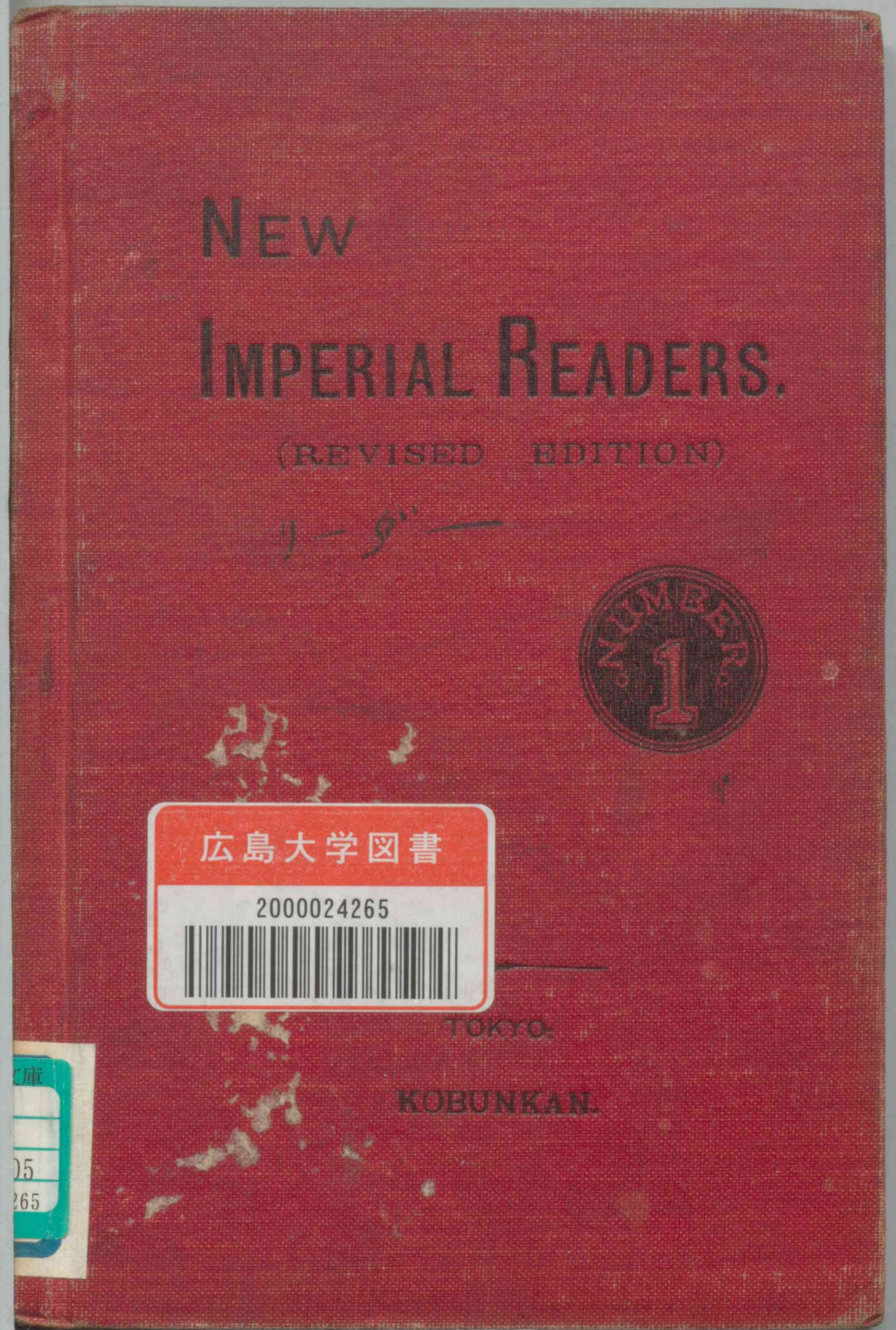
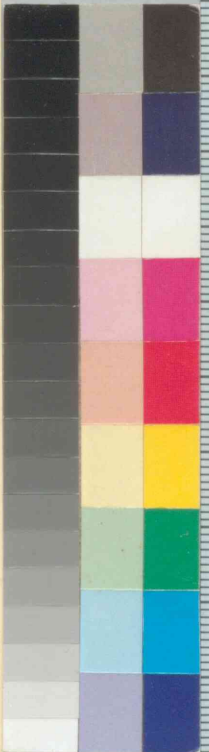


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教科書文庫

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NEW
 IMPERIAL READERS.
 (REVISED EDITION)



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広島大学図書
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TOKYO:

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教科書文庫
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三上一郎



明治三十八年十一月二日
文部省檢定濟
中學校外國語科教科用書

NEW IMPERIAL READERS.

NEW
IMPERIAL
FIRST READER
(REVISED EDITION.)



TOKYO:
Y. KOBUNKAN Co.

2565

広島大学図書

2000024265



廣島大學
圖書部



Shirayama Hotel
Hayama
Oct. 6th 1905.

T. Honjō Esq.
No. 58, Naka-no-chō, Ichigaya,
Tokyo.

Dear Sir,

I have carefully read your new series of five "Imperial Readers," and marked the few errors in printing I have detected.

I consider them to be a valuable addition to the library of English elementary school books published in this country.

The general arrangement of the work is admirable and will in my estimation be found equally useful to both students and teachers, in consequence of the simple yet efficient manner in which instruction is conveyed.

I remain
Yours very truly
Gervas Holmes. M. A.

訂正帝國新讀本序言

帝國新讀本は、今や改版に際して、訂正を加へたる諸點下の如し。

全部、殊に最初の三卷に於て、發音及び綴字の教授法に大修正を加へ、更に卷首に英語子母音の Phonic Diagram を添附したり。

第五卷の材料中より The sky, American Flag, Prince of Enterprise, The Death of the Old Year, Christmas, The Eve before Waterloo, The Battle of Waterloo の諸篇を削除し、又 Big Game, The Pleasure of Travel, The Balloon in the Siege of Paris の數篇を節畧し、又新に A Row on the Thames の一篇を加へ、全卷の紙數を減すること數十頁に及べり。

その他二三の文法上の實例を加除し、又全部を通じて印刷の誤を正し、益完成の域に達せしめんことを期せり。

英語教授研究會

明治卅八年八月

帝國新讀本序言

余の如き多少中等教育に経験を有するものは、其主要學科の一たる英語科教授に關する幾多の疑問に對して、之か解決を試むるの時機に會せんことを欲せしや久し。頃日聊か閑を得たるを以て、英語に堪能にして兼て中等教育に経験ある同志の人々と本會を設けて討議研鑽の結果、本教科書となれり。依て今本會の主張する要點を左に列記せん。

教材の選擇 外國出版の英語教科書は、之を我高等普通教育の教科書として採用するには、幾多の缺點あるのみならず、在來本邦出版の教科書、亦多く外國出版教科書の體裁を踏襲して、其材料を選擇したるもの多し。本會は此點に於て大に其主張を異にするものなり。本會の信ずる所に依れば我が普通教育の英語教科書は、之に依りて現代の**アングロサクソン人**殊に英人を理解するに適するものならざるべからず。即其風俗習慣思想、並びに其精神の各種方面を現はす所の詩歌文章を選擇せざるべからず。又其の中には最近の科學の發達に關する知識を加へざるべからずと。然るに在來の教科書は、かゝる種類の教材に於て、特に最も缺乏せざるを見る。本書の主要材料は、第二卷に於て、**ロビンソンクルーソー**を選擇せり。之れ英米の兒童が最も嗜好する讀物たるを、又第二級程度の少年に、最も適當なる思想を發現するものなれば

なり。第三卷は有名なる**チャーターハウススクール**の學校生活に關する説話を選擇せり。之に依りて英國青年の學校生活の状態、其の習慣、其の思想、其の精神の注入する所を最も明瞭に知らしめ得べしと信ず。第四第五卷には**イングリシライフ**と題せる材料を時々挿入し、又外國人より英人を觀察したるもの及び英國に於て最も好讀せられたる書籍たとへば *Pleasures of Life* の如きものより材料を擇び、更に又最近科學の進歩を示すに足るべきものを載せたり。故に本書に依りて、教授を受けたる青年は、英人の書翰の認め方、其の訪問の仕方、食事の仕方、都會及田舎の生活、學校生活の状態、遊戯の種類等より、すべて英人の思想精神の各種方面を窺ふことを得るのみならず、其知識は皆現在の實狀にかゝるを以て、直に之を實際に活用することを得るに至るべし。本會の信ずる所に依れば、かゝる價值ある材料を讀ましむるにあらざれば、普通教育上の英語の價值は、其の大半を失ふものなりと。若夫れ第二卷以下に時々挿入したる英詩は、之れ何れも英米人の常に諷誦する不朽の著作のみにて、たゞに讀本の材料として價值あるのみならず、終身之を反覆暗誦して無限の價值を有するもののみなり。

本書には日本の材料を一切排除せり。人名の如きも太郎とか次郎とか云ふ如き邦語の名稱を悉く排除せり。是れ前節に述べたる本會の主張より、自然に來るものにて、本會に於ては英語讀本の教材中には、かゝる材料を加ふべき何等の理由を認めざるものなり。

第一卷は本會の最も苦心せし所なり。本會の主張は、先づ

最初に英語と日本語とは、其發音の上に於て根本的等差あることを實際に知らしむるに在り。而して之を知らしむるには、兒童既知の知識と比較するの外なきを以て、之れ開卷第一に兒童の既に知れる英語より日本語に轉訛せるものと、之に對する眞誠の英語とを、互に相比較發音せしめ、雙方の間に如何なる等差を有するかを明瞭に實驗せしむることいせり。蓋英語を眞誠に學ばしめんには、此の一事最も緊要なるを以て、教師は親切丁寧に兩者を比較發音して、文字と綴字とに依らず、單に發音上より兩者の區別を明瞭に會得せしめんことを要す。之に次いでアルファベットを教授し、更に之に次いで英語發音の種類を一通り教授し、同時に發音通りに文字を以て綴ることも教授することいせり。之れ讀本教授の際起るべき種々不規則なる英語綴字法を讀破するに足るべきキーを與へんが爲なり。故に爾後一卷より五卷まで苟も發音を示す場合にはすべてこのフォネテックスペリングを以てせり。蓋英語の根本は、其發音に在りて、或者の諷解するが如く、其綴字の上にあらざればなり。

第一卷の材料は元來外國の幼年生に讀ましむるの目的にて作れる讀本に於て見るが如き、犬猫の話は一切排除したり。之れ中等教育初年級の讀者には、其の思想餘りに幼稚にして、何等の趣味なければなり。而して其材料は生徒の思想に適するを度とし、重きを英文の主要なる組立を、其最も簡易なる形式に於て教授し、第二卷以下の基礎を造くるの點に置き、て撰擇せり。

教材の聯絡 本書はこの點に於て最も意を用ゐたり。材

料の順序はすべて既知の事實との聯絡に重きを置きたるものなれば、第何卷より教授を始めらるゝも、一たびは第一卷より讀了して其の材料の聯絡上に、如何程用意の痕跡あるかを吟味せられんことを望む。殊にグラムマーレッスンの如きは、前卷を讀まざれば、後卷に於ける教授上の價値は其半を失ふべし。

フォネテックスペリング 從來之を我邦英語教科書に應用せられたるを見ず却て邦語の羅馬字綴法は、殆ど何れの讀本にも採用せざるなし。然るに英語の如き不規則なる綴法を以て成れる言語の、眞誠なる發音を教ゆるにはフォネテックスペリングを應用せざれば不可能なり、少くも生徒に無益の苦痛を重ぬること確實なるを以て、本會は Laura Soames's Phonetics のフォネテックスペリング法を採用し、多少其符號を斟酌して、一切の發音法を現せり。(其發音法の形式は別に参考書にあり)。邦語羅馬字法に至りては、之を教授することをば一切排除せり。原來羅馬字を以て日本語を綴ることを、英語讀本に挿入するは、何等の理由なき事にて、之れは寧ろ國語教授の部に入るべきものなり。之れは當然將來の英語讀本中より排除すべきものなり。

文法 又在來の教科書と大に其趣を異にせり。在來の教科書には、讀本中にて文法を教授する根本主義を誤解し、文法上のあらゆる事項を、讀本にて教授せんと欲し、甚しきは讀本中に、英語もて名詞や代名詞などのデフィニションを入れたるものすらあり。是れ實に其意義を誤解せるより生ぜるものなり。讀本中の文法は其讀本中の文章の意義を了解するが

爲に、必要なる程度に止むべきものなり。之れ蓋何人も動かすべからざる根本主義なり。若讀本に關係なき文法、又は其の事例を他より引用するが如きことあれば、之れ讀本の範圍を脱出するものなり。本會は嚴重に此主張を固守せり。故に文法中には一も讀本に現出せざるものを引用せしことなし。而して其方法は一卷二卷には單に文法上必要なる實例を讀本より擧げて、之が文法上の名稱を略せり。第三卷に至りて初て文法上の名稱を知らしめ四五卷には文章を理解するに必要なる措辭上の變化等に付きても亦之を教授することいせり。教師は教授上この順序を了知し置き、一卷二卷に於て文法上の名稱を教ゆるが如きことなからんことを望む。一二卷は單に其實例に依り、文法上より如何なる變化を來すものかを實際に悟らしむれば足れり。茲に一言を附加すべきは、一卷より進で五卷まで教授するときは文法上緊用なる智識は、概れ之を知ることを得れども、更に之を敷衍して統一的智識となし、教授するの要あること之れなり。故にこの讀本を用ふるときは、第三年級よりかゝる文法書を旁ら用ふるを便利とす。又教師の手にて此の讀本の文法を基礎として、自ら編製せらるゝも蓋容易なるべし。

エキサーサイズ 第三卷まではレッスン毎にエキサーサイズを附せり。之れ生徒既知の言語文章を、多少形式を變じて練習せしむるの意に出でたるものにて、教師は毎レッスン必ず丁寧に生徒をして自ら之を讀譯せしめんことを要す。エキサーサイズ中には、生徒の必ず了解すべきもののみを記載したれば斷じて教師の助力を要せざるべき筈なり、但し第

一卷のエキサーサイズ中に載せたる新語は教師豫め之を教ゆるを要す、又此エキサーサイズを初回に日本語に翻譯せしめたる後、次回に教師自ら翻譯せる日本語を以て問ひ、生徒をして更に英語を以て答へしむべし。かくの如くするときは一の文章に依りて二様の練習をなすことを得べし。かの生徒をして全く獨立して英文章を作らしむる如きは、之を高級生に譲るべきものにて、三年以下にては殆ど用ふべきものにあらず。

單語單句 レッソンの餘白を利用し、第二卷にはレッスンに關係ある單語、三卷以下には有名なる格言名句又は有用知識を挿入せり。之れ多少其課の教材の意義を闡明するの用をなすものにて、又生徒に記憶せしめて最有益のものとする。教師は便宜教授の餘暇を以て、之を生徒に説明せられんとを要す。蓋偶然に得たる知識は、時に偉大の感化を生徒に與ふるものなればなり。第一卷挿入の各國旗章の如きも之を説明するときは、是亦有用智識の一端たるべきものと信す。

其他一卷二卷三卷には綴字の複習、會話の練習、一卷には更に習字の練習課を設け、又四五卷には會話の問あり。又全部を通じてレッスン毎に綴字法の困難なるもの及びイデオムフレーズを示せり。是等は善良なる讀本に固有すべき普通の注意にて、特に茲に之を詳述するの要なしと信す。唯第三卷までには、卷尾にフレーズ表を附録とせるは、初級の教授に於て、此點に注意すること特に重要なるを示さんためなり。若夫れフレーズの解釋に關して、詳細の説明を得んと欲するものあらば本會の編纂に係る熟語字典 Thesaurus of English

Phrases. を繙かば、盡く皆直に了解せらるべしと信ず。

之を要するに、本會の主張に依りて、現今の英語社會が**フラクチカルイングリシュ**に達すと稱するものは、英語の普通教育に於ける教育上の價值を無視して動もすれば過辯的に流れんとし、又其所謂**ミーニング**家は英語の現今に於ける**きたる勢力**を顧みずして、左傳や八大家文を教授すると同一の心得に墮落せんとするの勢を矯正し、真正普通教育上の價值を有する英語教授を普く中學教育に見るを得んこと、即ち本會微旨の存する所なり。今發刊に際し一言を卷首に書す。

英語教授研究會に於て

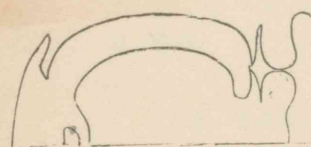
本莊太一郎識す

明治三十七年十月

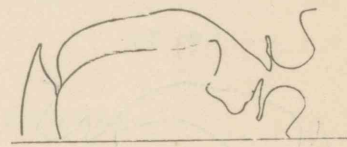
東京大学
圖書印

PHONIC DIAGRAMS.

1. CONSONANTS.



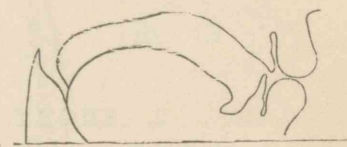
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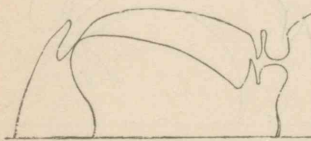
r



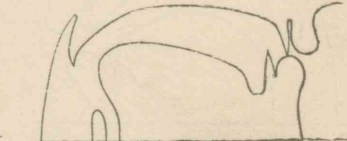
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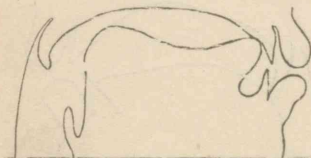
wh w



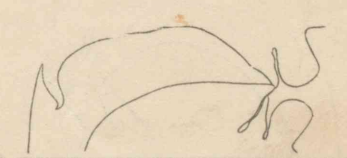
k g



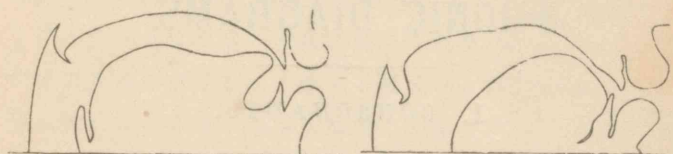
f v



l

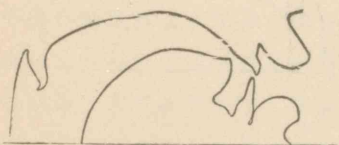


th th



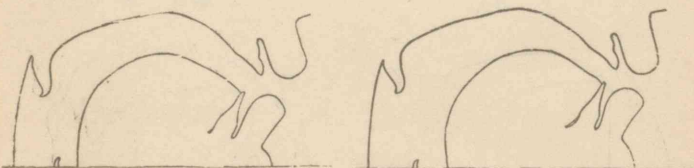
s z

y



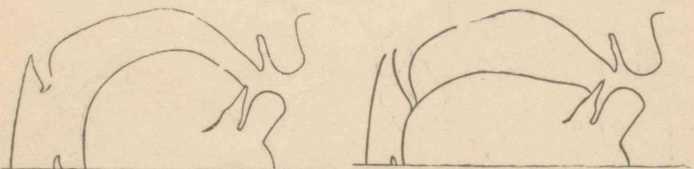
sh zh

2. SHORT VOWELS.



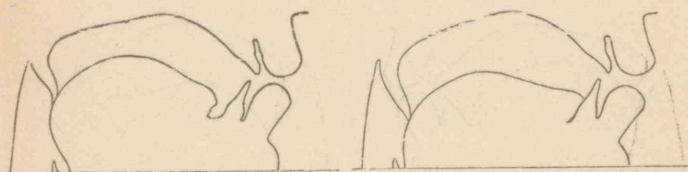
a (pat)

i (pit)



e (pet)

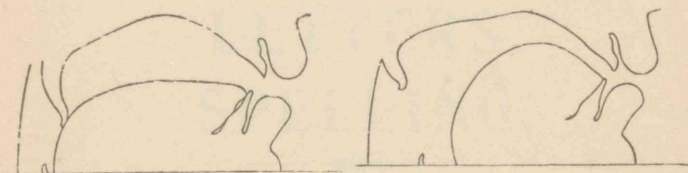
o (pot)



u (put)

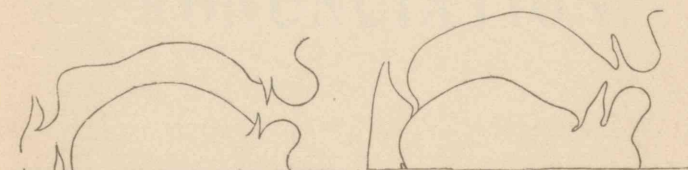
ü (but)

3. LONG VOWELS.



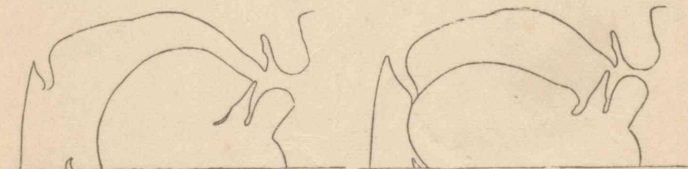
â (father)

î (feet)



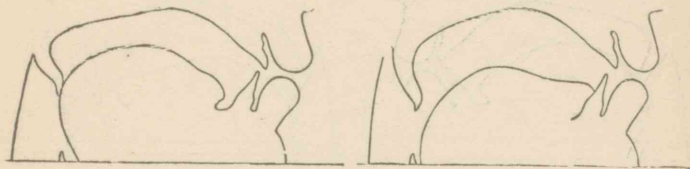
ê (fairy)

ô (paul)



ey (fate)

ow (pole)



û (*pool*)

ū (*burn*)

LETTERS,
SPELLING,
AND
PRONUNCIATION.

PRONUNCIATION.

<i>English</i>	<i>Pronunciation</i>	<i>Translation</i>
Arch	<i>âch</i>	アーチ
March	<i>mâch</i>	マーチ
Race	<i>reys</i>	レース
Lace	<i>leys</i>	レース
Beef	<i>bîf</i>	ビーフ
Tea	<i>tî</i>	チヤ
Note	<i>nowt</i>	ノート
Boat	<i>bowt</i>	ボート
Soup	<i>sûp</i>	ソップ
Spoon	<i>spûn</i>	スプーン
Pen	<i>pen</i>	ペン
Net	<i>net</i>	ネット
Pin	<i>pin</i>	ピン

English	Pronunciation	Translation
Milk	<i>milk</i>	ミルク
Knot	<i>not</i>	ノット
Foot	<i>fut</i>	フート
Hat	<i>hat</i>	ハット
Flag	<i>flag</i>	フラフ
Lamp	<i>lamp</i>	ランプ
Gum	<i>gūm</i>	ゴム
Cup	<i>cūp</i>	コップ
One	<i>wūn</i>	ワン
Two	<i>tū</i>	ツー
Three	<i>thrē</i>	スリー
Ice	<i>ais</i>	アイス
Knife	<i>naif</i>	ナイフ
Pound	<i>paund</i>	ポンド
Lemon	<i>lem'un</i>	レモン

English	Pronunciation	Translation
Ribbon	<i>rib'on</i>	リボン
Dollar	<i>dol'ar</i>	ドル
Butter	<i>būt'ar</i>	バター
Tunnel	<i>tūn'el</i>	トンネル
London	<i>lūn'dun</i>	ロンドン
Russia	<i>rūsh'a</i>	ロシア
Japan	<i>japan'</i>	ジャパン
New York	<i>nyū yōk</i>	ニューヨルク
Washington	<i>wosh'ingtun</i>	ワシントン
Victoria	<i>viktō'ria</i>	ビクトリア
America	<i>amer'ika</i>	アメリカ

Note.—Let the pupils know that English articulate sounds differ from ours by teaching to pronounce each of the above words correctly. The letters and spelling of the words need not be taught here.

The Pronunciations are indicated by the phonetic spelling.

Unaccented *a*, *o*, and ending *ar* lose their proper resonance for want of vocal effort and verge toward obscure sounds like *ū*, and *ū*; as in *japan*, *amerika*, *ribbon*, *rusha*, *viktoria*, *dolar*, *butar*.

THE ALPHABET.

Roman Letters		Italic Letters	Names
A	a	<i>A a</i>	ey
B	b	<i>B b</i>	bî
C	c	<i>C c</i>	sî
D	d	<i>D d</i>	dî
E	e	<i>E e</i>	î
F	f	<i>F f</i>	ef
G	g	<i>G g</i>	jî
H	h	<i>H h</i>	eych
I	i	<i>I i</i>	ai
J	j	<i>J j</i>	jey
K	k	<i>K k</i>	key
L	l	<i>L l</i>	el

Roman Letters		Italic Letters	Names
M	m	<i>M m</i>	em
N	n	<i>N n</i>	en
O	o	<i>O o</i>	ô
P	p	<i>P p</i>	pî
Q	q	<i>Q q</i>	kyû
R	r	<i>R r</i>	ar
S	s	<i>S s</i>	es
T	t	<i>T t</i>	tî
U	u	<i>U u</i>	yû
V	v	<i>V v</i>	vî
W	w	<i>W w</i>	düb'lyû
X	x	<i>X x</i>	eks
Y	y	<i>Y y</i>	wai
Z	z	<i>Z z</i>	zî

PHONETIC SPELLING.

I.

Short Vowels. — e, i, o, u.

1. Consonants. — p, b, m.

ep	ip	op	up
eb	ib	ob	ub
em	im	om	um

2. Consonants. — t, d, n.

et	it	ot	ut
ed	id	od	ud
en	in	on	un

3. Consonants. — k, g, ng.

ek	ik	ok	uk
----	----	----	----

eg	ig	og	ug
eng	ing	ong	ung

pet	men	net
pin	mit	nit (<i>kni</i> t)
pot	mok (<i>mock</i>)	not
put	ten	nuk (<i>nook</i>)
bed	tip	ken
beg	top	kid
bin (<i>been</i>)	tuk (<i>took</i>)	kik (<i>kick</i>)
big	dek (<i>deck</i>)	kod (<i>cod</i>)
Bob	dim	kud (<i>could</i>)
buk (<i>book</i>)	dog	kuk (<i>cook</i>)
met	ding	king

get gig god
 gud (*good*) gong

4. Consonant. — l.

el il ol ul

5. Consonants. — f, v.

ef if of uf

ev iv ov uv

6. Consonants. — th, t̄h.

eth ith oth uth

eth ith oth uth

let long fog

lip fel (*fell*) ful (*full*)

luk (*loot*) fil (*fill*) vent

vil (*vill*) thing then

thin thong

thik (*thick*) them

7. Consonant. — r.

red ril (*rill*) rod

ring

8. Consonants. — wh, w.

when whip whot (*what*)

wet with wud (*would*)

wil (*will*) won

9. Consonants. — s, z.

es is os us

ez iz oz uz

10. Consonants. — sh, zh.

esh ish osh ush

ezh izh ozh uzh

11. Consonants. — ch (*t + sh*), j (*d + zh*).

ech ich och uch

ej ij oj uj

set shel (*shell*) rich

sin ship chop

sok (*sock*) shop wej (*wedge*)sing shuk (*shook*) jem (*gem*)zest ches (*chess*) jil (*fill*)zink (*zinc*) chil (*chill*) job

12. Consonant. — y.

yes yet yon

13. Consonant. — h.

hen hil (*hill*) hot hup (*hoop*)

II.

Short Vowels.

1. — ŭ.

ŭp luv (*love*) wun (*one*)us tuch (*touch*) rungdov (*dove*) such sungduz (*does*) thus yung (*young*)

2. — a.

at bath that

az (*as*) mach (*match*) hav (*have*)

ash lamp jam

III.

Long Vowels.

1. — â.

âr (<i>are</i>)	yad (<i>yard</i>)	glas (<i>glass</i>)
star	pas (<i>pass</i>)	laj (<i>large</i>)
pam (<i>palm</i>)	kat (<i>cart</i>)	

2. — ey.

they	leys (<i>lace</i>)	geyn (<i>gain</i>)
eyt (<i>eight</i>)	meyk (<i>make</i>)	reyn (<i>rein</i>)

3. — î.

hî (<i>he</i>)	grin (<i>green</i>)	tich (<i>teach</i>)
nis (<i>niece</i>)	kwin (<i>queen</i>)	thri (<i>three</i>)

4. — ô.

pôz (<i>pause</i>)	dro (<i>draw</i>)	soft
lod (<i>lord</i>)	wok (<i>walk</i>)	cot (<i>caught</i>)

5. — ow.

now (<i>no</i>)	bowt (<i>boat</i>)	growth
show	mowst (<i>most</i>)	

6. — û.

hû (<i>who</i>)	muv (<i>move</i>)	truth
shu (<i>shoe</i>)	frut (<i>fruit</i>)	thru (<i>through</i>)

7. — ū.

ũth (<i>earth</i>)	gul (<i>girl</i>)	thust (<i>thirst</i>)
hut (<i>hurt</i>)	wud (<i>word</i>)	

8. — ê.

fêr'i (<i>fairy</i>)	wer'ing (<i>wearing</i>)	ber'er (<i>bearer</i>)
mer'i (<i>Mary</i>)	per'ent (<i>parent</i>)	

IV.

Diphthongs.

1. — ai.

dai (<i>die</i>)	flai (<i>fly</i>)	sain (<i>sign</i>)
ais (<i>ice</i>)	gaid (<i>guide</i>)	stail (<i>style</i>)

2. — au.

hau (<i>how</i>)	paund (<i>pound</i>)	praud (<i>proud</i>)
aut (<i>out</i>)	mauth (<i>mouth</i>)	

3. — oi.

boi (<i>boy</i>)	join	chois (<i>choice</i>)
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4. — yû.

fyû (<i>few</i>)	yus (<i>use</i>)	flyu (<i>flew</i>)
nyu (<i>new</i>)	dyuk (<i>duke</i>)	

5. — êa.

êar (<i>air</i>)	thear (<i>there</i>)	deaz (<i>dares</i>)
wear	whear (<i>where</i>)	keaz (<i>cares</i>)

6. — îa.

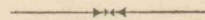
îar (<i>ear</i>)	niar (<i>near</i>)	fiaz (<i>fears</i>)
biar (<i>beer</i>)	hiar (<i>here</i>)	

7. — ôa.

ôar	doar (<i>door</i>)	roaz (<i>roars</i>)
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8. — ûa.

pûar (<i>poor</i>)	shuar (<i>sure</i>)	tuaz (<i>tours</i>)
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ENGLISH SPELLING.

I.

Short Vowels.

1. — e (pet)

<i>e.</i> — ebb (<i>eb</i>)	well	cent
egg (<i>eg</i>)	spend	gem (<i>jem</i>)
rest	shelf	gent
went	cell (<i>sel</i>)	next (<i>nekst</i>)

2. — i (pit)

<i>i.</i> — lift	his (<i>his</i>)	mix
print	miss	cit
quick (<i>kwik</i>)	six	gin

3. — o (pot)

<i>o.</i> — odd (<i>od</i>)	fox	stop
shot	frost	clock

4. — u (put)

<i>oo.</i> — book	wood	shook
good	look	brook

5. — ū (but)

<i>u.</i> — cut	plum	sung
duck	jump	hung
<i>o-e.</i> — dove	some	gone
come	love	none

6. — a (pat)

<i>a.</i> — bad	and	tax
can	has	lamb (<i>lam</i>)

II.

Long Vowles.

1. — â (father)

a.—	farm	lark	calm
	jar	farm	ass
	car	park	class
	card	march	ask
	part	calf	mast

2. — ey (fate)

a-e.—	fate	name	stage
	late	shade	place
ai.—	aim	chain	grain
	pain	rail	train
ay.—	pay	bay	may

day	way	play
say	clay	stay

3. — î (feet)

ee.—	see	beef	sweet
	feel	sheep	sleep
	week	queen	green
	deep	tree	
ea.—	sea	meat	east
	heat	read	speak

4. — ow (pole)

ow.—	bow	show	crow
	bowl	snow	growth
o-e—	bone	home	yoke
	zone	note	stone
	hole	robe	

oa.— oak: coach coat
coal road goat

5. — *ô* (paul)

o.— cord force loss
port off cost
a.— all wall talk
hall call walk

6. — *û* (pool)

oo.— root noon stool
boot room school

7. — *û* (burn)

ur.— fur hurt church
ir.— bird shirt third
er.— her verb clerk

or.— word work world

III.

Diphthongs.

1. — ai.

i-e.— ice kite while
nice quite hive

y.— by cry fly
my dry spy

thy try sky

igh.— high night sight
fight right bright

2. — au.

ou.— out mouth sound
loud noun ground

	3. — oi.	
oi.— oil	coin	choice
boil	noise	point

	4. — yû.	
u-e.— use	mule	june
cube	duke	huge

	5. — êa.	
are.— dare	hare	stare
care	rare	glare
air.— air	hair	chair
fair	pair	stair

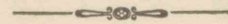
	6. — ia.	
ear.— dear	hear	year
fear	near	clear

	7. — ôa.	
ore.— ore	shore	store
more	yore	score



FIRST READER.

FIRST READER.



LESSON I.

²James Watt.

^{2 3}John Milton.

¹Robinson Crusoe.

^{2 3}John is in London.

^{2 3}London is in England.

^{2 3}New York is in America.

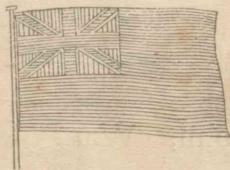
New words:—John, Watt, James, Cru'soe,
Mil'ton, Rob'in-son, Eng'land, is, in.

EXERCISE.

1. Robinson is in France.
2. John is in Russia.
3. Washington is in America.

WRITING EXERCISE.

ice *one* *race*



Note.—Let the pupils read and translate the exercise by themselves.

LESSON II.

George Washington.

William Tell.

John Stuart Mill.

John and James are in France.

William and Robinson are in
China.

Boston and New York are in
America.

New words:—George, Tell, Mill, Stu'art,
Will'iam, Chi'na, Bos'ton, and, are.

GRAMMAR.

John is.—James is.—New York is.

John and James are.—Boston and New York are.

EXERCISE.

1. George and James are in Japan.

2. Robinson and William are in Russia.

3. Boston and Washington are in America.

WRITING EXERCISE.

and are pin

LESSON III.

George was in Germany.

George is now in England.

John and James were in France.

John and James are now in Canada.

New words:—Ger'ma-ny, Can'a-da, were, was, now.

GRAMMAR.

George is.—John and James are.

George was.—John and James were.

EXERCISE.

1. John is now in Germany.
2. John was in England.
3. John and James are now in France.
4. John and James were in Canada.

WRITING EXERCISE.

cup *were* *now*

LESSON IV.

Is John in London?

Yes, John is in London.

Was George in Germany?

No, George was not in Germany.

Were John and James in China?

No, John and James were in Japan.

New words:—no, yes, not.

GRAMMAR.

George was. George was not.

John is. Is John?

interrogation mark

EXERCISE.

1. Is William in New York?
2. Yes, he is in New York.
3. Where was George?
4. He was in France.
5. Where were John and James?
6. They were in Canada.
7. Are they in China?
8. No, they are not in China.

WRITING EXERCISE.

He is in London.

he 他 she 她 they 他们

單
數

複
數

LESSON VI.

Is John a good boy?

Yes, he is a good boy.

Is Mary a good girl?

Yes, she is a good girl.

They are brother and sister.

New words:—a, boy, girl, good, she, broth'er, sister, Ma'ry.

GRAMMAR.

John is a good boy. He is a good boy.

Mary is a good girl. She is a good girl.

John and Mary are brother and sister.

They are brother and sister.

Miss (女孃)

Mrs. = mistress (mis'iz) 夫人
EXERCISE.

Mr. (= mis'ter) 先生 Mrs. (= mistress, pronounced mis'iz)

1. Miss Watt was in France.
2. She is now in England.
3. Where is Mr. Mill?
4. He is in England.
5. Were Mr. and Mrs. Washington in China?
6. No, they were not in China.
7. Mr. and Miss Tell are brother and sister.

WRITING EXERCISE.

Is John a good boy?

father mother
FIRST READER.

LESSON VII.

Who is the king of England?
 The king of England is Edward.
 Who was his mother?
 His mother was Queen Victoria.
 She was a good queen.

New words:—of, the, his, who, king, queen, moth'er, Ed'ward.

GRAMMAR.

Who is the king?—Who was his mother?
 He is in London.—He is a good boy.—
 Who was his mother?—His mother was
 Queen Victoria.

EXERCISE.

father

1. Who is she?
2. She is his mother.
3. He is a good father.
4. Victoria was the queen of England.
5. The king and queen of England were in India.
6. Edward is a good king.
7. His father and mother are in China.

WRITING EXERCISE.

Who was his mother?

LESSON VIII.

James has one brother and two sisters.

The name of his brother is John.

Have you a sister?

No, I have no sister.

They have brothers.

New words:—I, you, has, have, name.

GRAMMAR.

They are brother and sister.—James has

one brother and two sisters.—They have brothers.

I have.—Have you?—James has.—They have.

EXERCISE.

pencil slate slate-pencil

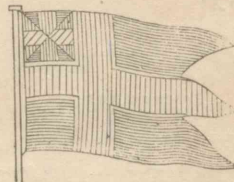
1. I have a slate and slate-pencil.
2. Have you a pencil?
3. No, I have no pencil.
4. He has a brother and sister.
5. The name of his mother was Victoria.
6. Edward is the king of England.

7. I have two brothers and three sisters.

8. He has two pencils and three slate-pencils.

WRITING EXERCISE.

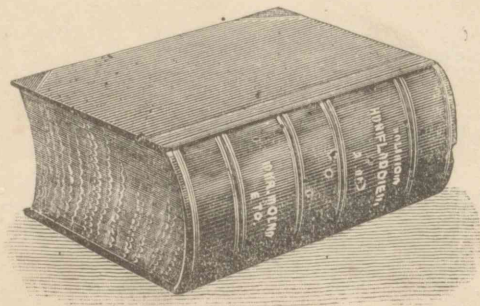
George has one brother and two sisters.



LESSON X.

Here is a book.

It is a big book.



Whose book is it?

It is my sister's book.

She is very fond of books.

この本が姉のものです。

New words:—it, big, my, book, fond, here, whose, ver'y.

GRAMMAR.

Have you a sister?—It is my sister's book.

I have no sister.—It is my sister's book.

Where is John?—Who is the king of England?—Whose book is it?

Who is the king of England?—Whose book is it?

PHRASE.

is fond of.

EXERCISE.

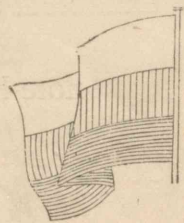
cap note-book

1. What book is it?
2. It is a note-book.
3. Whose cap is it?

4. It is my cap.
5. Is your sister fond of books?
6. Here are a cap and a hat.
7. It is a good book.

WRITING EXERCISE.

It is my sister's note-book.



LESSON XI.

SPELLING REVIEW.

his	note	where	broth'er
has	who	there	moth'er
have	whose	here	fa'ther
are	school	your	teach'er
class	were	ver'y	pu'pil
she	now	pen'cil	pri'mar-y
queen	boy	sis'ter	

SPELLING EXERCISE.

a = o

was what want
 Watt Wash'ing-ton watch

LESSON XII.

See the bird on
the tree.

It has a nest in
it.

It is a pretty
bird.

Do you hear it
sing?

Yes, I do.

New words:—see, bird, nest, on, tree, hear,
sing, pret'ty.

GRAMMAR.

I do = I hear it sing.



EXERCISE.

desk shelf which

1. Here are a slate and slate-
pencil.

2. See the book on the shelf.

3. They are pretty books.

4. Do you like books?

5. Yes, I do.

6. Do you hear the bird sing?

7. Here are two caps. Which
is your cap?

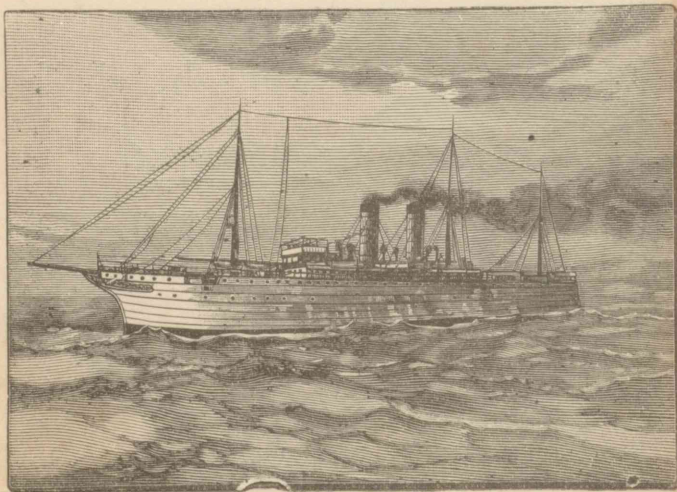
WRITING EXERCISE.

*Here are a slate and slate-pencil on the
desk.*

LESSON XIII.

Look there!

There is a ship on the sea.



It has three masts.

Do you know the name of that ship?

Yes, I know. The name of that ship is the "Empress of Japan."

New words:—look, there, ship, sea, mast, know, that, Em'press.

GRAMMAR.

See the bird on the tree.—Look there!

PHRASE.

There is.

EXERCISE.

black-board a piece of chalk

1. There is a piece of chalk on the black-board.

2. Do you know my brother?
3. There is a bird on that tree.
4. Do you see it?
5. There are two black-boards in the class-room.
6. The "Empress of Japan" is the name of a ship.
7. See a big ship on the sea.
8. The ship has one mast.

WRITING EXERCISE.

The name of that ship is the "Empress of Japan."

LESSON XIV.

It is very fine to-day.

Will you take a walk?

Yes, I shall take a walk.

Will he go out for a walk?

No, he will not go out for a walk.

New words:—for, out, will, shall, take, fine, to-day.

GRAMMAR.

I shall take a walk.—Will you take a walk?—He will not go out for a walk.

PHRASES.

take a walk, go out for a walk.

EXERCISE.

明日
to-mor'row

今夜
to-night'

1. Will you go out for a walk to-day?
2. Yes, I shall go out for a walk to-day.
3. Will he take a walk to-mor-row?
4. No, he will not take a walk to-morrow.
5. My father and mother like to go out for a walk.

6. There is a fine ship on the sea.

7. Do you know what bird it is?

8. Will you go out to-night?

WRITING EXERCISE.

Will he go out for a walk?

LESSON XV.

What a fine day!

Where shall we go?

Let us go to the park.

It takes an hour to get there.

It is good to take a walk on
a fine day.

New words:—an, we, us, get, let, day, hour
(*aur*), park.

GRAMMAR.

Is John a good boy?—Have you a sister?—Here is a book.—It has a nest.—
There is a ship.—will you take a walk?—
What a fine day!—It takes an hour.

I have no sister.—Where shall we go?
Where shall we go?—Let us go to the
park.

They like to go to school.—It takes an
hour to get there.—It is good to take a
walk.

PHRASES.

let us go, it takes an hour.

EXERCISE.

ink'-pot

e-ra'ser

1. There are a pen and an ink-pot on the table.
2. Here is an eraser on the black-board.
3. Let us go out for a walk.

4. It takes two hours to get to my school.

5. What a fine book!

6. Do you know which is his pencil?

7. Good boys like to go to school.

8. I know the name of that bird.

WRITING EXERCISE.

Good boys like to go to school.

0 LESSON XVI.

Let us walk in the garden.

It is a large garden with many pretty flowers.

Do you like flowers?

Yes, I am very fond of them.

Will you give me a flower?

Yes, I will give you two.

New words:—am, me, with, them, large, give (*giv*), man'y, flow'er, gar'den.

GRAMMAR.

I have no sister.—I do.—I know.—I shall take a walk.—It is my sister's book.—It is

my cap.—Do you know my brother?—Will you give me a flower?

Have you a sister?—Do you hear it sing?—Do you know the name?—Will you take a walk?—Do your brothers go?—Who is your teacher?—Which is your cap?—I will give you two.

He is in London.—She is a good girl.—It is a big book.—They are in Canada.—I am very fond of them.

James has two sisters.—They have brothers.—She is very fond of books.—It has three masts.—It is a large garden with many pretty flowers.

EXERCISE.

please give me.

1. Give me that book.
2. We shall see them to-day.

3. I see a ship with three masts.
4. Please give me a knife.
5. I am a pupil of the primary school.
6. There is a shelf with many books in the class-room.
7. There are many birds on that tree.
8. Hear them sing.

WRITING EXERCISE.

Please give me a knife and a pencil.

LESSON XVII.

SPELLING REVIEW.

shelf	sea	chalk	Em'press
give	see	board	pret'ty
which	tree	out	gar'den
shall	piece	hour	to-day'
that	please	hear	e-ra'ser
black	know	for	
large	walk	ma'ny	

SPELLING EXERCISE.

e = î.

he me we she
be

o = ow.

no go so most

LESSON XVIII.

Where did you go yesterday?

I went to the river to see the
boat-race.

How many boats took part in
the race?

There were four boats.

It was a fine day, and very
many people were there.

New words:—did, went, boat, race, took, four, how, part, river, people (*pî pl*), yesterday.

GRAMMAR.

Do your brothers go to school?—Where did you go yesterday?

They go to school.—I went to the river.

Where did you go?—I went to the river.

PHRASES.

how many, took part.

EXERCISE.

class-mate a sheet of paper

同級生

紙一投

1. Please give me a sheet of paper.

2. How many class-mates have you?

3. Did you take a walk yesterday?

4. I went to the park to see the flowers.

5. It took three hours to get there.

6. We took part in the boat-race yesterday.

7. There were very many people in the park.

WRITING EXERCISE.

How many boats took part in the race?

LESSON XIX.

One day father took me to London.

We went in the cars on the railway.

How fast we went!

We went through tunnels and over bridges.

At noon, we came to London.

New words:—car, fast, through, at, noon, came, bridge, o'ver, tun'nel, rail-way.

GRAMMAR.

Will you take a walk?—It takes an

hour.—How many boats took part in the race?—Father took me to London.

PHRASES.

One day, went in.

EXERCISE.

when morning

1. Will you go to see the boat-race to-day?
2. Will you take me to the park?
3. In the morning I take a walk in my garden.
4. When will you go to America?

I went over two bridges

5. I go over two bridges to go to school.

6. How fast the boats went!

7. One day James and I went to London.

8. Very many people were in the cars.

WRITING EXERCISE.

We went in the cars on the railway.

I went to London through
tunnels

yesterday

LESSON XX.

Let us go out to fly our kites.

Hurrah! that will be fun.

Bob has a kite.

How high it is!

Yes, but my kite will fly as high as his.

New words:—as, our, fly, but, fun, kite, high, hur-rah'.

GRAMMAR.

We went through tunnels.—We came to London.—Let us go out to fly our kites.—Let us go to the park.

Look there!—What a fine day!—How fast we went!—How high it is!

PHRASE.

as high as.

BOB—a shortened familiar form of Robert.

EXERCISE.

base-ball match playground
base ball *play ground*

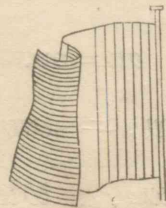
1. There was a base-ball match in the playground yesterday.
2. Did you take part in it?
3. How pretty the bird is!
4. What a pretty bird!
5. How high are you?
6. I am as high as you.

7. I took part in the base-ball match, but James did not.

8. Bob went out to the playground to fly his kite.

WRITING EXERCISE.

*Let us go out to fly our kites.
 How high it is!*



How old are you?

I am fifteen years old.

LESSON XXI.

SPELLING REVIEW.

bridge 橋 mate 女 kite 凵 morning 朝
 took 取つた came 来た high 高 baseball 野球
 car 車 play 遊ぶ ground 地 rail'way 鉄道
 part 部分 sheet 紙 four 四 yes'ter-day 昨日
 fast 速 boat 船 our 我々の our 我々の
 race 競争 noon 正午 riv'er 川

SPELLING EXERCISE.

ow = au.

now 今 cow 牛 owl 猫头鹰 crown 王冠
 how 如何 bow 弓 town 镇 down 下

LESSON XXII.

Do you see the clock?

Yes, I see the clock.

Can you tell me

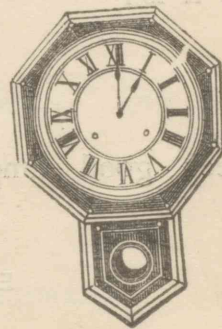
what time it is?

It is one o'clock.

Does the clock

keep good time?

No, it does not. It gains a little.



New words:—can, tell, does, gain, time, keep, clock, little.

GRAMMAR.

Do your brothers go to school?—Do you hear it sing?—Where shall we go?—Will you take a walk?—Can you tell me what time it is?

PHRASE.

keep good time.

時計がよい

EXERCISE.

watch, five, six, sev'en, eight, nine, ten, e-lev'en, twelve.

1. What o'clock is it now?
2. It is seven o'clock.
3. My watch does not keep good time.

4. How many hours does it take to get there?

5. It takes nine hours.

6. Look at your watch and tell me what time it is.

7. It is five o'clock, but my watch gains a little.

WRITING EXERCISE.

My watch keeps good time.

Can you tell me what time it is?



LESSON XXIII.

John and James went out to sea in a boat.

The wind blew hard.

The waves were high.

But they were not afraid.

They could sail the boat well.

Do you like to go out to sea in a boat?

New words:—wind, blew, hard, wave, could, sail, well, a-fraid'.

GRAMMAR.

The king of England is Edward.—The

name of his brother is John.—They go to the primary school.—See a bird on the tree.—There is a ship on the sea.—Let us go to the park.—Let us walk in the garden.—I went to the river to see the boat-race.—Do you see the clock?—The wind blew hard.—The waves were high.—They could sail the boat well.

Can you tell me what time it is?—They could sail the boat well.

EXERCISE.

1. How high the waves are!
2. We can sail the boat through the high waves.
3. The wind is very hard, but I am not afraid.
4. The bird sings very well.

5. We could sail the boat as fast as they.

6. At noon, we went out to sea.

WRITING EXERCISE.

But they were not afraid.

They could sail the boat well.

LESSON XXIV.

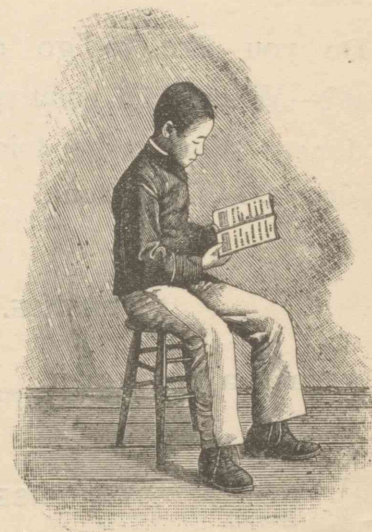
This is a good boy.

What is he doing?

He is reading a book.

He works hard when he has work to do, and plays when it is done.

I think he will make a good man.



New words:—this, think, make, man, play, done, work, do'ing, read'ing.

GRAMMAR.

Do you like to go out to sea in a boat?—Where did you go yesterday?—It is done.—What is he doing?—He has work to do.—Do, Did, Done.

PHRASE.

make a good man.

EXERCISE.

1. Work hard when you have work to do.
2. What are you reading?
3. Let us play ball.

4. I think he will go out for a walk.

5. He will play when his work is done.

6. Do you think he is a good boy?

7. Boys like to play ball.

WRITING EXERCISE.

Work hard when you have work to do.

Play when your work is done.

LESSON XXV.

I go to the river to learn swimming everyday.

My master is an old man by the name of Strange.

He is a very good swimmer.

All his pupils swim well.

I can swim two miles.

New words:—by, all, old, learn, swim, swim'ming, swim'mer, mas'ter, ev'er-y.

GRAMMAR.

It takes an hour to get there.—There are

a pen and an ink-pot.—Here is an eraser.—
My master is an old man.

PHRASES.

by the name of, every day.

EXERCISE.

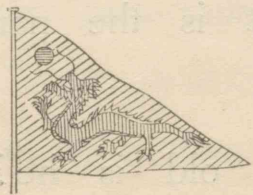
1. How many miles can you swim?
2. What is the name of your teacher?
3. How old is he?
4. I take a walk every morning.
5. All my class-mates can sail the boat well.

6. Do you know a man by
the name of Strange?

WRITING EXERCISE.

All my class-mates swim well.

He is a very good swimmer.



LESSON XXVI,

John was a stout young man.
He went to sea in a large ship.
He learned how to sail the ship.
After a while, he was made
captain of it.

He went to many countries, and
saw many strange things.

He is an old man now, and
likes to tell little boys and girls
all he saw while he was captain
of a ship.

see saw seen

New words:—saw, made, stout, strange, thing, young, while, after, cap'tain, coun'try.

GRAMMAR.

John is a good boy.—Mary is a good girl.—He likes to tell little boys and girls all he saw.

See the bird on the tree.—I see the clock.—He saw many strange things.

It takes an hour to get there.—It gains a little.—He works hard.—(He) plays.—He likes to tell little boys and girls all he saw.

Handwritten Japanese notes: 航海 (navigation), 船 (ship), 航路 (route), 航路の事 (about the route), 船を運ぶ (to transport a ship), 船を運ぶ事 (about transporting a ship), 船を運ぶ人 (person who transports a ship), 船を運ぶ時間 (time to transport a ship), 船を運ぶ場所 (place to transport a ship), 船を運ぶ方法 (method to transport a ship), 船を運ぶ場所 (place to transport a ship), 船を運ぶ方法 (method to transport a ship).

PHRASES.

went to sea, how to sail the ship, after a while. Handwritten notes: 航海 (navigation), 船 (ship), 航路 (route), 航路の事 (about the route), 船を運ぶ (to transport a ship), 船を運ぶ事 (about transporting a ship), 船を運ぶ人 (person who transports a ship), 船を運ぶ時間 (time to transport a ship), 船を運ぶ場所 (place to transport a ship), 船を運ぶ方法 (method to transport a ship), 船を運ぶ場所 (place to transport a ship), 船を運ぶ方法 (method to transport a ship).

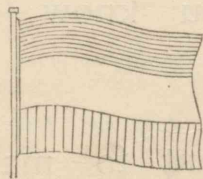
EXERCISE.

- 1. One day my brother took me to sea in a boat.
2. He is young and stout.
3. After a while we came to the park.
4. Do you know how to sail the boat?
5. He went to many countries while he was young.
6. He saw a nest on that tree.
7. Tell me all you saw in the park yesterday.

Handwritten notes: 現在 (Present), He plays, she plays, it plays, They play. Grammar notes: 三人称單數 (Third person singular), 動詞 (Verb), (is)(are), 船 (ship), 航路 (route), 航路の事 (about the route), 船を運ぶ (to transport a ship), 船を運ぶ事 (about transporting a ship), 船を運ぶ人 (person who transports a ship), 船を運ぶ時間 (time to transport a ship), 船を運ぶ場所 (place to transport a ship), 船を運ぶ方法 (method to transport a ship), 船を運ぶ場所 (place to transport a ship), 船を運ぶ方法 (method to transport a ship).

WRITING EXERCISE.

He is an old man now, and likes to tell little boys and girls all he saw while he was captain of a ship.



LESSON XXVII.

SPELLING REVIEW.

wind	sail	saw	coun'try
clock	gain	work	cap'tain
done	wave	learn	aff'er
does	old	while	a-fraid'
young	all	swim'mer	ev'er-y

SPELLING EXERCISE.

ew = yû.

new	few	flew	blew
dew			

o = û.

to	two	whom	wom'an
do	who	tomb	

CARDINAL NUMBERS.

<p>1 One</p> <p>2 Two</p> <p>3 Three</p> <p>4 Four</p> <p>5 Five</p> <p>6 Six</p> <p>7 Seven</p> <p>8 Eight</p> <p>9 Nine</p> <p>10 Ten</p> <p>11 Eleven</p> <p>12 Twelve</p> <p>13 Thirteen</p>	<p>14 Fourteen</p> <p>15 Fifteen</p> <p>16 Sixteen</p> <p>17 Seventeen</p> <p>18 Eighteen</p> <p>19 Nineteen</p> <p>20 Twenty</p> <p>21 Twenty-one</p> <p>22 Twenty-two</p> <p>30 Thirty</p> <p>40 Forty</p> <p>50 Fifty</p> <p>60 Sixty</p>
--	--

nineteen hundred

<p>70 Seventy</p> <p>80 Eighty</p> <p>101 One hundred and one</p> <p>102 One hundred and two</p> <p>200 Two hundred</p> <p>225 Two hundred and twenty-five.</p> <p>1000 One thousand</p> <p>1905 One thousand nine hundred and five.</p>	<p>90 Ninety</p> <p>100 Hundred</p>
--	-------------------------------------

1911 年

one thousand nine hundred and eleven

LIST OF THE WORDS.

(The figures refer to the lessons.)

A	bird, 12.
a, 6.	black-board, 13.
afraid, 23.	blew, 23.
after, 26.	boat, 18.
all, 25.	boat-race, 18.
am, 16.	boats, 18.
an, 15.	book, 10.
and, 2.	books, 10.
are, 2.	boy, 6.
arch *	boys, 15.
as, (adv.) 20; (con.) 20.	bridges, 19.
at, 19.	brother, 6.
B	brothers, 8.
base-ball, 20.	but, 20.
beef *	butter *
big, 10.	by, 25.

C	desk, 12.
came, 19.	did, 18.
can, 22.	do, 9.
cap, 10.	does, 22.
captain, 26.	doing, 24.
cars, 19.	dollar *
chalk, 13.	done, 24.
class-mate, 18.	E
class-mates, 18.	eight, 22.
class-room, 9.	eleven, 22.
clock, 22.	empress, 13.
coke *	eraser, 15.
could, 23.	every, 25.
countries, 26.	F
cup *	fast, 19.
D	father, 7.
day, 15.	

fine, 14.

five, 22.

flag *

flower, 16.

flowers, 16.

fly, 20.

fond, 10.

foot *

for, 14.

four, 18.

fun, 20.

G

gains, 22.

garden, 16.

get, 15.

girl, 6.

girls, 26.

give, 16.

go, 9.

good, 6.

gum *

H

hard, 23.

has, 8.

hat *

have, 8.

he, 5.

hear, 12.

here, 10.

high, 20.

his, 7.

hour, 15.

how, 18.

hurrah, 20.

I

I, 8.

ice *

in, 1.

is, 1.

it, 10.

ink-pot. 15.

K

keep, 22.

king, 7.

kite, 20.

kites, 20.

knife *

knot *

know, 13.

L

lace *

lamp *

large, 16.

learn, 25.

learned, 26.

lemon *

let, 15.

like, 9.

likes, 26.

little, 22.

look, 13.

M

made, 26.

make, 24.

man, 24.

many, 16.

march *

master, 25.

masts, 13.

match, 20.

me, 16.

miles, 25.

milk *

Miss, 6.

Missis, (Mrs.) 6.

Mister, (Mr.) 6.

morning, 19.

mother, 7.

my, 10.

N

name, 8.

nest, 12.

net *

nine, 22.

no, (a.), 8 ; (adv.) 4.

noon, 19.

not, 4.

note *

note-book, 10.

now, 3.

O

o'clock, 22.

of, 7.

old, 25.

on, 12.

one *

our, 20.

out, 14.

over, 19.

P

paper, 18.

park, 15.

part, 18.

pen *

pencil, 8.

people, 18.

piece, 13.

pin *

play-ground, 20.

plays, (v.) 24.

please, 16.

pound *

pretty, 12.

primary, 9.

pupil, 9.

pupils, 9.

Q

queen, 7.

R

race, 18.

rail-way, 19.

reading, 24.

ribbon *

river, 18.

S

sail, 23.

saw, 26.

school, 9.

sea, 13.

see, 12.

seven, 22.

shall, 14.

she, 6.
 sheet, 18.
 shelf, 12.
 ship, 13.
 sing, 12.
 sister, 6.
 sister's, 10.
 six, 22.
 slate, 8.
 slate-pencil, 8.
 soup *
 spoon *
 stout, 26.
 strange, 26.
 swim, 25.
 swimmer, 25.
 swimming, 25.

T

take, 14.
 takes, 15.
 tea *
 teacher, 9.
 tell, 22.
 ten, 23.
 that, (p.), 20; (a.), 13.
 the, 7.
 them, 16.
 there, 13.
 they, 5.
 things, 26.
 think, 24.
 this, 24.
 three *
 through, 19.
 time, 22.

to, 9.
 to-day, 14.
 to-morrow, 14.
 to-night, 14.
 took, 18.
 tree, 12.
 tunnels, 19.
 twelve, 22.
 two *

U

us, 15.

V

very, 10.

W

walk (n.), 14; (v.), 16.
 was, 3.
 watch, 22.
 waves, 23.
 we, 15.
 well, 23.
 went, 13.
 were, 3.
 what, 9.
 when, 19.
 where, 5.
 which, 12.
 while, (n.); (con.), 26.
 who, 7.
 whose, 10.
 will, 14.
 wind, 23.
 with, 16.
 work, (n.) 24.

works, (v.) 24.

Y

yard *

yes, 4

yesterday, 18.

you, 8.

young, 26.

your, 9.

(The asterisks (*) refer to the lesson on Pronunciation.)

LIST OF THE PHRASES.

(The figures refer to the lessons.)

After a while, 26.	It takes an hour, 15.
As high as, 20.	Keep good time, to,
Be fond of, to, 10.	22.
By the name of, 25.	Let us go, 15.
Every day, 25.	Make a good man, to,
Go in, to, 19.	24.
Go out for a walk, to,	One day, 19.
14.	Take a walk, to, 14.
Go to school, to, 9.	Take part, to, 18.
Go to sea, to, 26.	There is, 13.
How many, 18.	
How to sail the ship,	
26.	

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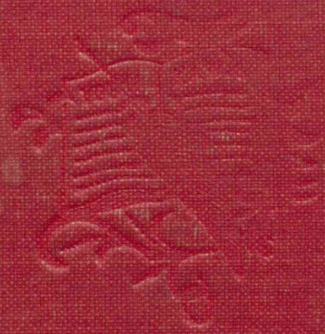
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