

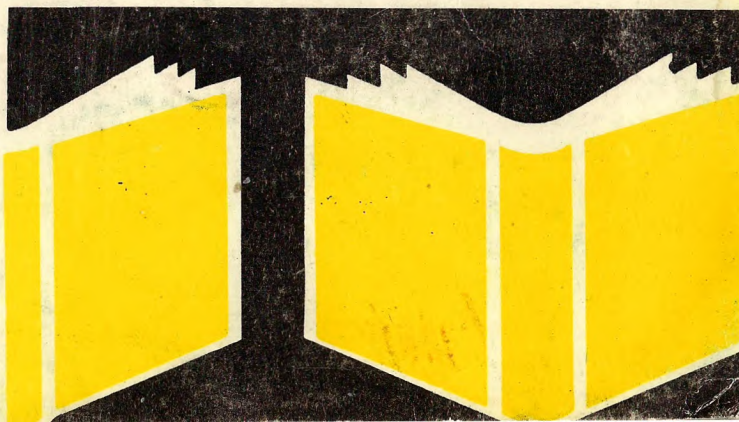


Essential
English

FOR FOREIGN STUDENTS

Book 1

BY C. E. ECKERSLEY



ESSENTIAL ENGLISH

for
Foreign Students

BOOK ONE

revised edition

by

C. E. ECKERSLEY

Illustrations by

CHARLES SALISBURY,
BURGESS SHARROCKS

and from 'Punch' and 'The Humorist'



FOREIGN LANGUAGES PRESS
Sofia, 1967

PREFACE

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

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

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

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

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

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

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

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

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

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

C. E. E.

August 1955.

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

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THE SOUNDS IN ENGLISH

VOWELS

*Phonetic
Symbol*

Examples

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

DIPHTHONGS

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

¹ Strong form.

² Weak form.

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

CONSONANTS

*Phonetic
Symbol*

Examples

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

THE ENGLISH ALPHABET

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

LESSON 1 (First Lesson)

Number 1 (one)



Number 1 is a man.
This is a man.



Number 2 (two)



Number 2 is a woman.
This is a woman.



Number 3 (three)



This is a boy.

Question: What is this?

WHAT

Answer: This is a boy.

Number 4 (four)



This is a girl.

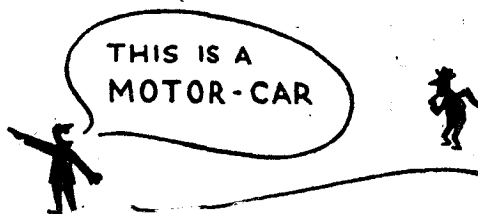
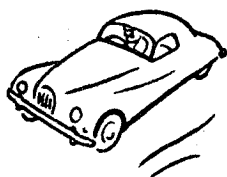
Question: What is this?



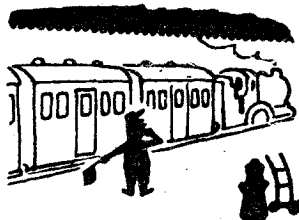
WHAT'S THIS?

Answer: This is a girl.

Number 5 (five)



Number 6 (six)



Question: What is this?



WHAT'S THIS ?

Answer: It is a train.

Number 7 (seven)



Question: What is number 7?

Answer: Number 7 is a mountain.

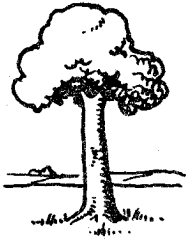
Number 8 (eight)



Question: What is number 8?

Answer: Number 8 is a clock.

Number 9 (nine)



Question: Is this a tree?

YES

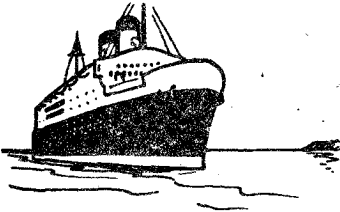
Answer: Yes, this is a tree.



QUESTION

ANSWER

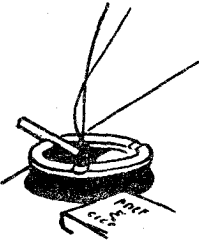
Number 10 (ten)



Question: Is this a ship?

Answer: Yes, it is.

Number 11 (eleven)



Question: Is this a ship?

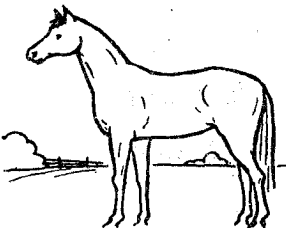
NO

Answer: No, it is not a ship;



it is a cigarette.

Number 12 (twelve)




Question: Is this a cigarette?

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

Number 13 (thirteen)



 This is a man and a boy.

AND

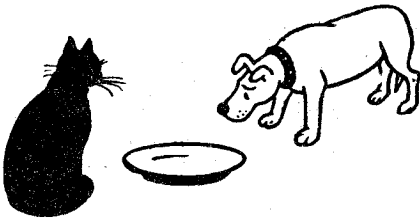
Number 14 (fourteen)



Question: What is this?

Answer: It is a woman and a baby.

Number 15 (fifteen)



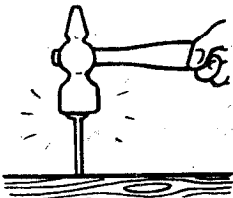
Question:

Is this a woman and a baby?

Answer:

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

Number 16 (sixteen)



Question: Is this a cat and a dog?

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

ESSENTIAL ENGLISH EXERCISES

I. Put in the missing words:



Number 1 is a —



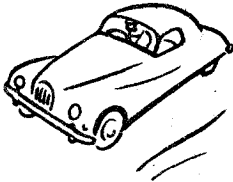
Number 2 is a —



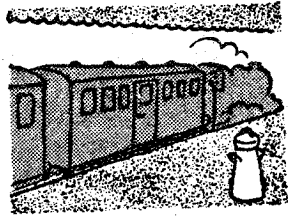
Number 3 is — —



Number 4 — — —



— 5 is a motor-car



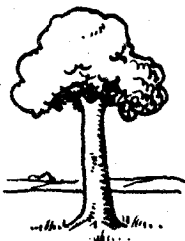
— 6 is — —



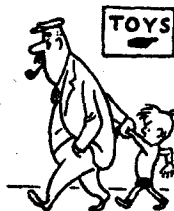
— 7 is — —



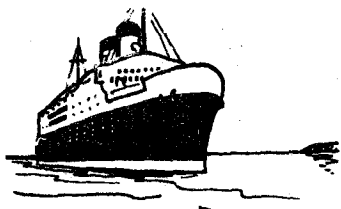
Number 8 — — —



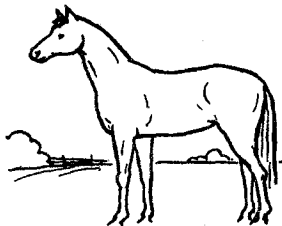
What is this?
It is _____



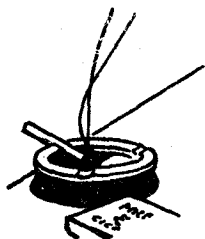
Is this a man and a boy?



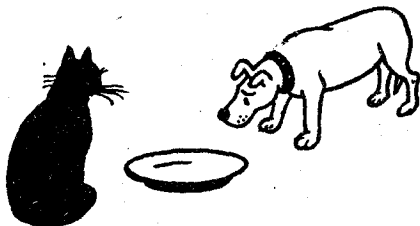
What is this?



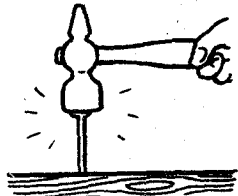
What is this?



Is this a cigarette?



Is this a cat and a dog?



Is this a cigarette?
No, _____
It is _____



Is this a cat and a dog?

It is _____

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

1	2	...
one	two	...

III. Answer the questions:

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

Dictation

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

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

LESSON 2 (Second Lesson)

Number 17 (seventeen)



Number seventeen is an inkpot.

AN

Number 18 (eighteen)

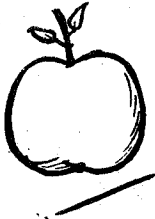


What is number eighteen?

It is¹ an ice-cream (or an ice).

IT'S AN ICE

Number 19 (nineteen)



Is number nineteen an apple?

Yes, it is.



Number 20 (twenty)



Is this an apple?

Is it an ice?

What is it?

It is (it's) an eye.

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

Number 21 (twenty-one)



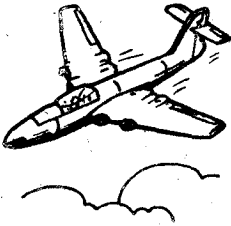
Is this a ship?

Is it a clock?

What is it?

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

Number 22 (twenty-two)

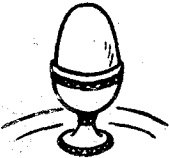


Is this an umbrella or an
aeroplane?

OR

It is (it's) an aeroplane.

Number 23 (twenty-three)



Is this an egg or an apple?

It is (it's) an egg.



Number 24 (twenty-four)



This is a bad egg. This egg is bad.

Is this a good egg? Is this egg
good?

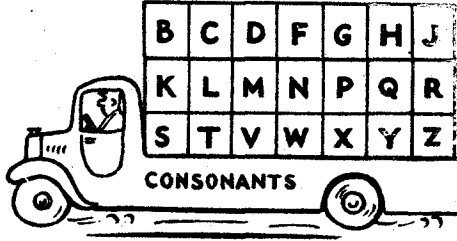
No, it is not.

NO, IT ISN'T¹

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

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

¹ This short form is generally used in conversation.



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

in

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



where

Question

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

Answer

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

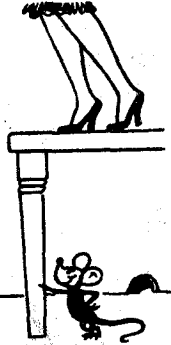
'Short form *Where's*

on

The cigarette is on the table.
 The ship is on the sea.
 The clock is on the wall.
 The apple is on the plate.

under

The cat is under the umbrella.
 The mouse is under the table.
 What is under the umbrella?
 The cat is.



What is under the table?
 The mouse is.

Is the egg in the egg-cup? Yes, it is.
 Is the cat under the umbrella? Yes, it is.
 Is the train in the sky? No, it isn't.
 Is the dog under the umbrella? No, it is not (it isn't).

PRONUNCIATION DRILL

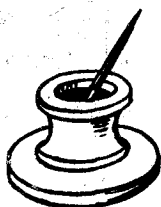
[i:]	[i]	[e]	[æ]	[ɑ:]
sea	it	egg	bad	class
seventeen	twenty	seventeen	apple	
eighteen	give	bed	grammar	
nineteen	ink	umbrella		
cream	before	twenty		
	the ¹	second		

¹ Before a vowel sound.

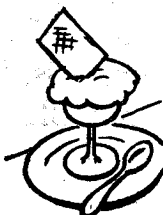
[ɔ]	[ɔ:]	[u]	[ʌ]	[ə]
on pot consonant	or wall before	good room	under cup umbrella	an the ¹ umbrella under vowel second consonant aeroplane grammar
[ei]	[ai]	[au]	[ɛə]	
eighteen plate table aeroplane station	eye sky ice nineteen	vowel mouse	where aeroplane	

EXERCISES

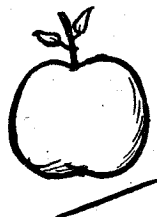
I. What is number 17, number 18, etc.?



Number 17



Number 18



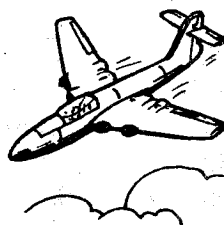
Number 19



Number 20

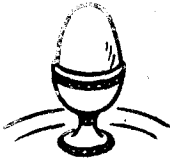


Number 21



Number 22

¹ Before a consonant sound.



Number 23



Number 24

II. Put a or an before these words:

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

III. Put in the missing words:

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

IV. Answer the questions:

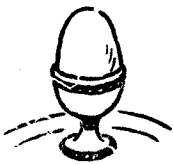
1. What is in the sky?
2. What is on the plate?
3. What is in the egg-cup?
4. What is in the station?
5. What is on the table?

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

V. Answer the questions:

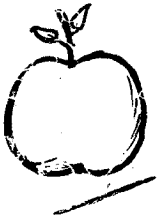
1. Where is the aeroplane?
2. Where is the ice-cream?
3. Where is the egg?
4. Where is the cat?
5. Where is the apple?
6. Where is the boy?
7. Where is the girl?
8. Where is the train?
9. Where is the cigarette?¹
10. Where is the ship?
11. Where is the mouse?
12. Where is the clock?

VI. Give the questions, e.g.:



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

Answer
 Yes, it is.
 No, it is not (it isn't).
 It is (it's) an egg.



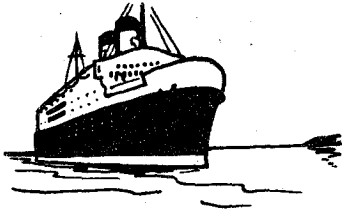
- (2) ———— ?
 ———— ?
 ———— ?

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

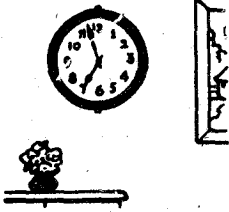
¹ . . . in the ash-tray; on the table.



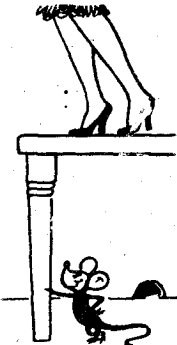
- (3) _____ ? Yes, it is.
 _____ ? No, it isn't.
 _____ ? It's a boy.



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



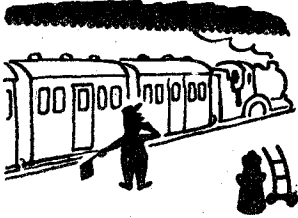
- (5) _____ ? Yes, it is.
 _____ ? No, it isn't.
 _____ ? It's a clock.



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



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



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

Dictation

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

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



one boy



three boys



one tree



five trees



one shilling



two shillings



one waiter



two waiters



one man



two men



one woman



three women



one child



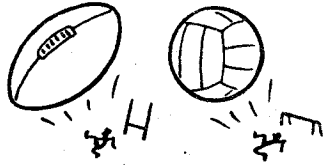
four children

This is



This is a football.

These are



These are footballs.



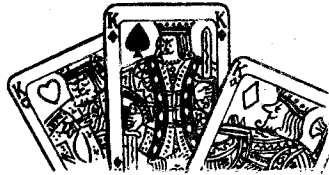
This is a shilling.



These are shillings.



This is a king.



These are kings.



This is a queen.



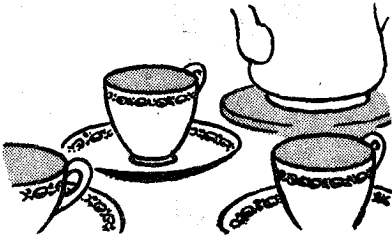
These are queens.



This is a child.



These are children



What are these?

{ These are tea-cups.

{ These are cups and saucers.

What are these?

These are flowers.



Are these flowers? Yes, these are flowers.

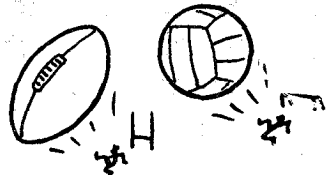


Are these women?

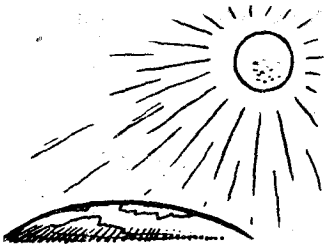
No, these are not women;
these are children.

Are these tea-cups?

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



That is



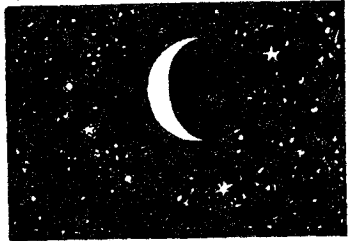
That is the sun.

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

Those are

That is the moon.

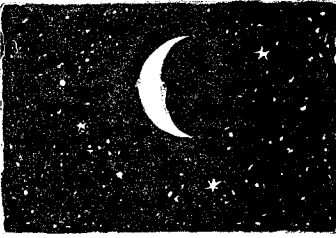
It is not near the earth;
it is far away.



That is a star.

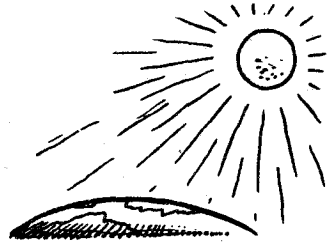
Those are stars. The stars
are not near the earth; the
stars are far away.





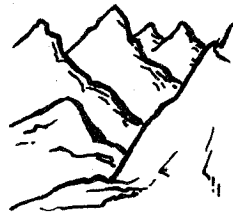
Is that the moon?
Yes, that is the moon.

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 there?

There are

are there?

There is a boy in this picture.

There is a cat in this picture.

There is an aeroplane in this picture.

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

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

There are footballs in this picture.

There are flowers in this picture.

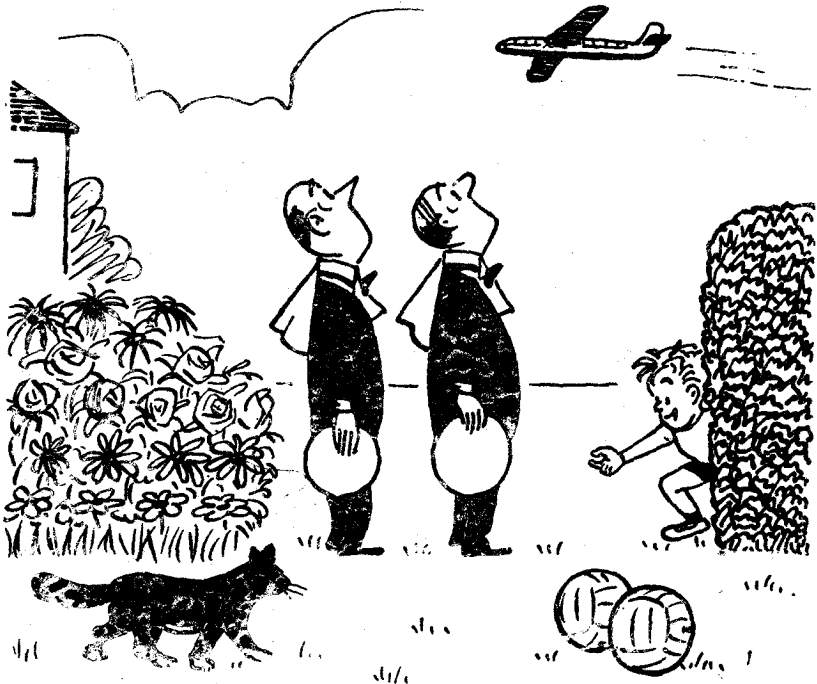
Are there flowers in this picture? Yes, there are.

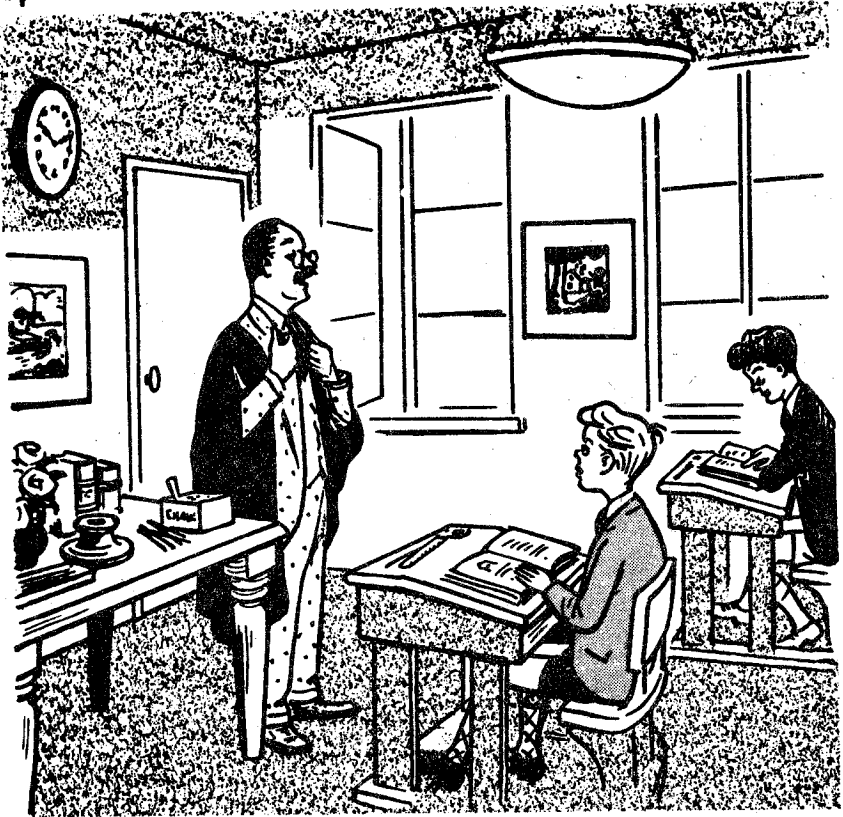
Are there cups and saucers in this picture? No, there are not.

There are two waiters in this picture.

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

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





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

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)

There is not (there isn't)

They are not (they aren't)

These are not (these aren't)

Those are not (those aren't)

There are not (there aren't)

EXAMPLES

Singular

This is a cigarette.

This is a man.

That is a mountain.

The man is a waiter.

That is not a king.

That is not a queen.

Is this an aeroplane?

Is this an egg?

Is it a good egg?

Is this a good cigarette?

Is that egg good?

The window is open

That egg is bad.

This cigarette is good.

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

This window is open.

This door is closed.

The picture is on the wall.

That boy is near the door.

This boy isn't near the window.

This isn't a mountain.

It isn't an aeroplane.

Plural

These are cigarettes.

These are men.

Those are mountains.

The men are waiters.

Those are not kings.

Those are not queens.

Are these aeroplanes?

Are these eggs?

Are they good eggs?

Are these good cigarettes?

Are those eggs good?

The windows are open.

Those eggs are bad.

These cigarettes are good.

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

These windows are open.

These doors are closed.

The pictures are on the wall
(or walls).

Those boys are near the door
(or doors).

These boys aren't near the
window (or windows).

These aren't mountains.

They aren't aeroplanes.

Affirmative

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

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

This cigarette is good.

This egg is bad.
 This window is open.

The doors are closed.

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

Negative

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

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

This cigarette is not (isn't) good.

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

The doors are not (aren't) closed.

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

Affirmative

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

Interrogative

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

ESSENTIAL ENGLISH

PRONUNCIATION DRILL

[ɪ]		[ə]																						
shilling	singular	away	flower																					
king	exception	affirmative	waiter																					
picture	example	negative	singular																					
window	interrogative	interrogative	children																					
women	affirmative	teacher	plural																					
children	negative	other	picture																					
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 20%;">[i:]</th> <th style="text-align: center; width: 20%;">[u]</th> <th style="text-align: center; width: 20%;">[ɔ:]</th> <th style="text-align: center; width: 20%;">[u:]</th> <th style="text-align: center; width: 20%;">[uə]</th> </tr> </thead> <tbody> <tr> <td>tea</td> <td>foot</td> <td>door</td> <td>moon</td> <td>plural</td> </tr> <tr> <td>these</td> <td>room</td> <td>ball</td> <td></td> <td></td> </tr> <tr> <td>teacher</td> <td>singular¹</td> <td>saucer</td> <td></td> <td></td> </tr> </tbody> </table>					[i:]	[u]	[ɔ:]	[u:]	[uə]	tea	foot	door	moon	plural	these	room	ball			teacher	singular ¹	saucer		
[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.

¹ The sound is [ju].

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

IV. *Make these negative:*

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

V. *Make these interrogative:*

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

Dictation

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

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

LESSON 4 (Fourth Lesson)

WHO

The boy is in the bed.

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

HE

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



The girl is in the classroom.

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

SHE

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



The woman and the baby are on the chair.

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



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

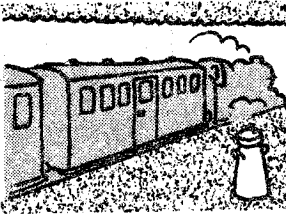
Is the girl on the chair? No, she isn't.

THEY

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

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

WHAT



The train is in the station.

What is in the station?

The train is in the station,

or The train is,

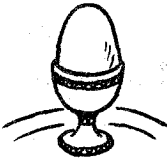
or The train.

IT

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

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

Where is the train? It is in the station.



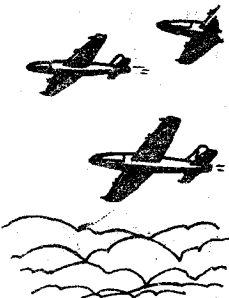
What is in the egg-cup? An egg is in the egg-cup,

or An egg is,

or An egg.

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

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



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

or The aeroplanes are,

or The aeroplanes.

Are the aeroplanes in the sky?

Yes, they are.

Where are the aeroplanes?

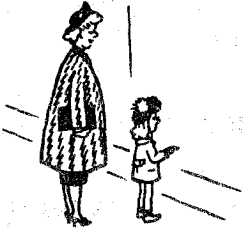
They are in the sky.

What is this?

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

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

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



What is this?

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

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

Mr. and Mrs. Brown

Richard

Mary

¹ Pronounced ['mistə].

² Pronounced ['misiz].

GRAMMAR

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

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

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

The word **who** is for people.

The word **what** is for things. But note: *Who* is he? He is Mr. X. *What* is he? He is a teacher.

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

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

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

he is for masculine gender (*singular*).

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

she is for feminine gender (*singular*).

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

it is for neuter gender (*singular*).

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

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

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

PRONUNCIATION DRILL

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

EXERCISES

I. *Put in who or what:*

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

II. *Make these plural:*

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

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

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

¹ The sound here is [ju:], ['nju:tə].

IV. Make these masculine:

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

V. Answer the questions:

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

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

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

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

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

VIII. Finish these sentences:

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

IX. Answer these questions:

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

Dictation

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

Composition

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

LESSON 5 (Fifth Lesson)

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

What are you?

CLASS: We are students.

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

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

TEACHER: Are you a student, Miss B.?

MISS B.: Yes, I am.

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

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

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

STUDENT: I am a —.

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

STUDENT: I am a —.

TEACHER: Who are you?

STUDENT: I am Mr. D.

TEACHER: How are you, Mr. D.?

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

TEACHER: Who are you?

STUDENT: I am Miss E.

TEACHER: How are you, Miss E.?

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

TEACHER: What are you all?

CLASS: We are all students.

TEACHER: Are you all men?

STUDENTS: Yes, we are.

No, we are not. }

Some of the students are men, some are women.

Some of the students are men, others are women.

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

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

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

how many, right, wrong

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

MR. F.: There are fifteen.

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

TEACHER: What are two and two?

STUDENT: Four, sir.

RIGHT

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

STUDENT: Ten, sir.

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

STUDENT: Five, sir.

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

STUDENT: Six, sir.

WRONG

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

here there

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

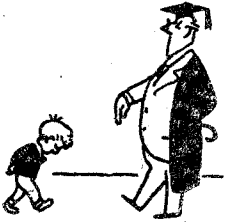
You are here and the book is here. Now take the book there, to the door, please. You are there and the book is there. Where are you, Mr. K.?

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

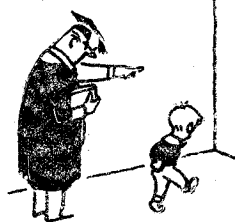
TEACHER: That is right; and where am I?

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

TEACHER: That is right.



COME HERE

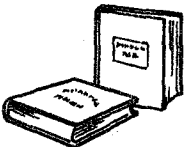


GO THERE

another, others

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

There are a lot of books in this picture.



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



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

GRAMMAR

The verb *to be* (Present Tense)

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

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

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

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

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

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

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

PHRASES

A lot of

Thank you.

Only one, only two . . .

How many?

A great many

How are you?

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

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

PRONUNCIATION DRILL

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

EXERCISES

I. Put in the missing words:

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

II. Answer these questions:

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

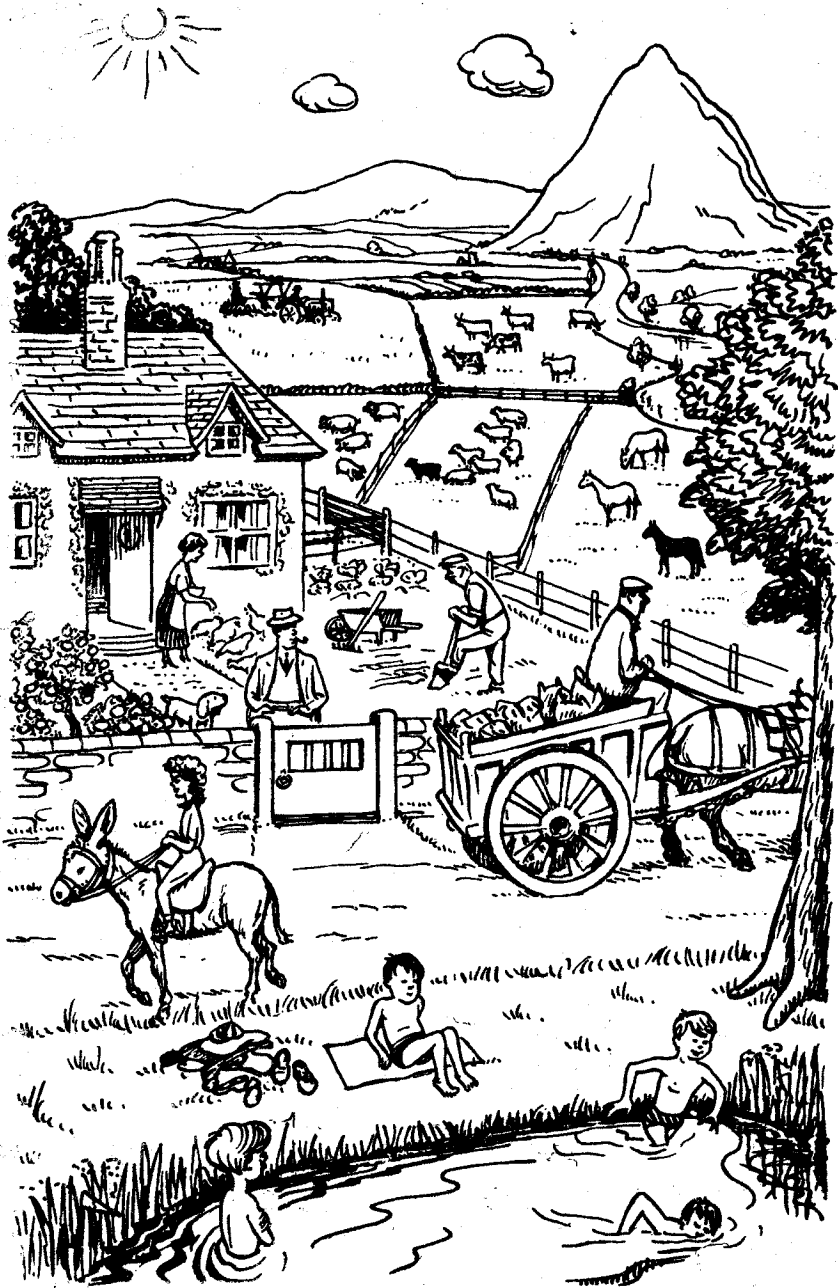
¹ Weak form.

² Strong form.

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

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

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



ESSENTIAL ENGLISH

ANIMALS

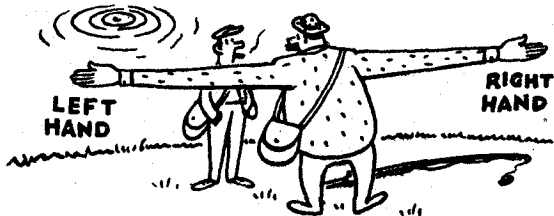
horses, cows, sheep, pigs, cats, dogs, chickens.

The plural of *sheep* is *sheep*.

COLOURS

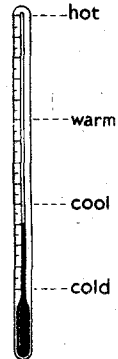
red, green, black, white, blue, brown, yellow.

OPPOSITES



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

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



NOTE :

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

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

PHRASES

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

PRONUNCIATION DRILL

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

EXERCISES

I. Answer these questions:

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

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

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

II. Put in the missing words:

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

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

III. Write in words these numbers:

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

IV. Make these interrogative:

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

V. Make these singular:

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

VI. Give the opposites of:

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

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

Colour, green.

Thing, grass.

VIII. Use each of these phrases in a sentence:

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

Dictation

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

Composition

Write a description of the picture on page 43.

LESSON 7 (Seventh Lesson)

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

The people of England are English. They speak English.

The people of Germany are German. They speak German.

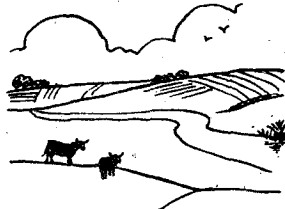
The people of Norway are Norwegian. They speak Norwegian.

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

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



TOWN



COUNTRY

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

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

¹ Singular *country*, plural *countries*

Here are the two meanings in a joke:



LADY:¹ Are these eggs good?

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

LADY: Yes, but what country?

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

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

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

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

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

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

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

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

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

¹ Singular *lady*, plural *ladies*.

TEACHER: Are you Swedish, Miss E.?

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

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

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

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

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

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

GRAMMAR

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

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

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

1st Person

I come
I speak
I answer
I count
I thank

3rd Person

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

Note the "s" with the third person singular.

Exceptions

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

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

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

The verb to do

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

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

Nouns are the names of persons or things.

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

Pronouns take the place of nouns, e.g.

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

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

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

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

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.

¹ But they are generally called Possessive Adjectives.

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

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

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

III. Put these words in their right columns:

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

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

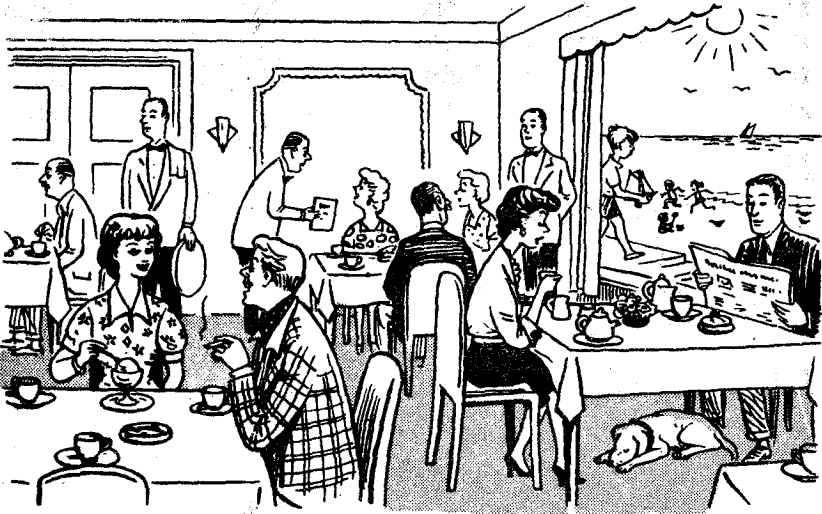
IV. Write the simple present tenses of the verbs: to do, to go, to come, to teach.

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 8 (Eighth Lesson)

The Present Continuous Tense



This is a hotel in England, at the seaside.

The people in the picture are staying at the hotel.

There are some waiters in the picture.

The waiters are standing. The men and women are sitting at the tables.

It is a fine day. It isn't raining. The sun is shining.

One woman is eating an ice.

There are some cups and saucers on the tables.

Some of the men are drinking coffee.

One of the women is drinking a cup of tea.

One of the men is smoking a cigarette.

The waiters are not smoking cigarettes. They are not drinking tea or coffee.

Is that man eating an ice? No, he isn't.

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

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

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

GRAMMAR

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

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

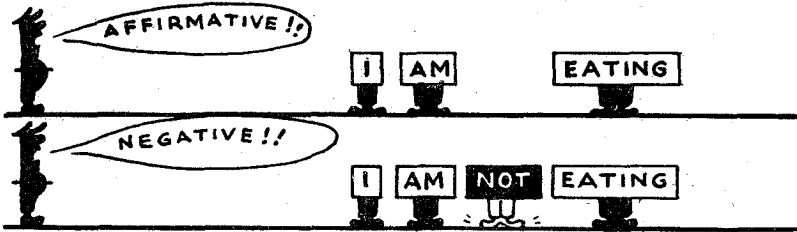
Here is the Present Continuous Tense of the verb *to eat*.

Affirmative

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

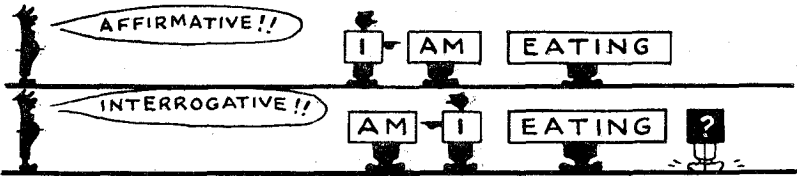
Negative

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



Interrogative

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



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

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

some

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

Singular

Plural

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

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

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

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

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

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

people

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

PHRASES

at

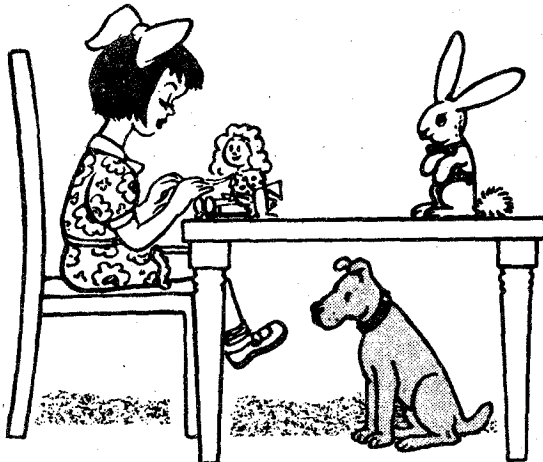
at the seaside
sitting *at* the table
looking *at* the sea

of

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

to

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

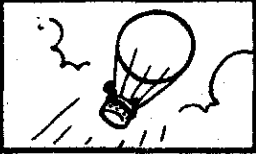


AT
SITTING ON } THE TABLE
UNDER }

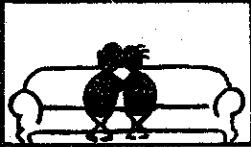
ABOVE



UP



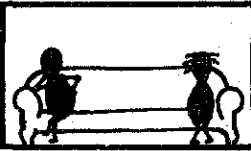
NEAR
TO



DOWN



FAR
FROM



IN THE
MIDDLE
OF



INTO



INSIDE



OUT
OF



BE-
TWEEN



OVER



OUTSIDE



WITH



THROUGH



BEHIND



IN
FRONT
OF



P R E P O S I T I O N S

PRONUNCIATION DRILL

(For Lessons 7 and 8)

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

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

EXERCISES

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

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

What is the dog doing?

What is the sun doing?

II. Answer these questions:

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

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

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

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

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

III. What is there

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

IV. Put in the words omitted:

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

V. Make these sentences negative:

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

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

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

VI. Make the sentences in Exercise V interrogative:

e.g. 1. Is the sun shining?

Dictation

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

LESSON 9 (Ninth Lesson)

The Verbs "have" and "can"

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

TEACHER: I have a book; here it is.

Has your friend a book, Miss D.?

MISS D.: Yes, she has one.

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

MR. B.: Yes, he has.

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

MR. C.: No, he hasn't.¹

TEACHER: Have I a book, Miss E.?

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

TEACHER: Have you a book, Miss F.?

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

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

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

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

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

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

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

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

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

TEACHER: Can you read English, Miss D.?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GRAMMAR

The verb *to have* (Present Tense)

Affirmative

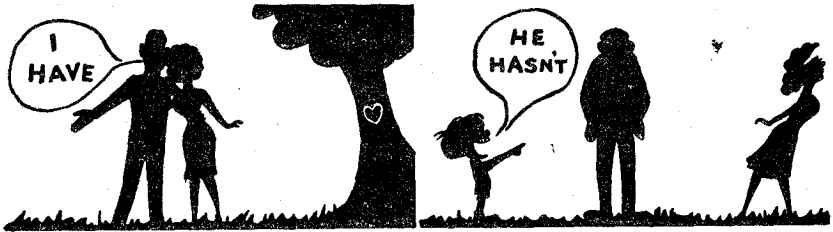
I have.
He, she, it has.
We, you, they have.

Interrogative

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

Negative

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



The verb *can*

Affirmative

I
You
He, she, it
We
They

can.

Interrogative

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

Negative

I
You
He, she, it
We
They

cannot.¹

OPPOSITES



He can eat

good
well
little

bad
badly
much



He can't eat

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

ESSENTIAL ENGLISH

PHRASES



A little, but not very much.

A little, but not very much.
 On your left, on your right.
 I'm sorry.
 All right.
 What is wrong with . . . ?
 I think so. Quite well. Very well.
 That's right . . . That's not quite right.

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

EXERCISES

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

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

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

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

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

III. Make sentences, using these phrases:

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

IV. Write these in the short form:

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

¹ Give two short forms

LESSON 10 (Tenth Lesson)

Reading Lesson : "The Seaside"

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

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

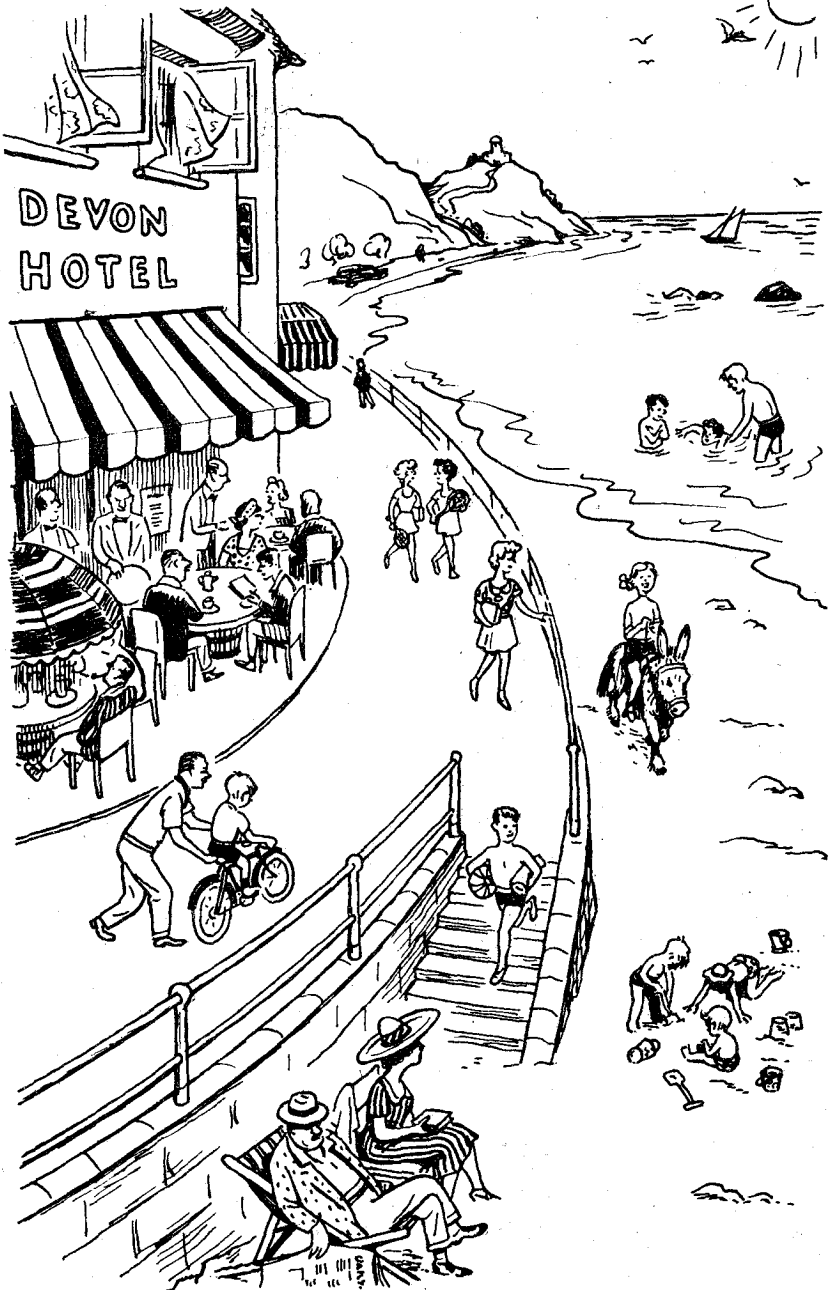
It is a very warm day; the sun is shining brightly. The windows are all open, and people are sitting outside under the canvas and under the big umbrella to get shade from the sun.

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

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

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

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



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

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

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

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

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

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

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

GRAMMAR

Adjectives and Adverbs

In these sentences:

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

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

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

In these sentences:

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

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

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

Adjectives add to the meaning of nouns.

Adverbs add to the meaning of verbs.

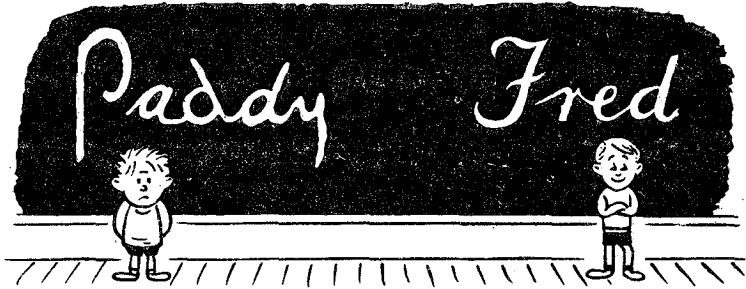
Adverbs are often made by adding *-ly* to adjectives,
e.g.

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

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

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

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



Paddy writes badly.

Fred writes well.

Why? . . . Because . . . Want

Why are the women wearing summer dresses?

Because the day is warm.

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

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

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

PRONUNCIATION DRILL

(Lessons 9 and 10)

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

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

EXERCISES

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

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

II. Put in the right word in the following:

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

III. What is the difference between

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

Use each word in a sentence.

IV. Make nouns from each of the following verbs:

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

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

V. Make ten questions, using these question words:

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

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

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

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

Composition

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

¹ There are two answers to this one.

LESSON 11 (Eleventh Lesson)

Time. Days, Months, Seasons

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

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

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

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

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

Can you tell the time, Mr. A.?

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

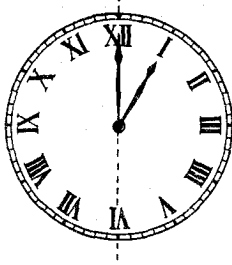
TEACHER: What time is it by this clock?

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

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

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

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.?

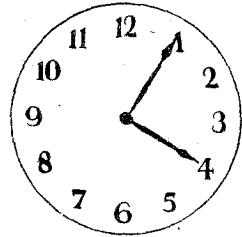
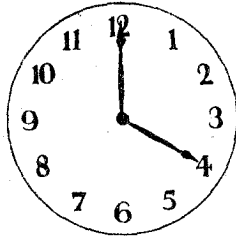
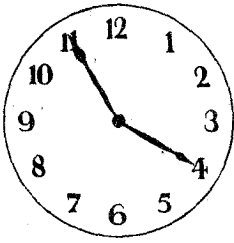
MISS F.: P.M. is a short form of the Latin words *post meridiem*, meaning "after noon."

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.

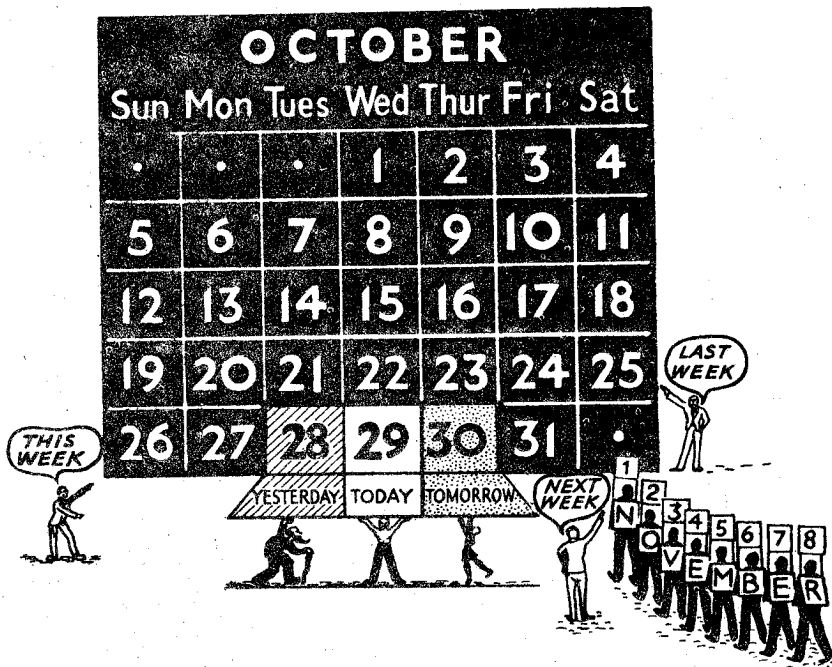
TEACHER: Now, Miss F. The school clock is right.
What can you say, then, about Mr. A.'s watch
and Mr. B.'s watch?

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: Mon-
day, Tuesday, Wednesday, Thursday, Friday, Satur-
day, Sunday. The first six are "week-days." Sunday
is not a week-day. The day before today is *yesterday*;
the day after today is *tomorrow*.



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

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

GRAMMAR

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

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

Singular

The boy's football = the football of the boy.
 The girl's dress = the dress of the girl.
 The king's son = the son of the king.

Plural

The boys' football = the football of the boys.
 The girls' dresses = the dresses of the girls.
 The kings' sons = the sons of the kings.

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

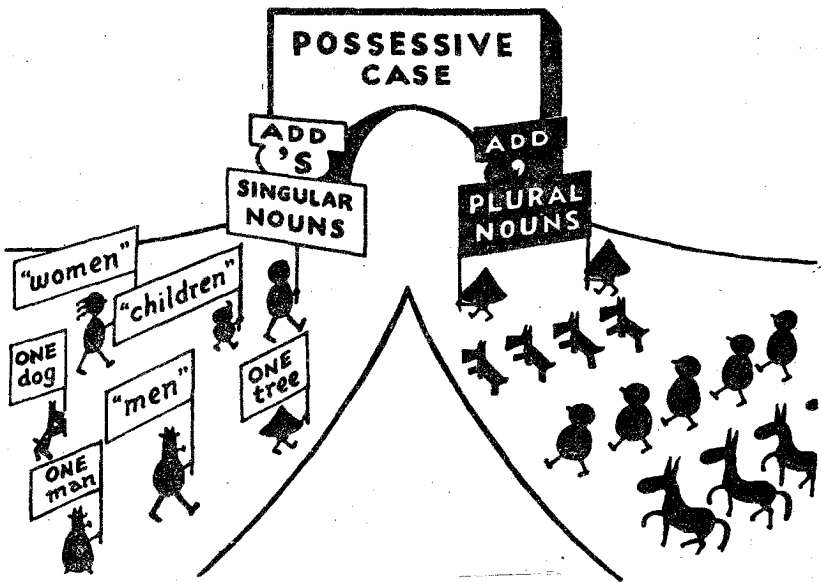
With plural nouns not ending in *s* we add an (*'*) and *s*. There are only a few nouns with plurals not ending in *s*. Here are three examples:

Singular

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

Plural

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



PHRASES

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

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

round

Note the two meanings of *round*:

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

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

feet

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

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

second

Note the two meanings of *second*:

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

WORD STUDY: NUMBERS

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

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

PRONUNCIATION

Be careful with these words:

[ə]

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

[i]

between
wrist [rist]
minute ['minit]
difference

[ɔ:]

quarter
daughter
before
morning
forty

[ɔ]

watch
o'clock;
pocket
apostrophe
long

EXERCISES

I. What time, in words, is:

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

II. What time, in figures, is:

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

III. Answer the following questions:

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

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

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

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

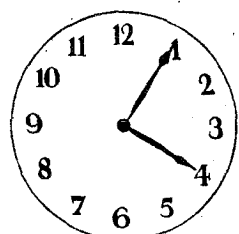
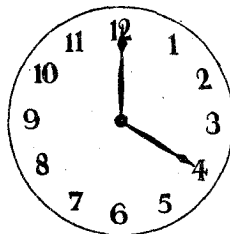
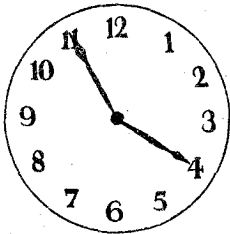
V. Write these in words:

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

VI. Use each of these phrases in a sentence:

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

VII. Write about these clocks:



Dictation

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

LESSON 12 (Twelfth Lesson)

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

TEACHER AND MR. A.

was, were

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

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

TEACHER: Were you studying English then?

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

TEACHER AND MR. B.

could

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

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

TEACHER: Could you speak English a year ago?

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

TEACHER: How was that?

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

TEACHER AND MISS D.

had

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

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

TEACHER: Had you? That is very interesting.

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

TEACHER: What animals had you on the farm?

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

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

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

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

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

GRAMMAR

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

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

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

TO BE

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

TO HAVE

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

¹ "Too much" on the records.

³ Shortened form, *weren't*.

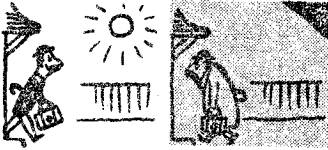
² Shortened form, *wasn't*.

⁴ Shortened form, *hadn't*.

CAN

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

PHRASES



From morning till night.

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

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

As much as . . .

As lucky as . . .

From morning till night.

To find time for . . .

WORD STUDY

Related Words

know—*knowledge*.

He *knows* English well.

He has a good *knowledge* of English.

feed—*food*.

She *feeds* the animals on the farm.

She gives the animals their *food*.

day—*daytime*—*daily*

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

We have a *daily* newspaper.

¹ Shortened form, *couldn't*.

friend—friendly—friendship—unfriendly.

He is a very good *friend*.

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

I am very pleased to have your *friendship*.

EXERCISES

I. Put the following into the past tense:

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

II. Put in the missing words:

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

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

III. Use each of these words in a sentence:

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

IV. Write in the short form:

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

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

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

Dictation

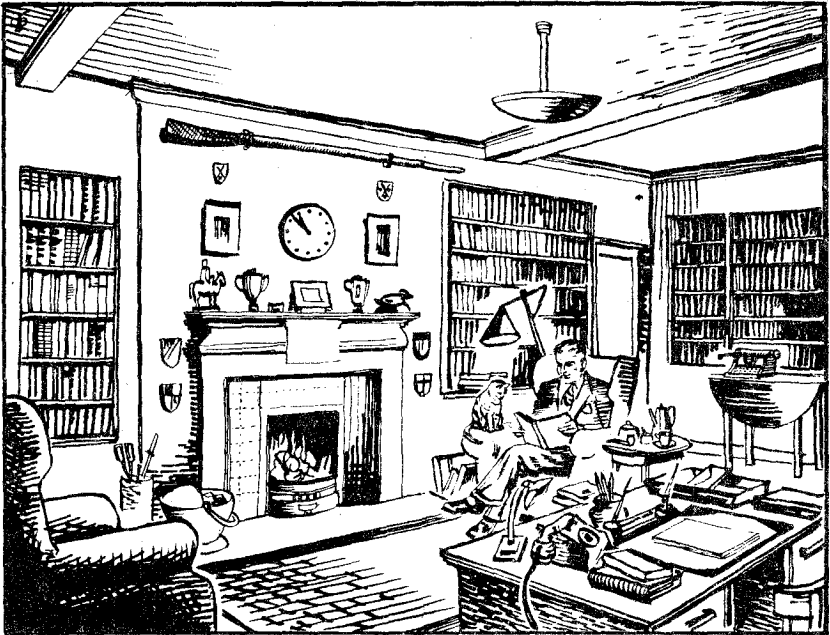
We have a farm, and it is a very interesting place. There are animals on it, sheep and cows, horses and pigs. In the fields near the farm there are potatoes, cabbages, and corn. I am very fond of the farm and we are lucky to have it, but there is a lot of work to do on it.

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

LESSON 13 (Thirteenth Lesson)

The Characters in the Essential English Books (1)

MR. PRIESTLEY



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

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

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

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

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

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

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

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

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

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

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

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

PARTS OF THE DAY

morning, afternoon, evening.

Nouns and Adjectives

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

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

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

But notice:

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

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

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

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

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

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

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

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

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

They are adjective phrases.

Note the two meanings of *study*:

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

PRONUNCIATION DRILL

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

EXERCISES

I. *Answer the following questions:*

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

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

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

II. Close your books and write a description of:

1. Mr. Priestley.
2. His study.

Dictation

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

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

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

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

LESSON 14 (Fourteenth Lesson)

The Simple Present Tense

Note the sentences:

A.

He is reading a book.

He is still working.

A fire is burning in the
fireplace.

Sally is sitting on the arm
of his chair.

B.

He reads many books.

He works here every evening.

A fire burns all day in cold
weather.

She often sits there.

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

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

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

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

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

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



I am riding.

PRESENT CONTINUOUS



I ride every day.

SIMPLE PRESENT

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

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

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

She *often* **sits** there.

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

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

EXERCISES

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

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

The Simple Present Tense Interrogative

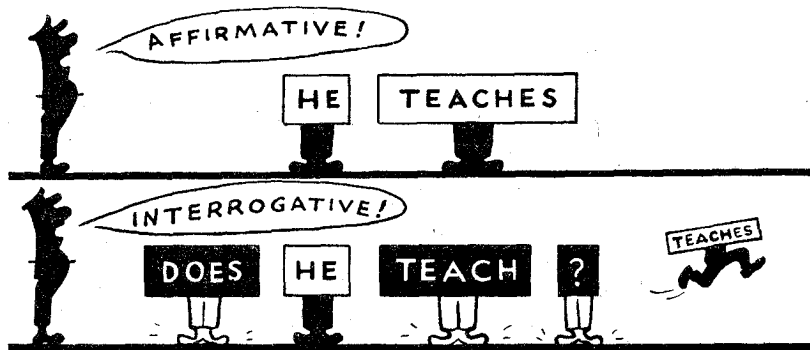
To form the Simple Present Tense Interrogative of all verbs (except *to be*, *to have*, *can*, and one or two others)¹ we use the verb *do* with the infinitive of the other verb, e.g.

Affirmative

I teach.
You come.
He teaches.

Interrogative

Do I teach?
Do you come?
Does he teach?



They work.
It moves.

Do they work?
Does it move?

i.e.

Do { I?
you?
we?
they?

Does { he?
she?
it?

Here are other examples of questions and answers:

<i>Question</i>	<i>Answer</i>
Does he teach English?	Yes, he does.
Does Mr. Priestley teach his students?	Yes, he does.
Does he read many books?	Yes, he does.

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

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

But notice:

Affirmative

Interrogative

He is a teacher.

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

He can speak French.

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

WORD STUDY

Related Words

begin—beginning—beginner.

Begin at the *beginning* of the book.

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

interest—interesting—uninteresting.

He takes an *interest* in his work.

That is an *interesting* book.

That story is very *uninteresting*.

new—newly—news—newspaper.

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

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

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

EXERCISES

ORAL PRACTICE

I. *Make each of these interrogative:*

(There are 49 sentences.)

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

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

II. *Put in the missing words:*

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

ORAL OR WRITTEN EXERCISES

III. *Answer the questions:*

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

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

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

IV. Make the following interrogative:

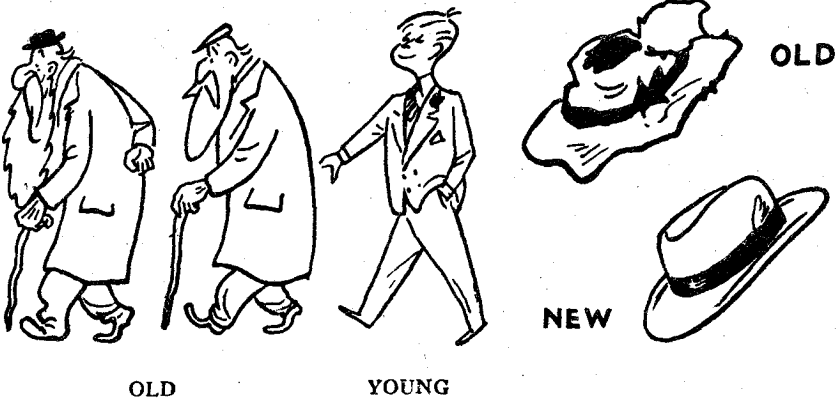
1. He teaches English to his students.
2. He knows French and German.
3. Mr. Priestley speaks these languages well.
4. Mr. Priestley can write these languages well. (*This is different.*)
5. He works at his desk.
6. He is sitting by the fire. (*This is different.*)
7. The students come to this room.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

LESSON 15 (Fifteenth Lesson)

Discussion of Lesson 13. Simple Present Tense Negative

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

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

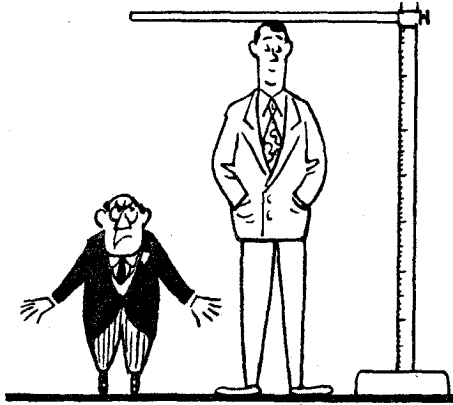


TEACHER: That is quite right. Notice, too, the two uses of *old*:

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

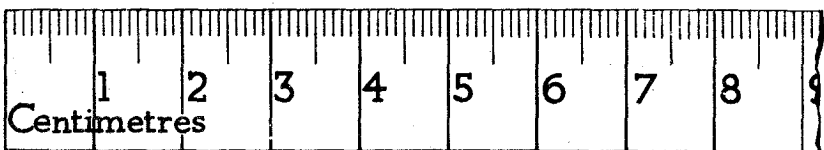
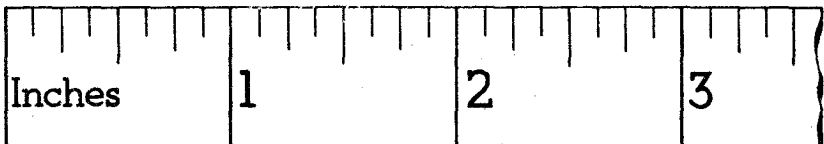
MR. B.: It says, "Mr. Priestley is tall." What is the opposite of *tall*, please?

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



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

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



1 Inch = 2.540 centimetres : 1 Centimetre = 0.394 inch

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

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

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

A short stick.

A long stick.

I am going for a short walk.

My friend is going for a long one.

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

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

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

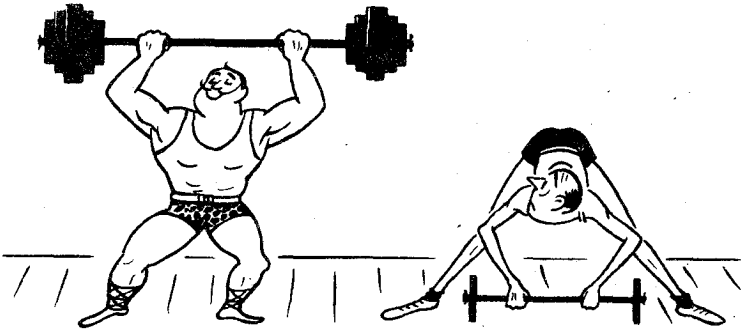
MISS D.: No, I don't believe it. I go to bed early and rise early. I am healthy, but I am not wealthy and not very wise.

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

¹ Or six feet five.

² We often miss out the word *inches*.

³ *Early* is the opposite of *late*.



MR. ARMSTRONG

MR. FEEBLE

TEACHER: Oh, yes. Here you are:

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

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

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

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

TEACHER: A big one, not a great one.

MISS F.: What is the difference, please?

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

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

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

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

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

TEACHER: Well, what do you think?

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

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

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

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

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

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

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

TEACHER: Oh, no, never.

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

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

the music of Beethoven or Handel or Tchaikovsky is beautiful.

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

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

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

GRAMMAR

The Simple Present Tense Negative

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

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

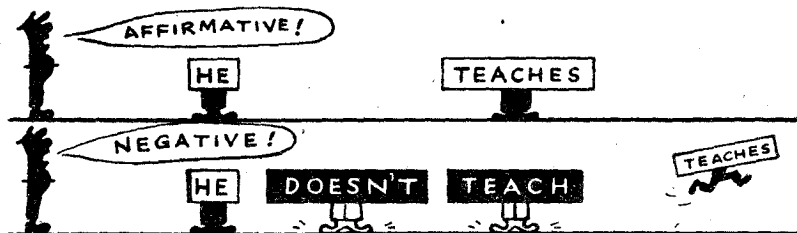
In conversation we often shorten *do not* to *don't* and *does not* to *doesn't*.

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

LESSON FIFTEEN

NEGATIVE

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



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

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

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

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

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

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

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

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

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

DRILL

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

Practise all combinations. There are 45.

Here are examples of negative answers:

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

too

Note the two uses of *too*:

- 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.
- 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, . . .

It depends on . . .

What do you think?

You are quite right.

Put it into a few words.

A few.

WORD STUDY

The word *dance* can be

(1) a noun

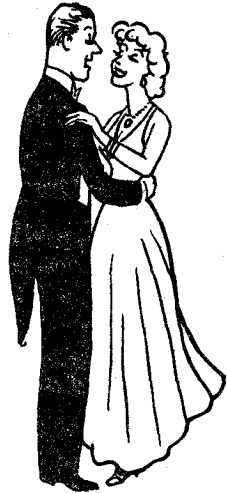
e.g. I am going to a dance.
This is one of the new dances.

(2) a verb

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

(3) an adjective

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



NOUNS AND ADJECTIVES

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

Related Words

believe—believer—belief—disbelieve.

I *believe* he is a good teacher.

I am a *believer* in getting up early.

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

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

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

You can *use* my pen.

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

That is a *useful* book.

He lives *usefully* and happily.

He does a lot of *useless* work.

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

Thank you for the use of your pen.

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

I am very *thankful* to be well again.

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

EXERCISES

ORAL EXERCISE

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

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

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

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

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

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

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

III. Make the following negative:

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

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

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

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

Dictation

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

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

Composition

Write about this picture.



LESSON 16 (Sixteenth Lesson)

Subjects and Objects

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

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

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

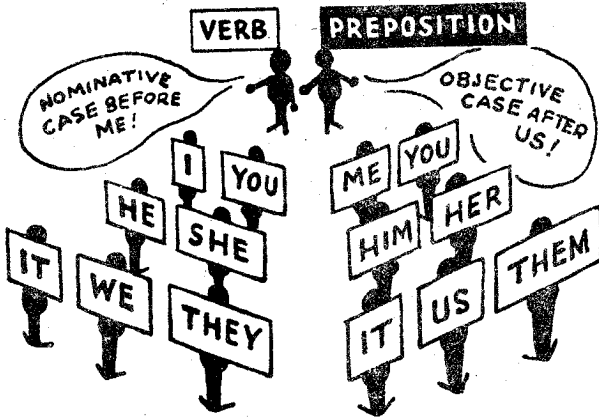
The form of the pronoun in the subject column is the **nominative**.

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

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

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

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



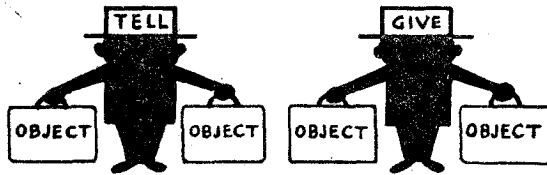
Pronouns are in the Nominative Case when they are the subject of a verb. They are in the Objective Case (1) when they are the object of a verb, (2) after a preposition.

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

Objects

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

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



WE HAVE TWO OBJECTS

EXERCISES

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

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

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

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

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

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

and then underline each pronoun on your paper:

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

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

(No. 1 is done for you.)

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

IV. Cross out the wrong pronoun.

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

PRONUNCIATION DRILL

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

A STORY WITHOUT WORDS

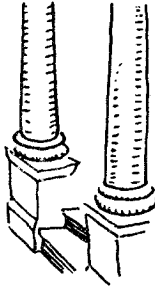
Now, after that rather difficult grammar, here is something different, something pleasant. It is a story in pictures about a poor man, Mr. Needy, and a rich man, Mr. Wealthy. Mr. Wealthy has a lot of

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

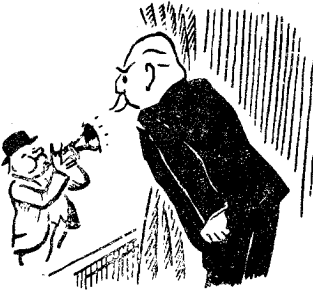
ESSENTIAL ENGLISH



(1)



(2)



(3)



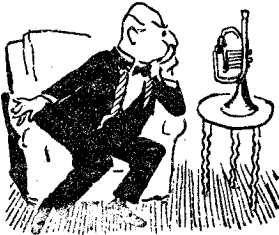
(4)



(5)



(6)



(7)

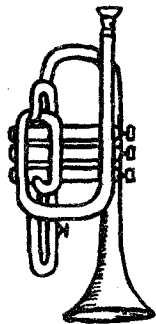


(8)

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

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

play, cornet, ear, pound-note.



CORNET

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

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

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

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

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

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

Picture 7. Where is the cornet now?

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

Composition Exercise

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

LESSON 17 (Seventeenth Lesson)

The Characters in the Essential English Books (2)

MRS. PRIESTLEY AND SOME OTHERS

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



MRS. PRIESTLEY SEWING

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

¹ You will hear more about it in Book II.

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

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

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

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

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

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

¹ Common sense = practical good sense in everyday matters.

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

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

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

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

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

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

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



SUSAN WASHES UP

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

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

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

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

EXERCISES

I. Put in the words that are left out:

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

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

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

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

Idiomatic Phrases

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

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

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

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

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

Dictation

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

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

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

LESSON 18 (Eighteenth Lesson)

The Future Tense

In the sentences:

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

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

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

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

you have examples of the Future Tense.

Here are some more examples:

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

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

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

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

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

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

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

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

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

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

In conversation *will* and *shall* are often shortened to “’ll”, e.g.

You’ll hear about Mrs. Priestley’s house.
 He’ll be up early to-morrow morning.
 Richard’ll be fourteen to-morrow.
 I’ll be ten next June.

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

Mrs. Priestley will *not* tell you about her house.
 Richard will *not* be fourteen until to-morrow.
 His father will *not* give him a bicycle.
 I shall *not* be ten until June.

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

She *won’t* tell you about her house.
 Richard *won’t* be fourteen until to-morrow.
 His father *won’t* give him a bicycle.



AFFIRMATIVE



NEGATIVE

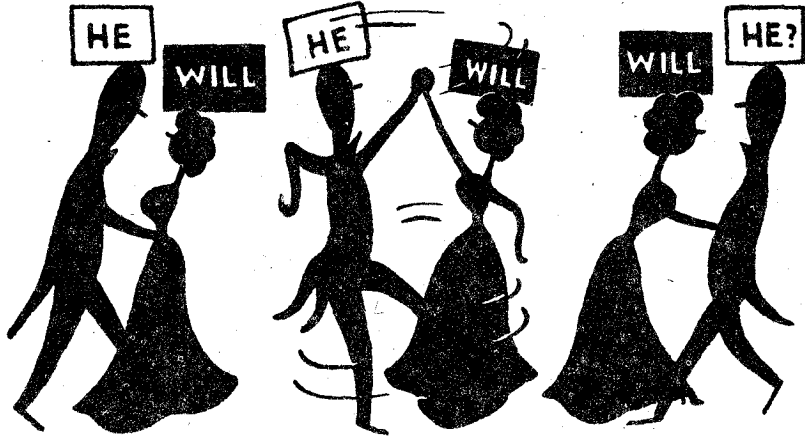


The interrogative of the Future Tense is formed by putting the verb “will” (or “shall”) before the subject, e.g.

Will Mrs. Priestley tell us about her house?
Will you please tell us about your house?
Will Richard be fourteen to-morrow?
*Shall I*¹ help you with your work?

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

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



MAKING THE INTERROGATIVE

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

I am going to London to-morrow.

Henry is playing football on Tuesday.

Mary is coming here next week.

We are going to Paris next year.

WORD STUDY

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

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

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

use

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

Related Words

pleased—pleasant.

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

man—manly.

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

proud—pride.

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

gay—gaiety.

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

gold—golden.

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

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

dinner—dine—dining-room.

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

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

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

Everything in the house is clean and good.

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

These phrases are used in *everyday* conversation.

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

² The two words have the same meaning and use.

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

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

There is *nobody* (no one) here.

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

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

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

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

Somebody is coming to see the house to-day.

She will tell us *something* about her work.

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

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

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

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

These people haven't *anywhere* to live.

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

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

¹ The two words have the same meaning and use.

kind

Notice the two meanings of *kind*:

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

GREETINGS

Good morning. Good afternoon. Good evening.

EXERCISES

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

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

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

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

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

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

IV. Use each of these in a sentence:

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

V. Make these sentences interrogative:

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

LESSON 19 (Nineteenth Lesson)

The Characters in the Essential English Books (3)

THE STUDENTS

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

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

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



JAN

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

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

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



LUCILLE



OLAF

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

¹ Slim = not fat; pleasantly or beautifully thin.

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



PEDRO

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

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



FRIEDA

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



HOB

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

GRAMMAR

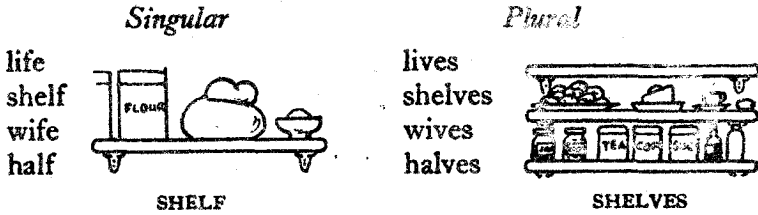
Plurals

In the sentence,

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

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

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



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

Note also:—

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

WORD STUDY

Negative Prefixes

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

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

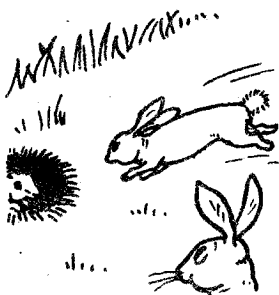
Related Words

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

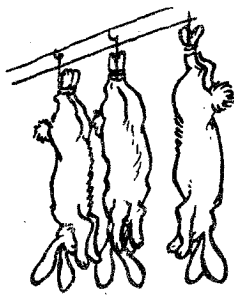
I will tell you the story of my *life*.

I *live* in London.

These rabbits are *alive*, those are dead.



ALIVE



DEAD

joy—enjoy—enjoyment.

They will tell you their *joys* and sorrows.

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

sorry—sorrow—sorrowful.

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

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

certain—certainly—uncertain.

Are you *certain* that you understand the work?

I am *uncertain* about one or two things.

Hob is *certainly* not handsome or polite.

polite—politely—politeness—impolite.

He is not *polite*. He doesn't speak *politely*. He hardly knows the meaning of *politeness*. He is very *impolite*.

fun—funny.

He will tell you *funny* stories.
She loves *fun* and gaiety.



TELLING FUNNY STORIES

study ['stʌdi]—*to study*—
student ['stju:dənt]

Hob doesn't like *study*.
Mr. Priestley is in his *study*.
We are going *to study* English.
The *students* are in Mr. Priestley's *study*.

going to

In Lesson 19 you can see another way of expressing the future, by using *going to*, e.g.

We are *going to* be present at their lessons.
We are *going to* listen to them talking together.
They are *going to* talk about their holidays.

PRONUNCIATION DRILL

[e]	[ə]		[ʌ]		[æ]
gentle	alone	cinema ¹	sun	love	glad
fellow	about	regular	run	lovely	manage
clever	ago	theatre	lunch	some	practical
vegetable	o'clock	breakfast	sunny	one [wʌn]	can
ready	doctor	vegetable	but ²	someone	canvas
already	clever	gaiety	butter	none	fat
breakfast	common	literature	funny	bucket	handsome

¹ or ['sinimɑ:]

² weak form [bət]

EXERCISES

I. Put in the missing words:

1. You will often m— the students in this book.
2. We are going to be p— at their lessons.
3. We are going to l— to them t— together.
4. They are going to talk about their work and their h—.
5. They will talk about their j— and their s—.
6. They will tell you what they like and what they d—.
7. They will write l—, tell j— and sing s—.
8. I h— that you will soon know them.
9. Jan is not only clever, but he is a— a hard worker.
10. Lucille is tall and s—.
11. Olaf can walk all day and n— feel t—.
12. Pedro can talk well about m—, l— and life.
13. All the students e— Jan think that Frieda is pretty.
14. Hob thinks that football is t— m— like hard work.
15. Hob isn't p— or well-dressed.
16. He doesn't always l— to lessons.
17. He sometimes g— to s— there.
18. But he is good—.
19. He knows lots of f— stories.
20. We will f— the students into Mr. Priestley's study.

II. Use each of the following words or phrases in a sentence:

1. holidays. 2. funny. 3. friend. 4. rich. 5. much.
6. clever. 7. not only . . . but also. 8. grey. 9. slim.
10. almost every evening. 11. feel tired. 12. as strong as.
13. well-dressed. 14. literature. 15. except. 16. the first . . . the last. 17. certainly. 18. goes to sleep. 19. hard-working. 20. lots of.

III. Write the plurals of:

1. boy.
2. woman.
3. sheep.
4. potato.
5. story.
6. man.
7. country.
8. half.
9. wife.
10. study.

IV. Write a short description of:

1. Jan.
2. Lucille.
3. Olaf.
4. Pedro.
5. Frieda.
6. Hob.

Dictation

Mr. Priestley has some students at his house for lessons. There are six of them in all, four young men and two girls. Some of them are hard-working and clever; others are clever but don't do much work. One is slim and beautiful, and one is quiet and pretty. One is handsome and well-dressed, and can talk about music and pictures and literature; one is not handsome or clever but he tells funny stories. They are all friends and, in this book and the next three, they are going to talk about their work and their holidays, their joys and sorrows, what they like and what they dislike, and their lives generally.

LESSON 20 (Twentieth Lesson)

Comparison of Adjectives (I)

Scene: MR. PRIESTLEY'S STUDY.

Characters: LUCILLE, MR. PRIESTLEY, PEDRO, JAN,
FRIEDA, HOB, OLAF.

LUCILLE: I had a letter from my sister Yvonne this morning. She is coming to London on Friday and asks me to meet her. May I go to the station to meet her on Friday morning please, Mr. Priestley, instead of coming to the class?

MR. PRIESTLEY: Certainly, Lucille. How long is she going to stay in London?

LUCILLE: About a fortnight, I think.

MR. PRIESTLEY: If you are not too busy with other things, come one evening and have dinner with my wife and me, and bring your sister with you.

LUCILLE: Oh, thank you. That's very kind of you. I am sure Yvonne will be pleased to meet you.

PEDRO: Have you any other sisters or brothers, Lucille?

LUCILLE: Yes, I have another sister, Marie, but I haven't any brothers.

JAN: You are lucky. I have neither brother nor sister.

FRIEDA: Then I am luckier than either of you. Our family is quite a big one; there are six of us. I have three brothers and two sisters.

PEDRO: Are Yvonne and Marie older than you, Lucille?

LUCILLE: Marie is older than I am; Yvonne is two years younger than I am.

JAN: Are your brothers and sisters older or younger than you are, Frieda?

FRIEDA: They are all younger; I am the oldest of the family. When I am here with you I feel young, but when I look at my brothers and sisters I begin to feel quite old.

HOB: That reminds me of my Uncle Albert—I will tell you about him some day. He's sixty now, but he says he doesn't feel a day older than forty; and he says, "A man is as young as he looks, and no older than he feels."

JAN: Tell me about the others in your family, Frieda.

FRIEDA: Well the youngest and the smallest one is Fritz; he's the baby of the family. He's only four. Then there are Hans and Peter, the twins. They are exactly as old as each other, thirteen, and exactly as tall as each other, and they are so like each other that people can hardly tell one from the other.

LUCILLE: What are your sisters' names?

FRIEDA: Gretchen and Ruth.

HOB: Are they as pretty as you are?

FRIEDA: Oh they are both prettier than I am. Ruth is the prettiest girl I know. They both have long fair hair, but Ruth's hair is longer and fairer than Gretchen's. Gretchen is fatter than Ruth. (She doesn't like you to say she is fat; and we tell her she will get thinner when she gets older.)

OLAF: I suppose Hans and Peter are at school.

FRIEDA: Yes; and the house is very much quieter when they are at school than when they are at home.



FRITZ

HANS

PETER

GRETCHEN

RUTH

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