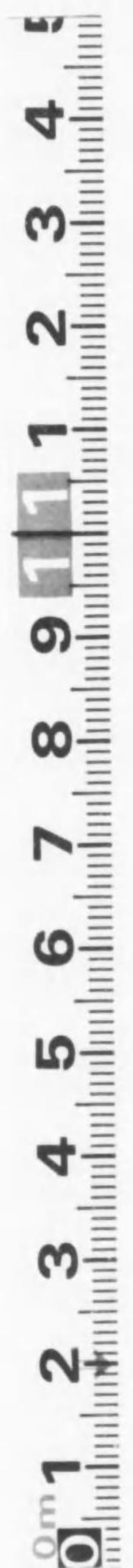




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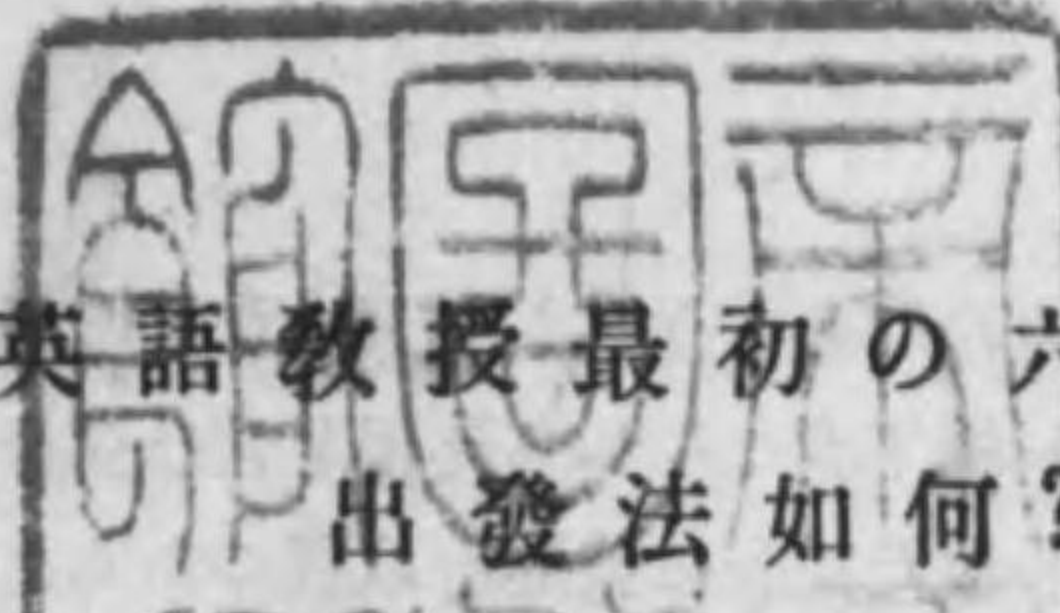


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THE FIRST SIX WEEKS
OF ENGLISH

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英語教授最初の六週間 出發法如何？

我々は今中等程度の學校に入學したばかりの生徒から成る學級を受持つて居り、その任務とする所は此等の生徒達に英語の初等授業をする事である。我々は彼等を新教授法によつて教育せよと訓へられてゐる。換言すれば、彼等を最も効果の上る様に教へ、出來得る限り時間を有効に利用して教師にも生徒にも貴重なる時間を節約する事である。我々は速力、正確な進歩に利する手段方法は總て之を用ひ、遲滯、浪費、無効果等を齎す方法は當然避けなくてはならない。我々は、外國語なるものは、日本に於ける如く所謂不利の状態の下にあつても、比較的容易に教授され、或は學習されて、相當の効果を收め得るものである事を、過去に於て屢々證明された如く、再びこゝに證明するを要するのである。

英語に關して何等豫備知識を持つて居ないと目される此等の生徒は、今や、彼等の前途に横たはる相當に長い旅行の第一歩を踏み出さうとしてゐるのである。彼等は實に零度から出發する——而して、最後に至つて、教養ある英・米人の英語の知識と比較し得るだけのものを得る事も可能であらう。併しながら、彼等の終局の成功は、主として、與へられる出發點如何に大に關係するものである。英語教授に就ての常識的觀念を持つ教師によつて正しい方向に導かれ、非常な苦心をもつて彼等の爲に作り出された方法に従ひ、また細心の注意を拂つて蒐集されてある材料を利用することによつて、初心者達は、容易に且つ好結果を以て目的地に到達し得る事を信じて學習を始める事ができる。

如何にして彼等をその旅路につかせたらよいか？ 先づ最初に A, B, C, を教へるべきであるか？ 或は、初等英文法や英文構



成法の概念を與へたものであらうか？ 或は、英國の母親や父親が、我々の生徒達と同様丁度これから英語を習ひ初める一歳の小兒を取扱ふのと多少似た工合に彼等を取扱つたらよいのであらうか？ 組織的な發音の練習から始むべきであるか？ father = お父さん, mother = お母さん, sun = お日様, moon = お月様, fish = 魚, bird = 鳥, 等と云ふ風に單語表を教へるべきであらうか？ 或は又、歐羅巴で一般に用ひられてゐる方式に従つて新教授法の或特定の形式を用ひたらよいのであらうか？

決定的な答をする前に、先づ我々の主なる目的は何であるかを考へて見よう。此の目的とは、我々の生徒をして、最少限度の時間に最大限度の興味をもつて、英語を廣く、容易に、且つすらすらと自然に讀む事が出來、また相應に正確な英文を書き得るやうにならしむる事である。生徒達は此の二方面の能力を以て、事情に従つて何れの方向に進むとも、なほ進歩して行けるのである。彼等は特に會話英語、口頭英語を研究するのもかも知れぬ、或は商業英語を、或は工藝科學の英語を研究するのも分らない、それともまた文學、英語學と云ふ様な一層高等な領域を目指す事もあらう。彼等の終局の目的が何であらうとも、我々の仕事は現在彼等に簡単な英文を理解して讀み、且つ比較的正確にかゝる英文を書く事を教へる事に存するのである。

學習心理學、殊に言語心理學の研究に従へば、一國語の讀解及び述作に至る最も簡潔且つ容易な方法は（恐らく唯一の方法であらうが）談話の形式に於ける其國語を通じて爲されるものである。何れの國語によらず、之を完全に習得した者は必ずや、五つの言語習得習性として知られてゐる或種の心的習慣を形成し、それを運用する事によつて之を爲したものである。五つの習性とは即ち、聽覺觀察、口頭模倣、口馴らし、語義融合、及び類推による作文である。*

* 五つの言語習得習性に關する諸般の文献参照の事。

故に我々は、經驗によつて此等の習性を、最短時間中に最も容易に形造り、且つ發展せしめるとされてゐるが如き手段方法を用ひよう。先づ、初期に於ては、此の手段方法は、多く口頭による。然し乍ら、斯の如き口頭方法は會話英語の教授とは殆んど、否全然共通點のないものである事に注意せねばならぬ。これによる課業は、會話の授業ではなく、況んや日常英語の教授でもない。我々がこれから用ひる英語の文體は日常英語でもなければ、さりとて詩中に見る比較的古體の英語でもない、否凡ての文體、凡ての用法に共通してゐる種類の英語である。「その國語で考へる」能力は、それが符號としてではなく、思想傳達の一形式として考へられた當該言語を通じて形成されるならば、極めて容易に獲得せられるものである。これから推して、次の様な事が云はれる、即ち自轉車に乗る事を習ふのは、自轉車を交通の用具と考へ、無数の機構の集團と考へないならば容易なものであると。初等以上の段階に於て、生徒達は英語の機構を識るやうになり、英文構成について特殊な練習をするやうになるであらう。然し斯の如きものを教へる事は、英語を思想傳達の媒介として使用する事への入門としては極めて不適當なものであらう。

然らば發音は如何？ 生徒又は教師が完全な、或は完全に近い發音をすることが思想傳達法としての英語の必須條件であらうか？ 必ずしも否らずである。殆んど解し得ない程度の發音をしてもなほその國語で「思考」する事はできる。然しながら、種々の理由で我々は生徒をして、出来るだけそれを國語とする人々に用ひられる發音に近い發音をする能力を得るやうに努めさせる必要がある。その理由の第一としては、生徒が初心者である場合には、これに正確な發音を教へる事は不正確な發音を教へると同程度に容易である事、従つて、教育的見地からも、また常識的立場からしても、第一等の仕事を行ひ得るにも拘ら

ず、中等、下等な仕事をやる事はまづ許容され得ないと云ふ事、である。第二の理由は即ち、若し相當正確な發音が最初數ヶ月中に習得されないとすれば、後になつては、極めて多くの矯正を俟つて辛うじて習得され得るにすぎないと云ふ事である。生徒が、英語を理解し得るやうに發音し、英米人の發音する英語を理解する能力を得る事は彼等の將來の生活に極めて重大なものである、従つて彼等が將來、此の方面に關しては惡習慣を形造る事を許されて居たのだとの不平をもつやうな原因を與へられてはならないのである。將來、特に我々の生徒の爲に日本に招聘されて來た外國の科學なり、文學なりの教授の講演に列席する事があつた場合に、發音の訓練が不足であつたと云ふ理由で、生徒達が講演者の話を理解し兼ねるとしたなら、此の學生達についてのみ云へば、かゝる外人の講師は招聘されても無駄なのである。再び云ふ、現今に於ては、燕雜な發音は多數の人々から教養のない者の徴であると目されてゐる。——而して我々は、自分達の指導した生徒達が談話をするとき、これを聞く人々から嘲笑を買ふよりも、尊敬を受ける方を喜ぶものである。我々の生徒が公の發音試験を受けなくてはならぬ様なことは絶対にあり得ないなどといふのは見當違ひである。文部省は、その法令中に、生徒はまづ第一に英語の發音を教授せらるべきであると云つてゐる——これだけで充分な筈である。

多數の人は英語教程を、耳馴らしと正確な發音法との組織的練習から始める——これもまた一法である。我々はこれを全然無價値のものであるとして葬りさる事を欲しないのである。然しながら組織的な發音練習は極く初期の課業中に取り入れらるべきものではないと思ふ。同様に文章構成の組織的練習も——極めて價値のある仕事であるが——我々の生徒にとつて英語學入門に資する初期の課業中に入れらるべきではない。

此等のものを除外する理由は次の如くである。即ち、英語は、

最初の出發から、思想傳達の用具としてのみ——それ以外の何ものでもない——生徒に示さるべきである事である。彼等生徒をして極めて最初から外國語とは、詰まる所、規則、公式、符號等の集積ではなくして、生徒自身の國語と同様に自然で且つ單純なものである事を知らしめねばならぬ。これを英語から受ける最初の印象として、此印象を疊らせたり、歪めたりする様な事は之を避けるやうにしよう。

これと同様の理由で——而も一層大なる程度で——A, B, C, や綴字法を持ち出す事も控へておかう。讀む事と書く事を教へるとは云へ、生徒は先づ第一に外國語を口頭表現の方便として觀なければならぬのである。何故ならば、極めて初等の段階に於ては、單語一つさへ知つてゐない全然他國の言語を讀むと云ふ事は不可能であるからである。斯様な事は、食物が無いのに食べよと云はれ、水がないのに泳げと命ぜられるのと同様である。讀むとは、一定の書かれた符號が、その代表する單語及び當該單語と聯結されてゐる意味を想起せしむる作用である事を記憶せねばならない。書かれた符號を意味のない音群に變形させてゆくに過ぎない所謂讀方なるものは、此語の一般的意義から云つて讀方とは云はれないのである、否僅に音化、或は一層下つて判讀の何れかにすぎない似而非的讀解作用と呼び得るにすぎない。而も、我々は生徒に向つて、音化乃至は判讀の方法を教へるものではなく、讀方と作文を教へんとするものである事を記憶せねばならぬ。

同時に、初期にあつては、彼等をして翻譯せしめたり、または翻譯する事を許容してはならない。青少年に、外國語の本質に關して誤つた觀念を與へる種々の事柄の中の一つが此の翻譯練習である。若い生徒の多くは、外國語から受ける印象について問はれる場合に、「それは、翻譯するものでせう」と言ひたがるのである。新しい外國語の單語や表現法の意義を明かにする

ためには、必要ならば生徒の母國語を利用してよい。例へば、彼等が若し、**corner** は隅及び同時に角を意味する語である事を推察し得ない時は、説明してやつてもよい、また若し英語の **wood** と **tree** が共に日本語の木に相當し得る事が了解出来ない場合には、これを解説するもよからう。斯様な説明は、我々の一般的な見解によれば翻譯ではないのである。

同時にまた、これと反對の極端にまでたち至つて、十二歳の生徒達に、三歳の兒童に丁度似合の童謡だの流行歌などを暗記させるやうな事はなすべきではない。

これや、あれやの可能ではあるが不得策な言語習得の道程を除外しておいて、こゝに如何にして最初數回の課業を施すべきかを明確に考へて見よう。我々は、生徒をして、耳で觀察し、口で摸倣し、一定の音及び單語の連續を反覆し、それを意義と關聯させ、且つ我々に彼等の言はんとする意味を傳達するために、各自が比較的正確な單語の連續を造り出し得る様に種々努力せねばならない事を記憶しよう。

我々は、後に摸倣し得られる様にする爲めに、生徒に聴取の機會を充分に與へる方法を探らねばならない。後に自ら與へんが爲に最初に吸収させるやうにしなければならぬ。生徒は我々の談話を理解して聴き取り、外國語を聞いてゐる事を忘れなければならぬ。彼等が、聴いた話または自分で言はうとする事をまづ頭の中で翻譯すると云ふ不自然な且つ面白からぬ習慣を造らぬやうにするには、特定の刺戟に對して直ちに反應する事を命じ、質問を發するにしても生徒がその一部を己の答の中に利用できるやうな風の間ひをしなければならぬ。——(斯くして、生徒が間斷なく英語の常道上に心を走らせてゐる様にするのである。) 要するに、我々は命令を發して即時に實行される事を要求しなければならぬのである。

然らば、上記の目的を遂行する爲には如何なる言語材料を用

ひたらよいか? 初期に於ては、適當と云ひ得る材料は唯一種あるのみである。即ち、最も頻繁に使用され又は文章構成上重要な單語及び品物、行動等を示し極めて具體的に指示し得る單語を文章中に結合したものである。之は具體的なものから始めて抽象的なものに進んで行かねばならぬからである。従つて、**book, box, desk, door** 等の名詞や、**white, red, large, small** 等の形容詞、**take, put, go, come** 等の動詞、**in, on** 或は **under** と云ふ様な前置詞を廣く用ひる事にする。

かゝる種類の材料を我々は實演的(ostensive)と云ふ名で呼ぶ、その意味は實演によつて教へ得る種類の言語材料と云ふことである[文脈或は翻譯を通じてのみ教授し得る如き材料に對立した意味で]* 然しながら凡ての實演的材料が差別なく使用できるものと考へては不可ない。先づ、實演的材料の量は、我々の多くが考へるより遙かに大なるものである事を注意しておきたい。「English Through Actions」を参照されれば、時間の許す限り、全一年を通じて専ら實演法による方法のみを使用出来る事を了解されるであらう。然し、最短時間に最大の効果を收める爲には、教授材料を嚴密に取捨選擇して、興味ある目的到達法であつてもそれのみに従ひすぎる傾きのない様に努めなければならぬ。

何處かで、生徒は「最小核心」——即ち單語、形、文法機構等の總和の謂であるが——を第一學年中に學んでしまはねばならぬと記しておいた。此の最少核心なるものは控へ目なものであるとはいへ、若しあれ、これとその一分野、一方面のみにかゝりきつてゐては最初の一ケ年では全部を教へ盡す譯には行かない。例へば、若し我々が最小核心中に列擧してある名詞、形容詞、乃

* 文脈的材料の代表的のものは The sun rises in the East and sets in the West. When it rains we open our umbrellas. 等である。

至は動詞を過度に教授したいと云ふ様な氣になると、他のものは必然に排除されてしまふ事になる。また、發音に熱心な餘り、あまりに多くの時間を發音練習に捧げるならば、語彙や、文章構成の練習を妨げてしまふ。例へば、名詞複合形の研究に多くの時間を費せば費すほど、他の研究——例へば、動詞の研究に用ひる時間は少なくなつて行くものである。一舛舛には一舛より遠入らない。従つて我々は、或方向に向つて一定の所まで進み、しかもそれ以上は進まないと云ふ用意を常に居らねばならない、何故なら凡ゆる事は之をやり過ると何かの形で報いが來るものであるから。我々が教へなければならぬもの凡てに對して適當な時期及び時間の量を求めねばならぬ。

次に掲げる案は適當なものと思はれる。先づ英語入門の序として五つの課業から開始する事とする。此等五課業の材料としては、名詞廿五語程〔主として普通教室にあるやうなあり觸れた物品の名〕、形容詞六つ許り〔なるべく色彩とか、廣さ、大いさ等を示すもの〕、動詞、前置詞共に十二程〔實演的に取扱へるもの〕、第一人稱、及び第二人稱單數の人稱並びに所有代名詞、基數一から拾まで、上記と併せて **what, who, whose**, また場合によつては **which, this, that, it, a, the, yes, no, not, and, or**, 或は他のもの二三、等を用ひ得られるのである。

上述の語彙に加ふるにこれに適當した文法機構及び句型を以てしたものが入門の序になるのである。此の材料は、制限されてゐるけれども、全くの初心者から成る學級に英語を魅惑的なものとして紹介し、彼等生徒が英語を困難で且つ勝手のわからぬ研學の對象としてではなく、新たな思想傳達の媒介物であると考へるやうな結果を齎すであらう。

斯様な基本的材料は 最初五回の 課業が 終つた 後に 主として「認知的知識」として生徒達の 所有となるであらう。彼等は教師の云ふ事を理解し得るであらうが、教師の問に答へる事、換

言すれば材料を「生産的」に己のものとする事は未だ完全に行はれないであらう。彼等は英語中に足掛りを得たのであるが、これからその足場を固めて行かねばならない事にならう。

發音の問題はこゝにいたる迄に教師から未だ特別の注意を拂はれてなかつた。今や、組織的發音練習を開始する時である、それで第六課以下は此の練習が各課業の一部となつてくる。第六課を教へるに當つて、教師は特に此の方面のために作られてある掛圖を用ひて、英語の音を説明する例として新しい名詞を數語教へることになつてゐる。

第六課から第卅課に至るまでは〔これだけで英語學習最初の六週間が終了するものと見做される〕教師は次に記す方式によつて、最も一般的、且つ有效な文章構成語及び文法機構を挿入して行く。此方法は極めて集約的に行はれるものであつて生徒の言語習得の能力を最も強度に刺戟するが如き性質のものである。

450 語程の單語よりなる此の語彙がよく咀嚼され、己れの所有になつた時、生徒達は書き、読み且つ綴る事を習ふ準備が出來たと云へるのである。しかる後に我々はなほ六週間の時間を配し、此の六週間中に各課業の一部分は材料の口頭反覆に、他の部分は同一の材料を容易な文章の形式に於て讀む事と、又それを書取乃至は他の書寫練習によつて書く事とに捧げられる。

最初の三ヶ月中に、我々の生徒は基本的英語用語の基礎を極めて洩れなく教へられ、其後に於て彼等に課せらるべき仕事をする準備ができてゐるであらう。

實演教授法の技巧

實演教授法の目的は、學習の最初の段階に於ける生徒に、外國語で云はれる談話を理解する機会を極めて多量に與へ、また、

心中翻譯と云ふ道程を経ずして正確に且つ容易にその外國語で文を作る便宜を提供する事にある。經濟上から見ても、興味上、效果上から見ても、初心者にとつては此方法に並び得るものはない。一課業期間に、初學者は數百の陳述、命令、質問等を聞いて瞬間的に之を理解し、翻譯或は文法規則の助けを藉りずに、問に對して速かに正確な返答を與へる事ができる。漸増的用語數及び根本的文法機構とが此くの如く相互に同化して行くうちに、生徒は正規の言語習得習性の訓練を受けて居るのである。

然し乍ら、云ふまでもない事であるが教師が此の方法の技巧を聊かなりとも知悉して居るものでなければ、最良の結果は望まれ得ない。例へば、教師は、時に應じて新しい材料を、連続波とでも云ふやうな形式で提出する事が極めて重大なものであるといふ事、否むしろ不可欠的なものであると云ふ事を識らなければならぬ。例へば各課、新語群と數ヶの目新しい構文を供給して居る。しかして斯法の正しい技巧をよく呑み込むで居らぬ教師は、かゝる新語、新文體を用ひてある質問を發して、直ちに之に答へさせやうとするかも知れぬ。——而して答が仲々直ぐ出なかつたり、不正確であつたりするために落膽するであらう。之に反して本教授法に經驗のある教師は此くの如き新材料を、陳述の形式で用ひ、之に必要な動作、身振等を附するであらう。〔ロビンソン・クルソーを讀まれた人は、此の方法が、物語の主人公ロビンソンが從僕のフライデーに直接教授法で教授する折に用ひられたものである事を思ひ起されるであらう。〕これが終つてからも、熟練した教師であるならば、直ちに生徒に向つて質問攻を開始するやうな事はしないで、先づ問を掛けては自身でそれに答へるといふ風にして生徒に摸倣すべき摸範を與へる事をするであらう。これが終つて甫めて生徒に質問を發するのであるが——これとて最も簡單、最も容易な形で爲されるのである。次に、之に續く「波」中に於て、質問を

漸次こみ入つたものにして行く。最後の段階として、教師は、前に習得した材料を混入して、勝手に思ひついたまゝの質問を發する事となる。

こゝに、各課を、悉く熟練した教師によつて比較的劣等な生徒からなる學級に對して行はれるものそのまゝの形式で、書き連ねる事は勿論極めて容易な事であるが、これは、我々が、「English Through Actions」中に記載されてある此種の課業に對して行つて來た所である。此書物の中に、例へば、次の如き新材料群を見出す。

This is red.

This is blue.

This is black.

This is white.

This is green.

This is yellow.

此等は即ち、既知の文型中に含有されてゐる六ヶの新單語である。「English Through Actions」中に説明、敷衍しておいた様に〔折々の“其他”の使用を差引いて〕此等六ヶの文章は、四ツ折版三頁に亘る問と答各 250 對となつて現はれてゐる。

本書に於ては、單に、比較的發展された形式の課を時に應じて挿入し、他は緊縮された形で課業の材料のみを與へる事に止めて置いたが、此等材料を「連続波」の形式で與へ且つ「其他」なる記號を字義に拘泥せず、廣く解釋する事を教師諸君に願ひするものである。

初期に是ける實演教授法の技巧に關するその他の質疑に關しては、前掲の書物「English Through Actions」を参照せられたい。

第一課

新教材

GOOD MORNING, THIS, IS, A, BOOK, BOX, PEN, PENCIL, MATCH, OR, YES, NO (N'T), WHAT, IT, THEN, I, AM ('M), STANDING, UP, SITTING, DOWN, LOOKING, AT, YOU, DESK, TABLE, CHAIR, BAG, CAP, STAND, SIT, LOOK, ME, PLEASE, THANK YOU.

教師は Good morning の言ひ方を教へて授業を始めてよいが個々の語の意味は説明しない。

次に本箱 (燐寸の箱でもよい)、ペン、鉛筆、燐寸の軸等を手に取り示し又は高く持上げたり等し或は之を指して生徒の注意をその方向にさせしめる。① 而して之をしながら次の様にはつきりと且つ何遍も繰返していふ。

This is a \book.②

This is a \box.

This is a \pen.

This is a \pencil.

This is a \match.

併し始めの時には this is といふのを略してもよい。又此の際上記の諸文章を次の如く擴張して自問自答してもよい。

① 品物を手に取り示し又は高く上げて示す方がその品物の輪を指すよりも一層効果がある。

② This is a は之を連結せしめて [ðisɪzə] の如くし之を切らない。

Is this a /book or a \box? It's① a \box.
 Is this a /box or a \pen? It's a \pen.
 Is this a /pen or a② \pencil? It's a \pencil.

其他 其他

又之を更に擴張して次の如く自問自答してもよい。

Is this a /book? \Yes, it \is.
 Is this a /box? \Yes, it \is.

其他 其他

Is this a /box? \No, it \isn't.③
 Is this a /pencil? \No, it \isn't.

其他 其他

而してその次には次の如き "sequential groups" を與へる。

Is this a /book? \Yes, it \is.
 Is this a /box? \No, it \isn't.
 ~What \is it, then? It's a \book.

Is this a /box? \Yes, it \is.
 Is this a /pen? \No, it \isn't.
 ~What \is it, then? It's a \box.

Is this a /pen? \Yes, it \is.
 Is this a /pencil? \No, it \isn't.
 ~What \is it, then? It's a \pen.

其他 其他

① It's として It is としない。之は大切な點である。生徒には最初から自然な英語を聞かせなくてはならない。故に it is の形は It is a book. Yes, it is. の如き emphatic statements の場合の爲めに保留する方がよい。

② p n or a は之をよく連結して [penɔrə] の如くし、ペン オア アの様に聞えない様にせねばならぬ。

③ isn't の方が is not よりも自然である。

茲に於て教師は生徒に答へさせてもよいし又自ら質問を發して自ら答へる方式を續けてもよい。若し前者の場合には次の如くする。即ち

教師 生徒

Is this a /book or a \box? It's a \book.
 Is this a /box or a \pen? It's a \pen.
 Is this a /pen or a \pencil? It's a \pencil.

其他 其他

Is this a /book? \Yes, it \is.
 Is this a /box? \Yes, it \is.

其他 其他

Is this a /box? \No, it \isn't.
 Is this a /pencil? \No, it \isn't.

其他 其他

Is this a /book? \Yes, it \is.
 Is this a /box? \No, it \isn't.
 ~What \is it, then? It's a \book.

Is this a /box? \Yes, it \is.
 Is this a /pen? \No, it \isn't.
 ~What \is it, then? It's a \box.

若し後者の場合即ち教師が自問自答を續ける場合には次の如くにする。

I'm① ~standing \up.③
 I'm ~sitting \down.

① I'm を用ひ I am を用ひない。之は I am standing up. Yes, I am. の如き emphatic sentences の爲めに保留する。

③ 此の際動作を伴はしむる事勿論である。

I'm looking \up.

I'm looking \down.

I'm looking at \you.

Am I standing /up or sitting \down? I'm standing \up.

Am I sitting /down or standing \up? I'm sitting \down.

Am I looking /up or looking \down? I'm looking \down.

Am I looking at /you or looking \up? I'm looking at \you.

其他①

其他

同様にして教師は残つて居る名詞 (desk, table, chair, bag, cap) を呈示する。

~This is a \desk (\table, \chair). 其他

Is this a /desk or a \table? 其他

Is this a /desk? 其他 Yes, it \is.

Is this a /table? 其他 No, it \isn't.

~What \is it, then? It's a \desk. 其他

次に "homogeneous group" により前に行つた所を更にやり返す。

~What's \this? It's a \book.

~What's \this? It's a \box.

其他

其他

(同様にして名詞十個を取扱ふ)

此の際十個の名詞に基く質問をして生徒に答へさせてもよいが又その前に次の如くしてもよい。

① What am I doing? の形は後のレッスンに教へる事として此の際には教へない。

② 生徒の靴や帽子を口つたりなどして之を示す。

~Stand \up.① (生徒に立つ様に手で示す)

(生徒は立つ)

~Sit \down. (生徒に腰掛ける様に手で示す)

(生徒は腰掛ける)

~Look \up. (手で示す)

(生徒は天井を見る)

~Look \down. (手で示す)

(生徒は下を見る)

次に上の順序を取替へ混合して練習する。例へば

~Stand \up. ~Look \up. ~Look \down. Sit \down.

~Look \up. ~Look at \me. 其他

斯くして以上の諸練習全部を反覆して授業を終る。

第二課

新教材

THE, DOOR, WINDOW, WALL, SCHOOLROOM, FLOOR, CEILING, CORNER, BLACKBOARD, PLATFORM, PICTURE, PIECE, OF, CHALK, PAPER, THAT, TOUCHING, TOUCH, AND, COUNTING, COUNT, ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT, NINE, TEN, WHERE, HERE, THERE.

教師は始めの十分間を第一課の復習に費しその期間に於て生徒をして一齊に又は個々に組織的に答へしめるのであるが此の際特に次の様な group による。即ち

① 勿論此の際 "Please" を加へ又時々 "Thank you" を挿入してもよい。

Is this a /desk? \Yes, it \is.
 Is this a /chair? \No, it \isn't.
 ~What \is it, then? It's a \desk.

Is this a /desk or a \chair?

次に新しい名詞を呈示するのであるが此の際一纏めにして全部與へてもよいし又變化を與へる爲め前の如くそれを二つに分けその間に他の材料を入れてもよい。

次には定冠詞を呈示するのであるが若し必要ならば不定冠詞は「……といふもの」の意味を含んで居るが定冠詞は更に明確であり又話されて居る物體は聞いて居る人が既に心の中に知つて居る事を示して居るといふ様な極めて簡明な説明を與へてもよい。何れにせよ斯る説明に三分間以上を費すべきではない。

~This is the \book (\pencil, \pen), 其他

~This is the \door (\window, \wall, \schoolroom), 其他

教師の判断により schoolroom 又は room の何れを用ひてもよい。

piece of chalk と piece of paper は恰も一語かの如くに用ひ前置詞 of の機能に就ては説明を與へる必要はない。

次に this と that を對照せしめる。即ち

~This (身近のもの) is the \desk (\blackboard, \chair),
 其他 (品物に手を觸れながら)

~That's (離れて居るもの) the \door (\window, \wall), 其
 他 (品物を指しながら)

~What's \this? It's the \desk, 其他

~What's \that? It's the \ceiling, 其他

Is this the /desk? \Yes, it \is.

Is this the /ceiling? \No, it \isn't.

~What \is it, then? It's the \desk.

Is that the /ceiling? \Yes, it \is.
 Is that the /floor? \No, it \isn't.
 ~What \is it, then? It's the \ceiling.

變化の爲め及び更に印象を明確ならしめる爲め新出名詞は touch 及び look at と結合せしむべきであるが之には「命令練習法」(“imperative drill”) によるのがよい。

~I'm touching the \desk (\blackboard, \floor), 其他

I'm ~looking at the \desk (\blackboard, \floor), 其他

~Touch the \desk (\book, \floor), 其他 (生徒に行はせる)

~Look at the \ceiling (\wall, \window), 其他 (生徒に行はせる)

~Stand \up, ~Sit \down, 其他 (生徒に行はせる)

and は次の如き形に於て之を呈示する。

A /book and a \box.

The /door and the \window.

The /ceiling, the /wall and the \floor.

本課中に於て適當なる時に一より十までの算へ方を教へてもよい (教師は數字を板書し之を指す)。生徒は始めは聴くのみとし次で教師の後について發音する。此の際教師は count なる動詞を用ひてもよい。

I'm \counting: \one, \two, \three.....

\Count. (生徒は算へる)

where, here, there 等は次の如き方法により呈示する。

The ~desk's \here. The ~window's \there.

The ~blackboard's \here. The ~door's \there.

Is the desk /here or \there? It's \here.

Is the window /here or \there? It's \there.

Is the desk /here? \Yes, it \is.
 Is the desk /there? \No, it \isn't.
 ~Where \is it, then? It's \here.

次に教師は次の如き質問をする。

~Where's the \desk?
 ~Where's the \ceiling?
 ~Where's the \door?
 ~Where's the \floor?

其他

生徒は指しながらその場合に應じ次の何れかを答へる。

It's \here.
 It's \there.

【注意】 斯くの如き口頭直接教授法に不慣れの教師は質問に對する正しい答へ又は何等かの答を得る爲めに時間を空費し勝ちである。一生徒に簡單なる質問を發し生徒は答へない。そこで再び質問を繰返へし答を待つて居り最後に生徒の答を促し生徒は問へながら而も不正確な答をする。斯る方法は授業の進歩を停滯せしめその活氣を失はしむるものである。發問後二秒以内に答へられない時には教師は待たずして

- (a) 自分で答へ次の質問に移るか
- (b) 他の生徒に質問するか
- (c) 級全體に質問するか
- (d) 質問の形又は内容が六かし過ぎると結論して一時的に更に簡單な形①の質問を出すか又は自分で答へ(斯くして範例となる)又は再び實演して示すべきである。

① 生徒が What's this? といふ質問に答へ得られないとしても Is this a book or a box? といふ質問には答へ得るのである。若し又此の簡單な形に答へられぬとしても Is this a book? といふ更に簡單な形には答へ得るであらう。

第三課

新教材

BLACK, WHITE, RED, BLUE, COLOUR, WHICH, LARGE ONE (名詞代用語), **SMALL, LINE, LONG, SHORT.**

五分乃至十分を前の二課の復習に費す。特に品物の名稱、數、及び sequential group に就て之を行ふ。

Is this (又は that) a /book? 其他 /Yes, it \is.
 Is this (又は that) a /box? 其他 /No, it \isn't.
 ~What \is it, then? It's a \book. 其他

形容詞を教へる爲め特別の掛圖を用ひない時には教師は所要の色及び形の本、箱、鉛筆等を用意せねばならぬ。

教師は口で言ひ乍らその色を指す。

~This (又は that) is \black.
 ~This (又は that) is \white.
 ~This (又は that) is \red.
 ~This (又は that) is \blue.

Is this ① /black or \white? It's \black.

其他

Is this /black? \Yes, it \is.
 Is this /white? \No, it \isn't.

① 記述の便の爲め以下 this のみを記せる時に於てもその場合により that を以て代へ得る事と承知せられたい。

What colour ① is it, then? It is black.

其他

以上の四色の名称を呈示せる後次の如き陳述の形にて動作をしながら名詞と結合する。

This book's black.

This book's white.

This book's blue.

This book's red.

或は又次の如き問答式によつてもよい。

Is this book black or white? It's black.

Is this book white or blue? It's white.

或は

Is this book black? Yes, it is.

What colour is it, then? It's black.

Which book's black? This book is.

或は次の如き形で呈示してもよい。

The book's black.

The paper's white.

The chalk's red.

The box is blue.

而して之には次の如き質問を伴はせる。

① 我等は一應几帳面過ぎる人達より出される質問に就て考へて見る必要がある。例へば「君はその品物を book と呼んで居るがそれは dictionary である」といふが如き質問である。斯る人は又次の如く言ふであらう。即ち「科學的に考へると黒は色ではなくて色の無いのである。白は一つの色ではなくて全部の色の混合である」など。初學者又は比較的の初學者に活用單語を教へ又外國語に於て思想交換の力を得しめる爲には餘りに科學上正確なる定義等に煩はさるゝ事なく言葉には一般普通の意味を與へて置いて差支ないのである。

Is the book black or white? It's black.

Is the paper black or white? It's a white.

又は

Is the book black? Yes, it is.

Is it white? No, it isn't.

What colour is it, then? It's black.

同様に large, small, long, short 等の語を教へてもよい。

This book's (box is, 其他) large.

This one's small.

Is this book large or small? It's large.

Is this book large or small? It's small.

Which book's large: this one or that one? This one is.

「此の本はどうですか」に相當する適當な言ひ方が無いから若し教師が What is this book like? といふ形を使ひたくなければ sequential group は略した方がよい。

次に教師は黑板上に二線を引き次の質問を發する。

This line's long.

This line's short.

Is this line long or short? It's long.

Is this line long or short? It's short.

Which line's short: this one or that one? This one is.

其他

其他

教師は更に此の四個の形容詞を他の物體に適用して示す事も出来る。

(This desk's large. This picture's small. This piece of paper's large. This piece of chalk's small. This pencil's long. This piece of chalk's short, 其他)

次には形容詞の修飾的用法に移つてもよい。

~This is a black \book.

~This is a red \pencil.

~This is a blue \box.

~This is a long \line.

~This is a \short line.

其他

Is this a /black book or a \white one?

Is this a /red pencil or a \blue one?

Is this a /large desk or a \small one?

Is this a /long line or a \short one?

其他

This is the \black book.

This is the \white one.

其他

Is this the /black book or the \white one?

Is this the /long line or the \short one?

其他

Is this the /black book? \Yes, it \is.

Is this the /white one? \No, it \isn't.

~Which one \is it, then? It's the \black one.

\Which is the black one? \This one is.

其他

其他

次に形容詞は次の如き形式にて動詞と結合する。

I'm ~touching the black \book.

I'm ~touching the large \desk.

I'm ~looking at the long \line.

其他

Am I touching the /black book or the \white one?

I'm (You're) touching the \black one.

Am I looking at the /long line or the \short one?

I'm (You're) looking at the \short one.

其他

第四課

新教材

GO (GOING), COME (COMING), OPEN (OPENING), SHUT (SHUTTING), TAKE (TAKING), PUT (PUTTING), WHO, TO, FROM, AT, MY, YOUR, WHOSE, NAME, MR., OUT (副詞), IN (副詞), BACK (副詞).

五分乃至十分を復習に費す。

教師は適當なる動作をなし乍ら

I'm ~going to the \door (— \window. — \platform. — \desk), 其他

Am I going to the /door or to the \window?

I'm going to the \door.

其他

Am I going to the /door? \Yes, I \am.

Am I going to the /window? \No, I'm \not.

~Where am I \going? I'm going to the \door.

\Who's going to the door? \I am.

教師は生徒一二名を窓等に行かしめ

~Go to the \door, please.

~Go to the \window. 其他

等と言ひ生徒が命令に従つて動作をなす時に次の如く言ふ。

You're ~going to the \door. 其他

Are you going to the /door? \Yes, you \are.

Are you going to the /window? \No, you're \not.

~Where are you \going, then? You're going to the \door.

\Who's going to the door? \You are.

斯くして生徒に you なる語を知らしめる。

此の行動連鎖は教師自身反覆して行ひ生徒をして

\Yes, you \are. 其他

の如く答へしむべきである。

I'm ~going to the \door (\window), 其他

I'm ~coming from the \door (\window), 其他

Am I /going to the door or \coming from the door? 其他

Am I /going to the door? \Yes, I \am.

Am I /coming from the door? \No, I'm \not.

~What am I \doing, then? I'm going to the \door.

\Who's going to the door? \I am.

I'm \taking the book (box, pencil), 其他

I'm ~putting the book (box, pencil, 其他) \down.

I'm \opening the book (box, door), 其他

I'm \shutting the book (box, door), 其他

Am I taking the /book or the \box? 其他

Am I putting the /book down or the \box down? 其他

Am I opening the /book or the \box? 其他

Am I shuttng the /book or the \box? 其他

Am I /taking the book or putting it \down? 其他

Am I /opening the book or \shutting it? 其他

Am I taking the /book? \Yes, I \am.

Am I taking the /box? \No, I'm \not.

~What am I \doing? I'm taking the \book.

\Who's taking the book? \I am.

~What am I \doing? I'm ~going to the \door. 其他

~What am I \doing? I'm ~coming from the \door. 其他

~What am I \doing? I'm ~taking the \book. 其他

~What am I \doing? I'm ~opening the \book.

(I'm \opening it.)

~What am I \doing? I'm ~shutting the \book.

(I'm \shutting it.)

~What am I \doing? I'm ~putting the book \down.

(I'm ~putting it \down.)

~Where am I \going? I'm ~going to the \door. 其他

~Where am I \standing? I'm ~standing at the \door. 其他

以上のグループ全部を生徒に答へさせる如き質問にする事は多分時間が之を許さないであらう。尚ほ即座に正確なる答を得る點に於て餘りに生徒に期待してはならぬ。若し生徒が教師の言つて居る事を認識し、了解しその話の筋を辿る事が出来れば授業の目的は可なり達せられたのである。但し生徒は次の如き代表グループの一二は直ちに答へ得る様にしなくてはならない。

Am I going to the /door? \Yes, you \are.

Am I going to the /window? \No, you're \not.

~Where am I \going? You're going to the \door.

\Who's going to the door? \You are.

茲に到つて前數課に於ける練習が役立つて来るのである。即ち生徒は質問の一定順序により第一問は肯定的答を要し第二問

は否定的答を豫期し第三問の答は第一問によつて暗示され得る事を認めて居るであらう。

變化を與へる爲め my 及び your の語を次の如くして呈示してよい。

~This is \my book (\pencil, \desk), 其他

~This is \your book (\cap, \bag, \desk), 其他

Is this /my book or \your book?

Is this /my cap or \your cap?

其他

Is this /my desk? \Yes, it \is.

Is this /your desk? \No, it \isn't.

~Whose desk \is it, then? It's \my desk.

其他

X. (教師の名) ~That's my \name.

My ~name's \X.

Is my name's /X or \Z? It's \X.

(異なる生徒に)

~Your name's \A.

~Your name's \B.

~Your name's \C.

其他

Is your name /A or \B? It's \A.

Is your name /B or \C? It's \B.

~What's \your name? It's \A.

~What's \your name? It's \B.

~What's \my name? It's Mr. \X.

~Who's \this? It's \A.

~Who's \this? It's \B.

~Who's \this? It's Mr. \X.

其他

其他

以上の所有を示すグループには十分以上を費してはならぬので其の後に於て my, your, whose は動詞グループと結合せしめるのである。

I'm ~taking (opening, shutting, putting down) my \book (\box) (your \book), 其他

Am I taking /my book? \Yes, I \am.

Am I taking /your book? \No, I'm \not.

\Whose book am I taking? I'm taking \my book.

其他

其他

此の點に於て次の連鎖的文章が適當で教師は數回その連鎖的動作を反覆するのである。

1. I'm ~standing \up.

2. I'm ~going to the \door.

3. I'm \touching it.

4. I'm \opening the door.

5. I'm ~going \out.

6. I'm ~coming \in.

7. I'm ~shutting the \door.

8. I'm ~coming back to my \desk.

9. I'm ~sitting \down.

次に生徒を指名して行動連鎖を行はしめる。

1. ~Stand \up.①

2. ~Go to the \door.

3. ~Touch the \door. (又は \Touch it.)

① 勿論之に Please を附加へてもよい。

4. ˘Open the ˘door. (又は ˘Open it.)
5. ˘Go ˘out.
6. ˘Come ˘in.
7. ˘Shut the ˘door.
8. ˘Go (又は ˘Come) back to your ˘desk.
9. ˘Sit ˘down.

又順序を變へた命令を與へ生徒一同に之を行はせてもよい。

- ˘Stand ˘up.
- ˘Look at the ˘ceiling.
- ˘Look at your ˘desk.
- ˘Sit ˘down.
- ˘Touch your ˘desk.
- ˘Touch the ˘floor.
- ˘Touch your ˘bag.
- ˘Open your ˘bag.
- ˘Shut your ˘bag.
- ˘Take your ˘cap.
- ˘Put your cap on the ˘desk.

其他

第五課

新教材

ON, UNDER, OVER, IN (前置詞), OUT OF, IN FRONT OF, BEHIND, BETWEEN, WHOM, THESE, BOOKS, BOXES, PENS, PENCILS, MATCHES, THEY, THOSE, THEM.

第一週に於ける最後の授業と假定せる本レッスンに於ては場所の前置詞及び名詞の複数を與へるのである。

最初の五分間を以て前の復習を簡單に行ふ。

次に教師は色々の品物を種々異なる位置に置いて on, under, over 等を實演教授する。例へば

The match is ˘on the box.

The match is ˘under the box.

The match is ˘over the box.

以上の文章を呈示し反覆し乍ら教師は左手に燐寸の箱を持ち右手を以て燐寸の軸一本を持ち又は所要の位置に置くのである。

Is the match on the ˘box or on the ˘desk?

Is the match ˘on the box or ˘over the box?

Is the match ˘over the box or ˘under the box?

其他

˘Where's the ˘book? It's ˘on the ˘desk.

˘Where's the ˘pencil? It's ˘on the ˘chair.

˘Where's the ˘box? It's ˘on the ˘floor.

˘What's on the ˘desk? The ˘book is.

˘What's on the ˘chair? The ˘pencil is.

˘What's on the ˘floor? The ˘box is.

以上を更に發展せしめたる變化例としては

I'm putting the ˘book on the ˘desk.

I'm putting the ˘pencil on the ˘chair.

I'm putting the ˘box on the ˘floor.

Am I putting the book on the ˘desk or on the ˘chair?

其他

Am I putting the book on the /desk?

\Yes, I \am. (\Yes, you \are.)

Am I putting it on the /chair?

\No, I'm \not. (\No, you're \not.)

Where am I \putting it?

I'm (You're) putting it on the \desk.

\Who's putting it on the desk?

\I am. (\You are.)

\What am I putting on the desk?

You are putting the \book on it.

其他

次には in と out of を呈示してよい。

The \match is \in the box. The \match is \out of the box.

The \book's \in the bag. The \book's \out of the bag.

Is the match /in the box or \out of the box? 其他

I'm \in the \schoolroom.

(戸の外に出て) I'm \out of the (school)room.

Am I /in the (school)room or \out of the (school)room?

Is the match /on the box? \Yes, it \is.

Is it /over the box? \No, it \isn't

Where \is it, then? It's \on the box.

\What's on the box? The \match is.

其他

其他

教師は次に本を机の上に、鉛筆を椅子の上に、箱を床の上に置き次の如き文章を與へる。

The \book's on the \desk.

The \pencil's on the \chair.

The \box is on the \floor.

Is the book on the /desk or on the \chair?

Is the pencil on the /chair or on the \floor?

Is the book on the /desk? \Yes, it \is.

Is it on the /chair? \No, it \isn't.

Where \is it, then? It's on the \desk.

\What's on the desk? The \book is.

Is the pencil on the /chair? \Yes, it \is.

Is it on the /floor? \No, it \isn't.

Where \is it, then? It's on the \chair.

\What's on the chair? The \pencil is.

Is the box on the /floor? Yes, it \is.

Is the box on the /desk? No, it \isn't.

Where \is it, then? It's on the \floor.

\What's on the floor? The \box is.

\Go to the \door. (一人の生徒は戸の所へ行く)

Are you /in the (school)room or \out of it?

{ I'm \in the school(room).

{ I'm \in it.

\Go \out. (生徒は外へ出る)

Are you /in the (school)room or \out of it?

{ I'm \out of the (school)room.

{ I'm \out of it.

同様にして in front of と behind を呈示してよい。

The \desk is in \front of the blackboard.

The /blackboard's be\hind the desk.

(色々の品物を種々の位置に置き)

The box is in front of the book.

The book's behind the box.

The chair's in front of the desk.

The chair's behind the desk.

其他

Is the desk in front of the blackboard or behind it?

Is the blackboard in front of the desk or behind it?

Is the box behind the book or in front of it?

Is the chair behind the desk or in front of it?

Where's the blackboard? It's behind the desk.

Where's the desk? It's in front of the blackboard.

其他

其他

I'm (standing) behind the desk.

I'm (standing) behind the chair.

I'm (standing) in front of the chair.

Am I (standing) in front of the chair.

其他

The desk's in front of me.

The blackboard's behind me.

Is the desk in front of me or behind me?

Is the blackboard in front of me or behind me?

Behind whom is the blackboard?

In front of whom is the desk?

Am I (standing) in front of the desk or behind it?

Am I (standing) in front of the blackboard or behind it?

其他

(一生徒に向つて) Come here, please.

(生徒は教壇に来る)

Are you in front of the blackboard or in front of the window?

Is the blackboard behind you or in front of you?

其他

次には between を呈示してもよい。

The chair's between the desk and the blackboard.

The box is between the book and the piece of chalk.

其他

The chair's between you and me.

Is the chair between you and me or behind you and me?

What's between you and me: the chair or the desk?

Between whom is the chair?

其他

本授業の最後の十分に於て名詞の複数を與へる。教師は必要数の物件が手許にある様豫め用意しなければならぬ。

This is a book.

These are books.

This is a box.

These are boxes.

This is a pencil.

These are pencils.

This is a piece of chalk.

These are pieces of chalk.

其他

其他

Are these books or boxes? They're books.

Are these boxes or pencils? They're pencils.

其他

其他

Are these books? Yes, they are.

Are these boxes? No, they're not.

What are they, then? They're books.

其他

其他

- What are \these? They're \books.
- What are \these? They're \boxes.
- What are \these? They're \pencils.
- 其他 其他
- What's \this? It's a \book.
- What are \these? They're \books.
- What's \this? It's a \box.
- What's are \these? They are \boxes.
- 其他 其他
- That's a \window. Those are \windows.
- That's a \door. Those are \doors.
- That's a \wall. Those are \walls.
- 其他 其他
- Are those \windows or \doors?
- Are those \doors or \walls?
- 其他
- Are those \windows? \Yes, they \are.
- Are those \doors? \No, they're \not.
- What \are they, then? They're \windows.
- 其他 其他
- What are \those? They're \windows.
- What are \those? They're \doors.
- What are \those? They're \walls.
- 其他 其他
- What's \that? It's a \window.
- What are \those? They're \windows.
- What's \that? It's a \door.
- What are \those? They're \doors.
- 其他 其他

- What's \this? It's a \book.
- What are \those? They're \books.
- What's \that? It's a \window.
- What are \those? They're \windows.
- 其他 其他
- This is a \book. I am \touching (— \opening, — \shutting 其他) it.
- These are \books. I am \touching (— \opening, — \shutting, 其他) them.

第六課

新教材

素音掛圖中に見出語として示されたる三十六個の名詞。

Say といふ語又は Say after me といふ言廻し。

Once again, All together 等の言ひ廻しも必要あらば教へてもよい。

本課の目的は發音の見出語となる三十六個の新名詞を教へる事である。見出語中十二個は既に生徒が知つて居るものであるが同時に繰返してもよい。以下に四十八個の見出語全部を示してあるが十二個の既知の語には星章を附してある。

五個の自由母音

- i* tree [tri*] (A \tree.)
- a* star [sta*] (A \star.)
- ɔ* chalk [tʃɔ*k]* (\Chalk.)
- u* moon [mu*n] (The \moon.)
- ə* bird [bɜ:d] (A \bird.)

六個の抑止母音

i	ink [ɪŋk]	(\ink.)
e	head [hed]	(a \head.)
æ	bag [bæg]*	(a \bag.)
ɒ	box [bɒks]*	(a \box.)
ʊ	book [bʊk]*	(a \book.)
ʌ	cup [kʌp]	(a \cup.)

五個の動母音

eɪ	gate [geɪt]	(a \gate.)
oʊ	boat [boʊt]	(a \boat.)
aɪ	eye [aɪ]	(an \eye.) [ə\naɪ]
aʊ	house [haʊs]	(a \house.)
ɔɪ	boy [bɔɪ]	(a \boy.)

四個の曖昧動母音

ɪə	ear [ɪə]	(an \ear.) [ə\ɪnɪə]
ɛə	chair [tʃɛə]	(a \chair.)
ɔə	door [dɔə]*	(a \door.)
ʊə	moor [mʊə]	(a \moor.)

六個の破裂音

p	pen [pen]*	(a \pen.)
b	bed [bed]	(a \bed.)
t	table [teɪbl]*	(a \table.)
d	desk [desk]*	(a \desk.)
k	clock [klɒk]	(a \clock.)
g	girl [gɜ:l]	(a \girl.)

三個の鼻音

m	match [mætʃ]*	(a \match.)
n	nose [noʊz]	(a \nose.)
ŋ	ring [rɪŋ]	(綴の終のみに起る) (a \ring.)

六個の「乾」摩擦音

f	foot [fʊt]	(a \foot.)
v	violin [vaɪə\lɪn]	(a vio\lin.)
θ	thumb [θʌm]	(a \thumb.)
ð	scythe [saɪð]	(ðで始まる名詞はない) (a \scythe.)
r	rat [ræt]	(a \rat.)
h	hat [hæt]	(a \hat.)

四個の「濕」摩擦音

s	sun [sʌn]	(the \sun.)
z	zero [zɪərou]	(zで始まる名詞は少ない) (\zero.)
ʃ	shoe [ʃuː]	(a \shoe.)
ʒ	garage [gæ'raʒ]	(稀な音) (a gar\lage.)

二個の摩擦音附破裂音

tʃ	church [tʃə'tʃ]	(a \church.)
dʒ	jar [dʒɑː]	(a \jar.)

一個の側音

l	line [laɪn]*	(a \line.)
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二個の半母音

y	yacht [jɒt]	(a \yacht.)
w	watch [wɒtʃ]	(a \watch.)

二個の曖昧母音

- ə collar [kɒlə] (a \collar.)
- ɪ chimney [ˈtʃɪmni] (a \chimney.)

二個の音節的子音

- ɪ pencil [ˈpɛnsɪ]* (a \pencil.)
- ɪ button [ˈbʌtɪ] (a \button.)

新出名詞は最初は單に教師の後について發音せしめる。教師は物體の繪を指し乍ら明瞭にその語を發音する。生徒は教師の發音せる後に之に倣つて發音する。

(木の繪を指して) 教師 A \tree.

生徒 A \tree.

上に記せる如く冠詞を名詞に附して教へる。

生徒が名詞か覚えて來たならば次の如き形式の質問を發してもよい。

Is that a /tree or a \star?

Is that a /star or a \ball?

其他

~What's \that? (It's a \tree.)

~What's \that? (It's a \star.)

其他

Is this /my eye or \your eye?

Is this /my ear or \your ear?

Is this /my nose or \your nose?

Is this /my shoe or \your shoe?

其他

第七課

新教材

(TO) POINT, HOLD UP, SHOW, ELEVEN, TWELVE, THIRTEEN, FOURTEEN, FIFTEEN, SIXTEEN, SEVENTEEN, EIGHTEEN, NINETEEN, TWENTY, DON'T, FIGURE, RIGHT (正しい), WRONG.

發音見出語四十八個を反覆練習し之につき發問する。但し此の練習は十分を超過してはならない。

第一課より第五課までの要點につき復習し此の中には命令練習も入れる。此の中に於て point to, hold up, show me を與へ又否定命令を幾つか與へる ("Don't stand \up. "Don't look at the \ceiling, 其他)。

十一より二十までの數字を板書し教師の發音を模倣して生徒に發音させる。此の際 eleven は [ɪˈlevn] として [ɛlevn] とならぬ様, thirteen は [θɜːˈtiːn] として [sɜːˈtiːn] とならぬ様, 又 sixteen は [sɪksˈtiːn] として [sɪkˈstɪn] とならぬ様注意すべきである。

figure といふ語を呈示して

Is this the figure /2 or the figure \3?

Is this the figure /12 or the figure \16? 其他

次に right 及び wrong を呈示する。即ち 2+3=4, 2+3=4 等を書いて

Is this /right or \wrong?

或語の間違つた發音 (例へば [sɪkˈstɪn]) をして

Is this /right or \wrong?

種々の物體を指してその正しい名稱又は誤れる名稱を與へて

Is this /right or \wrong?

第八課

新教材

FACE, MOUTH, LEG, ARM, HAND, FINGER, SHOE,
MINE, YOURS, LEFT (左), RIGHT (右), HAVE, HAS,
ONLY, THIRTY, FORTY, FIFTY, SIXTY, SEVENTY,
EIGHTY, NINETY, HUNDRED.

發音の見出語全部を反覆して此に基いて質問を發し又命令練習(肯定及否定)をする。但し十分以内。

face, mouth, leg, arm, hand, finger, shoe 等を my, your 並に新出語 mine 及び yours と共に教へる。

~This is my \face.

~This is my \mouth.

其他

Is this /my face or \yours?

Is this /my mouth or \yours?

Is this /your hand or \mine?

Is this /my arm or \yours?

Are these /my fingers or \yours?

其他

次に left 及び right を與へるのであるが混同を避ける爲め教師は生徒の方に背を向け振向き乍ら實演教授をする。

~This is my \left hand (arm, leg, foot, shoe, ear)

~This is my \right hand (arm), 其他

Is this my /left hand or my \right hand? 其他

\Which hand's (arm's, 其他) this?

\Whose hand's (arm's, 其他) this?

其他

I'm ~touching my \head (\nose, \foot), 其他

~What am I \doing?

\Which ear am I touching?

其他

次に I have. You have を呈示する。

I ~have a \book (a \box, 其他) before me.

I ~have a \book in my hand.

I ~have a \book in my /left hand and a ~box in my \right hand. 其他

Have I a /book in my hand? \Yes, I (you) \have.

Have I a /pencil in my hand? \No, I (you) \haven't.

~What \have I in my hand, then? I (You) have a \book in it.

其他

其他

I have ~two \eyes, ~two \ears, ~two \hands. 其他

I have ~five \fingers on my ~right \hand.

I have ~two \books before me. 其他

~How \many eyes have I (have you)?

I have ~only \one /head (/mouth, /nose), 其他

Have I /two heads or only \one? 其他

次に thirty, forty, fifty 等より a hundred (又は one hundred) までの數を反覆して教授するのであるが若し此の時間が無い時には次課まで延してもよい。

第九課

新教材

TOP, BOTTOM, MIDDLE, SIDE, BACK, PART, TEACHER, PUPIL, HE, SHE, BOY, GIRL, (所有を示す) 'S, HIS (彼のもの), HERS, MRS, MISS, HIS (彼の), HER (彼女の).

發音の見出語全部を反覆する。

一より五十まで算へる。

十, 二十, 三十, 四十, 五十, 六十, 七十, 八十, 九十, 百等の語を反覆する。

top, bottom, middle, side, back, front 等の語を黑板, 机, 卓子, 戸, 窓等により教へる。

This is the top of the blackboard. 其他

This is the bottom of the blackboard. 其他

Is this the top or the bottom of the blackboard.

What part of the blackboard is this: the top or the bottom? 其他

It is the top of the blackboard. 其他

This is the left side of the blackboard. 其他

This is the right side of the blackboard. 其他

Is this the right side of the blackboard or the left?

This is the middle of the blackboard (room). 其他

Is this the top, the bottom, the left side, the right side or the middle of the blackboard? 其他

Am I standing on one side of the room or in the middle?

This is the front of the desk (book). 其他

This is the back of the desk (book). 其他

This is the corner of the desk (blackboard, book, room). 其他

Which part of the desk (其他) is this?

Touch the front of your desk (cap, book). 其他

Touch the back of your desk (cap). 其他

Touch the back of your head.

Touch your back.

Touch the corner of your desk (book, bag). 其他

Am I standing in the corner of the room or in the middle of the room? 其他

I'm the teacher. You're a pupil.

Are you the teacher or a pupil?

Who am I? Who are you?

This (生徒を指して) is [Tom Smith].

He's a pupil.

Is [Tom Smith] a pupil? Yes, he is.

Is he the teacher? No, he isn't.

What is he, then? He's a pupil.

Who's a pupil? [Tom Smith] is.

Is he sitting down or standing up?

[Tom Smith], stand up, please.

Is he sitting down or standing up?

[Tom Smith], stand in front of the door.

Is he standing in front of the door or in front of the window?

(掛圖を指して) ① This is [Mary Smith] ②

① 本教材教授用として特に作られた掛圖がある。(開拓社發行)

② 女生徒の級に於ては he の代りに she を用ひる。此の場合に he を實演教授する場合には繪畫其他の手段によらなくてはならない。同様の困難は男生徒に she を教へる場合にも起るのである。多くの日本人學生が he と she との發音を混同する傾向に鑑み此の點は特に大切である。

Is she a /boy or a \girl? She's a \girl.

Is she sitting /down or standing \up?

Is [Tom \Smith] in the middle of the /room or in a \corner?

[Tom \Smith], touch the bottom of the \blackboard.

Is he touching the /top of the blackboard or the \bottom of the blackboard?

其他

Is this book /yours or \mine?

Is this desk /his or \mine?

Is this book /his or \hers?

\Whose book (其他) is this?

This is a picture of Mr. /White, Mrs. White and Miss White.

This is Mr. \White. This is his \head (\hand). 其他

This is Mrs. (Miss) White. This is her \head (\hand). 其他

Who is \this?

\Whose head (其他) is this?

第十課

新 教 材

NOTHING, THERE (there are, there is 等に於ける「ある」の意味の), **HIM, HER, SOMETHING, ANYTHING, BUT, NOW, HOW, MANY, FIRST, SECOND, THIRD, FOURTH, FIFTH, SIXTH, SEVENTH, EIGHTH, NINTH, TENTH, LAST, RUB OUT, YELLOW, GREEN, BROWN, GREY.**

發音の見出語を反覆する。

次に生徒は五十より百まで数へる。

What have I in my \hand?

(空手を示して) \Nothing. I have \nothing in my hand.

What have I on my \head? \Nothing. I have \nothing on my head.

次に there is, is there を以下の如く呈示する。

There's a \book on the /desk.

There's a \pencil on the /chair.

There's a piece of \paper on the \floor.

第五課の如くに練習するのであるが次の如き相違に注意する(而して若し教師が有効なりと認めたらば之を生徒に説明して聞かせる)。

The book's on the \desk. = 本は机の上にあります。

There's a \book on the desk. = 机の上に本があります。

Is there a /book on the desk? \Yes, there \is.

Is there a /pencil on the desk? \No, there \isn't.

What \is there on the desk, then? There's a \book on it.

Is there a /pencil on the chair? \Yes, there \is.

Is there a piece of /paper on the chair? \No, there \isn't.

What \is there on the chair, then? There's a \pencil on it.

Is there a piece of /paper on the floor?

其他

There's a \chair between the desk and the /window.

There's a \chair in front of me (you). 其他

This pupil's name is [Tom \Brown]. There's a \book in front of him.

This pupils' name is [Mary \Brown]. There's a \book in front of her.

Is there a /blackboard on the wall?

Is there a blackboard on the /floor?

其他

次に something, anything 及び nothing を對照する。

There's something on the desk.

What is it? It's a book.

There's something on the chair.

What is it? It's a pencil.

There's something on the floor.

What is it? It's a piece of paper.

Is there anything on the desk? Yes, there is.

What is it? It's a book.

Is there anything on the chair? Yes, there is.

What's it? It's a pencil.

Is there anything on the floor? Yes, there is.

What is it? It's a piece of paper.

Is there anything on this box? No, there isn't.

What is there on this box? There's nothing on it.

Is there anything in this box? No, there isn't.

What is there in this box? There's nothing in it.

Is there anything in my hand? No, there isn't.

What is there in my hand? There's nothing in it.

I have something in my right hand.

I have nothing (I haven't anything) in my left hand.

Have I anything in my right hand? Yes, I have.

There's something in my right hand.

What is it? It's a piece of chalk.

Have I anything in my left hand? No, I haven't.

There's nothing in my left hand.

Has [Tom /Brown] anything in his left hand? No, he hasn't.

There's nothing in his left hand.

次に but を次の如くにして呈示してもよい。

There's nothing in my left hand, but there is something in my right hand.

The box isn't open, but the book's open.

There's nothing in front of the door, but there is something in front of the blackboard.

I have something in my right hand but, [Tom /Brown] has nothing in his right hand.

其他

次に there are, are there を how many と共に呈示する。

There's a book in front of me.

Now there are five books in front of me.

How many books are there in front of me?

Now there are five.

How many are there now? Now there are four.

其他

This is a match.

There are two matches on the book.

There are three matches on the box.

There are four matches on the piece of paper.

How many matches are there on the book (box, piece of paper)?

How many matches are there in my hand now? (又は have I in my hand now?)

(黑板に線を十本引いた後)

There are ten lines on the blackboard.

This is the first line, this is the second line, 其他

This is the \tenth line. It's the \last line.
 I \rub out the \first line.
 \Come \here, and \rub out the \second line.
 \Come \here, and \rub out the \fifth line.
 \Now rub out the \last line.

There are \five pieces of \paper on the desk.

/This one's \yellow.

/This one's \green.

/This one's \brown.

/This one's \grey.

Is this one /yellow or \green?

Is this one /green or \grey?

其他

The \first piece of paper's \yellow.

The \second piece is \green.

The \third piece is \brown.

The \fourth (\last) piece is \grey.

\Which piece is \yellow? The \first one is. 其他

\What's the colour of the \first piece? It's yellow. 其他

第十 一 課

新 教 材

**DRAW (DRAWING), SOME, WRITE (WRITING),
 WORD, ENGLISH (形容詞), JAPANESE (形容詞),
 ANOTHER, ALL, LETTER, SENTENCE, READ
 (READING), SPEAK (SPEAKING), LANGUAGE.**

組 織 的 發 音 練 習*

本課より後は授業の最初約十分間程、組織的耳馴らし及び發音練習を與へる。その最初に與ふべき最も適當なるものは六個の自由母音であらう。教師は先づ [i'] [a'] [ɔ'] [u'] 等の記號を黑板に書き之等の發音の練習を與へる。此の際 [u'] は唇を丸くする事に特に注意する。

i' i' i', a' a' a', ɔ' ɔ' ɔ', u' u' u'

i' a' ɔ' u', i' a' ɔ' u' 其他

次に下の如き既知の語につき練習する。

i'	a'	ɔ'	u'
key	star	chalk	moon
three	glass	wall	two
piece	jar	corner	blue
he	garage	platform	who
she			whose

[ɔ'] を與へ [a'] と比較する。兩者ともに始めに單獨なる音として與へ次に既知の語中に與へる。

ə'	a'
bird	star
girl	glass
third	jar
thirteen	garage

* 組織的發音練習課題は各課の始めに記載されて居るが必ずしも授業の始めにすべしといふ意味ではない。従つて練習材料には本課中に現はれる新出語も入れてある。以下各課の場合に於ても同様である。

第十課の要點を十分間程反覆する。

I'm drawing some lines on the blackboard.

How many lines am I drawing? I'm drawing five.

Am I drawing six lines or only five?

I'm drawing only five.

其他

I'm writing on the paper.

I'm writing on the blackboard.

I'm writing the word "pen."

It's an English word.

Am I writing the word 'pen' or the word 'pencil'?

Come and write the Japanese word 學校.

You're writing } the word 學校.
He's writing }

What word are you writing?

What word is he writing?

Is it a Japanese word or an English word?

Who's writing the word?

I am writing another word. It is the word "pencil."

I am writing another word. It is the word "book."

I am writing another word. It is the word "box."

Are these English words or Japanese words?

Write the Japanese words 一 二 三.

Look at the words on the blackboard.

Are they all English? No, they are not all English.

Some are English; some are Japanese.

I have some matches.

I put some on the desk and some on the chair.

Are they all on the desk?

No, they are not all on the desk.

Some are on the desk; some are on the chair.

其他

I am writing some figures on the blackboard. (1, 2, 3 其他)

Is this the figure "1" or the figure "2"? 其他

Are these figures or words?

This is the word "pen." Is it an English word or a Japanese word?

This is the word 學校. Is it an English word or a Japanese word? 其他

Look at the English word "pen."

There are three letters in it; this is the letter P; this is the letter E; this is the letter N.

Is this a letter or a figure? It's a letter. What letter is it?

Is this a letter or a figure? It's a figure. What figure is it?

Is this a letter or a word? It's a word. What word is it?

其他

How many letters are there in the English word "pen"? 其他

This is an English sentence. "The pen is on the desk."

Is this an English sentence or a Japanese one?

How many words are there in this sentence? There are six.

I am writing another sentence. "I am in the room."

Is this a Japanese sentence or an English one?

How many words are there in this sentence?

Are all these words English? Yes, they are.

Write the Japanese sentence —
Is this a Japa/nese sentence or an \English one?

I am \reading.

I am \reading this \word: “\pen.” 其他

I am \reading this \sentence: “The \pen is on the \desk.”
其他

Read this Japanese \word, please.

Read this Japanese \sentence, please.

Are \all these words (sentences) /English?: \No, they are \not
\all English.

/Some are English; /some are Japa\nese.

Am I /reading or \writing?

Am I reading /English sentences or Japa\nese sentences?

其他

I am \speaking \English.

今日本語を話してゐます。今度は英語を話します。①

\Now am I speaking /English? \Yes, I \am. (\Yes, you \are.)

今英語を話して居ますか。いえ、そうちやありません。②

What \language am I speaking?

I am (You are) speaking \English.

\Who is speaking English? \I am. (You are.)

Am I /speaking English or \writing English?

I am (You are) \speaking English.

Am I /speaking English or \writing English?

I am (You are) \writing English.

① ② 之がその前の英文の譯文と思はれない様に注意する事が必要である。若しその處があるなら之を省いて差支ない。

(本を黙讀しながら) Am I /reading or \writing?

I am (You are) \reading.

What \language am I reading?

Is English a /language? \Yes, it \is.

Is English a /word? \No, it \isn't.

What \is English, then? It's a \language.

Is Japa/nese a language? 其他

(一語を指して)

Is this a /word? \Yes, it \is.

Is this a /language? No, it \isn't.

What \is it, then? It's a \word.

Is it an /English word or a Japa\nese word?

其他

第十二課

新教材

LEFT (残り), ANY, NO, NONE, MORE, THAN, LESS, HOW MUCH, ONCE, TWICE, TIME(S) (度), AGAIN, MOUNTAIN, HILL, RIVER, LAKE, SKY, SEA, LAND, ISLAND, HARBOUR, SHIP, CLOUD, TOWN, SNOW, RAIN, ELSE.

組織的發音練習

[ai] 及び [au] を加へて音の練習をする。

[ai] を含む語は次の如くである。

eye, sky, line, side, right, island, five

[au] を含む語には次のものがある。

house, mouth, brown, count, out, cloud, town

第拾一課の要點を反覆する。

There are six matches on the desk.

This is the first, the second, the third. 其他

I take one match from the desk and put it on the chair.

Am I taking it from the desk or from the chair?

Now there's one match on the chair and there are only five left on the desk?

How many matches are there on the chair?

How many are there left on the desk?

I take another match from the desk and put it on the chair.

Now there are two matches on the chair and there are only four left on the desk.

How many matches are there on the chair?

How many are there left on the desk?

Are all the matches on the desk or only some?

Are all the matches on the chair or only some?

(構寸の棒全部を椅子の上に置き終るまで続ける)

Are some of the matches on the desk or are they all on the chair?

How many matches are there left on the desk?

There are none left.①

Have I any matches in my hand?

No, I haven't.

How many matches have I in my hand?

I have no matches. I have none.

Are there any books on the floor?

No, there are not.

① 在來英文法によれば此の文章は There is none left. とすべきであるが此の形は此の場合には餘りに古めき過ぎる。

How many books are there on the floor?

There are no books. There are none.

Are there any words on the blackboard?

No, there are not.

How many words are there on the blackboard.

There are none.

Five is more than two. Two is less than five.

Which is more: five or two? Five is more.

Which is less: five or two? Two is less. 其他

Is five more than two or less than two? It is more than two.

Is two more than five or less than five? It is less than five.

其他

There are twenty matches on the chair.

There are none on the desk.

教師は構寸の棒を椅子より取つて机の上に置き乍ら前の如くにする。時には一度に一本宛を取り時には二本又はそれ以上を取る。

Am I taking one match or more than one match?

How many matches am I taking now?

Am I taking them from the chair or from the desk?

I'm taking three more matches and putting them on the desk?

Are there more matches on the desk or on the chair?

On which are there more matches: on the desk or on the chair?

How many matches are left on the chair?

{ There are none left.

{ There are no more left. 其他

Touch your desk (the floor, your nose, 其他) \once (twice),
其他

Now touch it a\gain. And a\gain, 其他

(黑板上に式を書きながら) Twice /one are \two. Twice /five
are \ten. 其他

How much is twice \one? 其他

Three times one are \three. Three times three are \nine. 其他

How much is three times \one? 其他

次に掛圖を示して反覆及び發問により次の名詞を呈示する。

This is a \mountain.

This is a \hill.

This is a \river.

This is a \lake.

This is the \sky.

This is the \sea.

This is the \land.

This is an \island.

This is a \harbour.

This is a \ship.

This is a \cloud.

This is a \town.

This is \snow.

This is \rain.

Is this a /mountain or a \hill?

What's \this?

What \else can we see on this picture?

Can you see anything /else on this picture?

第十三課

新教材

**NARROW, WIDE, THICK, THIN, BUILDING, TALL,
LOW, CHIMNEY, HIGH, AS (— AS), (AS —) AS,
WIDER, NARROWER, THINNER, THICKER, TALLER,
LOWER, HIGHER, MOST, LEAST, THE SAME,
DIFFERENT, COLOUR.**

組織的發音練習

[ei] 及び [ou] を加へて組織的練習をする。

[ei] の例: gate, name, face, say, say, grey, take, lake

[ou] の例: boat, nose, go open, snow, don't, show

十分間前課の要點につき復習する。

次の實演教授は種々の大きさ及び色の物體を示せる形容詞用掛圖による。

The red book's \large. It's \larger than the \green book.

The black book's \small. It's \smaller than the \green book.

Which book's \larger: the /red one or the \green one?

The \red one is.

Which book's \smaller: the /green one or the \black one?

The \black one is.

Is the red book /larger or \smaller than the green one?

It's \larger. 其他

(三個の箱につきても同様に取扱ふ)

The blue pencil's \long. It's \longer than the \brown one.

The black pencil's \short. It's \shorter than the \brown one.

Which pencil's \longer: the blue one or the \brown one?

Which pencil's shorter: the black one or the brown one?
Is the blue pencil longer or shorter than the brown one?

(三本の線につきても同様に取扱ふ)

The white book's narrow. The yellow book's wide.

Is the white book narrow or wide?

Is the narrow book white or yellow?

Is the wide book white or yellow?

Which book's narrow? 其他

The grey book's thick. The blue book's thin.

Is the grey book thick or thin?

The long, black line's thick. The short, white line's thin.

其他

The brown building's tall. The white building's low.

Is the brown building tall or low?

其他

Is the chimney tall or low?

The mountain's high. The hill's low. The table's low.

Is the mountain high or low?

其他

Is the green book as large as the red one or is it smaller?

Is the green book as small as the black one or is it larger?

(三個の箱につきても同様に取扱ふ)

Is the brown pencil as long as the blue one or is it shorter?

Is the brown pencil as short as the black pencil or is it longer?

(三本の線につきても同様に取扱ふ)

Is the yellow book as narrow as the white one or is it wider?

Is the white book as wide as the yellow one or is it narrower?

Is the blue book as thick as the grey one or is it thinner?

Is the grey book as thin as the blue one or is it thicker?

Is the brown building as low as the white one or is it taller?

Is the white building as tall as the brown one or is it lower?

Is the hill as high as the mountain or is it lower?

Is the mountain as low as the hill or is it higher?

Come here and point to the long blue pencil.

Point to the thin blue book.

Show me the short black pencil.

其他

Which is the largest book? The red one is.

Which is the smallest book? The black one is.

Which is the largest box? The white one is.

Which is the smallest box? The blue one is.

Which is the longest pencil? The blue one is.

Which is the shortest pencil? The black one is.

Which is the longest line? The black one is.

Which is the shortest line? The white one is.

Is the red book the largest or the smallest?

It's the largest.

Is the black book the largest or the smallest?

It's the smallest.

其他

Which is most: 3, 13 or 30?

Which is least: 2, 5 or 7?

教師は次に形、色、性質等の同一なる又異なる二つ以上の品物を示して次の如くいふ。

Are these colours (numbers, words, buttons, things, 其他) the same or are they different?

生徒は場合に應じて次の如く答へる。

They're the \same. 或は

They're \different.

又は

They're the \same colour. 或は

They're \different colours.

第十四課

新教材

SQUARE, ROUND, FULL, EMPTY, OLD, NEW, MAN,
YOUNG, WE, US, NEAR, A LONG WAY FROM.

組織的發音練習

發音練習を與へ [ei] と [ε] 並に [ou] と [ɒ] を比較する。

ei, ε, ei, ε, ei, ε

[ei] gate, name, face, say, grey, take, lake

[ε] bed, desk, head, leg, ten, yes, left

ou, ɒ, ou, ɒ, ou, ɒ

[ou] boat, nose, go, open, snow, don't, show

[ɒ] box, top, spot, not, on, watch, clock

前課の要點を復習。次に同じ掛圖(形容詞用)を用ひて
The large /white box is \square. The \yellow box is square,
\too.

The small /blue box is \round.

A \button's round. A \watch is round. A \ring's round.

This /room \isn't round. It's \square. The \blackboard's
square. 其他

Is the large white box /square or \round?

Is a button /round or \square? 其他

2+3=5. Is this /right or \wrong?

2+3=4. Is this /right or \wrong?

其他 第七課参照

~This box is \full. ~This box is \empty.

Is this box /full or \empty?

Is my hand /full or \empty?

Is this /room empty?

Is this a /full box or an \empty one?

其他

~This boat's \old. ~This one's \new.①

Is this boat /old or \new?

Is this desk /old or \new?

Is this box /old or \new?

其他

Is this an /old boat or a \new one?

Is this desk an /old one or a \new one?

其他

This is a \man. This is a \nother man.

Is this a /man or a \boat?

~This is an \old man. He's \old.

~This is a \young man. He's \young.

Is this an /old man or a \young man?②

Is ~this man /old or \young?

① 掛圖を見よ。

② young one と言はない。

Are /you old or \young?

Who is \older: /you or \I?

/I'm on the \platform. /You are \not on the platform.

Come on the \platform.

/I'm on the platform; \you're on the platform.

\We are on the platform.

Are we on the /platform? \Yes, we \are.

Are we in front of the /door? \No, we're \not.

Where \are we, then? We're on the \platform.

\Who are on the platform? \We are.

Are we in the /schoolroom? \Yes, we \are.

Are we in a /house? \No, we're \not.

Where \are we, then? We are in the \schoolroom.

\Who are in the schoolroom? \We are.

Are we in /[町の名] or in \[別の町の名]?

Are you the /teacher or the \pupils? We're the \pupils.

Are you speaking /English or Japa\nese?

We are speaking \English.

Come on the \platform, be \hind the \desk.

The /blackboard's be\hind us. The /desk's in \front of us.

Is the blackboard be/hind us or in \front of us?

其他

The \chair's between you and \me. It's be\tween \us.

其他

The \desk's \near us.

The \door \isn't near us.

It's a \long \way from us.

Are you /near me or a long \way from me?

Is Yokohama /near Tokyo or a long \way from Tokyo?

Is England /near America or a long \way from America?

其他

This is a \book. I am \touching it.

\Touch it. We are \touching it.

These are \books. I am \touching them.

\Touch them. We are \touching them.①

\He's touching them; \I'm touching them. \We're touching them. (What we are touching? We are touching them. の形を避ける事。)②

Are we /touching them or \taking them?

第十五課

教 新 材

OUR, OURS, THEIR, THEIRS, ROAD, BRIDGE, MOTORCAR, BICYCLE, WHEEL, WATER, FIELD, GRASS, RAILWAY, TRAIN, ENGINE, SMOKE, LADY.

組織的發音練習

發音練習を續け [iː] と [ɪ] 並に [uː] と [ʊ] とを比較する。

iː, ɪ, iː, ɪ, iː, ɪ

[iː] key, please, sheet, piece, me, green, ceiling, three

[ɪ] ink, ship, in, thick, thin, him, it, middle

① [ðem] でなく [ðəm] とする。

② 此の形は natural English ではない。

u', u, u', u, u', u
 [u'] moon, two, blue, whose, do, shoe
 [u] book, look, foot, room, good

前課の要點を復習する。

教師は生徒甲を教壇に招き

~This is \your book.	It's \yours.
~This is \my book.	It's \mine.
~These are \our books.	They're \ours.
Are they our \books?	\Yes, they \are.
Are they our \pens?	\No, they're \not.
~Whose \are they, then?	They are \your books.

教師は生徒乙, 丙, を教壇に招き

(乙に向ひ)

~This is \your book.	~This is \yours.
----------------------	------------------

(丙に向ひ)

~This is \your book.	~This is \yours.
----------------------	------------------

(教師及び甲の本を指し乙, 丙に向ひ)

~These are \our books.	~These are \ours.
------------------------	-------------------

(乙及び丙に向ひ)

Are these \our books?	\Yes, they \are.
Are these \your books?	No, they're \not.
~Whose \are they, then?	They're \your books.

(甲に向ひ)

Are these \our books?	\Yes, they \are.
Are these \their books?	\No, they're \not.
Whose \are they, then?	They're \our books.

斯様にして教師は時として甲に, 時として乙, 丙に質問を發す。時として自己及甲の本に就て述べ又時として乙, 丙の本に就て

述べる。此の質問を繼續的に行ふ時は生徒に our, ours, their, theirs の用法の練習を與へる事が出来る。

本の代りに鉛筆, 燐寸の軸等を用ひてもよい。

同様にして所有を示す語の練習をなさしめる事が出来る。

教師は生徒甲の本を指して \Your book.

甲	\My book.
---	-----------

教師は自分の本を指して \My book.

生徒一同	\Your book.
------	-------------

教師は甲の本を指して \His book.

生徒一同	\His book.*
------	-------------

教師は女の子の本を指して \Her book.

生徒一同	\Her book.*
------	-------------

教師は自分及甲の本を指して \Our books.

甲を除いて一同	\Your books.
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甲	\Our books.
---	-------------

教師は二人の生徒の本を指して \Their books.

二生徒を除いて一同	\Their books.
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斯る練習は記述するよりも實行する方が遙に容易である。此の練習には十五分以上を費してはならない。

残りの時間は掛圖中に示されたる次の物體の名稱を教へる事に費すべきである。

road, bridge, motorcar, bicycle, wheel, water, field,
 tree, grass, railway, train, engine, smoke, lady.

教師は此等の物體につき其の色, 大きさ, 位置等につき話してもよい。此の際既知の語のみを用ひる事は勿論である。

* 女生徒の場合には her book を代用し his book は掛圖又は他の手段によるべきである。男生徒の場合の her book も同様な方法によるべきである。

例へば

The motorcar's larger than the bicycle.
 It has four wheels.
 The bicycle has only two wheels.
 The engine's in front of the train.
 We see the smoke coming out of the chimney.
 The man and the bicycle are near the side of the road.
 The town's a long way from the mountain.

第十六課

本課は六週間の準備課程の中間に當るのであるからこれまでの全體に亘る總復習に充てるのが適當であらう。特に生徒の不得手と思はれる點につき之を復習する必要がある。

第十七課

新教材

GIVE, LESSON, DO (助動詞), ENGLAND, COUNTRY (國), ENGLISH (英語), JAPAN, AMERICA, PEOPLE, JAPANESE (邦語), FRANCE, FRENCH (佛語), TEACH, LEARN, DOES (助動詞).

組織的發音練習

發音練習を繼續し次の二音を比較する。

æ, ʌ, æ, ʌ, æ, ʌ

[æ] bag, match, cap, hat, back, hand, have, black

[ʌ] cup, front, touch, shut, up, come, us, under

今までに助動詞 do を伴ふ普通の(進行形でない)現在形を用ひる機會が無かつたのであるが最早や此の形を與へるべき時機となつたのである。而して之を與へるに當つてはその内容適切であり、此の形が特に反覆詞 (frequentative) として用ひられる事に注意すべきである。*

本課に於て“實演”教授より“文脈”教授に移り始めるので物體及動作による教授法は極めて徐々に新教材の意味が内容によつて示される如き教授法によつて代へらるゝのである。

I'm your teacher. You're my pupils.
 I give lessons. You take lessons.
 I give English lessons. You take English lessons.
 I give English lessons to you.① You take English lessons from me.

Are you my pupils or my teacher?

Do I give lessons or take them?

Do I give English lessons or Japanese lessons?

其他

次に規則的な練習形を與へる。

Do I give lessons? Yes, I (you) do.

* I go, Do I go, I do not go と I am going, Am I going, I am not going とを如何にして最も有効に呈示し、教授し、比較し、區別するかは生徒に英語で考へることを教へ始める際に面する最も困難なる問題の一である。此の兩者を殆んど同意義のものとして呈示するべアリツクの取扱法は決して満足なるものではない。同様な(全く同じではないが)困難は外國人に日本語の二動詞形、例へば「取る」と「取つて居る」を教へる場合にも存するのである。

① I give lessons to you. I give you lessons. の中 to を伴ふものは直接目的が it 又は them である時 (I give it to you, I give them to you.) 又は間接目的の意味を強める時 (I give lessons to you, not to him). に一般に用ひられる。他の場合には to のない形の方がよい。I give you lessons.

Do I give /books? \No, I (you) \don't.
 \What do I give, then? I (you) give \lessons.
 \Who gives lessons? \I do (\You do).

Do I give /English lessons? \Yes, I (you) \do.
 Do I give Japa/nese lessons? \No, I (you) \don't.
 \What lessons do I give, then? I (you) give \English lessons.
 \Who gives English lessons? \I do (\You do.)

Do I give lessons to /you? \Yes, I (you) \do.
 Do I give lessons to /—①? \No, I (you) \don't.
 To \whom do I give lessons? I (You) give them to \me(\us).
 \Who gives lessons to you? \I (\You) do.

Do you take /English lessons? \Yes, you (I 又は we) \do.
 Do you take /French lessons? \No, you (I 又は we) \don't.
 \What lessons do you take?

You (I 又は we) take \English lessons.

\Who takes the lessons? \You (\I 又は \we) do.

~England's a \country.

~English is a \language.

Ja~pan's a \country.

Japan~ese is a \language. 其他

In England a /country or a \language? 其他

In /England and A/merica people speak \English.

In Ja/pan people speak Japa\nese.

In /France people speak \French.

① 適当な名前を補はりたい。

Do people speak English in /England and A/merica?

Yes, they \do.

Do they speak English in Ja/pan? No, they \don't.①

\Where do people speak English, then?

They speak it in \England and A\merica.

~Where do people speak \French? They speak it in \France.

~I'm your \teacher. I ~teach you \English.

~You're my \pupils. ~You \learn English.

Do I /teach English or do I \learn English?

Do you /learn English or do you \teach English?

Does a teacher /teach English or does he \learn it?

Does a pupil /learn English or does he \teach it?

Do I teach /English? \Yes, I (you) \do.

Do I teach /French? \No, I (You) \don't.

\What language do I teach, then? I (You) teach \English.

\Who teaches English? \I (\You) do.

Do I /teach English? \Yes, I (you) \do.

Do I /learn English? \No, I (you) \don't.

\What do I do, then? I (You) \teach English.

\Who teaches English? \I (\You) do.

Do you learn /English? \Yes, you (I, we) \do.

Do you learn /French? \No, you (I, we) \don't.

\What language do you learn, then? You (I, we) learn \English.

\Who learns English? \You, (\I, \we) do.

① 日本人は國民として英語を用ひず英語は日本人の國語でないといふ意味である。

次に二つの形を対照する。

I ˈgive you ˈlessons. I'm ˈgiving you a ˈlesson.
 You ˈtake ˈlessons from me. You're ˈtaking a ˈlesson from me.
 I ˈteach you ˈEnglish. I'm ˈteaching you ˈEnglish.
 You ˈlearn ˈEnglish from me. You're ˈlearning ˈEnglish
 from me.

上記のものに就き發問する。而して答に於ては下に示す如く質問と同じ形が用ひられる事に注意する。

Do I.....? \Yes, you \do.
 Am I? \Yes, you \are.
 \Who gives.....? \You do.
 \Who is giving? \You are.

第十八課

新教材

**WITH, SEE, THING, HEAR, KNIFE, CUT, TEAR,
 BREAK, LEG(S), FEET, WALK.**

組織的發音練習

曖昧音 [ə] の練習をする。此の母音は極めて弱く且つ曖昧なものであるから單獨の音として發音しない事に注意する。

語尾に於ける [ə] の例として與ふべきものは

picture, collar, finger, paper, corner, water, river,
 teacher, America, letter, figure, over, under

語頭に於ける [ə] の例として與ふべきものは

America, again, another, a book, a pen, 其他

次に複合音につき練習する。

[ɪə] ear, here, near
 [eə] chair, where, there
 [ɔə] door, floor, four, more, your
 [ʊə] moor

前課の要點を復習する。

本課に於ては身振り及手眞似其他の動作を出来るだけ多く用ひる様にした方がよい。以下に記載してある物體には(教場に存する時には)手を觸れ又は之を生徒に見せる事が肝要である。

ˈThese are my ˈeyes. With my ˈeyes I ˈsee things.
 I ˈsee things with my eyes. I ˈsee the ˈwindows, the ˈwalls,
 the ˈdesk, I ˈsee ˈyou. I ˈsee ˈpeople.
 \This is a thing, \this is a thing, a ˈbicycle's a thing. 其他
 We ˈsee things with our ˈeyes.
 We ˈhear things with our ˈears.
 With our ˈhands and ˈfingers we ˈtake things.
 With a ˈknife (之を取出して) we ˈcut things. (紙, 燐寸の棒等を切る)
 With our ˈfingers we ˈtear things (紙を裂きながら) and ˈbreak
 things (燐寸の棒, 白墨等を折りながら). 其他
 With our legs and ˈfeet we ˈwalk. (歩きながら)
 With a ˈpen or a ˈpencil we write on ˈpaper.
 With a piece of ˈchalk we write on the ˈblackboard.

以上は一般的陳述(進行形にあらざる普通の形を用ひる)であるが之を問答の形にして與へてもよい。

Do we see with our ˈeyes or with our ˈears? 其他
 Do we break things with our ˈhands or with a ˈknife? 其他
 Do we walk with our legs and ˈfeet or with our arms and
 ˈhands?

Do we /see with our eyes?① Yes, we \do.
 Do we /hear with our eyes? \No, we \don't.
 \What do we do with our eyes, then? We \see with them.
 With /what do we see? We see with our \eyes.

以上の順序を變へて與へるのも有効である。

Do we see with our /eyes?② \Yes, we \do.
 Do we see with our /ears? \No, we \don't.
 \With \what do we see, then? We see with our \eyes.
 /What do we do with our eyes? We \see with them.

以下も同様に取扱ふ。

We \hear with our \ears.
 We \take things with our \hands and \fingers.
 We \cut things with a \knife.
 We \tear things with our \fingers.
 We \break things with our \fingers.
 We \walk with our legs and \feet.
 We \write on \paper with a \pen or a \pencil.
 We \write on the /blackboard with a piece of \chalk.

又斯く多數の連鎖的質問 (sequential groups) の代りに更に六かしい (併しもつと時間の經濟な) 同種質問 (homogeneous groups) を用ひてもよい。

\What do we do with our \eyes? We \see with them.
 \What do we do with our \ears? We \hear with them.

① ② 此の場合には教師はよく觀察して正確な強勢及び抑揚を得る様に注意する事が大切である。例へば ① に於ては
 Do we see with our /EYES?
 であるが ② に於ては
 Do we /SEE with our eyes?
 でなくてはならない。

\What do we do with our \hand and \fingers?
 We \take things, \tear things and \break things with them.

\What do we do with our legs and \feet?
 We \walk with them.

\What do we do with a \knife? We \cut with it.

\What do we do with a \pen or a \pencil?
 We write on \paper with it.

\What do we do with a piece of \chalk?
 We write on the \blackboard with it.

With \what do we \see?① We see with our \eyes.

With \what do we \hear? We hear with our \ears.

With \what do we \take things?
 We take things with our \hands and \fingers.

With \what do we \cut things? We cut things with a \knife.

With \what do we \tear things?
 We tear things with our \hands and \fingers.

With \what do we \break things?
 We break things with our \hands and \fingers.

With \what do we walk? We walk with our \legs and \feet.

With \what do we write on \paper?
 We write on paper with a \pen or a \pencil.

With \what do we write on the \blackboard?
 We write on the blackboard with a piece of \chalk.

又は選擇式 (alternative) 質問を用ひてもよい。

Do we see with our /eyes or with our \ears?
 We see with our \eyes.

Do we hear with our /eyes or with our \ears?
 We hear with our \ears.

① 又は \What do we \see with? の構文を用ひてもよい。

Do we cut things with a \knife or with our \hands and \fingers?

We cut things with a \knife.

其他

若し時間があれば以上の中の或るものは特別の動作と進行形を用ひて實演教授してもよい。

I am \cutting this piece of paper with a \knife.

\What am I \cutting?

With \what am I cutting it?

\Who's cutting it?

\What am I \doing?

I am \breaking this match with my \fingers.

I am \writing my name on the blackboard with a piece of \chalk. 其他

第十九課

新教材

CAN'T, CAN, LIFT, DICTIONARY, POCKET, BIG, TOO (餘り), BECAUSE, IF, HEAVY, ENOUGH, TO (不定詞の), LIGHT (軽い), OPEN (形容詞), SHUT, EVERYTHING, WHY.

組織的發音練習

[p] [b] [t] [d] [k] [g] 等の諸音の練習。

[p] pen, piece, put, pocket, top, cap, cup, up

[b] bed, bag, box, book, rub

[t] top, town, tree, table, front, left, right, rat

[d] don't, desk, down, do, bed, head, hand, cloud

[k] cup, clock, come, count, chalk, back, desk, black.

[g] girl, give, go, garage, leg, bag, big

前課の要點の復習。

本課は can, can't, why, because, two, enough 等の連続で本書全課を通じて最も面白いものであらう。而して教師諸氏は教材の自然なる發展並にその論理的の連絡に特に注意せられたい。

I am \touching the \desk (\chair, \floor, \blackboard).

\Touch the \desk (your \head, the \floor), 其他

\Touch the \ceiling!

茲に於て言語教授の立場より最も興味ある場面が生ずるのである。生徒は命令を了解して居るがそれを行ふ事が出来ない。彼等は命令に従はんとするけれども適當の言葉を知らないのである。生徒の心は最も受働的な状態になつて居るのでその語を聞く否や語と意義とを結合させて仕舞ふのである。之は小兒がその母國語を習ふ方法と全く同一である。

\Touch the \ceiling! \Touch it!

You \can't!

You \can't touch the ceiling!

(We \can't! We \can't touch the ceiling!)

此を種々の場合に反覆する。

I am \lifting the \chair (the \desk), 其他

(一人の生徒に向ひ) \Lift your \desk. (生徒は少し持上げる)

\Lift the \platform!

You \can't! You \can't lift the platform.

\Read this word (帝國) on the \blackboard.

(教師は遠方から讀めぬ位小さく一語を書く)

\Read this \word! You \can't. You \can't read this word.

I am putting this box in^① my pocket, 其他

(大きな辞書を持って) Put this dictionary in your pocket.

之は教師が言語心理學の立場から見て最も興味ある點を觀察するに絶好の機會である。dictionary なる語は新出であつてその意味は“實演的”(This is a dictionary)にも“文脈的”(If we want to know the meaning of a word we look in the dictionary)にも教へられて居ないので偶然出て來るのである。併し正しい言語習得習性を形成した生徒即ち日本語を習得したのと同じ心理過程を以て英語を習つて居る生徒は此の dictionary なる新語を何等の疑惑躊躇又は心中翻譯或は特に意識する事なく習得し去るのである。之により此の新教授法が豫期の如き結果を得つゝある事を知る事が出来るのである。

You (I) can't put this dictionary in your (my) pocket.

以上の如き場合は次の如き材料により更に造り出す事を得るのである。即ち

You have no pencil. Write your name on this paper.

You have no knife. Cut this piece of paper.

其他

其他

次に

I can't touch the ceiling, but I can [kæn] touch the top of the blackboard.

I can't lift the platform, but I can lift this chair.

I can't put this big (large) dictionary in my pocket, but I can put this small book in my pocket.

Can I.....? Yes, I can.

Can I.....? No, I can't.

Can you? Yes, you can.

Can you? No, you can't.

Can you or can't you.....? { I can.....

{ I can't.

① in でも into 何れでもよい。

次に最初の場合に戻り

Touch the ceiling!

You can't (touch the ceiling).

Why not? Because it's too high.

Lift the platform!

You can't (lift the platform).

Why not? Because it's too heavy.

Read this word!

You can't (read this word).

Why not? Because it's too small.

Put this dictionary in your pocket.

You can't (put this dictionary in your pocket).

Why not? Because it's too big (large).

Cut this paper.

You can't (cut this paper).

Why not? Because you { haven't a knife.
{ have no knife.

Write your name on the blackboard.

You can't (write your name on the blackboard).

Why not? Because you { haven't a piece of chalk.
{ have no chalk.

次に以下の如く變へる。

I have a pencil. I can [kæn] write.

I have a knife. I can cut.

I have a piece of chalk. I can write on the blackboard.

The top of the blackboard isn't too high. I can touch it.

This word isn't too small. I can read it.

This book isn't too big. I can put it in my pocket.

This chair isn't too heavy. I can lift it.

對照によつて enough を呈示する。

Is the /top of the blackboard too high for me to touch?
\No, it \isn't too high. It's \low enough (for me to touch).
I \can [kæn] touch it.

Is the /book too big for me to put in my pocket?
\No, it \isn't too big. It's \small enough for me to put
in my pocket.
I \can put it in my pocket.

Is this word too small for me to read?
\No, it \isn't too small. It's \large enough for me to read.
I \can read it.

Is this /chair too heavy for me to lift?
\No, it \isn't too heavy. It's \light enough for me to lift.
I \can lift it.

若し時間の餘裕あらば更に擴大して

Is the door (book, box, window) /open or \shut?
The \door's \shut. I \can't go \out.
I \open the door. \Now I \can go out.
The \book's \shut. I \can't \read.
I \open the book. Now I \can read.
The \box is shut. I \can't take a \match out of it.
I \open the box. /Now, I \can take a match out of it.
I \shut my \eyes. I \can't \see. { I \can't see \anything.
I \can \see \nothing.
I \open my eyes. /Now I \can see. I can see \everything.
I \shut my \ears. I \can't \hear. { I \can't hear \anything.
I \can \hear \nothing.

why を以て復習する。

\Why can I touch the top of the blackboard?

Because it's \low enough.

Because it isn't too \high.

\Why can I put this book in my pocket?

Because it's \small enough.

Because it isn't too \big.

\Why can I read this word? Because it's \large (\big) enough.

Because it isn't too \small.

\Why can I lift this chair? Because it's \light enough.

Because it isn't too \heavy.

\Why can I go out of the room? Because the \door's open.

\Why can I see? Because my \eyes are open.

\Why can I read this book? Because it's \open.

其他

其他

第二十課

新教材

WITHOUT, WANT, MUST, LETTER, STAMP, LEND,

(前置詞の次に來る Gerund).

組織的發音練習

鼻音の練習。

[m] match, mine, middle, mouth, same, come, him, name

[n] nose, no, not, name, pen, ① one, ten, down

[ŋ] ring, long, wrong, English.

前課の要點を復習する。

① 語尾の [n] に特に注意すること。

I haven't a pencil. I have no pencil.
I'm without a pencil.
With a pencil we can write. Without a pencil we can't write.
With a knife we can cut. Without a knife we can't cut.
What can we do with a pen (knife)?
What can't we do without a pen (knife)?
What can't we do without a piece of chalk?
If I have a knife, I can cut.
If I haven't a knife, I can't cut.
If I have a pen, I can write.
If I haven't a pen or a pencil, I can't write.
If I shut my eyes, I can't see.
If my eyes are shut, I can't see.
If I open my eyes, I can see.
If my eyes are open, I can see.
What can I do if I have a knife? (pen? piece of chalk?)
What can't I do if I haven't a knife? (pen? piece of chalk?)
What can't I do if my eyes are shut?
What can't I do if I shut my eyes?
The door's shut. I can't go out.
If I open the door, I can go out.
This book's shut. I can't read it.
If I open the book, I can read it.
I can't touch the top of the blackboard. It's too high.
If I stand on this chair, I can touch the top of the blackboard.
Can I go out if the door's shut?
Can I go out if I open the door?

其他

What can I do if I open the door?
What can I do if I open my book?

其他

I want to write, but I can't write. I have no pencil.
Give me your pencil, please. Thank you.
Now I can write.
I want to read, but I can't read. I have no book.
Give me your book, please. Thank you.
Now I can read.
I want to go out of the room, but I can't. The door's shut.
Open the door, please. Thank you.
Now I can go out.

If I want to cut, I must have a knife.
If I want to write, I must have a pen or a pencil.
If I want to write on the blackboard, I must have a piece of chalk.

This is a letter. This is a stamp.
Is this a letter or a stamp? 其他
If I want to send a letter, I must have a stamp.
Can I send this letter without a stamp?
Can I go out without opening the door?
Can I stand up without opening the door? (Yes, you can.)
Can I touch the top of the blackboard without standing on this chair?
Can you read without opening your book?

其他

What can't you do without having a stamp?

I want to write a letter, but I can't.
I have no pen. I want a pen.

Do I want to write? Yes, you do.
Do I want to cut? No, you don't.
What do I want to do? You want to write.
Who wants to write? You do.
Do I want a pen? Yes, you do.
Do I want a knife? No, you don't.
What do I want? You want a pen.
Who wants a pen? You do.

give と lend の相違を例示するには隣寸其他を與へ又他の品物を貸して行ふ。生徒は與へられたる物體は返さないが貸した品物は返す事を主眼として教授する。

Am I giving you a match? Yes, you are.
Am I giving you a book? No, you're not.
What am I giving you? You're giving me a match.
Who is giving you a match? You are.

其他 其他

If you lend me your pen, I can write.
Lend me your pen, please. Thank you.
Now I can write.

第二十一課

新教材

KNOW, NOBODY, MANY, EVERYBODY, BLIND, DEAF, SOMEBODY, ANYBODY, TELL, WHERE
(疑問詞の接續詞的用法), **ALONE, TOGETHER.**

組織的發音練習

“乾” 摩擦音の練習。

[f] face, field, five, foot, four, knife, half, deaf, if, enough
[v] violin, heavy, over, have, five, twelve, give
[θ] thumb, three, thing, thick, third, mouth, north, south, month
[ð] they, them, then, that, this, scythe, with

前課の要點を復習する。

Your name's [Tom Brown].
I know your name. I know you.
Do I know your name? Yes, I do.
Do you know my name? Yes, you do.
Do you know me? Yes, you do.
Do you know [Tom Brown]? Yes, you do.
Do you know Mr. Harrison? No, you don't.
You don't know Mr. Harrison.

其他

Do you know the Ginza in Tokyo?
Do you know Ha/yamacho in Tokyo?
Do you know Ue/hommachi in Osaka?
Do you know Kin/kakuji in Kyoto?

其他

What is there on the desk?

You know what there is on the desk, because you can see what there is on the desk.

How many matches are there on the desk?

You know how many matches there are, because you can see them and count them.

How many stars are there in the sky?

I don't know.

What have you in your pocket?

I don't know. You know, but I don't know.

What have I in my hand? Do you know what I have in my hand?

You don't know. You can't see.

其他

Do you know what I have in my hand? (I don't know.)

You don't know? Then look! There's nothing in it.

How many stars are there in the sky?

(多くの生徒は I don't know. と言ふ)

Who knows how many stars there are in the sky?

Nobody knows.

Why not? Because there are too many.

Who knows how many trees there are in Japan?

Who knows everything?

Nobody knows everything.

其他

(ナイフを高く持上げて)

What's this? Who knows what this is?

Everybody knows what this is. It's a knife.

其他

Who knows what my name is?

You all know what my name is.

其他

Can you see? Yes, I can.

Can I see? Yes, you can.

Can you see? Yes, I can.

Can everybody see?

No, everybody can't see.

Some people can't see.

Some people are blind. They can't see.

Blind people can't see.

Am I blind? Are you blind?

Can blind people see?

Is everybody blind? No, everybody isn't blind.

Blind people can't see anything.

Blind people can see nothing.

What can blind people see? They can see nothing.

What can't blind people see? They can't see anything.

其他

其他

以上の blind の代りに deaf を用ひ see の代りに hear を用ひて反覆する。

[Tom Brown], go and stand in that corner.

[John White], go and stand in front of the door. 其他

There's somebody in that corner. Who is it?

It's [Tom Brown].

There's somebody in front of the door. Who is it?

It's [John White].

There's somebody on the platform. Who is it?

It's the teacher.

Is there anybody in that corner (指しながら)?

Yes, there is.

Is there anybody in that corner (指しながら)?

No, there isn't.

Who is there in that corner?

{ There's nobody.

{ There isn't anybody.

其他

"This is my watch. I look at my watch and see the time.
It's ten o'clock.

其の時の時間を與へる。併し乍ら出來得るならば十一時二十五分 (five-and-twenty minutes past eleven) の如き複雑なものは避け唯時間と半時間とを示す。勿論假定の時間をあたへてもよいが教師が大きな時計の面を用ひるならば最も便利である。又時計の面を黑板に書いて示してもよい。

"Look at my watch. (又は "Look at this clock).

Can you see the time?

Do you know the time?

"What's the time? "Tell me the time. It's ten o'clock.

教師は時計の針を適當の時間に廻し又は黑板に書いた針の位置を變へる。

"What's the time now (by this clock)?

It's eleven o'clock. It's twelve o'clock. 其他

Is it ten o'clock or eleven o'clock?

Is it ten o'clock (by this clock)? \Yes, it is.

Is it nine o'clock (by this clock)? \No, it isn't.

"What time is it, then (by this clock)? It's ten o'clock.

Can you tell me the time now?

Can you tell me what the time is now?

"What's the time now. "Please tell me the time.

其他

Is it ten o'clock or half past ten by this clock?

其他

"Which is larger: a clock or a watch?

"Which is smaller?

"This is the face of the clock (watch).

Is the face of a watch round or square?

On this watch (clock) you can see two hands.

One hand's short; it points to the hours.

The other hand's long; it points to the minutes.

"Does the short hand point to the hours or to the minutes?

"Does the long hand point to the hours or to the minutes?

There are sixty minutes in an hour.

The half of sixty is thirty.

There are thirty minutes in half an hour.

"How many minutes are there in an hour? (\half an hour?)

"What's the half of sixty? (\ten? a hundred?) 其他

The quarter of twelve's three.

The quarter of sixty's fifteen. 其他

"What's the quarter of 12? (\60?) 其他

From one o'clock to two o'clock's one hour.

From one o'clock to three o'clock's two hours. 其他

"How long is it from one o'clock to two o'clock? 其他

From one o'clock to half past one's half an hour. 其他

From one o'clock to a quarter past one's a quarter of an hour. 其他

"How long is it from one o'clock to half past one? 其他

There are sixty minutes in an hour. 其他

There are twenty-four hours in a day.

Are there twenty-four hours in a day? \Yes, there are.

Are there twenty-five hours in a day? \No, there are not.

"How many hours are there in a day? There are twenty-four.

If we want to know the time, we must look at a watch or a clock.

"What time is it now? (又は "What's the time now?)

You don't /know?
 Then /look at this \watch. /Now you \know what the time is.
 /What \time is it? (又は /What's the \time?)
 There are /sixty seconds in a \minute.
 /How many seconds are there in a \minute?
 /How many minutes are there in an \hour?
 /How many minutes are there in a \day?
 /How many books are there on this \desk?
 /How many pupils are there in this \room?
 /How many \teachers are there in this room?

Your /lesson starts at [ten o'clock].
 It /finishes at [ten minutes to e\leven].
 Does your lesson start at [/ten o'clock] or [e\leven o'clock]?
 Does it finish at [ten minutes to e\leven] or at [ten minutes to \twelve]?
 At /what time does your lesson \start?
 At /what time does it \finish?

其他

第二十三課

新教材

MAKE, CALENDAR, SUNDAY, MONDAY, TUESDAY,
 WEDNESDAY, THURSDAY, FRIDAY, SATURDAY,
 WEEK, MONTH, JANUARY, FEBRUARY, MARCH,
 APRIL, MAY, JUNE, JULY, AUGUST, SEPTEMBER,
 OCTOBER, NOVEMBER, DECEMBER, ELEVENTH,
 TWELFTH, YEAR, TO-DAY, EXACTLY, ABOUT (副詞).

組織的發音練習

[r] 及 [l] の比較練習。

[r] rat, red, right, ring, read, train, green, three, brown,
 draw

[l] line, large, look, leg, left, flag, play, blue, cloud,
 glass, hill, ball, wall, field, cold

前課の要點を復習する。

In a /minute there are /60 \seconds.

In an /hour there are /60 \minutes.

In a /day there are /24 \hours.

/Sixty seconds make a \minute.

/Sixty minutes make an \hour.

/Thirty minutes make \half an hour.

/Fifteen minutes make a \quarter of an hour.

/Twenty-four hours make a \day.

/How many seconds make a \minute? /Sixty seconds make a minute.①

其他

If we want to know what the /time is, we /look at a \watch or a \clock.

If we want to know what the /day is, we /look at a \calendar.

/Here's a \calendar.

On this /calendar we see the /names of the \days.

The names of the seven /days are /Sunday, /Monday, /Tuesday, /Wednesday, /Thursday, /Friday and \Saturday.

① 此の長い答の方がこれまでの答中に常に用ひた短い形 Sixty do. よりも英語の會話用法に合致して居る。

⁄Sunday's the \first day.

⁄Monday's the \second day. 其他

If we want to know what the ⁄time is, do we look at a ⁄clock or at a \calendar?

If we want to know what the ⁄day is, do we look at a ⁄clock or at a \calendar?

Is Sunday the ⁄first day or the \last day?

Is Monday the ⁄first day or the \second day?

其他

⁄Which is the \first day: ⁄Sunday or \Monday?

其他

⁄Seven days make a \week.

In a ⁄week there are \seven \days.

⁄How many days make (are there in) a \week?

On a ⁄calendar we see the \names of the seven \days.

On a ⁄calendar we see the names of the \twelve \months, \too.

The names of the ⁄months are: ⁄January, ⁄February, ⁄March,

⁄April, ⁄May, ⁄June, Ju⁄ly, ⁄August, Sep⁄tember, Oc⁄tober,

No⁄vember, De⁄cember.

⁄January's the \first month.

De⁄cember's the \last month.

⁄February's the \second month. 其他

Is January the ⁄first month or the \last month? 其他

⁄Which is the \first month? 其他

⁄Twelve months make a \year.

There are \twelve months in a \year.

There are \52 weeks in a \year.

There are \365 days in a \year.

⁄How many months (weeks, days) are there in a \year?

This (year) is the year [192\9].

⁄This (year) is the [fourth] year of \Shōwa.

⁄What \year's this? ⁄This (year) is the year [192\9].

⁄What month is this?

⁄This (month) is the month of [\May].

⁄What \day's this? ⁄What day is it to-\day?

It's [\Wednesday]. To-day's [\Wednesday].

There are \exactly \twelve months in a year.

There are \exactly 365 \days in a year.

There are \not ex⁄actly four weeks in a month.

There are a\bout four weeks in a month.

There are \not ex⁄actly 52 weeks in a year.

There are a\bout 52 weeks in a year.

Is it now ex⁄actly [ten o'clock] or a\bout [ten o'clock]?

Is the quarter of 17 ex⁄actly 4 or a\bout 4?

⁄How many days are there in a \week?

⁄How many weeks are there in a \month? There are about \4.

第二十四課

新教材

YESTERDAY, WAS, WILL, BE, WON'T, NEXT,
A FEW MOMENTS AGO, WERE, WHEN (接續詞),
SEASON, SPRING, SUMMER, AUTUMN, WINTER,
WARM, COLD.

組織的發音練習

[z] 及び [ʒ] の比較練習。

[z] zero, nose, comes, boxes, chairs, buttons, hers

[ʒ] jar, bridge, large

前課の要點を復習する。

To-day is \Thursday.

Yesterday was \Wednesday.

To-morrow will be \Friday.

Is to-day /Thursday? \Yes, it \is.

Was yesterday /Wednesday? \Yes, it \was.

Will to-morrow be /Friday? \Yes, it \will.

Is to-day /Sunday? \No, it \isn't.

Was yesterday /Saturday? \No, it \wasn't.

Will to-morrow be /Monday? \No, it \won't.

What day is it to-day? To-/day (it)'s \Thursday.

What day was it yesterday?

/Yesterday (It) was \Wednesday.

What day will it be to-morrow?

To-/morrow (It) will be \Friday.

This is the month of \May.

Last month was the month of \April.

Next month will be the month of \June.

Is this (the month of) /May? \Yes, it \is.

Was last month (the month of) /April? \Yes, it \was.

Will next month be (the month of) /June? \Yes, it \will.

Is this (the month of) De/cember? \No, it \isn't.

Was last month (the month of) /January? \No, it \wasn't.

Will next month be (the month of) /August? \No, it \won't.

This is the year 192\9.

Last year was 192\8.

Next year will be 19\30.

(前)の如く取扱ふ。

教師は本を一冊卓子の上に置く。①

Is the book on the /desk? \Yes, it \is.

教師は本の位置をかへる。

/Is the book on the desk? \No, it \isn't.

/Was it on the desk? \Yes, it \was.

Is it on the desk /now? \No, it \isn't.

Was it on the desk a few moments a/go? Yes, it \was.

Was it on the /floor a few moments ago? \No, it \wasn't.

Where \was it, then, a few moments ago? It was on the \desk.

\What was on the desk a few moments ago? The \book was.

\When was it on the desk? It was there a few moments a\go.

茲に於て生徒を最初より此の順序で又練習的の形で、與へられた質問に答へる様に生徒を訓練した事の利益を知るを得るのである。所謂“連鎖的質問”により他の方法を用ひては多くの時を要する如き新教材を極めて容易に呈示し又練習する事を得るのである。

同様の質問を以下のものより作り得る。

[Tom Brown] \isn't on the platform /now. He \was on the platform a few moments a/go.

The door \isn't open /now. It \was open a few moments a/go.

其他

次に were を與へてもよいが共に第二人称、第三人稱複數として與へる。

I'm } \not on the platform /now. I \was } on the plat-
You're } } You \were }
form a few moments a/go.

① 若し教師が之を以て was と will be とを呈示するに最良の方法であると思ふならば此練習を本課の最初に與へてもよい。

Am I } on the platform /now? * \No, {You're} \not.
Are you } {I'm }

Was I } on the platform a few moments a/go?
Were you }

\Yes, {you \were.
 {I \was.

Was /I } in the corner a few moments a/go?
Were /you }

\No, {you \weren't.
 {I \wasn't.

~Where { \was I } a few moments ago? You were } on the
 { \were you } I was } platform.

\Who was on the platform a few moments ago? { \You were.
 { \I was.

\Where was I } on the platform? { I was } there a few
 were you } { You were } moments a/go.

~Where was I a few moments a/go?

~Where am I \now?

~Where was the \book a few moments ago?

~Where is it \now?

~Where were \you a few moments ago?

~Where are you \now?

其他

When I put this book on the /desk, it will be ~on the \desk.

~Put the book on the \desk.

~Now it's on the \desk,

(質問を發して反覆する)

When I put this box in my /pocket, it will be ~in my \pocket.

~Where will it \be?

~Where is it \now?

~Where ~was it?

其他

There are ~four seasons in a \year.

The ~first season's \Spring.

The ~second season's \Summer.

~The third season's \Autumn.

~The fourth season's \Winter.

~How many seasons are there in a \year?

~Which is the \first season?

~Which season's \Spring? 其他

March, April and /May are the \Spring months.

June, July, and /August are the \Summer months.

Sep~tember, October, and No~vember are the \Autumn months.

De~cember, January, and /February are the \Winter months.

~Which are the \Spring months? 其他

~Which months are March, April and \May? 其他

Is this season /Spring or \Summer?

Was the last season /Spring or \Winter?

Will the next season be /Summer or \Winter?

~What's the name of \this season? 其他

~Summer's a \warm season. It's \warm in /Summer.

~Winter's a \cold seasen. It's \cold in /Winter.

Is Summer a /warm or a \cold season?

Is Winter a /warm or a \cold season?

Is it /warm or \cold in Summer?

Is it /warm or \cold in Winter?

When is it \warm?

When is it \cold?

\Which season's warm?

\Which season's cold?

其他

第二十五課

新 教 材

(TO) BEGIN, (TO) END, (TO) LAST, BEGINNING, END, MORNING, EVENING, DURING, LIGHT, DARK, (TO) RISE, (TO) SET, EAST, WEST, NORTH, SOUTH, (TO) GET UP, HOME, (TO) WORK, (TO) PLAY, (TO) REST.

組織的發音練習

[l] [r] [s] [z] [ʒ] 等の復習。

前課の要點を復習する。

Your lesson { starts } at [ten o'clock]; it { finishes } at [ten minutes to eleven].
 { begins }

When does your lesson { start? } { finish? }
At what time { begin? } { end? }

Does your lesson begin at [/ten o'clock] or at [e\leven o'clock]?

The lesson lasts \fifty minutes.

Does it last /fifty minutes or \sixty minutes?

Does a season last /three months or \six months?

Does a week last /seven days or \ten days?

There are \twenty-four hours in a \day.

The \beginning of the day is the \morning.

The \end of the day is the \evening.

\This is the \morning.

Is this the /morning or the \evening?

\What part of the day's \this?

During the /day it's \light; we can \see.

During the /day we can see the \sun in the sky.

The \sun gives us \light during the \day.

Can we see the sun during the /day?

Is the sun in the /sky during the day?

During the /night it's \dark; we \can't \see.

The sun \doesn't give us light during the /night.

Can we see the sun during the /night?

Is the sun in the /sky during the night?

\During the \day is it /light or \dark?

\During the \night is it /light or \dark?

Can you /see now?

Can you see the /sky?

Is the sky /blue or \black?

During the /day the \sky's \blue.

During the /night it's \black.

其他

In the morning the sun rises.
 In the evening it sets.
 Does the sun rise in the morning?
 Does the sun rise in the evening?
 Does the sun set in the morning or in the evening?
 When is it light? When is it dark?
 When is the sky blue? When is it black?
 The sun rises in the East; it sets in the West.
 Does the sun rise in the East or in the West?
 Does the sun set in the East or in the West?
 Is Japan in the East or in the West?
 (指しながら)
 The East's there. The West's there.
 The North's there. The South's there.
 Is the North there (指しながら) or there? (指しながら)
 Where does the sun rise? Where does it set?
 When does the sun rise? When does it set?
 In the morning we get up.
 In the evening we go to bed.
 What do we do in the morning? (evening?)
 What does the sun do in the morning? (evening?)
 In the morning we say "good morning."
 In the evening we say "good evening."
 When we go to bed we say "good night."
 In the morning do we say "good morning" or "good evening."
 What do we say in the morning? (evening?)
 What do we say when we go to bed?
 When do we say "good morning"? ("good evening"?
 "good night"?)

During the night we cannot see the sun, but we can
 see the moon and the stars.
 Is the moon in the sky? Are the stars in the sky?
 Where's the moon? Where are the stars?

其他

Between the morning and the evening's the afternoon.
 In the afternoon we say "good afternoon."
 When do we say "good afternoon"?
 When's the afternoon?
 Is it now the morning or the afternoon?
 The afternoon begins at twelve o'clock.
 The afternoon ends when it's dark.
 When does the afternoon begin (start)?
 When does it end (finish)?
 Do we go to bed during the day or during the night?
 In the morning we come to school.
 In the afternoon we go home.
 During the day we work.①
 During the day we play.①
 During the day we go to school.
 During the night we rest.①
 Do we work during the day or during the night?
 Do we play during the day or during the night?
 Do we go to school during the day or during the night?
 When do we work?
 When do we play?
 When do we go to school?

① 此等の語は偶然的のものであり又重要なものではないから日本語で意味を與へてもよい。

When do we go home?
Is the afternoon before the morning or between the morning
and the evening?

其他

以上を種々の順序に變へて反覆する。

注意すべきは新教材を呈示するに當つてはその順序は必ずしも重要なものではないといふ事で本課の如き場合に於ては新教材を含むものを第一に呈示し、次に要所要所をその性質及び順序に於て適當と見える如き陳述又は質問として發展せしめるのである。併し乍ら教師は全く此の順序によらねばならぬといふ譯ではないので自己の経験に徴し最も抵抗の少いと感ずる所を行へばよい。若し生徒が新教材及び偶然に挿入された語(例へばwork, play)を難なく理解するならばそれを與へるがよい。反對に生徒の新教材の消化力が飽和状態に達したと見える時には新教材(殊に單に偶然挿入されるもの)を暫く差控えるがよい。併し乍ら教師は本書中に指示してある事より餘りに離れ過ぎない様に、又餘りに餘分の材料を加へない様にする方がよいであらう。

第二十六課

新教材

EVERY, INTO, PLACE, GAVE, TOOK, DID, STOOD,
WENT, OPENED, CAME, SHUT, SAT, TORE, CUT,
BROKE.

組織的發音練習

音節的子音 [l] 及び [p] の練習。

[l] pencil, middle, capital, bicycle, April, table, people
[p] station, seven, eleven, lesson

前課の要點を復習する。

本課に於ては過去時を示す過去形を次の方法により呈示する。

I give you English lessons.

Every day I give you an English lesson.①

I'm giving you an English lesson now.

Yesterday I gave you an English lesson.

You take English lessons.

Every day you take an English lesson.

You're taking an English lesson now.

Yesterday you took an English lesson.

此場合に次の如き練習をするのが適切である。

Do I give you English lessons every day? Yes, you do.

Do I give you French lessons every day? No, you don't.

What lessons do I give you every day?

You give us English lessons.

Who gives you English lessons every day? You do.

Am I giving you an English lesson now? Yes, you are.

Am I giving you a French lesson now? No, you're not.

What lesson am I giving you now? You're giving us
an English lesson.

Who's giving you an English lesson? You are.

Did I give you an English lesson yesterday? Yes, you did.

Did I give you a French lesson yesterday? No, you didn't.

① 極端なる直接教授法の信奉者は every day なる語は every なる新語を特に實演教授するまで延すべきであるといふかも知れないが時間及び労力の合理的經濟より考へ實際上 every day の意味は日本語で「まいにち」又は漢字で「毎日」を與へて知らしめる方がよい。

What lesson did I give you yesterday?
 You gave us an English lesson.
 Who gave you an English lesson yesterday? You did.
 When did I give you an English lesson?
 You gave it to us yesterday.

其他

過去時に用ひられた過去形の教授は次の如くして繼續する。
 教師は動作を連續的に行ひ又は一生徒に之を行はせる。

I am (You are, He is) standing up, going to the door,
 opening the door, going out of the room, coming into
 the room, shutting the door, going back to my (your,
 his) place, sitting down.

What am I (are you, is he) doing?
 What did I (you, he) do a few moments ago?

I (you, He) stood up, went to the door, opened the door,
 went out of the room, came into the room, shut the
 door, went back to my (your, his) place, sat down.

Did I go to the door a few moments ago? Yes, you did.
 Did I go to the window a few moments ago? No, you didn't.
 Where did I go a few moments ago? You went to the door.
 Who went to the door a few moments ago? You did.
 When did I go to the door? You went there a few moments
 ago.

其他

I'm tearing a piece of paper.
 I'm cutting a match.
 I'm breaking a piece of chalk.
 What am I tearing (cutting, breaking)? 其他

A few moments ago I tore a piece of paper.
 A few moments ago I cut a match.
 A few moments ago I broke a piece of chalk.
 What did I tear a few moments ago?
 What did I cut a few moments ago?
 What did I break a few moments ago?

其他

第二十七課

新教材

ALWAYS, NEVER, SOMETIMES, LIKE, VERY,
 RATHER, GENERALLY.

組織的發音練習

曖昧音 [ɪ] の練習。

語尾に於ける [ɪ] chimney, dictionary, country, many,
 minute, coming

語頭に於ける [ɪ] eleven, behind, before, between, begin

前課の要點を復習する。

次に第二十五課の教材を復習して次の如く續ける。

The sun always rises in the East and it always sets in the
 West.

During the day it's always light.

The sun always gives us light during the day.

When we write /English, the words and sentences always go from the left to the right. (動作をしながら)

Does the sun always rise in the /East or in the right West?

其他

The sun never rises in the /West, and it never sets in the right East.

During the /day it's never dark.

The sun never gives us light during the /night.

When we write /English, the words and sentences never go from the top to the /bottom.

Does the sun always rise in the West or does it never rise in the West?

其他

Snow's always right white; it's never right black.

We always write on the blackboard with right chalk; we never write on the blackboard with a right pencil.

We always put our shoes on our right feet; we never put them on our right head.

We always put our hat on our right head; we never put it on our right feet.

We always see with our right eyes; we never see with our right ears.

We always hear with our right ears; we never hear with our right eyes.

/Monday always comes before right Tuesday; Tuesday never comes before right Monday.

Do we always write on paper with a pencil? No, not always.

Sometimes we write with a /pencil, and sometimes with a left pen.

Do we always take things with our right hand, like /this (動作をしながら), or do we sometimes take things with our left hand, like right this (動作をしながら)?

Sometimes we take things with our /right hand, and sometimes with our left hand.

Do Japanese words and sentences always go from the top to the bottom, like /this (動作をしながら), or do they sometimes go from the left to the right, like right this (動作をしながら), or from the right to the left, like right this?

Sometimes they go from the top to the /bottom, like /this, sometimes they go from the left to the /right, like /this, and sometimes they go from the right to the left, like right this.

Are there always thirty days in a month, or are there sometimes thirty-one days in a month?

其他

What season is it right now?

Which is the right first season? 其他

Is May a /Spring month or a right Winter month? 其他

In Winter it's cold. In Summer it's right warm.

Winter's a right cold season. Summer's a right warm season.

Is snow /cold or right warm? It's right cold.

(教師は更に他の例を用ひて寒暑を示してもよい)

The Hokkaido is a part of right Japan; The right Tohoku is another part of Japan; right Satsuma is another part of Japan; the right Kwansai is another part of Japan.

Is the Hokkaido a part of Ja/pan or a part of right England?

Is the Hokkaido in the /North of Japan or in the right South?

其他

Are we in the Hok/kaido or in [the \Kwanto]? 其他
 In /som: parts of Japan it's \always cold in winter.
 In the Hok/kaido it's \always cold in Winter.
 In the Hokkaido it's always \very cold in Winter
 In /Satsuma it \isn't very cold. It's rather \warm in /Satsuma.
 very 及び rather の他の例を示す, 例へば

This line's \long; its \very long.
 This other line \isn't very long; it's rather \short.
 This book's \thick; it's \very thick.
 This other book \isn't very thick, it's rather \thin.
 Is this book /very thick, /rather thick, or rather \thin?

其他

It \isn't /always warm in Satsuma, but it's \generally warm there.
 It \isn't /always warm in May, but it's \generally warm, then.
 This door \isn't /always shut, but it's \generally shut.
 Is snow /always white or is it \generally white?
 Is snow /always cold or is it \generally cold?
 Is it /generally cold in March or is it \always cold?
 Do you generally write with a /pen or with a \pencil?
 Do we /generally write on the blackboard with chalk or do we \always write on the blackboard with chalk?
 Has a bicycle /generally two wheels or has it \always two wheels?
 Do you generally speak Japa/nese or \English?
 Do we generally see the moon during the /day or during the \night?

其他

第二十八課

新教材

MADE, WOOD, GLASS, LEATHER, HARD, SOFT,
 WRITTEN, TAKEN, SPOKEN, GIVEN, TORN, CUT,
 BROKEN.

組織的發音練習

前課までの諸練習の復習。

前課の要點を復習する。

I am \making a \boat with \this piece of \paper.
 I am \making a \hat with \this piece of \paper.
 (教師は此等の動作を爲すべきである)
 Am I making a /boat or a \hat?
 \What am I \doing?
 \What am I \making it with? 其他
 \This boat (hat) is made of \paper.
 \This desk's made of \wood.
 The \blackboard's made of \wood, \too.
 The \floor's made of wood. 其他
 The \window's made of wood and \glass.
 My \shoes are made of \leather.
 \What's \this made of? And \what's \this made of? 其他
 Is glass /hard or soft? It's \hard.
 Is the \blackboard /hard or \soft? It's \hard.
 Is \this (色々の物に手を觸れて) /hard or \soft?
 Is \leather generally /hard or \soft?

Is \snow generally /hard or \soft?
 Is this boat made of /wood or of \paper? It's made of \paper.
 Is a boat /generally made of wood or of \paper?
 If I make a /boat, the boat's made by \me.
 If I write a /word, the word's written by \me.
 If /you write a word, the word's written by \you.
 If I take a /book, the book's taken by \me.
 If I speak /English, English is spoken by \me.
 If I give English /lessons, the lessons are given by \me.
 If you take English /lessons, the lessons are taken by \you.

其他

Is this boat made by /me or by \you? It is made by \you.
 Is this word written by /me or by \you?
 ~Come and write a word on the \blackboard.
 Is this word written by /me or by \you? It is written by \me.
 By \whom is it written? It is written by \me.
 I ~give you this \book. ~You \take it.
 By \whom is the book given? It's given by \you.
 By \whom is it taken? It's taken by \me.
 Was the book given by /me or by \you? It was given by \you.
 Was it taken by /me or by \you? It was taken by \me.
 Did /I give the book or did \you give it? \You gave it.
 Did /you take the book or did \I take it? \I took it.
 \Who took it? \You did.

其他

I ~tear this piece of \paper.
 Is the paper torn by /you or by \me? It's torn by \you.
 Was the paper torn by /you or by \me? It was torn by \you.

茲に於て再び質問に對する正しい答へ方につき生徒をよく訓練する事の利益が分るのである。よく訓練されて居らぬ生徒では答は途切れ途切れで、遅く、且つ不正確である。生徒は yes-or-no の質問が例へば is で始まるならば答は必ず is 又は isn't で終り、was で始まるならば答は was, wasn't, were, weren't 等で終る事を悟るのである。

I ~cut this \match.
 Is the match cut by /you or by \me?
 Was it cut by /you or by \me?
 ~Break this piece of \chalk.
 Is the chalk broken by /you or by \me?
 Was the chalk broken by /you or by \me?
 By \whom was the paper torn?
 By \whom was the match cut?
 By \whom was the piece of chalk broken?
 \Who tore the paper? \You did.
 \Who cut the match? \You did.
 \Who broke the chalk? \I did.

其他

Is a door made of /wood or of \paper? It's made of \wood.
 Are doors made of /wood or of \paper? They're made of \wood.
 Is a shoe made of /wood or of \leather?
 Are shoes made of /wood or of \leather?
 ~What are \windows generally made of?
 ~What are \desks generally made of?
 ~What are \shoes generally made of?
 ~What are \books generally made of?
 Are lessons given by /teachers or by \pupils?
 Are lessons taken by /teachers or by \pupils?

第二十九課

新教材

QUESTION, ANSWER (名詞), ASK, ANSWER (動詞),
MISTAKE, GOOD, BAD, UNDERSTAND, DIFFICULT,
EASY, STEEL, TOLD.

組織的發音練習

諸練習の復習。

前課の要點を復習する。

教師は黑板に「之は本ですか」と書く。

This is a \question.

次に「そうです」と書く。

This is the \answer.

Is this a /question or an \answer?

其他

I \ask a \question: "Is this a /book?"

\What question do I ask? I ask the question: "Is this a /book?"

I \answer the question: "\Yes, it \is."

/I \ask questions; /You \answer the questions.

The teacher /asks questions; the pupil \answers them.

Does the teacher /ask the questions or does he answer them?

Does the pupil ask the questions or does he \answer them?

Do the pupils /ask the questions or do they \answer them?

\Who \asks the questions? The \teacher does.

\Who \answers them? The \pupil does.

\Who \answer them? The \pupils do.

\Ask me a \question. (生徒達は質問を發し教師が答へる)

教師は "This is a \question; \give me the \answer. と言ひながら種々の質問を發す。

"Is snow /white or \black? It's \black."

Is that the /right answer or the \wrong one?

其他

教師は生徒に質問をする様と言ふ。教師は生徒の質問に對し誤つた答をして次の如く加へる。

\No, that's \wrong. It's the \wrong \answer. I \made a mis\take.

教師は黑板上に $2+4=5$, 又は間違つた漢字を書いたりなどして次の如く言ふ。

Is this /right or \wrong?

Is this /right or is it a mis\take?

Did I make a mis\take? 其他

教師は口頭で又は黑板上に書いて間違ひをなし生徒に之を訂正する事を求める。

Is that /wrong? Is that a mis\take?

\Cor\rect it, please. (\Give the \right answer, please).

\This pencil's \good. It's a \good pencil. I can \write with it.

\This pencil's \bad. It's a \bad pencil. I \can't \write with it.

Can you write with a /good pen (a /bad pen)?

其他

Is it a /good thing or a \bad thing to make mistakes?
 Is it a /good thing or a \bad thing to come to school?
 Is it a /good thing or a \bad thing to give wrong answers?
 Is it a /good thing or a \bad thing to learn English?
 Does a good pupil give /right answers or \wrong ones?
 Does a good pupil generally give /wrong answers?
 Does a good pupil generally make mis/takes?
 Does a /bad pupil generally make mistakes?

次に教師は生徒の知らぬ語や構文を用ひて生徒に分らぬ様に
 して次の如く言ふ。例へば

“At the \time of the Norman /Conquest, the \language used
 by the inhabitants of England was what is called Anglo-
 \Saxon—in re/ality a \group of Low-German \dialects
 con siderably mixed with Scand in \avian elements.”

Do you under/stand me? \No, you don't under\stand me.
 You \don't understand what I'm \saying.

“The \sun rises in the \East and \sets in the \West.”

Do you under/stand that? \Yes, you under\stand /that.

教師は雑多の文章を繰返へす。

Do you understand what I'm /saying? \No, you \don't.

\Why not? Because it's too \difficult.

Do you understand me when I speak in Japa/nese? \Yes, you
 \do.

You understand Japa/nese because it's \your \language.

“The \sun rises in the \East and \sets in the \West.”

Do you understand /that? \Yes, you \do.

\Why do you understand it?

You under/stand it because it isn't \difficult. It's \easy.

(教師は色々の文章を反覆する。その中の或るものは六かしく
 或るものは容易なものを用ひる)

Is it /difficult or \easy to \touch the top of the \blackboard?

Is it /difficult or \easy to \lift this \chair? 其他

Is it /difficult or \easy to \learn English without making
 mis\takes?

Is it /difficult or \easy to \write with a bad \pencil?

教師は difficult 及び easy の他の例を與へる。

次に to know と to understand の區別を次の方法により示
 す。

Do you /know me? \Yes, we \do.

Do you understand me when I speak /difficult English to you?
 \No, we \don't.

Is this book on the /desk or on the \floor?

Do you under/stand this question?

Do you know the /answer?

If I /speak to you and you don't under/stand me, you must
 say: “I \don't under\stand.”

If I ask you a /question and you don't know the /answer, you
 must say: “I \don't \know.”

此の點を明に示す爲め教師は更に美術、代數、地理等に関し生
 徒の答へられない様な雜問を日本語で質問し(生徒は I \don't
 \know. と言ふ)又六かしい英語或は獨逸語、佛蘭西語等の言葉
 を用ひる(生徒は I \don't under\stand. といふ)。

\What's this \knife made of?

You understand the /question, but you \don't know the \answer.

I \tell you the answer: “It's made of \steel.”

/Now you \know the answer.

I ask you another question:
 What have I in my left hand?
 You understand the question, but you don't know the answer.
 I tell you the answer. I tell you what I have in my left hand.
 I have a small piece of chalk in it.
 Now you know the answer. Now you know what I have in my left hand.
 Did you understand the question?
 Did you know the answer?
 Did I tell you what was in my hand?
 Did I tell you what was in my left hand or what was in my right hand? I told you what was in my left hand.
 Who told you?
 What did I tell you?
 Did you understand what I told you?

其他

第三十課

本課を以て口頭教授法のみを用ひる授業は終るのであるから全般に亘り復習をなし特に生徒の不得意とするものにつき練習をする。

第三十一課

より

第三十五課

第七週目に於て教師は英語のアルファベット(その名稱及び書き方をも含む)を教へ又讀方、書取等の形を以て規則的な綴字法

を與へる。而してその例は皆單獨の語を用ひるべきである。以下に示すものは斯る練習に最も適當な而も既知の語の分類表である。

第一表に示すものは A, E, I, O, U, ([æ], [ɛ], [ɪ], [ɒ], [ʌ] と發音される場合) と B, C [k], D, F, G [g], H, L, M, N, P, R [r], S [s], T, X, Y [j] とより成る單音節語三十二語である。

第二表は同じ母音と TH, SH 等の二重字並に他の連子音とより成る四十語の例である。

第三表は A, E, I, O, U, ([ei], [i:], [ai], [ou], [u:]) と發音される場合) と子音との結合四十四語である。本表に於ては子音 J が加へられて居る。

第四表には三十一例を與へてあるが此等は前記の諸表程に規則的ではないが全く不規則的綴字と認められぬものを示す。

教師は此等の諸表を綴字、讀み方、書取等に用ひるのであるがその一部を用ひるか全部を用ひるかはその判断による。授業時間の半分以上を此の種の教室作業に用ひてはならないので半分は三十課までの復習に費すべきである。

第一表

(母音による分類)

A	E	I	O	U
[æ]	[ɛ]	[ɪ]	[ɒ]	[ʌ]
bag	red	big	box	but
bad	leg	did	not	rub
cap	get	if	on	cut
can	pen	him	top	us
am	yes	in		up
sat	set	sit		
at	ten	six		
man		it		

(子音による分類)

- B bag, bad, big, but, rub, box
- C cap, can, cut
- D bad, did, red
- F if
- G bag, big, leg, get
- H him
- L leg
- M am, him, man
- N can, in, not, on, pen, ten, man
- P cap, top, pen, up
- R red
- S sat, sit, six, us, yes, set
- T sat, at, sit, it, but, cat
- X six, box
- Y yes

第二表

- LL hill, tell, will
- SS less, Miss
- SH shut
- CH French, which
- TCH match
- TH thick, fifth, thank, tenth, thin, thing, sixth, them, then, that, this, with
- NG long, thing
- CK back, black, thick
- SK desk
- BL black

- ST stand, stamp, must, rest, west
- NT went
- FT left, lift, soft
- XT next
- ND stand, end
- NK thank, ink
- FR French
- MP stamp
- W will, went, west, with
- WH when, which

第三表

A	E, EE	I	O	U
[eɪ]	[iː]	[aɪ]	[oʊ]	[uː]
face	be	line	go	June
place	he	nine	no	
came	me	ninth	old	
name	we	mine	bold	
take	she	time	told	
lake	see	like	cold	
gave	week	five	home	
make	tree	side	most	
made	three	blind	broke	
	wheel	white	smoke	
			don't	
			won't	

第四表

A	A	O	OO	OU	EA
[a] 又は [a]	[ɔ]	[ʌ]	[u]	[au]	[i]
ask	all	some	book	out	sea
glass	tall	come	took	cloud	East
last	wall	none	look	mouth	least
past	small	month	good	South	please
can't	chalk		wood	count	read
France			stood	round	speak
half					teach

以上の諸練習を終つた生徒は特に編纂された The First Six Weeks of Reading と題する書物中の材料の読み方を始めてよいのである。該書は本 The First Six Weeks of English 中に含まれて居る単語のみを用ひてあるから材料は皆生徒に既知のもののみである。

附 録

若し教師が適當と信するならば實演教授中に於ても適當の説明を與へることは差支ない。但し多少生徒に構文其他で當惑させて後説明する方が有効である。従つて此等の説明は英語の第一週を終つてからの方がよい。

説明は大體次の如きものを與へる。

先づ第一に日本語では主語は之を用ひないと文意が通じなかつたり無意味の文章となる場合にのみ用ひられるけれども英語では命令法を除く殆んど總ての文章は主語がなくてはならぬ事を説明する。日本語で主語のない文章(例へば此の本を取ります。分ります。何處へいらつしやいますか。たゞ今参りました等)を與へ次に之に相當する英文を示し各例につき主語が存在し又存在せねばならぬことを説明する。又外國人が日本語を話したり書いたりする時には大抵「私が」「あなたは」「あの人は」などを使ひ過ぎる事を生徒に注意してもよい。そして又英文を日本語に譯す場合には聞いたり讀んだりするその人の心の中に誤解を起させる心配のない限り主語を譯すことを避ける様に言ふべきである。

次に以上の理由其他により英語(及び其他のヨーロッパ語に)於ては人稱代名詞といふものを非常に多く用ひ、どんな文章の中でもきつと I, he, she, it, we, you, they, me, him, 等がある事を説明して聞かせ又日本語に譯す時には出来るだけ此の語を避ける様に言ふべきである。而して「私は私の本を私の机に置きます」や「私は私の本を失くしましたから若しあなたがそれを見るなら私に言つて下さい」などの文章が如何に馬鹿らしいかを教へ而も此等の文章は英語では普通で自然な言ひ方である事を教へるのである。

次には日本語に於ては所謂「性」なるものゝ區別をする事は稀であるが英語の用法では話題となつて居る人の性は可なり重要な事である。例へば日本語で「松本さん」といつても若しその人が男なら Mr. Matsumoto となり女なら Mrs. Matsumoto 又は Miss Matsumoto となるのである。斯様に性の區別が厳しいから話題のものが男であるか女であるか又は物體であるかを明示する必要が起るなどゝ説明する。又此の所に於て「彼」「彼女」などゝいふ日本語の使ひ方は外國語の用法を真似た比較的近代の語である事も加へてもよからう。

次には英語及び他のヨーロッパ語に於ける數の區別を説明する。日本語では「本」「帽子」「窓」などゝいふ場合には唯一つの事もあらうし二つ以上を意味して居る場合もある。併し英語では book といふのは本一冊, hat といふのは帽子一つ, window といふのは窓一つを意味するのである。此の場合に於て手, 指, 窓などを指しそれが一つであるか二つ以上であるかによつて生徒に hand 又は hands, finger 又は fingers, window 又は windows などゝ言はせ具體的の例を幾つか與へるのがよい。

若し時間の餘裕あれば名詞の複數機構とその規則的複數(場合に應じて [z] [s] [ɪz] を名詞に加へる)及び不規則的複數(例へば mouse—mice, child—children, sheep—sheep 等)を説明してもよい。

次には代名詞も此の單數複數の觀念に基いて用ひられる事を説明する。即ち I は we となり, he, she, it は they となるが可笑しい事には you は依然として you であると教へる。今日本語に於ても代名詞の數の區別は存在し「私共」「私達」「我々」「あなた方」などは日本語の複數を示す機構であるけれども日本語では數を明示する事は例外である。併し英語では殆んどあらゆる場合に是非必要である。此の點を強くいふには日

本に於ける外國人が日本語の單數複數の區別のないので困る事などを話して聞かせてもよい。例へば誰かゝ「お客様がいらつしやいました」といふから一人のお客様だと思つて玄関へ出て見ると幾人も居るが如きは是である。

次には this—these, that—those, he takes—they take 機構に就て一二説明するもよいであらう。若し生徒が興味を感ずるならば他のヨーロッパ語に比べて英語の性と數の區別は尠いので佛語其他では名詞が男であるか女であるか物體であるかにより又單數なるか複數なるかにより形容詞もその形を變化する事を教へてもよい。

此所まで説明して來た頃には生徒は英語には文法上の區別が豊富で日本語には貧弱だといふ様な印象を受けるであらう。茲に於てその反對の場合を話して聞かせるのである。即ち直接目的には「を」をつける日本語機構の簡單にして明瞭なる事を示す。例へば「太郎が次郎を見ます」と「次郎が太郎を見ます」の區別を表はす場合の「を」の用法を説明する。次に英語には「を」の様なものない事を説明し「太郎が次郎を見ます」「次郎が太郎を見ます」の區別は英語では(支那語と同じく)語順といふ方法による事を説明し Tarō sees Jirō, Jirō sees Tarō, The man kills the lion, The lion kills the man 等の例を與へる。

併し二三の場合には第二義的に英語でも此の「が」「を」の區別が爲される事を説明し五つの代名詞はその形を變へる事を教へる。即ち I (私が, 私は) は「私を」の意味を表はす時には me となり同様に he は him に, she は her に, we は us に, they は them となるのである。併し you は常に you, it は依然として it である。

次には I see you, You see me, I touch him, He touches me などの具體的の例を與へるのである。

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OF ENGLISH

英語の六週間

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