

BOOK I

A GATEWAY INTO ENGLISH

FOR

CHINESE STUDENTS

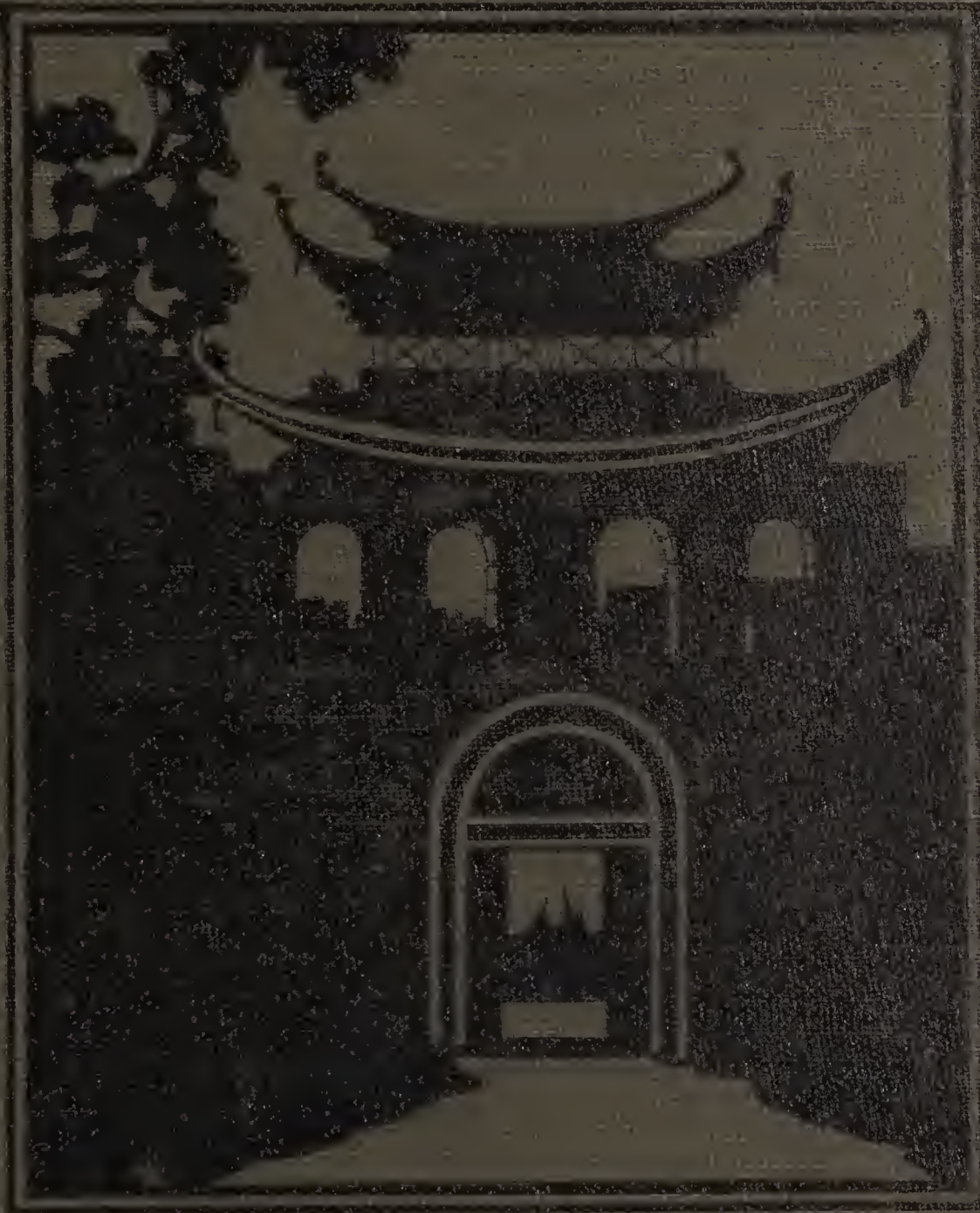
GOWDY

PE

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CHINESE STUDENTS

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Book One



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PREFACE

THE single aim of this little book is that it may help in teaching Chinese students how to read, speak, and write English intelligently and naturally. So many students who can read and write English fairly well are utterly at a loss if asked a simple question in English. This is because their instruction in English conversation has been a side issue, instead of being made the most essential feature of the course from the very beginning. Most schools use one textbook for reading and another for conversation, thus necessitating the learning of two separate vocabularies; but much time and effort can be saved by using the reading lesson and the conversation lesson to supplement each other.

The writer does not pretend to have found a complete solution of so difficult a problem as the teaching of English to Orientals, but has simply recorded here the results of her own experiments in the classroom during fourteen years as a teacher of elementary English in China. She has been assisted in the composition of the book by one who has had wide experience in teaching English in the secondary schools of America.

It is hoped that no teacher will attempt to use this book without first having read through the "Hints for Teaching," and the various other suggestions to be found in the accompanying Teacher's Manual. It is only fair to ask that these suggestions should not be set aside until they have been given at least a year of thorough trial. The book is so condensed that unless the supplementary work suggested is carefully planned and carried out by the teacher, the lessons cannot be properly assimilated. Teachers who prefer to follow old-fashioned methods would do far better to use old-fashioned books.

As there are at present in China many more classes of elementary English for boys than for girls, the lessons have been written largely with a class of boys in mind; but with a few simple changes here and there, the dialogues and games, and even the reading lessons, may easily be used by a class of girls. The lack of a universal language in China has made it seem best to leave blank spaces for proper names, to be filled in by the pupils with local names already familiar to them.

Grateful acknowledgment is made to Professor A. Duncan Yocum of the Department of Pedagogy of the University of Pennsylvania, who has criticized the manuscript with especial reference to the principles of pedagogy involved.

THE ANGLO-CHINESE COLLEGE,
FOOCHOW, CHINA.

PREFACE TO THE SECOND EDITION

THE second edition of this little book ought to be more helpful than the first because it incorporates many valuable suggestions made by other teachers of beginning English classes who have given the book a year's trial. Especial acknowledgment should be made to Mr. L. Kingsley Underhill of Westminster College, Chinchew, Fukien, and to the Rev. Charles S. Champness of the Wesleyan Mission, Yiyang, Hunan.

The English-Chinese vocabulary in the back of the book may seem like a contradiction to the principle that during the first two years of English there should be no translation. Yet neither the vocabulary nor the list of words at the head of each lesson is intended to be used in presenting new words to the student. It is understood that all the words in a lesson together with their meanings have gradually been made familiar to the student through conversation some days before they are presented on the printed page. *If this method is not followed, it will be impossible for the student to assimilate the long lists of new words given at the head of most of the lessons in Part II.* The chief purpose of these lists is to enable the teacher to know what words should be introduced a few days in advance of each lesson. The English-Chinese vocabulary is to be used like a dictionary, to verify or correct one's memory as to the meaning or pronunciation of a word already learned. The wise use of such a vocabulary and the familiarity that it gives one with the main diacritical markings will do much to promote the dictionary habit.

The fact that in the second edition the instructions for teachers are published under separate cover, in the form of a Teachers' Manual, makes it necessary to repeat the caution that no one should attempt to teach from this textbook without carefully following the manual. The suggestions for games and other supplementary work, if well worked out, will furnish a little of the English-speaking

environment so essential to one wishing to acquire a natural, easy use of the English language.

It is hoped that teachers will carefully experiment with the class-study method in spelling as outlined in the appendix, and will report as to the success of the method compared with results under the old-fashioned method of individual study. Any suggestions as to possible adaptations of such a method will be welcomed.

A GATEWAY INTO ENGLISH
FOR CHINESE STUDENTS

PART I

A GATEWAY INTO ENGLISH FOR CHINESE STUDENTS

LESSON 1

a fan	a man	a cat	I	the
a pan	The man	a rat	You	The
has	have	an egg	He	A, a



I have a fan.
You have an egg.
He has a pan.
The man has a fan.
I have a cat.
You have a pan.
He has an egg.
I have a pan.
You have a fan.
The cat has a rat.

WRITTEN WORK

1. I have —— cat.
2. He has —— egg.
3. You have —— fan.



LESSON 2

one (wŭn)	two (two)	three	four (fōur)	fan (fǎn)
One	egg (ěgg)	leg (lēg)	arm (ärm)	fans (fǎnş)
no (nō)	eggs (ěggş)	legs (lēgş)	arms (ärmş)	

I have two legs.

You have two legs.

He has one leg.

A cat has four legs.

You have two arms.

The man has two arms.

*I have one arm.

A cat has no arms.

One, two, three!

You have three fans.

One, two, three, four!

He has four eggs.

WRITTEN WORK

1. I have —— arms. 2. A rat has —— legs.

3. The man has —— eggs.

* The pupil reading this line puts one arm inside his coat, to make his words appear true.

LESSON 3

and (ǎnd)	eye	hand (hǎnd)	nose (nōse)	you (yōū)
ear (ēar)	eyes	hands (hǎnds)	noses (nōs'ěs)	You (Yōū)
ears (ēars)	How	many (měn'ǎ)		

I have one nose.

I have two ears.

I have two eyes.

I have two arms and two hands.

(The pupils use each other's names in the blanks. One pupil reads the question and another the answer, modulating the voice accordingly.)

How many noses has —— ———?

—— ——— has one nose.

How many ears has —— ———?

He has two ears.

How many hands has —— ———?

He has two hands and two arms.

How many hands have you?

I have two hands and two arms.

How many eyes have you?

I have two eyes.

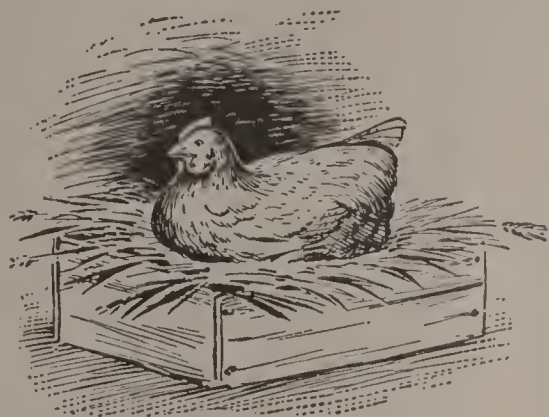
WRITTEN WORK

1. You —— two ears.
2. He —— one nose.
3. I —— two hands.

LESSON 4

What	can (cǎn)	see	hen (hēn)
any (ĕn'ŷ)	Can (Cǎn)	lay (lāy)	hens (hēns)
in (ĭn)	my (mĭ)	My (Mĭ)	Yes (Yēs)

(One pupil reads a question and another pupil reads the reply.)



What can you see?

I can see a hen.

Can you see any eggs?

Yes, I can see many eggs.

How many hens have you?

I have four hens.

My hens lay many eggs.

How many eggs have I in the pan?

You have three eggs in the pan.

How many legs has a hen?

A hen has two legs.



WRITTEN WORK

(Review)

1. I can see —— ear.
2. I can see —— nose.
3. My hens —— no hands.
4. A man —— two hands and two legs.



LESSON 5

fat (făt)

little (lĭt't'l)

run (rŭn)

where

Run (Rŭn)

Where

Can you see a cat?

Yes, I can see a cat and a fat little rat.

Can the rat see the cat?

Yes, the rat can see the cat.

The rat can run.

The cat can run.

Run, little rat! Run!

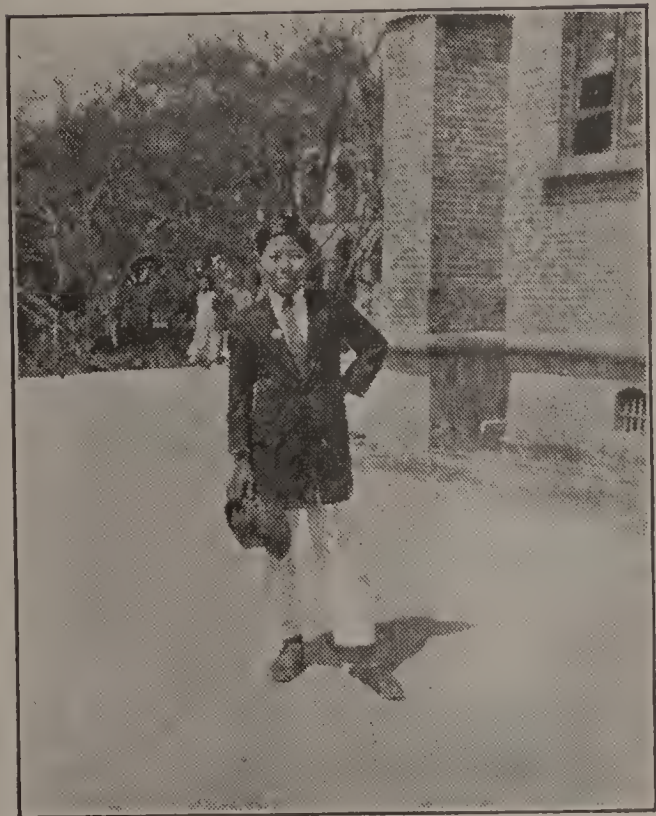
Where can the little rat run?

WRITTEN WORK

1. You can see a ——.
2. I have three —— in my hand.
3. My hen lays many ——.
4. I have two —— and two ——.
5. How —— eyes have you?

LESSON 6

who (<i>who</i>)	this (<i>this</i>)	friend (<i>friend</i>)	is (<i>is</i>)	no (<i>no</i>)
Who (<i>Who</i>)	This (<i>This</i>)	boy	Is (<i>Is</i>)	No (<i>No</i>)
book (<i>book</i>)	Oh (<i>oh</i>)	hat (<i>hat</i>)	your (<i>your</i>)	not (<i>not</i>)
				his (<i>his</i>)



Who is this?

This is my friend.

Is your friend a man?

Oh, no! he is not a man. He is a boy.

What has he in his hand?

He has a hat in his hand.

What have you in your hand?

I have a book in my hand.

Can your friend see my fan?

No, he cannot see your fan.

WRITTEN WORK

1. ——— is a man.
2. ——— is a boy.
3. He has a ———.
4. This is a ———.
5. Is ——— your friend?
6. He is not a ———.

LESSON 7

cup (eŭp)	tea (tēa)	water (wa'ter)	there
but (bŭt)	it (ĭt)	some	There
two (twŭ)	boy	have (hăve)	three
Two (Twŭ)	boys	Have (Hăve)	Three
	all (aĭl)	give (gĭve)	will (wĭl)

I have a cup in my hand. Have you a cup, —— —— ?

Yes, —— ——, I have a cup in my hand. There is some tea in my cup. Is there any tea in your cup?

There is not any tea in my cup, but there is some water in it. Will you give me some tea?

Yes, I will give all the boys some tea.

How many ears have two boys?

Two boys have four ears.

How many noses have three boys?

Three boys have three noses.

WRITTEN WORK

1. Is there —— water in your cup?
2. Yes, there is —— water in my cup.
3. There is not —— tea in this cup.

LESSON 8

A GAME, "HOW MANY?"

(To be supplied by the teacher.)

LESSON 9

to (tə)	like (līke)	goat (gōat)	Mr. Wang (Mr. Wäng)
do (də)	likes (līkes)	milk (mīlk)	Mr. Wang's (Mr. Wäng's)
Do (Də)	some	goat's (gōat's)	eat (ēat)
at (ăt)	Some	goats (gōats)	up (ŭp)
on (ŏn)	hill (hīl)		

What can you see?

I can see a goat.

Is this your goat?

No, it is Mr. Wang's goat.

I will give some water to his goat.

All the goats eat up on the hill.

Some goats give* milk. Do you like goat's milk?

No, I do not like it at all, but I like tea.



WRITTEN WORK

(Review Sentences)

1. Cats like ——.
2. There —— not any goats on the hill.
3. There is not —— milk in your cup, but there is —— tea in it.
4. Mr. Wang gives —— tea to his friend.

* This meaning of "give" should be carefully explained and distinguished from the more general meaning.

LESSON 10

near (nēar)	be (bē)	tall (taɪl)	chair
fear (fēar)	she (shē)	fall (faɪl)	flower (flow'er)
live (līve)	She (Shē)	stand (stānd)	flowers (flow'ers)
lives (līves)	her	stands (stānds)	flower-pot (flow'er-pōt)
so (sō)	girl	home (hōme)	

This little girl lives near my home.

She is a fat little girl.

She is not tall, so she stands up on a chair. She will give you some flowers.

She will fall, I fear.

Oh, no, she has her hand on the flower-pot. She will not fall.

Can you see the flowers in the flower-pot?



WRITTEN WORK

1. I will give some books to —— friends.
2. Have you any milk in —— cup?
3. He has a hat in —— hand.
4. The man gives some water to —— goats.
5. She lives in —— home.
6. The little girl has not a fan in —— hand.

LESSON 11

SENTENCES WITH ACTION

(Students are to act out what they are reading. In conversation the names of different students should sometimes be substituted for "he" and "they," to give variety and additional drill.)

walk (wǎlk)	they	sit down (sīt down)	read (rēad)
walks (wǎlks)	They	sits down (sīts down)	reads (rēadʒ)
we (wē)	their	open (ō'p'n)	close (elōʒe)
We (Wē)	our	opens (ō p'nʒ)	closes (elōʒ'ěʒ)

I run.

I walk.

I stand.

I sit down.

I open my book.

I read.

I close my book.

We run.

We walk.

We stand.

We sit down.

We open our books.

We read.

We close our books.

You walk.

You stand.

You open your book.

You read your book.

You close your book.

You run.

You sit down.

You walk.

You stand.

You open your books.

You read your books.

You close your books.

You run.

You sit down.

He sits down.

They sit down.

He opens his book.

They open their books.

He reads.

They read.

He closes his book.

They close their books.

He stands.

They stand.

He walks.

They walk.

He runs.

They run.

_____ runs.

_____ and _____
run.

WRITTEN WORK

- | | |
|-------------------------|-----------------------------|
| 1. He _____ his book. | 4. We _____. |
| 2. I _____ down. | 5. The boy _____ good milk. |
| 3. You _____ your book. | 6. My hen _____ many eggs. |

LESSON 12

good (gōod)	meat (mēat)	that (thăt)	here (hēre)
does (dŭs)	much (mŭch)	That ('Fhăt)	deer
Does	picture (pic'ture)	very (vēr'y)	Deer
it (it)	pictures (pic'tures)	look (lōok)	come
It	of (ŏv)	Look (Lōok)	Come

Do you like to look at pictures?

Yes, I like very much to look at pictures.



Come here. Look at this picture. What is this?

That is a picture of a goat.

Oh, no! This is not a goat. It is a picture of a deer.

Does a deer give milk?

No, a deer does not give milk, but we can eat the meat of the deer. Deer meat is very good to eat.

WRITTEN WORK

1. Meat is good ———.
2. Books are good ———.

LESSON 13

A PICTURE GAME

(To be supplied by the teacher.)

LESSON 14

come	room	please (plēaʃe)	now
comes	door (dōor)	Please (Plēaʃe)	Now
all (aɪl)	morning (morn'ing)	thank	good (gōōd)
All (Aɪl)	say (sāy)	Thank	Good (Gōōd)
may (māy)	says (sēs)	into (in'to)	

Mr. Wang comes into the room and says, “ Good morning, boys.”

All the boys stand and say, “ Good morning, Mr. Wang.”

Mr. Wang sits down and says, “ You may sit down, boys.”

Mr. Wang says, “ Please close the door.”

One of the boys closes the door.

Mr. Wang says, “ Thank you. Now you may open your books, boys.”

All the boys open their books.

What do they see in their books?

WRITTEN WORK

1. —— a cow give milk?
2. —— cats like to eat rats?
3. —— you like to run?

LESSON 15

are (äre)	full	teacher (tēach'er)	friend (friënd)
write (writē)	sir	brother (broth'er)	friend's (friënd's)
city (cit'y)	your (yoūr)	brother's (broth'er's)	English (ing'glish)
name (nāme)	Your (Yoūr)	well (wēll)	Chinese (Chī nēše')

What is my name?

Your name is Mr. ——. You are my teacher.

What is your name?

My name is ———.

Is that your full name?

No, sir, that is not my full name. My full name is
———.

Is that boy your brother, ———?

No, sir, this boy is not my brother, but he is my friend.

What is your friend's full name?

My friend's full name is ———.

Where does your friend live?

He lives in the city.

Can you write your name in Chinese and in English?

I can write it in Chinese, but I can not write it well in English.

WRITTEN WORK

1. My full name is ———.
2. My brother's full name is ———.

LESSON 16

door (dōor)	window (wīn'dōw)	seat (sēat)	desk (dĕsk)
doors (dōors)	windows (wīn'dōws)	seats (sēats)	desks (dĕsk̩s)
put	close (elōse)	open (ō'p'n)	too (tōo)
Put	Close (Elōse)	Open (Ō'p'n)	out
are (äre)	take (tāke)		
Are (Äre)			

How many doors are there in this room?

There are two doors in this room.

How many windows are there in the room?

There are four windows in the room.

Please open the window. No, no! Do not open that window. Open this one. Close that one. Thank you.

Put your books in your desks, boys.

Now you may take out your books.

(One student reads and another answers the following questions.)

Are there many seats in this room?

Are the boys in their seats now?

Are there any books on the desks?

Can you read Chinese books and English books, too?

WRITTEN WORK

1. There —— three windows in this room.
2. There —— one door in this room.
3. There —— many books in that boy's desk.



LESSON 17

which (wĥĥ)	fine (fĭne)	son	girl
Which (Wĥĥ)	other (oth'er)	sons (sonz)	girls
sister (sĭs'ter)	father (fä'ther)	daughter (daugh'ter)	boy
sisters (sĭs'ters)	mother (moth'er)	daughters (daugh'ters)	boy's
sister's (sĭs'ter's)	baby (bā'bŷ)	know (knōw)	or
woman (wom'an)	family (fām'ilŷ)		for

This is a fine picture of a Chinese family.

Which is the father? Which is the mother?

How many sons have they?

How many daughters have they?

Do you know the name of that tall boy?

Do you know the names of his sisters?

Is the baby a boy or a girl?

How many brothers and sisters have you? *

I can see a man, a woman, three boys, and two girls in this picture.

Is there any other picture of a woman in this book?

Look for one.

WRITTEN WORK

1. My sister is my father's —.
2. Your brother is your father's —.
3. There are — boys and — girls in our family.

*To be answered according to the English method of counting, which excludes the speaker.

LESSON 18

with (wĭth)	wash	claw (elaw)	old (ōld)
pen (pĕn)	washes	claws (elaws)	hold (hōld)
pencil (pĕn'cĭl)	word	hear (hēar)	holds (hōlds)
long* (lōng)	words	both (bōth)	catch (eăch)
paw (paw)	tongue	foot (fōot)	catches (eăch'ĕs)
paws (paws)	face	feet	

My teacher writes English words with his long pencil.

I write Chinese words with a Chinese pen.

With what do you hear?

I hear with my ears.

With what does your old cat catch the fat little rat?

She catches the rat with her paws and holds it with her long claws.

My cat washes her paw with her tongue and washes her face with her paw.

Can a goat stand on two feet?

Can you run with one foot?

No, but I can run with both feet.

WRITTEN WORK

- | | |
|-------------------------|-------------------------|
| 1. My father is a ———. | 4. My sister is a ———. |
| 2. My mother is a ———. | 5. My teacher is a ———. |
| 3. My brother is a ———. | 6. My friend is a ———. |

* The sound of o in this word should be half-way between a as in *all* and ō as in *nōt*.

LESSON 19

(To be supplied by the teacher.)

WRITTEN WORK

1. The old cat opens the door with her —.
2. With what do you see? I see with my —
3. The little girl holds that picture with both —.

* LESSON 20

day (dāy)	will (wīl)	thing (thing)
to-day (to-day')	Will (Wīl)	anything (ĕn'y thing)
Good-by (Gōod'-bȳ')	must (müst)	go (gō)
another (ăn ōth'er)	Must (Müst)	afternoon (aft'er noon')
this (thīs)	am (ăm)	cake (eāke)
these (thēse)	stay (stāy)	cakes (eakes)

At the beginning of this dialogue, Speakers 1 and 3 are seated in the room. No. 2 knocks at the door. Each part should be acted out as the sentences are read.

1. Do you hear that? Some one is at the door. Please open the door, — —, and see who it is.
2. (*At the door*) Good afternoon.
3. Good afternoon, Mr. —. Please come in.
1. (*Rises and says*) Good afternoon, Mr. —. Please take a seat. Take this chair.
2. (*Sits down and says*) How are you to-day, Mr. —?

* See page 3 of the Manual for suggestions in dramatizing this dialogue.

1. I am very well, thank you. How are you?

2. Thank you, I am very well.

No. 3 goes out and comes in with a tray on which are three cups of tea, a plate of cakes, etc. He begins to serve the guest, saying,

3. Will you have a cup of tea, Mr. ——?

2. Yes, thank you.

3. Will you have milk in your tea?

2. No, thank you, I do not take anything in my tea.

1. Will you have a cake?

2. (*Takes a cake*) Thank you, this is very good.

After a few minutes, No. 1 passes the cakes again, saying,

1. Please have some of these other little cakes.

2. No, thank you, I must not take another. (*Rising*)

3. Must you go now?

2. Yes, I can not stay. I must go to see my friend, Mr. ——. Please come to my home some day. Good-by.

1 & 3 (*Together*). Good-by.

WRITTEN WORK

1. Good ——. Please come in.

2. I must go home. Good ——.

3. Will you have some cake, —— ——?

LESSON 21

A BLINDMAN'S GAME

(To be supplied by the teacher.)



LESSON 22

these (thēse)

those (thōse)

hay (hāy)

box (bōx)

bird

birds

bird's

bill (bīl)

sill (sīl)

fly (flȳ)

flying (flȳ'ing)

sit (sīt)

sitting (sīt'ting)

do (dō)

doing (dō'ing)

use (ūse)

using (ūse'ing)

nest (nēst)

build (buīld)

building (buīld'ing)

read (rēad)

reading (rēad'ing)

school

take (tāke)

taking (tāk'ing)

By and by (Bȳ ānd bȳ)

Look at these two birds. What are they doing?

One is flying into the schoolroom. The other is sitting on a boy's desk. He is looking at the boy, but the boy does not look up.

Are those Chinese boys?

No, they are English boys.

What are they doing?

They are reading.

Can you see the bird in the little box?

Yes, she is the mother bird. The other bird is taking the hay in his bill to the little box on the window sill.

What is the mother bird doing with the hay?

She is using it to build a nest in the little box. By and by she will lay eggs in the nest.

Is there a bird's nest on your window sill?

No, there is a box on my window sill, but the birds are not building in it.

WRITTEN WORK

1. The mother bird is —— a nest.
2. My teacher is —— a cup of tea in his hand.
3. The birds are not —— into this room now.
4. The boys are —— at their desks.
5. They are not —— their pencils.



LESSON 23

five (fīve)	nine (nīne)	toe (tōe)	wing (wing)
six (sĭx)	ten (tĕn)	toes (tōes)	wings (wings)
seven (sĕv'n)	new (nū)	bee	buzz (bŭzz)
eight (āt)	lesson (lē's'n)	bees (bees)	Buzz (Bŭzz)

Can you see eight bees in this picture?

No, Mr. Wang, I can not see eight bees, but I can see five bees.

How many wings has a bee?

A bee has two wings.

How many legs has a bee?

A bee has six legs.

What does a bee say?

A bee says, "Buzz! buzz! buzz!"

Are there many new words in this lesson?

Do you know nine new words?

How many toes have you on one foot?

How many toes are there on both feet?

There are ten toes on both feet.

My father and mother have seven daughters. How many sisters have I?

There are six sons in our family. How many brothers have I?

How many brothers and sisters have you?

WRITTEN WORK

(Make conditions true.)

1. ——— boys are standing.
2. ——— boys are sitting down.
3. There are ——— books on the window sill.
4. Our teacher has ——— pens in that old box.

LESSON 24

ill (ilʔ)

cold (eōld)

away* (awāy')

fill (filʔ)

far (fär)

something (some'thing)

mill (mīlʔ)

from (frōm)

sends (sēndʒ)

Your father is not here this afternoon, ——— ———. Is he ill?

No, ——— ———, he is not ill, but it is very cold to-day. He is an old man and can not go out in the cold.

Is your mother well?

Yes, thank you, she is very well. She sends you these eggs.

These are fine. Thank her very much. Will you please

* The first *a* in this word should not be pronounced like broad *ā*, but like *ă* as in *ăsk*.

take something to your father and mother for me? See!
I will fill this box full of little cakes.

Oh, thank you! You are very good. They will like
those very much.

Here are some flowers for you.

Thank you very much.

Where is your home? Is it far from here?

No, ———, it is not far away. It is down near the
old mill.

Must you go?

Yes, I must go home now and take these cakes to
father and mother. Good-by, ———.

Good-by, ———.

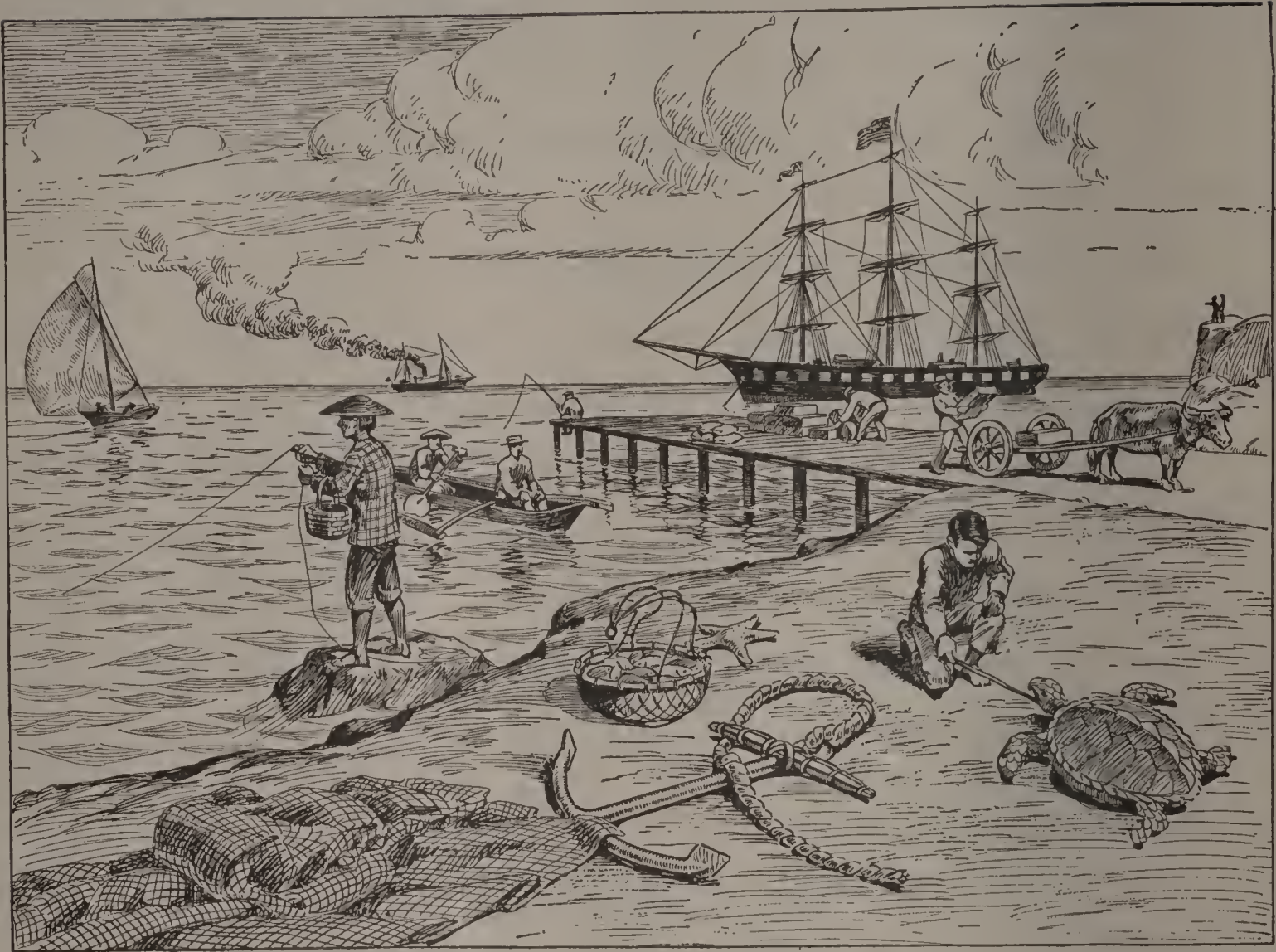
WRITTEN WORK

1. ———'s seat is far from the door.
2. ———'s desk is near our teacher's desk.
3. ———'s home is ——— away.
4. ———'s home is ——— here.
5. The bird can not fly ———.

LESSON 25

A GAME, "WHAT ARE YOU DOING?"

(To be supplied by the teacher.)



LESSON 26

map (măp)	large	sea (sēa)	ship (shĭp)
small (smăł)	land (lănd)	play (plāy)	ships (shĭps)
row (rōw)	sand (sănd)	draw (drăw)	boat (bōat)
wet (wět)	wish (wĭsh)	pull (pŭll)	boats (bōats)
net (nět)	fish (fĭsh)	put (pŭt)	finger (fin'ger)
star (stär)	hook (hōök)	putting (pŭt'ting)	fingers (fin'gers)
starfish (stär'fĭsh')	line (lĭne)	cart (eärt)	man (măn)
	ox (ōx)	cargo (eär'gō)	men (mĕn)

These large ships go far out to sea.

Do you like to look at the sea?

Yes, and I like to see the little boats, too. Do those small boats go out to sea with the large ships?

No, they can not go very far. They must stay near the land.

Can you row a boat?

I can row a small boat, but I can not row a large one.

We can sit here and play in the sand. Will you play with me? You and I can draw a map in the sand with our fingers.

I do not like to draw maps. I wish to take a hook and line and catch some fish.

I like to catch fish with a net. See, this net is wet now! There is a starfish in it.

What are those men putting on the cart?

They are putting the cargo of the large ship on it. The ox will pull the cart.

WRITTEN WORK

1. A —— is very large.
2. A —— is small.
3. You can —— a ——.
4. I can not —— a ——.
5. He —— to play in the ——.

LESSON 27

bring	floor (flōor)	off* (ǒff)	then (thĕn)	head (hĕad)
Bring	under (ŭn'der)	coat (eōat)	Then (Thĕn)	study (stŭd'ŷ)
hang (hǎng)	still (stīl)	cap (eǎp)	get (gĕt)	lesson (lĕs's'n)

Bring your books here, ———.

———, put one book on my desk and another one on the window sill.

———, put that book on the floor under your seat.

———, put all your books into your desk.

———, you may open the door and go out of the room. Put your cap on your head.

———, come and stand on the door sill.

———, take off your cap and hold it in your hand.

———, hang your coat up on this hook.

———, take your English book out of your desk.

———, take your seat and study your lesson well.

WRITTEN WORK

1. The boy's cap is ——— his desk.
2. There is a new fan ——— this box.
3. Take ——— your hat at the door.
4. Put ——— your coat.
5. Take your pen ——— ——— your desk.

* See footnote on page 18.

LESSON 28

bell (bĕll)

may (māy)

May (Māy)

ring

ball (ball)

call (call)

fun (fŭn)

kite (kite)

make (māke)

making (māk'ing)

game (gāine)

games (gāmes)

go (gō)

going (gō'ing)



Will you play ball with the boys to-day?

Yes, father says I may play games all

There is no school to-day, you know.

bell will not ring to call the boys from

Oh, that is fine! We are going on

May my little brother come, too?

Yes, he may come with you, to play ball.

He does not know how to bring a kite. Father is

play ball, but he will

making it.

Are all the boys here?

I will see.

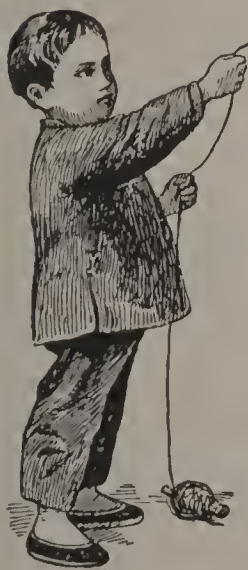
One, two, three, four, five, six,

seven, eight, nine. Yes, all are here.

What fun it will be to play ball with so many boys!

WRITTEN WORK

1. We like —— play ball with the other boys.
2. My brother is —— little.
3. I know how —— ——.



LESSON 29

sing	sheet	paper (pa'per)	sentence (sen'tence)
speak (spēak)	neat (nēat)	tell (tĕll)	notebook (nōte'bōōk')
try (trȳ)	blackboard (blăck'bōard')		

Do you like to sing?

I like to sing in Chinese, but I do not know how to sing in English.

You speak English very well.

I try to speak English to my teacher, and I try to write it, too.

Do you write your sentences on a sheet of paper?

No, I write all my English sentences in a notebook.

Do you use a pen or a pencil?

I use a pencil. Our teacher tells all the boys to use pencils.

We try to make the notebooks very neat.

Our teacher writes all the new words on the black-board.

WRITTEN WORK

1. We are —— boys.
2. Our teacher writes —— sentences on the black-board.
3. I am not writing these —— sentences with a —— pen, but I am writing with a pencil.

LESSON 30

A GAME, "TELLING AND DOING"

(To be supplied by the teacher.)



LESSON 31

indoors (in'dōors)	lie (lē)	cow (eow)	weak (wēak)
Get (Gět)	bed (bēd)	cows (eows)	ride (rīde)
getting (gět'ting)	shine (shīne)	look (lōok)	riding (rīd'ing)
hot (hōt)	shining (shīn'ing)	looking (lōok'ing)	sun (sūn)

Get up, —— ——, get up!

Do not lie in bed all day!

Look out of the window. The sun is shining. It is a fine day.

I can not look at the sun. My eyes are too weak.

We must not stay indoors on a fine day. I wish to walk on the hill this morning.

Do you see those men? What is that tall man doing?

That tall man is getting some hay for his cows.

What is the boy doing?

The boy is riding on the ox. The ox is pulling the cart.

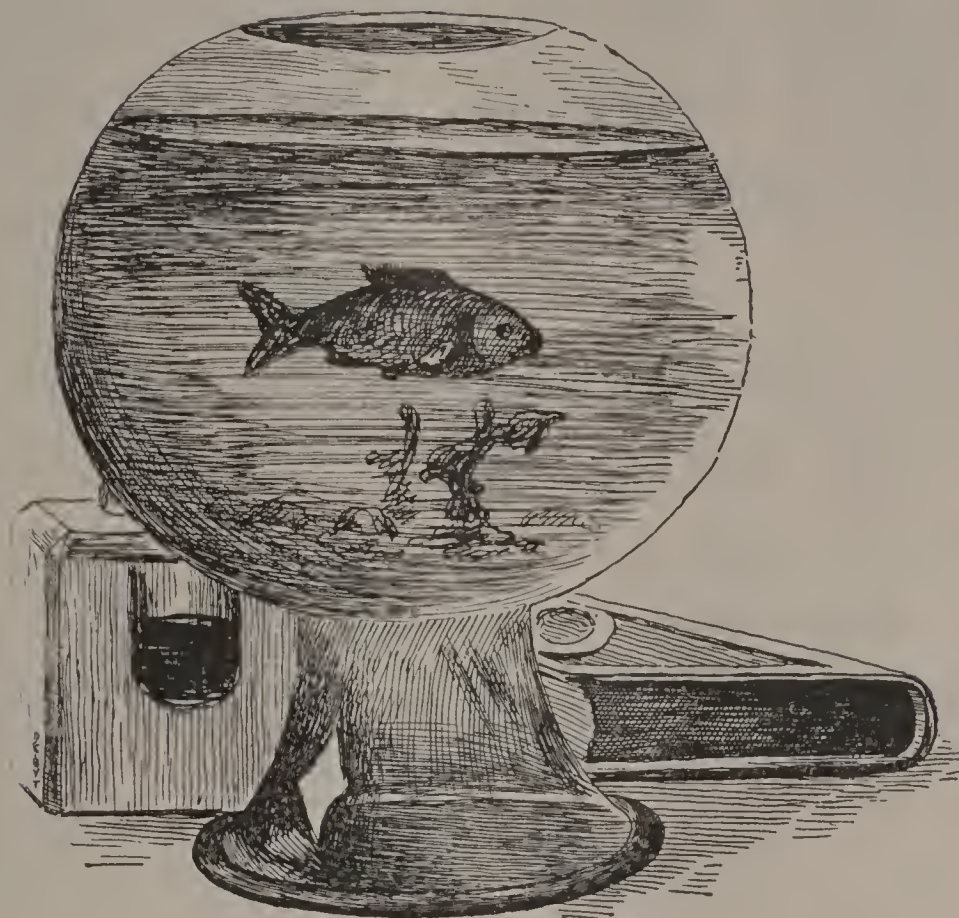
What are those large birds doing?

Those large birds are looking for something to eat.

It is very hot to-day. We must not stay out too long. We must go home now.

WRITTEN WORK

1. My pencil is —— that sheet of paper.
2. Hang your coat ——.
3. The mother bird uses the hay to build a nest —— the box.
4. The box is —— the window sill.
5. I like to play —— my little brother.



LESSON 32

gold (gōld)	dish (dīsh)	kill (kīl)	die (dīe)	they
goldfish (gōld'fish')	time (tīme)	year (yēar)	let (lēt)	them (thēm)

See those fine goldfish! When the sun shines, they look like gold. May I put them on the window sill?

Oh, no! Do not put them on the window sill. Our old cat will kill them. Put them in the other room and close the door. Do not let the cat go in there.

Do not fear. I will make the cat stay out. I wish these fish to live a long time. They may live a year.

Please may I put one of those little goldfish in this dish? I wish to give it to my friend.

You may have a fish, but you must not put it in that dish. It will fall out and die. You know a fish can not live out of the water.

WRITTEN WORK

1. You —— go home now.
2. I —— give you a goldfish.
3. A fish —— not walk.
4. I —— not wish to eat an egg.
5. The teacher says we —— study our lessons well.

A GATEWAY INTO ENGLISH
FOR CHINESE STUDENTS

PART II



LESSON 1

THE MILL

cook (eōōk)	old (ōld)	fast (fāst)	stop (stōp)
dinner (dĭn'nĕr)	older (ōld'ĕr)	goes (gōēs)	dear (dēar)
bake (bāke)	pick (pĭck)	white (whĭte)	wheel
baker (bāk'ĕr)	than (thān)	ask (āsk)	when (whĕn)
mill ^l er (mĭll'ĕr)	tall (tāl)	round	rice (rĭce)
millstone (mĭll'stōne')	tall ^l er (tāl'ĕr)	stone (stōne)	flour

The old miller stays in the mill all day. He does not go home for dinner. He likes his little daughter to bring

his dinner to the mill. Her mother cooks a good dinner; then she calls, "Here is your father's dinner, dear. Take it to the mill. Father likes to eat it hot, you know. Do not stop to pick any flowers."

So the little girl walks fast. She does not stop at all.

The miller's daughter has a friend older than she is, and taller, too. This friend likes to go with her to the mill.

The two girls like to see the large wheel go round and round in the water. They ask, "What makes the wheel go round?"

The miller says, "The water makes it go. In the mill there are two large round stones. When the large wheel goes round, these stones go round and round, too. That makes the rice into fine white flour. The baker uses the flour to make cakes. He bakes very good little cakes."

"May we go into the mill and look at the millstones, father?"

"Oh, no, no! You must not go into the mill, but you may stand at the door. You can see very well there."

WRITTEN WORK

1. Is your brother older than you are?
2. Is —— —— taller than —— ——?

LESSON 2

THE CLOCK

tick (tĭck)	keep	eleven (ĕ lĕv''n)	past (păst)
tock (tŏck)	time (tĭme)	twelve (twĕlve)	after (ăft'ĕr)
strike (strĭke)	hour (hour)	before (bĕ fŏre')	large (lărgĕ)
clock (elŏck)	it (ĭt)	half (hălf)	larger (lăr'gĕr)
o'clock	its (ĭts)	quarter (quărt' ĕr)	

Have you a tall clock like this in your home, ———— ?

No, ————, I have not a tall clock, but I have a small round clock in my room.

Does your clock strike?

No, but it keeps time very well.

This tall clock keeps time well, too. Can you hear it say, "Tick, tock, tick, tock"?

Yes, I can hear it far away. It strikes the hour, too. It says, "One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve."

Can you tell what time it is?

It is twelve o'clock.

At what time do you eat dinner?

I eat dinner at a quarter past twelve o'clock.

When do you go home?



We go home at half past four.

At what time do you get up in the morning?

I get up at a quarter before seven.

Clocks are like boys and girls. Do you know how?

A clock has a face. A girl has a face, too.

A clock has two hands. A boy has two hands, but a boy's hands are larger than the hands of a clock.

What does a clock do with its hands?

What does a boy do with his hands?

WRITTEN WORK

1. Are there any little goldfish in this dish?
2. Do you know how to play ball?
3. Does your friend like to play, too?

LESSON 3

A GAME, "WHAT TIME IS IT?"

(To be supplied by the teacher.)

WRITTEN WORK

1. With what does a clock tell the time?
2. What do you do with your hands?
3. With what does a miller make the rice into fine white flour?
4. With what does a bee fly?



LESSON 4

OUR FARM

farm (färm)
 farmer (färm'ēr)
 summer (sūm'mēr)
 neck (nēck)
 cock (eōck)
 fox (fōx)
 foxes (fōx'ēs)

flock (flōck)
 black (bläck)
 quack (quäck)
 chick (chīck)
 chicken (chīck'ēn)
 cluck (elück)

duck (dūck)
 duckling (dūck'ling)
 swim (swīm)
 swimming (swīm'ming)
 sly (slȳ)
 slyer (slȳ'ēr)

My home is on a farm. My father is a farmer.

We have a fine flock of hens and three or four large cocks. Our hens have many little chickens.

The old black hen says, "Cluck, cluck, cluck!" She is calling her little chicks to eat something.

We have some ducks, too. Come to see our farm in the summer time. Then you will see the little ducks swimming in the water. The old duck says, "Quack, quack, quack!" and away the ducklings swim after her.

The fox likes our hens and ducks. He says they are very good to eat. He takes a fine duck by the neck and runs away with it. Foxes are very sly. They are slyer than cats.



WRITTEN WORK

(A Review of Prepositions.)

1. Where is my coat hanging?
2. What am I putting into my desk?
3. What am I taking out of this box?
4. Is there anything on the floor under your seat?
5. Is the school far from your home?

LESSON 5

THE STONECUTTER

block (blöck)	sometimes (sòme'tīmes)	good (gōod)
blow (blōw)	stonecutter (stōne'eüt'tēr)	better (bět'tēr)
cut (eüt)	flat (flăt)	letter (lět'tēr)
clay (elāy)	flaw	shop (shōp)
place (plāce)	float	wind (wīnd)
plan (plăn)	flow (flōw)	west
tool (tōol)	find (fīnd)	river (rīv'ēr)

My friend's father is a stonecutter. He can cut letters and flowers in stone with his tools. We boys like to see him cut a large block of stone.

Sometimes there is a flaw in the stone. Then the stonecutter says, "I cannot use this. I must have good stone." Then he looks and looks to find a better block.

He makes a plan of the letters on a sheet of paper. He can write Chinese words very well, but he does not know how to write English. My friend writes the English words on paper, and then his father cuts them in stone.

A small river flows near the stonecutter's shop. The old man puts the stones on a large, flat boat, and the boat floats down to the city. But when the west wind blows up the river, the boats cannot float down.

There is some clay near the river. The boys like to play with this clay. They use it to make men and boys, cows, goats, deer, and many other things. The stone-cutter's shop is a fine place for play.

*WRITTEN WORK

1. At what time do you come to school in the morning?
2. At what time do you go home in the afternoon?
3. At what time do you go to bed at night?
4. Is this clock better than the clock in your room?

In this book there is a picture of:

1. A boy with a hat —— his hand.
2. A hen —— little chickens.
3. Two boys —— their books.
4. A ship —— the sea.
5. A bird with its —— its mouth.
6. A mill —— a wheel.
7. A little girl —— a chair.
8. A hen —— a nest.
9. A man with his —— his cart.
10. Some goldfish —— the water.
11. A clock —— two hands.
12. A bird flying into a ——.

* A day or two before assigning this written exercise, drill thoroughly on prepositions, especially *with*.

LESSON 6

THE LITTLE SEEDS

garden (gär'd'n)
 gardener (gär'd'n ěr)
 wake (wāke)
 beautiful (bū'tĩ ful)
 rain (rāĩn)
 wait (wāĩt)
 me (mē)
 kind (kĩnd)
 begin (bě gĩn')
 plant (plānt)
 wise (wĩse)
 wiser (wĩs'ěr)

glad (glād)
 such (sũch)
 deep
 peep
 sleep
 young (yoũng)
 us (ũs)
 soon (sōon)
 high (hĩgh)
 higher (hĩgh'ěr)
 sunshine (sũn'shĩne')
 light

about (ă bout')
 feed
 need
 seed
 weed
 indeed (ĩn deed')
 him (hĩm)
 shall (shāl')
 to-morrow (tə-mŏr'rŏw)
 next (nĕxt)
 week
 think (thĩnk)

Here are some little black flower seeds.
 When shall we plant them?

To-morrow I shall go out to the large flower gardens. Will you go with me? The old gardener will tell us when to plant our seeds. He is much wiser than I am about such things. He knows what the young plants will need, too. They will need sunshine, but it must not be too hot. They will need water, but they must not be too wet.

The gardener says, "I think it will rain



next week. To-morrow I shall begin to plan my flower beds. Then I shall wait for the rain. When the rain comes, plant your seeds, and before long the young plants will begin to come up. Do not plant the seeds too deep. You will have to keep pulling up the weeds, or they will soon be higher than your plants. You will have to keep the birds away, too. Birds like to feed in a flower garden."

The gardener is very kind indeed. He is glad to tell us what we need to know.

Where are my seeds? I can not find them. Oh, here they are! Soon we shall plant them all. We must not peep at them. They do not need the light. Let them sleep in the flower beds. In a few days the sun will wake them up. By and by we can pick many beautiful flowers and send them to our friends in the city.

WRITTEN WORK

(Refer to the illustrations of Part I, Lesson 26.)

1. How many men are sitting in that small boat?
2. Is any one rowing the boat?
3. Are those men putting cargo on the ship?
4. Is that man catching any fish with his hook and line?

LESSON 7

(Pupils choose sides. Then Pupil No. 1 on Side A addresses the first question to Pupil No. 1 on Side B. After this is answered, Pupil No. 2 on Side B addresses question No. 2 to Pupil No. 2 on Side A, and so on.)

1. At what time shall you get up to-morrow morning?
2. When will the school bell ring?
3. What books shall you study next year?
4. What books will your brother study next year?
5. What will the boys play at half past four o'clock this afternoon?
6. What shall you do this afternoon?
7. Will the baker bake some cakes for me?
8. What shall we read to-morrow?
9. When will the clock strike?
10. Do you think the sun will shine next week?
11. Will the rain make the river higher than it is now?
12. Do you think the mother bird will lay eggs in that old nest?
13. When shall we know how to speak English well?
14. Shall you know how to speak English well year after next?
15. Will your brother know how to speak English next year?

WRITTEN WORK

(In the following sentences fill the blanks with "shall" or "will," as may be required.)

1. Here is some fine white flour. Now we —— make some good little cakes.

2. I —— eat my dinner at twelve o'clock. At what time —— you eat yours? When —— the miller eat his?

3. Do you think the west wind —— blow to-morrow?

4. The sly old fox —— kill that young duck and eat it, I fear.

5. You —— find some beautiful flowers in Mr. Wang's flower garden. He —— fill your hands with flowers.

6. Next week the stonecutter —— use his tools to cut letters on a large, new stone.

7. Where —— you live next year? —— your family live there, too?

8. —— we row this little boat on the river?

9. Look at the rain! I —— not go out to-day.

10. Where —— you and your brother stay next summer? Where —— your father and mother be?

11. —— you plant your seeds this week or next week?

12. You —— need your notebooks to-morrow.

LESSON 8

A PICNIC

around (ə'raʊnd')	are (ä're) — were (wě're)
back (bäck)	is (ĩş) — was (waş)
last (lăst)	come (e'ome) — came (eāme)
lake (lāke)	eat — ate (āte)
each	get (gēt) — got (gōt)
nut (nŭt)	has (hăş) — had (hăd)
boatman (boat'man)	have (hăve) — had (hăd)
sell (sell)	give (gĩve) — gave (gāve)
way (wāy)	run (rŭn) — ran (răn)
side (sĩde)	read — read (rěad)
cent (çent)	ride (rĩde) — rode (rōde)
dark (dărk)	say (sāy) — said (sěd)
park (părk)	sit (sīt) — sat (săt)
part (părt)	take (tāke) — took (tōok)
picnic (pĩe'nĩe)	fast (făst) — faster (făst'ěr)
go (gō) — went (wěnt)	fine (fĩne) — finer (fĩn'ěr)

One day last year two of my friends went with me out to West Lake Park on a picnic. West Lake Park is larger and finer than any other park in the city.

We each took a book and a box full of little cakes and nuts.

An old boatman came to us and said, “I will take you to the other side of the park for ten cents. Do you wish to go?”

We each gave him ten cents and went in his boat.

The lake was very beautiful. On it there were many other small boats.

Soon we were in another part of the park, where there were many beautiful flowers. We sat on a long seat and read our books.

Some boys were playing ball, and others were flying kites.

Before long a boy came around with cups of tea to sell. We each took a cup and gave him a cent for it. Then we ate our cakes and nuts and had a good time. A little bird came and ate part of a nut out of my hand.

I ran fast all the way back, and my friends rode in their chairs faster than I ran, but it was dark when we got home.

WRITTEN WORK

1. Do you know how to swim well?
2. Is a duckling larger than a chicken?
3. What shall you do next summer?
4. How many little chicks are running after the old hen?
5. Does the gardener keep pulling up the weeds in the garden?
6. Do you like to go on a picnic with some of your friends?



LESSON 9

THE LIGHTHOUSE KEEPER'S DAUGHTER

buy (bu \bar{y})

keeper (keep'ēr)

lighthouse (light'house')

sail (sāil)

sailor

sailboat (sāil'boat')

lamp (lāmp)

tower (tow'ēr)

wood (wōod)

sight

clean

rock (rōck)

sky (sk \bar{y})

cloud

clear — clearer (elēar'ēr)

bright — brighter (bright'ēr)

far (fär) — farther (fär'thēr)

young (yoŭng) — younger (yoŭn'gēr)

hard (hārd) — harder (hārd'ēr)

thick (thĭck) — thicker (thĭck'ēr)

small (smāl) — smaller (smāl'ēr)

see (see) — saw (saw)

keep (keep) — kept (kĕpt)

tell (tĕll) — told (tōld)

shine (shīne) — shone (shōne)

die (dīe) — died (dĭed)

sing (sĭng) — sang (săng)

begin (bĕ gĭn') — began (bĕ găn')

cloudy (cloud'ỹ)

wave (wāve)

oil

work (wûrk)

clever (clěv'ěr)

never (něv'ěr)

else (ělse)

care (cāre)

kitchen (kitch'ěn)

blow (blōw) — blew

know (knōw) — knew (knew)

can (cǎn) — could (cōod)

stand (stǎnd) — stood (stōod)

hang (hǎng) — hung (hǔng)

meal

reader (read'ěr)

to-night (tō-night')

over (ō'věr)

The lighthouse is very much higher than the light keeper's house. It is so high that the sailors can see it farther than anything else.

Do you see that small house with lights in the windows? That is where the light keeper lives with his little daughter. She is very young, but she is wiser than many older girls. When she was still younger, she took care of her mother, who was ill a long time. Last year her mother died, so now she takes care of her father. That smaller house is the kitchen where she cooks her father's meals.

One day the light keeper went away in his sailboat to buy rice, meat, eggs, wood, and many other things. He told his daughter to take good care of the house. "I shall come back at five o'clock," he said. "Shall I bring you a new reader or a beautiful picture for your room?"

"Oh, father, please bring me a new reader," she said.

“I like books better than pictures. When I have a good book, I never need any one to play with.”

She sang all the morning at her work. “This afternoon, when the house is clean,” she said, “I shall go out on the rocks to look for father’s boat.”

But at three o’clock the sky was cloudy, and the wind began to blow. It blew harder and harder, and the clouds began to get thicker and thicker. The waves were higher than a man’s head. No boat could sail on such a sea.

“I must hang the lamp up in the lighthouse,” said the light keeper’s daughter. “The sailors will need a bright light to-night.”

She knew how to clean the large lamp and fill it with oil, but she could not hang it up in the tower. At last she took a chair and stood on it, and hung it on the long hook. Then its light shone brighter and brighter out over the sea. Far away in his little sailboat the lighthouse keeper saw it and was glad. He kept in sight of the light, and at nine o’clock, when the sky began to get clearer, he came back to his clever little daughter.

WRITTEN WORK

1. Look at —— beautiful flowers. The kind gardener gave —— to me.

2. That woman cooks dinner for —— sons. —— likes to cook for ——. —— love —— very much.

3. The farmer feeds —— ducks and chickens well. —— calls —— and —— all run to ——.

4. —— sat in —— seats all morning. But at twelve o'clock —— teacher told —— to go home.

LESSON 10

new — newer (new'ēr)

near — nearer (near'ēr)

dear — dearer (dear'ēr)

hot (hōt) — hotter (hōt'tēr)

cold (eōld) — colder (eōld'ēr)

dark (därk) — darker (därk'ēr)

good (gōōd) — better (bēt'tēr)

well (wēll) — better (bēt'tēr)

neat — neater (neat'ēr)

my (mȳ)

mine (mīne)

your (yoūr)

yours (yoūrṣ)

(Each pupil reads one question, addressing it to any one in the class whom he chooses, provided that pupil has not already recited.)

1. ——, is your coat newer than mine?

2. ——, is your mother dearer to you than your friend?

3. ——, is ——'s notebook neater than yours?

4. ——, was it darker at three o'clock this morning than it is now?

5. ———, is your seat nearer the teacher's desk than ———'s seat?

6. ———, these cakes are not very good. Have you any better ones?

7. I am not writing these words very well, ———. Will you please write them better?

8. ———, was it hotter last summer than it is now?

9. ———, was it colder at two o'clock this morning than it is now?

10. ———, is your home farther from our school-house than ———'s home?

11. The waves on the lake are not high. ———, are the waves on the sea higher?

WRITTEN WORK

1. Where does a gardener work?
2. Where does a miller work?
3. Where does a farmer work?
4. What does a teacher do?
5. What does a stonecutter do?
6. Do you like a sailboat better than a ship?
7. Is an old man much wiser than a young man?
8. Can a fox run faster than a cat?

LESSON 11

A DAY OF PLAY

do (dō) — did (dīd)	butterfly (bŭt'tēr flȳ)
hear — heard (hērd)	kindly (kīnd'ly)
fly (flȳ) — flew	playday (plāy'dāy)
hold (hōld) — held (hēld)	plaything (plāy'thing')
want (wānt)	playmate (plāy'māte')
cut (eŭt) — cut	together (tō gēth'ēr)
make (māke) — made (māde)	herself (hēr sēlf')
put (put) — put	late (lāte)
catch (eăch) — caught (eaught)	song* (sōng)
speak — spoke (spōke)	story (stō'rȳ)
fall (fal) — fell (fēll)	again (ā gēn')
ring (rīng) — rang (rāng)	more (mōre)
bring (brīng) — brought (brat)	well (wēll)
lie (līe) — lay (lāy)	
teach (tēach) — taught (taught)	
strike (strīke) — struck (strŭck)	
long (lōng) — longer* (lōn'gēr)	

Flower Sister was a little girl who did not like to study. One morning when the clock struck eight, her mother told her it was time to go to school. “Oh, mother,” she said, “may I stay at home to-day? I do not wish to study or work all day. Please let me have one day for play.”

“Very well,” said her mother, “you may play all day long. You need not do any work at all.”

* See page 18, footnote.

“Oh, that will be fine!” said Flower Sister. “What a good time I shall have!”

When the other girls came past the house on their way to school, they saw Flower Sister standing at the door. “Come, Flower Sister,” they said, “get your books. You will be late.”

“I am not going to school to-day,” she said.

“Are you ill?”

“Oh, no! But mother says I may play all day.”

When the other girls heard this, some of them did not want to go to school, but at last they all went on. Flower Sister stood at the door and sang a glad little song. The sun shone, the birds flew here and there, and the flowers held up their beautiful faces to the sun. Flower Sister cut some flowers and put them in her mother's room. Then she made a small net and caught a butterfly.

After that she read a new story in her reader. When her mother saw her, she took the book away. “You must not study to-day, my dear,” she said. “You are to play all day long.”

“Oh, I like to read,” said Flower Sister. “Please let me have the book to look at pictures.”

“No,” said her mother. “These are lessons. I told you that you need not have any lessons to-day.”

Flower Sister went into her room. Her old coat hung on a hook on the door. "I will wash my coat," she said to herself. "Mother likes to have all my coats clean."

She went to the well to get some water, but her mother said, "What are you doing? That is work. You must not do that to-day."

She spoke kindly, but Flower Sister's face fell.* She could not sing a glad song now. After dinner, when the school bell rang, she said, "Please let me go to school this afternoon, mother."

But her mother said, "No. This is your playday, you know."

Flower Sister did not know what to do. She brought out her playthings, but the other girls were all in school, so she had no playmates. She lay down on her bed, but she could not sleep. That day was longer for her than any other day in the year. At last the long, long day was over. When Flower Sister went to bed, she said, "No more playdays for me, mother. I shall never wish to stay away from school again."

That one day taught her a good lesson. She knew now that work and play together are much better than all play and no work.

* *She looked unhappy.*

WRITTEN WORK

1. What did you eat for dinner yesterday?
2. Did the sun shine yesterday?
3. Did you come to this school last year?
4. Did you take any books home yesterday afternoon?
5. Did the wind blow hard last night?

LESSON 12

THE DAYS OF THE WEEK

first (fīrst)	fifth (fīfth)	yesterday (yēs'tēr dāy)
Sunday (Sūn'dāy)	Thursday (Thûrs'dāy)	ago (à gō')
second (sēe'ond)	sixth (sīxth)	essay (ēs'sāy)
Monday (Mòn'dāy)	Friday (Frī'dāy)	holiday (hōl'ī dāy)
third (thīrd)	seventh (sēv'nth)	church (chûrch)
Tuesday (Tūes'dāy)	Saturday (Sāt'ūr dāy)	repeat (rē peat')
fourth (fōurth)	minute (mīn'it)	write (wīte)
Wednesday (Wēdnes'dāy)		wrote (wrōte)

Can you repeat the names of the seven days of the week?

(One pupil asks and another answers each of the following questions. Each pupil should prepare an answer to each question before coming to class.)

What is the name of the first day of the week?

What is the third day of the week?

What is the seventh day of the week?

What day is to-day?

What day will to-morrow be?

What day will the day after to-morrow be?

What day was yesterday?

On what day do you have a holiday?

On what day do you write a Chinese essay?

On what day do you go to church?

Yesterday I brought a beautiful picture to school.

What did you do on the day before yesterday?

Ten minutes ago I wrote that sentence on the black-board. What did you do five minutes ago?

Where shall you go next Saturday afternoon?

WRITTEN WORK

(A Diary.)

1. On Sunday afternoon at four o'clock I ——.
2. On Monday morning at seven o'clock I ——.
3. Last Tuesday I ——.
4. Wednesday morning my friend and I ——.
5. Thursday evening we all ——.
6. Friday afternoon all the boys ——.
7. Last Saturday afternoon I —— ——.

LESSON 13

A GAME, "WHAT DID YOU DO?"

(To be supplied by the teacher.)

WRITTEN WORK

1. Is —— ———'s coat thicker than this coat?
2. Can a deer run faster than a goat?
3. Is the sun much brighter than the stars?
4. Is this flour finer than Chinese flour?
5. Is the sky clearer now than it was at seven o'clock this morning?

LESSON 14

OUR KITTENS AND THEIR RELATIVES

kitten (kīt't'n)	whiskers (whisk'ẽrs)	tooth (tōoth)
relative (rěł'a tĩve)	night	teeth
member (mēm'bẽr)	become (bẽ eome')	mane (māne)
animal (ǎn'ĩ mal)	because (bẽ eause')	tiger (tĩ'gẽr)
body (bōd'y)	hunt (hũnt)	lion (lĩ'õn)
keen	fur (fũr)	horse (hōrse)
soft* (sōft)	bone (bōne)	itself (ĩt sělf')
world (wũrld)	stripe (strĩpe)	yellow (yěł'lōw)
wild (wĩld)	tame (tāme)	hair (hāĩr)
steal	pet (pět)	climb (elĩmb)

* strong (strōng) — stronger (strōn'gẽr) — strongest (strōn'gẽst)

large (lārgẽ) — larger (lār'gẽr) — largest (lār'gẽst)

thick (thĩck) — thicker (thĩck'ẽr) — thickest (thĩck'est)

* long (lōng) — longer (lōn'gẽr) — longest (lōn'gẽst)

hot (hōt) — hotter (hōt'tẽr) — hottest (hōt'test)

sly (slỹ) — slyer (slỹ'ẽr) — slyest (slỹ'est)

good (gōod) — better (bět'tẽr) — best (best)

well (wěll) — better (bět'tẽr) — best (best)

* See page 18, footnote.

kind (kīnd) — kinder (kīnd'ēr) — kindest (kīnd'est)
gentle (ġěn't'l) — gentler (ġěn'tlēr) — gentlest (ġěn'tlest)
sharp (shärp) — sharper (shärp'ēr) — sharpest (shärp'est)

Do you know that our old mother cat and her three little kittens have many relatives who are very much larger and stronger than they are? These relatives do not look like our kittens at all, but they are like them in many ways. Can you tell a member of the cat family from any other animal?

A member of the cat family has a long body, keen eyes and ears, sharp teeth, long whiskers, and soft paws with sharp claws.

At night when it is dark, the eyes of these animals become larger and brighter. This is because they hunt for smaller animals at night, so they need to see best of all then. They catch and kill these animals with their claws

and pull the meat off the bones with their claws and teeth and tongues.

The lion is the largest and strongest of all the members of the cat family. It has beautiful thick fur. The largest, thickest hair on its body is on its head. This is its mane. It is thicker than a horse's mane.



The tiger is a little smaller than the lion, but it sometimes kills other animals larger than itself. A tiger has no mane, but there are beautiful black and yellow stripes on its body. Tigers and lions live in the hottest parts of the world.



The wild cat is not very much larger than the tame cats that we have in our homes, but it kills many, many smaller animals. All the members of the cat family are sly, and the wild cat is one of the slyest. It likes to climb over the wall to steal our hens and chickens.



Some day we shall read about the other members of the cat family. We like the cats in our homes best of all. They are the kindest and gentlest of pets.

WRITTEN WORK

1. How many months ago did you begin to study English?
2. How long ago did you have a holiday?
3. How many minutes ago did the clock strike?
4. At what time did you go to church last Sunday?

LESSON 15

A CONTEST

(To be supplied by the teacher.)

WRITTEN WORK

1. Did ——— jump higher than ——— yesterday?
2. Who spoke the plainest English of all?
3. Which contest did you like best of all?
4. Did ——— draw a better picture than ———? Who drew the best picture of all?

LESSON 16

13 thirteen (thir'teen')	27 twenty-seven (twěn'tỹ-sěv'n')
14 fourteen (fōur'teen')	28 twenty-eight (twěn'tỹ-āt')
15 fifteen (fif'teen')	29 twenty-nine (twěn'tỹ-nīne')
16 sixteen (sīx'teen')	30 thirty (thir'tỹ)
17 seventeen (sěv'n teen')	40 forty (fōr'tỹ)
18 eighteen (ā'teen')	50 fifty (fif'tỹ)
19 nineteen (nīne'teen')	60 sixty (sīx'tỹ)
20 twenty (twěn'tỹ)	70 seventy (sěv'n tỹ)
21 twenty-one (twěn'tỹ-wŭn')	80 eighty (ā'tỹ)
22 twenty-two (twěn'tỹ-two')	90 ninety (nīne'tỹ)
23 twenty-three (twěn'tỹ-three')	100 one hundred (wŭn hŭn'drēd)
24 twenty-four (twěn'tỹ-fōur')	page (pāge)
25 twenty-five (twěn'tỹ-five')	person (pěr's'n)
26 twenty-six (twěn'tỹ-sīx')	student (stū'dent)

(One student asks and another answers each of the following questions.)

How old are you?

How old were you three years ago?

How old shall you be ten years from now?

How old shall you be thirty years from now?

When shall you be twenty-one years old?

How many students are there in this room?

How many students are there in this school?

How many pages are there in your reader?

How many pages are there in this book?

How many lessons are there in this book?

How many persons are there in your family?

WRITTEN WORK

1. Who is the oldest member of your family?
2. Are a tiger's teeth sharper than a fox's teeth?
3. When you are twenty-five years old, shall you be much stronger than you are now?
4. What is the hottest time of the day?
5. What lesson did you study two days ago?
6. Is this lesson harder than the lesson was yesterday?
7. When are a cat's eyes the brightest?
8. Is English much harder for you to write than Chinese?

LESSON 17

I'LL TRY

reply (rě plȳ') — replied (rě plied')
 study (stŭd'ỹ) — studied (stŭd'ied)
 learn (lěrn) — learned (lěrned)
 stay (stāy) — stayed (stāyed)
 fear — feared (feared)
 live (līve) — lived (līved)
 finish (fīn'ish) — finished (fīn'ished)
 earn (ěrn) — earned (ěrned)
 seem (seem) — seemed (seemed)
 leave (leave) — left (lēft)
 call (eall) — called (ealled)
 feel (feel) — felt (fělt)
 may (māy) — might
 ask (ask) — asked (asked)
 wish (wīsh) — wished (wished)
 like (līkē) — liked (līked)
 look (lōok) — looked (lōoked)
 work (wŭrk) — worked (wŭrked)
 stop (stōp) — stopped (stōped)
 sleep (sleep) — slept (slēpt)
 reap — reaped
 help (hēlp) — helped (hēlped)
 body (bōd'ỹ) — bodies (bōd'ies)
 class (clāss)
 hire (hīre)
 train (trāin)
 term (tērm)
 uncle (ŭn'k'l)

hoe (hōe)
 dig (dīg)
 early (ěr'ly)
 ripe (rīpe)

flesh (flěsh)
 show (shōw)
 till (tīll)
 perhaps (pěr hāps')
 always (al'wāys)
 absent (āb'sent)
 poor (pōor)
 money (mōn'eỹ)
 mind (mīnd)
 shopkeeper (shōp'keep'ēr)
 blister (blīs'tēr)
 muscle (mŭs'l)
 America (Ā měr'ī eā)
 China (Chī'nā)
 hope (hōpe)
 ever (ěv'ēr)
 every (ěv'ēr ỹ)
 few
 real (rē'al)
 I'll (Ī'll)
 can't (eān't)
 there's (thār's)
 don't (dōn't)
 why (whȳ)
 sad (sād)
 right
 tired (tīred)
 motto (mōt'tō)

This is a picture of a boy who lived in China a few years ago. Perhaps he might not wish me to tell you his real name, so I will tell you the name that his teacher gave him. His teacher always called him "I'll Try."

Do you know why she gave him this name? When she asked the boys in her class to do anything hard, many of them said, "I can't," but this boy always said, "I'll try." He was not a very clever student, but he always studied hard and learned his lessons well. He said he wished to be a teacher.

One day I'll Try was absent from school. He stayed away two weeks, and his teacher feared that he was ill.

At last he came back, but his face was very sad. He said to his teacher, "My father died a week ago. My mother is very poor, so she cannot give me any more money to come to school. She says I may finish this term of school, but I cannot study next term."

"How old are you?" asked his teacher.



“I am seventeen years old,” said I’ll Try.

“Perhaps you can work in the summer and earn some money to come to school.”

I’ll Try liked that plan very much. He went to see many shopkeepers and asked them to give him some work in the summer. But no one wished to hire a boy.

“Don’t give up,” said his teacher. “Perhaps you can find some work near your home. Where there’s a will, there’s a way.”

I’ll Try’s uncle lived on a farm. I’ll Try went to see him. “May I work on your farm this summer, uncle?” he asked.

His uncle looked at him. “You do not know how to work with your hands,” he said.

“Please let me try, uncle,” said I’ll Try. “I will do my best.”

“Very well,” replied the farmer, “but I fear it will be too hard. Here is a hoe. Let me see you dig.”

I’ll Try took the hoe and began to dig. Before long there were blisters on his hands. The sun shone hotter and hotter. His uncle was right. It was hard work. But I’ll Try did not stop. He worked on and on till dinner time.

After dinner he felt better and began to dig again.

The farmer and his sons were older and stronger than he was, but he did not stop work till they stopped. At night he was very, very tired, but he went to sleep early and slept well.

Every day I'll Try worked better, and the work did not seem so hard. Week after week he kept at it. When the rice was ripe, the farmers reaped it, and he helped them. At last he left the farm, for it was time to go to school.

I'll Try was very glad to see his teacher again. "I can stay at school," he said. "I earned some money on my uncle's farm, and I shall earn more next summer."

I'll Try studied better that term than ever before. His mind seemed clearer. Do you know why? Because a strong mind needs a strong body. Work makes our bodies stronger. Look at the picture of I'll Try. See how large the muscles of his legs are. Hard work makes our muscles stronger and our flesh harder.

Do you know where I'll Try is now? He is a student in America. He works hard there, too. Before he went to America, he gave me this picture and said, "You may show this to other Chinese boys. I hope they will all learn my motto —

Where there's a will, there's a way.

WRITTEN WORK

1. Do you wish to be a shopkeeper when you are a man?

2. Which story do you like best, "The Lighthouse Keeper's Daughter," "A Day of Play," or "I'll Try"? Why do you like it best?

3. Was the lighthouse keeper's daughter better than Flower Sister? Why?

4. How many days were you absent from school last term?

LESSON 18

*cloth (clōth)	goods (gōōds)	gentleman (gĕn't'l m <u>an</u>)
stripe (stripe)	sale (sāle)	red (rĕd)
striped (strip'ĕd or striped)	color (eol'ēr)	*cost (eōst)
cotton (eōt't'n)	spend (spĕnd)	piece (piĕce)
blue (blūe)	seated (seat'ĕd)	rest (rĕst)
flannel (flān'nĕl)	whole (whōle)	only (ōn'ly)
dollar (dōl'lĕr)		

thin (thĭn) — thinner (thĭn'nĕr) — **thinnest** (thĭn'nest)

dark (dārk) — darker (dārk'ēr) — **darkest** (dārk'est)

wide (wīde) — wider (wīd'ēr) — **widest** (wīd'est)

cheap — cheaper (cheap'ēr) — **cheapest** (cheap'est)

narrow (nār'rōw) — narrower (nār'rōw ĕr) — **narrowest** (nār'rōw est)

fine (fīne) — finer (fīn'ēr) — **finest** (fīn'est)

1. Will you please go to the cloth shops with me to-day, ———— ?

* See page 18, footnote.

2. Yes, I shall be very glad to go with you, —— ——.

What kind of cloth do you wish to buy?

1. I am planning to buy some striped cotton cloth to make a coat for my younger sister. Then, too, I must buy some dark blue flannel that mother wrote me to get.

(No. 1 and 2 walk along until they come to a shop, kept by No. 3 with other students acting as clerks.)

2. Here is a large shop. Let us see what they have for sale.

3. Good afternoon. What can I show you to-day, sir?

1. Please show me some cotton cloth with fine stripes.

3. *(Turning to No. 4, a clerk.)* This gentleman wishes to look at striped cotton goods.

4. *(Leading the way to another counter and drawing out chairs.)* This way, sir. Please be seated. Here is some very good cloth — white, with blue stripes.

1. That is too light. It will not keep clean very long. Please show me something darker.

4. Here is some blue cloth with black stripes. Do you like this better?

1. Yes, the color is just right, but it is too thick. Have you any thinner cloth?

4. Yes, sir, here is some a little thinner, with red stripes.

2. That is not very wide. Is this the widest you have?

4. We have thicker cloth that is much wider, but it is English goods and costs more. Shall I show it to you?

1. No, never mind. This narrow cloth will do. How much is it a foot?

4. Ten cents a foot or two dollars for the piece.

2. How many feet are there in a piece?

4. Twenty-three.

1. I do not need so much. It takes only eight feet to make a coat.

2. But it is a little cheaper to buy the whole piece. If you need only eight feet, I can use the rest.

1. Very well, I will take the whole piece. Now will you please show us some dark blue flannel?

4. Do you wish to see the finest that we have?

1. No, I cannot buy the finest flannel. Mother does not wish to spend much money for it.

WRITTEN WORK

1. Where did you live when you were ten years old?
2. Do you hope to go to America some day?
3. What do you hope to do when you go to America?
4. Are there many Chinese boys like I'll Try?

LESSON 19

8th — eighth (ātth)	21st — twenty-first (twěn'tỹ-first')
9th — ninth (nīnth)	30th — thirtieth (thĩr'tĩ ěth)
10th — tenth (těnth)	40th — fortieth (fôr'tĩ ěth)
11th — eleventh (ě lěv''nth)	50th — fiftieth (fĩf'tĩ ěth)
12th — twelfth (twělfth)	60th — sixtieth (sĩx'tĩ ěth)
13th — thirteenth (thĩr'teenth)	70th — seventieth (sev''n tĩ ěth)
20th — twentieth (twěn'tĩ ěth)	100th — one hundredth (wũn hũn'-drědth)
list (lĩst)	order (ôr'děr)
review (rě view')	number (nũm'běr)
question (quěs'chũn)	plainly (plāin'ly)
mean	answer (ǎn'swěr)
slow (slōw)	

Here is a long list of words on the blackboard. You know them all, for they are review words. You studied them only a few weeks ago. Now I shall number each one plainly. Can you all read the numbers? One student may ask a question and call on another student to answer it.

1. ———, what is the tenth word?
2. ———, what is the seventy-second word?
3. ———, is the one hundred and third word longer than the fourteenth?
4. ———, please read from the eighty-sixth word to the ninety-first.

5. ———, what does the sixty-ninth word mean?

You may ask any questions you wish to about these words, but do not be too slow.

Now let all the students stand in a long line.

———, who is the fifteenth one in the line?

———, in what place does ——— stand in the line?

No, he is not the twenty-third. Look again.

Yes, you are right this time. He is the twenty-fourth.

Let each boy pick out another boy and tell in what order he stands.

WRITTEN WORK

1. What is the color of this cloth?
2. How much money do you spend for books every term?
3. How many dollars can a farmer earn in one month?
4. Does flannel cost more than cotton cloth?
5. How much does a coat like this cost?
6. Is this wider cloth English goods?

LESSON 20

A NUMBER GAME

(To be supplied by the teacher.)

WRITTEN WORK

1. In what place did you stand in the line yesterday?
2. Did you like the fourteenth lesson in this book better than the eighth lesson?
3. At what time did you go to bed last night?
4. At what time did you get up this morning?
5. How many hours did you sleep last night?
6. Is this the ninth week of school?
7. How many weeks are there in this term?

LESSON 21

nothing (nóth'ing)	gentleman (gě'n't'l mān) — gentlemen (gě'n't'l mēn)
none (nōne)	wind (wīnd) — winding (wīnd'ing)
loom (lōom)	weave (weave) — weaving (weav'ing)
parent (pār'ent)	use (ūse) — useful (ūse'ful)
guide (gāide)	rest (rěst) — restful (rěst'ful)
thread (thrēad)	thank (thānk) — thankful (thānk'ful)
start (stārt)	help (hělp) — helpful (hělp'ful)
street	skill (skīl) — skillful (skīl'ful)
*often (ōf'n)	happy (hāp'pŷ) — happier (hāp'pī ēr)
smooth (smōōth)	slow (slōw) — slowly (slōw'ly)
even (ē'v'n)	careful (eāre'ful) — carefully (eāre'ful ly)
front (frōnt)	busy (bĭŝ'ŷ) — busily (bĭŝ'ī ly)
mistake (mĭs tāke')	close (elōse) — closely (elōse'ly)
wear (weār)	quick (quĭck) — quickly (quĭck'ly)
dead (děad)	easy (eaŝ'ŷ) — easily (eaŝ'ī ly)
plenty (plĕn'tŷ)	watch (wətch) — watches (wətch'ĕŝ)
weaver (weav'ēr)	

* See page 18, footnote.



What a busy, busy place this is! Do you know what these boys are doing?

The younger boys are winding thread and the older ones are weaving the thread into cloth. They are making the looms go with their feet, but they have to guide the thread very carefully with their hands. If they are not careful, the cloth will not be smooth. That man who is standing in front of the looms is the teacher. He watches each boy very closely to see that he does not make mistakes.

Winding thread is easier than weaving, but the younger boys are also working very busily.

Two years ago none of these boys knew how to work. They did not know how to read or write, for their parents were dead and they had no money to go to school. Then a kind gentleman asked some other gentlemen to help him start a school where boys could learn to be useful men. Half of the boys study in the morning and work in the afternoon. The other boys work in the morning and study in the afternoon. This is much more restful than studying all day or working all day.

Two years ago these boys were playing on the street all day long, but they are much happier now than they were then. Then they had no one to care for them, and often they had nothing to eat and very little to wear. Now

they are so thankful to have a good, clean place to live in, plenty to eat, plenty to wear, and kind, helpful teachers.

When the boys begin to weave, they weave very slowly, but little by little they get more skill and work more quickly. A skillful weaver can easily earn a good living.

WRITTEN WORK

1. What do we call a man who works on a farm?
2. What do we call a man who keeps a shop?
3. What do we call a man who keeps a lighthouse?
4. What do we call a man who bakes cakes?
5. What do we call a man who weaves cloth?
6. Which one of these men is the most useful? Why?

LESSON 22

THE CALENDAR

spring	month (mōnth)	April (Ā'prīl)
summer (sūm'mēr)	foreign (fōr'eīgn)	May (Māy)
autumn (au'tūmn)	season (seā'sn)	June (Jūne)
winter (wīn'tēr)	western (west'ēr)	July (Ju lī')
globe (glōbe)	according (āe eōrd'ing)	August (Au'gūst)
earth (ērth)	calendar (eāl'ēn dēr)	September (Sēp tēm'bēr)
leap	January (Jān'u ā rŷ)	October (Ōe tō'bēr)
people (pē'p'l)	February (Fēb'ru ā rŷ)	November (No vēm'bēr)
country (eoŭn'trŷ)	March (Mārch)	December (Dē ċēm'bēr)
countries (eoŭn'trīeŝ)		

Here is an English calendar. The people of all western countries use this calendar. China is beginning to use

it, too ; but many Chinese people still use the old Chinese calendar.

What is the name of the second month ?

What is the name of the eighth month ?

What month is this ?

What day of the month was yesterday ?

There are four seasons in the year — spring, summer, autumn, winter.

March, April, and May are the spring months.

June, July, and August are the summer months.

September, October, and November are the autumn months.

December, January, and February are the winter months.

Look at the calendar and find out how many days there are in each month.

We live on a globe called the earth. This globe goes round the sun in three hundred and sixty-five days and a few hours. That is why there are three hundred and sixty-five days in a year. Every fourth year is a leap year. There are three hundred and sixty-six days in a leap year. Do you know why it is called a leap year ?

How many days are there in a year according to the old Chinese calendar ?

WRITTEN WORK

1. That girl takes good care of her little sister. She is a very ——ful girl.

2. The old stonecutter has great skill in cutting stone. He is very ——ful.

3. I like to rest in this room. It is a ——ful place.

LESSON 23

rhyme (rĥȳme)

recite (rĕ cĭte')

just (jŭst)

forget (fŏr gĕt')

except (ĕx ċĕpt')

alone (ă lŏne')

This rhyme will help you not to forget how many days there are in each month. Learn it and recite it to-morrow.

*“Thirty days have September,
April, June, and November.
All the rest have thirty-one
Except the second month alone,
Which has just twenty-eight — no
more,
But twenty-nine one year in
four.”*

WRITTEN WORK

1. This is a very easy lesson. I can —— learn it in half an hour.

2. You are not a careful student. You do not study ——.

LESSON 24

MAY DAY

of course (öv eōurse)	wind (wīnd) — wound (wound)
Miss Black (Mīss Bläck)	unwind (ŭn wīnd') — unwound
Miss King (Mīss King)	(ŭn wound')
carpenter (eär'pēn tēr)	tie (tīe) — tied (tīed)
Maypole (Māy'pōle')	brush (brūsh) — brushed (brūshed)
middle (mīd'd'l)	hammer (hām'mēr) — hammered
kindergarten (kīn'dēr gār'tēn)	(hām'mēred)
march (mārch)	show (shōw) — showed (shōwed)
delightful (dē light'fūl)	skip (skīp) — skipped (skīped)
music (mū'ſīe)	serve (sērve) — served (sērvēd)
ribbon (rīb'bōn)	thank (thānk) — thanked (thānkēd)
guest (ḡuest)	march (mārch) — marched (mārchēd)
party (pār'tŷ)	start (stārt) — started (stārt'ēd)
gayly (gāy'ly)	invite (īn vīte') — invited (īn vīt'ēd)
pole (pōle)	mend (mēnd) — mended (mēnd'ēd)
lawn	braid (brāid) — braided (brāid'ēd)
top (tōp)	paint (pāint) — painted (pāint'ēd)
most (mōst)	pound (pound) — pounded (pound'ēd)
house (house)	count (count) — counted (count'ēd)
own (ōwn)	need (need) — needed (need'ēd)
organ (ôr'gān)	seat — seated (seat'ēd)
end (ēnd)	want (wānt) — wanted (wānt'ēd)
neatly (neat'lŷ)	nearly (near'ly)

It was the first day of May — the most beautiful day of spring. Miss Black and Miss King were planning to give their girls a holiday.

“To-day is May Day,” they said. “Each of you may invite two guests to come to our May party.” So the girls invited their mothers and sisters.

In the morning the girls mended their clean coats, and brushed and braided their hair very neatly. Nearly every girl tied a bright ribbon on her hair.

At eleven o'clock the carpenter brought a tall, gayly painted pole from his shop. He hammered and pounded till at last there stood a fine Maypole in the middle of the lawn.

The girls did not know what a Maypole was, but Miss Black soon showed them. First, she counted the girls to see how many ribbons she needed. “Just twenty-two,” she said. “We must have a ribbon for each girl.” Then she tied twenty-two long red and blue ribbons to the top of the Maypole.

After dinner, when the guests came, the teachers seated them where they could see the Maypole. Of course every mother wanted to see her own daughter.

The kindergarten teacher showed the girls how to stand in order and gave an end of a ribbon to each one. As

soon as Miss King began to play the organ, the girls started to march around the pole. Then they began to skip in and out, and as they skipped they wound the ribbons round and round the pole. At last the music stopped; then the girls stopped, too. What a beautiful Maypole it was!

The music began again, and the girls skipped in and out again and unwound the ribbons. Then they all stood in their places and sang songs.

After that, the teachers invited the guests into the house and served them with tea and cake.

Before the girls' mothers went home, they thanked the teachers and said they were glad to see their daughters having such a good time. The girls all said that May Day was one of the most delightful holidays of the year.

(For illustration see frontispiece.)

WRITTEN WORK

1. What month is this?
2. What was last month?
3. What will next month be?
4. What is the coldest season of all?
5. Which is the hottest month of the year?
6. Do you like spring better than summer? Why?

LESSON 25

A DIALOGUE BETWEEN A BOY AND HIS ELDEST BROTHER

table (tā'b'l)	rudely (rōod'ly)	bread (brěad)
manner (măn'něr)	quietly (quī'ět ly)	butter (bŭt'těr)
bowl (bōwl)	finely (fīne'ly)	potato (pō tā'tō)
style (stȳle)	between (bē tween')	potatoes (pō tā'tōes)
tip (tĭp)	dialogue (dī'ā lōgue)	soup (soʊp)
food (fōod)	hungry (hŭn'grȳ)	pie (pīe)
jam (jām)	ready (rěad'y)	knife (knĭfe)
clothes (clōthes)	supper (sŭp'pēr)	fork (fōrk)
polite (pō lĭte')	delighted (dē light'ēd)	spoon (spōon)
impolite (ĭm'pō lĭte')	break (brēak)	course (eōurse)
politeness (pō lĭte'ness)	spread (sprēad)	quite (quĭte)
politely (po lĭte'ly)	dessert (dēs sĕrt')	Shanghai (Shǎng hai')
I'm (Ī'm)	erect (ē rēet')	American (À mēr'ĩ ean)
cool (cōol) — cooler (cōol'ēr) — coolest (cōol'est)		
buy (buȳ) — bought (bat) —		
elder (ēl'dēr) — eldest (ēl'dest)		

At the beginning of this dialogue there is a small table at one side of the room, covered with a white cloth, and set for two, with knife, fork, and spoons at each place. No. 1 enters the room noisily, leaving the door open. He throws his books on the table and his cap on the window sill, as he speaks impatiently to his brother.

1. Ring the bell for the cook quickly. I'm so hungry.

2. What did your father tell you, — — —, about coming to the table so rudely? Put your cap and books

away, and then wash your hands and face and brush your hair neatly.

The students should not attempt to read anything except the actual dialogue, but the teacher should see that the stage directions are carried out in a spirited manner.

1. (*Obeys rather slowly.*) Now, I'm ready. Give me something to eat.

2. You will have to speak politely before you get anything.

1. (*Impatiently.*) Please give me something to eat. Is that polite?

2. Your words are polite, but your manner is impolite. Try again.

1. (*Politely.*) Please tell the cook to bring in our supper. I am very hungry.

2. (*Ringing the bell.*) I shall be delighted to call him now. I am hungry, too. See, I am planning to have our supper according to western style to-night. How do you like that?

1. Oh, that will be fun. Did our cook make this bread?

2. No, he does not know how to make bread. I bought this at the baker's shop, and some butter, too.

1. It looks good. What shall we have first?

2. Soup. Here comes the cook with it. This is

your soup spoon, but you must eat from the side of it. See! Eat quietly and don't take your bowl in your hand, or tip it up. Sit erect and draw your chair up near the table. That is right.

1. (*Beginning to blow his soup.*) This soup is too hot.

2. You must not blow it or break your bread into it. It will soon be cooler. Take only a little in your spoon at a time.

1. We do not eat Chinese food so slowly. Now my soup is finished at last.

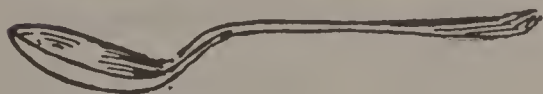
2. May I serve you to some meat and potatoes?

1. Yes, thank you. Is that right?

2. Quite right. Now take your



knife in your right hand and your fork in your left and cut your meat very carefully.



1. Shall I cut my bread that way, too?

2. Oh, no! Break off a small piece of bread with your left hand, and spread a little butter on it with that smaller knife, like this. I like a little jam on my bread. Do you wish to try some? Don't spread it too thick.

1. (*Putting his knife into his mouth.*) I like this jam much better than butter.

2. Don't put your knife into your mouth. That will never do.

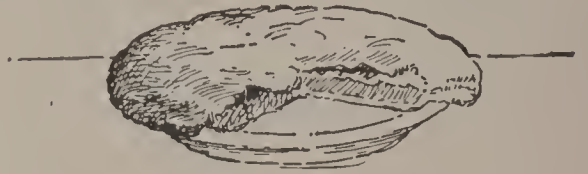
1. (*Putting down his knife.*) Western manners are too hard for me. I can never learn them.

2. Oh, yes, you can. They are easily learned. Now we are ready for the last course — the dessert.

(*He rings the bell, and the cook carefully takes away the plates and then brings in two small plates, each with a piece of pie on it.*)

1. Where is my knife? Oh, the cook took it away. Please tell him to bring me another knife to cut my pie.

2. You don't need a knife. It is not at all polite to cut pie with a knife. Just use that other fork and you can easily cut it. There, you are doing finely.



1. Where did you learn so much about western manners?

2. When I was in Shanghai, I had two American friends, who often invited me to their home. They taught me western table manners, and I taught them Chinese table manners. When we learn to speak English, we must learn western manners, too. A gentleman thinks more of politeness than he does of clothes.

WRITTEN WORK

1. Is it polite to eat meat and potatoes with a spoon?
2. Is it polite for a boy to wear his hat in the school-room?
3. Is it polite to ask an older person, "How old are you?"

Write two sentences telling what it is polite to do.
Then write two sentences telling what it is impolite to do.

*Politeness is to do and say
The kindest thing in the kindest
way.*

IRREGULAR VERBS USED IN PART I AND PART II

<i>To-day or Every Day</i>	<i>Just Now</i>	<i>Yesterday</i>
{ I am	{ I am being (bē'ing)	{ I was (waş)
{ you are	{ you are being	{ you were (wēre)
{ he is	{ he is being	{ he was
I become	I am becoming	I became (bē eāme')
I begin	I am beginning	I began (bē gān')
I blow	I am blowing	I blew
I break	I am breaking	I broke (brōke)
I bring	I am bringing	I brought (braṭ)
I build	I am building	I built (buīlt)
I buy	I am buying	I bought (baṭ)
I can		I could (eould)
I catch	I am catching	I caught (eaught)
I come	I am coming	I came (eāme)
It costs	It is costing	It cost
I cut	I am cutting	I cut
{ I do	{ I am doing	{ I did (dīd)
{ he does	{ he is doing	{ he did
I draw	I am drawing	I drew
I eat	I am eating	I ate (āte)
I fall	I am falling	I fell (fēll)
I feed	I am feeding	I fed (fēd)

*To-day or
Every Day*

Just Now

Yesterday

I feel

I am feeling

I felt (fělt)

I find

I am finding

I found (found)

I fly

I am flying

I flew

I forget

I am forgetting

I forgot (fǒr gǒt')

I get

I am getting

I got (gǒt)

I give

I am giving

I gave (gāve)

{ I go
 he goes

{ I am going
 he is going

{ I went (wěnt)
 he went

{ I have
 you have
 he has

{ I am having
 you are having
 he is having

{ I had (hǎd)
 you had
 he had

I hang

I am hanging

I hung (hǔng)

I hear

I am hearing

I heard (hěard)

I hold

I am holding

I held (hěld)

I keep

I am keeping

I kept (kěpt)

I know

I knew (knew)

The hen lays

The hen is laying

The hen laid (lāid)

I lay it down

I am laying it down

I laid it down

I let

I am letting

I let

I leave

I am leaving

I left (lěft)

I lie

I am lying (lǐ'ing)

I lay

I light

I am lighting

I lighted or lit (light'ěd or
lit)

I make

I am making

I made (māde)

I may

I might (mīght)

I mean

I am meaning

I meant (měant)

<i>To-day or Every Day</i>	<i>Just Now</i>	<i>Yesterday</i>
I must		
I put	I am putting	I put
I read	I am reading	I read (rěad)
I ride	I am riding	I rode (rōde)
I ring	I am ringing	I rang (rǎng)
I run	I am running	I ran (rǎn)
I say	I am saying	I said (sěd)
I see	I am seeing	I saw
I sell	I am selling	I sold (sōld)
I shall		I should (shoŭld)
The sun shines	The sun is shining	The sun shone (shōne)
I sing	I am singing	I sang (sǎng)
I sit	I am sitting	I sat (săt)
I sleep	I am sleeping	I slept (slěpt)
I speak	I am speaking	I spoke (spōke)
I spend	I am spending	I spent (spěnt)
I spin	I am spinning	I spun (spŭn)
I spread	I am spreading	I spread (sprěad)
I stand	I am standing	I stood (stōod)
I steal	I am stealing	I stole (stōle)
I strike	I am striking	I struck (strŭck)
I swim	I am swimming	I swam (swăm)
I take	I am taking	I took (tōok)
I teach	I am teaching	I taught (taught)
I tell	I am telling	I told (tōld)
I unwind	I am unwinding	I unwound (ŭn wound')

<i>To-day or Every Day</i>	<i>Just Now</i>	<i>Yesterday</i>
I wake	I am waking	I waked <i>or</i> woke (wākt <i>or</i> wōke)
I wear	I am wearing	I wore (wōre)
I weave	I am weaving	I wove (wōve)
I will		I would (woułd)
I wind	I am winding	I wound (wound)
I write	I am writing	I wrote (wrōte)

Special attention should be called to the following classes of regular verbs which make some changes in spelling when adding the suffixes *ing* or *ed*.

Let the pupils see clearly for themselves that when the verb contains a single vowel followed by a single consonant, the final *e* gives the vowel a long sound.

I bake	I am baking	I baked (bākt)
I close	I am closing	I closed (elōşed)
I guide	I am guiding	I guided (ġuīd'ěd)
I invite	I am inviting	I invited (ĭn vīt'ěd)
I like	I am liking	I liked (līkt)
I recite	I am reciting	I recited (rě ċīt'ěd)
I serve	I am serving	I served (sěrvēd)
I use	I am using	I used (ūşed)

Show the pupils that a single consonant after a short vowel is doubled before adding *ing* or *ed*.

*To-day or
Every Day*

Just Now

Yesterday

I plan	I am planning	I planned (plănned)
I skip	I am skipping	I skipped (skĭpt)
I stop	I am stopping	I stopped (stŏpt)
I tip	I am tipping	I tipped (tĭpt)

Show that \bar{i} and \bar{y} are practically the same sound, therefore it is reasonable that they should be interchanged.

I reply	I am replying	I replied (rĕ plĭed')
I study	I am studying	I studied (stŭd'ied)
I tie	I am tying	I tied (tĭed)
I try	I am trying	I tried (trĭed)

ADJECTIVES IN PART II WHICH ARE MORE OR LESS IRREGULAR
IN COMPARISON

far	farther	farthest
good	better	best
ill	worse (wŭrse)	worst (wŭrst)
little	less	least (lēast)
many	more	most
much	more	most
well	better	best

Adjectives ending in y change the y to i before adding *er* or *est*.

busy	busier	busiest
cloudy	cloudier	cloudiest
early	earlier	earliest
easy	easier	easiest
happy	happier	happiest
hungry	hungrier	hungriest
ready	readier	readiest

Adjectives ending in a single consonant preceded by a short vowel double the consonant before adding *er* or *est*.

fat	fatter	fattest
flat	flatter	flattest
glad	gladder	gladdest
sad	sadder	saddest
thin	thinner	thinnest
wet	wetter	wettest

NOUNS THAT FORM THEIR PLURALS MORE OR LESS IRREGULARLY

One deer	Two or more deer
One foot	Two or more feet
One man	Two or more men
One ox	Two or more oxen
One tooth	Two or more teeth
One woman	Two or more women (wǐm'ěnn)

Nouns ending in a sound which does not combine well with *s*, add *es* to form the plural; *es* forms a new syllable

One box	Two or more boxes
One church	Two or more churches
One class	Two or more classes
One dish	Two or more dishes
One fish	Two or more fishes or fish
One fox	Two or more foxes
One watch	Two or more watches

Nouns ending in *o* preceded by a consonant add *es* to form the plural; *es* does not form a new syllable.

One cargo	Two or more cargoes
One motto	Two or more mottoes
One potato	Two or more potatoes

Nouns ending in *y* preceded by a consonant change the *y* to *i* before adding *es*.

One baby	Two or more babies
One body	Two or more bodies
One butterfly	Two or more butterflies
One city	Two or more cities
One country	Two or more countries
One diary	Two or more diaries

One family	Two or more families
One party	Two or more parties
One sky	Two or more skies
One story	Two or more stories

Nouns ending in *f* or *fe* change the *f* or *fe* to *v* and add *es*; in this case *es* is not a new syllable.

One half	Two halves
One knife	Two knives

THE PRONOUNS IN THEIR VARIOUS FORMS

(To be illustrated by a game of "Blindman's Buff.")

I catch the boy.

I put *my* hand on the boy's arm.

The boy sees *me*.

You catch the boy.

You put *your* hand on the boy's arm.

The boy sees *you*.

He sees you and me.

His eyes are open.

You and I do not see *him*.

We do not see the boy.

Our eyes are not open.

He sees *us*.

Now *you* all see the boy.

Your eyes are open.

I cannot see *you*.

They see the boy.

Their eyes are open.

The boy sees *them*.

Who is catching me?

Whose hand is this?

Whom do I feel?

There is a girl in that window.

She sees us all.

Her eyes are bright.

Do you see *her*?

There is a little bird in the tree.

It sees us and flies away.

Its eyes are bright, too.

Do not catch *it*.

PHONOGRAMS

The following lists of phonograms cover practically all the sounds in the English language. Set I includes the phonograms used in Book I, Part I, and Set II, those used in Part II. Sets III and IV contain the phonograms introduced in Book II, Parts III and IV respectively. The symbols used to indicate these sounds are identical with those employed in Webster's Collegiate Dictionary, and may be found in the two tables at the beginning of the Guide to Pronunciation — a chapter which would be of great assistance to any teacher preparing to teach these phonograms. It is obviously worse than useless for any teacher to attempt to teach sounds of which he himself is not perfectly sure.

In every case the pupil should first learn a new word by hearing it from the teacher's lips, rather than by seeing it written with the diacritical marks; hence the teacher should prepare carefully beforehand by looking up any doubtful words in the vocabulary at the back of the book. The new words written at the beginning of each lesson are marked only so far as the phonograms they contain have become familiar to the pupil. All unmarked words must be taught as sight words.

SET I

ā as in hāy, nāme

ǎ “ “ mǎn, hǎt

ä “ “ ärm, fä'ther

ạ “ “ ạll, wạ/k, pạw

ē “ “ hē, ēat

ě “ “ hěn, ěgg, hěad

ī as in fīne, līe

* ĭ “ “ ĭn, fĭsh, hĭll

ō “ “ gō, tōe, bōat

ǒ “ “ nǒt, hǒt

o “ “ dō, tō, who

ū “ “ ūse, yoū

* Care should be taken not to let this sound be given like the sound of *e* in *he*, but with a short sound as in *pick*, *city*.

ũ as in rŭn, ŭp
 ȳ “ “ eȳe, mȳ, flȳ
 ỹ “ “ cĩtỹ
 ee “ “ feet, sheet
 oō “ “ bōok, fōot, gōod

b “ “ boy
 e “ “ eăn
 d “ “ dāy
 f “ “ făn
 ġ “ “ ġět
 h “ “ hăve
 k “ “ kīte
 l “ “ lāy
 m “ “ mē
 n “ “ now

p as in pěn
 r “ “ răt
 s “ “ sīt
 ſ “ “ ỉſ, boy'ſ
 t “ “ tēa
 v “ “ ġive
 w “ “ wē
 x “ “ bōx
 y “ “ yet
 z “ “ bŭzz
 th “ “ thē, thĩs
 th “ “ thĩng
 sh “ “ shē, shĩp, dĩa
 * ing “ “ wing, flȳ'ing
 ch “ “ mŭch

SET II

â as in eâre
 ă “ “ ôrgă
 ă “ “ ăsk, eăn't, Ămĕr'ică, ăwăy'
 ă “ “ Mòn'dăy
 ă “ “ whăt, wăş
 ě “ “ dĕlight'ĕd
 ě “ “ hĕr, ěarn
 ô “ “ ôr, ôr'dĕr, ôught
 ô “ “ sòn, ôth'ĕr
 ọ “ “ wọm'an
 ụ “ “ fŭll, pŭt
 û “ “ bŭrn

au as in daught'ĕr, eaught
 aw “ “ paw
 ew “ “ new, rĕnew'
 ea “ “ seat, read
 oa “ “ boat, eoat
 ou “ “ out
 ow “ “ now
 oō “ “ tōoth, fōod
 est “ “ best, ôld'est
 ed “ “ lĩved, ěarnĕd
 ěd “ “ sĕat'ĕd
 ed “ “ lĩked, wălked

* See page 98, footnote.

bl as in bläck	ly as in kīnd'ly
cl " " claw	sm " " smáll
fl " " flōw	sp " " speak
gl " " glăd	st " " stănd
pl " " plāy	sw " " swīm
sl " " slōw	qu " " quăck
ç " " çěnt	wh " " whěn
ck " " eock	ight " " light
ġ " " ġentle (jěn't'l)	* br " " bright
j " " jăm	tr " " tree
n " " thănk	wr " " wrīte
ng " " săng	

* Be careful not to introduce *br*, *tr*, *wr*, or any other combinations of *r* with an initial consonant until the phonograms *bl*, *cl*, *fl*, *gl*, *pl*, and *sl* have been familiar to the students for several weeks, as *l* and *r* are often confused.

SET III

e as in eigh <u>t</u>	gr as in grōw
ī " " īdē'ā	pr " " prīce
ō " " ōbey'	tr " " tree
ū " " ūnīte'	wr " " wrīte
<u>e</u> " " prēs' <u>e</u> nt	dġ " " ědġe
br " " brīng	qu " " eon'quēr
cr " " crȳ	eh " " ě'ehō
dr " " draw	x " " ěxăm'ple
fr " " friēnd	ph " " phōn'ōgrăm

(') " " given (ġiv''n), often (ōf''n), little (līt't'l), battle (băt't'l), also I'll, hē'll, wē'll, to indicate voice glide.

SET IV

ê as in <i>thêre</i> , <i>whêre</i>	wh =hw as in <i>whên</i> , <i>whæt</i>
u “ “ <i>rudē</i>	ci = sh “ “ <i>ān'ci<u>en</u>t</i>
ai “ “ <i>rāin</i> , <i>wāit</i>	si = sh “ “ <i>pěn'si<u>on</u></i>
oi “ “ <i>oil</i>	ti = sh “ “ <i>nā'ti<u>on</u></i>
oy “ “ <i>boy</i>	sci = sh “ “ <i>eōn'sci<u>o</u>ũs</i>
çh = sh as in <i>măçhine'</i>	ce = sh “ “ <i>ō'ç<u>ea</u>n</i>
ï = ē “ “ <i>pōliç<u>e'</u></i>	se = sh “ “ <i>nau's<u>eo</u>ũs</i>
ĩ = ě “ “ <i>bĩrd</i>	gh = f “ “ <i>roũgh</i> , <i>lăugh</i>
ỹ = ě “ “ <i>mỹr'tle</i>	

SET V — DIVISION A.

SIGHT WORDS IN PART I. LESSONS 1-16

a	* girl	* on	* two
any	has	one	very
* boy	have	open	walk
brother	her	picture	Wang
chair	here	please	* write
* Chinese	home	put	water
city	I	says	what
come	into	some	where
deer	like	teacher	who
desk	little	thank	window
does	milk	their	yes
* English	* morning	there	you
flower	Mr.	they	your
* four	much	this	
friend	name	three	
full	of	* too	

* Words thus marked are needed for the written work in the latter half of Part I; hence pupils should learn to spell these first.

SET V — DIVISION B.

SIGHT WORDS IN PART I. LESSONS 17-32

* afternoon	finger	pull
another	for	school
anything	from	sentence
away	* good-by	* seven
* baby	hang	* ship
bird	know	sister
blackboard	large	* son
both	lesson	* study
bring	long	* the
* build	mother	them
cargo	* must	to-day
catch	nest	tongue
* daughter	new	* under
draw	notebook	wash
* eight	off	which
face	other	with
family	paper	* woman
father	pencil	word
		use

* Words thus marked are needed for the written work in the latter half of Part I; hence pupils should learn to spell these first.

Some of the words in the above lists are not strictly speaking sight words, but are given here that they may be especially drilled upon. A few sight words containing some familiar sounds have those sounds indicated as the words are introduced at the head of each lesson, even though the pronunciation of the word as a whole cannot be fully shown.

SERIES OF WORDS IN PART I

ā

day	bake	game	ate	gave	baby
hay	cake	name			
lay	make				
may	take				
say					
play	cakes				
stay					

ǎ

an	and	at	catch	cap	hang
can	hand	cat		map	
fan	land	fat	catches		
man	sand	hat			am
pan	stand	rat			
		that			has

ē

be	these	bee	feet	here
he		see	sheet	
we		three		deer
she				

ě

hen	egg	get	bell	bed	desk
men		let	tell		
pen	leg	net	well		
ten		wet		very	sentence
then				next	pencil

ī

I	kite	fine	ride	five
	write	line		
die		mine	riding	
lie		shine		like
				time

ĩ

ill	dish	ring	is	build	milk
bill	fish	sing	his		
fill	wish	wing		building	
hill		thing			ship
mill	goldfish		it		
sill			sit	in	
will	starfish				six
still				into	
			give		
			live		window

this

ō

Oh	nose	row	old	notebook
	close	know	cold	
go	those		gold	
no			hold	open
so				
	door		holds	
	floor			home
toe				
toes				

ö

hot
not
pot

ox
box

on

* { off
long

flower-pot

ü

use

you

using

your

ü

up
cup

fun
run
sun

but

much

study

buzz

must

ȳ

by
my
fly
try

ä

are

cargo

arm

large

father

far

cart

star

starfish

* In Webster's Collegiate Dictionary, Guide to Pronunciation, § 115, the sound of o in these words is given as a sound somewhere between ȳ and ö, or ö.

ea = ē

ear
fear
hear
near
year

eat
meat
neat
seat

sea
tea

weak
speak

read

please

reading

o = ō

do
to
two
who

too

room

school

oa = ō

boat
coat
goat

a = aw

all
ball
call
fall
tall
small

paw
claw
draw

walk

daughter

ea = ě

bread
read

oo

book
hook
look

good

foot

good-by

ow = ou

cow

our

how

now

out

down

MISCELLANEOUS SIMILARITIES OF SOUND

any	other	there	full	come
many	mother	where	pull	some
	another			

For sight words in Part I, see Set V, Divisions A and B, in the Sets of Phonograms, pages 101 and 102. There is no separate list of sight words for Part II, but these may be found from the vocabulary by taking all the words not marked with an asterisk, which are not included in any of the series of words given under Part II.

SERIES OF WORDS IN PART II

ā

lake	ate	came	made	sale
wake	late	tame		
bake			mane	
				clay
baker				
				wave

ǎ

as

glad

has

ē

best	ever	better	fell	end	yellow
rest	clever	letter	sell	mend	
west	never		well	send	
				spend	
guest		cent			
		went	felt	friend	

ī

find	ride	invite	wise	hire	mine
kind	side	quite			
mind	wide	white			
wind					
unwind	guide				

ō

bone	old	only	whole	hoe	close
shone	gold				
stone	hold		wrote		
	told				

ou

our
flour
hour

ck

black	cluck	block	pick
quack	duck	cock	tick
		clock	quick
	duckling	o'clock	thick
		rock	chick
		tock	
			chicken

f

flaw

flat

û

bûrn

fûr

a

flaw
saw

lawn

caught
taught

ee = ē

deep
keep
peep
sleep

feed
need
seed
weed
indeed

feel
wheel

keen

seem

week

street

oa = ō

boat
coat
float
goat

ũ

cut
nut

just
must

number

ȳ

sky
try
why

ö

shop
stop
topbox
fox

from

ä

dark
parkcart
part
start

farm

sharp

hard

farmer

carpenter

march

party

garden

farther

gardener

ow = ō

blow

flow

show

slow

oo

cook
tookstood
wood

ea = ē

cheap
leap
reapleave
weave

weaverrepeat

neatlyspeak
weakclear
dear

season

teach

nearly

easy

meal
stealclean
mean

read

reader

easier

easily

igh = ī

high

light
might
night
right
sight
bright

delighted

ng

hang
rang
sang

hung

king

ea = ě

dead
head
read

bread
spread
thread

ready

oo

cool
tool

loom
room

soon
spoon

food

poor

smooth

foolish

ā

fast
last
past

ou

pound
round
around
wound
unwound

i

ship

skip

tip

ear = ěr

earn

early

earth

heard

learn

o

Monday

none

some

front

son

second

one

money

something

nothing

month

sometimes

ěr

serve

term

ou = a

bought

brought

ew = ū

blew

few

flew

knew

c

face

piece

city

cent

rice

place

ENGLISH CHINESE VOCABULARY

中 西 字 彙

TRANSLATED INTO EASY WENLI BY MR. WANG KAN HO, B.S.

The best guide to pronunciation for this vocabulary is to be found in the phonograms themselves. These phonograms are not an artificial method of securing correct pronunciation merely at the beginning of the study of English; but, based, as they are, on an international dictionary, they will enable a student to learn at the very outset how to use the dictionary, and will help him to acquire that valuable asset to a liberal education — the “dictionary habit.”

The diacritical markings follow those used in Webster's Collegiate Dictionary, except that, instead of respelling words to indicate the pronunciation, it has been thought best to make use of the second table of symbols given in the Guide to Pronunciation of that dictionary. The silent letter in a digraph and also silent *e* at the end of a word or in *ed* of the past tense and past participle are, however, marked out in order to simplify matters for the beginner. Occasionally respelling has been found necessary, but it has been avoided as much as possible, lest it should confuse a pupil just learning to spell.

The obscure sounds of *a* and *e* in unaccented syllables are indicated by double underlining instead of by italics. Combinations of letters already taught as phonograms, as *ing*, *est*, *au*, *aw*, *ck*, are not marked in the word-lists at the head of each lesson, but are marked in this vocabulary, so that they can be referred to in case of doubt.

On account of the difficulty of printing Chinese characters in America, the silent letters have had to be indicated by oblique lines drawn through them, instead of by italics, as elsewhere in the book.

A

à — (用於下字首爲子音者)	a gain 再。復。
à bout' 周圍。論及。約畧。	à gēn' 以前
ăb'sent 不在	al' 總。一概。
ăc eôrding 依照	à lônê 獨
ăft' ěr 後。以後。	al' wāx̣s 常。屢。
ăft' ěr nōon' 午後	ăm 是 (我是)

À mǎr' iě à 美國

B

À mǎr' i-ean 美國的。美國人。bā' bǐ 嬰

ān 一(用於下字首爲母音者) bāk 背。夜面。向後。回。

ānd 並。及。

bākē 烘。烘餅。

ān' i mā 動物。獸。

bāk' ēr 烘餅人

ān ōth' ēr 別一

ba 球

ān' swēr 答應。應答辭。

bē 是

a ny 有一個。任何。
(ě n' y)

bēu' tǐ fū 美麗

a ny thing 任何物
(ě n' y thǐ ng)

bē eā 因爲

A' prīl 陽歷四月

bē eōmē 成。成功。

ārē 是

bēd 床

ārm 臂

bee 蜜蜂

ā round 環圍

bē fōrē 在前。以前。

ās 如。因。

bē gān 起始。(過去詞)

āsk 問

bē gīn 起始

āt 在

bē 鐘。鈴。

ātē 食(過去詞)

bēst 最好

A' gūst 陽歷八月

bēt' tēr 較好

ā' tūm 秋

bē twēen 中間。其間。

ā wāx 離去

bīn 鳥嘴。貨單。數單。

bird 鳥。禽。

black 黑

Black (姓) (黑)

black' board' 黑板

blew 吹。口吹。(過去詞)

blis' tēr 水泡

block 石塊。木塊。城市之一段

blow 吹。口吹。

blue 藍色

boat 小船

boat' man 船戶

body 軀體

bone 骨

book 書

both 兩個。兩方的。

bought 買(過去詞)

bowl 碗

box 箱

boy 兒童

braid 辮。編。髮辮。

bread 麵包

break 打破

bright 光。光亮。聰明。

bring 帶來。拿來。

broth' ēr 兄弟

brought 帶來。拿來。(過去詞)

(brāt)

brush 刷子。拂。刷。

build 建築。營造。

busy 忙。繁冗。

(bīz' y)

busy' ly 匆忙

(bīz' i ly)

but 但。獨。

but' tēr 牛乳油

but' tēr flī' 蝶

buy 買

buzz 作聲如蜂蠅

by 近。由。以。

by ānd by 少頃

C

cake 餅。糕。

calendar 曆書

(kāl' ēn dēr)

ea\ 呼。召喚。命名。

ea\ ɔn 訪問。謁見。

ea\ fôr 召。招。

eām 來（過去詞）

ean 能。罐。

ean't 不能

ear 慎心。掛慮。

ēp 小帽

ear ɔf 照顧

tāk ear ɔf 照顧

ear'ful 謹慎

ear'ful lǐ 謹慎之態

ear'gō 貨物

ear'pēn tēr 木匠

ēart 車。運貨車。

ēat 貓

ēat 執。捉。

ea\ght 執。捉。（過去詞）

çent 仙分

（金圓或銀圓百分之一）

chār 椅。轎。

chēp 價廉。價賤。

chick 雞雛。小雞。

chick'ēn 雞雛

Chī'na 中國。中華。

Chī nēsē' 中國的。中國人。

chūrch 教會。會堂。

çit'ý 城市。都會。

elās 班次。等級。種類。

elaw 爪。足爪。

elā 泥土

elēan 清潔。整飭。使清潔。

elēar 明。澄。清。

elēv'ēr 聰明。靈巧。敏捷。

elīm 攀登。旋。

elōk 報時鐘

elōs 關閉。閉塞。

elōs 近。接近。

elōs' lǐ 緊密。閉塞。接近之態。

elōth 布

elōthəs 衣服。衣裳。

eloud 雲

eloud'ŷ 有雲。如雲。

elūək 牝雞之聲

eōət 衫。外衣。

eōək 雄雞

eōld 寒冷。凍冷。冷淡。寒氣。

to have a cold 風寒

to take cold 感冒風寒

col or 顏色
(eol'ēr)

eòmē 來。到。

eōn'tēst 爭鬪。競爭。爭論。

eōok 煮。烹調。烹調者。廚夫。

eōol 涼。冷淡。

eōst 價值。費用。

cot ton 棉花。棉布。
(eōt't'n)

eōəd 能 (過去詞)

eount 計算。算。

eōn'try 國。田舍。鄉野。

eōūrsē 路程。課程。進程序。
食物一品。

of course 自然

eow 牝牛

eūp 杯

eūt 割。剪。伐。

D

därk 暗黑。暗模。

daəgh'tēr 女兒

dāy 日

dēəd 死

dēər 貴重。價。高

Dē çēm'bēr 陽歷十二月

deep 深。奧妙。

deer 牝鹿

dē light'ēd 歡喜

dē light'ful 歡喜狀態

dēsk 書棹。辦事棹。

dēs sērt' 飯後點心

E

dī'ǎ lǒg~~g~~ 問答。談論。

dī'ǎ rǐ 日記。目錄。

did 作。行。(過去詞) 助動字

dī~~e~~ 死。亡。

dīg 掘。鑿。

dīn'ēr 正餐。筵席。

dish 盤。碟。

do 作。行。助動字

〔加於動字前表明發問〕

或非是之意

this will do 可矣

this will not do 不可

does_(dūz) 作。行。助動字 (用於他)

dol, lar_(dōl' lēr) 銀圓

dōn't 不可

dō~~r~~ 門

down 下

dra~~w~~ 繪。畫。拖。

dū~~k~~ 鴨

lū~~k~~ līng 雛鴨

ē~~a~~ch 各。每。

ē~~a~~r 耳。穗。

ē~~a~~r' lǐ 早。先。

ē~~a~~rn 賺得。獲。

ē~~a~~rth 地。地球。

ē~~a~~s' i ēr 較易

ē~~a~~s' i lǐ 安逸容易之態

ē~~a~~s' y 安逸。容易。

ē~~a~~t 食。吃。

ē~~g~~ 卵。蛋。

ē~~i~~ght 八

ē~~i~~ght een' 十八

ē~~i~~gth 第八

ē~~i~~ght y 八十

ē~~i~~' dēr 長於。老於。

ē~~i~~' dēst 年最長

e lev, en_(ē lēv' n) 十一

e lev, enth_(ē lēv' nth) 第十一

ē~~l~~s~~e~~ 別。另。

ěnd 尾。終點。完畢。

Eng lish 英文。國人。
(ĩng'lish) 的。英英國

ě rēet 舉起。建造。直立。

ēs'sā 論文

e'ven 平坦。雙數。雖然。

ěv'ēr 常。時時。曾。

ěv'ēr y 各。每。

ěx ċept 除外。除去。

F

fāç 面

fāl 落。跌。

fām'i lǝ 家族。眷屬。

fān 扇。煽動。

fār 遠

fārm 農場

fārm'ēr 農家。耕夫。

fār'thēr 更遠

fāst 鞏。脂固。

fāt 膏肥。速。

fā'thēr 父

fēar 恐懼。敬畏。

Fēb'ru ā rǝ 陽歷二月

feed 養。飼。

feel 感覺。

feet 多數足。數英尺。

fēl 落。跌。(過去詞)

fēlt 感覺 (過去詞)

few 不多。少。

fif'teen 十五

fif'teenth 第十五

fifth 第五

fif'ti eth 第五十

fif'ty 五十

fīl 充滿

fīnd 尋得

fīnd out 查明

fīnē 佳美。精細。

fīnē lǝ 佳美。精良。

fīn'gēr 手指

fīn'ish 畢。完畢。

fīrst 第一。最。

fīsh 魚。捕魚。

fīvə 五

fłān'nəl 法蘭絨

fłāsh 閃光。發閃光。

fłāt 平。平坦。

fław 破隙。瑕疵。

fłēsh 肉。肉食。

flew 飛 (過去詞)

fłōāt 浮。泛。

fłōck 羣

fłōor 地板

fłour 麵粉

fłōw 流

fłow'ēr 花

fły 蠅。飛。

fłōd 食物。糧草。

fłōl'ish 愚。鈍。

fłōt 足。脚。英尺。

fōr 爲。代。

fōr'ēign 屬外國 (的)

fōr gēt' 忘記

fōrk 叉

fōr'ti.ēth 第四十

fōr'ty 四十

fōur 四

fōur'teen' 十四

fōur'teenth' 第十四

fōurth 第四

fōx 狐狸

Fri'dāx 星期五日

friēnd 朋友

fřom 從。由。

fřont 前面。在前面。

fłl 充滿。完全。

fłn 嬉戲

fūr 皮毛。獸皮。

G

gāmə 遊戲。野禽。

gar den 花園。菜園。
(gär'd'n)

gar den er 園夫
(gär'd'nēr)

gāvè 給。授。讓。捨棄。(過去詞)

gāy'ly 快樂。華麗。

gen tle 溫良。優美。
(gēn't'l)

gen tle man 斯文人
(gēn't'l mān)

gen tle mēn 多數斯文人
(gēn't'l mēn)

gēt 得。獲。

gīrl 女子。少女。

gīvè 給。授。讓。

gīvè ūp 捨棄。失志。

glād 喜悅

glōbè 球。圓形體。

gō 往。去。

gōèz 去(他去)

gōæt 山羊

gōld 金

gōld'fish' 金魚。蒲魚。

gōod 善。良。好。

gōod-bŷ' 請呀(辭別時用語)

gōods 貨物

gōt 得。獲。(過去詞)

gæst 賓客

gāidè 引導。指導。

H

hād 有

hāir 毛髮

hālf 一半

hām' mēr 槌。錘。槌打。

hānd 手

hāng 掛。懸。

hāp' pŷ 歡喜。幸。

hāp' pī ēr 更歡喜

hārd 硬。堅固。困難。

hās 有(他有)

hāt 帽。笠。

hāvè 有

hāy 乾草

hē 他。伊。(指男)

hēd 頭。首。

hēar 聞。聽得

hēard 聞。聽得。(過去詞)

hēld 持。握。支持。貯。(過去詞)

hēlp 助

hēlp'ful 願助之態。有益。

hēn 牝雞

hēr 他(指女人的)屬女人的

hērē 此處

hēr's 彼女の

hēr sēlf' 彼女她自己

hīgh 高

hīll 小山

hīm 他

hīm sēlf' 他自己

hīrē 租賃。雇工。

hīs 他的

hōē 鋤。耨。

hōld 持。握。支持。貯。

hōl'ī dāx 節日。放假日。

hōmē 家庭

hōok 鈎。釣魚鈎。衣鈎。

hōpē 希望

hōt 熱。辣。

hōur 小時。一點鐘。

house 房屋

how 如何。幾何。爲何。

hūn'drēd 百

hūn'drēdth 第一百

hūng 掛。懸。(過去詞)

hūn'gr'y 飢

hūnt 獵

I

I 我。余。

I'll 我將

ill 不善。病。邪惡。

I'm 我是

im'pōlītē 無禮。粗野。

im'pōlītē'ly 無禮之態

in 中。內。

in deed' 在實

in' to 由外入內

in vitè 邀。請。

is 是 (他是)

it 他 (指物言)

its 指物的

it self' 物之本己

J

jām 果醬

Jān' ū ā rŷ 陽歷一月

Jū lŷ' 陽歷七月

Jūnè 陽歷六月

jūst 正合。公正。

K

keen 利。銳。聰敏。

keep 保守。維持。

keep' ēr 看守者。保守者。

kēpt 保守。維持。(過去詞)

kill 殺。誅。

kind 仁慈

kind 種類

kīn' dēr gār' tēn 幼稚園

kīnd' lŷ 仁慈之態

kīng 王。君王。

Kīng 王(姓)

kīch' ěn 廚房

kītè 紙鳶

kit' tēn 貓兒
(kī' t't'n)

knew 認識。知曉。(過去詞)

knōw 認識。知曉。

knōw how 知如何

knīfè 小刀

L

lākè 湖

lāmp 燈

lānd 地。陸地。

lārgè 大

lāst 最後。前昨。

at last 到底

lātè 遲

lāwŋ 草地。草庭。

lāx 置放。

lāx 生卵

lāx 橫臥。(過去詞)

lēap 跳。躍

leap year 閏年

lēarn 學習

lēavē 去。離。別。

lēft 去。離。別。(過去詞)

lēft 左

lēg 腿

les son 功課
(lē's's'n)

lēt 使。任。租賃。

lē'tēr 字母。書信。

liē 橫臥。居。謊言。

light 光。點火。光輝。輕。

light'house 燈塔

likē 中意。愛。

likē 似。如。

linē 繩。行。行列。

līon 獅

list 目錄。名單。

lit tle 小。細。
(lit't'l)

little by little 漸漸

a little 些少。不多。

livē 生活。居住。

liv'ing 生計

lōng 長。久。

lōok 注意。看。似。

lōom 織機

M

mādē 作。爲。使令。(過去辭)

mākē 作。爲。使令

mān 人。人類。

mānē 鬃毛

mān' nēr 樣子。體例。

ma ny 多
(mē'n'y)

māp 地圖

mārch 行。行軍。

Mārch 陽歷三月

māx 可行

Māx 陽歷五月

Māx'pōlē 環杆遊戲

mē 我。余。

mēəl 粉。膳餐。

mēən 意義。欲。卑賤。

mēət 肉

mēm'bēr 部分。會員。

mēn 多人數

mēnd 修補。修理。

mid dle 中間。中等。
(mīd'd'l)

might 可行。(過去詞) 權勢。

milk 乳。牛乳。

mill 磨。工場。

mill'ēr 磨者。工場主。

mill'stōnē 磨石

mind 理。思想。注意。介意。

never mind 勿介意

minē 我的

min ute 分鐘
(mīn'it)

miss 失。錯誤。

Miss 女士

mis takē 錯誤

Mōn'dāx 星期一

mōn'ēy 金錢

mōnth 月。(歲月之月)

mōrē 更多

mōrn'ing 早晨

mōst 最多

mōth'ēr 母

mōt'tō 題目。格言。

Mr. (mīs'tēr) 先生(尊稱詞)

mūch 多

muscle 肌肉
(mūs's'l)

mū'sie 音樂

mūst 必要

m̄y 我的

N

nāmē 名。命名。

nār'rōw 狹窄

nēar 近

nēār'ly 將近

nēāt 整潔。雅緻。

nēāt'ly 整潔之態

nēck 頸

need 需要。缺乏。

nēst 鳥巢

nēt 網。捕魚網。捉蝶網。

nēv'ēr 向無。未曾。

new 新

nēxt 次。第二。

nīght 夜

nīnē 九

nīnē'teen' 十九

nīnē'teenth' 第十九

nīnē'tī'ēth 第九十

nīnē'ty 九十

nīnth 第九

nō 否。不然。無。

nōnē 無

nōsē 鼻

nōt 不。無。

nōtē'book' 記事簿。備考簿。

nōth'ing 無物

Nō vēm' bēr 陽歷十一月

now 今

nūm' bēr 數目。數字。計算。

數號。

nūt 硬殼果

○

ō 噫 (嘆詞)

ō'elōk' 點鐘。時。

Ōe tō' bēr 陽歷十月

of 屬於

ōff 離去

of ten 常。屢。

oil 油

ōld 老。舊。

ōn 於其上

one 一個

ōn'ly 單。獨。

o pen 開。開通。寬大。
(ō'p'n)

ôr 或。抑。

ôr'dēr 次序。號令。

ôr'gān 機關。風琴

òth'ēr 別。其他。

lour 我儕的

out 出外。出。

ō'vēr 越過。之上。

ōwn 自己的。承認。

ōx 牛

P

pāgè 書頁之一面

pā\nt 礪油。礪。

pān 鐵鍋

pā'pēr 紙

pār'ent 親(父或母)

pārk 公園

pārt 一分。分子。

pār'ty 幫。黨派。宴會。

pāst 過去。已過。經過。

paw 有爪之足。掌。蹠。

peep 雞雛叫。窺。

pēn 鐵筆

pēn'çil 鉛筆

peo,ple 人民
(pē'p'l)

pēr hāps' 或者

per son 人
(pēr's'n)

pēt 寵愛之人。寵愛物。

pie'nie 郊外遊

pick 啄。刺。採。滴。揀。

pick at 啄

pick out 揀。擇。

pick up 拾起

pie'tūrè 畫。圖。

piè 硬皮餅。(洋點心)

piēcè 塊。片。一疋。一條。

plāçè 位處。地點。場所。放。

plā\ n 明白。樸素。

plā'n'ly 明白然。樸素然。

plān 打算。謀畫。圖樣。計謀。

plānt 種植。栽。樹木。草木。

plāy 遊戲。遊玩。劇戲。吹。彈

plāy' dāy 遊玩日。休息日。放

假日

plāy' mātè' 遊侶

plāy' thīng' 玩具

plēasē 使之喜樂。助請求辭

plēn' tŷ 豐富。饒多。

pōlē 竿。棍。柱。

pō lītè' 文雅。有禮貌。

pō lītè' lŷ 文雅之態

pō lītè' nēs 禮儀。有禮。

pōor 貧窮。敝。劣。

pōt 鉢。盆。鍋

pō tā' tō 番薯

'pound 毆。打。春。碰。

pound 英磅

pull 拖。拉。扯。

put 放。置。

Q

quāck 鴨鳴

quar' tēr 四分之一。一刻鐘。

ques tion 詢問。問題。
(quēs'chūn)

quīck 快。速。敏捷。

quīck' lŷ 迅速之態

quī' ēt 安靜

quī' ēt lŷ 寂然。安靜之態。

quītē 全然。十分。

R

rāin 雨。下雨。

rān 跑。走。(過去詞)

rāng 作聲(如搖鈴之類)

(過去詞)

rāt 鼠

rēad 誦。讀。

rēad 誦。讀。(過去詞)

rēad' ēr 誦讀者。課本。

rēad' īng 誦讀。讀法。

rēad' ŷ 齊備

rē' al 實在

rēap 刈。獲。

rē ġitē 背誦

rēd 紅。朱。

rēl' a tivē 親戚。有關係。

rē pēat' 重複。背誦。

rē ply 答應

rēst 餘剩者。其餘。

rēst 休息。休止。

rēst' ful 安歇。平靜。

rē vīew' 溫習

rhymē 詩韻

rib' bōn 緞帶

riçē 米。飯。

ridē 騎。乘。

rid' ing 騎。乘。

right 不錯。右邊。

ring 響。作聲。(如搖鈴之類)

環。指環。

ripe 成熟

riv' ēr 江。河。

rōck 岩石

rōdē 騎。乘。(過去詞)

rōom 房間。場地。

round 圓形。環繞。

rōw 排。掉船。

rudē ly 粗俗之態

rūn 跑。走。

S

sād 憂苦

said (sēd) 言。說。(過去詞)

sāil 開船。帆。

sāil' bōat' 帆船

sail or (sāil' ēr) 水手。航海之人。

sālē 售賣

sānd 沙

sāng 唱歌。(過去詞)

sāt 坐(過去詞)

Sāt' ūr dāy 星期六日

saw 視。看。(過去詞)

sāy 云。言。說。

says 云。言。說。(他說)

(sě's)
school 學校。

sēa 海

sea son 季(四季之季)

(sē's'n)
sēat 坐位。席。使之坐下。

sēē'ond 第二。次。一秒鐘。

see 視。看。見。

seed 種子

seem 好似

sēll 賣

sēn tēŋçē 文句

Sēp tēm bē 陽歷九月

sērvē 服役。侍奉。

sev, en 七個

(sēv'n)
sev en teen 十七

(sēv'n teen)
sev en teenth 第十七

(sēv'n teenth)
sev, enth 第七

(sēv'n th)
sev en tī eth 第七十

(sēv'n tiēth)
sev en ty 七十

(sēv'n tŷ)

shāl 用於動字之前以表將來
之意

Shāng hāi' 上海

shārē 一份。股份。分派。與人
共。

shārp 銳。利。

shē 他。(指女界言)

sheet 被單。一張(紙)

shīnē 照。發光。

shīp 大船

shōnē 發光。照。(過去詞)

shōp 店。舖°

shōp' keepēr 店主

shōrt 短。不敷。矮。

shōw 表明。顯出。

sīdē 旁。側。方面。

sīght 視力。景象。

sīl 門座

sīng 歌唱

sīr 先生。尊駕。(尊稱詞)

sīs' tēr 姊妹

sīt 坐

six 六

six' teen' 十六

six' teenth' 第十六

sixth 第六

six' ti' eth 第六十

six' tǐ 六十

skill 巧技

skill' ful 練達。巧。

skin 皮膚

skip 跳。躍。

skȳ 天空

sleep 眠。睡。

slēpt 眠。睡。(過去詞)

slōw 遲緩

slōw' lǐ 慢慢之態

sly 狡猾

small 小。細。

smōoth 光滑

sō 如此。因此。

sōft 軟。柔軟。

sōmē 幾許。不多。有某。

sōmē' thīng 有事。有物。

sōmē' tīmē 有時

sōn 兒子

sōng 歌曲

sōon 即刻

sōp 湯。羹。

spēak 講。說。演說。

spēnd 費用

spīn 紡績

spīn' nīng 紡績之事

spōkē 講。說。(過去詞)

spōon 匙。調羹。

sprēad 展開。廣佈。塗

spring 春。泉源。跳。

stānd 立

stār 星

stār' fish' 如星之魚

stärt 起身。始。

stāy 住歇

stēal 偷。竊。

still 靜止。肅靜。尙。仍。

stōnē 石

stōnē' eūt tēr 鑿石者

stood 立 (過去詞)

stōp 停止

stō'ry 故事。小說。

street 街衢

strike 擊。打。鳴。擊響。

stripē 條紋

strip ed 有各色之條紋
(strīpt)

strōng 有力。壯健。濃。

strūck 擊。打。(過去詞)

stū'dent 學者。生徒。

stūd'y 求學。攻書。

stylē 文體。時樣。

sūch 如斯

sūm'mēr 夏

sūn 太陽

Sūn'dāy 星期日

sūn' shīnē 日光

sūp' pēr 晚膳

swim 游泳

swim' mīng 游泳

T

ta ble 棹。檣。
(tāb'l)

tākē 取。持去。

tal 高

tāmē 馴服

taught 教授 (過去詞)

tēa 茶。茶葉。

tēach 教授

tēach'ēr 教員

teeth 多數齒牙

tēll 告。述。報。

tēn, 十

tēnth 第十

tērm 期限。名辭。

thên 更。較。

thănk 感謝

thănk'ful 感激

thăt 彼一個 彼 (代名詞)

所....爲如此....即

thē 此。這。thē 在母音之前

thē 在子音之前

thēir 彼等的

thēm 他們

thên 彼時。其後。因此。

thêrê 彼處

thêrê's 有

thēsê 此輩。此等。

thēy 彼等

thiêk 厚。黏。

thin 薄。稀。瘦。

thing 物件

third 第三

thir'teen 十三

thir'teenth 第十三

thir'ti êth 第三十

thir'ty 三十

this 此個

thōsê 那幾個

thrēad 線

three 三

Thurs'day 星期四日

tīêk 滴瀝聲 (如鐘鏢之聲)

tiê 縛。打結。

tī'gêr 虎

till 待至

tīmê 時間。時候。

tip 尖。端。

tip 傾。斜。

tirêd 疲倦

tō 向。及。至。

tōêk 滴瀝聲 (如鐘鏢之聲)

tō-dāy 今日

tōê 趾

tō.gêth'êr 偕。同。

tōld 告。述。(過去詞)

tō - mōr' rōw 明日

tōngtə 舌

tō - nīght' 今晚

tōo 亦。過。太。

tōok 取。持去。(過去詞)

tōol 器具

tōoth 齒牙

tōp 陀螺。頂。巔。

tow' ēr 塔。樓。

trān 訓練。一列之火車。

tr̄y 試

Tūe's dāx 星期二日

twēlfth 第十二

twēlvə 十二

twēn' tī ēth 第二十

twēn' t̄y 二十

twēn' t̄y - eīght' 二十八

twēn' t̄y - fīrst' 第二十一

twēn' t̄y - fivə 二十五

twēn' t̄y - fōur' 二十四

twēn' t̄y - nīnə 二十九

twen ty-one 二十一
(twēn' t̄y - wūn')

twen ty-sev en 二十七
(twēn' t̄y - sēvən')

twēn' t̄y - six' 二十六

twēn' t̄y - three' 二十三

twēn' t̄y - twō 二十二

twō 二

U

un cle 伯叔。母舅。
(ūn' ēl')

ūn' dēr 在下

ūn wīnd' 解纏

ūn wound' 解纏 (過去詞)

ūp 在上

ūs 我等

ūse 使用

ūse' ful 有用。有益。

V

vēr̄y 甚

W

wāit 等候。待。

wākē 醒

walk 行。走。

Wāng 王姓

want 缺乏。需要。

was 是 (過去詞)

wash 洗

watch 看守。當直。留心。注
視

watch 錶

watch ēs 注視 (他注視)

wā'tēr 水。出水。

wāvē 波。浪。表面不齊。搖手。

振搖

wāx 道。路。方法。

wē 我儕。吾輩。

wēāk 弱。虛弱。軟弱。

wēâr 著。穿。戴。佩用。用壞。

消磨。

wēāvē 織。編。

l-wēāv'ēr 織布人。一種甲蟲。

一種蜘蛛。

wēāv'ing 織布之事

Wēd nēs' dāy 禮拜三。星期三

日。

week 一禮拜。一星期。

wēll 井

wēll 好善。十分。全。

wēnt 行。往。(過去詞)

wērē 是 (過去詞)

wēst 西

wēst' ērn 西方。向西。

wēt 濕。多雨。

what 如何。何者。

wheel 輪。旋轉。

whēn 何時。其時。

whērē 何處。在其處。

which 那個。何者。

whisk' ērs 頰。髭。髻。

whitè 白色

who 何人。誰。

whole 全。總。

why 何故

wide 廣。闊大。

wild 野。不馴于人

野蠻。狂妄。

will 將。願。(用於動字之前
以表將來之意)

wind 風

wind 捲。纏。

win'dow 窓

wing 翼

win'ter 冬季

wisè 有智。聰明。

wish 欲。望。

with 以。共。于。

wom'an 婦女

wood 木。材木。

word 言。辭。
(wûrd)

work 勞作。工作。課業。
(wûrk)

world 世界
(wûrld)

wound 傷。創傷。

writè 寫。著作。

wrôtè 寫°著作。(過去詞)

Y

yēār 年。歲。

yě'l'ow 黃色

yēs 然。是。

yēs tēr dāx 昨日。前日。

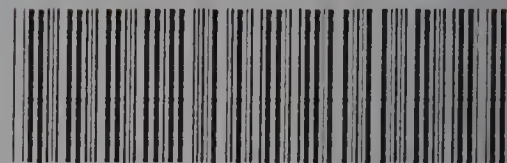
yoū 爾。汝。

yoūng 幼。少。

yoūr 爾之。屬你的。

yoūrs 爾之物。屬你之物。

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