isolated vocabulary does not show **How to teach new words** the words in their proper relations, and Chinese equivalents cannot always be exact. Besides, the constant use of the mother tongue hinders the process of thinking in the foreign language. A much better method, which is recommended to the teacher of this series, is to teach the new words from the sentences in the text, with the help of real objects, pictures, gestures, circumlocution, etc., and to resort to Chinese only when absolutely necessary, in which case the Chinese is to be dropped as soon as the student has understood the meaning of the word or phrase in question.

With regard to the teaching of grammar, the commonest method used now in China is to teach it systematically from a text-book. In this way, however, the beginner is unnecessarily burdened with grammatical terms and is not trained to work his grammar into his language. To avoid this mistake, the teacher is advised to teach what grammar is necessary inductively from the lesson. It is not necessary to use technical terms, nor is it desirable to treat any point fully the first time. For instance, the different ways of forming the plural of nouns should be pointed out one after the other as chance offers; and when all of them have been studied, they should be reviewed as a whole.

Oral exercise should be emphasized at the beginning, and a certain amount of it should be given at every class period. Various forms of oral exercises, such as sight-reading, answering questions, spelling, reciting a lesson, etc., are suggested in the third parts of these manuals in connection with each lesson. Other forms which the teacher may devise, of course, should be added. In doing the exercises, much time and energy can be saved in the long run, if the teacher never allows a mistake to pass uncorrected.

In order to arouse interest in the students and to encourage competition among them, contests in spelling and conversation should be given occasionally. In a small class the contests may be

**How to  
teach  
grammar**

**Oral  
exercise**

**Spelling  
and con-  
versation  
contests**

conducted with the students standing in a row before the teacher. The teacher gives each student in turn a word to spell or a question to answer. If any student fails, the teacher passes the word or the question on to the next student in turn, and the one who succeeds moves up to precede all those who fail. It is advisable that at the beginning of each succeeding contest the students be required to stand in the order resulting from the preceding, so that at the end of the contest the relative position of each student indicates the relative speed of his progress. In a large class the students may be divided into groups, each of which keeps score of the words spelt or the questions answered. When the students are more advanced, the words or the questions may be given by the opposing group or groups.

Written exercise is not so important for the beginner as oral exercise; for those who speak and read well can learn to write much more easily than those who do not. The amount of written work to be given with the lessons in this series, therefore, may be less than that of oral work. Various forms of written exercises are suggested in the third parts of these manuals, such as copying the letters of the alphabet, writing out the lesson, spelling, dictation, sentence-making, letter-writing, translation, writing business forms, and so on.

**Written  
exercise**