

**NATURAL AND RATIONAL
METHOD; READING AND
CONVERSATION; VOL. I**

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Natural and Rational Method; Reading and Conversation; Vol. I by Louis Tesson

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LOUIS TESSON

**NATURAL AND RATIONAL
METHOD; READING AND
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NATURAL AND RATIONAL METHOD FOR TEACHING NATIVE AND FOREIGN LANGUAGES

This new method is based on the fact that the spoken language is the most essential portion and the necessary foundation of elementary studies; writing, which should begin with the transcription of sounds, is only a rough equivalent of speech, a natural accompaniment of the study of the spoken language; and reading is dependent on a knowledge of writing. Speaking, reading and writing belong together, and should not be needlessly separated.

With the ordinary methods, however intelligent and industrious an illiterate person may be, he can hardly study profitably by himself. He needs a teacher who can give him the pronunciation of the written words, since his book does not indicate it at all, or does so only in an imperfect way. Most words are riddles for him; he finds it hard to learn the sounds, and perhaps even more difficult to remember them. It is clear that he can learn only a few at a time, and it is natural that he should begin with the simplest ones in order to acquire harder ones by greater efforts of memory.

On the other hand, following the natural and rational method, the learner can soon read and write without help, whenever he wishes to do so, all the common words of the language. When he has gotten a good knowledge of the phonetic symbols, he practically knows how to read the most irregularly spelled words, simply because his book gives him the pronunciation of each word, with the various forms that may be used in phonetic spelling, in orthography, and in the intermediate stages. The phonetic symbols used for any language are taken from its ordinary spelling; they are phonetic and orthographic at the same time, and can be put into phonetic-orthographic texts along with other orthographic spellings accompanied by their pronunciation marks. Thus there is no need of a transcription in order that the learner may go from phonetic symbols to the ordinary spellings. Being always guided by pronunciation marks, the adult

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UNIV. OF
CALIFORNIA

Natural and Rational Method

FOR TEACHING NATIVE AND FOREIGN LANGUAGES

Reading and Conversation

By

LOUIS TESSON

Officier d'Académie

VOLUME I

The aim of this work is to give foreign and English-speaking students texts that they can use either for reading or for oral practice, as soon as they have learned the phonetic alphabet of the Natural and Rational Method. The transcriptions, prepared by Mr. E. H. Tuttle of New Haven, Conn., are meant to represent the sounds used in most of the northern States.

A simple way of teaching illiterates this alphabet (column 1 of our list of symbols) is as follows: all the letters are written as small letters, capitals being represented by letters higher than the others, and heavy-face type by the sign Δ under the written letters.

The pupils copy portions of this alphabet while they are learning the sounds of English; then they practise writing, from dictation, letters, words and short sentences in phonetic spelling.

70 11111
1111111111

Afterwards the printed letters are learned by comparison with the known script forms. They are therefore written under the latter, and the pupils are told to copy them. (These first lessons for illiterates are explained more fully in the pamphlet, "Natural and Rational Method.")

In a dozen lessons an adult illiterate can learn to write and read our phonetic spelling. This knowledge, acquired in such a short time and with so little trouble, is of great value to the learner; it gives him the possession of the means of studying. Indeed, if it is necessary, he can study by himself the phonetic-orthographic symbols, and will be able to read without difficulty all of our texts, since the sounds are plainly shown. The teacher's work will be chiefly to guide the adult learner in a general way, and to give him a clear understanding of the sense of words, together with a few ideas about grammar.

Especially with foreign pupils the teacher will do well to analyze each sentence, to explain frequently the principles of construction and the varying forms of verbs; in short, his teaching should bring grammar within the reach of the pupils. He should also get them to speak as much as possible, by asking questions based on the texts that have been read, translated and explained.

Thus, from a simple reading of our texts, the learner will obtain a knowledge of the irregularities of spelling, and he will soon be able to recognize words without the pronunciation marks; he can read the spelling of ordinary books.

Foreigners who do not speak English well can improve their pronunciation merely by reading our phonetic-orthographic texts.

Miss E. Dumas, a teacher of Holyoke, Mass., was the first to make use of these texts for the purpose of teaching English to foreigners. She has proved by practice

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that the Natural and Rational Method is based on correct principles. Thus, with regard to the public examinations held by Miss Dumas, the newspapers reported that after a few lessons the students read the phonetic-orthographic texts with a good pronunciation, and translated them into their own language. The simple fact that they could read texts correctly, even before they knew the meaning of all the words, shows one of the great advantages of the new method: after having learned the sounds of English, the student is able to continue by himself his work in reading, at least with regard to pronunciation. And the adult does not even need a teacher in order to get the meaning, if this is given by a translation in the book.

When foreigners have studied English a little, the sense generally gives them less trouble than the sounds do. So the mere reading of our texts is a great help to them. It is not hard to learn how to do this reading in a profitable way. Students should first acquire the sounds of English by having a competent person read aloud the list of key words given on page 4; then they should go over the symbols until they understand them thoroughly. After this, foreigners can read by themselves and learn the sounds of each word. In the case of children who speak English, as they know the sounds of a great many common words, our texts will teach them orthography as well as the sounds of unfamiliar words. Thus, our texts will be useful for all persons who wish to study English at home without the help of a teacher.

Symbols of the Sounds of English

Keywords	Phonetic-Orthographic Symbols	Keywords	Phonetic-Orthographic Symbols
CONSONANTS		SIMPLE VOWELS—Continued	
<i>pore</i>	p	<i>obey</i>	'o
<i>bore</i>	b	<i>corer</i>	'O
<i>more</i>	m	<i>territory</i>	'o
<i>ton</i>	t d	<i>vary</i>	'E
<i>done</i>	d	<i>very</i>	'e
<i>none</i>	n	<i>airy</i>	'E
<i>come</i>	k c q g	<i>wherever</i>	'e
<i>gum</i>	g	<i>hall</i>	,A
<i>hung</i>	n- m-	<i>halt</i>	,a
<i>fine</i>	f p-h g-h v	<i>halve</i>	,A
<i>vine</i>	v f p	<i>have</i>	,a
<i>thin</i>	t:	<i>father</i>	;A
<i>then</i>	t- th initial or final	<i>bother</i>	;a
<i>seal</i>	s .c .x .z	<i>arm</i>	;A
<i>zeal</i>	z s ;x	<i>artistic</i>	;a
<i>fish</i>	s- C S T X	DIPHTHONGS	
<i>vision</i>	z- G J S Z	<i>true</i>	u-w o- u- e-u e-w etc.
<i>how</i>	h ,g ,j ,q ,x	<i>key</i>	i-y .e- i- .e-i .e-y etc.
<i>led</i>	l	<i>dough</i>	o-u 'o-a 'o-u 'o-w etc.
<i>red</i>	r	<i>weigh</i>	e-i 'a- 'e- 'a-i 'a-y etc.
CONSONANT-VOWELS		<i>boy</i>	o-i ?o-i ?o-y
<i>yet</i>	y E I	<i>eye</i>	a-i ;i- ;e-i etc.
<i>wet</i>	w O U	<i>house</i>	a-u ,o-u ,o-w
VOWEL-CONSONANTS		SOUND-GROUPS	
<i>riddle</i>	l (syllabic)	<i>regular</i>	yu !u
<i>ridden</i>	n (syllabic)	<i>mural</i>	yU !U
SIMPLE VOWELS		<i>mute</i>	yu-w lu-
<i>poorest</i>	U W	<i>ax</i>	ks x
<i>pull</i>	u w	<i>exist</i>	gz x
<i>turn</i>	U Y	<i>verdure</i>	dz- ld !g j
<i>sun</i>	u	<i>luzurious</i>	gz- lx
<i>clearest</i>	.I	<i>nature</i>	ts- ?c ?t
<i>give</i>	.i .y	<i>luzury</i>	ks- ?x
<i>corers</i>	.A r	<i>when</i>	hw w-h (wh initial)
<i>chorus</i>	.a		
<i>glory</i>	'O		

The symbols given in the foregoing table are those of the common English alphabet, with the distinction of special forms and with diacritic signs added to mark pronunciation.

The symbols in the first column (Phonetic) are the only ones used in our purely phonetic texts.

For the understanding of our phonetic-orthographic texts, it should be noticed that, while the various spellings of English consonants are given in the foregoing table, this is not done with regard to vowels. **U**, **u**, **U**, **u**, **.I**, **.i**, etc., represent in each case only one of several letters indicating the same sound in orthography. Any vowel-letter in our texts having the same form (capital or small letter, Roman or fullface, and diacritic sign, if any) as **U**, **u**, etc., represents the same sound as that letter. Thus in **bIrd**, **jErk**, **wOrk**, the Roman capitals without diacritic signs all mean the same sound as that of **U** in **tUrn**.

Diphthongs are shown by a hyphen between the two letters or after a single letter. But if a stress-mark is added to the phonetic spelling of a diphthong, the hyphen is left out. When a vowel follows the hyphen and does not belong to the diphthong, a space is left after the hyphen.

The sound of each diphthong is fixed by the accompanying diacritic, without regard to the letters that may be used in orthography.

When a word is divided at the end of a line, a space is left before the hyphen to show that it has no phonetic value.

Italic small letters are to be considered silent.

The sign () marks a sound not represented in orthography; [] marks sounds that may be left out, and [) an unrepresented one that may be left out.

The sign * marks stresslessness.

t-a* gUl .an* t-a* f'Er.i

.a* w.id'o h,ad tu-w d,At.Az. t-i* 'eld.ar ;av*
t-am* w.az* dz-ust la-ik* .A* mut-.A bo-ut: .in*
.ap.I'r.an(t)s .an* k,ar.ikt.A. .in* ut-.A wUdz, s-i-y*
w.az* .az* ugli .an* w.ik.id .az* .A* mut-.A.
no-ub;ad.i la-ikt t-am*; 'evr.ib;ad.i yu-ws* t.a* run
.awe'i fr;am* t-am*. t-a* yun-g.A d,At.A ha-u'e'v.A
w.az* byu-wt.af.al .an* ka-ind, .an* mo-ust
pi-ypl* la-ikt .A*. b.at* t-a* w.ik.id mut-ar .an*
t-a* w.ik.id s.ist.A he-it.id .A*, .an[d]* ,Alw.iz
yu-ws t.a* sk'o.An .A*. s-i-y* h,ad t.a* du-w* ,Al
t-a* wUk .in* t-a* ha-us : me-ik t-a* fa-i.A,
brus- .an* swi-yp, .an* du-w t-a* kuk.in- .in*
t-a* k.its-in. t-a* pu A kri-yts-.A yu-ws* t.a*
kra-i fr.am* m'o.An.in- t.il* na-it, y'et s-i* w.az*
n'ev.A le-iz.i. s-i-y* w.az* 'obi'yd.i.ant .an*
pe-is-ant, b.at* n'ev.At-.al'e's ,Al .A* wUk w.az*
dun .in* ve-in, b.ik,A'z- s-i* kud* n'ev.A pli-yz
i-yt-.ar .A* mut-ar 'or* .A* s.ist.A. 'evr.i de-i
t-is* po.A gll h,ad* t.o* go-u w.it-* .a* big
p.its-.A t.o* g'et* w,at.A fr.om* .a* spr.in- .in*
t-e* wodz .a* l,On- we-i ,Of. won de-i s-e*
w'ent .az* yu-wz-u.al da-un t.o* t-e* spr.in- .it*
w.az* .a* v'er.i h;ot de-i. ,Aft.A* fil.in- up .A*
p.its-.A, s-i-y* w.az* go-u.in- ho-um, hw'en* sudn.li
s-e* s,A .an* o-uld wom.an. ma-i* d.e.A ts-a-ild,
s'ad* t-e* o-uld wom.an to* .A*, g.iv m.e* .a*
l.itl w,at.A to* dr.in-k. a-i .am* so-u* ta-i.Ad .an*
t:Ist.i. w.it* pl'ez-.A, s'ad* t-e* gll, h,and.in- .A*
t-e* p.its-.A.

t-e* o-uld wom.an bi-y.in- ta-i.Ad s,at* da-un