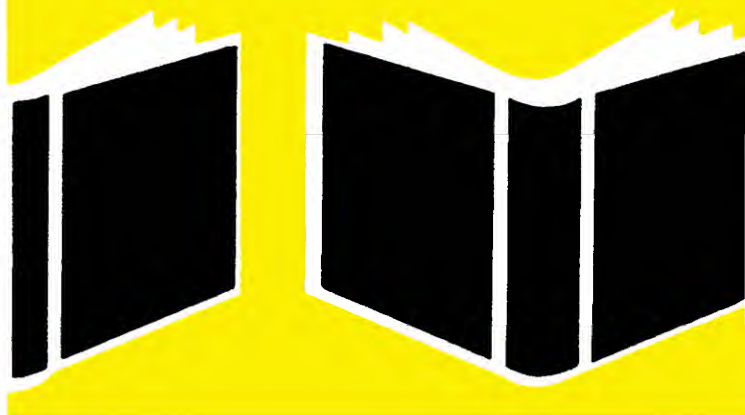




Essential **E**nglish

FOR FOREIGN STUDENTS

Book 1

BY C. E. ECKERSLEY



ESSENTIAL ENGLISH

for
Foreign Students

BOOK ONE

revised edition

by

C. E. ECKERSLEY

Illustrations by

CHARLES SALISBURY,
BURGESS SHARROCKS

and from 'Punch' and 'The Humorist'



FOREIGN LANGUAGES PRESS
Sofia, 1967

PREFACE

ESSENTIAL ENGLISH is a course in four books, of which this is the first, for the teaching of English to adult foreign students. It aims at giving the student a sound knowledge of the essentials of both spoken and written English and taking him well on the way to a mastery of idiomatic conversational and literary English.

The normal constructions and sentence patterns of English are introduced gradually and systematically, and are well drilled at every stage. The learner is guided through "essential" grammar in the simplest possible manner, and every new construction is explained and illustrated as soon as it is used.

The restricted vocabulary within which the four books are written has been based on *A General Service List of English Words*.¹ But neither this list, nor any other list, has been followed slavishly and blindly; the vocabulary and the grammar and the structures taught have been tested constantly by the experience gained during some thirty years of teaching English to foreign students or writing text-books for them.

'Because I believe that a knowledge of the *spoken* tongue is the true basis of language learning, much of this book is in "conversational" form; and my constant endeavour has been to ensure that, despite the restrictions that a limited vocabulary naturally imposes, every sentence in these conversations is expressed in the living, colloquial idiom that an educated Englishman would use.

And, since the most effective spur to learning a language (or anything else) is interest, every effort has been made to cover the linguistic pill with the jam of gaiety. So, as soon as

¹ A new edition of the *Interim Report on Vocabulary Selection* (Longmans).

the preliminaries are mastered, the reader is introduced to Mr. Priestley, his household and his group of students. We see them here and in subsequent books chatting together, telling jokes, reading stories that they have written, singing songs or acting short plays. It is on these conversations and stories and the "talks by Mr. Priestley" that the language teaching is based, and from them that the copious exercises by which the teacher is enabled to test how far the work has been understood, are drawn.

Fundamentally, this new edition of *ESSENTIAL ENGLISH* is the same as the old one, but there are one or two changes. Some extra material has been added; the Future Tense has been treated rather more fully; comparison of adjectives, which originally was delayed until Book II, is now treated here in Lessons 20-22; Lesson 11 has been expanded; there are two new "Stories without words" (page 155 and 166); the sections on sentence construction have been deferred to a later book and an index has been added.

In the Teacher's handbook¹ that has been prepared to accompany this volume the general principles and the main techniques of language teaching are discussed, detailed suggestions and practical hints are given on the teaching of each lesson, and a complete Key to the Exercises is provided.

Though a text-book that is the ideal one to every teacher and student is, perhaps, an impossibility, it is hoped that most students and teachers will feel that this new edition is an improvement on the old one, but the author will be most grateful at any time for further criticisms and suggestions that will help to make *ESSENTIAL ENGLISH* more useful to those who study it or teach from it.

C. E. E.

August 1955.

¹ *Essential English, Book I, Teacher's Book.*

CONTENTS

	PAGE
THE SOUNDS IN ENGLISH	vii
LESSON	
1 THE FIRST ESSENTIAL STRUCTURES	1
2 THE FIRST ESSENTIAL STRUCTURES (2)	9
3 PLURALS. "THERE IS . . . THERE ARE"	18
4 QUESTION WORDS. GENDER	30
5 THE VERB "TO BE"	37
6 READING LESSON. "THE FARM"	42
7 POSSESSIVE ADJECTIVES. PERSON. THE SIMPLE PRESENT TENSE	49
8 THE PRESENT CONTINUOUS TENSE	55
9 THE VERBS "HAVE" AND "CAN"	63
10 READING LESSON. "THE SEASIDE"	68
11 TIME. DAYS, MONTHS, SEASONS. POSSESSIVE CASE	76
12 THE PAST TENSE, "TO BE," "TO HAVE," "CAN"	87
13 THE CHARACTERS IN THE <i>Essential English</i> BOOKS (1) MR. PRIESTLEY	93
14 THE SIMPLE PRESENT TENSE	99
15 DISCUSSION OF LESSON 13. SIMPLE PRESENT TENSE NEGATIVE	105
16 SUBJECTS AND OBJECTS	117
17 THE CHARACTERS IN THE <i>Essential English</i> BOOKS (2) MRS. PRIESTLEY AND SOME OTHERS	124
18 THE FUTURE TENSE	130
19 THE CHARACTERS IN THE <i>Essential English</i> BOOKS (3) THE STUDENTS	138
20 COMPARISON OF ADJECTIVES (1)	147
21 THE STUDENTS TALK TOGETHER ON "LIKES AND DISLIKES"	157
22 COMPARISON OF ADJECTIVES (2)	168
23 "THE CAT THAT CAUSED A WEDDING." REGULAR AND IRREGULAR VERBS	177

CONTENTS

LESSON		PAGE
24	THE SIMPLE PAST TENSE	179
25	IRREGULAR VERBS. PAST TENSE NEGATIVE AND INTERROGATIVE	186
26	COMMENTS ON LESSON 25	192
27	THE STUDENTS TALK TOGETHER ON "FOOD"	199
28	IRREGULAR VERBS	208
29	THE PRESENT PERFECT TENSE (1)	214
30	THE PRESENT PERFECT TENSE (2)	220
31	THE PRESENT PERFECT TENSE (3). MORE DIFFICULT EXAMPLES	226
32	THE PRESENT PERFECT TENSE (4)	231
	APPENDIX:	
	PRINCIPAL PARTS OF THE IRREGULAR VERBS IN <i>Essential English</i> BOOK I	236
	GRAMMATICAL TERMS IN <i>Essential English</i> BOOK I	238
	PRONOUNCING VOCABULARY OF <i>Essential English</i> BOOK I	239
	INDEX	247

THE SOUNDS IN ENGLISH

VOWELS

*Phonetic
Symbol*

Examples

i:	me, tree, three, he, people, the ¹
i	ship, it, ticket, this, king, shilling
e	bed, pen, egg, yes, men, well
æ	man, that, am, and, Paris, can, Spanish
ɑ:	past, dark, arm, are, car, hard
ɒ	not, lot, wash, song, from, rock, coffee
ɔ:	all, small, ball, or, forty, morning
u	put, full, look, good, foot, book
u:	who, move, noon, blue, do, too
ʌ	up, cup, much, sun, some, but
ə:	her, Thursday, burn, third, thirteen, worth, work
ə	a, the ² , under, father, address, servant, Saturday

DIPHTHONGS

ei	say, baby, train, plate, table, waiter, Spain
ou	no, smoke, those, motor, only, Poland, hotel
ai	five, nine, ice, eye, my, side
au	how, count, flower, cloud, hour, now
ɔi	boy, noise, boil, voice
iə	dear, clear, beer, really, ear
ɛə	where, there, their, chair, hair, care
ɔə ³	four, door, your, more, floor
uə	sure, poor

¹ Strong form.

² Weak form.

³ Many speakers of Standard English do not use this sound. They use, instead, [ɔ:].

CONSONANTS

Phonetic

Symbol

Examples

p	pen, pay, people, pull, open, inkpot, help
b	be, bath, boy, bad, husband, bed, beef
t	train, tree, sit, tea, inkpot, table, hotel, stop
d	door, day, sad, kind, desk, Friday, word
k	cold, back, clock, car, class, king
g	gold, bag, girl, dog, good, go, egg-cup
f	fine, far, safe, flower, fifteen, after
v	very, save, vegetable, seven, never
θ	thank, thick, thin, nothing, think, twentieth
ð	then, that, there, weather, with, together
s	so, sit, sleep, thinks, place, cigarette
z	zero, has, knives, comes, plays, noise
ʃ	ship, sharp, fish, English, shilling, short
ʒ	pleasure, measure
tʃ	Charles, each, Richard, much
dʒ	John, judge, age, Japan, language
h	his, happy, here, help, unhappy
m	man, make, many, my, swim
n	name, near, then, finish
ŋ	sing, thing, working, English, king
r	red, around, very, rich, every, room
l	leave, long, full, pull, greatly, last
w	will, work, away, when, window, wash
j	yellow, year, you, young, yes, piano

THE ENGLISH ALPHABET

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

LESSON 1 (First Lesson)

Number 1 (one)



Number 1 is a man.

This is a man.



Number 2 (two)



Number 2 is a woman.

This is a woman.



Number 3 (three)



This is a boy.

Question: What is this?

Answer: This is a boy.

WHAT

Number 4 (four)



This is a girl.

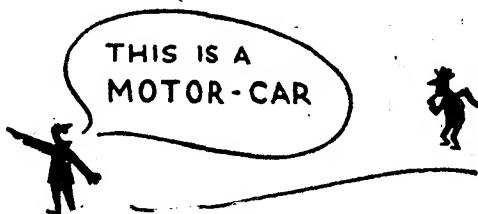
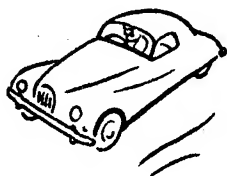
Question: What is this?

Answer: This is a girl.

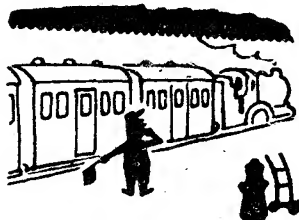


WHAT'S
THIS?

Number 5 (five)



Number 6 (six)



Question: What is this?



WHAT'S THIS ?

Answer: It is a train.

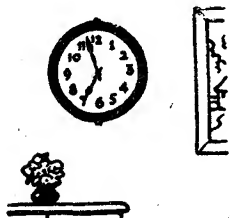
Number 7 (seven)



Question: What is number 7?

Answer: Number 7 is a mountain.

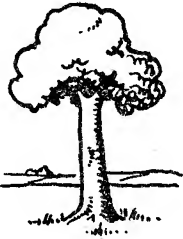
Number 8 (eight)



Question: What is number 8?

Answer: Number 8 is a clock.

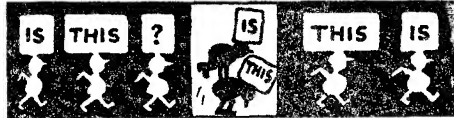
Number 9 (nine)



Question: Is this a tree?

YES

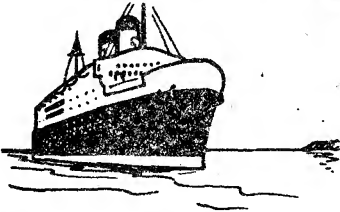
Answer: Yes, this is a tree.



QUESTION

ANSWER

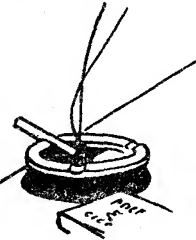
Number 10 (ten)



Question: Is this a ship?

Answer: Yes, it is.

Number 11 (eleven)



Question: Is this a ship?

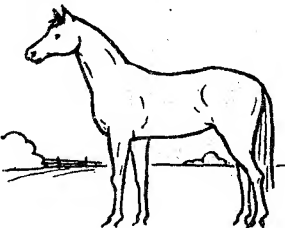
NO

Answer: No, it is not a ship;



it is a cigarette.

Number 12 (twelve)



Question: Is this a cigarette?

Answer: No, it is not a cigarette;
it is a horse.

Number 13 (thirteen)



 This is a man and a boy.

AND

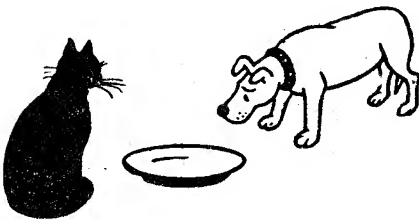
Number 14 (fourteen)



Question: What is this?

Answer: It is a woman and a baby.

Number 15 (fifteen)



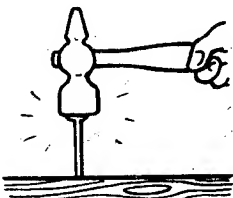
Question:

Is this a woman and a baby?

Answer:

No, it is not; it is a cat and a dog.

Number 16 (sixteen)



Question: Is this a cat and a dog?

Answer: No, it is not; it is a hammer and a nail.

PRONUNCIATION DRILL

VOWELS AND DIPHTHONGS

[i:]	[i]	[e]	[æ]	[ɑ:]
three	this	yes	man	car
fourteen	six	ten	cat	answer
tree	ship	eleven	hammer	
fifteen	is	seven		
thirteen	baby	question		
sixteen	mountain	twelve		
	eleven	cigarette		
	fifteen	lesson		
	in			
	sixteen			
	cigarette			
[ɒ]	[ɔ:]	[u]	[u:]	[ʌ]
not	four	woman	two	number
what	horse	put		one [wan]
dog	fourteen			
clock				
[ə:]	[ə]	[ei]	[ou]	[ai]
girl	a	train	no	five
word	woman	baby	motor	nine
thirteen	hammer	nail		write
first	motor	eight		
	answer			
	and			
		[au]	[ɔi]	
		mountain	boy	
			toys	

CONSONANTS

[ð] (<i>voiced</i>) this	[t] ten, tree, train, thirteen
[θ] (<i>unvoiced</i>) three, thirteen	[h] horse, hammer

ESSENTIAL ENGLISH EXERCISES

I. Put in the missing words:



Number 1 is a —



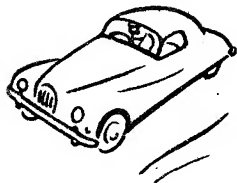
Number 2 is a —



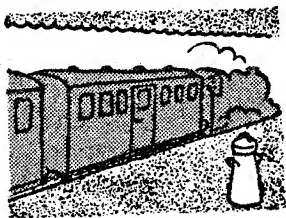
Number 3 is — —



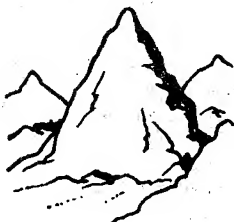
Number 4 — — —



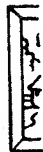
— 5 is a motor-car



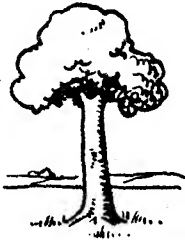
— 6 is — —



— 7 is — —



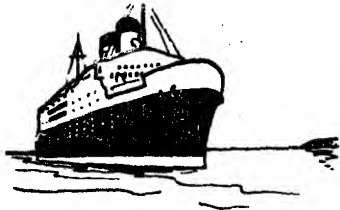
Number 8 — — —



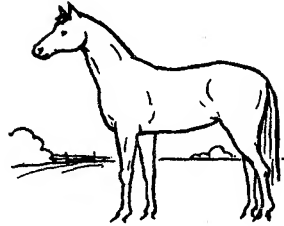
What is
this?
It is — —



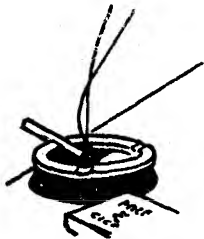
Is this a
man and
a boy?
— — —



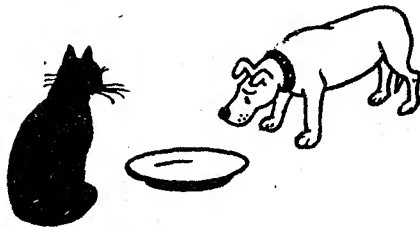
What is this?
— — —



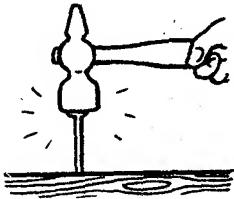
What is this?
— — —



Is this a cigarette?
— — —



Is this a cat and a dog?
— — —



Is this a cigarette?
No, — — —
It is — — — —



Is this a cat and a dog?
— — — —
It is — — — —

II. Write in words the numbers 1 to 16, e.g.:

1	2	...
one	two	...

III. Answer the questions:

1. What is number 1?
2. What is number 2, etc.? (to number 16)
3. Is number 1 a man?
4. Is number 2 a woman?
5. Is number 3 a boy?
6. Is number 4 a train?
7. Is number 5 a mountain?
8. Is number 6 a woman?
9. Is number 7 a girl?
10. Is number 8 a clock?
11. Is number 9 a tree?
12. Is number 10 a cigarette?
13. Is number 14 a woman and a baby?
14. Is number 15 a hammer and a nail?
15. What number is a man? (*Answer: Number one is a man.*)
16. What number is a ship?
17. What number is a horse?
18. What number is a hammer and a nail?
19. Is number 12 a horse?
20. Is number 16 a cat and a dog?

Dictation

Man, woman, boy, girl, motor-car, train, mountain, clock, hammer, nail, first.

This is a cigarette. This is a cat and a dog.

LESSON 2 (Second Lesson)

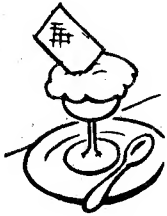
Number 17 (seventeen)



Number seventeen is an inkpot.

AN

Number 18 (eighteen)

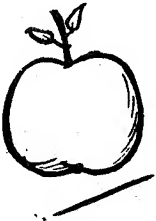


What is number eighteen?

It is¹ an ice-cream (*or* an ice).

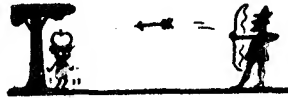
IT'S AN ICE

Number 19 (nineteen)



Is number nineteen an apple?

Yes, it is.



Number 20 (twenty)



Is this an apple?

Is it an ice?

What is it?

It is (it's) an eye.

¹ or, in the short form generally used in conversation, "It's an ice."

Number 21 (twenty-one)



Is this a ship?

Is it a clock?

What is it?

It is (it's) a cat and an umbrella.

Number 22 (twenty-two)

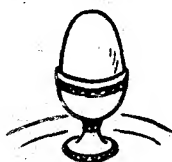


Is this an umbrella or an aeroplane?

OR

It is (it's) an aeroplane.

Number 23 (twenty-three)



Is this an egg or an apple?

It is (it's) an egg.



Number 24 (twenty-four)



This is a bad egg. This egg is bad.

Is this a good egg? Is this egg good?

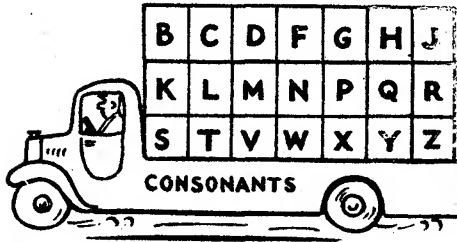
No, it is not.

NO, IT ISN'T ¹

It is (it's) a bad egg. It is bad.

It is (it's) a bad one. It is not (it isn't) a good one.

¹ This short form is generally used in conversation.



a before (in front of) a consonant sound.
an before (in front of) a vowel sound.

in

The egg is in the egg-cup.
 The boy is in the bed.
 The girl is in the classroom.
 The train is in the station.
 The aeroplane is in the sky.



where

Question

Answer

Where is¹ the egg?
 Where is the boy?
 Where is the girl?
 Where is the train?
 Where is the aeroplane?

The egg is in the egg-cup.
 The boy is in the bed.
 (*Put in the answers.*)

¹Short form *Where's*

on

The cigarette is on the table.

The ship is on the sea.

The clock is on the wall.

The apple is on the plate.

under

The cat is under the umbrella.

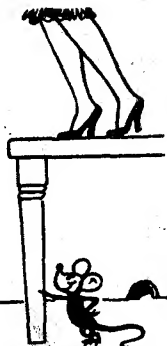
The mouse is under the table.

What is under the umbrella?

The cat is.

What is under the table?

The mouse is.



Is the egg in the egg-cup? Yes, it is.

Is the cat under the umbrella? Yes, it is.

Is the train in the sky? No, it isn't.

Is the dog under the umbrella? No, it is not (it isn't).

PRONUNCIATION DRILL

[i:]	[i]	[e]	[æ]	[ɑ:]
sea	it	egg	bad	class
seventeen	twenty	seventeen	apple	
eighteen	give	bed	grammar	
nineteen	ink	umbrella		
cream	before	twenty		
	the ¹	second		

¹ Before a vowel sound.

LESSON TWO

13

[ɔ]	[ɔ:]	[u]	[ʌ]	[ə]
on	or	good	under	an
pot	wall	room	cup	the ¹
consonant	before		umbrella	umbrella
				under
				vowel
				second
				consonant
				aeroplane
				grammar
[ei]	[ai]	[au]	[ɛə]	
eighteen	eye	vowel	where	
plate	sky	mouse	aeroplane	
table	ice			
aeroplane	nineteen			
station				

EXERCISES

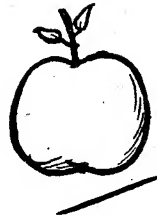
I. What is number 17, number 18, etc.?



Number 17



Number 18



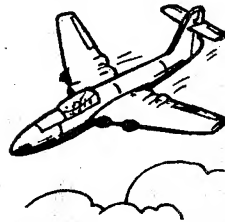
Number 19



Number 20



Number 21



Number 22

¹ Before a consonant sound.



Number 23



Number 24

II. Put a or an before these words:

- | | | | |
|---------------|---------------|----------------|---------------|
| 1. mountain. | 2. woman. | 3. egg. | 4. eye. |
| 5. inkpot. | 6. cigarette. | 7. dog. | 8. mouse. |
| 9. aeroplane. | 10. man. | 11. ice-cream. | 12. umbrella. |

III. Put in the missing words:

1. The aeroplane is in the —.
2. The ice-cream is on the —.
3. The egg is — the —.
4. The cat is — the —.
5. — — is in the classroom.
6. The cigarette is — — —.
7. The — is — the sea.
8. The mouse is — the —.
9. The clock is — the —.
10. — — is in the sky.
11. The ship is — — —.
12. — — — — the umbrella.

IV. Answer the questions:

1. What is in the sky?
2. What is on the plate?
3. What is in the egg-cup?
4. What is in the station?
5. What is on the table?

6. What is on the sea?
7. What is on the wall?
8. What is under the table?
9. What is under the umbrella?
10. What is in the inkpot?

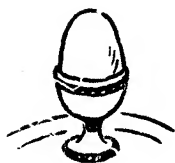
V. Answer the questions:

1. Where is the aeroplane?
2. Where is the ice-cream?
3. Where is the egg?
4. Where is the cat?
5. Where is the apple?
6. Where is the boy?
7. Where is the girl?
8. Where is the train?
9. Where is the cigarette?¹
10. Where is the ship?
11. Where is the mouse?
12. Where is the clock?

VI. Give the questions, e.g.:

Question

Answer

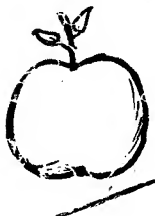


- (1) Is this an egg?
Is it an apple?

Yes, it is.
No, it is not (it isn't).

What is it?

It is (it's) an egg.



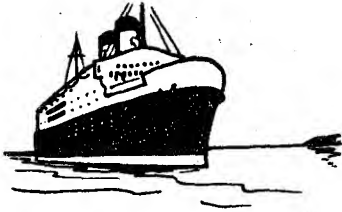
- (2) ———— ?
——— ?
——— ?

Yes, it is.
No, it isn't.
It's an apple.

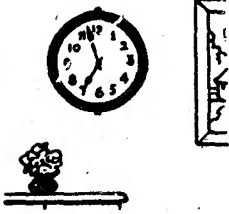
¹ . . . in the ash-tray; on the table.



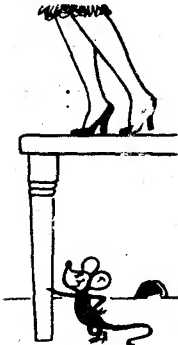
- (3) ———— ? Yes, it is.
 ———— ? No, it isn't.
 ———— ? It's a boy.



- (4) ———— ? Yes, it is.
 ———— ? No, it isn't.
 ———— ? It's a ship.



- (5) ———— ? Yes, it is.
 ———— ? No, it isn't.
 ———— ? It's a clock.



- (6) ———— ? Yes, it is.
 ———— ? No, it isn't.
 ———— ? The mouse is.



- (7) Where — — — ? It is under the
umbrella.
— — — — the table? No, it isn't.
— — — — ? The cat is.



- (8) Where — — — ? It is in the sta-
tion.
— — — the sea? No, it isn't.
— — — — ? The train is.

Dictation

The boy is in the bed. The egg is in the egg-cup. Where is the clock? The clock is on the wall. Where's the apple? The apple is on the plate and the plate is on the table. The cat is under the umbrella. The dog isn't under the umbrella. The mouse is under the table.

LESSON 3 (Third Lesson)
Plurals, "There is . . . there are . . ."



one boy



one tree



one shilling



one waiter



one man



one woman



one child



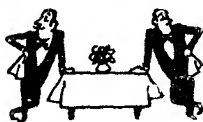
three boys



five trees



two shillings



two waiters



two men



three women



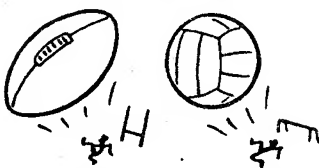
four children

This is



This is a football.

These are



These are footballs.



This is a shilling.



These are shillings.



This is a king.



These are kings.



This is a queen.



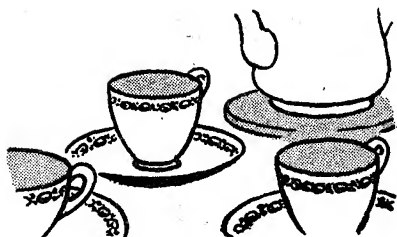
These are queens.



This is a child.



These are children



What are these?

{ These are tea-cups.

{ These are cups and saucers.

What are these?

These are flowers.



Are these flowers? Yes, these are flowers.



Are these women?

No, these are not women;
these are children.

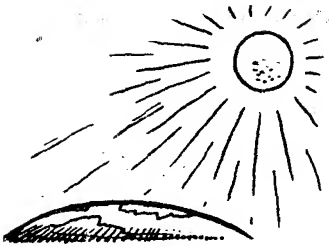
Are these tea-cups?

No, these are not tea-cups;
these are footballs.



That is

Those are

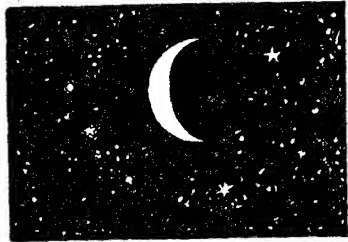


That is the sun.

It is not near the earth;
it is far away.

That is the moon.

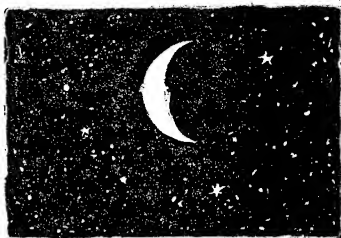
It is not near the earth;
it is far away.



That is a star.

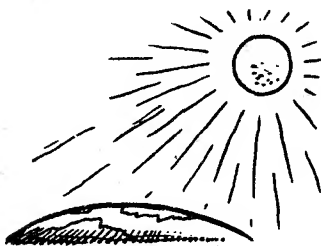
Those are stars. The stars
are not near the earth; the
stars are far away.





Is that the moon?
Yes, that is the moon.

Is that the moon? 
No, that isn't the moon;
that's the sun.



What is that?
That is a mountain.

What are those? 
Those are mountains.
Are the mountains near?
No, they are far away.



Is the moon near the earth? No, it is far away.



 What is that? That is a star.

What are those? 
Those are stars.
Are the stars near the earth?
No, they are far away.



There is there?**There are are there?**

There is a boy in this picture.

There is a cat in this picture.

There is an aeroplane in this picture.

Is there an aeroplane in this picture? Yes, there is.

Is there a train in this picture? No, there isn't.

There are footballs in this picture.

There are flowers in this picture.

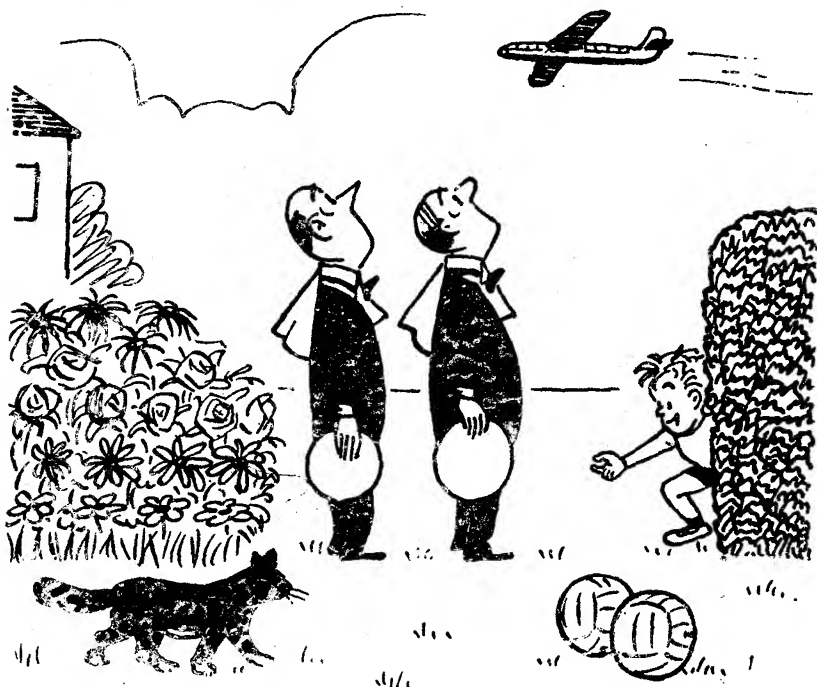
Are there flowers in this picture? Yes, there are.

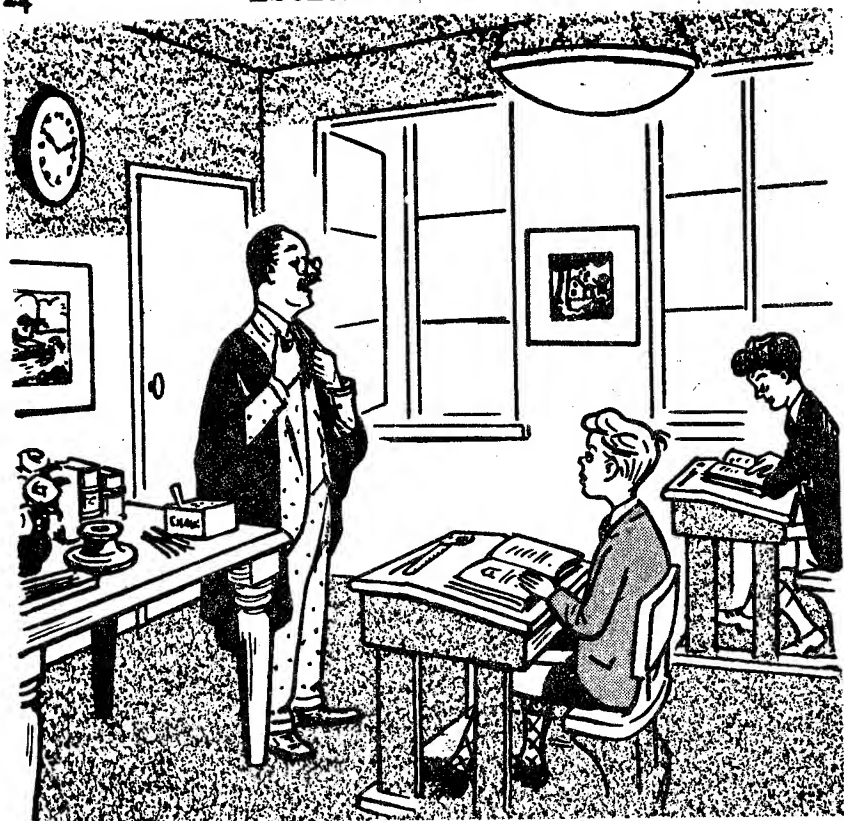
Are there cups and saucers in this picture? No, there are not.

There are two waiters in this picture.

Are there two waiters in this picture? Yes, there are.

Are there three waiters in this picture? No, there are not three waiters; there are two.





This is a picture of a classroom. There is one teacher in the picture. That is the teacher. There are two boys in the picture. That is the door. Those are windows. There is one door and there are two windows. The door is closed. One window is open; the other window is closed. There is a clock on the wall. There is a table in the classroom. There are flowers on the table. There is an inkpot on the table. The teacher is near the table. One boy is near the teacher; the other boy is near the window. There are two pictures on the wall. One picture is near the door; the other picture is near the window.

LESSON THREE
GRAMMAR

25

Singular number

(one)

a boy
a window
a tree
the boy
the window
the tree
a man
a woman
a child
the man
the woman
the child

Plural number

(two, three, four, etc.)

boys
windows
trees
the boys
the windows
the trees
men
women
children
the men
the women
the children

Singular + s = Plural

Exceptions

Singular

man, woman, child

Plural

men, women, children

Affirmative

Singular

It is
This is
That is
There is

Plural

They are
These are
Those are
There are

Interrogative

Is it?
Is this?
Is that?
Is there?

Are they?
Are these?
Are those?
Are there?

Negative

It is not (it isn't)

This is not (this isn't)

That is not (that isn't)

There is not (there isn't)

They are not (they aren't)

These are not (these aren't)

Those are not (those aren't)

There are not (there aren't)

EXAMPLES*Singular*

This is a cigarette.

This is a man.

That is a mountain.

The man is a waiter.

That is not a king.

That is not a queen.

Is this an aeroplane?

Is this an egg?

Is it a good egg?

Is this a good cigarette?

Is that egg good?

The window is open

That egg is bad.

This cigarette is good.

That is an egg; it is in the
egg-cup.

This window is open.

This door is closed.

The picture is on the wall.

That boy is near the door.

This boy isn't near the window.

This isn't a mountain.

It isn't an aeroplane.

Plural

These are cigarettes.

These are men.

Those are mountains.

The men are waiters.

Those are not kings.

Those are not queens.

Are these aeroplanes?

Are these eggs?

Are they good eggs?

Are these good cigarettes?

Are those eggs good?

The windows are open.

Those eggs are bad.

These cigarettes are good.

Those are eggs; they are in the
egg-cups.

These windows are open.

These doors are closed.

The pictures are on the wall
(or walls).Those boys are near the door
(or doors).These boys aren't near the
window (or windows).

These aren't mountains.

They aren't aeroplanes.

Affirmative

This is a pencil.
This is a ship.
That is an umbrella.
Those are mountains.

It is a boy.
They are waiters.
It is a good egg.
They are good cigarettes.

This cigarette is good.

This egg is bad.
This window is open.

The doors are closed.

There is a clock on the wall.
There is an inkpot on the table.

Negative

This is not (isn't) a pencil.
This is not (isn't) a ship.
That is not (isn't) an umbrella.
Those are not (aren't) mountains.

It is not (isn't) a boy.
They are not (aren't) waiters.
It is not (isn't) a good egg.
They are not (aren't) good cigarettes.

This cigarette is not (isn't) good.

This egg is not (isn't) bad.
This window is not (isn't) open.

The doors are not (aren't) closed.

There isn't a clock on the wall.
There isn't an inkpot on the table.

Affirmative

That is an aeroplane.
This is a motor-car.
Those are tea-cups.
These are flowers.
It is a boy.
They are kings.
They are queens.
That is a bad egg.
That apple is bad.
That door is closed.
There is a clock on the wall.
There are flowers on the table.

Interrogative

Is that an aeroplane?
Is this a motor-car?
Are those tea-cups?
Are these flowers?
Is it a boy?
Are they kings?
Are they queens?
Is that a bad egg?
Is that apple bad?
Is that door closed?
Is there a clock on the wall?
Are there flowers on the table?

ESSENTIAL ENGLISH

PRONUNCIATION DRILL

[ɪ]		[ə]	
shilling	singular	away	flower
king	exception	affirmative	waiter
picture	example	negative	singular
window	interrogative	interrogative	children
women	affirmative	teacher	plural
children	negative	other	picture
[i:]		[u:]	
tea	foot	door	moon
these	room	ball	plural
teacher	singular ¹	saucer	

EXERCISES

I. Give the plural of these words:

1. a star. 2. a mountain. 3. a tree. 4. a shilling. 5. a king.
6. the waiter. 7. the queen. 8. a man. 9. the man.
10. a woman. 11. the woman. 12. an eye. 13. an inkpot.
14. a waiter. 15. an aeroplane.

II. Make these plural:

1. this waiter. 2. this tea-cup. 3. this king. 4. this egg.
5. that wall. 6. that picture. 7. that mountain. 8. that window.
9. this man. 10. that woman.

III. Make these plural: e.g. Singular—This is a king.

Plural—These are kings.

1. This is a star. 2. This is a boy. 3. This is a shilling.
4. That is a saucer. 5. That is a flower. 6. That is a mountain.
7. Is this a mountain? 8. Is this a shilling? 9. Is this a man?
10. Is that a football? 11. Is that a train? 12. Is that an aeroplane?
13. Is the window open? 14. Is the door closed?
15. Is the boy near the window? 16. That is not a king.

¹ The sound is [ju].

17. That is not a queen. 18. That is not a mountain. 19. This isn't a mountain. 20. This isn't a star. 21. This isn't an aeroplane. 22. It is a star. 23. It is a cigarette. 24. It is a cat. 25. It is not a dog. 26. It isn't a cat. 27. It isn't a train. 28. It is not a bad egg. 29. It is a good egg. 30. Is that a flower?

IV. Make these negative:

1. That is a king. 2. This is a motor-car. 3. This is a cat. 4. That is a mountain. 5. That is a football. 6. That is a flower. 7. Those are kings. 8. Those are motor-cars. 9. Those are cats. 10. These are mountains. 11. Those are footballs. 12. Those are flowers. 13. It is a cat. 14. It is a dog. 15. It is an umbrella. 16. They are cats. 17. They are dogs. 18. They are umbrellas. 19. That is a bad egg. 20. This is a good cigarette. 21. This is a good egg. 22. This egg is bad. 23. This cigarette is good. 24. This egg is good.

V. Make these interrogative:

1. That is a dog. 2. This is a train. 3. That is a door. 4. Those are aeroplanes. 5. This is a pencil. 6. That is a window. 7. That is a clock. 8. It is a cat. 9. They are waiters. 10. That is an umbrella. 11. That egg is bad. 12. The aeroplane is in the sky. 13. That is a bad egg. 14. The window is open. 15. The man is in the motor-car. 16. This is an egg-cup. 17. The cat is under the umbrella. 18. The train is in the station. 19. The cigarette is on the table. 20. The mouse is under the table. 21. The plate is on the table. 22. The apple is on the plate. 23. The dog is in the aeroplane. 24. The pencil is on the table. 25. The shilling is under the plate.

Dictation

The teacher and the boys are in the classroom. There are two boys in the picture. The door is closed. One window is open, the other window is closed. One boy is near the teacher. The clock is on the wall. There are two pictures on the wall.

What is a question? These are questions. This is the answer.

LESSON 4 (Fourth Lesson)

WHO

The boy is in the bed.

Who is in the bed? The boy is in the bed, *or* The boy is, *or* The boy.

HE

Is the boy in the bed? Yes, **he** is.
Where is the boy? He is in the bed.



The girl is in the classroom.

Who is in the classroom? The girl is in the classroom, *or* The girl is, *or* The girl.

SHE

Is the girl in the classroom? Yes, **she** is.

Where is the girl? **She** is in the classroom.



The woman and the baby are on the chair.

Who are on the chair? The woman and the baby are on the chair,
or The woman and the baby are,
or The woman and the baby.



Is the woman on the chair? Yes, she is.

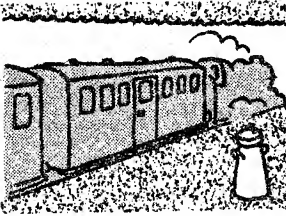
Is the girl on the chair? No, she isn't.

THEY

Are the woman and the baby on the chair? Yes, **they** are.

Where are the woman and the baby? They are on the chair.

WHAT



The train is in the station.

What is in the station?

The train is in the station,

or The train is,

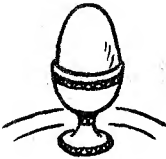
or The train.

IT

Is the train in the station? Yes, **it** is.

Is the ship in the station? No, **it** isn't.

Where is the train? **It** is in the station.



What is in the egg-cup? An egg is in the egg-cup,

or An egg is,

or An egg.

Is the egg in the egg-cup? Yes, **it** is.

Where is the egg? **It** is in the egg-cup.



What are in the sky? The aeroplanes are in the sky,

or The aeroplanes are,

or The aeroplanes.

Are the aeroplanes in the sky?

Yes, **they** are.

Where are the aeroplanes?

They are in the sky.



What is this?

This is a picture of a man, Mr.¹ Brown, and a boy, Richard Brown.

Mr. Brown is a father. Richard Brown is a son.

Who is the father of Richard Brown? Mr. Brown is.
Who is the son of Mr. Brown? Richard Brown is.



What is this?

This is a picture of a woman, Mrs.² Brown, and a girl, Mary Brown. Mrs. Brown is the wife of Mr. Brown. Mr. Brown is the husband of Mrs. Brown. Mrs. Brown is a mother. Mary Brown is a daughter.

Who is the mother of Mary Brown? Mrs. Brown is.
Who is the daughter of Mrs. Brown? Mary Brown is.
Mary Brown is the sister of Richard Brown.
Richard Brown is the brother of Mary Brown.
Mary Brown and Richard Brown are the children of Mr. and Mrs. Brown.

Mr. and Mrs. Brown

Richard

Mary

¹ Pronounced ['mistə].

² Pronounced ['misiz].

GRAMMAR

boy, woman, this, what, a, are, they, etc., are words.

These are **People**: boy, woman, teacher, king, queen, baby, etc.

These are **Things**: table, chair, clock, motor-car, mountain, etc.

The word **who** is for people.

The word **what** is for things. But note: *Who* is he?

He is Mr. X. *What* is he? He is a teacher.

The words for **males** (boy, man, husband, son, king, etc.) are **Masculine Gender**.

The words for **females** (girl, woman, wife, daughter, queen, etc.) are **Feminine Gender**.

The words for **things** (table, chair, mountain, clock, etc.) are **Neuter Gender**.

he is for masculine gender (*singular*).

e.g. *he* is a boy ; *he* is a son ; *he* is a king.

she is for feminine gender (*singular*).

e.g. *she* is a girl ; *she* is a daughter ; *she* is a queen.

it is for neuter gender (*singular*).

e.g. *it* is a train ; *it* is a picture ; *it* is an egg.

they is for masculine, feminine and neuter genders (*plural*).

e.g. *They* are boys. *They* are daughters. *They* are eggs.

PRONUNCIATION DRILL

[i:]	[i]		[ɔ:]	[ʌ]	[ə]
he	thing	finish	daughter	son	daughter
she	masculine	Richard	fourth	brother	brother
people	feminine	sister	.	mother	husband
female	Mary			husband	Richard
[u:]	[eə]	[ai]	[au]	[ei]	
who	chair	wife	noun	name	
neuter ¹	Mary		Brown	female	male

EXERCISES

I. Put in who or what:

1. — is in the motor-car? 2. — is on the chair? 3. — is in the egg-cup? 4. — is on the table? 5. — is in the bed? 6. — is on the wall? 7. — is in the sky? 8. — is in the classroom?

II. Make these plural:

1. He is a waiter. 2. She is a woman. 3. He is a boy.
4. It is an aeroplane. 5. She is a queen.

III. Put in he, she, it, or they:

1. — is a father. 2. — is a husband. 3. — is a king.
4. — is a woman. 5. — is a picture. 6. — are in the classroom. 7. — are on the table. 8. — is on the table. 9. — is a waiter. 10. — are flowers. 11. — are kings. 12. — are queens. 13. — is a queen. 14. — is a son. 15. — are sons. 16. — is a daughter. 17. — are daughters. 18. — are pictures. 19. — are things. 20. — are people. 21. — is a thing. 22. — are shillings. 23. — is a shilling. 24. — is a football. 25. — is a hammer. 26. — are nails.

¹ The sound here is [ju:], ['nju:tə].

IV. Make these masculine:

1. She. 2. The girl. 3. The woman. 4. The mother.
5. The girl is on the mountain. 6. The woman is in the motor-car. 7. The girl is in the picture. 8. This is a queen.
9. These are women. 10. These are queens.

V. Answer the questions:

1. Who is in the motor-car? 2. Who is in the bed? 3. Who is in the classroom? 4. What is in the egg-cup? 5. What is in the sky? 6. What is on the wall? 7. What is on the table? 8. Who are on the chair? 9. What is in the station? 10. Who is near the window?

VI. Answer these questions affirmatively (i.e. with yes). Use he, she, it or they in the answers:

1. Is this a pencil? 2. Is this a train? 3. Is that a window? 4. Is the teacher in the classroom? 5. Are the boys in the classroom? 6. Is the woman a mother? 7. Is the girl a daughter? 8. Is the boy a son? 9. Is the egg in the egg-cup? 10. Are the women in the train? 11. Is a table a thing? 12. Are men and women people?

VII. Answer these questions negatively (i.e. with no). Use he, she, it, or they in the answers:

1. Is this a tree? 2. Are these trees? 3. Are the girls in the classroom? 4. Is the boy in the aeroplane? 5. Is the train in the station? 6. Are the men in the motor-car? 7. Are the flowers on the table? 8. Is the window open? 9. Is the boy near the door? 10. Are the boys near the door? 11. Is a boy a thing? 12. Are tables people?

VIII. Finish these sentences:

1. The boys —. 2. Are the flowers —? 3. Is the boy —?
4. Is the sun —? 5. The stars —. 6. The teacher —.
7. Is the aeroplane —? 8. The egg —. 9. Where is —?
10. Who is —? 11. What is —? 12. Where are —?
13. Who are —? 14. What are —? 15. — on the table.
16. — in the aeroplane? 17. — near the door. 18. — near the door?
19. — open. 20. — open? 21. — bad. 22. — bad?
23. — earth. 24. — earth? 25. — is a thing. 26. — are things.
27. — are people. 28. — are neuter gender. 29. — are masculine gender.
30. — are feminine gender.

IX. Answer these questions:

Who is (are): 1. the wife of Mr. Brown? 2. the son of Mr. Brown? 3. the daughter of Mr. Brown? 4. the brother of Mary Brown? 5. the sister of Richard Brown? 6. the husband of Mrs. Brown? 7. the father of Richard Brown? 8. the mother of Mary Brown? 9. the father of Mary Brown? 10. the mother of Richard Brown? 11. the children of Mr. and Mrs. Brown?

Dictation

There is a picture in this book of Mr. Brown, Mrs. Brown, Richard and Mary. Richard and Mary are children: he is a son; she is a daughter. Mrs. Brown is the wife of Mr. Brown and the mother of Richard and Mary. Mr. Brown is the husband of Mrs. Brown and the father of the two children. Richard and Mary are brother and sister.

Composition

1. Write about Mr. and Mrs. Brown, Richard and Mary.
2. Write about the picture on page 24.

LESSON 5 (Fifth Lesson)

TEACHER: I am the teacher. I am Mr. (Miss, Mrs.) —

What are you?

CLASS: We are students.

TEACHER: Are you a student, Mr. A.?

MR. A.: Yes, I am a student.

TEACHER: Are you a student, Miss B.?

MISS B.: Yes, I am.

TEACHER: Are you in the classroom, Mr. C.?

MR. C.: Yes, I am in the classroom.

TEACHER: Are you a man, a woman, a boy, or a girl?

STUDENT: I am a —.

TEACHER: What are you, a man, a woman, a boy, or
a girl?

STUDENT: I am a —.

TEACHER: Who are you?

STUDENT: I am Mr. D.

TEACHER: How are you, Mr. D.?

MR. D.: I am very well, thank you.

TEACHER: Who are you?

STUDENT: I am Miss E.

TEACHER: How are you, Miss E.?

MISS E.: I am very well, thank you.

TEACHER: What are you all?

CLASS: We are all students.

TEACHER: Are you all men?

STUDENTS: Yes, we are.

No, we are not.

Some of the students are men, some are women.

Some of the students are men, others are
women.

TEACHER: I count the students: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen.

There are fifteen students in the class. Mr. F., count the students, please.

MR. F.: I count the students: one, two, three, etc.

how many, right, wrong

TEACHER: How many students are there in the class, Mr. F.?

MR. F.: There are fifteen.

TEACHER: That is right; thank you, Mr. F.

TEACHER: What are two and two?

STUDENT: Four, sir.

RIGHT

TEACHER: That is right. What are seven and three?

STUDENT: Ten, sir.

TEACHER: That's right. What is four from nine?

STUDENT: Five, sir.

TEACHER: That is right, too. What is five from twelve?

WRONG

STUDENT: Six, sir.

TEACHER: No, that is wrong; that is not right. The answer is seven, not six.

here there

TEACHER: Mr. K., come here, please, and bring the book here. Thank you.

You are here and the book is here. Now take the book there, to the door, please. You are there and the book is there. Where are you, Mr. K.?

MR. K.: I am here, near the door.

TEACHER: That is right; and where am I?

MR. K.: You are there, near the window.

TEACHER: That is right.



COME HERE



GO THERE

another, others

TEACHER: Mr. F. is one student, Mr. G. is another, Miss H. is another, Mr. K. is another, and there are eleven others; fifteen students altogether. Here is one shilling; here is another, number two; here is another, number three; and here are two others; five shillings altogether.

There are a lot of books in this picture.



There are not many in this picture; there are only two.



There are a great many people in London. There are not many in this room. There are only sixteen. There are fifteen students in the classroom; there is only one teacher.

GRAMMAR

The verb *to be* (Present Tense)

AFFIRMATIVE	INTERROGATIVE	NEGATIVE
<i>Singular</i>	<i>Singular</i>	<i>Singular</i>
I am (I'm)	am I?	I am (I'm) not
you are (you're)	are you?	you are (you're) not
he is (he's)	is { he?	he is (he's) not ¹
she is (she's)	she?	she is (she's) not ¹
it is (it's)	it?	it is (it's) not ¹
<i>Plural</i>	<i>Plural</i>	<i>Plural</i>
we are (we're)	are { we?	we are (we're) ¹ not
you are (you're)	you?	you are (you're) ¹ not
they are (they're)	they?	they are (they're) ¹ not

Note 1. *You* is singular² and plural, but the verb with *you* is always plural, e.g.

Are *you* a man? (*singular*)

Are *you* all students? (*plural*)

2. Always write a capital letter for *I*.

Capital letters: A, B, C, D, E, F.

Small letters: a, b, c, d, e, f.

PHRASES

A lot of

Thank you.

Only one, only two . . .

How many?

A great many

How are you?

¹ Also *he isn't, she isn't, it isn't, we aren't, you aren't, they aren't*.

² The old form, *thou*, is not used in ordinary speech now.

PRONUNCIATION DRILL

[e]	[ə]	[ʌ]	[ə:]	[ei]	[au]
very	together	come	verb	take	count
well	another	another	sir ²	phrase	how
letter	letter	London			
altogether	London	some			
many	always				
	capital				
	sir ¹				

EXERCISES

I. Put in the missing words:

1. I — a student. 2. You — a teacher. 3. Mr. A. — a man.
 4. Marie — a girl. 5. The man — in the train. 6. We — students.
 7. I — Mr. C. 8. What — you? 9. Who — he?
 10. How — you? 11. What — Henri? 12. What — I?
 13. Who — you? 14. Who — I? 15. — I a student? 16. — he a student?
 17. — she a woman? 18. — they waiters?
 19. — you all boys? 20. — I the teacher? 21. — you Mr. C.? 22. — you Mrs. H.? 23. — he Mr. K.? 24. There — one mountain in the picture. 25. — there two mountains in the picture? 26. There — three pencils on the table. 27. There — an egg in the egg-cup. 28. There — fifteen students in the class. 29. — there one mountain in the picture? 30. Yes, that — right; there is only one.

II. Answer these questions:

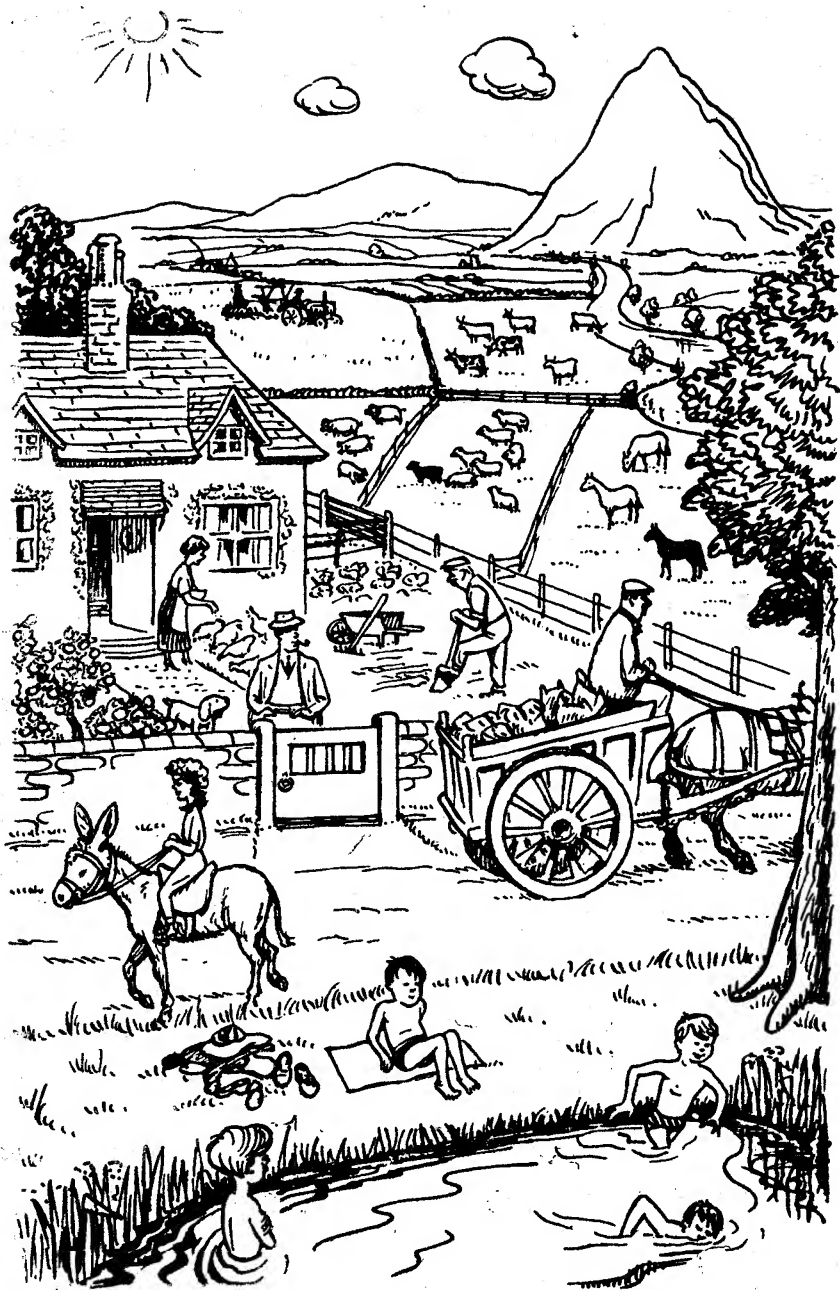
1. Who are you? 2. How are you? 3. Are you a student?
 4. Are you a man, a woman, a boy, or a girl? 5. What are you all? 6. Is that right? 7. How many students are there in the class? 8. How many books are there on the table? 9. How many windows are there in the room? 10. Is this right, "Six and four are nine"?

¹ Weak form.² Strong form.

LESSON 6 (Sixth Lesson) **The Farm**

Now look at the picture on page 43. It is a picture of a farm. The farm is in the country; it is not in the town. It is a warm day; it is not a cold day. The sun is in the sky. There are some white clouds but they are small and the sky is very blue. There is a mountain on the right of the picture, and not far from the mountain there is a river. There are a few boys in the picture. All the boys are in the river except one. He is on the green grass. There are one or two big trees and some small trees in the picture. The small trees are apple-trees. They are on the left of the picture. There are red apples on the apple-trees. These apple-trees are in the garden of the farm-house. There are a lot of apples on the trees. There are flowers round the door and windows of the farm-house. There are a lot of animals on this farm. There are horses in the field near the river. One of the horses is black, the others are brown. In the next field there are some sheep; in the next one there are some pigs; and near to the pigs there are some cows. Some of the cows are brown, others are black and white. All the sheep are white except one. It is black. There is a horse and cart in the picture. There are cabbages and potatoes in the cart. There is a field of yellow corn behind the farm-house.

A man is digging in the garden. There are some cabbages in the garden. The man near the gate is the farmer. There is a dog behind the farmer; that is the farmer's dog. There is a woman near the door of the farm-house; that is the farmer's wife. The farmer's wife is feeding the chickens.



ESSENTIAL ENGLISH

ANIMALS

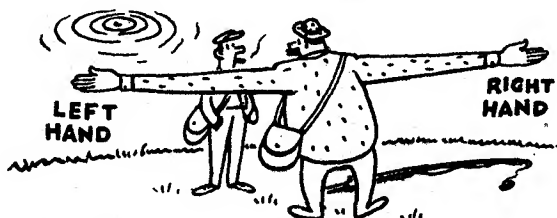
horses, cows, sheep, pigs, cats, dogs, chickens.

The plural of *sheep* is *sheep*.

COLOURS

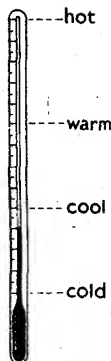
red, green, black, white, blue, brown, yellow.

OPPOSITES



right (hand)
right (answer)
good
big
open
black
hot
warm
far
here
come
country

left (hand)
wrong (answer)
bad
small
closed
white
cold
cool
near
there
go
town



NOTE :

The farmer's wife = the wife of the farmer.

The farmer's dog = the dog of the farmer (see p. 42).

PHRASES

On the right ...	Not far from ...	In the country ...
In the town ...	All except one ...	Round the door ...
A lot of ...	A few ...	Near the river ...
Some are ...	others are ...	One or two ...

PRONUNCIATION DRILL

[i:]	[i]	[æ]	[ɑ:]	[ɔ:]	[ə]
sheep	big	thank	grass	all	river
green	river	cabbage	cart	small	potato
field	except	black	garden	corn	colour
please	behind	animal		always	animal
	cabbage	capital		warm	sentence
[u:]	[ʌ]	[ei]	[ou]	[ai]	[au]
blue	some	page	cold	I	cow
you	country	day	go	right	brown
student ¹	colour	take	potato	kind	house
		phrase	yellow	white	cloud
		potato		behind	round

EXERCISES

I. Answer these questions:

1. Is the picture on page 43 a picture of the town?
2. Is it a warm day or a cold day?
3. Where is the sun?
4. What colour are the clouds?
5. Are the clouds big or small?
6. What colour is the sky?
7. Where is the mountain in the picture?
8. What is near the mountain?
9. Who are in the river?
10. How many boys are in the river?
11. How many clouds are there in the sky?
12. How many suns are there?
13. Where are the boys?
14. What colour is the grass?
15. Where is one big tree?
16. Where are the small trees?
17. What are on these trees?

¹ The "u" is pronounced [ju:] ['stju:dənt].

18. What colour are the apples?
19. Are the apple-trees on the right of the picture?
20. What are in the field near the river?
21. What colour are the horses?
22. How many brown horses are there in the field?
23. How many black horses are there in the field?
24. Is there a cart in the picture?
25. What is in the cart?
26. What colour are cabbages?
27. Where are the apple-trees?
28. What are round the doors and windows of the farm house?
29. Where are the flowers?
30. What are in the field next to the horses?
31. How many sheep are there?
32. What colour are the sheep?
33. Where are the pigs?
34. Where are the cows?
35. How many cows are there?
36. How many cows are black and white?
37. How many sheep are white?
38. How many sheep are black?
39. Where is the field of corn?
40. What colour is the corn?
41. Where is the farmer's dog?
42. Who is feeding the chickens?
43. Who is digging in the garden?

II. Put in the missing words:

1. This is a picture of a —.
2. The farm is — — —; it is not — — —.
3. It is a — day; it is not a — day.
4. The sky is very —.
5. There is a mountain — — right — the picture.
6. Not — — the mountain there is a river.
7. — — boys are in the river — one.
8. He is — the — grass.

9. There are — — — big trees and — — trees in the picture.
10. The small trees are —.
11. These apple-trees are — the garden — the farm-house.
12. There are — — — animals on this farm.
13. In the — field there are some sheep and in the next — there are some cows.
14. All the sheep are white — one.
15. There is a field of — corn — the house.

III. Write in words these numbers:

13, 14, 15, 16, 17, 18, 19, 20.

IV. Make these interrogative:

1. I am the teacher.
2. You are in the classroom.
3. We are all students.
4. Some of the students are boys.
5. Two and two are four.
6. That answer is right.
7. They are here.
8. He is near the window.
9. There are only two books in the picture.
10. There are a great many people in London.
11. There is a book on the table.
12. There is a train in the station.

V. Make these singular:

1. The books are on the table.
2. The stars are in the sky.
3. Are the men in the classroom?
4. Are there trains in the station?
5. There are some books on the table.
6. Those are mountains.
7. Those are stars.
8. These are flowers.
9. These are queens.
10. They are kings.

VI. Give the opposites of:

good, big, cold, there, wrong, near, left, country, come, open, white.

VII. Give seven colours, and a thing to go with each one, e.g.

Colour, green.

Thing, grass.

VIII. Use each of these phrases in a sentence:

- (1) on the right. (2) not far from. (3) on the left.
(4) in the country. (5) in the town. (6) round the door.
(7) a lot of. (8) near the river. (9) all . . . except one.
(10) some . . . , others . . . (11) a few. (12) one or two.

Dictation

The farm in the picture is in the country. There is a farmhouse with flowers round the door and windows. There are a lot of animals on the farm. There are horses, cows, sheep and pigs. The man near the gate is the farmer. A man is digging in the garden. That is not the farmer. A woman is feeding the chickens. That is the farmer's wife.

Composition

Write a description of the picture on page 43.

LESSON 7 (Seventh Lesson)

England is a country; France is a country; Norway is another country; Turkey is another country; Egypt, Italy, Poland are other countries.¹

The people of England are English. They speak English.

The people of Germany are German. They speak German.

The people of Norway are Norwegian. They speak Norwegian.

There are two meanings of *country* in English. Here are examples in sentences:

1. England is a country; Spain is another *country*.
2. The house is in the *country*; it is not in the town.



TOWN



COUNTRY

There are a lot of people in the town; there are not many in the country.

There are a lot of cows and sheep in the country; there are not many in the town.

¹ Singular *country*, plural *countries*

Here are the two meanings in a joke:



LADY:¹ Are these eggs good?

SHOPKEEPER: Oh yes, they are just in from the country.

LADY: Yes, but what country?

Mr. Priestley is English; he is an Englishman. He speaks English, his language is English.

TEACHER: What country are you from, Mr. A., and what is your language?

MR. A.: I am from Poland; I speak Polish, I am a Pole, my language is Polish.

TEACHER: What country are you from, Mr. B.?

MR. B.: I am from Italy; I speak Italian.

TEACHER: What country are you from, Miss C.?

MISS C.: I come from Mexico; I speak Spanish.

TEACHER: What are you, Mr. D.? Are you Spanish?

MR. D.: No, I am not a Spaniard; I am a Portuguese.

¹ Singular *lady*, plural *ladies*.

TEACHER: Are you Swedish, Miss E.?

MISS E.: No, I am not Swedish; I come from Denmark; I am a Dane; my language is Danish.

TEACHER: Where are you from, Mr. F.?

MR. F.: I come from Holland; I am a Dutchman. I speak Dutch; my language is Dutch.

MISS G.: I come from France, from Paris. I am French, a Parisian. My language is French. My friend Olga comes from Finland; she is Finnish. She speaks Finnish; her language is Finnish.

MR. H.: My brother and I come from Greece; our country is Greece. We both speak the same language—Greek; our language is Greek.

TEACHER: Mr. H. and his brother come from Greece; their country is Greece. They both speak the same language—Greek; their language is Greek.

GRAMMAR

I and *we* are used for the person or persons speaking;
I and *we* are **First Person**.

you is used for the person or persons spoken to;
you is **Second Person**.

he, she, it, they are used for the person, persons or things spoken about; *he, she, it, they* are **Third Person**.

1st Person

I come
I speak
I answer
I count
I thank

3rd Person

he, she comes
he, she speaks
he, she answers
he, she counts
he, she thanks

Note the "s" with the third person singular.

Exceptions

I teach	he, she teaches ¹
I go	he, she goes ²
I do	he, she does ³

**The Simple Present Tense***The verb to speak*

<i>First Person:</i>	I speak English.	we speak English.
<i>Second Person:</i>	you speak English.	you speak English.
<i>Third Person:</i>	he, she speaks English.	they speak English.

The verb to do

I do the work.	we do the work.
you do the work.	you do the work.
he, she, it does the work.	they do the work.

boy, girl, book, Mary, London, horses, etc., are **NOUNS**.

Nouns are the names of persons or things.

I, you, he, she, it, we, they, etc., are **PRONOUNS**.

Pronouns take the place of nouns, e.g.

The boy comes to the class *or* He comes to the class.

The girl is in the classroom *or* She is in the classroom.

The horses are in the field *or* They are in the field.

Pronunciation: ¹ ['ti:tʃɪz], ² [gouz], ³ [dʌz].

The pronouns *I, he, she, it, you, we, they*, have another form: *my, his, her, its, your, our, their*.

This is called the **Possessive** form.¹

I speak French; **my** language is French.

you speak English; **your** language is English.

he speaks Spanish; **his** language is Spanish.

she speaks Norwegian; **her** language is Norwegian.

Where is the dog? **It** is in **its** bed under the table.

we speak Greek; **our** language is Greek.

they speak Turkish; **their** language is Turkish.



(The Pronunciation Drill for this lesson is on page 60.)

EXERCISES

I. Put in the missing verbs and possessive forms:

Pronoun	Verb	Possessive
1. I	come from France;	— language is French.
2. He	— from Turkey;	— language is Turkish.
3. You	come from Spain;	— language is Spanish.
4. They	— from China;	— language is Chinese.
5. We	come from Denmark;	— language is Danish.
6. I	come from Greece;	— language is Greek.
7. He	— from Hungary;	— language is Hungarian.
8. She	— from Germany;	— language is German.
9. They	come from Persia;	— language is Persian.
10. We	— from Italy;	— language is Italian.
11. He	— from Japan;	— language is Japanese.
12. We	come from Portugal;	— language is Portuguese.
13. I	come from England;	— language is English.

¹ But they are generally called Possessive Adjectives.

14. You come from Rumania; — language is Rumanian
 15. They come from Russia; — language is Russian.
 16. He — from Holland; — language is Dutch.
 17. You come from Norway; — language is Norwegian.
 18. We come from Wales; — language is Welsh.
 19. He — from Finland; — language is Finnish.
 20. She — from Sweden; — language is Swedish.

**II. Put these sentences into the third person singular,
 (a) masculine, (b) feminine:**

- | | |
|--------------------------|-------------------------|
| 1. I am in my classroom. | 4. I teach my students. |
| 2. I answer my question. | 5. I do my work. |
| 3. I go for my lesson. | 6. I count my students. |

III. Put these words in their right columns:

boy, go, speak, he, my, be, they, cow, your, London, Henry,
 his, she, their, come, do, her, count, country, Italy, we,
 teach, I, answer, look, you.

Noun	Verb	Pronoun	Possessive

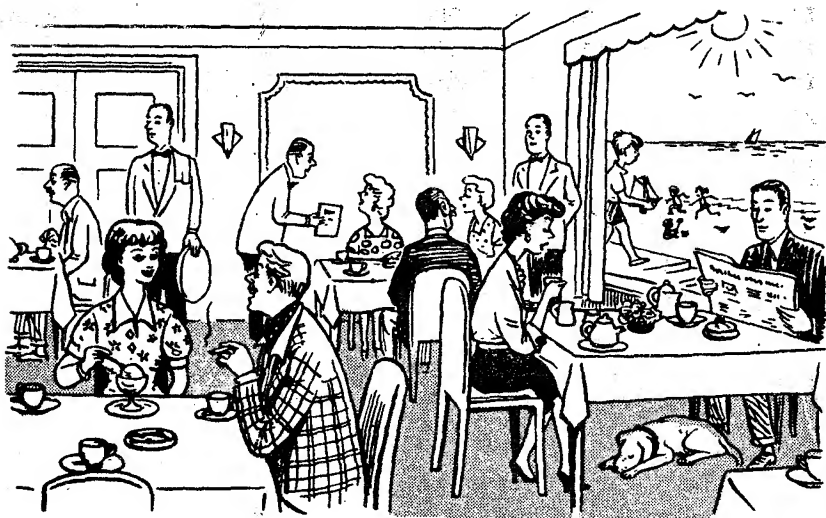
**IV. Write the simple present tenses of the verbs: to do,
 to go, to come, to teach.**

Dictation

Some people come from one country, some from another. People speak the language of their country. Welsh people come from Wales and they speak Welsh. Dutch people come from Holland; they speak Dutch. The people of the Argentine and those of Peru both speak Spanish. The people of France speak their language there. Hans comes from Denmark. He speaks Danish, Swedish and Norwegian too. He speaks Danish and two other languages.

LESSON 8 (Eighth Lesson)

The Present Continuous Tense



This is a hotel in England, at the seaside.
The people in the picture are staying at the hotel.
There are some waiters in the picture.
The waiters are standing. The men and women are sitting at the tables.

It is a fine day. It isn't raining. The sun is shining.
One woman is eating an ice.
There are some cups and saucers on the tables.
Some of the men are drinking coffee.
One of the women is drinking a cup of tea.
One of the men is smoking a cigarette.
The waiters are not smoking cigarettes. They are not drinking tea or coffee.
Is that man eating an ice? No, he isn't.

Is that woman smoking a cigarette? No, she isn't.
Are the waiters smoking cigarettes? No, they aren't.
Are the waiters drinking tea or coffee? No, they aren't.

One of the boys is walking to the sands.
One of the women is speaking to the waiter.
One of the men is reading a newspaper.

The children are playing on the yellow sand.
A dog is under the table. Is it eating or drinking?
No, it isn't eating or drinking.
What is it doing? It is sleeping.
What are the children doing? They are playing on the sands.
Some birds are flying over the sea.

GRAMMAR

Many of the verbs in this lesson are in the **Present Continuous Tense**.

e.g. He *is drinking*; she *is eating*; they *are staying*; the dog *is sleeping*; birds *are flying*; the children *are playing*; *is it eating?* *are the waiters eating?* the waiters *are not smoking*, etc.

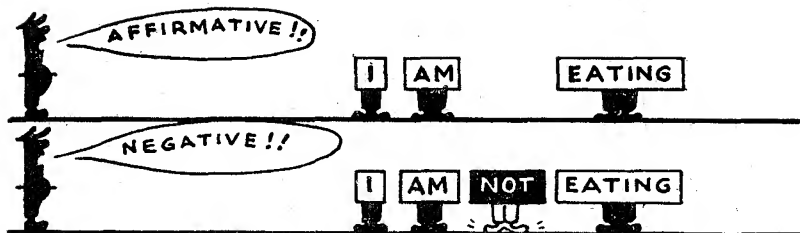
Here is the Present Continuous Tense of the verb *to eat*.

Affirmative

I am eating.
You are eating.
He, she, it is eating.
We, you, they are eating.

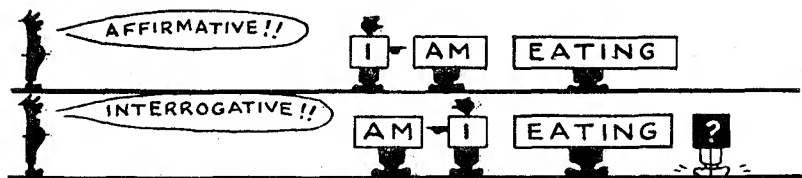
Negative

I am not eating.
You are not eating.
He, she, it is not eating.
We, you, they are not eating.



Interrogative

Am I eating?
 Are you eating?
 Is he, she, it eating?
 Are we, you, they eating?



Note the use¹ of *doing* (for any action) in questions:

What is the man <i>doing</i> ?	He is reading a newspaper.
What is the dog <i>doing</i> ?	It is sleeping.
What are the children <i>doing</i> ?	They are playing on the sands.

some

1. *Some* is often used as a plural of *a*, e.g.

Singular

Plural

There is <i>a</i> cup on the table.	There are <i>some</i> cups on the table.
There is <i>a</i> waiter in the picture.	There are <i>some</i> waiters in the picture.
<i>A</i> bird is flying over the sea.	<i>Some</i> birds are flying over the sea.

¹ Use is both a noun and a verb. The noun is pronounced [ju:s]; the verb is pronounced [ju:z].

2. *Some* (generally, but not always, with "of") often means "not all," e.g.

Some of the men are standing; *some* are sitting.

Some of the people are drinking tea; *some* are drinking coffee.

Some of the children are playing on the sand; *some* are looking at the birds.

people

People is a plural word. We say "people *are*," never "people *is*."

PHRASES

at

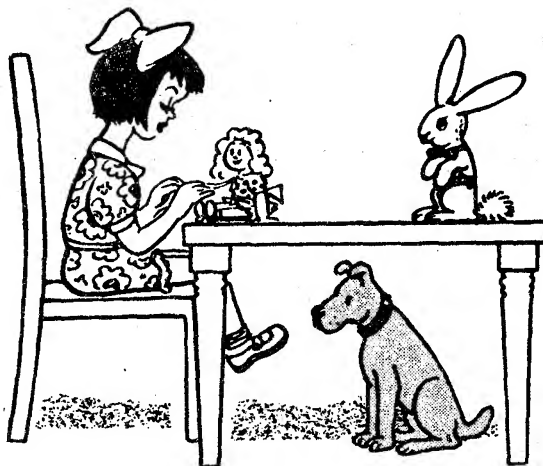
at the seaside
sitting *at* the table
looking *at* the sea

of

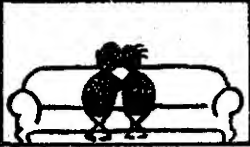
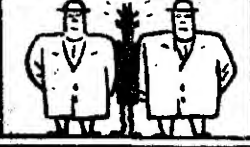
a cup *of* tea
one *of* the men
some *of* the men

to

speaking *to* the waiter
walking *to* the sands
going *to* London



AT	} THE TABLE
SITTING ON	
UNDER	

ABOVE		UP	
NEAR TO		DOWN	
FAR FROM		IN THE MIDDLE OF	
INTO		INSIDE	
OUT OF		BETWEEN	
OVER		OUTSIDE	
WITH		THROUGH	
BEHIND		IN FRONT OF	
P R E P O S I T I O N S			

PRONUNCIATION DRILL

(For Lessons 7 and 8)

[i:]	[i]	[æ]	[ɑ:]	[ɔ]	[e]
speak	sit	at ¹	example	of ²	tense
mean	lady	language	France	shop	present
eat	coffee	stand	Denmark	coffee	hotel
sleep	language	Paris		Holland	friend
read					

[u:]	[ə:]	[ei]	[ou]	[ai]	[au]
to ³	her	lady	joke	my	our
use [ju:s]	person	same	both	shine	town
[ju:z]	bird	stay	smoke	side	noun
do	work	place	hotel	fly	brown

EXERCISES

I. What are these people doing in the picture on page 55?

1. the waiters. 2. the women. 3. the men. 4. one of the men. 5. the children.

What is the dog doing?

What is the sun doing?

II. Answer these questions:

- Where is the hotel?
- How many people are there in the picture?
- How many men are there? How many women?
- Where is the dog?
- What is one woman eating?

¹ [æt] (strong form); [ət] (weak form).

² [ɒv] (strong form); [əv] (weak form).

³ [tu:] (strong form); [tu] [tə] (weak forms).

6. What are they drinking?
7. What things are on the table?
8. What is one man smoking?
9. Are the waiters drinking tea or coffee?
10. Are the women smoking cigarettes?
11. What is one man reading?
12. Is the dog looking at the boys and girls?
13. What is shining in the sky?
14. Is there a bird in the picture?
15. Where are the children playing?

III. *What is there*

(a) on the table? (b) in the hotel? (c) on the sands?

IV. *Put in the words omitted:*

1. The sun is —.
2. The people — — at the hotel.
3. The waiters — —. The men and women — —.
4. One woman — — an ice.
5. One of the men — — a cigarette.
6. The women — — — cigarettes.
7. — of the men and women are — at the boys and girls.
8. The dog — — under the table.
9. The waiters — not — cigarettes.
10. There are — — and — on the table.

V. *Make these sentences negative:*

e.g. 1. The sun isn't shining.

1. The sun is shining.
2. The men and women are standing.
3. The waiters are drinking cups of tea.
4. The dog is sleeping.
5. The children are playing on the sands.
6. I am staying at that hotel.
7. She is looking at the boys and girls.

8. The birds are flying over the sea.
9. There are a lot of clouds in the sky.
10. The man is reading a newspaper.

VI. Make the sentences in Exercise V interrogative:

e.g. 1. Is the sun shining?

Dictation

There are a lot of people staying at the hotel at the seaside. Some of the people are sitting, eating ices, reading newspapers or drinking cups of tea and coffee, and looking at the boys and girls on the sands. It is a fine day and the sun is shining. There is a dog in the picture; it is sleeping under the table.

LESSON 9 (Ninth Lesson)

The Verbs "have" and "can"

PEOPLE IN THE LESSON: Teacher, Mr. A., Mr. B.,
Mr. C., Miss D., Miss E., Miss F.

TEACHER: I have a book; here it is.

Has your friend a book, Miss D.?

MISS D.: Yes, she has one.

TEACHER: Has the student on your left a book,
Mr. B.?

MR. B.: Yes, he has.

TEACHER: Has the student on your right a book,
Mr. C.?

MR. C.: No, he hasn't.¹

TEACHER: Have I a book, Miss E.?

MISS E.: Oh, yes, you have one. I can see it in your
hand.

TEACHER: Have you a book, Miss F.?

MISS F.: No, I haven't. I'm sorry.

TEACHER: All right. You can look at the book of
the student next to you.

Mr. A. and Mr. B., have you both reading books?

MR. A. and MR. B.: Yes, we have reading books. You
can see them on our desks; but we haven't
exercise books.

TEACHER: All right. I can give you a piece of paper
to write on. Have you an exercise book, Miss F.?

¹ *hasn't, haven't*, are short forms for *has not, have not*.

MISS F.: Yes. I haven't a reading book, but I have an exercise book.

TEACHER: Can you read English, Mr. C.?

MR. C.: Yes, I can read English a little, but not very much.

TEACHER: Can you read English, Miss D.?

MISS D.: Yes, I can read English a little, too, but I cannot speak it very well. I pronounce it badly.

MISS E.: I cannot speak English very well. I, too, have a bad pronunciation.

TEACHER: Have you difficulty with the pronunciation, Mr. A.?

MR. A.: No, I have not much difficulty with the pronunciation; I can pronounce English quite well, but I cannot spell it.

MR. B.: What is the meaning of "spell," please?

TEACHER: Mr. C., can you spell "book"?

MR. C.: Oh, yes, b-o-o-k.

TEACHER: That's¹ right. Now, Miss D., can you spell "essential"?

MISS D.: No, I cannot. I'm sorry. My spelling is very bad.

TEACHER: Can you spell "essential," Miss E.?

MISS E.: Yes, I think so. E-S-E-N-T-I-A-L.

TEACHER: No, that is not quite right. What is wrong with her spelling of "essential," Miss F.?

MISS F.: There are two s's in "essential." You cannot spell it with only one s.

TEACHER: That's right, Miss F. Mr. B., can you now understand the meaning of "spell"?

MR. B.: Oh, yes. I understand it very well now.

¹ That's is the short form for *that is*.

GRAMMAR

The verb *to have* (Present Tense)

Affirmative

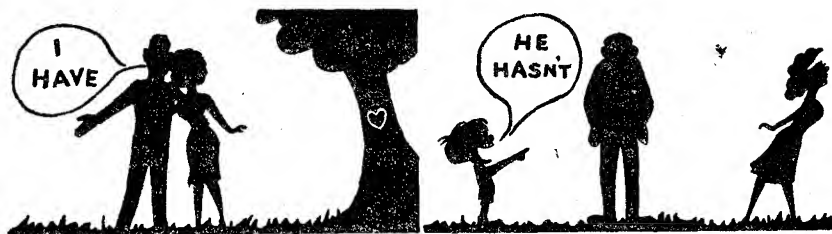
I have.
He, she, it has.
We, you, they have.

Interrogative

Have I?
Has he, she, it?
Have we, you, they?

Negative

I have not (haven't).
He, she, it has not (hasn't).
We, you, they have not (haven't).



The verb *can*

Affirmative

I
You
He, she, it
We
They

can.

Interrogative

Can { I?
you?
he, she, it?
we?
they?

Negative

I
You
He, she, it
We
They

cannot.¹

OPPOSITES



He can eat

good
well
little

bad
badly
much



He can't eat

¹ In conversation we generally shorten *cannot* to *can't* [kɑ:nt].

ESSENTIAL ENGLISH

PHRASES



A little, but not very much.

A little, but not very much.

On your left, on your right.

I'm sorry.

All right.

What is wrong with . . . ?

I think so. Quite well. Very well.

That's right . . . That's not quite right.

(For pronunciation drill on this lesson, see page 72.)

EXERCISES

I. Make these sentences (1) interrogative, (2) negative:

1. I have a book.
2. You have an exercise book.
3. Mr. A. has a book.
4. The student on my left has a book.
5. Miss F. has a reading book.
6. Miss E. has a bad pronunciation.
7. I have a bad pronunciation.
8. You have a lot of difficulty with spelling.
9. We have a bad pronunciation.
10. They have difficulty with spelling.

II. Make these sentences (1) interrogative, (2) negative:

1. You can read English very well.
2. I can answer that question.
3. He can speak English quite well.
4. She can spell "book".
5. You can spell that word with one s.
6. She can understand the meaning now.
7. They can understand the meaning now.

8. We can pronounce English well.
9. I can look at the book of the student on my right.
10. You can look at the book of the student next to you.

III. Make sentences, using these phrases:

1. On your left. 2. All right. 3. A little. 4. Not very much.
5. On your right. 6. I'm sorry. 7. What is wrong with?
8. I think so. 9. Next to you. 10. Have a lot of difficulty with.

IV. Write these in the short form:

1. it is. 2. it is not¹. 3. that is. 4. that is not¹. 5. they are not¹.
6. I am. 7. he is. 8. he has not. 9. we have not. 10. I cannot. 11. I have not. 12. they cannot. 13. she is not¹.
14. we are not¹. 15. he is not¹. 16. you are not¹.

¹ Give two short forms

LESSON 10 (Tenth Lesson)

Reading Lesson : "The Seaside"

Here we have another picture of the hotel at the seaside. Mr. and Mrs. Smith and their children, Charles, Henry, Mary and Jane, are staying at the hotel.

The hotel has the words *Devon Hotel* below the two open windows. Just below the words under the windows there is a black and white striped canvas.

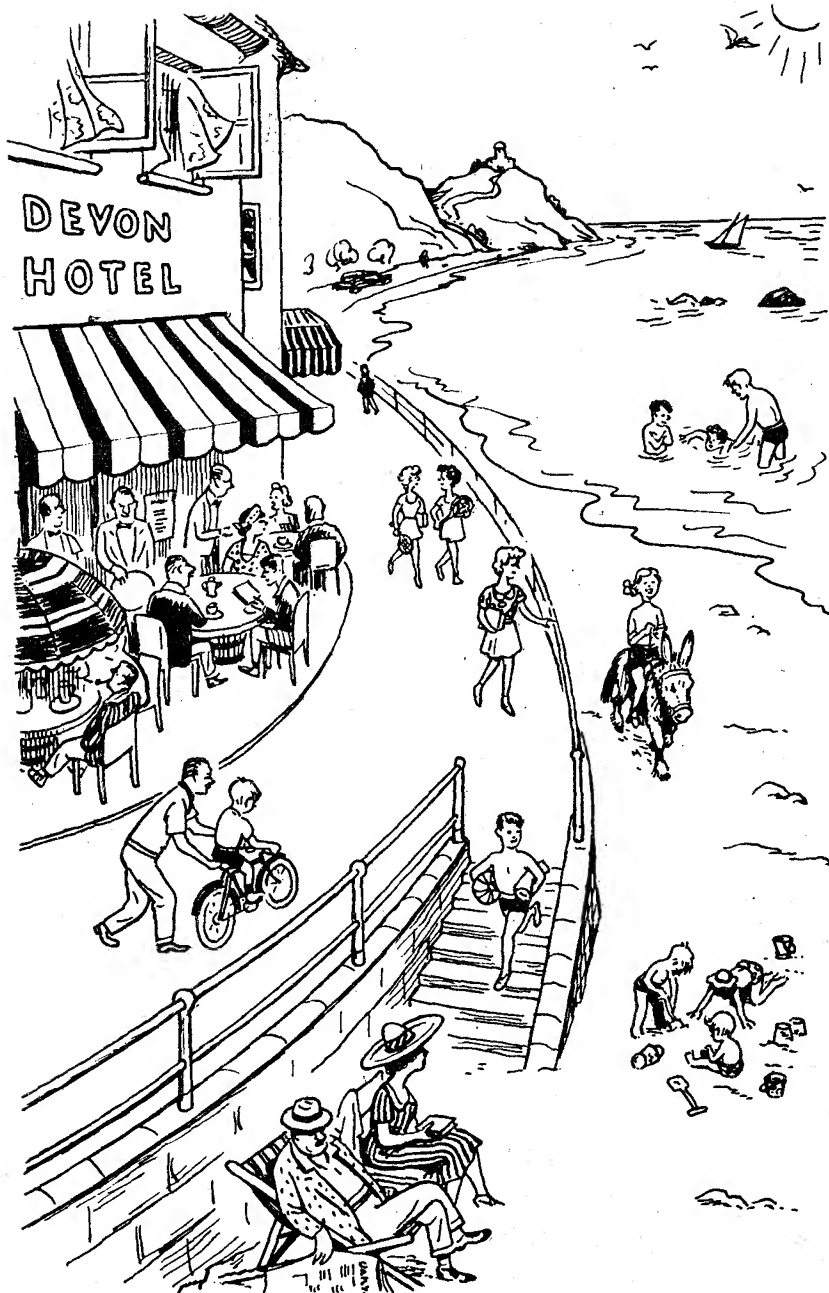
It is a very warm day; the sun is shining brightly. The windows are all open, and people are sitting outside under the canvas and under the big umbrella to get shade from the sun.

Mrs. Smith is wearing a red and white striped dress. All the women are wearing thin dresses because it is a hot day.

One of the boys has a big ball under one arm and a towel under the other. That is Henry Smith. He is running quickly down the steps; he is about half-way down. He is wearing a red bathing suit. The boys can play football on the sand.

Some children are playing on the yellow sand or bathing in the blue water. Charles Smith is swimming to a big, black rock. You can see his arm just coming out of the water. He can swim very well; he is a good swimmer.

There are some other boys and girls in the water but they cannot swim very well; they are swimming badly; they are not good swimmers; they are just learning. They want to learn. A young man is teaching



these children to swim. His name is John Priestley. He is a very good swimmer.

Two of the girls have tennis rackets in their hands and are wearing short white dresses. One of the girls is Mary Smith. She plays tennis well; she is a very good player. The other girl is Jane Smith; she can't play very well. Mary is teaching Jane to play tennis. They play tennis on the grass behind the hotel.

A big girl is walking slowly to the sea. She is carrying a book in her hand. She wants to sit down and read her book. She is looking for a place in the shade.

There are three or four little boys and girls on the right of the picture. They are digging in the sand. They have buckets and spades and are looking for shells. They have some shells in their buckets.

A girl is riding a donkey. She is Margaret Priestley. She is the sister of John Priestley. John Priestley is her brother. She rides very well. Her brother is a good rider, too. A little boy is riding a bicycle. He can't ride very well. He is just learning; his father is holding the bicycle. He is teaching his son to ride a bicycle.

The waiters are standing quietly under the canvas near the big window. They are wearing white suits. One of the waiters has a tray in his hand.

Mrs. Smith is looking at the children. She has a book in her hand, but she isn't reading. Mr. Smith has a newspaper, but he isn't reading, he isn't looking at the swimmers, he isn't looking at the riders, he isn't looking at the children. What is he doing? He is sleeping.

GRAMMAR

Adjectives and Adverbs

In these sentences:

1. This is an egg. This is a *bad* egg.
2. She is wearing a dress. She is wearing a *short white* dress.
3. The children are playing on the *yellow* sand or bathing in the *blue* water.

the words *bad, short, white, yellow, blue* add to the meaning of nouns *egg, dress, sand, water*.

The words *bad, short, white, yellow, blue* are **adjectives**.

In these sentences:

He is running *quickly*. They are swimming *badly*. A big girl is walking *slowly*.

the words *quickly, badly, slowly* add to the meaning of the verbs *is running, are swimming, is walking*.

The words *quickly, badly, slowly* are **adverbs**.

Adjectives add to the meaning of nouns.

Adverbs add to the meaning of verbs.

Adverbs are often made by adding *-ly* to adjectives,
e.g.

bad, badly; slow, slowly; bright, brightly.

But notice the adjective *good*. Its adverb is *well*,
e.g.

He is a *good* swimmer. He swims *well*.

Mr. A. pronounces English *badly*. Mr. B. pronounces English *well*.



Paddy writes badly.

Fred writes well.

Why ? . . . Because . . . Want

Why are the women wearing summer dresses?
Because the day is warm.

Why is the girl walking to the water? Because she
wants to bathe.

Why is the man speaking to the waiter? Because he
wants a drink.

Why have the girls tennis rackets in their hands?
Because they want to play tennis.

PRONUNCIATION DRILL

(Lessons 9 and 10)

[i:]	[i]	[æ]	[ɑ:]	[ɔ]	[ʌ]
see	swim	have	half	rock	much
piece	tennis	can	arm	sorry	understand
read	because	canvas	can't	follow	bucket
	adjective	racket		want	pronunciation
	below	carry		conversation	

[ə:]	[ə]	[ei]	[ou]	[au]
learn	over	shade	below	down
adverb	towel	way	over	about
Turkey	difficulty	tray	so	towel
German	paper	bathe	hold	now
	conversation	conversation	Poland	pronounce
	about	Jane	hotel	outside

EXERCISES

I. Answer the following questions. Make sentences for your answers:

1. Who are staying at the Devon Hotel?
2. Who are with the boys and girls?
3. Where are the words *DEVON HOTEL*?
4. What is there just below these words?
5. What kind of a day is it?
6. Where are the people sitting?
7. Why are they sitting under the striped canvas?
8. What kind of dresses are the women wearing?
9. What are the names of Mr. and Mrs. Smith's children?
10. What colour is Mrs. Smith's dress?
11. What is the boy on the steps carrying?
12. What has he under his arm?
13. Where is he on the steps?
14. What is one boy in the water doing?
15. What are other boys and girls doing?
16. Can these boys and girls swim well?
17. Why can't they swim well?
18. What kind of dresses are the girls with the tennis rackets wearing?
19. What is the difference in colour between the canvas and the bathing suit of the boy on the steps?
20. What are some little boys and girls doing?
21. Can some of the boys swim well?
22. What kind of suits are the waiters wearing?
23. Where can the boys play football?
24. Where can the girls play tennis?
25. What has one of the waiters in his hand?
26. Where are the waiters standing?
27. What colour is (a) the sand, (b) the sky, (c) the bathing suit of the boy on the steps?

II. Put in the right word in the following:

1. He swims — (good, well).
2. That is a — apple (well, good).
3. Henry writes — (badly, bad).
4. He speaks English — (good, well).
5. He speaks — English (good, well).

III. What is the difference between

“bad” and “badly,” “slow” and “slowly,” “good” and “well”?

Use each word in a sentence.

IV. Make nouns from each of the following verbs:

1. teach. 2. climb. 3. read. 4. drink. 5. sleep. 6. bathe.
7. smoke. 8. write. 9. play. 10. work. 11. swim. 12. run.

(-er is often added to a verb to form a noun. This noun stands for the doer of the action expressed by the verb. In 11 and 12 the last letter is doubled.)

V. Make ten questions, using these question words:

Who? What? Where? Why? How many? What kind of?
What is the difference? Is there? Are there? Can you?

VI. Put in the possessive adjectives.¹ Make the possessive adjectives the same number, person, and gender as the subject; e.g. No. 1 is *his* (singular number, third person, masculine gender) because the subject *boy* is singular number, third person, masculine gender.

¹ The forms *my*, *his*, *your*, etc., are generally called *Possessive Adjectives*. They do the work of adjectives because they tell us more about the nouns that they go with.

	<i>Subject</i>	
1.	The boy	is playing with — football.
2.	The boys	are playing with — football.
3.	The girl	has a tennis racket in — hand.
4.	The girls	have tennis rackets in — hands.
5.	I	am staying at — hotel with — boy.
6.	He	is staying at — hotel with — boy.
7.	He	is staying at — hotel with — daughter.
8.	He	is staying at — hotel with — boys and girls.
9.	She	is sitting at — table eating — ice.
10.	I	am sitting at — table eating — ice. .
11.	We	are sitting at — table eating — ices.
12.	You	have — football under — arm.
13.	He	has — football under — arm.
14.	I	have — football under — arm.
15.	They	are staying at the hotel with — father.
16.	We	are staying at the hotel with — father.
17.	The mountain	has trees on — sides.
18.	The mountains	have trees on — sides.
19.	The inkpot	is on — side.
20.	We	have many trees and mountains in — country.
21.	The teacher	is in — classroom, teaching — class. ¹

Composition

Close your books and write a description of the picture on page 69.

¹ There are two answers to this one.

LESSON 11 (Eleventh Lesson)

Time. Days, Months, Seasons

On page 77 there is a picture of a clock. It has a round face with figures on it, and two hands, a long hand and a short hand.

The short hand points to the hours, the long hand points to the minutes. Some clocks have three hands, a long hand, a short hand, and a very short one to point to the seconds.

We can tell the time by a clock or watch. A clock is big; it is generally on the wall, or it stands on the table or over the fire. A watch is small; we can put one in our pocket or wear it on the wrist.

Some clocks are very big; for example, Big Ben, the clock¹ on the Houses of Parliament in London. The minute hand of Big Ben is fourteen feet long, and the hour hand is nine feet long. You can hear Big Ben every night on the wireless at nine o'clock. At that hour its sound goes out all over the world.

TEACHER: Look at the picture of a clock on page 77.

Can you tell the time, Mr. A.?

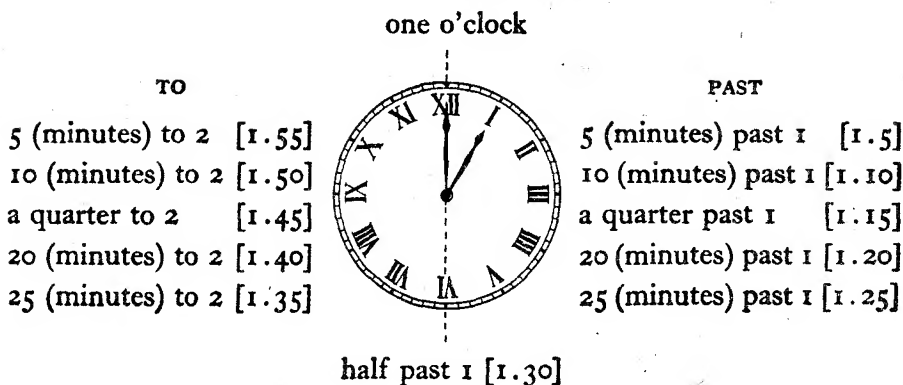
MR. A.: Yes, I can tell the time.

TEACHER: What time is it by this clock?

MR. A.: It is one o'clock.

TEACHER: The minute hand moves to I. What time is it then, Mr. A.?

¹ "Big Ben" is really the bell, not the clock.



MR. A.: It is five minutes past one (or five past one).

TEACHER: Quite right. Now the minute hand moves to II. What time is it then, Mr. B.?

MR. B.: Ten minutes past one (or ten past one).

TEACHER: Very good. Now the minute hand moves again, this time to III.

MR. C.: It is then a quarter past one.

TEACHER: Correct.

MISS D.: Can I say it is one-fifteen?

TEACHER: Yes, you can say "one-fifteen," "one-thirty," or "one-forty-five" instead of "a quarter past," "half past," or "a quarter to." We generally say that for the times of trains or aeroplanes, e.g.

I come on the nine-fifteen train every morning. It gets into London at nine-forty-five.

MISS E.: When can I say "past" and when can I say "to"?

TEACHER: Who knows the answer to that?

MISS F.: I can answer that, I think.

TEACHER: Very well, Miss F., what is the answer?

MISS F.: We say "past" at I, II, III, IV, V, and VI.

We say "to" at VII, VIII, IX, X, and XI.

TEACHER: That is quite correct, Miss F.

MR. A.: How can you show the difference between twelve o'clock in the day and twelve o'clock at night?

TEACHER: Who can give the answer to that?

MR. B.: I can. Twelve o'clock at night is "midnight"; after that we use the letters A.M., e.g. 12.10 A.M.

MR. C.: What is the meaning of A.M., please?

TEACHER: Miss D., can you tell Mr. C.?

MISS D.: Yes; A.M. is a short form of the Latin words *ante meridiem*, meaning "before noon."

TEACHER: That's very good, Miss D. Now what is twelve o'clock in the daytime, Miss E.?

MISS E.: Twelve o'clock in the daytime is "noon" (or "mid-day"). After that we use the letters P.M.; for example, 1.45 P.M.

TEACHER: That is quite correct. Now, Miss F., what is the meaning of P.M.?

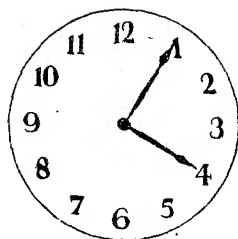
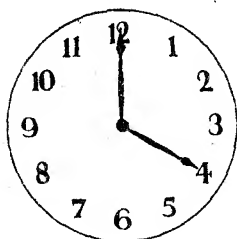
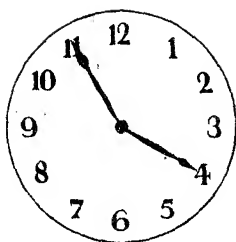
MISS F.: P.M. is a short form of the Latin words *post meridiem*, meaning "after noon."

TEACHER: That is very good. Now look at these three clocks. The right time is four o'clock. What can you say about the middle clock, Mr. A.?

MR. A.: The clock in the middle is right. It is telling the correct time.

TEACHER: Good. Now, Mr. B., you speak about the clock on the left.

MR. B.: The clock on the left is not right. It is not telling the correct time. It is five minutes slow.



TEACHER: That's right. Now, Mr. C., you speak
 about the clock on the right.

MR. C.: The clock on the right is incorrect, too.
 It is not telling the right time. It is five minutes
 fast.

TEACHER: Very good. Now, Miss D., go round the
 clock, please, giving all the five minutes from
 two o'clock to half past two.

MISS D.: Five past two, ten past two, a quarter past
 two, twenty past two, twenty-five past two,
 half past two.

TEACHER: Good. Now, Miss E., go on from half
 past two to three o'clock.

MISS E.: Half past two, twenty-five to three, twenty
 to three, a quarter to three, ten to three, five
 to three, three o'clock.

TEACHER: What time is it by the school clock, Miss
 F.?

MISS F.: It is a quarter to four.

TEACHER: What time is it by your watch, Mr. A.?

MR. A.: By my watch it is twelve minutes to four.

TEACHER: And what time is it by your watch,
 Mr. B.?

MR. B.: By my watch it is eighteen minutes to four.

TEACHER: Now, Miss F. The school clock is right.
What can you say, then, about Mr. A.'s watch
and Mr. B.'s watch?

MISS F.: "Mr. A.'s watch is three minutes fast, and
Mr. B.'s watch is three minutes slow."

TEACHER: Thank you, Miss F., you are quite right.

DAYS MONTHS SEASONS .

There are seven days in a week. They are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. The first six are "week-days." Sunday is not a week-day. The day before today is *yesterday*; the day after today is *tomorrow*.



There are twelve months in the year. The names of the months are: January,¹ February, March, April, May, June, July, August, September, October, November, December.

The seasons in England are: Spring (March, April, May); Summer (June, July, August); Autumn (September, October, November); Winter (December, January, February).

GRAMMAR

In the forms, *Mr. A.'s watch, John's book, the boy's football*, you have examples of the Possessive Case.

With singular nouns we add an apostrophe (') and *s*. With plural nouns ending in *-s* we add only the apostrophe.

Singular

The boy's football = the football of the boy.

The girl's dress = the dress of the girl.

The king's son = the son of the king.

Plural

The boys' football = the football of the boys.

The girls' dresses = the dresses of the girls.

The kings' sons = the sons of the kings.

¹ *May, June, July* are always written in full. The others are sometimes shortened as follows: Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.

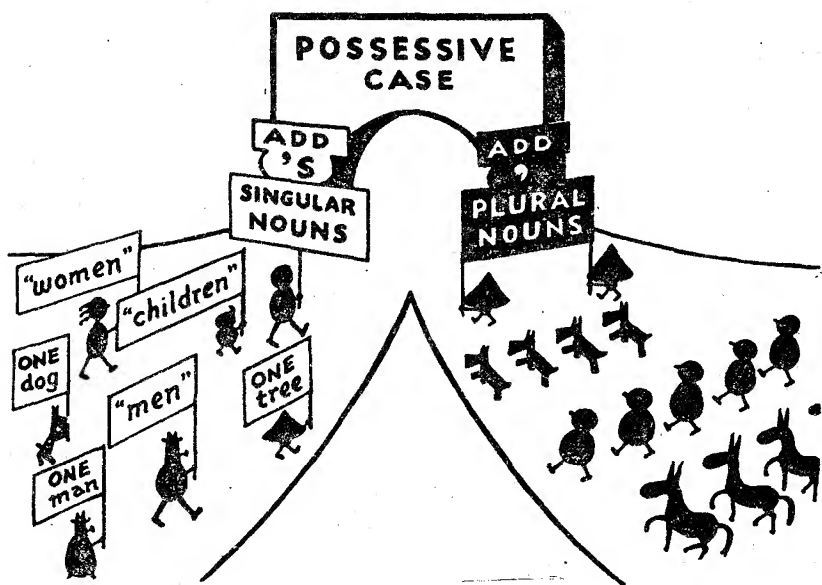
With plural nouns not ending in *s* we add an (*'*) and *s*. There are only a few nouns with plurals not ending in *s*. Here are three examples:

Singular

The man's suit.
The woman's dress.
The child's bucket and
spade.

Plural

The men's suits.
The women's dresses.
The children's buckets and
spades.



PHRASES

To tell the time.
What time is it?
For example.
Five minutes fast.
Five minutes slow.
What is the meaning of?
On the right; in the middle.

Fourteen feet long.
All over the world.
Show the difference between.
Quite right, quite correct.
Very good.
Instead of.

round

Note the two meanings of *round*:

1. There are flowers *round* the door (p. 42). Go *round* the clock (p. 79).
2. The clock has a *round* face (p. 76).

In (1) *round* is a preposition; in (2) it is an adjective.

feet

feet is the plural of *foot*. There are two meanings of *foot*. You can see them in these sentences:

1. The boy kicks the ball with his *foot*. It is a *football*.
2. The piece of paper is a *foot* long (a foot = 12 inches = 30.48 cm.).

second

Note the two meanings of *second*:

1. This is the *second* lesson.
2. There are sixty *seconds* in a minute.

WORD STUDY: NUMBERS

<i>Cardinal Numbers</i>		<i>Ordinal Numbers</i>		<i>Fractions</i>	
one	1	first	1st		
two	2	second	2nd	a half	$\frac{1}{2}$
twenty	20	twentieth	20th	a twentieth	$\frac{1}{20}$
three	3	third	3rd	a third	$\frac{1}{3}$
thirteen	13	thirteenth	13th	a thirteenth	$\frac{1}{13}$
thirty	30	thirtieth	30th	a thirtieth	$\frac{1}{30}$
four	4	fourth	4th	a quarter, a fourth	$\frac{1}{4}$
fourteen	14	fourteenth	14th	a fourteenth	$\frac{1}{14}$
forty	40	fortieth	40th	a fortieth	$\frac{1}{40}$
five	5	fifth	5th	a fifth	$\frac{1}{5}$
fifteen	15	fifteenth	15th	a fifteenth	$\frac{1}{15}$
fifty	50	fiftieth	50th	a fiftieth	$\frac{1}{50}$

six	6	sixth	6th	a sixth	$\frac{1}{6}$
sixteen	16	sixteenth	16th	a sixteenth	$\frac{1}{16}$
sixty	60	sixtieth	60th	a sixtieth	$\frac{1}{60}$
seven	7	seventh	7th	a seventh	$\frac{1}{7}$
seventeen	17	seventeenth	17th	a seventeenth	$\frac{1}{17}$
seventy	70	seventieth	70th	a seventieth	$\frac{1}{70}$
eight	8	eighth	8th	an eighth	$\frac{1}{8}$
eighteen	18	eighteenth	18th	an eighteenth	$\frac{1}{18}$
eighty	80	eightieth	80th	an eightieth	$\frac{1}{80}$
nine	9	ninth	9th	a ninth	$\frac{1}{9}$
nineteen	19	nineteenth	19th	a nineteenth	$\frac{1}{19}$
ninety	90	ninetieth	90th	a ninetieth	$\frac{1}{90}$
ten	10	tenth	10th	a tenth	$\frac{1}{10}$
a hundred	100	hundredth	100th	a hundredth	$\frac{1}{100}$
a thousand	1,000	thousandth	1,000th	a thousandth	$\frac{1}{1000}$
a million	1,000,000	millionth	1,000,000th	a millionth	$\frac{1}{1000000}$

PRONUNCIATION

Be careful with these words:

[ə]

again [ə'geɪn] or [ə'gen]
 o'clock
 parliament ['pɑ:ləmənt]
 difference
 correct

[i]

between
 wrist [rist]
 minute ['minit]
 difference

[ɔ:]

quarter
 daughter
 before
 morning
 forty

[ɔ]

watch
 o'clock;
 pocket
 apostrophe
 long

EXERCISES

I. What time, in words, is:

- (1) 1.5, (2) 2.10, (3) 2.15, (4) 3.20, (5) 5.25, (6) 7.30,
 (7) 9.40, (8) 10.35, (9) 11.45, (10) 12.55, (11) 6.50?

II. What time, in figures, is:

1. a quarter past three. 2. half past five. 3. a quarter to six.
4. twenty-five to nine. 5. twenty to eleven. 6. ten to four.
7. five to nine. 8. twenty to six. 9. twenty-five to two?

III. Answer the following questions:

1. Can you tell the time?
2. What time is it?
3. Is it the day or the night?
4. When is it "past" the hour and when is it "to" the hour?
5. When is it midnight?
6. When is it noon?
7. What kind of a face has a clock?
8. How many hands has a clock? What are they?
9. What is the difference between a clock and a watch?
10. Where is your watch?
11. Give the name of a big clock.
12. How long are the hands of Big Ben?
13. Where is Big Ben?
14. When can you hear its sound?
15. What is the meaning of A.M. and P.M.?
16. The right time is seven o'clock; my clock says a quarter to seven. What can you say about it?
17. The right time is seven o'clock; Henry's watch says ten minutes past seven. What can you say about it?
18. What are the two meanings of *round*? Make sentences to show the meanings.
19. What are the two meanings of *feet*? Make sentences to show the meanings.
20. What is a foot in centimetres?
21. Give the names of (a) the days of the week, (b) the months, (c) the seasons.

IV. Write these in the possessive form, i.e. with 's or ':

1. The watch of Mr. C. 2. The cigarette of the man.
3. The aeroplane of the king. 4. The umbrella of the girl.

- | | |
|--------------------------------|----------------------------------|
| 5. The room of the girl. | 6. The room of the girls. |
| 7. The suit of the waiter. | 8. The suits of the waiters. |
| 9. The football of the boy. | 10. The football of the boys. |
| 11. The shilling of my mother. | 12. The motor-car of John. |
| 13. The room of the man. | 14. The room of the men. |
| 15. The dress of the woman. | 16. The dresses of the women. |
| 17. The bucket of the child. | 18. The buckets of the children. |

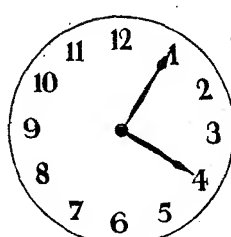
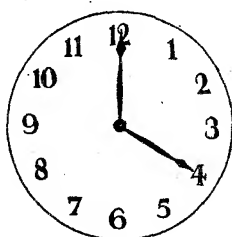
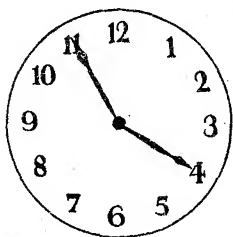
V. Write these in words:

13, 14, 40, 80, 90, 2nd, 3rd, 4th, 40th, 8th, 100th,
 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{80}$, $\frac{1}{1000000}$.

VI. Use each of these phrases in a sentence:

1. tell the time. 2. on the right. 3. in the middle. 4. instead of. 5. quite right. 6. all over the world. 7. for example. 8. ten minutes slow. 9. a quarter of an hour fast. 10. the difference between.

VII. Write about these clocks:



Dictation

I can tell the time by the clock. I can tell the hours and the minutes. I can tell when a watch or a clock is slow, or when it is fast. The school clock is at four o'clock; my watch says five to four. My watch is five minutes slow. Henry's watch says eight minutes past four; his watch is eight minutes fast. Twelve o'clock in the daytime is noon; twelve o'clock at night is midnight.

LESSON 12 (Twelfth Lesson)

The Past Tense "to be", "have", "can"

TEACHER AND MR. A.

was, were

TEACHER: Where were you this time last year, Mr. A.?

MR. A.: A year ago I was in Turkey. I was at a school there.

TEACHER: Were you studying English then?

MR. A.: Yes, I was studying a little but not very much. I was at a school in Ankara. My brother was there, too. It was a very good school. All the teachers were good; the teacher for my class was very good. But my brother and I were only at school for a few weeks before coming to England, so our knowledge of the language was, of course, very small.

TEACHER AND MR. B.

could

TEACHER: You can speak English a little now, Mr. B., can't you?

MR. B.: Yes, I can speak a little; not quite as much as my friend, Mr. A.

TEACHER: Could you speak English a year ago?

MR. B.: This time last year I could speak only a few words; I could not speak English well. It was very difficult to learn English.

TEACHER: How was that?

MR. B.: Well, I was not as lucky as Mr. A. He could get a good teacher; I could not. There were no English people in my town, a very small town in Egypt, and it was difficult to find a good teacher. There were one or two teachers, but they were not English. They could not speak English well and couldn't¹ explain the grammar to their students; so I was very glad to come to England to learn English well.

TEACHER AND MISS D.

had

TEACHER: What about you, Miss D.; could you speak English a year ago?

MISS D.: No, a year ago I couldn't speak a word. I wasn't thinking about English or England. I had no time; we had a big farm and I had a lot of work to do on it. I had to work hard.

TEACHER: Had you? That is very interesting.

MISS D.: Yes. I am fond of the country, and I was very fond of the work, but I couldn't do all that work and learn English, too. I hadn't a minute for study from morning till night.

TEACHER: What animals had you on the farm?

MISS D.: Oh, we had horses and cows, sheep and pigs.

TEACHER: And were they a lot of work for you?

MISS D.: Well, there were fifteen men working on the farm. They were all big eaters and I had to feed all these men. It was nearly a full day's

¹ In conversation we generally use this shortened form of *could not*.

work cooking their food. I couldn't cook enough¹; they could always eat everything on the table. Oh, yes, it was hard work, and I couldn't find time for study, but I had a happy time on the farm and I was very sorry to come away.

GRAMMAR

The past tense: *to be, to have, can.*

The past tense of these verbs is very simple. There are only two forms for *to be*, i.e. *was* (singular) and *were* (plural); only one form for *to have*, i.e. *had*; and one for *can*, i.e. *could*.

Here are all the forms of the past tense of these verbs:

TO BE

<i>Affirmative</i>	<i>Interrogative</i>	<i>Negative</i>
I, he, she, it was we, you, they, were	was I, he, she, it? were we, you, they?	I, he, she, it was not ² we, you, they were not ³

TO HAVE

<i>Affirmative</i>	<i>Interrogative</i>	<i>Negative</i>
I, he, she, it } had we, you, they }	had { I, he, she, it? { we, you, they?	I, he, she, it } had we, you, they } not ⁴

¹ "Too much" on the records.

³ Shortened form, *weren't*.

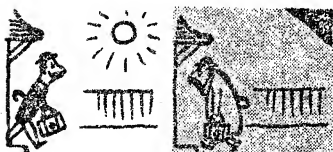
² Shortened form, *wasn't*.

⁴ Shortened form, *hadn't*.

CAN

<i>Affirmative</i>	<i>Interrogative</i>	<i>Negative</i>
I, he, she, it } we, you, they }	could { I, he, she, it? we, you, they? }	I, he, she, it } could we, you, they } not ¹

PHRASES



From morning till night.

This time last year, this time last week . . .

A year ago, a week ago, two days ago . . .

As much as . . .

As lucky as . . .

From morning till night.

To find time for . . .

WORD STUDY

Related Words

know—*knowledge*.

He *knows* English well.

He has a good *knowledge* of English.

feed—*food*.

She *feeds* the animals on the farm.

She gives the animals their *food*.

day—*daytime*—*daily*

He works every *day* in the *daytime*; not at night.

We have a *daily* newspaper.

¹ Shortened form, *couldn't*.

friend—friendly—friendship—unfriendly.

He is a very good *friend*.

Some of the people were very *friendly* to him; others were *unfriendly*.

I am very pleased to have your *friendship*.

EXERCISES

I. Put the following into the past tense:

1. It is a nice day.
2. I am staying at the hotel for three weeks.
3. Richard Brown is my friend.
4. She is coming to London to see her father.
5. We are in the classroom.
6. You are the students in my class.
7. They are reading their books.
8. My hotel in Scotland is very nice.
9. I have a big dog.
10. She has a brown dog.
11. He has some cigarettes on the table.
12. Lucille has a new motor-car.
13. Has Lucille a new motor-car?
14. Have you an answer to the question?
15. They have a farm in Czechoslovakia.
16. What time is the lesson?
17. I can't sleep because I am cold.
18. Hob can sleep all day.
19. Hob can't swim, but Jan can swim very well.
20. It is raining very hard. You can't see the mountains.

II. Put in the missing words:

1. Where were you this t— l— year?
2. Could you speak English a year —?
3. I was not so l— as Mr. A.

4. Our — of the language was very small.
5. We had a big f— and I had a l— of work to do on it.
6. That is very i—.
7. I was very f— of the work.
8. I hadn't a minute for study from morning — night.
9. What a— had you on the farm?
10. I had to c— the food to f— the men. I couldn't cook —.

III. Use each of these words in a sentence:

1. ago. 2. knowledge. 3. lucky. 4. farm. 5. interesting.
6. fond. 7. till. 8. food. 9. feed. 10. enough.

IV. Write in the short form:

1. I was not. 2. I had not. 3. I could not. 4. I am not.
5. I have not. 6. they cannot. 7. they could not.
8. we were not. 9. they had not. 10. we could not.

V. Put the following piece of dictation into the past tense.

(The past tense of *cook* is *cooked*).

Dictation

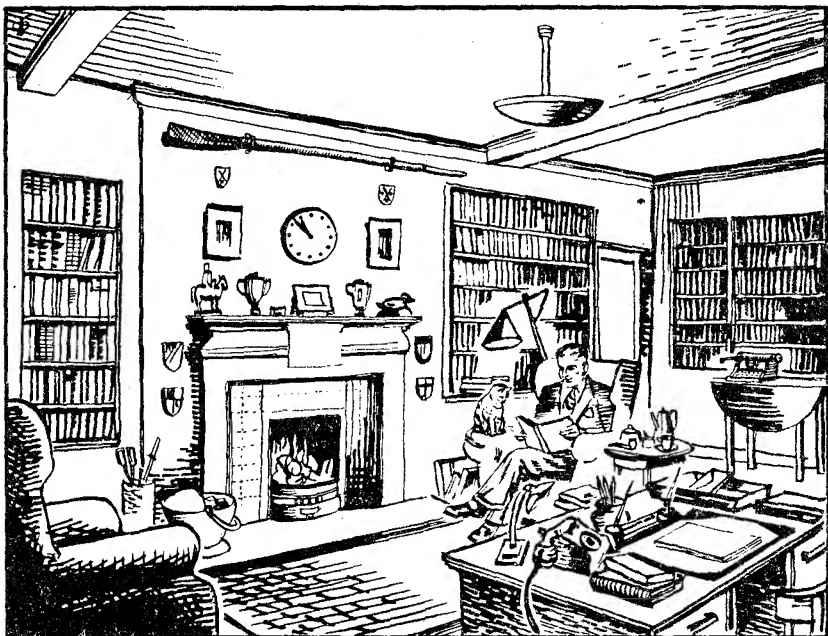
We have a farm, and it is a very interesting place. There are animals on it, sheep and cows, horses and pigs. In the fields near the farm there are potatoes, cabbages, and corn. I am very fond of the farm and we are lucky to have it, but there is a lot of work to do on it.

My sister has a lot of work to do on the farm. She has the cooking of all the food for the fifteen men there. The cooking is nearly a full day's work for my sister. The men can always eat all the food on the table, and she always cooks a lot of food for all these men. That is why she cannot find time to learn English; she hasn't a minute for study from morning till night. She can't do both things—cook and learn English. She is happy doing one thing well, cooking, and is always sorry to go away from the farm.

LESSON 13 (Thirteenth Lesson)

The Characters in the Essential English Books (1)

MR. PRIESTLEY



This is Mr. Priestley, the teacher. He teaches English and he knows English, French and German, and he speaks and reads and writes these languages very well.

He is not a young man, but he is not old. He is about forty-four or forty-five years old. He is a good-looking man, tall, handsome, rather thin, with dark-brown hair just beginning to go grey. He is always

very well-dressed, but quietly, in good taste. He usually wears suits of dark brown, dark blue or dark grey.

He speaks quietly and pleasantly, but there is strength under his quietness, and every student in his class knows this. He is quiet and pleasant because he is strong. Strength is generally quiet; weakness often is not.

He reads a great many books, and he writes books for his students. In the picture you can see him sitting in his study, in a big armchair by the fire.

A bright fire is burning in the fireplace. It burns all day in cold weather. Another armchair is on the opposite side of the fire. On his left there is a tray with a coffee pot and a coffee-cup on it, and near to it you can see his pipe and tobacco.

A cat is sitting on the arm of his chair. That is Mr. Priestley's cat, Sally. She often sits there, or on his desk when he is writing, and watches him.

He has a book in his hand and he is reading it. There are books on the shelves all round the walls of his study. More books are on his desk, and some others are on the floor.

His desk is in the middle of the room. Pens, pencils, an inkpot and paper are on the desk. The telephone is on the left, and a tray for letters is on the right. Just behind the telephone there is a reading-lamp. He works here at his books for three or four hours every evening.

You can see his typewriter on a little table in a corner of the room. But he can't type very well. He types with only two fingers and a thumb!

It is almost eleven o'clock by the clock on the wall, but Mr. Priestley is still working. He works very late, sometimes till two or three o'clock in the morning, but generally he goes to bed about twelve or one o'clock.

He often teaches his students in this room. He hasn't many students, generally about six. They come here for their lessons every day except Saturday and Sunday. Saturday and Sunday are holidays.

PARTS OF THE DAY

morning, afternoon, evening.

Nouns and Adjectives

Many nouns are formed from adjectives by adding *-ness*, e.g.

<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>
weak	weakness	bad	badness
good	goodness	quiet	quietness
big	bigness	small	smallness
red	redness	black	blackness
green	greenness	white	whiteness
(and all the other colours)			
bright	brightness	dark	darkness
pretty	prettiness ¹	happy	happiness ¹

¹ Note the spelling: *y* changed to *i*.

But notice:

<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>
strong long	strength length	difficult beautiful	difficulty beauty

In this lesson you had the word a "reading-lamp." That means "a lamp for reading." We make a lot of words in this way, e.g.

- a sewing-machine = a machine for sewing.
- a walking-stick = a stick for walking.
- a writing-desk = a desk for writing *or* a desk where we write.
- a sitting-room = a room where we sit.
- a dressing-room = a room where we dress.
- a dining-room = a room where we dine, i.e. have dinner and other meals.
- a swimming-bath = a bath where we can swim.

Notice another construction with *-ing*. It comes three times in Lesson 13.

Mr. Priestley is rather thin, with dark brown hair *beginning to go grey*.

In the picture you can see Mr. Priestley *sitting in his study*.

There is a bright fire *burning in the fireplace*.

These phrases are like adjectives; they tell us more about a noun.

<i>Noun</i>	<i>Adjective phrase</i>
hair	beginning to go grey
Mr. Priestley	sitting in his study
fire	burning in the fireplace

They are adjective phrases.

Note the two meanings of *study*:

1. As a verb = *to learn*.
We *study* English every day.
2. As a noun = *a room to read or write in*.
Mr. Priestley is sitting in his *study*.

PRONUNCIATION DRILL

[i:]	[i]	[e]	[ju:]	[ʌ]	[ou]
week	begin	letter	Tuesday	luck	show
weak	eleven	shelf	student	thumb	old
each	telephone	strength	beauty	Sunday	sew
evening	happy	weather	beautiful	Monday	telephone
	pretty	pleasant		enough	tobacco
	Sunday				
	Monday ¹				

EXERCISES

I. Answer the following questions:

1. Who is the man in the picture?
2. Is he young or old? How old is he?
3. What is he?
4. What languages can he speak and read and write?
5. What colour is his hair?
6. What can you say about his clothes?
7. Where is he sitting? Are there any other chairs in the room?
8. What has he in his hand?
9. What is he doing?
10. Where are the books in the room?
11. When is there a fire in the room?
12. Where is the desk?

¹ And Tuesday, Wednesday, Thursday, Friday, Saturday.

13. What is on Mr. Priestley's left?
14. What things are on the desk?
15. What colour of suit has he generally?
16. What time is it by the clock in the study?
17. Where is his reading-lamp?
18. Where is his typewriter?
19. Has he many students?
20. Which days are "week-days"?

II. Close your books and write a description of:

1. Mr. Priestley.
2. His study.

Dictation

Mr. Priestley is a teacher of English. He is not a very young man, but he is not old. He knows three or four languages and reads and speaks and writes them well. He reads many books and writes some.

It is almost eleven by the study clock, but he works late, sometimes till one o'clock in the morning.

His big desk is in the middle of the room. On the floor by the desk there are a number of books.

His students come to his study for their lessons. They come every day except Saturday and Sunday.

LESSON 14 (Fourteenth Lesson)

The Simple Present Tense

Note the sentences:

A.

He is reading a book.

He is still working.

A fire is burning in the
fireplace.

Sally is sitting on the arm
of his chair.

B.

He reads many books.

He works here every evening.

A fire burns all day in cold
weather.

She often sits there.

In sentences "A" the action is taking place *now*. It is not finished. Mr. Priestley is reading *now*, the fire is still burning, the work is not finished.

The verbs in these sentences are in the **Continuous Tense**.

In sentences "B" the action is a *usual* or *repeated* one. Mr. Priestley reads to-day, and again to-morrow, and the next day and the next day, i.e. on many days. He works *every* evening; the fire burns on *every* cold day, i.e. many times. The cat *often* sits on his chair. The students come *every* day (except Saturday and Sunday); the action is *repeated* five times a week.

The verbs in these sentences are in the **Simple Present Tense**.

We use the **Continuous Present Tense** for an action that is taking place now.

We use the Simple Present Tense for an action that is usual or repeated.



I am riding.

PRESENT CONTINUOUS



I ride every day.

SIMPLE PRESENT

We generally use the Simple Present Tense with words or phrases like *every day*, *always*, *often*, *sometimes*, *never*, e.g.

The students **come** here *every day*.

He *always* **teaches** in this room.

She *often* **sits** there.

He *sometimes* **works** until two o'clock.

He *never* **goes** to bed before twelve o'clock.

EXERCISES

Put in the correct tense (Present Continuous or Simple Present):

1. Mr. Priestley always (*to wear*) a dark suit.
2. To-day he (*to wear*) a dark brown one.
3. In the picture Mr. Priestley (*to sit*) in an arm-chair.
4. He generally (*to sit*) in that chair in the evening.
5. I never (*to go*) to bed before eleven o'clock at night.
6. It is twelve o'clock so I (*to go*) to bed now.
7. The sun (*to shine*) just now and the sky is blue.
8. The sun often (*to shine*) all day in summer.
9. The earth (*to move*) round the sun.
10. The children in the picture (*to play*) on the sands.

The Simple Present Tense Interrogative

To form the Simple Present Tense Interrogative of all verbs (except *to be*, *to have*, *can*, and one or two others)¹ we use the verb *do* with the infinitive of the other verb, e.g.

Affirmative

I teach.

You come.

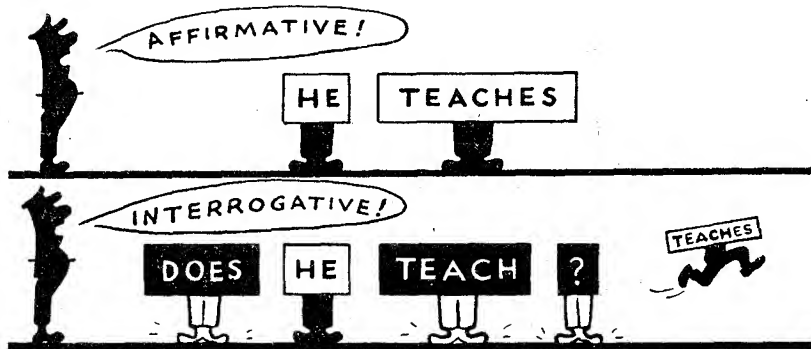
He teaches.

Interrogative

Do I teach?

Do you come?

Does he teach?



They work.

It moves.

Do they work?

Does it move?

i.e.

Do { I?
you?
we?
they?

Does { he?
she?
it?

Here are other examples of questions and answers:

Question

Does he teach English?

Does Mr. Priestley teach his students?

Does he read many books?

Answer

Yes, he does.

Yes, he does.

Yes, he does.

¹ Namely, *shall* (*should*), *will* (*would*), *may* (*might*), *must*, *ought*, and sometimes *have*, *do*, *need* and *dare*.

Does he go to bed late?	Yes, he does.
Do the students come here for lessons?	Yes, they do.
Do they work well?	Yes, they do.
Does Sally sit on Mr. Priestley's desk?	Yes, she does.
Do I speak English well?	Yes, you do.
Do you understand this lesson now?	Yes, I do.

But notice:

Affirmative

Interrogative

He is a teacher.

Is he a teacher? (*not* Does he
be . . .)

He can speak French.

Can he speak French? (*not* Does
he can¹ . . .)

WORD STUDY

Related Words

begin—beginning—beginner.

Begin at the *beginning* of the book.

He can't speak English well. He is only a *beginner*.

interest—interesting—uninteresting.

He takes an *interest* in his work.

That is an *interesting* book.

That story is very *uninteresting*.

new—newly—news—newspaper.

This is a *new* book; it is *newly* out.

I read the *newspaper* every morning to get the *news*.

¹ *is* and *can* are "special" verbs. See footnote on p. 101.

EXERCISES

ORAL PRACTICE

I. Make each of these interrogative:

(There are 49 sentences.)

Mr. Priestley	}	}	teach(es) English.
Mary			know(s) French.
you			speak(s) Spanish.
they			write(s) Polish.
Paddy			work(s) late.
I			go(es) to the class.
the little boys			do(es) much work. ¹

- e.g. Does Mr. Priestley teach English?
 Does Mr. Priestley know French?
 Does Mary go to the class?
 Do the little boys speak Spanish? etc., etc.

II. Put in the missing words:

- I come for my lesson every day.
 He — for — lesson every day.
 She — for — lesson every day.
 We — for — lesson every day.
 You — for — lesson every day.
 They — for — lesson every day.

ORAL OR WRITTEN EXERCISES

III. Answer the questions:

1. Does Mr. Priestley know French?
2. Do the students come to this room?
3. Does the boy play football?
4. Does the girl play tennis?
5. Do the men smoke cigarettes?
6. Does the dog sleep under the table?
7. Do you speak a little English?

¹ "A lot of", is usual in affirmative sentences; "much" in negative and interrogative ones.

8. Can you speak a little English?
9. Does Mr. Priestley sit in his study?
10. Is Mr. Priestley sitting in his study?

IV. Make the following interrogative:

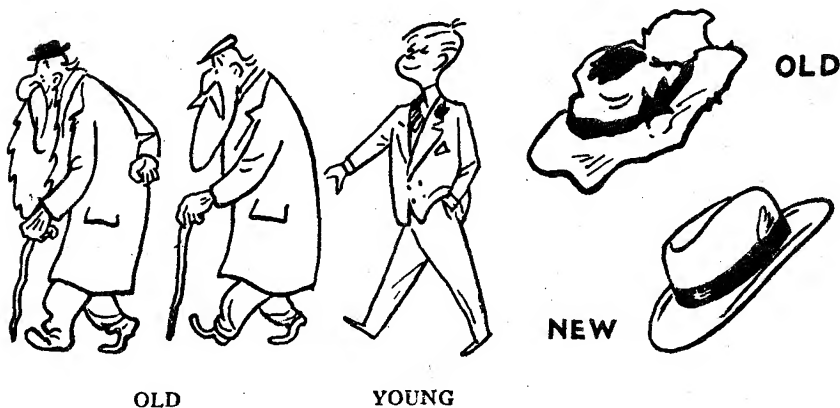
1. He teaches English to his students.
2. He knows French and German.
3. Mr. Priestley speaks these languages well.
4. Mr. Priestley can write these languages well. (*This is different.*)
5. He works at his desk.
6. He is sitting by the fire. (*This is different.*)
7. The students come to this room.
8. The students sit in this room.
9. The boys and girls stay with their father at the seaside.
10. This boy plays football.
11. English people stay at this hotel.
12. The boy swims to the big rock every day.
13. The woman eats ices.
14. The men drink tea and coffee.
15. They often swim in the afternoon.
16. You can see the train. (*Be careful!*)
17. The waiter smokes cigarettes.
18. The waiters smoke cigarettes.
19. The dog sleeps under the table.
20. The boys bathe in the sea.
21. Mr. Priestley is well-dressed.
22. He generally wears a brown suit.
23. The earth moves round the sun.
24. The stars are a long way from the earth.
25. The telephone is on the desk.
26. The telephone stands on the desk.
27. The windows are open.
28. The windows stand open.
29. He can open the windows.
30. He opens the windows.

LESSON 15 (Fifteenth Lesson)

Discussion of Lesson 13. Simple Present Tense Negative

TEACHER: There are one or two things to notice about Lesson 13. It says "Mr. Priestley is not a young man, but he is not old." So the opposite of *old* is *young*. But isn't there another opposite of *old*?

MR. A.: Yes, there is *new*, isn't there? The opposite of "an old book" is not "a young book," but "a new book."

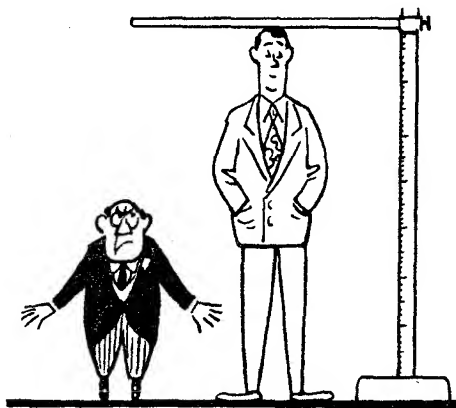


TEACHER: That is quite right. Notice, too, the two uses of *old*:

1. He is an *old* man.
2. The boy is five years *old*.

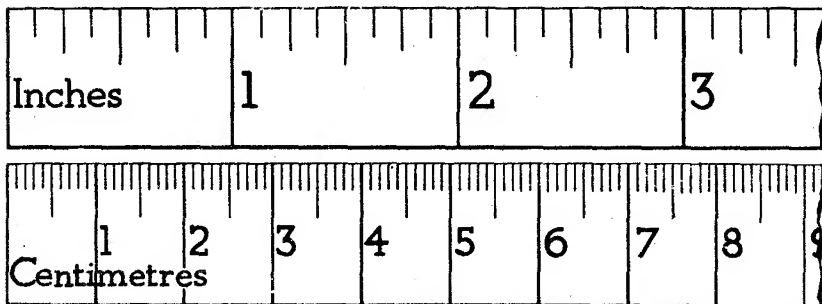
MR. B.: It says, "Mr. Priestley is tall." What is the opposite of *tall*, please?

TEACHER: The opposite of *tall* is *short*. Here is a tall man and a short man.



Mr. Littleman is short. Mr. Lengthy is tall.

MR. C.: Do you say, "Mr. Lengthy has 77 inches," or "Mr. Littleman has only 62 inches"?



1 Inch = 2.540 centimetres : 1 Centimetre = 0.394 inch

TEACHER: No, we don't say that; we say, "Mr. Lengthy is six foot¹ five inches tall," or "Mr. Littleman is only five foot two,"² or "Mr. Priestley is six feet." And speaking of a person's age we say "Mr. Priestley is forty-four years old," and not "Mr. Priestley *has* forty-four years."

MISS D.: Isn't there another opposite of *short*? The opposite of "a *short* stick" isn't "a *tall* stick," is it?

TEACHER: No, you are quite right. The opposite of "a *short* person" is "a *tall* person"; the opposite of "a *short* thing" is "a *long* thing." For example:

A short stick.

A long stick.

I am going for a short walk.

My friend is going for a long one.

MISS D.: Mr. Priestley works very late, too late, I think. Perhaps he doesn't know the saying:

"Early³ to bed, early to rise,
Makes a man healthy, wealthy, and wise."

TEACHER: Oh, yes, he knows it, but he doesn't believe it. Do you, Miss D.?

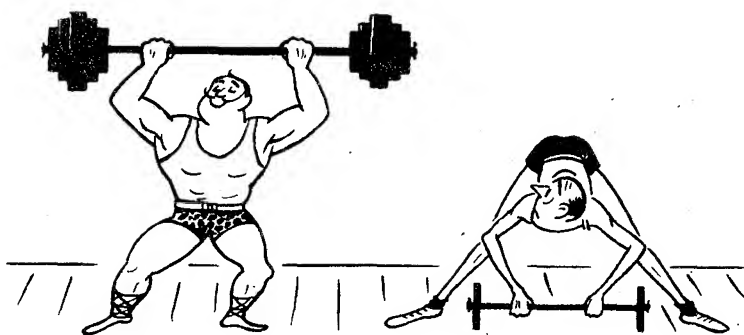
MISS D.: No, I don't believe it. I go to bed early and rise early. I am healthy, but I am not wealthy and not very wise.

MISS E.: The lesson speaks about Mr. Priestley being strong, meaning "with a strong character." Do you use the same word for a man with a strong body?

¹ Or six feet five.

² We often miss out the word *inches*.

³ *Early* is the opposite of *late*.



MR. ARMSTRONG

MR. FEEBLE

TEACHER: Oh, yes. Here you are:

Mr. Armstrong has strong arms. He is a very strong man. Mr. Feeble is not strong. His arms are very weak. He is a weak man.

MISS F.: Can you speak of strong tea or strong coffee?

TEACHER: Oh, yes; and strong drink and strong language.

MISS F.: Mr. Armstrong is a tall, strong man. Is he, then, a big man or a great man?

TEACHER: A big one, not a great one.

MISS F.: What is the difference, please?

TEACHER: Well, it is rather difficult to put into a few words; but, in short, one is of the body, the other is of the spirit and character of a man. Bigness is a bodily thing; greatness is a spiritual one. A great man can have, like Lord Nelson, a weak body; but he has a strong spirit. A big man can have bodily strength, but spiritual weakness.

MISS F.: Thank you; I quite see the difference now.

MR. H.: In the lesson we read about Mr. Priestley's dark brown hair and dark blue suit. What is the opposite of "dark" brown and "dark" blue?

TEACHER: "Light" brown and "light" blue.

MR. H.: "Mr. Priestley is always well-dressed." Another man is not well-dressed. He is—what?

TEACHER: Well, what do you think?

MR. H.: I think "badly-dressed."

TEACHER: And that is quite right. Next question, please?

MISS D.: Mr. Priestley is "rather thin." What is the opposite of "thin," please?

TEACHER: Well, it depends on the sentence. The opposite of "a *thin* man" is "a *fat* man," of "a *thin* cow" is "a *fat* cow"; but the opposite of "a *thin* book" is "a *thick* book". So we could say: "One stick is short and thick; another one is long and thin".

MISS D.: "Mr. Priestley is good-looking and handsome." Can you use those words to describe girls or women, as well as men?

TEACHER: Yes, you can. But generally we speak of girls as "pretty" or "beautiful."

MISS E.: But do you speak of men as "pretty" or "beautiful"?

TEACHER: Oh, no, never.

MR. B.: Is there a difference between "The girl is pretty" and "The girl is beautiful"?

TEACHER: Yes, I think so. "Pretty" is pleasant to the eye or ear. Some new dance-music is pretty, but

the music of Beethoven or Handel or Tchaikovsky is beautiful.

MISS F.: Yes. The pictures in a newspaper can be pretty, but the pictures of Raphael and El Greco, Rembrandt or Turner, are beautiful.

TEACHER: Quite right. Beauty is rather like greatness: it is a spiritual thing. It is in the spirit of a man, and it comes out in his work, or it is in the character of a woman, and it comes out in her face. Do you understand the difference now, Mr. B.?

MR. B.: Oh, yes; I know the difference now. Nearly all girls are good-looking; some are pretty; a few, a very few, are beautiful.

GRAMMAR

The Simple Present Tense Negative

To form the Simple Present Tense Negative of all verbs except *to be*, *can*, and one or two others,¹ we use the verb *do* with *not* and the infinitive of the verb, e.g.

<i>Affirmative</i>	<i>Negative</i>
I teach	I do not teach
you come	you do not come
he teaches	he does not teach
they work	they do not work
it moves	it does not move

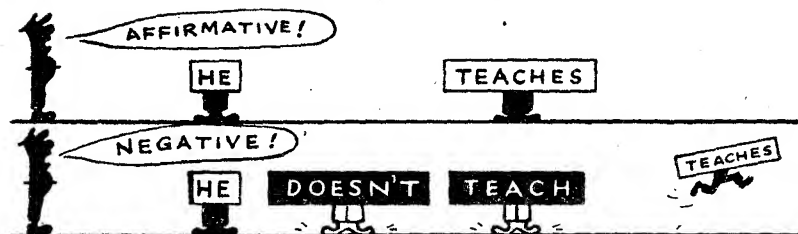
In conversation we often shorten *do not* to *don't* and *does not* to *doesn't*.

¹ The "special" verbs are: *be*, *can* (*could*), *shall* (*should*), *will* (*would*), *may* (*might*), *must*, *ought* and sometimes *have*, *do*, *need* and *dare* (the same verbs as on p. 101).

LESSON FIFTEEN

NEGATIVE

I	{	do not (don't)	{	teach	{	does not (doesn't)	{	teach	
you				know				he	know
we				speak				she	speak
they				write				it	write
				work					work



Here are other examples (with the two forms, the long form and the shortened conversational form):

We do not (don't) say that (p. 107).

Perhaps he does not (doesn't) know the saying (p. 107).

He knows it but he does not (doesn't) believe it (p. 107).

I do not (don't) believe it (p. 107).

John does not (doesn't) do his work every day.

The students do not (don't) do their work every day.

Do not (don't) open the window, please.

Please do not (don't) open the window.

DRILL

I	{	don't doesn't	{	make coffee
Mr. Priestley				swim
you				smoke cigarettès
we				work late at night
the dog				believe the saying
				answer the question
				climb mountains
				eat ices
				drink tea

Practise all combinations. There are 45.

Here are examples of negative answers:

<i>Question</i>	<i>Answer</i>
Does Mr. Priestley speak Chinese?	No, he doesn't.
Does he live in Liverpool?	No, he doesn't.
Do the students come to the class every day?	No, they don't.
Do you speak English well?	No, I don't.
Does John do his work well?	No, he doesn't.

too

Note the two uses of *too*:

1. I come to the class; my friend comes, too.
There are English boys at the hotel, and Norwegian boys, too.
He speaks English and French and Spanish, too.
2. Mr. Priestley works late, too late, I think.
That work is too difficult for a young boy.
You are never too old to learn.

PHRASES

In short, . . .	You are quite right.
It depends on . . .	Put it into a few words.
What do you think?	A few.

WORD STUDY

The word *dance* can be

(1) a noun

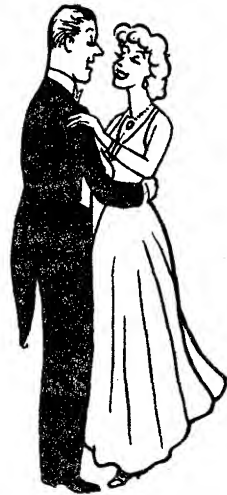
e.g. I am going to a dance.
This is one of the new dances.

(2) a verb

e.g. They dance very well together.
Can you dance?

(3) an adjective

Some new dance-music is pretty.
Henry plays in a dance-band.



NOUNS AND ADJECTIVES

<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>
healthy	health	bodily	body
wealthy	wealth	spiritual	spirit
great	greatness	wise	wisdom

Related Words

believe—believer—belief—disbelieve.

I *believe* he is a good teacher.

I am a *believer* in getting up early.

The earth goes round the sun. That is the general *belief*.

It is difficult to *believe* his story, but I do not want to *disbelieve* him.

*use*¹ (v.)—*use*¹ (n.)—*useful*—*usefully*—*useless*.

You can *use* my pen.

It is no *use* trying to write without ink.

That is a *useful* book.

He lives *usefully* and happily.

He does a lot of *useless* work.

thank (v.)—*thanks* (n.)—*thankful*—*thankfulness*.

Thank you for the use of your pen.

Give your friend my *thanks* for the use of his book.

I am very *thankful* to be well again.

I am full of *thankfulness* at being well again.

EXERCISES

ORAL EXERCISE

I. Answer the following questions (a) affirmatively (i.e. begin "Yes, . . ."), (b) negatively (i.e. begin "No, . . ."), using the short form:

1. Does the man work in the field?
2. Do the men work in the fields?
3. Does she make good coffee?
4. Do they make good coffee?
5. Do you make good coffee?
6. Is the man very handsome?
7. Does he read many books?
8. Is he reading a book now?
9. Does he speak English?
10. Do they speak English?
11. Can she speak English?
12. Can they speak English?
13. Do you go to bed early?
14. Does he go to bed early?

¹ Note the difference in pronunciation. See footnote p. 57. In *useful*(ly) and *useless* the *s* is unvoiced.

II. Make each of these negative. Use the short form.

Mr. Priestley	}	{	teach(es) English.
Mary			know(s) French.
you			speak(s) Spanish.
they			write(s) Polish.
Paddy			work(s) late.
I			go(es) to the class.
the little boys			do(es) much work.

e.g. Mr. Priestley doesn't speak Spanish.

They don't work late, etc. (*there are 49 sentences*).

III. Make the following negative:

1. The man works in the field.
2. She makes very good coffee.
3. They make very good tea.
4. Please close the door.
5. The man is very handsome. (*This one is different. Be careful, too, with numbers 8, 10, 14, 19.*)
6. He reads many books.
7. The waiters do their work well.
8. He can speak English very well.
9. She writes a letter every day.
10. The students have new books.
11. I go to bed very early.
12. The boy swims to the big rock.
13. The boys swim to the big rock.
14. The girls are playing tennis with their fathers.
15. The girls play tennis with their fathers.
16. The dog sleeps all day in the hotel.
17. I climb big mountains.
18. Harry climbs big mountains.
19. Harry is climbing the big mountain.
20. I know all about the negative of verbs.

IV. Give the names of five colours and use each one in a sentence.

V. Give the names of two pretty things and two beautiful ones. Use each in a sentence.

VI. Give the opposites of: strong, tall, fat, late, thick, dark, young, right, warm, big, far, short, good, high, new. Use each in a sentence.

Dictation

Strong men are not always tall; small people are not always weak; it depends on the person. A man may be weak in body but strong in character. He can have spiritual strength with bodily weakness.

Beauty is rather like greatness. It, too, is in the character of a man or a woman and this spirit in men and women gives the world its great music, books, and pictures.

Composition

Write about this picture.



LESSON 16 (Sixteenth Lesson)

Subjects and Objects

There are two forms for some of the pronouns, one when the pronoun is the subject of the verb, another when it is the object of the verb.

Here are some very simple sentences. In the first column you have the subjects of the verb. In the third column you have the objects of the verb. With each noun in the subject or object, there is (in brackets) its pronoun.

SUBJECT	<i>Pronoun</i>	VERB	OBJECT	<i>Pronoun</i>
The teacher	(I)	sees (see)	the boy	(him)
The boy	(he)	sees	the teacher	(me)
The girl	(she)	sees	the teacher	(me)
The teacher	(I)	sees (see)	the girl	(her)
The boys	(they)	see	the teachers	(us)
The teachers	(we)	see	the boys	(them)

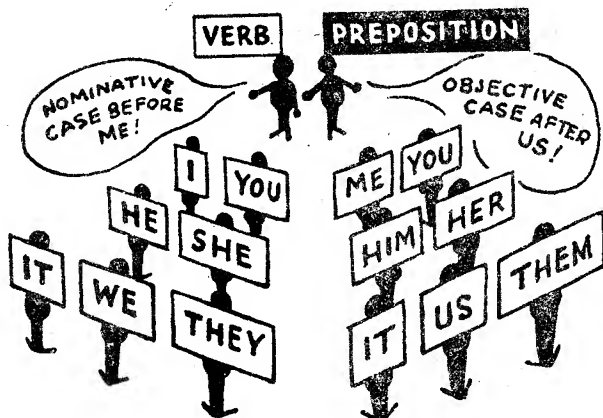
The form of the pronoun in the subject column, is the **nominative**.

The form of the pronoun in the object column is the **objective**.

After a preposition, the pronoun is always in the objective form.

Here is the list of the two forms of the pronouns:

<i>Nominative</i>	<i>Objective</i>	<i>Nominative</i>	<i>Objective</i>
I	me	it	it
you	you	we	us
he	him	they	them
she	her		



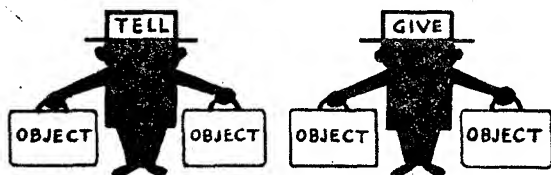
Pronouns are in the Nominative Case when they are the subject of a verb. They are in the Objective Case (1) when they are the object of a verb, (2) after a preposition.

<i>Nomi- native</i>	<i>Verb</i>	<i>Objec- tive</i>		<i>Preposi- tion</i>	<i>Objec- tive</i>
I	know	him	and I write	to	him
You	know	me	and you write	to	me
He	knows	her	and he writes	to	her
She	knows	us	and she writes	to	us
We	know	them	and we write	to	them
They	know	you	and they write	to	you

Objects

One or two verbs, like *tell* and *give*, often have two objects. One of them is generally a person, the other a thing, e.g.

<i>Subject</i>	<i>Verb</i>	<i>Object</i> ¹	
I He	am giving can tell	(1) the students you	(2) a lesson the answer



WE HAVE TWO OBJECTS

EXERCISES

I. Which are the subjects and which are the objects in the following sentences?

1. Mr. Priestley is reading a book.
2. He teaches French and German.
3. You can see him in the picture.
4. He is writing a letter.
5. I teach the students in this room.
6. He can speak English.
7. She is wearing a white dress.

¹ Note that the personal ("indirect") object comes first, the impersonal ("direct") object second.

8. My sister is giving her the dress.
9. The boy can't tell me his name.
10. I can tell you the time.

II. Divide these sentences into subject, verb and object like this:

<i>Subject</i>	<i>Verb</i>	<i>Object</i>

and then underline each pronoun on your paper:

1. He teaches us.
2. She knows me.
3. It helps them.
4. We know her.
5. They write it.
6. He is carrying a ball.
7. I am teaching you.
8. They are eating ices.
9. He is reading it.
10. You are teaching them.

III. In the following sentences put the words that are in the subject into the object, and the words that are in the object into the subject. Change the form of each and the verb where necessary:

(No. 1 is done for you.)

	<i>Subject</i>	<i>Verb</i>	<i>Object</i>
1.	I	see	him
<i>Answer</i>	He	sees	me
2.	He	teaches	them
3.	She	knows	us
4.	We	help	them
5.	I	thank	her

IV. Cross out the wrong pronoun.

1. I write to (he, him) and he writes to (I, me).
2. Mary goes to a dance, and Henry goes with (her, she).
3. We know (them, they) very well, and they know (we, us).
4. I see (she, her) in the classroom, and she sees (me, I).
5. He telephones to (she, her) every day and tells (she, her) the news.
6. He speaks English to (we, us), and (we, us) speak English to (he, him).
7. She speaks English to (I, me), and (I, me) speak English to (she, her).
8. They write to (she, her), and (she, her) writes to (they, them).

PRONUNCIATION DRILL

[i:]	[ɜ:]	[e]	[ʌ]	[iə]	[k]
need	bird	well	sunny	near	clear
feed	third	tell	Monday	ear	cornet
believe	burn	healthy	money	year ¹	column
repeat	work	wealthy		nearly	character
	early	instead			

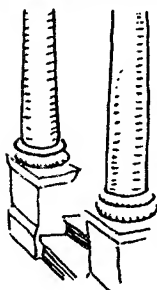
A STORY WITHOUT WORDS

Now, after that rather difficult grammar, here is something different, something pleasant. It is a story in pictures about a poor man, Mr. Needy, and a rich man, Mr. Wealthy. Mr. Wealthy has a lot of

¹ Also with the sound [ə:] i.e. [jə:].



(1)



(2)



(3)



(4)



(5)



(6)



(7)

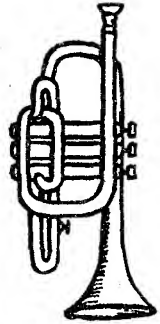


(8)

(Reproduced by permission of the Proprietors of "Punch")

money, a big house, and a manservant; Mr. Needy hasn't much money, but he has a cornet in the street outside. Look at the pictures on page 122, then answer these questions about them. Use these words in your answers:

play, cornet, ear, pound-note.



CORNET

Picture 1. What is Mr. Needy doing? Where is he playing his cornet?

Picture 2. Does Mr. Wealthy like the noise? Where is he putting his fingers? Why is he doing this?

Picture 3. Where is Mr. Wealthy now? What is he doing?

Picture 4. Who are the people in this picture? What is Mr. Wealthy holding in his hand? In which hand is he holding the pound-notes? How many pound-notes are there in his hand? What is he saying to the manservant?

Picture 5. Who has the pound-notes now? Which hand is he holding them in? Does he look happy? What is the manservant doing with the cornet? In which hand is he carrying the cornet?

Picture 6. What is Mr. Wealthy doing now? Who is showing him the cornet?

Picture 7. Where is the cornet now?

Picture 8. What is Mr. Wealthy doing now? What colour do you think his face is? Who is putting his fingers in his ears now?

Composition Exercise

Write the story of the rich man and the cornet player.

LESSON 17 (Seventeenth Lesson)

The Characters in the Essential English Books (2)

MRS. PRIESTLEY AND SOME OTHERS

You already know Mr. Priestley, the teacher and writer. In this lesson you will hear about his wife, Mrs. Priestley, the Priestleys' house, and some of the people in the house. Mrs. Priestley knows all about the house; she does the work in it every day, and to-day she will tell you a little about it.¹



MRS. PRIESTLEY SEWING

Mrs. Priestley is a pleasant-looking woman of about forty, with warm brown hair and soft dark-brown eyes. She is kind and gentle, but she manages her house (and, in her quiet way, her husband) very well. He is, of course, a clever man, but a little

¹ You will hear more about it in Book II.

unpractical, and he needs Mrs. Priestley to look after him. Mrs. Priestley, on the other hand, is very practical and full of common sense.¹

The Priestleys have two children, John and Margaret. John is eighteen, six foot tall, and a fine manly fellow. He is at the university and is studying to be a doctor. He is a clever, hard-working student, a first-class footballer, boxer, and runner. He is strong both in body and character, and quiet and thoughtful like his father. He will make a good doctor.

Margaret is only eleven. She is a lovely little girl with golden hair and dark blue eyes and a spirit that is always bright and happy, full of joy and gaiety. She isn't fond of study of any kind, but she loves music and dancing and she sings very prettily. She is like a ray of sunshine in the house. Mr. Priestley is very fond of his son John and very proud of him; and Margaret is the apple of his eye.²

But here comes Mrs. Priestley. "Good morning, Mrs. Priestley; how are you?"

MRS. PRIESTLEY: Good morning, everyone. I'm very well, thank you. You want to know about my house. Well, I am very pleased to be here and I will gladly tell you something about it.

The house is rather big, and there is a lot of work in it, so I can't do everything alone. I have Susan and Lizzie to help me with the work.

¹ Common sense = practical good sense in everyday matters.

² To be the apple of his eye = to be very dear to him; much loved (*Idiomatic expression*.)

Lizzie is our cook, and she is a very good cook, but she is no good at all at housework. Now, Susan is very good at housework, but she can't cook at all—she can't even boil an egg.

But that is all right, for Lizzie gets on with her cooking, and Susan and I do the housework—and, believe me, we all work very hard.

Susan and Lizzie get up at a quarter to seven, and make the fires and open the windows. I get up at half past seven, and so does my husband, in time for breakfast at eight o'clock.

We have breakfast in the breakfast-room. I like to begin the day well, so our breakfast is always a good one.

My husband reads his newspaper and smokes a cigarette with his last cup of tea, before he begins his work at nine o'clock.

Then Lizzie and Susan begin to clean the house, wash up, make the beds, and get the vegetables ready for lunch. We have lunch at one o'clock.



SUSAN WASHES UP

After that I do some sewing, or go out for a walk, or go to see people.

We have afternoon tea about five o'clock, but for that we don't go into the dining-room. We go to the sitting-room, and Susan brings in the tea with plates of bread and butter and small cakes.

After tea we sit and talk or listen to the wireless or read. Sometimes we go to the cinema or the theatre. About seven or eight o'clock we have dinner or supper, and at eleven o'clock I generally go to bed, but my husband likes to sit up late and read or write in his study.

Well, that is all for the present. I will tell you more about the house some other time.

EXERCISES

I. Put in the words that are left out:

1. You — know Mr. Priestley the teacher and writer.
2. In this lesson you — hear about his wife.
3. To-day she — tell you — — about it.
4. Mrs. Priestley is a — looking woman of — forty.
5. She is kind and — but she — her house very well.
6. He is, of —, a clever man but rather —.
7. The Priestleys have two —, John and Margaret.
8. John is a fine — fellow. He is at the —.
9. Margaret is a — little girl with — hair.
10. She is always happy and full of —.
11. She isn't — of study of any kind.
12. She is like a — of sunshine in the house.
13. Margaret is the — of his eye.
14. I am very — to be here.
15. The house is big and there is a — of work in it, so I can't do everything —.

16. Susan can't even — an egg.
17. Lizzie and Susan get the — ready for lunch.
18. After lunch I do some — or go out for a walk.
19. After tea we sit and talk or listen to the —.
20. Well, that is all for the —.

II. Answer the following. Make sentences for your answers:

1. Who will tell you about the Priestleys' house?
2. How old is Mrs. Priestley?
3. What colour are her eyes and her hair?
4. What does she manage very well?
5. How many children have the Priestleys?
6. What are their names?
7. How old is John and where is he?
8. What is he studying to be?
9. What is he fond of?
10. What colour is Margaret's hair?
11. What does she do?
12. Is Mr. Priestley fond of her?
13. Who does the cooking in the Priestleys' house?
14. What time does Lizzie get up?
15. What time do you generally go to bed?
16. Do the Priestleys have an early breakfast?
17. Where do they have breakfast?
18. What does Mrs. Priestley do after lunch?
19. What do they have for tea?
20. When will Mrs. Priestley tell you more about the house?

Idiomatic Phrases

III. In this lesson there are a lot of idiomatic phrases, that is, the kind of phrases that English people use in ordinary everyday conversation. Here they are again. Learn them, and then use each in a sentence:

1. a pleasant-looking woman.
2. a hard-working student.

3. a *first-class* footballer.
4. of course.
5. to *look after* him.
6. common sense.
7. He will *make a good doctor*.
8. of any kind.
9. on the other hand.
10. Susan is *very good* at housework.
11. Lizzie is *no good at all* at housework.
12. That is *all right*.
13. Lizzie *gets on with* the cooking.
14. I *get up at* seven o'clock.
15. We *get* the vegetables *ready*.
16. We *wash up and make the beds*.
17. I go out *for a walk*.
18. Susan *brings in* the tea.
19. My husband likes to *sit up late*.
20. That is all *for the present*.

IV. Make a sentence or two about each of the following:

1. Mrs. Priestley.
2. John Priestley.
3. Margaret.
4. Lizzie.
5. Susan.
6. The Priestleys' house.
7. Their breakfast.
8. Their tea.
9. Their evening.

Dictation

Mrs. Priestley is coming to tell us all about her house. It is rather big and there is a lot of work in it, so she has Lizzie and Susan to help her. Susan does the housework and keeps the house clean. Lizzie cooks the breakfast, lunch and dinner.

After breakfast Lizzie and Susan wash up, clean the house, make the beds and get the vegetables ready for lunch.

Mrs. Priestley has lunch, does some sewing or goes to see people. In the evening, after tea, they all talk or read, listen to music or the wireless, or sometimes they go to the cinema or the theatre.

LESSON 18 (Eighteenth Lesson)

The Future Tense

In the sentences:

You *will hear* about Mrs. Priestley (p. 124).

She *will tell* you about her house (p. 124).

I *will gladly tell* you about it (p. 125).

You *will hear* more about it in Book II (p. 124).

you have examples of the Future Tense.

Here are some more examples:

Richard Brown *will be* fourteen years old to-morrow.

He *will be* up early to-morrow morning.

His father *will give* him a new bicycle for his birthday.

His sister Mary said to him, "You *will be* fourteen to-morrow; I *shall be* ten next June."

To make the future tense, we use "will" with the infinitive of the verb, e.g.

You *will* hear ^(infinitive) about Mrs. Priestley.

She *will* tell ^(infinitive) you about her house.

Richard *will* be ^(infinitive) ten next June.

But with the 1st person (*I, we*) we sometimes use "shall" and sometimes "will."¹

¹ This is not a full explanation; it is only a small part of the subject. The future tense is explained more fully in *Essential English*, Book II.

In conversation *will* and *shall* are often shortened to "ll", e.g.

You'll hear about Mrs. Priestley's house.

He'll be up early to-morrow morning.

Richard'll be fourteen to-morrow.

I'll be ten next June.

The negative of the Future Tense is formed by adding "not," e.g.

Mrs. Priestley will *not* tell you about her house.

Richard will *not* be fourteen until to-morrow.

His father will *not* give him a bicycle.

I shall *not* be ten until June.

Will not is generally shortened in conversation to *won't*, e.g.

She *won't* tell you about her house.

Richard *won't* be fourteen until to-morrow.

His father *won't* give him a bicycle.



AFFIRMATIVE



NEGATIVE

The interrogative of the Future Tense is formed by putting the verb "will" (or "shall") before the subject, e.g.

Will Mrs. Priestley tell us about her house?

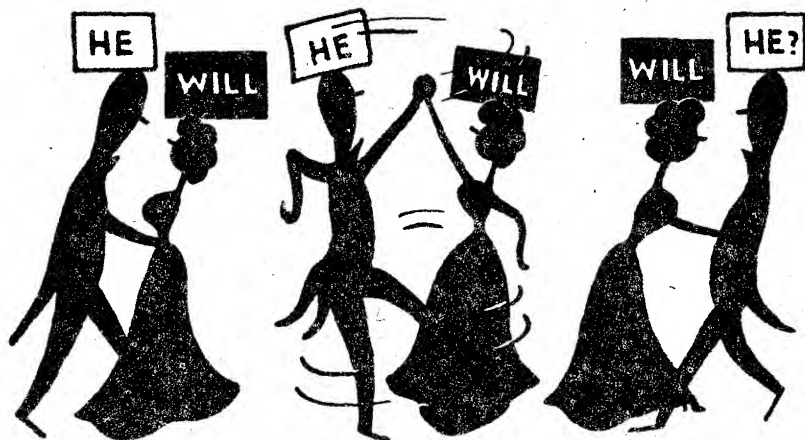
Will you please tell us about your house?

Will Richard be fourteen to-morrow?

*Shall I*¹ help you with your work?

MRS. PRIESTLEY: You say the students want to hear about my house, Mr. Eckersley. *Shall* I tell them about it now?

¹ We do not often use "Will I?" or "Will we?"; usually "Shall I?" or "Shall we?".



MAKING THE INTERROGATIVE

Sometimes we express a future meaning by using the **Present Continuous Tense**, often with a word or phrase like *to-morrow*, *next week*, etc., that gives the future meaning, e.g.

I am going to London to-morrow.

Henry is playing football on Tuesday.

Mary is coming here next week.

We are going to Paris next year.

WORD STUDY

Many words in English are both nouns and verbs. Here are some in Lessons 1-18 with examples to show their use:

- | | | |
|---------------|--------|---|
| answer | (verb) | I can answer that question. |
| | (noun) | Give the answer to the question. |
| number | (verb) | Please number the pictures in the book. |
| | (noun) | Put a number under the pictures. |
| hammer | (verb) | Hammer the nails in well. |
| | (noun) | Use the big hammer for those nails. |

nail	<i>(verb)</i>	Nail the picture on the wall.
	<i>(noun)</i>	Use small nails to do it.
name	<i>(verb)</i>	Can you name all the things in the picture?
	<i>(noun)</i>	What is your name?
stay	<i>(verb)</i>	The people are staying at the Devon Hotel.
	<i>(noun)</i>	We are not making a long stay there.
drink	<i>(verb)</i>	We drink tea from tea-cups.
	<i>(noun)</i>	I am going to have a drink with George.
smoke	<i>(verb)</i>	Some of the men are smoking cigarettes.
	<i>(noun)</i>	Look at the smoke from the engine.
sleep	<i>(verb)</i>	The dog is sleeping under the table.
	<i>(noun)</i>	The dog is having a sleep under the table.
shade	<i>(verb)</i>	The canvas shades the people from the sun.
	<i>(noun)</i>	The canvas gives shade from the sun.
dress	<i>(verb)</i>	The lady dresses very well.
	<i>(noun)</i>	She is wearing a white dress.
swim	<i>(verb)</i>	One of the boys is swimming to the rock.
	<i>(noun)</i>	Come and have a swim in the sea.
cook	<i>(verb)</i>	Lizzie cooks the meals.
	<i>(noun)</i>	She is a good cook.
bathe	<i>(verb)</i>	We bathe at the sea-side.
	<i>(noun)</i>	He goes for a bathe in the sea.
bath	<i>(verb)</i>	The mother baths the baby every day.
	<i>(noun)</i>	You can see the baby's bath in the picture. (p. 4)
walk	<i>(verb)</i>	One of the girls is walking to the sea.
	<i>(noun)</i>	Come for a walk in the fields.
climb	<i>(verb)</i>	The man is climbing the mountain.
	<i>(noun)</i>	It is a difficult climb to the top of the mountain.
step	<i>(verb)</i>	You can step out of the motor-car now.
	<i>(noun)</i>	The boy is walking down the steps.
work	<i>(verb)</i>	The man works in the field.
	<i>(noun)</i>	This work is bad.

use (verb) You can use all these words now.
 (noun) Can you understand the use of these words now?

Related Words

pleased—pleasant.

I am *pleased* to be here. This is very *pleasant* work.

man—manly.

He is not a *man* yet, but he speaks in a *manly* way.

proud—pride.

Mr. Priestley is *proud* of his son. He looks at him with *pride*.

gay—gaiety.

Margaret is *gay* and happy. Mr. Priestley loves her *gaiety*.

gold—golden.

My watch is made of *gold*; it is a *gold*¹ watch.

Her hair is *golden*, like *golden*¹ corn.

dinner—dine—dining-room.

We *dine* at seven o'clock. We have *dinner* then in the *dining-room*.

every—everyone (everybody²)—everything³—everywhere—everyday.

Good morning, *everybody* (*everyone*).

Everything in the house is clean and good.

He never goes by train; he goes *everywhere* by aeroplane.

These phrases are used in *everyday* conversation.

¹ The adjective *gold* = made of gold; *golden* = looking like gold.

² The two words have the same meaning and use.

³ *Every, everyone, everybody, everything* are always singular. E.g. Everybody is working well (*not Everybody are . . .*).

nobody (no one¹)—*nothing*—*nowhere*—*none*.

There is *nobody* (no one) here.

He does *nothing* all day long except eat and sleep.

They want a house; they have *nowhere* to live.

None of the students will be in the class to-morrow.

somebody (someone¹)—*something*—*somewhere*.

Somebody is coming to see the house to-day.

She will tell us *something* about her work.

They can come to our house; that will be *somewhere* for them to live.

anybody (anyone¹)—*anything*—*anywhere*.

Is *anybody* coming to see the house to-day?

She will not tell us *anything* about the work.

These people haven't *anywhere* to live.

NOTE: We generally use *some* (*something*, *somewhere*, etc.) in affirmative sentences. We use *any* (*anything*, *anywhere*, etc.) in interrogative and negative sentences, e.g.

<i>Affirmative</i>	<i>Interrogative</i>	<i>Negative</i>
She wants <i>some</i> new dresses.	Does she want <i>any</i> new dresses?	She doesn't want <i>any</i> new dresses.
There are <i>some</i> books on the table.	Are there <i>any</i> books on the table?	There aren't <i>any</i> books on the table.
He sees <i>somebody</i> in the room.	Does he see <i>anybody</i> in the room?	He doesn't see <i>anybody</i> in the room.
There is <i>something</i> interesting in the newspaper to-day.	Is there <i>anything</i> interesting in the newspaper to-day?	There isn't <i>anything</i> interesting in the newspaper to-day.
He is going <i>somewhere</i> to-day.	Is he going <i>anywhere</i> to-day?	He isn't going <i>anywhere</i> to-day.

¹ The two words have the same meaning and use.

kind

Notice the two meanings of *kind*:

1. (*Adjective*) She is *kind* and gentle.
2. (*Noun*) Margaret is not fond of study of any *kind*. What *kind* of dress is she wearing.

GREETINGS

Good morning. Good afternoon. Good evening.

EXERCISES

I. Write out these sentences putting the verb (in brackets) into the future tense:

1. I (*to write*) my lessons in my new book.
2. They (*to tell*) us about their work.
3. John (*to see*) his friend at the cinema.
4. Lizzie (*to cook*) the breakfast for us.
5. Mr. Priestley (*to be*) in the dining-room at eight o'clock.

II. Make these sentences (a) interrogative, (b) negative:

1. He will tell us about his work.
2. They will climb the mountain to-day.
3. The sheep will be in the field with the pigs.
4. You will see me again to-morrow.
5. Lizzie will give the cat its dinner to-day.
6. I shall see you on Friday.

III. Make sentences using these words (a) as a noun (b) as a verb:

- | | | | | |
|-------------|-----------|------------|-----------|-----------|
| 1. smoke. | 2. work. | 3. answer. | 4. drink. | 5. bathe. |
| 6. sleep. | 7. dress. | 8. name. | 9. swim. | 10. walk. |
| 11. hammer. | 12. use. | | | |

IV. Use each of these in a sentence:

1. everyone. 2. everything. 3. everywhere. 4. first-class.
5. of course. 6. fond of. 7. on the other hand. 8. kind (adjective).
9. kind (noun). 10. gaiety. 11. pleasant.
12. gold. 13. golden. 14. proud. 15. pride. 16. dinner.
17. dining-room.

V. Make these sentences interrogative:

1. He wants some eggs.
2. There are some stars in the sky.
3. She has some flowers for the table.
4. There was something interesting in the paper yesterday.
5. He is doing something to-day.
6. Somebody is coming to see the house to-day.
7. She will tell us something about her work.
8. These people have somewhere to live.
9. There is somebody in the room.
10. The shopkeeper has some eggs.

LESSON 19 (Nineteenth Lesson)

The Characters in the Essential English Books (3)

THE STUDENTS

Here are Mr. Priestley's students. Look at them. They are just coming to his house for their lessons.

You will often meet them in this book and the other books of *Essential English*. We are going to be present at their lessons and we are going to listen to them talking together.

They are going to talk about their work and their holidays, their countries and their lives, their joys and their sorrows. They will tell you what they like and what they dislike. They will tell you stories; they will write letters, tell jokes, and sing songs for you. I hope that you will soon know them and like them, and feel that you and they are friends. Here is the first one to come.



JAN

This is Jan. He is generally early. He doesn't like to be a minute late for his lessons. He is not only very clever, but he is also a very hard worker and likes

to do everything well. He has rather dark brown hair and good grey eyes. He is not very tall, but he is strong, swims well, and is a good footballer.

And who is this? This is Lucille. Lucille is beautiful and rich and gay. She is tall and slim,¹ with big dark eyes and black hair. She goes out to dinner or a dance or a theatre almost every evening, and doesn't generally get to bed until² very late at night—or rather, early in the morning. So, you see, Lucille doesn't do very much work.



LUCILLE



OLAF

This is Olaf. Isn't he a big fellow? He is six foot three tall; he can walk and climb all day and he never feels tired. He is as strong as a horse. He has blue eyes and yellow hair. He doesn't talk much, but he thinks a lot.

¹ Slim = not fat; pleasantly or beautifully thin.

² *Until* and *till* are both used with the same meaning.



PEDRO

Here is Pedro. He is very handsome, tall and dark and well-dressed. He is rich and clever, too. He does everything well. He is Spanish, but he speaks English and French very well; he goes everywhere and can talk well about almost everything—music, pictures, other countries, literature and life.

The next one to come in is Frieda. She has brown hair and big grey eyes. She doesn't talk much; she is rather quiet, but is very kind and nice; they all like her. I think that she is pretty, and so do all the other students, except Jan; he thinks that she is beautiful.



FRIEDA

And here is the last one. He is generally the last one to come, but the first to go away. This is Hob. He is certainly not handsome or hard-working or clever. But he thinks that he is all these. He doesn't like swimming or football. He thinks that they are too much like hard work. He doesn't like study. He says that study makes him tired. He isn't polite, and he isn't well-dressed. He doesn't always listen to lessons in class (he sometimes goes to sleep there). He isn't quiet; he talks a lot. He is a good eater and a good sleeper. But he is good-hearted and loves a joke. He knows a lot of funny stories and he always wants to tell them to you.



HOB

Now they are going into Mr. Priestley's study. We will follow them in, and meet them there in Lesson 21.

GRAMMAR

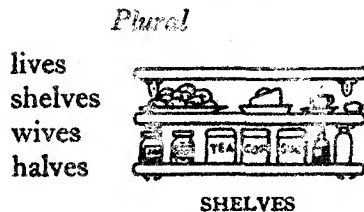
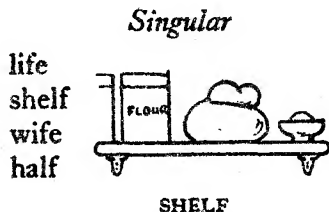
Plurals

In the sentence,

They are going to talk about their countries and their lives
(p. 138).

you have in *lives* another plural form, a little different from the regular ones. *Lives* [laivz] is the plural

of *life* [laif]. A number of nouns ending in *f* or *fe* change the *f* to *ves* to form the plural, e.g.



You will meet other words like these in Books II, III, and IV.

Note also:—

<i>Singular</i>	<i>Plural</i>
story	stories
country	countries
lady	ladies

WORD STUDY

Negative Prefixes

We sometimes make a word negative by using a prefix, e.g. *un-*, *in-*, *im-*, *dis-*. Here are negatives of words in Lessons 1 to 19.

<i>Negative</i>		<i>Negative</i>	
happy	unhappy	like (adj.)	unlike
healthy	unhealthy	correct	incorrect
common	uncommon	polite	impolite
pleasant	unpleasant	like (verb)	dislike
practical	unpractical	dress (verb)	undress

Related Words

life [laɪf]—*live* [lɪv]—*alive* [ə'laɪv].

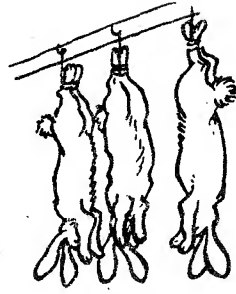
I will tell you the story of my *life*.

I *live* in London.

These rabbits are *alive*, those are dead.



ALIVE



DEAD

joy—enjoy—enjoyment.

They will tell you their *joys* and sorrows.

I *enjoy* good music: it gives me great *enjoyment*.

sorry—sorrow—sorrowful.

He was very *sorry* that my friend was dead.

He looked very *sorrowful*; there was *sorrow* in his face.

certain—certainly—uncertain.

Are you *certain* that you understand the work?

I am *uncertain* about one or two things.

Hob is *certainly* not handsome or polite.

polite—politely—politeness—impolite.

He is not *polite*. He doesn't speak *politely*. He hardly knows the meaning of *politeness*. He is very *impolite*.

fun—funny.

He will tell you *funny* stories.
She loves *fun* and gaiety.



TELLING FUNNY STORIES

study ['stʌdi]—*to study*—
student ['stju:dənt]

Hob doesn't like *study*.
Mr. Priestley is in his *study*.
We are going *to study* English.
The *students* are in Mr. Priestley's *study*.

going to

In Lesson 19 you can see another way of expressing the future, by using *going to*, e.g.

We are *going to* be present at their lessons.
We are *going to* listen to them talking together.
They are *going to* talk about their holidays.

PRONUNCIATION DRILL

[e]	[ə]		[ʌ]		[æ]
gentle	alone	cinema ¹	sun	love	glad
fellow	about	regular	run	lovely	manage
clever	ago	theatre	lunch	some	practical
vegetable	o'clock	breakfast	sunny	one [wʌn]	can
ready	doctor	vegetable	but ²	someone	canvas
already	clever	gaiety	butter	none	fat
breakfast	common	literature	funny	bucket	handsome

¹ or ['sinima:]

² weak form [bət]

EXERCISES

I. Put in the missing words:

1. You will often m— the students in this book.
2. We are going to be p— at their lessons.
3. We are going to l— to them t— together.
4. They are going to talk about their work and their h—.
5. They will talk about their j— and their s—.
6. They will tell you what they like and what they d—.
7. They will write l—, tell j— and sing s—.
8. I h— that you will soon know them.
9. Jan is not only clever, but he is a— a hard worker.
10. Lucille is tall and s—.
11. Olaf can walk all day and n— feel t—.
12. Pedro can talk well about m—, l— and life.
13. All the students e— Jan think that Frieda is pretty.
14. Hob thinks that football is t— m— like hard work.
15. Hob isn't p— or well-dressed.
16. He doesn't always l— to lessons.
17. He sometimes g— to s— there.
18. But he is good—.
19. He knows lots of f— stories.
20. We will f— the students into Mr. Priestley's study.

II. Use each of the following words or phrases in a sentence:

1. holidays. 2. funny. 3. friend. 4. rich. 5. much.
6. clever. 7. not only . . . but also. 8. grey. 9. slim.
10. almost every evening. 11. feel tired. 12. as strong as.
13. well-dressed. 14. literature. 15. except. 16. the first . . . the last.
17. certainly. 18. goes to sleep. 19. hard-working. 20. lots of.

III. Write the plurals of:

1. boy. 2. woman. 3. sheep. 4. potato. 5. story. 6. man.
7. country. 8. half. 9. wife. 10. study.

IV. Write a short description of:

1. Jan. 2. Lucille. 3. Olaf. 4. Pedro. 5. Frieda. 6. Hob.

Dictation

Mr. Priestley has some students at his house for lessons. There are six of them in all, four young men and two girls. Some of them are hard-working and clever; others are clever but don't do much work. One is slim and beautiful, and one is quiet and pretty. One is handsome and well-dressed, and can talk about music and pictures and literature; one is not handsome or clever but he tells funny stories. They are all friends and, in this book and the next three, they are going to talk about their work and their holidays, their joys and sorrows, what they like and what they dislike, and their lives generally.

LESSON 20 (Twentieth Lesson)

Comparison of Adjectives (I)

Scene: MR. PRIESTLEY'S STUDY.

Characters: LUCILLE, MR. PRIESTLEY, PEDRO, JAN, FRIEDA, HOB, OLAF.

LUCILLE: I had a letter from my sister Yvonne this morning. She is coming to London on Friday and asks me to meet her. May I go to the station to meet her on Friday morning please, Mr. Priestley, instead of coming to the class?

MR. PRIESTLEY: Certainly, Lucille. How long is she going to stay in London?

LUCILLE: About a fortnight, I think.

MR. PRIESTLEY: If you are not too busy with other things, come one evening and have dinner with my wife and me, and bring your sister with you.

LUCILLE: Oh, thank you. That's very kind of you. I am sure Yvonne will be pleased to meet you.

PEDRO: Have you any other sisters or brothers, Lucille?

LUCILLE: Yes, I have another sister, Marie, but I haven't any brothers.

JAN: You are lucky. I have neither brother nor sister.

FRIEDA: Then I am luckier than either of you. Our family is quite a big one; there are six of us. I have three brothers and two sisters.

PEDRO: Are Yvonne and Marie older than you, Lucille?

LUCILLE: Marie is older than I am; Yvonne is two years younger than I am.

JAN: Are your brothers and sisters older or younger than you are, Frieda?

FRIEDA: They are all younger; I am the oldest of the family. When I am here with you I feel young, but when I look at my brothers and sisters I begin to feel quite old.

HOB: That reminds me of my Uncle Albert—I will tell you about him some day. He's sixty now, but he says he doesn't feel a day older than forty; and he says, "A man is as young as he looks, and no older than he feels."

JAN: Tell me about the others in your family, Frieda.

FRIEDA: Well the youngest and the smallest one is Fritz; he's the baby of the family. He's only four. Then there are Hans and Peter, the twins. They are exactly as old as each other, thirteen, and exactly as tall as each other, and they are so like each other that people can hardly tell one from the other.

LUCILLE: What are your sisters' names?

FRIEDA: Gretchen and Ruth.

HOB: Are they as pretty as you are?

FRIEDA: Oh they are both prettier than I am. Ruth is the prettiest girl I know. They both have long fair hair, but Ruth's hair is longer and fairer than Gretchen's. Gretchen is fatter than Ruth. (She doesn't like you to say she is fat; and we tell her she will get thinner when she gets older.)

OLAF: I suppose Hans and Peter are at school.

FRIEDA: Yes; and the house is very much quieter when they are at school than when they are at home.



LUCILLE: Boys are always noisier than girls; you can't expect boys to be quiet.

FRIEDA: I'm sure you can't. Hans and Peter are quite the noisiest boys that I know—and the nicest.

JAN: Do they like learning?

FRIEDA: I'm sure they don't; they think of nothing but football and climbing and eating and joking and fighting.

HOB: I liked fighting when I was a boy. I remember my Uncle Albert giving me some very good advice. He said, "When you want to fight, always count a hundred before you hit the other

fellow—and if he is bigger than you, count a thousand.”

Comparison of Adjectives (I)

1. In Lesson 20 you had sentences like these:

Hans is *as old as* Peter.

Peter is *as tall as* Hans.

They are *as tall as* each other.

This form of the adjective (*old, tall, etc.*) is called the **Positive Degree**.

2. Then you had sentences like these:

I am *luckier* than you.

Are Marie and Yvonne *older* than you?

Ruth's hair is *longer* than Gretchen's, etc.

This form of the adjective (*luckier, older, younger, taller, etc.*) is called the **Comparative Degree**.

To form the **Comparative degree** we add **-er** to the **Positive**, e.g.

<i>Positive</i>	<i>Comparative</i>	<i>Positive</i>	<i>Comparative</i>
old	older	fat	fatter ¹
tall	taller	lucky	luckier ²
big	bigger ¹	pretty	prettier ²
thin	thinner ¹	happy	happier ²

¹ When the adjective ends in a single consonant letter with a single vowel letter before it, this consonant letter is doubled in writing.

² When the adjective ends in a consonant + y the y is changed to i.

3. You also had sentences like these:

I am the *oldest* of the family.

The *youngest* and the *smallest* one is Fritz.

Ruth is the *prettiest* girl I know.

They are the *noisiest* boys I know—and the *niciest*.

This form of the adjective is called the **Superlative Degree**.

To form the **Superlative degree** we add *-est* to the **Positive degree**, e.g.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
quiet	quieter	quietest
old	older	oldest
young	younger	youngest
tall	taller	tallest
fat	fatter	fattest
thin	thinner	thinnest
noisy	noisier	noisiest
pretty	prettier	prettiest

Notice particularly:—

1. With the *Positive* degree we use “as . . . as.”

Peter is as old as Hans.

Boys are not as quiet as¹ girls.

A man is as old as he feels.



¹ Sometimes with a negative we use *so . . . as*. E.g., Fritz is not *so* old as Hans.

2. With the Comparative we use "than", e.g.

Frieda is *older than* Fritz.

Boys are *noisier than* girls.

Gretchen is *fatter than* Ruth.



3. With the Superlative we often use "of" and "the", e.g.

Frieda is *the oldest of* them all.

Olaf is *the tallest of* Mr. Priestley's students.

Verbal Nouns

You had these sentences in Lesson 20:

Do they like *learning*?

They think of nothing but football and *climbing* and *eating* and *joking* and *fighting*.

I liked *fighting* when I was a boy.

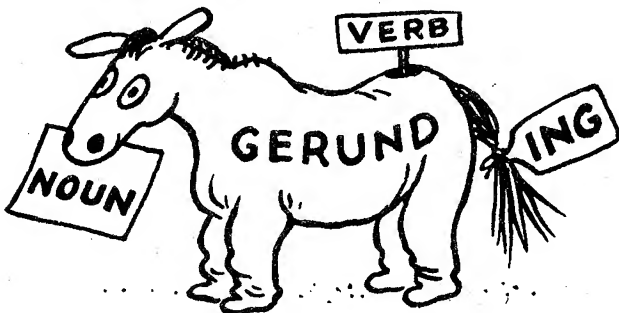
May I meet her instead of *coming* to the class?

And here is one from Lesson 19:

Hob doesn't like *swimming* or football.

The words *learning*, *climbing*, *eating*, *joking*, *fighting*, *coming* are partly verbs. But they are also partly nouns. *Climbing*, *eating*, *joking*, *fighting* are doing exactly the same work as the noun *football*.

All these words that are partly a verb and partly a



noun and end in *-ing* are **Verbal Nouns** (or Gerunds).

EXERCISES

I. Put in the missing words (the first letter of one or two of them is given):

1. May I go to the s— to meet her ——— coming to the class?
2. H— l— is she going to stay in London?
3. I have another sister but I haven't — brothers.
4. I have n— brother n— sister.
5. I am luckier than e— of you. Our — is quite a big one.
6. Are your brothers and sisters o— or y— than you?
7. The y— and the s— one is Fritz. Then there are Hans and Peter, the t—.
8. They are exactly — old — each other and exactly — tall — each other.
9. They are both prettier — I am.
10. They think of nothing but football and c— and e— and j— and f—.

II. Answer these questions. Make each answer a sentence.

1. What is the name of Lucille's sister?
2. When is she coming to London? How long is she staying?
3. What does Lucille want to do?
4. Why did Lucille say "That's very kind of you"?
5. How many brothers and sisters has Lucille?
6. How many are there in Frieda's family?
7. How many of them are younger than Frieda? How many are older?
8. What do you know about Jan's family?
9. Who is the youngest of Frieda's brothers and sisters?
10. What do you know about Hans and Peter?
11. What do you know about Gretchen and Ruth?
12. Do Hans and Peter like learning? What do they like?

III. Answer the questions on this "Story without words."

THE MEN AND THE CHAIR

Picture 1. How many men are there in this picture? They are walking in the park. How many chairs are there? Who is nearer the chair, Mr. Brown (the man with the stick) or Mr. Green (the man without the stick)?

Picture 2. Mr. Green is turning his head and he sees Mr. Brown. What is Mr. Green thinking? What is Mr. Brown thinking?

Picture 3. Mr. Green is beginning to walk faster, because he wants to get to the chair before Mr. Brown gets there. Why is Mr. Brown beginning to walk faster?

Picture 4. What are both men doing now? Is Mr. Brown running faster than Mr. Green now? Who do you think will get to the chair first? Why?

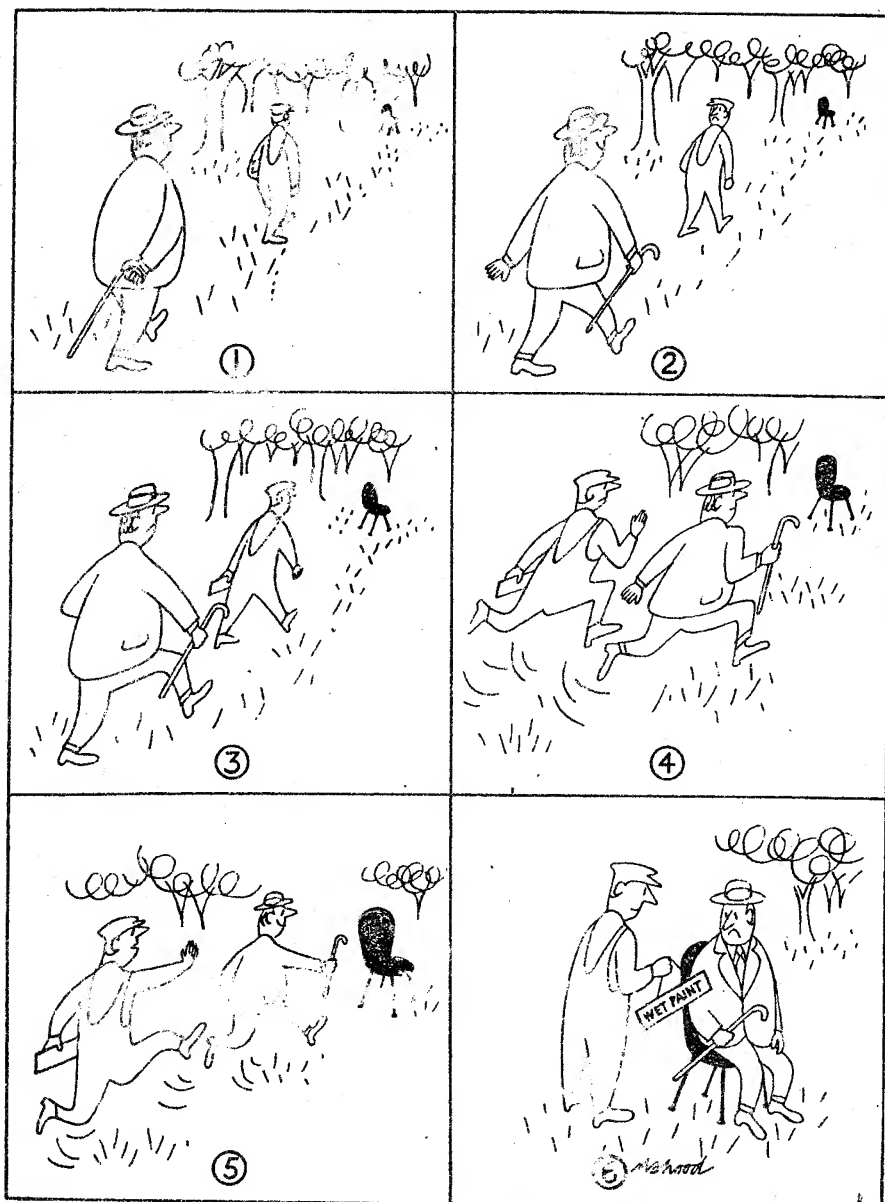
Picture 5. Mr. Green wants to stop Mr. Brown, but he can't. Mr. Brown gets to the chair first. Does he look happy?

Picture 6. What is Mr. Brown doing now? Does he look happy? What is Mr. Green holding? What words are on the notice?

Now you know why Mr. Green was going to the chair in Picture 1. Do you? . . . Why was he?

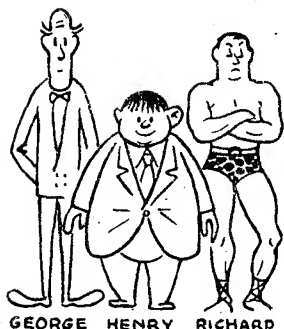
IV. Put in the right form of the adjective.

1. Marie is (old) than Lucille.
2. Lucille is (young) than Marie.
3. Lucille is not as (old) as Marie.
4. Uncle Albert doesn't look a day (old) than forty.



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5. Fritz is the (small) of the family.
6. Hans and Peter are exactly as (old) as each other and exactly as (tall) as each other.
7. Ruth is (pretty) than Frieda.
8. Ruth's hair is (long) and (fair) than Gretchen's.
9. Hans and Peter are the (noisy) boys that I know.
10. Boys are always (noisy) than girls.



V. Talk about George, Henry and Richard. Say which is older, younger, oldest, youngest, tallest, stronger, fatter, thinnest, etc., etc. Compare their feet, their hair, Henry's left ear and his right ear.

Dictation

Lucille's sister is coming to London and is going to stay for about a fortnight, so Mr. Priestley asks Lucille to bring her sister to dinner one evening at his house. Lucille thinks it is very kind of him to ask them and says she is sure her sister will like meeting Mr. and Mrs. Priestley.

The other students then talk about their brothers and sisters. Jan has neither brother nor sister. Frieda has two sisters and three brothers; two of the brothers are twins. Hob hasn't any brothers or sisters, but he has Uncle Albert and he is never tired of telling you about him.

Composition

1. Write about Frieda's family, or about your own.
2. Write the story of Mr. Brown, Mr. Green and the chair.

LESSON 21 (Twenty-First Lesson)

The students talk together on "Likes and Dislikes"

Scene: MR. PRIESTLEY'S STUDY.

Characters: MR. PRIESTLEY, FRIEDA, PEDRO, JAN, HOB, OLAF, LUCILLE.

MR. PRIESTLEY: Good morning. We will have a general talk this morning with all of you taking part. What things in life do you dislike? Come on, I want to hear your ideas. Frieda, will you begin, please?

FRIEDA: Well, I don't quite know what to say, but, to begin with, I don't like London. I am tired of London.

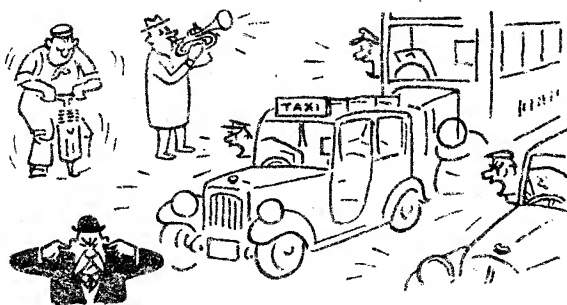
PEDRO: I remember, sir, a sentence of Dr. Johnson's,¹ "When a man is tired of London he is tired of life." Johnson and Dickens and Shakespeare (at least in his youth) certainly liked London.

JAN: Oh, London's all right, but there are too many people, too many cars, too many buses, too many taxis, and too much noise.

MR. PRIESTLEY: Yes, but, on the other hand, there are good libraries and museums and theatres

¹ Dr. Johnson (1709-84) was a famous English writer and dictionary-maker.

I know that you are fond of Shakespeare, Jan; and in one or other of the theatres there is always a Shakespeare play.



NOISE

JAN: Yes, I like Shakespeare's plays, and the library certainly helps me with my work; but when I have time, I like to get out of London and walk in the country and swim or play football.

MR. PRIESTLEY: What do you say to that, Frieda?

FRIEDA: I agree with Jan. I like London for some things, but after a time I get tired of it. My home is a quiet little place in Switzerland among the mountains, and when I am in the noise of London I always want to be among the mountains and the trees, or at some quiet seaside place (there are some lovely ones in England) with the sea and the yellow sand and the sunshine. And in summer when London is hot and burning . . .

HOB: I say, sir, I know a song, "London's Burning." Can I sing it? It begins, "London's . . ."

MR. PRIESTLEY: Wait a minute, Hob. You can sing your song at the end of the lesson, but I want to hear the others speak now. Lucille, do you like these quiet places?

LUCILLE: I certainly do not! I feel half dead in them. I know these quiet seaside places with miles of sand and no one on it except me, two or three noisy children and an old man or two. I once stayed at one of them—but only once. Never again for me! There was one small hotel with a sad-looking waiter. We had uneatable cabbage every day and undrinkable coffee every evening. The people in those places all go to bed at nine o'clock because there is nothing else to do.

MR. PRIESTLEY: Well, Lucille, we certainly know what you don't like. What do you like?

LUCILLE: I like gaiety and life and fun. I want to meet people, young and gay and interesting people. I like good hotels, with good food and good wine. I like theatres with bright music. I like flying, and motoring, if the car is a fast one.

MR. PRIESTLEY: What do you say, Olaf?

OLAF: I don't dance—and I don't want to dance. I enjoy going to the theatre when there is a good play there, a play by Shakespeare or Shaw or Galsworthy. I don't like "bright, musical" rubbish. I like people, people with ideas, people with character. But I don't like a lot of people all together. I love walking and climbing. Jan and I walked in Scotland last year and climbed the mountains there.

JAN: Yes, we enjoyed that holiday very much. We are going again next year, just the two of us; but not in a car and, above all, not in a fast car. I want to see the country, and you can't do that in a fast car; you can only do that when you walk.

OLAF: I hate cars with their noise and dust and smell.

MR. PRIESTLEY: And Pedro, what do you say?

PEDRO: It is very interesting to hear these different speakers and different ideas. I like the mountains and the quiet seaside for a time, for a week or two perhaps, but after that I feel that I want to see men and women—not just trees and mountains and sea, and so I come back to London or Paris or Vienna or Warsaw, to Rio de Janeiro or Buenos Aires. There I find what I want, the really enjoyable things of life, interesting people, books, good music, good plays, good pictures. Those are what I like.

HOB: Oh, talking about pictures, I like going to the pictures,¹ and I like eating and drinking and sleeping and jokes—I think that is all; at least, I can't think of any other things just now.

JAN: Don't you like coming to this class?

HOB: Oh, yes, I like coming here, and I like going away from here. What I don't like is *being* here.² Can I sing my song now, sir?

MR. PRIESTLEY: Very well, Hob.

¹ "The pictures" = the cinema (conversational)

² I told you that Hob wasn't polite!

HOB: Thank you. The name of the song is "London's Burning." It is a particular kind of song. They call it "a round." This is how you do it. Two singers, Olaf and you, sir, sing the first line. Then, when you are at the end of that line, two others, Pedro and Lucille, begin at line one, and you and Olaf go on with line two. When Pedro and Lucille are at the end of line one, and Olaf and you at the end of line two, then Frieda and Jan sing line one. Then as Olaf and you get to the last line, I sing the first line. So all of us are then singing four different things. When we get to the end of the song, we go to the beginning again. Is that all right?

MR. PRIESTLEY: Yes, I think so. Here it is on the piano (*plays*). Now then, begin. (*They sing.*) "London's burning, etc."

The musical score is written on four staves, each with a different starting point for the lyrics. The first staff begins with a treble clef and a key signature of one sharp (F#). The lyrics are: "Lon-don's burn-ing Lon-don's burn-ing". The second staff begins with the lyrics: "Look yon - der¹ Look yon - der". The third staff begins with the lyrics: "Fire! Fire! Fire! Fire!". The fourth staff begins with the lyrics: "Pour on wa - ter Pour on wa - ter". The musical notation consists of eighth and quarter notes, with some rests.

1st line
Lon-don's burn-ing Lon-don's burn-ing

2nd line
Look yon - der¹ Look yon - der

3rd line
Fire! Fire! Fire! Fire!

4th line
Pour on wa - ter Pour on wa - ter

LONDON'S BURNING (A round)

¹ Yonder = there (*old*).

COMMENTS ON LESSON TWENTY-ONE

Past Tense of Regular Verbs

"Regular" verbs form their past tense by adding *-ed* or *-d* to the present tense. You have examples of this in Lesson 21, e.g.

Shakespeare *liked* London (present tense, *like*).

I *stayed* in a quiet place (present tense, *stay*).

We *walked* in Scotland and *climbed* the mountains (*walk*, *climb*).

We *enjoyed* that holiday very much (*enjoy*).

Here are all the regular verbs from Lesson 1 to Lesson 21:

(1)

In all these verbs the pronunciation of the *-ed* is [id].

<i>Present</i>	<i>Past</i>	<i>Present</i>	<i>Past</i>
act	acted	end	ended
consist	consisted	repeat	repeated
count	counted	taste	tasted
need	needed	wait	waited
depend	depended	want	wanted

(2)

In all these verbs the pronunciation of the -ed is [d].

<i>Present</i>	<i>Past</i>	<i>Present</i>	<i>Past</i>
agree	agreed	learn	learned
answer	answered	love	loved
bathe	bathed	listen	listened
believe	believed	live	lived
burn	burned	manage	managed
clean	cleaned	move	moved
close	closed	nail	nailed
study	studied ¹	open	opened
please	pleased	sew	sewed
play	played	stay	stayed
question	questioned	carry	carried ¹
remember	remembered	telephone	telephoned
hammer	hammered	show	showed

(3)

In all these verbs the pronunciation of the -ed is [t].

<i>Present</i>	<i>Past</i>	<i>Present</i>	<i>Past</i>
box	boxed	dress	dressed
cook	cooked	finish	finished
cross	crossed	help	helped
dance	danced	smoke	smoked
kick	kicked	talk	talked
look	looked	thank	thanked
place	placed	work	worked
practise	practised		

¹ Note the change of y to i.

EXERCISES

I. Put in the missing words:

1. I want to hear your —.
2. When a man is — of London he is — of life.
3. In London there are too many — and too much —.
4. But on the other — there are good libraries and —.
5. At one or other of the theatres there is always a Shakespeare —.
6. I like to get — of London and walk in the —.
7. My home is a little — in Switzerland — the mountains.
8. I feel half — in these quiet places with — of sand and no one on it — me.
9. We had — cabbage every day and — coffee every evening.
10. I don't like bright, musical —.
11. I like g— to the pictures and e— and d— and s—.
12. I like c— to the class and I like g— away from here.

II. Name:

1. Three noisy things. 2. Three quiet things. 3. Two noisy places. 4. Two quiet places.

and write a sentence about each.

*III. Name six things that you like and six that you dislike.**IV. Say what the following people said in Lesson 21:*

1. Mr. Priestley. 2. Jan. 3. Frieda. 4. Lucille. 5. Olaf. 6. Hob.

V. Use each of the following words in a sentence:

1. noise. 2. library. 3. museum. 4. home. 5. place.
 6. among. 7. a play. 8. sand. 9. except. 10. uneatable.
 11. bus. 12. dead. 13. gaiety. 14. certainly. 15. interest-
 ing. 16. food. 17. dance. 18. rubbish. 19. enjoyable.
 20. piano.

*VI. Describe how to sing "a round" (i.e. a song like "London's Burning").**VII. Write, at home, about six sentences describing:*

1. A quiet place among the mountains.
2. The seaside.
3. A noisy street.

Dictation

Some people like quiet places among the trees and the mountains or by the seaside. There they can get away from the noise of buses and cars, of trains and people. They think that they can only get the really enjoyable things of life there.

Other people like to be in big towns, where there are libraries, museums, theatres, music, good food, good wine and interesting people. They don't feel happy when they are away from these things, and after a week or two they want to get back to them again.

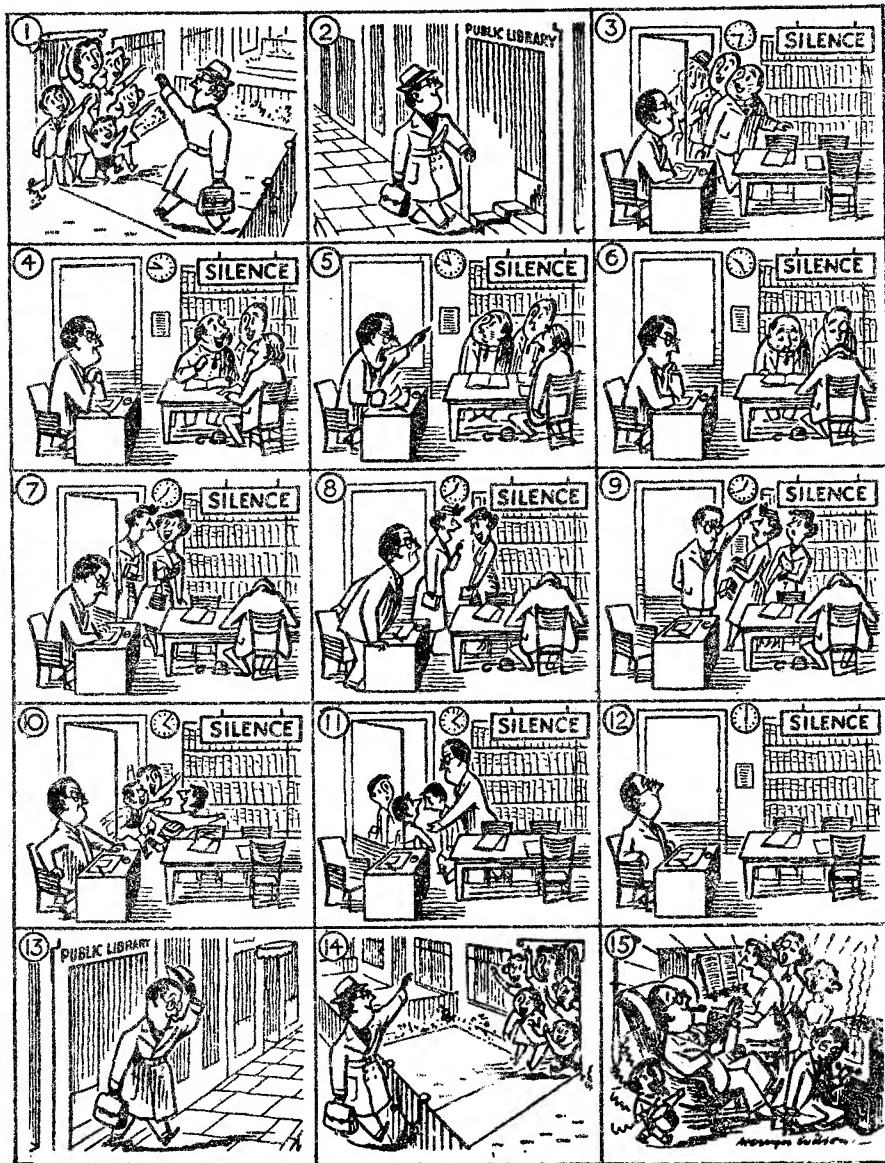
VIII. A Story Without Words

"SILENCE, PLEASE"

Picture 1 (p. 166). Here is Mr. Thompson leaving home in the morning, and saying goodbye to his wife and family.

How many children has he? How many boys? How many girls?

Is the ^{eldest}
 youngest } one a boy or a girl?



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Picture 2. This is where Mr. Thompson works. Is a *library* the same thing as a *bookshop*? Do they sell books in libraries in England?

Picture 3. What does the notice SILENCE mean?

Picture 4. What are the three men at the table doing? Are they being *silent*? Mr. Thompson is beginning to look angry.

Picture 5. Mr. Thompson is very angry. What is he pointing at? What do you think he is saying?

Picture 6. Are the men talking now? They are certainly not; they are reading silently.

Pictures 7 and 8. Who are coming into the library now? What are they doing? Does Mr. Thompson like this?

Picture 9. What is Mr. Thompson doing? Is he speaking to the women? Is he standing up or sitting down?

Picture 10. Who are coming into the library now? Are they walking in? Where do you think they are from? What time do they come out of school? (Look at the library clock.)

Picture 11. Mr. Thompson is sending them out of the library. How long were they in it?

Picture 12. Mr. Thompson is looking pleased. Why? (Look at the clock.)

Picture 13. He is leaving the library and is on his way home.

Picture 14. Here he is home again. Do his wife and children look glad to see him?

Picture 15. Mr. Thompson is at home. What is his wife doing? What are his daughters doing? What are his sons doing? What has Mr. Thompson in his hand? . . . in his mouth? What is he doing? Is there a notice saying SILENCE in this room? Is there silence in the room? Could you say in one word what there is? Does Mr. Thompson look angry, or unhappy?

(For picture 15 you will need the new words *piano* and *drum*.) Now tell (or write) the story of "*Silence, Please*."

Comparison of Adjectives (2)

HOB: I say, Pedro, you are a judge of cigarettes aren't you? Just try one of these and tell me if they are good. (*Pedro takes one and begins to smoke it.*)

HOV: Oh, it's not for me. You see, it's Uncle Albert's birthday next week, and as he likes good cigarettes I am going to send him a hundred of these. I can't think of a better present than a hundred cigarettes like this. Can you?

PEDRO (*having now smoked one of them*): Yes. Fifty cigarettes like this.



ARE THEY GOOD?

HOB: What do you mean—aren't they good?

PEDRO: Hob, they're terrible. Honestly, I don't remember ~~ever~~ smoking a worse cigarette than that. Where did you get them?

HOB: I saw a notice yesterday in a shop near the place where I live. It said: "The best cigarettes in London, 10/- a hundred."

PEDRO: If these are their best cigarettes, what are their worst ones like!

Look here, Hob. I bought a lot of cigarettes last week. Let me give you a box of them to send to your Uncle Albert. I don't say they are the best cigarettes in London but they are better than these.



UNCLE ALBERT

HOB: Oh, thanks; that's very good of you. Are your cigarettes very expensive? I mean, do they cost more than 10/- a hundred?

PEDRO: Well, they are not the most expensive in London but they are rather more expensive than 10/- a hundred.

OLAF enters

OLAF: I say, does either of you want a ticket for a dance? A friend sent me two tickets, but I don't want to go.

PEDRO: Why not? Don't you dance?

OLAF: I am the world's worst dancer.

HOB: I don't think you can be worse than I am. I was at a dance with a girl once, and I asked her if she knew a worse dancer than me. She didn't say a word, so I asked her again. She said, "I heard you the first time, Hob. I am trying to think of someone who is worse."

OLAF: Well, Pedro, what about you? Will you take the tickets?

PEDRO: Thank you very much. I will go if you are quite sure you don't want the tickets.

OLAF: Want them! If you can go there for me, you are my best friend.

PEDRO: I wonder if Lucille will go with me; she loves dancing, and I don't suppose she will want to work to-morrow night.

HOB: Lucille work! "If your work interferes with your pleasure, give up the work"—that's Lucille's idea of life.

Lucille has too much money and too little sense. Now, I've too little money and too much sense. My Uncle Albert says, "Often the more money you have, the less sense you have."

PEDRO: You are rather hard on Lucille. Do you think she ought to go to fewer dances?

HOB: Yes. She goes to too many dances and too few English lessons. She ought to go to fewer dances and more English lessons.

OLAF: And what about you?

HOB: Oh, I'm the most sensible person here—and Lucille is the least sensible. I go to too few dances—and too many English lessons.

OLAF: Is Lucille a good dancer?

PEDRO: Oh yes, wonderful. I don't know a better.
She is quite the best dancer I know.

OLAF: Then you ought to have a very good evening together.

PEDRO: Yes, I think so—but what are you going to do?

OLAF: Oh, perhaps go to the cinema. I finished my homework this afternoon. Did you finish your homework, Hob?

HOB: Yes, all that I'm going to do.

OLAF: Can you come with me, then?

HOB: Certainly. I'm always ready to go to the pictures.

PEDRO: Well, look here. I have two tickets for the new picture at the Plaza Cinema. I don't know what it is like, but here's what the *Daily News* says about it (*reads*):

"This is the most wonderful and most exciting picture ever made; more laughable than *Charley's Aunt*, more moving than *Limelight*; more expensive than *Chu Chin Chow*, more beautiful than *Romeo and Juliet*." I don't believe it, but if you want to go, here are the tickets.

OLAF: Oh! that's fine. Thank you, Pedro.

HOB: Yes, thanks, Pedro. It reminds me of the first time I went to one of these modern cinemas, soon after I came to England. Uncle Albert took me. It was dark when we went in, but we felt our way to our seats and sat down. After about ten minutes Uncle Albert said to me, "Are you enjoying it?" I said, "Yes, but this

seat is very uncomfortable I can't sit on it." He looked and said, "You'll be more comfortable if you turn the seat down."



SEAT
TURNED
UP

SEAT
TURNED
DOWN

Comparison of Adjectives (2)

In Lesson 20 you had one method of forming the Comparative and Superlative of adjectives, i.e. by adding *-er* and *-est* to the positive.

Some adjectives are compared by using *more* for the Comparative and *most* for the Superlative, e.g.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
expensive	more expensive	most expensive
wonderful	more wonderful	most wonderful
exciting	more exciting	most exciting
beautiful	more beautiful	most beautiful
comfortable	more comfortable	most comfortable

You will find examples of all these adjectives in the conversation (Lesson 22).

You will also find five adjectives with irregular forms of comparison; they are: *good*, *bad*, *much*, *many*, *little*.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	best
bad	worse	worst
much	more	most
many		
little	less	least

much many little few

We use *much* and *little* as adjectives with singular, "uncountable" nouns, e.g.

Lucille has too much money and too little sense.

We use *many* and *few* with plural, "countable" nouns, e.g.

She goes to too many dances and too few English lessons.

In London there are too many cars and too much noise.

A few means "some, but not many," e.g.

There are a few apples on the tree.

A little means "some, but not much," e.g.

I have a little money in my pocket.

Few means "not many"; *little* means "not much." In spoken English, "a lot of" is used for both "much" and "many" except in interrogative and negative sentences.

PRONUNCIATION DRILL

[ɪ]	[ʌ]	[ɜ:]	[ɔ:]	[ei]	[ai]
hit	bus	turn	fortnight	late	why
twin	dust	servant	nor	may	try
busy	drum	work	more	say	mile
family	rubbish	worse	story	hate	fight [fait]
positive	judge	worst	ordinary	grey	buy
enjoy	suppose	bird		cake	goodbye
exactly	once [wʌns]	certainly	[ɑ:]	change	remind
expect	wonder	superlative	part	paint	silence
expensive	among	birthday	dark	gaiety	either
explain	comfortable	university	dance	play	neither
			laugh [lɑ:f]		

EXERCISES

I. Turn the following into the past tense:

1. We like our holiday in Scotland.
2. He walks all day without feeling tired.
3. They often climb the big mountain.
4. He answers every question well.
5. We bathe in the sea every day.
6. The teacher always counts the students at the beginning of the lesson.
7. Lizzie always cooks the dinner well.
8. Hob generally burns the potatoes when he cooks them.
9. Lucille dances almost every evening.
10. Pedro looks handsome; he always dresses well.
11. My sister lives in a quiet little place in Norway.
12. The minute hand of the clock moves from one to two in five minutes.
13. Before the lesson the teacher opens the window and closes the door.
14. Jan's good work always pleases Mr. Priestley very much.
15. They play football every day of their holidays.
16. At every lesson the teacher questions the class on their homework.
17. For my holidays I generally stay at the seaside.
18. Pedro smokes thirty cigarettes a day.
19. Susan works in the house all day, and studies Spanish every evening.
20. Jan sometimes smokes a cigarette as he waits for the train.

II. Put in "much" or "many," "little" or "few" where there is a place for it. Give the reason in each case for your choice.

much many

1. There are too — buses in London.
2. I haven't — time for study.

3. Please don't make so — noise.
4. Jan doesn't know — people in London and hasn't — friends there.
5. I don't like too — butter on my bread.

little few

6. Hob said he had too — money and went to too — dances.
7. There are only a — cigarettes in the box; I had too — time to buy any to-day.
8. There is only a — tea left in the teapot.
9. Your homework is better; you have — mistakes than usual.
10. Jan gave me a — help with my work.

III. In the conversation on pp. 168–172 find as many examples as you can of the irregular comparison of adjectives and the comparison with “more” and “most.”

IV. Give the comparative and superlative of the following:

1. beautiful. 2. comfortable. 3. bright. 4. correct. 5. friendly.
6. difficult. 7. heavy. 8. helpless. 9. unkind. 10. careful.
11. quiet. 12. happy.

V. In place of the adjectives in brackets put the correct form, adding “more” or “most” where necessary:

1. What (*nice*) present is there than a box of chocolates?
2. What (*good*) present is there than a box of cigarettes?
3. My cigarettes are not the (*expensive*) in London.
4. This is the (*wonderful*) and (*beautiful*) picture that has ever come out of Hollywood.
5. Frieda is (*old*) than Hans; she is the (*old*) of the family.
6. Summer is (*warm*) than winter.

7. Summer is the (*warm*) of the four seasons.
8. London is (*big*) than Manchester.
9. Manchester is (*small*) than London.
10. The aeroplane is (*fast*) than the train.
11. This picture is (*beautiful*) than *Romeo and Juliet* and is (*moving*) than *Lénelight*.
12. The train is (*slow*) than the aeroplane.
13. Frieda is (*pretty*) than her sister.
14. Lucille is (*slim*) than she was a year ago.
15. Winter in London is (*foggy*) than in Paris.
16. These are the (*bad*) cigarettes I have ever smoked.
17. "The (*good*) cigarettes in London, 10/- a hundred."
18. If these are the (*good*) cigarettes in London, the (*bad*) must be terrible.
19. I think I am the (*bad*) dancer in the world.
20. You are not (*bad*) than I am.
21. Your work is much (*bad*) than I thought.

LESSON 23 (Twenty-Third Lesson)

“The Cat that caused a wedding”

(Practice in the past tense of regular verbs—and some irregular ones)

HOB: I went to the wedding of my old friend Tom Bailey and Miss Helen Jones last week. I enjoyed it very much. It was a good wedding with lots to eat and drink and there were some bright, lively people there. Tom is a lucky fellow. His wife is a very pretty girl, young and gay and interesting, and clever too. Oh yes, he is a lucky man. And it all happened because of a cat.

JAN: What do you mean? How could a cat cause a wedding?

HOB: Yes, it sounds funny, but it is true. It happened like this:—

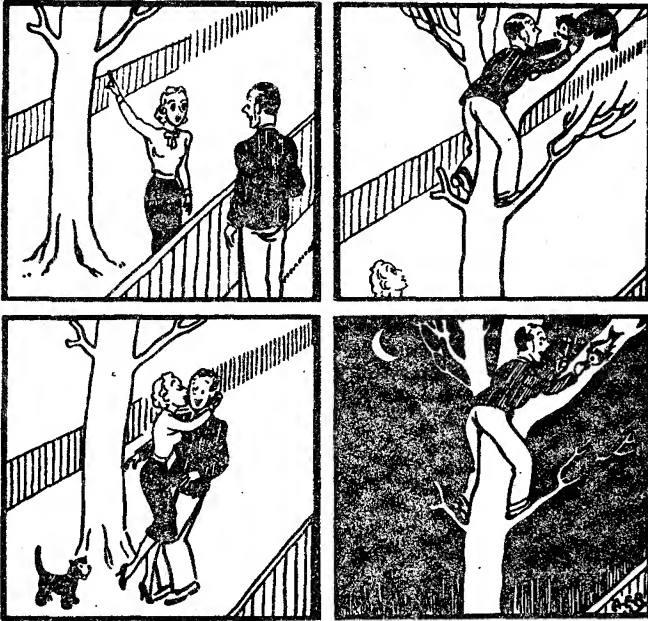
Helen lived in the next house to Tom, and Tom was soon head over heels¹ in love with Helen—and I am not surprised. He used to look at her over the garden wall; he talked to her one day for a short time; he walked to the station with her once or twice; and one evening, one great evening in his life, he went to a Christmas party and danced with her.

But Tom isn't much of a talker (he's different from me), and when he was with Helen he seemed to have nothing to say. He wanted to say such a lot, but the words just dried up and he could never say anything.

Then one day he walked out into the garden

¹ Head over heels in love = quite, completely in love.

and saw Helen on the other side of the wall looking very unhappy and worried. Tom said, "What is the matter?" and she pointed to the big tree in her garden and answered, "..."



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But I won't tell you what she said. Here it is in pictures. I asked a friend—an artist—to draw it for me. His pictures will tell you the story better than I can, and you will see how a cat caused a wedding.

NOTE: If you can't understand the story from the pictures you will find it in words in Exercise III, page 183. These words and phrases will help you to understand and then to tell the story:

up the tree; can't get down; carry the cat down; the cat is safe; it gets down safely; puts her arms round his neck; to kiss (gives him a kiss); fish.

LESSON 24 (Twenty-Fourth Lesson)

The Simple Past Tense

In Lesson 23 you have other examples of the past tense of regular verbs, e.g.

happened, caused, surprised, seemed,
dried (verb to dry), worried (verb to worry).

(In all these the pronunciation of *-ed* is [d].)

sounded, pointed.

(Pronunciation of *-ed* here is [id].)

There are also some "irregular" verbs. Irregular verbs are verbs that do not form their past tense by adding *d*, *ed* or *t*. Hob uses the past tense of three of them:

I *went* to the wedding of my friend.

He *saw* Helen on the other side of the wall.

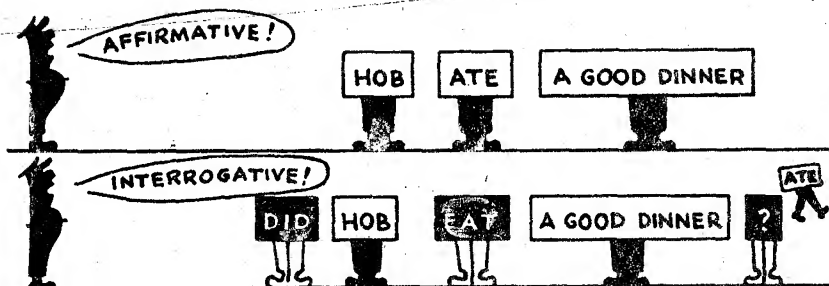
Tom *said*, "What is the matter?"

The other irregular verbs in that lesson are *eat*, *drink*, *draw*, *understand*, *put*, *find*, *tell*, *get*, *give*.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Present Tense</i>	<i>Past Tense</i>
go	went	drink	drank
see	saw	draw	drew
say	said [sed]	understand	understood
eat	ate	put	put
give	gave	get	got
find	found	tell	told

The Simple Past Tense Interrogative

To form the Simple Past Tense Interrogative of all verbs except *to be*, *can*, and one or two others,¹ we use the past tense of *do* (i.e. *did*) with the infinitive of the verb, e.g.



Affirmative

Shakespeare liked London.
 Lucille stayed at a quiet place.
 Tom danced with Helen.
 He walked to the station.
 Hob went to the wedding.
 Tom saw Helen in the garden.

The artist drew the picture.
 They understood the picture.
 She put her arms round his neck.
 Hob ate a good dinner.
 He drank the wine.

Interrogative

Did Shakespeare like London?
 Did Lucille stay at a quiet place?
 Did Tom dance with Helen?
 Did he walk to the station?
 Did Hob go to the wedding?
 Did Tom see Helen in the garden?

Did the artist draw the picture?
 Did they understand the picture?
 Did she put her arms round his neck?
 Did Hob eat a good dinner?
 Did he drink the wine?

The answers to these questions are: "Yes, he did," or "Yes, they did," or "Yes, she did," etc.

¹ The same as those in the footnote on p. 110.

The Simple Past Tense Negative

To form the Simple Past Tense Negative of all verbs except *to be*, *to have*, *can*,¹ etc., we use the verb *did* with *not* and the infinitive of the verb, e.g.

Affirmative

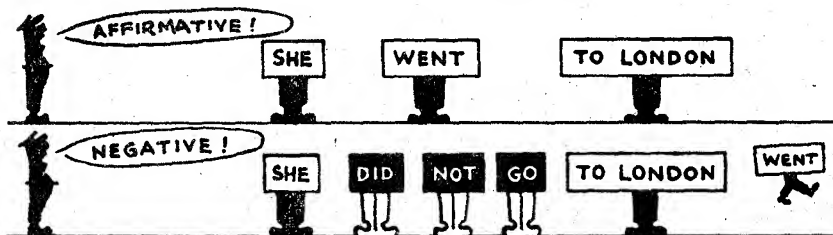
Pedro liked London.
Jan stayed at the Devon Hotel.
Tom danced with Helen.
He walked to the station.
Hob went to the wedding.
Tom saw Helen in the garden.

The artist drew the picture.
They understood the picture.

She put her arms round Tom's neck.

Negative

Frieda did not like London.
Lucille did not stay at the Devon Hotel.
Hob did not dance with Helen.
I did not walk to the station.
Jan did not go to the wedding.
We did not see Helen in the garden.
I did not draw the picture.
They did not understand the picture.
She did not put her arms round Hob's neck.



In conversation we often shorten *did not* to *didn't*, e.g.

Hob ate a good dinner.
He drank the wine.

Tom *didn't* eat a good dinner.
He *didn't* drink the wine.

The negative answer to questions in the past tense is, "No, he didn't," "No, they didn't," etc.

¹ The same as those in the footnote on p. 110.

used to

Note the idiom *used to* on page 177.

He *used to* look at her over the garden wall.

We use this for a repeated action in the past, generally with the idea that the action is finished now, e.g.

I *used to* go to the class every day (but I don't now).

He *used to* have dinner at that hotel (but he doesn't now).

She *used to* speak English badly (but she doesn't now).

PRONUNCIATION DRILL (*Revision*)

In these "revision" exercises, you are given some words that may cause difficulty. In this (and in all revision drill), after you have practised the pronunciation, use each of the words in a sentence.

air, answer, any, many, bread, head, meant, breakfast, meal, pleasant, real, ready, aunt, buy, character, comfortable, enough, ate, light, eye.

EXERCISES

I. Turn the following into the Simple Past Tense:

1. This seems quite easy.
2. He never dries his hands carefully on the towel.
3. My cat likes fish.
4. That sounds funny.
5. The students go to the class every week-day.
6. I often see aeroplanes flying over my house.

7. I can see the aeroplane in the sky.
8. The students are in Mr. Priestley's study.
9. We understand the story quite well.
10. The children eat too many ices.
11. This artist draws very good pictures.
12. Lucille never drinks tea in the morning.
13. It is not often that Hob goes to a wedding.
14. That is what Hob says.

II. Make three sentences, each with the idiom "used to."

III. Write the following in the Past Tense:

Helen points to the tree, and Tom looks up there. He sees Helen's cat high up in the tree. It can't get down and is looking as unhappy as Helen is. Tom goes over the garden wall and climbs up the tree and carries the cat down safely. Helen is so pleased to get her cat again that she puts her arms round Tom's neck and gives him a kiss. This pleases Tom very much. This is certainly what he likes. He wants the cat to climb up the tree every day. So that night he waits until it is dark and then he climbs the tree. He carries a hammer and nails and a fish in his hand. He knows that cats like fish so he nails the fish to the tree. If the cat goes up the tree the next day, he hopes to get another kiss.

IV. Make these sentences interrogative:

1. This work seemed easy.
2. He dried his hands carefully.
3. The cat liked fish.
4. That sounded funny.
5. The students went to the class yesterday.
6. He saw the aeroplanes flying over London.
7. He could see the aeroplane in the sky.
8. The students were in Mr. Priestley's study.

9. They understood the story very well.
10. The children ate too many ices.
11. This artist drew a picture of the story.
12. Hob drank tea for breakfast.
13. Hob went to the wedding.
14. The cows ate all the cabbages.
15. The boys saw the sun rise this morning.
16. The girls put their books on my desk.
17. The cat went up the tree.
18. Tom saw the cat near the top of the tree.
19. Helen put her arms round Tom's neck and kissed him.
20. Hob said that.

(This exercise will help you with No. 1)

V. Make all the sentences in Exercise IV negative.

VI. Answer these questions (a) affirmatively,¹ (b) negatively:

1. Did he write the letter?
2. Did he draw the picture?
3. Did the ladies drink cups of tea?
4. Did the girls put their books in the desk?
5. Did the cat go up the tree?
6. Did the boys see the sun rise?
7. Did they understand the story?
8. Did you understand the story?
9. Could you understand the story?
10. Did the children eat ices?
11. Were the students in the study?
12. Did the cows eat all the cabbages?
13. Did you see my brother last week?
14. Did you go to the theatre on Friday?

¹ You can answer them with the short conversational answers: "Yes, he did," "No, he didn't," "Yes, I could," "No, I couldn't," etc., and then, for practice in the use of the verb, with the full answer, e.g. Question: "Did he write the letter?" Answer (affirmatively): "Yes, he wrote the letter"; (negatively): "No, he didn't write the letter."

15. Were you at the theatre on Friday?
16. Did he dry his hands on the towel?
17. Did he see the aeroplane in the sky?
18. Did the dog eat the ice-cream?
19. Did you go to play football yesterday?
20. Did he drink the wine?

VII. Turn each of the following into the Simple Present Tense:

1. He wrote a letter.
2. The artist drew a picture.
3. The ladies drank cups of tea.
4. The cat went up the tree.
5. We understood the story.
6. The boy ate the ice-cream.
7. I saw your brother in the field.
8. Henry went to London every day.
9. The boy put his books on the table.
10. The men put their books on the table.
11. They wrote letters from South America.
12. She wrote letters from South America.
13. They went to the theatre every week.
14. He went to the theatre every week.
15. We all understood this lesson.

LESSON 25 (Twenty-Fifth Lesson)

Irregular Verbs. Past Tense Negative and Interrogative

Scene: MR. PRIESTLEY'S STUDY BEFORE THE LESSON.
FRIEDA, LUCILLE, HOB.

FRIEDA: How did you come here this morning, Lucille? Did you come by car?

LUCILLE: No, something went wrong with my car last night, so I walked here.

FRIEDA: So did I. I came down Bond Street and Oxford Street. Did you?

LUCILLE: Yes.

FRIEDA: Did you see the dresses in Harridge's? They had a lot of them in brown and grey. I thought they were very nice.

LUCILLE: I looked at the windows for a few minutes and I saw the dresses, but I didn't like any of them.

FRIEDA: Didn't you? Why not?

LUCILLE: I didn't like the cut or the style of any of them, and I like bright colours.

FRIEDA: Of course, your taste isn't my taste. We are quite different, and what suits you doesn't suit me.

LUCILLE: I think your clothes always look very nice; they are quiet and in very good taste. Did you buy these clothes in London?

FRIEDA: No, I bought them in Berne last summer.

Do you buy your clothes in London?

LUCILLE: No, I generally buy them in Paris.

FRIEDA: Isn't it very expensive to buy them in Paris?

LUCILLE: No, it's about the same as in London. So when I want new clothes I go to Paris.

HOB: And how often is that?

LUCILLE: Hello, Hob! I didn't know you were listening. You want to know how often I buy a new dress? Oh, about once every month or six weeks.

HOB: Do your clothes only last a month? Why don't you buy good clothes? My suits last six years, not six weeks.

LUCILLE: Oh, you don't understand. A woman must have new clothes. She can't wear the same old things time after time.

HOB: Why must she have new clothes? I always think that a woman believes what she wants to believe, not what is really true.

LUCILLE: Isn't Hob clever to-day? Have you any other great thoughts, Hob, to give us? I really think that you ought to write a book: *What I Know About Women*.

HOB: You can laugh if you like, but I know what I am talking about. You are like the woman in the story——

LUCILLE: Don't tell us that you know a story about a woman who only believed what she wanted to believe.

HOB: Yes, I do. She went to a doctor because she

wanted to believe that she was not very well. The doctor said, "You must take cold baths, go out in the fresh air and wear light clothes."

LUCILLE: And didn't she believe what he told her?

HOB: Well, she went home and said to her husband, "The doctor says that I must go for a holiday to the seaside for sea-bathing, then to the mountains for mountain air, and I must get a lot of new, light dresses."

PEDRO and JAN enter

HOB: Hello! We were just talking about clothes.

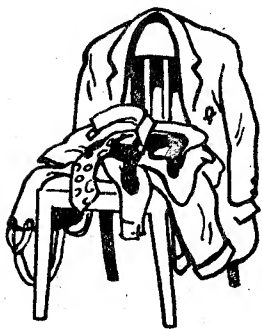
JAN: I saw in the newspaper to-day that now is a good time to buy your suit for next summer.

HOB: I already have my suit for next summer.

JAN: You are very quick. When did you buy it?

HOB: Two years ago last summer. This is it!

A woman came to our house last week wanting to buy old clothes. She said to me, "What do you do with your old clothes?"



HOB'S OLD CLOTHES

JAN: And what did you say?

HOB: I said, "I take them off and leave them on a chair at night, and put them on again next morning."

JAN: I want a new suit, Pedro; can you tell me the name of a good tailor? You are always very well-dressed.

PEDRO: I got this suit at Bernard Hall's in Savile Row. He's a very good man. I can give you the address if you want it.

JAN: Thanks! Is he expensive?

PEDRO: I don't think that he is expensive, for such a good tailor. I paid thirty guineas¹ for this suit.

JAN: That is rather too much for me. I generally pay about ten or eleven pounds.

HOB: And these are the clever fellows. They think that I am not clever; but I didn't pay twenty guineas for this suit; I didn't pay nine or ten pounds. I paid three pounds ten shillings—and it lasts me just as long.

PRONUNCIATION DRILL

Here are just two sounds for practice, [ɔi] and [iə].

[ɔi]		[iə]			
boy	boil	ear	dear	really	dearer
joy	noise	hear	near	dearest	interfere
voice	enjoy	here	fear	nearly	idea
		clear	beer	clearly	museum

EXERCISES

I. Put in the words omitted:

1. Something w— — with my car.
2. Did you see the d— in Harridge's windows?
3. I didn't like the — and — of any of them.
4. I like — colours.

¹ A guinea is one pound one shilling.

5. We are — different and what — you doesn't — me.
6. I think your — always look very nice.
7. Did you — these clothes in London?
8. I bought them in Berne last —.
9. Isn't it very — to buy them in Paris?
10. No, it's about the — as in London.
11. I buy clothes — every month or six weeks.
12. My suits — six years not six weeks.
13. Oh, you don't u—.
14. A woman can't — the same old things time after time.
15. A woman b— what she wants to b— not what is — —.
16. Have you any other — thoughts to give us?
17. She went to a — because she wanted to believe that she
was not very well.
18. You must go out in the frèsh — and — light clothes.
19. Here is the a— of my tailor.
20. I don't think that he is e— for — a good tailor.

II. Use each of the following words in a sentence:

- | | | |
|------------|-------------------|-------------|
| 1. dress | 8. summer | 15. really |
| 2. cut | 9. expensive | 16. true |
| 3. style | 10. once | 17. great |
| 4. bright | 11. to last | 18. doctor |
| 5. to suit | 12. to understand | 19. tailor |
| 6. clothes | 13. wear | 20. address |
| 7. buy | 14. believe | 21. guinea |

III. Answer the following questions:

1. How did Lucille come to the class this morning?
2. Where did she see some dresses?
3. Did she like them?
4. What colours were they?
5. What kind of colours does Lucille like?
6. What was it about the dresses that Lucille didn't like?
7. Does the same thing suit all people?
8. Where did Lucille buy her clothes?

9. Where did Frieda buy her clothes?
10. Did Lucille say it was very expensive to buy clothes in Paris?
11. How often does Lucille buy a new dress?
12. What was Hob's "great thought" about women?
13. What did the doctor tell the woman?
14. What did the woman tell her husband?
15. When did Hob buy his suit for next summer?
16. Where did Pedro buy his suit?
17. How much did he pay for it?
18. Did he think that his tailor was expensive?
19. What did Jan pay for his suit?
20. What did Hob pay for his suit?

IV. With one student as the doctor, one as the woman, and another as her husband, tell Hob's story.

Dictation

If you want a good suit you must go to a good tailor. Of course a good tailor is rather expensive. You must pay, in England, from ten to thirty pounds, but I like to get a really good suit. You pay, of course, for the cut and style, but a good suit lasts for a long time. It wears well and you always look well-dressed in it.

LESSON 26 (Twenty-Sixth Lesson)

Comments on Lesson 25

IRREGULAR VERBS (continued)

In Lesson 25 there are some more examples of the past tense of irregular verbs, e.g.

I *came* down Bond Street.

I *thought* the dresses were very nice.

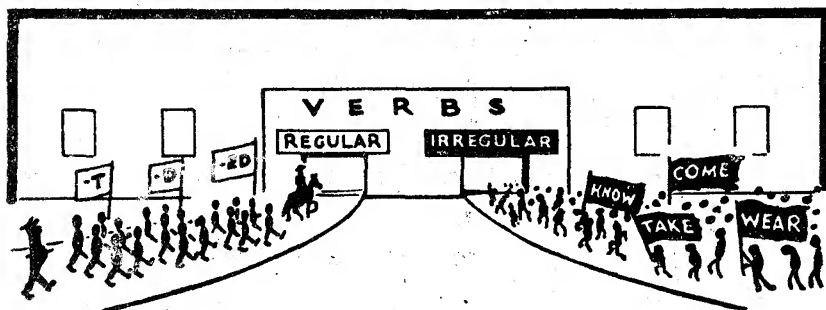
I *bought* these clothes in Berne.

I *got* this suit in Savile Row.

I *paid* thirty guineas for it.

The other new irregular verbs in the lesson are *cut, wear, write, know, take, leave*.

Present Tense	Past Tense	Present Tense	Past Tense
come	came	wear	wore
think	thought	write	wrote
buy	bought	know	knew
pay	paid	take	took
cut	cut	leave	left
bring	brought	tell	told



Verbs and Nouns

In Lesson 25 *cut* was a noun:

I didn't like the *cut* of the dresses.

Here it is as a verb:

A bad tailor can never *cut* a suit well.

In the same way *dress*, *address*, *thought*, can be nouns or verbs. Examples:

- (a) She always *dresses* well (VERB).
- (b) Her *dresses* are very expensive (NOUN).
- (a) Please *address* this letter for me (VERB).
- (b) I don't know the right *address* (NOUN).
- (a) I *thought* that the dresses were very nice (VERB).
- (b) Hob gave us another "great *thought*" to-day (NOUN).

But note that the noun *suit* and the verb *to suit* are quite different in meaning.

- (a) I bought this *suit* at a good tailor's (NOUN).
- (b) She looks very nice in that dress; it *suits* her very well.
(VERB).

Clothes, cloth

Cloth, pronounced [klɒθ], is a material, e.g.

That is a good piece of *cloth*. Make a suit from it for me.

The tailor cuts the *cloth*.

The tailor makes *clothes*, pronounced [klaʊðz], from the piece of *cloth*.

Note that *clothes* is always plural and takes a plural verb:

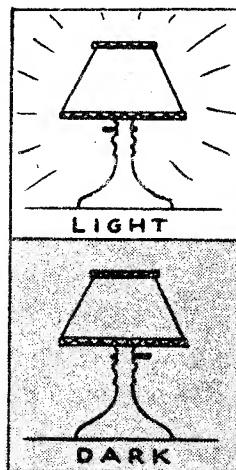
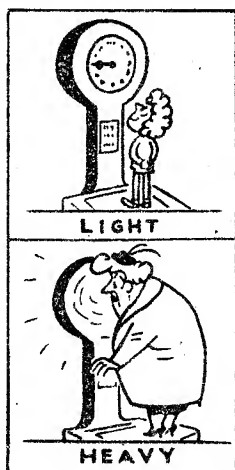
His *clothes are* always very good.

Light

In Lesson 15 you had the word *light* as an opposite of *dark*, e.g.

Frieda's hair is *light* brown, Jan's is *dark* brown.

On page 188 *light* has quite a different meaning. There it is the opposite of *heavy*.



The Possessive Case

In the sentences:

Did you see those dresses in Harridge's?

I got this suit at Bernard Hall's.

I must go to the tailor's for my suit.

we use the 's here because the word "shop" is understood, i.e.

in Harridge's (shop).

at Bernard Hall's (shop).

"So did I"

In Lesson 17 you had the construction:

"I get up at half past seven—and so does my husband."

In Lesson 25 you have the same construction in the past tense:

"I walked here." "*So did I.*"

PRONUNCIATION DRILL (*Revision*)

face, family, figure, fight, right, night, bright, fire, first
Friday, friend, fruit, gaiety, go, gone, grey, guinea.

EXERCISES

I. Complete the following. The first one is done for you:

<i>Infinitive</i>	<i>Past Tense</i>	<i>Past Tense Interrogative</i>	<i>Past Tense Negative</i>
1. to see 2. to dance 3. to come 4. to know 5. to understand 6. to go 7. to speak 8. to do 9. to think 10. to buy 11. to drink 12. to pay 13. to get 14. to wear 15. to say 16. to eat	I saw	Did I see?	I didn't see

V. Make the following sentences interrogative:

1. She danced from seven o'clock to midnight.
2. Frieda played tennis very well.
3. Those letters came to England by aeroplane.
4. They saw the boy swim to the big rock.
5. Pedro went to a good tailor for his suit.
6. Hob knew a song about London.
7. Lucille bought a dress in Paris.
8. The students went to the museum yesterday.
9. They saw many interesting things there.
10. He understood the lesson very well.
11. Hob thought that the lesson was too long.
12. The students sang their song very well.

*VI. Make each of the sentences in Exercise V negative.**VII. Make questions to which the following could be answers:*

e.g. No. 1 is an answer to the question, "What did he pay the tailor for?" You can have two or three questions to some of the sentences.

1. He paid the tailor for the suit.
2. Pedro wore his new suit.
3. Hob told a funny story.
4. Lucille came to London in a car.
5. They all understood the lesson.
6. Lucille came here in her car.
7. He said that he liked learning English.
8. They saw Lucille in Paris.
9. Jan did his work very well.
10. The boys looked at the aeroplanes in the sky.
11. Hob went to Helen's wedding.
12. Tom saw Helen in the garden.
13. The artist drew the picture.
14. They all understood the picture.

II. Make the following sentences negative:

1. Hob answered all the questions.
2. The boys and girls bathed in the sea every day.
3. Lucille bought a new dress.
4. I drank my cup of tea.
5. The boy took the letter in his hand.
6. The cook made breakfast early in the morning.
7. The students went to Mr. Priestley's house every day.
8. The waiters put the cups on the table.

III. Put the following into the past tense:

1. He comes to the class every day.
2. She goes to Paris for her new dresses.
3. You do that work very well.
4. Frieda sometimes sees nice dresses in Harridge's window.
5. A good suit lasts a long time. (*For the answer begin, "My good suit . . ."*)
6. Jan thinks a lot about his work.
7. Pedro buys his suits in Savile Row.
8. I know the answer to your question.
9. They understand everything that we say to them.
10. I believe what you tell me.
11. The tailor cuts the suit well, and so I wear it for a long time.
12. He can't understand what you say.
13. Jan pays ten pounds and he gets a good suit.
14. Frieda writes the letter and addresses it to her sister.
15. I see the trees of Hyde Park when I go to the window and look through it.

IV. Use each of the following in a sentence, (a) as a noun, (b) as a verb:

1. dress.
2. address.
3. cut.
4. thought.
5. suit.

15. The waiter put some plates on the table.
16. Hob ate a good dinner.
17. He drank a cup of coffee.
18. The cat went up the tree.
19. Frieda bought some clothes in Berne.
20. Hob took a long time to answer the question.

VIII. Put in the word omitted:

Frieda's hair is light, but Pedro's is —.

When the sun goes down it is quite —.

One book is quite light, but twenty of them are —.

IX. Write the story of "The Men and the Chair" (p. 155) in the past tense. Begin: "Yesterday Mr. Green and Mr. Brown were walking in the park. They said . . ."

LESSON 27 (Twenty-Seventh Lesson)

The students talk together on "Food"

Scene: MR. PRIESTLEY'S STUDY.

HOB, MR. PRIESTLEY, OLAF, LUCILLE, FRIEDA, JAN,
PEDRO.

HOB: Can we have a talk this morning, sir, about food, about breakfasts and lunches and dinners, and so on? It is a subject that interests me very much.

MR. PRIESTLEY: Certainly, Hob. But Lizzie could tell you more about this. She is the person who cooks our meals.

HOB: What did she cook for breakfast to-day, sir?

MR. PRIESTLEY: We had fruit, boiled eggs, toast, bread and butter, marmalade, and tea.

OLAF: I had a breakfast this morning that I enjoyed very much; a cereal,¹ bacon and eggs, marmalade, toast, coffee. I think there is nothing like an English breakfast.



LIZZIE THE COOK

¹ Cereal = a food made from grain, e.g. "Corn Flakes".

LUCILLE: No bacon and eggs in the morning for me, thank you. My breakfast is always rolls and coffee.

FRIEDA: You can't drink English coffee, can you?

LUCILLE: Luckily, at my hotel, there is a cook who is French; so I can drink the coffee.

MR. PRIESTLEY: So you don't like English coffee?

LUCILLE: Oh, no! English people can't make good coffee.

OLAF: That's true. Their bacon, their bread, their butter, their tea are always good; their coffee is always bad.

MR. PRIESTLEY: Where must I go to get good coffee?

LUCILLE: Come to France; we always make good coffee there.

JAN: I like Polish coffee; our coffee is always good.

OLAF: Come and taste the coffee that we make in Sweden. There is none like it.

FRIEDA: We make lovely coffee in Switzerland—coffee with thick cream in it.

MR. PRIESTLEY: Pedro, you know many countries. You must give us your ideas.

PEDRO: Well, the coffee of South America is really first-class. Then I got some Egyptian coffee in Cairo that I enjoyed very much. I drank some good coffee in Turkey. The Dutch know how to make coffee. It is always good in Portugal.

MR. PRIESTLEY: And what about England?

PEDRO: In England I always drink tea.

MR. PRIESTLEY: Thank you. I now know where I can get good coffee.

ALL THE STUDENTS: Where is it, sir? It is in my country, isn't it?

MR. PRIESTLEY: It seems to be in all countries except England.

HOB: Do you know the story about the man who was having breakfast in an English hotel? He took a drink from his cup and then said to the waiter, "Waiter, is this tea or coffee?"

The waiter said, "Can't you tell the difference, sir, by the taste?"

"No," the man said, "I can't."

"Well," answered the waiter, "if you can't tell the difference, what does it matter which it is?"

PEDRO: I think there is a sameness about English dinners that makes them uninteresting—boiled potatoes, roast beef that is often burned or not cooked enough, cabbage that is watery¹ and tasteless.

OLAF: Well, you can say what you like, but give me my English breakfast and English food generally.

JAN: I think Olaf is right. Good roast beef, nicely-browned roast potatoes, and . . .

HOB (*interrupting*): I know a song about roast beef. (*Sings.*)



I am sorry that is the only line that I know.

¹ Watery = with too much water in it.

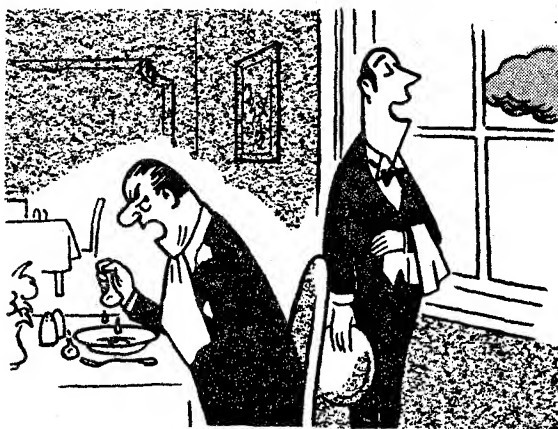
LUCILLE: We are not sorry. The line that you sang was quite enough.

JAN: As I was saying when Hob interrupted me, where can you get roast beef like English beef?

OLAF: Or mutton like English mutton?¹

PEDRO: Or soup like English hotel soup. Nowhere, thank heaven!

HOB: Do you know the story of the man who was having soup in an English hotel? The waiter gave it to him and then, looking out of the window, said to the man, "It looks like rain, sir."²



IT LOOKS LIKE RAIN, SIR

"Yes," said the man, as he took a spoonful of soup, "and it tastes like rain, too."

¹ He could add, "or Scotch beef, or Welsh mutton."

² "It looks like rain," means "It looks as if it is going to rain." The man gives the words another meaning, i.e. "The soup looks as if it is rain, and tastes as if it is rain."

JAN: Soup doesn't matter to me if I get some good beef and potatoes and then some bread and cheese and butter. After a lunch like that, I can work all day.

HOB: After a lunch like that, I can sleep all afternoon.

PEDRO: The hotel that I am staying at is really quite good. We have . . .

HOB (*again interrupting*): Talking about hotels, do you know this story about King George III of England? He was in the country one day and stopped at a small hotel for lunch. He wasn't very hungry, so he had only two boiled eggs. He ate them and asked for the bill. The landlord

THE WHITE HORSE HOTEL JOKESTOWN				
Landlord: JOHN BULL.		Eggs. Butter. Cheese.		
April 1st	For two eggs (boiled)	2	-	-
		£ 2	-	-

THE BILL

gave him the bill—two pounds. The King said, "What! Two pounds for two eggs? Eggs must be very scarce here."

"No, sir," said the landlord, "eggs are not scarce—but kings are."

LUCILLE: Oh, Hob, that's an old story. You will see it in every English book for foreign students. We can't laugh at that.

HOB: Oh, you ought to be like my Uncle Ben.

LUCILLE: Why, what is so good about him?

HOB: I'll tell you. Here is a little poem that I wrote about him and his wife Berta:



UNCLE BEN



AUNT BERTA

"A dear old man is my Uncle Ben,
He knows the joke but he laughs again.
He's quite unlike his wife, Aunt Berta,
Who looks as if the joke has hurt her."

PRONUNCIATION DRILL

Three sounds for practice: [u], [u:], [ʌ].

[u]		[u:]		[ʌ]	
put	look	who	choose	cup	come
pull	cook	too	soon	sun	done
full	stood	two	cool	son	wonder
good	push	do	school	love	money
foot	could	whose	blue	none	Monday
wood	woman	food	true	rough	something
book	football	move	fruit	young	comfortable
took	sugar	moon	through	much	enough

EXERCISES

I. Put in the words omitted:

1. Food is a subject that — me very much.
2. I had a breakfast this morning that I — very much.
3. Lucille's breakfast is always — and coffee.
4. If you can't tell the difference what does it m— w— it is?
5. The man took a s— of his soup.
6. You m— come with me for dinner some evening.
7. The l— gave him the bill.
8. Eggs must be very — here.
9. This is an English book for — students.
10. You — to be like my — Ben.

II. Answer the following questions:

1. What subject interests Hob very much?
2. Who cooks the Priestleys' breakfast?
3. What food in England is always good?
4. Where did Mr. Priestley say he could get good coffee?
5. What country does the cook at Lucille's hotel come from?
6. What was the waiter's answer when the man asked if he was drinking tea or coffee?
7. When the man said he could not tell the difference, what was the waiter's answer?
8. What did the waiter, as he looked through the window, say to the man having soup?
9. What was the man's answer?
10. What did Jan say that he liked for lunch?
11. About which king of England does Hob tell the story?
12. Where was the king?
13. Where did he stop?
14. What did he ask for?
15. Who gave him the bill?
16. How much was the bill?
17. What did the king say?

18. What was the landlord's answer?
19. What did Lucille say about Hob's story?
20. What was Hob's answer?

III. Use each of these words in a sentence:

- | | | |
|----------------|--------------|-------------|
| 1. food | 6. taste | 11. scarce |
| 2. marmalade | 7. watery | 12. joke |
| 3. luckily | 8. burned | 13. laugh |
| 4. cream | 9. interrupt | 14. hurt |
| 5. first-class | 10. landlord | 15. hungry. |

IV. Say, or write, four things that you have for breakfast and four that you have for dinner.

V. Describe how to make coffee or tea:

VI. With two students to take the parts of the waiter and the man with the cup of tea (coffee), repeat the conversation of Hob's story.

VII. Do the same, (a) with the waiter and the man taking soup, (b) with George III and the landlord.

VIII. Without your book repeat Hob's "poem."

Dictation

(Mr. Priestley speaking)

Food is a subject that interests me. I like food that is good and well-cooked. I dislike as much as Pedro does watery cabbage, soup that looks—and tastes—like rain, and beef or mutton that is burned or not cooked enough. But when you get real English beef and mutton, bread and cheese, eggs and bacon, there is no food so good anywhere. I don't know any apple that has a better taste

than a good English one, and no other cup of tea ever tastes as good to me as tea that is made in England.

I can quite believe that the soup that Pedro had at the hotel hadn't much taste; but I am sure that if Jan and Olaf had dinner in the home of any ordinary Scottish family when they were walking in Scotland, they had good soup. They will never taste better vegetable soup¹ than they had then.

I know that coffee is not good in most English hotels. But it is good in many English homes when it is made with fresh coffee by people who know how to make it, and, so that you can see that this is true, my wife is going to bring us all coffee in my study to-morrow morning at eleven o'clock.

¹ Scotch Broth.

LESSON 28 (Twenty-Eighth Lesson)

Irregular Verbs

There are some more irregular verbs in Lesson 27, viz. *make, tell, sing, sleep, and hurt*. Here is the past tense of each of them and of some other irregular verbs used in Lessons 1-27:

<i>Present Tense</i>	<i>Past Tense</i>	<i>Present Tense</i>	<i>Past Tense</i>
make	made	read	read [red]
sing	sang	rise	rose
sleep	slept	run	ran
hurt	hurt	send	sent
begin	began	sit	sat
feed	fed	speak	spoke
fly	flew	teach	taught
hear	heard		

ought

On page 204 you have the sentence:

You *ought* to be like my Uncle Ben.

Ought is a defective verb. This is the only form that it has. It has no past tense, no present participle, etc. You cannot use any verb like *shall, have, be, etc.*, in front of it. So, *I shall ought; he has ought; I was ought* are all WRONG.

Its negative is *ought not*,¹ e.g.

You *ought not* to make that mistake.

Its interrogative is *ought I? ought you? ought he?* etc.

Here are some other examples of its use:

If Mr. Priestley told you to study that lesson, you *ought* to do it.

He paid a high price for his suit; it *ought* to be a good one.

After living in England for two years, you *ought* to know the language well.

Ought you to be here to-day? I thought you had a holiday.

I *oughtn't* to tell you the answer to the question, but as it is rather a hard one, I will.

must

On page 203 you had this sentence:

Eggs *must* be very scarce here.

Must also is a defective verb. It has no other form except this.

Its negative is *mustn't*². Its interrogative is *must I? must he?* etc.

VERB "FAMILIES"				
GIVE	GIVES	GAVE	GIVEN	GIVING
WALK	WALKS	WALKED	WALKING	
CUT	CUTS	CUTTING		
CAN	COULD			
	OUGHT			
	MUST			
No English verb has more than five parts ³				

¹ Often shortened in conversation to *oughtn't*.

² But often it is *needn't* and in some cases *can't*. *Must* is treated fully in Book IV.

³ Except *be* which has: *be, am, is, are, was, were, been, being*.

It has two meanings. The sentence above shows one meaning; here are some other examples of the other:

You *must* give us your ideas, Pedro. (page 200).

You *must* not smoke here.

You *must* keep your book clean.

You *must* take cold baths, go out in the fresh air and wear light clothes. (page 188).

Where *must* I go to get good coffee? (page 200).

He *must* be a clever man; he knows so much about everything.

A woman *must* have new clothes. (page 187).

You *must* come and see us some evening.

Must you go so early? It is only nine o'clock.

matter

Note the use of the idiom *it doesn't matter* on pages 201 and 203.

If you can't tell the difference, what *does it matter* which it is? Soup *doesn't matter* to me if I get some good beef and potatoes.

Other examples:

Oh, no, *it doesn't matter* at all.

Don't worry about little things like that. They *don't matter*.

There is another common idiom with *matter*, i.e. *What is the matter?* e.g.

Tom said, "What is the matter?" (p. 178).

Other examples:

What's the matter with this coffee? It tastes like tea.

What's the matter with you? You look ill.

taste

Taste can be (1) a noun, (2) a verb, e.g.

1. This tea has a nice *taste*.

I like the *taste* of these cigarettes.

I can tell the difference by the *taste*.

2. As a verb it can have two uses:

(a) a *person* tastes a thing, e.g.

The man *tasted* his soup.

Taste your coffee and tell me if it is good.

(b) a *thing* has a certain taste; it seems to be something that, perhaps, you didn't expect it to be, e.g.

The soup *tasted* like water.

This coffee *tastes* like cabbage-water.

This cheese *tastes* like chalk.

This soup *tastes* good.

like

Note the uses of *like*.

This tea tastes *like* coffee.

After a lunch *like* that I can sleep all afternoon.

John is very *like* his father.

What does Mr. Priestley look *like*? Oh, he is tall and handsome and rather thin.

Hob thinks that swimming and football are too much *like* hard work (p. 141).

And as a verb:

I *like* bacon and eggs for breakfast.

I don't *like* this coffee.

You can say what you *like*.

PRONUNCIATION DRILL

A number of the words you have learned in this book contain the sound [u:], [u] or [uə] with the sound [j] before it. Here are some words for practice in these sounds:

you, new, few, newspaper, suit, use, knew, beauty, music, Tuesday, future, student, useful, Europe, beautiful, regular, continue, superlative, particular, January, university, singular.

EXERCISES

I. Complete the following:

<i>Infinitive</i>	<i>Past Tense</i>	<i>Past Tense Interrogative</i>	<i>Past Tense Negative</i>
make tell sing sleep hurt begin feed fly hear read rise run send sit speak teach			

II. Make the following sentences (1) interrogative, (2) negative.

1. Hob sang a song.
2. Lizzie made the dinner.
3. They slept after that big dinner.
4. He went to Tom's wedding.
5. The students began work at nine o'clock.
6. Hob told some¹ stories to the students.
7. She fed the animals on the farm early in the morning.
8. They flew across the Atlantic in an aeroplane.
9. The sun rose at five o'clock in the morning.
10. Pedro sent some¹ cigarettes to his friend.
11. The dog ran all round the field.
12. Mr. Priestley sat reading until one o'clock.
13. The students heard some¹ stories to-day.
14. They spoke to Mr. Priestley about food.
15. Mr. Priestley taught the students to-day.

III. Make three sentences with the word must in them, and three with ought.

IV. Make sentences using taste (1) as a noun, (2) as a verb, and using like (1) as a verb, (2) as a preposition.

V. Make sentences using matter in two different ways.

VI. Write the story of "Silence, Please" (p. 166) in the past tense. Begin: "Yesterday morning Mr. Thompson left home . . ."

¹ Be careful with this word. Look at p. 135.

LESSON 29 (Twenty-Ninth Lesson)

The Present Perfect Tense (I)

Scene: MR. PRIESTLEY'S STUDY BEFORE THE LESSON.

PEDRO, LUCILLE, FRIEDA.

LUCILLE: Mr. Priestley has a lot of books in his study, hasn't he?

PEDRO: Yes, and what is more, he has read them all. When I talk to him about books I feel that he has read every book that I have ever heard of.

FRIEDA: Here are some modern English books. Have you read any of them, Lucille?

LUCILLE: No, I don't think I have. I have read the books that most students read in their school-days, you know, some of Dickens and Scott and Thackeray, a few plays of Shakespeare, some poems of Byron, stories by Wilde, but I have not read much since I left school. You have read a good many modern English books, haven't you, Pedro?

PEDRO: Yes, I'm fond of English writers and have read quite a lot.

FRIEDA: Who are the well-known modern writers?

PEDRO: Oh, there's Galsworthy and Wells and Bennett and Kipling and D. H. Lawrence. They are not quite modern, of course; they are the writers of "yesterday" perhaps, but I like their work.

FRIEDA: Who are the writers of "to-day" in England?

PEDRO: I think, as novelists, Aldous Huxley and Virginia Woolf; as poets, T. S. Eliot and W. H. Auden.

LUCILLE: I have never heard of them. Are they very well known?

PEDRO: Quite well known, but if you want the really well known ones, there are J. B. Priestley and Somerset Maugham and Graham Greene.

FRIEDA: I have read Priestley's *Good Companions*.

LUCILLE: I have seen it at the cinema; it was a good picture.

FRIEDA: I know Somerset Maugham's short stories, but I haven't heard of Graham Greene. What has he written?

PEDRO: He made his name with *The Power and the Glory*. After that he wrote *The Heart of the Matter*. Read them both if you can get them. They are interesting books.

FRIEDA: Uncle John generally asks me what I want for a Christmas present. If he does this year, I can ask him for one of them.

HOB and JAN enter

HOB: Or both!

LUCILLE: Hello! are you here?

HOB: Yes. You were talking about books for Christmas presents, weren't you? Have you heard the story of the two girls who wanted to give a Christmas present to a friend but didn't know what to send? One said, "Let's give her a clock."

"What's the use of giving her a clock," said the other. "She doesn't want that. She has got a clock. I think we ought to give her a book."

"But," said the first girl, "she has got a book, too, hasn't she?"

FRIEDA: Who are the well-known modern writers of plays in England?

PEDRO: There's Galsworthy and Somerset Maugham, Rattigan, Christopher Fry, Noel Coward—and, *of course*, Shaw.

HOB: Who's Shaw? I've never heard of him.

LUCILLE: Oh! Hob, everyone has heard of Shaw. He's an Englishman who has written plays and thinks the two great English writers are: first Shaw; second, perhaps, Shakespeare.

FRIEDA: He's an Irishman, not an Englishman. He doesn't like England and the English. He has said that time and again in his plays.

PEDRO: That's his Irish joke. He says he doesn't like England but he has lived¹ in it, not in Ireland, for fifty years and English people have laughed at him and his plays, and have paid him very well for telling them that he doesn't like them. Shaw is a very rich man now.

HOB: I know an Irish joke. It's about an Irish porter at Dublin station. A passenger went up to him and said, "Look here! you have got six clocks and they all tell different times. Now what's the good of that?"

"And what," said the Irishman, "is the good of having six clocks if they all tell the same time?"

¹ Shaw died in 1950.

PEDRO: I have never known anyone with so many stories as you, Hob. But to come back to Shaw.

Have you seen any of his plays?

FRIEDA: No, I haven't. Have you?

PEDRO: Yes, I've seen a good many. One of them, *St. Joan*, is on at the Old Vic Theatre at present. If you want to see it, I have two tickets here that you and Jan can have.

FRIEDA AND JAN: Oh, thank you very much! That's very nice of you.

PEDRO: Not at all. I am very pleased that you can use them. Ah! here comes Mr. Priestley.

MR. PRIESTLEY: Good morning, everybody.

ALL: Good morning, sir.

MR. PRIESTLEY: Have you all done your homework? Give me your books now, please. . . . Where is your homework, Hob?

HOB: I have left my book at home, sir. I am sorry.

After the Lesson

FRIEDA, JAN, HOB.

FRIEDA: Has Mr. Priestley corrected your homework, Jan?

JAN: Yes.

FRIEDA: What has he written in your book?

JAN: Here it is; you can see it. (*Frieda reads.*)

FRIEDA: "You have done this exercise very well."

Oh! Jan, you haven't made any mistakes at all; I have made six. How many mistakes have you made in your work, Hob?

HOB: None.

JAN: But you haven't brought your book to the class to-day. Mr. Priestley can't correct your work if you don't bring your book here.

HOB: He couldn't correct my homework even if I brought my book to class to-day.

JAN: Why not?

HOB: Because I haven't done it.

PRONUNCIATION DRILL (*Revision*)

draw, drawn, drew, saw, sew, know, knew, knowledge, few, flew, her, here, how, who, hurt, husband, instead, language, each, leave, least, earth, great.

EXERCISES

I. Put in the words omitted:

1. I have not had much time for reading — I left school.
2. I am — of English writers and have read quite a lot.
3. Uncle John generally asks me what I want for a C—
p—.
4. The girl said, "—'s give her a clock."
5. What's the — of that? She doesn't want a clock.
6. Shaw doesn't like the English. He has said that — and
again.
7. I know a j— about an Irish — at a Dublin —.
8. One of his — is on at the Old Vic Theatre at —.
9. You have — this exercise well. You haven't — any
mistakes.
10. He can't — your work if you don't — your book here.

II. Use each of the following words in a sentence:

- | | | | |
|-----------|------------|-----------|-------------|
| 1. modern | 4. perhaps | 7. let | 10. mistake |
| 2. since | 5. present | 8. ticket | 11. correct |
| 3. fond | 6. both | 9. leave | 12. because |

III. Answer the following questions:

1. What does Pedro say that he feels when he talks to Mr. Priestley about books?
2. What English books does Lucille say that she has read?
3. What well-known writers does Pedro speak about?
4. What modern poets does he name?
5. How did Frieda think that she could get a book?
6. What modern writers of plays does Pedro speak of?
7. What does Frieda say about Mr. Shaw?
8. What does Pedro say about him?
9. What play has he written?
10. Why couldn't Mr. Priestley correct Hob's homework?

*IV. With two students as the two girls, repeat the conversation of Hob's joke about the book.**V. With two students as the passenger and the Irish porter, do the same with the other joke.**Dictation*

At Christmas I often get presents, but there is one present that I always like to get, and that is a book. It doesn't matter what kind of book it is. It can be a story book, a book of poems or a book of plays; I enjoy them all.

I get some of my books from the Public Library. There is a very good one in the town where I live and the librarian knows a lot about literature. He gives me advice about literature and helps me to get the books that I want. But I buy quite a lot of books too, particularly those that I have read before and have enjoyed. I like to have them in my home so that I can read them (or at least some of them) not only once, but time and again. I like to sit in the room where my books are, and, even if I am not reading, I like to look at the books on my shelves and to feel that I have my friends round me.

LESSON 30 (Thirtieth Lesson)

The Present Perfect Tense (2)

In Lesson 29 you have a new form of the verb, viz. the Present Perfect Tense. We form this by using *have* with the past participle,¹ e.g.:

He *has lived* in England for fifty years.

People *have laughed* at his plays.

He *has read* all the books.

I *have heard* of those writers.

I *have seen* that picture at the cinema.

He *has written* plays.

He *has said* that time and time again.

I *have left* my book at home.

You *have done* this exercise well.



He has read all the books

To form the negative we use *not* with *have* and the past participle, e.g.:

He *has not* ² *lived* in England for fifty years.

People *have not laughed* at his plays.

He *has not read* all the books.

I *have not heard* of those writers.

You *have not done* this exercise well.

You *have not brought* your book.



You have not done this exercise well

¹ The past participle of regular verbs has the same form as the Simple Past Tense, e.g. *lived*, *laughed*. The past participles of all the irregular verbs in this book are in the appendix on p. 236.

² In conversation we often shorten *has not* to *hasn't* and *have not* to *haven't*.

To form the interrogative we put the verb *have* (*has*) before the subject, e.g.

- Has he lived* in England for fifty years?
- Have people laughed* at his plays?
- Has he read* all the books?
- Have you seen* that picture at the cinema?
- Has he written* plays?
- What *has he written*?
- Have you all done* your homework?



What has he written?

One use of this tense is to express an action in the past when the time of the action is indefinite. We use the Simple Past Tense when the time is definite, e.g.

- (a) *Have you seen* any of Shaw's plays?
(Indefinite time—present perfect tense.)
- (b) Yes. I *saw* one last week.
(Definite time—simple past tense.)
- (a) He *has written* the letter.
(Indefinite time.)
- (b) He *wrote* it this morning.
(Definite time.)
- (a) I *have done* the homework.
(Indefinite time.)
- (b) I *did* it last night.
(Definite time.)



I did it last night

not, ever, never

Note the place of these words (and of other such words, e.g. *always, sometimes, often*) in the present perfect tense. They generally come just before the

past participle, e.g. (*in these examples the past participles have a "box" round them*):

I have *not* done my work.

He has read every book that I have *ever* heard of.

I have *never* heard of that book.

Jan has *always* liked studying English.

I have *sometimes* gone to Dublin by aeroplane.

Hob has *often* left his book at home.

QUESTION PHRASES (I)

Sometimes, particularly in conversation, we ask a question by making an affirmative statement and adding a negative "question phrase" like this:

<i>Affirmative Statement</i>	<i>Negative Phrase</i>
Mr. Priestley has a lot of books in his study	hasn't he?
You were talking about Christmas presents	weren't you?
She's got a book	hasn't she?
It is a nice morning	isn't it?
This is a pretty little town	isn't it?
You are coming with us	aren't you?
Jan and Frieda are coming with us	aren't they?
That was a good dinner	wasn't it?
Frieda is a pretty girl	isn't she?
You have some sheep on your farm	haven't you?
He has done his homework	hasn't he?
You had a lesson this morning	hadn't you?
You can speak English	can't you?

*Affirmative Statement**Negative Phrase*

He could tell the difference between

good and bad coffee

Hob must work harder

He ought to do his homework

They will come to-morrow

You will see me next Friday

Jan plays football

Mr. Priestley often works late

The students see him every day

Jan did all the homework

Hob left his book at home

couldn't he?

mustn't he?

oughtn't he?

won't they?

won't you?

doesn't he?

doesn't he?

don't they?

didn't he?

didn't he?

If the verb in the statement is one of the "special" verbs, the question phrase uses the same verb.

If the verb in the statement is not a "special" verb, then the question phrase uses *do*, *does* or *did*.

PRONUNCIATION DRILL (*Revision*)

live, alive, marmalade, minute, Monday, morning, move, museum, new, once, parliament, people, poem, saucer, strength, sugar, talk, walk, wash, was, watch.

EXERCISES

I. Make these sentences interrogative:

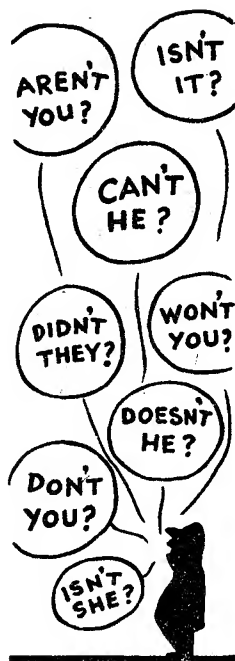
1. Pedro has read this book.
2. T. S. Eliot has written many poems.
3. The girls have given their friend a clock.
4. I have told you the answer to the question.
5. This writer has lived in England for a long time.
6. Pedro has seen some of his plays. (*Be careful with some!*
Remember page 135.)
7. Hob has left his book at home.

8. Lizzie has cooked the dinner.
9. Frieda has written a letter home.
10. Mr. Priestley has corrected Hob's homework.

II. Make the sentences in Exercise I negative.

III. Add "question phrases" to the following:

1. It's a fine day . . . ?
2. You are studying English . . . ?
3. He is a handsome man . . . ?
4. She is very well-dressed . . . ?
5. Lucille has a new car . . . ?
6. My work is right . . . ?
7. You were in England last year . . . ?
8. He can speak English . . . ?
9. You could understand me . . . ?
10. They must do the work . . . ?
11. Hob ought to come early . . . ?
12. You will write to me . . . ?
13. She can come to-morrow . . . ?
14. He gives a lesson every day . . . ?
15. You read modern writers . . . ?
16. Shaw wrote *St. Joan* . . . ?
17. They gave her a clock . . . ?
18. You went to the theatre . . . ?
19. I wrote to you . . . ?
20. He speaks English . . . ?



IV. Change the verbs in these sentences from Simple Past Tense into Present Perfect Tense:

1. I read the book.
2. He wrote a new book.
3. She gave her friend a clock.
4. He told me the answer to my question.
5. They went away with some friends.
6. Mr. Priestley spoke to me about you.

7. The students wrote some short stories.
8. I understood the work very well.
9. Mr. Priestley told the students about some English writers.
10. Lizzie cooked the dinner for Mr. Priestley.
11. We saw a play by Shaw.
12. Pedro gave us the tickets.
13. He went to the theatre with Frieda.
14. They went to the theatre with Frieda.
15. We spoke about the play before.
16. He spoke about the play before.
17. I spoke about the play before.
18. Hob left his book at home.
19. All the students left their books at home.
20. You did that work well.

LESSON 31 (Thirty-First Lesson)

Present Perfect Tense (3). More Difficult Examples

Scene: MR. PRIESTLEY'S STUDY.

MR. PRIESTLEY, FRIEDA, JAN, HOB, PEDRO,
OLAF, LUCILLE.

MR. PRIESTLEY: Good morning! It's a nice morning, isn't it?

FRIEDA: Yes, Mr. Priestley, it is. As I came here this morning everything looked beautiful after the rain last night. I don't think that the trees have ever looked so green, or the flowers so fresh. I like listening to the sound of rain, too, especially at night.

JAN: I have often heard people at home say that the weather in England is bad; that it is always foggy or raining or cold.

HOB: Yes. I was speaking to a fellow about English weather a week or two ago. I said, "When is summer coming?" and he answered, "Oh, we have already had summer. We had it last Wednesday afternoon."

OLAF: Have you ever tried to come here by bus on a wet day? I went on one a day or two ago. The buses are always full on wet days and I have never had a seat on one yet. I'm always sorry for the conductor. His work isn't easy on a wet day.

HOB: I know a story about a bus conductor. Can I tell it, sir?

MR. PRIESTLEY: Have you finished what you were saying Olaf? . . . You have? . . . All right, Hob, tell us your story.

HOB: Well, I was on my way here in the bus one wet day, and a woman with a dog got on the bus. It was a big dog—about as big as a young horse—and its feet were very dirty. The woman said, “Oh! conductor, if I pay for my dog can he have a seat like the other passengers?” The conductor looked at the dog and then he said,



“Certainly, madam. He can have a seat like all the other passengers, but, like the other passengers, he must not put his feet on it ”

MR. PRIESTLEY: Very good, Hob. You have told that story quite well.

HOB: Thank you, sir.

LUCILLE: Frieda has said she likes rain at night. Well, I don't, not when I'm driving. I drove home last night in the rain. I have driven quite a lot, but I have never driven through such rain before. I couldn't see at times where I was going.

PEDRO: How long have you had your car now, Lucille?

LUCILLE: I have had it for about a year.

PEDRO: Have you driven it much in England?

LUCILLE: Yes, I have used it nearly every day, and have done about nine to ten thousand miles.

FRIEDA: You drive very well. I have often thought that. I have never learned to drive.

HOB: I have learned to drive. I learned last week in five lessons.

LUCILLE: I have just come from a driving lesson this morning.

HOB: Haven't you finished having lessons yet?

LUCILLE: Oh, no! I have had lessons for about a year now, and they haven't finished yet. I have had sixty-five so far; there are thirty-five more to come.

HOB: What! A hundred lessons to learn to drive. I have never heard of anyone needing so many before. You must be a very bad learner, or else you must have been to a very bad teacher.

LUCILLE: Oh, no, he is a very good teacher and very nice, young and handsome and clever.

HOB: But hasn't he taught¹ you to drive yet?

¹ This is interrogative and negative.

LUCILLE: Oh, yes. I learned to drive in the first five lessons.

HOB: Then why? . . .

LUCILLE: Yes, it sounds funny. I could explain it, but I have done the same as Hob. I have asked Hob's friend the artist to tell the story in pictures. This is what he has drawn.



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LUCILLE GOES TO ASK ABOUT DRIVING LESSONS

EXERCISES

- I. *Say or write three things about the weather.*
- II. *With one student as the conductor, and one as the woman with the dog, repeat the conversation in Hob's story.*
- III. *Now tell the whole story.*
- IV. *Tell the story of Lucille's driving lessons from the pictures on p. 229. These words or phrases will help you: a notice; an advertisement;¹ a nought² (=0); he turns the 10 into 100.*

Dictation

The driver of a bus works very hard. He is out from early in the morning till late at night. Sometimes he works in beautiful weather when the sky is blue, the sun is shining, the trees look fresh and green and people feel glad to be alive. At other times it is cold or foggy, or there is such heavy rain that he can't see very well where he is going.

The conductor is on the bus, too. He has a tiring day going to the top of the bus and down again a hundred times a day to get passengers' money and give them their tickets.

¹ Pronounced [əd'vɜ:tismənt]. ² [nɔ:t].

LESSON 32 (Thirty-Second Lesson)

The Present Perfect Tense (4)

COMMENTS ON LESSON 31

(1) You saw in Lesson 30 that one of the uses of the Present Perfect Tense is to express an action in the past where the time is indefinite. Where the time is definite we use the Simple Past Tense.

There are a number of examples in Lesson 31 that show this use clearly,¹ e.g.

HOB: (a) I have learned to drive. (But he doesn't say when, so we use the Present Perfect Tense.)

(b) I learned *last week*. (Now we know definitely when he learned, so we use the Simple Past Tense.)

OLAF: (a) Have you ever tried to come here by bus on a wet day? (*Indefinite.*)

(b) I went on one a *day or two ago*. (*Definite.*)

LUCILLE: (a) I have driven quite a lot. (*Indefinite.*)

(b) I drove home *last night* in the rain. (*Definite.*)

(2) We use the Present Perfect Tense also to

¹ In the conversation in Lesson 31 there are 30 examples of the Present Perfect Tense. Can you find them all?

express an action that began in the past and continues into the present, e.g.

"I have had my car for a year" (... and I still have it).

"I have had lessons for a year now" (... and I am still having lessons).

"He has given me lessons for about a year" (... and he is still giving me lessons).

If the action does not continue into the present, but was finished in the past, we use the Simple Past Tense, e.g.

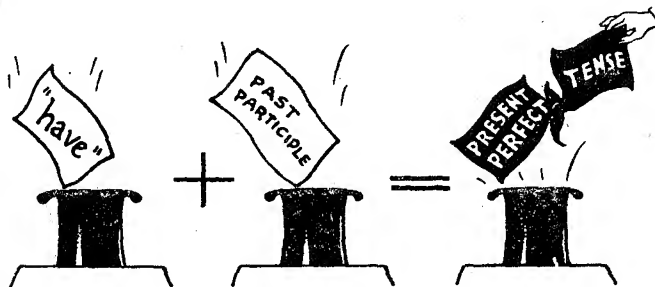
I learned to drive in the first five lessons.

(3) We use the Present Perfect Tense, generally with *just*, *already*, *now*, *not yet*, *never*, to express the action that is just finished: e. g.

I have just written this word on the blackboard.

Hob has just come to the lesson, five minutes late.

I have finished my breakfast now.



QUESTION PHRASES (2)

On page 222 you had examples of questions in the form of an affirmative statement and a negative "question phrase." You can also have them the other way round, i.e. with a negative statement and an affirmative question phrase, e.g.

Negative Statement

Affirmative Phrase

It isn't raining now

is it?

Hob isn't going to tell us another story

is he?

You are not staying at home

are you?

The difference between the two forms is that with the first one you expect the answer "Yes." With the second one you expect the answer "No," e.g.

"You have some sheep on your farm, haven't you?"

"Yes, we have."

"You haven't any sheep on your farm, have you?"

"No, we haven't."

Here are some further examples of this second form:

Jan and Frieda aren't coming with us, *are they?*

You can't speak English, *can you?*

That wasn't where you had dinner, *was it?*

You haven't read this book, *have you?*

Hob hasn't done his work, *has he?*

You couldn't tell that the coffee was bad, *could you?*

I mustn't do all these exercises, *must I?*

We oughtn't to expect a lesson on Saturday, *ought we?*

You won't forget to write to me, *will you?*

Jan doesn't play the piano, *does he?*

Mr. Priestley doesn't know your father, *does he?*

The students don't come for a lesson every day, *do they?*

Jan didn't get that exercise wrong, *did he?*

Hob didn't forget his book again, *did he?*

PRONUNCIATION DRILL (*Revision*)

taught, thought, brought, fought, ought, nought, bought,
daughter, laugh, through, enough, wealth, weather, health, heart,
wear, woman, women, wrist, write, written, wrong.

EXERCISES

I. Put the verbs that are in brackets in the following sentences into the Present Perfect Tense:

1. It (begin) to rain and Hob (take) my umbrella!
2. Frieda (say) she likes rain at night.
3. I (go) from London to Brighton many a time by car.
4. I (use) it nearly every day and (do) ten thousand miles.
5. Hob (learn) to drive.
6. Lucille (have) lessons for about a year.
7. The lessons not (finish) yet.
8. I never (hear) of anyone needing 100 lessons before.
9. You must (be) to a very bad teacher.
10. I (do) the same as Hob; I (ask) the artist to tell the story in pictures.
11. I often (hear) people say that the weather in England is bad.
12. We already (have) summer.
13. Jan and Olaf just (come) back from their holiday.
14. Nothing ever (stop) Hob from sleeping when he wants to.
15. You (be) to the cinema? (*Interrogative.*)
16. You all (finish) for the present? (*Interrogative.*)
17. You (read) the book (*Interrogative*) that Mr. Priestley (write)?
18. You (tell) that story quite well.
19. I never (drive) through such rain.
20. You (drive) your car much? (*Interrogative.*)
21. I often (think) that you drive well, and (wish) that I could drive.
22. He (teach) you to drive yet? (*Interrogative and Negative.*)

II. Add "question phrases" to the following:

1. It isn't foggy now . . . ?
2. Hob isn't asleep again . . . ?

3. You are not coming to the class to-morrow . . . ?
4. You haven't finished your work yet . . . ?
5. The students are not all Turkish . . . ?
6. He can't play football well . . . ?
7. He isn't a good player . . . ?
8. He doesn't play very well . . . ?
9. He didn't play very well . . . ?
10. He couldn't play very well . . . ?
11. He hasn't played very well . . . ?
12. That wasn't your brother who spoke to me . . . ?
13. You hadn't any letters this morning . . . ?
14. I oughtn't to ask the driver for a ticket . . . ?
15. She won't play tennis to-morrow . . . ?
16. You won't forget to send a Christmas present . . . ?
17. You didn't forget to send a Christmas present . . . ?
18. You haven't forgotten to send a Christmas present . . . ?
19. They don't come here every day . . . ?
20. They didn't come here yesterday . . . ?

APPENDIX

PRINCIPAL PARTS OF THE IRREGULAR VERBS IN ESSENTIAL ENGLISH BOOK I

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
be	was	been
begin	began	begun
bring	brought	brought
buy	bought	bought
can	could	—
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
feed	fed	fed
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
let	let	let
make	made	made

Present Tense

mean
meet
must
ought
pay
put
read
rise
run
say
see
send
sew
shine
sing
sit
sleep
speak
stand
swim
take
teach
tell
think
understand
wear
write

Past Tense

meant
met
—
—
paid
put
read [red]
rose
ran
said
saw
sent
sewed
shone
sang
sat
slept
spoke
stood
swam
took
taught
told
thought
understood
wore
wrote

Past Participle

meant
met
—
—
paid
put
read [red]
risen
run
said
seen
sent
sewn
shone
sung
sat
slept
spoken
stood
swum
taken
taught
told
thought
understood
worn
written

GRAMMATICAL TERMS IN ESSENTIAL ENGLISH BOOK I

adjective [ˈædʒɪktɪv]	example [ɪgˈzɑːmpl]	participle [ˈpɑːtɪsɪpl]
adverb [ˈædvəːb]	exception [ɪkˈsepʃn]	perfect (tense) [ˈpɜːfɪkt]
affirmative [əˈfɜːmətɪv]	exercise [ˈeksəsaɪz]	phrase [freɪz]
apostrophe [əˈpɒstrəfi]	feminine [ˈfemɪnɪn]	plural [ˈpluərəl]
	form [fɔːm]	positive [ˈpɒzətɪv]
	future [ˈfjuːtʃə]	possessive [pəˈzesɪv]
brackets [ˈbrækɪts]	gender [ˈdʒendə]	practice [ˈpræktɪs]
capital [ˈkæpɪtl]	gerund [ˈdʒerənd]	practise [ˈpræktɪs]
cardinal [ˈkɑːdɪnl]	grammar [ˈgræmə]	prefix [ˈpriːfiks]
case [keɪs]	idiom [ˈɪdiəm]	preposition [prepəˈzɪʃn]
column [ˈkɒləm]	idiomatic [ɪdɪəˈmætɪk]	pronoun [ˈprəʊnaʊn]
combinations [kəmˈbiːneɪʃnz]	indefinite [ɪnˈdefɪnɪt]	regular [ˈregjʊlə]
comments [ˈkɒments]	infinitive [ɪnˈfɪnɪtɪv]	irregular [ɪˈregjʊlə]
comparative [kəmˈpærətɪv]	interrogative [ɪntəˈrɒɡətɪv]	related [rɪˈleɪtɪd]
comparison [kəmˈpærɪsn]	masculine [ˈmæskjʊlɪn]	revision [rɪˈvɪʒn]
consonant [ˈkɒnsənənt]	negative [ˈnegətɪv]	singular [ˈsɪŋɡjʊlə]
construction [kənˈstrʌkʃn]	neuter [ˈnjuːtə]	subject [ˈsʌbdʒɪkt]
continuous [kənˈtɪnjuəs]	nominative [ˈnɒmɪnətɪv]	superlative [sjuːˈpɜːlətɪv]
defective [dɪˈfektɪv]	noun [naʊn]	tense [tens]
definite [ˈdefɪnɪt]	object [ˈɒbdʒɪkt]	verb [vɜːb]
degree [dɪˈɡriː]	objective [əbˈdʒektɪv]	voiced [vɔɪst]
dictation [dɪkˈteɪʃn]	oral [ˈɔːrəl]	unvoiced [ˈʌnˈvɔɪst]
diphthong [ˈdɪfθɒŋ]	ordinal [ˈɔːdɪnl]	vowel [ˈvaʊəl]
drill [drɪl]		

PRONOUNCING VOCABULARY OF ESSENTIAL ENGLISH BOOK I

Each student should get a small notebook, mark it out into sections alphabetically and, when he meets a new word, he should write it down in the proper section and add the translation.

a [ei] [ə]	answer ['ɑ:nsə]	before [bi'fɔ:]
about [ə'baʊt]	any ['eni]	began [bi'gæn]
above [ə'bʌv]	anybody ['enibɒdi]	begin [bi'gin]
act [ækt]	anything ['eniθɪŋ]	beginning [bi'giniŋ]
action ['ækʃn]	anywhere ['eniweə]	behind [bi'haind]
add [æd]	apple ['æpl]	believe [bi'li:v]
address [ə'dres]	April ['eiprəl]	believer [bi'li:və]
advertisement [əd've:tismənt]	are [ɑ:] [ə]	below [bi'lou]
advice [əd'vaɪs]	arm [ɑ:m]	best [best]
aeroplane ['earəplein]	armchair ['ɑ:m'tʃə]	better ['betə]
after ['ɑ:ftə]	artist ['ɑ:tist]	between [bi'twi:n]
afternoon [ɑ:ftə'nu:n]	as [æz] [əz]	bicycle ['baɪsɪkl]
again [ə'geɪn] [ə'gen]	ask [ɑ:sk]	big [big]
age [eidʒ]	asleep [ə'sli:p]	bill [bil]
ago [ə'gou]	at [æt] [ət]	bird [bɜ:d]
agree [ə'gri:]	ate [et] [eit]	birthday ['bɜ:θdeɪ]
air [ɛə]	August ['ɔ:gəst]	black [blæk]
alive [ə'laɪv]	aunt [ɑ:nt]	blue [blu:]
all [ɔ:l]	autumn ['ɔ:təm]	body ['bɒdi]
almost ['ɔ:lməʊst]	away [ə'wei]	boil [bɔɪl]
alone [ə'loun]	baby ['beɪbi]	book [buk]
already [ɔ:l'reɪdi]	back [bæk]	bookshop ['bukʃɒp]
also [ɔ:lsou]	bacon ['beɪkən]	both [bəʊθ]
altogether [ɔ:ltə'geðə]	bad [bæd]	bought [bɔ:t]
always ['ɔ:lwɛɪz]	ball [bɔ:l]	box (n) [bɒks]
am [æm] [əm] [m]	band [bænd]	box (v) [bɒks]
among [ə'mʌŋ]	bath [bɑ:θ]	boxer ['bɒksə]
an [æn] [ən] [n]	bathe [beɪð]	boy [bɔɪ]
and [ænd] [ənd] [ən] [n]	bathing ['beɪðɪŋ]	bread [bred]
angry ['æŋgri]	be [bi:] [bi]	breakfast ['brekfəst]
animal ['ænɪml]	been [bi:n]	bright [braɪt]
another [ə'nʌðə]	being [bi:ɪŋ]	bring [brɪŋ]
	beautiful ['bjʊ:tɪfʊl]	brother ['brʌðə]
	beauty ['bjʊ:ti]	brought [brɔ:t]
	because [bi'kɔ:z]	brown [braʊn]
	bed [bed]	bucket ['bʌkɪt]
	beef [bi:f]	burn [bɜ:n]

bus [bʌs]
 busy ['bɪzi]
 but [bʌt] [bət]
 butter ['bʌtə]
 buy [baɪ]
 by [baɪ]

cabbage ['kæbɪdʒ]
 cakes [keɪks]
 called [kɔːld]
 came [keɪm]
 can [kæn] [kən]
 cannot, can't
 ['kænɒt]
 [kɑːnt]

canvas ['kænvəs]
 capital ['kæpɪtl]
 car [kɑː]
 careful ['keəfʊl]
 carry ['kæri]
 cart [kɑːt]
 cat [kæt]
 cause [kɔːz]
 centimetre

 ['sentɪmi:tə]
 cereal ['siəriəl]
 certain ['səːtɪn]
 certainly ['səːtnli]
 chair [tʃeə]
 chalk [tʃɔːk]
 change [tʃeɪndʒ]
 character

 ['kærɪktə]
 cheese [tʃiːz]
 chicken ['tʃɪkɪn]
 child [tʃaɪld]
 children ['tʃɪldrən]
 chocolates ['tʃɒklɪts]
 choice [tʃɔɪs]
 choose [tʃuːz]

chosen ['tʃoʊzn]
 Christmas
 ['krɪsməs]
 cigarette [sɪgə'ret]
 cinema ['sɪnɪmə]
 class [klɑːs]
 classroom
 ['klɑːsrum]

clean [kliːn]
 clear [kliə]
 clever ['klevə]
 climb [klaɪm]
 clock [klɒk]
 close (v) [klaʊz]
 cloth [klɒθ]
 clothes [klaʊðz]

cloud [klaʊd]
 coffee ['kɒfi]
 cold [kəʊld]
 colour ['kʌlə]
 come [kʌm]
 comfortable
 ['kʌmfətəbl]

common ['kɒmən]
 conductor
 [kən'dʌktə]
 consist [kən'sɪst]
 contain [kən'teɪn]
 conversation
 [kɒnvə'seɪʃn]

cook [kʊk]
 cool [kuːl]
 corn [kɔːn]
 corner ['kɔːnə]
 cornet ['kɔːnɪt]
 correct [kə'rekt]
 cost [kɒst]
 could [kʊd]
 count [kaʊnt]
 country ['kʌntri]
 course [kɔːs]

cow [kau]
 cream [kriːm]
 cross [krɒs]
 cup [kʌp]
 cut [kʌt]

daily ['deɪli]
 dance [dɑːns]
 dance-music
 ['dɑːnsmjuːzɪk]

dark [dɑːk]
 date [deɪt]
 daughter ['dɔːtə]
 day [deɪ]
 dead [ded]
 dear [diə]

December
 [dɪ'sembə]
 depend [dɪ'pend]
 describe [dɪ'skraɪb]
 description
 [dɪ'skrɪpʃn]

desk [desk]
 did [dɪd]
 difference ['dɪfrəns]
 difficult ['dɪfɪkəlt]
 dig [dɪg]
 dine [daɪn]
 dining-room
 ['daɪnɪŋrum]

dinner ['dɪnə]
 dirty ['dɜːti]
 disbelieve
 ['dɪsbɪ'liːv]
 dislike [dɪ'slaɪk]
 do [duː] [du] [də] [d]
 does [dʌz] [dəz]
 done [dʌn]
 doctor ['dɒktə]
 dog [dɒg]
 door [dɔː]

down [daun]	everyday	fifth [fifθ]
drank [dræŋk]	[evri'dei]	fifty ['fifti]
draw [drɔ:]	everyone	fight [fait]
dress [dres]	['evriwʌn]	figure ['figə]
drew [dru:]	everything	find [faɪnd]
dried [draɪd]	['evriθɪŋ]	fine [faɪn]
drink [drɪŋk]	everywhere	fingers ['fɪŋgəz]
drive [draɪv]	['evriweə]	finish ['fɪnɪʃ]
drove [drouv]	exactly [ɪg'zæktli]	fire ['faɪə]
drum [drʌm]	example	first [fɜ:st]
dry [draɪ]	[ɪg'zɑ:mpl]	first-class
dust [dʌst]	except [ɪk'sept]	['fɜ:st'kla:s]
	exciting [ɪk'saɪtɪŋ]	fish [fɪʃ]
each [i:tʃ]	exercise ['eksəsaɪz]	five [faɪv]
ear [ɪə]	expect [ɪks'pekt]	flew [flu:]
early ['ɜ:li]	expensive	flowers ['flauəz]
earth [ɜ:θ]	[ɪks'pensɪv]	fly [flaɪ]
easy ['i:zi]	explain [ɪks'pleɪn]	foggy ['fɒgi]
eat [i:t]	express [ɪks'pres]	follow ['fɒləʊ]
eaten ['i:tn]	eye [aɪ]	fond [fɒnd]
egg [eg]		food [fu:d]
eight [eɪt]	face [feɪs]	foot [fʊt]
eighteen [eɪ'ti:n]	fair [feə]	football ['fʊtbɔ:l]
eighty ['eɪti]	fall [fɔ:l]	for [fɔ:] [fə]
either ['aɪðə] ['i:ðə]	family ['fæmɪli]	foreign ['fɔ:ɪn]
eleven [i'levn]	far [fɑ:]	forget [fə'get]
else [els]	farm [fɑ:m]	forgotten [fə'ɡɒtn]
end [end]	fast [fɑ:st]	form [fɔ:m]
engine ['endʒɪn]	fat [fæt]	fortnight ['fɔ:tnaɪt]
enjoy [ɪn'dʒɔɪ]	father ['fɑ:ðə]	forty ['fɔ:ti]
enough [ɪ'nʌf]	February ['februəri]	found [faʊnd]
enter ['entə]	fed [fed]	four [fɔ:]
especially	feed [fi:d]	fourteen [fɔ:'ti:n]
[is'peʃəli]	feel [fi:l]	fourth [fɔ:θ]
essential [ɪ'senʃəl]	feet [fi:t]	fraction ['frækʃn]
even ['i:vən]	fellow ['feləʊ]	fresh [frefʃ]
evening ['i:vniŋ]	felt [felt]	Friday ['fraɪdi]
ever ['evə]	female ['fi:meɪl]	friend [frend]
every ['evri]	few [fju:]	friendly ['frendli]
everybody	field [fi:ld]	from [frɒm] [frəm]
['evrɪbɒdi]	fifteen [fɪf'ti:n]	front [frʌnt]

fruit [frʊt]	handsome ['hænsəm]	hungry ['hʌŋɡri]
full [fʊl]	happen ['hæpən]	hurt [hɜ:t]
fun [fʌn]	happy ['hæpi]	husband
funny ['fʌni]	hard [hɑ:d]	['hʌzbənd]
further ['fɜ:ðə]	hardly ['hɑ:dli]	
	has [hæz] [həz] [əz]	I [ai]
gaiety ['geiəti]	[z]	ice [ais]
garden ['ɡɑ:dn]	hate [heit]	ice-cream
gate [geit]	have [hæv] [həv]	['ais'kri:m]
gave [geiv]	[əv] [v]	idea [ai'diə]
gay [gei]	he [hi:] [hi]	if [if]
generally ['dʒenərəli]	head [hed]	ill [il]
gentle ['dʒentl]	healthy ['helθi]	in [in]
get [get]	hear [hiə]	inch [in(t)]
girl [gɜ:l]	heart [hɜ:t]	incorrect
give [giv]	heaven ['hevn]	[inkə'rekt]
glad [glæd]	heavy ['hevi]	ink [ɪŋk]
go [ɡou]	heel [hi:l]	inkpot ['ɪŋkpɒt]
goes [ɡouz]	hello, hullo	instead [in'sted]
gone [ɡɒn]	[hə'lou]	interesting
gold [ɡould]	help [help]	['intristɪŋ]
golden ['ɡouldən]	her [hə:] [hə]	interfere [intə'fiə]
good [ɡud]	here [hiə]	interrupt
goodbye [ɡud 'bai]	high [hai]	[intə'rʌpt]
good-hearted	him [him]	into ['intu]
['ɡud 'hɑ:tid]	his [hiz]	is [iz] [z]
got [ɡɒt]	hit [hit]	it [it]
grass [ɡrɑ:s]	hold [hould]	its [its]
great [ɡreit]	holiday ['hɒlidi]	
green [ɡri:n]	home [houm]	January
greetings ['ɡri:tiŋz]	homework	['dʒænjuəri]
grey [ɡrei]	['houmwɜ:k]	joke [dʒouk]
guinea ['ɡini]	honestly ['ɒnistli]	joy [dʒɔi]
	hope [houp]	judge [dʒʌdʒ]
had [hæd] [həd]	horse [hɔ:s]	July [dʒu:'lai]
[əd] [d]	hot [hɒt]	June [dʒu:n]
hair [heə]	hotel [hou'tel]	just [dʒʌst]
half [hɑ:f]	hour ['auə]	
halves [hɑ:vz]	house [haus]	kind [kaind]
hammer ['hæmə]	how [hau]	king [kiŋ]
hand [hænd]	hundred ['hʌndrəd]	

kiss [kis]	love [lʌv]	Monday ['mʌndi]
knew [nju:]	lovely ['lʌvli]	money ['mʌni]
know [nou]	lucky ['lʌki]	months [mʌnθs]
knowledge	lunch [lʌn(t)]	moon [mu:n]
['nɒlɪdʒ]		more [mɔ:]
	machine [mə'ʃi:n]	morning ['mɔ:nɪŋ]
lady ['leɪdi]	madam ['mædəm]	most [moust]
lamp [læmp]	made [meɪd]	mother ['mʌðə]
landlord ['lændlə:d]	make [meɪk]	motor-car
language	male [meɪl]	['moutə kɑ:]
['læŋɡwɪdʒ]	man [mæn]	mountain
last [lɑ:st]	manly ['mænli]	['mauntɪn]
late [leɪt]	manage ['mænɪdʒ]	move [mu:v]
laugh [lɑ:f]	manservant	Mr. ['mɪstə]
laughable ['lɑ:fəbl]	['mænsə:vənt]	Mrs. ['mɪsɪz]
learn [lɜ:n]	many ['meni]	much [mʌtʃ]
least [li:st]	March [mɑ:tʃ]	museum
leave [li:v]	marmalade	['mju:'ziəm]
left [left]	['mɑ:məleɪd]	music ['mju:zɪk]
left (adj.) [left]	material	musical
length [lenθ]	[mə'tiəriəl]	['mju:zɪkl]
less [les]	matter ['mætə]	must [mʌst] [mæst]
lesson ['lesn]	May [meɪ]	mutton ['mʌtn]
let [let]	may [meɪ]	my [mai]
letter ['letə]	me [mi:] [mi]	
library ['laɪbrəri]	meal [mi:l]	nail [neɪl]
lie [lai]	mean [mi:n]	name [neɪm]
life [laɪf]	meaning ['mi:nɪŋ]	near [niə]
light [laɪt]	meet [mi:t]	neck [nek]
like (prep.) [laɪk]	men [men]	need [ni:d]
like (v.) [laɪk]	met [met]	neither ['naiðə]
line [lain]	method ['meθəd]	['ni:ðə]
listen ['lɪsn]	middle ['mɪdl]	never ['nevə]
literature	midnight ['mɪdnait]	new [nju:]
['lɪtərɪtʃə]	mile [maɪl]	news [nju:z]
little ['lɪtl]	million ['mɪljən]	newspaper
live [lɪv]	minute ['mɪnɪt]	['nju:speɪpə]
long [lɒŋ]	Miss [mɪs]	next [nekst]
look [lʊk]	missing ['mɪsɪŋ]	nice [naɪs]
lord [lɔ:d]	mistake [mɪs'teɪk]	night [naɪt]
lot [lɒt]	modern ['mɒdən]	nine [naɪn]

nineteen ['nain'ti:n]	over ['ouvə]	pot [pɒt]
ninth [nainθ]	own [aʊn]	potato [pə'teɪtəʊ]
ninety ['nainti]		pound [paʊnd]
no [nəʊ]	page [peɪdʒ]	practical
nobody ['nəʊbədi]	paid [peɪd]	['præktɪkl]
noise [nɔɪz]	paint [peɪnt]	present ['preznt]
noisy ['nɔɪzi]	paper ['peɪpə]	pretty ['prɪti]
none [nʌn]	park [pɑ:k]	price [praɪs]
noon [nu:n]	parliament	pride [praɪd]
nor [nɔ:]	['pɑ:ləmənt]	pronounce
not [nɒt]	part [pɑ:t]	['prə'naʊns]
note [nəʊt]	particular	pronunciation
nothing ['nʌθɪŋ]	['pɑ:tɪkjʊlə]	['prənʌnsi'eɪʃn]
notice ['nəʊtɪs]	party ['pɑ:ti]	proud [praʊd]
nought [nɔ:t]	passenger	public ['pʌblɪk]
novelist ['nɒvəlɪst]	['pæsɪn(d)ʒə]	pull [pʊl]
November	past [pɑ:st]	push [puʃ]
[nəʊ'vembə]	pay [peɪ]	put [put]
now [naʊ]	pen [pen]	
nowhere ['nəʊwɛə]	pencil ['pensl]	quarter ['kwɔ:tə]
number ['nʌmbə]	people ['pi:pl]	queen [kwɪn]
	perhaps [pə'hæps]	question ['kwɛstʃən]
o'clock [ə'klɒk]	person [pə:sn]	quick [kwɪk]
October	piano ['pjænəʊ]	quiet ['kwaɪət]
[ɒk'təʊbə]	picture ['pɪktʃə]	quite [kwaɪt]
of [ɒv] [əv]	piece [pi:s]	
often ['ɒfn]	pigs [pɪgz]	rabbit ['ræbɪt]
old [əʊld]	pipe [paɪp]	racket ['rækɪt]
on [ɒn]	place [pleɪs]	rain [reɪn]
once [wʌns]	plate [pleɪt]	ran [ræn]
one [wʌn]	play (v) [pleɪ]	rather ['rɑ:ðə]
only ['əʊnli]	play (n) [pleɪ]	ray [reɪ]
open ['əʊpn]	pleasant ['pleznt]	read [ri:d]
opposite ['ɒpəzɪt]	please [pli:z]	reading ['ri:dɪŋ]
or [ɔ:] [ə]	pocket ['pɒkɪt]	ready ['redi]
ordinary ['ɔ:dnri]	poem ['pəʊɪm]	really ['riəli]
other ['ʌðə]	poet ['pəʊɪt]	reason ['ri:zn]
ought [ɔ:t]	point [pɔɪnt]	red [red]
our [aʊə]	polite [pə'laɪt]	remember
out [aʊt]	poor [puə]	['ri'membə]
outside ['aʊt'saɪd]	porter ['pɔ:tə]	

remind [ri'maind]
 repeat [ri'pi:t]
 rich [ritʃ]
 ride [raid]
 right [rait]
 rise [raiz]
 river ['rivə]
 roast [roust]
 rock [rɒk]
 rolls [roulz]
 room [rʊm] [ru:m]
 round [raʊnd]
 rough [rʌf]
 rubbish ['rʌbiʃ]
 run [rʌn]

sad [sæd]
 safe [seɪf]
 safety ['seɪfti]
 said [sed]
 same [seɪm]
 sand [sænd]
 Saturday ['sætədi]
 saucer ['sə:sə]
 saw [sɔ:]
 say [sei]
 scarce [skeəs]
 school [sku:l]
 sea [si:]
 seaside ['si:said]
 season ['si:zn]
 seat [si:t]
 second ['sekənd]
 see [si:]
 seen [si:n]
 seem [si:m]
 sell [sel]
 send [send]
 sense [sens]
 sensible ['sensibl]
 sentence ['sentəns]

September
 [səp'tembə]
 servant ['sə:vənt]
 seven ['sevn]
 seventeen
 [sevn'ti:n]
 seventh ['sevnθ]
 seventy ['sevnti]
 sew [sou]
 shade [ʃeid]
 shall [ʃæl] [ʃəl]
 she [ʃi:] [ʃi]
 sheep [ʃi:p]
 shelf [ʃelf]
 shelves [ʃelvz]
 shell [ʃel]
 shilling ['ʃilin]
 shine [ʃain]
 ship [ʃip]
 shop [ʃɒp]
 shopkeeper
 ['ʃɒpki:pə]
 short [ʃɔ:t]
 show [ʃou]
 silence ['sailəns]
 simple ['simpl]
 since [sins]
 sing [sin]
 sir [sə:] [sə]
 sister ['sistə]
 sit [sit]
 six [siks]
 sixteen ['siks'ti:n]
 sixth [siksθ]
 sixty ['siksɪ]
 sky [skai]
 sleep [sli:p]
 slept [slept]
 slim [slim]
 slow [slou]
 slowly ['slouli]

small [smɔ:l]
 smell [smel]
 smoke [smouk]
 so [sou]
 soft [sɔft]
 some [sʌm] [səm]
 somebody
 ['sʌmbədi]
 someone
 ['sʌmwʌn]
 something
 ['sʌmθɪŋ]
 sometimes
 ['sʌmtaimz]
 somewhere
 ['sʌmweə]
 son [sʌn]
 song [sɒŋ]
 soon [su:n]
 sorrow ['sɔrou]
 sorry ['sɔri]
 sound [saʊnd]
 soup [su:p]
 spade [speɪd]
 speak [spi:k]
 spell [spel]
 spirit ['spirit]
 spoke [spouk]
 spoken ['spoukn]
 spoon [spu:n]
 spoonful
 ['spu:nful]
 spring [sprɪŋ]
 stand [stænd]
 star [stɑ:]
 station ['steɪʃn]
 stay [steɪ]
 step [step]
 stick [stɪk]
 still [stɪl]
 stood [stud]

stop [stɒp]
 story ['stɔ:ri]
 street [stri:t]
 strength [streŋθ]
 striped ['straɪpt]
 strong [strɒŋ]
 student
 ['stju:dənt]
 study ['stʌdi]
 style [stɑɪl]
 such [sʌtʃ]
 sugar ['ʃʊgə]
 suit [sju:t]
 summer ['sʌmə]
 sun [sʌn]
 Sunday ['sʌndi]
 supper ['sʌpə]
 suppose [sə'pəʊz]
 sure [ʃʊə]
 surprise [sə'praɪz]
 swim [swɪm]

table ['teɪbl]
 tailor ['teɪlə]
 take [teɪk]
 talk [tɔ:k]
 tall [tɔ:l]
 taste [teɪst]
 taught [tɔ:t]
 taxi ['tæksi]
 tea [ti:]
 teach [ti:tʃ]
 teacher ['ti:tʃə]
 telephone
 ['telɪfəʊn]
 tell [tel]
 ten [ten]
 tennis ['tenɪs]
 terrible ['terɪbl]
 than [ðæn] [ðən]
 thank [θæŋk]

that [ðæt] [ðət]
 the [ðə] [ði] [ði:]
 theatre ['θiətə]
 their [ðeə]
 them [ðem] [ðəm]
 then [ðen]
 there [ðeə] [ðə]
 these [ði:z]
 they [ðei]
 thick [θɪk]
 thin [θɪn]
 thing [θɪŋ]
 think [θɪŋk]
 third [θɜ:d]
 thirteen ['θɜ:'ti:n]
 thirty ['θɜ:ti]
 this [ðɪs]
 those [ðəʊz]
 thought [θɔ:t]
 thousand

 ['θaʊzənd]
 three [θri:]
 through [θru:]
 thumb [θʌm]
 Thursday
 ['θɜ:zdi]
 ticket ['tɪkɪt]
 till [tɪl]
 time [taɪm]
 tired ['taɪəd]
 tiring ['taɪərɪŋ]
 to [tu:] [tu] [tə]
 toast [təʊst]
 tobacco [tə'bækəʊ]
 today [tə'dei]
 together [tə'geðə]
 told [təʊld]
 tomorrow
 [tə'mɒrəʊ]
 too [tu:]
 took [tʊk]

top [tɒp]
 towel ['taʊəl]
 town [taʊn]
 train [treɪn]
 tray [treɪ]
 tree [tri:]
 true [tru:]
 try [traɪ]
 Tuesday ['tju:zdi]
 turn [tɜ:n]
 twelve [twelv]
 twenty ['twenti]
 twice [twɑɪs]
 twin [twin]
 two [tu:]
 type [taɪp]
 typewriter
 ['taɪpraɪtə]

umbrella
 [ʌm'brelə]
 uncertain
 [ʌn'sɜ:tn]
 uncle ['ʌŋkl]
 under ['ʌndə]
 understand
 [ʌndə'stænd]
 university
 [ju:nɪ'vɜ:sɪti]
 until [ʌn'tɪl]
 up [ʌp]
 us [ʌs] [əs]
 use (n) [ju:s]
 use (v) [ju:z]
 used to ['ju:st tu (tə)]
 useful ['ju:sfʊl]
 usually ['ju:ʒjuəli]
 vegetables
 ['vedʒɪtəblz]
 very ['veri]

wait [weit]	wet [wet]	wood [wud]
waiter ['weɪtə]	what [wɒt]	word [wɜ:d]
walk [wɔ:k]	when [wen]	wore [wɔ:]
wall [wɔ:l]	where [wɛə]	work [wɜ:k]
want [wɒnt]	which [wɪtʃ]	world [wɜ:ld]
warm [wɔ:m]	white [waɪt]	worry ['wɒrɪ]
was [wɔz] [wəz]	who [hu:]	worse [wɜ:s]
wash [wɒʃ]	whole [həʊl]	worst [wɜ:st]
watch [wɒtʃ]	why [waɪ]	wrist [rɪst]
water ['wɔ:tə]	wife [waɪf]	write [raɪt]
way [weɪ]	will [wɪl]	wrong [rɒŋ]
we [wi:]	window ['wɪndəʊ]	wrote [rəʊt]
weak [wi:k]	wine [waɪn]	
weakness	winter ['wɪntə]	
['wi:knis]	wireless ['waɪələs]	year [jə:] [jiə]
wealthy ['welθi]	wise [waɪz]	yellow ['jeləʊ]
wear [wɛə]	with [wɪð]	yes [jes]
weather ['weðə]	without [wɪð'au]	yesterday
wedding ['wedɪŋ]	wives [waɪvz]	['jestədi]
Wednesday	woman ['wʊmən]	yet [jet]
['wenzdi]	women ['wɪmɪn]	you [ju:] [ju]
week [wi:k]	wonder ['wʌndə]	young [jʌŋ]
well [wel]	wonderful	your [jɔ:] [juə]
went [went]	['wʌndəfʊl]	youth [ju:θ]
were [wɜ:] [wə]	won't [wəʊnt]	

INDEX

adjectives and adverbs, 71
 adjectives and nouns, 95
 adjective phrases, 96
 adverbs, 71
always, 221
any, 135
anybody/one/thing/where, 135

because, 72

can, 65
 capital letters, 40
cloth, clothes, 193

comparison of adjectives, 150, 172
 consonants and vowels, 11
could, 87
country, 49

 direct object, 119

ever, 221
everyone/body/thing/where, 134

few, 173
feet, 83
 future tense, 130-2
 future by *going to*, 144

gender, 33
gerund, 152-3
going to, 144

had, 88
to have, 65

idiomatic phrases, 128
indirect object, 119
-ing constructions, 96
irregular verbs, 179, 186, 192, 208, 236

kind, 136

light, 194
like, 211
little, 173

many, 173
matter, 210
much, 173
must, 209

never, 221
negative prefixes, 142
nominative case, 117
not, 221
nouns, 52
nouns and adjectives, 95
nouns and verbs, 193
numbers, 83

objective case, 117
objects (direct and indirect), 119
objects and subjects, 117
often, 221
opposites, 44, 65
ought, 208

past tense (simple), 89, 179-81
person, 51
people, 56
phrases, 40, 45, 58, 66, 90, 112, 128
plurals, 25, 141
possessive adjectives, 53
possessive case, 81
prefixes (negative), 142
prepositions, 59
present continuous tense, 55, 56, 57, 99, 132
present perfect tense, 214, 220, 226,

pronouns, 52
Pronunciation Drill, 5, 12, 28, 34, 41, 46, 60, 72, 84, 97, 123, 144, 173, 182, 189, 195, 204, 212, 218, 223, 233

question phrases, 222, 232

regular verbs, 162-3
related words, 90, 102, 113, 134, 143
round, 83

second, 83
simple present tense, 52, 99-102, 110-12
singular and plural, 25
small letters, 40
some, 57, 135
somebody/one/thing/where, 135
sometimes, 221
"special" verbs, 110 (footnote)
Stories without Words, 121, 155, 165, 178, 229
study, 97
subjects and objects, 117

taste, 211
tense: future, 130-2
 present continuous, 55-7, 99, 132
 present perfect, 214-8, 220-1, 226-9, 231-2
 simple past, 89, 179-81
 simple present, 52, 99-102, 110-12
too, 112

under, 12
used to, 182

verbal nouns, 152-3
verbs and nouns, 193
vowels and consonants, 11

was, 87
where, 11
why, 72

word study, 83, 90, 102, 113, 132, 134, 142

you, 40