

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ ДЕРЖАВНИЙ ЕКОЛОГІЧНИЙ УНІВЕРСИТЕТ

МЕТОДИЧНІ ВКАЗІВКИ
для практичної роботи
з дисципліни «Англійська мова»
для студентів-початківців I курсу
денної форми навчання
Напрямок підготовки: усі напрямки

Затверджено

методичною комісією факультету
к о м п' ю т е р н и х н а у к
протокол № від р.

Одеса – 2015

МЕТОДИЧНІ ВКАЗІВКИ для практичної роботи з дисципліни
«Англійська мова» для студентів-початківців I курсу денної форми
навчання

Напрямок підготовки: усі напрямки

Укладач: Янко І.Б. Одеса - ОДЕКУ, 2015 р., 144 с.

ПЕРЕДМОВА

Нормативна дисципліна "Англійська мова" відноситься до гуманітарного циклу освітньо-кваліфікаційного рівня бакалавр і є складовою частиною загальноосвітньої підготовки студентів ОДЕКУ. Практичне володіння англійською мовою є невід'ємним органічним компонентом сучасної підготовки спеціалістів вищими навчальними закладами. Іноземна мова у вищому навчальному закладі являє собою самостійний курс, який має свій зміст та структуру. Загальний обсяг навчального часу для II курсу за фахом екологія, охорона навколишнього середовища та збалансоване природокористування визначається робочим навчальним планом та становить 8 годин практичної та 71 годину самостійної роботи.

Мета вивчення іноземної мови у немовному вузі – підготувати студента до читання літератури за фахом, спілкування англійською мовою в різних видах мовної діяльності, можливості її використання у практичних цілях.

Загальноосвітнє значення вивчення англійської мови визначається тим, що:

- порівняння двох мовних систем - рідної та іноземної мови – поглиблює філологічні знання студента, змушує більш вдумливо ставитись до явищ рідної мови;
- вивчення іноземної мови сприяє розвитку пізнавальної та розумової активності студента;
- отримана іноземною мовою інформація містить різноманітні факти наукового суспільно-політичного та країнознавчого характеру, що допомагає студентові розширювати кругозір.

Загальноосвітня цінність вивчення іноземної мови усвідомлюється студентами за умови правильної організації зв'язків між курсом іноземної мови та спеціальними дисциплінами. У процесі навчання іноземної мови усі види мовної діяльності (читання, мовлення, аудіювання) тісно пов'язані між собою, хоча їх співвідношення на різних етапах навчання різне, що зумовлено метою та умовами навчання, а також відносною складністю видів мовної діяльності, що виконується.

Практична значимість вивчення англійської мови у вищому навчальному закладі полягає в тому, що володіння англійською мовою є:

- ознакою високого професійного та інтелектуального рівня фахівця;
- можливістю проходження виробничої практики за кордоном;
- можливістю навчання та стажування у закордонних вищих навчальних закладах;
- пріоритетним працевлаштуванням;
- необхідністю користування Internet

В результаті вивчення дисципліни "Англійська мова" студенти повинні знати особливості фонетичної, граматичної, морфологічної, синтаксичної структури англійської мови, відповідну спеціальну лексику за фахом.

Після вивчення дисципліни „Англійська мова" студент має вміти:

- читати, перекладати та реферувати оригінальну літературу за фахом для отримання необхідної інформації;
- брати участь в усному спілкуванні іноземною мовою в обсягу матеріалу, передбаченого програмою.

У процесі досягнення практичної мети здійснюються освітні та виховні

завдання навчання іноземної мови.

Контроль поточних знань виконується на базі кредитно-модульної системи організації навчання. Підсумковим контролем є залік.

ЗМІСТ РОЗДІЛУ

Вступ

В умовах значного розширення міжнародних зв'язків України знання іноземних мов спеціалістами різних галузей науки набувають особливого значення. Одне з головних завдань яке ставиться перед студентами вищих закладів освіти України є практично - комунікативне володіння іноземною мовою на професійному та побутовому рівнях. В процесі практичного володіння іноземною мовою основний наголос робиться на усне мовлення як основну виховну форму мовленнєвої діяльності. Письмове мовлення — читанням і письмом студенти оволодівають вже на базі засвоєного усного мовлення. Усне мовлення є не тільки метою навчання, але є засобом досягнення цієї мети.

Навчання усім видам мовленнєвої діяльності ведеться комплексно. Усі відомості теоретичного характеру з фонетики* техніки читання та перекладу, граматики даються в процесі практичної роботи в об'ємі потрібному для набування студентами відповідних умінь і навичок.

Значна увага в навчальному процесі впродовж всього курсу приділяється в постановці вимови, особливо інтонації.

Граматична система іноземної мови засвоюється студентами за допомогою граматичних структур усного і письмового **МОВЛЕННЯ**. Порядок подання граматичних структур визначається послідовністю поступового ускладнення матеріалу і залежності його від попереднього матеріалу.

Лексика - слова, словосполучення і вирази засвоюються в мовленні в їх природному матеріалі.

Вільне спілкування іноземною мовою можливо лише коли студенти будуть мислити цією мовою. Тому розвиток мислення іноземною мовою є важливим завданням практичного курсу, що забезпечується численними, різноманітними мовними оригінальними вправами і створення мовної атмосфери на заняттях поза аудиторний час.

Знання:

- вимови усіх звуків англійської мови на рівні комунікативної достатності (рівень розбірливості для усного спілкування) та основними інтонаційними моделями;

- закономірностей англійської мови у співставленні її з діловою українською мовою;
- фонетичного, граматичного, лексичного, морфологічного, синтаксичного мінімуму передбаченого програмою кафедри іноземних мов ОДЕКУ з англійської мови.

Вміння:

- вести бесіду на основі типових ситуацій ділового спілкування, у зв'язку з прочитаним або прослуханим;
- робити повідомлення на основі типових ситуацій ділового спілкування, а також висловлюватися з приводу прочитаного або прослуханого;
- самостійно читати (зі словником) суспільно-політичні, науково-популярні тексти, а також за фахову літературу;
- сприймати на слух при безпосередньому спілкуванні та у звукозапису тексти побудовані в основному на засвоєному мовному матеріалі.

Структура методичних вказівок та їх призначення.

Дані методичні вказівки призначені для студентів-початківців, які не вивчали у школі англійську мову або не мають достатнього обсягу знань, щоб вивчати її у вищому навчальному закладу на загальних засадах, починаючи з I року навчання.

Така категорія студентів потребує допомоги у засвоєнні елементарних граматичних тем, великої кількості фонетичних вправ, спрямованих на засвоєння вимови літер, їх сполучень та інтонаційних особливостей англійської мови, формування або удосконалення навичок читання.

Методичні вказівки складаються з уроків та водної частини, яка містить приклади вимови приголосних, голосних та дифтонгів, а також англійську абетку.

Кожен урок містить вправи на вимову, питально-відповідні вправи та лексичні вправи. З метою ефективного подання матеріалу застосовано велику кількість ілюстрацій, що дозволяють розуміти наведені завдання та приклади без перекладу на рідну мову. У подальшому структура уроків ускладняється, з'являються навчальні тексти діалоги, завдання скласти розповідь та ін. Пояснення граматичних явищ також подається англійською мовою з використанням великої кількості ілюстрацій та схем.

Результатом роботи студентів з даними методичними вказівками має стати засвоєння ними таких граматичних тем:

- частини мови (іменник, дієслово, прийменник, прикметник, займенник);
- однина та множина іменників;
- рід іменників;
- артикль;
- загальні запитання;
- спеціальні запитання;
- застосування дієслів “to be”, “to have” та “can”;
- застосування конструкцій “there is”, “there are”;
- питальна та заперечна форми;
- ступені порівняння прикметників;
- простий теперішній час;
- простий майбутній час;
- правильні та неправильні дієслова.

Наприкінці курсу студенти мають засвоїти певну кількість загальновживаної лексики та лексики на теми «Дні тижня», «Місяці», «Пори року», «Навчання», «Відпочинок», «Відпустка або канікули», «Родинні стосунки», «Їжа», «Тварини», «У крамниці», «Одяг», «Робота», «Спорт», «Час» та ін.

THE SOUNDS IN ENGLISH

Phonetic

Symbol	Examples
i:	me, tree, three, he, people, the ¹
ɪ	ship, it, ticket, this, king, shilling
e	bed, pen, egg, yes, men, well
æ	man, that, am, and, Paris, can, Spanish
a:	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

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
e	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
ʒ	pleasure, measure
dʒ	John, judge, age, Japan, language
h	his, happy, here, help, unhappy
m	man, make, many, my, swim
n	name, near, then, finish
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

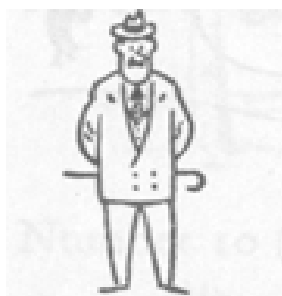
THE ENGLISH ALPHABET

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 I (First Lesson)

Number 1 (one)



Number 1 is a man

This is a man



Number 1 (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.

Number 4 (four)

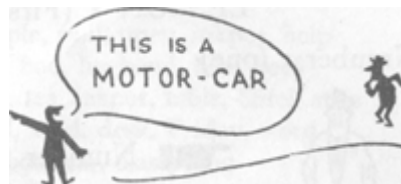


This is a girl.

Question: What is this?

Answer: This is a girl.

Number 5 (five)



Number 6 (six)



Question: What is this?

Answer: It is a train.

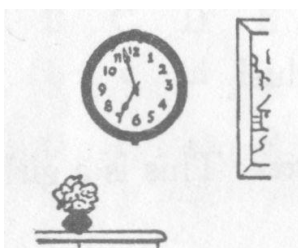
Number 7 (seven)



Question: What is number 7?

Answer: Number 7 is a mountain.

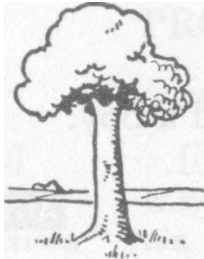
Number 8 (eight)



Question: What is number 8?

Answer: Number 8 is a clock.

Number 9 (nine)



Question: Is this a tree?

Answer: Yes, this is a tree.



QUESTION

ANSWER

Number 10 (ten)



Question: Is this a ship?

Answer: Yes, it is.

Number 11 (eleven)



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.

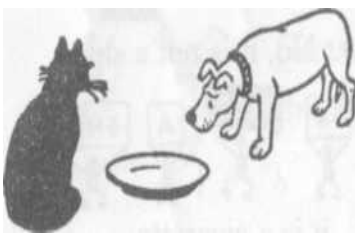
Number 14 (fourteen)



Question: What is this?

Answer: It is a woman and a baby.

Number 15 (fifteen)



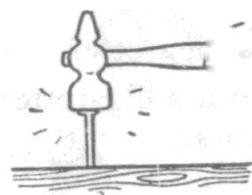
Question:

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]	[a:]
three	this	yes	man	car
fourteen	six	ten	cat	answer
tree	ship	eleven	hammer	
fifteen	is	seven		
thirteen	baby	question		
sixteen	mountain	twelve		
	eleven	lesson		
	fifteen			
	in			
	sixteen			
	cigarette			
[ɒ]	[ɔ:]	[u]	[u:]	[ʌ]
not	four	woman	two	number
what	horse	put		one [w n]
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

EXERCISES:

I. *Put in the missing words:*



Number 1 is a _____



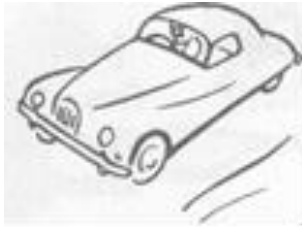
Number 2 is a _____



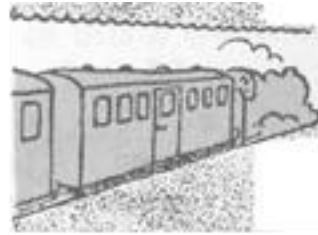
Number 3 is _____



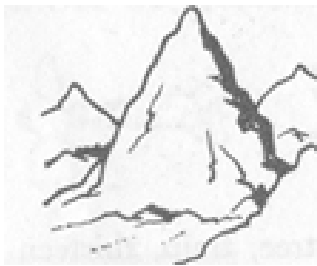
Number 4 _____



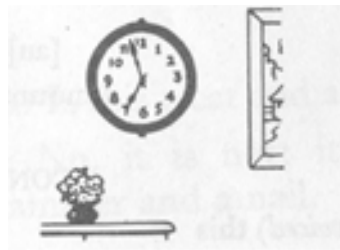
_____ 5 is a motor-car



_____ 6 is _____



_____ 7 is _____



Number 8 _____



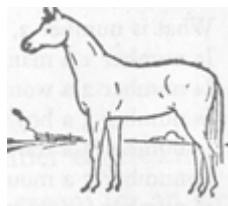
What is this? It is _____
boy?



Is this a man and a



What is this?



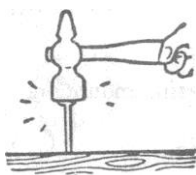
What is this?



Is this a cigarette?



Is this a cat and a dog?



Is this a cigarette ?
dog?

No, _____

It is _____



Is this a cat and a

It is _____

II. Write in words the numbers i 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 (Two Lesson)

Number 17 (seventeen)



Number seventeen is an inkpot.

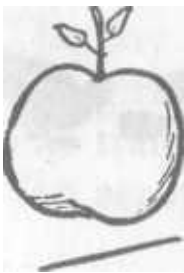
Number 18 (eighteen)



What is number eighteen?

It is an ice-cream (*or* 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.

Number 21 (twenty-one)



Is this a ship?

Is it a clock?

What is it?

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

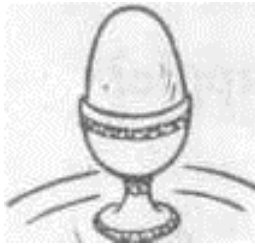
Number 22 (twenty-two)



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)



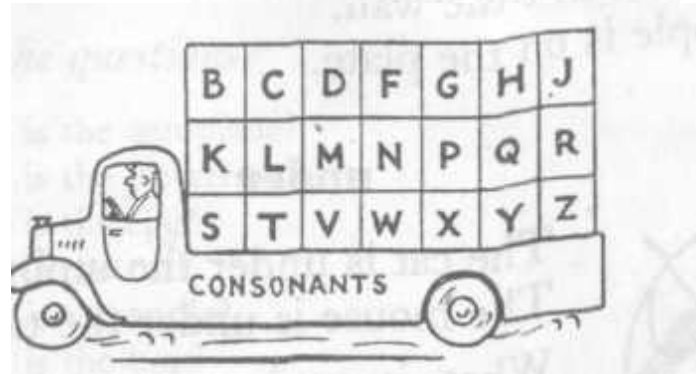
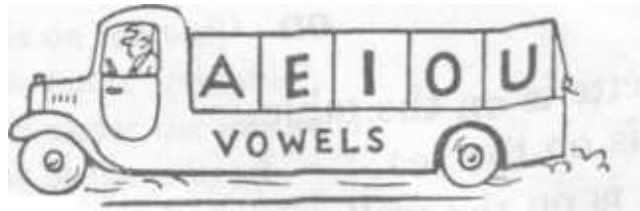
This is a bad egg. This egg is bad.

Is this a good egg? Is this egg good?

No, it is not. 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.

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

Where is the egg?

Where is the boy?

Where is the girl?

Where is the train?

Answer

The egg is in the egg-cup.

The boy is in the bed.

(Put in the answers.)

Where is the aeroplane?

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

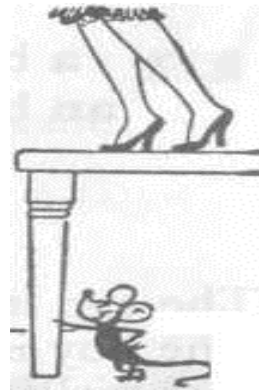


The cat is under the umbrella.

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

PRONUNCIATION DRILL

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

1. What is on the sea?
2. What is on the wall?
3. What is under the table?
4. What is under the umbrella?
5. What is in the inkpot?

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?
10. Where is the ship?
11. Where is the mouse?
12. Where is the clock?

Give the questions, e.g.:



isn't).



Question

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

What is it?

(2) _____?

_____?

_____?

Answer

Yes, it is.
No, it is not (it

It is (it's) an egg.

Yes, it is

No, it isn't

It is an apple.



(3) _____?

_____?

_____?

Yes, it is.

No, it isn't.

It is a boy.



(4) _____?

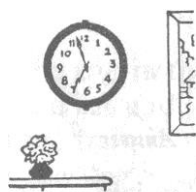
_____?

_____?

Yes, it is.

No, it isn't.

It is a ship.



(5) _____?

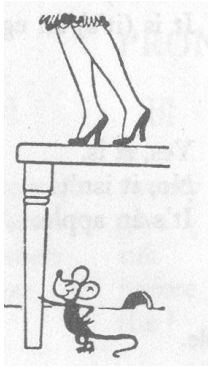
_____?

_____?

Yes, it is.

No, it isn't.

It is a clock.



(6) _____?
 _____?
 _____?

Yes, it is.
 No, it isn't.
 The mouse is.



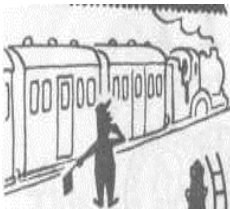
isn't.

(7) Where _____?

It is under the
 umbrella.

_____ the table? No, it

_____? The cat is.



(8) Where _____? It is in the station

_____ the table? 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 a football. **These are** footballs. **This is** a shilling. **These are** shillings.

This is a king. **These are** kings. **This is** a queen. **This is** a child. **These are** queens. **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.

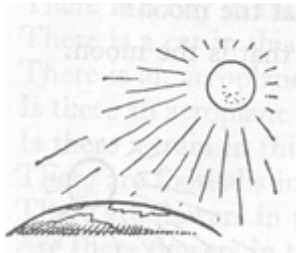
Are these women?

No, these are not women; these are children.

Are these tea-cups?

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

That is



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

Those are



That is the moon.

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



That is a star.



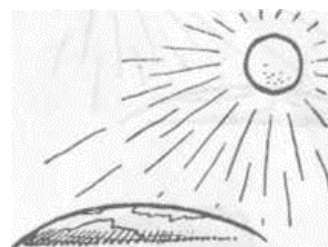
Those are stars.

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



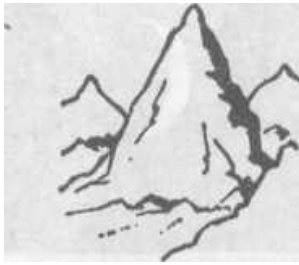
Is that the moon?

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 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.

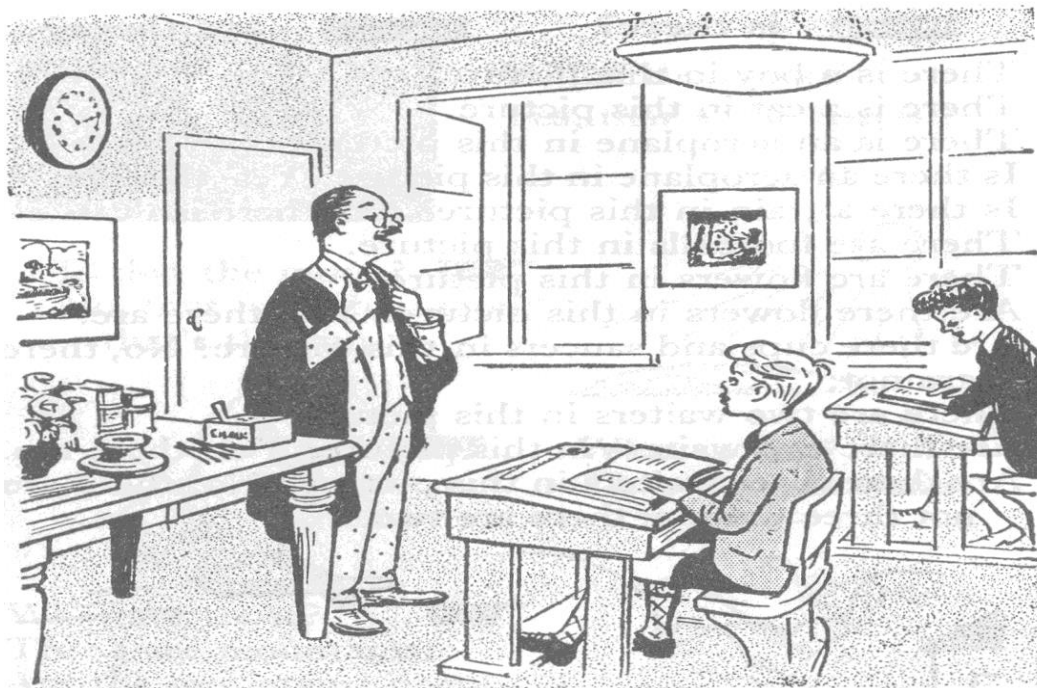
There are flowers in this picture.

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.

GRAMMAR

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)

They are not (they aren't)

These are not (these aren't)

Those are not (those aren't)

There is not (there isn'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.

Those eggs are bad.

the

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

egg-cups.

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.

Affirmative

This is a pencil.

This is a ship.

That is an umbrella.

Those are mountains.
tains.

It is a boy.

They are waiters.

It is a good egg.

They are good cigarettes.

This cigarette is good.

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.

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) moun-

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 bad.

This egg is not (isn't) bad.

This window is open.
open.

This window is not (isn't)

The doors are closed.
closed.

The doors are not (aren't)

There is a clock on the wall.

There isn't a clock on the wall.

There is an inkpot on the table.
table.

There isn't an inkpot on the

Affirmative

Interrogative

That is an aeroplane.

Is that an aeroplane?

This is a motor-car.

Is this a motor-car?

Those are tea-cups.

Are those tea-cups?

These are flowers.

Are these flowers?

It is a boy.

Is it a boy?

They are kings.

Are they kings?

They are queens.

Are they queens?

That is a bad egg.

Is that a bad egg?

That apple is bad.

Is that apple bad?

That door is closed.

Is that door closed?

There is a clock on the wall.

Is there a clock on the wall?

There are flowers on the table.

Are there flowers on the table?

PRONUNCIATION DRILL

[i]		[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]	[ɔ:]	[u:]	[uə]
tea	foot	door	moon	plural
these	room	ball		
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. 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.

THEY

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

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

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 ['mists]. 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				

[u:]	[εə]	[ai]	[au]	[ei]
who	chair	wife	noun	name
neuter	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.

III. 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. Those are queens.

IV. Answer the question:

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? 9. Who are on the chair? 9. What is in the station? 10. Who is near the window?

V. 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?

VI. 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. 1—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 1 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 23.

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.P

Mr. F.: There are fifteen.

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

Teacher: What are two and two? ,,

Student: Four, sir.

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?

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.



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 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)	he?	he is (he's) not
she is (she's)	is- she?	she is (she's) not
it is (it's)	it?	it is (it's) not
<i>Plural</i>	<i>Plural</i>	<i>Plural</i>
we are (we're)	we?	we are (we're) not
you are (you're)	are-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 main (*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?

PRONUNCIATION DRILL

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

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. — s 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”?

Text

Now look at the picture on page 45. 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 farmhouse. 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.



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)	left (hand)
right (answer)	wrong (answer)
good	bad
big	small
open	closed
black	white
hot	cold
warm	cool
far	near
here	there
come	go
country	town

NOTE:

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

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

PHRASES

On the right . . . Not far from . . . In the country . . .

In the town . . . All except one . . . Round the door . . .

Next to . . . A few . . . Near the river . . .

Some are . . . others are . . . One or two . . .

PRONUNCIATION DRILL

[i:]	[i]	[æ]	[a:]	[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	colour	take	potato	kind	house
		phrase	yellow	white	cloud
		potato		behind	round

EXERCISES

I. Answer these questions:

1. Is the picture on page 45 a picture of the town?
2. Is it a warm day or a cold day?
3. Where is the bun?
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?
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 ____.
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 6 (Sixth Lesson)

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

The people of England are English. They speak English.

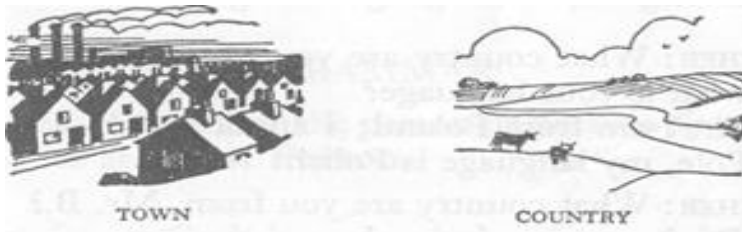
The people of Germany are German. They speak German.

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.



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.

Here are the two meanings in a joke:



Lady: 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? ’

Me. 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.

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

I go he, she goes

I do he, she does

The Simple Present Tense

The verb to speak

First Person: **I speak** English.

we **speak** English.

Second Person: you **speak** English.

you **speak** English.

Third Person: 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.

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:

<i>Pronoun</i>	<i>Verb</i>	<i>Possessive</i>
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.
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.

<i>Noun</i>	<i>Verb</i>	<i>Pronoun</i>	<i>Possessive</i>

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 7 (Seventh 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.

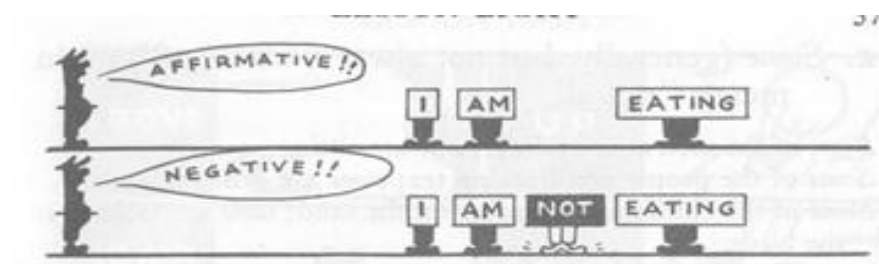
Negative

I am not eating.

You are not eating.

He, she, it is not eating.

We, you, they are not eating.



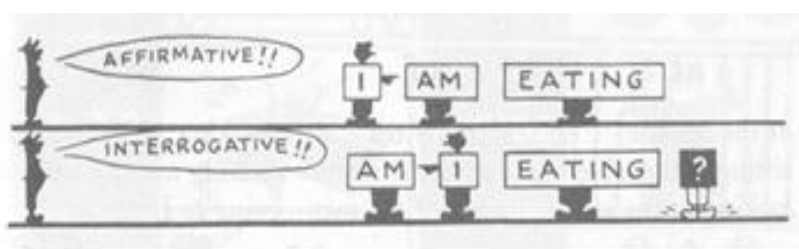
Interrogative

Am I eating?

Are you eating?

Is he, she, it eating?

Are we, you, they eating?



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

What is the man *doing*?

He is reading a newspaper

What is the dog *doing*?

It is sleeping.

What are the children *doing*?

They are playing on the sands.

some

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

Singular

Plural

There is *a* cup on the table.

There are *some* cups on the table.

There is *a* waiter in the picture.

There are *some* waiters in the picture.

A bird is flying over the sea.

Some birds are flying over the sea.

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

of

to

at the seaside a cup

of tea speaking

to the waiter

sitting *at* the table

one *of* the men

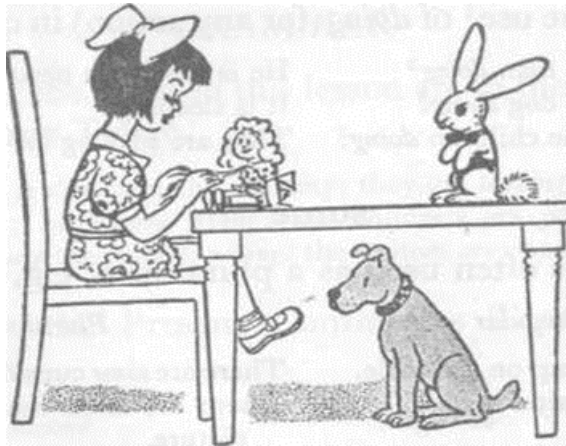
walking *to* the

sands

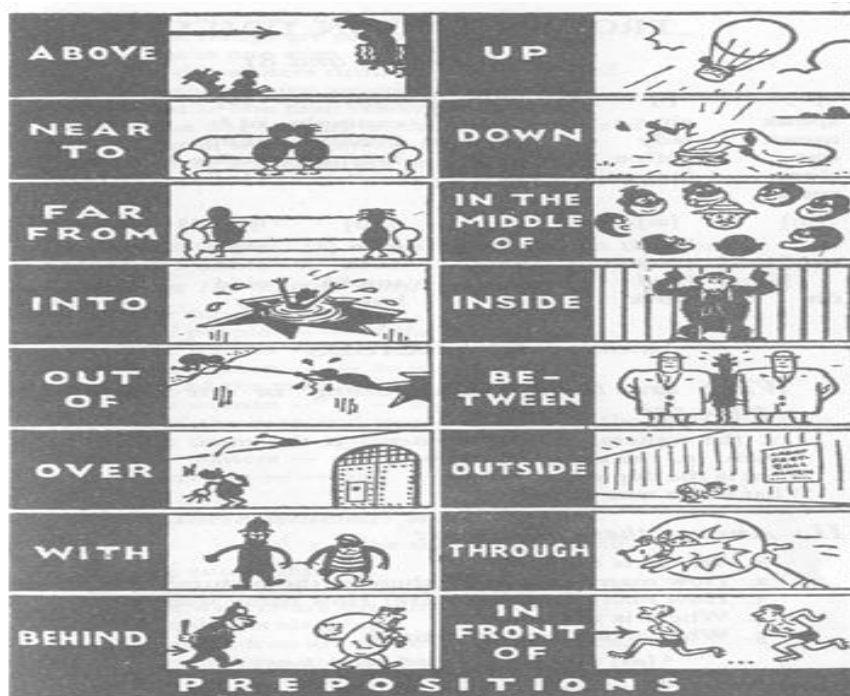
looking *at* the sea

some *of* the men

going *to* London



AT
SITTING ON - THE TABLE
UNDER



PRONUNCIATION DRILL

(For Lessons 7 and 8)

[i:]	[i]	[æ]	[a:]	[ɔ:]	[e]
speak	sit	at ¹	example	of ²	tense
mean	lady	language	France	shop	present
eat	coffee	stand	Denmark	coffee	hote ¹

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 58?

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:

1. Where is the hotel?

2. How many people are there in the picture?

3. How many men are there? How many women?

4. Where is the dog?

5. What is one woman eating?

¹[set] (*strong form*); [at] (*weak form*).

²[ov] (*strong form*); [av] (*weak form*).

³[tu:] (*strong form*); [tu] [ta] (*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 8 (Eighth 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.?

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.

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?

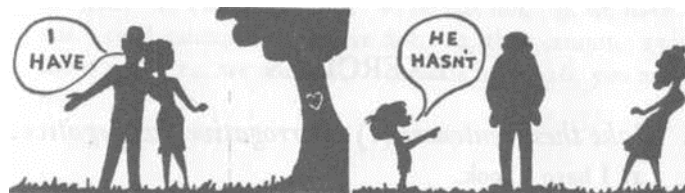
Have we, you, they?

Negative

I have not (haven't).

He, she, it has not (hasn't).

We, you, they have not (haven't).



The verb *can*

<i>Affirmative</i>		<i>Interrogative</i>	<i>Negative</i>
I		I?	I
You		you?	You
He, she, it	can.	Can he, she, it?	He, she, it
	cannot		
We		we?	We
They		they?	They

OPPOSITES

He can eat	good	He cannot eat	bad
	well		badly
	little		much

PHRASES

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

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 ones.
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 not. 3. that is. 4. that is not1. 5. they are not. 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 not. 15. he is not. 16. you are not.

LESSON 9 (Ninth 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.

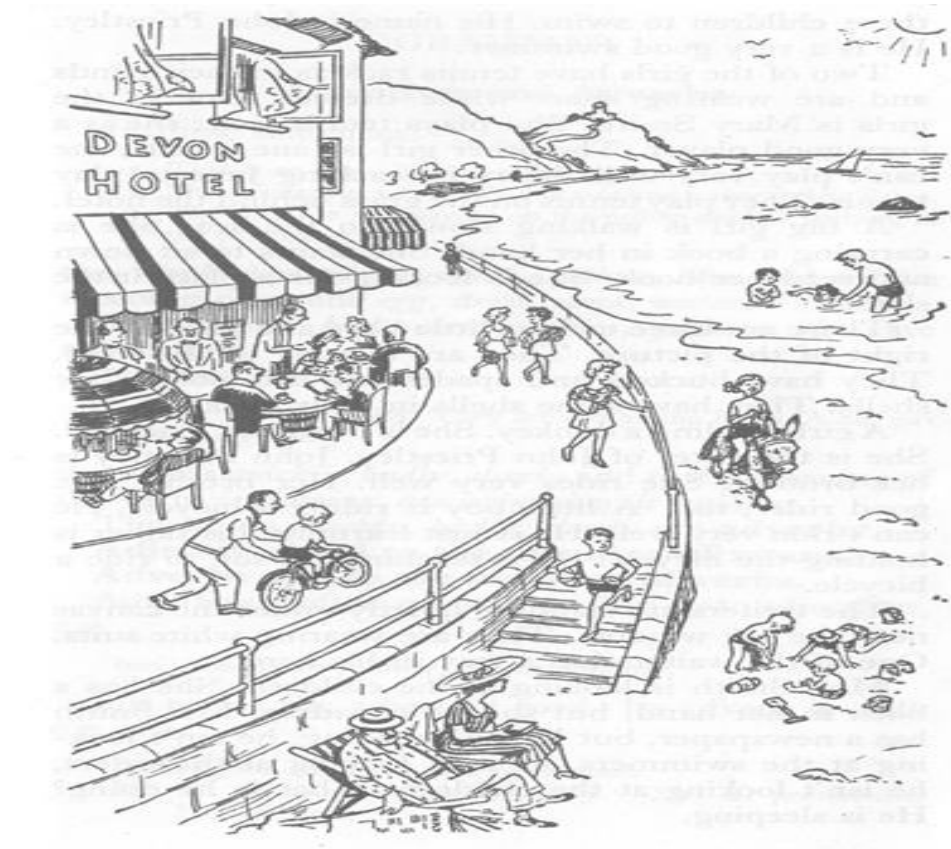
The hotel has the words *Devon Hotel* below the two open -windows. Just below the words under the windows, there is a black and white striped canvas. It is a very warm day; the sun is shining brightly. The windows are all open, and people are sitting outside under the canvas and under the big umbrella 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 halfway 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.

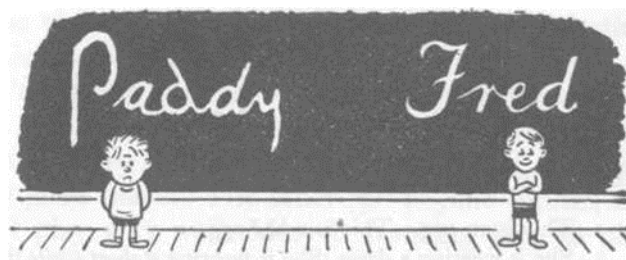
Adverbs are often made by adding *-ly* to adjectives, e.g.

bad, bad(y; slow, slow/v; 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

[i:]	[i]	[æ]	[a:]	[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 n 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?

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.

	Subject	
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

LESSON 10 (Tenth 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.?

one o'clock	
To	Past
5 (minutes) to 2 [1.55]	5 (minutes) past 1 [1.5]
10 (minutes) to 2 [1.50]	10 (minutes) past 1 [1.10]
a quarter to 2 [1.45]	a quarter past 1 [1-15]
20 (minutes) to 2 [1.40]	20 (minutes) past 1 [1.20]
25 (minutes) to 2 [1.35]	25 (minutes) past 1 [1.25]
half past 1 [1.30]	

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

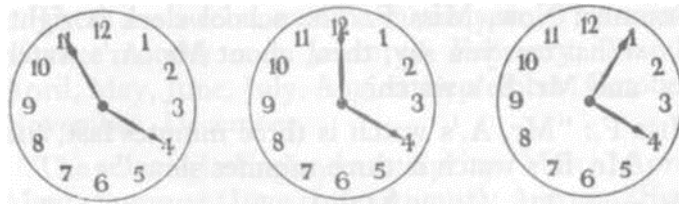
o'clock. What can you say about the middle clock, Mr. A.?

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: January¹, 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 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.

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.

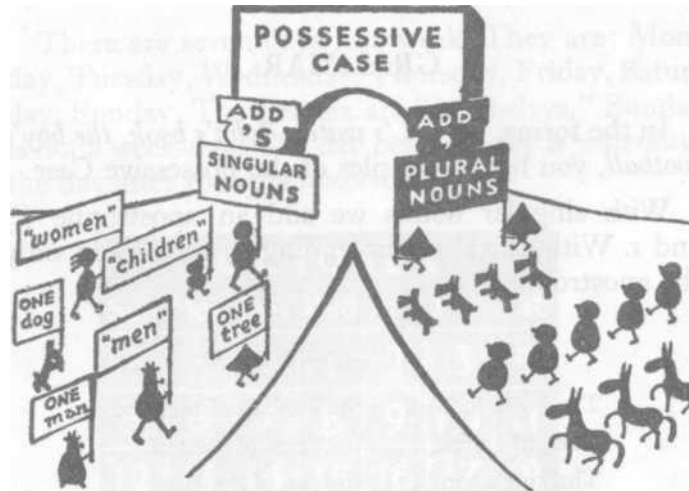
The child's bucket and spade.

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 *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

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

six	6	sixth	6th	a sixth
sixteen	16	sixteenth	16th	a sixteenth
sixty	60	sixtieth	60th	a sixtieth
seven	7	seventh	7th	a seventh
seventeen	17	seventeenth	17th	a seventeenth
seventy	70	seventieth	70th	a seventieth
eight	8	eighth	8th	an eighth
eighteen	18	eighteenth	18th	an eighteenth
eighty	80	eightieth	80th	an eightieth
nine	9	ninth	9th	a ninth ⁵
nineteen	19	nineteenth	19th	a nineteenth
ninety	90	ninetieth	90th	a ninetieth
ten	10	tenth	10th	a tenth
a hundred	100	hundredth	100th	a hundredth
a thousand	1,000	thousandth	1,000th	a thousandth
a million	1,000,000	millionth	1,000,000th	a millionth

PRONUNCIATION

Be careful with these words:

[ə]

again [a'geɪn] *or* [a'gen]
o'clock

parliament ['pɑ:ləmənt]

difference

correct

[ɔ:]

quarter

[ɪ]

between
wrist [rɪst]

minute ['mɪnɪt]

difference

[ɔ]

watch

daughter

o'clock,

before

pocket

morning

apostrophe

forty

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 suit of the waiter.
7. The football of the boy.
8. The shilling of my mother.
9. The room of the man.

10. The dress of the woman.
11. The bucket of the child.
12. The room of the girls.
13. The suits of the waiters.
14. The football of the boys.
15. The motor-car of John.
16. The room of the men.
17. The dresses of the women.
18. The buckets of the children.

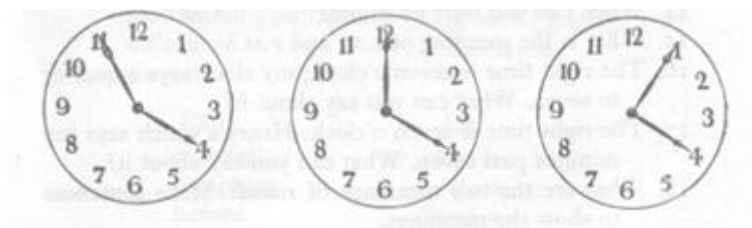
V. Write these in words:

13, 14, 40, 80, 90, 2nd, 3rd, 4th, 40th, 8th, 100th.

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 11 (Eleventh 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 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 we, you, they were not

TO HAVE

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

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 we, you, they	could not

PHRASES

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 . . .

Fond of.

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.

friendly—friendship—unfriendly.

He is a very good *friend*.

Some of the people were very *friendly* to him; others w *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— 1— year?
2. Could you speak English a year —?
3. I was not so 1— as Mr. A.
4. Our — of the language was very small.
5. We had a big f— and I had a 1— 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 12 (Twelfth Lesson)

The Simple Present Tense

Note the sentences:

A.

He is reading a book.

He is still working.

A fire is burning in the weather.

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 fireplace.

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 armchair.
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

Interrogative

I teach.

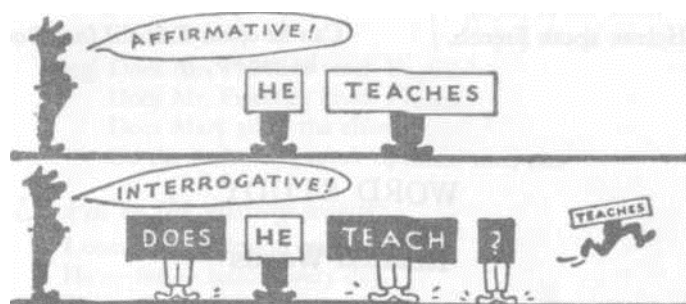
Do I teach?

You come.

Do you come?

He teaches.

Does he teach?



They work.

Do they work?

It moves.

Does it move?

i.e.

I?

Do you?

he?

we?

Does she?

they?

it?

Here are other examples of questions and answers:

Question

Answer

Does he teach English?

Yes, he does.

Does Mr. Priestley teach his students?

Yes, he does.

Does he read many books?

Yes, he does.

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*.

EXERCISES

Oral Practice

I. Make each of these interrogative:

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. 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. Who plays football?
5. Do the men smoke cigarettes?
6. Does the dog sleep under the table?
7. Who knows French?
8. Can you speak a little English ?
9. Does Mr. Priestley sit in his study ?
10. Who is 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 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.

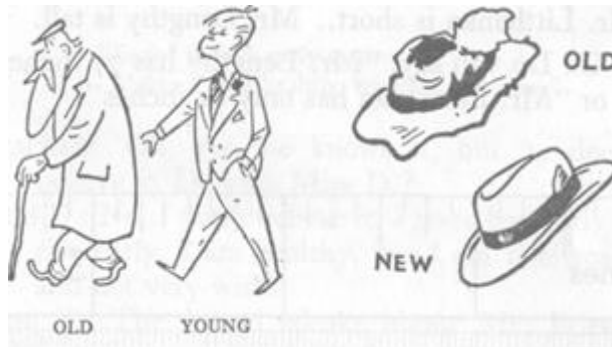
LESSON 14 (Fourteenth Lesson)

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*?

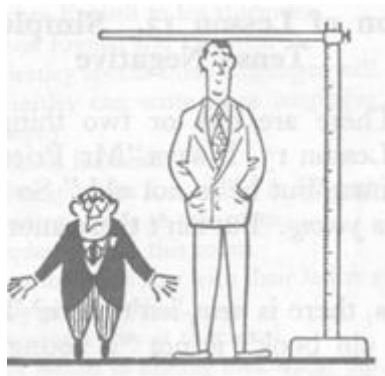
Mr. A.: Yes, there is *new*, isn’t there? The opposite of “an old book” is not “a young book,” but “a new book.”



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

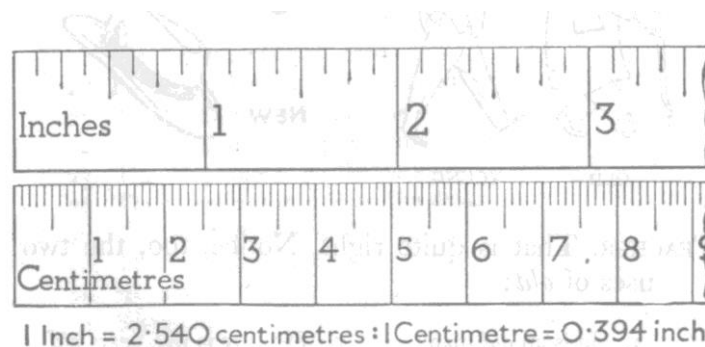
Mr. B.: It says, “Mr. Priestley is tall.” What is the opposite of *tall*, please?

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”?



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:

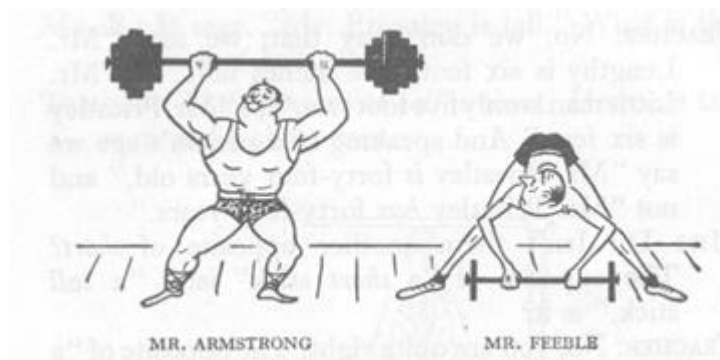
“Early to bed, early to rise,
Makes a man healthy, wealthy, and wise.”

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?



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

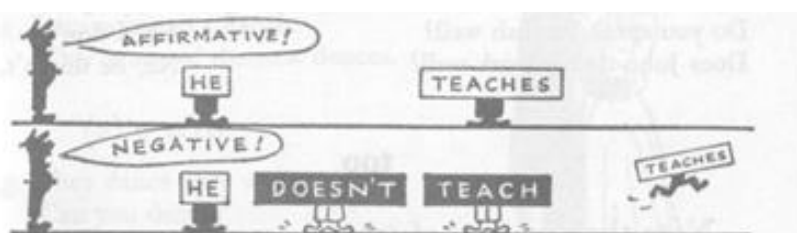
To form the Simple Present Tense Negative of all verbs except *to be*, *can*, and one or two others,¹ we use the verb *do* with *not* and the infinitive of the verb, e.g.

<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*.

NEGATIVE

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

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

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

I do not (don't) believe it.

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

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.

Adjective	Noun	Adjective	Noun
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 (v.)—*use* (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?

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.

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 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 father.
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 15 (Fifteenth 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 tomorrow; 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

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.



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

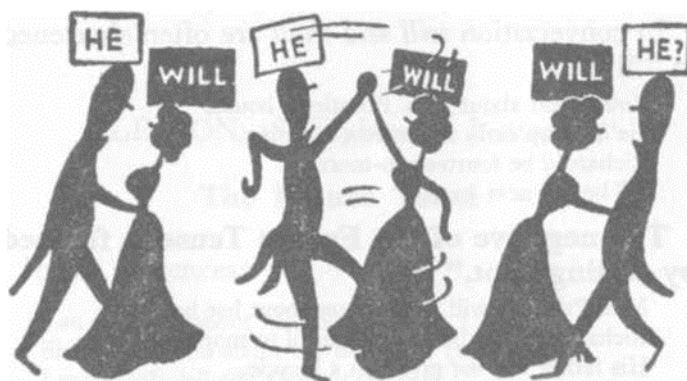
Will Mrs. Priestley tell us about her house?

Will you please tell us about your house?

Will Richard be fourteen tomorrow?

Shall I 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?



MAKING THE INTERROGATIVE

Sometimes we express a future meaning by using the Present Continuous Tense, often with a word or phrase like *tomorrow*, *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 1-14 with examples to show their use:

answer	<i>(verb)</i>	I can answer that question.
	<i>(noun)</i>	Give the answer to the question.
number	<i>(verb)</i>	Please number the pictures in the book.
	<i>(noun)</i>	Put a number under the pictures, hammer
hammer	<i>(verb)</i>	Hammer the nails in well.
	<i>(noun)</i>	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.
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 (<i>verb</i>)	You can use all these words now.
(<i>noun</i>)	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 gold¹ 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.

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 tomorrow.

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*, *some- where*, etc.) in affirmative sentences. We use *any* (*anything*, *anywhere*, etc.) in interrogative and negative sentences, e.g.

Affirmative	Interrogative	Negative
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.

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.

Comparison of Adjectives (1)

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 (1)

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 once is Fritz.

Ruth is the prettiest girl I know.

They are the noisiest boys I know ___ and the nicest.

This form of the adjective is called the **Superlative Degree**.

To form the Superlative degree we add –est to the Positive degree, e.g.

Positive	Comparative	Superlative
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.

¹Sometimes with a negative we use so . . . as. E.g., Fritz is not so old as

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 o/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*.

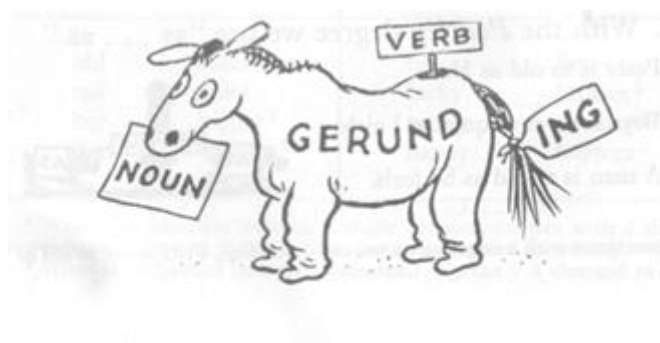
I liked *fighting* when I was a boy.

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 v— 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?

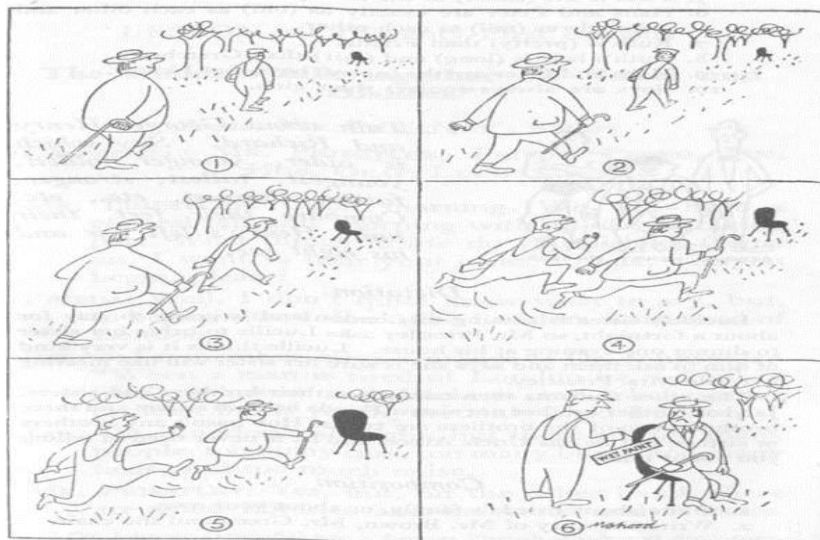
Picture 5. Mr. Green wants to stop Mr. Brown, but he can't. Mr. Brown gets to the chair first. Does he look happy?

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.



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.

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.

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.

My coffee has too much milk and too little sugar in it.

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

[i]	[ʌ]	[ə:]	[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	certainly		change	remind
expect	wonder	superlative	part	paint	silence
expensive	among	birthday	dark	gaiety	either
explain	comfortable	university	dance	play	neither
laugh [la:f]					

EXERCISES

1. 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. I lob 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. 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.

IV. 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 Limelight.
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 16 (Sixteenth 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?”

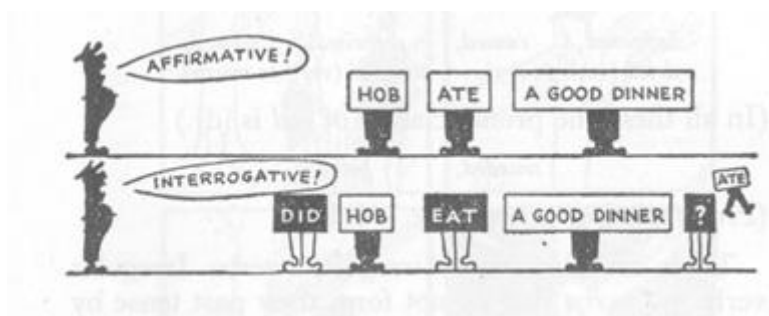
The other irregular verbs in that lesson are *eat, drink, draw, understand, put, find, tell, get, give*.

Present Tense	Past Tense	Present Tense	Past Tense
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 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

Shakespeare liked London.

Lucille stayed in a quiet place.

Tom danced with Helen. ?

Hob went to the wedding.

Tom saw Helen.

The artist drew the picture.

Interrogative

Did Shakespeare like London?

Did Lucille stay in a quiet place?

Did Tom dance with Helen?

Did Hob go to the wedding?

Did Tom see Helen?

Did the artist draw the picture?

The answers to these questions are: “Yes, he (she, they, etc.) did.” But notice questions beginning with Interrogative *who* (see also page 102):

Question

Who put her arms round Tom?

Who ate a good dinner?

Who was at the wedding?

Answers

Helen (did).

Hob (did).

Hob (was).

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.
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.

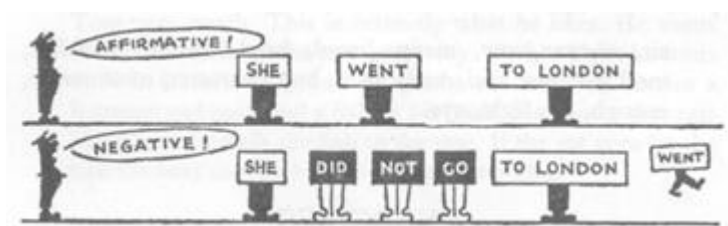
Jan did not go to the wedding.

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



In conversation we often shorten *did not* to *didn't*, e.g.

Hob ate a good dinner. Tom *didn't* eat a good dinner.

He drank the wine. 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.

used to

He *used to* look at her over the garden wall.

We use this for a repeated action in the p_{ast} 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

1. 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. I)

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?

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.

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