

ENGLISH

BY THE NATURE METHOD

BY

ARTHUR M. JENSEN

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P R E F A C E S

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

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.

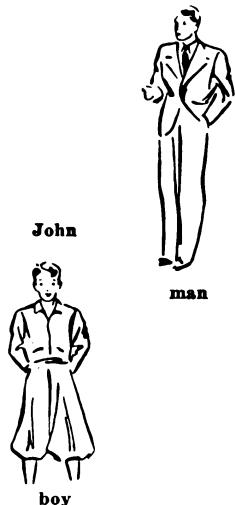
May I add that in the hands of a competent teacher devoted to the direct method this course would probably do wonders in the classroom.

Lausanne, February the 26th, 1951.

GEORGES BONNARD

THE FAMILY

Mr. Smith



Mrs. Smith



Helen



baby



girl

Mr. Smith is a man. Mrs. Smith is a woman. John is
 mistə smi**p** iz ə mæn. misiz smi**p** iz ə wumən. dʒɔn iz

a boy. Helen is a girl. The baby is also a girl. Helen
 ə bɔi. helin iz ə gə:l. ðə beibi iz ɔ:lsou ə gə:l. helin

and the baby are girls. Mr. Smith is the father. Mrs.
 ənd ðə beibi a: gə:lz. mistə smi**p** iz ðə fa:ðə. misiz

Smith is the mother. John is a child. Helen is a
 smi**p** iz ðə mʌðə. dʒɔn iz ə tʃaɪld. helin iz ə

child. The baby is a child. John, Helen, and the baby
 tʃaɪld. ðə beibi iz ə tʃaɪld. dʒɔn, helin, ənd ðə beibi

are children.

a: tʃɪldrən.

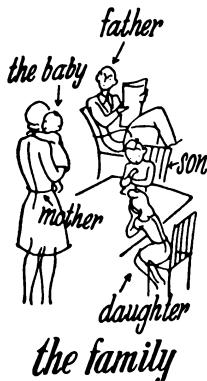
is
are

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^b iz ðə fa:ðə əv dʒɔn. *mista smi^b* iz ðə

father of Helen. Mr. Smith is the father of the baby.
fa:ðə əv helin. mista smi^b iz ðə fa:ðə əv ðə beibi.

Mr. Smith is the father of the children. Mrs. Smith is
mista smi^b iz ðə fa:ðə əv ðə t̬ildrən. *misiz smi^b* iz

the mother of John, Helen, and the baby. Mr. Smith
ðə mʌðə əv dʒɔn, helin, ənd ðə beibi. mista smi^b

and Mrs. Smith are the parents of the children. John
ənd misiz smi^b a: ðə p̬ərənts əv ðə t̬ildrən. dʒɔn

is the son of Mr. and Mrs. Smith. Mr. and Mrs. Smith
iz ðə sən əv mista ənd misiz smi^b. mista ənd misiz smi^b

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

and Mrs. Smith. Mr. and Mrs. Smith are the parents
ənd misiz smi^b. mista ənd misiz smi^b a: ðə p̬ərənts

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^b. mista ənd misiz smi^b a: ðə p̬ərənts əv ðə

baby.

beibi.

Mr. Smith, Mrs. Smith, John, Helen, and the baby are
mista smi^b, misiz smi^b, dʒɔn, helin, ənd ðə beibi a:

a family. There are five (5) persons in the family.
ə fæmili. ðeər a: faiv p̬ə:snz in ðə fæmili.

Mr. Smith is a person. Mrs. Smith is a person. John
mista smi^b iz ə p̬ə:sn. misiz smi^b iz ə p̬ə: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:lsou
 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
mista smiþ. *ðə ga:l iz helin;* *si: iz ðə dʒ:tə əv*

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

The woman is Mrs. Smith; she is the mother. The
ðə wumən iz misiz smiþ; *si: iz ðə mʌðə.* *ðə*
man and the woman are Mr. and Mrs. Smith; they are
mæn ənd ðə wumən a: mista ənd misiz smiþ; *ðei a:*
the parents.
ðə peərənts.

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
mista smiþ iz ðə ha:zbənd əv misiz smiþ. *misiz smiþ*
is the wife of Mr. Smith. Who is Mr. Smith? He is the
iz ðə waif əv mista smiþ. *hu: iz mista smiþ?* *hi: iz ðə*
husband of Mrs. Smith and the father of the three (3)
ha:zbənd əv misiz smiþ ənd ðə fa:ðə əv ðə þri:
children. Who is Mrs. Smith? She is the wife of Mr.
tʃildrən hu: iz misiz smiþ? *si: iz ðə waif əv mista*

Smith and the mother of the three (3) children. The
smi^þ 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 smi^þ. 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 faɪv pə: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	is the — of Mrs. Smith. Mrs. Smith is the — of Mr. Smith.
family	
wife	
husband	
one	
two	
three	
a	
the	
is	
are	
of	
there	
he	
she	
they	
and	
also	
five	
in	
how many?	
who?	
exercise	
word	

EXERCISE B (*eksəsaiz 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? — — — — —.

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, i'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'tembər iz ðə nainþ mʌnþ. ɔk'touþər iz ðə
 tenth (10th) month. November is the eleventh (11th)
tenþ mʌnþ. nou'vemþər iz ði i'levnþ
 month. December is the twelfth (12th) month.
mʌnþ. di'sembər iz ðə twelfþ mʌnþ.

THE YEAR

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)
sɪksþ 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? ðεər iz

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

seven (7) days in a week. Which of the months of the
sevn dei z 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? ðεər iz nou þə:ti:nþ

month of the year. There are only twelve months in
mʌnþ ev ðə jiə. ðεər 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:l

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. hwʌt 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:l? it iz helin. hwʌt iz ðə neim

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

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

parents? They are Mr. and Mrs. Smith. What is the
 þeərənts? ðei a: mistə ənd misiz smi:p. hwʌt 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.
 hə: neim iz misiz smi:p. mistə smi:p hæz ə dɔ:tə.

Her name is Helen. Mr. Smith has a son. His name
 hə: neim iz helin. mistə smi:p hæz ə san. 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. hwʌt

is the name of his wife? Her name is Mrs. Smith.
is ðə neim əv his waif? hə: neim ɪz misɪs smi:þ.

Has Mr. Smith a son? Yes, he has a son. What
hæz mɪstə smi:þ ə sən? jes, hi: hæz ə sən. hwʌt

is the name of his son? His name is John. Mr.
is ðə neim əv hiz sən? hiz neim ɪz dʒɒn. mɪstə

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

names of the three children? Their names are John,
neɪms əv ðə bɪ: tʃɪldrən? ðəs neɪms a: dʒɒn,

Helen, and Alice.
helɪn, ənd əlɪs.

John is twelve years old. How old is John? He is
dʒɒn ɪz twelv jiəz ould. hau ould ɪz dʒɒn? hi: ɪz

twelve years old. Helen is ten years old. How old is
twelv jiəz ould. helɪn ɪz ten jiəz ould. hau ould ɪz

Helen? She is ten years old. The baby is six months
helɪn? si: ɪz ten jiəz ould. ðə beibi ɪz siks mʌnþs
 old. How old is the baby? She is six months old.
ould. hau ould ɪz ðə beibi? si: ɪz siks mʌnþs ould.

John is twelve years old, and Helen is ten years
dʒɒn ɪz twelv jiəz ould, ənd helɪn ɪz ten jiəz

old. John is two years older than Helen. Is John
ould. dʒɒn ɪz tu: jiəz ouldə ðæn helɪn. ɪz dʒɒn

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

years old; he is only twelve years old. Is Helen
jiəz ould; hi: ɪz ounli twelv jiəz ould. ɪz helɪn

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.

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 ga:l,*

but Helen is a girl. Helen is not a boy, but John is a
bʌt helin iz ə ga: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 tsildrən. ðə tsildrən a: jʌygə ðæn ðəs

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

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

jʌygə ðæn helin; hi: iz tu: jiəz ouldə ðæn helin.

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

youngest of the children. Which of the persons in the
jʌygist əv ðə tsildrən. hwitʃ əv ðə pə: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: tsildrən iz ðə jʌygist?

The baby is the youngest.

ðə beibi iz ðə jʌygist.

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: tsildrən?

No, they have not four children, but only three. Have
nou, ðei hæv nɔ:t fɔ: tsildrən, 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 and misiz smi:p and ðəə þri: tʃildrən liv in
 England. They live in a house. Has their house a
 iŋglənd. ðei liv in a haus. hæz ðəə haus a
 window? Yes, their house has many windows. How
 windou? jes, ðəə haus hæz meni windouz. hau
 many windows has their house? It has eight windows.
 meni windouz hæz ðəə haus? it hæz eit windouz.
 Has their house a door? Yes, it has two doors. It
 hæz ðəə haus a dɔ:?: jes, it hæz tu: dɔ:z. it
 has also a roof. The roof is the top of the house.
 hæz ɔ:lso:u a ru:f. ðə ru:f iz ðə tɔ:p ev ðə haus.
 What is the top of the house? The top of the house
 hwɔ:t iz ðə tɔ:p ev ðə haus? ðə tɔ:p ev 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 a fifp wɔ:l? nou, it hæz ounli fɔ: wɔ:lz. ðə
 windows and the doors are in the walls.
 windouz and ðə dɔ:z a: in ðə wɔ:lz.

Where is London? London is in England. Where is
 hweər iz lændən? lændən iz in iŋglənd. hweər iz
 Paris? Paris is in France. Where is Stockholm?
 þærɪs? þærɪs 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 swi: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 rʌʃə. hweər is

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

land is a country. Russia is a country. England and
glənd iz ə kəntri. rʌʃə iz ə kəntri. iyglənd ənd

Russia are two countries.

rʌʃə a: tu: kəntriz.,

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 ɡə: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 ga: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? lændən iz ðə bigist siti in juərəp.

England is a country in Europe. London is the biggest
iyglənd iz ə kʌntri in jʊərəp. lændən 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
mista 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 deɪnz liv in denma:k.* *ðə finləndəz*
live in Finland. The Russians live in Russia. The
liv in finlənd. *ðə rʌfənz liv in rʌʃə.* *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 mɪstə ənd misɪz smɪθ*

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 ɡə:l; si: iz ounli ə smɔ:l ɡə: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. *ðeər a: meni hauziz in*

a big city. There are many big cities in a big country.
ə big siti. *ðeər 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; his fa:ðə iz ɔ:lsov ə mæn. mistə

Smith and his father are two men. Mrs. Smith is a
smi:p ənd his 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:lsov 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
hwət pi:pl liv in iŋglənd? *ði iŋglɪʃ liv in*
England. What people live in France? The French
iŋglənd. *hwət pi:pl liv in fra:n̩?* *ðə fren̩*
live in France. What people live in Russia? The
liv in fra:n̩. *hwət 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
hwət 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.

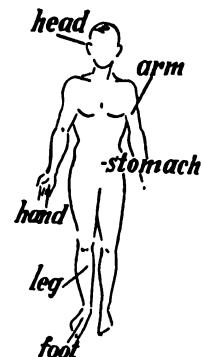
hæz ðə hænd? ðə hænd hæz faiv fiŋgəz.

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

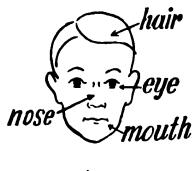
feet? The feet are on the legs. How many toes has the
fi:t? ðə fi:t a: ɔn ðə legs. hau meni touz hæz ðə

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 fiygæz 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 touz ɔn hæ: tu: fi:t. ðæ bɔdi has a head. What is the head? The head is the top of hæz ə hed. hwæt 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 dʒɔnz 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 ðə pə:snz in ðə fæmili. hæz dʒɔ:n mæts hæz?

No, he has not much hair; his hair is short; but Mrs.
nou, hi: hæz nɔ:t mæts hæz; hiz hæz iz ʃɔ:t; bʌt misi:z

Smith has much hair; she has more hair than Mr. Smith
smi:ph hæz mæts hæz; si: hæz mɔ: hæz ðæn mistə smi:ph

and the children. Have all men and women hair? No,
ənd ðə tʃildrən. hæv ɔ:l men ənd wimin hæz? nou,

not all men and women have hair; but most persons
not 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. ðə 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:l sou tu: iəz. helin hæz ɔ:l sou ə

mouth and a nose in her face. Where are the nose and
maʊθ ənd ə nouz in hæ: feis. hwær a: ðə nouz ənd

the mouth? They are in the face. What is the face?
ðə maʊθ? ðei a: in ðə feis. hwæt iz ðə feis?

The face is part of the head. What is on the head?
ðə feis iz pə:t əv ðə hed. hwæt iz ɔn ðə 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 hεə ɔn 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 pa:t əv ðə feis? nou, ðə fɪngəz a:

part of the hands. What are the hands part of? The
pa:t əv ðə hændz. hwɔ:t a: ðə hændz pa:t əv? ðə

hands are part of the arms. What are the ears part of?
hændz a: pa:t əv ði a:mz. hwɔ:t a: ði iəz pa:t əv?

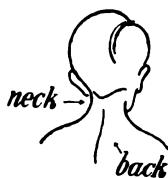
The ears are part of the head. Are the feet part of the
ði iəz a: pa:t əv ðə hed. a: ðə fi:t pa:t əv ði

arms or of the legs? The feet are part of the legs. Is
a:mz ɔ: əv ðə legz? ðə fi:t a: pa: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 pa:t əv ðə bɔdi. ɔn ðə nek iz ðə hed.

The stomach is also part of the body. The stomach is
ðə stʌmək iz ɔ:lsoʊ pa: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:lsoʊ pa: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
mistə smi:ps 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 and ðeər a:*

small trees in the garden. The big trees are tall. The
smɔ: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
smɔ:l tri:z a: lou. *hweər iz mistə smi:ps 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 mistə smi:ps haus ə*

high house? No, it is not high; it is only low, but it
hai haus? *nou, it is not hai; it is 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, and 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, and sam pə:snz a: smɔ:l. *mistə smi:ps 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'nʌðə

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*, *ənd ðə gra:s*. *ðə tri:z* *ənd ðə flauəz hæv* leaves. The colour of a leaf is green. Are the bushes *li:vz*. *ðə kələ əv ə 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 ənd li:vz. hæv flauəz bra:nfiz? nou,* flowers have no branches, but they have leaves. Have *flauəz hæv nou bra:nfiz, bʌt 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. hwɔ:t iz ðə kələ əv gra:s? ðə kələ əv* grass is green. Have the trees and the bushes leaves? *gra:s iz gri:n. hæv ðə tri:z ənd ðə busiz li:vz?* Yes, both the trees and the bushes have leaves. *jes, bʌp ðə tri:z ənd ðə busiz hæv li:vz.* What is the colour of a leaf? The colour of a leaf is *hwɔ:t iz ðə kələ əv ə li:f? ðə kələ əv ə li:f iz* green. Are there flowers only in the garden? No, *gri:n. a: ðə flauəz ounli: m ðə ga:dn? nou,* Mrs. Smith has some flowers in the house; there are *misiz smi:p hæz sʌm flauəz in ðə haus; ðəər a:* flowers both in the garden and in the house. There *flauəz bʌp in ðə ga:dn ənd in ðə haus. ðəər* 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 æz wel æz 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 peəz 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 peəz 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'təʊbə, ənd nou'vembə.

The winter-months are December, January, and Fe-
ðə wɪntəmʌnþs a: di'sembə, dʒænjuəri, ənd fe-
 bruary. The spring-months are March, April, and May.
bruəri. ðə sprɪŋmʌnþs a: ma:tʃ, eɪprɪl, ənd meɪ.

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.**





apple

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 ø jiə? ø jiə hæz fɔ: si:znz.

What are the four seasons? The four seasons are spring,
hwɔ:t 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 bɔ:y iz ø 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 øv dʒu:n, dʒu'lai, ənd ɔ:gəst. hwen iz

winter? Winter is the months of December, January,
wɪntə? wɪntə iz ðə mʌnþs øv di'sembə, dʒænjuəri,

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

the fruit trees are in blossom when it is spring.
ðə fru:t tri:z a: in bləsəm 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 bləsəm? ðə fru:t tri:z a: in bləsəm 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 øv ðə busiz hæv fru:t. ðə fru:ts

of the bushes are berries. What is a berry? A berry
 av ðə bu:fiz a: beris. hwʌt iz ə beri? ə beri

is the small fruit of a bush.
 iz ðə smɔ:l fru:t av ə bu:f.

In winter it is cold. On some days in winter there is
 in wintə it iz kould. on sam deiz in wintə ðeər iz

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

winter? No, it is cold in winter, but in summer it is
 wintə? nou, it iz kould in wintə, bat in samə it iz

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

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 snou in samə? nou, in samə it iz wɔ:m,

and there is no snow.

ənd ðeər 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 sətədiz ənd səndiz.

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 bɪ'fɔ: 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 bɪ'fɔ: 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.

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

Both the children went to school on Monday.
bouþ ðə tʃildrən 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 tʃildrən

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

learns French at school. Does John go to school? Yes,
lə:nz frens æt sku:l. dʌz dʒɔn 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:lsou gouz tə sku:l. dʌz dʒɔn 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;
tʃildrən lə:n frens? nou, ounli dʒɔn 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 tʃildrən 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:n denma:k a: deinif. meni deinif

children learn English at school. The children
 t'sildrən lə:n inglis 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 pensilz.

They write on paper. What does John do at school?
 ðei rait ɔn peipə. hwst dʌz 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 dʌz helin du:

at school? She learns to read and to write. What do
 æt sku:l? fi: 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

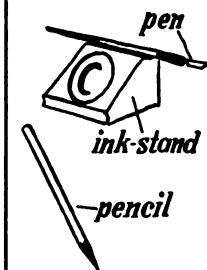
read and to write. What does John learn to do? He
 ri:d ənd tə rait. hwst dʌz dʒn lə:n tə du: hi:

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

to do? She learns to read and to write. What do the
 tə du:? fi: 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.



Chapter Seven (7).

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: ɔn sandiz? *ɔn 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: ɔn sandiz? *fi: pleiz wið hə: dɔ:l, ɔ: fi:*

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

when they are not at school? They read their school-
hwən ðei a: nɔ:t ət sku:l? *ðei ri:d ðəə 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?* *fi: 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;

dʌz dʒɔn gou tə sku:l ɔn sændiz? nou, hi: dʌz nɔt;

on Sundays he is in the garden, or he reads a book in
ɔn sændiz 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. dʌz helin ɔ:lso ri:d ɔn sændiz? nou, si:

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

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

not; she is too small to play with a ball; she plays with
nɔt; 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 dɔl ənd wið hə: touz. dʌz dʒɔn plei wið

a doll? No, he does not; boys do not play with dolls.
ə dɔl? nou, hi: dʌz nɔt; bɔ:z du: nɔt plei wið dɔ:lz.

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

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: nɔt; ðei a: tu: smɔ:l tə

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

No, they do not; they are too old to go to school, but
nou, ðei du: nɔt; 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 nət gou tə sku:l ən sʌndiz. helin dʌz nət lə:n
Russian at school. The children in England do not learn
rʌſən ət sku:l. ðə tſildrən in iŋglənd du: nət lə:n
Russian at school. Baby does not go to school; she is
rʌſən ət sku:l. beibi dʌz nət 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
dʒənz þeərənts du: nət 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: nət
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. hwət 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 penſilz. hwət 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 smi:b pleiz wið hə: beibi, ənd mistə smi:b 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: ðεə in ən auə? ðεər a: siksti

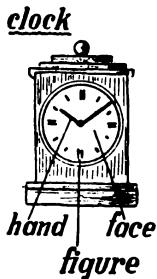
minutes in an hour. How many seconds are there in
minits in ən auə. hau meni sekəndz a: ðεə in

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

hour is a long time; a second is a short time.
auə 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 smi:bs 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
pri: 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 aʊəz, 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
haws. hwɔ:t 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 aʊəz, 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 ʃiəz 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 hə: 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) *ək'toubə. dʒɔ:nz bə:pdei iz ɔn ðə twenti'siksþ* 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.
dʒɔnz 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 jiəz ould ɔn hə: bə:pdei. tə'morou ðə

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

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 dʒɔn 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 helinz 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 ðiə

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

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

thirty-five (35) in three years.

þə:ti'fi:v in þri: ðiəz.

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:. hwɔ:t 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 *hwɔ:t 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. hwɔ:t* 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. hwɔ:t 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 hwɔ:t 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 frɔm nain ə'klɔk tə fɔ: ə'klɔk (frɔm nain tə
four). They are at school from nine o'clock to twelve
fɔ:). ðei a: æt sku:l frɔm 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 ðεə hauziz. ðen
they go to school at two o'clock and are there from two
ðei gou tə sku:l æt tu: ə'klɔk ənd a: ðεə frɔm tu:
o'clock to four o'clock. At what time do the children
ə'klɔk tə fɔ: ə'klɔk. æt hwɔt taim du: ðə tsildrən
go home from school? They go home from school at
gou houm frɔm sku:l? ðei gou houm frɔm sku:l æt
four o'clock (at four). Their father is not at home when
fɔ: ə'klɔk (æt fɔ:). ðεə fa:ðə iz not æt houm hwen
they come from school, but their mother is at home.
ðei kʌm frɔm sku:l, bʌt ðεə mʌðə iz æt houm.
Their father comes home at half past five; then all the
ðεə 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 frɔm houm frɔm nain ə'klɔk
to twelve o'clock, and from two o'clock to four o'clock.
tə twelv ə'klɔk, ənd frɔm tu: ə'klɔk tə fɔ: ə'klɔk.
They are away from home for five hours. Mr. Smith
ðei a: ə'wei frɔm houm fɔ: faiv auəz. mistə smiθ

goes away from home at half past eight and comes
 gōz ə'wei frōm hōum æt hā:f pā:st eit ənd kāmz

home at half past five; he is away from home for nine
 hōum æt hā:f pā:st fāiv; hī: iz ə'wei frōm hōum fō: nāin
 hours every day. He is at home for fifteen (15) hours.
 auz evri dei. hī: iz æt hōum fō: fifti:n auz.

The children are at home for nineteen (19) hours. When
 ðə tſildrən a: æt hōum fō: nainti:n auz. hwen

does Mr. Smith come home? He comes home at half
 dāz mistə smi:p kām hōum? hī: kāmz hōum æt hā:f

past five. What time is it when Mr. Smith comes
 pā:st fāiv. hōwt tāim iz it hwen mistə smi:p kāmz

home? It is half past five. How long is he away from
 hōum? it iz hā:f pā:st fāiv. hau lōy iz hī: ə'wei frōm

home every day? He is away for nine hours. How
 hōum evri dei? hī: iz ə'wei fō: nāin auz. hau

long are the children away? They are away from
 lōy a: ðə tſildrən ə'wei? ðei a: ə'wei frōm

home for five hours. On Sundays they are all at
 hōum fō: fāiv auz. on sāndiz ðei a: ɔ:l æt

home. In summer the children play for two hours
 hōum. in sāmə ðə tſildrən plēi fō: tu: auz

in the garden, but at half past six it is time for the
 in ðə ga:dn, bʌt æt hā:f pā:st siks it iz tāim fō: ðə

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

and Helen when they read their school-books? Then
 ənd helin hwen ðei ri:d ðəs 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 iz taim tə kʌm
in from the garden at half past six. What do the children
in frɔm ðə ga:dn æt ha:f pa:st siks. hwot 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.
ðəs 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 ðear a: meni ru:mz. ðear a: not

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

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

and in it there are twenty (20) rooms.

and in it ðear a: twenti ru:mz.

At nine o'clock in the morning the children come into
 æt nain ə'klək in ðə mɔ:nɪy 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:nɪy. tʃildrən! a: ju:

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

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

your sister ill to-day?" "Yes, my sister is ill to-day.
 ju:ə 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 [gouz]

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:* "hæv dæs 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 gə: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: hæv*

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 *pə:snz a: ju: in juə fæmili?*" "wi: a: faiv pə:snz

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

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

"Who are the children in your family?" "They are my
"hu: a: ðə tſildrən in ju: 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:tʃə givz ɔ:l ðə tſildrən pensilz tə rait wið.

John says to the teacher, "Will you give me another
dʒɔ:n sez tə ðə ti:tʃə, "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:tʃə 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
fɔ: helin; dʒɔ:n wil giv it tə hə: hwen hi: kʌmz

home.

houn.

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

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

one for Helen. John says he will give her the pencil
wʌn fɔ: helin. dʒɔ:n 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 fi: iz wel, fi:

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 gou tə sku:l. dʌz ðə ti:tʃə giv ɔ:l ðə tʃildrən* pencils? Yes, when their pencils are not very good, or *pensilz? jes, hwen ðəsə pensilz a: nɔt veri gud, ɔ:* when they have no pencils, the teacher gives them *hwen ðei hæv nou pensilz, ðə ti:tʃə givz ðem* 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 ʌs sam ʌðə pensilz?" and ðə ti:tʃə* says, "Yes, I will give you some other pencils; here are *sez, "jes, ai wil giv ju: sam ʌðə 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 bu:k. hi: ses tə wan əv ðə* children, "Have you your book? Will you give it to *tʃildrən, "hæv ju: ju: bu:k? wil ju: giv it tə* me? I have no book to-day." What is the colour of *mi: ai hæv nou bu:k tə:dei." hwot iz ðə kʌlə əv* ink? Its colour is blue. What is the colour of the *ink? its kʌlə iz blu: hwot iz ðə kʌlə əv ðə* walls of the room? Its walls are green. What is the *wɔ:lə əv ðə ru:m. its wɔ:lə a: gri:n. hwot iz ðə* colour of the paper of the books? Its colour is white. *kʌlə əv ðə peipə əv ðə bu:ks. 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	play
<i>wil giv him ə wɔ:tʃ.</i>	<i>wil hi: ɔ:lsou giv helin ə</i>	<i>you</i>	
watch? No, he will not give her a watch. When the	watch? <i>nou, hi: wil not giv hə: ə wɔ:tʃ.</i> <i>hwen ðə</i>	<i>he</i>	
children are good, their mother gives them balls to play	<i>tſildrən a: gud, ðə ə mʌðə givz ðem bɔ:lz tə plei</i>	<i>she</i>	
with. When the children are good at school, the teacher		<i>it</i>	
<i>wi:ð. hwen ðə tſildrən a: gud æt sku:l, ðə ti:tʃə</i>			
reads to them from his book.			
<i>ri:dz tə ðem frəm his bu:k.</i>			
Yesterday the children came to school at nine o'clock		comes	
<i>jestədi ðə tſildrən 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 tſildrən keim tə sku:l</i>			
yesterday, the teacher said "Good morning" to them.		John comes	
<i>jestədi, ðə ti:tʃə sed "gud mɔ:nij" tə ðem.</i>		every day.	
Helen's mother said to her yesterday, "Come into the		The children come	
<i>helinz mʌðə sed tə hə: jestədi, "kʌm intə ðə</i>		every day.	
house; it is too cold to play in the garden; come in, or		John came	
<i>haus; it is tu: kould tə plei in ðə ga:dn; kʌm in, ɔ:</i>		yesterday.	
you will be ill."		The children came	
<i>ju: wil bi: il."</i>		yesterday.	
Was Mr. Smith at home yesterday when the children		says	
<i>wɔ:z mɪstə smi:p æt houm jestədi hwen ðə tſildrən</i>		say	
came home from school? No, he was not at home. Mr.		said	
<i>keim houm frəm sku:l? nou, hi: wɔ:z not æt houm. mɪstə</i>			
Smith comes home at half past five. Is Helen very ill?		The teacher says	
<i>smi:p kʌmz houm æt ha:f pa:st faiv. iz helin veri il?</i>		"Good morning."	
		The children say	
		"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 dʒon 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
mista smiɒs brʌðə iz ə fa:mə. hi: hæz ə fa:m in
 the country. Mr. Smith's house is not in the country;
ðə kʌntri. mistə smiɒs 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 mistə smiɒ ənd his fæmili
 go to his brother in the country for the summer-holidays.
gou tə his brʌðə in ðə kʌntri fɔ: ðə sʌməhɒlidiz.

In August, when the children do not go to school, it
in ɔ:gəst, hwen ðə tʃildrən du: nɒt gou tə sku:l, it
 is their summer-holidays. Mr. Smith's summer-holidays
iz ðəsə sʌməhɒlidiz. mistə smiɒs sʌməhɒlidiz
 are not so long as the children's; they are only two
a: nɒt sou lɔŋ əz ðə tʃildrənz; ðei a: ounli tu:
 weeks. He works more than eleven months a year
wi:ks. hi: wə:ks mɔ: ðæn ɪ'levn mʌnths ə jiə
 and has two weeks' holidays.
ənd hæz tu: wi:ks hɒlidiz.

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

December and January, two weeks' holidays in spring,
di'sembə and dʒænjuəri, tu: wi:ks holidiz in sprɪŋ,

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

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

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 holidiz. a:

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

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

have one month's holidays. How many months does
hæv wʌn mʌnþs holidiz. 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 holidi. 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 hɔlidi? 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 hɔlidi.

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
ðəz evri səmə fɔ: meni jiəz. hi: wɔz ðəz

last summer. He will go there this summer. John
la:st səmə. hi: wil gou ðəz 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 fi: wɔz nain

years old; next year she will be eleven years old. Baby
jiəz ould; nekst jiə fi: 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 ðəz wiz nou beibi.

John said to his teacher, "This pencil is not very good;
dʒɔn sed tə his ti:tʃə, "ðis pensil iz not 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
 ðə ðə 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 þærənts hæv hæd
 their children with them at the farm. Mr. Smith's
 ðə ðə tʃildrən wið ðem ət ðə fa:m. mistə smið's
 brother is the uncle of John and Helen; his brother's
 braðə iz ði ñykl əv dʒɔn ənd helin; hiz braðəs
 wife is their aunt. John is the nephew of Mr. Smith's
 waif iz ðə ðə a:nt. dʒɔn iz ðə nevju: əv mistə smið's
 brother, and Helen is his niece. Has John an uncle?
 braðə, ənd helin iz hiz ni:s. hæz dʒɔn ən ñykl?
 Yes, his father's brother, Mr. Smith, is his uncle, and
 jes, hiz fa:ðəs braðə, mistə smið, is hiz ñykl, ənd
 John is his nephew. Who is Helen's aunt? Her aunt
 dʒɔn iz hiz nevju:. hu: iz helin's 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 ðeə 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 hwər 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:nɪŋ, mistə ənd misiz smi:p dri:p kɔ:fi. ðə
children do not drink coffee; coffee is not good for
tʃildrən du: nɔt dri:p kɔ:fi; kɔ:fi iz nɔt gud fɔ:

children; they drink milk or tea. Mrs. Smith puts *tfildrən; ðei drɪŋk milk ɔ: ti: misiz smið puts* cream in her coffee; Mr. Smith puts both cream and *kri:m in hə: kɔfi; mistə smið puts bouþ kri:m ənd* sugar in his coffee. In England people drink much *sugə in hiz kɔfi. in ɪŋglənd pi:pl drɪŋk məts* tea. The English do not put cream in their tea; they *ti: ði ɪŋglɪs du: nɔt put kri:m in ðeə ti:; ðei* put milk in their tea. When John comes home from *put milk in ðeə ti: hwen dʒən kəmz houm from* school, he puts his books away in his room. *sku:l, hi: puts hiz buks ə'wei in hiz ru:m.*

What do Mr. and Mrs. Smith drink in the morning? *hwət du: mistə ənd misiz smið drɪŋk in ðə mɔ:nɪŋ?*

They drink coffee. Who makes the coffee? Mrs. Smith *ðei drɪŋk kɔfi. hu: meiks ðə kɔfi? misiz smið* makes it. What do they put in their coffee? Mr. Smith *meiks it. hwət du: ðei put in ðeə kɔfi? mistə smið* puts both cream and sugar in his coffee, but Mrs. Smith *puts bouþ kri:m ənd sugə in hiz kɔfi. bʌt misiz smið* puts only cream in her coffee. What do the English *puts ounli kri:m in hə: kɔfi. hwət du: ði ɪŋglɪs* put in their tea? They put milk in their tea. Do the *put in ðeə ti:? ðei put milk in ðeə ti: du: ðə* children drink coffee? No, they do not drink coffee; *tfildrən drɪŋk kɔfi? nou, ðei du: nɔt drɪŋk kɔfi;* coffee is not good for children. They get tea or milk *kɔfi iz nɔt gud fɔ: tfildrən. ðei get ti: ɔ: milk*

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
tə drɪŋk. hu: meɪks ðə bʌtə æt ðə fa:m? ðə
farmer's wife makes it. From what does she make it?
fa:məz ʷaɪf meɪks it. frəm hʷat dʌz fi: meik it?
She makes it from cream. Where does she get the
si: meɪks it frəm kri:m. hʷeə dʌz fi: get ðə
cream from? She gets it from the milk.
kri:m frəm? si: gets it frəm 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 sum-
mer. 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. — hol-
days 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

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."

shall
will

I shall
you will
he will
she will
it will

we shall
you will
they will

"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 frɔm ðə fa:m tə ðə leik. ðə fa:m is

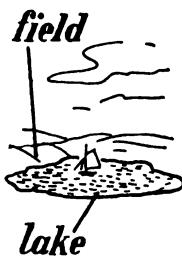
not near the city; it is two hours from the city to the
nɔ:t niə ðə siti; it iz tu: auəz frɔm ðə siti tə ðə

farm. The lake is not far from the farm; it is near
fa:m. ðə leik iz nɔ:t fa: frɔm 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: frɔm ðə siti; it iz nɔ:t niə

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

near France.
niə fra:ns.



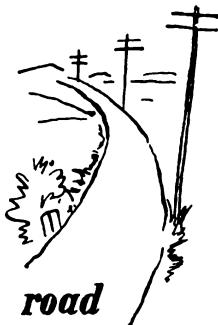
Between the farm and the lake there are fields. In
bi'twi:n ðə fa:m ənd ðə leik ðeər a: fi:ldz. in

some fields there is grass, and in other fields there is
sam 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; ðəər
 are cows in the fields, and there are also horses in the
a: kauz in ðə fi:ldz, ənd ðəər 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 ɪŋglənd fa: from fra:ns?

No, England is near France. What is between the lake
nou, ɪŋglənd 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? ðəər 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: ðəə in ðə fi:ldz? ðəər
 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?



Chapter Eleven (11).

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:lso 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
ta 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 səmə ðə wɔ:tə iz wɔ:m.

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

lake. But when it is summer, the water is warm. When
leik. bʌt hwen it iz səmə, 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 həlin

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 ən ðə

lake in winter? Sometimes there is ice on the lake in
leik in wintə? səmtaimz ðəər iz aɪs ən 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 braðə wið him? nou, hiz braðə 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 tſildrən 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 hə: dɔ:l. dʌz helin teik hə: dɔ:l wið hə: intə
the water? No, it is not good for her doll to get into
ðə wɔ:tə? nou, it iz not gud fɔ: hə: dɔ:l tə get intə
the water. What do Mr. Smith and the children do at
ðə wɔ:tə. hwot du: mistə smið ənd ðə tſildrən du: ət
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 is wɔ:m i'nəf, bʌt in sprɪŋ it iz*

not warm enough; it is too cold in spring to swim in. *not wɔ:m i'nəf; 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'nəf 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?" "ai 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:nəsə '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**.

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. *leik. hwʌt iz "tə wɔ:k"? tə wɔ:k iz tə gou ɔn fut.*

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

but her father takes her on his arm. *bʌt hə: fa:ðə teiks hə: ɔn hiz 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 lɔy hæz dʒɔn wɔ:kt tə'dei? hi:*

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

town = city

to the lake and five minutes back to the house. After *tə ðə leik ənd faiv minits bæk tə ðə haus. a:ftə*

the summer-holidays the family will go back to town *ðə sʌməhɔ:lidiz 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 *hwʌn 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, *hwʌt dʌz mɪstə smið sei tə his brʌðə? hi: sez,*

"Come with us to the lake to-day, George!" And what *"kʌm wið ʌs tə ðə leik tə'dei, dʒɔ:dʒ!" ənd hwʌt*

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:nə '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?* *and hwɔt dʌz hiz fa:ðə* answer? He answers, "Yes, go and take your ball and *a:nə?* *hi: a:nəz, "jes, gou and teik juə bɔ:l and* your doll. To-day we shall all go to the lake and *juə 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:ð:lsoʊ 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 mæts

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:, bat in ɪŋglənd ðei hæv fis, egz ənd beikən,

and sometimes porridge, too, for breakfast. After this,
ənd səmtaimz ɔ:ridʒ, 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. səm-

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

We make marmalade from one of the fruits.
wi: meik ma:mæleid frəm 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'klɒk. səm

people eat lunch at noon (twelve o'clock). For lunch
pi:pl i:t lʌns æt nu:n (twelv ə'klɒk). 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 and 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'klɒk 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 and 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 bri: mi:lz a day, but some people also drink tea between the meals. ə dei, bat sʌm pi:pl ə:lsou driŋk ti: bi'twi:n ðə mi:lz.*

What are the three big meals of the day? They are *hwʌt a: ðə bri: 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 ə: æt wʌn ə'klɒk,*

and dinner in the evening at seven o'clock. Do all ənd dīnə in ði i:vniŋ ət sevn ə'klɒk. du: ə: 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'klɒk, 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.
ənd bʌtə, səmtaimz 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 ɪz ə pə:sn. ə boɪ ɪz nɔ:t ə þɪŋ. ə boɪ

is a person, too.
ɪz ə pə:sn, tu:.

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

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

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

in the garden. The mother called again, "John and
in 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: went bæk intə ðə haʊs ə'gein ənd sed tə hæ:

husband, "Allan, will you go out into the fields and see
ha:sbənd, "a:lən, 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
hwæs ðə tſildrən a:? *it is dinətaim.* *ðei du:*

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

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

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

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

children were not with him. “I called many times, but
tſildrən wə: nɔt wið him. “*ai kɔ:ld meni taims,* *bʌt*

they were not there.” “Oh, where are the children?”
ðei wə: nɔt 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 nɔt 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 $\partial\mathfrak{e}\mathfrak{s}$. $hw\mathfrak{o}\mathfrak{t}$ did $\partial\mathfrak{e}$ $m\mathfrak{a}\mathfrak{d}\mathfrak{e}$ $du:$ $hwen$ $si:$ did not $si:$ $\partial\mathfrak{e}$ $ts\mathfrak{i}\mathfrak{l}\mathfrak{d}\mathfrak{r}\mathfrak{e}\mathfrak{n}$? $si:$ sed $t\mathfrak{a}$ $\partial\mathfrak{e}$ $fa:\partial\mathfrak{e}$, "will $ju:$ gou aut $int\mathfrak{a}$ $\partial\mathfrak{e}$ $fi:ldz$ and $k\mathfrak{o}:l$ $\partial\mathfrak{e}$ $ts\mathfrak{i}\mathfrak{l}\mathfrak{d}\mathfrak{r}\mathfrak{e}\mathfrak{n}$?"

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. $hwe\mathfrak{a}$ $h\mathfrak{e}\mathfrak{d}$ $\partial\mathfrak{e}$ $ts\mathfrak{i}\mathfrak{l}\mathfrak{d}\mathfrak{r}\mathfrak{e}\mathfrak{n}$ $bi:n?$ dei $h\mathfrak{e}\mathfrak{d}$ $bi:n$ in $\partial\mathfrak{e}\mathfrak{o}$ $ru:mz$. hau $meni$ $mi:lz$ ∂ dei $du:$ $moust$ $pi:pl$ $h\mathfrak{e}\mathfrak{v}?$ dei $h\mathfrak{e}\mathfrak{v}$ $pri:$ $mi:lz$ ∂ dei .

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?

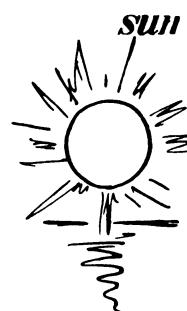
Food is $fu:d?$ $evri\mathfrak{b}\mathfrak{y}$ $wi:$ $i:t$ is $fu:d$. $bred$ is food; meat is $fu:d$. iz ∂ $m\mathfrak{a}\mathfrak{e}\mathfrak{n}$ ∂ $bi:y?$ nou , ∂ $m\mathfrak{a}\mathfrak{e}\mathfrak{n}$ is not a thing, a man is a person. When do people have tea?

Oh, some have tea many times a day.

Some have tea many times a day. $h\mathfrak{e}\mathfrak{v}$ $ti:?$ ou , sam $h\mathfrak{e}\mathfrak{v}$ $ti:$ $meni$ $taimz$ ∂ dei .

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.

Most people have tea in the afternoon at four o'clock or five o'clock (at tea-time). sam $h\mathfrak{e}\mathfrak{v}$ $ti:$ in ∂i $a:ft\mathfrak{e}nu:n$ ∂t $f\mathfrak{o}:$ $\partial'kl\mathfrak{ok}$ or five o'clock (at tea-time). Some people have coffee ∂ $faiv$ $\partial'kl\mathfrak{ok}$ (∂t $ti:taim$). sam $pi:pl$ $h\mathfrak{e}\mathfrak{v}$ $k\mathfrak{o}fi$ 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
hwen iz it mɔ:nij? it iz *mɔ:nij* from *ðə taim ðə*
sun is up till (until) noon. When is noon? Noon is
sun iz ʌp til (ʌn'til) nu:n. *hwen iz nu:n?* *nu:n iz*
at twelve o'clock. When is the afternoon? The after-
æt twelv ə'klɔk. *hwen iz ði a:fθə'nu:n?* *ði a:fθə-*
noon is from lunch-time until tea-time. What do we
'nu:n iz from lanstaim ʌn'til ti:taim. *hwʌt du: wi:*
call the time after tea-time? The time after tea-time
kɔ:l ðə taim a:fθə ti:taim? *ðə taim a:fθə ti:taim*
we call the evening. What comes after the evening?
wi: kɔ:l ði i:vniy. *hwʌt kʌmz a:fθə ði i:vniy?*
After the evening comes the night. At night people
a:fθə 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 tʃildrən gou tə:bed æt*
eight o'clock in the evening. Then their mother puts
eit ə'klɔk in ði i:vniy. *ðen ðəə mʌðə puts*
them to bed and says, "Good night, John and Helen,
ðem tə bed ənd sez, "gud nait, dʒɔ:n ənd helin.
sleep well!" The parents do not go to bed till eleven
sli:p wel!" *ðə pɛərənts du: not gou tə bed til i'levn*
o'clock.
ə'klɔk.

What do John and Helen have for breakfast? Some-
hwst du: dʒn and helin hæv fɔ: brekfæst? səm-
times they have porridge and milk for breakfast. Do
taimz ðei hæv pɔridʒ ənd milk fɔ: brekfæst. du:

the children have coffee in the afternoon? No, they
 ðə tſildrən hæv kɔfi in ði a:ftə'nu:n? nou, ðei
 do not, but sometimes, when they come from school
 du: nɔt, 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 *ɪŋglɪʃ* iz ə *læŋgwɪdʒ*. *swi:diʃ* iz ə *læŋgwɪdʒ*, ənd

French is a language. English, Swedish, and French *frenʃ* iz ə *læŋgwɪdʒ*. *ɪŋglɪʃ*, *swi:diʃ*, ənd *frenʃ*

are languages. The people in England speak the English *a: læŋgwɪdʒɪz*. əə *pi:pl* in *ɪŋglənd* *spi:k* ði *ɪŋglɪʃ*

language; they speak English. The people in Sweden *læŋgwɪdʒ*; ðei *spi:k* *ɪŋglɪʃ*. əə *pi:pl* in *swi:dn*

speak the Swedish language; they speak Swedish. The *spi:k* əə *swi:diʃ* *læŋgwɪdʒ*; ðei *spi:k* *swi:diʃ*. əə

people in France speak the French language; they speak *pi:pl* in *fra:nš* *spi:k* əə *frenʃ* *læŋgwɪdʒ*; ðei *spi:k*

French. A language has many words. "Man" is a *frenʃ*. ə *læŋgwɪdʒ* *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* *fɔ:*

letters: *r-e-a-d*; "r" is a letter; "e" is a letter; "a" is *letə*; *a:-i:-e-i-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 *hwʌt* *læŋgwɪdʒ* *du:* *pi:pl* *spi:k* in *nɔ:wei?* in *nɔ:wei*

they speak Norwegian. Where do they speak the *ðei* *spi:k* *nɔ:wɪ:dʒən*. *hwɛə* *du:* *ðei* *spi:k* ði

Chapter Thirteen (13).

The English alphabet:

- a [ei]
- b [bi:]
- c [si:]
- d [di:]
- e [i:]
- f [ef]
- g [dʒi:]
- h [eɪf]
- i [ai:]
- j [dʒei]
- k [kei]
- l [el]
- m [əm]
- n [ən]
- o [ou]
- p [pi:]
- q [kju:]
- r [a:]
- s [es]
- t [ti:]
- u [ju:]
- v [vi:]
- w [dʌbl ju:]
- x [eks]
- y [wai]
- z [zed]

English language? They speak the English language
iŋglis læŋgwidʒ? ðei spi:k ði iŋglis læŋgwidʒ

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

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

English language? They say it has 250,000 (two hundred
iŋglis læŋgwidʒ? 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 iŋglis

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 iŋglis?

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 iŋglis. 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 deinif in ði ɪnglis̩ 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
sam wə:dz sei ðət ə pə:sn ɔ: ə þiŋ dʌz ɔ: iz

something, for example: The man goes; the house is in
sʌmpbiŋ, 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: ðεə ʌðə və:bz? jes, ðεər a: memi 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: evrɪpɪy 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; ðis 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:nə, si: hæz, 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 sʌmpɪŋ ət ðis 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:nəd, si:
had, we do not say that the persons do something now,
hæd, wi: du: nət sei ðət ðə pə:snz du: sʌmpɪŋ nau,
at this time, but at another time, a time before now:
ət ðis taim, bʌt ət ə'nʌðə taim, ə taim bɪ'fɔ: 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. in moust 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 iz not nau, bʌt ðə taim bɪfɔ: nau.

But in some of the verbs we do not put -ed after the
bʌt in səm ðə və:bz wi: du: nət put i:di: a:ftə ðə
word; we say: I **give** to-day, but: I **gave** yesterday. We
wə: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
givn hə: 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 houm wið mi:.

What **does** John do in the morning? He **goes** to school
hwə:t dʌz dʒən du: in ðə mɔ:nij? hi: gouz tə sku:l
in the morning. What **did** John do yesterday? He **went**
in ðə mɔ:nij. hwə:t did dʒən du: jestədi? hi: went
to school yesterday. What has John **done** for seven
tə sku:l jestədi. hwə:t hæz dʒən dʌn fɔ: sevn
years? He has **gone** to school for seven years.
jiəz? hi: hæz gon 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
dʒən hiəz mʌðə kɔ:l him nau. hi: hə:d mʌðə kɔ:l
him before. He has not **heard** mother call.
him bɪfɔ:. hi: hæz nət 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 ses 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 əv ðə leik. dʒɒn dræŋk

milk yesterday. Baby has not **drunk** her milk.

milk jestədi. beibi hæz nɔ:t 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: wɔz

five years old. He **has been able to** read for six years.
faiv 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 wɔz eibl tə, ɔ: ai kud.

But we can only say: I **have been able to**. You are **able**
ba:t 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
ta, 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: wɔz

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:s 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: is.

Which of these words: "The father gives John a foot-
hwitʃ əv ði:z wə:dz: "ðə fa:ðə givez dʒən 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: "dʒən 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 sʌm 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 sʌm iŋglis wə:dz jɛstədi,

but I have not learned enough English words.

bat ai hæv nɔt lə:nd i'nʌf iŋglis 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:nəs",

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: spi: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

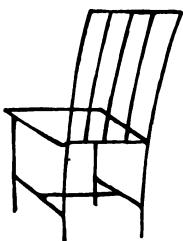
EXERCISE B.

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
mista smi:p hæz ə haus wi:d faiv ru:mz. in wʌn əv ðə

rooms the family have their meals; that is the dining-room.
ru:mz ðə fæmili hæv ðəə mi:lz; ðæt iz ðə dainiyru:m.

They have their dinner in the dining-room; they dine
ðei hæv ðəə dina in ðə dainiyru:m; ðei dain

in the dining-room. After dinner they go into another
in ðə dainiyru:m. a:ftə dina ðei gou intu ə'nʌðə

room; that is the sitting-room. Here they sit in big
ru:m; ðæt iz ðə sitiyru:m. hiə ðei sit in big

chairs and read their books in the evenings. There is
tʃəəz ənd ri:d ðəə buks in ði i:vniŋz. ðəər iz

also a kitchen in the house. The kitchen is the room
ɔ:lsou ə kitsən in ðə haus. ðə kitsən iz ðə ru:m

where Mrs. Smith makes the food.
hwəə misiz smi:p meiks ðə fu:d.

How many rooms are there in Mr. Smith's house? There
hau meni ru:mz a: ðəə in mistə smi:p haus? ðəər

are five rooms in it. Where do the family have their
a: faiv ru:mz in it. hwəə du: ðə fæmili hæv ðəə

meals? They have their meals in the dining-room. Into
mi:lz? ðei hæv ðəə mi:lz in ðə dainiyru:m. intə

which of the rooms do the family go after dinner?
hwitʃ əv ðə ru:mz du: ðə fæmili gou a:ftə dina?

After dinner they go into the sitting-room. What is
 a:ftə dinə ðei gou intə ðə sitiyrū:m. hwət iz
 the kitchen? That is the room where Mrs. Smith
 ðə kɪtʃən? ðæt iz ðə ru:m hweə misiz smið
 makes the food. What is in the sitting-room? In the
 meiks ðə fu:d. hwət iz in ðə sitiyrū:m? in ðə
 sitting-room there are some big chairs and two small
 sitiyrū:m ðeər a: səm big tʃeəz ənd tu: smɔ:l
 tables. Are there chairs in the dining-room, too? Yes,
 teiblz. a: ðeə tʃeəz in ðə dainiyru:m, tu:? jes,
 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
 ðə a teibl? jes, ðə fæmili hæv ðeə mi:lz ət 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 ət ðə
 sides, a ceiling at the top, and a floor to walk on. From
 saidz, a si:liy ət ðə tɔ:p, ənd a flɔ: tə wɔ:k ən. from
 the ceiling of the room hangs a lamp. The lamp gives
 ðə si:liy əv 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 ət 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.



coat



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 frant 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 frant 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 ðəsə 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, dʒʌn 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 hwitſ ev 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 hwitſ flɔ: iz

Helen's and Baby's bedroom? It is on the first floor.
helinz and beibis 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
wei: gou ʌp ðə steəz to get to ðə fə:st flɔ:. on hwitʃ

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, and 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; bat 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 oun

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]



wash-basin

Baby sleep in one room; they sleep together. Mr. and beibi sli:p in wʌn ru:m; ðei sli:p tə'geðə. mistə ənd Mrs. Smith also sleep in one room. John and Helen misiz smi:p ɔ:lsou sli:p in wʌn ru:m. dʒɒn ənd helin go to school together in the morning. Helen does not gou tə sku:l tə'geðə in ðə mɔ:nɪŋ. helin dəz nət go alone; she goes together with John. Baby does not gou ə'loun; si: gouz tə'geðə wið dʒɒn. beibi dəz nət 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 hiz oun ru:m.

How many rooms are there on the first floor of the hau meni ru:mz a: ðəz ən ðə fə:st flɔ: əv ðə house? There are three bedrooms and a bathroom. haus? ðəzər a: þri: bedru:mz ənd ə ba:þru:m. Every morning Mr. Smith takes a cold shower in the evri mɔ:nɪŋ 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 tʃildrən du: nət teik cold showers, they take hot baths in the bath-tub every kould ſauəz, 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 tʃildrən wɔ:s ðəz

hands in the wash-basin. Their hands are very dirty hændz in ðə wɔ:fsbeɪsn. ðəsə hændz a: veri ðə:ti	himself herself themselves
when they come in from their play in the garden, but hwen ðei kʌm in frɔ:m ðəsə plei in ðə ga:dn, bʌt	John washes himself.
when they have washed themselves, their hands are hwen ðei hæv wɔ:st ðəm'selvz, ðəsə hændz a:	Helen washes herself.
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:	John and Helen wash themselves.
their hands with soap. "Soap and water are good things ðəsə 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 hə: tʃildrən. beibi	
cannot wash herself; she is too small; but John washes kænɔ:t wɔ:s hə:'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 hə:'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.	

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 samtaɪmz hi: iz* not good to her, and then they are not friends. *not gud tə hə:, ənd ðen ðci 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 *helins ənd beibiz ru:m, ənd ðə ba:bru:m iz nekst tə*

Mr. and Mrs. Smith's room. The other day the two *mistə ənd misis smi:ps ru:m. ði ʌðə dei ðə tu:*

little = small

boys walked to a little lake near their homes. They *bɔiz wɔ:kt tu: ə litl leik niə ðəə houmz. ðei*

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 twenti'fifθ

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 iz 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 dʒɔ:n 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
nʌþiy 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 tə him, "dʒɔ:n, 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:nfiz 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:nf 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."

John did not put on enough clothes; he did not put on
dʒɔ:n did nɔt put ɔn i'nʌf klouðz; hi: did nɔt put ɔn

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**.

his coat. Hats and coats are clothes. In the morning *hiz kout. h̄ets and kouts a: klouðz. in ðə mɔ:nij* people put on their clothes, and in the evening before *pi:pl put ɔn ðə ðə klouðz, and in ði i:vniy b̄l'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 h̄et 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: b̄vɪz 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 ɔ:bru: ði ais intə ðə wɔ:tə.* When he came out again, he was wet and cold. He *hwen hi: keim aut ə'gein, hi: wɔ:t 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 ðət 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? bɪ'kɔz ði ais wɔ:z* 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; hisi 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 lɔ:y 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 *mʌst not gou tə'dei, bʌt in tu: deiz." hwɔt did dʒɔnz* mother say when he came home? She said, "Go to *mʌðə sei hwɛn hi: keim houm? si: sed, "gou tə* bed at once, or you will get a cold." Did he go to bed *bed ət 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 *bed ət wʌns? nou, hi: did not gou tə bed ət wʌns; hi: went tə* bed five minutes after his mother had said that he must. *bed faɪv minits a:ftə his mʌðə hæd sed ðæt hi: mʌst.* 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 *tsɪldrən 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 ju:z
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.

WORDS:
friend
neighbour
next to
home
skate
new
why
got
because
ago
Christmas
weather
let
thick
inch
(to) skate
thin
fall
fell

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

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. "hweə hæv

you been, George?" his mother asked. "Father is at
ju: bi:n, dʒɔ:dʒ? his mʌðə a:skt. "fa:ðə is ət

home to-day; he will go with us to town to get some
houm tə'dei; hi: wil gou wið əs tə taun 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 ɡɔn wið'aut ju:. gou ənd put ɔn

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!"
ɔn ðə nju: pɛə əv su:z ju: ɔt 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 ɔn 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 is tu: kould tə gou wið'out ðem; mai fiŋgəz*

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, *ðəə pbiyz.* — *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 went tə si: if hi:*

could find them — and there they were, on the table *kud faind ðem — ənd ðəə 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 œm redi — ai hæv mai glʌvz, mai bæg, mai*

handkerchief — yes, I am ready to go now. I have all *hæŋkətʃif — jes, ai œm redi tə gou nau. ai hæv ɔ:l*

my things with me." Mr. Green: "It is time you came *mai pbiyz 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 əv ən*



He finds, he found,
he has found.

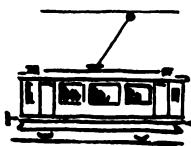
Find my gloves,
please = Will you
find my gloves
for me?



bag



handkerchief

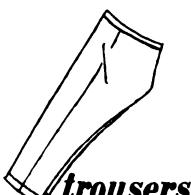


tram



shop

look at = see



trousers

hour for you; will this family never learn to be ready
auə fɔ: ju:; wil ðis fæmili nevə 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 ð
tram. The tram took them to a shop where George
træm. ðæ træm tuk ðem tu ð sɔ:p hæwə dʒɔ:dʒ
could get his new clothes. They went into the shop,
kud get his nju: klouðz. ðei went intə ðæ sɔ:p,
and a man came and asked them what they wanted.
ənd ə mæn keim ənd a:skt ðem hwæt ðei wɔntid.

"I want to look at some clothes for my son, please," said
"ai wɔnt tə luk ət sam klouðz fɔ: ma: san, pli:z," sed

Mr. Green. "What colour, sir?" "What colour do you
mistə gri:n. "hwæt kʌlə, sə:?" "hwæt kʌlə 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 ə da:kaid ənd da: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; hwitʃ 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
thanked you,
I have thanked
you.



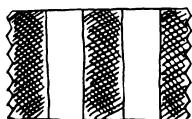
Grey is the colour of dirty snow.

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
fa:ðə!" "wi: ðlsou wənt tə luk ət sə:ts fə: ðə

boy, please." "Yes, sir, we have here some very fine
bɔi, pli:z." "jes, sə:, wi: hæv hiə səm veri fain

grey shirts for boys, with blue stripes." "No," said
grei ðə:ts fə: bɔiz, wið blu: straips." "nou," sed

Mrs. Green, "the stripes are too broad; have you no
mɪsɪz gri:n, "ðə straips a: tu: brɔ:d; hæv ju: nou

shirts with narrow stripes? And the colour must not
ʃə:ts wið nærou straips? ənd ðə kələ məst not

be blue; blue is for people with blue or grey eyes. I
bi: blu:; blu: iz fə: pi:pl wið blu: ðə grei aɪz. aɪ

like green better with the brown suit and his brown
laik gri:n betə wið ðə braun sju:t ənd his braun

eyes. Let me see that shirt, please! Do you like it,
aɪz. let mi: si: ðæt ðə:t, pli:z! du: ju: laik it,

George?" "Yes, mother, I do." "Let us take this one,
dʒɔ:dʒ?" "jes, mʌðə, ai du:." "let əs teik ðis wʌn,

then. How much does it cost?" "Eight shillings, madam;
ðən. hau məts ðəz it kɔ:t?" "eit siliyz, mædəm;

that is very cheap, because it is a very good shirt. It
ðæt iz veri tʃi:p, bi:kɔ:z it iz ə veri gud ðə:t. it

is so cheap because we have only two of these shirts,
iz sou tʃi:p bi:kɔ:z wi: hæv ounli tu: əv ði:z ðə:ts,

and they are very small." "Yes, that is cheap; eight
ənd ðei a: veri smɔ:l." "jes, ðæt iz tʃi:p; eit

shillings is not much for a good shirt. Shall we take
siliyz iz not məts fə: ə gud ðə:t. səl wi: teik

both shirts for him, Henry?" "Yes, let us do that. Do *bouþ sə:ts fɔ: him, henri?*" "jes, let *əs du: ðæt. du:*

you want some underwear for him, too?" "Yes, but it *ju: wɔnt səm ʌndəwεə fɔ: him, tu:?*" "jes, *but 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 fɔ: 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:lsou nou hwεə wi: get kɔtn frɔm. it iz ə plə:nt**

*product from warmer countries than our own." The *prɔdəkt frɔm wɔ:mə kʌntriz ðæn aʊə oun." ðə**

*man in the shop: "Is that all, sir? No socks or ties?" *mæn in ðə ʃɔ: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, þæŋk 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 ən hiz**

*ties. How much does it all come to, now?" "Let me *taiz. hau mʌts dʌz it ɔ:l kʌm tə, nau?" "let mi:**

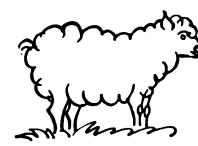
*see: a suit of clothes — six pounds (£ 6), 2 shirts *si:: ə sju:t əv kloudz — siks paundz, tu: sə:ts**

*— 16 shillings, 2 suits of woollen underwear — *— siksti:n ʃiliŋz, tu: sju:ts əv wulin ʌndəwεə —**

underwear



one sheep
two sheep



sheep

tie



Sock

25 shillings; 8 pounds 1 shilling in all, sir." Mr. *twenti'fair siliyz; eit paundz wan siliy in ɔ:l, sə:.*" *mista*

Green: "Here is the money." The man: "Thank you, *gri:n: "hiər iz ðə man:.*" *ðə man: "bæyk ju:.*

sir." George: "Oh, thank you, father and mother, for *sə:.*" *dʒɔ:dʒ: "ou, bæyk ju:, fa:ðə ənd mʌðə, fɔ:.*

all the fine things I have got to-day." Mr. Green: "Do *ɔ:l ðə fain piyz ai hæv ɡot tə'dei.*" *mista gri:n: "du:.*

you like them, my boy? That is fine, then." *ju: laik ðəm, mai bɔi? ðæt iz fain, ðen.*"

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 ðæt misiz*

Smith would not like that! It is too late now, and she *smi:p 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 piyz tə du: bi'fɔ: dinə ðæt fi: kænɔ:t*

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 *bru: ði aɪs ðɪs a:ftə'nu:n, ənd ai wɔ:n tə nou if*

he is in bed, and what his mother said." "So you have *hi: iz in bed, ənd hwɔ:t his mʌðə sed.*" *"sou ju: hæv*

been on the ice! Well, then it is better for you to go *bi:n ɔn ði aɪs! wel, ðen it iz betə fɔ: ju: tə gou*

in and ask if John is ill, but you must be back in five
in ənd a:sk if dʒɒn iz il, bʌt ju: mʌst bi: bæk in faɪv

minutes. And I shall have something to say to you
minits. ənd ai ſæl hæv ſəm̪biy tə ſei 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: ſud 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
si: iz ðə wumən hu: livz ən ði ʌðə said əv ðə

road. Next Wednesday is her birthday, and Mrs. Smith
roud. nekst wenzdi iz hə: bə:pdei, ənd misiz smiþ

and her other friends will come to her house in the
ənd hə: ʌðə frendz wil kʌm tə hə: haus in ði

evening to see her.

i:vniŋ tə si: hə:.

Yesterday Mrs. Smith said to her husband, who was in
jestədi misiz smiþ sed tə hə: hʌzbənd, hu: wɔz in

the sitting-room with a good book, "Allan, I have no
ðə sitigrū:m wið ə gud buk, "ælən, ai hæv nou

frock to put on next Wednesday on Daisy's birthday.
frək tə put ən nekst wenzdi ən 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 ən la:st jiə ən

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.”
hə: bə:ʃdei, ənd ði ʌðəz ə: nət gud i'nʌf.”

“Well, if you must have a new frock, you must. Here
“wel, if ju: məst həv ə nju: frɔk, ju: məst. hər
 is twelve pounds (£12) to buy a new frock. Is that
iz twelv paundz tə bai ə nju: frɔk. iz ðæt
 enough money?” “Oh yes, I can buy a very good frock
i'nʌf mʌni?” “ou jes, ai kən bai ə veri gud frɔk
 for £12. I know a little shop which has very
fɔ: twelv paundz. ai nou ə litl ʃɔp hwitʃ həz veri
 good things, and they are not very dear. I shall go
gud þiyz, ənd ðei a: nət veri diə. ai ʃəl gou
 now, so that I can be back in time for dinner.”
nau, sou ðæt ai kən bi: bæk in taim fɔ: dina.”

In the Shop.

“What can I do for you, madam?” “I want to look at
“hwət kən ai du: fɔ: ju:, mædəm?” “ai wənt tə luk ət
 some evening-frocks which are not too dear.” “For
səm i:vniyfrɔks hwitʃ a: nət tu: diə.” “fɔ:
 yourself, madam?” “Yes, for myself.” “We have some
ju:self, mædəm?” “jes, fɔ: mai'self.” “wi: həv səm
 new silk frocks from Paris, the newest frocks we have
nju: silk frɔks frɔm pəris, ðə nju:ist frɔks wi: həv
 got.” “Yes, let me look at them. Can I try them on?”
gət.” “jes, let mi: luk ət ðem. kən ai trai ðem ɔn?”
 “Yes, madam, we have some small rooms here for that.
“jes, mædəm, wi: həv səm smɔ:l ru:mz hər fɔ: ðæt.

It is better to try and see if the frocks are big enough
 it iz bet^ə t^ə trai and si: if ð^ə fr^əks a: big i'naf

for you. This frock is very beautiful; the blue colour
 fo: ju:. ðis fr^ək iz veri bju:tiful; ð^ə blu: k^əl^ə

goes very well with madam's beautiful blue eyes.”
 gous veri wel wið mædəmz bju:tiful blu: aiz.”

“Yes, it is a beautiful frock. Let me try it on. — Oh,
 “jes, it iz a bju:tiful fr^ək. let mi: trai it on. — ou,

it is too big for me.” The woman in the shop: “Will
 it iz tu: big fo: mi:.” ð^ə wumən in ð^ə s^əp: “wil

you try on this frock, please, madam?” Mrs. Smith:
 ju: trai on ðis fr^ək. 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 w^ən sou wel. kæn ju: not meik

the blue frock smaller? I must have it next Tuesday.
 ð^ə blu: fr^ək sm^ə:l^ə? ai m^əst hæv it nekst tju:zdi.

Can it be ready then?” “Yes, we shall have it ready.
 kæn it bi: redi ðen?” “jes, wi: s^əl hæv it redi.

Shall we send it to you, madam?” “Yes, I should like
 s^əl wi: send it t^ə ju: mædəm?” “jes, ai s^əud laik

you to send it, please.” “What is the address?”
 ju: t^ə send it, pli:z.” “hw^ət iz ði a'dres?”

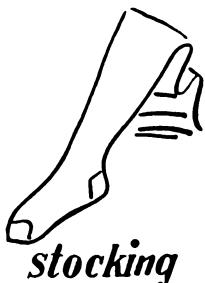
“Forty-nine (49), Nelson Road. You sent me some
 “f^ə:ti'nain, nelsn roud. ju: sent mi: sam

things last week, but they went to the wrong address
 þigz la:st wi:k, b^ət ðei went t^ə ð^ə r^əy a'dres

first. You sent them to number forty-five (45). Have
 f^ə:st. ju: sent ðem t^ə namb^ə f^ə:ti'faiw. 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 haɪə; bʌt ðei a: nɒt

very dear. This one without lace costs ten shillings
veri ðiə. ðis wʌn wið'aut leis kɔsts ten siliyz

and elevenpence (10/11), and the same petticoat
ənd i'levn'pəns (ten ənd i'levn), ənd ðə seim petikout

with lace costs thirteen shillings and elevenpence
wið leis kɔsts þə:ti:n siliyz ənd i'levn'pəns

(13/11). It is just the right colour for your
(þə:ti:n ənd i'levn). it iz dʒʌst ðə rait kʌlə fɔ: juə

frock." "What beautiful lace! I shall take that one.
frock." "həwt bju:tiful leis! ai fæl 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 fud laik tə hæv ə smɔ:l leis kɔlə fɔ: mai

old frock, but I have no more money with me. Will
ould frɔk, bʌt 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 frɔk 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:."



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! hɪə ai əm ə'gein." "hə'lou, pə'trɪsə!"
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 pεəz əv stɔ:kɪz, ənd ə kɔ:lə,
and a petticoat." "Did you buy all that? Well, I should
ənd ə petikout." "did ju: bai ɔ:l ðət? wel, ai ʃud
have known that I would get no money back!" "Allan,
hæv noun ðət ai wud get nou məni bæk!" "ələn,
I did not have enough money, but the woman who has
ai did nət hæv i'nʌf məni, bʌt ðə wumən hu: həz
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
ðət wəz veri kaind əv hə:, wəz it nət?" "nət i'nʌf
money? How big is the bill?" "Only four shillings
məni? hau big iz ðə bil?" "ou̯nli fɔ: ʃiliŋz
and elevenpence (4/11)." "Well, I am glad it is
ənd i'levnpəns (fɔ: ənd i'levn)." "wel, ai əm glæd it is
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'trɪsə, 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'triſə!" "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: fæl 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 tſildrən
 out with me and have dinner in town that day — that
aut wið mi: ənd hæv dīnə in tən 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."
fi: 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 dʒeɪn. fi: iz ɔ:lwiʒ veri
 kind. The baby likes her, and she looked after Helen
kaind. ðə beibi laiks hə:, ənd fi: lukt a:ftə helin
 and John many times when they were younger. So
ənd dʒɔ:n meni taimz hwen ðei wə: jʌŋə. sou
 she knows where things are in the house, and how to
fi: 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 sʌm əv ðə la:st tʃæptəz, sʌm 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 ðət wʌn þɪŋ
or one person does something. We say: he goes, she
ɔ: wʌn pə:sn dʌz sʌmþɪŋ. wi: sei: hi: gouz, si:
says. But some verbs do not take this -s. We say:
sez. bʌt sʌm 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: mʌst, 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 gɔn;
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", "ʃæl", *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: ʃæl 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: fud 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 wɔnt tə giv hə: ðə pensil*; *ai wud giv hə: ðə pencil*, or I **wanted to** give her the pencil; but only: *pensil*, *ɔ: ai wɔntid tə giv hə: ðə pensil*; *bʌt ounli: I have wanted to* give her the pencil. *ai hæv wɔntid 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 it: —. 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 smið wɔz ət hə: frend deiszis
 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 bi'fɔ:, 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 wenzdi,
 and that she wanted her to come to dinner at seven
ənd ðət si: wɔntid hə: tə kam tə dina ət sevn
 o'clock.
ə'klok.

"Look here," Mrs. Smith said to her husband and gave
 "luk hiə," *misiz smið 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 deiszis
 birthday party, and it is not an invitation to afternoon
bə:pdei pa:ti, ənd it iz not ən invi'teisən tu a:ftə'nju:n
 tea, but to dinner, and later we are to have chocolate.
ti:, bʌt tə dina, ənd leitə wi: a: tə hæv tʃɔ:kəlit.

How glad I shall be to put on my new frock for the
hau glæd ai sæl 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?"
diə, wil ju: nɔt?"

What is a letter? The English word letter means two
hwɔ:t iz ə letə? ði ɪŋglɪʃ wə:d letə mi:nz tu:
 things. First it means one of the letters of the alpha-
bɪɔ:z. 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.
peɪpə ɔn hwɪts ju: hæv ritn sʌmþɪŋ tu ə pə:sn.
 Who brings you the letters? The postman brings the
hu: briɔ:z ju: ðə letəz? ðə pəustmən briɔ:z ðə
 letters. Who wrote a letter to Mrs. Smith? Her friend
letəz. hu: rout ə letə tə misiz smið? hə: frend
 Daisy wrote her a letter in which she asked her to
deizi rout hə: ə letə in hwɪts fi: a:skt hə: tə
 dinner on her birthday. Did Daisy invite Mrs. Smith's
dinə ɔn hə: bə:þdei. did deizi in'vait misiz smiðs
 husband, too? No, she only invited Mrs. Smith; the
hʌzband, tu:? nou, fi: ounli in'vaitid misiz smið; ði
 invitation was not for Mr. Smith.
inv'i:teiʃən wɔ:z nɔt fɔ: mistə smið.

What is chocolate? It is a brown drink which people
hwɔ:t iz tʃɔ:kəlit? it iz ə braun driŋk hwɪts 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:pdeiz; bʌt ju: kæn ɔ:lsou 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: auəz
before the party to make herself ready. She began to
bi'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:fta'nu: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
mast nɔt gou aut ənd plei tə'morou. dʒɔ:dʒ iz ɔ:lwiz
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:lwiz 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 hwət taim did misiz smiþ bɪ'gin tə meik hə:'self

ready for Daisy's birthday party? She began at five
redi fɔ: deiziz bə:pdei pa:ti? si: bɪ'gæn æt faɪv

o'clock. What did she do? First she took a bath, and
ə'klɔ:k. hwət did si: du:? fə:st si: tuk ə ba:p, ənd

then she dressed. What does the word "to dress" mean?
ðen si: drest. hwət 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: nə: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. hwət did misiz

Smith say to her children just before she went to the
smiþ sei tə hə: tſildrən dʒəst bɪ'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:.. ənd 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:, si: wəz il." "si: iz

better now, thank you, but she is still in bed." "I
bə:tər nau, þæyk ju:., bʌt si: iz stil in bed." "ai

hope it will not be long before she is all right again.
həup it wil not bi: lɔ:y bi:fɔ: si: 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 houp ju: wil

like it." "Oh, a pair of silk stockings; thank you, dear;
laik it." "ou, ə peə əv silk stɔ:kiŋz; þæyk ju:., dia;

I had hoped for a pair of stockings, but it is too much
ai hæd houpt fɔ: ə peə əv stɔ:kiŋz, 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:lwiz 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'trisə,

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:b." misiz smi:b: "hau du: ju: du:, misiz

Hudson." Mrs. Hudson: "How do you do, Mrs. Smith."
hʌdsn." misiz hʌdsn: "hau du: ju: du:, misiz smi:b."

Daisy: "Dinner is ready now."

deizi: "dīnə iz redi nau."

Did Mrs. Smith give Daisy a birthday present? Yes,
did misiz smiþ giv deizi ə bə:þdei preznt? jes,

she gave her a pair of silk stockings as a birthday
si: geiv hə: ə þeə əv silk stɔkiȝz əz ə 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 ə: ɔ:lwiz glæd tə get sʌts preznts. dei kæn

never get enough silk stockings.

neva 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 ən hə: bə:þdei? jes, si: hæd stil ʌðə gests

on her birthday. When do people have guests? When
ən hə: bə:þdei. hwen du: pi:pl hæv gests? hwen

they give a party, they invite guests to come to their
ðei giv ə 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 wɔz 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
wɔ:s nɔ:t ə gest in his oun haus. did misiz smi:p nou
all the guests? No, she did not know all of them, but
ɔ:l ðə gests? nou, si: did nɔ:t nou ɔ:l əv ðem, bʌt
almost all; she had never seen Mrs. Hudson before.
ɔ:lmoʊst ɔ:l; si: hæd nevə si:n misiz hʌdsn bi'fɔ:.
What did Mrs. Smith say when she saw Mrs. Hudson?
hwɔ:t did misiz smi:p sei hwen si: sɔ: misiz hʌdsn?
She said, "How do you do." And what did Mrs. Hudson
si: sed, "hau du: ju: du:." ənd hwɔ:t did misiz hʌdsn
say? She said, "How do you do", too. In England you
sei? si: sed, "hau du: ju: du:.", tu:. in inglend 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 hæzbænd hæd bi:n in hiz bedru:m tə dres, bat* 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 hæzbænd* said, "Please sit down at the table. Will you sit down *sed, "pli:z sit daun æt ðə teibl. wil ju: sit daun* there, Mrs. Smith, and will you sit down on that chair *ðəə, misiz smi:p, and wil ju: sit daun on ðæt tʃəə* next to my wife, Mrs. Hudson?" When they had all *nekst tə mai waif, misiz hædsn?" hwen ðei hæd ɔ:l* sat down at the table, they began to eat. First they had *sæt daun æt 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 hædsn sed, "hau gud it teists!" deizi: "ai æm* 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 *hæzbænd: "pli:z giv mi: ə'nʌðə pleit əv su:p. ai æm*



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 æm 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
hwæs hæd deiziz hæzbənd bi:n? hi: hæd bi:n in his

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
hwæn hi: hæd drest. hwæt did ðə gəsts du: hwæn

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 hæz-

band asked them to sit down. What did they have
bənd a:skt ðem tə sit daun. hwæt did ðei hæv

first? First they had soup. What is soup made from?
fə:st? fə:st ðei hæd su:p. hwæt iz su:p meid frəm?

It is made from vegetables, and sometimes it is also
it iz meid frəm vedzɪtəbz, 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 hwæn

you get it for dinner; it has been taken out again. It
ju: get it fɔ: dinə; it hæz 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

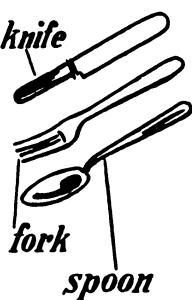


dish

He cuts, he cut,
he has cut.

one knife
two knives

knife



fork

spoon

was only put in to give the soup a good taste. Did the *wɔz 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 hudson sed ðət it teistid* very good. Why was Daisy's husband so hungry? *veri gud. hawai wɔz deiziz hæzbənd 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: wɔz 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 dɪf. ən ðə dis* was beef. Daisy's husband cut the beef with a big *wɔz bi:f. deiziz hæzbənd 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 vedzitəblz 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 hudson tə misiz smi:b. "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 hæzbənd 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 iz

good to drink for people who are thirsty, but wine is
gud tə drijk 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 sitiru:m, 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 ðeər 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 hæsbənd 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 maʊþ. du: ðei ju:z naɪvz tə put ðə fu:d intə
their mouths? No, they use forks; a fork is used to put
ðəs maʊðz? 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 maʊþ. 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 sugə in ti:
or coffee; but they are smaller than the spoons which
ɔ: kɔfi; bʌt ðei a: smɔ:lə ðæn ðə spu:nz hƿitʃ
are used for soup, and they are called teaspoons.
a: ju:zd fɔ: su:p, ɔ:nd ðei a: kɔ:ld ti:spu:nz.
What do people drink when they are thirsty? They
hƿost du: pi:pl driyk hwen ðei a: þə:sti? ðei
drink water, but sometimes, for instance at parties, they
driyk wɔ:tə, bʌt sʌmtaimz, fɔ:r instəns ət pa:tiz, ðei
drink wine. Who took the bottle and poured wine into
driyk wain. hu: tuk ðə bɔtl ɔ:nd pɔ:d wain intə
the glasses? Daisy's husband took the bottle and poured
ðə gla:siz? deiziz hæzbænd tuk ðə bɔtl ɔ:nd pɔ:d
the wine into the glasses. What did the guests have
ðə wain intə ðə gla:siz. hƿost did ðə gests hæv
after the beef? They had ice-cream. What did they
a:ftə ðə bi:f? ðei hæd 'ais'kri:m. hƿost 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, lɔŋ 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 wə:k. leitə in ði i:vniy ðei

had birthday chocolate. "Oh, I have eaten so much for
hæd bə:þdei 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:þdei, ənd ju: mæst hæv

chocolate, too." When it was almost eleven o'clock,
tʃɔkəlit, tu.:" hwen it wɔz ɔ:lmouſt i'lēvn 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 lɔŋ 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? fi: 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 ðat 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:vniy hwen misiz 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, ðəz fa:ðə hæd tə
 see that they put on their best clothes. "Tell Helen
si: ðət ðei put ɔn ðəz best klouðz. "tel helin
 to put on her new green dress," he said to John, "and
to 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 dʒɔn. "jes, ai tould hə: hwət ju: sed, bʌt

she said that the last time she had that dress on, she
si: sed ðət ðə la:st taim si: hæd ðət dres ɔn, si:

dropped some ice-cream on it, and now there is a spot
dropt səm 'ais'kri:m ɔn it, ənd nau ðər iz ə spət

where the ice-cream has been." "Oh, is there a spot on
hwəə ði 'ais'kri:m hæz bi:n." "ou, iz ðər ə spət ɔn

the dress? Well, then she must put on another dress." "ðə dres? wel, ðen si: məst put ɔn ə'nʌðə dres."

"No, come here, Helen," said Aunt Jane, who had come
"nou, kʌm hi: helin," sed a:nt dʒein, hu: hæd 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 wɔ:tə. ðər, nau it iz gən, ənd ju: kæn

be happy again. Oh, look, Baby has dropped her doll
bi: hæpi ə'gein. ou, luk, beibi hæz dropt hə: dəl

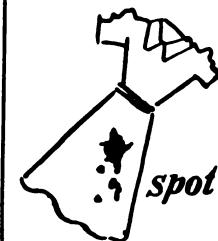
on the floor; will you pick it up for me? I am too old
ɔn ðə flɔ:; wil ju: pik it ʌp fɔ: mi:? ai əm tu: ould

to pick things up from the floor. Don't give it to the
ta pik þi:z ʌp frɔm 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 hæz bi:n ɔn ðə

floor; we must wash it first. I shall have to tie it to
flɔ:; wi: məst wɔ:s it fə:st. ai fəl hæv 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 stri:g sou ðət si: ka:nt drɔ:p 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 dʒein, 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
aɪl gou ənd get it fɔ: ju:. " *"þæyk ju:, mai diə, ju:*

are a very good little girl."
a: ə veri gud lɪl ɡə:l."

"Let me look at you now, children. John, you have not
"let mi: luk ət ju: nau, tʃildrən. dʒɔn, ju: hæv nɔt

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:. hieə

is a shilling to buy something good for yourselves, my
iz ə ſiliŋ tə bai səmþiŋ gud fɔ: ju:selvz, mai

dears. Good-bye, now!" "Good-bye, Aunt Jane, and
gud'bai, nau!" "gud'bai, a:nt dʒein, 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 səmþiŋ 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
ðeət 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

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:ʃ

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 ðeə sou ɔ:fn ðət ðə weitəz nju: hiz

name.

neim.

"Good evening, Mr. Smith," said one of the waiters
"gud i:vniŋ, mistə smi:ʃ," sed wʌn əv ðə weitəz

when they came into the restaurant, "I'll find you a
hwen ðei keim intə ðə restərənt, "ail faind ju: ə

good table. What will you have for dinner?" "What
gud teibl. hwət wil ju: hæv fɔ: dinə?" "hwət

have you got?" "Well, let me see — we have some
hæv ju: gɔ:t?" "wel, let mi: si: — wi: hæv sam

very good mutton with cabbage, and a fine vegetable
veri gud matn wið kæbidʒ, ənd ə fain vedʒitəbl

soup." Mr. Smith: "How would you like that, children?"
su:p." mistə smi:ʃ: "hau wud ju: laik ðæt, tʃildrən?"

"That would be fine, daddy." "And what would you
"ðæt wud bi: fain, dædi." "ənd hwət wud ju:

He **rides**, he **rode**,
 he has **ridden**.



waiter

often = many times

He **knows**, he knew, he has known.

mutton = the meat of sheep



cabbage

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 kɔ:fi 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 bɪfɔ: 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, tsildrən, hæv ju: hæd i'naf tu i:t? hwst shall we do now?" "Oh, daddy, couldn't we go to a ʃæl 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 piktsə? ðeər iz ə veri gud piktsə on at the 'Nelson Cinema'. It is an old picture with ən æt ðə 'nelsn sinəmə'. it iz ən ould piktsə 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 mistə smi: "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 piktsə. ət hwst time does it begin?" "It begins at half past seven." taim dʌz it bi'gin?" "it bɪ'gɪnз ət ha:f pa:st sevn."

"Then we must go now. Waiter, I want to pay the
 "ðen wi: mʌst gou nau. weitə, ai wɔnt tə pei ðə
 bill; how much is it, please?" "Twelve shillings and
 bil; hau mʌts iz it, pli:z?" "twelv siliyz ənd
 tenpence (12/10), sir." "Here you are — and
 tenpəns (twelv ənd ten), sə:." "hiə 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 smið tə ðə leidi ət ðə bukiŋfis: "þri:
 tickets, please!" The lady: "Are the two children with
 tikits, pli:z!" ðə leidi: "a: ðə tu: tſildrən 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 sikz)."

Mr. Smith paid for the tickets with a pound (£1) note.
 mistə smið 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 fi: geiv him. "jes, veri gud," fi: sed.



"All the children have been so happy to see it."

"ɔ:l ðə tſildrən hæv bi:n sou hæpi tə si: it."

The children looked at the pictures on the walls near
ðə tſildrən lukt æt ðə piktfəz ɔn ðə wɔ:lz niə

the booking-office, and before they went into the cinema,
ðə bukiyɔfis, ənd bi:fɔ: ðei went intə ðə sinəmə,

they went to the chocolate-shop to buy something with
ðei went tə ðə tʃɔkəlitʃɔ:p tə bai səmþin wið

their shilling. "Two pieces of milk-chocolate, please,"
ðεə filiŋ. "tu: pi:siz əv milktʃɔkəlit, pli:z,"

John said and gave the coin to the lady. "Here is your
dʒɔ:n sed ənd geiv ðə kɔin tə ðə leidi. "hier iz juə

chocolate," she said, "that will be sixpence (6 d.)."
tʃɔkəlit," 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 ðεə 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 ðεə mʌðə æt ə bə:pdei 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 frɔm

the party. So Mr. Smith told the children to go up
 ðə pa:ti. sou mistə smi:p tould ðə t'sildrən tə gou ʌp
 to bed, and then he said: "Please ask Aunt Jane to
 tə bed, ənd ðen hi: sed: "pli:z a:sk a:nt dzein tə
 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: hweə 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 tʃɔ:kəlit ðət ai hæv bɔ:t fɔ: hə: bɪ'kɔ:z si: hæz
 looked after Baby to-night."
 lukt a:ftə beibi tə'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

old teachers. They had not been taught English at
ould ti:tʃəz. ðei həd nɔt bi:n tɔ:t iŋglɪʃ ət

He teaches,
 he taught,
 he has taught
 [ti:tʃiz, tɔ:t, tɔ:t].

school, and in their work they had seen many times
sku:l, ənd in ðeə wə:k ðei həd si:n meni taimz

that it would be a good thing for them to know some
ðət it wud bi: ə gud þiŋ fɔ: ðəm tə nou səm

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

to teach them English. They knew that he had been to
ta ti:tʃ ðəm iŋglɪʃ. ðei nju: ðət hi: həd bi:n tu

several times =
 more than one
 time

England several times, and that he spoke the language
iŋglənd səvərl taimz, ənd ðət hi: spouk ðə ləŋgwɪdʒ

He speaks,
 he spoke,
 he has spoken
 [spi:k, spouk,
 spoukən].

well. He was glad to hear that they were interested
wel. hi: wəz glæd tə hi: ðət ðei wə: intrɪstid

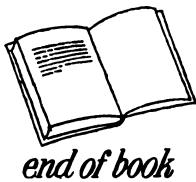
in English, and answered that he would like very much
in iŋglɪʃ, ənd a:nəd ðət hi: wud laik veri mʌtʃ

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: manps 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 smi:p 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 stʌdɪz. 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:vni:, 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 nɔt ət houm, ənd ai hæd tə weɪt
 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 həv 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:nəd, "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 ðəz 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 auə leitə, 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:nəs* to all the questions in the exercises except the last one, *tu: l ðə kwestʃənz in ði eksəsaiziz 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:nəs: "jes, ðei hæd ðə* best time they had had for a long time." "That is *best taim ðei hæd hæd fər ə lɔy taim.*" "ðæt iz right," said the teacher, "and now I want to talk to *rait*," *sed ðə ti:tʃə, "ənd nau ai wənt tə tɔ:k tə* you about something new. You have learnt English *ju: ə'baut səmþiŋ nju: ju: hæv lə:nt iŋglɪʃ* now for four months, and you already know many *nau fə fɔ: mʌnþs, and ju: ɔ:l'redi nou meni* words. Sometimes we speak English together, but from *wa:dz. səmtaɪmz wi: spi:k iŋglɪʃ tə'geðə, bʌt frəm*

He learns, he learned, he has learned = he learns, he learnt, he has learnt
[lə:nz, lə:nt, lə:nɪt].

now on I want you to speak English always when we
 nau ɔn ai wɔnt ju: tə spi:k ɪnglis 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
 tə'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 sʌts ə wei ðæt ju: wil bi: eibl tu
 understand the new words, and if you do not understand
 ʌndə'stænd ðə nju: wə:dz, ənd if ju: du: nɔt ʌndə'stænd
 what a word means, just ask me what the meaning of
 hwɔ:t ə wə:d mi:nz, dʒʌst a:sk mi: hwɔ:t 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 ɪnglis ɔ:l ðə taim. — did ju: ʌndə'stænd
 everything I said now?" "Yes, we understood every
 evrɪpɪŋ ai sed nau?" "jes, wi: ʌndə'stud evrɪ
 word, also the new words."

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**
 [ʌndə'stændz,
 ʌndə'stud,
 ʌndə'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: mʌts betə tə ju:z iŋglɪʃ neimz hwen wi: spi:k
English." "Yes," the teacher answered; "the English
iŋglɪʃ." "jes," ðə tɪ:tʃər ə:nəd; "ði iŋglɪʃ
word for my name would be Miller, and your name
wə:d fə mai neim wud bi: milə, ənd jɔ: neim
would be Brown." "Tell us the English words for our
wud bi: braun." "tel əs ði iŋglɪʃ wə:dz fər aʊə
names, too," the other young men asked the teacher.
neimz, tu:;" ði ʌðə jʌŋ men a:skt ðə tɪ:tʃə.
"Your name," he said to one of them, "would be Storm,
"jɔ: neim," hi: sed tə wʌn əv ðəm," "wud bi: stɔ:m,
and your name," he said to the other, "would be Wood.
ənd jɔ: neim," hi: sed tə ði ʌðə," "wud bi: wud.
It is a good idea; from to-night we will all be English
it ɪz ə gud ai'diə; frəm tə'nait wi: wil ɔ:l bi: iŋglɪʃ
people twice a week." "I am already beginning to feel
pi:pl twais ə wi:k." "ai əm ɔ:l'redi bi'giniŋ tə fi:l
very English," Brown said. "Well, the name is not
veri iŋglɪʃ," braun sed." "wel, ðə neim 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 hiə mai nju: neim sevral taimz bɪfɔ: ai kən
remember who Mr. Wood is. I am writing it down in
rɪ'membə hu: mistə wud iz. ai əm raitiŋ it daun in
my book now to remember my new name. What is it,
*mai buk nau tə rɪ'membə mai nju: neim. hwst iz 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
ri'membə mai nju: neim, tu:?" "hwen ju: həv hə:d

it three or four times, you will not forget it," said
it þri: ɔ: fɔ: taimz, 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 bɔi, 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: faɪndz ðə bɔi

awake? I shall have to explain to her that we had
ə'weik? ai fəl həv tu iks'plein tə hə: ðət wi: hæd

so much to talk about to-night that we forgot him.
sou mʌtʃ tə tɔ:k ə'baut tə'nait ðət wi: fə'gɔt him.

I hope he will go to sleep again and have a good sleep
ai hɔup 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: wɔuk ʌp þri: taimz."

"I want to ask you a question," Storm said to the others
"ai wɔnt 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 gɔn ʌp tə ðə bɔi. "hwɔ:t dʌz

He **forgets**, he
forgot, he has
forgotten [*fɔ'gets*,
fɔ'gɔ:t, fɔ'gɔ:tn].

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 sʌmphiŋ, ɔ: tə tel
why something is done, or how it is done." "Oh yes;
hwai sʌmphiŋ 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 hwæt it
means. Thank you!"
mi:nz. þænk 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 putiŋ
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 inglis, 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 længwidʒ 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.”
læygwidʒ wi: ə:l sou intristid 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
aus̄ pri: jʌy frendz h̄v kʌm t̄ ðeə ti:tʃəz
 house again to learn English. They have been working
haus̄ ə'gein t̄ lə:n ɪŋglɪʃ. ðei h̄v bi:n wɔ:kiŋ
 at their studies for an hour and are now having a cup
ət ðeə stʌdɪz f̄r ən aus̄ ənd a: nau h̄əvɪŋ ə kʌp
 of coffee.
əv kɔ:fɪ.

Brown: "Mr. Miller, this evening when I was walking
braun: "mɪstə milə, ðis i:vniŋ hwen ai wəz wɔ:kiŋ
 home from work, I thought of the idea you told us
houm frəm wə:k, ai þɔ:t əv ði aɪ'dɪə ju: tould əs
 about the other evening, to speak nothing but English
ə'baʊt ði ʌðə i:vniŋ, t̄ə spi:k nʌþɪŋ bʌt ɪŋglɪʃ
 when we are together. I said to myself that when
hwen wi: a: t̄ə'geðə. ai sed t̄ə mai'self ðət hwen
 the four of us have talked English for some time, it
ðə fɔ:r əv əs h̄v tɔ:kt ɪŋglɪʃ f̄ə sʌm taim, it
 would be a good thing to try to talk to some English
wud bi: ə gud þɪŋ t̄ə trai t̄ə tɔ:k t̄ə sʌm ɪŋglɪʃ
 people. 'But where do you find English people to talk
pi:pl. 'bʌt h̄wəz du: ju: faind ɪŋglɪʃ pi:pl t̄ə tɔ:k
 to?' I asked myself. I couldn't think of an answer to
tu? ai a:skt mai'self. ai kudnt þɪŋk əv ən a:nsə t̄ə

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 ðeə 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
mista milə: "ai þiŋk it wud bi: ə veri gud ai'diə if
you could all make a trip to England together." Storm:
ju: kud ɔ:l meik ə trip tu ɪngland tə'gedə." stɔ:m:

"I have another question to ask you, Mr. Miller. Do you
"ai hæv ə'nʌðə kwestʃən tu a:sk ju:, mistə 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'kɔz ju: hæv bi:n ðeə sou meni taimz ɔ:l'redi?"

Mr. Miller: "Perhaps, and perhaps not. I shall have
mista 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 ðεər a: fju: pleisiz hwεər 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 sevrl*

years since I was there last time, and since then many *jiəz sins ai wəz ðεə la:st taim, ənd sins ðen meni*

things have changed, that is, they are not the same *biŋz həv tʃeindʒd, ðæt iz, ðei a: nɔt ðə seim*

now as they were then. You know that most people *nau əz ðei wə: ðen. ju: nou ðæt moust pi:pl*

think that the English are very conservative, that is, *biŋk ðæt 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 *nɔt glæd tə tʃeindʒ biŋz. ai du: nɔt biŋk ðæt pi:pl*

are right in this. The English of to-day are not the *a: rait in ðis. ði ɪnglis əv tə'dei a: nɔt ðə*

same as the English of some years ago, so there will *seim əz ði ɪnglis əv sʌm jiəz ə'gou, sou ðεə 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 ðæt əv ɔ:l ðə fɔ:rin kʌntriz*

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



world

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 nɪər ə leik. bʌt it wud bi: ə gud þiŋ tə
try something new this year. Of all foreign countries
trai səmbiŋ 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
mɪlə. if wi: meik ðə trip, wi: mʌst vizit ðə britif
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 ɡreitist mju'ziəmz, nɔ:t 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 pikʃər əv ðə
museum, and I know that inside it there are so many
mju'ziəm, ənd ai nou ðæt 'in'said it ðeər a: sou meni
things which we must see. I should like to spend
þiŋz hwits wi: mʌst si:. ai ʃud laik tə spend
several auəz 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:lwəz
 lived there when I have been in London. It is a good
 livd ðəə 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, and tʃi:p, tu:, sou if wi: gou, ai piȳk wi: wil liv
 there as long as we are in London. Then you can
 ðəə 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. ðəər 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
 sʌm 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 hou'l dei ɔn ðə rivə temz in sʌmə





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 dʒəst 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
dʒəst 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: wənts 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 bȝi tə bi: ət ə fa:m in ðə kȝantri;
 he can play outside in the sun all day, and we shall
hi: kȝan plei 'aut'said in ðə sȝan 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 iȝglənd
 again with these young men.” Storm: “We are glad
ə'gein wið ði:z jȝay men.” stɔ:m: “wi: a: glæd
 to hear that. Well, boys, it's time to go home, I think.
tə hiȝ ðæt. wel, bȝiz, 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

The next time the young men were together to study
 ðə nekst taim ðə jʌŋ men wə: tə'gedə tə stʌdi
 English, they had much to talk about. All of them had
 iŋglɪʃ, ðei hæd mʌts tə tɔ:k ə'baut. ɔ:l əv ðəm hæd
 been thinking about the trip and making plans. They
 bi:n ɔɪykɪŋ 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 mʌts intrɪstɪd in ðə plænz,
 but thought that the young men would not be able to
 bʌt þɔ:t ðət ðə jʌŋ men wud nɔ:t 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 smaɪld
 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 nɔ:t bi: eibl tə meik it. "Wel, wɔ:t ənd
 see,' I tell him," Storm said, smiling; "when we start
 si:, ai tel him," stɔ:m sed, smailiy; "hwen wi: sta:t

start = begin

on our trip, and you must stay at home because you
on 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 þɪŋk ðət hwen hi: si:z əs sta:t ən aʊə trip nekst

summer, you will have him as a pupil in the autumn,
sʌmə, ju: wil hæv him əz ə pju:pl in ði ɔ:təm,

Mr. Miller!"

mɪstə milə!"

Mr. Miller was very glad to hear that his three pupils
mɪstə milə wəz veri glæd tə hi: ðət hiz þri: 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 bi'fɔ: ðə

summer-holidays. When we make our plans and talk
sʌməhɔ:lidiz. hwen wi: meik aʊə plænz ənd tɔ:k

about all the things that we are going to do, you will
ə'baut ə:l ðə þɪŋz 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 ən ðə

trip. So the more we talk about it, the better you
trip. sou ðə mɔ: wi: tɔ:k ə'baut it, ðə betə ju:

will be able to make yourselves understood on the trip
wil bi: eibl tə meik jɔ:'selvz əndə'stud ən ðə trip

itself," said Mr. Miller. "First we must decide when
it'self," sed mɪstə milə. "fə:st wi: mʌst di'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 pa:t əv it jɔ:-
selves."
'selvz.'

"That depends upon how long our holidays are," said
"ðæt di'pendz ə'þɔn 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 jiə fə mai nju:
firm, you know. It all depends upon the manager of
fə:m, ju: nou. it ɔ:l di'pendz ə'þɔn 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 þiŋk hi: wil giv mi: hwen hi: hiəz
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'mɔrəu 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.
 ðət 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: məst 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 mənþs wil bi: best. dʒu:n iz ɔ:fn

a lovely month in England, a very beautiful month,
 ə ləvli mənþ in iŋglənd, ə veri bju:təfʊl mənþ,

lovely = beautiful

but you can never be sure that the weather will be
 bʌt ju: kən nevə bi: suə ðæt ðə wedə wil bi:

good. July is often a very dry month; it is the month
 gud. dʒu'lai iz ɔ:fn ə veri drai mənþ; it iz ðə mənþ

that has the least rain. I was there for four weeks
 ðæt hæz ðə li:st rein. ai wəz ðəə fə fɔ: wi:ks

in July once and had only half an hour's rain, but then
 in dʒu'lai wəns ənd hæd əunli ha:f ən auəz rein, bʌt ðən

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.
 mənþ. ai əm suə ðæt dʒu'lai wud bi: ðə best mənþ.



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
həlidiz 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 ɪnglis̩ futbɔ:l. du:
you think there will be any football in July?” “No,
ju: piyk ðət wil bi: eni futbɔ:l in dʒu'lai?” “nou,
you will not see any football if we go in July; the
ju: wil nɔt si: eni futbɔ:l if wi: gou in dʒu'lai; ðə
football season does not begin until September. Perhaps
futbɔ: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. ðər iz
often very much rain in September, and the evenings
ɔ:fn veri mʌtʃ rein in səp'tembə, ənd ði i:vniyz
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 d'i:said ə'pɔ:n dʒu'lai əz ðə

best month to go in; then it depends upon whether
 best mʌnþ tə gou in; ðen it di'pendz ə'pɔ:n 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 əs 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 ɡɔ:t 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

Let me see some books, please = be kind enough to let me see some books!

order = ask for

I will talk to you about what to say when you go *ai wil tɔ:k tə ju: ə'baut hwɔ:t tə sei hwɛn ju: gou* into a shop to buy something that you need. What *intu ə sɔ:p tə bai səmphiŋ ðə:t ju: ni:d. hwɔ:t* do you say when you want to buy a book, Wood?" *du: ju: sei hwɛn 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 *mɪstə milə: "jes, ju: kud sei ðæ:t. bʌt ju: kud* have put in a word which the English use very much, *həv put in ə wə:d hwɪts ði iŋglɪʃ ju:z veri mæts,* that is 'please'. Very often, you need only give the *ðæ:t 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. ðæ:t iz i'nʌf. bʌt dount fə'get ðə wə:d* 'please' when you want to ask for something. Now *'pli:z' hwɛn ju: wɔ:nt tu a:sk fə səmphiŋ. nau*

let mi: hiə ju: bai sɪnɪmə tɪkɪts fər ʌs, braun!"

Brown: "Four tickets for eight o'clock, please!" *braun: "fɔ: tɪkɪts fər eɪt ə'klɒk, pli:z!"*

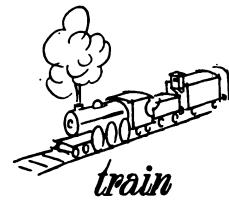
"Right! And will you call the waiter and order our *"rait! ənd wil ju: kɔ:l ðə weɪtə ənd ɔ:da aʊə*

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 ləndən. 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 lənd. hwən wi:
 travel by land, we shall go in a train, and on the part
trævl bai lənd, 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 hwən 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:nəd.

"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 lɔ:y 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.

milə a:skt ðə bɔiz ɔn ðeə nekst i:ŋglis i:vniŋ.

“Oh yes, we have made many, and we have something

“ou jes, wi: hæv meid meni, ənd wi: hæv sʌmþiŋ

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 holidiz ðis sʌmə. wi: hæv bi:n

thinking of how much the trip will cost, and we have

þiŋkiŋ 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'baut 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 ʌs ə'baut 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'baut fifti:n paundz fær i:tʃ. hæv

you got so much money?"

ju: g̩t sou m̩ts m̩ni?"

Wood: "Fifteen pounds! That is much. I haven't got
wud: "fifti:n paundz! ðæt iz m̩ts. ai h̩vnt g̩t

so much money." Brown: "I think we shall all have
sou m̩ts m̩ni." braun: "ai þiyk wi: ðæl ɔ:l h̩v

to try to earn some extra money, for we have very
to trai tu ɔ:n s̩m ekstrə 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: "hwen ai spouk t̩ ðə m̩enidʒə at ði 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 ðə f̩:m wud bi: glæd t̩ h̩v ə jʌŋ mæn

in the office who knew something about the English
in ði ɔ:fis hu: nju: s̩ampiy ə'baut ði iŋgl̩f̩

and England. He said that such a man would always
ənd iŋgl̩nd. hi: sed ðæt s̩ats ə mæn 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 ənd-

stand that the firm would give me some of the money
'stænd ðæt ðə f̩:m wud giv mi: s̩am əv ðə m̩ni

for the trip. So I do not think that I shall need to
f̩r ðæt trip. sou ai du: nɔt þiyk ðæt ai ðæl ni:d tu

earn extra money for the trip."

ə:n ekstrə m̩ni f̩r ðæt 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: sʌmpbiŋ 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 ñɒp, 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: hæwt ju: þiŋk əv it. pə'hæps you know that some book-shops have a library. There ju: nou ðət səm bukʃɒps hæv ə laibrəri. ðəər 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 kænɔ:t ə'fɔ:d tə bai meni buks, bi'kɔ:z ðə præsɪz are so high. But at a library, they can borrow books a: sou hai. bʌt ət ə laibrəri, ðei kən bɔ:rou 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'geɪn. ət ðə bæk əv ðə ñɒp 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 see what books they want to borrow. In this way, many people who cannot afford to buy the books they would like to read, can get all the books they want without paying very much, but we should get some money out of it. Besides, when people come in to borrow books, they would also see all the other things we have in the shop, so that perhaps we could sell them some of these things, too. There are four other book-shops in our street; but this idea has not been tried by any of them. And it would be a good thing for us to be the first shop to take it up."

for as to bi: ðə fo:st ʃɔ:p tə teik it ʌp."

Mr. Miller: "That is a very good idea! I am sure that it will be a good thing for your shop. And you would



The idea has not been tried by them = they have not tried the idea.

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 sɔ: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 sɔ: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:lwəz nouz ðə rait þiŋ tə du: tə sel mɔ:.

The managers of the other shops in our street are not
ðə mænidʒəz əv ði ʌðə ʃɔps 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 ʃɔps a: ɔ:lmoust
 empty, our shop is almost full of customers, and we are
emti, auə ʃɔp iz ɔ:lmoust ful əv kʌstəməz, ənd wi: a:
 always busy all day. Sometimes we are so busy that
ɔ:lkəz bizi ɔ:l dei. sʌmtaimz wi: a: sou bizi ðət
 we cannot find time to have our lunch, because there
wi: kænɔt faind taim tə hæv auə lʌnʃ, bi'kɔz ðeər
 are customers coming in all the time so that our shop
a: kʌstəməz kʌmɪŋ in ɔ:l ðə taim sou ðət auə ʃɔp
 is never empty. I hope I shall be just as clever a
iz never emti. ai houp ai sel 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 þiŋz 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 þiŋ 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. hwət 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 əðə wə:k ən ði i:vniyz.

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
bərou it, bi'kɔz mai sələri iz nət veri hai, ənd it

would be difficult for me when the money had to be
wud bi: difikəlt fə mi: hwen ðə məni həd 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 həvnt

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: kən 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: gouiŋ tə spend ðə mʌni ɔ:n." 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 ai'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 ə:l'redi weitiŋ wið ðə kɔ:fɪ. nekst taim wi: ʃəl
 is already waiting with the coffee. Next time we shall
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
hɔt 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, þæyk ju: veri mətʃ,"
the young men answered.
ðə jʌŋ men a:nəsəd.

Brown: "Hot coffee is a very good thing on a cold
braun: "hɔt kɔfi iz ə veri gud þiŋ ɔn ə kould
night, and we should all like very much to speak English
nait, ənd wi: sud ɔ:l laik veri mətʃ tə spi:k iŋglis
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: hæzbənd ðət ju: spi:k iŋglis wel, ənd ðət
you like that language as much as we do." Mrs. Miller:
ju: laik ðət læygwidʒ əz mətʃ əz wi: du:." misiz milə:
"Yes, my husband and I like English so well that we
"jes, mai hæzbənd ənd ai laik iŋglis sou wel ðət wi:
often use it when we are alone together."
ɔ:fn ju:z it hwen wi: a: ə'loun tə'geðə."

WORDS:
earn
extra
office
use
library

EXERCISE A.

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: mʌst hæv sʌmþɪŋ 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 þa: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'dɪə 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 əndə'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 fəə 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 didn't 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 hædn't

I think of going
= I think to go

the courage; I was afraid of asking him. Once I tried
 ðə kʌrɪdʒ; aɪ wəz ə'freid əv a:skɪŋ him. wʌns aɪ traɪd

afraid of asking =
 afraid to ask

to take courage and had even got as far as the door,
 tə teɪk kʌrɪdʒ ənd həd i:vən ɡɒt 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
 hɪz ɔ:fɪs, ənd aɪ hæd tə weɪt ə'geɪn. bʌt leɪtər in ðə

day he called me in, as there was something he wanted
 dei hi: kɔ:ld mi: in, əz ðəə wəz sʌmpɪŋ hi: wɔ:ntɪd

to speak to me about. He had been watching my work
 tə spi:k tə mi: ə'baut. hi: hæd bi:n wɔ:tʃɪŋ mai wə:k

for some time, he said, to see how I did it. He had
 fə səm taim, hi: sed, tə si: hau aɪ did it. hi: hæd

been watching that of some of the others, too, and
 bi:n wɔ:tʃɪŋ ðæt əv səm əv ði ʌðəz, tu:, ənd

although I was a new man there, he thought that I
 ɔ:lðou aɪ wəz ə nju: mæn ðəə, hi: þɔ:t ðæt aɪ

did my work best. I am going to work for him as his
 dɪd mai wə:k best. aɪ əm ɡoɪŋ tə wə:k fə him əz hɪz

secretary, because, he said, he was getting older now,
 sekrətri, bɪ'kɔ:z, hi: sed, hi: wəz ɡetɪŋ ouldə nau,

and he needed a young man to remember all the things
 ənd hi: ni:did ə jʌŋ mæn tə rɪ'membə ɔ:l ðə þɪz

that he forgot himself. 'I need a man,' he said, 'with
 ðæt hi: fə'gɔ:t him'self. 'aɪ ni:d ə mæn,' hi: sed, 'wɪd

a good head, who can look after all the small things in
 ə gʊd hed, hu: kən luk a:ftər ɔ:l ðə smɔ:l þɪz ɪn

to watch = to
 look at

that of some of
 the others = the
 work of some of
 the others

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, nou ðæt ðæs wil bi: nou ni:d fə mi: tə
think of them, a man who can write my letters, and
þɪŋk əv ðəm, ə mæn hu: kən rait mai letəz, ənd
who is not afraid of a little extra work now and then.
hu: iz nɔt ə'freid əv ə litl ekstrə wə:k nau ənd ðen.
And you are not afraid of that, I know. How would
ənd ju: a: nɔt ə'freid əv ðæt, ai nou. hau woud
you like to become my secretary?" "I should like
ju: laik tə bɪ'kʌm mai sekrətri?" "ai fud laik
nothing better," I answered. "Well, I shall be glad to
nʌþɪŋ betə, ai a:nɔd. "wel, ai fəl bi: glæd tə
have you do this work — oh, and I almost forgot to
hæv ju: du: ðis wə:k — ou, ənd ai ɔ:lmoust fə'gɔt tə
tell you, that now you have become my secretary you
tel ju:, ðæt 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 raiz. ju: wil
need the money for your trip, I think." I thanked him,
ni:d ðə mʌni fə jɔ: trip, ai þɪŋk. "ai þeykt him,
but I did not tell him that I had been trying all the
bʌt ai did nɔt tel him ðæt ai hæd 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."
raiz."

Mr. Miller: "I could see that you all had good news,
mɪstə milə: "ai kud si: ðət ju: ɔ:l hæd ɡud 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 ʃɔ: holidiz?"

Storm: "I can have mine when I want them. Shall
sts:m: "ai kən hæv main hwən ai wənt ðəm. ʃəl

we try to make the trip during the first fortnight of
wi: traɪ tə meik ðə trip dʒuəriy ðə fə:st fɔ:tナɪt əv

July? How does that time suit you?"
dʒu'lai? hau dəz ðət taim sju:t ju:?"

Mr. Miller: "It suits me well enough, but the question
mɪstə 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'kɔz mai holidiz a: lɔ:ygə ðən ðeəz.

When do you think you can have yours, Wood?" "That
hwən du: ju: piyk ju: kən hæv ʃɔ:z, wud?" "ðət

time suits me very well. July is a quiet month at
taim sju:ts mi: veri wel. dʒu'lai ɪs ə kwiət mʌnθ ət

our office. Most of the people with whom we do
auər ɔ:fi. məʊst əv ðə pi:pl wi: m wi: du:

business are away on their holidays, so we also have
biznis a:r ə'wei ən ðəə holidiz, sou wi: ɔ:l sou hæv

ours in July. How about yours, Brown?" "I am
auəz in dʒu'lai. hau ə'baut ʃɔ: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, bɪ'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
tə'morrou. 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:tñait 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,
hɔlidiz 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: difikalt." mistə milə: "wel,
that is decided, then."
ðət iz d'i:saidid, ðen."

Some days later, Brown was able to bring the good
sam deis leitə, braun wəz eibl tə briy ðə gud
 news that the young lady whose holidays were during
nju:z ðət ðə jʌy leidi hu:z holidiz wə: djuəriy
 the first fortnight of July, was willing to exchange
ðə fə:st fɔ:tñait əv dʒu'lai, wəz wiliy tu iks'tseindʒ
 holidays with him, although his were a whole month
holidiz wið him, ɔ:lðou 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: plænz 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 ðəsə holidiz ət
 one and the same time, the young men became still
wʌn ənd ðə seim taim, ðə jʌy men bi'keim stil
 more interested in their studies. Every time they had
mɔ:r intristid in ðəsə stʌdiz. 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 ðəsə kʌmij trip. mɪstə milə tould ðəm
 about the things he had seen in England, and they
ə'baut ðə pi:js hi: hæd si:n in ɪnglənd, ənd ðei
 read about England in books and newspapers. Some-
red ə'baut ɪnglənd in buks ənd nju:spərəz. sam-

is willing to = is
glad to

a chance of being
together =
a chance to be together



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 not i:zi fɔ:
them; although they could understand something, most
ðəm; ɔ:lðou ðei kud əndə'stænd sampij, moust
of it was too difficult, and Mr. Miller often had to
əv it wəz tu: difikəlt, ənd mistə 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' briyz
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,
læŋgwɪdʒ tə bi: eibl tə get meni aɪ'diəz fə his laibrəri,
so that his manager began to think that he must be
sou ðət his mænidʒə bɪ'gæn tə piyk ðət hi: mʌst bi:
a very clever man who had studied much about modern
ɔ veri klevə mæn hu: hæd stʌdɪd mæts ə'baut mɔdən
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:z drai ould buks", əz hi: kɔ:ld* them. They never used a word of any language but *ðəm. ðei nəvə ju:zd ə wə:d ər eni længwidʒ bət* 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 þiŋ, ənd hwen ðə mənþ ər dʒu'lai keim ət* last, the young men had become very good at English *la:st, ðə jʌŋ men həd bi'kʌm veri gud ət iŋglis* and were able to say almost everything. *ənd wɔ:r eibl tə sei ɔ:lmoʊst evrɪþiŋ.*

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? ...

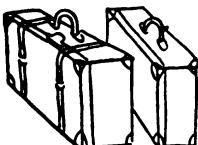
EXERCISE C.

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

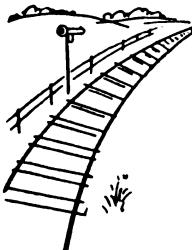
Mr. Miller get a new pupil next winter? Answer ... Question ...? They will have to do much work so that they can speak English well enough when they go to England. Why would they like to visit the British Museum when they get to England? Answer ... Question ...? Mr. Miller would like to go to England 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

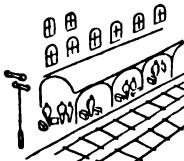


luggage

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
æt leyþ ðə dei hæz kʌm hwen ðə ti:tʃər ənd his
 three pupils start on their trip to England. The time
þri: þju:plz sta:t ən ðə trip tu ɪnglənd. ðə taim
 has gone too slowly for them, but at length the day
hæz ɡɒn tu: slouli fɔ: ðəm, bʌt æt leyþ ðə dei
 has come. Brown has been packing his luggage all
hæz kʌm. braʊn hæz bi:n pækɪŋ his lʌgɪdʒ ɔ:l
 the morning, but now his mother comes into his room,
ðə mɔ:nɪŋ, bʌt nau hɪz mʌðə kʌms ɪntə hɪz ru:m,
 saying, "You must finish packing your luggage at once.
seɪɪŋ, "ju: mʌst finɪʃ pækɪŋ jɔ: lʌgɪdʒ ət wʌns.
 You will have to be at the railway station in half an
ju: wil hæv tə bi: ət ðə reɪlweɪ stəɪʃən ɪn 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 kʌm 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 a: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
fair minits leitə ðei wə:r ɔn ðəsə wei tə ðə

railway station in a taxi. Brown was nervous. “It is
reilwei steifən in ə tæksi. braun wəs 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: ʌðəs wə:r

already there, waiting. “Oh, there you are, Brown,
ɔ:l'redi ðəsə, weitiy. “ou, ðəsə 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, drouvə, drivn*].

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 **nervously**.

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: wil həv
a good time in England.”
ə gud taim in iŋglənd.”

Wood's sister had also come along with her brother to
wudz sistə həd ɔ: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
a: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: jʌŋ mən
shouted a hurrah as loud as they could. “I never knew
fautid ə hu'ra: əz laud əz ðei kud. “ai nevə nju:
you could shout as loud as that,” Mr. Miller said
ju: kud faut əz laud əz ðæt,” mistə 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 ɔn 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 sɔŋz.” wud: “du: ju: nou ðə sɔŋ əv

'The Emperor Napoleon and his ten thousand men?'
'di emperə nə'pouljən ənd his ten þauzənd 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 ðeər vɔɪsɪz, sou laud ðət ɔ:lmoʊst

everybody in the carriage could hear them. Then,
erribɔdi ɪn ðə kærɪdʒ kud hɪə ðəm. ðen.

after some time, they began talking together. The
a:fta sam taim, ðei bɪ:gən tɔ:kiŋ tə'geðə. ðə

train in which they were travelling was a very fast
treɪn ɪn h्रwɪts ðei wə: trævliŋ wəz ə veri fa:st

one with modern carriages.
wʌn wið mɔdən kærɪdʒɪz.

Mr. Miller: "We are going at a very high speed now,
mista milə: "wi: a: gouiy ət ə veri hai spi:d nau,

I should think seventy miles (a hundred and ten
ai sud þiŋk əvnti 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: "həv ju: ɡət ə sigə-

rette, Storm? I should like to smoke one now." Storm:
'ret, stɔ:m? ai sud 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 həv nou mætʃɪz.



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 nət 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 *ta'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 ðəndə-*

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 *fo: 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
gouiy 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: fə. it veri

often rains over there, and in winter they sometimes
ɔ:fn reinz ouvə ðəs, 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, ðər iz sʌts ə fɔ:g ðət ju: kænɔ:t si: jɔ:

hand before you. And a London fog is not white or
hænd bɪ'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
stɔ:m: “hwɔ:t ðəz 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
stɔ:m: “hu'rə:, 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."
lʌns 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 lʌns 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.

EXERCISE B.

WORDS:
at length
pack
finish
luggage
railway
station
rather
driver
drive
drove
driven
fast
slow
nervous
arrive

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

As soon as our three young friends and their teacher
əz su:n əz aʊə bri: jʌy frendz ənd. ðəə ti:tʃə
 had got on board the steamer which was to take them
həd gət ən bɔ:d ðə sti:mə hwɪts wəz tə teik ðəm
 to England, they went down to their cabin with their
tu iŋglənd, ðei wənt daun tə ðəə kæbin wið ðəə
 luggage. They had got a cabin for four in the third
lægɪdʒ. ðei həd gət ə kæbin fər fɔ: in ðə bɔ:d
 class, so that they were going to have it all to them-
kla:s, sou ðət ðei wə: gouiŋ tə həv it ɔ:l tə ðəm-
 selves. When they came up on deck again, they went to
'selvz. hwen ðei keim ʌp ən dek ə'gein, ðei wənt tə
 look at people waving their handkerchiefs and shouting
luk ət pi:pl weivɪŋ ðəə hæykətʃɪfs ənd fəutɪŋ
 good-bye to their friends. Storm: "Now the steamer
gud'bai tə ðəə frendz. stɔ:m: "nau ðə sti:mə
 has begun to sail."
həz bi'gən tə seil."

waving their
handkerchiefs =
who were
waving their
handkerchiefs

It **blows**, it **blew**,
it has **blown**
[blouz, blu:, bloun].

Mr. Miller: "The weather is not so fine; there is a strong
mistə milə: "ðə weðər iz nət sou fain; ðəər iz ə strɔy
 wind blowing now. It is strong enough to blow our
wind blouiŋ nau. it iz strɔy i'nʌf tə blou aʊə
 hats into the water, so I think we should go down before
həts intə ðə wɔ:tə, sou ai þɪŋk wi: sud gou daun bi:fɔ:r

it is too late, and have our lunch with a cup of strong
it iz tu: leit, and haev auə ləns wið ə kəp əv strɔy

tea. With such a strong wind blowing, it is very possible
ti: wið səts ə strɔy wind blouiy, it iz veri pɔsəbl
 that we shall be seasick before we get to England. And
ðət wi: fəl bi: si:sik bi'fɔ: wi: get tu iyglənd. and

from other trips I have made by steamer, I know that
frəm ʌðə trips ai həv mcid bai sti:mə, ai nou ðət

it is better to have eaten something and had something
it iz betə tə həv i:tn səmphiy ənd həd səmphiy

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 þiyk it iz pɔsəbl fə mi: tə get
 seasick. I have been on the sea many times, and I never
si:sik. ai həv bi:n ən ðə si: meni taimz, ənd ai nevə
 was seasick, so I do not think I shall get seasick this
wɔz si:sik, sou ai du: nɔt þiyk ai fəl get si:sik ðis
 time. But I must say that the wind is very strong,
taim. bat ai məst sei ðət ðə wind iz veri strɔy,
 and the waves of the sea are very big.”
ənd ðə weivz əv ðə si: a: veri big.”

Wood: “Oh, that is nothing to speak of. Wait until
wud: “ou, ðət iz nʌphiy tə spi:k əv. 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: gouiy 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 st ð 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 ïnglænd, mistə milə?" mistə
Miller: "It is difficult to say which is the most important.
milə: "it iz difikælt tæ sci hwits iz ðæ moust im'pɔ:tænt.
There are many different routes, and I have tried
ðær a: meni difrænt ru:ts, ænd a:i hæv træid
several of them. I think the three most important are:
sevrəl æv ðæm. a:i þɪŋk ðæ þri: moust im'pɔ:tænt a: :
Esbjerg-Harwich, The Hook of Holland-Harwich, and
ezbjɔ:g-hæridʒ, ðæ huk æv hɔlənd-hæridʒ, ænd
Calais-Dover. The Esbjerg-Harwich route is used
kælei-douwə. ði ezbjɔ:g-hæridʒ ru:t is ju:zd
especially by travellers coming from the north of
is'pəsəli bai trævləz kəmɪŋ fræm ðæ nɔ:þ æv
Europe. It is a very long route. Travellers coming
juərəp. it iz a veri lɔy ru:t. trævləz kəmɪŋ
from Central Europe, from Germany, for example, go
fræm sentral juərəp, fræm dʒə:məni, fər ig'sa:mpl, gou
via The Hook of Holland-Harwich. The shortest one
vaiə ðæ huk æv hɔlənd-hæridʒ. ðæ fɔ: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: ðæn
an hour and a quarter to get to England by that route.
æn auər ænd a kwɔ:tə tæ get tu ïnglænd bai ðæt ru:t.

Perhaps you think that there is no time to get seasick
pə'hæps ju: þɪŋk ðæt ðeər ɪs nou taim tə get si:sik
 on that route, but the trip is sometimes an hour and
ən ðæt ru:t, bʌt ðə trip ɪz sʌmtaimz ən aʊər ənd
 a quarter too long when the wind is blowing hard.
ə kwɔ:tər tu: lɔy hwen ðə wind ɪz blouɪŋ ha:d.
 Especially travellers from the south of Europe go
ɪ'spefəli trævləz frəm ðə saʊf 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: nət sou mʌts ju:zd əz ði:z þri:."

While they were eating and talking, the steamer got
hwail ðei wə:r i:tiŋ ənd tɔ:kiŋ, ðə sti:mə gou
 far out from land, and here the wind was blowing
fa:r aut frəm lænd, ənd hɪə ðə wind was blouɪŋ
 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
ɪ'spefəli 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.
sts:om: "jes, ai þyk sam fref əʊ wud du: mi: gd.

The air is very hot down here, isn't it?" Wood: "I think
ði ər iz veri hot daun hiə, iznt it?" wud: "ai þyk

I will go out into the air with you. I like fresh air
ai wil gou aut intə ði əʊ 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 hot ru:m fə sam taim." ðei

went up on deck very quickly.
went ʌp ən dek veri kwikli.

It is impossible =
it cannot be done.
impossible = not
possible

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 ə:l ən

the deck of the steamer, looking at the land which
ðə dek ər ðə sti:mə, lukɪŋ ət ðə lænd hwɪtʃ

they can see.
ðei kən si:.

Storm: "I thought it impossible for me to get seasick.
sts:om: "ai þɔ:t it im'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 ə:l

right again." Brown, smiling: "Nothing is impossible
raɪt ə'geɪn." braun, smailij: "nʌðɪŋ ɪz im'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.
səmpfiy 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:lwa:s briy ə bɔks əv fifti

cigars along for him." Wood: "Why don't you buy
sɪ'ga:s ə'lɔŋ fɔ: him." wud: "hwaɪ dount ju: bai

the box of cigars in London?" Mr. Miller: "Because
ðə bɔks əv sɪ'ga:s in ləndən?" mistə milə: "bi'kɔ:s

cigars are very expensive in England. You can get
sɪ'ga:s ə: veri iks'pensiv in iŋglənd. ju: kən get

a cigar for a shilling, but then it is not very good;
ə sɪ'ga: fər ə ſiliy, bʌt ðen 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: ſiliy.

Now, a person must not take more than twenty-five (25)
nau, ə pə:su məst nɔ:t teik mɔ: ðən twenti'faiv

cigars with him through the Customs into England.
sɪ'ga:s 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:s frəm auə kʌntri wud bi: tu: iks'pensiv



box

expensive = dear

one [wʌn]
 two [tu:]
 three [bri:]
 four [fɔ:]
 five [feɪv]
 six [siks]
 seven [ſevn]
 eight [eɪt]
 nine [nain]
 ten [ten]
 eleven [ɪ'lɛvn]
 twelve [twelv]
 thirteen [θɜ:ti:n]
 fourteen [fɔ:ti:n]
 fifteen [fɪfti: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 ɔ:nti'fai ɔ:lɔ:z ɔ:lɔ:z; fifti ɔv
them are for my friend, and twenty-five are for myself,
ðəm a: fə mai frend, ɔnd twenti'fai a: fə mai'self,
for the two weeks we are going to stay in England.
fə ðə tu: wi:ks wi: a: gouiŋ tə stei in iyglənd.

Now I will give each of you twenty cigars to take
nau ai ɔ:il ɔ:iv i:ts ɔv ju: twenti si'ga:z tə tcik
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."
si'ga:z jɔ:'selvz, ɔz ju: ounli smouk sigə'rets."

Wood: "I am not sure what is meant by the words duty
wud: "ai əm not suə hwət is ment bai ðə wə:dz dju:ti
and Customs." Mr. Miller: "When you want to take
ənd kʌstəmz." mistə milə: "hwen ju: wɔnt tə teik
things like cigars or silk stockings into a foreign
þi:z laik si'ga:z ɔ: silk stɔ:kiz intu ə forin
country, you have to pay some money before they will
kʌntri, ju: hæv tə pei sam mani bi:f: ðei wil
let you take them with you. That is called to pay duty.
let ju: teik ðəm wið ju:. ðæt iz kɔ:ld tə pei dju:ti.

The place or the office where the duty is paid by the
ðə pleis ɔ: ði ɔ:fi:s hwæs ðə dju:ti iz peid bai ðə
travellers is called the custom-house. You will under-
trævləz iz 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
gouiy þru: ə kʌstəmhaʊs ɔ: 'gouiy þru: ðə
Customs' as it is called. That is easy to understand,
kʌstəmz əz it is 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 ɪə: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 bi'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 ɪŋglɪs tu i:tʃ
 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." *mɪstə 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
əðei sed. ai kən tel ju: ðət ði:z pɔ:təz ə: nɔt
 very good at speaking English. Their English is bad;
veri gud ət spi:kɪŋ ɪŋglɪs. ðeər ɪŋglɪs ɪz bæd;
 that is why you did not understand them. An
ðət ɪz hwai ju: did nɔt ʌndə'stænd ðəm. ən

Englishman who speaks his language well, you would
iŋglismən 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 þiŋk ðət ðə veri best þiŋ fə

you to do would be to sleep a little in the train."
ju: tə du: wud bi: tə shi:p ə litl in ðə trein."

Wood: "No, I am already feeling much better."

wud: "nou, ai əm ɔ:l'redi fi:liŋ məts betə."

They were all glad to get ashore from the steamer.

ðei wə:r ɔ:l glæd tə get ə'ʃɔ: frəm ðə 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:nsəd ðət fə:st ðei wud hæv tə

go to the custom-house to get their luggage through
you tə ðə kʌstəmhaʊs tə get ðəs lʌgɪdʒ þru:

the Customs. When they got to the custom-house, they
ðə kʌstəmz. hwen ðei gɔ:t tə ðə kʌstəmhaʊs, ðei

were asked, "Have you anything to declare?" and at
wə:r a:skt, "hæv ju: eniþiŋ tə dɪklə?" ənd ət

the same time they were shown a list of things on
ðə seim taim ðei wə: foun ə list əv þiŋz ən

which duty must be paid. Brown: "Mr. Miller, what
hwitʃ dju:ti məst bi: peid. braun: "mɪstə milə, hwɔ:t

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 'dɪ'kleər' mi:n?" mistə milə: "it mi:nz
to tell whether you have anything to pay duty on, and
tə tel hwəðə ju: hæv eniþij tə þei 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 þijs ən hwits
duty must be paid." All four: "We have nothing to
dju:ti məst bi: peid." ɔ:l fɔ::: "wi: hæv nəþij tə
declare." "All right, then you may go through."
dɪ'kleər." "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." "hæðər
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 ɔ:dəd ru:ms fə fɔ: ət ə hou'tel in landən.

“Thank you, you may go through.”

“hækj 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:sɒ:t ɒfɪs, ðei went

to the train which was to take them to London. Wood:
əz ðə treɪn hwits wəz tə teɪk ðəm tə landən. wud:

“I do not think there is so much room in this train as
“ai du: nɒt þɪŋk ðeər ɪz sou mæts ru:m in ðɪs treɪn əz

in ours at home.” Mr. Miller: “No, you are right;
in aʊəz ət houm.” mistə milə: “nou, ju: ə: rait;

the English trains are narrower than those of most
di ɪŋglɪs treɪnz ə: nærəʊə ðən ðous əv moust

other countries.” Storm: “But they go very fast, much
əðə kʌntrɪz.” stɔ:m: “bʌt ðei gou veri fa:st, mʌtʃ

faster than ours at home.” Brown: “Yes, of all the
fa:stə ðən aʊəz ət houm.” braʊn: “jes, əv ɔ:l ðə

trains in Europe the English go fastest, I think. At
treɪnz in juərəp di ɪŋglɪs gou fa:stɪst, ai þɪŋk. ət

this speed we shall be in London in a short time.”
dis spi:d wɪ: ʃəl bi: in landən in ə ʃɔ:t taim.”

Wood: “That is fine, for the steamer went very
wud: “ðət ɪz fain, fə ðə sti:mrə went veri

slowly.”

sləʊli:.”

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 jiæz ə'gou, ai wæz kʌniŋ tu ɪnglænd.

Then the wind was the very strongest and the waves the very biggest I ever saw on a trip to England."

ðə veri bigist ai evə sə: ɔn ə trip tu ɪnglænd."

Storm: "What large fields of grass they have in this

country! And how many there are of them! Three

kʌntri! 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 səm əv ðəm."

Mr. Miller: "Yes, the English have large fields of grass

mistə milə: "jes, ði ɪnglis hæv la:dʒ fi:ldz əv gra:s

all over the country, and in many places there are sheep

ɔ:l ouvə ðə kʌntri, ənd in meni pleisiz ðeər a: fi:p

which live on the grass." Storm: "But what about corn?"

hæwɪf liv ɔn ðə gra:s." stɔ:m: "bʌt hæwɪt ə'baut kɔ:n?

The people in this country cannot live on the corn

ðə pi:pl in ðis kʌntri kænɔ:t liv ɔn ðə kɔ:n

they have in their fields. I have seen some fields

ðeɪ hæv in ðeə fi:ldz. ai hæv si:n səm fi:ldz

of corn from the train, but there cannot be enough for
əv kɔ:n frəm ðə træin, bʌt ðeə kænɔ:t bi: i'nʌf fə

45,000,000 people.”
fɔ:t'i'faiw miljən pi:pl.”

Mr. Miller: “When I was in England years ago, I think
mɪstə milə: “hwen ai wəz in ɪŋglənd jɪəz ə'gou, ai þiŋk

that nine fields out of ten had grass. There are now
ðət nain fi:ldz aut əv ten hæd gra:s. ðeər 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, ðeər iz nɔt i'nʌf kɔ:n fə fɔ:t'i'faiw miljən pi:pl.

The English get much of their corn from foreign
ði ɪŋglɪʃ get mʌts əv ðeə kɔ:n frəm fɔ:rɪn

countries. And not only corn, but butter, eggs, and
kʌntrɪz. ənd nɔt ounli kɔ:n, bʌt bʌtə, 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 aut əv ten wið gra:s?”

Mr. Miller: “For many years, much of the land was
mɪstə milə: “fə meni jɪəz, mʌts 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: nɔt

much interested in growing corn. They went out
mʌts 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 ðeər wə:r ət wʌn taim. ðen ðeər iz ə'nʌðə
 thing, too. From the year 1939 until the
 þiŋ, tu.: frəm ðə jiə nainti:n þə:ti'nain ʌn'til ðə
 year 1945, it was very difficult for England
 jiə nainti:n þə:ti'faiv, it wəz veri difikəlt fər ɪnglənd
 to get corn from other countries. It was important
 tə get kɔ:n frəm ʌðə kʌntriz. 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 not meik məts ju:s əv ðə tri:z in ðeə wudz.

From 1939 to 1945 it was impossible to get things from Sweden and Finland.

'pɒsəbl tə get þiːz frəm swiːdn ənd finlənd. in

those years the English had to make more use of their own trees.

ðəuz ðiːz ði iŋglis hæd tə meik mɔː juːs əv ðeər oun triːz. ai þiːk ðæt ði iŋglis aː mɔːr intristid

in shooting birds and other animals in their woods.”

in suːtɪŋ bə:dz ənd ʌðər ənɪməlz in ðeər wudz.”

Storm: “What do they shoot with? I don’t know that

stɔːm: “hweɪt duː ðei suːt wið? ai dount nou ðæt

word in English.” Mr. Miller: “It is called a gun. The

wə:d in iŋglis.” mistə milə: “it iz kɔːld ə gun. ði

English are also very interested in hunting foxes, but

iŋglis aːr ɔːlsou veri intristid in hʌntɪŋ fɔːksɪz, bʌt

they do not shoot the foxes with guns.”

ðei duː nɔːt suːt ðə fɔːksɪz wið gʌnz.”

Wood: “No, I have heard that rich English people like

wud: “nou, ai həv hə:d ðæt rɪts iŋglis piːpl laik

fox-hunting very much, and that they hunt the foxes

fɔːkshʌntɪŋ veri mʌts, ənd ðæt ðei hʌnt ðə fɔːksɪz

on horseback with hounds, as the dogs are called which

ɔːn hɔːsbæk wið haundz, əs ðə dɔːdz aː kɔːld hwɪts

they use for this. They ride on their horses after the

ðei juːz fə ðis. ðei raid ɔːn ðeər hɔːsɪz aːftə ðə

fox, and the hounds run after it, too. The fox tries

fɔːks, ənd ðə haundz ran aːftər it, tuː. ðə fɔːks traɪz



bird

He shoots, he shot, he has shot
[ʃuːts, 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 tə mi: ðət ðəər a: sou meni treinz

now. Every minute a train goes past us." Storm:
nau. evri minit ə trein gouz pa:st ʌs." stɔ:m:

"Yes, it seems that we are near London now." Mr.
"jes, it si:mz ðət wi: a: niə ləndən nau." mistə

Miller: "We are not only near London; we are in Greater
milə: "wi: a: nɔt ounli niə ləndən; wi: a:r in greitə

London." Brown: "I have never seen so many trains
ləndən." braun: "ai həv nevə si:n sou meni treinz

before. It seems as if there is no end to them. And
bi:fɔ:. it si:mz əz if ðəər iz nou end tə ðəm. and

all the trains which go in the opposite direction are
ɔ:l ðə treinz hwitʃ gou in di ɔpəzit di'rekʃən a:

so filled with people that many of them cannot find
sou fil'd wið pi:pl ðət meni əv ðəm kæn't faind

any seats and have to stand on their feet, but in the
eni si:ts ənd həv tə stænd ɔn ðəə fi:t, bʌt in ðə

trains going in the same direction as we go there are
treinz gouin in ðə seim di'rekʃən əz wi: gou ðəə a:

so few people that they are almost empty."
sou fju: pi:pl ðət ðei a:r ɔ:lmoʊst emti."

Mr. Miller: "Yes, and no wonder! The trains going
mistə milə: "jes, ənd nou wʌndə! ðə 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].

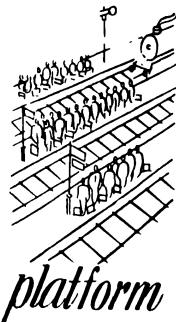
the trains going
 in the same direction = the trains
 which go in the
 same direction

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: gouɪŋ houm frəm wə:k. ri-

member it is past five o'clock now. At this time of
'membə ït ïz pə:st faɪv ə'klək nau. ət ðis taim əv

the day every one is leaving London, and no one is
ðə dei evri wʌn ïs li:vɪŋ ləndən, ənd nou wʌn ïs

going the opposite way. That is why all the trains
gouɪŋ ði ɔ:pəsit wei. ðæt ïs hwaɪ ɔ:l ðə treɪns

going up to London are almost empty."
gouɪŋ ʌp tə ləndən a:r ɔ:lmoʊst emtɪ."

A little later they arrived at one of the main stations
ə litl leɪtə ðei ə'raɪvd ət wʌn əv ðə mein steɪʃən

of London. It was a very large building. A great
əv ləndən. ït wəz ə veri la:dʒ bɪldɪŋ. ə greit

many people were standing on the platforms, waiting
meni pi:pl wə: stændɪŋ ən ðə plætʃ:ms, weɪtɪŋ

for their trains.

fə 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 ðɔ:'*

number, for I counted twenty-five (25)." *nʌmbə, fər ai kauntid twenti'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 ðər a: twenti'siks.'*

Mr. Miller: "Well, we know that there are between *mɪstə milə: "wel, wi: nou ðət ðər a: bɪ'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 ðər a: i'levn ə: twelv əv ðəm —*

have between twenty (20) and thirty (30) platforms." *hæv bɪ'twi:n twenti ənd þə:ti plætfɔ:mz.'*

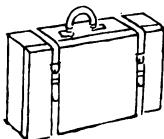
Many porters were very busy, working on the platforms. *meni þɔ:təz wə: veri bizi, wə:kiŋ ən ðə plætfɔ:mz.*

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 *bɪ:fɔ: ðə trein əv auə fɔ: trævləz hæd stɔ:p, wʌn*

had got into it. He came up to them and asked them if *hæd ɡɔ:t intu it. hi: keim ʌp tə ðəm ənd a:skt ðəm if*



bag

off = down from

He **builds**, he **built**,
he has **built** [bildz, bilt, bilt].

he might help them to carry their luggage.

hi: mait help ðəm tə kəri ðəs ləgɪdʒ.

Mr. Miller: "No, thank you, we have only one bag each,
mɪstə milə: "nou, þæŋk ju:, wi: hæv ounli wʌn bæg i:ts,

so we can easily carry them without your help." When
sou wi: kən i:zili kəri ðəm wið'ant jə: help." hwen

they had got off the train, Mr. Miller said, "Now we
ðei hæd ɡt ɔ:f ðə trein, mɪstə milə sed, "nau wi:

will go by an Underground train to the part of London
wil gou bai ən ʌndəgraund trein tə ðə pa:t əv ləndən

where our hotel is." Wood: "Underground? What does
hwəər aʊə hou'tel iz." wud: "ʌndəgraund? hwət dəz

that mean?"

ðæt mi:n?"

Mr. Miller: "The Underground is a railway which is
mɪstə milə: "ði ʌndəgraund iz ə reilwei hwɪf is

built under the streets and buildings of London. You
bilt ʌndə ðə stri:ts ənd bildiŋz 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 wʌndə tə þɪŋk ðæt ðei kən bild

railways under the streets and buildings of a large city?"
reilweiz ʌndə ðə stri:ts ənd bildiŋz əv ə la:dʒ siti?"

Just then a train arrived at the Underground station.
dʒʌst ðən ə trein ə'raɪvd ət ði ʌndəgraund steɪʃən.

Wood: "There is a train. Let us run." He began to
wud: "ðær iz ə trein. let əs rʌn." hi: bi:gən tə

run along the platform, but it was too late. Just before
ran ə'lɔŋ ðə plɑtʃ: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, ai əm sɔri ðət wi: wə: leit fər it; nau

we must wait for the next train." Mr. Miller: "You
wi: mʌst weit 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
weit veri lɔŋ." tu: minits leita 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
it; 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 ðət ðəsə wə: nou si:ts emti.

Mr. Miller and the three young men had to stand, but
mistə milə ənd ðə þri: jʌŋ 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
tɔ:təməm kɔ:t roud steisən, hweə ðei ɡt ɔ:f ðə

train. As the hotel was only five minutes from the
trein. 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
steiſən, ðei d̥i'saidið tə wɔ:k. hwail ðei wə: wɔ:kiŋ
along, the three young men told Mr. Miller that now
ə'lɔ:y. ðə þri: jʌy men tould mistə milə ðət nau
they found that they understood much of the language.
ðei faund ðət ðei ʌndə'stud mʌtʃ əv ðə læŋgwidʒ.
While they were standing in the Underground train,
hwail ðei wə: stændiŋ in ði ʌndəgraund trein,
they had heard some people from an office talking
ðei həd hə:d sən̥i þi:pl frəm ən ɔfis tɔ:kiŋ
together, and they had understood most of what they
ta'geðə, ənd ðei həd ʌndə'stud moust əv hwɔ:t ðei
said. Mr. Miller: "That was what I told you. Many
sed. mistə milə: "ðət wəz hwɔ:t ai tould ju:. meni
porters speak bad English, and that is very difficult
þɔ:təs þpi:k bæd iŋglis, ənd ðət iz veri difikəlt
for you to understand, but English as spoken by people
fə ju: tu ʌndə'stænd, bət iŋglis əz spoukən bai þi:pl
working in an office, for example, will not be so difficult.
wə:kiŋ in ən ɔfis, fər ig'zə:mpl, wil nət bi: sou difikəlt.
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
mistə 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 pa: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 pa:t əv landən, bi'kɔz ðei kən get tə

the big shops and the cinemas and theatres of the West
ðə big ʃɔps ənd ðə siniməz ənd þiətəz 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 tə 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:zis,
 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 taun, ənd ai þɔ:t ðis 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 sins ðen ai həv rekə'mendid it
myself to people who were going to England, as it is
mai'self tə pi:pl hu: wə: gouiy tu iŋglənd, əz it iz
a good hotel, and very cheap, too. In this way I have
ə gud hou'tel, ənd veri tʃi:p, tu:. in ðis wei ai 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 mistə milə, seiŋ, “gud i:vniŋ.
Mr. Miller, I am glad to see you in London.” Then he
mistə milə, ai əm glæd tə si: ju: in lʌndən.” 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, ai əm glæd tə si: ju:, tu:.”
To Mr. Miller's question about their rooms he replied,
tə mistə 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, mistə milə, ə singl ru:m

to reply = to
answer
I reply,
he replies,
he replied,
but: replying.

for you, and a double room for your three friends.
fə ju: , ənd ə dʌbl ru:m fə jɔ: þri: 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 þri: ʌðəz hi: ɪks'pleind,

"Mr. Miller wanted me to make it as cheap as possible,
"mɪstə milə wɔntid mi: tə meik it əz tʃi: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 tʃi: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: nɔt tə spi:k ə'haut it tu ʌðə pi:pl."

Mr. Miller: "We had better go to our rooms now to
mɪstə 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'biŋ 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'þə: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. *bat 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: hiə? 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: hiə; ðeəfɔ: wi: fəl 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: fud
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."
tel 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 ɡɔt 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: auə houm fə ðə nekst tu:

weeks. It is nice here, isn’t it?”

wi:ks. it iz nais hiə, iznt it?”

Storm: “Yes, and a nice hotel-keeper, too. I think it
stɔ:m: “jes, ənd ə nais hou'telki:pə, tu:. ai piŋk 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 þri: 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 þiŋk 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 auə windou əv stri:ts ful əv pi:pl, ənd

that there would be high buildings in all directions.
ðæt ðεə wud bi: hai biliŋz in ɔ:l d'irekʃənz.

Come and have a look at it.” Wood: “Yes, I must say
kʌm ənd hæv ə luk ət it.” wud: “jes, ai mʌst sei

When you work much, you get tired.

When you have not slept for a long time, you get sleepy.

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'praized
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'nait. 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."

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 dɪnə, ənd
then get up early to-morrow morning? I think Mr. Miller
ðen get ʌp ə:li tə'morou 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 travellers. 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: hævɪŋ ðəə brek-

fast, they discussed what to do on their first day.
 fəst, ðei dis'kʌst hwɔ:t 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 lɔ:y 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 sɔ:ps 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 hwɪts iz wel noun fər its meni

second-hand book-shops.

sekəndhænd bukʃɔ:ps.

"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
 bukʃɔ:ps. 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 səm əv ðə buks hwits həd
 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 səm in ðeər oun længwidʒ.

The shops with foreign stamps, of which there are a
ðə sɔps wið fɔrin stæmps, əv hwits ðeər a:
 great number, were of special interest to Wood and
greit nʌmbə, wə:r əv spesial intrist tə wud ənd
 Storm, who had collected stamps for several years.
stɔ:m, hu: həd kə'lektid stæmps fə sevral jiəz.

“When I started collecting stamps,” said Wood, “I had
hwen ai sta:tid kə'lektiy stæmps,” sed wud, “ai həd
 at first a collection of about a hundred. Since then
ət fə:st ə kə'leksən əv ə'baut ə hʌndrəd. sins ðən
 it has grown from year to year, and now I have a
it həz groun frəm jiə tə jiə, ənd nau ai həv 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 djuəriy ðə nekst fju:

years, because I shall not have so much time to spend
jiəz, bɪlkəz ai ʃəl nət hæv sou məts taim tə spənd

on it. During my first few years as a stamp collector,
ɔn it. djuəriŋ mai fə:st fju: jiəz əz ə stæmp kə'lektə,

I spent a great part of my time looking at my old
ai spənt ə greit pə:t əv mai taim lukiŋ ət mai ould

stamps and going to the stamp shops for new ones;
stæmps ənd gouiŋ tə ðə stæmp ʃɔps fə nju: wʌnz;

and, therefore, my collection grew very rapidly.
ənd, ðəsefɔ:, 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 spənd sou məts 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 ə: hæiə

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 kros roud. wud: "ʃəl wi: tə:n tə ðə

left here, down this street?"

left hið, 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, hwaɪt wil teik əs tə

Piccadilly."

pɪkə'dili."

Consequently, they now turned to the right, down

kɔnsikwəntli, 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, ənd

Piccadilly = a
street in the West
End

consequently =
therefore

Mr. Miller told his pupils that this part of the town
mista milə tould his pju:plz ðət ðis pa:t əv ðə taun
 is so full of cinemas and theatres that the Londoners
iz sou ful əv siniməz ənd biətəz ðət ðə landənəz
 often call it theatre-land.
ɔ:fn kɔ:l it biətələnd.

When they got to Piccadilly, they noticed one shop
hwen ðci gɔ:t tə pikə'dili, ðei nou'tist wʌn ʃɔ:p
 after another with shirts, ties, socks, etc. They spent
a:ftər ə'nʌðə wið ʃɔ:ts, taiz, soks, it'setə. ðei spent
 a long time going from window to window, looking at
ə bɔ:y tain gouiy frəm windou tə windou, lukiy ət
 all the different articles.
ɔ:l ðə difrənt a:tiklz.

Storm: "What nice things they have in these shops!"
stɔ:m: "hwɔ:t naɪs piy়z ðei hæv in ði:z ʃɔ:ps!"

Have you noticed that shirt over there, Brown; how
hæv ju: nou'tist ðət ʃɔ:t ouvə ðə, braun; hau
 do you like it? I think I will go in and buy it."
du: ju: laik it? ai piy়k ai wil gou in ənd bai it."

Mr. Miller: "No, you had better not, Storm. Money
mista milə: "nou, ju: həd betə not, stɔ:m. mani

for buying shirts is not included in the fifteen pounds
fə baiiy ʃɔ:ts iz not in'klu:did in ðə fifti:n paundz

we are going to spend in England. These shirts, and
wi: a: gouiy tə spend in iŋglənd. ði:z ʃɔ:ts, ənd

all the other articles you see in the shops in Piccadilly,
ɔ:l ði ʌðər a:tiklz ju: si: in ðə ʃɔ:ps in pikə'dili,

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.



tailor

The best tailors in London have their shops in this
ðə best teiləz in ləndən hæv ðeə ʃɔps in ðis
street. But you will notice that no prices are shown
stri:t. bʌt ju: wil nouis ðæt 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'baʊt twenti ɡiniz fɔ:r it. aut əv ðə twenti ɡiniz

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 his. hau'ves, ju: mʌst nɒt þɪŋk ðət moust

Londoners buy their clothes at a Bond Street tailor's;
 ləndənəz bai ðər 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 his. 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 wɔ:ld. ðei hæv lɒts əv difrənt a:tiklz

there, so that people can buy everything from a pin
 ðər, 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, ənd ðər ju: wil

be able to get something for your money."

bi: eibl tə get sʌmþɪŋ fə jɔ: mʌni."

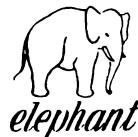
Our four travellers spent an hour or two in Selfridge's,
 aʊər fɔ: trævləz spent ən aʊər ɔ: tu: in selfridziz,

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
baiiŋ stiks, hæŋkətſifs, ənd sigə'rets. hwen ðei
came out again, Wood said to Storm, "How do you like
keim aut ə'gein, wud sed tə stɔ:m, "hau du: ju: laik
my new stick? With this in my right hand, I feel that
mai nju: stik? wið ðis 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: mista
Miller smile, and then heard him laugh, saying: "I am
milə smail, ənd ðen hə:d him la:f, seiij: "ai əm
sure you could. However, I think we have bought
suə ju: kud. hau'evə, ai biyk wi: həv bɔ:t
enough for to-day. Now let us go home through Oxford
i'næf fə tə'dei. nau let əs gou houm bru: 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'krɔs ðə riva ənd kə'nekt nɔ:þ

London with South London. We can go across the
 landən wið saʊþ landən. wi: kən gou ə'krɔs 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."

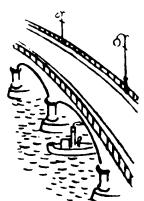
When they got on board, they noticed a board on which
 hwen ðei got ən bɔ:d, ðei nouist ə bɔ:d ən hwits

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'krɔs tə ri:d ðə

notice on the board, and Brown noticed that the boat
 nouis ən ðə bɔ:d, ənd braun nouist ðət ðə bout

was going to Oxford, the town in which the great
 wəz gouin tu əksfəd, ðə taun in hwits ðə greit



board

the notice = that
 which was written
 on the board

English university is situated.
in'glis̩ jən'i've:siti ɪz sɪtjueɪtɪd.

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:mə gouz sou slouli ðət ðei hæv
 time to see everything, and at night the boat stops at
taim tə si: evrɪbɪŋ, ənd ət nait ðə bout stops ət
 a town, and the tourists go ashore to sleep at a hotel.”
ə taun, ənd ðə tuəristi gou ə'ʃɔ: tə sli:p ət ə hou'tel.”

The first thing they noticed when the boat had started,
ðə fə:st þɪŋ ðei nouist hwen ðə bout həd sta:tɪd,

was a big palace on the right bank of the river. “What
wəz ə big þælis ən ðə rait bærk əv ðə rɪvə. “hə:wət

palace is that?” asked Storm. “Does the King or
þælis iz ðət?” a:skt stɔ:m. “dʌz ðə kiŋ ə:

some other person of the royal family live there?” “No,
səm ʌðə pə:sn əv ðə rɔɪəl fæmili liv ðəz?” “nou,



king

it is not used by the royal family. It is called Lambeth
it iz not ju:zd bai ðə rɔɪəl fæmili. it iz kɔ:ld læmbəθ

Palace.”
þælis.”

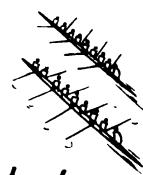
A little farther up the river, just after a bend, they
ə litl fa:ðər ʌp ðə rɪvə, dʒʌst a:ftər ə bend, ðei

passed under Putney Bridge, and Mr. Miller told them
pa:st ʌndə pʌtni bridʒ, ənd mɪstə milə tould ðəm

about the great boatrace which takes place every year
ə'baʊt ðə greit boutreis hwɪts teɪks pleis evri jiə

between students from the universities of Oxford and
bi:twi:n stju:dənts frəm ðə juni've:sitiz əv ɔksfəd ənd

the royal family =
 the king's family



boatrace

Cambridge. The boats start at Putney Bridge and go
keɪmbrɪdʒ. ðə bəuts sta:t ət pʌtni brɪdʒ ənd gou

as far as Mortlake, which is about 4½ miles
əz fa:r əz mɔ:tlaɪk, hwɪts iz ə'baut fɔ:r ənd ə ha:f mailz

farther up the river. The men in each boat do all they
fa:ðər ʌp ðə rɪvə. ðə men in i:ts bout du: ɔ:l ðei

can to make their boat get there first. The young men
kæn tə meik ðεə bout get ðεə fə:st. ðə jʌŋ men

were very surprised to hear that the boatrace takes
wə: veri sə'praɪzd 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 keɪstən ən temz.

“It is a very old town, and as the name tells us, it has
“it iz ə veri ould taun, ənd əz ðə neim telz əs, it həz

something to do with kings; it means the king's town.
səmþɪŋ tə du: wið kiŋz; it mi:nz ðə kiŋz taun.

Saxons = the
name of some of
the people who
lived in England a
thousand years ago

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, mistə milə sed tə ðə jʌŋ men.

“Do you know where the English kings are crowned
“du: ju: nou hwεə ði ɪŋglɪʃ kiŋz a: kraund

nowadays?” he asked. “Oh, yes, we know that all
nau:ðdeiz?” hi: a:skt. “ou, jes, wi: nou ðæt ɔ:l

right,” they all replied; “it is at Westminster Abbey.
rait.” 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 ðəz. wi:
 read all about it in the newspapers, and from the many
 red ɔ:l ð'baut 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 intristig tə si: ɔ:l ðə pi:pl
 in their fine silk clothes, some of them with crowns
 in ðəz fain silk klouðz, səm əv ðəm wið kraunz
 upon their heads. One would think that they were
 ə'þɔn ðəz hedz. wʌn wud pi:yk ðət ðei 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."
 sʌmpbiŋ teikin pleis in mədən taimz."

They had now got past Kingston. On their way up the
 ðei həd nau ət pə:st kiŋstən. ən ðəz wei ʌp ðə
 river they passed many small boats from which people
 riva ðei pa:st meni smɔ:l bouts frəm hwitʃ 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
 ðei ɔ:lsou sɔ: meni pi:pl fisɪŋ. evri taim ðə
 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 sautid 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 hi: ðə? hi: a:skt mistə milə.

"No, I don't think so; there are fish enough in the river, "nou, ai dount þɪŋk sou; ðər a: fis i'nʌf 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 pləis tə fis. ai wʌns did səm fisij

here with a friend. We spent a whole day on the river, hi: 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, bɪ: ɪnfɪz lɔɪ!"

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 sitjueitid veri
 beautifully in some gardens. They stood for a long
bju:təfʊli ɪn səm ga:dnz. ðei stud fər ə lɔɪ
 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 lɔɪ streɪt wɔ:k wið meni bju:təfʊl flauəz ɔn
 both sides. In some parts of the palace people may
bouþ saɪdz. ɪn səm pə: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.
erriþɪŋ ɪz left dʒʌst əz it wəs hʌndrədz əv jiəz ə'gou.

Most of the things in the palace are connected with
mouſt əv ðə þiŋz ɪn 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

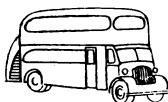
of the things which interested them very much was
əv ðə þiŋz hwɪts intristid ðəm veri mʌtʃ wəz

Queen Anne's bedroom. "You can see," Wood said
kwi:n ænz bedrūm. "ju: kən si:," wud sed

Tudor } = the
 Stuart } family names of
 several English
 kings and queens



Queen



bus

to the others, "that women were the same then as
tə ði ʌðəz, "ðət wimin wə: ðə seim ðen əz
now," and he showed them all the things that the
nau," ənd hi: soud ðəm ɔ:l ðə þiŋz ðət ðə
Queen had used to make herself beautiful.
kwi:n həd ju:sd tə meik hə:'self bju:təfʊl.

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
teikiŋ ə bəs streit bæk tə landən, əz fa:r əz

Wimbledon: From Wimbledon they could go by tram
wimblədn. frəm wimblədn ðei kud gou bai træm

to Westminster Bridge. "If we go that way," he said,
tə westminstə bridʒ. "if wi: gou ðət wei," hi: sed,

"we shall be able to see much of South London from
"wi: səl bi: eibl tə si: məts əv saʊb landən frəm

the windows." They all thought this a good idea, and
ðə windouz." ðei ɔ:l þɔ:t ðis ə gud ai'diə, ənd

consequently they went back by bus and tram as Mr.
kənsikwəntli ðei went bæk bai bəs 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 West-
minster —. 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: hæviŋ

breakfast at the hotel.
brekfəst ət ðə hou'tel.

Wood: "We have now been here for several days, long
wud: "wi ہəv nau bi:n hɪə ðə sevral deɪz, lɔŋ

enough at least to have got an impression of London.
i'nʌf ət li:st ٹə ہəv گٹ ən im'preʃən əv ləndən.

It seems, however, that there is no end to this big town.
ɪt si:mz, hau evə, ðət ðeər iz nou end ٹə ðɪs big taun.

It is very difficult to get a full impression of it."
ɪt iz veri dɪfɪkəlt ٹə get ə ful im'preʃən əv it."

Mr. Miller: "Yes, you are right. Everybody has that
mɪstə milə: "jes, ju: a: rait. evrɪbədi hæz ðæt

feeling the first time he is in London. I should like
fi:lɪŋ ðə ðə:st taim hi: iz in ləndən. aɪ fud laik

to propose a trip which few tourists make. Let us go
to prə'pouz ə trip hwɪtʃ fju: tuərɪsts meik. let ʌs gou

by Underground to the western part of London, and
bai ʌndəgraʊnd ٹə ðə wəstən pa:t əv ləndən, ənd

from there we will have a bus ride right through
frəm ðə:ər wi: wil hæv ə bʌs raid rait þru:

London from west to east. On this trip we can see
ləndən frəm west tu i:st. ən ðɪs 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 ðæt 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 hæd 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 nʌmbər əv smo: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 ti:tʃə, "i:tʃ sʌbə:b si:mz
to be much like a town, with a High Street or a High
tə bi: mʌtʃ laik ə taun, wið ə hai stri:t ɔ: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 nouist ðət 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: “hwot lɔy rouz əv smɔ:l hauziz ðei həv in

the suburbs!” Mr. Miller: “Yes, that is what the Lon-
 ðə sʌbə:bz!” mistə mils: “jes, ðæt iz hwot ðə lʌn-

doners like. Instead of living in flats in big buildings
 ðənəz laik. in'sted əv liviŋ in flæts in big bildiyz

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

centre = central part

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.”
 lɔy rouz əv smɔ:l hauziz, stri:t ə'pən stri:t əv ðəm.”

street upon street = one street after another

Wood: “I do not wonder that the Londoners like small
 wud: “ai du: nət wʌndə ðæt 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 prefer... to = to like... better than

to a flat in a big building. Besides, they have their
 tu ə flæt in ə big bildiy. 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'lɔy əksfəd stri:t, ənd bi'ʃə: lɔy ðei

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 iz hiə! ðər a:* large numbers of people, motor-cars, and buses, but I *la:dʒ nʌmbər 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 træfɪk,

and it must be very difficult to ride a bicycle in all
ənd it mʌst bi: veri dɪfɪkəlt tə raid ə baɪsɪkl in ə:l
 this traffic."
ðis træfɪk."

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 træfɪk hiə kwikli. ðə bæŋk iz wʌn əv ðə tu:

places in London at which the traffic is greatest. All
pleisɪz in lʌndən ət hwɪtʃ ðə træfɪk iz greitɪst. ə:l

the buildings in the City are office buildings, and
ðə bɪldɪŋz in ðə siti ə:r əfɪs bɪldɪŋz, 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:vniy, 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
kənsɪkwəntli, ðə stri:ts ə: 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

Chapter Thirty-Three (33).

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
nɔ:r in ðə west end, ənd ju: kən si: fə 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 ɔ:l. in fɔ:r ə: faiv jiəz, ai
think, there will be no trams at all in London. They
þigk, ðeə wil bi: nou træmz ət ɔ:l in ləndən. ðei
are neither very fast nor easy to drive. Instead, they
a: naiðə veri fa:st nɔ:r i:zi tə draiv. in'sted, ðei
will have either more buses or more Underground rail-
wil hæv aiðə mɔ: bʌsiz ə: mɔ: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:flə 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: from 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:flə pa:sɪg þru: meni ʌðə

parts of London, they arrived at Barking, a suburb in
 parts *əv lʌndən*, *ðei əraɪvd ət ba:kɪŋ*, a *sʌbə:b* in
 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
kənsɪkwəntli, a:ftər ə ʃɔ:t taim, ðei ri:tə:nd bai
 Underground to their hotel.
ʌndəgraʊnd tə ðeə 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 lʌns ðə nekst dei, ðei dis'kʌst ðə bildiŋz

they had seen in London. "We have now got an im-
ðei hæd si:n in lʌndən. "wi: hæv 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: hæv ə:fn red ə'baut ðəm in ðə nju:speipəz,

and sometimes we have seen pictures of them, too;
ənd sʌmtaimz wi: hæv si:n piktfəz əv ðəm, tu:;

but a picture does not give a real impression of them, I
bʌt ə piktfə dʌz not giv ə riəl im'preʃən əv ðəm, ai

think. One must see them in reality to get the right
pɪŋk. wʌn mʌst si: ðəm in ri'æliti tə get ðə rælɪ

impression." "Yes," answered Mr. Miller, "that would
in'preʃən." "jes," a:nəd mɪstə milə, "ðæt wud

be a good idea for to-day's trip. But you speak of the
bi: ə gud aɪ'dɪə fə tə'deɪz 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 Oxford Street to Hyde Park, and while we are on our way, we might stop and have some tea somewhere in Oxford Street."

frəm ðəə wi: kən gou þru: beikə stri:t ənd əksfərd Street to Hyde Park, and while we are on our ðəd stri:t tə haid pa:k, ənd hwail wi: a:r ən auə way, we might stop and have some tea somewhere in oksfəd stri:t.

They did as Mr. Miller proposed and took a bus to Regent's Park. In this park are the well-known Zoological Gardens of London. They went in to look at the animals. Mr. Miller told the young men that Londoners call the Zoological Gardens the 'Zoo', for short.

ðei did əz mistə milə prə'pouzd ənd tuk ə bʌs tə ri:dʒənts pa:k. in ðis pa:k a: ðə welnoun zu-logical ga:dnz əv ləndən. ðei went in tə luk ət ði əniməlz. mistə milə tould ðə jʌŋ men ðət lən-donəz kɔ:l ðə zu'lədʒikəl ga:dnz ðə 'zu:', ðə sɔ:t.

They stood for a long time watching the monkeys playing with each other. "They are so funny," said Brown, "that I could watch them for hours." Suddenly, one of

ðət ai kud wəlf ðəm fər auəz." sədnli, wʌn əv ðə mʌykiz 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



umbrella

Chapter Thirty-Four (34).

near by = near



as = when



from a little girl who was standing near by. The *frəm ə littl 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 got it oupənd. it wəz sou fʌni tə si: ðə* monkey running about with the umbrella that all the *mʌŋki rʌniŋ ə'baut 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 lill* girl.
gə:l.

They also went to see the snakes, which interested *ðei ə:lsou went tə si: ðə sneiks, hwitʃ intristid* Wood very much, and after having seen the other *wud veri mʌtʃ, ənd a:ftə hæviŋ si:n ði ʌðər* animals, they left Regent's Park and went to a restaur-*ənɪməlz, ðei left ri:dʒənts pa:k ənd went tu ə restə-* ant in Oxford Street for tea. "What a big place this *rənt in əksfəd stri:t ʃə ti:. "hwot ə big pleis ðis* is!" the young men said as they entered the restaur-*iz!" ðə jʌy men sed əz ðei entəd ðə restə-* ant. "It is the largest we have ever seen. What is the *rɔ:y. "it iz ðə la:dʒɪst wi: həv evə si:n. hwot 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* *to* *ju:*, *hwail* *wi:* *a:* *hæviŋ* *auə*
 tea."
ti:."

When the tea had been served, he explained, "This is
hwen *ðə* *ti:* *həd* *bi:n* *sə:vd*, *hi:* *iks'pleɪnd*, "ðis iz
 one of the many restaurants and tea-rooms which the
wʌn *əv* *ðə* *meni* *restərɔ:yz* *ənd* *ti:rumz* *hwitʃ* *ðə*
 big firm of 'Lyons' has all over England. In London
big *fɔ:m* *əv* *'laɪənz'* *hæz* *ɔ:l* *ouvrə* *ɪglənd*. *in* *ləndən*
 alone there are hundreds of them, and each one is
ə'loun *ðərə* *a:* *hʌndrədz* *əv* *ðəm*, *ənd* *i:ts* *wʌn* *iz*
 called a 'Lyons'. The very first big one was in a corner
kɔ:ld *ə* *'laɪənz'*. *ðə* *veri* *fɔ:st* *big* *wʌn* *wəz* *in* *ə* *kɔ:nə*
 house, that is, a house built where two streets cross
haus, *ðæt* *iz*, *ə* *haus* *bilt* *hwεə* *tu:* *stri:ts* *kros*
 each other. The restaurant was therefore called a
i:ts *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* *fɔ:r* *ə* *faɪv* *bigɪst* *'laɪənz'*
 restaurants are called Corner houses, even if they are
restərɔ:yz *a:* *kɔ:ld* *kɔ:nə* *hauzɪz*, *i:vən* *ɪf* *ðei* *a:*
 not situated at corners. You will be surprised, perhaps,
not *sɪtʃeɪtɪd* *ət* *kɔ:nəz*. *ju:* *wil* *bi:* *sə'praɪzd*, *pə'hæps*,
 to hear that one or two of the Corner Houses never
to *hiə* *ðət* *wʌn* *ə* *tu:* *əv* *ðə* *kɔ:nə* *hauzɪz* *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 ou:pən 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 'aʊf'said ði entrəns

to Hyde Park. Marble is a very expensive and beauti-
to 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 tə pa:s þru: it. in eiti:n fifti'wʌn it wəz mu:vd

from Buckingham Palace to this corner of Hyde Park. It
frəm bʌkiŋəm pælis tə ðis kɔ:nər əv haid pa:k. it

cost £ 80,000 to build. Now it just stands there,
kɔ:st eiti þauzənd paundz tə bɪld. nau it dʒʌst stændz ðeə,

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 seiy, bʌt kud his veri lɪtl. "ðis iz ə piŋ
which you will find in many places in England," said
hwɪlf ju: wil faind in meni pleisiz in ɪŋglənd," sed
Mr. Miller. "If a man wants to speak about something,
mɪstə milə. "if ə mæn wənts tə spi:k ə'baut səmpiy,
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 his wei tə lisn tə his
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 lɔy leik hwɪlf luks laik ə sneik ə:r ə
serpent, and in which people may bathe. "In the
sə:pənt, ənd ɪn hwɪlf pi:pl mei beið. "in ði
evenings in summer," Mr. Miller told them, "there
i:vniŋz ɪn səmə, " mɪstə 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:vniŋ 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 pi:k 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 ri:li 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, "ri:əl 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 nət get tu:

long."
lɔ:g."

They finished their walk through the Park at Hyde
ðei finiʃt ðəə wə: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



WORDS:

park
real
reality
really
Zoological
 Gardens
Zoo
monkey
funny
suddenly
umbrella
open
open (verb)
as
corner
marble
arch
entrance
round
speaker

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, because it was several minutes before they were able to cross to the other side of the street.
it wəz not difikəlt fə ðəm tu ʌndə'stænd ðis, bɪ'kəz it wəz sevrəl minits bɪ'fɔ: ðei wə:r eibl tə kros tə ði ʌðə said əv ðə stri:t.

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:nɪŋ ðə hou'telki:pə keim in tə hæv ə

word with our four travellers. "I hope you are enjoying
wə:d wið aʊə ſə: trævləz. "ai houp ju: a:r in'dʒɔɪiŋ
 yourselves in London," he said.
ju:selvz in lʌndən," hi: sed.

Mr. Miller: "We are having a lovely time, thank
mɪſtə milə: "wi: a: hæviŋ ə lʌvli taim, þæŋk

you." Wood: "Yes, we have enjoyed ourselves very
ju:." wud: "jes, wi: hæv in'dʒɔɪd aʊə'selvz veri

much all the time we have been here, and we have
mʌtʃ ə:l ðə taim wi: hæv bi:n hiə, ənd wi: hæv

seen a lot of things. Now we wish to see the King
si:n ə lɒt əv þiŋz. nau wi: wɪf 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 ðʌst nau,

because the King and the Queen are spending part of
bɪ'kɒz ðə kiŋ ənd ðə kwi:n ə: ſpɛndɪŋ pa:t əv

the summer at Balmoral Castle in Scotland, a castle
ðə ſʌmər ət bæl'mɔ:rəl ka:sl in skɔ:tla:nd, 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



the King and Queen spend some of their time every
 ðə kiy ənd kwi:n spend sam 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:fɪp, hu: wəz ðə fa:ðər əv aʊ
 present King, George VI. The real reason why I went
 preznt kiy, dʒɔ:dʒ ðə sɪksɪp. ðə riəl ri:zn hwai ai went
 was not so much to see the King himself as to see the
 wəz nət sou mʌlʃ tə si: ðə kiy him'self əz tə si: ðə

horses which drew his carriage, and also the many
 ho:siz hwitʃ 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:ʃər 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 nə:pɪy 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 əðə 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
 piŋk 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 pɔ:ti'nain."

Although the King and Queen were not staying in
 ə:lðou ðə kiŋ ənd kwi:n wə: nət steiŋ in

London, our four friends went to look at Buckingham
 lʌndən, auə ſɔ: 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 hwəə 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 ɔ:r: ə pa:k

to the Houses of Parliament. Mr. Miller: "Here you
tə ðə hauziz əv pa:ləmənt. mistə milz: "hiə ju:

see the building where Parliament, that is, the men
si: ðə bildiŋ hwəə 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. ɔ:ltə'geðə ðeər a:

between 1300 and 1400 people who
bɪ'twi:n 'pɔ:ti:n hʌndrəd ənd 'fɔ:ti:n hʌndrəd pi:pl hu:

sit in Parliament, or are members of the two Houses
sit in pa:ləmənt, ɔ:r a: membəz əv ðə tu: hauziz

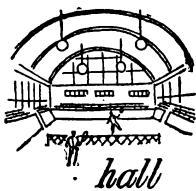
of Parliament. Of these members, 640
əv pa:ləmənt. əv ði:z. membəz, siks hʌndrəd ənd fo:ti

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
kɔ:mənz. *ði* *ʌðə* *pa:t*, *ðə* *haus* *əv* *lɔ:dz*, *hæz*
 about 750 members, made up of men
ə'baʊt *sevn* *hʌndrəd* *ənd* *fifti* *membəz*, *meid* *ʌp* *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. *sɪns* *ould* *taimz* *sʌts* *men* *həv* *hæd* *ðə* *rait*
 to be members of the House of Lords. The two Houses
tu: bi: *membəz* *əv* *ðə* *haus* *əv* *lɔ:dz*. *ðə* *tu:* *hauzɪz*
 together make up Parliament. The British Parliament
tu'geðə *meik* *ʌp* *pa:ləmənt*. *ðə* *brɪtɪʃ* *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* *ðə:t* *noubədi*
 really knows when it first started.”
riəli *nouz* *hwen* *it* *fə:st* *sta:tid*.”

Storm: “The building where Parliament sits is a very
sto:m: “*ðə* *bildɪŋ* *hwə:ə* *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* *þiŋk*
 that the building must be very old; but it is only
ðə:t *ðə* *bildɪŋ* *mʌst* *bi:* *veri* *ould*; *bʌt* *it* *iz* *ounli*
 about a hundred years old. It was built from 1840
ə'baʊt *a* *hʌndrəd* *jiəz* *ould*. *it* *wəz* *bilt* *from* *eiti:n* *þɔ:ti*
 to 1852.” As it was Saturday, they were allowed
tu *eiti:n* *fifti* *tu:..* *əz* *it* *wəz* *sætədi*, *ðei* *wə:r* *ə'lauð*

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 bildiy*, *in'klu:diy 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 *hwεə.*" *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 *ta ðə haus əv lɔ:dz. braun: "ðis pleis luks veri* small. There cannot be room for *750* *smɔ:l. ðεə kənət bi: ru:m fə sevn hʌndrəd ənd fifti* people here." *pi:pl hiə.*"

Mr. Miller, laughing: "That does not matter, because *mistə milə, la:fiy: "ðæt dʌz nət mætə, bi:kəz* it would be very unusual if more than one third or *it wud bi: veri ʌn'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 a: preznt, sou ju: si: it dʌz not mætə mætʃ

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
 and nainti:n fɔ:ti'faiv, 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
 taim 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'posəbl 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,



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.*" When 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 tauəz əv ðə hauziz əv pa:ləmənt,* saying, "If Parliament is sitting, that is, if the members *seiiy, "if pa:ləmənt iz sitiŋ, 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 tauə.*" *litl leita hi: kən'tinju:d,* "nau we will go to another building which I wish to show *wi: wil gou tu ə'nʌðə bildiy hwitſ ai wiſ tə sou* you to-day; it is the Tower, a very old castle situated *ju: tɔ:dei; it iz ðə tauə, 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 tauə wəz bilt bai wiljəm ðə kəy-queror,* a Norman who became King of England, and *kərə, ə no:mən hu: bi'keim kiŋ əv iyg'lənd, ənd* it is nearly 900 years old. After the time of *it iz niəli nain hʌndrəd jiəz ould. a:ʃə ðə taim əv* William the Conqueror, the English kings continued *wiljəm ðə kəykerə, ði iyg'lif kiŋz kən'tinju:d*

to live there for many years. Then they built other
 to *liv* ðεə *fa* *meni* jiəz. ðen ðei *bilt* ʌðə
 castles to live in, and now the Tower has not been
 ka:slz to *liv* *in*, and *nau* ðə *tauə* həz *not* *bi:n*
 used by any king for hundreds of years. It has got its
 ju:zd *bai* *eni* *kiŋ* *fa* *hʌndrədz* *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
 ðə seim i:vniy ðei wə: hæviy kɔfi a:ftə
 dinner at the hotel, and talking about the Tower,
 dinər ət ðə hou'tel, ənd tɔ:kiy ə'baut ðə tauə,
 which they had seen in the afternoon, and about the
 hwitʃ ðei həd si:n in ði 'a:ftə'nu:n, ənd ə'baut ðə
 king who built it. While they were discussing these
 ki:y hu: bilt it. hwail ðei wə: dis'kʌsiy ði:z
 things, they found that none of them knew very much
 þiyz, ðei faund ðət nʌn əv ðəm nju: veri mʌtʃ
 about the history of England before the time of William
 ə'baut ðə histəri əv iyglənd bi'ʃə: ðə taim əv wiljəm
 the Conqueror. "Won't you tell us something about
 ðə kɔykərə. "wount ju: tel ʌs sʌmpiy ə'baut
 the early history of England to-night, Mr. Miller?"
 ði ə:li histəri əv iyglənd tə'nait, mistə milə?"
 the young men asked the teacher. "It's raining now,
 ðə jʌy men a:skt ðə ti:tʃə "its reiniy nau,
 and we are tired after having walked so much this
 ənd wi: a: taidə a:ftə hæviy wo:kt sou mʌtʃ ði:s
 afternoon, so if you are not too tired to talk, we should
 'a:ftə'nu:n, sou if ju: a: not tu: taidə tə tɔ:k, wi: fud
 like very much to stay at home this evening and hear
 laik veri mʌtʃ tə stei ət houm ði:s i:vniy ənd hi:

something about England and the English before the *sampiŋ ə'baʊt iŋglənd ənd ði iŋglɪʃ bi'ʃɔ: ðə* time of William the Conqueror." "No, only my feet *taɪm əv wɪlʃəm ðə kɔŋkərə*." "nou, ounli mai fi:t are tired, not my head. It is tiring to walk about *a: tæɪð, nət mai hed. it iz 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 it wil bi: naɪs tə* have a quiet evening at the hotel. Well, let us start *hæv ə kwætət 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 gou bæk ə'baʊt tu: paʊzənd jiəz, 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 England?" "hwen did ðə kʌntri get ðə neim əv iŋglənd?"

Mr. Miller: "It was not named England until several mistə milə: "it wəz nət neimd iŋglənd ʌn'til sevrl



soldier

a nation = the people of a country

He **fights**, he **fought**, he has **fought** [*fails, fɔ:t, fɔ:t].*

hundred years later. Rome in Italy, where the Romans *hʌndrəd jiəz leitə. roum in itəli, hweə ðə roumənəz* came from, had conquered many of the nations of *keim frəm, həd kɔykəd meni əv ðə neifənəz 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: kraist*) *ðei həd got əz fa:r əz ðə tʃənl* between England and France. In that year, Cæsar *bi'twi:n iŋglənd ənd fra:ns. in ðət jiə, si:zə* sailed across the Channel to Britain with an army of *seild ə'krəs ðə tʃənl tə britən wið ən a:mi əv* Roman soldiers to fight the Britons. An army of *roumən souldʒəz tə fai't ðə britən. ən a:mi əv* Britons, under their general Cassivelaunus, was waiting *britən, əndə ðəs dʒenərəl kæsiv'i:lə:nəs, wəz weiliy* for them, and a great battle was fought near the river *ʃə ðəm, ənd ə greit bæll wəz fɔ:t niə ðə riva* Thames between the two armies. The Roman soldiers *temz bi'twi:n ðə tu: a:miz. ðə roumən souldʒəz* were far too good for the Britons; but some time after *wə: fa: tu: gud ʃə ðə britən; bʌt səm taim a:fə* the battle the Romans returned to their own country. *ðə bæll ðə roumən ri'tə:nd tə ðər oun kʌntri.* About a hundred years later, however, a large part of *ə'baut ə hʌndrəd jiəz leitə, hau'evə, ə la:dʒ pa:t əv* Britain was conquered by the Romans. *britən wəz kɔykəd bai ðə roumənəz.*

“For about 350 years, Rome continued to
‘før ə’baut þri: hændræd ənd fifti jiəz, roum kən’tinju:d tə

send soldiers to Britain, and it was not long before the
send soulðəz tə britən, ənd it wəz not ləŋ bɪ’fɔ: ðə

Britons and their conquerors became quite good
britənz ənd ðəz kɔykərəz bɪ’keim kwait gud quite = very

friends.” Storm: “They brought many new ideas to
frendz. *stɔ:m: ‘ðei brɔ:t meni nju: aɪ’diəz tə*

Britain, too, didn’t they?” Mr. Miller: “Yes, Britain,
britən, tu:, didnt ðei? *mɪstə milə: ‘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
wɔ:lər 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
hwilf hæd kʌm frəm ði i:st. bʌt nau ðə roumənz

taught them many modern things. They made good
ta: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.
rivəz. bʌt ət la:st ðə roumənz hæd tə li:v ðə kʌntri.

Rome itself was in difficulties, and consequently the
roum i:l’self wəz in difikəlti:, ənd kənsikwənli ðə difficulty =

soldiers were called back.”
soulðəz wə: kɔ:ld bæk. 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].



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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 þiyz 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 liviŋ

in northern Europe, asking them to come and help
in nɔ:ðən juərəp, a:skiy ðəm tə kʌm ənd help

them fight their enemies. The three tribes were the
ðəm faiṭ 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:fə ðə wə:

with the Picts and the Scots was over." Storm: "I can
wið ðə pikts ənd ðə skɔts wəz ouwə." stɔ:m: "ai kən

well understand that. I should like to stay a little longer
wel əndə'stʌnd 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 kɔ: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 conti-
 nent, 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: kelts, 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
fə:st sevrəl ki:yz, bʌt in eit hʌndrəd ənd twentli:faiv 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 bɪ:gæn tə kʌm tu
England. For 200 years the English and the
iŋglənd. fə tu: hʌndrəd ji:əz ði iŋglis ənd ðə
Vikings were at war with each other, and the Vikings
vaiki:yz wə:r ət wə: wi:ð i:tʃ ʌðə, ənd ðə vaiki:yz
came nearly every summer in their long ships. They
keim ni:ðli evri sʌmə in ðə tə lɔ:y fips. ðei
set fire to the towns of the English and sailed back
set fai:tə ðə taunz əv ði iŋglis ənd seild bæk
with their ships full of the fine things they had taken
wi:ð ðə tə 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 fɔ:tı'tu: ðeər wə:r i:vən deinif kiŋz in iŋglənd.

In 1066 the Normans, who were Vikings that
in ten siksti'siks ðə no:mənz, hu: wə: vaikiŋz ðət
 had conquered the north of France and learned to
həd kɔ:ykəd ðə no:p əv fra:ns ənd lə:nd tə
 speak French, conquered England, and William, who
spi:k frenf, kɔ:ykəd iŋglənd, ənd wiljəm, hu:
 was now called the Conqueror, was made king. That
wəz nau ko:ld ðə kɔ:ykərə, wəz meid kiŋ. ðət
 was the last time that an army from the European
wəz ðə la:st taim ðət ən a:mi frəm ðə juərə'pi:ən
 continent conquered Britain. Many other countries
kɔntinənt 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
nəmbrər əv fips 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:b 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 i'gza: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 frenʃ ənd* Anglo-Saxon, the people, too, mixed with their con-*'æŋglou'sæksn, ðə pi:pl, tu:, mikst wið ðeə kɔ:y-*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 kɔ:ykərəz əv* Britain. The enemies could not cross the mauntains *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 siŋ 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 ʃə 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'vevə, 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: vizitiy. it wəz ə gud þiŋ ðət wi:

stayed at home to-night."

steid ət houm tə'nait.'

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 northern Jute Saxon Angle Welsh war mountain Viking continent island against Spain Spaniard Norman Anglo-Saxon mixture mix usual ship nice Italy 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'l'said

they saw a placard or poster, on which was written
ðei ſɔ: ə plæka:d ɔ: pouſtə, ɔn hwɪtſ wəz ritn

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 jiə.

Brown: "What is the meaning of the placard? Would
braun: "hwɔ:t iz ðə mi:nɪg 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 jiə. meni əv ðə big hɔ:pɪtlz in iŋglənd

are private, that is, neither the State nor the towns
a: praivɪt, ðæt iz, naiðə ðə steɪl nə: ðə taunz

in which they are situated have anything to do with
in hwɪtſ ðei a: sitjueitid hæv eni piŋ tə du: wið

them, so that they do not get any money from the
ðəm, sou ðæt ðei du: nət get eni mani frəm ðə



poster = placard



state = nation



church

towns or from the State to pay for their work." Brown: *taunz ə: frəm ðə stelit tə pei fə ðəs 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. *mɪstə milə: "it iz gɪvn tə ðəm bai prəvɪt pi:pl.*

Money for the hospitals is often collected on special *mʌni fə ðə hospɪtlz ɪz ə:ʃn kə'lektɪd ən spəʃəl*

days in the year. There is, for example, a special *deɪz ɪn ðə - jiə. ðeər iz, fər ɪg'zə:mpl, ə spəʃəl*

Saturday called Hospital Saturday on which a lot of *sætədi kə:ld həspɪll sætədi ən hwɪlɪs ə lət əv*

money is collected for the hospitals in the streets, at *mʌni ɪz kə'lektɪd fə ðə hospɪtlz ɪn ðə stri:tɪs, ət*

the doors, etc. And as you have seen just now, posters *ðə do:z, ɪ'lsetrə ənd əz ju: həv si:n dʒʌst nau, pəʊstəz*

tell people all the year round that the hospitals need *tel pi:pl ə:l ðə jiə raund ðət ðə hospɪtlz ni:d*

money.. In some countries, most of the hospitals, *mʌni. ɪn səm kʌntrɪz, məʊst əv ðə hospɪtlz,*

schools, and churches are paid for either by the State *sku:lz, ənd tʃə:sfɪz ə: peɪd fə: aɪðə bai ðə stelit*

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 həlp; bʌt ɪn ɪŋglənd ðis ɪz nət ə:lwəz sou. hɪə*

those three institutions are often private. I have *ðouz pri: insti'tju:ʃənz ə:r ə:ʃn prəvɪt. ai həv*

already mentioned one of them, the hospitals.
ɔ:l'redi menʃənd wʌn əv ðəm, ðə hɔspitlz.

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: dī'vaidid intə hāiər ənd lōuə sku:lz. mōust

to divide = to make into parts

lower schools are paid for by the towns. They are open
lōuə sku:lz a: peid ʃɔ: bai ðə taunz. ðei a:r oupən

to everybody, and nobody has to pay anything for
tu əvribədi, ənd noubədi hāz tə pei enipiy ʃə

sending his children to one of the lower schools. The
sendiy hiz tſildrən tə wʌn əv ðə lōuə sku:lz. ðə

pupils enter the lower schools, which are also called
pju:plz entə ðə lōuə sku:lz, hwitʃ a:r ɔ:lsou kɔ:ld

primary = first

the Primary or Elementary Schools, at the age of
ðə praiməri ɔ:r el'mentəri sku:lz, əl 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 hāiər ɔ: sekəndəri sku:lz, hwitʃ ðei

do not leave until they are between sixteen and
du: nət li:v ʌn'til ðei a: bɪ'twɪ:n sɪkstɪ:n ənd

secondary = se-
 cond

eighteen years of age. Most of the higher or Secondary
eɪtɪ:n jiəz əv eidʒ. mōust əv ðə hāiər ɔ: sekəndəri

Schools are paid for by the towns. It does not cost
sku:lz a: peid ʃɔ: bai ðə taunz. it dʌz nət kəst

anything to send children to these schools. However,
enipiy tə send tſildrən 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 iŋglis a: veri ri'lidzəs.

Foreigners have the idea that all Englishmen go to
fɔ:rinəz hæv ði a:t'diə ðət ɔ:l iŋglismən 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 iŋglənd 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 iŋglənd, 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 mɔ:r iŋ-

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 iŋglənd.

“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: not ði ounli ɒɪyz 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 ɔ:lwəz tə luk in bəup di'rekfənz, it iz not ə

good thing to take chances. Why do England and
gud pi:y tə teik tʃa:nsiz, hwai du: ɪŋglənd ənd

Sweden keep to the left, when most other nations in
swi:dn ki:p tə ðə left, hwen məʊst ʌðə neɪfənz 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 ðæt kwestʃən.

However, when foreigners come to England, it only
hau'evə, hwen ʃɔ:rɪnəz kʌm tu ɪŋglənd, it ounli

He **keeps**, he **kept**,
 he has **kept** [*ki:ps, kept*].

monetary =
which has to do
with money

takes them a short time to get used to it. There are *teiks ðəm ə sɔ:t taim tə get ju:st tu it. ðeər a: many other things in which the English are different meni ʌðə þiŋz in hwitʃ ði iŋglif a: dɪfrənt from other nations. As an example I might mention frəm ʌðə -neifənz. əz ən ig'za:mpl ai mail 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 hwitʃ mei be divided by ten. But the English continue to use bi: dɪ'veaidid bai ten. bʌt ði iŋglif kən'tinju: tə ju:z their pounds, shillings, and pence. ðeə paundz, ʃiliŋz, 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 sʌm kəntriz ðei stil have a weight called a pound, which is equal to hæv ə weit kɔ:ld ə paund, hwitʃ 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 kiləmi:təz,

metres, and centimetres, the English have such
mi:təz, ənd sentim:təz, ði iygli:f hæv sʌtʃ

measures as miles and yards. The length of a mile is
mezəz əz mailz ənd ja:dz. ðə leyb əv ə mail iz

equal to 1.61 kilometres, and the
i:kwəl tə wʌn point siks wʌn kilomi:təz, ənd ðə

length of a yard is equal to 0.91 metre.
leyb əv ə ja:d iz i:kwəl tə no:t point nain wʌn mi:tə.

A yard has 36 inches.
ə ja:d hæz þə:t'i:siks in:fiz.

"The main reason why the English do not change their
"ðə mein ri:zn hwai ði iygli:f du: nöt tʃeindʒ ðeə

weights and measures is that they like to keep to the
weits ənd mezəz iz ðət ðei laik tə ki:p tə ði

old things, and the most important reason for this is,
ould þiŋz, ənd ðə moust im'po:tənt ri:zn fə ðis iz,

perhaps, that England is an island, cut off by the sea
pə'hæps, ðət iygland iz ən ailənd, kʌt ə: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
iygli:f kros ðə tʃænl, ðei si:m tə 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: nöt laik hwot ðei si: in ʌðə

countries so well as they do their own things."
kʌntriz sou wel əz ðei du: ðeər oun þiŋz."

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

bi:ʃɔ: dei sta:tid ɔn 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 fə: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 in ə big iygliʃ ɔ:fis,
and he would learn something which might be useful

ənd hi: wud lə:n sʌmpbiŋ hwi:lf mail bi: ju:sful
to him later on in his work at home.

tə him leitər on in hiz wə:k ət houm.

So one day during the last week of their stay in

sou wʌn dei 'dju:əriŋ ðə la:st wi:k əv ðeə stei in
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:fis. mistər 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:fis

and tell me what you have been doing. Your manager
ənd tel mi: hwət ju: həv bi:n du:iy. jə: 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 əfɪs, 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 leɪtə, hwen ðei wə: wə:kɪŋ raund, mɪstər

Edwards showed him several modern machines that
ədwrədz fəud him sevərl mədən mə'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 ðɪs

one,” he said, showing him an adding machine. “It
wʌn, “hi: sed, fəuɪŋ him ən ədɪŋ mə'fi:n. “ɪt

is a very useful machine, which saves us a lot of time.
ɪz ə veri ju:sful mə'fi:n, hwɪlf seɪvz əs ə lət əv taim.

Before we got it, we had a man who sat all day adding
bi:ʃə: wi: got it, wi: həd ə mæn hu: sæt ə:l ðei ədɪŋ

figures; now the same man does the same work in less
fi:gəz; nau ðə seim mæn dəz ðə seim wə:k in les

than three hours with his machine. That means more
ðən ʃəri: auəz wið hiz mə'fi:n. ðət mi:nz mə:

than five hours saved every day.” Storm was shown
ðən faɪv auəz seɪvd evri ðei.” stɔ:m wəz foun

round (here) =
 about



adding machine

a conversation =
a talk between
two or more
persons



dinner-jacket

some other modern things that are useful in an office,
sʌm ʌðə məðən þiŋz ðət ə: ju:sful in ən əfɪs,
 and then they went back to the manager's private
ənd ðən ðei went bæk tə ðə mænidʒəz prəvɪt
 office. After Storm had told the manager what they
əfɪs. a:ʃtə slob:m həd tould ðə mænidʒə hwət ðei
 had seen and done during their stay in England, Mr.
həd si:n ənd ðʌn djuəriŋ ðeə stei in iŋglənd, mɪstər
 Edwards said, "I know what it is like to be in a for-
edwədz sed, "ai nou hwət 'it iz laik tə bi: in ə fo-
 eign country as a tourist. You do not get into con-
rin kʌntri əz ə tuərist. ju: du: nət get intə kən-
 versation with Englishmen as much as you would like
və:seɪfən wið iŋglɪsmən əz mʌtʃ əz ju: wud laik
 to. So if you would like to come and dine with us to-
tu. sou if ju: wud laik tə kʌm ənd dain wið əs tə-
 night, all four of you, my wife and I would be very
'nail, ə:l fo:r əv ju:, mai waif ənd ai wud bi: veri
 pleased. Could you come at half past seven?" "Thank
pli:zd. kud ju: kʌm ət ha:f pa:st sevn?" "þayk
 you very much, that is very kind of you!" Storm
ju: veri mʌtʃ, ðət iz veri kaind əv ju:!" slob:m
 answered, "but I am afraid that we have not brought
a:nəd, "bʌt ai əm ə'freid ðət wi: həv nət brɔ:t
 the right clothes for that. We took as little luggage
ðə rait klouðz ʃə ðət. wi: tuk əz lɪtl lʌgɪdʒ
 as possible, and none of us have brought our dinner-
əz pəsəbl, ənd nʌn əv əs həv brɔ:t auə dīn-

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 rɪ'plai mɪstər edwədz la:ft, seɪɪy,*

"My dear boy, what a funny idea that it would be *mai dīə bɔi, hwɔt ə fʌni aɪ'dīə ðət it wud bi:*

necessary for you to wear a dinner-jacket! I am *nesɪsəri ʃə ju: tə weər ə dīnədʒækɪt! ai əm*

afraid that it is an idea that many foreigners have. I *ə'freɪd ðət it iz ən aɪ'dīə ðət meni fɔrɪnəz hæv. ai*

know that some English writers give that impression *nou ðət sʌm ɪŋglɪʃ raitəz giv ðət im'preʃən*

in their books. Kipling, for example, gives the im- *in ðəz buks. kiplɪŋ, fər ig'zə:mpl, givz ði im-*

pression that Englishmen wear dinner-jackets for *'preʃən ðət iŋglɪsmən wεə 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 iŋglɪsmən əv*

the middle classes wears his usual clothes for dinner, *ðə midl kla:siz wεəz hiz ju:zuel klouðz ʃə dīnə,*

and he is not so much interested in the clothes that *ənd hi: iz nət sou mʌts intristid in ðə klouðz ðət*

people wear as in the people wearing them. Speaking *pi:pl wεə 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 nesɪsəri ʃə mi: tə weər*

necessary = which must be done

He wears, he wore, he has worn
[wεəz, 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 ə. mei wi: ɪks'pekt ju: tə dɪnə,
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 frendz 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:kiŋ
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 mistər edwədziz ə lɪl bɪ'fɔ: sevn pɔ:ti ənd
were shown into the sitting-room. They found Mr.
wə: foun intə ðə sittɪŋrum. ðei faund mistər
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
mistə stɔ:m tə ju:? mistə stɔ:m, ðɪs ɪz mai waiʃ." stɔ:m
greeted her, saying, "How do you do, Mrs. Edwards,"
gri:tid hə:, seiiy, "haudju'du:, misiz 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:lʃə, 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 ʃə ðəz

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 not nou — tə dīnə. a:ʃtər 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 sʌmpiy ai wənt tə spi:k tə mistə stə:m

about before dinner. — Will you fill the gentlemen's
ə'baʊt bi'ʃə: dīnə. — 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

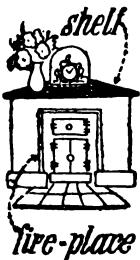


book-shelf

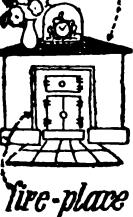
one shelf
 two shelves



writing-table



shelf



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 raiti'leibl

with many papers and books. Over the fire-place was
wið meni peipəz ənd buks. ouvə ðə fai'pleis wəz

a shelf, on which there was a fine old clock. "Sit down
ə self, ən hwilf ðeə wəz ə fain ould klok. "sit daun

in that chair, Storm," said Mr. Edwards, "I will take
in ðæt tʃeə, sto:m," sed mistər edwədz, "ai wil teik

this one." He then began, "How would you like to
dis wʌn." hi: ðen bi'gæn, "hau wud ju: laik tə

stay on here a few months longer, Storm? You see,
stei ən hiər ə fju: mʌnþs lɔŋgə, sto: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 not 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:iy

all our foreign correspondence; most of it is with
ɔ:l auə fɔ:rin kɔ:ris'pɔ:ndəns; moust əv it iz wið

your country, you know. He writes your language
ju: kʌntri, ju: nou. hi: rait sə: læygwidʒ

quite well and knows something of several other
kwail wel ənd nouz sʌmpiy əv sev'rel ʌðə

languages besides. I might get another young man
læygwidʒiz 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'zifən, bat it mei bi: difikəlt, əz it iz

only for six months. You see, I told him that he could
ounli fə siks mʌnþs. ju: si:, ai tould him ðət hi: kud

have his position back when he is well again. But tell
hæv his pə'zɪʃən bæk hwen hi: iz wel ə'gein. bʌt tel

me now what work you are used to, and whether you
mi: nau hwoł 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." sṭɔ: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'pɔndəns; hi: həd ritn ɔ:l ðə letəz fə his

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."
hwoł 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, hwif 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 əei həd finiʃt ðəə kənvə'seifən, əei went
in to have dinner with the others.
in tə həv 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 iŋglis 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 hwot wi: mait kɔ:l 'ðə tipikəl iŋglis haus'.

The typical English house, I should say, has five rooms.
ðə tipikəl iŋglis haus, ai fud sei, hæz faiv ru:mz.

Four fifths (4/5) of all the small houses that you have
fo: fifths əv ə:l ðə smɔ:l hauziz ðət ju: hæv

seen on your trips about London have been of that
si:n ən jo: trips ə'baut lʌndən hæv bi:n əv ðət

type, and it is not only in London that this type is
taip, ənd it iz nət ounli in lʌndən ðət ðis taip iz

common, but all over England.
kəmən, bʌt ə:l ouvər iŋglənd.

"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 hiz stʌdi.* "ðis is my room, where I can have my books and papers *iz mai ru:m, hwær ai kən hæv mai buks ənd peipəz* in peace. The maid comes in here about once a week *in pi:s. ðə meid kʌmz in hiə ə'baʊt wʌns ə wi:k* to clean the room, and on that day I can never find *to kli: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 piyz. fi: həz bi:n hiə tə'dei, ai piyz,* 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 ə'fəd wʌn tu* each of his guests. *i:tf əv hiz gests.*

"These arm-chairs in front of the fire-place look very *"ði:z a:m'tʃeəz in frənt əv ðə fai'pleis luk veri* comfortable," said Wood, and Mr. Edwards replied, *kʌm'fətbl," 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 həv traid to* make my house as comfortable as possible, for it is so *meik mai haus əz kʌm'fətbl 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 lʃə, 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 kuki, sʌltʃ əz kli:niy pə'teitouz* and vegetables." After having shown them the ground *ənd vedʒitəblz." a:flə hæviy soun ðəm ðə graund* floor, Mr. Edwards took them upstairs to the first *flɔ:, mistər edwədz tuk ðəm 'ʌp'steəz tə ðə fə:st* floor. "Upstairs we have all the bedrooms and the *flɔ: "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 *ðə meid, ənd ðis iz mai dɔ:tər ru:m. fi: iz*

not at home to-night; these young people are never
not at houm tə'naɪt; ði:z jʌŋ pi:pl ə: never

at home! She has gone out with some friends to see
ət houm! si: həz gən aut wið sʌm frendz tə si:

a picture. That room used to be my son's, but he is
ə piktʃə. ðæt ru:m ju:st tə bi: mai sʌnз, 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
ənd 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 sʌn 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 iŋglɪmən, 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:vnɪŋ a:ftə sitiŋ in ði ə'fɪs moust əv

the day. On Sunday mornings I get a lot of work done
ðə dei. ən sʌndi mɔ:nɪŋz ai get ə lot 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 nəsəri fər ə biznis mæn tə ki:p him wel.
 I am especially interested in roses. Over here on the
ai əm ɪs'pefəli in tristid, in rouziz. ouvə hiə ən ðə
 south side of the house and along the garden wall, I
sau:p said əv ðə haus ənd ə'lɔy ðə ga:dn wə:l, ai
 have my rose-bushes. Aren't they beauties?
hæv mai rouzbusiz. a:nl ðei bju:tiz?

"You see that we have a big lawn. Most English people
"ju: si: ðət wi: hæv ə big lɔ:n. moust iŋglif 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 ðə
 gardens. As you can see, the lawn goes right up to the
ga:dnz. əz ju: kən si:, ðə lɔ:n gouz rail ʌp tə ðə
 house, so that looking out of the windows, we almost
haus, sou ðət lukiŋ 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 iŋglif 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 bju:təʃul, ðei sei it iz ə 'ri:l iŋglif lɔ:n'.

Some of them are several hundred years old.

sʌm əv ðəm ə: sevərl ɦʌndrəd ji:z 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 izn't 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

mɪstər edwədz səud ðəm ðə ɡɑ:zə: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

þɪk 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:iy tʃi:p tə rʌn. ai hæv hæd ʌðə ka:z bi:p:,

larger ones, but now that we are only three, this one

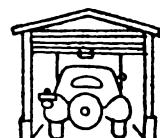
la:dʒə wʌnz, bʌt nau ðət wi: a:r ounli þri:, ðis wʌn

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 þɪk 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 ðə: frəm ðə gərə:ʒ 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 ðə: 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: fa:ðə, hu: sed, "ðis iz mai ðə:tə
Marion. Marion, this is Mr. Miller, who is staying in
mærɪən. 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
a typical English beauty, with a rosy face, blue eyes,
ə tipikəl ɪngglɪs bju:ti, wið ə rouzi feis, blu: aiz,
wavy hair = hair
with waves in it
and brown, wavy hair. They sat for some hours talking
ənd braun, weivi heə. ðei sət ʃə səm auəz tə:kɪŋ
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 intristɪŋ þɪŋz in ləndən,
which he said they must see before leaving, and when
hwitʃ hi: sed ðei mʌst si: bi'ʃə: li:vɪŋ, ənd hu:en
at last it was time for them to take their leave, they
ət la:st it wəz taim ʃə 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 *ʃə* *ðə* *pleznt* *i:vniy* *ðei* *həd* *spent* *in*
 their home. They said that they would never forget
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* *soun* *ðəm* *hwen* *ðei*
 came as strangers to their home, and they added that
keim *əz* *streindʒəz* *lə* *ðə* *houm*, *ənd* *ðei* *ædɪd* *ðət*
 they would write them a letter when they got back
ðei *wud* *rail* *ðəm* *ə* *letə* *hwen* *ðei* *gət* *bæk*
 to their own country.
lə *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 mɪstər edwədz, ənd ət
 last, when Storm had almost given up hope, Mr. Ed-
 la:st, hwen slɔ:m həd ə:lmoʊst ɡɪvn ʌp houp, mɪstər ed-
 wards called him on the telephone, "Hallo, this is
 wədz kɔ:ld him ən ðə telɪfoun, "hə'lou, ðɪs ɪz
 Edwards speaking. Is Mr. Storm there?"
 edwədz spi:kɪŋ. ɪz mɪstə slɔ:m ðəz?"
 "Just a minute, Mr. Edwards, and I will call him to
 "dʒʌst ə minit, mɪstər edwədz, ənd aɪ wɪl kɔ:l him tə
 the telephone," replied Brown, who had answered the
 ðə telɪfoun," ri'plaɪd braʊn, 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 mænidʒər 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 ðət wʌn əv hiz jʌŋ
 men should have this chance of studying English
 men sud hæv ðɪs tʃa:ns əv stʌdiɪŋ ɪŋglɪʃ
 business methods. It would be very useful for the firm
 biznis meþədz. it wud bi: veri ju:sful ʃə ðə þə:m

method = the way
 to do things

to have a man whose knowledge of English was good,
tə hæv ə mæn hu:z nəlidʒ əv iygliſ wəz gud,

and who also had some knowledge of the English
ənd hu: ə:lsou hæd sʌm nəlidʒ əv ði iygliſ

method of doing business.
me:pəd əv du:iŋ biznis.

During the last two or three days they were in London,
djuəriŋ ðə la:st tu: ə: pri: deiz ðei wə:r in lʌndən,

they were very busy, because there was not much time
ðei wə: veri bizi, bi'kɔz ðeə wəz nət mʌtʃ taim

before their departure, and there were so many things
bi'ʃɔ: ðeə di'pa:tʃə, ənd ðeə wə: sou meni ʃiŋz

they wanted to see before they left. On the very last
ðei wəntid tə si: bi'ʃɔ: ðei left. ən ðə veri la:st

day, they went out to buy some small presents for
ðei went aut tə bai sʌm smɔ:l preznts ʃə

their relations and friends at home. Wood had promised
ðeə ri'leifənz 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 ʃɔ: hə:. hi:

had not forgotten his promise, but as he was not used
həd nət ʃə'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 ʃə jʌŋ leidiz, ði ʌðə pri: went

along with him to help him. They knew Selfridge's,
ə'lɔ:ŋ wið him tə help him. ðei nju: selfridʒiz,

where they had bought sticks, handkerchiefs, and
hweə ðei həd bɔ:t stiks, hæŋkətʃiſ, 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 *sigə'rels*, *sou ðei went ðeər ə'gein*. in *ðə pa:l əv ðə* shop where women's things are sold, they looked at *fəp hweə wiminz þiŋz 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 hwət 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 hwət sɔ:t əv þiŋz ðə jʌŋ leidi* would be interested in. "Oh, something to wear, I *wud bi: intristid in.* "ou, *sʌmbiŋ tə weə, ai* should think," said Wood. "What size clothes does she *fud þiŋk*," *sed wud.* "hwət saiz kiouðz 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 mʌts 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 þiŋk ðət 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: bɔ:t sʌmpiy hwilf wəz aɪðə tu: smɔ:l ə:

too big for her, because then she would not be able
tu: big fɔ: hə:, bɪ'kɔz ðən fi: wtd nət bi: eibl

to wear it. But we have many other things, hand-
ta weər it. bʌt wi: hæv meni ʌðə piyz, 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." "hwət sɔ:l 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:nsəd; "ðə bægz kost ounli fɔ:ti

shillings apiece."

filiyz ə'pi:s."

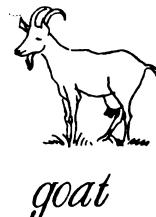
"That is quite cheap," Wood said to the others. "At
"ðæt iz kwail tʃi:p," wud sed tə ði ʌðəz. "ðæt

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 bɔ:t ə bæg

for an aunt or some other relation at home, and that
fər ən a:nt ə: sʌm ʌðə 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 ʃiliŋz ə'pi:s. ai piyk ai wil teik
one of them."
wʌn əv ðəm."

The hour of their departure from England had arrived.
ði auər əv ðeə dī'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, ðə
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: ðər 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 ðən. ðə:st, ðə:m
pays your fare to England, and the ticket from our
peiz ðə: fə ðə tu iŋglənd, ənd ðə tiket frəm ouə
home town to London is not cheap; and now they let
houn təu ðənðən iz nət tʃi:p; ənd nau ðei let
you stay here for another six months. I wish I
ju: stei hi: ðər ə'nʌðə siks mʌnþs. ai wiʃ ai
worked for a firm that would have paid my fare, then
wə:k tər ə ðə:m ðət wud həv peid mai fə, ðən
I should not have had to think of the ticket!"
ai ſud nət həv həd tə piyk əv ðə tiket!"

But Storm knew that his friend was not really jealous
 bʌt stɔ:m nju: ðət hiz frend 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
 mæntfɪstə, 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 dei a:r əv sʌtʃ greit im'po:təns?"

"Birmingham and Sheffield are famous for their metal
"bə:minəm ənd sefi:ld a: feiməs fə ðə məl

articles," said Wood. "We have some knives at home
a:tiklz," sed wud. "wi: hæv 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. səmlaimz, hau'evə, ɪl wud bi: tu: iks'pensiv

to use steel to make these things, so iron is used
tə ju:z sti:l tə meik ði:z pi:yz, sou aɪən iz ju:z d

instead. Steel is really iron, but iron that has been
in'sted. 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 frʌnt əv ðə faiə.

The English nearly always use coal for their fires.
ði iŋglis niəli ə:lwəz ju:z koul fə ðeə faiəz.

Usually, they have had more than enough coal for their
ju:ʒuəli, ðei həv hæd mə: ðən i'nʌf koul fə ðeər

own houses, trains, steamers, etc., so that they have been
oun hauziz, treɪnz, sti:məz, i'tselrə, sou ðəl ðei həv bi:n

able to export coal to other countries. Newcastle is a
eibl tu eks'po:t koul tu ʌðə kʌntriz. nju:ka:sl iz ə

very important coal town, from which much coal has
veri im'po:tənt koul taun, frəm hwitʃ mʌtʃ koul həz

been exported to foreign countries. Newcastle, however,
bi:n eks'po:tid tə fərin kʌntriz. nju:ka:sl, hau'evə,

is also a very important town for the building of ships.
iz ə:lsouə veri im'po:tənt taun fə ðə bildiŋ əv sips.

Manchester, as you will all remember, is famous for
mæntʃɪstə, əz ju: wil ə:l ri'membə, iz feiməs fər

its cotton articles, and many things made of cotton are
its kətn a:tiklz, ənd meni piŋz meid əv kətn a:r

exported to the whole world. In our shops at home it
eks'po:tid tə ðə houl wə:ld. in auə fəps ət houm it

is also possible to buy cotton articles made in Man-
iz ə:lsou pəsəbl tə bai kətn a:tiklz meid 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
mʌtʃ 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 tu iygłənd 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 gu'dbai tə stɔ:m.”
They shouted together, “Good-bye, Storm!”
ðei fautid tə'gedə: "gu'dbai, stɔ:m!"

Storm: “Good-bye, a pleasant trip, and remember me
stɔ:m: "gu'dbai, 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 lɔŋ 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 səri 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 iygłənd. hi: ri:tə:nd slouli tə
the hotel, thinking of his friends and of his relations
ðə hou'tel, piykiŋ 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 frɛndz, stɔ:m

went by bus to his new office, where he was at once
 went bai bəs 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:nəsəd ðə mænidʒə, "it iz

also a pleasure to us to have you work for us." "I am
 ə:lsoʊ ə pleʒə tu əs tə hæv ju: wə:k fər əs." "ai əm

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

remain = stay

in London. There are still so many things that I wish
 in lʌndən. ðəə stil sou meni piŋz 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 piŋk ju: sed it

was your first visit to a foreign country. Don't you *wəz ʃɔ:st vɪzɪt tə ə ʃɔ:rɪn kʌntri. dəʊnt ju:* think that you will miss many things that you were *biŋk ðət ju: wɪl mɪs məni biŋz ðət ju: wə:* used to at home?" asked the manager. "Yes," said *ju:st tu ət houm? a:skt ðə mænidʒə. "jɛs,"* sed Storm, "there are some things at home that I shall *stɔ:m, "ðəzə səm biŋz ət houm ðət ai ʃəl* miss in England. There will, perhaps, also be things *mis ɪn ɪŋglənd. ðəzə wɪl, pə'hæps, ɔ:lsou bi: biŋz* that will seem strange to me, because they are different *ðət wɪl sɪ:m streɪndʒ tə mi:, bɪ'kɔz ðei a: dɪfrənt* from what I am used to. But it will be very interesting *frəm hwət ai əm ju:st tu. bət ït wɪl bi: vəri ɪntristɪŋ* to see things that are different, things that are strange *tə sɪ: biŋz ðət a: dɪfrənt, biŋz 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 mælə ðət ai ʃəd 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'nʌʃ?" "nəu," 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 əʃə.
 I shall be very glad to accept it. I never had much
ai fəl bi: veri glæd tu ək'sept it. ai nevə hæd mʌtʃ
 money, and after a fortnight's holiday one hasn't got
mʌni, ənd a:ʃtər ə fɔ:tnaɪts həlidi wʌn hæznt got
 very much money."
veri mʌtʃ mʌni."

The manager laughed, saying, "I can very well under-
ðə mænidʒə la:ʃt, seiŋ, "ai kən véri wel ʌndə-
 stand that you haven't got very much money after a
'stænd ðət ju: hævnt got veri mʌtʃ mʌni a:ʃtər ə
 fortnight's holiday. I am glad that you will accept my
fɔ:tnaɪts həlidi. ai əm glæd ðət ju: wil ək'sept mai
 offer. And while we are speaking of this matter, you
əʃə. ənd hwail wi: a: spi:kɪŋ əv ðis mætə, ju:
 had better tell me how much money you require."
həd betə tel mi: hau mʌtʃ 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:ʃəl ənd a:skt him tu intrədju:s stɔ:m
to everybody in the office, and also to tell him about
tu evribədi in ði ə'fɪs, ənd ə:lou 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: noulist ðət
the Englishman was also about six feet tall, so that the
ði iŋglɪʃmən wəz ə:lou 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 fərɪn kʌntrɪz. ma:ʃəl 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 fəlou 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:nij 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 fəl get əz mʌtʃ præktils ənd

experience in speaking your language as I could wish."

iks'piəriəns in spi:kij 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:kij nʌŋŋiŋ bət iŋglif frəm nau ən,

you will soon get great practice in expressing yourself.

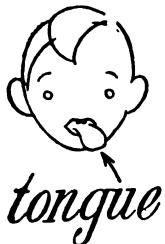
ju: wil su:n get greit præktils in iks'presiŋ ʃə:'self.

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, "jɔ:
 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 pronunciation
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 jɔ: 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: ðɪs ɪz
 your first visit to England. Do you like what you have
jɔ: 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 steɪ
 in England very much, and that although he had
in iŋglənd veri mʌtʃ, ənd ðət ə:l'ðou 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'baʊt ə fərin kʌntri ə: nət

always the real facts. If you want to know what another
 ə:lwəz ðə riəl fækts. if ju: wənt tə nou hwət ə'nʌðə

country is like, it is necessary for you to visit it your-
 kʌntri iz laik, it iz nəsɪsəri ʃə ju: tə vɪzɪt it jɔ:-

self. It is a fact that books do not always give you the
 'self. it iz ə fæktl ðət buks du: nət ə:lwəz gɪv ju: ðə

right impression.

raɪt ɪm'preʃən.

The firm was divided into five different departments,
 ðə fə:m wəz di'veidid intə fəiv dɪfrənt dɪ'pa:tments,

each with its own work to take care of. In order that
 i:ts wið its oun wə:k tə teik keər əv. in ə:də ðət

in order that =
 so that

Storm might see everything, Marshall took him round
 stɔ:m maɪt si: ənripiy, ma:fəl tuk him raund

to each of the five departments of the firm. "It is my
 tu i:ts əv ðə fəiv dɪ'pa:tments əv ðə fə: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
 dɪfrənt dɪ'pa:tments ə:l piyək ðət ðə wə:k ðəi teik

care of is the most important. I think you will have
 keər əv iz ðə məʊst im'pɔ:tənt. ai piyək ju: wil hæv

the same experience. We'll begin by going to the
 ðə seim iks'piəriəns. wi:l bɪ'gin bai gəuɪŋ tə ðə

factory where the different goods are made." Marshall
 fækτəri hwət ðə dɪfrənt gudz ə: 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 hwəz
 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 dɪ'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 dɪ'pa:tmənt hwəz ðə
 books were kept. Here they were told the same thing
buk̩s wə: kept. hiə ðei wə: tould ðə seim þiŋ
 as in the factory: the department that keeps the books
əz in ðə fæktr̩i: ðə dɪ'pa:tmənt ðət ki:ps ðə buks
 and gets the money for the goods that have been
ənd gets ðə məni /ə 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 dɪ'pa:tmənt tould stɔ:m
 that he was a Scot and not an Englishman. He showed
ðət hi: wəz ə skot ənd not ən iŋglɪʃmən. 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
baɪz 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: ðæt

there are hundreds of accounts in this book, and I am
ðæθ hʌndrədz əv ə'kaunts in ðis buk, ənd ai əm

sure you'll agree that it is very important to collect
fuə ju:l ə'gri: ðæt it iz veri im'po:tənt tə kə'lekt

the money that people owe us as quickly as possible.
ðə mʌni ðæt 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 ðæt ðə

London branch of the firm had been established in the
lʌndən bra:nf əv ðə fə:m həd bi:n i'stæblɪʃt in ðə

year 1909, and that this Scotchman, or Scot as
jɪənənti:n ou nain, ənd ðæt 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'tæblɪʃt. 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 ə/ɪs iz kɔ:ld, ənd lə:nd ðæt hi: iz

called a clerk. "You and I are clerks, then," said Storm.
kɔ:ld ə kla:k. "ju: ənd ai a: kla:ks, ðen," sed stə:m.

collect money =
 ask for and get
 the money people
 owe one

post = mail

attend to = take care of

"I have never heard the word 'clerk' before."
"ai hæv nevə hæ:d ðə wə:d 'kla:k' bɪ'ʃə:."

After visiting the other departments, they went to their *a:ʃər vizitiŋ ði ʌðə dɪ'pa:tment*, *ðei went tə ðəər own, the correspondence department. Marshall now told oun, ðə kɔrɪs'pɔndəns dɪ'pa:tment. ma:ʃəl nau tould post* about his work. "We receive all the foreign post, *stɔ:m ə'baut hiz wə:k. "wi: ri'si:v ɔ:l ðə fɔrɪn poust, or foreign mail as we usually call it," he said, "and ɔ: fɔrɪn meil əz wi: ju:zəuли kɔ:l it," hi: sed, "ənd first of all we open the letters, after which we take fə:st əv ɔ:l wi: oupən ðə letəz, a:ʃər hwitʃ wi: teik them to the different departments in order to get the ðəm tə ðə dɪfrənt dɪ'pa:tments 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 fɔrɪn 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 hæv tə si: ðət ɔ:l ðə fɔrɪn letəz a: rɪtn ənd the mail sent off. These are the matters that we attend ðə meil sent ɔ:f. 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:tment. ju: mei bi: fuə ðət it iz kwail enough to attend to, for the foreign mail is very big." i'nʌf tu ə'tend tu, fə ðə fɔrɪn meil iz veri big."*

"Thank you very much for all the useful information
 "þæyk ju: veri mæts fər ɔ:l ðə ju:sful infs'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
 infs'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

to sit hwen wə:kiŋ. ət bouþ saidz əv ðə desk ðəz

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, i'l'setra, in ðə drɔ:əz. ðen it

is unnecessary to go out and buy things of that sort

iz ʌn'nesisəri tə gou aut ənd bai þiŋz 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: mʌnpəs ənd

means that we shall not have to buy any more pencils

mi:nz ðæt wi: fəl not hæv tə bai eni mo: 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 mʌnp. 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 sevrl 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, hwilf

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 fə pə:snz,

and another lift for goods. The lift that is used for
ənd ə'nʌðə lift fə gudz. ðə lift ðət iz ju:zd fə

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 fə pə:snz iz smɔ:lə; it

takes three persons at a time." "Fine!" Storm said,
teiks pri: pə:snz ət ə taim." "Jain!" slɔ:m sed,

"if I have to go up to the fourth floor, you may be
"if ai həv tə gou ʌp tə ðə fɔ: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
evrɪpɪŋ ɪz bɪgə ðən aɪ ɪks'pektɪd ɪt tə bi:." "wʌn

reason for this," said Marshall. "is that the manager
ri:zn fə ðis," *sed ma:fəl,* "iz ðət ðə mænidʒər

is a very good business man. All the departments work
iz ə veri gud biznis mæn. ɔ:l ðə dɪ'pa:tments wə:k

well together, even in the smallest things. All the work
wel tə'geðə, i:vən ɪn ðə smɔ:lst pɪŋz. ɔ:l ðə wə:k

of the firm is very well organised. I don't think I ever
əv ðə fə:m iz veri wel ɔ:gənaɪzd. aɪ dənt pɪŋk aɪ evə

saw a firm with more system and organisation in its
so: ə fə:m wið mɔ: sistim ənd ɔ:gənai'zeɪʃən ɪn its

work, but then I haven't seen a great many yet. But
wə:k, bət ðən aɪ hævnt sɪ:n ə greɪt meni jet. bət

to speak of something quite different: Where are you
tə spi:k əv sʌmpɪŋ kwait dɪfrənt: hweər a: ju:

staying?" "I have been staying at a hotel in Blooms-
steiŋ?" "aɪ hæv bi:n steiŋ ət ə hou'tel ɪn blu:mz-

bury," answered Storm, "but I shall have to find some-
bəri," a:nsəd stə:m, "bət aɪ fəl hæv tə faind səm-

thing cheaper." "The manager told me that he thought
pɪŋ tʃi:pə." "ðə mænidʒə tould mi: ðət hi: pɔ:t

you would be wanting a room, and I have an offer to
ju: wə:d bi: wəntɪŋ 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, is'peʃəli 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:nɪdʒ fə 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 əfɪs ðɪs 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 ðən gou streit

down to my home. Have you got many bags?" "No,"
dau:n tə mai houm. həv ju: ɡot meni bægz?" "nou,"

said Storm, "I have only one bag, and there are so
sed slob:m, "ai həv ounli wʌn bæg, ənd ðəə sou

few things in it that it is not heavy to carry. I am glad
fju: ɡlɪz in it ðət it iz nət hevi tə kəri. ai əm glæd

of this, for the weather is very hot, and it would not be
əv ðis, ʃə ðə wəðər iz veri hət, ənd it wəd nət bi:

very pleasant to carry a heavy weight in such a heat."
veri pleznt tə kəri ə hevi weit in sʌtʃ ə hi:t."

Having got Storm's bag, the two young men went to
həvɪŋ ɡot slob:mz bæg, ðə tu: jʌŋ men went tə

the Underground. In the streets the heat was still very
ði ʌndəgraund. in ðə stri:ls ðə hi:t wəz stil veri

great, but in the Underground train the air was quite
greit, bət in ði ʌndəgraund trein ði əə wəz kwait

cool. After having got so hot, they were glad to feel
ku:l. a:ftə həvɪŋ ɡot sou hot, ðei wə: glæd tə fi:l

cool again. Storm found the house of Marshall's parents
ku:l ə'gein. slob:m faund ðə haus əv ma:səlz peərənts

to be a typical English house with five rooms. He was
tə bi: ə tipikəl iŋglɪʃ haus wið faɪv ru:mz. hi: wəz

introduced to Mr. and Mrs. Marshall, after which Mrs.
intrə'dju:st tə mistər ənd misiz ma:səl, a:ftə hwɪtʃ misiz

Marshall took him upstairs to his bedroom. He saw
ma:səl tuk him 'ʌp'steəz tə hiz bedrum. hi: sə:

that there was a nice comfortable bed, a large table,
ðət ðəə wəz ə nais kʌmfortəbl 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'lſeə, ə ſouſə, ə tfeſt əv drɔ:əz, ə wɔ:droub,

and some other pieces of furniture. He was very happy
ənd ſəm ʌðə pi:siz əv ſə:nitſə. hi: wəz veri hæpi

to see so much furniture, much more than there had
tə ſi: ſou mʌtſ ſə:nitſə, mʌtſ mɔ: 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 ſə:ls, hæy-

kerchiefs, etc., and went to the chest of drawers and
kælfſiſs, i'lſetra, and went tə ðə tfeſt 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 iyglənd

for a fortnight only, he had brought very little linen
fər ə ſə:tnait ſənli, hi: həd brɔ:t veri lill 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 piklſəz ən ðə wɔ:lz, bət misiz ma:ſəl

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
piklſəz əv hiz oun ſ: ſəm ſoutəgra:ſs əv rɪ'leifən

or friends. Storm replied that he had no pictures to
ſ: frendz. ſtɔ:m rɪ'plaɪd ðət hi: həd nou piklſəz tə

hang up, but he had a photograph of his father. He
hæy ʌp, bət hi: həd ə ſoutəgra:f əv hiz ſa:ðə. hi:

told Mrs. Marshall that he had no father now; his *tould misiz ma:fəl ðət hi: hæd nou fə:ðə nau; hiz* 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: fa: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:lli 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 fəoud 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 hæg səm* of his clothes. He took one or two things out of his bag *əv hiz klouðz. hi: tuk wʌn ə tu: þiŋz aut əv hiz bæg* and hung them on hooks, and the rest he hung in the *ənd hʌg ðəm ən huks, ənd ðə rest hi: hʌg in ðə* wardrobe. She also pointed to the door, which had a *wo:droub. fi: ə:lsou pəintid lə ðə də:, hwitʃ hæd ə* key in the lock, and told Storm that she would give *ki: in ðə lək, ənd tould stə:m ðət fi: wəd giv* him a key to the front door, too. He thanked Mrs. *him ə ki: tə ðə frʌnt də:, tu:. hi: þæŋkt misiz* Marshall for thinking of all these things, but said, *ma:fəl fə þiŋkiŋ əv ə:l ði:z þiŋz, bət sed,*

the rest = the other things





button

come of =
fall off

He **sews**,
he **sewed**,
he has **sewn**
[souz, soud, soun].

extremely = very



thumb

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 do:.

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.
ə: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
to du:; ðəə kwait simpl, bi'kəz wi: du: ðəm sou
 often, but they're not always simple for men.” “That
ə:fn, bət ðəə nət ə:lwəz simpl fər 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 həlidi, ai soud ən səm bʌtnz
 which had come off, but the next day they came off
hwitʃ həd kʌm ə:f, bət ðə nekst dei ðei keim ə: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:ts hænd, əz su:n əz ai sta:t
 sewing, I feel as if all five fingers were thumbs.” “I
souiy, ai fi:l əz if ə:l faiw fiŋgəz 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:fθə 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," sə:m ə:nəd,
 "I usually get up about seven o'clock in the morning."
"ai ju:zəli get ʌp ə'baʊt sevn ə'klək in ðə mə:nɪg."
 "That suits us very well. My son usually gets up a
"ðæt sju:ts ʌs veri wel. mai sən ju:zəli gets ʌp ə
 little later, so you can have the bathroom first. There
lɪl leitə, sou ju: kən hæv ðə ba:prum fə:st. ðεə
 will be a special hook there for you to hang your
wil bi: ə spesəl huk ðεə fə 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. sə:m sæt daun in ði
 armchair, while Marshall lay down on the sofa and
'a:m'tʃə, hwail ma:fəl lei daun ən ðə soufə ənd
 made himself comfortable. This was not difficult, for
meid him self kʌmfətabl. ðis wəz nət difikətl, fə
 there were two or three very good cushions on it. "I
ðεə wə: tu: ə pri: veri gud kufənz ən it. "ai
 am afraid I shall fall asleep," said Marshall. "Yester-
əm ə'freid ai fəl ʃə: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 bɪʃɔ: lɔj 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:/tər 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 hæg əp ə* 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 hæg əp ət wəns; 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: stə:m wəntid tə hæg* the photograph over the chest of drawers, and as it was *ðə foutəgra:f ouvə 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 tʃəv.* 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 *hæg, ənd bɪʃɔ: lɔj ðə neil wəz in ðə wə:l ənd* Storm's photograph put up. *stə: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 [silablz]. The word 'height' has only one syllable [silabl], 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

isle = island



“I noticed that one of the men to whom I was introduced to-day explained that he was a Scotchman, not an Englishman. Wasn’t that rather a strange thing to say?” asked Storm. “You may think so, but that is sei?” a:skt stɔ:m. “ju: mei þiŋk sou, bət ðæt iz only because you’re a stranger. People in foreign countries speak about this country as England and the people as English, and know nothing about the existence of other nations in the British Isles, but there are really four different countries, England, Wales, Scotland, and Ireland, with four different nations, the English, the Welsh, the Scotch, and the Irish. In Wales, iŋglis, ðə welf, ðə skɔlf, and ði aɪərif. in weilz,

Scotland, and Ireland you will find the Celts, the people
skɔ:lənd, ənd aɪələnd ju: wil faind ðə kəlts, ðə pi:pl

to whom all four countries used to belong before the
to hu:m ə:l ʃɔ: kʌntrɪz ju:st tə bɪ'lɔŋ bɪ'ʃɔ: 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 aʊə tɪ:lʃə telɪŋ ʌs ðæt ðə

country belonged to the Celts until their enemies took
kʌntri bɪ'lɔɪd tə ðə kəlts ʌn'tɪl ðeər enɪmɪz 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 ɒrɪ:

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
enibədi, 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. ə:l kəlts a: rə:ðə praud ðæt ðei a:

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
praud ðæt hi: wəz ə skɔ:tʃmən; ðæt wəz ðə ri:zn

why he mentioned that he was a Scotchman, and not
hwai hi: menʃənd ðæt hi: wəz ə skɔ:tʃmən, ənd nət

exist = be

but little = very little

an Englishman." "I am afraid," said Storm, "that I *ən ɪngglɪsmən.*" "ai əm ə'freid," *sed stɔ:m,* "ðəl ai know but little about Scotland. I have read many *nou bət lɪl ə'baut skɔ:lənd.* ai həv red meni funny stories about Scotchmen, but the stories that I *fʌni stɔ:riz ə'baut skɔ:tʃmən,* *bət ðə stɔ:riz ðəl ai* know about them do not tell me anything about *nou ə'baut ðəm du: nət tel mi: enipɪŋ ə'baut skɔ:lənd.*"

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 Scotch either," Marshall replied, "for most of those *skɔ:tʃ aɪðə,*" *ma:fəl rɪ'plɔɪd,* "fə moust əv ðouz stories give the idea that the Scotch love money more *stɔ:riz ɡɪv ði aɪ'diə ðət ðə skɔ:tʃ lʌv mʌni mo:* than anything else in the world. You're told that they *ðən enipɪŋ els in ðə wə:ld. ju: 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. ðɪs, hau'evə, iz nət sou. ðə skɔ:tʃmən* 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 o:l. ai piŋk ðəs məst bi: meni* other people who are careful with their money, and *ʌðə 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 bɪʃɔ: spendɪŋ it. ai mai'self

do not waste money, spending it unnecessarily, and I
du: nɔt weist mʌni, spendɪŋ it ʌn'nesɪsərɪlɪ, 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. —
sto: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'baut ði:z bri: neɪfənz.

Will you tell me about them?" "I shall be only too
wil ju: tel mi: ə'baut ðəm?" "ai fəl bi: ounli tu:

pleased to do so," Marshall replied. "To begin with
pli:zd tə du: sou," ma:fəl ri'plaid. "tə bi'gin wið

Wales, it has had English kings for about 700
weilz, it həz hæd ɪŋglɪʃ kɪgz fər ə'baut 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**
 [bəz, 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 bɔ: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:stbɔ:n sʌn, hu: həd bi:n bɔ: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 bɔ: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.
ta'geðər 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 mʌtʃ mə: dɪfɪkəlt ʃə ði ɪŋglɪʃ ənd
 the Scotch to live in peace and harmony with each
 ðə skɔtʃ tə liv in pi:s ənd ha:məni wið i:ts
 other, and the two countries have had the same kings
 ʌðə, ənd ðə tu: kʌntrɪz həv hæd ðə seim kiŋz
 for no more than 300 years. For many hundred
 ʃə nou mə: ðən pri:həndrəd jiəz. ʃə meni həndrəd
 years the two nations were enemies, and the Scotch
 jiəz ðə tu: neɪfənz wə:r enimiz, ənd ðə skɔtʃ
 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 skɔtʃ. bət ðə tu: kʌntrɪz həv nau bi'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 iŋglənd hæd
 no children, the people in both countries agreed that
 nou tʃildrən, 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 iŋglənd ənd skɔtlənd tə bi: dʒɔɪnd
 together under one king. James the Sixth of Scotland
 tə'geðər ʌndə wʌn kiŋ. dʒeimz ðə siksþ əv skɔtlənd
 became James the First of England. Since that time
 bi'keim dʒeimz ðə fə:st əv iŋglənd. 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

had the same kings.
hæd ðə seim kipz.

"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 wəd

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
wəd du:əz mʌlf dæmidʒ əz pəsəbl. sʌmtaimz 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'stri ñ 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.

hurry = go
quickly

He **hides**, he **hid**,
he has **hidden**
[haɪdz, hid, hidn].

Having done that, they hurried back as quickly as
həviy dʌn ðət, ðei hʌrid bæk əz kwikli əz

possible to Scotland to hide in the mountains, where
pəsəbl tə skɔllənd tə haid ən ðə mauntinz, hweər

it would be difficult to find them. They knew that the
it wəd 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 skɔtʃ kʌmɪŋ intu iŋglənd,

but the English were no better. They went just as often
 bət ði iŋglɪʃ wə: nou betə. ðei went dʒʌst əz ə:fn

into Scotland and did the same damage to the Scotch.
 intə skɔtlənd ənd did ðə seim dæmidʒ tə ðə skɔtʃ.

Sometimes the English even sent large armies into
 sʌmtaimz ði iŋglɪʃ i:vən sent la:dʒ a:miz intə

Scotland. Once, the English went into Scotland with
 skɔtlənd. wʌns, ði iŋglɪʃ went intə skɔtlənd wið

an army of 150 000 men. The Scotch got
 ən a:mi əv wʌn hʌndrəd ənd fiʃti þauzənd men. ðə skɔtʃ 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 iŋglɪʃ. ðə tu: a:miz met

at Bannockburn, where a great battle was fought. The
 ət 'bænək'bə:n, hweər ə greɪl bæll wəz fo:t. ðə

Scotch soldiers were very brave; they were not afraid
 skɔtʃ souldʒəz wə: veri brev; ðei wə: nəl ə'freid

of meeting and fighting against a much larger army.
 əv mi:tiŋ ənd fæitiŋ ə'geɪnst 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 iŋglɪʃ aɪðə lei ded ən

the field of battle or were hurrying back to England
 ðə fi:ld əv bæll ə: 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'kɒz 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 skɔts 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.
sʌmpiŋ 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
pɪyəz, 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 tɔ:gəðə,
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 skɔtʃ, ənd ðə welf liv

together in another island. Then we must also remem-
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: protistənts.

I don't think that we English understand the Irish very
ai dount pi:yk 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,
ta 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.
eərə, həv nət bi:n veri sætisfaɪd wið ði iŋglis.

You will understand, however, that it is almost im-
ju: wil ʌndə'stænd, hau'evə, ðət it iz ə:lmouſt 'im-

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
skɔtlənd ənd weɪlz send repre'zentətəvz tə ðə britif

Parliament in London, but since 1922 Eire
pa:ləmənt in lʌndən, bʌt sins nainti:n twenti'tu: eərə

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 lændən.* *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 lændən.* *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 ðəm aɪðə* the British Isles or Great Britain and Eire (Ireland). *ðə britif ailz ə: greit brɪtən ənd eərə (aɪələnd).* There you have a few facts about the Welsh, the *ðə 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 hatred join elder eldest prince destroy bear bore born damage hide hid hidden meet met brave hurry Irish satisfy satisfied comparison Catholic Protestant representative Eire unless particularly southern Ireland rather unnecessarily
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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' [fei̯fəlɪ] 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 [dʒenitɪv]. We notice that there is an apostrophe [ə'pɔ:streji], 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:sɪz] 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
fju: 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 þɪŋk 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 ʌnʃ, ənd sət daun.

They at once began to look at the menu, a long list of
ðei ət wʌns bɪ:gæn tə luk ət ðə menju:, ə lɔ:g 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 littl
 later, they saw the young lady who served at their
leɪtə, ðei sɔ: ðə jʌŋ leidi hu: sə:vd ət ðə

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 ðəər ə:də*. " *hiə kʌmz ðə* waitress," said Storm; "I'm glad to see her, for I'm very *weitris*," *sed slo: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 ə:dəd ðəə lʌnf, ənd in tu: ə pri: 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 pi:yz ən ðə waitress's tray was a big pot of tea. Storm had now weitrisiz trei wəz ə big pot əv ti:. slo:m həd nau learned to drink tea as often as an Englishman. The lə: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 pi:yz 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, slo:m kən'linju:d tə luk ət ðə prices on the menu. "I thought you said you were praisiz ən ðə menu: "ai þə:t ju: sed ju: wə: hungry, but you seem to be much more interested in *hʌŋgri, bə:t ju: si:m tə bi: mʌtʃ mə: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 *smaɪliŋ. stɔ:m rɪ'plaɪd ðət ðə praisiz intristid him*

a great deal, and finished by asking Marshall to tell *ə greit di:l, ənd fɪnɪʃt bai a:skiŋ ma:fəl tə tel*

him something about English money and coins. He *him sʌmpbiŋ ə'baʊt ɪŋglɪʃ mʌni ənd kɔɪnz. hi:*

explained that these things were difficult for a stranger *iks'pleɪnd ðət ði:z ɒɪŋz wə: dɪfɪkəlt fər ə streɪndʒə*

to get used to, because nearly the whole world uses the *ə tə get ju:st tu, bɪ'kɔz nɪəli ðə houl wə:ld ju:zɪz ðə*

decimal system. "Even the Americans, who use the *"i:vən ði ə'merikənz, hu: ju:z ði*

English system of weights and measures, have their *ɪŋglɪʃ 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 ənda'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 kwait ə lət əv ði:z ɒɪŋz ə:l'redi,*

seeing that you have been here almost a month. But I *si:iŋ 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
pɪŋk ɪt wɪl bɪ: bɛtər ɪf aɪ ɪks'pleɪn tə ju: ɔ:l ðə di: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
sou mʌlʃ trʌbl in faindɪŋ aʊt hwɔ:t pɪŋz rɪəli
 cost," Marshall told his friend. "I should be glad if you
kɔ:st," ma:fəl tould hɪz frɛnd. "aɪ səd bɪ: glæd ɪf ju:
 would give me all the details about English money.
wəd ɡɪv mi: ɔ:l ðə di:teɪlz ə'baʊt ɪŋglɪʃ mʌni.
 Before you start, however, you had better pour me
bɪ'ʃɔ: ju: sta:t, hau'evə, ju: həd bɛtə pɔ: mi:
 another cup of tea," Storm said.
ə'nʌðə kʌp əv ti:," stɔ:m sed.

Some of the tea went on the table and over the edge
sʌm əv ðə ti: went ən 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: ma:fəl sed, "aɪm sɔri,
 I wasn't very careful, but it doesn't matter so much as
aɪ wɔ:nt veri kɛəfʊl, bət it dʌznt mælə sou mʌlʃ əz
 there is no cloth on the table, and the floor isn't very
ðəz nou klɔ:p 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 restərɔ:ŋ hweə ðei hæv klɔ:p
 on the tables and clean floors, you must pay more for
ən ðə teiblz ənd kli:n flɔ:z, ju: məst pei mɔ: ʃə
 your meals," he continued laughing. "But if you will
ʃɔ: 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 luk 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 fugə.

Marshall began by explaining that there are pounds,
 ma:səl bɪ'gæn bai iks'pleinɪŋ ðə:t ðə:ər ə: paundz,

shillings, pence, and farthings in the English monetary
 siliŋz, pens, ənd ʃa:ðɪŋz in ði iŋglɪʃ mənɪtəri

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 ʃɔ: ʃa: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 sovrin bɪ'kɔ:z ðə

king's head was to be found on one side of it. There
 kiŋz hed wəz tə bi: faʊnd ən wʌn said əv it. ðə:ə

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:fsovrin. in ni:li evri kʌntri əv ðə



American Indian

world three metals were used for coins before the war
wə:ld pri: mellz wə: ju:zd fə kɔinz bɪ'ʃə: ðə wɔ:r
 of 1914—1918. Gold had the greatest
əv nainti:n fɔ:ti:n tə nainti:n eiti:n. gould hæd ðə greilist
 value of the three metals that were used for money,
vælju: əv ðə pri: metlz ðət wə: ju:zd fə mʌni,
 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 pərənts fɔ:ks ənd spu:nz a: meid əv," ma:fəl
 explained. "The third metal was copper, a metal of a
iks'pleind. ðə pə:d mell wəz kɔpə, ə metl əv
 red colour. Copper is the same colour as an American
red kʌlə. kɔpər iz ðə seim kʌlər əz ən ə'merikən
 Indian. Nowadays, however, it would be very difficult to
indjən. nauədeiz, hau'evə, it wəd bi: veri difikəlt tə
 find a gold coin; paper money is used instead. In Eng-
faind ə gould kɔin; peipə mʌni iz ju:zd in'sted. in iy-
 land we use a pound note and a ten shilling note instead
glənd wi:ju:z ə paund nou ənd ə ten siliŋ nou in'sted
 of the gold sovereign and half-sovereign. Until some
əv ðə gould sovrin ənd ha:fsɔvrin. ʌn'til sʌm
 time after the war of 1939—1945
taim a:fə ðə wə:r əv nainti:n pə:li nain tə nainti:n fɔ:ti:faiv,
 we had coins that people spoke of and thought of as
wi: hæd kɔinz ðət pi:pl spouk əv ənd pə:t əv əz
 silver coins. In reality, we had no coins in England
silvə kɔinz. in ri'æliti, wi: hæd nou kɔinz in iyglənd

that were made of silver only; we had no coins of
 $\partial\text{æt}$ $w\text{:}$ $meid$ əv $silv\text{ər}$ $ounli$; $wi:$ $hæd$ nou $k\text{o}in\text{z}$ əv
any sort or size that were made of pure metals. Less
 eni $so:t$: $saiz$ $\partial\text{æt}$ $w\text{:}$ $meid$ əv $pju\text{ə}$ $mellz$. les
than half of the metal of the so-called silver coins was
 $\partial\text{ən}$ $ha:\text{f}$ əv $\partial\text{ə}$ $mell$ əv $\partial\text{ə}$ $souk\text{:ld}$ $silv\text{ə}$ $k\text{o}in\text{z}$ $w\text{:z}$
silver. However, in order to pay America in silver some
 $silv\text{ə}$ $hau\text{'ev}\text{ə}$, in $\text{:d}\text{ə}$ tə pei $\text{ə'merik}\text{ə}$ in $silv\text{ə}$ $s\text{əm}$
of the money we owe her, we changed instead to a
 əv $\partial\text{ə}$ $m\text{ʌ}ni$ $wi:$ ou $h\text{:z}$, $wi:$ $lfeind\text{ʒd}$ $in'sted$ tu :
mixture of copper and nickel. The old copper coins,
 $mikst\text{fər}$ əv $k\text{o}p\text{ər}$ ənd $nikl$. ∂i $ould$ $k\text{o}p\text{ə}$ $k\text{o}in\text{z}$,
however, have not been changed and are still the same
 $hau\text{ev}\text{ə}$, $h\text{:v}$ not $bi:n$ $lfeind\text{ʒd}$ ənd $a:$ $stil$ $\partial\text{ə}$ $seim$
as they were, made of a mixture of copper and some
 əz ∂ei $w\text{:z}$, $meid$ əv ə $mikst\text{fər}$ əv $k\text{o}p\text{ər}$ ənd $s\text{əm}$
other metal. The world is full of paper money, and it
 $\wedge\partial\text{ə}$ $mell$. $\partial\text{ə}$ $w\text{:ld}$ iz ful əv $peip\text{ə}$ $m\text{ʌ}ni$, ənd it
is hardly possible to find a coin of any real value. It
 iz $ha:\text{dli}$ $p\text{əs}\text{əbl}$ tə $faind$ ə $k\text{o}in$ əv eni $ri\text{əl}$ $vælju:$. it
is not very often that coins are pure; they're mostly
 iz not $veri$ $\text{:f}\text{n}$ $\partial\text{æt}$ $k\text{o}in\text{z}$ a: $pju\text{ə}$; $\partial\text{ə}$ $moustli$
mixtures of at least two metals. Now I will tell you
 $mikst\text{fəz}$ əv ət $li:\text{st}$ $tu:$ $mellz$. nau ai wil tel $ju:$
about the English coins and at the same time show
 :baut ∂i $iyglis$ $k\text{o}in\text{z}$ ənd ət $\partial\text{ə}$ $seim$ $taim$ sou
you what they look like, for I have some in my pocket."
 $ju:$ $hw\text{:t}$ ∂ei luk $laik$, $f\text{ər}$ ai $h\text{:v}$ $s\text{əm}$ in mai $p\text{ək}\text{it}$."



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 pokit ənd bro:t* out a number of coins. He showed Storm four copper *aʊt ə nʌmbər əv kɔɪnz. hi: foud stɔ:m ʃɔ: kɔpə* coins: a farthing which is a quarter of a penny; a half-*kɔɪnz: ə ʃa:ðɪŋ hwi:lf iz 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:lso u hæd ʃɔ:r* of the new coins: a sixpence; a shilling; a two-shilling *əv ðə nju: kɔɪnz ə sɪkspəns; ə ʃiliŋ; ə 'tu:ʃiliŋ* 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, "bəl ðə saiz əv ðə kɔɪn* was too great." "That is all quite easy to understand," *wəz tu: greit." "ðæl iz ə:l kwail i:zi tu əndə'stʌnd,"* Storm told him, "but will you also explain to me the *stɔ:m tould him, "bəl wil ju: ə:lso u iks'plein tə mi: ðə* different ways in which people give prices, for some-*dɪfrənt weiz in hwi:lf pi:pl giv praisiz, ʃə səm-* times when I hear a price, I don't know how much it *taimz hwen ai hɪər ə prais, ai dount nou hau mætʃ it* is, and, consequently, I am in doubt as to how much I *iz, ənd, kɔnsɪkwa:nlli, ai əm in daut əz tə hau mætʃ ai* have to pay." "I shouldn't like you to be in doubt about *hæv tə pei." "ai fudnt laik ju: tə bi: in daut ə'baut* the price," Marshall replied. "Now I will mention all *ðə prais," ma:fəl ri'plaɪd. "nau ai wil menʃən ə:l*

as to = about

the different ways in which we give prices in writing
 ðə *dif'rənt weɪz in hwɪts wi: gɪv praisɪz in rætlɪy*

and in speaking. Five pounds is written £5. The letter
 ənd in *spi:kiy. faɪv paundz iz rɪtn ... 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
fɪlɪŋz iz rɪtn ... ðə: ..., bəl fai/pəns iz rɪtn

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 rounən kɔɪn. nau, tu: fɪgəz ðəl a:

not connected by 'and' mean pence and farthings. If
not kə'nektɪd bai 'ənd' mi:n pens ənd fa:ðɪŋz. if

I say 'five-three', I mean fivepence three farthings, and
ai sei /faɪv-pri: / ai mi:n fai/pəns pri: fa:ðɪŋz, ənd

this is written 5¾d. Two figures connected by 'and'
ðɪs iz rɪtn ... tu: fɪgəz kə'nektɪd bai 'ənd'

mean shillings and pence, so that if I say five-and-
mi:n fɪlɪŋz ənd pens, sou ðət if ai sei faɪv-ənd-

three, I mean five shillings and three pence; this is
pri: ai mi:n faɪv fɪlɪŋz ənd pəpəns; ðɪs iz

written 5/3. When speaking of pounds, we express
rɪtn ... hwen spi:kiy əv paundz, wi: iks'pres

ourselves in this way: three pounds five-and-three,
auə'selvz in ðɪs wei: pri: paundz faɪv-ənd-pri: /

which means three pounds five shillings and three pence,
hwɪts mi:nz pri: paundz faɪv fɪlɪŋz ənd pəpəns,

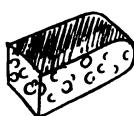
and is written £3/5/3."

ənd iz ritn . . .

everybody else =
any other person

"Thank you, Marshall; it is all clear to me now, but I
"pɔ:yk ju:, ma:fəl; it iz ɔ:l kliə tə mi: nau, bət ai
must say that I can't see the advantage of having
məst sei ðət ai ka:nt si: ði əd'va:ntidʒ əv hævɪy
pounds, shillings, pence, and farthings. It seems very
paundz, filiyz, pens, ənd fa:ðiyz. it si:mz veri
foolish to me, as shillings and pence would be quite
fu:lif tə mi:, əz filiyz ənd pens wəd bi: kwail
enough." "I might mention, Storm, that only English
i'nʌf." "ai mait menʃən, stɔ:m, ðət ounli iŋglis
business men would say £3/5/3. Nearly
bɪznɪs men wəd sei pri: paundz faiv-ənd-pri:. niəli
everybody else would prefer to express it 65/3."
evrɪbədi els wəd pri'fə: tu iks'pres it sɪkstɪ'fɔɪv-ənd-pri:."

"Then," Storm answered, "there is no doubt that the
"ðen," stɔ:m a:nəd, "ðəz nou daut ðət ði
English system is foolish. In my country we always
iŋglis sistim iz fu:lif. in mai kʌntri wi: ɔ:ləz
say that it is foolish to do things in such a way that
sei ðət it iz fu:lif tə du: piyz in sʌts ə wei ðət
they give extra work. But I think that we have spent
ðei giv ekstrə wə:k. bət ai piyk ðət wi: həv spent
enough time in talking about money. To finish my meal
i'nʌf taim in tɔ:kiŋ ə'baut mʌni. tə finiʃ mai mi:l
I should like some cheese and another cup of tea. I find
ai ʃəd laik səm tʃi:z ənd ə'nʌðə kʌp əv ti:. ai faɪnd



cheese

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 bɪ'ʃə: 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:

landən, ði eitþ ov ɔ:gæst.

dis wud,

ai ri si:vd jø: letə ðis mɔ:niy and wəz veri glæd tə ri:d ə'baut
jø: trip houm. ai həv mist ju: ɔ:l veri mʌlf, is'pefəli ðə ðə:st
deiz a:flə ju: lefł. 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. ðət mein ri:zn ʃə ðis, ai nou, iz ðət ə jʌy mæn
ət auər ɔfis bai ðə neim ov ma:fəl, ɔ:l'redi on ðə ðə:st dei
ɔ:ʃəd mi: ə ru:m ət hiz pəərənts haus. ai teik ɔ:l mai mi:lz
wið ðə ma:fəlz, and ðei ɔ:l du: ðət best tə meik mi: fi:l ðət
ai rioli 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 ðə:st. ai həv bi:n pleist in ðə kəris'pəndəns di'pa:t-
mant, and ju: kən ʌndə:stənd ðət ai felt ə ra:ðər im'pɔ:tənt
pə:sn, hwən ðət wəz ə letər in mai oun ləygwidʒ tu a:nsɔ
ɔ:l'redi on mai sekənd dei ət ði ɔfis. bət ai didnt fi:l ha:f
sou im'pɔ:tənt hwən ai faund ðət ai həd tu a:sk ə həndrəd
streindʒ kwestʃən in ði ʌðə di'pa:tənts in ɔ:ðə tə get ðə
rait infə'meisən ə'baut ðət mætər in mai letə — bɪ'kɔz ai did
not nou ði iyglis wə:dz.

pə'hæps ju: wil bi: sou kaind əz tə kɔ:l mai sistər on ðə
teliʃoun and a:sk hə: tə send mi: səm linin. fi: wil faind
ɔ:l mai piyz in ðə t'fəst ov drɔ:əz in mai ru:m. mai mæðər
iz in ðə kəntri on həldi, ju: nou, and ai dount nou hweðə
mai sistər iz ət houm ɔ: steiñ wið ə gə:l frend, əz fi: ɔ:ʃn
dəz. bət ju: mei kɔ:l hə:r ət ði ɔfis hwəz fi: wə:ks.

pli:z ri'membə mi: tə braun and mistə milə.

jø:z sin'siəli,

slɔ: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 eniþij

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 nʌþij 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: gouij 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:

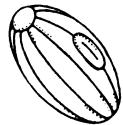
kinds of football in England." Marshall: "Yes, we have
kaindz əv futbɔ:l in iygland." ma:fəl: "jes, wi: hæv

two kinds of football. The game we are going to see
tu: kaindz əv futbɔ:l. ðə geim wi: a: gouij tə si:

on Saturday is the one you know, so you will not have
ɔ:n sætədi iz ðə wʌn ju: nou, sou ju: wil nɔ:t 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 folouij it. ði æðæ kaind iz kɔ:ld*

Rugby after the famous school where it was first *rægbɪ a:ftə ðæ feimæs sku:l hweær it wæs fæ:st*

played." Storm: "I have never seen any Rugby foot-*pleid.*" *stɔ:m: ai hæv nevə si:n eni rægbɪ fut-*

ball." "Then you would not understand much of it, *bɔ:l.*" "ðen ju: wæd nɔt ændə'stænd mæts æv it,

for the rules of the game are quite different from those *fæ ðæ ru:lz æv ðæ geim a: kwait difrænt fræm ðous*

of the kind of football you know. There are fifteen *æv ðæ kaind æv futbɔ:l ju: nou, ðæs 'fif'ti:n*

players; they may carry the ball in their hands if they *pleiəz; ðei mei kæri ðæ bɔ:l in ðæs hændz if ðei*

like; and the ball itself is not round." *laik; ænd ðæ bɔ:l it'self iz nɔt raund.*"

"I am very surprised," Storm replied; "I have never *ai əm veri sə'praizd,"' stɔ:m ri'plaɪd; ai hæv nevə*

heard how it is played, but from what you say, I under-*ha:d hau it iz pleid, bæt fræm hwæt ju: sei, ai ændə-*

stand that the rules of the game must be very different *'stænd ðæt ðæ ru:lz æv ðæ geim mæst bi: veri difrænt*

from the rules of the kind of football that is played in *fræm ðæ ru:lz æv ðæ kaind æv futbɔ:l ðæt iz pleid in*

my country. I don't see how it is possible to kick a ball *mai kʌntri. ai dount si: hau it iz pɔ:sabl tæ kik ðæ bɔ:l*

straight if it's not round. I'm sure it must be much *streit if its nɔt raund. ai 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 taim, ənd ju:l si: fə jɔ:'self
 how it is done."
hau it iz dʌn."

Saturday had come, and Marshall and Storm were on
sætədi həd kʌm, ənd ma:ʃəl ənd stɔ:m wə:r ən
 their way to the match. They went by bus to the
ðəz wei tə ðə mætʃ. 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
həvɪl ðei a: mu:vɪy, in ɔ:də tə seɪv taim. 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 kwɔɪt 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 ðæt sʌm laɪns əv ði ʌndəgraund
 railways are only just under the ground, but that he
reilweiz ə:r ounli dʒʌst ʌndə ðə graund, bʌt ðæt 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 landən. ðə* train came into the station, and the doors opened. There *treɪn keɪm intə ðə steɪʃən, ənd ðə dɔ:z oupənd. 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 ðə 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 *bikəz ðəs 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 ðət ðei did ñn* this platform,” said Storm; but Marshall only laughed, *ðis plætʃə:m, sed stɔ:m; bət ma:fəl ounli la:ft,* saying, “Remember that you are going to a football *seɪy. “ri'membə ðət ju: a: gouy 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 nouɪst ðət 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'mætɪkəli?”

“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 ðət djuərɪŋ ðə:la:st fifti ji:s sou meni in'tensənz

have been made which save us much time and money,
həv bi:n meid hwɪts seɪv əs mæts taim ənd mani,

as for instance doors which work automatically. To the
əz fər instəns dɔ:z hwɪts wə:k ɔ:tə'mætɪkəli. tə ði

Underground this invention is very useful. It is no
ʌndəgraʊnd ðis in'tensən iz veri ju:sful. it iz nou

longer necessary to have two or three men to shut
lɔyga nəsɪsəri tə həv tu: ə bri: men tə fʌt

the doors of the trains, for now they are all shut by
ðə dɔ:z əv 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:səl tould stɔ:m ðət ðei wə: gouɪŋ tə si: ðə

famous Arsenal football club, which is one of the most
feiməs a:sɪnl fʊtbɔ:l klæb, hwɪts iz wʌn əv ðə moust

shut the door =
close the door

He **shuts**, he **shut**,
he has **shut** [*ʃʌts*,
fʌt, fʌtʃ].

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:tн].

He **wins**, he **won**,
he has **won** [wіnз, wʌn, wʌn].

seldom = very few times

rush = run with great speed

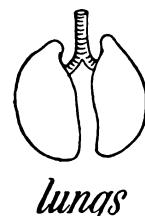
famous clubs in the world by reason of its many good *feiməs klʌbz in ðə wə:ld bai ri:zn əv its meni gud players.* Storm had once seen Arsenal at home, where *pleiəz. stɔ:m həd wʌns si:n a:sinl ət houm, hwə:z they had beaten his own country by 4—1.*

Marshall: "That is not strange, because they have *ma:fəl: "ðæt iz not streindз, bɪ'kɔ:s ðei həv nearly always won when playing on the Continent.*

niəli ɔ:lwəs wʌn hwen pleiŋ ɔn ðə kontinənt. It is very seldom that a foreign club is able to beat *it iz veri seldəm ðæt ə forin klʌb iz eibl tə bi:t them.* I expect that they will win this afternoon, too, *ðəm. ai iks'pekt ðæt ðei wil win ðis a:ftə'nu:n, tu:, as they are playing so well this year."*

əz ðei a: pleiŋ sou wel ðis jiə." A few minutes later the train stopped, and the people *ə fju: minits leita ðə trein stɔ:t, ənd ðə pi:pl rushed out of the train to get up to the street as quickly rʌft aut əv ðə trein tə get ʌp tə ðə stri:t əz kwikli as possible.* Storm had never seen people rush about *əz pɔ:abl. stɔ:m həd nevə si:n pi:pl rʌf ə'baut so much as they do in London, especially in the City sou mʌts əz ðei du: in lʌndən, is'pesəli in ðə siti and when going to games of some kind.* While they *ənd hwen gouŋ tə geimz əv sam kaind. hwail ðei were waiting for the game to start, Marshall told Storm wə: wɔ:ciŋ fə ðə geim tə sta:t, ma:fəl tould stɔ:m*

something about the English football clubs: "In the *sʌmþɪŋ ə'baʊt ði ɪŋglɪʃ fʊtbɔ:l klabs: "in ðə* best known football clubs in England the players are *best noun fʊtbɔ:l klabs in ɪŋglənd ðə pliəz a:* professionals, which means that football is their work, *prə'fesənlz, 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'fesənl 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, bat* 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 is'pɛsəli 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'fesənl. ði:z a: tu: əv ðə moust im'pɔ:tənt* things required of a professional, but, besides, he has *bi:z ri:kwaɪəd əv ə prə'fesənl, bʌt, bi:saidz, hi: hæz* to be in very good health, for if he has not got that, *ta 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'fesənl mʌst, 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 *niɔli ɔ:lwas ʃiykiŋ 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 præktis in pleiŋ* football or their exercise in running, jumping, kicking, *futbɔ:l ɔ: ðəər eksəsaiz in rʌniŋ, dʒʌmpiŋ, 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, *az 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 eksəsaiz in rʌniŋ, kikiŋ,* and jumping every day, and this makes the muscles *ənd dʒʌmpiŋ 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 hwiſl wəz bloun. sto:m nouſt* that the grass was not particularly good, and in some *ðət ðə gra:s wəz not pə'tikjuləli gud, ənd in səm* 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 hweə di ə:b məit bi: si:n."

Storm and Marshall soon saw that the Arsenal players
stɔ:m and ma:ʃəl su:n sɔ: dət di a:sinl pleisəz

were much stronger than the players of the other club.
wə: məts strɔ:ygə ðən ðə pleisəz əv di ʌðə klab.

Every time the ball was kicked over the white line at
evri taim ðə bɔ:l wəz kikt ouvə ðə hwait lain ət

the side by one club, the whistle was blown, and the
ðə said bai wʌn klab, ðə hwisl wəz bloun, and ðə

play stopped, until the other club had taken the ball
plei stɔ:p. ʌn'til di ʌðə klab həd teikn ðə 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.
ðə pleisəz in ə mæts ʌbrən ðə bɔ:l in sou meni taimz.

The Arsenal players were playing against the wind,
di a:sinl pleisəz wə: pleiŋ ə'geinst ðə wind,

but yet the first half of the match finished 2—1 in
ðə jet ðə fə:st ha:f əv ðə mæts finiʃt tu: wʌn in

favour of Arsenal. In the second half of the game they
feivər əv a:sinl. in ðə sekənd ha:f əv ðə geim ðei

had the advantage of the wind, and with the wind behind
həd ði əd'va:ntidʒ əv ðə wind, ənd wið ðə wind bi'haind

them they finished the match 5—1 in their favour.
ðəm ðei finiʃt ðə mæts feiv wʌn in ðə feivə.

He **throws**, he
threw, he has
thrown [*brəʊz, bru:, broun*].

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 rɪ'pɔ:ts əv ðə mæts fə ðə* newspapers, which always bring long reports of all that *nju:speləz, hwɪts ɔ:lwəz briy lɔy rɪ'pɔ:ts əv ɔ:l ðət* has taken place in the world of sport. *həz teikn pleis in ðə wə:ld əv spɔ:t.*

There had been about 50,000 people at the match, *ðəðə həd bi:n ə'baut fifti þauzənd pi:pl ət ðə mæts.*

and when the two friends left the place, it was almost *ənd hwen ðə ðə: frendz left ðə pleis, it wəz ɔ: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 ra:ðə taiəriy tə hæv tə teik səts 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 hər a:sinl pleid ðis si:zn?" ma:fəl:*

"Counting the one to-day, they've played six times, but *"kauntiŋ ðə wən tə:dei, ðeiv pleid siks taimz, bat*

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 'ei'ti:n 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 handrədʒ 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

nɔ:t jet finis̄t 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 þausənd

present in Glasgow. It's not always the country that

preznt in gla:sgou. its nɔ:t ɔ:lwəz ðə kʌntri ðət

plays best that wins. The players know that the eyes

pleiz best ðət wins. ðə pləiəz nou ðət ði aɪz

of 150,000 people are upon them, *øv 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 ɔn 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. bɪ'saɪdʒ ðə mæts wɪd* Scotland, we play many international matches every *skɔtlənd, ən: plei meni intə'næʃənəl mætsiz evri* year, for example against France and Holland. Such *jia, fɔr ig'za:mpl ə'geinst fra:nz ənd hɔ:lənd. səts* matches are called international matches, because *mætsiz a: kɔ:ld intə'næʃənəl mætsiz. bɪ'kɔ:z* players of different nations take part in them. I think *pleiəz øv dɪfrənt neisənz teik pa:t in ðəm. ai þi:yk* that these international matches in the world of sport *ðət ði:z intə'næʃənəl mætsiz in ðə wə:ld øv spo:t* are of great importance in helping the different nations *a:r øv greit im'pɔ:təns in helpiŋ ðə dɪfrənt neisənz* of the world to get a better understanding of each *øv ðə wə:ld tə get a beter andə'stændɪŋ øv 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 aʊə]; the hospital [ðə hɔ:pɪtl].

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:zul wə:k, in iŋglənd, sandi iz ðəzəfɔ:r ɔ:lso
 called the day of rest. But Marshall — like many other
kɔ:ld ðə dei əv rest. bə:t 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 into ðə kʌntri
 or spent the day on the river; that was his kind of rest.
ɔ: spent ðə dei ɔn ðə rɪvə; ðæt wəz his kaind əv rest.
 People in foreign countries think that Englishmen go
pi:pl in fɔ:rin kʌntriz ɔɪyk ðæt iŋglɪsmən gou
 to church two or three times every Sunday, but as soon
tə tʃə:tsf tu: ə ɔ:ri: taimz ərri sandi, bə:t əz su:n
 as they come to England, they make the discovery that,
əz ðei kʌm tu iŋglənd, ðei meik ðə dis'kʌvəri ðæt,
 although many Englishmen go to church, the English
ɔ:l'dou meni iŋglɪsmən gou tə tʃə:tsf, ði iŋglɪ
 as a nation spend their Sundays doing many other things
əz ə neisən spend ðəz sandiz du:iy meni ʌðə ɔɪyz
 as well. Storm had been like other foreigners in this
əz wel. stɔ:m hæd bi:n laik ʌðə fɔ:rinəz 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 ɪŋglənd ɪz nət 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 fuə 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 spənd ðə houl dei vizitiŋ

different interesting places. I will not tell you in
dɪfrənt ɪntrɪstɪŋ pləsɪz. ai wil nət tel ju: in

advance what we're going to see, but you may be sure
əd've:ns hæwt wi: gouiŋ tə si:, hæt ju: mei bi: fuə

that there will be many surprises." "I should like
ðæt ðæə wil bi: meni sə'praizɪz." "ai səd laik

nothing better," Storm told Marshall.

nəhɪŋ betə," stɔ:m tould ma:fəl.

To begin with, they went right through the City by
tə bl'gɪn wɪd, ðei wənt rət ʃru: ðə siti bai

bus until they reached the East End. Here they
bus ʌn'til ðei ri:tʃt ði i:st end. hɪə ðei

got off the bus. Storm had been to that part of London
gɔt ɔ:f ðə bus. stɔ:m hæd bi:n tə ðæt pa:t əv ləndən

before and was very pleased to be able to recognize it.
bɪ'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, nət ounli 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: ðeə
 buying not only in the shops, but in the street itself,
baɪɪŋ nɒt ounli ìn ðə sɔ:ps, bæt in ðə stri:t it'self,
 we call a street market. All over the country we have
wi: kɔ:l ə stri:t ma:kɪt. ɔ:l ouvə ðə kæntri wi: haʊ
 street markets like this."
stri:t ma:kɪts laik ðis."

Many of the sellers had baskets on their arms, others
meni əv ðə seləz hæd ba:skɪts ɔn ðeər a:mz, ʌðəz
 were holding up their goods in both hands, so that
wə: houldɪŋ ʌp ðeə gudz in bouth hændz, sou ðət
 everybody might see what they had. If the goods were
əvribɔ:di mait si: hwɔ:t ðei hæd. if ðə gudz wə:
 not held up in this way, the sellers would not do so
nɒt held ʌp in ðis wei, ðə seləz wud nɒt du: sou
 much business. Storm and Marshall looked into many
matʃ bɪznɪs. stɔ:m ənd ma:ʃəl lukt intə meni
 of the baskets, sometimes asking the prices of the goods.
əv ðə ba:skɪts, səmtaɪmz a:skɪŋ ðə praisɪz əv ðə gudz.
 Storm heard that the prices were very low, but Mar-
stɔ:m hə:d ðət ðə praisɪz wə: veri lou, bæt 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 wið ə ba:skɪt əv æplz, ðei
noticed that she was rubbing the apples hard to make
noutist ðət fi: wəz rʌbiŋ 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 baiiŋ eni. ɔ:l ði a:tiklz
they saw were cheap, but their quality was so poor
ðei sɔ: wə: tʃi:p, bət ðəsə kʷə'liti wəz sou pʊə
that they were not worth the money. Marshall said
ðət ðei wə: not wə:p ðə mani. ma:səl sed
that although the prices were low, he had seldom
ðət ɔ:l'dou ðə praisiz wə: lou, hi: had seldəm
found anything worth buying. when he went to street
faund eni:pɪŋ wə:p baiiŋ hwen hi: went tə stri:t
markets.
ma:kɪts.

poor = bad

As they walked along, Storm's surprise increased with
əz ðei wɔ:kt ɔ'lɔy, stɔ:mz sə'praɪz in'kri:st wið

increase = get
bigger

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 ðə

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 nəsəri 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 ri'tə:n tə mai oun 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'va:ns ðət

it was possible to buy goods in the streets of London
it wəz ɔ:psəbl tə bai gudz in ðə stri:ts əv ləndən

on a Sunday morning, I should not have believed it
ɔ:n ə sʌndi mɔ:niy, 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'pə:t jɔ:'self fə meni sə'praiziz."

Storm: "And I thought I had prepared myself for
stɔ:m: "ənd ai þɔ:t ai həd pri'pə:d mai'self fər

everything. But now I see that there is a surprise
evrɪfɪŋ. 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 aut, 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 bɪ'fɔ:hənd." stɔ:m: "ju: are quite right! Of course it has been much more fun a: kwait rəit! əv kɔ:s it həz bi:n məts mɔ: fʌn for me in this way." fə mi: in ðɪs wei."

Now and then they saw men standing on boxes, nau ənd ðən ðei sɔ: men stændɪŋ ən bəksɪz. 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 evrɪbədi 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 ma: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 þəsabl kəstəmə, 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 mæns
 shoulder with the man's hat in its hand. The man was
 souldə wið ðə mæns hæt im its hænd. ðə mæn wəs
 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 wəs 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 wəs
 holding out the blind man's hat, and many people put
 houldiy aut ðə blaind mæns 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 ði
 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;





parcel

hard = difficult



map

but Marshall told him that if he wanted a sharp knife, *bæt ma:fəl tould him ðæt if hi: wəntid ə fa:p naif.*

that is, a knife that is really able to cut, he would *ðæt iz, ə naif ðæt iz riəli eibl tə, kət. hi: wəd* have to go somewhere else for it, as it was impossible *hæv tə gou samhwær els fər it, əs it wəz 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 wəz not ðəə,*

and he could not see him anywhere. Five minutes *ənd hi: kud not si: him enihwəə. faiv minits*

passed, and then Storm appeared again, returning round *pa:st, ənd ðən 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:kwəz 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 hwitf 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 wəz riəli veri glæd," sed*

Marshall, "to see you appear once more. Although the *ma:fəl, "tə si: ju: ə'piər wʌns mo:. 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, ðəə si:mz*

to be more in it than a map of London." "Perhaps,"
ta bi: mɔ:r in it ðən ə mæp əv landən." "*pə'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
hwɔ:t 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: ɔ:ri leitər ən ənd ri'gret ðət ju: bɔ:t it.*"

"What I have bought," Storm replied, "is both of good
hwɔ:t 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
kwɔ:li ən tʃi:p. sou ðət aim kwait fʊə ðət ai fa:nt

regret it. Remember, Marshall," he said, laughing,
ri'gret it. ri'membə, ma:ʃəl," "*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:lmostu: tu: hət tə'dei," *sed ma:ʃəl,*" "*tu entər*

into a discussion. I think it must be 90° (degrees)
intu ə diskʌʃən. ai þiŋk it mʌst bi: nainti dɪgri:z

in the shade, so it is no wonder if we feel a little hot
in ðə feid, sou it iz nou wʌndər if wi: fi:l ə litl hət

here in the sun. I propose that we cross the street to
hər in ðə sʌn. ai prə'pouz ðət wi: kros ðə stri:t tə

get into the shade on the other side of the street." "*get intə ðə feid ən ði ʌðə said əv ðə stri:t.*"

shan't = shall
 not

ninety degrees
 Fahrenheit
 [*færənhaɪt*] =
 32.2° (thirty-two
 point two degrees)
 Celsius [*selsiəs*]



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 [*əd'veəbz*].

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 [*mənə*] 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, hwɛə ðei wə: nau, iz pə: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 piŋk.”

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

cheap in the East End. I must remember to buy some
tsi:p in 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 mʌts
lower than in our suburb.”
louə ðən in aʊə sʌbə:b.”

After having bought the fruit, Marshall said that there
a:ftə hævɪy 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 nʌþɪy bat kæts, dɔ:gz, bə:dz, ənd ʌðə
domestic animals in those streets. We English love
də'mestik ənɪməlz in ðouz stri:ts. wi: iygli: lʌv
domestic animals very much, and every Sunday morning
də'mestik ənɪməlz veri mʌts, ənd evri səndi mɔ:nɪg
large numbers of cats, dogs, and birds are sold in the
la:dʒ nʌmbəz 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 Mar-
blif: lɔ:y ðei ri:tʃt wʌn əv ðə stri:ts ðət mə:-
shall had mentioned, and they saw that every third or
fəl hæd mənʃənd, ənd ðei sɔ: ðət evri þə:d ə
fourth person had bought a dog and had it on a chain.
fɔ: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 ɔ:lwa:z sɔ:ri tə si: ə mæn wɔ:kɪg wið

on a chain = at
the end of a chain



his dog on a chain, but of course it is necessary for a
hiz dg̩ on ə tſein. bat əv kɔ:s it iz nesiſari fər ə
 man who has just bought a dog to have it on a chain
mæn hu: həz dʒʌſt bɔ:t ə dg̩ tə hæv it on ə tſein
 at first every time he walks out with it, until he is
ət fə:ſt evri taim hi: wɔ:ks aut wið it, ʌn'til hi: iz
 sure that the dog knows its new home and will not
ſuə ðət ðə dg̩ nouz its nju: houm ənd wil nət
 run away. After that he may let it run loose when
ran ð'wei. a:ftə ðət hi: mei let it ran lu:s hwen
 he takes it out." Marshall: "I quite agree with you,
hi: teiks it out." ma:ſəl: "ai kwait ð'gri: wið ju:,
 but it is not always possible. In this busy part of the
bat it iz nət ɔ:lwas pɔ:abl. in əs bizi pa:t əv ðə
 town, for example, you cannot let the dogs run loose,
taun, fər ig'za:mpl. ju: kænɔt let ðə dg̩z ran lu:s.
 for they would very quickly run into the middle of
fə ðei wəd veri kwikli ran intə ðə midl əv
 the street and, perhaps, get under a car or get run over,
ðə stri:t ənd, pɔ:hæps, get ʌndər ə ka: ð: get ran ouvə.
 as we say In several of the suburbs, however, it is
əz wi: sei. in sevral əv ðə sabə:bz, halvə, it iz
 possible to let them go loose. Speaking of dogs, I don't
pɔ:abl tə let ðəm gou lu:s. spi:kig əv dg̩z, ai dount
 like the way some kinds of dogs have part of their tails
laik ðə wei sam kaindz əv dg̩z hæv pa:t əv ðə teiſz
 cut off just because it is thought beautiful by some of
kat ɔ:f dʒʌſt bi'kɔz it iz þɔ:t bju:təſul bai sam əv



He **smells**,
he **smelt**,
he has **smelt**
[smelz, smelt,
smelt].

the so-called friends of dogs." "No, I also
ðə soukɔ:ld frenz əv dɔ:gz." 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'lɔ:y 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'bɪy 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 pləiŋ

with a small cat, which jumped up on Storm's shoulder
wið ə smɔ:l kæt, hwitʃ dʒʌmpt ʌp ən stɔ:mz fouldə

as soon as they entered the shop, but at last Marshall
əz su:n əz ðei entəd ðə ʃɔ:p. hæt 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.
əuð 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 teikiy ju: aut tə'dei wəz tə sou

you the many different things we do on Sundays, and
ju: ðə meni dɪfrənt þiŋz wi: du: ɔn səndɪz, ənd
 as it's my purpose to get through all of our programme
əz its mai pə:pəs tə get þru: ɔ:l əv aʊə prougræm
 before we return, we'll now go on to one of the shops
bɪfɔ: wi: rɪ'tə:n, wi:l nau ɡou ɔn tə wʌn əv ðə ʃɔps
 that sell beer and other strong drinks. A shop of this
ðət sel bɪər ənd ʌðə strɔŋ drɪŋks. ə ſɔp əv ðis
 kind is called a public house, or a pub for short, and
kaind ɪz kɔ:ld ə pʌblɪk haʊs, ɔ:r ə pʌb fə ſɔ:t, ənd
 in England we have so many of them that we say that
in ɪnglənd wi: hæv sou meni əv ðəm ðət wi: sei ðət
 there is a pub on every street corner."
ðəz ə pʌb ɔn evri ſtri:t kɔ:nə."

In less than a minute they reached a public house.
in les ðən ə minit ðei ri:tʃt ə pʌblɪk haʊs.

Storm was surprised to find that the shop was so full
stɔ:m wəz sə'praɪzd tə faind ðət ðə ſɔp wəz sou ful
 of people drinking that many had to stand outside with
əv pi:pl drɪŋkɪŋ ðət meni hæd tə ſtænd aut'said wið
 the glasses in their hands. Storm was all the more
ðə gla:sɪz in ðeə hændz. stɔ:m wəz ɔ:l ðə mɔ:

surprised, because he had always thought that public
sə'praɪzd, bɪ'kɔ:z hi: hæd ɔ:lwəz þɔ:t ðət pʌblɪk
 houses in England were closed on Sundays.
haʊzɪz in ɪnglənd wə: klouzd ɔn səndɪz.

A man that had had a little too much to drink, dropped
ə mæn ðət hæd hæd ə litl tu: mʌts tə drɪŋk, drɔpt

all the more =
 so much more

his glass, which was at once smashed to pieces. Another *hiz gla:s, hwitʃ wəz ət wʌns smæʃt tə pi:siz. ə'nʌðə man, who had had far too much to drink, seemed to mæn, hu: həd hæd fa: tu: mæts tə drijk, si:md tə like the noise, for he at once picked up his glass and laik ðə nɔ:z, fə hi: ət wʌns pi:k təp hiz gla:s ənd smashed it, too. "I am afraid that you are getting one smæʃt it, tu: "ai əm ə'freid ðæt ju: a: getiŋ wʌn surprise after another," Marshall said; "but you are sə'praiz a:ftər ə'nʌðə," ma:ʃəl sed; "bət ju: a: really seeing the East End on a Sunday morning." ri:li si:ŋiŋ ði 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, bət ɔ:l'dou 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 ðæt iz a*

typical picture of an English public house, I'm sure tipikəl pi:kʃər əv ən iŋglis əblik haus, aim fə

that people break many glasses in this way," said ðæt pi:pl breik meni gla:siz in ðis wei," sed

Storm. "You are right," Marshall replied, "thousands sto:m. "ju: a: rait," ma:ʃəl ri'plaɪd, "þauzəndz

of glasses must get broken every year. But this is not əv gla:siz məst get broukn evri jɪə. bət ðis iz nət

He **breaks**,
he **broke**,
he has **broken**
[breiks, brouk,
broukn].

a typical English pub; at least it is only typical of some
a tipikəl ɪŋglɪʃ ɒlb; ət li:st it iz ounli tipikəl ər sam
 pubs in the East End. But now, I think, we will leave
ɒlbz in ði i:st end. bət nau, ai þiŋk, '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 iz tə bi:
 seen, but because our time is limited. I must say, Storm,
si:n, bət bɪ'kɔz auə taim iz 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 ər ðə moust intristiy
 parts of London.”
pa:ts ər 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: haus fər ə haus in ði i:st end
 with another family living in it. But you said that our
wið ə'nʌðə fæmili liviy 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. həwət
 are we going to do now?” Marshall replied, looking at
a: wi: gouiy tə du: nau?” ma:ʃəl ri'plaid, lukiy 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 lanstaim,
 and that before he could think of doing anything else,
ənd ðət bɪ'fɔ: hi: kəd þiŋk ər du:iŋ eniþiŋ els.

they must have some lunch and a little rest, and later
ðei məst hæv 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. "wið'aut ə visit 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 riəli
typical picture of a Sunday in London. Before the first
tiːpɪkəl piːktʃər əv ə səndi in ləndən. biːfɔ: ðə fə:st
world war the English were a church-going nation, and
wə:ld wɔ: ði ɪŋglɪʃ wə:r ə tʃə:tiːgəʊɪŋ nəɪʃən, 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. məʊst əv ðəuz hu: gou tə tʃə:tf ən səndiz. gou
because they really want to and feel that they could
bɪlkəz ðei riəli wənt tu ənd fi:l ðət ðei kud
not do without it, but there are, of course, some who
nət du: wið'aut it, bət ðər ə:, əv kɔ:s, səm hu:
only go because they think it the proper thing to do.
ounli gou bɪlkəz ðei þɪŋk it ðə propə þɪŋ tə du:.
Their parents and grandparents went to church, and
ðəz 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 ə:lmoʊst ðə seim. meni
people, for example, go to church only on the twenty-
pi:pl, fər ig'zə: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
 þiŋk it ðə prɔpə þiŋ tə du:, ɔ:, pə'hæps, bi'kɔz
 they have always done so; but there are, of course,
 ðei həv ɔ:lwas dʌn sou; bat ðeər a:, əv 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 wənt 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: auəs 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 auəs 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: wil 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:tf

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 rekəgnaz 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 pləsnt, 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 h̄wits saundid veri streindʒ ənd ɔ:lso veri

beautiful to his ears, as he told Marshall after the
bju:təfūl tə his iəz, əz hi: tould ma:fəl a:ftə ðə

service was over.
sə:vis wəz ouvə.

Shortly after seven they left the church and went to
fɔ:tli a:ftə sevn ðei left ðə tʃə:tf ənd went tu

a restaurant for a cup of tea. "We've had a very busy
ə restərɔ:ŋ 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 piŋk ðæt jɔ: prougræm
 could hardly have been better." "Do you think, per-
kəd ha:dli hæv bi:n betə." "du: ju: piŋk, 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? dʒəst əz su:n əz wi:v hæd i'nʌf ti: ənd
 bread and butter, we will go and see a good film."
bred ənd bʌtə. 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:tn ðæt ðə siniməz ə: klouzd tə'dei."
 "That is again the strange idea that foreigners have of
"ðæt iz ə'gein ðə streindʒ ə'l'diə ðæt fɔ:rinəz hæv əv
 England. There are in all far more than 200
iyglənd. ðeər in ɔ:l fa: mɔ: ðən tu: hʌndrəd
 towns in England, in which the cinemas are open on
taʊnz in iyglənd, in hweɪts ðə siniməz a:r oupən ən
 Sundays."
səndiz."

They went to a cinema in Leicester Square, and before
ðei went tu ə sinimə in lesta skwɛə, ənd bɪfɔ:
 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, lukij ət ðə greit nʌmbər əv veri brait
lights outside most of the buildings. The lights were
laits 'aut'said moust əv ðə bildiyz. ðə laits əv:
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, hrits wəz sou kʌmfətbl ðət it
was almost like a palace. The prices were rather high,
wəz ɔ:lmoust laik ə pælis. ðə praisiz wə: ra:ðə hai,
but Marshall told Storm that they must pay for all the
bət ma:fəl tould stɔ:m ðət ðei məst pei fər ɔ:l ðə
comforts. "If you want to have all modern comforts,
kʌmfəts. "if ju: wənt tə hæv ɔ:l mədən kʌmfəts,
you'll usually find that you have to pay for them in
ju:l ju:zəli faind ðət ju: hæv tə pei fɔ: ðəm in
some way or other."
səm wei ɔ:r ñðə."

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 lɔ:y 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 lɔ:t 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 ſok ən

hearing that both his parents were dead, and that his
hiařiy ət̄ bouř his pērənts wə: ded, ənd ət̄ his

wife had run away with another man. Marshall: "I have
waif həd ran ə'wei wið ə'nʌðə mæn. ma:ſəl: "ai hæv

a brother who also escaped from Germany during the
ə braðə hu: ɔ:lsou is'keipt frəm dʒə:məni djuəriy ə

war; but I am glad to say that nothing unpleasant had
wə:; bət ai əm glæd tə sci ət̄ nʌp̄iy ən'pleſnt həd

taken place in his family which might give him a shock
teikn pleis in his famili hweſt̄ mait giv him ə ſok

when he got back."
hæven hi: got back."

When they got home that evening, Storm thanked his
hæven dei got houm ət̄ i:vn̄iy. stɔ:m þæykt his

guide and said, "I'm sure this has been the most
gaid ənd sed. "aim juə əs hæ bi:n ə moust

interesting Sunday I have spent for a long time, full
intrist̄iy sʌndi ai hæv spent fər ə lɔy taim, ful

of surprises from morning till night."
əv sə'praiizi frəm mɔ:n̄iy til nait."

Marshall's parents had gone to bed, but as he and Storm
ma:ſəlz pērənts had gɔn tə bed, bət əz hi: ənd stɔ:m

were both hungry after their long and tiring day, they
wə: bouř hʌŋgri a:ftə ərə lɔy ənd taiəriy dei, dei

went into the kitchen, where they found some cold
went intə ərə kitſin, hweə dei 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-
nənz*]. 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:m: "hwail ai nou ə greit di:l ə'baut ðə piyə

that happen in my own country, I am afraid that I don't
ðət hæpn in mai own kəntri, ai əm ə'freid ðət ai dount

know very much about events that happen in other
nou veri məts ə'baut i'vents ðət hæpn in ʌðə

countries, so I think that in the future I had better read
kəntriz, sou ai piyə ðət in ðə fju:tʃə ai həd betə ri:d

an English newspaper every day. In that way I should
ɔ:ŋglis 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 ɔ:ŋglis piyə

about things; I should learn the opinions of the English.
ə'baut piyə; ai ʃəd lə:n ði ə'pinjənz əv ði ɔ:ŋglis.

I am sure that one of the best ways to learn the opinions
ai əm suə 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 fərin neisən iz tə ri:d ðə nju:speipəz əv ðə

country. Living in England, as I do now, I think I ought
kəntri. liviŋ in ɔ:ŋglənd, əz ai du: nau, ai piyə ai ɔ:t

to know more about the nation. I think it's almost my
ta nou mɔ:r ə'baut ðə neisən. ai piyə its ɔ:lmost mai

duty to learn all that I can about the English."
dju:tɪ tə lə:n ɔ:l ðət ai kən ə'baut ði ɔ:ŋglis."

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 ri:əli mi:n hwest ju: sei, du: ju:?" a:skt

Marshall. "You cannot be serious; you must be saying
ma:səl. "ju: kænət bi: siəriəs; ju: məst bi: seiūn

this just in fun." "No, not in fun; I am serious all
ðɪs ðʒʌst ɪn fʌn." "nou, not in fʌn; ai əm siəriəs ɔ:l

right; I mean just what I say," replied Storm. "It is
rait; *ai mi:n dʒast hwæt ai sei*," *ri'plaid stɔ:m*. "it iz

very pleasant," said Marshall, "to hear that you take
veri pleznt." said ma:səl. "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
sats ən intrist in ʌs. bət ai þiyk ðət ju: a: putiy

it too strongly when you say that you ought to know
it *tu: strɔŋli hwen ju: sei ðæt ju: s:t tæ nou*

all about us, just because you live here for a few
ɔ:l ə'baut ʌs, dʒʌst bɪ'kɔ:z ju: li:v hi:ə fər ə fi:v

months. If I had a chance of living in your country,
manps. if *ai hæd ə tʃa:ns əv livɪŋ in jɔ: kʌntri.*

I don't think I should look upon it as my duty to make
ai dount piyk ai sed luk a'pon it az mai dju:ti tø meik

a study of the people and the conditions under which
a stadi av ðə pi:pl ənd ðə kən'disəns əndə hrwits

they live, although, on the other hand, I might be glad
ðeɪ liv. ɔ:lðou. ɔn ði ʌðə hænd. ai mait bi: glæd

to learn a few things about them. You will find, *Storm*,
ta lə:n ə fju: piyz ə'baut ðəm. ju: wɪl faɪnd, stɔ:m,

that all nations know much more about themselves than
dat vsl neisanz nou mstis mor d'haut ðam'selvz ðen

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'tə:n tə jɔ:r oun kəntri."

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

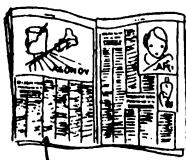
difficult, however, to remember a lot of foreign names."

Storm: "You English seem to read a great number of

do take (here) =
really take

in future = in the
future

on account of =
because of



page



race

care about = feel
interested in

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?"

Marshall: "Not always; in most cases it is on account *ma:fəl: "nɔt ɔ:lwəz; 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 mʌts 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'tɪkjuːləri ðət aɪ ɔ:lwəz rɪ:d. pə'hæps* you have already noticed the many letters to the editor *ju: həv ɔ:l'redi nəʊtɪst ðə meni letəz tə ði edɪtə* in our papers? People from all parts of the country *in aʊə peɪpəz? pi:pl frəm ɔ:l pə:ts əv ðə kʌntri* write letters to the papers and give their opinions about *raɪt letəz tə ðə peɪpəz ənd gɪv ðər ə'pɪnʃənz ə'baʊt* all sorts of things. Some of the letters are quite *ɔ:l sɔ:ts əv bɪŋz. səm əv ðə letəz ə: kwait* interesting, but in most cases, of course, they are very *intristɪŋ. bət ɪn məʊst keɪsɪz, əv kɔ:s. ðei a: veri* funny, because the letter-writers don't know enough *fʌni, bi'kɔ:s ðə letəraɪtəz dəʊnt nou i'nʌf* about the things they write about. However, people *ə'baʊt ðə bɪŋz ðei rait ə'baʊt. hau'evə, pi:pl* in England have been doing this for so long that it has *in ɪŋglənd həv bi:n du:ɪŋ ðɪs fə sou lɔŋ ðət ït həz* become almost an English institution." *bi'kʌm ɔ:lmoʊst ən ɪŋglɪʃ ɪnstɪ'tju:ʃən.*"

The newspapers of a country are spoken of as the press, *ðə nju:spɪpəz-əv ə kʌntri ə: spoukən əv əs ðə pres.* and Storm now wanted Marshall to give him some *ənd stɔ:m nau wɔntid ma:ʃəl tə gɪv him səm* information about the English press. "You will, perhaps, *ɪnfə'meɪʃən ə'baʊt ði ɪŋglɪʃ pres. "ju: wɪl, 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 rɪ'plaɪd, "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:tei
about the papers, and then I suggest that you try a few
ə'baut ðə peɪpəz, ənd ðən ai sə'dʒest ðət 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 hwit
one you can read to best advantage."
wʌn ju: kən ri:d tə best əd've:ntidz."

Storm answered that he would do as Marshall suggested,
sts:m ə:nəd ðət hi: wəd du: əz ma:ʃəl sə'dʒestid,
and Marshall went on, saying, "You mentioned that
ənd ma:ʃəl went ən, seiŋ, "ju: mensənd ðət
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 ðət 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 əci wənt*
 to do is spoken of as their political programme.
tə du: iz spoukən əv əz ərə *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:zəli
 make up the government of the country; and it is the
meik ʌp ðə ɡəvərnment əv ðə kʌntri; and it is ðə
 duty of the government to look after the affairs of the
dju:tɪ əv ðə ɡəvərnment tə luk a:ftə ði ə'fəəs əv ðə
 nation. In England we have three large political
neɪʃən. *in iŋglənd* əw: *həv* əri: *la:dʒ pə'litikəl*
 parties: the Labour Party, the Conservatives, and the
pə:ti:z: ðə *leibər pə:ti*. ðə *kən'sə:rvətivz*, and ðə
 Liberals. All the papers that I shall mention to you,
libərlz. ɔ:l ðə *pəipəz 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 əri: la:dʒ
 political parties, although they are not owned by the
pə'litikəl pə:ti:z, ɔ:l'ðou əci a: nət əund bai ðə
 parties. I will begin with the Daily Telegraph, as I
pə:ti:z. *ai wil bi'gin 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 bi'fɔ:, and ju: nou həwt it is
 like. It has a circulation of about a million, and is,
laik. *it həz ə sə:kju'leifən əv ə'baut 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
əz ju:l həv 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'leifən
of 2,000,000, and the second with a circulation of
əv tu: miljən, ənd ðə sekənd wið ə sə:kju'leifən 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:lmoʊst ði ounli ɪngglɪs
paper ever mentioned at home." Marshall: "The Times
peipər evə mensənd ət houn." ma:fəl: "ðə taimz
has a circulation of about 300,000." Storm:
həz ə sə:kju'leifən əv ə'baut þri: həndrəd þauzənd." stɔ:m:
"Has The Times only a circulation of 300,000?"
"həz ðə taimz ounli ə sə:kju'leifən əv þri: həndrəd þauzənd?"

Marshall: "Most foreigners are inclined to think that
ma:fəl: "mouſt fərinəz a:r in'klaind tə þiyk ðət
The Times is the paper with the largest circulation. The
ðə taimz iz ðə peipə wið ðə la:dʒist sə:kju'leifən. 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 ə'pinjən əv ðə britif ɡvənəmənt, ənd ən 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 ðə moust im'pɔ:tənt
 papers, even though it is not one of the biggest. The
 peipəz, i:vən ðou it iz not wʌn øv ðə bigist. ðə
 biggest Liberal paper is called the News Chronicle with
 bigist libərəl peipər iz kɔ:ld ðə nju:z kronikl wið
 a circulation of 1,750,000.
 ø sə:kju'leɪʃən øv wʌn miljən sevn hʌndrəd ənd fifty þauzənd.

chronicle = report

Then I must mention the Labour paper, called the
 ðen ai məst mənsən ðə leibə peipə, kɔ:ld ðə

Daily Herald, a paper with a circulation of over
 deili herəld, ø peipə wið ø sə:kju'leɪʃən øv ouva

herald = one who
 tells news

2,250,000. In 1918
 tu: miljən tu: hʌndrəd ənd fifty þauzənd. in nainti:n eiti:n
 it was a small paper with a circulation of only
 it wəz ø smɔ:l peipə wið ø sə:kju'leɪʃən øv ounli

100,000, but its growth has been so rapid
 wʌn hʌndrəd þauzənd. bət its grouþ həz bi:n sou ræpid
 that already in 1939 its circulation had in-
 ðət sɔ:l'redi in nainti:n þə:ti'nain its sə:kju'leɪʃən həd in-
 creased to twenty times as much.”

rapid = fast

‘kri:st tə twenti taimz øz matf.”

“What a growth!” said Storm; “I have heard of papers
 “hwət ø grouþ!” sed stɔ:m; “ai həv hə:d øv peipəz
 growing quickly, but never of such a rapid growth as
 grouŋ kwikli, bət never ør sətʃ ø ræpid grouþ øz
 that.” “In your place,” Marshall continued, “I should
 ðət.” “in jɔ: pleis.” ma:ʃəl kən'tinju:d. “ai səd

buy a copy of each of these different papers. It is best
bai ə kɔpi əv i:ts əv di: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 ənɪpiy ə'baut di
evening papers, as I don't think they will interest you;
ɪ: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^{the morning papers and buy a copy of each of those}
ðə mɔ:niy peipəz ənd bai ə kɔpi əv i:ts əv ðouz
you have suggested."
ju: hæv sə'dzestid."

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'seփənəz. ɔ:l ðə big peipəz a: printid bouþ in
London and in some town in the north of England at
ləndən ənd in səm tən in ðə nɔ:b əv iŋglənd ət
the same time. "It is a good idea to print the papers
ðə seim taim. "it iz ə gud a:diə tə print ðə peipəz

in two places. A man in the north of England is then
in tu: pleisiz. ə man in ðə nɔ:þ əv inglənd iz ðen

able to get a copy of his paper just as quickly as a man
eibl tə get ə kɔpi əv his peipə dʒast əz kwikli əz ə mæn

in London," he said. Storm: "I think that is a good
in ləndən." hi: sed. stɔ:m: "ai piyk 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 əv ðə weiz in hwaits pi:pl. if ðei

take things seriously, may learn more, and so continue
teik piy় siəriəslı. 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. əv

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 ðə keis in evri kʌntri wið ha:dli
any exception, I think we might speak of it as an inter-
eni ik'sepʃən, ai biŋk wi: mait spi:k æv it æz æn intə-
national tendency." "I see nothing wrong in reading
'næʃənəl tendənsi." "ai si: nʌʃɪŋ rɔ:y in ri:dɪg
articles about politics," Storm answered. "In a country
a:tiklz ə'baut pələtɪks," *stɔ:m a:nzəd.* "in a kʌntri
where the people take part in the government of their
hweə ðə pi:pl teik pa:t in ðə ɡʌvənmənt æv ðə
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. ðə mɔ: pi:pl nou ə'baut pələtɪks, ðə
better, in my opinion." "There is something in what
hetə, in mai ə'pinjən." "ðəz səm'biŋ in hwɔ:t
you say there," was all that Marshall could say to this.
ju: sei ðəz," *wəz ɔ:l ðət ma:fəl kəd 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
ðət ðəz nɔ:t məts speis bi'twi:n ðə laɪnz in jɔ:
papers. That is bad for one's eyes, I think. But of
peɪpəz. ðət iz bæd, fə wʌnz aɪz, ai biŋk. bæt æv
course, if you add up all the space saved between the
kɔ:s, if ju: əd ʌp ɔ:l ðə speis seɪvd bi'twi:n ðə
lines in this way, it comes to quite a lot, doesn't it?
laɪnz in ðis wɛi, it kʌms tə kwait ə lɔ:t, dəznt it?

More reading matter for the same money!

mo: ri:diŋ mætə fə ðə seim mani!

“Newspaper work interests me. I think that when I

“nju:speipə wə:k intrists mi:. ai þiŋk ðət hwen ai

know England and the English a little better, I shall

nou iŋglənd ənd ði iŋglis ə litl betə. ai ʃəl

write some articles about England and try to send them

raɪt səm a:tiklz ə'baut iŋglənd ənd trai tə send ðəm

to one of our papers at home. So be careful what you

ta wʌn əv aʊə peipəz ət houm. sou bi: keəful hwest ju:

say and do from now on, Marshall; everything that you

sei ənd du: frəm nau ən. ma:ʃəl: əvrihɪŋ ðət ju:

say will be used against you!” “And I,” replied Marshall

sei wil bi: ju:zd ə'geinst ju:!” “ənd ai.” ri'plaɪd ma:ʃəl

with a smile, carefully folding up his Daily Telegraph

wɪd ə smail. keəfuli fouldɪŋ əp his deili teligrɑ:f

and putting it under his arm, “shall write an article

ənd putɪŋ it əndə his a:m, “ʃəl rait ən a:tikl

called “Educating a Young Foreigner in London” and

kɔ:ld “edju:keɪtiŋ ə jʌy fɔ:ri:nə 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 ɔ:fis

from the small restaurant where they had been having

frəm ðə smɔ:l restərɔ:y hweə ðei həd bi:n hæviŋ

lunch. Each had his paper folded under his arm.

lʌnʃ. i:tʃ həd his peipə 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, wimblðən.

*ðə fə:st əv səp'tembə.
diə wud.*

*ai wəz veri glæd tə get ðə bæg ful əv linin ənd vðə þiŋz
hwits mai sistə sent mi:. ai ɔ:lmouſt bili:v ðət ju: helpt
hə: tə þæk it; ə gə:l wəd nevə həv bi:n eibl tə þink
əv ɔ:l ðous þiŋz.*

*it iz nais əv ju: tə rait ənd tel mi: hwæt ju: ənd braun
a: du:iy. ai əm stil di'vaidiy mai ha:t in i:kwæl 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 fræm 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 hɔ:l,
hwits evribodi wəz traiiy tə teik ə'wei fræm evribodi els ənd
kæri fræm wən pleis tu ə'nʌðə andə his a:m!*

*ai əm lə:niy meni nju: þiŋz ət ði ɔ:fi, hwits ai ʃəl tel
ju: ə'baut in mai nekst letə. ri:membə mi: tə braun, pli:z.*

jɔ:z sin'siəli.

stɔ:m

A VISIT TO THE HARBOUR OF LONDON

Storm had had a busy morning at the office; the
stɔ:m həd həd ə bizi mɔ:nɪŋ ət ði ɔfɪs; ðə

manager's bell had rung for him at least five times.
mænidʒəz bel həd rʌŋ fə him ət li:st faɪv taimz.

"The old man does nothing but ring his bell for me
"ði ould mæn dəz nʌþɪŋ bət rɪŋ hɪz bel fə mi:

this morning," Storm said to Marshall. While he was
ðis mɔ:nɪŋ," stɔ:m sed tə mæ:ʃəl. hwail hi: wəz

speaking, the bell rang once more. When he had
spi:kɪŋ, ðə bel ræŋ wʌns mɔ:.. hwen hi: həd

entered the manager's office, the manager began by
entəd ðə mænidʒəz ɔfɪs, ðə mænidʒə bɪ'gæn bai

saying, "You know that the harbour of London is the
seiiŋ, "ju: nou ðət ðə ha:bər əv ləndən iz ðə

greatest harbour in existence, and that ships go from
greitist ha:bər in ig'zistəns, ənd ðət sɪps gou frəm

there to all parts of the world; but have you ever
ðəə tu ɔ:l pə:ts əv ðə wə:ld; bət həv ju: evə

visited it? If not," he continued, "there is a chance
vizitid it? if not," hi: kən'tinju:d, "ðəz 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 laiŋ in ðə ha:bə ənd spi:k tə ðə 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 biyz 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 enipɪŋ kə'nektid wið ði ə'fə:z
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 nʌbɪŋ tu him ðət wi:v
never given him any authority to do so. But, of course,
nevə gɪvn him eni ɔ:'pɔ:riti tə du: sou. bʌt, əv kɔ:s,
we cannot take the responsibility for what he does
wi: kənɔ:t teik ðə rɪspɔ:nsə'biliti fə hwɔ:t hi: dʌz
without being told by us. If the responsibility is to
wið'aut bi:ɪŋ tould bai ʌs. if ðə rɪspɔ:nsə'biliti iz tə
be ours, that is, if we are to pay for the goods and
bi: aʊəz, ðət iz, if wi: a: tə pei fə ðə gudz ənd
anything that is done with them, he must ask us what
enipɪŋ 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 biyz ɔn hiz oun. it iz veri
unpleasant to have anything to do with people like
ʌn'plezənt tə hæv enipɪŋ tə du: wið pi:pl laik
this captain, who do things without any authority from
ðis kæptin, hu: du: biyz wið'aut eni ɔ:'pɔ: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 pu:li, 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
laiiŋ in ðə ha:bə, ənd ɔn hwitʃ 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: hæd, sou ðət wi: həv nou mɔ:r in stɔk. if

an article sells well, it's always best to have a good
ən a:tikl selz wel, its ɔ:lways best tə həv ə gud

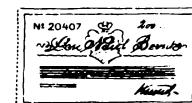
supply in stock. I will write out a cheque for the
sə'plai in stɔk. ai wil rait aut ə tsek fə ði

amount of money that will have to be paid in duty,
ə'maunt əv mani ðət wil həv tə bi: peid in dju:ti,

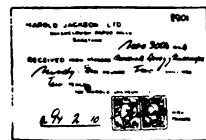
and you can take it with you. The amount of the duty
ənd ju: kən teik it wið ju:. ði ə'maunt əv ðə dju:ti

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 mænɪdʒəs 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 hɪəriy 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 sɪ:iŋ

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, bɪ'kɔz 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 hiə,
 it is not enough to supply the country with white bread
it is nɔt 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. ðən ðə raiz əv indəstriz
 using a lot of machinery suddenly changed the whole
ju:ziŋ ə lɔt əv mə'fi:nəri sədnli tseindzð 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

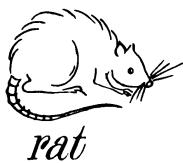
machinery = machines

Chapter Forty-Nine (49).

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, intrest ju: veri mətʃ.
In it we store the many different articles that come
in it wi: stɔ: ðə meni difrənt a:tiklz ðət kʌm
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: faiv
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 spesjal 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, bət dʒʌst i'nʌf
to make them feel that they belong to us. For the rest,
tə meik ðəm fi:l ðət ðei bɪlŋ 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 ðeə 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 nɔt 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 hæd

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 hæd wə:kt

there for twenty-five years and knew almost all that
ðæt fə twent'i'faiv jiəz ənd nju: ɔ:lmost ɔ:l ðæt

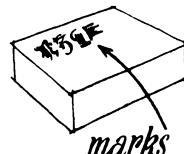
could be known about articles from the East; he was
kəd bi: noun ə'baut a:tiklz frəm ði i:st; hi: wəz

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** [baɪts,
 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 frʌnt 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 tsi: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 lɔygə sou tsi: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 mani fə ðə dæmidʒ ðət həd
been done, but both during and after the war, they had
bi:n dʌn, bət bəuþ djuəriŋ ənd a:ftə ðə wɔ:, ðei həd
had to pay a much higher insurance on goods from
həd tə pei ə mʌts haɪər in'ʃuərəns ɔn gudz frəm
foreign countries.
fɔ:rin kʌntriz.

Storm noticed that the building had many large doors,
stɔ:m nəutist ðət ðə bɪldɪŋ həd meni la:dʒ dɔ:z,

through which he could see some lorries and also a
 þru: hwitſ hi: kəd si: səm lɔrɪz ənd ɔ:lſou ə

horse and cart. Porters were busy taking goods to the
 hɔ:s ənd ka:t. þɔ: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:tſ ðə þɔ: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, seiyy 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 þɔ:tə ri'plaɪd.

"And if I had one pound in money for every pound I
 ənd if ai hæd wʌn paund in mʌni fər evri paund ai

have loaded in weight, I should be a very rich man!"
 hæv loudid in weɪt, ai fəd bi:ə veri rɪts mæn!"

Storm's new friend now offered to show him down to
 stɔ:mz nju: frend nau ɔ:fəd tə sou him daun tə

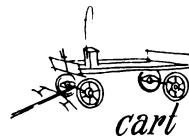
the ship that he wanted to visit. On their way they
 ðə ſɪp ðət hi: wɔ:ntid tə vizit. ɔ:n ðəs wei ðei

saw a boat full of coal leaving the harbour. Storm: "The
 sə:ə bout ful əv koul li:vij 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." "bla:k
 iz ðə rait kʌlə fər ə ſɪp kærɪy koul."

Storm: "Look, there are two small boats just in front
 stɔ:m: "luk, ðəsə tu: smɔ:l boutz dʒʌst in frənt



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:, puliŋ hə:r ə'lɔŋ! əðəs kɔ:ld tʌgз, a:nt
they? Do you know where she is bound for?" "She is
ðei? du: ju: nou hwæs si: is baund fɔ:?" "si: is
bound for Scandinavia, for one of the countries with
fə skændi'neivjə, fə wan əv ðə kʌntriz wið
little or no coal. The two small boats are called tugs
litl ɔ: nou koul. əðə tu: smɔ:l bouts a: kɔ:ld tʌgз
all right. They're pulling her out into the middle of
ɔ:l rait. əðə puliŋ hə:r aut intə əðə 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 nou:þ." "ðei
usually ship the coal from some place near the coal
ju:zulí sɪp ðə koul frəm sʌm pleis niə 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
sɪp 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 pə:st faiv ə siks sips, ənd ən 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 əls tə du: bət tə peint ðə saidz əv ðə ships?" He called to the two sailors, asking them if sips?" 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 hɪəriŋ 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 əfɪsə 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- əfɪsə wɔ:kt ə'wei, ənd stɔ:m bɪ'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 əfɪs 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 ʃəd 'nevə di:said
 anything for the firm on his own, the captain grew
enibiy ʃə ðə fə:m ɔn his oun, ðə kæptin gru:
 quieter and promised to do only what he was told.
kwaiətə ənd p्रomist tə du: ounli hwət hi: wəz tould.
 “I will do as your manager wishes,” he said. “The
 “ai wil du: əz 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 greitə.

trade = business

When Storm returned to the office, the manager thanked
hwen stɔ:m rɪ'tə:nd tə ði ɔfɪs, ðə mænidʒə þæykt
 him for what he had done.
him ʃə hwət hi: həd dʌn.

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 bɪ: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 keəfūli 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’məy 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 sei ðər iz,” ma:fəl ri’plaid. “əz fa:r əz aim

able to judge, there are at least three false stamps
cibl tə dʒʌdʒ. ðeər 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:p
 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:p
 about those stamps. It was that little shop with
ə'baut ðouz stæmps. it wəz ðət littl ʃɔ:p wið
 stamps and coins a few houses from the office, you
stæmps ənd kɔinz 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
'ɔnə' mi:nz. hi: wount tel ðə tru:p ə'baut eniþiy
 if he thinks he can make money by lying about it. It
if hi: þiŋks hi: kən meik mæni bai lai:iy 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 <i>wəz ðə seim wið ðə fɔ:mrər ounər əv ðə sɔ:p; hi:</i>
either = any (of two)	was just as bad as this one; you can't trust those two <i>wəz dʒʌst əz bæd əz ðis wʌn; ju: ka:nt trʌst ðous tu:</i> men. You should never believe anything that either <i>men. ju: səd nevə bili:v eniþiy ðət aɪðər</i> of them says. I went there once to buy some Roman <i>əv ðəm sez. ai went ðəz wʌns tə bai səm rouman</i> coins in order to start a collection. I didn't know much <i>kɔɪnz ɪn ðədə tə sta:t ə kə'lækʃən. ai didnt nou matʃ</i> about coins at that time and was not able to judge the <i>ə'baut kɔɪnz ət ðæt taim ənd wəz nət eibl tə dʒʌdʒ ðə</i> quality of two silver pieces the man showed me, so I <i>kwɔ:li:tɪ əv tu: silvə pi:siz ðə mæn fəud mi:, sou ai</i> had to trust his word that the coins were real old <i>hæd tə trʌst hiz wə:d ðət ðə kɔɪnz wə: riəl ould</i> Roman pieces. Some months later I was showing <i>rouman pi:siz. səm mʌnþs leitə ai wəz fəuŋ</i> my new little collection to a friend, an expert in the <i>mai nju: litl kə'lækʃən tu ə frend, ən ekspə:t ɪn ðə</i> matter of coins; and do you know what? He was <i>mætər əv kɔɪnz; ənd du: ju: nou həwst? hi: wəz</i> able to pick out two false pieces among the coins, and <i>eibl tə pik aut tu: fɔ:ls pi:siz ə'mʌŋ ðə kɔɪnz, ənd</i> they were the ones which that lying old man, the former <i>ðei wə: ðə wʌnz hwɪts ðæt laiŋ ould mæn, ðə fɔ:mrər</i> owner of the shop, had sold me. No, you can't trust <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 dʒʌdʒ əv ðə kwɔ:li:ti əv ə kɔ:n; hwen ju:
 drop it, for instance, you can often hear if it's false or
drop it, fər instəns, ju: kən ɔ:fn hiər 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:in
 things like that," Storm said. "Even if they do earn a
fi:yz laik ðæt," stɔ:m sed. i:vn if ðei du: ə:n ə
 few shillings more one day by saying something which
fju: sili:z mɔ: wʌn dei bai sei:ŋ səm:bi:y hwitʃ
 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. satʃ biznis me:bədz
 can't be very good." "No, of course not," Marshall
ka:nt bi: veri gud." nou, əv kɔ:s not," ma:sel
 replied. "I say, let's go and have some fun with him!
ri:plaɪd. 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 jʌŋ
man of property, who has become interested in stamps
mæn əv prɔ:pəti, hu: həz bi'kʌm intristid in stæmps
and wants to buy a whole collection at once. What
ənd wɔ:nts tə bai ə houl kə'leksən ət wʌns. həwət
do you think of that?" Marshall asked. "The plan
du: ju: biŋk 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: biŋk 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'maɪə jɔ:
courage. I'm sure I couldn't go through with it without
kʌridʒ. aim fər ai kudnt gou þru: wið it wið'aut
showing by some word or act that I was making fun
souŋg bai səm wə:d ɔ:r əkt ðət ai wəz meikɪŋ fən
of him." "Well, to tell the truth," Marshall replied,
əv him." "wel, tə tel ðə tru:þ," 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 teliŋ mai'self ðət auə moutivz in ðis

foolish affair are perfectly pure! — Well, here we are
fu:lis ə'fɪər a: pə:fɪktli ɒpjʊə! — *wel, hiə wi: ə:r*

at the shop. You wait outside for me!”
ət ðə ʃɔ:p. ju: wɛit 'aut'said fɔ: mi:!"

A quarter of an hour later Marshall appeared again at
ə kwɔ:tər əv ən aʊə leɪtə mə:fəl ə'piəd ə'geɪn ət

the door of the shop. He was smiling all over his face,
ðə dɔ:r əv ðə ʃɔ:p. hi: wəz smailɪŋ ɔ:l ouvə hɪz feɪs,

so Storm could understand that everything had gone
səʊ stɔ:m kəd əndə'stænd ðət evrɪhɪŋ həd ɡən

well. As soon as they had turned round the corner,
wel. əz su:n əz ðei həd tə:nd rəund ðə kɔ:nə,

Marshall had to stop and have a good laugh, before
mə:fəl həd tə stop ənd hæv ə gud la:f, bɪ'fɔ:

he was able to tell Storm what had taken place in
hi: wəz eibl tə tel stɔ:m hwɔ:t həd teikn pleis in

the shop.

ðə ʃɔ:p.

“First,” Marshall said, “I told him my name was
“fə:st.” mə:fəl sed, “ai tould him mai neim wəz

Reginald Willoughby, just returned from India, where
redzɪnəld wɪləbi, dʒʌst rɪ'tə:nd frəm ɪndʒə, hweər

I had been hunting lions, or whatever it is one hunts
ai həd bi:n həntɪŋ laɪənz, ɔ: hwɔ:t'evər it iz wʌn hənts

in India. There are lions in India, aren’t there? This
in ɪndʒə. ðeər a: laɪənz in ɪndʒə, a:nt ðeə? ði:s

seemed to make a deep impression upon him, especially
si:md tə meik ə di:p im'preʃən ə'pən him, i:s'peʃəli



lion

when I began speaking about the stamp-collection that
hwen ai bi:gæn spi:kiy ə'baut ðə 'stæmpkælekʃən ðət
I was planning to start. His behaviour at once showed
ai wəz plæniy tə sta:t. his bi'heivjət 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 piyk it ə privilidʒ 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 həd vizitid ðə
court of a famous prince in India and had been invited
kɔ:t əv ə feiməs prins in indjə ənd həd bi:n in'vaitid
to stay at his palace, where I lived like a prince among
tə stei at his pælis, hweər ai livd laik ə prins ə'mʌŋ
the real princes — he had seven sons and four brothers!
ðə rɪəl prinsiz — hi: həd 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: nʌþiŋ 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
æv hwits wəz kə'rekt; ðə rest həd veri litl tə du:
 with the truth. I 'believed' every word, of course,
wið ðə tru:þ. ai 'bili:vð' evri wə:d, æv kɔ:s,
 and I could see from the look in his eyes that he
ənd ai kəd si: frəm ðə luk in hiz aɪz ðət hi:
 thought he was going to get a nice bit of good English
þɔ:t hi: wəz gouiŋ tə get ə nais bit æv gud iŋglɪʃ
 money out of me. The more foolish my words were,
mʌni aut æv mi:. ðə mɔ: fu:lɪʃ mai wə:dz wə:,
 and the more foolish things I did, the more he seemed
ənd ðə mɔ: fu:lɪʃ þɪŋz ai did, ðə mɔ: hi: si:md
 to admire and respect me. I tell you, I had such trouble
tu ad'maiər ənd ris'pekt mi:. ai tel ju:, ai həd sʌtʃ trʌbl
 trying not to laugh that I was quite weak.
traiŋ not tə la:f ðət ai wəz kwait wi:k.

"At last I thought the right time had come to take out
æt 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, bat æz 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
þə'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 æt ðət, sou ai sta:tid fə ðə dɔ:. æz if ai wɔ:ntid tə

weak = not strong

Indian = from India

quite (here) =
I agree

drop the whole matter. At once, his humour changed, *drɔ:p ðə houl mætə. ət wəns, his hju:mə tʃeindʒd,* 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 hi: 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, piykiŋ it betə tu əd sampiŋ* 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:fiktli.* Shall we say fifteen shillings? That will satisfy us both.’ *fəl wi: sei fifti:n siliŋz? ðæt wil sə'tisfai əs bou:h.* He had a hard time pulling himself together, poor *hi: had ə ha:d taim puliy him'self tə'geðə, pua* fellow! Just think of it — to have to take back the *fəlou! dʒʌst piyk 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 ðət it wəz*

he who had sold them. I was having the time of my life, I tell you.

hi: hu: həd sould ðəm. ai wəz hævɪŋ ðə taim 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 tə get aut əv peɪɪŋ eni mani tə mi:, əv kɔ:s, bai sə'dzestɪŋ ðæt hwen ai həd di'saɪdɪd hwɔ:t stæmps ai wɔ:ntɪd, ai kəd pei ðæt s'maunt les. ‘jes, dʒəst əz ju: wɪʃ,’ ai sed; ‘ðæts pə:fɪktli ɔ:l rait. ai kən pei fər evrɪpɪŋ hwen ai kəm fə ðə stæmps, ðən. ju: si:, ai səd laɪk ju: tə put ðəm in ðə rait ɔ:də fɔ: mi:, put ðəm in ə buk, ju: nou, ənd ɔ:l ðæt. ju: du: ðæt, tu:, dount ju:?’ ‘jes, it wil kɔ:st ə bit ekstrə, əv kɔ:s,’ hi: a:nəsəd. ‘əv kɔ:s?’

I replied.

ai ri'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 mɔ: '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
səm prɔ:pəti i:n skɔ:tłənd ðət həd bɪ:kʌm main a:ftər
an uncle. To be sure, it was very strange for me to
ən ʌŋkl. tə bi: fəs, it wəz veri streindʒ fə mi: tə
be back in England after having lived for more than
bi: bæk i:n iŋglənd 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 prɪns. aut ðəz,
there had been five men just to look after the rooms
ðəz həd bi:n faiw men dʒʌst tə luk a:ftə ðə ru:ms
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
ðət ðəz ma:stəz həd evrɪþɪŋ ðei wɔ:ntid. bət
here I felt that I was hardly master of my own house —
hi:ə ai felt ðət 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, i'tsetrə.
“You should have heard me, Storm! One would think
ju: səd həv hə:d mi:, stɔ:m! wʌn wəd þiyk
that any one with just the usual amount of common
ðət eni wʌn wið dʒʌst ðə ju:zuel ə'maunt əv kɔ:mən
sense would be able to see through my foolish behaviour
sens wəd bi: eibl tə si: þru: mai fu:lif bɪ'heivjə
and my stories. But not he! He drank it all up!
ənd mai stɔ:ris. bət not hi:! hi: dræyk it ɔ:l ʌp!
“When I had ‘chosen’ a lot of expensive stamps and was
hwen ai həd 'tsouzn' 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 pəkit, ənd sed ðət əz ðis wəz ðə keis,
 perhaps it was just as well if he paid the fifteen shillings
pə'hæps it wəz dʒʌst əz wel if hi: peid ðə fifty:n siliy়
 now. He had to do it, of course, and here's the money!"
nau. hi: həd tə du: it, əv kɔ:s, ənd hiəz ðə mʌni!"

"Nice work, Marshall, although a bit thick!" Storm
"nais 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: ðəə 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 his 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 his 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 steiʃən
a railwayman told them that there would be no trains
ə reilwei'mən tould ðəm ðæt ðə ðə 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 steiʃən 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, hwitʃ ə lɔt əv
workers were now doing. The information that the
wə:kəz wə: nau du:iy. ði infa'meiʃən ðæt ðə
railwayman gave them made them change their plans.
reilwei'mən geiv ðəm meid ðəm tfeindʒ ðəs 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 səmþin
else and not for going home. "I know the best way
els ənd not fə gouiy houm. "ai nou ðə best wei
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: mʌts trʌbl, 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:dər 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 iŋglənd; mai klouðz dount fit mi: eni lɔygə.

Another reason is that the manager has invited me to
ə'nʌðə ri:zn iz ðæt ðæt mænidʒə həz in'raɪtid mi: tə
 dinner at his home in a month's time, and I should
dīnər ət his 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:səl. "ju: wənt tə

shine before the weaker sex in the person of Marion.
fain bi:fj: ðæt wi:kə seks in ðæt pə:sn əv mærɪən.

The old story of the stronger sex trying to make an
ði ould stɔ:ri əv ðæt strɔ:ŋə seks traɪiŋ tə meik ən

impression on the weaker sex! But I thought the
im'preʃən ən ðæt wi:kə seks! bæt ai þɔ:t ðæt

dinner was going to be a big affair with all the guests
dīnər wəz gouiŋ tə bi: ə big ə'fæər wið ɔ:l ðæt gəsts

in dinner-jackets?" "No, it's just a small dinner-party
in dinədʒækts?" "nou, its dʒʌst ə smɔ:l dinəpæ:ti

with only the family and two or three guests, so no
wið ounli ðæt 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: nesɪəri. 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, bæt 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 wəə 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'diə intə his hed tu a:sk ju: tə
dinner." "You're all wrong there. It's a privilege
dɪnə." "juər ɔ:l rɔɪ 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 nəmbə 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. 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 —. 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 —. 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. The more foolish — he performed, the more the owner of the shop seemed to — and respect him. At home he was hardly — of his own house, Marshall had said. The owner of the shop was not a man with common —. 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. 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. Storm said that he did not like — collars.

lie
former
trust
either
rhotive
correct
respect
respect (verb)
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:lwa:z bi'gin tə tɔ:k ə'baut ðə* weather. This is not because the Englishman cannot *wedə. ðis iz not bɪ'kɔz ði iŋglɪsmən kənɔt* 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'kʌsɪy 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 kʌmɪy* 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 lʌndən fəg ðæt ðei a:r əv ði
 opinion that without a fog London is not London. And
ə'pinjən ðæt wið'aut ə fəg lʌndən iz nɔt lʌndən. ənd
 Storm had been of the same opinion. But in London
stɔ:m hæd bi:n əv ðə seim ə'pinjən. bæt in lʌndən
 he was told that there would be no fog before the
hi: wəz tould ðæt ðεə wəd bi: nou fəg bi'fɔ: ði
 autumn. When October came, it happened almost daily
ɔ:təm. hwen ək'toubə keim, it hæpnd ɔ:lmouſt deili
 that he asked Marshall, "What about that fog? Do
ðæt hi: a:skt ma:ʃəl, "hwēt 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 steīy hīz?" əz
 a rule Marshall did not answer that question, but one
ə ru:l ma:ʃəl did nɔt a:nə ðæt kwestʃən, bæt wʌn
 morning at seven o'clock he stood, already dressed, at
mɔ:nɪy ət sevn ə'klɔk hi: stud, ɔ:l'redi drest, ət
 the side of Storm's bed saying, "Now get up, young
ðə said əv stɔ:mz bed seiiy, "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,
greit bi'li:f in getīy ʌp ə:li in ðə mɔ:nɪy." "jes,
 that is so, only my belief isn't quite so strong when
ðæt iz sou, ounli mai bi'li:f iznt kwait sou strɔ:y hwen
 it's seven o'clock in the morning and I'm still in bed,"
its sevn ə'klɔk in ðə mɔ:nɪy 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 əuə, 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 got 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: rən 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, "juə*

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: ɔn, 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 ri:li kwait* unusually thick." *Mr. Marshall: "I am glad to say an'ju:zu:li 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. səntaimz 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 ə:lou 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 ə: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 *wid meni fækta:ri:z. hwail dis'kʌsi: ðə sabdzikt 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 *əs* *mɔ:* *taim* *ta*.*ri:tʃ* *ði* *ɔfɪs* *ta*'*dei* *ɔn* *ə'kaunt*
of the fog." "All right, my boy, but you interrupted
ən *ðə* *fɔ:g*." "*ɔ:l* *rait*, *mai* *bɔi*, *bat* *ju:* *intə'rʌptɪd*
me in telling a little story. You shall have it before
mi: *in* *teliŋ* *ə* *litl* *stɔ:ri*. *ju:* *ʃəl* *hæv* *it* *bi:fɔ:*
you leave." Marshall: "Well, who hasn't got time to
ju: *li:v*." *ma:ʃəl:* "wel, *hu:* *hæsn̄t* *gɔ:t* *taim* *ta*
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
mɪstə *ma:ʃəl:* "*ə* *mæn* *ðæt* *wəz* *veri* *drʌŋk*, *hæviy*
spent the whole evening drinking beer, called a taxi to
spent *ðə* *houl* *i:vniy* *driŋkiy* *bɪə*, *kɔ:ld* *ə* *tæksi* *ta*
take him home. There was a thick fog, and the taxi
teik *him* *houm*. *ðə* *wəz* *ə* *þik* *fɔ:g*, *ənd* *ðə* *tæksi*
driver said that he couldn't possibly find his way to
draivə *sed* *ðæt* *hi:* *kudnt* *pɔ:səblɪ* *faind* *hɪz* *wei* *ta*
the suburb in which the man lived. However, the man
ðə *sʌbə:b* *in* *hwɪts* *ðə* *mæn* *livd*. *hau'evə*, *ðə* *mæn*
offered him a pound if he would try; but the driver
ɔ:fəd *him* *ə* *paund* *if* *hi:* *wəd* *trai*; *bat* *ðə* *draivə*
would not accept the offer. The man, who was so
wəd *nɔ:t* *ək'sept* *ði* *ɔ:fə*. *ðə* *mæn*, *hu:* *wəz* *sou*
drunk that he was quite unable to get on a bus or a
drʌŋk *ðæt* *hi:* *wəz* *kwait* 'ʌn'eibl *ta* *get* *ɔn* *ə* *bus* *ɔ:r* *ə*
tram, increased his offer to five pounds. The driver
træm, *in'kri:st* *hɪz* *ɔ:fə* *ta* *faiv* *paundz*. *ðə* *draivə*

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 ʃɔ: 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'wɔ:dz ði ʌndəgraund steifən. ðei kəd hiə
 different sounds in the middle of the road, but, with
dif'rənt saundz in ðə midl əv ðə roud, bət, wið
 the exception of a girl on a bicycle, they could see
ði ik'sepʃən əv ə ga:l ən ə baisikl, ðei kəd si:
 nothing. A second or two later they could hear the
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
gə:l. sʌdnli ðəz wəz ə laud nɔiz, ənd ðei hə:d
 the sound of the bus stopping, and, at the same time,
ðə saund əv ðə bʌs stɔpiŋ, ənd, ət ðə seim taim,

towards = in the
direction of

spot = place

It **hurts**, it **hurt**,
it **has hurt**
[ha:ts, ha:t, ha:t].

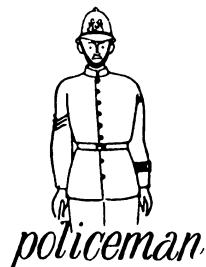


natural = normal

the voice of a girl crying for help. They ran to the
ðə vɔɪs əv ə gə:l kraɪɪŋ fə help. ðei ræn tə ðə
 spot as fast as they could and found the girl lying in
spot əz fa:st əz ðei kud ənd faʊnd ðə gə:l laɪɪŋ in
 front of the bus, while the bus-driver was getting
frənt əv ðə bʌs, hwaɪl ðə bʌsdrəɪvə wəz getɪŋ
 down. The bicycle had been smashed. They could
daʊn. ðə bəsɪkl həd bi:n smæʃt. ðei kəd
 see that the girl was hurt, for her left knee was wet
si: ðət ðə gə:l wəz ha:t, fə hə: left ni: wəz wet
 with blood, which was beginning to run down her
wið bləd, hwaɪts wəz bi:gɪnɪŋ tə rʌn daʊn hə:
 stocking, making it quite red. "She's very pale, and
stɔ:kɪŋ meɪkiŋ it kwait red. "fi:z veri peil, ənd
 as far as I can see, her knee is rather badly hurt,"
əz fa:r əz ai kən si:, hə: ni: ɪz rə:ðə bædli ha:t."
 Marshall said to Storm in a low voice. They both
ma:fəl sed tə stɔ:m ɪn ə lou vɔɪs. ðei houf
 noticed that the natural colour had gone from the girl's
nəʊtʃəl ðət ðə nætʃərəl kələ həd gən frəm ðə gə:lz
 face. "Something must be the matter with her head,
feɪs. "səm'θɪŋ məst bi: ðə mætə wið hə: hed,
 too, for she's holding her hand to it as if in pain,"
tu:, fə si:z houldɪŋ hə: hənd tu it əz if in pain,"
 Storm said. Marshall now helped the bus-driver to
stɔ:m sed. ma:fəl nau helpt ðə bʌsdrəɪvə tə
 lift the girl up from the ground, and then he asked
lift ðə gə: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 məts pein?" ət ðə seim taim traɪɪŋ
 to stop the blood running down from her knee by tying
 tə stɒp ðə bləd rənɪŋ daun frəm hə: ni: bai təɪɪŋ
 his handkerchief round her leg. She was doing her
 hiz 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 pein 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:st ɦɪŋ ə'baut it, ai ɦɪŋk, iz ðət mai leg iz hə:t; ai
 can't very well walk on it without help." "Then my
 ka:nt vəri wel wɔ:k ən it wið'out help." "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 jə: ni:,"
 Marshall said. "Oh, thank you so much. But it's
 ma:ʃəl sed. "ou, þæŋk ju: sou məts. 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 lɪvz
 quite near, and with your help I can easily walk the
 kwæt niə, ənd wið jə: help ai kən i:zili wɔ:k ðə
 few steps to his house." Bus-driver: "I think we had
 fju: steps tə hiz haus." bʌsdraɪvə: "ai ɦɪŋk 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 hwət 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 fər 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
hwənən sʌdnli wʌn ə'piəd. stɔ:m tould him hwət

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
hwəər it həd hæpnd. ðə pə'li:smən rout it ɔ:l

down, after which he asked the bus-driver, "How did
daun, a:ftə hwit's 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 ss: ə ga:l ən ə bəsikl krosɪŋ

the street in front of the bus. Before I could stop,
ðə stri:t ɪn frənt əv ðə bʌs. bɪ'fɔ:r ai kəd stɔ:p,

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.*" *pə'li: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 enɪþɪŋ bat* 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'mɔ:rəu."

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, *pə'li:smən, həvɪŋ nouɪst ðət stɔ:m wəz ə forɪnə,* 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**
[bə:nz, bə:nt, bə:nt].

many bad accidents of different kinds at this time of
meni bæd əksidənts əv difrənt kaindz ət ðis taim əv
the year. Last autumn, I remember, two buses ran
ðə jiə. la:st ɔ:təm, ai ri:membə, tu: bʌsiz rən
into each other. Twenty-five people were hurt, five
intu i:ts ʌðə. twenti'faiəv pi:pl wə: hə:t, faiəv
of them so seriously that they did not live, but died
əv ðəm sou siəriəslı ðət ðei did not liv, bət daid
before they had reached the hospital. Besides, a fire
bɪ'fɔ: ðei həd ri:tʃt ðə həspitl. bɪ'saidz, ə faiə
started in one of the buses so quickly that the driver
sta:tɪd in wʌn əv ðə bʌsiz sou kwikli ðət ðə draɪvə
had no time to get out and was burnt up together with
həd nou taim tə get aut ənd wəz bə:nt ʌp t'geðə wið
the bus. Not a very pleasant way of meeting one's
ðə bʌs. nət ə veri pleznt wei əv mi:tiŋ wʌnz
death, I must say. Another bad accident ..." Storm,
dep, ai məst sei. ə'nʌðə bæd əksidənt ..." stɔ:m,
who had heard enough of accidents and death, inter-
hu: hə:d i'nʌf əv əksidənts ənd dep, intə-
rupted, "I'm sorry, but I have to leave now to be in
'ræptid, "aim səri, bət ai həv 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.
hərid tə ðə niərist ʌndəgraund steɪʃən.
While Storm had been talking to the policeman, Mar-
hwail stɔ:m həd bi:n tɔ:kiŋ tə ðə pa'li:smən, ma:-

shall and the girl had arrived at the doctor's and had
sal and ðə gə:l həd ə'raivd ət ðə dəkta:z and həd
 told him what had happened. "Well, let's have a look
tould him hrʊ:t həd hæpnd. "wel, lets hæv ə luk
 at your knee," the doctor said, taking away the handker-
ət jɔ: ni:, ðə dəkta: sed, teikiŋ ə'wei ðə hæykə-
 chief. "I must say it is worse than I thought when
tsif. "ai məst sei it iz wə:s ðən ai þɔ:t hwen
 I saw you enter the room." "The pain in it is much
ai sə: ju: entə ðə ru:m." "ðə pain in it iz mʌ:tʃ
 worse now than just after the fall. I hope it isn't
wə:s nau ðən dʒʌst a:ftə ðə fɔ:l. ai hou:p it iznt
 so badly hurt that an operation will be necessary."
sou bædli hə:t ðət ən ɔ:pə'reiʃən wil bi: nəsəri."
 "No, you need not be afraid of that. There's no
"nou, ju: ni:d nət bi: ə'freid əv ðæt. ðəz nou
 reason to use a knife on it. As to the pain, it's the
ri:zn tə ju:z ə naif ən it. əz tə ðə pain, its ði
 effect of the fall, and it's always worse when some time
ð'fekt əv ðə fɔ:l, ənd its ɔ:lwəz wə:s hwen səm taim
 has passed. But even if it's bad, you may be glad that
həz pa:st. bət i:vən if its bəd, ju: mei bi: glæd ðət
 no operation is necessary. An operation on the knee
nou ɔ:pə'reiʃən iz nəsəri. ən ɔ:pə'reiʃən ən ðə ni:
 is a very difficult thing and sometimes of no effect at
iz ə veri difikəlt þiŋ ənd səmtaimz əv nou i'fekt ət
 all. If the worst comes to the worst, the knee becomes
ɔ:l. if ðə wə:st kʌmz tə ðə wə:st, ðə ni: bi'kʌmz

stiff in such cases. But I'll give you something which
stif in sʌts keisiz. bət ail giv ju: sʌmpin hwits
will take the pain away very quickly." And indeed,
wil teik ðə pain ə'wei veri kwikli." ənd in'di:d,

what the doctor gave her had a very rapid effect, for
hwst ðə dɔktə geiv hə: hæd ə veri ræpid i'fekt, fər

in a few minutes the girl felt no pain at all.
in ə fju: mɪnɪts ðə gə:l felt nou pain ət ɔ:l.

Doctor: "Now take a taxi home and go to bed. I'll
dɔktə: "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 sʌts ə

small matter as my bad knee?" Doctor: "Not at all!
smɔ:l mætər əz mai bæd ni:?" dɔktə: "nɔt ət ɔ:l!

I'm paying daily visits to a young man not far from
aim peiɪŋ deili vɪzɪts tu ə jʌŋ mæn nɔt frəm

where you live".

hwəə ju: liv."

When Marshall had got a taxi for the girl and taken
hwen ma:ʃəl hæd ɡot 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 ɔfɪs bai bʌs. hwen

he got off again, he suddenly saw Storm walking in
hi: ɡot ɔ:f ə'geɪn, hi: sʌdnli sə: stɔ:m wɔ:kɪŋ ɪn

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, teliŋ i:ts ʌðə hwɔ:t hæd hæpnd

since they left the place of the accident. Marshall
sins ðei left ðə pleis əv ði əksɪdənt. ma:ʃəl

noticed that Storm used his handkerchief very often.
noutist ðət stɔ:m ju:zd hiz hæykətʃif veri ɔ:fn.

"You seem to have got a rather bad cold." Storm:
"ju: si:m tə hæv ɡɔ:t 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'kɔ:z ai didnt 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 fɔ:g tə'dei

has had a bad effect on my lungs and throat. Since
hæz hæd ə bæd i'fekt ɔn mai lʌŋz ənd ðrəut. sins

you left me, I've been sneezing on account of the dirty
ju: left mi:, aiv bi:n sni:ziŋ ɔn ə'kaunt əv ðə də:ti

air passing through my nose, and I've been coughing,
əs pa:sɪŋ þru: mai nouz, ənd aiv bi:n kɔ:fɪŋ,

too, because of the fog that has got into my mouth
tu:, bɪ'kɔ:z əv ðə fɔ:g ðət hæz ɡɔ:t intə mai maʊθ

and my throat. It's extremely unpleasant to know that
ənd mai ðrəut. its iks'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 fɔ:g. ai ðəl bi: glæd hwen ðis fɔ:g lifts

so that I can once more take a breath of real fresh
sou ðət ai kən wʌns mɔ: teik ə brep əv riəl fres



Sneeze

air." Marshall: "We're used to it ourselves, but it's only *əs*." *ma:ʃəl:* "wiə ju:st tu it auə'selvəs, bət its ounli natural that you should find it very unpleasant. I'm *nætʃərl ðət ju: fənd faind it veri ʌn'pleznt.* aim extremely sorry that your cold is so bad that you must *iks'tri:mli səri ðət jɔ: kould iz sou bæd ðət ju: məst* spend most of your time with your handkerchief to *spend moust əv jɔ: taim wið jɔ: hæykətʃif tə* your face, sneezing or coughing." *jɔ: feis, sni:zɪŋ ɔ: kɔfɪŋ.*"

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 ðət hæpnd tə ðə gə:l meiks mi: þiŋk əv* another accident because of bad weather. It was one *ə'nʌðər əksidənt bɪ'kɔz əv bæd wɛðə.* *it wəz wʌn* evening this summer when Mr. Miller, my friends, and *i:vnij 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 trip intə ðə kʌntri.* *ðə* wind began to blow and the rain to fall, and there *wind bɪ'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 hɪər auə'selvz
 speaking. We hurried to the nearest farmhouse and
 spɪ:kɪŋ. wi: hʌrid tə ðə niərist fa:mhaʊs ənd
 stayed there as long as the thunderstorm lasted. The
 stεid ðεə əz lɔy əz ðə þʌndəstɔ:m la:stɪd. ðə
 people at the farm got very nervous when they saw
 pi:pl ət ðə fa:m ɡot veri nə:vəs hwen ðei sɔ:
 the lightning and heard the thunder, because their maid
 ðə laɪtnɪy ənd hə:d ðə þʌndə, bɪ'kɔz ðεə meid
 was out in it. It was not without reason that they
 wəz aut in it. it wəz nɔt 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 laɪtnɪy 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 stεi in bed fə sevərl mənths. ounli ði ʌðə 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 lɔy dei tə'dei*,” *sto:m sed, əz hi: ənd* Marshall left the office late one evening at the *ma:ʃəl left ði ɔfis 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:liŋ 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 nʌbiŋ 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, aɪ wʌndə?*” “nou, ðər aren’t any till Christmas,” Marshall replied, “so you’ll *a:nt eni til krisməs,*” *ma:ʃəl ri'plaɪd, "sou ju:l* have to wait until then. It’s a general rule at the *hæv tə weit ʌn'til ðən. its ə dʒenərəl ru:l ət ði* office that nobody asks for days off during December, *ɔfis ðət noubədi a:skz fə deiz ɔ:f djuəriŋ di'sembə,*

because we're always so busy during the weeks before
bikɔz wiər ɔ:lwaɔz sou bizi djuəriŋ 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
iz nɔt sou bizi əz ðis jiə, sou aim lukɪŋ fɔ:wəd tə
the Christmas holidays myself. We always have such
ðə krisməs holidiz mai'self wi: ɔ:lwaɔz hæv sʌts
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 ɔn
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 lɔŋ taim sins ai sɔ: ðəm ənd aim lukɪŋ
forward to spending some time with them again, and
fɔ:wəd tə spendɪŋ səm taim wið ðəm ə'geɪn ən
to having two whole days off from work." "Only
tə hævɪŋ 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 ɔfɪsiz ən ʃɔps dʒenərəli klouz
about twelve o'clock on the 24th." "No, we keep
ə'baut twelv ə'klɔk ɔn ðə twenti'fɔ:p" "nou, wi: ki:p
the usual closing hours on the day before Christmas,"
ðə ju:zuał klouziŋ auz ɔn ðə dei bi:fɔ: krisməs"

Marshall replied. "The shops and streets will be full
ma:ʃəl rɪ'plaɪd. "ðə ʃɔps ən stri:ts 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 ʃɔp
 windows there will be crowds of people looking at the
windouz ðεə wil bi: kraudz əv pi:pl lukɪŋ ət ðə
 different things shown in the windows. Everybody
di'frənt ɔɪnz sən in ðə windouz. evrɪbɔdi
 will want to see as much as possible, to help them to
wil wɔnt tə si: əz mʌts əz pɔsəbl, 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
ðεə wil bi: tʃildrən kraɪŋ bi'kɔz ðei ka:nt si:
 anything, and mothers pushing them forward through
enɪbɪy, ən mʌðəz pʊsɪŋ 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
evrɪbɔdi wil bi: hævɪŋ ə lʌvli taim! aim sɔri

Christmas is over so soon — only two days, Christmas
krisməs ɪz ouvə sou su:n — ounli tu: deɪz, krisməs

Day and Boxing Day." "Boxing Day! What a
deɪ ən bɔksɪŋ dei. " "bɔksɪŋ dei! hwət ə

Christmas box =
Christmas present

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'plaɪd. "ju: si:, ən ðə twenti'siksþ əv

December the postman, the milkman, etc., used to
dɪ'sembə ðə pəʊstmən, ðə mɪlkmən, it'setrə, ju:st tə
come round to all the houses and get their 'Christmas
kʌm raund tu ɔ:l ðə hauzɪz ən get ðəz 'krɪsməs

boxes'. They still come, but nowadays the presents
bəksɪz'. ðei stil kʌm, bət nauədeɪz ðə preznts

no longer consist of real boxes with things in them,
nou lɪŋgə kən'sist əv rɪəl bəksɪz wið þɪŋz ɪn 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 məni." "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 ðəz bʌs nau, ənd

as they got on board, two ladies rose from their seats
əz ðei ɡət ɔ:n bɔ:d, tu: leidiz rouz frəm ðəz si:ts

to get off when the bus stopped next time. One of
tə get ɔ:f hwen ðə bʌs stɔ:p təkst taim. wʌn əv

them dropped her bag when she rose, and all the
ðəm drɔ:p hə: bæg hwen si: rouz, ənd ɔ:l ðə

different objects in it with which women fill their bags
dɪfrənt ɔ:bɪzɪkts in it wið hwrts wimin fil ðəz bægz

object = thing

fell out on the floor. "Let me help you," said Storm,
fel aut ɔn ðə flɔ:. "let mi: help ju:," sed sto:m,
 and began to pick up keys, coins, and a handkerchief
ənd bi'gæn tə pik ʌp ki:z, kɔinz, ənd ə hæŋkətʃif
 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
mæts!" *si: ri'plaɪd, hʌriŋ a:ftə ði ʌðə leidi wið*
 her hands full of all sorts of strange objects, which
hæ: hændz ful əv ɔ:l sɔ:ts əv streindʒ ɔbdʒikts, hwitʃ
 she had no time to put back into the bag. "This is
si: hæd nou taim tə put bæk intə ðə bæg. "ðis iz
 almost too good to be true," Marshall said, as he made
ɔ:lmoʊst tu: gud tə bi: tru:, *ma:ʃəl sed, əz hi: meid*
 himself comfortable on the seat. "I mean, to be able
him'self kʌmfətabl 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:lmoʊst emti bʌs.
 The trips to and from the office generally consist of
ðə trips tu ən frəm ði ɔfis dʒenərəli kən'sist əv
 long half-hours of standing on my feet — and other
lɔŋ ha:fauəz əv stændiŋ ɔn mai fi:t — ənd ʌðə
 people standing on them, too — on my feet, I mean!
pi:pl stændiŋ 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.
sʊə 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 wið gould letəz

printed on the back. "I bought it some days ago for
p̄rintid ən ðə bæk. "ai bɔ:t it sʌm deiz ə'gou f̄

Marion. But then the thought came to me that perhaps
mærion. bət ðen ðə p̄ɔ:t keim tə mi: ðət pə'hæps

she would think it foolish of me to give her a thing
si: wəd piykl it fu:lif əv mi: tə giv hə:r ə piy

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:lif

in her eyes." To his surprise, Marshall seemed to think
in hə:r aiz." tə his sə'praiz, ma:fəl si:md tə piykl

this very funny. "Excuse me, old man, but I must
ðis veri fʌni. "iks'kjuz mi:, ould mæn, 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 steəz 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 ɪks'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 nət

been without real danger. But as soon as she had got
bi:n wið'aut riəl deindʒə. bət əz su:n əz fi: həd ɡət

on her feet again, she said, to everybody's surprise,
ən hə: fi:t ə'gein, fi: sed, tu evrɪbɔ:di sə'praiz,

“Oh, excuse me, I'm so sorry! I'm afraid I wasn't
“ou, iks'kjuz mi:, aim sou sɔri! aim ə'freid ai wɔ:nt

very careful. But thank God nothing happened to
veri keəfʊl. bət þəŋk ɡəd 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 stæz
again.
ə'gein.

"It's men and women like this lady who have helped
"its men ən wimin laik ðis leidi hu: hæv helpt
to make our great British Empire, people who can keep
tə meik auə 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 þiyk əv ʌðəz i:vən in ðə feis
of danger," Marshall said. "You British and your
əv deindzə," ma:fəl sed. "ju: britif ən jɔ:r
Empire!" Storm replied. "You must indeed be proud
empaɪə!" stɔ:m ri:plaid. "ju: məst in'di:d bi: praud
of it, when a little thing like this can call up the
əv it, hwen ə litl þiy 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 hæv ən empaɪə dei, ə sɔ:t
of state holiday, I've read. I don't know what date
əv steit hɔ:liði, aiv 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. bət wi: britif a: not sou praud
as you seem to think," Marshall answered. "You look
əz ju: si:m tə þiyk," ma:fəl a:nsəd. "ju: luk

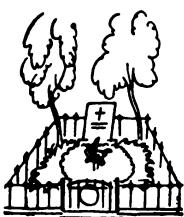
as if you don't believe me," he continued, seeing the
əz if ju: dount bɪ'lɪ:v mi:;" *hi: kən'tinju:d, si:ŋ əi*
 expression on Storm's face, "but I can almost prove
ɪks'preʃən ən stɔ:mz feɪs, "bət aɪ kən ɔ:lmoʊst pru:v
 it to you. We don't even keep our Empire Day as a
it tu ju:. wi: dount i:vən ki:p əʊər empaɪər dei əz ə
 real national holiday, as they do in France, for instance,
riəl næʃənəl həlidi, əz əi du: in fra:n̩s, fər instəns,
 with everybody out in the streets, singing and dancing.
wið evrɪbɔ:d aut ɪn ðə stri:ts, siŋɪŋ ən da:nσɪŋ.

We just send the children home from school after a little
wi: dʒʌst send ðə tʃɪldrən houm frəm sku:l a:ftər ə lɪl
 talk in the morning about the British Empire." "Well,
tɔ:k ɪn ðə mɔ:nɪŋ ə'baut ðə brɪtɪʃ empaɪər." "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 rɪ'plɔɪd.

"But tell me, now that we're talking about holidays —
"bət tel mi:, nau ðət wiə tɔ:kiŋ ə'baut həlidi —
 do you keep the same holidays as we do in my country,
du: ju: ki:p ðə seim həlidi əz wi: du: in mai kʌntri,
 I wonder?" Marshall: "The great Church holidays are
ai wʌndə?" ma:ʃəl: "ðə greit tʃə:tʃ həlidi ə:
 the same, I suppose: Christmas, which the Church tells
ðə seim, ai sə'pouz: krɪsməs, hwɪts ðə tʃə:tʃ telz
 us was the time of the birth of Christ, God's Son. That
əs wəz ðə taim əv ðə bə:p əv kraɪst, ɡədʒ sʌn. ðət
 is to say, there is much discussion between the different
iz tə sei, ðəz məts di'skʌʃən 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
kæþəlik 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 setld, 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'pən 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 mandi." "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:tlənd ðei ki:p ðə fə:st

of January, but here shops, offices, etc., are all open.
əv dʒænjuəri, bət hiə ʃɔ:ps, ɔ:fɪsɪz, it'setrə, a:r ɔ:l oupən.

At the most, we have a party on the 31st of
ət ðə məʊst, wi: həv ə pa:ti ən ðə þə:tɪ'fə: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
ə 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
ə lə:n sʌmþɪŋ." "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: sʌmpiy ɦiə,"
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 ɦiə
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 ɔn," 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 spesəl 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 mʌts 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 ðət 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 wɛðər

is generally fine, and everybody has a lovely time. As a
iz dʒenərəli fain, ənd əvribɔdi 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:tiy əz su:n əz ðə sun həd rizn ən

returning in the evening very, very tired and very,
ri:tə:niy ɪn ði i:vniy veri, veri taiəd 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 hɔlidiz, 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 hɔlidɪ?"

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 ri:plaɪd. "wi: həv fɔ: 'bæyk hɔlidiz': bɔksiy

Day — perhaps I should give them in their correct
dei — pə'hæps ai fəd giv ðəm ɪn ðəsə kə'rekt

order: Easter Monday, Whit Monday, August Bank
ɔ:də: i:sta mʌndi, hwit mʌndi, ɔ:gəst bæyk

Holiday, and Boxing Day. The law of the country says
hɔlidɪ, ən bɔksiy 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 hwɔ:t 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 þɔ: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 kwesʃən laik ðə þə:d holidi 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: hwɔ:t 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'pɔ:n ə taim, sʌm

Member of Parliament who perhaps was a bank
 member *əv pa:ləmənt* *hu:* *pə'hæps wəz ə bæyk*
 manager thought to himself, 'How unpleasant to have
mænidʒə pɔ: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 Parlia-
ðə sʌmə! wʌn ɔ:t tə sə'dʒest, nekst taim pa:lə-
 ment sits, that all banks must close one Monday every
ment sits, ðət ɔ:l bænks 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 ækt əv
 Parliament, and so everybody was happy, as they say
pa:ləmənt, ən sou evribɔdi was 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 ðeə wəz səmþiŋ ju: didnt
 know, you would always be able to make up a fine
nou, ju: wəd ɔ:lways 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:dinəlz] and ordinals [ɔ:dinəlz]. 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 ['sevn'ti:n]	the seventeenth ['sevn'ti:nþ]
18	eighteen ['ei'ti:n]	the eighteenth ['ei'ti:nþ]
19	nineteen ['nain'ti:n]	the nineteenth ['nain'ti:nþ]
20	twenty [twenti]	the twentieth [twentiiþ]
21	twenty-one [twenti'wʌn], etc.	the twenty-first [twenti-'fə:st], etc.
30	thirty [þɜ:ti]	the thirtieth [þɜ:tiþ]
40	forty [fɔ:ti]	the fortieth [fɔ:tiþ]
50	fifty [fifti]	the fiftieth [fiftiþ]
60	sixty [siksti]	the sixtieth [sikstiþ]
70	seventy [sevnti]	the seventieth [sevntiþ]
80	eighty [eiti]	the eightieth [eitiþ]
90	ninety [nainti]	the ninetieth [naintiþ]
100	a (or one) hundred dred [hʌndrəd]	the (one) hundredth [hʌndrədþ]
101	a (or one) hundred dred and one	the (one) hundred and first
135	a (or one) hundred and thirty-five	the (one) hundred and thirty-fifth
200	two hundred	the two hundredth
1,000	a (or one) thousand [þauzənd]	the (one) thousandth [þauzəndþ]
1,001	a (or one) thou- sand and one	the (one) thousand and first
1,100	eleven hundred or a (or one) thou- sand one hundred	the eleven hundredth or the (one) thousand one hundredth
1,157	eleven hundred and fifty-seven or a (one) thousand one hundred and fifty-seven	the eleven hundred and fifty-seventh or the (one) thousand one hundred and fifty- seventh
2,000	two thousand	the two thousandth
100,000	a (or one) hun- dred thousand	the (one) hundred thou- sandth

341,771	three hundred and forty-one thousand seven hundred and seventy-one	the three hundred and forty-one thousand seven hundred and seventy-first
1,000,000	a (or one) million [miljən]	the (one) millionth [miljənθ]
3,000,533	three million five hundred and thirty-three	the three million five hundred and thirty- 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 hia sampiy ə'baut hwɔ:t
iz gouiy ən ət houm. sou ju: həv bi:n teikiy mai
sistə fə trips intə ðə kəntri! wel, ai riəli dount nou
hwɔ:t tə sei tə ðæt. if ju: a:nt gouiy tə bi: mɔ:
keəful in ðə fju:tʃə ə'baut teikiy hə:r aut intu ɔ:l
kaindz əv weðə ən briyiy hə: bæk houm ɔ:l wet ən
kould, ai sə'pouz ai ʃəl həv tə rait ən tel hə: hwɔ:t
ən ʌn'pleznt felou ju: a:! bət pə'hæps fi:l faind aut
fə hə:'self.*

ai went on a trip intə ðə kʌntri mai'self sʌm taim
ə'gou wið ə jʌy leidi kɔ:ld mæriən, ðə dɔ:tər əv auə
mænidʒə. bət ai hæd ɔ:dəd ə blu: skai, ðə siyij əv
bə:dz, ənd ə wud ful əv tri:z wið red ən braun li:uz;
ðæts hau its dʌn in iŋglənd! mæriən iz ə veri lʌvli
gə:l, ai kən tel ju:. ju: kən si: ðæt fə jɔ:'self frəm
ðis piktsər əv hə:, hwits ai tuk ðæt dei in ðə kʌntri.

pli:z dount tel ðis tə mai sistə, ɔ:r aim ə'freid ðæt
si: wil nɔt fi:l ðə ris'pekt fɔ: mi: ðæt sistəz ʃəd 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 ri'mein 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 oun 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: mʌnʃə lɔ:yga.* "I shall be very busy the next eight months or so. *ai ʃəl bi: veri bizi ðə nekst eit mʌnʃə 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-
æw hwits hi: hæd hæ:d sou mæts. ðæ 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 ðæ
 long as the manager needed him.
lɔy ðæ ðæ mænidʒə ni:did him.

So when May came he was still in London, working
sou hwen mei keim hi: wæs stil in lændən, wə:kɪŋ
 hard. Summer had come, and as the weather had been
ha:d. sʌmə hæd kʌm, ðænd ðæ ðæ weðə hæd bi:n
 extremely fine for several days, Marshall and Storm
iks'tri:ŋli fain fə sevrl̩ deis, ma:fəl ðænd stɔ:m
 decided to go to the seaside for the week-end after a
dɪ'saidid tæ gou tæ ðæ 'si:'said fə ðæ 'wi:k'end a:ftər ðæ
 particularly busy week.
pə'tikjuləli bizi wi:k.

“A week-end at the sea-side would do us good after
ðæ 'wi:k'end ət ðæ 'si:'said 'wəd du: əs gud a:ftər
 a week's hard work,” Marshall said, “and even if it may
ə wi:ks ha:d wə:k,” ma:fəl sed, “ənd i:vən if it mei
 still be a little cold to bathe, the sea will be beautiful,
stil bi: ə litl kould tæ beið, ðæ si: wil bi: bju:təfəl,
 and the fresh sea-air will be nice after the bad London
ən ðæ fref 'si:'əs wil bi: naɪs a:ftə ðæ bæd lændən
 air.” “What is the best place on the coast to go to?”
əs.” “hwæt iz ðæ best pleis ən ðæ koust tæ gou tu?”
 Storm wanted to know. “I think Brighton will be
stɔ:m əwntid 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 pleſnt tən ən the south coast of England. We could stay the night əsauh kouſt əv iŋglənd. *wi: kəd ſtei əsauh nait* at one of the hotels and return on Sunday evening." ət wʌn əv əsauh hou'tels ən ri'tə:n ən ſaundi i:vniŋ.

"Fine!" said Storm. "Let's hurry home from the "fain!" *sed ſtɔ:m.* "lets həri houm frəm əi office, then, without stopping for lunch at our usual əfis, ən, wið'aut ſtopiŋ fə lʌns ət aʊə ju:zuel place. Perhaps your mother will prepare a quick pə'hæps jɔ: mʌðə wil pri'peər ə kwik 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: ſa:nt ni:d mʌtʃ mɔ: ən ə tooth-brush and a comb, so there won't be much to tu:þbrʌʃ ənd ə koum, ſou ðəz woun't bi: mʌtʃ ə pack. We'll have time enough before our train leaves." þæk. "wi:l həv taim i'nʌf bi'fɔ:r aʊə trein li:vz."

"Speaking of tooth-brushes," Storm said, "I must "spi:kiy əv tu:þbrʌſiz," ſtɔ:m ſed, "ai məst remember to buy some tooth-paste on the way home. ri'membə ə bai ſəm tu:þpeſt ən əs wei houm. I noticed this morning, when I was brushing my teeth, ai nou'tist əs mɔ:niŋ, hwen ai wəz brʌſiŋ mai ti:þ, that I had used up all my tooth-paste. I think I'll try əsauh ai həd ju:zəd əp əl mai tu:þpeſt. ai þiŋk ail trai

a shop I've often noticed. It's only a short distance
 a *sɔ:p* *a:v* *ɔ:fн* *noutist*. its *ounli* a *sɔ:t* *distans*

from the Underground station, you know, the one which
 from *ði* *ʌndəgraund* *steifən*, *ju:* *nou*, *ðə* *wʌn* *hrvits*

has an unusually large sponge lying in the window.
 has *ən* *ʌn'ju:znu:li* *la:dз* *spʌndз* *laiiŋ* *in* *ðə* *windowu*.

It must be fun to use a sponge as big as that in the
 it *məst* *bi:* *fʌn* *tə* *ju:z* *a* *spʌndз* *əz* *big* *əz* *ðæt* *in* *ðə*

bath; you could almost wash the whole body with it
 ba:þ; *ju:* *kəd* *ɔ:lmouſt* *wɔſ* *ðə* *houl* *bɔ:di* *wið* *it*

at once. I saw some beautiful brushes there the other
 at *wʌns*. *ai* *so:* *səm* *bju:tɔ:ful* *brʌſiz* *ðəz* *ði* *ʌðə*

day, too. I'd like to buy them for my sister. She takes
 dei. *tu:.* *aid* *laik* *tə* *bai* *ðəm* *fə* *mai* *sistə.* *si:* *teiks*

a lot of trouble with her hair and brushes it carefully
 a *lɔ:t* *əv* *trʌbl* *wið* *hə:* *hə* *ən* *brʌſiz* *it* *kɛəfuli*

morning and night; so those fine brushes would be just
 mɔ:nɪŋ *ən* *nait;* *sou* *ðous* *fain* *brʌſiz* *wəd* *bi:* *dʒʌst*

the thing for her, one for her hair and one to brush
 ðə *þiŋ* *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* *a* *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:* *ʃɔ:piŋ,*” *ma:fəl*

said. “I shall have to look for my bathing-costume.
 sed. “ai *fəl* *həv* *tə* *luk* *fə* *mai* *beɪðɪŋkɔ: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 winta, on neva twais
 in the same place, so I can't be sure of finding it at
in ðə seim pleis, sou ai ka:nt bi: suər ev fa:ndiy it ət
 once."
wans.

"Do you think it will be warm enough to bathe?" Storm
"du: ju: þi:yk 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:s. tu:."

"Bathing-drawers!" Marshall said. "Haven't you got
"beidiydrɔ:s?" ma:fəl sed. "hævnt ju: gɔ:t

a bathing-costume? At one time you were not allowed
ə. beidiykɔ:stju:m? ət wən taim ju: wə: nɔ:t ə'lau:d

to use bathing-drawers, but nowadays it's perfectly all
ət ju:s beidiydrɔ:s. bət nauədeiz its pɔ:fikli ə:l

right of course. However, we English are funny in
raɪt ev kɔ:s. hau'vevə, wi: iygli:f a: fʌni in

many ways, you know. By some people bathing-
meni weiz, ju: nou. bai sʌm pi:pl beidiy-

drawers are still regarded as not quite the thing for
drɔ:s a: stil ri'ga:did əz nɔ:t kwait ðə þi:y fə

bathing." "Well, I haven't got anything else, so I'll
beidiy." "wel, ai hævnt got eniþi:y els, sou ail

have to take them along," Storm answered.
hæv tə teik ðəm ə'lɔ:y." stɔ:m a:nsəd.

Two hours later the two young men were sitting in
tu: auəz leitə ðə tu: jʌy men wə: siti:y 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 roudsайд.
 and the leaves and the grass will be of that lovely
 ən ðə li:vz ən ðə gra:s wil bi: əv ðət ləvli
 fresh green that they only have during the weeks
 fref gri:n ðət ðei ounli hæv djuəriŋ ðə wi:ks
 when spring is turning into summer. I want you to
 hwen spriŋ iz tə:niŋ intə samə. 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 əvrihɪŋ iz fref 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 fəni, iznt it, ðət ə:lðou ai fəd nət laik tə

by the roadside ==
 by the side of the
 road

live in the country, May always makes me wish to
liv in ðə kʌntri, mei ɔ:lwəz meiks mi: wɪʃ 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.”

in the distance =
far away



windmill

“I quite understand how you feel,” Storm replied, “and
“ai kwait ʌndə'stænd hau ju: fi:l,” stɔ:m ri'plaid, “and
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:lðou
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.
meikiŋ 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 sʌts 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 lət əv wə:k məst bi: dʌn tə ðə kɔ:n," stɔ: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 hwen ðə fa:mə puts ðə plough into the ground in spring until we put the bread plau intə ðə graund in sprin ʌn'til wi: put ðə bred on our tables! When the ground has been broken by ən auə teibz! hwen ðə graund həz 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 iz 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. hwen ðə kɔ:n həz bi:n teikn tə ðə mills, there is still something left of the plant, which milz. ðəz stil sampiy left əv ðə plə:nt, hwɪt is used for the animals during the winter. Not all the iz ju:zd fə ði ənɪməlz dju:əriy ðə wintə. nɔ:t ɔ:l ðə corn is sent to the mills; some of it is used for next kɔ:n iz 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'lplaɪd. "in taun ju: ju:zueli dount



grow (here) =
make grow

think of these things. You go into a shop, ask for some
biyk *əv* *di: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 *baiy* *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* *kweikli* *in* *ðə* *roud*. *evri* *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* *rouzbusiz*
that grew in long rows along both sides of the road,
ðət *gru:* *in* *lɔy* *rouz* *ə'lɔy* *bouʃ* *saidz* *əv* *ðə* *roud*,
full of red and white flowers, or looked over bright
ful *əv* *red* *ənd* *hwait* *flauəz*, *ɔ:* *lukt* *ouvə* *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 *ðəzə*, *ə* *biy* *hwitʃ* *iz* *tipikəli* *ingglif*. *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* *hwen* *ðei* *ri:tʃt* *ðəzə* *hou'tel*

was to order tea.

wəz tu ɔ:ðə 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 hət ən þə:sti. woun't ju:*

try it, too, Marshall? You won't regret it." "Yes, I'll *trai it, tu:, ma:fəl? ju: woun't 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 *"bat ail həv tə teik ət li:st þri: ləmps əv fʊgə*

to make it sweet enough. Oh, I say, Storm, look at that *to meik it swi:t i'nəf. ou, ai sei, stɔ:m, luk ət ðæt*

little dog, over there! He's looking at our sugar as if *litl dəg, ouvə ðə! hi:z lukɪŋ ət auə fʊgər əz if*

we'd taken it from him. We'll have to give him a lump *wi:d teikn it frəm him. wi:l həv tə giv him ə ləmp*

of sugar. He doesn't look as if he belongs to anybody *əv fʊgə. hi: dəsn't luk əz if hi: bɪ'lɔ:z tu enibodi*

here; he must have come here by himself." *hi: məst həv kəm hi: bai him'self."*

While they were having tea, a band started playing *hwail ðei wə: həvɪŋ ti:, 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 ɻə: pləiɪŋ*



lemon

by himself =
alone

dance-music. "No, not at this hotel," Marshall replied.
da:nsmju:zik. "nou, not at ðis hou'tel," ma:səl ri'plaид.

"But there are several restaurants where you can dance
"bət ðəə sevərl restərɔ:yz hweə ju: kən da:n

at this time of the day. There will be dancing here
ət 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
ðəət ðei həv sevn ər eit instrumənts ðəət ðei

aren't using? I suppose that means there will be a
a:nt ju:zɪŋ? ai se'pous ðəət mi:nz ðəə wil bi: ə

larger band playing later on, and that there will be
la:dʒə bənd pleiŋ leitər ən, ən ðəət ðəə wil bi:

dancing then. Would you like to go to some other place
da:nσiŋ ðən. wəd ju: laik tə gou tə səm ədə pləis

to dance?"

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 həwai wi: a: hiə."

"Right you are! Let's go, then," Marshall answered.
"rait ju: a:! lets gou, ðən," ma:səl a:nσəd.

"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 ˈbiːŋk 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 ˈbiːŋk ðət 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 ˈbiːŋk 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
stɛps ə'krɔ: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*. "On ðis pə:t əv ðə kəʊst, the beach generally consists of small round stones *ðə bi:tʃ dʒenərəli kən'sists əv smɔ:l raund stouṇs* 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, *pri:fə: ði:z smɔ:l stouṇz tə sənd*. 'sənd,' ðei sei, 'gets into your shoes and your stockings and your hair *'gets intə jɔ: fu:z ən jɔ: stɔ:kɪŋz ən jɔ: həz* and gives you a lot of trouble before you get it out.' *ən givz ju: ə lət əv trəbl bɪ'fɔ: ju: get it aut.* However, if you prefer sand, I know a place not very *hau'evə, if ju: pri:fə: sənd, ai nou ə pleis nət veri* far from here where the beach has lovely red sand. *fa: frəm hiə hweə ðə bi:tʃ həz ləvli red sənd.* We might go out there to-morrow." *wi: mait gou aut ðəs tə'morou.*" "I think I'd rather try this place," Storm answered. *"ai bi:yk aid ra:ðə trai ðis pleis," stɔ:m a:nəd.* "Perhaps there's sand enough on the shores of your *"pə'hæps ðəz sənd i'nʌf ən ðə ʃɔ:z əv jɔ:r* own country," Marshall said. "I think I prefer the *oun kʌntri," ma:ʃəl sed. "ai bi:yk ai pri:fə: ðə* stones myself; they're quite comfortable to lie on." *stouṇz mai'self; ðəs kwait kʌmfətəbl tə lai ɔ:n."* "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'plaɪd. “*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 ɔ'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 hwæə 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 hæz smɔ:l raund stounz ɔ: sənd --
 if you know what I mean.” “Thanks! I think I do,”
 if *ju: nou hwɔ:t 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-
faind 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: þiŋk 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'plaid. "ðər iznt wind i'nʌf
for sails, though, and, besides, I'm not very used to
fə seilz, ðou, ən, bi:saidz, aim nət veri ju:st tə
boats with sails, so I should prefer one of the small
bouts wið seilz, sou ai fəd pri:fə: wʌn əv ðə smɔ:l
boats that you see down there on the beach." "You
bouts ðət ju: si: daun ðər ən ðə bi:tsf." "ju:
need not be afraid," Storm said, "I know all about
ni:d nət 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 seilz, sou ail teik keər əv ðət said əv ðə
matter." "Oh, in that case," Marshall answered, "I
mætə." "ou, in ðət keis," ma:ʃəl a:nsəd, "ai
don't care which we go out in, as long as you'll be
dount keə hwits 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 þiŋk it wəd bi: ə gud aɪdɪə tə
wait until this evening before going out," he continued.
weɪt ʌn'til ðis i:vniy 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, ðəs wil bi: ə mu:n tə'nait,

and if the weather doesn't change, the stars will be
 and if ðə wedə dʌznt tʃeindʒ, ðə sta:z wil bi:
 out, too. But after all we had better take one of the
 aut, tu:. hət a:ftr ɔ:l wi: həd betə teik wʌn əv ðə
 small boats, for what little wind there is will be gone
 smɔ:l bouts, fə hwest litl wind ðər iz wil bi: gɔn
 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 nɔt 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
 "hwest ə lʌvli sait it iz," ma:fəl sed, "wid 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 ʌs 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 fe'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 *sæd hæv ə luk ət ðə naitlaif əv braɪtən.*

“Our night-life is not what they call ‘hot’ in America,
“auə naitlaif *is nət hwət ðei kɔ:l ‘hɔ:t’ in ə’merikə,*

but we might look in at a few places and see if there’s
bət wi: *mait luk in ət ə fju: pleisis ən si: if ðəz*

any fun going on anywhere.”
eni *fʌn gouɪŋ ən enihwəz.*”

turn in = go to bed

They did as Marshall suggested and passed a very
ðei *did əz ma:səl sə’dzestid ənd pa:st ə veri*

pleasant evening, returning about eleven o’clock to
pleznt *i:vniŋ, ri’tə:nɪŋ ə’baut i’levn ə’klɔ:k tə*

their hotel to have a glass of something in the restaurant
ðəz hou’tel tə *hæv ə gla:s əv sʌmþɪŋ in ðə restə:zɪŋ*

before ‘turning in’. The band was much larger now
bi:fɔ: *‘tə:nɪŋ in’ ðə bænd wəz mʌts la:dʒə nau*

than in the afternoon, and all the musical instruments
ðən *in ði a:ftə’nu:n, ənd ɔ:l ðə mju:zikəl instrumənts*

were being used.

wə: *bi:ɪŋ ju:zd.*

“It’s almost too much of a good thing with all the noise
“its ɔ:lmoust tu: mʌts əv ə gud þɪŋ wið ɔ:l ðə nɔ:z

the band is making now,” Storm said; “I liked it better
ðə bænd iz meikɪŋ 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’kɔ:z wi: a:nt da:nσɪ,”

Marshall replied. “Could we do that?” Storm asked.
ma:səl *ri’plɔɪd. “kud wi: du: ðæt?” stɔ:m a:skt.*

"Yes, it's quite proper to dance with girls you don't
 "jes, its kwait prɔpə tə da:ns wið gə:lz ju: dount

know at seaside places like this," Marshall answered.
 nou ət 'si:'said pleisiz laik ðis," ma:ʃəl a:nsəd.

"There will often be girls staying with their families
 "ðə: wil ɔ:fn bi: gə:lz steiiŋ wið ðə: fæmiliz

at the hotel, or young women spending a little holiday
 ət ðə hou'tel, ɔ: jʌy wimin spenдиŋ ə litl həliði

alone, who are usually glad to have a few dances with
 ə'loun, hu: a: ju:zuałi glæd tə hæv ə fju: da:nsiz wið

you. Let's see if we can find two pleasant-looking
 ju:. lets si: if wi: kən faind tu: plezntlukɪŋ

girls." "Look over there, Marshall, at the three women
 gə:lz." "luk ouvə ðə:, ma:ʃəl, ət ðə þri: wimin

at that table, especially the one to the left. What on
 ət ðæt teibl, is'pesəli ðə wʌn tə ðə left. hwət ən

earth is she doing?" "I think she's beating time to the
 ə:þ iz si: du:tiŋ?" "ai þiyk si:z bi:tiŋ taim tə ðə

music with her hand," he answered, "perhaps to show
 mju:zik wið hə: hænd," hi: a:nsəd, "pə'hæps tə sou

that she can dance and is willing to, if anybody should
 ðət si: kən da:ns ənd iz wiliŋ tu, if enibədi ʃəd

ask her. I must say they're a strange collection, those
 a:sk hə:. ai məst sei ðər ə streindz kə'lekʃən, ðouz

three! They must be at least fifteen years older than
 þri:! ðei məst bi: ət li:st fifty:n jiəz ouldə ðən

they're trying to appear. Look at the other one, now!
 ðə: traɪŋ tu ə'þiə. luk ət ði ʌðə wʌn, nau!

appear (here) =
 look

She is putting still more red 'paint' on her lips and
ſi: iz putiy stil mɔ: red 'peint' ɔn hɔ: lips ən
powder on her nose and cheeks. I wonder what they
pauðər ɔn hɔ: nouz ən tſi:ks. ai wʌndər hƿw̄t ðei
look like under that surface of powder and paint?"
luk laik ʌndə ðæt sə:fi:s 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
noutisiy tu: gə:lz əv ə'baut twenti entəriy 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, bət wið ðə kliə skin ənd rouzi lips ənd
cheeks for which English women are famous. "Have
tſi:ks fə hƿi:ts 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:kiy in
time to the music? Musical people often do that. I
taim tə ðə mju:zik? mju:zikəl pi:pl ɔ:fn du: ðæt. ai
am sure she dances well."
əm fʊə ſi: da:nſiz wel."

In fact, both girls moved across the dance-floor with the
in fækt, bouþ gə:lz mu:vd ə'krɔ:s 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 æz 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 ʌs?" 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 weəriy 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 æz 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 ʃudnt 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
ouvə 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:əlz wið ðə

'loud' jewels our three 'aunties' have hung round their
'laud' dʒu:əlz aʊtə þri: 'a:nti:z' həv hʌŋ rəund ðə:
thin necks — gold and silver, and stones in all colours!"
þin neks — gould ən silvə, ən stəʊnz in ɔ:l kʌləz!"

"Yes, I suppose their jewels must be expensive, but
"jes, ai sə'pouz ðəə dʒu:əlz məst bi: iks'pensiv, bət

they look as if they might have been bought at one
ðei luk əz if ðei mait həv bi:n bə:t ət wʌn

of those stores where nothing costs more than sixpence,"
əv ðouz stɔ:z həwər nʌþin kəsts mɔ: ðən siks'pens,"

Marshall replied.

ma:fəl ri'plaid.

"Well, shall we ask if the girls would care to dance
"wel, fəl wi: a:sk if ðə gə:lz wəd kər tə da:n:s

with us? We had better go one at a time — you first!
wið ʌs? wi: həd bə:t gou wʌn ət ə taim — ju: fə:st!

Which of them have you thought of asking?" Storm
hwitʃ əv ðəm həv ju: þə:t əv a:skiy?" stɔ:m

wanted to know. "The smaller one. But I don't want
wɔ:ntid tə nou. "ðə smɔ:lə wʌn. bət 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 fəl a:sk ðə smɔ:l wʌn," stɔ:m la:ft. "ai laikt

the way she moved in time to the music."

ðə wei fi: mu:vəd in 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; bət if ðei
 care to have more than one dance with us, perhaps
 keə tə həv mə: ðən wʌn da:nəs wið ʌs, pə'hæps
 I might have a chance later of trying how well she
 ai mait həv ə tʃa:ns leitər əv traɪŋ hau wəl fi:
 dances. All right, run along now," Marshall said, "and
 da:nəsiz. ɔ:l rait, rʌn ə'lɔŋ nau," ma:fəl 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:nəs wið wʌn əv his jɔ:y leidiz."

grandpa =
 grandfather

Storm collected all his courage and walked up to the
 stɔ:m kə'lektid ɔ:l his kæridʒ ənd wɔ:kt ʌp tə ðə
 table where the two girls were sitting. As he came
 teibl hweə 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 litl laik mærɪən, ənd sou ət ðə la:st minit hi: di'saidid
 to ask her. First he bowed once in the general direction
 tu a:sk hə:. fa:st hi: bənd wʌns in ðə dʒenərəl dɪ'rekʃən
 of their table, then he bowed to the old gentleman,
 əz ðə teibl, ðən hi: bəud tə ði ould dʒentlmən,
 and at last he bowed to the girl and asked in a voice
 ənd ət la:st hi: bəud tə ðə gə:l ənd a:skt in ə vɔɪs
 that he hardly recognized as his own, "May I have the
 ðət hi: ha:dli rekəgnəɪzd 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:nsɪz 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:vniy 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*, *θ*, 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** [*θækxs*], 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 [raiziz], 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

þyk iz ðis: in moust kʌntriz ðə reilweiz həv

always been owned by the State, but over here they
ɔ:lwəz bɪ:n ound bai ðə steit, bət ouvə 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. hweə ðə

State owns the railways, there's no competition, and
steit ounz ðə reilweiz, ðəz nou kəmp'i'ti:ən, 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 ðəz məst

have been much competition between the four com-
həv bi:n mətʃ kəmp'i'ti:ən 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:tʃ
of the companies, of course, wanted to get as much
əv ðə kʌmpəniz, əv kɔ:s, wɔntid tə get əz mʌtʃ
of the transport as possible. Their accounts had to
əv ðə trænsپ:t əz փօsəbl. ðeər ə'kaunts hæd tə
show a profit at the end of the year. If they lost
ʃou ə profit at ði end əv ðə jɪə. if ðei lost
business, they lost money, and if they lost too much
bɪznɪs, ðei lost mʌni, ənd if ðei lost tu: mʌtʃ
money, their accounts would show a loss instead of
mʌni, ðeər ə'kaunts wəd ʃou ə lɔs in'stəd əv
a profit; then people wouldn't put their money into
ə profit; ðen pi:pl wudnt put ðə ðə mʌni into
that company, and it would soon be finished. But
ðæt kʌmpəni, ənd it wəd su:n bi: finiʃ. bat

in the way of =
as to

tell me, what could they really do in the way of com-
petiʃən, hwət kud ðei riəli du: in ðə wei əv kom-
petition? It isn't always that competition is good.”
pɪl'tiʃən? it iznt ɔ:lways ðæt kompi'l'iʃən iz gud.”

“Oh, there were, and still are of course, many forms
“ou, ðær wə:, ən stil a:r əv kɔ:s, meni fɔ:ms
of service to be found in our trains. We really feel
əv sə:vi:s tə bi: faund in ouə treinz. wi: riəli fi:l
that somebody is always thinking out new comforts
ðæt sʌmbədi iz ɔ:lways þiŋkɪŋ aut nju: kʌmfəts
for the travellers. In almost all carriages we have
fə ðə trævləz. in ɔ:lmost ɔ:l kærɪdʒɪz wi: hæv

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

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 əft 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 suə

nobody ever thought of having typewriters for business
noubədi evə þɔ:t əv həvɪŋ taipraitəz fə biznis

men in our trains."

men in ouə treinz."

wood = what
 chairs and tables
 are made of

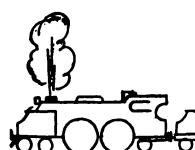


typewriter

wooden = made
 of wood



rails



engine



steam

"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 noutist," 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 næroua.
 With narrower carriages running on the rails, it means
 wið nærouə kæridziz rəniŋ ɔn ðə reilz, it mi:nz
 that trains can go much faster. You will remember
 ðət treinz kən gou mʌts fa:stə. ju: wil ri'membə
 that we Englishmen built the first railways. That is
 ðət wi: ɪnglis'mən bilt ðə fə:st reilweiz. ðət iz
 to say, already more than two thousand years ago the
 tə sei, ɔ:l'redi mɔ: ðən tu: þauzənd jɪəz 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 trænspo:t əv hevi ɔbdzɪkts. bət it wəz in ɪnglənd
 that the first modern railway was opened, with a real
 ðət ðə fə:st mədən reilwei wəz oupənd, wið ə riəl
 engine that was moved forward by steam. At first
 endʒin ðət 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 kʌmɪy
 out of them. They thought that the engines weren't
 aut əv ðəni. ðei þɔ:t ðət ði endʒinz wə:nt

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:su hu: wudnt ðət tə raid in ə trein.”

“How strange to think that the railways, which have
hau streindz tə þiyk ðət ðə reilweiz, hwtſ həv

been of such benefit to people, were so long in having
bi:n əv sətſ benifit tə pi:pl, wə: sou lɔy in hævin

success!” Storm said. “Just think how travelling, a
sək'ses!“ stɔ:m sed. “dʒʌst 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 ðən — ə veri ʌn'kʌmfətbl

journey, too — and not very safe. Nowadays we sit
dʒə:ni, tu: — ən nət veri seif. nauədeiz 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 inta the restaurant car and order what we want, and then ðə restərɔ:y ka:r ənd ɔ:ðə hwʌt wi: əwnt, ən ðən sit at ease in soft chairs, watching houses and trees sit ət i:z ɪn soft tʃeəz, əwtʃɪŋ haʊzɪz ən tri:z fly past the window, while we are waiting for the flai pa:st ðə wɪndou, hwail wi: a: weitiŋ fə ðə food." fu:d."

"Yes," replied Marshall, "the railways soon became a "jes," ri"plaɪd ma:səl, "ðə reilweɪz su:n bɪ'keɪm ə success, even if the first trains were uncomfortable and sək'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 ɪn 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 skətsmən', tu: əv ðə fa:stist

trains in the world, when at their greatest speed, really
treinz in ðə wə:ld, hwen ət ðεə 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 ðæt ðεə
 so many things that I must praise," Storm answered.
sou meni þiŋs ðæt ai məst preiz," sto:m a:nsəd.

"I've noticed, for instance, that there are very fine
"air noutist, fər instəns, ðæt ðεə veri fain
 connections between most of the larger towns. There
kə'nekʃənz bi'twi:n moust əv ðə la:dʒə taunz. ðεə
 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
kəntri tə ði ʌðə. ən ðə kə'nekʃənz frəm ləndən
 are so frequent that you can go almost anywhere
a: sou fri:kweənt ðæt ju: kən gou ɔ:lmoüst enihwəə
 whenever you want to. I'm sorry to say that in my
hwen'cəə ju: wənt tu. aim sɔri tə sei ðæt in mai
 country this is not always so."
kəntri ðis əs nət ɔ:lweəs sou."

"Perhaps that is why many Londoners are such fre-
"pə'hæps ðæt əs həwai meni ləndənəz a: səts fri:-
 quent guests in the country. It's made easy for them
kweənt gests in ðə kəntri. 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: lʌndənə; aɪv nou'tist
that it's getting harder and harder to keep you at home
ðət its getɪŋ 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 treɪns əs if
you were getting material together for a book about
ju: wə: getɪŋ mə'tiəriəl tə'geðər fər ə buk ə'baut
the country round London — or perhaps you just want
ðə kʌntri raund lʌndən — ɔ: pə'hæps ju: dʒʌst wənt
to be sure that the railways will get a nice profit?"
tə bi: suə ðət ðə reilweɪz wil get ə nais prəfɪt?"
"Don't be foolish, Marshall," Storm replied. "I'm sorry
"dount bi: fu:liʃ. 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 intristɪŋ. — ən hwʌt həz kʌm ouvə
you, since you suddenly look so serious? Have you
ju:, sɪns ju: sədnli luk sou siəriəs? həv ju:
lost all your smiles in the train?" "Please don't make
lɔst ɔ:l jɔ: smailz in ðə treɪn?" "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! bæt 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: "hwɔ:t du: ju: mi:n?" "ai mi:n,"

Marshall replied, "— no, I shall answer you with another
ma:fæl ri'plaid, "— nou, ai fæl 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

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 spesəl 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:vniyəz ət ðə mənidʒəs haʊs.

When work was finished on these nights, Mrs. Edwards
hwen wə:k wəz finiʃ ən ði:z naɪts misɪz edwədz

and Marion usually laid the tea-table, and they all had
ənd məriən ju:zəli 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 wəz 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:ns nau ənd ðen, tə si: ə piktfə,

or on small trips to places outside London.

ɔ:r ən smɔ:l trips tə pleisɪz autsaid ləndən.

On the Sunday following the trip to Brighton, Marion
ən ðə sʌndi fəlouɪŋ ðə trip tə braɪtn, məriən

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 sauþ əv ləndən. ləndən i'tself iz məʊstli bilt



since (here)
= because

on very flat ground, but a short distance to the south
ɔn veri flæt graund, bət ə ſɔ:t diſtəns tə ðə ſauh
of the city there are high hills, from which there is
əv ðə ſiti ðeər a: hai hilz, frəm hwitſ ðeər iz
a very beautiful view of London and the country round
ə veri bju:təful vju: əv ləndən ənd ðə kʌntri raund
it. The highest of the hills is called Leith Hill; that
it. *ðə ha:ɪst əv ðə hilz iz kɔ:ld li:p hil; ðæt*
was where they were going that day, since Storm had
wəz hwəz ðei wə: gouiy ðæt ðei, ſins ſtɔ:m həd
not been there yet. "I'm looking forward to getting
nɔ:t bi:n ðeə jet. "aim lukiy frɔ:wəd tə getiy
up into the hills," Storm said as they sat in the bus.
ʌp intə ðə hilz," ſtɔ:m ſed əz ðei ſæt in ðə bʌs.
"I don't find flat country very interesting — the same
"ai dount faind flæt kʌntri veri intriſtiy — ðə ſeim
wherever you look. In the hills, on the other hand,
hwær'evə ju: luk. in ðə hilz, ɔn ði ʌðə hænd,
the country changes all the time, and there's always
ðə kʌntri tſeindziz ɔ:l ðə taim, ən ðəz ɔ:lwəz
something new to be seen. Hallo! What was that?"
sam̪hiy — nju: tə bi: ſi:n. hə'lou! hwət wəz ðæt?"
he suddenly cried out, as the bus threw them over to
hi: ſadnli kraid aut, əz ðə bʌs bru: ðəm ouvə tə
one side and then stopped. They had just come round
wʌn ſaid ənd ðən ſtɔ:p. ðei həd dʒʌst kʌm raund
a curve in the road and had nearly run into an old
ə kə:v in ðə roud ənd həd niəli rʌn 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
 þinj," 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 stɔ:pɪŋ 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 iz wʌn əv ðə nju: bʌsiz wið breiks bəuþ ən ðə
 front wheels and on the back wheels; that's why she
 frənt hwi:ls ənd ən ðə bæk hwi:ls; ðæts hwai fi:
 was able to stop so quickly when I put the brakes on,"
 wəz eibl tə stop sou kwikli hwenai 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 sam

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



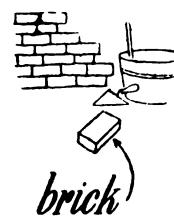
ditch

certain = sure

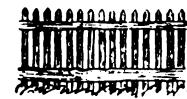
in the road! Well, I've never run my bus into the
in ðə roud! wel, aɪv nevə ran mai bʌs intə ðə
ditch yet, and if I can help it, I never shall!" "I'm
dɪts jet, ənd ɪf aɪ kən help it, aɪ nevə səl!" "aim
quite certain he never will," Storm said to Marion;
kwait sə:tn hi: nevə wil." stɔ:m sed tə mærion;
"he seems to be an extremely clever driver."
"hi: si:mz tə bi: ən ɪks'tri:mli klevə draɪvə."
"Well, this seems to be where we're to get off," Storm
"wel, ðɪs si:mz tə bi: hweə wia tə get ə:f," stɔ:m
said a few minutes later, as the bus stopped at the
sed ə fju: minits leɪtə, əz ðə bʌs stɔ:p ət ðə
bottom of a hill. "Yes, this is Leith Hill," Marion
bɔ:təm əv ə hil. "jes. ðɪs ɪz li:θ hil," mærion
replied. "Can you see the tower at the top of the hill?
ri'plaɪd. "kən ju: si: ðə tauər ət ðə tɔ:p əv ðə hil?"
The hill isn't quite 1,000 feet high, but now that
ðə hil ɪsn't kwait ə þausənd fi:t hai, bət nau ðət
the tower has been built, it may be said with some
ðə tauər həz bi:n bilt, it mei bi: sed wið sam
truth that it is 1,000 feet from the bottom of the
tru:θ ðət it ɪs ə þausənd fi:t frəm ðə bɔ:təm əv ðə
hill to the top. — It is certainly good to walk about
hil tə ðə tɔ:p. — it ɪs 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: ɡot 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."

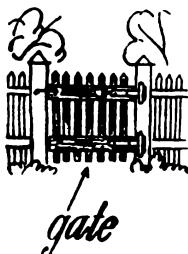
The farm-house was a long, low building made of red
 brick. At one side there was a building for the animals,
 also of red brick, and at the other side was a nice
 garden, surrounded by a wooden fence, where tea was



brick



fence



served. "I wonder where the gate is in this fence?"
sə:vd. "ai wəndə hwe:ə ðə geit iz in ðis fens?"

Marion said, as they walked along the side of the
mærɪən sed, əz ðei wə:kt ə'lɔŋ ðə said əv ðə
 garden towards the house. "There must be some way
ga:dn tə'wɔ:dz ðə haus. "ðəə məst bi: sʌm 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 ʌn'til ðei keim ɔ:l ðə wei ʌp tə ðə 'fa:m'haʊs,
 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 frant əv ðə haus. hwen fi: kɔ:ld,
 they hurried up to her as fast as their legs and their
ðei ha:rid ʌp tə hə: əz fa:st əz ðəə legz ənd ðəə
 wings would carry them. One little brown hen
wi:z wəd kəri ðəm. wʌn littl braun hen
 especially seemed to be very hungry; it tried to fly
is'pəsəli si:md tə bi: veri hʌygri; it tra:d 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'mʌŋ ðəm

they also saw a turkey. "Look at that funny fellow
ðei ð:lsou ss: ð tə:ki. "luk ət ðæt fəni felou

over there," Marion said. "He looks as if he owned
ouva ðə, 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 gouiy

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 streindz nɔiz hi:z meikin. 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 matʃ 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
as 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 weitij?" 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 əim ɪntrɪstɪd ɪn sɪ:ɪŋ hweðə ðəz məts
difference between your farms and the farms of the
dɪfrəns bɪ'twɪ:n jɔ: fə:mz ən ðə fə:mz əv ðə
country that I come from." "Certainly! Look about
kʌntri ðət aɪ kʌm frəm." "sə:tnli! lʊk ə'baut
as much as you like. But be careful when you go over
əz məts əz ju: laɪk. bət bi: kə'fʊl hwen ju: ɡou ouvə
to the animals, for we've got a young pig running
tə ðɪ ənɪməlz, fə wi:v ɡət ə jʌŋ pɪg rənɪŋ
about loose, and he might brush against your clothes.
ə'baut lu:s, ən hi: mait brʌf ə'geɪnst jɔ: klouðs.
Pigs, you know, aren't always so clean. He really
pɪgz, ju: nou, a:nt ɔ:lwəz 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 ðɪ ʌðə pɪgz — ju: kən si: ðə faɪv 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 grəw
fat like the others. He's such a funny little pig, putting
fæt laɪk ðɪ ʌðəz. hi:z səts ə fəni lɪtl pɪg. pʊtiŋ
his nose into everything to see what it is, and the
hɪz nouz intu əvriþɪŋ tə si: hwət ɪt 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 jet. bæt ju: kən si: fə jɔ:selvz ðæt

he's much too thin; by now, he ought to be almost
hi:z mæts tu: þin; bai nau, hi: ɔ:t tæ bi: ɔ:lmoust

twice as fat! Well," she continued, picking up two
twais ɔ:z fæt! wel," si: kən'tinju:d, pikiy ʌp tu:

empty buckets that were standing outside the kitchen
emti bʌkɪts ðæt wə: stændɪŋ autsaɪd ðə kɪtʃɪn

door, "I'd better go to the pump now and get the
dɔ:z. "aɪd bɛtə you tæ ðə pʌmp nau ən get ðə

water for your tea."
wɔ:tə fə jɔ: ti:z."

"Aren't the buckets heavy for you to carry?" Marion
"a:nt ðə bʌkɪts hevi fə ju: tæ kæri?" mærɪən

asked. "No, that's nothing to speak of. But in my
a:skt. "nou, ðæts nʌþiŋ tæ 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 pʌmp ət ðə fa:m ðen,

but had to walk quite a long distance to a small
bæt hæd tə wɔ:k kwæt 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 ɔ:lwəz veri fain, bæt

it really was too far to go to get water. If you're
it riðli wəz tu: fa: tə you tə get wɔ:tə. if ju:z





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 *ðər ə roud əp ðə hil frəm ðə mein roud?” stɔ:m asked.* “Yes,” she answered, “but you had better go *a:skt. “jes,” fi: a:nsəd, “bət ju: had betə gou by the path through the wood. It’s a much nicer *bai ðə pa:þ þru: ðə wud. its ə mʌtʃ naɪsə 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 *haevi lukt ə'raund for ə bit. mærɪən ənd stɔ:m went into the garden to have their tea. The garden *went intə ðə ga:dn tə haev ðəə ti:. ðə ga:dn was small and well kept, with three or four tables *wəz smɔ:l ənd wel kept, twid þri: ə fɔ: teibl 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 *ændər 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 ən ɔ: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:və ənd ðə
 branches above their heads they saw birds busily flying
bra:nfiz ə'bʌv ðəsə 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 lcitə wið fu:a fə ðəsə jay.

"Look there, on that branch over there," Marion said.
"luk ðəsə, ən ðæt bra:nf ouvə ðəsə," mærɪən 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 ðəsə; ai wʌndər if ðəsə jay bə:ds in it?"

"No, but there's a bird sitting on eggs, I think," Storm
"nou, bat ðəz a bə:d siti� ən egz, ai þi:yk," stɔ:m

replied. "And that busy little fellow coming now
"ən ðæt bizi litl felou kʌmi� nau

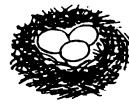
seems to be carrying food to her. Listen to him,
si:mz tə bi: kʌriiy fu:d tu hə:, lisn tə him.

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
"du: ju: þi:yk ðæt iz hə:wət hi:z du:iy?" mærɪən

asked. "Well, perhaps you're right. Now, I thought
a:skt. "wel, þə'hæps ju:ə rait. nau, ai þɔ:t

he was being the little gentleman, singing to keep her
hi: wəz bi:iy ðə litt dʒentl'mən. si:yiy tə ki:p hə:



nest

company. But, of course, you must have a better *kampəni*. *bət, əv kɔ:s, ju: məst hæv ə betər* understanding of the stronger sex than I. And men *ændə'stændiŋ əv ðə strɔ:ygə 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'raptid ðəm, briyiy ə trei wið ðə ti:-* things. She spread a pretty, green-and-brown cloth *piy়. fi: spred ə priti, gri:nəndbraun klɔ:ʃ* on the table, put cups, plates, cake, bread-and-butter, *ən ðə teibl, put kəps, pleits, keik, bredn'bʌtə,* marmalade, and tea on the table, and then left them *ma:məleid, ənd ti: ən ðə teibl, ənd ðen left ðəm* to themselves again. *tə ðəm'selvz ə'gein.*

"She's really a pretty woman — to speak of something *si:z riəli ə priti wumən — tə spi:k əv səmphiy* else," said Storm, spreading marmalade on a piece of *els.*" *sed stɔ:m, sprediy ma:məleid ən ə pi:s əv* bread. "Don't you think so?" "Yes, if she wasn't *bred.*" *dount ju: piy়k sou?*" "jes, if si: wəznt quite so fat, one might almost call her beautiful," Marion *kwait sou fæt, wən mait s:lmouſt kɔ:l hə: bju:təful.*" *mærion* answered. "But they get too many good things to eat *a:nsəd.*" *bət ðei get tu: meni gud piy় 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
 ɔv hə: hwen si: kʌmz fə hə: mʌni! ju: did briŋ

your camera along, didn't you?"

jɔ: kæmərə ə'lɔŋ, didnt ju:?"

"Yes, I've got the camera here in my pocket. I'm
 "jes, aiv ɔt ðə kæmərə hiər in mai pɔkit. aim

going to try to get a picture of one of the bees, too,
 gouɪŋ tə trai tə get ə piktsər əv wʌn əv ðə bi:z, tu:,

that are flying round these flowers all the time. If
 ðət a: flaiɪŋ raund ði:z flauəz ɔ:l ðə 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,
 intristɪŋ piktsə, ai biyk. aid laik wʌn əv ðə bə:d,

too, just when he's spreading his wings to fly. But
 tu:, dʒʌst hwen hi:z sprediy his wiyz tə flai. bə:t

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

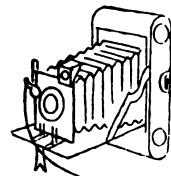
mounted to the top of the hill, I'm going to take a
 mauntid tə ðə tɔ:p əv ðə hil, aim gouɪŋ tə teik ə

picture of you, too, with your pretty head against the
 piktsər əv ju:, tu:, wið jɔ: priti hed ə'geinst ðə

blue sky."

blu: skai."

"Don't be foolish!" Marion laughed. "You had better
 "dount bi: fu:lis!" mærɪən la:ft. "ju: həd betə



camera



bee



do try = please try

take a picture of the river Thames flowing quietly
teik ə piktʃər 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 sam̄biy əw:ð 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
js: 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:. lʊk. 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.
si: ɪznt," *stɔ:m a:nsəd,* "si:z smailɪy kaindli ət əs.

'All the world loves a lover,' you know. She's seen
'ɔ:l ðə wə:ld ləvəz ə ləvə,' ju: nou. si:z si:n

long ago how I feel about you. — Now, do try to be
ləy 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, not

with people standing about, looking at us, at least,"
wɪð pi:pl stændɪŋ ə'baut, lʊkiy ət əs, ət li:st,"

Marion cried, jumping up from her chair. "I'm going
mæriən kraɪd, dʒʌmpiŋ ʌp frəm hə: tʃεə. "aim gouiy
 to run all the way to the top of the hill. Catch me
ta 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 seiij, si: rən þru: ðə ga:dn
 gate and started off along the path. Storm had to pay
geit 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
'evə. bɪ'fɔ: hi: hə:d hə: kɔ:liŋ his neim. 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:nsəd, la:fiy, ənd hə: vɔis saundid
 quite near, although he could still see nothing but trees
kwait niə, ɔ:l'dou hi: kəd stil si: nʌþiŋ 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 keɪm* from one of the big old oaks standing by the path. She *frəm wʌn əv ðə big ould ouks stændɪŋ bai ðə pa:þ. fi:* had found a hole in a hollow tree, big enough for her *həd faʊnd 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: faʊnd hə:, hi: sɔ: ðət* there was almost room enough inside the hollow tree *ðəz wəz ɔ:lmoʊst ru:m i'nʌf insaɪd 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'dʒestɪd.* "But now comes the difficult part of it," Marion said. *"bət nau kəmz ðə difɪkəlt 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 faʊnd ðət ðə bələm* of the hole inside the tree was deeper than I thought. *əv ðə houl insaɪd 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: dʒenl-
 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 ðeə hɔ:siz ət wəns ən roud ɔ:f tə briŋ help
 without talking first."
 wið'aut tɔ:kɪŋ fə:st."

"That's all very well, but it only takes us away from
 "ðæts ɔ:l veri wel, bæt it ounli teiks əs ə'wei frəm
 what we were talking about when you left me so
 hwʌt wi: wə: tɔ:kɪŋ ə'baut hwen ju: left mi: sou
 suddenly. What was it I was going to say when you
 sadnli. hwʌt wəs it ai wəz gouɪŋ tə sei hwen ju:
 ran off? — Oh, yes, now I know. Will you marry me?"
 ræn ɔ:f? — ou, jes, nau ai nou. wil ju: mæri mi:?"

"Is that your price for helping me out?" Marion asked
 "is ðæt jɔ: præs fə helpɪŋ 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 əei kən'tinju:d ʌp ðə
 hill. A little higher up, they came to the brook that
hil. ə littl haiər ʌp. əei 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:z wə:r ə'bʌv ðə graund, ənd in sam
 places the water of the brook had washed the earth
pleisiz ðə 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 əei 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 littl 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
wəz ə gud þiŋ ðət si: did, fə dʒʌst əz si: wəz
 going to jump, her foot slipped, and she would have
gouiŋ 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 əei ri:tst ðə top 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
 ðεə? " stɔ:m a:skt. "nou, its kwait fri;" mærion

answered. "It's funny — you're not the first foreigner
 a:nsəd. "its fʌni — juə nət ðə fə:st fɔ:ri:nə

I've heard ask that question. Does it seem so strange
 aiv hə:d a:sk ðæt kwestʃən. dəz it si:m sou streindz

to you that it should be free of charge?" "Oh, I
 ɪə ju: ðæt it ʃəd bi: fri: əv tʃa:dʒ?" "ou, ai

don't know," he answered. "But you are usually
 dənət nou," hi: a:nsəd. "bət ju: a: ju:ʒuəli

surprised, as a tourist, to find something that is free
 sə'praɪzd, əz ə tuərist. tə faɪnd səmþiy ðæt 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, at ðə bɔ:təm

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," stɔ:m ri'plaid. "ən hƿət is

that white spot over there on the hill — is it a tent,
 ðæt hƿait 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. bɪ'twi:n ləndən ən ðə sauþ kouſt ðæt
many chalk hills. You can see the white chalk hills
meni tʃɔ:k hɪlz. ju: kən si: ðə hwait tʃɔ:k hɪlz
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 ðərə riəli ɪz
a tent down there, at the foot of the hill."
ə tent daun ðərə, ət ðə fut ər ðə hil."
"What fun those fellows must be having! I've often
"həwt fən ðous felous məst bi: həvɪy! aɪn ɔ:fn
lived in a tent myself at home, with one or two of my
lɪvd ɪn ə tent mai'ſelf ət həm, wɪd wʌn ə tu: ər mai
friends. It's a fine way to spend your holidays,"
frendz. its ə fain wei tə ſpend jɔ: holidɪz."
Storm said. "Is it?" Marion asked. "It seems to
stɔ:m sed. "ɪz ɪt?" mærɪən a:skt. "ɪt 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 þuə kʌvə hwen it reɪns." "nɔt ɪf ðə tent
is made of good canvas," Storm replied. "Mine is
ɪz 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:ni, ənd aim suə ju: kudnt wif fər ə

better cover against the rain than my tent. I once
 betə 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 houp wi: sa: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: prɪfə: tə bi: eibl tə ri'tə:n tu ə haus wið ə

kitchen and a bathroom, and with warm and com-
 kitʃɪn ənd ə ba:bru:n, 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
 ha:. "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: 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:t'wɔ:dz ðə* farm again. At the hollow tree Storm stopped to ask *fa:m ə'gein. ət ðə hɔ:lou tri: stɔ:m stɔ:p 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 not, 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 suə?*" "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 sɔil ən aʊə fa:m betər ən betə, ən reizɪŋ

cows and pigs and sheep, and you had to be a farmer's
 kɔuz ən pigz ən si: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'diə ənd kən'tinju:d ðəz

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. "ðəz

you see, Marion," Storm said, "all the world loves
 ju: si:, mærɪən," stɔ:m sed, "ɔ:l ðə wə:ld lʌvz

soil = earth

a lover?' Just look at her face! You would think
ə lʌvə.' dʒʌst luk ət hə: feɪs! ju: wəd bɪŋk

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, h, s, tʃ*. 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 [*θækɪd*], bathed [*beɪðd*], answered [*a:nəd*], 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-red

Rule number one: The consonant always remains single when following two vowels.

Rule number two: The consonant remains single after an unstressed [*unstrest*] 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:vniŋ, hwen stɔ:m ənd ma:ʃəl həd di'saɪdɪd
 to stay at home and read, Storm asked Marshall about
tə stei ət houm ənd ri:d, stɔ:m a:skt ma:ʃəl ə'baʊt
 some words in the book he was reading. “The book
səm wə:dz ɪn ðə buk hi: wəz 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
naʊ teik ðɪs wə:d, fər instəns: ‘stri:tka:’. it wəz
 not until I had met it several times that I discovered
nət ʌn'til aɪ həd met it səvəl taimz ðət aɪ dɪ'skʌvəd
 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:ʃəl smaɪld. “it ɪsn't iŋglɪʃ ət ə:l; its ə'merikən.”

“Oh, is it? I didn't know that American was different
ou, iz it? aɪ dɪdn't nou ðət ə'merikən 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: hwət 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 piyk

I have discovered the meaning of some of them myself.
ai həv di'skʌvəd ðə mi:nɪŋ əv səm əv ðəm mai'self.

'Railroad', that must be the same as 'railway'; and a
 'reilroud', *ðət məst bi: ðə seim əz 'reilwei'; 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 kwɑɪt rait." ma:fəl a:nəd.

"And after a little hard thinking," Storm continued,
"ənd a:ftər ə litl hæd piykiy," stɔ:m kən'tinju:d.

"I found out that 'baggage' must be the same as
"ai faʊnd aut ðət 'bægidʒ' məst bi: ðə seim əz
 'luggage'. But here are two that were too difficult for
'lægidʒ'. bət hɪər a: tu: ðət wə: tu: dɪfɪkəlt fə
 me: What is a 'subway', and what does 'depot' mean?"
mi: hwət iz ə 'səbweɪ', ən hwət dəs 'di:pou' mi:n?"

"What on earth have you been reading, since you have
"hwət ən ə:p həv ju: bi:n ri:diŋ, sɪns ju: həv

found such a strange collection of words?" Marshall
faʊnd səts ə streɪndʒ kə'lækʃən əv wə:dz?" ma:fəl

asked. "A book about a young man who runs away
a:skt. "ə buk ə'baut ə jʌy mæn hu: rəns ə'wei

from home somewhere in Europe, goes to America, and
frəm həʊm səmhwær in juərəp, gəʊz 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: sʌmþij ə'baut trævlɪŋ,"

Marshall said. "You see, all those words have some-

ma:fəl sed. "ju: si:, ɔ:l ðous wə:dz həv sʌm-

thing to do with travelling. 'Subway' is the same as

þɪŋ tə du: wið trævlɪŋ. 'sʌbwei' is ðə seɪm əz

our 'Underground'; perhaps you remember from your

auə 'ʌndəgraʊnd'; þə'hæps ju: rɪ'membə frəm jɔ:

school-days that 'sub' is Latin for 'under'; and 'depot'

sku:ldeɪz ðət 'sʌb' ɪz lətɪn fə 'ʌndə'; 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 sou

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."

ɪks'preʃənz."

"Thanks! But tell me, Marshall — now that America

"þæyks! bət tel mi:, ma:fəl — nau ðət ə'merikə

has become such a great and rich country, aren't you

həz bi'kam səts ə greit ən rɪts kʌntri, a:nt ju:

English sorry sometimes that it's no longer an English

ɪŋglɪʃ səri səmtaɪmz ðət its nou lɔ:ŋgər ən ɪŋglɪʃ

colony?" "We don't think much about that nowadays,"

kɔ:ləni?" "wi: dount þɪŋk məts ə'baut ðət nauðeɪz,"

Marshall answered. "And, besides, it really was our
ma:səl a:nsəd. "ən, *bi:saidz, it riəli wəz auər*

own foolish generals and statesmen who lost our
oun fu:lif dʒenərəlz ən steitsmən hu: ləst auər

American colonies for England — not to mention the
ə'merikən kələnis fər iŋglənd — nət tə menʃən ðə

king, George the Third." Storm: "How did it happen?"
kiy, dʒɔ:dʒ ðə þə:d." stɔ:m: "hau did it hæpn?"

"The Americans were dissatisfied with many things,
'di ə'merikənz wə: 'dis'satisfaid wið meni þiŋz,

and in many cases they had some cause to be dis-
ənd in meni keisiz ðei had sam kɔ:s tə bi: 'dis-

satisfied with the government of the colonies. There
'satisfaid wið ðə ɡovərnənt əv ðə kələnis. ðəə

were great differences between life in England and life
wə: ɡreit difrənsiz bɪ'lwi:n laif in iŋglənd ən laif

in the 'New World', and many of the men that England
in ðə 'nju: wə:ld', ən meni əv ðə men ðət iŋglənd

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
'stændiŋ əv ðis ət ɔ:l, bət did meni þiŋz ðət ouṇli

made the Americans more and more angry.
meid ði ə'merikənz mɔ:r ən mɔ:r əygri.

"What made them very angry, for instance, was the
"hwa:t meid ðəm veri əygri. fər instəns, wəz ðə

tax that was put on tea. England had just helped the
tæks ðət wəz put ən ti:. iŋglənd 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:n:s, ən
now England wanted the colonies to help to pay for
nau ɪŋglənd wɔntid 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 repre'zentətɪvz ɪn ðə brɪtɪʃ pa:ləmənt,
Parliament had no right to put a tax on anything in the
pa:ləmənt həd nou rait tə put ə teks ən eniþiy ɪn ðə
colonies. And quite right they were, I think.”
kɔləniz. ən kwait 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 ɪnglis'mən 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
wɔnt 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'praɪz. “ai þɔ:t ju: nju: ə:lmoʊst əz mʌtʃ
— 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'peəriy mai lesnz, ai nevə red mai histəribuk,

and, consequently, I don't know much history. The
 ən, kənsikwəntli, ai dount nou məts histəri. ði
 only thing I really remember is something about a
 ounli þiŋ ai riəli ri'membə is səmþiŋ ð'baut ə
 tea-party."
 ti:pa:ti."

"The Boston tea-party! Well, I'll give you a lesson
 "ðə bəstən ti:pa:ti! wel, ail giv ju: ə lesn
 in history, then, and tell you about our war with
 in histəri, ðen, ən tel ju: ð'baut aʊər wɔ: wið
 America. When the Americans wouldn't pay the tax
 ð'merikə. hwen ði ð'merikənz wudnt þei ðə təks
 that had been put on tea, and stopped drinking tea,
 ðət həd bi:n put ən ti:, ən stɔ:p̩t 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 ð'merikənz tə bai ðə ti:.

"But in the night, Americans dressed up as Indians
 "bət in ðə nait, ð'merikənz drest əp əz indjənz
 went on board the ships and poured all the tea into
 wənt 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: ri'membəd.
 Soon after this action open war broke out between
 su:n a:ftə ðis ækfən oupən wɔ: brouk aut bɪ'twi:n
 America and England, a war that was to end in making
 ð'merikə ənd iŋglənd, ə wɔ: ðət wəz tu end in meikɪŋ

action = act

two separate nations of England and her American
tu: seprit neisənz ər iŋglənd 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 ɔ:l.
England has grown again to be one of the greatest
iŋglənd həz groun ə'gein tə bi: wʌn əv ðə greitist
empires of the world — it may really be said that our
empaiəz əv ðə wə:ld — it mei riəli bi: sed ðət auər
empire extends to all corners of the earth.
empaiə iks'tendz tu ɔ:l kɔ:nəz ər ði ə:b.

“And on the other hand, after the colonies got their
“ənd ɔn ði ʌðə hand, a:ftə ðə koləni:z got ðə:z
liberty, they continued to grow in size, and now the
libəti, ðei kən'tinju:d tə grou in saiz, ən nau ðə
country extends from the Atlantic all the way across
kantri iks'tendz frəm ði ə'læntik ɔ:l ðə wei ə'krəs
to the Pacific. The country that we call America con-
tə ðə pə'sifik. ðə kantri ðət wi: kɔ:l ə'merikə kən-
sists of 48 separate states, each with its own laws.
'sistz ər fɔ:t'iteit seprit steits, i:tʃ 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 ɔ:l ðə steits.
That is why the country is called the ‘United States of
ðət is hwai ðə kantri iz kɔ:ld ðə ju:'naitid steits ər
America’.” “What made the first people leave England
ə'merikə.” “hwə:t meid ðə fə:st pi:pl li:v iŋglənd



and go to America?" Storm asked. "Wasn't there
 ən gou tu ə'merikə?" stɔ:m a:skt. "wɔ:nt ðεə

sufficient work and food for them in England?" "Yes,
 sə'fɪʃənt wə:k ən fu:d fə ðəm in ɪnglənd?" "jes.

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:fθə siksti:n hʌndrəd, ðεə wəz ə lət əv ri'li:dʒəs

trouble in England, and the cause of the trouble was a
 trəbl in ɪnglənd, ən ðə kɔ:s əv ðə trəbl wəz ə

new Act that said that all church services in England
 nju: əkt ðət sed ðət ɔ:l tʃə:ts sə:vɪsɪz in ɪnglənd

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 kæθəlik sə:vɪsɪz wə: held. hau'evə, ðεə

were many people who thought that this was not the
 wə: meni pi:pl hu: þɔ:t ðət ðis wəz nɔ:t ðə

right way to worship God, and who would not do
 rait wei tə wə:sif gðd, ən hu: wəd nɔ:t du:

as the law said. Often, when they came together to
 əz ðə lɔ: sed. ɔ:fn, hwen ðei keim tə'geðə tə

worship God, people who held the other opinion would
 wə:sif gðd, pi:pl hu: held ði ʌðər ə'pinjən wəd

come and interrupt their services and try to start fights
 kʌm ənd intə'rʌpt ðεə sə:vɪsɪz ən trai tə sta:t faɪts

with them. In all this trouble many people were hurt,
 wið ðəm. in ɔ: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 di'saidid tə li:v iŋglənd ən gou tu ə'merikə,
where they would have liberty to worship God as they
hweə ðei əwəd həv 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
“puə felouz!” stɔ:m sed. “ai wəndər if meni mɔ:r
of them weren’t killed by the Indians in America?”
əv ðəm wə:nt ‘kild bai ði indjənz in ə'merikə?”

“Yes, that’s just what happened,” Marshall replied.
“jes, ðæts dʒəst hwət hæpnd,” ma:ʃəl ri'plaid.

“Only a very few of the Englishmen who arrived in
‘ounli ə veri fju: əv ði iŋglis'mən hu: ə'raivd in
America on the famous ‘Mayflower’ lived to see the
ə'merikə ən ðə feiməs ‘meiflaʊə’ livd tə si: ðə
next spring. In the first place, they had not brought
nekst spriy. in ðə fə:st pleis, ðei həd nət 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 əv
them. The English went in fear of their lives both
ðəm. ði iŋglis went in fiər əv ðə laivs bouþ

day and night and never felt safe. Much blood was
dei ən nait ən nevə felt seif. mʌts blæd 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
ðəuz peilfeist streindzəz ən ri'ga:did ðəm əz ðəər

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 wəz 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
teɪk 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 səts ə hʌri tə sta:t faiṭiŋ, bət həd

waited until they and the pale-faces could understand
weɪtid ən'til ðei ən ðə peilfeisiz kəd ʌndə'stænd

each other, there wouldn’t have been so much trouble,
i:tf əðə, ðəə wudnt həv bi:n sou mʌts trəbl,

He **sheds**, he **shed**,
 he has **shed** [*ʃedz*,
ʃed, fed].

pretty (here) =
rather

and so much blood would not have been shed."

ən sou mats blad wəd nət həv bi:n sed."

"I don't think it would have made much difference,"

"ai dount bi:yk it wəd həv meid mats difrəns,"

was Marshall's opinion. "People have been making

əz ma:fəls ə'pinjən. "pi:pl həv bi:n meikiy

war upon each other for less reason than that since

wə:r ə'pən 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 ʌðəs. nau ðət ai kʌm tə bi:yk 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: bi:yk sou. tu:?"

"Some of us, yes," Storm answered. "But at least those

"səm əv ʌs. jes," stɔ:m a:nsəd. "bət ət li:st ðəuz

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

men. ðei wə: wiliy tə teik ə'pən ðəm'selvz ɔ:l

the work, all the difficulties, all the suffering that

ðə wə:k, ɔ:l ðə difikaltiz, ɔ:l ðə sʌfəriy ðət

living in the New World meant, in order to be allowed

liviy 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 g̡d 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
mʌts bouþ ɔn ə'kaunt əv ðə kould wintəz ən ðə

fights with the Indians, and because they did not have
faitz wið ði indjənz, ən bɪ'kɔz ðei did not hæv

sufficient food. Thus the great nation of the United
sə'fɪʃənt fu:d. ðəs ðə greit neɪʃən 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:z pi:pl setld ə kwestʃən əv rɪ'lɪdʒən hwitſ

was more important to them than their lives. Not a bad
wəz mɔ:r im'pɔ:tənt tə ðəm ðən ðəz laivz. nɔt ə bæd

sort of people for a nation to begin with!"
ɔ:t əv pi:pl fər ə neɪʃən 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
hæz hæpnd ouvə ðə ðæns ðen. ə'merikə hæz

been in too great a hurry to grow big and strong, and
bi:n in tu: greit ə həri tə grou big ən strɔŋ. 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 ritſ kwikli. ðei hævnt hæd mʌts taim left

thus = in this way

settle (here) = decide



Statue of
Liberty

over for thinking about those fine ideas of liberty that
ouvə fə piŋkiŋ ə'baut ðouz fain aɪ'diəz əv libəti ðət
 made the first Americans leave their mother coun-
meid ðə fə:st ə'merikənz li:v ðəə mʌðə kʌn-
 try. However," he continued, "I do think America
tri. hau'evə," hi: kən'tinju:d, "ai du: piŋk 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 eɪti:n eɪt'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
iks'tri:mli tɔ:l stætju:, ju: nou, pləst ən aɪlənd
 just outside New York, — the first sign that you have
dʒʌst aʊtsaɪd 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'plaɪd. "aɪv red ə'baut it.

Inside it, you can go all the way up to the head,
ɪnsaɪd it, ju: kən gou ə:l ðə wei ʌp tə ðə hed,
 where you can look out through the eyes and thus
hwəə ju: kən luk aut þru: ði aɪz ən ðəs
 get a wonderful view of New York. The Americans
get ə wʌndəfʊl 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, əz

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 ɪs entəriɪŋ ðə ha:bə. ai
hope to see it some day.”
haʊp 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 wi: kəd gou ðəə tə'geðə.” “jes,
perhaps we might,” Storm answered. “Well, good
pə'hæps wi: 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'et, nelsn roud,
wimblðən.*

ðə twenti'etþ əv dʒu:n.

diə wud,

*aim sɔri ðət it həz bi:n sou lɔy bi'fɔ:r aɪr faund
taim tu a:nsə jɔ: letə, hwits ai ri'si:vd ɔ:l'redi ət ðə
bi'giniy əv la:st wi:k. bət ju: si:, ən im'pɔ:tənt tseindʒ
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
kær in ðə wə:ld, aɪr sadnli bi:n tseindʒd 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 streindʒ tə þiŋk ðət ət ðə seim taim hwen mæriən
ənd ai wə:r ən ðə trip hweər ai a:skt hə: ðət veri
im'pɔ:tənt kwestʃən, ən hweər wi: wɔ:kt in ðə wə:m
sənsain ʌndə ðə gri:n tri:z, ju: wə: həvniy stɔ:mz wið
rein ən kould ət houm. bət ðət riəli iz ʌn'ju:zəl,
i:vən in aue kəntri, ət ðis taim əv ðə jiə. hau:erə,
spriŋ ən səmə du: kəm ə:liə in iyglənd ðən ət houm.
in ðə pə:ts əv iyglənd ðət aɪr si:n ən mai trips, ðə
li:vz wə:r aut ɔ:l'redi ət ðə bi'giniy əv eiprɪl. (*

*wel, ai houp 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 kɔmənz 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:na. sou, ət leyh,

one afternoon after office hours he decided to pay
wʌn a:ftə'nu:n a:ftər ɔ:fis 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
kɔmənz. 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 mætəz sevərl kə'lounjal kwestʃənz wə:

discussed, which seemed to be of much interest to
dis'kʌst, hwitʃ si:md tə bi: əv mʌtʃ intrist tə

Storm. On their way home he seemed to be thinking
stɔ:m. ɔn 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, and *a:ftə dinə*, *hwen ðei wə: meikŋ*
themselves comfortable, each in a big chair, he said
ðəm'selvz kəmfətbl, *i:tf in ə big tfə*, *hi: sed*
to Marshall, "The colonial questions which were dis-
tə ma:fəl, "ðə kə'lounjəl kwestfəns hrvts 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 els, ðou ai didnt ɔ:lwəs kæts ðə mi:nɪŋ;
for after all, I know far too little about the colonies.
fər a:ftər ɔ:l, ai nou fa: tu: litl ə'baut ðə kələniz.
For instance, I don't know how they're governed."
fər instəns, ai dount nou hau ðəs gəvənd."
"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 ðəs gəvənmənt, bɪlkəz ðəs nət ɔ:l
governed in the same manner; but we could talk a little
gəvənd in ðə seim mənə; bət wi: kəd tɔ:k ə litl
about the question until bedtime. I'll start in a
ə'baut ðə kwestfən ʌntil bedtaim, ail sta:t in ə
moment. First I'll go out to the kitchen and get some
məmənt, fə:st ail gou aut tə ðə kitfin ən get səm
matches so that we can try the new cigarettes I bought
mætfɪz 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: məmənts leitə ðei

were enjoying their cigarettes. "Well, Storm," said
wə:r in'dʒɔ:iŋ ðəə sigə'rets. "wel, stɔ:m." sed

Marshall, taking up the conversation again, "I'll first
ma:ʃəl, teikiy ʌp ðə kɔnvə'seifən ð'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 noun ər ðəm a:

Canada, New Zealand, Australia, South Africa, India,
kænədə, nju:zɪ:lənd, ɔ:s'treɪljə, saʊf əfrikə, indjə,

and Pakistan. We call these countries Dominions.
ən pə:ki'sta: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-
s'fə:z ər intrist tə ðə də'minjənz ðəm'selvz. ri-

garding foreign affairs which are of importance to the
'ga:diy fɔ:rin s'fə:z hwɪts a:r ər im'pɔ:təns tə ðə

whole Empire, they have the same right as the mother
houl empaɪə, ðei hæv ðə seim rait əz ðə mʌðə

country to decide what steps should be taken. So you
kəntri tə di'said hwæt 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

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

regarding = as to

incorrect = not correct

development =
growth

nineteenth century
= the time from
the year 1800 to
the year 1900

gain = win

the same interests of trade and politics.”
ðə seim̩ intr̩sts əv treid ən p̩litikəl
ðə minjənz kənɔt h̩v h̩d ɔ:l ði:z p̩litikəl
rights from the beginning,” Storm interrupted.
raits fr̩m ðə b̩giniy.” sto:m̩ int̩r̩aptid.

“No, they’re the fruits of a development which has been
“nou, ðeə ðə fr̩ts əv ə d̩veləpm̩nt h̩wits h̩z bi:n
going on for many years,” Marshall continued. “At
gouy ən f̩r̩ meni jiəz,” ma:sf̩l kən’tinju:d. “at
first the Dominions were simply colonies which could
f̩rst ðə d̩minjənz wə: simpli kələniz h̩wits h̩d
not make decisions regarding many of their own affairs
nɔt meik d̩sizənz ri:ga:diy meni əv ðeər oun ə'f̩rəz
without asking Britain, but the political development
wið'aut a:skiy britən, h̩t ðə p̩litikəl d̩veləpm̩nt
which took place in the nineteenth century has made
h̩wits tuk pleis in ðə nainti:n̩ sentfuri h̩z meid
it necessary for Britain to give them greater and
it n̩c̩s̩r̩i f̩r̩ britən t̩r̩ giv ðəm̩ greit̩r̩ ən
greater liberty to look after their own affairs, and by
greit̩r̩ lib̩ti t̩r̩ luk a:ft̩r ðeər oun ə'f̩rəz, ən bai
the year 1900 half of the Dominions had
ðə jiə nainti:n̩ h̩ndr̩d̩ ha:f əv ðə d̩minjənz h̩d
gained their present rights.” “And the fact that the
geind ðeə presnt raits.” “ən ðə f̩akt ðət ðə
Dominions have gained these political rights is no
d̩minjənz h̩v geind ði:z p̩litikəl raits iz nou

doubt an important reason why Britain has been able
 daut ən im'po: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:lmost
 always have your way with them if your behaviour
 ɔ:lwəz 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: presnt də'minjənz in'sted
 of being gentle with them, they would have been lost
 əv bi:iy dʒentl wið ðəm, ðei wəd həv bi:n lost
 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: lost hwen fi: ju:zd fɔ:s ə'geinst ðəm. sendiŋ
 armies across the sea to fight them." "No doubt you're
 a:miiz ə'kros ðə si: tə fait ðəm." "nou daut ju:ə
 right," Marshall replied. "But though the Dominions
 rait," ma:ʃal ri'plaid. "bat ðou ðə də'minjənz
 are the best known parts of the British Empire, we
 a: ðə best noun pa:ts əv ðə britis em'paɪə. wi:
 must not forget to say a few words about the colonies
 məst nət 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 britis em'paɪə 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. ðeə ɡavənd 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 sendz ə repre'sentətɪv, ə soukə:ld

Governor, to each of the colonies to look after the
gavənə, tu i:ts əv ðə kələnɪz tə luk a:ftə ði

affairs of the colony. Of course, he can't do all the
ə'fæz əv ðə kələnɪ. əv kɔ:s, hi: ka:nt 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
hi: ən ði ə'fɪsəlz tə'geðə meik ʌp ðə

highest authority of the colony. Naturally, the
haɪst ɔ:'pərɪti əv ðə kələnɪ. nætsrəli, ðə

Governor is always in connection with the Colonial
gavənər 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-
kələnɪ 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 kɔləniz 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 neitivz in meni
 cases were nothing but wild or savage tribes, living
 keisiz wə: nʌbɪŋ bət waild ɔ: sævidʒ traibz, livɪŋ
 under the conditions offered by nature; so the English
 əndə ðə kən'dɪfəns 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 britiʃ tə gɪv ɔ:l ðə kɔləniz
 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 fɔrɪnəz
 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.
kə'nekʃən wið ðə kələniz, bət ðis iz nət kwait feə.

rule(here) =
government

In the colonies where the natives were savages when
in ðə kələniz hwəə ðə neitivs wə: səvidʒis hwən

they came under British rule, Britain has really done
ðei keim əndə britif ru:l, britən həz riəli dən

a lot of good work for the people, making their life
ə lət əv gud wə:k fə ðə pi:pl, meikin ðəə laif

easier, building schools and hospitals for them, etc.,
i:ziə, bɪldɪŋ sku:lz ən həspɪtlz fə: ðəm, it'setrə,

and on the whole trying to be just and fair. But it
ənd ən ðə həwl traiiy tə bi: dʒʌst ən feə. bət it

would be incorrect to say that all the colonies like to
wəd bi: inka'rekt tə sci ðət ə:l ðə kələniz laik tə

be under British rule."

bi: əndə britif 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 nəmbr əv buks aiv red, ai nou ðət ðəə ju:st

to be much trouble with India from time to time.
tə bi: məts 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 gəvənmənt

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
 nainti:n fɔ:ti'sevn ðə gʌvənmənt av indjə wəz dɪfrənt

from that of the Dominions as well as from that of
 frəm ðæt av ðə də'minjənz 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 gʌvən

itself. It was governed by the British and the Indians
 it'self. it wəz gʌvənd bai ðə britis 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 ðεə wəz ə spesɪəl

government department in London, called the India
 gʌvənmənt di'pa:tment in lʌndən, kɔ:ld ði indjə

Office, looking after Indian affairs. But as you
 ɔ:fɪs, lʊkɪŋ a:ftər indjən ə'fɛəz. bʌt əz ju:

mentioned, Britain often had trouble with India —
 mənʃənd, britən ɔ:fn həd trʌbl wið indjə —

mostly on account of the manner in which it was
 mənʃəndli ən ə'kaunt av ðə mænər in hwɪts it wəz

governed. Many of the Indians wanted their country
 gʌvənd. meni ən ði indjənz wɔ:ntid ðεə kʌntri

to be given self-government as soon as possible." "And
 tə bi: givn '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 *hwæt ðei wəntid?*" *stɔ:m a:skt.* "if it *wæz ounli* a question of doing justice to them, they would *ə kwestʃən əv du:iy dʒʌstɪs tu ðəm, ðei wæd* have been given self-government a long time before," *hæv bi:n givn 'self'gʌvənmənt ə lɔ:y taim bi'fɔ:;*" Marshall replied. "In 1917 the British *ma:ʃəl rɪ'plɔɪd. "in nainti:n sevnti:n ðə britif* Government declared that its intention was the develop- *gʌvənmənt di'kleəd ðət its in'tenʃən wæz ðə di'veləpm* 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 əs 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 *wæz left tu it'self, ðəə wæd bi: mɔ: trəbl, pə'hæps* war, instead of the good conditions that the country *wɔ:, in'sted əv ðə gud kən'diʃənz ðət ðə kʌntri*

enjoyed under British rule. That is one of the reasons
in'dʒɔɪd ʌndə britɪʃ ru:l. ðæt ɪz wʌn əv ðə ri:sns

why Britain, at one time, was not willing to give up
hwai britən, ət wʌn taim, wəz nɔt 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 britɪʃ wə:r ə lɪtl ɪn daʊt 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 ɒnɪst him bai sendɪŋ him tə prɪzn, ən

when he had been in prison for some time, they set
hwen hi: həd bi:n in prɪzn fə sʌm 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 ɒnɪsiŋ him, fər aim səz ðət

punishment cannot change the political opinions of a
pʌnɪsmənt kənɔ:t tseindʒ ðə pə'lɪtɪkəl ə'pinjənz əv ə

man like that, even if it's a punishment which sends
mən laik ðæt, i:vən if its ə pʌnɪsmənt həvɪts sendz

him to prison for several years."

him tə prɪzn fə sevrəl jiəz."

"The British didn't think that either when they put
"ðə britɪʃ didnt biŋk ðæt aɪðə hwen ðei put



prison

him in prison! They regarded him as a danger to the
him in prisn? *ðei ri'ga:did him æz a deindzə tə ðə*
State, because it was his political purpose to make the
steit, bi'kəz it wəz his pə'litikəl pə:pəs tə meik ði
Indians stop working in industry and thus make
indjənz stɔ:p 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 fɔ:ti'faiv, ðə britif
Government made a definite plan for India. They
gəvənment meid a definit plæn fər indjə. ðei
declared that the British troops and government officials
dī'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 fɔ:ti'elit. ði indjənz wəd
then have to decide for themselves whether they wanted
ðən hæv tə di'said fə ðəm'selvz hweðə ðei wəntid
to remain in the Empire as a self-governing Dominion,
tə ri'mein in ði empaɪə æz a 'self'gəvənij də'minjən,
or whether they wanted to be a completely separate
: hweðə ðei wəntid tə bi: a 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 fɔ:ti'sevn ði iyglif ən ði indjənz ə'gri:d
to divide the whole of India into the two Dominions
tə di'veaid ðə houl əv indjə intə ðə tu: də'minjənz

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: hæpi
 in his grave."
 in his greiv."

"Who's Clive?" Storm asked. "Clive! You don't say
 "hu:z klaiv?" stɔ:m a:skt. "klaiv! ju: dount sei
 that you've lived in England for about a year
 ðæt ju:v livd in ɪngglənd fər ə'baut ə jiə
 without hearing the name of Robert Clive?" "I'm
 wið'aut hiəriy ðə neimi əv rəbət klaiv?" "aim
 afraid so, but I'd like to hear something about him."
 ə'freid sou, bət aid laik tə hiə sʌmþɪŋ 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: rəbət 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 indjənz.
when the British control of India began. He was born
hwen ðə britis kən'troul əv indjə bɪ'gæn. hi: wəz bɔ:n
in 1725, and as a boy he was very interested
in sevnti:n twenti'faiv, ənd ðz ə bɔi hi: wəz veri intristid
in military life and wanted to be a soldier himself. He
in militəri laif ən wɔntid 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
wəz sent tu indjə. in ɔ:l, hi: həd þri: lɔy steiz in
that country, but it was during his first stay there that
ðæt kəntri, bæt it wəz djuəriy his fə:st stei ðæt ðæt
he did wonders. I'm thinking especially of the fighting
hi: did wʌndəz. aim þɪŋkɪŋ is'pɛfəli əv ðə fætiy
at Arcot, which I should like to tell you a little about.
ət a:kɔ:t, hwɪts ai fəd laik tə tel ju: ə litl ə'baut.
But first of all you must hear something about the
bæt fə:st əv ɔ:l ju: mæst his səmþɪŋ ə'baut ðə
political development in India which led up to those
pɔ'litikal di'veləpmənt in indjə hwɪts led ʌp tə ðous
fights.
fæts.

“The French at that time had a large army in India,
“ðə frens ət ðæt taim həd ə la:dʒ a:mi in indjə,

and they had gained control of a large part of the
 an dei 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'pən ðə neitivz, hu: ris'pektid
 them and supported them by letting their own soldiers
 ðəm an sə:pɔ:tid ðəm bai letiy ðər 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 pauə dei 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 pauə. bət wið'aut sək'ses. nou daut, wən əv
 the reasons for this was that they only had a few
 ðə ri:zns fə ðis wəz ðət dei ounli hæd ə fju:
 thousand soldiers in India. The greater part of them
 þauzənd souldʒəz in indjə. ðə greitə pau:t əv ðəm
 were at Madras, their most important city. Was the
 wə:r ət mə'drəs, ðəs moust im'pɔ:tənt siti. wəz ði
 expansion of French power to continue, or could
 iks'pænʃən əv frens pauə 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 ðət 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:tuk, 'ri:t'eikn*].

march = walk like a soldier

troops = soldiers

held a position equal to that of a captain in the army, *held* σ *pə'zɪʃən* *i:kwəl* *ta ðæt* *əv* σ *kæptin* *in* *ði* *a:mi*, was of the opinion that the English should try to *wəz* *əv* *ði* *ə'pinjən* *ðæt* *ði* *ɪnglis* *ʃəd* *trai* *ta* conquer Arcot, the capital of one of the native states *kɔŋkɔ:t* *a:'kɔ:t*, *ðə* *kæpɪtəl* *əv* *wʌn* *əv* *ðə* *neitiv* *steits* which was supported by the French. Then, he supposed, *hwitʃ* *wəz* *sə'pɔ:tid* *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'drəs* 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*, *kɔnsikwəntli*, *ðeə* *wəd* *not* *bi:* *sou* *meni* *souldʒəz* to fight against the English at Madras. The officers *ta* *faɪt* *ə'geinst* *ði* *ɪnglis* *ət* *mə'drəs*. *ði* *ɔfɪsəz* in that city thought his plan a good one and asked *in* *ðæt* *siti* *hɔ:t* *his* *plæn* σ *gud* *wʌn* *ənd* *a:skt* him if he himself was willing to perform what he had *him* *if* *hi:* *him'self* *wəz* *wiliŋ* *ta* *pə'fɔ:m* *hwitʃ* *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* *wʌns* *ə'gri:d* *ta* *ðɪs*, *ənd* *in* σ *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*, *hwitʃ* *ounli*

consisted of 200 English soldiers and 300
kən'sistid əv tu: həndrəd iŋglɪʃ 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, nʌbɪŋ 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'kɔz 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:tʃ ə:kɔt ən ð'kaunt əv ði enimi. sou hi: pri'pəd
 everything to hold the town, took care of the distri-
 vribɪŋ 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'vetəz.

in addition =
besides

"The strength of the enemy army that came to retake
"ðə streɪjh əv ði enimi a:mi ðæt keim tə 'ri:'teik
the town was much greater than that of Clive's, as
ðə taun wəz mʌts greita ðən ðæt əv klaivz, əz
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'pɔ:səbl ðæt klaiv fəd bi: eibl
to break the strength of this army.
tə breik ðə streɪjh 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 houls hæd bi:n fɔt in ðə wɔ:ls
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 mʌts, bət hi: sed æŋgrili
 that they would soon know how British soldiers could
ðət ðei wəd su:n nou hau britis souldzəz kəd
 fight. The natives then decided to take the town, cost
ðə neitvəz ðen di'saidid tə teik ðə taun, kəst
 what it might, and a hard battle began. Clive, who
həwt it mait, ənd ə ha:d bætl bi'gən. klaiv, hu:
 had not had any rest for several days, had thrown
had nət həd eni rest fə sevral 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 wəs tə di'said evrɪbɪg həd bi'gən, hi:
 rose from his bed at once, and led the fighting himself.
rouz frəm his bed ət wʌns, ən led ðə fətitɪg 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 rʌft bæk, kiliŋ meni ən 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: drɪvn bæk əvri taim. ðə streyh
 of the little army in the town, fighting like lions and
 ən ðə litt a:mi in ðə taun, faɪtiŋ laik laiəns ən
 bravely commanded by Clive, was too great. At
 breivli kə'ma:ndid bai klaiv. wəs 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 ən ðə tru:ps ma:tst 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 ən ðə neitivz wəd nɔt help ðəm eni loŋgə
 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
 ən di iŋglif wəz. klaiv fɔ:t wið ɔ:l his mait

against the French and the natives that still supported
a'geinst ðə frens ən ðə neitivə ðæt stil sə'pɔ:tid
 them, and before long the day came when the power
ðəm, ən bi'fɔ: lɔy ðə dei keim hwen ðə paʊər
 of the English in India was as great as and even
əv ði iyglis in indjə wəz əz greit əz ənd i:vən
 greater than that of the French.”
greitə ðən ðæt əv ðə frens.”

“Thank you very much, Marshall,” said Storm. “How-
“hɔ:ŋk ju: veri mʌts, ma:fəl.” sed stɔ:m. “hau-
 ever, there's one more thing I should like to ask you
'evə, ðəs wən 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 mən,” ma:fəl
 replied. “I should like you to tell me something about
rɪ'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 ðæt 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 həs 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'sta:n.'"

he continued.

hi: kən'tinju:d.

"Thank you, Marshall," said Storm. "I hope we can
"þæŋk 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.

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.

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

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 hiə, stɔ:m," mistər edwədz sed wʌn a:ftə'nu:n,

as they were sitting in Mr. Edwards' study up to
 əz ðei wə: sitiŋ in mistər edwədziz stʌdi ʌp tə

their eyes in letters, bills, and all sorts of papers.
 ðeər aɪz 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 vəiə 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 ðəz həz 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 nesi'səri keiblz tə ðə

wire = telegram

cable = telegram
 across water

Continent, if they don't know anything about it at *kɔntinənt*, if *ðei dount nou eniþiŋ ə'baut it ət* Portsmouth. I want to get to the bottom of this *pɔ:tsməþ*. *ai wɔnt tə get tə ðə bɔ:təm əv ðis* question now, and it takes too long to send letters. *kwestʃən nau, ənd it teiks tu: lɔŋ 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 nəsəsəri, tə keibl tə ðə kɔn-*
tinənt."
tinənt."

When Storm had rung up Marshall and given him the *hwen stɔ:m həd rʌŋ ʌp ma:fəl ənd givn him ðə* message from the manager, Marshall replied, "I know *mesidʒ frəm ðə mænidʒə, ma:fəl ri'plaid*, "ai nou a fellow at the customs office in Portsmouth. I think *ə felou ət ðə kʌstəmz ɔfis in pɔ:tsməþ. ai þiŋk* 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 *əs.tə faind 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 meikyŋ 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
rɪ: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 him, bət hʌrid ə'wei.

He shook his head a little in surprise at her behaviour,
hi: fuk hiz hed ə litl in sə'praiz ət hə: bɪ'heivjə,

He **shakes**, he
shook, he has
shaken [*seiks, fuk,*
seikn].

but entered the room without trying to stop her. Here
bət entəd ðə ru:m wið'aut traiŋ tə stop hə:. hiə

he found Mr. Edwards standing at the window in
hi: fa:nd mɪstər edwədz standɪŋ 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 bɔ:i, 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 səd 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 wʌndə hwət mai waif iz gouiy tə*
say about it! Where have we had our eyes? But, of
sei ə'baut it! hweə 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 ðəə məðəz wə: hwen ai wəz jəy.

why! = oh!

Why! You must have been seeing each other quite
hwai! ju: məst həv bi:n si:iŋ i:ts ʌðə kwait
a lot to find time for coming to such an important
ə lət tə faind taim fə kʌmiŋ tə səts ən im'pɔ:tənt
decision!"
di'siʒən!"

"Not nearly enough, Mr. Edwards," Storm replied.
"nət niəli i'nʌf, mistər edwədz," stɔ:m ri'plaid.

"You see, there were always so many people about to
"ju: si:, ðəə wə:r ɔ:lwəz sou meni pi:pl ə'baut tə
prevent me from telling her all the things I had to
pri'vent mi: frəm teliŋ hə:r ɔ: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 some-
a tʃa:ns, fi: ɔ:lwəz si:md tə bi: eibl tə faind sam-

thing to prevent me from talking about it just then!
þiy 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, þigkjyŋ əv ðεə 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 ðεə wə: nou 'ʌn'wɔntid

persons about. So I just kept her there till she ac-
pə:snz ə'baut. sou ai dʒʌst kept hə: ðεə 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
əbzə'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: mʌðə hwen wi: ..." hi: sʌdnli

interrupted himself here and continued in another voice,
intə'rʌptid 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?"

They found Mrs. Edwards in the garden with Marion.
ðei faund misis edwədz in ðə ga:dn wið mærion.

"Now, what do you think of that?" Mr. Edwards
"nau, hwæt du: ju: þiŋk əv ðæt?" mistər edwədz

grant = give

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 mærion. 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," mærion 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, mæriən," 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 mæriən wil grou ʌp tə bi: laik ju:."

Storm said seriously, but with laughing eyes. "Grow
stɔ:m sed sɪəriəsli, bət wɪð la:fɪŋ aɪz. "grou
 up!" Marion cried. "Now, children, please!" laughed
ʌp!" mæriən kraɪd. "nau, tʃɪldrən, pli: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 þiŋz 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," *stɔ:m a:nəd*. "wi: wɔnt tə
marry as soon as possible, of course, but it looks to
mæri əz su:n əz pɔ:səbl, 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 mæriŋ 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," *mæriən*
interrupted, laughing.
intə'rʌptid, la:fig.

pay attention =
give attention

Storm paid no attention to her words, but it was with
stɔ: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 þiŋk ðət ði iks'piəriəns ai hæv bi:n eibl tə gein
over here will help me when I return home."
ouva 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?" fi: a:skt ənd

turned to her husband. "I'm afraid it's impossible for
 tə:nd tə hə: hæzbənd. "aim ə'freid its im'posəbl fɔ:

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 sed, 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
 greitər ət houm. ənd ən in'taiəli difrənt þiy iz

that my passport says that I can only stay three months
 ðət mai pa:spo:t ses ðət ai kən ounli stei þri: mənþs

longer in England." "Only three months?" Mrs. Ed-
 lɔygər in iyglənd." "ounli þri: mənþs?" 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 enibədi in ðə pa'li:s

department that deals with unwanted foreigners?"
 di'pa:tment ðət di:lz wið 'ʌn'wɔ:ntid 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 hiz waif ju:zd, "əz ə mætər əv fækt, ai du: nou a man there. Jenkins, the chief of that department, ə mæn ðεə. 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 ðεə ən di'ma:nd ðæt ðei fəd meik ən ike-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. bɪlkɔ:s wi: wəd laik ə sə:tn jʌy mæn tə stei. But there's nothing to prevent me," he continued a bət ðəz nʌfiy tə pri'vent mi:," hi: kən'tinju:d ə little more hopefully, "from sending a personal mes- lɪtl mɔ: houpfʊli, "frəm sendiy ə pə:snl mes-sage to Jenkins, recommending Storm's case to his idʒ tə dʒeykinz. rekə'mendiy stɔ:ms keis tə hiz kind attention. kaind ə'tenʃən.

"Now, listen!" he went on, turning to Storm. "You go "nau, lɪsn!" hi: went ən, tə:niy tə stɔ:m. "ju: you in and write a letter to the chief of police, saying that in ən rait ə letə tə ðə tʃi:f əv pə'li:s. seiiy ðæt you're doing special and very necessary work here, ju: du:iy spesəl ən veri nesisəri wə:k hiz, which can't be finished within the three months that həwɪts ka:nt bi: finisht wið'in ðə bri: mənþs ðæt

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 mɔ: ðən sə'fɪsənt 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:nsiz i'nʌf tə pru:v hwedə

you can take on more responsibility. If they grant
ju: kən teik ən mɔ: 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 wiðin ðə

coming year. And then next time you ask for per-
kʌmniŋ jiə. ən ðən nekst taim ju: a:sk fə ðə-

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 juə 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, hwail ai rait tə dʒeykɪns!"

"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 difikəltiiz?" 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 di'leiz ət þɔ:ts-
mouth, sir," Marshall replied in some surprise. "Oh yes,
məþ, sə:," ma:ʃəl ri'plaid ən 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 ðæt mæriən iz gouɪŋ tə mæri ʃɔ: frend
Storm, so we've been far away in making plans for
stɔ:m, sou wi:v bi:n fa:r ə'wei ən meikɪŋ plænz fa:
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:riə? "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," *ʃi: 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 aɪ'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
pɔ:tsməh?" "it dəznt 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 ouva 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: taimz ðæ gudz hæv ðæraivd ðæn taim.

So I got some of these papers that deal only with
sou ai got sam ðæ ði:z peipæz ðæt di:l ounli wið

ships; you know — the sailing plans of all ships, news
sips; ju: nou — ðæ seiliy plænz ðæn ðæl sips, nju:z

about the weather, and so on. And it seems that by
ðæbaut ðæ wedæ, ðæn sou ðæn. ðænd it si:mz ðæt bai

a strange chance, four of the ships bound for Portsmouth
ðæ streindz tsa:ns, fɔ:r ðæ sips baund fæ pɔ:tsmæθ

with our goods on board have had several days’ delay
wið auæ gudz ðæn bɔ:d hæv hæd sevral deiz d'i:le

on account of bad weather and a rough sea. The fellow
ðæn ðækaunt ðæn bæd wedær ðænd ðæ raf si:. ðæ felou

down there who had dealt with our things was very
daun ðæt hu: hæd delt wið auæ 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 mænidzæ sed. “ai þi:yk it wæz

wise of you to hunt about a bit before sending cables
waiz ðæ ju: tæ hant ðæbaut ðæ bit bɪ:f: sendiy keiblz

all over the Continent.”
ðæl ouvæ ðæ kontinænt.”

Marshall and Storm stayed with the Edwards family
ma:fæl ðænd stɔ:m steid wið ði: edwædz fæmili

for dinner, and naturally, the conversation turned to *fa dīnə, ənd nætfrəli, ðə kɔnve'scīsən tə:nd tə* the subject of ships. "I've visited Portsmouth several *ðə sʌbdʒikt əv sips. "aɪv vɪzɪtɪd pɔ:tsməþ səvrl* times," Marshall said, "and I think it would be hard *taɪms," ma:fəl 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 wɪð sou meni taips əv sips* in one place. The entire harbour is full of all kinds *in wʌn pləis. ði in'taɪə ha:bər ɪz ful əv ɔ:l kaindz* of ships." "You know," Mr. Edwards explained to *əv sips." "ju: nou," mɪstər edwədz ɪks'pleind tə* Storm, "Portsmouth is one of the most important bases *stɔ:m, "pɔ:tsməþ ɪz wʌn əv ðə moust im'pɔ:tənt beisɪs* for British warships. In fact, it has been so ever since *fa britɪʃ wɔ:ships. in fækt, it həz bi:n sou evə sɪns* Roman times, for the shape of the South Coast makes *roumən taimz, fa ðə seɪp əv ðə sauþ koust meɪks* a fine natural harbour here. Within this natural harbour, *ə fain nætfrəl ha:bər hɪə. wɪð'in ðɪs nætfrəl ha:bər,* two harbours have been built, one for warships and *tu: ha:bəz həv bi:n bɪlt, wʌn fər wɔ:ships ən* one for other ships."

"And outside the harbour," Marshall added, "is the *ənd 'aut'said ðə ha:bə," ma:fəl ədɪd, "ɪz 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 ðør in ðø səmə. aiv bi:n ðør on a səmə

day, and it really was a wonderful sight: great battleships
dei, ənd it riðli wəz a wʌndəful sait: greit bætl-

ships 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
ðø brɔ: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 ən

landing on the aircraft carriers, and moving in and out
lændiŋ ən ði əkra:ft kærøz, ən mu:vij in ənd aut

among all these, there were many small boats with
ə'may ɔ:l ði:z, ðø wə: meni smɔ:l bouts wið

their white sails bright in the sun. We saw a great
ðø hwait seilz brait in ðø 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 ðø 'kwi:n meəri'. its streindʒ tə þiyk ðøt ðei

can now build ships large enough to accommodate several
kən nau bild sips la:dʒ i'nʌf tu ə'kɔmədeit sevərl

thousand passengers and sailors."
þauzənd þæsindʒəz ən seiləz."

"That's enough people to fill a small town," Storm
"ðæts i'nʌf pi:pl tə fil a smɔ:l taun," stɔ:m

said. "But, of course, that's unusual. The boat I came
sed. "bøt, əv kɔ:s, ðæts ʌn'ju:zuel. ðø bout ai keim

over in accommodated 300, one of the sailors
ouvr in ə'kɔmədeitid 300, wʌn əv ðə seiləz

told me. — What a crowd there must be to see all
tould mi:. — hwʌt ə kraud ðεə məst bi: tə si: ɔ:l

those passengers off!" he added, thinking of all the
ðous pæsindʒəz ɔ:f!" hi: ədɪd, ɔɪŋkɪŋ əv ɔ:l ðə

people who had been there last year to see their friends
pi:pl hu: həd bi:n ðεə la:st ji:ə tə si: ðεə frendz

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 dinə 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 rouz 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: seiŋ 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 not 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 hæznt
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 əndər jə:
thumb right from the beginning. It's the only way to
þam 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
hʌsbənd əv ju:?" "its veri kaind əv ju: tə kɔ:l mi:
that," her husband answered with a laugh. "But per-
ðət." hə: hʌsbənd a:nəd wið ə la:f. "bət pə-
haps you had better not. It might make him afraid."
'hæps ju: həd betə not. 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
 mistər dʒeykɪns 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 mærɪən ənd ma:ʃəl ənd ə smɔ:l nʌmber əv ʌðə
 young people, friends of Marion's and Marshall's, and
 jʌy pi:pl, frendz əv mærɪənz ənd ma:ʃəlz, ənd
 now Storm's friends, too, decided that they had better
 nau stɔ:mz frendz, tu:, d'i'saidid ðət ðei həd betə
 'do something about his education', as they expressed
 'du: sʌmþiy 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.
 iyglɪsmən.

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
'eər 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:fəlz ɔ: tə

Marion's home and have long arguments about what
mærɪənz houm ənd hæv lɔy a:gjumənts ə'baut hwɔt

they had heard. At first, the tea-table would be ready
ðei hæd ha: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'raɪvd, bət su:n ðə vizits gru:

so frequent that Mrs. Marshall and Mrs. Edwards had
sou fri:kwənt ðət misiz ma:fəl ənd misiz edwədz hæd

to let them boil the water, make the tea, and lay the
ət 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,

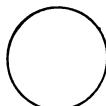
and so on these evenings the house was filled with
ənd sou ɔn ði:z i:vniyz ðə haus wəz fild wið

young voices in hot argument from kitchen to dining-
jʌy vɔ:siz in hɔt 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 midl 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 jəlou* 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 wʌndə-ful dreams about the future.*
ful dri:mz 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 *hwitʃ jʌy pi:pl sed bild ðəə fju:tʃə. ənd* Marion had, like most healthy girls, said "Yes, father", *mærɪən hæd, laik moust helpi 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'gein hə:r oun rouzi dri:mz, in hwitʃ si: wəd*

always, through some happy chance, be 'on top of the *ɔ:lwəz*, *þru: səm 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, stændiŋ in frənt 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 fəutŋ ənd əd'maiəriŋ pi:pl.*

Or she would paint beautiful pictures, and crowds *ɔ: si: wəd peint bju:təfʊl pi:ktsəz, ənd kraudz would come to admire her art. wəd kʌm tu əd'maiə hə:r a:t.*

"She's learning quite a different art now," her wise *"si:z lə:nij 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 hwitʃ mæriən tuk pa:t in ðə dis'kʌʃənz, "ði art of living in a world full of plain facts, and liking it." a:t əv liviŋ 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:gən 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 stadi 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 lɔy. əz su:n əz si: hæz tə sta:t ə'reindzij
everything regarding their home, her interests will be
evriþij ri'ga:diy ðəə houm, hə:r intrists wil bi:
divided more equally between study and other kinds
di'veaidid mɔ:r i:kwəli bi'twi:n stadi ənd ʌðə kaindz
of work. The chief thing is that she’s learning to use
əv wə:k. ðə tʃi:f þij iz ðæt si:s lə:nij tə ju:s
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 ðis 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 hʌzbənd tə þiyk hə: tu: fu:liʃ."

On a fine day at the beginning of October, a party

ɔn ə fain dei ət ðə bi'giniy əv ɔk'touba, ə pa:ti
consisting of the usual small group of friends had gone

group = a
number of persons
or objects

kən'sistiy əv ðə ju:zuel smɔ:l gru:p əv frendz həd gɔn
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

village = a very
small town in the
country

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 sa'raundiŋ kʌntri.

As soon as they had had their tea on Saturday,

əz su:n əz ðei həd həd ðə 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: kraid. "ai wis ai kəd peint.

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

fields, the village!"
fi:ldz, ðə vilidʒ!"

"There, there, don't be sorry, Marion. I'll buy you a
"ðəsə, ðəsə, dount bi: səri, məriən. ail bai ju: ðə
nice picture post-card when we get back." "You're
nais piktʃə poustka:d hwen wi: get bæk." "juər
impossible," Marion laughed. "Well, there's nothing
im'posəbl," *məriən la:ft.* "wel, ðəz nəpɪŋ
left of the sun now. Shall we go on?" "Have you
left əv ðə sən nau. fəl wi: gou ɔn?" "həv ju:
noticed that there are hardly any birds left now?"
nəutist ðət ðəsə 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 siyɪŋ." "ðəts bi'kɔz its ɔ:təm,"
Marion replied. "There are still many birds that
məriən ri'plaɪd." "ðəsə stil meni bə:dz ðət
haven't left the country yet, but they don't sing in the
həvnt left ðə kəntri jet, bət ðei dount siy in ði
autumn." "Marshall!" she suddenly cried. "Where
ɔ:təm." "ma:ʃəl!" *fi: sədnli kraɪd.* "hweər
are you taking us?" "Into this field," he answered
a: ju: teikɪŋ əs?" "intə ðis fi:ld," *hi: a:nəd*
and began to open a big gate. "What's the matter?
ənd bi'gən tu oupən ə big geit." "hweəts ðə mətə?
Are you afraid of the cows?" "They do have such
a: ju: ə'freid əv ðə kauz?" "ðei du: həv sətʃ

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 gouiy

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
ʃuə ðouz kauz a: gouiy 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 leitə 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

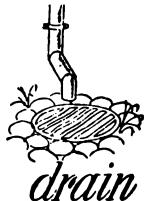
the houses, some of which were very old.
ðə haʊzɪz, səm əv hwɪts wə: veri ould.

"It's strange to think," Storm said to the others, pointing
"its streindʒ tə þɪŋk," stɔ:m sed tə ði ʌðəz, þɪntɪŋ

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 haʊzis bju:təfʊl. luk ət ðis dɔ:, fər ig'za: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:tar ə'wei frəm ðə hauzis, bət dʒʌst
 threw it out of the windows into the streets or the
þrʊ: 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:lmost
 sure to get typhoid fever if you drink water that
ʃuə tə get taifɔid fi:və if ju: drɪŋk wɔ:tə ðət
 hasn’t been boiled first.”
hæznt bi:n bɔ:l fə:st.”

“What a lot of trouble!” Marion said. “You would
 “hwʌt ə lot əv trʌbl!” mærɪən sed. “ju: wəd
 think that it would be much less trouble to clean up
 þɪŋk ðət it wəd bi: mʌtʃ les trʌbl 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
 hwʌt'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 hə: siəriəs feɪs. “ai wud,” si:
 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 həz ə frend hu: gɔt 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: pleɪnt,” si:
 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 ən 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, ðəə 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 ðəə tu: tait tə bi: kʌmfətəbl.”

“There he goes again,” Ellen laughed. “Really, you
“ðəə hi: gouz ə’gein,” elin la:ft. “riəli, ju:
should have been a doctor, I think — always talking
ʃəd həv bi:n ə dɔktə, ai þiŋk — ɔ:kwəz 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 hiə, “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 vɔis.

"You see, when I was younger I didn't drink beer . . ."
 "ju: si:, hwen ai wəz jʌygə ai didnt driyk 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 driyk 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 nɔt 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
 jɔ: 'drʌŋk', ai wəd həv kɔ:ld ju:." "hʷwɔ:t iz

my crime," the poor fellow cried at last, "that I
 mai kraim," ðə ƿuə 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:dəd ðəə bɪə. "wi:
 haven't fixed anything about our rooms yet. How
hævnt fɪkst enɪhɪŋ ə'baʊt aʊə ru:mz jet. hau
 much do you charge for rooms here?" he asked her,
mæts 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. "sɪŋgl ru:mz nain
 shillings, double rooms fifteen shillings," she replied.
sɪliŋz, dʌbl ru:mz fɪfti:n sɪliŋz," fi: ri'plaid.
 "We'd better take single rooms," he said.
"wi:d bctə teik sɪŋgl ru:mz," hi: sed.

They sat for some time talking and watching the other
ðei sæt fə sʌm taim tɔ:kiŋ ənd wɔ:tʃɪŋ 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 tɔ:ið,
 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 lɔŋ 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 tʌts ðəm
 with my fingers."
 wið mai fɪŋgəz."

"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 mʌts betə." "þæyks! ðæts veri kaind əv ju:,"
 I'm sure. It's no fun walking when your feet give
 aim fə. its nou fʌn wə:kiŋ 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:niŋ frəm ðεə

long walk, they met a group of about 20 people, *lɔy 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. “*ðæt ðei hæd pi:k t 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 ðæθ;* 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 *tsɪldrən hu: a:r aut stʌdiŋ nætʃrəl histəri wið* their teacher.” “Perhaps they’re both,” Marion replied. *ðæθ ti:tʃə.* “*pə'hæps ðæθ bouþ,* *mærɪən ri'plaɪd.* “You see, several of our universities send out travelling *ju: si:, sevərəl əv auə ju:nɪ've:sitiz send aut trævliŋ* teachers all over the country. If a sufficiently large *ti:tʃəz ɔ:l ouvə ðə kʌntri. if ə sə'fɪʃəntli 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: wɪliŋ 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. ðæθ tʃa:dʒd nʌþɪŋ fə ðɪs, 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 tɪ: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 ðouz 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: wənt 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, þiyz ðæt hæv teikn pleis in ðis

little village. Their cards, too, are just as dirty as
litl vilidz. ðæs ka:dz, tu:, a: dʒʌst ðæt ðæ:ti ðæt

their stories. I shouldn't like to touch them Look at
ðæs stɔ:riz. ai fudnt laik tæ tʌts ðæm. luk ðæt

Marion! She has been listening, too; she's quite pale.”
mæriən! si: hæz bi:n lisniy, tu:; si:z kwait peil.”

“How are you feeling? Anything wrong?” Storm asked
“hau a: ju: fi:liy? eniþiy rɔ:y?” stɔ:m a:skt

her. “I do feel a little sick,” she replied. “It must
hæ:. “ai du: fi:l ðæt litl sik,” si: ri:pplaíd. “it mast

be because I'm tired, but it was made worse by having
bi: bi:kɔz aim taið, bæt it wæz meid wæ:s bai hævin

to listen to that man telling all those stories. If there's
tæ lisn tæ ðæt mæn teliy ðæl ðouz stɔ:riz. if ðæz

time before our train leaves, I think I'll go and lie
taim bi:fɔ:r auz trein li:vz, ai þiyk ail gou ðæn lai

down a bit.” She left the table rather suddenly and
daun ðæt bit.” si: left ðæ teibl ra:ðæ sʌdnli ðænd

ran upstairs. The waitress had seen what had happened,
ræn ʌp'steæz. ðæ weitrɪs hæd si:n hwæt hæd hæpnd,

however, and a moment later, she was standing at the
hau'evə, ðænd ðæ moument leita, si: wæz stændiŋ ðæt ðæ

fat policeman's table. “You're a fine one, you are!
fæt pə'li:smənz teibl. “ju:ər ðæt fain wʌn, ju: a:!

See what you've done now. You've made that poor
si: hwæt ju:v ðʌn nau. ju:v meid ðæt þu:z

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:p 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 ðər 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 riəl kraim!"

Marion couldn't help laughing when they told her about
mærion kudnt help la:fij 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 hiarij ðæt ðə ƿuə
 policeman had left the place with the waitress pouring
ƿa'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:nij iəz. "aim stil praud əv 'ʌs'
 English," Storm said, when they were sitting in the
ɪŋglis," sto:m sed, hwen ðei wə: sitij 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:z." "fi:z kwait
 safe, old man," Marshall told him laughing. "She's
seif, ould mæn," ma:ʃəl tould him la:fij. "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
 "hw̄ts ɔn jɔ: maind, mʌðə?" mærɪən a:skt hə:
 mother. "You have been looking for some time as
 mʌðə. "ju: həv bi:n lukiŋ fə səm taim əz
 if you wanted to say something." It was just after
 if ju: wɔntid tə sei səmþiŋ." it wəz dʒʌst a:ftə
 lunch on a quiet Sunday afternoon shortly after New
 lʌnʃ ɔn ə kwaiət sʌndi a:ftə'nu:n ʃɔ:tli a:ftə nju:
 Year's Day, and the Edwardses and Storm were
 jiəz dei, ənd ði edwədziz ənd stɔ:m wə:
 gathered in front of the fire. "You see," Mrs. Edwards
 gæðəd in frənt əv ðə faɪə. "ju: si:", misiz edwədz
 replied, "Mildred rang up this morning and asked if
 ri'plaɪd, "mildrid ræŋ ʌp ðis mɔ:nɪŋ ənd a:skt if
 we couldn't take Elizabeth off her hands this afternoon.
 wi: kudnt teik i'lizəbəþ ɔ:f hə: hændz ðis a:ftə'nu:n.
 Elizabeth is my sister's twelve-year-old daughter," she
 i'lizəbəþ iz mai sistəz twelvjiərould dɔ:tsə, " si:
 explained to Storm. "Father wasn't here when she
 iks'pleind tə stɔ:m. "fa:ðə wɔznt hi: həd eni plænz
 rang up, and I didn't know whether he had any plans
 ræŋ ʌp, ənd ai didnt nou hweðə hi: həd eni plænz
 for this afternoon, so I promised to tell her after lunch."
 fə ðis a:ftə'nu:n, sou ai promist tə tel hə:r a:ftə lʌnʃ."

"Well, have you made up your mind about it?" Marion
 "wel, həv ju: meid ʌp jɔ: maind ə'baut it?" məriən

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 həvnt. ai riəli ɔ:t tə let hə: kʌm,

I suppose, since we have nothing else on. But I'm
 ai sə'pous, sins wi: həv nəhpiŋ əls ən. bət aim

feeling somewhat tired and was looking forward to
 fi:liŋ səmhwət təiəd ən wəz lukiŋ fɔ:wəd tu

somewhat = a little

a nice, peaceful Sunday." She pointed to the small
 ə nais, pi:sful səndi." si: pɔintid tə ðə smɔ:l

peaceful = full of peace

table beside her chair. "You see, I had already gathered
 teibl bi:said hə: tʃəs. "ju: si:, ai həd ɔ:lredi 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
 həvnt həd 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 tʃaɪld 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
 "hven 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 hə: 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 dəə not let hə: help mi:. ai ka:nt meik ʌþ
my mind what to say to Mildred. If I say 'No', Mildred
mai maind hwət 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: þlænz; 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: səm-*
where," Storm suggested, "to the Zoo, for instance."
hwəə, 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:kiŋ ə'baut ə deindzrəs
animal and not a girl of twelve, to hear your mother
ənɪməl ən not ə gə:l əv twelv. tə hiə jɔ: mʌðə
speak," he said to Marion. "She's almost as dangerous
spɪ:k." hi: sed tə mærɪən. "fi:z ə:lmoʊst əz 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 hwət'eva kʌmz intə hə: maind wið'aut
thinking first, and she doesn't walk like normal human
þɪŋkɪŋ fə:st, ən fi: dʌznt wɔ:k laik nɔ:məl hju:mən
beings, but moves about by jumping like a monkey.
bi:ɪŋz, bat mu:vz ə'baut bai dʒʌmþɪŋ 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 dis — 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 hwət 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:

delight = great
 pleasure

greatest delights was to sit on a branch above the
 greitist dɪ'laitz wəz tə sit ən ə bra:nz ə'bʌv ðə

garden gate and throw things at me when I came home
 ga:dn geit ən þrou þiŋz ət mi: hwən ai keim houm

from work. Once she threw a paper-bag full of flour
 frəm wə:k. wʌns fi: þru: ə peipəbæg ful əv fləu

down on me. She didn’t do that again, though.”
 daun ən mi:. fi: didnt du: ðæt ə'gein, ðou.”

“I can guess what you did to her. And I can fancy
 “ai kən ges hwət ju: did tu hə:. ənd ai kən fænsi

what you must have looked like,” Marion said, and
 hwət ju: mʌst həv lukt laik,” mærɪən sed, ənd

smiled at the thought. “The little beast wouldn’t
 smaild 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, “hwən 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
fetʃ 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
probabl ðət ai fəd həv givn hə:r ə gud bi:tiŋ.
probabl 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, si: 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'rʌptid.

“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 ga:ls ət ðət eidʒ kən ha:dli bi:
regarded as human beings, but are much more like
ri'ga:did əz hju:mən bi:ijz, bət a: məts mɔ: laik
wild animals?” “All right, all right — it was only
waild ənimalz?” “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 hwest mai mʌðə sed tə mai

sister that day to break the proud fighting spirit of
sistə ðæt dei tə breik ðə praud fæitiŋ spirit ov
 the little savage," Storm said, as they were on their
ðə litl sævidʒ, stɔ:m sed, əz ðei wə:r ɔn 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'stæblɪʃt
 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 ɡʌvən ɔ:l hə:r ækt̩s frəm ðæt taim ɔn — ə
 cigar and a green-and-red tie." "She probably made
sɪ'ga:r ənd ə 'gri:n'nd 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:ijz, mæriən ri'plaɪd. ət ðə haus əv mæriənz
 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 hweər si:z gouɪŋ*. its not far from tears to smiles at that age. — Please *nɔ:t fa: frəm tia:z tə smailz ət ðæt eidz*. — *pli:z* fetch Elizabeth's woollen cap with the feather," she said *fets i'lizəbəθs 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 wɔnt tə sou ju:, mærɪən, ðə kæp si: həz bi:n* sewing at school this winter. I really think she's *be-souɪŋ ət sku:l ðis wintə. ai riəli þɪŋk si:z bi-* coming somewhat better at needlework now. I didn't *'kʌmɪŋ səmhwɔ:t betər ət ni:dlwə:k nau. ai didnt* know she was making it — she had kept it a great *nou si: wəz meikɪŋ it — si: həd kept it ə greit* secret." *si:krit.*"

"Here it is — nice, isn't it?" she asked when the maid *"hɪər 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, hwaɪtʃ si: puld frəm ðə teil əv auə* neighbour's Christmas turkey — to my husband's great *neibəz kri:sməs 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 auə 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: nət in ði ouþen
 air, but had gone inside, as it was rather cold. They
ə, bət həd ɡən in'said, əz it wəz ra:ðə kould. ðci
 entered one of the buildings, and as they stopped in
entəd wʌn əv ðə bildiȝz, ənd əz ðei stɔ:p 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
tɔ:wɔ:ds it, baud low, ənd sed tə ðə tu: gɔ:lz, "hiz
 Majesty the Lion, King of All Animals."
mædʒisti 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 aɪ'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'dʒɔiɪy laif very much. In fact, he looks so sad to be locked up veri məts. in fækt, hi: luks sou sæd tə bi: lɔkt ʌp in here that I almost fancy I can see tears in his in hi: ðət ai ɔ:lmoust fænsi ai kən si: tiəz in his eyes." "Why, animals can't cry, can they?" Elizabeth aiz." "hwai, æniməlz 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 rəniɪ, ai þiŋk." "ou, juə dʒʌst meikɪŋ fən əv me," the child cried. mi: " ðə tʃaɪld kraið.

"Look at the sharp claws he has," Marion said. "He "luk ət ðə sa:p klɔ:z hi: hæz," mærɪən sed. "hi: could tear a man to pieces in no time with those claws." kəd teər ə mæn tə pi:siz in nou taim wið ðouz klɔ:z."

"You'll be able to watch him use his claws and his "ju:l bi: eibl tə wɔts him ju:z his klɔ:z ən his teeth as well," Storm told her and pointed to a man ti:þ əz 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, kærɪɪy ə big ba:skit əv food for the animals. fu:d fə ði æniməlz.

Their lion got a large bone with lots of meat on it
 ðəz laɪən ɡɒt ə la:dʒ boun wið lɒts əv mi:t ən it

and at once seized it with his claws and began to
 ənd ət wʌns si:zd it wið his klɔ:z ənd bi:gæn tə
 tear the meat from the bone with his teeth. In five
 təz ðə mi:t frəm ðə boun wið his ti:p. in faɪv

minutes he had finished it — meat, bone, and all.
 minɪts hi: həd finɪʃt it — mi:t, boun, ənd ɔ:l.

Then the big beast rolled peacefully over on one side
 ðen ðə big bi:st roulð pi:sfʊli 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: wətsiy him. “dount ju: pi:yk hi: misiz ðə

company of the other beasts in the forests of Africa
 kʌmpəni əv ði ʌðə bi:sts in ðə fɔ:ristz 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. “nɒt hi:! hi: wudnt nou hweɪt tə du: wið

himself if he was sent to Africa. He’s too used to
 him’self if hi: wəz sent tu əfrikə. hi:z tu: ju:st tə

getting his meals every day without having to hunt,
 getɪŋ his mi:lz evri dei wið aut hævɪŋ tə hʌnt,

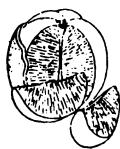
and he loves to be with human beings. He’s never so
 ən hi: lʌvz tə bi: wið hju:mən bi:iyz. hi:z nevə sou

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 *ts: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 þiŋk 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 ɔ: 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," mærion sed.*

"But be careful that they don't bite your fingers; you *"bət bi: kəfəl 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 wāɪz ɪks'preʃən ən hɪz feɪs. "hi: luks ɔ:lmoʊst
 human." "Yes, he looks just like a teacher we have
 hju:mən." "jes, hi: luks dʒʌst laɪk ə ti:tʃə wi: hæv
 at school," Elizabeth cried, "Mr. Ambrose Smalljoy.
 ət sku:l," i'lɪzəbəh kraið, "mɪstər əmbrouz smɔ:ldʒi.
 Oh, what fun! I know what I'm going to do to-morrow;
 ou, hwət fʌn! ai nou hwət aim gouɪŋ tə du: tə'mɔrou;
 I'm going to make a picture of 'Ambrose' on the wall
 aim gouɪŋ tə meɪk ə pi:kʃər əv 'əmbrouz' ən ðə wɔ:l
 at school and write: 'Ambrose — The Almost Human'
 ət sku:l ən rai:t: 'əmbrouz — ði ɔ:lmoʊst hju:mən'
 under it. Won't he be angry!"
 əndər it. woun't hi: bi: æygri!"

Storm had to laugh at this, but Marion stopped him
 stɔ:m hæd tə la:f ət ðɪs, bət mærɪən stɔ:p tɪm
 with a look. "What an idea!" she said to Elizabeth.
 wið ə luk. "hwət ən aɪ'dɪə!" si: sed tu i'lɪzəbəh.
 "I don't think he'll be angry, but only sad." "You
 "ai dount þi:yk hi:l bi: æygri, bət ounli sæd." "ju:
 don't know Ambrose," that kind-hearted child replied.
 dount nou əmbrouz." ðæt kaindha:tid tʃaɪld ri'plaɪd.
 "He loves a good fight as well as anybody.
 "hi: lʌvz ə gud fæɪt əz wel əz enibɔ:di.

"What is that monkey over there doing to the other
 "hwət ɪs ðæt mʌŋki ouvə ðə ðə du:ɪŋ tə ði ʌðə
 one's head?" she continued, watching a monkey who
 wʌnz hed?" si: kən'tinju:d, wə:tʃɪŋ ə mʌŋki hu:



insect

had put its head on another one's knees. "It's hunting
həd put its hed ɔn ə'nʌðə wʌnz ni:z. "its həntiŋ

for insects in its hair," Storm replied. "They're learning
fər insekts in its həz," *stɔ:m ri'plaɪd.* "ðəz lə:nɪŋ

one of the rules of living with others: Help your
wʌn əv ðə ru:lz əv liviŋ wið ʌðəz: help jɔ:

neighbour! If we all did that always, it would be much
neibə! if wi: ɔ:l did ðæt ɔ:lwəz, it wəd bi: mʌts

nicer to live and work. We could learn a thing or two
naisə tə liv ən wə:k. *wi: kəd lə:n ə þiŋ 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 mɔ: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 þiŋk fi:z hə:d ə wə:d əv hwət ju:v bi:n

saying," Marion smiled, when he finished.
seiŋ." mærion smaɪld, hwen hi: finiʃt.

For Elizabeth had been busy feeding the monkeys from
fər i'lizəbəð həd bi:n bizi fi:diŋ ðə mʌŋkiz frəm

her bag. "They'll eat almost anything, won't they?"
hə: bæg. "ðeil i:t ɔ:lmoʊst eniþiŋ, wount ðei?"

she asked, turning away from the fence at last. "Nuts
si: a:skt, tə:niŋ 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 ðei faind

in each other's hair, and worms —" "Worms?" Marion
in i.tʃ ʌðəz həz, ən wə:mz —" "wə:mz?" mærion



WORM

cried. "Yes, I tried giving them some worms I had brought along in the bag for the birds, and they seemed to like them, so I let them have them all," the child answered. "Do you mean to tell me," Marion asked, "that I have been carrying a bag full of worms around for more than an hour? Let's get out into the fresh air — the thought of it makes me sick!"

— *ðə þɔ:t əv it meiks mi: sik!*"

As soon as they got outside, however, Marion felt somewhat better, and as Elizabeth seemed to have decided not to give them any more shocks, the rest of the afternoon passed quite peacefully. When they had taken Elizabeth home, Storm was in a great hurry to get back to Marion's house. "Why all this hurry?"

tə get bæk tə mærionz haus. "hwai ɔ:l ðis hari?"

Marion asked in some surprise. "We're going some-

mærion a:skt in sam sə'praiz. "wiə gouiy sən-

where together with your parents, and we have to be
hwæs tə'geðə wið jɔ: pɛərənts, ən wi: hæv tə bi:

there at seven o'clock," he replied, "so there isn't much
ðær ət sevn ə'klɔk, hi: ri'plaɪd, "sou ðær ɪznt 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 fɔ: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 ræy 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-
fə:st mærɪd. wi: sɔ: in ðə peɪpə ðə dei bɪ'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 fə: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 sto: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: maɪnd ə'baʊt ðə deɪt. ai ɡot ə rāɪz ðɪs mænþ,

and I went out at once and spent it on the ring for
ənd ai went aut ət wʌns ən spent it ən ðə rɪŋ fɔ:

you — just to be on the safe side! — I mean if you
ju: — dʒʌst tə bi: ən ðə seɪf sɔɪd! — ai mi:n if ju:

should decide that you wanted to be married to-morrow,
fəd di'saɪd ðæt ju: wɔntid tə bi: mærid tə'mɔrəu,

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 baiŋ ə rɪŋ. bət nau aim pri'pɛd fə ðə wə:st!"

Marion laughed at this. "May I see the ring now?"
mærion la:ft ət ðɪs. "mei ai si: ðə rɪŋ nau?"

she asked. "And try it on?" At this moment, however,
fi: a:skt. "ən trai it ən?" ət ðɪs 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. məriən hərid*

from room to room, crying, "Isn't this nice — isn't that *frəm ru:m tə ru:m, kraɪɪŋ, "iznt ðis nais — iznt ðæt*

lovely!" at every new thing she discovered. "And to *ləvli!" ət evri nju: þɪŋ fi: dɪskʌvəd. "ən tə*

think that I was born in this house! How strange!" *þɪŋk ðæt ai wəz bɔ:n in ðis haus! hau streɪndʒ!"*

"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 wɔnt tə si: hwɔ:t it luks laik nau.*

— It looks almost the same," she continued, looking *— it luks ɔ:lmoust ðə seim," fi: kən'tinju:d, lukɪŋ*

about her. "The only difference is that it's no longer *ə'baut hə: "ði ounli dɪfrəns iz ðæt its nou lɔ:ŋgə*

He **lights**, he **lit**, he has **lit** [*laɪts, lit, lit*].



To the right was the kitchen-range, and just opposite, *tə ðə rait wəz ðə kitfinreindʒ, ənd dʒʌst əpəzit,*

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 fɔ: 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 kɛtl 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 ɔ:raud

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.
gæsəvn 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 fræm 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
ət 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 þɪŋk it luks fain,” stɔ:m sed.
“And I think it’s perfectly lovely,” Marion cried.
“ənd ai þɪŋk its pə:fektli ləvli,” mærɪən kraid.
“Only I can’t understand how we can possibly afford
“ounli ai ka:nt əndə'stænd hau wi: kən pəsəbli əfɔ:d

it." "It's a cheap house," the young man told her.
it." "its ə tʃi:p haus," ðə jʌŋ mæn tould hə:.

"Probably because it's rather old. But everything is
"prəbəbli 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 wəs ould.

And we're only moving because we need more room;
ən wiər ounli mu:vɪŋ bɪ'kɔz wi: ni:d mɔ: 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 prəmɪs tə lait ðə faɪə evrɪ wintə mɔ:nɪg

and put the kettle on to boil," Marion said to Storm,
ən put ðə ketl ən tə bɔil," 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 prəmɪs," stɔ:m a:nəsəd, teɪkɪg hə:r a:m ənd

showing her what little there was to be seen of the
ʃəʊɪg 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:ə sətisfaɪd. ri'membə li:þ Hill? Of course, it's not so big as the farm, nor so hil? əv kɔ:s, its nɔt 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." "bət 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 wənd,

*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:ftə jɔ: letər ə'raɪvd, ai hə:d frəm mai sistə, tu:.
ai məst a:sk ju: tə bi: kə'ful, mai diə felou; ai si:
frəm bouþ jɔ: letəz ðət juər in ðə greitist deindzə!
its kliə 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:tf ðə 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: hɔlidiz ɔ:l'redi
in ma:tf. ən misiz ma:ʃəl wil let ju: hæv ə ru:m ət
ðæt haus hwail ju:ə hiə, sou ðæt tri:p wount bi: sou
iks'pensiv əz la:st taim.

ai houp ju: kæn kæm — aim ɔ:l'redi lukiy fɔ:wæd tæ
jɔ: vizit.

ai wif ju: ɔ:l ðæt best!
stɔ:m

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