

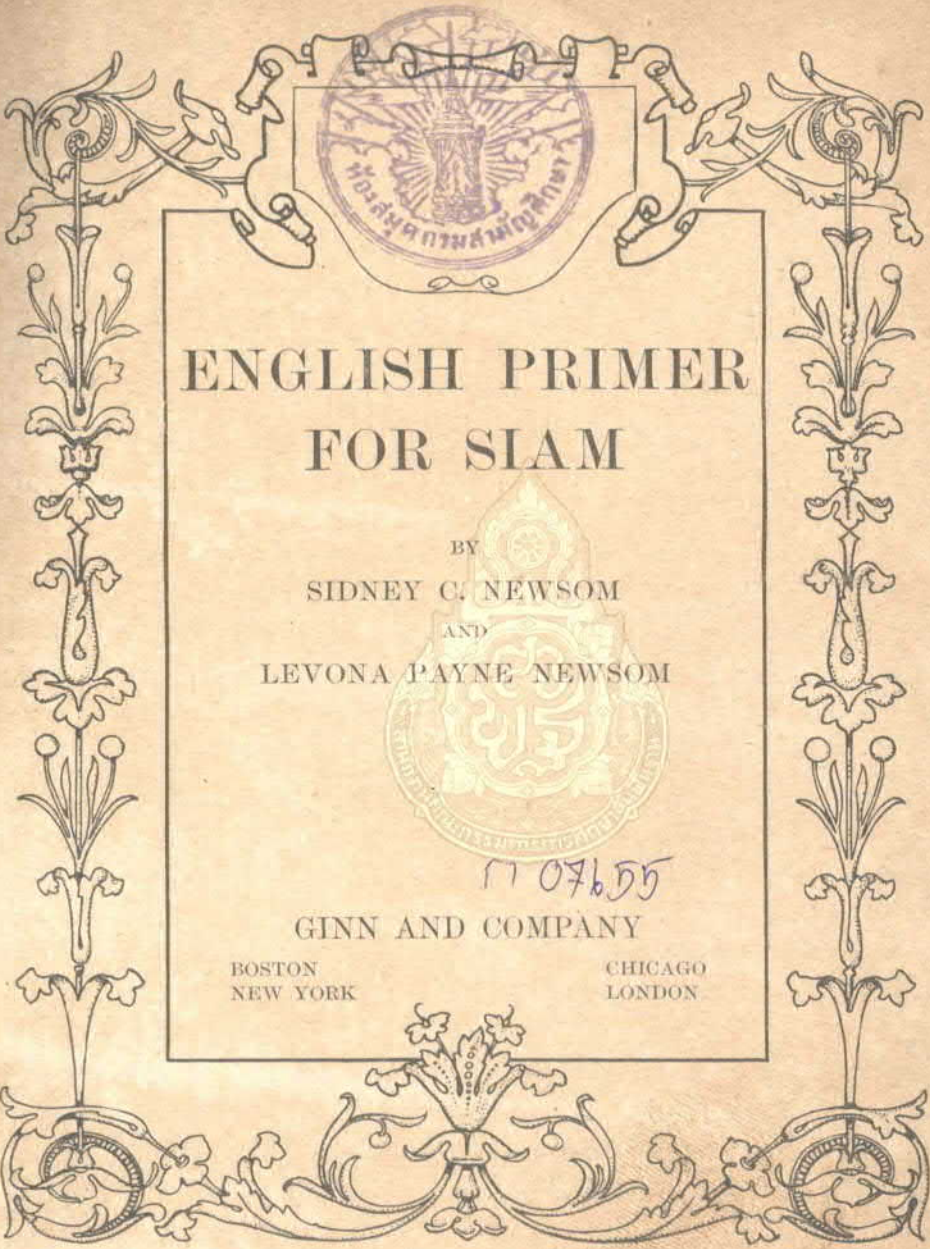


ENGLISH
PRIMER
FOR
SIAM

GINN AND
COMPANY

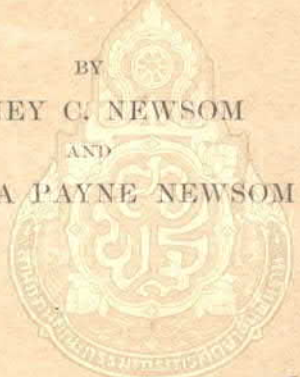
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ENGLISH PRIMER FOR SLAM

BY
SIDNEY C. NEWSOM
AND
LEVONA PAYNE NEWSOM



17 07655

GINN AND COMPANY

BOSTON
NEW YORK

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PREFACE

The exercises throughout this Primer are based upon school experience in the Orient.

The primer has a vocabulary of two hundred words. These have been carefully introduced and constantly reviewed. The new words are frequently grouped for convenient reference and will serve as exercises in writing and spelling.

The subject matter has been selected after careful consideration of the temperament and needs of the young Oriental boy and girl. It is of a kind with which they are familiar from earliest childhood, and, with a few exceptions, the objects mentioned are to be found everywhere. The attempt has been made to treat this material in the most elementary and direct manner possible.

Exercises in stick laying, drawing, singing, and simple number work have been prepared in the belief that they will serve to enliven the set routine, and that a primer should include such material.

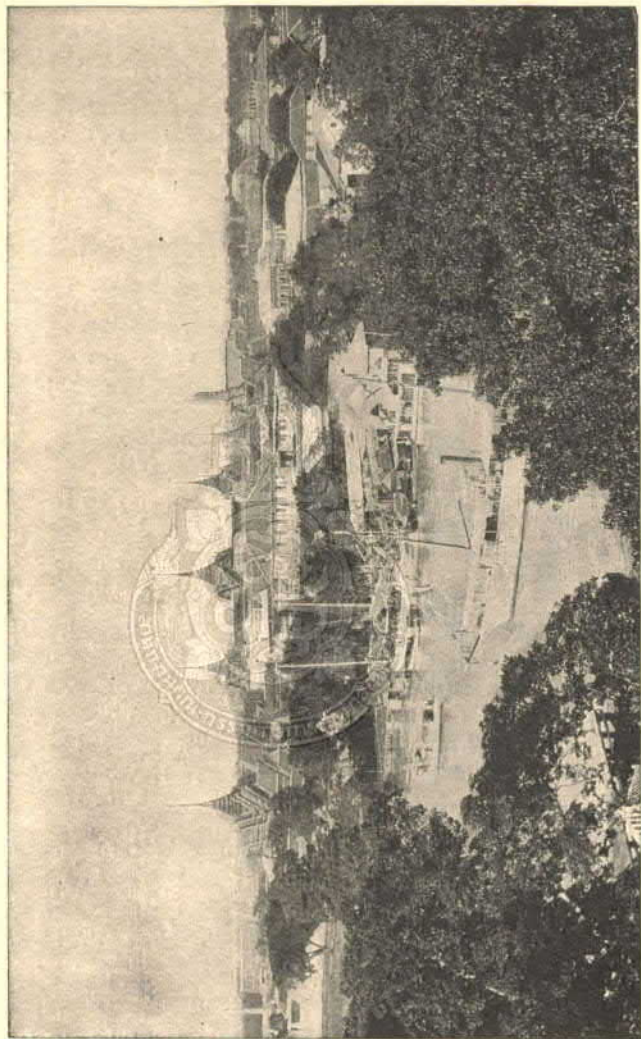
Where it seems advisable, a note has been placed at the bottom of the page for the benefit of the teacher. As far as possible, explicit directions are given in these notes.

The surroundings and life of the Oriental child are very different from those of the Occidental child, and the authors of this book have borne this fact in mind in the method and material used. They will consider their work a success if they help the child to learn English and the teacher to teach it.

THE ALPHABET

J J

A	a	<i>A</i>	<i>a</i>	N	n	<i>N</i>	<i>n</i>
B	b	<i>B</i>	<i>b</i>	O	o	<i>O</i>	<i>o</i>
C	c	<i>C</i>	<i>c</i>	P	p	<i>P</i>	<i>p</i>
D	d	<i>D</i>	<i>d</i>	Q	q	<i>Q</i>	<i>q</i>
E	e	<i>E</i>	<i>e</i>	R	r	<i>R</i>	<i>r</i>
F	f	<i>F</i>	<i>f</i>	S	s	<i>S</i>	<i>s</i>
G	g	<i>G</i>	<i>g</i>	T	t	<i>T</i>	<i>t</i>
H	h	<i>H</i>	<i>h</i>	U	u	<i>U</i>	<i>u</i>
I	i	<i>I</i>	<i>i</i>	V	v	<i>V</i>	<i>v</i>
J	j	<i>J</i>	<i>j</i>	W	w	<i>W</i>	<i>w</i>
K	k	<i>K</i>	<i>k</i>	X	x	<i>X</i>	<i>x</i>
L	l	<i>L</i>	<i>l</i>	Y	y	<i>Y</i>	<i>y</i>
M	m	<i>M</i>	<i>m</i>	Z	z	<i>Z</i>	<i>z</i>



THE ROYAL PALACE

ENGLISH PRIMER FOR SIAM

a book

a big book



a little book

bōok

bīg

līt'tlē

NOTE TO THE TEACHER. — Let the pupils point out big and little objects in the room. Drill the class in correct pronunciation of the words and in oral spelling. A phonic chart is given at the end of the book.



a bird

a big bird

a little bird

a leaf

a little leaf



bīrd

lēaf

NOTE. — This lesson should also be written in script on the blackboard and copied on the slates.

a bird

a red bird

a big red bird



a green leaf



a bird

a little bird

a blue bird

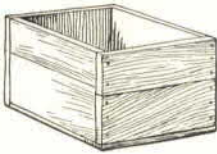
a little blue bird

rěd

grēen

blūø

I see a ball.



I see a box.

I see a cup.



I see a kite.

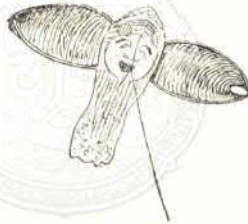
sēē

cūp

ball

bōx

kītē

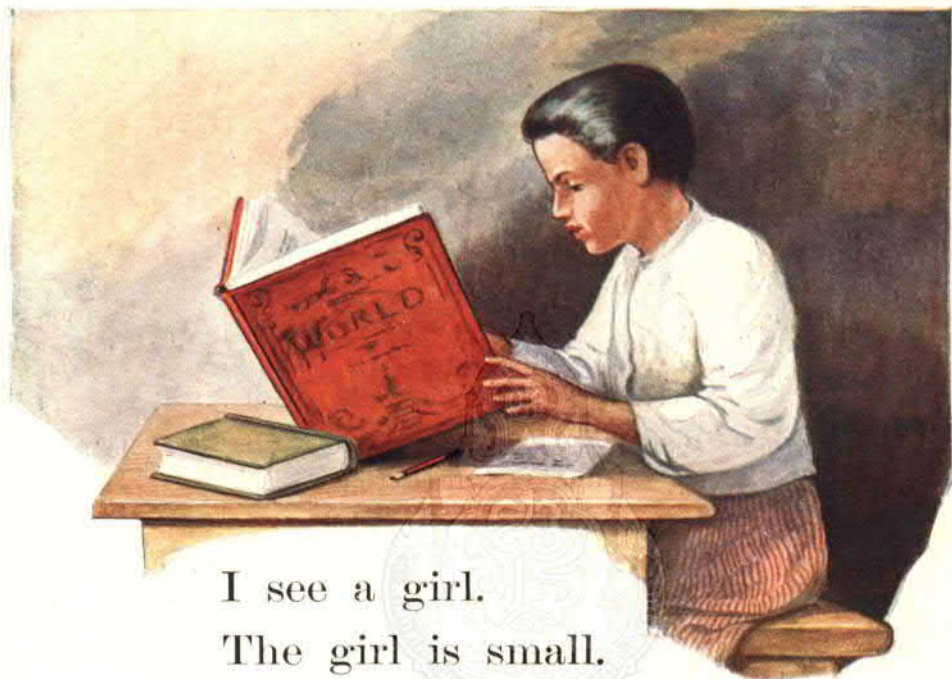
books*balls**cups**kites**birds*

NOTE.—The children should draw the pictures and copy the names.
Explain singular and plural numbers.



I see a boy.
 The boy is Chan.
 Chan has a kite.
 The kite is large.
 The kite is green.
 I see the kite.

boy hăş ăş
 lărgø ăt



I see a girl.
 The girl is small.
 The girl is Kao.
 Kao has a book.
 Kao reads the book.
 The book is large.
 I see the large red book.

girl

reads

small

REVIEW

ball	cup	leaf
big	girl	little
bird	green	reads
blue	has	red
book	is	see
box	kite	small
boy	large	the

NOTE. — Drill the class in spelling and pronouncing each word. All the words should be written in script on the blackboard and copied on the slates. Show the children how to form the letters. In the following lessons the teacher should write each sentence upon the blackboard. In this way the script forms are made familiar and the transition from type to script becomes natural and easy.

REVIEW

I see a red bird.

I see a blue bird.

I see a green leaf.

The girl reads the book.

The small girl has a cup.

The large boy has a ball.

Chan has a red box.

Kao has a little box.

Chan is a big boy.

The large boy has a kite.

NOTE. — In reviews, both in spelling and in reading, constant reference should be made to preceding lessons.



I have a flag.
 The flag is large.
 The flag is red, white, and blue.
 Chan has a little flag.

hăvə

whītə

flăg

NOTE. — Explain *have*, and let the children point out white objects in the room.



I see a dog.

The dog is large.

The dog runs.

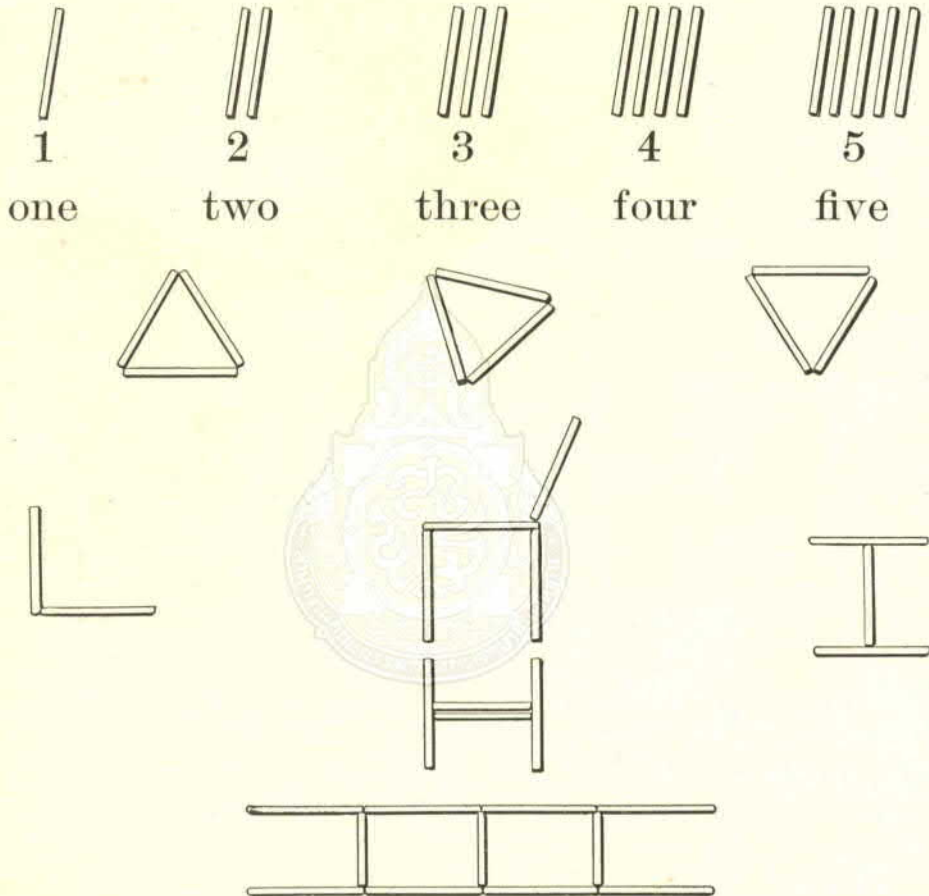
The dog barks.

The dog runs and barks.

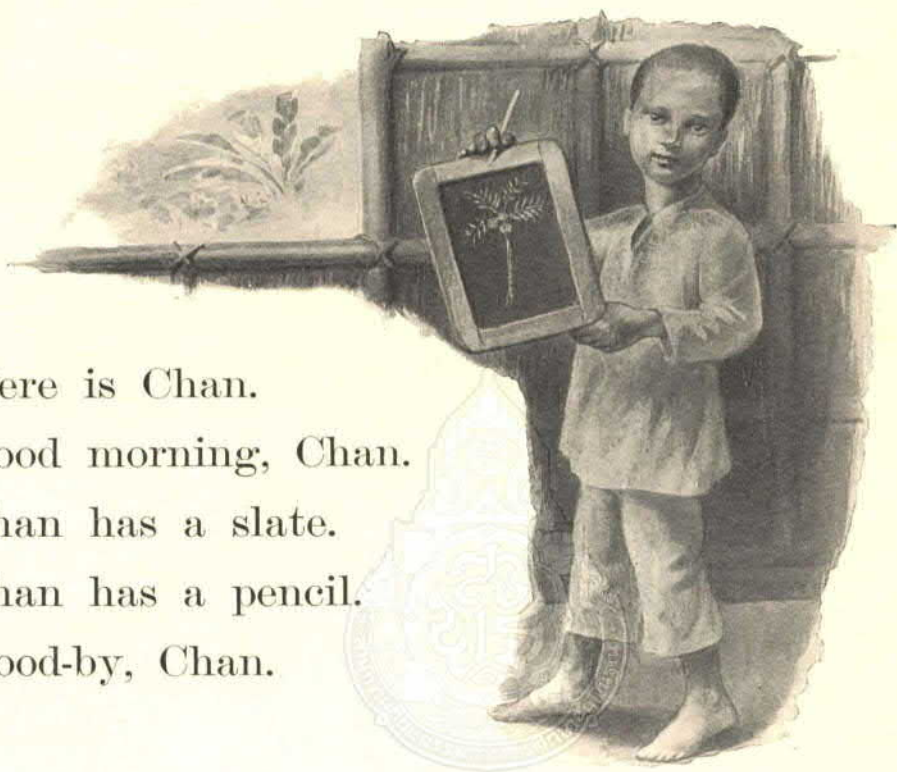
dōg rŭnſ bārks ānd

NOTE. — Explain the picture to the class and illustrate the meaning of the verbs.

STICK LAYING AND NUMBER WORK



NOTE.—Prepare small sticks. Let the pupils place them as indicated; copy the figures in second row; write the words in third. The pupils should place sticks in as many forms as possible. Use the blackboard in teaching this exercise.



Here is Chan.

Good morning, Chan.

Chan has a slate.

Chan has a pencil.

Good-by, Chan.

good morning
good-by

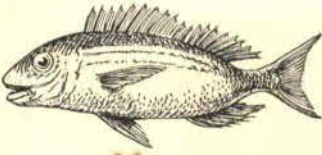
gōōd mōrn'īng

gōōd-b̄y'

slāṭə

pĕn'cīl
†

hērə

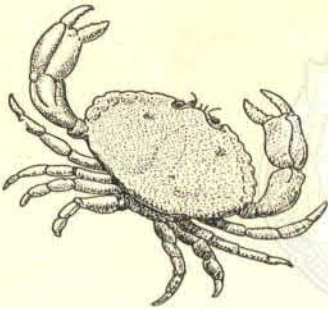


Here is a fish.

Here is a fish.

Here is a frog.

Here is a frog.



Here is a crab.

Here is a crab.

The fish, the frog, and the crab live
in the water.

fīsh

līvə

frög

in

crăb

wa'tēr



Here is the King.

I see the King of Siam.

The King lives in a large house.

I am a little boy.

I live in a small house.

ăm

house

King

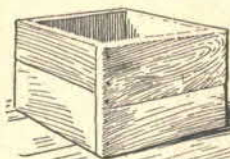
Siam



Here is a boy.



There is a girl.



Here is a box.

There is a cup.



Here is a dog.

There is a ball.

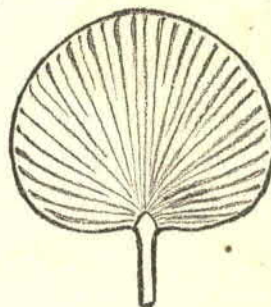
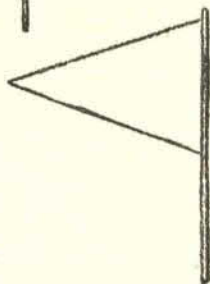
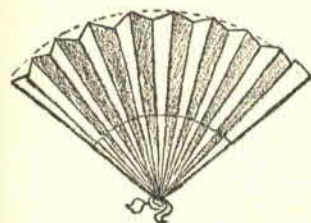
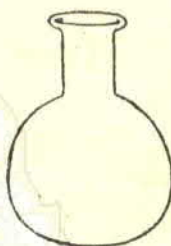
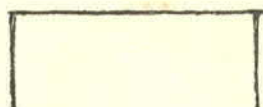
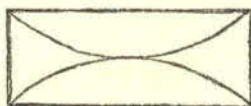
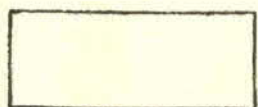


thêrø

hêrø

NOTE.— Explain the meaning of *here* and *there* by location of objects in the room.

DRAWING LESSON



NOTE. — The pictures should be drawn with pencil on tablet paper.

I

1

one

II

2

two

III

3

three

IIII

4

four

IIIII

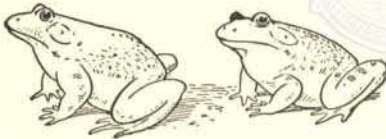
5

five

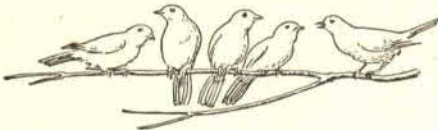
one flag
two flags

one crab
two crabs

Here is one frog.



Here are two frogs.



Here are five birds.

one
(wūn)

two

thrē

fōur

fīv

REVIEW

am	frog	one
and	good-by	pencil
are	good morning	runs
barks	have	slate
crab	here	there
dog	Siam	three
fish	in	two
five	live	water
flag	king	white
four	house	

See the fish in the water.

I have one pencil and a slate.

There is a large frog.

NOTE. — Follow directions given on page 14. In each review the teacher should assist the pupils by using the blackboard. This applies especially to the writing exercise.

REVIEW

I am a boy.

I am a girl.

The crab runs.

The dog barks.

There are two pencils.

I see three flags.

Kao has four fish.

I live in Siam.

Here are two white dogs.

Here are five slates.

The frog lives in the water.

Good morning, Kao.

I have a book and a box.

Good-by, Chan.

NUMBER WORK



1

one



2

two



3

three



4

four



5

five

One  and one  are two 

Two  are in the 

Two  and one  are three 

Three  and one  are four 

Four  and one  are five 

$$1 + 1 = 2$$

$$2 + 1 = 3$$

$$1 + 2 = 3$$

$$3 + 1 = 4$$

$$1 + 3 = 4$$

$$4 + 1 = 5$$

$$1 + 4 = 5$$

$$2 + 2 + 1 = 5$$

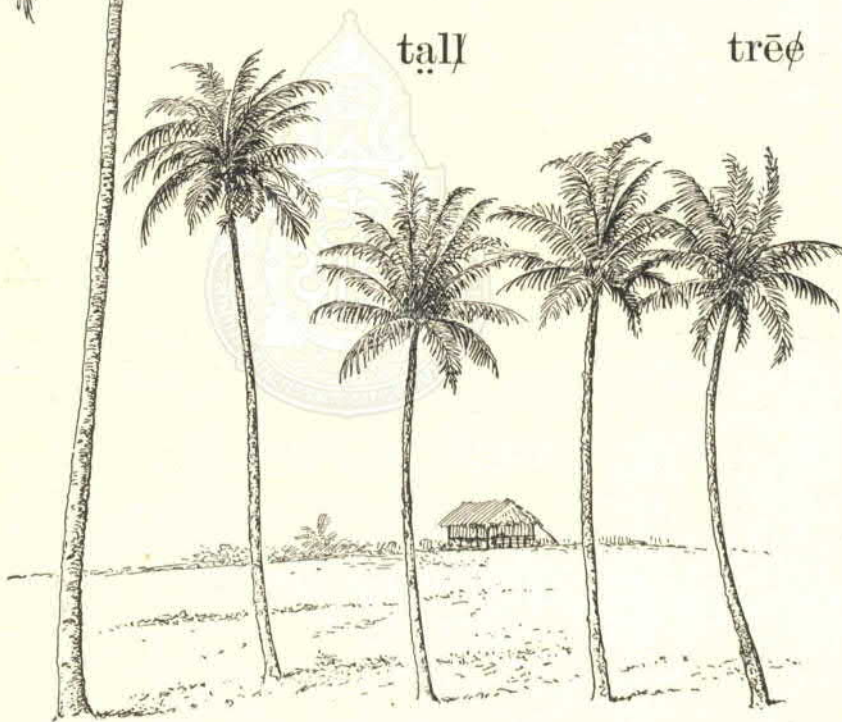
NOTE. — Drill the children in counting up to five and in combinations up to five



Here is a tree.
The tree is tall.
I see the tall tree.
Trees are green.

tall

trēē



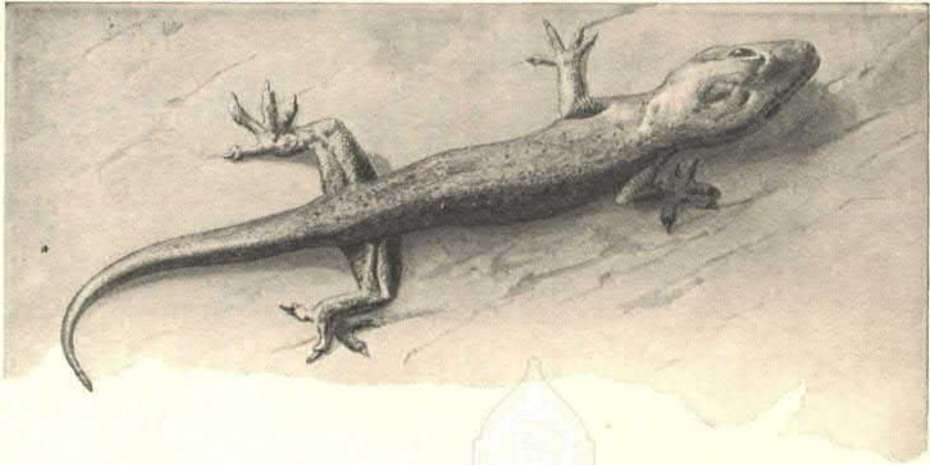
one

two

three

four

five



This is a lizard.

This is a large lizard.

The lizard is on the wall.

I see the lizard on the wall.

This is a small lizard.

I see the small lizard.



this

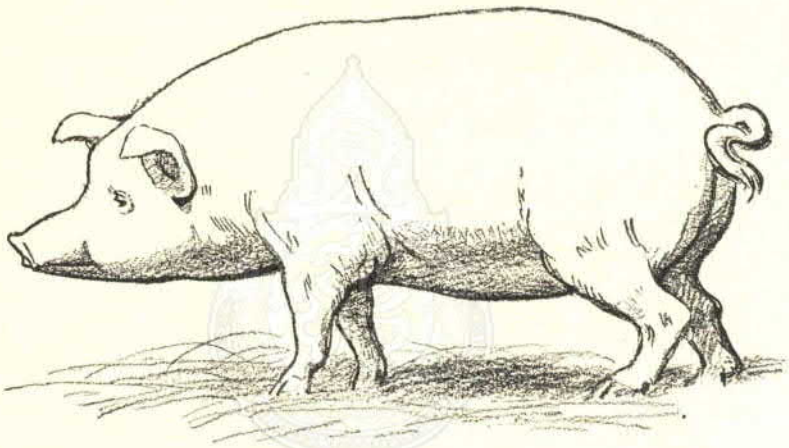
on

wall

lizard
(ērd)

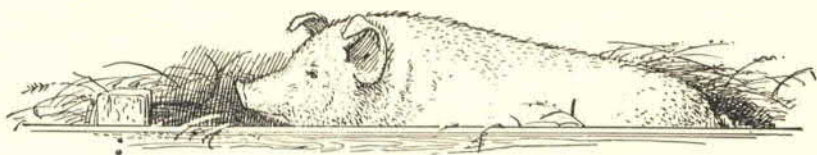
NOTE. — Illustrate the meaning of *this* and *on* by the position of objects.

DRAWING LESSON



This is a big pig.

NOTE. — Let the children draw the picture and copy the script.



Here is a pig.

The pig is white.

The pig runs.

I see the pig.

The pig has two eyes.

The pig has two ears.

The pig has four feet.

The pig has a tail.

This pig is large.

Kao sees the pig.

The pig has small eyes.

ēyēs

ēars

fēēt

tāil

pīg



a rat



a cat



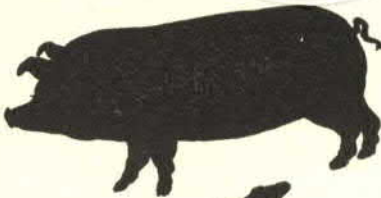
a dog



a bat



a hen



a pig



a lizard

răt

băt

căt

hăn

A rat is small.
 A rat has a tail.
 A rat has four feet.
 A rat has two eyes.
 A dog can bark.
 A dog can run.
 A dog has two ears.
 A dog has two eyes.
 A dog has a tail.
 A rat can run.
 A cat can run.
 Can a hen run?
 I can run.
 Chan can run.
 Here are three hens.

căn



can



This is a bat.

The bat has two wings.

The bat can fly.

Bats have ears.

A bird has wings.

Birds can fly.

Birds and bats have wings.

wings

fly

See the dog —.

A rat can —.

A — has a tail.

A rat has — feet.

A rat — two eyes.

A — can bark.

A dog has two —.

A dog has a —.

Bats have —.

Birds have —.

Dogs have —.

Here is a —.



Here are four —.



NOTE. — Write in script on the blackboard. The children should copy this exercise on their slates, filling in the blanks. Similar exercises should be given weekly.

OPENING SONG



1. All na - ture hails the day As dark - ness fades a - way ; The
 2. We come to work and play, With fa - ces blithe and gay ; Each



birds, the flow'rs, the fly - ing breeze That stirs to mu - sic leaf - y
 morn-ing is our world made new, Like thirst-y flowers refreshed with



trees, All greet the wel - come day, All greet the wel - come day.
 dew, We greet the wel - come day, We greet the wel - come day.

MARCHING SONG

E. SCHMIDT



1. We march and keep our pla - ces With steady, e - ven pa - ces ; Tra la
 2. Now left, now right, ad - van - cing, As gay - ly as if dan - cing ; Tra la



la la la la la la la la la, Tra la la la la la la la.

NUMBER WORK

I	II	III	IIII	IIIII	IIIIII
1	2	3	4	5	6
one	two	three	four	five	six

I see      

I see    and   

I see   and    

I see  and     

I see   and   and  

SIX

NOTE.—Prepare small sticks as before and make the exercise as full of interest as possible. Use the blackboard, giving simple designs of six lines for the children to copy.

REVIEW

bat	feet	pig	this
can	fly	rat	tree
cat	hen	six	wall
ears	lizard	tail	wings
eyes	on	tall	

NOTE. — Follow directions on page 14.

The bat can —.

The dog can —.

The pig can —.

The bird has —.

The rat has —.

The lizard has —.

REVIEW

The cat can run.

The bird can fly.

The green tree is tall.

The pig has a tail.

The hen has two wings.

The lizard has four feet.

The rat has four feet.

I see a bat on the wall.

I have one slate and two pencils.

I have six hens and a pig.

Three cats live in this house.

The small dog barks.

I have a large white hen.

There are four tall trees.



Mary

Mary is a baby.
 The baby is pretty.
 The baby can talk.
 The baby is fat.

bā'bŷ

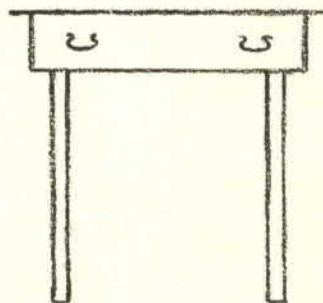
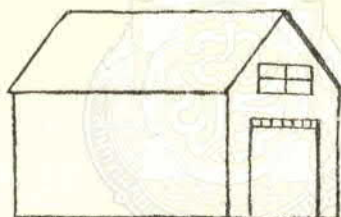
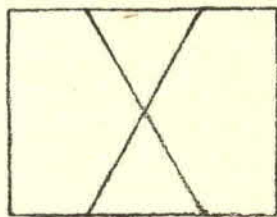
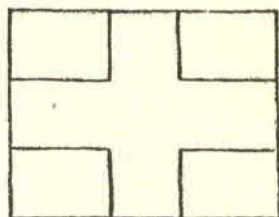
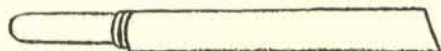
ta/k

pretty
 (prī'tŷ)

fāt

NOTE. — Illustrate *talk*.

DRAWING LESSON





This is the school.

The school has a bell.

The bell rings.

The boys and girls go to school.

I see the girls in the school.

sehōol rīngs bēll tō gō



Here is the tramcar.

Chan and I see the tramcar.

The tramcar has a bell.

Hear the bell ring.

The boys and girls are on the tramcar.

trām'cär'

hēar

QUESTIONS AND ANSWERS

Is the ball round?

Yes, the ball is round.

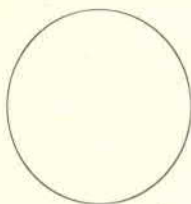
Is the book round?

No, the book is not round.

The book is square.

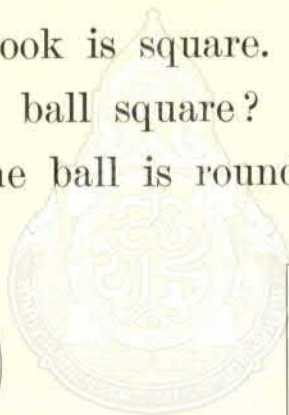
Is the ball square?

No, the ball is round.



round

round



square

square

NOTE. — Use simple sentences to illustrate further questions and answers. Employ words previously given. Explain *square* and *round* by additional examples. Use the blackboard.



Can the bird sing?

Yes, the bird can sing.

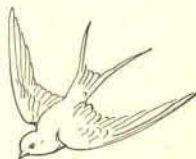
Can the bat sing?

No, the bat can not sing.

The bat can fly.

Can birds fly?

Yes, birds can fly and sing.



yěs

nō

nōt

sīng

NOTE. — Explain *sing*.

THE FIREFLY

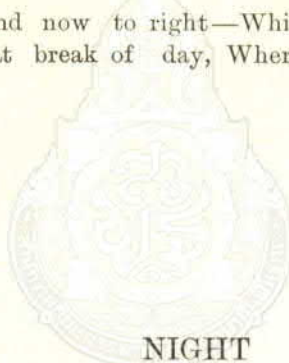
DE F. SMITH



1. Through the dark you take your flight, With your lan-tern glow - ing;
2. "To a fai - ry dell I stray, Leav-ing you be - hind me;



Now to left and now to right—Whith-er are you go - ing?
There I hide at break of day, Where you can-not find me."



NIGHT

German

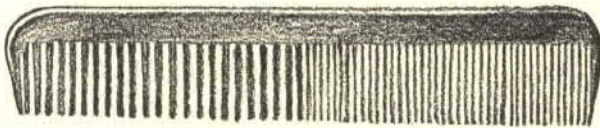
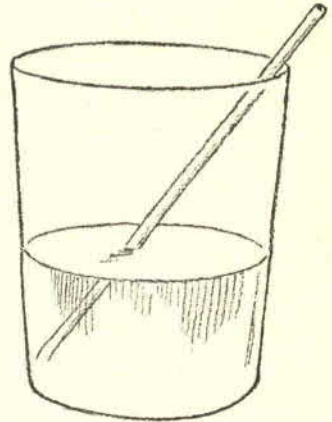
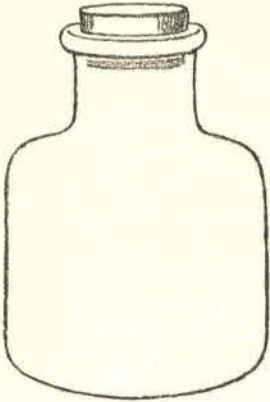
Moderato

1. When faint-er grows the sun - set bright Be - hind the crim - son bars,
2. I bid fare-well to noi - sy mirth, And seek my moth-er's side;—



I like to watch the care - ful night Light up her twink-ling stars.
The dear - est place on all the earth, Where love and peace a - bide.

DRAWING LESSON





The baby has a doll.

The doll has two eyes.

I see the doll.

Can the doll see?

No, the doll can not see.

The baby has two eyes.

The baby can see.

doll

The doll has two feet.

Can the doll walk?

No, the doll cannot walk.

The baby can walk.

The baby can talk.

The doll cannot talk.

Can the baby go to school?

No, the baby cannot go to school.

I am on the tramcar.

Chan walks to school.

walk



NOTE. — Explain the formation of *cannot*. Illustrate all verbs of motion.



This is a doll.
The doll is pretty.
The doll has blue eyes.
The eyes are round.
See the pretty blue eyes.
I have a doll.
Kao has a doll.
Can the doll sing?
No; Kao sings to the doll.



Here is an orange.
 The orange is yellow.
 The orange is ripe.
 I like a ripe orange.

orange
 (ŏr'enj)

likə

yě'lŏw

rīpə

ăn

NOTE.—The young child must learn by ear the distinction in the use of *a* and *an*.

REVIEW

an	no	sing
baby	not	square
bell	orange	talk
doll	pretty	to
fat	rings	tramcar
go	ripe	walk
hear	round	yellow
like	school	yes

NOTE. — Follow directions on page 14.

I like an orange.

No, this orange is not ripe.

The orange is round.

The book is square.

REVIEW

This yellow orange is ripe.

The green orange is not ripe.

This is a fat baby.

The baby likes the doll.

The baby has blue eyes.

The bird is pretty.

I walk to school.

Can I see Chan and Kao?

Has the school a bell?

Yes; Chan rings the bell.

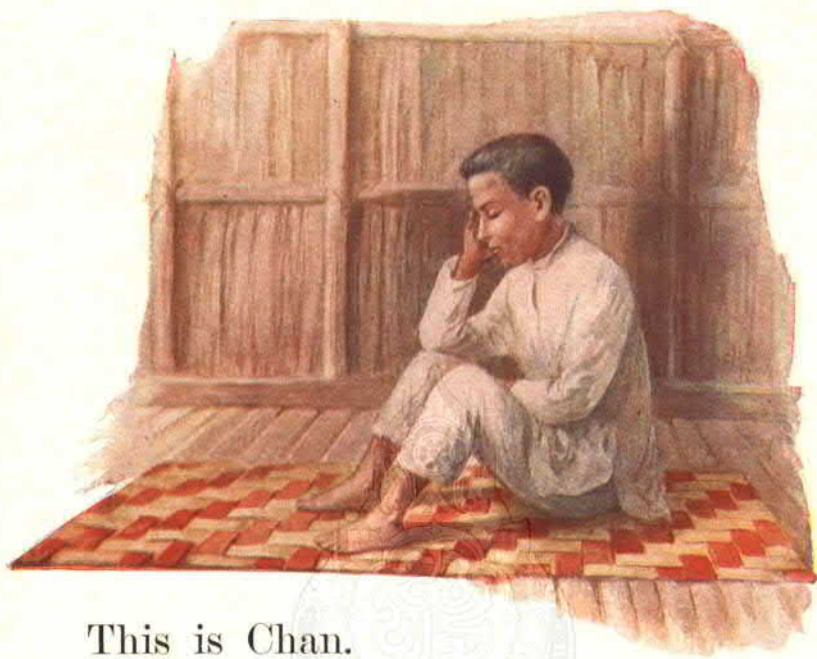
Kao can sing.

Kao likes to sing.

I like to hear Kao sing.

Chan likes to go to school.

The little baby cannot walk.



This is Chan.

Chan is sleepy.

He sleeps on a mat.

The mat is red and yellow.

He buys the mat in the market.

Good night, Chan.

slēp'ỹ

măt

slēps

mār'kēt

bĩys

gōd nīght'



NUMBER WORK

1	2	3	4	5	6	7
one	two	three	four	five	six	seven

seven oranges

6 oranges and 1 orange are — —

5 oranges and 2 oranges are — —

4 oranges and 3 oranges are — —

3 oranges and 4 oranges are — —

2 oranges and 5 oranges are — —

1 orange and 6 oranges are — —

sĕv'ĕn

seven



Here is Chan.

Good morning, Chan.

Chan has a plate.

Rice is on the plate.

Chan eats the rice.

He likes rice.

plātø

ēats

rīcø

hē



Water is in this glass.

The water is cool.

I drink water.

I eat rice.

Birds drink water.

I like cool water.

glass

drink

†

coōl



See the mangoes.
 This yellow mango is ripe.
 That mango is not ripe.
 It is green.
 I like the ripe mango.
 It is sweet.

măn'gô thăt ĭt swēĕt

NOTE. — The children should name several sweet articles of food.



This is a rose.
The rose is red.
It smells sweet.
It has a green leaf.
Do you like to smell the rose?
Little Mary likes the rose.
Here is the pretty rose, baby.

rōsé

smělls

NOTE. — The class should name several flowers of sweet odor or red color.

REVIEW

buys	he	rose
cool	it	seven
drink	mango	smells
eats	market	sleeps
glass	mat	sleepy
good night	plate	sweet
rice	that	

NOTE. — Follow directions on page 14.

The doll cannot eat and drink.

I see an orange on a plate.

The red rose smells sweet.

I have seven yellow roses.

Chan has a white plate.

Chan and Kao eat rice.

REVIEW

Is Chan sleepy?

Yes, he is sleepy.

Chan eats mangoes.

Is that mango sweet?

It is yellow.

The rice is white.

The water is in the glass.

Is the water cool?

Chan buys mangoes in the market.

Copy in script on the blackboard.

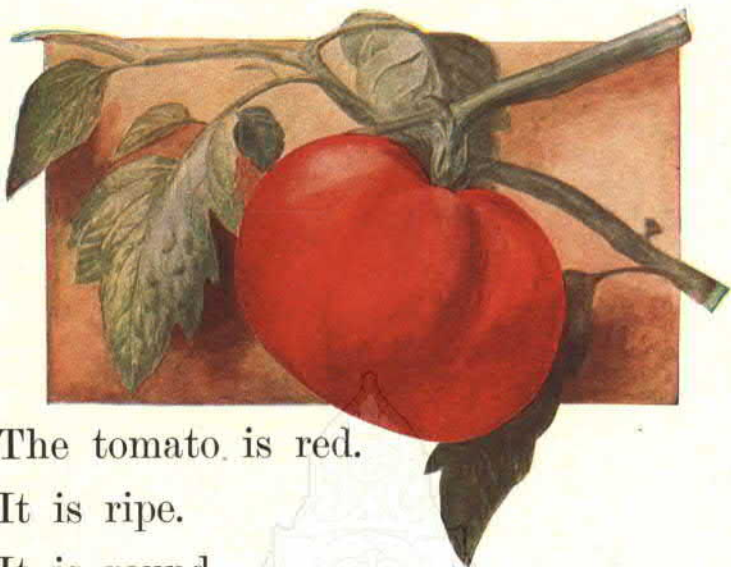
Is the rice — ?

The mango is —.

Chan sleeps on a —.

The rice is on the —.

Good night, —.



The tomato is red.

It is ripe.

It is round.

The tomato grows on a vine.

A man sells tomatoes in the market.

tō mā'tō

mǎn

vīnē

grōw's

sěll's

NOTE. — The pupils should name flowers, vegetables, etc., which grow on vines. For the next lesson let each pupil bring a small vine. Talk of the color, leaves, etc., in class.



Here is a large squash.

The squash is yellow.

It is ripe.

The squash grows on a vine.

The vine has green leaves.

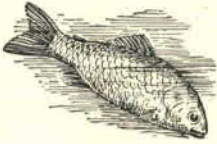
I buy a squash in the market.

squash

leaves

leaf

leaves



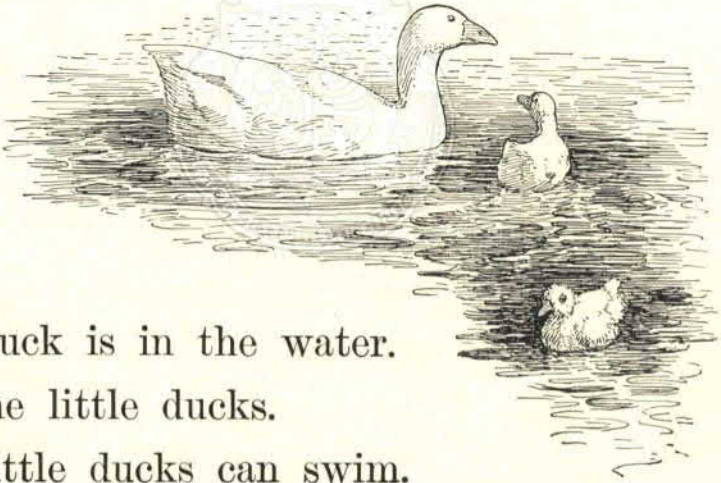
The fish swims.

The fish swims in the water.

Can a dog swim?

Yes, a dog can run and swim.

Chan can swim.



The duck is in the water.

See the little ducks.

The little ducks can swim.

swims

duck



The cat can run.

The rat lives in the house.

The cat catches the rat.

The cat has the rat.

The cat, the rat, and the bat live in the house.

Cats catch rats.

căţh

căţh'ěş

NOTE. — Explain *catch* and drill the pupils in the use of the two forms of the verb.



The frog hops.

Can a bird hop?

Yes, a bird can hop and fly.

The frog can swim.

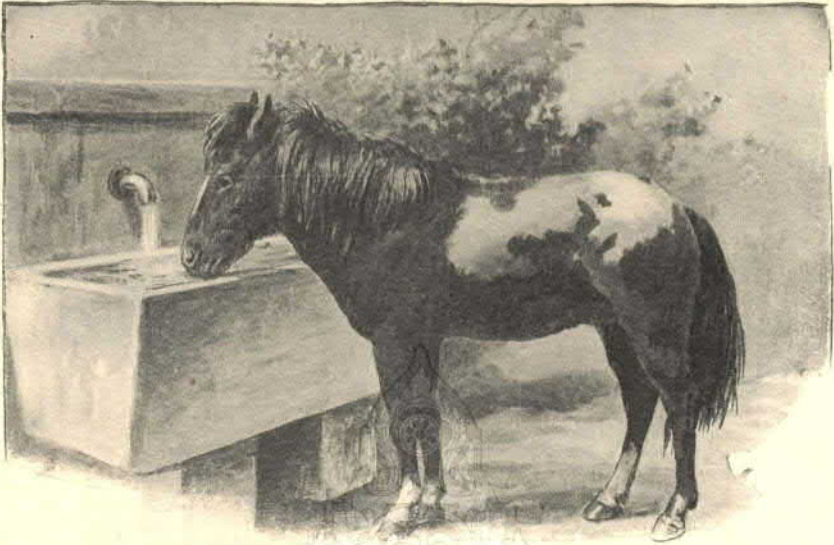
The frog, the fish, and the duck swim.

hops

NOTE. — Illustrate all verbs of motion, and drill the pupils in the use of the different forms of each verb.



See the tall trees.
I like to walk here.
The leaves are green.
I can see a house.



This is Chan's pony.
 The pony likes the cool water.
 The pony eats grass.
 The pony runs fast.
 It is a good pony.
 I like Chan's pony.

pō'nŷ

græss

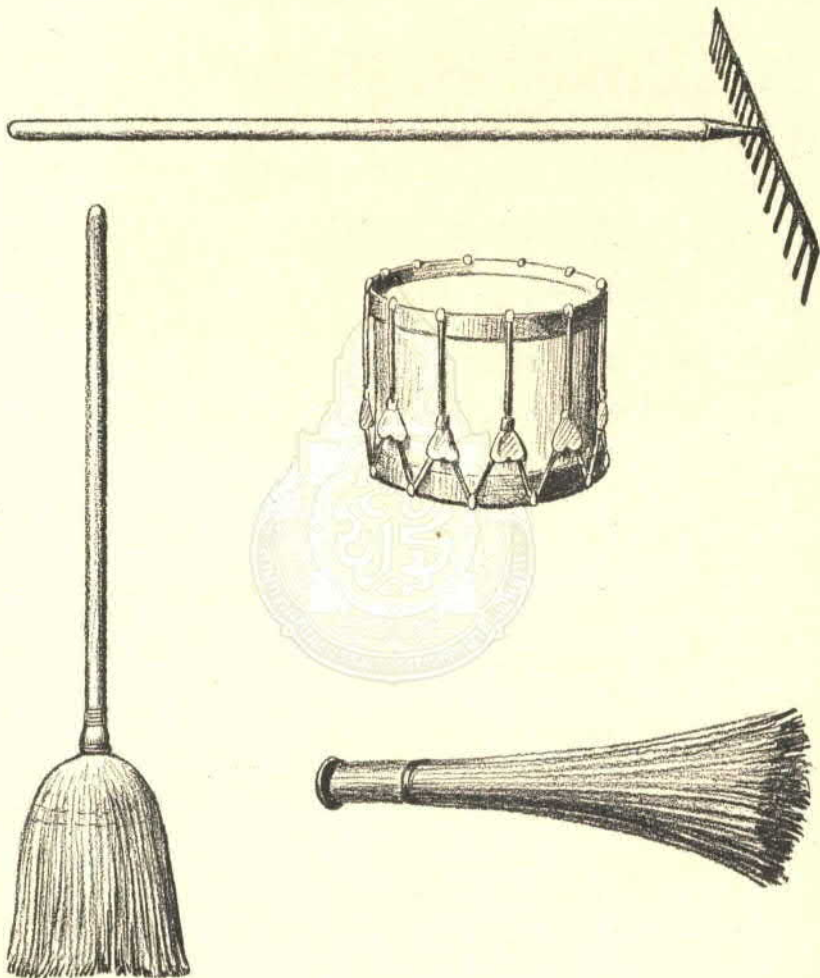
fäst

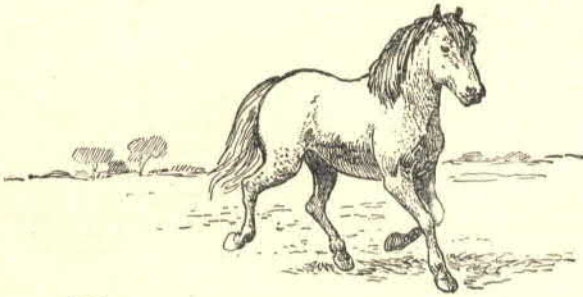
gōöd

NOTE. — Illustrate the meaning of *fast*.

†

DRAWING LESSON





The pony runs.

The bat flies.

The dog barks.

The bird sings.

The frog hops.

The fish swims.

The boy walks.

The girl talks.

The baby sleeps.

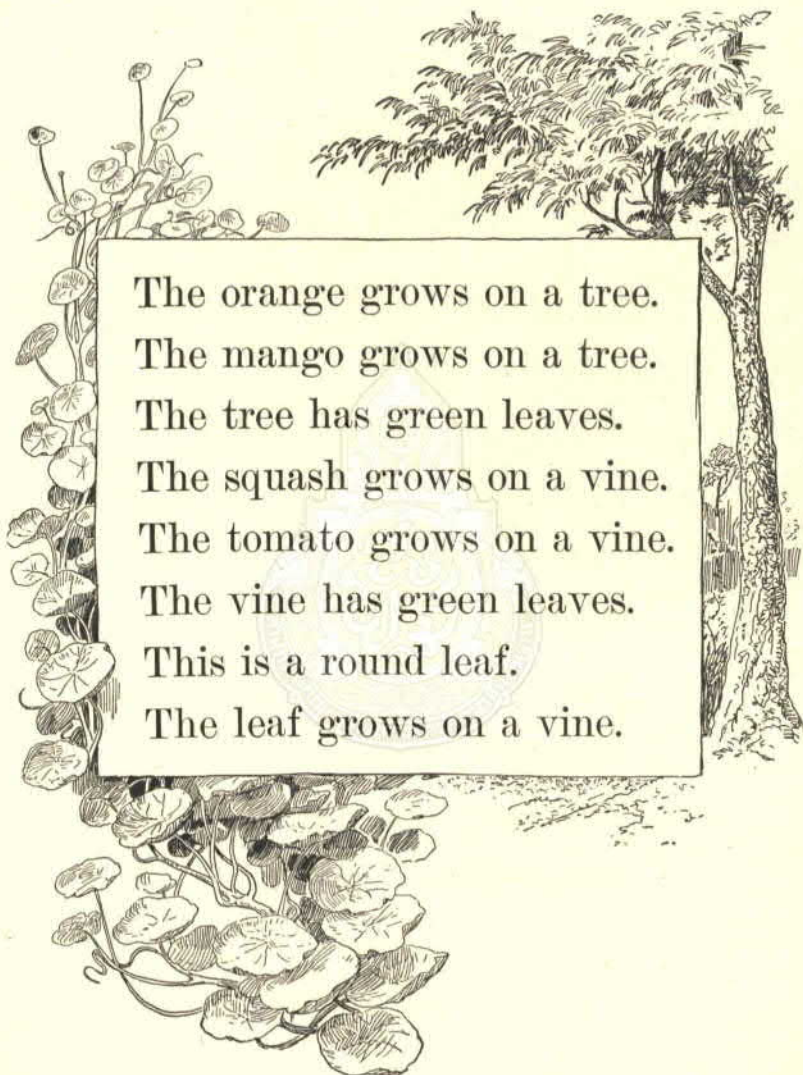
Kao reads.

The vine grows.

The cat catches rats.

Bats catch flies.

Chan sees, hears, and eats.



The orange grows on a tree.
The mango grows on a tree.
The tree has green leaves.
The squash grows on a vine.
The tomato grows on a vine.
The vine has green leaves.
This is a round leaf.
The leaf grows on a vine.



It is morning.

The sun shines.

The sun is bright.

The sun is hot.

The sun is round.

See the large, round sun.

sŭn

shīnēs

brīght

hōt



The moon shines.
 The moon is bright.
 The moon is large.
 Is the moon hot?
 The stars shine.
 Is it morning?
 No; it is night.

mōon

stārs

NUMBER WORK

☆	☆	☆	☆	☆	☆	☆	☆
1	2	3	4	5	6	7	8

one two three four five six seven eight

☆☆ and ☆☆ and ☆☆ and ☆☆ are ———.

☆☆ and ☆☆ and ☆☆☆☆ are ———.

☆☆☆☆ and ☆☆☆☆ are ———.

☆☆☆☆☆☆ and ☆☆ are ———.

☆☆☆☆☆☆☆☆ and ☆ are ———.

eight stars

eight

NOTE.—Drill the class in other combinations of eight. Use the blackboard.

REVIEW

bright	grows	shines
catches	hops	squash
duck	hot	stars
eight	leaves	sun
fast	man	swim
good	moon	tomato
grass	pony	vine
	sells	

NOTE. — Follow directions on page 14.

The sun is —.

The cat — rats.

The — pony runs —.

The man can — and —.

— grow on a —.

REVIEW

The leaves are large.

The grass is green.

The moon is round.

The stars shine.

The frog hops fast.

Chan's pony is small.

The sun is bright and hot.

The boy sells ducks in the market.

The fat pony runs.

The leaves are large and green.

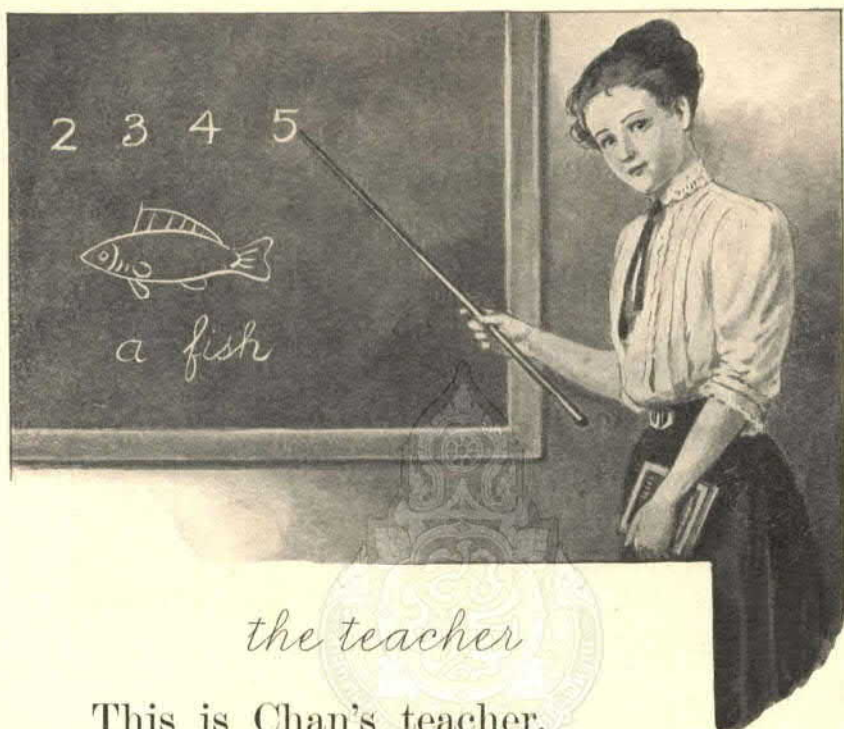
Is the moon bright?

Is the sun hot?

Can the pony swim?

I have eight tomatoes.

NOTE. — In each review the teacher should assist the pupils by using the blackboard. Give exercises similar to those on page 35.



the teacher

This is Chan's teacher.

She is Kao's teacher.

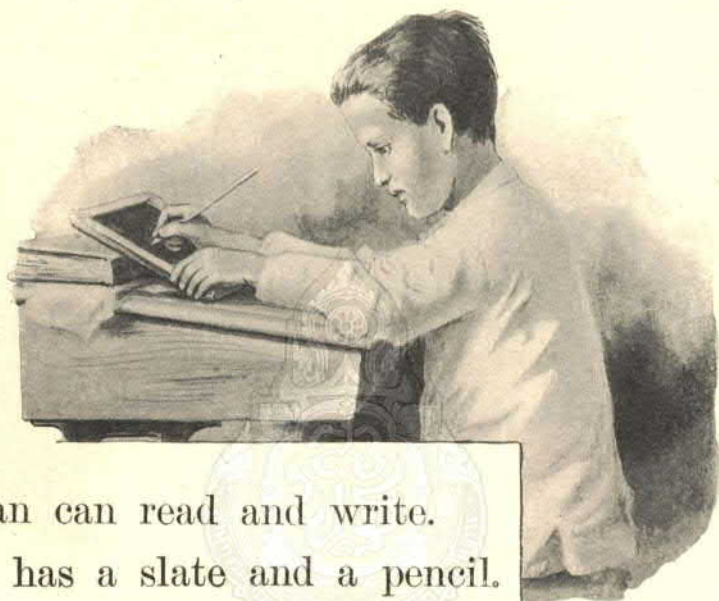
She is in the school.

Chan and Kao like the teacher.

tēach'ēr

shē

NOTE.— Explain the use of the possessive, and illustrate by many examples.



Chan can read and write.
 He has a slate and a pencil.
 He writes on the slate with the pencil.
 The teacher has a pen.
 She writes on the paper with the pen.
 Chan can write with the teacher's pen.

pěn ǐnk wŕītē
 pā'pēr wĭth



Kao can read and write.

Kao goes to school.

This is Kao's desk.

Kao puts her books on the desk.

She has paper and a pencil.

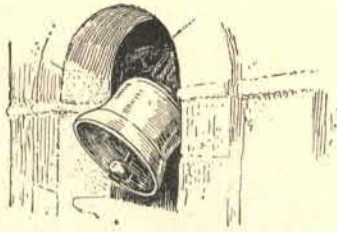
Kao loves the teacher.

The teacher loves Kao.

desk

loves

puts



The bell in the school —.

I — the dog bark.

The fish — in the water.

The dog — the rat.

The boy — the mango.

The rose smells —.

The water is —.

The squash is —.

The vine has green —.

The pony eats —.

The sun —.

The stars are —.

The tomato is — and —.

NOTE. — Copy in script on the blackboard, letting the class fill in the blanks with words already learned. Extend and repeat this lesson frequently.