

# ENGLISH

## BY THE NATURE METHOD

BY

ARTHUR M. JENSEN

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## P R E F A C E S

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*Extract from the Preface by*

**OTTO JESPERSEN**

Ph. D., Litt. D., LL. D., Late Professor of English Language and Literature in the University of Copenhagen

Mr. Arthur M. Jensen has asked me to write a preface to his course: "English by the Nature Method". It is with great pleasure that I comply with his wish, for I heartily agree with his method and think it has been on the whole carried out very skilfully and with real pedagogical insight.

The main idea is that all, or nearly all, sentences should be self-interpreting, the meaning of new words being in each case readily understood without any possible doubt from the context, in the beginning aided here and there by a simple drawing, so that a translation is never necessary.

In accordance with a wise old rule the author has not been afraid of repeating the same thing over and over again, especially in the beginning, so that words and phrases are as it were hammered into the brains of the student so as to be his possessions for ever.

The most necessary grammatical forms are from the very first imparted in a natural way without using any technical terms; later some very elementary grammatical instruction is given with simple theoretical explanations.

It is my conviction that the student who has conscientiously worked his way through the course will with a minimum of effort have acquired a fair knowledge of the English language and will be familiar with the most necessary words and phrases so as to feel at home in the language.

Elsinore, May the 11th, 1942.

OTTO JESPERSEN

## P R E F A C E S

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*Preface by*

**Dr. FERNAND MOSSÉ**

Late Professor of Languages and Literatures of Germanic Origin at the Collège de France

I have pleasure in giving my fullest approval to the course entitled "English by the Nature Method", which I have examined with much interest. It is a genuine "natural" method, most ingeniously presented with great pedagogical acumen. Its user can be assured of the utmost success, provided that he never becomes discouraged if he is working on his own, and that he keeps on perseveringly to the end. It is only by thoroughly assimilating the most judiciously chosen sentences making up each lesson, by learning them by heart after having studied and understood them, that the student will gradually discover that he really knows English. When he reaches the last booklet he should be able to express himself with facility by the help of the words, forms and phrases at his command. Like the man in the Gospels who was cured by a miracle, he can then be told to arise and walk.

Other highly qualified persons have already excellently expressed their opinions of this English course. I shall merely add that, even if similar methods are to be found, I know of none more capable of attaining the desired goal than the one so patiently worked out by Mr. Arthur M. Jensen.

Paris, January 1955.

**FERNAND MOSSÉ**

*Preface by*

**Dr. J. FOURQUET**

Professor of Germanic Philology in the University of Paris

The method worked out by Mr. Arthur M. Jensen corresponds very closely to the ideal conception I had formed as I reflected on the best possible way of devising a rational system of modern language teaching inspired by the "direct method". I had in mind a work in which the principles of this method would be applied down to the smallest detail. It would be necessary to pass from the phonetic transcription of isolated examples to a running transcription; to associate with pictures all

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words capable of being so represented, to present the material progressively in such a way that every new element would be explained by a context made up of elements already acquired, and finally systematically to base the acquisition of knowledge on complete sentence forms, passing gradually from the simplest to the most complex types. It should thus be possible to *build up* a language without having recourse either to dictionary or grammar-book, those lifeless collections of forms divorced from their context.

I find all these requirements complied with in Mr. Jensen's work, to which I cannot but give my full approval. Moreover, the working out of every detail, no doubt thanks to much patience and ingenuity, is in every way worthy of the boldness of the plan and, if I may say so, of the purity of the principles inspiring the author.

Provided one enters fully into the spirit of the method, namely never to make a step forward without having consolidated all that went before by the repetition of complete idiomatic sentences, one will be capable, by the end of the book, of immediate and spontaneous expression. It will only be necessary to make different combinations of the elements in the type sentence-patterns firmly imprinted on the nervous system, in order to speak with ease. The vocabulary, built up round centres of interest and always having a context, will be more readily recalled because of the network of associations in which it grew up from the start. This method can be called truly natural because it takes the fullest account of the *organic* nature of language.

Paris, August 1956.

J. FOURQUET

*Preface by*

Dr GEORGES BONNARD

Professor of English Language and Literature in the University of Lausanne

The author of "English by the Nature Method" has aimed at providing those who wish to learn English and are denied the help of an ordinary teacher, with a text-book that might, in little over a year,

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bring them to the point where reading English books and conversation in English may be, or at least begin to be, actually possible. This means that they must be made to acquire an intelligible pronunciation, the essentials of the grammar, a fairly copious vocabulary and plenty of idiomatic phrases.

A careful examination of the sixty chapters — each to be mastered in a week — contained in the sixteen booklets of the whole course has convinced me that Mr. Arthur M. Jensen has really succeeded in doing all he had set out to do. His main concern has been with young people in business, which is quite natural since it is in the world of business that he will mostly find young men and women who feel the need of some knowledge of English and have never had the opportunity of getting it. But he has taken care not to give undue importance to their requirements, so that his course may be used with just as much profit by whoever desires to learn English by himself. On reaching the end of the last booklet, any student with a normal, even if untrained mind, will certainly be capable of reading easy stuff, of understanding something of the spoken language, even of speaking it to some extent.

This result is obtained by the systematic use of the so-called direct method of teaching languages. The basic principle of that method, as every one knows, is to teach a foreign language without the help of the learner's mother-tongue, except for occasional explanations. This can be done firstly by connecting as many words as possible directly with the objects, ideas, and actions they denote, and secondly by introducing new words, idioms, and grammatical facts in such a way that there can be no hesitation whatever in the pupil's mind as to what they mean.

In the class-room the teacher can easily point to many objects the names of which he wants to teach the pupil. He may use pictures representing all sorts of things which are not at hand. A number of verbs can also be taught by means of gestures and movements. In a book meant for people who try to learn a language without a teacher, pictures can of course be used to some advantage, but they must be very clear and simple, so that there will be no risk of wrong associations being formed. The pictures given in the margins of the booklets

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answer that condition. But the author has had to rely, far more than any teacher in any class-room, on the second of the means at the disposal of the direct method, that is on the introduction of any new word, idiom or grammatical fact in such a context that its meaning can be grasped at once.

It is in the application of that principle that “English by the Nature Method” is unquestionably superior to any text-book based on the direct method that I have ever seen. The skill with which everything new, be it a word, a phrase or a fact of grammar, is first presented is remarkable, at times even truly amazing. That skill will be best appreciated by those teachers who, intent on never deviating from the direct method, are often at a loss how to get it done. But every sentence seems so natural, in no way perceptibly composed for the purpose it fulfils, that the skill is never obvious.

The new word must be, not only understood, but learned and remembered. It must become familiar. This can only be achieved by dint of repetition. But repetition, unless it be sustained by variety, will soon become wearisome. The new element must therefore be used again and again, each time in a different context. That is a serious difficulty. That difficulty has here been successfully overcome. Mr. Jensen has displayed a resourcefulness in the repeated use of the same element in different contexts which is equal to his skill in introducing it for the first time. And this is all the more creditable because he has done so not in disconnected sentences — that curse of language teaching — but in continuous texts which, simple though they must be, quickly grow in interest.

The course is divided into three distinct series of twenty chapters, each with its own general subject, and serving at the same time as a well-informed approach to various aspects of English civilisation, life and manners. Here again the author must be praised for his making the story he tells something more than a mere pretext for passing from one chapter to the next. The adventures and experiences of the clerk who marries his office manager’s daughter are sure to delight those unsophisticated young people who are most likely to use “Engslish by the Nature Method”.

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One of the most interesting, and to my mind most judicious, features of the course is the importance it gives to the imparting of a decent pronunciation. The learner is expected to master the alphabet of the International Phonetic Association and study the simple descriptions of the sounds of English given in the introductory booklet before starting on the course proper, where, right underneath every word of the text, he will find its full transcription. This may appear a bit clumsy. But I do not see how else the problem of teaching the pronunciation could have been solved satisfactorily. At the cost of a slight initial effort, the student, however left to himself he may be, is sure never to go astray. And he is advised of course to use to the full every opportunity he may have of hearing the new sounds he must use.

The instructions in the student's own language which are sent to him with each booklet, the exercises added to all the chapters, and the paragraphs of grammar to be found in the last twenty chapters, all denote the same meticulous care, the same attention to the necessary details as have gone to the composition of the text itself.

In conclusion I think it can be confidently asserted that those that set themselves to learning English with the help of Mr. Jensen's method will be thoroughly satisfied with it, but on condition they do not imagine any language can be learnt without steady and even hard work. For this is not one of the least satisfactory features of "English by the Nature Method" that it does not pretend that you can learn to read and speak English in a few weeks or in a dozen lessons or so.

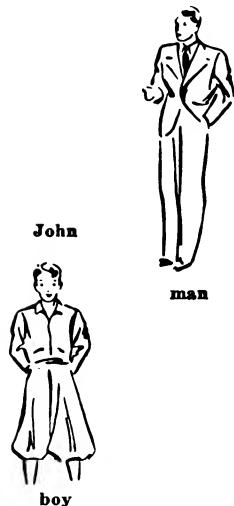
May I add that in the hands of a competent teacher devoted to the direct method this course would probably do wonders in the class-room.

Lausanne, February the 26th, 1951.

GEORGES BONNARD

## THE FAMILY

Mr. Smith



Mrs. Smith



baby

Helen



Mr. Smith is a man. Mrs. Smith is a woman. John is  
*mɪstə smɪθ iz ə mæn. misɪz smɪθ iz ə wumən. dʒɒn iz*

a boy. Helen is a girl. The baby is also a girl. Helen  
*ə bɔi. helɪn iz ə ɡə:l. ðə beibi iz ɔ:lso ə ɡə:l. helɪn*

and the baby are girls. Mr. Smith is the father. Mrs.  
*ənd ðə beibi ə: ɡə:lz. mistə smɪθ iz ðə fa:ðə. misɪz*

Smith is the mother. John is a child. Helen is a  
*smɪθ iz ðə mʌðə. dʒɒn iz ə tʃaɪld. helɪn iz ə*

child. The baby is a child. John, Helen, and the baby  
*tʃaɪld. ðə beibi iz ə tʃaɪld. dʒɒn, helɪn, ənd ðə beibi*

are children.

*ə: tʃɪldrən.*

is  
are

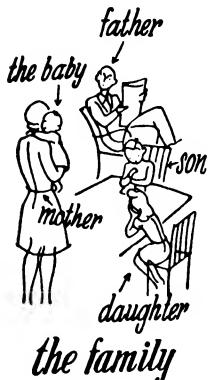
John is a boy.  
Helen and the  
baby are girls.

one (1) girl  
two (2) girls

one (1) child  
two (2) children

Helen is a girl.  
Helen and the  
baby are girls.

## Chapter One (1).



a  
the

John is a boy.  
The boy is John.

Helen and the baby  
are girls.

The girls are  
Helen and the  
baby.

of

The father of the  
children.

Mr. Smith is the father of John.      Mr. Smith is the  
*mista smi<sup>b</sup>* iz ðə fa:ðə əv dʒɔn.      *mista smi<sup>b</sup>* iz ðə

father of Helen.      Mr. Smith is the father of the baby.  
*fa:ðə əv helin.*      *mista smi<sup>b</sup>* iz ðə fa:ðə əv ðə beibi.

Mr. Smith is the father of the children.      Mrs. Smith is  
*mista smi<sup>b</sup>* iz ðə fa:ðə əv ðə tſildrən.      *misiz smi<sup>b</sup>* iz

the mother of John, Helen, and the baby.      Mr. Smith  
*ðə mʌðə əv dʒɔn, helin, ənd ðə beibi.*      *mista smi<sup>b</sup>*

and Mrs. Smith are the parents of the children.      John  
*ənd misiz smi<sup>b</sup> a: ðə pɛərənts əv ðə tſildrən.*      *dʒɔn*

is the son of Mr. and Mrs. Smith.      Mr. and Mrs. Smith  
*iz ðə sən əv mista ənd misiz smi<sup>b</sup>.*      *mista ənd misiz smi<sup>b</sup>*

are the parents of John.      Helen is the daughter of Mr.  
*a: ðə pɛərənts əv dʒɔn.*      *helin iz ðə dɔ:tə əv mista*

and Mrs. Smith.      Mr. and Mrs. Smith are the parents  
*ənd misiz smi<sup>b</sup>.*      *mista ənd misiz smi<sup>b</sup> a: ðə pɛərənts*

of Helen.      The baby is also the daughter of Mr. and  
*əv helin.*      *ðə beibi iz ðə lsou ðə dɔ:tə əv mista ənd*

Mrs. Smith.      Mr. and Mrs. Smith are the parents of the  
*misiz smi<sup>b</sup>.*      *mista ənd misiz smi<sup>b</sup> a: ðə pɛərənts əv ðə*

baby.

*beibi.*

Mr. Smith, Mrs. Smith, John, Helen, and the baby are  
*mista smi<sup>b</sup>, misiz smi<sup>b</sup>, dʒɔn, helin, ənd ðə beibi a:*

a family.      There are five (5) persons in the family.  
*ə fæmili.*      *ðər a: faiv pə:snz in ðə fæmili.*

Mr. Smith is a person.      Mrs. Smith is a person.      John  
*mista smi<sup>b</sup> iz ə pə:sn.*      *misiz smi<sup>b</sup> iz ə pə:sn.*      *dʒɔn*

is a person. Helen is a person, and the baby is also  
iz a pə:sn. helin iz a pə:sn, and ðə beibi iz ɔ:lso  
a person.  
a pə:sn.

How many persons are there in the family? There are  
hau meni pə:snz a: ðeə in ðə fæmili? ðeər a:

five (5) persons in the family. Who are the five (5)  
faiv pə:snz in ðə fæmili. hu: a: ðə faiv

persons in the family? They are the father, the mother,  
pə:snz in ðə fæmili? ðei a: ðə fa:ðə, ðə mʌðə,

the son, the daughter, and the baby daughter. How  
ðə sʌn, ðə dɔ:tə, and ðə beibi dɔ:tə. hau

many children are there in the family? There are  
meni tʃildrən a: ðeə in ðə fæmili? ðeər a:

three (3) children in the family. Who are the three (3)  
þri: tʃildrən in ðə fæmili. hu: a: ðə þri:

children in the family? They are the son, the daughter,  
tʃildrən in ðə fæmili? ðei a: ðə sʌn, ðə dɔ:tə,

and the baby daughter. How many girls are there in  
and ðə beibi dɔ:tə. hau meni gə:lz a: ðeə in

the family? There are two (2) girls in the family.  
ðə fæmili? ðeər a: tu: gə:lz in ðə fæmili.

Who are the two (2) girls in the family? They are the  
hu: a: ðə tu: gə:lz in ðə fæmili? ðei a: ðə

daughter and the baby daughter. How many boys are  
dɔ:tə and ðə beibi dɔ:tə. hau meni bɔ:z a:

there in the family? There is one (1) boy in the family.  
ðeə in ðə fæmili? ðeər iz wʌn bɔ:i in ðə fæmili.

how many?

**How many girls**  
are there in the  
family?

there is  
there are

**There is one boy**  
in the family.

**There are two**  
girls in the family.

## Chapter One (1).

who?

he  
she  
they

**Who** is John?  
**He** is the son.

**Who** is Helen?  
**She** is the daughter.

**Who** are Helen  
and the baby?  
**They** are the  
daughters.

man  
woman  
boy  
girl  
baby } persons  
father  
mother } parents  
boy  
girl  
baby } children

Who is the boy? The boy is John; he is the son of  
*hu: iz ðə bɔi? ðə bɔi iz dʒɔn; hi: iz ðə sən əv*

Mr. Smith. The girl is Helen; she is the daughter of  
*mɪstə smið. ðə ɡə:l iz helin; si: iz ðə dʒ:tə əv*

Mr. Smith. The man is Mr. Smith; he is the father.  
*mɪstə smið. ðə mæn iz mɪstə smið; hi: iz ðə fa:ðə.*

The woman is Mrs. Smith; she is the mother. The  
*ðə wumən iz misɪz smið; si: iz ðə mʌðə. ðə*  
man and the woman are Mr. and Mrs. Smith; they are  
*mæn ənd ðə wumən a: mɪstə ənd misɪz smið; ðei a:*  
the parents.  
*ðə pərənts.*

John is the brother of Helen. Helen is the sister of  
*dʒɔn iz ðə brʌðə əv helin. helin iz ðə sistə əv*

John. The baby is the sister of John and Helen. The  
*dʒɔn. ðə beibi iz ðə sistə əv dʒɔn ənd helin. ðə*  
baby and Helen are sisters. John and Helen are  
*beibi ənd helin a: sistəz. dʒɔn ənd helin a:*  
brother and sister.  
*brʌðə ənd sistə.*

Mr. Smith is the husband of Mrs. Smith. Mrs. Smith  
*mɪstə smið iz ðə hʌsbənd əv misɪz smið. misɪz smið*  
is the wife of Mr. Smith. Who is Mr. Smith? He is the  
*iz ðə waif əv mɪstə smið. hu: iz mɪstə smið? hi: iz ðə*  
husband of Mrs. Smith and the father of the three (3)  
*hʌsbənd əv misɪz smið ənd ðə fa:ðə əv ðə þri:*  
children. Who is Mrs. Smith? She is the wife of Mr.  
*tʃɪldrən hu: iz misɪz smið? si: iz ðə waif əv mɪstə*

Smith and the mother of the three (3) children. The *smiþ ənd ðə mʌðə əv ðə þri: tʃildrən. ðə* three (3) children are the son, the daughter, and the *þri: tʃildrən a: ðə sʌn, ðə dɔ:tə, ənd ðə* baby daughter of Mr. and Mrs. Smith. The father, the *beibi dɔ:tə əv mistə ənd misiz smiþ. ðə fa:ðə, ðə* mother, the son, the daughter, and the baby daughter *mʌðə, ðə sʌn, ðə dɔ:tə, ənd ðə beibi dɔ:tə* are a family of five (5) persons.  
*a: ə fæmili əv faiv þə:snz.*

**EXERCISE A (eksəsaɪz ei).**

Mr. Smith is a —. Mrs. Smith is a —. John is a —. Helen is a —. Helen and the baby are —. John is a —, and Helen and the baby are also —. There — one boy in the family. There — two girls in the family. There — one father in the family. There — three children in the family. John — the son. Mrs. Smith — the mother. Mr. and Mrs. Smith — the parents. John, Helen, and the baby — the children. Mr. Smith is — father of John. Helen is the daughter — Mr. Smith. John, Helen, and the baby are — children — Mr. Smith.

The man is — Smith; he — the father. The boy is John; — is the son. The woman is — Smith; — is the mother. The girls are Helen and the baby; — are the daughters. John is the — of Helen. Helen is the — of John. John and Helen are — and —. Mr. Smith

**WORDS (wə:dz):**

|          |
|----------|
| man      |
| woman    |
| Mr.      |
| Mrs.     |
| boy      |
| girl     |
| baby     |
| person   |
| child    |
| children |
| father   |
| mother   |
| son      |
| daughter |
| sister   |
| brother  |

## Chapter One (1).

---

parents  
family  
wife  
husband  
one  
two  
three  
a  
the  
is  
are  
of  
there  
he  
she  
they  
and  
also  
five  
in  
how many?  
who?  
exercise  
word

is the — of Mrs. Smith. Mrs. Smith is the — of Mr. Smith.

There are five — in the family. The five — in the family are the —, the —, the —, the —, and the —. — boy is John; — — the son. — man is Mr. Smith; he is the —. — woman is Mrs. Smith; she is the —. — girls are Helen and the baby; they are the —. — father and — mother are Mr. and Mrs. Smith; they are — parents of the children.

— is Mr. Smith? He is the father — — children. — many children are there in the family? There are — children in the family. How — boys are there in the family? There is — boy in the family. — — girls are there in the family? There are — girls in the family. — are the three children in the family? The — children are John, Helen, and the baby. — is the son? The — is John. — are the daughters? — daughters — Helen and the baby. — — persons — there in the family? There — five — in the family. — are the — persons in — family? — are — father, — mother, — son, and — two daughters.

### EXERCISE B (*eksəsaɪz bi:).*

Who is the man? — — — — —. Who is the woman? — — — — —. Who is the boy? — — — — —. Who are the two girls? — — — — — — —. Who are the parents of John, Helen, and the baby? — — — — —, — — — — — — —. How many persons are there in

the family? — — — — —. Who are the five persons? — — — — —, — —, — —, — —, — — —. How many children are there in the family? — — — — —. Who are they? — — —, —, — — —. How many girls are there in the family? — — — — —. Who are they? — — — — —. How many boys are there in the family? — — — — —. Who is Helen? — — — — —. Who is Mrs. Smith? — — — — —. Who is Mr. Smith? — — — — —.

## THE YEAR

is  
are

**February is a**  
month.

**There are twelve**  
months.

one - first  
two - second  
three - third  
four - fourth  
five - fifth  
six - sixth  
seven - seventh  
eight - eighth  
nine - ninth  
ten - tenth  
eleven - eleventh  
twelve - twelfth  
thirteen - thirteenth  
fourteen - fourteenth

January is a month. February is also a month. There  
*dʒænjuəri iz ə mʌnþ. februəri iz ɔ:lsou ə mʌnþ. ðeər*  
 are twelve (12) months, one (1), two (2), three (3),  
*a: twelv mʌnþs, wan, tu:, þri:,*  
 four (4), five (5), six (6), seven (7), eight (8), nine (9),  
*fɔ:, faiv, siks, sevn, eit, nain,*  
 ten (10), eleven (11), twelve (12).  
*ten, ɪ'levn, twelv.*

January is the first (1st) month. February is the  
*dʒænjuəri iz ðə fə:st mʌnþ. februəri iz ðə*  
 second (2nd) month. March is the third (3rd) month.  
*sekənd mʌnþ. ma:tʃ iz ðə þə:d mʌnþ.*

April is the fourth (4th) month. May is the fifth (5th)  
*eiprɪl iz ðə fɔ:p mʌnþ. mei iz ðə fɪfþ*  
 month. June is the sixth (6th) month. July is the  
*mʌnþ. dʒu:n iz ðə siksþ mʌnþ. dʒu'lai iz ðə*  
 seventh (7th) month. August is the eighth (8th) month.  
*sevnþ mʌnþ. ɔ:gəst iz ði eitþ mʌnþ.*

September is the ninth (9th) month. October is the  
*səp'tembə iz ðə nainþ mʌnþ. ɔk'touþə iz ðə*  
 tenth (10th) month. November is the eleventh (11th)  
*tenþ mʌnþ. nou'vemþə iz ði i'levnþ*  
 month. December is the twelfth (12th) month.  
*mʌnþ. di'sembə iz ðə twelfþ mʌnþ.*

January and February are months. There are twelve months in a year. January is the first month of the year. December is the last month of the year. A year has twelve months. A month has four weeks. Three months have thirteen (13) weeks. A week has seven days. Two weeks have fourteen (14) days.

How many months are there in a year? There are twelve months in a year. How many weeks are there in a month? There are four weeks in a month. How many days are there in a week? There are seven days in a week. What are the seven days of the week? The seven days of the week are: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

What month is the first month of the year? January is

has  
have

**One week has  
seven days.**

**Two weeks have  
fourteen days.**

what?  
which of?  
**What** is the first  
month of the  
year?  
**Which of** the  
months of the year  
is the first?

the first month of the year. What is the last month of  
ðə fə:st mʌnþ əv ðə jiə. hwʌt iz ðə la:st mʌnþ əv  
the year? December is the last month of the year.  
ðə jiə? di'sembə iz ðə la:st mʌnþ əv ðə jiə.  
What is the first day of the week? Sunday is the  
hwʌt iz ðə fə:st dei əv ðə wi:k? sʌndi iz ðə  
first day of the week. What is the last day of the  
fə:st dei əv ðə wi:k. hwʌt iz ðə la:st dei əv ðə  
week? Saturday is the last day of the week.  
wi:k? sætədi iz ðə la:st dei əv ðə wi:k.  
Which of the days of the week is the first? Sunday is  
hwɪts əv ðə deɪz əv ðə wi:k iz ðə fə:st? sʌndi iz  
the first day of the week. Which of the days of the  
ðə fə:st dei əv ðə wi:k. hwɪts əv ðə deɪz əv ðə  
week is the second (2nd)? Monday is the second (2nd) day  
wi:k iz ðə sekənd? mʌndi iz ðə sekənd dei  
of the week. Tuesday is the third (3rd) day of the week.  
əv ðə wi:k. tju:zdi iz ðə þə:d dei əv ðə wi:k.  
Wednesday is the fourth (4th) day of the week. Thurs-  
wenzdi iz ðə fɔ:b dei əv ðə wi:k. þə:z-  
day is the fifth (5th) day of the week. Friday is the  
di iz ðə fɪfþ dei əv ðə wi:k. fraidi iz ðə  
sixth (6th) day of the week. Saturday is the seventh (7th)  
sikþ dei əv ðə wi:k. sætədi iz ðə sevnþ  
day of the week. Saturday is also the last day of the  
dei əv ðə wi:k. sætədi iz ɔ:lso ðə la:st dei əv ðə  
week. Which of the months of the year is the  
wi:k. hwɪts əv ðə mʌnþs əv ðə jiə iz ðə

twelfth (12th)? December is the twelfth (12th) and  
*twelfþ?*                    *di'sembə iz ðə twelfþ and*

also the last month of the year. What is the ninth (9th)  
*ɔ:lsoʊ ðə la:st mʌnþ ev ðə jiə. hwʌt iz ðə nainþ*

month of the year? September is the ninth (9th) month.  
*mʌnþ ev ðə jiə? sep'tembə iz ðə nainþ mʌnþ.*

What day is the eighth (8th) day of the week? There is  
*hwʌt dei iz ði eitþ dei ev ðə wi:k? ðeər iz*

no eighth (8th) day of the week. There are only  
*nou eitþ dei ev ðə wi:k. ðeər a: ounli*

seven (7) days in a week. Which of the months of the  
*sevn dei in a wi:k. hwʌts ev ðə mʌnþs ev ðə*

year is the thirteenth (13th)? There is no thirteenth  
*jiə iz ðə þə:ti:nþ? ðeər iz nou þə:ti:nþ*

month of the year. There are only twelve months in  
*mʌnþ ev ðə jiə. ðeər a: ounli twelv mʌnþs in*

a year.

*a jiə.*

no

There is no eighth day of the week.

#### WORDS:

four

six

seven

eight

nine

ten

eleven

twelve

thirteen

fourteen

first

second

January is a —. March and April are —. — is the first month of the year. February is the — month of the year. March is the — month. April is the — month. May is the — month. June is the — month. July is the — month. August is the — month. September is the — month. October is the — month. November is the — month. December is the — and also the — month of the year.

## Chapter Two (2).

third  
fourth  
fifth  
sixth  
seventh  
eighth  
ninth  
tenth  
eleventh  
twelfth  
thirteenth  
fourteenth  
month  
year  
week  
day  
January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December  
Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
last

A — has twelve months. A — has seven days. Two — — fourteen days. The seven days of the week are: —, —, —, —, —, —, —. There is — eighth day of the week. There is — thirteenth month; a year has — twelve months. The twelve months of the year are: —, —, —, —, —, —, —, —, —, —, —. Sunday is the — day of the week. Saturday is the — — of the week.

How — days are there in a week? There are — days — a week. — many weeks has a month? A month has — weeks. — many weeks — three months? Three months — — weeks. — — months has a year? A year — — months. — is the first month of the year? — is the first month of the year. — is the fourth day of the week? The fourth day of the week is —. — is the last month of the year? The last month of the year is —. — of the months of the year is the thirteenth? There is — thirteenth month; there are — twelve months — a year.

### EXERCISE B.

How many months are there in a year? — — — — — —. How many days has a week? — — — — —. How many days have two weeks? — — — — —. How many weeks are there in a month? — — — — — —. Which of the months of the year is the first? — — — — — — —. What is the second month? — — — — —. What is the third month? — — — — —. What is the fifth day of the week? — — — — — — —.

Which of the days of the week is the eighth? — — —  
— — — — —. What is the twelfth month of the year?  
— — — — — — —. Which of the days of the week  
is the last? — — — — — — —. What is the thir-  
teenth month of the year? — — — — — — —. How  
many weeks have three months? — — — — —.

has  
have  
what?  
which of?  
no  
only

## NAMES

The name of the boy is John. The name of the girl  
 ðə neim əv ðə bɔɪ iz dʒɔ:n. ðə neim əv ðə ga:ł

is Helen. The name of the father is Mr. Smith.  
 iz helin. ðə neim əv ðə fa:ðə iz mistə smi:p.

The name of the mother is Mrs. Smith. What is the  
 ðə neim əv ðə mʌðə iz misiz smi:p. hwɔ:t iz ðə

what?  
 it  
 they

What is the name  
 of the boy?

It is John.

What are  
 the names of the  
 girls?

They are Helen  
 and Alice.

name of the girl? It is Helen. What is the name  
 neim əv ðə ga:ł? it iz helin. hwɔ:t iz ðə neim

of the baby girl? It is Alice. What is the name  
 əv ðə beibi ga:ł? it iz ælis. hwɔ:t iz ðə neim

of the boy? It is John. What are the names of the  
 əv ðə bɔi? it iz dʒɔ:n. hwɔ:t a: ðə neimz əv ðə

parents? They are Mr. and Mrs. Smith. What is the  
 þə:rei a: mistə ənd misiz smi:p. hwɔ:t iz ðə

name of the family? It is Smith. Mr. Smith has a wife.  
 neim əv ðə fæmili? it iz smi:p. mistə smi:p hæz ə waif.

Her name is Mrs. Smith. Mr. Smith has a daughter.  
 hæ: neim iz misiz smi:p. mistə smi:p hæz ə ðɔ:tə.

Her name is Helen. Mr. Smith has a son. His name  
 hæ: neim iz helin. mistə smi:p hæz ə sən. hiz neim

is John.  
 iz dʒɔ:n.

Has Mr. Smith a wife? Yes, he has a wife. What  
 hæz mistə smi:p ə waif? jes, hi: hæz ə waif. hwɔ:t

is the name of his wife? Her name is Mrs. Smith.  
*iz ðə neim əv his waif? hə: neim iz misis smi:þ.*

Has Mr. Smith a son? Yes, he has a son. What  
*həz mistə smi:þ ə sən? jes, hi: həz ə sən. hwət*

is the name of his son? His name is John. Mr.  
*iz ðə neim əv his sən? his neim iz dʒən. mistə*

Smith has a son and two daughters. What are the  
*smi:þ həz ə sən ənd tu: dʒ:ə:təz. hwət ə: ðə*

names of the three children? Their names are John,  
*neimz əv ðə bri: tʃildrən? ðəs neimz a: dʒən,*

Helen, and Alice.  
*helin, ənd əlis.*

John is twelve years old. How old is John? He is  
*dʒən iz twelv jiəz ould. hau ould iz dʒən? hi: iz*

twelve years old. Helen is ten years old. How old is  
*twelv jiəz ould. helin iz ten jiəz ould. hau ould iz*

Helen? She is ten years old. The baby is six months  
*helin? si: iz ten jiəz ould. ðə beibi iz siks mənþs*  
 old. How old is the baby? She is six months old.  
*ould. hau ould iz ðə beibi? si: iz siks mənþs ould.*

John is twelve years old, and Helen is ten years  
*dʒən iz twelv jiəz ould, ənd helin iz ten jiəz*

old. John is two years older than Helen. Is John  
*ould. dʒən iz tu: jiəz ouldə ðæn helin. iz dʒən*

fourteen (14) years old? No, he is not fourteen  
*fɔ:ti:n jiəz ould? nou, hi: iz not fɔ:ti:n*

years old; he is only twelve years old. Is Helen  
*jiəz ould; hi: iz ounli twelv jiəz ould. iz helin*

his  
her  
their

The name of the  
husband is Mr.  
Smith. His name  
is Mr. Smith.

The name of the  
wife is Mrs.  
Smith. Her name  
is Mrs. Smith.

The names of the  
children are John,  
Helen, and Alice.  
Their names are  
John, Helen, and  
Alice.

### Chapter Three (3).

thirteen (13) years old? No, she is not thirteen  
*pə:ti:n jiəz ould? nou, si: iz not pə:ti:n*

years old; she is only ten years old. Is Helen  
*jiəz ould; si: iz ounli ten jiəz ould. iz helin*

older than John? No, she is not older than John;  
*ouldə ðæn dʒɔ:n? nou, si: iz not ouldə ðæn dʒɔ:n;*

John is two years older than she is.  
*dʒɔ:n iz tu: jiəz ouldə ðæn si: iz.*

John is not fourteen, but only twelve years old. Helen  
*dʒɔ:n iz not fo:ti:n, bʌt ounli twelv jiəz ould. helin*

is not thirteen, but only ten years old. John is not a girl,  
*iz not pə:ti:n, bʌt ounli ten jiəz ould. dʒɔ:n iz not ə gə:l,*

but Helen is a girl. Helen is not a boy, but John is a  
*bʌt helin iz ə gə:l. helin iz not ə boi, bʌt dʒɔ:n iz ə*

boy. The baby is not old; she is young. She is only six  
*boi. ðə beibi iz not ould; si: iz jʌŋ. si: iz ounli siks*

months old. Mr. Smith is a young man; he is thirty-six  
*mʌnþs ould. mistə smiþ iz ə jʌŋ mæn; hi: iz pə:ti:siks*

(36) years old. Mrs. Smith is a young woman; she is  
*jiəz ould. misiz smiþ iz ə jʌŋ wumən; si: iz*

thirty-two (32) years old. Mr. Smith has a father. The  
*pə:ti:tu: jiəz ould. mistə smiþ hæz ə fa:ðə. ðə*

father of Mr. Smith is not young; he is old. He is  
*fa:ðə əv mistə smiþ iz not jʌŋ; hi: iz ould. hi: iz*

sixty-two (62) years old. John, Helen, and the baby  
*siksti:tu: jiəz ould. dʒɔ:n, helin, ənd ðə beibi*

are young; they are children.  
*a: jʌŋ; ðei a: tʃildrən.*

Mr. and Mrs. Smith are also young, but they are older  
*mista and misiz smip a: ɔ:lsou jʌy, bʌt ðei a: ouldə*

than the children. The children are younger than their  
*ðæn ðə tʃildrən. ðə tʃildrən a: jʌŋə ðæn ðə*

parents. Is John younger than Helen? No, he is not  
*þærənts. iz dʒɔ:n jʌŋə ðæn helin? nou, hi: iz nɔ:t*

younger than Helen; he is two years older than Helen.

*jʌŋə ðæn helin; hi: iz tu: ji:z ouldə ðæn helin.*

Is the baby younger than Helen? Yes, she is the  
*iz ðə beibi jʌŋə ðæn helin? jes, si: iz ðə*

youngest of the children. Which of the persons in the  
*jʌŋist əv ðə tʃildrən. hwitʃ əv ðə þə:snz in ðə*

family is the oldest? The father of Mr. Smith is the  
*fæmili iz ði ouldist? ðə fa:ðə əv mistə smip iz ði*

oldest. Which of the three children is the youngest?  
*ouldist. hwitʃ əv ðə þri: tʃildrən iz ðə jʌŋist?*

The baby is the youngest.

*ðə beibi iz ðə jʌŋist.*

Has John three sisters? No, he has only two sisters,  
*hæz dʒɔ:n þri: sistəz? nou, hi: hæz ounli tu: sistəz,*

not three. Have Mr. and Mrs. Smith four children?  
*nɔ:t þri:. hæv mistə and misiz smip fɔ: tʃildrən?*

No, they have not four children, but only three. Have  
*nou, ðei hæv nɔ:t fɔ: tʃildrən, bʌt ounli þri:. hæv*

Mr. and Mrs. Smith two sons? No, they have only one  
*mista and misiz smip tu: sʌnz? nou, ðei hæv ounli wʌn*

son, but two daughters.

*sʌn, bʌt tu: dɔ:təz.*

young  
 younger  
 youngest

Helen is young.  
 She is younger  
 than John.

The baby is the  
 youngest of the  
 three children.

old  
 older  
 oldest

How old is John?  
 John is older than  
 Helen.

The father of Mr.  
 Smith is the oldest  
 person in the  
 family.

has  
 have  
 John has two  
 sisters.  
 Mr. and Mrs.  
 Smith have three  
 children.

What is the name of the family? The name of the  
*hwot iz ðə neim əv ðə fæmili?* ðə neim əv ðə

family is Smith. What is Helen? Helen is a girl.  
*fæmili iz smiþ.* *hwot iz helin?* *helin iz ə ga:l.*

Which of the children is the boy? John is the boy.  
*hwits əv ðə tſildrən iz ðə bɔi?* *dʒɔn iz ðə bɔi.*

What day is it? It is Sunday. What is the first day  
*hwot dei iz it?* *it iz sandi.* *hwot iz ðə fə:st dei* .

of the week? Sunday is the first day of the week.  
*əv ðə wi:k?* *sandi iz ðə fə:st dei əv ðə wi:k.*

What is the name of the first month? The name of  
*hwot iz ðə neim əv ðə fə:st mʌnþ?* ðə neim əv

the first month is January. Which of the months is  
*ðə fə:st mʌnþ iz dʒænjuəri.* *hwits əv ðə mʌnþs iz*

the second? February is the second month.  
*ðə sekənd?* *februari iz ðə sekənd mʌnþ.*

#### EXERCISE A.

The — of the boy is John. The — of the father is — Smith. The — — the mother is — Smith. Mr. Smith has a wife; — name is Mrs. Smith. Mr. Smith has a daughter; — name is Helen. Mr. Smith has a son; — name is John. John has a sister; the name of — sister is Helen. Mr. and Mrs. Smith have three children; — names are John, Helen, and Alice. Mr. and Mrs. Smith have two daughters; — names are Helen and Alice. Helen is ten years —. Mr. Smith is thirty-six years —. John is two years — than Helen. Helen is nine years and six months — than the baby.

The father of Mr. Smith is the — person in the family. Mr. Smith is older — Mrs. Smith. Helen is older — the baby. John is not fourteen — old; he is only twelve years old. Helen is — thirteen years old; she is — ten years old. Mr. Smith is — old, but young. Mrs. Smith is not a man, — a woman. John is — a girl, — Helen is a girl. John — two sisters. Helen and the baby — one brother. The children — two parents. Mr. and Mrs. Smith — three children. They — only one son, but they — two daughters. Mr. Smith — a wife. Helen — a baby sister. The baby — a brother and a sister.

— is the name of the girl? — is Helen. — is the name of the youngest child? — is Alice. — of the children is the youngest? — — is the youngest. — — the persons in the family is the oldest? The father of Mr. Smith is the —. — are the names of the parents? The names of the parents — Mr. and Mrs. Smith. — of the persons in the family is the youngest? The baby is the — — — the family. — day is it? It is —. — is the last day of the week? — is the last day of the week. — John a girl? —, he is — —. Is Helen — than the baby? Yes, she is — — the baby. Is the baby — — of the children? —, she is — six months —. — Mr. Smith the husband of Mrs. Smith? —, he is — — of Mrs. Smith.

#### EXERCISE B.

What is the name of the baby girl? — — — — —. Which of the children is the boy? — — — —. What day is it? — — — —. What is the first day of the week? — — — — — —. What is the name of

WORDS:  
name  
what?  
it

### Chapter Three (3).

---

yes  
no  
his  
her  
their  
old  
young  
than  
not  
but  
thirty-two  
thirty-six  
sixty-two

the family? —————. Which of the persons in the family is the oldest? —————. Which of the children is the youngest? —————. How old is she? —————. How old is Mr. Smith? —————. How old is Helen? —————. How many years is John older than Helen? —————. Is Helen older than the baby? —, —————.

Is Mrs. Smith older than Mr. Smith? —, —————. Is John old? —, —————. Is the father of Mr. Smith old? —, —————. Are the children young? —, —————. Are the parents old? —, —————. Has John three sisters? —, —————. Have the parents three children? —, —————. Have the girls a brother? —, —————. Are John and Helen brother and sister? —, —————. Have they a sister? —, —————. Have Mr. and Mrs. Smith two sons? —, —————. What is his name? —————. Which of the children is ten years old? —————.

## COUNTRIES AND CITIES

Mr. and Mrs. Smith and their three children live in  
 mistə ənd misiz smi:ə ənd ðəs əpri: tʃildrən liv in  
 England. They live in a house. Has their house a  
 iŋglənd. ðei liv in ə haus. hæz ðəs haus ə  
 window? Yes, their house has many windows. How  
 windou? jes, ðəs haus hæz meni windouz. hau  
 many windows has their house? It has eight windows.  
 meni windouz hæz ðəs haus? it hæz eit windouz.  
 Has their house a door? Yes, it has two doors. It  
 hæz ðəs haus ə dɔ:?: jes, it hæz tu: dɔ:z. it  
 has also a roof. The roof is the top of the house.  
 hæz ɔ:lso ə ru:f. ðə ru:f iz ðə tɔ:p əv ðə haus.  
 What is the top of the house? The top of the house  
 hwt iz ðə tɔ:p əv ðə haus? ðə tɔ:p əv ðə haus  
 is the roof. The house has four walls. Has the  
 iz ðə ru:f. ðə haus hæz fɔ: wɔ:lz. hæz ðə  
 house a fifth wall? No, it has only four walls. The  
 haus ə fift wɔ:l? nou, it hæz ounli fɔ: wɔ:lz. ðə  
 windows and the doors are in the walls.  
 windouz ənd ðə dɔ:z a: in ðə wɔ:lz.

Where is London? London is in England. Where is  
 hweər iz ləndən? ləndən iz in iŋglənd. hweər iz  
 Paris? Paris is in France. Where is Stockholm?  
 pærɪs iz in fra:ns. hweər iz stɔ:khoum?



## Chapter Four (4).



one girl  
two girls

one boy  
two boys

one city  
two cities

one country  
two countries

Baby = the baby

Helen and Baby  
are sisters.

Helen and the baby  
are sisters.

as - as  
(not) so - as

Mr. Smith is  
as big as his  
father.

Baby is not so  
big as Helen.

Stockholm is in Sweden. Where is Berlin? Berlin is  
*stɔkhoum iz in svi:dn. hweər iz bə:lin? bə:lin iz*

in Germany. Where is Copenhagen? Copenhagen is  
*in dʒə:məni. hweər iz koupn'heigən? koupn'heigən iz*

in Denmark. Where is Oslo? Oslo is in Norway.  
*in denma:k. hweər iz ɔslou? ɔslou iz in nɔ:wei.*

Where is Moscow? Moscow is in Russia. Where is  
*hweər iz mɔskou? mɔskou iz in rʌsə. hweər iz*

Helsinki (Helsingfors)? Helsinki is in Finland. Eng-  
*helsiyki (helsiyfɔ:z)? helsiyki iz in finlənd. iy-*

land is a country. Russia is a country. England and  
*glənd iz ə kʌntri. rʌsə iz ə kʌntri. iyglənd ənd*

Russia are two countries.

*rʌsə a: tu: kʌntriz.*,

Mr. and Mrs. Smith and their children live in London.  
*mɪstə ənd misiz smi:ə ənd ðeər tʃɪldrən liv in ləndən.*

London is a city. Copenhagen is also a city. London  
*ləndən iz ə siti. koupn'heigən iz ɔ:lsou ə siti. ləndən*

and Copenhagen are two cities. There are many  
*ənd koupn'heigən a: tu: sitiz. ðeər a: meni*

houses in London. London is a big city. There are  
*haʊziz in ləndən. ləndən iz ə big siti. ðeər a:*

also many houses in Copenhagen. Copenhagen is also  
*ɔ:lsou meni haʊziz in koupn'heigən. koupn'heigən iz ɔ:lsou*

a big city, but Copenhagen is not so big a city as London.  
*ə big siti, bʌt koupn'heigən iz not sou big ə siti əz ləndən.*

Helen is a big girl, but she is not so big as John. Is  
*helin iz ə big ɣə:l, bʌt fi: iz not sou big əz dʒən. iz*

Baby as big as Helen? No, Baby is not so big as Helen;  
*beibi æz big æz helin? nou, beibi iz not sou big æz helin;*

she is only a small girl. Is John as big as his father?  
*si: iz ounli a smɔ:l ɡɔ:l. iz dʒɔ:n æz big æz his fa:ðə?*

No, John is not so big as his father. Is Helen as big  
*nou, dʒɔ:n iz not sou big æz his fa:ðə. iz helin æz big*

as her mother? No, Helen is not so big as her mother.  
*æz hə: mʌðə? nou, helin iz not sou big æz hə: mʌðə.*

John is bigger than Helen, and Mrs. Smith is bigger  
*dʒɔ:n iz bigə ðæn helin, ənd misiz smi:p iz bigə*

than John. Which is the biggest of the three children?  
*ðæn dʒɔ:n. hwitʃ iz ðə bigist əv ðə bri: tʃildrən?*

John is the biggest. Which is the biggest of the cities  
*dʒɔ:n iz ðə bigist. hwitʃ iz ðə bigist əv ðə sitiz*

in Europe? London is the biggest city in Europe.  
*in juərəp? lʌndən iz ðə bigist siti in juərəp.*

England is a country in Europe. London is the biggest  
*iyglənd iz ə kʌntri in jnərəp. lʌndən iz ðə bigist*

city in England. Sweden is a country in Europe. Stock-  
*siti in iyglənd. swi:dn iz ə kʌntri in juərəp. stɔ:k-*

holm is the biggest city in Sweden.

*houm iz ðə bigist siti in swi:dn.*

Mr. Smith is English. He lives in England. Mrs. Smith  
*mɪstə smi:p iz iyglis. hi: livz in iyglənd. misiz smi:p*

is English. She lives in England. Their children are  
*iz iyglis. si: livz in iyglənd. ðəs tʃildrən a:*

English. They live in England. The English live in  
*iyglis. ðei liv in iyglənd. ði iyglis liv in*

big  
bigger  
biggest

Helen is a **big** girl.  
John is **bigger**  
than Helen.

John is the **biggest**  
of the children.

which . . . of?  
= which of?

**Which** is the  
biggest of the  
three children?  
= **Which** of the  
three children is  
the biggest?

lives  
live

**John lives** in a  
house.

**John and Helen**  
live in a house.

England. The Danes live in Denmark. The Finlanders  
*iyglənd.* *ðə deinz liv in denma:k.* *ðə finləndəz*  
live in Finland. The Russians live in Russia. The  
*liv in finlənd.* *ðə rʌfənz liv in rʌfə.* *ðə*  
Swedes live in Sweden. The Norwegians live in Norway.  
*swi:dz liv in swi:dn.* *ðə nɔ:'wi:dzənz liv in nɔ:wei.*

The Germans live in Germany. The French live in  
*ðə dʒə:mənz liv in dʒə:məni.* *ðə frenʃ liv in*

France.

*fra:ns.*

England is bigger than Denmark, but it is not so big as  
*iyglənd iz bigə ðæn denma:k, bʌt it iz nɔt sou big əz*

France. Norway is bigger than Denmark, but it is not  
*fra:ns. nɔ:wei iz bigə ðæn denma:k, bʌt it iz nɔt*

so big as Sweden. The house of Mr. and Mrs. Smith  
*sou big əz swi:dn.* *ðə haus əv mistə ənd misiz smi:θ*

is not a big house; it is a small house. Baby is not a  
*iz nɔt ə big haus; it iz ə smɔ:l haus.* *beibi iz nɔt ə*

big girl; she is only a small girl. Helen is smaller than  
*big gə:l; si: iz ounli ə smɔ:l gə:l.* *helin iz smɔ:lə ðæn*

John, and John is smaller than his father. Helen is  
*dʒən, ənd dʒən iz smɔ:lə ðæn hiz fa:ðə.* *helin iz*

smaller than her mother. There are many houses in  
*smɔ:lə ðæn hə: mʌðə.* *ðəər a: meni hauziz in*

a big city. There are many big cities in a big country.  
*ə big siti.* *ðəər a: meni big sitiz in ə big kʌntri.*

Denmark is not a big country; it is only a small country.  
*denma:k iz nɔt ə big kʌntri; it iz ounli ə smɔ:l kʌntri.*

There are not many big cities in Denmark.

ðær a: nɔt meni big sitiz in denma:k.

Mr. Smith is a man; his father is also a man. Mr.  
mistə smi:p iz ə mæn; hiz fa:ðə iz ɔ:lsou ə mæn. mistə

Smith and his father are two men. Mrs. Smith is a  
smi:p ənd hiz fa:ðə a: tu: men. misiz smi:p iz ə

woman; her sister is also a woman. Mrs. Smith and her  
wumən; hə: sistə iz ɔ:lsou ə wumən. misiz smi:p ənd hə:

sister are two women. Boys and girls are children.  
sistə a: tu: wimin. bɔiz ənd ɡə:lz a: tʃildrən.

Men, women, and children are people (persons). There  
men, wimin, ənd tʃildrən a: pi:pl (pə:snz). ðær

are many people in England. How many people are  
a: meni pi:pl in iyglənd. hau meni pi:pl a:

there in England? There are forty-five (45) million people  
ðeə in iyglənd? ðær a: fɔ:tifaiv miljən pi:pl

in England. How many people are there in Finland?  
in iyglənd. hau meni pi:pl a: ðeə in finlənd?

There are more than three million people in Finland.  
ðær a: mɔ: ðæn bri: miljən pi:pl in finlənd.

There are more people in England than in Denmark.  
ðær a: mɔ: pi:pl in iyglənd ðæn in denma:k.

There are not so many people in Denmark as in Sweden.  
ðær a: nɔt sou meni pi:pl in denma:k əz in swi:dn.

There are six million people in Sweden. There are  
ðær a: siks miljən pi:pl in swi:dn. ðær a:

more Swedes than Danes.  
mɔ: swi:dz ðæn deinz.

one man [mæn]  
two men [men]

one woman  
[wumən]  
two women  
[wimin]

What people live in England? The English live in  
*hwʌt pi:pl liv in iŋglənd?* *ði iŋglɪʃ liv in*  
England. What people live in France? The French  
*iŋglənd.* *hwʌt pi:pl liv in fra:n̩?* *ðə fren̩*  
live in France. What people live in Russia? The  
*liv in fra:n̩.* *hwʌt pi:pl liv in rʌʃə?* *ðə*  
Russians live in Russia.  
*rʌʃənz liv in rʌʃə.*

Mr. and Mrs. Smith have a son. Have they more than  
*mɪstə ənd misɪz smɪθ hæv ə sən.* *hæv ðei mɔ: ðæn*  
one child? Yes, they have three children. They have  
*wʌn tʃaɪld?* *jes, ðei hæv þri: tʃɪldrən.* *ðei hæv*  
two girls, but only one boy. They have more girls than  
*tu: gə:lz, bʌt ounli wʌn boi.* *ðei hæv mɔ: gə:lz ðæn*  
boys. Has John more than two sisters? No, he has  
*boiz.* *hæz dʒɔ:n mɔ: ðæn tu: sistəz?* *nou, hi: hæz*  
only two sisters. Are there more than four persons in  
*ounli tu: sistəz.* *a: ðεə mɔ: ðæn fɔ: pə:snz in*  
the family? Yes, there are five persons in the family.  
*ðə fæmili?* *jes, ðεər a: faiv pə:snz in ðə fæmili.*  
What more persons are there in the family than the  
*hwʌt mɔ: pə:snz a: ðεə in ðə fæmili ðæn ðə*  
father and the mother? There are the three children.  
*fa:ðə ənd ðə mʌðə?* *ðεər a: ðə þri: tʃɪldrən.*

#### EXERCISE A.

Mr. and Mrs. Smith and their three children — in England. They — in a house. Mr. Smith — in England.

The — of Mr. and Mrs. Smith has eight windows. The — of the house are in the walls. The — has two doors. The two — of the house are in the —. The house has four —. The windows and the doors are in the —. The — is the top of the house. The — of the house is the roof.

England is a —. Sweden is also a —. London is a —. Stockholm is also a —. London and Stockholm are two —. There are many — in London. London has — houses. Denmark is a country in —. Russia is also a country in —. Mr. Smith and his father are two —. Mrs. Smith and her sister are two —. The mother of Mrs. Smith is also a —. London is a — city. Copenhagen is also a — city, but Copenhagen is not so big a city — London. Helen is a big girl, but she is — — big as John.

Is Baby — big — Helen? No, Baby is — — big as Helen. Is John — big — his father? No, John is — — big — his father. John is bigger — Helen, and Mrs. Smith is bigger — John. Helen is — than John. — is the biggest of the three children? John is the — of the three children. — is the biggest of the cities in Europe? London is the — city in Europe. — is the name of the biggest city in Norway? It is —. Where — London? London is in —. — is Paris? Paris is in —. — is Stockholm? Stockholm is in —. — is Berlin? Berlin is in —. — is Moscow? Moscow is in —.

WORDS:  
 live  
 house  
 window  
 door  
 wall  
 roof  
 top  
 where?  
 France  
 French  
 Sweden  
 Swede  
 Germany  
 German  
 Denmark  
 Dane  
 Norway  
 Norwegian  
 Europe  
 England  
 English  
 Russia  
 Russian  
 Finland  
 Finlander  
 country  
 city  
 Paris  
 Stockholm  
 Berlin  
 Oslo  
 Helsinki  
 Helsingfors  
 Copenhagen  
 Moscow

London  
big  
so  
as  
small  
men  
women  
people  
forty-five  
million  
more

**EXERCISE B.**

What people live in England? ... What people live in Russia? ... What people live in Sweden? ... Is England bigger than Denmark? ... Is England bigger than France? ... Is Norway bigger than Sweden? ... What people live in Norway? ... Is Russia bigger than Germany? ... What people live in Germany? ... What people live in France? ... Is the house of Mr. and Mrs. Smith a big house? ... Is Baby a big girl? ... Is Helen smaller than John? ... Is Helen bigger than her mother? ... What are boys and girls? ... What are men, women, and children? ... Are there many people in England? ... How many people are there in Finland? ... Are there more people in Denmark than in Sweden? ... Are there more people in England than in Denmark? ... Are there more Danes than Swedes? ... How many boys and girls have Mr. and Mrs. Smith? ...

## THE BODY

A person has four limbs. All persons have four limbs.  
*ə pə:sn hæz fɔ: limz. ɔ:l pə:snz hæv fɔ: limz.*

The four limbs are on the body. The four limbs are the  
*ðə fɔ: limz a: ɔn ðə bɔdi. ðə fɔ: limz a: ðə*

two arms and the two legs. How many limbs has John?  
*tu: a:mz ənd ðə tu: legz. hau meni limz hæz dʒɔn?*

John has four limbs. What are the four limbs? The four  
*dʒɔn hæz fɔ: limz. hwɔt a: ðə fɔ: limz? ðə fɔ:*

limbs are the two arms and the two legs. On the arm  
*limz a: ðə tu: a:mz ənd ðə tu: legz. ɔn ði a:m*

is a hand, and the hand has five fingers. Where are the  
*iz ə hænd, ənd ðə hænd hæz faiv fiŋgəz. hwær a: ðə*

hands? The hands are on the arms. How many fingers  
*hændz? ðə hændz a: ɔn ði a:mz. hau meni fiŋgəz*

has the hand? The hand has five fingers.

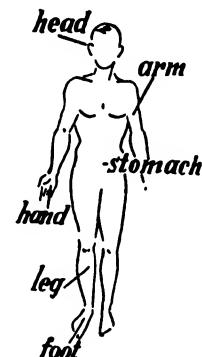
*hæz ðə hænd? ðə hænd hæz faiv fiŋgəz.*

On the leg is a foot, and the foot has five toes. All legs  
*ɔn ðə leg iz ə fut, ənd ðə fut hæz faiv touz. ɔ:l legz*

have feet, and all feet have five toes. Where are the  
*hæv fi:t, ənd ɔ:l fi:t hæv faiv touz. hwær a: ðə*

feet? The feet are on the legs. How many toes has the  
*fi:t? ðə fi:t a: ɔn ðə legs. hau meni touz hæz ðə*

foot? The foot has five toes. How many fingers has  
*fut? ðə fut hæz faiv touz. hau meni fiŋgəz hæz*



one toe  
two toes

one foot  
two feet



's

John's hair = the hair of John.

Mrs. Smith's hair = the hair of Mrs. Smith.

Helen? She has ten fingers on her two hands. How many helin? si: hæz ten fygæz ɔn hæ: tu: hændz. hau meni toes has she? She has ten toes on her two feet. The body tous hæz si:? si: hæz ten tous ɔn hæ: tu: fi:t. ðæ bɔdi has a head. What is the head? The head is the top of hæz ə hed. hwɔt iz ðæ hed? ðæ hed iz ðæ tɔp əv the body. On the head many persons have hair. Not ðæ bɔdi. ɔn ðæ hed meni pə:snz hæv hæz. nɔt all persons have hair; many old men have no hair. ɔ:l pə:snz hæv hæz; meni ould men hæv nou hæz.

Has Mr. Smith long hair? No, he has short hair. Is Mrs. hæz mistə smi:p lɔy hæz? nou, hi: hæz ʃɔ:t hæz. iz misiz Smith's hair long? Yes, she has long hair; she has longer smi:p hæz lɔy? jes, si: hæz lɔy hæz; si: hæz lɔygæ hair than Mr. Smith. Is Helen's hair also long? No, she hæz ðæn mistə smi:p. iz helinz hæz ɔ:lso:lɔy? nou, si: has short hair, but John's hair is shorter than Helen's. hæz ʃɔ:t hæz, bʌt dʒɔnз hæz iz ʃɔ:tə ðæn helinz.

Who has most hair, Mrs. Smith or Helen or John? Mrs. hu: hæz moust hæz, misiz smi:p ɔ: helin ɔ: dʒɔn? misiz Smith has most hair; her hair is the longest. Has John smi:p hæz moust hæz; hæ: hæz iz ðæ lɔygist. hæz dʒɔn more hair than Helen? No, Helen has more hair than mɔ: hæz ðæn helin? nou, helin hæz mɔ: hæz ðæn John, but Mrs. Smith has most hair of all the persons dʒɔn. bʌt misiz smi:p hæz moust hæz əv ɔ:l ðæ pə:snz in the family. Mrs. Smith has long hair; she has much in ðæ fæmili. misiz smi:p hæz lɔy hæz; si: hæz matʃ

hair. She has more hair than Helen. She has most hair  
*hæz*. *si: hæz mɔ: hæz ðæn helin.* *si: hæz mouſt hæz*  
of all the persons in the family. Has John much hair?  
*əv ɔ:l ðæ pə:snz in ðæ fæmili. hæz dʒɔn mæts hæz?*  
No, he has not much hair; his hair is short; but Mrs.  
*nou, hi: hæz nɔt mæts hæz; hiz hæz iz ʃɔ:t; bʌt misiʃ*  
Smith has much hair; she has more hair than Mr. Smith  
*smiʃ hæz mæts hæz; si: hæz mɔ: hæz ðæn mistə smiʃ*  
and the children. Have all men and women hair? No,  
*ənd ðæ tʃildrən. hæv ɔ:l men ənd wimin hæz? nou,*  
not all men and women have hair; but most persons  
*nɔt ɔ:l men ənd wimin hæv hæz; bʌt mouſt pə:snz*  
have hair.  
*hæv hæz.*

A person has a face. The face has two eyes and two  
*ə pə:sn hæz ə feis. ðæ feis hæz tu: aɪz ənd tu:*  
ears. All persons have faces, and all faces have two  
*iəz. ɔ:l pə:snz hæv feisiz, ənd ɔ:l feisiz hæv tu:*  
eyes and two ears. How many eyes has Helen? Helen  
*aɪz ənd tu: iəz. hau meni aɪz hæz helin? helin*  
has two eyes; she has also two ears. Helen has also a  
*hæz tu: aɪz; si: hæz ɔ:lou tu: iəz. helin hæz ɔ:lou ə*  
mouth and a nose in her face. Where are the nose and  
*maʊθ ənd ə nouz in hæ: feis. hwær a: ðæ nouz ənd*  
the mouth? They are in the face. What is the face?  
*ðæ maʊθ? ðei a: in ðæ feis. hwæt iz ðæ feis?*  
The face is part of the head. What is on the head?  
*ðæ feis iz pa:t əv ðæ hed. hwæt iz ɔn ðæ hed?*

much  
more  
most

Mrs. Smith has  
**much** hair.

She has **more** hair  
than Helen.

She has **most** hair  
of all the persons  
in the family.

many  
more  
most

There are **many**  
people in Sweden.

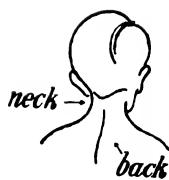
There are **more**  
people in England.

There are **most**  
people in  
Germany.

There is hair on the head. Is the arm bigger than the  
ðεər iz hεər ən ðə hed. iz ði a:m bigə ðæn ðə  
leg? No, the arm is smaller than the leg.  
leg? nou, ði a:m iz smɔ:lə ðæn ðə leg.

Are the fingers part of the face? No, the fingers are  
a: ðə fɪngəz pə:t əv ðə feis? nou, ðə fɪngəz a:  
part of the hands. What are the hands part of? The  
pə:t əv ðə hændz. hwst a: ðə hændz pə:t əv? ðə  
hands are part of the arms. What are the ears part of?  
hændz a: pə:t əv ði a:mz. hwst a: ði iaz pə:t əv?

The ears are part of the head. Are the feet part of the  
ði iaz a: pə:t əv ðə hed. a: ðə fi:t pə:t əv ði  
arms or of the legs? The feet are part of the legs. Is  
a:mz ɔ: əv ðə legz? ðə fi:t a: pə:t əv ðə legz. iz  
the baby a boy or a girl? She is a girl. Is Mr. Smith  
ðə beibi ə bɔi ɔ: ə gə:l? fi: iz ə gə:l. iz mɪstə smɪθ  
young or old? He is young.  
jʌŋ ɔ: ould? hi: iz jʌŋ.



The neck is part of the body. On the neck is the head.  
ðə nek iz pə:t əv ðə bɔdi. ən ðə nek iz ðə hed.

The stomach is also part of the body. The stomach is  
ðə stʌmək iz ɔ:lsou pə:t əv ðə bɔdi. ðə stʌmək iz  
at the front of the body. The back is also part of the  
æt ðə frʌnt əv ðə bɔdi. ðə bæk iz ɔ:lsou pə:t əv ðə  
body. The back is at the back of the body. The arms  
bɔdi. ðə bæk iz æt ðə bæk əv ðə bɔdi. ði a:mz  
are at the sides of the body. Where is the neck? The  
a: æt ðə saidz əv ðə bɔdi. hweər iz ðə nek? ðə

neck is at the top of the body. Is the back at the top  
nek iz æt ðə tɔp əv ðə bɔdi. iz ðə bæk æt ðə tɔp  
of the body? No, it is at the back of the body. Where  
əv ðə bɔdi? nou, it iz æt ðə bæk əv ðə bɔdi. hweər  
is the stomach? The stomach is at the front of the body.  
iz ðə stʌmək? ðə stʌmək iz æt ðə frʌnt əv ðə bɔdi.  
The face is at the front of the head, and the ears are at  
ðə feis iz æt ðə frʌnt əv ðə hed, ənd ði iəz a: æt  
the sides of the head. Where are the arms? The arms  
ðə saɪdz əv ðə hed. hweər a: ði a:mz? ði a:mz  
are at the sides of the body.  
a: æt ðə saɪdz əv ðə bɔdi.

#### EXERCISE A.

The body has four —. The four limbs of the body are  
the two — and the two —. On the arm is a —, and  
the hand has five —. The foot has five —. There  
are ten toes on the two —. On the — is hair. The  
head has a —. The face has two —, two —, a —, and  
a —. Mrs. Smith has — hair; her hair is — than  
Helen's; she has the — hair of all the persons in the  
family. John's hair is —; it is — than Helen's hair,  
but Baby has the — hair of all the children. — Helen  
much hair? No, she has not — hair, but she has —  
hair than John. Mrs. Smith has — hair of all the  
persons in the family.

WORDS:  
body  
all  
limb  
arm  
leg  
on  
or  
hand  
finger  
foot  
feet  
toe  
head

part  
at  
hair  
long  
short  
much  
face  
eye  
ear  
mouth  
nose  
neck  
stomach  
front  
back  
side  
most

There are not — people in Denmark. There are — people in Sweden — in Denmark, but there are — people in Germany. Mr. — house is in England. Mrs. — hair is long. The windows are in the walls — the house. The roof — — house is at the top. The — is at the top of the body, and on the neck is the —. The arms are at the — of the body. The back is at the — of the —. The stomach is at the — of the body. Are the hands part of the arms — of the legs? — are part of the arms. Is Baby a boy — a girl? She is a —. — are the feet part of? They are part of the —. What are the fingers — of? — are part of the hands. — is the face? The face is — — front of the head. — all persons faces? Yes, — persons have faces, and all faces have two —, two —, a —, and a —. Have — persons hair? No, but — persons have hair.

#### EXERCISE B.

How many limbs has a person? ... What are the four limbs? ... Where are the fingers? ... What are the hands part of? ... On what part of the body are the toes? ... How many fingers and toes has Helen? ... How many legs has a person? ... What is in the face? ... Where is the stomach? ... Where are the arms? ... Is the neck at the top of the body? ... Where is the head? ... What is on the head? ... Has Helen more hair than Mrs. Smith? ... Has Mrs. Smith much hair? ... Which has most hair of all the persons in the family?

... Which of the children has the shortest hair? ...  
Have all people hair? ... What is at the back of the  
body? ... Are there many people in Denmark? ... Are  
there more people in England than in Germany? ...  
Which of the children is the biggest? ... Which is the  
smallest of the children? ... Is Helen bigger than  
John? ...



tall = high

tall  
high

Big persons are  
tall.

Big houses are  
high.

## THE GARDEN

Mr. Smith's house is in a garden. In the garden there  
*mɪstə smɪps haus iz in ə ga:dn. in ðə ga:dn ðeər*

are many trees. There are big trees and there are  
*a: meni tri:z. ðeər a: big tri:z ənd ðeər a:*

small trees in the garden. The big trees are tall. The  
*sma:l tri:z in ðə ga:dn. ðə big tri:z a: tɔ:l. ðə*

small trees are low. Where is Mr. Smith's house? It is  
*sma:l tri:z a: lou. hweər iz mɪstə smɪps haus? it iz*

in a garden. Are there only tall trees in the garden?  
*in ə ga:dn. a: ðeə ounli tɔ:l tri:z in ðə ga:dn?*

No, there are also low trees. Is Mr. Smith's house a  
*nou, ðeər a: ɔ:lou lou tri:z. iz mɪstə smɪps haus ə*

high house? No, it is not high; it is only low, but it  
*hai haus? nou, it iz not hai; it iz ounli lou, bat it*

is higher than the low trees. The tall trees are higher  
*iz haiə ðæn ðə lou tri:z. ðə tɔ:l tri:z a: haiə*

than the house. Are all the trees in the garden tall?  
*ðæn ðə haus. a: ɔ:l ðə tri:z in ðə ga:dn tɔ:l?*

No, some of the trees are tall, and some of the trees  
*nou, sam əv ðə tri:z a: tɔ:l, ənd sam əv ðə tri:z*

are low. Are all persons big? No, some persons are  
*a: lou. a: ɔ:l pə:snz big? nou, sam pə:snz a:*

big, and some persons are small. Mr. Smith is tall,  
*big, ənd sam pə:snz a: sma:l. mɪstə smɪp iz tɔ:l,*

but Mrs. Smith is not so tall. She is taller than John  
*bat misiz smi: b iz not sou tɔ:l. si: iz tɔ:lə ðæn dʒɔ:n*

and Helen. Are all persons tall? No, some persons  
*ənd helin. a: ɔ:l pə:snz tɔ:l? nou, səm pə:snz*

are tall, and some persons are short.

*a: tɔ:l, ənd səm pə:snz a: ʃɔ:t.*

A tree is a plant; a flower is a plant. Trees are tall  
*ə tri: iz ə pla:nt; ə flauəz iz ə pla:nt. tri:z a: tɔ:l*

plants. A bush is also a plant. Flowers and grass are  
*pla:nts. ə bus iz ɔ:lsou ə pla:nt. flauəz ənd gra:s a:*

low plants. Are trees the only plants in the garden?  
*lou pla:nts. a: tri:z ði ounli pla:nts in ðə ga:dn?*

No, there are also other plants in the garden. Is Helen  
*nou, ðeər a: ɔ:lsou ʌðə pla:nts in ðə ga:dn. iz helin*

the only girl in the family? No, there is also another  
*ði ounli gə:l in ðə fæmili? nou, ðeər iz ɔ:lsou ə'nləðə*

girl in the family; the baby is the other girl in the  
*gə:l in ðə fæmili; ðə beibi iz ði ʌðə gə:l in ðə*

family. There is only one son in the family; John is  
*fæmili. ðeər iz ounli wʌn sən in ðə fæmili; dʒɔ:n iz*

the only son in the family.

*ði ounli sən in ðə fæmili.*

Which of the plants in the garden are the biggest? The  
*hwits əv ðə pla:nts in ðə ga:dn a: ðə bigist? ðə*

trees are the biggest plants. What are the other plants  
*tri:z a: ðə bigist pla:nts. hwst a: ði ʌðə pla:nts*

in the garden? The other plants are the flowers, the  
*in ðə ga:dn? ði ʌðə pla:nts a: ðə flauəz, ðə*

low  
short

Small trees and  
small houses are  
low.

Small persons are  
short.





one branch  
two branches

one bush  
two bushes

one leaf  
two leaves



bushes, and the grass. The trees and the flowers have *busiz*, and *ðə græ:s*. *ðə tri:z* and *ðə flauəz hæv* leaves. The colour of a leaf is green. Are the bushes *li:vz*. *ðə kʌləz* *əv* *a li:f* *iz gri:n*. *a:* *ðə busiz* tall plants? No, the bushes are low plants; they have *tɔ:l pla:nts?* *nou*, *ðə busiz* *a:* *lou pla:nts*; *ðei hæv* branches and leaves. Have flowers branches? No, *bra:nfiz* and *li:vz*. *hæv flauəz bra:nfiz?* *nou*, flowers have no branches, but they have leaves. Have *flauəz hæv nou bra:nfiz*, *bat* *ðei hæv li:vz*. *hæv* trees branches? Yes, trees have branches as well as *tri:z bra:nfiz?* *jes*, *tri:z hæv bra:nfiz æz wel æz* leaves. What is the colour of grass? The colour of *li:vz*. *hwʌt iz ðə kʌləz əv græ:s?* *ðə kʌləz əv* grass is green. Have the trees and the bushes leaves? *græ:s iz gri:n*. *hæv ðə tri:z and ðə busiz li:vz?* Yes, both the trees and the bushes have leaves. *jes*, *bouþ ðə tri:z and ðə busiz hæv li:vz*. What is the colour of a leaf? The colour of a leaf is *hwʌt iz ðə kʌləz əv a li:f?* *ðə kʌləz əv a li:f* is green. Are there flowers only in the garden? No, *gri:n*. *a:* *ðeə flauəz ounli ìn ðə ga:dn?* *nou*, Mrs. Smith has some flowers in the house; there are *misiz smiþ hæz sʌm flauəz in ðə haus*; *ðeər a:* flowers both in the garden and in the house. There *flauəz bouþ in ðə ga:dn and in ðə haus*. *ðeər* are flowers in the house as well as in the garden. Are *a: flauəz in ðə haus æz wel æz in ðə ga:dn*. *a:*

both Helen and Alice girls? Yes, both Helen and Alice  
*bouþ helin ənd ælis ɡə:lz? jes, bouþ helin ənd ælis*  
 are girls. John and Helen as well as the baby are  
*a: ɡə:lz. dʒɔ:n ənd helin əz wel əz ðə beibi a:*  
 children. Have the girls short hair? Yes, both of the  
*tsɪldrən. hæv ðə ɡə:lz ʃɔ:t hæz? jes, bouþ əv ðə*  
 girls have short hair. Both Helen and the baby have  
*gə:lz hæv ʃɔ:t hæz. bouþ helin ənd ðə beibi hæv*  
 short hair.  
*ʃɔ:t hæz.*

Some trees in the garden have fruit. A pear is a fruit.  
*sʌm tri:z in ðə ga:dn hæv fru:t. ə peə iz ə fru:t.*

An apple is a fruit. What is a pear? A pear is a fruit.  
*ən æpl iz ə fru:t. hwʌt iz ə peə? ə peə iz ə fru:t.*

Are there other fruits? Yes, the apple is another fruit.  
*a: ðεə ʌðə fru:ts? jes, ði æpl iz ə'nʌðə fru:t.*

The year has four seasons. Summer is a season, winter  
*ðə jiə hæz ʃɔ: si:znz. sʌməz iz ə si:zn, wɪntə*  
 is a season, spring is a season, and autumn is a season.  
*iz ə si:zn, sprɪŋ iz ə si:zn, ənd ɔ:təm iz ə si:zn.*

The summer-months are June, July, and August. The  
*ðə sʌməmʌnþs a: dʒu:n, dʒu'lai, ənd ɔ:gəst. ði*  
 autumn-months are September, October, and November.  
*ɔ:təməmʌnþs a: səp'tembə, ɔk'touþə, ənd nou'vemþə.*

The winter-months are December, January, and Fe-  
*ðə wɪntəmʌnþs a: dɪ'sembə, dʒænjuəri, ənd fe-*  
 bruary. The spring-months are March, April, and May.  
*bruəri. ðə sprɪgmʌnþs a: ma:tʃ, eɪpril, ənd mei.*

both - and  
 as well as  
**Both Helen and  
 the baby are girls.**

Helen and John as  
 well as the baby  
 are children.

both of  
**Both of the girls  
 are young.**





are in blossom =  
have flowers

when?  
when

**When is spring?**

Spring is **when**  
the fruit trees are  
in blossom.

How many seasons has a year? A year has four seasons.  
*hau meni si:znz hæz ə jiə? ə jiə hæz fɔ: si:znz.*

What are the four seasons? The four seasons are spring,  
*hwæt a: ðə fɔ: si:znz? ðə fɔ: si:znz a: sprɪŋ,*  
summer, autumn, and winter. How long is a season?  
*səmə, ɔ:təm, ənd wɪntə. hau lɔŋ iz ə si:zn?*

A season is three months. When is summer? Summer  
*ə si:zn iz ɔ:ri: mʌnþs. hwen iz səmə? səmə*

is the months of June, July, and August. When is  
*iz ðə mʌnþs əv dʒu:n, dʒu'lai, ənd ɔ:gəst. hwen iz*

winter? Winter is the months of December, January,  
*wɪntə? wɪntə iz ðə mʌnþs əv dɪ'sembə, dʒænjuəri,*

and February. In spring the fruit trees are in blossom;  
*ənd februəri. in sprɪŋ ðə fru:t tri:z a: in blosəm;*

the fruit trees are in blossom when it is spring.  
*ðə fru:t tri:z a: in blosəm hwen it iz sprɪŋ.*

The trees have no leaves when it is winter. In summer  
*ðə tri:z hæv nou li:vz hwen it iz wɪntə. in səmə*

and autumn the trees have fruit. When are the fruit  
*ənd ɔ:təm ðə tri:z hæv fru:t. hwen a: ðə fru:t*

trees in blossom? The fruit trees are in blossom in  
*tri:z in blosəm? ðə fru:t tri:z a: in blosəm in*

spring. When have the trees fruit? The trees have  
*sprɪŋ. hwen hæv ðə tri:z fru:t? ðə tri:z hæv*

fruit in summer and in autumn. Have the bushes also  
*fru:t in səmə ənd in ɔ:təm. hæv ðə busiz ɔ:lsou*

fruit? Yes, some of the bushes have fruit. The fruits  
*fru:t? jes, səm əv ðə busiz hæv fru:t. ðə fru:ts*

of the bushes are berries. What is a berry? A berry  
 əv ðə bu:ʃɪz ə: berɪz. hwʌt iz ə beri? ə beri

is the small fruit of a bush.  
 iz ðə smɔ:l fru:t əv ə buʃ.

In winter it is cold. On some days in winter there is  
 in wɪntə it iz kould. ən səm deɪz in wɪntə ðər iz

snow. The colour of snow is white. Is it warm in  
 snou. ðə kʌlə əv snou iz hwait. iz it wɔ:m in

winter? No, it is cold in winter, but in summer it is  
 wɪntə? nou, it iz kould in wɪntə, bʌt in səmə it iz

warm. What is the colour of snow? The colour of  
 wɔ:m. hwʌt iz ðə kʌlə əv snou? ðə kʌlə əv

snow is white. Is snow cold or warm? Snow is cold.  
 snou iz hwait. iz snou kould ɔ: wɔ:m? snou iz kould.

Is there snow in summer? No, in summer it is warm,  
 iz ðə əv snou in səmə? nou, in səmə it iz wɔ:m,

and there is no snow.

ənd ðər iz nou snou.

one day  
 two days  
 one berry  
 two berries



berries

#### EXERCISE A.

Mr. Smith's house is in a —. In the — are many trees.  
 Are all the — in the garden small? No, there are big  
 — and small —. The big trees are —, and the small  
 trees are —. Mr. Smith's house is not high; it is —,  
 but it is — than the low trees. Trees and flowers are —,

WORDS:  
 garden  
 tree  
 flower  
 bush

grass  
plant  
leaf  
branch  
pear  
apple  
berry  
fruit  
white  
green  
colour  
summer  
winter  
spring  
autumn  
season  
snow  
blossom  
cold  
warm  
tall  
high  
low  
other  
an  
another  
some  
both  
well  
when?  
when

and bushes are also —. Helen is not the only — in the family; there is also — girl in the family; the baby is the — girl in the family. John is the — son in the family.

Trees have —. Bushes have also —. The colour of a leaf is —. The — of leaves is green. Trees and bushes have —. — have no branches. Trees have both leaves and —. Bushes have — leaves — branches. — trees — bushes have leaves. Bushes — well — trees have leaves.

Flowers are not green; they have many — colours. Mrs. Smith has some flowers in the house, and she has also — flowers in the garden. She has flowers in the house — — — in the garden. Many — have fruit. A pear is a —, and an apple is a —. Pears and apples are —.

— many seasons are there in a year? There are — seasons in a year. What are the four — of the year? They are: —, —, —, and —. Which — the months are summer-months? The summer-months are —, —, and —. — — the months are autumn-months? The autumn-months are —, —, and —. — is winter? The winter-months are —, —, and —. — of the months are spring-months? The spring-months are —, —, and —. When — spring? Spring is — the fruit trees are in —. The trees have fruit in — and in —. Is it warm — cold in winter? In winter it is —, and on some days there is —. — is the colour of snow? The colour of snow is —. — — cold in summer? No, in summer it is —.

EXERCISE B.

Where is Mr. Smith's house? ... Are all the trees in the garden tall? ... Is Mr. Smith's house high? ... Are all persons big? ... What is a tree? ... What are the other plants in the garden? ... What is the colour of a leaf? ... Have trees and bushes leaves? ... Have they also branches? ... Has Mrs. Smith flowers in the garden only? ... Are all persons tall? ... Are both of the parents young? ... Are both John and Helen children? ... What are pears and apples? ... What are the fruits of bushes? ... What is a berry? ... How many seasons has a year? ... What are the four seasons? ... When is summer? ... When is winter? ... When have the trees fruit? ... When are the trees in blossom? ...

## THE WEEK

The day after Sunday is Monday. The day after  
 ðə dei a:ftə səndi iz mʌndi. ðə dei a:ftə

Monday is Tuesday. The day before Sunday is Saturday.  
 mʌndi iz tju:zdi. ðə dei bi:fɔ: səndi iz sətədi.

The day before Saturday is Friday. The day after  
 ðə dei bi:fɔ: sətədi iz fraidi. ðə dei a:ftə

Wednesday is Thursday. The day before Wednesday  
 wenzdi iz þə:zdi. ðə dei bi:fɔ: wenzdi

is Tuesday. It is Wednesday to-day. The day after  
 iz tju:zdi. it iz wenzdi tə'dei. ðə dei a:ftə

to-day is Thursday. It is Thursday to-morrow. The  
 tə'dei iz þə:zdi. it iz þə:zdi tə'morou. ðə

day before to-day was Tuesday. It was Tuesday  
 dei bi:fɔ: tə'dei wəz tju:zdi. it wəz tju:zdi

yesterday. The day before yesterday was Monday. The  
 jestədi. ðə dei bi:fɔ: jestədi wəz mʌndi. ðə

day after to-morrow is Friday.  
 dei a:ftə tə'morou iz fraidi.

What day is to-day? To-day is Wednesday. What  
 hwət dei iz tə'dei? tə'dei iz wenzdi. hwət

day was yesterday? Yesterday was Tuesday. What  
 dei wəz jestədi? jestədi wəz tju:zdi. hwət

day was the day before yesterday? The day before  
 dei wəz ðə dei bi:fɔ: jestədi? ðə dei bi:fɔ:

is  
are  
was  
were

To-day John **is** at  
school.

Yesterday John  
**was** not at school.

To-day the  
children **are** at  
school.

Yesterday the  
children **were** not  
at school.

yesterday was Monday. What day is to-morrow?  
*jestədi wəz məndi. hwət dei iz tə'morou?*

To-morrow is Thursday. What day is the day after  
*tə'morou iz þə:zdi. hwət dei iz ðə dei a:ftə*  
 to-morrow? The day after to-morrow is Friday.  
*ta'morou? ðə dei a:ftə tə'morou iz fraidi.*

John and Helen are at school to-day. They go to school  
*dʒən ənd helin a: æt sku:l tə'dei. ðei gou tə sku:l*

every day of the week except on Saturdays and Sundays.  
*evri dei əv ðə wi:k ik'sept ən sætədiz ənd sandiz.*

They go to school every month of the year except in  
*ðei gou tə sku:l evri mənþ əv ðə jiə ik'sept in*

July and August. To-day is Wednesday; John goes to  
*dʒu'lai ənd ɔ:gəst. tə'dei iz wenzdi; dʒən gou tə*  
 school on Wednesdays. Both John and Helen go to  
*sku:l ən wenzdiz. bouþ dʒən ənd helin gou tə*

school on Wednesdays. The day before yesterday was  
*sku:l ən wenzdiz. ðə dei bɪfɔ: jestədi wəz*

Monday. John was at school on Monday. John and  
*məndi. dʒən wəz æt sku:l ən məndi. dʒən ənd*

Helen were both at school on Monday. Was Helen at  
*helin wə: bouþ æt sku:l ən məndi. wəz helin æt*

school the day before yesterday? Yes, she was. Were  
*sku:l ðə dei bɪfɔ: jestədi? jes, si: wəz. wə:*

both of the children at school on Monday? Yes, they  
*bouþ əv ðə tʃildrən æt sku:l ən məndi? jes, ðei*

were both at school on Monday. John is at school  
*wə: bouþ æt sku:l ən məndi. dʒən iz æt sku:l*

goes  
 go  
 went

He **goes** every day.

They **go** every day.

He **went** yesterday.

They **went** yesterday.

## Chapter Seven (7).

does  
do

**He does.**  
**They do.**

**He is. Is he?**  
**They are. Are they?**

**He has. Has he?**  
**They have. Have they?**

**He learns. Does he learn?**  
**They learn. Do they learn?**

**He goes. Does he go?**  
**They go. Do they go?**

both of = both

**Both of the children went to school = both the children went to school.**



**book**

to-day. He also went to school the day before yesterday.  
*tə'dei. hi: ɔ:lou went tə sku:l ðə dei bi'fɔ: jestədi.*

Both the children went to school on Monday.  
*bouþ ðə t'sildrən went tə sku:l ɔn mandi.*

The schools in England are English. The schools in  
*ðə sku:lz in iŋglənd a: iŋglis. ðə sku:lz in*

France are French. In some French schools the children  
*fra:ns a: frens. in sam frens sku:lz ðə t'sildrən*

learn English. John goes to an English school. He  
*lə:n iŋglis. dʒən gouz tu ən iŋglis sku:l. hi:*

learns French at school. Does John go to school? Yes,  
*lə:nz frens æt sku:l. dʌz dʒən gouz tə sku:l? jes,*

he does; he goes to school every day except on Saturday.  
*hi: dʌz; hi: gouz tə sku:l evri dei ik'sept ɔn sətə-*

days and Sundays. Does Helen go to school? Yes, she  
*diz ənd sʌndiz. dʌz helin gouz tə sku:l? jes, si:*

does; she also goes to school. Does John learn French?  
*dʌz; si: ɔ:lou gouz tə sku:l. dʌz dʒən lə:n frens?*

Yes, he does; he learns French at school. Do both the  
*jes, hi: dʌz; hi: lə:nz frens æt sku:l. du: bouþ ðə*

children learn French? No, only John learns French;  
*t'sildrən lə:n frens? nou, ounli dʒən lə:nz frens;*

Helen is too young to learn French; she is only ten years  
*helin iz tu: jʌŋ tə lə:n frens; si: iz ounli ten jiəz*

old. Do the French children learn English? Yes, they  
*ould. du: ðə frens t'sildrən lə:n iŋglis? jes, ðei*

do; they learn English at school.  
*du:; ðei lə:n iŋglis æt sku:l.*

The schools in Denmark are Danish. Many Danish  
 ðə sku:lz i: denma:k a: deinif. meni deinif

children learn English at school. The children  
 t'sildrən lə:n iŋglis æt sku:l. ðə t'sildrən

learn to read at school. They read books. They  
 lə:n tə ri:d æt sku:l. ðei ri:d buks. ðei

also learn to write. The big children write with  
 ɔ:lsou lə:n tə rait. ðə big t'sildrən rait wið

pens and ink. The small children write with pencils.  
 penz ənd iŋk. ðə smɔ:l t'sildrən rait wið penzilz.

They write on paper. What does John do at school?  
 ðei rait ɔn peipə. hwst dəz dʒn du: æt sku:l?

He learns to read and to write. What does Helen do  
 hi: lə:nz tə ri:d ənd tə rait. hwst dəz helin du:

at school? She learns to read and to write. What do  
 æt sku:l? si: lə:nz tə ri:d ənd tə rait. hwst du:

the other children do at school? They also learn to  
 ði ʌðə t'sildrən du: æt sku:l? ðei ɔ:lsou lə:n tə

read and to write. What does John learn to do? He  
 ri:d ənd tə rait. hwst dəz dʒn lə:n tə du: hi:

learns to read and to write. What does Helen learn  
 lə:nz tə ri:d ənd tə rait. hwst dəz helin lə:n

to do? She learns to read and to write. What do the  
 tə du:? si: lə:nz tə ri:d ənd tə rait. hwst du: ði

other children learn to do? They also learn to read  
 ʌðə t'sildrən lə:n tə du:? ðei ɔ:lsou lə:n tə ri:d

and to write.  
 ənd tə rait.



to do  
to read  
to write

What does John  
learn to do at  
school?

He learns to read  
and to write.

a  
the [ðɔ] } before  
to [tɔ]

{ b  
c  
d  
f  
g  
h  
j  
k  
l  
m  
n  
p  
q  
r  
s  
t  
v  
w  
x  
z  
y = [j]  
u = [ju]

an  
the [ði] } before  
to [tu]

{ a  
e  
i  
o  
u  
(h)

a man  
an ink-stand  
a young [jʌn] man  
an old man  
the [ðɔ] man  
the [ði] ink-stand  
the [ðɔ] young  
[jʌn] man  
the [ði] old man  
to [tɔ] school  
to [tu] an English  
school

What does John do on Sundays? On Sundays he reads  
hwɔ:t dʌz dʒɔ:n du: ɔ:n sandiz? ɔ:n sandiz hi: ri:dz

a book or plays with a ball in the garden. What does  
ə buk ɔ: pleiz wið ə bɔ:l in ðə ga:dn. hwɔ:t dʌz

Helen do on Sundays? She plays with her doll, or she  
helin du: ɔ:n sandiz? si: pleiz wið hə: dɔ:l, ɔ: si:

and John play with their ball. What do children do  
ənd dʒɔ:n plei wið ðə ɔ:l. hwɔ:t du: tsildrən du:

when they are not at school? They read their school-  
hwen ðei a: nɔ:t ət sku:l? ðei ri:d ðə ɔ:l sku:l-

books and play in the garden and in the house with  
buks ənd plei in ðə ga:dn ənd in ðə haus wið

dolls and with balls. What does John read? He reads  
dɔ:lz ənd wið bɔ:lz. hwɔ:t dʌz dʒɔ:n ri:d? hi: ri:dz

books. What does Helen write with? She writes with  
buks. hwɔ:t dʌz helin rait wið? si: raits wið

a pen and ink.

ə pen ənd ijk.

Where is the ink? The ink is in the ink-stand. What  
hwær iz ði ijk? ði ijk iz in ði ijkstænd. hwɔ:t

is the colour of ink? The colour of ink is blue. What  
iz ðə kʌlə əv ijk? ðə kʌlə əv ijk iz blu:. hwɔ:t

is the colour of John's eyes? They are also blue. Many  
iz ðə kʌlə əv dʒɔ:nz aɪz? ðei a: ɔ:lso blu:. meni

people in England have blue eyes. What do the small  
pi:pl in iŋglənd hæv blu: aɪz. hwɔ:t du: ðə smɔ:l

children write with? They write with pencils. What  
tsildrən rait wið? ðei rait wið pensilz. hwɔ:t

do the children write on? They write on paper.

du: ðə tſildrən rait ɔn? ðei rait ɔn peipə.

Does John go to school on Sundays? No, he does not;

dəz dʒɔn gou tə sku:l ɔn səndiz? nou, hi: dəz nət;

on Sundays he is in the garden, or he reads a book in  
ɔn səndiz hi: iz in ðə ga:dn, ɔ: hi: ri:dz ə buk in

the house. Does Helen also read on Sundays? No, she

ðə haus. dəz helin ɔ:lso ri:d ɔn səndiz? nou, si:

does not; she plays with a ball in the garden or with  
dəz nət; si: pleiz wið ə bɔ:l in ðə ga:dn ɔ: wið

her doll. Does Baby play with a ball? No, she does  
hə: dəl. dəz beibi plei wið ə bɔ:l? nou, si: dəz

not; she is too small to play with a ball; she plays with  
nət; si: iz tu: smɔ:l tə plei wið ə bɔ:l; si: pleiz wið

a small doll and with her toes. Does John play with  
ə smɔ:l dəl ənd wið hə: touz. dəz dʒɔn plei wið

a doll? No, he does not; boys do not play with dolls.  
ə dəl? nou, hi: dəz nət; bɔ:z du: nət plei wið dələz.

Does John learn German at school? No, he does not;  
dəz dʒɔn lə:n dʒə:mən ət sku:l? nou, hi: dəz nət;

he learns French. Do the small children write with  
hi: lə:nz frens. du: ðə smɔ:l tſildrən rait wið

pens and ink? No, they do not; they are too small to  
penz ənd iŋk? nou, ðei du: nət; ðei a: tu: smɔ:l tə

write with pens and ink. Do the parents go to school?  
rait wið penz ənd iŋk. du: ðə ƿærənts gou tə sku:l?

No, they do not; they are too old to go to school, but  
nou, ðei du: nət; ðei a: tu: ould tə gou tə sku:l, bʌt

does not  
do not

Helen is not a boy.  
They are not old.  
The baby has not  
much hair.

They have not  
many children.

She does not read.  
They do not read.

He does not write.  
They do not write.

too  
to

**Too old to go to  
school.**

they went to school when they were children. John  
ðei went tə sku:l hwen ðei wə: tſildrən. dʒən  
does not go to school on Sundays. Helen does not learn  
dʌz nɔt gou tə sku:l ɔn sʌndiz. helin dʌz nɔt lə:n  
Russian at school. The children in England do not learn  
rʌfən æt sku:l. ðə tſildrən in iŋglənd du: nɔt lə:n  
Russian at school. Baby does not go to school; she is  
rʌfən æt sku:l. beibi dʌz nɔt gou tə sku:l; fi: iz  
too young to go to school; she is only six months old.  
tu: jʌy tə gou tə sku:l; fi: iz ounli siks mʌnþs ould.  
John's parents do not go to school; they are too old  
dʒɔnz þeərənts du: nɔt gou tə sku:l; ðei a: tu: ould  
to go to school, but when they were young, they went  
tə gou tə sku:l, bʌt hwen ðei wə: jʌy, ðei went  
to school. John and Helen go to school; they are not  
tə sku:l. dʒən ənd helin gou tə sku:l; ðei a: nɔt  
too old to go to school.  
tu: ould tə gou tə sku:l.  
Do all the children in the school write with pens and  
du: ɔ:l ðə tſildrən in ðə sku:l rait wið penz ənd  
ink? All the children write with pens and ink except  
iŋk? ɔ:l ðə tſildrən rait wið penz ənd iŋk ik'sept  
the small children; they are too young to write with  
ðə smɔ:l tſildrən; ðei a: tu: jʌy tə rait wið  
pens and ink. What do the small children learn to write  
penz ənd iŋk. hwɔ:t du: ðə smɔ:l tſildrən lə:n tə rait  
with? They learn to write with pencils. What do  
wið? ðei lə:n tə rait wið pencils. hwɔ:t du:

they write on? They write on paper. What is the  
ðei rait ɔn? ðei rait ɔn peipə. hwɔ:t iz ðə

colour of the paper? The colour of the paper is white.  
kʌlə əv ðə peipə? ðə kʌlə əv ðə peipə iz hwait.

Are the parents too old to play? No, they are not.  
a: ðə peərənts tu: ould tə plei? nou, ðei a: not.

Mrs. Smith plays with her baby, and Mr. Smith plays  
misiz smið pleiz wið hə: beibi, ənd mistə smið pleiz

with John and Helen in the garden with a ball.

wið dʒɔ:n ənd helin in ðə ga:dn wið ə bɔ:l.

#### EXERCISE A.

The day — Sunday is Monday. The day — Sunday is Saturday. The day — Saturday is Sunday. The day — Friday is Saturday. The day — Friday is Thursday. The day — Wednesday is Thursday. The day — Wednesday is Tuesday. To-day — Wednesday, and — is Thursday. To-morrow is Friday, and — is Thursday. To-day — Monday, and — was Sunday. Yesterday — Tuesday, and to-day — Wednesday. To-day is Thursday, — is Friday, and the — — — is Saturday. To-day is Tuesday; — was Monday, and the — — — was Sunday.

To-day is Wednesday; John and Helen are — school to-day. John — to school every day — on Saturdays

WORDS:

after  
before  
to-day  
to-morrow  
yesterday  
school  
Danish  
learn  
read  
write  
book  
pencil  
pen  
ink  
ink-stand  
paper  
play  
doll  
ball  
blue  
with  
to  
too  
every  
except  
go  
goes  
went  
was  
were  
do  
does

and Sundays. John and Helen — to school — day except on Saturdays and Sundays. John — to school the day before yesterday. John and Helen — to school the day before yesterday. At some French schools the children — English. John — French at school. The children — books. John — English and French books. Helen does not — French at school; she is only ten — —. The ink is in the —. The colour of the ink is —. The colour of John's eyes is also —. — John learn Russian at school? No, he — not learn Russian. — the French children learn English at school? Yes, some —. — the English children learn Russian? No, they — not. — they learn French? Yes, they —. What — the children learn at school? They learn — read and — write. What — the big children write with? They write with — and —. — the small children also write with pens and ink? No, they — not write with pens and ink. What — they write with? They write with —. What — John write on? He writes on —. What — Helen write on? She also — on paper. What — John do at school? He — to read and to write. What does Helen — at school? She also learns — read and — write.

What — the children do on Sundays? They — with balls or with dolls. Where — the children play? They — in the garden or in the house. — John play with dolls? No, he — — play with dolls; he — with a ball or — a book. Does the baby — to school? No, she is — young to go to school. Are the parents — young — go to school? No, they are not — young — go to school; they are — old. — Helen old? No, Helen — —

old. — Helen learn French? No, Helen — not learn French. — John a boy? Yes, John — a boy. — he learn French? Yes, he — French. Are Helen and Baby old? No, Helen and Baby — — old. — the English children learn Russian? No, the English children — not learn Russian. — Helen and Baby sisters? Yes, Helen and Baby — sisters. — the children learn French? John — French; Helen — not learn French; she is — young — learn French; she is — ten years old. — John three sisters? No, John — — three sisters. — Helen and Alice two brothers? No, they — — two brothers; they have only one.

#### EXERCISE B.

When do the children go to school? ... Were the children at school yesterday? ... Is John at school to-day? ... What day is to-morrow? ... What do the children learn at school? ... Do they learn French in the English schools? ... Do the children in France learn English? ... What do the big children write with? ... What do the small children write with? ... What do they write on? ... What does John read? ... Does Baby go to school? ... Do the parents go to school? ... Are John and Helen too young to go to school? ... What do the children do after school? ... Where do they play? ... What does Baby play with? ... Does she play with a ball? ...

## THE CLOCK

A day has twelve hours. A night has also twelve hours.  
*ə dei hæz twelv auəz. ə nait hæz ɔ:lsou twelv auəz.*

A day and a night have twenty-four (24) hours. An  
*ə dei ənd ə nait hæv twenti'fɔ: auəz. ən*

hour has sixty (60) minutes, and a minute has sixty (60)  
*auə hæz siksti minits, ənd ə minit hæz siksti*

seconds. How many hours has a day? It has twelve  
*sekəndz. hau meni auəz hæz ə dei? it hæz twelv*

hours. How many hours have a day and a night?  
*auəz. hau meni auəz hæv ə dei ənd ə nait?*

A day and a night have twenty-four (24) hours. How  
*ə dei ənd ə nait hæv twenti'fɔ: auəz. hau*

many minutes are there in an hour? There are sixty (60)  
*meni minits a: ðəz in ən auə? ðəzr a: siksti*

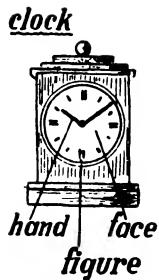
minutes in an hour. How many seconds are there in  
*minits in ən auə. hau meni sekəndz a: ðəz in*

a minute? There are sixty seconds in a minute. An  
*ə minit? ðəzr a: siksti sekəndz in ə minit. ən*

hour is a long time; a second is a short time.  
*auəz is ə lɔ:y taim; ə sekənd is ə ʃɔ:t taim.*

On the wall in Mr. Smith's house is a clock. The clock  
*ɔn ðə wɔ:l in mistə smiθs haus iz ə klɔ:k. ðə klɔ:k*

has a face with twelve figures on it. 1 is a figure,  
*hæz ə feis wið twelv figəz ɔn it. wan iz ə figə,*



3 is a figure, 11 is a figure. There are also two  
*þri: iz ə figə, i'levn iz ə figə. ðeər a: ɔ:lsou tu:*  
 hands on the clock, a long hand and a short hand. The  
*hændz ɔn ðə klɔk, ə lɔy hænd ənd ə ʃɔ:t hænd. ðə*  
 hands of the clock give the time. The short hand gives  
*hændz əv ðə klɔk giv ðə taim. ðə ʃɔ:t hænd givz*  
 the hours, and the long hand gives the minutes.  
*ði auəz, ənd ðə lɔy hænd givz ðə minits.*

Where is Mr. Smith's clock? It is on the wall in his  
*hweər iz mistə smihs klɔk? it iz ɔn ðə wɔ:l in his*  
 house. What does the clock do? The clock gives the  
*haʊs. hwst dʌz ðə klɔk du:?* ðə klɔk givz ðə  
 time of the day; the short hand gives the hours, and  
*taim əv ðə dei; ðə ʃɔ:t hænd givz ði auəz, ənd*  
 the long hand gives the minutes. Is there no hand to  
*ðə lɔy hænd givz ðə minits. iz ðeə nou hænd tə*  
 give the seconds? Yes, on the face of the clock there  
*giv ðə sekəndz? jes, ɔn ðə feis əv ðə klɔk ðeər*  
 is another small face with figures and a very small  
*iz ə'nʌðə smɔ:l feis wið figəz ənd ə veri smɔ:l*  
 hand. Are the figures also very small? Yes, they are  
*hænd. a: ðə figəz ɔ:lsou veri smɔ:l? jes, ðei a:*  
 very small. Baby is very young; she is only six months  
*veri smɔ:l. beibi iz veri jʌŋ; fi: iz ounli siks mʌnþs*  
 old. Is Mr. Smith very old? No, he is not; he is  
*ould. iz mistə smihs veri ould? nou, hi: iz not; hi: iz*  
 thirty-six (36) years old. A second is a very short time.  
*þɔ:ti'siks jiəz ould. ə sekənd iz ə veri ʃɔ:t taim.*

**watch**



A watch is smaller than a clock. Mr. Smith has a watch, *ə wɔ:tʃ iz smɔ:lə ðæn ə klɔ:k. mistə smi:p hæz ə wɔ:tʃ*, and Mrs. Smith has a very small watch on her arm, but *ənd misiz smi:p hæz ə veri smɔ:l wɔ:tʃ ɔn hɔ: a:m, bʌt* John and Helen have no watches; they are too young *dʒɔ:n ənd helin hæv nou wɔ:tʃiz; ðei a: tu: jʌŋ* to have watches. Mr. Smith gave Mrs. Smith her watch *ə hæv wɔ:tʃiz. mistə smi:p geiv misiz smi:p hæ: wɔ:tʃ* when she was twenty-five (25) years old. The day *hwen si: wɔ:z twenti'faiv jiəz ould. ðə dei* when she was twenty-five (25) years old was her birth-*hwen si: wɔ:z twenti'faiv jiəz ould wɔ:z hæ: bə:p-* day. Her birthday is on the twenty-ninth (29th) of *dei. hæ: bə:pdei iz ɔn ðə twenti'nainþ əv* October. John's birthday is on the twenty-sixth (26th) *ɔk'toubə. dʒɔ:nz bə:pdei iz ɔn ðə twenti'sikþ* of July. On his birthday his parents gave him some *əv dʒu'lai. ɔn hiz bə:pdei hiz pə:rənts geiv him səm* books and a football. *buks ənd ə futbɔ:l.*

Has Mrs. Smith a watch? Yes, Mr. Smith gave Mrs. Smith *hæz misiz smi:p ə wɔ:tʃ? jes, mistə smi:p geiv misiz smi:p* a watch on her birthday, when she was twenty-five (25) *ə wɔ:tʃ ɔn hæ: bə:pdei, hwen si: wɔ:z twenti'faiv* years old. Has John a football? Yes, his parents gave *jiəz ould. hæz dʒɔ:n ə futbɔ:l? jes, hiz pə:rənts geiv* him a football on his birthday. In two years, when he *him ə futbɔ:l ɔn hiz bə:pdei. in tu: jiəz, hwen hi:*

is fourteen (14) years old, his father will give him a  
*iz fɔ:ti:n jiəz ould, hiz fa:ðə wil giv him ə*

watch on his birthday. When he is fourteen, he will  
*wɔts ɔn hiz bə:pdei. hwen hi: iz fɔ:ti:n, hi: wil*

have a watch. His father will not give him a watch  
*hæv ə wɔts. his fa:ðə wil not giv him ə wɔts*

when he is thirteen (13) years old. The children will  
*hwen hi: iz þə:ti:n jiəz ould. ðə tʃildrən wil*

go to school to-morrow. They will read their books,  
*gou tə sku:l tə'morou. ðei wil ri:d ðə buks,*

and they will write with pens or pencils. When it is  
*ənd ðei wil rait wið penz ɔ: pensilz. hwen it iz*

John's birthday, he will be thirteen (13) years old.  
*dʒɔ:nz bə:pdei, hi: wil bi: þə:ti:n jiəz ould.*

Helen will be eleven years old on her birthday. Baby  
*helin wil bi: i'levn jiəz ould ɔn hə: bə:pdei. beibi*

will be one year old on her birthday. To-morrow the  
*wil bi: wʌn jiə ould ɔn hə: bə:pdei. tə'morou ðə*

children will be at school. The parents will not be at  
*tʃildrən wil bi: ət sku:l. ðə pə'rents wil not bi: ət*

school; they will be in the house. After school the  
*sku:l; ðei wil bi: in ðə haus. a:ftə sku:l ðə*

children will be in the garden.

*tʃildrən wil bi: in ðə ga:dn.*

When will John be fourteen (14) years old? He will  
*hwen wil dʒɔ:n bi: fɔ:ti:n jiəz ould? hi: wil*

be fourteen (14) in two years. When is Helen's birthday?  
*bi: fɔ:ti:n in tu: jiəz. hwen iz helin bə:pdei?*

gives

give

gave

will give

**John gives** Helen  
a pear.

**John and Helen**  
give Baby a ball.

Yesterday **John**  
gave Helen a pear.

Yesterday **John**  
and **Helen** gave  
Baby a ball.

To-morrow **John**  
will give Helen  
a pear.

To-morrow **John**  
and **Helen** will  
give Baby a ball.

is  
are  
was  
were  
will be

To-day **John** is at school.

To-day both **John** and **Helen** are at school.

Yesterday **John** was at school.

Yesterday both **John** and **Helen** were at school.

To-morrow **John** will be at school.

Both **John** and **Helen** will be at school to-morrow.

Helen's birthday is on the sixteenth (16th) of March.  
*helinz bə:pdei iz ɔn ðə siksti:nþ əv ma:tʃ.*

When is Mr. Smith's birthday? His birthday is on the  
*hwen iz mistə smiþs bə:pdei? his bə:pdei iz ɔn ðə*  
thirteenth (13th) of July. When is the baby's birth-  
*þə:ti:nþ əv dʒu'lai. hwen iz ðə beibiz bə:p-*

day? Her birthday is on the tenth (10th) of June.  
*dei? hə: bə:pdei iz ɔn ðə tenþ əv dʒu:n.*

Where will the children be to-morrow? To-morrow  
*hweə wil ðə tʃildrən bi: tə'morou? tə'morou*

they will be at school. When will the baby be one year  
*ðei wil bi: ət sku:l. hwen wil ðə beibi bi: wʌn jiə*

old? She will be one year old in six months. Helen  
*ould? si: wil bi: wʌn jiə ould in siks mʌnþs. helin*

will be fourteen (14) in four years. Mrs. Smith will be  
*wil bi: fɔ:ti:n in fɔ: jiəz. misiz smiþ wil bi:*

thirty-five (35) in three years.  
*þə:ti'faiv in þri: jiəz.*

When the short hand is at the figure 2 and the long  
*hwen ðə ſɔ:t hænd iz ət ðə figə tu: ənd ðə lɔŋ*

hand at the figure 12, it is two o'clock. When the short  
*hænd ət ðə figə twelv, it iz tu: ə'klɔ:k. hwen ðə ſɔ:t*

hand is at 3 and the long hand at 12, it is three o'clock.  
*hænd iz ət þri: ənd ðə lɔŋ hænd ət twelv, it iz þri: ə'klɔ:k.*

When the short hand is at 3 and the long hand at 11,  
*hwen ðə ſɔ:t hænd iz ət þri: ənd ðə lɔŋ hænd ət i'levn,*

it is five minutes to three. When the long hand is at  
*it iz faiv minits tə þri:. hwen ðə lɔŋ hænd iz ət*

1 and the short hand at 3, it is five minutes past  
*wʌn ənd ðə ʃɔ:t hænd ət bri:, it iz faiv minits pa:st*  
 three. What time is it when the short hand is at 4  
*bri:. hwʌt taim iz it hwen ðə ʃɔ:t hænd iz ət fɔ:.*  
 and the long hand at 3? Then it is a quarter past four.  
*ənd ðə lɔ:y hænd ət bri:? ðen it iz ə kwu:tə pa:st fɔ:.*  
 What time is it when the short hand is at 5 and the  
*hwʌt taim iz it hwen ðə ʃɔ:t hænd iz ət faiv ənd ðə*  
 long hand at 9? Then it is a quarter to five. What  
*lɔ:y hænd ət nain? ðen it iz ə kwu:tə tə faiv. hwʌt*  
 time is it when the long hand is at 5 and the short  
*taim iz it hwen ðə lɔ:y hænd iz ət faiv ənd ðə ʃɔ:t*  
 hand is between 1 and 2? Then it is twenty-five (25)  
*hænd iz bi'twi:n wʌn ənd tu:? ðen it iz twenti'faiv*  
 minutes past one. What time is it when the long hand  
*minits pa:st wʌn. hwʌt taim iz it hwen ðə lɔ:y hænd*  
 is at 6 and the short hand is between 5 and 6?  
*iz ət siks ənd ðə ʃɔ:t hænd iz bi'twi:n faiv ənd siks?*  
 Then it is half past five. Half an hour is thirty (30)  
*ðen it iz ha:f pa:st faiv. ha:f ən auə iz þə:ti*  
 minutes. A quarter of an hour is fifteen (15) minutes.  
*ə kwu:tə əv ən auə iz fifti:n minits.*  
 At what time do the children go to school? They go  
*ət hwʌt taim du: ðə tʃildrən gou tə sku:l? ðei gou*  
 to school at nine o'clock. (They go to school at nine.)  
*tə sku:l ət nain ə'klɔ:k. (ðei gou tə sku:l ət nain.)*  
 How long are the children at school? They are at  
*hau lɔ:y a: ðə tʃildrən ət sku:l? ðei a: ət*

What time is it?  
 It is **two o'clock.**  
 (It is **two.**)  
 It is ten minutes  
 past **two.**  
 It is five minutes  
 to **two.**

school from nine o'clock to four o'clock (from nine to  
*sku:l fr̄m nain ə'klɔk tə fɔ: ə'klɔk (fr̄m nain tə*  
four). They are at school from nine o'clock to twelve  
*fɔ:).* *ðei a: æt sku:l fr̄m nain ə'klɔk tə twelv*  
o'clock. At twelve o'clock they go to their houses. Then  
*ə'klɔk. æt twelv ə'klɔk ðei gou tə ðeə hauziz. ðen*  
they go to school at two o'clock and are there from two  
*ðei gou tə sku:l æt tu: ə'klɔk ænd a: ðeə fr̄m tu:*  
o'clock to four o'clock. At what time do the children  
*ə'klɔk tə fɔ: ə'klɔk. æt hw̄t taim du: ðə t̄sildrən*  
go home from school? They go home from school at  
*gou houm fr̄m sku:l? ðei gou houm fr̄m sku:l æt*  
four o'clock (at four). Their father is not at home when  
*fɔ: ə'klɔk (æt fɔ:).* *ðeə fa:ðə iz not æt houm hwen*  
they come from school, but their mother is at home.  
*ðei kʌm fr̄m sku:l, bʌt ðeə mʌðə iz æt houm.*  
Their father comes home at half past five; then all the  
*ðeə fa:ðə kʌmz houm æt ha:f pa:st faiv; ðen ɔ:l ðə*  
persons in the family are at home.  
*pə:snz in ðə fæmili a: æt houm.*

When the children are at school, they are away from  
home. They are away from home from nine o'clock  
*houm. ðei a: ə'wei fr̄m houm fr̄m nain ə'klɔk*  
to twelve o'clock, and from two o'clock to four o'clock.  
*tə twelv ə'klɔk, ænd fr̄m tu: ə'klɔk tə fɔ: ə'klɔk.*  
They are away from home for five hours. Mr. Smith  
*ðei a: ə'wei fr̄m houm fɔ: faiv auəz. mistə smið*

goes away from home at half past eight and comes  
 gə'wei frəm həum ət ha:f pa:st eit ənd kəmz

home at half past five; he is away from home for nine  
 həum ət ha:f pa:st faiv; hi: iz ə'wei frəm həum fɔ: nain  
 hours every day. He is at home for fifteen (15) hours.  
 auəz evri dei. hi: iz ət həum fɔ: fifti:n auəz.

The children are at home for nineteen (19) hours. When  
 ðə tʃildrən a: ət həum fɔ: nainti:n auəz. hwen

does Mr. Smith come home? He comes home at half  
 dəz mistə smi:p kəm həum? hi: kəmz həum ət ha:f

past five. What time is it when Mr. Smith comes  
 pa:st faiv. hwət taim iz it hwen mistə smi:p kəmz

home? It is half past five. How long is he away from  
 həum? it iz ha:f pa:st faiv. hau lɔy iz hi: ə'wei frəm

home every day? He is away for nine hours. How  
 həum evri dei? hi: iz ə'wei fɔ: nain auəz. hau

long are the children away? They are away from  
 lɔy a: ðə tʃildrən ə'wei? ðei a: ə'wei frəm

home for five hours. On Sundays they are all at  
 həum fɔ: faiv auəz. ən səndiz ðei a: ɔ:l ət

home. In summer the children play for two hours  
 həum. in səmə ðə tʃildrən plei fɔ: tu: auəz

in the garden, but at half past six it is time for the  
 in ðə ga:dn, bʌt ət ha:f pa:st siks it iz taim fɔ: ðə

children to read their school-books. Where are John  
 tʃildrən tə ri:d ðəz sku:lbuks. hweər a: dʒən

and Helen when they read their school-books? Then  
 ənd helin hwen ðei ri:d ðəz sku:lbuks? ðen

they are in the house. When is it time to go to school?  
*ðei a: in ðə haus. hwen iz it taim tə gou tə sku:l?*

It is time to go to school at nine o'clock. When is it  
*it iz taim tə gou tə sku:l æt nain ə'klɔk. hwen iz it*  
time to come in from the garden? It is time to come  
*taim tə kʌm in frɔm ðə ga:dn?* it is time to come  
in from the garden at half past six. What do the children  
*in frɔm ðə ga:dn æt ha:f pa:st siks. hwʌt du: ðə tʃildrən*  
do when they come in from the garden? They read  
*du: hwen ðei kʌm in frɔm ðə ga:dn? ðei ri:d*  
their school-books.  
*ðə ðə sku:lbuks.*

#### EXERCISE A.

A day has twelve —. A — has also twelve hours.  
A day and a night — twenty-four hours. An hour  
has sixty —, and a minute has sixty —. On a wall in  
the house is a —. The clock has a —. On the face  
of the clock are twelve —. The clock has two —.  
The hands of the clock give the —. The short hand —  
the hours, and the long hand — the minutes. There is  
also a — small hand to give the seconds. A — is  
smaller than a clock. The day when Mrs. Smith was  
twenty-five years old was her —. John's — is on the  
twenty-sixth of July. On his birthday, John's parents  
— him a football. When he is fourteen, his father —  
— him a watch.

When it is John's birthday, he will — thirteen years old. The children — go to school to-morrow. Helen will — eleven years old on her birthday. The baby — — one year old on her birthday. Helen will be fourteen years old — four years. Baby will be one year old — six months. When the short hand is at three and the long hand at twelve, it is three —. When the short hand is at five and the long hand at eleven, it is five minutes — five. When the short hand is at four and the long hand at two, it is ten minutes — four. When the long hand is at nine and the short hand at twelve, it is a — to twelve. When the short hand is at one and the long hand at three, it is a — past one. When the long hand is at six and the short hand is — three and four, it is — past —.

The children are at school — five hours. They go — from school — four o'clock. Their father is not — home when they come —. Their father — home at half — five. The children are — from — for five hours every day. Mr. Smith goes — from home at half — eight. How — are the children away from home? They are away for five —. — does Mr. Smith come home? He — home at half — five. — does he go away from home? He goes away from home — — past eight. — will John be fourteen years old? He will be fourteen — two years. When — Baby be one year old? She — — one year old in six months. — is Helen's birthday? Her birthday is — the sixteenth — March. — is John's birthday? His birthday is — — twenty-sixth — July.

WORDS:

o'clock  
clock  
watch  
night  
hour  
minute  
second  
give  
gave  
very  
time  
birthday  
football  
in  
will  
be  
figure  
past  
to  
half  
quarter  
then  
between  
for  
him

home  
at home  
from  
come  
away  
fifteen  
nineteen  
twenty-four  
twenty-five  
sixty  
sixteenth  
twenty-sixth  
twenty-ninth  
thirty  
thirty-five

— Mrs. Smith a watch? Yes, Mr. Smith — her a watch on her birthday. — is on the face of the clock? On the face of the clock are two — and twelve —. What time is it — the small hand is at nine and the big hand at three? Then it is a — — nine. — time is it — the big hand is at five and the small hand between two and three? — it is — — past two. What time is it — the big hand is at twelve and the small hand at six? Then it is six —. What — is it — both hands are at twelve? Then it is — —. At what time — the children go to school? They go to school — nine —. — — time do they come home? They come home — four —.

#### EXERCISE B.

When is John's birthday? ... What is on the clock? ... What is there to give the time? ... How many minutes has an hour? ... How many hours are there in a day and a night? ... What time is it? ... Where do the children go at nine o'clock every day? ... When does Mr. Smith come home? ... How long are the children at school? ... How long is Mr. Smith away from home every day? ... When will John be thirteen years old? ... When will Helen be fourteen? ... In how many months will Baby be one year old? ... Is their father at home when the children come from school? ... Does Mrs. Smith go away from home every day? ... Where are the hands of the clock at a quarter past five? ... At ten minutes to three? ... At half past ten? ... At twenty-five (25) minutes to eight? ... At seven o'clock? ... At a quarter to one? ...

## THE SCHOOL

In the school there are many rooms. There are not  
 in ðə sku:l ðər a: meni ru:mz. ðər a: not

many rooms in Mr. Smith's house; there are only five  
 meni ru:mz in mistə smi:ps haus; ðər a: ounli faiv

rooms in his house. The school is a very big house,  
 ru:mz in his haus. ðə sku:l iz ə veri big haus.

and in it there are twenty (20) rooms.

and in it ðər a: twenti ru:mz.

At nine o'clock in the morning the children come into  
 æt næin ə'klɔk in ðə mɔ:nɪŋ ðə tʃildrən kʌm intə

the schoolroom. When all the children are in the room,  
 ðə sku:lru:m. hwen ɔ:l ðə tʃildrən a: in ðə ru:m,

the teacher comes into the room. When he comes into  
 ðə ti:tʃə kʌmz intə ðə ru:m. hwen hi: kʌmz intə

the room, he says, "Good morning, children! Are you  
 ðə ru:m. hi: ses, "gud mɔ:nɪŋ. tʃildrən! a: ju:

all here to-day?" John says, "No, my sister is not here  
 ɔ:l hi: tə'dei?" dʒɔ:n ses, "nou, mai sista is not hi:

to-day; she is at home." "Oh," says the teacher, "is  
 tə'dei; si: is æt həʊm." "ou," ses ðə ti:tʃə, "is

your sister ill to-day?" "Yes, my sister is ill to-day.  
 ju: sista il tə'dei?" "jes, mai sista is il tə'dei.

Yesterday it was cold, and she was in the garden too  
 jɛstədɪ it wɔ:s kould, ənd fi: wɔ:s in ðə ga:dn tu:

**teacher**



go [gou]

goes [goʊz]

do [du:]

does [dʌz]

say [sei]

says [sez]

I am

you are

he is

she is

it is

we are

you are

they are

John says, "I am  
 a boy."

He says to Helen,  
 "You are a girl,  
 and Baby is also  
 a girl," and she  
 says, "Yes, and you  
 and Baby and I  
 are children; we  
 are children."

The pencil is good;  
 it is good.

John says, "You  
 and Alice are girls;  
 you are girls."

Helen and Alice  
 are girls; they are  
 girls.

my  
your  
his  
her  
its  
our  
your  
their

John says, "Helen is **my** sister."

"Where is **your** sister, John?"

The girls have a brother; **his** name is John.

The teacher gives Helen **her** book.

The baby has a doll; **its** arms and legs are small.

John says, "**Our** house is small."

"How many rooms has **your** house, John and Helen?"

The house of Mr. and Mrs. Smith has five rooms; **their** house is not big.

long; and to-day she is ill, she has a cold." "Have you *lɔy*; *ənd tə'dei fi: iz il, fi: hæz ə kould.*" "hæv *ju:*

also a cold, John?" "Oh no, I am not ill," says John, *ɔ:lso ə kould, dʒɔn?*" "ou nou, ai əm not il," *sez dʒɔn,*

"I am well. I was not in the garden very long. When *ai əm wel. ai wɔz not in ðə ga:dn veri lɔy. hwen*

it was too cold, I went into the house."

*it wɔz tu: kould, ai went intə ðə haus.*"

Teacher: "What does your mother say to Helen, John?" *ti:tʃə: "hwɔt dəz juə mʌðə sei tə helin, dʒɔn?"*

"My mother says to my sister: You are not a good girl, *"mai mʌðə sez tə mai sistə: ju: a: not ə gud ga:l*

Helen, when you are in the garden for so long. John *helin, hwen ju: a: in ðə ga:dn fɔ: sou lɔy. dʒɔn*

went into the house when he was too cold, and he has *went intə ðə haus hwen hi: wɔz tu: kould, ənd hi: hæz*

no cold; he is not ill, he is well."

*nou kould; hi: iz not il, hi: iz wel.*"

"How many rooms have you in your house, John?" *"hau meni ru:mz hæv ju: in juə haus, dʒɔn?"*

"We have five rooms in our house." "How many *"wi: hæv faiv ru:mz in auə haus." "hau meni*

persons are you in your family?" "We are five persons *pe:snz a: ju: in juə fæmili?" "wi: a: faiv pe:snz*

in our family." "How many children are there in your *in auə fæmili." "hau meni tʃildrən a: ðεə in juə*

family?" "There are three children in our family." *fæmili?" "ðεər a: þri: tʃildrən in auə fæmili."*

"Who are the children in your family?" "They are my  
 "hu: a: ðə tſildrən in juə fæmili?" "ðei a: mai

two sisters, Helen and Alice, and I."  
 tu: sistəz, helin and ælis, and ai."

The teacher gives all the children pencils to write with.  
 ðə ti:tſə givz ɔ:l ðə tſildrən pensilz tə rait wið.

John says to the teacher, "Will you give me another  
 dʒɔn sez tə ðə ti:tſə, "wil ju: giv mi: ə'nʌðə

pencil? My pencil is not very good." "Yes, I will  
 pensil? mai pensil iz not veri gud." "jes, ai wil

give you another pencil; here is one," the teacher says  
 giv ju: ə'nʌðə pensil; hiər iz wʌn," ðə ti:tſə sez

and gives him a pencil. He also gives him a pencil  
 ənd givz him ə pensil. hi: ɔ:lso givz him ə pensil

for Helen; John will give it to her when he comes  
 fo: helin; dʒɔn wil giv it tə hə: hwen hi: kʌmz

home.

houn.

Has John a pencil? Yes, but it is not very good; the  
 həz dʒɔn ə pensil? jes, bʌt it iz not veri gud; ðə

teacher gives him another one, and he also gives him  
 ti:tſə givz him ə'nʌðə wʌn, ənd hi: ɔ:lso givz him

one for Helen. John says he will give her the pencil  
 wʌn fo: helin. dʒɔn sez hi: wil giv hə: ðə pensil

when he comes home. Are all the children at school?  
 hwen hi: kʌmz houn. a: ɔ:l ðə tſildrən ət sku:l?

No, Helen is not at school, but when she is well, she  
 nou, helin iz not ət sku:l, bʌt hwen si: iz wel, si:

one

John has a long  
 pencil; Helen has  
 a short one.

me  
you  
him  
her  
it  
us  
you  
them

John says, "The teacher gives **me** a pencil."

The teacher says to John, "I will give **you** a pencil."

The teacher gives John a pencil; he gives **him** a pencil.

He gives Helen a book; he gives **her** a book.

Mr. Smith gives his house a name; he gives **it** a name.

The children say to the teacher, "Will you give **us** some pencils?"

The teacher says, "Yes, I will give **you** some pencils."

The teacher gives the children some pencils; he gives **them** some pencils.

will go to school. Does the teacher give all the children *wil you tə sku:l. dəz ðə ti:tʃə giv ɔ:l ðə tʃildrən* pencils? Yes, when their pencils are not very good, or *pensilz? jes, hwen ðəzə pensilz a: nɔt veri gud, ɔ:* when they have no pencils, the teacher gives them *hwen ðei hæv nou pensilz, ðə ti:tʃə givz ðəm* pencils. What do the children say? They say, "Will *pensilz. hwot du: ðə tʃildrən sei? ðei sei, "wil* you give us some other pencils?" And the teacher *ju: giv əs sam əðə pensilz?" and ðə ti:tʃə* says, "Yes, I will give you some other pencils; here are *sez, "jes, ai wil giv ju: sam əðə pensilz; hiər a:* some pencils for you." *sam pensilz fɔ: ju:."*

The teacher has no book. He says to one of the *ðə ti:tʃə hæv nou buk. hi: sez tə wan əv ðə* children, "Have you your book? Will you give it to *tʃildrən. "hæv ju: ju: buk? wil ju: giv it tə* me? I have no book to-day." What is the colour of *mi: ai hæv nou buk tə:dei." hwot iz ðə kʌlə əv* ink? Its colour is blue. What is the colour of the *iyk? its kʌlə iz blu.: hwot iz ðə kʌlə əv ðə* walls of the room? Its walls are green. What is the *wɔ:lz əv ðə ru:m. its wɔ:lz a: gri:n. hwot iz ðə* colour of the paper of the books? Its colour is white. *kʌlə əv ðə peipə əv ðə buks? its kʌlə iz hwait.* What will John's father give him on his birthday? He *hwot wil dʒɔ:nz fa:ðə giv him ɔn his bə:ðdei? hi:*

|  |  |                   |       |
|--|--|-------------------|-------|
| will give him a watch.                                       | Will he also give Helen a                                | I<br>you          | play  |
| <i>wil giv him ə wɔ:ts.</i>                                  | <i>wil hi: ɔ:lsou giv helin ə</i>                        | he<br>she<br>it   | plays |
| watch? No, he will not give her a watch. When the            | When the   | we<br>you<br>they | play  |
| <i>wɔ:ts? nou, hi: wil not giv hə: ə wɔ:ts.</i>              | <i>hwen ðə</i>   |                   |       |
| children are good, their mother gives them balls to play     | <i>tfildrən a: gud, ðə ə mʌðə givz ðem bɔ:lz tə plei</i> |                   |       |
| with. When the children are good at school, the teacher      |  |                   |       |
| <i>wið. hwen ðə tfildrən a: gud æt sku:l, ðə ti:tʃə</i>      |  |                   |       |
| reads to them from his book.                                 |  |                   |       |
| <i>ri:dz tə ðem frəm his buk.</i>                            |  |                   |       |
| Yesterday the children came to school at nine o'clock        |  | comes             |       |
| <i>jestədi ðə tfildrən keim tə sku:l æt nain ə'klɔ:k</i>     |  | come              |       |
| in the morning. When the children came to school             |  | came              |       |
| <i>in ðə mɔ:nij. hwen ðə tfildrən keim tə sku:l</i>          |  | John comes        |       |
| yesterday, the teacher said "Good morning" to them.          |  | every day.        |       |
| <i>jestədi, ðə ti:tʃə sed "gud mɔ:nij" tə ðem.</i>           |  | The children come |       |
| Helen's mother said to her yesterday, "Come into the         |  | every day.        |       |
| <i>helinz mʌðə sed tə hə: jestədi, "kʌm intə ðə</i>          |  | John came         |       |
| house; it is too cold to play in the garden; come in, or     |  | yesterday.        |       |
| <i>haus; it is tu: kould tə plei in ðə ga:dn; kʌm in, ɔ:</i> |  | The children came |       |
| you will be ill."  |  | yesterday.        |       |
| <i>ju: wil bi: il."</i>                                      |  | says              |       |
| Was Mr. Smith at home yesterday when the children            |  | say               |       |
| <i>wɔz mistə smið æt houm jestədi hwen ðə tfildrən</i>       |  | said              |       |
| came home from school? No, he was not at home. Mr.           |  | The teacher says  |       |
| <i>keim houm frəm sku:l? nou, hi: wɔz not æt houm. mistə</i> |  | "Good morning."   |       |
| Smith comes home at half past five. Is Helen very ill?       |  | The children say  |       |
| <i>smið kʌmz houm æt ha:f pa:st faiv. iz helin veri il?</i>  |  | "Good morning."   |       |
|  |  | Yesterday the     |       |
|  |  | teacher said      |       |
|  |  | "Good morning."   |       |
|  |  | come!             |       |
|  |  | Come into         |       |
|  |  | the house,        |       |
|  |  | John!             |       |
|  |  | Come into the     |       |
|  |  | house, John       |       |
|  |  | and Helen!        |       |

No, she is not very ill; she has only a cold, but she will *nou, si: iz not veri il; si: hæz ounli ə kould, bʌt si: wil* be too ill for some days to go to school. Is she too ill *bi: tu: il fɔ: sʌm deiz tə gou tə sku:l. iz si: tu: il* to read her school-books? No, she is not too ill to read. *tə ri:d hə: sku:lbuks? nou, si: iz not tu: il tə ri:d.* She reads her school-books and her other books, and *si: ri:dz hə: sku:lbuks ənd hə: ʌðə buks, ənd* when John comes home with the pencil for her from *hwen dʒən kʌmz houm wið ðə pənsil fɔ: hə: from* the teacher, she will also write. After some days at *ðə ti:tʃə, si: wil ɔ:lsou rait. a:ftə sʌm deiz ət* home she will be well, and then she will go to school. *houm si: wil bi: wel, ənd ðen si: wil gou tə sku:l.*

#### EXERCISE A.

There are five — in Mr. Smith's house. The children go to school at nine o'clock in the —. When all the children are in the schoolroom, the — comes into the room. When he comes, he says to the children, “— morning, children; are — all here?” Helen is not at school; she is —. John is not ill; he is —. Helen is ill; she has a —. The teacher gives John a pencil — Helen. John will give it to — when he comes home. When the children have no pencils, the teacher gives — some. The children write on paper; — colour is white. The children come — the schoolroom in the morning.

#### WORDS:

I  
me  
my  
you  
your  
we  
us  
our  
them

John has no pencil, but the teacher gives — one. The teacher says to John, "Are — ill, John?" "No," he says, "—am not ill; I — well." "How many persons are you in — family, John?" "— are five persons in — family." "Is — house a big one, John?" "No, — house is not very big; — has only five rooms." "Will — give — another pencil?" "Yes, — will; here is a pencil for —." "What is — name, John?" "— name is John Smith." What — the teacher say to the children every morning? He says "Good morning" to —. — is the name of John's family? — name is Smith.

her  
its  
am  
came  
say  
said  
good  
ill  
well  
cold  
here  
for  
morning  
into  
room  
teacher  
twenty

#### EXERCISE B.

How many rooms has the school? ... When do the children come into the schoolroom? ... What does the teacher say to the children every morning? ... Is Helen at school to-day? ... Is John ill? ... What does Mrs. Smith say to Helen? ... What do the children say to their teacher when they have no pencils? ... And what does he say to them? ... When will John's father give him a watch? ... Does the teacher read to the children at school? ...



farm

one month's  
holidays  
two months'  
holidays

## THE FARM

Mr. Smith's brother is a farmer. He has a farm in  
*mɪstə smɪps brʌðə iz ə fa:mə. hi: hæz ə fa:m in*  
 the country. Mr. Smith's house is not in the country;  
*ðə kʌntri. mɪstə smɪps haus iz nɒt in ðə kʌntri;*  
 it is in a city. Every summer Mr. Smith and his family  
*it iz in ə siti. evri sʌmə mɪstə smɪp ənd his fæmili*  
 go to his brother in the country for the summer-holidays.  
*gou tə his brʌðə in ðə kʌntri fɔ: ðə sʌməhɔlidiz.*

In August, when the children do not go to school, it  
*in ɔ:gəst, hwen ðə tʃɪldrən du: nɒt gou tə sku:l, it*  
 is their summer-holidays. Mr. Smith's summer-holidays  
*is ðəsə sʌməhɔlidiz. mɪstə smɪps sʌməhɔlidiz*  
 are not so long as the children's; they are only two  
*a: nɒt sou lɔy əz ðə tʃɪldrənz; ðei a: ounli tu:*  
 weeks. He works more than eleven months a year  
*wi:ks. hi: wə:ks mɔ: ðæn i'levn mʌnths ə jiə*  
 and has two weeks' holidays.  
*ənd hæz tu: wi:ks hɔlidiz.*

The children have one month's holidays in summer, but  
*ðə tʃɪldrən hæv wʌn mʌnths hɔlidiz in sʌmə, bʌt*  
 they do not work eleven months at school. They also  
*ðei du: nɒt wə:k i'levn mʌnths ət sku:l. ðei ɔ:lsou*  
 have other holidays; they have two weeks' holidays in  
*hæv ʌðə hɔlidiz; ðei hæv tu: wi:ks hɔlidiz in*

December and January, two weeks' holidays in spring,  
*di'sembə ənd dзænjuəri, tu: wi:ks hɔlidiz in sprɪŋ,*

and one week's holidays in autumn. Mrs. Smith works  
*ənd wʌn wi:ks hɔlidiz in ɔ:təm. mɪsɪz smi:b wə:ks*

too; but she does not go away from home to work; she  
*tu:; bʌt fi: dʌz nɔt gou ə'wei frəm həʊm tə wə:k; fi:*

works in her house.

*wə:ks in hə: haʊs.*

What is Mr. Smith's brother? He is a farmer. Where  
*hwɔ:t iz mɪstə smi:b brʌðə? hi: iz ə fa:mə. hweər*

is his farm? His farm is in the country. When do  
*iz hiz fa:m? hiz fa:m iz in ðə kʌntri. hwen du:*

Mr. Smith and his family go to his brother's farm?  
*mɪstə smi:b ənd hiz fæmili gou tə hiz brʌðəz fa:m?*

They go there in summer for Mr. Smith's holidays. Are  
*ðei gou ðəə in sʌmə fɔ: mɪstə smi:b hɔlidiz. a:*

Mr. Smith's holidays as long as the children's? No,  
*mɪstə smi:b hɔlidiz əz lɔ:y əz ðə tʃɪldrənz? nou,*

he has only two weeks' holidays in summer; the children  
*hi: hæz ounli tu: wi:ks hɔlidiz in sʌmə; ðə tʃɪldrən*

have one month's holidays. How many months does  
*hæv wʌn mʌnþs hɔlidiz. hau meni mʌnþs dʌz*

Mr. Smith work a year? He works more than eleven  
*mɪstə smi:b wə:k ə jiə? hi: wə:ks mɔ: ðæn i'levn*

months a year. Does he work on Sundays? No, on  
*mʌnþs ə jiə. dʌz hi: wə:k ən sʌndi? nou, ən*

Sundays he does not work; Sunday is a holiday. Is  
*sʌndi hi: dʌz nɔt wə:k; sʌndi iz ə hɔli. iz*

too = also

She works **too**;  
 she **also** works.

's  
 s'

the boy's ball  
 (one person)

the boys' ball  
 (more than one person)

the man's house  
 (one person)

the men's house  
 (more than one person)

Monday also a holiday? No, Monday is a weekday.  
*mʌndi ɔ:lsou ə hɔ:li:di? nou, mʌndi iz ə wi:kdei.*

Friday is also a weekday. Thursday is a weekday too.  
*fraidi iz ɔ:lsou ə wi:kdei. þə:zdi iz ə wi:kdei tu:.*

Wednesday is a weekday too. All the days of the week  
*wenzdi iz ə wi:kdei tu:. ɔ:l ðə deiz əv ðə wi:k*

are weekdays, except Sunday; Sunday is a holiday.  
*a: wi:kdeiz, ik'sept sandi; sandi iz ə hɔ:li:di.*

Mr. Smith is at the farm every summer. He has been  
*mɪstə smi:þ iz ət ðə fa:m evri səmə. hi: hæz bi:n*

there every summer for many years. He was there  
*ðəs evri səmə fɔ: meni jiəz. hi: wɔz ðəs*

last summer. He will go there this summer. John  
*la:st səmə. hi: wil gou ðəs ðis səmə. dʒɔn*

is twelve years old this year. Last year he was eleven  
*iz twelv jiəz ould ðis jiə. la:st jiə hi: wɔz i'levn*

years old; next year he will be thirteen years old.  
*jiəz ould; nekst jiə hi: wil bi: þə:ti:n jiəz ould.*

Helen is ten years old this year. Last year she was nine  
*helin iz ten jiəz ould ðis jiə. la:st jiə si: wɔz nain*

years old; next year she will be eleven years old. Baby  
*jiəz ould; nekst jiə si: wil bi: i'levn jiəz ould. beibi*

is six months old this year; last year there was no baby.  
*iz siks mʌnþs ould ðis jiə; la:st jiə ðəs wiz nou beibi.*

John said to his teacher, "This pencil is not very good;  
*dʒɔn sed tə his ti:tʃə, "ðis pensil iz nɔt veri gud;*

will you give me another one?"  
*wil ju: giv mi: ə'nʌðə wʌn?"*

last year  
this year  
next year

this  
This pencil is not  
good.

John and Helen have been at the farm every summer  
 dʒɔn ənd helin hæv bi:n ət ðə fa:m evri səmə  
 for many years. Mr. Smith has had his family with  
 fɔ: meni jiəz. mistə smið hæz hæd hiz fæmili wið  
 him every year. Were Mr. Smith and his family at  
 him evri jiə. wə: mistə smið ənd hiz fæmili ət  
 the farm last year? Yes, they were. Do they go  
 ðə fa:m la:st jiə? jes, ðei wə:. du: ðei gou  
 there every year? Yes, they do; Mr. Smith has been  
 ðəs evri jiə? jes, ðei du:; mistə smið hæz bi:n  
 at the farm every summer for many years, and his wife  
 ət ðə fa:m evri səmə fɔ: meni jiəz, ənd hiz waif  
 and children have been with him. Has Mr. Smith  
 ənd tʃildrən hæv bi:n wið him. hæz mistə smið  
 had his family with him? Yes, the parents have had  
 hæd hiz fæmili wið him? jes, ðə ƿærənts hæv hæd  
 their children with them at the farm. Mr. Smith's  
 ðəs tʃildrən wið ðem ət ðə fa:m. mistə smiðs  
 brother is the uncle of John and Helen; his brother's  
 braðə iz ði ʌŋkl əv dʒɔn ənd helin; hiz braðəs  
 wife is their aunt. John is the nephew of Mr. Smith's  
 waif iz ðəs a:nt. dʒɔn iz ðə nevju: əv mistə smiðs  
 brother, and Helen is his niece. Has John an uncle?  
 braðə, ənd helin iz hiz ni:s. hæz dʒɔn ən ʌŋkl?  
 Yes, his father's brother, Mr. Smith, is his uncle, and  
 jes, hiz fa:ðəs braðə, mistə smið, is hiz ʌŋkl, ənd  
 John is his nephew. Who is Helen's aunt? Her aunt  
 dʒɔn iz hiz nevju:. hu: iz helins a:nt? hə: a:nt

been  
 He is, he was, he  
 has **been**.

They are, they  
 were, they have  
**been**.

had  
 He has, he had, he  
 has **had**.  
 They have, they  
 had, they have  
**had**.

**COW**



is the wife of her uncle, Mr. Smith, and Helen is her  
iz ðə waif əv hə: ʌŋkl, mistə smi:p, ənd helin iz hə:  
niece.  
ni:s.

At the farm there are many animals. A cow is an  
æt ðə fa:m ðeər a: meni əniməlz. ə kau iz ən  
animal, and a hen is an animal. From the cows we get  
əniməl, ənd ə hen is ən əniməl. frɔm ðə kauz wi: get  
milk. From the hens we get eggs. What animals are  
milk. frɔm ðə henz wi: get egz. hwɔt əniməlz a:  
there at the farm? There are cows and hens. From  
ðeə æt ðə fa:m? ðeər a: kauz ənd henz. frɔm  
what animal do we get milk? We get milk from the  
hwɔt əniməl du: wi: get milk? wi: get milk frɔm ðə  
cow. What do we get from the hens? We get eggs from  
kau. hwɔt du: wi: get frɔm ðə henz? wi: get egz frɔm  
the hens. From where do we get fruit? We get fruit  
ðə henz. frɔm hwəz du: wi: get fru:t? wi: get fru:t  
from the trees in the garden. From the milk we get  
frɔm ðə tri:z in ðə ga:dn. frɔm ðə milk wi: get  
cream, and from the cream the farmer's wife makes  
kri:m, ənd frɔm ðə kri:m ðə fa:məz waif meiks  
butter.  
bʌtə.



**hen**

In the morning, Mr. and Mrs. Smith drink coffee. The  
in ðə mo:niŋ, mistə ənd misiz smi:p dri:p kɔfi. ðə  
children do not drink coffee; coffee is not good for  
tʃildrən du: nɔt dri:p kɔfi; kɔfi iz nɔt gud fɔ:

children; they drink milk or tea. Mrs. Smith puts *tsɪldrən; ðei drɪŋk mɪlk ɔ: tɪ: misɪz smɪʃ pʊts* cream in her coffee; Mr. Smith puts both cream and *kri:m ɪn hə: kɔfi; mɪstə smɪʃ pʊts bɔ:p kri:m ənd* sugar in his coffee. In England people drink much *sugə ɪn hɪz kɔfi. ɪn ɪŋglənd pi:pl drɪŋk mæts* tea. The English do not put cream in their tea; they *ti:. ði ɪŋglɪʃ du: nɔt put kri:m ɪn ðeə tɪ:; ðei* put milk in their tea. When John comes home from *put milk ɪn ðeə tɪ:. hwen dʒən kæmz houm frəm* school, he puts his books away in his room. *sku:l, hi: puts hɪz buks ə'wei ɪn hɪz ru:m.*

What do Mr. and Mrs. Smith drink in the morning? *hwɔ:t du: mɪstə ənd misɪz smɪʃ drɪŋk ɪn ðə mɔ:nɪŋ?*

They drink coffee. Who makes the coffee? Mrs. Smith *ðei drɪŋk kɔfi. hu: meɪks ðə kɔfi? misɪz smɪʃ* makes it. What do they put in their coffee? Mr. Smith *meɪks it. hwɔ:t du: ðei put ɪn ðeə kɔfi? mɪstə smɪʃ* puts both cream and sugar in his coffee, but Mrs. Smith *puts bɔ:p kri:m ənd sugə ɪn hɪz kɔfi. bʌt misɪz smɪʃ* puts only cream in her coffee. What do the English *puts ounli kri:m ɪn hə: kɔfi. hwɔ:t du: ði ɪŋglɪʃ* put in their tea? They put milk in their tea. Do the *put ɪn ðeə tɪ:? ðei put milk ɪn ðeə tɪ:. du: ðə* children drink coffee? No, they do not drink coffee; *tsɪldrən drɪŋk kɔfi? nou, ðei du: nɔt drɪŋk kɔfi;* coffee is not good for children. They get tea or milk *kɔfi ɪz nɔt gʊd fɔ: tsɪldrən. ðei get tɪ: ɔ: mɪlk*

get  
gets

I get  
you get  
he gets  
she gets  
it gets  
we get  
you get  
they get

makes?  
does .... make?  
Who makes the  
coffee?  
Does Mrs. Smith  
make the coffee?



egg

to drink. Who makes the butter at the farm? The *to d̥riŋk. hu: meiks ðə bʌtə æt ðə fa:m?* ðə farmer's wife makes it. From what does she make it? *fa:məz waif meiks it. fr̥m hw̥st d̥z si: meik it?* She makes it from cream. Where does she get the *si: meiks it fr̥m kri:m. hweə d̥z si: get ðə cream from?* She gets it from the milk. *kri:m fr̥m? si: gets it fr̥m ðə milk.*

EXERCISE A.

Mr. Smith's brother is a —. He lives at a — in the —. Mr. Smith's house is in — —. In August, it is the children's —. Mr. Smith's — are not so long as the children's. The children have one — holidays every summer. Mr. Smith has only two — holidays. Mr. Smith — more than eleven months — year. Mrs. Smith works —; she works in — —. Sunday is a —. People do not work on holidays, but only on —. Mr. — holidays are in August. The — holidays are also in August. The — name is John. The — names are Helen and Alice. Mr. Smith has — at the farm every summer for many years. He has — his family with him every year. Helen is ten — old. — year she will be eleven years old. — year there was no baby.

Mr. Smith's brother is the children's uncle; his wife is their —. John is their —, and Helen is their —. There are many — at the farm. Cows and hens are —. From the cows we — milk, and from the hens we get —.

WORDS:

farmer  
farm  
holiday  
work  
too  
this  
next  
uncle  
aunt  
nephew  
niece  
animal  
cow  
hen  
get  
milk  
cream

We get — from the milk, and from the cream the farmer's wife — butter. The children — tea or milk in the morning, but Mr. and Mrs. Smith — coffee. Mr. Smith — both cream and sugar in his coffee, but Mrs. Smith — only cream in her coffee.

Where does John — his books? He — them in his room. Who — the coffee in the morning? Mr. — wife makes it. — the children drink coffee or tea? They — not drink coffee; they — tea or milk. — do we get milk from? We get it from the —. Where — we — eggs from? We get eggs from the —. — are cows and hens? They are —. Is Helen ten years —? Yes, — year she is ten years old, but — year she will — eleven years old.

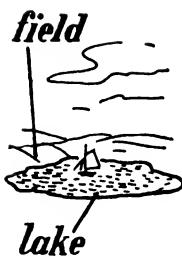
butter  
egg  
make  
drink  
coffee  
tea  
put  
sugar  
had  
been

#### EXERCISE B.

What is Mr. Smith's brother? ... Where is his farm? ... Where is Mr. Smith's house? ... Is Saturday a holiday? ... Does Mrs. Smith work too? ... Where does she work? ... Does Mr. Smith go to his brother's farm every year? ... Has his family been with him every year? ... Who is John's uncle? ... Who is his aunt? ... What do we get from the cows? ... Where do we get eggs from? ... Who makes the butter at the farm? ... What does she make it from? ... What do the English put in their tea? ... What do the children drink? ...

## THE LAKE

shall  
will  
**I shall**  
you will  
he will  
she will  
it will  
**we shall**  
you will  
they will



One day at the farm Mr. Smith said to his brother  
*wʌn dei æt ðə fa:m mistə smi:p sed tə his brʌðə*

George, "To-day I shall go to the lake with the children."  
*dʒɔ:dʒ, "tə'dei ai fæl gou tə ðə leik wið ðə tsɪldrən."*

"Yes," said his brother, "it will be good for them."  
*"jes," sed his brʌðə, "it wil bi: gud fɔ: ðem."*

The lake is only small. It is near the farm; it is only  
*ðə leik iz ounli smɔ:l. it iz niə ðə fa:m; it iz ounli*

five minutes from the farm to the lake. The farm is  
*faiv minits from ðə fa:m tə ðə leik. ðə fa:m is*

not near the city; it is two hours from the city to the  
*not niə ðə siti; it iz tu: auəz from ðə siti tə ðə*

farm. The lake is not far from the farm; it is near  
*fa:m. ðə leik iz not fa: from ðə fa:m; it iz niə*

the farm. The farm is far from the city; it is not near  
*ðə fa:m. ðə fa:m iz fa: from ðə siti; it iz not niə*

the city. England is far from Sweden, but England is  
*ðə siti. iŋglənd iz fa: from swi:dn, bʌt iŋglənd is*

near France.  
*niə fra:ns.*

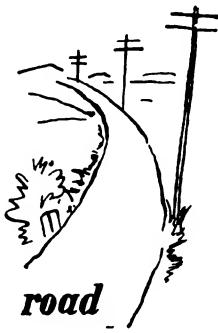
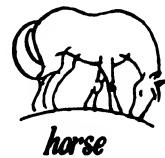
Between the farm and the lake there are fields. In  
*bi'twi:n ðə fa:m ənd ðə leik ðeər a: fi:ldz. in*

some fields there is grass, and in other fields there is  
*sʌm fi:ldz ðeər iz gra:s, ənd in ʌðə fi:ldz ðeər iz*

corn. In summer the animals are in the fields; there  
*kɔ:n. in səmə ði ənɪməlz a: in ðə fi:ldz; ðeər*  
 are cows in the fields, and there are also horses in the  
*a: kauz in ðə fi:ldz, ənd ðeər a: ɔ:lsou hɔ:siz in ðə*  
 fields. The cows and the horses eat the grass in the  
*fi:ldz. ðə kauz ənd ðə hɔ:siz i:t ðə gra:s in ðə*  
 fields. When the cows eat much grass, they give good  
*fi:ldz. hwen ðə kauz i:t mʌts gra:s, ðei giv gud*  
 milk. The hens eat grass too, and we eat the hens' eggs.  
*milk. ðə henz i:t gra:s tu:, ənd wi: i:t ðə henz egz.*  
 The hens also eat corn. When the hens get much corn  
*ðə henz ɔ:lsou i:t kɔ:n. hwen ðə henz get mʌts kɔ:n*  
 to eat, we get many eggs.  
*tu i:t, wi: get meni egz.*

Where is the lake? The lake is near the farm. Is the  
*hweər iz ðə leik? ðə leik iz niə ðə fa:m. iz ðə*  
 farm near the city? No, the farm is not near the city;  
*fa:m niə ðə siti? nou, ðə fa:m iz nɔ:t niə ðə siti;*  
 it is far from the city. Is England far from France?  
*it is fa: from ðə siti. iz ɪnglənd fa: from fra:ns?*

No, England is near France. What is between the lake  
*nou, ɪnglənd iz niə fra:ns. hwət iz bi'twi:n ðə leik*  
 and the farm? There are fields between the lake and  
*ənd ðə fa:m? ðeər a: fi:ldz bi'twi:n ðə leik ənd*  
 the farm. What animals are there in the fields? There  
*ðə fa:m. hwət ənɪməlz a: ðeə in ðə fi:ldz? ðeər*  
 are cows and horses in the fields. What do they eat?  
*a: kauz ənd hɔ:siz in ðə fi:ldz. hwət du: ðei i:t?*



They eat the grass in the fields.

ðei i:t ðə gra:s in ðə fi:ldz.

There is a road from the farm to the lake. There is  
ðær iz ə roud fr̄m ðə fa:m tə ðə leik. ðær iz

also a road from the city to the farm. The road from  
ɔ:lsou ə roud fr̄m ðə siti tə ðə fa:m. ðə roud fr̄m

the farm to the lake is short. It goes through the fields.  
ðə fa:m tə ðə leik iz ʃɔ:t. it gouz þru: ðə fi:ldz.

The children go through the door of the house into the  
ðə tsildrən gou þru: ðə dɔ: əv ðə haus intə ðə

garden. Does the road go through the farm? No, one  
ga:dn. dʌz ðə roud gou þru: ðə fa:m? nou, wʌn

road goes to the farm from the city, and another road  
roud gouz tə ðə fa:m fr̄m ðə siti, ənd ə'nʌðə roud

goes from the farm to the lake. What does the road  
gouz fr̄m ðə fa:m tə ðə leik. hwɔ:t dʌz ðə roud

to the lake go through? It goes through the fields.  
tə ðə leik gou þru: ? it gouz þru: ðə fi:ldz.

How do the children get from the house into the garden?  
hau du: ðə tsildrən get fr̄m ðə haus intə ðə ga:dn?

They go through the door; but sometimes John goes  
ðei gou þru: ðə dɔ:; bʌt samtaimz dʒɔ:n gouz

through the window. How do they get from the farm  
þru: ðə windou. hau du: ðei get fr̄m ðə fa:m

to the lake? They go by the road through the fields.  
tə ðə leik? ðei gou bai ðə roud þru: ðə fi:ldz.

How do Mr. Smith and his family get from the farm  
hau du: mistə smi:ð ənd his fæmili get fr̄m ðə fa:m

how?  
how many?  
how long?

**How** do we swim?  
We swim with our  
arms and legs.

**How many** horses  
are there at the  
farm?

There are four  
horses at the  
farm.

**How long** have  
you walked?  
I have walked for  
ten minutes.

to the city? They go by the road to the city. There  
 to ðə siti? ðei gou bai ðə roud tə ðə siti. ðəər

is water in the lake. In summer the water is warm.  
 iz wɔ:tə in ðə leik. in sʌmə ðə wɔ:tə iz wɔ:m.

In winter it is cold, and sometimes there is ice on the  
 in wintə it iz kould, ənd sʌmtaimz ðəər iz aɪs ɔn ðə

lake. But when it is summer, the water is warm. When  
 leik. bʌt hwen it iz sʌmə, ðə wɔ:tə iz wɔ:m. hwen

the children are very warm, they drink cold water, but  
 ðə tʃildrən a: veri wɔ:m, ðei drɪjk kould wɔ:tə, bʌt

the water in the lake is not good to drink. Mr. Smith  
 ðə wɔ:tə in ðə leik iz nɔt gud tə drɪjk. mɪstə smɪʃ

takes his children with him to the lake. John takes a  
 teiks hɪz tʃildrən wið him tə ðə leik. dʒɔ:n teiks ə

ball with him to play with in the water, and Helen  
 bɔ:l wið him tə plei wið in ðə wɔ:tə, ənd hɛlən

takes her doll with her.

teiks hə: dɔ:l wið hə:.

What is in the lake? There is water in the lake. Do  
 hwɔ:t iz in ðə leik? ðəər iz wɔ:tə in ðə leik. du:

the children drink the water of the lake? No, they  
 ðə tʃildrən drɪjk ðə wɔ:tə əv ðə leik? nou, ðei

do not, but the horses and the cows do. What is on the  
 du: nɔt, bʌt ðə hɔ:siz ənd ðə kaʊz du:. hwɔ:t iz ɔn ðə

lake in winter? Sometimes there is ice on the lake in  
 leik in wintə? sʌmtaimz ðəər iz aɪs ɔn ðə leik in

winter. Does Mr. Smith take his children with him to  
 wintə. dʌz mɪstə smɪʃ teik hɪz tʃildrən wið him tə

the lake? Yes, he takes them with him. Does he take  
ðə leik? jes, hi: teiks ðem wið him. dʌz hi: teik  
his brother with him? No, his brother has no time  
hiz brʌðə wið him? nou, hiz brʌðə hæz nou taim  
to go to the lake; he works every day in summer,  
tə gou tə ðə leik; hi: wə:ks evri dei in sʌmə,  
except on Sundays. What do the children take with  
ik'sept ɔn sandiz. hwot du: ðə tʃildrən teik wið  
them to play with? John takes his ball, and Helen  
ðem tə plei wið? dʒən teiks hiz bɔ:l, ənd helin  
takes her doll. Does Helen take her doll with her into  
teiks hæ: dɔ:l. dʌz helin teik hæ: dɔ:l wið hæ: intə  
the water? No, it is not good for her doll to get into  
ðə wɔ:tə? nou, it iz not gud fɔ: hæ: dɔ:l tə get intə  
the water. What do Mr. Smith and the children do at  
ðə wɔ:tə. hwot du: mistə smi:p ənd ðə tʃildrən du: æt  
the lake? They swim in the water. Do they all swim?  
ðə leik? ðei swim in ðə wɔ:tə. du: ðei ɔ:l swim?  
Yes, they all swim, except Baby, but Helen is not a very  
jes, ðei ɔ:l swim, ik'sept beibi, bʌt helin iz not ə veri  
good swimmer; she has learned to swim this summer.  
gud swimə; ji: hæz lə:nd tə swim ðis sʌmə.  
Has John learned to swim this summer, too? No, he  
hæz dʒən lə:nd tə swim ðis sʌmə, tu:? nou, hi:  
learned to swim last summer, and he is a very good  
lə:nd tə swim la:st sʌmə, ənd hi: iz ə veri gud  
swimmer. Is the water warm enough to swim in?  
swimə. is ðə wɔ:tə wɔ:m i'nʌf tə swim in?

-ed

He learns, he  
learned, he has  
learned.

They learn, they  
learned, they have  
learned.

Yes, in August it is warm enough, but in spring it is  
*jes, in ɔ:gəst it iz wɔ:m i'nʌf. bʌt in sprɪŋ it iz*

not warm enough; it is too cold in spring to swim in.  
*not wɔ:m i'nʌf; it iz tu: kould in sprɪŋ tə swim in.*

Is the baby big enough to learn to swim? No, she is  
*iz ðə beibi big i'nʌf tə lə:n tə swim? nou, si: iz*

too small to learn to swim.

*tu: smɔ:l tə lə:n tə swim.*

This morning John asked his father, "Father, when  
*ðɪs mɔ:nɪŋ dʒɔ:n a:skt hɪz fa:ðə, "fa:ðə, hwen*

will you take us to the lake?" "I shall take you there  
*wil ju: teik ʌs tə ðə leik?" "ɔi ʃəl teik ju: ðə*

to-day," his father answered. "Will you come with us,  
*ta'dei." his fa:ðə a:nəd. "wil ju: kʌm wið ʌs,*

George?" he asked his brother. "No," the farmer  
*dʒɔ:dʒ?" hi: a:skt hɪz brʌðə. "nou," ðə fa:mə*

answered, "I have no time to-day, but ask me on  
*a:nəd. "ai hæv nou taim ta'dei, bʌt a:sk mi: ɔn*

Sunday, and I shall answer 'yes'."

*səndi, ənd ai ʃəl a:nəd 'jes'."*

John has asked his father every day for a week, "Will  
*dʒɔ:n hæz a:skt hɪz fa:ðə evri dei fɔ: ə wi:k, "wil*

you take us to the lake to-day?" and every day his father  
*ju: teik ʌs tə ðə leik ta'dei?" ənd evri dei his fa:ðə*

has answered, "No, not to-day;" but this morning his  
*hæz a:nəd, "nou, not ta'dei," bʌt ðɪs mɔ:nɪŋ his*

father answered, "Yes, to-day we shall all go to the  
*fa:ðə a:nəd, "jes, ta'dei wi: ʃəl ɔ:l gou tə ðə*

-ed

He asks, he asked,  
 he has asked.

They ask, they  
 asked, they have  
 asked.

-ed

He answers, he  
 answered, he has  
 answered.

They answer, they  
 answered, they  
 have answered.

-ed

He walks, he  
 walked, he has  
 walked.

They walk, they  
 walked, they have  
 walked.

town = city

lake." The children and their father will walk to the leik." *ðə tʃɪldrən ənd ðəə fa:ðə wil wɔ:k tə ðə*

lake. What is "to walk"? To walk is to go on foot. *leɪk. hwɔ:t iz "tə wɔ:k"? tə wɔ:k iz tə gau ɔn fut.*

The baby does not walk; she is not big enough to walk; *ðə beibi dʌz nɔ:t wɔ:k; si: iz nɔ:t big i'nʌf tə wɔ:k;*

but her father takes her on his arm. *bʌt hə: fa:ðə teiks hə: ɔn hɪz ə:m.*

Yesterday the children walked for two hours through *jestədi ðə tʃɪldrən wɔ:kt fɔ: tu: auəz þru:*

the fields. How long has John walked to-day? He *ðə fi:ldz. hau lɔ:y hæz dʒn wɔ:kt tə'dei? hi:*

has walked for only ten minutes to-day, five minutes *hæz wɔ:kt fɔ: ounli ten minits tə'dei, faɪv minits*

to the lake and five minutes back to the house. After *tə ðə leɪk ənd faɪv minits bæk tə ðə haus. a:fɪə*

the summer-holidays the family will go back to town *ðə sʌməhɔ:lidɪz ðə fæmili wil gou bæk tə taun*

(to the city), and the children will go back to school. *(tə ðə siti), ənd ðə tʃɪldrən wil gou bæk tə sku:l.*

When will they go back to town? They will go back *hwɛn wil ðei gou bæk tə taun? ðei wil gou bæk*

to the city in August. *tə ðə siti in ɔ:gəst.*

What does Mr. Smith say to his brother? He says, *hwɔ:t dʌz mɪstə smi:p sei tə hɪz brʌðə? hi: sez,*

"Come with us to the lake to-day, George!" And what *"kʌm wið ʌs tə ðə leɪk tə'dei, dʒɔ:dʒ!" ənd hwɔ:t*

does his brother answer? He answers, "Not to-day, *dʌz hiz brʌðə a:nə?* *hi: a:nəz, "nɔt tə'dei,* but ask me on Sunday, and I shall answer 'yes'." *bʌt a:sk mi: ɔn sʌndi, and ai fæl a:nəz 'jes'.*"

What does John ask his father? He asks, "Will you *hwɔt dʌz dʒɔn a:sk hiz fa:ðə?* *hi: a:skz, "wil ju:* take us to the lake to-day?" And what does his father *teik ʌs tə ðə leik tə'dei?*" *ənd hwɔt dʌz hiz fa:ðə* answer? He answers, "Yes, go and take your ball and *a:nəz?* *hi: a:nəz, "jes, gou ənd teik ju: bɔ:l ənd* your doll. To-day we shall all go to the lake and *ju: dɔ:l. tə'dei wi: fæl ɔ:l gou tə ðə leik ənd* swim." *swim.*"

#### EXERCISE A.

The animals of the farm drink —. The water is in a —. In winter there is — on the lake. The lake is — the farm. The farm is — from the city. There are — between the lake and the farm. In some fields there is —, and in other fields there is —. There are cows and — in the fields. The animals — the grass in the fields. From the farm to the lake there is a —. The road goes — the fields. To — is to go on foot. In winter there is — ice on the lake, but not every day.

John — his ball with him to the lake, and Helen — her doll. — do Mr. Smith and his children do at the lake? They — in the water of the lake. — John learned to

WORDS:  
lake  
near  
far  
field  
corn  
horse  
eat  
road  
through  
by  
town  
sometimes

water  
ice  
take  
swim  
swimmer  
enough  
ask  
answer  
walk  
back  
how?  
get  
shall

swim? Yes, he learned — — last summer; he is a very good —. Is the baby big — to swim? No, she is — small to swim. — do the children get from the house into the garden? They go — the door. — do they get from the farm to the lake? They — by the road to the lake. “When will you take us to the lake?” John — his father. “I — take you there to-day; to-day I have time,” his father —.

#### EXERCISE B.

Who drinks the water in the lake? ... What is on the lake sometimes in winter? ... Is the lake far from the farm? ... Is the farm far from the city? ... How do they get from the farm to the lake? ... Does the baby walk? ... What animals are in the fields? ... What does the road to the lake go through? ... What is there in the fields? ... Do all the children swim in the lake? ... What do the children take with them to the lake? ... How does Mr. Smith take the baby to the lake? ... Is it warm enough in spring to swim in the lake? ... Is Helen a good swimmer? ...

Has Helen learned to swim this year? ... Has John asked his father before to-day to take them to the lake? ... What does Mr. Smith’s brother answer, when Mr. Smith asks him, “Will you come with us to the lake?” ... How long has John walked to-day? ... When will the family go back to town? ... How far is it from the farm to the lake? ... How far is it from the farm to the city? ...

## MEALS

In England most people have three meals every day.  
*in ɪŋglənd moust pi:pl hæv þri: mi:lz evri dei.*

We also eat three meals a day. The first meal of the  
*wi: ɔ:l sou i:t þri: mi:lz ə dei. ðə fə:st mi:l əv ðə*

day we call breakfast. In England people eat much  
*dei wi: kɔ:l ðrekfæst. in ɪŋglənd pi:pl i:t mʌts*

more for breakfast than in other countries. In many  
*mɔ: fɔ: brekfæst ðæn in ʌðə kəntriz. in meni*

countries people have only bread and butter with coffee  
*'kəntriz pi:pl hæv ounli bred ənd bʌtə wið kɔfi*

or tea, but in England they have fish, eggs and bacon,  
*ɔ: ti:, bʌt in ɪŋglənd ðei hæv fis, egz ənd beikən,*

and sometimes porridge, too, for breakfast. After this,  
*ənd sʌmtaimz ɔ:rið, tu:, fɔ: brekfæst. a:ftə ðis,*

they have tea or coffee with bread and butter. Some-  
*ðei hæv ti: ɔ: kɔfi wið bred ənd bʌtə. sʌm-*

times they put marmalade on their bread and butter.  
*taimz ðei put ma:mæleid ɔn ðeə bred ənd bʌtə.*

We make marmalade from one of the fruits.  
*wi: meik ma:mæleid frɔm wʌn əv ðə fru:ts.*

The next meal of the day is lunch, at one o'clock. Some  
*ðə nekst mi:l əv ðə dei iz lʌns, æt wʌn ə'klɔk. sʌm*

people eat lunch at noon (twelve o'clock). For lunch  
*pi:pl i:t lʌns æt nu:n (twelv ə'klɔk). fɔ: lʌns*



bread



porridge



fish



bacon

one potato  
two potatoes



carrot



potato

most English people eat some meat and vegetables. The moust *inglis pi:pl i:t sʌm mi:t ənd vedzitəblz.* ðə meat of cows is beef. Vegetables are plants. A potato *mi:t əv kauz iz bi:f. vedzitəblz a: pla:nts. ə pə'teitou* is a vegetable; a carrot is a vegetable. At seven o'clock *iz ə vedzitəbl; ə kærət iz ə vedzitəbl. æt sevn ə'klək* we have dinner. Dinner is the biggest meal of the *wi: hæv dīnə. dīnə iz ðə bigist mi:l əv ðə* day. For dinner most people have meat and vegetables *dei. fɔ: dīnə moust pi:pl hæv mi:t ənd vedzitəblz* first. After the meat they sometimes have fruit. *fə:st. a:ftər ðə mi:t ðei səmtaimz hæv fru:t.* How many meals do we eat a day? We eat three meals *hau meni mi:lz du: wi: i:t ə dei? wi: i:t þri: mi:lz* a day, but some people also drink tea between the meals. *ə dei, bət sʌm pi:pl ɔ:lsou driŋk ti: bi'twi:n ðə mi:lz.* What are the three big meals of the day? They are *hwət a: ðə þri: big mi:lz əv ðə dei? ðei a:* breakfast in the morning, lunch at noon or at one o'clock, *brekfəst in ðə mɔ:nɪŋ, lʌns ət nu:n ɔ: ət wʌn ə'klək,* and dinner in the evening at seven o'clock. Do all *ənd dīnə in ði i:vniŋ ət sevn ə'klək. du: ɔ:l* people have dinner in the evening? No, some people *pi:pl hæv dīnə in ði i:vniŋ? nou, sʌm pi:pl* have dinner at one o'clock, and then they call the *hæv dīnə ət wʌn ə'klək, ənd ðen ðei kɔ:l ði* evening meal supper. For supper people have bread *i:vniŋ mi:l sʌpə. fɔ: sʌpə pi:pl hæv bred*

and butter, sometimes with cold meat.  
*and bʌtə, sʌmtaimz wið kould mi:t.*

What are vegetables? Vegetables are plants; potatoes  
*hwɔ:t ə: vedʒitəblz? vedʒitəblz ə: pla:nts; pə'teitəbz*

and carrots are vegetables. Food is what we eat. Meat  
*ənd kærəts ə: vedʒitəblz. fu:d ɪs hwɔ:t wi: i:t. mi:t*

is food, bread is food, everything we eat is food. A  
*ɪz fu:d, bred ɪz fu:d, əvriþɪŋ wi: i:t ɪz fu:d. ə*

tree is a thing; a house is a thing. A man is not a  
*tri: ɪz ə þɪŋ; ə haʊs ɪz ə þɪŋ. ə mæn ɪs nɔ:t ə*

thing, a man is a person. A boy is not a thing, a boy  
*þɪŋ, ə mæn ɪs ə pə:sn. ə boɪ ɪs nɔ:t ə þɪŋ. ə boɪ*

is a person, too.  
*ɪs ə pə:sn, tu:.*

When it was time to have a meal, the mother went to  
*hwɛn ɪt wɔ:z taim tə hæv ə mi:l, ðə mʌðə wənt tə*

the door and called, "John and Helen, where are you?  
*ðə ðɔ: ənd ɦɔ:ld, "dʒɔ:n ənd helin, hwɛər ə: ju:?*

Come in, it is dinner-time." But the children were not  
*kʌm in, it ɪz dinətaim." bʌt ðə tʃɪldrən wə: nɔ:t*

in the garden. The mother called again, "John and  
*ɪn ðə ga:dn. ðə mʌðə kɔ:ld ə'gein, "dʒɔ:n ənd*

Helen — it is dinner-time!"  
*helin — it ɪz dinətaim?"*

She went back into the house again and said to her  
*si: wənt bæk intə ðə haʊs ə'gein ənd sed tə hə:*

husband, "Allan, will you go out into the fields and see  
*ha:sbənd, "a:lan, wil ju: gou aut intə ðə fi:ldz ənd si:*

what?

what

What does he say?

I take what you  
give me.

What we eat is  
food.

do  
does  
did

The teacher **does**  
not see the children  
every day.

The children  
**do not** go to  
school every day.

He **did** not see  
them yesterday.

They **did** not go to  
school yesterday.

had been  
He **had been**.  
They **had been**.

where the children are? It is dinner-time. They do  
*hwæə ðə tſildrən a:?* *it iz dinətaim.* *ðei du:*

not hear me when I call. I have called three times.  
*nɔ:t hiə mi: hwen ai kɔ:ld.* *ai hæv kɔ:ld þri: taimz.*

They are not good children; every day at lunch-time  
*ðei a: nɔ:t gud tſildrən;* *evri dei æt lʌnſtaim*

and dinner-time, they are not here and do not hear me.”  
*ənd dinətaim,* *ðei a: nɔ:t hiə ənd du: nɔ:t hiə mi:.”*

Mr. Smith went out, but when he came back, the  
*mɪſtə ſmɪþ went aut,* *bat hwen hi: keim bæk,* *ðə*

children were not with him. “I called many times, but  
*tſildrən wə: nɔ:t wið him.* “*ai kɔ:ld meni taimz,* *bat*

they were not there.” “Oh, where are the children?”  
*ðei wə: nɔ:t ðεə.”* “*ou, hwær a: ðə tſildrən?”*

the mother said and went into the house — and there  
*ðə mʌðə ſed ənd went intə ðə haus — ənd ðεə*  
were the children!  
*wə: ðə tſildrən!*

They had been in their rooms in the house when their  
*ðei hæd bi:n in ðεə ru:mz in ðə haus hwen ðεə*

mother called. “Have you called, father and mother?”  
*mʌðə kɔ:ld.* “*hæv ju: kɔ:ld, fa:ðə ənd mʌðə?”*

they asked. What did the mother go out into the  
*ðei a:skt.* *hwæt did ðə mʌðə gou aut intə ðə*

garden for? She went out to call the children. Did  
*ga:dn fɔ:?* *si: went aut tə kɔ:l ðə tſildrən.* *did*

she see them? No, she did not see them, they were  
*si: si: ðεm?* *nou, si: did nɔ:t si: ðεm,* *ðei wə:*

not there. What did the mother do when she did not see the children? She said to the father, "Will you go out into the fields and call the children?"

not  $\partial\mathfrak{e}\mathfrak{a}$ .  $hw\mathfrak{w}\mathfrak{t}$  did  $\partial\mathfrak{e}$   $m\mathfrak{a}\partial\mathfrak{e}$   $du:$   $hwen$   $si:$  did not  $si:$   $\partial\mathfrak{e}$   $ts\mathfrak{il}\mathfrak{dr}\mathfrak{e}\mathfrak{n}$ ?  $si:$   $sed$   $t\mathfrak{a}$   $\partial\mathfrak{e}$   $fa:\partial\mathfrak{e}$ , "wil  $ju:$   $gou$   $aut$   $int\mathfrak{a}$   $\partial\mathfrak{e}$   $fi:ldz$   $\mathfrak{a}\mathfrak{n}\mathfrak{d}$   $k\mathfrak{ɔ}:l$   $\partial\mathfrak{e}$   $ts\mathfrak{il}\mathfrak{dr}\mathfrak{e}\mathfrak{n}$ ?"

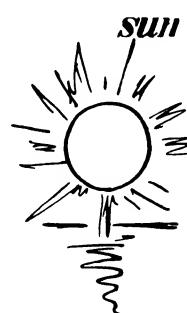
Did the children hear their parents call them? No, they did not. Where had the children been? They had been in their rooms. How many meals a day do most people have? They have three meals a day.

Did the children hear their parents call them? No, they did not. Where had the children been? They had been in their rooms. How many meals a day do most people have? They have three meals a day.

What is food? Everything we eat is food. Bread is food; meat is food. Is a man a thing? No, a man is not a thing, a man is a person. When do people have tea? Oh, some have tea many times a day.

Most people have tea in the afternoon at four o'clock or five o'clock (at tea-time). Some people have coffee after lunch and after dinner.

Some people have coffee after lunch and after dinner.



**bed**



comes?  
does . . . come?

What comes?  
Who comes?

Does the man  
come?

do you have?  
have you?

Do you have  
dinner at seven  
o'clock?

I do not have  
dinner at seven  
o'clock.

Have you walked  
to the lake?  
I have not walked  
to the lake.

When is it morning? It is morning from the time the sun is up till (until) noon. When is noon? Noon is at twelve o'clock. When is the afternoon? The afternoon is from lunch-time until tea-time. What do we call the time after tea-time? The time after tea-time we call the evening. What comes after the evening? After the evening comes the night. At night people sleep. They sleep in beds. The children go to bed at eight o'clock in the evening. Then their mother puts them to bed and says, "Good night, John and Helen, sleep well!" The parents do not go to bed till eleven o'clock.

What do John and Helen have for breakfast? Sometimes they have porridge and milk for breakfast. Do

hwen iz it mo:nij? it iz mo:nij from ðə taim ðə sun is up til (An'til) nu:n. hwen iz nu:n? nu:n iz at twelve o'clock. hwen iz ði a:ftə'nu:n? ði a:ftə-noon is from lʌnstaɪm ʌn'til ti:taim. hwʌt du: wi: call the time after tea-time? The time after tea-time kɔ:l ðə taim a:ftə ti:taim? ðə taim a:ftə ti:taim we call the evening. What comes after the evening? wi: kɔ:l ði i:vniy. hwʌt kʌmz a:ftə ði i:vniy? After the evening comes the night. At night people a:ftə ði i:vniy kʌmz ðə nait. æt nait pi:pl sleep. They sleep in beds. The children go to bed at sli:p. ðei sli:p in bedz. ðə tɪldrən gou tə:bed æt eight o'clock in the evening. Then their mother puts eit ə'klɔk in ði i:vniy. ðen ðəs mʌðə puts them to bed and says, "Good night, John and Helen, ðem tə bed ənd sez, "gud nait, dʒɔn ənd helin. sleep well!" The parents do not go to bed till eleven sli:p wel!" ðə pərənts du: nɔt gou tə bed til i'levn o'clock.

hwʌt du: dʒɔn ənd helin hæv fo: brekfəst? sʌm-times they have porridge and milk for breakfast. Do taimz ðei hæv pɔridʒ ənd milk fo: brekfəst. du:

the children have coffee in the afternoon? No, they  
 ðə tʃildrən hæv kɔfi in ði a:ftə'nu:n? nou, ðei  
 do not, but sometimes, when they come from school  
 du: nət, bʌt sʌmtaɪms, hwen ðei kʌm frəm sku:l  
 in the afternoon, they have tea with bread and butter.  
 in ði a:ftə'nu:n, ðei hæv ti: wið bred ənd bʌtə.

## EXERCISE A.

We have three big — a day. The first meal of the day is —. Some people have — in the morning with — and butter, and the children sometimes have — and milk. The English eat more for — than most people; they have — and eggs, and sometimes —. They drink tea and have bread and butter with —. At one o'clock people have —. In some countries most people — bread and butter for lunch, but in England many people have — and — for lunch.

— and — are vegetables. The third big meal of the day is —. For dinner we have — and vegetables. The meat of cows is —. At twelve o'clock it is —. The time between lunch-time and tea-time is the —. Sometimes people have dinner at one o'clock, and then they call the meal at seven o'clock —. The time after tea-time is the —. — is what we eat. A tree is a —, and a house is also a —, but a man is not a —; a man is a person.

When did the mother — the children? The mother went to the door and — John and Helen before dinner. Did the children — their mother call? No, the children

WORDS:  
 breakfast  
 meal  
 bread  
 fish  
 bacon  
 porridge  
 marmalade  
 lunch  
 vegetable  
 potato  
 carrot  
 dinner  
 meat  
 beef  
 supper  
 food  
 everything  
 thing

call  
hear  
again  
see  
evening  
noon  
did  
afternoon  
sleep  
bed  
till  
until  
out  
sun  
up

did not — their mother call. What — the mother do, when the children did not come? When they did not come, she went into the house — and said to her husband, “I do not — the children. Will you go — and see — they are?” — do the children go to bed? The children go to — at eight o'clock. — puts the children to bed? Their mother puts them to bed and says, “Good night, children, — well!” — do the parents go to bed? The parents do not go to bed — eleven o'clock.

#### EXERCISE B.

How many meals do most people have a day? ... What are the three big meals of the day? ... What do they have in England for breakfast? ... What do people in some other countries have for breakfast? ... What do English people have for lunch? ... What do we call potatoes and carrots? ... Do all people have dinner at seven o'clock? ... Are trees and houses things or persons? ... Where had the children been when their mother called them? ... What did they say when they came from their rooms? ... When is the afternoon? ... What do we call the time after tea-time? ... When do the children go to bed? ...

## LANGUAGES

English is a language, Swedish is a language, and *inglis* iz ə *læygwidʒ*. *swi:dis* iz ə *læygwidʒ*, and

French is a language. English, Swedish, and French *frenſ* iz ə *læygwidʒ*. *inglis*, *swi:dis*, and *frenſ*

are languages. The people in England speak the English *a: læygwidʒis*. əə *pi:pl* in *inglənd* *spi:k* əi *inglis*

language; they speak English. The people in Sweden *læygwidʒ*; əei *spi:k* *inglis*. əə *pi:pl* in *swi:dn*

speak the Swedish language; they speak Swedish. The *spi:k* əə *swi:dis* *læygwidʒ*; əei *spi:k* *swi:dis*. əə

people in France speak the French language; they speak *pi:pl* in *fra:nſ* *spi:k* əə *frenſ* *læygwidʒ*; əei *spi:k*

French. A language has many words. "Man" is a *frenſ*. ə *læygwidʒ* *hæz* *meni* *wə:dz*. "mæn" iz ə

word; "go" is a word. The word "read" has four *wə:d*; "gou" iz ə *wə:d*. əə *wə:d* "ri:d" *hæz* ə:

letters: *r-e-a-d*; "r" is a letter; "e" is a letter; "a" is *letəz*: *a:-i:-ei-di:-*; "a:" iz ə *letə*; "i:" iz ə *letə*; "ei" iz

a letter; "d" is a letter.

ə *letə*; "di:" iz ə *letə*.

What language do people speak in Norway? In Norway *hwæt* *læygwidʒ* *du: pi:pl* *spi:k* in *nɔ:wei?* in *nɔ:wei*

they speak Norwegian. Where do they speak the *dei* *spi:k* *nɔ:wi:dʒən*. *hwæz* *du: dei* *spi:k* əi

## Chapter Thirteen (13).

The English alphabet:

a [ei]

b [bi:]

c [si:]

d [di:]

e [i:]

f [ef]

g [dʒi:]

h [eitʃ]

i [ai]

j [dʒei]

k [kei]

l [el]

m [em]

n [en]

o [ou]

p [pi:]

q [kju:]

r [a:]

s [es]

t [ti:]

u [ju:]

v [vi:]

w [dʌblju:]

x [eks]

y [wai]

z [zed]

English language? They speak the English language  
*iŋglɪʃ læŋgwɪdʒ?* ðei spi:k ði iŋglɪʃ læŋgwɪdʒ

in many countries, for example: in England, in North  
*in meni kʌntrɪz, fər iŋ'zə:mpl:* in *iŋglənd*, in *nɔ:b*

America, and in Australia. How many words has the  
*ə'merɪkə, ənd in ɔ:'streɪlɪə.* hau meni wə:dz hæz ði

English language? They say it has 250,000 (two hundred  
*iŋglɪʃ læŋgwɪdʒ?* ðei sei it hæz tu: həndrid

and fifty thousand) words. How many letters are  
*ənd fifti þauzənd wə:dz.* hau meni letəz a:

there in the word "woman"? There are five letters  
*ðeə in ðə wə:d "wumən"?* ðeər a: faiv letəz

in the word "woman".

*in ðə wə:d "wumən".*

How many letters has the alphabet? The English  
*hau meni letəz hæz ði ælfəbit?* ði iŋglɪʃ

alphabet has twenty-six (26) letters. Some alphabets  
*ælfəbit hæz twenti'siks letəz.* səm ælfəbits

have more than twenty-six letters.

*hæv mɔ: ðæn twenti'siks letəz.*

Can the children in the Swedish schools speak English?  
*kæn ðə tʃildrən in ðə swi:dis sku:lz spi:k iŋglɪʃ?*

No, not the small children, but the big children learn  
*nou, nɔt ðə smɔ:l tʃildrən, bʌt ðə big tʃildrən lə:n*

to speak English. Can John speak Danish? No, the  
*tə spi:k iŋglɪʃ. kæn dʒɔ:n spi:k deinif?* nou, ðə

children in England cannot speak Danish; they do  
*tʃildrən in iŋglənd kænɔ:t spi:k deinif; ðei du:*

cannot = can not

not learn to speak Danish in the English schools.  
*not lə:n tə spi:k deinis in ði ɪnglis sku:lz.*

Can the baby walk? No, she cannot walk, she is not  
*kæn ðə beibi wɔ:k? nou, si: kænɔt wɔ:k, si: iz nɔt*

big enough to walk. The mother says that she cannot  
*big i'nʌf tə wɔ:k. ðə mʌðə sez ðət si: kænɔt*

see the children; the mother says, "I cannot see the  
*si: ðə tʃildrən; ðə mʌðə sez, "ai kænɔt si: ðə*

children." The father says that they are in the fields;  
*tʃildrən." ðə fa:ðə sez ðət ðei a: in ðə fi:ldz;*

he says, "They are in the fields." John said that he  
*hi: sez, "ðei a: in ðə fi:ldz." dʒɔ:n sed ðət hi:*

had been in his room; John said, "I have been in my  
*hæd bi:n in hiz ru:m; dʒɔ:n sed, "ai hæv bi:n in mai*

room."  
*ru:m."*

Some words say that a person or a thing does or is  
*səm wə:dz sei ðət ə pə:sn ɔ: ə þiŋ dʌz ɔ: iz*

something, for example: The man goes; the house is in  
*sʌmþiŋ, fər ig'zə:mpl: ðə mæn gouz; ðə haus iz in*

the garden; the mother makes the food; the children  
*ðə ga:dn; ðə mʌðə meiks ðə fu:d; ðə tʃildrən*

play in the garden. The words we have here we call  
*plei in ðə ga:dn. ðə wə:dz wi: hæv hiz wi: kɔ:l*

"verbs". The words "go", "play", "make" are verbs.  
*"və:bz". ðə wə:dz "gou", "plei", "meik" a: və:bz.*

Are there other verbs? Yes, there are many other  
*a: ðəə ʌðə və:bz? jes, ðəər a: meni ʌðə*

## Chapter Thirteen (13).

this  
these

**This** boy is  
English.

**These** children are  
English.

everything  
something

Can you say  
**everything** in  
English?

No, but now I can  
say **something** in  
English.

verbs. There is a word for everything we do, and  
*və:bz*. *ðeər iz ə wə:d fə: evrɪbɪg wi: du:, ənd*

these words we call "verbs". "Give" is an English  
*ði:z wə:dz wi: kɔ:l "və:bz". "gɪv" iz ən ɪŋglɪs*

verb; this verb is English. "Give" and "take" are  
*və:b; ðɪs və:b iz ɪŋglɪs. "gɪv" ənd "teɪk" ə:*

English verbs; these verbs are English.

*ɪŋglɪs və:bz; ði:z və:bz ə: ɪŋglɪs.*

We shall now write some of the English verbs we have  
*wi: fæl nau rait sʌm əv ði ɪŋglɪs və:bz wi: hæv*

learned till now: I **learn**, they **call**, he **plays**, we **ask**,  
*lə:nd til nau: ai lə:n, ðei kɔ:l, hi: pleɪz, wi: a:sh,*

you **answer**, she **has**, and many others. All these verbs  
*ju: a:nəsə, si: hæs, ənd meni ʌðəz. ɔ:l ði:z və:bz*

say that a person does or is something at this time,  
*sei ðət ə pə:sn dʌz ɔ: iz sʌmpbiŋ ət ðɪs taim,*

to-day, or now. But when we say: I **learned**, they **have**  
*tə'dei, ɔ: nau. bʌt hwen wi: sei: ai lə:nd, ðei hæv*

**called**, he **played**, we **have asked**, you **answered**, she  
*kɔ:ld, hi: pleɪd, wi: hæv. a:skt, ju: a:nəsəd, si:*

**had**, we do not say that the persons do something now,  
*hæd, wi: du: nət sei ðət ðə pə:snz du: sʌmpbiŋ nau:*

at this time, but at another time, a time before now:  
*ət ðɪs taim, bʌt ət ə'nʌðə taim, ə taim bɪ:fə: nau:*

we **asked** her **yesterday**; **last year** they **were** at the  
*wi: a:skt hə: jestədi; la:st jiə ðei wə: ət ðə*

farm. In most of these verbs we put -ed after the word  
*fa:m. ɪn məʊst əv ði:z və:bz wi: put i:di: a:ftə ðə wə:d*

when the time is not now, but a time before now.  
*hwen ðə taim is not nau, bʌt ðə taim bɪfɔ: nau.*

But in some of the verbs we do not put -ed after the  
*bʌt in sam əv ðə və:bz wi: du: nɔt put i:di: a:ftə ðə*  
word; we say: I **give** to-day, but: I **gave** yesterday. We  
*we:d; wi: sei: ai giv tə'dei, bʌt: ai geiv jestədi. wi:*  
also say: I have **learned** to read at school, but: I have  
*ɔ:lsou sei: ai hæv lə:nd tə ri:d ət sku:l, bʌt: ai hæv*  
**given** her the pencil. I **take** the book now. I **took** the  
*giv, ha: ðə pensil. ai teik ðə buk nau. ai tuk ðə*  
book yesterday. I have **taken** the book home with me.  
*buk jestədi. ai hæv teɪkn ðə buk houn wið mi:.*

What **does** John do in the morning? He **goes** to school  
*hwɔ:t dʌz dʒɔ:n du: in ðə mɔ:nij? hi: gouz tə sku:l*  
in the morning. What **did** John do yesterday? He **went**  
*in ðə mɔ:nij. hwɔ:t did dʒɔ:n du: jestədi? hi: went*  
to school yesterday. What has John **done** for seven  
*tə sku:l jestədi. hwɔ:t hæz dʒɔ:n dʌn fɔ: sevn*  
years? He has **gone** to school for seven years.  
*jiəz? hi: hæz gɔ:n tə sku:l fɔ: sevn jiəz.*

I **see** the children in the garden. I also **saw** them there  
*ai si: ðə tʃildrən in ðə ga:dn. ai ɔ:lsou sɔ: ðəm ðəs*  
yesterday. I have **seen** them there every day.  
*jestədi. ai hæv si:n ðəm ðəs evri dei.*

John **hears** mother call him now. He **heard** mother call  
*dʒɔ:n hiəz mʌðə kɔ:l him nau. hi: hə:d mʌðə kɔ:l*  
him before. He has not **heard** mother call.  
*him bɪfɔ:. hi: hæz nɔt hə:d mʌðə kɔ:l.*

They **put** their books in their rooms now. They **put** their  
*ðei put ðeə buks in ðeə ru:mz nau.* *ðei put ðeə*

books in their rooms yesterday. They have **put** their  
*buks in ðeə ru:mz jestədi.* *ðei hæv put ðeə*

books in their rooms every day this week.  
*buks in ðeə ru:mz evri dei ðis wi:k.*

Mother **makes** the food to-day. Aunt Gwen made the  
*mʌðə meiks ðə fu:d tə'dei.* *a:nt gwen meid ðə*  
tea yesterday. Helen has not **made** the tea.  
*ti: jestədi.* *helin hæz not meid ðə ti:.*

Baby **sleeps** in Helen's room now. Baby **slept** in her  
*beibi sli:ps in helinz ru:m nau.* *beibi slept in hə:*  
mother's room till she was six months old. Baby has  
*mʌðəz ru:m til fi: wɔ:s siks manþs ould.* *beibi hæz*  
**slept** in Helen's room for twelve days.  
*slept in helinz ru:m fɔ: twelv deiz.*

We **eat** three meals a day. John **ate** a pear yesterday.  
*wi: i:t þri: mi:lz ə dei.* *dʒɔ:n et ə peə jestədi.*

Helen has not **eaten** all her apples.  
*helin hæz not i:tn ə:l hə: æplz.*

Helen **says** something to her father now. She **said**  
*helin sez səmþiŋ tə hə: fa:ðə nau.* *fi: sed*  
something to him yesterday. Has mother **said** "Good  
*səmþiŋ tə him jestədi.* *hæz mʌðə sed "gud*  
night" to you?  
*nait" tə ju:?*

Helen **swims** very well now. John **swam** in the lake  
*helin swimz veri wel nau.* *dʒɔ:n swæm in ðə leik*

yesterday. He has **swum** many times in the lake.

*jestədi. hi: hæz swʌm meni taimz in ðə leik.*

The cows **drink** the water of the lake. John **drank**

*ðə kauz drɪŋk ðə wɔ:tə av ðə leik. dʒɒn dræŋk*

milk yesterday. Baby has not **drunk** her milk.

*milk jestədi. beibi hæz not dræŋk hə: milk.*

I **read** a book every week. I **read** a book yesterday. I

*ai ri:d ə buk evri wi:k. ai red ə buk jestədi. ai*

have **read** this book many times.

*hæv red ðis buk meni taimz.*

John **writes** to his uncle every month. He **wrote** to his

*dʒɒn raɪts tə hiz ʌŋkl evri mʌnθ. hi: rout tə hiz*

uncle yesterday. He has **written** many times to his uncle.

*ʌŋkl jestədi. hi: hæz ritn meni taimz tə hiz ʌŋkl.*

John **can** read books now. He **could** not read when he was

*dʒɒn kæn ri:d buks nau. hi: kud nɔ:t ri:d hwen hi: wɔ:z*

five years old. He **has been able to** read for six years.

*fɔ:ɪv jiəz ould. hi: hæz bi:n eibl tə ri:d fɔ: siks jiəz.*

We say: I am **able to**, or I **can**. I was **able to**, or I **could**.

*wi: sei: ai əm eibl tə, ɔ: ai kæn. ai wɔ:z eibl tə, ɔ: ai kud.*

But we can only say: I **have been able to**. You are **able**

*bat wi: kæn ounli sei: ai hæv bi:n eibl tə. ju: a: eibl*

to, or you **can**. You **were able to**, or you **could**. You

*tə, ɔ: ju: kæn. ju: wə: eibl tə, ɔ: ju: kud. ju:*

have **been able to**. He **is able to**, or he **can**. He **was**

*hæv bi:n eibl tə. hi: iz eibl tə, ɔ: hi: kæn. hi: wɔ:z*

**able to**, or he **could**. He **has been able to**. When you

*eibl tə, ɔ: hi: kud. hi: hæz bi:n eibl tə. hwen ju:*

have read all these verbs many times, you will have  
*hæv red ɔ:l ði:z və:bz meni taimz, ju: wil hæv*  
learned them.

*lə:nd ðem.*

What is a verb? A verb is a word. What does a verb  
*hwə:t iz ə və:b? ə və:b iz ə wə:d. hwə:t dʌz ə və:b*  
say? A verb says what a person or a thing does or is.  
*sei? ə və:b sez hwə:t ə pə:sn ɔ: ə þiŋ dʌz ɔ: iz.*

Which of these words: "The father gives John a foot-  
*hwitʃ əv ði:z wə:dz: "ðə fa:ðə givez dʒɔ:n ə fut-*  
*bɔ:l", iz ə və:b? ðə wə:d "givez" iz ə və:b; hwen*

we ask, "What does the father **do?**" we answer, "He  
*wi: a:sk, "hwə:t dʌz ðə fa:ðə du:?" wi: a:nə, "hi:*  
**gives.**" Which of these words: "John was in the garden",  
*givz." hwitʃ əv ði:z wə:dz: "dʒɔ:n wəz in ðə ga:dn",*

is a verb? The word "was" is a verb. What do we put  
*iz ə və:b? ðə wə:d "wəz" iz ə və:b. hwə:t du: wi: put*  
after most English verbs when it is not now that we do  
*a:ftə moust iŋglis və:bz hwen it is not nau ðət wi: du:*

something, but at a time before now? We put the letters  
*sʌmbiŋ, bʌt ət ə taim bɪfɔ: nau? wi: put ðə letəz*  
-ed after the word. We have had some of these verbs.  
*i:di: a:ftə ðə wə:d. wi: hæv hæd səm əv ði:z və:bz.*

The word "learn" is one of these verbs; we say: I **learn**  
*ðə wə:d "lə:n" iz wʌn əv ði:z və:bz; wi: sei: ai lə:n*  
English now, I **learned** some English words yesterday,  
*iŋglis nau, ai lə:nd səm iŋglis wə:dz jɛstədi,*

but I have not learned enough English words.

*bʌt aɪ hæv nɔt lə:nd i'nʌf iŋglɪʃ wə:dz.*

Have we had others of these verbs? Yes, we have  
*hæv wi: hæd ʌðəz əv ði:z və:bz? jes, wi: hæv*

learned some others: "call", "play", "ask", "answer",  
*lə:nd səm ʌðəz: "kɔ:l", "plei", "a:sk", "a:nσə",*

and "walk"; after all these verbs we put the letters -ed  
*ənd "wɔ:k"; a:ftə ɔ:l ði:z və:bz wi: put ðə letəz i:di:*

when we speak of a time before now. Do all verbs take  
*hwen wi: spɪ:k əv ə taim bɪ:fɔ: nau. du: ɔ:l və:bz teik*

-ed? No, we have also learned some other verbs, for  
*i:di:? nou, wi: hæv ɔ:lsou lə:nd səm ʌðə və:bz, fər*

example: "give", "take"; these verbs do not take the -ed.  
*ig'za:mpl: "giv", "teik"; ði:z və:bz du: nɔt teik ði i:di:.*

other  
 others

Have we had  
 other verbs?

Yes, we have had  
 others.

### EXERCISE A.

French is a —, and English is also a —. In England people — the English language, and in Sweden they — Swedish. "Man" and "book" are —. There are three — in the word "man". There are twenty-six letters in the English —, but in other — there are more —. The big children in the Swedish schools can speak English, but in the English schools the children — speak Swedish. John says — he can swim. Helen says — she is not a good swimmer. I gave her the pencil; I have — her the pencil. He takes the book to-day; he — the book yesterday; he has — the book many times. Helen has — to school for five years.

## Chapter Thirteen (13).

WORDS:  
language  
speak  
word  
letter  
alphabet  
can  
cannot  
could  
able to  
that  
something  
example  
verb  
these  
north  
fifty  
hundred  
thousand  
given  
took  
taken  
gone  
done  
saw  
seen  
said  
heard  
put  
made  
slept  
ate  
eaten  
swam  
swum  
drank  
drunk

Verbs say what a person or a thing does, — example: The man goes. The words "play", "walk", "learn" we call —. In — three verbs we put -ed after the word when we speak of a time before —.

What — John do yesterday morning? He — to school. What has Helen — for five years? She has — to school for five years. John asks Helen, "Have you seen my book?" and she —, "No, I have not — it to-day, but I — it yesterday." Had John and Helen — their mother call them? No, but they — her when they came from their rooms. Where does John — his books when he comes home from school? He — them in his room. He — them there yesterday, and he has — them there every day. Who — the food? Mother — it. Who — the tea yesterday? Aunt Gwen — it. Has Helen — the tea? No, she has not — it.

Where — people sleep? They sleep in —. — Helen sleep last night? Yes, she — last night. — the baby slept in John's room? No, but she has — in Helen's room for twelve days. What — the children have for breakfast? They — porridge. Did they — porridge yesterday? No, yesterday they — bread and butter. Has Baby — bread for breakfast, too? No, she has — milk. — John and Helen swim in the lake every day? No, but they — there yesterday, and they have — there many times this summer. Has John — the book his father gave him? Yes, he read it yesterday, and Helen will — it now.

What — John write with at school? He — with pen and ink, but when he was small, he — with a pencil.

Has Helen — with pen and ink? Yes, but when she was small, she — not — with pen and ink. Can Helen swim? Yes, but last year she — not swim. Has John been — to swim for many years? No, he has only — able — swim for two years.

read  
wrote  
written  
now  
twenty-six  
time  
America  
Australia

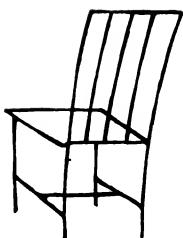
EXERCISE B.

What language do they speak in England? ... What language do they speak in Norway? ... How many letters has the word "write"? ... What is a verb? ... Can you write some of the verbs we have learned? ... Were you able to write them last year? ... Who took the children to the lake? ... What do we put after the verbs "call", "learn", "walk", "ask", "answer" when we speak of some time before now? ...

this  
that

**This** book (here)  
is my book.

**That** book (there)  
is your book.



**chair**

## MR. SMITH'S HOUSE

Mr. Smith has a house with five rooms. In one of the rooms the family have their meals; that is the dining-room. They have their dinner in the dining-room; they dine in the dining-room. After dinner they go into another room; that is the sitting-room. Here they sit in big chairs and read their books in the evenings. There is also a kitchen in the house. The kitchen is the room where Mrs. Smith makes the food.

How many rooms are there in Mr. Smith's house? There are five rooms in it. Where do the family have their meals? They have their meals in the dining-room. Into which of the rooms do the family go after dinner?

After dinner they go into the sitting-room. What is *a:ftə dinə ðei gou intə ðə sitiyrum. hwʌt iz* the kitchen? That is the room where Mrs. Smith *ðə kitʃən? ðæt is ðə ru:m hweə misiz smið* makes the food. What is in the sitting-room? In the *meiks ðə fu:d. hwʌt iz in ðə sitiyrum? in ðə* sitting-room there are some big chairs and two small *sitiyrum ðeər a: sam big tʃeəz and tu: smɔ:l* tables. Are there chairs in the dining-room, too? Yes, *teiblə. a: ðeə tʃeəz in ðə dainiyru:m, tu:?* Yes, but the chairs in the dining-room are not so big. Is *bʌt ðə tʃeəz in ðə dainiyru:m a: not sou big. iz* there a table? Yes, the family have their meals at a *ðeə a teibl? jes, ðə fæmili hæv ðeə mi:lz æt a* large table in the dining-room. *la:dʒ teibl in ðə dainiyru:m.*

Every room in Mr. Smith's house has four walls at the *evri ru:m in mistə smiðs haus hæz fɔ: wɔ:lz æt ðə* sides, a ceiling at the top, and a floor to walk on. From *saidz, a si:liŋ æt ðə tɔ:p, and a flɔ: tə wɔ:k ɔn. from* the ceiling of the room hangs a lamp. The lamp gives *ðə si:liŋ ɔv ðə ru:m hæyz a læmp. ðə læmp givz* light in the room in the evenings so that people can *lait in ðə ru:m in ði i:vniyz sou ðət pi:pl kæn* read. In the day it is light, but at night it is dark. *ri:d. in ðə dei it iz lait, bʌt æt nait it iz da:k.* People cannot read when it is dark. There are chairs *pi:pl kænɔ:t ri:d hwen it iz da:k. ðeər a: tʃeəz*

**table**



large = big

**ceiling**



light  
light

The light of the lamp makes the room light.



which of?  
which?

On which of  
the floors is  
Helen's room?  
= On which  
floor is Helen's  
room?

and a table on the floor of the dining-room. Mr.  
and a teibl on ðə flɔ: ev ðə dainiyru:m. mistə

Smith's house has two gardens, one at the front and  
smi:ps haus hæz tu: ga:dnz, wʌn et ðə frənt and

another at the back of the house. When we come  
ə'nʌðə et ðə bæk ev ðə haus. hwen wi: kʌm

through the front garden into the house, we first come  
þru: ðə frənt ga:dn intə ðə haus, wi: fə:st kʌm

into the hall. In the hall people hang their hats and  
intə ðə hɔ:l in ðə hɔ:l pi:pl hæg ðəə hæts and

coats when they come in through the door. The  
kouts hwen ðei kʌm in þru: ðə dɔ:. ðə

dining-room, the sitting-room, the kitchen, and the hall  
dainiyru:m, ðə sitiyrū:m, ðə kitʃən, and ðə hɔ:l

are all on the ground floor of the house. On the first  
a:ɔ:l on ðə graund flɔ: ev ðə haus. on ðə fə:st

floor of the house there are three bedrooms. Mr. and  
flɔ: ev ðə haus ðeər a: þri: bedru:mz. mistə and

Mrs. Smith sleep in one bedroom, John sleeps in  
misiz smi:þ sli:p in wʌn bedru:m, dʒɔ:n sli:ps in

another bedroom, and Helen and Baby sleep in a third  
ə'nʌðə bedru:m, and helin and beibi sli:p in a þə:d

bedroom.  
bedru:m.

On which of the floors is the dining-room? The  
on hwitʃ ən ðə flɔ:z is ðə dainiyru:m? ðə

dining-room is on the ground floor. On which floor is  
dainiyru:m iz on ðə graund flɔ:. on hwitʃ flɔ: iz

Helen's and Baby's bedroom? It is on the first floor.  
*helinz and beibiz bedru:m? it is on ðə fə:st flɔ:.*

How do we get from the ground floor to the first floor?  
*hau du: wi: get from ðə graund flɔ: to ðə fə:st flɔ:?*

We go up the stairs to get to the first floor. On which  
*wi: gou ʌp ðə steəz to get to ðə fə:st flɔ:. on hweɪtʃ*

floor is John's room at school? His room at school is  
*flɔ: iz dʒɔnz ru:m æt sku:l? his ru:m æt sku:l iz*

on the second floor. The school is a big house; it has  
*on ðə sekənd flɔ:. ðə sku:l iz ə big haus; it hæz*

a ground floor, a first, and a second floor. In some  
*ə graund flɔ:, ə fə:st, ənd ə sekənd flɔ:. in sam*

schoolrooms there are many chairs and tables, one for  
*sku:lru:ms ðeər a: meni tʃeəz ənd teiblz, wan fɔ:*

each of the children. Each of the children in John's  
*i:ts əv ðə tʃildrən. i:ts əv ðə tʃildrən in dʒɔnz*

school has a small table and a chair. Not every child  
*sku:l hæz ə smɔ:l teibl ənd ə tʃeə. not evri tʃaɪld*

has a table and a chair; Baby has not a table and a  
*hæz ə teibl ənd ə tʃeə; beibi hæz not ə teibl ənd ə*

chair; but each of the children in John's school has.  
*tʃeə; bʌt i:ts əv ðə tʃildrən in dʒɔnz sku:l hæz.*

Has each of the persons in the Smith family a room?  
*hæz i:ts əv ðə pə:snz in ðə smiθ fæmili ə ru:m?*

No, not each of the persons, only John has his own  
*nou, not i:ts əv ðə pə:snz, ounli dʒɔn hæz his own*

room. Helen does not sleep alone in her room; she and  
*ru:m. helin dʌz not sli:p ə'loun in hə: ru:m; si: ənd*



*stairs*

every  
 each

**Every** child has  
 two arms.

**Each** of the  
 children in the  
 school has a  
 pencil.

### bathroom



bath [ba:b]  
baths [ba:ðz]  
mouth [maʊθ]  
mouths [maʊðz]

Baby sleep in one room; they sleep together. Mr. and beibi sli:p in wʌn ru:m; ðei sli:p tə'geðə. mistə and Mrs. Smith also sleep in one room. John and Helen misiz smi:p ɔ:lsoù sli:p in wʌn ru:m. dʒɒn and helin go to school together in the morning. Helen does not gou tə sku:l tə'geðə in ðə mɔ:nɪy. helin dəz nɔt go alone; she goes together with John. Baby does not gou ə'loun; si: gouz tə'geðə wið dʒɒn. beibi dəz nɔt sleep alone; she sleeps together with Helen; but John sli:p ə'loun; si: sli:ps tə'geðə wið helin; bʌt dʒɒn sleeps alone in his own room.  
sli:ps ə'loun in his oun ru:m.

How many rooms are there on the first floor of the hau meni ru:mz a: ðεə ɔn ðə fə:st flɔ: əv ðə house? There are three bedrooms and a bathroom. haus? ðεər a: þri: bedru:mz ənd a ba:þru:m. Every morning Mr. Smith takes a cold shower in the evri mɔ:nɪy mistə smi:p teiks ə kould sauə in ðə bathroom. Mrs. Smith and the children do not take ba:þru:m. misiz smi:p ənd ðə tsildrən du: nɔt teik cold showers, they take hot baths in the bath-tub every kould sauəs, ðei teik hɔt ba:ðz in ðə ba:þtʌb evri night before they go to bed. When they take hot baths, nait bi'fɔ: ðei gou tə bed. hwen ðei teik hɔt ba:ðz, they have hot water in the bath-tub. Hot water is very ðei hæv hɔt wɔ:tə in ðə ba:þtʌb. hɔt wɔ:tə iz veri warm water. Before the meals the children wash their wɔ:m wɔ:tə. bi'fɔ: ðə mi:lz ðə tsildrən wɔ:s ðεə



### wash-basin

hands in the wash-basin. Their hands are very dirty  
*hændz in ðə wɔ:fsbeɪsn. ðəz hændz a: veri ðə:ti*

when they come in from their play in the garden, but  
*hwen ðei kʌm in frɔ:m ðəz plei in ðə ga:dn, bʌt*

when they have washed themselves, their hands are  
*hwen ðei hæv wɔ:st ðəm'selvz, ðəz hændz a:*

clean. They put hot water in the wash-basin and wash  
*kli:n. ðei put hɔ:t wɔ:tə in ðə wɔ:fsbeɪsn ənd wɔ:*

their hands with soap. "Soap and water are good things  
*ðəz hændz wið souþ. "souþ ənd wɔ:tə a: gud þiŋz*

for dirty hands," Mrs. Smith says to her children. Baby  
*fɔ: ðə:ti hændz," misiz smið scz tə hæ: tʃildrən. beibi*

cannot wash herself; she is too small; but John washes  
*kænɔ:t wɔ:s hæ:'self; si: iz tu: smɔ:l; bʌt dʒɔ:n wɔ:siz*

himself. Helen can wash herself, too; she is big enough  
*him'self. helin kæn wɔ:s hæ:'self, tu:; si: iz big i'nʌf*

for that now. John and Helen both wash themselves.  
*fɔ: ðæt nau. dʒɔ:n ənd helin bɔ:þ wɔ:s ðəm'selvz.*

himself  
 herself  
 themselves

John washes  
 himself.

Helen washes  
 herself.

John and Helen  
 wash themselves.

#### EXERCISE A.

We have our meals in the —. We have dinner in the dining-room, or we — in the dining-room. After dinner Mr. Smith and his family go into the —. In the sitting-room they — in big chairs. There are big — and small — in the sitting-room. Mrs. Smith makes the food in the —. At the top of the room is the —. From

## Chapter Fourteen (14).

WORDS:  
dining-room  
that  
dine  
sitting-room  
sit  
chair  
kitchen  
large  
table  
ceiling  
floor  
ground floor  
lamp  
hang  
light  
dark  
hall  
coat  
hat  
up  
bedroom  
stairs  
each  
together  
alone  
own  
soap  
bath  
shower  
bathroom  
hot  
bath-tub  
wash  
wash-basin  
dirty

the ceiling of the room — a lamp. The lamp gives — in the room at night. In the day it is —, but at night it is —. The lamp gives — in the room when it is —. We walk on the — of the room. On the floor of the room there are chairs and —. There are two floors in Mr. Smith's house; on the — — are two large rooms, a dining-room and a —; on the — — are three bedrooms and a —. Helen and Baby sleep in one —, and John sleeps in another —. We go — the — to get to the first floor. When Mr. Smith comes home, he hangs his — and his — in the hall.

— of the children in the school has a pencil. There is a table and a chair for — of the children in John's school. Has — child a pencil? No, not — child has a pencil, but — of the children in the school has a pencil. Has — of the persons in Mr. Smith's family a room? No, only John has his — room. Has Helen not her — room? No, Helen and Baby sleep —. Does John sleep —? Yes, he sleeps — in his own room.

Does Mrs. Smith take a cold — in the morning? No, Mrs. Smith and the children do not take cold —; they take hot baths in the —. — do we call very warm water? We call it — water. Where do the children — their hands before the meals? They wash their hands in the —. Are their hands dirty or — when they come in from their — in the garden? Their hands are —. What — the children wash their hands with? They wash their hands with — and hot —. Can the baby wash —? No, the baby cannot wash herself, but John and Helen wash —. Does Mr. Smith

wash —? Yes, Mr. Smith washes —, and Mrs. Smith also washes —. — is the kitchen? The — is the room where Mrs. Smith makes the —.

clean  
play  
herself  
himself  
themselves

**EXERCISE B.**

In which of the rooms do we have our meals? ... Where do we sleep at night? ... Where does Mrs. Smith make the food? ... What do the family sit in in the sitting-room? ... Where does Mr. Smith hang his hat and coat? ... Has Helen her own bedroom? ... Has each of the persons in the family a room? ... Has every child a pencil? ... On which floor is the sitting-room? ... Where are the bedrooms? ... What hangs from the ceiling of the sitting-room? ... Do Helen and John sleep in their own rooms? ... Does the baby sleep alone? ... How do we get light when it is too dark to read? ...



**skates**

## WINTER

One day this winter John and his friend George went *wʌn dei ðis wintə dʒɔn ənd his frend dʒɔ:dʒ* went out together. John has many friends, but his best *aut tə'geðə. dʒɔn hæz meni frendz, bʌt his best* friend is George. They go to school together in the *frend iz dʒɔ:dʒ. ðei gou tə sku:l tə'geðə in ðə* morning, and they play together in the afternoon. John *mɔ:nɪy, ənd ðei plei tə'geðə in ði a:ftə'nu:n. dʒɔn* and Helen are good friends, too; but sometimes he is *ənd helin a: gud frendz, tu:; bʌt samainz hi: is* not good to her, and then they are not friends. *not gud tə hə:, ənd ðen ðei a: not frendz.*

George is the son of Mr. Smith's neighbour, Mr. Green. *dʒɔ:dʒ iz ðə san əv mistə smi:ps neibə, mistə gri:n.*

Mr. Green's house is next to Mr. Smith's house, and *mistə gri:nz haus iz nekst tə mistə smi:ps haus, ənd* the two men are neighbours. John's room is next to *ðə tu: men a: neibəz. dʒɔnz ru:m iz nekst tə*

Helen's and Baby's room, and the bathroom is next to *helinz ənd beibiz ru:m, ənd ðə ba:þru:m iz nekst tə*

Mr. and Mrs. Smith's room. The other day the two *mistə ənd misiz smi:ps ru:m. ði ʌðə dei ðə tu:*

boys walked to a little lake near their homes. They *bɔ:z wɔ:kt tu: ə litl leik niə ðəz houmz. ðei*

**little = small**

had their skates with them. John's skates were old,  
*hæd ðəs skeits wið ðem. dʒɔnz skeits wə: ould,*

but George's skates were new. John got his skates  
*bat dʒɔ:dʒiz skeits wə: nju:. dʒɔn ɡt his skeits*

two years ago; they are old now; but George got his  
*tu: jiəz ə'gou; ðei a: ould nau; bat dʒɔ:dʒ ɡt his*

skates only three days ago; they are new.

*skeits ounli ɔri: deiz ə'gou; ðei a: nju:.*

What is the name of Mr. Smith's neighbour? It is  
*hwot is ðə neim əv mistə smiðs neibə? it is*

Mr. Green. Why do we call him Mr. Smith's neighbour?  
*mista gri:n. hwai du: wi: kɔ:l him mistə smiðs nei-*

*bour? Because he lives in the first house after that  
 bə? bi'kɔz hi: livz in ðə fə:st haus a:ftə ðæt*

of Mr. Smith. Has Mr. Smith more than one neighbour?  
*əv mistə smið. hæz mistə smið mɔ: ðæn wʌn nei-*

*bour? Yes, he has two; the man in the house before  
 bə? jes, hi: hæz tu:; ðə mæn in ðə haus bi'fɔ:*

that of Mr. Smith is also his neighbour. Why did  
*ðæt əv mistə smið iz ɔ:lsou his neibə. hwai did*

George get skates? Because it was Christmas. When  
*dʒɔ:dʒ get skeits? bi'kɔz it wɔz krisməs. hwen*

is Christmas? Christmas Day is the twenty-fifth (25th)  
*iz krisməs? krisməs dei iz ðə twentififθ*

of December. Are John's skates new or old? They  
*əv dɪ'sembə. a: dʒɔnz skeits nju: ɔ: ould? ðei*

are old. Are George's skates also old? No, they are  
*a: ould. a: dʒɔ:dʒiz skeits ɔ:lsou ould? nou, ðei a:*

John gets tea  
 every day.

John got tea  
 yesterday.

John has got tea  
 the last five years.

(He gets, he got,  
 he has got.)

that of

Mr. Green's house  
 is larger than **that**  
**of** Mr. Smith =  
 Mr. Green's house  
 is larger than Mr.  
 Smith's house.

why?  
 because

**Why** do we call  
 him Mr. Smith's  
 neighbour?

**Because** he lives  
 in the next house.

new; he has had them only three days.  
*nju:; hi: hæz hæd ðem ounli þri: deiz.*

In summer the weather is warm, but in winter the  
*in samə ðə wedə is wɔ:m, bʌt in wintə ðə*  
weather is cold. The weather had been very cold  
*wedə iz kould. ðə wedə hæd bi:n veri kould*  
for the last two days. Then John said to his friend  
*fɔ: ðə la:st tu: deiz. ðen dʒən sed tə his frend*  
George in the morning, "Now there is ice on the water.  
*dʒɔ:dʒ in ðə mɔ:niy, "nau ðeər iz aɪs ɔn ðə wɔ:tə.*  
Let us go out and skate on the lake to-day." He said  
*let ʌs gou aut ənd skeit ɔn ðə leik tə'dei." hi: sed*  
nothing to his mother. She would not have let him  
*nʌbɪy tə his mʌðə. si: wud nɔt hæv let him*  
go. She would have said to him, "John, do not go  
*gou. si: wud hæv sed tɔ him, "dʒən, du: nɔt gou*  
and skate to-day, or you will go through the ice. The  
*ənd skeit tə'dei, ɔ: ju: wil gou þru: ði aɪs. ði*  
ice is not thick enough. In two days the ice will be  
*ais iz nɔt þik i'nʌf. in tu: deiz ði aɪs wil bi:*  
one or two inches thick, and then you can skate on it.  
*wʌn ɔ: tu: i'nɪz þik, ənd ðen ju: kæn skeit ɔn it.*  
To-day the ice is too thin, only half an inch thick, so  
*tə'dei ði aɪs iz tu: þin, ounli ha:f ən i'nɪz þik, sou*  
that you will go through it and fall into the water."  
*ðət ju: wil gou þru: it ənd fɔ:l intə ðə wɔ:tə."*

nothing = no  
thing

He **will**, he **would**.

He **lets**, he **let**, he  
has **let**.

One inch = 2.54  
centimetres.

He **falls**, he **fell**,  
he has **fallen**.

John did not put on enough clothes; he did not put on  
*dʒən did nɔt put ɔn i'nʌf klouðz; hi: did nɔt put ɔn*

his coat. Hats and coats are clothes. In the morning  
*hiz kout. h̄ets and kouts a: klouðz. in ðə mɔ:nɪŋ*

people put on their clothes, and in the evening before  
*pi:pl put ɔn ðə klouðz, and in ði i:vniy bɪ'fɔ:*

they go to bed, they take them off again. When you  
*ðei gou tə bed, ðei teik ðem ɔ:f ə'gein. hwen ju:*

go out, you put on your hat and coat, and when you  
*gou aut, ju: put ɔn juə hæt and kout, and hwen ju:*

come home, you take them off again.

*kʌm houm, ju: teik ðem ɔ:f ə'gein.*

When the two boys came to the lake, they put on their  
*hwen ðə tu: b̄iz keim tə ðə leik, ðei put ɔn ðə*

skates and went out on the ice. When they had skated  
*skeits ənd went aut ɔn ði ais. hwen ðei hæd skeitid*

for some time, John fell through the ice into the water.  
*fɔ: sʌm taim, dʒɔ:n fel þru: ði ais intə ðə wɔ:tə.*

When he came out again, he was wet and cold. He  
*hwen hi: keim aut ə'gein, hi: wɔz wet ənd kould. hi:*

went home at once. When he got home, his mother  
*went houm æt wʌns. hwen hi: ḡt houm, hiz mʌðə*

said, "Your clothes are wet. You must have fallen  
*sed, "juə klouðz a: wet. ju: mʌst hæv fɔ:ln*

into the water. You must go to bed at once, or you  
*intə ðə wɔ:tə. ju: mʌst gou tə bed æt wʌns, ɔ: ju:*

will get a cold."

*wil get ə kould."*

John's mother said that he must go to bed at once;  
*dʒɔ:nz mʌðə sed ðæt hi: mʌst gou tə bed æt wʌns;*

He **must** = he  
**has to;**  
**he must** = he  
**had to;**  
**he has had to.**

I dry;  
he **dries**, he **dried**,  
he has **dried**.

that is, he had to go to bed, not in two or three minutes, *ðæt iz, hi: hæd tə gou tə bed, nɔt in tu: ðɔ: bri: minits*, but now, at once. Would John's mother have let him *bʌt nau, æt wʌns. wud dʒɔnz mʌðə hæv let him* go to the lake? No, she would have said to him, "You *gou tə ðə leik? nou, si: wud hæv sed tə him, "ju:* must not go there to-day, you must play here." Must *mʌst nɔt gou ðə tə'de:, ju: mʌst plei hiə." mʌst* the children go to school every day? (Do the children *ðə tʃildrən gou tə sku:l evri dei? (du: ðə tʃildrən* have to go to school every day?) Yes, they must (or *hæv tə gou tə sku:l evri dei?) jes, ðei mʌst (ɔ:* "have to") go to school every day. Why did John fall *"hæv tə") gou tə sku:l evri dei. hwai did dʒɔn fɔ:l* through the ice into the water? Because the ice was *þru: ði ais intə ðə wɔ:tə? bɪlkɔz ði ais wɔz* too thin. Were John's clothes dry when he came out *tu: þin. wə: dʒɔnz klouðz drai hwen hi: keim aut* of the water? No, they were very wet; his mother *əv ðə wɔ:tə? nou, ðei wə: veri wet; hiz mʌðə* had to dry them for him. If you go out in wet weather, *hæd tə drai ðem fɔ: him. if ju: gou aut in wet weðə,* it will make your clothes wet. Then you must dry *it wil meik ju: klouðz wet. ðen ju: mʌst drai* them when you get home, and they will be dry again. *ðem hwen ju: get houm, ənd ðei wil bi: drai ð'gein.* How long had the weather been cold? The weather had *hau lɔy hæd ðə weðə bi:n kould? ðə weðə hæd*

been cold for two days. Did John tell his mother that *bi:n kould fɔ: tu: deiz. did dʒɔn tel his mʌðə ðæt* he would go to the lake? No, he did not tell his *hi: wud gou tə ðæ leik? nou, hi: did not tel his* mother. Would his mother have let him go if he had *mʌðə. wud his mʌðə hæv let him gou if hi: hæd* told her that he would go and skate on the lake? *tould hæ: ðæt hi: wud gou ənd skeit ɔn ðæ leik?* No, she would not have let him go if he had told her *nou, si: wud not hæv let him gou if hi: hæd tould hæ:* that. What would she have said to him if she had *ðæt. hwɔt wud si: hæv sed tə him if si: hæd* seen him go to the lake? She would have said, "You *si:n him gou tə ðæ leik? si: wud hæv sed, "ju:* must not go to-day, but in two days." What did John's *mæst not gou tə'dei, bat in tu: deiz." hwɔt did dʒɔnz* mother say when he came home? She said, "Go to *mʌðə sei hwæn hi: keim houm? si: sed, "gou tə* bed at once, or you will get a cold." Did he go to bed *bed æt wʌns, ɔ: ju: wil get ə kould." did hi: gou tə bed* at once? No, he did not go to bed at once; he went to *æt wʌns? nou, hi: did not gou tə bed æt wʌns; hi: went tə* bed five minutes after his mother had said that he must. *bed fai' minits a:ftə his mʌðə hæd sed ðæt hi: mæst.* John's father had said to his wife, "Do not let the *dʒɔnz fa:ðə hæd sed tə his waif, "du: not let ðæ* children go to the lake. The ice is too thin." The *tsfildrən gou tə ðæ leik. ði aɪs iz tu: þɪn." ðæ*

tell = say to

He **tells**, he **told**,  
he has **told**.go!  
do not go!Do not go out to  
play again, John,  
but go to bed at  
once!

mother had said to Helen, "Do not put on that thin  
*mʌðə hæd sed tə helin, "du: nɔt put ɔn ðæt þɪn*  
coat to-day; the weather is too cold. Put on your  
*kout tə'dei; ðə weðə iz tu: kould. put ɔn juə*  
thick winter coat."  
*þɪk wɪntə kout."*

EXERCISE A.

George is John's —. Mr. Green is Mr. Smith's —. John and George went to the lake to — on the ice. George's father gave him — for Christmas. George's skates are —, but John's are —. — Day is the twenty-fifth of December. In winter the — is cold, in summer the weather is —. When it is very cold, there is — on the water. John did not — his mother that they went — the lake; he said — to his mother. John said to George, "— us go to the lake to-day." The mother will not — him go to-day, and she — not have let him go yesterday. She would have said, "— not go to the lake to-day, John!" The ice was not — enough to skate on; it was too —; it was only half an — thick.

In the morning people put on their —, and in the evening they take them — again. John — through the ice into the water, when he had — for some time. Many children — through the ice every year when the ice is not — enough. It was the first time that John had — through the ice. When John came out of the water, he was very —. His mother said to him, "You — go to bed

WORDS:

friend  
neighbour  
next to  
home  
skate  
new  
why  
got  
because  
ago  
Christmas  
weather  
let  
thick  
inch  
(to) skate  
thin  
fall  
fell

at —, — you will get a cold." John's clothes were not — when he came home; they were —, and his mother had to — the wet clothes.

— are John's clothes wet? — he has fallen into the water. — would John's mother have said that he must not go to the lake? — the ice was too thin to skate on. — did John say nothing to his mother? — she would not have — him go. Why — the boys go to the lake? They went there to —.

fallen  
put on  
clothes  
off  
wet  
must  
at once  
dry  
(to) dry  
little  
tell  
nothing  
would  
if  
had  
best  
twenty-fifth

EXERCISE B.

Who is Mr. Green? ... Why were the boys good friends? ... When did John get his skates? ... Did George get his skates for Christmas? ... Why did John say nothing to his mother before he went to the lake? ... Was the ice thick enough to skate on? ... What were John's clothes when he had fallen into the water? ... What did his mother do with the wet clothes? ... Did John go to bed at once? ...

**boot**

He **comes**, he **came**,  
he has **come**.

should  
would

I **should**,  
you **would**,  
he **would**,  
we **should**,  
you **would**,  
they **would**.

a pair = two

**shoe**

## CLOTHES

When George and John had come back from the lake,  
*hwen dʒɔ:dʒ ənd dʒɔ:n hæd kʌm bæk frɔm ðə leik,*

George went home to his parents' house. "Where have  
*dʒɔ:dʒ wɛnt houm tə his pɛərənts haʊs. "hweər hæv*

you been, George?" his mother asked. "Father is at  
*ju: bi:n, dʒɔ:dʒ? his fɑ:ðə ə:skt. "fa:ðə ɪz ət*

home to-day; he will go with us to town to get some  
*houm tə'dei; hi: wɪl ɡou wið əs tə tɔ:n tə get səm*

new clothes for you. If you had not come home now,  
*nju: klouðz fɔ: ju:. if ju: hæd nɔt kʌm houm nau,*

we should have gone without you. Go and put on  
*wi: fud hæv ɡɔ:n wið'aut ju:. ɡou ənd put ən*

another hat and coat! Take off your old boots and put  
*ə'nʌðə hæt ənd kout! te:k ɔ:f ju: ould bu:ts ənd put*

on the new pair of shoes you got for Christmas!"  
*ən ðə nju: pɛə əv su:z ju: ɡɔt fɔ: krisməs!"*

When George was ready to go, that is, when he had  
*hwen dʒɔ:dʒ wɔz redi tə gou, ðæt ɪz, hwen hi: hæd*

put on his other clothes, his father said, "Are you ready  
*put ən his ʌðə klouðz, his fa:ðə sed, "a: ju: redi*

now? Then we can go." "Oh, but I am not ready yet,"  
*nau? ðen wi: kæn gou." "ou, bʌt aɪ əm nɔt redi jet,"*

his mother said from the first floor. "Where are my  
*hiz mʌðə sed frɔm ðə fə:st flɔ:. "hweər a: mai*

gloves? I cannot find them. Have you seen my gloves, *glʌvz?* *ai kænɒt faind ðem.* *hæv ju: si:n mai glʌvz,*

George? It is too cold to go without them; my fingers *dʒɔ:dʒ?* *it iz tu: kould tə gou wið'out ðem; mai fiygæz*

will be cold." Mr. Green: "Oh, women can never find *wil bi: kould.*" *mɪstə grɪ:n:* "ou, wimin kæn nevə faind

their things. — Have you not found them yet? George, *ðəz þiŋz.* — *hæv ju: nɒt faund ðem jet?* *dʒɔ:dʒ,*

please go and find them!" George went to see if he *pli:z gou ənd faind ðem!*" *dʒɔ:dʒ wənt tə si: if hi:*

could find them — and there they were, on the table *kud faind ðem — ənd ðəz ðei wə:, ɔn ðə teibl*

in the hall! "Here they are, mother, I have found them. *in ðə hɔ:l!* "hiə ðei a:, mʌðə, ai hæv faund ðem.

They were on the little table in the hall." "That is *ðei wə: ɔn ðə litl teibl in ðə hɔ:l.*" "ðæt iz

fine, then I am ready — I have my gloves, my bag, my *fain, ðen ai əm redi — ai hæv mai glʌvz, mai bæg, mai*

handkerchief — yes, I am ready to go now. I have all *hæŋkətʃif — jes, ai əm redi tə gou nau. ai hæv ɔ:l*

my things with me." Mr. Green: "It is time you came *mai þiŋz wið mi:.*" *mɪstə grɪ:n:* "it iz taim ju: keim

now. It will be very late before we get to town. First *nau. it wil bi: veri leit bɪfɔ: wi: get tə taun. fə:st*

George came home late — we waited forty minutes for *dʒɔ:dʒ keim houm leit — wi: weitid fɔ:ti minits fɔ:*

him — and now we have had to wait a quarter of an *him — ənd nau wi: hæv hæd tə weit ə kwɔ:tə ən ən*

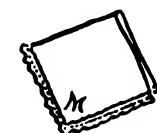


He finds, he found,  
he has found.

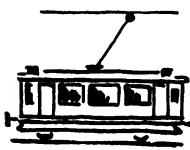
Find my gloves,  
please = Will you  
find my gloves  
for me?



bag



handkerchief



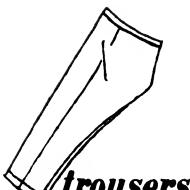
tram

MEN'S CLOTHES



shop

look at = see



trousers

hour for you; will this family never learn to be ready  
*auə fɔ:; wil ðis fæmili newə lə:n tə bi: redi*  
 in time?"  
*in taim?"*

At last they could go. It was so late that they did  
*æt la:st ðei kud gou.* it wɔz sou leit ðat ðei did  
 not have time to walk to town, so they had to take a  
*nst hæv taim tə wɔ:k tə taun, sou ðei hæd tə teik ðe*  
 tram. The tram took them to a shop where George  
*træm. ðe træm tuk ðem tu ðe ñɔ:p hæwə dʒɔ:dʒ*  
 could get his new clothes. They went into the shop,  
*kud get his nju: klouðz. ðei went intə ðe ñɔ:p,*  
 and a man came and asked them what they wanted.  
*ənd ðe mæn keim ənd a:skt ðem hwɔt ðei wɔntid.*

"I want to look at some clothes for my son, please," said  
*"ai wɔnt tə luk ət sam klouðz fɔ: mai san, pli:z," sed*

Mr. Green. "What colour, sir?" "What colour do you  
*mistə gri:n. "hwɔt kɔ:lə, sə:?" "hwɔt kɔ:lə du: ju:*  
 want, George?" "Oh, I like brown best. My hair is  
*wɔnt, dʒɔ:dʒ?" "ou, ai laik braun best. mai heə is*  
 brown, and my eyes are brown, too. Do you like brown,  
*braun, ənd mai aiz a: braun, tu:. du: ju: laik braun,*  
 too, mother?"  
*tu:, mʌðə?"*

Mrs. Green is a dark-eyed and dark-haired little woman;  
*misiz gri:n iz ðe ña:kaid ənd ña:kheəd litl wumən;*  
 she likes brown very much. "Well, let me see, then.  
*si: laiks braun veri mʌts. "wel, let mi: si:, ðen.*

You must have a pair of trousers, no, two pairs, one  
 ju: mʌst hæv ə peə əv trauzəz, nou, tu: peəz, wʌn

pair of long trousers and one pair of trousers to play in.  
 peə əv lɔŋ trauzəz ənd wʌn peə əv trauzəz tə plei in.

You must also have a waistcoat and a coat. Do you  
 ju: mʌst ɔ:lsou hæv ə weiskout ənd ə kout. du: ju:

like this suit of clothes, George?" "Yes, but I like  
 laik ðis sju:t əv klouðz, dʒɔ:dʒ?" "jes, bʌt ai laik

that suit better; which do you like best, mother?" "I  
 ðæt sju:t betə; hwitſ du: ju: laik best, mʌðə?" "ai

like the dark-brown one best." "Do you want that suit  
 laik ðə da:kbraun wʌn best." "du: ju: wɔnt ðæt sju:t

then, my boy?" "Yes, I should like to have the  
 ðen, mai boi?" "jes, ai fud laik tə hæv ðə

dark-brown one, please." "How much does it cost?"  
 da:kbraun wʌn, pli:z." "hau mʌts dʌz it kɔst?"

"It is very dear, sir, but it is also a very good suit, it  
 "it iz veri diə, sə:, bʌt it iz ɔ:lsou ə veri gud sju:t, it

is the best we have. It costs six pounds (£ 6) with two  
 iz ðə best wi: hæv. it kɔsts siks paundz wið tu:

pairs of trousers, five pounds (£ 5) with only one pair."  
 peəz əv trauzəz, faiv paundz wið ounli wʌn peə."

"That is too much money, Henry, for a suit of clothes  
 "ðæt iz tu: mʌts mʌni, henri, fɔ: ə sju:t əv klouðz

for a boy, is it not?" "Yes, it is very dear, but let  
 fɔ: ə boi, iz it not?" "jes, it iz veri diə, bʌt let

him have it if he likes it so much." "Oh, thank you,  
 him hæv it if hi: laiks it sou mʌts." "ou, þæŋk ju:,"



waistcoat

good  
better  
best



coat

It costs, it cost, it  
has cost.

£ 1 = 20 shillings



money

I thank you, I  
thank~~ed~~ you,  
I have thanked  
you.



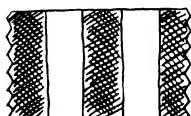
Grey is the colour of dirty snow.

sir  
madam

Thank you, sir =  
thank you, Mr.  
Green.

Thank you, madam  
= thank you, Mrs.  
Green.

He likes, he liked,  
he has liked.



**broad stripes**



**narrow stripes**

father!" "We also want to look at some shirts for the boy, please." "Yes, sir, we have here some very fine grey shirts for boys, with blue stripes." "No," said Mrs. Green, "the stripes are too broad; have you no shirts with narrow stripes? And the colour must not be blue; blue is for people with blue or grey eyes. I like green better with the brown suit and his brown eyes. Let me see that shirt, please! Do you like it, George?" "Yes, mother, I do." "Let us take this one, then. How much does it cost?" "Eight shillings, madam; that is very cheap, because it is a very good shirt. It is so cheap because we have only two of these shirts, and they are very small." "Yes, that is cheap; eight shillings is not much for a good shirt. Shall we take

father!" "We also want to look at some shirts for the boy, please." "Yes, sir, we have here some very fine grey shirts for boys, with blue stripes." "No," said Mrs. Green, "the stripes are too broad; have you no shirts with narrow stripes? And the colour must not be blue; blue is for people with blue or grey eyes. I like green better with the brown suit and his brown eyes. Let me see that shirt, please! Do you like it, George?" "Yes, mother, I do." "Let us take this one, then. How much does it cost?" "Eight shillings, madam; that is very cheap, because it is a very good shirt. It is so cheap because we have only two of these shirts, and they are very small." "Yes, that is cheap; eight shillings is not much for a good shirt. Shall we take

both shirts for him, Henry?" "Yes, let us do that. Do *bouþ ſə:ts fo: him, henri?*" "jes, let *as du: ðæt. du:*

you want some underwear for him, too?" "Yes, but it *ju: wɔnt ſam ʌndəwεə fo: him, tu:?*" "jes, *bat it*

must be woollen underwear; this time of the year is *mʌst bi: wulin ʌndəwεə; ðis taim əv ðə jiə iz*

too cold for cotton underwear. — Do you know where *tu: kould fo: kɔtn ʌndəwεə. — du: ju: nou hwεə*

we get wool from, George?" "Oh, yes, I know that. *wi: get wul frɔm, dʒɔ:dʒ?*" "ou, jes, ai nou ðæt.

I have learned it at school. We get wool from sheep. *ai hæv lə:nd it ət ſku:l. wi: get wul frɔm ſi:p.*

I also know where we get cotton from. It is a plant *ai ɔ:lou nou hwεə wi: get kɔtn frɔm. it iz ə plə:nt*

product from warmer countries than our own." The *prɔ:dækt frɔm wɔ:mə kʌntriz ðæn aʊə ouən." ðə*

man in the shop: "Is that all, sir? No socks or ties?" *mæn in ðə ſɔ:p. "iz ðæt ɔ:l, ſə:? nou ſɔks ɔ: taiz?"*

"No, we have enough now, thank you. My wife makes *nou, wi: hæv i'nʌf nau, þæyk ju:. mai waif meiks*

all his woollen socks herself, and he never puts on his *ɔ:l hiz wulin ſɔks hə:'ſelf, ənd hi: nevə puts ɔn hiz*

ties. How much does it all come to, now?" "Let me *taiz. hau mʌts dʌz it ɔ:l kʌm tə, nau?*" "let mi:

see: a suit of clothes — six pounds (£ 6), 2 shirts *si: ə ſju:t əv klouðz — ſiks paundz, tu: ſə:ts*

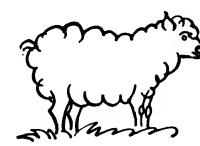
— 16 shillings, 2 suits of woollen underwear —

— *siksti:n ſiliyz, tu: ſju:ts əv wulin ʌndəwεə —*

**underwear**



one sheep  
two sheep



**sheep**

**tie**



**Sock**

25 shillings; 8 pounds 1 shilling in all, sir." Mr. twenty'fair siliyz; eit paundz wan siliy in :l, sə:." mista

Green: "Here is the money." The man: "Thank you, gri:n: "hiər iz ðə məni." ðə mən: "þæyk ju:,"

sir." George: "Oh, thank you, father and mother, for sə:." dʒɔ:dʒ: "ou, þæyk ju:, fa:ðə ənd mʌðə, fɔ: "

all the fine things I have got to-day." Mr. Green: "Do :l ðə fain þiyz ai hæv gɔt tə'dei." mista gri:n: "du:

you like them, my boy? That is fine, then." ju: laik ðəm, mai bɔi? ðæt iz fain, ðən."

George: "Mother, I should like to go in and speak dʒɔ:dʒ: "mʌðə, ai ʃud laik tə gou in ənd spi:k

to John when we get home. Is there time for that tə dʒɔ:n hwen wi: get houm. iz ðət taim fɔ: ðæt

before dinner?" Mrs. Green: "Oh, I know that Mrs. bi'fɔ: dinə?" misiz gri:n: "ou, ai nou ðət misiz

Smith would not like that! It is too late now, and she smiþ wud not laik ðæt! it iz tu: leit nau, ənd fi:

has so many things to do before dinner that she cannot hæz sou meni þiyz tə du: bi'fɔ: dinə ðət fi: kænɔt

have two boys in the house." "But mother, John fell hæv tu: bɔiz in ðə haus." "bat mʌðə, dʒɔ:n fel

through the ice this afternoon, and I want to know if þru: ði aɪs ðɪs a:ftə'nu:n, ənd ai wɔnt tə nou if

he is in bed, and what his mother said." "So you have hi: iz in bed, ənd hwɔt hisi mʌðə sed." "sou ju: hæv

been on the ice! Well, then it is better for you to go bi:n ən ði aɪs! wel, ðən it iz betə fɔ: ju: tə gou

in and ask if John is ill, but you must be back in five  
*in and a:sk if dʒən iz il, bʌt ju: mʌst bi: bæk in faɪv*

minutes. And I shall have something to say to you  
*minits. ənd ai fæl hæv səm̩piy tə se: tə ju:*

when you come home. On the ice, and I did not know!  
*hwen ju: kʌm houm. ən ði aɪs, ənd ai did nət nou!*

We should not have given him the skates until the ice  
*wɪ: fud nət hæv gɪvn him ðə skeɪts ʌn'til ði aɪs*

was thick enough to skate on, Henry.”  
*wəz þik ɪ'nʌf tə skeɪt ən, henri.”*

#### EXERCISE A.

If George had not — home now, his parents would have — without him. George's mother said that he must take off his old — and put on some new —. When George was — to go, his father said, “Are you — to go now?” But Mrs. Green was not ready yet; she could not — her —. Mr. Green said that women can — find their things. George's parents had to — for him, because he came home so —. It was so late that they had to take a — to town. The tram took them to a — where they could get George's new clothes.

The man in the shop asked them what they —. “I want to — at some clothes for my son, please,” said Mr. Green. George — the brown colour best. Mr. Green got two — of trousers for George. Mrs. Green said that the suit was too — for a boy. It cost too much —. “I like this suit, but I like that suit —,”

#### WORDS:

|              |              |
|--------------|--------------|
| without      | boot         |
| boot         | shoe         |
| shoe         | ready        |
| ready        | glove        |
| glove        | find         |
| find         | found        |
| found        | never        |
| never        | yet          |
| yet          | bag          |
| bag          | handkerchief |
| handkerchief | late         |
| late         | wait         |
| wait         | tram         |
| tram         | shop         |
| shop         | want         |
| want         | look at      |
| look at      | brown        |
| brown        |              |

like  
trousers  
pair  
madam  
sir  
coat  
waistcoat  
suit  
better  
cost  
dear  
pound (£)  
money  
thank  
shirt  
fine  
broad  
stripe  
grey  
narrow  
cheap  
shilling  
underwear  
woollen  
wool  
cotton  
know  
product  
sheep  
sock  
tie  
should  
dark-eyed  
dark-haired  
dark-brown  
please

George said. They got a shirt with narrow —, because Mrs. Green did not like the — stripes. The man in the shop said that the shirt was very —; it cost only eight shillings. They also got some woollen — for him. George said that we get — from sheep. We get — from warmer countries than our own.

— they get socks for George? No, they did —; Mrs. Green makes all his — socks herself. — did they not get a tie for him? — he never puts on his ties. — do you say to a person when he has given you something? You say, “— you!” to a person when you get something from him. — was Mrs. Green not ready to go? — she could not find her —. Where did George — her gloves? He — them in the hall. How long did George's parents — for him? They — forty minutes for him.

#### **EXERCISE B.**

Did George have his boots on when he went to town? ... How did they go to town? ... Where did they get George's new clothes? ... Why was it late, before they got to town? ... What things did Mrs. Green take with her to town? ... What did they get for George at the shop? ... Was his new suit cheap? ... Did they also get handkerchiefs for George? ... How much money did Mr. Green give the man in the shop? ... Did George like a brown suit best? ... Which shirt did his mother like best? ... Where do we get cotton and wool from? ... Who makes George's socks? ... What did George say to his father when he had got all the fine things? ...

## MRS. SMITH'S NEW FROCK

Mrs. Smith has a very good friend, Mrs. Daisy Brown;  
*misiz smiþ hæz ə veri gud frend, misiz deizi braun;*

she is the woman who lives on the other side of the  
*fi: iz ðə wumən hu: livz ɔn ði ʌðə said əv ðə*

road. Next Wednesday is her birthday, and Mrs. Smith  
*roud. nekst wenzdi iz hæ: bə:pdei, ənd misiz smiþ*

and her other friends will come to her house in the  
*ənd hæ: ʌðə frendz wil kʌm tə hæ: haus in ði*

evening to see her.

*i:vniŋ tə si: hæ:.*

Yesterday Mrs. Smith said to her husband, who was in  
*jestədi misiz smiþ sed tə hæ: hʌzbənd, hu: wɔz in*

the sitting-room with a good book, "Allan, I have no  
*ðə sitiŋru:m wið ə gud buk, "ælən, ai hæv nou*

frock to put on next Wednesday on Daisy's birthday.  
*frək tə put ɔn nekst wenzdi ɔn deiziz bə:pdei.*

I must have a new one." "What, have you no frock?  
*ai mʌst hæv ə nju: wʌn." "hwʌt, hæv ju: nou frək?*

You have a green silk frock, a brown one, and one  
*ju: hæv ə gri:n silk frək, ə braun wʌn, ənd wʌn*

with little flowers; you have three good frocks." "No,  
*wið litl flauəz; ju: hæv þri: gud frəks." "nou,*

the green frock is the one which I had on last year on  
*ðə gri:n frək iz ðə wʌn hwitſ ai hæd ɔn la:st jiə ɔn*

who  
which

The **person** who  
lives there.

The **thing** which  
is there.



He buys, he bought, he has bought.

myself  
yourself  
Is this for  
myself?  
Yes, it is for  
yourself.  
I wash myself.  
You wash  
yourself.

new  
newer  
newest

her birthday, and the others are not good enough.”  
*ha: bə:þdei, ənd ði ʌðəz a: nɔt gud i'na:f.*”

“Well, if you must have a new frock, you must. Here  
*“wel, if ju: məst hæv ə nju: frɔ:k, ju: məst. hɪər*  
 is twelve pounds (£12) to buy a new frock. Is that  
*iz twelv paundz tə bai ə nju: frɔ:k. iz ðæt*  
 enough money?” “Oh yes, I can buy a very good frock  
*i'na:f məni?” “ou jes, ai kæn bai ə veri gud frɔ:k*  
 for £12. I know a little shop which has very  
*fɔ: twelv paundz. ai nou ə litl ʃɔ:p hwɪts hæz veri*  
 good things, and they are not very dear. I shall go  
*gud þɪz, ənd ðei a: nɔt veri dia. ai ʃæl gou*  
 now, so that I can be back in time for dinner.”  
*nau, sou ðæt ai kæn bi: bæk in taim fɔ: dīnə.”*

### In the Shop.

“What can I do for you, madam?” “I want to look at  
*“hwɔ:t kæn ai du: fɔ: ju:, mædəm?” “ai wɔ:nt tə luk ət*  
 some evening-frocks which are not too dear.” “For  
*sam i:vniyfrɔ:ks hwɪts a: nɔt tu: dia.” “fɔ:*  
 yourself, madam?” “Yes, for myself.” “We have some  
*ju:self, mædəm?” “jes, fɔ: mai'self.” “wi: hæv sam*  
 new silk frocks from Paris, the newest frocks we have  
*nju: silk frɔ:ks frɔ:m pærɪs, ðə nju:ist frɔ:ks wi: hæv*  
 got.” “Yes, let me look at them. Can I try them on?”  
*gɔ:t.” “jes, let mi: luk ət ðem. kæn ai trai ðem ɔ:n?”*  
 “Yes, madam, we have some small rooms here for that.  
*“jes, mædəm, wi: hæv sam smɔ:l ru:mz hɪə:fɔ: ðæt.*

It is better to try and see if the frocks are big enough  
 it iz betə tə trai ənd si: if ðə frəks ə: big i'nʌf

for you. This frock is very beautiful; the blue colour  
 fo: ju:. ðis frək is veri bju:tiful; ðə blu: kʌlə

goes very well with madam's beautiful blue eyes.”  
 gəuz veri wel wið mædəmz bju:tiful blu: aɪz.”

“Yes, it is a beautiful frock. Let me try it on. — Oh,  
 “jes, it iz a bju:tiful frək. let mi: trai it ən. — ou,

it is too big for me.” The woman in the shop: “Will  
 it iz tu: big fo: mi:.” ðə wəmən in ðə ʃɒp: “wil

you try on this frock, please, madam?” Mrs. Smith:  
 ju: trai ən ðis frək. pli:z. mædəm?” misiz smi:z

“No, I do not like this one so well. Can you not make  
 “nou, ai du: not laik ðis wʌn sou wel. kæn ju: not meik

the blue frock smaller? I must have it next Tuesday.  
 ðə blu: frək smɔ:lə? ai məst hæv it nekst tju:zdi.

Can it be ready then?” “Yes, we shall have it ready.  
 kæn it bi: redi ðen?” “jes, wi: səl hæv it redi.

Shall we send it to you, madam?” “Yes, I should like  
 səl wi: send it tə ju:, mædəm?” “jes, ai səd laik

you to send it, please.” “What is the address?”  
 ju: tə send it, pli:z.” “hwɔ:t iz ði ə'dres?”

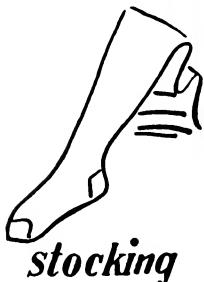
“Forty-nine (49), Nelson Road. You sent me some  
 “fɔ:tɪ'nain, nelsn rəud. ju: sent mi: sam

things last week, but they went to the wrong address  
 þɪŋz la:st wi:k, bʌt ðei went tə ðə rɔ:g ə'dres

first. You sent them to number forty-five (45). Have  
 fə:st. ju: sent ðem tə nʌmbr fɔ:tɪ'faiv. hæv

I try;  
 he tries, he tried.  
 he has tried.

He sends, he sent,  
 he has sent.



that

The person **that** lives there = the person **who** lives there.

The thing **that** is there = the thing **which** is there.

£ 1 (one pound)  
= 20 shillings  
1 shilling  
= 12 pence

one penny  
eleven pence

you the right address now?" "Yes, madam, number *ju: ðə rait ə'dres nau?*" "*jes, mædəm, nʌmbə* forty-nine." "Yes, that is the right number. Oh, how *fɔ:ti'nain.*" "*jes, ðæt iz ðə rait nʌmbə. ou, hau* much does the frock cost?" "Ten pounds ten shillings, *mʌts ðʌz ðə frɔk kɔst?*" "*ten paundz ten siliyz,* madam. — Do you want to look at some silk stockings? *mædəm. — du: ju: wɔnt tə luk ət sʌm silk stɔkɪŋz?*

We have some new colours that would go very well *wi: hæv sʌm nju: kʌləz ðæt wud gou veri wel* with the blue frock." *wið ðə blu: frɔk.*"

"These stockings are very good. What is the price?" "*ði:z stɔkɪŋz a: veri gud. hwɔt iz ðə prais?*"

"The price is fourteen shillings and elevenpence "*ðə prais iz fɔ:ti:n siliyz ənd i'levnpəns* (14/11)." "I shall take only one pair, because *(fɔ:ti:n ənd i'levn).*" "*ai sæl teik ounli wʌn pɛə, bi'kɔz*

I want to buy a new petticoat, too, and I have only *ai wɔnt tə bai ə nju: petikout, tu:, ənd ai hæv ounli*

£ 12 with me. Have you petticoats in the same *twelv paundz wið mi:. hæv ju: petikouts in ðə seim*

blue colour as the frock, and at not too high a price?" *blu: kʌlə əz ðə frɔk, ənd ət nɔt tu: hai ə prais?*"

"We have some petticoats at a very low price, but they "*wi: hæv sʌm petikouts ət ə veri lou prais, bʌt ðei*

are the wrong blue colour. If you want the same *a: ðə rɔy blu: kʌlə. if ju: wɔnt ðə seim*

colour, the price is a little higher; but they are not  
*kʌlə*, ðə *prais* *iz* ə *litl* *haiə*; *bat* ðei *a*: *not*

very dear. This one without lace costs ten shillings  
*veri* *diə*. *dis* *wʌn* *wið'aut* *leis* *kɔsts* *ten* *siliyz*

and elevenpence (10/11), and the same petticoat  
*ənd* *i'levnpəns* (*ten* *ənd* *i'levn*), *ənd* ðə *seim* *petikout*

with lace costs thirteen shillings and elevenpence  
*wið* *leis* *kɔsts* *þə:ti:n* *siliyz* *ənd* *i'levnpəns*

(13/11). It is just the right colour for your  
*(þə:ti:n* *ənd* *i'levn*). *it* *iz* *dʒʌst* ðə *rait* *kʌlə* *fɔ:* *ju:*

frock." "What beautiful lace! I shall take that one.  
*frɔ:k*." "həwt *bju:tiful* *leis*! *ai* *ſæl* *teik* ðæt *wʌn*.

I have just enough money to buy it. Oh, just one thing  
*ai* *hæv* *dʒʌst* *i'nʌf* *mʌni* *tə* *bai* *it*. *ou*, *dʒʌst* *wʌn* *þiŋ*

more! I should like to have a small lace collar for my  
*mɔ:!* *ai* *ſud* *laik* *tə* *hæv* ə *smɔ:l* *leis* *kɔlə* *fɔ:* *mai*

old frock, but I have no more money with me. Will  
*ould* *frɔ:k*, *bat* *ai* *hæv* *nou* *mɔ:* *mʌni* *wið* *mi:.* *wil*

you send a bill for the collar with the frock when you  
*ju:* *ſend* ə *bil* *fɔ:* ðə *kɔlə* *wið* ðə *frɔ:k* *hwen* *ju:*

send it? — Thank you, that is very kind of you." "Oh,  
*send* *it?* — *þæyk* *ju:*, ðæt *iz* *veri* *kaind* əv *ju:.*" "ou,

that is nothing, madam. We are glad to do that for  
*ðæt* *iz* *nʌþiŋ*, *mædəm*. *wi:* *a*: *glæd* *tə* *du*: ðæt *fɔ:*

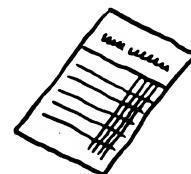
you." *ju:.*"



lace



petticoat



bill

Back at Home.

small  
smaller  
smallest  
(a short word)

but:  
beautiful  
more beautiful  
most beautiful  
(a long word)

The frock which  
Mrs. Smith bought  
= the frock that  
Mrs. Smith bought  
= the frock Mrs.  
Smith bought.

I know, I knew,  
I have known.

"Hallo, Allan! Here I am again." "Hallo, Patricia!"  
"hə'lou, ələn! hiə ai əm ə'gein." "hə'lou, pə'trifə!"  
Did you buy the frock that you wanted?" "Yes, I  
did ju: bai ðə frək ðət ju: wəntid?" "jes, ai  
bought the most beautiful blue silk frock I have seen  
bɔ:t ðə moust bju:tiful blu: silk frək ai hæv si:n  
for a long time, and a pair of stockings, and a collar,  
fɔ: ə lɔ:y taim, ənd ə pεə əv stɔ:kiyz, ənd ə kɔ:lə,  
and a petticoat." "Did you buy all that? Well, I should  
ənd ə petikout." "did ju: bai ɔ:l ðæt? wel, ai ʃud  
have known that I would get no money back!" "Allan,  
hæv noun ðæt ai wud get nou məni bæk!" "ələn,  
I did not have enough money, but the woman who has  
ai did not hæv i'nʌf məni, bʌt ðə wumən hu: hæz  
the shop said she would send a bill with the frock.  
ðə ʃɔ:p sed si: wud send ə bil wið ðə frək.  
That was very kind of her, was it not?" "Not enough  
ðæt wəz veri kaind əv hə:, wəz it not?" "not i'nʌf  
money? How big is the bill?" "Only four shillings  
məni? hau big iz ðə bil?" "ou̯nli fɔ: siliŋz  
and elevenpence (4/11)." "Well, I am glad it is  
ənd i'levnpəns (fɔ: ənd i'levn)." "wel, ai əm glæd it iz  
no more. When will dinner be ready?" "In half an  
nou mɔ:. hwen wil dīnə bi: redi?" "in ha:f ən  
hour." "Fine — oh, Patricia, will you be so kind as  
auə." "fain — ou, pə'trifə, wil ju: bi: sou kaind əz

to give me that book? Thank you!"

*tə giv mi: ðæt buk? þæyk ju:!"*

"Patricia!" "Yes, Allan?" "How many people will you  
 "pə'trɪsə!" "jes, ælən?" "hau meni pi:pl wil ju:

be at Daisy's house on her birthday?" "I do not know  
 bi: æt deiziz haus ɔn hə: bə:þdei?" "ai du: nɔt nou

how many we shall be this year. Last year we were  
 hau meni wi: ʃæl bi: ðis jiə. la:st jiə wi: wə:

ten." "All women?" "Yes, we girls like to be together  
 ten." "ɔ:l wimin?" "jes, wi: gə:lz laik tə bi: tə'geðə

sometimes without our husbands." "Oh, so I do not  
 səntaimz wið'aut aʊə hʌzbəndz." "ou, sou ai du: nɔt

have to go, too? Fine! Then I could take the children  
 hæv tə gou, tu:? fain! ðen ai kud teik ðə tʃildrən

out with me and have dinner in town that day — that  
 aut wið mi: ənd hæv dīnə in taun ðæt dei — ðæt

is, not the baby. We could ask one of your aunts if  
 iz, nɔt ðə beibi. wi: kud a:sk wʌn əv juə a:nts if

she would be so kind as to come and look after her."

*si: wud bi: sou kaind əz tə kʌm ənd luk a:ftə hə:."*

"Yes, we could ask Aunt Jane. She is always very  
 "jes, wi: kud a:sk a:nt dʒein. si: iz ɔ:lwiz veri

kind. The baby likes her, and she looked after Helen  
 kaind. ðə beibi laiks hə:, ənd si: lukt a:ftə helin

and John many times when they were younger. So  
 ənd dʒɔ:n meni taimz hwen ðei wə: jʌŋgə. sou

she knows where things are in the house, and how to  
 si: nouz hweə þiŋz a: in ðə haus, ənd hau tə

give the baby her food, and what to do when the baby  
giv ðə beibi hə: fu:d, and hwət tə du: hwen ðə beibi  
is wet — and everything.”  
iz wet — and evrɪþɪŋ.”

---

As you have seen in some of the last chapters, some of  
æz ju: hæv si:n in səm əv ðə la:st tʃæptəz, səm əv  
the verbs do not take an -s in the present tense. (The  
ðə və:bz du: nɔ:t teik ən es in ðə preznt tens. (ðə  
time of a verb we call its tense. The time “now” we  
taim əv ə və:b wi: kɔ:l its tens. ðə taim “nau” wi:  
call the present tense.) Most of the verbs take an -s  
kɔ:l ðə preznt tens.) moust əv ðə və:bz teik ən es  
in the present tense when the verb says that one thing  
in ðə preznt tens hwen ðə və:b sez dət wʌn þɪŋ  
or one person does something. We say: he goes, she  
ɔ: wʌn pə:sn dəz səmþɪŋ. wi: sei: hi: gouz, si:  
says. But some verbs do not take this -s. We say:  
sez. bʌt səm və:bz du: nɔ:t teik ðis es. wi: sei:  
he can, she will, he must, he shall, without the -s.  
hi: kæn, si: wil, hi: məst, hi: fæl, wið'aut ði es.  
Another thing, too, is not the same in these verbs as  
ə'nʌðə þɪŋ, tu:, iz nɔ:t ðə seim in ði:z və:bz æz  
in other verbs. We say: he goes, he went, he has gone;  
in ʌðə və:bz. wi: sei: hi: gouz, hi: went, hi: hæz gɔ:n;  
she plays, she played, she has played. But with the  
si: pleiz, si: pleid, si: hæz pleid. bʌt wið ðə

verbs "can", "will", "must", "shall", we must put other  
*və:bz* "kæn", "wil", "mʌst", "sæl", *wi: mʌst put* *ʌðə*  
 words after "has" and "have". We say: I **can** swim,  
*wə:dz ə:ftə "hæz" ənd "hæv"*. *wi: sei: ai kæn swim*,  
 or I **am able to** swim; I **could** swim, or I **was able to**  
*ɔ: ai əm eibl tə swim*; *ai kud swim*, *ɔ: ai wəz eibl tə*  
 swim; but only: I **have been able to** swim for many  
*swim*; *bʌt ounli: ai hæv bi:n eibl tə swim fɔ: meni*  
 years. — He **must** go, or he **has to** go; he **must** go, or  
*jiəz*. — *hi: mʌst gou*, *ɔ: hi: hæz tə gou*; *hi: mʌst gou*, *ɔ:*  
 he **had to** go; but only: he **has had to** go. — He **shall**  
*hi: hæd tə gou*; *bʌt ounli: hi: hæz hæd tə gou*. — *hi: sæl*  
 do it, or he **has to** do it; he **should** do it, or he **had to** do it;  
*du: it*, *ɔ: hi: hæz tə du: it*; *hi: sud du: it*, *ɔ: hi: hæd tə du: it*;  
 but only: he **has had to** do it. — I **will** give her the pencil,  
*bʌt ounli: hi: hæz hæd tə du: it*. — *ai wil giv hə: ðə pensil*,  
 or I **want to** give her the pencil; I **would** give her the  
*ɔ: ai wənt tə giv hə: ðə pensil*; *ai wud giv hə: ðə*  
 pencil, or I **wanted to** give her the pencil; but only:  
*pensil*, *ɔ: ai wəntid tə giv hə: ðə pensil*; *bʌt ounli:*  
 I **have wanted to** give her the pencil.  
*ai hæv wəntid tə giv hə: ðə pensil*.

#### EXERCISE A.

Mrs. Smith told her husband that she had no — to put  
 on on Daisy's birthday. People — — their clothes in  
 the morning. Mr. Smith gave his wife £12 to — a new  
 frock, and she — a beautiful one in town. When she

WORDS:

frock  
silk  
buy  
bought  
myself  
yourself  
try  
tried  
beautiful  
address  
send  
sent  
who  
which  
right  
wrong  
number  
stocking  
hallo  
that  
price  
same  
penny  
pence  
lace  
petticoat  
just

had — the frock, she wanted to buy — things, too. Mrs. Smith tried — some new — frocks from Paris. The woman in the shop said that Mrs. Smith's blue eyes were —. The woman asked, “— we send you the frock, madam?” and Mrs. Smith answered that she — like them to send it. Mrs. Smith said to the woman, “Will you — the frock to my —, 49, Nelson Road, please?” 49, Nelson Road, was the — address, and 45, Nelson Road, was the — address.

Mrs. Smith has a friend — lives on the other side of the road. The stockings — Mrs. Smith bought were made of —. The English say: The woman who lives on the other side of the road, or: The woman — lives on the other side of the road. They say: The stockings which Mrs. Smith bought, or: The stockings — Mrs. Smith bought. The time of a verb we call its —. The price of the petticoat with lace was a — higher than the price of the petticoat without lace.

— in Nelson Road does Mrs. Smith live? She lives at — forty-nine. What did Mrs. Smith buy at the — of 14/11 (fourteen shillings and —)? She bought a pair of —. — did Mrs. Smith buy at the price of thirteen — and elevenpence? She bought a — of the — blue colour as the frock. Had she enough money to — it? Yes, she had — — money to buy it. Had she enough money to buy the — collar? No, but the woman in the shop would send a — for the lace —. — did Mrs. Smith say? She said it was — of her. Do you wash — in the morning? Yes, I wash — in the morning.

EXERCISE B.

Who is Mrs. Smith's friend? ... What did Mrs. Smith buy in town? ... Where did she try on the frock? ... What more did she buy? ... What colour is Mrs. Smith's new frock? ... What is the address of Mr. and Mrs. Smith? ... Was the petticoat the same colour as the frock? ... What did Mrs. Smith buy for her old frock? ... Had she enough money to buy the lace collar? ... Was the woman in the shop glad to send a bill for the collar? ... How big was the bill she sent for it? ...

collar  
bill  
known  
kind  
a little  
glad  
present  
tense  
chapter  
forty-nine



postman

He brings, he brought, he has brought.



letter

## THE BIRTHDAY PARTY

The other day, Mrs. Smith was at her friend Daisy's  
*ði ʌðə dei, misiz smiþ wɔz ət hə: frend deiziz*  
 birthday party. (When it is your birthday, you have  
*bə:pdei pa:ti. (hwen it iz juə bə:pdei, ju: hæv*  
 a party for your friends.) Some days before, the  
*ə pa:ti fɔ: juə frendz.) sam deiz bɪfɔ:, ðə*  
 postman had brought her a letter from her friend.  
*poustmən hæd brɔ:t hə: ə letə frɔm hə: frend.*

In the letter Daisy wrote that she would be very glad  
*in ðə letə deizi rout ðət si: wud bi: veri glæd*  
 to see her at her birthday party on the next Wednesday,  
*tə si: hə: ət hə: bə:pdei pa:ti ɔn ðə nekst wensdi,*  
 and that she wanted her to come to dinner at seven  
*ənd ðət si: wɔntid hə: tə kʌm tə dīnə ət sevn*  
 o'clock.  
*ə'klok.*

"Look here," Mrs. Smith said to her husband and gave  
 "luk hiə," *misiz smiþ sed tə hə: hæzbənd ənd geiv*  
 him the letter, "an invitation to my best friend Daisy's  
*him ðə letə, "ən invi'teisən tə mai best frend deiziz*  
 birthday party, and it is not an invitation to afternoon  
*bə:pdei pa:ti, ənd it iz nɔt ən invi'teisən tu a:ftə'nū:n*  
 tea, but to dinner, and later we are to have chocolate.  
*ti:, bʌt tə dīnə, ənd leitə wi: a: tə hæv tʃɔ:kəlit.*

How glad I shall be to put on my new frock for the  
*hau glæd ai fæl bi: tə put ɔn mai nju: frɔk fɔ: ðə*  
 first time! You will dine in town then that day, my  
*fə:st taim! ju: wil dain in taun ðen ðæt dei, mai*  
 dear, will you not?"  
*ðiə, wil ju: nɔt?"*

What is a letter? The English word letter means two  
*hwɔ:t iz ə letə? ði iŋglis wə:d letə mi:nz tu:*  
 things. First it means one of the letters of the alpha-  
*bιyз. fə:st it mi:nz wʌn əv ðə letəz əv ði ælfə-*  
 bet: a, b, c, etc. (et cetera). Then it means a piece of  
*bit: ei, bi:, si:, it'setra. ðen it mi:nz ə pi:s əv*  
 paper on which you have written something to a person.  
*peipə ɔn hwits ju: hæv ritn sʌmpin tu ə pə:sn.*  
 Who brings you the letters? The postman brings the  
*hu: briyз ju: ðə letəz? ðə pəustmən briyз ðə*  
 letters. Who wrote a letter to Mrs. Smith? Her friend  
*letəz. hu: rout ə letə tə misiz smiþ? hə: frend*  
 Daisy wrote her a letter in which she asked her to  
*deizi rout hə: ə letə in hwits fi: a:skt hə: tə*  
 dinner on her birthday. Did Daisy invite Mrs. Smith's  
*dinə ɔn hə: bə:pdei. did deizi in'vait misiz smiþs*  
 husband, too? No, she only invited Mrs. Smith; the  
*hʌzbənd, tu:? nou, fi: ounli in'vaitid misiz smiþ; ði*  
 invitation was not for Mr. Smith.  
*inv'i:teiʃən wɔz nɔt fɔ: mistə smiþ.*

What is chocolate? It is a brown drink which people  
*hwɔ:t iz tʃɔ:kəlit? it iz ə braun drik h̄wits pi:pl*

He **begins**, he  
**began**, he has  
begun.

to-night = this  
evening

sometimes have on birthdays; but you can also buy  
*samtaimz hæv ɔn bə:þdeiz; bʌt ju: kæn ɔ:lsov bai*  
a piece of chocolate in a shop to eat, and then you get  
*ə pi:s əv tʃɔ:kəlit in ə ʃɔ:p tu i:t, ənd ðen ju: get*  
it in a piece of paper.  
*it in ə pi:s əv peipə.*

On Wednesday, Mrs. Smith had to begin two hours  
*ɔn ɔ: wenzdi, misiz smi:p hæd tə bi'gin tu: auz*  
before the party to make herself ready. She began to  
*bɪ'fɔ: ðə pa:ti tə meik hə:'self redi. fi: bi'gæn tə*  
make herself ready in the afternoon at five o'clock.  
*meik hə:'self redi in ði a:ftə'nū:n ət faiv ə'klɔ:k.*  
She took a bath, and then she dressed, that is, she put  
*fi: tuk ə ba:þ, ənd ðen fi: drest, ðæt iz, fi: put*  
on her clothes, and at half past six she was ready to go.  
*ɔn hə: klouðz, ənd ət ha:f pa:st siks fi: wɔz redi tə gou.*  
"Now, be good children," she said to John and Helen;  
*"nau, bi: gud tʃildrən," fi: sed tə dʒɔ:n ənd helin;*  
"if you are naughty to-night when I am away, you  
*"if ju: a: nɔ:ti, tə'nait hwen ai æm ə'wei, ju:*  
must not go out and play to-morrow. George is always  
*mæst nɔt gou aut ənd plei tə'morou. dʒɔ:dʒ iz ɔ:lwig*  
a good boy when he is alone at home, but you are not  
*ə gud bɔi hwen hi: iz ə'loun ət houm, bʌt ju: a: nɔt*  
always good. You have been naughty children the last  
*ɔ:lwig gud. ju: hæv bi:n nɔ:ti tʃildrən ðə la:st*  
two or three times I have been away." "But this time  
*tu: ɔ: þri: taimz ai hæv bi:n ə'wei." bʌt ðis taim*

we will be good children, mamma." "All right, then I  
*wi: wil bi: gud tſildrən, mə'ma:.*" "*ɔ:l rait, ðen ai*

**I will go** = I want to go.

will go. Good-bye, children!" "Good-bye, mamma!"  
*wil gou. gud'bai, tſildrən!.*" "*gud'bai, mə'ma:!*"

**we will be good**  
 = we want to be good.

At what time did Mrs. Smith begin to make herself  
*æt hwɔ:t taim did misiz smi:p bi'gin tə meik hə:'ſelf*

ready for Daisy's birthday party? She began at five  
*redi fɔ: deiziz bə:pdei pa:ti? si: bi'gæn æt faiv*

o'clock. What did she do? First she took a bath, and  
*ə'klɔ:k. hwɔ:t did si: du:? fə:st si: tuk ə ba:p, ənd*

then she dressed. What does the word "to dress" mean?  
*ðen si: drest. hwɔ:t dəz ðə wə:d "tə dres" mi:n?*

It means to put on your clothes. Are Helen and John  
*it mi:nz tə put ən juə klouðz. a: helin ənd dʒən*

always good children? No, they are not always good;  
*ɔ:lwiz gud tſildrən? nou, ðei a: nɔ:t ɔ:lwiz gud;*

sometimes they are naughty. Is George always a good  
*səntaɪms ðei a: nɔ:ti. iz dʒɔ:dʒ ɔ:lwiz ə gud*

boy? Yes, he is always a good boy. What did Mrs.  
*bɔi? jes, hi: iz ɔ:lwiz ə gud bɔi. hwɔ:t did misiz*

Smith say to her children just before she went to the  
*smi:p sei tə hə: tſildrən dʒəst bi'fɔ: si: went tə ðə*

birthday party? She said, "Good-bye, children!"  
*bə:pdei pa:ti? si: sed, "gud'bai, tſildrən!"*

"Hallo, Daisy, how are you?" "Hallo, Patricia, I am  
*hə'lou, deizi, hau a: ju:?" hə'lou, pə'trɪsə, ai əm*

very well, thank you, and I hope you are well, too."  
*veri wel, þæyk ju:, ənd ai houþ ju: a: wel, tu:.*"

still = yet

She is still in bed  
= she is in bed  
yet.

"I am all right, thank you. And how is your sister?"  
"ai æm ɔ:l rait, þæyk ju:.. and hau iz juə sistə?

The last time I heard of her, she was ill." "She is  
ðə la:st taim ai hə:d əv hə:, fi: wɔz il." "fi: iz  
better now, thank you, but she is still in bed." "I  
bə:tə nau, þæyk ju:., bʌt fi: iz stil in bed." "ai  
hope it will not be long before she is all right again.  
hə:p it wil not bi: lɔy bi'fɔ: fi: iz ɔ:l rait ə'gein.

Here is my birthday present for you. I hope you will  
hɪər iz mai bə:pdei preznt fɔ: ju:.. ai hə:p ju: wil  
like it." "Oh, a pair of silk stockings; thank you, dear;  
laik it." "ou, ə peə əv silk stɔkɪŋz; þæyk ju:., dia;  
I had hoped for a pair of stockings, but it is too much  
ai hæd hə:pɪt fɔ: ə peə əv stɔkɪŋz, bʌt it iz tu: mʌtʃ  
to give me such a fine birthday present." "Oh no, you  
tə giv mi: sʌtʃ ə fain bə:pdei preznt." "ou nou, ju:  
have always been such a good and dear friend to me."  
hæv ɔ:lwɪz bi:n sʌtʃ ə gud ənd dia frend tə mi:."

Daisy: "It is kind of you to say that, my dear. Now  
deizi: "it iz kaind əv ju: tə sei ðæt, mai dia. nau  
all my guests have come. You know them all, Patricia,  
ɔ:l mai gests hæv kʌm. ju: nou ðem ɔ:l, pə'trɪsə,  
except this young lady. This is Mrs. Hudson, and this  
ik'sept ðis jʌy leidi. ðis iz misiz hʌdsn, ənd ðis  
is Mrs. Smith." Mrs. Smith: "How do you do, Mrs.  
iz misiz smi:." misiz smi: "hau du: ju: du:, misiz  
Hudson." Mrs. Hudson: "How do you do, Mrs. Smith."  
hʌdsn." misiz hʌdsn: "hau du: ju: du:, misiz smi:."

Daisy: "Dinner is ready now."

deizi: "dīnə iz redi nau."

Did Mrs. Smith give Daisy a birthday present? Yes,  
did misiz smiþ giv deizi a bə:þdei preznt? jes,

she gave her a pair of silk stockings as a birthday  
si: geiv hə: a þeə əv silk stɔkiȝz əz a bə:þdei

present. Did Daisy like her birthday present? Yes,  
preznt. did deizi laik hə: bə:þdei preznt? jes,

ladies are always glad to get such presents. They can  
leidiz a: ɔ:lwiz glæd tə get sʌts preznts. ðei kæn

never get enough silk stockings.

nevə get i'nʌf silk stɔkiȝz.

Did Daisy have other guests than Mrs. Smith and Mrs.  
did deizi hæv ʌðə gests ðæn misiz smiþ ənd misiz

Hudson on her birthday? Yes, she had still other guests  
hʌdsn ɔn hə: bə:þdei? jes, si: hæd stil ʌðə gests

on her birthday. When do people have guests? When  
ɔn hə: bə:þdei. hwen du: pi:pl hæv gests? hwen

they give a party, they invite guests to come to their  
ðei giv a pa:ti, ðei in'vait gests tə kʌm tə ðeə

home. Were all the people at the party ladies? No,  
houm. wə: ɔ:l ðə pi:pl ət ðə pa:ti leidiz? nou,

not all, but almost all of them were ladies; the only  
nɔt ɔ:l, bʌt ɔ:lmost ɔ:l əv ðem wə: leidiz; ði ounli

gentleman was Daisy's husband. Were all the guests  
dʒentlmən wəz deiziz hʌzbənd. wə: ɔ:l ðə gests

ladies? Yes, all the guests were ladies; Daisy's husband  
leidiz? jes, ɔ:l ðə gests wə: leidiz; deiziz hʌzbənd

lady = woman  
gentleman = man  
one lady  
two ladies  
one gentleman  
two gentlemen

was not a guest in his own house. Did Mrs. Smith know  
*wəz nət ə gest in his oun haus. did misiz smiþ nou*  
all the guests? No, she did not know all of them, but  
*ɔ:l ðə gests? nou, si: did nət nou ɔ:l əv ðem, bʌt*  
almost all; she had never seen Mrs. Hudson before.  
*ɔ:lmost ɔ:l; si: hæd nevə si:n misiz hʌdsn bɪ'fɔ:.*  
What did Mrs. Smith say when she saw Mrs. Hudson?  
*hwət did misiz smiþ sei hwen si: sɔ: misiz hʌdsn?*  
She said, "How do you do." And what did Mrs. Hudson  
*si: sed, "hau du: ju: du:" ənd hwət did misiz hʌdsn*  
say? She said, "How do you do", too. In England you  
*sei? si: sed, "hau du: ju: du:", tu:. in ɪnglənd ju:*  
say "How do you do" the first time you see a person;  
*sei "hau du: ju: du:" ðə fə:st taim ju: si: ə pə:sn;*  
but when you see a person you know well, you only  
*bʌt hwen ju: si: ə pə:sn ju: nou wel, ju: ounli*  
say "Hallo" or "How are you?"  
*sei "hə'lou" ɔ: "hau a: ju:?"*

#### EXERCISE A.

The other day Mrs. Smith was at her friend Daisy's birthday —. Some days before, she got an — for the party. The postman — the invitation in a —. It was not an invitation to — —, but to dinner. The word "letter" — two things: the letters of the alphabet, and a — of paper on which you have written something. Daisy had not — Mr. Smith, but only his wife. Mrs. Smith — to make herself ready at five o'clock. She took a —, and then she —. John and Helen are not

always good children, sometimes they are —. George is — a good boy.

“Hallo, Patricia, — are you?” “I am very well, thank you, and I — you are well, too. How — your sister?” “She is better now, — you.” What — Patricia give Daisy? Her birthday — for Daisy was a pair of silk stockings. — did Daisy say? She said, “It is too — to give me — a fine present.”

Had Daisy invited both — and gentlemen to her party? No, the — were all ladies. What — Patricia say to Mrs. Hudson? She said, “How — you —, Mrs. Hudson.” Had Mrs. Smith — all the guests before? No, she had seen — all the guests, but not Mrs. Hudson. — do you say the first time you see a person? You say, “— — —”. And what — you say to a person you know well? You say, “—”, or “— — —?”

#### EXERCISE B.

Who brings the letters? ... What does the word “letter” mean? ... What was in the letter for Mrs. Smith? ... When do people have parties? ... Are John and Helen always good children? ... Were all the guests ladies? ... When did Mrs. Smith begin to dress? ... Had the guests all come when Patricia came? ... What did Mrs. Smith say to her children just before she went to the party? ... What was Mrs. Smith’s birthday present for Daisy? ... Was Daisy glad to get such a beautiful pair of silk stockings? ... Who was the only gentleman at the party? ... Had Patricia seen Mrs. Hudson before? ...

WORDS:  
 postman  
 letter  
 bring  
 brought  
 invitation  
 invite  
 ask  
 guest  
 party  
 chocolate  
 drink  
 lady  
 gentleman  
 begin  
 began  
 dress  
 to-night  
 such  
 present  
 piece  
 mean  
 etc.  
 et cetera  
 mamma  
 naughty  
 hope  
 all right  
 always  
 good-bye  
 dear  
 almost  
 still

## THE DINNER

He sits, he sat,  
he has sat.

Daisy's husband had been in his bedroom to dress, but *deiziz hʌzbənd hæd bi:n in hiz bedru:m tə dres, bʌt* now he came down from the first floor. When they *nau hi: keim daun frɔm ðə fə:st flɔ:.. hwen ðei* had all come into the dining-room, Daisy's husband *hæd ɔ:l kʌm intə ðə dainiyru:m, deiziz hʌzbənd* said, "Please sit down at the table. Will you sit down *sed, "pli:z sit daun ət ðə teibl. wil ju: sit daun* there, Mrs. Smith, and will you sit down on that chair *ðəz, misiz smi:p, ənd wil ju: sit daun ən ðæt tʃeə* next to my wife, Mrs. Hudson?" When they had all *nekst tə mai waif, misiz hʌdsn?" hwen ðei hæd ɔ:l* sat down at the table, they began to eat. First they had *sæt daun ət ðə teibl, ðei bi:gæn tu i:t. fə:st ðei hæd* soup made from many vegetables. "What a good soup," *su:p meid frɔm meni vedzitəblz. "hwɔ:t ə gud su:p,"* Mrs. Hudson said, "how good it tastes!" Daisy: "I am *misiz hʌdsn sed, "hau gud it teists!" deizi: "ai əm* glad that it tastes good. Do you want another plate *glæd ðæt it teists gud. du: ju: wɔ:nt ə'nʌðə pleit* of soup?" "No, thank you, I can eat no more." Daisy's *əv su:p?" "nou, þærk ju:, ai kæn i:t nou mɔ:.. deiziz* husband: "Please give me another plate of soup. I am *hʌzbənd: "pli:z giv mi: ə'nʌðə pleit əv su:p. ai əm*



plate

very hungry. I had so much work to do to-day that  
*veri hʌŋgri. ai hæd sou mʌts wə:k tə du: tə'dei ðət*

I had no time for lunch, so now I am so hungry that  
*ai hæd nou taim fɔ: lʌns, sou nau ai əm sou hʌŋgri ðət*  
 two plates of soup are not too much for me."  
*tu: pleits əv su:p a: nət tu: mʌts fɔ: mi:."*

Where had Daisy's husband been? He had been in his  
*hwə:ə hæd deiziz hʌzbənd bi:n? hi: hæd bi:n in hiz*

bedroom on the first floor to dress. Did he come down  
*bedru:m ɔn ðə fə:st flɔ: tə dres. did hi: kʌm daun*

to the guests? Yes, he came down from the first floor  
*tə ðə gəsts? jes, hi: keim daun from ðə fə:st flɔ:*

when he had dressed. What did the guests do when  
*hwən hi: hæd drest. hwət did ðə gəsts du: hwən*

they came into the dining-room? They sat down at  
*ðei keim intə ðə dainyru:m? ðei sæt daun æt*

the table. Who asked them to sit down? Daisy's hus-  
*ðə teibl. hu: a:skt ðem tə sit daun? deiziz hʌz-*

band asked them to sit down. What did they have  
*bənd a:skt ðem tə sit daun. hwət did ðei hæv*

first? First they had soup. What is soup made from?  
*fə:st? fə:st ðei hæd su:p. hwət iz su:p meid frəm?*

It is made from vegetables, and sometimes it is also  
*it iz meid frəm vedzɪtblz, ənd səmtaimz it iz sə:lso*

made from meat; but the meat is not in the soup when  
*meid frəm mi:t; bʌt ðə mi:t iz nət in ðə su:p hwən*

you get it for dinner; it has been taken out again. It  
*ju: get it fɔ: dinə; it həz bi:n teikn aut ə'gein. it*

is made  
 was made  
 has been made

How is soup  
 made? = How do  
 you make soup?

How was the soup  
 made? = How did  
 you make the  
 soup?

How has the soup  
 been made? =  
 How have you  
 made the soup?

you (here) =  
 people

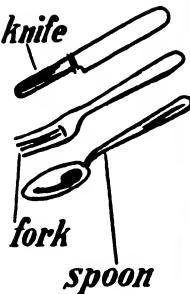
maid



dish

He **cuts**, he **cut**,  
he has **cut**.

one knife  
two knives



spoon

was only put in to give the soup a good taste. Did the *wəz ounli put in tə giv ðə su:p ə gud teist. did ðə* soup taste good? Yes, Mrs. Hudson said that it tasted *su:p teist gud? jes, misiz hədsn sed ðət it teistid* very good. Why was Daisy's husband so hungry? *veri gud. hwai wəz deiziz həzbənd sou hʌŋgri?* Because he had had so much work to do that he had *bɪ'kɔz hi: hæd hæd sou məts wə:k tə du: ðət hi: hæd* had no time for lunch; he was so hungry that he ate *hæd nou taim fɔ: lʌns; hi: wəz sou hʌŋgri ðət hi: et* two plates of soup. *tu: pleits əv su:p.*

Then the maid came in with a large dish. On the dish *ðən ðə meid keim in wið ə la:dʒ dɪs. ən ðə ðɪs* was beef. Daisy's husband cut the beef with a big *wəz bi:f. deiziz həzbənd kʌt ðə bi:f wið ə big* knife, and then put a piece on each plate. Daisy put *naif, ənd ðən put ə pi:s ən i:ts pleit. deizi put* potatoes and vegetables on the plates and gave one plate *pə'teitouz ənd vedzɪtblz ən ðə pleits ənd geiv wʌn pleit* to each of the guests. "Will you give me the salt, *tu i:ts əv ðə gəsts. "wil ju: giv mi: ðə sɔ:lt,* please," said Mrs. Hudson to Mrs. Smith. "I like salt *pli:z," sed misiz hədsn tə misiz smi:p. "ai laik sɔ:lt* both in the soup and with the meat." With the beef *bouþ in ðə su:p ənd wið ðə mi:t." wið ðə bi:f* they had wine. Daisy's husband poured wine into the *ðci hæd wain. deiziz həzbənd pɔ:d wain intə ðə*

glasses from a big bottle, and when he had tasted it,  
*gla:siz from a big bɔtl, and hwen hi: hæd teistid it,*

he said, "Oh, it would make a new and better man of  
*hi: sed, "ou, it wud meik a nju: and betə man əv*

me to have such a glass of wine every day. Water is  
*mi: tə hæv sʌts a gla:s əv wain evri dei. wɔ:tə is*

good to drink for people who are thirsty, but wine is  
*gud tə dryk fɔ: pi:pl hu: a: þə:sti, bʌt wain iz*

better." Then they had ice-cream, and when they had  
*betə." ðen ðei hæd 'ais'kri:m, and hwen ðei hæd*

gone into the sitting-room, a cup of coffee was ready  
*gɔ:n intə ðə sitiyrum, a kʌp əv kɔfi wɔ:z redi*

there for each of the guests.

*ðεə fɔ: i:ts əv ðə gests.*

Who came into the dining-room with the dishes? The  
*hu: keim intə ðə dainiyru:m wið ðə difiz? ðə*

maid came into the dining-room with the dishes. Is  
*meid keim intə ðə dainiyru:m wið ðə difiz. iz*

there a maid in every home? No, it is only people  
*ðεə a meid in evri houm? nou, it iz ounli pi:pl*

with big houses where there is much work to do, who  
*wið big hauziz hweə ðεər iz mʌts wə:k tə du:, hu:*

have maids. Who cut the beef? Daisy's husband cut  
*hæv meidz. hu: kʌt ðə bi:f? deiziz hʌsband kʌt*

the beef. What do people use knives for? A knife is  
*ðə bi:f. hwɔ:t du: pi:pl ju:z naivz fɔ:? a naif iz*

used to cut the food into pieces before it is put into  
*ju:zd tə kʌt ðə fu:d intə pi:siz bɪ:f: it iz þut intə*



is used  
are used

A pencil **is used** to  
write with.

Pencils **are used** to  
write with.

is called  
are called

The boy **is called**  
John.

The small spoons  
**are called** tea-  
spoons.

for instance =  
for example

the mouth. Do they use knives to put the food into  
*ðə mauð. du: ðei ju:z naɪvz tə put ðə fu:d intə*  
their mouths? No, they use forks; a fork is used to put  
*ðəsə mauðz? nou, ðei ju:z fɔ:ks; ə fɔ:k iz ju:zd tə put*  
the food into the mouth. Do people also use forks when  
*ðə fu:d intə ðə mauð. du: pi:pl ɔ:lsov ju:z fɔ:ks hwen*  
they eat soup? No, then they use spoons; a spoon is  
*ðei i:t su:p? nou, ðen ðei ju:z spu:nz; ə spu:n iz*  
used for soup. Spoons are also used to put sugar in tea  
*ju:zd fɔ: su:p. spu:nz a: ɔ:lsov ju:zd tə put fʊgə in ti:*  
or coffee; but they are smaller than the spoons which  
*ɔ: kɔfi; bʌt ðei a: smɔ:lə ðæn ðə spu:nz hwaɪts*  
are used for soup, and they are called teaspoons.  
*a: ju:zd fɔ: su:p, ənd ðei a: kɔ:ld ti:spu:nz.*  
What do people drink when they are thirsty? They  
*hwət du: pi:pl driyk hwen ðei a: þə:sti? ðei*  
drink water, but sometimes, for instance at parties, they  
*driyk wɔ:tə, bʌt sʌmtaimz, fər instəns ət pa:tiz, ðei*  
drink wine. Who took the bottle and poured wine into  
*driyk wain. hu: tuk ðə bɔtl ənd pɔ:d wain intə*  
the glasses? Daisy's husband took the bottle and poured  
*ðə gla:siz? deisiz hæzbənd tuk ðə bɔtl ənd pɔ:d*  
the wine into the glasses. What did the guests have  
*ðə wain intə ðə gla:siz. hwət did ðə gəsts hæv*  
after the beef? They had ice-cream. What did they  
*a:ftə ðə bi:f? ðei hæd 'ais'kri:m. hwət did ðei*  
have in the sitting-room? They had a cup of coffee.  
*hæv in ðə sitiŋru:m? ðei hæd ə kʌp əv kɔfi.*

After the coffee the guests had a good, long talk  
*a:ftə ðə kɔfi ðə gəsts hæd ə gud, lɔy tɔ:k*  
 together. Mrs. Smith talked to Daisy about her three  
*tɔ'geðə. misiz smiþ tɔ:kt tə deizi ə'baut hə: þri:*  
 children, and Daisy's husband had a good talk with  
*tſildrən, ənd deiziz hæzbənd hæd ə gud tɔ:k wið*  
 Mrs. Hudson about his work. Later in the evening they  
*misiz hædsn ə'baut his wɔ:k. leitə in ði i:vniy ðei*  
 had birthday chocolate. "Oh, I have eaten so much for  
*hæd bə:pdei tʃɔkəlit. "ou, ai hæv i:tn sou mæts fɔ:*  
 dinner," Daisy's husband said, "must I have chocolate,  
*dina," deiziz hæzbənd sed, "mæst ai hæv tʃɔkəlit,*  
 too?" Daisy: "It is my birthday, and you must have  
*tu:?" deizi: "it iz mai bə:pdei, ənd ju: mæst hæv*  
 chocolate, too." When it was almost eleven o'clock,  
*tʃɔkəlit, tu:." hwen it wɔz ɔ:lmouſt i'levn ə'klɔk,*  
 Mrs. Smith said, "How late it is! Now I must go home.  
*misiz smiþ sed, "hau leit it iz! nau ai mæst gou houm.*  
 It has been a very pleasant evening, Daisy. It was so  
*it hæz bi:n ə veri pleznt i:vniy, deizi. it wɔz sou*  
 pleasant to be together again." "Yes, I was glad to see  
*pleznt tə bi: tɔ'geðə ə'gein." "jes, ai wɔz glæd tə si:*  
 you again, too."  
*ju: ə'gein, tu:."*

What did the guests do after the coffee? After the  
*hwɔt did ðə gəsts du: a:ftə ðə kɔfi? a:ftə ðə*  
 coffee the guests had a long talk together. What did  
*kɔfi ðə gəsts hæd ə lɔy tɔ:k tɔ'geðə. hwɔt did*

to talk = to speak  
 We **talk** together.  
 Can you **speak**  
 English?

Mrs. Smith talk to Daisy about? She talked to Daisy  
*misiz smi:p tɔ:k tə deizi ə'baut? si: tɔ:kt tə deizi*  
about her own children. Did the guests have a pleasant  
*ə'baut hə: oun t'sildrən. did ðə gests hæv ə pleznt*  
evening at Daisy's home? Yes, they had a very pleasant  
*i:vniy ət deiziz houm? jes, ðei hæd ə veri pleznt*  
evening, and Mrs. Smith told Daisy that it had been  
*i:vniy, ənd misiz smi:p tould deizi ðæt it hæd bi:n*  
so good to see her.  
*sou gud tə si: hə:..*

WORDS:

down  
sit  
sat  
soup  
taste  
(to) taste  
plate  
hungry  
work  
maid  
dish  
cut  
knife  
salt  
wine  
pour  
glass  
thirsty  
ice-cream  
fork  
use

EXERCISE A.

Daisy's husband came — from the first floor. He said,  
“— sit — at the table. Will you please — — on that  
chair?” — is made from vegetables and sometimes  
from meat, too. Mrs. Hudson said that the soup —  
good; it had a good —. Daisy's husband was so — that  
he ate two — of soup. He had had much — to do that  
day. The — came in with a dish. On the — was beef.  
Knives are used to — with. You cut your food into  
pieces with a —. A fork is — to put the food into  
the mouth. When you eat soup, you do not use a —,  
but a —. With the beef the guests had —. Daisy's  
husband — the wine into the — from a big —. People  
drink water when they are —. You put sugar in  
coffee with a —. People drink — from glasses.

Did the guests have more than — and beef for dinner?  
Yes, they also had —. Did the guests — together after  
the coffee? Yes, they had a long — together; Mrs. Smith

talked to Daisy — her three children. Did the guests have a — evening at Daisy's home? Yes, they had a very — evening.

**EXERCISE B.**

What is soup made from? ... Why was Daisy's husband so hungry that day? ... How many plates of soup did he eat? ... What do people drink wine from? ... Did the soup have a good taste? ... Who came in with the dishes? ... What are knives used for? ... What are forks used for? ... What do people eat soup with? ... Did the guests have more than soup and beef for dinner? ... When did they talk together? ... Was it late when Mrs. Smith went home? ... Had it been a pleasant evening? ...

spoon  
teaspoon  
bottle  
talk  
(to) talk  
pleasant  
cup  
about  
instance

## AT THE RESTAURANT

happy = glad

dress = frock

late  
later  
latest

On the evening when Mrs. Smith went to her friend's  
*ɔn ði i:vnij hwen misə smiþ went tə hə: frendz*  
 birthday party, Mr. Smith took the children to a res-  
*bə:pdei pa:ti, mistə smiþ tuk ðə tſildrən tu ə res-*  
 taurant for dinner. It was the first time that the  
*tərənt fɔ: dina. it wɔz ðə fə:st taim ðət ðə*  
 children had been to a restaurant, and they were very  
*tſildrən hæd bi:n tu ə restərənt, ənd ðei wə: veri*  
 happy to go. Before they went, their father had to  
*hæpi tə gou. bɪfɔ: ðei went, ðəə fa:ðə hæd tə*  
 see that they put on their best clothes. "Tell Helen  
*si: ðət ðei put ɔn ðəə best klouðz. "tel helin*  
 to put on her new green dress," he said to John, "and  
*ta put ɔn hə: nju: gri:n dres," hi: sed tə dʒɔn, "ənd*  
 you can put on your new suit with the grey stripes."  
*ju: kæn put ɔn ju: nju: sju:t wið ðə grei straips."*

A little later Mr. Smith went up to see if the children  
*ə litl leitə mistə smiþ went ʌp tə si: if ðə tſildrən*  
 were ready, and then he saw that Helen had not put  
*wə: redi, ənd ðen hi: sɔ: ðət helin hæd nɔt put*  
 on her green dress. "Did you not tell her to put it on?"  
*ɔn hə: gri:n dres. "did ju: nɔt tel hə: tə put it ɔn?"*

he asked John. "Yes, I told her what you said, but  
*hi: a:skt dʒn.* "jes, ai tould hə: hwət ju: sed, bʌt

she said that the last time she had that dress on, she  
*fi: sed ðət ðə la:st taim fi: həd ðət dres ən, fi:*

dropped some ice-cream on it, and now there is a spot  
*dropt səm 'ais'kri:m ən it, ənd nau ðər iz ə spət*

where the ice-cream has been." "Oh, is there a spot on  
*hwəə ði 'ais'kri:m həz bi:n.*" "ou, iz ðər ə spət ən

the dress? Well, then she must put on another dress." "ðə dres? wel, ðen fi: məst put ən ə'nʌðə dres."

"No, come here, Helen," said Aunt Jane, who had come  
*"nou, kʌm hi:, helin," sed a:nt dʒein, hu: həd kʌm*

to look after the baby, "I shall take the spot away with  
*ta luk a:ftə ðə beibi, "ai fəl teik ðə spət ə'wei wið*

some hot water. There, now it is gone, and you can  
*səm hət wə:tə. ðər, nau it iz gən, ənd ju: kæn*

be happy again. Oh, look, Baby has dropped her doll  
*bi: həpi ə'gein. ou, luk, beibi həz dropt hə: dəl*

on the floor; will you pick it up for me? I am too old  
*ən ðə flɔ:; wil ju: pik it əp fɔ: mi:? ai əm tu: ould*

to pick things up from the floor. Don't give it to the  
*ta pik əp frəm ðə flɔ: dənt giv it tə ðə*

baby, Helen; it is not clean, now it has been on the  
*beibi, helin; it iz not kli:n, nau it həz bi:n ən ðə*

floor; we must wash it first. I shall have to tie it to  
*flɔ: wi: məst wəs it fə:st. ai fəl həv tə tai it tə*

her bed with a piece of string so that she can't drop it  
*hə: bed wið ə pi:s əv striŋ sou ðət fi: ka:nt drəp it*



gone = away

don't = do not



can't = cannot

## Chapter Twenty (20).

Have you got a penny? = Have you a penny?

I'll = I shall  
you'll = you will  
he'll = he will  
she'll = she will  
it'll = it will  
we'll = we shall  
you'll = you will  
they'll = they will

ourselves  
yourselves

Something for  
ourselves.

Something for  
yourselves.

We wash our-  
selves.

Wash yourselves,  
John and Helen!



as = because

on the floor. Have you got a piece of string, Helen?"  
*ɔn ðə flɔ:. hæv ju: ɔt ə pi:s əv striy, helin?"*

"No, Aunt Jane, but I know where there is some string.  
*"nou, a:nt dzein, bʌt ai nou hweə ðeər iz səm striy.*

Mamma has always got some string in the kitchen.  
*mə'ma: hæz ɔ:lwiz ɔt səm striy in ðə kitʃən.*

I'll go and get it for you." "Thank you, my dear, you  
ail gou and get it *fɔ: ju:.*" "*þæyk ju:, mai diə, ju:*

are a very good little girl."  
*a: ə veri gud litl gə:l."*

"Let me look at you now, children. John, you have not  
*"let mi: luk ət ju: nau, tʃildrən. dʒən, ju: hæv nət*

tied your shoe-laces. Can't such a big boy tie his own  
*taid ju: su:leisiz. ka:nt sʌts ə big bɔi tai hiz oun*

shoe-laces? Well, now you look fine, both of you. Here  
*su:leisiz? wel, nau ju: luk fain, bouþ əv ju:. hiər*

is a shilling to buy something good for yourselves, my  
*iz ə siliŋ tə bai səmbiŋ gud fɔ: ju:selvz, mai*

dears. Good-bye, now!" "Good-bye, Aunt Jane, and  
*gud'bai, nau!" "gud'bai, a:nt dzein, ənd*

thank you for the money! We'll buy chocolate for  
*þæyk ju: fɔ: ðə mʌni! wi:l bai tʃɔ:kəlit fɔ:*

ourselves, and something good for Alice, too."  
*au:selvz, ənd səmbiŋ gud fɔ: əlis, tu:."*

Mr. Smith wanted the children to have a good time  
*mɪstə smi:p wɔ:ntid ðə tʃildrən tə hæv ə gud taim*

that evening, and as the children liked very much to  
*ðət i:vniŋ, ənd əz ðə tʃildrən laikt veri mʌts tə*

ride in a car, he called a taxi. They rode for only ten  
*raid in ə ka:, hi: kɔ:ld ə tæksi. ðei roud fɔ: ounli ten*

He **rides**, he **rode**,  
 he has **ridden**.

minutes in the taxi, but if they had ridden in a tram,  
*minits in ðə tæksi, bʌt if ðei hæd ridn in ə træm,*

it would have taken them half an hour to get to the  
*it wud hæv teikn ðem ha:f ən auə tə get tə ðə*

restaurant. The restaurant was one to which Mr. Smith  
*restərənt. ðə restərənt wɔz wʌn tə hwits mistə smi:p*

often went when he had to have a meal in town. He  
*ɔ:fn went hwen hi: hæd tə hæv ə mi:l in taun. hi:*

had been there so often that the waiters knew his  
*hæd bi:n ðεə sou ɔ:fn ðεt ðə weitəz nju: hiz*

name.

*neim.*

"Good evening, Mr. Smith," said one of the waiters  
*"gud i:vniy, mistə smi:p," sed wʌn əv ðə weitəz*

often = many  
 times

when they came into the restaurant, "I'll find you a  
*hwen ðei keim intə ðə restərənt, "ail faind ju: ə*

He **knows**, he  
 knew, he has  
 known.

good table. What will you have for dinner?" "What  
*gud teibl. hwʌt wil ju: hæv fɔ: dinə?" "hwʌt*

have you got?" "Well, let me see — we have some  
*hæv ju: ɔ:t?" "wel, let mi: si: — wi: hæv sam*

mutton = the  
 meat of sheep

very good mutton with cabbage, and a fine vegetable  
*veri gud mʌtn wið kæbidʒ, ənd ə fain vedʒitəbl*



soup." Mr. Smith: "How would you like that, children?"  
*su:p." mistə smi:p: "hau wud ju: laik ðæt, tʃildrən?"*

"That would be fine, daddy." "And what would you  
*"ðæt wud bi: fain, dædi." "ənd hwʌt wud ju:*

daddy = father

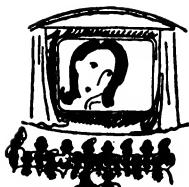
## Chapter Twenty (20).

let's = let us

like for a sweet?" "Oh, an ice-cream!" "Let's have laik *fɔ:* *ə swi:t?*" "ou, *ən 'ais'kri:m!*" "lets *hæv* soup and mutton then, two ice-creams with fruit, and *su:p ənd mʌtn ðen, tu: 'ais'kri:mz wið fru:t, ənd* a cup of coffee for me, waiter." "Yes, thank you, sir." *ə kʌp əv kɔfi *fɔ:* mi:, weita.*" "jes, *þæyk ju:, sə:.*" "Don't you want some more cabbage, John? Cabbage "dount *ju: wɔnt səm mɔ: kæbidʒ, dʒɔ:n?* *kæbidʒ* is good for you." "Yes, thank you; let me have a little *iz gud *fɔ:* ju:.*" "jes, *þæyk ju:; let mi: *hæv ə litl* more cabbage before we have the sweet."*

*mɔ: kæbidʒ bɪ'fɔ: wi: *hæv ə swi:t.*"*

couldn't = could not



cinema  
wee = little

it's = it is

"Well, children, have you had enough to eat? What "wel, *tsɪldrən, hæv ju: hæd i'nʌf tu i:t? hwʌt* shall we do now?" "Oh, daddy, couldn't we go to a *fæl wi: du: nau?*" "ou, *dædi, kudnt wi: gou tu ə* cinema and see a picture? There is a very good picture *sinəmə ənd si: ə piktʃə?* *ðeər iz ə veri gud piktʃə* on at the 'Nelson Cinema'. It is an old picture with *ən æt ðə 'nelsn sinəmə'. it iz ən ould piktʃə wið* Shirley Temple, who played in 'Wee Willie Winkie'." *ʃə:li templ, hu: pleid in 'wi: 'wili wiŋki?.'*

Mr. Smith: "It's your evening, and I want you to have *mɪstə smɪθ: "its ju: i:vniŋ, ənd ai wɔnt ju: tə hæv* a good time, so let us go and see that picture. At what *ə gud taim, sou let əs gou ənd si: ðæt piktʃə. æt hwʌt* time does it begin?" "It begins at half past seven." *taim dʌz it bi'gin?*" "it bɪ'gɪnz æt ha:f pa:st sevn."

"Then we must go now. Waiter, I want to pay the  
 "ðen wi: mʌst gou nau. weita, ai wɔnt ta pei ðə  
 bill; how much is it, please?" "Twelve shillings and  
 bil; hau mʌts iz it, pli:z?" "twelv siliyz ənd  
 tenpəns (twelv ənd ten), sə:." "hɪə ju: a: — ənd  
 one and sixpence for yourself." "Thank you, sir; shall  
 wʌn ənd sikspəns fɔ: ju:self." "þæyk ju:, sə:; səl  
 I get you a taxi?" "No, thank you, it's not very far;  
 ai get ju: ə tæksi?" "nou, þæyk ju:, its nɔt veri fa:;  
 we'll walk."  
 wi:l wɔ:k."

He **pays**, he **paid**,  
 he has **paid**.

### At the Cinema.

Mr. Smith to the lady at the booking-office: "Three  
 mistə smiþ tə ðə leidi ət ðə bukiŋfis: "þri:  
 tickets, please!" The lady: "Are the two children with  
 tikits, pli:z!" ðə leidi: "a: ðə tu: tʃildrən wið  
 you, sir? Then you only have to pay half price for their  
 ju:, sə:?" ðen ju: ounli hæv tə pei ha:f prais fɔ: ðə  
 tickets. Three shillings and sixpence (3/6)." "þri:  
 tikits. siliyz ənd sikspəns (þri: ənd sik:s)."

Mr. Smith paid for the tickets with a pound (£1) note.  
 mistə smiþ peid fɔ: ðə tikits wið ə paund nout.

"Is it a good picture?" he asked when he picked up the  
 "iz it ə gud piktsa?" hi: a:skt hwen hi: pikt ʌp ðə  
 coins which she gave him. "Yes, very good," she said.  
 kɔɪns hwits si: geiv him. "jes, veri gud," si: sed.



booking-office

"All the children have been so happy to see it."

"ɔ:l ðə tʃildrən hæv bi:n sou hæpi tə si: it."

The children looked at the pictures on the walls near  
ðə tʃildrən lukt ət ðə piktfəz ɔn ðə wɔ:ls niə  
the booking-office, and before they went into the cinema,  
ðə bukiŋɔfis, ənd bi'fɔ: ðei went intə ðə sinəmə,  
they went to the chocolate-shop to buy something with  
ðei went tə ðə tʃɔ:kəlitʃɔ:p tə bai səmpiy wið  
their shilling. "Two pieces of milk-chocolate, please,"  
ðəs filiy. "tu: pi:siz əv milktʃɔ:kəlit, pli:z,"  
John said and gave the coin to the lady. "Here is your  
dʒɔ:n sed ənd geiv ðə kɔ:n tə ðə leidi. "hier iz juə  
chocolate," she said, "that will be sixpence (6 d.)."  
tʃɔ:kəlit," fi: sed, "ðæt wil bi: siksپəns."

They rode home in a taxi, and when they got home,  
ðei roud houm in ə tæksi, ənd hwen ðei گot houm,  
John and Helen thanked their father for the good time  
dʒɔ:n ənd helin þæykt ðəs fa:ðə fɔ: ðə gud taim  
they had had. They said it was the best time that they  
ðei hæd hæd. ðei sed it wɔz ðə best taim ðæt ðei  
had had for a long time, and that it was much better  
hæd hæd fɔ: ə lɔŋ taim, ənd ðæt it wɔz mʌts betə  
than to be with their mother at a birthday party for  
ðæn tə bi: wið ðəs mʌðə ət ə bə:þdei pa:ti fɔ:  
ladies, who talked and talked all the evening. When  
leidiz, hu: tɔ:kt ənd tɔ:kt ɔ:l ði i:vniy. hwen  
they got home, Mrs. Smith had not yet come back from  
ðei گot houm, misiz smiþ hæd nɔt jet kʌm bæk frɔ:m

the party. So Mr. Smith told the children to go up  
 ðə pa:ti. sou mistə smi:p tould ðə t̄sildrən t̄s gou ʌp  
 to bed, and then he said: "Please ask Aunt Jane to  
 t̄s bed, ənd ðen hi: sed: "pli:z a:sk a:nt dzein t̄s  
 come down. If you like, you can bring your night-  
 kʌm daun. if ju: laik, ju: kæn briy ju: nait-  
 clothes down and dress for the night in the warm room.  
 klouðz daun ənd dres fɔ: ðə nait in ðə wɔ:m ru:m.  
 Aunt Jane and I will have a cup of tea now, and then  
 a:nt dzein ənd ai wil hæv ə kʌp əv ti: nau, ənd ðen  
 you can tell her where we have been, and what we have  
 ju: kæn tel hə: hæsə wi: hæv bi:n, ənd hwst wi: hæv  
 seen. And then you can also give Aunt Jane this piece  
 si:n. ənd ðen ju: kæn ɔ:lsou giv a:nt dzein ðis pi:s  
 of chocolate that I have bought for her because she has  
 əv tʃkəlit ðət ai hæv bɔ:t fɔ: hə: bɪkɔ:z si: hæz  
 looked after Baby to-night."  
 lukt a:ftə beibi tɔ:nait."

## EXERCISE A.

Mr. Smith and his children went to a — for dinner, and the children were very — to go. He told John that he should — Helen to put on her new green —. Later the father asked John if he had — Helen to do what he had said. Helen had — some ice-cream on her new frock, so that now there was a — on it. Aunt Jane was too old to — things up from the floor. She had to — the baby's doll to the bed with a piece of —. John had not tied his —. "Buy something good for —,"

## WORDS:

restaurant  
 dress  
 happy  
 drop  
 spot  
 pick up  
 tie  
 string  
 shoe-lace  
 ourselves  
 yourselves

as  
ride  
rode  
ridden  
car  
taxi  
often  
waiter  
knew  
mutton  
cabbage  
daddy  
sweet  
cinema  
picture  
wee  
pay  
paid  
booking-office  
ticket  
note  
coin  
milk-chocolate  
chocolate-shop  
gone

Aunt Jane said, and the children answered, "We shall buy chocolate for —, and something good for Alice, too."

Mr. Smith called a taxi, — the children liked very much to ride in a —. They — for ten minutes in the —. If they had — in a tram, it would have taken them much longer. Mr. Smith came so — to the restaurant that the — knew his name. The meat of sheep is called —. With the mutton they got —, and for a sweet they — ice-cream. Another word for father in English is —. Where — Mr. Smith and his children go at half past seven? They went to the 'Nelson —' to see an old — with Shirley Temple. How much did they — for the tickets? They — three shillings and sixpence for the —. What did Mr. Smith pay the lady at the — with? He paid her with a pound —. What did the children buy in the — with their money? They bought two pieces of —.

#### EXERCISE B.

Where did Mr. Smith and his children dine? ... What dress did Helen put on? ... What had Helen dropped on her new dress? ... What did Aunt Jane take the spot away with? ... What had Baby done with her doll? ... Did Mr. Smith and his children walk to the restaurant? ... Why did the waiters know Mr. Smith? ... What did the father and his children have for dinner? ... Where did they go after dinner? ... What did Mr. Smith ask the lady at the booking-office? ... What did the children buy with their shilling? ... Did the children have a good time? ...

## THE STUDY OF ENGLISH

One winter evening in a small European town, three  
*wʌn wɪntər i:vnɪŋ in ə smɔ:l juərə'piən taun, þri:*

a European town  
 = a town in Europe

young men came together in the home of one of their  
*jʌŋ mən keim tə'geðə in ðə houm əv wʌn əv ðeər*

He teaches,  
 he taught,  
 he has taught  
 [ti:tʃiz, tɔ:t, tɔ:t].

old teachers. They had not been taught English at  
*ould ti:tʃəz. ðei həd nɔt bi:n tɔ:t iŋglɪʃ ət*

school, and in their work they had seen many times  
*sku:l, ənd ɪn ðeə wə:k ðei həd si:n meni taimz*

that it would be a good thing for them to know some  
*ðat it wud bi: ə gud þiŋ fɔ: ðəm tə nou sam*

English. So five months ago, they wrote a letter to  
*iŋglɪʃ. sou faɪv mʌnþs ə'gou, ðei rout ə letə tə*

one of the teachers of their old school and asked him  
*wʌn əv ðə ti:tʃəz əv ðeər ould sku:l ənd a:skt him*

several times =  
 more than one time

to teach them English. They knew that he had been to  
*ta ti:tʃ ðəm iŋglɪʃ. ðei nju: ðət hi: həd bi:n tu*

He speaks,  
 he spoke,  
 he has spoken  
 [spi:k, spouk,  
 spoukən].

England several times, and that he spoke the language  
*iŋglənd səvərl taimz, ənd ðət hi: spouk ðə ləŋgwɪdʒ*

well. He was glad to hear that they were interested  
*wel. hi: wəz glæd tə hi: ðət ðei wə: intrɪstid*

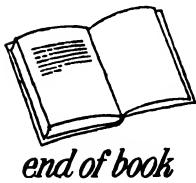
in English, and answered that he would like very much  
*in iŋglɪʃ, ənd a:nəd ðət hi: wud laik veri mətʃ*

to teach them. They began their study of English  
*ta ti:tʃ ðəm. ðei bi:gən ðeə stʌdi əv iŋglɪʃ*

twice = two times

were to come = should come

once = one time



to be asleep =  
to sleep

four months ago, and had come to the house of their  
*fs: mʌnþs ə'gou, ənd hæd kʌm tə ðə haus əv ðəs*  
 teacher several times every week, sometimes twice a  
*ti:tʃə sevrəl taimz evri wi:k, sʌmtaimz twais ə*  
 week and sometimes three times a week. If they were to  
*wi:k ənd sʌmtaimz þri: taimz ə wi:k. if ðei wə: tə*  
 come only once a week, it would take too long to learn  
*kʌm ounli wʌns ə wi:k, it wud teik tu: lɔŋ tə lɔ:n*  
 English. They had read about the Smith family and  
*ɪŋglɪʃ. ðei hæd red ə'baut ðə smiþ fæmili ənd*  
 were almost at the end of the book.  
*wə: ə:lmoust ət ði end əv ðə buk.*

Now the young men were in their teacher's sitting-room,  
*nau ðə jʌŋ men wə: in ðəs ti:tʃəz sɪtɪgrum,*  
 ready to begin their studies. They were alone at first,  
*redi tə bi'gin ðəs stʌdiz. ðei wə: ə'loun ət fə:st,*  
 but at ten minutes past eight their teacher came in.  
*bʌt ət ten minits pa:st eit ðəs ti:tʃə keim in.*  
 "Good evening, boys," he said when he came in; "I am  
*"gud i:vniŋ, bɔ:z," hi: sed hwen hi: keim in; "ai əm*  
 a little late to-night. I had to put my little son to bed,  
*ə litl leit tə'nait. ai hæd tə put mai litl sʌn tə bed,*  
 because my wife is not at home, and I had to wait  
*bɪ'kɔ:z mai waif ɪz nɒt ət houm, ənd ai hæd tə weit*  
 until he was asleep, or he would call all the time."  
*ʌn'til hi: wəz ə'sli:p, ɔ: hi: wud kɔ:l ɔ:l ðə taim."*  
 "I have never seen your son," said one of the young  
*"ai hæv nevə si:n ɔ: sʌn," sed wʌn əv ðə jʌŋ*

men; "couldn't we go and have a look at him?" "Yes,"  
*men; "kudnt wi: gou and hæv a luk at him?" "jes,"*

the teacher answered, "but we shall have to be quiet.  
*ðə ti:tʃər a:nsəd, "bʌt wi: fəl hæv tə bi: kwaiət.*

If we make a noise, he will wake up from his sleep,  
*if wi: meik a nɔɪz, hi: wil weik ʌp frəm hiz sli:p,*

and then it will be a long time before he goes to sleep  
*ənd ðen it wil bi: a lɔŋ taim bɪ:fɔ: hi: gouz tə sli:p*

again."

*ə'gein."*

So they went up into the bedroom to have a look at  
*sou ðei went ʌp intə ðə bedrum tə hæv a luk ət*

the sleeping child. "He is very quiet now, because  
*ðə sli:pɪŋ tʃaɪld. hi: iz veri kwaiət nau, bɪ:kɔz*

he is sleeping," the teacher said when they came down  
*hi: iz sli:pɪŋ," ðə ti:tʃə sed hwen ðei keim daun*

again, "but when he is awake, he makes a great noise  
*ə'gein, "bʌt hwen hi: iz ə'weik, hi: meiks a greit nɔɪz*

all the time. I must go up now and then to see that  
*ɔ:l ðə taim. ai məst gou ʌp nau ənd ðen tə si: ðət*

he is warm enough, because my wife says that he is  
*hi: iz wɔ:m i'nʌf, bɪ:kɔz mai waif sez ðət hi: iz*

beginning a cold. He is sleeping in our room to-night,  
*bi'gɪnɪŋ a kould. hi: iz sli:pɪŋ in aʊə ru:m tə'nait,*

but when he is well, he always sleeps in his own room . . .  
*bʌt hwen hi: iz wel, hi: ɔ:lwɔz sli:ps in hiz oun ru:m . . .*

Well, let us go back to our studies. You know that  
*wel, let ʌs gou bæk tu aʊə stʌdiz. ju: nou ðət*

He wakes,  
 he **woke**,  
 he has **waked**  
 [weiks, wouk,  
 weikt].

great = big

now and then =  
 from time to time

The child sleeps  
 every night.  
 The child is  
 sleeping now.

The girl has a smile on her face; she has a smiling face; she is smiling now. She often smiles.

parents always talk too much about their children," the *peərənts ɔ:lwəz tɔ:k tu: mʌts ə'baut ðəs tʃildrən*," ðə teacher said with a smile on his face. "Oh, that is all *ti:tʃə sed wið ə smail ɔn hiz feis*. "ou, ðæt iz ɔ:l right," one of the young men answered, smiling. *rait*," *wʌn əv ðə jʌŋ men a:nəd, smailiŋ*.

An hour later, they got to the end of the last exercise *ən aʊə leɪtə, ðei ɡot tə ði end əv ðə la:st eksəsaiz* about the Smith family. They had given the answers *ə'baut ðə smi:p fæmili. ðei hæd givn ði a:nəz* to all the questions in the exercises except the last one, *tu:ɔ:l ðə kwestʃənz in ði eksəsaiz ik'sept ðə la:st wʌn*, and now the teacher asked one of the young men the *ənd nau ðə ti:tʃər a:skt wʌn əv ðə jʌŋ men ðə* last question, "Did the children have a good time?" *la:st kwestʃən, "did ðə tʃildrən hæv ə gud taim?"*

The young man gave the answer: "Yes, they had the *ðə jʌŋ mæn geiv ði a:nə: "jes, ðei hæd ðə* best time they had had for a long time." "That is *best taim ðei hæd hæd fər ə lɔ:y taim.*" "ðæt iz right," said the teacher, "and now I want to talk to *rait*," *sed ðə ti:tʃə, "ənd nau ai wɔ:nt tə tɔ:k tə*

He learns, he learned, he has learned = he learns, he learnt, he has learnt  
[lə:nz, lə:nt, lə:n̩t].

you about something new. You have learnt English *ju: ə'baut səm̩biŋ nju: ju: hæv lə:nt iŋglɪʃ* now for four months, and you already know many *nau fə fɔ: mənþs, ənd ju: ɔ:l'redi nou meni* words. Sometimes we speak English together, but from *wə:dz. səmtaɪmz wi: spi:k iŋglɪʃ tə'geðə, bʌt frəm*

now on I want you to speak English always when we  
*nau ɔn ai wɔnt ju: tə spi:k iŋglis ɔ:lwəz hwen wi:*  
 do our study work. How do you like that idea?" "It  
*du: auə stadi wə:k. hau du: ju: laik ðæt aɪ'diə?*" "it  
 is a good idea, and I like it very much," one of the young  
*iz ə gud aɪ'diə, ənd ai laik it veri mʌtʃ,*" *wʌn əv ðə jʌŋ*  
 men answered, and the others also said that the idea  
*men a:nəd, ənd ði ʌðəz ɔ:lsoʊ sed ðæt ði aɪ'diə*  
 was good. "It would be a good idea to begin now,  
*wəz gud. "it wud bi: ə gud aɪ'diə tə bi'gin nau,*  
 to-night," the teacher said. "I will try to put the  
*ta'naɪt, "ðə ti:tʃə sed. "ai wil trai tə put ðə*  
 words together in such a way that you will be able to  
*wə:dz tə'geðə in sʌtʃ ə wei ðæt ju: wil bi: eibl tu*  
 understand the new words, and if you do not understand  
*əndə'stænd ðə nju: wə:dz, ənd if ju: du: nɔt əndə'stænd*  
 what a word means, just ask me what the meaning of  
*hwot ə wə:d mi:nz, dʒʌst a:sk mi: hwot ðə mi:nɪŋ əv*  
 it is, and I will explain it to you in some other way,  
*it iz, ənd ai wil iks'plein it tə ju: in sʌm ʌðə wei,*  
 speaking English all the time. — Did you understand  
*spi:kɪŋ iŋglis ɔ:l ðə taim. — did ju: əndə'stænd*  
 everything I said now?" "Yes, we understood every  
*evrɪpɪŋ ai sed nau?" "jes, wi: əndə'stud evrɪ*  
 word, also the new words."  
*wə:d, ɔ:lsoʊ ðə nju: wə:dz."*

One of the young men: "I have a good idea! It would  
*wʌn əv ðə jʌŋ men: "ai hæv ə gud aɪ'diə! it wud*

He **understands**,  
 he **understood**,  
 he has **understood**  
 [*əndə'stændz,*  
*əndə'stud,*  
*əndə'stud*].

It **means**, it **meant**,  
 it has **meant**  
 [*mi:nz, ment, ment*].

He **feels**, he **felt**,  
he has **felt**  
[*fi:lz, felt, felt*].

be much better to use English names when we speak  
*bi: matʃ betə tə ju:z iŋglɪʃ neɪmz hwen wi: spɪ:k*  
English." "Yes," the teacher answered; "the English  
*iŋglɪʃ.*" "jes," ðə tɪ:tʃər a:nəsəd; "ði iŋglɪʃ  
word for my name would be Miller, and your name  
*wə:d fə mai neɪm wud bi: milə, ənd jɔ: neɪm*  
would be Brown." "Tell us the English words for our  
*wud bi: braʊn.*" "tel əs ði iŋglɪʃ wə:dz fər aʊə  
names, too," the other young men asked the teacher.  
*neɪmz, tu:;*" ði əðə jʌy men a:skt ðə tɪ:tʃə.  
"Your name," he said to one of them, "would be Storm,  
*"jɔ: neɪm," hi: sed tə wʌm əv ðəm,*" "wud bi: stɔ:m,  
and your name," he said to the other, "would be Wood.  
*ənd jɔ: neɪm," hi: sed tə ði əðə,*" "wud bi: wud.  
It is a good idea; from to-night we will all be English  
*it ɪz ə gud ai'dɪə; frəm tə'nait wi: wil ɔ:l bi: iŋglɪʃ*  
people twice a week." "I am already beginning to feel  
*pi:pl twaɪs ə wi:k.*" "ai əm ɔ:l'redi bi'gɪnɪŋ tə fi:l  
very English," Brown said. "Well, the name is not  
*veri iŋglɪʃ," braʊn sed.*" "wel, ðə neɪm ɪz nɔt  
enough for me to feel English," said Wood; "I shall  
*i'nʌf fə mi: tə fi:l iŋglɪʃ," sed wud; "ai ʃəl  
have to hear my new name several times before I can  
*hæv tə hɪə mai nju: neɪm sevəl taimz bɪfɔ: ai kən*  
remember who Mr. Wood is. I am writing it down in  
*rɪ'membə hu: mistə wud ɪz. ai əm raitiŋ it daʊn in*  
my book now to remember my new name. What is it,  
*mai buk nau tə rɪ'membə mai nju: neɪm. hwst ɪz it,**

Storm, why are you so quiet?" "I am just trying to  
*stɔ:m, hwai a: ju: sou kwaiət?*" "*ai əm dʒʌst traɪŋ tə*

remember my new name, too." "When you have heard  
*rɪ'membər mai nju: neim, tu:?*" "*hwen ju: həv hə:d*

it three or four times, you will not forget it," said  
*it þri: ɔ: fɔ: tainz, ju: wil nɔ:t fɔ'get it?*" *sed*

Mr. Miller.

*mista milə.*

"You have forgotten that you have been asked to look  
*"ju: həv fə'gɔtn ðət ju: həv bi:n a:skt tə luk*

after the boy, Mr. Miller; he is calling you now," said  
*a:ftə ðə boi, mista milə; hi: iz kɔ:liŋ ju: nau,*" *sed*

Brown. "Oh, and my wife is coming in through the  
*braun. "ou, ənd mai waif iz kʌniŋ in þru: ðə*

garden now; what will she say when she finds the boy  
*ga:dn nau; hwɔ:t wil fi: sei hwen fi: faindz ðə boi*

awake? I shall have to explain to her that we had  
*ə'weik? ai fəl həv tu iks'plein tə hə: ðət wi: həd*

so much to talk about to-night that we forgot him.  
*sou matʃ tə tɔ:k ə'baut tə'nait ðət wi: fə'gɔ:t him.*

I hope he will go to sleep again and have a good sleep  
*ai houp hi: wil gou tə sli:p ə'gein ənd həv ə gud sli:p*

all night. Last night he woke up three times."  
*ɔ:l nait. la:st nait hi: wouk ʌp þri: tainz."*

"I want to ask you a question," Storm said to the others  
*"ai wɔ:nt tu a:sk ju: ə kwestʃən," stɔ:m sed tə ði ʌðəz*

when the teacher had gone up to the boy. "What does  
*hwen ðə ti:tʃə həd gɔ:n ʌp tə ðə boi. "hwɔ:t dʌz*

He **forgets**, he  
**forgot**, he has  
**forgotten** [*fɔ'gets, fɔ'got, fɔ'gɔtn*].

the word 'explain' mean? I did not like to ask the  
ðə wə:d 'iks'plein' mi:n? ai did not laik tu a:sk ðə  
teacher about it, because I could see that you two  
ti:tʃər ə'baut it, bi'kɔz ai kud si: ðət ju: tu:  
understood it." "Yes, I understood it," Wood answered;  
ʌndə'stud it." "jes, ai ʌndə'stud it," wud a:nsəd;  
"it means to give the meaning of something, or to tell  
"it mi:nz tə giv ðə mi:nij əv səmpiy, ɔ: tə tel  
why something is done, or how it is done." "Oh yes;  
hwai səmpiy iz dʌn, ɔ: hau it iz dʌn." "ou jes;  
when you say it in this way, I understand what it  
hwen ju: sei it in ðis wei, ai ʌndə'stænd hwyt it  
means. Thank you!"  
mi:nz. þæŋk ju:!"

When Mr. Miller came down again, he said to the young  
hwen mistə milə keim daun ə'gein, hi: sed tə ðə jʌŋ  
men, "I hope you will have a cup of coffee with us.  
men, "ai houp ju: wil hæv ə kʌp əv kɔfi wið ʌs.  
My wife has already made the coffee and is now putting  
mai waif hæz ɔ:lredi meid ðə kɔfi ənd iz nau putin  
the cups on the table. She will be interested to hear  
ðə kʌps ɔn ðə teibl. si: wil bi: intristid tə hia  
you speak English, because she has been to England  
ju: spi:k ɪnglis, bi'kɔz si: hæz bi:n tu ɪnglənd  
with me several times and speaks the language very  
wið mi: sevral taimz ənd spi:ks ðə læŋgwɪdʒ veri  
well." "I don't feel hungry," said Wood; "but I would  
wel." "ai dount fi:l hʌŋgri," sed wud; "bʌt ai wud

like a cup of coffee and a talk with your wife about the  
*laik ə kʌp əv kɔfi ənd ə tɔ:k wið jɔ: waif ə'baut ðə*  
 language we are all so interested in."  
*læŋgwɪdʒ wi: ə:l sou in'tristid in."*

## EXERCISE A.

The three young men — to their old teacher five months — and asked him to — them English. The teacher had been to England — times and was very much interested in English. His wife was also — in English.

The teacher said it would be a good — for them to speak English together when they did their — work. Would they be able to — the new words? Yes, the teacher would put the words together in such a — that they would understand the — of all the words. If there should be a word now and — that they did not understand, the teacher would — the meaning of it in English.

Could Mr. Wood — his new name? No, he said that he would — it if he did not write it down in his book. Had Mr. Miller remembered that he had been asked to — after his boy? No, he had — it. Was the teacher's boy — when he was awake? No, he always made a great — when he was —; he was only quiet when he was —. Did Wood — hungry? No, but he would — to have a cup of coffee.

WORDS:  
 European  
 teach  
 taught  
 several  
 interested  
 very much  
 twice  
 once  
 end  
 at first  
 asleep  
 quiet  
 noise  
 wake  
 woke  
 waked  
 awake  
 great  
 now and then  
 smile  
 smile (verb)  
 exercise  
 already  
 idea  
 understand  
 understood  
 meant

meaning  
explain  
feel  
felt  
remember  
forget  
forgot  
forgotten  
study  
look  
way  
question  
answer  
spoke  
spoken  
sleep  
learnt  
speak —  
speaking  
call —  
calling  
sleep —  
sleeping  
try — trying  
begin —  
beginning  
put — putting  
smile —  
smiling  
come —  
coming  
write —  
writing  
Miller  
Brown  
Storm  
Wood

**EXERCISE B.**

What did the young men write to their teacher? ...  
When did they write to him? ... What did he answer them? ... Why were they interested in English? ...  
How many times a week did they come to their teacher's house for study? ... What idea did the teacher get? ...  
Who got the idea that they should use English names? ... Did they feel that they could remember their new names? ... Did Storm understand everything the teacher said to them in English? ... What did he do to get the meaning of the word 'explain'? ... Did the teacher's boy wake up that evening? ... Was the teacher's wife at home when they were at their studies? ...

**EXERCISE C.**

**How to ask and answer questions with 'where'.**

Where is London? Answer ... New question ...? Paris is in France. Where is John? Answer ... Question ...? Helen is at school. Where were John and Helen when their mother called them? Answer ... Question ...? Daisy's husband was on the first floor when the guests came. Where does the Smith family live? Answer ... Question ...? Mr. Smith's brother lives in the country. Where do the Swedes live? Answer ... Question ...? The Norwegians live in Norway. Where did George and John go with their skates? Answer ... Question ...? Mr. Smith went to a restaurant with the children. Where did they go after they had dined at the restaurant? Answer ... Question ...? After they had been to the cinema, they went home. Where did Mrs. Smith get twelve pounds to buy a new frock? Answer ... Question ...? They got their shilling from their Aunt Jane.

## A GOOD IDEA

Our three young friends have come to their teacher's  
*ausə b̥ri: jʌy frendz həv kʌm tə ðəə ti:tʃəz*  
 house again to learn English. They have been working  
*haus ə'gein tə lə:n ɪnglis. ðei həv bi:n wə:kiŋ*  
 at their studies for an hour and are now having a cup  
*ət ðəə stʌdiz fər ən ausə ənd a: nau həvviŋ ə kʌp*  
 of coffee.  
*əv kɔfi.*

Brown: "Mr. Miller, this evening when I was walking  
*braun: "mista milə, ðis i:vniŋ hwen ai wəz wə:kiŋ*  
 home from work, I thought of the idea you told us  
*houm frəm wə:k, ai þɔ:t əv ði a:diə ju: tould əs*  
 about the other evening, to speak nothing but English  
*ə'baut ði ʌðə i:vniŋ, tə spi:k nʌþiŋ bʌt ɪnglis*  
 when we are together. I said to myself that when  
*hwen wi: a: tə'geðə. ai sed tə mai'self ðət hwen*  
 the four of us have talked English for some time, it  
*ðə fɔ:r əv əs həv tɔ:kt ɪnglis fə sʌm taim, it*  
 would be a good thing to try to talk to some English  
*wud bi: ə gud þiŋ tə trai tə tɔ:k tə sʌm ɪnglis*  
 people. 'But where do you find English people to talk  
*pi:pl. 'bʌt həvəs du: ju: faind ɪnglis pi:pl tə tɔ:k*  
 to?' I asked myself. I couldn't think of an answer to  
*tu? ai a:skt mai'self. ai kudnt þiŋk əv ən a:nəsə tə*

but (here) =  
 except

that question at once; but when I was sitting at supper,  
ðæt kwestʃən ət wʌns; bʌt hwen ai wəz sitiŋ ət sʌpə,

I thought of this idea, 'Why not make a trip to England?  
ai þɔ:t əv ðis ai'diə, 'hwai nɔ:t meik ə trip tu ɪnglənd?

Then there would be enough English people to talk to!'  
ðen ðεə wud bi: i'nʌf ɪnglis pi:pl tə tɔ:k tu?

What do you think of that idea?"

hwɔ:t du: ju: þiŋk əv ðæt ai'diə?"

Mr. Miller: "I think it would be a very good idea if  
mɪstə milə: "ai þiŋk it wud bi: ə veri ɡud ai'diə if  
you could all make a trip to England together." Storm:  
ju: kud ɔ:l meik ə trip tu ɪnglənd tə'gedə." stɔ:m:

"I have another question to ask you, Mr. Miller. Do you  
"ai hæv ə'nʌðə kwestʃən tu a:sk ju:, mɪstə milə. du: ju:

think that you could come with us yourself?" Wood:  
þiŋk ðæt ju: kud kʌm wið əs jɔ:'self?" wud:

"Yes, you know England and the English so well; but  
"jes, ju: nou ɪnglənd ənd ði ɪnglis sou wel; bʌt

perhaps you do not want to go to England again,  
pə'hæps ju: du: nɔ:t wɔ:nt tə gou tu ɪnglənd ə'gein,

because you have been there so many times already?"  
bi'kɔ:z ju: hæv bi:n ðεə sou meni taimz ɔ:l'redi?"

Mr. Miller: "Perhaps, and perhaps not. I shall have  
mɪstə milə: "pə'hæps, ənd pə'hæps nɔ:t. ai ʃəl hæv

to think more about it. You know I have a wife and  
tə þiŋk mɔ:r ə'baut it. ju: nou ai hæv ə waif ənd

a child to think of! But you have no wives to think of  
ə tsaild tə þiŋk əv! bʌt ju: hæv nou waivz tə þiŋk əv

one wife,  
two wives

yet. As you said yourself, Wood, I have made many jet. *əz ju: sed ʃɔ:'self, wud, ai həv meid meni*

trips to England, so there are few places where I have trips tu *ɪnglənd, sou ðər a: fju: pleisiz hwər ai həv*

not been before, but, on the other hand, it is several not *bi:n bɪ'fɔ:, bʌt, ɔn ði ʌðə hənd, it iz sevrəl*

years since I was there last time, and since then many *jɪəz sins ai wəz ðəə la:st taim, ənd sins ðən meni*

things have changed, that is, they are not the same *biŋz həv tʃeindz, ðæt iz, ðei a: nət ðə seim*

now as they were then. You know that most people *nau əz ðei wə: ðən. ju: nou ðət moust pi:pl*

think that the English are very conservative, that is, *biŋk ðət ði ɪnglis a: veri kən'sə:vətiv, ðæt iz,*

they like old ideas better than modern ones, and are *ðei laik ould aɪ'diəz betə ðən mədən wʌnz, ənd a:*

not glad to change things. I do not think that people *nət glæd tə tʃeindz biŋz. ai du: nət biŋk ðət pi:pl*

are right in this. The English of to-day are not the *a: rait in ðis. ði ɪnglis əv tə'dei a: nət ðə*

same as the English of some years ago, so there will *seim əz ði ɪnglis əv sʌm jɪəz ə'gou, sou ðəə wil*

also be new things for me to learn on another trip to *ɔ:lsou bi: nju: biŋz fə mi: tə lə:n ən ə'nʌðə trip tu*

England. I must say that of all the foreign countries *ɪnglənd. ai məst sei ðət əv ɔ:l ðə fɔ:rin kʌntrɪz*

I have seen, I have found England the most interesting." *ai həv si:n, ai həv faund ɪnglənd ðə moust intristiy."*

few = not many

one  
ones

Do you like an old  
house better than  
a modern one?

Do you like old  
ideas better than  
modern ones?

He **spends**,  
he **spent**,  
he has **spent**  
[spendz, spent, spent].

like = the same as



the whole world  
= all the world

Storm: "I have never been to a foreign country before;  
stɔ:m: "ai həv nevə bi:n tu ə forin kʌntri bi:fɔ:;

I have spent all my holidays in our own country. The  
ai həv spent ɔ:l mai hɔlidiz in aʊər oun kʌntri. ðə

last five years I have spent my summer-holidays with  
la:st faiv jiəz ai həv spent mai sʌməhɔlidiz wið

my parents in the country, where they have a small  
mai pərənts in ðə kʌntri, hweə ðei həv ə smɔ:l

house near a lake. But it would be a good thing to  
haus niər ə leik. bʌt it wud bi: ə gud þiŋ tə

try something new this year. Of all foreign countries  
trai sʌmbiŋ nju: ðis jiə. əv ɔ:l forin kʌntriz

I am most interested in England, just like you, Mr.  
ai əm moust intristid in iŋglənd, dʒʌst laik ju:, mistə

Miller. If we make the trip, we must visit the British  
milə. if wi: meik ðə trip, wi: mʌst vizit ðə britis

Museum one of the first days we are in London. It  
mju'ziəm wʌn əv ðə fə:st deiz wi: a: in lʌndən. it

is one of the greatest museums, not only in Europe,  
iz wʌn əv ðə greitist mju'ziəmz, not ounli in juərəp,

but in the whole world. I have seen a picture of the  
bʌt in ðə houl wə:ld. ai həv si:n ə piktsər əv ðə

museum, and I know that inside it there are so many  
mju'ziəm, ənd ai nou ðæt 'in'said it ðær a: sou meni

things which we must see. I should like to spend  
þiŋz hwits wi: mʌst si:. ai ʃud laik tə spend

several hours there every day."

sevərl aʊəz ðεə evri dei."

Mr. Miller: "And you can. I know a hotel in the same  
 mistə milə: "ənd ju: kən. ai nou ə hou'tel in ðə seim  
 part of the town as the British Museum. I have always  
 pa:t əv ðə taun əz ðə britis̄ mju'ziəm. ai həv ɔ:lwa:z  
 lived there when I have been in London. It is a good  
 livd ðə ðə hwen ai həv bi:n in ləndən. it iz ə gud  
 hotel, and cheap, too, so if we go, I think we will live  
 hou'tel, ənd tʃi:p, tu:, sou if wi: gou, ai piȳk wi: wil liv  
 there as long as we are in London. Then you can  
 ðə ðə əz lɔy əz wi: a: in ləndən. ðen ju: kən  
 visit the British Museum as often as you like, Storm.  
 vizit ðə britis̄ mju'ziəm əz ɔ:fn əz ju: laik, stɔ:m.  
 It is only a few minutes' walk from the hotel. The  
 it iz ounli ə fju: minits wɔ:k frəm ðə hou'tel. ðə  
 first seven or eight days we could spend in London  
 fə:st sevn ɔ:r eit deiz wi: kud spend in ləndən  
 itself. There are many things to be seen in a big town  
 it'self. ðər a: meni piȳz tə bi: si:n in ə big taun  
 like London, so that a week would not be too much  
 laik ləndən, sou ðət ə wi:k wud nɔt bi: tu: mʌtʃ  
 for us to spend in London itself. Then we could visit  
 fər əs tə spend in ləndən it'self. ðen wi: kud vizit  
 some places just outside London, where the Thames  
 sam pleisiz dʒʌst 'aut'said ləndən, hweə ðə temz  
 is not the same dirty river as in the town itself. I  
 iz nɔt ðə seim də:ti rivə əz in ðə taun it'self. ai  
 often spent a whole day on the river Thames in summer  
 ɔ:fn spent ə houl dei ɔn ðə rivə temz in samə





*Steamer*

think  
am thinking  
thought  
was thinking  
have thought  
have been  
thinking

I think of a trip  
to England now  
and then.

I am thinking of a  
trip to England  
now.

I thought of a trip  
to England  
yesterday.

I was thinking of  
a trip to England  
when he came into  
the room.

I have thought of  
a trip to England  
many times.  
I have just been  
thinking of a trip  
to England.

that  
those

I like that house.  
I like those houses.

my grandparents  
= my parents'  
parents

my grandmother  
= the mother of  
one of my parents

my grandfather =  
the father of one  
of my parents

when the weather was fine. There are small steamers  
hwen ðə wedə wəz fain. ðəər a: smɔ:l sti:məz  
to take you from place to place. It is not very far  
tə teik ju: frəm pleis tə pleis. it iz not veri fa:  
from our hotel to the river, so that we could go down  
frəm auə hou'tel tə ðə riva, sou ðət wi: kud gou daun  
there one day and look at the steamers.”  
ðəə wʌn dei ənd luk ət ðə sti:məz.”

Mrs. Miller: “I think the idea you have been talking  
misiz milə: “ai piyk ði aɪ'diə ju: həv bi:n tɔ:kɪŋ  
about just now is a very good one. I should like to  
ə'baut dʒʌst nau iz ə veri gud wʌn. ai sud laik tə  
go with you on the trip to England, but I can't. We  
gou wið ju: ən ðə trip tu ɪnglənd, bʌt ai ka:nt. wi:  
can't take the boy on a trip like that, he is too small;  
ka:nt teik ðə bɔi ən ə trip laik ðæt, hi: iz tu: smɔ:l;  
just think of him on a steamer! He and I will spend  
dʒʌst piyk əv him ən ə sti:mə! hi: ənd ai wil spend  
those few weeks with my parents; they will be only  
ðouz fju: wi:ks wið mai pərənts; ðei wil bi: ounli  
too glad to have us. You know what grandparents  
tu: glæd tə həv ʌs. ju: nou hwst grændpərənts  
are like — they always think that their grandchildren  
a: laik — ðei ə:lwəz piyk ðæt ðəə grændfildrən  
are the best in the whole world. The boy's grand-  
a: ðə best in ðə houl wə:ld. ðə bɔiz grænd-  
mother lets him do everything he wants to, and his  
mʌðə lets him du: eribiy hi: wɔnts tu, ənd his

grandfather buys so many things for him to play with  
*grændfa:ðə baiz sou meni þiȝz fə him tə plei wið*  
 that I don't know what to do with them. It will be  
*ðət ai dount nou hwȝt tə du: wið ðəm. it wil bi:*  
 so good for the boy to be at a farm in the country;  
*sou gud fə ðə bɔi tə bi: ət ə fa:m in ðə kʌntri;*  
 he can play outside in the sun all day, and we shall  
*hi: kən plei 'aut'said in ðə sʌn ɔ:l dei, ənd wi: ʃəl*  
 both have a good time.”  
*bouþ hæv ə gud taim.”*

Mr. Miller: “Well, if you feel like that, my dear, I shall  
*mista milə: “wel, if ju: fi:l laik ðæt, mai dia, ai ʃəl*  
 be glad to go. It would be good to see old England  
*bi: glæd tə gou. it wud bi: gud tə si: ould iŋglənd*  
 again with these young men.” Storm: “We are glad  
*ə'gein wið ði:z jɔ:y men.” stɔ:m: “wi: a: glæd*  
 to hear that. Well, boys, it's time to go home, I think.  
*tə hi: ðæt. wel, bɔiz, its taim tə gou houm, ai þiȝk.*  
 Oh, it's cold outside, and look — there is snow falling!  
*ou, its kould 'aut'said, ənd luk — ðeər iz snou fɔ:liȝ!*  
 One doesn't think of that when it is so warm inside.”  
*wʌn dʌznt þiȝk əv ðæt hwen it iz sou wɔ:m 'in'said.”*

**EXERCISE A.**

What did Brown — of when he was walking home from work? He was thinking that it would be a good — to try to find some English people to — to. Later

**WORDS:**  
 trip  
 perhaps  
 few

since  
change  
conservative  
modern  
foreign  
spend  
spent  
like  
visit  
British  
hotel  
place  
outside  
Thames  
river  
steamer  
world  
inside  
grandparents  
grandfather  
grandmother  
grandchild  
interesting  
walk  
whole  
museum  
just  
ones  
but  
work —  
working  
walk —  
walking  
fall — falling  
talk — talking  
sit — sitting  
have — having

in the evening he — of the idea that they could all make a — to England. The others — that this was a very good idea. Mr. Miller has been to most — in England; there are — places that he has not seen. But it is several years — he was there, and many things have — since then. The English are not so — as many people think. Many people go to — countries in their holidays, but Storm has — all his holidays in his own country.

The — at which Mr. Miller has lived in London is near the British Museum, so that the young men can — it as often as they —. A week is not too much to spend in a big town — London.

#### **EXERCISE B.**

What was Brown doing when he thought of a trip to England? ... What did Mr. Miller think of the idea? ... When was Mr. Miller in England last? ... Are the English very conservative? ... Which of the foreign countries he has visited has Mr. Miller found the most interesting? ... How many days will they spend in London itself? ... What will they visit after the first week? ... What is the name of the museum in London that is one of the biggest in the world? ... Who lives at the farm that Mrs. Miller will go to when her husband goes to England? ... Are the boy's grandparents kind to him? ...

#### **EXERCISE C.**

##### **How to ask and answer questions with 'how'.**

How many children are there in the Smith family?

Answer ... New question ...? There are twenty-four hours in a day and a night. How old is Mr. Smith? Answer ... Question ...? Mrs. Smith was twenty-five years old when she got her watch. How far is it from the farm to the lake? Answer ... Question ...? It is two hours in a car from the farm to the city. How long does Mr. Smith work every day? Answer ... Question ...? Most English children go to school for ten years. How much did Mrs. Smith pay for her new frock? Answer ... Question ...? Mr. Smith gave his wife twelve pounds. How often does Mr. Smith visit his brother in the country? Answer ... Question ...? The children go to school five days a week.

## MAKING PLANS

start = begin

The next time the young men were together to study  
 ðə nekst taim ðə jʌŋ men wə: tə'geðə tə stʌdi  
 English, they had much to talk about. All of them had  
 iŋglɪʃ, ðei hæd mæts tə tɔ:k ə'baut. ɔ:l əv ðəm hæd  
 been thinking about the trip and making plans. They  
 bi:n ɔɪkɪŋ ə'baut ðə trip ənd meikɪŋ plænz. ðei  
 had talked to their families about it and asked people  
 hæd tɔ:kt tə ðəsə fæmiliz ə'baut it ənd a:skt pi:pl  
 who had visited England about the best time to go there.  
 hu: hæd vɪzɪtɪd iŋglənd ə'baut ðə best taim tə gou ðəsə.  
 Their families were very much interested in the plans,  
 ðəsə fæmiliz wə: veri mæts intristɪd in ðə plænz,  
 but thought that the young men would not be able to  
 bʌt þɔ:t ðət ðə jʌŋ men wud nɔt bi: eibl tə  
 learn to speak English well enough before they were  
 lə:n tə spi:k iŋglɪʃ wel i'nʌf bɪ:fɔ: ðei wə:  
 to go. Storm told the others that his brother smiled  
 tə gou. stɔ:m tould ði ʌðəz ðət hiz brʌðə smaild  
 when he spoke about the trip, as if he thought that  
 hwen hi: spouk ə'baut ðə trip, əz if hi: þɔ:t ðət  
 they would not be able to make it. “Well, wait and  
 ðei wud nɔt bi: eibl tə meik it. “Wel, w'it ənd  
 see,’ I tell him,” Storm said, smiling; “when we start  
 si:, ai tel him,” stɔ:m sed, smailiy; “hwen wi: sta:t

on our trip, and you must stay at home because you  
*ɔn aʊə trip, ənd ju: mʌst stei ət houm bɪ'kɔz ju:*

don't speak English, I shall be the one to smile.' And  
*dəʊnt spi:k ɪŋglɪʃ, ai ʃəl bi: ðə wʌn tə smail.' ənd*

I think that when he sees us start on our trip next  
*ai ʃɪŋk ðət hwen hi: si:z əs sta:t ɔn aʊə trip nekst*

summer, you will have him as a pupil in the autumn,  
*sʌmə, ju: wɪl hæv him əz ə pju:pl in ðɪ ɔ:təm,*

Mr. Miller!"

*mɪstə milə!*"

Mr. Miller was very glad to hear that his three pupils  
*mɪstə milə wəz veri glæd tə hɪə ðət hɪz pju:plz*

felt that they would be able to learn enough. "I hope  
*felt ðət ðei wud bi: eibl tə lə:n i'nʌf. "ai houp*

you know that you must do much work before the  
*ju: nou ðət ju: mʌst du: mʌts wə:k bɪ'fɔ: ðə*

summer-holidays. When we make our plans and talk  
*sʌməhɔ:lidɪz. hwen wi: meik aʊə plæns ənd tɔ:k*

about all the things that we are going to do, you will  
*ə'baʊt ɔ:l ðə pi:z ðət wi: a: gouɪŋ tə du:, ju: wil*

learn many words that you are going to use on the  
*lə:n meni wə:dz ðət ju: a: gouɪŋ tə ju:z ɔn ðə*

trip. So the more we talk about it, the better you  
*trip. sou ðə mɔ: wi: tɔ:k ə'baʊt it, ðə betə ju:*

will be able to make yourselves understood on the trip  
*wɪl bi: eibl tə meik jɔ:'selvz ʌndə'stud ɔn ðə trip*

itself," said Mr. Miller. "First we must decide when  
*it'self," sed mɪstə milə. "fə:st wi: mʌst dɪ'said hwen*

I am the one to  
 smile = I am he  
 who can smile.

I am going to do  
 something = I  
 shall do something.

the...the

The more we do,  
 the better it is.

upon = on



manager

we want to go, and you three will have to decide how  
wi: wɔnt tə gou, ənd ju: þri: wil hæv tə di'said hau  
long we are going to stay in England. My holidays are  
lɔy wi: a: gouiy tə stei in iŋglənd. mai holidiz a:  
two months, and I can stay there the whole summer,  
tu: mʌnþs, ənd ai kən stei ðəz ðə houl sʌmə,  
if I want to, so you must decide that part of it your-  
if ai wɔnt tu, sou ju: mast di'said ðæt þa:t əv it jɔ:-  
selves."  
'selvz.'

"That depends upon how long our holidays are," said  
"ðæt di'pendz ə'pɔn hau lɔy auə holidiz a;" sed  
Storm. "I have two weeks; how much have you?" he  
stɔ:m. "ai hæv tu: wi:ks; hau mʌts hæv ju:?" hi:  
asked the others. Brown also had two weeks, but Wood  
a:skt ði ʌðəz. braun ɔ:lsou hæd tu: wi:ks, bʌt wud  
said, "I don't know whether I shall have two weeks or  
not, "ai dount nou hweðə ai ʃəl hæv tu: wi:ks ɔ:  
not, for I have not worked a whole year for my new  
nɔt, fər ai hæv nɔt wə:kt ə houl jɪə fə mai nju:  
firm, you know. It all depends upon the manager of  
fə:m, ju: nou. it ɔ:l di'pendz ə'pɔn ðə mænidʒər əv  
the firm. I will ask him whether I can have two  
ðə fə:m. ai wil a:sk him hweðə ai kən hæv tu:  
weeks, which I think he will give me when he hears  
wi:ks, hwits ai þyk hi: wil giv mi: hwen hi: hi:z  
that we are planning to go to England. I will ask the  
ðæt wi: a: plæniy tə gou tu iŋglənd. ai wil a:sk ðə

manager to-morrow whether I can have that or not."

mænidʒə tə'morou hwedə ai kən hæv ðæt ɔ: nɔt."

"Good," said Mr. Miller; "we know that we shall have "gud," sed mistə milə; "wi: nou ðæt wi: fəl hæv

at least twelve days for the trip, and perhaps two weeks.

at li:st twelv deiz fə ðə trip, ənd pə'hæps tu: wi:ks.

little  
less  
least

Now we must decide on the time for the trip. As you

nau wi: mʌst di:said ɔn ðə taim fə ðə trip. əz ju:

know, I have been to England at different times of the

nou, ai hæv bi:n tu iŋglənd ət difrənt taimz əv ðə

year, so it is not difficult for me to tell you which of the

jiə, sou it iz nɔt difikəlt fə mi: tə tel ju: hwits əv ðə

different holiday months will be best. June is often

difrənt həlidi mʌnþ wil bi: best. dʒu:n iz ɔ:fn

a lovely month in England, a very beautiful month,

ə lʌvli mʌnþ in iŋglənd, ə veri bju:təfʊl mʌnþ,

lovely = beautiful

but you can never be sure that the weather will be

bʌt ju: kən nevər bi: suə ðæt ðə weðə wil bi:

good. July is often a very dry month; it is the month

gud. dʒu'lai iz ɔ:fn ə veri drai mʌnþ; it iz ðə mʌnþ

that has the least rain. I was there for four weeks

ðæt hæz ðə li:st rein. ai wəz ðəs fə fɔ: wi:ks

in July once and had only half an hour's rain, but then

in dʒu'lai wʌns ənd hæd əunli ha:f ən aʊəz rein, bʌt ðen

that was less rain than they had had for years in that

ðæt wəz les rein ðən ðei hæd hæd fə jiəz in ðæt

month. I am sure that July would be the best month.

mʌnþ. ai əm suə ðæt dʒu'lai wud bi: ðə best mʌnþ.



rain

He **leaves**, he **left**,  
he has **left** [li:vz,  
left, left].

some  
any?  
not any

We shall see **some**  
football.

Is there **any** foot-  
ball this week?

We shall **not** see  
any football.

In August it is too hot to be in London. The school  
in ɔ:gəst it iz tu: hot tə bi: in ləndən. ðə sku:l  
holidays are in August, and every one who is able to  
hələdiz a: in ɔ:gəst, ənd evri wʌn hu: iz eibl tə  
leave London in August goes away. Many of my  
li:v ləndən in ɔ:gəst gouz ə'wei. meni əv mai  
friends that I should like to see again will have left  
frendz ðət ai sud laik tə si: ə'gein wil həv left  
London if we go there in that month.”  
ləndən if wi: gou ðət in ðət mʌnθ.”

Brown: “I should like to see some English football. Do  
braun: “ai sud laik tə si: sʌm ɪnglɪʃ fʊtbɔ:l du:  
you think there will be any football in July?” “No,  
ju: piyk ðət wil bi: eni fʊtbɔ:l in dʒu'lai?” “nou,  
you will not see any football if we go in July; the  
ju: wil nɔt si: eni fʊtbɔ:l if wi: gou in dʒu'lai; ðə  
football season does not begin until September. Perhaps  
fʊtbɔ:l si:zn dəz nɔt bi'gin ʌn'til səp'tembə. pə'hæps  
you think it would be better to go in September, then?”  
ju: piyk it wud bi: betə tə gou in səp'tembə, ðen?”  
“What is the weather like in September?” “Oh, some-  
“hwət iz ðə wedə laik in səp'tembə?” “ou, sʌm-  
times it is very good, but you can't be sure. There is  
taimz it iz veri gud, bʌt ju: ka:nt bi: fuz. ðeər iz  
often very much rain in September, and the evenings  
ɔ:fn veri mʌtʃ rein in səp'tembə, ənd ði i:vniy়  
are so short.” “Well, then I think that July will be  
a: sou fɔ:t.” “wel, ðen ai piyk ðət dʒu'lai wil bi:

the best month. I don't want to go in September,"  
 ðə best mʌnþ. ai dount wɔnt tə gou in səp'temba,"

Brown said with a smile, "just to see football. I can  
 braun sed wið ə smail, "dʒʌst tə si: futbɔ:l. ai kən

see English football when the English football players  
 si: iŋglis futbɔ:l hwen ði iŋglis futbɔ:l pleiəz

come to our country to play." "Well, have we decided  
 kʌm tu auə kʌntri tə plei." "wel, həv wi: di'saidid

to go in July, then?" asked Mr. Miller. "Yes," Wood  
 tə gou in dʒu'lai, ðen?" a:skt mistə milə. "jes," wud

answered, "we can at least decide upon July as the  
 a:nəd, "wi: kən ət li:st di'said ə'þən dʒu'lai əz ðə

best month to go in; then it depends upon whether  
 best mʌnþ tə gou in; ðen it di'pendz ə'þən hweðə

we can all get our holidays in July. But let us leave  
 wi: kən ɔ:l get auə holidiz in dʒu'lai. bʌt let ʌs li:v

that question now. We can talk about that later; it  
 ðæt kwestʃən nau. wi: kən tɔ:k ə'baut ðæt leitə; it

is difficult for our managers to decide now when we  
 iz difikəlt fər auə mænidʒəz tə di'said nau hwen wi:

are to have our holidays this year."  
 a: tə həv auə holidiz ðis jiə."

are to have=shall have

"Well, boys," said Mr. Miller, "before we leave, you  
 "wel, bɔ:z," sed mistə milə, "bi'fɔ: wi: li:v, ju:

have got at least six months in which to learn the  
 həv ɡɔt ət li:st siks mʌnþs in hwits tə lə:n ðə

different words that you will need on the trip. To-night  
 diffrənt wə:dz ðət ju: wil ni:d ɔn ðə trip. tə'nait

I will talk to you about what to say when you go  
*ai wil tɔ:k tə ju: ə'baut hwɔ:t tə sei hwen ju: gou*  
into a shop to buy something that you need. What  
*intu ə sɔ:p tə bai səmphiŋ ðæt ju: ni:d. hwɔ:t*  
do you say when you want to buy a book, Wood?"  
*du: ju: sei hwen ju: wɔ:nt tə bai ə buk, wud?"*  
Wood: "I think I should say: I want to buy a book; let  
*wud: "ai piŋk ai sud sei: ai wɔ:nt tə bai ə buk; let*  
me look at some."  
*mi: luk ət səm."*

Mr. Miller: "Yes, you could say that. But you could  
*mistə milə: "jes, ju: kud sei ðæt. bʌt ju: kud*  
have put in a word which the English use very much,  
*həv put in ə wə:d hwitʃ ði iŋglis ju:z veri mætʃ,*  
that is 'please'. Very often, you need only give the  
*ðæt iz 'pli:z. veri ɔ:fn, ju: ni:d ounli giv ðə*  
name of the thing you want and put the word 'please'  
*neim əv ðə piŋ ju: wɔ:nt ənd put ðə wə:d 'pli:z'*  
after it. That is enough. But don't forget the word  
*a:ftər it. ðæt iz i'nʌf. bʌt dount fə'get ðə wə:d*  
'please' when you want to ask for something. Now  
*'pli:z' hwen ju: wɔ:nt tu a:sk fə səmphiŋ. nau*

let me hear you buy cinema tickets for us, Brown!"  
*let mi: hiə ju: bai sənimə tikits fər ʌs, braun!"*

Brown: "Four tickets for eight o'clock, please!"  
*braun: "fɔ: tikits fər eit ə'klɔ:k, pli:z!"*

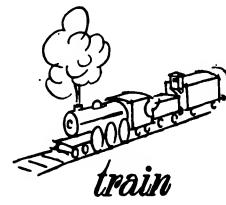
order = ask for  
*"rait! ənd wil ju: kɔ:l ðə weita ənd ɔ:da aua*

dinner, Storm?" Storm: "Waiter! Four vegetable soups,  
*dīnə, stɔ:m?*" *stɔ:m:* "weita! *fɔ: vedzitabl su:ps,*  
 please!"  
*pli:z!"*

"Yes, that is right. I think you can do that now; it  
*"jes, ðæt iz rait. ai þiŋk ju: kən du: ðæt nau; it*  
 is not very difficult. We will also talk about how to  
*iz nɔ:t veri difikəlt. wi: wil ɔ:lsou tɔ:k ə'baut hau tə*  
 go to London. Part of the trip we shall go by water,  
*gou tə lændən. pa:t əv ðə trip wi: fəl gou bai wɔ:tə,*  
 and part of the trip we shall go by land. When we  
*ənd pa:t əv ðə trip wi: fəl gou bai lænd. hwen wi:*  
 travel by land, we shall go in a train, and on the part  
*trævl bai lænd, wi: fəl gou in ə trein, ənd ɔn ðə pa:t*  
 of our trip when we travel by water, we shall go in  
*əv auə trip hwen wi: trævl bai wɔ:tə, wi: fəl gou in*  
 a steamer. Did any of you ever travel by train?"  
*ə sti:mə. did eni əv ju: evə trævl bai trein?"*  

"Oh yes, we have all done that," they answered.  
*"ou jes, wi: həv ɔ:l dʌn ðæt," ðei a:nsəd.*

"But I never travelled much by steamer," one of them  
*"bʌt ai nevə trævld mʌts bai sti:mə," wʌn əv ðəm*  
 said. "I have only made very short trips of about  
*sed. "ai həv ounli meid veri ʃɔ:t trips əv ə'baut*  
 twenty minutes, so it will be the first time that I shall  
*twenti minits, sou it wil bi: ðə fə:st taim ðæt ai fəl*  
 ever try a long trip by water."  
*evə trai ə lɔŋ trip bai wɔ:tə."*



I travel, I tra-  
 velled, I have tra-  
 velled.

WORDS:

study (verb)

stay

start

pupil

going to

decide

depend

whether

firm

manager

plan

plan (verb)

at least

different

lovely

sure

less

least

rain

every one

leave

left

any

player

play

difficult

land

travel

train

ever

need

upon

the . . . the

order

about

EXERCISE A.

Storm's brother will have to — at home when they — on their trip, because he cannot — English; and then Storm will be the — to smile. The three young men must — how long they are — to stay in England, because their teacher can stay the — summer, if he — to. Which of the — holiday months is the best to — London? July is the best month; it has the — rain, and people have not — London yet. If they go in August, Mr. Miller cannot be — that he will find — of his friends in London. What is the shortest way to say that you want to — socks, for example? The shortest way is to say, "A pair of socks, —!" In what way were the teacher and his three pupils going to — to England? They were going to travel part of the trip by — and part by —. Had the young men — travelled by steamer before? Yes, but one of them had — been on a trip of more than twenty minutes.

EXERCISE B.

What does Storm's brother do when Storm speaks about the trip? . . . Why do the young men's families think that they will not be able to learn enough English before they start on the trip? . . . Which will be the one to smile when they start on their trip, Storm or his brother? . . . In which month did they decide to make the trip? . . . Did Wood know whether he would get two weeks' holidays? . . . Has Wood worked for the manager of his firm for a whole year yet? . . . Can they be sure

that the weather will be good in July? ... In which month do most people leave London for their holidays? ... Is there any football in England in July? ... Could the young men's managers decide at once when they could have their holidays? ...

**EXERCISE C.**

**How to ask and answer questions with 'how'.**

How do we go in and out of houses? Answer ...  
Question ...? John sometimes goes through the window.  
How do we get from the ground floor to the second floor? Answer ... Question ...? The children walk to school. How did Mrs. Smith get her friend Daisy's letter? Answer ... Question ...? The children bought the chocolate at the chocolate-shop. How are the three young men and their teacher going to get to England? Answer ... Question ...? By land they are going to travel in a train. How did Storm know that Mr. Miller's son was awake? Answer ... Question ...? He knew that the best time to go was July, because he had visited England at different times of the year. How did Mr. Smith take the baby to the lake? Answer ... Question ...? Mr. Smith took the children to the restaurant in a taxi.

## GETTING MONEY FOR THE TRIP

“Well, have you made any plans for our trip?” Mr.

“wel, hæv ju: meid eni plæns fær auð trip?” mistə

Miller asked the boys on their next English evening.

“mɪlə a:skt ðə bɔɪz ɔn ðeə nekst i:ŋglɪʃ i:vniŋ.

“Oh yes, we have made many, and we have something

“ou jes, wi: hæv meid meni, ənd wi: hæv sʌmþɪŋ

good to tell you; Wood’s manager will let him have

“gud tə tel ju:; wudz mænidʒə wil let him hæv

two weeks’ holidays this summer. We have been

“tu: wi:ks həlidiz ðis sʌmə. wi: hæv bi:n

thinking of how much the trip will cost, and we have

“þɪŋkiŋ əv hau mæts ðə trip wil kɔst, ənd wi: hæv

also asked about the tickets. We know how much it

“ɔ:lsou a:skt ə'baʊt ðə tikits. wi: nou hau mæts it

will cost us to go to England and back, but we do not

“wil kɔst ʌs tə gou tu i:ŋglənd ənd bæk, bʌt wi: du: nɔt

know how much it will cost to stay for two weeks in

“nou hau mæts it wil kɔst tə stei fə tu: wi:ks in

England. Could you tell us about that, Mr. Miller?”

“i:ŋglənd. kud ju: tel ə'baʊt ðæt, mistə milə?”

“Yes, two weeks in London at a hotel that is both good

“jes, tu: wi:ks in ləndən ət ə hou'tel ðæt iz boub gud

and cheap will cost about fifteen pounds for each. Have

“ənd tsi:p wil kɔst ə'baʊt fifti:n paundz fær i:tʃ. hæv

you got so much money?"

*ju: g̩t sou m̩ts̩ m̩ni?"*

Wood: "Fifteen pounds! That is much. I haven't got  
*wud: "fifti:n paundz! ðæt iz m̩ts̩. ai h̩vnt g̩t*

so much money." Brown: "I think we shall all have  
*sou m̩ts̩ m̩ni." braun: "ai þiyk wi: s̩l s̩l h̩v*

to try to earn some extra money, for we have very  
*to trai tu s̩:n s̩m ekstr̩ m̩ni, f̩r wi: h̩v veri*

little, I am afraid."

*litl, ai əm ə'freid."*

Storm: "When I spoke to the manager at the office  
*stɔ:m: "h̩wen ai spouk t̩ ð̩ m̩enidʒ̩r at ð̩i ɔ:fis*

about our trip to London, he was very interested. He  
*ə'baut auə trip t̩ landən, hi: wəz veri intristid. hi:*

said that the firm would be glad to have a young man  
*sed ðæt ð̩ f̩:m wud bi: glæd t̩ h̩v ə jʌŋ m̩n*

in the office who knew something about the English  
*in ð̩i ɔ:fis hu: nju: s̩amþiy ə'baut ð̩i iŋgl̩f̩*

and England. He said that such a man would always  
*ənd iŋgl̩nd. hi: sed ðæt s̩ats̩ ə m̩n wud ɔ:lwəz*

be of great use to a big firm, and he gave me to under-  
*bi: əv greit ju:s tu ə big f̩:m, ənd hi: geiv mi: tu əndə-*

stand that the firm would give me some of the money  
*'stænd ðæt ð̩ f̩:m wud giv mi: s̩am əv ð̩ m̩ni*

for the trip. So I do not think that I shall need to  
*f̩r ð̩ trip. sou ai du: nɔ:t þiyk ðæt ai s̩l ni:d tu*

earn extra money for the trip."

*ə:n ekstr̩ m̩ni f̩r ð̩ trip."*

haven't = have  
 not



Office

The idea is used  
by the manager =  
the manager uses  
the idea.



next to nothing =  
almost nothing

Brown: "It must be a fine thing to work for a firm like  
*braun*: "it mʌst bi: ə fain þiŋ tə wə:k fər ə fə:m laik  
that. But I will tell you something about the book-shop  
ðæt. bʌt ai wil tel ju: sʌmþiŋ ə'baʊt ðə bukʃɒp  
where I work. If one of us gets a good idea for the  
hweər ai wə:k. if wʌn əv ʌs gets ə gud aɪ'dɪə fə ðə  
shop, and it is used by the manager, we are paid well  
ʃɔp, ənd it iz ju:zd bai ðə mænidʒə, wi: a: peɪd wel  
for it. And I have an idea! It is just the right time  
fər it. ənd ai hæv ən aɪ'dɪə! it iz dʒʌst ðə rait taim  
now to speak to him about it. I will tell you all about  
nau tə spi:k tə him ə'baʊt it. ai wil tel ju: ɔ:l ə'baʊt  
it; then you can tell me what you think of it. Perhaps  
it; ðen ju: kən tel mi: hæv ju: þiŋk əv it. pə'hæps  
you know that some book-shops have a library. There  
ju: nou ðət sʌm bukʃɒps hæv ə laibrəri. ðər  
are many people who would like to read, but they  
a: meni pi:pl hu: wud laik tə ri:d, bʌt ðei  
cannot afford to buy many books, because the prices  
kænət ə'fɔ:d tə bai meni buks, bi'kɔ:z ðə praisiz  
are so high. But at a library, they can borrow books  
a: sou hai. bʌt ət ə laibrəri, ðei kən bɔrou buks  
for next to nothing, and after they have read the books,  
fə nekst tə nʌþiŋ, ənd a:ftə ðei hæv red ðə buks,  
they bring them back again. At the back of the shop  
ðei briŋ ðəm bæk ə'gein. ət ðə bæk əv ðə ʃɔp  
we have a small extra room, which could be made into  
wi: hæv ə smɔ:l ekstrə ru:m, hwitʃ kud bi: meid intu

a library where people could read for a short time to  
*a laibrəri hweə pi:pl kud ri:d fər a sɔ:t taim tə*  
 see what books they want to borrow. In this way,  
*si: hwst buks ðei wɔnt tə bɔrou in ðis wei,*  
 many people who cannot afford to buy the books they  
*meni pi:pl hu: kænɔt ə'fɔ:d tə bai ðə buks ðei*  
 would like to read, can get all the books they want  
*wud laik tə ri:d, kən get ɔ:l ðə buks ðei wɔnt*  
 without paying very much, but we should get some  
*wið'aut peiŋ veri mʌtʃ, bʌt wi: fud get sʌm*  
 money out of it. Besides, when people come in to  
*mʌni aut əv it. bi'saidz, hwen pi:pl kʌm in tə*  
 borrow books, they would also see all the other things  
*bɔrou buks, ðei wud ɔ:l sou si: ɔ:l ði ʌðə þiŋz*  
 we have in the shop, so that perhaps we could sell  
*wi: hæv in ðə ʃɔ:p, sou ðət pə'hæps wi: kud sel*  
 them some of these things, too. There are four other  
*ðəm 'sʌm əv ði:z þiŋz, tu:. ðεər a: fɔ:r ʌðə*  
 book-shops in our street; but this idea has not been  
*bukʃɔ:ps in aʊə stri:t; bʌt ðis aɪ'diə hæz nɔt bi:n*  
 tried by any of them. And it would be a good thing  
*trайд bai eni əv ðəm. ənd it wud bi: ə gud þiŋ*  
 for us to be the first shop to take it up.”  
*fər əs tə bi: ðə fɔ:st ʃɔ:p tə teik it ʌp.”*

Mr. Miller: “That is a very good idea! I am sure that  
*mɪstə milə: ðæt ɪz ə veri gud aɪ'diə! ai əm fʊə ðæt*  
 it will be a good thing for your shop. And you would  
*it wil bi: ə gud þiŋ fə jɔ: ʃɔ:p. ənd ju: wud*



The idea has not  
 been tried by  
 them = they have  
 not tried the idea.

## Chapter Twenty-Four (24).

He sells, he sold,  
he has sold [selz,  
sould, sould].

sell more books, too, because people would learn to  
sel mɔ: buks, tu:, bi'kɔz pi:pl wud lə:n tə  
read good books, and that would bring more people to  
ri:d gud buks, ənd ðæt wud briy mɔ: pi:pl tə  
the shop to buy them.”  
ðə ʃɔ:p tə bai ðəm.”

Brown: “Yes, and I would write letters to the people  
braun: “jes, 'ənd ai wud rait letəz tə ðə pi:pl  
who live in our part of the town to tell them about  
hu: liv in aʊə pa:t əv ðə taun tə tel ðəm ə'baut  
new books and to invite them to read books in this  
nju: buks ənd tu in'veait ðəm tə ri:d buks in ðis  
cheap way. I will take this idea to the manager  
tʃi:p wei. ai wil teik ðis a'iðiə tə ðə mænidʒə  
to-morrow. I am sure he will use the idea, and then  
tə'mɔrou. ai əm suə hi: wil ju:z ði a'iðiə, ənd ðen  
I shall be able to afford the trip, because he always  
ai ʃəl bi: eibl tu ə'fɔ:d ðə trip, bi'kɔz hi: ɔ:lwəz  
pays well. My manager is a man of modern ideas;  
peiz wel. mai mænidʒər iz ə mæn əv mɔðən a'iðiəz;  
he is always looking for something new, and he is not  
hi: iz ɔ:lwəz lukɪŋ fə sʌmþɪŋ nju:, ənd hi: iz nɔt  
afraid to try something very modern if he thinks it  
ə'freid tə trai sʌmþɪŋ veri mɔðən if hi: þɪŋks it  
will bring more business to the shop. I think that he  
wil briy mɔ: biznis tə ðə ʃɔ:p. ai þɪŋk ðæt hi:  
is a very clever business man, the cleverest I know.  
iz ə veri klevər biznis mæn, ðə klevərɪst ai nou.

He always knows the right thing to do to sell more.  
*hi: ɔ:lwa:z nouz ðə rait bi:z tə du: tə sel mo:.*

The managers of the other shops in our street are not  
*ðə mænidʒəz əv ði ʌðə ʃɔ:ps in auə stri:t a: nɔt*  
 half so clever as he is, and when their shops are almost  
*ha:f sou klevə əz hi: iz, ənd hwen ðeə ʃɔ:ps a: ɔ:lmou:st*  
 empty, our shop is almost full of customers, and we are  
*emti, auə ʃɔ:p iz ɔ:lmou:st ful əv kʌstəməz, ənd wi: a:*  
 always busy all day. Sometimes we are so busy that  
*ɔ:kwəz bizi ɔ:l dei. sʌmtaimz wi: a: sou bizi ðət*  
 we cannot find time to have our lunch, because there  
*wi: kænɔ:t faind taim tə hæv auə lʌnʃ, bɪ'kɔ:z ðeər*  
 are customers coming in all the time so that our shop  
*a: kʌstəməz kʌmɪŋ in ɔ:l ðə taim sou ðət auə ʃɔ:p*  
 is never empty. I hope I shall be just as clever a  
*iz never emti. ai hou:p ai ʃəl bi: dʒʌst əz klevər ə*  
 business man when I get older, but I am afraid there  
*biznis mæn hwen ai get ouldə, bʌt ai əm ə'freid ðeər*  
 are many things for me to learn first.”  
*a: meni bi:z fə mi: tə lə:n fə:st.”*

Mr. Miller: “It is a good thing to work for such a clever  
*mista milə: “it iz ə gud bi:z tə wə:k fə sʌts ə klevə*  
 business man, for you can learn much from him and  
*biznis mæn, fə ju: kən lə:n mʌts frəm him ənd*  
 get cleverer yourself. Well, how about you, Wood?  
*get klevərə jɔ:’self. wel, hau ə’baut ju:, wud?*  
 You have been so quiet all the evening. What is  
*ju: hæv bi:n sou kwaiət ɔ:l ði i:vniŋ. hwot iz*

customers =  
 people who want  
 to buy something  
 in a shop

wrong?" Wood: "I have been thinking that perhaps  
rɔŋ?" wud: "ai həv bi:n þiŋkiŋ ðət pə'hæps

I shall have to stay at home. There is no way for me  
ai ʃəl həv tə stei ət houm. ðər iz nou wei fə mi:

to earn extra money at our office, and, besides, there  
tu ə:n ekstrə məni ət auər ɔ:fis, ənd, bi'saidz, ðər

is so much work to do there, that it would be difficult  
iz sou məts wə:k tə du: ðəsə, ðət it wud bi: difi-  
cult for me to take any other work in the evenings.  
kəlt fə mi: tə teik eni ʌðə wə:k ɪn ði i:vnijs.

I don't know how to get the money. I don't like to  
ai dount nou hau tə get ðə məni. ai dount laik tə

borrow it, because my salary is not very high, and it  
bɔ:rou it, bi'kɔ:z mai sələri iz nɔ:t veri hai, ənd it  
would be difficult for me when the money had to be  
wud bi: difikəlt fə mi: hwen ðə məni hæd tə bi:

paid back. I think my salary is too low for all the  
peid bæk. ai þiŋk mai sələri iz tu: lou fər ɔ:l ðə  
work I do."

wə:k ai du:."

Brown: "Why don't you ask your manager for a rise  
braun: "hwai dount ju: a:sk jɔ: mænidʒə fər ə raiz

of salary, then?" "Oh, I couldn't do that. I haven't  
əv sələri, ðen?" "ou, ai kudnt du: ðət. ai hævnt

been there for a year yet, and, besides, I have just  
bi:n ðəsə fər ə jiə jet, ənd, bi'saidz, ai həv dʒʌst

asked him for longer holidays." Brown: "You can at  
a:skt him fə lɔ:ŋə həlidiz." braun: "ju: kæn ət

least try. If you cannot earn the money you need in  
*li:st trai. if ju: kænst ə:n ðə mʌni ju: ni:d in*  
 some other way, you must try. Go to him to-morrow  
*sʌm ʌðə wei, ju: mʌst trai. gou tə him tə'mɔrou*  
 and ask for a rise; tell him how much work you do, and  
*ənd a:sk fər ə raiz; tel him hau mʌts wə:k ju: du:, ənd*  
 what you are going to spend the money on." Wood:  
*hwɔ:t ju: a: gouɪŋ tə spend ðə mʌni ən.*" *wud:*  
 "Well, I don't like to ask for a rise, but I will try. If  
*"wel, ai dount laik tu a:sk fər ə raiz, bʌt ai wil trai. if*  
 I can't earn a higher salary, I don't see where I shall  
*ai ka:nt ə:n ə haɪə sæləri, ai dount si: hwær ai ʃəl*  
 get the money from. I am not full of ideas like Brown;  
*get ðə mʌni frɔ:m. ai əm nɔ:t ful əv aɪ'diəz laik braun;*  
 my head is empty."  
*mai hed iz emti."*

Mr. Miller: "Don't let us talk any more of it to-night.  
*mɪstə milə: "dount let ʌs tɔ:k eni mɔ:r əv it tə'naɪt.*  
 It is getting late now, I am afraid, and, besides, my wife  
*it iz ɡetɪŋ leɪt nau, ai əm ə'freid, ənd, bɪ'saɪd, mai waɪf*  
 is already waiting with the coffee. Next time we shall  
*iz ɔ:l'redi weɪtiŋ wið ðə kɔ:fɪ. nekst taim wi: ʃəl*  
 know whether you will be able to afford to go or not,  
*nou hweðə ju: wil bi: eibl tu ə'fɔ:d tə gou ɔ: nɔ:t,*  
 and then we will speak more about our plans."  
*ənd ðen wi: wil spi:k mɔ:r ə'baut aʊə plænz."*

Mrs. Miller: "Please come and have coffee. A cup of  
*misiz milə: "pli:z kʌm ənd hæv kɔ:fi. ə kʌp əv*

to spend money =  
 to pay out money

hot coffee will do you good, now that you have to go  
*hɒt kɔfi wil du: ju: gud, nau ðət ju: hæv tə gou*  
out into the cold night." "Yes, thank you very much,"  
*aut intə ðə kould nait." "jes, þeɪk ju: veri mʌtʃ,"*  
the young men answered.  
*ðə jʌy men a:nəsəd.*

Brown: "Hot coffee is a very good thing on a cold  
*braun: "hɒt kɔfi iz ə veri gud þɪŋ ən ə kould*  
night, and we should all like very much to speak English  
*nait, ənd wi: fud ɔ:l laik veri mʌtʃ tə spi:k ɪŋglɪʃ*  
with you for a few minutes, Mrs. Miller. We know from  
*wið ju: fər ə fju: minits, misiz milə. wi: nou frəm*  
your husband that you speak English well, and that  
*ɔ: hʌzbənd ðət ju: spi:k ɪŋglɪʃ wel, ənd ðət*  
you like that language as much as we do." Mrs. Miller:  
*ju: laik ðət læŋgwɪdʒ əz mʌtʃ əz wi: du: misiz milə:*  
"Yes, my husband and I like English so well that we  
*"jes, mai hʌzbənd ənd aɪ laik ɪŋglɪʃ sou wel ðət wi:*  
often use it when we are alone together."  
*ɔ:fn ju:z it hwen wi: a: ə'loun tə'geðə."*

#### EXERCISE A.

WORDS:  
earn  
extra  
office  
use  
library

The three friends would try to — some extra money. Many people like to read, but they cannot — to buy all the books which they want to —. So they borrow the books in a —, where they can get them for — — nothing. There were five book-shops in the — where

Brown's — had his shop, and Brown thought that he was the — business man he knew. Mr. Miller thought that Brown's new idea would bring more — to the shop. Did they have many — in the shop? Yes, sometimes the shop was so — of customers that they had no time to have their —. Did Wood have a high —? No, but he would try to ask for a — of salary the next day. Why was he not glad to ask for a —? Because he had just asked the manager for longer —.

afford  
borrow  
sell  
sold  
street  
afraid  
business  
clever  
business man  
empty  
full  
customer  
busy  
get  
salary  
besides  
rise  
by

#### EXERCISE B.

What did Mr. Miller ask the young men on the next English evening? ... How much would it cost for each to stay two weeks in London? ... How would they get the money? ... Was Storm's manager interested in his trip to England? ... Why would Storm not need to earn extra money for the trip? ... What would Brown do to earn some extra money? ... Where could Brown's manager have his library? ... What would Brown do to let people know about the library? ... Why would it be difficult for Wood to take any other work in the evenings? ... Did he think that his salary was high enough? ... What did Brown tell him to do to get more money? ...

#### EXERCISE C.

**How to ask and answer questions with 'when'.**

When is summer? Answer ... Question ...? Winter

is in the months of December, January, and February. When are John and Helen at school? Answer ... Question ...? Mr. Smith is at his office from nine till five. When will John be fourteen years old? Answer ... Question ...? Helen will be thirteen years old in three years. When do the Smith family have their summer-holidays? Answer ... Question ...? In London the school holidays are in August. When did the three young men begin their study of English? Answer ... Question ...? John began to go to school seven years ago. When did Mr. Smith take his children to the cinema? Answer ... Question ...? Mr. Smith took his children out for a walk to the lake when the weather was fine. When are you going to England? Answer ... Question ...? I am going to town to-morrow. When did Mrs. Smith come home from the birthday party? Answer ... Question ...? George came home very late from the lake.

## GOOD NEWS

“You look very happy to-night, boys,” said Mr. Miller  
 “ju: luk veri hæpi tə'nait, bɔiz,” sed mistə milə  
 a few evenings later when they were together again;  
 ə fju: i:vniyz leitə hwen ðei wə: tə'geðər ə'gein;  
 “you must have something good to tell me.” “Yes,  
 “ju: məst hæv sʌmþin gud tə tel mi:.” “jes,  
 I, at least, have good news,” Storm answered; “my  
 ai, ət li:st, hæv gud nju:z,” stɔ:m a:nsəd; “mai  
 manager said yesterday that he would pay the whole  
 mænidʒə sed jestədi ðət hi: wud pei ðə houl  
 trip for me. Isn’t that good news? I had hoped that he  
 trip fɔ: mi:. iznt ðət gud nju:z? ai həd houpt ðət hi:  
 would pay part of it; but it is very kind of him to  
 wud pei pə:t əv it; bʌt it iz veri kaind əv him tə  
 pay all of it, I think.”  
 pei ɔ:l əv it, ai þiŋk.”

“And I have good news, too,” said Brown. “My manager  
 “ənd ai hæv gud nju:z, tu:,” sed braun. “mai mænidʒə  
 thought that my idea about the library was very good.  
 þɔ:t ðət mai ai'dia ə'baut ðə laibrəri wəz veri gud.  
 I am going to begin to work at it at once. I am going  
 ai əm gouɪŋ tə bi'gin tə wə:k ət it ət wʌns. ai əm gouɪŋ  
 to write all the letters myself and make all the plans,  
 tə rait ɔ:l ðə letəz mai'self ənd meik ɔ:l ðə plænz.

He **shows**, he  
**showed**, he has  
**shown** [ʃouz,  
ʃoud, ʃoun].

too, so it is a good chance for me to show what I can do.  
*tu:, sou it iz ə gud tʃa:ns fə mi: tə sou hwɔ:t ai kən du:.*

It is the first time I have had such a chance, and it is  
*it iz ðə fə:st taim ai hæv hæd sətʃ ə tʃa:ns, ənd it iz*  
a very good chance for a young man like myself; so  
*ə veri gud tʃa:ns fər ə jʌŋ mæn laik mai'self; sou*  
you will understand that I am happy. I showed him  
*ju: wil ʌndə'stænd ðət ai əm hæpi. ai soud him*  
some of the letters I had written, and he said they  
*səm əv ðə letəz ai hæd ritn, ənd hi: sed ðei*  
were very good. And now I come to the best part of  
*wə: veri gud. ənd nau ai kʌm tə ðə best pə:t əv*  
my news. The manager is so sure that the idea is good  
*mai nju:z. ðə mænidʒər iz sou suə ðət ði aɪ'diə iz gud*  
that he is going to give me a month's extra pay. Is that  
*ðət hi: iz gouɪŋ tə giv mi: ə mʌnθs ekstrə pei. iz ðət*  
good news or not, I ask you?"  
*gud nju:z ɔ: nət, ai a:sk ju:?"*

Mr. Miller: "Yes, that is very good news. And even  
*mɪstə milə: "jes, ðət iz veri gud nju:z. ənd i:vən*

Wood looks happy to-night."  
*wud luks hæpi tə'nait."*

Wood: "Yes, I have some good news, too. You know  
*wud: "jes, ai hæv səm gud nju:z, tu:. ju: nou*  
I didn't like to ask for a rise, and yesterday I was  
*ai didnt laik tu a:sk fər ə raɪz, ənd jestədi ai wəs*  
thinking all day of going to my manager, but I hadn't  
*hɪŋkɪŋ ɔ:l ðei əv gouɪŋ tə mai mænidʒər, bʌt ai hædnt*

I think of going  
= I think to go

the courage; I was afraid of asking him. Once I tried  
*ðə kʌridʒ; ai wəz ə'freid əv a:skiy him. wʌns ai traɪd*

afraid of asking =  
 afraid to ask

to take courage and had even got as far as the door,  
*tə teik kʌridʒ ənd həd i:vən ɡot əz fa:r əz ðə dɔ:,*

when the manager called one of the young ladies into  
*hwen ðə mænidʒə kɔ:ld wʌn əv ðə jʌŋ leidiz intə*

his office, and I had to wait again. But later in the  
*hiz ɔ:fɪs, ənd ai hæd tə weit ə'gein. bʌt leitər in ðə*

day he called me in, as there was something he wanted  
*dei hi: kɔ:ld mi: in, əz ðəə wəz sʌmpiy hi: wɔ:ntid*

to speak to me about. He had been watching my work  
*tə spi:k tə mi: ə'baut. hi: hæd bi:n wɔ:tsiy mai wə:k*

to watch = to  
 look at

for some time, he said, to see how I did it. He had  
*fə sʌm taim, hi: sed, tə si: hau ai did it. hi: hæd*

been watching that of some of the others, too, and  
*bi:n wɔ:tsiy ðæt əv sʌm əv ði ʌðəz, tu:, ənd*

that of some of  
 the others = the  
 work of some of  
 the others

although I was a new man there, he thought that I  
*ɔ:lðou ai wəz ə nju: mæn ðəə, hi: þɔ:t ðæt ai*

did my work best. I am going to work for him as his  
*did mai wə:k best. ai əm gouiy tə wə:k fə him əz hiz*

secretary, because, he said, he was getting older now,  
*sekret̩ri, bɪlkɔz, hi: sed, hi: wəz getiy ouldə nau,*

and he needed a young man to remember all the things  
*ənd hi: ni:did ə jʌŋ mæn tə ri'membə ɔ:l ðə þiyz*

that he forgot himself. 'I need a man,' he said, 'with  
*ðæt hi: fə'gɔ:t him'self. 'ai ni:d ə mæn,' hi: sed, 'wið*

a good head, who can look after all the small things in  
*ə gud hed, hu: kən luk a:ftər ɔ:l ðə smɔ:l þiyz in*

He **becomes**, he  
**became**, he has  
**become** [bɪ'kʌmz,  
bɪ'keɪm, bɪ'kʌm].

a rich man = a  
man with much  
money

the office, so that there will be no need for me to  
ði ɔfɪs, səu ðət ðəz wɪl bi: nou ni:d fə mi: tə  
think of them, a man who can write my letters, and  
hɪŋk əv ðəm, ə mæn hu: kən rait mai letəz, ənd  
who is not afraid of a little extra work now and then.  
hu: ɪz nət ə'freid əv ə litl ekstrə wə:k nau ənd ðen.  
And you are not afraid of that, I know. How would  
ənd ju: ə: nət ə'freid əv ðət, ai nou. hau əwud  
you like to become my secretary?" 'I should like  
ju: laik tə bɪ'kʌm mai sekrətri?' 'ai ʃud laik  
nothing better,' I answered. 'Well, I shall be glad to  
nʌbɪŋ betə, ai a:nəd. 'wel, ai ʃəl bi: glæd tə  
have you do this work — oh, and I almost forgot to  
hæv ju: du: ðɪs wə:k — ou, ənd ai ɔ:lməʊst fə'gət tə  
tell you, that now you have become my secretary you  
tel ju:, ðət nau ju: hæv bɪ'kʌm mai sekrətri ju:  
will become a rich man, too,' he said, smiling. 'From  
wil bɪ'kʌm ə rɪts mæn, tu:, hi: sed, smailiŋ. 'frəm  
the first of next month you will get a rise. You will  
ðə fə:st əv nekst mʌnþ ju: wil get ə rāɪz. ju: wil  
need the money for your trip, I think.' I thanked him,  
ni:d ðə mʌni fə jɔ: trip, ai hɪŋk. ai þeɪkt him,  
but I did not tell him that I had been trying all the  
bʌt ai did nət tel him ðət ai həd bi:n traɪɪŋ ɔ:l ðə  
morning to work up courage enough to ask for a  
mɔ:nɪŋ tə wə:k ʌp kʌrɪdʒ i'nʌf tu a:sk fər ə  
rise."  
raɪz."

Mr. Miller: "I could see that you all had good news, mistə milə: "ai kud si: ðæt ju: ɔ:l hæd gud nju:z.

although I didn't think it would be as good as this. ɔ:lðou ai didnt piyk it wud bi: əz gud əz ðis.

Now, when can you have your holidays?" nau, hwen kən ju: hæv ɔ:z holidiz?"

Storm: "I can have mine when I want them. Shall stɔ:m: "ai kən hæv main hwen ai wənt ðəm. ʃal

we try to make the trip during the first fortnight of wi: trai tə meik ðə trip djuəriy ðə fə:st fɔ:tナit əv

July? How does that time suit you?" dʒu'lai? hau ðəz ðæt taim sju:t ju:?"

Mr. Miller: "It suits me well enough, but the question mistə milə: "it sju:ts mi: wel i'nʌf, bʌt ðə kwestʃən

is not so much how it suits me, as how it suits Brown iz nɔt sou mʌts hau it sju:ts mi:, əz hau it sju:ts braun

and Wood, because my holidays are longer than theirs. ənd wud, bi'kɔ:z mai holidiz a: lɔ:ygə ðən ðeəz.

When do you think you can have yours, Wood?" "That hwen du: ju: piyk ju: kən hæv ɔ:z, wud?" "ðæt

time suits me very well. July is a quiet month at taim sju:ts mi: veri wel. dʒu'lai əz kri:ət mʌnθ ət

our office. Most of the people with whom we do aʊər ɔ:fi. moust əv ðə pi:pl wi:hu:m wi: du:

business are away on their holidays, so we also have biznis a:r ə'wei ən ðeə holidiz, sou wi: ɔ:lsou hæv

ours in July. How about yours, Brown?" "I am aʊəz in dʒu'lai. hau ə'baut ɔ:z, braun?" "ai əm

a fortnight = two weeks

mine  
yours  
his  
hers  
ours  
yours  
theirs

It is **my** book =  
the book is **mine**.  
It is **your** book =  
the book is **yours**.  
It is **his** book =  
the book is **his**.  
It is **her** book =  
the book is **hers**.  
It is **our** book =  
the book is **ours**.  
It is **your** book =  
the book is **yours**.  
It is **their** book =  
the book is **theirs**.

## Chapter Twenty-Five (25).

easy = not difficult

who  
whom  
whose

The men **who** do business are business men.  
The man **whom** you saw at my office is a business man.  
The men **with whom** we do business are also business men.  
The business man **whose** shop I work in is very clever.

won't = will not

afraid it is not going to be easy for me to have mine  
*ə'freid it is not gouɪŋ tə bi: i:zi fə mi: tə hæv main*  
in July, because I had half of July last year. But I  
*in dʒu'lai, bi'kɔz ai hæd ha:f əv dʒu'lai la:st jiə. bʌt ai*  
will try to speak to some of the others at the shop  
*wil trai tə spi:k tə sʌm əv ði ʌðəz ət ðə sɔp*  
to-morrow. There are two whom I will ask to exchange  
*tu'morou. ðeər a: tu: hu:m ai wil a:sk tu iks'tfeindʒ*  
holidays with me. There is a young man whose  
*hɔlidiz wið mi:. ðeər iz ə jʌy mæn hu:z*  
holidays are in July this year. I will ask him to  
*hɔlidiz a:r in dʒu'lai ðis jiə. ai wil a:sk him tu*  
exchange holidays with me, so that he can have mine,  
*iks'tfeindʒ hɔlidiz wið mi:, sou ðət hi: kən hæv main,*  
and I can have his. If his holidays are during the last  
*ənd ai kən hæv his. if hiz hɔlidiz a: djuəriŋ ðə la:st*  
fortnight of July, I can ask one of the young ladies,  
*fɔ:tnaɪt əv dʒu'lai, ai kən a:sk wʌn əv ðə jʌy leidiz,*  
whose holidays are during the first part of the month,  
*hu:z hɔlidiz a: djuəriŋ ðə fə:st pə:t əv ðə mʌnþ,*  
to exchange hers for mine. We often exchange our  
*tu iks'tfeindʒ hə:z fə main. wi: ɔ:fn iks'tfeindʒ aʊə*  
holidays at the shop, when it suits us better that way,  
*hɔlidis ət ðə sɔp, hwen it sju:ts əs betə ðət wei,*  
so I hope it won't be too difficult." Mr. Miller: "Well,  
*sou ai houŋ it wount bi: tu: difikəlt." mistə milə: "wel,*  
that is decided, then."  
*ðət iz dɪ'saɪdɪd, ðen."*

Some days later, Brown was able to bring the good  
*sam deiz leitə, braun wəs eibl tə bryi ðə gud*  
 news that the young lady whose holidays were during  
*nju:z ðət ðə jʌy leidi hu:z holidiz əz: djuəriy*  
 the first fortnight of July, was willing to exchange  
*ðə fə:st fɔ:tñait əv dʒu'lai, wəs wiliy tu iks'tfeindʒ*  
 holidays with him, although his were a whole month  
*holidiz wið him, ɔ:l'dou his wə:r ə houl manþ*  
 later. It had even been very easy to get her to do so,  
*leita. it həd i:vən bi:n veri i:zi tə get hə: tə du: sou,*  
 because the time suited her plans much better.  
*bi'kɔz ðə taim sju:tid hə: plənz məts betə.*

Now that they knew they would have enough money,  
*nau ðət ðei nju: ðei wud hæv i'nʌf mani,*  
 and that they would be able to take their holidays at  
*ənd ðət ðei wud bi: eibl tə teik ðət holidiz ət*  
 one and the same time, the young men became still  
*ənd ðət ðei seim taim, ðə jʌy men bi'keim stil*  
 more interested in their studies. Every time they had  
*mɔ:r intristid in ðət stadi. evri taim ðei hæd*  
 a chance of being together during the next month, they  
*ə tʃa:ns əv bi:ij tə'geðə djuəriy ðə nekst manþ, ðci*

talked about their coming trip. Mr. Miller told them  
*tɔ:kt ə'baut ðət kʌmij trip. mistə milə tould ðəm*  
 about the things he had seen in England, and they  
*ə'baut ðə pi:js hi: həd si:n in iŋglənd, ənd ðei*  
 read about England in books and newspapers. Some-  
*red ə'baut iŋglənd in buks ənd nju:spærəz. sam-*

is willing to = is  
glad to

a chance of being  
together =  
a chance to be to-  
gether



newspaper

times they even bought the English newspaper 'The  
taimz ðei i:vən bɔ:t ði iŋglis nju:speipə 'ðə  
Times' and tried to read it; but that was not easy for  
taimz' ənd traɪd tə ri:d it; bʌt ðət wəz nət i:zi fɔ:  
them; although they could understand something, most  
ðəm; ɔ:lðou ðei kud əndə'stænd səmpiy, məʊst  
of it was too difficult, and Mr. Miller often had to  
əv it wəz tu: difikəlt, ənd mɪstə milə ɔ:fn hæd tu  
explain it to them in words that they knew.  
iks'plein it tə ðəm in wə:dz ðət ðei nju:.

paper = news-  
paper

Brown often bought the extra paper about books and  
braun ɔ:fn bɔ:t ði ekstrə peipər ə'baut buks ənd  
the men who write them, which 'The Times' brings  
ðə men hu: rait ðəm, hwitʃ 'ðə taimz' bri:z  
out every week. He could understand enough of the  
aut evri wi:k. hi: kud əndə'stænd i'nʌf əv ðə  
language to be able to get many ideas for his library,  
længwidʒ tə bi: eibl tə get meni aɪ'di:z fə his laibrəri,  
so that his manager began to think that he must be  
sou ðət his mænidʒə bɪ:gæn tə pi:yk ðət hi: məst bi:  
a very clever man who had studied much about modern  
ɔ:veri klevə mæn hu: hæd stədɪd mæts ə'baut mədən  
books.  
buks.

Brown also tried to get Storm and Wood interested in  
braun ɔ:lsoʊ traɪd tə get stɔ:m ənd wud intristid in  
this extra paper, but Wood was too busy with his new  
dis ekstrə peipə, bʌt wud wəz tu: bizi wið his nju:

work, and Storm was too much of a business man to be  
*wə:k, ənd stɔ:m wəz tu: məts əv ə biznis mæn tə bi:*  
 interested in "all these dry old books", as he called  
*intristid in "ɔ:l ði:s drai ould buks", əz hi: kɔ:ld*  
 them. They never used a word of any language but  
*ðəm. ðei nevə ju:zd ə wə:d əv eni længwidʒ bʌt*  
 English when they were together. This was a very  
*iŋglis hwen ðei wə: tə'geðə. ðis wəz ə veri*  
 good thing, and when the month of July came at  
*gud ɿjɪŋ, ənd hwen ðə mənþ əv dʒu'lai keim ət*  
 last, the young men had become very good at English  
*la:st, ðə ɿjɪŋ men həd bɪ'kʌm veri gud ət iŋglis*  
 and were able to say almost everything.  
*ənd wɔ:r eibl tə sei ɔ:lmoʊst evrɪʃɪŋ.*

## EXERCISE A.

The good — that Storm brought was that his manager  
 was — to pay the whole trip for him. Brown had never  
 before had a — to work at any idea of his own in the  
 shop. When he had — his manager the letters which  
 he had —, the manager said that they were — good.  
 Wood was going to work for his — as his —, because  
 the manager — a young man to — after things for him.  
 The people with — Wood's office does — are away in  
 July. Was it — for Brown to have his holidays in July?  
 No, it was very — for him to have his — in July. Were  
 there any persons at the shop — holidays were — the  
 first fortnight of July? Yes, there was a young lady,  
 and she was — to exchange holidays with Brown.

## WORDS:

news  
 chance  
 show  
 showed  
 shown  
 even  
 courage  
 watch (verb)  
 although  
 secretary  
 become  
 became  
 fortnight  
 suit (verb)  
 whom

whose  
during  
so  
newspaper  
mine  
yours  
hers  
ours  
theirs  
need  
easy  
willing  
a few  
rich  
exchange

**EXERCISE B.**

Why did all the boys look happy? ... Had Wood taken courage to ask for a rise? ... Why was Brown's manager going to give him a month's extra pay? ... How did Wood's manager know that Wood was the best man to have as his secretary? ... When was Storm going to have his holidays, and when was Brown going to have his? ... Whose holidays were during the first fortnight of July, the young man's or the young lady's? ... With whom did Brown exchange holidays? ... During which month is it best to go to England? ... Where did the three young men read about England? ...

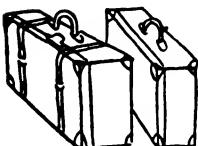
**EXERCISE C.**

**How to ask and answer questions with 'why'.**

Why is it best to go to England in July? Answer ... Question ...? Because you cannot be sure that the weather will be good in June. Why are the young men going to England? Answer ... Question ...? Mrs. Miller and the child are going to a farm in the country, because the child is too young to go for a trip to England. Why was Wood happy? Answer ... Question ...? John's mother was afraid to let him go out on the ice, because it was too thin. Why did Daisy have a party? Answer ... Question ...? Mr. Smith and the children had dinner in town, because they had not been invited to the party. Why had the young men begun to study English? Answer ... Question ...? Wood's manager had watched his work to see how he did it. Why will

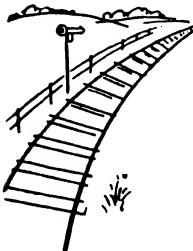
Mr. Miller get a new pupil next winter? Answer ... Question ...? They will have to do much work so that they can speak English well enough when they go to England. Why would they like to visit the British Museum when they get to England? Answer ... Question ...? Mr. Miller would like to go to England in July, because if he goes in August, most of his friends will have left London. Why would Mr. Smith's brother not go with Mr. Smith and the children to the lake? Answer ... Question ...? Mr. Smith will not give John a watch yet, because he is too young.

at length = at last

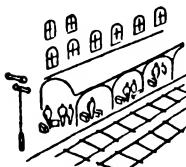


luggage

finish = come to the end of



railway



station

along with = together with

## THE TRIP BEGINS

At length the day has come when the teacher and his  
*ət leyh ðə dei həz kəm hwen ðə ti:tʃər ənd his*  
 three pupils start on their trip to England. The time  
*þri: þju:þlz sta:t ən ðə trip tu iŋglənd.* ðə taim  
 has gone too slowly for them, but at length the day  
*həz gən tu: slouli fɔ: ðəm, bʌt ət leyh ðə dei*  
 has come. Brown has been packing his luggage all  
*həz kəm. braʊn həz bi:n pækɪŋ his ləgɪdʒ ə:l*  
 the morning, but now his mother comes into his room,  
*ðə mɔ:nɪŋ, bʌt nau hiz mʌðə kəmz ɪntə his ru:m,*  
 saying, "You must finish packing your luggage at once.  
*seɪɪŋ, "ju: mʌst finɪʃ pækɪŋ jɔ: ləgɪdʒ ət wʌns.*  
 You will have to be at the railway station in half an  
*ju: wil hæv tə bi: ət ðə reɪlweɪ stəɪʃən in ha:f ən*  
 hour."  
*auə."*

Brown: "I am ready to go, but I think I shall have to  
*braʊn: "ai əm redɪ tə gou, bʌt ai þɪŋk ai ʃəl hæv tə*  
 take a taxi to the station, or I shall be late for my train."  
*teɪk ə tæksi tə ðə stəɪʃən, ɔ:r ai ʃəl bi: leɪt fə mai træɪn."*  
 "Shall I come along with you to the station, or would  
*"ʃəl ai kəm ə'lɔŋ wið ju: tə ðə stəɪʃən, ɔ: wud*  
 you rather go alone?" Brown: "I would rather have  
*ju: ra:ðə gou ə'loun?" braʊn: "ai wud ra:ðə hæv*

you along with me. But we must ask the driver to  
*ju: ə'lɔŋ wið mi: bət wi: məst ə:sk ðə draivə tə*

go fast. We have only twenty-five minutes now, and  
*gou fa:st: wi: hæv ounli twenti'faiw minits nau, ənd*

if he drives too slowly, I shall be late for my train.  
*if hi: draivə tu: slouli, ai ʃəl bi: leit fə mai trein."*

Five minutes later they were on their way to the  
*fairv minits leitə ðei wə:r ɔn ðəə wei tə ðə*

railway station in a taxi. Brown was nervous. "It is  
*reilwei steifən in ə tæksi. braun wəz nə:vəs.* "it is

too slow, driver, can't you drive a little faster?" he said  
*tu: slou, draivə, ka:nt ju: draiv ə litl fa:stə?" hi: sed*

nervously. "All right, I will try," the driver answered.  
*na:vəsli. "ɔ:l rait, ai wil trai," ðə draivər a:nsəd.*

When they arrived at the station, the three others were  
*hwen ðei ə'raivd ət ðə steifən, ðə bri: ʌðəz wə:r*

already there, waiting. "Oh, there you are, Brown,  
*ɔ:l'redi ðəə, weitiy. "ou, ðəə ju: a:, braun,*

we were a little nervous; we were afraid that you would  
*wi: wə:r ə litl nə:vəs; wi: wə:r ə'freid ðət ju: wud*

be late. We arrived here ten minutes ago. Now let us  
*bi: leit. wi: ə'raivd hiə ten minits ə'gou. nau let əs*

go to the train."

*gou tə ðə trein."*

They were the last people to enter the train. "Good-bye,  
*ðei wə: ðə la:st pi:pl tu entə ðə trein. "gud'bai,*

mother," said Brown, kissing his mother on the mouth;  
*mʌðə," sed braun, kisiy his mʌðər ɔn ðə maʊθ:*



He **drives**, he  
**drove**, he has **driven** [*draivə, drouv, drivən*].

slow  
 slowly

**A slow driver.**

The driver is **slow**.

The driver **drives**  
**slowly**.

nervous  
 nervously

The **nervous** boy  
 dropped his book  
 on the floor.

**The boy is nervous.**

"I cannot do it,"  
 said the boy **ner-**  
**vously.**

enter = go into

**kissing** his mother  
 = **and kissed** his  
 mother

smiling  
smilingly  
We saw the men's  
smiling faces.  
The men were  
smiling.  
The men said good-  
bye smilingly.

He sings, he sang,  
he has sung  
[sɪŋz, səŋ, sʌŋ].

"now I am leaving you and our good old country for  
"nau ai əm li:vɪŋ ju: ənd aʊə gud ould kʌntri fə  
two weeks." "Good-bye, my boy, I hope you will have  
tu: wi:ks." "gud'bai, mai bɔi, ai hou̯p ju: əwil haʊ̯v  
a good time in England."  
ə gud taim in iŋglənd."

Wood's sister had also come along with her brother to  
wudz sistə həd ə:lsoʊ kʌm ə'lɔy wið hə: brʌðə tə  
the station, and when she kissed him good-bye, she  
ðə steifən, ənd hwen fi: kist him gud'bai, fi:  
asked him to buy something for her in England. When  
ə:skt him tə bai səm̩biŋ fɔ: hə: in iŋglənd. hwen  
the train was leaving the station, the three young men  
ðə treɪn wəz li:vɪŋ ðə steifən, ðə bri: jʌy men  
shouted a hurrah as loud as they could. "I never knew  
fəutid ə hu'ra: əz laud əz ðei kud. "ai nevə nju:  
you could shout as loud as that," Mr. Miller said  
ju: kud fəut əz laud əz ðæt," mɪstə milə sed  
smilingly.  
smailiŋli.

Brown: "Well, I never knew, myself. But now that  
braun: "wel, ai nevə nju:, mai'self. bʌt nau ðət  
we have started on our trip, let us sing a song. Wood  
wi: həv sta:tid ən aʊə trip, let əs siŋ ə sɔŋ. wud  
has a very good voice for singing, and he knows so  
həz ə veri gud vɔɪs fə siŋɪŋ, ənd hi: nouz sou  
many songs." Wood: "Do you know the song of  
meni sɔɪz." wud: "du: ju: nou ðə sɔŋ əv

'The Emperor Napoleon and his ten thousand men'?  
'di emperə nə'pouljən ənd his ten þausənd men'?

Let us try that."  
let ʌs trai ðæt."

For the next ten minutes they were singing English  
fə ðə nekst ten minits ðei wə: siyiy iŋglis

songs at the top of their voices, so loud that almost  
sɔŋz ət ðə tɔp əv ðeə vɔɪsɪz, sou laud ðət ɔ:lmost

everybody in the carriage could hear them. Then,  
eribɔdi ɪn ðə kærɪdʒ kud hɪə ðəm. ðen,

after some time, they began talking together. The  
a:ftə sam taim, ðei bɪ'gən tɔ:kiŋ tə'geðə. ðə

train in which they were travelling was a very fast  
treɪn ɪn hwaɪts ðei wə: trævliŋ wəz ə veri fa:st

one with modern carriages.  
wʌn wið mədən kærɪdʒiz.

Mr. Miller: "We are going at a very high speed now,  
mɪstə milə: "wi: a: gouiy ət ə veri hai spi:d nau,

I should think seventy miles (a hundred and ten  
ai ʃud þiŋk ˈsevnti maɪlz (ə hʌndrəd ənd ten

kilometres) an hour. At this speed we shall soon be  
kiləmɪ:təz) ən auə. ət ðis spi:d wi: ʃəl su:n bi:

very far from home." Brown: "Have you got a cigarette,  
veri fa: frəm houm." braun: "hæv ju: ɡot ə sigə-

rette, Storm? I should like to smoke one now." Storm:  
'ret, stɔ:m? ai ʃud laik tə smouk wʌn nau." stɔ:m:

"Yes, here are some cigarettes, but I have no matches.  
"jes, hiər a: sam sigə'rets, bʌt ai hæv nou mætʃiz.



emperor

at the top of their voices = in as loud voices as they could

everybody = every one

began talking = began to talk



carriage

1 mile = 1.61 kilometres

soon = in a very short time



match



pipe

Have you got a match, Mr. Miller?" Mr. Miller: "Yes, *həv ju: gət ə mæts, mistə milə?*" *mistə milə:* "yes,

I have got matches, and I have also got tobacco, if you *ai həv gət mætsiz, ənd ai həv ɔ:lso gət tə'bækou, if ju:*

would rather smoke a pipe than cigarettes. I think a *wud ra:ðə smouk ə paip ðən sigə'rets. ai þiyk ə*

pipe of good tobacco is better than cigarettes or cigars. *paip əv gud tə'bækou iz betə ðən sigə'rets ɔ: si'ga:z.*

And here are to-day's newspapers if you have not read *ənd hiər a: tə'deiz nju: speipəz if ju: həv not red*

them yet. I think they will be the last newspapers we *ðəm jet. ai þiyk ðei wil bi: ðə la:st nju: speipəz wi:*

shall read in our own language for the next fortnight. *fəl ri:d in auər oun længwidʒ fə ðə nekst fɔ:tnait.*

To-morrow you must try to read a little in the English *tə'morou ju: məst trai tə ri:d ə litl in ði iŋglɪʃ*

newspapers. I don't think you will be able to understand *nju: speipəz. ai dount þiyk ju: wil bi: eibl tu ʌndə-*

stand much of them to begin with, but it will be good *'stænd mæts əv ðəm tə bi'gin wið, bʌt it wil bi: gud*

for you to read them together every day, and I will *fɔ: ju: tə ri:d ðəm tə'geðə evri dei, ənd ai wil*

explain the many new and difficult words to you." *iks'plein ðə meni nju: ənd difikəlt wə:dz tə ju:.*"

Storm (looking out of the window): "How fine the *stɔ:m (lukɪŋ aut əv ðə windou): "hau fain ðə*

weather is now! When I got up this morning, there *wedər iz nau! hwen ai gət ʌp ðis mo:nij, ðəz*

were many clouds in the sky, and I thought we were  
*wə: meni klaudz in ðə skai, ənd ai þɔ:t wi: wə:*

going to have rain, but now the sun is shining, and the  
*gouŋt tə hæv rein, bʌt nau ðə sʌn iz fainiy, ənd ðə*  
 sky is blue again, without any clouds.”  
*skai iz blu. ə'gein, wið'aut eni klaudz.”*

Mr. Miller: “I hope we shall have dry weather as long  
*mista milə: “ai houp wi: ʃəl hæv drai weðər əz lɔŋ*

as we are in England. But we cannot be sure. It very  
*əz wi: a:r in ɪnglənd. bʌt wi: kænɔ:t bi: fua. it veri*

often rains over there, and in winter they sometimes  
*ɔ:fn reɪnz ouvə ðeə, ənd in wintə ðei sʌmtaimz*

have fogs. Sometimes when you walk in the streets  
*hæv fɔ:gz. sʌmtaimz hwen ju: wɔ:k in ðə stri:ts*

of London, there is such a fog that you cannot see your  
*əv ləndən, ðeər iz sʌtʃ ə fɔ:g ðət ju: kænɔ:t si: jɔ:*

hand before you. And a London fog is not white or  
*hænd bi'fɔ: ju:. ənd ə ləndən fɔ:g iz nɔ:t hwait ɔ:*

grey like the fogs in our own country, but dirty yellow.”  
*grei laik ðə fɔ:gz in auər oun kʌntri, bʌt də:ti jelou.”*

Storm: “What does yellow mean?” Mr. Miller: “Yellow  
*sts:m: “hwɔ:t dəz jelou mi:n?” mista milə: “jelou*

is the colour of butter, for example.”  
*iz ðə kʌlər əv bʌtə, fər ig'zə:mpl.”*

Storm: “Hurrah, in ten minutes we shall be on board  
*sts:m: “hu'ra:, in ten minits wi: ʃəl bi: ən bɔ:d*

the steamer for England. I can see the water now.”  
*ðə sti:mə fər ɪnglənd. ai kən si: ðə wɔ:tə nau.”*



It **shines**, it **shone**,  
 it has **shone** [ʃainz,  
*ʃən, ʃən.*]

Brown: "Well, that is good. I hope we can get a good  
*braun:* "wel, ðæt iz gud. ai houp wi: kən get ə gud  
lunch on board the steamer, for I am very hungry."  
*lʌnʃ ən bɔ:d ðə sti:mə, fər ai əm veri hʌygri.*"  
All the others: "And so am I!" Mr. Miller: "Then let  
*ɔ:l ði ʌðəz: "ənd sou əm ai!" mistə milə: "ðen let*  
us have our lunch as soon as we get on board."  
*əs hæv auə lʌnʃ əz su:n əz wi: get ən bɔ:d."*

#### EXERCISE A.

When Brown had — his luggage, his mother asked him whether he wanted her to come — with him, or whether he would — go alone. Brown asked the — to drive —, because he would be late for his train if the driver — too —. Before Brown — the train, he said good-bye to his mother and — her on the mouth. In the train they — a hurrah and sang so — that almost everybody in the carriage could — them. The train went at a high —, 70 — an hour. When the sun is —, the — is blue, but when it is raining, the sky is full of —. The train in which they were travelling was a very — one with modern —. Mr. Miller would — smoke a — than —. Brown wanted to —, but he had no —. Mr. Miller explained to them that the fog in London is not white or grey, but dirty —. They decided to have lunch as — as they got on board the steamer.

WORDS:  
at length  
pack  
finish  
luggage  
railway  
station  
rather  
driver  
drive  
drove  
driven  
fast  
slow  
nervous  
arrive

#### EXERCISE B.

What was Brown doing just before he started on the trip? ... How did Brown and his mother get to the rail-

way station? ... Did the driver drive fast enough? ... Why was Brown nervous? ... Did Brown arrive in time? ... What did Wood's sister say when she kissed him good-bye? ... How loud did they sing in the train? ... What song did they sing? ... What did Mr. Miller smoke? ... What was the weather like when Storm got up that morning? ... Where does the rain come from? ... What is the colour of the London fog? ...

be late  
enter  
shout  
hurrah  
loud  
sing  
sang  
sung  
song  
voice  
emperor  
kilometre  
speed  
soon  
cigarette  
smoke  
match  
tobacco  
pipe  
cigar  
cloud  
sky  
shine  
shone  
rain (verb)  
fog  
yellow  
on board  
kiss  
everybody  
along  
carriage  
get up  
so  
mile

**EXERCISE C.**

**How to ask and answer questions with 'who', 'whom', or 'whose'.**

Who is John? Answer ... Question ...? The farmer is Mr. Smith's brother. Who took the children to the cinema? Answer ... Question ...? Mrs. Smith's friend Daisy gave the birthday party. Whom did Mr. Smith give a watch? Answer ... Question ...? Aunt Jane gave John and Helen the shilling. Whom did Mr. Smith ask to go with him to the lake? Answer ... Question ...? In the picture 'Wee Willie Winkie' they saw Shirley Temple. From whom did Mrs. Smith get a letter? Answer ... Question ...? Mrs. Smith got the twelve pounds from her husband. With whom are the young men going to England? Answer ... Question ...? Brown had exchanged holidays with one of the young ladies at the shop. Whose sister had come along to the station? Answer ... Question ...? Brown's manager paid him a month's extra salary. Whose were the cigarettes that Brown smoked? Answer ... Question ...? It was in Mr. Miller's house that they came together to study English.

## ON BOARD THE STEAMER

waving their handkerchiefs = who were waving their handkerchiefs

It **blows**, it **blew**, it has **blown**  
[blouz, blu:, bloun].

As soon as our three young friends and their teacher  
*əz su:n əz auə þri: jay frendz ənd. ðeə ti:tʃə*  
 had got on board the steamer which was to take them  
*həd gət ən bɔ:d ðə sti:mə hwitʃ wəz tə teik ðəm*  
 to England, they went down to their cabin with their  
*tu iŋglənd, ðei went daun tə ðeə kæbin wið ðeə*  
 luggage. They had got a cabin for four in the third  
*lægidʒ. ðei həd gət ə kæbin fər fɔ: in ðə þə:d*  
 class, so that they were going to have it all to themselves.  
*kla:s, sou ðət ðei wə: gouiŋ tə hæv it ə:l tə ðəm-*  
 When they came up on deck again, they went to  
*'selvz. hwen ðei keim ʌp ən dek ə'gein, ðei went tə*  
 look at people waving their handkerchiefs and shouting  
*luk ət pi:pl weivij ðeə hæykətʃifs ənd fəutij*  
 good-bye to their friends. Storm: "Now the steamer  
*gud'bai tə ðeə frendz. stɔ:m: "nau ðə sti:mə*  
 has begun to sail."  
*həz bi'gən tə seil."*

Mr. Miller: "The weather is not so fine; there is a strong  
*mistə milə: "ðə wedər iz nət sou fain; ðeər iz ə strɔy*  
 wind blowing now. It is strong enough to blow our  
*wind blouij nau. it iz strɔy i'nʌf tə blou auə*  
 hats into the water, so I think we should go down before  
*hæts intə ðə wɔ:tə, sou ai þiŋk wi: sud gou daun bi:fɔ:r*

it is too late, and have our lunch with a cup of strong  
 it is *tu: leit, and hav auə ləns wið ə kəp ər strɔɪ*

tea. With such a strong wind blowing, it is very possible  
*ti: wið səts ə strɔɪ wind blouɪŋ, it is veri pɔsəbl*

that we shall be seasick before we get to England. And  
*ðət wi: ʃəl bi: si:sik bi'fɔ: wi: get tu iŋglənd. ənd*

from other trips I have made by steamer, I know that  
*frəm ʌðə trips ai hav meid bai sti:mə, ai nou ðət*

it is better to have eaten something and had something  
*it is betə tə hav i:tn səmphiŋ ənd hæd səmphiŋ*

to drink before the seasickness begins."

*tə drɪŋk bɪ'fɔ: ðə si:siknis bɪ'gɪns."*

Storm: "I do not think it is possible for me to get  
*stɔ:m: ai du: nɔt biyk it is pɔsəbl fə mi: tə get*

seasick. I have been on the sea many times, and I never  
*si:sik. ai hav bi:n ən ðə si: meni taimz, ənd ai nevə*

was seasick, so I do not think I shall get seasick this  
*woz si:sik, sou ai du: nɔt biyk ai ʃəl get si:sik ðis*

time. But I must say that the wind is very strong,  
*taim. bat ai məst sei ðət ðə wind is veri strɔɪ,*

and the waves of the sea are very big."

*ənd ðə weivz ər ðə si: a: veri big."*

Wood: "Oh, that is nothing to speak of. Wait until  
*wud: ou, ðət is nʌphiŋ tə spi:k ər. weit ʌn'til*

we get farther out to sea, then you are going to see  
*wi: get fa:ðər aut tə si:, ðən ju: a: gouɪŋ tə si:*

waves."

*weivz."*

with such a strong  
 wind blowing =  
 when such a strong  
 wind is blowing

It is possible =  
 it can be done.



far  
 farther  
 farthest

via = by the  
route of

When they came down, they sat down at a table and  
*hwen ðei keim daun, ðei sæt daun at a teibl ænd*  
began to eat. Brown: "Which is the most important  
*bɪ'gæn tu i:t. braun: "hwitſ iz ðæ mouſt im'pɔ:tænt*  
route for Europeans to England, Mr. Miller?" Mr.  
*ru:t fæ juərə'pi:əns tu ɪnglænd, mɪſtə milə?" mɪſtə*  
Miller: "It is difficult to say which is the most important.  
*milə: "it iz dɪfɪkəlt tæ ſci hwitſ iz ðæ mouſt im'pɔ:tænt.*  
There are many different routes, and I have tried  
*ðeər a: meni dɪfrənt ru:ts, ænd aɪ hæv træid*  
several of them. I think the three most important are:  
*sevərl æv ðəm. aɪ þɪŋk ðæ p्रi: mouſt im'pɔ:tænt a: :*  
Esbjerg-Harwich, The Hook of Holland-Harwich, and  
*ɛsbjɔ:g-hærɪdʒ, ðæ huk æv hɔlənd-hærɪdʒ, ænd*  
Calais-Dover. The Esbjerg-Harwich route is used  
*kælei-douwə. ði ɛsbjɔ:g-hærɪdʒ ru:t is ju:zd*  
especially by travellers coming from the north of  
*is'pəſəli bai trævləz kæniŋ fræm ðæ nɔ:þ æv*  
Europe. It is a very long route. Travellers coming  
*juərəp. it iz a veri lɔy ru:t. trævləz kæniŋ*  
from Central Europe, from Germany, for example, go  
*fræm ſentral juərəp, fræm dʒə:məni, fər ig'zə:mpl, gou*  
via The Hook of Holland-Harwich. The shortest one  
*vaiə ðæ huk æv hɔlənd-hærɪdʒ. ðæ ſɔ:tist wʌn*  
is the Calais-Dover route. It does not take more than  
*iz ðæ kælei-douwə ru:t. it dæs nɔ:t teik mɔ: ðən*  
an hour and a quarter to get to England by that route.  
*æn aʊər ænd a kwɔ:tə tæ get tu ɪnglænd bai ðæt ru:t.*

Perhaps you think that there is no time to get seasick  
*pə'hæps ju: þyŋk ðæt ðeər iz nou taim tə get si:sik*  
 on that route, but the trip is sometimes an hour and  
*ɔn ðæt ru:t, bʌt ðə trip iz sʌmtaimz ən auər ənd*  
 a quarter too long when the wind is blowing hard.  
*ə kwɔ:tə tu: lɔy hwen ðə wind iz blouiy ha:d.*  
 Especially travellers from the south of Europe go  
*is'pesəli trævləz frəm ðə saʊp əv juərəp gou*  
 via Calais-Dover. Then there are several other routes,  
*vaiə kælei-douvə. ðen ðeər a: sevərl ʌðə ru:ts,*  
 but they are not so much used as these three."  
*bʌt ðei a: nɔt sou mʌts ju:zd əz ði:z þri:z*"

While they were eating and talking, the steamer got  
*hwail ðei wə:r i:tiy ənd tɔ:kiy, ðə sti:ma gət*  
 far out from land, and here the wind was blowing  
*fa:r aut frəm lænd, ənd hiə ðə wind was blouiy*  
 harder than before they began to sail. People began  
*ha:də ðən bi'fɔ: ðei bi'gæn tə seil. pi:pl bi'gæn*  
 to leave their tables to go to their cabins. Their faces  
*tə li:v ðəz teiblz tə gou tə ðeə kæbinz. ðeə feisiz*  
 were very pale. Storm's and Wood's faces looked  
*wə: veri peil. stɔ:ms ənd wuds feisiz lukt*  
 especially pale; they were almost white. "You look  
*is'pesəli peil; ðei wə:r ɔ:lmoust hwait. "ju: luk*  
 a little pale," said Mr. Miller; "wouldn't it be better  
*ə litl peil," sed mistə milə; "wudnt it bi: betə*  
 for you to go up on deck to get some fresh air?"  
*fɔ: ju: tə gou ʌp ən dek tə get sam fres ə?*"

while they were  
 eating = during  
 the time they  
 were eating

quickly = fast

Storm: "Yes, I think some fresh air would do me good.  
stɔ:m: "jes, ai þɪŋk səm fref əʊ wud du: mi: ɡud.

The air is very hot down here, isn't it?" Wood: "I think  
ði ɛər ɪz veri hɔt daun hiə, iznt it?" wud: "ai þɪŋk

I will go out into the air with you. I like fresh air  
ai wil gou aut intə ði ɛə wið ju:. ai laik fref əʊ

when I have been in a hot room for some time." They  
hwen ai həv bi:n in ə hɔt ru:m fə səm taim." ðei

went up on deck very quickly.

went ʌp ɔn dek veri kwikli.

It is twenty minutes before the steamer gets to England.  
it iz twenti minits bɪfɔ: ðə sti:mə gets tu ɪnglənd.

The teacher and his three pupils are now all on  
ðə ti:tʃər ənd hiz þri: þju:plz ə: nau ɔ:l ɔn

the deck of the steamer, looking at the land which  
ðə dek ər ðə sti:mə, lukɪŋ ət ðə lænd hwɪts

they can see.

ðei kən si:.

It is impossible =  
it cannot be done.  
impossible = not  
possible

Storm: "I thought it impossible for me to get seasick.  
stɔ:m: "ai þɔ:t it ɪm'pɔ:səbl fə mi: tə get si:sik.

I was not very well when the wind was blowing its  
ai wəs not veri wel hwen ðə wind wəs blouiy its

hardest and the waves were so big, but now I am all  
ha:dist ənd ðə weivz wə: sou big, bʌt nau ai əm ɔ:l

right again." Brown, smiling: "Nothing is impossible  
raɪt ə'geɪn." braun, smailij: "nʌðɪŋ ɪz i:n'pɔ:səbl

in this world."

in ðis wə:ld."

Mr. Miller: "Now we shall be in England in a short  
*mista milə: "nau wi: ʃəl bi: in iŋglənd in ə ſɔ:t*

time. Before we arrive I want to talk to you about  
*taim. bi'fɔ: wi: ə'raiv ai wɔnt tə tɔ:k tə ju: ə'baut*

something important. I have a good friend in London.  
*sʌm'biŋ im'pɔ:tənt. ai hæv ə gud frend in ləndən.*

When I go to England, I always bring a box of fifty (50)  
*hwen ai gou tu iŋglənd, ai ɔ:lwas briŋ ə bɔks əv fifty*

cigars along for him." Wood: "Why don't you buy  
*sɪ'ga:z ə'lɔŋ fɔ: him." wud: "hwaɪ dount ju: bai*

the box of cigars in London?" Mr. Miller: "Because  
*ðə bɔks əv sɪ'ga:z in ləndən?" mistə milə: "bi'lɔ:s*

cigars are very expensive in England. You can get  
*sɪ'ga:z ə: veri iks'pensɪv in iŋglənd. ju: kən get*

a cigar for a shilling, but then it is not very good;  
*ə sɪ'ga: fər ə ſiliŋ, bʌt ðən it iz not veri gud;*

if you want a good cigar you have to pay two shillings.  
*if ju: wɔnt ə gud sɪ'ga: ju: hæv tə pei tu: ſiliŋz.*

Now, a person must not take more than twenty-five (25)  
*nau, ə pə:su məst nɔ:t teik mɔ: ðən twenti'fai'*

cigars with him through the Customs into England.  
*sɪ'ga:z wið him þru: ðə kʌstəmz intu iŋglənd.*

If you want to take more with you, you must pay duty  
*if ju: wɔnt tə teik mɔ: wið ju:, ju: məst pei dju:ti*

on them. There is a high duty on tobacco in England,  
*ɔn ðəm. ðeər iz ə hai dju:ti ɔn tə'bækou in iŋglənd,*

so even cigars from our country would be too expensive  
*sou i:vən sɪ'ga:z frəm auə kʌntri wud bi: tu: iks'pensɪv*



box

expensive = dear

- one [wʌn]
- two [tu:]
- three [bri:]
- four [fɔ:]
- five [faɪv]
- six [siks]
- seven [ſevn]
- eight [eɪt]
- nine [nain]
- ten [ten]
- eleven [ɪ'levn]
- twelve [twelv]
- thirteen [θrɔ:'ti:n]
- fourteen [fɔ:'ti:n]
- fifteen [fɪf'ti:n]
- sixteen [ſiks'ti:n]
- seventeen [ſevn'ti:n]

## Chapter Twenty-Seven (27).

eighteen ['ei'ti:n]  
nineteen ['nain'ti:n]  
twenty [twenti]  
thirty [þɜ:ti]  
forty [fɔ:ti]  
fifty [fifti]  
sixty [siksti]  
seventy [sevnti]  
eighty [eiti]  
ninety [nainti]  
a hundred  
[ə hʌndrəd]  
a thousand  
[ə þaʊzənd]  
a million [ə miljən]

if I had to pay duty on them in England. This time  
if ai hæd tə pei dju:ti ɔn ðəm in iyglənd. ðis taim  
I have brought seventy-five (75) cigars along; fifty of  
ai hæv brɔ:t scvnti'faiv sɪ'ga:z ə'lɔ:y; fifti ɔv  
them are for my friend, and twenty-five are for myself,  
ðəm a: fə mai frend, ənd twenti'faiv a: fə mai'self,  
for the two weeks we are going to stay in England.  
fə ðə tu: wi:ks wi: a: gouɪŋ tə stei in iyglənd.  
Now I will give each of you twenty cigars to take  
nau ai wil giv i:ts əv ju: twenti si'ga:z tə teik  
through the Customs. I know you have brought no  
þru: ðə kʌstəmz. ai nou ju: hæv brɔ:t nou  
cigars yourselves, as you only smoke cigarettes."  
sɪ'ga:z jɔ:'selvz, əz ju: ounli smouk sigə'rets."

Wood: "I am not sure what is meant by the words duty  
wud: "ai əm not suə hwət ɪs ment bai ðə wə:dz dju:ti  
and Customs." Mr. Miller: "When you want to take  
ənd kʌstəmz." mistə milə: "hwen ju: wənt tə teik  
things like cigars or silk stockings into a foreign  
þiŋz laik si'ga:z ɔ: silk stɔ:kɪŋz intu ə fərin  
country, you have to pay some money before they will  
kʌntri, ju: hæv tə pei səm məni bi:f: ðei wil  
let you take them with you. That is called to pay duty.  
let ju: teik ðəm wið ju:. ðæt ɪs kɔ:ld tə pei dju:ti.

The place or the office where the duty is paid by the  
ðə pleis ɔ: ði ɔ:fɪs hwəs ðə dju:ti ɪz peid bai ðə  
travellers is called the custom-house. You will under-  
trævləz ɪz kɔ:ld ðə kʌstəmhaʊs. ju: wil ʌndə-

stand that you cannot get into a foreign country without  
 'stænd ðæt ju: kænɔt get intu ə fɔrin kʌntri wið'aut  
 going through a custom-house or 'going through the  
 gouɪŋ þru: ə kʌstəmhaʊs ɔ: 'gouɪŋ þru: ðə  
 Customs' as it is called. That is easy to understand,  
 kʌstəmz əz it iz kɔ:ld. ðæt iz i:zi tu ʌndə'stænd,  
 isn't it?" Wood: "Oh yes, now I see what the words  
 isn't it?" wud: "ou jes, nau ai si: hwest ðə wə:dz  
 mean."  
 mi:n."

#### EXERCISE A.

When people get on board a steamer, they first go down to their — with their —. Then they go up on — again to — good-bye with their handkerchiefs to their friends. At sea there is often a strong — blowing. When the wind is blowing —, many people get —. It is best to have eaten something before the — begins.

There are three — routes to England. — from the — of Europe especially go via Esbjerg-Harwich. Most — from the — of Europe go by the Calais-Dover —. When Storm got seasick, his face — very —. He said that he needed some — —. When travellers arrive in England, they have to go through the —. They must pay — on cigars if they have more than twenty-five each. Why did Mr. Miller want to take a — of cigars

WORDS:  
 cabin  
 deck  
 wave (verb)  
 sail  
 wind  
 blow  
 blew  
 blown  
 strong  
 hard  
 possible  
 impossible  
 seasick  
 seasickness  
 sea

wave  
farther  
farthest  
route  
important  
especially  
traveller  
central  
via  
south  
pale  
fresh  
air  
quickly  
box  
Customs  
custom-house  
duty  
expensive  
seventy-five  
class  
while  
Holland

with him into England? Because cigars are very — in England. When do people get —? When the wind is — hard. Was it — for Storm to — seasick? Yes, it was, although he had thought it was —. Which is the shortest — to England? The route — Calais-Dover is the shortest.

**EXERCISE B.**

Was the weather fine when our four travellers started to sail for England? ... Why did they want to have their lunch at once? ... Why did Storm think that it was impossible for him to get seasick? ... How long does it take to go to England via the Calais-Dover route? ... Was the wind blowing harder on land than farther out at sea? ... How was it possible to tell that the wind was blowing harder farther out at sea? ... By what travellers is the Esbjerg-Harwich route especially used? ... Did Mr. Miller know all the different routes to England? ... What is understood by paying duty? ... Did Mr. Miller have to pay duty on the cigars he had brought along with him to England? ...

**EXERCISE C.**

**How to ask and answer questions with 'what'.**

What is white? Answer ... Question ...? The colour of a leaf is green. What is the name of the Smith boy? Answer ... Question ...? Mr. Smith's brother is a farmer. What day is Friday? Answer ... Question ...? Sunday is a holiday. What time is it now?

Answer ... Question ...? It was ten minutes past three when I came. What did George's parents buy for him? Answer ... Question ...? They gave him a pair of skates for Christmas. What stockings did Mrs. Smith give Daisy on her birthday? Answer ... Question ...? We have pears, apples, and berries in our gardens. What do children write with at school? Answer ... Question ...? We get butter from cream. What do people drink wine from? Answer ... Question ...? Knives are used for cutting meat.

## IN THE TRAIN TO LONDON

a great many =  
very manyto each other =  
one to the other

bad = not good

Mr. Miller and the three friends were going ashore  
*mɪstə milə ənd ðə bri: frendz wə: ɡouɪŋ ə'ʃɔ:*  
 from the steamer. Just before the travellers left the  
*frəm ðə sti:mə dʒʌst bɪ'fɔ: ðə trævləz left ðə*  
 steamer, a great many porters came on board to take  
*sti:mə, ə greit meni pɔ:təz keim ən bɔ:d tə teik*  
 the travellers' luggage ashore. Some of them were  
*ðə trævləz lʌgɪdʒ ə'ʃɔ:. sʌm əv ðəm wə:*  
 speaking together.  
*spi:kɪŋ tə'geðə.*

Brown: "I heard the porters talk English to each  
*braun: "ai hə:d ðə pɔ:təz tɔ:k ɪnglis tu i:ts*  
 other; I wonder why I did not understand a word of  
*əðə; ai wʌndə hwai ai did nɔt ʌndə'stænd ə wə:d əv*  
 what they said." Mr. Miller: "I don't wonder. It  
*hwɔ:t ðei sed." mistə milə: "ai dount wʌndə. it*  
 would have been a wonder if you had understood what  
*wud həv bi:n ə wʌndə if ju: həd ʌndə'stud hwɔ:t*  
 they said. I can tell you that these porters are not  
*əðə sed. ai kən tel ju: ðət ði:z pɔ:təz a: nɔt*  
 very good at speaking English. Their English is bad;  
*veri gud ət spi:kɪŋ ɪnglis. ðeər ɪnglis ɪz bæd;*  
 that is why you did not understand them. An  
*ðət iz hwai ju: did nɔt ʌndə'stænd ðəm. ən*

Englishman who speaks his language well, you would  
*iŋglɪsmən hu: spi:ks hiz længwidʒ wel, ju: wud*

understand better."

*ʌndə'stænd betə."*

Brown: "Are you still feeling bad, Wood? You look  
*braun: "a: ju: stil fi:liŋ bæd, wud? ju: luk*

a little pale still. I think that the very best thing for  
*ə litl peil stil. ai piŋk ðæt ðæ veri best piŋ fə*

you to do would be to sleep a little in the train."  
*ju: tə du: wud bi: tə sli:p ə litl in ðæ trein."*

Wood: "No, I am already feeling much better."

*wud: "nou, ai əm ɔ:l'redi fi:liŋ mæts betə."*

They were all glad to get ashore from the steamer.

*ðei wə:r ɔ:l glæd tə get ə'ʃɔ: fræm ðæ sti:mə.*

Brown asked Mr. Miller what they would have to do  
*braun a:skt mɪstə milə hwɔ:t ðei wud hæv tə du:*

now, and he answered that first they would have to  
*nau, ənd hi: a:nsæd ðæt fə:st ðei wud hæv tə*

go to the custom-house to get their luggage through  
*you tə ðæ kʌstəmhaʊs tə get ðæ lʌgɪdʒ þru:*

the Customs. When they got to the custom-house, they  
*ðæ kʌstəmz. hwen ðei gɔ:t tə ðæ kʌstəmhaʊs, ðei*

were asked, "Have you anything to declare?" and at  
*wə:r a:skt, "hæv ju: eniþŋ tə dɪ'kleə?" ənd ət*

the same time they were shown a list of things on  
*ðæ seim taim ðei wə: foun ə list əv þiŋz ən*

which duty must be paid. Brown: "Mr. Miller, what  
*hwitʃ dju:ti mæst bi: peid. braun: "mɪstə milə, hwitʃ*

very good  
 much better  
 very best

The boy is **very good** at speaking English.

His brother is **much better** at it.

Their father is the **very best** at it.

He **may**, he **might**  
[mei, mait].

We are through =  
we have finished.

passport = a piece  
of paper or a small  
book that shows  
who you are

does the word 'declare' mean?" Mr. Miller: "It means  
dæz ðə wə:d 'dɪkles' mi:n?" mistə milə: "it mi:nz  
to tell whether you have anything to pay duty on, and  
tə tel hwedə ju: hæv eniþij tə pei dju:ti ən, ənd  
on that piece of paper is a list of all the things on which  
ən ðæt pi:s əv peipə iz ə list əv ɔ:l ðə þiȝs ən hwitʃ  
duty must be paid." All four: "We have nothing to  
dju:ti məst bi: peid." ɔ:l fɔ::: "wi: hæv nʌþij tə  
declare." "All right, then you may go through."  
dɪkles." "ɔ:l rait, ðen ju: mei gou þru:."

When they came out, Mr. Miller said, "We are not  
hwen ðei keim aut, mistə milə sed, "wi: a: not  
through yet; now we must go to the passport office. If  
þru: jet; nau wi: məst gou tə ðə pa:sþɔ:t ɔfis. if  
they find our passports all right there, we may go on  
ðei faind auə pa:sþɔ:ts ɔ:l rait ðeə, wi: mei gou ən  
into England." As soon as they entered the office, a  
intu iyglənd." əz su:n əz ðei entəd ði ɔfis, ə  
man took their passports and looked at them. Then he  
mæn tuk ðeə pa:sþɔ:ts ənd lukt ət ðəm. ðen hi:  
asked, "Why have you come to England?" Mr. Miller:  
a:skt, "hwai hæv ju: kʌm tu iyglənd?" mistə milə:  
"We have come here for a fortnight's holidays." "Where  
"wi: hæv kʌm hɪə fər ə fɔ:tnaɪts holidiz." "hævər  
are you going to?" Mr. Miller: "We are going to  
a: ju: gouij tu?" mistə milə: "wi: a: gouij tə  
London." "And where are you going to live?" Mr.  
lʌndən." "ənd hwær a: ju: gouij tə liv?" mistə

Miller shows him a letter from which it may be seen  
*milə souz him ə letə frəm hwits it mei bi: si:n*

that he has ordered rooms for four at a hotel in London.  
*ðət hi: həz ə:dəd ru:ms fə fɔ: ət ə hou'tel in landən.*

“Thank you, you may go through.”

“þæyk ju:, ju: mei gou þru:.”

As soon as they had left the passport office, they went  
*əz su:n əz ðei həd left ðə pa:spɔ:t ɔfis, ðei went*

to the train which was to take them to London. Wood:  
*əz ðə trein hwits wəz ət teik ðəm ət landən. wud:*

“I do not think there is so much room in this train as  
*“ai du: nɔt þiŋk ðər iz sou mæts ru:m in ðis trein əz*

in ours at home.” Mr. Miller: “No, you are right;  
*in aʊəz ət houm.” mistə milə: “nou, ju: a: rait;*

the English trains are narrower than those of most  
*ði iŋglis treinz a: nærəʊə ðən ðous əv moust*

other countries.” Storm: “But they go very fast, much  
*əðə kʌntriz.” stɔ:m: “bʌt ðei gou veri fa:st, mʌts*

faster than ours at home.” Brown: “Yes, of all the  
*fa:sta ðən aʊəz ət houm.” braun: “jes, əv ɔ:l ðə*

trains in Europe the English go fastest, I think. At  
*treinz in juərəp ði iŋglis gou fa:stist, ai þiŋk. ət*

this speed we shall be in London in a short time.”  
*dis spi:d wi: fəl bi: in landən in ə fɔ:t taim.”*

Wood: “That is fine, for the steamer went very  
*wud: “ðət iz fain, fə ðə sti:mrə went veri*

slowly.”

*sləuli.”*

fast  
 faster  
 fastest

The train goes  
 fast.

It goes **faster** than  
 ours at home.

The trains in Eng-  
 land go **fastest**.

## Chapter Twenty-Eight (28).

slowly  
more slowly  
most slowly

The steamer went slowly.

It went **more** slowly than last time.

It went **most** slowly twelve years ago.

very fast  
very slowly  
much faster  
much more slowly

The trains go **very fast**.

The steamer went **very slowly**.

The trains go **much faster** than at home.

The steamer went **much more slowly** than last time.

all over = in every place

They live on the grass = they get no other food than the grass.

Mr. Miller: "Yes, it went much more slowly than last time I came to England. But it went most slowly when once, twelve years ago, I was coming to England.

time I came to England. But it went most slowly when once, twelve years ago, I was coming to England.

hwen wans, twclv jiəz ə'gou, ai wəz kəmij tu inglənd.

Then the wind was the very strongest and the waves the very biggest I ever saw on a trip to England." əðə veri bigist ai evə ss: ən ə trip tu inglənd."

Storm: "What large fields of grass they have in this

country! And how many there are of them! Three kəntri! ənd hau meni ðeər a: əv ðəm! þri:

fields out of four have grass! And there are a great

fi:ldz aut əv fɔ: hæv gra:s! ənd ðeər a: ə greit

many sheep in some of them."

meni fi:p in sam əv ðəm."

Mr. Miller: "Yes, the English have large fields of grass

mistə milə: "jes, ði inglis hæv la:dʒ fi:ldz əv gra:s

all over the country, and in many places there are sheep

ɔ:l ouvə ðə kəntri, ənd in meni pleisiz ðeər a: fi:p

which live on the grass." Storm: "But what about corn?"

hweɪfz liv ən ðə gra:s." stɔ:m: "bʌt hweɪfz ə'baut kɔ:n?

The people in this country cannot live on the corn

ðə pi:pl in ðis kəntri kænɔ:t liv ən ðə kɔ:n

they have in their fields. I have seen some fields

ðei hæv in ðeə fi:ldz. ai həv si:n sam fi:ldz

of corn from the train, but there cannot be enough for  
*æv kɔ:n frəm ðə træin, bʌt ðεə kænɔ:t bi: i'nʌf fə*

45,000,000 people.”  
*fɔ:tɪ'fɔɪv miljən pi:pl.”*

Mr. Miller: “When I was in England years ago, I think  
*mɪstə milə: “hwen aɪ wəz in ɪŋglənd jɪəz ə'gou, aɪ þɪjk*

that nine fields out of ten had grass. There are now  
*ðət nain fi:ldz əv ten hæd gra:s. ðεər a: nau*

many more fields with corn than before. But, as you  
*meni mɔ: fi:ldz wið kɔ:n ðən bi:fɔ:. bʌt, əz ju:*

say, there is not enough corn for 45,000,000 people.  
*sei, ðεər iz not i'nʌf kɔ:n fə fɔ:tɪ'fɔɪv miljən pi:pl.*

The English get much of their corn from foreign  
*ði ɪŋglɪʃ get mæts əv ðεə kɔ:n frəm fɔ:rɪn*

countries. And not only corn, but butter, eggs, and  
*kʌntrɪz. ənd not ounli kɔ:n, bʌt bætə, egz, ənd*

meat as well.” Wood: “But why did they have nine  
*mi:t əz wcl.” wud: “bʌt hwai did ðei hæv nain*

fields out of ten with grass?”

*fi:ldz əv ten wið gra:s?”*

Mr. Miller: “For many years, much of the land was  
*mɪstə milə: “fə meni jɪəz, mæts əv ðə lænd wəz*

in the hands of only a few people, and they were not  
*in ðə hændz əv ounli ə fju: pi:pl, ənd ðei wə: not*

much interested in growing corn. They went out  
*mæts intristid in grouiy kɔ:n. ðei went aut*

hunting in the fields and in the woods. But nowadays,  
*hʌntɪŋ in ðə fi:ldz ənd in ðə wudz. bʌt nauðeɪz,*

He grows, he grew,  
 he has grown  
 [grouz, gru:, groun].

nowadays = at the  
 present time

There are more people who own the land = the land is in the hands of more people.

there are more people who own the land. Many of  
 ðeər a: mɔ: pi:pl hu: oun ðə lænd. meni əv  
 these people are interested in growing corn instead of  
 ði:z pi:pl a:r intristid in grouiŋ kɔ:n in'sted əv  
 having fields of grass, so there are more fields of corn  
 hæviŋ fi:ldz əv gra:s, sou ðeər a: mɔ: fi:ldz əv kɔ:n  
 than there were at one time. Then there is another  
 ðən ðəs wə:r ət wʌn taim. ðen ðeər iz ə'nʌðə  
 thing, too. From the year 1939 until the  
 jiŋ tu:. frəm ðə jiə nainti:n þə:ti'nain ʌn'til ðə  
 year 1945, it was very difficult for England  
 jiə nainti:n fɔ:ti'faiv, it wəz veri difikəlt fər ɪnglənd  
 to get corn from other countries. It was important  
 tə get kɔ:n frəm ʌðə kəntriz. it wəz im'pɔ:tənt  
 for England to grow more corn, so that many of the  
 fər ɪnglənd tə grou mɔ: kɔ:n, sou ðət meni əv ðə  
 fields that had grass at one time, now have corn instead  
 fi:ldz ðət hæd gra:s ət wʌn taim, nau hæv kɔ:n in'sted  
 of grass.”  
 əv gra:s.”

Wood: “Have they any woods in England?” Mr. Miller:  
 wud: “hæv ðei eni wudz in ɪnglənd?” mistə milə:  
 “Yes, they have a great many woods, some of them  
 “jes, ðei hæv ə greit meni wudz, sʌm əv ðəm  
 owned by rich people. But before 1939,  
 ənd bai rɪts pi:pl. bʌt bi:fɔ: nainti:n þə:ti'nain,  
 they did not make much use of the trees in their woods.  
 ðei did nɔt meik mʌts ju:s əv ðə tri:z in ðəs wudz.



From 1939 to 1945 it was impossible to get things from Sweden and Finland.

*'pɒsəbl tə get þi:z frəm swi:dn ənd finlənd. in*

those years the English had to make more use of their own trees. I think that the English are more interested

own tri:z. ai þi:yk ðət ði iŋglis a: mɔ:r intristid

in shooting birds and other animals in their woods.”

in su:tig bə:dz ənd ʌðər ənimalz in ðəz wudz.”

Storm: “What do they shoot with? I don’t know that

stɔ:m: “hwe:t du: ðei su:t wið? ai dount nou ðət

word in English.” Mr. Miller: “It is called a gun. The

wa:d in iŋglis.” mistə milə: “it iz kɔ:ld ə gun. ði

English are also very interested in hunting foxes, but

iŋglis a:r ɔ:lsou veri intristid in hʌntɪŋ fəksɪz, bʌt

they do not shoot the foxes with guns.”

ðei du: nɔ:t su:t ðə fəksɪz wið gʌnz.”

Wood: “No, I have heard that rich English people like

wud: “nou, ai həv hə:d ðət rɪt iŋglis pi:pl laik

fox-hunting very much, and that they hunt the foxes

fəkshʌntɪŋ veri mʌts, ənd ðət ðei hʌnt ðə fəksɪz

on horseback with hounds, as the dogs are called which

ɔ:n hɔ:sbæk wið haundz, əs ðə dəgz a: kɔ:ld hwɪtʃ

they use for this. They ride on their horses after the

ðei ju:z fə ðis. ðei raid ɔ:n ðəz hɔ:siz a:ftə ðə

fox, and the hounds run after it, too. The fox tries

fəks, ənd ðə haundz ran a:ftər it, tu:. ðə fəks traiz



bird

He shoots, he shot, he has shot  
[ʃu:ts, ʃt, ʃt].



gun



fox

on horseback =  
on the back of a horse



hound = dog used  
for hunting

He rides, he rode,  
he has ridden  
[raɪdz, roud, ridn].

He **runs**, he **ran**,  
he has **run**  
[rʌnz, ræn, rən].

to run away, but it cannot run so fast as the horses  
tə rʌn ə'wei, bʌt it kænɔt rʌn sou fa:st əz ðə hɔ:siz  
and the hounds, and at last it must give up running,  
ənd ðə haundz, ənd ət la:st it mʌst giv ʌp rʌniŋ,  
and the hounds get it.”  
ənd ðə haundz get it.”

Mr. Miller: “Yes, that is right. And don’t forget that  
mistə milə: “jes, ðæt iz rait. ənd dount fə'get ðæt  
it is only the dogs used for hunting which are called  
it iz ounli ðə dɔgz ju:zd fə hʌntiŋ hwitʃ a: kɔ:ld  
hounds. You will find that many Englishmen like to  
haundz. ju: wil faind ðæt meni ɪnglis'mən laik tə  
go out shooting. They go out with their guns to shoot  
gou aut su:tiŋ. ðei gou aut wið ðə ðə gʌnz tə su:t  
birds and other animals. But people go out shooting  
bə:dz ənd ʌðər əniməlz. bʌt pi:pl gou aut su:tiŋ  
in every country. I have sometimes shot birds at home  
in evri kʌntri. ai həv sʌmtaimz ʃt bə:dz ət houm  
myself.”  
mai'self.”

Storm: “That may be so; but instead of that I would  
stɔ:m: “ðæt mei bi: sou; bʌt in'sted əv ðæt ai wud  
rather take a good walk in the woods and look at the  
ra:ðə teik ə gud wɔ:k in ðə wudz ənd luk ət ðə  
trees and the many beautiful birds.”  
tri:z ənd ðə meni bju:təful bə:dz.”

EXERCISE A.

When the steamer arrived in England, the travellers went —. The luggage was taken — by the —. Most of the — in England speak very — English. Storm had been — bad when the — were high out at sea, but now he was — better. Our four travellers did not have anything to — at the Customs. Before they could get into England, they had to show their — at the — office. The man at the passport office asked them several —. After they had — these, he said to them, "You — go through."

Can the people in England — on the — from their corn fields? No, they have to get corn as well as —, —, and — from — countries. What do the English have in their fields — — corn? They have — in their fields. How do rich Englishmen go —? They ride on — and have —. The fox tries to — away, but the horses and the hounds run — than the fox. Do these Englishmen also like to go —? Yes, they — birds and other animals with their —. Had Mr. Miller — any birds himself? Yes, he sometimes went — himself, but Storm would — take a good — in the —.

WORD:  
ashore  
a great many  
porter  
each other  
wonder (verb)  
wonder  
anything  
bad  
declare  
list  
may  
might  
on  
passport office  
passport  
live on  
grow  
grew  
grown  
hunt  
fox-hunting  
fox  
wood  
own (verb)  
nowadays  
instead of  
on horseback  
dog  
hound  
ride  
rode  
ridden

EXERCISE B.

What was Brown wondering at when he heard the English porters talk to each other? ... Whom did Mr. Miller say that they would have understood better? ...

run  
ran  
shoot  
shot  
gun  
bird  
room  
very  
all over  
why  
look (verb)  
Englishman

Did the English trains look like those of their own country? ... What might be seen from the letter which Mr. Miller showed to the man at the passport office? ... Are there many people who own land nowadays in England? ... What do the English often use their woods for? ... Why don't the English have more corn on their land? ... What animals live on the grass of the fields? ...

**EXERCISE C.**

**How to ask and answer questions with 'which'.**

Which of the months of the year is the first? Answer ...  
Question ...? Saturday is the last day of the week.  
Which is the oldest person of our four travellers?  
Answer ... Question ...? Baby is the youngest person in the Smith family. In which of the rooms do we take our meals? Answer ... Question ...? We get milk from the cows, not from the sheep. Which of the four travellers got seasick? Answer ... Question ...? John and Helen go to school. Which do you like better, to travel by steamer or to travel by train? Answer ...  
Question ...? I like to read better than I like to write.  
Which route is the shortest to England? Answer ...  
Question ...? Esbjerg-Harwich, The Hook of Holland-Harwich, and Calais-Dover are the most important routes.

## IN LONDON

Wood: "It seems to me that there are so many trains  
*wud: "it si:mz tø mi: ðøt ðøør a: sou meni treinz*

now. Every minute a train goes past us." Storm:  
*nau. evri minit ðø trein gouz pa:st ñs." stø:m:*

"Yes, it seems that we are near London now." Mr.  
*"jes, it si:mz ðøt wi: a: niø lñndñn nau." mistø*

Miller: "We are not only near London; we are in Greater  
*milø: "wi: a: not ounli niø lñndñn; wi: a:r in greitø*

London." Brown: "I have never seen so many trains  
*lñndñn." braun: "ai hæv neva si:n sou meni treinz*

before. It seems as if there is no end to them. And  
*bifø:. it si:mz æz if ðøør is nou end tø ðøm. and*

all the trains which go in the opposite direction are  
*ɔ:l ðø treinz hwits gou in ði ɔpøzit di'rekʃøn a:*

so filled with people that many of them cannot find  
*sou filð pi:pl ðøt meni øv ðøm kænøt faind*

any seats and have to stand on their feet, but in the  
*eni si:ts and hæv tø stænd øn ðøø fi:t, bat in ðø*

trains going in the same direction as we go there are  
*treinz gouin in ðø seim di'rekʃøn æz wi: gou ðøør a:*

so few people that they are almost empty."  
*sou fju: pi:pl ðøt ðøi a:r ɔ:lmoust emti."*

Mr. Miller: "Yes, and no wonder! The trains going  
*mistø milø: "jes, and nou wñndø! ðø treinz gouin*

Greater London =  
 London itself together with the  
 places near the  
 town

filled with =  
 full of

He stands, he  
 stood, he has stood  
*[stændz, stud, stud].*

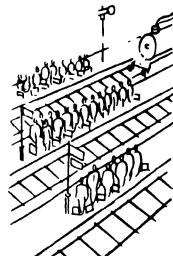
the trains going  
 in the same direction = the trains  
 which go in the  
 same direction

way (here) =  
direction

the main stations  
= the most im-  
portant stations



*building*



*platform*

started counting =  
started to count

in the opposite direction come from London, and all  
in ði ɔ:pəsit d'rekʃən kʌm frəm ləndən, ənd ɔ:l

the people in them are going home from work. Re-  
ðə pi:pl in ðəm a: gouiy houm frəm wə:k. ri-

member it is past five o'clock now. At this time of  
'memər it iz pə:st faiv ə'klək nau. ət ðis taim əv

the day every one is leaving London, and no one is  
ðə dei evri wʌn iz li:vij ləndən, ənd nou wʌn iz

going the opposite way. That is why all the trains  
gouiy ði ɔ:pəsit wei. ðæt iz hwai ɔ:l ðə treɪns

going up to London are almost empty.”  
gouiy ʌp tə ləndən a:r ɔ:lmoʊst emti.”

A little later they arrived at one of the main stations  
ə litl leitə ðei ə'raɪvd ət wʌn əv ðə mein steifənz

of London. It was a very large building. A great  
əv ləndən. it wəs ə veri la:dʒ bɪldɪŋ. ə greit

many people were standing on the platforms, waiting  
meni pi:pl wə: stændɪŋ ən ðə plætʃ:ms, weitiŋ

for their trains.

ə ðəs treɪns.

Wood: “How many platforms do you think there are?”

wud: “hau moni plætʃ:ms du: ju: þɪŋk ðeər a:?”

Storm: “Let us try to count them.” They all started

stɔ:m: “let əs trai tə kaunt ðəm.” ðei ɔ:l sta:tɪd

counting.

kauntɪŋ.

Storm: “What a great number! I counted twenty-

stɔ:m: “hwət ə greit nʌmbə! ai kauntɪd twenti-

four (24)." Wood: "Then you must add one to your 'fɔ:.'" *wud: "ðen ju: mʌst əd wʌn tə jɔ:'*

number, for I counted twenty-five (25)." *nʌmbə, fər ai kauntid twent'i'faiv.'*

Storm: "Well, Brown, tell us the right number now. *stɔ:m: "wel, braun, tel əs ðə rait nʌmbə nau.'*

How many did you count?" Brown: "You must add one *hau meni did ju: kaunt?" braun: "ju: mʌst əd wʌn* to Wood's number. I think there are twenty-six (26)." *tə wudz nʌmbə. ai þɪŋk ðεər a: twent'i'siks.'*

Mr. Miller: "Well, we know that there are between *mɪstə milə: "wel, wi: nou ðət ðεər a: bi'twi:n*

twenty (20) and thirty (30). Some of the main stations *twenti ənd þə:ti. sʌm əv ðə mein steɪʃənz*

of London — and there are eleven or twelve of them — *əv lʌndən — ənd ðεər a: i'levn ə: twelv əv ðəm —*

have between twenty (20) and thirty (30) platforms." *hæv bi'twi:n twenti ənd þə:ti plætfɔ:mz.'*

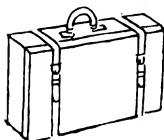
Many porters were very busy, working on the platforms. *meni þɔ:təz wə: veri bizi, wə:kiŋ ən ðə plætfɔ:mz.*

As soon as a train stopped at a platform, some of them *əz su:n əz ə trein stɔ:p tə ə plætfɔ:m, sʌm əv ðəm*

were ready to take the travellers' luggage, and already *wə: redi tə teik ðə trævləz lʌgidʒ, ənd ə:l'redi*

before the train of our four travellers had stopped, one *bɪfɔ: ðə trein əv aʊə fɔ: trævləz hæd stɔ:p, wʌn*

had got into it. He came up to them and asked them if *hæd ɡt intu it. hi: keɪm ʌp tə ðəm ənd a:skt ðəm if*



*bag*

off = down from

He **builds**, he **built**,  
he has **built** [*buildz*,  
*bilt*, *bilt*].

he might help them to carry their luggage.  
*hi: mait help ðəm tə kəri ðəə ləgɪdʒ.*

Mr. Miller: "No, thank you, we have only one bag each,  
*mɪstə milə: "nou, þæyk ju:, wi: hæv ounli wʌn bæg i:tʃ,*

so we can easily carry them without your help." When  
*sou wi: kən i:zili kəri ðəm wið'ant jɔ: help.*" *hwen*

they had got off the train, Mr. Miller said, "Now we  
*ðei hæd ɔ:t ðə treɪn, mɪstə milə sed, "nau wi:*

will go by an Underground train to the part of London  
*wil gou bai ən ʌndəgraund treɪn tə ðə pa:t əv ləndən*

where our hotel is." Wood: "Underground? What does  
*hwærər aʊə hou'tel iz.*" *wud: "ʌndəgraund? hwət dʌz*

that mean?"

*ðæt mi:n?*"

Mr. Miller: "The Underground is a railway which is  
*mɪstə milə: "ði ʌndəgraund iz ə reilwei hwɪts iz*

built under the streets and buildings of London. You  
*bilt ʌndə ðə stri:ts and bildiyz əv ləndən. ju:*

can go to many places in London by Underground."  
*kən gou tə meni pleisiz in ləndən bai ʌndəgraund.*"

Wood: "Isn't it a wonder to think that they can build  
*wud: "iznt it ə wʌndər tə þɪŋk ðæt ðei kən bilt*

railways under the streets and buildings of a large city?"  
*reilweiz ʌndə ðə stri:ts and bildiyz əv ə la:dʒ siti?*"

Just then a train arrived at the Underground station.  
*dʒʌst ðən ə treɪn ð'raɪvd ət ði ʌndəgraund steɪʃən.*

Wood: "There is a train. Let us run." He began to  
*wud: "ðær iz ə treɪn. let əs rʌn." hi: bi:gən tə*

run along the platform, but it was too late. Just before  
*ran ə'lɔy ðə plætʃ:m, bʌt it wəz tu: leit. dʒʌst bɪ'fɔ:*

he got to the door, it closed, and off the train went.  
*hi: ɡt tə ðə dɔ:, it klouzd, ənd ɔ:f ðə trein wənt.*

Wood: "Oh, I am sorry that we were late for it; now  
*wud: "ou, aɪ əm sɔri ðæt wi: wə: leit fər it; nau*

we must wait for the next train." Mr. Miller: "You  
*wi: mʌst wəit fə ðə nekst trein." mistə milə: "ju:*

need not be sorry about that. We shall not have to  
*ni:d nɔt bi: sɔri ə'baut ðæt. wi: ʃəl nɔt hæv tə*

wait very long." Two minutes later another train  
*wəit veri lɔy." tu: minits leitə ə'nʌðə trein*

arrived. When they had got into it, Brown tried to  
*ə'raivd. hwen ðei hæd ɡt intu it, braun traɪd tə*

close the door, but Mr. Miller said, "You need not close  
*klouz ðə dɔ:, bʌt mistə milə sed, "ju: ni:d nɔt klouz*

it; the doors close of themselves." The train was so  
*ii: ðə dɔ:z klouz əv ðəm'selvz." ðə trein wəz sou*

filled with people that there were no seats empty.  
*fil'd wið pi:pl ðæt ðəz wə: nou si:ts emti.*

Mr. Miller and the three young men had to stand, but  
*mistə milə ənd ðə þri: jʌy men hæd tə stænd, bʌt*

it was only for a few minutes. They soon arrived at  
*it wəz ounli fər ə fju: minits. ðei su:n ə'raivd ət*

Tottenham Court Road Station, where they got off the  
*tɔtnəm kɔ:t rəud steɪʃən, hweə ðei ɡt ɔ:f ðə*

train. As the hotel was only five minutes from the  
*əz ðə hou'tel wəz ounli faiv minits frəm ðə*

as spoken = in the  
way in which it is  
spoken

station, they decided to walk. While they were walking  
*steiʃən, ðei d̥i'saɪdɪd tə wɔ:k. hwail ðei wə: wɔ:kɪŋ*  
along, the three young men told Mr. Miller that now  
*ə'lɔ:g, ðə pri: jʌŋ mən tould mɪstə milə ðət nau*  
they found that they understood much of the language.  
*ðei faʊnd ðət ðei ʌndə'stud mʌtʃ əv ðə læŋgwɪdʒ.*  
While they were standing in the Underground train,  
*hwail ðei wə: stændɪŋ in ði ʌndəgraʊnd træɪn,*  
they had heard some people from an office talking  
*ðei həd hə:d səm pi:pl frəm ən əfɪs tɔ:kɪŋ*  
together, and they had understood most of what they  
*ta'geðə, ənd ðei həd ʌndə'stud məʊst əv hwɔ:t ðei*  
said. Mr. Miller: "That was what I told you. Many  
*sed. mɪstə milə: "ðət wəz hwɔ:t aɪ tould ju:. meni*  
porters speak bad English, and that is very difficult  
*po:təs spi:k bæd ɪŋglɪʃ, ənd ðət ɪz veri dɪfɪkəlt*  
for you to understand, but English as spoken by people  
*fər ju: tu ʌndə'stænd, bæt ɪŋglɪʃ əz spoukən bai pi:pl*  
working in an office, for example, will not be so difficult.  
*wə:kɪŋ in ən əfɪs, fər ɪg'zə:mpl, wil nət bi: sou dɪfɪkəlt.*  
You will soon find that you can understand very much  
*ju: wil su:n faind ðət ju: kən ʌndə'stænd veri mʌtʃ*  
of what they say."  
*əv hwɔ:t ðei sei."*

## EXERCISE A.

It — to Wood that a train went — them every minute. The trains which went in the same — as theirs were almost —, but the ones which went in the — direction were — with people. The trains were so full of people that there were not — enough for all, so that many had to — on their feet. The train arrived at one of the — stations of London. When they tried to — the platforms, they got different —. The porters helped people to carry their luggage, but Mr. Miller and the three young men had only one — each, so they did not need any —. The — is a railway which is — under the streets and buildings of London. The doors of the Underground trains — of themselves. Why did Wood run — the platform? Because a train had just —, and he wanted to get into the train. What were the young men talking to Mr. Miller about — they were walking to the hotel? They were talking about the way in which English is — by different people.

## WORDS:

seem  
past  
opposite  
direction  
filled  
seat  
stand  
stood  
main  
platform  
count  
number  
add  
stop  
help (verb)  
help  
bag  
carry  
Underground  
along  
close  
sorry  
no one  
off  
building  
build  
built  
under

## EXERCISE B.

Are there many people going up to London after five o'clock? ... Did they arrive at a small station in London? ... What do porters do? ... Did the young men and their teacher need any help with their luggage? ... How did they get from the main station to their hotel? ... What was Wood sorry to find? ... Why did they not have to close the doors of the Underground train? ... Why did they all have to stand in the Underground

train? ... Is English as spoken by the English porters easy to understand? ... Where is the Underground built? ... How many platforms were there at the main station where they arrived? ... How did the young men find out the number of platforms? ...

EXERCISE C.

**How to ask and answer questions with 'what'  
or 'which'.**

What was the idea that Brown got when he was walking home from his work? Answer ... Question ...? The idea that Mr. Miller had been thinking of was to speak English always when they were together. Which did Brown smoke, a pipe or a cigarette? Answer ... Question ...? July is the best month to go to England. What did John and Helen take along to the lake? Answer ... Question ...? John's parents gave him a book and a football for his birthday. Which of the shirts did George get, the ones with broad stripes or the ones with narrow stripes? Answer ... Question ...? The younger children write with pencils. What museum were they going to see? Answer ... Question ...? Mrs. Smith was going to put on her new frock for Daisy's birthday-party. Which of the people they heard spoke bad English, the porters or the people working in offices? Answer ... Question ...? Mr. Miller and the three young men had to stand. In what way did they get from the Underground to the hotel? Answer ... Question ...? They got off the Underground train at Tottenham Court Road Station.

## AT THE HOTEL

Mr. Miller: "We are now in the street where our hotel  
*mista milə: "wi: a: nau in ðə stri:t hweər auə hou'tel*

is. All the buildings we have passed the last three or  
*iz. ɔ:l ðə bildiŋz wi: həv pa:st ðə la:st þri: ɔ:*

four minutes, are hotels. This part of the town is well  
*fɔ: minits, a: hou'telz. ðis þa:t əv ðə taun iz wel*

known for its many cheap hotels. It is called Blooms-  
*noun fər its meni tʃi:p hou'telz. it iz kɔ:ld blu:mz-*

bury and is situated between the West End and the  
*bəri ənd iz sitjueitid bi'twi:n ðə west end ənd ðə*

City. It is an advantage for travellers to live at a  
*siti. it iz ən əd'va:ntidʒ fə trævləz tə liv ət ə*

hotel in this part of London, because they can get to  
*hou'tel in ðis þa:t əv landən, bi'kɔ:z ðei kən get to*

the big shops and the cinemas and theatres of the West  
*ðə big ʃɔ:ps ənd ðə siniməz ənd þi:təz əv ðə west*

End quickly, and they also have the advantage of being  
*end kwikli, ənd ðei ɔ:lou həv ði əd'va:ntidʒ əv bi:ŋ*

able to get to the offices in the City easily. That was  
*eibl tə get ə ði ɔ:fisiz in ðə siti i:zili. ðæt wəz*

why I chose this hotel the first time I came to London.  
*hwai ai tʃous ðis hou'tel ðə fə:st taim ai keim tə landən.*

I had to choose between several hotels, situated in  
*ai hæd tə tʃu:z bi'twi:n sevərl hou'telz, sitjueitid in*

to pass = to go  
 past

it is situated =  
 its place is

the City = the  
 central part of  
 London

It is an advantage  
 for you = it is  
 better for you.



theatre

the advantage of  
 being able = the  
 advantage to be  
 able

He chooses, he  
 chose, he has  
 chosen [tʃu:zɪs,  
 tʃouz, tʃousn].

a good friend of  
mine  
a good friend of  
yours  
a good friend of  
ours, etc.

different parts of the town, and I thought this the best  
*dif'rənt pə:ts əv ðə tən, ənd aɪ þɔ:t ðɪs ðə best*  
one to choose. A good friend of mine had recommended  
*wʌn tə tʃu:z. ə gud frend əv main həd rekə'mendid*  
it very much, and since then I have recommended it  
*it veri mʌts, ənd sɪns ðen aɪ həv rekə'mendid it*  
myself to people who were going to England, as it is  
*mai'self tə pi:pl hu: wə: gouiy tu ɪnglənd, əz it ɪz*  
a good hotel, and very cheap, too. In this way I have  
*ə gud hou'tel, ənd veri tʃi:p, tu:. in ðɪs weɪ aɪ həv*  
become good friends with the hotel-keeper. But here  
*bɪ'kʌm gud frendz wið ðə hou'telkɪ:pə. bʌt hiə*  
you see the hotel.”  
*ju: si: ðə hou'tel.”*

They went inside, and the hotel-keeper, who was sitting  
*ðei went 'in'said, ənd ðə hou'telkɪ:pə, hu: wəz sitiŋ*  
in his office, greeted Mr. Miller, saying, “Good evening,  
*in his ɔfɪs, gri:tid mɪstə milə, seiŋ, “gud i:vniŋ,*  
Mr. Miller, I am glad to see you in London.” Then he  
*mɪstə milə, aɪ əm glæd tə si: ju: in ləndən.” ðen hi:*  
greeted the three young men with the words, “How  
*gri:tid ðə þri: jʌy men wið ðə wə:dz, “hau-*  
do you do, gentlemen, I am glad to see you, too.”  
*dju:du:, dʒentlmən, aɪ əm glæd tə si: ju:, tu:.”*

to reply = to  
answer  
I reply,  
he replies,  
he replied,  
but: replying.

To Mr. Miller's question about their rooms he replied,  
*tə mɪstə miləz kwestʃən ə'baut ðəz ru:ms hi: ri'plaid,*  
“Your two rooms are ready, Mr. Miller, a single room  
*“jɔ: tu: ru:mz a: redi, mɪstə milə, ə singl ru:m*

for you, and a double room for your three friends.  
*fə ju: , ənd ə dʌbl ru:m fə jɔ: bri: frendz.*

single room =  
 room for one person

I have put an extra bed into the double room, as you  
*ai hæv put ən ekstrə bed intə ðə dʌbl ru:m, əz ju:*

double room =  
 room for two persons

asked me to." To the three others he explained,  
*a:skt mi: tu." tə ðə bri: ʌðəz hi: iks'pleind,*

"Mr. Miller wanted me to make it as cheap as possible,  
*"mista milə wɔntid mi: tə meik it əz tsi:p əz pɔsəbl,*

and because we are good friends, I agreed to put you  
*ənd bɪ'kɔz wi: a: gud frendz, ai ə'gri:d tə put ju:*

all in a double room and then give you a cheaper price.  
*ɔ:l in ə dʌbl ru:m ənd ðen giv ju: ə tsi:pə prais.*

I have never agreed to do that before; therefore I must  
*ai hæv never ə'gri:d tə du: ðæt bɪ'fɔ:; ðəəfɔ:r ai məst*

to agree to = to  
 say 'yes' to

ask you not to speak about it to other people."  
*a:sk ju: nɔ:t tə spi:k ə'baut it tu ʌðə pi:pl."*

Mr. Miller: "We had better go to our rooms now to  
*mista milə: "wi: hæd betə gou tu auə ru:mz nau tə*

wash, and then we should like to have something to eat.  
*wɔʃ, ənd ðen wi: sud laik tə hæv səm'bɪŋ tu i:t.*

When is dinner?"  
*hwen iz dīnə?"*

Hotel-keeper: "Dinner is served between seven and  
*hou'telki:pə: "dīnər iz sə:vд bi'twi:n sevn ənd*

eight-thirty (8.30). While we are speaking of meals,  
*'eit'pə:ti. hwail wi: a: spi:kɪŋ əv mi:lz,*

breakfast is served between eight and ten, and lunch  
*brekfəst iz sə:vд bi'twi:n eit ənd ten, ənd lʌns*

is served from twelve to two. If you would like a cup  
*iz sə:vd frəm twelv tə tu:.* if *ju: wud laik ə kʌp*  
of tea early in the morning when you get up, you can  
*əv ti: ə:li in ðə mɔ:nij hwen ju: get ʌp, ju: kən*  
easily have one. But perhaps you do not want to  
*i:zili hæv wʌn. bʌt pə'hæps ju: du: nɔ:t wɔ:nt tə*  
get up early while you are here? What do you say,  
*get ʌp ə:li hwail ju: a: hia? hwɔ:t du: ju: sei,*  
gentlemen, do you want to get up early or late in the  
*dʒentlmən, du: ju: wɔ:nt tə get ʌp ə:li ə: leit in ðə*  
morning?"  
*mɔ:nij?"*

Mr. Miller: "We want to see as much as possible while  
*mɪstə milə: "wi: wɔ:nt tə si: əz mʌts əz pɔ:səbl hwail*  
we are here; therefore we shall get up early in the  
*wi: a: hia; ðeəfɔ: wi: ʃəl get ʌp ə:li in ðə*  
morning." Hotel-keeper: "Then you can have an early  
*mɔ:nij." hou'telki:pə: "ðen ju: kən hæv ən ə:li*  
cup of tea if you like. Many Englishmen like to have  
*kʌp əv ti: if ju: laik. meni ɪnglis'mən laik tə hæv*  
that." Brown: "That would be a good idea. We should  
*ðæt." braun: "ðæt wud bi: ə gud aɪ'dɪə. wi: sud*  
like to live as far as possible as the English do."  
*laik tə liv əz fa:r əz pɔ:səbl əz ði ɪnglis du:."*  
Hotel-keeper: "All right, now I will call the porter and  
*hou'telki:pə: "ɔ:l rait, nau ai wil kɔ:l ðə pɔ:tə ənd*  
tell him to take your bags up to your rooms."  
*tcl him tə teik jɔ: bægz ʌp tə jɔ: ru:mz."*

They were glad to see that they had got a nice large  
*ðei wə: glæd tə si: ðæt ðei hæd ə nais la:dʒ*

double room with hot and cold running water. Wood:  
*dʌbl ru:m wið hɔt ənd kould rʌniŋ wɔ:tə. wud:*

"Well, this is going to be our home for the next two  
*"wel, ðis iz gouŋ tə bi: aʊə houm fə ðə nekst tu:*

weeks. It is nice here, isn't it?"

*wi:ks. it iz nais hɪə, iznt it?"*

Storm: "Yes, and a nice hotel-keeper, too. I think it  
*stɔ:m: "jes, ənd ə nais hou'telki:pə, tu:. ai biŋk it*

very nice of him to give us a cheaper price, because we  
*veri nais əv him tə giv əs ə tʃi:pə prais, bi'kɔz wi:*

are all three in one room, when he has never agreed  
*a:r ɔ:l bri: in wʌn ru:m, hwen hi: həz never ə'gri:d*

to that before."

*tə ðæt bi'fɔ:."*

Brown went to the window and was surprised when  
*braun went tə ðə windou ənd wəz sə'praizd hwen*

he looked out of it. "Well, one would not think this  
*hi: lukt aut əv it. "wel, wʌn wud nɔt biŋk ðis*

was London. I thought that we should have had a  
*wəz lʌndən. ai þɔ:t ðæt wi: fud hæv hæd ə*

view from our window of streets full of people, and  
*vju: frəm aʊə windou əv stri:ts ful əv pi:pl, ənd*

that there would be high buildings in all directions.  
*ðæt ðεə wud bi: hai bɪldɪŋz ɪn ɔ:l dɪ'rekʃənz.*

Come and have a look at it." Wood: "Yes, I must say  
*kʌm ənd hæv ə luk ət it." wud: "jes, ai mʌst sei*

this is very surprising. How beautiful the view is!"  
ðis iz veri sə'praiziy. hau bju:təfʊl ðə vju: iz!"

It is no wonder that the three friends were surprised  
it iz nou wʌndə ðət ðə pri: frendz wə: sə'praizd  
at the view from their window. It was a garden with  
ət ðə vju: frəm ðəsə windou. it wəz ə ga:dn wið  
tall trees, and everything was so quiet that it was  
tɔ:l tri:z, ənd evrɪþɪŋ wəz sou kwaiət ðət it wəz  
difficult for them to understand that they were in  
difɪkəlt fə ðəm tu ʌndə'stænd ðət ðei wə:r in  
London, the largest city in the world.  
ləndən, ðə la:dʒɪst siti in ðə wə:ld.

Brown: "I think we shall sleep well to-night. It is so  
braun: "ai þɪŋk wi: səl sli:p wel tə'naɪt. it iz sou  
quiet here, and I must say that I am a little tired after  
kwaiət hiə, ənd ai mʌst sei ðət ai əm ə litl təɪəd a:ftə  
having travelled all day."  
hæviŋ trævəld ɔ:l ðei."

When you work  
much, you get  
**tired.**

When you have  
not slept for a  
long time, you get  
**sleepy.**

Storm: "Yes, I am both tired and sleepy. Wouldn't it  
stɔ:m: "jes, ai əm bouþ təɪəd ənd sli:pi. wudnt it  
be a good idea to go to bed shortly after dinner, and  
bi: ə gud aɪ'diə tə gou tə bed sɔ:tli a:ftə dīnə, ənd  
then get up early to-morrow morning? I think Mr. Miller  
ðen get ʌp ə:li tə'morrou mɔ:nɪŋ? ai þɪŋk mɪstə milə  
will agree with us in that."  
wil ə'gri: wið ʌs in ðæt."

And he was right. An hour and a half later they were  
ənd hi: wəz rait. ən auər ənd ə ha:f leɪtə ðei wə:r

all in their beds, happy, but tired.

*ɔ:l in ðεə bedz, hæpi, bʌt taiəd.*

### EXERCISE A.

On their way to the hotel Mr. Miller and his pupils — many buildings, all of them —. Their hotel was — between the West End and the —. Mr. Miller had — that hotel because it was good and —. In the West End there are many cinemas and —. The hotel-keeper — Mr. Miller, saying, "Good evening, I am — to — you in London." What did the — reply when Mr. Miller asked about their rooms? He — that a — room was ready for Mr. Miller and a — room for his friends. Did the hotel-keeper tell them when the meals were —? Yes, and he said that they might have a cup of tea — in the morning if they liked. Was it a — large room that the three young men got? Yes, and they had a beautiful — from their window. Were they — and sleepy after having — all day? Yes, and therefore they — to go to bed — after dinner.

WORDS:  
 pass  
 situated  
 advantage  
 theatre  
 choose  
 chose  
 chosen  
 recommend  
 hotel-keeper  
 greet  
 single  
 double  
 reply  
 agree  
 serve  
 early  
 nice  
 surprise  
 view  
 tired  
 therefore  
 sleepy  
 shortly

### EXERCISE B.

Where was the hotel situated? ... What is Bloomsbury known for? ... Why is it an advantage to live at a hotel in Bloomsbury? ... Who had recommended the hotel to Mr. Miller? ... When was dinner served? ... Why were they surprised at the view from their window? ... What did they do after dinner? ... Where are the biggest shops in London situated? ... How had

Mr. Miller become good friends with the hotel-keeper?  
... Where was the hotel-keeper when Mr. Miller and  
the three young men arrived at the hotel? ... What  
rooms did Mr. Miller and his friends get? ...

**EXERCISE C.**

**How to ask and answer questions with 'who', 'whom',  
'whose', or 'which'.**

Who is John's uncle? Answer... Question...? The  
sister of Helen's mother is her aunt. Which is the oldest  
person in the Smith family? Answer... Question...? Mr.  
Miller is the cleverest at English of our four travel-  
lers. Who lives in the country? Answer... Question...? The  
French live in France. Which of the girls in the  
Smith family is ten years old? Answer... Question...? The  
boy John fell through the ice. Whom did Mr.  
Smith give a football on his last birthday? Answer...  
Question...? Mrs. Smith gave Daisy a pair of silk  
stockings on her birthday. Which of you will bring  
me to-day's newspaper? Answer... Question...? I  
will give you a cigar. Whose house was situated in  
the country? Answer... Question...? Mr. Smith's  
house was situated in the town.

## SHOPPING IN LONDON

The next morning when they were having their break-  
 ðə nekst mɔ:nɪŋ hwen ðei wə: hæviŋ ðəə brek-

fast, they discussed what to do on their first day.  
 fəst, ðei dis'kʌst hwət tə du: ɔn ðəə fə:st ðei.

When they had discussed the question for some time,  
 hwen ðei həd dis'kʌst ðə kwestʃən fə sam taim.

they agreed to take a long walk through the streets  
 ðei ə'gri:d tə teik ə lɔŋ wɔ:k þru: ðə stri:ts

of the West End to look at the shops and perhaps go  
 ər ðə west end tə luk ət ðə sɔps ənd pə'hæps gou

shopping themselves. They walked down Charing  
 ʃəriŋ ðəm'selvz. ðei wɔ:kt daun tʃærɪŋ

Cross Road, a street which is well known for its many  
 kros roud, ə stri:t hwitʃ iz wel noun fər its meni

second-hand book-shops.

sekəndhænd bukʃɔps.

"You understand," Mr. Miller explained to them,  
 "ju: ʌndə'stænd," mistə milər iks'pleind tə ðəm,

"that you can only buy books second-hand in these  
 "ðət ju: kən ounli bai buks 'sekənd'hænd in ði:z

book-shops. The books have already been bought once  
 bukʃɔps. ðə buks həv ɔ:l'redi bi:n bɔ:t wʌns

and read by people, and then sold by them to these  
 ənd red bai pi:pl, ənd ðən sould bai ðəm tə ði:z

to shop = to go  
 buying things in  
 shops

pleased = glad

special = great and important



*stamp*

however = but

second-hand book-shops. People are only able to get  
*sekəndhænd buksɔps. pi:pl a:r ounli eibl tə get*  
 a very low price when they sell second-hand books in  
*ə veri lou prais hwen ðei sel sekəndhænd buks in*  
 this way to a book-shop.”  
*ðis wei tu ə buksɔp.”*

They stopped to look at some of the books which had  
*ðei stɔpt tə luk ət sʌm əv ðə buks hwa:ts hæd*  
 been put into large boxes outside the shops, and were  
*bi:n put intə la:dʒ bɔksiz 'aut'said ðə sɔps, ənd wə:*  
 pleased to find some in their own language.  
*pli:zd tə faind sʌm in ðeər oun længwidʒ.*

The shops with foreign stamps, of which there are a  
*ðə sɔps wið fɔrin stæmps, əv hwa:ts ðeər a: ə*  
 great number, were of special interest to Wood and  
*greit nʌmbə, wə:r əv spesəl intrist tə wud ənd*  
 Storm, who had collected stamps for several years.  
*stɔ:m, hu: hæd kə'lektid stæmps fə sevral jiəz.*

“When I started collecting stamps,” said Wood, “I had  
*hwen ai sta:tid kə'lektiŋ stæmps,” sed wud, “ai hæd*  
 at first a collection of about a hundred. Since then  
*ət fə:st ə kə'leksən əv ə'baut ə hʌndrəd. sins ðen*  
 it has grown from year to year, and now I have a  
*it hæz groun frəm jiə tə jiə, ənd nau ai hæv ə*  
 collection of about 8,000 stamps. However, I do  
*kə'leksən əv ə'baut eit þauzənd stæmps. hau'evə, ai du:*  
 not think it will grow very much during the next few  
*not þiyk it wil grou veri matʃ djuəriŋ ðə nekst fju:*

years, because I shall not have so much time to spend  
*jiæs, bi'kɔz ai ʃəl nɔt hæv sou mæts taim tə spend*

on it. During my first few years as a stamp collector,  
*ɔn it. djuəriŋ mai fə:st fju: jiæs əz ə stæmp kə'lektə,*

I spent a great part of my time looking at my old  
*ai spent ə greit ʃə:t əv mai taim lukɪŋ ət mai ould*

stamps and going to the stamp shops for new ones;  
*stæmps ənd gouɪŋ tə ðə stæmp ʃɔps fə nju: wʌns;*

and, therefore, my collection grew very rapidly.  
*ənd, ðeəfɔ:, mai kə'leksən gru: veri ræpidli.*

"At school, two of my schoolfellows and I were so  
*ət sku:l, tu: əv mai sku:lfelous ənd ai wə: sou*

interested in our foreign stamps that we almost forgot  
*intristid in auə fɔrin stæmps ðət wi: ɔ:lmost fə'gɔt*

our school work. In the afternoon we three school-  
*auə sku:l wə:k. in ði 'a:ftə'nu:n wi: þri: sku:l-*

fellows used to go to the shops near our homes to look  
*felous ju:st tə gou tə ðə ʃɔps niər auə houmz tə luk*

at the latest foreign stamps and buy as many as we  
*ət ðə leitist fɔrin stæmps ənd bai əz meni əz wi:*

could afford. But now I cannot spend so much time  
*kud ə'fɔ:d. bʌt nau ai kənɔ:t spend sou mæts taim*

on my collection, although I am still a very interested  
*ɔn mai kə'leksən, ɔ:l'dou ai əm stil ə veri intristid*

collector. I see they have the latest stamps from  
*ai si: ðei hæv ðə leitist stæmps frəm*

our country in this shop, but the prices are higher  
*auə kʌntri in ðis ʃɔp. bʌt ðə praisiz a: haiə*

rapidly = quickly

He used to go =  
 he often went.

than at home."

ðən ət houm."

When they had walked for some time, they came to  
hwen ðei həd wɔ:kt fə sʌm taim, ðei keim tə

Shaftesbury Avenue, a road running both ways from  
sa:ftsbəri əvinju:, ə roud rʌniŋ bouþ weiz frəm

Charing Cross Road. Wood: "Shall we turn to the  
tʃəriŋ krɔ:s roud. wud: "ʃəl wi: tə:n tə ðə

left here, down this street?"

left hiə, daun ðis stri:t?"



Mr. Miller: "No, I think we will turn to the right.  
mista milə: "nou, ai þiŋk wi: wil tə:n tə ðə rait.

Both the street on our left and the street on our right  
bouþ ðə stri:t ɔn aʊə left ənd ðə stri:t ɔn aʊə rait

are parts of Shaftesbury Avenue. If we turn to the  
a: pa:ts əv sa:ftsbəri əvinju:. if wi: tə:n tə ðə

left, we shall soon get back to the hotel again. There-  
left, wi: ʃəl su:n get bæk tə ðə hou'tel ə'gein. ðεə-

fore we will turn to the right, which will take us to  
fɔ: wi: wil tə:n tə ðə rait, hwits wil teik əs tə

Piccadilly."

pɪkə'dili."

Consequently, they now turned to the right, down  
kɔ:n'sikwəntli, ðei nau tə:nd tə ðə rait, daun

Shaftesbury Avenue. In this part of the town they  
sa:ftsbəri əvinju:. in ðis pa:t əv ðə taun ðei

noticed that they passed cinema after cinema, and  
noutist ðət ðei pa:st sinimə a:ftə sinimə, and

Piccadilly = a  
street in the West  
End

consequently =  
therefore

Mr. Miller told his pupils that this part of the town  
*mɪstə milə tould hiz pju:plz ðət ðis pə:t əv ðə taun*

is so full of cinemas and theatres that the Londoners  
*iz sou ful əv sɪnɪməz ənd þɪətəz ðət ðə ləndənəz*  
 often call it theatre-land.

*ɔ:fən kɔ:l it þɪətərlənd.*

When they got to Piccadilly, they noticed one shop  
*hwen ðei ɡət tə pɪkədili, ðei nəutɪst wʌn ʃɒp*  
 after another with shirts, ties, socks, etc. They spent  
*a:ftər ə'nʌðə wið ʃə:ts, taɪz, sɔks, it'setə. ðei spent*  
 a long time going from window to window, looking at  
*ə bɔ:y taim ɡoɪɪŋ frəm wɪndəʊ tə wɪndəʊ, lʊkɪŋ ət*  
 all the different articles.

*ɔ:l ðə dɪfrənt a:tɪklz.*

Storm: "What nice things they have in these shops!"  
*stɔ:m: "hwo:t naɪs þɪŋz ðei hæv ɪn ði:z ʃɔps!"*

Have you noticed that shirt over there, Brown; how  
*hæv ju: nəutɪst ðət ʃə:t ouvə ðə, braʊn; hau*  
 do you like it? I think I will go in and buy it."  
*du: ju: laɪk it? ai þɪŋk ai wil ɡo ɪn ənd bai it."*

Mr. Miller: "No, you had better not, Storm. Money  
*mɪstə milə: "nou, ju: həd betə not, stɔ:m. mʌni*

for buying shirts is not included in the fifteen pounds  
*fə baiɪŋ ʃə:ts iz not in'klu:did in ðə fifti:n paundz*

we are going to spend in England. These shirts, and  
*wi: a: goɪɪŋ tə spənd ɪn ɪŋglənd. ði:z ʃə:ts, ənd*

all the other articles you see in the shops in Piccadilly,  
*ɔ:l ði ʌðər a:tɪklz ju: si: ɪn ðə ʃɔps ɪn pɪkədili,*

a Londoner = a  
 person living in  
 London

articles = things  
 in a shop

You had better not  
 do it = it is better  
 for you not to do  
 it.

are very expensive."

*a: veri iks'pensiv.*"

Some time later Brown asked whether they were near  
*sam taini leitə braun a:skt hweðə ðei wə: niə*

Bond Street, as, he said, he took a special interest in  
*bɔnd stri:t, əz, hi: sed, hi: tuk ə spesjal intrist in*  
seeing that street.

*si:iy ðæt stri:t.*

Mr. Miller: "Well, Bond Street was not included in  
*mistə milə: "wel, bɔnd stri:t wəz not in'klu:did in*  
our plans for to-day, but we can pass through it to  
*auə plænz fə tə'dei, bʌt wi: kən pa:s þru: it tu*

Oxford Street."

*ɔksfəd stri:t.*"

The three friends were surprised to see the shops in  
*ðə þri: frendz wə: sə'praizd tə si: ðə ʃɔps in*

Bond Street. Many of them were tailors' shops. Mr.  
*bɔnd stri:t. meni əv ðəm wə: teiləz ʃɔps. mistə*

Miller: "This is a street especially for men's shopping.  
*milə: "ðis iz ə stri:t is'peſəli fə menz ʃɔpiŋ.*

The best tailors in London have their shops in this  
*ðə best teiləz in ləndən hæv ðəs ʃɔps in ðis*

street. But you will notice that no prices are shown  
*stri:t. bʌt ju: wil nouis ðət nou praisiz a: soun*

on the suits of clothes you see in the windows, and I  
*ɔn ðə sju:ts əv klouðz ju: si: in ðə windouz, ənd ai*

will tell you the reason. If you buy a suit of clothes at  
*wil tel ju: ðə ri:zn. if ju: bai ə sju:t əv klouðz ət*



a tailor's in Bond Street, you will have to pay him  
*ə teiləz in bɔnd stri:t, ju: wil hæv tə pei him*

about twenty guineas for it. 'Out of the twenty guineas  
*ə'haut twenti giniz fɔ:r it. aut əv ðə twenti giniz*

ten, I think, will pay for the suit itself; the other ten  
*ten, ai þɪŋk, wil pei fə ðə sju:t it'self; ði ʌðə ten*

you pay for the name of 'Bond Street'. You see that  
*ju: pei fə ðə neim əv 'bɔnd stri:t. ju: si: ðət*

there are good reasons why you should not buy your  
*ðər a: gud ri:znz hwai ju: sud nɒt bai jɔ:*

clothes here. However, you must not think that most  
*klouðz hiə. hau'ves, ju: mʌst nɒt þɪŋk ðət moust*

Londoners buy their clothes at a Bond Street tailor's;  
*lʌndənəz bai ðəz klouðz ət ə bɔnd stri:t teiləz;*

only people with lots of money go shopping here. But  
*ounli pi:pl wið lɒts əv mʌni gou ʃɒpɪŋ hiə. bʌt*

now I will take you to Selfridge's, one of the biggest  
*nau ai wil teik ju: tə selfridziz, wʌn əv ðə bigist*

shops in the world. They have lots of different articles  
*ʃɒps in ðə wə:ld. ðei hæv lɒts əv difrənt a:tiklz*

there, so that people can buy everything from a pin  
*ðərə, sou ðət pi:pl kən bai evrɪþɪŋ frəm ə pin*

to an elephant, as the saying goes, and there you will  
*tu ən elɪfənt, əz ðə seiɪŋ gouz, and ðər ju: wil*

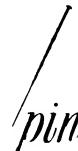
be able to get something for your money."

*bi: eibl tə get səmþɪŋ fə jɔ: mʌni."*

Our four travellers spent an hour or two in Selfridge's,  
*auə fɔ: trævləz spent ən auər ɔ: tu: in selfridziz,*

a guinea = 21  
 shillings

a lot = a great  
 many



as the saying goes  
 = as people say





You **see** a person  
smile.

You **hear** a person  
laugh.

buying sticks, handkerchiefs, and cigarettes. When they  
*baɪɪŋ stɪks, hæŋkətʃɪfs, ənd sigə'rets. hwen ðei*  
came out again, Wood said to Storm, "How do you like  
*keɪm aut ð'geɪn, wud sed tə stɔ:m, "hau du: ju: laɪk*  
my new stick? With this in my right hand, I feel that  
*mai nju: stɪk? wið ðɪs in mai rait hænd, ai fi:l ðæt*  
I could walk to the end of the world." He saw Mr.  
*ai kud wɔ:k tə ði end əv ðə wɔ:ld." hi: sɔ: mistə*  
Miller smile, and then heard him laugh, saying: "I am  
*mɪlə smail, ənd ðən hə:d him la:f, seɪɪŋ: "ai əm*  
sure you could. However, I think we have bought  
*suə ju: kud. hau'ver, ai bijk wi: həv bɔ:t*  
enough for to-day. Now let us go home through Oxford  
*i'nʌf fə tɔ:dei. nau let əs gou houm þru: ɔksfəd*  
Street; a cup of tea would do us good."  
*stri:t; ə kʌp əv ti: wud du: əs gud."*

#### EXERCISE A.

WORDS:

discuss  
pleased  
stamp  
second-hand  
collect  
collection  
collector  
grow  
rapidly  
schoolfellow

The first morning our four friends were in London  
they decided to go — in the West End. Charing Cross  
Road is well known for its many — book-shops and shops  
with foreign —. These shops were of great — to Storm  
and Wood, who were both stamp —. Wood's first — of  
stamps was only small, but it has — from year to year to  
about 8,000 stamps, because he has — much time on it  
together with two of his old —. When they came to  
Shaftesbury Avenue, they — to the —. If they had —  
to the —, they would have got back to the hotel again.

Londoners often call the part of the town near Shaftesbury Avenue —, because there are so many cinemas and — there. In Piccadilly they — that there were many men's shops, and there were many of the different — in the windows that they would — to buy, but Mr. Miller told them that money for that was not — in their fifteen pounds. The — why they should not buy their clothes at a Bond Street — shop was that half of the price was for the name, Mr. Miller explained. It is only people with — of money who go shopping here.

turn  
right  
left  
notice  
include  
tailor  
reason  
guinea  
lot  
pin  
elephant  
stick  
interest  
cross  
consequently  
article  
shop (verb)  
however  
special  
avenue  
Londoner  
saying  
laugh  
over  
book-shop

EXERCISE B.

What did Mr. Miller and his pupils discuss the first morning in London? ... What did they agree to do? ... What is a second-hand book-shop? ... Why were the stamp shops of special interest to Wood and Storm? ... What is theatre-land? ... Why did Mr. Miller tell Storm that he had better not buy the shirt he liked so well? ... What shops do you especially find in Bond Street? ... What is the reason why prices are not shown in the Bond Street tailors' windows? ... What people go shopping in Bond Street? ... What is Selfridge's? ... What do people say about Selfridge's? ...

EXERCISE C.

**How to ask and answer questions with 'is, are, was, were, has, have, had'.**

Are you English? Answer ... Question ...? Yes, Mr. Miller is the teacher of the three young men. Has Mr.

Miller a son? Answer ... Question ...? No, the young men have no wives to think of. Was Mrs. Smith the only guest at Daisy's birthday party? Answer ... Question ...? No, Mrs. Miller and the boy were not with them in England. Had John a watch? Answer ... Question ...? No, they had not enough money for the trip. Was Mrs. Miller ever in England? Answer ... Question ...? Yes, they were at Selfridge's, a big shop where they bought several things. Has Mr. Miller had the young men as his pupils before? Answer ... Question ...? Yes, Mr. and Mrs. Miller have had rooms at the same hotel where the young men are now. Had Mr. Miller's boy been at his grandparents' home before? Answer ... Question ...? Yes, the young men had been at school together as boys. Had Mrs. Smith had her watch for a long time? Answer ... Question ...? Yes, they had had breakfast when they started on their shopping trip.

## A TRIP UP THE RIVER

The next day Mr. Miller proposed a trip up the river  
 ðə nekst dei mistə milz prə'pouzd ə trip ʌp ðə riva

Thames to Hampton Court Palace. "We can go down  
 temz tə hæmtən kɔ:t pælis. "wi: kən gou daun

to Westminster Bridge," he said, "and take the boat  
 tə westminstə bridʒ," hi: sed, "ənd teik ðə bout

from there. Westminster Bridge is one of the many  
 frəm ðəs. westminstə bridʒ iz wʌn əv ðə meni

bridges that go across the river and connect North  
 bridʒiz. ðət gou ə'kros ðə riva ənd kə'nekt nɔ:þ

London with South London. We can go across the  
 landən wið saʊþ landən. wi: kən gou ə'kros ðə

river to look at that part of the town some other day."  
 riva tə luk ət ðət pa:t əv ðə taun səm ʌðə dei."

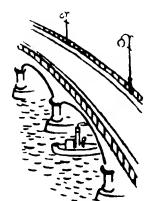
When they got on board, they noticed a board on which  
 hwen ðei got ɔn bɔ:d, ðei nouist ə bɔ:d ɔn hwits

were given the names of the different places where the  
 wə: givn ðə neimz əv ðə difrənt pleisiz hwes ðə

boat was going to. They walked across to read the  
 bout wəz gouin tu. ðei wɔ:kt ə'kros tə ri:d ðə

notice on the board, and Brown noticed that the boat  
 nouis ɔn ðə bɔ:d, ənd braun nouist ðət ðə bout

was going to Oxford, the town in which the great  
 wəz gouin tu ɔksfəd, ðə taun in hwits ðə greit



the notice = that  
 which was written  
 on the board

English university is situated.

*in'glif' jun'i've:siti is sit'jeitid.*

Mr. Miller explained to them that there are thousands of students from all over the world who study at this old university, and that they are taught by a great many professors. After having read the notice, he said, "It seems that every day during the spring and summer there is a boat to Oxford." "It must be a lovely trip up the river," Wood said, "I propose that we try the trip. It isn't very far to Oxford, is it?" "No, it isn't far to Oxford; a train will take you there in two days. The train goes in an almost straight line, while the river makes many bends, as most rivers do. Although London is connected with Oxford by the river,

a straight line

  
a line with bends

yet it is mostly tourists who make the trip to Oxford  
 jet it iz moustli tuəristi hu: meik ðə trip tu ɔksfəd

mostly = most often

by boat. The steamer goes so slowly that they have  
 bai bout. ðə sti:ma gouz sou slouli ðət ðei hæv  
 time to see everything, and at night the boat stops at  
 taim tə si: evrībiy, and at nait ðə bout stops at  
 a town, and the tourists go ashore to sleep at a hotel.”  
 ə taun, and ðə tuəristi gou ə'ʃɔ: tə sli:p at a hou'tel.”

The first thing they noticed when the boat had started,  
 ðə fə:st þiŋ ðei nouist hwen ðə bout həd sta:tid,

was a big palace on the right bank of the river. “What  
 wəz ə big þælis ɔn ðə rait bærk əv ðə rivə. “həwət

palace is that?” asked Storm. “Does the King or  
 þælis iz ðət?” a:skt stɔ:m. “dʌz ðə kiŋ ɔ:

some other person of the royal family live there?” “No,  
 sʌm ʌðə þə:sn əv ðə rɔ:sl fæmili liv ðəz?” “nou,

it is not used by the royal family. It is called Lambeth  
 it iz not ju:zd bai ðə rɔ:sl fæmili. it iz kɔ:ld læmbəθ

Palace.”

þælis.”

A little farther up the river, just after a bend, they  
 ə littl fa:ðər ʌp ðə rivə, dʒʌst a:ftər ə bend, ðei

passed under Putney Bridge, and Mr. Miller told them  
 pa:st ʌndə þʌtni bridʒ, and mɪstə milə tould ðəm

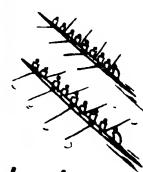
about the great boatrace which takes place every year  
 ə'baʊt ðə greit boutreis hwa:ts teiks pleis evri jiə

between students from the universities of Oxford and  
 bi'twi:n stju:dənts frəm ðə juni've:sitiz əv ɔksfəd ənd



king

the royal family =  
 the king's family



boatrace

Saxons = the name of some of the people who lived in England a thousand years ago

Cambridge. The boats start at Putney Bridge and go *keiñbridʒ*. *ðə bout̩ sta:t ət pʌtni bridʒ ənd gou* as far as Mortlake, which is about *4½ miles* *æz fa:r æz mo:tli:k, hwit̩s iz ə'baut fo:r ənd ə ha:f mailz* farther up the river. The men in each boat do all they *fa:ðər ʌp ðə rivə*. *ðə men in i:tf bout du: ɔ:l ðei* can to make their boat get there first. The young men *kæn tə meik ðeə bout get ðeə fa:st*. *ðə jʌŋ men* were very surprised to hear that the boatrace takes *wə: veri sə'praizd tə hiə ðət ðə boutreis teiks* only about twenty minutes. *ounli ə'baut twenti minits*.

Some time later they came to Kingston-on-Thames. *səm taim leitə ðei keiñ tə kiystən ɔn tems*.

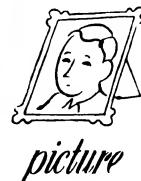
“It is a very old town, and as the name tells us, it has “*it iz ə veri ould taun, ənd æz ðə neim telz ʌs, it hæz* something to do with kings; it means the king's town. *səm þiŋ tə du: wið kiŋz; it mi:nz ðə kiŋz taun*.

About twelve hundred years ago, the old Saxon kings *ə'baut twelv hʌndrəd jiəz ə'gou, ði ould sæksn kiŋz* were crowned here,” Mr. Miller said to the young men. *wə: kraund hiə, mɪstə milə sed tə ðə jʌŋ men*.

“Do you know where the English kings are crowned “*du: ju: nou hwæz ði ɪnglis kiŋz a: kraund* nowadays?” he asked. “Oh, yes, we know that all *nau:ðeiz? hi: a:skt. ou, jes, wi: nou ðæt ɔ:l* right,” they all replied; “it is at Westminster Abbey. *raɪt.*” *ði ɔ:l ri'plaɪd; it iz ət westminstər æbi*.

The last time an English king was crowned there, we  
 ðə la:st taim ən iŋglis kɪŋ wəz kraund ðεə, wi:  
 read all about it in the newspapers, and from the many  
 red ɔ:l ə'baʊt it in ðə nju:speɪpəz, ənd frəm ðə meni  
 pictures that were taken we were able to see how it  
 pi:ktsəz ðət wə: teikn wi: wə:r eibl tə si: hau it  
 was done. It was very interesting to see all the people  
 wəz dʌn. it wəz veri intristɪŋ tə si: ɔ:l ðə pi:pl  
 in their fine silk clothes, some of them with crowns  
 in ðεə fain silk klouðz, səm əv ðəm wið kraunz  
 upon their heads. One would think that they were  
 ə'þən ðεə hedz. wʌn wud pi:yk ðət ðεi wə:  
 pictures from very old times, and not pictures of  
 pi:ktsəz frəm veri ould taimz, ənd nət pi:ktsəz əv  
 something taking place in modern times."  
 sʌmpbiy teikn pleis in mədən taimz."

They had now got past Kingston. On their way up the  
 ðεi həd nau ət pə:st kiŋstən. ən ðεə wei ʌp ðə  
 river they passed many small boats from which people  
 riva ðεi pa:st meni smɔ:l bouts frəm hwaɪt pi:pl  
 were fishing in the river, and on the banks of the river  
 wə: fisɪŋ in ðə riva, ənd ən ðə bænks əv ðə riva  
 they also saw many people fishing. Every time the  
 ðεi ɔ:lsou sɔ: meni pi:pl fisɪŋ. evri taim ðε  
 steamer passed one of the boats, the man in the boat  
 sti:mə pa:st wʌn əv ðə bouts, ðə mæn in ðə bout  
 looked up and shouted angry words at them.  
 lukt ʌp ənd fautid æŋgri wə:dz ət ðəm.



*CROWN*

one fish  
many fish  
two fish, or two fishes

He **catches**, he  
**caught**, he has  
**caught** [kætsiz,  
kɔ:t, kɔ:t].

"Why are they so angry?" Wood asked. "I can see  
"hwai a: ðei sou æygri?" wud a:skt. "ai kən si:

that you have never been fishing," Brown said to him.  
ðət ju: həv nevə bi:n fisij," braun sed tə him.

"When a boat like this passes, all the fish go away,  
"hwen ə bout laik ðis pa:siz. ɔ:l ðə fis gou ə'wei.

and then the men in the boats do not catch any fish.  
ənd ðən ðə men in ðə bouts du: nɔ:t kæts eni fis.

— Do they catch many fish here?" he asked Mr. Miller.  
— du: ðei kæts meni fis hiə?" hi: a:skt mistə milə.

"No, I don't think so; there are fish enough in the river,  
"nou, ai dount þik sou; ðər a: fis i'naf in ðə rivə,

but there are too many boats passing up and down  
bʌt ðər a: tu: meni bouts pa:sij ʌp ənd daun

the river all the time. But I don't understand why  
ðə rivə ɔ:l ðə taim. bʌt ai dount ʌndə'stænd hwai

they get so angry; they must know that there are  
ðei get sou æygri; ðei mast nou ðət ðər a:

steamers going up and down the river all day, so that  
sti:məz gouij ʌp ənd daun ðə rivə ɔ:l dei, sou ðət

there is nothing to be so angry about. They had better  
ðər iz nʌþij tə bi: sou æygri ə'baut. ðei həd betə

go to a quieter place to fish. I once did some fishing  
gou tu ə kwaiətə pleis tə fis. ai wʌns did sʌm fisij

here with a friend. We spent a whole day on the river,  
hiə wið ə frend. wi: spent ə houl dei ɔn ðə rivə,

and at the end of the day I had caught only one small  
ənd ət ði end əv ðə dei ai həd kɔ:t ounli wʌn smɔ:l

fish, three inches long!"  
*fɪʃ, bri: ɪnfɪz lɔɪg!"*

They arrived at Hampton Court after a short time  
*ðei ə'raɪvd ət hæmptən kɔ:t ə:ftər ə ʃɔ:t taim*  
 and went up to look at the palace. It is situated very  
*ənd went ʌp tə luk ət ðə pælis. it ɪz sɪtjueitid veri*  
 beautifully in some gardens. They stood for a long  
*bju:təfʊli ɪn sʌm ga:dnz. ðei stud fər ə lɔɪg*  
 time looking at the lovely flowers, and especially at  
*taim lukiŋ ət ðə lʌvli flauəz, ənd ɪs'pefəli ət*  
 a long straight walk with many beautiful flowers on  
*ə lɔɪg streɪt wɔ:k wið meni bju:təfʊl flauəz ɔn*  
 both sides. In some parts of the palace people may  
*bouþ saɪdz. in sʌm pa:ts əv ðə pælis pi:pl mei*  
 go in and look at the rooms and all that is in them.  
*gou in ənd luk ət ðə ru:mz ənd ɔ:l ðæt ɪz in ðəm.*

Everything is left just as it was hundreds of years ago.  
*evrɪþɪŋ ɪz left dʒʌst əz it wəs hʌndrədz əv jɪəz ð'gou.*

Most of the things in the palace are connected with  
*mouſt əv ðə þiŋz in ðə pælis ə: kə'nektid wið*  
 the Tudor and Stuart kings and queens, especially with  
*ðə tju:dər ənd stjuət kiŋz ənd kwi:nz, ɪs'pefəli wið*

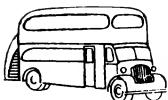
Queen Anne, the great Stuart queen of England. One  
*kwi:n æn, ðə greit stjuət kwi:n əv ɪnglənd. wʌn*  
 of the things which interested them very much was  
*əv ðə þiŋz hwɪts intristid ðəm veri mʌtʃ wəz*

Queen Anne's bedroom. "You can see," Wood said  
*kwi:n ænz bedrūm. "ju: kən si:," wud sed*

Tudor } = the  
 Stuart } = the fa-  
 mily names of  
 several English  
 kings and queens



*Queen*



bus

to the others, "that women were the same then as now," and he showed them all the things that the Queen had used to make herself beautiful.

*tə ði ʌðəz, "ðæt wimin wə: ðə seim ðen əz now," ənd hi: soud ðəm ɔ:l ðə þiŋz ðæt ðə Queen had used to make herself beautiful.*

When it was time to go home, Mr. Miller proposed

*hwen it wəz taim tə gou houm, mistə milə prə'pouzd*

taking a bus straight back to London, as far as

*teikiy ə bʌs streit bæk tə ləndən, əz fa:r əz*

Wimbledon: From Wimbledon they could go by tram

*wimblən. frəm wimblən ðei kud gou bai træm*

to Westminster Bridge. "If we go that way," he said,

*tə westminstə bridʒ. "if wi: gou ðæt wei," hi: sed.*

"we shall be able to see much of South London from

*"wi: ʃəl bi: eibl tə si: mʌts əv saʊb ləndən frəm*

the windows." They all thought this a good idea, and

*ðə windous." ðei ɔ:l þɔ:t ðis ə gud aɪ'diə, ənd*

consequently they went back by bus and tram as Mr.

*kənsikwəntli ðei went bæk bai bʌs ənd træm əz mistə*

Miller proposed.

*milə prə'pouzd.*

#### EXERCISE A.

Mr. Miller — that they should go on a trip to Hampton Court —. They would go by boat from Westminster —. This bridge goes — the Thames and —

North London with South London. The four travellers thought of going by — to Oxford, where the great English — is situated. At Oxford — there are many — to teach the students. Lambeth Palace is situated on the right — of the river. Kingston-on-Thames is a town where the Saxon — were — many years ago.

Did Mr. Miller — many fish the day when he was out fishing? No, he only — one small fish. Who lived at Hampton Court — many years ago? — Anne lived there, and her — may still be seen in the palace. Did Mr. Miller — going home by boat? No, he — going home by —.

#### EXERCISE B.

How did the four travellers get to Hampton Court? ... Is it far from London to Oxford? ... Do most tourists go by train to Oxford? ... Where does the boatrace between the universities of Oxford and Cambridge start from? ... What is Kingston-on-Thames? ... Are the English kings crowned at Kingston nowadays? ... Why do the people fishing in the river get angry when steamers pass them? ... Do they catch many fish? ... Did Mr. Miller ever go fishing in the Thames? ... What did they see at Hampton Court Palace? ...

#### EXERCISE C.

**How to ask and answer questions with 'do' or 'does'.**  
Does Mr. Smith's brother live in town? Answer ...  
Question ...? No, Mr. Smith lives in town. Does

WORDS:  
propose  
palace  
bridge  
across  
notice  
board  
boat  
university  
straight  
line  
tourist  
bank  
bend  
royal  
boatrace  
connect  
king  
queen  
crown  
crown (verb)  
abbey  
picture  
fish (verb)  
angry  
catch  
caught  
walk  
bus  
yet  
Saxon  
professor  
student  
way

John go to school every day? Answer ... Question ...?  
No, Mr. Smith does not go to town on Sundays. Do you have coffee for breakfast? Answer ... Question ...?  
Yes, I often have soup and meat for dinner. Does Helen swim as well as her brother? Answer ... Question ...?  
No, her father sings better than she does. Does it suit you to pay the money now? Answer ... Question ...?  
No, English does not seem difficult to me. Do any of the young men collect stamps? Answer ... Question ...?  
Yes, tourists often take bus trips right through London. Do the English like tea better than coffee? Answer ... Question ...?  
Yes, the three young men get shorter holidays than their teacher. Do John and Helen stay in the house when it is cold? Answer ... Question ...?  
Yes, John and Helen come when their father calls them.

## LONDON FROM WEST TO EAST

Mr. Miller and his three young friends were having  
*mɪstə milə ənd hɪz þri: jʌŋ frɛndz wə: hævɪŋ*

breakfast at the hotel.  
*brekfəst ət ðə hou'tel.*

Wood: "We have now been here for several days, long  
*wud: "wi hæv nau bi:n hɪə ðə sevral deɪz, lɔŋ*

enough at least to have got an impression of London.  
*i'nʌf ət li:st tə hæv ɡot ən im'preʃən əv lʌndən.*

It seems, however, that there is no end to this big town.  
*it si:mz, hau evə, ðət ðeər iz nou end tə ðis big taun.*

It is very difficult to get a full impression of it."  
*it iz veri dɪfɪkəlt tə get ə ful im'preʃən əv it."*

Mr. Miller: "Yes, you are right. Everybody has that  
*mɪstə milə: "jes, ju: ə: rait. evrɪbədi hæz ðæt*

feeling the first time he is in London. I should like  
*fi:liŋ ðə ðə:st taim hi: iz in lʌndən. ai fud laik*

to propose a trip which few tourists make. Let us go  
*tə prə'pouz ə trip hwɪtʃ fju: tuərɪsts meik. let ʌs gou*

by Underground to the western part of London, and  
*bai ʌndəgraʊnd tə ðə wəstən pa:t əv lʌndən, ənd*

from there we will have a bus ride right through  
*frəm ðə ðə wi: wil hæv ə bʌs raid rait þru:*

London from west to east. On this trip we can see  
*lʌndən frəm west tu i:st. ən ðis trip wi: kən si:*

feeling = that  
which one feels

western = which  
is to the west

right (here) =  
straight

suburbs = the parts of a town that are farthest away from the central part

the western and the eastern suburbs of London." "I  
ðə wəstən ənd ði i:stən sʌbə:bz əv ləndən." "ai  
think that is a very good idea," said Wood, and the  
þiŋk ðæl iz ə veri gud a:iðiə, " sed wud ənd ði  
others agreed with him.  
ʌðəz ə'gri:d wið him.

As soon as they had had their breakfast, they went  
əz su:n əz ðei həd həd ðəs brekfəst, ðei went  
by Underground to Ealing, a suburb in the west of  
bai ʌndəgraund tu i:liŋ, ə sʌbə:b in ðə west əv  
London with a great number of small houses. Having  
ləndən wið ə greit nʌmber əv smɔ:l hauziz. hæviŋ  
arrived at Ealing, they got on a bus going to Barking  
ə'raivd ət i:liŋ, ðei got ən ə bʌs gouiŋ tə ba:kiŋ  
in East London. After they had passed through the  
in i:st ləndən. a:ftə ðei həd pa:st þru: ðə  
western suburbs of London and got an impression of  
westən sʌbə:bz əv ləndən ənd got ən im'preʃən əv  
them, Brown said to the teacher, "Each suburb seems  
ðəm, braun sed tə ðə li:tʃə, "i:li:s sʌbə:b si:mz  
to be much like a town, with a High Street or a High  
tə bi: mʌts laik ə taun, wið ə hai stri:t ə:r ə hai  
Road where the biggest and best shops, the theatres,  
roud hweə ðə bigist ənd best ʃɔps, ðə þiətəz,  
and the cinemas are to be found."  
ənd ðə siniməz a: tə bi: faund."

Storm: "I have noticed that some of the shops in the  
stɔ:m: "ai həv nouit ət sʌm əv ðə ʃɔps in ðə

suburbs are just as big as those we have seen in the  
 sʌbə:bz ə: dʒʌst əz big əz ðouz wi: həv si:n in ðə

West End, and some of the cinemas are even bigger."  
 west end, ənd sʌm əv ðə siniməz a:r i:vən bigə."

Wood: "What long rows of small houses they have in  
 wud: "hwɔ:t lɔ:y rouz əv smɔ:l hauziz ðei həv in

the suburbs!" Mr. Miller: "Yes, that is what the Lon-  
 ðə sʌbə:bz!" mistə milə: "jes, ðæt iz hwɔ:t ðə lʌn-

doners like. Instead of living in flats in big buildings  
 ðənəz laik. in'sted əv liviŋ in flæts in big bildiŋz

in the centre of the town, they prefer to live in their  
 in ðə sentər əv ðə taun, ðei pri'fə: tə liv in ðər

own houses in the suburbs. That's why you see those  
 oun hauziz in ðə sʌbə:bz. ðæts hwai ju: si: ðouz

long rows of small houses, street upon street of them."  
 lɔ:y rouz əv smɔ:l hauziz, stri:t ə'pən stri:t əv ðəm."

Wood: "I do not wonder that the Londoners like small  
 wud: "ai du: nət wʌndə ðət ðə lʌndənəz laik smɔ:l

houses. I should also prefer a small house of my own  
 hauziz. ai fud ə:lsov pri'fə:r ə smɔ:l haus əv mai oun

to a flat in a big building. Besides, they have their  
 tu ə flæt in ə big bildiŋ. bi'saidz, ðei həv ðər

own gardens with trees and flowers."

oun ga:dnz wið tri:z ənd flauəz."

Now they began to get near the centre of London; the  
 nau ðei bi'gæn tə get niə ðə sentər əv lʌndən; ðə

bus went along Oxford Street, and before long they  
 bʌs went ə'lɔ:y əksfəd stri:t, ənd bi'ʃə: lɔ:y ðei

centre = central part

street upon street = one street after another

to prefer... to = to like... better than

the middle = the centre

were in the City. Mr. Miller: "Now we are in the *wə:r in ðə siti. mistə milə:* "nau wi: a:r in ðə middle of London." Brown: "Then we have only *midl əv ləndən.*" braun: "ðen wi: həv ounli travelled half-way from west to east. It gives us a good *trævld ha:fwei frəm west tu i:st. it givz ʌs ə gud* impression of how large London is." *im'preʃən əv hau la:dʒ ləndən iz.*"

Mr. Miller: "Yes, but look at the streets now. They are *mistə milə:* "jes, bʌt luk ət ðə stri:ts nau. ðei a: much narrower than in the suburbs. We are in the old *mʌts nərouə ðən in ðə sʌbə:bz. wi: a:r in ði ould* part of London. That building over there is the Bank *pa:t əv ləndən. ðæt bildiŋ ouvə ðəz iz ðə bæyk* of England. It is the greatest bank in the country; a *əv iŋglənd. it iz ðə greitist bæyk in ðə kʌntri; ə lot of money passes through it every year, but I think* *lot əv mʌni pa:siz þru: it evri jiə, bʌt ai þiŋk* you have already heard of the Bank of England many *ju: həv ɔ:l'redi hə:d əv ðə bæyk əv iŋglənd meni* times at home." *taimz ət houm.*"

motor-car = car



bicycle

Storm: "What a lot of traffic there is here! There are *stɔ:m: "hwət ə lot əv træfik ðər əz hiə! ðər ə: large numbers of people, motor-cars, and buses, but I* *la:dʒ nʌmbəz əv pi:pl, mouləka:z, ənd bʌsiz, bʌt ai* see very few bicycles." *si: veri fju: ba:siklz.*"

Wood: "Yes, the bus can hardly get through the traffic, *wud: "jes, ðə bʌs kən ha:dli get þru: ðə træfik,*

and it must be very difficult to ride a bicycle in all *ənd it mʌst bi: veri dɪfɪkəlt tə raid ə baiśikl in ə:l*

this traffic."

*ðis træfik."*

Mr. Miller: "It is hardly ever possible to get through *mɪstə milə: "it iz ha:dli evə pəsəbl tə get þru:*

the traffic here quickly. The Bank is one of the two *ðə træfik hiə kwikli. ðə bæŋk iz wʌn əv ðə tu:*

places in London at which the traffic is greatest. All *pleisɪz in ləndən ət hwɪlf ðə træfik iz greitɪst. ə:l*

the buildings in the City are office buildings, and *ðə bildɪŋz in ðə siti a:r əfɪs bildɪŋz, ənd*

hardly any one lives here, so that this part of the town *ha:dli eni wʌn livz hiə, sou ðət ðis pa:t əv ðə taun*

is almost empty at night. In the evening, all who work *iz ə:lmoust emti ət nait." in ði i:vniŋ, ə:l hu: wə:k*

in the City want to go home almost at the same time. *in ðə siti wənt tə gou houm ə:lmoust ət ðə seim taim.*

Consequently, the streets are just full of people at *kənsikwəntli, ðə stri:ts a: dʒʌst ful of pi:pl ət*

that time."

*ðæt taim."*

Brown: "I have noticed that there are no trams to be *braun: "ai həv noulist ðət ðəər a: nou træmz tə bi:*

seen in the City."

*si:n in ðə siti."*

hardly = almost  
not

the Bank = the  
Bank of England

neither in the City  
nor in the West  
End = not in the  
City and not in the  
West End

no trams at all =  
not a single tram

the very houses =  
even the houses

Mr. Miller: "No, they are used neither in the City  
mistə milə: "nou, ðei a: ju:zd naiðər in ðə siti  
nor in the West End, and you can see for yourselves  
no:r in ðə west end, ənd ju: kən si: ðə jo:'selvz  
that in these narrow streets it would hardly be possible  
ðət in ði:z nærou stri:ts it wud ha:dli bi: pəsəbl  
to have any trams at all. In four or five years, I  
tə hæv eni træmz ət ə:l. in ðə: r ə: faiv jiəz, ai  
think, there will be no trams at all in London. They  
þigk, ðəə wil bi: nou træmz ət ə:l in ləndən. ðei  
are neither very fast nor easy to drive. Instead, they  
a: naiðə veri fa:st no:r i:zi tə draiv. in'sted, ðei  
will have either more buses or more Underground rail-  
wil hæv aiðə mo: bʌsiz ə: mo:r ʌndəgraund reil-  
ways. That is just the same as in Paris."  
weiz. ðæt iz dʒʌst ðə seim əz in pærɪs."  
After leaving the City, they passed through the East  
a:ftə li:vɪŋ ðə siti, ðei pa:st þru: ði i:st  
End, and Mr. Miller said, "Many poor people live in  
end, ənd mistə milə sed, "meni puə pi:pl liv in  
this part of the town. You can see from the very  
ðis pa:t əv ðə taun. ju: kən si: frəm ðə veri  
houses that the people living in them must be poor,  
hauziz ðət ðə pi:pl liviŋ in ðəm mʌst bi: puə,  
that is, they have very little money."  
ðæt iz, ðei hæv veri littl mʌni."  
Some time later, after passing through many other  
sʌm taim leitə, a:ftə pa:sig þru: meni ʌðə

parts of London, they arrived at Barking, a suburb in  
*parts əv lʌndən, ðei ə'raɪvd ət ba:kɪŋ, ə sʌbə:b ɪn*

the east of London. They found that the suburbs of  
*ði i:st əv lʌndən. ðei faʊnd ðət ðə sʌbə:bz əv*

East London were just like those of West London;  
*i:st lʌndən wə: dʒʌst laɪk ðəuz əv west lʌndən;*

consequently, after a short time, they returned by  
*kən'sɪkwəntli, a:ftər ə ʃɔ:t taim, ðei ri'tə:nd bai*

Underground to their hotel.  
*ʌndəgraʊnd tə ðeər hou'tel.*

to return = to go back

### EXERCISE A.

The three young men have got a good — of how large London is. However, they have the — that they do not know the city yet. Mr. Miller — a trip from west to — right — London. They went by — to one of the — in the west of London. In each — there is a — Street or High — where most of the big shops and the — are to be —.

The Londoner does not like to live in a —. He — his own house. There are long — of such houses in the — of London. In the City the streets are much — than in the suburbs, and there is a lot of — in the streets. There are many — to be seen in the streets of the City, but not many —. It is very difficult to — a bicycle in all that —. It is — possible to get through the — quickly. There are no — in the narrow streets of the City, and in a few years there will be no trams — — in London.

WORDS:  
impression  
western  
west  
eastern  
east  
ride  
right  
suburb  
High Street  
row  
flat  
prefer  
centre  
middle  
bank  
traffic

motor-car  
bicycle  
hardly  
any one  
neither . . . nor  
either . . . or  
no . . . at all  
poor  
return  
feeling  
very  
half-way

**EXERCISE B.**

Where did Mr. Miller and the three young men have their breakfast on the morning of the day when they went right through London by bus? . . . How did they start their trip? . . . What did they find that each suburb looked like? . . . What was there to be found in each suburb? . . . Why does the Londoner not like to live in a flat? . . . What are the streets like in the centre of London? . . . Is it easy to ride on a bicycle in the streets of the City? . . . What people live in the East End of London? . . . Were the suburbs of East London different from those of West London? . . . What did the four travellers do when they arrived at Barking? . . .

**EXERCISE C.**

**How to ask and answer questions with 'did'.**

Did Brown go alone to the railway station when he left his home to travel to England? Answer . . . Question . . .? Yes, Wood's sister went along with him to the station. Did the driver drive fast enough when going to the station? Answer . . . Question . . .? Yes, the others waited for him at the station. Did you think that there would be so much traffic in London that the buses could hardly get through? Answer . . . Question . . .? Yes, they noticed that the streets got narrower when they came back to the centre of London. Did they stop at any of the second-hand bookshops? Answer . . . Question . . .? No, they turned to the right when they came to Shaftesbury Avenue. Did the young men pay for their tickets themselves?

Answer . . . Question . . .? No, they did not buy anything in Bond Street. Did the four travellers visit any palaces on their trip up the river? Answer . . . Question . . .? Yes, they saw Lambeth Palace from the boat. Did they find the old town of Kingston very interesting? Answer . . . Question . . .? Yes, they saw many people fishing on the banks of the river.

## THE PARKS OF LONDON



At lunch the next day, they discussed the buildings  
*at lʌnʃ ðə nekst dei, ðei dis'kʌst ðə bildiŋz*

they had seen in London. "We have now got an im-  
*ðei həd si:n in lʌndən. "wi: həv nau ɡot ən im-*

pression of the buildings of London, but we should also  
*'preʃən əv ðə bildiŋz əv lʌndən, bʌt wi: fud ə:lsou*

like to see its many fine and big parks," said Wood.  
*laik tə si: its meni fain ənd big pa:ks," sed wud.*

"We have often read about them in the newspapers,  
*"wi: həv ə:fn red ə'baut ðəm in ðə nju:spəipəz,*

and sometimes we have seen pictures of them, too;  
*ənd sʌmtaimz wi: həv si:n piktfəz əv ðəm, tu:;*

but a picture does not give a real impression of them, I  
*bʌt ə piktfəz dʌz not giv ə riəl im'preʃən əv ðəm, ai*

think. One must see them in reality to get the right  
*bɪgk. wʌn mʌst si: ðəm in ri'æliti tə get ðə rælit*

impression." "Yes," answered Mr. Miller, "that would  
*im'preʃən." "jes," a:nəsd mistə milə, "ðæt wud*

be a good idea for to-day's trip. But you speak of the  
*bi: ə gud aɪ'diə fə tə'deiz trip. bʌt ju: spi:k əv ðə*

parks of London as if you could see them all in a day.  
*pa:ks əv lʌndən əz if ju: kud si: ðəm ə:l ɪn ə dei.*

You really can't see more than one, or two at the most,  
*ju: riəli ka:nt si: mə: ðən wʌn, ə: tu: ət ðə məʊst,*

in one day. I propose that we go to Regent's Park first.  
*in wʌn dei. ai prə'pouz ðət wi: gou tə ri:dʒənts pa:k ʃə:st.*

From there we can go through Baker Street and Ox-  
*frəm ðəə wi: kən gou þru: beikə stri:t ənd əks-*

ford Street to Hyde Park, and while we are on our  
*ʃəd stri:t tə haid pa:k, ənd hwail wi: a:r ən auə*

way, we might stop and have some tea somewhere in  
*wei, wi: maɪt stɒp ənd hæv səm ti: səmhwəər ən*

Oxford Street."

*əksfəd stri:t."*

They did as Mr. Miller proposed and took a bus to  
*ðei did əz mistə milə prə'pouzd ənd tuk ə bʌs tə*

Regent's Park. In this park are the well-known Zoo-  
*ri:dʒənts pa:k. in ðis pa:k a: ðə welnoun zu-*

logical Gardens of London. They went in to look at  
*'lədʒikəl ga:dnz əv ləndən. ðei went in tə luk ət*

the animals. Mr. Miller told the young men that Lon-  
*ði əniməlz. mistə milə tould ðə jʌŋ men ðət lən-*

doners call the Zoological Gardens the 'Zoo', for short.  
*dənəz kɔ:l ðə zu'lədʒikəl ga:dnz ðə 'zu:', ðə sɔ:t.*

They stood for a long time watching the monkeys play-  
*ðei stʊd ðər ə lɔy taim wɔtʃɪŋ ðə mʌŋkɪz plei-*

ing with each other. "They are so funny," said Brown,  
*iŋ wið i:tʃ ʌðə. "ðei a: sou fʌni," sed braun,*

"that I could watch them for hours." Suddenly, one of  
*"ðət ai kud wɔtʃ ðəm ðər auəz." sədnli, wʌn əv*

the monkeys put out his hand and took an umbrella  
*ðə mʌŋkɪz put aut hiz haend ənd tuk ən ʌm'brelə*

somewhere = at  
 some place or  
 other

for short = to  
 make it shorter



monkey

suddenly =  
 quickly and  
 surprisingly



303

near by = near



as = when



from a little girl who was standing near by. The *frəm ə litt ɡə:l hu: wəz stændɪŋ niə bai. ði* umbrella was not open, but a few minutes later, the *ʌm'brelə wəz not oupən, bʌt ə fju: minɪts leɪts, ðə* monkey had got it opened. It was so funny to see the *mʌŋki həd ɡot it oupənd. it wəz sou fʌni tə si: ðə* monkey running about with the umbrella that all the *mʌŋki rʌniŋ ə'baʊt wið ði ʌm'brelə ðət ə:l ðə* people who watched it had to laugh, except the little *pi:pl hu: wɔ:tʃt it hæd tə la:f, ik'sept ðə litt* girl.  
*gə:l.*

They also went to see the snakes, which interested *ðei ə:lsou went tə si: ðə sneɪks, hwɪtʃ intrɪstɪd* Wood very much, and after having seen the other *wud veri mʌnd, ənd a:ftə hævɪŋ si:n ði ʌðər* animals, they left Regent's Park and went to a restaura-*nz, ðei left ri:dʒənts pa:k ənd went tu ə restə* rant in Oxford Street for tea. "What a big place this *rənt in əksfəd stri:t ʃə ti:. "hwət ə big pleis ðis* is!" the young men said as they entered the restaura-*iz!" ðə jʌŋ men sed əz ðei entəd ðə restə* rant. "It is the largest we have ever seen. What is the *rɔ:y. "it iz ðə la:dʒɪst wi: həv evə si:n. hwət iz ðə* name of it?" "The Marble Arch Corner House," Mr. *neɪm əv it?" "ðə ma:bl a:tʃ kɔ:nə haus," mɪstə* Miller answered. "Yes, it is a long name," he said, *milər a:nsəd. "jes, it iz ə loŋ neɪm," hi: sed,*

laughing at the look of surprise on the young men's  
*la:fɪŋ ət ðə luk əv sə'praɪz ən ðə jʌŋ menz*  
 faces. "I'll explain it to you, while we are having our  
*feɪsɪz. "ail iks'pleɪn ɪt tə ju:, hwail wi: a: hævɪŋ aʊə*  
 tea."  
*ti:."*

When the tea had been served, he explained, "This is  
*hwen ðə ti: həd bi:n sə:vd, hi: iks'pleɪnd, "ðɪs ɪz*  
 one of the many restaurants and tea-rooms which the  
*wʌn əv ðə meni restərɔ:yz ənd ti:rumz hwɪts ðə*  
 big firm of 'Lyons' has all over England. In London  
*big ʃə:m əv 'laɪənz' hæz ə:l ouvər ɪŋglənd. in ləndən*  
 alone there are hundreds of them, and each one is  
*ə'loun ðər ə: hʌndrədz əv ðəm, ənd i:tʃ wʌn ɪz*  
 called a 'Lyons'. The very first big one was in a corner  
*kɔ:ld ə 'laɪənz'. ðə veri ʃə:st big wʌn wəz in ə kɔ:nə*  
 house, that is, a house built where two streets cross  
*haus, ðæt ɪz, ə haus bilt hwεə tu: stri:ts kros*  
 each other. The restaurant was therefore called a  
*i:tʃ ʌðə. ðə restərɔ:y wəz ðeəʃɔ: kɔ:ld ə*  
 Corner House, and now the four or five biggest 'Lyons'  
*kɔ:nə haus, ənd nau ðə ʃɔ:r ə: faiv bigist 'laɪənz'*  
 restaurants are called Corner houses, even if they are  
*restərɔ:yz ə: kɔ:ld kɔ:nə hauziz, i:vən iʃ ðei ə:*  
 not situated at corners. You will be surprised, perhaps,  
*not sitjueitid ət kɔ:nəz. ju: wil bi: sə'praɪzd, pə'hæps,*  
 to hear that one or two of the Corner Houses never  
*tə hiə ðət wʌn ə: tu: əv ðə kɔ:nə hauziz nevə*

to cross = to go across





*arch*



*stones*

to move = to take from one place to another

nobody = no one

close, but have rooms that are open day and night.  
*klouz, bʌt həv ru:mz ðət a:r oupən dei ənd nait.*

Now you know what a 'Corner House' is. This one  
*nau ju: nou hwot ə 'kɔ:nə haus' iz. ðis wʌn*

is called the Marble Arch Corner House, because it is  
*iz kɔ:ld ðə ma:bl a:tʃ kɔ:nə haus, bi'kɔz it iz*

only one or two minutes from Marble Arch, a big  
*ounli wʌn ə: tu: minits frəm ma:bl a:tʃ, ə big*

arch built of marble, situated just outside the entrance  
*a:tʃ bilt əv ma:bl, sitjueitid dʒʌst 'aʊt'said ði entrəns*

to Hyde Park. Marble is a very expensive and beauti-  
*ful haid pa:k. ma:bl iz ə veri iks'pensiv ənd bju:tə-*

ful stone, which is often shining and white. Marble  
*ful stoun, hwitʃ iz ə:fn fainiy ənd hwait. ma:bl*

Arch was built for King George IV as an entrance  
*a:tʃ wəz bilt ʃə kiŋ dʒɔ:dʒ ðə fo:p əz ən entrəns*

to Buckingham Palace, but after it had been built,  
*to bʌkiŋəm pælis, bʌt a:ftər it həd bi:n bilt,*

they found that it was too narrow for the King's  
*ðei faund ðət it wəz tu: nærou ʃə ðə kiŋz*

carriage to pass through it. In 1851 it was moved  
*kærɪdʒ to pa:s pru: it. in eiti:n fifti'wʌn it wəz mu:vd*

from Buckingham Palace to this corner of Hyde Park. It  
*frəm bʌkiŋəm pælis to ðis kɔ:nər əv haid pa:k. it*

cost £ 80,000 to build. Now it just stands there,  
*kɔ:st eiti:pauzənd paundz to bɪld. nau it dʒʌst stændz ðəz,*

and nobody uses it; it is even closed, so that you can't  
*ənd noubədi ju:ziz it; it iz i:vən klouzd, sou ðət ju: ka:nt*

get through it, but have to go round it. But the Londoners like it, and tourists go to see it. There is always much traffic round Marble Arch, and at night when the lights are on, it is beautiful to look at. There are always people standing round it, selling different things: newspapers, fruit, chocolate, etc. It has really become part of London, a part which the Londoners like very much. But if you have finished your tea, we might walk round it before entering the Park, so that you may see it from all sides. I will pay the bill while you finish your bread and butter, Wood. You seem to eat a lot," the teacher said, laughing, "because you are always the last of us to finish."

They crossed Oxford Street and entered the Park, and

the lights are on  
= the lights are  
shining

serpent = snake

just inside they found a lot of people standing round  
*dʒʌst 'in'said ðei faund ə lət əv pi:pl stændiŋ rəund*  
a speaker who had got up on a soap-box to speak.  
*ə spi:kə hu: həd got ʌp ən ə soupboks tə spi:k.*  
They listened to him and tried to understand what he  
*ðei lisnd tə him ənd traɪd tu əndə'stænd hwət hi:*  
was saying, but could hear very little. "This is a thing  
*wəz seiiŋ, bʌt kud hiə veri lɪl. "ðis iz ə piŋ*  
which you will find in many places in England," said  
*hwɪtʃ ju: wil faind in meni pleisiz in iŋglənd," sed*  
Mr. Miller. "If a man wants to speak about something,  
*mɪstə milə. "if ə mæn wənts tə spi:k ə'baut səmpbiŋ,*  
he can bring a box to stand on and say what he likes.  
*hi: kən briŋ ə boks tə stænd ən ənd sei hwət hi: laiks.*  
Nobody will stop him, and there will always be some  
*noubədi wil stop him, ənd ðə wil ə:lwəz bi: səm*  
one out walking who stops on his way to listen to his  
*wʌn aut wə:kɪŋ hu: stops ən hiz wei tə lisn tə hiz*  
talk or laugh at him."  
*tɔ:k ə: la:f ət him.*  
On their way through the Park they came to the  
*ən ðə wei pərk: ðə pa:k ðei keim tə ðə*  
Serpentine, a long lake which looks like a snake or a  
*sə:pəntain, ə loŋ leik hwɪtʃ luks laik ə sneik ə:r ə*  
serpent, and in which people may bathe. "In the  
*sə:pənt, ənd ən hwɪtʃ pi:pl mei beið. "in ði*  
evenings in summer," Mr. Miller told them, "there  
*i:vniŋz ən səmə, " mistə milə tould ðəm, "ðəər*

are bands or orchestras playing in the Park, and there  
*a: bændz ɔ:r ɔ:kistrəz pleiŋ in ðə pa:k, ənd ðəər*

are always many people who come to listen to them.  
*a:r ɔ:lwəz meni pi:pl hu: kʌm tə lisn tə ðəm.*

But we cannot stop to-night; perhaps we can come  
*bʌt wi: kænət stɒp tə'naɪt; pə'hæps wi: kən kʌm*

this way some other evening and hear one of the bands  
*ðis wei sʌm ʌðər i:vniy ənd hiə wʌn əv ðə bændz*

play. Look!" he said suddenly and stopped them. "Now  
*plei. luk!" hi: sed sʌdnli ənd stɒpt ðəm. "nau*

I will show you something funny, which I think will  
*ai wil sou ju: sʌmpiy fʌni, hwilf ai piyk wil*

surprise you." They looked and saw — a flock of  
*sə'praiz ju: ðei lukl ənd sə: — ə flək əv*

sheep! "Is this really a flock of sheep in the centre  
*fi:p! "iz ðis riəli ə flək əv fi:p in ðə sentər*

of London?" they shouted in surprise. "Yes, sheep,"  
*əv ləndən?" ðei fautid in sə'praiz. "jes, fi:p,"*

their teacher replied, "real sheep! They move about  
*ðəə ti:tʃə ri'plaid, "riəl fi:p! ðei mu:v ə'baut*

the Park to eat the grass, so that it does not get too  
*ðə pa:k tu i:t ðə græ:s, sou ðət it dʌz not get tu:*

long."  
*lɔ:y."*

They finished their walk through the Park at Hyde  
*ðei finiʃt ðəə wo:k þru: ðə pa:k ət haid*

Park Corner, and Mr. Miller told them that it is the  
*pa:k kɔ:nə, ənd mistə milə tould ðəm ðət it iz ðə*



place which has the most traffic in the whole world.  
*pleis hwilf hæz ðə moust træfik in ðə houl wə:ld.*

It was not difficult for them to understand this, be-  
*it wəz not difikəlt fə ðəm tu ʌndə'stænd ðis, bi-*  
cause it was several minutes before they were able to  
*'kəz it wəz sevrəl minits bɪ'fə: ðei wə:r eibl tə*  
cross to the other side of the street.  
*kros tə ði ʌðə said əv ðə stri:t.*

WORDS:

park  
real  
reality  
really  
Zoological  
    Gardens  
Zoo  
monkey  
funny  
suddenly  
umbrella  
open  
open (verb)  
as  
corner  
marble  
arch  
entrance  
round  
speaker

EXERCISE A.

Mr. Miller proposed that their next trip should be to some of the great — of London. They had often seen pictures of them at home, but they wanted to see them in — to get a — impression of them. In Regent's Park are the — Gardens of London, which the Londoners call the —. In the Zoo they — a — playing with an — which it had taken from a little girl standing near by. All the people watching it had to —, except the girl. She did not think it —. The big 'Lyons' restaurants are called — Houses, even if they are not situated at —. Marble Arch was first built as an — to Buckingham Palace, but as it was too narrow for the King's —, they — it to this corner of Hyde Park. It is not used as an entrance here, but there is much traffic — it. Mr. Miller thought that Wood ate a —, because he was always the last of them to —. In Hyde Park they saw a — standing on a soap-box. There were many people there listening to what he was —. In the Park there is a long lake called the —, because it looks like a snake or —. While they were walking

in the Park, Mr. Miller — stopped them and showed them a — of sheep.

#### EXERCISE B.

What did they decide to see the day after they had been out to see the buildings of London? . . . Where had they got their first impression of the parks of London? . . . What is the Zoo? . . . Why did the people who were watching the monkeys laugh? . . . Why was the restaurant called a Corner House? . . . Where was Marble Arch first built? . . . Why was it moved? . . . Why were people standing round the man on the soap-box in Hyde Park? . . . Why is the lake in Hyde Park called the Serpentine? . . . What can you hear on summer evenings in the Park? . . . What did the young men see in the Park, which surprised them very much? . . .

#### EXERCISE C.

##### How to ask and answer questions with 'has, have, or had'.

Has Mr. Miller seen other countries than England? Answer . . . Question . . .? Yes, many things have changed since Mr. Miller was in England some years ago. Has Wood collected stamps for a long time? Answer . . . Question . . .? No, the young men have never visited England before. Have they all travelled by steamer before this trip? Answer . . . Question . . .? No, Mrs. Miller has not come along with them on the trip. Has Storm spent his holidays in town? Answer . . . Question . . .? No, they have not seen everything they want to see in London yet. Had they dined before

snake  
serpent  
orchestra  
band  
play  
flock  
move  
listen  
nobody  
some one  
surprise  
for short  
somewhere  
stone  
cross (verb)  
eighty  
bathe  
look  
tea-room

they got on board the steamer? Answer . . . Question . . . ? Yes, every evening when they were together before the trip, they had talked about the things they were going to see in England. Had Mr. Miller found a good hotel for them in London? Answer . . . Question . . . ? Yes, Storm's firm had paid the whole trip for him. Had they planned to buy many things in London? Answer . . . Question . . . ? No, they had not been able to understand the language which the porters spoke. Had they brought much luggage with them to England? Answer . . . Question . . . ? No, they had carried their own bags.

## PARLIAMENT

One morning the hotel-keeper came in to have a  
*wʌn mɔ:nɪy ðə hou'telki:pə keim in tə hæv ə*

word with our four travellers. "I hope you are enjoying  
*wə:d wið aʊə fɔ: trævləz. "ai houp ju: a:r in'dʒɔiɪy*  
 yourselves in London," he said.  
*jɔ:selvz in lʌndən, "hi: sed.*

Mr. Miller: "We are having a lovely time, thank  
*mɪstə milə: "wi: a: hæviy ə lʌvli taim, þæŋk*

you." Wood: "Yes, we have enjoyed ourselves very  
*ju: "wud: "jes, wi: həv in'dʒɔɪd aʊəselvz veri*

much all the time we have been here, and we have  
*mʌtʃ ə:l ðə taim wi: həv bɪ:n hɪə, ənd wi: həv*

seen a lot of things. Now we wish to see the King  
*si:n ə lot əv piyz. nau wi: wɪʃ tə si: ðə kiŋ*

and the Queen, but how is that done?"

*ənd ðə kwi:n, bʌt hau iz ðæt dʌn?"*

Hotel-keeper: "That will be very difficult just now,  
*hou'telki:pə: "ðæt wil bi: veri dɪfɪkəlt dʒʌst nau,*

because the King and the Queen are spending part of  
*bɪ'kɔz ðə kiŋ ənd ðə kwi:n a: spendɪŋ pa:t əv*

the summer at Balmoral Castle in Scotland, a castle  
*ðə sʌmər ət bæl'mɔrəl ka:sl in skɔtlənd, ə ka:sl*

situated in a very beautiful part of the country, where  
*sɪtʃeɪtɪd in ə veri bju:tʃful pa:t əv ðə kʌntri, hweə*

I am enjoying myself = I am having a good time.

to wish = to want



castle

the King and Queen spend some of their time every  
 ðə kiy ənd kwi:n spend səm əv ðə taim evri  
 year. Many travellers who come to England wish to  
 jiə. meni trævləz hu: kʌm tu iŋglənd wif tə  
 see the King and Queen.  
 si: ðə kiy ənd kwi:n.

“Speaking for myself, I have never seen the present  
 “spi:kij ʃə mai'self, ai həv nevə si:n ðə preznt

King; the only time I have seen a king was when I  
 kiy; ði ounli taim ai həv si:n ə kiy wəz hwen ai

went to see George V, who was the father of our  
 went tə si: dʒɔ:dʒ ðə si:p, hu: wəz ðə fa:ðər əv auə

present King, George VI. The real reason why I went  
 preznt kiy, dʒɔ:dʒ ðə siks:p. ðə riəl ri:zn hwai ai went

was not so much to see the King himself as to see the  
 wəz not sou mʌts tə si: ðə kiy him'self əz tə si: ðə

horses which drew his carriage, and also the many  
 ho:siz hwits dru: hiz kæridʒ, ənd ə:lsou ðə meni

men in uniforms. His carriage was drawn by eight  
 men in ju:nifɔ:mz. hiz kæridʒ wəz drɔ:n bai eit

horses, and after it came a long row of men in fine  
 ho:siz, ənd a:ftər it keim ə lɔy rou əv men in fain

uniforms. I know that people say that the English  
 ju:nifɔ:mz. ai nou ðət pi:pl sei ðət ði iŋglif

are very interested in the King and Queen and speak  
 a: veri intristid in ðə kiy ənd kwi:n ənd spi:k

of nothing else. But nearly every week when I look  
 əv nəpɪy els. bʌt niəli evri wi:k hwen ai luk

He **draws**, he  
**drew**, he has  
**drawn** [drɔ:z, dru:, drɔ:n].



**uniform**

nothing else = no  
 other thing  
 nearly = almost

at the pictures in foreign papers, I notice that people  
 ət ðə piktfəz in fɔrin peipəz, ai nou̯tis ðət pi:pl

everywhere go to see the different kings and queens,  
 evrihwəə gou tə si: ðə difrənt kiŋz ənd kwi:nz,

and if a country has no king, then I see pictures of  
 ənd if ə kʌntri hæz nou̯ kiŋ, ðən ai si: piktfəz əv

people that go to see the president. So I think that  
 pi:pl ðət gou tə si: ðə prezidənt. sou ai piŋk ðət

people in other countries are just as interested in these  
 pi:pl in ʌðə kʌntriz a: dʒʌstəz intristid in ði:z

things as we English are. You only have to think of  
 piŋz əz wi: iŋglif a:. ju: ounli hæv tə piŋk əv

the King's visit to President Roosevelt of the United  
 ðə kiŋz vizit tə prezidənt rouzəvəl t ə ðə ju:'naitid

States in the spring of 1939."

steits in ðə sprɪŋ əv nainti:n pə:tɪ'nain."

Although the King and Queen were not staying in  
 ə:lðou ðə kiŋ ənd kwi:n wə: nət steiiŋ in

London, our four friends went to look at Buckingham  
 lʌndən, aʊə fɔ: frendz went tə luk ət bʌkiŋəm

Palace. Mr. Miller: "As you see, it is built of grey  
 pælis. mistə milə: "əz ju: si:, it iz bilt əv grei

stone. How do you like it?" Wood: "Well, I don't  
 stoun. hau du: ju: laik it?" wud: "wel, ai dount

think there is anything unusual about it. It looks like  
 piŋk ðər iz eni piŋ' ʌn'ju:zuelə'baut if. it luks laik

all other palaces."

ə:l ʌðə pælisiz."

everywhere = at  
 all places

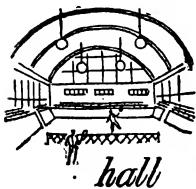
Storm: "I have heard so much about Buckingham  
*stɔ:m: "ai həv hə:d sou mʌtʃ ə'baʊt bʌkiŋəm*  
Palace that I thought that the place where the King  
*pælis ðæt ai pɔ:t ðæt ðə pleis hweə ðə kiŋ*  
and Queen of England lived must be a very unusual  
*ənd kwi:n əv iŋglənd livd mʌst bi: ə veri ʌn'ju:ʒuəl*  
building, but I like many of our palaces at home  
*bildiŋ, bʌt ai laik meni əv auə pælisiz ət houm*  
better."  
*betə.*"

From Buckingham Palace they walked through a park  
*frəm bʌkiŋəm pælis ðei wɔ:kt þru: ə pa:k*  
to the Houses of Parliament. Mr. Miller: "Here you  
*tə ðə hauziz əv pa:ləmənt. mistə milə: "hiə ju:*  
see the building where Parliament, that is, the men  
*si: ðə bildiŋ hweə pa:ləmənt, ðæt iz, ðə men*  
who are chosen by the people to decide what is best  
*hu: a: tʃouzn bai ðə pi:pl tə di'said hwət iz best*  
for the country, comes together. Altogether there are  
*fə ðə kʌntri, kʌmz tə'geðə. ə:lta'geðə ðeər a:*  
between 1300 and 1400 people who  
*bɪ'twi:n 'pɔ:tɪ:n hʌndrəd ənd 'pɔ:tɪ:n hʌndrəd pi:pl hu:*  
sit in Parliament, or are members of the two Houses  
*sit in pa:ləmənt, ə:r a: membəz əv ðə tu: hauziz*  
of Parliament. Of these members, 640  
*əv pa:ləmənt. əv ði:z. membəz, siks hʌndrəd ənd fo:ti*  
are chosen by the people; they make up one of the  
*a: tʃouzn bai ðə pi:pl; ðei meik ʌp wʌn əv ðə*

two parts of Parliament and are called the House of tu: *pa:ts* *əv* *pa:ləmənt* *ənd* *a:* *kɔ:ld* *ðə* *haus* *əv* Commons. The other part, the House of Lords, has *kɔmənz*. *ði* *Λðə* *pa:t*, *ðə* *haus* *əv* *lɔ:dz*, *hæz* about 750 members, made up of men *ə'baʊt* *sevn* *hʌndrəd* *ənd* *fifti* *membəz*, *meid* *Λp* *əv* *men* who are the heads of either very old or very rich hu: *a:* *ðə* *hedz* *əv* *aiðə* *veri* *ould* *ɔ:* *veri* *ritʃ* families. Since old times such men have had the right *fæmiliz*. *sins* *ould* *taimz* *sʌts* *men* *həv* *hæd* *ðə* *rait* to be members of the House of Lords. The two Houses *ts* *bi:* *membəz* *əv* *ðə* *haus* *əv* *lɔ:dz*. *ðə* *tu:* *hauziz* together make up Parliament. The British Parliament *ts'geðə* *meik* *Λp* *pa:ləmənt*. *ðə* *britiʃ* *pa:ləmənt* is the oldest in the world. It is so old that nobody iz *ði* *ouldist* *in* *ðə* *wə:ld*. *it* *iz* *sou* *ould* *ðət* *noubədi* really knows when it first started." *riəli* *nouz* *hwen* *it* *fə:st* *sta:tid*."

Storm: "The building where Parliament sits is a very *stɔ:m*: " *ðə* *bildiŋ* *hwəə* *pa:ləmənt* *sits* *iz* *a* *veri* old one, too, isn't it?" Mr. Miller: "No, most people think *ould* *wʌn*, *tu:*, *iznt* *it?*" *mɪstə* *milə*: " *nou*, *moust* *pi:pl* *bi:gk* that the building must be very old; but it is only *ðət* *ðə* *bildiŋ* *mʌst* *bi:* *veri* *ould*; *bʌt* *it* *iz* *ounli* about a hundred years old. It was built from 1840 *ə'baʊt* *a* *hʌndrəd* *jɪəz* *ould*. *it* *wəz* *bilt* *from* *eiti:n* *ɔ:p:ti* to 1852." As it was Saturday, they were allowed *tu* *eiti:n* *fifti* *'tu:z* *əz* *it* *wəz* *sætədi*, *ðei* *wə:r* *ə'ləud*

head (here) =  
most important  
person



does not matter =  
is not important

one third =  $\frac{1}{3}$   
one half =  $\frac{1}{2}$

usually = most  
often

to go in and look at the whole building, including the *to gou in and luk at ðə houl bildig*, *in'klu:diŋ ðə hall* where the House of Commons comes together. *hɔ:l hweə ðə haus əv kɔmənz kʌmz tə'geðə.* "It is the only day that people are allowed to go almost "it iz ði ounli dei ðət pi:pl a:r ə'laud tə gou ə:lmost everywhere inside," Mr. Miller explained; "on all evrihweə 'in'said," *mistə milə iks'pleind*; "on ə:l other days they do not allow people to go round everywhere." Storm, Wood, and Brown were very surprised *hweə.*" *stɔ:m, wud, ənd braun wə: veri sə'praizd* at the smallness of some of the rooms. They first went *ət ðə smo:lnis əv sʌm əv ðə ru:mz. ðei fə:st went* to the House of Lords. Brown: "This place looks very *to ðə haus əv lɔ:dz. braun: "ðis pleis luks veri* small. There cannot be room for *smɔ:l. ðeə kænət bi: ru:m fə sevn hʌndrəd ənd fifti* people here." *pi:pl hiə.*"

750  
Mr. Miller, laughing: "That does not matter, because *mistə milə, la:fɪŋ: "ðæt dʌz nət mætə, bi:kəz* it would be very unusual if more than one third or *it wud bi: veri ən'ju:ʒuəl if mo: ðən wʌn pə:d ə:* one half of the members were present at the same *wʌn ha:f əv ðə membəz wə: preznt ət ðə seim* time. Usually, only about one hundred of the members. *ju:ʒuəli, ounli ə'baut wʌn hʌndrəd əv ðə mem-*

bers are present, so you see it does not matter much  
*bəz ə: preznt, sou ju: si: it dʌz nət mætə mətʃ*

that the room is small. I must tell you, however, that  
*ðət ðə ru:m iz smɔ:l. ai mʌst tel ju:, hau'evə, ðət*

after the Germans were over London between 1940  
*a:ftə ðə dʒə:mənz wə:r ouwə ləndən bi'twi:n nainti:n fɔ:ti*

and 1945, many buildings, including the  
*ənd nainti:n fɔ:ti'fɔiv, meni bildiyz, in'klu:diŋ ðə*

House of Commons, cannot be used. At the present  
*haus əv kɔmənz, kænət bi: ju:zd. ət ðə preznt*

time this hall is used by the members of the House of  
*laim ðis hɔ:l iz ju:zd bai ðə membəz əv ðə haus əv*

Commons. The members of the House of Lords come  
*kɔmənz. ðə membəz əv ðə haus əv lɔ:dz kʌm*

together in another hall. We will now go and look at  
*tɔ:geðər in ə'nʌðə hɔ:l. wi: wil nau gou ənd luk ət*

the place where the House of Commons was situated."  
*ðə pleis hweə ðə haus əv kɔmənz wəz sitjueitid."*

When they got there, Mr. Miller continued to explain,  
*hwen ðei got ðə, mistə milə kən'tinju:d tu iks'plein,*

"You see that this room was also very small. It was  
*'ju: si: ðət ðis ru:m wəz ə:lsou veri smɔ:l. it wəz*

impossible for all the members to find seats here at the  
*im'pɔ:səbl fər ə:l ðə membəz tə faind si:ts hiz ət ðə*

same time, so that when anything unusual was to be  
*seim taim, sou ðət hwen eniþiy ʌn'ju:ʒuəl wəz tə bi:*

discussed, and all the members wished to be present,  
*dis'kʌst, ənd ə:l ðə membəz wiʃt tə bi: preznt,*



*tower*



*flag*

a Norman = a man from Normandy (the north-western part of France)

a member had to come very early to get a seat." When *ə membə hæd tə kʌm veri ə:li tə get ə si:t.*" *hwen* they came out again, the teacher pointed with his *ðei keim aut ə'gein, ðə ti:tʃə pointid wið his* stick to one of the towers of the Houses of Parliament, *stik tə wʌnəv ðə lauəz əv ðə hauziz əv pa:ləmənt,* saying, "If Parliament is sitting, that is, if the members *sei:y, "if pa:ləmənt iz siti:y, ðæt iz, if ðə membəz* are present in the building, a flag is to be seen at the *a: preznt in ðə bildiy, ə flæg iz tə bi: si:n ət ðə* top of that tower." A little later he continued, "Now *top əv ðæt lauə.*" *littl leitə hi: kən'tinju:d,* "nau we will go to another building which I wish to show *wi: wil gou tu ə'nʌðə bildiy hwitʃ ai wiʃ tə sou* you to-day; it is the Tower, a very old castle situated *ju: tə'dei; it iz ðə lauə, ə veri ould ka:sl sitjueitid* in the central part of London. They went to have *in ðə sentrəl pa:t əv ləndən.*" *ðei went tə hæv* a look at it, and on the way Mr. Miller continued to *ə luk ət it, ənd ən ðə wei mistə milə kən'tinju:d tu* explain, "The Tower was built by William the Conqueror, *"ðə lauə wəz bilt bai wiljəm ðə kəy-* queror, a Norman who became King of England, and *kərə, ə no:mən hu: bi'keim ki:y əv iyg'lənd, ənd* it is nearly 900 years old. After the time of *it iz niəli nain hʌndrəd ji:əz ould. a:ʃə ðə taim əv* William the Conqueror, the English kings continued *wiljəm ðə kəykerə, ði iyg'lif ki:y əv kən'tinju:d*

to live there for many years. Then they built other  
*tə liv ðəə fə meni jiəz. ðən ðei bilt ʌðə*  
 castles to live in, and now the Tower has not been  
*ka:slz tə liv in, ənd nau ðə tauə həz not bi:n*  
 used by any king for hundreds of years. It has got its  
*ju:zd bai eni kiŋ fə hʌndrədəz əv jiəz. it həz got its*  
 name from one of the towers of the building that is  
*neim frəm wʌn əv ðə tauəz əv ðə bildiŋ ðət iz*  
 called 'the White Tower'."  
*kɔ:ld 'ðə hwait tauə.'*"

## EXERCISE A.

The hotel-keeper asked the travellers if they had — themselves in London. The King and Queen had gone to Balmoral — in Scotland. In the United States they have no king, but a —. The Tower is — 900 years old. After the time of William the Conqueror the English kings — to live there for many years. Buckingham Palace is built of grey —. The two parts of Parliament are called the House of — and the House of —. The House of Commons has 640 — Were our travellers — to go inside the Houses of Parliament? Yes, they were allowed to go almost —, because it was Saturday. How many members of the House of Lords are usually — at a time? — there are only about one hundred of the members present. Was it possible for all 640 — of the House of Commons to find seats at a time? No, if they — to find — they had to come very early.

WORDS:  
 enjoy  
 wish  
 castle  
 present  
 draw  
 drew  
 drawn  
 uniform  
 else  
 everywhere  
 president  
 visit  
 usually  
 unusual  
 Parliament  
 member

House of  
Commons  
House of Lords  
right  
allow  
smallness  
matter  
point  
third  
half  
tower  
flag  
continue  
nearly  
United States  
altogether  
make up  
hall  
Conqueror

**EXERCISE B.**

Why was it not possible to see the King and Queen? . . .  
What was the real reason why the hotel-keeper went to see the King? . . . Do they have a king in the United States? . . . What is Buckingham Palace built of? . . .  
What are the names of the two Houses of Parliament? . . . Are the members of the House of Lords chosen by the people? . . . Is the Parliament building very old? . . .  
When are people allowed to go almost everywhere inside the Houses of Parliament? . . . Why cannot all the members of the House of Commons find seats at a time? . . . What is to be seen at the top of one of the towers of the Houses of Parliament when Parliament is sitting? . . . Who built the Tower? . . . Where is the Tower situated? . . .

**EXERCISE C.**

**How to ask and answer questions with 'will'.**

Will John be fourteen years old on his next birthday?  
Answer . . . Question . . .? No, Mr. Miller will not go to France this year, but to England. Will the four travellers visit places outside London? Answer . . .  
Question . . .? Yes, they will spend some time at the British Museum. Will Mr. Miller have to look after his child while Mrs. Miller is away? Answer . . .  
Question . . .? Yes, they will have to work very much at their studies until summer. Will they wait for Brown at the station? Answer . . . Question . . .? No, the boy will not wake up if they are quiet. Will it suit Mr. Miller to go to England in the first half of

July? Answer... Question...? Yes, it will cost Storm more than eight pounds to go to England. Will the English King and Queen stay at Balmoral Castle the whole summer? Answer... Question...? No, John and Helen will not play in the garden in winter. Will the three young men be able to speak English this summer? Answer... Question...? Yes, they will be able to understand the porters, too, when they have been there for some time.

## THE EARLY HISTORY OF ENGLAND

none = no one

The same evening they were having coffee after dinner at the hotel, and talking about the Tower, which they had seen in the afternoon, and about the king who built it. While they were discussing these things, they found that none of them knew very much about the history of England before the time of William the Conqueror. "Won't you tell us something about the early history of England to-night, Mr. Miller?" the young men asked the teacher. "It's raining now, and we are tired after having walked so much this afternoon, so if you are not too tired to talk, we should like very much to stay at home this evening and hear

*ðə seim i:vnij ðei wə: hæviy kɔfi a:ftə ðinər ət ðə hou'tel, ənd tɔ:kiy ə'baut ðə tauə, hwitʃ ðei hæd si:n in ði 'a:ftə'nu:n, ənd ə'baut ðə kiy hu: bill it. hwail ðei wə: dis'kʌsiy ði:z þiyz, ðei faund ðət nʌn əv ðəm nju: veri mʌtʃ ə'baut ðə histəri əv iygland bi'ʃə: ðə taim əv wiljəm ðə kɔykərə. "wount ju: tel ʌs sʌmpiy ə'baut ði ə:li histəri əv iygland tə'nail, mistə milə?" ðə jʌy men a:skt ðə ti:tʃə "its reiniy nau, wi: a: taiəd a:ftə hæviy wɔ:kt sou mʌtʃ ði:z wi: a: taiəd a:ftə hæviy wɔ:kt sou if ju: a: not tu: taiəd tə tɔ:k, wi: fud laik veri mʌtʃ tə stei ət houm ði:vnij ənd hiə*

something about England and the English before the  
*sʌmpɪŋ ə'baʊt iŋglənd ənd ði ɪŋglɪʃ bɪ'ʃə: ðə*  
 time of William the Conqueror." "No, only my feet  
*taɪm əv wɪljəm ðə kɔŋkərə.*" "nou, ounli mai fi:t  
 are tired, not my head. It is tiring to walk about  
*a: tæɪəd, nət mai hed. ït ïz tæɪərɪŋ tə wɔ:k ə'baʊt*  
 town on a hot day like to-day, so it will be nice to  
*taʊn ən ə hɔ:t dei laɪk tɔ:dei, sou ït wɪl bi: nais tə*  
 have a quiet evening at the hotel. Well, let us start  
*hæv ə kwæɪət i:vniŋ ət ðə hou'tel. wel, let ʌs sta:t*  
 at the beginning, as far back as history can take us.  
*ət ðə bɪ'giniŋ, əz fa: bæk əz histəri kən teɪk ʌs.*  
 We must go back about 2,000 years, to the time  
*wi: mʌst ɡou bæk ə'baʊt tu: þauzənd jɪəz, tə ðə taim*  
 when Cæsar, the Roman general, sailed to England  
*hwen si:zə, ðə roumən dʒenərəl, seɪld tu iŋglənd*  
 with an army of Roman soldiers. At that time the  
*wið ən a:mi əv roumən souldʒəz. ət ðæt taim ðə*  
 country was named Britain, and the people living in  
*kʌntri wəz neimd britən, ənd ðə pi:pl liviŋ in*  
 it were called Britons or Celts."  
*it wə: kɔ:ld britənz ə: kɛltz.*"

Brown: "When did the country get the name of Eng-  
 braun: "hwen did ðə kʌntri get ðə neim əv iŋ-  
 land?"  
 glənd?"

Mr. Miller: "It was not named England until several  
 mistə milə: "it wəz nət neimd iŋglənd ən'til sevrəl



soldier

a nation = the people of a country

He **fights**, he **fought**, he has **fought** [fa:ts, fo:t, fo:t].

hundred years later. Rome in Italy, where the Romans *hʌndrəd jiəz leɪtə. rəʊm in ɪtəli, hweə ðə rəʊmənз* came from, had conquered many of the nations of *keim frəm, həd kəykəd meni əv ðə neifənз əv* Europe at that time, and in the year 54 B. C. *juərəp ət ðət taim, ənd in ðə jiə fifti'fɔ: bi: si:* (before Christ) they had got as far as the Channel *(bi'fɔ: kraɪst) ðei həd got əz ʃa:r əz ðə tʃænl* between England and France. In that year, Cæsar *bi'twi:n ɪŋglənd ənd fra:nz. in ðət jiə, si:zə* sailed across the Channel to Britain with an army of *seild ə'krɔ:s ðə tʃænl tə brɪtən wið ən a:mi əv* Roman soldiers to fight the Britons. An army of *rəʊmən souldʒəz tə fai't ðə brɪtənз. ən a:mi əv* Britons, under their general Cassivelaunus, was waiting *brɪtənз, əndə ðəs dʒenərəl kæsivi'lə:nəs, wəz weitiŋ* for them, and a great battle was fought near the river *ʃə ðəm, ənd ə greit bætl wəz ʃə:t nɪə ðə rɪvə* Thames between the two armies. The Roman soldiers *temz bi'twi:n ðə tu: a:miz. ðə rəʊmən souldʒəz* were far too good for the Britons; but some time after *wə: fa: tu: gud ʃə ðə brɪtənз; bʌt səm taim a:ftə* the battle the Romans returned to their own country. *ðə bætl ðə rəʊmən ri'tə:nd tə ðər oun kʌntri.* About a hundred years later, however, a large part of *ə'baut ə hʌndrəd jiəz leɪtə, hau'vevə, ə la:dʒ pa:t əv* Britain was conquered by the Romans. *brɪtən wəz kəykəd bai ðə rəʊmənз.*

“For about 350 years, Rome continued to  
*ſer ə'baut þri: hʌndræd ənd fiſti jiəz, roum kən'tinju:d tə*

send soldiers to Britain, and it was not long before the  
*ſend ſouldʒəz tə britən, ənd it wəz not ləy bi'fɔ: ðə*

Britons and their conquerors became quite good  
*britənz ənd ðəz kɔykərəz bi'keim kwait gud*

friends.” Storm: “They brought many new ideas to  
*frendz.*” Storm: “*ðei brɔ:t meni nju: aɪ'diəz tə*

Britain, too, didn’t they?” Mr. Miller: “Yes, Britain,  
*britən, tu:, didnt ðei?*” Miller: “*jes, britən,*

as you know, is an island, that is, a piece of land with  
*əz ju: nou, iz ən ailənd, ðæt iz, ə pi:s əv lənd wið*

water on all sides, and the Britons, therefore, had lived  
*wo:tər ən ə:l saidz, ənd ðə britənz, ðeəfɔ:, hæd livd*

quite alone and had not learned all the new things  
*kwait ə'loun ənd hæd nət lə:nd ə:l ðə nju: þiŋz*

which had come from the East. But now the Romans  
*hwitʃ hæd kʌm frəm ði i:st. bʌt nau ðə roumənz*

taught them many modern things. They made good  
*tɔ:t ðəm meni mədən þiŋz. ðei meid gud*

roads through the country, and built bridges across the  
*roudz þru: ðə kʌntri, ənd bilt bridʒiz ə'krəs. ðə*

rivers. But at last the Romans had to leave the country.  
*riviəz. bʌt ət la:st ðə roumənz hæd tə li:v ðə kʌntri.*

Rome itself was in difficulties, and consequently the  
*roum i'lself wəz in difikəlti:, ənd kən'sikwənli ðə*

soldiers were called back.”  
*souldʒəz wə: kɔ:ld bæk.*”

quite = very

difficulty =  
 that which is  
 difficult

a tribe = a very small nation, especially in old times

an enemy = the opposite of a friend

one enemy  
two enemies

He **sets**, he **set**, he has **set** [sets, set, set].



Storm: "And then the Britons could enjoy all the advantages the Romans had brought them, without having foreign soldiers in the country!"

Mr. Miller: "No, for as soon as the Romans had left the country, the Britons began to have difficulties with

the Picts and Scots, two tribes who lived in the north.

These two tribes had always been the enemies of the Britons, but as long as the Romans were there, the

Picts and the Scots had lived in peace with the Britons.

Now they would not let them live in peace any longer.

They sent armies down to fight with the Britons; they

set fire to their towns and took their children away

from them. The Britons could not fight them alone,

because they had not done any fighting while the

Romans were in Britain, and things went badly for  
*roumənz wə:r in britən, ənd piy:z went bədli fɔ:*

them." Wood: "Couldn't they get any help?"

ðəm." *wud: "kudnt ðei get eni help?"*

Mr. Miller: "Yes, they sent word to three tribes living  
*mistə milə: "jes, ðei sent wə:d tə þri: traibz livi:y*

in northern Europe, asking them to come and help  
*in nə:ðən ju:nəp, a:ski:y ðəm tə kʌm ənd help*

them fight their enemies. The three tribes were the  
*ðəm fæ:t ðeər enimiz. ðə þri: traibz wə: ðə*

Jutes, the Saxons, and the Angles. The Angles were  
*dʒu:ts, ðə sæksnz, ənd ði æyglz. ði æyglz wə:*

the largest tribe, and from their name they all got the  
*ðə la:dʒist traib, ənd frəm ðeə neim ðei ə:l got ðə*

name of 'English'. The English liked the island of  
*neim əv 'iŋglɪʃ'. ði iŋglɪʃ laikt ði ailənd əv*

Britain so well that they stayed there after the war  
*britən sou wel ðət ðei steid ðeə a:fɪə ðə wə:*

with the Picts and the Scots was over." Storm: "I can  
*wið ðə pikts ənd ðə skɔts wəz ouvə." stɔ:m: "ai kən*

well understand that. I should like to stay a little longer  
*wel əndə'stænd ðət. ai fud laik tə stei ə lill loygə*

myself!" Mr. Miller: "Me too! Well, for the next  
*mai'self!" mistə milə: "mi: tu:! wel, fə ðə nekst*

70 years Angles and Saxons continued to come to  
*sevnti jiəz æyglz ənd sæksnz kən'tinju:d tə kʌm tu*

England, as Britain is now called, from the Continent.  
*iŋglənd, əz britən iz nau ko:ld, frəm ðə kontinənt.*

to send word = to  
 send a letter, or to  
 send a person to  
 tell something

war = fighting

continent

Africa is a continent,  
 Europe is a continent.

the greater part  
(of only two  
parts); the  
greatest part (of  
more than two  
parts)



mountains

**the Continent** =  
the European con-  
tinent = all the  
countries of  
Europe together,  
except England,  
Wales, Scotland,  
and Ireland

ship = big boat

They conquered the greater part of the country from  
*ðei kɔykəd ðə greitə pa:t əv ðə kʌntri frəm*  
 the Britons, whom they had come to help, and the  
*ðə britənz hu:m ðei həd kʌm tə help, ənd ðə*  
 Welsh, as the English called the Britons or Celts, had  
*welf, əz ði iŋglis kɔ:ld ðə britənz ə: kɛltz, həd*  
 to go to the mountains in Wales to be able to live in  
*tə gou tə ðə mauntinz in weilz tə bi: eibl tə liv in*  
 peace. The tribes that came from the Continent had at  
*pi:s. ðə traibz ðət keim frəm ðə kontinənt həd ət*  
 first several kings, but in 825 Egbert  
*ʃə:st sevrəl ki:yz, bʌt in eit hʌndrəd ənd twenti'fai:v egbə:t*  
 became king of all England. While he was king, the  
*bi:keim ki:y əv ə:l iŋglənd. hwail hi: wəz ki:y, ðə*  
 Vikings from Norway and Denmark began to come to  
*vaiki:yz frəm nɔ:wei ənd denma:k bi:gæn tə kʌm tu*  
 England. For 200 years the English and the  
*ʃə tu: hʌndrəd ji:z ði iŋglis ənd ðə*  
 Vikings were at war with each other, and the Vikings  
*vaiki:yz wə:r ət wə: wið i:tʃ ʌðə, ənd ðə vaiki:yz*  
 came nearly every summer in their long ships. They  
*keim niðli evri sʌmə in ðət lɔ:y fips. ðei*  
 set fire to the towns of the English and sailed back  
*set fai:t tə ðə taunz əv ði iŋglis ənd seild bæk*  
 with their ships full of the fine things they had taken  
*wið ðət fips ful əv ðə fain pi:yz ðei həd teikn*  
 from them." Brown: "Did the Vikings ever conquer  
*frəm ðəm." braun: "did ðə vaiki:yz evə kɔykər*

England?"  
*iŋglənd?*"

Mr. Miller: "Yes, they did, and from 1016 until  
*mistə milə: "jes, ðei did, ənd frəm ten 'siks'ti:n ʌn'til*

1042 there were even Danish kings in England.  
*ten ʃɔ:tɪ'tu: ðeər wə:r i:vən deinif kiŋz in iŋglənd.*

In 1066 the Normans, who were Vikings that  
*in ten siksti'siks ðə nə:mənz, hu: wə: vaikiŋz ðət*

had conquered the north of France and learned to  
*həd kɔ:ykəd ðə nə:p əv frə:ns ənd lə:nd tə*

speak French, conquered England, and William, who  
*spi:k ʃrenʃ, kɔ:ykəd iŋglənd, ənd wiljəm, hu:*

was now called the Conqueror, was made king. That  
*wəz nau kɔ:ld ðə kɔ:ykərə, wəz meid kiŋ: ðæt*

was the last time that an army from the European  
*wəz ðə la:st taim ðæt ən a:mi frəm ðə juərə'pi:ən*

continent conquered Britain. Many other countries  
*kontinənt kɔ:ykəd britən. meni ʌðə kʌntriz*

have made war against England; Spain sent a large  
*həv meid wə:r ə'geinst iŋglənd; spein sent ə la:dʒ*

number of ships against her, but neither the Spaniards  
*nʌmbrər əv sips ə'geinst hə:, bʌt naiðə ðə spænjədz*

nor any other nations have ever conquered her after  
*no:r eni ʌðə neifənz həv evə kɔ:ykəd hə: a:ftə*

the Battle of Hastings in 1066.

*ðə bæll əv heistiyz in ten siksti'siks.*

"In our time we can see how the different conquerors  
*"in auə taim wi: kən si: hau ðə difrənt kɔ:ykərəz*

the Spaniards =  
the people living  
in Spain

Anglo-Saxon =  
the language spoken by the Angles and the Saxons

of Britain have left their impression on the country, *əv britən həv left ðeər im'preʃən ən ðə kʌntri,* on its people and its language. In the north and east *ən its pi:pl ənd its læygwidʒ. in ðə no:p ənd i:st* of England, there are many towns with Danish and *əv iŋglənd, ðeər a: meni taunz wið deinif ənd* Norwegian names, for example, Derby and Grimsby, *no:'wi:dʒən neimz, fər iŋ'za:mpl, da:bi ənd grimzbi,* and the people use many old Danish and Norwegian *ənd ðə pi:pl ju:z meni ould deinif ənd no:'wi:dʒən* words. In the English language we find many words *wə:dz. in ði iŋglis læygwidʒ wi:faind meni wə:dz* which the English have borrowed from the Normans, *hwitʃ ði iŋglis həv bəroud frəm ðə no:mənз,* and just as the language is a mixture of French and *ənd dʒʌst əz ðə læygwidʒ iz ə mikstʃər əv frenſ ənd* Anglo-Saxon, the people, too, mixed with their con-*'æŋglou'sæksn, ðə pi:pl, tu:, mikst wið ðeə kɔŋ-*querors. And the mixture is a good one, I think. But *kərəz. ənd ðə mikstʃər iz ə gud wʌn, ai pi:gk. bʌt* the Welsh, who went to the mountains in the west, *ðə welf, hu: went tə ðə mauntinz in ðə west,* did not mix so much with the different conquerors of *did not mikst sou mʌtʃ wið ðə dɪfrənt kɔŋkərəz əv* Britain. The enemies could not cross the mountains *britən. ði enimiz kud not kros ðə mauntinz* and, therefore, had to leave them in peace, so that *ənd, 'ðeəfə:, hæd tə li:v ðəm in pi:s, sou ðət*

to-day we find people in Wales who are quite different  
*tə'dei wi:ʃaind pi:pl in weilz hu: a: kwait dɪfrənt*

from the usual English people. They are darker, they  
*frəm ðə ju:ʒuəl ɪŋglɪʃ pi:pl. ðei a: da:kə, ðei*

like very much to sing and to play, and they all feel  
*laik veri mʌtʃ tə siy ənd tə plei, ənd ðei ɔ:l fi:l*

that they are Welsh, not English. But for several  
*ðət ðei a: welf, nət ɪŋglɪʃ. bʌt fə sevəl*

hundred years the three peoples, the Welsh, the Scotch,  
*hʌndrəd jiəz ðə pri: pi:plz, ðə welf, ðə skɔtʃ,*

and the English, have lived in peace with each other  
*ənd ði ɪŋglɪʃ, həv livd in pi:s wið i:tʃ ʌðə*

in Great Britain. I should explain, however, that the  
*in greit brɪtən. ai fud iks'plein, hau'evə, ðət ðə*

Scotch do not like to be called Scotch. They themselves  
*skɔtʃ du: nət laik tə bi: kɔ:ld skɔtʃ. ðei ðəm'selvz*

always use the word 'Scots'."

*ɔ:lwəz ju:z ðə wə:d 'skɔts'."*

Storm: "It has been very interesting to learn all this,  
*stɔ:m: "it həz bi:n veri intristiy tə lə:n ɔ:l ðis,*

and it has given us a greater understanding of the  
*ənd it həz givn ʌs ə greitər ʌndə'stændiy əv ðə*

country we are visiting. It was a good thing that we  
*kʌntri wi: a: viziliy. it wəz ə gud þiŋ ðət wi:*

stayed at home to-night."

*steid ət houm tə'nail."*

the Scotch = the  
 Scots

WORDS:

none  
history  
tiring  
beginning  
Roman  
Rome  
general  
soldier  
name (verb)  
nation  
the Channel  
Christ  
B. C.  
battle  
army  
quite  
difficulty  
Briton  
Britain  
Celt  
Pict  
Scot  
Scotch  
tribe  
enemy  
peace  
set  
fire  
fight  
fought

EXERCISE A.

The three young men did not know much about the — of England before William the Conqueror. —, they asked their teacher to tell them — about early times in England. They had been — so much in the afternoon that they had all got very —. The teacher told them about the Roman — who had sailed to England with his —. He also told them about the — that was fought between the — of Cæsar and that of Cassive-launus.

Long after the battle the Romans — a large — of the country. Did the Romans and the Britons continue to be —? No, it was not long before the Britons and their — became — good friends. Why had the Britons continued to live — alone, so that they had not — the many new things from the —? Because Britain is an — with water on all —. Why did the Romans have to — the country again? Because — itself was in —. What two — from the north began to — with the Britons after the Romans had —? The Picts and the Scots sent — down to — with the Britons. Whom did the Britons ask to come and — them against their enemies? They sent word to three tribes — in northern — to come and — them. Is there — between the different people living in Britain now? No, the —, the —, and the English all live together in — now.

EXERCISE B.

What were the travellers talking about while they were having coffee after dinner?... What was the

|  |   |
|--|---|
| weather like that evening? . . . How far back did they start their view of the history of England? . . . What nation had conquered many of the European nations about the year 50 B. C.? . . . For how long did Rome continue to send soldiers to Britain? . . . What good did the Romans do to the Britons? . . . Why could the Britons not fight their enemies alone after the Romans had left? . . . Whose ships began to come to England while Egbert was king? . . . What did the Vikings want in England? . . . Who was made king after the Normans had conquered England? . . . Has England had wars with other nations since then? . . . What is the name of the people who live in Wales? . . . | fighting<br>northern<br>Jute<br>Saxon<br>Angle<br>Welsh<br>war<br>mountain<br>Viking<br>continent<br>island<br>against<br>Spain<br>Spaniard<br>Norman<br>Anglo-Saxon<br>mixture<br>mix<br>usual<br>ship<br>nice<br>Italy<br>conquer |
|--|---|

EXERCISE C.

**How to ask and answer questions with do, does, did, have, has, had'.**

Does it blow harder at sea than ashore? Answer . . . Question . . .? No, it only rains very little in London during the month of July. Did snow ever fall in the country where the four travellers came from? Answer . . . Question . . .? No, there did not seem to be any end to London. Has any snow fallen in your town during the last six months? Answer . . . Question . . .? No, it has not rained to-day. Do you wash yourself every morning? Answer . . . Question . . .? No, the Smith baby does not wash itself; it is too young for that. Did the four travellers enjoy themselves in London? Answer . . . Question . . .? Yes, Mrs. Smith washed herself before she went to the birthday-party. Have you not made yourself ready yet? Answer . . .

Question . . .? Yes, I have washed myself in hot water. Had the young men walked until they had become tired? Answer . . . Question . . .? Yes, they had often talked themselves sleepy in the evenings in their own country.

## ENGLISH INSTITUTIONS

One day our four friends passed a hospital. Outside  
*wʌn dei auə ſɔ: frɛndz pa:st ə hɔ:pɪtl. 'au:f'said*

they saw a placard or poster, on which was written  
*ðei ſɔ: ə plæka:d ɔ: pouſtə, ɔn hwɪtl wəz ri:tn*

in big letters: £ 10,000 still needed to pay for  
*in big letəz: ten þauzənd paundz stil ni:did tə pei ſɔ*

last year.  
*la:st ji:ə.*

Brown: "What is the meaning of the placard? Would  
*braun: "hwət iz ðə mi:nɪy əv ðə plæka:d? wud*

you be kind enough to explain that to us, Mr. Miller?"  
*ju: bi: kaind i'nʌf tu iks'plein ðæt tu ʌs, mistə milə?"*

Mr. Miller: "Yes, that means that the hospital still  
*mistə milə: "jes, ðæt mi:nz ðæt ðə hɔ:pɪtl stil*

needs £ 10,000 to be able to pay its bills  
*ni:dz ten þauzənd paundz tə bi: eibl tə pei its bɪlz*

for last year. Many of the big hospitals in England  
*ʃə la:st ji:ə. meni əv ðə big hɔ:pɪtlz in iŋglənd*

are private, that is, neither the State nor the towns  
*a: prə'vɪt, ðæt iz, naɪðə ðə steɪl nə: ðə taʊnz*

in which they are situated have anything to do with  
*in hwɪtl ðei a: sitjueitid hæv eni pi:ŋ tə du: wið*

them, so that they do not get any money from the  
*ðəm, sou ðæt ðei du: nət get eni mʌni frəm ðə*



poster = placard



state = nation



church

towns or from the State to pay for their work." Brown:  
taunz ə: frəm ðə stəit tə pei fə ðə wə:k." braun:

"How do they get money, then?"  
"hau du: ðei get mʌni, ðen?"

Mr. Miller: "It is given to them by private people.  
mistə milə: "it iz givn tə ðəm bai pravit pi:pl.

Money for the hospitals is often collected on special  
mʌni fə ðə hospitlz iz ə:fn kə'lektid ən spəfəl

days in the year. There is, for example, a special  
deiz in ðə - jiə. ðeər iz, fər ig'za:mpl, ə spəfəl

Saturday called Hospital Saturday on which a lot of  
sætədi kə:ld hospitl sætədi ən hwitf ə lət əv

money is collected for the hospitals in the streets, at  
mʌni iz kə'lektid fə ðə hospitlz in ðə stri:ts, ət

the doors, etc. And as you have seen just now, posters  
ðə do:z, i'l'setə.ənd əz ju: həv si:n dʒʌst nau, poustəz

tell people all the year round that the hospitals need  
tel pi:pl ə:l ðə jiə raund ðət ðə hospitlz ni:d

money. In some countries, most of the hospitals,  
mʌni. in sam kʌntriz, moust əv ðə hospitlz,

schools, and churches are paid for either by the State  
sku:lz, ənd tʃə:siz a: peid fə: aiðə bai ðə stəit

or by the towns. They are what we call public and get  
ə: bai ðə taunz. ðei a: hwət wi: kə:l pʌblik ənd get

public help; but in England this is not always so. Here  
pʌblik help; bʌt in iŋglənd ðis iz nət ə:lwəz sou. hiə

those three institutions are often private. I have  
ðouz pri: insti'tju:ʃənz a:r ə:fn pravit. ai həv

already mentioned one of them, the hospitals.  
*ɔ:l'redi menʃənd wʌn əv ðəm, ðə hɔspɪtlz.*

to mention = to speak of

"Now I will tell you a little about the schools. They  
*"nau ai wil tel ju: ə litt ə'baut ðə sku:lz. ðei*

may be divided into higher and lower schools. Most  
*mei bi: dɪ'veaidid intə haɪər ənd lous sku:lz. moust*

to divide = to make into parts

lower schools are paid for by the towns. They are open  
*lous sku:lz a: peid ʃɔ: bai ðə taunz. ðei a:r oupən*

to everybody, and nobody has to pay anything for  
*tu əvribɔ:di, ənd noubɔ:di hæz tə pei enipɪŋ ʃə*

sending his children to one of the lower schools. The  
*sendɪŋ hiz tʃɪldrən tə wʌn əv ðə lous sku:lz. ðə*

pupils enter the lower schools, which are also called  
*pju:plz entə ðə lous sku:lz, hwɪlf a:r ɔ:lsou kɔ:ld*

primary = first

the Primary or Elementary Schools, at the age of  
*ðə praiməri ɔ:r elɪ'mentəri sku:lz, ət ði eidʒ əv*

What is his age?  
 = How old is he?

five. When they are about eleven years old, they pass  
*faiv. hwen ðei a:r ə'baut i'levn jiəz ould, ðei pa:s*

they pass on to =  
 they are moved to

on to the higher or Secondary Schools, which they  
*on tə ðə haɪər ɔ: sekəndəri sku:lz, hwɪlf ðei*

do not leave until they are between sixteen and  
*du: nət li:v ʌn'til ðei a: bi'twi:n sɪkstɪ:n ənd*

secondary = se-  
 cond

eighteen years of age. Most of the higher or Secondary  
*eɪtɪ:n jiəz əv eidʒ. moust əv ðə haɪər ɔ: sekəndəri*

Schools are paid for by the towns. It does not cost  
*sku:lz a: peid ʃɔ: bai ðə taunz. it dʌz nət kɔ:st*

anything to send children to these schools. However,  
*enipɪŋ tə send tʃɪldrən tə ði:z sku:lz. hau'evə,*

a foreigner = a person from another country

though = although

national = of the whole nation

there is also a large number of private Secondary  
*ðeər iz ɔ:lsou ə plə:dʒ nʌmbər əv praivit sekəndəri*

Schools.

*sku:lz.*

“The third institution I mentioned is the Church.  
*“ðə pə:d insti'tju:ʃən ai mensənd iz ðə tʃə:tʃ.*

People usually think that the English are very religious.  
*pi:pl ju:zusli piŋk ðət ði ɪŋglis a: veri ri'lidʒəs.*

Foreigners have the idea that all Englishmen go to  
*fɔ:rinəz hæv ði ai'diə ðət ɔ:l ɪŋglismən gou tə*

church very often, so I think you will be surprised to  
*tʃə:tʃ veri ɔ:fn, sou ai piŋk ju: wil bi: sə'praizd tə*

hear that the Church of England is not a State church.  
*hiə ðət ðə tʃə:tʃ əv ɪŋglənd iz not ə steit tʃə:tʃ.*

It is called the Church of England, but though it has  
*it iz kɔ:ld ðə tʃə:tʃ əv ɪŋglənd, bʌt ðou it hæz*

this name, it is not a State church, because it does  
*ðis neim, it iz not ə steit tʃə:tʃ, bi'kɔz it dʌz*

not get any money from the State. We may, however,  
*not get eni mʌni frəm ðə steit. wi: mei, hau'evə,*

say that it is a national church, because more Eng-  
*sei ðət it iz ə næʃənəl tʃə:tʃ, bi'kɔz mo:r ɪg-*

lishmen are members of this church than of any other  
*glismən a: membəz əv ðis tʃə:tʃ ðən əv eni ʌðə*

church in England.  
*tʃə:tʃ in ɪŋglənd.*

“You see, therefore, that some institutions which are  
*“ju: si:, ðeəfə:, ðət sʌm insti'tju:ʃənz hwitʃ a:*

usually public in other countries are very often private  
*ju:zəli pəblɪk in ʌðə kʌntrɪz ə: veri ə:fn prə'vɪt*

in England."

*in ɪŋglənd.*"

Storm: "Yes, and those are not the only things in  
*stɔ:m: "jes, ənd ðəuz ə: nət ði ounli ɒɪz in*

which the English are different from the people in  
*hwɪts ði ɪŋglɪʃ, ə: dɪfrənt frəm ðə pi:pl in*

most other countries. I think that England and Sweden  
*məʊst ʌðə kʌntrɪz, aɪ pi:yk ðət ɪŋglənd ənd swi:dn*

are the only two countries where the traffic keeps to  
*ə: ði ounli tu: kʌntrɪz hweə ðə træfɪk ki:ps tə*

the left. If you come from a country where the traffic  
*ðə left, if ju: kʌm frəm ə kʌntri hweə ðə træfɪk*

keeps to the right, it is important when you cross a  
*ki:ps tə ðə rait, it iz im'po:tənt hwen ju: krəs ə*

street always to look in both directions. It is not a  
*stri:t ə:lwəz tə luk in bəup di'rekʃənz, it iz nət ə*

good thing to take chances. Why do England and  
*gud ɒɪg tə teik tʃa:nsɪz, hwai du: ɪŋglənd ənd*

Sweden keep to the left, when most other nations in  
*swi:dn ki:p tə ðə left, hwen məʊst ʌðə neɪʃənz in*

the world keep to the right?"

*ðə wə:ld ki:p tə ðə rait?"*

Mr. Miller: "I am afraid I can't answer that question.  
*mɪstə milə: "ai əm ə'freid aɪ ka:nt a:nə ðət kwestʃən.*

However, when foreigners come to England, it only  
*hau'evə, hwen fɔ:rɪnəz kʌm tu ɪŋglənd, it ounli*

He **keeps**, he **kept**,  
 he has **kept** [ki:ps,  
 kept, kept].

**monetary** =  
which has to do  
with money

takes them a short time to get used to it. There are *teiks ðəm ə fo:t taim tə get ju:st tu it. ðeər a: many other things in which the English are different meni ʌðə þiŋz in hwilf ði iŋglif a: dɪfrənt from other nations. As an example I might mention frəm ʌðə -neifənz. əz ən ig'za:mpl ai mait menfən the English monetary system. Most countries in the ði iŋglif mənɪtəri sistim. moust kəntriz in ðə world now use the decimal system. The decimal wə:ld nau ju:z ðə desiməl sistim. ðə desiməl system, as you know, is built upon figures which may sistim, əz ju: nou, iz bilt ə'pon figəz hwilf mei be divided by ten. But the English continue to use bi: d'i'veaidid bai ten. bʌt ði iŋglif kən'tinju: tə ju:z their pounds, shillings, and pence. ðeə paundz, ſiliŋz, ənd pens.*

**equal to = the same as**

"Their weights and measures, too, are different from "ðeə weits ənd meʒəz, tu:, a: dɪfrənt frəm those of other countries. In some countries they still ðouz əv ʌðə kəntriz. in ſəm kəntriz ðei stil have a weight called a pound, which is equal to hæv ə weit kɔ:ld ə paund, hwilf iz i:kwəl tə

500 grammes (or half a kilogramme), but in England one pound (1 lb) is equal to 454  
500 grammes. While other countries speak of kilometres, græmz. hwail ʌðə kəntriz ſpl:k əv kilomi:təz,

metres, and centimetres, the English have such  
*mi:təz*, *ənd* *sentim:təz*, *ði* *iŋglif* *hæv* *sʌtʃ*

measures as miles and yards. The length of a mile is  
*meʒəz* *əz* *mailz* *ənd* *ja:dz*. *ðə* *leyp* *əv* *ə* *mail* *iz*

equal to 1.61 kilometres, and the  
*i:kwəl* *to* *wʌn* *point* *siks* *wʌn* *kiləmi:təz*, *ənd* *ðə*

length of a yard is equal to 0.91 metre.  
*leyp* *əv* *ə* *ja:d* *iz* *i:kwəl* *to* *nɔ:t* *point* *nain* *wʌn* *mi:təz*.

A yard has 36 inches.  
*ə* *ja:d* *hæz* *pɔ:ti'siks* *inſiz*.

"The main reason why the English do not change their  
*"ðə* *mein* *ri:zn* *hwai* *ði* *iŋglif* *du:* *not* *tſeindʒ* *ðeə*

weights and measures is that they like to keep to the  
*weɪts* *ənd* *meʒəz* *iz* *ðət* *ðei* *laik* *to* *ki:p* *to* *ði*

old things, and the most important reason for this is,  
*ould* *pɪŋz*, *ənd* *ðə* *moust* *im'pɔ:tənt* *ri:zn* *fə* *ðis* *iz*,

perhaps, that England is an island, cut off by the sea  
*pə'hæps*, *ðət* *iŋglənd* *iz* *ən* *ailənd*, *kʌt* *ɔ:f* *bai* *ðə* *si:*

from the other countries of the world. When the  
*frəm* *ði* *ʌðə* *kʌntriz* *əv* *ðə* *wə:ld*. *hwen* *ði*

English cross the Channel, they seem to feel that they  
*iŋglif* *kros* *ðə* *tʃænl*, *ðei* *si:m* *to* *fi:l* *ðət* *ðei*

enter quite another world, different from their own,  
*entə* *kwait* *ə'nʌðə* *wə:ld*, *dɪfrənt* *frəm* *ðeər* *oun*,

and mostly they do not like what they see in other  
*ənd* *moustli* *ðei* *du:* *not* *laik* *hwət* *ðei* *si:* *in* *ʌðə*

countries so well as they do their own things."  
*kʌntriz* *sou* *wel* *əz* *ðei* *du:* *ðeər* *oun* *pɪŋz*."

point = .

naught [nɔ:t] = 0

WORDS:  
hospital  
placard  
poster  
private  
public  
state  
church  
institution  
mention  
divide  
elementary  
primary  
secondary  
age  
religious  
though  
national  
keep  
kept  
system  
decimal  
monetary  
weight  
measure  
length  
pound (lb)  
equal  
gramme  
kilogramme  
metre

EXERCISE A.

One day the young men saw a — or poster on which they read that a — needed money to pay its bills. The hospitals are not all paid for by the towns or the —; many of them are —. In some countries the hospitals, schools, and — are all —. English schools are — into higher and lower schools. The children enter the lower schools at the — of five. The Church of England is not a State church, but it may be called a — church. In England and Sweden traffic — to the left. The English — system is different from that of most other countries, too. In some countries they still have a — called a —, which is — to 500 grammes. The English — is — to 454 grammes. Instead of kilometres, metres, and centimetres, the English — are —, —, and inches. The — of a mile is — to 1.61 kilometres.

EXERCISE B.

What does it mean that an institution is public? . . . What three institutions in England do you know that are mostly private? . . . How do many hospitals get money to pay for their work? . . . At what age do the children begin school? . . . Where do the children pass on to from the Primary or Elementary Schools? . . . Why do we call the Church of England a national church? . . . Why must foreigners look in both directions when they cross streets in London? . . . To which side of the street does the English traffic keep? . . . What is the English monetary system like? . . . What are the English measures? . . . What is the length of a yard? . . . What is the main reason why the English keep to their old systems? . . .

## EXERCISE C.

**How to ask and answer questions with 'can, could, may, might'.**

Can Mr. Miller speak English? Answer . . . Question . . .? Yes, the young men can understand most of what they hear now. Can Brown afford to buy his clothes in Bond Street? Answer . . . Question . . .? Yes, you can buy many things at Selfridge's; the Londoners say: everything from a pin to an elephant. May you take any cigars along with you into England without paying duty? Answer . . . Question . . .? No, you may not get into England without a passport. May people see the inside of Parliament? Answer . . . Question . . .? Yes, you may drive on the left side of the streets of London, because in England all traffic keeps to the left. Could the young men hear what the speaker in the park was saying? Answer . . . Question . . .? No, the King's carriage could not pass through Marble Arch, because it was too narrow. Could the young men get their holidays at the same time? Answer . . . Question . . .? No, they could not see the King and Queen, because they were in Scotland. Might our friends swim in the Serpentine if they wanted to? Answer . . . Question . . .? Yes, he might take the seventy-five cigars into England without paying duty, because each of the four men took some of them through the Customs. Might they see any part of Hampton Court Palace? Answer . . . Question . . .? Yes, the speakers in Hyde Park might say what they wanted to; nobody stopped them

centimetre  
yard  
foreigner  
naught  
point

## A VISIT TO AN ENGLISH FAMILY

branch = part of a firm, situated at another place than the main firm

Before they started on the trip, Storm's manager had  
*bɪʃɔ: ðei sta:tid ən ðə trip, stɔ:mz mænidʒə həd*  
 asked him to go one day to the manager of the London  
*a:ski him tə gou wʌn dei tə ðə mænidʒər əv ðə lʌndən*  
 branch of the firm. It would interest the young man,  
*bra:nʃ əv ðə ðə:m. it wud intrist ðə jʌy mæn,*  
 he thought, to see the work in a big English office,  
*hi: þɔ:t, tə si: ðə wə:k ɪn ə big iygliʃ ɔ:fɪs,*  
 and he would learn something which might be useful  
*ənd hi: wud lə:n sʌmpbiŋ hwitʃ mait bi: ju:sful*  
 to him later on in his work at home.  
*tə him leitər ən in hiz wə:k ət houm.*

So one day during the last week of their stay in  
*sou wʌn dei 'djuəriŋ ðə la:st wi:k əv ðeə stei ɪn*  
 London, Storm went to pay a visit to the London  
*lʌndən, stɔ:m went tə pei ə vizit tə ðə lʌndən*  
 office. Mr. Edwards, the manager, greeted him very  
*ɔ:fɪs. mɪstər edwədz, ðə mænidʒə, gri:tid him veri*  
 kindly. "How do you do," he said; "your manager  
*kaindli. "haudju:du:", hi: sed; "jɔ: mænidʒə*  
 wrote and told me that you were coming, so I have  
*rout ənd tould mi: ðət ju: wə: kʌmiŋ, sou ai həv*  
 been expecting you. But come into my private office  
*bi:n iks'pektiŋ ju:. bat kʌm intə mai praivit ɔ:fɪs*

and tell me what you have been doing. Your manager  
*ənd tel mi: həwt ju: həv bi:n du:iy. jɔ: mænidʒər*

and I are old friends, you know. He was over here  
*ənd ai a:r ould frendz, ju: nou. hi: wəz ouwə hiə*

to study the business when I was a young man in  
*ə stʌdi ðə bɪznɪs hwen ai wəz ə jʌŋ mæn in*

this same office, so we know each other very well. I  
*ðɪs seim ɔ:fs, sou wi: nou i:lf ʌðə veri wel. ai*

shall be glad to show you round the place.”  
*ʃəl bi: glæd tə sou ju: raund ðə pleis.”*

A little later, when they were walking round, Mr.  
*ə lɪl leɪt, hwen ðei wə: wɔ:kɪŋ raund, mɪstər*

Edwards showed him several modern machines that  
*edwədz ʃəʊd him sevral mɒdən mæ'fi:nz ðət*

they had just bought. “Come and have a look at this  
*ðei həd dʒʌst bɔ:t. “kʌm ənd həv ə luk ət ðis*

one,” he said, showing him an adding machine. “It  
*wʌn, hi: sed, ʃouɪŋ him ən ədɪŋ mæ'fi:n. “it*

is a very useful machine, which saves us a lot of time.  
*iz ə veri ju:sful mæ'fi:n, hwɪlf seɪvz əs ə lɒt əv taim.*

Before we got it, we had a man who sat all day adding  
*bɪʃ: wi: ɡɒt it, wi: həd ə mæn hu: sæt ə:l ðei ədɪŋ*

figures; now the same man does the same work in less  
*fiɡəz; nau ðə seim mæn dʌz ðə seim wə:k in les*

than three hours with his machine. That means more  
*ðən ɔ:ri: auəz wið hiz mæ'fi:n. ðət mi:nz mɔ:*

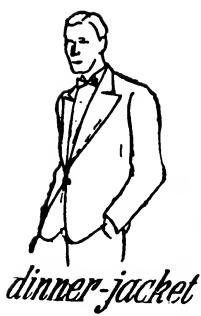
than five hours saved every day.” Storm was shown  
*ðən faɪv auəz seɪvd evri ðei.” s्टɔ:m wəz foun*

round (here) =  
 about



*adding machine*

a conversation =  
a talk between  
two or more  
persons



jackets. We didn't expect an invitation to dinner, you *dʒækɪts*. *wi: didnt iks'pekt ən invi'teɪʃən tə dīnə, ju:*

know." At this reply Mr. Edwards laughed, saying, *nou.*" *ət ðɪs ri'plai mɪstər edwədz la:ft, seiiy,*

"My dear boy, what a funny idea that it would be *mai dīə bɔi, hwot ə fʌni aɪ'dīə ðət it wud bi:*

necessary for you to wear a dinner-jacket! I am *nesisəri ʃə ju: tə weər ə dīnədʒækɪt! ai əm*

afraid that it is an idea that many foreigners have. I *ə'freid ðət it iz ən aɪ'dīə ðət meni fɔrinəz hæv. ai*

know that some English writers give that impression *nou ðət sʌm iŋglɪʃ raitəz giv ðæt im'preʃən*

in their books. Kipling, for example, gives the im- *in ðəz buks. kiplɪŋ, fər iɡ'zə:mpl, givz ði im-*

pression that Englishmen wear dinner-jackets for *'preʃən ðət iŋglɪʃmən weə dīnədʒækɪts ʃə*

dinner every evening. But this may only be said of *dīnə evri i:vniŋ. bʌt ðɪs mei ounli bi: sed əv*

some people of the upper classes. The Englishman of *sʌm pi:pl əv ði ʌpə kla:siz. ði iŋglɪʃmən əv*

the middle classes wears his usual clothes for dinner, *ðə midl kla:siz weaz hiz ju:zuel klouðz ʃə dīnə,*

and he is not so much interested in the clothes that *ənd hi: iz nət sou mʌlf intristid in ðə klouðz ðət*

people wear as in the people wearing them. Speaking *pi:pl weə əz in ðə pi:pl weəriŋ ðəm. spi:kɪŋ*

for myself, it has not been necessary for me to wear *ʃə mai'self, it həz nət bi:n nesisəri ʃə mi: tə weər*

necessary = which must be done

He **wears**, he **wore**, he has **worn** [*wɛəz, wɔ:, wɔ:n*].

upper = higher

a dinner-jacket for six months, and the last time I  
a dinədʒækɪt /ə siks mʌnths, ənd ðə la:st taim ai  
wore mine it was only because it was necessary to  
wɔ: main it wəz ounli bɪ'kɔ:z it wəz nəsɪsəri tə  
give it some fresh air. May we expect you to dinner,  
giv it sʌm frɛʃ əθ. mei wi: ɪks'pekt ju: tə dīnə,  
then?" Storm: "Yes, thank you, we shall be very pleased  
ðen?" stɔ:m: "jes, pæyk ju:, wi: fəl bi: veri pli:zd  
to come."  
tə kʌm."

When Storm told his friends about the invitation,  
hwen stɔ:m tould hiz frɛndz ə'baut ði invi'teɪʃən,  
they were all very pleased at the chance of speaking  
ðei wə:r ɔ:l veri pli:zd ət ðə tʃa:ns əv spi:kɪŋ  
to an Englishman and his family in their home. They  
tu ən iŋglɪʃmən ənd hiz fæmili in ðeə houm. ðei  
arrived at Mr. Edwards's a little before 7.30 and  
ə'raɪvd ət mɪstər edwədziz ə lɪl bɪ'fɔ: sevn pɔ:ti ənd  
were shown into the sitting-room. They found Mr.  
wə: foun intə ðə sɪtɪŋrʊm. ðei faund mɪstər  
Edwards with his wife, and he introduced Storm to  
edwədz wið hiz waiʃ, ənd hi: intrə'dju:st stɔ:m tə  
his wife with the words, "My dear, may I introduce  
hiz waiʃ wið ðə wə:dz, "mai diə, mei ai intrə'dju:s  
Mr. Storm to you? Mr. Storm, this is my wife." Storm  
mɪstə stɔ:m tə ju:? mɪstə stɔ:m, ðɪs ɪz mai waiʃ." stɔ:m  
greeted her, saying, "How do you do, Mrs. Edwards,"  
gri:tɪd hə:, seɪɪŋ, "haʊdju'du:, misɪz edwədz,"

and then he introduced his friends, "This is Mr. Miller,  
*ənd ðen hi: intrə'dju:st hiz frendz, "ðis iz mistə milə,*  
 our teacher, and these are my two friends, Mr. Wood  
*auə ti:lſə, ənd ði:z a: mai tu: frendz, mistə wud*  
 and Mr. Brown."  
*ənd mistə braun."*

Mr. Miller thanked Mr. and Mrs. Edwards for their  
*mistə milə þæykt mistər ənd misiz edwədz fə ðə*

kindness in asking three strangers — three men whom  
*kaindnis in a:skiy þri: streindʒəz — þri: men hu:m*

they did not know — to dinner. After a glass of wine  
*ðei did nət nou — tə dinə. a:ftər ə gla:s əv wain*

Mr. Edwards said to Mr. Miller, Brown, and Wood,  
*mistər edwədz sed tə mistə milə, braun, ənd wud,*

"May Mr. Storm and I leave you for a few minutes?  
*mei mistə stə:m ənd ai li:v ju: fər ə fju: minits?*

There is something I want to speak to Mr. Storm  
*ðər iz səmpiy ai wənt tə spi:k tə mistə stə:m*

about before dinner. — Will you fill the gentlemen's  
*ə'baul bɪ'ʃə: dinə. — wil ju: fil ðə dʒentlmənz*

glasses again, my dear," he said to his wife, "while  
*glas:siz ə'gein, mai dia," hi: sed tə hiz waif, "hwail*

Mr. Storm and I go into my study?"  
*mistə stə:m ənd ai gou intə mai stʌdi?"*

Mr. Edwards's study was a nice large room with book-  
*mistər edwədziz stʌdi wəz ə nais la:dʒ ru:m wið buk-*

shelves along two walls, a fire-place, in front of which  
*selvz ə'lɔy tu: wə:lz, ə faiəpleis, in frʌnt əv hwilf*

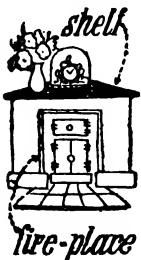


*book-shelf*

one shelf  
 two shelves



writing-table



fire-place

stay on = stay

to be taken ill =  
to become ill

there were some big chairs, and a large writing-table  
*ðeə wə: sʌm big tʃeəz, ənd ə la:dʒ raitiŋteibl*

with many papers and books. Over the fire-place was  
*wið meni peipəz ənd buks. ouvə ðə faiəpleis wəz*

a shelf, on which there was a fine old clock. "Sit down  
*ə self, ən hwitʃ ðeə wəz ə fain ould klok. "sil daun*

in that chair, Storm," said Mr. Edwards, "I will take  
*in ðæt tʃeə, stə:m," sed mistər edwədz, "ai wil teik*

this one." He then began, "How would you like to  
*ðis wʌn." hi: ðen bi:gən, "hau wud ju: laik tə*

stay on here a few months longer, Storm? You see,  
*stei ən hiər ə fju: mʌnþs lɔŋgə, stə:m? ju: si:,*

one of my young men at the office was taken ill last  
*wʌn əv mai jʌŋ men ət ði əfɪs wəz teikn il la:st*

week, and he will not be able to start work again  
*wi:k, ənd hi: wil nət bi: eibl tə sta:t wə:k ə'gein*

until the beginning of next year. He has been doing  
*ʌn'til ðə bi:giniŋ əv nekst jiə. hi: həz bi:n du:iŋ*

all our foreign correspondence; most of it is with  
*ə:l auə fɔ:rin kɔ:ri'spɔ:ndəns; moust əv it iz wið*

your country, you know. He writes your language  
*ju: kʌntri, ju: nou. hi: rails ju: lɛygwidʒ*

quite well and knows something of several other  
*kwail wel ənd nouz sʌmþiŋ əv sevrlə ñðə*

languages besides. I might get another young man  
*lɛygwidʒiz bi:saidz. ai mait get ə'nʌðə jʌŋ mæn*

to take his position, but it may be difficult, as it is  
*tə teik hiz pə'zisʃən, bat it mei bi: difikəlt, əz it iz*

only for six months. You see, I told him that he could  
 ounli *f*ɔ siks mʌnþs. *ju: si:, ai tould him ðət hi: kud*  
 have his position back when he is well again. But tell  
*hæv hiz pə'zɪʃən bæk hwen hi: iz wel ə'gein. bʌt tel*  
 me now what work you are used to, and whether you  
*mi: nau hwət wə:k ju: a: ju:st tu, ənd hweðə ju:*  
 think you would be able to fill the position." Storm  
*þɪŋk ju: wud bi: eibl tə fil ðə pə'zɪʃən." sɫɔ:m*  
 told him then that he was quite used to business  
*tould him ðən ðət hi: wəz kwait ju:st tə biznis*  
 correspondence; he had written all the letters for his  
*kɔris'pondəns; hi: həd ritn ɔ:l ðə letəz fə hiz*  
 manager for some time, and he was used to all office  
*mænidʒə fə sʌm taim, ənd hi: wəz ju:st tu ɔ:l ɔ:fi:s*  
 work. "I should like very much to stay on over here,  
*wə:k. "ai fud laik veri mʌlf tə stei ən ouvə hi:,*  
 but don't you think it will be difficult for my manager  
*bʌt dount ju: þɪŋk it wil bi: dɪfɪkəlt fə mai mænidʒə*  
 to find somebody to fill my position so suddenly?  
*tə faind sʌmbədi tə fil mai pə'zɪʃən sou sʌdnli?*  
 What will he say to it? It is for him to decide."  
*hwət wil hi: sei tu it? it iz fə him tə d'i:said."*  
 "I will send him a telegram and ask him about it.  
*"ai wil send him ə teligræm ənd a:sk him ə'baut it.*  
 If he sends a quick reply by telegram, which is so  
*if hi: sendz ə kwik rɪ'plai bai teligræm, hwɪts iz sou*  
 much quicker than a letter, the whole thing can be  
*mʌlf kwikə ðən ə letə, ðə houl þɪŋ kən bi:*

somebody = some  
one

decided in a day or two."  
*di'saidid in ə dei ə: tu:."*

When they had finished their conversation, they went  
*hwen ðei hæd finiʃt ðeə kɔnvə'seisən, ðei went*  
in to have dinner with the others.  
*in tə hæv dinə wið ði ʌðəz.*

WORDS:  
branch  
useful  
stay  
conversation  
pay a visit  
expect  
machine  
save  
dinner-jacket  
writer  
wear  
wore  
worn  
upper classes  
middle classes  
introduce  
kindness  
stranger  
fill  
study  
shelf  
book-shelf

Storm went to pay a — to the London — of his firm. The manager had — him for some days. He showed Storm some modern — which he had bought. One of them was an — machine. The manager said that the machines — much time. Some English — give the impression that Englishmen wear — for dinner every day. Most of the English, however, are more interested in people themselves than in the clothes they —. When the four travellers got to the manager's house, he — Storm to his wife. He and Storm went to his — to talk together. Did Storm think that he could fill the —? Yes, he said that he was used to business —. Why are adding machines so —? Because they — so much time.

#### EXERCISE B.

Where had Storm's manager asked him to go? . . . Why had Mr. Edwards expected Storm? . . . What did he show him in his office? . . . Had any of the four men brought their dinner-jackets along? . . . Do the English usually wear dinner-jackets for dinner? . . . Into which room did Mr. Edwards and Storm go to talk together? . . . What was over the fire-place in Mr. Edwards's

study? . . . Did Storm think that he would be able to fill the position? . . . What did they send to Storm's manager to ask if Storm might take the position? . . . Why didn't Mr. Edwards get another Englishman to fill the position? . . .

**EXERCISE C.**

**How to ask and answer questions with 'am, is, are, was, were, has been, have been, had been' and verbs in -ing.**

Is John coming home for dinner now? Answer . . .  
Question . . .? Yes, I am going to town next week.  
Are the four travellers having a good time in England? Answer . . . Question . . .? Yes, they are thinking of a trip up the Thames. Was Mr. Edwards expecting Storm when he visited his office? Answer . . . Question . . .? Yes, the business people were leaving their offices when our four travellers arrived in London. Were Mr. Miller and the three young men standing on deck when the steamer started on the trip to England? Answer . . . Question . . .? Yes, Mr. Miller, Storm, and Wood were waiting at the railway station when Brown arrived. Has Wood been working at the office for a year? Answer . . . Question . . .? No, the three friends have not been studying English for so very long. Had John been skating on the lake in the afternoon? Answer . . . Question . . .? Yes, Helen had been learning to swim all the summer. Had the young men been planning their trip to England for a long time? Answer . . . Question . . .? Yes, this time Mrs. Miller had been staying at the farm all the time her husband was in England.

fire-place  
writing-table  
correspondence  
position  
somebody  
quick  
telegram  
interest (verb)  
reply  
necessary  
over  
round  
adding machine

## AN ENGLISH HOUSE

When dinner was over, Mr. Edwards offered to show  
*hwen dinə wəz ouvə, mistər edwədz əfəd tə sou*  
 his guests the house. "You haven't seen the inside of  
*hiz gests ðə haus. "ju: hævnt si:n ði insaid əv*  
 an English home, have you?" he asked them. "Perhaps  
*ən ɪŋglɪʃ houm, hæv ju:?" hi: a:skt ðəm. "pə'hæps*  
 it might interest you to see ours. It is a little larger  
*it mait intrist ju: tə si: auəz. it iz ə litt la:dʒə*  
 than what we might call 'the typical English house'.  
*ðən hwət wi: mait kɔ:l 'ðə tipikəl ɪŋglɪʃ haus'.*  
 The typical English house, I should say, has five rooms.  
*ðə tipikəl ɪŋglɪʃ haus, ai fud sei, hæz faiv ru:mz.*  
 Four fifths (4/5) of all the small houses that you have  
*fɔ: fɪfths əv ə:l ðə smɔ:l hauziz ðət ju: hæv*  
 seen on your trips about London have been of that  
*si:n ən jɔ: trips ə'baut ləndən hæv bi:n əv ðæt*  
 type, and it is not only in London that this type is  
*taip, ənd it iz nɔt ounli in ləndən ðæt ðis taip iz*  
 common = usual  
*kəmən, bʌt ə:l ouwər ɪnglənd.*

"Now, we have three rooms on the ground floor. You  
*"nau, wi: hæv pri: ru:mz ən ðə graund flɔ:. ju:*  
 have seen two of them, and I will show you the study  
*hæv si:n tu: əv ðəm, ənd ai wil sou ju: ðə stʌdi*

now," he added, opening the door to his study. "This nau," *hi: ædɪd, oupəniy ðə də: tə hɪz stʌdɪ.* "ðis is my room, where I can have my books and papers *ɪz mai ru:m, hweər ai kən hæv mai buks ənd peipəz* in peace. The maid comes in here about once a week *ɪn pi:s. ðə meɪd kʌmz ɪn hiə ə'baʊt wʌns ə wi:k* to clean the room, and on that day I can never find *to klɪ:n ðə ru:m, ənd ən ðæt dei ai kən nevə faind* any of my things. She has been here to-day, I think, *eni əv mai piyəz. fi: həz bi:n hiə tə'dei, ai piyk,* for I can't see my cigars anywhere. Well, they must *fər ai ka:nt si: mai si'ga:z enihwəə. wel, ðei məst* be somewhere, so I'll see if I can find them." He *bi: sʌmhwəə, sou ail si: if ai kən faind ðəm.*" *hi:* looked round the room, found the box of cigars at last *lukt raund ðə ru:m, faund ðə bəks əv si'ga:z ət la:st* on one of the book-shelves, and then offered one to *ən wʌn əv ðə buk'selvz, ənd ðen əfəd wʌn tu* each of his guests. *i:tf əv hɪz gests.*

"These arm-chairs in front of the fire-place look very *"ði:z a:mfəz ɪn frənt əv ðə faiəpleis luk veri* comfortable," said Wood, and Mr. Edwards replied, *kʌmʃətbl," sed wud, ənd mistər edwədz ri'plaɪd,* "Yes, they are very nice to sit in. I have tried to *"jes, ðei a: veri nais to sit in. ai hæv traid to* make my house as comfortable as possible, for it is so *meik mai haus əz kʌmʃətbl əz posəbl, fər it iz sou*



arm-chair

to cook = to make food ready for eating

the ground floor = the floor nearest to the ground

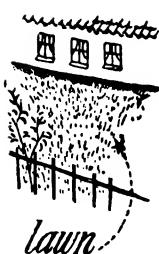
nice, when you come home after a long day's work, to *nais*, *hwen ju: kʌm houm a:flər ə lɔy deiz wə:k*, to sit in a big, comfortable chair, reading the paper or *sit in a big, kʌmʃətbl tʃəə, ri:dɪŋ ðə peipə:r* a good book. But come along and see the other rooms *ə gud buk. bʌt kʌm ə'lɔy ənd si: ði ʌðə ru:mz* of the house. The kitchen, where the food is cooked, *əv ðə haus. ðə kitʃin, hweə ðə ju:d iz kukt,* is not very interesting to men; it is here at the back *iz nət veri intristiy tə men; it iz hiə ət ðə bæk* of the house; but next to the kitchen is a small room *əv ðə haus; bʌt nekst tə ðə kitʃin iz ə smɔ:l ru:m* which is typical of an English house. It is called the *hwitʃ iz tipikəl əv ən iyglif haus. it iz kɔ:ld ðə* scullery, and it is used for the washing up and for the *skʌləri, ənd it iz ju:zd ðə wɔ:siy ʌp ənd ðə* dirty part of the cooking, such as cleaning potatoes *dɔ:ti pa:t əv ðə kukiy, sʌlʃ əz kli:niy pə'teitouz* and vegetables." After having shown them the ground *ənd vedʒitəblz." a:ftə hæviy soun ðəm ðə graund* floor, Mr. Edwards took them upstairs to the first *flo:, mistər edwədz tuk ðəm 'ʌp'steəz tə ðə fə:st* floor. "Upstairs we have all the bedrooms and the *flo:. "ʌp'steəz wi: hæv ə:l ðə bedrumz ənd ðə* bathroom. This big one is our own room; here is one *ba:prum. ðis big wʌn iz auər oun ru:m; hiər iz wʌn* for the maid, and this is my daughter's room. She is *fə ðə meid, ənd ðis iz mai dɔ:tər ru:m. fi: iz*

not at home to-night; these young people are never  
 not at home *tə'naɪt*; *ði:z jʌŋ pi:pl ə: never*  
 at home! She has gone out with some friends to see  
 at home! *si: həz gən aut wið səm frendz tə si:*  
 a picture. That room used to be my son's, but he is  
 a *piktʃə. ðæt ru:m ju:st tə bi: mai sənз, bʌt hi: iz*  
 now married to the daughter of an old friend of mine  
*nau mærid tə ðə dɔ:tər əv ən ould frend əv main*  
 and has his own home. It is nice to have an extra  
 and *hæz hiz oun houm. it iz nais tə hæv ən ekstrə*  
 room. Since my son married two years ago, we have  
*ru:m. sins mai sən mærid tu: jiəz ə'gou, wi: hæv*  
 often used the room for guests. Well, shall we go  
*ə:fn ju:zd ðə ru:m fə gests. wel, fəl wi: gou*  
 downstairs again? I think you have seen all there is  
*'daun'steəz ə'gein? ai piŋk ju: hæv si:n ə:l ðeər iz*  
 to be seen upstairs and downstairs now. Perhaps you  
*tə bi: si:n 'ʌp'steəz ənd 'daun'steəz nau. pə'hæps ju:*  
 would like to see the garden, too. You know that, like  
*wud laik tə si: ðə ga:dn, tu:. ju: nou ðət, laik*  
 most Englishmen, I love my garden. I love to work  
*moust iŋglɪ'mən, ai lʌv mai ga:dn. ai lʌv tə wə:k*  
 in it in the evening after sitting in the office most of  
*in it in ði i:vniŋ a:ftə sɪtiŋ in ði ə'fɪs moust əv*  
 the day. On Sunday mornings I get a lot of work done  
*ðə dei. ən sʌndi mɔ:niŋz ai get ə lət əv wə:k dʌn*  
 in the garden. I am hardly ever ill, and I think it  
*in ðə ga:dn. ai əm ha:dli evər il, ənd ai piŋk it*

to love = to like  
 very much



rose



lawn

is my love of garden work that does this. Work like  
*iz mai lʌv əv ga:dn wə:k ðət dʌz ðis. wə:k laik*  
 this is necessary for a business man to keep him well.  
*ðis iz nesisəri fər ə biznis mæn tə ki:p him wel.*  
 I am especially interested in roses. Over here on the  
*ai əm is'pefəli intristid ,in rouziz. ouvə hiə ən ðə*  
 south side of the house and along the garden wall, I  
*sauþ said əv ðə haus ənd ə'lɔy ðə ga:dn wo:l, ai*  
 have my rose-bushes. Aren't they beauties?  
*hæv mai rouzbusiz. a:nt ðei bju:tiz?*

"You see that we have a big lawn. Most English people  
*"ju: si: ðət wi: hæv ə big lɔ:n. moust iyglif pi:pl*  
 like to have a piece of ground with grass in their  
*laik tə hæv ə pi:s əv graund wið gra:s in ðeə*  
 gardens. As you can see, the lawn goes right up to the  
*ga:dnz. əz ju: kən si:, ðə lɔ:n gouz rait ʌp tə ðə*  
 house, so that looking out of the windows, we almost  
*haus, sou ðəl luky aut əv ðə windouz, wi:əlmoust*  
 feel that we are in the garden. The lawns of many  
*fi:l ðət wi: a:r in ðə ga:dn. ðə lɔ:nz əv meni*  
 large old English country-houses are famous all over  
*la:dʒ ould iyglif kʌntrihaʊziz a: feiməs ə:l ouvə*  
 the world. These old lawns are so famous and well  
*ðə wə:ld. ði:z ould lɔ:nz a: sou feiməs ənd wel*  
 known that, when people want to say that a lawn is  
*noun ðət, hwen pi:pl wənt tə sei ðət ə lɔ:n iz*  
 really beautiful, they say it is a 'real English lawn'.  
*ri:li bjù:təfəl, ðei sei it iz ə 'ri:l iyglif lɔ:n'.*

Some of them are several hundred years old.

sʌm əv ðəm ə: sevərəl hʌndrəd jiːz ould.

"At the back of the garden are my fruit trees, and we

"ət ðə bæk əv ðə ga:dn ə: mai fru:t tri:z, ənd wi:

also have a small kitchen-garden with a few vegetables.

ə:lsou hæv ə smɔ:l kitʃinga:dn wið ə fju: vedʒitəblz.

It isn't of very much use to us, but I get lots of fun

it ɪznt əv veri mʌtʃ ju:s tu ʌs, bʌt ai get lots əv fʌn

out of working in it." On their way back to the house

aut əv wə:kɪŋ in it." ən ðeə wei bæk tə ðə haus

Mr. Edwards showed them the garage and opened the

mister edwədz səud ðəm ðə ɡərɑ:z ənd oupənd ðə

door so that they might see his car. It was a beauty,

ðə: sou ðət ðei mait si: hiz ka:. it wəz ə bju:ti,

and quite new. "It is a small Morris," he said. "I

ənd kwail nju:. "it iz ə smɔ:l moris," hi: sed. "ai

think you know Morris cars in your country, too. It

þɪŋk ju: nou moris ka:z in jɔ: kʌntri, tu:. it

is quite famous in other countries for its low price and

iz kwail feiməs in ʌðə kʌntriz fər its lou prais ənd

for being cheap to run. I have had other cars before,

fə bl:ij tʃi:p tə rʌn. ai hæv hæd ʌðə ka:z bi:p:,

larger ones, but now that we are only three, this one

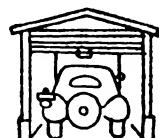
la:dʒə wʌnz, bʌt nau ðət wi: a:r ounli þri:, ðis wʌn

is big enough, and, nowadays, cheapness is something

iz big i'nʌʃ, ənd, nauðeiz, tʃi:pnis iz sʌmpbiy

one must think of, too. It runs many miles for a few

wʌn mʌst þɪŋk əv, tu:. it rʌnz meni mailz fər ə fju:



garage

to run (here) =  
to drive

shillings." There was a door from the garage into the  
*filiyz.*" *ðeə wəz ə də: frəm ðə gərə:z intə ðə*  
 hall, and they returned to the house by this door. Miss  
*hɔ:l, ənd ðei rɪ'tə:nd tə ðə haus bai ðis də: mis*  
 Edwards had now returned and was introduced to the  
*edwədz həd nau rɪ'tə:nd ənd wəz intrə'dju:st tə ðə*  
 guests by her father, who said, "This is my daughter  
*gests bai hə: fə:ðə, hu: sed, "ðis iz mai də:tə*  
 Marion. Marion, this is Mr. Miller, who is staying in  
*mærɪən, ðis iz mistə milə, hu: i: stəiŋ in*  
 England with his pupils, Mr. Storm, Mr. Wood, and  
*ɪnglənd wið hiz pju:plz, mistə stə:m, mistə wud, ənd*  
 Mr. Brown." Miss Edwards was a lovely young girl,  
*mistə braun.*" *mis edwədz wəz ə ləvli jʌŋ gə:l,*  
 rosy = like a rose  
*ə tipikəl ɪŋglɪʃ bju:ti, wið ə rouzi feis, blu: aɪz,*  
 wavy hair = hair  
 with waves in it  
*and brown, wavy hair. They sat for some hours talking*  
*ənd braun, weivi heə. ðei sæt fə səm auəz tə:kiŋ*  
 in front of the fire in the study. Mr. Edwards was able  
*in frənt əv ðə faɪə in ðə stʌdi. mistər edwədz wəz eibl*  
 to tell them about many interesting things in London,  
*tə tel ðəm ə'baʊt meni intristiy þiŋz in ləndən,*  
 which he said they must see before leaving, and when  
*hwitʃ hi: sed ðei mʌst si: bɪ'ʃə: li:vɪŋ, ənd hwen*  
 at last it was time for them to take their leave, they  
*ət la:st it wəz taim fə ðəm tə teik ðeə li:v, ðei*  
 all thanked Mr. and Mrs. Edwards as well as Miss  
*ɔ:l þæŋkt mistər ənd misiz edwədz əz wel əz mis*

Edwards for the pleasant evening they had spent in  
*edwədz fə ðə pleznt i:vniy ðei həd spent in*

their home. They said that they would never forget  
*ðə ðə houm. ðei sed ðət ðei wud neva fə'get*

the kindness that had been shown them when they  
*ðə kaindnis ðət həd bi:n foun ðəm hwen ðei*

came as strangers to their home, and they added that  
*keim əz streindʒəz tə ðə ðə houm, ənd ðei ədidi ðət*

they would write them a letter when they got back  
*ðei wud rait ðəm ə letə hwen ðei got bæk*

to their own country.  
*tə ðər oun kʌntri.*

## EXERCISE A.

Mr. Edwards said that the — English house has five rooms. He could not find his cigars —, because the maid had just been in to — his room. At last he found them on one of the —. Mr. Edwards liked a — chair to sit in when he came home from his office work. The food is — in the —, but the washing up is done in the —. Mr. and Mrs. Edwards had a son who was — to the daughter of an old friend of theirs. The daughter was not at home; she had gone to see a — with some friends. She returned later and was — to the guests by her father.

In the garden was a big — with beautiful grass. There were also many beautiful flowers, especially —. Mr. Edwards called his rose-bushes —. After they had seen the garden, they went to the — and had a look at Mr. Edwards's car. He said that it was famous for its low

WORDS:  
offer  
inside  
typical  
type  
clean  
anywhere  
arm-chair  
comfortable  
cook  
cooking  
scullery  
washing up  
upstairs  
downstairs  
married

marry  
love  
love (verb)  
rose  
rose-bush  
rosy  
beauty  
lawn  
famous  
fun  
ground  
garage  
car  
run  
cheapness  
wavy  
common  
leave  
Miss  
fifth

price and for being — to run, not only in England, but also in other countries. When at last they took their —, they thanked Mr. and Mrs. Edwards for the — evening.

#### EXERCISE B.

How many rooms did the Edwards family have downstairs, and how many upstairs? . . . How many times a week did the maid get into the study to clean the room? . . . What did Mr. Edwards offer his guests after he had shown them his study? . . . What is the scullery used for in a typical English house? . . . What did Mr. and Mrs. Edwards use the extra room for after their son had married? . . . What good did Mr. Edwards get out of his love of garden work? . . . Where did he have his roses? . . . Where were the fruit trees to be found? . . . Why did the family have such a small car now? . . . How did Mr. Edwards introduce his daughter to the guests? . . .

#### EXERCISE C.

**How to ask and answer questions with 'am, is, are, was, were, has been, have been, had been, will be' and verbs in -ed, etc.**

Is Mr. Edwards's study cleaned every day? Answer . . . Question . . .? Yes, I am often invited to my manager's home for dinner. Were the guests introduced to Mrs. Edwards? Answer . . . Question . . .? Yes, all the rooms in the house were shown to the guests. Are the lawns of English country-houses known all over the world? Answer . . . Question . . .? Yes, money for hospital

work is collected on special days. Was Storm greeted kindly by Mr. Edwards when he paid him a visit at his office? Answer . . . Question . . .? No, his friends were also invited to dinner at Mr. Edwards's house. Was William called the Conqueror before or after he came to England? Answer . . . Question . . .? Yes, Egbert became king of all England. Has England been conquered by any nation since the Battle of Hastings? Answer . . . Question . . .? No, the two other young men have not been asked to stay in England for another six months. Had the travellers been shown the inside of an English home before they were invited to dinner at Mr. and Mrs. Edwards's? Answer . . . Question . . .? No, cigars had not been offered to the guests before they entered the study. Will Storm be allowed by his manager to stay in England for another six months, do you think? Answer . . . Question . . .? Yes, the question about his stay will be decided very quickly, I think.

## THE DEPARTURE

The next few days Storm woke up every morning  
 ðə nekst ʃju: deiz slɔ:m wouk ʌp evri mɔ:nɪŋ  
 expecting a telephone call from Mr. Edwards, and at  
 iks'pektɪŋ ə telɪfoun kɔ:l frəm mistər edwədz, ənd ət  
 last, when Storm had almost given up hope, Mr. Ed-  
 la:st, hwen slɔ:m həd ə:lmoʊst givn ʌp houp, mistər ed-  
 wards called him on the telephone, "Hallo, this is  
 wədz kɔ:ld him ən ðə telɪfoun, "hə'lou, ðis ɪz  
 Edwards speaking. Is Mr. Storm there?"  
 edwədz spi:kɪŋ. ɪz mistə slɔ:m ðeə?"  
 "Just a minute, Mr. Edwards, and I will call him to  
 "dʒʌst ə minit, mistər edwədz, ənd aɪ wil kɔ:l him tə  
 the telephone," replied Brown, who had answered the  
 ðə telɪfoun," ri'plaid braun, hu: həd a:nəsəd ðə  
 telephone. Storm came to the telephone and was told  
 telɪfoun. slɔ:m keim tə ðə telɪfoun ənd wəz tould  
 some very good news. His manager had thought it was  
 sʌm veri gud nju:z. hiz mænidʒə həd þɔ:t it wəz  
 a good idea and was very pleased that one of his young  
 ə gud aɪ'dɪə ənd wəz veri pli:zd ðæt wʌn əv hiz jʌŋ  
 men should have this chance of studying English  
 men sud hæv ðis tʃa:ns əv slʌdiiŋ ɪŋglɪʃ  
 method = the way  
 to do things  
 business methods. It would be very useful for the firm  
 biznis meþədz. it wud bi: veri ju:sful ʃə ðə fə:m

to have a man whose knowledge of English was good,  
*tə hæv ə mæn hu:z nəlidʒ əv iyglif wəz gud,*

and who also had some knowledge of the English  
*ənd hu: ə:lsou hæd sʌm nəlidʒ əv ði iyglif*

method of doing business.

*meþəd əv du:iŋ biznis.*

During the last two or three days they were in London,  
*djuəriŋ ðə la:st tu: ə: þri: deiz ðei wə:r in lʌndən,*

they were very busy, because there was not much time  
*ðei wə: veri bizi, bɪ'kɔz ðeə wəz nət mʌtʃ taim*

before their departure, and there were so many things  
*bɪ'ʃ: ðeə di'pa:tʃə, ənd ðeə wə: sou meni þiŋz*

they wanted to see before they left. On the very last  
*ðei wəntid tə si: bɪ'ʃ: ðei left. ən ðə veri la:st*

day, they went out to buy some small presents for  
*ðei, ðei went aut tə bai sʌm smɔ:l preznts fə*

their relations and friends at home. Wood had promised  
*ðeə ri'leisənz ənd frendz ət houm. wud həd prɔ:mit*

his sister to bring something nice home for her. He  
*hiz sistə tə briŋ sʌmpin nais houm fə: hə:. hi:*

had not forgotten his promise, but as he was not used  
*həd nət fə'gɔ:tn hiz prɔ:mis, bʌt əz hi: wəz nət ju:st*

to buying presents for young ladies, the other three went  
*tə baiŋ preznts fə: jʌŋ leidiz, ði ʌðə þri: went*

along with him to help him. They knew Selfridge's,  
*ə'lɔŋ wið him tə help him. ðei nju: selfridʒiz,*

where they had bought sticks, handkerchiefs, and  
*hwəz ðei həd bɔ:t stiks, hæŋkətʃi:fz, ənd*

knowledge = that  
 which a man  
 knows

departure = going  
 away

relations

Father, mother,  
 sisters, brothers,  
 uncles, aunts, etc.,  
 are relations.

a saleswoman = a woman who sells things at a shop

cigarettes, so they went there again. In the part of the *sig'rets*, *sou ðei went ðear ðe'gein*. in *ðə pa:t əv ðə* shop where women's things are sold, they looked at *fɔ:p hweə wiminz piyz a: sould, ðei lukt ət* all sorts of articles, but could not decide what to buy. *ɔ:l sɔ:ts əv a:tiklz, bʌt kud nət di:said hwo:t tə bai.* At last they asked one of the young ladies to help them. *ət la:st ðei a:skt wʌn əv ðə jʌŋ leidiz tə help ðəm.* She first asked what sort of things the young lady *fi: fə:st a:skt hwo:t sɔ:t əv piyz ðə jʌŋ leidi* would be interested in. "Oh, something to wear, I *wud bi: intristid in.* "ou, *sʌmpiy tə weə, ai* should think," said Wood. "What size clothes does she *fud piyk," sed wud. "hwo:t saiz klouðz dʌz fi:* take?" Wood had no idea of the size of his sister's *teik?" wud hæd nou a:i'diə əv ðə saiz əv hiz sistəz* clothes. "Well, perhaps you can tell me whether the *klouðz. "wel, pə'hæps ju: kən tel mi: hweðə ðə* young lady is big or small, then," said the saleswoman. *jʌŋ leidi iz big ə: smɔ:l, ðen," sed ðə seilzwumən.* "She is neither big nor small; she is just like most *fi: iz naiðə big nɔ: smɔ:l; fi: iz dʒʌst laik mousl* other girls." That did not help very much to give the *ʌðə gə:lz." ðæt did not help veri mʌtʃ tə giv ðə* saleswoman an idea of Miss Wood's size, so she said, *seilzwumən ən a:i'diə əv mis wudz saiz, sou fi: sed,* "I don't think that you should buy clothes for her, if *"ai dount piyk ðæt ju: fud bai klouðz fɔ: hə:, if*

you don't know the size. She wouldn't be pleased if  
*ju: dount nou ðə saiz. fi: wudnt bi: pli:zd if*

you bought something which was either too small or  
*ju: bo:t sʌmpbiy hwitſ wəz aɪðə tu: smɔ:l ð:*

too big for her, because then she would not be able  
*tu: big fo: hə:, bɪ'kɒz ðen fi: wtd nət bi: eibl*

to wear it. But we have many other things, hand-  
*tu: weər it. bʌt wi: hæv meni ñðə þiŋz, hænd-*

bags, for example. We have some very fine leather  
*bægz, fər ig'za:mpl. wi: hæv sʌm veri fain leðə*

bags here." "What sort of leather is this?" Wood  
*bægz hɪə." "hwot sɔ:t əv leðər iz ðis?" wud*

asked, when he was shown the bags. "It is goatskin,"  
*a:skt, hwen hi: wəz foun ðə bægz. "it iz goutskin,"*

the saleswoman answered; "the bags cost only forty  
*ðə seilzwumən a:nəd; "ðə bægz kost ounli fo:ti*

shillings apiece."

*filiyz ə'pi:s."*

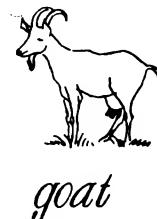
"That is quite cheap," Wood said to the others. "At  
*"ðæt iz kwail tʃi:p," wud sed tə ði ñðəz. "ðæt*

home we shouldn't be able to get bags of goatskin as  
*houm wi: fudnt bi: eibl tə get bægz əv goutskin əz*

cheap as that. Goatskin is a very fine sort of leather  
*tʃi:p əz ðæt. goutskin iz ə veri fain sɔ:t əv leðə*

and is usually very expensive. I once bought a bag  
*ənd iz ju:zueli veri iks'pensiv. ai wʌns bo:t ə bæg*

for an aunt or some other relation at home, and that  
*fər ən a:nt ə: sʌm ñðə ri'leifən ət houm, ənd ðæt*



goat

goatskin = the  
skin of goats

apiece = for each

to take leave of =  
to say good-bye to

fare == price of  
ticket

was much more expensive. Bags of this sort would  
wəz mʌts mɔ:r iks'pensiv. bægz əv ðis sɔ:t wud  
cost at least sixty shillings apiece. I think I will take  
kɔst ət li:st siksti siliŋz ə'pi:s. ai piŋk ai wil teik  
one of them."  
wʌn əv ðəm."

The hour of their departure from England had arrived.  
ði auər əv ðeə dɪ'pa:tʃə frəm iŋglənd həd ə'raivd.

The other three were sorry to take leave of Storm, for  
ði ʌðə þri: wə: sɔ:ri tə teik li:v əv stɔ:m, fə  
they had had such a lovely time together. Wood said  
ðei həd həd sʌts ə lʌvli taim tə'geðə. wud sed  
that he was jealous of his friend. "I wish I was the  
ðət hi: wəz dʒeləs əv hiz frend. "ai wiʃ ai wəz ðə  
one to stay over here for another six months," he said,  
wʌn tə stei ouvə hi: fər ə'nʌðə siks mʌnþs," hi: sed,  
"you seem to be getting all the fun. First, your firm  
"ju: si:m tə bi: getiŋ ə:l ðə fʌn. fə:st, jo: fə:m  
pays your fare to England, and the ticket from our  
peiz jo: fə:t tu iŋglənd, ənd ðə tiket frəm ouə  
home town to London is not cheap; and now they let  
həum taun tə lʌndən iz nɔt tʃi:p; ənd nau ðei let  
you stay here for another six months. I wish I  
ju: stei hi: fər ə'nʌðə siks mʌnþs. ai wiʃ ai  
worked for a firm that would have paid my fare, then  
wə:k tə ðə ðət wud həv peid mai fə:t, ðən  
I should not have had to think of the ticket!"  
ai ſud nɔt həv həd tə piŋk əv ðə tiket!"

But Storm knew that his friend was not really jealous  
 bʌt stɔ:m nju: ðət hiz frɛnd wəz nət riəli dʒeləs  
 of him, but only pleased that this chance should have  
 əv him, bʌt ounli pli:zd ðət ðis tʃa:ns ʃud həv  
 been offered him. Storm went with them to the station  
 bi:n əʃəd him. stɔ:m went wið ðəm tə ðə steiʃən  
 to wish them a pleasant trip back. On the way they  
 tə wiʃ ðəm ə pleznt trip bæk. ən ðə wei ðei  
 spoke of all the things they had seen and of the places  
 spouk əv ə:l ðə piŋk ðei həd si:n ənd əv ðə pleisiz  
 they had not yet been to.  
 ðei həd nət jet bi:n tu.

"You know," said Mr. Miller, "there are many people  
 "ju: nou," sed mistə milə, "ðeər a: meni pi:pl  
 who think that when they have seen the capital of a  
 hu: piŋk ðət hwen ðei həv si:n ðə kæpitəl əv ə  
 country, they have seen everything the country has to  
 kʌntri, ðei həv si:n evripiŋ ðə kʌntri hæz tə  
 show them. We have visited London, the capital of  
 fəu ðəm. wi: həv vizitid lʌndən, ðə kæpitəl əv  
 England, but we must not think that this is the whole  
 iŋglənd, bʌt wi: mʌst nət piŋk ðət ðis iz ðə houl  
 of England. There are many other large cities of great  
 əv iŋglənd. ðeər a: meni ʌðə la:dʒ sitiz əv greit  
 importance in England, such as Birmingham, Sheffield,  
 im'pɔ:təns in iŋglənd, sʌtʃ əz bə:mīdəm, sefi:ld,  
 Manchester, and Newcastle. All these towns are very  
 mænʃtʃɪstə, ənd nju:ka:sl. ə:l ði:z taunz a: veri

important and would be very interesting to visit. You  
*im'po:tənt ənd wud bi: veri intristiy tə vizit. ju:*  
all know why they are of such great importance?"  
*ɔ:l nou hwai ðei a:r əv sʌtʃ greit im'po:təns?"*

"Birmingham and Sheffield are famous for their metal  
*"bə:minəm ənd sefi:ld a: feiməs ʃə ðə məl*  
articles," said Wood. "We have some knives at home  
*a:tiklz," sed wud. "wi: həv səm naivz ət houm*  
made of Sheffield steel."  
*meid əv sefi:ld sti:l."*

"Yes," said Mr. Miller, "steel is a very hard metal, and  
*"jes," sed mistə milə, "sti:l iz ə veri ha:d məl, ənd*  
the best knives are always made of steel. The best  
*ðə best naivz a:r ɔ:lwəz meid əv sti:l. ðə best*  
trains, machines, bicycles, steamers, etc., are made of  
*treɪnz, mə'ʃi:nz, bə:siklz, sti:məz, ɪl'setrə, a: meid əv*  
steel. Sometimes, however, it would be too expensive  
*sti:l səmtaimz, hau'evə, it wud bi: tu: iks'pensiv*  
to use steel to make these things, so iron is used  
*to ju:z sti:l to meik ði:z piyz, sou aɪən iz ju:zd*  
instead. Steel is really iron, but iron that has been  
*insted. sti:l iz riəli aɪən, bʌt aɪən ðət həz bi:n*  
made very hard. That is the reason why steel is more  
*meid veri ha:d. ðət iz ðə ri:zn hwai sti:l iz mɔ:r*  
expensive.  
*iks'pensiv.*

"In nearly all English houses there are fire-places. In  
*"in niəli ɔ:l iŋglis hauziz ðər a: faiəpleisiz. in*

winter it is very comfortable to sit in front of the fire.  
*wintə it iz veri kʌmfortəbl tə sit in frənt əv ðə feɪə.*

The English nearly always use coal for their fires.  
*ði iŋglɪʃ nɪəli ə:lwəz ju:z koul ðə ðeər feɪəz.*

Usually, they have had more than enough coal for their  
*ju:ʒuəli, ðei həv hæd mə: ðən i'nʌf koul ðə ðeər*

own houses, trains, steamers, etc., so that they have been  
*oun haʊzɪz, treɪnz, sti:məz, i'tsetrə, sou ðət ðei həv bi:n*

able to export coal to other countries. Newcastle is a  
*eibl tu eks'pɔ:t koul tu ʌðə kʌntrɪz. nju:ka:sl iz ə*

very important coal town, from which much coal has  
*veri im'po:tənt koul taun, frəm hwɪtl̩ mʌtl̩ koul həz*

been exported to foreign countries. Newcastle, however,  
*bi:n eks'pɔ:tɪd tə fərin kʌntrɪz. nju:ka:sl, hau'evə,*

is also a very important town for the building of ships.  
*iz ə:lsoʊə veri im'po:tənt taun ðə bɪldɪŋ əv sɪps.*

Manchester, as you will all remember, is famous for  
*mæntʃɪstə, əz ju: wil ə:l rɪ'membə, iz feɪməs fər*

its cotton articles, and many things made of cotton are  
*its kətn a:tiklz, ənd meni piːz meɪd əv kətn a:r*

exported to the whole world. In our shops at home it  
*eks'pɔ:tɪd tə ðə houl wə:ld. in aʊəʃɔps ət houm it*

is also possible to buy cotton articles made in Man-  
*iz ə:lsoʊ ɒsəbl tə bai kətn a:tiklz meɪd in mæn-*

chester. You will all understand, then, that there is  
*tʃɪstə. ju: wil ə:l ʌndə'stænd, ðen, ðət ðeər iz*

much more to be seen in England. But we have been  
*mʌtl̩ mə: tə bi: si:n in iŋglənd. bʌt wi: həv bi:n*

to export = to sell  
 to a foreign country

to remember (here)  
= to mention

busy every second of our visit, and I think it is the  
*bizi evri sekənd əv auə vizit, ənd ai piyk it iz ðə*  
hope of all of us to be able to return to England some  
*houp əv ə:l əv ʌs tə bi: eibl tə ri:tə:n tə iyg'lənd səm*  
other time. Now I see that it is time for the train  
*ʌðə taim. nau ai si: ðət it iz taim fə ðə trein*  
to start, so we shall have to say good-bye to Storm.”  
*tə sta:t, sou wi: fəl hæv tə sei gud'bai tə stɔ:m.*  
They shouted together, “Good-bye, Storm!”  
*ðei fautid tə'gedə: "gud'bai, stɔ:m!"*

Storm: “Good-bye, a pleasant trip, and remember me  
*stɔ:m: "gud'bai, ə pleznt trip, ənd ri'membə mi:*  
to your families at home!”  
*tə jə: fæmiliz ət houm!"*

Storm waved to his friends as long as he could see  
*stɔ:m weivd tə hiz frendz əz lɔy əz hi: kud si:*  
them. Then he left the station with mixed feelings.  
*ðəm. ðen hi: left ðə steiʃən wið mikst fi:liyz.*  
He was sorry that his friends had gone, and yet at  
*hi: wəz sori ðət hiz frendz həd gon, ənd jet ət*  
the same time he was very happy to be able to stay  
*ðə seim taim hi: wəz veri hæpi tə bi: eibl tə stei*  
on for some time in England. He returned slowly to  
*ən fə səm taim in iyg'lənd. hi: ri:tə:nd slouli tə*  
the hotel, thinking of his friends and of his relations  
*ðə hou'tel, piykiy əv hiz frendz ənd əv hiz ri'leifənz*  
at home.  
*ət houm.*

## EXERCISE A.

Mr. Edwards called Storm on the — to tell him some good news. On the day of their — from London, they went out to buy some presents for their friends and — at home, and especially for Wood's sister. Wood had — her some nice present. When the saleswoman asked what — of thing he wanted, he said that something to — would be best; but as he did not know what — — his sister took, he decided to buy a bag of — for her. Goatskin is a very fine sort of — which is usually very expensive. The bags which she showed him cost forty shillings —.

Many people think that when they have seen the — of a country, they have seen the — country, but England has many other big towns of great —. The best knives are made of —, because steel is such a hard —. Steel is really — which has been made hard.

## EXERCISE B.

Why was Storm's manager pleased that Storm had been offered a position in the London branch of the firm? . . . What was the promise that Wood had made to his sister? . . . What did he buy for her? . . . Why did Wood say that he was jealous of Storm? . . . What is the capital of England? . . . What English towns do you know that are famous for their metal articles? . . . What is steel? . . . What do the English mostly use for their fires? . . . What is exported from Newcastle? . . . What is Manchester famous for? . . . Did Storm take leave of his friends at the hotel? . . . What was the last thing that Storm said to his friends before the train left? . . .

WORDS:  
 telephone  
 call  
 hope  
 departure  
 relation  
 promise (verb)  
 promise  
 sort  
 size  
 saleswoman  
 hand-bag  
 leather  
 goat  
 goatskin  
 skin  
 apiece  
 jealous  
fare  
 capital  
 importance  
 metal  
 steel  
 iron  
 coal  
 export  
 knowledge  
 method  
 hard  
 remember

EXERCISE C.

How to ask and answer questions with 'must'  
or 'have to'.

Must Mrs. Miller always stay at home? Answer . . . Question . . .? Yes, when you go to England, you must pay duty on such things as wine or silk. Do you have to show your passports to get into England? Answer . . . Question . . .? Yes, you have to cross the sea to get to England. Did the young men have to do much work at their studies before they went to England? Answer . . . Question . . .? No, Storm did not have to pay his own fare. Has Wood had to take extra work in the evenings to get money for the trip? Answer . . . Question . . .? No, Mrs. Miller has not had to stay at home every time Mr. Miller has been to England; only this year, because their son is so small. Will Storm have to return home with his friends? Answer . . . Question . . .? Yes, the others will have to go back when their holidays are over. Would Wood have had to stay at home if he had not got a rise? Answer . . . Question . . .? No, if her son had been older, Mrs. Miller would not have had to stay at home. Must English children go to school when they are four years old? Answer . . . Question . . .? No, English children do not have to go to school after they are fifteen years old. Must all French children learn English at school? Answer . . . Question . . .? No, not all children have to write with pens and ink at school; the small children write with pencils.

## THE FIRST DAY AT THE OFFICE

The morning after the departure of his friends, Storm  
 ðə mɔ:nɪŋ ə:ʃtə ðə dɪ'pa:tʃər əv hɪz f'rendz, stɔ:m

went by bus to his new office, where he was at once  
 went bai bʌs tə hɪz nju: əfɪs, hweə hi: wəz ət wʌns

taken in to see the manager. "Good morning, sir,"  
 teɪkn in tə si: ðə mænidʒə. "gud mɔ:nɪŋ, sə:,"

Storm said as he entered the manager's office: "It is  
 stɔ:m sed əz hi: entəd ðə mænidʒəz əfɪs. "it iz

really a great pleasure to me to start working here."  
 rɪəli ə grɛit pleʒə tə mi: tə sta:t wə:kɪŋ hɪz."

It is a great pleasure to me =  
 I am very pleased.

"Good morning, Storm," answered the manager, "it is  
 "gud mɔ:nɪŋ, stɔ:m," a:nəd ðə mænidʒə, "it iz

also a pleasure to us to have you work for us." "I am  
 ə:lsoʊ ə pleʒə tu ʌs tə hæv ju: wə:k fər ʌs." "ai əm

remain = stay

not only pleased to start here, but I am glad to remain  
 nət ounli pli:zd tə sta:t hɪz, bət ai əm glæd tə ri'mein

in London. There are still so many things that I wish  
 in lʌndən. ðəə stil sou meni ɒɪŋz ðət ai wɪʃ

to see, and now that I am going to remain here for  
 tə si:, ənd nau ðət ai əm gouɪŋ tə ri'mein hɪz fər

another five or six months, it will be possible for me to  
 ə'nʌðə faɪv ə siks mʌnþs, it wil bi: posəbl fə mi: tə

see them all," Storm continued. "I think you said it  
 si: ðəm ə:l," stɔ:m kən'tinju:d. "ai ɒɪŋk ju: sed it

was your first visit to a foreign country. Don't you  
*wəz ʃɔ:st vɪzɪt tə ə fɔ:ri:n kʌntri. dəʊnt ju:*  
think that you will miss many things that you were  
*þɪŋk ðət ju: wɪl mɪs məni þɪŋz ðət ju: wə:*  
used to at home?" asked the manager. "Yes," said  
*ju:st tə ət houm?" ə:skt ðə mænidʒə. "jɛs," sed*  
Storm, "there are some things at home that I shall  
*stɔ:m, "ðɛə səm þɪŋz ət houm ðət ai ʃəl*  
miss in England. There will, perhaps, also be things  
*mis ɪn ɪŋglənd. ðət wɪl, pə'hæps, ɔ:lsou bi: þɪŋz*  
that will seem strange to me, because they are different  
*ðət wɪl sɪ:m streɪndʒ tə mi:, bɪ'kɒz ðei a: dɪ/rənt*  
from what I am used to. But it will be very interesting  
*frəm hwət aɪ əm ju:st tu. bət ït wɪl bi: vəri ɪntrɪstɪŋ*  
to see things that are different, things that are strange  
*tə sɪ: þɪŋz ðət a: dɪ/rənt, þɪŋz ðət a: streɪndʒ*  
to me."  
*tə mi:."*

matter = thing

receive = get

before receiving  
(here) = before  
you receive

"There is another matter that I should like to mention,"  
*"ðəz ə'nʌðə mætə ðət aɪ səd laɪk tə mənsən,"*  
said the manager. "You will not receive your salary  
*sed ðə mænidʒə. "ju: wɪl nət rɪ'si:v ʃɔ: sələri*  
until the end of the month. If you have to wait four  
*ʌn'tɪl ði end əv ðə mʌnþ. iʃ ju: hæv tə weɪt ʃɔ:*  
weeks before receiving any money, will you have  
*wi:ks bɪʃɔ: rɪ'si:vɪŋ eni mʌni, wɪl ju: hæv*  
enough?" "No," said Storm, "I must find a room, and  
*i'nʌf?" "nəʊ," sed stɔ:m, "ai məst faind ə ru:m, ənd*

it will be necessary to pay for it in advance when I  
*it wil bi: nesisəri tə pei fər it in əd'va:ns hwen ai*  
 take it." "There will be other things, too," said the  
*teik it.*" "ðeə wil bi: ʌðə þiŋz, tu:," sed ðə  
 manager, "so it will be necessary for you to have some  
*mænidʒə, "sou it wil bi: nesisəri fər ju: tə hæv səm*  
 money. If you like, you may have part of your salary  
*mʌni. if ju: laik, ju: mei hæv pa:t əv jo: sæləri*  
 in advance, and you might just as well have the money  
*in əd'va:ns, ənd ju: mait dʒʌst əz wel hæv ðə mʌni*  
 now." "It is very kind of you, sir, to make me this offer.  
*nau.*" "it iz veri kaind əv ju:, sə:, tə meik mi: ðis əfə.  
 I shall be very glad to accept it. I never had much  
*ai fəl bi: veri glæd tu ək'sept it. ai nevə hæd mʌlf*  
 money, and after a fortnight's holiday one hasn't got  
*mʌni, ənd a:ftər ə fɔ:tñaits həlidi wʌn hæznt ət*  
 very much money."  
*veri mʌlf mʌni.*"

The manager laughed, saying, "I can very well under-  
 ðə mænidʒə la:ft, seiŋ, "ai kən véri wel ʌndə-  
 stand that you haven't got very much money after a  
*'stʌnd ðət ju: hævnt ət veri mʌlf mʌni a:ftər ə*  
 fortnight's holiday. I am glad that you will accept my  
*fɔ:tñaits həlidi. ai əm glæd ðət ju: wil ək'sept mai*  
 offer. And while we are speaking of this matter, you  
*əfə. ənd hwail wi: a: spi:kɪŋ əv ðis mætə, ju:*  
 had better tell me how much money you require."  
*həd betə tel mi: hau mʌlf mʌni ju: ri'kwaɪə.*"

accept = agree  
 to take

require = need

send for = send a person to call

six feet = 1.83 metres (one foot = 12 inches = 0.305 metre)

Storm said that he didn't know the prices in England  
*stɔ:m sed ðət hi: didnt nou ðə praisiz in iŋglənd*  
yet, so that it was a little difficult for him to say how  
*jet, sou ðət it wəz ə litt dɪfɪkəlt fə him tə sei hau*  
much he would require. At last, however, they agreed  
*mʌtʃ hi: wəd rɪ'kwaɪə. ət la:st, hau'evə, ðei ə'gri:d*  
to make the advance ten pounds.  
*tə meik ði əd've:ns ten paundz.*

The manager now sent for a young Englishman by the  
*ðə mænidʒə nau sent fər ə jʌŋ iŋglɪʃmən bai ðə*  
name of Marshall and asked him to introduce Storm  
*neɪm əv ma:fəl ənd a:skt him tu intrədju:s stɔ:m*  
to everybody in the office, and also to tell him about  
*tu evribodi in ði ə:ʃɪs, ənd ə:lsou tə tel him ə'baut*  
his work. Storm was six feet tall, and he noticed that  
*hiz wə:k. stɔ:m wəz siks fi:t tɔ:l, ənd hi: noutist ðət*  
the Englishman was also about six feet tall, so that the  
*ði iŋglɪʃmən wəz ə:lsou ə'baut siks fi:t tɔ:l, sou ðət ðə*  
two young men were of about the same height. Many  
*tu: jʌŋ men wə:r əv ə'baut ðə seim hait. meni*  
Englishmen are tall; their height is greater than that  
*iŋglɪʃmən a: tɔ:l; ðeə hait iz greɪtə ðən ðæt*  
of people in many foreign countries. Marshall said that  
*əv pi:pl in meni fərin kʌntrɪz. ma:fəl sed ðət*  
he would lead the way, and he went in front, telling  
*hi: wəd li:d ðə wei, ənd hi: went in frənt, teliŋ*  
Storm to follow him. "All right," replied Storm, "if  
*stɔ:m tə fəlou him. ə:l rait," rɪ'plaɪd stɔ:m, "if*

you will lead, I will follow you."

*ju: wil li:d, ai wil fə'lou ju:."*

Marshall asked Storm how long he had worked for

*ma:fəl a:skt stə:m hau ləy hi: həd wə:kt fə*

the firm at home and learnt that he had worked for

*ðə fə:m ət houm ənd lə:nt ðət hi: həd wə:kt fə*

the firm for five years, so that he had had five years'

*ðə fə:m fə fəiv jiəz, sou ðət hi: həd həd fəiv jiəz*

experience. "I have only worked for the firm for four

*iks'piəriəns. "ai həv ounli wə:kt fə ðə fə:m fə: fə:*

years," Marshall said. "I have less experience than

*jiəz," ma:fəl sed. "ai həv les iks'piəriəns ðən*

you. How long have you been learning English?"

*ju:. hau ləy həv ju: bi:n lə:niŋ iŋglif?"*

"About nine months," said Storm, "but although I can

*"ə'baut nain mʌnþs," sed stə:m, "bət ə:l'ðou ai kən*

say many things, I can't express myself as well as I

*sei meni piŋz, ai ka:nt iks'pres mai'self əz wel əz ai*

should like to. But now I shall get as much practice and

*fəd laik tu. bət nau ai fə'l get əz mʌtʃ præktils ənd*

experience in speaking your language as I could wish."

*iks'piəriəns in spi:kiŋ ʃə: ləŋgwidʒ əz ai kəd wif."*

"You express yourself quite well in English, and as you

*"ju: iks'pres ʃə:'self kwait wel in iŋglif, ənd əz ju:*

will be speaking nothing but English from now on,

*wil bi: spi:kiŋ nʌŋpiŋ bət iŋglif frəm nau ən,*

you will soon get great practice in expressing yourself.

*ju: wil su:n get greit præktils in iks'presiŋ ʃə:'self.*

lead the way = go  
in front and show  
the way

He **leads**, he **led**,  
he has **led**  
[li:dz, led, led].

pronounce a word  
= say a word as  
it should be said

suppose = think



*tongue*

so far = until now

Do you find that English words are difficult to  
*du: ju: faind ðət iŋglɪʃ wə:dz ə: dɪfɪkəlt tə*  
 pronounce?" "Sometimes," Storm answered, "your  
*prə'nauns?" "sʌmtaɪmz," stɔ:m ə:nəsəd,* "jə:  
 words are difficult for my tongue to pronounce, but I  
*wə:dz ə: dɪfɪkəlt fə mai tʌŋ tə prə'nauns, bət ai*  
 suppose that after a time my mouth and my tongue  
*sə'pouz ðət a:ftər ə taim mai maʊθ ənd mai tʌŋ*  
 will get used to the English pronunciation." "Yes, I  
*wil get ju:st tə ði iŋglɪʃ prənʌnsi'eifən."* "jes, ai  
 suppose they will. I am quite sure that the pronunci-  
*sə'pouz ðei wil. ai əm kwail suə ðət ðə prənʌnsi-*  
 ation of the words in your language would be very  
*'eifən əv ðə wə:dz ɪn jə: læggwidʒ wəd bi: veri*  
 difficult to me at first. The manager told me this is  
*dɪfɪkəlt tə mi: ət fə:st. ðə mænidʒə tould mi: ðis ɪz*  
 your first visit to England. Do you like what you have  
*jə: fə:st vizit tu iŋglənd. du: ju: laik hwət ju: həv*  
 seen of England?"  
*si:n əv iŋglənd?"*

Storm told him that so far he had enjoyed his stay  
*stɔ:m tould him ðət sou fə: hi: həd in'dʒɔɪd hɪz stei*  
 in England very much, and that although he had  
*in iŋglənd veri mʌtʃ, ənd ðət o:l'dou hi: həd*  
 learned about England at school, he was glad to see for  
*lənd ə'baut iŋglənd ət sku:l, hi: wəz glæd tə si: fə*  
 himself what the country was really like. He said that  
*him'self hwət ðə kʌntri wəz riəli laik. hi: sed ðət*

the things you read about a foreign country are not  
 ðə piyz ju: ri:d ə'baut ə forin kʌntri ə: nɔt  
 always the real facts. If you want to know what another  
 ə:lwəz ðə riəl fækts. if ju: wɔnt tə nou hwot ə'nʌðə  
 country is like, it is necessary for you to visit it your-  
 kʌntri iz laik, it iz nesisəri ʃə ju: tə vizit it jɔ:-  
 self. It is a fact that books do not always give you the  
 'self. it iz ə fækts ðət buks du: nɔt ə:lwəz giv ju: ðə  
 right impression.  
 rait im'preʃən.

The firm was divided into five different departments,  
 ðə ʃə:m wəz di'veidid intə faiv dɪ'frənt dɪ'pa:tments,  
 each with its own work to take care of. In order that  
 i:ts wið its oun wə:k tə leik keər əv. in ə:də ðət  
 in order that =  
 so that

Storm might see everything, Marshall took him round  
 stɔ:m maɪt si: evriþy, ma:fəl tuk him raund  
 to each of the five departments of the firm. "It is my  
 tu i:ts əv ðə faiv dɪ'pa:tments əv ðə ʃə:m. "it iz mai  
 experience," said Marshall, "that the men in the  
 iks'piəriəns," sed ma:fəl, "ðət ðə men in ðə  
 different departments all think that the work they take  
 dɪ'frənt dɪ'pa:tments ə:l piyk ðət ðə wə:k ðei leik  
 care of is the most important. I think you will have  
 keər əv iz ðə moust im'po:tənt. ai piyk ju: wil hæv  
 the same experience. We'll begin by going to the  
 ðə seim iks'piəriəns. wi:l bɪ'gin bai gouin tə ðə  
 factory where the different goods are made." Marshall  
 fækłəri hwæə ðə dɪ'frənt gudz a: meid." ma:fəl



later on = later

Scotchman = Scot

led the way to the factory, and one of the men working  
*led ðə wei tə ðə fæktr̩i, ənd wʌn əv ðə men wə:kɪŋ*  
 there explained to Storm that this was the place where  
*ðə iks'pleind tə stɔ:m ðət ðis wəz ðə pleis hweə*  
 the goods were made. "We produce the goods, that is,  
*ðə gudz wə: meid. "wi: prə'dju:s ðə gudz, ðət iz,*  
 we make the goods here. The other departments may  
*wi: meik ðə gudz hiə. ði ʌðə di'pa:tmənts mei*  
 be useful, but remember that we produce the things."  
*bi: ju:s/ful, bət rɪ'membə ðət wi: prə'dju:s ðə þiŋz."*  
 Later on, they went into the department where the  
*leɪtər ən, ðei went intə ðə di'pa:tmənt hweə ðə*  
 books were kept. Here they were told the same thing  
*buks wə: kept. hiə ðei wə: tould ðə seim þiŋ*  
 as in the factory: the department that keeps the books  
*əz in ðə fæktr̩i: ðə di'pa:tmənt ðət ki:ps ðə buks*  
 and gets the money for the goods that have been  
*ənd gets ðə məni ðə ðə gudz ðət həv bi:n*  
 produced and sold, must be the most important. The  
*prə'dju:st ənd sould, məst bi: ðə moust im'pɔ:tənt. ðə*  
 man to whom they spoke in this department told Storm  
*mæn tə hu:m ðei spouk in ðis di'pa:tmənt tould stɔ:m*  
 that he was a Scot and not an Englishman. He showed  
*ðət hi: wəz ə skot ənd not ən iŋglɪsmən. hi: soud*  
 Marshall a big book, saying to him, "Everybody that  
*ma:fəl ə big buk, seiŋ tə him, "evrɪbədɪ ðət*  
 buys from us has an account in this book, in order that  
*baiz frəm ʌs həz ən ə'kaunt in ðis buk, in ə:ðə ðət*

we may know how much money he owes us, that is, *wi: mei nou hau mʌts mʌni hi: ouz ʌs, ðæt iz,*

how much money he has to pay us. You can see that *hau mʌts mʌni hi: hæz tə pei ʌs. ju: kən si: ðət*

there are hundreds of accounts in this book, and I am *ðəz hʌndrədz əv ə'kaunts in ðis buk, ənd ai əm*

sure you'll agree that it is very important to collect *ʃuə ju:l ə'gri: ðət it iz veri im'po:tənt tə kə'lekt*

the money that people owe us as quickly as possible. *ðə mʌni ðət pi:pl ou ʌs əz kwikli əz pəsəbl.*

That is my work. I am a book-keeper, and I take care *ðæt iz mai wə:k. ai əm ə bukki:pə, ənd ai teik kər*

of the book-keeping." Marshall told Storm that the *əv ðə bukki:piŋ. ma:fəl tould stə:m ðət ðə*

London branch of the firm had been established in the *lʌndən bra:nf əv ðə fə:m həd bi:n i'stæbliʃt in ðə*

year 1909, and that this Scotchman, or Scot as *jɪənənti:n ou nain, ənd ðət ðis skɔ:tʃmən, ə: skɔ:t əz*

he called himself, had started working for the firm in *hi: kɔ:ld him'self, həd sta:tid wə:kiŋ fə ðə fə:m in*

the same year; he had worked for it ever since it was *ðə seim jɪə; hi: həd wə:kt fər it evə sins it wəz*

established. Storm asked Marshall what a man who *is'tæbliʃt. stə:m a:skt ma:fəl hwət ə mæn hu:*

works in an office is called, and learned that he is *wə:ks in ən əfɪs iz kɔ:ld, ənd lə:nd ðət hi: iz*

called a clerk. "You and I are clerks, then," said Storm. *kɔ:ld ə kla:k. "ju: ənd ai a: kla:ks, ðən," sed stə:m.*

collect money =  
ask for and get  
the money people  
owe one

post = mail

"I have never heard the word 'clerk' before."  
"ai həv nevə hə:d ðə wə:d 'kla:k' bɪ'fɔ:."

After visiting the other departments, they went to their *a:ʃə vizitiŋ ði ʌðə dɪ'pa:tmənts*, *ðei went tə ðəər own, ðə kɔris'pəndəns dɪ'pa:tmənt. ma:fəl nau tould Storm* about his work. "We receive all the foreign post, *stɔ:m ə'baut hiz wə:k. "wi: ri'si:v ɔ:l ðə fərin poust, or foreign mail as we usually call it," he said, "and ɔ: fərin meil əz wi: ju:zəuли kɔ:l it," hi: sed, "ənd first of all we open the letters, after which we take ʃə:st əv ɔ:l wi: oupən ðə letəz, a:ʃtə hwitʃ wi: teik them to the different departments in order to get the ðəm tə ðə difrənt dɪ'pa:tmənts in ɔ:də tə get ði answers. When you open the letters, there is a very a:nsəz. hwen ju: oupən ðə letəz, ðəz ə veri good chance of getting some foreign stamps if you're gud tʃa:ns əv getiŋ səm fərin slæmps if ju:ər interested in collecting stamps. Later in the day, we intristid in kə'lektiŋ slæmps. leitər in ðə dei, wi: have to see that all the foreign letters are written and həv tə si: ðət ɔ:l ðə fərin letəz a: rɪtn ənd the mail sent off. These are the matters that we attend ðə meil sent ɔ:ʃ. ði:z a: ðə mæləz ðət wi: ə'tend to in this department. You may be sure that it is quite tu in ðis dɪ'pa:tmənt. ju: mei bi: fuə ðət it iz kwail enough to attend to, for the foreign mail is very big." i'nʌʃ tu ə'tend tu, ðə ðə fərin meil iz veri big."*

attend to = take care of

"Thank you very much for all the useful information  
 "þæk ju: veri mæts fər ɔ:l ðə ju:sful infə'meisən  
 you have given me," said Storm. "If I want any more  
 ju: həv givn mi:," sed stɔ:m. "if ai wont eni mɔ:r  
 information about my work or other things here, I  
 infə'meisən ə'baut mai wə:k ɔ:r ʌðə þiŋz hiə, ai  
 hope I may come to you for it."  
 houp ai mei kʌm tə ju: fər it."

## EXERCISE A.

It was a — to Storm to be able to — in London for another six months, although he might — his family. The manager made him the — that he might — part of his salary in —. He — the offer, because he had not very much —, but he had not had — enough with prices in England to know how much money he would —. Storm — that he and Marshall were of the same —; they were both six —. In — that Storm might learn to — himself well in English and to — the words right, he would require a lot of —. His — must get used to the English —. A — is a man who — the books of a firm and takes — of the many hundreds of — which show how much money people — the firm. Marshall — the way to the different — of the firm, and Storm — him from one department to another. Every — in the office and every man in the — where the — were produced, thought that the work he — to was the most important. Marshall gave Storm the — that his work would be to receive and take care of the foreign —. Storm — that he might come to Marshall

WORDS:  
 pleasure  
 remain  
 miss  
 offer  
 receive  
 advance  
 in advance  
 accept  
 experience  
 require  
 strange  
 height  
 foot  
 in order  
 express  
 pronounce  
 pronunciation  
 practice  
 tongue

book-keeper  
book-keeping  
keep books  
care  
account  
owe  
lead  
led  
department  
follow  
clerk  
factory  
goods  
produce  
attend to  
information  
post  
suppose  
matter  
establish  
fact  
Scotchman  
collect  
mail  
later on  
learn

if there were other — that he wanted information about. The firm had been — in the year 1909. It is a — that book-keepers think that their work, —, is the most important. The book-keeper of the firm was a —.

#### EXERCISE B.

Write about your holidays last summer or some other year. The exercise should have a length of 200—300 words. Tell us when you had your holidays, whether you went away from home during the holidays, how you travelled, where you went, what you did, and anything else that you remember. Use your own words as well as you can. If you cannot always remember the right words, try to explain what you mean in some other way.

#### EXERCISE C. GRAMMAR.

*If you have started the study of "English by the Nature Method" only in order to be able to speak to and understand an Englishman as well as to read a newspaper or a good book in the English language, you need not work at this exercise. But if you want to go on with the study of English after you have finished reading these chapters, for example, in order to become a teacher of English, or because you are interested in the language itself, it will be necessary for you to go through Exercise C. It tells you something about the different sorts of words of which the English language is made up, and how to use them, in other words, it teaches you English grammar in English.*

Language is made up of words. When we speak, we put the words together into sentences [*sentənsiz*]. Man, woman, teacher, always, are words. "He is a good man", is a sentence [*sentəns*]; the words: he, is, a, good, man, have been put together to make a sentence. Grammar [*græmə*] teaches us how to use the different words of a language and how to make sentences of them. We are now going to have some short exercises in English grammar.

The names of the things or the people that we speak about in our sentences are called nouns [*naun:*]. Man is a noun [*naun*], woman is a noun, Storm is a noun, London is a noun. Here are some more nouns: boy, cow, ice, book, train, paper, day, month, year, office, firm, teacher, experience, fact, department. These are all nouns, that is, they are names of people or of things that we can tell something about.

When a noun tells us of one thing or one person only, we call it a singular [*siyŋjulə*] noun, or we say that the noun is in the singular. Man, woman, boy, book, horse, are all singular nouns. Only one man, one woman, etc., is mentioned.

When a noun tells us of two or more things or persons, we call it a plural [*pljuərl*] noun, or we say that the word is in the plural. Men, women, boys, books, horses, are all in the plural; they are plural nouns, because they mention more than one man, more than one woman, etc. Most English nouns add -s in the plural, for instance: girl, house, room, tree, person, animal.

When we speak of more than one of these, we say: girls, houses, rooms, trees, persons, animals.

Some English nouns, however, have no -s in the plural, for instance: man, woman, child. The plurals of these three nouns are: men, women, children. We are going to hear more about this in the next chapter.

**Questions:**

What are sentences made of? . . . What do we call the sort of words which give the names of the things or the people that we speak of? . . . Write some examples of such words. . . . What do we call a noun which tells us of only one thing or one person? . . . Write a few examples of such nouns. . . . Explain what a plural noun is. . . . How can you tell whether a noun is in the singular or in the plural? . . . Do you know any English nouns that do not end in -s in the plural? . . .

## A KIND OFFER

Marshall now showed Storm the desk at which he was

*ma:fəl nau foud stɔ:m ðə desk ət hwilf hi: wəz*

to sit when working. At both sides of the desk there

*tə sit hwen wə:kɪg. ət bouþ saidz əv ðə desk ðəə*

were four or five drawers. "We keep a good supply of

*wə: fɔ:r ə faiv drɔ:əz. "wi: ki:p ə gud sə'plai əv*

paper, ink, pens, pencils, etc., in the drawers. Then it

*peipə, iŋk, penz, penslz, ɪl'setra, in ðə drɔ:əz. ðen it*

is unnecessary to go out and buy things of that sort

*iz ʌn'nesiəri tə gou aut ənd bai þɪŋz əv ðæt sɔ:t*

every day. You see, for instance, the supply of pencils

*evri dei. ju: si:, fər instəns, ðə sə'plai əv penslz*

in this drawer; that will last for three months and

*in ðis drɔ:ə; ðæt wil la:st fə pri: mʌnp̩s ənd*

means that we shall not have to buy any more pencils

*mi:nz ðæt wi: fəl nət hæv tə bai eni mɔ: penslz*

for a long time. In the same way, the paper supply will

*fər ə lɔ:y taim. in ðə seim wei, ðə peipə sə'plai wil*

last for one month. We use a lot of thin paper for

*la:st fə wʌn mʌnp̩. wi: ju:z ə lot əv þin peipə fə*

copies, as we take a copy of every letter that we write.

*kɔpiz, əz wi: teik ə kɔpi əv evri letə ðæt wi: rait.*

Sometimes we even take several copies of a letter when

*sʌmtaimz wi: i:vən teik sevrl̩ kɔpiz əv ə letə hwen*

desk = writing  
table

it is a very important one."

*it iz ə veri im'po:tənt wʌn.*"

"You noticed," Marshall continued, "that when we  
*"ju: noutist," ma:fəl kən'tinju:d, "ðət hwen wi:*  
visited the different departments to see how the work  
*vizitid ðə difrənt dɪ'pa:tments tə si: hau ðə wə:k*  
was organised, we went from one floor to another by  
*wəz ə:gənaizd, wi: went frəm wʌn flɔ: tu ə'nʌðə bai*  
the stairs. Instead we might have used the lift, which  
*ðə steez. in'sted wi: mait həv ju:zd ðə lift, hwitʃ*  
goes all the way from the ground floor to the top floor  
*gouz ə:l ðə wei frəm ðə graund flɔ: tə ðə top flɔ:*  
and stops at all floors. There is one lift for persons,  
*ənd stops ət ə:l flɔ:z. ðəz wʌn lift ʃə pə:snz,*  
and another lift for goods. The lift that is used for  
*ənd ə'nʌðə lift ʃə gudz. ðə lift ðət iz ju:zd ʃə*  
goods can easily lift as many pounds as the weight of  
*gudz kən i:zili lift əz meni paundz əz ðə weit əv*  
twenty big men. The one for persons is smaller; it  
*twenti big men. ðə wʌn ʃə pə:snz iz smɔ:lə; it*  
takes three persons at a time." "Fine!" Storm said,  
*teiks pri: pə:snz ət ə taim." "fain!" slɔ:m sed,*  
"if I have to go up to the fourth floor, you may be  
*"if ai həv tə gou ʌp tə ðə ʃɔ:p flɔ:, ju: mei bi:*  
sure that I shall take the lift. Now that I have seen  
*ʃuə ðət ai fəl teik ðə lift. nau ðət ai həv si:n*  
all the different departments, I must say that I am  
*ə:l ðə difrənt di pa:tments, ai məst sei ðət ai əm*

really surprised at the size of this branch of the firm.  
*ri:li sə'praɪzd ət ðə saɪz əv ðis bra:nʃ əv ðə fɜ:m.*

Everything is bigger than I expected it to be." "One  
*evrɪpiŋ iz bɪgə ðən aɪ ɪks'pektɪd ɪt tə bi:.*" "wʌn

reason for this," said Marshall, "is that the manager  
*ri:zn ðɪs, " sed ma:fəl, "iz ðət ðə mænidʒər*

is a very good business man. All the departments work  
*iz ə veri gud biznis mæn. ə:l ðə dɪ'pa:tmentz wə:k*

well together, even in the smallest things. All the work  
*wel tə'geðə, i:vən ɪn ðə smɔ:lst þɪŋz. ə:l ðə wə:k*

of the firm is very well organised. I don't think I ever  
*əv ðə fə:m iz veri wel ə:gənaɪzd. aɪ dount þɪŋk aɪ evə*

saw a firm with more system and organisation in its  
*so: ə fə:m wið mɔ: sistim ənd ə:gənai'zeɪʃən ɪn ðɪs*

work, but then I haven't seen a great many yet. But  
*wə:k, bə:t ðən aɪ hævnt sɪ:n ə greɪt meni jet. bə:t*

to speak of something quite different: Where are you  
*to spi:k əv sʌmpiy kwait dɪfrənt: hweər a: ju:*

staying?" "I have been staying at a hotel in Blooms-  
*steiŋ?" "ai hæv bi:n steiŋ ət ə hou'tel ɪn blu:mz-*

bury," answered Storm, "but I shall have to find some-  
*bəri," a:nəd stə:m, "bə:t aɪ fəl hæv tə faind səm-*

thing cheaper." "The manager told me that he thought  
*þɪŋ tʃi:pə." "ðə mænidʒə tould mi: ðət hi: þɔ:t*

you would be wanting a room, and I have an offer to  
*ju: wə:d bi: wəntiŋ ə ru:m, ənd aɪ hæv ən əfə tə*

make you. We have a bedroom at home which we never  
*meik ju:. wi: hæv ə bedrum ət houm hwɪtʃ wi: nevə*

use. It was my sister's, but she is married now. Would  
*ju:z. it wəz mai sistəz, bət fi: iz mərid nau. wəd*  
you like to come and live with us? I live alone with  
*ju: laik tə kʌm ənd liv wið əs? ai liv ə'loun wið*  
my parents, as all my brothers and sisters are married,  
*mai pərənts, əz ə:l mai brʌðəz ənd sistəz a: mərid,*  
and I should be glad to have some company." "Thank  
*ənd ai fəd bi: glæd tə hæv səm kʌmpəni." "pæŋk*  
you very much, it is very kind of you. I shall be glad  
*ju: veri mʌtʃ, it iz veri kaind əv ju:. ai fəl bi: glæd*  
to accept your kind offer, especially as it will mean  
*tu ək'sept ʃɔ: kaind əʃə, i'speʃəli əz it wil mi:n*  
that I shall have pleasant company."  
*ðət ai fəl hæv pleznt kʌmpəni."*

"I think it will be an advantage for you to live with  
*"ai piŋk it wil bi: ən əd've:ntidʒ ʃə ju: tə liv wið*  
us," said Marshall. "There are many things you will  
*əs," sed ma:fəl. "ðəə meni piŋz ju: wil*  
want to see, and I might be your guide and show you  
*wənt tə si:, ənd ai mait bi: ʃɔ: gaid ənd sou ju:*  
the most interesting things." "Thank you, it would be  
*ðə moust intristig piŋz." "pæŋk ju:, it wəd bi:*  
fine to have you as a guide to show me the town." "As  
*fain tə hæv ju: əz ə gaid tə sou mi: ðə taun." "əz*  
soon as we finish at the office this afternoon, we can  
*su:n əz wi: finis ət ði əfis ðis a:ʃtə'nu:n, wi: kən*  
go to your hotel and pay the bill and then go straight  
*gou tə ʃɔ: hou'tel ənd pei ðə bil ənd ðen gou streit*

down to my home. Have you got many bags?" "No,"  
*dau* *t* *mai* *houm*. *h* *ev* *ju*: *g* *ot* *meni* *bægz?*" "nou,"

said Storm, "I have only one bag, and there are so  
*sed* *st* *o:m*, "ai *h* *ev* *ounli* *w* *an* *bæg*, *ənd* *ð* *ə* *sou*

few things in it that it is not heavy to carry. I am glad  
*fju*: *p* *iyz* *in* *it* *ð* *ət* *it* *iz* *n* *ot* *hevi* *t* *ə* *k* *eri*. ai *əm* *glæd*

of this, for the weather is very hot, and it would not be  
*əv* *ð* *is*, *ʃ* *ə* *ð* *ə* *w* *ð* *ə* *veri* *h* *ot*, *ənd* *it* *w* *əd* *n* *ot* *bi*:

very pleasant to carry a heavy weight in such a heat." *veri* *p* *leznt* *t* *ə* *k* *eri* *ə* *hevi* *w* *ət* *in* *s* *ət* *f* *ə* *hi:t.*"

Having got Storm's bag, the two young men went to  
*h* *əv* *iy* *g* *ot* *st* *o:m* *bæg*, *ð* *ə* *tu*: *j* *ʌy* *men* *went* *t* *ə*

the Underground. In the streets the heat was still very  
*ð* *i* *əndəgraund*. *in* *ð* *ə* *stri:ls* *ð* *ə* *hi:t* *w* *əz* *stil* *veri*

great, but in the Underground train the air was quite  
*greit*, *b* *ət* *in* *ð* *i* *əndəgraund* *trein* *ð* *i* *ə* *w* *əz* *kwait*

cool. After having got so hot, they were glad to feel  
*ku:l*. *a:ʃt* *ə* *h* *əv* *iy* *g* *ot* *sou* *h* *ot*, *ð* *ei* *w* *ə*: *glæd* *t* *ə* *fi:l*

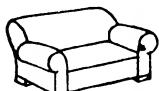
cool again. Storm found the house of Marshall's parents  
*ku:l* *ə'gein*. *st* *o:m* *faund* *ð* *ə* *haus* *əv* *ma:ʃəlz* *peərənts*

to be a typical English house with five rooms. He was  
*t* *ə* *bi*: *ə* *tipikəl* *i* *gglif* *haus* *wið* *faiv* *ru:mz*. *hi*: *w* *əz*

introduced to Mr. and Mrs. Marshall, after which Mrs.  
*intrə'dju:st* *t* *ə* *mistrə* *ənd* *misiz* *ma:fəl*, *a:ʃt* *ə* *hwif* *misiz*

Marshall took him upstairs to his bedroom. He saw  
*ma:fəl* *tuk* *him* *'Ap'steəz* *t* *ə* *hiz* *bedrum*. *hi*: *s* :

that there was a nice comfortable bed, a large table,  
*ð* *ət* *ð* *ə* *w* *əz* *ə* *nais* *kʌmfətəbl* *bed*, *ə* *la:dʒ* *teibl*,



*sofa*



*chest of drawers*

linen (here) =  
shirts, handker-  
chiefs, underwear,  
etc. (which are  
made of linen)

He **hangs**,  
he **hung**,  
he has **hung**  
[hæŋz, hʌŋ, hʌŋ].



*photograph*

an armchair, a sofa, a chest of drawers, a wardrobe,  
ən 'a:m'lʃə, ə 'sofə, ə 'tʃest əv drɔ:əz, ə 'wo:droub,

and some other pieces of furniture. He was very happy  
ənd səm ʌðə pi:siz əv fə:nitʃə. hi: wəz veri hæpi

to see so much furniture, much more than there had  
tə si: sou mʌlʃ ʃə:nitʃə, mʌlʃ mə: ðən ðəz həd

been in the hotel room.

bi:n in ðə hou'tel ru:m.

Storm opened his bag and took out some shirts, hand-  
stɔ:m oupənd hiz bæg ənd tuk aut səm fə:ts, hæy-

kerchiefs, etc., and went to the chest of drawers and  
kælfʃɪfs, ɪ'lsetrə, and went tə ðə 'tʃest əv drɔ:əz ənd

opened one of the drawers. As he had come to England  
oupənd wʌn əv ðə drɔ:əz. əz hi: həd kʌm tu iyg'lənd

for a fortnight only, he had brought very little linen  
fər ə fɔ:tnaɪt ounli, hi: həd brɔ:t veri litt linin

and would have to buy some more in London. There  
ənd wəd hæv tə bai səm mɔ:r in lʌndən. ðəz

were some pictures on the walls, but Mrs. Marshall  
wə: səm pikʃəz ən ðə wɔ:lz, bət misiz ma:ʃəl

said that perhaps he would like to hang up some  
sed ðət pə'hæps hi: wəd laik tə hæy ʌp səm

pictures of his own or some photographs of relations  
pikʃəz əv hiz oun ə: səm fəutəgra:fs əv rɪ'leɪfən

or friends. Storm replied that he had no pictures to  
ə: frendz. stɔ:m rɪ'plaɪd ðət hi: həd nou pikʃəz tə

hang up, but he had a photograph of his father. He  
hæy ʌp, bət hi: həd ə fəutəgra:f əv hiz fa:ðə. hi:

told Mrs. Marshall that he had no father now; his *tould misiz ma:fəl ðət hi: hæd nou fə:ðə nau; his* father was dead. "I am very sorry," said Mrs. Marshall, *fa:ðə wəz ded. "ai əm veri səri," sed misiz ma:fəl,* "to hear that your father is not alive. How long has *lə hi: ðət jə: fə:ðər iz nət ə'laiv. hau ləŋ həz* he been dead?" "Let me see," answered Storm, "he *hi: bi:n ded?" "let mi: si:," a:nəd stə:m, "hi:* was alive until shortly after I became a clerk, so he *wəz ə'laiv ʌn'til fə:tlɪ a:flər ai bi'keim ə kla:k, sou hi:* has been dead for five years." *həz bi:n ded fə fəiv jiəz.*"

Mrs. Marshall now showed Storm some hooks in a *misiz ma:fəl nau fəud stə:m səm huks in ə* corner of the room, upon which he could hang some *kə:nər əv ðə ru:m, ə'pən hwitʃ hi: kəd hæŋ səm* of his clothes. He took one or two things out of his bag *əv his klouðz. hi: tuk wʌn ə tu: pɪyz aut əv his bæg* and hung them on hooks, and the rest he hung in the *ənd hʌŋ ðəm ən huks, ənd ðə rest hi: hʌŋ in ðə* wardrobe. She also pointed to the door, which had a *wə:drəub. fi: ə:ləu pəintid lə ðə də:, hwitʃ hæd ə* key in the lock, and told Storm that she would give *ki: in ðə lk, ənd tould stə:m ðət fi: wəd giv* him a key to the front door, too. He thanked Mrs. *him ə ki: tə ðə frənt də:, tu: hi: pæŋkt misiz* Marshall for thinking of all these things, but said, *ma:fəl fə pɪykiŋ əv ə:l ði:z pɪyz, bət sed,*

the rest = the other things





come of =  
fall off

He sews,  
he sewed,  
he has sewn  
[souz, soud, soun].

extremely = very



however, that he didn't think it necessary to lock his  
*hau'evə, ðət hi: didnt piŋk it nesisəri tə lk hiz*  
 bedroom door.  
*bedrum dɔ:.*

Mrs. Marshall told Storm that if a button should come  
*misiz ma:fəl tould stə:m ðət if ə bʌtn fəd kʌm*  
 off his coat, she would be glad to sew it on again.  
*ɔ:f hiz kout, fi: wəd bi: glæd tə sou it ən ə'gein.*

“Such things,” she said, “are not difficult for a woman  
*“sʌtʃ piŋz,” fi: sed, “a: nət dɪfɪkəlt fər ə wumən*  
 to do; they're quite simple, because we do them so  
*tə du:; ðəə kwait simpl, bi'kəz wi: du: ðəm sou*  
 often, but they're not always simple for men.” “That  
*ə:ʃn, bət ðəə nət ə:lwəz simpl fə men.” “ðət*  
 is extremely kind of you, Mrs. Marshall. Once, when I  
*iz iks'tri:mli kaind əv ju:, misiz ma:fəl. wʌns, hwen ai*

was in the country on holiday, I sewed on some buttons  
*wəz in ðə kʌntri ən holidi, ai soud ən səm bʌtnz*

which had come off, but the next day they came off  
*hwitʃ həd kʌm ɔ:f, bət ðə nekst dei ðei keim ɔ:f*  
 again; they were so badly sewn on. Although I really  
*ə'gein; ðei wə: sou bædli soun ən. ə:l'dou ai ri:li*

have only one thumb on each hand, as soon as I start  
*hæv ounli wʌn þʌm ən i:tʃ hænd, əz su:n əz ai sta:t*  
 sewing, I feel as if all five fingers were thumbs.” “I  
*souiŋ, ai fi:l əz if ɔ:l fai⁊ ſiŋgəz wə: þʌmz.” “ai*  
 think there is only one more thing to ask you about,”  
*piŋk ðəz ounli wʌn mə: piŋ tu a:sk ju: ə'baut,”*

said Mrs. Marshall, "after which I will leave you with  
*sed misiz ma:fəl*, "a:fə hwitʃ ai wil li:v ju: wið  
 my son. At what time would you like to get up in the  
*mai sən. ət hwot taim wəd ju: laik tə get ʌp in ðə*  
 morning, early or late?" "At home," Storm answered,  
*mə:nɪg, ə:li ə leit?" "ət houm," stə:m a:nəd,*  
 "I usually get up about seven o'clock in the morning."  
*"ai ju:zəli get ʌp ə'baut sevn ə'klək in ðə mə:nɪg."*  
 "That suits us very well. My son usually gets up a  
*"ðət sju:ts əs veri wel. mai sən ju:zəli gets ʌp ə*  
 little later, so you can have the bathroom first. There  
*lill leitə, sou ju: kən hæv ðə ba:þrum fə:st. ðə*  
 will be a special hook there for you to hang your  
*wil bi: ə speʃəl huk ðə ʃə ju: tə hæg jɔ:*  
 things on."  
*þiŋz ən."*

Mrs. Marshall now left the room, and the two young  
*misiz ma:fəl nau left ðə ru:m, ənd ðə tu: jʌŋ*  
 men sat down to have a talk. Storm sat down in the  
*men sæt daun tə hæv ə tɔ:k. stə:m sæt daun in ði*  
 armchair, while Marshall lay down on the sofa and  
*'a:m'læs, hwail ma:fəl lei daun ən ðə soufə ənd*  
 made himself comfortable. This was not difficult, for  
*meid him self kʌmfətbl. ðis wəz nət difikəl, fə*  
 there were two or three very good cushions on it. "I  
*ðə ə: tu: ə pri: veri gud kufənz ən it. "ai*  
 am afraid I shall fall asleep," said Marshall. "Yester-  
*əm ə'freid ai fəl fə:l ə'sli:p," sed ma:fəl. "jestə-*

He lies, he lay,  
 he has lain  
 [laiz, lei, lein].



*cushion*

feel like = want



*nail*

day, I lay down after dinner, and before long I was *di, ai lei daun a:/tə dinə, ənd bi:/ʃə: lɔŋ ai wəz* asleep. When you lie down on the sofa after a day's *ə'sli:p. hwen ju: lai daun ən ðə souʃə a:/ʃər ə deiz* work and a nice dinner, you feel like a good sleep. But *wə:k ənd ə nais dinə, ju: fi:l laik ə gud sli:p. bət* perhaps you would like me to help you to hang up the *pə'hæps ju: wəd laik mi: tə help ju: tə hæŋ əp ðə* photograph? When we moved into this house, I put in *foutəgra:f? hwen wi: mu:vd intə ðis haus, ai put in* the nails for all the pictures. I will go downstairs to *ðə neilz ʃər ə:l ðə piktfəz. ai wil gou 'daun'steəz tə* get a nail for your photograph. It will be a good thing *get ə neil ʃər ʃə: foutəgra:f. it wil bi: ə gud piŋ* to get it hung up at once; then the room will begin to *tə get it hʌŋ əp ət wʌns; ðen ðə ru:m wil bi'gin tə* look a little like home to you." Storm wanted to hang *luk ə lill laik houm tə ju: stɔ:m wɔntid tə hæŋ* the photograph over the chest of drawers, and as it was *ðə foutəgra:f ouwə ðə t'fəst əv drɔ:əz, ənd əz it wəz* too high for them to reach, Marshall stood on a chair. *tu: hai ʃə ðəm tə ri:tʃ, ma:fəl stud ən ə tʃəd.* He was then able to reach the place where it was to *hi: wəz ðen eibl tə ri:tʃ ðə pleis hweər it wəz tə* hang, and before long the nail was in the wall and *hæŋ, ənd bi:/ʃə: lɔŋ ðə neil wəz in ðə wɔ:l ənd* Storm's photograph put up. *stɔ:mz foutəgra:f put əp.*

## EXERCISE A.

In the — of the desk the office keeps a — of pens, ink, paper, etc., which is large enough to — for several months, so that it is — to go out and buy more every day. An example of the good — and system of the firm is that a — is taken of every letter written at the office. The — on which goods are taken from the ground floor to the top floor can — goods which have the same — as twenty big men. Storm said that it would be a great advantage for him to live at Marshall's home, as he would have — in the evenings instead of being alone, and a — to show him the town. On the way home Storm noticed that although the sun was shining and there was a great — in the streets, the air in the Underground was quite —. There was a lot of furniture in Storm's room, for instance, a — with some — which Marshall put under his head when he — down on it. Storm moved his things from his bag to the — of drawers, and put handkerchiefs, shirts, etc., in one —. He had brought very little — and would have to buy some more in London. He then — his coat upon a — in a corner of the room, and on a — over the chest of drawers he hung a — of his father, who was no longer —; he had been — for five years. There was a — in the — of the door, but Storm said that he would have no use for it. Before she went down, Mrs. Marshall offered to — on a — if one should come off. "That is so — for a woman to do, while a man feels as if he has ten — on his hands when he has to do a thing like that."

WORDS:

drawer  
supply  
last (verb)  
unnecessary  
organisation  
copy  
lift  
lift (verb)  
heavy  
company  
guide  
heat  
cool  
furniture  
sofa  
cushion  
stay  
lie  
lay  
lain  
chest  
linen  
hung  
hook  
nail  
photograph  
alive  
dead

reach  
key  
lock  
lock (verb)  
sew  
sewed  
sewn  
button  
simple  
thumb  
desk  
organise  
wardrobe  
rest  
extremely  
badly

EXERCISE B.

Answer these questions with full sentences, but not necessarily with the real facts:

Do you live in a town or in the country? ... Do you live with your parents? ... What is your work? ... What do you like to do when you are not working? ... How do you get to and from your work? ... How old are you? ... How many persons are there in your family? ... Have you ever been outside your own country? ... When did you begin to study English? ... Which do you like best of the languages that you know? ...

EXERCISE C. GRAMMAR.

Every word is made up of sounds [saundz]. It is the sounds that we hear when a word is pronounced. A word is written with letters. The word 'height' has six letters, but it is pronounced with only four sounds: *hait*. We see, therefore, that the letters and the sounds of a word are not always the same. The sounds of a word are put together into syllables [siləblz]. The word 'height' has only one syllable [siləbl], but the word 'follow' has two, and the word 'establish' has three syllables.

We heard last time that most English nouns add an *-s* in the plural, which is used when we speak of more than one person or thing. For instance, book — books, dog — dogs, pen — pens, river — rivers. If the word ends [endz] in an *s*-sound, which means that the last sound is either *s*, *z*, *f*, or *ʒ*, the plural ends in *-es* [pronounced *-iz*] For instance, church — churches [*tʃə:tʃ* — *tʃə:tʃiz*], box — boxes [*boks* — *boksiz*], dish —

dishes [*dis* — *disiz*], glass — glasses [*gla:s* — *gla:siz*]. Some words are written with an -e after the s-sound in the singular. Then only -s is added, but the -s together with the -e is pronounced as an extra syllable: *iz*. For instance, experience — experiences [*iks'piəriəns* — *iks'piəriənsiz*], bridge — bridges [*bridʒ* — *bridʒiz*], horse — horses [*hɔ:s* — *hɔ:siz*].

Some words that end in -o in the singular, add -es in the plural, for instance, potato — potatoes [*pə'teitou* — *pə'teitouz*].

Most words that end in -y in the singular, change -y into -i in the plural and add -es. For instance, enemy — enemies [*enimi* — *enimiz*], lady — ladies [*leidi* — *leidiz*], city — cities [*siti* — *sitz*], baby — babies [*beibi* — *beibiz*], sky — skies [*skai* — *skaiz*].

But if one of the letters a, e, o, u goes before -y in the singular, the -y remains in the plural. For instance, boy — boys [*bɔi* — *bɔiz*], day — days [*dei* — *deiz*], key — keys [*ki:* — *ki:z*].

#### Questions:

Is a sound and a letter always the same thing? . . . What do we call the parts into which we can divide words? . . . What nouns add -es in the plural? . . . When is the -y at the end of some nouns changed into -i? . . . And what nouns ending in -y do not change this -y into an -i in the plural? . . .

# THE FOUR PEOPLES OF THE BRITISH ISLES



Scotland, and Ireland you will find the Celts, the people  
*skɔllənd, ənd aɪələnd ju: wil faind ðə kəlts, ðə pi:pl*

to whom all four countries used to belong before the  
*tə hu:m ɔ:l ʃɔ: kʌntrɪz ju:st tə bɪ'lɔŋ bɪʃɔ: ðə*

Romans and, later on, the Saxons came to England.”  
*roumənz ənd, leɪtər ən, ðə sæksnz keim tu ɪgglənd.”*

Storm: “I remember our teacher telling us that the  
*stɔ:m “ai rɪ'membər əu ðə tɪ:lʃə telɪŋ əs ðæt ðə*

country belonged to the Celts until their enemies took  
*kʌntri bɪ'lɔɪd tə ðə kəlts ʌn'tɪl ðeər ənɪmɪz tuk*

it away from them; but I must say that I never knew  
*it ə'wei frəm ðəm; bæt ai məst sei ðæt ai nevə nju:*

that the Celts exist as a nation, or rather, as three  
*ðæt ðə kəlts ɪg'zɪst əz ə neɪʃən, ə: rə:ðə, əz ɔ:pri:*

nations.” “You had better never say that to a Celt,” said  
*neɪʃən.” “ju: həd bətə nevə sei ðæt tu ə kəlt,” sed*

Marshall, laughing, “for he would not like to hear that  
*ma:fəl, la:fɪŋ, “ʃə hi: wəd nət laɪk tə hiə ðæt*

anybody, even a stranger, did not know of the existence  
*ənɪbədi, i:vən ə streɪndʒə, did nət nou əv ði ɪg'zɪstəns*

of the Celts. All Celts are rather proud that they are  
*əv ðə kəlts. ɔ:l kəlts ə: rə:ðə prəud ðæt ðei ə:*

Celts. The Scotchman to whom you spoke to-day was  
*kəlts. ðə skɔ:tʃmən tə hu:m ju: spouk tə'dei wəz*

proud that he was a Scotchman; that was the reason  
*prəud ðæt hi: wəz ə skɔ:tʃmən; ðæt wəz ðə ri:zn*

why he mentioned that he was a Scotchman, and not  
*hwai hi: mənʃənd ðæt hi: wəz ə skɔ:tʃmən, ənd nət*

exist = be

but little = very little

an Englishman." "I am afraid," said Storm, "that I *ən ɪnglis̩mən.*" "ai əm ə'freid," sed *stɔ:m*, "ðət ai know but little about Scotland. I have read many *nou bət lill ə'baut skɔlənd.* ai həv red meni funny stories about Scotchmen, but the stories that I *fʌni stɔ:riz ə'baut skɔtʃmən,* bət ðə stɔ:riz ðət ai know about them do not tell me anything about *nou ə'baut ðəm du: nət tel mi: enipɪŋ ə'baut skɔlənd.*"

anything else = any other thing

"The stories will not tell you anything about the *"ðə stɔ:riz wil nət tel ju: enipɪŋ ə'baut ðə skɔtʃ either,"* Marshall replied, "for most of those *skɔtʃ aɪðə," ma:fəl ri'plaid,* "fə moust əv ðouz stories give the idea that the Scotch love money more *stɔ:riz giv ði a'i'diə ðət ðə skɔtʃ lʌv mʌni mo:* than anything else in the world. You're told that they *ðən enipɪŋ els in ðə wə:ld. juə tould ðət ðei will do anything to get money, and that they don't like *wil du: enipɪŋ tə get mʌni,* ənd ðət ðei dount laik spending it. This, however, is not so. The Scotchman *spendɪŋ it. ðis, hau'evə, iz nət sou. ðə skɔtʃmən takes good care of his money; he is very careful with *teiks gud keər əv hiz mʌni; hi: iz veri keəfʊl wið money; but that is all. I think there must be many *mʌni; bət ðət iz ə:l. ai piŋk ðəs məst bi: meni other people who are careful with their money, and *əðə pi:pl hu: a: keəfʊl wið ðəs mʌni, ənd*****

who look twice at a penny before spending it. I myself  
*hu: luk twais ət ə peni bɪʃ: spendɪŋ it. ai mai'self*

do not waste money, spending it unnecessarily, and I  
*du: nət weist mʌni, spendɪŋ it ʌn'nəsɪsərɪlɪ, ənd ai*  
 am sure that you don't waste your money either."  
*əm fʊə ðət ju: dount weist jɔ: mʌni aɪðə.*"

Storm: "No, I am rather careful with my money. —  
*stɔ:m: "nou, ai əm ra:ðə kɛəfʊl wið mai mʌni. —*

I should like to hear a little about these three nations.  
*ai fəd laik tə hiər ə lɪl ə'baʊt ði:z pri: neɪfənz.*

Will you tell me about them?" "I shall be only too  
*wil ju: tel mi: ə'baʊt ðəm?" "ai fəl bi: ounli tu:*

pleased to do so," Marshall replied. "To begin with  
*pli:zd tə du: sou," ma:fəl ri'plaɪd. "tə bi'gin wið*

Wales, it has had English kings for about 700  
*weilz, it həz hæd ɪŋglɪʃ kɪŋz fər ə'baʊt sevn hʌndrəd*

years. When the country was conquered by Edward  
*jɪəz. hwen ðə kʌntri wəz kɔɪkəd bai edwəd*

the First, who was then king of England, the Welsh  
*ðə fə:st, hu: wəz ðən kɪŋ əv ɪŋglənd, ðə welf*

told him that they would never accept a king who had  
*tould him ðət ðei wəd never ək'sept ə kɪŋ hu: həd*

not been born in their own country and did not speak  
*not bi:n bɔ:n in ðər oun kʌntri ənd did not spi:k*

their language. So Edward called the most important  
*ðəs læŋgwɪdʒ. sou edwəd kɔ:ld ðə moust im'po:tənt*

men of Wales to the Castle of Carnarvon and told them  
*mən əv weilz tə ðə ka:sl əv kə'na:vən ənd tould ðəm*

She **bears**,  
 she **bore**,  
 she has **born**  
 [*beəz, bɔ:, bɔ:n*].

be born = come  
 into the world

that he would with pleasure give them a king who had  
*ðæt hi: wəd wið pleʒə giv ðəm ə kiŋ hu: həd*  
 been born in Wales and could not speak one word of  
*bi:n bə:n in weilz ənd kud nət spi:k wʌn wə:d əv*  
 English. They were very pleased with this and promised  
*iŋglis. ðei wə: veri pli:zd wið ðis ənd prəmɪst*  
 to accept such a king. Their surprise, however, was  
*tu ək'sept sʌts ə kiŋ. ðeə sə'praɪz, hau'evə, wəz*  
 great when Edward's first-born son, who had been born  
*greit hwen edwədz fə:stbə:n sʌn, hu: həd bi:n bə:n*  
 at the castle a few days before, and who was to be  
*ət ðə ka:sl ə fju: deiz bɪ:fə:, ənd hu: wəz tə bi:*  
 king after Edward, was brought in to them. But they  
*kiŋ a:ftər edwəd, wəz brɔ:t in tə ðəm. bət ðei*  
 had to agree with the King that he had kept his  
*hæd tu ə'gri: wið ðə kiŋ ðæt hi: həd kept hiz*  
 promise, as the little prince really had been born in  
*prəmɪs, əz ðə lɪl prɪns rɪəlɪ hæd bi:n bə:n in*  
 Wales and could not speak one word of English, and  
*weilz ənd kud nət spi:k wʌn wə:d əv iŋglis, ənd*  
 so they accepted him. Since that time the eldest son  
*sou ðei ək'septid him. sins ðæt taim ði eldist sʌn*  
 of the English king has always been called the Prince  
*əv ði iŋglis kiŋ həz ə:lwəz bi:n kɔ:ld ðə prɪns*  
 of Wales, and the Welsh and the English have lived  
*əv weilz, ənd ðə welf ənd ði iŋglis həv livd*  
 together in harmony.  
*tɔ:gɛðər in ha:məni.*

prince = son of  
 the king

old, older, oldest  
 but: old, elder,  
 eldest (about  
 sisters and  
 brothers)

harmony = peace

"It has been much more difficult for the English and  
 "it həz bi:n məts mə: dɪfɪkəlt fə ði ɪŋglɪʃ ənd  
 the Scotch to live in peace and harmony with each  
 ðə skəts tə liv in pi:s ənd ha:məni wið i:ts  
 other, and the two countries have had the same kings  
 əðə, ənd ðə tu: kʌntrɪz həv hæd ðə seim kiŋz  
 for no more than 300 years. For many hundred  
 fə nou mə: ðən pri: hʌndrəd jiəz. fə meni hʌndrəd  
 years the two nations were enemies, and the Scotch  
 jiəz ðə tu: neɪfənz wə:r enimiz, ənd ðə skəts  
 had just as great a hatred of the English as the English  
 hæd dʒʌst əz greit ə heitrid əv ði ɪŋglɪʃ əz ði ɪŋglɪʃ  
 of the Scotch. But the two countries have now become  
 əv ðə skəts. bət ðə tu: kʌntrɪz həv nau bɪ'kʌm  
 the best of friends, and the existence of the old hatred  
 ðə best əv frendz, ənd ði ig'zistəns əv ði ould heitrid  
 has been forgotten. As Queen Elizabeth of England had  
 həz bi:n fə'gətn. əz kwi:n i'lizəbəþ əv ɪŋglənd hæd  
 no children, the people in both countries agreed that  
 nou tʃɪldrən, ðə pi:pl in bous kʌntrɪz ə'gri:d ðət  
 it would be best for England and Scotland to be joined  
 it wəd bi: best fər ɪŋglənd ənd skətlənd tə bi: dʒɔɪnd  
 together under one king. James the Sixth of Scotland  
 tə'geðər əndə wʌn kiŋ. dʒeimz ðə siksþ əv skətlənd  
 became James the First of England. Since that time  
 bi'keim dʒeimz ðə fə:st əv ɪŋglənd. sins ðæt taim  
 the two countries have been joined together and have  
 ðə tu: kʌntrɪz həv bi:n dʒɔɪnd tə'geðə ənd həv

would (here) =  
used to

hurry = go  
quickly

He **hides**, he **hid**,  
he has **hidden**  
[haɪdz, hid, hidn].

had the same kings.  
*hæd ðə seim kigz.*

"Until then the English and the Scotch had often  
*"ʌn'til ðen ði iygliſ ənd ðə skɔtʃ hæd ə:fn*

fought each other. In the early wars the Scotch would  
*fɔ:t i:lf ʌðə. in ði ə:li wɔ:z ðə skɔtʃ wæd*

send soldiers to the nearest English towns, where they  
*send souldʒəz tə ðə niərist iygliſ taunz, hweə ðei*

would do as much damage as possible. Sometimes the  
*wæd du:əz mʌlf dæmidʒ əz posəbl. sʌmlaimz ðə*

damage was very great. Houses were set on fire and  
*dæmidʒ wəz veri greit. hauziz wə: set ən faiə ənd*

quite destroyed, so that not one stone was left upon  
*kwait di'strɔid, sou ðət not wʌn stoun wəz left ə'pon*

another. The Scotch only came to destroy houses and  
*ə'nʌðə. ðə skɔtʃ ounli keim tə di'strɔi hauziz ənd*

fields and to take the cows and sheep of the English.  
*fi:ldz ənd tə teik ðə kauz ənd fi:p əv ði iygliſ.*

Having done that, they hurried back as quickly as  
*həviŋ dʌn ðæt, ðei hʌrid bæk əz kwikli əz*

possible to Scotland to hide in the mountains, where  
*pɔ:əbl tə skɔlənd tə haid in ðə mauntin̄z, hweər*

it would be difficult to find them. They knew that the  
*it wæd bi: difikəlt tə faind ðəm. ðei nju: ðət ði*

English would hurry after them, but very often they  
*iygliſ wəd hʌri a:ʃə ðəm, bət veri ə:fn ðei*

were so well hidden that the English had to give up  
*wə: sou wel hidn ðət ði iygliſ hæd tə giv ʌp*

trying to find them.

*traiiŋ tə faind ðəm.*

"I have told you about the Scotch coming into England,  
 "ai həv tould ju: ə'baʊt ðə skɔts kʌmiŋ intu iŋglənd,

but the English were no better. They went just as often  
 bət ði iŋglis wə: nou betə. ðei went dʒʌst əz o:fn

into Scotland and did the same damage to the Scotch.  
 intə skɔllənd ənd did ðə seim dæmidʒ tə ðə skɔts.

Sometimes the English even sent large armies into  
 sʌmtaimz ði iŋglis i:vən sent la:dʒ a:miz intə

Scotland. Once, the English went into Scotland with  
 skɔllənd. wʌns, ði iŋglis went intə skɔllənd wið

an army of 150 000 men. The Scotch got  
 ən a:mi əv wʌn hʌndrəd ənd fiʃti þauzənd men. ðə skɔts got

together an army of good soldiers, but they were few  
 tə'geðər ən a:mi əv gud souldʒəz, bət ðei wə: fju:

in comparison with the English. The two armies met  
 in kəm'pærɪsn wið ði iŋglis. ðə tu: a:miz met

at Bannockburn, where a great battle was fought. The  
 ət 'bænək'bə:n, hweər ə greil bæll wəz fo:l. ðə

Scotch soldiers were very brave; they were not afraid  
 skɔts souldʒəz wə: veri breiv; ðei wə: not ə'freid

of meeting and fighting against a much larger army.  
 əv mi:tiŋ ənd failiŋ ə'geinst ə mʌts la:dʒər a:mi.

At the end of the day, the English either lay dead on  
 ət ði end əv ðə dei, ði iŋglis aiðə lei ded ən

the field of battle or were hurrying back to England  
 ðə fi:ld əv bæll o: wə: hʌriiŋ bæk tu iŋglənd

He meets, he met,  
 he has met  
 [mi:ts, met, met].

as quickly as their legs would carry them.  
əz kwikli əz ðeə legz wəd kəri ðəm.

"At one time, many European nations had Scotchmen  
"ət wʌn taim, meni juərə'piən neifənz hæd skɔt'mən  
in their armies, because they were such brave soldiers,  
in ðeər a:miz, bɪ'kɔz ðei wə: sʌts breiv souldʒəz,  
but now that England and Scotland have the same king,  
bət nau ðət iŋglənd ənd skɔtlənd hæv ðə seim kiŋ,  
the Scotch soldiers fight side by side with the English  
ðə skɔt's souldʒəz fæt said bai said wið ði iŋglif  
in the British army. And now I had better tell you  
in ðə brɪtɪʃ a:mi. ənd nau ai həd betə tel ju:  
something about the Irish.  
sʌmpɪŋ ə'baʊt ði aɪərif.

"Ireland is different from Wales and Scotland in many  
"aɪələnd iz dɪfrənt frəm weilz ənd skɔtlənd in meni  
things, as a comparison between the Irish and the other  
pɪyɪz, əz ə kəm'pærɪsn bɪ'twi:n ði aɪərif ənd ði ʌðə  
two nations will soon show. While it has been rather  
tu: neifənz wil su:n sou. hwail it həz bi:n ra:ðər  
easy for England, Wales, and Scotland to work together,  
i:zi fər iŋglənd, weilz, ənd skɔtlənd tə wə:k tə'geðə,  
there have been great difficulties in arriving at peace  
ðeə həv bi:n greit dɪfɪkəltɪz in ə'raɪvɪŋ ət pi:s  
and harmony between the Irish and the English. One  
ənd ha:məni bɪ'twi:n ði aɪərif ənd ði iŋglif. wʌn  
reason is that the Irish live in an island of their own,  
ri:zn iz ðət ði aɪərif liv in ən ailənd əv ðeər oun,

while the English, the Scotch, and the Welsh live  
*hwail ði iŋglis, ðə skɔlf, ənd ðə welf liv*

together in another island. Then we must also remember  
*tə'geðər in ə'nʌðər ailənd. ðen wi: məst ə:lsou ri'mem-*

ber that most of the Irish are Catholics, while most  
*bə ðət moust əv ði aɪərif a: kæpəliks, hwail moust*

of the people of the other countries are Protestants.  
*əv ðə pi:pl əv ði ʌðə kʌntriz a: prɔ:tɪstənts.*

I don't think that we English understand the Irish very  
*ai'dount pi:gk ðət wi: iŋglis ʌndə'stænd ði aɪərif veri*

well, and we have not always been particularly kind  
*wel, ənd wi: həv nət ə:lwar bi:n pə'tikjuləli kaind*

to them. All this has meant that some of the Irish,  
*tə ðəm. ə:l ðis həz ment ðət sʌm əv ði aɪərif,*

particularly those in the southern part which is called  
*pə'tikjuləli ðouz in ðə sʌðən pa:t hwitʃ iz kə:ld*

Eire, have not been very satisfied with the English.  
*ɛərə, həv nət bi:n veri sætisfaɪd wið ði iŋglis.*

You will understand, however, that it is almost impossible  
*wil ʌndə'stænd, hau'evə, ðət it iz ə:lmouſt i'm-*

possible to satisfy people unless you understand them.  
*'pɔ:səbl tə sætisfai pi:pl ʌn'les ju: ʌndə'stænd ðəm.*

Scotland and Wales send representatives to the British  
*skɔlfənd ənd weɪlz send repre'zentativz tə ðə britif*

Parliament in London, but since 1922 Eire  
*pa:ləmənt in lʌndən, bʌt sins nainti:n twenti'tu: ɛərə*

has had a parliament of her own, and she no longer  
*həz hæd ə pa:ləmənt əv hə:r oun, ənd sɪ: nou lɔ:ygə*

particularly =  
 especially

unless = except if

sends representatives to London. Northern Ireland has *sendz repri'zentativz tə lʌndən.* *nɔ:ðən aɪələnd hæz* a parliament of its own, but, at the same time, sends *ə pa:ləmənt əv its oun, bʌt, ət ðə seim taim, sendz* representatives to London. When we speak about all *repri'zentativz tə lʌndən. hwen wi: spi:k ə'baut ə:l* four countries together, we usually call them either *ʃɔ: kʌntriz tə'geðə, wi: ju:zuali kɔ:l bəm aɪðə* the British Isles or Great Britain and Eire (Ireland). *ðə brɪtɪʃ aɪləz ə: greit brɪtən ənd əərə (aɪələnd).* There you have a few facts about the Welsh, the *ðəə ju: hæv ə fju: fækts ə'baut ðə welf, ðə* Scotch, and the Irish. Are you satisfied with that? If *skɔ:l, ənd ði aɪərif. a: ju: səlɪsfaid wið ðæt? if* not, I promise to tell you more some other time." *not, ai prəmɪs tə tel ju: mə: sʌm ʌðə taim.*"

EXERCISE A.

WORDS:

British Isles  
belong  
existence  
exist  
proud  
story  
careful  
waste  
not... either

Although Storm knew that the British — had — to the Celts once, he had never thought of the — of three nations of Celts in the British Isles. The Scotch are very — that they are Celts, but many of the funny — that are told about them are made by the Scotch themselves. The stories tell us that the Scotch love money, but they are only — with it and do not — it by buying things —. But it is not the Scotch alone who are like that; there are many other people who do not waste their money unnecessarily —. In our days the

|   |  |
|---|--|
| English, the Welsh, and the Scotch live in peace and — together, but several hundred years ago there was great — between the nations. The Welsh were the first to make peace with the English; the two nations were — together, and the English king called his — son the — of Wales. The eldest son of King Edward the First was — at the Castle of Carnarvon. The Scotch and the English continued to send armies into each other's countries to — the towns and do as much — as possible. Sometimes, after such a trip into England, the Scotch would run back and — in the mountains, but often they — the English armies and fought great battles with them. The Scotch soldiers were very —, and after the Battle of Bannockburn the English army, which was much bigger than the Scotch army, had to — back to England as fast as possible. No difficulties — between these three nations now. The — live in another island by themselves. It has been more difficult for England to — the Irish. If we make a — between the Irish and the Celts of Great Britain, we find that the Irish are —, while most of the others are —. The Scotch live in —, and the Welsh live in —. Scotland and Wales send — to the British Parliament, but Eire was not — until she had her own parliament. You cannot expect people to be satisfied — they are met with kindness and understanding. | harmony<br>hatred<br>join<br>elder<br>eldest<br>prince<br>destroy<br>bear<br>bore<br>born<br>damage<br>hide<br>hid<br>hidden<br>meet<br>met<br>brave<br>hurry<br>Irish<br>satisfy<br>satisfied<br>comparison<br>Catholic<br>Protestant<br>representative<br>Eire<br>unless<br>particularly<br>southern<br>Ireland<br>rather<br>unnecessarily |
|---|--|

## EXERCISE B.

As soon as Mr. Miller and the two young men came home, Wood wrote a letter to Storm telling him about the trip. Now we want you to write a letter as if you

were Wood. Please write the letter in such a way that you use all the words in the following list: steamer — sea — seasick — nice — train — restaurant — carriage — wine — cup — newspaper — look — window — station — family — carry — good-bye — teacher — taxi — remember.

**How to write a letter in English.**

At the top of the paper, in the right hand corner, write the address, the day of the month, and the year. For example:

68, Victory Road, Ealing.  
August 4th, 19-.

You may write either 'August 4th' or '4th August', but you usually pronounce 'the fourth of August'. On the left hand side of the paper a little farther down, the words 'Dear Storm', followed by a comma [,], begin the letter itself. This is the usual way of beginning a letter in English. If you write to a person whom you do not know very well, you first write the person's name and address and under that the words: Dear Sir, or Dear Madam, for example:

Mr. George Bentham,  
47, Nelson Road, Wimbledon.

Dear Sir,

Notice that the number of the house comes before the name of the street. If you wish to send greetings to somebody else, too, for instance to a person called John, you can do so with the words: "Please remember me to John." At the end of the letter, it is most com-

mon to write 'Yours sincerely' [sin'siəli], followed by your name. If you write to a person whom you do not know well, you may write 'Yours faithfully' [feiɒfəli] or 'Yours truly' [tru:li], and then your name.

Now you know enough about writing letters in English to write the letter from Wood to Storm.

#### EXERCISE C. GRAMMAR.

If we want to express that something belongs to somebody, we may add an -s to the name of the person to whom it belongs. For example: the boy's pencil. When this -s is added to a noun, we say that the noun is in the genitive [dʒenitiv]. We notice that there is an apostrophe [ə'pɔ:streʃi], which looks like this [']; it is put either before or after the -s, to make it different from the plural -s.

In the singular the apostrophe is always put before the -s. For example: the boy's pencil, the baby's doll, the child's ball. In the plural there are two ways of making the genitive. Nouns that already have a plural -s do not add an extra -s in the genitive, but only add the apostrophe. Examples: the boys' pencils, the babies' dolls. So we see there is a difference between the singular and the plural in writing: the boy's pencils, the boys' pencils; but to the ear there is no difference. Nouns, however, that do not end in -s in the plural, have the apostrophe and the -s just like the genitive in the singular. Examples: the men's hats, the children's balls. The genitive -s is pronounced in the same way as the plural -s: the dog's [dɒgz] nose, the horse's [hɔ:siz] head.

The s-genitive is used to express that something belongs to a *person* or an *animal*. But we may express the idea of the genitive in another way, too: John's father, or: the father of John. If it is not a person or an animal that something belongs to, we use the word 'of' to express the genitive: the roof *of* the house was high; the leaves *of* the trees had fallen.

Perhaps you have noticed that we speak, for example, of two weeks' holiday or of a day's work. When we speak of a measure of time, the s-genitive is used.

There is also another way in which the s-genitive is used. People speak of shopping at Selfridge's. It looks as if a word should have followed Selfridge's, and really the word 'shop' should have followed; but people are so used to hearing the name that everybody knows what is meant. In the same way we speak of having dinner at your uncle's, that is, at your uncle's house, or of dining at your brother's, etc.

**Questions:**

What may we add to the name of a person to show that something belongs to that person? ... What takes place in the genitive if a noun already has a plural -s? ... What is the genitive plural of the words: woman, child, boy, lady, girl? ... How do we express the genitive of the noun if it is not a person or an animal that something belongs to? ... May we use only the s-genitive when we speak of persons? ...

## ENGLISH MONEY

Marshall and Storm have been working hard the whole  
*ma:fəl ənd stɔ:m həv bi:n wə:kɪŋ ha:d ðə houl*  
 morning and are now waiting for the lunch hour. A  
*mɔ:nɪŋ ənd a: nau wə:tɪŋ ʃə ðə lʌnʃ aʊə. ə*  
 few of the clerks have lunch from twelve to one, but  
*ʃju: əv ðə kla:ks hæv lʌnʃ frəm twelv tə wʌn, bət*  
 all the others from one to two. Suddenly, the clock in  
*ɔ:l ði ʌðəz frəm wʌn tə tu:. sʌdnli, ðə klɔ:k in*  
 the office strikes one. "I knew it had struck half past  
*ði ɔ:fɪs straɪks wʌn. "ai nju: it hæd straɪk ha:f pə:st*  
 twelve, but I had begun to think it would never reach  
*twelv, bət ai hæd bi:gʌn tə pi:yk it wə:d nevə ri:tʃ*  
 one o'clock," says Marshall.  
*wʌn ə'klɔ:k," sez ma:fəl.*

The two young men now got up, went to the restaurant  
*ðə tu: jʌŋ men nau ɡət ʌp, went tə ðə restərə:ŋ*  
 where they usually had their lunch, and sat down.  
*hweə ðei ju:ʒuəli hæd ðə lʌnʃ, ənd sət daun.*

They at once began to look at the menu, a long list of  
*ðei ət wʌns bi:gæn tə luk ət ðə menju:, ə lɔ:y list əv*  
 the different sorts of food that one could get. A little  
*ðə dɪfrənt sɔ:ts əv fu:d ðət wʌn kəd get. ə lɪl*  
 later, they saw the young lady who served at their  
*leɪtə, ðei sɔ: ðə jʌŋ leidi hu: sə:vd ət ðət*

He strikes,  
 he struck.  
 he has struck  
 [*straɪks, straɪk,*  
*straɪk*].



waitress



tray

place = put

table, coming to take their order. "Here comes the *teibl*, *kʌmɪŋ tə teik ðeər ə:də*. "hiə *kʌmz ðə* waitress," said Storm; "I'm glad to see her, for I'm very *weitris*," *sed stɔ:m*; "aim glæd tə si: hə:, fər aim veri hungry to-day." *hʌŋgri tə'dei.*"

They ordered their lunch, and in two or three minutes *ðei ɔ:dəd ðeə lʌnf, ənd in tu: ə þri: minits* the waitress was back again, carrying the food on a *ðə weitris wəz bæk ə'gein, kæriiŋ ðə fu:d ən ə tray*. One of the most important things on the *trei. wʌn əv ðə moust im'po:tənt þi:ŋz ən ðə waitress's tray was a big pot of tea. Storm had now weitrisiz trei wəz ə big pot əv ti:. stɔ:m həd nau learned to drink tea as often as an Englishman. The ə:nd tə driyk ti: əz ə:ʃn əz ən iygli:smən. ðə waitress placed the pot of tea and the other things on *weitris pleist ðə pot əv ti: ənd ði ʌðə þi:ŋz ən the table and went away. Although the food had been ðə teibl ənd went ə'wei. ə:l'ðou ðə fu:d həd bi:n placed on the table, Storm continued to look at the pleist ən ðə teibl, stɔ:m kən'linju:d tə luk ət ðə prices on the menu. "I thought you said you were praisiz ən ðə menu: "ai þɔ:t ju: sed ju: wə: hungry, but you seem to be much more interested in *hʌŋgri, bə:t ju: si:m tə bi: mʌtʃ mɔ:r intristid in the menu than in the food itself," Marshall said to him, ðə menu: ðən in ðə fu:d it'self," ma:ʃəl sed tə him,***

smiling. Storm replied that the prices interested him  
*smailiŋ. stɔ:m ri'plaɪd ðət ðə praisiz intristid him*

a great deal, and finished by asking Marshall to tell  
*ə greit di:l, ənd finiʃt bai a:skiŋ ma:fəl tə tel*

him something about English money and coins. He  
*him sampiŋ ə'baʊt iŋglɪʃ məni ənd kɔɪnz. hi:*

explained that these things were difficult for a stranger  
*iks'pleɪnd ðət ði:z ɒɪŋz wə: dɪfɪkəlt ʃər ə streɪndʒə*

to get used to, because nearly the whole world uses the  
*tə get ju:st tu, bɪ'kɔz nɪəli ðə houl wə:ld ju:zɪz ðə*

decimal system. "Even the Americans, who use the  
*desiməl sistim. "i:vən ði ə'merikənz, hu: ju:z ði*

English system of weights and measures, have their  
*iŋglɪʃ sistim əv weɪts ənd meʒəz, hæv ðə*

dollar which is equal to a hundred cents," said Storm.  
*dələr hwɪts iz i:kwal tu ə hʌndrəd sents," sed stɔ:m.*

"I always have great trouble in understanding the  
*"ai ə:lwəz hæv greit trʌbl in ʌndə'stændiŋ ðə*

prices in the shops in London. You have more than  
*praisiz in ðə sɔps in lʌndən. ju: hæv mə: ðən*

one way of saying the same thing, at least when it  
*wʌn wei əv seiŋ ðə seim ɒɪŋ, ət li:st hwen it*

comes to money."

*kʌmz tə mʌni."*

"You must know quite a lot of these things already,  
*"ju: məst nou kwail ə lət əv ði:z ɒɪŋz ə:lredi,*

seeing that you have been here almost a month. But I  
*si:ŋ ðət ju: hæv bi:n hiər ə:lmoust ə mʌnþ. bət ai*

a great deal =  
 very much

seeing that = as



think it will be better if I explain to you all the details  
 þɪŋk ït wɪl bɪ: bɛtər ɪf aɪ ɪks'pleɪn tə ju: ɔ:l ðə dɪ:teɪlz  
 of our monetary system, especially as you seem to have  
 əv aʊə mʌnɪtəri sɪstɪm, ɪs'pefəli əz ju: sɪ:m tə hæv  
 so much trouble in finding out what things really  
 səu mʌlʃ trʌbl ɪn fændɪŋ aʊt hwɔt þɪŋz rɪəli  
 cost," Marshall told his friend. "I should be glad if you  
 kɔst," mə:fəl tould hɪz frɛnd. "aɪ səd bi: glæd ɪf ju:  
 would give me all the details about English money.  
 wəd ɡɪv mi: ɔ:l ðə dɪ:teɪlz ə'baʊt ɪŋglɪʃ mʌni.  
 Before you start, however, you had better pour me  
 bɪ'ʃə: ju: sta:t, hau'evə, ju: həd bɛtə pɔ: mi:  
 another cup of tea," Storm said.  
 ə'nʌðə kʌp əv ti:," sto:m sed.

Some of the tea went on the table and over the edge  
 sʌm əv ðə teibl ənd ouvə ði edʒ  
 of the table on to the floor. Marshall said, "I'm sorry,  
 əv ðə teibl ən tə ðə flɔ:. mə:fəl sed, "aim sɔri,  
 I wasn't very careful, but it doesn't matter so much as  
 aɪ wɔ:nt veri kɛəfʊl, bət ït dʌznt mælə səu mʌlʃ əz  
 there is no cloth on the table, and the floor isn't very  
 ðəz nou klɔp ən ðə teibl, ənd ðə flɔ:r ɪznt veri  
 clean. If you want a restaurant where they have cloths  
 kli:n. ɪf ju: wɔ:nt ə restərə:n hweə ðei hæv klɔps  
 on the tables and clean floors, you must pay more for  
 ən ðə teiblz ənd kli:n flɔ:z, ju: məst pei mɔ: ðə  
 your meals," he continued laughing. "But if you will  
 jɔ: mi:lz," hi: kən'tinju:d la:fɪŋ. "bət ɪf ju: wil

pass me the sugar, I will start. I like a lot of sugar in  
 pa:s mi: ðə fugə, ai wil stɑ:t. ai laik ə lot əv sugər in

in fact = in reality

my tea, in my coffee — in everything, in fact. I love  
 mai ti:, in mai kɔ:fɪ — in evrɪþɪŋ, in fækt. ai lʌv

sweet things." Storm told him that he never took sugar  
 swi:t þɪŋz." stɔ:m tould him ðə:t hi: nevə tuk sugər

in tea or coffee, because he didn't like sweet things.  
 in ti: ə: kɔ:fɪ, bɪ'kɔ:z hi: didnt laik swi:t þɪŋz.

In fact, he didn't like anything that was full of sugar.  
 in fækt, hi: didnt laik eniþɪŋ ðə:t wəz ful əv sugər.

Marshall began by explaining that there are pounds,  
 ma:ʃəl bɪ:gæn bai iks'pleinɪŋ ðə:t ðeər a: paundz,

shillings, pence, and farthings in the English monetary  
 siliŋz, pens, ənd ja:ðɪŋz in ði iŋglɪʃ mʌnɪtəri

system. "A pound," he continued, "is divided into  
 sistim. "ə paund," hi: kən'tinju:d, "iz di'veidid intə

twenty shillings, a shilling into twelve pence, and a  
 twenti siliŋz, ə siliŋ intə twelv pens, ənd ə

penny into four farthings. At one time a pound was  
 peni intə fo: fa:ðɪŋz. ət wʌn taim ə paund wəz

sovereign = king

always a gold coin, called a sovereign because the  
 ə:lwəz ə gould kɔ:in, kɔ:ld ə sɔ:vri:n bɪ'kɔ:z ðə

king's head was to be found on one side of it. There  
 kiŋz hed wəz tə bi: fa:nd ən wʌn said əv it. ðeə

was a ten shilling coin, too, also made of gold, that was  
 wəz ə ten siliŋ kɔ:in, tu:, ə:lsoʊ meɪd əv gould, ðə:t wəz

called a half-sovereign. In nearly every country of the  
 kɔ:ld ə ha:fso:vri:n. in ni:li evri kʌntri əv ðə



American Indian

world three metals were used for coins before the war  
*wə:ld p̄ri: metlz wə: ju:zd f̄ə k̄oinz b̄i'ʃ̄o: ðə wə:r*  
 of 1914—1918. Gold had the greatest  
*əv nainti:n f̄o:ti:n t̄ə nainti:n eiti:n. gould h̄æd ðə greilist*  
 value of the three metals that were used for money,  
*vælju: əv ðə p̄ri: metlz ðət wə: ju:zd f̄ə m̄ani,*  
 and silver was next in value. Silver is the sort of metal  
*ənd silvə wəz nekst in vælju:. silvər iz ðə so:t əv mell*  
 my parents' forks and spoons are made of," Marshall  
*mai p̄ərənts f̄o:ks ənd spu:nz a: meid əv," ma:f̄əl*  
 explained. "The third metal was copper, a metal of a  
*iks'pleind. ðə p̄ə:d mell wəz k̄opə, ə mell əv ə*  
 red colour. Copper is the same colour as an American  
*red k̄alə. k̄opər iz ðə seim k̄alər əz ən ə'merikən*  
 Indian. Nowadays, however, it would be very difficult to  
*indjən. nauədeiz, hau'evə, it wəd bi: veri difikəlt t̄ə*  
 find a gold coin; paper money is used instead. In Eng-  
*faind ə gould k̄oin; peipə m̄ani iz ju:zd in'sted. in iŋ-*  
 land we use a pound note and a ten shilling note instead  
*glənd wi:ju:z ə paund nout ənd ə ten f̄iliŋ nout in'sted*  
 of the gold sovereign and half-sovereign. Until some  
*əv ðə gould sovrin ənd ha:fs̄ovrin. ʌn'til səm*  
 time after the war of 1939—1945  
*taim a:ft̄ə ðə wə:r əv nainti:n p̄o:ti nain t̄ə nainti:n f̄o:ti'ʃ̄aɪv,*  
 we had coins that people spoke of and thought of as  
*wi: h̄æd k̄oinz ðət pi:pl spouk əv ənd p̄o:t əv əz*  
 silver coins. In reality, we had no coins in England  
*silvə k̄oinz. in ri'æliti, wi: h̄æd nou k̄oinz in iŋglənd*

that were made of silver only; we had no coins of  
 $\partial\acute{e}t$   $w\acute{e}:$   $meid$   $\partial v$   $silv\acute{e}r$   $ounli;$   $wi:$   $h\acute{e}d$   $nou$   $k\acute{o}in$  $z$   $\partial v$   
any sort or size that were made of pure metals. Less  
 $eni$   $so:t$   $\partial:$   $saiz$   $\partial\acute{e}t$   $w\acute{e}:$   $meid$   $\partial v$   $pju\acute{e}$   $mellz.$   $les$   
than half of the metal of the so-called silver coins was  
 $\partial\acute{e}n$   $ha:ʃ$   $\partial v$   $\partial\acute{e}$   $mell$   $\partial v$   $\partial\acute{e}$   $souk\acute{o}ld$   $silv\acute{e}r$   $k\acute{o}in$  $z$   $w\acute{e}z$   
silver. However, in order to pay America in silver some  
 $silv\acute{e}r.$   $hau'vev\acute{e},$   $in$   $\partial:d\acute{e}$   $\partial$   $pei$   $\partial'merik\acute{e}$   $in$   $silv\acute{e}r$   $s\acute{a}m$   
of the money we owe her, we changed instead to a  
 $\partial v$   $\partial\acute{e}$   $m\acute{a}ni$   $wi:$   $ou$   $h\acute{e}:$ ,  $wi:$   $tseind\acute{z}d$   $in'sted$   $tu$   $\partial$   
mixture of copper and nickel. The old copper coins,  
 $mikst\acute{f}ar$   $\partial v$   $k\acute{o}p\acute{e}r$   $\partial n$   $nikl.$   $\partial i$   $ould$   $k\acute{o}p\acute{e}$   $k\acute{o}in$  $z,$   
however, have not been changed and are still the same  
 $hau'vev\acute{e},$   $h\acute{e}v$   $not$   $bi:n$   $tseind\acute{z}d$   $\partial n$   $a:$   $stil$   $\partial\acute{e}$   $seim$   
as they were, made of a mixture of copper and some  
 $\partial z$   $\partial ei$   $w\acute{e}:$ ,  $meid$   $\partial v$   $\partial$   $mikst\acute{f}ar$   $\partial v$   $k\acute{o}p\acute{e}r$   $\partial n$   $s\acute{a}m$   
other metal. The world is full of paper money, and it  
 $\wedge\partial\acute{e}$   $mell.$   $\partial\acute{e}$   $w\acute{e}:ld$   $iz$   $ful$   $\partial v$   $peip\acute{e}$   $m\acute{a}ni,$   $\partial n$   $it$   
is hardly possible to find a coin of any real value. It  
 $iz$   $ha:dli$   $p\acute{o}s\acute{a}bl$   $\partial$   $fain$  $d$   $\partial$   $k\acute{o}in$   $\partial v$   $eni$   $ri\acute{e}l$   $v\acute{a}lju:.$   $il$   
is not very often that coins are pure; they're mostly  
 $iz$   $not$   $veri$   $\partial:fn$   $\partial\acute{e}t$   $k\acute{o}in$  $z$   $a:$   $pju\acute{e};$   $\partial\acute{e}\acute{a}$   $moustli$   
mixtures of at least two metals. Now I will tell you  
 $mikst\acute{f}oz$   $\partial v$   $\partial$   $st$   $li:st$   $tu:$   $metlz.$   $nau$   $ai$   $wil$   $tel$   $ju:$   
about the English coins and at the same time show  
 $\partial'baut$   $\partial i$   $iyglis$   $k\acute{o}in$  $z$   $\partial n$   $\partial\acute{e}$   $seim$   $taim$   $sou$   
you what they look like, for I have some in my pocket."  
 $ju:$   $hw\acute{e}t$   $\partial ei$   $luk$   $laik,$   $f\acute{o}r$   $ai$   $h\acute{e}v$   $s\acute{a}m$   $in$   $mai$   $p\acute{o}k\acute{e}t."$



a half-crown =  
two shillings  
and sixpence

Marshall put his hand in his trouser pocket and brought *ma:fəl put hiz hænd in hiz traʊzə pəkit ənd brɔ:t* out a number of coins. He showed Storm four copper *aʊt ə nʌmbər əv kɔɪnz. hi: fəud stɔ:m ʃɔ: kɔpə* coins: a farthing which is a quarter of a penny; a half-*kɔɪnz: ə ʃa:ðɪŋ hwɪlf ɪz ə kwɔ:tər əv ə peni; ə hei-* penny; a penny; and a threepenny bit. He also had four *pni; ə peni; ənd ə prepəni bit. hi: ə:lsou hæd ʃɔ:r* of the new coins: a sixpence; a shilling; a two-shilling *əv ðə nju: kɔɪnzi ə sikspəns; ə filiŋ; ə 'tu:filiŋ* piece (a florin); and a half-crown. "We used to have a *pi:s (ə flɔ:rɪn); ənd ə 'ha:f kraun. "wi: ju:st tə hæv ə* crown, too," said Marshall, "but the size of the coin *kraun, tu:," sed ma:fəl, "bət ðə saiz əv ðə kɔɪn* was too great." "That is all quite easy to understand," *wəz tu: greit." "ðæt iz ɔ:l kwail i:zi tu əndə'slənd,"* Storm told him, "but will you also explain to me the *stɔ:m tould him, "bət wil ju: ə:lsou iks'plein tə mi: ðə* different ways in which people give prices, for some-*dɪfrənt weiz in hwɪlf pi:pl giv praisiz, ʃə sam-* times when I hear a price, I don't know how much it *taimz hwen ai hɪər ə prais, ai dount nou hau mælf ə* is, and, consequently, I am in doubt as to how much I *iz, ənd, kɔnsɪkwənli, ai əm in daul əz tə hau mælf ai* have to pay." "I shouldn't like you to be in doubt about *hæv tə pei." "ai fudnt laik ju: tə bi: in daul ə'baut* the price," Marshall replied. "Now I will mention all *ðə prais," ma:fəl ri'plaɪd. "nau ai wil menʃən ɔ:l*

the different ways in which we give prices in writing  
 ðə ðɪfrənt weɪz in hwɪts wi: gɪv præsɪz in rætlɪy

and in speaking. Five pounds is written £5. The letter  
 ənd in spi:kiy. faɪv paundz iz ritn ... ðə letə

£ stands for the Latin word 'libra' or pound. Five  
 .. stændz ðə ðə lætlɪn wə:d 'laibrə ðə: paund. faɪv

shillings is written 5s. or 5/-, but fivepence is written  
 sɪlɪyz iz ritn ... ðə: .., bəl faɪpəns iz ritn

5d. The letter d stands for 'denarius' which is the Latin  
 ... ðə letə di: stændz ðə 'di'neəriəs' hwɪts iz ðə lætlɪn

word for an old Roman coin. Now, two figures that are  
 wə:d fər ən ould roumən kɔɪn. nau, tu: fɪgəz ðəl a:

not connected by 'and' mean pence and farthings. If  
 nəl kə'nektɪd bai 'ənd' mi:n pens ənd fa:ðɪyz. if

I say 'five-three', I mean fivepence three farthings, and  
 ai sei 'faɪv-pri:', ai mi:n faɪpəns pri: fa:ðɪyz, ənd

this is written 5¾d. Two figures connected by 'and'  
 ðɪs iz ritn ... tu: fɪgəz kə'nektɪd bai 'ənd'

mean shillings and pence, so that if I say five-and-  
 mi:n sɪlɪyz ənd pens, sou ðəl if ai sei faɪv-ənd-

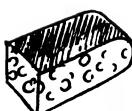
three, I mean five shillings and threepence; this is  
 pri:, ai mi:n faɪv sɪlɪyz ənd p्रəpəns; ðɪs iz

written 5/3. When speaking of pounds, we express  
 ritn ... hwen spi:kiy əv paundz, wi: iks'pres

ourselves in this way: three pounds five-and-three,  
 aʊə'selvz in ðɪs wei: pri: paundz faɪv-ənd-pri:,

which means three pounds five shillings and threepence,  
 hwɪts mi:nz pri: paundz faɪv sɪlɪyz ənd p्रəpəns,

everybody else =  
any other person



cheese

and is written £3/5/3.”  
ənd ɪz ərln . . .”

“Thank you, Marshall; it is all clear to me now, but I  
“pəyk ju:, mə:fəl; it iz ə:l kliə tə mi: nau, bə:t ai  
must say that I can’t see the advantage of having  
mə:t sei ə:t ai ka:nt si: ə:t əd'va:ntidʒ əv hæviy  
pounds, shillings, pence, and farthings. It seems very  
paundz, filiyz, pens, ənd ʃa:diyz. it si:mz veri  
foolish to me, as shillings and pence would be quite  
fu:lif tə mi:, əz filiyz ənd pens wə:d bi: kwait  
enough.” “I might mention, Storm, that only English  
i'nʌf.” “ai mait menʃən, stɔ:m, ə:t ounli iŋglis  
business men would say £3/5/3. Nearly  
bizi:s men wə:d sei pri: paundz faiv-ənd-pri:. niəli  
everybody else would prefer to express it 65/3.”  
evrɪbədi els wə:d pri:fə: tu iks'pres ɪtsikstɪ/faivəndpri:.”

“Then,” Storm answered, “there is no doubt that the  
“ðen,” stɔ:m a:nəd, “ðəz nou daut ə:t ə:t  
English system is foolish. In my country we always  
iŋglis sistim iz fu:lif. in mai kʌntri wi: ə:ləz  
say that it is foolish to do things in such a way that  
sei ə:t it iz fu:lif tə du: piyz in sʌts ə:wei ə:t  
they give extra work. But I think that we have spent  
ðei giv ekstrə wə:k. bə:t ai piyk ə:t wi: həv spent  
enough time in talking about money. To finish my meal  
i'nʌf taim in tɔ:kiy ə:baut mʌni. tə finiʃ mai mi:l  
I should like some cheese and another cup of tea. I find  
ai ʃə:d laik sə:m tʃi:z ənd ə'nʌðə kʌp əv ti:. ai faind

that the cheese in England is very good, and I always  
 ðət ðə tʃi:z in iyglənd iz veri gud, ənd ai ə:lwəz

have a piece of bread and cheese for supper." "Yes,"  
 hæv ə pi:s əv bred ənd tʃi:z ðə sʌpə." "jes,"

said Marshall, "bread, a bit of cheese, and a good glass  
 sed ma:fəl, "bred, ə bit əv tʃi:z, ənd ə gud gla:s

of beer make a fine end to the day. I like a glass of  
 əv biə meik ə fain end tə ðə dei. ai laik ə gla:s əv

beer before going to bed."

biə bi:fə: gouɪŋ tə bed."

bit = (small)  
 piece



#### EXERCISE A.

When the clock — one, Storm and Marshall went out to lunch. Storm was interested in the prices on the — The — came with a — of tea and the food on a — and — it on the table. The American — is equal to one hundred — Sometimes Storm had much — in understanding English money and prices, so he wanted Marshall to give him all the — of their monetary system. Some of Storm's tea went over the — of the table on to the floor. There was no — on the table in the restaurant. Marshall asked Storm to — the sugar; he liked — things very much. Once, a pound was a — coin called a —.

Spoons and forks are sometimes made of —. — has not so great a — as silver; it is red like an — —. Nowadays most coins are not made of — metals. Marshall took several coins out of his —; there were four copper coins: a threepenny bit, a penny, a —, and a —. A — — is equal to threepence. Two threepenny bits have the

#### WORDS:

strike

struck

menu

waitress

pot

tray

place (verb)

dollar

cent

trouble

detail

edge

cloth

pass

sweet

gold

sovereign

half-sovereign  
silver  
copper  
value  
American  
Indian  
pure  
pocket  
halfpenny  
farthing  
threepenny  
bit  
florin  
half-crown  
crown  
doubt  
foolish  
cheese  
beer  
red  
Latin  
denarius  
order  
clear  
a great deal  
in fact  
nickel  
libra

same value as a —. A — is equal to two shillings. One — is equal to two shillings and sixpence. Now and then Storm was in — about the prices in the shops. He found it — to have both pounds and shillings. Marshall and Storm liked bread and — and a glass of —.

#### EXERCISE B.

##### Answer these questions with full sentences:

Did you learn any foreign language at school? ... Are you interested in football? ... Did you play football at school? ... Have you any brothers or sisters? ... Where did you spend your last summer-holidays? ... Did you travel by land or by sea? ... Was the weather good? ... Did you spend much money? ... Do you like to go to the theatre, or do you prefer to see a good picture? ... How do you like singing? ...

#### EXERCISE C. GRAMMAR.

Adjectives [ædʒiktɪvz] are words that say what things or persons are like. Examples: I have a *big* dog; he is often *dirty*; when he is *clean*, he is a *nice* dog. In these sentences 'big', 'dirty', 'clean', and 'nice' are adjectives, and each of these adjectives tells us something about the 'dog', which is a noun. Other adjectives are: high, beautiful, kind, blue, good, bad, whole, big, great, and many others.

Adjectives may be used to make comparisons. When used in this way, -er and -est are added to them. In the sentence, "My dog is cleaner than yours, but Henry's

is the cleanest of the three," a comparison is made between the dogs. When -er is added to an adjective, we say that the adjective is in the comparative [*kəm'pə-rətɪv*]; when -est is added, the adjective is said to be in the superlative [*sju:pə:lətɪv*].

There are several things to notice about the comparative and the superlative of adjectives. If an adjective already has an 'e' as the last letter, only -r and -st are added, for example: nice, nicer, nicest.

Most adjectives that end in 'y' change 'y' to 'i' in the comparative and the superlative, for example: dirty, dirtier, dirtiest.

In some adjectives of one syllable the last letter is written twice before -er or -est is added; for instance: big, bigger, biggest.

Long adjectives do not add -er and -est, but comparison is expressed by the help of more and most: She is more beautiful than her sister, and the most beautiful girl I know.

Some adjectives have special comparatives and superlatives. For example: good, better, best; many, more, most; much, more, most.

#### Questions:

What are adjectives? ... Write some examples of adjectives. ... What are the comparatives and the superlatives of the following adjectives: warm, large, hot (add an extra -t), blue, red (add an extra -d), hard, kind, cheap, loud, good, many, much, early, dry, funny? ...

EXERCISE D.

Write the following with the usual letters of the alphabet:

l<sup>æ</sup>ndən, ði eitp ov ɔ:gəst.

dɪə wud,

ai ri si:vd jɔ: letə ðis mɔ:niŋ ənd wəz veri glæd tə ri:d ə'baut  
jɔ: trip houm. ai həv mist ju: ɔ:l veri mʌlf, is'pefəli ðə fə:st  
deiz a:ftə ju: left. ai felt kwait ə'loun in ðis greit siti, bət ai  
əm hæpi tə bi: eibl tə tel ju: ðət ai ɔ:l'redi fi:l mʌlf mɔ:r  
ət houm nau. ðə mein ri:zn ʃə ðis, ai nou, i: ðət ə jʌy mæn  
ət auər ɔ:fi:s bai ðə neim əv ma:fəl, ɔ:l'redi ən ðə fə:st dei  
ɔ:ʃəd mi: ə ru:m ət hiz pərənts haus. ai teik ɔ:l mai mi:lz  
wið ðə ma:fəlz, ənd ðei ɔ:l du: ðət best tə meik mi: fi:l ðət  
ai riəli bɪ'lɔy tə ðə fəmili.

it iz tu: ə:li tə tel ju: mʌlf ə'baut mai wə:k; ai məst nou it  
ə lill betə fə:st. ai həv bi:n pleist in ðə kəris'pəndəns di'pa:t-  
mənt, ənd ju: kən ʌndə:stənd ðət ai felt ə ra:ðər im'pə:tənt  
pə:sn, hwen ðət wəz ə letər in mai oun ləygwidʒ tu a:nsə  
ɔ:l'redi ən mai sekənd dei ət ði ɔ:fi:s. bət ai didnt fi:l ha:f  
sou im'pə:tənt hwen ai faund ðət ai hæd tu a:sk ə hʌndrəd  
streindʒ kwestʃənz in ði ʌðə di'pa:t'mənts in ɔ:ðə tə get ðə  
rait infə'meifən ə'baut ðə mætər in mai letə — bɪ'kəz ai did  
not nou ði iyglif wə:dz.

pə'hæps ju: wil bi: sou kaind əz tə kɔ:l mai sistər ən ðə  
telifoun ənd a:sk hə: tə send mi: səm linin. fi: wil faind  
ɔ:l mai pi:yə in ðə t'fəst əv drɔ:əz in mai ru:m. mai mʌðər  
iz in ðə kəntri ən həlidi, ju: nou, ənd ai dount nou hweðə  
mai sistər iz ət houm ɔ: stəi:y wið ə gə:l frend, əz fi: ɔ:ʃn  
dʌz. bət ju: mei kɔ:l hə:r ət ði ɔ:fi:s hweə fi: wə:ks.

pli:z ri'membə mi: tə braun ənd mistə milə.

jɔ:z sin'siəli,

stɔ:m

## A FOOTBALL MATCH

One day in September, when the football season had  
*wʌn dei in səp'tembə, hwen ðə futbɔ:l si:zn hæd*

begun, Marshall asked Storm if he would like to go  
*bɪ'gʌn, ma:fəl a:skt stɔ:m if hi: wəd laik tə gou*

to a football match with him. "Are you doing anything  
*tu ə futbɔ:l mæts wið him. "a: ju: du:ij eniþiy*

else next Saturday, or is that day convenient to you?"  
*els nekst sætədi, ɔ:r iz ðæt dei kən've:njənt tu ju:?"*

Storm: "No, I have nothing else on, so that Saturday  
*stɔ:m: "nou, ai hæv nʌþiy els ɔ:n, sou ðæt sætədi*

afternoon will be quite convenient to me. I shall be  
*a:ftə'nu:n wil bi: kwait kən've:njənt tu mi:. ai fəl bi:*

very pleased to go to the match with you. I wonder  
*veri pli:zd tə you tə ðə mæts wið ju:. ai wʌndər*

if the kind of football we are going to see is the same  
*if ðə kaind əv futbɔ:l wi: a: gouiy tə si: iz ðə seim*

kind as we have at home, for I know that you have two  
*kaind əz wi: hæv ət houm, fər ai nou ðæt ju: hæv tu:*

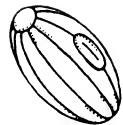
kinds of football in England." Marshall: "Yes, we have  
*kaindz əv futbɔ:l in iygłənd." ma:fəl: "jes, wi: hæv*

two kinds of football. The game we are going to see  
*tu: kaindz əv futbɔ:l. ðə geim wi: a: gouiy tə si:*

on Saturday is the one you know, so you will not have  
*on sætədi iz ðə wʌn ju: nou, sou ju: wil not hæv*

have nothing else  
on = have nothing  
else to do

kind = sort



Rugby football

any difficulty in following it. The other kind is called *eni difikælti in fɔlouɪŋ it. ði ʌðə kaind iz kɔ:ld*

Rugby after the famous school where it was first *rʌgbɪ a:ftə ðə feiməs sku:l hweər it wəs fə:st*

played." Storm: "I have never seen any Rugby foot-*pleid."*" *stɔ:m: "ai həv nevə si:n eni rʌgbɪ fut-*

ball." "Then you would not understand much of it, *bɔ:l."*" *"ðen ju: wəd nət ʌndə'stænd mæts əv it,*

for the rules of the game are quite different from those *fə ðə ru:lz əv ðə geim a: kwait dɪfrənt frəm ðəs*

of the kind of football you know. There are fifteen *əv ðə kaind əv futbɔ:l ju: nou, ðεə 'fif'ti:n*

players; they may carry the ball in their hands if they *pleiəs: ðei mei kæri ðə bɔ:l in ðεə hændz if ðei*

like; and the ball itself is not round." *laik: ənd ðə bɔ:l it'self iz nət raund."*

"I am very surprised," Storm replied; "I have never *"ai əm veri sə'praɪzd,"' stɔ:m ri'plaɪd; "ai həv nevə*

heard how it is played, but from what you say, I under-*ha:d hau it is pleid, bʌt frəm hwɔ:t ju: sei, ai ʌndə-*

stand that the rules of the game must be very different *'stænd ðət ðə ru:lz əv ðə geim mæst bi: veri dɪfrənt*

from the rules of the kind of football that is played in *frəm ðə ru:lz əv ðə kaind əv futbɔ:l ðət iz pleid in*

my country. I don't see how it is possible to kick a ball *mai kʌntri. ai dəʊnt si: hau it iz pɔ:səbl tə kik ə bɔ:l*

straight if it's not round. I'm sure it must be much *streit if its nət raund. ai ʃuər it mæst bi: mæts*

more difficult to kick the ball to the right man." "Well!  
*mo: difikælt tə kik ðə bɔ:l tə ðə rait mæn.*" "wel!"

wait till some other time, and you'll see for yourself  
*weit til sʌm ðə ðaim, ənd ju:l si: fə ðɔ:zelf*  
 how it is done."  
*hau it iz ðʌn.*"

Saturday had come, and Marshall and Storm were on  
*sætədi həd kʌm, ənd ma:ʃəl ənd stɔ:m wə:r ɔn*  
 their way to the match. They went by bus to the  
*ðəzə wei tə ðə mæts. ðei went bai bʌs tə ðə*  
 nearest Underground station. As it was rather late,  
*nɪərist ʌndəgraund steɪʃən. əz it wəz ra:ðə leit,*  
 they jumped on a bus after it had started moving.  
*ðei dʒʌmpt ɔn ə bʌs a:ftər it həd sta:tid mu:vɪy.*

People in London often jump on and off the buses  
*pi:pl in lʌndən ɔ:fn dʒʌmp ɔn ənd ɔ:f ðə bʌsɪz*  
 while they are moving, in order to save time. Having  
*həvɪŋ ðei a: mu:vɪy. in ɔ:də tə seɪv ðaim. hævɪy*  
 arrived at the Underground station, they went down to  
*ə'raɪvd ət ði ʌndəgraund steɪʃən, ðei went daun tə*  
 the platform. Storm: "It's quite a long way down to  
*ðə plætfɔ:m. stɔ:m: "i:ts kwɔ:t ə lɔ:y wei daun tə*  
 the platform; it must be very deep under the ground."  
*ðə plætfɔ:m; it mʌst bi: veri di:p ʌndə ðə graund."*

Marshall told him that some lines of the Underground  
*ma:ʃəl tould him ðət sʌm laɪnз əv ði ʌndəgraund*  
 railways are only just under the ground, but that he  
*reilweiz ə:r ounli dʒʌst ʌndə ðə graund, bʌt ðət hi:*

behind = at the back of

was right in saying that this line was very far down, *wəz rait in seiyy ðət ðis lain wəz veri fa: daun*, and he added that it was the deepest in London. The *ənd hi: ədɪd ðət it wəz ðə di:pɪst in ləndən*. ðə train came into the station, and the doors opened. There *treɪn keɪm ɪntə ðə steɪʃən, ənd ðə dɔ:z əʊpənd*. ðə were so many people just behind the two friends that *wə: sou meni pi:pl dʒʌst bi'haind ðə tu: frendz ðət* it was hardly necessary for them to do anything to *it wəz ha:dli nəsɪsəri fɔ: ðəm tə du: enɪʃɪy tə* get into the carriage; they were pushed into it by the *get intə ðə kærɪdʒ; ðei wə: pʊst intu it bai ðə* people behind them; but many of those who were *pi:pl bi'haind ðəm; bət meni əv ðous hu: wə:* standing behind them did not get into the carriage, *stændɪy bi'haind ðəm did nət get intə ðə kærɪdʒ*. because there was no more room, and then the doors *bɪ'kɔ:z ðə wəz nou mɔ: ru:m, ənd ðən ðə dɔ:z* closed. *klouzd.*

“People don’t usually push so much as they did on “*pi:pl dount ju:zuali pʊs sou mæts əz ðei did ən* this platform,” said Storm; but Marshall only laughed, *ðis plætʃɔ:m*,” *sed stɔ:m; bət ma:fəl əunli la:ft*, saying, “Remember that you are going to a football *seiyy. “rɪ'membə ðət ju: a: gouiy tu ə futbɔ:l* match. We are interested in many different games in *mæts. wi: a:r intristid in meni difrənt geimz in*

this country, but in the eyes of most English people  
*ðis kʌntri, bæt in ði aɪz əv moust ɪŋglɪʃ pi:pl*

football is the best game.” Storm: “I noticed that the  
*fʊtbɔ:l ɪz ðə best geim.” stɔ:m: “ai nouist ðæt ðə*

doors opened and closed of themselves. How long have  
*dɔ:z oupənd ənd klouzd əv ðəm'selvz. hau lɔy həv*

you had doors which open and close automatically?”  
*ju: hæd dɔ:z hwɪts oupən ənd klouz ɔ:tə'mætikəli?”*

“I can’t tell you how long we have had them, but you  
*“ai ka:nt tel ju: hau lɔy wi: həv hæd ðəm, bæt ju:*

know that during the last fifty years so many inventions  
*nou ðæt djuəriy ðə:la:st fifti ji:s sou meni in'vensəns*

have been made which save us much time and money,  
*həv bi:n meid hwɪts seiv əs mæts taim ənd mani.*

as for instance doors which work automatically. To the  
*əz fər instəns dɔ:z hwɪts wə:k ɔ:tə'mætikəli. tə ði*

Underground this invention is very useful. It is no  
*ʌndəgraund ðis in'vensən iz veri ju:sful. it iz nou*

longer necessary to have two or three men to shut  
*lɔyga nesisəri tə həv tu: ə bri: men tə fʌt*

the doors of the trains, for now they are all shut by  
*ðə dɔ:z ər ðə treɪns, fə nau ðei a:r ɔ:l fʌt bai*

one man.”  
*wʌn mæn.”*

Marshall told Storm that they were going to see the  
*ma:sfəl tould stɔ:m ðæt ðei wə: gouy tə si: ðə*

famous Arsenal football club, which is one of the most  
*feiməs a:sinl futbɔ:l klæb, hwɪts iz wʌn əv ðə moust*

shut the door =  
close the door

He **shuts**, he **shut**,  
he has **shut** [ʃʌts,  
ʃʌt, ʃʌt].

## Chapter Forty-Five (45).

by reason of its many good players  
= because it has so many good players

Arsenal = the Arsenal players

He **beats**, he **beat**,  
he has **beaten**  
[bi:ts, bi:t, bi:tən].

He **wins**, he **won**,  
he has **won** [wɪnz, wʌn, wʌn].

seldom = very few times

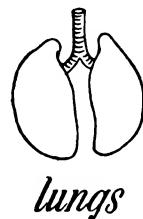
rush = run with great speed

famous clubs in the world by reason of its many good *feiməs kləbz in ðə wə:ld bai ri:zn əv its meni gud*  
players. Storm had once seen Arsenal at home, where *pleiəz. stɔ:m həd wʌns si:n a:sinl ət houm, hweə*  
they had beaten his own country by 4—1.  
*ðei həd bi:tn his oun kʌntri bai fɔ: tə wʌn.*

Marshall: "That is not strange, because they have *ma:fəl: "ðæt iz not streindʒ, bɪ:kɔz ðei həv*  
nearly always won when playing on the Continent.  
*nɪəli ɔ:lwəz wʌn hwen pleiŋ ɔn ðə kontinent.*  
It is very seldom that a foreign club is able to beat *it is veri seldəm ðæt ə forin kləb iz eibl tə bi:t*  
them. I expect that they will win this afternoon, too,  
*ðəm. aɪ ɪks'pekt ðæt ðei wil win ðɪs a:ftə'nu:n, tu:,*  
as they are playing so well this year."  
*əz ðei a: pleiŋ sou wel ðɪs jiə.*"

A few minutes later the train stopped, and the people *ə fju: minits leɪts ðə trein stɒpt, ənd ðə pi:pl*  
rushed out of the train to get up to the street as quickly *rʌʃt aut əv ðə trein tə get ʌp tə ðə stri:t əz kwikli*  
as possible. Storm had never seen people rush about *əz pəsəbl. stɔ:m həd nevə si:n pi:pl rʌʃ ə'baut*  
so much as they do in London, especially in the City *sou matʃ əz ðei du: in lʌndən, is'pesəli in ðə siti*  
and when going to games of some kind. While they *ənd hwen ɡoɪŋ tə geimz əv sʌm kaind. hwail ðei*  
were waiting for the game to start, Marshall told Storm *əz: wə:ciɪŋ fə ðə geim tə sta:t, ma:fəl tould stɔ:m*

something about the English football clubs: "In the *sʌmþiŋ ə'baʊt ði ɪŋglɪʃ fʊtbɔ:l klæbz: "in ðə* best known football clubs in England the players are *best noun fʊtbɔ:l klæbz in ɪŋglənd ðə pliəz a:* professionals, which means that football is their work, *prə'fesənəlz, hwɪts mi:nz ðət fʊtbɔ:l iz ðεə wə:k,* not only a game that gives them pleasure. As it is *not ounli ə geim ðət givz ðəm plɛzə. əz it iz* necessary for a professional football player to be able *nesisəri fər ə prə'fesənəl fʊtbɔ:l pliəz tə bi: eibl* to run very fast, he must not only have good legs, but *tə ran veri fa:st, hi: məst not ounli hæv gud legz, bət* also very good lungs. It is also very important to have *ɔ:lsou veri gud lʌyz. it iz ɔ:lsou veri im'pɔ:tənt tə hæv* a strong heart. Without especially good lungs and a *ə strɔ:y ha:t. wið'aut ɪs'peʃəli gud lʌyz ənd ə* strong heart, a man will not be able to last very long *strɔ:y ha:t, ə mæn wil not bi: eibl tə 'la:st veri lɔ:y* as a professional. These are two of the most important *əz ə prə'fesənəl. ði:z a: tu: əv ðə moust im'pɔ:tənt* things required of a professional, but, besides, he has *bi:z rɪ'kwaɪəd əv ə prə'fesənəl, bʌt, bi:saidz, hi: hæz* to be in very good health, for if he has not got that, *tə bi: in veri gud helb, fər if hi: hæz not got ðæt,* he cannot play football. A professional must, therefore, *hi: kænɔ:t pləi fʊtbɔ:l. ə prə'fesənəl məst, ðεəfɔ:.* give much attention to his health. These players are *giv mʌts ə'tenʃən tə his helb. ði:z pliəz a:*



*lungs*



*heart*

to last = to continue

to be in good health = not to be ill

give attention to = attend to

nearly always thinking of their health, giving it even *niəli ɔ:lwas piykiŋ əv ðəə help. giviŋ it i:vən* more attention than they give to their practice in playing *mɔ:r ə'tensən ðən ðei gir' tə ðəə præk'tis in pleiŋ* football or their exercise in running, jumping, kicking, *futbɔ:l ɔ: ðəər eksəsaɪz in rʌniŋ. dʒʌmpɪŋ. kikiŋ.* etc. Many of them smoke and drink very little. Just *it'setra. meni əv ðəm smouk ənd driyk veri litl. dʒʌst* as the ladies at Hollywood are proud of their legs, so, *əz ðə leidiz ət hollywood a: praud əv ðəə legs. sou* too, are professionals. The muscles of their legs are *tu:, a: prə'fesənəlz. ðə məslz əv ðəə legs a:* quite hard. They take exercise in running, kicking, *kwait ha:d. ðei teik eksəsaɪz in rʌniŋ. kikiŋ.* and jumping every day, and this makes the muscles *ənd dʒʌmpɪŋ evri dei. ənd ðis meiks ðə məslz* of their legs hard.” *əv ðəə legs ha:d.”*



*whistle*

Storm and Marshall had been waiting for the game to *sto:m ənd ma:ʃəl həd bi:n weitiŋ fə ðə geim tə* start, and now the whistle was blown. Storm noticed *sta:t, ənd nau ðə hwest wəz bloun. sto:m nou'tist* that the grass was not particularly good, and in some *ðət ðə gra:s wəz not pə'tikjuləli gud, ənd in sam* places he was even able to see the earth itself under *pleisiz hi: wəz i:vən eibl tə si: ði ə:p it'self əndə* the grass. “Where I play football at home, you can *ðə gra:s. “hwear ai plei futbɔ:l ət houm, ju: kən*

see nothing but grass," he told Marshall. "You would  
*si: nʌbiŋ bət gra:s.*" *hi: tould ma:ʃəl.* "ju: wəd

not find any places where the earth might be seen."  
*not faind eni pleisiz hweər əi ə:b məit bi: si:n.*"

Storm and Marshall soon saw that the Arsenal players  
*stɔ:m and ma:ʃəl su:n sɔ: dət əi a:sinl pleisəz*

were much stronger than the players of the other club.  
*wə: mæts strɔ:ygə dən əə pleisəz əv əi ʌðə klab.*

Every time the ball was kicked over the white line at  
*evri taim əə bɔ:l wəz kikt ouvə əə hwait lain ət*

the side by one club, the whistle was blown, and the  
*əə said bai wʌn klab, əə hwisl wəz bloun, ənd əə*

play stopped, until the other club had taken the ball  
*plei stɔ:p. ʌn'til əi ʌðə klab həd teikn əə bɔ:l*

and thrown it in again. Storm had very seldom seen  
*ənd ʌbrən it in ə'gein. stɔ:m həd veri seldəm si:n*

the players in a match throw the ball in so many times.  
*əə pleisəz in ə mæts ʌbrən əə bɔ:l in sou meni taimz.*

The Arsenal players were playing against the wind,  
*əi a:sinl pleisəz wə: pleiŋ ə'geinst əə wind,*

but yet the first half of the match finished 2—1 in  
*bət jet əə fə:st ha:f əv əə mæts finist tu: wʌn in*

favour of Arsenal. In the second half of the game they  
*feivər əv a:sinl. in əə sekənd ha:f əv əə geim əci*

had the advantage of the wind, and with the wind behind  
*həd əi əd'va:nitidʒ əv əə wind, ənd wið əə wind bi'haind*

them they finished the match 5—1 in their favour.  
*əəm əci finist əə mæts feiv wʌn in əə feivə.*

He **throws**, he  
**threw**, he has  
**thrown** [*brəʊz, bru:, brəʊn*].

favour (here) =  
advantage

sport = swimming,  
riding, hunting,  
fishing, etc.



they've = they have

to their credit = in their favour

A large number of men were present either to take *ə la:dʒ nʌmbər əv men wə: presnt aɪðə tə teik* photographs or to write reports of the match for the *foutəgra:fs ɔ: tə rait ri'pɔ:ts əv ðə mæts fə ðə* newspapers, which always bring long reports of all that *nju:spɛipəz hwɪts ɔ:lwəz briy lɔŋ ri'pɔ:ts əv ɔ:l ðæt* has taken place in the world of sport. *hæs teikn pleis in ðə wə:ld əv spɔ:t.*

There had been about 50,000 people at the match, *ðəðə hæd bi:n ə'baut fifti þaʊzənd pi:pl ət ðə mæts.*

and when the two friends left the place, it was almost *ənd hwen ðə ðæt frɛndz left ðə pleis, it wəz ə:lmost* impossible to take more than one short step at a time. *im'pɔ:səbl tə teik mɔ: ðən wən sɔ:t step ət ə taim.*

"It is rather tiring to have to take such small ladies' *"it iz rə:ðə tæriy tə hæv tə teik sə:tʃ smɔ:l leidiz* steps," said Marshall, laughing. Storm: "How many *steps," sed ma:fəl, la:fɪŋ. stɔ:m: "hau meni* matches have Arsenal played this season?" Marshall: *mætsiz hæt a:sinl pleid ðis si:zn?" ma:fəl:*

"Counting the one to-day, they've played six times, but *"kauntiy ðə wən tə:dei, ðeiv pleid siks taimz, bət*

once they didn't win, so that there are five matches *wəns ðeiv didnt win, sou ðət ðəðə fair mætsiz* to their credit. I remember that some years ago they *tə ðəðə kredit. ai ri'membə ðət sam jiəz ə'gou ðeiv* played eighteen matches on the Continent and came *pleid 'eɪ'ti:n mætsiz ən ðə kontinent ənd kəim*

back with all eighteen to their credit."

*bæk wið ɔ:l 'eit:in tə ðεə kredit.'*

They continued to discuss football, and during the

*ðei kən'tinju:d tə dis'kʌs futbɔ:l, ənd djuəriy ðə*

discussion Storm asked how long football had been

*dis'kʌfən stɔ:m a:skt hau lɔy futbɔ:l həd bi:n*

played in England. "It has been played in some form

*pleid in iyglənd. "it həz bi:n pleid in sam fɔ:m*

or other for hundreds of years, but it has only been

*ɔ:r ʌðə fə handrədz əv jiəz, bət it həz ounli bi:n*

played in its present form for about a hundred years."

*pleid in its presnt fɔ:m fər ə'baut ə handrəd jiəz."*

When they reached the Underground station, they had

*hwen ðei ri:tst ði ʌndəgraund steisən. ðei həd*

not yet finished their discussion of football. Marshall

*not jet finis ðεə dis'kʌfən əv futbɔ:l. ma:fəl*

was telling Storm about the most important match of

*wəz teliy stɔ:m ə'baut ðə moust im'pɔ:tənt mæts əv*

the year, the one between England and Scotland. "The

*ðə jiə, ðə wʌn bi'twi:n iyglənd ənd skɔtlənd. "ðə*

number of people who go to a match like that is very

*nʌmbər əv pi:pl hu: you tu ə mæts laik ðət is veri*

great. One year there were 150,000

*greit. wʌn jiə ðεə wə: wʌn handrəd ənd fifty þaʊzənd*

present in Glasgow. It's not always the country that

*presnt in gla:sgou. its not ɔ:lwəz ðə kʌntri ðət*

plays best that wins. The players know that the eyes

*pleiz best ðət wins. ðə pleiəz nou ðət ði aɪz*

of 150,000 people are upon them, *əv wʌn hʌndrəd ənd fifti þauzənd pi:pl ə:r ə'þɔn ðəm*, and very often it gets on their nerves; it makes them *ənd veri ɔ:fn it gets ən ðəz nə:vz; it meiks ðəm* nervous. This means that it's often the players who *nə:vəs. ðis mi:nz ðət its ɔ:fn ðə pleiəz hu:* have the best nerves that win. Besides the match with *hæv ðə best nə:vz ðət win. bi:saidz ðə mæts wɪd* Scotland, we play many international matches every *skɔtlənd, wi: plei meni intə'næʃənəl mætsiz evri* year, for example against France and Holland. Such *jɪə, fər ig'za:mpl ə'geinst fra:nz ənd hɔ:lənd. səts* matches are called international matches, because *mætsiz a: kɔ:ld intə'næʃənəl mætsiz. bi:kɔ:* players of different nations take part in them. I think *pleiəz əv dɪfrənt neisənz teik pa:t in ðəm. ai þiŋk* that these international matches in the world of sport *ðət ði:z intə'næʃənəl mætsiz in ðə wə:ld əv spo:t* are of great importance in helping the different nations *a:r əv greit im'pɔ:təns in helpiŋ ðə dɪfrənt neisənz* of the world to get a better understanding of each *əv ðə wə:ld tə get ə betər andə'stændɪŋ əv i:tf* other.” *ʌðə.”*

## EXERCISE A.

Marshall asked if it would be — to Storm to go to a football — on the following Saturday. In England they have a — of football called —, which has other — than the usual kind of football. The players — a ball which is not —. Marshall and Storm were rather late and — on a bus to be in time for their train. The platform was — under the ground. The two friends were — into the train by the people — them. One of the — which have been made during the last fifty years, is doors that open and — —. One of the most famous football — is Arsenal. It has — many matches, and it is very — that it is — by other clubs on the Continent. When the train stopped, the people — up to the street. Two of the most important things required of a — football player are to have good — and a strong —. He must also give very much — to his —. The — of his legs are very hard. When the — was blown, the play started. In some places Storm could see the — under the grass. When the ball was kicked out by one club, it was — in again by the other. The — finished in — of Arsenal, and now the club had five matches to its —. Many men had been present to write — for the newspapers, which write about all that takes place in the world of —. When the two friends left the place, they could only take one — at a time. They continued their — of football, which game has been played in England in some — or other for hundreds of years. In the — matches it is often the players with the best — that win.

WORDS:

kick  
round  
jump  
deep  
push  
convenient  
match  
kind  
rule  
behind  
invention  
shut

automatically  
club  
win  
won  
seldom  
beat  
beaten  
rush  
professional  
lung  
heart  
attention  
health  
muscle  
whistle  
earth  
throw  
threw  
thrown  
game

favour  
credit  
report  
sport  
step  
discussion  
form  
international  
nerve  
understanding  
count  
last

### EXERCISE B.

Write about a game you are interested in. Do you take part in any sort of game yourself, or do you go to see matches between famous clubs? Tell us about some interesting facts connected with that game, in about 200—300 words. If you do not know all the right words, express what you mean in some other words.

### EXERCISE C. GRAMMAR.

In the sentences: This is a tree; I saw a man; he gave me a big apple, the word “a” is called the indefinite article [*in'definit a:tikl*].

The indefinite article, however, is not always “a”. Sometimes it is “an”. If the word which follows the indefinite article begins with a consonant [*kɔnsənənt*], that is, *b*, *d*, *ð*, *p*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *r*, *s*, *f*, *z*, *t*, *v*, *w*, the indefinite article is “a”. Examples: John is a boy. We have a tall tree in the garden.

If the word which follows the indefinite article, begins, not with a consonant, but with a vowel [*vauəl*], that is, *a:*, *æ*, *ai*, *au*, *ʌ*, *e*, *ei*, *ə*, *ə:*, *i:*, *ɪ*, *ou*, *ɔɪ*, *u*, *u:*, *ɛə*, *ɔ:*, *ɔ:* it is “an”. Examples: I found an apple. My father is an old man. I have got an idea, but: I have got a good idea.

Notice that it is the way in which the word is pronounced that matters. Sometimes the letter “u” is pronounced as [*ju*] or [*ju:*]; then the indefinite article “a” is used in front of it: A usual thing; Oxford has a uni-

versity. Sometimes the letter "u" is pronounced [ʌ] : then the indefinite article is "an": An uncle; an unusual thing.

If the indefinite article is used before a word which begins with an "h" which is not pronounced, as for example "hour", it takes the form "an", not "a". Example: An hour has sixty minutes; but: A hospital needs money.

The word "the" we call the definite article [*definit a:tikl*]. In the sentences, "He took the book from the book-shelf in the sitting-room", "the flowers in his garden are beautiful", the word "the" is the definite article. The definite article is pronounced in two ways: [ðə] and [ði]. It is pronounced [ðə] in front of consonants, [ði] in front of vowels: The man [ðə mæn] : the old man [ði ould mæn]. Again it is the way the word is pronounced that matters: The uncle [ði ʌykł] : the United States [ðə ju:ˈnaitid steits] : the hour [ði auə] : the hospital [ðə hɔspitł].

### **Questions:**

What are the two forms of the indefinite article in English? ... When do we use one, and when the other? ... What is the definite article? ... What are the two pronunciations of the definite article, and when are they used? ... Which sounds are called vowels, and which consonants? ...

## A SUNDAY MORNING IN THE EAST END

on a Sunday =  
on Sundays

as well = besides

Most people do not work on Sundays; they rest from  
*moust pi:pl du: not wə:k ɔn sandiz; ðei rest frəm*  
 their usual work. In England, Sunday is therefore also  
*ðəz ju:zəl wə:k, in iyglənd, sandi iz ðəzʃɔ:r ɔ:lso*  
 called the day of rest. But Marshall — like many other  
*kɔ:ld ðə dei əv rest, bət ma:ʃəl — laik meni ʌðər*  
 Englishmen — was not the kind of man to rest very  
*ɪŋglɪsmən — wəz not ðə kaind əv mən tə rest veri*  
 much on a Sunday. He often went into the country  
*mʌts ɔn ə sandi, hi: ɔ:fn went intə ðə kʌntri*  
 or spent the day on the river; that was his kind of rest.  
*ɔ: spent ðə dei ɔn ðə rivə, ðæt wəz his kaind əv rest.*  
 People in foreign countries think that Englishmen go  
*pi:pl in fɔ:rɪn kʌntrɪz pi:yk ðæt ɪŋglɪsmən gou*  
 to church two or three times every Sunday, but as soon  
*tə tʃə:ts tu: ə pri: taimz evri sandi, bət əz su:n*  
 as they come to England, they make the discovery that,  
*əz ðei kʌm tu iyglənd, ðei meik ðə dis'kʌvəri ðæt,*  
 although many Englishmen go to church, the English  
*ɔ:l'dou meni ɪŋglɪsmən gou tə tʃə:ts, ði ɪŋglɪ*  
 as a nation spend their Sundays doing many other things  
*əz ə neisən spend ðəz sandiz du:iy meni ʌðə pi:yz*  
 as well. Storm had been like other foreigners in this  
*əz wel, stɔ:m hæd bi:n laik ʌðə fɔ:rɪnəz in ðis*

matter and had made the same discovery: that Sunday  
 mætə ənd hæd meid ðə seim dis'kʌvəri: ðæt səndi  
 in England is not what it is said to be.  
 in iŋglənd ɪz nɒt hæwt it ɪz sed tə bi:.

One Sunday Marshall said to him, "I am sure that you  
 wʌn səndi ma:fəl sed tə him, "ai əm suə ðæt ju:

have wondered what people do in London on Sundays.  
 hæv wʌndəd hæwt pi:pl du: in ləndən ən səndiz.

If you have time, we could spend the whole day visiting  
 if ju: hæv taim, wi: kæd spenð ðə houl dei vizitiŋ

different interesting places. I will not tell you in  
 dɪfrənt ɪntrɪstɪŋ pləsɪz. ai wil nɒt tel ju: in

advance what we're going to see, but you may be sure  
 əd've:n:s hæwt wiə gouiŋ tə si:, hæt ju: mei bi: suə

that there will be many surprises." "I should like  
 ðæt ðεə wil bi: meni sə'praiziz." "ai ʃəd laik

nothing better," Storm told Marshall.

na:bɪy betə," stɔ:m tould ma:fəl.

To begin with, they went right through the City by  
 tə bɪ'gɪn wɪð, dei went rait þru: ðə siti bai

bus until they reached the East End. Here they  
 bʌs ʌn'til dei ri:tʃt ði i:st end. hɪə ðei

got off the bus. Storm had been to that part of London  
 gɔt ɔ:f ðə bʌs. stɔ:m hæd bi:n tə ðæt pa:t əv ləndən

before and was very pleased to be able to recognize it.  
 bi:fɔ: ənd wəz veri pli:zd tə bi: eibl tə rekəgnais it.

Marshall: "London is so big, not only to a foreigner,  
 ma:fəl: "ləndən ɪz sou big. nɒt əʊnli tu ə forinə,

quite (here) =  
well

seller = a man  
who sells goods

but even to many Englishmen, so I can quite understand that it must be very pleasant to recognize a place where you have been before." Storm and Marshall now left the main street and entered a side street which was filled with thousands of people. Storm had seen a crowd of 50,000 at the football match, and the crowd of people in this street seemed to be nearly as big. Along both sides of the street there were sellers, who were crying at the top of their voices to make people buy their goods. Each seller seemed to be trying to cry louder than his fellow-seller. The street itself was rather narrow, and being so filled with people, it didn't leave room for traffic of any kind. It was very different from the main street which was

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very wide, with room enough for the great bus traffic  
*veri waid. wið ru:m i'nʌf fə ðə greit bʌs træfɪk*

to East London. Most of the side streets in this part  
*tu i:st lændən. moust əv ðə said stri:ts in ðis pa:t*  
 of the town, however, were not very wide.  
*əv ðə taun. haʊ'evə. wə: not veri waid.*

Marshall: "A place of this kind, where people do their  
*ma:ʃəl: "ə pleis əv ðis kaind, hweər pi:pl du: ðə*  
 buying not only in the shops, but in the street itself,  
*baɪɪŋ nɔt ounli ɪn ðə ʃɔps, bət in ðə stri:t it'self,*  
 we call a street market. All over the country we have  
*wi: kɔ:l ə stri:t ma:kit. ɔ:l ouvə ðə kəntri wi: haʊ*  
 street markets like this."  
*stri:t ma:kits laik ðis."*

Many of the sellers had baskets on their arms, others  
*meni əv ðə seləz hæd ba:skits ɔn ðeər a:mz, ʌðəz*  
 were holding up their goods in both hands, so that  
*wə: houldiy ʌp ðeə gudz in bouþ hændz, sou ðət*  
 everybody might see what they had. If the goods were  
*erribɔ:di mait si: hwɔ:t ðei hæd. if ðə gudz wə:*  
 not held up in this way, the sellers would not do so  
*nɔt held ʌp in ðis wei, ðə seləz wud nɔt du: sou*  
 much business. Storm and Marshall looked into many  
*matʃ biznis. stɔ:m ənd ma:ʃəl lukt intə meni*  
 of the baskets, sometimes asking the prices of the goods.  
*əv ðə ba:skits, səmtaimz a:skiy ðə praisiz əv ðə gudz.*  
 Storm heard that the prices were very low, but Mar-  
*stɔ:m hə:d ðət ðə praisiz wə: veri lou, bət ma:-*

wide = broad



market



to hold up = to lift

He **holds**, he **held**,  
 he has **held** [houldz, held, held].

## Chapter Forty-Six (46).

quality = value

shall, on seeing his surprise, told him that the quality  
*ʃəl, ɔn si:ɪŋ hiz sə'praɪz, tould him, ðət ðə kʷə'liti*  
of the goods was just as low. "You can't expect to get  
*əv ðə gudz wəz dʒʌst əz lou. "ju: ka:nt iks'pekt tə get*  
goods of a high quality at such low prices," he added.  
*gudz əv ə hai kʷə'liti ət sʌts lou praisiz," hi: ədɪd.*

When passing a woman with a basket of apples, they  
*hwen pa:sɪŋ ə wumən wɪd ə ba:skɪt əv æplz, ðei*  
noticed that she was rubbing the apples hard to make  
*noutist ðət fi: wəs rəbiŋ ði æplz ha:d tə meik*  
them shine. They would have quite liked some apples,  
*ðəm fain. ðei wud həv kwait laikt səm æplz,*  
but after seeing the apples rubbed on her dirty dress,  
*bət a:ftə si:ɪŋ ði æplz rʌbd ɔn hə: də:ti dres,*  
they passed on without buying any. All the articles  
*ðei pa:st ɔn wið'aut baiŋ eni. ɔ:l ði a:tiklz*

poor = bad

they saw were cheap, but their quality was so poor  
*ðei sɔ: wə: tʃi:p, bət ðəs kʷə'liti wəz sou pʊə*  
that they were not worth the money. Marshall said  
*ðət ðei wə: nɔt wə:p ðə mani. ma:səl sed*  
that although the prices were low, he had seldom  
*ðət ɔ:l'dou ðə praisis wə: lou, hi: həd seldəm*  
found anything worth buying. when he went to street  
*faund eniþiŋ wə:p baiŋ hwen hi: went tə stri:t*  
markets.  
*ma:kɪts.*

increase = get  
bigger

As they walked along, Storm's surprise increased with  
*əz ðei wɔ:kt ɔ'lɔy, stɔ:mə sə'praɪz in'kri:st wið*

each step they took. At last he turned to Marshall,  
*i:tʃ step ðei tuk. ət la:st hi: tə:nd tə ma:fəl.*

and said, "Now I am beginning to discover that there  
*ənd sed, "nau ai əm bi'giniy tə dis'kʌvə ðət ðəs*

are more sides to the English nation than I had thought;  
*mɔ: saidz tə ði iŋglif neisən ðən ai həd þɔ:t;*

but I have also discovered that it is necessary to come  
*bət ai həv ɔ:lsou dis'kʌvəd ðət it iz nəsɪsəri tə kʌm*

to England in order to find out about them. I am sure  
*tu iŋglənd in ɔ:də tə faind aut ə'baut ðəm. ai əm ʃuə*

that when I return to my own country and tell people  
*ðət hwen ai rɪ'tə:n tə mai əvn kʌntri ənd tel pi:pl*

the facts about the English, most of them will not  
*ðə fækts ə'baut ði iŋglif, moust əv ðəm wil nət*

believe me. If anybody had told me in advance that  
*bi'li:v mi:. if enibɔdi həd tould mi: in əd've:ns ðət*

it was possible to buy goods in the streets of London  
*it wəz pɔ:səbl tə bai gudz in ðə stri:ts əv ləndən*

on a Sunday morning, I should not have believed it  
*ɔ:n ə sʌndi mɔ:nɪy, ai fəd nət həv bi'li:vd it*

myself." Marshall: "Well, I told you before we started  
*mai'self." ma:fəl: "wel, ai tould ju: bi'fɔ: wi: sta:tid*

that you must prepare yourself for many surprises."  
*ðət ju: məst pri'pəz ɔ:'self fə meni sə'praiziz."*

Storm: "And I thought I had prepared myself for  
*stɔ:m: "ənd ai þɔ:t ai həd pri'pəzəd mai'self fər*

everything. But now I see that there is a surprise  
*əvri'þi:y. bət nau ai si: ðət ðəz ə sə'praiz*

discover = find out

anybody = any one

of course = it is understood

beforehand = in advance

surround = be on all sides of

every minute or two for which I have not been prepared." Marshall: "Of course I might have told you

'peəd.' ma:ʃəl: "əv kɔ:s ai mait həv tould ju:

all about our trip before we went out, but I thought ɔ:l ə'baut aʊə trip bɪ'fɔ: wi: went aʊt, bət ai þɔ:t

it would be still better to show you things without it wəd bi: stil betə tə sou ju: þiŋz wɪð'aut

telling you about them beforehand." Storm: "You təliŋ ju: ə'baut ðəm bl'fɔ:hənd." stɔ:m: "ju:

are quite right! Of course it has been much more fun a: k'wɔ:t rait! əv kɔ:s it həz bi:n məts mɔ: fʌn

for me in this way."

fə mi: in ðis wei."

Now and then they saw men standing on boxes, nau ənd ðən ðei sɔ: men stændɪŋ ən bɔksɪz.

speaking, surrounded by people who were listening to spi:kɪŋ, sə'raundɪd bai pi:pl hu: wə: lisnɪŋ tə

them. Some of these men said such funny things that ðəm. səm əv ði:z men sed səts fʌni þiŋz ðət

everybody laughed. Many people seemed to have come evrɪbɔ:di la:ft. meni pi:pl si:md tə həv kʌm

to the street market, not in order to buy anything, but tə ðə stri:t mə:kit, nət in ɔ:də tə bai eniþɪŋ, bət

only in order to enjoy themselves. When the sellers ounli in ɔ:də tu in'dʒɔi ðəm'selvz. hwen ðə seləz

saw a possible customer, four or five of them would at sɔ: ə þɔ:sabl kʌstəmə, fɔ:r ə faiv əv ðəm wəd ət

once surround him so that it was difficult for him to  
 wʌns sə'raund him sou ðət it wəz difikəlt fə him tə  
 get away.

get ə'wei.

Storm suddenly saw a strange sight, one of the strangest  
 stɔ:m sʌdnli sɔ: ə streindʒ sait, wʌn əv ðə streindʒist  
 sights he had ever seen, a monkey sitting on a man's  
 saits hi: həd evə si:n, ə mʌyki sitiŋ ən ə mænz  
 shoulder with the man's hat in its hand. The man was  
 souldə wið ðə mænz hæt in its hænd. ðə mæn wəz  
 not able to see, for he was blind. On his coat was a  
 nɔ:t eibl tə si:, fə hi: wəz blaind. ən his kout wəz ə  
 piece of paper with the word 'blind', so that people  
 pi:s ər' pi:pə wið ðə wə:d 'blaind', sou ðət pi:pl  
 might know that he could not see. The monkey was  
 mait nou ðət hi: kud nɔ:t si:. ðə mʌyki wəz  
 holding out the blind man's hat, and many people put  
 houldiy aut ðə blaind mænz hæt, ənd meni pi:pl put..  
 money into it. It seemed to like its work, and some-  
 mani intu it. it si:md tə laik its wə:k, ənd sam-  
 times it jumped from one shoulder of the man to the  
 tainz it dʒʌmpt frəm wʌn souldər ər' ðə mæn tə di  
 other.

ʌðə.

A little later, they discovered a man selling knives  
 ə litl leitə, ðei dis'kʌvəd ə mæn seliŋ naivz  
 which were so cheap that Storm wanted to buy one;  
 hwa:ts wə: sou tʃi:p ðət stɔ:m wəntid tə bai wʌn:



shoulder



parcel

hard = difficult



map

but Marshall told him that if he wanted a sharp knife,  
*bæt ma:fəl tould him ðæt if hi: wɔntid ə fa:p naif.*

that is, a knife that is really able to cut, he would  
*ðæt iz, ə naif ðæt is riəli eibl tə, kæt. hi: wæd*  
 have to go somewhere else for it, as it was impossible  
*hæv tə gou samhwæər els fər it, əs it wæz im'posəbl*  
 to get a sharp knife very cheap.  
*tə get ə fa:p naif veri tʃi:p.*

Marshall suddenly noticed that Storm was not there,  
*ma:fəl sʌdnli noutist ðæt stɔ:m wæz not ðeə.*

and he could not see him anywhere. Five minutes  
*ənd hi: kud not si: him enihwæə. faiv minits*

passed, and then Storm appeared again, returning round  
*pa:st, ənd ðen stɔ:m ə'piəd ə'gein, ri'tə:niy raund*

the corner of a side street with a small parcel in his  
*ðə kɔ:nər əv ə said stri:t wið ə smɔ:l pa:sl in his*

hand. "It is always hard for me to find my way about  
*hænd. "it iz ɔ:lwæz ha:d fə mi: tə faind mai wei ə'baut*

the streets of London, so when I saw a man selling maps  
*ðə stri:ts əv landən, sou hwen ai sɔ: ə mæn seliŋ mæps*

of London which were both large and cheap, I bought  
*əv landən hwitʃ wə: bou:p la:dʒ ənd tʃi:p, ai bɔ:t*

one," Storm explained. "I was really very glad," said  
*wʌn," stɔ:m iks'pleind. "ai wæz riəli veri glæd," sed*

Marshall, "to see you appear once more. Although the  
*ma:fəl, "tə si: ju: ə'piə wʌns mɔ:. ɔ:l'dou ðə*

parcel you have in your hand is very small, there seems  
*pa:sl ju: hæv in jɔ: hænd iz veri smɔ:l, ðeə si:mz*

to be more in it than a map of London." "Perhaps,"  
*ta bi: mɔ:r in it ðən ə mæp əv landən.*" "*pɔ:hæps,*"

said Storm, "I bought one or two other things at the  
*sed stɔ:m, ai bɔ:t wʌn ə tu: ʌðə þiŋz ət ðə*

same time; who knows?" "I won't ask you to tell me  
*seim taim; hu: nouz?"* "*ai wount a:sk ju: tə tel mi:*

what you have bought, of course. I only hope that you'll  
*həwt ju: həv bɔ:t, əv kɔ:s. ai ounli houp ðət ju:l*

not be sorry later on and regret that you bought it."  
*not bi: sɔ:ri leitər ən ənd ri'gret ðət ju: bɔ:t it.*"

"What I have bought," Storm replied, "is both of good  
*həwt ai həv bɔ:t.*" *stɔ:m ri'plaid.* "*iz bouþ əv gud*

quality and cheap, so that I'm quite sure that I shan't  
*kwaliti ənd tʃi:p. sou ðət aim kwait fʊə ðət ai sa:nt*

regret it. Remember, Marshall," he said, laughing,  
*ri'gret it. ri'membə, ma:fəl,*" *hi: sed, la:fɪŋ,*

"that the money came out of my pocket and not yours." "*ðət ðə mani keim aut əv mai pɔ:kit ənd not jɔ:z.*"

"It is almost too hot to-day," said Marshall, "to enter  
*it iz ɔ:lmoust tu: hət tə'dei,*" *sed ma:fəl,* "*tu entər*

into a discussion. I think it must be 90° (degrees)  
*intu ə dis'kʌʃən. ai þiŋk it məst bi: nainti dɪgri:z*

in the shade, so it is no wonder if we feel a little hot  
*in ðə seid, sou it iz nou wʌndər if wi: fi:l ə litl hət*

here in the sun. I propose that we cross the street to  
*hiər in ðə sʌn. ai prə'pouz ðət wi: krɔs ðə stri:t tə*

get into the shade on the other side of the street." "*get intə ðə seid ən ði ʌðə said əv ðə stri:t.*"

shan't = shall  
 not

ninety degrees  
 Fahrenheit  
*[fə'renhaɪt]* =  
 32° (thirty-two  
 point two degrees)  
 Celsius *[sɛlsiəs]*



WORDS:

market  
wide  
crowd  
rest (verb)  
rest  
recognize  
seller  
fellow-seller  
cry  
basket  
hold  
held  
worth  
quality  
rub  
increase  
discovery  
discover  
prepare  
anybody  
beforehand  
believe  
surround  
sight  
shoulder  
blind  
sharp  
appear  
parcel  
map

**EXERCISE A.**

Storm made the — that the English do not — very much on Sundays, even if Sunday is called the day of —. When Marshall and Storm came to the East End, Storm was able to — the place. The street — are situated in streets that are not so — as the main streets. There were — of people listening to the — who were — at the top of their voices. Some of the sellers had — on their arms, while others were — up the goods in their hands. The goods are not always — the money, because the — is poor.

Marshall and Storm saw a woman — apples on her dirty dress. Storm's surprise — while they were walking along, because he — so many new things which he had not been — for. He said that if — had told him — that it was possible to buy goods in the streets of London on a Sunday morning, he would not have — it. Later they saw a man speaking from a box, — by people. Another — they saw was a monkey sitting on the — of a — man. Marshall was telling Storm that he could not buy — knives for next to nothing, but Storm was not there. He — five minutes later with a — in his hand. In the parcel was a — and other things, and Marshall said, "I hope you will not — that you bought them." The weather was very hot, 90 — in the —. Marshall said that of — he might have told Storm all about their trip beforehand.

## EXERCISE B.

**Answer these questions with full sentences:**

What do you do before you go to your work? ... What do you have for breakfast? ... Where do you work, in town or in the country? ... What does your manager say if you are late in the morning? ... How many hours do you work a day? ... For how long have you had your present work? ... Are you interested in it, or would you like to try some other work? ... Are you more busy in the morning or in the afternoon? ... How do you like your manager? ...

regret  
degree  
shade  
of course  
as well  
hard  
plus  
poor

## EXERCISE C. GRAMMAR.

Some words tell us how, when, or where something is done. Examples: slowly, easily, automatically, kindly, now, then, already, here, there. These words are called adverbs [*advə:bz*].

The adverbs that tell us *how* something is done are usually made by adding -ly to an adjective. Examples: He walked **quickly** to the door (quick + ly). They lived **happily** for many years (happy + ly). She was sitting **comfortably** in a big chair (comfortable + ly). Notice that 'y' at the end of an adjective is changed into 'i' before -ly is added, and that -le at the end of an adjective becomes -ly. — Adverbs that tell how, that is, in what way or manner [*mānə*] something is done, are called adverbs of manner.

The adverbs that tell us *when* or *how often* something takes place, are called adverbs of time. Now, then,

+ = plus [*plʌs*]

already, soon, yesterday, to-day, to-morrow, are adverbs that tell us when something is done. Often, never, usually, always, sometimes, are some adverbs that say how often something takes place. Examples: It **often** rains in England. He is **never** at home.

Adverbs that tell us *where* something takes place are, for instance, somewhere, there, here, far, away. They are usually called adverbs of place.

The adverbs we have spoken of, so far, are adverbs that are used with verbs. You will also find some that are used with adjectives or with other adverbs to tell us *how much*. Here are some examples of adverbs used with adjectives: I am not **quite** ready. You are **very** naughty children. That is good **enough** for me. The coat is **too** big. This is not **so** difficult. And here are some examples of adverbs used with other adverbs: He spoke **quite** openly of what he had done. They walked **very** slowly. You don't come here often **enough**. It cannot be done **too** well ('well' is an adverb). We are not working **so** hard now ('hard' is an adverb here). These adverbs are called adverbs of degree.

Many adverbs may be used for making comparisons. When used in that way, 'more' and 'most' are put before the adverbs, for instance: He talked **more** quietly than ever before. Who ran **most** quickly?

**Questions:**

What different sorts of adverbs have you learned? ...  
Can you find examples of the different sorts of adverbs in chapter 46? ...

## A BUSY SUNDAY

Marshall explained to Storm that the so-called East  
*ma:ʃəl iks'pleind tə stɔ:m ðət ðə soukɔ:ld i:st*

End, where they were now, is part of East London.  
*end, hwεə ðei wə: nau, iz pa:t əv i:st ləndən.*

“Most of the people in the East End are very poor,”  
*“mouſt əv ðə pi:pl in ði i:st end a: veri puə,”*

he said, “and you will often find two families living  
*hi: sed, “ənd ju: wil ɔ:fn faind tu: fæmiliz liviŋ*

together in the same flat or in a one-family house.  
*ta'geðər in ðə seim flæt ɔ:r in ə wʌnfæmili haus.*

These people live under very bad conditions, but the  
*ði:z pi:pl liv ʌndə veri bæd kən'diſənz, bət ðə*

poor in the large cities all over the world live under  
*puə in ðə la:dʒ sitiz ɔ:l ouvə ðə wə:ld liv ʌndə*

conditions just as bad, I think.”

*kən'diſənz dʒʌst əz bæd, ai biŋk.”*

To Storm’s question if there were any stores in this  
*tə stɔ:mz kwestʃən if ðət wə:r eni stɔ:z in ðis*

part of the town, Marshall answered, “You will not  
*pa:t əv ðə taun, ma:ʃəl a:nəd, “ju: wil nɔ:t*

find many stores in the East End; most of the shops  
*faind meni stɔ:z in ði i:st end; mouſt əv ðə ſɔ:ps*

here are rather small. You will notice that fruit is  
*hi: a: ra:ðə ſmɔ:l. ju: wil nouſis ðət fru:t ɪz*

store = a very  
 large shop, selling  
 all kinds of goods



store



cat

on a chain = at  
the end of a chain



chain

cheap in the East End. I must remember to buy some  
*tsi:p im ði i:st end. ai məst ri'membə tə bai səm*  
fruit for my mother, because the price here is much  
*fru:t fə mai mʌðə. bi'kɔz ðə prais hiə iz mʌtʃ*  
lower than in our suburb."  
*ləuə ðən in aʊə sʌbə:b.*"

After having bought the fruit, Marshall said that there  
*a:ftə hævɪŋ bo:t ðə fru:t. mə:fəl sed ðət ðəə*  
were two or three streets that he wished to show Storm.  
*we: tu: ə þri: stri:ts ðət hi: wɪft tə sou stɔ:m.*  
"They sell nothing but cats, dogs, birds, and other  
*ðei sel nʌhɪŋ bə:t kæts, dɔ:gz, bə:dz, ənd ñðə*  
domestic animals in those streets. We English love  
*də'mestɪk ənɪməlz in ðouz stri:ts. wi: iygli: ləv*  
domestic animals very much, and every Sunday morning  
*də'mestɪk ənɪməlz veri mʌtʃ. ənd evri səndi mɔ:nɪŋ*  
large numbers of cats, dogs, and birds are sold in the  
*la:dʒ nʌmbrəz əv kæts, dɔ:gz, ənd bə:dz ə: sould in ði*  
East End."  
*i:st end.*"

Before long they reached one of the streets that Marshall had mentioned, and they saw that every third or fourth person had bought a dog and had it on a chain.  
*bi:fɔ: lɔ:y ðei ri:tʃt wʌn əv ðə stri:ts ðət mə:ʃəl hæd menʃənd, ənd ðei sɔ: ðət evri þə:d ə fɔ:t hɔ:p pə:sn hæd bo:t ə dɔ:g ənd hæd it ən ə tʃein.*  
Storm: "I am always sorry to see a man walking with  
*stɔ:m: "ai əm sɔ:ləz sɔ:ri tə si: ə mæn wɔ:kɪŋ wið*

his dog on a chain, but of course it is necessary for a  
*hiz d<sup>g</sup> on a t<sup>fein</sup>.* *bat <sup>əv</sup> ko:s it iz nesi<sup>əri</sup> f<sup>ər</sup> a*  
 man who has just bought a dog to have it on a chain  
*mæn hu: h<sup>əz</sup> d<sup>ʒ</sup>ast b<sup>ɔ:t</sup> a d<sup>g</sup> t<sup>ə</sup> h<sup>əv</sup> it on a t<sup>fein</sup>*  
 at first every time he walks out with it, until he is  
*at f<sup>ə:st</sup> ev<sup>ri</sup> t<sup>aim</sup> hi: w<sup>ɔ:ks</sup> aut wi<sup>ð</sup> it, an<sup>'til</sup> hi: iz*  
 sure that the dog knows its new home and will not  
*su<sup>ə</sup> d<sup>ət</sup> d<sup>ə</sup> d<sup>g</sup> nou<sup>z</sup> its nju: hou<sup>m</sup> ənd wil not*  
 run away. After that he may let it run loose when  
*ran ə'wei. a:ft<sup>ə</sup> d<sup>ət</sup> hi: mei let it ran lu:s hwen*  
 he takes it out." Marshall: "I quite agree with you,  
*hi: teiks it aut.*" ma:ʃəl: "ai kwait ə'gri: wi<sup>ð</sup> ju:,  
 but it is not always possible. In this busy part of the  
*bat it iz not ə:lwəz p<sup>ə</sup>ssabl. in dis bizi pa:t <sup>əv</sup> d<sup>ə</sup>*  
 town, for example, you cannot let the dogs run loose,  
*taun, f<sup>ər</sup> ig'za:mpl. ju: kæn<sup>ət</sup> let d<sup>ə</sup> d<sup>g</sup>z ran lu:s.*  
 for they would very quickly run into the middle of  
*f<sup>ə</sup> d<sup>əi</sup> w<sup>əd</sup> veri kwikli ran into d<sup>ə</sup> midl <sup>əv</sup>*  
 the street and, perhaps, get under a car or get run over,  
*d<sup>ə</sup> stri:t ənd, p<sup>ə</sup>'hæps, get andər ə ka: ɔ: get ran ou<sup>ə</sup>.*  
 as we say In several of the suburbs, however, it is  
*əz wi: sei. in several <sup>əv</sup> d<sup>ə</sup> səbə:bz. hau<sup>ə</sup>ro. it is*  
 possible to let them go loose. Speaking of dogs, I don't  
*p<sup>ə</sup>ssabl t<sup>ə</sup> let d<sup>əm</sup> gou lu:s. spi:kiy <sup>əv</sup> d<sup>g</sup>z, ai dount*  
 like the way some kinds of dogs have part of their tails  
*laik d<sup>ə</sup> wei sam kaindz <sup>əv</sup> d<sup>g</sup>z h<sup>əv</sup> pa:t <sup>əv</sup> d<sup>ə</sup> tei<sup>z</sup>*  
 cut off just because it is thought beautiful by some of  
*kat ɔ:f d<sup>ʒ</sup>ast b<sup>il</sup>k<sup>əz</sup> it iz p<sup>ɔ:t</sup> bju:t<sup>ə</sup>ful bai sam <sup>əv</sup>*



He **smells**,  
he **smelt**,  
he has **smelt**  
[smelz, smelt,  
smelt].

the so-called friends of dogs." Storm: "No, I also  
ðə soukɔ:ld frenz əv dɔgz." stɔ:m: "nou, ai ɔ:lso

prefer them with their tails."  
pri'fə: ðəm wið ðeə teils."

The two friends now began walking along the street,  
ðə tu: frenz nau bi'gæn wɔ:kiŋ ə'lɔŋ ðə stri:t.

and soon their noses told them what was sold there,  
ənd su:n ðeə nouziz tould ðəm hwest wəz sould ðeə.

for they could smell the animals. Storm said that he  
fə ðei kəd smel ði əniməlz. stɔ:m sed ðət hi:

had smelt something like it when he went with his  
həd smelt səm'þiŋ laik it hwen hi: went wið his

friends to the Zoo. Seeing some very beautiful birds  
frendz tə ðə zu:. si:iy səm veri bju:təfʊl bə:dz

and cats in a shop, they went inside to have a better  
ənd kæts in ə ʃɔ:p, ðei went in'said tə hæv ə betə

look at them. They spent several minutes there playing  
luk ət ðəm. ðei spent sevəl minits ðeə pləiiy

with a small cat, which jumped up on Storm's shoulder  
wið ə smɔ:l kæt, hwitʃ dʒʌmpt ʌp ən stɔ:mz ʃouldə

as soon as they entered the shop, but at last Marshall  
əz su:n əz ðei entəd ðə ʃɔ:p, hət ət la:st ma:ʃəl

said, "We must leave now! There's still a lot more on  
sed, "wi: məst li:v nau! ðəz stil ə lət mɔ:r ən

our programme for to-day, so we had better move on.  
ənə prougræm fə tə'dei, sou wi: həd betə mu:v ən.

My real purpose in taking you out to-day was to show  
mai rɪəl pɔ:pəs ɪn təkiŋ ju: aut tə'dei wəz tə sou

you the many different things we do on Sundays, and  
 ju: ðə meni difrənt þiŋz wi: du: ɔn sandiz, ənd  
 as it's my purpose to get through all of our programme  
 əz its mai pə:pəs tə get þru: ɔ:l əv auə prougræm  
 before we return, we'll now go on to one of the shops  
 bi:fɔ: wi: ri:tə:n, wi:l nau gou ɔn tə wʌn əv ðə ʃɔ:ps  
 that sell beer and other strong drinks. A shop of this  
 ðət sel biər ənd ʌðə strɔ:g driŋks. ə ʃɔ:p əv ðis  
 kind is called a public house, or a pub for short, and  
 kaind iz kɔ:ld ə pʌblɪk haus, ɔ:r ə pʌb fə ʃɔ:t, ənd  
 in England we have so many of them that we say that  
 in iŋglənd wi: hæv sou meni əv ðəm ðət wi: sei ðət  
 there is a pub on every street corner."  
 ðəz ə pʌb ɔn evri st्रi:t kɔ:nə."

In less than a minute they reached a public house.  
 in les ðən ə minit ðei ri:tʃt ə pʌblɪk haus.

Storm was surprised to find that the shop was so full  
 stɔ:m wəz sə'praizd tə faind ðət ðə ʃɔ:p wəz sou ful  
 of people drinking that many had to stand outside with  
 əv pi:pl driŋkinj ðət meni hæd tə stænd aut'said wið  
 the glasses in their hands. Storm was all the more  
 ðə gla:siz in ðeə hændz. stɔ:m wəz ɔ:l ðə mɔ:

surprised, because he had always thought that public  
 sə'praizd, bɪ'kɔ:z hi: hæd ɔ:lwəz þɔ:t ðət pʌblɪk  
 houses in England were closed on Sundays.  
 hauziz in iŋglənd wə: klouzd ɔn sandiz.

A man that had had a little too much to drink, dropped  
 ə mæn ðət hæd hæd ə litl tu: mʌts tə driŋk, drɔ:pɪ

all the more =  
 so much more

his glass, which was at once smashed to pieces. Another *hiz gla:s, hwitſ wəz ət wʌns smæſt tə pi:siz. ə'nʌðə man, who had had far too much to drink, seemed to mæn, hu: həd həd fa: tu: mæſt tə drijk, si:md tə like the noise, for he at once picked up his glass and laik ðə nɔiz, fə hi: ət wʌns pi:k təp hiz gla:s ənd smashed it, too. "I am afraid that you are getting one smæſt it, tu: "ai əm ə'freid ðət ju: a: getiŋ wʌn surprise after another," Marshall said; "but you are sə'praiz a:ftər ə'nʌðə," ma:ſəl sed; "bat ju: a: really seeing the East End on a Sunday morning." ri:li si:ŋ əi i:st end ən ə sʌndi mɔ:nɪŋ."*

It was very difficult for the man to stand on his feet. *it wəz veri difikəlt fə ðə mæn tə stænd ən hiz fi:t.*

Some of his friends tried to support him by holding his *səm əv hiz frendz træid tə sə'pɔ:t him bai houldiŋ hiz arms, but although they supported him as well as they a:mz, bat ə:l'ðou ðei sə'pɔ:tid him əz wel əz ðei could, he suddenly fell to the ground. "If that is a kud, hi: sədnli fel tə ðə graund. "if ðət iz a*

typical picture of an English public house, I'm sure *tipikəl pi:kʃər əv ən iŋglis pəblik haus, aim ſuə*

that people break many glasses in this way," said *ðət pi:pl breik meni gla:siz in ðis wei," sed*

Storm. "You are right," Marshall replied, "thousands *stu:m. "ju: a: rait." ma:ſəl ri'plaɪd, "þauzəndz*

of glasses must get broken every year. But this is not *əv gla:siz məst get broukn evri jɪə. bat ðis iz nɔt*

He **breaks**,  
he **broke**,  
he has **broken**  
[breiks, brouk,  
broukn].

a typical English pub; at least it is only typical of some  
*a tipikal ɪnglis̩ ɒlb; ət li:st i:z ounli tipikal əv sam*  
 pubs in the East End. But now, I think, we will leave  
*pʌbz in ði i:st end. bət nau, ai ɒyɪk, 'wi: əwil li:v*  
 the East End, not because we've seen all that is to be  
*ði i:st end, nət bɪ'kɔz wi:v si:n ɔ:l ðət i:z tə bi:*  
 seen, but because our time is limited. I must say, Storm,  
*si:n, bət bɪ'kɔz auə taim i:z limitid. ai mʌst sei, stɔ:m,*  
 that I find the East End one of the most interesting  
*ðət ai faind ði i:st end wʌn əv ðə moust intristiy*  
 parts of London.”  
*pa:ts əv landən.”*

“Yes, that may be so, but you would not like to exchange  
*“jes, ðət mei bi: sou, bət ju: wəd nət laik tu iks'tfeindʒ*  
 your own suburb for this place, would you? You would  
*jɔ:r oun səbə:b fə ðis pleis, wud ju:? ju: wəd*  
 not exchange your house for a house in the East End  
*nət iks'tfeindʒ jɔ: haʊs fər ə haʊs in ði i:st end*  
 with another family living in it. But you said that our  
*wið ə'nʌðə fæmili liviŋ in it. bət ju: sed ðət auə*  
 time was limited as our programme was so long. What  
*taim wəz limitid əz auə prougræm wəz sou lɔ:y. hwət*  
 are we going to do now?” Marshall replied, looking at  
*a: wi: gouiy tə du: nau?” ma:fəl rɪ'plɔɪd, lukiŋ ət*  
 his watch, that it was an hour or two past lunch-time,  
*his wɔ:tʃ, ðət it wəz ən auər ə tu: pa:st lʌnstaim,*  
 and that before he could think of doing anything else,  
*ənd ðət bɪ:fə hi: kəd ɒyɪk əv du:iŋ eniɒy əls.*

they must have some lunch and a little rest, and later  
*ðei məst həv səm lʌns ənd ə litl rest, ənd leita*  
he would take Storm to church. "Without a visit to  
*hi: wəd teik stɔ:m tə tʃə:tf. "wid'aut ə vizit tu*  
a church," he told Storm, "I can't give you a really  
*ə tʃə:tf," hi: tould stɔ:m. "ai ka:nt ɡɪv ju: ə riali*  
typical picture of a Sunday in London. Before the first  
*tipikəl pi:ktsər əv ə sandi in lʌndən. bɪ'fɔ: ðə fə:st*  
world war the English were a church-going nation, and  
*wə:ld wɔ: ði ɪŋglɪʃ wə:r ə tʃə:tʃgouɪŋ nəifən, ənd*  
they still are, even if, perhaps, fewer people go to church  
*ðei stil ə:, i:vən if. pə'hæps, fju:ə pi:pl gou tə tʃə:tf*  
now. Most of those who go to church on Sundays, go  
*nau. moust əv ðouz hu: gou tə tʃə:tf ən sandiz, gou*  
because they really want to and feel that they could  
*bɪlkəz ðei riali wənt tu ənd fi:l ðət ðei kud*  
not do without it, but there are, of course, some who  
*nət du: wid'aut it, bət ðər a:, əv kɔ:s, səm hu:*  
only go because they think it the proper thing to do.  
*ounli gou bɪlkəz ðei þiyk it ðə propə þiy tə du:.*  
Their parents and grandparents went to church, and  
*ðəs pərənts ənd grændpərənts went tə tʃə:tf, ənd*  
so they go, too."  
*sou ðei gou, tu:."*

Storm: "Yes, in my country it is almost the same. Many  
*stɔ:m: "jes, in mai kʌntri it iz əlmoust ðə seim. meni*  
people, for example, go to church only on the twenty-  
*pi:pl, fər ig'za:mpl, gou tə tʃə:tf ounli ən ðə twenti-*

fourth or the twenty-fifth of December, because they  
 'fɔ:þ ɔ: ðə twenti'fifþ əv di'sembə. bi'kɔz ðei

think it the proper thing to do, or, perhaps, because  
 þingk it ðə prɔpə þing tə du:, ɔ:, þə'hæps, bi'kɔz

they have always done so; but there are, of course,  
 ðei həv ɔ:lwəz dʌn sou; bat ðeər a:, ər kɔ:s,

also a great many people who go to church every Sunday  
 ɔ:lso ə greit meni pi:pl hu: gou tə tʃə:ts evri sandi

because they really want to."

bi'kɔz ðei riəli wɔnt tu."

It took the two friends more time to get through their  
 it tuk ðə tu: frendz mɔ: taim tə get þru: ðə

lunch than they had expected. They spent more than  
 lʌns ðən ðei həd ikspektid. ðei spent mɔ: ðən

two hours eating and reading the Sunday papers. "We  
 tu: auəz i:tiŋ ənd ri:dɪŋ ðə sandi peipəz. "wi:

are a little late now," Marshall said. "There is a service  
 a:r ə litl leit nau," ma:fəl sed. "ðəz ə sə:vis

in a church a quarter of an hour's walk from here, so  
 in ə tʃə:ts ə kwɔ:tər əv ən auəz wɔ:k frəm hiə, sou

we must hurry." When they reached the church, the  
 wi: məst hari." hwen ðei ri:tst ðə tʃə:ts. ðə

service had already begun, and the clergyman had  
 sə:vis həd ɔ:lredi bi'gʌn, ənd ðə klə:dʒimən həd

just appeared. Before the clergyman began to speak,  
 dʒʌst ə'piəd. bi'fɔ: ðə klə:dʒimən bi'gʌn tə spi:k.

however, Marshall found time to say to Storm in a very  
 haʊ'evə, ma:fəl faund taim tə sei tə stɔ:m in ə veri



clergyman

low voice: "Listen carefully, now! You will hear many  
*lou v̄is: "lisn k̄əfūli, nau! ju: w̄il hiə meni*

strange old expressions that are not in use any more,  
*streindʒ ould iks'presənz ðət a: n̄t in ju:s eni m̄s:,*

but a clergyman usually speaks so slowly in church  
*bət ə klə:dʒimən ju:zəli spi:ks sou slouli in tʃə:tf̄*

and in such a loud voice, that I have no doubt you will  
*ənd in səts ə laud v̄is, ðət ai h̄əv nou daut ju: wil*

be able to hear and find out the meaning of most of  
*bi: eibl tə hiə ənd faind aut ðə mi:nij əv mous̄t əv*

the words and expressions. You will recognize the  
*ðə wə:dz ənd iks'presənz. ju: wil rekognais ðə*

matter he is speaking about, of course, and that will  
*mætə hi: iz spi:kiŋ ə'baut, əv kɔ:s, ənd ðət wil*

help, too." The clergyman had a strong voice, that  
*help, tu:." ðə klə:dʒimən hæd ə strɔy v̄is, ðət*

sounded rather pleasant, and it was quite an experience  
*saundid rə:ðə pləsn̄t, ənd it wəz kwait ən iks'piəriəns*

for Storm to hear the many old English words and  
*fə stɔ:m tə hiə ðə meni ould iŋglis wə:dz ənd*

expressions which sounded very strange and also very  
*iks'presənz h̄wɪts̄ saundid veri streindʒ ənd ɔ:lso veri*

beautiful to his ears, as he told Marshall after the  
*bju:təf̄ul tə his iəz, əz hi: tould ma:fəl a:ftə ðə*

service was over.  
*sə:v̄is wəz ouv̄ə.*

Shortly after seven they left the church and went to  
*fɔ:thli a:ftə sevn ðei left ðə tʃə:tf̄ ənd wənt tu*

a restaurant for a cup of tea. "We've had a very busy  
*a restə:ry fər ə kʌp əv ti:.* "wi:v hæd ə veri bizi  
 day," said Storm, "and I think that your programme  
*dei," sed stɔ:m, "ənd ai piyk ðæt jɔ: prougræm*  
 could hardly have been better." "Do you think, per-  
*ke:d ha:dli hæv bi:n betə.*" "du: ju: piyk, pə-  
 haps," Marshall asked, "that our programme is finished  
*'hæps," ma:fəl a:skt, "ðæt auə prougræm iz finiʃt*  
 already? Just as soon as we've had enough tea and  
*ɔ:l'redi? dʒʌst əz su:n əz wi:v hæd i'nʌf ti: ənd*  
 bread and butter, we will go and see a good film."  
*bred ənd batə. wi: wil gou ənd si: ə gud film.*"  
 "See a good film!" said Storm in great surprise; "you  
 "si: ə gud film!" sed stɔ:m in greit sə'praiz: "ju:  
 must have forgotten that the cinemas are closed to-day."  
*məst hæv fə'gɔ:tə ðæt ðə siniməz ə: klouzd tə'dei.*"  
 "That is again the strange idea that foreigners have of  
 "ðæt iz ə'gein ðə streindʒ a'l'diə ðæt fɔ:ri:nəz hæv əv  
 England. There are in all far more than 200  
*iygland. ðeər in ɔ:l fa: mɔ: ðən tu: hʌndrəd*  
 towns in England, in which the cinemas are open on  
*taʊnz in iygland, in hweɪfz ðə siniməz a:r ou:pən ən*  
 Sundays."  
*səndiz.*"

They went to a cinema in Leicester Square, and before  
*ðei went tu ə sinimə in lestə skwɛə, ənd bi:f:*  
 going in, stood for a time on one of the four sides of  
*gouiy in, stud fər ə taim ən wʌn əv ðə fɔ: saidz əv*



*SQUARE*

the square, looking at the great number of very bright  
ðə skwəə, lukiy ət ðə greit nəmber əv veri brait  
lights outside most of the buildings. The lights were  
laits 'aut'said moust əv ðə bildiys. ðə laits ə:  
so bright that it was almost like daylight. They went  
sou brait ðət it wəz ɔ:lmoust laik deilait. ðei went  
inside the cinema, which was so comfortable that it  
'in'said ðə sinimə, həwits wəz sou kʌmfətbl ðət it  
was almost like a palace. The prices were rather high,  
wəz ɔ:lmoust laik ə pəlis. ðə praisiz wə: ra:ðə hai,  
but Marshall told Storm that they must pay for all the  
bət ma:fəl tould stɔ:u ðət ðei məst pei fər ɔ:l ðə  
comforts. "If you want to have all modern comforts,  
kʌmfəts. "if ju: wənt tə həv ɔ:l mədən kʌmfəts,  
you'll usually find that you have to pay for them in  
ju:l ju:zəli faind ðət ju: həv tə pei fɔ: ðəm in  
some way or other."  
səm wei ɔ:r ʌðə."

They saw a war film, and when they left the cinema,  
ðei sə: ə wə: film, ənd hwen ðei left ðə sinimə,  
they agreed that they did not wish to see any more  
ðei ə'gri:d ðət ðei did not wɪs tə si: eni mɔ:  
war films for a long time to come. It was about an  
wə: filmz fər ə lɔy taim tə kʌm. it wəz ə'baut ən  
Englishman who had been taken by the Germans, but  
iŋglɪʃmən hu: həd bi:n teikn bai ðə dʒə:mənz, bət  
after a lot of trouble he had got away from them and  
a:ftər ə lɔt əv trəbl hi: həd got ə'wei frəm ðəm ənd

escaped to Sweden, where he received a shock on  
*is'keipt tə swi:dn, hweə hi: ri'si:vd ə ſɔk ən*  
 hearing that both his parents were dead, and that his  
*hi:riy ðət bouþ his pərənts wə: ded, ənd ðət his*  
 wife had run away with another man. Marshall: "I have  
*waif həd ran ə'wei wið ə'nʌðə mæn. ma:fəl: "ai hæv*  
 a brother who also escaped from Germany during the  
*ə brʌðə hu: ɔ:lsou is'keipt frəm dʒə:məni dju:riy ðə*  
 war; but I am glad to say that nothing unpleasant had  
*wɔ:; bət ai əm glæd tə sei ðət nʌþiy ən'pleznt həd*  
 taken place in his family which might give him a shock  
*teikn pleis in his famili hweɪts mait giv him ə ſɔk*  
 when he got back."  
*hwen hi: got back."*

When they got home that evening, Storm thanked his  
*hwen ðei got houm ðət i:vniy. stɔ:m þæykt his*  
 guide and said, "I'm sure this has been the most  
*gaid ənd sed. "aim fua ðis hæz bi:n ðə moust*  
 interesting Sunday I have spent for a long time, full  
*intristiq sʌndi ai hæv spent for ə lɔy taim, ful*  
 of surprises from morning till night."  
*əv sə'præziz frəm mɔ:nij til nait."*

Marshall's parents had gone to bed, but as he and Storm  
*ma:fəl:z pərənts hæd gon tə bed, bət əz hi: ənd stɔ:m*  
 were both hungry after their long and tiring day, they  
*wə: bouþ hʌŋgi a:ftə ðət lɔy ənd taiəriy ðei, ðei*  
 went into the kitchen, where they found some cold  
*went intə ðə kitfin, hweə ðei faund səm kould*

supper which Mrs. Marshall had left for them. They  
*sʌpə ʰwɪts̩ misɪz ma:ʃəl hæd left fɔ: ðəm. ðei*  
made themselves some tea to drink with their supper.  
*meɪd ðəm'selvz səm tɪ: tə driŋk wɪð ðəz sʌpə.*

EXERCISE A.

WORDS:

condition  
store  
cat  
domestic  
loose  
chain  
smell  
smelt  
tail  
programme  
purpose  
public house  
pub  
smash  
support  
break  
broke  
broken  
limited  
proper  
service  
clergyman  
expression  
sound (verb)  
square

Most people in the East End live under bad —. In the East End fruit is sold cheap, and the prices are — than in the suburbs. A very large shop, selling all kinds of goods, is called a —. In the East End dogs and other — animals are sold in the streets. It is not allowed to let a dog go —, but it is taken away on a —. The friends could — that animals were sold in these streets. Some kinds of dogs have part of their — cut off. Their — for the day was very long, because it was Marshall's — to show Storm as much as possible. In a — they saw a man — his glass to pieces. It was difficult for him to stand, and his friends had to — him. Storm thought that many glasses were — in this way. They soon had to leave the East End. Many Englishmen find it the — thing to go to church and listen to a — on Sundays. Storm was able to understand most of the words and — used by the clergyman. The clergyman's voice — pleasant. The friends went to a cinema in Leicester — to see a —. The light outside the building was almost as — as —, and inside there were all modern —. The film was about an Englishman who — from Germany to Sweden, where he received a — when hearing that his parents were dead, and that his wife had left him.

## EXERCISE B.

In chapter 44, Exercise D, you found a letter from Storm to his friend Wood. Please answer this letter as if you were Wood, in such a way that you use all the words in the following list:

than — letter — sister — receive — send — require —  
 Brown — office — evening — discussion — pleasant —  
 photograph — visit — London.

You will have to make up some sort of story in which these words appear. This will give you practice in expressing yourself in English.

film  
 bright  
 daylight  
 comfort  
 escape  
 shock  
 unpleasant

## EXERCISE C. GRAMMAR.

We have some words which we call pronouns [*prəu-  
 naunz*]. Pronouns are words like I, you, his, this, which, somebody. Pronouns may be put instead of nouns. Here are some examples: The man gave the boy an apple, and **he** ate it at once. In the sentence 'and he ate it at once' we see that 'he' is used instead of 'boy' and 'it' instead of 'apple'. In the sentence 'John took the books and put **them** into **his** bag', 'them' is used instead of 'books', and 'his' is used instead of 'John's'.

There are different kinds of pronouns. The words: **I**, **you**, **he**, **she**, **it**, **me**, **you**, **him**, **her**, **it**, **we**, **you**, **they**, **us**, **you**, **them**, we call the personal [*prə:snl*] pronouns, because they are mostly used instead of persons. Examples: John has a dog, which **he** likes very much.

(‘He’ is used instead of ‘John’.) The boys ran after the cat, until **they** got it. (‘They’ is used instead of ‘boys’, and ‘it’ instead of ‘cat’.)

We have also some pronouns called possessive [*pə'sesɪv*] pronouns; there are two kinds of possessive pronouns: firstly, **my**, **your**, **his**, **her**, **its**, **our**, **your**, **their**; secondly, **mine**, **yours**, **his**, **hers**, **its**, **ours**, **yours**, **theirs**. You will notice that the words in the second list have added an **s**, except ‘**my**’, which becomes ‘**mine**’, and ‘**his**’ and ‘**its**’, which have an **s** already.

The pronouns first mentioned are used with a noun, and the pronouns last mentioned are used when no noun follows. In the sentence ‘I showed him **my** house’, ‘**my**’ is used with the noun ‘house’, but in the sentence ‘I have shown him **mine**’, no noun follows, so the word ‘**mine**’ is used instead of ‘**my**’. Here are some other examples: This is **her** hat; where is **yours**? **Your** garden is small, **ours** is big. It is **her** book — no, it is **his**. It is **his** ball — no, it is **hers**.

### Questions:

Can you give some examples of pronouns? . . . What different sorts of pronouns do you know? . . . How are pronouns used? . . . In what way are the two kinds of possessive pronouns different? . . . Please write a few sentences where a possessive pronoun is used together with a noun, and some where a possessive pronoun is used without a noun. . . .

## ENGLISH NEWSPAPERS

Storm: "While I know a great deal about the things  
*sts:əm: "hwail ai nou ə greit di:l ə'baut ðə þiŋz*

that happen in my own country, I am afraid that I don't  
*ðət hæpn in mai oun kəntri, ai əm ə'freid ðət ai dount*

know very much about events that happen in other  
*nou veri mʌts ə'baut i'vents ðət hæpn in ʌðə*

countries, so I think that in the future I had better read  
*kəntriz, sou ai þiŋk ðət in ðə fju:tʃə ai həd betə ri:d*

an English newspaper every day. In that way I should  
*ən iŋglis nju:speipər evri dei. in ðət wei ai ʃəd*

also get to know more about what the English think  
*ɔ:lsou get tə nou mɔ:r ə'baut həwt ði iŋglis þiŋk*

about things; I should learn the opinions of the English.  
*ə'baut þiŋz: ai ʃəd lə:n ði ə'pinjənz əv ði iŋglis.*

I am sure that one of the best ways to learn the opinions  
*ai əm fju:ðət wʌn əv ðə best weis tə lə:n ði ə'pinjənz*

of a foreign nation is to read the newspapers of the  
*əv ə fɔ:rin neifən iz tə ri:d ðə nju:speipəz əv ðə*

country. Living in England, as I do now, I think I ought  
*kəntri. liviŋ in iŋglənd, əz ai du: nau, ai þiŋk ai ɔ:t*

to know more about the nation. I think it's almost my  
*ta nou mɔ:r ə'baut ðə neifən. ai þiŋk its ɔ:lmoust mai*

duty to learn all that I can about the English."  
*dju:ti tə lə:n ɔ:l ðət ai kən ə'baut ði iŋglis."*

event = thing  
 that happens

happen = take  
 place

the future = the  
 time to come

He **ought**,  
 he **ought**, —  
 [ɔ:t, ɔ:t].

duty = the work  
 or the things a  
 person ought to do

"You don't really mean what you say, do you?" asked  
"ju: dount riəli mi:n hwest ju: sei, du: ju:?" a:skt

Marshall. "You cannot be serious; you must be saying  
ma:fəl. "ju: kənət bi: siəriəs; ju: məst bi: seiŋ

this just in fun." "No, not in fun; I am serious all  
ðis dʒəst in fən." "nou, nət in fən; ai əm siəriəs ɔ:l

right; I mean just what I say," replied Storm. "It is  
rait; ai mi:n dʒəst hwest ai sei," ri'plaid stɔ:m. "it is

very pleasant," said Marshall, "to hear that you take  
veri ə'plənt," sed ma:fəl. "ta hiə ðət ju: teik

putting it too  
strongly = making  
too much out of it

such an interest in us, but I think that you are putting  
səts ən intrist in əs, bət ai ə'pliŋ ðət ju: a: ə'pliŋ

it too strongly when you say that you ought to know  
it tu: strɔŋli hwen ju: sei ðət ju: ɔ:t tə nou

all about us, just because you live here for a few  
ɔ:l ə'baut əs, dʒəst bi'kɔ:s ju: liv hiə fər ə fju:

months. If I had a chance of living in your country,  
mənþs. if ai hæd ə tʃa:ns əv liviŋ in jɔ: kʌntri.

I don't think I should look upon it as my duty to make  
ai dount ə'pliŋ ai fəd luk ə'pɔ:n it əz mai dju:ti tə meik

a study of the people and the conditions under which  
ə stadi əv ðə pi:pl ənd ðə kən'diʃənz əndə hwen

they live, although, on the other hand, I might be glad  
ðət ñi:z ə'baut ðəm. ju: ə'lðou, ən ði əðə hænd, ai mait bi: glæd

to learn a few things about them. You will find, Storm,  
tə la:n ə fju: ñi:z ə'baut ðəm. ju: ə'lðou, ən ði əðə hænd, ai mait bi: glæd

that all nations know much more about themselves than  
ðət ɔ:l neisənz nou məts mɔ:r ə'baut ðəm'selvz ðən

about each other. We might say that this is international, for it is to be seen in every country. But if

you do take such a great interest in the English, it

would be a good idea for you to read an English paper

in future, both while you are staying in England and

when you return to your own country."

hwen ju: ri'ta:n tə jɔ:r oun kʌntri."

Storm: "I have heard the names of quite a number of

English papers, but it is hard for me to remember them,

because I have such a bad memory for foreign names."

Marshall: "While working at the office, I have not found

your memory so poor. I've sometimes been quite sur-

prised at the things you can remember. It is always

difficult, however, to remember a lot of foreign names."

difikəlt, hau'veə, tə ri'membər ə lət əv fɔrɪn neimz."

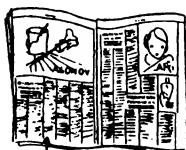
Storm: "You English seem to read a great number of

do take (here) =  
really take

in future = in the  
future

papers. Many of the men at the office sometimes buy *peipəz*. *meni əv ðə men ət ði ɔfis sʌmtaimz bai*  
two or three papers a day. Is that because they're so *tu: ə þri: peipəz ə dei. iz ðæt bi'kɔz ðəs sou*  
interested in the latest news?" *intristid in ðə leitist nju:z?"*

on account of =  
because of



*page*



*race*

care about = feel  
interested in

Marshall: "Not always; in most cases it is on account *ma:ʃəl: "nɔt ɔ:lwa:z; in moust keisiz it iz ɔn ə'kaunt* of their interest in sport. The evening papers usually *əv ðər intrist in spɔ:t. ði i:vniy peipəz ju:zəli* have several pages, and in most cases only two or three *hæv sevral peidziz, ənd in moust keisiz ounli tu: ə þri:* of the pages have news; on the rest there are reports *əv ðə peidziz hæv nju:z; ɔn ðə rest ðər ri'pɔ:ts* of big events in sport. But there is a limit to the *əv big i'vents in spɔ:t. bət ðəz ə limit tə ðə* number of papers one can comfortably read, so I am *nʌmbər əv peipəz wʌn kən kʌmfətəbli ri:d, sou ai əm* sure that the people who buy so many papers on days *suə ðət ðə pi:pl hu: bai sou meni peipəz ɔn deiz* when a horse-race, a bicycle-race, or a big football match *hwʌn ə hɔ:sreis, ə bæsiklreis, ɔ:r ə big futbɔ:l mæts* takes place, only read a few words on each page. I *teiks pleis, ounli ri:d ə fju: wə:dz ɔn i:ts peidz. ai* don't care much about the many pages of sport, myself; *dʌnt keə mæts ə'baut ðə meni peidziz əv spɔ:t, mai'self;* I'm more interested in the rest of the paper. There *aim mɔ:r intristid in ðə rest əv ðə peipə. ðəz*

is one thing particularly that I always read. Perhaps *wʌn bɪŋ pə'tɪkjuːləli ðæt aɪ ɔːlwaːs rɪ:d. pə'hæps* you have already noticed the many letters to the editor *ju: həv ɔː'lredi nou̯tɪst ðə meni letəz tə di edɪtə* in our papers? People from all parts of the country *in aʊə peɪpəz? piːpl frəm ɔːl pa:ts əv ðə kʌntri* write letters to the papers and give their opinions about *raɪt letəz tə ðə peɪpəz ənd ɡɪv ðeər ə'pɪnʃənz ə'baʊt* all sorts of things. Some of the letters are quite *ɔːl sɔːts əv bɪŋz. səm əv ðə letəz aː kwait* interesting, but in most cases, of course, they are very *intristɪŋ. bət ɪn məʊst keɪsɪz, əv kɔːs. ðei aː veri* funny, because the letter-writers don't know enough *fəni, bi'kɔːs ðə letəraɪtəz dəʊnt nou i'nʌf* about the things they write about. However, people *ə'baʊt ðə bɪŋz ðei rait ə'baʊt. hau'evə, piːpl* in England have been doing this for so long that it has *in ɪŋglənd həv bi:n du:ɪŋ ðɪs fə sou lɔːŋ ðæt ït həz* become almost an English institution.” *bi'kʌm ɔːlməʊst ən ɪŋglɪʃ ɪnstɪ'tjuːʃən.*”

The newspapers of a country are spoken of as the press, *ðə njuːspeɪpəz-əv ə kʌntri aː spoukən əv əz ðə pres.* and Storm now wanted Marshall to give him some *ənd stɔːm nau wɔːntɪd ma:səl tə ɡɪv him səm* information about the English press. “You will, perhaps, *ɪnfə'meɪʃən ə'baʊt ði ɪŋglɪʃ pres. “ju: əwil, pə'hæps.* be able to make a good suggestion as to which paper *bi: cibl tə meik ə gud sə'dʒestʃən əz tə hrvɪʃ peɪpə*

editor = the head of a newspaper

suggest = propose

will be the best for me." "Yes, I could easily do that,"  
*wil bi: ðə best fɔ: mi:.*" "jes, ai kəd i:zili du: ðæt,"  
Marshall replied, "but I have a better suggestion to  
*ma:ʃəl ri'plaid, "bət ai hæv ə betə sə'dʒestʃən tə*  
make. I will first tell you the most important details  
*meik. ai wil fə:st tel ju: ðə moust im'pɔ:tənt di:teils*  
about the papers, and then I suggest that you try a few  
*ə'baut ðə peipəz, ənd ðən ai sə'dʒest ðæt ju: trai ə fju:*  
of them. In quite a short time you'll discover which  
*əv ðəm. in kwait ə fɔ:t taim ju:l dis'kʌvər hwitʃ*  
one you can read to best advantage."  
*wʌn ju: kən ri:d tə best əd'va:ntidʒ."*

Storm answered that he would do as Marshall suggested,  
*sts:m ə:nəd ðæt hi: wəd du: əz ma:ʃəl sə'dʒestid,*  
and Marshall went on, saying, "You mentioned that  
*ənd ma:ʃəl went ən, seiŋ, "ju: menʃənd ðæt*  
you would like to know more about the opinions of  
*ju: wəd laik tə nou mɔ:r ə'baut ði ə'pinjənəz əv*  
the English, but, of course, you understand that not all  
*ði iŋglɪj, bʌt, əv kɔ:s, ju: ʌndə'stænd ðæt nɔ:t ɔ:l*  
Englishmen have the same opinion. In Parliament we  
*iŋglɪsmən hæv ðə seim ə'pinjən. in pa:ləmənt wi:*  
have a very good example of this. Those who are of  
*hæv ə veri gud ig'za:mpl əv ðis. ðouz hu: a:r əv*  
the same opinion, and have the same programme for  
*ðə seim ə'pinjən, ənd hæv ðə seim prougræm fə*  
what they want to do for the good of the country, are  
*hwot ðei wɔnt tə du: fə ðə gud əv ðə kʌntri, a:*

spoken of as a political party, while what they want  
*spoukən* əv əz ə *pə'litikəl pə:ti*, *həwail həwt dei wənt*  
 to do is spoken of as their political programme.  
*tə du: iz spoukən* əv əz ədə *pə'litikəl prougræm*.

“The most important men of the largest party usually  
 “ðə məust im'pɔ:tənt men əv ðə *la:dʒist pə:ti* ju:ʒuəli  
 make up the government of the country; and it is the  
*meik ʌp ðə ɡəvənmənt əv ðə kʌntri*; and it iz ðə  
 duty of the government to look after the affairs of the  
*dju:tɪ əv ðə ɡəvənmənt tə luk a:ftə ði ə'fəəs əv ðə*  
 nation. In England we have three large political  
*neɪʃən*. *in iŋglənd wi: həv pə:li'nikəl*

parties: the Labour Party, the Conservatives, and the  
*pa:tiz: ðə ˈleɪbər pə:ti*. *ðə kən'sə:rvətɪvz*, and ðə  
 Liberals. All the papers that I shall mention to you,  
*libərəlz*. *ɔ:l ðə pə'pəz ðət ai ʃəl menʃən tə ju:*.

give the opinions of one or other of these three large  
*gɪv ði ə'pinjənz əv wʌnɔ:r ʌðə əv ði:z pə:ri: la:dʒ*  
 political parties, although they are not owned by the  
*pə'litikəl pa:tiz*. *ɔ:l'ðou ðei a: nɔ:t ound bai ðə*  
 parties. I will begin with the Daily Telegraph, as I

*pa:ti:z*. *ai wil bi'gɪn wið ðə deili teligra:f əz ai*

have a copy of it in my pocket. Of course, you have  
*həv ə kɔ:pɪ əv it in mai pɔ:kɪt*. *əv kɔ:s. ju: həv*  
 seen it many times before, and you know what it is  
*si:n it meni taimz bɪ'fɔ:, and ju: nou həwt it iz*  
 like. It has a circulation of about a million, and is,  
*laik. it həz ə sə:kju'leifən əv ə'baʊt ə miljən, and iz*.

affair = matter

labour = work

the telegraph is  
 used for sending  
 telegrams

as you'll have seen, a very Conservative paper. Two  
æ ju:l hæv si:n, ə veri kən'sə:vətiv peipə. tu:  
other important Conservative papers are the Daily Mail  
ʌðə im'pɔ:tənt kən'sə:vətiv peipəz a: ðə deili meil  
and the Daily Express, the first with a circulation  
ənd ðə deili iks'pres. ðə fə:st wið ə sə:kju'leisən  
of 2,000,000, and the second with a circulation of  
əv tu: miljən. ənd ðə sekənd wið ə sə:kju'leisən əv  
3,800,000."

þri: miljən eit həndrəd þauzənd."

Storm: "I can't understand that you have not men-  
stɔ:m: "ai ka:nt ʌndə'stænd ðət ju: həv not men-  
tioned The Times. It is almost the only English  
ʃənd ðə taimz. it iz ɔ:lmouſt ði ounli ɪngglis  
paper ever mentioned at home." Marshall: "The Times  
peipər evə menʃənd ət houn." ma:fəl: "ðə taimz  
has a circulation of about 300,000." Storm:  
həz ə sə:kju'leisən əv ə'baut þri: həndrəd þauzənd." stɔ:m:  
"Has The Times only a circulation of 300,000?"  
"həz ðə taimz ounli ə sə:kju'leisən əv þri: həndrəd þauzənd?"

Marshall: "Most foreigners are inclined to think that  
ma:fəl: "mouſt fərinəz a:r in'klaind tə þiŋk ðət  
The Times is the paper with the largest circulation. The  
ðə taimz iz ðə peipə wið ðə la:dʒist sə:kju'leisən. ðə  
reason for this is that many times in the past it has given  
ri:zn fə dis iz ðət meni taimz in ðə pa:st it həz givn  
the opinion of the British government, and on account  
ði ɔ:piniən əv ðə britif ɡvənəmənt, ənd ɔn ə'kaunt

the past = the time  
that has passed

of this fact it is, of course, one of the most important  
 øv ðis fækt it iz, øv kɔ:s. wʌn øv ðæ moust im'pɔ:tənt  
 papers, even though it is not one of the biggest. The  
 peipəz, i:vən ðou it iz not wʌn øv ðæ bigist. ðæ  
 biggest Liberal paper is called the News Chronicle with  
 bigist libərəl peipər iz kɔ:ld ðæ nju:z kronikl wɪd  
 a circulation of 1,750,000.  
 ø sə:kju'leɪʃən øv wʌn miljən sevn hʌndrəd ənd fifti þauzənd.

chronicle = report

Then I must mention the Labour paper, called the  
 ðen ai mæst menʃən ðæ leibə peipə, kɔ:ld ðæ

Daily Herald, a paper with a circulation of over  
 deili herold. ø peipə wɪd ø sə:kju'leɪʃən øv ouvə

herald = one who  
 tells news

2,250,000. In 1918  
 tu: miljən tu: hʌndrəd ənd fifti þauzənd. in nainti:n eiti:n  
 it was a small paper with a circulation of only  
 it wæz ø smɔ:l peipə wɪd ø sə:kju'leɪʃən øv ouuli

100,000, but its growth has been so rapid  
 wʌn hʌndrəd þauzənd. bæt its gru:p hæz bi:n sou ræpid  
 that already in 1939 its circulation had in-  
 ðæt sɔ:l'redi in nainti:n þæ:t'i'nain its sə:kju'leɪʃən hæd in-  
 creased to twenty times as much."

rapid = fast

'kri:st tæ twenti taimz øz matf."

"What a growth!" said Storm; "I have heard of papers  
 "hæwt ø gru:p!" sed stɔ:m; "ai hæv hæd øv peipəz  
 growing quickly, but never of such a rapid growth as  
 gru:ŋi kwikli, bæt nevər øv sʌtʃ ø ræpid gru:p øz  
 that." "In your place," Marshall continued, "I should  
 ðæt." "in jɔ: pleis." ma:ʃəl kən'tinju:d. "ai sed

buy a copy of each of these different papers. It is best  
*bai ə kɔpi əv i:ts əv ði:z difrənt peipəz. it iz best*  
for you to decide for yourself which one you are going  
*fə ju: tə di:said fə jɔ:'self hwits wʌn ju: a: gouin*  
to read. In all the papers I've mentioned you'll find  
*tə ri:d. in ɔ:l ðə peipəz aiv mensənd ju:l faind*  
long articles about home affairs, and about foreign  
*lɔy a:tiklz ə'baut houm ə'fəəz, ənd ə'baut fɔrin*  
affairs as well. I haven't said anything about the  
*ə'fəəz əz wel. ai hævnt sed enihiy ə'baut ði*  
evening papers, as I don't think they will interest you;  
*ə:vniy peipəz, əz ai dount piyk ðei wil intrist ju:;*  
they are almost full of articles about sport." Storm:  
*ðei a:r ɔ:lmoust ful əv a:tiklz ə'baut spɔ:t." stɔ:m:*  
"I am inclined to think you are right. I shall keep to  
"ai əm in'klaind tə piyk ju: a: rait. ai ʃəl ki:p tə<sup>the morning papers and buy a copy of each of those</sup>  
*ðə mɔ:niy peipəz ənd bai ə kɔpi əv i:ts əv ðouz*  
you have suggested."  
*ju: hæv sə'dʒestid."*

Marshall then told Storm that, with one or two  
*ma:ʃəl ðen tould stɔ:m ðət. wið wʌn ə tu:*  
exceptions, all the big papers are printed both in  
*ik'sepʃənz. ɔ:l ðə big peipəz a: printid bouþ in*  
London and in some town in the north of England at  
*lʌndən ənd in sʌm taun in ðə nɔ:þ əv iŋglənd ət*  
the same time. "It is a good idea to print the papers  
*ðə seim taim. "it iz ə gud a:dia tə print ðə peipəz*

in two places. A man in the north of England is then  
 in *tu: pleisiz. ə mæn in ðə nɔ:þ ər iŋglənd iz ðen*  
 able to get a copy of his paper just as quickly as a man  
*eibl tə get ə kɔpi ər his peipə dʒəst əz kwikli əz ə mæn*  
 in London," he said. Storm: "I think that is a good  
 in *ləndən.*" *hi: sed. stɔ:m: "ai piykl ðæt is ə gud*  
 thing. Nowadays it's important to read newspapers."  
*piy. nauədeiz its im'pɔ:tənt tə ri:d nju:speipəz."*  
 "Yes, it is one of the ways in which people, if they  
 "jes, it iz wʌn ər ðə weis in hwaits pi:pl. if ðei  
 take things seriously, may learn more, and so continue  
*teik piy় siəriəsli. mei lə:n mɔ:, ənd sou kən'tinju:*  
 their education after they have left school. Books, of  
*ðəər edju:kifən a:ftə ðei həv left sku:l. buks. ər*  
 course, are a great help to people who wish to educate  
*kɔ:s. a:r ə greit help tə pi:pl hu: wif tu edju:keit*  
 themselves, but newspapers can do quite a lot. The  
*ðəm'selvz. bət nju:speipəz kən du: kwait ə lɔ:t. ðə*  
 papers, however, might do even more to give people  
*peipəz. hau'evə. mait du: i:rvən mɔ: tə giv pi:pl*  
 a better education; but in our days there is a tendency  
*ə betər edju:kifən; bət in aʊə deis ðəz ə tendənsi*  
 to fill the papers with articles about sport and politics,  
*to fil ðə peipəz wið a:tiklz ə'baut spɔ:t ənd pɔ:litiks,*  
 and to leave out things that might be more useful.  
*ənd tə li:v aut piy় ðæt mait bi: mɔ: ju:sful.*  
 One notices this tendency more and more as the years  
*wʌn nou'tisiz ðis tendənsi mɔ:r ənd mɔ: əz ðə jiəz*

pass, and as it is the case in every country with hardly  
*pa:s. ænd æz it iz ðæ keis in evri kʌntri wið ha:dli*  
any exception, I think we might speak of it as an interna-  
*eni ik'septʃən, ai þiŋk wi: mait spi:k æv it æz æn intə-*  
national tendency.” “I see nothing wrong in reading  
*'næʃənæl tendənsi.*” “*ai si: nʌþiŋ rɔy in ri:dɪg*  
articles about politics,” Storm answered. “In a country  
*a:tiklz ə'baut pələtiks,* *stɔ:m a:nzæd.* “*in a kʌntri*  
where the people take part in the government of their  
*hweə ðæ pi:pl teik pa:t in ðæ ɡʌvənmənt æv ðæ*  
country and any man may become a Member of  
*kʌntri ænd eni mæn mei bi'kʌm ə membər æv*  
Parliament, the more people know about politics, the  
*pa:ləmənt. ðæ mɔ: pi:pl nou ə'baut pələtiks, ðæ*  
better, in my opinion.” “There is something in what  
*bætə, in mai ə'pinjən.*” “*ðæz sʌmpbiŋ in hwɔ:t*  
you say there,” was all that Marshall could say to this.  
*ju: sei ðæz.*” *wæz ɔ:l ðæt ma:fəl kæd sei tə ðis.*  
“Speaking of reading,” Storm continued, “I have noticed  
*“spi:kɪŋ æv ri:dɪg,” stɔ:m kən'tinju:d,* “*ai həv nou'tist*  
that there is not much space between the lines in your  
*ðæt ðæz nɔt mæts speis bi'twi:n ðæ lainz in ðɔ:*  
papers. That is bad for one's eyes, I think. But of  
*peipəz. ðæt iz bæd, fə wʌnz aɪz, ai þiŋk. bæt æv*  
course, if you add up all the space saved between the  
*kɔ:s, if ju: əd ʌp ɔ:l ðæ speis seɪvd bi'twi:n ðæ*  
lines in this way, it comes to quite a lot, doesn't it?  
*lainz in ðis wɛi, it kʌms tə kwæit ə lɔt, dəznt it?*

More reading matter for the same money!

*mɔ: ri:dɪŋ mætər fə ðə seɪm məni!*

“Newspaper work interests me. I think that when I

*“nju:speɪpər wə:k int'rəsts mi:. ai þiŋk ðæt hwen ai*

know England and the English a little better, I shall

*nou iŋglənd ənd ði iŋglɪʃ ə litl betə. ai ʃəl*

write some articles about England and try to send them

*raɪt səm ə:tɪklz ə'baut iŋglənd ənd trai tə send ðəm*

to one of our papers at home. So be careful what you

*ta wʌn əv aʊər peɪpəz ət houm. sou bi: keəfʊl hwət ju:*

say and do from now on, Marshall; everything that you

*sei ənd du: frəm nau ən, ma:ʃəl: əvrihɪŋ ðæt ju:*

say will be used against you!” “And I,” replied Marshall

*sei wil bi: ju:zd ə'geinst ju:! “ənd ai.” ri'plɔɪd ma:ʃəl*

with a smile, carefully folding up his Daily Telegraph

*wid ə smail. keəfʊli fouldɪŋ əp his deili teligra:f*

and putting it under his arm, “shall write an article

*ənd putɪŋ it əndə his a:m, “ʃəl rait ən a:tɪkl*

called “Educating a Young Foreigner in London” and

*ko:ld “edju:keɪtɪŋ ə jʌy fɔ:rɪnə in lʌndən” ənd*

tell about all the funny questions you have asked me.”

*tel ə'baut ɔ:l ðə fʌni kwestʃənz ju: həv a:skt mi:.”*

So saying, Marshall took his friend back to the office

*sou seiiŋ, ma:ʃəl tuk his frend bæk tə ði əfɪs*

from the small restaurant where they had been having

*frəm ðə smɔ:l restər:ŋ hweə ðei həd bi:n həvɪŋ*

lunch. Each had his paper folded under his arm.

*lʌnʃ. i:tʃ həd his peɪpər fouldɪd əndə his a:m.*

**WORDS:**

event  
happen  
opinion  
ought  
future  
serious  
duty  
memory  
case  
page  
on account of  
limit  
press  
suggestion  
suggest  
copy  
political  
party  
Conservatives  
Liberals  
Labour Party  
politics  
government  
affair  
inclined  
circulation  
growth  
rapid  
space  
fold  
exception  
print

**EXERCISE A.**

In order to know something about the — that happened in England and to learn what are the — of the English, Storm thought that he — to read an English newspaper every day in the —. He was quite — about it and said to Marshall that he thought it his — to do so. He did not remember many of the names of the English newspapers, because he had a bad — for foreign names. In most — the English evening papers have several —, only two or three of which bring news, while the — are given up to sport. On — of their interest in the big events in sport there is almost no — to the number of papers the English will buy. Storm asked Marshall for some information about the English — and for a good — as to which paper would be the best for him to read. Marshall — that he should buy a — of several of them, in order to decide which one would suit him best. In England there are three great — parties: the —, the —, and the —. What they wish to do for the — of the country, is spoken of as their —. It is the duty of the — to look after the — of the nation. People are — to think that the Times has a very great —, but in reality its circulation is not nearly so great as that of the Daily Herald. The — of the circulation of the Daily Herald has been very — since 1918. Storm found the English newspapers difficult to read on account of the small — between the lines. He thought it funny to see Englishmen walking with their papers carefully — under their arms. With only one or two — all the big papers are — in two towns at the same time.

## EXERCISE B.

**Answer these questions with full sentences:**

Where do you live, in a flat or in a house of your own? . . . Do you like to be at home in the evenings, or do you prefer to go out? . . . How many newspapers do you read a day, and what are the names of them? . . . Do you collect foreign stamps or coins? . . . How long have you been studying English? . . . What are your reasons for studying English? . . . Did you ever make a trip to England? . . . If you did, what part of England did you visit? . . . What part of England would you like to go to, if you were to go there during your holidays? . . .

care (verb)  
education  
educate  
tendency  
article  
race  
daily  
telegraph  
chronicle  
herald  
editor  
past

## EXERCISE C. GRAMMAR.

We have mentioned two kinds of pronouns: the personal and the possessive pronouns. Now we will talk about a third kind called the demonstrative [*di'mon-stratɪv*] pronouns. The demonstrative pronouns are: this, these; that, those. 'This' and 'that' are used in the singular, and 'these' and 'those' are used in the plural.

'This' and 'these' are used about persons or things that are near us, and 'that' and 'those' about persons or things that are farther away. Examples: **This** is my house, and **that** is Johnson's, that is, the house here is my house, and the house over there is Johnson's. **This** is my brother (here). **That** is Mr. Smith (over there). **This** book is one of the best I have read. **That** book is no good. **This** evening (to-day) I have come home early. **That** evening (some days ago) I came home very late. **These** shoes are very expensive, but **those** are cheaper.

Questions:

Which of the demonstrative pronouns point at things near us? ... And which demonstrative pronouns point at things farther away? ... Which of the demonstrative pronouns are used in the singular, and which are used in the plural? ...

EXERCISE D.

*siksti'et, nelsn roud, swimblðən.  
ðə fə:st əv səp'tembə.  
diə wud.*

*ai wəc veri glæd tə get ðə bæg ful əv linin ənd ʌðə þiŋz  
hwits mai sistə sent mi:. ai ɔ:lmouſt bili:v ðət ju: helpt  
hə: tə pæk it; ə gə:l wəd nevə həv bi:n eibl tə pink  
əv ɔ:l ðous þiŋz.*

*it iz nais əv ju: tə rait ənd tel mi: hwot ju: ənd braun  
a: du:iy. ai əm stil di'vaidiy mai ha:t in i:kwəl þa:ts bi-  
'twi:n mai nju: wə:k ənd laif ət houm, sou ai əm veri  
intristid in ðə nju:z ðət ju: send. wil ju: pli:z send mi:  
səm əv ðə foutagra:fs frəm auə trip, tu:?*

*la:st sətədi ai went tə si: ə geim əv ragbi futbɔ:l, ə  
veri streindʒ geim, ai kən tel ju:. ai ra:ðə gɔt ði im'presən  
ðət ə greit bætl wəz bi:iy fɔ:t fər ə fəni kaind əv bɔ:l,  
hwits evribodi wəz traiiy tə teik ə'wei frəm evribodi els ənd  
kæri frəm wən pleis tu ə'nʌðə ʌndə his a:m!*

*ai əm lə:niy meni nju: þiŋz ət ði ɔ:fi, hwits ai fəl tel  
ju: ə'baut in mai nekst letə. ri:membə mi: tə braun, pli:z.*

*jɔ:z sin'siðli.*

*stɔ:m*

## A VISIT TO THE HARBOUR OF LONDON

Storm had had a busy morning at the office; the *stɔ:m hæd hæd ə bizi mɔ:nɪŋ ət ði ɔfɪs; ðæ*

manager's bell had rung for him at least five times. *mænidʒəz bel hæd rʌŋ fə him ət li:st faɪv taimz.*

"The old man does nothing but ring his bell for me  
"ði ould mæn dʌz nʌbɪŋ bæt riŋ hɪz bel fə mi:

this morning," Storm said to Marshall. While he was  
*ðis mɔ:nɪŋ," stɔ:m sed tə ma:səl. hwail hi: wəz*

speaking, the bell rang once more. When he had  
*spi:kɪŋ, ðæ bel ræŋ wʌns mɔ:.. hwen hi: hæd*

entered the manager's office, the manager began by  
*entəd ðæ mænidʒəz ɔfɪs, ðæ mænidʒə bɪ'gæn bai*

saying, "You know that the harbour of London is the  
*seɪɪŋ, "ju: nou ðæt ðæ ha:bər əv ləndən iz ðæ*

greatest harbour in existence, and that ships go from  
*greɪtɪst ha:bər ɪn ɪg'zɪstəns, ənd ðæt sɪps gou frəm*

there to all parts of the world; but have you ever  
*ðæt tu ɔ:l pə:ts əv ðæ wə:ld; bæt hæv ju: evə*

visited it? If not," he continued, "there is a chance  
*visɪtɪd it? if nɔ:t," hi: kən'tɪnju:d, "ðæz ə tʃa:ns*

for you to do so to-day. I want you to go down to a  
*fə ju: tə du: sou tə'dei. ai wɔ:nt ju: tə gou daun tu ə*

ship lying in the harbour and speak to the captain of  
*ʃɪp laɪŋ ɪn ðæ ha:bə ənd spi:k tə ðæ kæptin əv*

He **rings**, he **rang**,  
he has **rung** [*rɪŋz, ræŋ, rʌŋ*].

the old man = a  
name used in fun  
by clerks about  
the manager



authority = the  
right to decide  
things and give  
orders

the boat. We often have trouble with him, because he  
ðə bout. wi: ɔ:fn hæv trʌbl wið him, bi'kɔz hi:  
decides things for the firm without asking us. If he  
di'saidz bi:yz fə ðə fə:m wið'aut a:skɪŋ ʌs. if hi:  
is in doubt about anything connected with the affairs  
iz in daʊt ə'baut eniþɪŋ kə'nektɪd wið ði ə'fæz  
of the firm, he does not ask us what to do, but decides  
əv ðə fə:m, hi: dʌz nɔt a:sk ʌs hwɔ:t tə du:, bət di'saidz  
the matter himself; it matters nothing to him that we've  
ðə mætə him'self; it mætəz nʌþɪŋ tu him ðət wi:v  
never given him any authority to do so. But, of course,  
nevə givn him eni ɔ:'þɔ:riti tə du: sou. bʌt, əv kɔ:s,  
we cannot take the responsibility for what he does  
wi: kənɔ:t teik ðə rɪspɔ:n'sə'biliti fə hwɔ:t hi: dʌz  
without being told by us. If the responsibility is to  
wið'aut bi:yz tould bai ʌs. if ðə rɪspɔ:n'sə'biliti iz tə  
be ours, that is, if we are to pay for the goods and  
bi: auəz, ðət iz, if wi: a: tə pei fə ðə gudz ənd  
anything that is done with them, he must ask us what  
eniþɪŋ ðət iz dʌn wið ðəm, hi: məst a:sk ʌs hwɔ:t  
to do and not decide things on his own. It is very  
tə du: ənd nɔt di'said bi:yz ɔn hiz oun. it iz veri  
unpleasant to have anything to do with people like  
ʌn'plezənt tə hæv eniþɪŋ tə du: wið pi:pl laik  
this captain, who do things without any authority from  
ðis keaptin, hu: du: bi:yz wið'aut eni ɔ:'þɔ:riti frəm  
those for whom they work. This man speaks English  
ðouz fə hu:m ðei wə:k. ðis mæn spi:ks iŋglɪʃ

very poorly, but I hope that you'll be able to make  
*veri puəli, bət ai houp ðət ju:l bi: eibl tə meik*

make out = understand

out what he says, for I want you to tell him that he  
*aut hwət hi: sez, fər ai wənt ju: tə tel him ðət hi:*

may give as many orders as he likes to the men on  
*mei giv əz meni ɔ:dəz əz hi: laiks tə ðə men ɔn*

his ship, but that if the firm has any orders to give,  
*hiz sɪp, bət ðət if ðə fə:m həz eni ɔ:dəz tə giv,*

I will give them. — We also want some goods that are  
*ai wil giv ðəm. — wi: ɔ:lsou wənt səm gudz ðət a:*

lying in the harbour, and on which duty must be paid  
*laiŋ in ðə ha:bə, ənd ɔn hwɪts dju:ti məst bi: peid*

first. We need the goods badly, because we have sold  
*fə:st. wi: ni:d ðə gudz bædli, bi'kɔz wi: həv sould*

We need the goods  
 badly = we need  
 the goods very  
 much.

all that we had, so that we have no more in stock. If  
*ɔ:l ðət wi: həd, sou ðət wi: həv nou mɔ:r in stək. if*

an article sells well, it's always best to have a good  
*ən a:tikl selz wel, its ɔ:lwas best tə həv ə gud*

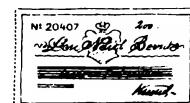
supply in stock. I will write out a cheque for the  
*se'plai in stək. ai wil rait aut ə tsek fə ði*

amount of money that will have to be paid in duty,  
*ə'maunt əv mani ðət wil həv tə bi: peid in dju:ti,*

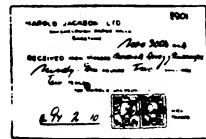
and you can take it with you. The amount of the duty  
*ənd ju: kən teik it wið ju:. ði ə'maunt əv ðə dju:ti*

is £ 10/9/6, and I will write out the cheque  
*iz ten paundz nain ənd siks, ənd ai wil rait aut ðə tsek*

at once. You will remember, of course, to get a receipt  
*ət wʌns. ju: wil ri'membə, əv kɔ:s, tə get ə ri'si:t*



cheque



receipt

for the amount, so that our book-keeping department  
*fə ði ə'maunt, sou ðət aʊə bukki:pɪŋ dɪ'pa:tment*

can see that the money has been paid.”  
*kən si: ðət ðə məni həz bi:n peɪd.”*

Storm promised to get a receipt for the cheque, and  
*sto:m prɒmɪst tə get ə rɪ'si:t fə ðə tʃek, ənd*  
mentioned that it would be his first visit to the harbour,  
*mɛnʃənd ðət it wəd bi: hɪz fə:st vizit tə ðə ha:bə,*

after which he left the manager's office.  
*a:ftə hwɪts hi: left ðə mænɪdʒəz əfɪs.*

The man to whom he paid the money at the custom-  
*ðə mæn tə hu:m hi: peɪd ðə məni ət ðə kʌstəm-*

house soon discovered that Storm was a foreigner, and  
*haʊs su:n dɪ'skʌvəd ðət sto:m wəz ə fɔ:rɪnə, ənd*

on hearing that it was his first visit to the harbour,  
*ən hɪəriŋ ðət it wəz hɪz fə:st vizit tə ðə ha:bə,*

he offered to show him some of the things worth seeing  
*hi: əfəd tə sou him səm əv ðə bɪljz wə:p si:ŋ*

there. The first building to which they came was used  
*ðə. ðə fə:st bɪldɪŋ tə hwɪts ðei keɪm wəz ju:zd*

to store corn. Storm's new friend said that many of  
*tə stɔ: kɔ:n. stɔ:mz nju: frend sed ðət meni əv*

grain = corn

the buildings were used for grain. “What kind of grain  
*ðə bɪldɪŋz wə: ju:zd fə greɪn. “hwət kaind əv greɪn*

do you store here?” he asked the man. “There are  
*du: ju: stɔ: hi:” hi: a:skt ðə mæn. “ðə*

three or four important kinds,” he answered, “but by  
*þri: ə fɔ:r im'pɔ:tənt kaindz,” hi: a:nsəd, “bət bai*

far the most important is wheat, because most of the  
*fa: ðə moust im'pɔ:tənt iz hwi:t, bɪlkɔz moust əv ðə*  
 bread eaten in England is white bread. However, we  
*bred i:tn in ɪnglənd iz hwai:t bred. hau'vevə, wi:*  
 don't produce enough wheat in England for our own  
*dount prə'dju:s i'nʌf hwi:t in ɪnglənd fər auər oun*  
 supply, and although there is such a lot stored here,  
*sə'plai, ənd ɔ:lðou ðəz səts ə lɔt stɔ:d hi:,*  
 it is not enough to supply the country with white bread  
*it is not i'nʌf tə sə'plai ðə kəntri wið hwai:t bred*  
 for more than a month. Other countries have supplied  
*fə mɔ: ðən ə mʌnb. ʌðə kəntriz həv sə'plaid*  
 us with the greater part of our wheat for the last  
*əs wið ðə greitə pa:t əv auə hwi:t fə ðə la:st*  
 hundred years. At one time England was a country  
*hʌndrəd jiəz. ət wʌn taim ɪnglənd wəz ə kəntri*  
 with many farms and farmers, and as in those days  
*wið meni fa:mz ənd fa:məz, ənd əz in ðouz deiz*  
 there was more than enough wheat, we used to export  
*ðəz wəz mɔ: ðən i'nʌf hwi:t, wi: ju:st tu eks'pɔ:t*  
 wheat to other countries. Then the rise of industries  
*hwi:t tu ʌðə kəntriz. ðen ðə raiz əv indəstriz*  
 using a lot of machinery suddenly changed the whole  
*ju:zɪŋ ə lɔt əv mə'fi:nəri sədnli tʃeindzð ðə houl*  
 picture, and one factory was built after another, so that  
*piktʃə, ənd wʌn fæktrəi wəz bilt a:ftər ə'nʌðə, sou ðət*  
 in our days England is most interested in her industries.  
*in auə deiz ɪnglənd iz moust intristid in hə:r indəstriz.*



wheat

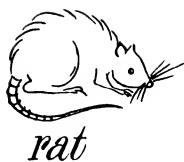
industry = the system of producing goods with the help of machines

machinery = machines

woollen (here) =  
wool

The coal, steel, iron, cotton, and woollen industries are  
ðə koul, sti:l, aɪən, kɔtn, ənd wulin indəstrɪz a:  
by far the most important. I will now take you to a  
bai fa: ðə moust im'pɔ:tənt. aɪ wil nau teik ju: tu ə  
building that will, no doubt, interest you very much.  
bildiŋ ðət wil, nou daut, intrist ju: veri mətʃ.  
In it we store the many different articles that come  
in it wi: stɔ: ðə meni dɪfrənt a:tiklz ðət kəm  
from the East.”  
frəm ði i:st.”

As soon as they entered the building, Storm saw five  
əz su:n əz ðei entəd ðə bildiŋ, stɔ:m sɔ: faɪv  
or six cats and asked the man what they wanted cats  
ə siks kæts ənd a:skt ðə mæn hwɔ:t ðei wɔ:ntid kæts  
for. “These are very special cats — our fellow-workers,  
fɔ:. “ði:z a: veri spesəl kæts — auə felouwə:kæz,  
so to speak,” his guide explained. “The buildings here  
sou:tə spi:k,” hiz gaid iks'pleind. “ðə bildiŋz hɪər  
are all full of rats, and it is the duty of the cats to  
a: ɔ:l ful əv ræts, ənd it iz ðə dju:ti əv ðə kæts tə  
catch and eat the rats. We feed them once a day on  
kæts ənd i:t ðə ræts. wi: fi:d ðəm wʌns ə dei ən  
fresh meat, not very much, of course, but just enough  
fres mi:t, nɔ:t veri mətʃ, əv kɔ:s, bæt dʒʌst i'nʌf  
to make them feel that they belong to us. For the rest,  
tə meik ðəm fi:l ðət ðei bɪ'lɔ:y tu əs. fə ðə rest,  
they must catch rats, and as they all look nice and well  
ðei məst kæts ræts, ənd əz ðei ɔ:l luk nais ənd wel



He **feeds**, he **fed**,  
he has **fed** [fi:dz, fed, fed].

fed, it seems that they are doing their work properly.  
*fed, it si:mz ðæt ðei a: du:iŋ ðæə wə:k prɔ:pəli.*

Some of the rats are very big and will sometimes even  
*səm əv ðə ræts a: veri big ənd wil səmtaimz i:vən*

bite a man's leg. I was bitten by a rat once myself —  
*bait ə mænz leg. ai wəz bitn bai ə ræt wʌns mai'self —*

a very unpleasant experience, I can tell you.”

*ə veri ʌn'pleznt iks'piəriəns, ai kən tel ju:..”*

Storm saw a man standing in front of a large box with  
*stɔ:m sɔ: ə mæn stændɪŋ in frənt əv ə la:dʒ bɔks wið*

a hammer in his hand. He was using the hammer to  
*ə hæmər in his hænd. hi: wəz ju:zɪŋ ðə hæmə tu*

open the box, on one of the sides of which were some  
*oupən ðə bɔks, ən wʌn əv ðə saidz əv hwɪts wə: səm*

very strange marks. Storm could not understand the  
*veri streindz ma:ks. stɔ:m kəd nət ʌndə'stænd ðə*

meaning of the marks, but was told that the box had  
*mi:nɪŋ əv ðə ma:ks, bət wəz tould ðæt ðə bɔks həd*

come from the East, and that the marks must be in  
*kʌm frəm ði i:st, ənd ðæt ðə ma:ks məst bi: in*

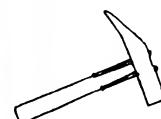
some strange eastern language. This man had worked  
*səm streindz i:stan længwidz. ðis mæn həd wə:kt*

there for twenty-five years and knew almost all that  
*ðæt fə twenti'faiv jiəz ənd nju: ɔ:lmost ɔ:l ðæt*

could be known about articles from the East; he was  
*kəd bi: noun ə'baʊt a:tiklz frəm ði i:st; hi: wəz*

an expert at his work. There were a number of other  
*ən ekspə:t ət his wə:k. ðæt wə:r ə nʌmbr əv ʌðə*

He **bites**, he **bit**, he  
 has **bitten** [bait, bit, bitn].



**hammer**



**marks**

an expert = a man  
 of great experience  
 in his work

men, too, who on account of many years' experience  
*men, tu:, hu: ɔn ə'kaunt əv meni jiəz iks'piəriəns*  
had become real experts at their work. Storm remained  
*həd bi'kʌm riəl ekspə:ts ət ðəə wə:k. stɔ:m ri'meind*  
in front of the box that was being opened, as he wanted  
*in frənt əv ðə bɔks ðət wəz bi:iŋ oupənd, əz hi: wəntid*  
to see what it contained. After a few minutes, he saw  
*ə si: hwət it kən'teind. a:ftər ə fju: minits, hi: əz*  
that it contained many eastern articles which are usually  
*ðət it kən'teind meni i:stən a:tiklz hwitʃ a: ju:zuali*  
sold very cheap. The man, however, explained that  
*sould veri tʃi:p. ðə mæn, hau'vevə, iks'pleind ðət*  
the articles were no longer so cheap as they used to be.  
*ði a:tiklz wə: nou lɔ:ygə sou tʃi:p əz ðei ju:st tə bi:.*  
They had always paid insurance on the goods, so that  
*ðei həd ɔ:lwəz peid in'ʃuərəns ɔn ðə gudz, sou ðət*  
if anything should happen to them on the way to Europe,  
*if enipin ʃəd hæpn tə ðəm ɔn ðə wei tə juərəp,*  
the firm would receive money for the damage that had  
*ðə fə:m wəd rɪ'si:v məni fə ðə dæmidʒ ðət həd*  
been done, but both during and after the war, they had  
*bi:n dʌn, bət bəuþ djuəriŋ ənd a:fɪə ðə wɔ:, ðei həd*  
had to pay a much higher insurance on goods from  
*həd tə pei ə məts hær in'ʃuərəns ɔn gudz frəm*  
foreign countries.  
*fɔ:rin kʌntriz.*

Storm noticed that the building had many large doors,  
*stɔ:m nou'tist ðət ðə bɪldɪŋ həd meni la:dʒ dɔ:z,*

through which he could see some lorries and also a  
*þru: hwitſ hi: kæd si: səm lɔrɪz ənd ɔ:lſou ə*

horse and cart. Porters were busy taking goods to the  
*hɔ:s ənd ka:t. pɔ:təz wə: bizi teikiy gudz tə ðə*

doors, where the lorries and carts were being loaded.  
*ðɔ:z, hweə ðə lɔrɪz ənd ka:ts wə: bi:iy loudid.*

Storm watched the porters at work for some minutes  
*stɔ:m wɔ:tſt ðə pɔ:təz ət wə:k fə səm minits*

and then spoke to one of them, saying that it must be  
*ənd ðen spouk tə wʌn əv ðəm, sei iy ðət it məst bi:*

hard work. "Yes, indeed it is, sir," the porter replied.  
*ha:d wə:k. "jes, in'di:d it iz, sə:," ðə pɔ:tə ri'plaid.*

"And if I had one pound in money for every pound I  
*ənd if ai hæd wʌn paund in məni fər evri paund ai*

have loaded in weight, I should be a very rich man!"  
*hæ loudid in weit, ai fəd bi:ə veri rɪts mæn!"*

Storm's new friend now offered to show him down to  
*stɔ:mz nju: frend nau əfəd tə sou him daun tə*

the ship that he wanted to visit. On their way they  
*ðə ſɪp ðət hi: wəntid tə vizit. ən ðəs wei ðei*

saw a boat full of coal leaving the harbour. Storm: "The  
*ə: bout ful əv koul li:vɪŋ ðə ha:bə. stɔ:m: "ðə*

ship is just as dirty and black as the coal itself." "Yes,  
*ſɪp iz dʒʌst əz ðə:ti ənd bla:k əz ðə koul it'self." "jes,*

black is the right colour for a ship carrying coal." "Yes,  
*bla:k əz ðə rait kələ fər ə ſɪp kəriy koul."*

Storm: "Look, there are two small boats just in front  
*stɔ:m: "luk, ðəsə tu: smɔ:l boutz dʒʌst in frənt*



lorry



cart

load = put  
goods on

indeed = really

carrying coal =  
loaded with coal

Where is she bound for = where is she going to?

He ships, he shipped, he has shipped.

of her, pulling her along! They're called tugs, aren't *əv hə:, puliy hə:r ə'lɔy!* *ðəə kɔ:ld tʌgəz, a:nt* they? Do you know where she is bound for?" "She is *ðei?* *du: ju: nou hwəə si: is baund fə:?*" "*si: is* bound for Scandinavia, for one of the countries with *baund fə skændi'neivjə, fə wʌn əv ðə kəntriz wið* little or no coal. The two small boats are called tugs *litl ɔ: nou koul.* *ðə tu: smɔ:l bouts a: kɔ:ld tʌgəz* all right. They're pulling her out into the middle of *ɔ:l rait.* *ðəə puliy hə:r aut intə ðə midl əv* the river." "I don't understand why coal is shipped *ðə riva:.*" "*ai dount əndə'stænd hwai koul is sɪpt* from London," said Storm, "because all the mines from *frəm ləndən,*" *sed stɔ:m,* "*bi'kɔz ɔ:l ðə mainz frəm* which the coal is taken are much farther north." "They *hwitʃ ðə koul iz teikn a: matʃ fa:ðə nɔ:p.*" "*ðei* usually ship the coal from some place near the coal *ju:zəli sɪp ðə koul frəm sʌm pleis nɪə ðə koul* mines, but now and then it's shipped from London," the *mainz, bət nau ənd ðən its sɪpt frəm ləndən,*" *ðə* man replied. *mæn ri:plaɪd.*

When at last they reached the ship that Storm was *hwen ət la:st ðei ri:tʃt ðə sɪp ðət stɔ:m wəz* looking for, he saw two sailors painting the side of the *lukɪŋ fɔ:, hi: sɔ: tu: seiləz peintɪŋ ðə said əv ðə* ship with black paint. Storm turned to his friend, and *sip wið blæk peint. stɔ:m tə:nd tə his frend, ənd*

said, "We have now passed five or six ships, and on sed, "wi: həv nau pa:st faiv ə siks sips, and on all of them one or two sailors have been painting. Have ɔ:l əv ðəm wʌn ə tu: seiləz həv bi:n peintiŋ. həv sailors nothing else to do but to paint the sides of their seiləz nʌbɪŋ els tə du: bət tə peint ðə saidz əv ðə ships?" He called to the two sailors, asking them if ships?" hi: kɔ:ld tə ðə tu: seiləz, a:skɪŋ ðəm if the captain was on board. On hearing that he was, ðə kæptin wəz ən bɔ:d. ən hi:riŋ ðət hi: wəz, Storm said good-bye to his guide, and went on board. stɔ:m sed gud'bai tə his gaid, ənd went ən bɔ:d. He found the captain standing with another officer of hi: faund ðə kæptin stændɪŋ wið ə'nʌðər ɔfɪsə ən the ship. When Storm had introduced himself, the ðə sɪp. hwen stɔ:m həd intrə'dju:st him'self, ði officer walked away, and Storm began to tell the cap- ɔfɪsə wɔ:kt ə'wei, ənd stɔ:m bi:gæn tə tel ðə kæp-tain what the manager had said. The captain soon got tin həwt ðə mænidʒə həd sed. ðə kæptin su:n ət very angry and said to Storm, "I'm a man who has veri əngri ənd sed tə stɔ:m, "aim ə mæn hu: həs sailed all the oceans of the world, and yet your manager, seild ɔ:l ði oufənz əv ðə wə:ld, ənd jet jɔ: mænidʒə, who sits in his office all day, sends me his foolish hu: sits in his ɔfɪs ɔ:l dei, sendz mi: his fu:lis orders." ɔ:dəz."



officer

ocean = sea

grew (here) = got

However, after Storm had explained in detail why it  
*hau'evə, a:ftə stɔ:m həd iks'pleind in di:teil hwai it*  
was important that the captain should never decide  
*wəz im'pɔ:tənt ðət ðə kæptin səd 'nevə di:said*  
anything for the firm on his own, the captain grew  
*eniphɪŋ fə ðə fə:m ən hiz oun, ðə kæptin gru:*  
quieter and promised to do only what he was told.  
*kwaiətə ənd prɔ:mist tə du: ounli hwət hi: wəz tould.*  
“I will do as your manager wishes,” he said. “The  
“ai wil du: əs jɔ: mænidʒə wifiz,” hi: sed. “ðə  
trade between England and my country is very great,  
*treid bɪ'twi:n ɪnglənd ənd mai kʌntri ɪz veri greit,*  
and I hope that I may help to make the two countries  
*ənd ai houp ðət ai mei help tə meik ðə tu: kʌntriz*  
buy still more from each other, so that the trade may  
*bai stil mɔ: frəm i:ts ʌðə, sou ðət ðə treid mei*  
become still greater.”  
*bɪ'kʌm stil greɪts.”*

trade = business

When Storm returned to the office, the manager thanked  
*hwen stɔ:m rɪ'tə:nd tə ði ɔ:fi:s, ðə mænidʒə þæykt*  
him for what he had done.  
*him fə hwət hi: həd dən.*

#### EXERCISE A.

While Storm was speaking to Marshall, the manager — the — for him and said that he wanted him to go down to a — lying in the — and speak to the — of the

boat. The captain often decided things for the firm on his —, although he had no — to do so. The manager hoped that Storm would be able to — — what the captain said. He also asked him to go and pay the — on some goods. Then he wrote a — for the — of money that had to be paid in duty and told Storm to get a — for the cheque. Near the harbour Storm saw many buildings which were used for storing —. He learned that most of the grain which was — in the buildings was —, and that foreign countries — England with the greater part of her wheat. England has great cotton and woollen —. Storm's friend told him that as there were many — in the buildings, they had to keep cats, which were — on fresh meat. He had once been — by a rat. Storm saw a man using a — to open a box with strange — on its sides. The man was an — at his work and soon got it opened, and then Storm saw that it — many eastern articles. These goods were not so cheap now on account of the higher — that had to be paid. Through the doors of the building Storm saw some — and a horse and — which were being — with goods. A dirty — ship was leaving the harbour — along by two small boats. Storm learned that sometimes coal is — from London, and that this ship was — for Scandinavia. "But most of the coal is shipped from places near the coal —," Storm's new friend said.

### EXERCISE B.

Write 200—300 words about a trade with a foreign country that has to do with your work in some way.

WORDS:  
 bell  
 ring  
 rang  
 rung  
 harbour  
 ship  
 ship (verb)  
 captain  
 responsibility  
 authority  
 make out  
 cheque  
 amount  
 receipt  
 stock  
 store (verb)  
 grain  
 wheat  
 supply (verb)  
 industry  
 machinery  
 rat  
 feed  
 fed  
 bite  
 bit  
 bitten  
 hammer  
 mark  
 expert  
 contain  
 insurance  
 lorry  
 cart  
 load  
 black

bound  
pull  
mine  
paint  
paint (verb)  
sailor  
officer  
ocean  
trade  
indeed  
Scandinavia  
tug

There is sure to be something or other that you use in your work which comes from a foreign country. Tell us as much as you know about where it comes from, and how it gets here. Explain everything as well as you can in your own words.

#### EXERCISE C. GRAMMAR.

The words **who**, **whom**, **whose**, **which**, are called relative [*relativ*] pronouns. Here is an example to show you how they are used: It is the postman **who** brings the letters in the morning. In this sentence there are two parts: 'It is the postman' and 'who brings the letters in the morning'. The relative pronoun **who** in the last part is connected with and takes the place of the word 'postman' in the first part.

Now, these relative pronouns are not all used in the same way. From the following examples you will see that **who**, **whom**, **whose** are used about persons, and that **which** is used about animals and things. You will also notice that **who** is used about the person who does or is something, but that **whom** is used about the person to whom something is done or happens, while **whose** is used about the person to whom something belongs. Examples: The man **who** found the boy was very old. The dog **which** found the boy was very old. The woman **whom** I saw yesterday was very old. The dog **which** I saw yesterday was very old. The book **which** I bought to-day was very dear. There comes the girl **whose** brother is ill.

Instead of **who**, **whom**, and **which** in the examples given we might have put **that**, which may also be used as a relative pronoun, both when we speak of persons and when we speak of animals or things. Here are some examples: Here comes the man **that** lives in the new house. It was his wife **that** I saw yesterday. Is this the cat **that** your mother gave you?

‘My father, **whom** you saw yesterday, has left for London this morning.’ ‘Buckingham Palace, **which** is one of the finest buildings in London, is the home of the King and Queen.’ In these sentences, where the relative pronoun is connected with and takes the place of the name of a thing or person, well-known beforehand, we cannot use **that**, but only the pronouns **who** (**whom**, **whose**) and **which**.

Notice that you may leave out the relative pronoun altogether when it takes the place of the person, the animal, or the thing that something is done to. Examples: It was his wife I saw yesterday. Is this the cat your mother gave you?

#### Questions:

What words are called relative pronouns? ... Which relative pronouns do we use when speaking of persons? ... And which do we use when speaking of animals or things? ... What word may be used instead of the relative pronouns ‘who’, ‘whom’, and ‘which’? ... Can you give an example of how the pronoun ‘whom’ is used? ... What is the genitive of the relative pronoun ‘who’? ... Can you give an example of how it is used? ...

## DIRTY BUSINESS

“What have you got there?” Marshall asked, noticing  
 “hwot həv ju: gɔt ðεə?” ma:fəl a:skt, nou̯tis̯iŋ  
 something that Storm was taking out of his pocket as  
 səm̯biŋ ðət stɔ:m wəz teik̯iŋ aut əv his pɔ:k̯it əz  
 they sat down to their lunch. “Stamps,” came the  
 ðei sət daun tə ðεə ləns̯. “stæmps,” keim ðə  
 reply. “Let’s have a look at them,” Marshall said,  
 ri’plai. “lets həv ə luk ət ðəm.” ma:fəl sed,  
 with the ready interest of a fellow-collector. Storm  
 wið ðə redi intrist əv ə ‘feloukə’lektə. stɔ:m  
 placed the stamps on the table, and Marshall began to  
 pleist ðə stæmps ən ðə teibl, ənd ma:fəl bi:gæn tə  
 go through them. He took up one at a time, held it  
 you þru: ðəm. hi: tuk ʌp wʌn ət ə taim, held it  
 up to the light, and regarded it carefully from all sides.  
 ʌp tə ðə lait, ənd ri’ga:did it kə:fuli frəm ɔ:l saidz.  
 regard = look at  
 among = in the number of  
 At last he picked out three among them and asked,  
 ət la:st hi: pik̯t aut þri: ə’mʌŋ ðəm ənd a:skt,  
 “Who sold them to you?” “Why?” Storm wanted to  
 “hu: sould ðəm tə ju:?” “hwai?” stɔ:m wɔ:ntid tə  
 know. “Is there anything wrong with them?” “I  
 nou. “iz ðər eniþiŋ rɔ:y wið ðəm?” “ai  
 should say there is,” Marshall replied. “As far as I’m  
 fəd sci ðər iz,” ma:fəl ri’plaid. “əz fa:r əz ain

able to judge, there are at least three false stamps  
*eibl tə dʒʌdʒ, ðear ət li:st bri: fo:ls stæmps*

among them." Storm regarded Marshall with surprise  
*ə'mʌŋ ðəm. stɔ:m rɪ'ga:did ma:fəl wið sə'praiz*

in his eyes: "But the owner of the stamp-shop told me  
*in his aɪz: bət ði ounər əv ðə stæmpʃɔ:p tould mi:*

on his word of honour that they were real and worth  
*on his wə:d əv ənə ðət ðei wə: riəl ənd wə:þ*

the money. I must say that I don't know very much  
*ðə mani. ai məst sei ðət ai dount nou veri mʌtʃ*

about stamps from that country, so I wasn't able to  
*ə'baut stæmps frəm ðət kʌntri, sou ai wɔ:nt eibl tə*

judge for myself, but the owner was such a nice old  
*dʒʌdʒ fə mai'self, bət ði ounər wəz sʌtʃ ə nais ould*

man, and I really felt that he was telling me the truth  
*mæn, ənd ai riəli felt ðət hi: wəz teliŋ mi: ðə tru:þ*

about those stamps. It was that little shop with  
*ə'baut ðəuz stæmps. it wəz ðət littl ʃɔ:p wið*

stamps and coins a few houses from the office, you  
*stæmps ənd kɔɪnz ə fju: hauziz frəm ði ɔfis, ju:*

know." "I thought so!" said Marshall. "Word of  
*nou." "ai þɔ:t sou!" sed ma:fəl. "wə:d əv*

honour! That man doesn't know what the word  
*ənə! ðət mæn dʌznt nou hwɔ:t ðə wə:d*

'honour' means. He won't tell the truth about anything  
*'ənə' mi:nz. hi: wount tel ðə tru:þ ə'baut eniþiy*

if he thinks he can make money by lying about it. It  
*if hi: þiŋks hi: kən meik mani bai laiyy ə'baut it. it*

truth = what is  
 not false

He **lies**, he **lied**,  
 he has **lied**  
 [*laɪz, laɪd, laɪd*]

to **lie** — lying

## Chapter Fifty (50).

|                          |   |
|--------------------------|---|
| former = earlier         | was the same with the former owner of the shop; he<br><i>wəz ðə seim wið ðə fɔ:mrər ounər əv ðə sɔ:p; hi:</i>   |
| either = any<br>(of two) | was just as bad as this one; you can't trust those two<br><i>wəz dʒʌst əz bæd əz ðis wʌn; ju: ka:nt trʌst ðous tu:</i><br>men. You should never believe anything that either<br><i>men. ju: səd nevə bili:v eniþiy ðət aiðər</i><br>of them says. I went there once to buy some Roman<br><i>əv ðəm sez. ai went ðəə wʌns tə bai səm roumən</i><br>coins in order to start a collection. I didn't know much<br><i>kɔɪnz ɪn ðədə tə sta:t ə kɔ'leksən. ai didnt nou matʃ</i><br>about coins at that time and was not able to judge the<br><i>ə'baut kɔɪnz ət ðæt taim ənd wəz not eibl tə dʒʌdʒ ðə</i><br>quality of two silver pieces the man showed me, so I<br><i>kwɔ:li:tɪ əv tu: silvə pi:siz ðə mæn soud mi:, sou ai</i><br>had to trust his word that the coins were real old<br><i>hæd tə trʌst his wə:d ðət ðə kɔɪnz wə: riəl ould</i><br>Roman pieces. Some months later I was showing<br><i>roumən pi:siz. səm mʌnþs leitə ai wəz souŋ</i><br>my new little collection to a friend, an expert in the<br><i>mai nju: litl kɔ'leksən tu ə frend, ən ekspə:t ɪn ðə</i><br>matter of coins; and do you know what? He was<br><i>mætər əv kɔɪnz; ənd du: ju: nou hwɔ:t? hi: wəz</i><br>able to pick out two false pieces among the coins, and<br><i>eibl tə pi:k aut tu: fɔ:ls pi:siz ə'mʌy ðə kɔɪnz, ənd</i><br>they were the ones which that lying old man, the former<br><i>ðei wə: ðə wʌns hwɪts ðæt laiy ould mæn, ðə fɔ:mrə</i><br>owner of the shop, had sold me. No, you can't trust<br><i>ounər əv ðə sɔ:p, hæd sould mi:. nou, ju: ka:nt trʌst</i> |

either of those men. Now, of course, I've learned some  
*aiðər əv ðous men. nau, əv kɔ:s, aiv lə:nd sʌm*  
 of the ways to judge of the quality of a coin; when you  
*əv ðə weis tə dʒʌndʒ əv ðə kwɔ:lit̬i əv ə kɔ:in; hwen ju:*

drop it, for instance, you can often hear if it's false or  
*drɔ:p it, fər instəns, ju: kən ɔ:fn̬ h̬iər if its fɔ:ls ə*  
 not." "But I don't understand their motives for doing  
*not." bət ai dount ʌndə'stænd ðəə moutivz fə du:in̬*

things like that," Storm said. "Even if they do earn a  
*fi:yz laik ðæt," stɔ:m sed. i:vən if ðei du: ə:n ə*  
 few shillings more one day by saying something which  
*fju: sili:z mɔ: wʌn dei bai sei:yn səm:bi:yz hwit̬s*

isn't correct, they're sure to make their customers angry,  
*isn't kə'rekt, ðəə suə tə meik ðəə kʌstəməz æŋgri,*

so that they never return. Such business methods  
*sou ðət ðei nevə ri:tə:n. səts biznis mebədz*

can't be very good." "No, of course not," Marshall  
*ka:nt bi: veri gud." nou, əv kɔ:s not," ma:ʃəl*

replied. "I say, let's go and have some fun with him!  
*ri:plaid. ai sei, lets gou and hæv səm fʌn wið him!*

He doesn't know me; I might go in and try to make  
*hi: dʌznt nou mi:; ai mait gou in and trai tə meik*

him buy back those stamps. Shall we?" "There's  
*him bai bæk ðous stæmps. fəl wi:?" "ðəz*

no keeping you down," Storm answered with a laugh;  
*nou ki:pɪy ju: daun," stɔ:m a:nəd wið ə la:f;*

"but how will you do it?" "I don't quite know, yet.  
*"bət hau wil ju: du: it?" "ai dount kwait nou, jet.*

motive = reason

correct = right

a man of property  
= a rich man

perfect = which  
cannot be better

perform = do

admire = look  
up to

act = thing done

Persons like our kind friend with the false stamps  
*pə:snz laik auə kaind frend wið ðə fɔ:ls stæmps*  
usually have great respect for people with money, so  
*ju:z̄uəli həv greit ris'pekt fə pi:pl wið məni, sou*  
perhaps I might tell him a story about being a young  
*pə'hæps ai mait tel him ə stɔ:ri ə'baut bi:ij ə jay*  
man of property, who has become interested in stamps  
*mæn əv prɔ:pəti, hu: həz bɪ'kam intristid in stæmps*  
and wants to buy a whole collection at once. What  
*ənd wɔnts tə bai ə houl kə'leksən ət wʌns. həwɔt*  
do you think of that?" Marshall asked. "The plan  
*du: ju: piŋk əv ðæt?" ma:fəl a:skt. "ðə plæn*  
seems perfect to me," Storm answered. "I can find  
*si:mz pə:fikt tə mi:", stɔ:m a:nsəd. "ai kən faind*  
nothing wrong with it, if you think you can perform  
*nʌbiŋ rɔŋ wið it, if ju: piŋk ju: kən pə'fɔ:m*  
your part of the fun. I must say that I admire your  
*'jɔ: pə:t əv ðə fʌn. ai mʌst sei ðət ai əd'maiə jɔ:*  
courage. I'm sure I couldn't go through with it without  
*kʌridʒ. aim fə:t ai kudnt gou þru: wið it wið'aut*  
showing by some word or act that I was making fun  
*souiy bai səm wə:d ɔ:r akt ðət ai wəz meikiy fən*  
of him." "Well, to tell the truth," Marshall replied,  
*əv him." "wel, tə tel ðə tru:b." ma:fəl ri'plaɪd,*  
"I'm a little afraid, myself. And I have to support my  
*'aim ə litl ə'freid, mai'self. ənd ai həv tə sə'pɔ:t mai*  
self-respect by telling myself that our motives in this  
*'selfris'pekt bai teliy mai'self ðət auə moutivz in ðis*

foolish affair are perfectly pure! — Well, here we are  
*fu:lis ə'fəə a: pə:fiktli ɒjuə!* — *wel, hiə wi: a:r*  
 at the shop. You wait outside for me!”  
*ət ðə ʃɔ:p. ju: weit 'aut'said fɔ: mi:!"*

A quarter of an hour later Marshall appeared again at  
*ə kwɔ:tər əv ən auə leitə ma:fəl ə'piəd ə'gein ət*  
 the door of the shop. He was smiling all over his face,  
*ðə dɔ:r əv ðə ʃɔ:p. hi: wəz smailiŋ ɔ:l ouvə hiz feis,*  
 so Storm could understand that everything had gone  
*sou stɔ:m kəd əndə'stænd ðət evrɪhiŋ həd gən*  
 well. As soon as they had turned round the corner,  
*əz su:n əz ðei həd tə:nd raund ðə kɔ:nə,*  
 Marshall had to stop and have a good laugh, before  
*ma:fəl həd tə stɔ:p ənd həv ə gud la:f, bi:fɔ:*  
 he was able to tell Storm what had taken place in  
*hi: wəz cibl tə tel stɔ:m hwət həd teikn pleis in*  
 the shop.  
*ðə ʃɔ:p.*

“First,” Marshall said, “I told him my name was  
*“fə:st.” ma:fəl sed, “ai tould him mai neim wəz*  
 Reginald Willoughby, just returned from India, where  
*redzinald wɪləbi, dʒʌst rɪ'tə:nd frəm indjə, hweər*  
 I had been hunting lions, or whatever it is one hunts  
*ai həd bi:n həntiŋ laiənz, ɔ: hwət'ever it iz wʌn hənts*  
 in India. There are lions in India, aren’t there? This  
*in indjə. ðər a: laiənz in indjə, a:nt ðər? ðis*  
 seemed to make a deep impression upon him, especially  
*si:md tə meik ə di:p im'presən ə'pən him, is'pefəli*



*lion*

when I began speaking about the stamp-collection that  
*hwen ai bi'gæn spi:kiy ə'baut ðə 'stæmpkə'lekʃən ðət*  
I was planning to start. His behaviour at once showed  
*ai wəz plæniy tə sta:t. his bi'heivjə ət wʌns soud*  
great respect, and he gave me to understand that he  
*greit ris'pekt, ənd hi: geiv mi: tu ʌndə'stænd ðət hi:*  
would think it a privilege to be allowed to help me  
*wəd piŋk it ə prɪvɪlɪdʒ tə bi: ə'laud tə help mi:*  
to find the very best stamps for my collection. I told  
*tə faind ðə veri best stæmps fə mai kə'lekʃən. ai tould*  
him all about 'my life in India': that I had visited the  
*him ɔ:l ə'baut 'mai jaif in indjə: ðət ai hæd vizitid ðə*  
court of a famous prince in India and had been invited  
*kɔ:t əv ə feiməs prins in indjə ənd hæd bi:n in'vaitid*  
to stay at his palace, where I lived like a prince among  
*tə stei ət his pælis, hweər ai livd laik ə prins ə'mʌŋ*  
the real princes — he had seven sons and four brothers!  
*ðə riəl prɪnsɪz — hi: hæd sevn sʌnz ənd fɔ: brʌðəz!*  
It was perfectly clear from my words and behaviour  
*it wəz pə:fiktli kliə frəm mai wə:dz ənd bi'heivjə*  
that I wasn't very clever and knew nothing at all about  
*ðət ai wɔ:nt veri klevə ənd nju: nʌpɪŋ ət ɔ:l ə'baut*  
stamps. He brought out all kinds of stamps, and when  
*stæmps. hi: brɔ:t aut ɔ:l kaindz əv stæmps, ənd hwen*  
he saw that I showed an interest in those from India,  
*hi: sɔ: ðət ai soud ən intrist in ðous frəm indjə,*  
he gave me a lot of information about them, only half  
*hi: geiv mi: ə lɔt əv infa'meisən ə'baut ðəm, ounli ha:f*

of which was correct; the rest had very little to do  
*əv hwɪts wəz kə'rekt; ðə rest həd veri litl tə du:*  
 with the truth. I 'believed' every word, of course,  
*wɪð ðə tru:p. ai 'bɪli:vд' evri wə:d, əv kɔ:s,*  
 and I could see from the look in his eyes that he  
*ənd ai kəd si: frəm ðə luk in his aɪz ðət hi:*  
 thought he was going to get a nice bit of good English  
*þɔ:t hi: wəz gouɪŋ tə get ə nais bit əv gud ɪŋglɪs*  
 money out of me. The more foolish my words were,  
*mʌni aut əv mi:. ðə mɔ: fu:liʃ mai wə:dz wə:,*  
 and the more foolish things I did, the more he seemed  
*ənd ðə mɔ: fu:liʃ þɪŋz ai did, ðə mɔ: hi: si:md*  
 to admire and respect me. I tell you, I had such trouble  
*tu əd'maiər ənd rɪ'spekt mi:. ai tel ju:, ai həd sʌtʃ trʌbl*  
 trying not to laugh that I was quite weak.  
*traiɪŋ nɔt tə la:f ðət ai wəz kwait wi:k.*

"At last I thought the right time had come to take out  
*"ət la:st ai þɔ:t ðə rait taim həd kʌm tə teik aut*  
 your false stamps. 'Look here!' I said; 'I've just bought  
*jɔ: fɔ:ls stæmps. 'luk hiə!' ai sed; 'aɪv dʒʌst bɔ:t*  
 some very fine stamps from a friend, but as you have  
*səm veri fain stæmps frəm ə frend, bət əz ju: həv*  
 made me much more interested in Indian stamps now,  
*meid mi: mʌts mɔ:r intristid in indjən stæmps nau,*  
 perhaps you would like to buy these?" He grew a bit  
*pə'hæps ju: wəd laik tə bai ði:z? hi: gru: ə bit*  
 cool at that, so I started for the door, as if I wanted to  
*ku:l ət ðət, sou ai sta:tid fə ðə dɔ:. əz if ai wəntid tə*

weak = not strong

Indian = from  
India

quite (here) =  
I agree

drop the whole matter. At once, his humour changed, *drop ðə houl mætə. ət wəns, his hju:ma tseindʒd*, and he was all smiles again and doing his best to keep *ənd hi: wəz ɔ:l smailz ə'gein ənd du:iy his best tə ki:p* an important customer. ‘Hem, how much have you paid *ən im'pɔ:tənt kəstəmə. 'hm, hau mæts həv ju: peid* for them?’ he asked, opening the drawer where he kept *fɔ: ðəm? hi: a:skt, oupaniy ðə drɔ:s hævə ñi: kept* his money, as if he was going to pay for them at once. *his mani, əz if hi: wəz gouiy tə pei fɔ: ðəm ət wəns.* ‘A pound,’ I replied, thinking it better to add something *ə paund, ai ri'plaid, biykiŋ it betə tu əd samphi* to the amount. ‘Well, I can’t give you as much as that, *tə ði ə'maunt. 'wel, ai ka:nt giv ju: əz mæts əz ðæt,* of course,’ he answered; ‘I have to sell them again, you *əv kɔ:s, hi: a:nsəd; 'ai həv tə sel ðəm ə'gein, ju:* know.’ ‘Oh, quite,’ I said; ‘I understand that perfectly. *nou, 'ou, kwait, ai sed; 'ai ʌndə'stænd ðæt pɔ:fikli.* Shall we say fifteen shillings? That will satisfy us both.’ *ʃəl wi: sei fifti:n siliŋz? ðæt wil sətisfai əs bou:h.* He had a hard time pulling himself together, poor *hi: had ə ha:d taim puliy him'self tə'geðə, puə* fellow! Just think of it — to have to take back the *fəlou! dʒʌst biyk əv it — tə həv tə teik bæk ðə* false stamps he himself had sold! And he couldn’t very *fɔ:ls stæmps hi: him'self həd sould! ənd hi: kudnt veri* well say anything, because I might find out that it was *wel sei enipiy, bi'kɔ:z ai mait faind aut ðæt it wəz*

he who had sold them. I was having the time of my life, I tell you.

hi: *həd* *sould* *ðəm*. *ai wəz* *hævɪŋ* *ðə* *taɪm* *əv* *mai laif*, *ai tel* *ju:*.

“Well, he tried to get out of paying any money to me, of course, by suggesting that when I had decided what stamps I wanted, I could pay that amount less. ‘Yes, just as you wish,’ I said; ‘that’s perfectly all right. I can pay for everything when I come for the stamps, then. You see, I should like you to put them in the right order for me, put them in a book, you know, and all that. You do that, too, don’t you?’ ‘Yes, it will cost a bit extra, of course,’ he answered. ‘Of course!’

“*wel*, *hi: traɪd* *to get* *aut* *əv* *peɪɪŋ* *eni* *mʌni* *to mi:*, *əv* *kɔ:s*, *bai* *sə'dzestɪŋ* *ðət* *hwen* *ai* *həd* *di'saɪdɪd* *hwst* *stæmps* *ai* *wɒntɪd*, *ai* *kəd* *peɪ* *ðət* *s'maʊnt* *les*. ‘*jes*, *dʒʌst* *əz* *ju: wɪʃ*,’ *ai* *sed*; ‘*ðæts* *pə:fɪktli* *ɔ:l* *raɪt*. *ai kən* *peɪ* *fər* *evrɪbɪŋ* *hwen* *ai* *kʌm* *fə* *ðə* *stæmps*, *ðən*. *ju: si:*, *ai* *səd* *laɪk* *ju: tə* *put* *ðəm* *in* *ðə* *raɪt* *ɔ:də* *fɔ: mi:*, *put* *ðəm* *in* *ə* *buk*, *ju: nou*, *ənd* *ɔ:l* *ðət*. *ju: du: ðət*, *tu:, dount* *ju:?* ‘*jes*, *it wil* *kɔst* *ə* *bit* *ekstrə*, *əv* *kɔ:s*,’ *hi: a:nəd*. ‘*əv* *kɔ:s?*’

I replied.

ai *rɪ'plaɪd*.

“We looked at the stamps again, and I told him some more ‘facts’ about myself: I had returned to look after

“*wi: lukt* *ət* *ðə* *stæmps* *ə'geɪn*, *ənd* *ai* *tould* *him* *səm* *mo:* ‘*fækts*’ *ə'baut* *mai'self:* *ai* *həd* *ri'tə:nd* *tə* *luk* *a:ftə*

## Chapter Fifty (50).

property = that which is owned

some property in Scotland that had become mine after  
*sam propati in skɔtlənd ðæt hæd bɪ'kʌm main a:ftær*  
an uncle. To be sure, it was very strange for me to  
*ən ʌykl. tə bi: suə, it wəz veri streindʒ fə mi: tə*  
be back in England after having lived for more than  
*bi: bæk in ɪŋglənd a:ftə hævɪŋ livd fə mɔ: ðən*  
a year at the court of an Indian prince. Out there,  
*ə jiə ət ðə kɔ:t əv ən indjən prins. aut ðəz,*  
there had been five men just to look after the rooms  
*ðəz hæd bi:n faiw men dʒʌst tə luk a:ftə ðə ru:mz*  
and the clothes of each guest at the palace, and to see  
*ənd ðə klouðz əv i:ts gest ət ðə pælis, ənd tə si:*  
that their masters had everything they wanted. But  
*ðæt ðəz ma:stəz hæd evrɪþɪŋ ðei wɔ:ntid. bət*  
here I felt that I was hardly master of my own house —  
*hiə ai felt ðæt ai wəz 'ha:dli ma:stər əv mai oun haus —*  
the housemaids did as they wanted to, etc.  
*ðə hausmeidz did əz ðei wɔ:ntid tu, it'setra.*  
“You should have heard me, Storm! One would think  
*“ju: səd həv hə:d mi:, stɔ:m! wʌn wəd þiŋk*  
that any one with just the usual amount of common  
*ðæt eni wʌn wið dʒʌst ðə ju:zəl ð'maunt əv kɔ:mnən*  
sense would be able to see through my foolish behaviour  
*sens wəd bi: eibl tə si: þru: mai fu:lis bi'heivjə*  
and my stories. But not he! He drank it all up!  
*ənd mai stɔ:riz. bət not hi:! hi: dræyk it ɔ:l ʌp!*  
“When I had ‘chosen’ a lot of expensive stamps and was  
*“hwen ai hæd ‘tʃouzn’ ə lɔ:t əv iks'pensiv stæmps ənd wəz*

sense = understanding

He drank it all up  
= he believed all of it.

going to leave, I 'discovered' that I had very little  
*gouiy tə li:v, ai 'dis'kʌvəd'* ðət ai həd veri litl

money in my pocket, and said that as this was the case,  
*mʌni in mai pɔ:kit, ənd sed ðət əz ðis wəz ðə keis,*

perhaps it was just as well if he paid the fifteen shillings  
*pə'hæps it waz dʒʌst əz wel if hi: peid ðə fifty:n siliyz*

now. He had to do it, of course, and here's the money!"  
*nau. hi: həd tə du: it, əv kɔ:s, ənd hiz ðə mʌni!"*

"Nice work, Marshall, although a bit thick!" Storm  
*"naɪs wə:k, ma:ʃəl, ɔ:l'dou ə bit þik!"* stɔ:m

was able to say at last, when he had stopped laughing.  
*wəz eibl tə sei ət la:st, hwen hi: həd stɔ:p t la:fiy.*

"I shouldn't have been able to perform an act like that.  
*"ai fudnt həv bi:n eibl tə pə'fɔ:m ən əkt laik ðæt.*

I'm sorry I couldn't be there myself. He must have  
*aim sɔri ai kudnt bi: ðəsə mai'self. hi: məst həv*

very little common sense to believe a story like that.  
*veri litl kɔmən sens tə bɪ'lɪ:v ə stɔ:ri laik ðæt.*

But no doubt he will be brought to his senses again  
*bat nou daut hi: wil bi: brɔ:t tə hiz sensiz ə'gein*

in a few days, when no Reginald Willoughby appears  
*in ə fju: deiz, hwen nou redzɪnəld wiləbi ə'piəz*

to buy his Indian stamps, and then he will begin to  
*tə bai hiz indjən stæmps, ənd ðen hi: wil bi'gin tə*

put two and two together. Perhaps that will teach him  
*put tu: ənd tu: tə'geðə. pə'hæps ðæt wil ti:ts him*

not to sell false stamps in future."  
*not tə sel fɔ:ls stæmps in fju:tʃə.*"

a bit thick =  
 almost too much

They decided to go home by train, but at the station  
*ðei di'saidid tə gou houm bai trein, bæt at ðə steiðan*  
a railwayman told them that there would be no trains  
*ə reilweimən tould ðəm ðæt ðərə wəd bi: nou treiñs*  
for the next two hours, as a train had run into an  
*fə ðə nekst tu: auəz, əz ə trein hæd ran intu ən*  
empty carriage at the station and almost smashed it up.  
*emti kæridʒ ət ðə steiðan ənd ɔ:lmouſt smæſt it ʌp.*

It had to be taken away piece by piece, which a lot of  
*it hæd tə bi: teikn ə'wei pi:s bai pi:s, hwitſ ə lɔt əv*  
workers were now doing. The information that the  
*wə:kəz wə: nau du:iy. ði infə'meiðən ðæt ðə*  
railwayman gave them made them change their plans.  
*reilweimən geiv ðəm meid ðəm tfeindʒ ðərə plæns.*

But they were not sorry, as it was Saturday afternoon  
*bæt ðei wə: not sɔri, əz it wəz sætədi a:ftə'nu:n*  
and they were just in the humour for doing something  
*ənd ðei wə: dʒʌst in ðə hju:mə fə du:iy səmþing*  
else and not for going home. "I know the best way  
*els ənd not fə gouiy houm. "ai nou ðə best əwei*  
of spending the next two hours," Storm said. "If it  
*əv spendiŋ ðə nekst tu: auəz," stɔ:m sed. "if it*  
isn't too much trouble, I should like you to go with  
*iznt tu: mətʃ trəbl, ai fəd laik ju: tə gou wið*  
me to a good tailor's in the suburbs to order a new suit.  
*mi: tu ə gud teiləz in ðə sʌbə:bz tu ɔ:ðər ə nju: sju:t.*

It seems to me that I must have grown bigger since  
*it si:ns tə mi: ðæt ai məst hæv groun bigə sins*

I came to England; my clothes don't fit me any longer.  
*ai keim tu inglənd; mai klouðz dount fit mi: eni lɔygə.*

Another reason is that the manager has invited me to  
*ə'nləðə ri:zn iz ðæt ðə mænidʒə həz in'vaitid mi: tə*

dinner at his home in a month's time, and I should  
*dinər ət hiz houm in ə mʌnθs taim. ənd ai ʃəd*

like to look my best that evening, in a really well-fitting  
*laik tə luk mai best ðæt i:vniy. in ə riəli welfitiy*

suit." "Oh, I see!" replied Marshall. "You want to  
*sju:t." "ou. ai si:!" ri'plaɪd ma:fəl. "ju: wənt tə*

shine before the weaker sex in the person of Marion.  
*fain bɪlfɔ: ðə wi:kə seks in ðə pə:sn əv mærɪən.*

The old story of the stronger sex trying to make an  
*ði ould stɔ:ri əv ðə strɔ:ŋər seks tra:iy tə meik ən*

impression on the weaker sex! But I thought the  
*im'preʃən ən ðə wi:kə seks! bət ai þə:t ðə*

dinner was going to be a big affair with all the guests  
*dinə wəz ɡouiy tə bi: ə big ə'fər wið ɔ:l ðə gəsts*

in dinner-jackets?" "No, it's just a small dinner-party  
*in dinədʒækts?" "nou, its dʒʌst ə smɔ:l dinəpa:ti*

with only the family and two or three guests, so no  
*wið ounli ðə fæmili ənd tu: ə þri: gəsts, sou nou*

stand-up collar will be necessary. I don't like stiff  
*'stænd'ʌp kɔ:lə wil bi: nəsəri. ai dount laik stif*

collars. Not only are they so stiff that I can hardly  
*kɔ:ləz. not ounli a: ðei sou stif ðæt ai kən ha:dli*

turn my head, but I feel that my whole body gets stiff  
*tə:n mai hed, bət ai fi:l ðæt mai houł bɔ:di gets stif*

sex

There are two  
 sexes, men and  
 women.



when I wear one, and I move about like a schoolboy  
*hwen ai weə wʌn, ənd ai mu:v ə'baut laik ə sku:lbɔɪ*  
at his first party." "Yes, I feel like that, too. So  
*ət his fə:st pa:ti.*" "jes, ai fi:l laik ðæt, tu:. sou  
you're going to a family-dinner at the manager's! I  
*juə gouɪŋ tu ə fæmilidinər ət ðə mænidʒəz!* ai  
wonder who put the idea into his head to ask you to  
*wʌndə hu: put ði ai'dɪə intə his hed tu a:sk ju: tə*  
dinner." "You're all wrong there. It's a privilege  
*dɪnə.*" "juər ɔ:l rɔŋ ðæ. its ə prɪvɪlɪdʒ  
I've earned for myself by the clever work I've per-  
*aɪv ə:nd fə mai'self bai ðə klevə wə:k aɪv pə-*  
formed and by my bright conversation!" "Oh, stop  
*'fɔ:md ənd bai mai braɪt kɒnvə'seɪʃən!*" "ou, stop  
a second, stop a second, my poor friend!" Marshall  
*ə sekənd, stɔ:p ə sekənd, mai puə frend!*" ma:fəl  
said. "Rule number one for 'the perfect gentleman':  
*sed. "ru:l nʌmbə wʌn fə 'ðə pə:fɪkt dʒentlmən':*  
Never speak well of yourself, but leave that to others!"  
*nevə spi:k wel əv jɔ:'self, bət li:v ðæt tu ʌðəz!*"

EXERCISE A.

WORDS:  
among  
regard  
false  
judge  
owner  
honour  
truth

Marshall — Storm's stamps carefully from all sides. He picked out three — them, saying that they were —, as far as he was able to —. Storm said that the — of the shop had told him on his word of — that the stamps were not false. Marshall said that the owner of the shop would not tell the — if he was able to make money by — instead, and that it was the same thing with the —

|   |                |
|---|----------------|
| owner. "You cannot — such men; you cannot believe anything that — of them says," Marshall told Storm.   | lie            |
| Storm did not understand the shopkeeper's — for telling something which was not —. The owner of the shop had great — for people with money. Marshall said that he would tell him that he was a young man of —.  | former         |
| The plan seemed — to Storm, but he asked Marshall if he thought he could — his part of it. When Marshall came out of the shop, he had to have a good — at what had happened. Marshall had told the shopkeeper that he had returned from —, where he had been hunting —. | trust          |
| The — of the owner of the shop showed that he felt great — for Marshall, and he said he would think it a — to help him. Marshall told him about his — in India. He had visited the — of a famous prince.  | either         |
| The more foolish — he performed, the more the owner of the shop seemed to — and respect him.  | rhotive        |
| At home he was hardly — of his own house, Marshall had said. The owner of the shop was not a man with common —.   | correct        |
| As it was Saturday afternoon, Marshall and Storm were just in the — for doing something else, and not for going home. A — told Storm and Marshall that there would be no trains for the next two hours.   | respect        |
| A lot of — had to take away a smashed carriage. Storm's clothes did not — him any longer. Men are called the stronger —, while women are called the — sex.  | respect (verb) |
| Storm said that he did not like — collars.  | property       |
|   | perfect        |
|   | perform        |
|   | humour         |
|   | laugh          |
|   | India          |
|   | lion           |
|   | behaviour      |
|   | privilege      |
|   | life           |
|   | court          |
|   | act            |
|   | admire         |
|   | master         |
|   | sense          |
|   | railwayman     |
|   | worker         |
|   | fit            |
|   | sex            |
|   | weak           |
|   | weaker sex     |
|   | stiff          |
|   | collar         |

## EXERCISE B.

**Answer these questions with full sentences:**

In or near what town do you live? . . . Has any interesting

event in the history of your country taken place there, or has any famous person lived there? ... Does the town do anything to tell tourists about this? ... What is the most important industry or trade in your part of the country? ... Are you connected with it in any way? ... What do you like best about your town? ... Is there anything you do not like so well there? ... Would you want any important things in the town to be different if you had the authority to decide what was to be done? ...

#### EXERCISE C. GRAMMAR.

The words **who**, **whom**, **whose**, **which**, **what**, are used to ask questions. When used in this way, they are called interrogative [*intə'rɔ:gətɪv*] pronouns. Here are some examples: **Who** is this man? **Whom** did you visit? **Whose** book is this? **Which** of the children is the youngest? **What** are you looking for?

**Who**, **whom**, **whose**, are only used about persons, as may be seen from the examples given.

**What** before a noun is used about both things and persons. Examples: **What** meat is this? **What** man would do that? Without a noun following, **what** is used about things only: **What** do you want?

**Which** is used about both persons and things when it is followed by 'of' and a noun. Examples: **Which** of the days of the week is the first? **Which** of the girls has told you this story? Even if you leave out 'of' and the noun, you must use **which** if you ask about

one or more out of a limited number of persons or things. If, for instance, you speak to a person about some books that you have both read, you may ask: “**Which** do you like best?” You need not say “**Which of these books** do you like best?”, because the person whom you are asking knows what books you are speaking of. Here are some more examples where you may use **which** without ‘of’ and a noun. Instead of saying “**Which of the chairs** do you prefer to sit in?”, you may say “**Which chair** do you prefer to sit in?” Instead of “**Which of the boys** did you give the money?”, you may ask “**Which boy** did you give the money?”

**Questions:**

Which of the interrogative pronouns are used about persons? ... Which of the interrogative pronouns are used about things? ... When is ‘which’ used? ... Which of the interrogative pronouns are the same words as some of the relative pronouns? ...

## A LONDON FOG

It is often said that as soon as two Englishmen have *it iz ɔ:fn sed ðət əz su:n əz tu: iŋglɪsmən həv* been introduced to each other and have said, “How *bi:n intrə'dju:st tu i:ts ʌðə ənd həv sed, "hau-* do you do!” they always begin to talk about the *dju'du:!" ðei ɔ:lwas bi'gin tə tɔ:k ə'baut ðə* weather. This is not because the Englishman cannot *wəðə. ðis iz nɔ:t bɪ'kɔz ði iŋglɪsmən kənɔ:t* find any other subject to discuss, but because he wants *faind eni ʌðə sʌbdzikt tə dis'kʌs, bət bɪ'kɔz hi: wɔnts* to get an impression of the person he is talking to, *tə get ən im'presən əv ðə pə:sn hi: iz tɔ:kɪy tu,* before he starts discussing other subjects. And with- *bɪ'fɔ: hi: stə:ts dis'kʌsɪŋ ʌðə sʌbdzɪkts. ənd wið-* out doubt the weather is a good subject for discussion, *'aut daut ðə wedər iz ə gud sʌbdzikt fə dis'kʌsən,* because there is so much that can be said about it. *bɪ'kɔz ðeər iz sou məts ðət kən bi: sed ə'baut it.*

Many people, for example, are surprised, upon coming *meni pi:pl, fər iŋ'za:mpl, a: sə'praɪzd, ə'pɔ:n kʌmɪŋ* to London, to find that the sun shines at all. They *tə ləndən, tə faind ðət ðə sʌn fainz ət ɔ:l. ðei* expect to find either fog or rain. They have heard *iks'pekt tə faind aɪðə fəg ə rein. ðei həv hə:d*

so much about the London fog that they are of the  
*sou matʃ ə'baʊt ðə ləndən fəg ðæt ðei a:r əv ði*  
 opinion that without a fog London is not London. And  
*ə'pinjən ðæt wið'aut ə fəg ləndən iz nət ləndən. ənd*  
 Storm had been of the same opinion. But in London  
*stɔ:m həd bi:n əv ðə seim ə'pinjən. bət in ləndən*  
 he was told that there would be no fog before the  
*hi: wəz tould ðæt ðeə wəd bi: nou fəg bɪ:fə: ði*  
 autumn. When October came, it happened almost daily  
*ɔ:təm. hwen ək'toubə keim, it hæpnd ɔ:lmoʊst deili*  
 that he asked Marshall, "What about that fog? Do  
*ðæt hi: a:skt ma:ʃəl, "hweɪt ə'baʊt ðæt fəg? du:*  
 you think I'll ever see a fog while staying here?" As  
*ju: bi:yk ail evə si: ə fəg hwail stəi:y hia?" əz*  
 a rule Marshall did not answer that question, but one  
*ə ru:l ma:ʃəl did nət a:nə ðæt kwestʃən, bət wʌn*  
 morning at seven o'clock he stood, already dressed, at  
*mɔ:nɪŋ ət sevn ə'klɔ:k hi: stud, ɔ:l'redi drest, ət*  
 the side of Storm's bed saying, "Now get up, young  
*ðə said əv stɔ:mz bed seii:y, "nau get ʌp, jʌŋ*  
 man! As far as I remember it's you who have such  
*mæn! əz fa:r əz ai ri'membə its ju: hu: hæv səts*  
 great belief in getting up early in the morning." "Yes,  
*greɪt bɪ'lɪ:f in geti:y ʌp ə:li in ðə mɔ:nɪŋ." "jes,*  
 that is so, only my belief isn't quite so strong when  
*ðæt iz sou, ounli mai bɪ'lɪ:f iznt kwait sou strɔ:y hwen*  
 it's seven o'clock in the morning and I'm still in bed,"  
*its sevn ə'klɔ:k in ðə mɔ:nɪŋ ənd aim stil in bed,"*

daily = every day

have belief in =  
believe in

normal = usual

Storm said sleepily. "Sorry to have called you at this *stɔ:m sed sli:pili.* "sɔri tə həv kɔ:ld ju: ət ðis

early hour, but you'll no doubt thank me for it and *ə:li · auə, bət ju:l nou daut þæyk mi: fər it ənd*

get out of bed quickly when I tell you that to-day at *get aut əv bed kwikli hwen ai tel ju: ðət tə'dei ət*

last we've got our normal autumn weather. There's *la:st wi:v ət auə nɔ:mal ɔ:təm weðə. ðəz*

a thick fog outside, and as far as I can see from our *ə þik fɔ:g 'aut'said, ənd əz fa:r əz ai kən si: frəm auə*

windows, it's even unusually thick." *windouz, its i:vən ən'ju:ʒuəli þik."*

Storm at once jumped out of bed. "What? A fog?" *stɔ:m ət wʌns dʒʌmpt aut əv bed. "hwat? ə fɔ:g?"*

You don't say so!" He ran to the window to see for *ju: dount sei sou!" hi: ræn tə ðə windou tə si: fə*

himself and then turned to Marshall, saying, "You're *him'self ənd ðən tə:nd tə ma:fəl, sei:y, "ju:ə*

quite right! Well, the London fog does exist, then." *kwait rait! wel, ðə landən fɔ:g dəz ig'zist, ðən."*

Marshall: "Yes, in fact it has come about a month *ma:fəl: "jes, in fækt it həz kʌm ə'baut ə mʌnθ*

earlier than usual, and, of course, we are not very *ə:liə ðən ju:ʒuəl, ənd, əv kɔ:s, wi: a: nɔ:t veri*

pleased. Normally fogs come in November." *pli:zd. nɔ:malɪ fɔ:gz kʌm in nou'vember."*

An hour later Storm was sitting with the Marshalls *ən auə leitə stɔ:m wəz sitiŋ wið ðə ma:fəls*

round the breakfast table. The light in the room was *raund ðə brekfəst teibl.* ðə lait in ðə ru:m wəs on, because it was as dark as night outside. *Storm: ɔ:n, bi'kɔz it wəz əz da:k əz nait 'aut'said. stɔ:m:* "How dark it is — so late in the morning! It ought *"hau da:k it iz — sou leit in ðə mo:nij! it ɔ:t* to be light at this time of the day." *Mrs. Marshall: tə bi: lait ət ðis taim əv ðə dei." misiz ma:səl:* "Yes, it's extremely dark, but the fog is really quite *"jes, its iks'tri:mli da:k, bət ðə fog iz riəli kwait* unusually thick." *Mr. Marshall: "I am glad to say an'ju:zuəli þik." mistə ma:səl: "ai əm glæd tə sei* that as a rule it's not so thick. Sometimes there's a *ðət əz ə ru:l its not sou þik. sʌntaimz ðəz ə* mist early in the morning. A mist is not so thick as *mist ə:li in ðə mo:nij. ə mist is not sou þik əz* a fog. You will also find mists and fogs in the country. *ə fog. ju: wil ɔ:lsou faind mists and fogz in ðə kʌntri.* The mist is white and clean. This cannot always be *ðə mist iz hwait ənd kli:n. ðis kænət ɔ:lwəz bi:* said of the fog, which may be extremely dirty in towns *sed əv ðə fog, hwitʃ mei bi: iks'tri:mli də:ti in taunz* with many factories. While discussing the subject of *wið meni fæktařiz. hwail dis'kʌsiŋ ðə sʌbdʒikt əv* fog and mist, I . . ." "I'm afraid that Storm and I must *fog ənd mist, ai . . ." "aim ə'freid ðət stɔ:m ənd ai məst* leave now," Marshall interrupted his father. "It will *li:v nau," ma:səl intə'rʌptid hiz fa:ðə. "it wil*

mist = thin fog

dad = father

take us more time to reach the office to-day on account  
teik  $\text{əs}$   $mɔ:$  taim  $tə$  ri:ts  $ði$   $ɔfɪs$   $tə'deɪ$   $ɔn$   $ə'kaʊnt$   
of the fog." "All right, my boy, but you interrupted  
 $ən$   $ðə$   $fɔg$ ." "ɔ:l rait, mai  $bɔi$ ,  $bət$   $ju:$  intə'rʌptid  
me in telling a little story. You shall have it before  
mi: in teliŋ  $ə$  litl stɔ:ri.  $ju:$   $fəl$   $hæv$  it  $bɪfɔ:$   
you leave." Marshall: "Well, who hasn't got time to  
 $ju:$   $li:v$ ." ma:fəl: "wel, hu: hæsn̄t  $gɔt$  taim  $tə$   
listen to a good story? Go on, dad!"  
lisn  $tu$   $ə$   $gud$  stɔ:ri?  $gou$   $ɔn$ , dæd!"

Mr. Marshall: "A man that was very drunk, having  
mistə ma:fəl: "ə mæn  $ðæt$   $wəz$  veri drayk, hæviy  
spent the whole evening drinking beer, called a taxi to  
spent  $ðə$  houl i:vnij driykiŋ biə, kɔ:ld  $ə$  təksi  $tə$   
take him home. There was a thick fog, and the taxi  
teik him houm.  $ðə$   $wəz$   $ə$   $þik$   $fɔg$ ,  $ən$   $ðə$  təksi  
driver said that he couldn't possibly find his way to  
draivə sed  $ðæt$   $hi:$  kudnt pɔ:səbli faind his wei  $tə$   
the suburb in which the man lived. However, the man  
 $ðə$  sʌbə:b in hwits  $ðə$  mæn livd. hau'evə,  $ðə$  mæn  
offered him a pound if he would try; but the driver  
ɔ:fd  $him$   $ə$  paund if  $hi:$  wəd trai;  $bət$   $ðə$  draivə  
would not accept the offer. The man, who was so  
wəd nɔ:t ək'sept  $ði$  ɔ:fd.  $ðə$  mæn, hu:  $wəz$  sou  
drunk that he was quite unable to get on a bus or a  
drayk  $ðæt$   $hi:$   $wəz$  kwait 'ʌn'eibl  $tə$  get  $ɔn$   $ə$  bʌs ɔ:r  $ə$   
tram, increased his offer to five pounds. The driver  
træm, in'kri:st his ɔ:fd  $tə$  fair paundz.  $ðə$  draivər

at last agreed to take him, but said that he must first  
 at la:st ə'gri:d tə teik him, bət sed ðət hi: məst fə:st  
 go upstairs for his brother. 'What do you want your  
 you ʌpstəz fə his brʌðə. 'həwt du: ju: wənt jɔ:  
 brother for?' asked the man. 'I need a light in front  
 brʌðə fɔ:?' a:skt ðə mən. 'ai ni:d ə lait in frənt  
 of the taxi,' the driver answered. 'Oh, you don't have  
 əv ðə tæksi,' ðə draivər a:nsəd. 'ou, ju: dount hæv  
 to go and get your brother; I can walk in front with  
 tə you ənd get jɔ: brʌðə; ai kən wə:k in frənt wið  
 the light myself,' said the man.  
 ðə lait mai'self,' sed ðə mən.'

A few minutes later Storm and Marshall were walking  
 ə fju: minits leitə stɔ:m ənd ma:fəl wə: wɔ:kiŋ  
 towards the Underground station. They could hear  
 tə'rev:dz ði ʌndəgraund steifən. ðei kəd hiə  
 different sounds in the middle of the road, but, with  
 difrənt saundz in ðə midl əv ðə roud, bət, wið  
 the exception of a girl on a bicycle, they could see  
 ði ik'sepfən əv ə ga:l ən ə baisikl, ðei kəd si:  
 nothing. A second or two later they could hear the  
 nʌbɪŋ. ə sekənd ə tu: leitə ðei kəd hiə ðə  
 sound of a bus moving in the same direction as the  
 saund əv ə bʌs mu:viŋ in ðə seim di'rekʃən əz ðə  
 girl. Suddenly there was a loud noise, and they heard  
 ga:l. sʌdnli ðəz wəz ə laud nɔɪz, ənd ðei hə:d  
 the sound of the bus stopping, and, at the same time,  
 ðə saund əv ðə bʌs stɔpɪŋ, ənd, at ðə seim taim,

towards = in the  
 direction of

## **Chapter Fifty-One (51).**

spot  $\equiv$  place

**It hurts, it hurt,  
it has hurt**  
[ha:ts, ha:t, ha:1].



knee

natural = normal

the voice of a girl crying for help. They ran to the  
*ðə vɔɪs əv ə ga:l kraɪɪŋ fə help. ðei rən tə ðə*

spot as fast as they could and found the girl lying in  
*spot əz fa:st əz ðei kud ənd faund ðə ga:l laiɪŋ ɪn*

front of the bus, while the bus-driver was getting  
*frənt əv ðə bas, hwail ðə bʌsdrɪvə wəz getɪŋ*

down. The bicycle had been smashed. They could  
*daun. ðə bəsɪkl həd bi:n smæst. ðei kəd*

see that the girl was hurt, for her left knee was wet  
*si: ðət ðə ga:l wəz hə:t, fə hə: left ni: wəz wet*

with blood, which was beginning to run down her  
*wið bləd. həwtʃ wəz bi'giniy tə rən daun hə:*

stocking, making it quite red. "She's very pale, and  
*stɔ:kɪy. meikɪy it kwait red. "si:z veri peil. and*

as far as I can see, her knee is rather badly hurt,"  
*əz fa:r əz ai kən si:, hə: ni: iz ra:ðə bædli hə:t."*

Marshall said to Storm in a low voice. They both  
ma:ʃəl sed tə stɔ:m in ə lou vɔɪs. ðei bəuθ

noticed that the natural colour had gone from the girl's  
nouist øt øt næfʃørl kælæ hæd gøn frøm øt gø:ls

face. "Something must be the matter with her head,  
feis. "səm'piŋ məst bi: ðə mætə wið hə: hed,

too, for she's holding her hand to it as if in pain,"  
tu:, fə si:z houldiy hə: hænd tu it əz if in pain,"

Storm said. Marshall now helped the bus-driver to  
*stɔ:m sed.* *ma:ʃəl nau helpt ðə bʌsdrایvə tə*

lift the girl up from the ground, and then he asked  
*lift ðə ga:l ʌp frəm ðə graund, ənd ðen hi: a:skt*

her, "Are you in much pain?" at the same time trying  
 hə:, "a: ju: in mʌts̩ pain?" ət ðə seim taim traɪɪŋ

to stop the blood running down from her knee by tying  
 tə stɒp ðə bləd rʌniŋ daun frəm hə: ni: bai taiɪŋ

his handkerchief round her leg. She was doing her  
 his hæŋkətʃɪf raund hə: leg. si: wəz du:ɪŋ hə:

best to be brave, for she smiled and said in an almost  
 best tə bi: breiv, fə si: smaɪld ənd sed in ən ɔ:lmoʊst

natural voice, "Well, the pain in my head is bad enough;  
 nætʃərəl vɔɪs, "wel, ðə peɪn in mai hed iz bæd i'nʌf;

but I shall be glad if it is no worse than that. The  
 bət ai ʃəl bi: glæd if it iz nou wə:s ðən ðæt. ðə

worst thing about it, I think, is that my leg is hurt; I  
 wə:s̩t ʃɪŋ ə'baut it, ai ʃɪŋk, iz ðæt mai leg iz hə:t; ai

can't very well walk on it without help." "Then my  
 kə:nt vəri wel wɔ:k ɔn it wið'out helph." "ðen mai

friend and I will walk with you or take you in a taxi  
 frenð ənd ai wil wɔ:k wið ju: ɔ: teik ju: in ə tæksi

to the nearest doctor and have him look at your knee,"  
 tə ðə niərist dɔ:kə ənd hæv him luk ət jɔ: ni:,"

Marshall said. "Oh, thank you so much. But it's  
 ma:ʃəl sed. "ou, þæŋk ju: sou mʌts̩. bət its

not necessary to go in a taxi. My own doctor lives  
 nɔ:t nəsɪsəri tə gou in ə tæksi. mai oun dɔ:kə livz

quite near, and with your help I can easily walk the  
 kwæt̩ niə, ənd wið jɔ: helph ai kən i:zili wɔ:k ðə

few steps to his house." Bus-driver: "I think we had  
 fju: steps tə his haus." basdraɪvə: "ai þɪŋk wi: həd

bad, worse, worst



pushed over =  
pushed so that  
she fell down

better have a policeman look into what has happened,  
*betə hæv ə pə'li:smən luk intə hwot həz hæpnd,*

too.” Storm: “Then I'll try to get one, instead of  
*tu:z*.” *stɔ:m: “ðen ail trai tə get wʌn, in'sted əv*  
going with my friend and the young lady.”  
*gouɪŋ wið mai frend ənd ðə jʌŋ leidi.”*

Marshall and the girl now left, and Storm went for a  
*ma:ʃəl ənd ðə ga:l nau left, ənd stɔ:m went for ə*

policeman. And he had only walked five or six steps  
*pə'li:smən. ənd hi: həd ounli wɔ:kt faiv ə siks steps*

when suddenly one appeared. Storm told him what  
*hwen sʌdnli wʌn ə'piəd. stɔ:m tould him hwot*

he knew about the accident, pointing towards the spot  
*hi: nju: ə'baut ði əksidənt, pɔɪntɪŋ tə'wɔ:dz ðə spɔ:t*

where it had happened. The policeman wrote it all  
*hwεər it həd hæpnd. ðə pə'li:smən rout it ɔ:l*

down, after which he asked the bus-driver, “How did  
*daun, a:ftə hwitʃ hi: a:skt ðə bʌsdrəivə, “hau did*

the accident happen?” Bus-driver: “All I can tell  
*ði əksidənt hæpən?” bʌsdrəivə: “ɔ:l ai kən tel*

you is that suddenly I saw a girl on a bicycle crossing  
*ju: iz ðət sʌdnli ai sɔ: ə ga:l ən ə baɪsɪkl krosɪŋ*

the street in front of the bus. Before I could stop,  
*ðə stri:t in frant əv ðə bʌs. bi'fɔ:r ai kəd stɒp,*

the accident had happened. She was pushed over by  
*ði əksidənt həd hæpnd. si: wəz pʊst ouvə bai*

the bus, but wasn't run over, and that, I think, was  
*ðə bʌs, bət wəznt rən ouvə, ənd ðæt, ai biŋk, wəz*

the only reason why she escaped death." Policeman: *ði ounli ri:zn hwai si: is'keipt deþ.*" *pəli:smən:* death = the end of life

"Judging from what you and this young gentleman *"dʒʌdʒɪŋ frəm hwɔ:t ju: ənd ðis jʌŋ dʒentlmən*

have explained, her life must have been in great *həv iks'pleind, hə: laif məst həv bi:n in greit*

danger. I wonder if she knew that death was waiting *deindzə. ai wʌndər if si: nju: ðət deþ wəz weitiŋ*

just round the corner, so to speak. It seems as if the *dʒʌst raund ðə kɔ:nə, sou tə spi:k. it si:mz əz if ðə*

young lady must have been thinking of anything but *jʌŋ leidi məst həv bi:n þɪŋkɪŋ əv enɪbɪŋ bət*

buses coming from behind, when she was crossing the *bʌsɪz kʌmɪŋ frəm bɪ'haind, hwen si: wəz krɔ:sɪŋ ðə*

street. But we'll have to talk to her about all this *stri:t. bət wi:l həv tə tɔ:k tə hə:r ə'baut ɔ:l ðis*

later in the day or to-morrow."

*leitər in ðə dei ɔ: tə'morou."*

The bus-driver now started his bus again, and the *ðə bʌsdrəivə nau sta:tid hiz bʌs ə'gein, ənd ðə*

policeman, having noticed that Storm was a foreigner, *pəli:smən, həvɪŋ noutist ðət stɔ:m wəz ə forinə,*

explained in a professional voice, "People ought to *iks'pleind ɪn ə prə'fesənl vɔɪs, "pi:pl ɔ:t tə*

know that in a fog like this they're in danger of being *nou ðət ɪn ə fog laik ðis ðeər ɪn deindzər əv bi:ŋ*

run down every time they cross the street. We have *rʌn daun evri taim ðei krɔ:s ðə stri:t. wi: həv*

**It burns, it burnt,  
it has burnt**  
[ba:ns, ba:nt, ba:nt].

many bad accidents of different kinds at this time of  
*meni bæd æksidants æv difrænt kaindz æt ðis taim æv*  
the year. Last autumn, I remember, two buses ran  
*ðæ jiæ. la:st ɔ:təm, ai ri:membə, tu: bʌsiz ræn*  
into each other. Twenty-five people were hurt, five  
*intu i:ts ʌðə. twenti'faiw pi:pl wə: hə:t, faiw*  
of them so seriously that they did not live, but died  
*æv ðəm sou siəriəslɪ ðæt ðei did nət liv, bæt daid*  
before they had reached the hospital. Besides, a fire  
*bɪ'fɔ: ðei hæd ri:tst ðæ hɔspitl. bɪ'saidz, ə faiə*  
started in one of the buses so quickly that the driver  
*sta:tid in wʌn æv ðæ bʌsiz sou kwikli ðæt ðæ draivə*  
had no time to get out and was burnt up together with  
*hæd nou taim tə get aut ənd wəz bə:nt ʌp tə'geðə wið*  
the bus. Not a very pleasant way of meeting one's  
*ðæ bʌs. nət ə veri pleznt wei æv mi:tiŋ wʌnz*  
death, I must say. Another bad accident ..." Storm,  
*dep, ai məst sei. ə'nʌðə bæd æksidənt ..." stɔ:m,*  
who had heard enough of accidents and death, inter-  
*hu: hæd hə:d i'nʌf æv æksidants ənd dep, intə-*  
rupted, "I'm sorry, but I have to leave now to be in  
*'raptid, "aim sɔ:ri, bæt ai hæv tə li:v nau tə bi: in*  
time for my work. Good morning!" And then he  
*taim fə mai wə:k. gud mɔ:nɪŋ!" ənd ðen hi:*  
hurried to the nearest Underground station.  
*hʌrid tə ðæ niərist ʌndəgraund steiʃən.*

While Storm had been talking to the policeman, Mar-  
*hwail stɔ:m hæd bi:n tɔ:kiŋ tə ðæ pə'li:smən, ma:-*

shall and the girl had arrived at the doctor's and had  
 shall and the girl had arrived at the doctor's and had  
 told him what had happened. "Well, let's have a look  
 told him what had happened. "Well, let's have a look  
 at your knee," the doctor said, taking away the handker-  
 at your knee," the doctor said, taking away the handker-  
 chief. "I must say it is worse than I thought when  
 chief. "I must say it is worse than I thought when  
 I saw you enter the room." "The pain in it is much  
 I saw you enter the room." "The pain in it is much  
 worse now than just after the fall. I hope it isn't  
 worse now than just after the fall. I hope it isn't  
 so badly hurt that an operation will be necessary."  
 so badly hurt that an operation will be necessary."  

"No, you need not be afraid of that. There's no  
 "No, you need not be afraid of that. There's no  
 reason to use a knife on it. As to the pain, it's the  
 reason to use a knife on it. As to the pain, it's the  
 effect of the fall, and it's always worse when some time  
 effect of the fall, and it's always worse when some time  
 has passed. But even if it's bad, you may be glad that  
 has passed. But even if it's bad, you may be glad that  
 no operation is necessary. An operation on the knee  
 no operation is necessary. An operation on the knee  
 is a very difficult thing and sometimes of no effect at  
 is a very difficult thing and sometimes of no effect at  
 all. If the worst comes to the worst, the knee becomes  
 all. If the worst comes to the worst, the knee becomes

stiff in such cases. But I'll give you something which  
*stif in sats keisiz. bat ail giv ju: sampij hwits*  
will take the pain away very quickly." And indeed,  
*wil teik ðə pain s'wei veri kwikli.*" *and in'di:d,*  
what the doctor gave her had a very rapid effect, for  
*hwot ðə doktə geiv hə: hæd ə veri ræpid i'fekt, fər*  
in a few minutes the girl felt no pain at all.  
*in ə fju: minits ðə gə:l felt nou pain ət ɔ:l.*

Doctor: "Now take a taxi home and go to bed. I'll  
*doktə: "nau teik ə təksi houm ənd gou tə bed. ail*  
come to-morrow and see how you are." The girl:  
*kʌm tə'morou ənd si: hau ju: a:." ðə gə:l:*  
"Won't that be too much trouble to take for such a  
"wount ðæt bi: tu: məts trəbl tə teik fə sats ə  
small matter as my bad knee?" Doctor: "Not at all!  
*sma:l mætər əz mai bæd ni:?" doktə: "not ət ɔ:l!*  
I'm paying daily visits to a young man not far from  
*aim peiij deili visits tu ə jʌy mæn nɔt fa: frəm*  
where you live.".  
*hwəə ju: liv."*

When Marshall had got a taxi for the girl and taken  
*hwen ma:ʃəl hæd got ə təksi fə ðə gə:l ənd teikn*  
leave of her, he started for the office by bus. When  
*li:v əv hə:, hi: sta:tid fə ði ɔfis bai bʌs. hwen*  
he got off again, he suddenly saw Storm walking in  
*hi: got ɔ:f ə'gein, hi: sʌdnli sɔ: stɔ:m wɔ:kij in*  
front of him. They walked together the rest of the  
*frənt əv him. ðei wɔ:kt tə'geðə ðə rest əv ðə*

way to the office, telling each other what had happened  
*wei tə ði ɔfɪs, telɪŋ i:tʃ ʌðə hwʌt hæd hæpnd*

since they left the place of the accident. Marshall  
*sins ðei left ðə pleɪs əv ði əksɪdənt. ma:ʃəl*

noticed that Storm used his handkerchief very often.  
*nəʊtɪst ðət stɔ:m ju:zd hiz hæŋkətʃɪf veri ɔ:fn.*

"You seem to have got a rather bad cold." Storm:  
*"ju: si:m tə hæv ɡot ə ra:ðə bæd kould." stɔ:m:*

"Yes, I got it last night, because I didn't put on my  
*"jes, ai ɡot it la:st nait, bɪ:kɔz ai didn't put ɔn mai*

coat when I went out for a walk. And the fog to-day  
*kout hwen ai went aut fər ə wɔ:k. ənd ðə fəg tə:dei*

has had a bad effect on my lungs and throat. Since  
*hæz hæd ə bæd ɪ'fekt ɔn mai lʌŋz ənd θrəʊt. sins*

you left me, I've been sneezing on account of the dirty  
*ju: left mi:, aɪv bi:n sni:zɪŋ ɔn ə'kaʊnt əv ðə də:ti*

air passing through my nose, and I've been coughing,  
*əs pa:sɪŋ þru: mai nouz, ənd aɪv bi:n kɔfiŋ,*

too, because of the fog that has got into my mouth  
*tu:, bɪ:kɔz əv ðə fəg ðət hæz ɡot intə mai maʊθ*

and my throat. It's extremely unpleasant to know that  
*ənd mai θrəʊt. its ɪks'tri:mli ʌn'pleznt tə nou ðət*

every time you take a breath, your lungs get filled with  
*evri taim ju: teik ə brep, jɔ: lʌŋz get fild wið*

dirty yellow fog. I shall be glad when this fog lifts  
*də:ti jelou fəg. ai ʃəl bi: glæd hwen ðis fəg lifts*

so that I can once more take a breath of real fresh  
*sou ðət ai kən wʌns mɔ: teik ə brep əv riəl fref*



*Sneeze*

air." Marshall: "We're used to it ourselves, but it's only *əə*." *ma:ʃəl:* "wiə ju:st tu it auə'selvəz, bət its ounli natural that you should find it very unpleasant. I'm *nə:tʃərəl ðə:t ju: səd faind it veri ʌn'pleznt.* aim extremely sorry that your cold is so bad that you must *iks'tri:mli səri ðə:t jə: kould iz sou bəd ðə:t ju: məst* spend most of your time with your handkerchief to *spend moust əv jə: taim wið jə: hæykətʃif tə* your face, sneezing or coughing." *jə: feis, sni:zɪŋ ɔ: kəfɪŋ.*"

Storm: "So am I, but I hope it'll soon be over. — This *stɔ:m: "sou əm ai, bət ai houp itl su:n bi: ouva.* — *ðis* accident that happened to the girl makes me think of *əksidənt ðə:t hæpnd tə ðə gə:l meiks mi: þɪŋk əv* another accident because of bad weather. It was one *ə'nʌðər əksidənt bi:kɔz əv bəd weðə.* *it wəz wʌn* evening this summer when Mr. Miller, my friends, and *i:vniy ðis səmə hwen mistə milə, mai frendz, ənd* I were returning from a trip into the country. The *ai wə: ri:tə:niy frəm ə tri:p intə ðə kəntri.* *ðə* wind began to blow and the rain to fall, and there *wind bi:gən tə blou ənd ðə rein tə fə:l, ənd ðəə* was a real storm. When the storm had lasted for some *wəz ə riəl stɔ:m. hwen ðə stɔ:m həd la:stid fə səm* minutes, lightning was seen again and again, each time *minits, laitniy wəz si:n ə'gein ənd ə'gein, i:ts taim* making the sky as bright as day. At the same time *meikin ðə skai əz brait əz dei. ət ðə seim taim*



*lightning*

the sound of thunder came nearer and nearer, and at  
 ðə saund əv þʌndə keim niərə ənd niərə, ənd ət  
 last it was so loud that we could hardly hear ourselves  
 la:st it wəz sou laud ðət wi: kəd ha:dli hiər auə'selvz  
 speaking. We hurried to the nearest farmhouse and  
 spi:kɪŋ. wi: hʌrid tə ðə niərist fa:mhaus ənd  
 stayed there as long as the thunderstorm lasted. The  
 steid ðəz əz lɔy əz ðə þʌndəstɔ:m la:stid. ðə  
 people at the farm got very nervous when they saw  
 pi:pl ət ðə fa:m got veri nə:vəs hwen ðei əz:  
 the lightning and heard the thunder, because their maid  
 ðə laitniy ənd hə:d ðə þʌndə, bi:kɔz ðəz meid  
 was out in it. It was not without reason that they  
 wəz aut in it. it wəz nət wið'aut ri:zn ðət ðei  
 were nervous, for when the thunderstorm had passed,  
 wə: nə:vəs, fə hwen ðə þʌndəstɔ:m həd pa:st,  
 she was found in a field, struck by lightning and badly  
 fi: wəz faund in a fi:ld, strʌk bai laitniy ənd bædli  
 burnt. I'm glad to say that she didn't die, but she had  
 bə:nt. aim glæd tə sei ðət fi: didnt dai, bət fi: hæd  
 to stay in bed for several months. Only the other day  
 tə stei in bed fə sevərl mənths. ounli ði əðə dei  
 I heard that she's all right again now.”  
 ai hə:d ðət fi:z ɔ:l rait ə'gein nau.”

## EXERCISE A.

The weather is a — which is very often discussed. Storm  
 had great — in getting up early in the morning. Fog

WORDS:  
 subject

## Chapter Fifty-One (51).

belief  
normal  
burn  
burnt  
mist  
interrupt  
drunk  
towards  
sound  
spot  
knee  
hurt  
blood  
natural  
pain  
worse  
worst  
doctor  
policeman  
accident  
danger  
death  
die  
died  
operation  
effect  
fall  
breath  
throat  
sneeze  
cough  
storm  
lightning  
thunderstorm  
thunder  
dad

belongs to the — autumn weather in London. The light in the dining-room was on as it was as — as night outside. Thin fog is called —. In towns with many factories the fog may be — dirty. Marshall — his father in telling a story about a man who was very —, because he had got too much to drink. When Marshall and Storm walked — the Underground station, they heard the — of a bus stopping. They ran to the — and found a girl whose left — was badly —. The — was beginning to run down her stocking. The colour of her face did not look —. The — in her knee was — than that in her head. Marshall went with the girl to the —, while Storm went for a — to tell him about the —. The girl's life had been in great —. The end of life is called —. When you cannot live any longer, you —. An — on the knee is very unpleasant and sometimes of no —. The pain in the girl's knee was an effect of the —. The doctor paid — visits to a young man near the girl's home. Every time Storm took a —, he got his lungs and — filled with fog. On account of a bad cold he had been coughing and — the whole morning. When the wind blows hard and the rain falls heavily, it is called a —. — is seen in the sky during a —. When lightning is seen in the sky, you often hear —. Storm told Marshall about a maid who had been struck by lightning and badly —.

### EXERCISE B.

In chapter 48, Exercise D, there was a letter from Storm to Wood. Please answer this letter as if you were Wood.

Build a story round some event that Wood wants to tell Storm about, and make use of the following words:  
Trip — country — storm — lightning — rain — tree —  
wet — cart — farmer — cough — sneeze — extremely  
— unpleasant.

#### EXERCISE C. GRAMMAR.

There are some words which we call the indefinite pronouns. They are words like **no**, **none**, **some**, **any**, **every**, **each**.

**No** is used as an adjective. Example: I have **no** money. If we want to use it as a noun, we do not say **no**, but **none**. Example: I have money, but you have **none**.

When used as a noun about persons, **no** becomes **nobody** or **no one**, and when used about things it often becomes **nothing**. Examples: **Nobody** (**no one**) was at home. There was **nothing** I could do for him. Just the same is the case with the pronouns **some**, **any**, **every**. When used as nouns about persons, they have the forms **somebody** (**some one**), **anybody** (**any one**), **everybody** (**every one**), and when used as nouns about things their forms are **something**, **anything**, **everything**.

There is a difference in the use of **any** and **some**, although the two words mean almost the same thing. **Any** (**anything**, **anybody**) is especially found after 'if' and 'whether', in questions, and in sentences with 'not'. **Some** (**somebody**, **something**) is used in other sentences. Here are some examples: If I had **any** cigars, I would

give you **some** of them. Has **anybody** been here? If **anybody** has been here, tell me. She has **not** been able to find **anything**. Have you got **any** money? No, I have **not** got **any** money; have you? Yes, I have got **some** money.

**Each** is used to say something about every one of a number of persons or things. **Every** is used to say something about all of a number of persons or things. Examples: He read a new book **each** day **of the week** he stayed at our house. He goes to school **every** day. **Each** of the three sisters got a new frock for Christmas. **Everybody** has to learn to read and write.

**Questions:**

What indefinite pronouns do you know? ... When do we use 'no', and when do we use 'none'? ... What two words are added to **some** of the indefinite pronouns when they are used as nouns about persons? ... What is added when they are used about things? ... In what kinds of sentences do we use the word 'any'? ... Can you give two examples of the use of 'some' and 'any'? ... In what case is the indefinite pronoun 'each' used? ... Can you make two sentences where the pronouns 'each' and 'every' are used in the right way? ...

## ENGLISH HOLIDAYS

"It's been a long day to-day," Storm said, as he and "its *bi:n ə lɔŋ dei tə'dei*," *sto:m sed, əz hi: ənd* Marshall left the office late one evening at the *ma:səl left ði ɔ:fis leit wʌn i:vniŋ ət ðə* beginning of December, "and a hard week, too; I'm *bi'giniŋ əv di'sembə, "ənd ə ha:d wi:k, tu:; aɪm* really feeling quite tired to-night. I wish I could *ri:ali fi:linj kwait təiəd tə'nait. aɪ wɪʃ aɪ kəd* take a few days off from work. Two or three days' *teik ə fju: deiz ɔ:f frəm wə:k. tu: ə bri: deiz* complete rest, with nothing to do but read the papers *kəm'pli:t rest, wið nʌbɪŋ tə du: bət ri:d ðə peipəz* and go for a walk now and then, is just what I need; *ən gou fər ə wɔ:k nau ən ðən, iz dʒʌst hwʌt aɪ ni:d;* my head feels quite empty. Are there any holidays *mai hed fi:lz kwait emti. a: ðər eni holidiz* between now and Christmas, I wonder?" "No, there *bi'twi:n nau ən krisməs, ai wʌndə?*" "nou, ðər aren't any till Christmas," Marshall replied, "so you'll *a:nt eni til krisməs,*" *ma:səl ri'plaɪd, "sou ju:l* have to wait until then. It's a general rule at the *hæv tə weit ən'til ðən. its ə dʒenərəl ru:l ət ði* office that nobody asks for days off during December, *ɔ:fis ðət noubədi a:sk sə deiz ɔ:f djuəriŋ di'sembə,*

because we're always so busy during the weeks before  
bi'kɔz wiər ɔ:lwəz sou bizi djuəriy ðə wi:ks bi:fɔ:  
Christmas. But I must say that generally December  
krisməs. bət ai məst sei ðət dʒenərəli di'sembər  
is not so busy as this year, so I'm looking forward to  
i:z nət sou bizi əz ðis jiə, sou aim lukiy fɔ:wəd tə  
the Christmas holidays myself. We always have such  
ðə krisməs holidiz mai'self. wi: ɔ:lwəz hæv səts  
a good time at Christmas; we make it a family affair,  
ə gud taim ət krisməs; wi: meik it ə fæmili ə'fəə,  
you know. My sister will be there for dinner on  
ju: nou. mai sistə wil bi: ðəə fə dinər ən  
Christmas Day, with her husband and her baby. It's  
krisməs dei, wið hə: hæzbənd ən hə: beibi. its  
a very long time since I saw them, and I'm looking  
ə veri lɔy taim sins ai sɔ: ðəm, ənd aim lukiy  
forward to spending some time with them again, and  
fɔ:wəd tə spendiy səm taim wið ðəm ə'gein, ən  
to having two whole days off from work." "Only  
tə hæviy tu: houl deiz ɔ:f frəm wə:k." "ounli  
two?" Storm asked. "In my country we have two  
tu:?" stɔ:m a:skt. "in mai kʌntri wi: hæv tu:  
and a half, as all offices and shops generally close  
ənd ə ha:f, əz ɔ:l ɔfisiz ən ʃɔps dʒenərəli klouz  
about twelve o'clock on the 24th." "No, we keep  
ə'baut twelv ə'klɔk ən ðə twenti'fɔ:p." "nou, wi: ki:p  
the usual closing hours on the day before Christmas,"  
ðə ju:zuel klouziy auz ən ðə dei bi:fɔ: krisməs,"

Marshall replied. "The shops and streets will be full  
*ma:ʃəl ri'plaɪd.* "ðə ʃɔ:pz ən stri:t:s wil bi: ful  
 of people late in the afternoon. In front of the shop  
*əv pi:pl leit in ði a:ftə'nu:n.* in frənt əv ðə ʃɔ:p  
 windows there will be crowds of people looking at the  
*windouz ðeə wil bi: kraudz əv pi:pl lukɪŋ ət ðə*  
 different things shown in the windows. Everybody  
*di'frənt ɔɪnz sən in ðə windouz. evrɪbɔ:di*  
 will want to see as much as possible, to help them to  
*wil wɔ:nt tə si: əz mʌts əz pɔ:səbl, tə help ðəm tə*  
 make the difficult last minute decisions about Christmas  
*meik ðə difikəlt la:st minit di'sizənz ə'baut krisməs*  
 presents for Uncle Fred or Aunt Jane.  
*preznts fər ʌŋkl fred ɔ:r a:nt dzein.*

"There will be children crying because they can't see  
*ðeə wil bi: tʃildrən kraɪŋ bi:kɔ:z ðei ka:nt si:*  
 anything, and mothers pushing them forward through  
*enɪbɪy, ən mʌðəz pʊʃɪŋ ðəm fɔ:wəd bru:*  
 the crowd, so that the little ones may get a chance to  
*ðə kraud, sou ðət ðə litl wʌnz mei get ə tʃa:ns tə*  
 look at the fine things in the windows, too. And  
*luk ət ðə fain ɔɪnz in ðə windouz, tu:. ənd*  
 everybody will be having a lovely time! I'm sorry  
*evrɪbɔ:di wil bi: hævɪŋ ə lʌvli taim! aim sɔ:ri*

Christmas is over so soon — only two days, Christmas  
*krisməs iz ouvə sou su:n — ounli tu: deiz, krisməs*  
 Day and Boxing Day." "Boxing Day! What a  
*dei ən bɔ:ksɪŋ dei." "bɔ:ksɪŋ dei! hwɔ:t ə*

Christmas box =  
Christmas present

He rises, he rose,  
he has risen [raiziz,  
rouz, rizn].

object = thing

strange name!" Storm said. "Yes, but easy to explain,"  
*streindʒ neim!*" *sts:m sed.* "jes, bət i:zi tu iks'plein,"  
 Marshall replied. "You see, on the 26th of  
*ma:fəl ri'plaid.* "ju: si:, ɔn ðə twenti'siksþ əv  
 December the postman, the milkman, etc., used to  
*dɪ'sembə ðə poustmən, ðə milkmən, it'setrə, ju:st tə*  
 come round to all the houses and get their 'Christmas  
*kʌm raund tu ɔ:l ðə hauziz ən get ðəs 'krɪsməs*  
 boxes'. They still come, but nowadays the presents  
*bəksiz'.* ðei stil kʌm, bət nauədeiz ðə preznts  
 no longer consist of real boxes with things in them,  
*nou lɔygə kən'sist əv rɪal bəksiz wið þɪŋz in ðəm,*  
 but instead they usually consist of a small amount  
*bət in'sted ðei ju:zuali kən'sist əv ə smɔ:l ə'maunt*  
 of money." "I see! Yes, that explains it, of course,"  
*əv mʌni.* "ai si:! jes, ðət iks'pleinz it, əv kɔ:s,"  
 Storm answered.

*sts:m a:nəd.*

Storm and Marshall had reached their bus now, and  
*sts:m ənd ma:fəl həd ri:tʃt ðəs bʌs nau,* and  
 as they got on board, two ladies rose from their seats  
*əz ðei ɡst ɔn bɔ:d, tu: leidiz rouz frəm ðəs si:ts*  
 to get off when the bus stopped next time. One of  
*tə get ɔ:f hwen ðə bʌs stɔpt nekst taim. wʌn əv*  
 them dropped her bag when she rose, and all the  
*ðəm drɔpt hə: bæg hwen si: rouz, ənd ɔ:l ðə*  
 different objects in it with which women fill their bags  
*dɪfrənt ɔbdʒɪkts in it wið hwtɪs wɪmɪn fil ðəs bægz*

fell out on the floor. "Let me help you," said Storm,  
*fel aut ɔn ðə flɔ:.* "let mi: help ju:," *sed stɔ:mɪ,*  
 and began to pick up keys, coins, and a handkerchief  
*ənd bi'gæn tə pik ʌp ki:z, kɔɪnz, ənd ə hæŋkətʃɪf*  
 from the floor. "How kind of you! Thank you very  
*frəm ðə flɔ:.* "hau kaind əv ju:! þæyk ju: veri  
 much!" she replied, hurrying after the other lady with  
*mats!*" *si: ri'plaid, hʌriŋ a:ftə ði ʌðə leidi wið*  
 her hands full of all sorts of strange objects, which  
*hə: hændz ful əv ɔ:l sɔ:ts əv streindʒ ɔbdʒɪkts, hwɪts*  
 she had no time to put back into the bag. "This is  
*si: həd nou taim tə put bæk intə ðə bæg.* "ðis iz  
 almost too good to be true," Marshall said, as he made  
*ɔ:lmouſt tu: gud tə bi: tru:," ma:ʃəl sed, əz hi: meid*  
 himself comfortable on the seat. "I mean, to be able  
*him'self kʌmfətbl ɔn ðə si:t.* "ai mi:n, tə bi: eibl  
 to sit down all the way home in an almost empty bus.  
*tə sit daun ɔ:l ðə weɪ houm in ən ɔ:lmouſt emti bʌs.*  
 The trips to and from the office generally consist of  
*ðə trips tu ən frɔ:m ði ɔfɪs dʒenərəli kən'sist əv*  
 long half-hours of standing on my feet — and other  
*lɔŋ ha:fauəz əv stændɪŋ ɔn mai fi:t — ənd ʌðə*  
 people standing on them, too — on my feet, I mean!  
*pi:pl stændɪŋ ɔn ðəm, tu: — ɔn mai fi:t, ai mi:n!*  
 And if I do get a seat now and then, some old lady is  
*ənd if ai du: get ə si:t nau ən ðən, sʌm ould leidi iz*  
 sure to enter the bus, so that I have to rise and offer  
*ʃuə tu entə ðə bʌs, sou ðət ai hæv tə raɪz ənd ɔ:fər*

it to her."  
it tu hə:."

"The perfect gentleman, aren't you?" Storm said,  
"ðə pə:fikt dʒentlmən, a:nt ju:?" stɔ:m sed,  
smiling. "Talking about gentlemen, I wonder if you  
smailiy. "tɔ:kiŋ ə'baut dʒentlmən, ai wʌndər if ju:  
can help me to come to a decision," he continued,  
kən help mi: tə kʌm tu ə di'sizən," hi: kən'tinju:d,  
pulling a small object out of his pocket. When Storm  
puliy ə smɔ:l əbdʒikt aut əv his pɔ:kit. hwen stɔ:m  
showed it to him, Marshall saw that it was a very  
soud it tu him, ma:fəl sɔ: ðət it wəz ə veri  
small book of songs, in fine leather with gold letters  
smɔ:l buk əv sɔŋz, in fain leðə wid gould letəz  
printed on the back. "I bought it some days ago for  
printid ən ðə bæk. "ai bɔ:t it sʌm deiz ə'gou fə  
Marion. But then the thought came to me that perhaps  
mærɪən. bət ðən ðə pɔ:t keim tə mi: ðət pə'hæps  
she would think it foolish of me to give her a thing  
si: wəd piŋk it fu:lis əv mi: tə giv hə:r ə piŋ  
like that, and now I can't come to a decision whether  
laik ðət, ən nau ai ka:nt kʌm tu ə di'sizən hwedə  
to give it to her or not. I wouldn't like to look foolish  
tə giv it tu hə:r ɔ: nət. ai wudnt laik tə luk fu:lis  
in her eyes." To his surprise, Marshall seemed to think  
in hə:r aiz." tə his sə'praiz, ma:fəl si:md tə piŋk  
this very funny. "Excuse me, old man, but I must  
ðis veri fʌni. "iks'kjuz mi:, ould mən, bət ai məst

laugh when I see your serious face. Of course you  
*la:f hwen ai si: jɔ: siəriəs feis. əv kɔ:s ju:*

can give her the book! I'm really beginning to believe  
*kən giv hə: ðə buk! aim riəli bɪ'giniy tə bɪ'li:v*

it's true what my mother says, that your head is filled  
*its tru: hwət mai mʌðə sez, ðət jɔ: hed iz fild*

with thoughts of that young lady."

*wið þɔ:ts əv ðət jʌŋ leidi."*

Just then the bus began moving forward quite suddenly,  
*dʒʌst ðən ðə bʌs bɪ'gæn mu:vɪŋ fɔ:wəd kwait sʌdnli,*

so that one of the passengers, a lady, who was ascending  
*sou ðət wʌn əv ðə pæsɪndʒəz, ə leidi, hu: wəz ə'sendɪŋ*

the stairs to the top of the bus, fell down, happily right  
*ðə stæz tə ðə tɔ:p əv ðə bʌs, fel daun, hæpili rait*

into the arms of one of the other passengers, so that  
*ɪntə ði a:mz əv wʌn əv ði ʌðə pæsɪndʒəz, sou ðət*

nothing serious happened. Everybody expected her to  
*nʌþɪŋ siəriəs hæpnd. evrɪbɔ:di iks'pektɪd hə: tə*

cry out, as women usually do, for the accident had not  
*krai aut, əz wimin ju:zʊli du:, fə ði əksɪdənt həd nɔ:t*

been without real danger. But as soon as she had got  
*bi:n wið'aut riəl deindʒə. bət əz su:n əz fi: həd gɔ:t*

on her feet again, she said, to everybody's surprise,  
*ən hə: fi:t ə'gein, fi: sed, tu evrɪbɔ:di zə'praiz,*

"Oh, excuse me, I'm so sorry! I'm afraid I wasn't  
*"ou, iks'kju:z mi:, aim sou sɔri! aim ə'freid ai wɔ:nt*

very careful. But thank God nothing happened to  
*veri keəfʊl. bət þəyk ɡd nʌþɪŋ hæpnd tə*

passenger = one  
 who travels by  
 ship, train, car, or  
 bus

ascend = go up

you!" — and then she rapidly ascended the stairs  
*ju:!*" — *ənd ðən fi: ræpidli ə'sendid ðə stəəz*  
again.  
*ə'gein.*

"It's men and women like this lady who have helped  
"its men ən wimin laik ðis leidi hu: həv helpt  
to make our great British Empire, people who can keep  
tə meik aʊə greit britis empaɪə, pi:pl hu: kən ki:p  
their heads cool and think of others even in the face  
ðəə hedz ku:l ən þiŋk əv ʌðəz i:vən in ðə feis  
of danger," Marshall said. "You British and your  
əv deindzə," *ma:fəl sed.* "ju: britis ən jɔ:r  
Empire!" Storm replied. "You must indeed be proud  
empaɪə!" *stɔ:m rɪ'plaɪd.* "ju: məst in'di:d bi: praud  
of it, when a little thing like this can call up the  
əv it, hwen ə litl þiŋ laik ðis kən kɔ:l ʌp ðə  
thought of it. You even have an Empire Day, a sort  
þɔ:t əv it. *ju: i:vən həv ən empaɪə dei,* ə sɔ:t  
of state holiday, I've read. I don't know what date  
əv steit hɔ:liði, aɪv red. *ai dount nou hwɔ:t deit*  
it is, though. Is it soon?" he asked.  
*it iz, ðou. iz it su:n?" hi: a:skt.*

"No, not until the twenty-fourth of May, the birthday  
"nou, not ʌn'til ðə twenti'fɔ:b əv mei, ðə bə:pdei  
of Queen Victoria. But we British are not so proud  
əv kwi:n vik'tɔ:riə. bə:t wi: britis a: not sou praud  
as you seem to think," Marshall answered. "You look  
əz *ju: si:m tə þiŋk,*" *ma:fəl a:nsəd.* "ju: luk

as if you don't believe me," he continued, seeing the  
*əz if ju: dount bili:v mi:;*" *hi: kən'tinju:d, si:iy ði*  
 expression on Storm's face, "but I can almost prove  
*iks'presən ən stɔ:mz feis,* "bət ai kən ɔ:lmost pru:v  
 it to you. We don't even keep our Empire Day as a  
*it tu ju:. wi: dount i:vən ki:p auər empaiə dei əz a*  
 real national holiday, as they do in France, for instance,  
*riəl næʃənəl hɔlidi, əz ðei du: in fra:ns, fər instəns,*  
 with everybody out in the streets, singing and dancing.  
*wið evrɪbɔ:di aut in ðə stri:ts, siŋɪŋ ən da:nsɪŋ.*

We just send the children home from school after a little  
*wi: dʒʌst send ðə tʃildrən houm frəm sku:l a:fər ə lɪl*  
 talk in the morning about the British Empire." "Well,  
*tɔ:k in ðə mɔ:niŋ ə'baut ðə britiʃ empaiə." "wel,*  
 perhaps you aren't as bad as I thought," Storm replied.  
*pə'hæps ju: a:nt əz bæd əz ai þɔ:t," stɔ:m ri'plaid.*

"But tell me, now that we're talking about holidays —  
*"bət tel mi:, nau ðət wiə tɔ:kiŋ ə'baut hɔlidiz —*

do you keep the same holidays as we do in my country,  
*du: ju: ki:p ðə seim hɔlidiz əz wi: du: in mai kʌntri,*

I wonder?" Marshall: "The great Church holidays are  
*ai wʌndə?" ma:ʃəl: "ðə greit tʃə:ts hɔlidiz a:*

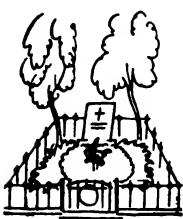
the same, I suppose: Christmas, which the Church tells  
*ðə seim, ai sə'pouz: krisməs, hwitʃ ðə tʃə:ts telz*

us was the time of the birth of Christ, God's Son. That  
*ʌs wəz ðə taim əv ðə bə:p əv kraist, ɡədʒ sən. ðət*

is to say, there is much discussion between the different  
*iz tə sei, ðəz məts dis'kʌʃən bi'twɪ:n ðə difrənt*

settle = decide

man (here) =  
all men



grave

religions about the true date of His birth. The Roman  
*ri'lidʒənz ə'baut ðə tru: deit əv his bə:þ. ðə rouman*  
Catholic religion tells us it was at Christmas, and most  
*kæpəlik ri'lidʒən telz əs it wəz ət krisməs, ən moust*  
Protestants do the same, while other Protestants say  
*prətistənts du: ðə seim, hwail əðə prətistənts sei*  
they can prove from the Bible that the birth of Christ  
*ðei kən pru:v frəm ðə baibl ðət ðə bə:þ əv kraist*  
took place in the autumn. I don't know whether the  
*tuk pleis in ði ɔ:təm. ai dount nou hwedə ðə*  
question has been settled, but I do know that few  
*kwestʃən həz bi:n seild, bət ai du: nou ðət fju:*  
people at Christmas think of the account in the Bible  
*pi:pl ət krisməs þiyk əv ði ə'kaunt in ðə baibl*  
of how Christ was sent from Heaven to live upon this  
*əv hau kraist wəz sent frəm hevn tə liv ə'þən ðis*  
earth of ours and teach people about God and God's  
*ə:þ əv auəz ən ti:tʃ pi:pl ə'baut gud ən gədz*  
plans for man. What they think of for the most part  
*plænz fə mən. hwət ðei þiyk əv fə ðə moust pa:t*  
is the good time they're going to have with their friends  
*iz ðə gud taim ðəz gouy tə həv wið ðəz frendz*  
and family! — Well, after Christmas comes Easter —  
*ən fæmili! — wel, a:ftə krisməs kʌmz i:stə —*  
Good Friday, when Christ died, Easter Sunday, when  
*gud fraidi, hwen kraist daid, i:stə sʌndi, hwen*  
He rose from the grave, and Easter Monday." "Excuse  
*hi: rouz frəm ðə greiv, ənd i:stə mʌndi." "iks'kju:z*

my interrupting you in the middle of your account,"  
*mai intə'rʌptɪŋ ju: in ðə midl əv jɔ:r ə'kaunt,"*

Storm said, "Good Friday, what a strange name for the  
*stɔ:m sed, "gud fraidi, hwɔ:t ə streindʒ neim fə ðə*

day on which Christ died!" "Yes, isn't it?" "What  
*dei ən hwitʃ kraist daid!" "jes, iznt ii?" "hwɔ:t*

about the New Year?" Storm asked. "You didn't  
*ə'baut ðə nju: jiə?" stɔ:m a:skt. "ju: didnt*

mention it." "There's nothing much to tell about that,"  
*menʃən it." "ðəz nʌbɪŋ mʌtʃ tə tel ə'baut ðæt,"*

Marshall answered. "In Scotland they keep the first  
*ma:ʃəl a:nəd. "in skɔ:tland ðei ki:p ðə fə:st*

of January, but here shops, offices, etc., are all open.  
*əv dʒænjuəri, bət hιə sɔ:ps, ofisiz, it'setrə, a:r ɔ:l oupən.*

At the most, we have a party on the 31st of  
*ət ðə moust, wi: həv ə pa:ti ən ðə þə:tifə:st əv*

December and dance into the New Year, or go out into  
*dɪ'sembə ən da:ns intə ðə nju: jiə, ɔ: gou aut intə*

the streets at twelve o'clock and say 'Happy New Year'  
*ðə stri:ts ət twelv ə'klɒk ən sei 'hæpi nju: jiə'*

to complete strangers. Well, shall I continue my  
*ta kəm'pli:t streindʒəz. wel, ſəl ai kən'tinju: mai*

account of our holidays and get it over?" "Yes, please  
*ə'kaunt əv auə hɔ:lidiz ən get it ouvə?" "jes, pli:z*

do!" Storm replied. "I might as well use this half-hour  
*du:!" stɔ:m ri'plaid. "ai mait əz wel ju:z ðis ha:fauə*

to learn something." "All right! Seven weeks after  
*ta lə:n sʌmpiy." "ɔ:l rait! sevn wi:ks a:ftər*

Easter is Whitsun, consisting of Whit Sunday and Whit  
*i:stə iz hwitsn, kən'sistɪŋ əv hwit sandi ən hwit*  
Monday." "I should like to ask you something here,"  
*mʌndi.*" "ai ʃəd laik tu a:sk ju: sʌmbɪŋ hiz,"  
Storm interrupted again. "Don't you keep the day when  
*stɔ:m intə'rʌptɪd ə'geɪn. "dount ju: ki:p ðə dei hwen*  
Christ ascended to Heaven as a holiday? I didn't hear  
*kraist ə'sendid tə hevn əz ə hɔlidi? ai didnt hiz*  
you mention it?" "It's not a general holiday, with the  
*ju: mənʃən it?" "its nət ə dʒenərəl hɔlidi, wið ðə*  
shops closed and so on," Marshall answered, "but we  
*ʃɔps klouzd ən sou ən," ma:fəl a:nəd, "bət wi:*  
have a name for it, of course, Ascension Day, on which  
*həv ə neim fər it, əv kɔ:s, ə'senʃən dei, ən hwits*  
the churches hold special services for Christ's ascension  
*ðə tʃə:tʃiz hould spəfəl sə:visiz fə kraists ə'senʃən*  
to Heaven."  
*tə hevn."*  
"Well, that is all very much like our holidays at home,"  
*"wel, ðæt iz ɔ:l veri məts laik auə hɔlidiz ət houm,"*  
Storm said. "Yes, but I'm not through yet — we have  
*stɔ:m sed. "jes, bət aim nət þru: jet — wi: həv*  
a holiday which I'm sure you haven't got," Marshall  
*ə hɔlidi hwits aim fər ju: hævnt got," ma:fəl*  
replied, "and it's one that we all love and look forward  
*ri'plaɪd, "ənd its wʌn ðæt wi: ɔ:l lʌv ən luk fɔ:wəd*  
to for weeks. It's called August Bank Holiday, and  
*tu fə wi:ks. its kɔ:ld ɔ:gəst bænk hɔlidi, ənd*

it's always on the first Monday in August. The weather  
*its ɔ:lwəz ɔn ðə fə:st mʌndi ɪn ɔ:gəst. ðə wəðər*

is generally fine, and everybody has a lovely time. As a  
*iz dʒenərəli fain, ənd evrɪbɔdi həz ə lʌvli taim. əz ə*

boy I often went into the country on that day with  
*bɔi ai ɔ:fn went intə ðə kʌntri ɔn ðæt dei wið*

my people, starting as soon as the sun had risen and  
*mai pi:pl. sta:tɪŋ əz su:n əz ðə sun həd rɪzn ən*

returning in the evening very, very tired and very,  
*rɪ'tə:niɪŋ ɪn ði i:vniy veri, veri tæɪð ən veri,*

very happy. We might as well have gone any other  
*veri hæpi. wi: mait əz wel həv ɡən eni ʌðə*

summer day during the school holidays, but it was  
*sʌmər dei dʒuəriy ðə sku:l həlidiz, bət it wəz*

always much more fun on that day, because so many  
*ɔ:lwəz məts mɔ: fʌn ɔn ðæt dei, bi'kɔz sou meni*

people were out." "Why is it called 'Bank Holiday'?"  
*pi:pl wə:r aut." "hwai iz it kɔ:ld 'bæyk həlidi'?"*

Storm asked. "That needs a little explaining," Mar-  
*stɔ:m a:skt. "ðæt ni:dz ə litl iks'pleiniy," ma:-*

shall replied. "We have four 'bank holidays': Boxing  
*ʃəl rɪ'plaid. "wi: həv fɔ: 'bæyk həlidiz': bɔksɪy*

Day — perhaps I should give them in their correct  
*dei — pə'hæps ai fəd giv ðəm ɪn ðəs kə'rekt*

order: Easter Monday, Whit Monday, August Bank  
*ɔ:də: i:stə mʌndi, h'wɪt mʌndi, ɔ:gəst bæyk*

Holiday, and Boxing Day. The law of the country says  
*həlidi, ən bɔksɪy dei. ðə lɔ: əv ðə kʌntri sez*

people (here) =  
 parents

order = the way  
 one thing follows  
 another

that on these four days all banks must close, and as  
ðət ɔn ði:z fɔ: deiz ɔ:l bæyks məst klouz, ənd əz  
factories, shops, and offices then close, too, those days  
fækteriz, ʃɔps, ənd ɔfisiz ðen klouz, tu:, ðouz deiz  
have become general holidays.”  
həv bi:kʌm dʒenərəl holidiz.”

“I see,” Storm said. “And I understand what you said  
“ai si:,” stɔ:m sed. “ənd ai ʌndə'stænd hwət ju: sed  
about closing on the three weekdays following religious  
ə'baut klouzɪŋ ɔn ðə þri: wi:kdeiz fəlouzɪŋ ri'lidʒəz  
holidays, but I really find it a funny thought that your  
holidiz, bət ai riəli faind it ə fʌni þə:t ðət jɔ:  
great British Parliament should have taken the trouble  
greit britis pa:ləmənt ʃəd həv teikn ðə trəbl  
to discuss a question like the third holiday and make  
tə dis'kʌs ə kwəstʃən laik ðə þə:d həlidi ən meik  
an Act of Parliament about it. But I suppose that if  
ən əkt əv pa:ləmənt ə'baut it. bət ai sə'pouz ðət if  
you had time to read through all the Acts of Parliament  
ju: həd taim tə ri:d þru: ɔ:l ði əkts əv pa:ləmənt  
that make up the laws of the country, you would find  
ðət meik ʌp ðə lɔ:z əv ðə kʌntri, ju: wəd faind  
many strange things.” “I'll tell you what I think,”  
meni streindʒ þiŋz.” “ail tel ju: hwət ai þiŋk,”  
Marshall replied with a smile; “I think that at the end  
ma:fəl ri'plaɪd wið ə smail; “ai þiŋk ðət ət ði end  
of an extremely hot week once upon a time, some  
əv ən iks'tri:mli hət wi:k wʌns ə'þən ə taim, sʌm

Member of Parliament who perhaps was a bank member av pa:ləmənt hu: pə'hæps wəz ə bæk  
 manager thought to himself, 'How unpleasant to have mænidʒə þɔ:t tə him'self, 'hau ʌn'pleznt tə hæv  
 to work in this heat, and how nice if one could get tə wə:k in ðis hi:t, ən hau nais if wʌn kəd get  
 away from town for an extra day, at least once during ə'wei frəm taun fər ən ekstra dei, ət li:st wʌns dju:əriŋ  
 the summer! One ought to suggest, next time Parliament ðə sʌmə! wʌn ɔ:t tə sə'dʒest, nekst taim pa:lə-  
 ment sits, that all banks must close one Monday every mənt sits, ðət ɔ:l bækks məst klouz wʌn məndi evri  
 summer.' And so he did, and so it became an Act of sʌmə. ən sou hi: did, ən sou it bi'keim ən əkt av  
 Parliament, and so everybody was happy, as they say pa:ləmənt, ən sou evribɔdi wəz hæpi, əz ðei sei  
 in the story-books!" As they rose to get off, Storm in ðə stɔ:ribuks!" əz ðei rouz tə get ɔ:f, stɔ:m  
 said with a laugh, "You would make a great teacher sed wið ə la:f, "ju: wəd meik ə greit ti:tʃər  
 of history, I think. If there was something you didn't əv histəri, ai þiŋk. if ðəs wəz səmþiŋ ju: didnt  
 know, you would always be able to make up a fine nou, ju: wəd ɔ:lwəz bi: eibl tə meik ʌp ə fain  
 story in no time!" stɔ:ri in nou taim!"

in no time = in a very short time

WORDS:  
general  
generally  
Boxing Day  
milkman  
off  
complete  
object  
decision  
forward  
religion  
settle  
birth  
true  
date  
prove  
account  
Easter Sunday  
Easter Monday  
Easter  
Whit Sunday  
Whit Monday  
Whitsun  
consist  
Good Friday  
ascend  
Ascension  
heaven  
thought  
act  
law  
rise  
rose

EXERCISE A.

Storm wanted a few days — from his work; he needed two or three days' — rest, he said. But he would have to wait till Christmas for his rest, as it was the — rule at the office that nobody asked for days off during December. — Day is the day after Christmas Day; it is called so, because on that day the —, the postman, and others used to come to get their Christmas —. In the days before Christmas there are always many people in — of the shop windows, looking at the many things in the windows so that they may get an idea to help them to come to a — about Christmas presents. Mothers push their children — through the crowds, so that they can see. Everybody is — forward to seeing their friends and family during Christmas. In the bus home, Storm took a small — from his pocket and showed it to Marshall.

The different — have not been able to — the question of when the — of Christ took place; some say it was at Christmas, and others say that this is not —, but that the true — of His birth is some time in the autumn. They say that they can — this from the — of His birth in the Bible.

In England they have four holidays called bank holidays: Easter Monday, — —, — — —, and Boxing Day. Easter consists of three holidays, — —, — — —, and Easter Monday. — is seven weeks after Easter. Ascension Day is the day when Christ — to —.

Storm found it a funny — that the great British Parliament should have taken the trouble to make the decision about August Bank Holiday an — of Parliament. All the different Acts of Parliament make up the — of the country. Marshall told Storm that he — had to stand in the bus home, and that if he did get a seat, he very often had to — and offer it to a lady.

risen  
God  
Christ  
excuse  
grave  
Empire Day  
empire  
Bible  
order  
Christmas box  
passenger

#### EXERCISE B.

**Answer these questions with full sentences:**

Are there buses where you live? ... What other kinds of traffic are there near your home? ... How do you get to and from your work? ... Can you explain what holidays you keep yourself? ... What Christmas presents did you get last Christmas? ... What do you generally do during the Christmas holidays? ... Do you take part in any winter sports? ... What do children always buy at Easter? ...

#### EXERCISE C. GRAMMAR.

Numerals [nju:mərəlz] are words like the following: one, four, six, the first, the third, the sixth. There are two kinds of numerals, cardinals [ka:dinalz] and ordinals [ɔ:dinalz]. Of the examples mentioned 'one', 'four', and 'six' are cardinals, and 'the first', 'the third', and 'the sixth' are ordinals.

Cardinals are used to express the number of persons, animals, or things that we are speaking of. Examples: I have **thirteen** shillings in my pocket. **Nine** men and **eight** women were present.

Ordinals show the order in which persons, animals, or things appear or happen. Examples: March is **the third** month of the year. This is **the fifth** time I have had to close the door.

Here are lists of cardinals and ordinals. By the help of these you will be able to express any numeral in English.

**Cardinals**

- 1 one [*wʌn*]
- 2 two [*tu:*]
- 3 three [*bri:*]
- 4 four [*fɔ:*]
- 5 five [*faiv*]
- 6 six [*siks*]
- 7 seven [*sevn*]
- 8 eight [*eit*]
- 9 nine [*nain*]
- 10 ten [*ten*]
- 11 eleven [*i'levn*]
- 12 twelve [*twelv*]
- 13 thirteen [*'þə:'ti:n*]
- 14 fourteen  
[*'fɔ:'ti:n*]
- 15 fifteen [*'fif'ti:n*]
- 16 sixteen [*'siks'ti:n*]

**Ordinals**

- the first [*fə:st*]
- the second [*sekənd*]
- the third [*þə:d*]
- the fourth [*fɔ:þ*]
- the fifth [*fifþ*]
- the sixth [*siksþ*]
- the seventh [*sevnþ*]
- the eighth [*eitþ*]
- the ninth [*nainþ*]
- the tenth [*tenþ*]
- the eleventh [*i'levnþ*]
- the twelfth [*twelfþ*]
- the thirteenth [*'þə:'ti:nþ*]
- the fourteenth  
[*'fɔ:'ti:nþ*]
- the fifteenth [*'fif'ti:nþ*]
- the sixteenth [*'siks'ti:nþ*]

|         |  |   |
|---------|--|---|
| 17      | seventeen<br>['sevn'ti:n]  | the seventeenth<br>['sevn'ti:nþ]  |
| 18      | eighteen ['ei'ti:n]  | the eighteenth ['ei'ti:nþ]  |
| 19      | nineteen<br>['nain'ti:n]   | the nineteenth<br>['nain'ti:nþ]   |
| 20      | twenty [twenti]  | the twentieth [twentiiþ]  |
| 21      | twenty-one<br>[twenti'wʌn], etc.   | the twenty-first [twenti-'fə:st], etc.  |
| 30      | thirty [þɜ:ti]   | the thirtieth [þɜ:tüþ]  |
| 40      | forty [fɔ:ti]  | the fortieth [fɔ:tiüþ]  |
| 50      | fifty [fifti]  | the fiftieth [fiftiüþ]  |
| 60      | sixty [siksti]   | the sixtieth [sikstiüþ]   |
| 70      | seventy [sevnti]   | the seventieth [sevntiüþ]   |
| 80      | eighty [eiti]  | the eightieth [eitiüþ]  |
| 90      | ninety [nainti]  | the ninetieth [naintiüþ]  |
| 100     | a (or one) hundred<br>dred [hʌndrəd]   | the (one) hundredth<br>[hʌndrədþ]   |
| 101     | a (or one) hundred<br>dred and one   | the (one) hundred and<br>first  |
| 135     | a (or one) hundred<br>and thirty-five  | the (one) hundred and<br>thirty-fifth   |
| 200     | two hundred  | the two hundredth   |
| 1,000   | a (or one) thousand<br>[þauzənd]   | the (one) thousandth<br>[þauzəndþ]  |
| 1,001   | a (or one) thou-<br>sand and one   | the (one) thousand and<br>first   |
| 1,100   | eleven hundred or<br>a (or one) thou-<br>sand one hundred                                  | the eleven hundredth or<br>the (one) thousand<br>one hundredth  |
| 1,157   | eleven hundred<br>and fifty-seven or<br>a (one) thousand<br>one hundred and<br>fifty-seven | the eleven hundred and<br>fifty-seventh or the<br>(one) thousand one<br>hundred and fifty-<br>seventh |
| 2,000   | two thousand   | the two thousandth  |
| 100,000 | a (or one) hun-<br>dred thousand   | the (one) hundred thou-<br>sandth   |

|           |  |   |
|-----------|--|---|
| 341,771   | three hundred<br>and forty-one<br>thousand seven<br>hundred and<br>seventy-one | the three hundred and<br>forty-one thousand<br>seven hundred and<br>seventy-first |
| 1,000,000 | a (or one) million<br>[miljən]   | the (one) millionth<br>[miljənθ]  |
| 3,000,533 | three million<br>five hundred and<br>thirty-three                              | the three million five<br>hundred and thirty-<br>third                            |

Notice that with a few exceptions the ordinals are made by adding th to the cardinals. Examples: The thirteen-th, the eleven-th.

**Questions:**

How would you write the following figures in letters:  
5, 9, 17, 19, 32, 51, 143, 701, 1,003, 53,731; 7th, 12th, 32nd,  
148th, 1,005th, 47,457th? ...

**EXERCISE D.**

*dis wud,*

*it wəz nais tə get jɔ: letə ən hiə sampiŋ ə'baut hwət  
iz gouŋ ən ət houm. sou ju: həv bi:n teikiŋ mai  
sistə fə trips intə ðə kəntri! wel, ai riəli dount nou  
hwət tə sei tə ðæt. if ju: a:nt gouŋ tə bi: mɔ:  
keəful in ðə fju:tʃə ə'baut teikiŋ hə:r aut intu ɔ:l  
kaindz əv weðə ən briŋiŋ hə: bæk houm ɔ:l wet ən  
kould, ai sə'pouz ai ʃəl həv tə rait ən tel hə: hwət  
ən ʌn'pleznt felou ju: a:! bət pə'hæps si:l faind aut  
fə hə:'self.*

ai went on a trip into the country mai'self sam taim  
a'gou wið a jay leidi kɔ:ld mæriən, ðə dɔ:tər av auə  
mænidʒə. bət ai həd ɔ:dəd a blu: skai, ðə siyij əv  
bə:dz, ənd a wud ful əv tri:z wið red ən braun li:uz;  
ðæts hau its dan in iŋglənd! mæriən iz a veri ləvli  
gə:l, ai kən tel ju:. ju: kən si: ðæt fə jɔ:'self fræm  
ðis piktsər əv hə:, hwits ai tuk ðæt dei in ðə kəntri.

pli:z dount tel ðis tə mai sistə, ɔ:r aim a'freid ðæt  
si: wil not fi:l ðə ris'pekt fɔ: mi: ðæt sistəz sed hæv  
fə ðeər eldə brʌðəz. bət ju: mei ri'membə mi: tə  
hə:, ən tə ðə rest əv ðə fæmili.

jɔ:z sin'siəli,  
stɔ:m

## A TRIP TO BRIGHTON

When Storm started working at the office, it was *hwen stɔ:m sta:tid wə:kiy ət ði ɔfis, it wəz* decided that he should only remain as long as the *di'saidid ðət hi: fəd ounli rimein əz lɔy əz ðə* clerk whose work he was taking care of was ill. But *kla:k hu:z wə:k hi: wəz teikiy kər əv wəz il. bət* when the clerk was able to take over his own work *hwen ðə kla:k wəz eibl tə teik ouvə his own wə:k* again at the beginning of the new year, the manager *ə'gein ət ðə bi'giniy əv ðə nju: jiə, ðə mænidʒə* wanted Storm to stay on for a few months longer. *wɔ:ntid stɔ:m tə stei ən fər ə fju: mʌnʃəs lɔ:yga.* "I shall be very busy the next eight months or so. *"ai ʃəl bi: veri bizi ðə nekst eit mʌnʃəs ə: sou.* We're planning to open some new branch offices, so it *wiə plæniy tu oupən səm nju: bra:nʃ ɔfisiz, sou it* would be nice to have you as a sort of private secretary. *wəd bi: nais tə hæv ju: əz ə sɔ:t əv prəivit sekrətri.* I shall need your help very badly." *ai ʃəl ni:d ʃɔ: help veri bædli."*

Storm was only too glad to get this chance of staying *stɔ:m wəz ounli tu: glæd tə get ðis tʃa:ns əv steiŋ* on, because he wanted to see the spring in England, *ən, bi'kɔ:z hi: wɔ:ntid tə si: ðə spriy in iŋglənd,*

of which he had heard so much. A week later every-  
 œw hwitſ hi: hæd hæ:d sou mats. œ wi:k leitæ cvri-  
 thing had been settled; he was to stay in England as  
 þiŋ hæd bi:n setld; hi: wæz tæ stei in iyglænd œz  
 long as the manager needed him.  
 lɔy œz ðæ mænidʒæ ni:did him.

So when May came he was still in London, working  
 sou hwen mei keim hi: wæz stil in lændən, wæ:kij  
 hard. Summer had come, and as the weather had been  
 ha:d. sʌmə hæd kʌm, œnd œz ðæ weðə hæd bi:n  
 extremely fine for several days, Marshall and Storm  
 iks'tri:u:li fain fə sevrl̩ deis, ma:fəl œnd stɔ:m  
 decided to go to the seaside for the week-end after a  
 d'i:saidid tæ gou tæ ðæ 'si:'said fə ðæ 'wi:k'end a:ftər œ  
 particularly busy week.  
 pə'tikjuləli bizi wi:k.

“A week-end at the sea-side would do us good after  
 “œ 'wi:k'end œt ðæ 'si:'said 'wæd du: œs gud a:ftər  
 a week's hard work,” Marshall said, “and even if it may  
 œ wi:ks ha:d wæ:k,” ma:fəl sed, “œnd i:vən if it mei  
 still be a little cold to bathe, the sea will be beautiful,  
 stil bi: œ litl kould tæ beið, ðæ si: wil bi: bju:təfəl,  
 and the fresh sea-air will be nice after the bad London  
 œn ðæ fref 'si:'œ wil bi: nais a:ftə ðæ bæd lændən  
 air.” “What is the best place on the coast to go to?”  
 œ.” “hwæt iz ðæ best pleis œn ðæ koust tæ gou tu?”  
 Storm wanted to know. “I think Brighton will be  
 stɔ:m ƿontid tæ nou. “ai þiŋk braɪtn wil bi:



tooth-brush



comb



tooth-paste

one tooth  
two teeth

best," Marshall answered. "It's a pleasant town on best," *ma:fəl ə:nəd.* "its ə pleznt tən ən the south coast of England. We could stay the night *ðə sauþ kouſt əv inglənd.* *wi: kəd stei ðə nait* at one of the hotels and return on Sunday evening." *ət wʌn əv ðə hou'tels ən ri'tə:n ən sʌndi i:vniŋ.*

"Fine!" said Storm. "Let's hurry home from the "fain!" *sed stɔ:m.* "lets həri houm frəm ði office, then, without stopping for lunch at our usual *ɔfis, ðən, wið'aut stɔpiŋ fə lʌns ət aʊə ju:ʒuəl* place. Perhaps your mother will prepare a quick *pə'hæps jɔ: mʌðə wil pri'pær ə kwi:k* lunch for us at home while we throw a few things *lʌns fər əs ət houm həwail wi: þrou ə fju: þi:yz* into a bag." "We shan't need much more than a *intu ə bæg.*" "wi: fa:nt ni:d mʌtʃ mɔ: ðən ə tooth-brush and a comb, so there won't be much to *tu:þbrʌʃ ənd ə koum, sou ðəz wount bi: mʌtʃ tə pack. We'll have time enough before our train leaves." *pæk. wi:l həv taim i'nʌf bi'fɔ:r aʊə trein li:vz.*"*

"Speaking of tooth-brushes," Storm said, "I must *"spi:kɪŋ əv tu:þbrʌſɪz,"* *stɔ:m sed, "ai məst* remember to buy some tooth-paste on the way home. *ri'membə ə bai səm tu:þpeɪſt ən ðə wei houm.* I noticed this morning, when I was brushing my teeth, *ai nou'tist ðis mɔ:nɪŋ, hwen ai wəz brʌſiŋ mai ti:þ,* that I had used up all my tooth-paste. I think I'll try *ðət ai həd ju:zəd əp ɔ:l mai tu:þpeɪſt. ai þiŋk ail trai*

a shop I've often noticed. It's only a short distance  
 a *sɔ:p a:v ɔ:fən nouist*. its *ounli ə sɔ:t distəns*

from the Underground station, you know, the one which  
 from *ði ʌndəgraund steɪʃən*, *ju: nou*, *ðə wʌn hrvɪts*

has an unusually large sponge lying in the window.  
 has *ən ʌn'ju:ʒuəli la:dʒ spʌndʒ laiŋ in ðə windou*.

It must be fun to use a sponge as big as that in the  
 it *məst bi: fʌn tə ju:z ə spʌndʒ əz big əz ðæt in ðə*

bath; you could almost wash the whole body with it  
 ba:þ; *ju: kəd ɔ:lmoust wəs ðə houl bɔ:di wið it*

at once. I saw some beautiful brushes there the other  
 at *wʌns. aɪ sɔ: səm bju:təfʊl brʌsɪz ðəz ði ʌðə*

day, too. I'd like to buy them for my sister. She takes  
 dei. *tu:. aɪd laɪk tə bai ðəm fə mai sistə. si: teɪks*

a lot of trouble with her hair and brushes it carefully  
 a *lɒt əv trʌbl wið hə: hə: ən brʌsɪz it keəfʊli*

morning and night; so those fine brushes would be just  
 mɔ:nɪŋ ən nait; *səu ðəʊz fain brʌsɪz wəd bi: dʒʌst*

the thing for her, one for her hair and one to brush  
 ðə *hɪŋ fə hə:, wʌn fə hə: hə: ən wʌn tə brʌs*

her clothes with. Perhaps there's a comb to go with  
 hə: *klouðz wið. pə'hæps ðəz ə koum tə gou wið*

them, too.”  
 ðəm, *tu:.*”

“Well, don't be too long about your shopping,” Marshall  
 “wel, dount bi: *tu: lɔ:y ə'baut jɔ: sɔ:pɪŋ.*” *ma:fəl*

said. “I shall have to look for my bathing-costume.  
 sed. “ai *fəl həv tə luk fə mai beiðɪŋkɔ:stju:m.*



take trouble with  
 = work carefully  
 with



bathing-costume



bathing-drawers

My mother puts it away every winter, and never twice  
*mai mæðə puts it a'wei evri wintə, on neva tƿaɪs*  
in the same place, so I can't be sure of finding it at  
*in ðə seim pleis, sou ai ka:nt bi: suðr ev fa:ndiy it ðə*  
once."  
*wans.*

"Do you think it will be warm enough to bathe?" Storm  
*"du: ju: þiyk it wil bi: wɔ:m i'naf tə beid?" stɔ:m*  
asked. "Then I'll take my bathing-drawers, too."  
*a:skt. "ðen ail teik mai beidiydrɔ:z. tu:."*

"Bathing-drawers!" Marshall said. "Haven't you got  
*"beidiydrɔ:z?" ma:fəl sed. "hævnt ju: got*  
a bathing-costume? At one time you were not allowed  
*ə. beidiykɔstju:m? ət wən taim ju: wə: nɔt ə'lauð*  
to use bathing-drawers, but nowadays it's perfectly all  
*tə ju:z beidiydrɔ:z, bət nauðeiz its pɔ:fiktli ɔ:l*  
right of course. However, we English are funny in  
*rait ev kɔ:s. hau'vevə, wi: iygli:f a: fami in*  
many ways, you know. By some people bathing-  
*meni weiz, ju: nou. bai sam pi:pl beidiy-*  
drawers are still regarded as not quite the thing for  
*drɔ:z a: stil ri'ga:did əz nɔt kwait ðə þiŋ fə*  
bathing." "Well, I haven't got anything else, so I'll  
*beidyr." "wel, ai hævnt got eniþiŋ els, sou ail*  
have to take them along," Storm answered.  
*hæv tə teik ðəm ə'lɔŋ." stɔ:m a:nsəd.*

Two hours later the two young men were sitting in  
*tu: auðz leita ðə tu: jay men wə: sitiŋ in*

a bus on their way to Brighton. "The distance from a bʌs ən ðəə wei tə braɪtn. "ðə distəns frəm London to Brighton is only about fifty miles," Marshall ləndən tə braɪtn iz ounli ə'baut fifti mailz," ma:ʃəl explained, "so I thought we might go there by bus iks'pleind, "sou ai þɔ:t wi: mait gou ðəə bai bʌs instead of by train. The country between London and in'sted əv bai treɪn. ðə kəntri bi'twi:n ləndən ən Brighton is very beautiful, and you'll see more from braɪtn iz veri bju:təful, ən ju:l si: mɔ: frəm the bus. The trees will be looking their best now; ðə bʌs. ðə tri:z wil bi: lukɪŋ ðəə best nau; there will be flowers in bright colours by the roadside, ðəə wil bi: flauəz in braɪt kələz bai ðə roudsaid. and the leaves and the grass will be of that lovely ən ðə li:vs ən ðə gra:s wil bi: əv ðæt ləvli fresh green that they only have during the weeks fres gri:n ðæt ðei ounli hæv djuəriŋ ðə wi:ks when spring is turning into summer. I want you to hwen spriŋ iz tə:niŋ intə səmə. ai wənt ju: tə see England at its very best — in May, in the country, si: iŋglənd. ət its veri best — in mei, in ðə kəntri, when everything is fresh and clean and full of peace hæwen əvriþɪŋ iz fres ən kli:n ən ful əv pi:s and beauty. ən bju:ti.

"It's funny, isn't it, that although I should not like to "its fʌni, ɪsn't it, ðæt ɔ:lðou ai fəd nət laik tə

by the roadside ==  
by the side of the road

in the distance =  
far away



*windmill*

live in the country, May always makes me wish to  
*liv in ðə kʌntri, mei ɔ:lwez meiks mi: wiʃ tə*  
 spend the summer in the country, to see the corn  
*spend ðə sʌmər in ðə kʌntri, tə si: ðə kɔ:n*  
 standing green in the fields and the cows happy in  
*stændɪŋ gri:n in ðə fi:ldz ən ðə kaus hæpi in*  
 lovely deep grass.”  
*lʌvli di:p gra:s.”*

“I quite understand how you feel,” Storm replied, “and  
*“ai kwait ʌndə'stænd hau ju: fi:l,” stɔ:m ri'plaid, “ənd*  
 I’m glad we came by bus. I’m really seeing the country  
*aim glæd wi: keim bai bʌs. aim riðli si:ij ðə kʌntri*  
 this way. Look, Marshall,” he continued, “isn’t that  
*ðis wei. luk, ma:fəl,” hi: kən'tinju:d, “isnt ðæt*

a windmill we can see in the distance?” “Yes, it is,”  
*ə windmil wi: kən si: in ðə distəns?” “jes, it iz.”*

Marshall replied. “We still have a few left, although  
*ma:fəl ri'plaid. “wi: stil hæv ə fju: left, ɔ:l'dou*  
 in most places factories have taken over the work of  
*in moust pleisiz fæktrəz hæv teikn ouvə ðə wə:k əv*  
 making corn into flour, which the windmills used to do.  
*meikɪŋ kɔ:n intə flauə, hrwɪts ðə windmilz ju:st tə du:.*

Factories can make flour cheaper, I suppose. And as  
*fæktrəz kən meik flauə tʃi:pə, ai sə'pouz. ənd əz*  
 bread is such a large part of the nation’s food, it’s  
*bred əs səts ə la:dʒ pə:t əv ðə neisənz fu:d, its*  
 important, of course, that flour should be cheap.”  
*im'pɔ:tənt, əv kɔ:s, ðæt flauə fəd bi: tʃi:p.”*

"What a lot of work must be done to the corn," Storm "hwɔ:t ə lɔ:t əv wɔ:k məst bi: dʌn tə ðə kɔ:n," s̥tɔ:m said as he looked out over the fields, "in the course of sed əz hi: lukt aut ouvə ðə fi:lds, "in ðə kɔ:s əv the months from the time when the farmer puts the ðə mʌnþs frəm ðə taim h̥wen ðə fa:mə puts ðə plough into the ground in spring until we put the bread plau intə ðə graund in sprɪŋ ʌn'til wi: put ðə bred on our tables! When the ground has been broken by ən auə teibz! h̥wen ðə graund h̥əz bi:n broukn bai the plough, the seed is put in, and then after five or ðə plau, ðə si:d is put in, ən ðen a:ftə fair ə six months the corn is ready to be taken to the mills, siks mʌnþs ðə kɔ:n is redi tə bi: teikn tə ðə milz, or factories, to be made into flour, and at last it is ðə faktəriz, tə bi: meid intə flauə, ənd ət la:st it is made into bread. When the corn has been taken to the meid intə bred. h̥wen ðə kɔ:n h̥əz bi:n teikn tə ðə mills, there is still something left of the plant, which milz, ðəz stil samþiy left əv ðə pla:nt, h̥wɪts is used for the animals during the winter. Not all the iz ju:zd fə ði ənimalz dju:riy ðə wintə. nɔ:t ɔ:l ðə corn is sent to the mills; some of it is used for next kɔ:n is sent tə ðə milz; sam əv it iz ju:zd fə nekst year's seed." jiəz si:d."

"Yes," Marshall replied. "In town you usually don't "jes," ma:fəl ri'plaid. "in taun ju: ju:z̥uəli dount



grow (here) =  
make grow

think of these things. You go into a shop, ask for some  
*biyk* *əv* *ði:z* *biyz*. *ju:* *gou intu* *ə* *ʃɔ:p*, *a:sk* *fə* *səm*  
bread, and in the course of a minute or two you leave  
*bred*, *ənd in ðə* *kɔ:s* *əv* *ə* *minit* *ə* *tu:* *ju:* *li:v*  
the shop with the bread you have bought. Just as easy  
*ðə* *ʃɔ:p* *wið* *ðə* *bred* *ju:* *həv* *bɔ:t*. *dʒʌst əz* *i:zi*  
as buying potatoes, and yet, how much more easily  
*əz* *baiiy* *pə'teitouz*, *ən* *jet*, *hau* *mæts* *mɔ:r* *i:zili*  
potatoes are grown!"  
*pə'teitouz* *a:* *groun!*"

Time passed quickly on the road. Every few minutes  
*taim* *pa:st* *kwikli* *in ðə* *roud*. *ceri* *fju:* *minits*  
the view changed. They passed through some small  
*ðə* *vju:* *tseindʒd*. *ðei* *pa:st* *þru:* *səm* *sma:l*  
towns with beautiful old houses, between rose-bushes  
*tauns* *wið* *bju:təful* *ould* *hausiz*, *bɪ'twei:n* *rousbusiz*  
that grew in long rows along both sides of the road,  
*ðət* *gru:* *in* *bɔ:y* *rous* *ə'lɔ:y* *bouþ* *saidz* *əv* *ðə* *roud*,  
full of red and white flowers, or looked over bright  
*ful* *əv* *red* *ənd* *hwait* *flauəz*, *ɔ:* *lukt* *ouva* *brait*  
green fields, pleasantly broken by a few trees here  
*gri:n* *fi:ldz*, *plesnli* *broukn* *bai* *ə* *fju:* *tri:z* *hiər*  
and there, a thing which is typically English. They  
*ənd* *ðəz*, *ə* *biy* *hwitſ* *iz* *tipikəli* *injglis*. *ðei*  
arrived at Brighton about four o'clock, and one of the  
*ə'raivd* *ət* *braitn* *ə'baut* *fɔ:r* *ə'klɔ:k*, *ənd* *wʌn* *əv* *ðə*  
first things they did when they reached their hotel  
*fə:st* *biyz* *ðei* *did* *hweu* *ðei* *ri:tʃt* *ðəz* *hou'tel*

was to order tea.

*wəs tu ɔ:də tɪ:.*

"I'll take mine with lemon to-day," Storm said. "I like "ail teik main wið lemən tə'dei," *stɔ:m sed.* "ai laik

it best that way when I'm hot and thirsty. Won't you it best ðæt wei hwen aim hot ən þə:sti. wount ju:

try it, too, Marshall? You won't regret it." "Yes, I'll trai it, *tu:, ma:fəl?* ju: wount ri'gret it." "jes, ail

take lemon in my tea, too, for once," Marshall replied. *teik lemən in mai ti:, tu:, fə wəns,* "ma:fəl ri'plaid.

"But I'll have to take at least three lumps of sugar "bət ail hæv tə teik ət li:st þri: ləmps əv fʊgə

to make it sweet enough. Oh, I say, Storm, look at that *ə meik it swi:t i'nʌf. ou, ai sei, stɔ:m, luk ət ðæt*

little dog, over there! He's looking at our sugar as if *litl dg, ouvə ðæt! hi:z lukɪŋ ət aʊə fʊgər əz if*

we'd taken it from him. We'll have to give him a lump *wi:d teiku it frəm him. wi:l hæv tə giv him ə ləmp*

of sugar. He doesn't look as if he belongs to anybody *əv fʊgə. hi: dəznt luk əz if hi: bɪ:lɒz tu enibodi*

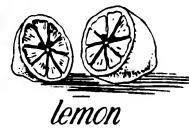
here; he must have come here by himself."

*hi: məst hæv kəm hia bai him'self.*"

While they were having tea, a band started playing *hwail ðei ə: hævɪŋ tɪ:, ə bænd sta:tɪd pləiɪŋ*

in the restaurant. "Do people dance here in the after-in ðə restərɔ:y. "du: pi:pl da:ns hi:ər in ði a:ftə-

noons?" Storm asked, noticing that they were playing 'nu:nz?' *stɔ:m a:skt, nou'tɪsɪy ðæt ðei ə:ftə pləiɪŋ*



lemon

by himself =  
alone

dance-music. "No, not at this hotel," Marshall replied.  
*da:nsmju:zik. "nou, not at ðis hou'tel," ma:fəl ri'plaɪd.*

"But there are several restaurants where you can dance  
*"bət ðəə sevərl restər:yz hweə ju: kən da:n*

*at this time of the day. There will be dancing here*  
*at ðis taim əv ðə dei. ðəə wil bi: da:nσiŋ hiə*

*to-night, though, as far as I know. Have you noticed*  
*tə'nait, ðou. əz fa:r əz ai nou. həv ju: nouτist*

*that they have seven or eight instruments that they*  
*ðət ðei həv sevn ər eit instruments ðət ðei*

*aren't using? I suppose that means there will be a*  
*a:nt ju:zɪŋ? ai sə'pous ðət mi:nz ðəə wil bi: ə*

*larger band playing later on, and that there will be*  
*la:dʒə bənd pleiŋ leitər ən, ən ðət ðəə wil bi:*

*dancing then. Would you like to go to some other place*  
*da:nσiŋ ðən. wəd ju: laik tə gou tə səm əðə pleis*

*tə da:ns?"*

"No, dancing on a nice afternoon like this has no  
*"nou, da:nσiŋ ən ə nais a:ftə'nu:n laik ðis həz nou*

*attraction for me," Storm said. "Besides, I want to*  
*ə'trækʃən fə mi:," stɔ:m sed. "bi'saidz, ai wənt tə*

*see as much of the town as possible while we are here."*  
*si: əz məts əq ðə tən əz pəsəbl həwail wi: a: hiə."*

"Right you are! Let's go, then," Marshall answered.  
*"rait ju: a:! lets gou, ðən," ma:fəl a:nsəd.*

"We might walk about a bit. I want to show you the  
*"wi: mait wə:k ə'baut ə bit. ai wənt tə sou ju: ði*

attractions of the town — just like a professional guide:  
*ə'trækʃənz əv ðə taun — dʒʌst laik ə prə'fesənl ɡaɪd:*

Here, ladies and gentlemen, you see . . ., etc. Brighton  
*hɪə, leɪdɪz ən dʒentlmən, ju: si: . . ., it'setrə. braɪtn*

is full of cinemas, theatres, restaurants, music-halls,  
*ɪs ful əv sɪnɪməz, ˈθeətrəz, rɛstərɔ:yz, mju:zɪkɔ:lz,*

and all kinds of places where you can have a good  
*ənd ɔ:l kaindz əv pleɪsɪz hweə ju: kən hæv ə gud*

time. I really think that although Brighton is a  
*taɪm. aɪ rɪəli ˈbiːyk ðət ɔ:l'ðou braɪtn ɪz ə*

seaside town, its attraction for many of the people  
*'si: said taun, its ə'trækʃən fə meni əv ðə pi:pl*

who come here lies more in these things than in the  
*hu: kʌm hɪə laɪz mɔ:r ɪn ði:z ˈbiːyz ðən ɪn ðə*

beach," Marshall explained as they left the hotel.  
*bi:tʃ, "ma:səl ɪks'pleɪnd əz ðei left ðə hou'tel.*

"Really?" Storm asked. "You would think that, first  
*"riəli?" stɔ:m a:skt. "ju: wəd ˈbiːyk ðət, fə:st*

of all, people come here to bathe, since this street, with  
*əv ɔ:l, pi:pl kʌm hɪə tə beɪð, sɪns ðɪs stri:t, wið*

all these hotels on one side, is situated almost at the  
*ɔ:l ðɪ:z hou'telz ən wʌn said, ɪz sɪtjueitid ɔ:l'moust ət ðə*

very edge of the sea. You only have to walk a few  
*veri edʒ əv ðə si:. ju: ounli hæv tə wɔ:k ə fju:*

steps across the street, and you find yourself on the  
*steps ə'kro:s ðə stri:t, ən ju: faind ʃɔ:'self ən ðə*

beach. What is the beach like here?" "It's rather  
*bi:tʃ. hweət ɪz ðə bi:tʃ laik hɪə?" "ɪts ra:ðə*

hall (here) = very  
 large room

music-hall =  
 a sort of theatre  
 with music,  
 singing, and  
 dancing

good," Marshall replied. "On this part of the coast,  
*gud*," *ma:ʃəl rɪ'plaɪd*. "ɔn ðis pə:t əv ðə kəʊst.

the beach generally consists of small round stones  
*ðə bi:tʃ dʒenərəli kən'sists əv smɔ:l raund stounz*

which don't hurt the feet at all. In fact, many people  
*hwɪts dount hə:t ðə fi:t ət ɔ:l. in fækt, meni pi:pl*

prefer these small stones to sand. 'Sand,' they say,  
*prɪ:fə: ði:z smɔ:l stounz tə sænd.* 'sænd,' ðei sei,

'gets into your shoes and your stockings and your hair  
*'gets intə jɔ: fu:z ən jɔ: stɔ:kɪŋz ən jɔ: hɛə*

and gives you a lot of trouble before you get it out.'  
*ən givz ju: ə lət əv trʌbl bɪ'fɔ: ju: get it aut.*

However, if you prefer sand, I know a place not very  
*hau'evə, if ju: prɪ:fə: sænd, aɪ nou ə pleɪs nət veri*

far from here where the beach has lovely red sand.  
*fa: frəm hiə hweə ðə bi:tʃ həz ləvli red sænd.*

We might go out there to-morrow."

*wi: mait gou aut ðəz tə'morrou.*"

"I think I'd rather try this place," Storm answered.  
*"ai bɪŋk aɪd ra:ðə trai ðis pleɪs," stɔ:m a:nəsəd.*

"Perhaps there's sand enough on the shores of your  
*"pə'hæps ðəz sænd i'nʌf ən ðə ſɔ:z əv jɔ:r*

own country," Marshall said. "I think I prefer the  
*oun kəntri," ma:ʃəl sed. "ai bɪŋk aɪ prɪ:fə: ðə*

stones myself; they're quite comfortable to lie on."  
*stounz mai'ſelf; ðəz kwait kʌmfortəbl tə lai ən."*

"Just a minute," Storm interrupted, "I must ask you  
*"dʒʌst ə minit," stɔ:m intə'rʌptid, "ai məst a:sk ju:*

to explain the meaning of a word you used just now  
*tu iks'plein ðə mi:nij əv ə wə:d ju: ju:zd dʒʌst nau*  
 — ‘shore’, I think it was.” “With pleasure,” Marshall  
 — ‘ʃɔ:’, *ai þiŋk it wəz.* “*wið pleʒə,*” *ma:fəl*  
 replied. “It means almost the same as ‘beach’, but  
*ri'plaid.* “*it mi:nz ɔ:lmouſt ðə seim əz 'bi:tʃ', bət*  
 not quite. Both ‘beach’ and ‘shore’ mean ‘land at the  
*not kwait.* *bouþ 'bi:tʃ' ən 'ʃɔ: mi:n 'lænd ət ði*  
 edge of a sea or a lake’. But while ‘beach’ is only  
*edʒ əv ə si: ɔ:r ə leik.* *bət hwail 'bi:tʃ' iz ounli*  
 used about a low piece of land with sand or small  
*ju:zd ə'baut ə lou pi:s əv lænd wið sənd ɔ: smɔ:l*  
 stones at the edge of the sea or at the edge of a large  
*stounz ət ði edʒ əv ðə si: ɔ:r ət ði edʒ əv ə la:dʒ*  
 lake, ‘shore’ may also be used where the land rises  
*leik. 'ʃɔ: mei ɔ:lsou bi: ju:zd hweə ðə lænd raiziz*  
 sharply out of the sea without any low piece of land  
*fa:pli aut əv ðə si: wið'aut eni lou pi:s əv lænd*  
 at the edge of the water, as for instance at Dover. So  
*ət ði edʒ əv ðə wɔ:tə, əz fər instəns ət douvə. sou*  
 you see, a ‘beach’ is always a ‘shore’, but a ‘shore’ is  
*ju: si:, ə 'bi:tʃ' iz ɔ:lwəz ə 'ʃɔ: bət ə 'ʃɔ: iz*  
 only a ‘beach’ if it has small round stones or sand —  
*ounli ə 'bi:tʃ' if it həz smɔ:l raund stounz ɔ: sənd —*  
 if you know what I mean.” “Thanks! I think I do,”  
 if *ju: nou hwət ai mi:n.* “*þæŋks! ai þiŋk ai du:.*”  
 Storm said. “At least I know enough to be able to  
*stɔ:m sed. ət li:st ai nou i'naf tə bi: eibl tə*

find out the rest when I read the word or hear some-  
faɪnd aut ðə rest hwen ai ri:d ðə wə:d ɔ: hiə sam-  
body use it. But tell me, don't you think we might  
bədi ju:z it. bət tel mi:, dount ju: þɪŋk wi: mait  
be able to get a boat somewhere?" "Yes, that's easy  
bi: eibl tə get ə bout səmhwəə?" "jes, ðæts i:zi  
enough," Marshall replied. "There isn't wind enough  
i'nʌf," ma:ʃəl ri'plaɪd. "ðər iznt wind i'nʌf  
for sails, though, and, besides, I'm not very used to  
fə seɪlz, ðou, ən, bɪ'saɪdz, aim nɔ:t veri ju:st tə  
boats with sails, so I should prefer one of the small  
bouts wið seɪlz, sou ai fəd pri:fə: wʌn əv ðə smɔ:l  
boats that you see down there on the beach." "You  
bouts ðæt ju: si: daun ðeər ən ðə bi:tʃ." "ju:  
need not be afraid," Storm said, "I know all about  
ni:d nɔ:t bi: ə'freid," sto:m sed, "ai nou ɔ:l ə'baut  
boats and sails, so I'll take care of that side of the  
bouts ən seɪlz, sou ail teik keər əv ðæt said əv ðæ  
matter." "Oh, in that case," Marshall answered, "I  
mætə." "ou, in ðæt keis," ma:ʃəl a:nəsəd, "ai  
don't care which we go out in, as long as you'll be  
dount keə hwɪts wi: gou aut in, əz lɔ:y əz ju:l bi:  
the captain. But I think it would be a good idea to  
ðə kæptin. bət ai þɪŋk it wəd bi: ə gud aɪdɪə tə  
wait until this evening before going out," he continued.  
weɪt ʌn'tɪl ðɪs i:vni:y bi:fɔ: gouɪŋ aut," hi: kən'tinju:d.  
"As far as I remember, there will be a moon to-night,  
"əz fa:r əz ai ri'membə, ðəz wil bi: ə mu:n tə'nait,

and if the weather doesn't change, the stars will be  
 and if ðə weðə dʌznt tʃeindʒ, ðə sta:z wil bi:  
 out, too. But after all we had better take one of the  
 aut, tu:. hət a:ftər ɔ:l wi: həd bətə teik wʌn əv ðə  
 small boats, for what little wind there is will be gone  
 smɔ:l bəuts, fə hwɔ:t litl wind ðər iz wil bi: gɔ:n  
 to-night."  
 tə'naɪt."

The sea was as smooth as glass when they went out  
 ðə si: wəz əz smu:ð əz gla:s hwen ðei went aut  
 in a small boat that evening. There was not a single  
 in ə smɔ:l bout ðæt i:vniy. ðəz wəz nɔ:t ə singl  
 wave on the surface of the water.  
 weiv ɔn ðə sə:fi:s əv ðə wɔ:tə.

"What a lovely sight it is," Marshall said, "with the  
 "hwɔ:t ə ləvli sait it iz," ma:fəl sed, "wɪð ðə  
 moon and the stars up there in the sky and, at the  
 mu:n ən ðə sta:z ʌp ðər in ðə skai ənd, ət ðə  
 same time, shining back at us from the smooth surface  
 seim taim, sainiy bæk ət əs frəm ðə smu:ð sə:fi:s  
 of the sea, and all the lights from the many hotels on  
 əv ðə si:, ənd ɔ:l ðə laits frəm ðə meni hou'telz ɔn  
 the shore." "Yes, I'm glad we waited till it was dark;  
 ðə sɔ:z "jes, aim glæd wi: weitid til it wəz da:k;  
 it's a sight I shan't forget," Storm replied.  
 its ə sait ai fa:nt fə'get," stɔ:m ri'plaid.

When they got on shore again, Marshall suggested that  
 hwen ðei got ɔn sɔ:r ə'gein, ma:fəl sə'dʒestid ðæt

going on = taking place

they should have a look at the night-life of Brighton.  
ðei sed hæv a luk at ðe naitlaif æv braitn.

"Our night-life is not what they call 'hot' in America,  
"auð naitlaif iz nɔt hwɔt ðei kɔ:l 'hɔt' in ð'merikə,

but we might look in at a few places and see if there's  
bæt wi: mait luk in at a fju: pleisir æn si: if ðæz

any fun going on anywhere."  
eni fʌn gouɪŋ ɔn enihwæz."

turn in = go to bed

They did as Marshall suggested and passed a very  
ðei did əz ma:fəl sə'dzestid ənd pa:st ə veri

pleasant evening, returning about eleven o'clock to  
pleznt i:vniŋ, ri:tɔ:nin ə'baut i'levn ð'klɔk tə

their hotel to have a glass of something in the restaurant  
ðeə hou'tel tə hæv a gla:s æv sʌmþiŋ in ðe restərɔ:y

before 'turning in'. The band was much larger now  
bi:fɔ: 'tə:nin in' ðe bænd wæz mʌts la:dʒə nau

than in the afternoon, and all the musical instruments  
ðən in ði a:ftə'nu:n, ənd ɔ:l ðe mju:zikəl instrumənts

were being used.

wə: bi:iy ju:zd.

"It's almost too much of a good thing with all the noise  
"its ɔ:lmoust tu: mʌts æv ə gud þiŋ wið ɔ:l ðe nɔz

the band is making now," Storm said; "I liked it better  
ðe bænd iz meikiŋ nau," stɔ:m sed; "ai laikt it betər

in the afternoon." "That's because we aren't dancing,"  
in ði a:ftə'nu:n." "ðæts bɪ'kɔz wi: a:nt da:nsiŋ,"

Marshall replied. "Could we do that?" Storm asked.  
ma:fəl ri'plaɪd. "kud wi: du: ðæt?" stɔ:m a:skt.

"Yes, it's quite proper to dance with girls you don't  
 "jes, its kwət̪ p̪r̪p̪ə t̪ə da:ns wið gə:lz ju: dount̪

know at seaside places like this," Marshall answered.  
 nou ət̪ 'si:'said pleisiz laik ðis," ma:fəl a:nsəd.

"There will often be girls staying with their families  
 "ðəz̪ wil ɔ:fn bi: gə:lz̪ steiñ wið ðəz̪ fæmiliz

at the hotel, or young women spending a little holiday  
 at ðə hou'tel, ɔ: jʌy wimin sp̪endiz̪ ə litl hɔliði

alone, who are usually glad to have a few dances with  
 ə'loun, hu: a: ju:zuəli glæd t̪ə hæv ə fju: da:nsiz̪ wið

you. Let's see if we can find two pleasant-looking  
 ju:. lets si: if wi: kən faind tu: plez̪nt̪lukiz̪

girls." "Look over there, Marshall, at the three women  
 gə:lz̪." "luk ouvə ðəz̪, ma:fəl, ət̪ ðə þri: wimin

at that table, especially the one to the left. What on  
 at ðæt̪ teibl, is'pesəli ðə wʌn t̪ə ðə left. hwɔt̪ ɔn

earth is she doing?" "I think she's beating time to the  
 ə:b iz̪ si: du:tiŋ?" "ai þiŋk si:z̪ bi:tiŋ taim t̪ə ðə

music with her hand," he answered, "perhaps to show  
 mju:zik wið hə: hænd," hi: a:nsəd, "pə'hæps t̪ə sou

that she can dance and is willing to, if anybody should  
 ðət̪ si: kən da:ns ənd iz̪ wiliŋ tu, if enibɔdi fəd̪

ask her. I must say they're a strange collection, those  
 a:sk hə:. ai məst̪ sei ðear ə streindz̪ kə'lekʃən, ðouz̪

three! They must be at least fifteen years older than  
 þri:! ðei məst̪ bi: ət̪ li:st̪ fifti:n jiəz̪ ouldə ðən

they're trying to appear. Look at the other one, now!  
 ðəz̪ traïñ tu ə:p̪iə. luk ət̪ ði ʌðə wʌn, nau!

appear (here) =  
 look

She is putting still more red 'paint' on her lips and  
*ſi: iz putiŋ stil mɔ: red 'peint' ɔn hə: lips ən*  
powder on her nose and cheeks. I wonder what they  
*pauðər ɔn hə: nouz ən tſi:ks. ai wʌndər hwɔt ðei*  
look like under that surface of powder and paint?"  
*luk laik ʌndə ðæt ſə:fiſ əv pauðər ən peint?"*

"You should look over there instead," Storm said,  
*"ju: ſəd luk ouvə ðeər in'ſted." ſtɔ:m ſed,*  
noticing two girls of about twenty entering the restaurant  
*noutiſiŋ tu: gə:lz əv ə'baut twenti entəriŋ ðə rɛſtərɔ:y*  
in the company of a man who looked old enough to be  
*in ðə kʌmpəni əv ə mæn hu: lukt ould i'nʌf tə bi:*  
their grandfather. They were tall and good-looking,  
*ðeə grændfa:ðə. ðei wə: tɔ:l ənd gudlukiy,*  
not beautiful, but with the clear skin and rosy lips and  
*not bju:təful, bat wið ðə kliə ſkin ənd rouzi lips ənd*  
cheeks for which English women are famous. "Have  
*tſi:ks fə hwitſ iŋglis wimin a: feiməs. "həv*  
you noticed the way the smaller of them is walking in  
*ju: noutiſt ðə wei ðə ſmɔ:lər əv ðəm iz wɔ:kiŋ in*  
time to the music? Musical people often do that. I  
*taim tə ðə mju:zik? mju:zikəl pi:pl ſɔ:fn du: ðæt. ai*  
am sure she dances well."  
*əm ſu: ſi: da:nsiz wel."*

In fact, both girls moved across the dance-floor with the  
*in fæk̄t, bouþ gə:lz mu:vd ə'krɔ:z ðə da:nsflɔ: wið ðə*  
grace of young animals. "If they dance with as much  
*greis əv jʌŋ əniməlz. "if ðei da:ns wið əz mʌts*

grace as they walk, it should be lovely to dance with  
*greis əz ðei wɔ:k, it səd bi: ləvli tə da:ns wið*  
 them. Do you think they will dance with us?" Storm  
*ðəm. du: ju: þɪŋk ðei wil da:ns wið əs?" stɔ:m*  
 asked. "We can only find that out by asking them.  
*a:skt. "wi: kən ounli faind ðæt aut bai a:skiy ðəm.*  
 But let's give them a chance to taste their wine, or  
*hət lets giv ðəm ə tʃa:ns tə teist ðəə wain, ɔ:*  
 whatever they're having, before we ask them. Did  
*hru:t'evə ðəə hævɪŋ, bɪ:fɔ: wi: a:sk ðəm. did*  
 you notice that they are both wearing very beautiful  
*ju: nouis ðæt ðei a: bouþ weariy veri bju:təful*  
 jewels round their necks?" Marshall continued. "As  
*dʒu:əlz raund ðəə neks?" ma:ʃəl kən'tinju:d. "əz*  
 far as I can see from here, the tall girl's jewels are  
*fa:r əz ai kən si: frəm hɪə, ðə tɔ:l gə:lz dʒu:əlz a:*  
 quite like her sister's, except that the stones of their  
*kwait laik hə: sistəz, ik'sept ðæt ðə stounz əv ðəə*  
 jewels are of different colours. For I suppose that they  
*dʒu:əlz a:r əv dif'rənt kʌləz. fər ai sə'pouz ðæt ðei*  
 must be sisters."

*məst bi: sistəz."*

"I shouldn't wonder if they are," Storm said. "How  
*"ai fudnt wʌndər if ðei a:", stɔ:m sed. "hau*  
 different these two are from the three painted ladies  
*dif'rənt ði:z tu: a: frəm ðə þri: peintid leidiz*  
 over there. You can easily see that when you compare  
*ouwə ðəə. ju: kən i:zili si: ðæt hwen ju: kəm'peə*

compare = make  
 a comparison

auntie = aunt

the quiet good taste of the two girls' jewels with the  
ðə kwaiət gud teist əv ðə tu: gə:lz dʒu:əls wið ðə

'loud' jewels our three 'aunties' have hung round their  
'laud' dʒu:əls aʊə ðri: 'a:nti:z' həv hʌŋ rəund ðə  
thin necks — gold and silver, and stones in all colours!"  
ðin neks — gould ən silvə, ən stonəz in ɔ:l kʌləz!"

"Yes, I suppose their jewels must be expensive, but  
"jes, ai sə'pouz ðəə dʒu:əls məst bi: iks'pensiv, bat  
they look as if they might have been bought at one  
ðei luk əz if ðei mait həv bi:n bɔ:t ət wʌn  
of those stores where nothing costs more than sixpence,"  
əv ðouz stɔ:z həwər nʌʃɪŋ kəsts mɔ: ðən siks'pəns,"

Marshall replied.

ma:fəl ri'plaid.

"Well, shall we ask if the girls would care to dance  
"wel, ʃəl wi: a:sk if ðə gə:lz wəd keə tə da:n:s  
with us? We had better go one at a time — you first!  
wið əs? wi: həd bə:t gou wʌn ət ə taim — ju: fə:st!

Which of them have you thought of asking?" Storm  
hwɪts əv ðəm həv ju: ðə:t əv a:skɪŋ?" stɔ:m

wanted to know. "The smaller one. But I don't want  
wɔ:ntid tə nou. "ðə smɔ:lə wʌn. bə:t ai dount wɔ:nt

to go first," Marshall replied. "Well, if I'm to go first,  
tə gou fə:st," ma:fəl ri'plaid. "wel, if aim tə gou fə:st,

I shall ask the small one," Storm laughed. "I liked  
ai ʃəl a:sk ðə smɔ:l wʌn," stɔ:m la:ft. "ai laikt

the way she moved in time to the music."

ðə wei si: mu:vəd ɪn taim tə ðə mju:zik."

"So did I. However, I'd rather not go first; but if they  
 "sou did ai. han'evə, aid ra:ðə not gou fə:st; þət if ðei  
 care to have more than one dance with us, perhaps  
 keə tə hæv mə: ðən wʌn da:n̩s wið əs, pə'ðæps  
 I might have a chance later of trying how well she  
 ai mait həv ə tʃa:ns leitor əv traɪŋ hau wel fi:  
 dances. All right, run along now," Marshall said, "and  
 da:n̩siz. ɔ:l rait, rʌn ə'lɔy nau," ma:ʃəl sed, "ən  
 don't forget to bow to grandpa and ask him first if  
 dount fə'get tə bau tə grænpə: ənd a:sk him fə:st if  
 you may dance with one of his young ladies!"  
 ju: mei da:n̩s wið wʌn əv his jɔy leidiz."

grandpa =  
 grandfather

Storm collected all his courage and walked up to the  
 stɔ:m kə'lektid ɔ:l his kærɪdʒ ənd wɔ:kt ʌp tə ðə  
 table where the two girls were sitting. As he came  
 teibl hævə ðə tu: gə:lz wə: sitiŋ. əz hi: keim  
 nearer, he noticed that the taller of the girls looked  
 niərə, hi: nəutist ðət ðə tɔ:lər əv ðə gə:lz lukt  
 a little like Marion, and so at the last minute he decided  
 ə lɪtl laɪk mærɪən, ənd sou ət ðə la:st minit hi: dɪ'saɪdɪd  
 to ask her. First he bowed once in the general direction  
 tu a:sk hə:. fə:st hi: bəud wʌns in ðə dʒenərəl dɪ'rekʃən  
 of their table, then he bowed to the old gentleman,  
 əv ðə teibl, ðən hi: bəud tə ðə gə:l ənd a:skt in ə vɔɪs  
 and ət la:st hi: bəud tə ðə gə:l ənd a:skt in ə vɔɪs  
 and at last he bowed to the girl and asked in a voice  
 that he hardly recognized as his own, "May I have the  
 ðət hi: ha:dli rekəgnaɪzd əz his oun, "mei ai həv ðə

pleasure of having this dance with you?"  
*plezər əv hævɪŋ ðɪs da:ns wið ju:?"*

Soon they were all talking pleasantly together, and  
*su:n ðei wə:r ɔ:l tɔ:kɪŋ pləzntli tə'geðə, ənd*  
after the first few dances the old gentleman invited  
*a:ftə ðə fə:st fju: da:nzɪz ðɪ ould dʒentlmən in'veitid*  
them to move over to his table.  
*ðəm tə mu:v ouvə tə his teibl.*

On Sunday evening the two friends went home by  
*ɔn səndi i:vniŋ ðə tu: frendz went houm bai*  
train after having spent a very pleasant week-end at  
*treɪn a:ftə hævɪŋ spent ə veri pləznt 'wi:k'end ət*  
the seaside.  
*ðə 'si:!'said.*

#### EXERCISE A.

**WORDS:**

grace  
week-end  
tooth  
teeth  
brush  
brush (verb)  
tooth-paste  
tooth-brush  
comb  
sponge

Storm — to see the spring in England. Marshall and Storm went to Brighton for the —. Brighton is a town on the south — of England. A — is used to — your teeth with. In the morning, when brushing his —, Storm had noticed that he had used up all his —. A — is used to brush your hair with, and a — is also used for the hair.

The two friends wanted to bathe, so Marshall took his — with him and Storm his —. The — from London

to Brighton is about fifty miles. In former times the — made corn into —, but now the factories do it. When the ground has been broken by the —, the — is put into it. The corn is taken to the — to be made into flour. At the hotel Marshall and Storm took their tea with —. Marshall took three — of sugar.

After tea Marshall wanted to show Storm the different — of the town. The — at Brighton consisted of small stones, which many people prefer to —. Marshall knew a place with — sand. Both 'beach' and '—' mean land at the edge of a sea. Storm knew all about boats with —.

### EXERCISE B.

Write about one of the latest books you have read. Was it about a subject you are interested in, or was it just a good story? Tell us if you liked it, if you know anything about the person who wrote it, etc. Use your own words as well as you can when writing the exercise, which should have a length of 200—300 words.

### EXERCISE C. GRAMMAR.

Verbs are words that tell us what persons or things do or are. They also tell us what happens. Here are some examples: The girl **goes** to school at eight o'clock in the morning. The man **drove** the car. The boy is small. The horse **was running** very fast. I **have eaten** my apple. He **could see** many houses from his window.

|            |         |
|------------|---------|
| bathing    | drawers |
| bathing    | costume |
| drawers    |         |
| distance   |         |
| roadside   |         |
| seed       |         |
| instrument |         |
| plough     |         |
| windmill   |         |
| left       |         |
| mill       |         |
| flour      |         |
| course     |         |
| lemon      |         |
| lump       |         |
| seaside    |         |
| coast      |         |
| shore      |         |
| beach      |         |
| sand       |         |
| dance      | (verb)  |
| dance      |         |
| attraction |         |
| bow        |         |
| music      |         |
| musical    |         |
| time       |         |
| lip        |         |
| cheek      |         |
| powder     |         |
| jewel      |         |
| compare    |         |
| moon       |         |
| star       |         |
| surface    |         |
| sail       |         |
| smooth     |         |

grandpa

What **happened** then? In these sentences the words 'goes', 'drove', 'is', etc., are verbs.

A verb has several forms. 'Write', 'wrote', 'written', 'writing', 'writes' are all forms of the verb 'to write'. The form 'to write' we call the infinitive [*in'finitiv*], and this is generally the form we give when we mention a verb. Examples: to go, to eat, to swim, to play.

The form of the verb that expresses the time of the sentence we call its tense. The verbs have several tenses, which may be seen from the following sentences: I **am** ill now. I **was** ill yesterday. I **have been** ill for three days. The time "now" is expressed by the present tense. Here are some examples of verbs in the present tense: I **hope** to see you again. We **think** of going there often. You never **eat** enough. We **write** letters every day.

The forms used in the present tense are the following: I call, you call, he (she, it, the boy) calls, we call, you call, they (the boys) call. You will notice that the form is the same in all cases, except one: after 'he', 'she', 'it', and a noun in the singular, an -s is added.

The -s is pronounced [s] after the sounds *p, t, k, f, þ*, which are called voiceless [*vɔɪslɪs*] consonants, but after the sounds *b, d, g, m, n, y, v, ð, l*, which are called voiced [*vɔɪst*] consonants, and after vowels, the -s is pronounced [z]. Examples: he **thanks** [*hæyks*], he **brings** [*briŋz*], he **hears** [*hiəz*].

Notice that if the verb ends in the sounds *s, z, f, ʒ*, a whole syllable [-iz] is added: he passes [pa:siz], he rises [raizis], he wishes [wi:iz], he changes [tʃeindziz]. In writing, -es is added in such words if they do not end in an -e beforehand: wish-es, rise-s.

If a verb ends in a consonant followed by -y in the infinitive, it changes -y into -ie before -s is added, for instance, try — tries. But if a vowel comes before the -y, the -y remains when -s is added: stay — stays.

**Questions:**

What are verbs? ... What is the tense of a verb? ... How do you make the form of the present tense after 'he', 'she', 'it', or a noun in the singular? ... What do you add to a verb in the present tense after 'he', 'she', 'it', or a singular noun, if it ends in *s, z, f, ʒ*? ... If a verb ends in -y in the infinitive, do you always change it into -ie before -s is added? ...

## RAILWAYS

“Really, Marshall,” Storm said, when they were discussing their trip to Brighton over a quiet cup of tea on Sunday night, “I must say a few words in praise of your railways. Not only was our train extremely comfortable, but I was surprised to find how fast it went. The journey home from Brighton was very quick indeed.”

“Yes, we’re rather proud of our railways. Most people who come to Britain from the Continent have nothing but praise for our trains. The reason why our railways are better than those of most other countries many think is this: In most countries the railways have

*biyk iz ðis: in moust kəntriz ðə reilweiz həv*

always been owned by the State, but over here they  
*ɔ:kwa:z bi:n ound bai ðə steit, bət ouva hiə ðei*

were under the control of four big private companies  
*wə:r ʌndə ðə kən'troul əv fɔ: big pravit kʌmpəniz*

until the first of January 1948. Where the  
*ʌn'til ðə fə:st əv dʒænjuəri nainti:n fɔ:t'i:et. hwəə ðə*

State owns the railways, there's no competition, and  
*steit ounz ðə reilweiz, ðəz nou kəmp'i:tisən, ən*

that often means, they say, that nobody takes any real  
*ðət ɔ:fn mi:nz, ðei sei, ðət noubədi teiks eni riəl*

trouble to make a first-class business out of them. This  
*trʌbl tə meik ə fə:stklə:s biznis aut əv ðəm. ðis*

usually means, of course, that railways owned by the State  
*ju:zuəli mi:nz, əv kɔ:s. ðət reilweiz ound bai ðə steit*

don't make money, but lose money instead. Although  
*dənət meik məni, bət lu:s məni in'sted. ɔ:l'ðou*

our railways are now owned by the State, you must  
*auə reilweiz a: nau ound bai ðə steit, ju: məst*

remember that they had been made into a first-class  
*ri'membə ðət ðei həd bi:n meid intu ə fə:stklə:s*

business by the people who owned them before."

*biznis bai ðə pi:pl hu: ound ðəm bi:fɔ:."*

Storm: "Yes, I can easily understand that there must  
*stɔ:m: "jes, ai kən i:zili ʌndə'stænd ðət ðəə məst*

have been much competition between the four com-  
*həv bi:n məts kəmp'i:tisən bi'twi:n ðə fɔ: kʌm-*

panies, and I also understand that this may have been  
*pəniz, ənd ai ɔ:l'sou ʌndə'stænd ðət ðis mei həv bi:n*

company = business into which many people have put money

make money = earn money

He loses, he lost, he has lost [*lu:ziz, ləst, ləst*].

benefit = advantage

a benefit to the people who used the trains. Each  
ə benefit tə ðə pi:pl hu: ju:sd ðə treinz. i:ts  
of the companies, of course, wanted to get as much  
əv ðə kʌmpəniz, əv kɔ:s, wɔntid tə get əz mʌts  
of the transport as possible. Their accounts had to  
əv ðə trænsپ:t əz pɔ:sabl. ðeər ə'kaunts hæd tə  
show a profit at the end of the year. If they lost  
ʃou ə profit ət ði end əv ðə jiə. if ðei lost  
business, they lost money, and if they lost too much  
bɪznɪs, ðei lost mʌni, ənd if ðei lost tu: mʌts  
money, their accounts would show a loss instead of  
mʌni, ðeər ə'kaunts wəd ʃou ə los in'sted əv  
a profit; then people wouldn't put their money into  
ə profit; ðen pi:pl wudnt put ðə mʌni intə  
that company, and it would soon be finished. But  
ðæt kʌmpəni, ənd it wəd su:n bi: finist. bət  
tell me, what could they really do in the way of com-  
petiʃn, hwət hud ðei riəli du: in ðə wei əv kom-  
petition? It isn't always that competition is good.”  
pɪl'tiʃn? it iznt ɔ:lwəz ðæt kompi'tiʃn iz gud.”  
“Oh, there were, and still are of course, many forms  
“ou, ðər wə:, ən stil a:r əv kɔ:s, meni fɔ:ms  
of service to be found in our trains. We really feel  
əv sə:vɪs tə bi: faund in ouə treinz. wi: riəli fi:l  
that somebody is always thinking out new comforts  
ðæt səmbədi iz ɔ:lwəz pi:ykig aut nju: kʌmfəts  
for the travellers. In almost all carriages we have  
fə ðə trævləz. in ɔ:lmoʊst ɔ:l kærɪdʒɪz wi: həv

soft seats to sit on, instead of hard seats of wood. At  
*soft si:ts tə sit ən, in'sted əv ha:d si:ts əv wud.* at

wood = what  
 chairs and tables  
 are made of

many stations we can buy a cup of tea, take it along  
*meni steisənz wi: kən bai ə kʌp əv ti:, teik it ə'lɔŋ*

in the train, and leave the empty cup at another station.  
*in ðə trein, ən li:v ði emti kʌp ət ə'nʌðə steisən.*

In one or two trains running between London and  
*in wʌn ə tu: treins rʌniŋ bi'twi:n landən ən*

Brighton, they have special carriages with typewriters  
*braitn, ðei həv spesəl kæridziz wið taipraitəz*

for business men and their secretaries."

*fə biznis men ən ðeə sekrətriz.*"

"I see that your railways differ very much from those  
*"ai si: ðət jɔ: reilweiz difə veri məts frəm ðouz*

in my country," Storm said. "At home, there is, for  
*in mai kʌntri," stɔ:m sed. "ət houm, ðər iz, fər*

instance, a great difference between first and third  
*instəns, ə greit difrəns bi'twi:n fə:st ən þə:d*

class carriages. The first class carriages, of course,  
*kla:s kæridziz. ðə fə:st kla:s kæridziz, əv kɔ:s,*

have soft seats, but many third class carriages still  
*həv soft si:ts, bət meni þə:d kla:s kæridziz stil*

have hard wooden seats. And typewriters! I'm sure  
*həv ha:d wudn si:ts. ən taipraitəz! aim fə*



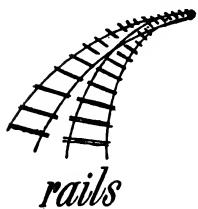
*typewriter*

nobody ever thought of having typewriters for business  
*noubədi evə þɔ:t əv hævɪŋ taipraitəz fə biznis*

men in our trains."

*men in aʊə treinz."*

wooden = made  
 of wood



"There's another difference which I'm almost sure you  
 "ðəz ə'nʌðə difrəns hwitʃ aim ɔ:lmost suə ju:

have noticed," Marshall said. "Our carriages are a  
 həv nou'tist," ma:ʃəl sed. "auə kæridziz a:r ə  
 little narrower than those used on the Continent,  
 litl nærouə ðən ðouz ju:zd ɔn ðə kontinənt,  
 although the space between the rails isn't narrower.  
 ɔ:l'dou ðə speis bi'twi:n ðə reilz iznt nærouə.

With narrower carriages running on the rails, it means  
 wið nærouə kæridziz rʌniŋ ɔn ðə reilz, it mi:nz

that trains can go much faster. You will remember  
 ðæt treinəz kən gou mʌts fa:stə. ju: wil ri'membə

that we Englishmen built the first railways. That is  
 ðæt wi: ɪnglis'mən bilt ðə fə:st reilweiz. ðæt is

to say, already more than two thousand years ago the  
 tə sei, ɔ:l'redi mɔ: ðən tu: þauzənd jiəz ə'gou ðə

Romans knew how to use rails of stone or wood for  
 roumənz nju: hau tə ju:z reilz əv stoun ɔ: wud fə

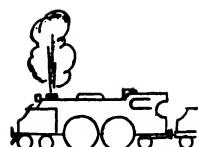
the transport of heavy objects. But it was in England  
 ðə trænspɔ:t əv hevi ɔ:bzikts. bæt it wəz in ɪnglənd

that the first modern railway was opened, with a real  
 ðæt ðə fə:st mɔ:ðən reilwei wəz oupənd, wið ə riəl

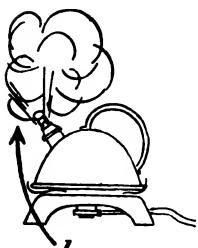
engine that was moved forward by steam. At first  
 endʒin ðæt wəz mu:vd fɔ:wəd bai sti:m. ət fə:st

people were afraid of these engines with steam coming  
 pi:pl wə:r ə'freid əv ði:z endʒinz wið sti:m kʌniy

out of them. They thought that the engines weren't  
 aut əv ðəni. ðei þɔ:t ðæt ði endʒinz wə:nt



engine



steam

safe and dared not ride in trains pulled by engines.  
*seif ən dəd nət raid in treinz puld bai endzinz.*

So not until the engines had been used for some time  
*sou nət ʌn'til ði endzinz həd bi:n ju:zd fə sʌm taim*

for the transport of goods, did people believe that they  
*fə ðə trænspɔ:t əv gudz, did pi:pl bi:li:v ðət ðei*

were quite safe, and that they could ride in the trains  
*wə: kwait seif. ən ðət ðei kəd raid in ðə treinz*

without danger. I think it would be hard to-day to  
*wið'aut deindzə. ai þiyk it wəd bi: ha:d tə'dei tə*

find a person who wouldn't dare to ride in a train.”  
*faind ə pə:sn hu: wudnt deə tə raid in ə trein.”*

“How strange to think that the railways, which have  
*hau streindz tə þiyk ðət ðə reilweiz, hwiſ həv*

been of such benefit to people, were so long in having  
*bi:n əv sətſ benifit tə pi:pl, wə: sou lɔy in hævɪŋ*

success!” Storm said. “Just think how travelling, a  
*sək'ses!” stɔ:m sed. “dʒəst þiyk hau trævliŋ, ə*

little over a hundred years ago, differed from travelling  
*litl ouvor ə həndrəd jiəz ə'gou, difəd frəm trævliŋ*

to-day! A two hours' trip to-day would have been  
*ta'dei! ə tu: auəz trip tə'dei wəd həv bi:n*

a two days' journey then — a very uncomfortable  
*ə tu: deis dʒə:ni ðen — ə veri ʌn'kʌmfətbl*

journey, too — and not very safe. Nowadays we sit  
*dʒə:ni, tu: — ən nət veri seif. nauədeis wi: sit*

at ease on seats as comfortable as our chairs at home.  
*ət i:z ən si:ts əz kʌmfətbl əz auə tʃəz ət houm.*

at ease = com-  
fortably

restaurant car =  
railway carriage  
used as a restaurant

He flies, he flew,  
he has flown  
[flaɪz, flu:, floun].

unknown = not known

'Cheltenham Flyer' = the fastest train running between London and Cheltenham

'Flying Scotsman'  
= a well-known train running between London and Edinburgh  
[edinbərə]

If we get hungry on the trip, we only have to go into if wi: get hʌŋgri ɔn ðə trip, wi: ounli hæv tə gou intə the restaurant car and order what we want, and then ðə restərɔ:y ka:r ənd ɔ:də hwʌt wi: wɔnt, ən ðən sit at ease in soft chairs, watching houses and trees sit ət i:z in soft tʃeəz, wɔtʃɪg hausɪz ən tri:z fly past the window, while we are waiting for the flai pa:st ðə wɪndou, hwail wi: a: wɛitiŋ fə ðə food." fu:d."

"Yes," replied Marshall, "the railways soon became a "jes," ri'plaɪd ma:fəl, "ðə reilweɪz su:n bɪ'keɪm ə success, even if the first trains were uncomfortable and sə'k'ses, i:vən if ðə fə:st treɪns wə:r ʌn'kʌmfətabl ən the service now given to passengers was quite unknown ðə sə:vɪs nau ɡɪvn tə pæsɪndʒəz wəz kwait 'ʌn'noʊn then. The speed of those first trains in comparison ðən. ðə spi:d ər ðən fə:st treɪns in kəm'pærɪsɪn with what people were used to must have given the wið hwʌt pi:pl wə: ju:st tu məst hæv ɡɪvn ðə first passengers a feeling that they were flying along fə:st pæsɪndʒəz ə fi:liŋ ðət ðei wə: flaiŋ ə'lɔŋ as fast as birds. Speaking of birds and flying, it is said əz fa:st əz bə:ds. spi:kiŋ əv bə:ds ən flaiŋ, it is sed that some of our trains, for instance, the 'Cheltenham ðət səm əv aʊə treɪns, fər instəns, ðə 'tʃeltnəm Flyer' and the 'Flying Scotsman', two of the fastest flaiə' ən ðə 'flaiŋ skɔtsmən', tu: əv ðə fa:stist

trains in the world, when at their greatest speed, really  
*treinz in ðə wə:ld, hwen ət ðəə greitist spi:d, riəli*  
 do go faster than any bird has ever flown. I don't  
*du:gou fa:stə ðən eni bə:d həz evə floun. ai dount*  
 know whether it's true, though."  
*nou hweðər its tru:, ðou.*"

"I hardly think so. But even without that there are  
*"ai ha:dli þiŋk sou. bət i:vən wið'aut ðət ðəə*  
 so many things that I must praise," Storm answered.  
*sou meni þiŋs ðət ai məst preiz," sto:m a:nsəd.*

"I've noticed, for instance, that there are very fine  
*"air nou'tist, fər instəns, ðət ðəə veri fain*  
 connections between most of the larger towns. There  
*kə'nekʃənz bi'twi:n moust əv ðə la:dʒə taunz. ðəə*  
 are connections several times a day from one end of the  
*kə'nekʃənz sevərl taimz ə dei frəm wan end əv ðə*  
 country to the other. And the connections from London  
*kʌntri tə ði ʌðə. ən ðə kə'nekʃənz frəm lʌndən*  
 are so frequent that you can go almost anywhere  
*a: sou fri:kweənt ðət ju: kən gou ɔ:lmoüst enihwəə*  
 whenever you want to. I'm sorry to say that in my  
*hwen'cvo ju: wənt tu. aim sɔri tə sei ðət in mai*  
 country this is not always so."  
*kʌntri ðis is not ɔ:lways sou.*"

"Perhaps that is why many Londoners are such fre-  
*"pə'hæps ðət is hweɪ meni lʌndənəz a: səts fri:-*  
 quent guests in the country. It's made easy for them  
*kweənt gests in ðə kʌntri. its meid i:zi fə ðəm*

to get away," Marshall replied. "You seem to be made  
tə get ə'wei," ma:səl ri'plaid. "ju: si:m tə bi: meid  
of the right material for a true Londoner; I've noticed  
əv ðə rait mə'tiəriəl fər ə tru: ləndənə; aiv nou'tist  
that it's getting harder and harder to keep you at home  
ðət its getiŋ ha:dər ən ha:də tə ki:p ju: ət houm  
during the week-ends. You go about in trains as if  
djuəriŋ ðə 'wi:k'ends. ju: gou ə'baut in treiṇs əz if  
you were getting material together for a book about  
ju: wə: getiŋ mə'tiəriəl tə'geðə fər ə buk ə'baut  
the country round London — or perhaps you just want  
ðə kʌntri raund ləndən — ɔ: pə'hæps ju: dʒʌst wənt  
to be sure that the railways will get a nice profit?"  
tə bi: suə ðət ðə reilweis wil get ə nais prɔfit?"  
"Don't be foolish, Marshall," Storm replied. "I'm sorry  
"dount bi: fu:liſ. ma:səl," stɔ:m ri'plaid. "aim sɔri  
I haven't told you any more about my trips than I have,  
ai hævnt tould ju: eni mɔ:r ə'baut mai trips ðən ai hæv.  
but I will tell you all about them later on." "This  
bat ai wil tel ju: ɔ:l ə'baut ðəm leitər ɔn." "ðis  
sounds very interesting. — And what has come over  
saundz veri intristiy. — ən hwɔ:t hæz kʌm ouvə  
you, since you suddenly look so serious? Have you  
ju:, sins ju: sədnli luk sou siəriəs? hæv ju:  
lost all your smiles in the train?" "Please don't make  
lɔst ɔ:l jɔ: smailz in ðə trein?" "pli:z dount meik  
fun of me — I'm really a rather serious young man at  
fʌn əv mi: — aim riəli ə ra:ðə siəriəs jʌŋ mæn ət

heart!" "So I see. Excuse me, old man! But I'm  
*ha:t!*" "*sou ai si: iks'kju:z mi:, ould mæn!* *bat aim*  
 sure that yours is not only a case of the loss of a few  
*suə ðæt jɔ:z iz nɔt ounli ə keis əv ðə lɔs əv ə fju:*  
 smiles. I wonder if you haven't lost your heart as  
*smailz. ai wʌndər if ju: hævnt lɔst jɔ: ha:t əz*  
 well?" Storm: "What do you mean?" "I mean,"  
*wel?" stɔ:m: "hwat du: ju: mi:n?" "ai mi:n,"*  
 Marshall replied, "— no, I shall answer you with another  
*ma:fəl ri'plaid, "— nou, ai fəl a:nəsə ju: wið ə'nʌðə*  
 question: Are you alone on your frequent Sunday trips  
*kwestʃən: a: ju: ə'loun ən jɔ: fri:kwənt sʌndi trips*  
 into the country?" "Hem — I'm not quite ready to tell  
*intə ðə kʌntri?" "hm — aim nɔt kwait redi tə tel*  
 you about that yet." "Oh, sorry! I can wait."  
*ju: ə'baut ðæt jet." "ou, sɔri! ai kən weit."*

### EXERCISE A.

Until the first of January 1948, all the railways in England were owned by four — and were not under the — of the State. The English railways are of great — to the passengers. The passengers sit on — seats, instead of hard seats made of —. Most railways owned by the State show a — when the accounts are made up at the end of the year, while the private railway companies generally show a —.

WORDS:  
 frequent  
 transport  
 safe  
 dare  
 steam  
 engine  
 success  
 journey

## Chapter Fifty-Four (54).

uncomfortable  
restaurant car  
unknown  
fly  
flew  
flown  
flyer  
wood  
wooden  
soft  
difference  
differ  
benefit  
control  
lose  
lost  
loss  
profit  
company  
connection  
competition  
rail  
service  
ease  
praise  
praise (verb)  
material  
typewriter

Storm told Marshall that the railways in his country in many ways — from the railways in Britain. They did not give the passengers such good —. The — between the first and third class carriages was very great. Nowadays you can sit at — in the restaurant — and have your dinner while you are travelling. They say that the train called the 'Cheltenham —' runs faster than any bird has ever —. In one or two trains running between London and Brighton, they have — for business men. Storm — the English railways, and Marshall answered that most foreigners had only words of — for them.

Although the British carriages are narrower, the space between the — in England is the same as on the Continent. When the first railways were built, modern comforts on the trains were quite —. Before the railways came, a trip which now is made in a few hours was often a — of several days. It is the — that pulls the train. Most engines are driven by —. At first people thought that the trains were not —, and therefore they — not ride in them, but used them only for the — of goods. Now, however, they have had great — everywhere. There are very good — between all the larger towns in England. Storm had made — trips into the country during the last months. When Storm answered Marshall in a serious voice, Marshall asked him if he had — all his smiles in the train.

**EXERCISE B.**

**Answer these questions with full sentences:**

Which do you think is the cheaper way of transport of goods, by ship or by train? ... Are all the railways in your country owned by the State? ... What service do your trains give to the passengers? ... Have you got trains that have names, as some trains have in England? ... Do railways in your country show a profit or a loss? ... Why do you think this is so? ... Which way of travelling do you prefer, by train or by boat? ...

**EXERCISE C. GRAMMAR.**

The present tense of the verb 'have' is not made in the normal way after 'he', 'she', 'it', or a noun in the singular. The form is 'has': I have, you have, he (she, it, the boy) has, we have, you have, they (the boys) have. In the same way, the present tense of the verb 'do' is irregular [*i'regjulə*], that is, not normal, after 'he', 'she', 'it', or a noun in the singular: I do [*du:*], you do, he (she, it, the boy) does [*dʌz*], we do, you do, they (the boys) do. Verbs ending in -o add -es after 'he', 'she', 'it', or a noun in the singular. Example: I go, he goes.

The verbs 'shall', 'will', 'can', 'may', 'must', 'ought' do not add an -s when used with 'he', 'she', 'it', or a noun in the singular, and have consequently only one form in the present tense. Examples: He will do it. John must not go to school to-day. He can pay the bill. She may come at any time.

'Dare' and 'need' may be without -s after 'he', 'she', 'it', or a noun in the singular, if they are followed by an infinitive. Examples: He **needs** the money. He **need** not go there. Let him come if he **dares**. He **dare** not go there.

The present tense of the verb 'be' has three different forms: I am, you are, he (she, it, the boy) is, we are, you are, they (the boys) are.

**Questions:**

What is the present tense form of 'have' after 'he', 'she', 'it', or a noun in the singular? ... What is the present tense of 'do' after 'he', 'she', 'it', or a noun in the singular, and how is the form pronounced? ... What do verbs ending in -o add in the present tense after 'he', 'she', 'it', or a noun in the singular? ... Mention the six verbs which do not end in -s after 'he', 'she', 'it', or a noun in the singular. ... What are the present tense forms of the verb 'be'? ...

## AN IMPORTANT QUESTION

Storm's special work for Mr. Edwards made it necessary  
*stɔ:mz spɛfəl wə:k fə mistər edwədz meid it nəsɪsəri*

for him to spend many evenings at the manager's house.  
*fə him tə spend meni i:vniy়z ət ðə mænidzəz haus.*

When work was finished on these nights, Mrs. Edwards  
*hwen wə:k wə:z finiʃ ən ði:z naits misi:z edwədz*

and Marion usually laid the tea-table, and they all had  
*ənd mæriən ju:z u:li leid ðə ti:teibl, ənd ðei ɔ:l hæd*

a cup of tea together.

*ə kʌp əv ti: tə'geðə.*

In this way it was not long before the two young people  
*in ðis wei it wə:z nɔt lɔy bi'fɔ: ðə tu: jʌy pi:pl*

had become great friends. They went about together  
*hæd bi'kʌm greit frendz. ðei went ə'baut tə'geðə*

quite a lot, to restaurants now and then, to see a picture,  
*kwait ə lɔt, tə restərɔ:yz nau ənd ðen, tə si: ə pi:ktsə,*

or on small trips to places outside London.

*ɔ:r ən smɔ:l trips tə pleisiz autsaid ləndən.*

On the Sunday following the trip to Brighton, Marion  
*ən ðə sandi fəlouiy় ðə trip tə braɪtn, mæriən*

had agreed to go with Storm to spend a day in the  
*hæd ə'gri:d tə gou wið stɔ:m tə spend ə dei in ðə*

hills south of London. London itself is mostly built  
*hilz saʊp əv ləndən. ləndən i't'self iz moustli bilt*



since (here)  
= because

on very flat ground, but a short distance to the south  
*on veri flæt graund, bæt ə ſɔ:t diſtæns tæ ðæ ſauh*

of the city there are high hills, from which there is  
*əv ðæ siti ðær a: hai hilz, fræm hwits ðær iz*

a very beautiful view of London and the country round  
*ə veri bju:tæful vju: əv lændən and ðæ kʌntri raund*

it. The highest of the hills is called Leith Hill; that  
*it. ðæ hæiſt əv ðæ hilz iz kɔ:ld li:p hil; ðæt*

was where they were going that day, since Storm had  
*wæz hwæz ðei wæ: gouiy ðæt ðei, sins ſtɔ:m hæd*

not been there yet. "I'm looking forward to getting  
*nɔ:t bi:n ðær jet. "aim lukiy fɔ:wæd tæ getiy*

up into the hills," Storm said as they sat in the bus.  
*ʌp intæ ðæ hilz," ſtɔ:m ſed əz ðei ſæt in ðæ bʌs.*

"I don't find flat country very interesting — the same  
*"ai dount faind flæt kʌntri veri intriſtiy — ðæ ſeim*

wherever you look. In the hills, on the other hand,  
*hwær'evə ju: luk. in ðæ hilz, ən ði ʌðæ hænd.*

the country changes all the time, and there's always  
*ðæ kʌntri tſeindzis ɔ:l ðæ taim, ən ðæz ɔ:lwaſ*

something new to be seen. Hallo! What was that?"  
*samþiy — nju: tæ bi: ſi:n. hæ'lou! hwæt wæz ðæt?"*

he suddenly cried out, as the bus threw them over to  
*hi: ſædnli kraid aut, əz ðæ bʌs þru: ðæm ouvæ tæ*

one side and then stopped. They had just come round  
*wʌn ſaid ənd ðæn ſtɔ:p. ðei hæd dʒʌſt kʌm raund*

a curve in the road and had nearly run into an old  
*ə kæ:v in ðæ roud ənd hæd niðli ran intu ən ould*

curve = bend

car that was standing in the road. "That was a near  
 ka: ðæt wəz stændiŋ in ðə roud. "ðæt wəz ə niə  
 thing," Marion said. "If the driver hadn't been so  
 þiy," mærion sed. "if ðə draivə hædn̄t bi:n sou  
 quick in using the brakes and stopping the bus, there  
 kwik in ju:ziŋ ðə breiks ən stɔpiŋ ðə bʌs. ðæs  
 would no doubt have been an accident. Look at the  
 wəd nou daut həv bi:n ən əksidənt. luk ət ðə  
 cloud of dust that the wheels made!"  
 klaud əv dʌst ðæt ðə hwi:ls meid!"

"This is one of the new buses with brakes both on the  
 "ðis is wʌn əv ðə nju: bʌsiz wið breiks bəuþ ən ðə  
 front wheels and on the back wheels; that's why she  
 frʌnt hwi:ls ənd ən ðə bæk hwi:ls; ðæts hwai fi:  
 was able to stop so quickly when I put the brakes on,"  
 wəs eibl tə stop sou kwikli hwen ai put ðə breiks ən,"

the driver said proudly, as he started the bus again.  
 ðə draivə sed praudli, əz hi: sta:tid ðə bʌs ə'gein.

"If it had been one of the old ones," he continued,  
 "if it həd bi:n wʌn əv ði ould wʌnz," hi: kən'tinju:d.

"I'm afraid we should now all have been lying in the  
 "aim ə'freid wi: səd nau ɔ:l həv bi:n laiŋ in ðə

dirty water in the ditch at the side of the road — bus,  
 ðə:ti wə:tər in ðə dɪtʃ ət ðə said əv ðə roud — bʌs,

passengers, car, and all, and this just because some  
 þæsindzəz, ka:, ənd ɔ:l, ən ðis dʒʌst bi:kəz səm

farmer leaves his car in such a foolish place as a curve  
 fa:mə li:vz his ka:r in səts ə fu:li:f pleis əz ə kə:v



wheel

she = the bus



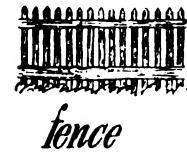
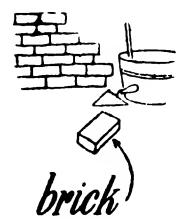
ditch

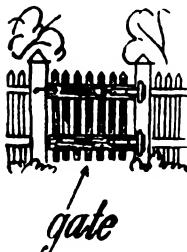
certain = sure

in the road! Well, I've never run my bus into the  
in ðə roud! wel, aiv nevə ran mai bʌs intə ðə  
ditch yet, and if I can help it, I never shall!" "I'm  
dits jet, ənd if ai kən help it, ai nevə sel!" "aim  
quite certain he never will," Storm said to Marion;  
kwait sə:tn hi: nevə wil." stɔ:m sed tə mærion;  
"he seems to be an extremely clever driver."  
"hi: si:mz tə bi: ən iks'tri:mli klevə draivə."  
"Well, this seems to be where we're to get off," Storm  
"wel, ðis si:mz tə bi: hwəə wia tə get ə:f," stɔ:m  
said a few minutes later, as the bus stopped at the  
sed ə fju: minits leitə, əz ðə bʌs stɔpt ət ðə  
bottom of a hill. "Yes, this is Leith Hill," Marion  
bɔ:təm əv ə hil. "jes. ðis iz li:þ hil," mærion  
replied. "Can you see the tower at the top of the hill?  
ri'plaɪd. "kən ju: si: ðə tauər ət ðə tɔp əv ðə hil?"  
The hill isn't quite 1,000 feet high, but now that  
ðə hil isnt kwait ə þausənd fi:t hai, bət nau ðət  
the tower has been built, it may be said with some  
ðə tauə həz bi:n bilt, it mei bi: sed wið sam  
truth that it is 1,000 feet from the bottom of the  
tru:þ ðət it is ə þausənd fi:t frəm ðə bɔ:təm əv ðə  
hill to the top. — It is certainly good to walk about  
hil tə ðə tɔp. — it iz sə:tnli gud tə wɔ:k ə'baʊt  
a bit after sitting in the bus for so long," Marion  
ə bit a:ftə sitiŋ in ðə bʌs fə sou lɔŋ," mærion  
continued, as she got out of the bus. "And now I  
kən'tinju:d, əz fi: got aut əv ðə bʌs. "ən nau ai

suggest that first of all we walk over to that farm and  
 suggest that first of all we walk over to that farm and  
 have a cup of tea to wash away the dust from our  
 have a cup of tea to wash away the dust from our  
 throats before we start on our walk. It hasn't rained  
 for two weeks, so there must have been at least an  
 inch of dust on the road for the wheels of the bus to  
 send flying in clouds." "Did you say tea at the farm?"  
 send flying in clouds." "Did you say tea at the farm?"  
 Storm asked. "Yes, in many places in the country  
 where tourists come," she answered, "the farmers' wives  
 serve tea with home-made bread and cake, and they  
 do so here, too."

The farm-house was a long, low building made of red  
 brick. At one side there was a building for the animals,  
 also of red brick, and at the other side was a nice  
 garden, surrounded by a wooden fence, where tea was





served. "I wonder where the gate is in this fence?"  
*sə:vd. "ai wəndə hwə:ə ðə geit iz in ðis fəns?"*

Marion said, as they walked along the side of the  
*məriən sed, əz ðei wə:kt ə'lɔ:y ðə said əv ðə*  
 garden towards the house. "There must be some way  
*ga:dn tə'wɔ:dz ðə haus. "ðəə məst bi: səm wei*  
 of getting into the garden."  
*əv getiy intə ðə ga:dn."*

Not until they came all the way up to the farm-house,  
*not ən'til ðei keim ɔ:l ðə wei ʌp tə ðə 'fa:m'haus,*  
 did they find the gate. Just as they were going to  
*did ðei faind ðə geit. dʒʌst əz ðei wə: gouiy tu*  
 open it, the farmer's wife came out with a basket full  
*oupen it, ðə fa:məz waif keim aut wið ə ba:skit ful*  
 of corn and started feeding the corn to the fowls  
*əv kɔ:n ənd sta:tid fi:diy ðə kɔ:n tə ðə faulz*  
 running about in front of the house. When she called,  
*rʌniy ə'baut in frənt əv ðə haus. hwen fi: kɔ:ld,*  
 they hurried up to her as fast as their legs and their  
*ðei hʌrid ʌp tə hə: əz fa:st əz ðəə legz ənd ðəə*  
 wings would carry them. One little brown hen  
*wiŋz wəd kəri ðəm. wʌn litt braun hen*  
 especially seemed to be very hungry; it tried to fly  
*is'pəsəli si:md tə bi: veri hʌygri; it traid tə flai*  
 up to the basket to get as near to the corn as possible.  
*ʌp tə ðə ba:skit tə get əz niə tə ðə kɔ:n əz pəsəbl.*  
 There were several kinds of fowls, and among them  
*ðəə wə: sevral kaindz əv faulz, ənd ə'mʌy ðəm*

they also saw a turkey. "Look at that funny fellow  
 ðei ɔ:lou sɔ: ðə tə:ki. "luk ət ðæt fəni felou  
 over there," Marion said. "He looks as if he owned  
 ouvə ðεə," mærion sed. "hi: luks əz if hi: ound  
 the whole place — so proud. And then he's going  
 ðə houl pleis — sou praud. ən ðen hi:z gouin  
 to end his life on somebody's Christmas table, no doubt.  
 tu end his laif ən səmbədiz krisməs teibl, nou daut.

Listen to the strange noise he's making. Isn't he funny?  
 lisn tə ðə streindʒ nɔiz hi:z meikiy. iznt hi: fəni?

I must always laugh when I see turkeys; they look  
 ai məst ɔ:lwəz la:f hwen ai si: tə:kiz; ðei luk  
 so much like little old, foolish, proud men."  
 sou məts laik litl ould, fu:lis, praud men."

"Good afternoon," she said to the farmer's wife, who  
 "gud 'a:ftə'nu:n," si: sed tə ðə fa:məs waif, hu:

had now finished feeding the fowls. "Could you make  
 həd nau finisf fi:diŋ ðə faulz. "kəd ju: meik  
 us a cup of tea?" "Yes, certainly," the woman  
 əs ə kʌp əv ti:?" "jes. sə:tnli," ðə wumən

answered. "If you'll go into the garden and wait, it  
 a:nsəd. "if ju:l gou intə ðə ga:dn ən weit, it

will be ready in a few minutes." "Fine! But might  
 wil bi: redi in ə fju: minits." "fain! bət mait

I look about a bit while we're waiting?" Storm asked.  
 ai luk ə'baut ə bit hwail wiə weitiŋ?" stɔ:m a:skt.

"You see, I've never visited an English farm before,  
 "ju: si:, aiv nevə vizitid ən iŋglis fa:m bi'fɔ:,





*pig*

fat = the opposite of thin

and I'm interested in seeing whether there's much  
*ənd aim intristid in si:iy hweðə ðəz məts*  
 difference between your farms and the farms of the  
*difrəns bi'twi:n jɔ: fa:mz ən ðə fa:mz əv ðə*  
 country that I come from." "Certainly! Look about  
*kʌntri ðət ai kʌm frəm.*" "sa:tnli! luk ə'baut  
 as much as you like. But be careful when you go over  
*əz məts əz ju: laik. bət bi: kə'fʊl hwen ju: gou ouva*  
 to the animals, for we've got a young pig running  
*tə ði ənɪməlz, fə wi:v gət ə jʌŋ pɪg rənɪŋ*  
 about loose, and he might brush against your clothes.  
*ə'baut lu:s, ən hi: mait brəf ə'geinst jɔ: klouðz.*  
 Pigs, you know, aren't always so clean. He really  
*pɪgz, ju: nou, a:nt ɔ:lwez sou kli:n. hi: riəli*  
 shouldn't be loose any longer, but ought to be shut  
*fudnt bi: lu:s eni lɔygə, bət ɔ:t tə bi: fət*  
 up with the other pigs — you can see the five fat pigs  
*ʌp wið ði ʌðə pɪgz — ju: kən si: ðə faiv fæt pɪgz*  
 in there. He runs about so much that he doesn't grow  
*in ðə. hi: rənz ə'baut sou məts ðət hi: dəznt grəu*  
 fat like the others. He's such a funny little pig, putting  
*fæt laik ði ʌðəz. hi:z səts ə fəni littl pɪg. putiŋ*  
 his nose into everything to see what it is, and the  
*his nouz intu evrɪþɪŋ tə si: hwət it ɪz, ən ðə*  
 children have such a good time playing with him that  
*tʃɪldrən həv səts ə gud taim pləiŋ wið him ðət*  
 my husband hasn't had the heart to shut him up with  
*mai hʌzbənd həznt hæd ðə ha:t tə fət him ʌp wið*

the others yet. But you can see for yourselves that  
*ði ððəz ðct. bæt ju: kən si: fə ðɔ:selvz ðæt*

he's much too thin; by now, he ought to be almost  
*hi:z mæts tu: þin; bai nau, hi: ð:t ðæ bi: ð:lmoust*

twice as fat! Well," she continued, picking up two  
*twais ðz fæt! wel," si: kən'tinju:d, pikiy ð:p tu:*

empty buckets that were standing outside the kitchen  
*emti bækits ðæt wə: stændiŋ autsaid ðə kitſin*

door, "I'd better go to the pump now and get the  
*dɔ:z "aid betə you tə ðə þamp nau ən get ðə*

water for your tea."  
*wɔ:tə fə ðɔ: ti:z*"

"Aren't the buckets heavy for you to carry?" Marion  
*"a:nt ðə bækits hevi fə ju: tə kæri?" mæriən*

asked. "No, that's nothing to speak of. But in my  
*a:skt. "nou, ðæts nʌþiy tə spi:k əv. bæt in mai*

grandmother's time the work of a farmer's wife was  
*grændmʌðəz taim ðə wə:k əv ə fa:məz waif wəz*

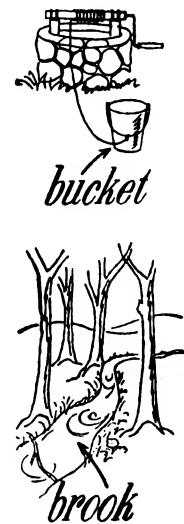
hard. They didn't have a pump at the farm then,  
*ha:d. ðei didnt hæv ə þamp ət ðə fa:m ðen,*

but had to walk quite a long distance to a small  
*bæt hæd tə wɔ:k kwait ə lɔ:y distans tu ə smɔ:l*

brook to get water. Of course, the water in a brook  
*bruk tə get wɔ:tə. əv kɔ:s. ðə wɔ:tər in ə bruk*

coming down from the hills is always very fine, but  
*kʌmɪŋ daun frəm ðə hilz iz ð:lwəz veri fain, bæt*

it really was too far to go to get water. If you're  
*it riðli wɔ:z tu: fa: tə you tə get wɔ:tə. if ju:z*



*pump*



around = about

a bit = a short time



*Oak*

He **spreads**, he **spread**, he has **spread** [spredz, spred, spred].

going up Leith Hill, you will cross the brook on your *gouiy* *əp li:þ hil, ju: wil kros ðə bruk on jo:* way up. The path from here to the top of the hill *wei əp. ðə pa:þ frəm hiə tə ðə tɔþ əv ðə hil* passes the brook at a place where the brook is so *pa:siz ðə bruk ət ə pleis hweə ðə bruk is sou* narrow that you can cross it in one step.” “Isn’t *nærou ðət ju: kən kros it in wan step.*” “iznt there a road up the hill from the main road?” Storm *dər ə roud əp ðə hil frəm ðə mein roud?*” *stɔ:m* asked. “Yes,” she answered, “but you had better go *a:skt. “jes.” si: a:nəsd, “bət ju: həd betə gou* by the path through the wood. It’s a much nicer *bai ðə pa:þ bru: ðə wud. its ə məts naisə* way and not so full of dust as the road.” After *wei ən not sou ful əv dʌst əz ðə roud.*” *a:ftə* having looked around for a bit, Marion and Storm *hævviy lukt ə'raund for ə bit. mærion ənd stɔ:m* went into the garden to have their tea. The garden *went intə ðə ga:dn to hæv ðəz ti:. ðə ga:dn* was small and well kept, with three or four tables *wəz smɔ:l ənd wel kept, twid þri: ə fɔ: teibz* for the guests. They chose a table in the corner, *fɔ: ðə gests. ðei tʃouz ə teibl in ðə kɔ:nə,* under a very large old oak tree. The old oak spread *ʌndər ə veri la:dʒ ould ouk tri:. ði ould ouk spred* its branches far out on all sides and gave a lovely, *its bra:nfiz fa:r aut ə:l saidz ənd geiv ə lavli,*

cool shade for them to sit in. In the leaves and the  
*ku:l seid fə ðəm tə sit in. in ðə li:vs ənd ðə*  
 branches above their heads they saw birds busily flying  
*bra:nfiz ə'bʌv ðəs hedz ðei sə: bə:ds bizili flaiiy*  
 in and out, and some of them flew away to return a  
*in ənd aut, ənd sam əv ðəm flu: ə'wei tə ri'tə:n ə*  
 little later with food for their young.  
*litl leitə wið fu:a fə ðəs jay.*

“Look there, on that branch over there,” Marion said.  
*“luk ðəs, ən ðæt bra:nf ouvə ðəs,” mærion sed.*

— “No, not so high up, just above the fence. There’s  
*— “nou, not sou hai ʌp, dʒʌst ə'bʌv ðə fens. ðəz*

a nest there; I wonder if there are young birds in it?”  
*a nest ðəs; ai wʌndər if ðəs jay bə:ds in it?”*

“No, but there’s a bird sitting on eggs, I think,” Storm  
*“nou, bat ðəz a bə:d sitiy ən egz, ai þi:yk,” sto:m*

replied. “And that busy little fellow coming now  
*ri'plaid. “ən ðæt bizi litl felou kʌmɪy nau*

seems to be carrying food to her. Listen to him,  
*si:mz tə bi: kærriy fu:d tu hə:, lisn tə him.*

singing out to all the world what a clever fellow he  
*si:yiy aut tu ɔ:l ðə wə:ld hə:wət ə klevə felou hi:*

is!” “Do you think that is what he’s doing?” Marion  
*is!” “du: ju: þi:yk ðæt iz hə:wət hi:z du:iy?” mærion*

asked. “Well, perhaps you’re right. Now, I thought  
*a:skt. “wel, þə'hæps ju: rait. nau, ai þɔ:t*

he was being the little gentleman, singing to keep her  
*hi: wəz bi:iy ðə litt dʒentlmən, si:yiy tə ki:p hə:*



*nest*

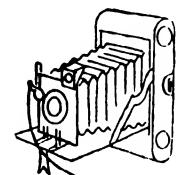
company. But, of course, you must have a better *kʌmpəni*. *bʌt, əv kɔ:s. ju: məst hæv ə betər* understanding of the stronger sex than I. And men *əndə'stændiŋ əv ðə strɔ:ŋər seks ðən ai. ən men* do like to talk about themselves." Here the farmer's *du: laik tə tɔ:k ə'baut ðəm'selvz.*" *hiə ðə fa:məz* wife interrupted them, bringing a tray with the tea- *waif intə'rʌptɪd ðəm, briŋiŋ ə trei wið ðə ti:-* things. She spread a pretty, green-and-brown cloth *piy়z. fi: spred ə priti, gri:nəndbraun klɔ:ʃ* on the table, put cups, plates, cake, bread-and-butter, *ɔn ðə teibl, put kʌps, pleits, keik, bredn'bʌtə,* marmalade, and tea on the table, and then left them *ma:məleid, ənd ti: ɔn ðə teibl, ənd ðen left ðəm* to themselves again. *tə ðəm'selvz ə'gein.*

"She's really a pretty woman — to speak of something *"fi:z riəli ə priti wumən — tə spi:k əv sʌmθiŋ* else," said Storm, spreading marmalade on a piece of *els."* *sed stɔ:m, sprediŋ ma:məleid ɔn ə pi:s əv* bread. "Don't you think so?" "Yes, if she wasn't *bred.* *"dount ju: piyk sou?" "jes, if fi: wɔ:snt* quite so fat, one might almost call her beautiful," Marion *kwait sou fæt, wʌn mait s:lmouſt kɔ:l hæ: bju:təfʊl."* *mærɪən* answered. "But they get too many good things to eat *a:nsəd.* *"bʌt ðei get tu: meni gud piy়z tu i:t* here in the country, I suppose. Let's take a picture *hiər in ðə kʌntri, ai sə'pous. lets teik ə piktfər*

of her when she comes for her money! You did bring  
 əv hə: hwen si: kəmərə fə hə: məni! ju: did briŋ  
 your camera along, didn't you?"  
 jə: kəmərə ə'lɔŋ, didnt ju:?"

"Yes, I've got the camera here in my pocket. I'm  
 "jes, aiv ət ə kəmərə hiər in mai pɔkit. aim  
 going to try to get a picture of one of the bees, too,  
 gouij tə trai tə get ə piktsər əv wʌn əv ə bi:z, tu:,  
 that are flying round these flowers all the time. If  
 ðət a: flaujŋ raund ði:z flauəz ə:l ə taim. if  
 I could get very near to a bee, it would make an  
 ai kəd get veri niə tu ə bi:, it wəd meik ən  
 interesting picture, I think. I'd like one of the bird,  
 intristiy piktsə, ai biyk. aid laik wʌn əv ə bə:d,  
 too, just when he's spreading his wings to fly. But  
 tu:, dʒʌst hwen hi:z sprediy his wiyz tə flai. bət  
 a picture like that will be hard to get, I'm afraid; they  
 ə piktsə laik ðət wil bi: ha:d tə get, aim ə'freid; ðei  
 move their wings so quickly. — And when we have  
 mu:v ðət wiyz sou kwikli. — ən hwen wi: həv  
 mounted to the top of the hill, I'm going to take a  
 mauntid tə ət tɔ:p əv ə hil, aim gouij tə teik ə  
 picture of you, too, with your pretty head against the  
 piktsər əv ju:, tu:, wið jə: priti hed ə'geinst ə  
 blue sky."  
 blu: skai."

"Don't be foolish!" Marion laughed. "You had better  
 "dount bi: fu:lis!" məriən la:ft. "ju: həd betə



camera



bee



do try = please try

take a picture of the river Thames flowing quietly  
*teik ə piktfər əv ðə rɪvə temz flouɪŋ kwaiətlɪ*

towards London down in the bottom of its valley.  
*tə'wɔ:dz ləndən daun in ðə bɒtəm əv its væli.*

That's something worth seeing." "I can see rivers that  
*ðæts səm̩biy wə:b si:iy.*" "ai kən si: rɪvəz ðæt

flow through valleys wherever there are hills and rivers  
*flou ʃru: vælɪz hweər'evə ðæs hɪls ən rɪvəz*

in the world, but I don't know how often I may see  
*in ðə wə:ld, bæt ai dount nou hau ɔ:fn ai mei si:*

your sweet face yet," Storm replied. "Don't say such  
*jɔ: swi:t feis jet,*" *stɔ:m rɪ'plaid.* "dount sei sats

things; the farmer's wife might hear you. Look, she's  
*hɪŋz; ðə fa:məz waif mait hɪə ju:. luk. fi:z*

laughing at us," Marion said, trying not to smile. "No,  
*la:fɪy ət əs,*" *mærɪən sed, traɪɪŋ nət tə smail.* "nou,

she isn't," Storm answered, "she's smiling kindly at us.  
*fi: iznt,*" *stɔ:m a:nsəd,* "fi:z smailɪy kaindli ət əs.

'All the world loves a lover,' you know. She's seen  
*'ɔ:l ðə wə:ld lʌvz ə lʌvə,' ju: nou. fi:z si:n*

long ago how I feel about you. — Now, do try to be  
*lɔy ə'gou hau ai fi:l ə'baut ju:: — nau, du: trai tə bi:*

serious, Marion, just for a few minutes while I tell you  
*siəriəs, mærɪən, dʒʌst fər ə fju: mɪnɪts hweɪl ai tel ju:*

about this." "But I don't want to be serious now, not  
*ə'baut ðɪs.*" "bæt ai dount wənt tə bi: siəriəs nau, nət

with people standing about, looking at us, at least,"  
*wɪð pi:pl stændɪŋ ə'baut, lʊkiŋ ət əs, ət li:st,*"

Marion cried, jumping up from her chair. "I'm going  
*mæriən kraɪd, dʒʌmpɪŋ ʌp frəm hə: tʃəz.* "aim gouɪŋ

to run all the way to the top of the hill. Catch me  
*tə rən ɔ:l ðə wei tə ðə tɔ:p əv ðə hil. kæts mi:*

if you can!" So saying, she ran through the garden  
*if ju: kæn!" sou seiɪŋ, si: rən þru: ðə ga:dn*

gate and started off along the path. Storm had to pay  
*geɪt ənd sta:tid ɔ:f ə'lɔ:y ðə pa:b. stɔ:m hæd tə pei*

for their tea before he could run after her, so when  
*fə ðə ðə ti: bɪ'fɔ: hi: kəd rən a:ftə hə:, sou hwen*

he left the farm, he could no longer see her. "Well,  
*hi: left ðə fa:m hi: kəd nou lɔ:ygə si: hə:. "wel,*

she must be somewhere along this path," he said to  
*si: mʌst bi: səmhwær ə'lɔ:y ðis pa:b," hi: sed tə*

himself, and started off. He hadn't walked far, how-  
*him'self, ənd sta:tid ɔ:f. hi: hædnt wɔ:kt fa:, hau-*

ever, before he heard her calling his name. But he  
*'eɪə. bɪ'fɔ: hi: hə:d hə: kɔ:liŋ hɪz neɪm. bət hi:*

couldn't see her anywhere. "Where are you?" he called.  
*kudnt si: hə:r enihwəə. "hwær a: ju:?" hi: kɔ:ld.*

"Here," she answered, laughing, and her voice sounded  
*"hiə," si: a:nəd, la:fɪŋ, ənd hə: vɔɪs saʊndɪd*

quite near, although he could still see nothing but trees  
*kwaɪt nɪə, ɔ:l'dou hi: kəd stil si: nʌpɪŋ bət tri:z*

all round.  
*ɔ:l raund.*

Then he began to look behind trees and up into the  
*ðən hi: bi'gæn tə luk bi'haind tri:z ənd ʌp intə ðə*



branches, hoping to find her there. "Call again," he *bra:nzis, houpiy tə faind hə: ðə. "kɔ:l ə'gein," hi:* cried, and this time he could hear that her voice came *kraɪd, ənd ðɪs taim hi: kəd hiə ðət. hə: vɔɪs keim* from one of the big old oaks standing by the path. She *frəm wʌn əv ðə big ould ouks stændɪŋ bai ðə pa:b. fi:* had found a hole in a hollow tree, big enough for her *həd faund ə houl in ə həlou tri:, big i'nʌf fə hə:* to get in through. When he found her, he saw that *tə get in þru:. hwen hi: faund hə:, hi: sɔ: ðət* there was almost room enough inside the hollow tree *ðəz wəz ɔ:lmoʊst ru:m i'nʌf insaid ðə həlou tri:* for six people, or for two armchairs, as Marion suggested. *fə siks pi:pl, ɔ: fə tu: 'a:m'tfəz, əz mærɪən sə'dʒestid.* "But now comes the difficult part of it," Marion said. *"bət nau kəmz ðə difikəlt pə:t əv it." mærɪən sed.* "How am I going to get out of here again? When I *"hau əm ai gouiy tə get aut əv hiər ə'gein?" hwen ai* was standing outside, I could reach a branch above the *wəz stændɪŋ aut'said, ai kəd ri:tf ə bra:nz ə'bʌv ðə* hole, but when I had got in, I found that the bottom *houl, bət hwen ai həd got in, ai faund ðət ðə bələm* of the hole inside the tree was deeper than I thought. *əv ðə houl insaid ðə tri: wəz di:pə ðən ai þɔ:t.* I shouldn't like to get a hole in my new frock, getting *ai sədn't laik tə get ə houl in mai nju: frɔ:k, getiy* out. Will you help me, please?" she asked. *aut. wil ju: help mi:, pli:z?" fi: a:skt.*

"Not until you've listened to what I want to tell you,  
 "not ʌn'til ju:v lisnd tə hwʌt ai wɔnt tə tel ju:,"  
 young lady," Storm laughed. "Oh, I don't think you're  
 jʌy leidi," stɔ:m la:ft. "ou, ai dount þiŋk ju:  
 nice at all," Marion said. "In the old days, true gentle-  
 nais ət ɔ:l," mærion sed. "in ði ould deiz, tru: dʒenil-  
 men who were asked to help ladies in danger always  
 mən hu: wə:r a:skt tə help leidiz in deindʒə ɔ:lwəz  
 mounted their horses at once and rode off to bring help  
 mauntid ðə:r hɔ:siz ət wəns ən roud ɔ:f tə briŋ help  
 without talking first."  
 wið'aut tɔ:kiŋ fə:st."

"That's all very well, but it only takes us away from  
 "ðæts ɔ:l veri wel, bət it ounli teiks əs ə'wei frəm  
 what we were talking about when you left me so  
 hwʌt wi: wə: tɔ:kiŋ ə'baut hwen ju: left mi: sou  
 suddenly. What was it I was going to say when you  
 sadnli. hwʌt wəs it ai wəz gouŋ tə sei hwen ju:  
 ran off? — Oh, yes, now I know. Will you marry me?"  
 rən ɔ:f? — ou, jes, nau ai nou. wil ju: mæri mi:?"

"Is that your price for helping me out?" Marion asked  
 "is ðæt jɔ: prais fə helpiŋ mi: aut?" mærion a:skt  
 with a smile. "I'm afraid it is," he answered very  
 wið ə smail. "aim ə'freid it iz," hi: a:nsəd veri  
 seriously. "Oh, well — then I shall have to, I suppose,"  
 siəriəsli. "ou, wel — ðen ai ʃəl hæv tu, ai sə'pouz,"  
 Marion said. With a laugh, he lifted her out of her  
 mærion sed. wið ə la:f, hi: liftid hə:r aut əv hə:



hollow tree, and arm in arm they continued up the  
*holou tri:, ənd a:m in a:m ðei kən'tinju:d ʌp ðə*  
 hill. A little higher up, they came to the brook that  
*hil. ə litl haiər ʌp. ðei keim tə ðə bruk ðət*  
 the farmer's wife had spoken of. Here some of the  
*ðə fa:məs waif həd spoukn əv. hiə sam əv ðə*  
 roots of the trees were above the ground, and in some  
*ru:ts əv ðə tri:s wə:r ə'bʌv ðə graund, ənd in sam*  
 places the water of the brook had washed the earth  
*pleisiz əv wɔ:tər əv ðə bruk həd wɔ:ft ði ə:p*  
 away round the roots, so that they lay like brown, wet  
*ə'wei raund ðə ru:ts, sou ðət ðei lei laik braun, wet*  
 snakes on the ground. "Let me help you to jump  
*sneiks ən ðə graund. "let mi: help ju: tə dʒʌmp*  
 across," Storm said to Marion. "It's a little wider here  
*ə'kros," stɔ:m sed tə mærɪən. "its ə litl waidə hiə*  
 than I thought, and I'm afraid that your feet will slip  
*ðən ai ɔ:t, ənd aim ə'freid ðət jɔ: fi:t wil slip*  
 on the wet stones." She took Storm's hand, and it  
*ən ðə wet stounz." si: tuk stɔ:mz hænd, ənd it*  
 was a good thing that she did, for just as she was  
*wəs ə gud þin ðət si: did, fə dʒʌst əz si: wəs*  
 going to jump, her foot slipped, and she would have  
*gouig tə dʒʌmp. hə: fut slipt, ənd si: wəd həv*  
 fallen if he had not supported her.  
*fɔ:ln if hi: həd nɔ:t sə'pɔ:tid hə:.*  
 At last they reached the top of the hill, where the  
*ət la:st ðei ri:tst ðə tɔ:p əv ðə hil, hweə ðə*

tower stood. "Doesn't it cost anything to go up  
 tauə stud. "dʌznt it kɔst eniþiy tə gou ʌp  
 there?" Storm asked. "No, it's quite free," Marion  
 ðə? "sto:m a:skt. "nou, its kwait fri;" mærion  
 answered. "It's funny — you're not the first foreigner  
 a:nəd. "its fəni — juə nət ðə fə:st fərinen  
 I've heard ask that question. Does it seem so strange  
 aɪv hə:d a:sk ðə:t kwestʃən. dəz it si:m sou streindz  
 to you that it should be free of charge?" "Oh, I  
 ɪə ju: ðə:t it ʃəd bi: fri: əv tʃa:dʒ?" "ou, ai  
 don't know," he answered. "But you are usually  
 dənət nou," hi: a:nəd. "bə:t ju: a: ju:ʒuəli  
 surprised, as a tourist, to find something that is free  
 sə'praɪzd, əz ə tuərist, tə faind səmþiy ðə:t iz fri:  
 of charge."  
 əv tʃa:dʒ."

"Now, let's go up," he continued, mounting the narrow  
 "nau, lets you ʌp." hi: kən'tinju:d, mauntiŋ ðə nærou  
 stairs of the tower. "Look, out there, at the bottom  
 stæz əv ðə tauə. "luk, aut ðεə, ət ðə bɒtəm  
 of the valley, is the Thames," Marion said. "It looks  
 əv ðə væli, is ðə temz." mærion sed. "it luks  
 no bigger than a brook from here, so it must be farther  
 nou bigə ðən ə bruk frəm hiə, sou it mest bi: fa:ðər  
 away than I thought," Storm replied. "And what is  
 ə'wei ðən ai þɔ:t," sto:m ri'plaɪd. "ən hwait iz  
 that white spot over there on the hill — is it a tent,  
 ðə:t hwait spɔ:t ouvə ðεər ən ðə hil — iz it ə tent,



I wonder?" "No, it's too big for that. I think it is  
*ai wʌndə?*" "*nou, its tu: big fə ðæt. ai þiŋk it is*  
chalk. Between London and the south coast there are  
*tʃɔ:k. bi'twi:n landən ən ðə saʊθ koust ðεə*  
many chalk hills. You can see the white chalk hills  
*meni tʃɔ:k hilz. ju: kən si: ðə hwait tʃɔ:k hilz*  
from the boat, when you cross the Channel, coming  
*frəm ðə bout, hwen ju: kros ðə tʃænl, kəmɪŋ*  
from France to England. But I think there really is  
*frəm fra:n̩s tu iŋglənd. bət ai þiŋk ðεə riəli ɪs*  
a tent down there, at the foot of the hill."  
*ə tent daʊn ðεə, ət ðə fut ər ðə hil."*

"What fun those fellows must be having! I've often  
*"həʊt fʌn ðous felous məst bi: həvɪŋ! aɪv ɔ:fn*  
lived in a tent myself at home, with one or two of my  
*lɪvd in ə tent mai'self ət həʊm, wɪd wʌn ə tu: ər mai*  
friends. It's a fine way to spend your holidays,"  
*frendz. its ə fain weɪ tə spen dʒ: holidɪz."*

Storm said. "Is it?" Marion asked. "It seems to  
*stɔ:m sed. "iz it?" mærɪən a:skt. "it si:mz tə*  
me that it must be a rather cold and wet affair. A  
*mi: ðət it məst bi: ə ra:ðə kould ən wet ə'fɛə. ə*  
tent is a poor cover when it rains." "Not if the tent  
*tent ɪs ə pʊər kʌvər hwen it reɪns." "nɒt if ðə tent*  
is made of good canvas," Storm replied. "Mine is  
*ɪs meɪd ər gud kænvəs," stɔ:m ri'plɔɪd. "maɪn ɪs*  
made of the same kind of canvas as they use for tents  
*meɪd ər ðə seɪm kaind ər kænvəs əz ðei ju:z fə tentz*

in the army, and I'm sure you couldn't wish for a  
*in ði a:mi, ənd aim suə ju: kudnt wɪʃ fər ə*

better cover against the rain than my tent. I once  
*bete kʌvər ə'geinst ðə rein ðən mai tent. ai wʌns*

slept in it when it was raining hard; outside, the water  
*slept in it hwen it wəz reiniŋ ha:d; 'aut'said, ðə wɔ:tə*

was pouring down on the roof of the tent, but, inside,  
*wəz pɔ:riŋ daun ən ðə ru:f əv ðə tent, bət, 'in'said,*

it was quite dry."

*it wəz kwait drai."*

"Well, I'm glad I don't live in a tent, all the same,"  
*"wel, aim glæd ai dount liv in ə tent, ɔ:l ðə seim,"*

Marion said. "I hope we shan't have to live in one  
*mærɪən sed. "ai hou:p wi: ʃa:nt hæv tə liv in wʌn*

when we're married. I'm a great lover of nature, but  
*hwen wiə mærɪd. aim ə greit lʌvər əv neɪtʃə, bət*

I do prefer to be able to return to a house with a  
*ai du: prɪ:fə: tə bi: eibl tə rɪ'tə:n tu ə haus wið ə*

kitchen and a bathroom, and with warm and com-  
*kitʃɪn ənd ə ba:bru:m, ən wið wɔ:m ən kʌm-*

fortable rooms, when I've been out all day with the  
*fə:təbl ru:mz, hwen aiv bi:n aut ɔ:l dei wið ðə*

rain pouring down."

*rein pɔ:riŋ daun."*

"You'd never make a good farmer's wife," Storm told  
*"ju:d nevə meik ə gud fa:məz waif," stɔ:m tould*

her. "No, but am I going to be one?" she smiled. "I  
*hə: "nou, bət əm ai gouiŋ tə bi: wʌn?" fi: smaɪld. "ai*

wish for = want

pour = rain very hard

forest = very big wood

never knew you had a farm at home." "I haven't, *nevə nju: ju: həd ə fa:m ət houm.*" "ai hævnt, but I'm a great lover of nature, and not just for a *bət aim ə greit ləvər əv neitsə, ən nət dʒʌst fər ə* day! I should like to walk for miles in a forest, with *dei! ai ʃəd laik tə wɔ:k fə mailz in ə fɔ:rist, wið* no other company than the animals." "Not even me?" *nou ʌðə kʌmpəni ðən ði əniməlz.*" "nɔ:t i:vən mi:?" Marion interrupted. "No, you'd rather stay at home *mærɪən intə'rʌptid.*" "nou, ju:d rə:ðə stei ət houm and play in the kitchen or lie in the bath all day, you *ən plei in ðə kɪtʃɪn ɔ: lai in ðə ba:bɔ:l dei, ju:* just told me," he laughed. *dʒʌst tould mi:,*" hi: la:ft.

Hand in hand, they ran down the path towards the *hænd in hænd, ðei rən daun ðə pa:bɔ:tʃə:dz ðə* farm again. At the hollow tree Storm stopped to ask *fa:m ə'gein. ət ðə həlou tri: stɔ:m stɔ:t tu a:sk* Marion if she was still willing to become his wife. *mærɪən if fi: wəz stil wiliŋ tə bi:kʌm hiz waif.* "If not, I had better put you back into the tree," he *"if nɔ:t, ai həd betə put ju: bæk intə ðə tri:,*" hi: said to her. "Are you quite sure?" "Yes, quite *sed tə hə:. a: ju: kwait fə:s?*" "jes, kwait certain," she answered. "Even if I was a tired and *sə:tən, fi: a:nsəd.*" "i:vən if ai wəz ə taiəd ən dirty farmer working all day in the fields to make *də:ti fa:mə wə:kɪŋ ɔ:l dei in ðə fi:ldz tə meik*

the soil of our farm better and better, and raising  
 ðə soil ən aʊə fa:m betər ən beta, ən reizɪŋ

soil = earth

cows and pigs and sheep, and you had to be a farmer's  
 kaʊz ən pigz ən fi:p, ən ju: həd tə bi: ə fa:məz

wife and raise hens and sell the eggs in the market  
 waɪf ən reiz henz ən sel ði egz in ðə ma:kɪt

every Saturday?"

evri sætədi?"

"The way you say it, it sounds quite nice," she  
 "ðə wei ju: sei it, it saundz kwait nais," ſi:

answered. "Do you think I could make enough money  
 a:nsəd. "du: ju: þɪŋk ai kəd meik i'nʌf məni

raising fowls to pay for a bathroom in our farm-  
 reizɪŋ faʊlz tə pei fər ə ba:þrum in aʊə 'fa:m-

house?"

'haʊs?"

They both laughed at this idea and continued their  
 ðei bouþ la:ft ət ðis aɪ'dɪə ənd kən'tɪnju:d ðeə

way. They soon saw the red brick walls of the house  
 wei. ðei su:n sɔ: ðə red brik wɔ:lz əv ðə haʊs

again. The woman was standing at the window. A  
 ə'geɪn. ðə wumən wəz stændɪŋ ət ðə windou. ə

broad, kind smile appeared on her face when she saw  
 brɔ:d, kaind smail ə'piəd ən hə: feis hwen ſi: sɔ:

Storm and Marion coming hand in hand. "There  
 stɔ:m ənd mærɪən kʌmɪŋ hænd in hænd. "ðeə

you see, Marion," Storm said, "all the world loves  
 ju: si:, mærɪən," stɔ:m sed, "ɔ:l ðə wə:ld ləvz

a lover.' Just look at her face! You would think  
ə lʌvə.' dʒʌst luk ət hə: feɪs! ju: wəd piŋk

that I had asked her and not you to marry me."  
ðət aɪ həd ə:skt hə: ən nət ju: tə məri mi:."

EXERCISE A.

WORDS:

hill  
curve  
brake  
wheel  
dust  
ditch  
certain  
cake  
bottom  
brick  
fence  
gate  
fowl  
wing  
turkey  
end (verb)  
pig  
fat  
pump  
bucket  
brook  
path  
oak  
spread  
above

The highest of the — south of London is called Leith Hill. The bus in which Storm and Marion were riding came round a — in the road. The driver was so quick in using the — and stopping the bus that the — made a cloud of — behind it. Storm was quite — that the driver would never run his bus into the — at the side of the road. The bus stopped at the — of a hill.

The farm-house was made of red —. The garden was surrounded by a wooden —. It was difficult to find the — in the fence. The farmer's wife started feeding corn to the —. They hurried up to her as fast as their legs and their — would carry them. Among the fowls there was a —.

There was also a — which ran about so much that it did not grow — like the others. The farmer's wife went to the — to get her empty — filled with water. In her grandmother's time they got water from a —. There was a — to Leith Hill through the wood. Storm and Marion sat down at a table under a large old — tree, which — its branches far out on all sides — their heads. On one of the branches there was a — with eggs in it.

Storm had brought his — along and wanted to get a picture of one of the —, before they — to the top of the hill. The river Thames — in the bottom of a —. Marion had found a — in a — tree, big enough for her to get in through. In some places the water of the brook had washed the earth away round the —. Between London and the south coast there are many — hills.

nest  
fellow  
camera  
bee  
mount  
flow  
valley  
hole  
hollow  
root  
slip  
chalk  
tent  
cover  
canvas  
forest  
soil  
nature  
lover  
free  
flat  
pretty  
raise  
charge  
around  
pour

### EXERCISE B.

In chapter 52, Exercise D, you found a letter from Storm to Wood. We now ask you to answer this letter as if you were Wood. In writing your letter, the following words must be used in some way or other: stamp — collection — room — furniture — desk — armchair — new — tree — leaf — cold — rain — storm — spring.

### EXERCISE C. GRAMMAR.

Look at the verbs in the following sentences: I visited my friend yesterday. John walked all the way to town the other day, and so did his sister. A month ago my uncle went to Paris. You will notice that the time of the verbs is before 'now'; it is 'yesterday' in the first example given, 'the other day' in the second, and 'a month ago' in the third. The form of the verb that expresses the time before 'now' we call the past [*pa:st*] tense.

The past tense of two of the verbs in the sentences given above has been made by adding -ed to the form

of the infinitive: visited (visit-ed), walked (walk-ed). The past tense of most English verbs is made in this way. (But if they end in -e, only -d is added. Example: hope — hoped.) The past tense of 'call' is: I called, you called, he called, she called, it called, we called, you called, they called. You will see that the form is the same after all pronouns.

The -ed is pronounced [*t*] after the voiceless sounds *p, k, f, t, s, f*. After the voiced consonants *b, g, m, n, y, v, ð, l, z, ʒ*, and after vowels, it is pronounced [*d*]. After *t* and *d*, the pronunciation is [*id*]. Examples: hoped [*həupt*], thanked [*þæykt*], bathed [*beiðd*], answered [*a:nsəd*], started [*sta:tɪd*], added [*ædɪd*].

In writing, the following rules must be noticed: If a verb ends in a consonant followed by -y, it changes -y into i- before the -ed of the past tense is added. For instance, try — tried.

But if a vowel comes before -y, the -y remains when -ed is added. For instance, stay — stayed. Only the verbs 'lay', 'pay', 'say' have 'laid', 'paid', 'said' in the past tense.

If a single consonant ends the verb, it is sometimes made double when -ed is added. The rules are seen from the following examples:

explain-ed plan-ed  
answer-ed prefer-ed

Rule number one: The consonant always remains single when following two vowels.

Rule number two: The consonant remains single after an unstressed [*ʌnstrest*] single vowel, but is made double after a stressed [*strest*] single vowel. (The verb 'prefer' is pronounced with the stress [*stres*] on the last syllable, -fer. We say that -fer is stressed or is pronounced with stress, and we show this by putting the mark ' before the syllable: [*prɪ'fə:*].) To this rule there is, however, the exception that -l is made double even after an unstressed vowel. Example: travel-led.

Notice that the past tense of 'have' is 'had'.

'Be' is the only verb that has two forms in the past tense: 'was' and 'were'. They are used in the following way: I was, you were, he was, she was, it was, we were, you were, they were.

**Questions:**

How is the past tense of most English verbs made? ... When is the -ed pronounced [*t*] and when [*d*]? ... If a verb ends in -y in the infinitive, do you always change it into -i before -ed is added? ... When is a single consonant that ends a verb made double before -ed is added? ... When does it remain single? ... What are the two past tense forms of 'be'? ...

## THE LAND OF LIBERTY

One evening, when Storm and Marshall had decided  
*wʌn i:vniy, hwen stɔ:m ənd ma:səl həd dɪ'saɪdɪd*  
 to stay at home and read, Storm asked Marshall about  
*tə stei ət houm ənd ri:d, stɔ:m a:skt ma:səl ə'baʊt*  
 some words in the book he was reading. “The book  
*səm wə:dz ɪn ðə buk hi: wəs ri:dɪŋ. “ðə buk*  
 is written in English, but yet it seems to me that it's  
*iz ritn ɪn iŋglɪʃ. bət jet it si:mz tə mi: ðət its*  
 different from the English I'm used to,” Storm said.  
*dɪfrənt frəm ði iŋglɪʃ aɪm ju:st tu.” stɔ:m sed.*  
 “Now take this word, for instance: ‘street-car’. It was  
*“nau teik ðis wə:d, fər instəns: ‘stri:tka:’. it wəs*  
 not until I had met it several times that I discovered  
*nət ʌn'til aɪ həd met it sevərl taimz ðət aɪ dis'kəvəd*  
 that it must mean a ‘tram’.”  
*ðət it məst mi:nə ðə ‘træm’.”*  
 “I'll tell you why you find the language strange,”  
*“ail tel ju: hwai ju: faind ðə læggwidʒ streindʒ.”*  
 Marshall smiled. “It isn't English at all; it's American.”  
*ma:səl smaɪld. “it ɪsn't iŋglɪʃ ət ə:l; its ə'merɪkən.”*  
 “Oh, is it? I didn't know that American was different  
*“ou, iz it? aɪ dɪdn't nou ðət ə'merɪkən wəz dɪfrənt*  
 from English,” Storm said. “Perhaps you will explain  
*frəm iŋglɪʃ,” stɔ:m sed. “pə'hæps ju: wɪl ɪks'pleɪn*

to me what these other words mean. I've made a list  
*tə mi: hwɔ:t ði:z ʌðə wə:dz mi:n. aɪv meɪd ə list*

of all the words that were new to me, although I think  
*əv ɔ:l ðə wə:dz ðət wə: nju: tə mi:, ɔ:l'dou aɪ pi:yk*

I have discovered the meaning of some of them myself.  
*ai həv di'skʌvəd ðə mi:nɪy əv səm əv ðəm mai'self.*

'Railroad', that must be the same as 'railway'; and a  
*'reɪlrəʊd', ðət məst bi: ðə seɪm əz 'reɪlweɪ'; ənd ə*

'five-dollar bill' is a 'five-dollar note', isn't it?" "Yes,  
*'faɪvədlə bil' iz ə 'faɪvədlə nou', iznt it?" "jes,*

that's quite right," Marshall answered.

*ðəts kwɑ:t rait." ma:ʃəl a:nəsəd.*

"And after a little hard thinking," Storm continued,  
*"ənd a:ftər ə litl hæ:d pi:ykɪŋ," stɔ:m kən'tinju:d.*

"I found out that 'baggage' must be the same as  
*"ai faʊnd aut ðət 'bægɪdʒ' məst bi: ðə seɪm əz*

'luggage'. But here are two that were too difficult for  
*'lægɪdʒ'. bət hɪər a: tu: ðət wə: tu: dɪfɪkəlt fə*

me: What is a 'subway', and what does 'depot' mean?"  
*mi: hwɔ:t iz ə 'səbweɪ', ən hwɔ:t dəs 'di:pou' mi:n?"*

"What on earth have you been reading, since you have  
*"hwɔ:t ən ə:p həv ju: bi:n ri:dɪŋ, sɪns ju: həv*

found such a strange collection of words?" Marshall  
*faʊnd sətʃ ə streɪndʒ kə'lækʃən əv wə:dz?" ma:ʃəl*

asked. "A book about a young man who runs away  
*a:skt. "ə bu:k ə'baut ə jʌŋ mæn hu: rəns ə'wei*

from home somewhere in Europe, goes to America, and  
*frəm həʊm səmhwær in juərəp, gəʊs tu ə'merikə, ən*

travels all over the country."

*trævlz ɔ:l ouvə ðə kʌntri."*

"I thought it must be something about travelling,"

*"ai þɔ:t it məst bi: sʌmþɪŋ ə'baut trævliŋ,"*

Marshall said. "You see, all those words have some-

*ma:fəl sed. "ju: si:, ɔ:l ðous wə:dz həv sam-*

thing to do with travelling. 'Subway' is the same as

*þɪŋ tə du: wið trævliŋ. 'səbwei' is ðə seim əz*

our 'Underground'; perhaps you remember from your

*aʊə 'ʌndəgraʊnd'; þə'hæps ju: rɪ'membə frəm jɔ:*

school-days that 'sub' is Latin for 'under', and 'depot'

*sku:ldeɪz ðət 'səb' ɪz lətɪn fə 'ʌndər; ən 'di:pou'*

is the American expression for 'station'. They use the

*ɪz ði ə'merɪkən ɪks'preʃən fə 'steɪʃən'. ðei ju:z ðə*

word 'station', too, but just as America is rich in so

*wə:d 'steɪʃən', tu:, bət dʒʌst əz ə'merikə ɪz rɪts ɪn sən*

many other ways, it is, as you see, also rich in

*meni ʌðə wə:z, it ɪz, əz ju: si:, ɔ:lsoʊ rɪts ɪn*

expressions."

*iks'preʃənz."*

"Thanks! But tell me, Marshall — now that America

*"hæyks! bət tel mi:, ma:fəl — nau ðət ə'merikə*

has become such a great and rich country, aren't you

*həz bi'kʌm səts ə greit ən rɪts kʌntri, a:nt ju:*

English sorry sometimes that it's no longer an English

*ɪŋglɪʃ səri səmtainɪz ðət its nou lɔ:ygər ən ɪŋglɪʃ*

colony?" "We don't think much about that nowadays,"

*kɔ:ləni?" "wi: dənt þɪŋk məts ə'baut ðət nauədeɪz,"*

Marshall answered. "And, besides, it really was our  
*ma:ʃəl a:nəd.* "ən, *bi'saɪdz.* *it riəli wəz auər*

own foolish generals and statesmen who lost our  
*oun fu:liʃ dʒenərəlz ən steitsmən hu: ləst auər*

American colonies for England — not to mention the  
*ə'merikən kələniz fər ɪnglənd — nət tə menʃən ðə*

king, George the Third." Storm: "How did it happen?"  
*kɪŋ, dʒɔ:dʒ ðə þə:d." stɔ:m: "hau did it hæpn?"*

"The Americans were dissatisfied with many things,  
*ði ə'merikənz wə: 'dis'satɪsfəd wið meni þiŋz,*

and in many cases they had some cause to be dis-  
*ənd in meni keɪsɪz ðei həd səm kɔ:s tə bi: 'dis-*

satisfied with the government of the colonies. There  
*'sætɪsfəd wið ðə ɡovərnəmənt əv ðə kələniz. ðəə*

were great differences between life in England and life  
*wə: ɡreɪt dɪfrənsɪz bɪ'twɪ:n laɪf ɪn ɪnglənd ən laɪf*

in the 'New World', and many of the men that England  
*ɪn ðə 'nju: wə:ld', ən meni əv ðə men ðət ɪnglənd*

sent to America to look after her affairs had no under-  
*sent tu ə'merikə tə luk a:ftə hə:r ə'fəəz həd nou ʌndə-*

standing of this at all, but did many things that only  
*'stændɪŋ əv ðis ət ɔ:l, bət did meni þiŋz ðət ounli*

made the Americans more and more angry.  
*meɪd ði ə'merikənz mɔ:r ən mɔ:r əŋgrɪ.*

"What made them very angry, for instance, was the  
*"hwət meɪd ðəm veri əŋgrɪ. fər instəns, wəz ðə*

tax that was put on tea. England had just helped the  
*teəks ðət wəz put ən ti:. ɪnglənd həd dʒʌst helpt ðə*

dissatisfied = not satisfied

cause = reason

tax = a kind of duty

thirteen American colonies in a war with France, and  
*þə:tɪ:n ə'merɪkən kɔləniz ɪn ə wə: wið fra:n̄s, ən*  
now England wanted the colonies to help to pay for  
*nau ɪŋglənd wəntid ðə kɔləniz tə help tə pei fə*  
the army. But the Americans said that as long as the  
*ði a:mi. bət ði ə'merɪkənz sed ðət əz lɔy əz ðə*  
colonies had no representatives in the British Parliament,  
*kɔləniz həd nou reprɪzəntətɪvz ɪn ðə brɪtɪʃ pə:ləmənt,*  
Parliament had no right to put a tax on anything in the  
*pə:ləmənt həd nou rait tə put ə tæks ən enɪþɪŋ ɪn ðə*  
colonies. And quite right they were, I think.”  
*kɔləniz. ən kwæt rait ðei wə:, ai þɪŋk.”*

“So do I,” Storm said. “But go on, please; I find it  
*“sou du: ai,” stɔ:m sed. “bət gou ən. pli:z; ai faind it*  
very interesting to hear an Englishman speaking about  
*veri intristiy tə hiər ən ɪnglis̄mən spi:kɪy ə'baut*  
‘the American question’ in this way.” “Do you really  
*‘ði ə'merɪkən kwestʃən’ ɪn ðis wei.” “du: ju: riəli*  
want me to tell you more about it?” Marshall asked in  
*wənt mi: tə tel ju: mɔ:r ə'baut it?” ma:ʃəl a:skt ɪn*  
some surprise. “I thought you knew almost as much  
*sam sə'prais. “ai þɔ:t ju: nju: ə:lmoʊst əz mətʃ*  
— or as little — about it as I do.” “No, I don’t. You  
*— ɔ:r əz litl — ə'baut it əz ai du:.” “nou, ai dount. ju:*  
see, I wasn’t very interested in history at school. When  
*si:, ai wɔ:snt veri intristid ɪn histəri ət sku:l. hwen*  
preparing my lessons, I never read my history-book,  
*pri'pəəriy mai lesnz, ai nevə red mai histəribuk,*

and, consequently, I don't know much history. The  
 ən, kɔnsikwəntli, ai dount nou məts histəri. ði

only thing I really remember is something about a  
 ounli þiy ai riəli rɪ'membəz iz səmþiy ə'baut ə  
 tea-party."  
 ti:pa:ti."

"The Boston tea-party! Well, I'll give you a lesson  
 "ðə bəstən ti:pa:ti! əwel, ail giv ju: ə lesn

in history, then, and tell you about our war with  
 in histəri, ən tel ju: ə'baut auər wə: wið

America. When the Americans wouldn't pay the tax  
 ə'merika. hwen ði ə'merikənz wudnt þei ðə təks

that had been put on tea, and stopped drinking tea,  
 ðət həd bi:n put ən ti:. ən stɔpt drɪŋkiŋ ti:.

King George got very angry and sent over some ships  
 kiŋ dʒɔ:dʒ ɡot veri æŋgri ən sent ouvə səm sips

full of tea and told the Americans to buy the tea.  
 ful əv ti: ən tould ði ə'merikənz tə bai ðə ti:.

"But in the night, Americans dressed up as Indians  
 "bət in ðə nait, ə'merikənz drest əp əz indjənz

went on board the ships and poured all the tea into  
 went ən bɔ:d ðə sips ən pɔ:d ɔ:l ðə ti: intə

the harbour. That was the 'tea-party' you remembered.  
 ðə ha:bə. ðət wəz ðə 'ti:pa:ti' ju: rɪ'membəd.

Soon after this action open war broke out between  
 su:n a:ftə ðis əkʃən oupən wə: brouk aut bɪ'twi:n

America and England, a war that was to end in making  
 ə'merikə ənd iŋglənd, ə wə: ðət wəz tu end in meikiy

action = act



two separate nations of England and her American  
tu: seprit neisəns əv iyglənd ən hə:r ə'merikən  
colonies. But perhaps it was a good thing, after all.  
koləni:z. bə:t pə'hæps it wəz ə gud þiy. a:ftər ə:l.  
England has grown again to be one of the greatest  
iyglənd həz groun ə'gein tə bi: wʌn əv ðə greitist  
empires of the world — it may really be said that our  
empaιəz əv ðə wə:ld — it mei riəli bi: sed ðət auər  
empire extends to all corners of the earth.  
empaιə iks'tendz tu ə:l kɔ:nəz əv ði ə:b.

“And on the other hand, after the colonies got their  
“ənd ən ði əðə hand. a:ftə ðə koləni:z got ðə:ə  
liberty, they continued to grow in size, and now the  
libəti, ðei kən'tinju:d tə groun in saiz. ən nau ðə  
country extends from the Atlantic all the way across  
kʌntri iks'tendz frəm ði ə'læntik ə:l ðə wei ə'kros  
to the Pacific. The country that we call America con-  
tə ðə pə'sifik. ðə kʌntri ðət wi: kɔ:l ə'merikə kən-  
sists of 48 separate states, each with its own laws.  
'sistəz əv fɔ:t'iteit seprit steits, i:ts wið its oun lɔ:z.  
But they are united into one nation, and have one  
bə:t ðei a: ju:'naitid intə wʌn neisən, ən həv wʌn  
law for things that are important to all the states.  
lɔ: fə þiyz ðət a:r im'pɔ:tənt tu ə:l ðə steits.  
That is why the country is called the ‘United States of  
ðət is həwai ðə kʌntri iz kɔ:ld ðə 'ju:'naitid steits əv  
America’.” “What made the first people leave England  
ə'merikə’.” “həwət meid ðə fə:st pi:pl li:v iyglənd

and go to America?" Storm asked. "Wasn't there  
*ən gou tu ə'merikə?*" *stɔ:m a:skt.* "Wasn't there  
 sufficient work and food for them in England?" "Yes,  
*sə'fɪʃənt wə:k ən fu:d fə ðəm in iŋglənd?*" "Yes.

sufficient work and food for them in England?" "Yes,  
*sə'fɪʃənt wə:k ən fu:d fə ðəm in iŋglənd?*" "Yes.

that had nothing to do with the reason. But shortly  
*ðæt hæd nʌθɪŋ tə du: wið ðə ri:sn. bət ʃɔ:tli*

after sixteen hundred, there was a lot of religious  
*a:ftə siksti:n hʌndrəd, ðæt wəz ə lət əv ri'lidzəs*

trouble in England, and the cause of the trouble was a  
*trəbl in iŋglənd, ən ðə kɔ:s əv ðə trəbl wəz ə*

new Act that said that all church services in England  
*nju: əkt ðət sed ðət ə:l tʃə:ts sə:vɪsɪz in iŋglənd*

must be held in a way that was very much like the  
*məst bi: held in ə wei ðət wəz veri mʌts laik ðə*

way the Catholic services were held. However, there  
*wei ðə kəfəlik sə:vɪsɪz ə: held. hau'evə, ðæt*

were many people who thought that this was not the  
*wei meni pi:pl hu: þɔ:t ðət ðis wəz nət ðə*

right way to worship God, and who would not do  
*raɪt wei tə wə:sif gəd, ən hu: wəd nət du:*

as the law said. Often, when they came together to  
*əs ðə lɔ: sed. ɔ:fn, hwen ðei keim tə'gəðə tə*

worship God, people who held the other opinion would  
*wə:sif gəd, pi:pl hu: held ði ʌðər ə'pinjən wəd*

come and interrupt their services and try to start fights  
*kʌm ənd in'tə'rʌpt ðæt sə:vɪsɪz ən trai tə sta:t faɪts*

with them. In all this trouble many people were hurt,  
*wið ðəm. in ə:l ðis trəbl meni pi:pl wə: hə:t,*

sufficient =  
 enough

poor (here) =  
needing help or  
care

and some even killed in the fights, and at last some  
*ən sam i:vən kild in ðə faits, ənd ət la:st sam*  
of them decided to leave England and go to America,  
*ər ðəm d'i:saidid tə li:v iŋglənd ən gou tu ð'merikə,*  
where they would have liberty to worship God as they  
*hwe:ə ðei əwəd hæv libəti tə wə:sip ɡd əz ðei*  
thought best, without being killed for it.”  
*hɔ:t best, wið'aut bi:in kild fər it.”*

“Poor fellows!” Storm said. “I wonder if many more  
“*pu:ə felouz!*” *sts:m sed. “ai wəndər if meni mɔ:r*  
of them weren’t killed by the Indians in America?”  
*ər ðəm wə:nt kild bai ði indjənz in ð'merikə?”*

“Yes, that’s just what happened,” Marshall replied.  
“*jes, ðæts dʒast hwət hæpnd.*” *ma:ʃəl ri'plaid.*

“Only a very few of the Englishmen who arrived in  
“*ounli ə veri fju: ər ði iŋglismən hu: ə'raɪvd in*  
America on the famous ‘Mayflower’ lived to see the  
*ð'merikə ən ðə feiməs 'meɪflaʊə' livd tə si: ðə*  
next spring. In the first place, they had not brought  
*nækst spriy. in ðə fə:st pleis, ðei hæd nɔ:t brɔ:t*  
sufficient food with them from England, and in the  
*sə'fɪʃənt fu:d wið ðəm frəm iŋglənd, ənd in ðə*  
second place, the Indians hated the white men, or the  
*sekənd pleis, ði indjənz heitid ðə hwait men, ɔ: ðə*  
pale-faces, as they called them, and killed many of  
*peilfeisiz, əz ðei kɔ:ld ðəm, ən kild meni ər*  
them. The English went in fear of their lives both  
*ðəm. ði iŋglis went in fiər ər ðəs laivz bouþ*

day and night and never felt safe. Much blood was  
*dei ən nait ən nevə felt seif. mʌts blad wəz*

shed to conquer America from the Indians.”  
*ʃed tə kɔykər ə'merikə frəm ði indjəns.*”

“One can easily understand that the Indians hated  
*wʌn kən i:zili ʌndə'stænd ðət ði indjəns heitid*

those pale-faced strangers and regarded them as their  
*ðous peilfeist streindzəz ən ri'ga:did ðəm əz ðər*

enemies,” Storm said. “They couldn’t understand each  
*enimiz,” stɔ:m sed. “ðei kudnt ʌndə'stænd i:tf*

other at first, and so it was impossible for the white  
*əðər ət fə:st, ən sou it was im'pəsəbl fə ðə hwait*

men to explain to the Indians that they only wanted  
*men tu iks'plein tə ði indjəns ðət ðei ounli wəntid*

a small part of the country to live in. The Indians, of  
*ə smɔ:l pa:t əv ðə kʌntri tə liv in. ði indjəns, əv*

course, had a fear that the pale-faces were going to  
*kɔ:s, həd ə fiə ðət ðə peilfeisiz wə: gouɪŋ tə*

take the whole continent, and thought they could stop  
*teik ðə houl kɔntinənt, ən þɔ:t ðei kəd stɔ:p*

them by killing them. I think that if the Indians  
*ðəm bai kiliŋ ðəm. ai þiŋk ðət if ði indjəns*

hadn’t been in such a hurry to start fighting, but had  
*hədnt bi:n in sʌts ə hʌri tə sta:t faiṭiŋ, bət həd*

waited until they and the pale-faces could understand  
*weitið ʌn'til ðei ən ðə peilfeisiz kəd ʌndə'stænd*

each other, there wouldn’t have been so much trouble,  
*i:tf ʌðə, ðər wudnt həv bi:n sou mʌts trəbl,*

He **sheds**, he **shed**,  
 he has **shed** [*ʃedz*,  
*ʃed, sed*].

pretty (here) =  
rather

and so much blood would not have been shed."

*ən sou məts blad wəd nət həv bi:n sed.*"

"I don't think it would have made much difference,"

*"ai dount þiŋk it wəd həv meid məts difrəns,"*

was Marshall's opinion. "People have been making

*wəz ma:fəls ə'pinjən. "pi:pl həv bi:n meikiy*

war upon each other for less reason than that since

*wə:r ə'þən i:ts ʌðə fə les ri:zn ðən ðæt sins*

the beginning of history. It seems to be the nature

*ðə bi'giniy əv histəri. it si:mz tə bi: ðə neitʃər*

of man to hate and to kill, and, consequently, many

*əv mən tə heit ən tə kil, ən, kənsikwəntli, meni*

must live in fear of others and suffer pain from the

*məst liv in fiər əv ʌðəs ən sʌfə pein frəm ði*

actions of others. Now that I come to think of it, we

*ækʃənz əv ʌðəz. nau ðət ai kʌm tə þiŋk əv it, wi:*

really are a pretty bad lot, don't you think so, too?"

*ri:li a:r ə priti bæd lət, dount ju: þiŋk sou. tu:?"*

"Some of us, yes," Storm answered. "But at least those

*"səm əv ʌs, jes," stɔ:m a:nsəd. "bət ət li:st ðous*

first Americans seem to have been the right sort of

*fə:st ə'merikənz si:m tə həv bi:n ðə rait sɔ:t əv*

men. They were willing to take upon themselves all

*ðei wə: wiliŋ tə teik ə'þən ðəm'selvz ɔ:l*

the work, all the difficulties, all the suffering that

*ðə wə:k, ɔ:l ðə difikəlti:z, ɔ:l ðə sʌfəriy ðət*

living in the New World meant, in order to be allowed

*livin in ðə nju: wə:ld ment, in ɔ:də tə bi: ə'lau:d*

to worship God in the way they thought right. They  
*tə wə:sip ɡd in ðə wei ðei þɔ:t rait. ðei*

stayed on over there, even though they suffered very  
*steid ɔn ouvə ðə, i:vən ðou ðei sʌfəd veri*

much both on account of the cold winters and the  
*matʃ bɔ:p ɔn ə'kaunt əv ðə kould wintəz ən ðə*

fights with the Indians, and because they did not have  
*faits wið ði indjənz, ən bɪ'kɔz ðei did not hæv*

sufficient food. Thus the great nation of the United  
*sə'fɪʃənt fu:d. ðas ðə greit neifən əv ðə ju:'naitid*

States to-day owes its existence to the courage with  
*steits tə'ðei ouz its ig'zistəns tə ðə kʌridʒ wið*

which these people settled a question of religion which  
*hwits ði:s pi:pl setld ə kwestʃən əv rɪ'lidʒən hwits*

was more important to them than their lives. Not a bad  
*wəs mɔ:r im'pɔ:tənt tə ðəm ðən ðəs laivs. nɔt ə bæd*

sort of people for a nation to begin with!"

*so:t əv pi:pl fər ə neifən tə bi'gin wið!"*

"No, that's right," Marshall agreed. "But look what  
*"nou, ðæts rait," ma:fəl ə'gri:d. "bət luk hæwt*

has happened over there since then. America has  
*hæs hæpnd ouvə ðəs sins ðen. ə'merikə hæs*

been in too great a hurry to grow big and strong, and  
*bi:n in tu: greit ə həri tə grou big ən strɔ:y. ən*

many Americans have been in too great a hurry to  
*meni ə'merikənz hæv bi:n in tu: greit ə həri tə*

get rich quickly. They haven't had much time left  
*get ritʃ kwikli. ðei hævnt hæd matʃ taim left*

thus = in this  
way

settle (here) =  
decide



Statue of  
Liberty

over for thinking about those fine ideas of liberty that *ouvə fə bɪŋkɪŋ s'baut ðouz fain aɪ'diəz əv libəti ðət* made the first Americans leave their mother coun-  
meid ðə fə:st ə'merikənz li:v ðεə mʌðə kʌn-  
try. However," he continued, "I do think America  
tri. *hau'eva*," *hi: kən'tinju:d*, "ai du: bɪyk ə'merikə has earned the Statue of Liberty which the people  
həz ə:nd ðə stætju: əv libəti hwɪts ðə pi:pl of France gave America in 1886, as a sign  
əv fra:ns geɪv ə'merikə in eɪtɪ:n eɪtɪ'siks, əz ə sain of the love of liberty in both countries. It's an  
əv ðə ləv əv libəti in bəʊθ kʌntrɪz. its ən extremely tall statue, you know, placed on an island  
ɪks'tri:mli tɔ:l stætju:, ju: nou, pləst ən ələnd just outside New York, — the first sign that you have  
dʒʌst autsaid *nju: jɔ:k*. — ðə fə:st sain ðət *ju: həv* come to a free country."  
kʌm tu ə fri: kʌntri."

"Yes, I know," Storm replied. "I've read about it.  
"jes, ai nou," *stɔ:m rɪ'plaid*. "air red s'baut it.

Inside it, you can go all the way up to the head,  
insaid it, *ju: kən gou s:l ðə weɪ ʌp tə ðə hed*, where you can look out through the eyes and thus  
hwεə ju: kən luk aut þru: ði aɪz ən ðas get a wonderful view of New York. The Americans  
get ə wʌndəful vju: əv *nju: jɔ:k*. ði ə'merikənz are very proud of the 'sky-line' of New York, as  
a: veri praud əv ðə 'skailain' əv *nju: jɔ:k*, əs

they call it, the line of houses and towers seen against  
ðei kɔ:l it, ðə lain əv haʊzɪz ən tauəz si:n ə'geɪnst  
the sky when your boat is entering the harbour. I  
ðə skai hwen jɔ: bout is entəriŋ ðə ha:bə. ai  
hope to see it some day."  
houp tə si: it səm dei."

"So do I," Marshall said, as he prepared to go to  
"sou du: ai," ma:fəl sed, əz hi: pri'peəd tə gou tə  
bed. "Perhaps we could go there together." "Yes,  
bed. "pə'hæps wɪ: kəd gou ðəə tə'geðə." "jes,  
perhaps we might," Storm answered. "Well, good  
pə'hæps wɪ: mait," stɔ:m a:nsəd. "wel, gud  
night!"  
nait!"

#### EXERCISE A.

In America a tram is called a —. A railway is called  
a —, and a five-dollar note a — —. The Underground  
the Americans call the —, and a — is a station. The  
American word for luggage is —. In former times  
America was an English —. The Americans were —  
with the English government of their country.

The English put a — on the tea that was sent to the  
Americans. Storm never read his — at school. The  
war between England and her American colonies ended  
in making two — nations of them. The British Empire  
— to all corners of the earth.

#### WORDS:

railroad  
bill  
street-car  
subway  
depot  
baggage  
colony  
lesson  
dissatisfied  
tax  
separate  
extend  
liberty

Atlantic  
Pacific  
unite  
worship  
sufficient  
fight  
hate  
pale-face  
pale-faced  
kill  
fear  
shed  
suffer  
action  
hurry  
cause  
statue  
thus  
sign

When the American colonies had got their —, they grew in size, and now the country — from the — all the way across to the —. America now consists of 48 states — into one nation. Some people in England who wanted to — God in their own way went to America to do so. They did not bring — food along from England. They suffered on account of the — with the Indians.

The Indians — the white men, or the —, as they called them, and — many of them. The English went in — of their lives. Much blood was —. It seems to be the nature of man to hate and kill, and, consequently, many must — pain from the — of others. America has been in a great — to grow big and strong.

#### EXERCISE B.

**Answer these questions with full sentences:**

Are you interested in music? ... Do you think you are musical? ... Do you play any instrument? ... Do you like to dance? ... Have you been taught dancing? ... Do you like modern dance-music? ... Do you like to sing, and have you got a good voice for singing? ...

#### EXERCISE C. GRAMMAR.

In the sentences “I have **walked** five miles the last three days”, “the girl has **played** in the garden for an hour”, “he had **looked** out of the window for me just before

I arrived", 'walked', 'played', and 'looked' are called second participles [*pa:ti:iplz*]. (The first participle, 'playing', etc., we are going to hear about later.) You will notice that the second participle of verbs like these has the same form as the past tense.

The second participle is used with the present tense of 'have' to make the perfect [*pa:fikt*] tense: I have called, you have called, he has called, she has called, it has called, we have called, you have called, they have called.

The second participle is also used with the past tense of 'have' to make the pluperfect [*'plu:'pa:fikt*] tense: I had called, you had called, he had called, she had called, it had called, we had called, you had called, they had called.

The second participle of 'be' is 'been', and the perfect tense is as follows: I have been, you have been, he has been, she has been, it has been, we have been, you have been, they have been. The pluperfect is made with the past tense of 'have': I had been, you had been, he had been, she had been, it had been, we had been, you had been, they had been.

**Questions:**

What other form of the verb is as a rule the same as the second participle? ... What is the second participle used for? ... What is the second participle of the verb 'be'? ...

EXERCISE D.

*siksti'eit, nelsu roud,*

*wimblðən.*

*ðə twenti'eitþ əv dʒu:n.*

*diə wud.*

aim sori ðət it həz bi:n sou ləy bi'fɔ:r aɪr faund  
taim tu a:nər jɔ: letə, həwɪts ai ri'si:vd ɔ:l'redi ət ðə  
bi'giniy əv la:st wi:k. bət ju: si:, ən im'þɔ:tənt tseindz  
həz teikn pleis in mai laif sins mai la:st letə, ənd ɔ:l  
mai taim ənd ɔ:l mai þɔ:ts həv bi:n teikn ʌp wið it.  
ðə fækt iz, mæriən edwədz həz p्रomist tə bɪ'kam mai  
waif, sou frəm bi:iy ə laitha:tid jʌy mæn wið'aut ə  
keər in ðə wə:ld, aɪr sədnli bi:n tseindz intu ə mæn  
wið veri siəriəs þɔ:ts ə'baut ðə fju:tʃə, nau ðət aim  
gouiy tə həv ə fæmili əv mai oun.

its streindz tə þiŋk ðət ət ðə seim taim hwen mæriən  
ənd ai wə:r ən ðə triþ hweər ai a:skt hə: ðət veri  
im'þɔ:tənt kwestʃən, ən hweər wi: wɔ:kt in ðə wə:m  
sənsain ʌndə ðə gri:u tri:z, ju: wə: həvviy stɔ:ms wið  
rein ən kould ət houm. bət ðət riəli iz ʌn'ju:zuel.  
i:vən in aue kəntri, ət ðəs taim əv ðə jiə. hau:evə.  
spriŋ ən səmə du: kəm ə:liə in iyglənd ðən ət houm.  
in ðə þa:ts əv iyglənd ðət aɪr si:n ən mai trips, ðə  
li:və wə:r aut ɔ:l'redi ət ðə bi'giniy əv eɪþrɪl. (

wel, ai houþ tə hiə frəm ju: ə'gein veri su:n; ai  
wənt tə nou hwo:t ju: þiŋk əv ðə 'greit nju:s'. əz  
ju: nou daut kən si: frəm mai letə, ai həvnt bi:n  
.eibl tə þiŋk əv məts els ði:z la:st tu: wi:ks.

*jɔ:z sin'siəli,*

*stɔ:m*

## THE BRITISH EMPIRE

Marshall had often promised Storm to take him to the  
*ma:ʃəl həd ɔ:fn p̄romist stɔ:m tə teik him tə ðə*

House of Commons when the members were present  
*haʊs əv k̄mənz hwen ðə m̄embəz wə: p̄resnt*

and the House at work. Storm wanted to see some  
*ənd ðə haʊs ət wə:k. stɔ:m wɔ:ntid tə si: səm*

of its famous members and hear them speak. Marshall  
*əv its feiməs m̄embəz ənd hi: ðəm spi:k. ma:ʃəl*

felt this promise as a debt of honour. So, at length,  
*felt ðis p̄romis əz ə det əv ɔ:nə. sou, ət leyh,*

one afternoon after office hours he decided to pay  
*wʌn a:ftə'nu:n a:ftər ɔ:fɪs auəz hi: d̄isaidid tə pei*

this debt. He went with Storm to the House of  
*ðis det. hi: went wið stɔ:m tə ðə haʊs əv*

Commons, and they spent some hours there, listening  
*k̄mənz. ənd ðei spent səm auəz ðəə, lisniŋ*

to the different speakers.  
*tə ðə difrənt spi:kəz.*

Among other matters several colonial questions were  
*ə'mʌŋ ʌðə m̄atəz sevərl k̄ə'lounjal kwestʃənz wə:*

discussed, which seemed to be of much interest to  
*dis'kʌst, hwitſ si:md tə bi: əv m̄atſ intrist tə*

Storm. On their way home he seemed to be thinking  
*stɔ:m. ən ðəə wei houm hi: si:md tə bi: b̄ɪŋkɪŋ*

debt = something  
 which is owed to  
 somebody

colonial = having  
 to do with colonies

manner = way

moment = a very short time

of something, and after dinner, when they were making  
*əv sam'biŋ, ənd a:ftə dinə, hwen ðei wə: meikŋ*  
themselves comfortable, each in a big chair, he said  
*ðəm'selvz kəmfətbl, i:tf in ə big tʃə, hi: sed*  
to Marshall, "The colonial questions which were dis-  
*tə ma:fəl, "ðə kə'lounjəl kwestfənz hrvitʃ wə: dis-*  
cussed in Parliament to-day interested me more than  
*'kʌst in pa:ləmənt tə'dei intristid mi: mə: ðən*  
anything else, though I didn't always catch the meaning;  
*enɪŋŋ əls, ðou ai didnt ɔ:lwəs kætsf ðə mi:nɪŋ;*  
for after all, I know far too little about the colonies.  
*fər a:ftər ɔ:l, ai nou fa: tu: lɪtl ə'baut ðə kələniz.*  
For instance, I don't know how they're governed."  
*fər instəns, ai dount nou hau ðəz gʌvənd.*"

"It isn't so easy," Marshall said, "to tell you in a few  
*"it iznt sou i:zi," ma:fəl sed, "tə tel ju: in ə fju:*  
words about their government, because they're not all  
*wə:dz ə'baut ðəz gʌvənmənt, bɪ'kɔz ðəz nət ɔ:l*  
governed in the same manner; but we could talk a little  
*gʌvənd in ðə seim mænə; bət wi: kəd tɔ:k ə lɪtl*  
about the question until bedtime. I'll start in a  
*ə'baut ðə kwestfən ʌn'til bedtaim. ail sta:t in ə*  
moment. First I'll go out to the kitchen and get some  
*mo:ment. fə:st ail gou aut tə ðə kitʃin ən get səm*  
matches so that we can try the new cigarettes I bought  
*mætʃɪz sou ðət wi: kən trai ðə nju: sigə'rets ai bɔ:t*  
to-day." He did so, and a few moments later they  
*tə'dei." hi: did sou, ənd ə fju: mo:ments leitə ðei*

were enjoying their cigarettes. "Well, Storm," said  
*wə:r in'dʒi:iŋ ðəə sigə'rets. "wel, stɔ:m," sed*

Marshall, taking up the conversation again, "I'll first  
*ma:ʃəl, teikiŋ ʌp ðə kɔnə'seifən ə'gein, "ail fə:st*

tell you about a number of countries which used to  
*tel ju: ə'baut ə nʌmbər ər kəntrɪz hwɪts ju:st tə*

be governed by Britain. The best known of them are  
*bi: gʌvənd bai britən. ðə best noum ər ðəm a:*

Canada, New Zealand, Australia, South Africa, India,  
*kænədə, nju:zɪ:lənd, ə:s'treɪlɪə, saʊfɪ əfrikə, ɪndjə,*

and Pakistan. We call these countries Dominions.  
*ən pə:kɪ'stə:n. wi: kɔ:l ði:s kəntrɪz də'minjənz.*

They have their own governments which look after  
*ðei hæv ðər own ɡʌvənmənts hwɪts luk a:ftər*

affairs of interest to the Dominions themselves. Re-  
*ə'fə:s ər intrist tə ðə də'minjənz ðəm'selvz. ri-*

garding foreign affairs which are of importance to the  
*'ga:dɪŋ fɔ:rin ə'fə:s hwɪts a:r ər im'pɔ:təns tə ðə*

regarding = as to

whole Empire, they have the same right as the mother  
*houl əmpaɪə, ðei hæv ðə seim rait əz ðə mʌðə*

country to decide what steps should be taken. So you  
*kəntri tə di'said hwət steps fəd bi: teikn. sou ju:*

see, Storm, that it would be incorrect to regard Britain  
*si:, stɔ:m, ðət it wəd bi: inka'rekt tə ri'ga:d britən*

incorrect = not correct

and the Dominions as a country with its colonies. It's  
*ən ðə də'minjənz əz ə kəntri wið its kələniz. its*

rather a number of states which are held together by  
*ra:ðər ə nʌmbər ər steits hwɪts a: held tə'geðə bai*

development =  
growth

nineteenth century  
= the time from  
the year 1800 to  
the year 1900

gain = win

the same interests of trade and politics.”  
ðə seim intrists əv treid ən pə'litiks.”

“But the Dominions cannot have had all these political  
“bət ðə də'minjənz kənət həv həd ɔ:l ði:z pə'litikəl  
rights from the beginning,” Storm interrupted.  
raits frəm ðə bɪ'giniy.” sto:m intə'raptid.

“No, they’re the fruits of a development which has been  
“nou, ðəə ðə fru:ts əv ə dɪ'veləpmənt hwits həz bi:n  
going on for many years,” Marshall continued. “At  
gouɪŋ ən fə meni jiəz,” ma:səl kən'tinju:d. “ət  
first the Dominions were simply colonies which could  
fə:st ðə də'minjənz wə: simpli kələni:z hwits kəd  
not make decisions regarding many of their own affairs  
nət meik dɪ'si:zənz ri'ga:diy meni əv ðəər oun ə'fə:əz  
without asking Britain, but the political development  
wɪð'əut a:ski: britən, bət ðə pə'litikəl dɪ'veləpmənt  
which took place in the nineteenth century has made  
hwits tuk pleis in ðə nainti:n̩ sentfuri həz meid  
it necessary for Britain to give them greater and  
it nəsəri fə britən tə giv ðəm greitər ən  
greater liberty to look after their own affairs, and by  
greitə libəti tə luk a:ftə ðəər oun ə'fə:əz, ən bai  
the year 1900 half of the Dominions had  
ðə jiə nainti:n hʌndrəd ha:f əv ðə də'minjənz həd

gained their present rights.” “And the fact that the  
geind ðəə presnt raits.” “ən ðə fækt ðət ðə  
Dominions have gained these political rights is no  
də'minjənz həv geind ði:z pə'litikəl raits iz nou

doubt an important reason why Britain has been able  
 daut ən im'pɔ:tənt ri:zn hwai britən həz bi:n eibl  
 to keep her connection with them," Storm said. "It's  
 tə ki:p hə: kə'nekʃən wið ðəm," stɔ:m sed. "its  
 the same with nations as with people. You can almost  
 ðə seim wið neisənz əz wið pi:pl. ju: kən ɔ:lmoʊst  
 always have your way with them if your behaviour  
 ɔ:lweəz hæv jɔ: wei wið ðəm if jɔ: bi'heivjə  
 towards them is gentle and understanding. If Britain  
 tə'wɔ:dz ðəm iz dʒentl ənd ʌndə'stændɪŋ. if britən  
 had used force against her present Dominions instead  
 həd ju:zd fɔ:s ə'geinst hə: prezent də'minjənz in'sted  
 of being gentle with them, they would have been lost  
 əv bi:iy dʒentl wið ðəm, ðei wəd hæv bi:n lɔst  
 now, I suppose, as her former North-American colonies  
 nau. ai sə'pous, əz hə: fɔ:mə 'nɔ:þə'merikən kɔləniz  
 were lost when she used force against them, sending  
 wə: lɔst hwen fi: ju:zd fɔ:s ə'geinst ðəm, sendiŋ  
 armies across the sea to fight them." "No doubt you're  
 a:miz ə'krɔs ðə si: tə fai't ðəm." "nou daut ju:ə  
 right," Marshall replied. "But though the Dominions  
 rait," ma:ʃəl ri:pplaid. "bat ðou ðə də'minjənz  
 are the best known parts of the British Empire, we  
 a: ðə best noun pa:ts əv ðə britiʃ emپaiə. wi:  
 must not forget to say a few words about the colonies  
 mest nɔt fə'get tə sei ə fju: wə:dz ə'baut ðə kɔləniz  
 proper. They're parts of the British Empire with  
 prɔ:pə. ðə ðə pa:ts əv ðə britiʃ emپaiə wið

## Chapter Fifty-Seven (57).

an official =  
a person who  
works for the  
government

the natives of a  
country = the  
people belonging  
by birth to the  
country

only a few Englishmen — soldiers and officials —  
*ounli ə fju: iŋglɪʃmən — souldzəz ənd ə'fɪsəlz —*

living among the natives. They're governed from  
*livɪŋ ə'may ðə neitɪvz. ðeəz ɡʌvənd frəm*  
Britain, that is, by the Colonial Office in London.  
*brɪtən, ðæt iz, bai ðə kə'lounjəl əfɪs in ləndən.*

The Colonial Office sends a representative, a so-called  
*ðə kə'lounjəl əfɪs səndz ə repri'zentətɪv, ə soukɔ:ld*  
Governor, to each of the colonies to look after the  
*gʌvənər, tu i:ts əv ðə kələnɪz tə luk a:ftə ði*  
affairs of the colony. Of course, he can't do all the  
*ə'fæs əv ðə kələni. əv kɔ:s, hi: ka:n̩t du: ɔ:l ðə*  
work himself, but has a number of officials to help  
*wə:k him'self, bət həz ə nʌmbər əv ə'fɪsəlz tə help*  
him. He and the officials together make up the  
*him. hi: ən ði ə'fɪsəlz tə'geðə mɛik ʌp ðə*  
highest authority of the colony. Naturally, the  
*haɪst ɔ:'þɔ:riti əv ðə kələni. nætsrəli, ðə*  
Governor is always in connection with the Colonial  
*gʌvənər is ɔ:lwəs in kə'nekʃən wið ðə kə'lounjəl*  
Office in London, telling it what happens in the  
*əfɪs in ləndən, telɪŋ it həwət hæpns in ðə*  
colony and getting orders as to what to do in im-  
*kələni ən getɪŋ ɔ:dəz əz tə həwət tə du: in im-*  
portant matters.”  
*'pɔ:tənt mætəz."*

“Wouldn't it be more just of Britain to let the colonies  
*"wudnt it bi: mɔ: dʒʌst əv brɪtən tə let ðə kələnɪz*

just = right

have governments of their own, just like the Do-  
*həv ɡʌvənmənts əv ðər oun, dʒʌst laik ðə ðə-*

minions?" Storm asked.

'minjənz?" stɔ:m ə:skt.

"Perhaps it would be just," Marshall replied, "but the  
*"pə'hæps it wəd bi: dʒʌst," ma:ʃəl ri'plaɪd, "bət ðə*

natives of most of the colonies are not white people,  
*neitivz əv moust əv ðə kələniz ə: nət hwait pi:pl,*

and wouldn't be able to govern themselves. When the  
*ən wudnt bi: eibl tə ɡʌvən ðəm'selvz. hwen ði*

English first came to these places, the natives in many  
*ɪŋglɪʃ fə:st keim tə ði:z pleisiz, ðə neitivs in meni*

cases were nothing but wild or savage tribes, living  
*keisiz wə: nʌbɪj bət waild ɔ: səvidʒ traibz, livɪŋ*

under the conditions offered by nature; so the English  
*əndə ðə kən'diʃəns ɔfəd bai neitʃə; sou ði ɪngglɪʃ*

have had to take care of them. However, as the  
*həv hæd tə teik keər əv ðəm. hau'vevə, əz ðə*

natives become more used to European ideas, it is  
*neitivz bi'kʌm mɔ: ju:st tə juərə'piən aɪ'diəz, it iz*

the intention of the British to give all the colonies  
*ði in'tenʃən əv ðə britis tə gɪv ɔ:l ðə kələniz*

self-government.

'self'gʌvənmənt.

"I know that it's the general opinion of many foreigners  
*"ai nou ðət its ðə dʒenərəl ə'pinjən əv meni fərɪnəz*

that Britain has only thought of her own interests in  
*ðət britən həz ounli þɔ:t əv hə:r oun intrists in*



*a savage*

intention =  
 purpose

fair = just

connection with the colonies, but this is not quite fair.  
*ka'nekʃən wið ðə kɔləniz, bət ðis iz nɔt kwait feə.*

rule(here) = government

In the colonies where the natives were savages when  
*in ðə kɔləniz hwəs ðə neitivs wə: səvɪdʒɪz hwən*

they came under British rule, Britain has really done  
*ðei keim əndə britɪʃ ru:l, britən həz riəli dʌn*

a lot of good work for the people, making their life  
*ə lɔt əv gud wə:k fə ðə pi:pl, meikiy ðəə laif*

easier, building schools and hospitals for them, etc.,  
*i:ziə, bɪldɪŋ sku:lz ən hɔspɪtlz fɔ: ðəm, i'lsetrə,*

and on the whole trying to be just and fair. But it  
*ənd ən ðə hɔul traiiy tə bi: dʒʌst ən feə. bət it*

would be incorrect to say that all the colonies like to  
*wəd bi: inkə'rekt tə sei ðət ə:l ðə kɔləniz laik tə*

be under British rule.”  
*bi: əndə britɪʃ ru:l.”*

“At least many of the people in India didn’t like it  
*“ət li:st meni əv ðə pi:pl in indjə didnt laik it*

as they came to feel equal with the Europeans,” Storm  
*əs ðei keim tə fi:l i:kwal wið ðə juərə'piənz.” stɔ:m*

said with a smile. “From the papers and also from  
*sed wið ə smail. “frəm ðə peipəz ənd ə:lou frəm*

a number of books I’ve read, I know that there used  
*ə nʌmbər əv buks aiv red, ai nou ðət ðəs ju:st*

to be much trouble with India from time to time.  
*tə bi: mʌtʃ trəbl wið indjə frəm taim tə taim.*

Could you tell me a little more about the government  
*kəd ju: tel mi: ə litl mɔ:r ə'baut ðə gʌvənmənt*

of India? I've no definite idea of it." "Before  
 av indjə? aiv nou definit aɪ'dɪə av it." "bɪ'fɔ:

definite = clear  
 in meaning

1947 the government of India was different  
 naɪnti:n fɔ:tɪ'sevn ðə ɡʌvənmənt av indjə wəz dɪfrənt  
 from that of the Dominions as well as from that of  
 frəm ðæt av ðə də'mɪnjənz əz wel əz frəm ðæt av  
 the colonies," was Marshall's reply. "It did not govern  
 ðə kɔləniz," wəz ma:fəlz ri'plai. "it did not ɡʌvən  
 itself. It was governed by the British and the Indians  
 it'self. it wəz ɡʌvənd bai ðə brɪtɪʃ ən ði indjənz  
 together. The country is so large — having nearly  
 tə'geðə. ðə kʌntri iz sou la:dʒ — hævɪŋ niːli

400 million people — that there was a special  
 fɔ: hʌndrəd miljən pi:pl — ðæt ðæə wəz ə spɛʃəl  
 government department in London, called the India  
 ɡʌvənmənt di'pa:tment in lʌndən. kɔ:ld ði indjə  
 Office, looking after Indian affairs. But as you  
 ɔ:fɪs, lʊkiŋ a:ftər indjən ə'fɛəz. bət əz ju:  
 mentioned, Britain often had trouble with India —  
 mənʃənd, brɪtən ɔ:fn hæd trʌbl wið indjə —  
 mostly on account of the manner in which it was  
 mənʃəntli ən ə'kaunt av ðə mænər in hwɪtſ it wəz  
 governed. Many of the Indians wanted their country  
 ɡʌvənd. meni əv ði indjəns wɔ:ntid ðæə kʌntri  
 to be given self-government as soon as possible." "And  
 tə bi: gɪvn 'self'gʌvənmənt əz su:n əz pɔ:səbl." "ən  
 wasn't it to do justice to them, Marshall, to offer them  
 wɔ:nt it tə du: dʒʌstɪs tu ðəm, ma:fəl, tu ɔ:fə ðəm

do justice to =  
 be just to

what they wanted?" Storm asked. "If it was only  
*hwot ðei wəntid?*" *stɔ:m a:skt.* "if it wəz ounli  
 a question of doing justice to them, they would  
*ə kwestʃən əv du:iy dʒʌstis tu ðəm, ðei wəd*  
 have been given self-government a long time before,"  
*həv bi:n givn 'self'gʌvənmənt ə lɔy taim bi'fɔ:;*"  
 Marshall replied. "In 1917 the British  
*ma:ʃəl rɪ'plaɪd. "in nainti:n sevnti:n ðə britif*  
 Government declared that its intention was the develop-  
*gʌvənmənt dɪ'kleəd ðət its in'tenʃən wəz ðə di'veləp-*  
 ment, step by step, of the same sort of self-government  
*mənt, step bai step, əv ðə seim sɔ:t əv 'self'gʌvənmənt*  
 for India as the Dominions had. But India consists  
*fər indjə əz ðə də'minjəns hæd. bat indjə kən'sists*  
 of many nations, with different ideas of life and with  
*əv meni neisəns, wið difrənt aɪ'diəs əv laif ən wið*  
 different religions. Several of them were not at all  
*difrənt ri'lidʒənz. sevral əv ðəm wə: not at ɔ:l*  
 interested in a national and united India, but thought  
*intristid in ə næfənəl ən ju:'naitid indjə, bat þɔ:t*  
 only of their own interests, while others were satisfied  
*ounli əv ðər oun intrists, hwail ʌðəz wə: sətisfaɪd*  
 with British rule, because they thought that if India  
*wið britif ru:l, bi'kɔ:s ðei þɔ:t ðət if indjə*  
 was left to itself, there would be more trouble, perhaps  
*wəz left tu it'self, ðəə wəd bi: mɔ: trəbl, pə'hæps*  
 war, instead of the good conditions that the country  
*wɔ:, in'sted əv ðə gud kən'diʃənz ðət ðə kəntri*

enjoyed under British rule. That is one of the reasons  
*in'dʒid ʌndə britis ru:l. ðæt iz wʌn əv ðə ri:znz*

why Britain, at one time, was not willing to give up  
*hwai britən, ət wʌn taim, wəz nɔ:t wiliy tə giv ʌp*

India, even if Indians like the famous Gandhi, for  
*indjə, i:vən if indjənz laik ðə feiməs gændi:, fər*

instance, wanted it."

*instəns, wɔntid it."*

"It seems as if the British were a little in doubt as  
*"it si:mz əz if ðə britis wə:r ə littl in daut əz*

to what to do with Gandhi," Storm said. "Several  
*tə hwʌt tə du: wið gændi:", stɔ:m sed. "sevrəl*

times they punished him by sending him to prison, and  
*taimz ðei ʃənist him bai sendiy him tə prizn, ən*

when he had been in prison for some time, they set  
*hwen hi: həd bi:n in prizn fə sam taim, ðei set*

him at liberty again. In my opinion, they might just  
*him ət libəti ə'gein. in mai ə'pinjən, ðei mait dʒʌst*

as well have given up punishing him, for I'm sure that  
*əz wel həv givn ʌp ʃənistiy him, fər aim sus ðət*

punishment cannot change the political opinions of a  
*ʃənistment kənɔ:t tʃeindʒ ðə pə'liti:kəl ə'pinjənз əv ə*

man like that, even if it's a punishment which sends  
*mən laik ðæt, i:vən if its ə ʃənistment hwitʃ sendz*

him to prison for several years."

*him tə prizn fə sevrəl jiəz."*

"The British didn't think that either when they put  
*"ðə britis didnt biŋk ðæt aiðə hwen ðei put*



prison

him in prison! They regarded him as a danger to the  
him in prisn? dei ri'ga:did him az a deindzə tə ðə  
State, because it was his political purpose to make the  
steit, bi'kəs it wəz his pə'litikəl pə:pəs tə meik ði  
Indians stop working in industry and thus make  
indjənz stəp wə:kiŋ in indəstri ən ðəs meik  
trouble for the British Government. However, after the  
trəbl fə ðə britif gəvənment. hau'cəvə, a:ftə ðə  
war of 1939—1945, the British  
wə:r əv nainti:n þə:ti'nain tə nainti:n fə:ti'faiw, ðə britif  
Government made a definite plan for India. They  
gəvənment meid ə definit plæn fər indjə. dei  
declared that the British troops and government officials  
di'kleəd ðət ðə britif tru:ps ən gəvənment ə'fisəls  
would leave India in 1948. The Indians would  
wəd li:v indjə in nainti:n fə:ti'et. ði indjənz wəd  
then have to decide for themselves whether they wanted  
ðən hæv tə di'said fə ðəm'selvz hweðə dei wəntid  
to remain in the Empire as a self-governing Dominion,  
tə ri'mein in ði empaɪə əz a 'self'gəvənij də'minjən,  
or whether they wanted to be a completely separate  
ɔ: hweðə dei wəntid tə bi: ə kəm'pli:tli seprɪt  
country without any connection with Britain. In  
kʌntri wið'aut eni kə'nekʃən wið britən. in  
1947 the English and the Indians agreed  
nainti:n fə:ti'sevn ði iyglif ən ði indjənz ə'gri:d  
to divide the whole of India into the two Dominions  
tə di'vaid ðə houl əv indjə intə ðə tu: də'minjəns

of India and Pakistan, and on the fifteenth of August  
 əv indjə ən pa:ki'sta:n, ənd ən ðə fifti:nþ əv ɔ:gəst

of that year these Dominions received self-government.  
 əv ðæt jiə ði:z də'minjənz rɪ'si:vd 'self'gʌvənmənt.

For my part I hope that these new Dominions will keep  
 fə mai pa:t ai houp ðæt ði:z nju: də'minjənz wil ki:p

their connection with Britain, for they have so many  
 ðæt kə'nekʃən wið britən, fə ðei həv sou meni

advantages of trade to offer each other. And I think,  
 əd've:ntidzɪz əv treid tu ɔ:fer i:tʃ ʌðə. ənd ai þiŋk,

too, that good old Clive in that case would be happy  
 tu:, ðæt gud ould klaiv in ðæt keis wəd bi: həpi

in his grave."

in his greiv."

"Who's Clive?" Storm asked. "Clive! You don't say  
 "hu:s klaiv?" stɔ:m a:skt. "klaiv! ju: dount sei

that you've lived in England for about a year  
 ðæt ju:v livd in ɪnglənd fər ə'baut ə jiə

without hearing the name of Robert Clive?" "I'm  
 wið'aut hiəri ðə neim əv robət klaiv?" "aim

afraid so, but I'd like to hear something about him."  
 ə'freid sou, bət aid laik tə hiə səmþiŋ ə'baut him."

"Indeed, I must tell you about him at once. You cannot  
 "in'di:d, ai məst tel ju: ə'baut him ət wəns. ju: kənət

go about without knowing who Robert Clive is. He  
 gou ə'baut wið'aut nouiŋ hu: robət klaiv iz. hi:

was a great soldier and is famous for the battles he  
 was ə greit souldzə ənd iz feiməs fə ðə bætlz hi:

military = having to do with soldiers and war

fought in India against the French and the Indians,  
*fɔ:t in indjə ə'geinst ðə frens ən ði indjəns.*

when the British control of India began. He was born  
*hwen ðə britis kən'troul əv indjə b'i:gən.* *hi: wəs bə:n*

in 1725, and as a boy he was very interested  
*in sevnti:n twenti'faiv, ənd ðə ðə hi: wəs veri intristid*

in military life and wanted to be a soldier himself. He  
*in militəri laif ən wəntid tə bi: ə souldʒə him'self. hi:*

made a kind of military organisation among his small  
*meid ə kaind əv militəri ɔ:gənai'zeifən ə'may his smɔ:l*

friends, with military law. After leaving school he  
*frendz, wið militəri lɔ:. a:ftə li:vɪŋ sku:l hi:*

was sent to India. In all, he had three long stays in  
*wəs sent tu indjə. in ɔ:l, hi: həd þri: lɔy steiz in*

that country, but it was during his first stay there that  
*ðət kəntri, bət it wəs djuəriy his fə:st stei ðət ðət*

he did wonders. I'm thinking especially of the fighting  
*hi: did wʌndəz. aim þiŋkiŋ is'pəfəli əv ðə fəitiŋ*

at Arcot, which I should like to tell you a little about.  
*ət a:kət, hwitʃ ai fəd laik tə tel ju: ə litl ə'baut.*

But first of all you must hear something about the  
*bət fə:st əv ɔ:l ju: məst hiə səmþiŋ ə'baut ðə*

political development in India which led up to those  
*pə'litikol di'veləpmənt in indjə hwitʃ led ʌp tə ðəuz*

fights.  
*faits.*

"The French at that time had a large army in India,  
*"ðə frens ət ðət taim həd ə la:dʒ a:mi in indjə,*

and they had gained control of a large part of the  
 an ðei hæd geind kən'troul əv ə la:dʒ pə:t əv ðə  
 country. The brave fighting of the French soldiers  
 kəntri. ðə breiv faiiy əv ðə frens souldʒəz  
 made a great impression upon the natives, who respected  
 meid ə greit im'preʃən ə'þən ðə neitivz, hu: ris'pektid  
 them and supported them by letting their own soldiers  
 ðəm an sə'þɔ:tid ðəm bai letiy ðear oun souldʒəz  
 fight with them. Now it was the plan of the French  
 faiit wið ðəm. nau it wəs ðə plæn əv ðə frens  
 to use the great power they had gained to drive the  
 tə ju:z ðə greit paus ðei hæd geind tə draiv ði  
 English out of India.  
 iygliſ aut əv indjə.

"The English had tried to stop the rapid expansion of  
 "ði iygliſ hæd traid tə stop ðə ræpid iks'pænʃən əv  
 French power, but without success. No doubt, one of  
 frens paus, bæt wið'aut sæk'ses. nou daut, wan əv  
 the reasons for this was that they only had a few  
 ðə ri:zns fə ðis wəs ðæt ðei ounli hæd ə fju:  
 thousand soldiers in India. The greater part of them  
 þausənd souldʒəz in indjə. ðə greitə pa:t əv ðəm  
 were at Madras, their most important city. Was the  
 wə:r ət mə'dræs, ðəs moust im'pɔ:tənt siti. wəs ði  
 expansion of French power to continue, or could  
 iks'pænʃən əv frens paus tə kən'tinju:, ɔ: kəd  
 anything be done to stop it? Clive, who at that time  
 eniþiy bi: dʌn tə stop it? klaiv, hu: ət ðæt taim

He **drives, drove,**  
 he has **driven**  
 [draivz, drouv,  
 drivn].

expansion =  
 spreading out

retake = take back again

He **retakes**, he **retook**, he has **retaken** [*'ri:t'eiks, 'ri:t'uk, 'ri:t'eikn*].

march = walk like a soldier

troops = soldiers

held a position equal to that of a captain in the army, *held*  $\sigma$  *pə'zɪʃən* *i:kwal* *ta ðæt* *əv*  $\sigma$  *kæptɪn* *in* *ði* *a:mi*, was of the opinion that the English should try to *wəz* *əv* *ði* *ə'pinjən* *ðæt* *ði* *ɪŋglɪʃ* *ʃəd* *trai* *ta* conquer Arcot, the capital of one of the native states *kɔŋkɔ:t* *a:'kɔ:t*, *ðə* *kæpɪtəl* *əv* *ᵻʌn* *əv* *ðə* *neɪtɪv* *steɪts* which was supported by the French. Then, he supposed, *hwɪts* *wəz* *sə'pɔ:tɪd* *bai* *ðə* *frenʃ*. *ðen*, *hi:* *sə'pouzd*, some of the soldiers that were on their way to Madras *sʌm* *əv* *ðə* *souldʒəz* *ðæt* *wə:r* *ɔn* *ðeə* *wei* *ta* *mə'dræs* would be sent to Arcot instead in order to retake it, *wəd* *bi:* *sent* *tu* *a:'kɔ:t* *in'sted* *in* *ɔ:də* *ta* *'ri:t'eik* *it*, and, consequently, there would not be so many soldiers *ən*, *kɔnsɪk'wəntli*, *ðeə* *wəd* *not* *bi:* *sou* *meni* *souldʒəz* to fight against the English at Madras. The officers *ta* *fait* *ə'geinst* *ði* *ɪŋglɪʃ* *ət* *mə'dræs*. *ði* *ɔfɪsəz* in that city thought his plan a good one and asked *in* *ðæt* *siti* *hɔ:t* *his* *plæn*  $\sigma$  *gud* *ᵻʌn* *ənd* *a:skt* him if he himself was willing to perform what he had *him* *if* *hi:* *him'self* *wəz* *wiliy* *ta* *pə'fɔ:m* *hwɔ:t* *hi:* *həd* proposed that they should do. *prə'pousd* *ðæt* *ðei* *ʃəd* *du:*

“Clive at once agreed to this, and in a heavy storm *“klaɪv* *ət* *ᵻʌns* *ə'gri:d* *ta* *ðɪs*, *ənd* *in*  $\sigma$  *hevi* *stɔ:m* with thunder and lightning he marched off towards *wið* *hʌndər* *ən* *laitnɪŋ* *hi:* *ma:tʃt* *ɔ:f* *ta'wɔ:ds* Arcot as fast as possible with his troops, which only *a:'kɔ:t* *əz* *fa:st* *əz* *pɔ:sabl* *wið* *hɪz* *tru:ps*, *hwɪts* *ounli*

consisted of 200 English soldiers and 300  
*kən'sistid əv tu: həndrəd iŋglis souldzəz ən þri: həndrəd*

native soldiers, the so-called Sepoys, commanded by  
*neitiv souldzəz, ðə soukɔ:ld si:pɔɪz, kə'ma:ndid bai*  
 eight officers, only two of whom had been in battle  
*eit ɔfɪsəz, ounli tu: əv hu:m həd bi:n in bætl*  
 before.  
*bɪfɔ:.*

“The soldiers of the town of Arcot weren’t very brave  
*“ðə souldzəz əv ðə taun əv a:kɔt wə:nt veri breiv*

and at once gave up the place without a fight. This  
*ənd ət wʌns geiv ʌp ðə pleis wið'aut ə fait. ðis*

was easier than Clive had expected, but if he couldn’t  
*wəz i:ziə ðən klair həd iks'pektid, bət if hi: kudnt*

hold the city against the enemy, nothing would have  
*hould ðə siti ə'geinst ði enimi, nʌphiŋ wəd həv*

been gained. He knew that they would soon try to  
*bi:n geind. hi: nju: ðət ðei wəd su:n trai tə*

retake the town, and that he would be forced to fight  
*'ri:tɔɪk ðə taun, ən ðət hi: wəd bi: fɔ:st tə fait*

with only the few troops he had, because some soldiers  
*wið ounli ðə fju: tru:ps hi: həd, bɪ'kɔ:z səm souldzəz*

that had been sent to help him had not been able to  
*ðət həd bi:n sent tə help him həd nət bi:n eibl tə*

reach Arcot on account of the enemy. So he prepared  
*ri:tɔɪ a:kɔt ən ə'kaunt əv ði enimi. sou hi: pri'peəd*

everything to hold the town, took care of the distri-  
*ə'vribiŋ tə hould ðə taun, tuk keər əv ðə distri-*

was forced to =  
 had to

## Chapter Fifty-Seven (57).

distribution =  
dividing among  
people

bution of food, etc.  
'bju:ʃən əv fu:d, i'tsetə.

in addition =  
besides

"The strength of the enemy army that came to retake  
"ðə strey়h əv ði enimī a:mi ðæt keim tə 'ri:'teik  
the town was much greater than that of Clive's, as  
ðə taun wəz mʌtʃ greita ðən ðæt əv klaivz, əs  
the natives at first had more than 6000 soldiers,  
ðə neitivz ət fə:st hæd mɔ: ðən siks þauzənd souldzəz,  
and in addition, 4000 of the troops that had been  
ənd in ə'diʃən, fɔ: þauzənd əv ðə tru:ps ðæt hæd bi:n  
fighting near Madras were sent to support them. So  
faitiy nia mə'dræs wə: sent tə sa'pɔ:t ðəm. sou  
it seemed quite impossible that Clive should be able  
it si:md kwait im'posabl ðæt klaiv fəd bi: eibl  
to break the strength of this army.  
tə breik ðə strey়h əv ðis a:mi.  
"The fighting lasted for fifty days. The native troops  
"ðə faitiy la:stid fə fifty deiz. ðə neitiv tru:ps  
surrounded the town, and there was fighting every day.  
sə'raundid ðə taun, ən ðəsə wəz faitiy evri dei.  
Towards the end of that time, conditions had become  
tə'wɔ:dz ði end əv ðæt taim, kən'diʃənz hæd bi'kʌm  
very bad for Clive and his men. Many of his soldiers  
veri bæd fə klaiv ən his men. meni əv his souldzəz  
had been killed, big holes had been shot in the walls  
hæd bi:n kild, big houłz hæd bi:n fɔt in ðə wɔ:łz  
of the town, and in addition to this there was but little  
əv ðə taun, ənd in ə'diʃən tə ðis ðəsə wəz bət litl

food. However, Clive took care that the distribution  
*fu:d. hau'evə. klaiv tuk kəə ðət ðə distri'bju:ʃən*  
 of it was just and did his best to help where help was  
*əv it wəz dʒʌst ən did his best tə help hweə help wəz*  
 needed.  
*ni:did.*

“The troops outside thought that he would have to give  
*“ðə tru:ps aut'said þɔ:t ðət hi: wəd hæv tə giv*  
 up the town and told him as much, but he said angrily  
*ʌp ðə taun ən tould him əz mʌtʃ, bət hi: sed æŋgrili*  
 that they would soon know how British soldiers could  
*ðət ðei wəd su:n nou hau britiʃ souldʒəz kəd*  
 fight. The natives then decided to take the town, cost  
*ðə neitvə ðən di'saidid tə teik ðə taun, kəst*  
 what it might, and a hard battle began. Clive, who  
*həʊst it mait, ənd ə ha:d bætl bi'gæn. klaiv, hu:*  
 had not had any rest for several days, had thrown  
*həd nə:t həd eni rest fə sevərl deiz, həd þroun*  
 himself upon his bed; but when he heard that the  
*him'self ə'pən his bed; bət hwen hi: hə:d ðət ðə*  
 battle which was to decide everything had begun, he  
*bætl hwits wəz tə di'said evrɪbɪg həd bi'gʌn, hi:*  
 rose from his bed at once, and led the fighting himself.  
*rouz frəm his bed ət wʌns, ən led ðə fætɪŋ him'self.*  
 The enemy went forth to battle with a number of  
*ði enimi went fɔ:p tə bætl wið ə nʌmbər əv*  
 elephants in front of them, but as soon as the troops  
*elɪfənts in frənt əv ðəm, bət əz su:n əz ðə tru:ps*

might = strength

in the town began using their guns, the elephants  
in ðə taun bi'gən ju:ziŋ ðəə gʌnz, ði elifənts  
got quite wild and rushed back, killing many of the  
gət kwait waild ən rʌst bæk, kiliŋ meni əv ðə  
natives. Without the elephants the enemy now tried  
neitivz. wið'aut ði elifənts ði enimi nau traɪd  
with all their might again and again to take the town,  
wið ɔ:l ðəə mait ə'geɪn ənd ə'geɪn tə teik ðə taun,  
but they were driven back every time. The strength  
bət ðei wə: drɪvən bæk əvri taim. ðə streyh  
of the little army in the town, fighting like lions and  
əv ðə litt a:mi in ðə taun, faɪtiŋ laik laiəns ən  
bravely commanded by Clive, was too great. At  
breivli kə'ma:nɒdɪd bai klaiv, wəz tu: greit. ət  
last the enemy was forced to give up the fight, and  
la:st ði enimi wəz fɔ:st tə giv ʌp ðə fait, ən  
the rest of the troops marched away from the town.  
ðə rest əv ðə tru:ps ma:tʃt ə'wei frəm ðə taun.  
Clive and his troops had won the battle.  
klaiv ən his tru:ps həd wən ðə bætl.  
“From this day forth the French lost their power.  
“frəm ðis dei fɔ:b ðə frens lost ðəə paʊə.  
Many of the natives would not help them any longer  
meni əv ðə neitivz wəd nɒt help ðəm eni lɔ:yə  
when they found out how great the military strength  
hwen ðei faund aut hau greit ðə militəri streyh  
of the English was. Clive fought with all his might  
əv ði iŋglɪʃ wəz. klaiv fɔ:t wið ɔ:l his mait

against the French and the natives that still supported  
*a'geinst ðə frenʃ ən ðə neitivz ðæt stil sə'pɔ:tid*  
 them, and before long the day came when the power  
*ðəm, ən bɪ'fɔ: lɔy ðə dei keim hwen ðə paʊər*  
 of the English in India was as great as and even  
*əv ði iyglif in indjə wəz əz greit əz ənd i:vən*  
 greater than that of the French.”  
*greɪtə ðən ðæt əv ðə frenʃ.”*

“Thank you very much, Marshall,” said Storm. “How-  
*“hæyk ju: veri mʌts, ma:fəl.” sed stɔ:m. “hau-*  
 ever, there's one more thing I should like to ask you  
*'evə. ðəz wʌn mɔ: þin ai fəd laik tu a:sk ju:*  
 about,” he continued. “Certainly, old man,” Marshall  
*ə'baut.” hi: kən'tinju:d. “sə:tnli, ould mæn,” ma:fəl*  
 replied. “I should like you to tell me something about  
*ri'plaid. “ai fəd laik ju: tə tel mi: sʌmbiŋ ə'baut*  
 Ceylon,” said Storm. “I know that it's a very large  
*si'lən,” sed stɔ:m. “ai nou ðət its ə veri la:dʒ*  
 island near the south coast of India from which we get  
*ailənd niə ðə saʊp koust əv indjə frəm hwitʃ wi: get*  
 very good tea. But tell me, Marshall,” he said, “is  
*veri gud ti:. bət tel mi:, ma:fəl,” hi: sed. “iz*  
 Ceylon part of the new Dominion of India?” “No,  
*si'lən pa:t əv ðə nju: də'minjən əv indjə?” “nou,*  
 answered Marshall. “Ceylon is not part of the Dominion  
*a:nəd ma:fəl. “si'lən iz nət pa:t əv ðə də'minjən*  
 of India. It has become a separate Dominion with self-  
*əv indjə. it həz bɪ'kəm ə seprɪt də'minjən wið 'self-*

government, in the same way as India and Pakistan,"  
*'gʌvənmənt. in ðə seim wei əz indjə ən pa:kɪ'stə:n.'*"

he continued.

*hi: kən'tinju:d.*

"Thank you, Marshall," said Storm. "I hope we can  
*'þæyk ju:. ma:fəl.' sed stɔ:m. "ai houp wi: kən*  
continue our discussion of the British Empire some  
*kən'tinju: auə dis'kʌfən əv ðə britif empaiə səm*  
other evening."  
*ʌðə i:vniy."*

#### EXERCISE A.

WORDS:  
forth  
command  
moment  
definite  
debt  
Dominion  
colonial  
manner  
regarding  
incorrect  
native  
wild  
savage  
force  
force (verb)  
troops  
military  
strength  
power

The colonies of the British Empire are not all — in the same manner. The political rights of the Dominions are the fruits of a — which has been going on for many years. By the year 1900 half of the Dominions had — their present rights. Storm supposed that if England had used — against her present Dominions instead of being — with them, they would have been lost now.

The colonies proper are parts of the British Empire with only a few English soldiers and — living among the —. The highest authority of a colony proper is the —. Storm asked if it would not be more — to let the colonies proper have governments of their own. When the English first came to the colonies, the natives in many places were nothing but — or — tribes.

Marshall thought that on the whole England had tried to be just and — towards her colonies. Storm had no

— idea of the government of India. The English — Gandhi several times by sending him to —. Storm thought that — cannot change the political opinions of men like Gandhi. As a boy, Clive was very interested in — life.

It was the plan of the French to use the great — they had gained to — the English out of India. The English had tried to stop the rapid — of French power. At Arcot Clive took good care of the just — of food. The — of the enemy army was much greater than that of Clive's. The enemy tried with all their — to take Arcot, but at last they were — to give up the battle.

might  
drive  
drove  
driven  
march  
gain  
retake  
retook  
retaken  
addition  
development  
expansion  
justice  
official  
punishment  
just  
punish  
prison  
gentle  
bedtime  
distribution  
fair  
govern  
Indian  
Governor  
Sepoy  
century  
intention  
rule  
Pakistan  
Ceylon

### EXERCISE B.

Write 200—300 words about a film you have seen. In what cinema did you see it? In what country had it been produced? Who played in it? What was it about? Was it a good or a bad film? Tell us about all this in your own words as well as you can.

### EXERCISE C. GRAMMAR.

The forms of most English verbs are made in the same way as those of 'to call'. We call these verbs regular [*regjʊlə*] verbs. From what you have learned about them so far, you will have seen that if you know the infinitive, you will be able to make all the other forms. But in the case of some other verbs this is not so.

Example: write, wrote, written (he writes, he wrote, he has written). Of such verbs you must know the infinitive, the past tense, and the second participle, in order to be able to make the different forms and tenses of the verb. We call these verbs irregular [*i'regjulə*] verbs. Other examples are: eat, ate, eaten; give, gave, given; swim, swam, swum.

The verbs 'shall', 'will', 'can', 'may' are also irregular verbs; they only exist in the present tense and in the past tense: shall — should; will — would; can — could; may — might.

'Must' and 'ought' are the same in the present tense and in the past tense. Examples: You **must** go now. When he came home, I told him that he **must** go again. You always **ought** to help your friends. When you visited your uncle, you **ought** to have told him the truth.

**Questions:**

Mention one or two of the regular verbs that you have learned. ... Mention one or two of the irregular verbs that you have learned. ... What are the past tense forms of 'shall', 'will', 'can', 'may'? ... What are the past tense forms of 'must' and 'ought'? ...

## THE CAT IS LET OUT OF THE BAG

"Look here, Storm," Mr. Edwards said one afternoon,  
 "luk hia, stɔ:m," mistər edwədz sed wʌn a:ftə'nu:n,

as they were sitting in Mr. Edwards' study up to  
 æz ðei wə: sitiŋ in mistər edwədziz stʌdi ʌp tə  
 their eyes in letters, bills, and all sorts of papers.  
 ðeər aiz in letəz, bilz, ənd ɔ:l sɔ:ts əv peipəz.

"We shall have to find out why the goods that come  
 "wi: ʃəl hæv tə faind aut hwai ðə gudz ðət kʌm

to us via Portsmouth have been so late in reaching  
 tu ʌs vaiə pɔ:tsməb hæv bi:n sou leit in ri:tʃiŋ

us the last few times; we can't have all these delays.  
 əs ðə la:st fju: taimz; wi: ka:nt hæv ɔ:l ði:z di'leiz.

Twice there has been a delay of five days. Please go  
 twaɪs ðeə hæv bi:n ə di'lei əv faiv deɪz. pli:z gou

to the telephone in the hall and ring up Marshall.  
 tə ðə telifoun in ðə hɔ:l ən riŋ ʌp ma:ʃəl.

Ask him to send a wire to Portsmouth. I demand  
 a:sk him tə send ə waiə tə pɔ:tsməb. ai di'ma:nd

to know the reason for those delays at once. Tell  
 tə nou ðə ri:sn fə ðouz di'leiz ət wʌns. tel

Marshall that we want a reply by wire to-day, so that  
 ma:ʃəl ðət wi: wɔnt ə ri'plai bai waiə tə'dei, sou ðət

he may be able to send the necessary cables to the  
 hi: mei bi: eibl tə send ðə nesisi keiblz tə ðə

wire = telegram

cable = telegram  
 across water

Continent, if they don't know anything about it at *kɔntinənt*, if *ðei dount nou eniþiy ð'baut it at* Portsmouth. I want to get to the bottom of this *pɔ:tsməþ. ai wɔnt tə get tə ðə bɔtəm əv ðis* question now, and it takes too long to send letters. *kwestʃən nau, ənd it teiks tu: lɔy tə send letəz.* So, as I said, I want Marshall to send a wire to *sou, əz ai sed, ai wɔnt ma:fəl tə send ə waiə tə* Portsmouth, and, if necessary, to cable to the Con- *pɔ:tsməþ, ənd, if nəsəri, tə keibl tə ðə kɔn-*  
*tinənt.*"  
*tinənt.*"

When Storm had rung up Marshall and given him the *hwen stɔ:m həd rɔy ʌp ma:fəl ənd givn him ðə* message from the manager, Marshall replied, "I know *mesidʒ frəm ðə mənidʒə, ma:fəl ri'plaɪd, "ai nou* a fellow at the customs office in Portsmouth. I think *ə felou ət ðə kʌstəmz ɔfis in pɔ:tsməþ. ai þɪŋk* I'll send a personal wire to him and ask him to help *ail send ə pə:snl waiə tə him ənd a:sk him tə help* us to find the error. For it seems clear to me that *as.tə faɪnd ði erə. fər it si:mz kliə tə mi: ðət* it must be somebody down there who is making an *it məst bi: səmbədi daun ðət hu: iz meikiy ən* error of some kind or other." *erə əv səm kaind ɔ:r ʌðə.*"

"Yes, do that," Storm said. "And then ring me up as *"jes, du: ðæt," stɔ:m sed. "ən ðen riŋ mi: ʌp əz*

soon as you have learned something about it." As he  
*su:n æz ju: hæv lə:nd səmphiŋ ə'baut it.*" æz hi:

learn something  
 (here) = get  
 information

returned from the telephone in the hall, he met Marion  
*ri'tə:nd frəm ðə təlifoun in ðə hɔ:l, hi: met mærɪən*

just leaving her father's room. "Hallo!" he greeted  
*dʒʌst li:vɪŋ hə: fa:ðəz ru:m. "hə'lou!" hi: gri:tid*

her with a smile. "You certainly have courage to go  
*hə: wið ə smail. "ju: sə:tnli hæv kʌridʒ tə gou*

in to your father when he's so busy. It must have  
*in tə jɔ: fa:ðə hwen hi:z sou bizi. it mʌst hæv*

been something pretty important you had to tell him."  
*bi:n səmphiŋ priti im'pɔ:tənt ju: hæd tə tel him.*"

pretty (here) =  
 rather

She didn't answer him, but hurried away.  
*fi: didnt a:nə həm, bət hʌrid ə'wei.*

He shook his head a little in surprise at her behaviour,  
*hi: su:k hiz hed ə litl in sə'praiz ət hə: bi'heivjə,*

He **shakes**, he  
 shook, he has  
 shaken [*seɪks, su:k,*  
*seɪkn*].

but entered the room without trying to stop her. Here  
*bət entəd ðə ru:m wið'aut traiŋ tə stɔ:p hə:.* hia

he found Mr. Edwards standing at the window in  
*hi: fa:nd mɪstər edwədz stændɪŋ ət ðə windou in*

deep thought, not looking busy at all. When he heard  
*di:p þɔ:t, nət lukɪŋ bizi ət ɔ:l. hwen hi: hə:d*

Storm, he turned round with a little smile and said,  
*stɔ:m, hi: tə:nd raund wið ə litl smail ənd sed,*

"Well, my boy, Marion has just told me about you two.  
*"wel, mai bɔi, mærɪən həz dʒʌst tould mi: ə'baut ju: tu:.*

And although young women no longer have to ask their  
*ənd ɔ:l'dou jʌŋ wimin nou lɔŋgə hæv tu a:sk ðəə*

father's permission to marry, I'm happy to be able to  
fa:ðəz pə'miʃən tə məri, aim hæpi tə bi: eibl tə  
say that I should gladly have given Marion my per-  
sei ðət ai ʃəd glædli həv givn məriən mai pə-  
mission to marry you, had she asked me. This is a  
'miʃən tə məri ju:, həd si: a:skt mi:. ðis iz ə  
surprise to me. — I wonder what my wife is going to  
sə'praiz tə mi:. — ai wʌndər hwət mai waif iz gouiy tə  
say about it! Where have we had our eyes? But, of  
sei ə'baut it! hwəzə həv wi: hæd auər aiz? bət, əv  
course, modern girls aren't kept under observation in  
kɔ:s, mɔdən gə:lz a:nt kept ʌndər əbzə'veiʃən in  
the same way as their mothers were when I was young.  
ðə seim wei əz ðəz mʌðəz wə: hwen ai wəz jʌy.

why! = oh!

Why! You must have been seeing each other quite  
hwai! ju: məst həv bi:n si:iy i:ts ʌðə kwait  
a lot to find time for coming to such an important  
ə lət tə faind taim fə kʌmɪy tə səts ən im'pɔ:tənt  
decision!”  
di'si:zən!”

“Not nearly enough, Mr. Edwards,” Storm replied.  
“nət niəli i'nʌf, mɪstər edwədz,” stɔ:m ri'plaid.

“You see, there were always so many people about to  
“ju: si:, ðəz wə:r sə:lwəz sou meni pi:pl ə'baut tə  
prevent me from telling her all the things I had to  
pri'vent mi: frəm teliy hə:r sə:l ðə pi:yz ai hæd tə  
say — and when it did look as if I was going to have  
sei — ən hwen it did luk əz if ai wəz gouiy tə həv

a chance, she always seemed to be able to find something to prevent me from talking about it just then!  
*a tʃa:ns, fi: ɔ:lwəz si:md tə bi: eibl tə faind sam-  
 þig tə pri'vent mi: frəm tɔ:kij ə'baut it dʒʌst ðen!*

But I can play at that game, too," Storm continued  
*bat ai kən plei ət ðæt geim, tu:," stɔ:m kən'tinju:d*  
 with a little laugh, thinking of their trip to Leith Hill.  
*wið ə litl la:f, þigkij əv ðeə trip tə li:þ hil.*

"I caught her in a place the other day where she  
*"ai kɔ:t hə:r in ə pleis ði ʌðə dei hweə fi:*  
 couldn't get away, and for once there were no unwanted  
*kudnt get ə'wei, ən fə wʌns ðeə wə: nou 'ʌn'wɔntid*  
 persons about. So I just kept her there till she ac-  
*pə:snz ə'baut. sou ai dʒʌst kept hə: ðeə til fi: ək-*  
 cepted me."  
*'septid mi:."*

"Hem, well," Mr. Edwards replied, "I've made the  
*"hm, wel," mistər edwədz ri'plaid, "aiv meid ði*  
 observation several times myself that one must use a  
*əbza'veiʃən sevral taimz mai'self ðət wʌn məst ju:z ə*  
 strong hand with women now and then. It was the  
*strɔ:y hænd wið wimin nau ən ðen. it wəz ðə*  
 same with her mother when we ..." He suddenly  
*seim wið hə: məðə hwen wi: ..." hi: sʌdnli*

interrupted himself here and continued in another voice,  
*intə'raptid him'self hi: ənd kən'tinju:d in ə'nʌðə vɔɪs,*  
 "Well, shall we go to the sitting-room and break the  
*"wel, ʃəl wi: gou tə ðə sitiγrum ən breik ðə*

unwanted = not  
 wanted

break the news =  
tell the news

news to my wife?"  
*nju:s tə mai waif?"*

grant = give

They found Mrs. Edwards in the garden with Marion.  
*ðei faund misiz edwədz in ðə ga:dn wið mærɪən.*

"Now, what do you think of that?" Mr. Edwards  
*"nau, hwot du: ju: þiŋk əv ðæt?" mistər edwədz*

asked. "Do you think we can grant these two children  
*a:skt. "du: ju: þiŋk wi: kən gra:nt ði:z tu: tſildrən*

our permission to marry?" "I think it's wonderful, and  
*auə þə'miʃən tə məri?" "ai þiŋk its wʌndəful, ən*

that he's a very nice boy for our Marion. May God  
*ðæt hi:z ə veri nais bɔi fər auə mærɪən. mei god*

bless you, children! I hope you'll be very happy."  
*bles ju:, tſildrən! ai houp ju:l bi: veri hæpi."*

"Thank you, mother — we shall," Marion answered,  
*"þæyk ju:, mʌðə — wi: fæl," mærɪən a:nsəd,*

with a little smile at Storm's red face.  
*wið ə litl smail ət stɔ:mz red feis.*

"But you don't look very surprised," Mr. Edwards  
*"bæt ju: dount luk veri sə'praɪzd," mistər edwədz*

said to his wife. "Oh no, I've been expecting this for  
*sed tə his waif. "ou nou, aiv bi:n iks'pektiŋ ðis fə*

some time. Haven't you?" He replied by shaking his  
*səm taim. hævnt ju:?" hi: ri'plaɪd bai seikɪŋ his*

head. "Why, with your wonderful brain, I thought  
*hed. "hwai, wið jɔ: wʌndəful breɪn, ai þɔ:t*

you had found out long ago!" "I may have got a good  
*ju: hæd faund aut lɔy ə'gou!" "ai mei hæv ɡɔ:t ə gud*

brain



brain, as you say, and be able to use it in my work.  
*brein, æz ju: sei, ən bi: eibl tə ju:z it in mai wə:k.*

But I'll never be so wise about life as you are, my  
*bət ail nevə bi: sou waiz ə'baut laif æz ju: a:, mai*  
 dear," Mr. Edwards answered. "Your mother is a  
*diə," mistər edwədz a:nsəd. "jɔ: mʌðər iz ə*  
 very wise woman, Marion," he continued; "you can't  
*veri waiz wumən, mærɪən," hi: kən'tinju:d; "ju: ka:nt*  
 teach her very much about life."  
*ti:ts hə: veri matʃ ə'baut laif."*

"Yes, I do hope Marion will grow up to be like you,"  
*"jes. ai du: houp mærɪən wil grou ʌp tə bi: laik ju:,"*

Storm said seriously, but with laughing eyes. "Grow  
*sts:m sed sɪəriəsli, bət wɪð la:fɪŋ aɪz. "grou*  
 up!" Marion cried. "Now, children, please!" laughed  
*ʌp!" mærɪən kraɪd. "nau, tʃɪldrən, plɪ:z!" la:ft*

Mrs. Edwards. "Life may be pretty rough, you  
*misiz edwədz. "laif mei bi: priti rʌf, ju:*  
 know, so don't make it rougher still by fighting already.  
*nou, sou dount meik it rʌfə stil bai faitiy ɔ:l'redi.*

And we have so many things to talk about now, too.  
*ən wi: həv sou meni þi:z tə tɔ:k ə'baut nau, tu:.*

Let's go inside."  
*lets gou in'said."*

"Yes, tell us about your plans," Mr. Edwards said.  
*"jes, tel əs ə'baut jɔ: plænz," mistər edwədz sed.*

"I'm afraid our plans for the future haven't taken any  
*"aim ə'freid aʊə plænz fə ðə fju:tʃə hævnt teikn eni*

rough = not  
 smooth

## Chapter Fifty-Eight (58).

shape = form

definite shape yet," Storm answered. "We want to  
definit *seip jet*," *sto:m a:nsəd*. "wi: wɔnt tə  
marry as soon as possible, of course, but it looks to  
*mæri əz su:n əz pɔsəbl*, əv *kɔ:s*, bət it *luks tə*  
me as if that's a long way off. As far as I can see,  
*mi: əz if ðæts ə lɔy wei ɔ:f*. əz *fa:r əz ai kən si:*,  
we must place all our hope of marrying soon in what  
*wi: məst pleis ɔ:l auə houp əv mæriiŋ su:n in hwɔ:t*  
I'm able to do with my brain." "So you can under-  
aim *eibl tə du: wið mai brein*." "sou ju: kən ʌndə-  
stand what a very small hope it is, father," Marion  
*'stænd hwɔ:t ə veri smɔ:l houp it iz. fa:ðə*," *mærɪən*  
interrupted, laughing.  
*intə'rʌptɪd, la:fɪŋ*.

pay attention =  
give attention

Storm paid no attention to her words, but it was with  
*sto:m peid nou ə'tensən tə hə: wə:dz, bət it wəz wið*  
rather red ears he continued: "What I mean is, I  
*ra:ðə red iəz hi: kən'tinju:d*: "hwɔ:t ai mi:n iz, ai  
haven't been blessed with any rich old aunts who will  
*hævnt bi:n blest wið eni rɪts ould a:nts hu: wil*  
leave me all their money when they die, so what we'll  
*li:v mi: ɔ:l ðəs mani hæven ðei dai, sou hwɔ:t wi:l*  
need, I shall have to earn by my own work. However,  
*ni:d, ai ʃəl hæv tu ə:n bai mai oun wə:k. hau'veə*,  
I think that the experience I have been able to gain  
*ai þɪŋk ðət ði iks'piəriəns ai hæv bi:n eibl tə gein*  
over here will help me when I return home."  
*ouvə hiə wil help mi: hwen ai ri'tə:n houm*."

"Return home!" Mrs. Edwards cried. "But that's  
 "ri:tə:n houm!" misiz edwədz kraid. "bat ðæts

entirely out of the question. Isn't it?" she asked and  
 in'taiəli aut əv ðə kwestʃən. iznt it?" si: a:skt ənd

turned to her husband. "I'm afraid it's impossible for  
 tə:nd tə hə: hæzbənd. "aim ə'freid its im'pəsəbl fə:

me to stay much longer," Storm said. "It makes me  
 mi: tə stei məts lɔygə," stɔ:m sed. "it meiks mi:

very sad, too, to think of leaving England. But now  
 veri səd, tu:, tə þiyk əv li:vɪŋ iyglənd. bat nau

I shall have to 'get rich quick', as they say in America,  
 ai ʃəl hæv tə 'get rɪts kwik', əz ðei sei in ə'merikə,

and my chance of getting better paid work will be  
 ən mai tʃa:ns əv getiŋ betə peid wə:k wil bi:

greater at home. And an entirely different thing is  
 greɪtər ət houm. ənd ən in'taiəli difrənt þiy iz

that my passport says that I can only stay three months  
 ðət mai pa:sɒ:t sez ðət ai kən ounli stei þri: mʌnþs

longer in England." "Only three months?" Mrs. Ed-  
 lɔygər in iyglənd." "ounli þri: mʌnþs?" misiz ed-

wards asked sadly. "Oh, isn't there anything you can  
 wədz a:skt sədli. "ou, iznt ðər eniþiy ju: kən

do about it? Don't you know anybody in the police  
 du: ə'baut it? dount ju: nou enibodi in ðə pə'li:s

department that deals with unwanted foreigners?"  
 di:pə:tment ðət di:lz wið 'ʌn'wɔntid fɔ:ri:nəz?"

Mr. Edwards replied, with a little smile at the ex-  
 mistər edwədz ri:plaid. wið ə litt smail ət di iks-

entirely = quite

sad = sorry

He **deals**, he **dealt**,  
 he has **dealt** [di:lz, dɛlt, dɛlt].

## **Chapter Fifty-Eight (58).**

as a matter of fact  
= really

the chief of a department = the man who is at the head of the department

**hopeful** = full of hope

pression his wife used, "As a matter of fact, I do know  
'presən his waif ju:zd, "əz ə mætər əv fækt, ai du: nou  
a man there. Jenkins, the chief of that department,  
ə mæn ðəə. dʒeykinz, ðə tʃi:f əv ðæt di'pa:tment,  
is a personal friend of mine. But I can't very well go  
iz ə pə:snl frend əv main. bət ai ka:nt veri wel gou  
up there and demand that they should make an ex-  
əp ðəə ən di'ma:nd ðæt ðei fəd meik ən ik-  
ception to the rules as a personal favour to me, just  
'sepʃən tə ðə ru:lz əz ə pə:snl feivə tə mi:, dʒʌst  
because we would like a certain young man to stay.  
bi'kɔz wi: wəd laik ə sə:tn jʌy mæn tə stei.  
But there's nothing to prevent me," he continued a  
bət ðəs nʌhiŋ tə pri'vent mi:," hi: kən'tinju:d ə  
little more hopefully, "from sending a personal mes-  
litl mɔ: houpfuli, "frəm sendiŋ ə pə:snl mes-  
sage to Jenkins, recommending Storm's case to his  
idʒ tə dʒeykinz. rekə'mendiy stɔ:ms keis tə his  
kind attention.  
kaind ə'tensən.

"Now, listen!" he went on, turning to Storm. "You go  
"nau, lisen!" hi: went on, tə:niy tə sto:m. "ju: gou  
in and write a letter to the chief of police, saying that  
in ən rait ə letə tə ðə tsi:f əv pə'li:s. seiyy ðət  
you're doing special and very necessary work here,  
ju: du:iy spesal ən veri nesisəri wə:k hi:,  
which can't be finished within the three months that  
hə'wɪts ka:nt bi: finist wið'in ðə bri: mənths ðət

you're allowed to stay, and asking for an extra year's  
*juər ə'ləud tə stei, ənd a:skiy fər ən ekstrə jiəz*  
 stay.  
*stei.*

"There's more than sufficient work for you in our firm,  
*"ðəz mə: ðən sə'fɪʃənt wə:k fə ju: in auə fə:m.*

so I'll see that you get chances enough to prove whether  
*sou ail si: ðət ju: get tʃa:nziz i'nʌf tə pru:v hwedə*

you can take on more responsibility. If they grant  
*ju: kən teik ən mə: rɪspɒnsə'biliti. if ðei gra:nt*

you that extra year, and you make good in your work,  
*ju: ðət ekstrə jiə, ən ju: meik gud in ji: wə:k,*

you will get a rise, so that you can marry within the  
*ju: wil get ə raɪz, sou ðət ju: kən mæri wið'in ðə*

coming year. And then next time you ask for per-  
*kʌniŋ jiə. ən ðən nekst taim ju: a:sk fə pə-*

mission to extend your stay in England, you'll have  
*'mɪʃən tu iks'tend ji: stei in iyglənd, ju:l hæv*

the very good reason to give that you're married to  
*ðə veri gud ri:zn tə giv ðət ju: mærid tu*

an Englishwoman. So run along now and get that letter  
*ən iyglɪswumən. sou ran ə'lɔy nau ən get ðət letə*

done, while I write to Jenkins!"

*dʌn, hʷaɪl aɪ rait tə dʒeykɪnz!"*

"Isn't it wonderful, the way father can always find  
*"iznt it wʌndəful, ðə wei fa:ðə kən ɔ:lwəz faind*

a way out of difficulties?" Marion said to her mother.  
*ə wei aut əv difikəlti:z?" mærɪən sed tə hə: mʌðə.*

make good =  
 have success

"Yes, dear — there's certainly nothing wrong with his  
"jes, dia — ðəz sə:tnli nəbɪŋ rɔŋ wið his  
brain," Mrs. Edwards answered proudly.  
brein," misiz edwədz a:nəd praudli.

An hour later, when the two letters had been sent off,  
ən auə leitə, hwen ðə tu: letəz həd bi:n sent ɔ:f,

Marshall arrived. "I thought it best to come out and  
ma:ʃəl ə'raivd. "ai þɔ:t it best tə kʌm aut ənd  
explain the matter personally," he said. "What matter?"  
iks'plein ðə mætə pə:snəli," hi: sed. "hwʌt mætə?"

Mr. Edwards asked. "Why, about the delays at Ports-  
mistər edwədz a:skt. "hwai, ə'baut ðə dɪ'leɪz ət pɔ:ts-  
mouth, sir," Marshall replied in some surprise. "Oh yes,  
məþ, sə:," ma:ʃəl ri'plaid in səm sə'praiz. "ou jes,  
that's right. I'd forgotten all about that. You see," he  
ðæts rait. aid fə'gɔ:tn ɔ:l ə'baut ðæt. ju: si:," hi:  
explained, noticing Marshall's expression, "we've just  
iks'pleind, noutisɪŋ ma:ʃəlz iks'preɪsən. "wi:v dʒʌst  
learned that Marion is going to marry your friend  
lə:nd ðət mærɪən iz gouɪŋ tə mæri ʃ: frend  
Storm, so we've been far away in making plans for  
stɔ:m, səu wi:v bi:n fa:r ə'wei ɪn meikɪŋ plænz ə  
the future."  
ðə fju:tʃə."

"What's that, old man?" Marshall said to Storm. "Didn't  
"hwʌts ðæt, ould mæn?" ma:ʃəl sed tə stɔ:m. "didnt  
you tell me the other day to guard that piece of news  
ju: tel mi: ði ʌðə dei tə ga:d ðæt pi:s əv nju:z

like the crown jewels?" "I did," Storm answered.  
*laik ðə kraun dʒu:əlz?" "ai did," stɔ:m a:nəd.*

"But Marion let the cat out of the bag this afternoon."  
*"bat mærion let ðə kæt aut əv ðə bæg ðis a:ftə'nu:n."*

"Aren't you afraid to send your daughter off with a  
*a:nt ju: ə'freid tə send ʃə: dɔ:tər ə:f wið*

foreigner?" Marshall asked Mrs. Edwards. "We hope  
*fɔ:rɪnə?" ma:fəl a:skt misiz edwədz. "wi: həup*

they'll be able to stay in England," she answered, "so  
*ðeil bi: eibl tə stei in iŋglənd," fi: a:nəd, "sou*

that we can keep an eye on them and guard her against  
*ðət wi: kən ki:p ən ai ən ðəm ən ga:d hə:r ə'geinst*

all the strange ideas that he will no doubt try to put  
*ɔ:l ðə streindʒ a:i'diəz ðət hi: wil nou daut trai tə put*

into her head!"

*intə hə: hed!"*

"Well," said the manager, "what did you find out about  
*"wel," sed ðə mænidʒə, "hwət did ju: faind aut ə'baut*

Portsmouth?" "It doesn't look as if anybody is making  
*þɔ:tsməh?" "it dʌənt luk əz if enibodi iz meikin*

any errors down there," Marshall replied. "All goods  
*eni ərəz daun ðəz," ma:fəl ri'plaɪd. "ɔ:l gudz*

are sent on very soon after reaching the town." "Well,  
*a: sent ən veri su:n a:ftə ri:tʃɪŋ ðə taun." "wel,*

did you cable to our connections on the Continent then?  
*did ju: keibl tu auə kə'nekʃənz ən ðə kəntinent ðen?*

You can't have received any cables yet from over there."  
*ju: ka:nt həv ri'si:vd eni keiblz jet frəm ouvə ðəz."*



hunt about (here)  
— look for  
something

"No, I didn't cable. You see, I found out that the last  
"nou, ai didnt keibl. ju: si:, ai faund aut ðæt ðæ la:st  
two or three times the goods have arrived on time.  
tu: ðæ pri: taims ðæ gudz hæv ð'raivd ɔn taim.  
So I got some of these papers that deal only with  
sou ai got sam ɔv ði:z peipæz ðæt di:l ounli wið  
ships; you know — the sailing plans of all ships, news  
sips; ju: nou — ðæ seiliy plænz ɔv ɔ:l sips. nju:z  
about the weather, and so on. And it seems that by  
ð'baut ðæ wedə, ɔn sou ɔn. ɔnd it si:mz ðæt bai  
a strange chance, four of the ships bound for Portsmouth  
ə streindʒ tsa:ns. fɔ:r ɔv ðæ sips baund fə pɔ:tsməθ  
with our goods on board have had several days' delay  
wið auə gudz ɔn bɔ:d hæv hæd sevral deiz d'i:leɪ  
on account of bad weather and a rough sea. The fellow  
ɔn ð'kaunt ɔv bæd wedər ɔnd ə raf si:. ðæ felou  
down there who had dealt with our things was very  
daun ðæt hu: hæd delt wið auə þi:yz wæz veri  
helpful; it was he who suggested that I should try those  
helpful; it wæz hi: hu: sə'dʒestid ðæt ai fæd trai ðouz  
papers." "Good!" the manager said. "I think it was  
peipæz." "gud?" ðæ mænidʒə sed. "ai þi:yk it wæz  
wise of you to hunt about a bit before sending cables  
waiz ɔv ju: tə hant ð'baut ə bit bɪ:f: scudiy keibz  
all over the Continent." ɔ:l ouvə ðæ kontinənt."

Marshall and Storm stayed with the Edwards family  
ma:fəl ənd stɔ:m steid wið ði edwədz fæmili

for dinner, and naturally, the conversation turned to *fa dinə, ənd nætʃrəli, ðə kɔnve'scisen tə:nd tə* the subject of ships. "I've visited Portsmouth several *ðə səbdʒikt əv sips. "aɪv vɪzɪtɪd pɔ:tsməþ səvəl* times," Marshall said, "and I think it would be hard *taɪmz," ma:ʃəl sed, "ənd aɪ þɪŋk it wəd bi: hə:d* to find another harbour with so many types of ships *tə faind ə'nʌðə ha:bər wið sou meni taips əv sips* in one place. The entire harbour is full of all kinds *in wʌn pləis. ði in'taɪə ha:bər iz ful əv ɔ:l kaindz* of ships." "You know," Mr. Edwards explained to *ər sips." "ju: nou," mɪstər edwədz ɪks'pleind tə* Storm, "Portsmouth is one of the most important bases *stɔ:m, "pɔ:tsməþ iz wʌn əv ðə məʊst im'pɔ:tənt beɪsɪz* for British warships. In fact, it has been so ever since *fa britɪʃ wɔ:ships. in fækt, it həs bi:n sou evə sɪns* Roman times, for the shape of the South Coast makes *roumən taimz, fa ðə seɪp əv ðə saʊp koust meɪks* a fine natural harbour here. Within this natural harbour, *ə fain nætʃrəl ha:bər hiə. wið'in ðis nætʃrəl ha:bə,* two harbours have been built, one for warships and *tu: ha:bəz həv bi:n bilt, wʌn fər wɔ:ships ən* one for other ships."

"And outside the harbour," Marshall added, "is the *"ənd 'aut'said ðə ha:bə," ma:ʃəl ədđid, "iz ðə* place for all the small boats owned by the people who *pləis fər ɔ:l ðə smɔ:l bɔ:ts ound bai ðə pi:pl hu:*

entire = whole



warship

battleship =  
warship



aircraft  
carrier



aeroplane  
or aircraft

one aircraft  
two aircraft

accommodate =  
have room for

stay there in the summer. I've been there on a summer  
stei ðær in ðə same. aiv bi:n ðær on a same

day, and it really was a wonderful sight: great battleships and small, all painted grey, aircraft carriers with

sips on smɔ:l, ɔ:l peintid grei. əkra:ft kærøz wið

their broad white decks for aeroplanes, or aircraft, to

ðæt bro:d hwait deks fər ərəpleinz, ɔ:r əkra:ft, tə

land on, black steamers, aeroplanes starting from and

lænd ɔn, blæk sti:məz, ərəpleinz sta:tiy from on

landing on the aircraft carriers, and moving in and out

lændiy ɔn ði əkra:ft kærøz, ɔn mu:vij in ənd aut

among all these, there were many small boats with

ə'may ɔ:l ði:z, ðæt wə: meni smɔ:l bouts wið

their white sails bright in the sun. We saw a great

ðæt hwait seilz brait in ðə sun. wi: sɔ: a greit

white steamer far out at sea, too. Somebody said it

hwait sti:mə fa:r aut ət si:, tu:. səmbədi sed it

was the 'Queen Mary'. It's strange to think that they

wəz ðə 'kwi:n meəri'. its streindʒ tə piyk ðət ðei

can now build ships large enough to accommodate several

kən nau bild sips la:dʒ i'nʌf tu ð'kəmədeit sevral

thousand passengers and sailors."

ðauzənd pəsindʒəz ən seiləz."

"That's enough people to fill a small town," Storm

"ðæts i'nʌf pi:pl tə fil ə smɔ:l taun," stɔ:m

said. "But, of course, that's unusual. The boat I came

sed. "bæt, əv kɔ:s, ðæts ʌn'ju:ʒuəl. ðə bout ai keim

over in accommodated 300, one of the sailors  
*ouvr in ə'kɒmədeɪtid 300, ʌnʌv ðə seiləz*

told me. — What a crowd there must be to see all  
*tould mi:. — hwʌt ə kraʊd ðεə məst bi: tə si: ɔ:l*

those passengers off!" he added, thinking of all the  
*ðəʊz pæsɪndʒəz ɔ:f!" hi: ədɪd, ɒɪŋkɪŋ əv ɔ:l ðə*

people who had been there last year to see their friends  
*pɪ:pl hu: həd bi:n ðεə la:st jɪə tə si: ðεə frɛndz*

off when he left the Continent.

*ɔ:f hwen hi: left ðə kontinənt.*

After dinner they passed a pleasant hour in front of  
*a:ftə dīnə ðei pə:st ə pleznt auər in frənt əv*

the fire, as it had grown a bit cool in the evening.  
*ðə faiə, əz it həd grən ə bit ku:l in ði i:vniŋ.*

When they rose to leave, Marion decided to walk with  
*hwen ðei rəʊz tə li:v, mærɪən dɪ'saɪd tə wɔ:k wið*

them to the bus. "Wait a moment!" she called to them  
*ðəm tə ðə bʌs. "weɪt ə məʊmənt!" si: kɔ:ld tə ðəm*

from the stairs, while they were saying good-bye to  
*frəm ðə steəz, hwail ðei wə: seiiŋ gud'bai tə*

Mr. and Mrs. Edwards. "I just want to get my  
*mɪstər ənd mɪsɪz edwədz. "ai dʒʌst wɔ:nt tə get mai*

coat and a cap."

*kout ənd ə kæp."*

"What! A new hat again?" cried her father, as she  
*"hwʌt! ə nju: hæt ə'geɪn?" kraɪd hə: fa:ðə, əz fi:*

appeared again with a bright green cap. "It's not a  
*ə'piəd ə'geɪn wið ə braɪt gri:n kæp. "its nɔ:t ə*

see off = say  
 good-bye to



hat, daddy, it's a cap, and I made it myself, so it hasn't  
*hæt, dædi, its ə kæp, ənd ai meid it mai'self, sou it hæsn't*  
even cost you a shilling."  
*i:vən kost ju: ə siliŋ.*"

"Be careful now, my boy," Mr. Edwards said to Storm  
*"bi: kɛəful nau, mai bɔi," mistər edwədz sed tə stɔ:m*  
with a smile. "You see, she's trying to give you the  
*wið ə smail. "ju: si:, fi:z traiy tə giv ju: ði*  
impression that she's a great little woman for saving  
*im'presən ðət fi:z ə greit litl wumən fə seivin*  
money. But don't trust her! Keep her under your  
*mani. bət dount trast hə:! ki:p hə:r ʌndər jə:*  
thumb right from the beginning. It's the only way to  
*bəm rait frəm ðə bi'giniy. its ði ounli wei tə*  
make good wives of them." "Is it?" asked Mrs. Edwards.  
*meik gud waivz əv ðəm." "iz it?" a:skt misiz edwədz.*  
"Perhaps I should tell Marion how I made a good  
*"pə'hæps ai fəd tel mærion hau ai meid ə gud*  
husband of you?" "It's very kind of you to call me  
*hazbənd əv ju:?" "its veri kaind əv ju: tə kɔ:l mi:*  
that," her husband answered with a laugh. "But per-  
*ðət." hə: hazbənd a:nəd wið ə la:f. "bət pə-*  
haps you had better not. It might make him afraid."  
*'hæps ju: həd betə nət. it mait meik him ə'freid."*  
At last they all said good-night again, and the three  
*ət la:st ðei ɔ:l sed gud'nait ə'gein, ənd ðə þri:*  
young people left the house.  
*jʌŋ pi:pl left ðə haus.*

## EXERCISE A.

Mr. Edwards — to know why there was such a great — at Portsmouth. He wanted Marshall to send a — to Portsmouth, and perhaps also — to their connections on the Continent. Storm — up Marshall and gave him the — from the manager, and Marshall answered that he would ask a man at the customs office, who was a — friend of his, to help them to find out where the — was.

Young women nowadays no longer need their parents' — to marry, but Mr. Edwards would gladly have — Marion permission to marry Storm. He told Storm that he had often made the — that it was necessary to use a strong hand with women. Marion had for some time tried to — Storm from talking about marrying her, but at last he got his chance.

When Mrs. Edwards asked her husband if he had not noticed anything, he — his head instead of saying "no". Mr. Edwards knew how to use his — in his work, but he said that his wife was much — than he was. Storm's and Marion's plans for the future had not taken — yet.

It made Mrs. Edwards very — to think that Storm must leave them soon, but her husband told her that he knew the — of the — department that — with foreigners staying in England. He would tell him that Storm's special work could not be finished — three months. Storm had told Marshall to — the news about Marion and him like the crown jewels.

WORDS:  
 demand  
 police  
 delay  
 chief of police  
 chief  
 personal  
 message  
 deal  
 dealt  
 wise  
 unwanted  
 prevent  
 brain  
 guard  
 ring up  
 observation  
 permission  
 error  
 wire  
 cable  
 cable (verb)  
 entire  
 see off  
 sad  
 hopeful  
 warship  
 battleship  
 land (verb)  
 rough  
 grant  
 helpful  
 shape  
 aircraft carrier  
 aircraft

aeroplane  
base  
accommodate  
bless  
cap  
shake  
shook  
shaken  
wonderful  
within  
bag

Portsmouth is one of the most important — for British — — — are ships with a broad deck for — to — upon. When people go away on trips, their friends usually come to — them —. Marion herself had made the — which she wore that evening.

#### EXERCISE B.

Have you ever had anything to do with the police? ... Have you ever been up in an aeroplane? ... What is an aircraft carrier? ... Have you ever been out in a bad snow storm? ... Have you ever visited a foreign country? ... At what time of the year did you go there? ... What was the weather like? ... What was the purpose of your visit to that country? ...

#### EXERCISE C. GRAMMAR.

**Shall** and **will** are used with the infinitive of a verb to make the future tense. Examples: I **shall come** tomorrow. When **will** your uncle **come**? I **should be** glad to see you this evening. He **would write** me a letter as soon as possible.

**Shall** and **should** are generally used after 'I' and 'we', and as a rule **will** and **would** are used after 'you', 'he' ('she', 'it', and a noun in the singular), 'you', and 'they' (and a noun in the plural). For instance: I **shall**

write my exercise to-morrow. **Will you** go with me to town to-morrow? **He will** soon learn how to speak this language. **If you would** come to-morrow, **we should** be glad to receive you. **They would** have given him the money gladly.

**Questions:**

How is the future tense made? . . . Which verb is used after 'I' and 'we' in the future tense? . . . Which verb is used after 'you', 'he' ('she', 'it', and a noun in the singular), 'they' (and a noun in the plural)? . . . Write four sentences in the future tense. . . .

## NEW FRIENDS

A few weeks after Storm and Mr. Edwards had written  
 ə fju: wi:ks a:ftə stɔ:m ənd mistər edwədz həd ritn  
 to the police to get permission for Storm to stay,  
 tə ðə pə'li:s tə get pə'miʃən fə stɔ:m tə stei,  
 Mr. Jenkins rang up and told Mr. Edwards that he  
 mistə dʒeykins ræy ʌp ənd tould mistər edwədz ðət hi:  
 had been able to arrange everything: Storm might stay  
 həd bi:n eibl tu ə'reindʒ evriþiy: stɔ:m mait stei  
 on for another year.  
 ɔ:n fər ə'nʌðə jiə.

So Marion and Marshall and a small number of other  
 sou mærion ənd ma:ʃəl ənd ə smɔ:l nʌmbər əv ʌðə  
 young people, friends of Marion's and Marshall's, and  
 jʌy pi:pl, frendz əv mærionz ənd ma:ʃəlz, ənd  
 now Storm's friends, too, decided that they had better  
 nau stɔ:mz frendz, tu:, di'saidid ðət ðei həd beta  
 'do something about his education', as they expressed  
 'du: samþiy ə'baut his edju:'keiʃən', əz ðei iks'prest  
 it, and teach him everything he ought to know about  
 it, ənd ti:ts him evriþiy hi: ɔ:t tə nou ə'baut  
 the country and its people in order to become a true  
 ðə kʌntri ənd its pi:pl in ɔ:ðə tə bi'kʌm ə tru:  
 Englishman.

iyglifsmən.

It all started in fun, of course, but they soon became  
 it ɔ:l sta:tid in fʌn, əv kɔ:s, bət ðei su:n bɪ'keim  
 really interested in this 'education business'. When-  
 riəli intristid in ðis 'edju:'keiʃən biznis'. hwen-  
 ever possible, they went in the evenings to hear English  
 'eva pɔ:abl, ðei went in ði i:vniyz tə hiər iŋglis  
 men of science speak about different subjects in which  
 men əv saiəns spi:k ə'baut difrənt səbdzɪkts in hwɪts  
 they were interested — natural history, for instance.  
 ðei wə:r intristid — nætʃrəl histəri, fər instəns.

Afterwards, they would go either to Marshall's or to  
 a:ftəwədz, ðei wəd gou aiðə tə ma:ʃəlz ɔ: tə

Marion's home and have long arguments about what  
 mærionz houm ənd hæv lɔy a:gjumənts ə'baut hwɔt  
 they had heard. At first, the tea-table would be ready  
 ðei hæd hə:d. ət fə:st, ðə ti:teibl wəd bi: redi

for them when they arrived, but soon the visits grew  
 fɔ: ðəm hwen ðei ə'raivd, bət su:n ðə vizits gru:

so frequent that Mrs. Marshall and Mrs. Edwards had  
 sou fri:kwənt ðət misiz ma:ʃəl ənd misiz edwədz hæd

to let them boil the water, make the tea, and lay the  
 tə let ðəm bɔil ðə wɔ:tə, meik ðə ti:, ənd lei ðə

tea-table themselves. They all helped gladly, of course,  
 ti:teibl ðəm'selvz. ðei ɔ:l helpt glædli, əv kɔ:s,

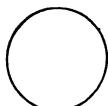
and so on these evenings the house was filled with  
 ənd sou ən ði:z i:vniyz ðə haus wəz fild wið

young voices in hot argument from kitchen to dining-  
 jʌŋ vɔ:siz in hət a:gjumənt frəm kitʃin tə dainiŋ-

afterwards =  
 after this



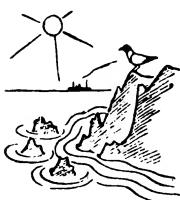
curtain



circle



He **dreams**, he  
**dreamt**, he has  
**dreamt** [*dri:mz*,  
*dremt*, *dremt*].



rocks

healthy = in good health

room. On such nights, they would draw the curtains, *rum. ɔn səts naits, ðei wəd drɔ: ðə kə:tnz*, put out the electric light in the middle of the room, *put aut ði i'lektrik lait in ðə middl əv ðə ru:m*, and sit in a semi-circle in front of the fire, talking *ənd sit in ə semisə.kl in frənt əv ðə faɪə, tɔ:kɪŋ* about different subjects, with only the circle of yellow *ə'baut dɪfrənt səbdʒɪkts, wið ounli ðə sə:kl əv jelou* light shed by a small lamp over the fire-place. They *lait fed bai ə smɔ:l læmp ouvə ðə faɪəpleɪs. ðei* would sometimes be lost in thought, dreaming wonderful *wəd səmtaɪms bi: ləst in þɔ:t, dri:miŋ wəndə-ful dreams about the future.*  
*ful dri:ms ə'baut ðə fju:tʃə.*

Mr. Edwards was very pleased with all this. Like *mɪstər edwədz wəz veri pli:zd wið ɔ:l ðɪs. laik* most fathers, he had tried with many wise arguments *moust fa:ðəz, hi: həd traid wið meni waiz a:gjumənts* to show his daughter that knowledge is the rock upon *to sou his dɔ:tə ðət nəlɪdʒ iz ðə rək ə'pɔ:n* which young people should build their future. And *hwɪts jʌy pi:pl sed bild ðəs fju:tʃə. ənd* Marion had, like most healthy girls, said "Yes, father", *mærɪən hæd, laik moust helbi gə:lz, sed "jes, fa:ðə".* and then afterwards forgotten all about it. She had *ənd ðən a:ftəwədz fə'gɔ:tn ɔ:l ə'baut it. si: həd* dreamt again her own rosy dreams, in which she would *dremt ə'geɪn hə:r oun rouzi dri:ms, in hwɪts si: wəd*

always, through some happy chance, be 'on top of the *ɔ:lwəz*, *þru: sʌm hæpi tʃa:ns*, *bi: 'ɔn tɔ:p əv ðə wə:ld*' like an eagle on a rock. *wə:ld' laik ən i:gl ən ə rk.*

She would see herself in the theatre, perhaps, standing *si: wəd si: hə:'self in ðə þiətə, þə'hæps, stændɪŋ in frʌnt əv ðə kə:tn wið hə:r a:mz ful əv flauəz, smailiŋ ə'krɔ:s ðə hʌndrədz əv i'lektrik laits ət hə: feet to a house full of shouting and admiring people. fi:t tu ə haus ful əv fəutɪŋ ənd əd'maɪəriŋ pi:pl.*

Or she would paint beautiful pictures, and crowds *ɔ: si: wəd peɪnt bju:təfʊl pi:ktsəz, ənd kraudz would come to admire her art. wəd kʌm tu əd'maɪə hə:r a:t.*

"She's learning quite a different art now," her wise *"si:z lə:nɪŋ kwait ə difrənt a:t nau," hə: waiz mother thought to herself, when she saw the interest mʌðə þɔ:t tə hə:'self, hwen si: sɔ: ði intrist with which Marion took part in the discussions, "the wið hə:wɪʃ mərɪən tuk pa:t in ðə dis'kʌʃənz, "ði art of living in a world full of plain facts, and liking it." a:t əv livɪŋ in ə wə:ld ful əv plein fækts, ən laikiŋ it."*

Mrs. Edwards even had to stop the girl now and *misiz edwədz i:vən hæd tə stop ðə gə:l nau ənd then. She had begun to hurry through her meals in ðen. si: hæd bi'gʌn tə harri þru: hə: mi:lz in*



eagle

chief = most important

order to get on with some interesting study or other,  
*ɔ:ðə tə get ɔn wið sam intristij stʌdi ɔ:r ʌðə,*

as if she thought eating a waste of time.  
*əz if si: þɔ:t i:tij ə weist əv taim.*

“Be careful, child! You’re healthy enough now, but if  
*“bi: kɛəful, tʃaɪld! juə helpi i'nʌf nau, bət if*  
you keep up that speed, you’ll make yourself ill.”  
*ju: ki:p ʌp ðæt spi:d, ju:l meik jɔ:'self il.”*

“Let her work, my dear,” her husband said, “it won’t  
*“let hə: wə:k, mai dia,” hə: hʌzbənd sed, “it wount*  
last very long. As soon as she has to start arranging  
*la:st veri lɔj. əz su:n əz si: hæz tə sta:t ə'reindzij*  
everything regarding their home, her interests will be  
*evrɪbjɪy ri'ga:diy ðəə houm, hə:r intrists wil bi:*  
divided more equally between study and other kinds  
*di'veaidið mɔ:r i:kwəli bi'twi:n stʌdi ənd ʌðə kaindz*  
of work. The chief thing is that she’s learning to use  
*əz wə:k. ðə tʃi:f þɪj iz ðæt si:z lə:nɪj tə ju:z*  
her brain now and not just dreaming away her time.”  
*hə: brein nau ən nɔt dʒʌst dri:niy ə'wei hə: taim.”*

“I do hope you’re right,” Mrs. Edwards said. “I am,  
*“ai du: houp juə rait,” misiz edwədz sed. “ai əm,*  
my dear, you may be sure of that,” her husband  
*mai dia, ju: mei bi: suər əv ðæt,” hə: hʌzbənd*  
answered. “Her chief reason for this sudden interest  
*a:nsəd. “hə: tʃi:f ri:zn fə ðɪs sʌdn intrist*  
in science is, in plain words, that she doesn’t want her  
*in saiəns iz, in plein wə:dz, ðæt si: dʌznt wənt hə:*

future husband to think her too foolish."  
*fju:tʃə hæzbənd tə piyik hə: tu: fu:lif.*"

On a fine day at the beginning of October, a party  
*ɔn ə fain dei ət ðə bi'giniy əv ɔk'toubə, ə pa:ti*  
 consisting of the usual small group of friends had gone  
*kən'sistiy əv ðə ju:zuel smɔ:l gru:p əv frendz həd gən*  
 into the country for the week-end. They had decided  
*intə ðə kʌntri fə ðə 'wi:k'end. ðei həd di'saidid*  
 to stay the night at a village about 20 miles from  
*ta stei ðə nait ət ə viliðʒ ə'baut twenti mailz frəm*  
 London, and from there to go for walks in the woods  
*ləndən, ənd frəm ðə tə gou fə wɔ:ks in ðə wudz*  
 and the surrounding country.  
*ənd ðə sə'raundiy kʌntri.*

As soon as they had had their tea on Saturday,  
*əz su:n əz ðei həd həd ðə tə ti: ən sətədi,*  
 they started out for their first walk from the village,  
*ðei sta:tid aut fə ðə fə:st wɔ:k frəm ðə viliðʒ,*  
 although the sun was already low in the western sky.  
*ɔ:l'dou ðə sʌn wəz ɔ:l'redi lou in ðə westən skai.*

"Let's sit on the grass a bit and watch the sun setting,"  
*"lets sit ən ðə gra:s ə bit ən wɔ:tʃ ðə sʌn setiy,"*

Marion suggested, when they reached a small hill.  
*mærɪən sə'dʒestid, hwen ðei ri:tʃt ə smɔ:l hil.*

"Oh, it's wonderful!" she cried. "I wish I could paint  
*"ou, its wʌndəful!" si: kraɪd. "ai wɪʃ ai kəd peɪnt.*

it all — the wood, the small groups of trees in the  
*it ɔ:l — ðə wud, ðə smɔ:l gru:ps əv tri:z in ðə*

group = a  
number of persons  
or objects

village = a very  
small town in the  
country

fields, the village!"  
*fi:ldz, ðə viliðz!*"

"There, there, don't be sorry, Marion. I'll buy you a  
*"ðεə, ðεə, dount bi: sɔri, mærion. ail bai ju: ðə*  
nice picture post-card when we get back." "You're  
*nais piktsə poustka:d hwen wi: get bæk.*" "juər  
impossible," Marion laughed. "Well, there's nothing  
*im'posəbl,*" *mærion la:ft.* "wel, ðəz nʌþiy  
left of the sun now. Shall we go on?" "Have you  
*left əv ðə sun nau. səl wi: gou on?*" "həv ju:  
noticed that there are hardly any birds left now?"  
*noutist ðət ðəz ha:dli eni bə:dz left nau?*"  
Storm asked as they rose to go. "At least you don't  
*stɔ:m a:skt əz ðei rouz tə gou.*" "ət li:st ju: dount  
hear any birds singing." "That's because it's autumn,"  
*hiər eni bə:dz siyiy.*" "ðəts bi'kɔz its ɔ:təm,"  
Marion replied. "There are still many birds that  
*mærion ri'plaɪd.*" "ðəz stil meni bə:dz ðət  
haven't left the country yet, but they don't sing in the  
*həvnt left ðə kʌntri jet, bət ðei dount siy in ði*  
autumn." "Marshall!" she suddenly cried. "Where  
*ɔ:təm.*" "ma:ʃəl!" *fi: sʌdnli kraɪd.* "hweər  
are you taking us?" "Into this field," he answered  
*a: ju: teikin ʌs?*" "intə ðis fi:ld," *hi: a:nəd*  
and began to open a big gate. "What's the matter?  
*ənd bi'gæn tu oupən ðə big geit.*" "hweəts ðə mætə?  
Are you afraid of the cows?" "They do have such  
*a: ju: ə'freid əv ðə kauz?*" "ðei du: həv sʌtʃ

very big horns," she replied. "Yes, couldn't we go  
*veri big hɔ:nz*," *si: ri'plaid*. "jes, *kudnt wi: gou*

another way?" asked Ellen, Marion's friend. "I don't  
*ə'nʌðə wei?*" *a:skt elin, mærionz frend*. "ai *dount*

like the look of those horns, either." "But this is  
*laik ðə luk əv ðouz hɔ:nz, aiðə.*" "bət ðis is

the more direct way," he said. "We don't like going  
*ðə mɔ: di'rekt wei,*" *hi: sed*. "wi: *dount laik gouij*

that way, do we, Ellen?" Marion answered. "I'm  
*ðæt wei, du: wi:, elin?*" *mærion a:nsəd*. "aim

sure those cows are going to start running towards  
*suə ðous kaʊz a: gouij tə sta:t rʌniy tə'wɔ:dz*

us the moment we're inside the gate." "All right —  
*əs ðə moument wiər in'said ðə geit.*" "ɔ:l rait —

I give up, then!" Marshall said.  
*ai giv ʌp, ðen!*" *ma:fəl sed*.

Half an hour later they were back in the village. It  
*ha:f ən aʊə leɪtə ðei wə: bæk in ðə vɪlɪdʒ.* it

was still too pleasant out of doors to go inside, so  
*wəz stil tu: pleznt aut əv dɔ:z tə gou in'said, sou*

they decided to walk about the village and look at  
*ðei di'saɪd tə wɔ:k ə'baut ðə vɪlɪdʒ ənd luk ət*

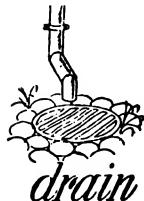
the houses, some of which were very old.  
*ðə haʊzɪz, səm əv hwɪts wə: veri ould.*

"It's strange to think," Storm said to the others, pointing  
*"its streɪndʒ tə þɪŋk," stɔ:m sed tə ði ʌðəz, þɔɪntɪŋ*

out an old house with a beautiful old door, "how much  
*aut ən ould haʊs wið ə bju:təfʊl ould dɔ:, "hau mʌtʃ*



spent (here) =  
used



drain

money and work was spent in the old days to make  
*mani ən wə:k wəz spent in ði ould deiz tə meik*

the houses beautiful. Look at this door, for example.  
*ðə hausis bju:təfəl. luk ət ðis dɔ:, fər ig'zə:mpl.*

And yet they did nothing at all to make their houses  
*ən jet ðei did nʌbɪŋ ət ɔ:l tə meik ðəs hauzis*

healthy to live in. They didn't even have drains to  
*helpi tə liv in. ðei didnt i:vən həv dreinz tə*

take the dirty water away from the houses, but just  
*teik ðə də:ti wɔ:tər ə'wei frəm ðə hauzis, bət dʒʌst*

threw it out of the windows into the streets or the  
*þru: it aut əv ðə windouz intə ðə stri:ts ɔ: ðə*

gardens."

*ga:dnz.*"

"And so, of course," said Hardy, Ellen's brother, "many  
*"ən sou, əv kɔ:s," sed ha:di, elinz brʌðə, "meni*

people died every year of all the diseases that are the  
*pi:pl daid evri jiə əv ɔ:l ðə di'zi:ziz ðət a: ðə*

consequences of dirty people living in dirty houses.  
*kɔnsikwənsiz əv də:ti pi:pl liviŋ in də:ti hauzis.*

In the East, those special diseases are still very common.  
*in ði i:st, ðouz spesəl di'zi:ziz a: stil veri kɔmən.*

But even in many countries in Europe, you're almost  
*bət i:vən in meni kʌntri:z in juərəp, juər ɔ:lmouſt*

sure to get typhoid fever if you drink water that  
*ʃuə tə get taifɔid fi:və if ju: drik wɔ:tə ðət*

hasn't been boiled first."

*hæznt bi:n bɔ:l fə:st.*"

"What a lot of trouble!" Marion said. "You would  
 "hwɔ:t ə lot əv trɔ:bl!" mærɪən sed. "ju: wəd  
 think that it would be much less trouble to clean up  
 þɪŋk ðət it wəd bi: mʌts les trɔ:bl tə kli:n ʌp  
 those places and have drains from all the houses, or  
 ðəuz pleɪsɪz ən hæv dreɪnz frəm ɔ:l ðə haʊzɪz, ɔ:  
 whatever it is that needs to be done." "You say this  
 hwɔ:t'evər it iz ðət ni:dz tə bi: dʌn." "ju: sei ðis  
 almost as if you would like to do it yourself," Storm  
 ɔ:lmoʊst əz if ju: wəd laɪk tə du: it jɔ:'self," stɔ:m  
 said with a smile at her serious face. "I would," she  
 sed wið ə smail ət hæ: siəriəs feɪs. "ai wud," fi:  
 answered. "Only I should be afraid to go to the  
 a:nsəd. "ounli ai fəd bi: ə'freid tə gou tə ði  
 East and perhaps get one of those diseases myself.  
 i:st ən pə'hæps get wʌn əv ðouz di'zi:ziz mai'self.  
 My father has a friend who got malaria when he was  
 mai fa:ðə hæz ə frend hu: gɔ:t mə'lærɪə hwen hi: wəz  
 in India, and he still gets very ill at times, when the  
 in indjə, ən hi: stil gets veri il ət taimz, hwen ðə  
 fever is 'burning his brains out', as he says. — But  
 fi:vər iz 'bə:nɪŋ hɪz breɪnz aut', əz hi: sez. — bət  
 let's talk about something a little more pleasant," she  
 lets tɔ:k ə'baut sʌmpbiŋ ə litl mɔ: plɛznt," fi:  
 continued. "Shall we go in and have our supper  
 kən'tinju:d. "ʃəl wi: gou in ən hæv aʊə sʌpə  
 now?"  
 nau?"

“Yes, let’s go in,” Ellen said. “I’d like to put on another  
“jes, lets gou in,” elin sed. “aid laik tə put on ə’nləðə  
pair of shoes. I was foolish enough to go walking in  
pəər əv su:z. ai wəz fu:lis i’nʌf tə gou wɔ:kɪŋ in  
new shoes, and, of course, they’re still too tight to be  
nju: su:z, ənd, əv kɔ:s, ðeə stil tu: tait tə bi:  
comfortable. The consequence is that my feet hurt.”  
kʌmfətəbl. ðə kɔnsikwəns iz ðət mai fi:t hə:t.”

“Isn’t that just like girls? Why don’t you buy shoes  
“iznt ðət dʒʌst laik gə:lz? hwai dount ju: bai su:z  
that are big enough?” her brother asked. “If you  
ðət a: big i’nʌf?” hə: brʌðər a:skt. “if ju:  
can’t spread your toes a bit in new shoes, you may  
ka:nt spred jɔ: touz ə bit in nju: su:z, ju: mei  
be sure that they’re too tight to be comfortable.”  
bi: suə ðət ðeə tu: tait tə bi: kʌmfətəbl.”

“There he goes again,” Ellen laughed. “Really, you  
“ðeə hi: gouz ə’gein,” elin la:ft. “ri:əli, ju:  
should have been a doctor, I think — always talking  
ʃəd həv bi:n ə dɔ:kτə, ai þi:ŋk — ɔ:lwəz tɔ:kɪŋ  
about diseases and what’s good for you and what isn’t.  
ə’baut dɪ:zɪ:zɪz ən hwəts gud fə ju: ən hwət iznt.  
You’ll be pleased to hear,” she said to the other young  
ju:l bi: pli:zd tə hi:ə, si: sed tə ði ʌðə jʌŋ  
men, “that he has found out that beer is good for the  
men, “ðət hi: həz faund aut ðət bɪər iz gud fə ðə  
stomach.”  
stəmək.”

"That's right," Hardy explained in a serious voice.  
 "ðæts rait," ha:di iks'pleind in ə siəriəs vɔɪs.

"You see, when I was younger I didn't drink beer ..." "ju: si:, hwen ai wəz jʌyŋə ai didnt driy়k biə ..."

"Father wouldn't let him," Ellen interrupted, smiling.  
 "fa:ðə wudnt let him," elin intə'rʌptid, smailiŋ.

"He thought it was a waste of money." "I had a lot  
 "hi: þɔ:t it wəz ə weist əv mʌni.". "ai hæd ə lɔ:t  
 of trouble with my digestion, then," he went on.  
 əv trʌbl wið mai di'dʒestʃən, ðen," hi: went ɔ:n.

"No doubt because you were always filling yourself  
 "nou daut bi'kɔz ju: wə:r ɔ:lwəz filiŋ jɔ:'self

with sweets," she interrupted again. "... but now  
 wið swi:ts," si: intə'rʌptid ə'gein. "... bət nau

that I have begun to drink beer," he continued, paying  
 ðət ai həv bi'gʌn tə driy়k biə," hi: kən'tinju:d, peiŋ

no attention to her, "there's nothing the matter with  
 nou ə'tenʃən tə hə:, "ðəz nʌþiŋ ðə mætə wið

me any more." "Perhaps not with your digestion,"  
 mi: eni mɔ:." "pə'hæps nɔ:t wið jɔ: di'dʒestʃən,"

Ellen said, "but I believe that I have seen you when  
 elin sed, "bət ai bili:v ðət ai həv si:n ju: hwen

your beer was giving you a bit of trouble — 'tight'  
 jɔ: biə wəz giviŋ ju: ə bit əv trʌbl — 'tait'

or 'drunk', I would have called you." "What is  
 ɔ: 'drʌŋk', ai wəd həv kɔ:ld ju:." "hwa:t iz

my crime," the poor fellow cried at last, "that I  
 mai kraim," ðə ʃuə fclou kraid ət la:st, "ðət ai

fix = arrange

should be punished by having such a sister?" "Peace,  
*sæd bi: pʌnist bai hævɪŋ səts ə sistə?*" "pi:s,  
 children!" laughed Storm. "Let's all have a glass of  
*tsɪldrən!*" *la:ft stɔ:m.* "lets ɔ:l hæv ə gla:s əv  
 beer and see if that won't make her a little gentler  
*bɪə ən si: if ðæt wount meik hə:r ə litl dʒentlə*  
 with you."  
*wɪð ju:.*"

He called the waitress and ordered their beer. "We  
*hi: kɔ:ld ðə weitris ənd ɔ:dæd ðεə bɪə.*" "wi:  
 haven't fixed anything about our rooms yet. How  
*hævnt fɪkst enɪbɪŋ ə'baʊt aʊə ru:mz jet.*" *hau*  
 much do you charge for rooms here?" he asked her,  
*mʌts du: ju: tʃa:dʒ fə ru:mz hɪə?*" *hi: a:skt hə:,*  
 when she brought the beer. "Single rooms nine  
*hwen fi: brɔ:t ðə bɪə.*" "singl ru:mz nain  
 shillings, double rooms fifteen shillings," she replied.  
*sɪliŋz, dʌbl ru:mz fifti:n sɪliŋz,*" *fi: ri'plaɪd.*  
 "We'd better take single rooms," he said.  
*"wi:d bctə teik singl ru:mz," hi: sed.*

They sat for some time talking and watching the other  
*ðei sæt fə səm taim tɔ:kiŋ ənd wɔ:tʃiŋ ði ʌðə*  
 guests in the room; but as they were all rather tired,  
*gests ɪn ðə ru:m; bæt əz ðei wə:r ɔ:l ra:ðə tæɪəd,*  
 they soon went up to bed.  
*ðei su:n went ʌp tə bed.*

Next morning they were up early, so that they might  
*nekst mɔ:nɪŋ ðei wə:r ʌp ə:li, sou ðæt ðei mait*

have a long day for their walk. "I heard you had  
 hæv ə lɔy dei fə ðεə wɔ:k. "ai hə:d ju: həd  
 trouble with your feet last night," the waitress said  
 trəbl wið jɔ: fi:t la:st nait," ðə weitris sed  
 to Ellen, when she was bringing their breakfast. "Are  
 tu elin, hwen si: wəz briyij ðεə brekfəst. "a:  
 they better to-day?" "As a matter of fact, they aren't,"  
 ðei betə tə'dei?" "əz ə mætər əv fækt, ðei a:nt,"  
 Ellen replied. "They hurt me even if I touch them  
 elin ri'plaɪd. "ðei hə:t mi: i:vən if ai tətʃ ðəm  
 with my fingers."  
 wið mai fɪngəz."

"I thought that might be the case, so I've brought a  
 "ai þɔ:t ðæt mait bi: ðə keis, sou aiv brɔ:t ə  
 small bottle of some oil that I always use. Waitresses  
 smɔ:l bɔtl əv səm ɔil ðæt ai ɔ:lwəz ju:z. weitrisiz  
 often have trouble with their feet, you know. Just rub  
 ɔ:fn hæv trəbl wið ðεə fi:t, ju: nou. dʒʌst rəb  
 a little oil into the skin of your feet, and they will  
 ə litl ɔil intə ðə skin əv jɔ: fi:t, ən ðei wil  
 feel much better." "Thanks! That's very kind of you,  
 fi:l mətʃ betə." "þæyks! ðæts veri kaind əv ju:,"  
 I'm sure. It's no fun walking when your feet give  
 aim fə. its nou fən wɔ:kinj hwen jɔ: fi:t giv  
 you pain."  
 ju: pein."

In the afternoon, when they were returning from their  
 in ði a:ftə'nu:n, hwen ðei wə: rɪ'tə:nij frəm ðεə

long walk, they met a group of about 20 people, *lɔŋ wɔ:k, ðei met ə gru:p əv ə'baut twenti pi:pl,* all carrying bags or baskets full of different plants *ɔ:l kærɪŋ bægz ɔ: ba:skits ful əv difrənt pla:nts* that they had picked in the fields or the woods. "I ðæt ðei hæd pikt in ðə fi:ldz ɔ: ðə wudz. "ai wonder who they are," Storm said to Marion. "They *wʌndə hu: ðei a:," stɔ:m sed tə mærɪən. "ðei* all seem to be workers, except that tall man over there; *ɔ:l si:m tə bi: wə:kəz, ik'sept ðæt tɔ:l mæn ouvə ðeə;* but at the same time they look like a class of school-*bæt ət ðə seim taim ðei luk laik ə kla:s əv sku:l-* children who are out studying natural history with *tʃildrən hu: a:r aut stʌdiŋ nætʃrəl histəri wið* their teacher." "Perhaps they're both," Marion replied. *ðeə ti:tʃə. "pə'hæps ðeə bouþ," mærɪən ri'plaid.* "You see, several of our universities send out travelling *"ju: si:, sevrəl əv auə ju:nɪ've:sitiz send aut trævlɪŋ* teachers all over the country. If a sufficiently large *ti:tʃəz ɔ:l ouvə ðə kʌntri. if ə sə'fɪsɪəntli la:dʒ* number of people in a town wish to take up one or *nʌmber əv pi:pl in ə taun wɪʃ tə teik ʌp wʌn ɔ:* more subjects of study and are willing to work *mɔ: sʌbdʒɪkts əv stʌdi ənd a: wɪlɪŋ tə wə:k* seriously, one of the universities arrange to send a *siəriəsli, wʌn əv ðə ju:nɪ've:sitiz ə'reɪndʒ tə send ə* teacher to them. They're charged nothing for this, as *ti:tʃə tu ðəm. ðeə tʃa:dʒd nʌþɪŋ fə ðis, əz*

the teacher is paid by the university. Many people,  
 ðə tɪ:tʃər ɪz peɪd bai ðə ju:nɪ've:siti. meni pi:pl,

for whom it would be impossible to study at a university,  
 fə hu:m it wəd bi: im'pɔ:səbl tə stʌdi ət ə ju:nɪ've:siti,

have been able to take up some study in this way and  
 həv bi:n eibl tə teik ʌp səm stʌdi ɪn ðis wei ən

have gained really useful knowledge of their subject.”  
 həv geind riəli ju:sful nɔ:lidʒ əv ðeə sʌbdʒɪkt.”

“What a fine idea!” Storm said. “It gives work to  
 “hwət ə fain aɪ'dɪə!” stɔ:m sed. “it givz wə:k tə

men of science as teachers, and it gives some idea of  
 men əv səɪəns əz ti:tʃəz, ənd it givz səm aɪ'dɪə əv

science to people who have to work, but want to get  
 səɪəns tə pi:pl hu: həv tə wə:k, bət wənt tə get

more education. Really, I’m rather proud of ‘us’  
 mɔ:r edju:kɪʃən. riəli, aim rə:ðə praud əv ‘ʌs’

English.” “Listen to those four men playing cards at  
 ‘ɪŋglɪʃ.’ “lisn tə ðəuz fɔ: men pleiŋ ka:dz ət

the next table! I’m afraid you won’t feel so proud  
 ðə nekst teibl! aim ə'freid ju: wount fi:l sou praud

of ‘us’ English when you hear their stories,” Hardy  
 əv ‘ʌs’ ‘ɪŋglɪʃ hwen ju: hiə ðeə stɔ:ri:z,” ha:di

said, when they were having supper that evening. “One  
 sed, hwen ðei wə: həvɪŋ sʌpə ðæt i:vniŋ. “wʌn

of them seems to be the village policeman. They have  
 əv ðəm si:mz tə bi: ðə vɪlɪdʒ pə'li:smən. ðei həv

been talking of nothing but fights and blood and crime  
 bi:n tɔ:kiŋ əv nʌbɪŋ bət faits ən bləd ən kraɪm



card

since they came, things that have taken place in this  
*sins ðei keim, þiŋz ðət həv teikn pleis in ðis*

little village. Their cards, too, are just as dirty as  
*litl viliðz. ðəz ka:dz, tu:, a: dʒʌst əz ðə:ti əz*

their stories. I shouldn't like to touch them Look at  
*ðəz stɔ:ri:z. ai fudnt laik tə tʌts ðəm. luk ət*

Marion! She has been listening, too; she's quite pale.”  
*mærɪən! si: həz bi:n lisniŋ, tu:; si:z kwait peil.”*

“How are you feeling? Anything wrong?” Storm asked  
*“hau a: ju: fi:liŋ? eniþiŋ rɔŋ?” stɔ:m a:skt*

her. “I do feel a little sick,” she replied. “It must  
*hə:. “ai du: fi:l ə litl sik,” si: ri'plaɪd. “it məst*

be because I'm tired, but it was made worse by having  
*bi: bi'kɔz aim taið, bət it wəz meid wə:s bai hæviŋ*

to listen to that man telling all those stories. If there's  
*tə lisn tə ðət mæn teliŋ ɔ:l ðouz stɔ:ri:z. if ðəz*

time before our train leaves, I think I'll go and lie  
*taim bi'fɔ:r aʊə trein li:vz, ai þiŋk ail gou ən lai*

down a bit.” She left the table rather suddenly and  
*daun ə bit.” si: left ðə teibl ra:ðə sʌdnli ənd*

ran upstairs. The waitress had seen what had happened,  
*ræn ʌp'steəz. ðə weitrɪs həd si:n hwət həd hæpnd,*

however, and a moment later, she was standing at the  
*hau'evə, ənd ə moument leita, si: wəz stəndiŋ ət ðə*

fat policeman's table. “You're a fine one, you are!  
*fæt pəli:smənз teibl. “juər ə fain wʌn, ju: a:!*

See what you've done now. You've made that poor  
*si: hwət ju:v dʌn nau. ju:v meid ðət pua*

young lady sick with all your stories. And when the  
*jay leidi sik wið ɔ:l jɔ: stɔ:riz. ən hwen ðə*  
 truth is told, you're no more use to us than that dusty  
*tru:þ iz tould, juə nou mɔ: ju:s tu ʌs ðən ðæt dʌsti*  
 old eagle up there on the wall. I'm sure you've never  
*ould i:gl ʌp ðær ən ðə wɔ:l aim juə ju:v nevə*  
 been within five miles of a real crime!"  
*bi:n wið'in faiv mailz əv ə rɪal kraim!"*

Marion couldn't help laughing when they told her about  
*mærion kudnt help la:fiŋ hwen ðei tould hə:r ə'baut*  
 it. In fact, she felt better after hearing that the poor  
*it. in fækt, si: felt betər a:ftə hiarin ðæt ðə ƿuə*  
 policeman had left the place with the waitress pouring  
*ƿə'li:smən həd left ðə pleis wið ðə weitris þɔ:riŋ*  
 truths into his burning ears. "I'm still proud of 'us'  
*tru:ðz intə his bə:nɪŋ iəz. "aim stil praud əv 'ʌs'*  
 English," Storm said, when they were sitting in the  
*iŋglɪs," stɔ:m sed, hwen ðei wə: sitiŋ in ðə*  
 train. "That was a brave little woman; it's a serious  
*ðæt wəz ə breiv litl wumən; its ə siəriəs*  
 matter to speak like that to the law." "She's quite  
*mætə tə spi:k laik ðæt tə ðə lɔ:." "fi:z kwait*  
 safe, old man," Marshall told him laughing. "She's  
*seif, ould mæn," ma:ʃəl tould him la:fiŋ. "fi:z*  
 his wife!"  
*hiz waif!"*

dusty = grey with  
 dust

EXERCISE A.

WORDS:

arrange  
sick  
plain  
digestion  
tight  
dream  
dream (verb)  
dreamt  
healthy  
oil  
circle  
semi-circle  
electric  
card  
post-card  
chief  
afterwards  
argument  
waste  
curtain  
touch  
direct  
charge (verb)  
group  
art  
science  
rock  
eagle  
horn  
village  
drain  
disease  
fever  
typhoid

Marion and her friends took Storm to hear English university people speak about different subjects of — and art. —, the young people would go either to Marshall's or Marion's home and have long — about what they had heard, while they had their tea or sat in a — in front of the fire. On these nights, they would draw the — and put out the — light, so that the room was dark except for the light — by the fire-place and a small —. Sometimes they sat — in thought, — about the future. "Knowledge," said Mr. Edwards, "is the — upon which young people should build their —," but Mrs. Edwards thought that it was not — for a young girl to take her studies so seriously that she even began to find eating a — of time. However, she was glad that Marion was discovering that the world was a place full of — facts. On a week-end trip into the country the young people stayed the night at a — about 20 miles from London. Marion was afraid of some cows on account of their big —.

In former times people had no — to take the dirty water away from the houses. Many people died of —, a consequence of living in dirty houses. In the East you may get — fever if you drink water that has not been boiled. Marion's father had a friend who got — when he was in India. New shoes are sometimes too — to be comfortable to walk in.

It is not good for your stomach and — to eat and drink too much. The waitress brought a bottle of — for Ellen's feet. While they were having supper, the young

people listened to the conversation of four men who were playing —. They were talking of nothing but fights and blood and —. Marion got — while listening to their stories.

malaria  
crime  
set  
consequence  
boil  
skin  
fix

### EXERCISE B.

In chapter 56, Exercise D, you found a letter from Storm to Wood. Please answer this letter as if you were Wood. In doing so you must use all the words in the following list in some way or other:

marry — daughter — happy — winter — snow — ice  
— skate — break — leg — hospital — doctor — move  
— house — flat — address.

### EXERCISE C. GRAMMAR.

A form of the verb which is used very much in English is the first participle. It is made by adding -ing to the infinitive. For instance, calling (call-ing) going (go-ing), explaining (explain-ing).

In writing, the following rules must be remembered when making the first participle.

If the infinitive ends in an -e following a consonant, this -e is dropped before -ing is added. For instance, come — coming, love — loving, but: see — seeing.

Verbs that end in -ie change the -ie into -y before -ing is added. For instance, die — dying, lie — lying.

When the verb ends in a single consonant, we have to follow the rules that were given regarding the past

tense, that is: The consonant always remains single when following two vowels. For instance, **explain-ing**. The consonant remains single after an unstressed vowel, but is made double after a stressed vowel. For instance, **answer-ing**, **prefer-ring**. To this rule there is, however, the exception that **-l** is made double even after an unstressed vowel. For instance, **travel-ling**.

The first participle is used in several ways in English. It may be used as an adjective. Examples: I looked up into his smiling face. The mother kissed her sleeping child. He told me an interesting story.

Here is another use of the first participle: He **speaks** French, he **is speaking** French. Both sentences are in the present tense. What do they mean? 'He speaks French' means that 'he' is able to speak French, and possibly does so now and then; but 'he is speaking French' means that 'he' is speaking French now.

Here are some more examples with the same difference in meaning: He **reads** many books — he **is reading** an interesting book. He **smokes** cigarettes — he **is smoking** a cigarette. These forms of the verbs, 'is speaking', 'is reading', 'is smoking', we call expanded [iks'pændɪd] forms, which means forms that are made longer, and you will see that they are made up of a form of 'to be' and the first participle.

We may also have expanded forms in all the other tenses you have learned, and there is just the same sort of difference in meaning between the short forms and the expanded forms. Examples: I **closed** my book

when he entered the room — I was just **closing** my book when the clock struck twelve. My brother **has** already **written** one book — he **has been writing** another one for ten months now. He **had written** half of his first book, before I even knew he had started — he **had been writing** all day on the new book when I saw him.

Sometimes the expanded forms of verbs such as 'go' and 'leave' express the future. Examples: I **am going** to town to-morrow = I **shall go** to town to-morrow. I **am leaving** Paris next month = I **shall leave** Paris next month.

The first participle is used after many verbs, such as come, go, sit, lie, see, hear, etc. Examples: He **came running** towards us. She **went singing** through the house. I **saw** him **turning** round the corner of the street.

In many cases the first participle is used instead of some part of the sentence with the verb in the present tense or the past tense. Examples: So **saying** he closed his book = he **said** so and closed his book. **Having finished** his dinner, he usually smokes a cigar = when he **has finished** his dinner, he usually smokes a cigar.

### Questions:

How is the first participle made? ... Write the first participle form of 'to die'. ... Write the first participle form of 'to stop'. ... What are the expanded forms of the verbs in the following sentences: He ate an apple. We play football? ...

## A 'HAPPY END'

What is on your mind? = what are you thinking of?

"What's on your mind, mother?" Marion asked her mother. "You have been looking for some time as if you wanted to say something." It was just after lunch on a quiet Sunday afternoon shortly after New Year's Day, and the Edwardses and Storm were gathered in front of the fire. "You see," Mrs. Edwards replied, "Mildred rang up this morning and asked if we couldn't take Elizabeth off her hands this afternoon. Elizabeth is my sister's twelve-year-old daughter," she explained to Storm. "Father wasn't here when she rang up, and I didn't know whether he had any plans for this afternoon, so I promised to tell her after lunch."

"What's on your mind, mother?" Marion asked her mother. "You have been looking for some time as if you wanted to say something." It was just after lunch on a quiet Sunday afternoon shortly after New Year's Day, and the Edwardses and Storm were gathered in front of the fire. "You see," Mrs. Edwards replied, "Mildred rang up this morning and asked if we couldn't take Elizabeth off her hands this afternoon. Elizabeth is my sister's twelve-year-old daughter," she explained to Storm. "Father wasn't here when she rang up, and I didn't know whether he had any plans for this afternoon, so I promised to tell her after lunch."

"Well, have you made up your mind about it?" Marion  
 "wel, hæv ju: meid ʌp jɔ: maind ə'baut it?" mæriən

make up one's mind = come to a decision

asked. "No, I haven't. I really ought to let her come,  
 a:skt. "nou, ai hævnt. ai riðli ɔ:t tə let hæ: kʌm,

I suppose, since we have nothing else on. But I'm  
 ai sə'pouz, sins wi: hæv nʌþiŋ els ɔn. bət aim

feeling somewhat tired and was looking forward to  
 fi:liŋ sʌmhwʌt təið ən wəz lukiŋ fɔ:wəd tu

somewhat = a little

a nice, peaceful Sunday." She pointed to the small  
 ə nais, pi:sful sʌndi." si: pɔintid tə ðə smɔ:l

peaceful = full of peace

table beside her chair. "You see, I had already gathered  
 teibl bi:said hæ: tʃəs. "ju: si:, ai hæd ɔ:l'redi gæðəd

together on the table the papers and books that I  
 tə'geðər ən ðə teibl ðə peipəz ən buks ðət ai

haven't had time to read till now, — and needles and  
 hævnt hæd taim tə ri:d til nau, — ən ni:dlz ən

thread and my scissors for a bit of sewing. But with  
 þred ən mai sɪzəz fər ə bit əv souiŋ. bət wið

a child of twelve in the house there will be no peace  
 ə tsəild əv twelv in ðə haus ðət wil bi: nou pi:s

for doing all that.

fə du:iŋ ɔ:l ðət.

"When she was younger, I could give her a pair of  
 "hwen si: wəz jʌŋgə, ai kəd giv hə:r ə pær əv

scissors and let her cut paper dolls. But she's too old  
 sɪzəz ən let hæ: kʌt peipə dɔlz. bət si:z tu: ould

for that now, and she's no good with a needle and  
 fə ðət nau, ən si:z nou gud wið ə ni:dl ən

needle and  
  
 thread

  
 SCISSORS

dangerous = full of danger

beast = wild animal

thread, so I dare not let her help me. I can't make up  
*þred, sou ai ðeə not let hə: help mi:. ai ka:nt meik ʌþ*  
my mind what to say to Mildred. If I say 'No', Mildred  
*mai maind hwest tə sei tə mildrid. if ai sei 'nou', mildrid*  
will have to change her plans; if I say 'Yes', I'll get no  
*wil hæv tə tseindʒ hə: plænz; if ai sei 'jes', ail get nou*  
rest to-day." "Marion and I might take her some-  
rest *tə'dei.*" "*mærɪən ənd ai mait teik hə: sam-*  
where," Storm suggested, "to the Zoo, for instance."  
*hwæð, stɔ:m sə'dʒestid, tə ðə zu:, fər instəns.*"  
"That certainly would be nice for us, if you think you  
*"ðæt sə:tnli wəd bi: naɪs fər ʌs, if ju: þɪŋk ju:*  
can stand it. I'll ring up Mildred, then, and tell her."  
*kən stænd it. ail riŋ ʌþ mildrid, ðen, ən tel hə:.*"

"You would think we were talking about a dangerous  
*"ju: wəd þɪŋk wi: wə: tɔ:kɪŋ ə'baut ə deindzrəs*  
animal and not a girl of twelve, to hear your mother  
*əniməl ən not ə gə:l ər twelv. tə hiə jɔ: mʌðə*  
speak," he said to Marion. "She's almost as dangerous  
*spi:k." hi: sed tə mærɪən. "fi:z ə:lmoʊst əs deindzrəs*  
to have about as a wild beast," Marion answered. "She  
*tə hæv ə'baut əz ə waild bi:st." mærɪən a:nsəd. "fi:*  
says and does whatever comes into her mind without  
*sez ən dʌz hwst'eva kʌmz intə hə: maind wið'aut*  
thinking first, and she doesn't walk like normal human  
*þɪŋkɪŋ fə:st, ən si: dʌznt wɔ:k laik nɔ:məl hju:mən*  
beings, but moves about by jumping like a monkey.  
*bi:yz. bat mu:vz ə'baut bai dʒʌmpɪŋ laik ə mʌŋki.*

The last time she was here, she tore a big hole in a  
*ðə la:st taim fi: wəz hiə, fi: tɔ:r ə big houl in ə*

He **tears**, he **tore**,  
 he has **torn**  
 [teəz, tɔ:r, tɔ:n].

curtain and broke a very fine dish — a gift to my  
*kə:tn ən brouk ə veri fain diʃ — ə gift tə mai*

gift = present

mother from her uncle in India.”  
*mʌðə frəm hə:r ʌŋkl in indjə.”*

“The Zoo seems to be the right place for her, then,”  
*“ðə zu: si:mz tə bi: ðə rait pleis fɔ: hə:. ðen,”*

Storm laughed. “I can almost guess what she’s like.  
*stɔ:m la:ft. “ai kən ɔ:lmost ges hwʌt fi:z laik.*

My own sister was the same at that age; one of her  
*mai oun sistə wəz ðə seim ət ðæt eidʒ; wʌn əv hə:*

greatest delights was to sit on a branch above the  
*greitist dɪ'laitz wəz tə sit ən ə bra:nʃ ə'blʌv ðə*

delight = great  
 pleasure

garden gate and throw things at me when I came home  
*ga:dn geit ən þrou þɪŋz ət mi: hwʌn ai keim houm*

from work. Once she threw a paper-bag full of flour  
*frəm wə:k. wʌns si: þru: ə peipəbæg ful əv flau*

down on me. She didn’t do that again, though.”  
*dʌn ən mi:. si: didnt du: ðæt ə'gein, ðou.”*

“I can guess what you did to her. And I can fancy  
*“ai kən ges hwʌt ju: did tu hə:. ənd ai kən fænsi*

what you must have looked like,” Marion said, and  
*hwʌt ju: mʌst həv lukt laik,” mærɪən sed, ənd*

smiled at the thought. “The little beast wouldn’t  
*smaɪld ət ðə þɔ:t. “ðə litl bi:st wudnt*

come down, of course,” Storm went on, “when she  
*kʌm daun, əv kɔ:s,” stɔ:m went ən, “hwʌn fi:*

fetch = get

saw how angry I was, so I had to go up myself and  
*sɔ: hau æŋgri ai wɔz, sou ai hæd tə gou ʌp mai'self ən*  
fetch her down. It was a delight to seize her by  
*fets hə: daun. it wəz ə di'lait tə si:z hə: bai*  
the neck and pull her down, I can tell you. If my  
*ðə nek ən pul hə: daun, ai kən tel ju:. if mai*  
mother hadn't come out in time to save her, it's quite  
*mʌðə hædnt kʌm aut in taim tə seiv hə:, its kwait*  
probable that I should have given her a good beating.  
*prɒbəbl ðət ai fəd həv givn hə:r ə gud bi:tiŋ.*  
As it was, she was quick to seize the chance of getting  
*əz it wɔz, fi: wəz kwik tə si:z ðə tʃa:ns əv getiŋ*  
away from me.”  
*ə'wei frəm mi:."*

“Would you really beat a woman?” Marion interrupted.  
*“wəd ju: riəli bi:t ə wumən?” mærion intə'raptid.*  
“Woman!” Storm cried. “Didn’t you tell me yourself  
*“wumən!” stɔ:m kraid. “didnt ju: tel mi: jɔ:'self*  
a moment ago that girls at that age can hardly be  
*ə moument ə'you ðət gə:ls ət ðət eidʒ kən ha:dli bi:*  
regarded as human beings, but are much more like  
*ri'ga:did əz hju:mən bi:iyz, bət a: məts mɔ: laik*  
wild animals?” “All right, all right — it was only  
*waild ənɪməlz?” “ɔ:l rait, ɔ:l rait — it wəz ounli*  
in fun.”  
*in fʌn."*

“I’ve always wondered what my mother said to my  
*“aiv ɔ:lwəz wʌndəd hwət mai mʌðə sed tə mai*

sister that day to break the proud fighting spirit of  
*sistə ðæt dei tə breik ðə praud fætiŋ spirit əv*  
 the little savage," Storm said, as they were on their  
*ðə litl sævidʒ, " stɔ:m sed, əz ðei wə:r ən ðə*  
 way to Marion's aunt. "For next day she brought  
*wei tə mæriənz a:nt. "fə nekst dei fi: brɔ:t*  
 me gifts as a sign that peace had been established  
*mi: gifts əz ə sain ðət pi:s həd bi:n i'stæbliʃt*  
 once more and that the spirit of sisterly love was  
*wʌns mɔ: ən ðət ðə spirit əv sistəli lʌv wəz*  
 going to govern all her acts from that time on — a  
*gouɪŋ tə gʌvən ɔ:l hə:r ækt̩s frəm ðət taim ɔn — ə*  
 cigar and a green-and-red tie." "She probably made  
*si'ga:r ənd ə 'gri:nən'red tai." "fi: prɔbəbli meid*  
 her see that even brothers are a sort of human  
*hə: si: ðət i:vən brʌðəz ə:r ə sɔ:t əv hju:mən*  
 beings," Marion replied. At the house of Marion's  
*bi:ɪyz, " mæriən ri'plaid. ət ðə haus əv mæriəns*  
 aunt they found Elizabeth jumping about with joy  
*a:nt ðei faund i'lizəbəh dʒʌmpɪŋ ə'baut wið dʒɔi*  
 at the thought of going to the Zoo with Storm and  
*ət ðə pɔ:t əv gouɪŋ tə ðə zu: wið stɔ:m ənd*  
 Marion. "It's no secret," Marion's aunt told her, "that  
*mæriən. "its nou si:krit," mæriənz a:nt tould hə:, "ðət*  
 Elizabeth gets no more fun out of her visits to your  
*i'lizəbəh gets nou mɔ: fʌn aut əv hə: visits tə jɔ:*  
 parents' house than your mother does, so you can  
*peərənts haus ðən jɔ: mʌðə dʌz, sou ju: kən*

joy = delight



servants = men or women working in their master's house

fancy her joy when she heard where she's going. It's *fænsi hə: dʒɔi hwen si: hə:d hwəə si:z gouij.* its not far from tears to smiles at that age. — Please *nət fa: frəm tiəz tə smailz ət ðæt eidʒ.* — *pli:z* fetch Elizabeth's woollen cap with the feather," she said *fets i'lizəbəþs wulin kæp wið ðə feðə,*" *si: sed* to a servant who had just entered the room. *tu ə sə:vənt hu: həd dʒʌst entəd ðə ru:m.*

"I want to show you, Marion, the cap she has been *'ai wənt tə sou ju:, mærion, ðə kæp si: həz bi:n* sewing at school this winter. I really think she's *seouij ət sku:l ðis wintə.* *ai riəli þyrk si:z bi-* coming somewhat better at needlework now. I didn't *'kʌmiŋ səmhwət betər ət ni:dlwə:k nau.* *ai didnt* know she was making it — she had kept it a great *nou si: wəz meikij it — si: həd kept it ə greit* secret." *si:krit.*"

"Here it is — nice, isn't it?" she asked when the maid *'hiər it iz — nais, iznt it?" si: a:skt hwen ðə meid* had brought it. "She has made all of it herself, except *həd brɔ:t it.* *"si: həz meid ɔ:l əv it hə:'self, ik'sept* the feather, which she pulled from the tail of our *ðə feðə, hwitʃ si: puld frəm ðə teil əv auə* neighbour's Christmas turkey — to my husband's great *neibəz krisməs tə:ki — tə mai hʌzbəndz greit* delight. He doesn't like our neighbour," she explained, *di'lait. hi: dʌznt laik auə neibə.*" *si: iks'pleind,*

while Elizabeth was putting on the cap. "Well, have  
*hwail i'lizəbəþ wəz putiŋ ɔn ðə kæp.* "wel. hæv  
 a good time! We shan't expect you back till half past  
*ɔ gud taim! wi: fa:nt iks'pekt ju: bæk til ha:f pa:st*  
 five. I'm certainly glad you're taking her. You see,  
*faiv. aim sə:tnli glæd ju: teikiy hə:. ju: si:,*  
 both our servants have the afternoon off to-day, and  
*bouþ aʊə sə:vənts həv ði 'a:ftə'nu:n ɔ:f tə'dei, ən*  
 we wanted to visit some people where we couldn't  
*wi: wəntid tə vizit səm pi:pl hweə wi: kudnt*  
 very well take Elizabeth. Be good, now, Elizabeth!"  
*veri wel teik i'lizəbəþ. bi: gud, nau, i'lizəbəþ!"*

"I will, mamma — good-bye!"  
*"ai wil, mə'ma: — 'gud'bai!"*

At the Zoo, most of the animals were not in the open  
*ət ðə zu:, moust əv ði əniməlz wə: nɔt in ði ouþən*  
 air, but had gone inside, as it was rather cold. They  
*ə, bət həd ɡɔn in'said, əz it wəz rə:ðə kould. ðci*  
 entered one of the buildings, and as they stopped in  
*entəd wʌn əv ðə bildiȝz, ənd əz ðei stɔpt in*  
 front of a very large lion, Storm threw out his arm  
*frənt əv ə veri la:dʒ laiən, stɔ:m þru: aut hiz a:m*  
 towards it, bowed low, and said to the two girls, "His  
*ta:wɔ:ds it, bəud lou, ənd sed tə ðə tu: gɔ:lz, "hiz*  
 Majesty the Lion, King of All Animals."  
*mædzisti ðə laiən, kiŋ əv ɔ:l əniməlz."*

Elizabeth laughed with delight at this idea, but Marion  
*i'lizəbəþ la:ft wið dɪ'lait ət ðis a:i'diə, bət mærɪən*

to be in the open  
 air = not to be in  
 a building of any  
 kind



said, "His Majesty doesn't look as if he's enjoying life sed. "hiz mædzisti dʌznt luk əz if hi:z in'dʒɔiŋ laif very much. In fact, he looks so sad to be locked up veri mətʃ. in fækt, hi: luks sou sæd tə bi: ləkt əp in here that I almost fancy I can see tears in his in hi:ə ðət ai ɔ:lmoust fænsi ai kən si: tiəz in his eyes." "Why, animals can't cry, can they?" Elizabeth aiz." "hwai, ænɪməlz ka:nt krai, kən ðei?" i'lizəbəþ asked Storm. "No, of course not," he answered seriously. a:skt stɔ:m. "nou, əv kɔ:s nɔt," hi: a:nsæd siəriəsli. "His Majesty has a cold, so his eyes and his nose are "hiz mædzisti hæz ə kould, sou his aiz ən his nouz a: running, I think." "Oh, you're just making fun of rʌniŋ, ai þiŋk." "ou, ju:z dʒʌst meikiŋ fʌn əv me," the child cried. mi:," ðə tʃaɪld kraið.

"Look at the sharp claws he has," Marion said. "He "luk ət ðə sa:p kłɔ:z hi: hæz," mærɪən sed. "hi: could tear a man to pieces in no time with those claws." kəd tər ə mæn tə pi:siz in nou taim wið ðouz kłɔ:z."

"You'll be able to watch him use his claws and his "ju:l bi: eibl tə wɔts him ju:z his kłɔ:z ən his teeth as well," Storm told her and pointed to a man ti:bəz wel." stɔ:m tould hə: ənd pɔɪntid tu ə mæn who had entered the house, carrying a big basket of hu: hæd entəd ðə haus, kærriŋ ə big ba:skit əv food for the animals. fu:d fə ði ænɪməlz.

Their lion got a large bone with lots of meat on it  
 ðεə laiən ɡt ə la:dʒ boun wið lts əv mi:t ən it

and at once seized it with his claws and began to  
 ənd ət wʌns si:zd it wið his klz:z ənd bi:gæn tə

tear the meat from the bone with his teeth. In five  
 tεə ðə mi:t frəm ðə boun wið his ti:þ. in fair

minutes he had finished it — meat, bone, and all.  
 minits hi: həd finisht it — mi:t, boun, ənd ɔ:l.

Then the big beast rolled peacefully over on one side  
 ðen ðə big bi:st rould pi:sfuli ouvər ən wʌn said

and lay looking out at the four human beings who  
 ənd lei lukɪŋ aut ət ðə fɔ: hju:mən bi:iyz hu:

were watching him. "Don't you think he misses the  
 wə: wɔ:tsiy him. "dount ju: þiyk hi: misiz ðə

company of the other beasts in the forests of Africa  
 kʌmpəni əv ði ʌðə bi:sts in ðə frɔ:sts əv əfrikə

— or wherever it is he comes from?" Marion asked  
 — ɔ: hweər'evər it iz hi: kʌmz frɔ:m? " mærɪən a:skt

the man. "Not he! He wouldn't know what to do with  
 ðə mən. "nɔ:t hi:! hi: wudnt nou hwɔ:t tə du: wið

himself if he was sent to Africa. He's too used to  
 him'self if hi: wəs sent tu əfrikə. hi:z tu: ju:st tə

getting his meals every day without having to hunt,  
 getiy his mi:lz evri dei wið'aut hæviŋ tə hənt,

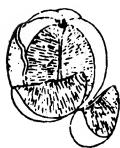
and he loves to be with human beings. He's never so  
 ən hi: lʌvz tə bi: wið hju:mən bi:iyz. hi:z nevə sou

happy as when the Zoo is full of people for him to  
 hæpi əz hwen ðə zu: iz ful əv pi:pl fə him tə





nuts



orange

look at. When nobody is here, I have to go in and *luk æt*. *hwen noubədi iz hiə, ai hæv tə gou in ən* talk to him sometimes, to keep him happy! No, it isn't *tɔ:k tə him səntaimz, tə ki:p him hæpi!* *nou, it iznt* probable that he was ever outside Europe; I think he *prəbəbl ðət hi: wəz evər autsaid juərəp: ai biyk hi:* was born in Berlin!" *wəz bɔ:n in bə:lɪn!"*

The next place they entered was the monkey-house. *ðə nekst pleis ðei entəd wəz ðə mʌykihaus.*

Elizabeth had brought a bag of nuts and oranges for *ɪlizəbəh həd brɔ:t ə bæg əv nəts ənd ɔrindzɪs fɔ:*

them, and one by one she rolled or threw the fruit and *ðəm, ənd wʌn bai wʌn fi: rould ə: þru: ðə fru:t ənd* nuts in to them. "Try and make them come up to *nəts in tu ðəm. "trai ən meik ðəm kʌm ʌp tə* the fence and fetch the nuts themselves," Marion said. *ðə fens ən fets ðə nəts ðəm'selvz," mærɪən sed.*

"But be careful that they don't bite your fingers; you *"bət bi: kəfəul ðət ðei dount bait jɔ: fɪngəz; ju:*

had better put the nuts on the floor just outside the *həd betə put ðə nəts ən ðə flɔ: dʒʌst aut'said ðə* fence."

*fens."*

"There's a big one coming up now; let him have an *"ðəz ə big wʌn kʌmɪŋ ʌp nau; let him hæv ən*

orange!" Storm said, pointing to a large monkey with *ɔrindz!" stɔ:m sed, pɔɪntɪŋ tu ə la:dʒ mʌykɪ wið*

a wise expression on his face. "He looks almost  
 ə wais iks'presən ɔn hiz feis. "hi: luks ɔ:lmost  
 human." "Yes, he looks just like a teacher we have  
 hju:mən." "jes, hi: luks dʒʌst laik ə ti:tʃə wi: hæv  
 at school," Elizabeth cried, "Mr. Ambrose Smalljoy.  
 ət sku:l," i'lizəbəþ kraɪd, "mɪstər əmbrouz smɔ:ldʒi.  
 Oh, what fun! I know what I'm going to do to-morrow;  
 ou, hwɔ:t fʌn! ai nou hwɔ:t aim gouɪŋ tə du: tə'mɔ:rəu;  
 I'm going to make a picture of 'Ambrose' on the wall  
 aim gouɪŋ tə meik ə pi:kʃər əv 'əmbrouz' ɔn ðə wɔ:l  
 at school and write: 'Ambrose — The Almost Human'  
 ət sku:l ən rait: 'əmbrouz — ði ɔ:lmost hju:mən'  
 under it. Won't he be angry!"  
 əndər it. wɔ:nt hi: bi: æygri!"

Storm had to laugh at this, but Marion stopped him  
 stɔ:m hæd tə la:f ət ðis, bət mærɪən stɔ:p təm  
 with a look. "What an idea!" she said to Elizabeth.  
 wið ə luk. "hwɔ:t ən aɪ'diə!" si: sed tu i'lizəbəþ.  
 "I don't think he'll be angry, but only sad." "You  
 "ai dount þiyk hi:l bi: æygri, bət ounli sæd." "ju:  
 don't know Ambrose," that kind-hearted child replied.  
 dount nou əmbrouz." ðət kaindha:tid tʃaɪld ri'plaɪd.  
 "He loves a good fight as well as anybody.  
 "hi: lʌvz ə gud fai:t əz wel əz enibɔ:di.

"What is that monkey over there doing to the other  
 "hwɔ:t iš ðət mʌyki ouvə ðə ðu:ɪŋ tə ði ʌðə  
 one's head?" she continued, watching a monkey who  
 wʌnz hed?" si: kən'tinju:d, wɔ:tʃɪŋ ə mʌyki hu:



*insect*

had put its head on another one's knees. "It's hunting  
*hæd put its hed ɔn ə'nʌðə wʌnz ni:z.* "its hʌntɪŋ

for insects in its hair," Storm replied. "They're learning  
*fər insekts in its hæs,*" *stɔ:m ri'plaid.* "ðæs lə:nɪŋ

one of the rules of living with others: Help your  
*wʌn əv ðə ru:lz əv livɪŋ wið ʌðəz: help jɔ:*

neighbour! If we all did that always, it would be much  
*neiba!* if *wi: ɔ:l did ðæt ɔ:lwæz, it wəd bi: məts*

nicer to live and work. We could learn a thing or two  
*naisə tə liv ən wə:k.* *wi: kəd lə:n ə bɪy ə tu:*

from some of the insects, the bees, for example, who  
*frəm səm əv ði insekts, ðə bi:z, fər ig'za:mpl, hu:*

all work from morning till night for the benefit of all."

*ɔ:l wə:k frəm mə:nɪŋ til nait fə ðə benifit əv ɔ:l.*

"I don't think she's heard a word of what you've been  
*"ai dount bɪyk fi:z hə:d ə wə:d əv hwət ju:v bi:n*

saying," Marion smiled, when he finished.  
*seɪɪŋ." mærɪən smaɪld, hwen hi: finiʃt.*

For Elizabeth had been busy feeding the monkeys from  
*fər i'lizəbəθ hæd bi:n bizi fi:diŋ ðə mʌŋkɪz frəm*

her bag. "They'll eat almost anything, won't they?"  
*hə: bæg. "ðeɪl i:t ɔ:lmoʊst enɪbiŋ, woun't ðeɪ?"*

she asked, turning away from the fence at last. "Nuts  
*fi: a:skt, tə:nɪŋ ə'wei frəm ðə fens ət la:st. "nʌts*

and oranges and apples and bread, and what they find  
*ənd ɔ:rindzɪz ənd æplz ən bred, ən hwət ðeɪ faind*

in each other's hair, and worms —" "Worms?" Marion  
*in i.tʃ ʌðəz hæs, ən wə:mz —" "wə:mz?" mærɪən*



*WORM*

cried. "Yes, I tried giving them some worms I had kraig. "jes, ai traid givin' ðəm səm wə:mz ai həd brought along in the bag for the birds, and they seemed brɔ:t ə'lɔ:y in ðə bæg fə ðə bə:dz, ən ðei si:md to like them, so I let them have them all," the child tə laik ðəm, sou ai let ðəm hæv ðəm ɔ:l," ðə tsaild answered. "Do you mean to tell me," Marion asked, a:nəd. "du: ju: mi:n tə tel mi:," məriən a:skt, "that I have been carrying a bag full of worms around "ðət ai hæv bi:n kæruiy ə bæg ful əv wə:mz ə'raund for more than an hour? Let's get out into the fresh air fə mɔ: ðən ən auə? lets get aut intə ðə fres ə — the thought of it makes me sick!" — ðə þɔ:t əv it meiks mi: sik!"

As soon as they got outside, however, Marion felt əz su:n əz ðei got aut'said, hau'evə, məriən felt somewhat better, and as Elizabeth seemed to have səmhwət betə, and əz i'lizəbəþ si:md tə hæv decided not to give them any more shocks, the rest dɪ'saidid nət tə giv ðəm eni mɔ: ʃɔks, ðə rest of the afternoon passed quite peacefully. When they əv ði a:ftə'nu:n pa:st kwait pi:sfuli. hwen ðei had taken Elizabeth home, Storm was in a great hurry həd teikn i'lizəbəþ houm, stɔ:m wəz in ə greit hʌri to get back to Marion's house. "Why all this hurry?" tə get bæk tə məriənz haus. "hwai ɔ:l ðis hʌri?"

Marion asked in some surprise. "We're going some- məriən a:skt in səm sə'praiz. "wiə gouiy səm-

where together with your parents, and we have to be  
*hwæs tə'geðə wið jɔ: pərənts, ən wi: hæv tə bi:*  
there at seven o'clock," he replied, "so there isn't much  
*ðær at sevn ə'klɔk, hi: ri'plaɪd, "sou ðær iznt mʌtʃ*  
time left." "Where are we going? Tell me about it."  
*taim left." "hwær a: wi: gouɪŋ? tel mi: ə'baut it."*  
"No, it's a secret. You'll see when we get there."  
*"nou, its ə si:krit. ju:l si: hwen wi: get ðæz."*

After a quick cup of tea, the four of them left the house,  
*a:ftər ə kwik kʌp əv ti:, ðə fo:r əv ðəm left ðə haus,*  
Marion wondering what her father was up to. Mr.  
*mærɪən wʌndərɪŋ hwæt hæ: fa:ðə wəz ʌp tu. mɪstə*  
Edwards took them to a quiet street of small houses  
*edwədz tuk ðəm tu ə kwaiət stri:t əv smɔ:l hauzɪz*  
surrounded by gardens. He walked up to one of them  
*sə'raundɪd bai ga:dnz. hi: wɔ:k tə wʌn əv ðəm*  
and rang the bell, while Mrs. Edwards explained, "This  
*ənd ræg ðə bel, hwail misɪz edwədz ɪks'pleɪnd, "ðis*  
is the house where your father and I lived when we were  
*iz ðə haus hwæs jɔ: fa:ðər ənd aɪ lɪvd hwen wi: wə:*  
first married. We saw in the paper the day before yester-  
*fi:st mærɪd. wi: sɔ: in ðə peɪpə ðə dei bi'fɔ: jestə*  
day that the people who live here are going to move.  
*di ðət ðə pi:pl hu: liv hɪə a: gouɪŋ tə mu:v.*  
The house will be empty from March 1st. So we  
*ðə haus wil bi: emtɪ frəm ma:tʃ ðə fi:st. sou wi:*  
decided to ask about the price, and if it wasn't too  
*dɪ'saɪdɪd tu a:sk ə'baut ðə præs, ənd if it wɔ:znt tu:*

dear now, to take you along and show it to you.”  
*dia nau, tə teik ju: ə'lɔŋ ən sou it tu ju:.*”

“Too dear?” Marion asked. “Do you mean for us?”  
*“tu: dia?” mærion a:skt. “du: ju: mi:n fər ʌs?”*”

She turned to Storm: “And you haven’t told me any-  
*si: tə:nd tə stɔ:m: “ən ju: hævnt tould mi: eni-*”

thing! Does that mean that —?” “It means that we  
*biŋ! dʌz ðæt mi:n ðæt —?” “it mi:nz ðæt wi:*”

can afford to marry now as soon as you can make up  
*kən ə'fɔ:d tə mæri nau əz su:n əz ju: kən meik ʌp*

your mind about the date. I got a rise this month,  
*jɔ: maind ə'baut ðə deit. ai ɔ:t ə rais ðis mʌnþ,*

and I went out at once and spent it on the ring for  
*ənd ai went aut ət wʌns ən spent it ən ðə riŋ fɔ:*

you — just to be on the safe side! — I mean if you  
*ju: — dʒʌst tə bi: ən ðə seif said! — ai mi:n if ju:*

should decide that you wanted to be married to-morrow,  
*ʃəd di:said ðæt ju: wɔ:ntid tə bi: mærid tə'morou,*

there would hardly be any time at the last minute  
*ðəə wəd ha:dli bi: eni taim ət ðə la:st minit*

for buying a ring. But now I’m prepared for the worst!”  
*fə ba:ŋ ə riŋ. bət nau aim pri:pəd fə ðə wə:st!”*

Marion laughed at this. “May I see the ring now?”  
*mærion la:ft ət ðis. “mei ai si: ðə riŋ nau?”*”

she asked. “And try it on?” At this moment, however,  
*si: a:skt. “ən trai it ən?” ət ðis məʊmənt, hau'evə,*

the door was opened by a friendly young man. “My  
*ðə dɔ: wəz oupənd bai ə frendli jʌŋ mæn. “mai*



*ring*

wife is out," he said, "but I can show you the house." *waif iz aut.*" *hi: sed, "bət ai kən sou ju: ðə haus."*

There were two rooms and a kitchen downstairs, and *ðəz wə: tu: ru:mz ənd ə kitfin 'daun'steəz, ənd* two rooms and a bathroom upstairs. Marion hurried *tu: ru:mz ənd ə ba:þrum 'ʌp'steəz. mærion hərid* from room to room, crying, "Isn't this nice — isn't that *frəm ru:m tə ru:m, kraiy, "iznt ðis nais — iznt ðæt* lovely!" at every new thing she discovered. "And to *ləvli!" ət evri nju: þiy fi: dis'kʌvəd. "ən tə* think that I was born in this house! How strange!" *þiyk ðæt ai wəz bɔ:n in ðis haus! hau streindʒ!"* "Yes, isn't it," her mother answered. "But come into *"jes, iznt it," hə: mʌdər a:nsəd. "bət kʌm intə* the kitchen, dear; I want to see what it looks like now. *ðə kitfin, diə; ai wɔ:nt tə si: hwɔ:t it luks laik nau.* — It looks almost the same," she continued, looking *— it luks ɔ:lmoʊst ðə seim," fi: kən'tinju:d, lukiy* about her. "The only difference is that it's no longer *ə'baut hə:." "ði ounli difrəns iz ðæt its nou lɔ:ŋgə* lit by gas. They have electric light now." *lit bai gæs. ðei həv ɪlektrik lait nau."*



To the right was the kitchen-range, and just opposite, *ta ðə rait wəz ðə kitfinreindʒ, ənd dʒʌst ɔ:pəzit,* at the other side of the kitchen, stood a small table *ət ði ʌðə said əv ðə kitfin, stud ə smɔ:l teibl* with four chairs round it and flowers in the centre. *wið fo: tʃəz raund it ənd flauəz in ðə sentə.*

"We have our meals here," the young man explained.  
 "wi: hæv aʊə mi:lz hɪə," ðə jʌŋ mæn ɪks'pleɪnd.

"It's easier for my wife. There's gas for cooking, of course, but in winter we always use the kitchen-range.  
 "ɪts i:zɪə fə mai waɪf. ðəz ɡæs fə kʊkɪŋ, əv  
 kɔ:s, bət in wɪntə wi: ɔ:lwəz ju:z ðə kɪtsɪnreɪndʒ.

It burns coal and keeps the kitchen warm all day.  
 it bə:nz koul ən ki:ps ðə kɪtsɪn wɔ:m ɔ:l dei.

I light the fire in the morning before my wife gets up,  
 ai laɪt ðə feɪər in ðə mɔ:nɪŋ bɪ'fɔ: mai waɪf ɡets ʌp,

and put the kettle on the fire. So by the time we're  
 ən put ðə ketl ən ðə feɪə. sou bai ðə taim wiə

dressed, the kitchen is already nice and warm, and  
 drest, ðə kɪtsɪn iz ɔ:l'redi nais ən wɔ:m, ən

the water for our tea is boiling." "That's the right  
 ðə wɔ:tə fər aʊə ti: iz bɔ:lɪŋ." "ðæts ðə rait

spirit!" Mrs. Edwards said. "I was never able to make  
 spirit!" misiz edwədz sed. "ai wəz nevər eibl tə meik

my husband get up first."  
 mai hæsbənd get ʌp fə:st."

Beside the kitchen-range was a large gas-oven. "I had  
 bi'said ðə kɪtsɪnreɪndʒ wəz ə la:dʒ ɡæsəvn. "ai hæd

a gas-oven, too," Mrs. Edwards said. "I was very proud  
 ə ɡæsəvn, tu:," misiz edwədz sed. "ai wəz veri praud

of it, I remember, for most of my friends had no  
 əv it, ai ri'membə, fə moust əv mai frendz hæd nou

gas-oven and had to use the oven of the kitchen-range.  
 ɡæsəvn ən hæd tə ju:z ði ʌvn əv ðə kɪtsɪnreɪndʒ.



kettle



oven



But one Christmas, when I had a big turkey in my  
*bæt wʌn krismæs, hwen ai hæd ə big tə:ki in mai*  
gas-oven, a sudden wind from the open window blew  
*gæsʌvn, ə sʌdn wind frəm ði oupən windou blu:*  
out the flame. I discovered it a few moments later  
*aut ðə fleim. ai dis'kʌvəd it ə fju: məumənts leitər*  
and went to light it again, of course. But as soon as  
*ən went tə lait it ə'gein, əv kɔ:s. bæt əz su:n əz*  
I lit the match, a big flame jumped out of the gas-oven  
*ai lit ðə mætʃ, ə big fleim dʒʌmpt aut əv ðə gæsʌvn*  
at me and burnt some of my hair. For a long time  
*æt mi: ən bə:nt sʌm əv mai heə. fər ə lɔŋ taim*  
after, I was afraid to light the gas-oven, and used  
*a:ftə, ai wəz ə'freid tə lait ðə gæsʌvn, ən ju:zd*  
my old oven in the kitchen-range, just like all my  
*mai ould ʌvn in ðə kitʃinreindʒ, dʒʌst laik ɔ:l mai*  
friends.  
*frendz.*

“But here I’m just talking and talking,” she interrupted  
*“bæt hiər aim dʒʌst tɔ:kiŋ ən tɔ:kiŋ,” si: intə'rʌptid*  
herself, “and we haven’t heard yet how the two of you  
*hə.'self, “ən wi: hævnt hə:d jet hau ðə tu: əv ju:*  
like the house.” “I think it looks fine,” Storm said.  
*laik ðə haus.” “ai piŋk it luks fain,” stɔ:m sed.*  
“And I think it’s perfectly lovely,” Marion cried.  
*“ənd ai piŋk its pə:fiktli ləvli,” mærɪən kraid.*  
“Only I can’t understand how we can possibly afford  
*“ounli ai ka:nt əndə'stænd hau wi: kən pəsəbli ə'fɔ:d*

it." "It's a cheap house," the young man told her.  
it." "its ə tʃi:p haus," ðə jʌy mæn tould hə:.

"Probably because it's rather old. But everything is  
"probəbli bɪ'kɔz its ra:ðər ould. bət evrɪbɪg is  
well kept, so we've never felt that the house was old.  
wel kept, sou wi:v nevə felt ðət ðə haus wəz ould.

And we're only moving because we need more room;  
ən wiər ounli mu:vɪg bɪ'kɔz wi: ni:d mə: ru:m;

we have two small children, as you saw upstairs."  
wi: həv tu: smɔ:l tʃɪldrən, əz ju: sɔ: ʌp'stεəz."

"If you'll promise to light the fire every winter morning  
"if ju:l prɔmis tə lait ðə faɪə evri wintə mɔ:nɪg

and put the kettle on to boil," Marion said to Storm,  
ən put ðə ketl ən tə boil," mærɪən sed tə stɔ:m,

as they left the house, "I think it would be lovely to  
əz ðei left ðə haus. "ai þɪyk it wəd bi: lʌvli tə

start our married life here. And if we were married  
sta:t aʊə mærɪd laɪf hiə. ənd if wi: wə: mærɪd

in the middle of March, there would be two weeks  
in ðə midl əv ma:tʃ, ðεə wəd bi: tu: wi:ks

to have the rooms painted and to hang the curtains  
tə hæv ðə ru:mz peɪntid ən tə hæg ðə kə:tns

and everything."  
ənd evrɪbɪg."

"I promise," Storm answered, taking her arm and  
"ai prɔmis," stɔ:m a:nəd, teikɪŋ hə:r a:m ənd

showing her what little there was to be seen of the  
ʃəʊɪŋ hə: hə:wət litl ðεə wəz tə bi: si:n əv ðə

do (here) = be enough

garden. "I'm glad you're satisfied. Remember Leith ga:dn. "aim glæd ju:s sətisfaɪd. ri'membə li:þ Hill? Of course, it's not so big as the farm, nor so hil? əv kɔ:s, its nɔ:t sou big əz ðə fa:m, nɔ: sou modern as your parents' house." "But it'll do for us," mɔ:dən əz jɔ: pə:rənts haus." "bə:t it'l du: fər ʌs," Marion said. And arm in arm they walked back, full mærɪən sed. ənd a:m in a:m ðei wɔ:k t bæk, ful of plans for the future which had suddenly drawn əv plænz fə ðə fju:tʃə hwɪtʃ həd sʌdnli drɔ:n so near.  
sou niə.

#### EXERCISE A.

WORDS:

delight  
fetch  
feather  
worm  
insect  
seize  
kettle  
thread  
needle  
scissors  
pair of scissors  
mind  
somewhat  
ring  
secret  
guess  
gift

"Have you made up your — to have Elizabeth this afternoon?" Marion asked her mother. On a quiet Sunday afternoon the Edwardses and Storm were — in front of the fire. A — and — are used to sew with. A pair of — is used to cut paper and cloth with. The lion is a wild —. Elizabeth had — a big hole in one of Mrs. Edwards' — and broken a fine dish, which was a — from her uncle in India.

Storm told Marion that it was his sister's greatest — to sit on a branch and throw things at him. Once she threw a — of flour at him. Storm was of the opinion that girls at that age can hardly be regarded as — —. "Please — Elizabeth's woollen cap with the —," Elizabeth's mother said to a — who entered the room. Wild — have sharp teeth and —.

It is not far from — to smiles with small children. Elizabeth kept it as a great — that she was making a cap at school. At the Zoo, Storm pointed towards the lion saying, "His — the Lion, King of All Animals." "He looks so sad to be — up here," Marion said, "that I almost — I can see — in his eyes." The lion got a large — with lots of meat on it and at once — it with his claws.

In five minutes the big — had eaten it all up, and then he — over on one side to have a rest. Elizabeth had brought a bag of — and — for the monkeys. A bee is an —. Marion had carried — in her bag without knowing it. Storm had got a rise and at once spent it on a — for Marion. In the house where Marion's parents had lived when they were younger, the kitchen was no longer — by gas; there was — light now. There was — for cooking, but in winter the — was used instead, and a — was put on, first thing in the morning.

#### EXERCISE B.

##### Answer these questions with full sentences:

Have you any brothers or sisters? ... Are they younger or older than yourself? ... What is the kitchen of your home lit by? ... Do you smoke? ... If you do, what do you prefer to smoke? ... How much do you smoke a day? ... What time of the year do you like best, and why? ...

#### EXERCISE C. GRAMMAR.

The present and past tenses of **do** are used in sentences with 'not'. In the sentence 'John likes tea' the English

|               |
|---------------|
| probable      |
| spirit        |
| human         |
| being         |
| sisterly      |
| beside        |
| fancy         |
| joy           |
| beast         |
| dangerous     |
| tear          |
| tore          |
| torn          |
| claw          |
| tear          |
| opposite      |
| roll          |
| nut           |
| orange        |
| servant       |
| oven          |
| kitchen-range |
| gas-oven      |
| flame         |
| gas           |
| light (verb)  |
| lit           |
| gather        |
| Majesty       |
| bone          |
| peaceful      |
| kind-hearted  |
| friendly      |

cannot add 'not' to the verb, but must say: John **does not like** tea. Notice that this sentence is built up in the same way as the sentences with 'can', 'may', 'must', 'shall', 'will'. (I **cannot go** there. I **could not go** there.) Examples: I **do not go** there often. I **did not go** there. He **did not see** me. You **do not swim** very well. We **did not get** home till it was too late.

In the same way **do**, **does**, and **did** are used in questions. Example: **Does** John like tea? Again the sentence is built up in the same way as sentences with 'can', 'may', 'must', 'shall', 'will'. (**Can you go** there?) Examples: **Do** you **go** there very often? **Do** you **live** in town? **Does** he **go** to school? **Did** the girl **visit** her aunt? **Do** is not used in questions (or interrogative sentences, as they are called) and sentences with 'not' in the following cases:

1. If the sentence contains a form of the verb 'to be'. Examples: He is not here. Is he here? (**Do** is only used when 'be' in connection with 'not' contains the idea of commanding. Example: **Don't be** foolish.)
2. If the sentence contains one of the verbs 'shall', 'will', 'can', 'may', 'must', 'ought'. Examples: He will not help me. Will you help me? (Sometimes 'dare' and 'need' are used without **do** in sentences with 'not', and in questions. Examples: They dared not fight. Dare I ask you how much you paid for the book? I need not tell you what happened. Need it be said that I kept my promise?)
3. **Do** is not as a rule used with 'have'. Examples: Have you seen him? I had not seen him. We only

find **do** if 'have' is the main verb of the sentence. Examples: What **did** you **have** for dinner? I **did** not **have** fish for dinner.

4. In interrogative sentences beginning with an interrogative pronoun that expresses the person or thing that is or does something, **do** is not used. Examples: Who said so? What happened?

**Do** may also be used to call special attention to the action of the verb. Examples: 'Do help me!' (instead of just 'Help me!') As a rule he would not help his friends, but he **did help** me once.

### Questions:

In what kinds of sentences is 'do' used? ... When is 'do' used in sentences with 'have'? ... In what kinds of interrogative sentences do we use 'do'? ...

### EXERCISE D.

*siksti'eit, nelsn·roud,  
wimbldən.*

*ðə nainti:nþ əv dʒænjuəri.*

*diə ənud,*

*ai wəz veri glæd tə ri'si:v jɔ: letə ði ʌðə dei; it  
həz bi:n ə lɔy taim sins ai hæd nju:z frəm houm. ðə  
dei a:fθə jɔ: letər ə'raɪvd, ai hə:d frəm mai sistə, tu:.  
ai məst a:sk ju: tə bi: kə'fʊl, mai diə felou; ai si:  
frəm bouþ jɔ: letəz ðət juər in ðə greitist deindzə!  
its klia ðət ju: dount nou hwət ɔ:l ðis gouiy aut wið ə  
priti gə:l mei li:d tu : bɪ'fɔ: ju: nou hwət həz hæpnd  
ju:v a:skt hə: tə məri ju: — ən ðen, ðət ju: a:!*

bæt tæ bi: siəriəs fær ə moument, aim glæd ðæt ju:  
si:m tæ laik i:ts ʌðə, ɔ:lðou ai mæst sei ðæt ai ka:nt  
kwait ʌndə'stænd jet ðæt mai litl sistə hæz groun ʌp tæ  
bi: ə pə:sn ðæt jʌŋ felouz kæn fɔ:l in lær wið.

mai oun ə'feəz hæv bi:n di'veləpiŋ ræpidli sins mai  
la:st letə. wiə gouiy tæ bi: mærid ən ma:ts ðæ sevn-  
ti:nþ. ai iks'pekt mai mæðər ən sistə tæ kæm ouvə hiə,  
ənd it wæd bi: ə greit plezə tæ mi: if ju: ən braun  
kæd kæm, tu:. pə'hæps ju: kæd hæv jɔ: holidiz ɔ:l'redi  
in ma:ts. ən misiz ma:sel wil let ju: hæv ə ru:m ət  
ðæt hauis hwail juə hiə, sou ðæ triþ wount bi: sou  
iks'pensiv əz la:st taim.

ai houp ju: kæn kæm — aim ɔ:l'redi lukiy fɔ:twæd tæ  
jɔ: vizit.

ai wif ju: ɔ:l ðæ best!  
stɔ:m



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