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Präparationen für den Anfangsunterricht im Englischen

von Max Graf, Sekundarlehrer, Zürich 7.

Die folgenden Präparationen sind ein Versuch, durch Zusammenstellung eines einfachen Stoffes aus einem möglichst einheitlichen Stoffgebiet die Muttersprache im Anfangsunterricht baldmöglichst auszuschalten, um von Anfang an eine ausgiebige Konversation pflegen zu können. Sie wollen nichts Neues sein, sondern schon Vorhandenes in einer für unsere Stufe passenden Zusammenstellung bringen, da fast alle Lehrbücher dieser Art entweder nicht nur für einen Jahreskurs berechnet oder dann für unsere Schüler zu hoch sind. Sie sollen nicht als Entwurf für ein Lehrbuch betrachtet werden, da sie zu diesem Zwecke in mancher Hinsicht unvollständig wären; es fehlten die phonetischen und grammatischen Erklärungen, sowie ein noch reichhaltigerer Übungsstoff, wie er in den ersten Übungen angedeutet ist. Sie sollten nach der Behandlung des Perfekts und des Imperfekts, welche an denselben Übungen durchgenommen werden können, den Schüler so weit fördern, daß man ohne weiteres zu den größeren Lesestückchen in unserem Lehrbuch von Baumgartner übergehen kann, in dem eine Reihe von Übungen in ähnlicher Weise ausgeführt werden könnten.

Empfehlenswerte Lehrbücher, die ich benutzt habe: Swan & Betis: "Scenes of English Life". S. Hamburger: "English Lessons". S. D. Waddy: "The English Echo" (Violtes Echos). Cliffe & Schmitz: "Lehrbuch der englischen Sprache". J. Hubscher & H. Frampton: "A modern Engl. Grammar".

Für Phonetik: Walter Rippmann: "The sounds of spoken English" und "Specimens of English". D. Jones: "Phonetic Reading".

English.

What is this? This is the class-room. This is the door. This is a table and this is a desk.

What is that? That is a pen and this is a penholder. This is a pencil. This is a book and that is a copy-book.

At school.

What is this? This is a boy and this is a girl. That is also a boy.

Who is this? This is Charles. And who is that girl? That is Helen.

This is Henry. He is also a boy. That is Jane. She is a girl. Henry and Charles, what are you? We are boys. Jane and Helen say: "We are girls and you are boys." They are girls.

And what are you, my friend? I am a boy (girl).

Questions: What is this? (the class-room)

What is this? (the door, a table, a desk) What is this? (a pen, a penholder) That is not a penholder; what is that? (a pencil).

Questions: What is this? And this?

Who is this? (Charles) And who is this girl? Is this a boy? Is this a girl? This is Henry; what is he? And Jane, what is she? What are you, Mary, Jane and Helen? What are you, my friend?

I open the door.

I open the door	to open
I enter the room	to enter
I shut the door	to shut
I go to my desk	to go
I stand at my desk	to stand
I put my things on (under) the desk	to put
I sit down	to sit
I get my things ready	to get

Questions (to do): 1. Do you open the door? Do you enter the room? Do you go to your desk? Do you sit down? Do you get your things ready?

2. What do you open? Where do you enter? What do you shut? Where do you go? Where do you stand? Where do you put your things?

Exercise: Put this lesson in the negative form.

A visitor.

A lady comes into the room. She is standing. She has no chair. A boy goes for a chair and walks with the chair to the lady. He puts down the chair near the lady. She thanks the boy, saying: "Thank you very much." The lady sits down on the chair.

Exercise: Give the infinitives.

Exercise: Fill in the verbs: Henry — a boy. Mary and Tom — at school. They — not in the class-room. A boy — the room. He — no chair. I — for a chair and — down the chair near the boy. He — : "— you very much." I — my things ready. I — the door. I — my copy-book.

Books and Writing materials.

I am at the table. I have two books here. This is a small book, that is a large book. You have books, too. Are they on the chair? No, they are on the desk. We learn from the books every day; we are learning from the book now. We have not only books, but also pens, pencils, and paper. Is this pencil short? No, it is long. Have you a good pen? Yes, I have one.

School-work.

We go to school every day and do lessons. Now we are in a class-room or school-room. We are working here. Who teaches you? The master (teacher) teaches us. Mr (Mister) X. is our teacher and we are the pupils.

At school the teacher writes the difficult words on the blackboard. It is black. He writes with white chalk. Every boy (girl) brings an exercise-book and blotting-paper. In this book he (she) writes exercises, or a composition, or a dictation. I write with a pen and ink. Where is the ink? The ink is in the inkstand. Is this ink black or red? It is black. I dip the pen in the ink and I write one, two, three letters. I write four, five words or more; I write a sentence. Then I take the sponge and the duster and rub out the words. The sponge is wet and the duster is dry.

Now the blackboard is clean.

Questions: Where is the teacher? What has he on the table? Is this a small book? Have you also books? Are they on the chair? What do you do every day? What are you doing now? Have you only books? Is this pencil long? Have you a bad pen?

Exercise: Put in the 3rd person Singular and Plural: I am in the room. Am I here? You are at the door. We have two small books. Have you a good pen? I am standing at the desk. You thank the boy. We open the book and shut the copy-book.

Questions: Where do you go every day? What do you do at school? Where are you working? Who teaches you? Who is your teacher? And what are you? What does the teacher write on the blackboard? and with what? Is the chalk black? What is black? Are we learning history? What do the pupils bring? What do they write in the exercise-books? Do you write with chalk? Where do you write with chalk? Do you also write with red ink? Who writes with red ink? What does the teacher correct? What do you read? Who reads? What do you rub out? With what? Is the sponge dry? What is dry?

The contrary: long — short; good — bad; small — large; wet — dry; black — white; to open — to shut; to give — to take.

Exercises: Fill in the propositions: I put my things — the desk. We write — our copy-books. With chalk we write — the blackboard. We go — school every day. Now we are — school. I am standing — the table. We learn — our books. The lady sits — — the chair. A boy puts the chair down — the teacher. We write — a pen and ink. The teacher corrects our copy-books — red ink.

An English lesson.

To-day we have an English lesson. We sit on our forms. When the teacher enters the room we stand up. He says Good morning (good evening) and we sit down. He asks, "Is any boy or girl absent?" We answer. "Yes, sir, a boy is absent, he is ill."

Then the lesson begins. In this lesson we speak English. We work hard because we wish to learn English very well. We find it easy, only "th" is rather difficult to pronounce. But "Where there is a will, there is a way."

When our lesson is over I say "Good bye" to the teacher. Then I put on my hat and I go home with my friends.

The languages.

At school we learn languages. We learn four languages: German, French, English, and Italian. German is our mother-tongue. French, English, and Italian are foreign languages.

We are Swiss, we live in Switzerland. Swiss people speak German, French or Italian. In France people speak French. In England, Scotland, Ireland, in the United States of Amerika (U. S. A.) and in all English colonies they speak English. In Italy they speak Italian.

There is a French boy in our class. His father is a Frenchman and his mother is a Frenchwoman. They come from France.

A girl speaks English. Her mother is an Englishwoman, she comes from England.

At home.

Jane says. We have a very large family. We are seven children (child). I have three sisters and just as many brothers. I am called (my name is) Jane, my sisters are called May, Mary, and Julia.

I am fourteen years old, my sister May is eight years old, Mary is seven and Julia only five.

My brothers are called George, Henry and John. George is twelve and Henry is ten years old. John is only two years old, he is still very young, he is still a baby.

I have good parents. I am their daughter (son). I love them and they love me. They love all their daughters and their sons. My father is a man of forty years, my mother is a woman of thirty-nine. Our father's name is Harry, our familyname is Smith.

My grandfather is very old, he is more than eighty years old. He is my father's father. I am his grandson. My mother's father is very old, too; he lives with a brother of my father, uncle James and aunt Betty. They have three children, these are my cousins. We love them and they are always kind to me.

Questions: What is a family? Have you a large family? How old are you? Have you an elder brother or sister? Have you also younger brothers or sisters? What do you

call a baby? What is your name? What is your familyname? What is your father's brother? Who is also your uncle? And who is your aunt? Who is your grandmother? Whom do you call your cousin? How are your parents? Do you love them? Wath have you to do to be a good son or a good daughter? (to obey, to work, to do our duty)

Exercise: Speak about your family. Write a short composition.

What I do every morning.

I get up at six o'clock in the morning. The sunlight wakes me. I get out of bed, shut the window and have a good wash with cold water and soap. The water refreshes me, but I do not catch cold. I put on my clothes and do my hair.

When I am dressed, I run downstairs to breakfeast, because I feel hungry. Sometimes I repeat my home-work. Then I say good bye to my father and mother and go with my brother to school.

As I have not far to go, I do not take the tram. I enter the school-yard a short time before the bell rings and go to the class-room.

Questions: When do you get up? Who wakes you? What do you do before going to breakfast? How do you feel? Do you take the tram? When do you enter the school-yard?

What do you learn at school? Do you find the foreign languages difficult? When are you absent from school?

Where do people speak French? Italian? English? German? What is your mother-tongue?

Note of excuse.

Charlie, before you go to school I want you to order a few things at the baker's and the chemist's.

But, mama, look at the clock, it is close on eight already. I am sure to be late.

Well, it does not matter for once. I'll give you a note of excuse. (writes:)

Mrs. Roberts presents her kind compliments to Mr. Ward, and begs that he will excuse Charles coming a little late this morning.

June, 7th 1915.

Put the note in an envelope, and be off as quickly as your legs can carry you. I hope you are learning your lessons well, that you have not to remain another year in the same class.

You and papa have no cause to fear. — Good bye.

Exercise: Questions.

What children do every day.

Morning. The children get up early in the morning. The mother knocks at the door and says, "It is time to get up, make haste." They have breakfast at half past six; they go to school at seven. They do their lessons all the morning. During the recess the children play games in the playground. They do their lessons again till dinner-time and then the school-children come out of school. They play till the dinner-bell or the gong rings and then go in for lunch.

Afternoon. They have dinner or lunch at one o'clock. They go back to school in the afternoon at two. They study and learn all the afternoon and come out of school at four or five. They play till tea-time at tennis, cricket, football, or they go for a walk, or go boating or bicycling. After tea they prepare or write their exercises. The elder children study.

Evening. They have supper at seven. They amuse themselves (myself, herself, himself, ourselves, yourselves, themselves), read books, chat, sing, or play games. They get tired and sleepy. Then their mother looks at the clock and says, "It's time for you to go to bed." They kiss their mother and say, "Good night, sleep well", and go to bed.

Exercise: Write down by heart what you do every day!

Way to school.

Our school is not situated in the middle of the town, but in the east (west, south, north). Our home is not far from the school. When we go to school, we have our satchels on our backs. In the satchels there are school-books and exercise-books. Sometimes I meet my friend on the way to school, and then we go together. We chat and get there punctually.

After school.

Very often I go shopping with my mother when I come home from school. Sometimes there is no time to walk, so

we must take the tramway. When we get into the tram, we pay the conductor the fare (we give the money to the conductor) and he gives us a ticket. We arrive at our destination and then we get out of the tram.

We go in three or four shops and buy many things. We get tired and hungry (thirsty) and take the tram home. We get there and soon supper is ready. We eat with a good appetite.

Our home.

My father's house has three stories (story). Our flat is on the second floor. The flat consists of five rooms and a kitchen. The drawing-room is the best room of all. It is well furnished; there are chairs in it, a sofa, a small round table, a cupboard, a stove, and a piano. The floor is covered with a large carpet.

We do not take our meals in this room, but in the dining-room, which contains a big table with chairs all round it. On one side of the room there is a side-board in which my mother has her knives (knife), forks, and spoons. Two other rooms are bedrooms with beds, wardrobes, washing-tables, and looking-glasses. We sleep in these rooms during the night. The servant's bedroom is in the attics, just under the roof.

The last room is my study. It is a small frontroom with a table, some chairs, a writing-desk, and bookshelves. The window looks on the garden, and on my table you find always the nicest flowers. I am so fond of them. It is a nice little study, furnished in a very simple manner.

The town we live in.

The town in which we are living lies on both sides of a large river. Many of the streets are broad with large, well built houses on either side, but in the middle of the town there are narrow lanes and the houses are very old-fashioned.

The finest buildings in the new part of the town are the station, the university, the picture-gallery, and the theatre.

As the town is rather large, there are many tramways to carry people in every direction. The finest houses and villas are situated in the south-end and on the hill in the east of the town. The finest shops are not in that quarter, we find them in the principal street that leads from the station to the lake.

The environs of the town are also very beautiful, as there are mountains and woods not far off. On holidays the inhabitants are very fond of making excursions to places of interest in the neighbourhood.

A letter

24 Victoria Street.
London, July 15th 1915.

My dear Will,

Next Saturday is breaking-up day. The holidays begin. I'm awfully glad, it seems the term is never going to end. But papa doesn't allow me to spend these holidays on the mountains in Switzerland, it would be too expensive, he says, so I have to stay at home because of this dreadful war.

How are you getting on with your English. Is it easier now to understand your English master? I learn a lot of French just now, but I think it is much more difficult for me than English for you. To be sure you will soon be able to write a correct English letter without any mistake.

In your next letter tell me about the holidays. When do they begin and what will you be doing? I shall spend a week or two with my uncle at Cambridge and a week-end with a friend at the seaside. What a pleasure to play on the sands and to bathe in the sea.

I hope you are quite well. Write to me soon, and tell me all the news.

Your loving cousin,
Nellie.

Exercises: 1. Write questions and answers.
2. The teacher helps you to write a short letter.

During Recreation Time.

Albert: Have you done your English composition?

Tom: No, we do it next lesson, it is the easiest lesson today, but our master was severer than usual.

A. Tell me this, will you? Am I wrong if I say "more polite"?

T. No, you are quite right. "More polite" and "politer" are both correct because the word is of two syllables and ends in -e, like "severe". But, you know, other words of two or more syllables take "more" in the

comparative, and "most" in the superlative, like "correct", "more correct", "most correct"; "attentive", etc.

A. But what are "more" and "most"?

T. Oh, they are the comparative and superlative of "much" and "many".

A. I quite understand. But are there no exceptions, then, to your rule?

T. Oh, yes. All words ending in -le, like "noble" and "simple", form their comparative and superlative by adding only -r and -st; and those ending in -y, after a consonant, change the y into -ier and -iest; for instance: busy-busier-busiest; pretty-prettier-prettiest, and so on.

A. Thank you very much for your help. There is the school-bell.

A Grammar Lesson (Repetition).

1. "The" is the *definite article*. Do you know the *indefinite articles*? When is "an" used? (before a vowel) Example: Book, table, desk, school, etc. are *nouns* (substantives). What do you add to form the Plural of these nouns? These are regular Plurals; do you know irregular ones? Do you remember the two forms of the Genitive?
2. To open, to shut, to get, to write, to read etc. are *verbs*. Do you know the *auxiliary verbs*? Can you give the Present tense of them? of a regular verb? What must you not forget in the 3rd Person Singular? Give the Present tense of a *Reflexive verb*! (to wash oneself, to amuse oneself) "She is standing" = she is standing now, at this moment. This is the "*Continuous form*" or the "*Durative, or Progressive form*". "Standing" is the "*Present Participle*" of "to stand". Give other Pr. P. What do you remark in the Pr. P. of to dip, to rub, to put, to pass, to drink, to read, to write, to like, to love.
3. "To do" is used in the interrogative and negative forms, except with the verbs to be, to have, and "must". Give the Future tense of some verbs.
4. At, in, on, are *Prepositions*. Give other ones! By which Prepos, is the Infinitive generally preceded? What do you call this form without "to"? (*Imperative*) Give the negative form of some Imperatives!

5. „Quickly“ is an *Adverb of Manner*. How are regular Adverbs formed?

The Adverb of „good“ is irregular; do you know it? And in French?

6. Do you remember what the two boys said about the *Comparison of Adjectives and Adverbs*?

Give an example of irregular Comparison! (good)

7. Read some lessons and look if you find *Personal Pronouns!* *Possessive, Demonstrative, Relative, Reflexive, Interrogative Pronouns*.

Repetition.

1. Give the feminine of: father, son, man, cousin, Mr., uncle, grandson.

2. Give the contrary of: old (young, new), large, difficult, dry, good, long, upstairs, under, warm, to go to bed, to take, away, to go away, to shut, to fall asleep, far, broad, to ask, the last, late.

3. Give other expressions for: to do questions, to have a good appetite, to give for money, to buy things in shops, a very young child, the language we learn from our mother, a room in which we sleep, the rooms under the roof, to come into a room, the man who makes bread, to dress.

4. Give the plural of: man, woman, child, house, exercise, story, baby, knife, colony.

5. Put the sentences of some lessons into the negative and interrogative form.

6. Give possessive pronouns: Examples: I have a good pen, it is my pen. You have two books, they are your books. We have nice flowers, they are — flowers. My uncle has a house, it is —. Our aunt has three children, they are —. I have two pencils, they are —. My friend has a new hat. My mother — money. You — a red penholder. The pupils — copy-books. Julia and Betty, you — good parents. Our teacher — red ink.

7. Do you remember the following words? Can you explain them in a short sentence?

Duster, blotting-paper, flat, a foreign language, the neighbourhood of a town, breakfast, to dress, to feel hungry, the bell, to buy, a game, afternoon, a lane, to chat, tired, a ticket, the fare, the satchel, the attics, a flat, a shop, a holiday.

8. Ask just what you remember from the lessons!