

# ENGLISH

## BY THE NATURE METHOD

BY

ARTHUR M. JENSEN

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## PREFACES

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*Extract from the Preface by*

**OTTO JESPERSEN**

Ph. D., Cph. D., LL. D., Dex Professor of English Language and Literature at the University. © Copyright.

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 10th, 1892.

OTTO JESPERSEN

## PREFACES

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*Preface by*

**Dr. FERNAND MOSSE**

*Lecturer in English and Director of German Philic 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 1925.

FERNAND MOSSÉ

*Preface by*

**Dr. J. FOURQUET**

*Professor of General 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 embodied 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 1936.

J. FOQAQUET

*Preface by*

**Dr GEORGES BONNARD**

Professor of English Language and Literature in the University of Louvain

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-rooms, 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 fulfills, 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 "English 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



Mr. Smith is a man. Mrs. Smith is a woman. John is  
 紲士史密士是男人。 女士史密士是女人。 约翰是  
 a boy. Helen is a girl. The baby is also a girl. Helen  
 一个男孩。 海伦是一个女孩。 这个宝宝也是一个女孩。 海伦  
 and the baby are girls. Mr. Smith is the father. Mrs.  
 和宝宝都是女孩。 史密士先生是父亲。 史密士  
 and the wife are girls. 累士史密士是太太。 累士  
 Smith is the mother. John is a child. Helen is a  
 史密士是母亲。 约翰是孩子。 海伦是  
 child. The baby is a child. John, Helen, and the baby  
 孩子。 这个宝宝是孩子。 约翰，海伦，和宝宝  
 are children.  
 是孩子。

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).



2  
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 father of Helen. Mr. Smith is the father of the baby. Mr. Smith is the father of the children. Mrs. Smith is the mother of John, Helen, and the baby. Mr. Smith and Mrs. Smith are the parents of the children. John and Mrs. Smith are the parents of the children. John is the son of Mr. and Mrs. Smith. Mr. and Mrs. Smith are the parents of John. Helen is the daughter of Mr. and Mrs. Smith. Helen is the daughter of Mr. and Mrs. Smith. The baby is also the daughter of Mr. and Mrs. Smith. Mr. and Mrs. Smith are the parents of the baby. Mr. and Mrs. Smith are the parents of the baby.

M. Smith, Mrs. Smith, John, Helen, and the baby are a family. There are five (5) persons in the family. Mr. Smith is a person. Mrs. Smith is a person. John is a person. Helen is a person. The baby is a person.

is a person. Helen is a person, and the baby is also  
is a person. Helen is a person, and the baby is also  
a person.  
a person.

How many persons are there in the family? There are  
how many persons are there in the family? There are  
five (5) persons in the family. Who are the five (5)  
five persons in the family? Hu: a: da five  
persons in the family? They are the father, the mother,  
parents in the family? Dei a: do father, do mother,  
the son, the daughter, and the baby daughter. How  
do son, do daughter, and do baby daughter. how  
many children are there in the family? There are  
meni children are there in the family? There are  
three (3) children in the family. Who are the three (3)  
three children in the family? Hu: a: do three  
children in the family? They are the son, the daughter,  
children in the family? Dei a: do son, do daughter,  
and the baby daughter. How many girls are there in  
and the baby daughter. How many girls are there in  
the family? There are two (2) girls in the family.  
the family? There are two girls in the family.

Who are the two (2) girls in the family? They are the  
hus: a: do two girls in the family? Dei a: do  
daughter and the baby daughter. How many boys are  
do son and do baby daughter. How many boys are  
there in the family? There is one (1) boy in the family.  
one boy in the family?

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).

what?

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.

Who is the boy? The boy is John; he is the son of  
he is the boy is John; he is the son of

Mr. Smith. The girl is Helen; she is the daughter of  
mister Smith. the girl is Helen; she is the daughter of

Mr. Smith. The man is Mr. Smith; he is the father.  
mister Smith. the man is Mr. Smith; he is the father.

The woman is Mrs. Smith; she is the mother. The  
da woman is Mrs. Smith; she is the mother.

man and the woman are Mr. and Mrs. Smith; they are  
men and the women are Mr. and Mrs. Smith; they are

the parents.

the parents.

John is the brother of Helen. Helen is the sister of  
John is the brother of Helen. Helen is the sister of

John. The baby is the sister of John and Helen. The  
John is the brother of Helen and John. The baby is the

baby and Helen are sisters. John and Helen are  
brother and sister. John and Helen are

brother and sister.

brother and sister.

Mr. Smith is the husband of Mrs. Smith. Mrs. Smith  
mister Smith is the husband of Mrs. Smith. Mrs. Smith

is the wife of Mr. Smith. Who is Mr. Smith? He is the  
is the wife of Mr. Smith. He is the wife of Mr. Smith.

husband of Mrs. Smith and the father of the three (3)  
husband of Mrs. Smith and the father of the three (3)

children. Who is Mrs. Smith? She is the wife of Mr.  
she is the wife of Mr. Smith. She is the wife of Mr. Smith.

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

Smith and the mother of the three (3) children. The *smɪθ* and the *mʌðə* are the *bətə*. *tʃildrən*. The three (3) children are the son, the daughter, and the *bətə*. *tʃildrən* are *ðə sʌn*, *ðə ðɔ:tə*, and *ðə* baby daughter of Mr. and Mrs. Smith. The father, the *ba:bɪ ðɔ:tə* are *mʌðə* and *mʌðɪ smɪθ*. *ðə fæ ðə*, *ðə* mother, the son, the daughter, and the baby daughter *mʌðə*. *ðə sʌn*, *ðə ðɔ:tə*, and *ðə ba:bɪ ðɔ:tə* are a family of five (5) persons.  
*ðə* a *fæ:mɪlɪ* are *jʌɪv* persons.

EXERCISE A (*ek'ser:sɪz eɪ*).

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 (*wɜ:dz*):

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

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 (etnologia 5i.).

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

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

## THE YEAR

is  
are  
**February is a month.**  
There are twelve months.

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

January is a month. February is also a month. There  
*djanuary* is a month. *february* is also a month. There  
 are twelve (12) months, one (1), two (2), three (3),  
*o.* *two* months, *three*, *four*, *five*,  
 four (4), five (5), six (6), seven (7), eight (8), nine (9),  
*fo*, *five*, *six*, *seven*, *eight*, *nine*,  
 ten (10), eleven (11), twelve (12).  
*ten*, *eleven*, *twelve*.

January is the first (1st) month. February is the  
*djanuary* is the first month. *february* is the  
 second (2nd) month. March is the third (3rd) month.  
*second* month *months* is the third month.  
 April is the fourth (4th) month. May is the fifth (5th)  
*april* is the fourth month. *may* is the fifth  
 month. June is the sixth (6th) month. July is the  
*june* is the sixth month. *july* is the  
 seventh (7th) month. August is the eighth (8th) month.  
*seventy* month. *august* is the eighth month.  
 September is the ninth (9th) month. October is the  
*september* is the ninth month. *october* is the  
 tenth (10th) month. November is the eleventh (11th)  
*octy* month. *november* is the eleventh  
 month. December is the twelfth (12th) month.  
*novemb*. *december* is the twelfth month.

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 the first month of the year. January is

has  
have

One week has  
seven days.

Two weeks have  
fourteen days.

what?

which off?

**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 the first month or the first? How is the last month of the year? December is the last month of the year. December is the last month or the first?

What is the first day of the week? Sunday is the first day of the week. What is the last day of the first day of the week? What is the last day of the first day of the week? Saturday is the last day of the week.

Which of the days of the week is the first? Sunday is the first day of the week. Which of the days of the first day of the week is the second (2nd)? Monday is the second (2nd) day of the week. Which of the days of the week is the third (3rd) day of the week? Tuesday is the third (3rd) day of the week. Which of the days of the week is the fourth (4th) day of the week? Wednesday is the fourth (4th) day of the week. Thursday is the fifth (5th) day of the week. Friday is the sixth (6th) day of the week. Saturday is the seventh (7th) day of the week. Saturday is also the last day of the week.

Saturday is also the last day of the week. Which of the months of the year is the last month of the year? December is the last month of the year. December is the last month or the first?

twelfth (12th)? December is the twelfth (12th) and  
*tweifθ?*      *dɪ'sɛmər* is the *tweifθ* and  
 also the last month of the year. What is the ninth (9th)  
*ə'laʊt ðə la:t̬t̬ ma:nθ ət̬ ðə ji:*      *nainθ* is the *nainθ*  
 month of the year? September is the ninth (9th) month.  
*mʌnθ ət̬ ðə ji:*      *sə:p'tembər* is the *nainθ* month.  
 What day is the eighth (8th) day of the week? There is  
*haʊt̬ ðɪ: ïs ði ðeɪ ðə ðeɪ ət̬ ðə wɪ:k?*      *ðeɪ* is  
 no eighth (8th) day of the week. There are only  
*noʊ ðɪ: ðeɪ ət̬ ðə wɪ:k.*      *ðeɪ* is *noʊ ðɪ: ðeɪ*  
 seven (7) days in a week. Which of the months of the  
*sevən ðeɪz ɪt̬ ðə wɪ:k,*      *haʊt̬ ət̬ ðə ma:nθs ət̬ ðə*  
 year is the thirteenth (13th)? There is no thirteenth  
*ji:* is the *þɜ:ti:nθ?*      *ðeɪ* is *noʊ þɜ:ti:nθ*  
 month of the year. There are only twelve months in  
*ma:nθs ət̬ ðə ji:*      *ðeɪ* is *noʊ ðɪ:twɪl̬fθ* in  
 a year.  
*a ji:*

no  
 There is no eighth day of the week.

## WORDS:

four  
 six  
 seven  
 eight  
 nine  
 ten  
 eleven  
 twelve  
 thirteen  
 fourteen  
 first  
 second

## EXERCISE A.

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.

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 off  
no  
only

## NAMES

The name of the boy is John. The name of the girl  
 da neim zo da boy is dʒən. da neim zo da girl  
 is Helen. The name of the father is Mr. Smith.  
 is hełen. da neim zo da fadə is məsٹə smɪθ.

The name of the mother is Mrs. Smith. What is the  
 da mətə zo da mədə is məsٹə smɪθ. həʊt is da

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 zo da girl? it is hełen. həʊt is da neim

of the baby girl? It is Alice. What is the name  
 zo da beibi girl? it is alis. həʊt is da neim

of the boy? It is John. What are the names of the  
 zo da boy? it is dʒən. həʊt zo da neim zo da

parents? They are Mr. and Mrs. Smith. What is the  
 pərəntz? deɪ u: məsٹə vənd məsٹə smɪθ. həʊt is da

name of the family? It is Smith. Mr. Smith has a wife,  
 neim zo da famili? it is smɪθ. məsٹə smɪθ həz a wif.

Her name is Mrs. Smith. Mr. Smith has a daughter.  
 hər neim is məsٹə smɪθ. məsٹə smɪθ həz a dɔɪt.

Her name is Helen. Mr. Smith has a son. His name  
 is. neim is hełen. məsٹə smɪθ həz a son. his neim

is John.  
 is dʒən.

Has Mr. Smith a wife? Yes, he has a wife. What  
 həz məsٹə smɪθ a wif? yes, hi: həz a wif. həvət

is the name of his wife? Her name is Mrs. Smith.  
*is de neim av his wif? her neim is miss smit.*

Has Mr. Smith a son? Yes, he has a son. What  
*her mists smit a son? yes, hi: has a son. what*

Is the name of his son? His name is John. Mr.  
*is de neim av his son? his neim is dʒən. mɪst*

Smith has a son and two daughters. What are the  
*smit has a son and tw: dɔ:təz. hæst a: de*

names of the three children? Their names are John,  
*neims av de þri: Ȑildren? ðe neims a: dʒən,*

Helen, and Alice.

*helən, and Ȑlɪs.*

John is twelve years old. How old is John? He is  
*dʒən is twelv Ȑiz Ȑuld. how Ȑuld is dʒən? hi: is*

twelve years old. Helen is ten years old. How old is  
*twelv Ȑiz Ȑuld. helən is ten Ȑiz Ȑuld. how Ȑuld is*

Helen? She is ten years old. The baby is six months  
*helən? ſi: is ten Ȑiz Ȑuld. ðe beibi is ſix Ȑmʌnþs*

old. How old is the baby? She is six months old.  
*Ȑuld. how Ȑuld is ðe beibi? ſi: is ſix Ȑmʌnþs Ȑuld.*

John is twelve years old, and Helen is ten years  
*dʒən is twelv Ȑiz Ȑuld, and helən is ten Ȑiz Ȑuld*

old. John is two years older than Helen. Is John  
*dʒən is tw: Ȑiz Ȑuldz ðan helən. is dʒən*

fourteen (14) years old? No, he is not fourteen  
*fɔ:tɪn Ȑiz Ȑuld? no, hi: is not fɔ:tɪn*

years old; he is only twelve years old. Is Helen  
*Ȑiz Ȑuld; hi: is oːnlɪ twelv Ȑiz Ȑuld. is helən*

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  
                                        years old; she is only ten years old.

Is Helen  
                                        years old; she is only ten years old.  
                                        Is Helen  
                                        older than John?      No, she is not older than John;  
                                        John is two years older than she is.  
                                        John is two years older than she is.

John is not fourteen, but only twelve years old.    Helen  
                                        is not fifteen, but only twelve years old.    Helen

is not thirteen, but only ten years old.    John is not a girl,  
                                        is not a boy, but Helen is a girl.

but Helen is a girl.    Helen is not a boy, but John is a  
                                        boy.    Helen is not a boy, but John is a  
                                        boy.    The baby is not old; she is young.    She is only six  
                                        months old.    She is not old; she is young.    She is only six  
                                        months old.    Mr. Smith is a young man, he is thirty-six  
                                        years old.    Mrs. Smith is a young woman; she is  
                                        thirty-two (32) years old.    Mrs. Smith is a young woman; she is

thirty-two (32) years old.    Mr. Smith has a father.    The  
                                        father of Mr. Smith is not young; he is old.    He is  
                                        old; he is not young.    He is old.    He is  
                                        sixty-two (62) years old.    John, Helen, and the baby  
                                        are young; they are children,  
                                        are children.

Mr. and Mrs. Smith are also young, but they are older  
*misia* and *misia* *smith* *are* *also* *young*, but *dei* *are* *older*  
 than the children. The children are younger than their  
*den* *the* *children*. *the* *children* *are* *young* *than* *the* *parents*.  
*Is* *John* *younger* *than* *Helen*? No, he is not  
*young* *than* *Helen*; *he* *is* *not* *younger* *than* *Helen*.

*Is* *the* *baby* *younger* *than* *Helen*? Yes, she is the  
*youngest* *of* *the* *children*. *Which* *of* *the* *persons* *in* *the*  
*family* *is* *the* *oldest*? The *father* *of* *Mr.* *Smith* *is* *the*  
*oldest*. Which *of* *the* *three* *children* *is* *the* *youngest*?

*The* *baby* *is* *the* *youngest*.  
*dei* *babi* *is* *the* *youngest*.

Has John three sisters? No, he has only two sisters,  
*has* *John* *two* *sisters*? Now, *hi* *has* *only* *two* *sisters*,

not three. Have Mr. and Mrs. Smith four children?  
*not* *four*. *Have* *misia* *and* *misia* *smith* *four* *children*?

No, they have not four children, but only three. Have  
*now*, *dei* *have* *not* *four* *children*, *but* *only* *three*. *Have*

Mr. and Mrs. Smith two sons? No, they have only one  
*son* *and* *misia* *smith* *two* *sons*? *now*, *dei* *have* *only* *one*

*son*, *but* *two* *daughters*.  
*not*, *but* *two* *daughters*.

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  
family is the name of the family? The name of the

family is Smith. What is Helen? Helen is a girl.  
family is Smith. Helen is a girl.

Which of the children is the boy? John is the boy.  
Which of the children is the boy? John is the boy.

What day is it? It is Sunday. What is the first day  
of the week? It is Sunday. What is the first day

of the week? Sunday is the first day of the week.  
of the week? Sunday is the first day of the week.

What is the name of the first month? The name of  
the first month is January. What is the first month?

the first month is January. Which of the months is  
the first month? January. Which of the months is

the second? February is the second month.  
the second? February is the second month.

#### 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).**

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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  
*mista* and *mista smit* and *dei tri: tifldren* live in  
 England. They live in a house. Has their house a  
*ingland*. *dei live in a house.* *haz dea haus a*  
 window? Yes, their house has many windows. How  
*window?* *yes, dea haus has mani windows.* *hou*  
 many windows has their house? It has eight windows.  
*mani windows has dea haus?* *it has eit windows.*  
 Has their house a door? Yes, it has two doors. It  
*haz dea haus a do:*? *yes, it haz tu. do:s.* It  
 has also a roof. The roof is the top of the house.  
*haz also a rof.* *de rof is de top av de haus.*  
 What is the top of the house? The top of the house  
*hazt is de top av de haus?* *de top av de haus*  
 is the roof. The house has four walls. Has the  
*is de rof.* *de haus has fo: walz.* *haz de*  
 house a fifth wall? No, it has only four walls. The  
*haz a fift wal?* *no, it has only fo: walz.* *de*  
 windows and the doors are in the walls.  
*windenz and de do:s ar in de walz.*

Where is London? London is in England. Where is  
*hucor is London?* *London is in england.* *hucor is*  
 Paris? Paris is in France. Where is Stockholm?  
*paris?* *paris is in frans.* *hucor is stockholm?*





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.

BB - Bs  
(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  
stockholm is in sweden. Berlin is berl'in? ber'l'in is  
in Germany. Where is Copenhagen? Copenhagen is  
in denmark. Berlin is kopen'heigen? kopen'heigen is  
in Denmark. Where is Oslo? Oslo is in Norway.  
in denmark. Berlin is oslo? oslo is in no'ver.

Where is Moscow? Moscow is in Russia. Where is  
moscow is moskow? moskow is in rusa? moscow is  
Helsinki (Helsingfors)? Helsinki is in Finland. Eng-  
land is a country. Russia is a country. England and  
Russia are two countries.  
ruse a: fin: ruse,

Mr. and Mrs. Smith and their children live in London.  
mrs and mrs smt and der children live in london  
London is a city. Copenhagen is also a city. London  
london is a siti kopen'heigen is also a siti london  
and Copenhagen are two cities. There are many  
and kopen'heigen a: sui siti deap a: sapi  
houses in London. London is a big city. There are  
houses in london. london is a big siti. deap a:  
also many houses in Copenhagen. Copenhagen is also  
a siti many houses in kopen'heigen. kopen'heigen is a siti  
a big city, but Copenhagen is not so big a city as London.  
a big siti, but kopen'heigen is not so big a siti as london.  
Helen is a big girl, but she is not so big as John. Is  
helen a big girl, but ji: is not so big as john. is

Baby as big as Helen? No, Baby is not so big as Helen;  
*bēbi* *is* *big* *as* *hēlēn*? *No*, *bēbi* *is* *not* *so* *big* *as* *hēlēn*;

she is only a small girl. Is John as big as his father?  
*jōhn* *is* *small* *girl*. *Is* *jōhn* *as* *big* *as* *his* *fātər*?

No, John is not so big as his father. Is Helen as big  
*hēlēn* *is* *not* *so* *big* *as* *his* *fātər*. *Is* *hēlēn* *as* *big*

as her mother? No, Helen is not so big as her mother.  
*as* *her* *mādər*? *No*, *hēlēn* *is* *not* *so* *big* *as* *her* *mādər*.

John is bigger than Helen, and Mrs. Smith is bigger  
*jōhn* *is* *biger* *than* *hēlēn*, *and* *mrs* *smīth* *is* *biger*

than John. Which is the biggest of the three children?  
*thēn* *jōhn*, *hēlēn* *is* *da* *bīgīst* *in* *thē* *thīrdən*?

John is the biggest. Which is the biggest of the cities  
*jōhn* *is* *da* *bīgīst*. *hēlēn* *is* *da* *bīgīst* *in* *thē* *sītēs*

in Europe? London is the biggest city in Europe.  
*in* *jurōp*? *lōndōn* *is* *da* *bīgīst* *sītē* *in* *jurōp*.

England is a country in Europe. London is the biggest  
*engländ* *is* *a* *country* *in* *jurōp*. *lōndōn* *is* *da* *bīgīst*

city in England. Sweden is a country in Europe. Stock-  
*swēdən* *is* *a* *country* *in* *jurōp*. *stok-hōlm* *is* *da* *bīgīst* *sītē* *in* *swēdən*.

Mr. Smith is English. He lives in England. Mrs. Smith  
*mrs* *smīth* *is* *engländ*. *hē* *lives* *in* *engländ*. *mrs* *smīth*

is English. She lives in England. Their children are  
*is* *engländ*. *shē* *lives* *in* *engländ*. *deəz* *tīldərn* *are*

English. They live in England. The English live in  
*is* *engländ*. *deɪz* *lives* *in* *engländ*. *di* *engländ* *lives* *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 Finns live in Finland. The Russians live in Russia. The Swedes live in Sweden. The Norwegians live in Norway. The Germans live in Germany. The French live in France.

**The Germans live in Germany.** The French live in France.

**France.**

*frents.*

England is bigger than Denmark, but it is not so big as France. Norway is bigger than Denmark, but it is not so big as Sweden. The house of Mr. and Mrs. Smith is not big as ours. It is a small house. Baby is not a

big girl; she is only a small girl. Helen is smaller than John, and John is smaller than his father. Helen is

smaller than her mother. There are many houses in a big city. There are many big cities in a big country.

Denmark is not a big country; it is only a small country. Denmark is not a big kustrti; it is only a small kustrti.

There are not many big cities in Denmark.

*ðeər ðə: ñæt meɪni bɪg ˈsɪti ïn ðenmɑ:k.*

Mr. Smith is a man; his father is also a man. Mr.  
*mɪstɹə smɪθ ðə: ìs ə mæn; hɪs fæðə ðə: əlso ðə: ìs mæn. mɪstɹə*

Smith and his father are two men. Mrs. Smith is a  
*smɪθ ðəd hɪs fæðə ðə: twə mæn. mɪsɹə smɪθ ðə: ìs ə*

woman; her sister is also a woman. Mrs. Smith and her  
*wæmən; hɪs sɪstə ðə: əlso wæmən. mɪsɹə smɪθ ðəd hɪs*

sister are two women. Boys and girls are children.  
*sɪstə ðə: twə wæmən. boɪz ðəd گirlz ðə: tʃɪldrən.*

Men, women, and children are people (persons). There  
*mɛn, wæmən, ðəd tʃɪldrən ðə: pɪpl (pɜ:rnɪs). ðeər*

are many people in England. How many people are  
*ðeər ðə: meɪni pɪpl ðe: ïngglənd. hau meɪni pɪpl ðə:*

there in England? There are forty-five (45) million people  
*ðeər ðe: fɔ:tɪ'faiv ˈmɪljən pɪpl ðe: ðe: ïngglənd?*

in England. How many people are there in Finland?  
*ðe: ïngglənd hau meɪni pɪpl ðə: ðe: ïn finlænd?*

There are more than three million people in Finland.

*ðeər ðə: mɔ:t ðæn þri ˈmɪljən pɪpl ðe: ïn finlænd.*

There are more people in England than in Denmark.

*ðeər ðə: mɔ:t pɪpl ðe: ïngglənd ðe: ïn ðenmɑ:k.*

There are not so many people in Denmark as in Sweden.

*ðeər ðə: ñæt soʊ meɪni pɪpl ðe: ïn ðenmɑ:k ðæz ðe: swi:dɪn.*

There are six million people in Sweden. There are  
*ðeər ðə: sɪks ˈmɪljən pɪpl ðe: swi:dɪn. ðeər ðə:*

more Swedes than Danes.

*mɔ:t swi:dɪz ðæn ðænɪz.*

one man [mæn]  
 two men [mæn]

one woman  
 [wəmən]  
 two women  
 [wəmən]

What people live in England? The English live in  
*kwest pi:pl̩ liv in england?* *di englis̩ liv in*  
England. What people live in France? The French  
*england.* *kwest pi:pl̩ liv in frans?* *da frens*  
live in France. What people live in Russia? The  
*liv in frans.* *kwest pi:pl̩ liv in rัส?* *da*  
Russians live in Russia.  
*rásjan̩ liv in rás?*

Mr. and Mrs. Smith have a son. Have they more than  
*mísis and misis smit̩ hæv a són.* *hæv dei mó: dæz*  
one child? Yes, they have three children. They have  
*wis tchild?* *yes, dei hæv þri: t̩ɪldren,* *dei hæv*  
two girls, but only one boy. They have more girls than  
*tu: galz, bat onkl̩ wén boy.* *dei hæv mó: galz dæz*  
boys. Has John more than two sisters? No, he has  
*boiz.* *hæz dʒɒn mó: dæz tw̩i sistəz?* *nó,* *he hæz*  
only two sisters. Are there more than four persons in  
*o:ði t̩i: sistəz.* *o:ði dea mó: dæz fo: þ̩i: pəns in*  
the family? Yes, there are five persons in the family.  
*ðe famili?* *yes, ðear o:ði fai: þ̩i: pəns in ðe famili.*  
What more persons are there in the family than the  
*kwest mó: þ̩i: pəns o: ðæz in ðe famili ðær ðe*  
father and the mother? There are the three children.  
*fadə and ðe məðə?* *ðear o: ðæz þri: t̩ɪldren*

EXERCISE A.

Mr. and Mrs. Smith and their three children — in Eng-  
land. 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.  
*a person has fɔ: limz. ɔ:l pa:sns have fɔ: limz.*

The four limbs are on the body. The four limbs are the  
*ðə fɔ: limz ə: ðn ðə bɔ:dɪ. ðə fɔ: limz ə: ðə*

two arms and the two legs. How many limbs has John?  
*tu: ə:mz and ðə tu: legz. how meni limz hæz dʒɒn?*

John has four limbs. What are the four limbs? The four  
*dʒɒn hæz fɔ: limz. what ə: ðə fɔ: limz? ðə fɔ:*

limbs are the two arms and the two legs. On the arm  
*limz ə: ðə tu: arms and ðə tu: legs. on ði arm*

is a hand, and the hand has five fingers. Where are the  
*iz a hand, and ðə hand has fai: fɪngz. where ə: ðə*

hands? The hands are on the arms. How many fingers  
*hændz? ðə hændz ə: ðn ði arms. how meni fɪngz*

has the hand? The hand has five fingers.  
*has ðə hand? ðə hand has fai: fɪngz.*

On the leg is a foot, and the foot has five toes. All legs  
*on ðə leg is a fut, and ðə fut have fai: toes. ɔ:l legs*

have feet, and all feet have five toes. Where are the  
*haev fet, and ɔ:l fet haev fai: toes. where ə: ðs*

feet? The feet are on the legs. How many toes has the  
*fet? ðə fet ə: ðn ðs legs. how meni toes hæz ðs*

foot? The foot has five toes. How many fingers has  
*fut? ðə fut has fai: toes. how meni fɪngz has*



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 fingers? *ji: finge ten finger on ha. nr. han&ts. how many toes has she?* She has ten toes on her two feet. The body *has ha. si: / b. has ten toes on ha. nr. feet. do body* has a head. What is the head? The head is the top of *do a head. head is do head is da top of* the body. On the head many persons have hair. Not *do body. on do head many persons have hair. not* all persons have hair; many old men have no hair. *all persons have hair; many old men have no hair.*

Has Mr. Smith long hair? No, he has short hair. Is Mrs. *has mrs. smith long hair? no, he has short hair. is mrs.*

*Smith's hair long? Yes, she has long hair; she has longer* *smith's hair long? yes, she has long hair; she has longer*

hair than Mr. Smith. Is Helen's hair also long? No, she *has more hair than joh. is helen hair also long? no, she* has short hair, but John's hair is shorter than Helen's. *has short hair, but john's hair is shorter than helen's.*

Who has most hair, Mrs. Smith or Helen or John? Mrs. *who has most hair, mrs. smith or helen or john? mrs.*

*smith has most hair; her hair is the longest. Has John* *smith has most hair; her hair is the longest. has john* more hair than Helen? No, Helen has more hair than *more hair than helen? no, helen has more hair than* John, but Mrs. Smith has most hair of all the persons *john, but mrs. smith has most hair of all the persons*

*in the family. Mrs. Smith has long hair; she has much* *in the family. mrs. smith has long hair; she has much*

hair. She has more hair than Helen. She has most hair.  
*she. /ʃi:/ has mo: her dan helen. /ʃi:/ has most her*  
 of all the persons in the family. Has John much hair?  
*we /ə:l do pers:n in de famili. has dʒɒn ma:tʃ her?*  
 No, he has not much hair; his hair is short; but Mrs.  
*no, hi. has not ma:tʃ her; his her is /ʃɔ:t/; but mis:*  
 Smith has much hair; she has more hair than Mr. Smith.  
*smɪθ her ma:tʃ her; /ʃi:/ has mo: her dan mis:tə smɪθ*  
 and the children. Have all men and women hair? No,  
*and de tʃɪldr:n. hav: /ə:l men and wɪm:n her? no,*  
 not all men and women have hair; but most persons  
*not /ə:l men and wɪm:n her her; but most pers:n*  
 have hair.  
*her her.*

A person has a face. The face has two eyes and two  
*a pers:n her a feis. de feis has tw: aɪz and tw: eəz.*  
 ears. All persons have faces, and all faces have two  
*ɪz. /ə:l pers:n hav: feisɪz, and /ə:l feisɪz her tw:*  
 eyes and two ears. How many eyes has Helen? Helen  
*aɪz and tw: aɪz. how meni aɪz her heɪlɪn? heɪlɪn*  
 has two eyes; she has also two ears. Helen has also a  
*her tw: aɪz, /ʃi:/ has ə:lbɒw tw: aɪz. heɪlɪn has ə:lbɒw a*  
 mouth and a nose in her face. Where are the nose and  
*mʌθ/ and a nose in her feis. həʊər a: de nose and*  
 the mouth? They are in the face. What is the face?  
*de mʌ:tʃ? deɪ a: in de feis. həʊt is de feis?*  
 The face is part of the head. What is on the head?  
*de feis is part we de hed. həʊt is on de 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 leg? No, the arm is smaller than the leg.

Are the fingers part of the face? No, the fingers are part of the hands. What are the hands part of? The hands are part of the arms. What are the ears part of?

The ears are part of the head. Are the feet part of the arms or of the legs? The feet are part of the legs. Is

the baby a boy or a girl? She is a girl. Is Mr. Smith young or old? He is young.



The neck is part of the body. On the neck is the head.

The stomach is also part of the body. The stomach is at the front of the body. The back is also part of the body. The back is at the back of the body. The arms

are at the sides of the body. Where is the neck? The neck is part of the body. Where is the neck? The

neck is at the top of the body. Is the back at the top  
*wuk* is *at* *da* *top* *in* *da* *bodi*. *is da* *back* *at* *da* *top*  
of the body? No, it is *at* the back of the body. Where  
*in* *da* *bodi*? *now*, *it* *is* *at* *da* *back* *in* *da* *bodi*. *however*  
is the stomach? The stomach is at the front of the body.  
*is da* *stomach*? *da* *stomach* *is* *at* *da* *front* *in* *da* *bodi*.  
The face is at the front of the head, and the ears are at  
*da* *feis* *is* *at* *da* *front* *in* *da* *head*, and *di* *is* *at* *at*  
the sides of the head. Where are the arms? The arms  
*da* *soids* *in* *da* *head*. *however* *at* *di* *arms*? *di* *arms*  
are at the sides of the body.  
*is* *at* *da* *soids* *in* *da* *bodi*.

## 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? ...

## THE GARDEN

Mr. Smith's house is in a garden. In the garden there  
*mista Smith ha:s is in a ga:dn in da ga:dn de:ar*

are many trees. There are big trees and there are  
*er: mi:tch tri:z de:ar u: big tri:z and de:ar u:*

small trees in the garden. The big trees are tall. The  
*smal tri:z in do ga:dn de: big tri:z u: tall da*

small trees are low. Where is Mr. Smith's house? It is  
*smal tri:z u: low h:use is mista Smith ha:s it is*

in a garden. Are there only tall trees in the garden?  
*in a ga:dn o: des v:ndi tall tri:z in do ga:dn?*

No, there are also low trees. Is Mr. Smith's house a  
*no, de:ar er: v:ndi low tri:z is mista Smith ha:s a*

high house? No, it is not high; it is only low, but it  
*hi:h ha:s? no, it is not hi:h it is v:ndi low, but it*

is higher than the low trees. The tall trees are higher  
*er: ha:s de: low tri:z do tall tri:z u: hi:h*

than the house. Are all the trees in the garden tall?  
*des do ha:s. o: v:ndi do tri:z in do ga:dn tu:?*

No, some of the trees are tall, and some of the trees  
*no, some do tri:z ar: tall, and some do tri:z*

are low. Are all persons big? No, some persons are  
*o: des ar: er: person big? no, er: person ar:*

big, and some persons are small. Mr. Smith is tall,  
*big, and some person u: small mista Smith is tall,*



(=) = high

tall

high

Big persons are  
**big**

Big houses are  
**big**.

but Mrs. Smith is not so tall. She is taller than John.  
*but mrs. smith is not so tall. she is taller than john*  
 and Helen. Are all persons tall? No, some persons  
 are tall, and some persons are short.  
*are tall, and some persons are short.*

low  
 short  
 Small trees and  
 small houses are  
 low.  
 Small persons are  
 short.

A tree is a plant; a flower is a plant. Trees are tall  
*a tree is a plant, a flower is a plant*



plants. A bush is also a plant. Flowers and grass are  
*plants a bush is also a plant. flowers and grass are*

low plants. Are trees the only plants in the garden?  
*low plants. are trees the only plants in the garden?*

No, there are also other plants in the garden. Is Helen  
*no, there are also other plants in the garden. is helen*

the only girl in the family? No, there is also another  
*the only girl in the family? no, there is also another*

girl in the family; the baby is the other girl in the  
*girl in the family; the baby is the other girl in the*

family. There is only one son in the family; John is  
*family. there is only one son in the family; john is*

the only son in the family.

*the only son in the family.*

Which of the plants in the garden are the biggest? The  
*which of the plants in the garden are the biggest?*

trees are the biggest plants. What are the other plants  
*trees are the biggest plants. what are the other plants*

in the garden? The other plants are the flowers, the  
*in the garden? the other plants are the flowers, the*



one branch  
two branches

one bush  
two bushes

one leaf  
two leaves



bushes, and the grass. The trees and the flowers have trunks, and do grass do trees and do flowers have leaves. The colour of a leaf is green. Are the bushes trees. do kala se a li:f is green. a: do bush tall plants? No, the bushes are low plants; they have tall plants? now, do bush a: low plants; doi how branches and leaves. Have flowers branches? No, bran:fish and li:ves. have flowers bran:fish? now. flowers have no branches, but they have leaves. Have flowers have now bran:fish, but doi have li:ves. have trees branches? Yes, trees have branches as well as trunks bran:fish? yes, trees have bran:fish as well as leaves. What is the colour of grass? The colour of li:ve. How is do kala se gra:s? do kala se grass is green. Have the trees and the bushes leaves? gra:s is green have do trees and do bush li:ves? Yes, both the trees and the bushes have leaves. yes, both do trees and do bush have li:ves.

What is the colour of a leaf? The colour of a leaf is how is do kala se a li:f? do kala se a li:f is green. Are there flowers only in the garden? No, green. a: do flower only in do garden? now. Mrs. Smith has some flowers in the house; there are many sun:ip has some flowers in do house; dear a. flowers both in the garden and in the house. There flower house in do garden and in do house. dear are flowers in the house as well as in the garden. Are a: flower in do house are well as in do garden. a:

both Helen and Alice girls? Yes, both Helen and Alice  
 bəʊθ heɪlən and eɪlɪs ɡɜːlz? jɛs, bəʊθ heɪlən and eɪlɪs  
 are girls. John and Helen as well as the baby are  
 aːz ɡɜːlz. dʒɒn and heɪlən aːz wɛl aːz de bɪbɪ aːz  
 children. Have the girls short hair? Yes, both of the  
 tʃɪldrən hæv ðə ɡɜːlz ʃɔːt heɪr jɛs, bəʊθ oːf ðə  
 girls have short hair. Both Helen and the baby have  
 ɡɜːlz hæv ʃɔːt heɪr. bəʊθ heɪlən and de bɪbɪ hæv  
 short hair.

/ʃɔːt heɪr.

Some trees in the garden have fruit. A pear is a fruit.  
 səm trɪz iːn ðə gaːdn hæv fruːt. ðə peər iːs a fruːt.

An apple is a fruit. What is a pear? A pear is a fruit.  
 æn æpl iːs a fruːt. huːwt iːs ðə peər? ðə peər iːs a fruːt.

Are there other fruits? Yes, the apple is another fruit.  
 əz ðəʊðəz fruːts? jɛs, ðə æpl iːs ðənʌðəz fruːt.

The year has four seasons. Summer is a season, winter  
 ðə jɪər hæz foːr sɪzənz. ˈsʌməz iːs a sɪzən, wɪntə  
 is a season, spring is a season, and autumn is a season.  
 iːs a sɪzən, ˈsprɪŋ iːs a sɪzən, and ˈɔːtəm iːs a sɪzən.

The summer-months are June, July, and August. The  
 ðə ˈsʌmərmʌnθz aːz ðʒuːn, ðʒuːlɪ, and əgəst, ðə

autumn-months are September, October, and November.  
 ɔːtərmʌnθz aːz ˈsæptəməbə, ɔːk'təʊbə, and noʊ'veməbə.

The winter-months are December, January, and Fe-  
 ðə ˈwɪntərmʌnθz aːz ˈdɪsəməbə, ˈdeɪmənðə, and fe-

bruary. The spring-months are March, April, and May.  
 braːri. ðə ˈsp्रɪŋmʌnθz aːz ˈmaːtʃ, ˈeprɪl, and ˈmeɪ.

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 flowerets

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.  
has *mēni* *sēzōn* *haa* *a* *jīz*? *a* *jīz* *haa* *fō*: *sēzōn*

What are the four seasons? The four seasons are spring,  
*hīsp* *or* *da* *fō*: *sēzōn*? *da* *fō*: *sēzōn* *at* *spring*,  
summer, autumn, and winter. How long is a season?  
*lōng*. *or* *taim*. *and* *winter*. *how* *loq* *is* *a* *sēzōn*?

A season is three months. When is summer? Summer  
*z̄t̄z̄* *or* *z̄t̄z̄* *is* *jīz* *or* *z̄t̄z̄*. *green* *is* *z̄t̄z̄*? *z̄t̄z̄*

*is* *the* *months* *of* *June*, *July*, *and* *August*. When is  
*z̄t̄z̄* *or* *z̄t̄z̄* *so* *dʒ̄m̄n̄*, *dʒ̄m̄n̄*, *and* *z̄ḡst̄*. *green* *is*  
winter? Winter is the months of December, January,  
*wint̄r*? *wint̄r* *is* *the* *months* *or* *d̄k̄s̄m̄b̄r*, *d̄k̄s̄m̄j̄n̄*,

and February. In spring the fruit trees are in blossom;  
*and* *febr̄w̄r̄y*. *in* *spriŋ* *da* *fruɪt* *tri.z* *or* *in* *blossom*;  
the fruit trees are in blossom when it is spring.  
*da* *fruɪt* *tri.z* *or* *in* *blossom* *haan* *it* *is* *spriŋ*

The trees have no leaves when it is winter. In summer  
*da* *trēz* *haa* *no* *leaves*. *When* *it* *is* *wint̄r*. *Or* *sum̄m̄r̄*  
and autumn the trees have fruit. When are the fruit  
*and* *autum*. *da* *trēz* *haa* *fruɪt*. *haan* *a*: *da* *fruɪt*  
trees in blossom? The fruit trees are in blossom in  
*trēz* *in* *blossom*? *da* *fruɪt* *trēz* *or* *in* *blossom* *in*

spring. When have the trees fruit? The trees have  
*spriŋ*. *haan* *haa* *da* *trēz* *fruɪt*? *da* *trēz* *haa*

fruit in summer and in autumn. Have the bushes also  
*fruɪt* *in* *sum̄m̄r̄* *and* *in* *autum*. *haan* *da* *bush* *also*

fruit? Yes, some of the bushes have fruit. The fruits  
*fruɪt*? *yes*. *sum̄m̄r̄* *or* *da* *bush* *haa* *fruɪt*. *da* *fruɪt*

of the bushes are berries. What is a berry? A berry  
*əv ðə bʌðz ə: bəri. həv ð ð ə bəri? ə bəri*  
 is the small fruit of a bush.  
*ɪs ðə smɔ:l frʊ:t əv ə buʃ*

In winter it is cold. On some days in winter there is  
*ɪn wɪntə: ït ɪs kɔ:l. ɒn səm ðeɪz ìn wɪntə: ðeər ɪs*  
 snow. The colour of snow is white. Is it warm in  
*snoʊ. ðe ə'kɔ:l ðe snoʊ ɪs waɪt. ɪs ðe wɔ:m ìn*  
 winter? No, it is cold in winter, but in summer it is  
*wɪntə: ñoo, ït ɪs kɔ:l ìn wɪntə: bat ìn səmə ït ɪs*  
 warm. What is the colour of snow? The colour of  
*wɔ:m. ðe ò'kɔ:l ðe snoʊ? ðe ò'kɔ:l ñoo*  
 snow is white. Is snow cold or warm? Snow is cold.  
*snoʊ ɪs kɔ:l ÷ wɔ:m? snoʊ ɪs kɔ:l*  
 Is there snow in summer? No, in summer it is warm.  
*ɪs ðe:s snoʊ ìs səmə? ñoo, ìn səmə ït ɪs wɔ:m,*  
 and there is no snow.  
*and ðeər ɪs ñoo snoʊ.*

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  
*da dei a:fta sundi* is *mondi*. *da dei a:fta*

Monday is Tuesday. The day before Sunday is Saturday.  
*mondi* is *tju:zdi*. *da dei b'f:z sundi* is *saturday*.

The day before Saturday is Friday. The day after  
*da dei b'f:z saturday* is *friday*. *da dei a:fta*

Wednesday is Thursday. The day before Wednesday  
*trenzdi* is *pezedi*. *da dei b'f:z wednesday*

is Tuesday. It is Wednesday to-day. The day after  
*is tju:zdi*. It is *wednesday* *today*. *da dei a:fta*

to-day is Thursday. It is Thursday to-morrow. The  
*today* is *pezedi*. It is *pezedi* *tomorrow*. *da*

day before to-day was Tuesday. It was Tuesday  
*ari b'f:z taledi was tju:zdi*. It was *tju:zdi*

yesterday. The day before yesterday was Monday. The  
*jestudi*. *da dei b'f:z jestudi was sundi*. *da*

day after to-morrow is Friday.  
*dei a:fta tomorrow* is *friday*.

What day is to-day? To-day is Wednesday. What  
*hicut dei is taledi?* *taledi* is *seenzdi* *hicut*

day was yesterday? Yesterday was Tuesday. What  
*dei was jestudi?* *jestudi* was *tju:zdi*. *hicut*

day was the day before yesterday? The day before  
*dei was da dei b'f:z* *jestudi?* *da dei b'f:z*

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?  
*yesterdai* was *monday*. *tomor**row* *dei* *is* *to'morow?*

To-morrow is Thursday. What day is the day after  
*tomor**row* *is* *tha**rdi*. *thurs**day* *dei* *is* *da**y* *af**ter*  
 to-morrow? The day after to-morrow is Friday.  
*tomor**row*? *da**y* *af**ter* *tomor**row* *is* *fri**di*

John and Helen are at school to-day. They go to school  
*dʒən* and *hehn* *are* *at* *sch**ool* *to**day*. *dei* *go**es* *to* *sch**ool*  
 every day of the week except on Saturdays and Sundays.  
*evr**i* *dei* *re* *da* *wk* *ik'sept* *on* *saturdays* *and* *sundays*.

They go to school every month of the year except in  
*dei* *go**es* *to* *sch**ool* *evr* *mnth* *or* *da* *j**u* *ik'sept* *in*  
 July and August. To-day is Wednesday; John goes to  
*dʒu'laɪ* and *ɔ:gəst*. *ts'dei* *is* *wenday*; *dʒən* *go**es* *to*  
 school on Wednesdays. Both John and Helen go to  
*sk**ool* *on* *wenday* *bouth* *dʒən* *and* *helin* *go**es* *to*  
 school on Wednesdays. The day before yesterday was  
*sk**ool* *on* *wenday*. *da**y* *dei* *bif**or* *yestadi* *was*

Monday. John was at school on Monday. John and  
*mʌndi*. *dʒən* *was* *at* *sk**ool* *on* *mʌndi*. *dʒən* *and*  
 Helen were both at school on Monday. Was Helen at  
*helin* *wa:* *bouth* *at* *sk**ool* *on* *mʌndi*. *was* *helin* *at*  
 school the day before yesterday? Yes, she was. Were

*she**?* *da**?* *dei* *bif**?* *yestadi*? *yes*, *it* *was* *she*:  
 both of the children at school on Monday? Yes, they  
*həu**p* *or* *da* *chilren* *at* *sk**ool* *on* *mʌndi*? *yes*, *dei*  
 were both at school on Monday. John is at school  
*an* *həu**p* *at* *sk**ool* *on* *mʌndi*. *dʒən* *is* *at* *sk**ool*

goes

go

went

He goes every day.

They go every day.

He went yesterday.

They went yesterday.

## Chapter Seven (T).

does

do

He does.

They do.

He is. Is he?

They are. Are they?

He has. Has he?

They have. Have they?

He learns. Does he learn?

They learn. Do they learn?

He goes. Does he go?

They go. Do they go?

both of — both

Both of the children went to school — Both the children went to school.



book

to-day. He also went to school the day before yesterday.  
*ta'dei. he: ælsən wənt tə skul də dei b'fər jəstədi.*

Both the children went to school on Monday.  
*bəθəf ðz tʃildrən wənt tə skul ən mandi.*

The schools in England are English. The schools in

*ðz skuls ɪn englənd əz iŋglɪʃ. ðz skuls ɪn*

France are French. In some French schools the children

*frenz əz frenz. ɪn səm frenz skuls ðz tʃildrən*

learn English. John goes to an English school. He

*la:n ɪŋglɪʃ. ðʒɒn gəʊz tə ən iŋglɪʃ skul. hɪ:*

learns French at school. Does John go to school? Yes,

*la:nz frenz ət skul. ðəz ðʒɒn gəʊz tə skul? jes.*

he does; he goes to school every day except on Saturday.

*ðəz; hɪ: gəʊz tə skul evri dei ik'spept ən sət-*

days and Sundays. Does Helen go to school? Yes, she

*ðəz hɛlən gəʊz tə skul? jes. ſi:*

does; she also goes to school. Does John learn French?

*ðəz; fi: z. la:n gəʊz tə skul. ðəz ðʒɒn la:n frenz?*

Yes, he does; he learns French at school. Do both the

*jes. hɪ: ðəz; hɪ: la:nz frenz ət skul. ðəz ðəθəf ðz*

children learn French? No, only John learns French;

*tʃildrən la:nz frenz? nəu, onli ðʒɒn la:nz frenz;*

Helen is too young to learn French, she is only ten years

*hɛlən ɪz hɪ: ju:n tə la:nz frenz. ſi: ɪz onli ten ſeɪ*

old. Do the French children learn English? Yes, they

*əld. ðəz frenz tʃildrən la:nz iŋglɪʃ? jes. ðəz*

do; they learn English at school.

*ðəz; ðəz la:nz iŋglɪʃ ət skul.*

The schools in Denmark are Danish. Many Danish  
*da skołe iø denmark ør ðænøʃ. meñni ðænøʃ*

children learn English at school. The children  
*tʃildren læ:n iŋglis æt skoł. ðe tʃildren*

learn to read at school. They read books. They  
*la:n tø ri:d æt skoł. ðei red buks. ðei*

also learn to write. The big children write with  
*ɔ:lso la:n tø rait. ðe bi:g tʃildren rait wið*

pens and ink. The small children write with pencils.  
*pens and iŋk. ða smøl tʃildren rait wið penz*

They write on paper. What does John do at school?  
*ðei rait on peipz. hæwt ðæs ðɔ:n du: æt skoł?*

He learns to read and to write. What does Helen do  
*hi: lɛ:n ðe ri:d and tø rait. hæwt ðæs hɛ:lin du:*

at school? She learns to read and to write. What do  
*æt skoł? ſi: lɛ:n ðe ri:d and tø rait. hæwt ðæs*

the other children do at school? They also learn to  
*ði: ðæs tʃildren ðe: æt skoł? ðe: ɔ:lso lɛ:n ðe:*

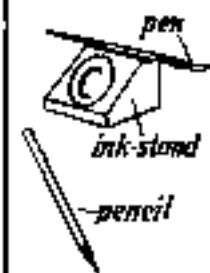
read and to write. What does John learn to do? He  
*ri:d and tø rait. hæwt ðæs ðɔ:n lɛ:n ðe: ði:*

learns to read and to write. What does Helen learn  
*lɛ:n ðe: ri:d and tø rait. hæwt ðæs hɛ:lin lɛ:n*

to do? She learns to read and to write. What do the  
*to ðe: ſi: lɛ:n ðe: ri:d and tø rait. hæwt ðæs ði:*

other children learn to do? They also learn to read  
*ðæs tʃildren lɛ:n ðe: ðu:t? ðe: ɔ:lso lɛ:n ðe:*

and to write.  
*ri:d and tø rait.*



to do  
to read  
to write

What does John learn to do at school?

He learns to read  
and to write.

What does John do on Sundays? On Sundays he reads  
knit, etc. *What does John do on Sundays?* *On Sundays he reads*

a book or plays with a ball in the garden. What does a bat do? Many said a bat can do many things.

Helen do on Sundays? She plays with her doll, or she  
Helen du: en sonnter ū: pleiz wi: her: dɔl, o: ū:

and John play with their ball. What do children do  
and *do* *in* *play* and *do* *by* *it*. *What* *do* *children* *do*?

when they are not at school? They read their school-books *bei* *a*, *not* *at* *school*? *Bei* *not* *the* *school*.

books and play in the garden and in the house with  
books and other toys to make up for the loss.

dolls and with balls. What does John read? He reads

books. What does Helen write with? She writes with

a pen and ink.

३ दिसं वर्ष २०१५

**a. man**  
**an island**  
**a young [jʌŋ] man**

the [əʊ] man  
the [ʌf] bank stand

the [ðə] young  
| ðeŋ | man  
the [ðə] old man

to [tə] school  
to [tu] an English  
school]

Where is the ink? The ink is in the ink-stand. What

*Bravur az általánosan*

is the colour of ink? The colour of ink is blue. What is the hair like? The hair is black.

is the colour of John's eyes? They are also blue. Many  
is ðe kʌlər o<sup>f</sup> dʒɒnz aɪz? ðeɪ a<sup>r</sup> ɔːlə blu<sup>.</sup> meɪn

people in England have blue eyes. What do the small  
people in England have blue eyes. What do the small

children write with? They write with pencils. What  
children write with? They write with pencils. How?

do the children write on? They write on paper.  
*da: da t'ildren rait on? dei rait on peips.*

Does John go to school on Sundays? No, he does not;  
*da: dʒən gou to skul on sundays? no, hi: das not;*

on Sundays he is in the garden, or he reads a book in  
*on sundays hi: is in da ga:din, o: hi: ri:ds a bu:k in*

the house. Does Helen also read on Sundays? No, she  
*da hə:ln. das helen ri:ds on sundays? no, si: das*

does not; she plays with a ball in the garden or with  
*das not; si: pleis wi:th a ba:l in da ga:din o: wi:th*

her doll. Does Baby play with a ball? No, she does  
*ha: dʒl. das beibi plei wi:th a ba:l? no, si: das*

not; she is too small to play with a ball; she plays with  
*no: si: is tu: smal ta plei wi:th a ba:l; si: pleis wi:th*

a small doll and with her toes. Does John play with  
*a smal dol and wi:th ha: toes. das dʒən Nei wi:th*

a doll? No, he does not; boys do not play with dolls.  
*a dol? no, hi: das not; boyz das not plei wi:th dolz.*

Does John learn German at school? No, he does not;  
*da: dʒən le:n dʒerman at skul? no, hi: das not;*

he learns French. Do the small children write with  
*hi: le:rns frenj. da: da smal t'ildren rait wi:th*

pens and ink? No, they do not; they are too small to  
*peins and iŋk? no, dei da: not; dei a: tu: smal ta*

write with pens and ink. Do the parents go to school?  
*pear: wi:th peins and iŋk. da: da pear:ants gou to skul?*

No, they do not; they are too old to go to school, but  
*now, dei da: not; dei u: fa: muld ta gou to skul. bat*

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.

they went to school when they were children. John dei went to skul. helen dei wa: tfildren. d33n does not go to school on Sundays. Helen does not learn das not go to skul on sundays. helin das not lea Russian at school. The children in England do not learn raf3n at skul. da tfildren in england da not lea Russian at school. Baby does not go to school; she is raf3n at skul. baby das not go to skul; jn is too young to go to school; she is only six months old. jn: jng ta go to skul. jn: is menti niks manj3 old.

John's parents do not go to school; they are too old d33ns parents dw not go to skul; dei a: tu: child

too  
to

Too old to go to  
school.

to go to school, but when they were young, they went ta go to skul, bat helen dei tuo: jng. dei went to school. John and Helen go to school; they are not ta skul. d33n and helin go to skul; dei a: not too old to go to school.  
tu: child ta go to skul.

Do all the children in the school write with pens and du: a: da tfildren in da skul rait wid pens and ink? All the children write with pens and ink except i3k! o:t da tfildren rait wid pens and i3k! i3k! except the small children; they are too young to write with da smal tfildren; dei a: tu: jng ta rait wid pens and i3k. howt du: da smal tfildren larn to rait with? They learn to write with pencils. What do wid? dei larn to rait wid pencils. howt dei

they write on? They write on paper. What is the  
 dei rast ... dei rait on peipa. How is the  
 colour of the paper? The colour of the paper is white.  
 kals av de peipa? da kals av de peipa ic hvidt.  
 Are the parents too old to play? No, they are not.  
 er de parents to old to play? nej, dei er not.  
 Mrs. Smith plays with her baby, and Mr. Smith plays  
 mrs. smith pleis wid he. beibi, and mrs. smith pleis  
 with John and Helen in the garden with a ball.  
 and dygn and helin in de garden wid a ball.

## 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 Thurs-  
 day. The day — Wednesday is Thursday. The day —  
 Wednesday is Tuesday. To-day — Wednesday, and  
 — is Thursday. To-morrow is Friday, and — is Thurs-  
 day. To-day — Monday, and — was Sunday. Yester-  
 day — 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 today? ... 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.  
*a dei has twelve hours. a night has twelve hours.*

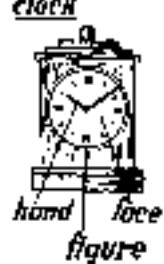
A day and a night have twenty-four (24) hours. An  
*a dei and a night have twenty-four hours.*

hour has sixty (60) minutes, and a minute has sixty (60)  
*an hour has sixty minutes, and a minute has sixty*  
 seconds. How many hours has a day? It has twelve  
*seconds. how many hours has a day?* It has twelve

hours. How many hours have a day and a night?  
*hours. how many hours have a day and a night?*

A day and a night have twenty-four (24) hours. How  
*a dei and a night have twenty-four hours.* How  
 many minutes are there in an hour? There are sixty (60)  
*minutes in an hour. how many minutes in an hour?* Sixty  
 minutes in an hour. How many seconds are there in  
*minutes in an hour. how many seconds in a minute?* Sixty  
 a minute? There are sixty seconds in a minute. An  
*a minute? sixty sixti sekonds in a minute.* An  
 hour is a long time; a second is a short time.  
*an hour is a long time; a second is a short time.*

On the wall in Mr. Smith's house is a clock. The clock  
*on the wall in Mr. Smith's house is a clock.* The clock  
 has a face with twelve figures on it. I is a figure,  
*has a face with twelve figures on it. I is a figure,*



3 is a figure, 11 is a figure. There are also two hands on the clock, a long hand and a short hand. The hands on the clock, a long hand and a short hand, the hands of the clock give the time. The short hand gives the hours, and the long hand gives the minutes. At once, and the long hand gives the minutes.

Where is Mr. Smith's clock? It is on the wall in his house. What does the clock do? The clock gives the time of the day; the short hand gives the hours, and the long hand gives the minutes. Is there no hand to give the seconds? Yes, on the face of the clock there is another small face with figures and a very small hand. Are the figures also very small? Yes, they are very small. Baby is very young; she is only six months old. Is Mr. Smith very old? No, he is not; he is thirty-six (36) years old. A second is a very short time. *jeti siks ji:z owd.* A second is a very short time.

**watch**

A watch is smaller than a clock. Mr. Smith has a watch, *Mr. Smith has a watch.* and Mrs. Smith has a very small watch on her arm, but *Mrs. Smith has a very small watch on her arm,* but John and Helen have no watches; they are too young *John and Helen have no watches;* they are too young to have watches. Mr. Smith gave Mrs. Smith her watch *Mr. Smith gave Mrs. Smith her watch* when she was twenty-five (25) years old. The day *when she was twenty-five (25) years old* was her birthday. Her birthday is on the twenty-ninth (29th) of *Her birthday is on the twenty-ninth (29th)* of October. John's birthday is on the twenty-sixth (26th) *John's birthday is on the twenty-sixth (26th)* of July. On his birthday his parents gave him some *his parents gave him some* books and a football. *books and a football.*

Has Mrs. Smith a watch? Yes, Mr. Smith gave Mrs. Smith *Mr. Smith gave Mrs. Smith* a watch on her birthday, when she was twenty-five (25) *a watch on her birthday, when she was twenty-five (25)* years old. Has John a football? Yes, his parents gave *his parents gave* him a football on his birthday. In two years, when he *in two years, when he*

is fourteen (14) years old, his father will give him a watch on his birthday. When he is fourteen, he will have a watch. His father will not give him a watch when he is thirteen (13) years old. The children will go to school to-morrow. They will read their books, and they will write with pens or pencils. When it is John's birthday, he will be thirteen (13) years old. Helen will be eleven years old on her birthday. Baby will be one year old on her birthday. To-morrow the children will be at school. The parents will not be at school; they will be in the house. After school the children will be in the garden.

When will John be fourteen (14) years old? He will be fourteen (14) in two years. When is Helen's birthday? Her birthday is in the fall. Now is John's birthday?

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.  
*helenz bə:pdei zə on də sekstendʒəθ nu:məfɪ.*

When is Mr. Smith's birthday? His birthday is on the  
*hə:mz smiθz ber:þdei? his ber:þdei is on də*  
thirteenth (13th) of July. When is the baby's birth-  
*þə:ti:nθ və:dʒələi hə:bibz ber:þdei?*

day? Her birthday is on the tenth (10th) of June.  
*herz ber:þdei is on də tenth nu:dnə*

Where will the children be to-morrow? To-morrow  
*hə:tnər wə:l də tʃildrən bi: tu:morəw tʃə:nərə*

they will be at school. When will the baby be one year  
*wə:l hi: æt skul. hə:bib wə:l də he:bib bi: wə:l jis*

old? She will be one year old in six months. Helen  
*old? ji: wə:l hi: wə:l jis ɔ:nsi: mə:ths hə:ln*

will be fourteen (14) in four years. Mrs. Smith will be  
*wə:l hi: fə:tʃən ir fr:z mə:s miθ wə:l hi:*  
thirty-five (35) in three years.  
*þɜ:ti:fɪv ir þri: jis*

When the short hand is at the figure 2 and the long  
*hə:wən də ſɔ:t hənd iz æt də ſɪgə tu: and də lo:ng*

hand at the figure 12, it is two o'clock. When the short  
*hə:wən ïz æt ſɔ:t də ſɔ:t hənd æt twelvə, it is twi: ə klok.*

hand is at 3 and the long hand at 12, it is three o'clock.  
*hə:wən ïz æt þri: and də lo:ng hənd æt twelvə, it is þri: ə klok.*

When the short hand is at 3 and the long hand at 11,  
*hə:wən ïz æt þri: də ſɔ:t hənd is æt þri: and də lo:ng hənd æt elevi:*

it is five minutes to three. When the long hand is at  
*it is faiv mi:nits to þri: hə:wən də lo:ng hənd is æt*

1 and the short hand at 3, it is five minutes past two and *da short hand at bri*; it is five minutes past three. What time is it when the short hand is at 4 *bri*? *Howz time is it when da short hand is at fo*. and the long hand at 3? Then it is a quarter past four. *and da long hand at bri?* Then it is a quarter past four. What time is it when the short hand is at 5 and the *long hand is at five?* *Den it is a quarter to five.* *Howz time is it when the long hand is at 5 and the short hand is at five?* *Den it is a quarter to five.* *Howz time is it when the long hand is at 5 and the short hand is between 1 and 2?* Then it is twenty-five (25) *hand is between one and two?* *Den it is twenty-five minutes past one.* What time is it when the long hand *minis past two.* *Howz time is it when da long hand is at 6 and the short hand is between 5 and 6?* *is at six and da short hand is between five and six?* Then it is half past five. Half an hour is thirty (30) *den it is half past five.* *Half an hour is 30.* minutes. A quarter of an hour is fifteen (15) minutes. *a quarter an hour is fifteen minutes*

At what time do the children go to school? They go *at howz time do the children go to school?* *Bei you to school at nine o'clock.* (They go to school at nine.) *to school at nine o'clock.* (Bei you to school at nine.) How long are the children at school? They are at *how long are the children at school?* *Bei a: et*

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  
skul' from nine o'klok to fo'). o'klok (from nine to  
four). They are at school from nine o'clock to twelve  
fo'). dei u: at skul from nine o'klok to twelve  
o'clock. At twelve o'clock they go to their houses. Then  
a klok' or twelve o'klok dei you to dea hausez. den  
they go to school at two o'clock and are there from two  
dei gow to skul at tw. o'klok and a: dea from tw  
o'clock to four o'clock. At what time do the children  
o'klok to fo': a klok. at klok tmin du: da tildren  
go home from school? They go home from school at  
you hause from skul? dei you hause from skul at  
four o'clock (at four). Their father is not at home when  
fo': o'klok (at fo'). dei fa:da is not at home have  
they come from school, but their mother is at home.  
dei kam from skul, bu: dei mads is at home.  
Their father comes home at half past five; then all the  
dea fa:da hause hause at ha:f pa:st fo:er; dei al de  
persons in the family are at home.  
pe:son in de famili u: at home.

When the children are at school, they are away from  
hause da tildren a: at skul, dei u: a:we from  
home. They are away from home from nine o'clock  
hause. dei a: a:we from hause from nine o'klok  
to twelve o'clock, and from two o'clock to four o'clock.  
fo': twelve o'klok, and from tw o'klok to fo': o'klok  
They are away from home for five hours. Mr. Smith  
dei a: a:we from hause fo': fo:ur ou:rs. mister smit

goes away from home at half past eight and comes  
 goes away from home at half past six and comes  
 home at half past five; he is away from home for nine  
 hours at half past five; how is he away from home for nine  
 hours every day. He is at home for fifteen (15) hours.  
 how long does he is at home for fifteen hours.

The children are at home for nineteen (19) hours. When  
 do children at home for nineteen hours. When  
 does Mr. Smith come home? He comes home at half  
 past five. What time is it when Mr. Smith comes  
 past five. How long is it when Mr. Smith comes  
 home? It is half past five. How long is he away from  
 home? It is half past five. How long is he away from  
 home every day? He is away for nine hours. How  
 long does he is away for nine hours. How  
 long are the children away? They are away from  
 home. Do children away? Does a. away from  
 home for five hours. On Sundays they are all at  
 home. In summer the children play for two hours  
 in the garden, but at half past six it is time for the  
 children to read their school-books. Where are John  
 and Helen when they read their school-books? Then  
 and Helen have read the schoolbooks?

they are in the house. When is it time to go to school?  
dei u: in da hause. Wnen ic it taim to goen to skool?  
It is time to go to school at nine o'clock. When is it  
it is taim to goen to skool at nain o'klok. Wnen is it  
time to come in from the garden? It is time to come  
taim to kome in from da garden? It is taim to kome  
in from the garden at half past six. What do the children  
ou from da garden at ha:f pa:st six. Wnou du: da tildren  
do when they come in from the garden? They read  
die. Wnen dei kome in frnak da garden? dei red  
their school-books.  
deo skul:buchs.

#### 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  
home

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 nine? ...

## THE SCHOOL

In the school there are many rooms. There are not many rooms in Mr. Smith's house, there are only five rooms in his house. The school is a very big house, and in it there are twenty (20) rooms.

and in it there are twenty (20) rooms.  
and in it there are twenty (20) rooms.

At nine o'clock in the morning the children come into the schoolroom. When all the children are in the room, the teacher comes into the room. When he comes into the room, he says, "Good morning, children! Are you all here to-day?" John says, "No, my sister is not here to-day; she is at home." "Oh," says the teacher, "is your sister ill to-day?" "Yes, my sister is ill to-day."

Yesterday it was cold, and she was in the garden too

*teacher*



go [gəʊ]  
goes [gəʊz]  
do [duː]  
does [duːz]  
say [seɪ]  
says [seɪz]

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.

Julia 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 long and taken it? Is it, sir, here a cold?" "Now you also a cold, John?" "Oh no, I am not ill," says John, "there a cold, don't?" "You well, sir, are not it?" see, dʒɪə. "I am well. I was not in the garden very long. When it was too cold, I went into the house." it was to cold, sir went into the house."

Teacher: "What does your mother say to Helen, John?" notʃə: "Sheut diaj juv made sei to helein, dʒɪə?"

"My mother says to my sister: You are not a good girl, "juv made sət te moi sister: juv a: not a good girl,

Helen, when you are in the garden for so long. John hein. həvn ju: a iə da gədn fɔ: sət ləŋ. dʒɪə went into the house when he was too cold, and he has went into the house when he was too cold, and he has no cold; he is not ill, he is well." now hecold: he: is not it, he: is well."

"How many rooms have you in your house, John?" "həv mən̩ rʊm̩z həv juv in juv house, dʒɪə?"

"We have five rooms in our house." "How many we: həv fɔ: rʊm̩z in ouz həus." "həv nən̩ persons are you in your family?" "We are five persons pəsn̩z a: juv in juv famili?" "wə: a: fɔ: pəsn̩z

in our family." "How many children are there in your in ouz famili?" "həv nən̩ tʃɪldrən a: drə in juv

family?" "There are three children in our family." "ðeər a: juv tʃɪldrən in ouz famili?"

"Who are the children in your family?" "They are my  
 "two sisters, Helen and Alice, and I."  
 "two sisters, Helen and Alice, and I."

The teacher gives all the children pencils to write with.  
 "da t̄i t̄is giv̄s da t̄i t̄idren p̄ensil t̄o w̄rit wid."

John says to the teacher, "Will you give me another  
 "pencil? My pencil is not very good." "Yes, I will  
 "pencil." "mai p̄ensil ic not veri god." "jes, ai wil  
 give you another pencil, here is one," the teacher says  
 "giv̄ j̄s: d̄mada p̄ensil; hic ic wan" "da t̄i t̄is see  
 and gives him a pencil. He also gives him a pencil  
 "and gives him a pencil." "h̄i: wi:son give him a pencil  
 for Helen; John will give it to her when he comes  
 "for Helen; d̄j̄n wi: give it to he helen h̄i: helen  
 home.

John,

Has John a pencil? Yes, but it is not very good; the  
 "has d̄j̄n a p̄ensil?" "jes, bat it is not veri god. Da  
 teacher gives him another one, and he also gives him  
 "t̄i t̄is give him d̄mada wan, and hi: wi:son give him  
 one for Helen. John says he will give her the pencil  
 "wan f̄. helen d̄j̄n see hi: wi: give her da p̄ensil  
 when he comes home. Are all the children at school?  
 "helen hi: helen home a: wi: da t̄i t̄idren at sh̄ool?"

No, Helen is not at school, but when she is well, she  
 "now, helen is not at school, bat helen si: ic wel, si."

one

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

me  
you  
him  
her  
it  
us  
you  
them

John says, "The teacher gives ~~the~~ 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 ~~will you to school.~~ *does the teacher give all the children pencils?* Yes, when their pencils are not very good, or *pencils? yes, because the pencils are not very good,* so, when they have no pencils, the teacher gives them *because they have no pencils, the teacher gives them pencils.* What do the children say? They say, "Will *pencils. How do the children say this?* Will you give us some other pencils?" And the teacher *you give us some other pencils?*" And the teacher says, "Yes, I will give you some other pencils; here are *yes, I will give you some other pencils; here are some pencils for you."* *some pencils for you."*

The teacher has no book. He says to one of the *the teacher has no book.* *he says to one of the children, "Have you your book? Will you give it to* children, "Have you your book? Will you give it to *children? " Has he your book? Will you give it to me? I have no book to-day."* What is the colour of *me? I have no book to-day?" What is the colour of* *ink? Its colour is blue. What is the colour of the* ink? *its colour is blue. What is the colour of the* walls of the room? *Its walls are green. What is the* colour of the paper of the books? *Its colour is white.* *What is the colour of the paper of the books? Its colour is white.* What will John's father give him on his birthday? He *What will John's father give him on his birthday? He* *hasn't tell anyone finds give him in his birthday? His*

will give him a watch. Will he also give Helen a watch? No, he will not give her a watch. When the children are good, their mother gives them balls to play with. When the children are good at school, the teacher reads to them from his book.

Yesterday the children came to school at nine o'clock yesterday the children began to sing at nine o'clock

in the morning. When the children came to school in the morning, began the children to sing yesterday, the teacher said "Good-morning" to them.

Helen's mother said to her yesterday, "Come into the house; it is too cold to play in the garden; come in, or you will be ill."

Was Mr. Smith at home yesterday when the children came home from school? No, he was not at home.

Mr. Smith comes home at half past five. Is Helen very ill?

Dolph comes home at half past four. Is Helen very ill?

I	you	play
he	she	plays
it		

we	you	play
	they	

comes	come
came	

John	comes
every day	

The children	come
every day	

John	sang
yesterday	

The children	came
yesterday	

says	
say	
said	

The teacher	says
"Good morning"	

The children	say
"Good morning."	

Yesterday the	teacher	said
"Good morning."		

Yesterday the	children	also 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 now. *she* is not *very* ill; *she* has *only* a *cold*, but *she* will be too ill for some days to go to school. Is she too ill *to* *go* *to* *school*? Is *she* *too* *ill* *to* *read*? *Is* *she* *too* *ill* *to* *read*? *she* *has* *schoolbooks*? *No*, *she* is not *too* *ill* *to* *read*. She reads her school-books and her other books, and *she* *reads* *her* *schoolbooks* and *she* *reads* *other* *books*, and when John comes home with the pencil for her from *John* *brings* *home* *with* *the* *pencil* *for* *her* *from* the teacher, she will also write. After some days at *the* *school*, *John* *will* *give* *the* *pencil* *back* *to* *the* *teacher*; *then* *she* *will* *be* *well*, and then she will go to school *John* *will* *be* *well*, *and* *then* *she* *will* *go* *to* *school*.

## 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 ten 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 the country. Mr. Smith's house is not in the country; it is in a city. Every summer Mr. Smith and his family go to his brother in the country for the summer-holidays.

In August, when the children do not go to school, it is their summer-holidays. Mr. Smith's summer-holidays are not so long as the children's; they are only two weeks. He works more than eleven months a year and has two weeks' holidays.

The children have one month's holidays in summer, but they do not work eleven months at school. They also have other holidays; they have two weeks' holidays in

December and January, two weeks' holidays in spring, *dīsēmber* and *azəktyewm*, two weeks' holidays in spring, and one week's holidays in autumn. Mrs. Smith works and *mən* works *holidays* in *sətəm*. *swiːŋg swiːŋg* works too; but she does not go away from home to work; she *too*; *bat* *fiː*: *does* *not* *go* *away* *from* *home* *to* *wə:k*; *fiː*. works in her house. *works* in *həʊs*: *həʊs*.

What is Mr. Smith's brother? He is a farmer. Where *həʊs* is *mista* *smiːh*'s *bræðər*? *hiː* is a *farmer*. *həʊs* is his farm? His farm is in the country. When do *is* *his* *fa:m*? *his* *farm* *is* *in* *ðə* *kʌntri*. *həʊs* *ðiː*.

Mr. Smith and his family go to his brother's farm? *mista* *smiːh* *and* *his* *family* *go* *to* *his* *bræðər* *fa:m*?

They go there in summer for Mr. Smith's holidays. Are *dei* *go* *ðeə* *in* *səmə* *fɔː*; *mista* *smiːh*'s *holidaɪz* *a:*

Mr. Smith's holidays as long as the children's? No, *mista* *smiːh*'s *holidaɪz* *or* *lɔːŋ* *or* *ðə* *tʃɪldrənz*? *no*.

he has only two weeks' holidays in summer; the children *hiː* *ha:s* *only* *the* *two* *weeks* *holidaɪz* *in* *səmə*. *ðə* *tʃɪldrən*

have one month's holidays. How many months does *ha:v* *one* *monθ* *holidaɪz* *han* *me:nθ* *ðəs*?

Mr. Smith work a year? He works more than eleven *mista* *smiːh* *work* *a* *jiː*? *hiː* *works* *mo:r* *ðan* *eleven* months a year. Does he work on Sundays? No, on *me:nθ* *a* *jiː*. *does* *hiː* *work* *on* *sʌndəz*? *no*, *on* Sundays he does not work; Sunday is a holiday. Is *sʌndəz* *hiː* *does* *not* *wo:k*, *sʌndəz* *əz* *a* *holidaɪz* *is*

*too* = also

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

'a'

'b'

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.  
mʌndɪ ɔ:lɒʊ ə hɒlɪdɪ' nəʊ, mʌndɪ ɪz ə wi:kdeɪ.

Friday is also a weekday. Thursday is a weekday too.  
fɹeɪdɪ ɪz ɔ:lɒʊ ə wi:kdeɪ. θɜ:t̬deɪ ɪz ə wi:kdeɪ tu:

Wednesday is a weekday too. All the days of the week  
wenzdi ɪz ə wi:kdeɪ tu:. ɔ:l ðə ðeɪz əv ðe wi:k  
are weekdays, except Sunday; Sunday is a holiday.  
əv wi:kdeɪz, ðɪ:speɪt̬ sʌndɪ; sʌndɪ ɪz ə hɒlɪdɪ.

Mr. Smith is at the farm every summer. He has been  
mɪ:stɹɪ ðæt̬ ðe fɑ:m evr̥ səmə. hæz bɛn

there every summer for many years. He was there  
ðər̥ evr̥ səmə fo: meni jɪə. hæ: wəz ðə

last summer. He will go there this summer. John  
la:st səmə hæ: wɪl gɔ: ðəs ðə səmə. dʒɒn

is twelve years old this year. Last year he was eleven  
ɪz twelv̥ jɪə ðæd ðɪs jɪə. la:st jɪə hæ: wəz elen

years old; next year he will be thirteen years old  
jɪəs ðæd; nekst jɪə hæ: wɪl bi: þɜ:tn̥ jɪəs ðæd

Helen is ten years old this year. Last year she was nine  
hɛlɪn ɪs ten jɪəs ðæd ðɪs jɪə. la:st jɪə sɦ ɪs wən

years old; next year she will be eleven years old. Baby  
jɪəs ðæd; nekst jɪə sɦ ɪs wɪl bi: ðæt̬m̥ jɪəs ðæd. bɛbi

is six months old this year; last year there was no baby.  
ɪs sɪks mɦn̥ðz ðæd ðɪs jɪə; la:st jɪə ðæz wəz nou bɛbi.

John said to his teacher, "This pencil is not very good;  
dʒɒn sed t̬ his hɪ:tʃ, "ðæs pɛnɪl ɪz ñv̥ v̥y gʊd;

will you give me another one?"  
wɪl jɪ: gɪv 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  
 dʒɪn ənd helen haʊ bɪn æt ðe fa:m e'vər sumə  
 for many years. Mr. Smith has had his family with  
 ðə mʌni jiəz mi:tə smɪθ hæd hɪs fæmɪlɪ wɪt  
 him every year. Were Mr. Smith and his family at  
 him æt̩ mi:tə smɪθ ənd hɪs fæmɪlɪ æt  
 the farm last year? Yes, they were. Do they go  
 ðe fa:m la:st jiə? jɛs, ðeɪ wə: ðo: ðeɪ go  
 there every year? Yes, they do; Mr. Smith has been  
 ðe're evər jiə? jɛs, ðeɪ ðo: mi:tə smɪθ hæd bɪn  
 at the farm every summer for many years, and his wife  
 ït ðe fa:m e'vər sumə ðə mə:wɪ jiəz, ənd hɪs wɪf  
 and children have been with him. Has Mr. Smith  
 and tʃɪldrən hæv bɪn ənd hɪm hæv mi:tə smɪθ  
 had his family with him? Yes, the parents have had  
 hæd hɪs fæmɪlɪ wɪt̩ hɪm? jɛs, ðe pə:əntz hæd hæd  
 their children with them at the farm. Mr. Smith's  
 ðe tʃɪldrən ənd ðeim ət ðe fa:m mi:tə smɪθ  
 brother is the uncle of John and Helen, his brother's  
 brðə ïz ði brðə ən dʒon ənd helen, hɪs brðəz  
 wife is their aunt. John is the nephew of Mr. Smith's  
 wɪf əz ðis a:n. dʒon əz ði ne:p̩v̩ ñ mi:tə smɪθ  
 brother, and Helen is his niece. Has John an uncle?  
 brðə ənd helen əz hɪs ni:s. Hæz dʒon ən ʌŋkl  
 Yes, his father's brother, Mr. Smith, is his uncle, and  
 jɛs hɪs fæ:tər's brðə, mi:tə smɪθ, əz hɪs ʌŋkl, ənd  
 John is his nephew. Who is Helen's aunt? Her aunt  
 dʒon əz hɪs ne:p̩v̩. helen əz helen ən:t, hɪs a:n:t

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  
is da wif se ha ugle, mrs. smit, and helen is ha:  
niece.  
ni:s.

At the farm there are many animals. A cow is an  
at da farm deer or meni animal. a cow is an  
animal, and a hen is an animal. From the cows we get  
animal, and a hen is an animal. from da cows wi: get  
milk. From the hens we get eggs. What animals are  
milk. from da hens we get eggs. what animals are  
there at the farm? There are cows and hens. From  
da at da farm deer or hens and hens. from  
what animal do we get milk? We get milk from the  
hens. what animal do we get milk? we get milk from da  
cow. What do we get from the hens? We get eggs from  
the hens. what do we get from the hens? we get eggs from  
the hens. From where do we get fruit? We get fruit  
da hens from trees do we get fruit? we get fruit  
from the trees in the garden. From the milk we get  
from da mil in da ga:dn. from da milk wi: get  
cream, and from the cream the farmer's wife makes  
cream and from da cream the farmer's wif makes  
butter.  
bata.



**hen**

In the morning, Mr. and Mrs. Smith drink coffee. The  
in da morni mrs. and mrs. smit drirk kofi. da  
children do not drink coffee; coffee is not good for  
children dr not drirk kofi; kofi is not good fo:

children; they drink milk or tea. Mrs. Smith puts  
*tʃɪldrən; ðei drɪk mɪlk ər tɪ: mɪlk ənd pʊt*  
 cream in her coffee; Mr. Smith puts both cream and  
*kri:m ɪn həz kəfɪ; mɪsɪs smɪθ pʊt bəʊθ kri:m ənd*  
 sugar in his coffee. In England people drink much  
*sʊgər ɪn həz kəfɪ. ɪn ɪnglɪsh pɪpl̩ d्रɪk məsɪ*  
 tea. The English do not put cream in their tea; they  
*te: ði ɪnglɪsh dəʊ nɔt pʊt kri:m ɪn dea tɪ; ðei*  
 put milk in their tea. When John comes home from  
*pʊt mɪlk ɪn dea tɪ. hən əmz dʒɒn kəmz həmz fəm*  
 school, he puts his books away in his room.  
*sko:ול hə: pʊt hɪs bʊks ə'meɪv ɪn hɪs ru:m.*

What do Mr. and Mrs. Smith drink in the morning?  
*həʊt ðə. mɪsɪs ənd mɪsɪs smɪθ d्रɪk ɪn ðə məʊnɪŋ?*

They drink coffee. Who makes the coffee? Mrs. Smith  
*ðei d्रɪk kəfɪ. hu: mækz ðə kəfɪ? mɪsɪs smɪθ*  
 makes it. What do they put in their coffee? Mr. Smith  
*mækz ït. hən əmz ðei pʊt ɪn dea kəfɪ? mɪsɪs smɪθ*  
 puts both cream and sugar in his coffee, but Mrs. Smith  
*pʊts bəʊθ kri:m ənd sʊgər ɪn həz kəfɪ. ət mɪsɪs smɪθ*  
 puts only cream in her coffee. What do the English  
*pʊts onl̩i kri:m ɪn həz kəfɪ. hən əmz ði ði ɪnglɪsh*  
 put in their tea? They put milk in their tea. Do the  
*pʊt ɪn dea tɪ? ðei pʊt mɪlk ɪn dea tɪ. ðei ðo*  
 children drink coffee? No, they do not drink coffee;  
*tʃɪldrən d्रɪk kəfɪ ño, ðei ðo ñɔt d्रɪk kəfɪ,*  
 coffee is not good for children. They get tea or milk  
*kəfɪ ɪz ñɔt gʊd ɪz tʃɪldrən. ðei get ər mɪlk*

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

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



egg

to drink. Who makes the butter at the farm? The *farmer's wife* makes the butter at the farm. The farmer's wife makes it. From what does she make it? *she makes it from cream*. *she makes it from cream*. She makes it from cream. Where does she get the cream? *she gets it from the milk*. *she gets it from the milk*. She makes it from cream. Where does she get the cream from? She gets it from the milk. *she gets it from the milk*.

## EXERCISE A.

## WORDS.

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

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

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

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 up 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 George, "To-day I shall go to the lake with the children."

"Yes," said his brother, "it will be good for them."

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

The lake is only small. It is near the farm; it is only five minutes from the farm to the lake. The farm is not near the city; it is two hours from the city to the farm. The lake is not far from the farm; it is near the farm. The farm is far from the city; it is not near the city. England is far from Sweden, but England is near France.



Between the farm and the lake there are fields. In between the farm and the lake there are fields. In some fields there is grass, and in other fields there is

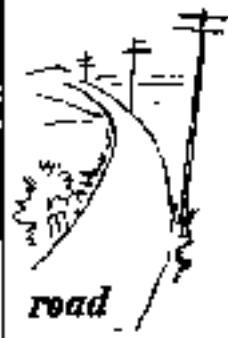
corn. In summer the animals are in the fields; there  
 b.s. ir *sous* di *animaux* a: *in* *da* *fields*; *dear*  
 are cows in the fields, and there are also horses in the  
 a: *hors* *in* *da* *fields*, and *dear* a: *also* *horses* *in* *da*  
 fields. The cows and the horses eat the grass in the  
 fields. *da* *hors* *and* *da* *horses* *eat* *da* *grass* *in* *da*  
 fields. When the cows eat much grass, they give good  
*fields*. *hawn* *do* *hors* *in* *da* *fields* *giv* *good*  
 milk. The hens eat grass too, and we eat the hens' eggs.  
*milk*. *de* *hens* *eat* *grass* *too*, *and* *we* *eat* *da* *hens* *eggs*  
 The hens also eat corn. When the hens get much corn  
*da* *hens* > *how* *it* *b>* *a*. *When* *da* *hens* *get* *much* *hori*  
 to eat, we get many eggs.  
*to* *it*, *we* *get* *many* *eggs*.

Where is the lake? The lake is near the farm. Is the  
*hawar* *is* *da* *leik*? *da* *leik* *is* *nia* *da* *farm*. Is *da*  
 farm near the city? No, the farm is not near the city;  
*farm* *nia* *da* *siti*? *now*, *da* *farm* *is* *not* *nia* *da* *siti*:  
 it is far from the city. Is England far from France?  
*it* *is* *far* *from* *da* *siti*. *is* *England* *fa*. *from* *france*?

No, England is near France. What is between the lake  
*now*, *england* *is* *nia* *france*. *hawt* *is* *bitw* *da* *leik*  
 and the farm? There are fields between the lake and  
*and* *da* *farm*? *dear* a: *fields* *bitw* *da* *leik* *and*  
 the farm. What animals are there in the fields? There  
*da* *farm*. *hawt* *animols* a: *da* *in* *da* *fields*? *dear*  
 are cows and horses in the fields. What do they eat?  
*da* *hors* *and* *horses* *in* *da* *fields*. *hawt* *da*: *dei* *it*?



horse



road

They eat the grass in the fields.

dei i: t do gr:s in da fi:ldz.

There is a road from the farm to the lake. There is  
dr:s is a road from da farm to da leik.

also a road from the city to the farm. The road from  
r:sou a road from da siti to da farm da road from

the farm to the lake is short. It goes through the fields.  
da farm to da leik is br:t it goes br:u. da fi:ldz.

The children go through the door of the house into the  
da t:lldren gos p:ru. da dr:u ar: da h:us into da

garden. Does the road go through the farm? No, one  
garden das da road goes p:ru; da farm! now what

road goes to the farm from the city, and another road  
road goes to da farm from da siti and a third road

goes from the farm to the lake. What does the road  
goes from da farm to da leik. howt das da road

to the lake go through? It goes through the fields.  
to da leik you br:u? it goes br:u. da fi:ldz

How do the children get from the house into the garden?  
howt da t:lldren get from da h:us into da garden?

They go through the door; but sometimes John goes  
dei you br:u da dr:u, but sometime das goes

through the window. How do they get from the farm  
br:u; da window. howt. hei get from da fu:m

to the lake? They go by the road through the fields.  
to da leik? hei you bei da road br:u. da fi:ldz

How do Mr. Smith and his family get from the farm  
hei da w:st w:sh and his famili get from da 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  
 is water in the lake. In summer the water is warm.  
 In winter it is cold, and sometimes there is ice on the  
 lake. But when it is summer, the water is warm. When  
 the children are very warm, they drink cold water, but  
 the water in the lake is not good to drink. Mr. Smith  
 takes his children with him to the lake. John takes a  
 ball with him to play with in the water, and Helen  
 takes her doll with her.

What is in the lake? There is water in the lake. Do  
 the children drink the water of the lake? No, they  
 do not, but the horses and the cows do. What is on the  
 lake in winter? Sometimes there is ice on the lake in  
 winter. Does Mr. Smith take his children with him to  
 winter?

the lake? Yes, he takes them with him. Does he take *da leik?* *yes, he takes dem with him.* *daz hi tek* his brother with him? No, his brother has no time *his brada wid him?* now, his brada *haz now taim* to go to the lake; he works every day in summer, *to you ta da leik;* *hi works evri dei in same,* except on Sundays. What do the children take with *it'sept on sundays.* *hauz da: da children tek* *wid* them to play with? John takes his ball, and Helen *dem ta plai wid?* *djan tek his ball, and helin* takes her doll. Does Helen take her doll with her into *teks ha: dol.* *daz helin tek ha: dol wid ha: into* the water? No, it is not good for her doll to get into *da wate?* *now, it is not good fo: ha: dol to get into* the water. What do Mr. Smith and the children do at *da wate.* *hauz da: mister smith and da children dn. at* the lake? They swim in the water. Do they all swim? *da leik?* *da mone in da wate.* *da: dei all swim?* Yes, they all swim, except Baby, but Helen is not a very *yes, dei all swim, it'sept baby, but helin is not a veri* good swimmer; she has learned to swim this summer. *good swimma;* *ji: has learned to swim dis summa,* Has John learned to swim this summer, too? No, he *haz djan learned to swim dis summa, bu: no, hi:* learned to swim last summer, and he is a very good *learned to swim lastt summa, and hi: is a veri good* swimmer. Is the water warm enough to swim in? *swimmer.* *is da wate war m 'nuf to 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  
*yes*, in *spring* it is *warm* *now*, but in *spring* it is

not warm enough: it is too cold in spring to swim in,  
*not* *warm* *now*. It is *too* *cold* in *spring* to *swim* in.

Is the baby big enough to learn to swim? No, she is  
*is* *da* *beibi* *big* *now* *to* *learn* *to* *swim*? Now, *she* *is*

too small to learn to swim.

*she* *small* *to* *learn* *to* *swim*.

This morning John asked his father. "Father, when  
*does* *you* *have* *time* *to* *take* *his* *children*, " *children*, *when*

will you take us to the lake?" "I shall take you there  
*will* *you* *take* *us* *to* *do* *leik*?" "Oj *far* *leik* *ju*: *do*

to-day," his father answered. "Will you come with us,  
*father*?" *his* *fa* *do* *answered*. "Will *you* *come* *with* *us*,

George?" he asked his brother. "No," the farmer  
*answered*." *ju* *you* *take* *brother*. "Now" *do* *farm*

answered, "I have no time to-day, but ask me on  
*tomorrow*. "Oj *heic* *you* *take* *brother*, *but* *ask* *me* *on*

Sunday, and I shall answer 'yes'."

*tomorrow*, *and* *ui* *far* *answ* "yes"

John has asked his father every day for a week. "Will  
*you* *have* *time* *to* *do* *leik* *for* *a* *walk*?" "Will

you take us to the lake to-day?" and every day his father  
*ju* *take* *us* *to* *do* *leik* *ta'dei?*" *and* *every* *day* *his* *father*

has answered, "No, not to-day;" but this morning his  
*heic* *answ*. "No, not *ta'dei*," but this morning his

father answered. "Yes, to-day we shall all go to the  
*fa* *do* *answ*. "yes, *ta'dei* *wi* *far* *do* *you* *to* *do*

-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 lake." *da t̄ildren and da fāðr wi walk to da lake.* What is "to walk"? To walk is to go on foot. *hwest is "to walk"? to walk is to go on foot.* The baby does not walk; she is not big enough to walk; *da bēbi d̄as not walk; si: is not big enuf to walk;* but her father takes her on his arm. *but ha: fāðr tek̄s ha: on his arm.*

Yesterday the children walked for two hours through *gestastī da t̄ildren walk̄ for tw̄ hours* the fields. How long has John walked to-day? He *da fīlds. ha: by her dyḡ walk̄ t̄d̄ai?* He has walked for only ten minutes to-day, five minutes *has walk̄d for only ten minutes t̄d̄ai. fīve minutes* to the lake and five minutes back to the house. After *to da leik and fīve minutes back to da hūs. a fīve* the summer-holidays the family will go back to town *do sommārhūds da famili wil gon back to town* (to the city), and the children will go back to school. *(to da sīti), and da t̄ildren wil gon back to skool.* When will they go back to town? They will go back *When wil dei gon back to town?* *dei wil gon back* to the city in August. *to da sīti in > gaast.*

What does Mr. Smith say to his brother? He says, *hwest da: mīst̄ com̄p sei to his brāðr?* *Mi: sei,* "Come with us to the lake to-day, George!" And what *"kam̄ wið us to da leik t̄d̄ai, ġorġi?" and hwest*

town = city

does his brother answer? He answers, "Not to-day,  
*da* *hic* *brida* *a-nse?*" He answers, "Not to-day,  
 but ask me on Sunday, and I shall answer 'yes'."  
*bu* *ask* *mi*. *ja* *sunday*, *and* *ai* *jal* *a-nse?* 'yes'."

What does John ask his father? He asks, "Will you  
 know *da* *John* *ask* *his* *fa-dar?*" He asks, "Will *ja*  
 take us to the lake to-day?" And what does his father  
*esk* *as* *ta* *da* *leik* *la-dei?*" And how does his father  
 answer? He answers, "Yes, go and take your ball and  
*ir-nse?*" He answers, "Yes, you may take *jirs* *ball* and  
 your doll. To-day we shall all go to the lake and  
*ja* *dol*. *la-dei* *we*. *jal* *> i* *gou* *ta* *da* *leik* *and*  
 swim."  
*men-*"

#### 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 england most peopl have thr with evry day.

We also eat three meals a day. The first meal of the  
wi:z ləv t̬r̬ i:t̬ p̬r̬i: m̬eal z̬ d̬ay ðz f̬z st̬ wi:z z̬ d̬ay

day we call breakfast. In England people eat much  
dei wi:z br̬kfast. in england pi:pl i:t̬ mat̬

more for breakfast than in other countries. In many  
m̬o:z f̬z. br̬kfast ðen in aðo kāntriz. in m̬o:z

countries people have only bread and butter with coffee  
kāntriz pi:pl h̬av g̬ull b̬red and b̬utter wed koffi

or tea, but in England they have fish, eggs and bacon,  
ɔ: t̬, bat in england dei h̬av fi:z, e:gs and beikin,

and sometimes porridge, too, for breakfast. After this,  
æd̬ s̬ænt̬ððns poridʒ, ts:z, f̬z. br̬kfast. æd̬ s̬ænt̬ððns

they have tea or coffee with bread and butter. Some-  
ðer h̬av t̬ea o: coffee with b̬red and b̬utter. s̬om̬-  
times they put marmalade on their bread and butter.  
s̬ome dei put marmalad on the b̬red and b̬utter

We make marmalade from one of the fruits.  
wi:z m̬ak m̬armalad from n̬u:n o: d̬e fr̬uits

The next meal of the day is lunch, at one o'clock. Some  
ðe ləukst wi:z z̬ d̬a dei iz l̬unç, æt wan o'lkok. s̬om̬

people eat lunch at noon (twelve o'clock). For lunch  
pi:pl i:t̬ l̬unç æt noon (twelv o'lkok). f̬z. l̬unç



bread



porridge



fish



*bacon*

one potato  
two potatoes



*carrot*



*potato*

most English people eat some meat and vegetables. The most English *pi:pl* is *ham meat and vegetable*. The meat of cows is beef. Vegetables are plants. A potato *potato* *veg:ta:ble* is *bi:f*. *veg:itable* *a: plants*. *a potato* is a vegetable; a carrot is a vegetable. At seven o'clock *at seven o'clock* we have dinner. Dinner is the biggest meal of the day. *dinner* *dinner* *is the biggest meal of the day*. For dinner most people have meat and vegetables *for dinner* *most people have meat and vegetable* first. After the meat they sometimes have fruit *After the meat* *they sometimes have fruit*.

How many meals do we eat a day? We eat three meals *has meni midz du: wi: it a dei?* *wi: it bri midz* a day, but some people also drink tea between the meals. *a dei* *but some people also drink tea between the meals*.

What are the three big meals of the day? They are breakfast in the morning, lunch at noon or at one o'clock, *breakfast in da morning*, *lunch at noon or at one o'clock*, and dinner in the evening at seven o'clock. Do all *and dinner in di evening at seven o'clock*.

people have dinner in the evening? No, some people *people have dinner in the evening?* *No, some people* have dinner at one o'clock, and then they call the *have dinner at one o'clock*, *and then they call the* evening meal supper. For supper people have bread *evening meal supper.* *For supper people have bread* and soup. *and soup* *pi:pl have bread*

and butter, sometimes with cold meat,  
and bread, sometimes with boiled milk.

What are vegetables? Vegetables are plants; potatoes  
*potato* = *vegetable*; *vegetable* = *plants*; *potatoes*

and carrots are vegetables. Food is what we eat. Meal  
*meal* = *food*; *bread* = *food*; *anything* which is food is food.

is food, bread is food, everything we eat is food. A  
is food, bread is food, anything which is food is food.

tree is a thing; a house is a thing. A man is not a  
thing; a man is a person.

Oh no, a man is a person. A boy is not a thing, a boy  
is a person; a man is a person. A boy is not a boy, a boy

is a person, too.

*is a person, too.*

what?

what

What does he say?

I take what you  
give me.

What we eat is  
food.

When it was time to have a meal, the mother went to  
the door and called, "John and Helen, where are you?"

*do they call to their children, "where are you?"*

Come in, it is dinner-time." But the children were not  
home, it is dinner-time." But the children were not

in the garden. The mother called again. "John and  
Helen — it is dinner-time!"

*but they did not come home again.*

Helen — it is dinner-time!"

She went back into the house again and said to her  
husband, "Allan, will you go out into the fields and see

whether John and Helen are in the fields and see

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  
Mr had been.  
They had been.

where the children are? It is dinner-time. They do not hear me when I call. I have called three times, not his mi. When he has not seen his wife. They are not good children; every day at lunch-time and dinner-time, they are not here and do not hear me." and again, "dei n' not his and da: not his mi."

Mr. Smith went out, but when he came back, the master went out, but when his wife back, the children were not with him. "I called many times, but children was not with him. "ai k'uld m'ler l'mm. But they were not there." "Oh, where are the children?" "dei was not da." "oh, h'vver a: de t'fildren?" the mother said and went into the house — and there she made sed and went into the house — and she were the children!  
so. de t'fildren!

They had been in their rooms in the house when their mother called. "Have you called, father and mother?" "m'la k'uld "how you k'uld, f'nde and m'la?" they asked. What did the mother go out into the garden for? She went out to call the children. Did she see them? No, she did not see them, they were ji. s'k'nt now. ji. did not se dem dei wo

ent 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?"

Did the children hear their parents call them? No, they did not.

Where had the children been? They had not been in their rooms.

How many meals a day do most people have? They have three meals a day.

What is food? Everything we eat is food. Bread is

food; meat is food. Is a man a thing? No, a man

is not a thing, a man is a person. When do people

have tea? Oh, some have tea many times a day.

Most people have tea in the afternoon at four o'clock

or five o'clock (at tea-time). Some people have coffee

after lunch and after dinner.



**bed**



comes?  
does . . . come?  
What comes?  
Who comes?  
Does the man  
come?

do you have?  
have you?  
Do you have  
dinner at seven  
o'clock?  
I do not have  
dinner at seven  
o'clock.

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

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

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

the children have coffee in the afternoon? No, they  
*do* children have coffee in the afternoon? Now, do  
 they not, but sometimes, when they come from school  
*do* not, but sometimes, have tea from school  
 in the afternoon, they have tea with bread and butter.  
*in* the afternoon, they have tea with bread and butter.

## 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 —. Some-  
 times 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 *engli* is a *lägevadis*. *svensk* is a *lägevadis*, and French is a language. English, Swedish, and French *frenč* is a *lägevadis*. *engli*, *svensk*, and *frenč* are languages. The people in England speak the English *dei längvadis*. *dei* *pi:pl* in *england* *spik* *di* *engli* language; they speak English. The people in Sweden *läggvadis* *dei* *spik* *engli*. *dei* *pi:pl* in *sweden* speak the Swedish language; they speak Swedish. The *spik* *dei* *svensk* *läggvadis*; *dei* *spik* *svensk* *di* people in France speak the French language; they speak *pi:pl* in *franc* *spik* *dei* *frenč* *läggvadis* *dei* *spik* French. A language has many words. "Man" is a *frenč* a *lägenadis* *has* *man* words. "man" is a word; "go" is a word. The word "read" has four *se:d*. "go" is a *se:d*. *dei* *word* "read" *hae* *fi:* letters: *r-e-a-d*; "r" is a letter; "e" is a letter; "a" is a letter; "d" is a letter. "d" is a letter; "a" is a letter; "e" is a letter; "r" is a letter.

What language do people speak in Norway? In Norway *finn* *läggvadis* *dei* *pi:pl* *spik* *in* *norwei*? In Norway they speak Norwegian. Where do they speak the *dei* *spik* *no'waidyou*. *Kaua* *dei* *spik* *di*

## Chapter Thirteen (13).

The English alphabet:

a [ə]
b [bi:]
c [si:]
d [di:]
e [i:]
f [ef]
g [dʒi:]
h [eɪfɪ]
i [aɪ]
j [dʒeɪ]
k [keɪ]
l [el]
m [em]
n [en]
o [əʊ]
p [pi:]
q [kju:]
r [er]
s [es]
t [ti:]
u [ju:]
v [vi:]
w [dubl ju:]
x [eks]
y [waɪ]
z [zed]

English language? They speak the English language *ígglið íggvndið*? *do spík di ígglið íggvndið* in many countries, for example: in England, in North America, *hveri bátna*, *for íggvndið* in *íggland*, in *ameríka*, *vid* in *astrálíja*. *hvað meði wordi hevði* English language? They say it has 250,000 (two hundred and fifty thousand) words. How many letters are there in the word "woman"? There are five letters in the word "woman". How many letters has the alphabet? The English alphabet has twenty-six (26) letters. Some alphabets have more than twenty-six letters.

Can the children in the Swedish schools speak English? *kan de fíldron in do svéðif skóla spík h ígglið?*

No, not the small children, but the big children learn to speak English. Can John speak Danish? No, the children in England cannot speak Danish; they do not *do* *svéðif* *hveri* *spík h deinið*; *dei do* can not

not learn to speak Danish in the English schools.  
*not lære* *to speak* *Dansk* *in* *the* *English* *schools*

Can the baby walk? No, she cannot walk, she is not  
*can* *the* *baby* *walk?* *not*, *she* *cannot* *walk*, *she* *is* *not*

big enough to walk. The mother says that she cannot  
*big* *that* *to* *walk*, *she* *cannot* *see* *the* *children* *she* *cannot*

see the children; the mother says, "I cannot see the  
*she* *the* *children*, *she* *cannot* *see*, "ai *cannot* *see* *the*

children." The father says that they are in the fields;  
*children*." *they* *are* *in* *the* *fields*." *they* *are* *in* *the* *fields*;

he says, "They are in the fields." John said that he  
*he* *said*, "they *are* *in* *the* *fields*." *John* *said* *they* *are*:

had been in his room; John said, "I have been in my  
*had* *been* *in* *his* *room*; *John* *said*, "ai *have* *been* *in* *my*  
*room*."

Some words say that a person or a thing does or is  
*some* *words* *say* *that* *a* *person* *or* *a* *thing* *does* *or* *is*

something, for example: The man goes; the house is in  
*something*, *for* *ig'sampl*: *the* *man* *goes*; *the* *house* *is* *in*

the garden; the mother makes the food; the children  
*the* *garden*; *the* *mother* *makes* *the* *food*; *the* *children*

play in the garden. The words we have here we call  
*play* *in* *the* *garden*. *the* *words* *xi* *how* *the* *we* *call*

"verbs". The words "go", "play", "make" are verbs.  
*"ga:bz"*. *the* *te:dz* "go", "play", "make" *a* *verb*.

Are there other verbs? Yes, there are many other  
*a* *the* *other* *verbs*? *yes*, *there* *are* *many* *other*

## 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 verbs. *Draw* is a word for *copy*, *sing*, *do*, and these words we call "verbs". "Give" is an English verb; *want* is another verb; "go" is an English verb; this verb is English. "Give" and "take" are English verbs; these verbs are English. (*iyglif* to *he*. *il* *z* *va*. *ba* *u*. *iyglif*.)

We shall now write some of the English verbs we have learned till now. I learn, they call, he plays, we ask, you answer, she has, and many others. All these verbs say that a person does or is something at this time, *sci dat* o *pasuk* *dat* o. *is* *xumping* *at* *his* *tube*, to-day, or now. But when we say: I learned, they have called, he played, we have asked, you answered, she had, etc., *hi* *plaid*, *wei* *hew*, *ni* *skit*, *ji* *answad*, *si* *had*, we do not say that the persons do something now, *hod* *zur* *dat* *o* *pasuk* *dat* *o* *xumping* *zur*, at this time, but at another time, a time before now: *et* *dis* *tejne*, *but* *et* *zurdu* *zum*, *a* *liger* *hi* *z* *zum*; we asked her yesterday; last year they were at the *zur* *zum* *her* *jestozd*, *last* *ji* *dei* *tei* *et* *da* farm. In most of these verbs we put -ed after the word to do, in order to show it to be an past verb: *et* *zum* *da* *word*.

when the time is not now, but a time before now  
*síren da hain* is not now, but a time before now

But in some of the verbs we do not put -ed after the  
 But in such verbs we do not put *i.d.i. a.fts* -ed

word: we say: I give to-day, but: I gave yesterday. We  
 want: *wi: sei: vi: giv: t'day*, but: *an: giv: yestadi*

also say: I have learned to read at school, but: I have  
*abon: sei: vi: hæv: laund: to: r'd: at: skool*, but: *vi: hæv:*

**given her the pencil.** I take the book now. I took the  
*giv: her: da: pencl. vi: teik: da: b'k: now. vi: teik: da:*

book yesterday. I have taken the book home with me.  
*b'k: yestadi. vi: teik: b'k: home: wi:th: wi:*

What does John do in the morning? He goes to school  
*hæd: d'c: dʒən: du: in: da: mornig? hi: gōes: ta: skool*

in the morning. What did John do yesterday? He went  
*in: da: mornig. hæd: did: dʒən: du: yestadi? hi: wənt*

to school yesterday. What has John done for seven  
*ta: skool: yestadi. hæs: hæs: dʒən: dən: fo: səvn*

years? He has gone to school for seven years.  
*jæz? hi: hæz: gōe: ta: skool: fo: səvn: jæz.*

I see the children in the garden. I also saw them there  
*aɪ: si: da: ɪdərən: in: da: ga:dən. aɪ: səw: ðe: ðən: da:*

yesterday. I have seen them there every day.  
*yestadi. aɪ: hæv: si: ðəm: ðər: e'very: deɪ.*

John hears mother call him now. He heard mother call  
*dʒən. hi:z: mʌðə: kɔ:l: him: now. hi: hərd: mʌðə: kɔ:l*

him before. He has not heard mother call.  
*him: b'fɔ:. hi: hæs: nɔ:t: hərd: mʌðə: kɔ:l.*

They put their books in their rooms now. They put their  
dei put dea books in da rooms now. dei put dea

books in their rooms yesterday. They have put their  
books in da rooms yesterday. dei hav put dea  
books in their rooms every day this week.  
Books in da rooms evry day dis week.

Mother makes the food to-day. Aunt Gwen made the  
meads meaks da food yesterdei. a.m. gwen maid da  
tea yesterday. Helen has not made the tea.  
H. festad. hein has not maid da tea.

Baby sleeps in Helen's room now. Baby slept in her  
beibi shps in helens room now. beibi slept in ha  
mother's room till she was six months old. Baby has  
bladas hause bl fü woos sikr night old. beibi has  
slept in Helen's room for twelve days.  
sleeps in helens room fr twelve deiz.

We eat three meals a day. John ate a pear yesterday  
tert mit fern wänts a dei sign of a pears yesterdei.

Helen has not eaten all her apples.  
hein hasn't eat all he apples.

Helen says something to her father now. She said  
helin sez smthng to he fa da man fü red  
something to him yesterday. Has mother said "Good  
night to him yesterday? Has mother said "good  
night" to you?  
nait" to ju?

Helen swims very well now. John swam in the lake  
John swimm very well can swim swim in da leib

yesterday. He has **swum** many times in this lake.

*yesterdi h. has swim many times in the lake*

The cows drink the water of the lake. John drank  
da kowz dring da wate r w da irit ayer drangk

milk yesterday. Baby has not drunk her milk.  
milk yesterdi baby has not drangk he milk,

I read a book every week. I read a book yesterday. I  
ai red a buk evry wek ai red a buk yesterdi. ai

have read this book many times.

*he red dis buk meni taimz.*

John writes to his uncle every month. He wrote to his  
ayki rats to his aykl evry monh. he roult to his  
uncle yesterday. He has written many times to his uncle.  
ayki yesterdi hi has writt meni taimz to his aykl.

John can read books now. He could not read when he was  
dyeve karn red buks now. he could not read when he was

five years old. He has been able to read for six years.  
fife jiao ould. hi has bin abl to read fo six jiao.

We say: I am able to, or I can. I was able to, or I could.  
we sei: au am abl to, o: au ben. ai wo abl to, o: ai coul.

But we can only say: I have been able to. You are able  
but you have enough sen, or have been able to. ya. ai abl

to, or you can. You were able to, or you could. You  
ta o: jin. tien jin tao abl to, o: jin coul. jin

have been able to. He is able to, or he can. He was  
here. bin abl to. hi is abl to, o: hi karn. hi was

able to, or he could. He has been able to. When you  
esht o: o: he coul. hi has bin abl to. tien jin

have read all these verbs many times, you will have learned them.

Learn them.

What is a verb? A verb is a word. What does a verb have to do with a verb? A verb is a word. Have done a verb say? A verb says what a person or a thing does or is.

Which of these words: "The father gives John a football", are these words: "the father give does a football", is a verb? The word "gives" is a verb; when does it, is a verb? Is the word "give" is a verb, when we ask. "What does the father do?" we answer. "He

gives." Which of these words: "John was in the garden", is a verb? The word "was" is a verb. What do we put in a verb? The word "was" is a verb. After do we put

after most English verbs when it is not now that we do

something, but at a time before now? We put the letters

-ed after the word. We have had some of these verbs.

The word "learn" is one of these verbs; we say: I learn

the word "learn" is seen at the verbs; we see at learn

English now, I learned some English words yesterday,

English now at learned some English words yesterday,

but I have not learned enough English words.  
*Men har vi lärda många engelska ord.*

Have we had others of these verbs? Yes, we have  
*Har vi haft andra av dessa verb?* Yes, we have  
 learned some others: "call", "play", "ask", "answer",  
*lära* *säga* *välja* "kalla", "spela", "fråga", "svartas",  
 and "walk"; after all these verbs we put the letters -ed  
*och alla dessa verben sätter vi på -ed* when we speak of a time before now. Do all verbs take  
*hunden gått och den här hunden har gått* -ed? No, we have also learned some other verbs, for  
*och den här hunden är inte gått och den här hunden*, for  
 example: "give", "take"; these verbs do not take the -ed.  
*nyttigt* "giv", "ta"; *detta är det*, *detta är inte det*.

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.

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  
swum  
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? ...

## MR. SMITH'S HOUSE

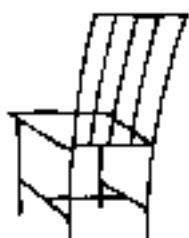
This  
that

This book (here)  
is my book.

That book (there)  
is your book.

Mr. Smith has a house with five rooms. In one of the rooms the family have their meals; that is the dining-room. They have their dinner in the dining-room; they dine in the dining-room. After dinner they go into another room; that is the sitting-room. Here they sit in big chairs and read their books in the evenings. There is also a kitchen in the house. The kitchen is the room where Mrs. Smith makes the food.

How many rooms are there in Mr. Smith's house? There are five rooms in it. Where do the family have their meals? They have their meals in the dining-room. Into which of the rooms do the family go after dinner? They go into the room where Mrs. Smith makes the food.



**chair**

After dinner they go into the sitting-room. What is after dinner bei goes into da saligroom? What is the kitchen? That is the room where Mrs. Smith do kitchen? What is the room where mister Smith makes the food. What is in the sitting-room? In the weeks da fuw? What is in da saligroom? In da sitting-room there are some big chairs and two small tables. Are there chairs in the dining-room, too? Yes, twelvle or da tress in da diningroom, but? yes, but the chairs in the dining-room are not so big. Is there a table? Yes, the family have their meals at a da a table? Yes, da family have their meals at a large table in the dining-room.  
large table in da diningroom.

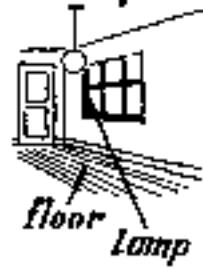
Every room in Mr. Smith's house has four walls at the corner in the waste sweep house here for walls at the sides, a ceiling at the top, and a floor to walk on. From outside, a ceiling at the top, and a floor to walk on. From the ceiling of the room hangs a lamp. The lamp gives the ceiling over the room hangs a lamp. The lamp gives light in the room in the evenings so that people can light in the room in the evenings so that people can read. In the day it is light, but at night it is dark. Light in the day it is light, but at night it is dark. People cannot read when it is dark. There are chairs people cannot sit when it is dark. Near a. tress

table



large = big

ceiling

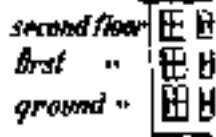
light  
night

The light of the lamp makes the room light.



*hat*

*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 Mrs. Smith's house has two gardens, one at the front and another at the back of the house. When we come *through* the front garden into the house, we first come *into* the front garden into the house, *in*. *first* *come* into the hall. In the hall people hang their hats and coats *when* they come in through the door. The dining-room, the sitting-room, the kitchen, and the hall are all on the ground floor of the house. On the first floor there are three bedrooms. Mr. and Mrs. Smith sleep in one bedroom, John sleeps in another, and Helen and Baby sleep in a third bedroom.

On which of the floors is the dining-room? The dining-room is on the ground floor. On which floor is the dining-room? The dining-room is on the ground floor. On which floor is the dining-room? The dining-room is on the ground floor. On which floor is the dining-room? The dining-room is on the ground floor.

Helen's and Baby's bedroom? It is on the first floor.  
*helen and babies bedroom it is on da first fl*

How do we get from the ground floor to the first floor?  
*how du wi get from da ground fl to da first fl?*

We go up the stairs to get to the first floor. On which  
*we go up da stairs to get to da first fl. on which*

floor is John's room at school? His room at school is  
*fl. is dgone room at school his room at school is*

on the second floor. The school is a big house; it has  
*on da sekond fl. da school is a big house; it has*

a ground floor, a first, and a second floor. In some  
*a ground fl., a first, and a sekond fl. in some*

schoolrooms there are many chairs and tables, one for  
*schoolrooms. for a meni tfas and teibls. war fo.*

each of the children. Each of the children in John's  
*each of the children. each of the children in Johns*

school has a small table and a chair. Not every child  
*school has a small table and a chair. not evry child*

has a table and a chair; Baby has not a table and a  
*has a table and a chair; Baby has not a table and a*

chair; but each of the children in John's school has  
*chair; but each of the children in Johns school has*

Has each of the persons in the Smith family a room?  
*has each of the persons in the smith family a room?*

No, not each of the persons, only John has his own  
*no not each of the persons, only John has his own*

room. Helen does not sleep alone in her room; she and  
*room. Helen does not sleep alone in her room, she and*



**stairs**

every  
 each

**Every** child has  
 two arms.

**Each** of the  
 children in the  
 school has a  
 pencil.

**bathroom**



bath [bɑːθ]  
baths [bɑːðz]  
mouth [maʊθ]  
mouths [maʊðz]



**wash-basin**

Baby sleep in one room, they sleep together. Mr. and  
Mrs. sleep in their room, dei shi:p tə'geðə. mɪsɪs and  
Mrs. Smith also sleep in one room. John and Helen  
mɪsɪs smɪt ə'lso shi:p in neɪn ri:m. dʒɒn and hɛlən  
go to school together in the morning. Helen does not  
gəʊ s'kول tə'geðə in ðə mor'nɪŋ. hɛlən dəz nət  
go alone; she goes together with John. Baby does not  
gəʊ ə'lōn; shi:gəs tə'geðə wið dʒɒn. bə'bɪ dəz nət  
sleep alone; she sleeps together with Helen; but John  
sli:p ə'lōn. jɪn sli:p tə'geðə wið hɛlən; bʌt dʒɒn  
sleeps alone in his own room.  
sli:pz ə'lōn in ðɪs əvn rʊm.

How many rooms are there on the first floor of the  
haʊ mənɪ ru:mz ər ðeə ɔn ðə fə:st flɔː əv ðə  
house? There are three bedrooms and a bathroom.  
haʊs? ðeər əv ðrɜː ðredru:mz ənd ə ðæ:bɪ:tju:m.  
Every morning Mr. Smith takes a cold shower in the  
ev'ri mornɪŋ mɪsɪs smɪt tek:s ə kəuld ſhɔːr əv ðə  
bathroom. Mrs. Smith and the children do not take  
ba:þru:m. mɪsɪs smɪt ənd ðe c'ldrən dəz ñot tek:  
cold showers, they take hot baths in the bath-tub every  
kəuld ſhɔːrəz. Ðei tek:s hər hə:ds əv ðə ba:þə:təb əv ðə  
night before they go to bed. When they take hot baths,  
nət hə:ft̩ ðei gon to bed. Ðien ðei tek:h hot ba:þz.  
they have hot water in the bath-tub. Hot water is very  
ðei ha:v ët wə:tə in ðə ba:þəb. ët wə:tə əs və:r  
warm water. Before the meals the children wash their  
wə:w mə:lz. bə'fɔː ðe mi:lz ðe tʃɪldrən wə:w ðe

hands in the wash-basin. Their hands are very dirty  
*hændz* in *ðə wæʃbeɪn* *ðeɪs hændz* *æ:* *vɛtɪ dʒɪtɪ*  
 when they come in from their play in the garden, but  
*wenð* *ðei hænɪ* in *frɔm ðeɪ plæɪ* in *ðə gaɪdn*, but  
 when they have washed themselves, their hands are  
*wenð* *ðei hæt wɔʃt ðəm'selfz*, *ðeɪs hændz* *æ:*  
 clean. They put hot water in the wash-basin and wash  
*kli:n*. *ðei pʊt hɔt wɔ:tə* in *ðə wæʃbeɪn* *and wɔ:ʃ*  
 their hands with soap. "Soap and water are good things  
*ðeɪs hændz wi:t sɔ:p* "so:p and wɔ:tə *æ:* *gʊd ðɪŋz*  
 for dirty hands," Mrs. Smith says to her children. Baby  
*fɪ: dʒɪtɪ hændz*, "wɪ:zɪs wi:t sɔ:p tɔ:ðɪlðn. ðeɪbɪ  
 cannot wash herself; she is too small; but John washes  
*knænt wɔ:t ðə:zelf: fɪ:z tɔ:ði:smɔ:l*; but *dʒɒn* washes  
 himself. Helen can wash herself, too; she is big enough  
*hæln knænt wɔ:t ðə:zelf, tu:;* *ʃe* is *bɪg ðɪ:nsf*  
 for that now. John and Helen both wash themselves.  
*fɪ: ðeɪ wæs ðʒɒn ænd hæln bʌθ wɔ:t ðəm'selfz*

himself  
 herself  
 themselves  
 John washes  
 himself.  
 Helen washes  
 herself,  
 John and Helen  
 wash themselves.

#### EXERCISE A.

We have our meals in the —. We have dinner in the dining-room, or we — in the dining-room. After dinner Mr. Smith and his family go into the —. In the sitting-room they — in big chairs. There are big — and small — in the sitting-room. Mrs. Smith makes the food in the —. At the top of the room is the —. From

**WORDS.**

dining-room  
that  
dine  
sitting-room  
sit  
chair  
kitchen  
large  
table  
ceiling  
floor  
ground floor  
lamp  
hang  
light  
dark  
hall  
coal  
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 ~~was dri dis winter day and his friend already went~~ out together. John has many friends, but his best ~~and regardly of all his many friends, but his best~~ friend is George. They go to school together in the ~~friend is drayd. On goes to school to grade in the~~ morning, and they play together in the afternoon. John ~~morning, and they play together in the afternoon. John~~ and Helen are good friends, too, but sometimes he is ~~and Helen are good friends, too, but sometimes he is~~ not good to her, and then they are not friends. ~~not good to her, and then they are not friends~~

George is the son of Mr. Smith's neighbour, Mr. Green. ~~George is the son of mister smith's neibor, mister green.~~ Mr. Green's house is next to Mr. Smith's house, and ~~mister green's house is next to mister smith's house,~~ and the two men are neighbours. John's room is next to ~~the mister green's room~~ ~~the mister green's room is next to~~ Helen's and Baby's room, and the bathroom is next to ~~the mister and mister smith's room~~ ~~the mister and mister smith's room is next to~~ Mr. and Mrs. Smith's room. The other day the two ~~boys walked to a little lake near their homes.~~ ~~boys walked to a little lake near their homes.~~ They ~~were walkt to a little lake near their homes.~~ ~~were walkt to a little lake near their homes.~~

little = small)

had their skates with them. John's skates were old.  
*had ðeɪz skeɪts wɪð ðem. Ðohnz skeɪts wə. əuld.*

but George's skates were new. John got his skates  
*but ðʒɔ:dʒɪz skeɪts wə. ñju:. Ðohn gət hɪs skeɪts*  
 two years ago; they are old now; but George got his  
*tu. ʃo:z ð'gou: ðeɪ a: əuld nəw; but ðʒɔ:dʒ gət hɪs*  
 skates only three days ago; they are new.  
*skeɪts o:nlɪ ðri: ðrɪ ð'gou: ðeɪ a: ñju:*

What is the name of Mr. Smith's neighbour? It is  
*ðn'ær ɪ ðə neɪbʊ ñ mɪð ðmɪð ñeɪbʊr. Ít ɪ*

Mr. Green. Why do we call him Mr. Smith's neighbour?  
*mɪð ðmɪð ñeɪbʊr. Ðen ðn'ær ðu: ñeɪbʊ ñeɪbʊr —*

Because he lives in the first house after that  
*bæ:z ðeɪz hɪ. lív ɪn ðə fə:st həʊs əftə ðæt*

of Mr. Smith. Has Mr. Smith more than one neighbour?  
*ha:z ðmɪð smɪð. Hæz ðmɪð smɪð. Mæz ðmɪð smɪð ñeɪbʊr?*

Yes, he has two; the man in the house before  
*þes. Hæz ha:z tu:; ðə mæn ɪn ðə həʊs bɪ:f'*

that of Mr. Smith is also his neighbour. Why did  
*ðæt ðə mɪð ñeɪbʊr ɪ z:lsɒn hɪs ñeɪbʊr. Ïwɔ: ðid*

George get skates? Because it was Christmas. When  
*ðʒɔ:dʒ gət skeɪts? Bɪ:kz ðt wəz ðrɪsmæs. Ðwen*

is Christmas? Christmas Day is the twenty-fifth (25th)  
*ɪs ðrɪsmæs? ðrɪsmæs ðeɪ ðə twentylfif*

of December. Are John's skates new or old? They  
*ɪs ðl'sembə. a: ðʒohnz skeɪts ñju. a: əuld? Ðei*

are old. Are George's skates also old? No, they are  
*a: əuld. a: ðʒɔ:dʒɪz skeɪts ɔ:ðən əuld? no, 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.  
njir; hi: hæz hæd dem onli fri: deis.

In summer the weather is warm, but in winter the  
in summa da weða is wərm, bat in wintə da  
weather is cold. The weather had been very cold  
weðə is kould. Da weða hæd bi:z veri kould

for the last two days. Then John said to his friend  
fɔ: da last twi deis den dʒəm sed tɔ: his friend

George in the morning, "Now there is ice on the water.  
dʒɔ:dʒ i:n ðe mɔ:nɪng. "naw ðeir is aɪs ði ðe wɔ:tə.

Let us go out and skate on the lake to-day." He said  
let ar gau out and skeit ði ðe leik tɔ:dei." hi sed  
nothing to his mother. She would not have let him  
nəθɪŋ tɔ: his mæðə. si: wud nət hæv let him

nothing = no  
lthing

nothing = no  
lthing

He will, he would.

He lets, he let, he  
has let.

One inch = 2.54  
centimetres.

go. She would have said to him, "John, do not go  
you. si: wud hæv sed tɔ: him, "dyo, du: nət go  
and skate to-day, or you will go through the ice. The  
and skeit tɔ:dei. ði ju: wil gow þru. ði aɪc. ði  
ice is not thick enough. In two days the ice will be  
aɪc is nət þik ðaɪf. ñi twi deis ði aɪc wll bi:

one or two inches thick, and then you can skate on it.  
wʌn ði twi ðɪns ðik, ænd ðen ju: kæn skeit ñi it.

To-day the ice is too thin, only half an inch thick, so  
tɔ:dei ði aɪc iñ ðə ðin, onli ha:f ði ðɪns ðik, sən  
that you will go through it and fall into the water."  
ðət ju: wil gow þru ði and fə:l ñnto ðe wɔ:tə."

John did not put on enough clothes; he did not put on  
dʒɒn di ñt put ñn ðʌf ðlððz; hi: di ñt put ñn

his coat. Hats and coats are clothes. In the morning  
*his bout. hats and coats a: kloudz. in da mornin'*  
 people put on their clothes, and in the evening before  
*ppl put on deo kloudz, and in de evenin' b4f*  
 they go to bed, they take them off again. When you  
*dei gos ta bed. dei tek dem a:f agoin' b4f jie*  
 go out, you put on your hat and coat, and when you  
*gou out, jie put on jie hat and bout. and b4f jie*  
 come home, you take them off again.  
*Kain holm. jie tek dem a:f a:go*

When the two boys came to the lake, they put on their  
*kuren da tu bout kuren ta da leik dei put on deo*  
 skates and went out on the ice. When they had skated  
*skets and went out on di ice. b4f dei had sketed*  
 for some time, John fell through the ice into the water.  
*j2' sun tuk. dzon fel frst. di gus into da w2:te.*

When he came out again, he was wet and cold. He  
*b4f kuren a:t w2:ts. b4f kuren a:t w2:ts. b4f*  
 went home at once. When he got home, his mother  
*want know a:t w2:ts. b4f kuren. his m2:da*  
 said, "Your clothes are wet. You must have fallen  
*red. "jai kloudz a: red. jie must have fel*  
 into the water. You must go to bed at once, or you  
*ius da w2:ts. jie must go to bed a:t w2:ts. a. jie*  
 will get a cold."  
*wil get a cold."*

John's mother said that he must go to bed at once;  
*dzon m2:da sed dat jie must go to bed a:t w2:ts;*

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, *dat* is, *hi: had to go to bed, not in tw. o. bri: minutes,* but now, at once. Would John's mother have let him *bat now, art wans.* *wud dyngz mada hew let him go to the lake?* No, she would have said to him, "You *gou to da leik? nou, fi:* *wud havi sed to him, "ju:* must not go there to-day, you must play here." Must *must not gou dea t'dae,* *jai: must plai his."* Must the children go to school every day? (Do the children *da ifildron gou to skoul evri dei?*) Yes, they must (or *hav to gou to skoul evri dei?*) *jes, dei must (j:* "have to") go to school every day. Why did John fall *"hav fa" gou to stirr evri dei.* *hrai did dygn fo:* through the ice into the water? Because the ice was *bra: di air into da wort?* *Wkuz di ais was* too thin. Were John's clothes dry when he came out *ra: jin, wa: dyngz blsids dras huren hi: épin out* of the water? No, they were very wet; his mother *av da wet?* *nou, dei wa: veri wet;* his *mads* had to dry them for him. If you go out in wet weather, *had to drie bou f. him.* *if ju: gou out in wet wea:* it will make your clothes wet. Then you must dry *it wil mke ju: kloths wet.* *den ju: must drie* them when you get home, and they will be dry again. *Den hwen ju: get hom. and dei wil b. drie agin.* How long had the weather been cold? The weather had *hun loy had da wea: bin hould?* *da wea: had*

been cold for two days. Did John tell his mother that *hun would go to da leik*? *did dzgur tel his mada dat he would go to the lake?* No, he did not tell his *mada you to da leik?* now, *he did not tel his mother.* Would his mother have let him go if he had *told her?* *would his mada have let him go if his had told her that he would go and skate on the lake?* *tould ha: dat hu. woud you and skeit on da leik?*

No, she would not have let him go if he had told her *now jis woud not him let him go if hu had tould her that?* What would she have said to him if she had *told. huot woud ji: hew sed to him if ji: had seen him go to the lake?* She would have said, "You *zin him gon to da leik?*" *ji woud have sed, "ya: must not go to-day, but in two days."* What did John's *mada not you zaldai, dat on tu: deia?* *hau! did dzgur mother say when he came home?* She said, "Go to *mada see hven hi: keim hzam?*" *ji sed, "you re bed at once, or you will get a cold."* Did he go to bed *at once?* *now, hu did not go to bed at once; he went to bed five minutes after his mother had said that he must.*

John's father had said to his wife, "Do not let the *dzgur fards had sed to his wif, "du: sur let da children go to the lake. The ice is too thin."* The *children you to da leik di as is tu: þen?" da*

*tell say to*

*The tells, he told,  
She 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  
minda hant sed ta helin, "do: not you on dat fin  
coat to-day; the weather is too cold. Put on your  
heat r'lder. da wonda is ne' kould put on ju's  
thick winter coat."

"*Fit winter coat.*"

**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  
bore  
why  
got  
because  
ago  
Christmas  
weather  
let  
thick  
inch  
(to) skate  
thin  
fall  
tell

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,  
*hen dʒɔ:dʒ and dʒɔ:n had kʌm bæk frəm ðə leɪk.*

George went home to his parents' house. "Where have  
*dʒɔ:dʒ wənt həʊm tə hɪs p'rents haʊs.*" "Where have  
you been, George?" his mother asked. "Father is at  
*ju: bɛn, dʒɔ:dʒ?*" his mʌðə asked. "fɑ:tər ɪz ət  
home to-day; he will go with us to town to get some  
*həʊm tədeɪ; hə wɪl ɡo wɪt həs tə təʊn tə ɡet səm*  
new clothes for you. If you had not come home now,  
*nju: kləʊðz fər ju:* if ju: hæd nɒt hæm həʊm no:  
we should have gone without you. Go and put on  
*wi: ʃəuld ɦæv ɡoʊ wɪt həu yu: ɡoʊ ənd pʊt ən*  
another hat and coat! Take off your old boots and put  
*ənʌðə hæt ənd kəʊt!* "Take off your old boots and put  
on the new pair of shoes you got for Christmas!"  
*ən ðə nju: peər əf ʃu:z ju ɡɒt fər krɪsməs!*"

When George was ready to go, that is, when he had  
*hen dʒɔ:dʒ wæs redɪ tə ɡo, ðæt ɪs, hæn dʒɔ:dʒ hæd*  
put on his other clothes, his father said, "Are you ready  
*put ən hɪs əðə kləʊðz, hɪs fɑ:tər sed, "ær ju redɪ*  
now? Then we can go." "Oh, but I am not ready yet,"  
*no:w? ðen wæn kən ɡo." "Oh, but i am not redɪ jet,"*  
his mother said from the first floor. "Where are my  
*hɪs mʌðə sed frəm ðə f'ɜ:st flɔ:r. "Wherə ə: mæ*

gloves? I cannot find them. Have you seen my gloves,  
*glævz?* *m̄ kən̄t fənd̄ ðem.* *hæv ju. s̄ər m̄l glævz,*

George? It is too cold to go without them; my fingers  
*dʒɔ:fɪz?* *it iš t̄o kould t̄o gəo wɪt̄hðm̄ them; m̄l fɪŋgers*

*will be cold.*" Mr. Green: "Oh, women can never find  
*wil b̄ kould.*" *m̄s̄t̄s gr̄n.* "You, *wim̄n h̄av n̄evar fənd̄*

*their things.* — Have you not found them yet? George,  
*ðeɪ p̄ɪg — hæv ju. n̄ot fənd̄ ðem̄ jet?* *dʒɔ:dʒ,*

*please go and find them!"* George went to see if he  
*p̄le:s gəo and fənd̄ ðem̄!*" *dʒɔ:dʒ w̄nt t̄o s̄i: if h̄e*

*could find them — and there they were, on the table*  
*h̄ad fənd̄ ðem̄ — and ðeɪ ðeɪ w̄er. m̄ ðe test̄*

*in the hall! "Here they are, mother, I have found them.*  
*m̄ ðe h̄e l!* " *h̄is ðeɪ m̄, m̄ðə, m̄ h̄av fənd̄ ðem̄.*

*They were on the little table in the hall."* "That is  
*ðeɪ w̄er on ðe lɪtl t̄ebl in ðe h̄all!*" "Jet̄ is

*fine, then I am ready — I have my gloves, my bag, my*  
*fain, ðeɪ m̄ ðm̄ red̄ — m̄ h̄av m̄l glævz, m̄l bag, m̄l*

*handkerchief — yes, I am ready to go now. I have all*  
*hæn̄kər̄ʃɪf — jet̄, m̄ ðm̄ red̄ t̄o gəo now m̄ h̄av z̄t̄*

*my things with me." Mr. Green: "It is time you came*  
*m̄l p̄igz w̄th m̄.*" *m̄s̄t̄s gr̄n.* "It is t̄ime ju: k̄em̄

*now, it will be very late before we get to town. First*  
*z̄n̄ — it will b̄ t̄oo l̄at̄ t̄o ḡet t̄o t̄own. f̄irst*

*George came home late — we waited forty minutes for*  
*dʒɔ:dʒ k̄am̄ h̄om̄ l̄at̄ — w̄t̄i: w̄t̄id f̄orty m̄in̄its f̄or*

*him — and now we have had to wait a quarter of an*  
*him — and now w̄i: h̄av h̄ad t̄o w̄ait a kw̄arter oñ an*



*glove*

*He finds, he found.*  
*He has found.*

*Find my gloves,*  
*please — Will you*  
*find my gloves*  
*for me?*



*bag*



*handkerchief*



**tram**

hour for you: will this family never learn to be ready  
*now* for *jew*; will this family never learn to be *red*:  
in time?"  
*in time?"*



**shop**

look at = see

At last they could go. It was so late that they did  
*not* have time to walk to town, so they had to take a  
bus *from* *to* *walk* *to* *town*, *you* *dei* *had* *to* *take* a  
tram. The tram took them to a shop where George  
*trousser*. *da* *tram* *tak* *dem* *to* *a* *shop* *have* *dʒɔ:dʒ*  
could get his new clothes. They went into the shop,  
*had* *get* *his* *new* *trousers*. *da* *went* *into* *da* *shop*  
and a man came and asked them what they wanted.  
*and* *a* *man* *came* *and* *want* *them* *what* *they* *wanted*.  
"I want to look at some clothes for my son, please," said  
*"i* *want* *to* *look* *at* *some* *clothes* *for* *my* *son*, *please*." said  
Mr. Green. "What colour, sir?" "What colour do you  
*wants* *grīn*? " "Brown kals. ja." "Brown kals. sir. you  
want, George?" "Oh, I like brown best. My hair is  
*want*, *dʒɔ:dʒ*?" "You, mi laik brown best. *mai* *haɪ* *is*  
brown, and my eyes are brown, too. Do you like brown,  
*brown*, and *mi* *lik* *brown* *best*. *mai* *haɪ* *is*  
too, mother?"  
*"mi*, *mʌðə?*"



**trousers**

Mrs. Green is a dark-eyed and dark-haired little woman;  
*miz* *grīn* *is* *a* *dark*-*eyed* *and* *dark*-*haired* *litte* *woman*;  
she likes brown very much. "Well, let me see, then-  
*si* *looks* *brown* *very* *near*!" "well, *let* *mi* *see*, *then*.

You must have a pair of trousers, no, two pairs, one  
*ju: mʌst hæv a paɪə əv trʌns, nɒt, tu: pærz, tuːn*

pair of long trousers and one pair of trousers to play in.  
*pær zɪŋ trʌns ənd wʌn pær əv trʌns tə pleɪ ɪn.*

You must also have a waistcoat and a coat. Do you  
*ju: mʌst ɔːlsoʊ hæv ə wɛstkoʊt ənd ə kɔːt, du: ju:*

like this suit of clothes, George?" "Yes, but I like  
*laɪk ðɪs sjuːt əv kləʊðz, dʒɔːrð?*" "jɛs, bæt ï lɪk



*Waistcoat*

good  
better  
best

that suit better; which do you like best, mother?" "I  
*ðæt sjuːt bɛtə, hæciːl ðu: ju: lɑːk bɛst, mʌðə?*" "I

like the dark-brown one best." "Do you want that suit  
*laɪk ðə dɑːkbraʊn sjuːt best?*" "du: ju: wʌnt ðæt sjuːt

then, my boy?" "Yes, I should like to have the  
*ðen, maɪ bo?*" "jɛs, aɪ ʃud lɑːk tə hæv ðə

dark-brown one, please." "How much does it cost?"  
*daːkbraʊn sjuːt, pliːz?" "haʊ mʌtʃ ðæz ðə kost?*"



*coat*

It costs, it cost, it  
 has cost.

"It is very dear, sir, but it is also a very good suit, it  
*it is veri ðɛə, sɪr, bæt it is əlso ə veri ɡʊd sjuːt, it*

is the best we have. It costs six pounds (£6) with two  
*is ðə best wə hæv, ðæt əs sɪks paʊndz ( £6 ) wɪt̬h tuː*

pairs of trousers, five pounds (£5) with only one pair."  
*pær zɪŋ trʌns, fɪv paʊndz təlɪd oʊnɪ wən pær.*"

"That is too much money, Henry, for a suit of clothes  
*ðæt ɪs tuː mʌtʃ moʊni, henri, fər ə sjuːt əv kləʊðz*

for a boy, is it not?" "Yes, it is very dear, but let  
*fər ə boɪ, ɪs ðæt nɒt?" "jɛs, it ɪs veri ðɛə, bæt lɛt*

him have it if he likes it so much." "Oh, thank you,  
*hɪm haʊv ðæt ɪf hi. laɪkz ðɪ səʊ mʌtʃ?" "oh, þæŋk ju:*



*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  
father!" "Wir müssen auch mal schaen, welche für den  
Jungen, bitte?" "Yes, sir, we have here some very fine  
grey shirts for boys, with blue stripes." "No," said  
Mrs. Green, "the stripes are too broad; have you no  
narrow grey ones?" "Die Streifen sind zu breit hier für Junge  
Shirts with narrow stripes? And the colour must not  
be blue; blue is for people with blue or grey eyes. I  
like green better with the brown suit and his brown  
eyes. Let me see that shirt, please! Do you like it,  
Mrs. George?" "Yes, mother, I do." "Let us take this one,  
then. How much does it cost?" "Eight shillings, madam;  
denn kann man das nur kaufen?" "Acht Shillings, madam;  
that is very cheap, because it is a very good shirt. It  
is so cheap because we have only two of these shirts,  
and they are very small." "Yes, that is cheap: eight  
shillings is not much for a good shirt. Let us take

both shirts for him, Henry?" "Yes, let us do that. Do  
both *jackets* (ɔ: kækt̩, ʌkækt̩)" "yes, let us do. *Jackets*, do:

you want some **underwear** for him, too?" "Yes, but it  
ju: wɔnt sam *underwear* fr̩: him, tu:?" "yes, but it

must be woollen underwear; this time of the year is  
məst b̩r wələn *underwear*; this *time* st̩ d̩r *it* is

too cold for cotton underwear. — Do you know where  
tu: kəuld fr̩: kətn *underwear*. — d̩r, ju: now *hav̩*

we get wool from, George?" "Oh, yes, I know that.  
wɪ: g̩t wəl fr̩:m, dʒɔ:dz?" "oh, yes, ai now d̩r

I have learned it at school. We get wool from sheep.  
ai həv̩ lərn̩d it ət skə:l wɪ: g̩t wəl fr̩:m ſ̩p̩.

I also know where we get cotton from. It is a plant  
ai ɔ:lo kn̩w həv̩c ſ̩p̩. wɪ: g̩t kətn fr̩:m. It is a plant  
product from warmer countries than our own." The  
prɒdʌkt fr̩:m wərmər kəntri:z dəm ənd əvn." d̩s

man in the shop: "Is that all, sir? No socks or ties?"  
mən ɪn ðə ſ̩ɒp: "is ðæt əl, sər? nɔ:ks ɔ: t̩i:z?"

"No, we have enough now, thank you. My wife makes  
"nəu, wɪ: həv̩ ñəf nəw, pɜ:k̩ ju: mi: wi:f mæk̩s

all his woollen socks herself, and he never puts on his  
ɔ:l h̩s wələn ſ̩k̩s h̩'ſelf, ənd hi: nev̩r p̩t̩s ən his

ties. How much does it all come to, now?" "Let me  
t̩i:z. h̩w mʌt̩ʃ d̩z ðæt əl k̩m t̩, nu:?" "Let mi:

see: a suit of clothes — six pounds (£6). 2 shirts  
sɪ:t̩ ə ſ̩jʊ:t̩ ən kləudz — ſ̩ks paundz, tu: ſ̩k̩ts

— 16 shillings. 2 suits of woollen underwear —  
— ſ̩kʃt̩ns ſ̩lɪŋz, tu: ſ̩jʊ:t̩s ət̩ wələn *underwear* —

**underwear**

one sheep  
two sheep



**sheep**

**tie**

**sack**

25 shillings; 8 pounds 1 shilling in all, sir." Mr. Swettifairfellow, ditto parents want fifty in all, sir." Mrs.

Green: "Here is the money." The man: "Thank you, grinn: "hier iz da money," da man: "payk jec," sir." George: "Oh, thank you, father and mother, for us." dʒɔ:dʒ. "ou, payk jec, fadha and mada, fo: all the fine things I have got to-day." Mr. Green: "Do you like them, my boy? That is fine, then." ju:k lik dem, mai boy? dat is fine, den."

George: "Mother, I should like to go in and speak to John when we get home. Is there time for that to dinner?" Mrs. Green: "Oh, I know that Mrs. Smith would not like that! It is too late now, and she has so many things to do before dinner that she cannot have two boys in the house." "But mother, John fell through the ice this afternoon, and I want to know if he is in bed, and what his mother said." "So you have been on the ice! Well, then it is better for you to go back on the ice, well. Den it is better for you to go

in and ask if John is all right, but you must be back in five minutes and ask if John is all right, but you must be back in five minutes. And I shall have something to say to you — and as far from — nothing to say to you — when you come home. On the ice, and I did not know? Haven't you been home on the ice and did not know? We should not have given him the skates until the ice was thick enough to skate on, Henry."

"Not thick enough to skate on, Henry?"

## 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

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-haired  
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 at 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;  
*mrsis smitj has a veri god friend, mrsis daisi bram,*  
 she is the woman who lives on the other side of the  
*hi: is da wiman hi. lies on di oda said on da*  
 road. Next Wednesday is her birthday, and Mrs. Smith  
*round. nekst wednadi is ha: bə:pdi, and mrsis smitj*  
 and her other friends will come to her house in the  
*and ha: oda fronda wil kum to ha: hous on di*  
 evening to see her.  
*evening to si: hor.*

Yesterday Mrs. Smith said to her husband, who was in  
*jestadi mrsis smitj sed to ha: husband, ha: was in*  
 the sitting-room with a good book, "Allan, I have no  
*da sitigrum wid a god buk, "alən, ai have no*  
 frock to put on next Wednesday on Daisy's birthday.  
*frock to put on nekst wednadi on deisic bə:pdi.*

I must have a new one." "What, have you no frock?  
*ai must have a njic wan."* "Honest, have jis: now frock?"

You have a green silk frock, a brown one, and one  
*de hor a grün silk frok, a brown wan, and wan*  
 with little flowers; you have three good frocks." "No,  
*wid lit flowers, jis: hor jis: god froks."* "Now,  
 the green frock is the one which I had on last year on  
*da grün frok is da wan hevit ci hard on last jis: on*

who  
which

The person who  
lives there.

The thing which  
is there.



her birthday, and the others are not good enough,"  
*hs. hə.jəci, and di ñðæc a: nɔl gud ðə.kf.*"

"Well, if you must have a new frock, you must. Here  
 "wel, if ju: məst həv a ñju: frək, ju: məst. həv  
 is twelve pounds (£12) to buy a new frock. Is that  
 "is tʷelv pəndz t̄ b̄u a ñju: frək. iz ðət  
 enough money?" "Oh yes, I can buy a very good frock  
 "əfθ ə.və.tɪf" "oh jəx, ai kən b̄u a vərɪ gđd frək  
 for £12. I know a little shop which has very  
 "fɔ: tʷelv pəndz. ai knəw a lɪtl ʃɒp həz vərɪ  
 good things, and they are not very dear. I shall go  
 "gđd þɪŋz, and ðeɪ a: nɔl vərɪ dər. ai jəf gə  
 now, so that I can be back in time for dinner."  
 "nəw, sou ðət ai kən b̄k i: b̄k i: tɪm fɔ: ðɪ.nər."

**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**

### In the Shop.

"What can I do for you, madam?" "I want to look at  
 "həvət həv ã ðu: fɔ: jə, mə.dæm?" "ai wənt t̄ lək ət  
 some evening-frocks which are not too dear." "For  
 "səm ñ̄v̄nɪngfrəks həvɪf ə: nɔl t̄ ðə: dər." "fɔ:  
 yourself, madam?" "Yes, for myself." "We have some  
 "jəs, fɔ: myself?" "jəs, fɔ: myself." "wɪ: həv səm  
 new silk frocks from Paris, the newest frocks we have  
 "ñju: sɪlk frəks frəm pəris, ñðæt ñ̄v̄nɪst frəks wɪ: həv  
 got." "Yes, let me look at them. Can I try them on?"  
 "jəs, let mi: lək ət ðem. kən ñðæt ðem on?"  
 "Yes, madam, we have some small rooms here for that."  
 "jəs, mə.dæm, wɪ: həv səm smæl rəmz həz fɔ: ðæt."

It is better to try and see if the frocks are big enough  
*it is better to trial and see if the frocks are big enough*

for you. This frock is very beautiful, the blue colour  
*for you. This frock is very beautiful, the blue colour*

*goes very well with madam's beautiful blue eyes."*  
*goes very well with madam's beautiful blue eyes."*

"Yes, it is a beautiful frock. Let me try it on. Oh,  
*"yes, it is a beautiful frock. Let me try it on. Oh,*

*I try; he tries, he tried, he has tried.*

it is too big for me." The woman in the shop: "Will  
*it is too big for me." The woman in the shop: "Will*

*you try on this frock, please, madam?" Mrs. Smith:*  
*you try on this frock, please, madam?" Mrs. Smith:*

"No, I do not like this one so well. Can you not make  
*"no, I do not like this one so well. Can you not make*

*the blue frock smaller? I must have it next Tuesday.*  
*the blue frock smaller? I must have it next Tuesday.*

Can it be ready then?" "Yes, we shall have it ready.  
*Can it be ready then?" "Yes, we shall have it ready.*

Shall we send it to you, madam?" "Yes, I should like  
*Shall we send it to you, madam?" "Yes, I should like*

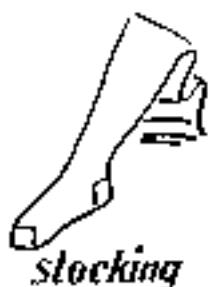
*you to send it, please." "What is the address?"*  
*you to send it, please." "What is the address?"*

"Forty-nine (49), Nelson Road. You sent me some  
*"forty-nine (49), Nelson Road. You sent me some*

*things last week, but they went to the wrong address.*  
*things last week, but they went to the wrong address.*

first. You sent them to number forty-five (45). Have  
*first. You sent them to number forty-five (45). Have*

*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  
jus: do reit s'dress wan?" "Jes, madam, number  
forty-nine." "Yes, that is the right number. Oh, how  
jou'nain." "Jes, dat is da rait numba. Oh, how  
much does the frock cost?" "Ten pounds ten shillings,  
hutif das da frok kost?" "Ten pounds ten shillings,  
madam — Do you want to look at some silk stockings?"  
madam. — du: jes: want ta lok at sum silk stockings?

We have some new colours that would go very well  
wi: haw sam colur: hawas dat wud go veri wel  
with the blue frock."  
wi: da bla: frok."

"These stockings are very good. What is the price?"  
"Dis stockings a veri good. Kust is da pris?"

"The price is fourteen shillings and elevenpence  
"da pris ic fother fillyz and elevenpence  
(14/11)." "I shall take only one pair, because  
(further and eleven)." "ai sel tak onli one pris, bi'cas

I want to buy a new petticoat, too, and I have only  
ai want to bu: a nju: pettikent, too, and ai have onli

£ 12 with me. Have you petticoats in the same  
levit/jurndz wi: mi: hav: jes: pettikont in da same

blue colour as the frock, and at not too high a price?"  
"Ai: kib: ac da frok, and at not tu: hei a pris?"

"We have some petticoats at a very low price, but they  
"we: hav: sam pettikont at a veri low pris, bat dei  
are the wrong blue colour. If you want the same  
a: da rug bla: kib: if jes: want da sam

colour, the price is a little higher; but they are not *kals*, *de pris* is *a litif hoia*; but *dei* *a* *not* very dear. This one without lace costs ten shillings veri *dis*. *dis* *was* *without* *her* *kants* *ten* *shillings* and elevenpence (10/11), and the same petticoat and *slips* (*ten* and *eleven*) and *do* *sein* *petticoat* with lace costs thirteen shillings and elevenpence *with* *her* *kants* *fourteen* *shillings* and *elevenpence*

(13/11). It is just the right colour for your (*partition* and *bleau*). *it* *is* *dʒast* *de* *rau* *kals* *fɔ:* *jus* frock." "What beautiful lace! I shall take that one, *frock*." "Amer *ðjwætiful* *leis!* *ai* *jet* *teik* *dat* *rau*. I have just enough money to buy it. Oh, just one thing *ai* *hat* *dʒast* *ðiːf* *mæni* *ta* *hai* *it*. *oh, dʒast* *rau* *buy* more! I should like to have a small lace collar for my *rau*: *ai* *just* *lask* *ta* *him*: *a* *smal* *lace* *cola* *fɔ:* *mai* old frock, but I have no more money with me. Will *old* *frock*, *but* *ai* *keep* *now* *me*. *mæni* *wid* *mi*: will you send a bill for the collar with the frock when you *ja:* *send* *a* *bil* *fo:* *de* *cola* *wid* *de* *frock* *haʊz* *ji:* send it? — Thank you, that is very kind of you." "Oh, *send* *it?* — *þargk* *ji:* *dat* *is* *veri* *boud* *ze* *ji:*?" "oh, that is nothing, medium. We are glad to do that for *dat* *is* *naðig*, *mediom*. *ai*: *glad* *to* *do*: *dat* *fo:* 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!" "hallo ulan! his wi am dyain." "hallo, patrisia!" Did you buy the frock that you wanted?" "Yes, I did; but the frock cost me too much." "Yes, oh bought the most beautiful blue silk frock I have seen. *hui do moust bjeatiful blu silk frock of here size* for a long time, and a pair of stockings, and a collar, *fx: a big collar and a prr so stockings and a boll,* and a petticoat." "Did you buy all that? Well, I should and a petticoat." "Did you buy all that? Well, or just have known that I would get no money back?" "Allan, how now that we need get now mani back?" "Well, I did not have enough money, but the woman who has *ai did not have enuf money, but the woman who has* the shop said she would send a bill with the frock. *do jip red ji: woud send a bil wiid do frock.* That was very kind of her, was it not?" "Not enough *dot wou veri kind se ha, waz it not?*" "not enuf money? How big is the bill?" "Only four shillings *shillings? how big iz do bil?*" "owli fx: shillings and elevenpence (4.11)." "Well, I am glad it is *and elevenpence (fx: and eleven).*" "well, ai am glad it is no more. When will dinner be ready?" "In half an *now mu.. back ent dinner bi: red?*" "in haf an hour." "Fine — oh, Patricia, will you be so kind as *ans?*" "jarn -- ox, patrisa, will ja: be so kind as

to give me that book? Thank you!"  
*ta git mi: dei huk? hagk jin?"*

"Patricia!" "Yes, Allan?" "How many people will you  
*"pa'trija?" "jes, al'an?" "hun meni pi:pl uil ju:*  
 be at Daisy's house on her birthday?" "I do not know  
*bi: et dris' house on ha: bi'þððr?" "ci ñðt nu:*  
 how many we shall be this year. Last year we were  
*ha: meni wi: fæl bi: dis jis. la:st jis wi: we:*  
 ten." "All women?" "Yes, we girls like to be together  
*fæl wi:nu?" "jes, wi: ga:le laik to bi. ta'geda*  
 sometimes without our husbands." "Oh, so I do not  
*sæmormz wi:ðut ouz husbands?" "oh, soi ai du: not*  
 have to go, too? Fine! Then I could take the children  
*ha: va: tu:?" fain! den ai kud teik da: tifldren*  
 out with me and have dinner in town that day — that  
*out wi:ð mi: and ha:va: dñna i: taw ðet dei — ðet*  
 is, not the baby. We could ask one of your aunts if  
*iz, not ðe: bñbi, wi: kud ask meni or: jus: aunts if*  
 she would be so kind as to come and look after her."  
*jí: wud bi: sm:kind as to kom and laik u:fta her."*

"Yes, we could ask Aunt Jane. She is always very  
*"jes, wi: kud ask a:nt dȝen. ji: is alwa:z veri*  
 kind. The baby likes her, and she looked after Helen  
*da: bñbi liks her, and ji: la:kt u:fta helein*  
 and John many times when they were younger. So  
*and dȝuk meni tñjnd ha:ch ðe: wer: janggo. sou*  
 she knows where things are in the house, and how to  
*ji: nowz stu:z þiggo ut: ir ðe: ha:use, and how to*

give the baby her food, and what to do when the baby  
*giv* *da* *bibi* *ha:* *fu:d*, and *how* to *do*: *hien* *da* *bibi*  
 is wet — and everything.  
*is wet* — and *scrifig*."

---

As you have seen in some of the last chapters, some of  
*as* *ja:* *hav* *sian* *in* *sian* *as* *da* *last* *thuptaz*, *sun* *as*  
 the verbs do not take an -s in the present tense. (The  
*da* *va:bz* *du:* *not* *take* *an* *-s* *in* *da* *present* *tens.* (*da*  
 time of a verb we call its tense. The time "now" we  
*tain* *as* *a* *verb* *ni;* *ke:t* *its* *tens.* *da* *tain* "now" *we*  
 call the present tense.) Most of the verbs take an -s  
*ke:t* *da* *present* *tens.*) *most* *as* *da* *va:bz* *rib* *an* *-s*  
 in the present tense when the verb says that one thing  
*in* *da* *present* *tens* *hwen* *da* *va:bz* *ses* *dat* *wan* *pig*  
 or one person does something. We say: he goes, she  
*z:* *ta:n* *pa:sh* *du:* *sam**pig*. *zi:* *rei*. *hi:* *gouz*, *ji:*  
 says. But some verbs do not take this -s. We say:  
*ses*. *bat* *sun* *va:bz* *du:* *not* *rik* *dis* *es*. *wi.* *set*:  
 he can, she will, he must, he shall, without the -s.  
*hi:* *ken*, *ji:* *wil*, *hi:* *must*, *lu:* *fat*, *wid'out* *di* *es*.

Another thing, too, is not the same in these verbs as  
*z:nabz* *pig*. *lu:* *is* *not* *da* *rein* *in* *da* *va:bz* *as*  
 in other verbs. We say: he goes, he went, he has gone;  
*en* *ads* *ra:bs*, *er* *rei*. *hi:* *gouz*, *hi:* *ken*, *hi:* *huc* *gouz*;  
 she plays, she played, she has played. But with the  
*ji:* *pleiz*, *ji:* *pleid*, *ji:* *huc* *pleid*. But *wid* *da*

verbs "can", "will", "must", "shall", we must put other verbs "kan", "wil", "munt", "jel". *wi: ðeasf þu: ða:z*  
 words after "has" and "have" We say: I can swim,  
*wi: ðeasf ða:z* "ha:s" and "ha:v". *wi: ðeasf ði: ha:s* swim,  
 or I am able to swim; I could swim, or I was able to  
*ði: ði: ðeasf ði: swim*; *ði: ði: ðeasf ði: swim*, or I was able to  
 swim; but only: I have been able to swim for many  
*ði: ði: ðeasf ði: swin*; but only: *ði: ði: ðeasf ði: swin* for many  
 years. — He must go, or he has to go; he must go, or  
*hi: ðeasf go*, *ði: ði: ha:s to go*; *hi: ðeasf go*, *ði: ha:s*  
 he had to go; but only: he has had to go. ... He shall  
*hi: ha:d to go*; but only: *hi: ha:s ha:d to go*. ... *hi: ðeasf*  
 do it, or he has to do it; he should do it, or he had to do it;  
*ði: ði: ðeasf do*, *ði: ði: ha:s to do*; *ði: ðeasf do*, *ði: ði: ha:s ha:d to do* it;  
 but only: he has had to do it. — I will give her the pencil,  
*hi: ha:s ha:d to do* it. — *ði: wi: ðeasf ha:s ðe: pen:sil*,  
 or I want to give her the pencil; I would give her the  
*ði: ði: ðeasf ði: giv ha:s ðe: pen:sil*; *ði: wi: ðeasf ði: giv ha:s ðe: pen:sil*,  
 or I wanted to give her the pencil; but only:  
*ði: ði: ðeasf ði: giv ha:s ðe: pen:sil*; *ði: wi: ðeasf ði: giv ha:s ðe: pen:sil*  
 I have wanted to give her the pencil  
*ði: ha:s wi: ðeasf ði: giv ha:s ðe: pen:sil*

#### 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

## THE BIRTHDAY PARTY



**postman**

**He brings, he  
brought, he has  
brought.**



**letter**

The other day, Mrs. Smith was at her friend Daisy's birthday party. (When it is your birthday, you have a party.) Some days before, the postman had brought her a letter from her friend. *postman had brout her a letter from her friend.*

In the letter Daisy wrote that she would be very glad to see her at her birthday party on the next Wednesday, *da* *lets* *de*si *rou*t *dat* *si*. *and* *bi*. *veri* *glad* *to* *see* *her* *at* *her* *bir*thday *part*y *on* *da* *ne*xt *wen*di.

and that she wanted her to come to dinner at seven o'clock. *and* *dat* *si*: *want*d *her* *to* *com*e *to* *dinner* *at* *seven* *o'clokh*.

"Look here," Mrs. Smith said to her husband and gave him the letter, "an invitation to my best friend Daisy's birthday party, and it is not an invitation to afternoon tea, but to dinner, and later we are to have chocolate, *her*, *but* *to* *dinner*, *and* *lett*er *to* *u*. *to* *hav*e *chocolate*.

How glad I shall be to put on my new frock for the  
 how glad si jəd bɪt tə put on mɪd njuːt frok fɔː də  
 first time! You will dine in town then that day, my  
 fərst tain' jəs uːl daɪn ɪn tuːn ðen ðæt deɪ mə  
 dear, will you not?"  
 dɪər wɪl jn: nɒt?"

What is a letter? The English word letter means two  
 hawt iz ə letər də iŋglɪʃ wərd leṭər miːns te.  
 things. First it means one of the letters of the alpha-  
 bɪt̬z fəst ɪt miːns wʌn əv ðə leṭər əv ði əlfə-  
 bet; a, b, c, etc. (et cetera). Then it means a piece of  
 buːt̬ ei bɪt̬ si etc. ɪt̬sətra ðen ït miːns ə piːs əv  
 paper on which you have written something to a person.  
 peɪpə ən heɪt̬f juː hav tuːn sʌmθɪŋ tə ə paːsn.

Who brings you the letters? The postman brings the  
 huː b्रɪŋs juː ðə leṭər ðə pəʊstmən b्रɪŋs ðə  
 letters. Who wrote a letter to Mrs. Smith? Her friend  
 leṭər huː rəʊt̬ ə leṭər tə mɪsɪs smɪt̬ ðə frɛnd  
 Daisy wrote her a letter in which she asked her to  
 daɪsi rəʊt̬ hər ə leṭər ɪn heɪt̬f fiː əskt̬ hər tə  
 dinner on her birthday. Did Daisy invite Mrs. Smith's  
 daɪsi rəʊt̬ hər baːðdeɪt̬ did daɪsi ɪnvɪt̬ mɪsɪs smɪt̬ sɪ  
 husband, too? No, she only invited Mrs. Smith; the  
 haːzband tuː no, jɪt̬ ouːlɪ ɪnvɪt̬d mɪsɪs smɪt̬ ñ  
 invitation was not for Mr. Smith.  
 ɪnvɪteɪʃən wəs nɒt fɔː mɪsɪs smɪt̬

What is chocolate? It is a brown drink which people  
 huːt̬ iz tʃokoːlət̬ ït ɪs ə braːn drɪnk huːt̬ fɪːpl̬

He begins, he began, he has begun.

to-night — this evening

sometimes have on birthdays; but you can also buy *sukhae* 香蕉 on *ba:pdeic*; but *jia: han* 但是 has a piece of chocolate in a shop to eat, and then you get a *pits* 布匹 *tjoklit* 在 a *shop* to eat, and then *jia:* get it in a piece of paper.  
it in a *pits* at *pits*.

On Wednesday, Mrs. Smith had to begin two hours on *o:u:medzi*. *meisie* *smith* had to *bi'gin* *tu:* *awes* before the party to make herself ready. She began to *bi'fj:* do *pa:ti* to *meik* *ha'self* *redi*. *fi:* *bigan* to make herself ready in the afternoon at five o'clock. *meik* *ha'self* *redi* in *di* *a:fta'wum* at *faiv* *a'blk*. She took a bath, and then she dressed, that is, she put *fi:* *tak* a *ba:p*, and then *fi:* *drast*, *dm:* *iz*, *fi:* put on her clothes, and at half past six she was ready to go. *ha:* *bloudz*, and *at* *ha:f pu:st siks ji:* *wec* *redi* to you. "Now, be good children," she said to John and Helen; "now, *hi*, *gud* *tjildrenji:* *sed* to *dʒɔ:n* and *hel:en*: "if you are naughty to-night when I am away, you *"if* *ju:* *ar* *na:ti*, *ta:na:t* *hem* *ai* *nei* *ə:wei*, *ji:* must not go out and play to-morrow. George is always *must* *not* *go* *out* and *piel* *ta:morow*. *dʒɔ:dʒ* is *ə:bləi* a good boy when he is alone at home, but you are not *a* *gud* *bei* *hem* *hi* *is* *ə:lonət* *at* *home*. but *ji:* *a*, *not* always good. You have been naughty children the last *ə:heis* *gud*. *ji:* *hem* *bi:n* *ə:heis* *tjildren* *do* *lu:st* two or three times I have been away." "But this time *tu:* *ə: fri:* *hem* *in* *frct* *bi:n* *ə:wei*." "but *dis* *ta:m*

we will be good children, mamma." "All right, then I  
will be good children, mamma." "Good-bye, dear all

will go. Good-bye, children!" "Good-bye, mamma!"  
will go. "good-bye, children!" "good-bye, mamma!"

At what time did Mrs. Smith begin to make herself  
at first time did music with Helen to make her self

ready for Daisy's birthday party? She began at five  
ready to dress her self to music at five

o'clock. What did she do? First she took a bath, and  
dressed. How did she do it?

then she dressed. What does the word "to dress" mean?  
then she dressed. How does the word "to dress" mean?

It means to put on your clothes. Are Helen and John  
it means to put on their clothes. Are Helen and John

always good children? No, they are not always good;  
they're good children now, but they're not always good;

sometimes they are naughty. Is George always a good  
boy? No, he is not always a good boy.

What did Mrs. Smith say to her children just before she went to the  
party? She said, "Good-bye, children!"

"Good-bye, party! See you, " said, "good-bye, children!"

"Hello, Daisy, how are you?" "Hello, Patricia, I am  
very well, thank you, and I hope you are well, too."

"Hello, hello, how are you?" "Hello, Patricia, I am  
very well, thank you, and I hope you are well, too."

I will go — I want  
to go.

we will be good  
— we want to be  
good.

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, þəŋk ju:, and hu:m ì jə:s sis:t?

The last time I heard of her, she was ill." "She is  
ðə la:st ta:m əf he:d əv hə:r, ſi: wæs il." "ſi: ð

better now, thank you, but she is still in bed." "I  
be:tər ñu:, þəŋk ju:, bat ſi: ðæt ſtɪl ïn bed." "ð

hope it will not be long before she is all right again.  
hə:p ït wɪ:l ñɒt bi: ðəg bɪ:l: ſi: ðæt ſtɪl ðə:gɪn.

Here is my birthday present for you. I hope you will  
hɛr ïz moi bɜ:pðeɪ p'rezənt ſi: ju:, ði: hə:p ït ju: wɪ:l

like it." "Oh, a pair of silk stockings; thank you, dear;  
la:k it" "oh, ə paɪə ñɪk ſto:kɪŋz; þəŋk ju:, ði:;

I had hoped for a pair of stockings, but it is too much  
ai hæd hə:pðt fər ə paɪə ñɪk ſto:kɪŋz, bat ït i: tʊ: mə:tʃ

to give me such a fine birthday present." "Oh no, you  
ɪt gɪv mi: sʌtʃ ə feɪn bɜ:pðeɪ p'rezənt." "oh nəu, ju:

have always been such a good and dear friend to me."  
ha:v ɔ:lwa:s hɪ:n ſətʃ ə gʊd ənd ði: frɛnd tə mi:."

Daisy: "It is kind of you to say that, my dear. Now  
ðeɪzɪ: "it i: kɪnd əv ju: tə ſeɪ ðæt, moi ði:.

all my guests have come. You know them all, Patricia,  
ɔ:l maɪ gɛstz hæv kæm. ju: nu:m ðem ɔ:l, pætriə,

except this young lady. This is Mrs. Hudson, and this  
əksept ði: ñæg lædi. ði: i: misɪz hʌdソン, ənd ði:

is Mrs. Smith." Mrs. Smith: "How do you do, Mrs.  
i: misɪz smɪθ." misɪz smɪθ: "haw du: ju: du:, misɪz

Hudson." Mrs. Hudson: "How do you do, Mrs. Smith?"  
hʌdソン." misɪz hʌdソン: "haw du: ju: du:, misɪz smɪθ"

Daisy: "Dinner is ready now."

daisi: "dinner is ready now."

Did Mrs. Smith give Daisy a birthday present? Yes,

did missis smith give daisi a ba:bdei present? yes,

she gave her a pair of silk stockings as a birthday  
fit: give her a pa:re m: silk stockings as a ba:bdei

present. Did Daisy like her birthday present? Yes,  
present. did daisi like her ba:bdei present? yes,

ladies are always glad to get such presents. They can  
ladies a: s:litiz glad to get su:t presents. dei kan

never get enough silk stockings.

never get enuf silk stockings.

Did Daisy have other guests than Mrs. Smith and Mrs.  
did daisi hav o:ther guests dan missis smith and missis

Hudson on her birthday? Yes, she had still other guests  
hadon on her ba:bdei? yes, fit: had stil o:ther guests

on her birthday. When do people have guests? When  
on her ba:bdei. When do: pi:pl hav guests? When

they give a party, they invite guests to come to their  
dei giv a parti, dei invit guests to kame to dea

home. Were all the people at the party ladies? No,  
howev. wer a:t de pi:pl at de parti leidiz? no,

not all, but almost all of them were ladies; the only  
not a:t, bat almo:st a:t w: deon tw: leidiz; di ou:nl

gentleman was Daisy's husband. Were all the guests  
gentleman w: deisiz husband. wer a:t de guests

ladies? Yes, all the guests were ladies; Daisy's husband  
leidiz? yes, a:t de guests tw: leidiz, deisiz husband

lady = woman  
gentleman = man

one lady

two ladies

one gentleman

two gentlemen

was not a guest in his own house. Did Mrs. Smith know  
~~who was a guest in his own house.~~ did missis smith know

~~all the guests?~~ No, she did not know all of them, but  
~~she did not know all the guests?~~ she did not know all the dems, but  
almost all; she had never seen Mrs. Hudson before.  
~~she almost all; she had never seen missis hudson before.~~

What did Mrs. Smith say when she saw Mrs. Hudson?  
~~What did missis smith say when she saw missis hudson?~~

She said, "How do you do?" And what did Mrs. Hudson  
~~she said, "how do you do?"~~ say? She did not say "How do you do?"

say? She said, "How do you do", too. In England you  
~~say "how do you do?"~~ say "How do you do", too. In England you

say "How do you do" the first time you see a person;  
~~you say "how do you do?" the first time you see a person;~~

but when you see a person you know well, you only  
~~but when you see a person you know well, you only~~ say "Hello" or "How are you?"

~~you say "hello" or "how are you?"~~

#### 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 *daisi həbənd həd bi:n i:n hi:s bɛdru:m tə dres*, but now he came down from the first floor. When they *wən hi: kəm daun frəm ðə fərst flɔ:r*. When *ðei* had all come into the dining-room, Daisy's husband *həd ɔ:t kəm intə ðə dɪnɪŋru:m*, *daisi həbənd* said, "Please sit down at the table. Will you sit down *sæd. "pli:s sɪt daun ət ðə teibl. wɪ:l jɪ: sɪt daun* there, Mrs. Smith, and will you sit down on that chair *ðæz, mɪsɪ smit, ənd wɪ:l jɪ: sɪt daun ən ðæt ʃeə* next to my wife, Mrs. Hudson?" When they had all *wækst əs moi waf, mɪsɪ hudson?"* When *ðei* had all sat down at the table, they began to eat. First they had *sæt daun ət ðə teibl, ðei bɪgən tə ë:t. fə:st ðei həd* soup made from many vegetables. "What a good soup," *soup mɪd frəm meni vɛ:tɪgɪbəls. "həvət ə gʊd sʊ:p."* Mrs. Hudson said, "how good it tastes!" Daisy: "I am *mɪsɪ hudson sed, "həv ə gʊd ït tɛsts!"* *daisi:* "i:əm glad that it tastes good. Do you want another plate *glad ðæt ït tɛsts ə:gud. di: ï: wənt ə'ðʌðə plæt* of soup?" "No, thank you, I can eat no more." Daisy's *no, tə:kñ ï: ï: kən e:t nəʊ mɔ:r."* *daisi* husband: "Please give me another plate of soup. I am *həbənd: "pli:s gɪv mi: ə'ðʌðə plæt əv sʊ:p. i:əm*



*plate*

very hungry. I had so much work to do to-day that  
*veri hæggi*. at had soe mæt*f* work to do. Is'dei dat

I had no time for lunch, so now I am so hungry that  
*at had no time f<sup>r</sup> Janj, soe now ai me soe hæggi dat*  
 two plates of soup are not too much for me."  
*tae pleis ær su:p ær nöt tu: mæt f<sup>r</sup> mi.*"

Where had Daisy's husband been? He had been in his  
*huso hæd deisie hæfðend hi:n?* Hi: hæd hi:n in his  
 bedroom on the first floor to dress. Did he come down  
*bedrum on ðe f<sup>r</sup> st fl.* to dres. did hi. Ram down  
 to the guests? Yes, he came down from the first floor  
*to ðe gesti?* ja, hi: kem down from ðe f<sup>r</sup> st fl.

when he had dressed. What did the guests do when  
*hwen hi: hæd drest.* howt did ðe gesti do: hwen  
 they came into the dining-room? They sat down at  
*ðei kæm into ðe diningrum?* ðei sat down at

the table. Who asked them to sit down? Daisy's hus-  
*ðo teibl.* Hu:t askt dem to sit down? deisie hus-  
 band asked them to sit down. What did they have  
*band a:skt dem to sit down. howt did ðei ha:v*

first? First they had soup. What is soup made from?  
*fa:sit? fa:sit ðei ha:d su:p.* howt is su:p mæd from?

It is made from vegetables, and sometimes it is also  
*it is mæd from vedgeables,* and sometimes it is also  
 made from meat; but the meat is not in the soup when  
*mæd from mi:t;* but ðe mi:t is not in ðe su:p hwen  
 you get it for dinner; it has been taken out again. It  
*jae get it f<sup>r</sup> dine; it haec bi:n teibn out æ'gein.* It

is made  
 was made  
 has been made

How is soup  
 mæde? = How do  
 you make soup?

How was the soup  
 mæde? = How did  
 you make the  
 soup?

How ha:s the soup  
 been mæde? =  
 How have you  
 made the soup?

you (here) =  
 people

maid



dish

He eats, he eat,  
he has eat.

one knife  
two knives

knife



spoon

was only put in to give the soup a good taste. Did the *two mäid put in to give da soup a good taste?* did *da soup taste good?* Yes, Mrs. Hudson said that it tasted *very good!* *yes, märs hudson sed dat it tastid very good.* Why was Daisy's husband so hungry? *veri good breki wen daisie husband sou hungry?* Because he had had so much work to do that he had *blkes hi had had sou much work to do:* dat *hi had had no time for lunch; he was so hungry that he ate two plates of soup.*  
*tu: pleits ov sup.*

Then the maid came in with a large dish. On the dish *den da maid küm in wid a lörde dif on da dif* was beef. Daisy's husband cut the beef with a big *zu hif. daisie husband küt da hif wid a big* knife, and then put a piece on each plate. Daisy put *meif, and den put a piece on itsf plait. daisie put* potatoes and vegetables on the plates and gave one plate *potatoes and vedgibile on da plait and giv wan plait* to each of the guests. "Will you give me the salt, *tu hif ar da gests "tell ju, git mi. da salt,* please," said Mrs. Hudson to Mrs. Smith. "I like salt *plise," sed märs hudson to märs smith. "ai huk salt* both in the soup and with the meat." With the beef *brouf in da sup and wid da salt," wid da beef* they had wine. Daisy's husband poured wine into the *der bord wine. daisie husband pored wine into da*

glasses from a big bottle, and when he had tasted it, glasses from a big bottle, and when he had tasted it,

he said, "Oh, it would make a new and better man of him." Then, it would make a new and better man of

me to have such a glass of wine every day. Water is not to have such a glass of wine every day. Water is

good to drink for people who are thirsty, but wine is good to drink for people who are thirsty, but wine is

better." Then they had ice-cream, and when they had better." Then they had ice-cream, and when they had

better." Then they had ice-cream, and when they had gone into the sitting-room, a cup of coffee was ready

gone into the sitting-room, a cup of coffee was ready



there for each of the guests.

there for each of the guests.

Who came into the dining-room with the dishes? The

maid came into the dining-room with the dishes?

the maid came into the dining-room with the dishes. Is

there a maid in every home? No, it is only people

the maid in every home? No, it is only people

with big houses where there is much work to do, who

with big houses where there is much work to do, who

have maids. Who cut the beef? Daisy's husband cut

the beef. Who cut the beef? Daisy's husband cut

the beef. What do people use knives for? A knife is

A knife is used to cut the food into pieces before it is put into

used to cut the food into pieces before it is put into

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  
*dei mʌθ*. *dei ðeɪn jɪz nʌvz tə pʊt də fʊd intə*  
their mouths? No, they use forks, a fork is used to put  
*ðeɪ mʌðz? nəʊ, dei ðeɪz fɔːks, a fɔːk ɪz juːd tə pʊt*

the food into the mouth. Do people also use forks when  
*ðeɪ fʊd intə ðeɪ mʌθ. dei plə:pəljuːz fɔːks huːz*  
they eat soup? No, then they use spoons; a spoon is  
*ðeɪ iːt sɔːp? nəʊ, dei ðeɪ jnːz spɔːnz; a spɔːn ɪz*  
used for soup. Spoons are also used to put sugar in tea  
*jūːd foːr sɔːp. spɔːnz əːz ɔːz jūːd tə pʊt ſugər in t̬eː*  
or coffee; but they are smaller than the spoons which  
*r̬ ɔːfz; bæt dei aːz ɔːfz ðeːn ðeː spɔːnz h̬uːz*  
are used for soup, and they are called teaspoons.  
*aːz jūːd foːr sɔːp, and dei aːz h̬uːd t̬eːspɔːnz.*

What do people drink when they are thirsty? They  
*haːst dei pl̬ ðrɪk huːn dei aːz þɜːsti? dei*  
drink water, but sometimes, for instance at parties, they  
*drɪk wɔːtə, bæt ɔːmptɪmz, for instans ət paːtɪ, dei*  
drink wine. Who took the bottle and poured wine into  
*drɪk wɪn. h̬uːt tak ðe bɒtl̬ and pɔːd wɪn int̬o*  
the glasses? Daisy's husband took the bottle and poured  
*ðe gl̬asɪz? deiðz h̬aːbd̬ tak ðe bɒtl̬ and pɔːd*  
the wine into the glasses. What did the guests have  
*ðe wɪn int̬o ðe gl̬asɪz. haːst did ðe gɛstz haːv*  
after the beef? They had ice-cream. What did they  
*aːft̬ ðe biːf? dei haːd ɪsɪk्रeːm. haːst did dei*  
have in the sitting-room? They had a cup of coffee.  
*haːv ɪn ðe sɪtɪŋruːm? dei haːd ə kʌp əf kɔːf.*

After the coffee the guests had a good, long talk  
*a:fis da kofsi da gests hed a gud, long talk*  
 together. Mrs. Smith talked to Daisy about her three  
*tal'geðəz misis smið tɔ:tət to dæzi ðæðəz hæ:t bri:*  
 children, and Daisy's husband had a good talk with  
*tʃildrən ænd dæzis husband hed a gud talk wið*  
 Mrs. Hudson about his work. Later in the evening they  
*misis hæðsn ð'ba:t his work leitə in di əvəning dei*  
 had birthday chocolate. "Oh, I have eaten so much for  
*had ba:pðæt tʃokələt "oh, ai hæv i:t:n səu mətʃ fɔ:*  
 dinner," Daisy's husband said, "must I have chocolate,  
*dinner," dæzis husband sed. "məst ai hæv tʃokələt,*  
 too?" Daisy: "It is my birthday, and you must have  
*too?" dæzi: "it is moi b'fðæt, ænd yu: məst hæv*  
 chocolate, too." When it was almost eleven o'clock,  
*tʃokələt, twi." Haweñ it wæs ə:b'məut tʃləvn ə'klok,*  
 Mrs. Smith said, "How late it is! Now I must go home.  
*misis smið sed, "haw leit it iz! nə:wai məst go:həm.*  
 It has been a very pleasant evening, Daisy. It was so  
*it hæs bi:n a veri pleænt əvəning, dæzi. It wæs so*  
 pleasant to be together again." "Yes, I was glad to see  
*pleænt tə bə:t tə'gəðəz ə'gæn" "jes, ai wæs glæd tə si:*  
 you again, too?"  
*jø: ð'gæn. tøo."*

What did the guests do after the coffee? After the  
*hæwət did da gests du: a:fis da kofsi? a:fis da*  
 coffee the guests had a long talk together. What did  
*kofsi da gests hed a long talk tə'gəðəz. hæwət did*

to talk — to speak  
 We talk together.  
 Can you speak  
 English?

Mrs. Smith talk to Daisy about? She talked to Daisy  
muisic smij talk to deisi about? If right is deisi  
about her own children. Did the guests have a pleasant  
about its own tifldren. did do yests have a plent  
evening at Daisy's home? Yes, they had a very pleasant  
evening at deisi house? Yes, dei had a veri plent  
evening, and Mrs. Smith told Daisy that it had been  
so good, and misic smij towld deisi dat it had been  
so good to see her.

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  
*on di iverning kwen misz smiθ went to ha: frendz*  
 birthday party, Mr. Smith took the children to a res-  
*ba:pdei pa:ti, misz smiθ tek do ɔifldren tu a res-*  
 taurant for dinner. It was the first time that the  
*tarent fo: dinn. it truz do fulst laim dat da*  
 children had been to a restaurant, and they were very  
*ɔifldren had bi:k tu a restaurant, and dei we: veri*  
 happy to go. Before they went, their father had to  
*ha:pj tu goou tifj: dei went, dea fa:ðe had to*  
 see that they put on their best clothes. "Tell Helen  
*si: dat dei put on dea best blouðs. "tel helein*  
 to put on her new green dress," he said to John, "and  
*to put on ha: nju: græn dres." hi: sed tu ðogn, "and*  
 you can put on your new suit with the grey stripes."  
*ju: kæn put on ju: nju: ajnt wið do græi straipz."*

A little later Mr. Smith went up to see if the children  
*a lit leita misz smiθ went up tu si: if da ɔifldren*  
 were ready, and then he saw that Helen had not put  
*we: redi, and des hi: ss: dat helein had not put*  
 on her green dress. "Did you not tell her to put it on?"  
*do ha: græn dres "did ju: not tel helein to put it on?"*

he asked John. "Yes, I told her what you said, but  
*hi: askt dʒən. "Jes, ai tolđ hə: həst jə: sed, bu:*

she said that the last time she had that dress on, she  
*ʃi: sed ðæt ðæt laſt taɪm fi: hed ðæt drɛs ɔn, fi:*

dropped some ice-cream on it, and now there is a spot  
*dropt səm 'aɪskrɛm ɔn ðit, and nəw ðit ɪz ə spɒt*

where the ice-cream has been." "Oh, is there a spot on  
*heərə ðe 'aɪskrɛm ha: bi:n." "Oh, is ðit ə spɒt ɔn*

the dress? Well, then she must put on another dress."  
*ðit drɛs" wel, ðen fi: mʊst put ɔn ənʌðə drɛs."*

"No, come here, Helen," said Aunt Jane, who had come  
*"no, kɔm he:ri, he:lin," sed ənt ðʒne, hu: həd həm*

to look after the baby. "I shall take the spot away with  
*tu lək a'fə ðæt bəbi, "ai ſəl rək ðæt spɒt a'weɪ wið*

some hot water. There, now it is gone, and you can  
*səm hət wɔ:tə ðæt, ña:w it ɪz gɔ:n, and ju: kən*

be happy again. Oh, look, Baby has dropped her doll  
*bi 'ba:pɪ ə'geɪn. oh, lək, ba:bɪ həz dropt he: dol*

on the floor; will you pick it up for me? I am too old  
*on ðæ flɔ:r; wi:l ju: pɪk ït ʌp ði: mi:l' di:ək tə. ould*

to pick things up from the floor. Don't give it to the  
*tu pɪk þiŋz ʌp frɔm ðæ flɔ:r. dən't gi:v i:t tu ðæ*

baby, Helen; it is not clean, now it has been on the  
*ba:bɪ, he:lin; it ɪz nət ki:ln. ña:w i:t ha: bən ìn ðæ*

floor; we must wash it first. I shall have to tie it to  
*flɔ:r. wi: mʊst wəʃ ðit fə:st. ai ſəl he:vi: tui ðit ɪz*

her bed with a piece of string so that she can't drop it  
*her bed wið ə pi:s ìn ðri:ŋ ŋə:d ðit he:cn't dropt i:t*



gone = away

don't = do not



string

can't = cannot

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 ourselves.  
 Wash yourselves, John and Helen!



as -- because

on the floor. Have you got a piece of string, Helen?"  
 "On da floor. Here jie got a pi:t av stri:ng, hel:en?"

"No, Aunt Jane, but I know where there is some string."  
 "Now, don't dzein, but at now here dear is same stri:ng."

Mamma has always got some string in the kitchen.  
 Mamma has always got same stri:ng in da kit:en.

I'll go and get it for you." "Thank you, my dear, you did you and get it for jie." "Burk jie, mai did, jie: are a very good little girl." "A: a veri god till girl."

"Let me look at you now, children. John, you have not tied your shoe-laces. Can't such a big boy tie his own raid jie ja:leis:?" "Aunt said a big boy tai his own shoe-laces?" Well, now you look fine, both of you. Here ja:leis:?" "Well, now jie look fine, hauk av jie. His is a shilling to buy something good for yourselves, my er a shil:ing to boy sumb:ig god fo: jie:selves, mai dears. Good-bye, now!" "Good-bye, Aunt Jane, and dears. god'bai, mai!" "god'bai, a:nt dzein, and thank you for the money! We'll buy chocolate for burk jie: fo: da mai! mai bei ts:balit fo: yourselves, and something good for Alice, too." "and dears, and sumb:ig god fo: alis, too!"

Mr. Smith wanted the children to have a good time mists smith wond:ed da children to have a good time that evening, and as the children liked very much to do it, and as da children fai:kt veri marts ta

ride in a car, he called a taxi. They rode for only ten  
 ride in a car, hi: kɔɪd a təkṣi dei road fr' oʊnɪl ten  
 minutes in the taxi, but if they had ridden in a tram,  
 minutes in da təkṣi, bat if ði hæd rɪd in a træm,  
 it would have taken them half an hour to get to the  
 it wəuld haʊv tɛɪkn ðem hæf ən ðər to get to ðe  
 restaurant. The restaurant was one to which Mr. Smith  
 restərənt. ðə restərənt wəs wən tə hɪstəf mɪst̩ smɪθ  
 often went when he had to have a meal in town. He  
 ɔ:fən wənt bɪən hi: hæd tə haʊv ə mi:l ɪn tu:n. hi:  
 had been there so often that the waiters knew his  
 hæd bɪən ðeə səʊ ɔ:fən dat ðə wætəz nju: hi:  
 name.  
 neɪm.

"Good evening, Mr. Smith," said one of the waiters  
 "gʊd ɪ:vnɪŋ, mɪst̩ smɪθ." sed wən əv ðə wætəz  
 when they came into the restaurant, "I'll find you a  
 hæn̩ ðə kɔɪm int̩ ðə restərənt, "wɪl fɔɪd ju: ə  
 good table. What will you have for dinner?" "What  
 gʊd teibl. haʊt wɪl ju: haʊt fr' dɪnə?" "Haʊt  
 have you got?" "Well, let me see — we have some  
 haʊt ju: ɡet?" "wɛl, let mi: si: - - wi: haʊ səm  
 very good mutton with cabbage, and a fine vegetable  
 vəri gʊd ˈmʌtn̩ wɪt̩ ˈkæbɪdʒ, and a fain ˈve:tɪbl̩  
 soup." Mr. Smith: "How would you like that, children?"  
 mɪst̩ smɪθ: "haʊ wud ju: lik ðæt, ʃɪldrən?"  
 "That would be fine, daddy." "And what would you  
 "ðæt wud bi: fain, dædɪ." "and haʊt 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

let's = let us

like for a sweet?" "Oh, an ice-cream!" "Let's have *lak fə: a iːs-kriːm!*" "Oh, an 'air-kriːm!" "lets haːv soup and mutton then, two ice-creams with fruit, and *soup and mutton den, twa 'air-criːms wiː fruit,* and a cup of coffee for me, waiter?" "Yes, thank you, sir." "a kʌp əf tɔːf fər miː, waiṭə." "yes, þayk juː, seː." "Don't you want some more cabbage, John? Cabbage *'dəʊnt juː wənt səm mɔː keɪbɪdʒ.* dʒɒn? keɪbɪdʒ is good for you." "Yes, thank you; let me have a little *to gʊd fər juː.*" "yes, þayk juː; let miː haːv a litle more cabbage before we have the sweet." *litle keɪbɪdʒ bɪfɔː wiː haːv ðə sweːt.*

couldn't = could not



cinema

wee = little

it's = it is

"Well, children, have you had enough to eat? What *'wel, Ȑɪldrən, haːv juː hæd Ȑʌf tə ī:t?* haːv shall we do now?" "Oh, daddy, couldn't we go to a *oɦ da: da: məʊ?*" "Ow, daddi, Ȑədn̩t wiː gō tə a cinema and see a picture? There is a very good picture *Ȑɪmɪəm Ȑəd Ȑɪ: Ȑɪkɪfə?* ðeər Ȑɪs Ȑə vȐy Ȑʊd Ȑɪkɪfə on at the 'Nelson Cinema'. It is an old picture with *oɦ ñð Ȑa: 'nelson Ȑɪmɪəm'.* it Ȑɪs Ȑə Ȑəld Ȑɪkɪfə Ȑəd Shirley Temple, who played in 'Wee Willie Winkie'." *ʃɪrley Ȑeɪmpl, ðeə plɔɪd Ȑɪn 'wiː 'wili 'wɪnkɪ'.*

Mr. Smith: "It's your evening, and I want you to have *Ȑɪs juːz Ȑəvɪŋ, Ȑd Ȑə wɔːnt juː tə haːv* a good time, so let us go and see that picture. At what *a Ȑʊd Ȑaɪm, səʊ Ȑət Ȑə gō Ȑd si Ȑðət Ȑɪkɪfə.* Ȑət Ȑəkst time does it begin?" "It begins at half past seven." *Ȑaɪm ðəz Ȑɪ bɪgɪn?*" "It bɪgɪn Ȑɪt Ȑəlf Ȑpaːt Ȑeɪvn."

"Then we must go now. Waiter, I want to pay the bill; how much is it, please?" "Twelve shillings and sixpence (12/10), sir." "Here you are — and one and sixpence for yourself." "Thank you, sir; shall I get you a taxi?" "No, thank you, it's not very far; well walk." "Will work."

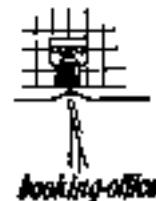
He pays, he paid,  
he has paid.

### At the Cinema.

Mr. Smith to the lady at the booking-office: "Three tickets, please!" The lady: "Are the two children with you, sir? Then you only have to pay half price for their tickets. Three shillings and sixpence (3/6)." "Three tickets, please! Shillings and sixpence (3/6 and 3/6)."

Mr. Smith paid for the tickets with a pound (£1) note.

"Is it a good picture?" he asked when he picked up the coins which she gave him. "Yes, very good," she said, giving him the coins. "Yes, very good," fit sed.



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

"*ɔ:l ðə tʃɪldrən haʊ bɪ:n səʊ hæpi tə si: ðt.*"

The children looked at the pictures on the walls near  
*ðə tʃɪldrən lʊkkt ət ðə pɪktʃəz ɒn ðə wɔ:ls ni:*  
 the booking-office, and before they went into the cinema,  
*ðə bʊkiŋ-ɔ:fɪs, ənd bɪ:fɔ: ðei wɛnt ɪnto ðə sɪnema,*  
 they went to the chocolate-shop to buy something with  
*ðei wɛnt tə ðə tʃɔ:kətlɪʃɒ:p tə bəi sʌmθɪŋ wið*  
 their shilling. "Two pieces of milk-chocolate, please,"  
*ðeɪz filiŋ. "Twə pi:sɪz əv mɪlk-tʃɔ:kət, pli:s,"*

John said and gave the coin to the lady. "Here is your  
*dʒɒn sɛd ənd geɪv ðə koɪn tə ðə la:dɪ. "Hɛr ɪs ju:s*  
 chocolate," she said, "that will be sixpence (6 d.)."  
*tʃɔ:kətlɪ," ſi: ſed, "ðæt wɪl bi: ſɪks:pens."*

They rode home in a taxi, and when they got home,  
*ðeɪ rəud həʊm ɪn ə tæksi, ənd hu:en ðei ɡet həʊm,*  
 John and Helen thanked their father for the good time  
*dʒɒn ənd hɛlən θɛքð:t ðər fæðər fo: ðə gʊd taɪm*  
 they had had. They said it was the best time that they  
*ðei hæd hæd. ðei ſed ït wæs ðə best taɪm ðæt ðei*  
 had had for a long time, and that it was much better  
*hæd hæd fo: ñ long taɪm, ənd ðæt ït wæs mu:ch bettə*  
 than to be with their mother at a birthday party for  
*tha:n tə bi: wið ðər mʌðər ət ñ bɜ:ðɪðri partɪ fo: ðeɪ*  
 ladies, who talked and talked all the evening. When  
*la:di:z, ha: tɔ:k ənd tɔ:k ɔ:l ði əvnɪŋ. hu:en*  
 they got home, Mrs. Smith had not yet come back from  
*ðei ɡet həʊm, mɪsɪs smɪθ hæd nɔ:t jɛt kʌm bæk frəm*

the party. So Mr. Smith told the children to go up  
*da partii. ses mists smif told da children to go up*  
 to bed, and then he said: "Please ask Aunt Jane to  
*ta bed, and den hi: sed: "pliz ask ait dgein to*  
 come down. If you like, you can bring your night-  
*com down. if ju: lik, ju: kan bring jus nail-*  
 clothes down and dress for the night in the warm room.  
*kleuds down and dres fo: da night in da warm room.*  
 Aunt Jane and I will have a cup of tea now, and then  
*aunt dgein and si wil have a kap tu: si: now, and den*  
 you can tell her where we have been, and what we have  
*ju: kan tel ha. hwez wi. hwez bi:z, and hwez wi: hwe-*  
 seen. And then you can also give Aunt Jane this piece  
*sik. and den ju: kan z.loun giv ait dgein dis pi:s*  
 of chocolate that I have bought for her because she has  
*an ifjekit dat ar hwez bu:t fo: ha: bifiks fi: hwe-*  
 looked after Baby to-night."  
*lukk u:fta beibi ta'night."*

## 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
- yourselfes

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  
 young men came together in the home of one of their  
 old teachers. They had not been taught English at  
 school, and in their work they had seen many times  
 that it would be a good thing for them to know some  
 English. So five months ago, they wrote a letter to  
 one of the teachers of their old school and asked him  
 to teach them English. They knew that he had been to  
 England several times, and that he spoke the language  
 well. He was glad to hear that they were interested  
 in English, and answered that he would like very much  
 to teach them. They began their study of English  
 in this town.

a European town  
 = a town in Europe

He teaches,  
 he taught,  
 he has taught  
 [tɪ:tʃ, tɔ:t, tɔ:tʃ].

several times =  
 more than one time

He speaks,  
 he spoke,  
 he has spoken  
 [spɪ:k, spə:k, spə:kən]

twice = two times

were to come = should come

once = one time



end of book

to be asleep =  
to sleep

four months ago, and had come to the house of their  
far ~~parents~~ ~~days~~, and had been to the house of their  
teacher several times every week, sometimes twice a  
~~time~~ ~~several~~ ~~times~~ ~~each~~ ~~week~~, ~~and~~ ~~about~~ ~~twice~~ a  
week and sometimes three times a week. If they were to  
walk and sometimes ~~try~~ ~~take~~ a walk, if ~~they~~ ~~we~~, ~~to~~  
come only once a week, it would take too long to learn  
~~how~~ ~~about~~ ~~walk~~ a walk, it would take ~~too~~ ~~long~~ to learn  
English. They had read about the Smith family and  
~~English~~. ~~they~~ ~~had~~ ~~read~~ ~~about~~ ~~the~~ ~~Smith~~ ~~family~~ and  
were almost at the end of the book.  
~~they~~ ~~had~~ ~~read~~ ~~at~~ ~~the~~ ~~end~~ ~~of~~ ~~the~~ ~~book~~

Now the young men were in their teacher's sitting-room,  
~~now~~ ~~the~~ ~~young~~ ~~men~~ ~~were~~ ~~in~~ ~~the~~ ~~teacher's~~ ~~sitting-room~~,  
ready to begin their studies. They were alone at first,  
~~ready~~ ~~to~~ ~~begin~~ ~~the~~ ~~studies~~. ~~they~~ ~~were~~ ~~alone~~ ~~at~~ ~~first~~,  
but at ten minutes past eight their teacher came in.  
~~but~~ ~~at~~ ~~ten~~ ~~minutes~~ ~~past~~ ~~eight~~ ~~their~~ ~~teacher~~ ~~came~~ ~~in~~.  
"Good evening, boys," he said when he came in; "I am  
"good evening, boys," ~~hi~~ ~~sed~~ ~~hwen~~ ~~hi~~. ~~heim~~ ~~in~~; "it am  
a little late to-night. I had to put my little son to bed,  
a ~~bit~~ ~~bit~~ ~~ta'mit~~. ~~ai~~ ~~had~~ ~~to~~ ~~put~~ ~~mai~~ ~~son~~ ~~to~~ ~~bed~~,  
because my wife is not at home, and I had to wait  
~~because~~ ~~mai~~ ~~wife~~ ~~is~~ ~~not~~ ~~at~~ ~~home~~, ~~and~~ ~~ai~~ ~~had~~ ~~to~~ ~~wait~~  
until he was asleep, or he would call all the time."  
~~and~~ ~~hi~~ ~~was~~ ~~asleep~~, ~~or~~ ~~hi~~ ~~would~~ ~~call~~ ~~all~~ ~~the~~ ~~time~~.  
"I have never seen your son," said one of the young  
"ai ~~hav~~ ~~never~~ ~~seen~~ ~~your~~ ~~son~~," ~~and~~ ~~man~~ ~~an~~ ~~do~~ ~~say~~

men; "couldn't we go and have a look at him?" "Yes," men, "huddnt wi: gow and hove a lok at him?" "yes,"

the teacher answered, "but we shall have to be quiet." *da t̄:tjər a:nsw̄d, "but wi: ful ha:ve to bi: t̄:mpt.*

If we make a noise, he will wake up from his sleep, if wi: māk a noiz, hi: wil wak up from his sl̄p.

and then it will be a long time before he goes to sleep again it wil bi: a loy t̄:im b̄f̄: hi: gow to sl̄p

again."

*'ḡen.*"

So they went up into the bedroom to have a look at *sow dei went up into da bedrōom to have a lok at*

the sleeping child. "He is very quiet now, because *da sl̄p̄ig t̄:ld.* "hi: is veri ku:si:t now, b̄k̄z

he is sleeping," the teacher said when they came down *hi: is sl̄p̄ig," da t̄:tjə sed hav̄n dei heim down*

again, "but when he is awake, he makes a great noise *'ḡen, "but hav̄n hi: is a:t̄eik, hi: māks a great noiz*

all the time. I must go up now and then to see that *al d̄o t̄:im wi: want you up now and den to si: dat*

he is warm enough, because my wife says that he is *hi: is w̄rm t̄:naf, b̄k̄z mi: w̄if̄ sez dat hi: is*

beginning a cold. He is sleeping in our room to-night, *beginning a k̄old. hi: is sl̄p̄ig in ouz room t̄:naf,*

but when he is well, he always sleeps in his own room ... *bat hav̄n hi: is wel, hi: alwaz sl̄p̄s in hi: own room.*

Well, let us go back to our studies. You know that *wel, let us go b̄ck to ouz studi. ju: noz dat*

He wakes,  
he woke,  
he has waked  
(wakes, wak,  
waked).

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 parents always talk too much about the children," the teacher said with a smile on his face. "Oh, that is all right," said one of the young men, smiling. "Yes, that is all right," said one of the young men, smiling.

An hour later, they got to the end of the last exercise on the left. Bei gurts di end av the last classmate about the Smith family. They had given the answers about the Smith family. Bei had given di answer to all the questions in the exercises except the last one, in all the questions in the exercises except the last one.

and now the teacher asked one of the young men the last question, "Did the children have a good time?" last question, "did the children have a good time?"

The young man gave the answer: "Yes, they had the best time they had had for a long time." "That is best time dei had had for a long time." "That is right," said the teacher, "and now I want to talk to you about something new. You have learnt English

now for four months, and you already know many new words, and you will speak English very well. Sometimes we speak English together, but from

He learns, he learned, he has learned = he learns, he learnt, he has learnt  
(Learn, learned, has learned).

now on I want you to speak English always when we do our study work. How do you like that idea?" "It is a good idea, and I like it very much," one of the young men answered, and the others also said that the idea was good. "It would be a good idea to begin now, to-night," the teacher said. "I will try to put the words together in such a way that you will be able to understand what a word means, just ask me what the meaning of it is, and I will explain it to you in some other way, speaking English all the time. Did you understand everything I said now?" "Yes, we understood every word, also the new words."

One of the young men: "I have a good idea! It would

He understands,  
he understood,  
he has understood  
[ʌndə'stʌnd].  
understand  
[ʌndə'stʌnd].

[it means, it meant,  
it has meant  
[miːnz, miːnt, miːnt].

He feels, he felt,  
he has felt.  
[Hölt, fühlte fühlte].

be much better to use English names when we speak  
*bis matf̄ betz t̄a ju:t̄ englif̄ neim̄ hawn wi: spik̄*  
 English." "Yes," the teacher answered; "the English  
*ngglif̄.*" "j̄es." *da n̄i:fl̄er a:n̄erad;* "Bi ngglif̄  
 word for my name would be Miller, and your name  
*wə:d f̄o mat̄ neim̄ vənd Bi: mɪll̄, and j̄o. neim̄*  
 would be Brown." "Tell us the English words for our  
*wə:d bi: braun.*" "tel ax di engglif̄ wə:d:z f̄or our  
 names, too," the other young men asked the teacher.  
*neim̄, tu.,* "di ad̄o j̄ag men̄ a:skt̄ da li:t̄fa.  
 "Your name," he said to one of them, "would be Storm,  
*"j̄o: wɔ:m," hi: sed t̄a t̄ra:n̄t̄ d̄om̄,* "and Bi. storm,  
 and your name," he said to the other, "would be Wood,  
*and j̄o: neim̄," hi: sed t̄a di ad̄o,* "and Bi. wood.  
 It is a good idea; from to-night we will all be English  
*it is a ḡod id̄ia. fr̄om t̄a:n̄it̄ wi: wil z̄f̄ bi: ngglif̄*  
 people twice a week." "I am already beginning to feel  
*pi:p̄ tu:ns a wk̄.*" "ai s̄in̄ .i:f̄red̄ b'ḡinḡ t̄o feel  
 very English," Brown said. "Well, the name is not  
*veri ngglif̄," braun sed.* "well, do neim̄ is n̄i:  
 enough for me to feel English," said Wood; "I shall  
*i:n̄af̄ f̄o mi. is f̄i:l̄ ngglif̄," sed wood; "ai jal̄*  
 have to hear my new name several times before I can  
*hew t̄o his mat̄ n̄ja: neim̄ sevər̄ ta:ms b̄f̄s;* ai ð̄an̄  
 remember who Mr. Wood is. I am writing it down in  
*r̄im̄m̄ber hu: m̄its̄ w̄d iz. ai w̄re r̄at̄iḡ it d̄own i:*  
 my book now to remember my new name. What is it,  
*mai bu:t̄ n̄ow t̄o r̄em̄m̄ber mai n̄ja: neim̄. h̄owt̄ is it.*

Storm, why are you so quiet?" "I am just trying to storm, *hvor er jeg nu kommet?*" "I am trying to remember my new name, too." "When you have heard *et nogenmales nua nja: nem, der?*" "Kvæn jeg har hørt it three or four times, you will not forget it," said it *præ: s: for hørte, ja: vil not følget it.*" *sed*

Mr. Miller.  
mister mille.

"You have forgotten that you have been asked to look "ja: har følgedes dat ja: har ikke været til hørs after the boy, Mr. Miller; he is calling you now," said *afta da bør, miste mille, han is kælling jen. nu.*" *sed* Brown. "Oh, and my wife is coming in through the garden now; what will she say when she finds the boy *græd i hørs; hvad vil si: sei hvæn si: fandt da bør* awake? I shall have to explain to her that we had *a work? vi ful hørs til its plain til hæ. dat vil hørs* so much to talk about to-night that we forgot him. *sæt mæs te talk alhæt i hæst dat vi: følgot him* I hope he will go to sleep again and have a good sleep *at hoop hi: vil gen ta sløp øgen og har en god sløp* all night. Last night he woke up three times." *et næt. last natt hi: vank up præ: tættes?*

"I want to ask you a question," Storm said to the others "*vi want tu aask jø: a hvorstjær?*" *storm sed te di ados* when the teacher had gone up to the boy. "What does *hører da titje had gøn up te do bør.* "Hører du"

*He forgets, he forgot, he has forgotten [fɔ:gəts, fo'got, fɔ:gətn].*

the word 'explain' mean? I did not like to ask the  
*da word 'eks'plain' mi:n?* ai did not like to ask da  
 teacher about it, because I could see that you two  
*tif:fer ab'out it, b'f'k's ai had ri: dat jat fa:*  
 understood it." "Yes, I understood it," Wood answered;  
*and'a:stud it*" "yes, ai and'a:stud it," said Wood;  
 "it means to give the meaning of something, or to tell  
*it mi:n to giv da mi:nig or sim'big, o: to tel*  
 why something is done, or how it is done." "Oh yes;  
*hau: sim'big is dan, o: han it is dan.*" "me yes;  
 when you say it in this way, I understand what it  
*hwen jk: sei it is dis wa:, ai understand hau: it*  
 means. Thank you!"  
*mi:nz. þayk ju:!*

When Mr. Miller came down again, he said to the young  
*kuen wista nlla hau: down ag'in, hi: sed ta da jug*  
 men, "I hope you will have a cup of coffee with us.  
*men, ai hou:p ju: wil have a kaf: o: kaf:i wi:d us.*  
 My wife has already made the coffee and is now putting  
*mai wif has al'red'i maid do kaf:i and is now pu:ng*  
 the cups on the table. She will be interested to hear  
*da kaf: o: da tabl. ft: wil bi: int'restid to his*  
 you speak English, because she has been to England  
*jic spi:k ing'lif, b'f'k's fi: ha: bin in ing'lif*  
 with me several times and speaks the language very  
*wid mi: sev'al taimz and spi:ks da langgwidz veri*  
 well." "I don't feel hungry," said Wood; "but I would  
*wel."* "ai don't f'lt hangri," sed wood; "bat ai wed

like a cup of coffee and a talk with your wife about the  
*laik a kaf en kufi end a talk wið jø. wif aþur ðe*  
 language we are all so interested in."  
*þingneidz we're all zif you interested 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  
*our fri: jay friends ha:u kam to dea n:if:s*  
 house again to learn English. They have been working  
*house a:gin ta la:n i:gglif. dei ha:u bi:n working*  
 at their studies for an hour and are now having a cup  
*at dea studis for an ou:u and a: wa:n h:mi: a k:ap*  
 of coffee.  
*of k:ofi.*

Brown: "Mr. Miller, this evening when I was walking  
*brown: "m:r miller this evening Brown ai was walking*  
 home from work, I thought of the idea you told us  
*home from work, ai bo:t er di aldis ju:t told us*  
 about the other evening, to speak nothing but English  
*about de a:d a:evening, ta sp:k n:thg but i:gglif*  
 when we are together. I said to myself that when  
*when we a:re together, ai sed to myself dat heen*  
 the four of us have talked English for some time, it  
*the four er us ha:u talk i:gglif fo sum taim, it*  
 would be a good thing to try to talk to some English  
*would bi: a good bi:g to tru:ta talk to sum i:gglif*  
 people. 'But where do you find English people to talk  
*people. 'but ha:u d:u: jw: find i:gglif pi:pl to talk*  
 to?' I asked myself. I couldn't think of an answer to  
*to?' ai a:skt myself, ai budnt bi:jk er an awra to*

but (here) =  
 except

that question at once; but when I was sitting at supper,  
dət kwestjən at wənz; bət hənq əm wəz sɪtɪŋ at səpər,

I thought of this idea, "Why not make a trip to England?  
ai þə:t əz dəs ə'dɪə, ə'məz nət mək ə t्रip tu ɪngglənd?

Then there would be enough English people to talk to?  
ðen ðəz wəud bi. ɪ'nʌf ɪngglɪʃ pɪpl əz tə:k tu?

What do you think of that idea?"

həwt ðə: ju: þɪŋk əz dət ə'dɪə?"

Mr. Miller: "I think it would be a very good idea if  
mɪlər əməz: "ai þɪŋk ət wəud bi ə vəri ɡʊd ədɪə if  
you could all make a trip to England together," Storm:  
ju: kəd ə'l mək ə t्रip tu ɪngglənd tə'gəðə." stɔrm:

"I have another question to ask you, Mr. Miller. Do you  
"i həv ə'nʌðə kwestjən tu: sk jə, mɪlər əməz. du: ju:

think that you could come with us yourself?" Wood:  
þɪŋk ðət ju: kəd kəm wið əs Ȑ'self?" wud:

"Yes, you know England and the English so well; but  
"yɛs, ju: nəw ɪngglənd ənd ði ɪngglɪʃ Ȑn wəl; bət

perhaps you do not want to go to England again.  
þə'keps ju: du: nət wənt tu Ȑgo tu ɪngglənd Ȑ'gen,

because you have been there so many times already?"  
bɪ'keps ju: həv bɪ:n ðəs Ȑnən taimz Ȑ'l'redi?"

Mr. Miller: "Perhaps, and perhaps not. I shall have  
mɪlər əməz: "þə'keps, ənd þə'keps nət. Ȑə shəl həv

to think more about it. You know I have a wife and  
tə þɪŋk mər Ȑ'baut Ȑt. ju: nəw Ȑi həv Ȑwif ənd

a child to think of! But you have no wives to think of  
Ȑt fə'uld tə þɪŋk ju: bət ju: həv nəw wifz tə þɪŋk əv

yet. As you said yourself, Wood, I have made many  
*jet. as jæ: sed jɔ:zelf. twod. a: hæv mæd meni*

trips to England, so there are few places where I have  
*trips tu ingland. sou dear a: fja: pleisir hævor a: hæv*

not been before, but, on the other hand, it is several  
*not bi:n bɪ:fə:, bat, on de sə:s hænd, it is sevərəl*

years since I was there last time, and since then many  
*jæs sə:ns a: wæs ðæt kʌst tæm, and sɪns ðen mæni*

things have changed, that is, they are not the same  
*þi:xs hæv tʃeindʒd, ðæt is, ðæt a: not ðe seim*

now as they were then. You know that most people  
*kaw a: ðei rea: ðen. ju: wæt ðæt mæs ði:pl*

think that the English are very conservative, that is,  
*þi:gk ðæt ði: ingglɪ: a: veri kənseratɪv, ðæt is,*

they like old ideas better than modern ones, and are  
*ðei laik əuld əldɪəz ðæts ðan mædən ɪðæz, and a:*

not glad to change things. I do not think that people  
*not glæd tu ʃeindʒ þi:xs. a: ðu: not þi:gk ðæt ði:pl*

are right in this. The English of to-day are not the  
*a: ræit in ði:z. ði: ingglɪ: ær tə'dei a: not ða*

same as the English of some years ago, so there will  
*seim a: ði: ingglɪ: ær sə:m jæs ðyən, so ðæt wɪ:l*

also be new things for me to learn on another trip to  
*ɔ:ðənðu: nyx: þi:xs fə mæ:t ðæt hæv ðe ñæda trip tu*

England. I must say that of all the foreign countries  
*ingglɪ: a: mæst sei ðæt e:z ði: ðe forin ðæntri:*

I have seen, I have found England the most interesting."  
*a: hæv si:n, a: hæv foun ði:glɪ: ðe mo:st int'restɪng."*

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;  
storm: "ai kow neva bin tu a forin kantri bifor;  
I have spent all my holidays in our own country. The  
ai kow spent o:l meu holdidz in ouer own kantri do  
last five years I have spent my summer-holidays with  
laest foyr jipz ai kow spent meu samisholidz wid  
my parents in the country, where they have a small  
mai praradz in do kantri, hwez doi kow a small  
house near a lake. But it would be a good thing to  
hous nior a leik. bat it woud bit a good big to  
try something new this year. Of all foreign countries  
trai sampig nju: dis jipz at o:l forin kantris  
I am most interested in England, just like you, Mr.  
oi am mosst intresid in ityland, dgeast leik ju:, mista  
Miller. If we make the trip, we must visit the British  
musa, if we: mesh do trip, ai: must visit do britif  
Museum one of the first days we are in London. It  
museum wan oo do foist dayz wi: o: in London. it  
is one of the greatest museums, not only in Europe,  
ie wan oo do greatif museziums, not onli in juropa,  
but in the whole world. I have seen a picture of the  
bat in do hond world. ai kow si:n a piktur oo do  
museum, and ai know dul b'fined it dear a: son meni  
things which we must see. I should like to spend  
bigo kwif oo: must si:. ai sud lik to spend  
several hours there every day."  
several hour des evri dei."

Mr. Miller: "And you can. I know a hotel in the same  
 mís̄ta mula: "and ju: k̄en. of new hótel in da seim  
 part of the town as the British Museum. I have always  
 past on da town as da Britif myúzéum. di has o hótel  
 lived there when I have been in London. It is a good  
 hotel. Has been at hótel bin in London. it is a good  
 hotel, and cheap, too, so if we go, I think we will live  
 hótel, and t̄i:p. tu:, sou if wi: gon, ai p̄ish wi: will live  
 there as long as we are in London. Then you can  
 da se im as wi: a: in London. den ju: kan  
 visit the British Museum as often as you like, Storm.  
 visit da britif myúzéum as o:fn as ju: lait, storm.  
 It is only a few minutes' walk from the hotel. The  
 it is oumt a fje: minit walk from da hótel. da  
 first seven or eight days we could spend in London  
 firs: sev̄n or eit̄ dais we could spend in London  
 itself. There are many things to be seen in a big town  
 itseif. daer ar̄ meni p̄igs la bi. si:n in a big town  
 like London, so that a week would not be too much  
 laik London, sou dat a week wud not bi: tu: mat̄  
 for us to spend in London itself. Then we could visit  
 far as to spend in London itself. den wi: kad visit  
 some places just outside London, where the Thames  
 san: plaine d̄gast h̄u:t̄d̄ London, h̄u:z da town  
 is not the same dirty river as in the town itself. I  
 is not da seim da:ri riv̄ as in da town il'self. ai  
 often spent a whole day on the river Thames in summer  
 o:fn spent a howl dei on da riv̄ temz in summe





**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  
when the weather was fine. There are small steamers  
to take you from place to place. It is not very far  
to take you from place to place. It is not very far  
from our hotel to the river, so that we could go down  
from our hotel to the river, and we had gone down  
there one day and look at the steamers."

"We can't and look at the steamers."

Mrs. Miller: "I think the idea you have been talking  
about now is a very good one. I should like to  
go with you on the trip to England, but I can't. We  
can't take the boy on a trip like that, he is too small;  
just think of him on a steamer! He and I will spend  
those few weeks with my parents; they will be only  
about five weeks with my parents; we will be  
too glad to have us. You know what grandparents  
are like — they always think that their grandchildren  
are the best in the whole world. The boy's grand-  
mother lets him do everything he wants to, and his  
grandmother lets him do everything he wants to, and his

grandfather buys so many things for him to play with  
*grandfusa baiz sou meni pigz fa him ta mei*  
 that I don't know what to do with them. It will be  
*dat ai dount sou hout ta dze wiid daun, it sou bi*  
 so good for the boy to be at a farm in the country;  
*sou gud fa de hai ts biit at a farm in da kantre;*  
 he can play outside in the sun all day, and we shall  
*hai leun plai 'nus wiid in da san o'l dei, and wi: jal*  
 both have a good time."  
*bout haev a gud taim."*

Mr. Miller: "Well, if you feel like that, my dear, I shall  
*wiita mila.* " *wel, if ja: fi:l laik dat, mei dia, ai jal*  
 be glad to go. It would be good to see old England  
*bi: gled ts you. it wiid bi: gled to si: ouid england*  
 again with these young men." Storm: "We are glad  
*x'goin wiid dia: jay men." storm: "wi: a: gled*  
 to hear that. Well, boys, it's time to go home, I think.  
*ta kiv dat. wel, baiz, its taim ta giv house, ai jigh.*  
 Oh, it's cold outside, and look — there is snow falling!  
*ow, its kould 'out'said, and look — deer is snow fallig!*  
 One doesn't think of that when it is so warm inside."  
*wean daunt puk ar dat heom is so woom. 'n'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  
*ða nækst taim ðe jay men we: la'gedz ðe studi*  
 English, they had much to talk about. All of them had  
*ïnglif. ðei had matf ðe talk abaut. o'l æ: ðam had*  
 been thinking about the trip and making plans. They  
*binc pigkey abaut ða trip and meikly plans. ðei*  
 had talked to their families about it and asked people  
*had talkt to ðes families abaut it and askt pi:pl*  
 who had visited England about the best time to go there.  
*Ine: had visitid england abaut ðe best taim to goon ðea.*  
 Their families were very much interested in the plans,  
*ðes families we: veri matf interested in ðe plans,*  
 but thought that the young men would not be able to  
*but þor: dat ðe jay men nad not bi: eibl to*  
 learn to speak English well enough before they were  
*la'm to spik ïnglif wel 'naf bïf: ðei we:*  
 to go. Storm told the others that his brother smiled  
*to you. storm could di aduz dat his brðða swould*  
 when he spoke about the trip, as if he thought that  
*hwen hi: spook abaut ða trip, as if hi: þor: dat*  
 they would not be able to make it. "Well, wait and  
*ðei woud not bi: eibl to meik it. "Well, we'll just*  
 see," I tell him," Storm said, smiling; "when we start  
*sit, di tel him," storm sed, smailig; "hwen we'll start*

start — begin

on our trip, and you must stay at home because you  
*on our trip, and you must stay at home*

*don't speak English, I shall be the one to smile!*" And  
*don't speak English, I shall be the one to smile!*

I think that when he sees us start on our trip next  
*I think that when he sees us start on our trip next*

*summer, you will have him as a pupil in the autumn,*

*summer, you will have him as a pupil in the autumn,*

*Mr. Miller!"*

*Mr. Miller!"*

Mr. Miller was very glad to hear that his three pupils  
*Mr. Miller was very glad to hear that his three pupils*

*felt that they would be able to learn enough. "I hope*

*felt that they would be able to learn enough. "I hope*

*you know that you must do much work before the*

*you know that you must do much work before the*

*summer-holidays. When we make our plans and talk*

*summer-holidays. When we make our plans and talk*

*about all the things that we are going to do, you will*

*about all the things that we are going to do, you will*

*learn many words that you are going to use on the*

*learn many words that you are going to use on the*

*trip. So the more we talk about it, the better you*

*trip. So the more we talk about it, the better you*

*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.*

we want to go, and you three will have to decide how  
 wi: want to go, and ju: þri: wil haev to d'isaid how  
 long we are going to stay in England. My holidays are  
 by wi: a: going to stai in england. meui holidiz a:  
 two months, and I can stay there the whole summer.  
 tu: mants, and mi kan stai doa da houl sumer,  
 if I want to, so you must decide that part of it your-  
 if ai want tu, sou ju: must d'isaid das part as u joo-  
 selves."

'selves.'

upon = on

"That depends upon how long our holidays are," said  
 "dat di'pends a'pon han by oua holidiz a:" and  
 Storm "I have two weeks; how much have you?" he  
 starn. "ai haev tu weeks; huie meufs haev ju:t?" he  
 asked the others. Brown also had two weeks, but Wood  
 wæst ði: adæz. Brøwn ælsox had tu: weeks, but wood  
 said, "I don't know whether I shall have two weeks or  
 not, "ai doænt now hweða ai sal haev tu: weeks o:  
 not, for I have not worked a whole year for my new  
 wæt, for ai haev not wækt a houl jia: tæ œæti ejc  
 firm, you know. It all depends upon the manager of  
 faim, ju: now it al di'pends a'pon ðe manager œn  
 the firm. I will ask him whether I can have two  
 da faim. ai wil ask him hweða mi kan haev tu:  
 weeks, which I think he will give me when he hears  
 wæks, hwaif ai myk hi: wil giv mi; hweðer hi: hisz  
 that we are planning to go to England. I will ask the  
 dat wi: u: planing to go to england, ai wil ask do



manager

manager to-morrow whether I can have that or not."

"Good," said Mr. Miller; "we know that we shall have "good," *sed musta mila;* "we" now *dat* *we:* *for how*

*at least twelve days for the trip, and perhaps two weeks,* *at least twelve days for da trip, and perhaps two weeks*

little  
less  
least

*Now we must decide on the time for the trip. As you* *now we: muste disnid in da time for da trip. or ju:*

*I have been to England at different times of the* *now, ai hev bin in england at different times ov da*

*year, so it is not difficult for me to tell you which of the* *jia, sou it is not difficult fo mi: to tel jic hovit ov da*

*different holiday months will be best. June is often* *different holiday months wil bi: best. june is ofta*

*a lovely month in England, a very beautiful month,* *a lovely month in england, a veri bju:tiful month,*

lovely — beautiful

*but you can never be sure that the weather will be* *but ju: kon never bi: jus dat da weath wil bi:*

*good. July is often a very dry month; it is the month* *good. julyais ofta a veri dry month; it is da month*

*that has the least rain. I was there for four weeks* *dat has da less rain. ai was des fo fo: weeks*

*in July once and had only half an hour's rain, but then* *in julyais want pud had nolli ha:f an hour rain, but den*



rain

*that was less rain than they had had for years in that* *dat was les rain doi had had fo jiss in dat*

*month. I am sure that July would be the best month.* *month. ai am sue dat julyais used bi: da best month*

He leaves, he left,  
he has left (U.s.,  
left, left).

In August it is too hot to be in London. The school  
in *August* it is *too hot to be* in *London*. *the school*  
holidays are in August, and every one who is able to  
*holiday* *at* in *August*, *and every one who* *is able to*  
leave London in August goes away. Many of my  
*live* *London* in *August* *goes* *away*. *men* *or* *my*  
friends that I should like to see again will have left  
*friends* *that* *are* *not* *there* *in* *the* *month* *of* *August*.  
*London* *if* *we* *go* *there* *in* *that* *month*."  
*London* *if* *we* *go* *there* *in* *that* *month*."

some  
any?  
not any

We shall see some  
football.

Is there any  
football this week?

We shall not see  
any football.

Brown: "I should like to see some English football. Do  
you think *we* *should* *look* *at* *some* *English* *football*. *do*:  
you think there will be any football in July?" "No,  
*no*: *bigk* *de* *not* *be*; *no* *football* *in* *July*?" "Now,  
you will not see any football if we go in July; the  
*jet* *will* *not* *see* *any* *football* *if* *we* *go* *in* *July*;" *do*:  
football season does not begin until September. Perhaps  
*football* *season* *does* *not* *begin* *until* *September*. *perhaps*  
you think it would be better to go in September, then?"  
*ja*: *bigk* *it* *would* *be*; *better* *to* *go* *in* *September*, *don't*?"  
"What is the weather like in September?" "Oh, some-  
times it is *da* *wada* *look* *in* *September*?" "oh, *som-*  
times it is very good, but you can't be sure. There is  
*rains* *it* *is* *very* *good*, *but* *ja*: *kan* *bi*: *ja*:. *dear* *is*  
often very much rain in September, and the evenings  
*is* *very* *much* *rain* *in* *September*, *and* *the* *evenings*  
are so short." "Well, then I think that July will be  
*a* *sun* *day*." "well, *now* *at* *bigk* *dat* *day* *will* *be*:

the best month. I don't want to go in September." "De best month as doesn't want to go in sep'temba,"

Brown said with a smile, "just to see football. I can brown sed wiid a smile, "dʒust tə sɪ: fʊtbɔ:l ni kən

see English football when the English football players si: iŋglɪʃ fʊtbɔ:l həvn di iŋglɪʃ fʊtbɔ:l plɪəz

come to our country to play." "Well, have we decided kəm tə ouət kəuntri tə pleɪ?" "wel, ha: wi. dɪ'saidid

to go in July, then?" asked Mr. Miller. "Yes," Wood tə you in dʒʊ'lɪ, den?" o:sət mɪlə milə. "yes," said

answered, "we can at least decide upon July as the a:kəd, "wi: han at li:tst dɪ'said ə'pən dʒʊ'lɪ as da

best month to go in; then it depends upon whether best mənþ tə go in; den it dɪ'pəndz ə'pən ha:de

we can all get our holidays in July. But let us leave wi: han zil get ouət holidaz in dʒʊ'lɪ. bat lət ət li:t

that question now. We can talk about that later; it dat questʃən nəw. wi: han talk ab'out dat le:t;, it

is difficult for our managers to decide now when we is dɪ'fɪkəlt fər ouər mənɪdʒəz tə dɪ'said now hwen wi:

are to have our holidays this year." o: tə həv ouət holidaz dis jɪə."

are to have=shall  
have

"Well, boys," said Mr. Miller, "before we leave, you "wel, boɪz," sed mɪlə milə. "bu:fɔ: wi: B.v., ju:

have got at least six months in which to learn the həv gət at li:tst sɪks mənþs in həvɪtʃ tə lə:n ðə

different words that you will need on the trip. To-night ðɪ'fərənt wə:dz ðət ju: wil nɪ:d ən ðə trɪ:p. ɪ'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 sol talk to ja: s'bañt heut ta sei hoven ja: go  
into a shop to buy something that you need. What  
mung a jop ta bai samplig dat ja: need heut  
do you say when you want to buy a book, Wood?"  
du: ju: sei hoven ja: want ta bai a book, wood?"  
Wood: "I think I should say: I want to buy a book; let  
wood: "ai piyk ai fad sei: ai want ta bai a book; let  
me look at some."  
mi: lek at sam."

Mr. Miller: "Yes, you could say that. But you could  
mista mala: "jer, ju: bud rei dat. but ja: bud  
have put in a word which the English use very much,  
hav put in a word heutif di englif ja: veri mala.  
that is 'please'. Very often, you need only give the  
dat is 'pla:s'. veri o:fn, ju: need ondi give da  
name of the thing you want and put the word 'please'  
nima so do pig ju: want and put do word 'pla:s'  
after it. That is enough. But don't forget the word  
a:fter it. dat is 'pla:s'. but don't fo'get do word  
'please' when you want to ask for something. Now  
'pla:s' hoven ju: want ta ask fo' samplig. now

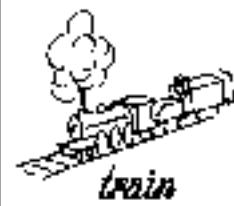
let me hear you buy cinema tickets for us, Brown!"  
let mi: his ju: bai cinema tikits for us, brown!"

Brown: "Four tickets for eight o'clock, please!"  
brown: "fo: tikits for eit a:klok, pla:s!"

"Right! And will you call the waiter and order our  
"ru:t! and mid ju: kall da weita and o:de ou:

dinner, Storm?" Storm. "Waiter! Four vegetable soups,  
dinner, storm?" "Waiter! Four vegetable soups,  
please!"  
"Please!"

"Yes, that is right. I think you can do that now; it  
is not very difficult. We will also talk about how to  
go to London. Part of the trip we shall go by water,  
and part of the trip we shall go by land. When we  
travel by land, we shall go in a train, and on the part  
of our trip when we travel by water, we shall go in  
a steamer. Did any of you ever travel by train?"  
"Oh yes, we have all done that," they answered.  
"But I never travelled much by steamer," one of them  
said. "I have only made very short trips of about  
twenty minutes, so it will be the first time that I shall  
ever try a long trip by water."



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. Muller 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. Miller asked the boys on their next English evening.

"Oh yes, we have made many, and we have something good to tell you; Wood's manager will let him have

two weeks' holidays this summer. We have been thinking of how much the trip will cost, and we have also asked about the tickets. We know how much it

will cost us to go to England and back, but we do not know how much it will cost to stay for two weeks in England. Could you tell us about that, Mr. Miller?"

"Yes, two weeks in London at a hotel that is both good and cheap will cost about fifteen pounds for each. Have

you got so much money?"

*yu: got sou maf: meni?"*

Wood: "Fifteen pounds? That is much. I haven't got  
 wood." *fifte:n pa:nds! dat is maf: ai havn't got*

so much money." Brown: "I think we shall all have  
 sou maf: meni." *brown: "ai bi:k wi: fel o:l hav*

to try to earn some extra money, for we have very  
 to tri:t fu: sou sain ekstra meni. fa wi: havr ever

little, I am afraid."

*litl, ai am 'afred."*

Storm: "When I spoke to the manager at the office  
 stɔ:m: "ai spek tə de manɪdʒə at di ofis

about our trip to London, he was very interested. He  
 abaut ou: tri:p tə London. hi: was veri intrestid. hi:

said that the firm would be glad to have a young man  
 sed dat de fir:m wud bi: glad tə havr a yong man

in the office who knew something about the English  
 in di ofis kou: nju: sampliy abaut di ingglif

and England. He said that such a man would always  
 and iygland. hi: sed dat sat: a man wud alwas

be of great use to a big firm, and he gave me to under-  
 stand dat de fir:m wud giv mi: sou maf: mani

for the trip. So I do not think that I shall need to  
 for de tri:p. sou ti:du. not bi:k dat ai fel nedd tə

earn extra money for the trip."

*sou ekstra meni fa de tri:p."*

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 Brown! "It must bi: a fine big to work for a firm laik that. But I will tell you something about the book-shop *ðeɪt ðat aɪ wɪl tɛl jə: sʌmθɪŋ ə'baut ðə bʊkʃɒp* where I work. If one of us gets a good idea for the *həʊrər ən wə:k*, if *wə:n òr ñə:z* gets a good *ədɪəl* *fər ðə* shop, and it is used by the manager, we are paid well */ɔ:p*, and it is *jʌ:s:d* *bə:z ðə* *mænɪðə:gə*, *wɪ: ñ: pɹɪ:t wɛ:l* for it. And I have an idea! It is just the right time *fər ït*. *and ë: hæv ñ: ïdɪə!* *it* *is dʒʌst ðə* *rɪ:t taim* now to speak to him about it. I will tell you all about *næ:w ðə spɪk tə hɪm ə'baut ït*. *aɪ wɪl tɛl jə: ñ: ə'baut ït*; then you can tell me what you think of it. Perhaps *ɪt*; *dən jə: kən tɛl mə:t hə:t jə: hɪgh əv ït*. *pə:hə:p:s* you know that some book-shops have a library. There *ju: nə:w ðət sə:m bʊkʃɒps həv ðə lə:bə:rəi*. *ðə:z* are many people who would like to read, but they *ə: meni pɹ̄:pl hə: wud laik ə: ri:d*, *but ðə:z* cannot afford to buy many books, because the prices *kə:nɒt ə:fɔ:d tə bu: meni bʊks*, *bɪ:kəz ðə* *prɪ:sɪz* are so high. But at a library, they can borrow books *ə: son hæi*. *bat ðət ðə ì: lə:bə:rəi*, *ðə:z* *kə:n ðə:rn bʊks* for next to nothing, and after they have read the books, *ʃə:nækt tə ñæ:θɪŋ*, *and a:ftə ðə:z* *hæv re:d ðə* *bʊks*, they bring them back again. At the back of the shop *ðə:z* *brɪg ðə:me bæk ə'geɪn*. *at ðə* *bæk o: ðə* *fɒ:p* we have a small extra room, which could be made into *wɪ: hæv ðə smæ:l ekstra ru:m*, *hwɪ:θ kəd bɪ: mæd intu:*

a library where people could read for a short time to  
*a libra* *ri* *lara* *papl* *kud* *read* *for* *a* *short* *time* *to*  
 see what books they want to borrow. In this way,  
*si*. *bout* *books* *dei* *want* *to* *borrow*. *in* *this* *way*,  
 many people who cannot afford to buy the books they  
*menti* *plpl* *thei* *cannot* *afford* *to* *buy* *the* *books* *dei*  
 would like to read, can get all the books they want  
*would* *like* *to* *read*, *can* *get* *all* *the* *books* *dei* *want*  
 without paying very much, but we should get some  
*without* *paying* *very* *much*, *but* *we* *should* *get* *some*  
 money out of it. Besides, when people come in to  
*money* *out* *of* *it*. *bisides*, *been* *plpl* *come* *in* *to*  
 borrow books, they would also see all the other things  
*borrow* *books*, *dei* *would* *see* *all* *the* *other* *things*  
 we have in the shop, so that perhaps we could sell  
*we* *have* *in* *the* *shop*, *so* *that* *perhaps* *we* *could* *sell*  
 them some of these things, too. There are four other  
*them* *some* *of* *these* *things*, *too*. *There* *are* *four* *other*  
 book-shops in our street; but this idea has not been  
*bookshops* *in* *our* *street*; *but* *this* *idea* *has* *not* *been*  
 tried by any of them. And it would be a good thing  
*tried* *by* *any* *of* *them*. *and* *it* *would* *be* *a* *good* *thing*  
 for us to be the first shop to take it up."

*for* *us* *to* *be* *the* *first* *shop* *to* *take* *it* *up*."

Mr. Miller: "That is a very good idea! I am sure that  
*mentsi* *will*: "but" *is* *a* *very* *good* *idea*! *ai* *am* *sure* *that*  
 it will be a good thing for your shop. And you would  
*it* *wil* *bi*: *a* *good* *thing* *for* *you*: *shop*. *and* *ju*: *would*



street

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

He sells, he sold,  
he has sold [sells,  
sold, could]

sell more books, too, because people would learn to  
sell more books, too; because people would learn to  
read good books, and that would bring more people to  
read good books, and that would bring more people to  
the shop to buy them."  
*da jop ta ba *dat.*"*

Brown: "Yes, and I would write letters to the people  
brown: "yes," and ai woud rai letters to da pi:pl  
who live in our part of the town to tell them about  
hu: liv in ova part ov da town to tel dem ab'out  
new books and to invite them to read books in this  
njui: books and to invit dem to read books in dis  
cheap way. I will take this idea to the manager  
*tʃi:p wa*. of wil leit dis idia to da manidžer  
to-morrow. I am sure he will use the idea, and then  
t'morrow. ai sur ju: hi. wil juz di idia, and den  
I shall be able to afford the trip, because he always  
ai sel bi. ebt tu: af'ord da trip, b'kue hi: j'bus  
pays well. My manager is a man of modern ideas;  
pri: wa*. moi manidžer is a man of modern ideas;  
he is always looking for something new, and he is not  
hi: is alwa *lookin' fo' somethin' njui., and hi: is not  
afraid to try something very modern if he thinks it  
af'raid to tra *somethin' veri modern if hi. pi:ks it  
will bring more business to the shop. I think that he  
wil bring mo *bu:nis to da jop. ai pi:ks dat hi:  
is a very clever business man, the cleverest I know.  
is a veri klever busines man, da kleverist ai no*.*******

He always knows the right thing to do to sell more.  
*hi: aw'ays noz do rail pig ta da: to sel mor.*

The managers of the other shops in our street are not  
*da manidgas av di ads jops in ova strit a: not*  
 half so clever as he is, and when their shops are almost  
*ha:f sou klev as hi: is, and hwen da: jops a: o:limost*  
 empty, our shop is almost full of customers, and we are  
*empti, ouz jop is o:limost ful av kastomers, and we: a:*  
 always busy all day. Sometimes we are so busy that  
*olwes binz a:l da: kastombers wi: ouz bizzi dat*  
 we cannot find time to have our lunch, because there  
*wi: kanot fuhnd taim to hav ouz lanch, b'kuse da: a:*  
 are customers coming in all the time so that our shop  
*a: kastomber komin in a:l da: taim sou dat ouz jop*  
 is never empty. I hope I shall be just as clever as  
*is never empti at houz a: sel bi: d'gast a: bizzi a:*  
 business man when I get older, but I am afraid there  
*bizzi waz hwer a: get olda, bat a: em s'freid dea:*  
 are many things for me to learn first."  
*a: meni pi:z fa mi: ta le:n fa:st."*

Mr. Miller: "It is a good thing to work for such a clever  
*mista miler: "it is a god pig ta work fa rats a: klev*  
 business man, for you can learn much from him and  
*bizzi man, fa ju: kan le:n mazj from him and*  
 get cleverer yourself. Well, how about you, Wood?  
*get klevers jo:sel. awl, how z'baus ju:, woud?*  
 You have been so quiet all the evening. What is  
*ju: hav bin sou kuvast a:l di nitrit. howt is*

customers =  
 people who want  
 to buy something  
 in a shop

wrong?" Wood: "I have been thinking that perhaps  
right?" said: "ai how time buying dat perhaps  
I shall have to stay at home. There is no way for me  
ai sel how to stay at home. dear is now sent fa me  
to earn extra money at our office, and, besides, there  
is some extra work at our office, and, bilsida, dear  
is so much work to do there, that it would be difficult  
for me myself work to do: also, but it would be difficult  
for me to take any other work in the evenings.  
holt fa mi: to talk eni ada work in di evenings.  
I don't know how to get the money. I don't like to  
ai doesn't now how to get da money. ai doesn't like to  
borrow it, because my salary is not very high, and it  
borrow it, bilsida my salary is not very high, and it  
would be difficult for me when the money had to be  
would be difficult fa mi: know da money had to be  
paid back. I think my salary is too low for all the  
paid back. ai think my salary is too low for all the  
work I do."  
work ai do."

Brown: "Why don't you ask your manager for a rise  
break: "Brown doesn't jie: ask jie: meandida for a raise  
of salary, then?" "Oh, I couldn't do that. I haven't  
an salary, den?" "oh, ai hasn't den: den. ai haven't  
been there for a year yet, and, besides, I have just  
been den for a jie yet, and, bilsida, ai how djan  
asked him for longer holidays." Brown. "You can at  
asket him fa longer holiday." brown. "jie. karn al

least try. If you cannot earn the money you need in  
*this way* if you cannot earn the money in  
 some other way, you must try. Go to him to-morrow  
 same day tell, you must try, go to him tomorrow  
 and ask for a rise; tell him how much work you do, and  
 and ask for a raise; tell him how much work you do, and  
 what you are going to spend the money on." Wood:  
*how you are going to spend the money on*" said:

"Well, I don't like to ask for a rise, but I will try. If  
 "well, at doesn't talk to ask for a raise, but at will try if  
 I can't earn a higher salary, I don't see where I shall  
*at doesn't see a higher salary, at doesn't see where at* get the money from. I am not full of ideas like Brown;  
*get the money from, at am not full of ideas like brown,*  
 my head is empty."  
*mai head is empty."*

Mr. Miller: "Don't let us talk any more of it to-night.  
*mista mille: "don't let us talk more of it to-night.*  
 It is getting late now, I am afraid, and, besides, my wife  
 it is getting late now, *ai am afraid, and, b'saidz, mai wif* is already waiting with the coffee. Next time we shall  
*is already waiting with the coffee, nekst taim sei: jai* know whether you will be able to afford to go or not,  
*now woodu ju: will bi: gib si afford to go: no,* and then we will speak more about our plans."  
*and den wi: not spik more about our plans."*

Mrs. Miller: "Please come and have coffee. A cup of  
*mista mida: "pliz kame and have kofi. a kip se*

to spend money =  
 to pay out money

hot coffee will do you good, now that you have to go  
hot koffi wi: du: ju: god, nae dat ju: haev to go  
out into the cold night." "Yes, thank you very much,"  
put intu ðe knodd mail." "jet, þeyk ju: veri matf."

the young men answered.

ðe jay men a.nsed.

Brown: "Hot coffee is a very good thing on a cold  
brown: "hot koffi is a veri god pig on a cold  
night, and we should all like very much to speak English  
mail, and wi: jad o:f lask veri matf to spik englis  
with you for a few minutes, Mrs. Miller. We know from  
wid ju: far a fju: minis, misis mila. wi: now from  
your husband that you speak English well, and that  
je. husband dat ju: spik englis wel, and dat  
you like that language as much as we do." Mrs. Miller:  
ju: lask dat leggwidly as matf as wi: dwi:" misis mila:  
"Yes, my husband and I like English so well that we  
"jet, mei husband and of lask englis sou wel dat wi:  
often use it when we are alone together."  
o:fn ju:z it hwen wi: q: alone t'gelyr."

#### EXERCISE A.

##### WORDS:

earn  
extra  
office  
use  
library

The three friends would try to -- some extra money.  
Many people like to read, but they cannot — to buy  
all the books which they want to —. So they borrow  
the books in a —, where they can get them for — —  
nothing. There were five book-shops in the — where

Brown's — had his shop, and Brown thought that he was the — business man he knew. Mr. Miller thought that Brown's new idea would bring more — to the shop. Did they have many — in the shop? Yes, sometimes the shop was so . of customers that they had no time to have their ... Did Wood have a high —? No, but he would try to ask for a — of salary the next day. Why was he not glad to ask for a —? Because he had just asked the manager for longer —.

afford  
borrow  
sell  
sold  
street  
afraid  
business  
clever  
business man  
empty  
full  
customer  
busy  
get  
salary  
besides  
rise  
by

#### EXERCISE B.

What did Mr. Miller ask the young men on the next English evening? ... How much would it cost for each to stay two weeks in London? ... How would they get the money? ... Was Storm's manager interested in his trip to England? ... Why would Storm not need to earn extra money for the trip? ... What would Brown do to earn some extra money? ... Where could Brown's manager have his library? ... What would Brown do to let people know about the library? ... Why would it be difficult for Wood to take any other work in the evenings? ... Did he think that his salary was high enough? ... What did Brown tell him to do to get more money? ...

#### EXERCISE C.

**How to ask and answer questions with 'when'.**

When is summer? Answer ... Question ...? Winter

is in the months of December, January, and February. When are John and Helen at school? Answer ... Question ...? Mr. Smith is at his office from nine till five. When will John be fourteen years old? Answer ... Question ...? Helen will be thirteen years old in three years. When do the Smith family have their summer-holidays? Answer ... Question ...? In London the school holidays are in August. When did the three young men begin their study of English? Answer ... Question ...? John began to go to school seven years ago. When did Mr. Smith take his children to the cinema? Answer ... Question ...? Mr. Smith took his children out for a walk to the lake when the weather was fine. When are you going to England? Answer ... Question ...? I am going to town to-morrow. When did Mrs. Smith come home from the birthday party? Answer ... Question ...? George came home very late from the lake.

## GOOD NEWS

"You look very happy to-night, boys," said Mr. Miller  
 "ju: luk verri happy ta'night. boiz," sed mister mil'  
 a few evenings later when they were together again;  
 a fju: itewye leita hwen dei wa: ts'gedur j'genz;  
 "you must have something good to tell me." "Yes,  
 "ju: wast hev smthig gud ta tel mi:" "j'si,  
 I, at least, have good news," Storm answered; "my  
 mi, at least, hav gud nja.z." strom a.nseid. "mui  
 manager said yesterday that he would pay the whole  
 manidge sed jestadl dat hi wud bei de hand  
 trip for me. Isn't that good news? I had hoped that he  
 trip for mi, isn't that good news? or had thought dat he  
 would pay part of it; but it is very kind of him to  
 wud pay part of it; but it is verri kind of him to  
 pay all of it, I think."  
 bei a.ti em it, mi payk"

"And I have good news, too," said Brown. "My manager  
 "and ai hav gud nja.z. ne," sed brown. "mui manidge  
 thought that my idea about the library was very good.  
 j'ent dat mai idia about da librari was verri gud  
 I am going to begin to work at it at once. I am going  
 mi em gowin ta begin ta work at it at once. or am gowin  
 to write all the letters myself and make all the plans,  
 ta wait til da letoz myself and makc mi do plane.

He shows, he  
showed, he has  
shown [əʊvə,  
əʊd, əʊn]

too, so it is a good chance for me to show what I can do.  
*too, son it is a good tʃəʊ əs for mi to jəʊ ʃəʊt ədən dən.*  
It is the first time I have had such a chance, and it is  
*it is de fər't tʃən i həv həd sətʃ ə tʃən, and it is*  
a very good chance for a young man like myself; so  
*a vər' əd tʃən fər ə jʌŋ mən lɪk məf'self; son*  
you will understand that I am happy. I showed him  
*yu wɪl ənd'dstənd dat əm hæpi. əm ʃəwd həm*  
some of the letters I had written, and he said they  
*səm ət de ɿətəz əm həd rɪtəz ənd hi: sed ðəz*  
were very good. And now I come to the best part of  
*wər'ver' gʊd. ənd nəw ət həm tə de bəst pərt ət*  
my news. The manager is so sure that the idea is good  
*mi: nju:s. ðə mənɪdʒər əs soʊ ðə ðə ïdə əz gʊd*  
that he is going to give me a month's extra pay. Is that  
*ðət hət əs gəvɪn tə gɪv mi: ə mənθz əkstrə peɪ. ɪs ðət*  
good news or not, I ask you?"  
*gʊd nju:s əz not, mi:ask ju:?"*

Mr. Miller: "Yes, that is very good news. And even  
*vər'ver' nju:s. "jɛs ðət əz vər'ver' nju:s. ənd əvən*

Wood looks happy to-night."

*wud lʊks hæpi tənɔ:t*"

Wood: "Yes, I have some good news, too. You know  
*yes, əh ñəvə əsəm gʊd nju:s təo. əh ñəvə*  
I didn't like to ask for a rise, and yesterday I was  
*ə dɦdn't lɪk tə əsk fər ə rɪs, ənd jəstədɪ əsəm*  
thinking all day of going to my manager, but I hadn't  
*θɪŋkɪŋ əl dəy əf əgɪng tə mi: mənɪdʒər, bət əh dɦdn't*

I think of going  
I think to go

the courage; I was afraid of asking him. Once I tried  
to take courage and had even got as far as the door,  
when the manager called one of the young ladies into

afraid of asking —  
afraid to ask

his office, and I had to wait again. But later in the  
day he called me in, as there was something he wanted

to speak to me about. He had been watching my work  
for some time, he said, to see how I did it. He had

been watching that of some of the others, too, and

although I was a new man there, he thought that I  
did my work best. I am going to work for him as his

secretary, because, he said, he was getting older now,

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

and he needed a young man to remember all the things  
that he forgot himself. 'I need a man,' he said, 'with

a good head, who can look after all the small things in

a year's time, but when I do something big, it

will be you who will do it.' 'What do you mean?' I asked.

'I mean that you will be the man to remember all the things

that I have forgotten myself,' he said. 'I need a man with

a good head, who can look after all the small things in

a year's time, but when I do something big, it

will be you who will do it.'

**He becomes, he becomes, he has become** [b'ēkam, b'ēkam, h'ākam].

**a rich man = a man with much money**

the office, so that there will be no need for me to *si sif̩ sən dəj dəj nəl bi: gəm məd fə mən tə* think of them, a man who can write my letters, and *jyt se ðəm, ə mən həl kən mət mət lətəc, ənd* who is not afraid of a little extra work now and then *həl tə nət ə'fri:d se ə təl cətərə tə:k mən ənd ðəm.* And you are not afraid of that, I know. How would *ənd jə: ə: nət ə'fri:d se dət, əl hən tə:k sənd* you like to become my secretary? 'I should like *ju: lait tə b'ikam mət sek̩rəti:*' 'Mi jid lait nothing better,' I answered. 'Well, I shall be glad to *həl jə: mi ənswəd.*' 'Well, mi jid bi: gəd tə have you do this work — oh, and I almost forgot to *həv ju: dək dəs wə:k — oh, ənd əs ə'stəmət fəgət tə* tell you, that now you have become my secretary you *təl jə: dət mən jə: həv b'ikam mət sek̩rəti: ju:* will become a rich man, too,' he said, smiling. 'From *wil b'ikam ə rɪf mən, tu:*' his red, smiling. 'From the first of next month you will get a rise. You will *də ja:s̩t ə: rɪs̩ mənþ jə: wil get a rɪs̩.* 'ju: nəl need the money for your trip, I think.' I thanked him. *nəd də məni fə jə: t्रip, əi bl̩k̩t əi pəreyt həm,* but I did not tell him that I had been trying all the *həl əi dəd nət təl həm dət əi həd həm trəy̩t əi ðə* morning to work up courage enough to ask for a *mən̩g tə wə:k əp kar̩dʒ ənəf tə ask fər ə* rise.  
*rɪs̩.*'

Mr. Miller: "I could see that you all had good news." *mista mīler: "ai kou sū: dat fir mi fīnd yout omō."*

although I didn't think it would be as good as this. *z̄lōm̄ ai didn't hīk it wārd hi. z̄lōm̄ as dis.*

Now, when can you have your holidays?" *naw, hīn hīa jie hār j̄s holidis?*"

Storm: "I can have mine when I want them. Shall we go?" *st̄rm: "ai kan hīs mine wānt them. shāll we go?"*

we try to make the trip during the first fortnight of July? How does that time suit you?" *wē tr̄y t̄ māke d̄ trip d̄uring d̄ first fōrt̄night zo July? hōw d̄sas d̄t̄ t̄m̄ suit you?*"

Mr. Miller: "It suits me well enough, but the question *mista mīler: "it sūts mi wēl enōugh, but the question*

is not so much how it suits me, as how it suits Brown and Wood. *it sūts mi wēl enōugh, but the question*  
and Wood, because my holidays are longer than theirs. *is not so much how it suits me, as how it suits Brown*  
*and Wood, because my holidays are longer than theirs.*

When do you think you can have yours, Wood?" "That *When do you think you can have yours, Wood?" "That*

time suits me very well. July is a quiet month at *time sūts mi vēry wēl. July is a quiet month at*

our office. Most of the people with whom we do *our office. Most of the people with whom we do*

business are away on their holidays, so we also have *business are away on their holidays, so we also have*

ours in July. How about yours, Brown?" "I am *ours in July. How about yours, Brown?" "I am*

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,

easy = not difficult

who  
without  
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 off, it is not easily to be easy for me to have mine in July, because I had half of July last year. But I will try to speak to some of the others at the shop and try to speak to some of the others at the shop to-morrow. There are two whom I will ask to exchange holidays with me. There is a young man whose holidays are in July this year. I will ask him to exchange holidays with me, so that he can have mine, its opening holidays and ours, and that he can have mine, and I can have his. If his holidays are during the last fortnight of July, I can ask one of the young ladies, whose holidays are during the first part of the month, to exchange hers for mine. We often exchange our holidays at the shop, when it suits us better that way, so I hope it won't be too difficult." Mr. Miller: "Well, son as how it would fit in: difficult." *missis miler: "well,* that is decided, then." *derl is diffaidid, den."*

Some days later, Brown was able to bring the good  
 news that the young lady whose holidays were during  
 the first fortnight of July, was willing to exchange  
 holidays with him, although his were a whole month  
 later. It had even been very easy to get her to do so,  
 because the time suited her plans much better.

Now that they knew they would have enough money,  
 and that they would be able to take their holidays at  
 one and the same time, the young men became still  
 more interested in their studies. Every time they had  
 a chance of being together during the next month, they  
 talked about their coming trip. Mr. Miller told them  
 about the things he had seen in England, and they  
 read about England in books and newspapers. Some-

is willing to = is  
 glad to

a chance of being  
 together —  
 a chance to be to-  
 gether



newspaper

times they even bought the English newspaper 'The Times' and tried to read it; but that was not easy for them; although they could understand something, most of it was too difficult, and Mr. Miller often had to explain it to them in words that they knew.

paper — news-paper

Brown often brought the extra paper about books and the men who write them, which 'The Times' brings out every week. He could understand enough of the language to be able to get many ideas for his library, so that his manager began to think that he must be a very clever man who had studied much about modern books.

Brown also tried to get Storm and Wood interested in this extra paper, but Wood was too busy with his new

work, and Storm was too much of a business man to be ~~book~~, and storm was the most ~~an~~ a ~~biznis~~ man to be interested in "all these dry old books", as he called ~~unrestis~~ in "~~all~~ dis dray old books", as his hold them. They never used a word of any language but ~~an~~. dei into jived a word or two heenglede, but English when they were together. This was a very ~~ugly~~ kace dei was to'geda. Dis was a veri good thing, and when the month of July came at ~~gud~~ p'ig, and hwen de manf or itzrlai keim at last, the young men had become very good at English ~~hou~~, as july mon had b'llin veri gud at ~~ugly~~ and were able to say almost everything ~~and warr eitl to set j.brown's comfby~~

## 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  
surf (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.

## THE TRIP BEGINS

at length = at last



*luggage*

finish = come to the end of



*railway*



*station*

along with = together with

At length the day has come when the teacher and his three pupils start on their trip to England. The time has gone too slowly for them, but at length the day has come. Brown has been packing his luggage all the morning, but now his mother comes into his room, saying, "You must finish packing your luggage at once. You will have to be at the railway station in half an hour." "You must finish packing your luggage at once. You will have to be at the railway station in half an hour."

Brown: "I am ready to go, but I think I shall have to take a taxi to the station, or I shall be late for my train." "Take a taxi to the station, or I shall be late for my train."

"Shall I come along with you to the station, or would you rather go alone?" Brown: "I would rather have you along with me." Brown: "I would rather have you along with me."

you along with me. But we must ask the driver to go slow. But we must ask the driver to

go fast. We have only twenty-five minutes now, and

if he drives too slowly, I shall be late for my train."



Five minutes later they were on their way to the

railway station in a taxi. Brown was nervous. "It is

too slow, driver, can't you drive a little faster?" he said  
nervously. "Slow, driver, can't you drive a little faster?" said

nervously. "All right, I will try," the driver answered.

"Thank you, all will trail," the driver said.

When they arrived at the station, the three others were

already there, waiting. "Oh, there you are, Brown,

we were a little nervous; we were afraid that you would

be late. We arrived here ten minutes ago. Now let us

go to the train."

"Good-bye, mother," said Brown, kissing his mother on the mouth;

"good-bye," said Brown, kissing his mother on the mouth;

He drives, he  
drove, he has dri-  
ven, drivers drove  
driven!

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 nerv-  
ously.

enter == go into

kissing his mother  
= and kissed his  
mother

"now I am leaving you and our good old country for  
two weeks." "Good-bye, my boy, I hope you will have  
a good time in England."  
*a good time in england.*

Wood's sister had also come along with her brother to  
the station, and when she kissed him good-bye, she  
asked him to buy something for her in England. When  
the train was leaving the station, the three young men  
shouted a hurrah as loud as they could. "I never knew  
you could shout as loud as that," Mr. Miller said.  
"You were smiling," Wood said smilingly.

smiling  
smilingly  
We saw the men's  
smiling faces.  
The men were  
smiling.  
Then he said good-  
bye smilingly.

He sings, he sang,  
he has sung  
(sing, sang, sing).

Brown: "Well, I never knew, myself. But now that  
we have started on our trip, let us sing a song. Wood  
has a very good voice for singing, and he knows so  
many songs." Wood: "Do you know the song of  
the wind?" Wood: "Yes, I do. Now do sing it."

'The Emperor Napoleon and his ten thousand men? "  
*Die Kaiser Napoleon und his ten thousand men?*

Let us try that." "  
*Let us trial that.*"

For the next ten minutes they were singing English  
*for da nekst ten minutes der war myig englif*

songs at the top of their voices, so loud that almost  
*songs at da top in da voices, son loud dat z heimat*

everybody in the carriage could hear them. Then,  
*everybody in da karrige und his danc.* dat.

after some time, they began talking together. The  
*erfto zime rame, der begann talking zgleich.* da

train in which they were travelling was a very fast  
*train in breitj der weg traxig war a verf zu e*

one with modern carriages.  
*train with modern karrigz.*

Mr. Miltner: "We are going at a very high speed now,  
*wieke milz. "wi. u. gauig at a verf kui spid nuu,*

I should think seventy miles (a hundred and ten  
*i schd think sevety miles (a hundred and ten*

kilometres) an hour. At this speed we shall soon be  
*kilometres) an hour. at dis spid wir ja schd bi-*

very far from home." Brown: "Have you got a cigarette?" from Brown." Brown: "Has juc got a siga-

cette, Storm? I should like to smoke one now." Storm:  
*'het strom? u. jad lauk to smoke wan nuu." storm:*

"Yes, here are some cigarettes, but I have no matches.  
*"yes, hier a rum sigaretts, dat ar huet non matchz.*



*emperor*

at the top of their voices — in as loud voices as they could

everybody — every one

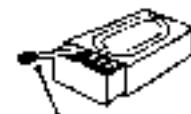
began talking — began to talk



*carriage*

1 mile = 1.61 kilometres

soon — In a very short time



*match*



pipe

Have you got a match, Mr. Miller?" Mr. Miller: "Yes,  
hav ju: got a matʃ, mɪstə milər?" mɪstə milər: "yes,

I have got matches, and I have also got tobacco, if you  
ai hav gɔt ˈmætʃɪz, and ai hav ɔ:lsoʊ gɔt tə'bækəʊ, if ju:

would rather smoke a pipe than cigarettes. I think a  
wʌðər mɔ:tʃeɪz mʌnɪk a paɪp ðæn sɪg'aretz. ai þɪŋk a

pipe of good tobacco is better than cigarettes or cigars.  
paɪp əv ɡʊd tə'bækəʊ ɪz bɛtə ðæn sɪg'aretz əv sɪg'ærəz.

And here are to-day's newspapers if you have not read  
ənd heər ə: tə'deɪz ˈnjʊ:speɪpəz if ju: hav nɒt red

them yet. I think they will be the last newspapers we  
ðem jet. ai þɪŋk ðeɪ wɪl bɪ ðe la:st ˈnjʊ:speɪpəz wi:

shall read in our own language for the next fortnight.  
ʃæ:l rɪ:d ɪn ouər əvn ləngwɪdʒ fə ðə neɪxt fɔ:tnaɪt.

To-morrow you must try to read a little in the English  
tə'mɒrroʊ ju: mʌst trɪ ðə rɪ:d ə 'lɪtl ɪn ði ɪngglɪʃ

newspapers. I don't think you will be able to under-  
njʊ:speɪpəz. ai dən't thiŋk ju: wɪl bɪ eɪbl ðə undə-

stand much of them to begin with, but it will be good  
'stʌnd mʌtʃ əv ðem tə bɪ:g wɪð, bat ðɪ wɪl bɪ ɡʊd

for you to read them together every day, and I will  
fɔ:r ju: tə rɪ:d ðem tə'gɛðər ə'veri ðeɪ, and ai wɪl

explain the many new and difficult words to you."  
ɪk'splæni ðə meni ˌnju: ənd ˌdɪfɪkəlt wɜ:dz tə ju:"

Storm (looking out of the window): "How fine the  
stɔ:m (lʊkɪŋ aʊt əv ðə wɪndəʊ): "haw fain ðə

weather is now! When I got up this morning, there  
wɛðər ɪz nəʊ! ðurm i gɔt ʌp ðis morñɪŋ, ðɪs

were many clouds in the sky, and I thought we were  
 to. *mehr klände in da sky, und ich dachte wir waren*  
 going to have rain, but now the sun is shining, and the  
*würde regen, aber nun da sun is shining, und da*  
 sky is blue again, without any clouds."  
*sky is blue, again, without any clouds."*

Mr. Miller: "I hope we shall have dry weather as long  
 micta will: "ei hoffen wir: daß wir trockenes weder so lang  
 as we are in England. But we cannot be sure. It very  
*so wir wir in england. aber wir kann nicht so lang*  
 often rains over there, and in winter they sometimes  
*oft regen über da, und im winter sie manchmal*  
 have fogs. Sometimes when you walk in the streets  
*sometimes haben ja: wenn du im da straßen*  
 of London, there is such a fog that you cannot see your  
*von london, da ist ja so ein fog daß du denkt dir ja:*  
 hand before you. And a London fog is not white or  
*hand weiß, ja: und ein london fog ist nicht weiß,*  
 grey like the fogs in our own country, but dirty yellow."  
*grau sieht da fog in ander our haerri, but das ist gelb."*

Storm: "What does yellow mean?" Mr. Miller: "Yellow  
 storm: "was das gelb meint?" micta micta: "gelb  
 is the colour of butter, for example."  
*ist die farbe von butter, for example."*

Storm: "Hurrah, in ten minutes we shall be on board  
 storm: "hurra, in ten minuten wir: daß wir auf bord  
 the steamer for England. I can see the water now."  
*der steamer für england. ich kann ja: da wasser now."*



It shines, it shone,  
 it has shone [lione,  
*it schneit, es schneite,*  
*es schneite [lione,*  
*jew, jen].*

Brown: "Well, that is good. I hope we can get a good  
lunch on board the steamer, for I am very hungry."  
All the others. "And so am I!" Mr. Miller: "Then let  
us have our lunch as soon as we get on board."  
*brown: "wel, dat is gd. wi kan get a gd  
lunch on bord de stmer, fer ai ein vrt hngry."  
all the others: "and so am i!" mr. miller: "then let  
us have our lunch as soon as we get on bord."*

#### EXERCISE A.

When Brown had — his luggage, his mother asked him whether he wanted her to come — with him, or whether he would — go alone. Brown asked the — to drive —, because he would be late for his train if the driver — too —. Before Brown — the train, he said good-bye to his mother and — her on the mouth. In the train they — a hurrah and sang so — that almost everybody in the carriage could — them. The train went at a high —, 70 — an hour. When the sun is —, the — is blue, but when it is raining, the sky is full of —. The train in which they were travelling was a very — one with modern —. Mr. Miller would — smoke a — than —. Brown wanted to —, but he had no —. Mr. Miller explained to them that the fog in London is not white or grey, but dirty —. They decided to have lunch as — as they got on board the steamer.

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

#### EXERCISE B.

What was Brown doing just before he started on the trip? ... How did Brown and his mother get to the rail-

way station? ... Did the driver drive fast enough? ... Why was Brown nervous? ... Did Brown arrive in time? ... What did Wood's sister say when she kissed him good-bye? ... How loud did they sing in the train? ... What song did they sing? ... What did Mr. Miller smoke? ... What was the weather like when Störn 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  
*as sun as da p̄e jay frendz and da t̄eāt̄a*  
 had got on board the steamer which was to take them  
*had got on board da st̄eamer kait̄i was to tak̄i dem*  
 to England, they went down to their cabin with their  
*tu igglənd, dei went down to dea cabin wid dea*  
 luggage. They had got a cabin for four in the third  
*lūgɪdʒ, dei had got a cabin for f̄. in da þird*  
 class, so that they were going to have it all to themselves,  
*sən dat dei wa: going to hav̄ it al to dem-*  
 selves. When they came up on deck again, they went to  
*'səf̄t̄, hwen dei krim ip in dock s'gəm, dei went to*  
 look at people waving their handkerchiefs and shouting  
*luk at þeɪl wəvɪng da handkerchiefs and justifying*  
 good-bye to their friends. Storm: "Now the steamer  
*gud'baɪ to da frendz storm, "now do si mə*  
 has begun to sail."  
*has bɪgən to seal."*

Mr. Miller: "The weather is not so fine; there is a strong  
*mɪnt̄a mɪll̄, "ðe weðər is not so fain; ðeər is a strɔŋ*  
 wind blowing now. It is strong enough to blow our  
*wind blawɪng now, it is strɔŋ ɪnʌf to blow our*  
 hats into the water, so I think we should go down before  
*hæts int̄o da wət̄er, so ar blawk wi. f̄et̄ gom down bɪf̄or*

waving their  
handkerchiefs =  
who were  
waving their  
handkerchiefs

It blows, it blew,  
it has blown.  
[blow, blaʊ, blaʊn]

it is too late, and have our lunch with a cup of strong tea. The tea, and have this. I will send a cup of strong tea. With such a strong wind blowing, it is very possible to get sick. And when such a strong wind is blowing, it is very possible that we shall be seasick before we get to England. And that will not be sick before we get to England. And from other trips I have made by steamer, I know that it is better to have eaten something and had something to drink before the seasickness begins."

"A drink before the sickness begins."

Storm: "I do not think it is possible for me to get seasick. I do not think it is possible for me to get seasick. I have been on the sea many times, and I never was seasick. I have been on the sea many times, and I never was seasick, so I do not think I shall get seasick this time. But I must say that the wind is very strong, and the waves of the sea are very big."

Wood: "Oh, that is nothing to speak of. Wait until we get farther out to sea, then you are going to see how far out to sea, then you are going to see."

"We get farther out to sea, then you are going to see how far out to sea, then you are going to see."

"We get farther out to sea, then you are going to see how far out to sea, then you are going to see."

with such a strong wind blowing = when such a strong wind is blowing

It is possible — it can be done.



far  
farther  
furthest

When they came down, they sat down at a table and began to eat. Brown: "Which is the most important route for Europeans to England, Mr. Miller?" Mr. Miller: "It is difficult to say which is the most important route. It is difficult to say which is the most important route." There are many different routes, and I have tried several of them. I think the three most important are: Esbjerg-Harwich, The Hook of Holland-Harwich, and Calais-Dover. The Esbjerg-Harwich route is used especially by travellers coming from the north of Europe. It is a very long route. Travellers coming from Central Europe, for example, go via The Hook of Holland-Harwich. The shortest one is the Calais-Dover route. It does not take more than an hour and a quarter to get to England by that route.

via = by the route of

Perhaps you think that there is no time to get seasick  
*p'hæps jɪt: p'ɪk ðæt ðeər ɪz nəʊ haʊ tə gɛt s'ɪsɪk*  
 on that route, but the trip is sometimes an hour and  
*on ðæt routh, bæt ðə trɪp ɪz səmətɪmz ən ðaʊər ənd*  
 a quarter too long when the wind is blowing hard.  
*a kwɔ:tər tə ðə ʌŋθ ɻeən ðə wɪnd ɪz bləʊɪng hærd.*

Especially travellers from the south of Europe go  
*ɪ'speʃəli trævələz frəm ðə səuth əv juːroʊ piːpəl gəo*  
 via Calais-Dover. Then there are several other routes.  
*vɪə kæleɪ-dəʊvər. ðen ðeər ə: sevərl əðər trʊts,*  
 but they are not so much used as these three."  
*bæt ðeɪ ə: nɒt səʊ muːtʃ juːzd əz ðɪs ˈθriː:*"

While they were eating and talking, the steamer got  
*wɪlð ðeɪ wər ɪ'tɪŋ ənd tɔ:k, ðə stɪ'meɪr gət*  
 far out from land, and here the wind was blowing  
*fər əʊt frəm laud, ənd hɪz ðə wɪnd wəs bləʊɪng*  
 harder than before they began to sail. People began  
*hærdə ðən bɪ'fɔ: ðəi blɪ'gen tə saɪl. pi:pł blɪ'gen*  
 to leave their tables to go to their cabins. Their faces  
*to ləv ðə ðeɪbəz tə gəo tə ðə kæbɪns. ðeɪ fə'sɪs*  
 were very pale. Storm's and Wood's faces looked  
*wεr vərɪ pæl. stɔrmz ənd wʊdз fə'sɪs lʊkt*  
 especially pale; they were almost white. "You look  
*ɪ'speʃəli pæl; ðeɪ wər ə'maʊnt hweɪt. "ju: lʊkt*  
 a little pale," said Mr. Miller; "wouldn't it be better  
*a lɪtl pæl," sɛd mɪlər; "wʊðn't ɪt bi: bɛtər*  
 for you to go up on deck to get some fresh air?"  
*fɔ: ju: tə gəo ʌp ən ðæk tə gɛt səm frɛʃ ər?"*

while they were  
 eating = during  
 the time they  
 were eating

quickly = fast

Storm: "Yes, I think some fresh air would do me good.  
storm: "yes, ai higk sun ref ro awf du: ou' gai"

The air is very hot down here, isn't it?" Wood: "I think  
di ear is veri hot down hea, isn't it?" wood. "ai higk  
I will go out into the air with you. I like fresh air  
ai will go out into di ro wid jem o task ref ro  
when I have been in a hot room for some time." They  
havu ai hor bi n in a hot room fo sum taim." he:

went up on deck very quickly.  
went up on deck veri kvikli.

It is twenty minutes before the steamer gets to England.  
it is twenty minits bfo: da stema gets to england.

The teacher and his three pupils are now all on  
da tisfar and his bri. pju:ples a. now all on  
the deck of the steamer, looking at the land which  
da eik ar da afina. lookin ar da land hau  
they can see.  
hei kan si.

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

Storm: "I thought it impossible for me to get seasick.  
storm: "ai fuit it imposahl fo mi: ta get si.sik.  
I was not very well when the wind was blowing  
da wind not veri wel havu da wind was blowin etx  
hardest and the waves were so big, but now I am all  
ha.dist and da wivu sea. son big bat now ai am etx  
right agup." Brown, smiling: "Nothing is impossible  
not again." brown, smiling. "nuthy is imposahl  
in this world." in dis world."

Mr. Miller: "Now we shall be in England in a short while now. *Now we are far in England in a short*

*time Before we arrive I want to talk to you about*

*them. *I'm not afraid at all to talk to you about**

*something important. I have a good friend in London.*

*Ramsey important, or just a good friend in London*

*When I go to England, I always bring a box of fifty (50)*

*cigars with me to England. *I always bring a box of fifty**

*cigars along for him." Wood: "Why don't you buy*

*some along for him?" *Wood: "There doesn't have**

*the box of cigars in London?" Mr. Miller: "Because*

*the boxes are right in London?" *Miller said:* "No, the*

*cigars are very expensive in England. You can get*

*a cigar for a shilling, but then it is not very good;*

*a cigar for a shilling, but then it is not very good,*

*if you want a good cigar you have to pay two shillings.*

*If you want a good cigar you have to pay two shillings.*

*Now, a person must not take more than twenty-five (25)*

*cigars with him through the Customs into England*

*cigars told him *you can't take more than twenty-five**

*If you want to take more with you, you must pay duty*

*if you want to take more with you. *You must pay duty**

*on them. There is a high duty on tobacco in England.*

*No, there is a high duty on tobacco in England,*

*so even cigars from our country would be too expensive*



box

expensive = dear

one [əʊn]

two [tuː]

three [θriː]

four [fɔː]

five [faɪv]

six [sɪks]

seven [sevən]

eight [eɪt]

nine [naɪn]

ten [tiːn]

eleven [ɪlevən]

twelve [taɪlwən]

thirteen [θɜːtn̩]

fourteen [fɔːrt̩n̩]

fifteen [fɪft̩n̩]

sixteen [sɪks̩n̩]

seventeen [sɛvən̩n̩]

[sɛvɪn̩n̩]

eighteen [eɪ'ti:n]  
nineteen [naɪn'ti:n]  
twenty [ta'vən]  
thirty [θɜːti]  
forty [fɔːti]  
fifty [fɪfti]  
sixty [sɪks'ti]  
seventy [sɛvən'ti]  
eighty [eɪ'ti]  
ninety [naɪn'ti]  
a hundred  
[ə 'hʌndrəd]  
a thousand  
[ə 'θaʊzənd]  
a million [ə 'mɪljən]

if I had to pay duty on them in England. This time  
*if si hard to pei dju:tɪ on dem in england.* *dis t'me*

I have brought seventy-five (75) cigars along; fifty of  
*ai ha:v brou:t sevən'ti:fɪv s'gɑ:s al'ɒŋ;* *fɪfti o:*  
them are for my friend, and twenty-five are for myself,  
*dem o: fə mai frɛnd, and twevn'ti:fɪv o: fə welf'self,*

for the two weeks we are going to stay in England.  
*fo: da tu: wɪ:k wɪ: u: gо:n ɪn england.*

Now I will give each of you twenty cigars to take  
*naw i wil gi:v i:tʃf wɪ: fir: twevn'ti s'gɑ:s to teɪk*  
through the Customs. I know you have brought no  
*thrəʊ:ðə 'kʌstəmz. ai now ju: həv br'ɪt nəu*  
cigars yourselves, as you only smoke cigarettes."  
*s'gɑ:s jɔ:s'et. as ju: onlɪ smou:k s'gɑ:t'etz."*

Wood: "I am not sure what is meant by the words duty  
*wa:dɪ: "ai am nə:t ju: hədɪ: ðɪ: wə:t həv də:wə:dʒɪ:tɪ*  
and Customs." Mr. Miller: "When you want to take  
*ənd 'kʌstəmz." mɪ:slə: "həvn ju: wənt to teɪk*  
things like cigars or silk stockings into a foreign  
*thɪŋz lɪk s'gɑ:s ər sɪlk stɔ:kɪŋz intu: ə 'fɔ:rɪ*  
country, you have to pay some money before they will  
*kountri, ju: həv tə pei səm məni b'fɪ:z. dei wɪl*  
let you take them with you. That is called to pay duty.  
*lət ju: teɪk dem wɪd ju:. ðæt ɪs kə:lɪd tə pei dju:tɪ.*

The place or the office where the duty is paid by the  
*ðə pleɪs ə: ðɪ 'ofɪs həv ðə dju:tɪ tə pei bɪ: ðə*  
travellers is called the custom-house. You will under-  
*træ've:lɪs ɪs kə:lɪd ðə 'kʌstəmhaʊs. ju: wɪl undə-*

stand that you cannot get into a foreign country without  
*stand* *not* *you* *cannot* *get* *into* *a* *foreign* *country* *without*  
 going through a custom-house or 'going through the  
*going* *through* *a* *customs* *or* '*going* *through* *the*  
 Customs' as it is called. That is easy to understand,  
*Customs* *as* *it* *is* *called*. But is not to understand,  
 isn't it?" Wood: "Oh yes, now I see what the words  
*isn't* *it*?" and "air jrs. nor in w; best do words  
 mean."

"What?"

### 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  
furthest  
route  
important  
especially  
traveler  
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 Sturm 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 Sturm 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 many



to each other —  
one to the other

bad — not good

Mr. Miller and the three friends were going ashore  
 mɪlər ənd ðə þri: frendz wə: ɡoɪŋ əʃɔːr  
 from the steamer. Just before the travellers left the  
 frəm ðə stɪmər. dʒʌst bɪfɔː ðə trævəlz left ðə  
 steamer, a great many porters came on board to take  
 stɪmər. ə greɪt meni pɔːtəz keɪm ən bɔːd ðə teɪk  
 the travellers' luggage ashore. Some of them were  
 ðə trævəlz lʌgɪdʒ əfʃɔː. səm əv ðəm wə:  
 speaking together.  
 əpɪkɪŋ təgɪðə.

Brown: "I heard the porters talk English to each  
 braʊn: "ai hə:d ðə pɔːtəz tɔːk ɪnglɪʃ tə iːtʃ  
 other; I wonder why I did not understand a word of  
 ðə òðə; ai wʌndər ai did nɔt ənd'stånd ə wə:d əf  
 what they said." Mr. Miller: "I don't wonder. It  
 hədnt ðəi sed." mɪlər: "ai doʊnt wʌndər. ït  
 would have been a wonder if you had understood what  
 wʊd haʊ biːn ə wʌndər ɪf ju: hed ənd'stånd əwʌt  
 they said. I can tell you that these porters are not  
 ðeɪ sed. ai kən tel ju: ðæt ðeːz pɔːtəz ə: nɔt  
 very good at speaking English. Their English is bad;  
 vərɪ ɡʊd ət əpɪkɪŋ ɪnglɪʃ. ðeər ɪnglɪʃ ɪz bæd;  
 that is why you did not understand them. An  
 ðæt ɪz hevɪt ju: did nɔt ənd'stånd ðəm ən

Englishman who speaks his language well, you would  
*englishman* hr. *speak* *his* *language* *well*, *you* *would*  
 understand better."

very good  
 much better  
 very best

Brown: "Are you still feeling bad, Wood? You look  
*brown*: "a: *you* *still* *feel* *bad*, *wood*? *you*: *look*

The boy is **very**  
 good at speaking  
 English.

a little pale still. I think that the very best thing for  
*a* *little* *pale* *still*. *as* *pigk* *dar* *do* *very* *best* *pig* *for*  
 you to do would be to sleep a little in the train."

His brother is  
 much better at it.  
 Their father is the  
 very best at it.

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

*wood*: "no. *as* *am* *already* *feeling* *much* *better*."

They were all glad to get ashore from the steamer.

*dei* *water* *all* *glad* *to* *get* *ashore* *from* *the* *steamer*.

Brown asked Mr. Miller what they would have to do  
*brown* *askt* *mr*. *miller* *what* *they* *would* *have* *to* *do*  
 now, and he answered that first they would have to  
*now*, *and* *he* *answrd* *dat* *first* *dei* *would* *have* *to*  
 go to the custom-house to get their luggage through

*go* *to* *the* *customhouse* *to* *get* *the* *luggage* *through*

the Customs. When they got to the custom-house, they  
*da* *Customs*. *When* *dei* *got* *to* *the* *Customs*. *dei*

were asked, "Have you anything to declare?" and at  
*were* *askt*, "have *you* *anythg* *to* *declare*?" and *at*

the same time they were shown a list of things on  
*the* *same* *time* *dei* *see*: *show* *a* *list* *on* *pigz* *on*

which duty must be paid. Brown: "Mr. Miller, what  
*which* *duty* *must* *be* *paid*. *brown*: "mr. *Miller*, *what*

He may, he might  
(meɪ, miθ)

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  
*dat do wə d 'dkeɪl' miθ?*" mītə mīlə: "it meɪns  
to tell whether you have anything to pay duty on, and  
*ta tel hədəz jəz bər rəlpiŋ tə pæi dju'ti ən, ənd*  
on that piece of paper is a list of all the things on which  
*ən dju'pi:t əz həlpi sə list əz də fɪz ən hədəz*  
duty must be paid." All four: "We have nothing to  
*dju'ti mæst bə paid*" ət fo:z: "wē hæv nʌθɪŋ tə  
declare." "All right, then you may go through."  
*əl'raɪt, ðen jəz meɪ gəu θruːθ*"

When they came out, Mr. Miller said, "We are not  
*wən ðeɪ kəm aʊt, mītə mīlə sed,* "wē ə. nɔt  
through yet; now we must go to the passport office. If  
*θruːθ eɪt, ñəw wē mæst gəo tə ðə pæs'pɔ:t əfɪs,* if  
they find our passports all right there, we may go on  
*ðeɪ fænd ouə pæs'pɔ:ts əl rʌɪt ðeɪ, wē mæy gəo oñ*  
into England." As soon as they entered the office, a  
*əsn̩ ïngglənd*" əs so:n əs ðeɪ entred ði əfɪs a  
man took their passports and looked at them. Then he  
*mæn tək ðeə pæs'pɔ:ts ənd lʊk tə ðem.* ðen hi  
asked, "Why have you come to England?" Mr. Miller:  
*həv hæv ju: kəm tə ïngglənd?*" mītə mīlə  
"We have come here for a fortnight's holidays." "Where  
*wē hæv kəm hər fər ðə fɔ:tñɪght'z həlɪði?*" "həwər  
are you going to?" Mr. Miller: "We are going to  
*ər jəz gənɪg tu?*" mītə mīlə: "wē ər gənɪg tə  
London." "And where are you going to live?" Mr.  
*ənd həvər ər jəz gənɪg tə li:v?*" mītə mīlə

Miller shows him a letter from which it may be seen  
*wat* *saw* *him* *a* *letter* *from* *Levitt* *it* *was* *his* *size*

that he has ordered rooms for four at a hotel in London.  
*dat* *he* *has* *ordered* *rooms* *for* *fo* *at* *a* *hotel* *in* *London*

"Thank you, you may go through."

"*Merci* *you* *you* *may* *go* *through*!"

As soon as they had left the passport office, they went  
*as* *soon* *as* *dei* *had* *left* *the* *passport* *offis*. *dei* *went*

to the train which was to take them to London. Wood:  
*to* *da* *train* *helf* *were* *to* *take* *dem* *to* *London*.

"I do not think there is so much room in this train as  
*"ai* *do* *not* *think* *there* *is* *so* *much* *room* *in* *dis* *train* *as*

in ours at home." Mr. Miller: "No, you are right;  
*in* *ours* *at* *home*." *mista* *mill*: "no. *jut* *ai* *right*;

the English trains are narrower than those of most  
*di* *ingglif* *treins* *ai* *are* *narrower* *dan* *dem* *at* *most*

other countries." Storm: "But they go very fast, much  
*de* *équarri*." *storm*: "but *dei* *goes* *very* *fast*. *that's*

faster than ours at home." Brown: "Yes, of all the  
*factura* *du* *monde* *pi* *bien*." *brown*: "yes. *ai* *ai* *da*

trains in Europe the English go fastest, I think. At  
*treins* *in* *marap* *di* *ingglif* *gou* *fastest*, *ai* *high*. *at*

this speed we shall be in London in a short time."  
*dis* *speed* *we* *ai* *be* *in* *London* *in* *a* *short* *time*"

Wood: "That is fine, for the steamer went very  
*slowly*. *"dat* *is* *faire* *fo* *da* *steamer* *went* *very*

*slowly*."

*slowly*."

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." Mr. Miller: "Yes, it went much more slowly than I time I came to England. But it went most slowly when I was on board ship, but it went most slowly when once, twelve years ago, I was coming to England. when twice, twelve years ago, I was coming to England."

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

Storm: "What large fields of grass they have in this country! And how many there are of them! Three  
quarters and here men have a great  
fields out of four have grass! And there are a great  
many sheep in some of them!"  
men if it is said to them."

Mr. Miller: "Yes, the English have large fields of grass  
all over the country, and in many places there are sheep  
which live on the grass." Storm: "But what about corn?  
which live on the grass?" Storm: "But what about corn?  
The people in this country cannot live on the corn  
they have in their fields. I have seen some fields  
they have in the fields. at home in your fields

of corn from the train, but there cannot be enough for  
*so little* *from* *the* *train*, *but* *the* *train* *has* *not* *hi*. *is* *not* *for*  
 46,000,000 people."

(*so little* *from* *the* *train* *for* *people*)

Mr. Miller: "When I was in England years ago, I think  
*niitka* *niitka*. 'When' *ai* *was* *in* *England* *jisc* *J'yon*, *ai* *high*  
 that nine fields out of ten had grass. There are now  
*no* *new* *fi* *bi* *ts* *out* *in* *ten* *had* *grass*. *that* *a* *man*  
 many more fields with corn than before. But, as you  
*want* *more* *fields* *with* *corn* *than* *before*? But, as *you*  
 say, there is not enough corn for 46,000,000 people.  
*no* *corn* *is* *not* *sufficient* *corn* *for* *such* *people*

The English get much of their corn from foreign  
*in* *English* *get* *most* *in* *the* *country* *from* *from*  
 countries. And not only corn, but butter, eggs, and  
*country*. *and* *no* *only* *corn*, *but* *butter*, *eggs*, *and*  
 meat as well." Wood: "But why did they have nine  
*niit* *as* *well*?" *read*. "But *how* *did* *dei* *have* *nine*  
 fields out of ten with grass?"  
*fi* *bi* *out* *in* *ten* *with* *grass*?"

Mr. Miller: "For many years, much of the land was  
*niitka* *niitka*: "for" *many* *year*, *most* *in* *the* *land* *was*  
 in the hands of only a few people, and they were not  
*in* *the* *hands* *of* *only* *a* *few* *peopple*. *Hi*, *hi*, *and* *dei* *etc*, *not*  
 much interested in growing corn. They went out  
*in* *the* *country* *in* *growing* *corn*. *dei* *went* *out*  
 hunting in the fields and in the woods. But nowadays,  
*nowadays* *in* *the* *fields* *and* *in* *the* *woods*. *but* *nowadays*

He grows, he grew,  
 he has grown  
 [*grows*, *grew*, *grown*].  
 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  
*dear a: wi: pi:pl hve own da land mani an*  
 these people are interested in growing corn instead of  
*di:z pi:pl ar intrestid in growin korn intisted an*  
 having fields of grass, so there are more fields of corn  
*haviny fi:ldz an grass, sou dear a: wi: fi:ldz an korn*  
 than there were at one time. Then there is another  
*den dea we:r at one time den dea is an*  
 thing, too. From the year 1939 until the  
*pi:z fra:m da jis nati:on pi:li:am an'd da*  
 year 1945, it was very difficult for England  
*jis moun:tin fo:n:fair; it was veri diffiklt far england*  
 to get corn from other countries. It was important  
*to get korn from otha kountries it was impo:ta nt*  
 for England to grow more corn, so that many of the  
*far england to grow mo: korn, sou dat meni an do*  
 fields that had grass at one time, now have corn instead  
*fi:ldz da: had grass at one time, sou hev korn instead*  
 of grass."

*so yr:si:."*



wood

Wood: "Have they any woods in England?" Mr. Miller:  
*wud: "hav de: em wuds in england?" milt: er:*  
 wood: "Yes, they have a great many woods, some of them  
*"jer, dei hav a grea meni wuds, sou ov dem*  
 owned by rich people. But before 1939,  
*ownd bat rit: pi:pl bat b4f: nati:on pi:li:am.*  
 they did not make much use of the trees in their woods.  
*Dei did not meik muk ju:s an da tr3:z in dea wuds.*

From 1939 to 1945 it was impossible to get things from Sweden and Finland. In those years the English had to make more use of their own trees. I think that the English are more interested in shooting birds and other animals in their woods." "in *forsy* *woods* and *other* *animals* in *the* *woods*."

Storm: "What do they shoot with? I don't know that word in English." Mr. Miller: "It is called a gun. The word in English?" *angla* *ord*: "it is *kallt* a gun" "the English are also very interested in hunting foxes, but they do not shoot the foxes with guns."

*dei* *du* *not* *scht* *do* *foxis* *wid* *gans*."

Wood: "No, I have heard that rich English people like fox-hunting very much, and that they hunt the foxes on horseback with hounds, as the dogs are called which they use for this. They ride on their horses after the fox, and the hounds run after it, too. The fox tries



*bird*

He shoots, he shot, he has shot  
[he *schutt*, he *schot*, he *hat* *schot*]



*gun*



*fox*

on horseback =  
on the back of a horse



hound — dog used for hunting

He rides, he rode,  
he has ridden  
(rode, röd, ride).

He runs, he ran,  
he has run  
(runs, ran, run).

to run away, but it cannot run so fast as the horses  
to run after, but it cannot run faster than the horses  
and the hounds, and at last it must give up running,  
*and da hounds and at last it must give up running,*  
and the hounds get it."  
*and da hounds get it."*

Mr. Miller: "Yes, that is right. And don't forget that  
*mista miller "yes, dat is rast and down f'get dat*  
it is only the dogs used for hunting which are called  
*it is only da dogs used to hunting hounds a: hound*  
hounds. You will find that many Englishmen like to  
hounds. *ja wel f'nd dat men iygishmen lask to*  
go out shooting. They go out with their guns to shoot  
*go out f'ctig. dei go out with da gun to f'ctig*  
birds and other animals. But people go out shooting  
*birds and other animals. dat pi. bl go out f'ctig*  
in every country. I have sometimes shot birds at home  
*in our h'omes. di have sometimis f'ct birds at home*  
myself."  
*myself."*

Storm: "That may be so, but instead of that I would  
*storm: "dat mi bi you; hav' visited ab dat ai wud*  
rather take a good walk in the woods and look at the  
*rauds tak a good walk in da woods and look at da*  
trees and the many beautiful birds."  
*truis and da mudi b'utiful to da."*

## 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  
shout  
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 now." "it seems to me, das heut u. sehr viele trains now."

Every minute a train goes past us." "Storm: "every minute a train goes past us." "Sturm"

"Yes, it seems that we are near London now." Mr. "yes, it seems that we are near London now." "mister"

Miller: "We are not only near London; we are in Greater London." "wir sind nicht nur London; wir sind in greater

London." Brown: "I have never seen so many trains before." "train. "oi hat nie so viele trains

before. It seems as if there is no end to them. And "before. it seems as if there is no end to them. und

all the trains which go in the opposite direction are "all the trains which go in the opposite direction are

so filled with people that many of them cannot find "so filled with people that many of them cannot find

any seats and have to stand on their feet, but in the "any seats and have to stand on their feet, but in the

trains going in the same direction as we go there are "trains going in the same direction as we go there are

so few people that they are almost empty." "so few people that they are almost empty."

Mr. Miller: "Yes, and no wonder! The trains going "no wonder! "yes, and now wonder! the trains going

Greater London  
London itself together with the places near the town

Filled with  
full of

He stands, he  
stood, he has stood  
[stands, stood, stood].

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



started counting —  
started to count

in the opposite direction come from London, and all  
in the *opposite direction* back from London, and all  
the people in them are going home from work. Re-  
member first in *Japan* a *going home from work*. re-  
member it is past five o'clock now. At this time of  
*noon* it is *past five o'clock* now at this time of  
the day every one is leaving London, and no one is  
going the opposite way. That is why all the trains  
going *in opposite* way. That is *why* all the trains  
going up to London are almost empty "—  
*going up to London are almost empty*"

A little later they arrived at one of the main stations  
a *big* *train* dei started at *soon* at *the* *main* *station*  
of London. It was a very large building. A great  
*over London*. It was a very *large* building. A great  
many people were standing on the platforms, waiting  
*men* *people* *were* *standing* *on* *the* *platforms*, *waiting*  
for their trains.  
*for the trains.*

Wood: "How many platforms do you think there are?"  
and, "How many platforms are just high dear me?"

Storm: "Let us try to count them." They all started  
at *one* "let us *try* to *count* *them*" *Dei* *so* *start*  
counting  
*start*.

Storm: "What a great number! I counted twenty-  
*four*. "first a great number *ui* *counted* *twenty*-

four (24).<sup>7</sup> Wood: "Then you must add one to your  
(j...)" said. "Ain j... MUST add one to j..."

number, for I counted twenty-five (25)."   
numba, for ai counted twenty-five."

Storm: "Well, Brown, tell us the right number now."   
storm: "Well brown, tel is da right numba now"

How many did you count?" Brown: "You must add one  
how much did you count?" Brown: "You must add one  
to Wood's number. I think there are twenty-six (26)."   
to wood's numba. ui hikk deor a. twenty-sixes"

Mr. Miller: "Well, we know that there are between  
mista mila. "Well, twi: how dal deor a: b'ween

twenty (20) and thirty (30). Some of the main stations  
twenti and parti. sene zo do mein strisen  
of London -- and there are eleven or twelve of them --  
zo London -- and deor a: sene zo do mein strisen --

have between twenty (20) and thirty (30) platforms."   
hav: h'weene twenti and parti platforms."

Many porters were very busy, working on the platforms.  
meni porto zo veri hizi. working on do platf>mo.

As soon as a train stopped at a platform, some of them  
zo sene zo a train stop at a platform, tak zo dom

were ready to take the travellers' luggage, and already  
waz redi zo leib zo travlos luggage, and zo redi

before the train of our four travellers had stopped, one  
befo: zo train zo our fo. travlos had stop. man

had got into it. He came up to them and asked them if  
had got into it. hi. beim up zo dom and aski dom if



att = down from

he might help them to carry their luggage.  
hi: mu:t həlp ðəm tə kəri ðəz lʌgɪdʒ.

Mr. Miller: "No, thank you, we have only one bag each,  
on ðə milə. 'nou þæk ju:, wi: ha:v ouli: wəs bæg i:t),

so we can easily carry them without your help." When  
so: wi: ha:v ouli: ðəm e'si:li: wət ju: həlp. "wén

they had got off the train, Mr. Miller said, "Now we  
dei ha:t got o:f ðə trein, mi:lə wi:t red. "naw wi:

will go by an Underground train to the part of London  
wi: gəs bæi an 'ndəgrəund træn tə ðə pərt ðə Ləndən

where our hotel is." Wood: "Underground? What does  
həuər ou: həu'tel i:z." wood: "'ndəgrəund?' həu'ət ðəz

that mean?"

dæt mi:n?"

Mr. Miller: "The Underground is a railway which is  
mi:lə milə: "ði 'ndəgrəund i:z ðə reilwey həu'tel i:

built under the streets and buildings of London. You  
bilt ñðə ñtstreets and bldgs iñ Ləndən. Ju:

can go to many places in London by Underground."  
ke:n gəs tə meñ plæsiz iñ Ləndən bæi 'ndəgrəund'

Wood: "Isn't it a wonder to think that they can build  
wood. "nɔ:t i: t wəndər tə ñkht ðæt dei kan bilt

railways under the streets and buildings of a large city?"  
reilwey ñðə ñtstreets and bldgs iñ ñ ñðæg sti: "

Just then a train arrived at the Underground station.  
dʒʌst ðen ðæt ñtrein ærrived ðət ði 'ndəgrəund steɪʃən.

Wood: "There is a train. Let us run." He began to  
wood: "ðeər i:z ðæt ñtrein. Let us run." hi: bɪ:gən tə

run along the platform, but it was too late. Just before  
*er war über die plattform, aber es war zu spät, dazur bif.*

he got to the door, it closed, and off the train went.  
*er kam zu der tür, es schloss, und auf den train fuhr*

Wood: "Oh, I am sorry that we were late for it; now  
*und hier, wir waren spät. Aber wir waren spät für es, nun*

we must wait for the next train." Mr. Miller: "You  
*wir müssen warten für die nächsten train.*" Muster Müller: "ja,

need not be sorry about that. We shall not have to  
*es darf nicht so schade sein, dass ich nicht habe zu*

wait very long." Two minutes later another train  
*zwei minuten später kamen wieder ein anderes train*

arrived. When they had got into it, Brown tried to  
*waren sie bei dem anderen train eingestiegen.*

close the door, but Mr. Miller said, "You need not close  
*klauen Sie die tür, es schließt sich selbst.*"

it; the doors close of themselves." The train was so  
*die tür schließt sich von alleine.*"

filled with people that there were no seats empty.  
*füllt und platz da ist keiner mehr frei.*

Mr. Miller and the three young men had to stand, but  
*müssen wir und die jungen männer mussten stehen, aber*

it was only for a few minutes. They soon arrived at  
*es war nur für eine paar minuten, als sie an angekommen waren.*

Tottenham Court Road Station, where they got off the  
*tottenham court road station, hierher kamen sie aus der*

train. As the hotel was only five minutes from the  
*so die hotel war auch fünf minuten vom train weg.*

as spoken = in the way in which it is spoken

station, they decided to walk. While they were walking along, the three young men told Mr. Miller that now they found that they understood much of the language. While they were standing on the Underground train, they had heard some people from an office talking together, and they had understood most of what they said. Mr. Miller: "That was what I told you. Many porters speak bad English, and that is very difficult for you to understand, but English as spoken by people working in an office, for example, will not be so difficult. You will soon find that you can understand very much of what they say."

"So have dei 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 wrote 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 *ought* *to* *be*: *"w*hich *is* *now* *in* *the* *street* *before* *our* *hotel*!"

All the buildings we have passed the last three or four minutes, are hotels. This part of the town is well known for its many cheap hotels. It is called Bloomsbury and is situated between the West End and the City. It is an advantage for travellers to live at a hotel in this part of London, because they can get to the big shops and the cinemas and theatres of the West End quickly, and they also have the advantage of being able to get to the offices in the City easily. That was why I chose this hotel the first time I came to London.

I had to choose between several hotels, situated 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



*shoulder*

the advantage of  
being able — the  
advantage to be  
able

He chooses, he  
chose, he has  
chosen [tʃoʊzən,  
tʃoʊz, tʃoʊzn]

in *had* to *choose* *between* *several* *hotels*, *situated* in

a good friend of  
name  
a good friend of  
yours  
a good friend of  
mine, etc.

different parts of the town, and I thought this the best  
*diffrant parts ar de town, and of port dis ar best*  
one to choose. A good friend of mine had recommended  
*it's a god friend m'main had recommended*  
it very much, and since then I have recommended it  
*it ever matf, and miss Ann mi kow recommended it*  
myself to people who were going to England, as it is  
*matself ra p:pli me, we going to england, as it is*  
a good hotel, and very cheap, too. In this way I have  
*a god hotel and vere ifip, we, in dis veri ai ha:*  
become good friends with the hotel-keeper. But here  
*likam god friends wiid ar hou'tel:po. But ho:*  
you see the hotel?"  
just ar de hotel."

They went inside, and the hotel-keeper, who was sitting  
*ar went in'said, and do kow'tel:pa, he: wa: silo*  
in his office, greeted Mr. Miller, saying, "Good evening,  
*is his ofis, gristed misse miller, sayig, "god evenin,*  
Mr. Miller, I am glad to see you in London." Then he  
*misso miller, wi am glad to si ju in London," den he:*  
greeted the three young men with the words, "How  
*how do you jas men trid de words, "how*  
do you do, gentlemen, I am glad to see you, too."  
*du'das, gentleman wi am glad to si ju.. too."*

to reply — to  
answer  
I reply,  
he replies,  
he replied,  
but replying.

To Mr. Miller's question about their rooms he replied,  
*ta misso miller kwestion arour de rooms hi ri'plied,*  
"Your two rooms are ready, Mr. Miller, a single room  
*"ja: de rooms ar redi, misso miller, a singl room*

for you, and a double room for your three friends.  
 for you, and a double room for your three friends.

single room =  
 room for one person

I have put an extra bed into the double room, as you  
 asked me to." To the three others he explained,  
 asked me to" to the three others he explained,

double room =  
 room for two persons

"Mr. Miller wanted me to make it as cheap as possible.  
 "Mr. Miller wanted me to make it as cheap as possible.

and because we are good friends, I agreed to put you  
 and his son in a good friends, or agreed to put you

all in a double room and then give you a cheaper price.  
 all in a double room and then give you a cheaper price.

I have never agreed to do that before; therefore I must  
 say 'No' to you now.

to agree to = to  
 say 'Yes' to

ask you not to speak about it to other people."  
 ask you not to speak about it to other people."

Mr. Miller: "We had better go to our rooms now to  
 wash, and then we should like to have something to eat.

wash, and then we should like to have something to eat.

When is dinner?"

Hotel-keeper: "Dinner is served between seven and

eight-thirty (8.30). While we are speaking of meals,  
 eight-thirty (8.30). While we are speaking of meals,

breakfast is served between eight and ten, and lunch

is served from twelve to two. If you would like a cup of tea early in the morning when you get up, you can easily have one. But perhaps you do not want to get up early while you are here? What do you say, gentlemen, do you want to get up early or late in the morning?"

"Not early?"

Mr. Miller: "We want to see as much as possible while we are here; therefore we shall get up early in the morning." Hotel-keeper: "Then you can have an early breakfast." Hotel-keeper: "Dear sir, you have an early cup of tea if you like. Many Englishmen like to have that." Brown: "That would be a good idea. We should like to live as far as possible as the English do." Hotel-keeper: "All right, now I will call the porter and tell him to take your bags up to your rooms."

"Let him to take your bags up to your rooms."

They were glad to see that they had got a nice large  
*dei* was glad to si: dat dei had got a nice large

double room with hot and cold running water. Wood:  
*daabl ru:m wi:th hot and cold running wa:ter. wood.*

"Well, this is going to be our home for the next two  
*"wel, dis is goin: to bi: our home fo: de next two*

weeks. It is nice here, isn't it?"

*weeks. it is nice here, isn't it?"*

Storm: "Yes, and a nice hotel-keeper, too. I think it  
*storm: "yes, and a nice hotel-keeper. ne... i think it*

very nice of him to give us a cheaper price, because we  
*veri nais zo him to gi: us a cheape prais. b'coz we:*

are all three in one room, when he has never agreed  
*are all three in one room, when he has never agreed*

to that before."

*to that before."*

Brown went to the window and was surprised when  
*brown went to de window and was surprised when*

he looked out of it. "Well, one would not think this  
*hi: lookt out of it. "well, one woud not juge dis*

was London. I thought that we should have had a  
*was London. ai hought dat we. had hav had a*

view from our window of streets full of people, and  
*vju: from our window on strits ful on peopl, and*

that there would be high buildings in all directions.  
*dat des woud bi: hei bldings in all direk(j)ons.*

Come and have a look at it." Wood: "Yes, I must say  
*com and have a look at it." wood. "yes, at most sei*

This is very surprising. How beautiful the view is!"  
This is very surprising. how beautiful the view is!"

It is no wonder that the three friends were surprised.  
It is no wonder that the three friends were surprised  
at the view from their window. It was a garden with  
at the view from the window it was a garden with  
tall trees, and everything was so quiet that it was  
tall trees and nothing was so quiet that it was  
difficult for them to understand that they were in  
difficult to understand that they were in  
London, the largest city in the world.  
London, the largest city in the world.

Brown: "I think we shall sleep well to-night. It is so  
quiet." "ai pigk wi: fəl sl̩p wel tə'naɪt. it is so  
quiet here, and I must say that I am a little tired after  
having travelled all day."  
quiet travel a l dri."

When you work  
much, you get  
tired.

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

Storm: "Yes. I am both tired and sleepy. Wouldn't it  
be a good idea to go to bed shortly after dinner, and  
then get up early to-morrow morning? I think Mr. Miller  
will agree with us in that."  
will agree with us in that."

And he was right. An hour and a half later they were  
and his wife were in their beds des many

all in their beds, happy, but tired.  
*All in the beds, happy, but tired.*

## 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 became 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 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 breakfast, they discussed what to do on their first day.

When they had discussed the question for some time,

they agreed to take a long walk through the streets of the West End to look at the shops and perhaps go shopping themselves. They walked down Charing Cross Road, a street which is well known for its many second-hand book-shops.

"You understand," Mr. Miller explained to them, "that you can only buy books second-hand in these book-shops. The books have already been bought once and read by people, and then sold by them to these

to shop - to go  
buying things in  
shops

"but ju: han ondi hei buks 'sekond-hend' in dis book-shops. The books han alredi bi:n hei wans and read by people, and then sold by them to these

pleased = glad

special — great  
and important



stamp

however = but

second-hand book-shops People are only able to get  
*zweckhandliche buchlässe* *man kann eben nur* *zweckhandliche buchlässe* *in*  
a very low price when they sell second-hand books in  
*zur ein preis haben eben die zweckhandlichen buchlässe* *in*  
this way to a book-shop."

*die zweckhandlichen buchlässe* *sind es*

They stopped to look at some of the books which had  
*die stadt zu buch zu kaufen an den buchlässen* *wurden* *hier*  
been put into large boxes outside the shops, and were  
*diese waren hier leider buchlässe* *wurden* *so groß,* *und was*

pleased to find some in their own language.

*Platz zu finden sind in dieser ehemaligen kriegswidrig*

The shops with foreign stamps, of which there are a  
*die stadt mit fremden stempeln, so häufig hier zu*  
great number, were of special interest to Wood and  
*ganz nummer sehr zu stempeln interessant ist wood und*  
Storm, who had collected stamps for several years.  
*wo wood und storm schon lange sammelten*

"When I started collecting stamps," said Wood, "I had  
*begonnen mit dem sammeln von stempeln," red wood, "er hat*  
at first a collection of about a hundred. Since then  
*er zuerst eine sammlung von über hundert* *sammlt den*  
it has grown from year to year, and now I have a  
*es hat gewachsen von jahr zu jahr, und nun ei hat* a  
collection of about 8,000 stamps. However, I do  
*etwa 8,000 stempeln in seiner sammlung. dennoch, er* does  
not think it will grow very much during the next few  
*nicht denkt es soll seine vereinigten sammelnden die nächsten jahre*

years, because I shall not have so much time to spend  
 yet. *Bi tze* *ai* *zi* *not have* *so* *much* *time* *to* *spend*  
 on it. During my first few years as a stamp collector,  
*ai* *spent* *a* *great* *part* *of* *my* *time* *looking* *at* *my* *old*  
 stamps and going to the stamp shops for new ones;  
*stamps* *and* *going* *to* *do* *stamp* *jobs* *is* *very* *boring*,  
 and, therefore, my collection grew very rapidly  
*and*, *therefore*, *my* *collection* *grew* *very* *rapidly*.

"At school, two of my schoolfellows and I were so  
*interested* *in* *our* *foreign* *stamps* *that* *we* *almost* *forgot*  
 our school work. In the afternoon we three school-  
*fellows* *used* *to* *go* *to* *the* *shops* *near* *our* *homes* *to* *look*  
*along* *just* *to* *you* *to* *the* *for* *new* *and* *beautiful* *to* *buy*  
 at the latest foreign stamps and buy as many as we  
*want* *latest* *foreign* *stamps* *and* *buy* *as* *many* *as* *we*  
 could afford. But now I cannot spend so much time  
*but* *if* *it* *but* *now* *ai* *haven't* *spend* *so* *much* *time*  
 on my collection, although I am still a very interested  
*in* *mei* *hobby*. *ai* *still* *ai* *mei* *a* *very* *interested*  
 collector. I see they have the latest stamps from  
*kaileha* *ai* *see* *they* *have* *the* *latest* *stamps* *from*  
 our country in this shop, but the prices are higher  
*mei* *hobby* *in* *this* *shop*, but *the* *prices* *are* *higher*

rapidly quickly

He used to go —  
 He often went.

than at home."

*ðan ət həʊm.*

When they had walked for some time, they came to  
*kʌm ðeɪ hæd wɔlk fər səm taim. ðeɪ kʌm tə*  
Shaftesbury Avenue, a road running both ways from  
*ʃæf'tsbəri əv'ni(j)uː. ə rəʊd rʌnɪŋ bəw wəz frəm*  
Charing Cross Road. Wood "Shall we turn to the  
*tʃærɪŋ k्रɔːs rəʊd. wʊd: "ʃal wə tɜrn tə ðə*  
left here, down this street?"  
*lɜft həru, daʊn ðɪs ðrیt? "*



left right

Mr. Miller: "No, I think we will turn to the right.  
*mɪlər: "nəu i ðɪŋk wi wɪl tɜrn tə ðə rایt.*  
Both the street on our left and the street on our right  
*bəθ ðə stree(t) ən ðə lɜft ənd ðə stree(t) ən ðə rایft*  
are parts of Shaftesbury Avenue. If we turn to the  
*ər pɑrtz ən ʃæf'tsbəri əv'ni(j)uː. ìf wi tɜrn tə ðə*  
left, we shall soon get back to the hotel again. There-  
*lɜft, we: "ʃæf'tsbəri əv'ni(j)uː. ìf wi tɜrn tə ðə*  
fore we will turn to the right, which will take us to  
*þerəfɔːr wɪl tɜrn tə ðə rایt. wɪch wɪl tæk wəs tə*

Piccadilly = a  
street in the West  
End

Piccadilly."

*pɪk'ædili.*

consequently =  
therefore

Consequently, they now turned to the right, down  
*kən'skɔːntli ðeɪ nəw tɜrn tə ðə rایt, daʊn*  
Shaftesbury Avenue. In this part of the town they  
*ʃæf'tsbəri əv'ni(j)uː. ìn ðɪs pɑrt əv ðə toun ðeɪ*  
noticed that they passed cinema after cinema, and  
*nɔtɪsɪd ðæt ðeɪ pæsɪd ˈsɪnɪmə əftər ˈsɪnɪmə, ənd*

Mr. Miller told his pupils that this part of the town  
*mista miler tolld his pupils dat des part av da town*  
 is so full of cinemas and theatres that the Londoners  
*iz sou ful ar sinemas and bi'treas den do Londoners*  
 often call it theatre-land.  
*often cal it theatre-land.*

a Londoner = a person living in London

When they got to Piccadilly, they noticed one shop  
*when dei got to pikadilly, dei noticde een i*  
 after another with shirts, ties, socks, etc. They spent  
*afte'r afte'r wi' shirts, ties, socks, etc.* a long time going from window to window, looking at  
*afte'r afte'r wi' shirts, ties, socks, etc.* all the different articles.  
*> i do diffrant artikls.*

articles = things in a shop

Storm: "What nice things they have in these shops!"  
*storm: "Just ouis piye dei kew in dis japs!"*

Have you noticed that shirt over there, Brown; how  
*hav you noticed dat shirt over der, brown,* do you like it? I think I will go in and buy it."  
*do you like it? i think i wil go in and bei it."*

Mr. Miller: "No, you had better not, Storm. Money  
*mista miler: "no, you had better not, strom. moni*

You had better not do it = it is better for you not to do it.

for buying shirts is not included in the fifteen pounds  
*for buying shirts is not inkludid in de fifteen pounds*  
 we are going to spend in England. These shirts, and  
*we are going to spend in England. dese shirts, and*  
 all the other articles you see in the shops in Piccadilly,  
*all the other articles you see in da shops in pikadilly.*

are very expensive."

"*very expensive.*"

Some time later Brown asked whether they were near  
Bond Street. Brown asked friends did not visit his  
Bond Street, as, he said, he took a special interest in  
seeing that street.

"*very dear street.*"

Mr. Miller: "Well, Bond Street was not included in  
our plans for to-day, but we can pass through it to  
Oxford Street."

"*instead street.*"

The three friends were surprised to see the shops in

Bond Street. Many of them were tailors' shops. Mr.  
Miller. "This is a street especially for men's shopping."  
*men's shopping.*"

The best tailors in London have their shops in this  
street. But you will notice that no prices are shown  
in the suits of clothes you see in the windows, and I  
will tell you the reason. If you buy a suit of clothes at  
a tailor's shop, if you buy a suit in a shop or



*tailor*

a tailor's in Bond Street. you will have to pay him  
a tailo in bond street, ju. will have to pay him

about twenty guineas for it. Out of the twenty guineas  
about twenty guineas for it. out we do travellin' guineas

ten, I think, will pay for the suit itself; the other ten  
ten, at high, will per fa do suit itself. At ada ten

you pay for the name of 'Bond Street'. You see that  
you per fa do name of 'Bond Street' ju si dat

there are good reasons why you should not buy your  
dear a: good rimes here ju. just not here ju

clothes here. However, you must not think that most  
kiswile ju. however, ju: must not high dat most

Londoners buy their clothes at a Bond Street tailor's;  
Londoners buy their clothes at a bond street tailor,

only people with lots of money go shopping here. But  
menli pifl wld lits we mun goin' jing his. But

now I will take you to Selfridge's, one of the biggest  
one wld trib ju: to selfridge's, wan we da bigis

shops in the world. They have lots of different articles  
fops in de world. dey have lots of diffrant artikls

there, so that people can buy everything from a pin  
a pin, sou don pifl han bei everying from a pin

to an elephant, as the saying goes, and there you will  
be an elphant. so do sayin' goes. and dea ju: will

be able to get something for your money."

bit wld ta get somethig fa ju. muni"

Our four travellers spent an hour or two in Selfridge's,  
one fiv travellers spent an hour or two in selfridge,

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  
*bu**ying* *stic**k*, *ha**ndke**rfi**fs*, and *cigare**tts*. *W**e**w* *de**i*  
 came out again, Wood said to Storm, "How do you like  
*com**me* *out* *agai**n*, *Wood* *said* *to* *Storm*? " *h**ow* *do*, *ju* *lik*  
 my new stick? With this in my right hand, I feel that  
*m**y* *ri**gh**t* *han**d* *is* *in* *tha**t* *wa**it* *hard*, *oi* *fir* *dat*  
 I could walk to the end of the world." He saw Mr.  
*M**il**ler* *smile*, and then heard him laugh, saying: "I am  
*mi**ll**er* *smile*, *and* *you* *had* *him* *laugh*, *say*: " *ui* *an*  
 sure you could. However, I think we have bought  
*su**re* *ju* *co**ul**d*, *h**ad* *hem*, *ui* *bi**ng* *an* *ho**me* *to**o*  
 enough for to-day. Now let us go home through Oxford  
*en**ou**gh* *fo**r* *ta**dy*, *now* *let* *us* *go* *hom**e* *thr**ough* *Oxf**ord*  
 Street; a cup of tea would do us good."

WORDS:

- discuss
- pleased
- stamp
- second-hand
- collect
- collection
- collector
- grow
- rapidly
- schoolfellow

#### EXERCISE A.

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 3,000 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. Then 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  
 to ~~walks~~ dei visita plus proposou a trip up da river

Thames to Hampton Court Palace. "We can go down  
 river to ~~know~~ know to the palace. Will you come

to Westminster Bridge," he said, "and take the boat  
 to ~~westminister~~ bridge." He said, "And take the boat

from there. Westminster Bridge is one of the many  
 from ~~the~~ westminister bridge is one of the many

bridges that go across the river and connect North  
 bridge but you cross the river and connect north

London with South London. We can go across the  
 London and ~~map~~ London you can you cross the

river to look at that part of the town some other day."  
 river to look at just point or do town same add it."

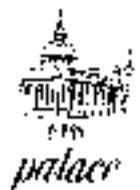
When they got on board, they noticed a board on which  
 when dei got on boat dei noticed a board on board

were given the names of the different places where the  
 were given the names of the different places where the

boat was going to. They walked across to read the  
 boat was going to. dei walk across to read the

notice on the board, and Brown noticed that the boat  
 notice on the board, and brown noticed that the boat

was going to Oxford, the town in which the great  
 was going to ~~asked~~, the town in which the great

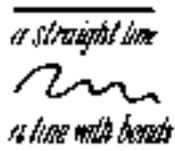


the notice — that  
 which was written  
 on the board

English university is situated.

Anglijskij universitet is situatsion.

Mr. Miller explained to them that there are thousands  
of students under its plained to dom dat dear a. juncions  
of students from all over the world who study at this  
institute from all over the world. He said the students of this  
old university, and that they are taught by a great  
ould juncions, and dat der a lot here a great  
many professors. After having read the notice, he  
meni professori. a lot here a great  
said, "It seems that every day during the spring and  
seas." It seems dat every day during da sprig and  
summer there is a boat to Oxford. "It must be a  
rare dear is a boat to Oxford." "It must be a  
lovely trip up the river." Wood said, "I propose that  
lanti trip up da river." Wood said, "ai pr'pose dat  
we try the trip. It isn't very far to Oxford, is it?"  
"Nein, da trip is not very far to Oxford, is it?"  
"No, it isn't far to Oxford, a train will take you there  
"nein, it izn't far to Oxford, a train will take you there  
in an hour and a half, and yet by boat the trip takes  
"nein, it izn't far to Oxford, a train will take you there  
two days. The train goes in an almost straight line,  
"nein, da train goes in an almost straight line,  
while the river makes many bends, as most rivers do.  
"nein, da river makes many bends, as most rivers do.  
Although London is connected with Oxford by the river,  
"nein, London ic konnekted with Oxford hai da river,

a straight line  
  
a line with bends

yet it is mostly tourists who make the trip to Oxford  
*jet it is mostly tourists who make the trip to Oxford*

mostly • most often

by boat. The steamer goes so slowly that they have  
*but time to see everything, and at night the boat stops at*  
*a town, and the tourists go ashore to sleep at a hotel."*  
*a town, and the tourists go ashore to sleep at a hotel."*

The first thing they noticed when the boat had started,  
*the first big tourist knew the boat had started,*

was a big palace on the right bank of the river. "What  
*was a big palace on the right bank of the river.* "What

palace is that?" asked Storm. "Does the King or  
*palace is that?" asked Storm. "Does the King or*

some other person of the royal family live there?" "No,  
*some other person of the royal family live there?" "No,*

it is not used by the royal family. It is called Lambeth  
*it is not used by the royal family. It is called Lambeth*

Palace."  
*Palace."*

A little farther up the river, just after a bend, they  
*a little farther up the river, just after a bend,*

passed under Putney Bridge, and Mr. Miller told them  
*passed under Putney Bridge, and Mr. Miller told them*

about the great boatrace which takes place every year  
*about the great boatrace which takes place every year*

between students from the universities of Oxford and  
*between students from the universities of Oxford and*



king

the royal family —  
 the king's family



boatrace

Cambridge The boats start at Putney Bridge and go  
Cambridge. *de boats start at putni brdg and go*  
as far as Mortlake, which is about  $4\frac{1}{2}$  miles  
*as far as mortlak. Ralif is abour four and a haif miles*  
farther up the river. The men in each boat do all they  
*further up de rive. do men in i.tf boat do: x:i dei*  
can to make their boat get there first. The young men  
*kicker break de boat yet are fast. de jay men*  
were very surprised to hear that the boatrace takes  
*was veri surprised to his dot de boatraces takes*  
only about twenty minutes.  
*only about twenty minutes.*

Some time later they came to Kingston-on-Thames.  
*som time later dey com to kingston on thame.*

"It is a very old town, and as the name tells us, it has  
*it is a very old town, and as de name tells us. it has*  
something to do with kings; it means the king's town.  
*somthing to do with kigs; it means de kigs town.*

About twelve hundred years ago, the old Saxon kings  
*about twelve hundred years ago, the old saxon kings*  
were crowned here," Mr. Miller said to the young men.  
*were crowned here." mister miller sed to de jay men.*

"Do you know where the English kings are crowned  
*do you know where the english kings are crowned*  
nowadays?" he asked. "Oh, yes, we know that all  
*nowadays?" hi; aight. "oh, yes, we know dat zt*  
right," they all replied; "it is at Westminster Abbey.  
*right." dey zt right; "it is at westminster abb.*

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

The last time an English king was crowned there, we  
*da last time an englis king was crowned there, we*  
 read all about it in the newspapers, and from the many  
*red z-i about it in da newspapers, and from da mani*  
 pictures that were taken we were able to see how it  
*piktfor dat wa: lein wi: wair ubi ta si: how it*  
 was done. It was very interesting to see all the people  
*wa: daz. it was veri interesting to si: i da pepl*  
 in their fine silk clothes, some of them with crowns  
*in da fin silk clothes. sam as dem wi: crowns*  
 upon their heads. One would think that they were  
*upon da heids. sam and huk dat dey wa:*  
 pictures from very old times, and not pictures of  
*piktfor from veri oldi times, and not piktfor in*  
 something taking place in modern times."  
*cawfay takin plair in modern times."*

They had now got past Kingston. On their way up the  
*dei had now got past kingston. on dez dei af de*  
 river they passed many small boats from which people  
*dei past meni small boats from which peopl*  
 were fishing in the river, and on the banks of the river  
*weri fishin in da riva, and on de banks of da riva*  
 they also saw many people fishing. Every time the  
*dei passon is. meni pepl fishin. veri laim da*  
 steamer passed one of the boats, the man in the boat  
*steamer past wan av da boats, da man in da boat*  
 looked up and shouted angry words at them.  
*hekt up and shoutd angry words at dem.*



picture



CROWN

one fish,  
many fish  
two fish, or two fishes

He catches, he caught, he has caught [kətʃɪd, kətʃɪd, həs kətʃɪd].

"Why are they so angry?" Wood asked. "I can see "heva n̄ dei sou angry?" wood asket. "ui kan si

that you have never been fishing," Brown said to him. "dat ju hac neva bin fifying." brown sed ta him.

"When a boat like this passes, all the fish go away. "hucc a bout lask dis paasiz. z'l da fis you s'wee, and then the men in the boats do not catch any fish. and den da men in de boats du not kelf eni fis.

— Do they catch many fish here?" he asked Mr. Miller. — du. dei kətʃ meni fis hra?" hi: aksit mista miller.

"No, I don't think so; there are fish enough in the river. "now, ei donut pink sou; deer n̄ dei fis luf in de river,

but there are too many boats passing up and down but dor n̄ tə: meni boats passing up and down

the river all the time. But I don't understand why da river n̄ l do lora. hat al dower and'stand meni

they get so angry; they must know that there are dei get sou angry; dei heast sou dat dor n̄

steamers going up and down the river all day, so that steamers going up and down de river n̄ l dei. sou dat

there is nothing to be so angry about. They had better deer iz n̄ kibig zo hi: sou angry about. dei had heis

go to a quieter place to fish. I once did some fishing you tu a twobota pleis to fis. ei wans did rām fifying

here with a friend. We spent a whole day on the river. hu: wid a friend. ui: spent a bout dei on du river,

and at the end of the day I had caught only one small and et di end zo de dei al had kətʃ ownG wen souf!

fish, three inches long?"

"Yes, sir; six inches long."

They arrived at Hampton Court after a short time  
 and went up to look at the palace. It is situated very  
 beautifully in some gardens. They stood for a long  
 time looking at the lovely flowers, and especially at  
 a long straight walk with many beautiful flowers on  
 both sides. In some parts of the palace people may  
 go in and look at the rooms and all that is in them.  
 Everything is left just as it was hundreds of years ago.

Most of the things in the palace are connected with  
 the Tudor and Stuart kings and queens, especially with  
 Queen Anne, the great Stuart queen of England. One

of the things which interested them very much was  
 Queen Anne's bedroom. "You can see," Wood said

Tudor (= the family names of several English kings and queens)



*Queen*

"over there." "Just like this," Wood said

to the others. "that women were the same then as  
to di idaz. "dat woman wa. da seor den zo  
now," and he showed them all the things that the  
woman, and his good when z i do bigz dat da  
Queen had used to make herself beautiful.  
*kacion had jic ed to make herself beautiful.*

When it was time to go home, Mr. Miller proposed  
*haren it was time to go home, mister mister proposed*  
taking a bus straight back to London, as far as  
*taking a bus straight back to london, as far as*

buses

Wimbledon. From Wimbledon they could go by tram  
*wimbledon. from wimbledon dei kan you take tram*  
to Westminster Bridge. "If we go that way," he said,  
*to westminster bridge. "if we go dat way." At mister*  
"we shall be able to see much of South London from  
*"we shall be able to see much of south london from*  
the windows." They all thought this a good idea, and  
*the windows." dei all fast dis a good idea, and*  
consequently they went back by bus and tram as Mr.  
*consequently dei went back by bus and tram as mister*

Miller proposed.

*will prefered*

#### EXERCISE A.

Mr. Miller — that they should go on a trip to Hampton Court —. They would go by boat from Westminster —. This bridge goes — the Thames and --

North London with South London. The four travellers thought of going by — to Oxford, where the great English — is situated. At Oxford — there are many — to teach the students. Lambeth Palace is situated on the right — of the river. Kingston-on-Thames is a town where the Saxon — were — many years ago.

Did Mr. Miller — many fish the day when he was out fishing? No, he only — one small fish. Who lived at Hampton Court — many years ago? — Anne lived there, and her — may still be seen in the palace. Did Mr. Miller — going home by boat? No, he — going home by —.

#### EXERCISE B

How did the four travellers get to Hampton Court? . . . Is it far from London to Oxford? . . . Do most tourists go by train to Oxford? . . . Where does the boattrace 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
impose
palace
bridge
across
notice
board
boat
university
straight
line
tourist
bank
bend
royal
boattrace
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  
*mista milə and his bri: jʌŋ frendz wə: həvɪŋ*

breakfast at the hotel.

*b'rekfəst ət ðə həʊtel.*

Wood: "We have now been here for several days. Long  
*wud: "wi: ha:ve na:b:n hi:z /ə: se'verəl deɪz, lo:g*

enough at least to have got an impression of London.  
*ənəf ət li:tst tə ha:ve gət ən i'mprɛʃən əv ʌndən.*

It seems, however, that there is no end to this big town.  
*ɪt sɪmz, hev'evə, ðæt ðeər ɪs no end tə ðɪs bɪg ta:n.*

It is very difficult to get a full impression of it."  
*ɪt ɪs veri dɪfɪkəlt tə get ə ful i'mprɛʃən əv ɪt."*

Mr. Miller: "Yes, you are right. Everybody has that  
*mista milə: "jɛs, ju:ə ar reit. ev'ribɒdi hæz ðæt*

feeling the first time he is in London. I should like  
*fi:lɪŋ ðə fɜ:st ta:m hi: ɪs ɪn ləndən. ɪt ʃd ʃaɪd*

to propose a trip which few tourists make. Let us go  
*to p'rɔ:pəs ə tri:p hu:lf fju: tʊərɪsts meɪk. let əs gə*

by Underground to the western part of London, and  
*bi: ʌndəgrəund tə ðə wɛstən pɑ:t əv ləndən, ənd*

from there we will have a bus ride right through  
*frəm ðeə wɪl ha:v ə bu:s rɪdʒ rɪ:t hrou:*

London from west to east. On this trip we can see  
*ləndən frəm wɛst tə ēst. ən ðɪs tri:p wɪ: kən si:*

feeling = that  
which one feels

western = which  
is to the west

right there =  
straight

suburbs — the parts of a town that are furthest away from the central part

the western and the eastern suburbs of London." "E  
the western and the eastern suburbs of London." "I  
think that is a very good idea," said Wood, and the  
pink dog is a very good idea," said Wood and the  
others agreed with him.  
Adel agreed with him.

As soon as they had had their breakfast, they went  
as soon as he had had his breakfast, he went  
by Underground to Ealing, a suburb in the west of  
the Underground to Ealing, a suburb in the west of  
London with a great number of small houses. Having  
London with a great number of small houses. Having  
arrived at Ealing, they got on a bus going to Barking  
arrived at Ealing, they got on a bus going to Barking  
in East London. After they had passed through the  
in East London. After they had passed through the  
western suburbs of London and got an impression of  
western suburbs of London and got an impression of  
them, Brown said to the teacher, "Each suburb seems  
them, Brown said to the teacher, "Each suburb seems  
to be much like a town, with a High Street or a High  
to be much like a town, with a High Street or a High  
Road where the biggest and best shops, the theatres,  
Road where the biggest and best shops, the theatres,  
and the cinemas are to be found."  
and the cinemas are to be found."

Storm: "I have noticed that some of the shops in the  
shops: "I have noticed that some of the shops in the

suburbs are just as big as those we have seen in the suburb: *az džabzət big az dərc wi: həv sɪn iŋ da*

West End, and some of the cinemas are even bigger." *west end, and sam əz do sinemas az ju:n bigo.*"

Wood: "What long rows of small houses they have in *wud: "həvnl lɒŋ rəʊz əz səm həʊzɪz ðət həv i:n*

the suburbs!" Mr. Miller: "Yes, that is what the London *suburbz!*" *mɪlər mil:* "yes. ðæt ɪs həvnl ðə tən-

*dənəmənəz li:k. instəd əz lívɪŋ i:n fləts i:n big bɪldɪŋz*

in the centre of the town, they prefer to live in their *in ðə sentər əz da tənən, dei prəfər ðə lív i:n ðər*

own houses in the suburbs. That's why you see those *əwn haʊzɪz i:n ðə subarbz. ðæts həvnl ju:n sɪ: ðəuz*

long rows of small houses, street upon street of them." *lɒŋ rəʊz əz smɔ:l haʊzɪz, strɛt ə'pən strɛt əz ðəmz.*"

Wood: "I do not wonder that the Londoners like small *wud: "aɪ dət nət wʌndər ðæt ðə tənənəz li:k smɔ:l*

houses. I should also prefer a small house of my own *haʊzɪz. aɪ ſəð ə'lso prəfər ə smɔ:l haʊz əz maɪ ovn*

to a flat in a big building. Besides, they have their *to a flæt i:n ə big bɪldɪŋ. bi'saidz, ðət həv ðər*

own gardens with trees and flowers." *əvn ga:dənz wɪ:t trɪz ənd fləʊzəz.*"

Now they began to get near the centre of London; the *nəw dei bɪgən ðət get nɪə ðə sentər əz London; ðə*

bus went along Oxford Street, and before long they *bəs wənt əlong əksfəd strɛt, and bɪ:fər lɔ:g ðət*

centre = central part

street upon street = one street after another

to prefer... to = to like better than

the middle = the centre

were in the City. Mr. Miller: "Now we are in the *west* in *the* *city*, *middle* *miles*: "near *us*; *are* *in* *the* *middle* *of* *London*." Brown: "Then we have only *mid* *or* *London*." Brown: "Den *us* *have* *only* travelled half-way from west to east. It gives us a good *travel* *halfway* *from* *west* *to* *east*. It gives us a good impression of how large London is." "impression *we* *have* *large* *London* *is*."

Mr. Miller: "Yes, but look at the streets now. They are *narrow* *narrow*: "yes, *but* *look* *at* *the* *streets* *now*. *Are* *as* *much* *narrower* *than* *in* *the* *suburbs*. We are in the old *part* *part* *of* *London*. That building over there is the Bank *part* *of* *London*. *That* *building* *over* *there* *is* *the* *Bank* *of* *England*. It is the greatest bank in the country; a lot of money passes through it every year, but I think lot *so* *many* *pass*: *but* *it* *ent* *is*, *but* *ai* *big* you have already heard of the Bank of England many times at home." "In *home*."

motor-car = car



bicycle

Storm: "What a lot of traffic there is here! There are large numbers of people, motor-cars, and buses, but I see very few bicycles." "ai *very* *few* *baisikli*!"

Wood: "Yes, the bus can hardly get through the traffic.  
*tend:* 'jes, de bʌs kən haʊdlɪ get þru: ðə træfɪk,

and it must be very difficult to ride a bicycle in all  
*and it məst bi: veri dɪfɪkəlt tə rایd ə baikeɪl ɪn ɔ:l*  
 this traffic."

*ðɪs træfɪk.*"

Mr. Miller: "It is hardly ever possible to get through  
*mɪstə milər: 'ɪt ɪs haʊdlɪ eəvə pəsəbl tə get þru:*

the traffic here quickly. The Bank is one of the two  
*ðə træfɪk hɪs kwɪklɪ. ðə bænk ɪz wʌn əv ðə tu:*

places in London at which the traffic is greatest. All  
*plesɪz ɪn ləndən ət hwaɪf ðə træfɪk ɪz greɪst ə.t*

the buildings in the City are office buildings, and  
*ðə bɪldɪŋz ɪn ðə sɪti ər ɒfɪs bɪldɪŋz, ənd*

hardly any one lives here, so that this part of the town  
*haʊdlɪ eni wʌz hɪz, səʊ ðæt ðɪs pa:t əv ðə təʊn*

is almost empty at night. In the evening, all who work  
*ɪzɔ:lmost emplɪ ət naɪt." ɪn ðɪ əvəning, əll hu: wərk*

in the City want to go home almost at the same time.  
*ɪn ðə sɪti wənt tə gəu həʊm ɔ:lmost ət ðə seim taɪm.*

Consequently, the streets are just full of people at  
*kənsekiwəntlɪ, ðə strɛts ər dʒʌst ful əf pi:pł ət*

that time."

*ðæt taɪm.*"

Brown: "I have noticed that there are no trams to be  
*braʊn: 'ai haʊv nəʊtɪst ðæt ðeər ə: nu:t fræmz tə bi:*

seen in the City."  
*sɪn ɪn ðə sɪti.*"

hardly = almost  
 not

the Bank = the  
 Bank of England

neither in the City  
nor in the West  
End = not in the  
City and not in the  
West End

no trams at all =  
not a single tram

the very houses —  
even the houses

Mr. Miller "No, they are used neither in the City  
nötre mil: "no, dei ar juzd näder in da siti  
nor in the West End, and you can see for yourselves  
nor in da west end, and ja: kan si: ja juzselv  
that in these narrow streets it would hardly be possible  
*Ad in di:z næron stræts if wind ha:di be: possibl*  
to have any trams at all. In four or five years, I  
to have eni trams at all in lar: or fair jîc, at  
think, there will be no trams at all in London. They  
pigk. dei will bi: now trams at all in London. Dei  
are neither very fast nor easy to drive. Instead, they  
ar: näide dei fast nor eas: to driv. insted, dei  
will have either more buses or more Underground rail-  
*wil ha: di:z bus: or mor: undaground rail-*  
ways. That is just the same as in Paris."  
*weiz. dei ic djust do seem as in paris.*"

After leaving the City, they passed through the East  
a:ste livig da siti, dei past pru: di last  
End, and Mr. Miller said, "Many poor people live in  
end, and nætre mil: ard. "meni pu: pi:pl live in  
this part of the town. You can see from the very  
dis part o: de town. ja: kan si: from da ver:  
houses that the people living in them must be poor,  
hausit dat do pi:pl livig in dom mast bi: pu:z,  
that is, they have very little money."  
*dat ic, dei ha: veri litt mani.*"

Some time later, after passing through many other  
sum laim feile, a:ste pa:xis pru: meni adu

parts of London, they arrived at Barking, a suburb on the east of London. *dei arrived at barking, a suburb in the east of London. They found that the suburbs of*  
*the east of London were just like those of West London,*  
*but london was just like those of west london;*  
*consequently, after a short time, they returned by*  
*underground to their hotel.*

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



*parks*

At lunch the next day, they discussed the buildings  
*at lauf de næst dei, dei diskutte de bygninger*  
 they had seen in London. "We have now got an im-  
*dei har set i London. "Vi har nu fått en im-*  
 pression of the buildings of London, but we should also  
*presjon av de bygningene i London, men vi* should  
 like to see its many fine and big parks," said Wood.  
*likte å se de mange finne og store parkene," sa Wood.*  
 "We have often read about them in the newspapers  
*"Vi har ofte lest om dem i de nye avisene,*  
 and sometimes we have seen pictures of them, too;  
*og noen ganger har vi sett bilde av dem, men* but a picture does not give a real impression of them, I  
*men et bilde gir ikke en virkelig inntrykk av dem, men* think.  
 One must see them in reality to get the right  
*en må se dem i virkeligheten for å få riktig* impression." "Yes," answered Mr. Miller, "that would  
*oppfatning." "Ja," svarte mester Miller, "det ville* be a good idea for to-day's trip. But you speak of the  
*vi gjerne hadde en tur i dag. men du snakkede om* parks of London as if you could see them all in a day.  
*parks i London som om du kunde se dem alle i en dag.* You really can't see more than one, or two at the most,  
*du ikke kan se mer enn én eller to på én dag.*

in one day. I propose that we go to Regent's Park first  
*in een dei. wi proponz dat wir euch zu Regent's Park fahrt.*

From there we can go through Baker Street and Ox-  
*From der wir kann ganz durch die Baker Street und Ox-*

ford Street to Hyde Park, and while we are on our  
*fahrt street zu Hyde Park, und während wir auf dem*

way, we might stop and have some tea somewhere in  
*wel. wir maennt stoppen und haen samt fi: eambeast in*

Oxford Street."

*oxford street!*"

They did as Mr. Miller proposed and took a bus to  
*dei did as mister miller propozed und nah a bus zu*

Regent's Park. In this park are the well-known Zoolo-  
*regent's park. in dis park w: die wohlbekannte zo-*

logical Gardens of London. They went in to look at  
*zoologikal gärten zu London. Sie went in zu nah an*

the animals. Mr. Miller told the young men that Lon-  
*die animalz misse milz laud zu jazy men da lan-*

doners call the Zoological Gardens the 'Zoo', for short.  
*denez kall die zoologikal gärten die 'zoo' für folt.*

They stood for a long time watching the monkeys play-  
*dei stand für eine lang zeit watfig die monkeyz plie-*

ming with each other. "They are so funny," said Brown,  
*ig wird ietf ade. 'dei ar sene fass!',* said brown,

"that I could watch them for hours." Suddenly, one of  
*'dat ar kind wolf ihm für aber.' suddenly, wen er*

the monkeys put out his hand and took an umbrella  
*die monkeyz put auf his hand und nah an umbrella*

somewhere = at  
 some place or  
 other

for short = to  
 make it shorter



monkey

suddenly =  
 quickly and  
 surprisedly



near by = near



an open umbrella

from a little girl who was standing near by. The frame  $\rightarrow$  full girl but was standing near her. The umbrella was not open, but a few minutes later, the umbrella was not open, but a few minutes later, the monkey had got it opened. It was so funny to see the monkey had got it opened. It was so funny to see the monkey running about with the umbrella that all the people who watched it had to laugh, except the little girl.



snake

They also went to see the snakes, which interested Mr. Adams went to see the snakes, having interested Wood very much, and after having seen the other animals, they left Regent's Park and went to a restaurant in Oxford Street for tea. "What a big place this is!" the young men said as they entered the restaurant. "The young men said at Mr. Adams the restaurant. "It is the largest we have ever seen. What is the name of it?" "The Marble Arch Corner House," Mr. Adams said. "The Marble Arch Corner House," said Miller answered. "Yes, it is a long name," he said. Miller answered. "Yes, it is a long name," he said.

as = when

laughing at the look of surprise on the young men's faces. 'I'll explain it to you, while we are having our tea.' *Tell its'plain it to you, havin' wi: a: havin' our tea.*'

When the tea had been served, he explained, 'This is *when da si: had bin s'ved, bu: iks'plained*. "This is one of the many restaurants and tea-rooms which the *man w: da men's resturants and tirume h'ritis* da big firm of 'Lyons' has all over England. In London *big f'mm an' t'rans' has all over england, in London* alone there are hundreds of them, and each one is *s'town dear a hundred or more, and it's man it's called a 'Lyons'*. The very first big one was in a corner *call'd a 'lyons'. the veri first big wan was in a house*, that is, a house built where two streets cross *house, betw: tw: stree'ts built where tw: stree'ts k'rew* each other. The restaurant was therefore called a *atf' ada. da resturant nev: depla: call'd a*

**Corner House**, and now the four or five biggest 'Lyons' *korner hous, and now da four or five biggest 'lyons'* restaurants are called Corner houses; even if they are *resturants n: call'd korner houses, even if dey n:* not situated at corners. You will be surprised, perhaps, *not situated at korner. juz' you bi: surprised, perhups,* to hear that one or two of the Corner Houses never *to his da wan o. bu: so da korner houses never*

to cross -- to go across



corner



stones

to move = to take from one place to another

nobody = no one

close, but have rooms that are open day and night.  
*khoz, bat hoz ru:mz bat a:s oupan dei and neit.*

Now you know what a 'Corner House' is. This one  
*nu: ju: now hu:n x 'korn ha:s' ic. dis wan*

is called the Marble Arch Corner House, because it is  
*is ko:ld da marbl a:tʃ korn ha:s, bi:kz ul is*  
only one or two minutes from Marble Arch, a big  
*ounit wan o: tu: minits from marbl a:tʃ, a big*

arch built of marble, situated just outside the entrance  
*a:tʃ bu:t pə marbl, sətju:ritid dʒast ounit ait entrəns*

to Hyde Park. Marble is a very expensive and beauti-  
*to Hyde Park. Marbl is a veri ikspensiv and bju:t-i-*  
ful stone, which is often shining and white. Marble  
*ful ston, hu:fls is ofin feiniq and hwait. marbl*

Arch was built for King George IV as an entrance  
*a:tʃ was bu:t fa kig dʒɔ:dʒ da fo:p ait entrəns*

to Buckingham Palace, but after it had been built,  
*to buckingam pa:lis, bat a:ftir it had bi:n bu:t*

they found that it was too narrow for the King's  
*they found bat it was tu: nərou fa de kig:*

carriage to pass through it. In 1851 it was moved  
*carriag fa pass þra: d. in riton fifteen if wəc vi:awit*

from Buckingham Palace to this corner of Hyde Park. It  
*from buckingam pa:lis to dis kornet so hard park. It*

cost £ 80,000 to build. Now it just stands there.  
*kɒst eɪti þaʊnd þaʊnd tə bu:t. nəw dʒʌst stændz ðeə,*

and nobody uses it; it is even closed, so that you can't  
*and nobodi ju:zit ði; it is even khəusd, so ðat ju: kən't*

get through it, but have to go round it. But the Londoners *know* it, but have to *go round* it. But do Londoners like it, and tourists go to see it. There is always *dark* *dark* it, and *tired* you to *see* it. *Dark* is when much traffic round Marble Arch, and at night when *traffic* *traffic* round *marble arch*, and at night when the lights are on, it is beautiful to look at. There are *lights* *on* *on*, it is *beautiful* to *look* at. *Beautiful* is 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, *look* *over* *yourself*. but if *you* *have* *just* *finished* *your* *tea*, we might walk round it before entering the Park, so *we* *will* *walk* *round* *it* *before* *entering* *the* *Park*, so that you may see it from all sides. I will pay the bill for *you*. *me* *say*: it from *all* *said*: it *will* *pay* *the* *bill* while you finish your bread and butter, Wood. You *haven't* *you* *finished* *your* *bread* *and* *butter*, *Wood*. *You* seem to eat a lot," the teacher said, laughing. "because *to* *it* *a* *lot*," *she* *tells* *she*, *laughing*. "because you are always the last of us to finish." *because* *you* *are* *always* *the* *last* *of* *us* *to* *finish*."

They crossed Oxford Street and entered the Park, and *they* *crossed* *oxford* *street* *and* *entered* *the* *Park*, *and*

the lights are on  
the lights are  
shining

just inside they found a lot of people standing round  
*djust in said dei found a lot vo peopl standig round*  
 a speaker who had got up on a soap-box to speak.  
*x speake ha: had got up on a soapbox to spick.*  
 They listened to him and tried to understand what he  
*dei lisnd to him and trid tu undr'stend huwl hi:*  
 was saying, but could hear very little. "This is a thing  
*was sellig, bat kud his veri litl. "Dis is a pby*  
 which you will find in many places in England," said  
*hurifj ju: wil foind in meni pleisir in england," sei*  
 Mr. Miller. "If a man wants to speak about something,  
*onristo mala. "If a man wants to spick about sompy,*  
 he can bring a box to stand on and say what he likes.  
*hi: kan briig a boks to stand on und sei hund hi: lika.*  
 Nobody will stop him, and there will always be some  
*noubodi wil stop him, and dei wil ollays hi: sun*  
 one out walking who stops on his way to listen to his  
*wan out walkig thi: stops on his wri fa liss to his*  
 talk or laugh at him."  
*talk o: lauf at him,"*

On their way through the Park they came to the  
*an dei wei pru: do park dei kem to de*  
 Serpentine, a long lake which looks like a snake or a  
*sarpentin, a long leik hurif looks likk a snak or a*  
 serpent, and in which people may bathe. "In the  
*sarpan, and in hurif peopl mee bathe. "In di*  
 evenings in summer," Mr. Miller told them. "there  
*evenige in summa," mislu mala tould Am, "deur*

serpent = snake

are bands or orchestras playing in the Park, and there  
*are bands or orchestras plenty in the park, and there*  
*are always many people who come to listen to them.*



orchestras.

But we cannot stop to-night: perhaps we can come  
*but we cannot stop to-night; perhaps we can come*  
*this way some other evening and hear one of the bands*  
*the next evening and his man or the bands*  
*play. Look!" he said suddenly and stopped them. "Now*

*play. Look!" he said suddenly and stopped them. "Now*

I will show you something funny, which I think will  
*I will show you something funny, which I think will*  
*surprise you." They looked and saw a flock of*

*sheep! "Is this really a flock of sheep in the centre*

*of London?" they shouted in surprise. "Yes, sheep,"*

*their teacher replied. "Real sheep! They move about*

*the Park to eat the grass so that it does not get too*

*long."*

*long."*

They finished their walk through the Park at Hyde

Park Corner, and Mr. Miller told them that it is the

place which has the most traffic in the whole world.  
pleis huwlz ha:z de most trafik in de houl world

It was not difficult for them to understand this. be-  
it wa:z not difficult fo: dom fu: understand dis, bi-  
cause it was several minutes before they were able to  
kno: it wa:z sevral minuts bli:z dei wyr:t cibl tu:  
cross to the other side of the street.  
krys tu: de aibz said zo de street.

WORDS

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

EXERCISE A.

Mr. Miller proposed that their next trip should be to some of the great — of London. They had often seen pictures of them at home, but they wanted to see them in — to get a — impression of them. In Regent's Park are the — Gardens of London, which the Londoners call the —. In the Zoo they — a — playing with an — which it had taken from a little girl standing near by. All the people watching it had to —, except the girl. She did not think it —. The big 'Lyons' restaurants are called — Houses, even if they are not situated at —. Marble Arch was first built as an — to Buckingham Palace, but as it was too narrow for the King's —, they — it to this corner of Hyde Park. It is not used as an entrance here, but there is much traffic — it. Mr. Miller thought that Wind ate a —, because he was always the last of them in —. 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 (verbly)  
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. Milier found a good hotel for them in London? Answer . . . Question . . . ? Yes, Sturm'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 word with our four travellers. "I hope you are enjoying

yourselves in London," he said.  
"We are," the señor said.

Mr. Miller: "We are having a lovely time, thank

you." Wanda: "Yes, we have enjoyed ourselves very

much all the time we have been here, and we have  
seen a lot of things. Now we wish to see the King  
and the Queen, but how is that done?"

Hotel-keeper: "That will be very difficult just now."

because the King and the Queen are spending part of  
the summer at Balmoral Castle in Scotland, a castle  
situated in a very beautiful part of the country, where

I am enjoying myself ... I am having a good time.

to wish = to want



castle

the King and Queen spend some of their time every  
 do *king* and *queen* spend *sime* *on* *der* *time* *ever*  
 year. Many travellers who come to England wish to  
 see *men* *travel* *for* *king* *or* *England* *wif* *to*  
 see the King and Queen  
*if* *do* *king* *and* *queen*.

"Speaking for myself, I have never seen the present  
 "King *for* *myself*, *ai* *have* *now* *seen* *the* *present*  
 King; the only time I have seen a king was when I  
*key*; *if* *only* *learn* *as* *how* *sin* *a* *king* *not* *been* *ai*  
 went to see George V, who was the father of our  
 went to *si*; *djordz* *desi**p*, *bu*; *not* *da* *father* *or* *our*  
 present King, George VI. The real reason why I went  
 present *king*, *djordz* *desi**p*. *do* *ris* *rich* *her* *ai* *went*  
 was not so much to see the King himself as to see the  
*no* *not* *our* *mais* *to* *si*. *de* *king* *himself* *or* *to* *si*. *de*  
 horses which drew his carriage, and also the many  
*horses* *hors* *drw* *his* *carriag*, and also *de* *men*  
 men in uniforms. His carriage was drawn by eight  
*men* *in* *uniform*, *hi* *carriag* *not* *drawn* *by* *ed*  
 horses, and after it came a long row of men in blue  
*horses*, and *after* it *know* *a* *log* *row* *in* *men* *in* *blue*  
 uniforms. I know that people say that the English  
 uniforms, *ai* *now* *all* *paid* *see* *As* *do* *iggle*  
 are very interested in the King and Queen and speak  
*a* *very* *interestid* *or* *the* *king* *and* *queen* *and* *speak*  
 of nothing else. But nearly every week when I look  
*at* *mapig* *cls* *bat* *nidi* *veri* *with* *lawn* *ai* *luk*

He draws, he  
 drew, he has  
 drawn [drɔ:, drə,  
 drɔ:n]



uniform

nothing else = no  
 other thing  
 nearly = almost

at the pictures in foreign papers, I notice that people  
*ət ðə pikʃəz ɪn fɔːrn pæpers, aɪ nɔ:tɪs ðə pi:pl*  
 everywhere go to see the different kings and queens.  
*əv'wɛrθwɛə ðə ðə sɪ: ðə ðɪf'rent ki:gz ənd kwens,*  
 and if a country has no king, then I see pictures of  
*ənd ðɪf ðə kʌntri hæz nəʊ ki:g, ðen ðɪ sɪ: pikʃəz oғ*  
 people that go to see the president. So I think that  
*pi:pl ðət gət ðə vɪz ðə pre:zɪ:ðənt, so aɪ pi:gk ðət*  
 people in other countries are just as interested in these  
*pi:pl ɪn ðə ðʌntrɪz əz ðɪn'ɪstɪd ɪn ðɪs*  
 things as we English are. You only have to think of  
*þɪŋz əz wi: ɪngglɪʃ əz ðɪs vɪz hæz ðə pi:gk oғ*  
 the King's visit to President Roosevelt of the United  
*ðə ki:gz vɪz tə pre:zɪ:ðənt rʊ:səvɛlt oғ ðə ju:ni:tɪd*  
 States in the spring of 1939."

*steɪks ɪn ðə sprɪŋ aз nɔ:tɪn:pə:tɪ:nɪd.*"

Although the King and Queen were not staying in  
*ɔ:lðəu ðə ki:g ənd kwens wæz nət stæyɪŋ ɪn*  
 London, our four friends went to look at Buckingham  
*lʌndən, auz ðə frɛndz wənt tə lʊk ət bʌkɪŋəm*  
 Palace. Mr. Miller: "As you see, it is built of grey  
*mɪlə, mi:sl̩ milə: "æz ju: si:, ðɪ ɪs bɪlt əz greɪ*  
 stone. How do you like it?" Wood: "Well, I don't  
*stəʊn. haʊ ðu: laik ðɪ? "wud: "wel, aɪ dən't*  
 think there is anything unusual about it. It looks like  
*θɪn:k ðeər ɪs ən'θɪŋ ʌn'jʊərl̩ abət ðɪ. ðɪ lʊks laik*  
 all other palaces."  
*a:l ðə ðæləsiz."*

everywhere "at  
 all places

Storm. "I have heard so much about Buckingham Palace: 'mi han hied sou mylf abaut buckingham Palace that I thought that the place where the King and Queen of England lived must be a very unusual and curious one. England lived must bi a very anju qual building, but I like many of our palaces at home bldg., but mi hank meint ab nare palaces of home better." bela."

From Buckingham Palace they walked through a park from buckingham palis dei walkt præt a park to the Houses of Parliament. Mr. Miller: "Here you te ab houses in parliament, mists mists: 'hia ja: see the building where Parliament, that is, the men sit: ab bldg. hwez parliament, dat er, do men who are chosen by the people to decide what is best for a. Ifouzn but do pipl is disaid howt it best for the country, comes together. Altogether there are ja do knale, kanz liggez, olliggez dat er between 1300 and 1400 people who before 'pallen hundred and fiftiun hundred peopl ha: sit in Parliament, or are members of the two Houses sit in parliament, or er, members ar ab hæz of Parliament. Of these members, 640 ar parliament ar dizz. members, sike hundred and fort are chosen by the people; they make up one of the a. Ifouzn bei do pipl; der areik ar er ar do

two parts of Parliament and are called the House of the parts of parliament and as hold as have an Commons. The other part, the House of Lords, has members. In this part, the house of lords, there about seven hundred and fifty members, made up of men about seven hundred and fifty members, made up of men who are the heads of either very old or very rich but as the heads are with very old or very rich families. Since old times such men have had the right families. Since old times such men have had the right to be members of the House of Lords. The two Houses to be members of the house of lords. As the houses together make up Parliament. The British Parliament together make up Parliament. The British Parliament is the oldest in the world. It is so old that nobody is as old as it is. If you could ask somebody really knows when it first started." "How many years have it first started."

Storm: "The building where Parliament sits is a very storm: "The building where parliament sits is a very old one, too, isn't it?" Mr. Miller: "No, most people think old isn't it?" "What do you think?" "Now, most people think that the building must be very old, but it is only about a hundred years old. It was built from 1840 about a hundred years old. It was built from sixteen parts to 1852." As it was Saturday, they were allowed fifteen parts to it was not opened, but now it is open

head thereof —  
most important person



hall

to go in and look at the whole building, including the *to you in and look at the whole building, including the* hall where the House of Commons comes together. *hall where the House of Commons comes together.*

"It is the only day that people are allowed to go almost everywhere inside," Mr. Miller explained; "on all other days they do not allow people to go round everywhere." *it is the only day that people are allowed to go almost everywhere inside," Mr. Miller explained; "on all other days they do not allow people to go round everywhere.*" Storm, Wood, and Brown were very surprised *surprised*. *storm, wood, and brown was very surprised* at the smallness of some of the rooms. They first went to the House of Lords. Brown: "This place looks very small. There cannot be room for 750 people here." *This place looks very small. There cannot be room for 750 people here.*"

does not matter =  
is not important

one third =  $\frac{1}{3}$   
one half =  $\frac{1}{2}$

usually = most often

Mr. Miller, laughing: "That does not matter, because mostly not. *mostly not.* "It does not matter, because it would be very unusual if more than one third or one half of the members were present at the same time. Usually, only about one hundred of the members. *usually, only about one hundred of the members.*"

bers are present, so you see it does not matter much  
 dat *a* *present*, *sar ju* *se* *it dat not make* *misself*  
 that the room is small. I must tell you, however, that  
 dat *de* *room* *is small*, *ni* *must* *fit* *in*. *However*, *dat*  
 after the Germans were over London between 1940  
*ni* *the* *germans* *were* *over* *London* *hi* *twin* *minister* *fact*  
 and 1945, many buildings, including the  
 and *minister* *for* *justice*, *meni* *bildigt*, *inkludirig* *de*  
 House of Commons, cannot be used. At the present  
*time* *we* *know*, *kratof* *be* *used*. *at* *de* *present*  
 time this hall is used by the members of the House of  
*lawn* *dis* *hall* *is* *used* *by* *the* *members* *of* *de* *house* *as*  
 Commons. The members of the House of Lords come  
*together*. *de* *members* *of* *de* *halls* *an* *bedz* *kam*  
 together in another hall. We will now go and look at  
*biggar* *in* *another* *hall*. *not* *and* *near* *you* *and* *luk* *at*  
 the place where the House of Commons was situated.  
*de* *pleas* *here* *de* *halls* *or* *common* *not* *superficial*.

When they got there, Mr Miller continued to explain.  
*havn* *dei* *got* *dei*, *visita* *mit* *kontinuerd* *to* *its* *plain*,

"You see that this room was also very small. It was  
*ju* *size* *dat* *dis* *room* *was* *also* *very* *small*. *it* *was*  
 impossible for all the members to find seats here at the  
*unpossible* *for* *all* *de* *members* *to* *find* *sixty* *hur* *at* *de*  
 same time so that when anything unusual was to be  
*seen* *taint* *sar* *dat* *havn* *snipig* *an* *unusual* *was* *to* *be*  
 discussed and all the members wished to be present.  
*diskussi*, *and* *all* *de* *members* *wish* *to* *be* *present*.



a Norman = a man from Normandy (the north-western part of France)

a member had to come very early to get a seat." When a member had to leave early to get a ride," when they came out again, the teacher pointed with his stick to one of the towers of the Houses of Parliament, *suk le man as do have as he house as parliament*, saying, "If Parliament is sitting, that is, if the members *sitting*, "if parliament is sitting, that is, if the members are present in the building, a flag is to be seen at the *top* in the *building*. A flag is to be seen at the top of that tower." A little later he continued, "Now *top* or *the tower*," — *all kit bi kontinued*, "Now we will go to another building which I wish to show *you* to-day, it is the Tower, a very old castle situated in the central part of London. They went to have in the central part of London." *he went to have* a look at it, and on the way Mr. Miller continued to *a look at it, and as he went along with kontinued to* explain. "The Tower was built by William the Conqueror. *The tree was built by william the conqueror*, a Norman who became King of England, and *was a norman who became king of england*, and it is nearly 900 years old. After the time of *it is nearly nine hundred years old, until the time of* William the Conqueror, the English kings continued *william the conqueror, the english kings continued*

to live there for many years. Then they built other  
 to live there for many years. Then they built other  
 castles to live in, and now the Tower has not been  
 used by any king for hundreds of years. It has got its  
 name from one of the towers of the building that is  
 called 'the White Tower.'  
 (said 'the himself said')."

## 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  
fog  
continue  
nearly  
United States  
altogether  
make up  
half  
Conqueror

**EXERCISE B.**

Why was it not possible to see the King and Queen? ... What was the real reason why the hotel-keeper went to see the King? . . Do they have a king in the United States? . . What is Buckingham Palace built of? . . What are the names of the two Houses of Parliament? . . Are the members of the House of Lords chosen by the people? . . Is the Parliament building very old? . . When are people allowed to go almost everywhere inside the Houses of Parliament? . . Why cannot all the members of the House of Commons find seats at a time? . . What is to be seen at the top of one of the towers of the Houses of Parliament when Parliament is sitting? . . Who built the Tower? . . Where is the Tower situated? . .

**EXERCISE C.**

**How to ask and answer questions with 'will'.**

Will John be fourteen years old on his next birthday? Answer . . Question . . ? No. Mr. Miller will not go to France this year, but to England. Will the four travellers visit places outside London? Answer . . Question . . ? Yes, they will spend some time at the British Museum. Will Mr. Miller have to look after his child while Mrs. Miller is away? Answer . . Question . . ? Yes, they will have to work very much at their studies until summer. Will they wait for Brown at the station? Answer . . Question . . ? No, the boy will not wake up if they are quiet. Will it suit Mr. Miller to go to England in the first half of

July? Answer... Question...? Yes, it will cost  
Storm more than eight pounds to go to England. Will  
the English King and Queen stay at Balmoral Castle  
the whole summer? Answer... Question...? No.  
John and Helen will not play in the garden in winter.  
Will the three young men be able to speak English  
this summer? Answer... Question...? Yes, they  
will be able to understand the porters, too, when they  
have been there for some time.

## THE EARLY HISTORY OF ENGLAND

none = no one

The same evening they were having coffee after dinner. *John King* was not being *very* *active*, and talking about the Tower, *the* *House*, and *King* *Henry* *the* *Lion*, which they had seen in the afternoon, and about the *bridge* *she* *had* *saw* in *the* *afternoon*, and *about* *the* *king* *who* *built* *it*. While they were discussing these things, they found that none of them knew very much *about* *the* *history* *of* *England* *before* *the* *time* *of* *William* *the* *Conqueror*. "Won't you tell us something about *the* *country*?" *would* *jim* *ask* *the* *teacher*? "*the* *early* *history* *of* *England* *tonight*, *mr* *Miller*?" the young men asked the teacher. "It's raining now, *do* *you* *men* *ask* *me* *to* *talk*?" "It's raining now, and we are tired after having walked so much this afternoon, so if you are not too tired to talk, we should like very much to stay at home this evening and hear *you* *tell* *us* *about* *the* *early* *history* *of* *England* *tonight*."

something about England and the English before the  
*something about england and the english before the*  
time of William the Conqueror." "No, only my feet  
*time of william the conqueror.*" "Then, *earli mai fli*  
are tired, not my head. It is tiring to walk about  
*mai flied. not earli heaf.* It is *tiring to walk about*  
town on a hot day like to-day, so it will be nice to  
*town on a hot day like today,* so it will be nice to  
have a quiet evening at the hotel. Well, let us start  
*have a quiet evening at the hotel.* Let us start  
at the beginning, as far back as history can take us  
*at the beginning, as far back as history can take us*  
We must go back about 2,000 years, to the time  
*we must go back about two thousand years,* to the time  
when Caesar, the Roman general, sailed to England  
*when caesar, the roman general, sailed to england*  
with an army of Roman soldiers. At that time the  
*with an army of roman soldiers.* The first name the  
country was named Britain, and the people living in  
*country was named britain, and the people living in*  
it were called Britons or Celts."  
*it were called britons or celts."*

Brown: "When did the country get the name of Eng-  
*brown: when did the country get the name of eng-*  
land?"  
*land?"*

Mr. Miller: "It was not named England until several  
*mr. miller: it was not named england until several*



soldier

a nation = the people of a country

He fights, he fought, he has fought [joints, joi̯ts, ʃɔɪ̯ts].

bundred years later. Rome in Italy, where the Romans hundred *pax* [pæks] *ruam* in *dab*, *baes* do *roumant* came from, had conquered many of the nations of *keim* [kem], had *kogked* *meni* in *da* *nefens* in Europe at that time, and in the year 54 B.C. *jusrap* at *der* *time*, and in *da* *ja* *fifis*: *bi* *si* (before Christ) they had got as far as the Channel (*biʃ:* *kreɪst*) *dei* had got *as far as* *do* *tʃant* between England and France. In that year, Caesar *bitwən* *igglan* and *franc* in *der* *ja*, *sime* sailed across the Channel to Britain with an army of *seid* *əkros* *do* *lfanl* *to* *britan* *wid* *on* *ə.mi* *do* Roman soldiers to fight the Britons. An army of *rouman* *souldʒor* *fr* *juif* *do* *britan*, *on* *ame* *do* Britons, under their general Cassivelaunus, was waiting *britan*, *under* *dei* *general* *kesiːvələnəs*, *was* *weili* for them, and a great battle was fought near the river *ja* *ðare*, and a great *baff* was *jot* *niv* *do* *riu* Thames between the two armies. The Roman soldiers *temz* *bitwən* *do* *lra*, *do* *rouman* *souldʒor* were far too good for the Britons, but some time after *was* *for* *lra* *gad* *fr* *do* *britan*; but soon *taim* after the battle the Romans returned to their own country *do* *haff* *do* *roumans* *returnd* *to* *dear* *our* *land*. About a hundred years later, however, a large part of *shabt* a hundred *pax* [pæks] *brita*, *a lardy* *part* *an* Britain was conquered by the Romans. *britan* *lvez* *kogked* *bae* *do* *roumant*.

"For about 350 years, Rome continued to send soldiers to Britain, and it was not long before the Britons and their conquerors became quite good friends." Storm: "They brought many new ideas to Britain, too, didn't they?" Mr. Miller: "Yes, Britain, *ðənɪən*, *ðədnt ððt?*" Missy Judy: "Yes, Britain, as you know, is an island, that is, a piece of land with water on all sides, and the Britons, therefore, had lived quite alone and had not learned all the new things which had come from the East. But now the Romans *haʊɪf hæd kæm frəm ði ēst?* but now the Romans taught them many modern things. They made good roads through the country, and built bridges across the rivers. But at last the Romans had to leave the country. *rɪvəz ðæf ði lɑːst ðə rəʊmænz hæd tə liːv ðə kəntri.* Rome itself was in difficulties, and consequently the soldiers were called back." *səldʒʊz wəz hɔːld bæk.*"

quite = very

difficulty —  
that which is difficult

a tribe = a very small nation, especially in old times

an enemy = the opposite of a friend

one enemy  
two enemies

be sets, be set, be has set (sets, set, set)



fire

Storm: "And then the Britons could enjoy all the storm: "and den do britonz kud in'dzof o'l di advantages the Romans had brought them without ed'ru ntidzis. *de romanz had bracht dom.* without having foreign soldiers in the country!" *having jarnic soldjers in de kantri!*"

Mr. Miller: "No, for as soon as the Romans had left mesta mala: "now, for zo senn as *de romanz had left* the country, the Britons began to have difficulties with *de kantri,* *de britons bi'gan te ha've dif'ficultie* with the Picts and Scots, two tribes who lived in the north. *de pikts and skots, two tribes hev: lived in de no:th.* These two tribes had always been the enemies of the Britons, but as long as the Romans were there, the *kantanz, hat ye tog as de romanz we: haen,* the Picts and the Scots had lived in peace with the Britons. *pikts and de skots had had in pas wi:d de britanz.* Now they would not let them live in peace any longer. *nau dei woud not let dom liv in pas em: loaga.*

They sent armies down to fight with the Britons; they *dei sent armie down te fai't wi:d de britons;* they set fire to their towns and took their children away *set fu:tu te dea lazen and tak dea l'fildren awa:y* from them. The Britons could not fight them alone, *from dom.* *de britons had not fai't dom alone,* because they had not done any fighting while the *hikaz dei had not don eni fai'tly toward de*

Romans were in Britain, and things went badly for  
*romans*: *mor* in *briton*, and *biys* went *bawli* to

*Englan*." Wood: "Couldn't they get any help?"  
*dem*?" *wood*: "Cudnt *bi* *get* *any* *help*?"

Mr. Miller: "Yes, they sent word to three tribes living  
*mists milt*" *yes*, *dei* *sent* *word* to *tri* *tribes* *livi*

in northern Europe, asking them to come and help  
*northern* *tribes*, *askin* *them* *to* *com* and *help*

*them* *fight* *their* *enemies*. The three tribes were the  
*dan* *fris* *bear* *animis*. *do* *per* *frath* *me* *do*

Jutes, the Saxons, and the Angles. The Angles were  
*dicts*, *do* *saxons*, and *di* *angls* *do* *angls* *me*

the largest tribe, and from their name they all got the  
*do* *anglist* *tribe*, and from *the* *name* *dei* *of* *got* *do*

name of 'English'. The English liked the island of  
*ain* *so* 'Englf'. *di* *englf* *lukk* *di* *ainland* *so*

Britain so well that they stayed there after the war  
*briton* *stai* *wel* *dei* *dei* *steid* *dei* *ain* *do* *app*:

with the Picts and the Scots was over." Slurm: "I can  
*gub* *de* *pikts* and *de* *scots* *not* *one*." Slurm: "I know

well understand that I should like to stay a little longer  
*wel* *and* *stend* *dei* *as* *just* *taik* *to* *stri* *a* *fill* *lagga*

myself!" Mr. Miller: "Me *no!* Well, for the next  
*me* *self!*" *mis* *milt*: "me *la* *not*, *bi* *de* *ainland*

70 years Angles and Saxons continued to come to  
*reun* *jae* *angls* and *saxons* *an* *finid* *to* *com* *to*

England, as Britain is now called, from the Continent.  
*igglond*, *or* *briton* *is* *now* *call*, *from* *de* *kontinent*.

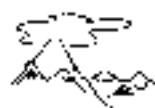
*to send word* is to  
*send a letter, or to*  
*send a person to*  
*tell something*

*wal* = fighting

continent:

Africa is a con-  
 tinent, 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  
*þei kogker da great part an ðe kantir from*  
the Britons, whom they had come to help, and the  
*ðe britons, herum þei had kom to help, and ðe*  
Welsh, as the English called the Britons or Celts, had  
*welsh, as ðe igrifis kwyd ðe britons a: celts, had*  
to go to the mountains in Wales to be able to live in  
*to go to the mountains in wales to be able to live in*  
peace. The tribes that came from the Continent had at  
*first several kings, but in 826 Egbert*  
*first several kys, but in 826 Egbert*  
became king of all England. While he was king, the  
*vikings kig an of england. King! he: was kig, da*  
Vikings from Norway and Denmark began to come to  
*vikings from norwei and denmark bigien to kom to*  
England. For 200 years the English and the  
*for 200 years the English and the*  
Vikings were at war with each other, and the Vikings  
*Vikings war al wa: wið igrifis ada, and ðe vikings*  
came nearly every summer in their long ships. They  
*kom niðri eurí sumu in ðeir big ships, ðeir*  
set fire to the towns of the English and sailed back  
*set fyrir la ðe laurir an ðe igrifis and vrold back*  
with their ships full of the fine things they had taken  
*and ðeir fips þer an ðe laurir þys: ðei had teink*  
from them. Brown: "Did the Vikings ever conquer  
*from dan?" brown: "did ðe vikings an igrifis*

England?"

"England?"

Mr. Miller: "Yes, they did, and from 1016 until  
*mest, mæt: "yes, ðer did, and from ten siksli siks until*  
 1042 there were even Danish kings in England.  
*ten fjerde: ðeir wæt even dænisc hīgs in england.*

In 1066 the Normans, who were Vikings that  
 in *ten siksli siks ðe normans, hū: wa: vikings ðat*  
 had conquered the north of France and learned to  
 had *køgkød ðe nærb ar franss and lund to*  
 speak French, conquered England, and William, who  
 spok *frenſ*, *køgkød england, and wilhelm, hū:*  
 was now called the Conqueror, was made king. That  
 was now *kald ðe kogkøra, wæs meid hīg. Ðet*  
 was the last time that an army from the European  
*wæs ðe fæst færm ðat ar ærlig from ðe jæro'pion*  
 continent conquered Britain. Many other countries  
*kontinent køgkød britan. meni ada kvarfri*  
 have made war against England; Spain sent a large  
*hæf meid war a'gainst england; spain sent a lanty*  
 number of ships against her, but neither the Spaniards  
*numbar ar sips a'gainst hæf, but næððar ar spæniðð;*  
 nor any other nations have ever conquered her after  
*nor ent ada næfanz hæf eow køgkød hæf a:fta*  
 the Battle of Hastings in 1066  
*ðe bell ar heislig in ten siksli siks.*

"In our time we can see how the different conquerors  
 "in our tæim wi: kan si: hæf ðe diffrænt kogkørað

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,  
*æn hriten ha: left ðær imþerfan on ðe kantri,*  
on its people and its language. In the north and east  
*on ðis pi:pl and ðis leygwidz in ðe no:p and e:st*  
of England, there are many towns with Danish and  
*æn england, he:re ær meni tounz wi:ð deinif and*  
Norwegian names, for example, Derby and Grimsby,  
*norwædgjan nevnz, for iycumpl, dæbi and grimbi,*  
and the people use many old Danish and Norwegian  
*and ðis pi:pl ju:z meni owd deinif and norwædgjan*  
words. In the English language we find many words  
*anwædz in ði englif leygwidz wi:ð tained meni words*  
which the English have borrowed from the Normans,  
*he:lf ði englif ha: borowd fram ðe normans,*  
and just as the language is a mixture of French and  
*and djust æt ðis leygwidz iz a mikstur æt frenf and*  
Anglo-Saxon, the people, too, mixed with their con-  
*'englow'sakson, ða pi:pl, twi, mikst wi:ð ðe koy-*  
querors. And the mixture is a good one, I think. But  
*kæræt, and ðe mikstur it a gud wæl, æt pi:gk. bat*  
the Welsh, who went to the mountains in the west.  
*ðe welf, he:re went to ðe mountinz in ðe west,*  
did not mix so much with the different conquerors of  
*did not mi:ks sou mælf wi:ð ðe diffrant koykarez æt*  
Britain. The enemies could not cross the mountains  
*britæt. ði enemiz kud not kros ðe mountinz*  
and, therefore, had to leave them in peace, so that  
*and, ðæfæt, had to li:e ðem in pi:s, sou ðat*

to-day we find people in Wales who are quite different  
*tôd ei wr. jaind pîpâu o'r wylt: hñ. a: kweyt diwrn*  
 from the usual English people. They are darker, they  
*from da pugnal iiggif ynglŷd. ôr i a. ddnky. ôr i*  
 like very much to sing and to play, and they all feel  
*laik veri mawf iâ siy and iâ ples, and dei a: fel*  
 that they are Welsh, not English. But for several  
*dei ôr a: awf, not iiggif. ôr iâ seurh*  
 hundred years the three peoples, the Welsh, the Scotch,  
*hundred jîac da pribi pîpâu. da awf, da skoff,*  
 and the English, have lived in peace with each other  
*and ôr iiggif, ha: livd in pîs wid iâlf a: a*  
 in Great Britain. I should explain, however, that the  
*in greit britan. ei fad iks'plein, ha'rera, dat da*  
 Scotch do not like to be called Scotch. They themselves  
*skoff du: not laik iâ bit koed skoff. dei ãam'selvz*  
 always use the word 'Scots'.  
*oħħesx jîac da waqt skoff'*

Storm: 'It has been very interesting to learn all this,  
 storm. "it ha: bin veri intîrstig to lein a: dis,  
 and it ha: gien us a greater understanding of the  
 country we are visiting. It was a good thing that we  
 kantbi wi: a: visiting. it wuz a gud biy dat wi:  
 stayed at home to-night."

*staid at home to-nœwt."*

the Scotch = the  
 Scots

## EXERCISE A

## 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

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 Cassivelaunus.

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? . .

## 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 . . .

fighting  
northern  
Jute  
Saxon  
Angle  
Welsh  
war  
mountain  
Viking  
continent  
island  
against  
Spain  
Spaniard  
Norman  
Anglo-Saxon  
mixture  
mix  
usual  
ship  
niece  
Italy  
conquer

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  
 waren die vier Freunde vor einem Hospital. 'nʌl'sɒd

they saw a placard or poster, on which was written  
 sie sahen ein Schild oder einen Plakat, auf dem geschrieben war

in big letters: £ 10,000 still needed to pay for  
 in großen Lettern: zehntausend Pfund noch zu zahlen für

last year.  
 das letzte Jahr.

Brown: "What is the meaning of the placard? Would  
 Brown: "Was bedeutet das Schild?" und  
 you be kind enough to explain that to us. Mr. Miller?"  
 du bist so freundlich, uns das zu erklären, Mr. Miller?"

Mr. Miller: "Yes, that means that the hospital still  
 Miller: "Ja, das bedeutet, dass das Hospital noch  
 needs £ 10,000 to be able to pay its bills  
 zehntausend Pfund noch zu zahlen, um seine Rechnungen

for last year. Many of the big hospitals in England  
 für das letzte Jahr. Viele der großen Hospitals in England

are private, that is, neither the State nor the towns  
 sind privat, das heißt, weder der Staat noch die Gemeinden

in which they are situated have anything to do with  
 in denen sie sich befinden haben nichts mit ihnen zu tun

them, so that they do not get any money from the  
 sie haben daher nicht von den Gemeinden Geld bekommen



poster = placard



state = nation

towns or from the State to pay for their work." Brown:  
braʊn ə: frəm ðə stəf tə peɪ ðə wərk." braʊn:

"How do they get money, then?"

"haw ðeɪ ðei get manɪ, ðen?"

Mr. Miller: "It is given to them by private people."  
mɪlər milə: "ɪt ɪz ɡɪvн tə ðem bу prɔvɪdʒ pipl̩.

Money for the hospitals is often collected on special  
manɪ fə ðə hospɪtlz ɪs ə:sn̩ kælkɪtɪd ən spɛsɪl

days in the year. There is, for example, a special  
deɪz ɪn ðə jɪə. ðeər ɪs, fər ɪgəmpl̩, a spɛsɪl

Saturday called Hospital Saturday on which a lot of  
seɪtədi ɔ:kld hospɪtl seɪtədi ən hauzɪl a lət ən

money is collected for the hospitals in the streets. at  
manɪ ɪz kælkɪtɪd fə ðə hospɪtlz ɪn ðə strɪts. ət

the doors, etc. And as you have seen just now, posters  
ðə dɔ:rs, ɪ'lsetə, ənd ə:t̩ ðeɪ sɪn dʒʌst ñau, pəstəz

tell people all the year round that the hospitals need  
tel pipl̩ ə:t ðə jɪə rənd ðæt ðə hospɪtlz nɪd

money. In some countries, most of the hospitals,  
məʊst ɪn səm kʌntri:, məʊst ə:t ðə hospɪtlz,

schools, and churches are paid for either by the State  
skɔ:lz, ənd tʃɜ:tʃɪz ə:t peɪd fər ðɪə ðæt ðə stəf

or by the towns. They are what we call public and get  
ə: ðær ðə taʊnz. ðei ə:t hooʃ wi: kɔ:pɪk ənd get

public help; but in England this is not always so. Here  
pəblik help; bæt iñ ɪnglənd ðɪs ɪz nɔ:t ɔ:lwa:s səu. hær

those three institutions are often private. I have  
ðoʊðz pri: ìnʃti'fju:ʃnz ə:t vɔ:n prɔ:vɪd. ət haw



church

already mentioned one of them, the hospitals.  
*o:lredi menfand wan nu dom, do hospitls.*

to mention = to  
speak of

"Now I will tell you a little about the schools. They  
*"nou ai will tel ju: a litl 'bout do skuls. dei*

may be divided into higher and lower schools. Most  
*mai bi: di'veidid inta higer and lower skuls. most*

to divide = to  
make into parts

lower schools are paid for by the towns. They are open  
*lower skuls ar: paid fo: bei da towns. dei ar: open*

to everybody, and nobody has to pay anything for  
*to ev'rybody, and nowbodi ha: to pet enipig fo:*

sending his children to one of the lower schools. The  
*sendip his t/fildren to wan se do lower skuls. do*

pupils enter the lower schools, which are also called  
*pju:pls ente do lower skuls, twif ar: o:lder kold*

primary = first

the Primary or Elementary Schools, at the age of  
*da pri'mari or el'mentari skuls, ar: di eidy ar*

What is his age?  
= How old is he?

five. When they are about eleven years old, they pass  
*fafo. huen dei ar: 'bout eleven juz ould, dei pas*

they pass on to =  
they are moved to

on to the higher or Secondary Schools, which they  
*on fo: do higer or sekundari skuls, twif dei*

secondary = sec-  
ond

do not leave until they are between sixteen and  
*du: not tive unti dei ar: b'tween sixte'n and*

eighteen years of age. Most of the higher or Secondary  
*eittin juz ar eidy, most se do higer or sekundari*

Schools are paid for by the towns. It does not cost  
*skuls ar: paid fo: bei da towns. it das not kost*

anything to send children to these schools. However,  
*enipig to send t/fildren fo: dis skuls. however,*

a foreigner = a person from another country

though — although

national = of the whole nation

there is also a large number of private Secondary  
schools. It contains a *large* number of private secondary  
Schools.  
*sko:ls.*

"The third institution I mentioned is the Church.  
"De *third* institu:*ʃon* ai men:*sənd* is de tʃu:*ʃn*.

People usually think that the English are very religious.  
*pʊ:pɪl ɔ:ʒu:ʒənl pi:k dət ði ɪnglis h a: veri rɪ- lɪdʒəs.*

Foreigners have the idea that all Englishmen go to church very often, so I think you will be surprised to hear that the Church of England is not a State church.  
*fɔ:rɪnəz hæv ðe ïdə ðæt ðl ɪngli:man gəo tə church veri often, səʊ ï think yəu wɪl be surprised tə hear ðæt ðe Church of England is not a stæt tʃu:*ʃn*.*

It is called the Church of England, but though it has this name, it is not a State church, because it does not get any money from the State. We may, however, not get eni mæni frəm ðe stæt. wi: mei, ha:n'ev,  
*it is calld ðe Church of England, bt though ði has ðis næme, it is not a stæt tʃu:*ʃn*, bkz ði dəz not get eni mæni frəm ðe stæt. wi: mei, ha:n'ev,*

say that it is a national church, because more Englishmen are members of this church than of any other church in England.  
*it is a næțional tʃu:*ʃn*, bkz mɔ:r ìngli:men ar mem bers on ði tʃu:*ʃn* ðan on eni ad*ð* church in England.*

"You see, therefore, that some institutions which are "ju: si:, deʃɔ:, dət sum insti:*tu:ʃənz hə:wɪf a:*

usually public in other countries are very often private  
 ju:ʒu:li publik in Adr̥ kantriz a: veri s:jt̥ privat  
 in England."  
 in iygland."

Storm: "Yes, and those are not the only things in  
 storm: 'yes, and deoz a: not bi sunli pi:ge in  
 which the English are different from the people in  
 twif̥ ðe englif̥ a: diffrant ju:m ða pi:pt̥ in  
 most other countries. I think that England and Sweden  
 moust Adr̥ kantriz a: pi:pt̥ ðe iygland and sweden  
 are the only two countries where the traffic keeps to  
 a: ði sunli ta: kantriz hu:z ða trafik kips to  
 the left. If you come from a country where the traffic  
 ðe left, if ju: kam from + kantri hu:z ða trafik  
 keeps to the right, it is important when you cross a  
 kips to ðe road, it is unipotent ha:ven ju: kros +  
 street always to look in both directions. It is not a  
 stri:t ulhet ta: fuk in bou:p di:rekfan, it is not a  
 good thing to take chances. Why do England and  
 god pi:g ta: feik tfa:nst̥. hwi: du: iygland and  
 Sweden keep to the left, when most other nations in  
 sweden ki:p to ðe left, ha:ven moust Adr̥ nei:fan in  
 the world keep to the right?"  
 ðe world ki:p to ðe right?"

Mr. Miller: "I am afraid I can't answer that question."  
 muda muda. "ai am af:fraid ai kann't ansa ðat̥ kuestfan.

However, when foreigners come to England, it only  
 ha:ven fornu: kam to iygland, it wuli

He keeps, he kept,  
 he has kept |ki:p, pr,  
 kept, kept!.

monetary =  
which has to do  
with money

equal to = the  
same as

takes them a short time to get used to it. There are  
 feiks *dem* a *for* *time* to *get* *used* *to* *it*. *but* *a:*  
 many other things in which the English are different  
*meni* *ads* *ways* *in* *hawf* *di* *English* *as* *different*  
 from other nations. As an example I might mention  
*from* *ads* *neifan*. *at* *an* *ig'zampl* *ai* *nait* *menfən*  
 the English monetary system. Most countries in the  
*di* *English* *monetary* *sistim*. *most* *kantrit* *in* *the*  
 world now use the decimal system. The decimal  
*wold* *now* *just* *the* *decimal* *systum*. *the* *desimal*  
 system, as you know, is built upon figures which may  
*sistim*, *as* *mu* *num*. *is* *bilt* *upon* *figur* *built* *mei*  
 be divided by ten. But the English continue to use  
*ti* *divaidid* *bei* *ten*. *but* *di* *English* *kantlinju:* *is* *just*  
 their pounds, shillings, and pence.  
*the* *pounds*, *shillings*, *and* *pence*.

"Their weights and measures, too, are different from  
*"deu* *weits* *and* *meas*, *hawf* *as* *different* *from*  
 those of other countries. In some countries they still  
*douz* *an* *ads* *kantrit*. *in* *some* *kantrit* *der* *stil*  
 have a weight called a pound, which is equal to  
*hawf* *a* *weit* *call* *a* *pound*, *hawf* *is* *ekwəl* *to*  
 500 grammes (or half a kilogramme), but in Eng-  
*feat* *hundred* *gramm* (*ɔ:* *haʊf* *a* *kiłogram*), but in Eng-  
 land one pound (1 lb) is equal to 454  
*gland* *one* *pound* *is* *ekwəl* *to* *ʃɔ:* *hundred* *and* *fifti* *fo:*  
 grammes. While other countries speak of kilometres,  
*gramm* *hawf* *ads* *kantrit* *spik* *an* *kilometres*,

metres, and centimetres. the English have such  
miles. and centimetres, di ingleſi haue ſuſt

measures as miles and yards. The length of a mile is  
meaſeſt or mailz and yardz. da lepp or a mail is

equal to 1.61 kilometres, and the  
equaſt is thou point ſixty nine kilometerz, and da

length of a yard is equal to 0.91 metre.  
lepp or a yard is equaſt to nought point nine nine meterz.

A yard has 36 inches.

a yard haſt þaſt ſixty ſix inſiz.

point =.

nought (nought) = 0

"The main reason why the English do not change their  
"da meaſeſt roun houſt di ingleſi du not tʃeardz dea

weights and measures is that they like to keep to the  
weaſts and meaſeſt iz dat dei laik to kip to di

old things, and the most important reason for this is,  
ould pigz, and da moaſt impoſtant roun /z/ dis iz,

perhaps, that England is an island, cut off by the sea  
paſheps, dat ingleſland iz an ailand, hat oſt dai da si:

from the other countries of the world. When the  
from di adz kantriz so do world. huuen di

English cross the Channel, they seem to feel that they  
ingleſi kros da tʃenl, dei sim ta ſit dat dei

enter quite another world, different from their own.  
entz kwait a nado world, difrent fram dear own,

and mostly they do not like what they see in other  
and meaſeſt dei du: not laik howt da ſe: in adz

countries so well as they do their own things."

kantriz sou betz or dei du: dear own pigz."

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  
*bif: dei startid on da trip, storm manidge had*  
 asked him to go one day to the manager of the London  
*askt him Is you wan de to da manidge so da London*  
 branch of the firm. It would interest the young man,  
*branch av da firm. It woud interest da jng man-*  
 he thought, to see the work in a big English office.  
*he pot. Is si: da work in a big englif ofis,*  
 and he would learn something which might be useful  
*and hi wud lern smpig hwlif mail bi: ju sjul*  
 to him later on in his work at home.  
*to him leter on in his work at home.*

So one day during the last week of their stay in  
*so one day during da last week so dea ster in*  
 London, Storm went to pay a visit to the London  
*London, storm went to pei a visit to da London*  
 office. Mr. Edwards, the manager, greeted him very  
*ofis. mister edwards, da manidge, gristed him veri*  
 kindly. "How do you do," he said; "your manager  
*kindli. "howdju du;" hi: sed; "jo: manidge*  
 wrote and told me that you were coming, so I have  
*wrote and tolld mi: dat ju: wu: kamig, sonat how*  
 been expecting you. But come into my private office  
*bi:n ik'spektig ju: bat kam into mai pravit ofis*

and tell me what you have been doing. Your manager and ~~let me have him~~ ~~had him during his manager~~ and I are old friends, you know. He was over here ~~and at a~~ ~~old friend~~ in now. ~~he was over his~~ to study the business when I was a young man in ~~the start~~ ~~the business when we were a boy~~ ~~now in~~ this same office, so we know each other very well. I ~~do you~~ ~~you are now off work until~~ ~~we~~ ~~will~~ ~~be~~ shall be glad to show you round the place."

*feel bi: glad to for ju: round da pleis.*

A little later, when they were walking round, Mr. Edwards showed him several modern machines that ~~showed him several modern machines that~~ they had just bought. "Come and have a look at this ~~one had just bought~~. ~~Look and have a look at this one,~~" he said, showing him an adding machine. "It ~~won't~~ ~~cost~~ ~~him~~ ~~any~~ ~~time~~ ~~to~~ ~~use~~ ~~it~~," he said, pointing him an adding machine. "It is a very useful machine, which saves us a lot of time. ~~is a very useful machine, which saves us a lot of time.~~"

Before we got it, we had a man who sat all day adding ~~before we got it, we had a man who sat all day adding~~ figures; now the same man does the same work in less ~~figures; now do same man dat do same work in less~~ than three hours with his machine. That means more ~~than three hours with his machine. That means more~~ than five hours saved every day." Storm was shown ~~than five hours saved every day.~~ "Storm have four

round (here) =  
about



*adding machine*

a conversation —  
a talk between  
two or more  
persons



some other modern things that are useful in an office  
 sam alle modern ting dat er ju:sful in en ofis  
 and then they went back to the manager's private  
 and den deo went back to do manager's private  
 office. After Storm had told the manager what they  
 sja i:a: storm had told de manager how Mr  
 had seen and done during their stay in England, Mr  
 had sin and dan djerarig dea sei in england. mister  
 Edwards said, "I know what it is like to be in a for-  
 edwards sed, "ai nuu hau:t it is laik to bi: in a fo-  
 eign country as a tourist. You do not get into con-  
 ro: kantri as a tourist. ju: die not get into con-  
 versation with Englishmen as much as you would like  
 va:seifan vid lygglifman as maf: as ju: wud laik  
 to. So if you would like to come and dine with us to-  
 night, and if ju: wud laik to ha:m and dinr vid as to-  
 night, all four of you, my wife and I would be very  
 naf:, at fair av ju: min wif: and er wud be very  
 pleased. Could you come at half past seven?" "Thank  
 plized, kud ju: ha:m at half past seven?" "þegk  
 you very much, that is very kind of you!" Storm  
 ju: veri maf:, kud er veri kind av ju!" Storm  
 answered, "but I am afraid that we have not brought  
 o:n:sad, "dat er am afried dat wi: hev not brougt  
 the right clothes for that. We took as little baggage  
 de rail kloude fu: dert. we. tak er till Engidj  
 as possible, and none of us have brought our dinner-  
 us possibl, and man eu: ss ha:m bruf ons dinr-

jackets. We didn't expect an invitation to dinner, you  
*džækɪts. wi: dɪdn't eks'pekt ən iŋvɪtæʃn tə dɪnə, ju:*

know." At this reply Mr. Edwards laughed, saying,  
*nɔ:u. " æt ðɪs rɪplætmɪstər edwədz lɑ:ft, sɛli.*

"My dear boy, what a funny idea that it would be  
*"mai ðɪs bo:, haʊt ə ju:nɪ əd'ɪd ðæt ɪt wud bi:*

necessary for you to wear a dinner-jacket! I am  
*nɛsəsəri fə ju: tə weər ə dɪnədʒækɪt! ï am*

afraid that it is an idea that many foreigners have. I  
*ə'fred ðæt ðɪt ɪz ən əd'ɪd ðæt meñi fo:rignəz hæv. ï*

know that some English writers give that impression  
*no:w ðæt sum ɪnglis̄ rɪtlər gɪv ðæt ɪm'preʃn*

in their books. Kipling, for example, gives the im-  
*ɪn ðeə bʊks. kipling, fo:r i'kʌmpl, gɪvz ði im-*

pression that Englishmen wear dinner-jackets for  
*preʃən ðæt ɪnglis̄mən weə dɪnədʒækɪts ðæt*

dinner every evening. But this may only be said of  
*dɪnə ðəri əvnɪŋ. bat ðɪs meñi ouñli ði: sed əñ*

some people of the upper classes. The Englishman of  
*sum pi:pl ðæt ñe ñə ña:siz. ði ɪnglis̄mən ðæt*

the middle classes wears his usual clothes for dinner,  
*ðə mi:dɪ ña:siz weaz hɪz ju:ʒu:al kləʊðz ðæt dɪnə,*

and he is not so much interested in the clothes that  
*and hi: ði ñot so:m int'resstid ñi ñə kləʊðz ðæt*

people wear as in the people wearing them. Speaking  
*peopl weə ñi ñe peopl wærɪng ðem. spɪkɪng*

for myself, it has not been necessary for me to wear  
*fə mæ:lf, ï ñæt ñot been nɛsəsəri fə mi: tə weər*

necessary = which  
 must be done

He **wants**, he **wore**,  
 he **has worn**  
 [wants, wo:, wo:n].

upper = higher

a dinner-jacket for six months, and the last time I  
wore mine it was only because it was necessary to  
give it some fresh air. May we expect you to dinner,  
then?" Storm: "Yes, thank you, we shall be very pleased  
to come." "To dinner?" "Yes, please you will feel the more pleased  
to come."

When Storm told his friends about the invitation,  
they were all very pleased at the chance of speaking  
to an Englishman and his family in their home. They  
arrived at Mr. Edwards's a little before 7.30 and  
were shown into the sitting-room. They found Mr.  
Edwards with his wife, and he introduced Storm to  
his wife with the words, "My dear, may I introduce  
Mr. Storm to you?" Mr. Storm, this is my wife," Storm  
greeted her, saying, "How do you do, Mrs. Edwards,"

and then he introduced his friends, "This is Mr. Miller,  
and here he introduces his friends, "this is mister miller,  
our teacher, and these are my two friends, Mr. Wood  
and mister brown, and this are my friends, mister wood  
and Mr. Brown."

Mr. Miller thanked Mr. and Mrs. Edwards for their  
kindness in asking three strangers — three men whom  
they did not know — to dinner. After a glass of wine

Mr. Edwards said to Mr. Miller, Brown, and Wood,

"May Mr. Storm and I leave you for a few minutes?"  
"mei mister storm and ai leu ju. for a few minutes?"

There is something I want to speak to Mr. Storm  
about it's going to want to speak to mister storm  
about before dinner. — Will you fill the gentlemen's

glasses again, my dear," he said to his wife, "while  
glasser again, moi deu," he said to his wife, "here will

Mr. Storm and I go into my study?"  
"mister storm and ai you into mai studi?"

Mr. Edwards's study was a nice large room with book-  
shelves along two walls, a fire-place, in front of which  
stove stay in wall, a fireplace, in front of which



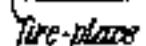
one shelf  
two shelves



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  
*der wa: sam big ts'fæz, end a la:dʒ r'raɪtɪng-tæb'l*  
 with many papers and books. Over the fire-place was  
*wid men peperz end buks. o'ver da f'aɪrpleis wæt*  
 a shelf, on which there was a fine old clock. "Sit down  
*a sel, se haʊf' der wæz a fain ould klok.* "sit down  
 in that chair, Storm," said Mr. Edwards, "I will take  
*in der ts'fæz, storm," said mister edwards,* "as will talk  
 this one." He then began, "How would you like to  
*dis man?" hi: den b'gən, "hou woud ju' talk to*  
 stay on here a few months longer, Storm? You see,  
*stæi on hiar a jfʊ: monθs lɔ:gə, storm? ju' si:*  
 one of my young men at the office was taken ill last  
*wæltæs mai jæg men af də of'fɪs wæ:t tækn il lʌst*  
 week, and he will not be able to start work again  
*wæk, end he wɪ:l nɒ:t bi: eɪbl t'stært wɜ:k ægə:n*  
 until the beginning of next year. He has been doing  
*untɪ:l də b'gɪnɪŋ əv nekst jɪə. hi: hæ:b bɪ:n də:vi:n*  
 all our foreign correspondence; most of it is with  
*əl ou: forin kɔ:rɪspondəns; məʊst əv i:t is wi:l*  
 your country, you know. He writes your language  
*jɒ: kəntri, ju:z new. hi: wrɪ:t əv ʃəʊ: bɪ:gwɪdʒ*  
 quite well and knows something of several other  
*kwɪ:t wɛ:l end newz sə:mθɪŋ əv se'verl əv*  
 languages besides. I might get another young man  
*læŋgwɪdʒɪz bɪ:saidt. ai ma:t gɛt ə'nʌðər jæg man*  
 to take his position, but it may be difficult, as it is  
*to tæ:k his pəzɪʃən, bæt də mei bi: dɪ:fɪkəlt. æs i:t i:*

only for six months. You see, I told him that he could  
*ounli* *ju* *siks* *manje*. *ju*: *xi*, *ni* *told* *him* *dat* *hi*: *had*  
 have his position back when he is well again. But tell  
*hem* *his* *partisan* *back* *biorn* *hi*: *is* *well* *again*. But tell  
 me now what work you are used to, and whether you  
*mi*: *now* *houl* *work* *ju*: *a*: *just* *hi*, and *hweida* *ju*:  
 think you would be able to fill the position." Storm  
*bigk* *ju*: *wad* *bi*: *eib* *to* *fill* *de* *partisan*." Storm  
 told him then that he was quite used to business  
*tould* *him* *den* *dat* *hi*: *was* *knoll* *just* *de* *business*  
 correspondence; he had written all the letters for his  
*karispondans*; *hi* *had* *ritn* *at* *de* *lebas* *fr* *his*  
 manager for some time, and he was used to all office  
*maitridz* *fr* *sam* *firm*, and *he*: *was* *just* *tu* *of* *his*  
 work "I should like very much to stay on over here,  
*wak* "ai *fad* *laik* *vere* *maitf* *to* *stet* *on* *over* *hi*,  
 but don't you think it will be difficult for my manager  
*bat* *dount* *ju*: *bigk* *it* *will* *bi*: *difficult* *fr* *mai* *maitidz*  
 to find somebody to fill my position so suddenly?  
*tu* *find* *sbmbdi* *to* *fil* *mai* *partisan* *sou* *sadnle*?

somebody = some one

What will he say to it? It is for him to decide."  
*Anot* *wit* *he*: *sei* *tu* *it*? *it* *iz* *fr* *him* *tu* *disnid*."

"I will send him a telegram and ask him about it.  
*'ne* *wit* *send* *him* *a* *telegram* *and* *ask* *him* *about* *it*.  
 If he sends a quick reply by telegram, which is so  
*if* *hi*: *sendz* *a* *hwick* *riplar* *bar* *telegram*, *hunitf* *is* *sou*  
 much quicker than a letter, the whole thing can be  
*maif* *hwick* *den* *a* *late*, *do* *houl* *big* *kan* *bi*:

decided in a day or two."

When they had finished their conversation, they went  
in to have dinner with the others.

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	

#### **EXERCISE A**

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 his guests the house. "You haven't seen the inside of an English home, have you?" he asked them. "Perhaps on English house, how ju:" hit askt dem. "Perhaps it might interest you to see ours. It is a little larger than what we might call 'the typical English house'. The typical English house, I should say, has five rooms. Four fifths (4·5) of all the small houses that you have seen on your trips about London have been of that type, and it is not only in London that this type is common, but all over England.

"Now, we have three rooms on the ground floor. You have seen two of them, and I will show you the study how size tu: as dam, andai will you ju: de study

"now," he added, opening the door to his study. "This now," *hi: n̄d̄d̄, uapn̄y d̄ do: t̄ hi: s̄d̄*. "This is my room, where I can have my books and papers *č moi ruum, h̄ngar o: kan h̄va moi b̄ks and p̄p̄rs* in peace. The maid comes in here about once a week *č moi ruum, d̄ maid k̄mz o: hi: w̄k̄nt̄ ḡv̄s a m̄ch* to clean the room, and on that day I can never find *č k̄lm̄ da ruum, and on dat dei o: kan n̄va j̄nd* any of my things. She has been here to-day, I think, *en̄ su moi p̄gs. ji: h̄z bi: n̄ hu: z̄d̄. o: p̄gk,* for I can't see my cigars anywhere. Well, they must *čr̄ a k̄m̄l̄ si: moi sigars m̄n̄w̄s. w̄ll, dei m̄st* be somewhere, so I'll see if I can find them!" He *hi: s̄m̄h̄w̄. s̄or o: si. if o: kan f̄ind dem!*" *hi:* looked round the room, found the box of cigars at last *l̄kt̄ r̄und̄ da ruum, f̄nd̄ da b̄x o: sigars o: l̄st̄* on one of the book-shelves, and then offered one to *on w̄lk̄ o: da h̄nk̄f̄t̄s, and den of̄d̄ w̄lk̄ o: each of his guests.*  
*o:lf̄ su his ḡsts.*

"These arm-chairs in front of the fire-place look very *"di: uam̄f̄s in front o: da f̄i:p̄l̄s l̄k̄ veri* comfortable," said Wood, and Mr. Edwards replied, *k̄m̄f̄st̄bl̄," sed̄ w̄ud, and m̄st̄ edw̄rd̄ r̄pl̄id,*"Yes, they are very nice to sit in. I have tried to *"jes, dei o: veri n̄is o: sit in. o: h̄v̄ tr̄id̄ to* make my house as comfortable as possible, for it is so *mek̄ moi h̄us č k̄mf̄st̄bl̄ o: possibl̄, for it i: seū*



ARM-CHAIR

to cook = to make food ready for eating

nice, when you come home after a long day's work, to nail, haen ja: *ham houn* after a long day's work, to sit in a big, comfortable chair, reading the paper or sit in a big, komfortabl tʃər, ridig do prepur a good book. But come along and see the other rooms a god buk dat kam aby and sic di ade rumz of the house. The kitchen, where the food is cooked, do hauz do kɪfɪn, hauz do jʌd i: knkl, is not very interesting to men: it is here at the back it not veri interesting to men, it is his at the back of the house, but next to the kitchen is a small room do do hauz; dat nekst is do kɪfɪn is a small room which is typical of an English house. It is called the scullery, it is typikal do an ɪglɪʃ hauz. It is kɔ:lɪ do scullery, and it is used for the washing up and for the skylor, and it is ju:dʒ fə do wɔ:sɪŋ up and fə dɪlɪ part of the cooking, such as cleaning potatoes do:t pə:t do knukɪ, salf z klinɪ palɪ:t and vegetables.' After having shown them the ground and wedgables," afts hevty sun down do ground floor, Mr. Edwards took them upstairs to the first flor, mister edwards took dem 'sp'ſtez to do first floor. "Upstairs we have all the bedrooms and the flor. "Upstairs wi: həv ɔ:f da bedru:mz and da bathroom. This big one is our own room; here is one bɔ:prum, dis big room is our own room; hiz is own for the maid, and this is my daughter's room. She is fə da maid, and dis is moi da:du: ru:m. si: is

the ground floor =  
the floor nearest  
to the ground

not at home to-night; these young people are never  
*not* at home *tonight*; *but* *they* *people* *are* *never*  
at home! She has gone out with some friends to see  
*at* *home!* *for* *her* *son* *and* *his* *some* *friends* *to* *see*  
a picture. That room used to be my son's, but he is  
*a* *husband*. *but* *room* *just* *to* *be* *my* *son*, *but* *he* *is*  
now married to the daughter of an old friend of mine  
*now* *married* *to* *the* *daughter* *of* *an* *old* *friend* *we* *have*  
and has his own home. It is nice to have an extra  
*and* *has* *his* *own* *home*. *it* *is* *nice* *to* *have* *an* *extra*  
room. Since my son married two years ago, we have  
*since* *my* *son* *married* *two* *years* *ago*, *we* *have*  
often used the room for guests. Well, shall we go  
*often* *used* *the* *room* *for* *guests*. *well*, *shall* *we* *go*  
downstairs again? I think you have seen all there is  
*downstairs* *again?* *at* *pigk* *you* *have* *seen* *all* *there* *is*  
to be seen upstairs and downstairs now. Perhaps you  
*to* *be* *seen* *upstairs* *and* *downstairs* *now*. *perhaps* *you*  
would like to see the garden, too. You know that, like  
*would* *like* *to* *see* *the* *garden*, *too*. *you* *know* *that*, *like*  
most Englishmen, I love my garden. I love to work  
*most* *Englishmen*, *in* *love* *my* *garden*. *in* *love* *to* *work*  
in it in the evening after sitting in the office most of  
*in* *it* *in* *the* *evening* *after* *sitting* *in* *the* *office* *most* *of*  
the day. On Sunday mornings I get a lot of work done  
*in* *the* *garden*. *in* *the* *garden* *in* *the* *Sunday* *mornings* *in* *get* *a* *lot* *of* *work* *done*  
in the garden. I am hardly ever ill, and I think it  
*in* *the* *garden*. *in* *am* *hardly* *ever* *ill*, *and* *in* *pigk* *it*

to love = to like  
very much



rose



lawn

is my love of garden work that does this. Work like  
*iz mai lau o夫 garden work dat dat das work lauk*  
 this is necessary for a business man to keep him well.  
*dis iz nessaray far a biznis men to keep him wel*

I am especially interested in roses. Over here on the  
*ai am is pefoli intrestid in roses. ouo his on de*  
 south side of the house and along the garden wall, I  
*south said ar de hause und allog de garden wall, ai*  
 have my rose-bushes. Aren't they beauties?  
*have mai rosebushes. aint dei beauties?*

"You see that we have a big lawn. Most English people  
*"ju: si: dat mi: have a big lan. most englis pi:pl*  
 like to have a piece of ground with grass in their  
*laik to have a pi:s ar ground wro: grass in de*  
 gardens. As you can see, the lawn goes right up to the  
*ga:dnz. ou ju: kon si: de lan goes rait up to de*  
 house, so that looking out of the windows, we almost  
*house, sou dat looky out ar de window, mi:p:dnwst*  
 feel that we are in the garden. The lawns of many  
*fit dat wi: ar in de ga:dn. de lanz ar mern*  
 large old English country-houses are famous all over  
*la:dʒ ould englis kantrikhaʊz: ar feimous ol ewer*  
 the world. These old lawns are so famous and well  
*de wold. dis ould lau: ar sou feimous and wel*  
 known that, when people want to say that a lawn is  
*known dat, hopen pi:pl want to say dat a lau: is*  
 really beautiful, they say it is a 'real English lawn'.  
*ri:li bju:tiful. dei sei it is a 'real englis lau:.'*

Some of them are several hundred years old.  
 səm əv ðəm ər əvəl hʌndrəd jəz əʊld.

"At the back of the garden are my fruit trees, and we  
 't ət ðə bæk əv ðə ɡɑːdn əz maɪ fruːt trɪz, ənd wiː.

also have a small kitchen-garden with a few vegetables.  
 ə'lso haʊv ə smaɪl kɪtʃɪn-ɡɑːdn wɪð ə fjuː vɛdʒɪtbəlz.

It isn't of very much use to us, but I get lots of fun  
 ït ɪsn't əv vəry muːch uːs, ət ɪ ɡet ləts əf fuːn

out of working in it." On their way back to the house  
 əʊt əv wəkɪŋ ɪn ɪt" ət ðəz weɪ bæk tə ðə haʊs

Mr. Edwards showed them the garage and opened the  
 mɪstər ədwaːdz foːd ðəm ðə ɡarædʒ ənd əpənd ðə

door so that they might see his car. It was a beauty,  
 ðə ðoːr soːt ðeɪ mæt siː hɪz kaː. ɪt wæs ə bjuːti,

and quite new. "It is a small Morris," he said. "I  
 ənd kwaiːt njuː. "ɪt ɪs ə smaɪl morris," hɪː sed. "mɪ

think you know Morris cars in your country, too. It  
 þɪŋk juː knɔː morris kaːz ər þɔː kʌntri, hɪː. ɪt

is quite famous in other countries for its low price and  
 ɪs kwaiːt fəməs ɪn ðəs ðəðər ˈkʌntriːz ər ðɪs loː prɪs ənd

for being cheap to run. I have had other cars before  
 ɪf bɪng tʃep tə rən, əi haʊ hæd ðəðər kaːz bɪfər,

larger ones, but now that we are only three, this one  
 laːrə ðənz, bət ñaːt ðət ər oːlə ðriː, ðɪs ənə

is big enough, and, nowadays, cheapness is something  
 ɪs biː ɪnəf, ənd, nəʊðəðəz, tʃepnəs əz səmþɪŋ

one must think of, too. It runs many miles for a few  
 ənə məst þɪŋk əf, tħu. ɪt rənz meːn miːlz ər ə fjuː



garage

to run (there) =  
 to drive

rosy = like a rose

wavy hair = hair with waves in it

shillings." There was a door from the garage onto the *front*." *Dei wec e do: from de garage onto de hall*, and they returned to the house by this door. Miss *husk*, and *hei ritand ts de haus bei dis do:* Mrs Edwards had now returned and was introduced to the *edwards: had now ritand and wec introdusst to de guests by her father, who said, "This is my daughter gests bat ha: fada. hei: sed, "Dis ic mai dada Marion. Marion, this is Mr. Miller, who is staying in *marion. marion, Dis ic misto mila, hei: ic stayng in England with his pupils, Mr. Storm, Mr. Wood, and *rygland und luc pju:pflz, misto alpum, misto land, and Mr. Brown." Miss Edwards was a lovely young girl, misto brown." mis edwards was a loveli jaq' girl, a typical English beauty, with a rosy face, blue eyes, *a tipikal englif b'uti, wid a rossi feis, bluc' ait,* and brown, wavy hair. They sat for some hours talking *and brown, unicolor hea. hei xwt fo sam ouze talkig* in front of the fire in the study. Mr. Edwards was able *in front ar de lair in de study master edwards was eibl* to tell them about many interesting things in London, *to tel dom about meni intresting pju:t in London,* which he said they must see before leaving, and when *hurif h: sed dei must si: bi:for: living. and when* at last it was time for them to take their leave, they *at last it was taun fo dom to leek dei hin. hei* all thanked Mr. and Mrs. Edwards as well as Miss *oi peygkt mislar and misic edwards os wel os mis****

Edwards for the pleasant evening they had spent in  
*edwards ja da plezit toney dei had spent in*  
 their home. They said that they would never forget  
*dei hours. dei said dat dei would never forget*  
 the kindness that had been shown them when they  
*da kindnes dat had been shown dem hours dei*  
 came as strangers to their home, and they added that  
*krim as strindgut te dae hours, vnd dei said dat*  
 they would write them a letter when they got back  
*dei would rast dem a letter hours dei got back*  
 to their own country  
*ta dear own land.*

## 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  
fub  
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  
 əz nækst ʃju: dəiz stɔ:m wɔ:k ʌp evri mɔ:nɪŋ  
 expecting a telephone call from Mr. Edwards, and at  
 iks pektɪŋ ə tɛlefɔ:n kɔ:l frəm mɪstər ədwards, and at  
 last, when Storm had almost given up hope, Mr. Ed-  
 wards had almost given up hope, mɪstər ed-  
 wards called him on the telephone, "Hallo, this is  
 mədəs kɔ:l hɪm ən ðə tɛlefɔ:n, "hallo, ðɪs ɪz  
 Edwards speaking. Is Mr. Storm there?"  
 ədwards spɪ:kɪŋ, ɪz mɪstər stɔ:m ðeə?

"Just a minute, Mr. Edwards, and I will call him to  
 "dʒʌst ə minit, mɪstər ədwards, and ëwil kɔ:l hɪm ən  
 the telephone," replied Brown, who had answered the  
 ðə tɛlefɔ:n," rɪplɔ:d braʊn, hu: hæd ənsəd ðə  
 telephone. Storm came to the telephone and was told  
 tɛlefɔ:n. stɔ:m kʌm ən ðə tɛlefɔ:n ənd wæs tuld  
 some very good news. His manager had thought it was  
 sam vər yu:d nu:z. his mənɪdʒə hæd þɔ:t ït wæs  
 a good idea and was very pleased that one of his young  
 a gʊd ədɪə ənd wæs vər yu:d plɪsð əl wʌn ən ðæt jʌŋ  
 men should have this chance of studying English  
 mən ʃud ہəv ðæt ʃɑ:ns ən studiŋ ɪngglɪʃ  
 business methods. It would be very useful for the firm  
 bɪzni:s meθədз. ït wud bi: vər yu:sfəl frə ðə fɜ:m

method = the way  
 to do things

to have a man whose knowledge of English was good,  
*to have a man huz nolidz ær iyglij wæt gud,*

and who also had some knowledge of the English  
*and huz also hæd sum nolidz ær ðe iyglij*  
*method of doing business.*  
*method ær dñig bñnis.*

During the last two or three days they were in London.  
*dñerty ðe last tw: o: þri: driz ðær wæt in lñdon,*

they were very busy, because there was not much time  
*ðei wa: veri bñzi, bñtaz ðæt wæt not mñtt fain*

before their departure, and there were so many things  
*bñfæ: ðæt dñpæfæ, and ðæt wa: sou mani þips*

they wanted to see before they left. On the very last  
*ðæt wñld tñ si: bñfæ: ðei left on da veri la:st*

day, they went out to buy some small presents for  
*ðei, ðei went out to buy sum smal presents fo:*

their relations and friends at home. Wood had promised  
*ðæt rñlefanz and frñndz of him: wñd had promist*

his sister to bring something nice home for her. He  
*his sis: to bring sumþing nice home fo: ha:, he:*

had not forgotten his promise, but as he was not used  
*had not fñgarn his promis, but as hi: wæt not just*

to buying presents for young ladies, the other three went  
*to buying pre:nts fo: jñg leidiz, ði a:ðe þri: went*

along with him to help him. They knew Selfridge's,  
*vby wñd him to help him. ðei a:ju: selfridgiz,*

where they had bought sticks, handkerchiefs, and  
*hwrs ðæt hñd bout sticks, han:ker:chif:s, and*

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 cigarettes, you dei went dear again in the part of the shop where women's things are sold, they looked at for howe women pigs at could, dei look at all sorts of articles, but could not decide what to buy at sales at a little, but had not disaid howl to bei. At last they asked one of the young ladies to help them. at last dei askt want or do jay leidit to help dom. She first asked what sort of things the young lady for last night howl out at pigs do jay leidi would be interested in. "Oh, something to wear, I wud bi: insistid in." "ou, samby to wea, ai should think," said Wood. "What size clothes does she fud pink," sed wood. "howl size kounds das fo: take?" Wood had no idea of the size of his sister's leik?" wud hed neit didis at da size at his sister clothes. "Well, perhaps you can tell me whether the kounds. "wef, perhaps ju: han let mi: kounds de young lady is big or small, then," said the saleswoman. jay leide is big or small, den," sed da seitzwoman. "She is neither big nor small; she is just like most "ji: iz neido big nor small; ji: is djust talk moust other girls." That did not help very much to give the ada guiz." And did not help veri maf to gio da saleswoman an idea of Miss Wood's size, so she said, seitzwoman at didis at mis wuds size, son ji: sed. "I don't think that you should buy clothes for her, if "acound pink dat ju: fud han kounds fo: has. If

you don't know the size. She wouldn't be pleased if  
 ju: doun't now da saiz. si: woudn't bi: plized if  
 you bought something which was either too small or  
 ju: ba:t sampiy hawf me: side tu: smal a:  
 too big for her, because then she would not be able  
 tu: big fo: her, bi:ka:t den si: woud not bi: nihl  
 to wear it. But we have many other things, hand-  
 ta: wear it. bat wi: here meni a:z pi:z, hand-  
 bags, for example. We have some very fine leather  
 bags, for ig'za:mpl. we ha:v sum veri fa:n lea:fer  
 bags here." "What sort of leather is this?" Wood  
 hant hi: "Hwot sort au leder iz bis?" wood  
 asked, when he was shown the bags. "It is goatskin,"  
 aski: hawn he: wa:t foun du bags. "It is goatskin,"  
 the saleswoman answered; "the bags cost only forty  
 da seilzvoman a:nsed: "da bags kost oantsi fo:ti  
 shillings apiece."

*filiye apice.*"

"That is quite cheap," Wood said to the others. "At  
 "dat iz knall tsi:p." wood sed to di a:ter. "at  
 home we shouldn't be able to get bags of goatskin as  
 hawn wi: fudnt bi: eibl to get bags av goatskin az  
 cheap as that. Goatskin is a very fine sort of leather  
 tsi:p az dat. goatskin iz a veri fa:n sort we leder  
 and is usually very expensive. I once bought a bag  
 end iz ju:justi veri eks:pensiv. ai means ba:t a bag  
 for an aunt or some other relation at home, and that  
 far en a:nd o: sum a:z ri:ki:fan af hawn, and dat



*goat*

goatskin — the  
 skin of goats

apiece = for each

was much more expensive. Bags of this sort would  
*wet mətʃ mor ik'spensiv.* Days as this sort would  
 cost at least sixty shillings apiece. I think I will take  
*kost ət best sikshi fiftys ə'pis. ai pigk ni wət teik*  
 one of them."  
*wən ət dem.*"

The hour of their departure from England had arrived.  
*di ouət əo deɪ depərʃə frəm egglənd həd vəriəvd.*

to take leave of —  
 to say good-bye to

The other three were sorry to take leave of Storm, for  
*di əðə prɪ: wət sərt tə lek ɦi: əo stɔrm. ja*  
 they had had such a lovely time together. Wood said  
*ðeɪ həd həd sʌtʃ ə laʊli taim tə'gɛðə. wud sed*  
 that he was jealous of his friend. "I wish I was the  
*ðat hi: wəz dʒe'fəs əv hɪs frɛnd. "ai wɪʃ əw wəst da*  
 one to stay over here for another six months," he said,  
*ənətə stæi ouət hɪs əv ə'nʌðə siksh mʌnþs." hi: sed,*  
 "you seem to be getting all the fun. First, your firm  
*"ju: sɪm tə bi: ɡetɪŋ əl ðə fʌn. fɪrst, jər fɪrm*  
 pays your fare to England, and the ticket from our  
*pær ɪə: fær tə egglənd, and ðə tɪkɪt frəm ouə*  
 home town to London is not cheap; and now they let  
*həʊmə təʊn tə ləndən ɪz nət tʃe:p; and nau ðeɪ let*  
 you stay here for another six months. I wish I  
*ju: stæi hɪs əv ə'nʌðə siksh mʌnþs. ai wɪʃ əi*  
 worked for a firm that would have paid my fare, then  
*wɜ:kɪt əv ə fɪrm ðət wud həw peɪd mai fær, ðət*  
 I should not have had to think of the ticket!"  
*ai shəʊd nət hav həd tə pigk əv ðə tɪkɪt!"*

fare == price of  
 ticket

But Storm knew that his friend was not really jealous  
 but storm knew dat his friend was not make jealous  
 of him, but only pleased that this chance should have  
 been offered him. Storm went with them to the station  
 bin and him. storm went said Sam to do steifan  
 to wish them a pleasant trip back. On the way they  
 spoke of all the things they had seen and of the places  
 they had not yet been to.  
 and had not yet been to.

"You know," said Mr. Miller, "there are many people  
 "jus' now," said missy milly, "dear m: menu peopl  
 who think that when they have seen the capital of a  
 hu: pigk dat hawn bei hav sin da kapital so a  
 country, they have seen everything the country has to  
 kantri, bei hav sin evrypig do kantri here so  
 show them We have visited London, the capital of  
 for dom. wit hav visitid London, da kapital so  
 England, but we must not think that this is the whole  
 of England. There are many other large cities of great  
 in england. impotans in england. salf or birmingham, jefield,  
 Manchester, and Newcastle. All these towns are very  
 industrista, and rjackson. and dis: factiz n: veri

important and would be very interesting to visit. You  
im'po:tant and wend bi veri intristig to visit. ju:

all know why they are of such great importance?"  
u:l nou hwei dei ar: w:salp greil im'po:tance?"

"Birmingham and Sheffield are famous for their metal  
"b'ra:mingham and fe:fi:ld ar: je:fli:ns fo deo metl  
articles," said Wood. "We have some knives at home  
ar:tiklz," sed wood. "wi: ha:v smm knivz of ha:um  
made of Sheffield steel."

meid w: fe:fi:ld stel."

"Yes," said Mr. Miller, "steel is a very hard metal, and  
"yes," w:sf m'ste m'la, 'stel is a veri hard metl, and  
the best knives are always made of steel. The best  
de best knivz ar: alwa:z meid w: stel. de best  
trains, machines, bicycles, steamers, etc., are made of  
trains, ma:chi:nz, ba:si:klz, st'mez, it'sk'ers, e: meid w:  
steel. Sometimes, however, it would be too expensive  
stel. sam:laimz, ha:uers. It woud bi: fu: iks:pensiv  
to use steel to make these things, so iron is used  
to ju:z stel to meik diz pi:z, sou alon iz ju:zd  
instead. Steel is really iron, but iron that has been  
insted. stel is ri:li: alon, bu: iron dat has bin  
made very hard. That is the reason why steel is more  
expensive.  
iks:pensiv.

"In nearly all English houses there are fire-places. In  
"in nudi ul iygglif ha:uzis deer ar: fai:pleis:z. in

winter it is very comfortable to sit in front of the fire.  
 winter i: is veri komfətəbl̩ to sit in frənt əv de feir.

The English nearly always use coal for their fires.  
 ði ɪŋgl̩ɪʃ nʌrl̩ ɔ:lwa:s ju:z koul̩ fə ðe feirz.

Usually, they have had more than enough coal for their  
 ju:ʒuəli, ðe: han hed mo: ðan inaf koul̩ fə ðeir

own houses, trains, steamers, etc., so that they have been  
 own haʊz, treɪnz, sti:məz, ðe:tʃtəz, səʊ ðət ðe: han bi:n

able to export coal to other countries. Newcastle is a  
 eibl tu eks'pɔ:t koul̩ tə ñðə ða:ntri:z. nju:kæsl̩ i: a

very important coal town, from which much coal has  
 veri im'po:rtənt koul̩ ta:n, frəm hʌn'l̩ mʌtʃ koul̩ has

been exported to foreign countries. Newcastle, however,  
 bi:n eks'pɔ:tid tə ñðəñ ða:ntri:z. nju:kæsl̩ ha'evə,

is also a very important town for the building of ships.  
 i:al'so:veri im'po:rtənt ta:n fə ðe bɪldɪng əv ſips.

Manchester, as you will all remember, is famous for  
 manʃɪʃə, ði ðu: wɪl əl remembə, i: fe'məs fər

its cotton articles, and many things made of cotton are  
 i:ts kətn ə:tɪkls, and meni þɪŋz mædəv kətn ar:

exported to the whole world. In our shops at home it  
 eks'pɔ:tid tə ðe həwl̩ wərl̩d. ìn ouz ſhɒps ðə ðəm it

is also possible to buy cotton articles made in Man-  
 i:ðəl̩ pos'sibl̩ tə bu:kətn ə:tɪkls mædəv ðə man-

chester. You will all understand, then, that there is  
 i:fəstə. ju: wɪl əl undəſtænd, ðen, ðət ðeər i:

much more to be seen in England. But we have been  
 mu:ð mo: tə bi: si:n iñ ɪnggl̩d. Bu:t wi: han bi:n

to export = to sell  
 to a foreign country

to remember theret  
= to mention

busy every second of our visit, and I think it is the  
bizi veri sekand ar naa visit, and ai pigk it is da  
hope of all of us to be able to return to England some  
houp ar oif ar as ta bi: eibl ta ritorn to england san  
other time. Now I see that it is time for the train  
ata laim. nad ai si: but it is train ja da train  
to start, so we shall have to say good-bye to Storm."  
ta stard, son you: ja! baik ta sri "gud'bai" la storm."

They shouted together, "Good-bye, Storm!"  
dei fawwid ta'geda: "'gud'bai, storm!'"

Storm: "Good-bye, a pleasant trip, and remember me  
storm: "gud'bai, a pleant trip, and r'membra mi:  
to your families at home!"  
ja: ja: remittis al houm!"

Storm waved to his friends as long as he could see  
storm weivid ta his friends as long as hi: kud si:  
them. Then he left the station with mixed feelings.  
dum. den hi: left da steifan wid mikst fühlz.  
He was sorry that his friends had gone, and yet at  
hi: war sorri dat his friends had gon, and yet at  
the same time he was very happy to be able to stay  
da steim laim hi: war veri haapi to bi: eibl to stee  
on for some time in England. He returned slowly to  
an ja sam laim in england. hi: ritvnd stouli to  
the hotel, thinking of his friends and of his relations  
da hou'tel. pigkig ar his friends and ar his r'llenfanz  
at home.  
at 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  
*do mornin' a:fta de depa:tur o: his frendz. storm*

went by bus to his new office, where he was at once  
*went ba: bus to his nju: ofis. here hi: was at once*

taken in to see the manager. "Good morning, sir!"  
*takn in to sr: do manidžer ofis. "gud morning, sr:"*

Storm said as he entered the manager's office. "It is  
*storm sed at his entred do manidžer ofis. "it is*

really a great pleasure to me to start working here!"  
*ristli a great pleja to mi. to start workig his."*

"Good morning, Storm," answered the manager, "it is  
*"gud morning, storm," awnsed do manidžer. "it is*

also a pleasure to us to have you work for us." "I am  
*also a pleja to us to have ju: work for us." "ai om*

not only pleased to start here, but I am glad to remain  
*not onli plizd to start his, but ai am glad to ri'main*

in London. There are still so many things that I wish  
*in London. dea skif our morni' puya dat ai wif*

to see, and now that I am going to remain here for  
*to su: and nou dat ai am goin' to ri'main his for*

another five or six months, it will be possible for me to  
*a'mado ja:n a siks manaps, it wil bi' possibl /ə mbi:/ to*

see them all," Storm continued. "I think you said it  
*si dem o:l," storm kontinued "oi push ju: sed if*

It is a great  
pleasure to me =  
I am very pleased.

remain = stay

was your first visit to a foreign country. Don't you  
*wor jə: first visit tu a forin kaniri. don't ju:*  
 think that you will miss many things that you were  
*þigk ðat þə: gal mis men þigz ðat ju: wa:*  
 used to at home?" asked the manager. "Yes," said  
*jus' tu at houm?" askt ðə manidžə. "jes," sed*  
 Storm, "there are some things at home that I shall  
*storm, "ðəz səm þigz af houm ðət i: fəl*  
 miss in England. There will, perhaps, also be things  
*mis in Englland. ðəz wəl, pəhpəs, ælsou bi. þigz*  
 that will seem strange to me, because they are different  
*ðət wəl si:m strændʒ tə mi:, bɪkəz ðət ðə: dɪfrənt*  
 from what I am used to. But it will be very interesting  
*/rəm huət ñi ðət jus' ðə. ðət ðə wəl bə: veri intərɛstɪŋ*  
 to see things that are different, things that are strange  
*tu si: þigz ðət ðə: dɪfrənt. þigz ðət ðə: strændʒ*  
 to me."

"There is another matter that I should like to mention,"  
*"ðəz ðʌnðə matə ðət ðə: fəd lik tu menfənt,"*

said the manager. "You will not receive your salary  
*sed ðə manidžə. "jus' wəl nɔ: rɪ'si:l jə: saləri*  
 until the end of the month. If you have to wait four  
*unti:l ðə end ñə ðə mənþ. if ju: hæv tə wət ðə*  
 weeks before receiving any money, will you have  
*weks bɪfð: rɪ'si:mɪŋ eni məni, wɪl ju: hæv*  
 enough?" "No," said Storm, "I must find a room, and  
*enʌf?" "no," sed storm, "i: məst fənd a ru:m, and*

matter = thing

receive = get

before receiving  
 (here) = before  
 you receive

it will be necessary to pay for it in advance when I  
*it wil bi nessari to pay for it in ad'vens when ai*  
 take it." "There will be other things, too," said the  
*teik af*" "*Dea wil bi oðra þing, tu:*" sed ða  
 manager, "so it will be necessary for you to have some  
*þærndrj*, "so it wil bi nessari for þu to haef sam  
 money. If you like, you may have part of your salary  
*muni*. if þu laik, þu mei haef past or þu salari  
 in advance, and you might just as well have the money  
*in ad'vens*, and þu meit dýrst æt haef æt muni  
 now." "It is very kind of you, sir, to make me this offer.  
*nau.*" "*It is veri kindrðu ju:, sa:, to meik mi: dis ofa.*  
 I shall be very glad to accept it. I never had much  
*or fæt ber veri glad tu ak'sept it ai neva haefd maf*  
 money, and after a fortnight's holiday one hasn't got  
*muni, and wifor a fætñits holidi wan haefnt got*  
 very much money."  
*veri maf mani.*"

The manager laughed, saying, "I can very well under-  
*ðo þærndrj* laði, setig, "ai kan veri und and-  
 stand that you haven't got very much money after a  
*stand ðat þu haefnt got veri maf mani æftar a*  
 fortnight's holiday. I am glad that you will accept my  
*fætñits holidi. et om glæd dat ju wil ak'sept maf*  
 offer. And while we are speaking of this matter, you  
*øðr. and hweil wi: a: spikig av dis mala, ju:*  
 had better tell me how much money you require."  
*had help tel mi: haef maf mani ju: ri kringis*"

accept = agree  
 to take

require = need

Storm said that he didn't know the prices in England  
storm sed dat hi: didn't now da praisiz in iyngland  
yet, so that it was a little difficult for him to say how  
jet, sou dat it was a litt difikolt fo' him to sei how  
much he would require. At last, however, they agreed  
matsf hi: wad rikwaiz at hrist, banicue, der ayrid  
to make the advance ten pounds.  
to meik di ad'veans ten paundz.

send for = send a  
person to call

The manager now sent for a young Englishman by the  
da manidge naie sent for a jay iynglifman bac da  
name of Marshall and asked him to introduce Storm  
neun vo mu:ʃal and wixkt him to intrudjus storm  
to everybody in the office, and also to tell him about  
tu eribodi in di ofis, and also to tel him about  
his work. Storm was six feet tall, and he noticed that  
his work, storm waz six fit tall, and he waz six fit  
the Englishman was also about six feet tall, so that the  
di iynglifman was about six fit tall, sou dat da  
two young men were of about the same height. Many  
in. jay men were of about da same hight. meni  
Englishmen are tall; their height is greater than that  
iynglifman a: tall; den hait ic greift dan dat  
of people in many foreign countries. Marshall said that  
av pi pli in meni forin kantres. mu:ʃal sed dat  
he would lead the way, and he went in front, telling  
hi: wad find da way, and hi: went in front. Ielly  
Storm to follow him. "All right," replied Storm, "if  
storm fo' folou him 'all rai'." replied storm, "if

you will lead, I will follow you."

Marshall asked Storm how long he had worked for

the firm at home and learnt that he had worked for

the firm for five years, so that he had had five years'

experience. "I have only worked for the firm for four

years," Marshall said. "I have less experience than

you. How long have you been learning English?"

"About nine months," said Storm, "but although I can

say many things, I can't express myself as well as I

should like to. But now I shall get as much practice and

experience in speaking your language as I could wish."

"You express yourself quite well in English, and as you

will be speaking nothing but English from now on,

you will soon get great practice in expressing yourself."

lead the way = go  
in front and show  
the way

He leads, he led,  
he has led  
[leads, led, led].

pronounce a word  
= say a word as  
it should be said

suppose = think



Do you find that English words are difficult to do: ju: fiind ððf ɪngglɪʃ wððz a: díffɪkəlt tð  
pronounce?" "Sometimes," Storm answered, "your pronouns?" "səmtaɪmz;" stɔrm ə:nswər, "þə:  
words are difficult for my tongue to pronounce, but I words a: díffɪkəlt þə mæi tðŋg tð prənʌns, bæt ð  
suppose that after a time my mouth and my tongue sə:pouz ððf æftər ə taɪm ððt maʊθ and mæi tðŋg  
will get used to the English pronunciation." "Yes, I wɪl ɡet ju:st tð ði ɪngglɪʃ prənənsɪeɪʃən." "Jes, ði  
suppose they will. I am quite sure that the pronunciation sə:pouz ððf wɪl. ði əm kwest ſu: ððf ðð prənənsi-  
ation of the words in your language would be very eɪʃən wð ðð ððwðz ððf ɪnggləndz wðð ðð: vər-  
difficult to me at first. The manager told me this is díffɪkəlt tð mi: ðð fərst. ðð ðð mænɪdʒər tðld mi: ði: ð  
your first visit to England. Do you like what you have jð: fərst vɪzɪt tð ɪngglənd. ðð: ju: laɪk hæt jð: hæt  
seen of England?" vɪ:t wð ɪngglənd?"

so far = until now

Storm told him that so far he had enjoyed his stay stɔrm tðld him ððf sur jð: he: ha:d ɪnɪdʒð ðð stri-  
in England very much, and that although he had in ɪngglənd vər mɪsf, and ððf a:lðð hu: ha:d  
learned about England at school, he was glad to see for lærnd ɪnbunt ɪngglənd ət skول, hi: wa:s glæd tð sì: /  
himself what the country was really like. He said that himsefl hæd ðð ʌnððr wðð rɪlɪ tðk hi: sed ðð:  
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the things you read about a foreign country are not  
*do piyz ju: si:d abaut a forin kəntri a: not*  
 always the real facts. If you want to know what another  
*ə:lweaz do ri:l faktz. if ju: want to now hə:wəl s'nakə*  
 country is like, it is necessary for you to visit it your-  
*kəntri iz lyuk, it iz nessəri ju: to visit it yo-*  
 self. It is a fact that books do not always give you the  
*'self. it is a fakt dat buks du. not ə:lweaz giv ju: do*  
 right impression.  
*rʌ:t ɪm'preʃən.*

The firm was divided into five different departments,  
*ðə fə:m wəs di'veidid intə faɪv dɪ'pərtnənts,*

each with its own work to take care of. In order that  
*ə:k wið ihs own wə:k tə tek keər o:f. in ɔ:rdə ðat*

in order that =  
 so that

Storm might see everything, Marshall took him round  
*stɔ:m mə:t si: rə:pɪg, ma:fəl tek him round*

to each of the five departments of the firm. "It is my  
*it i:sf wə ðə fə:m dɪ'pərtnənts wə ðə fə:m. "it i:s mə:*

experience," said Marshall, "that the men in the  
*ɪk'spi:rɪəns," sed ma:fəl, "ðat ðe men in ðə*

different departments all think that the work they take  
*dɪ'fərənt dɪ'pərtnənts a:t piyk ðat ðe wə:k ðei tek*

care of is the most important I think you will have  
*keər o:f i:t ðə məʊst im'pɔ:tənt a:t piyk ju: wil ha:v*

the same experience. We'll begin by going to the  
*ðə sam ɪk'spi:rɪəns. wi:t bɪ:g ðə grəti ðe ðo*

factory where the different goods are made." Marshall  
*fæk'təri hə:wə ðe dɪ'fərənt ɡʊdz a:t me:d." ma:fəl*



led the way to the factory, and one of the men working  
*led ðə wey tə ðə faktəri, and wan wə ðə men working*  
 there explained to Storm that this was the place where  
*ðər skipfend tə stɔːm ðæt ðæt wæz ðə pleas hæus*  
 the goods were made. "We produce the goods, that is,  
*ðə gudz wæz meid. "Wə: prə'dju:s ðə gudz, ðæt iːz,*  
 we make the goods here. The other departments may  
*wiː mæk ðə gudz hiz. Ði ñðə ði'pərtnənts met*  
 be useful, but remember that we produce the things."  
*bɪ: juː'sfʊl, bæt rɪ'membə ðæt wiː prə'dju:s ðə piːg."*

Later on = later

Later on, they went into the department where the  
*le'ter on, ðæt went intə ðə ði'pərtnənt hæus ðæ*  
 books were kept. Here they were told the same thing  
*bʊks wæz kept. Hiz ðei wæz told ðə seim piːg*  
 as in the factory: the department that keeps the books  
*æz iñ ðə faktəri: ðə ði'pərtnənt ðæt kɪps ðæ bʊks*  
 and gets the money for the goods that have been  
*ænd gæts ðə mʌni fə ðə gudz ðæt hæv biːn*  
 produced and sold, must be the most important. The  
*prə'dju:s t ænd səuld, mæst bɪ: ðə məʊst um'pɔːtənt. ðæ*

man to whom they spoke in this department told Storm  
*mæn tə hæm ðei spook in ðis ði'pərtnənt təuld storm*

Scotchman = Scot

that he was a Scot and not an Englishman. He showed  
*ðæt hiː wæz a skot and not an ïnglɪʃmæn. Hiː fəud*  
 Marshall a big book, saying to him, "Everybody that  
*me:fəl a big bʊk, seirg tə him, 'Evribodi ðæt*  
 buys from us has an account in this book, in order that  
*baɪz frəm ñs haːz ñr ãk'œunt iñ ðæs bʊk, iñ oðða ðæt*

we may know how much money he owes us, that is,  
*mi: mei nəu həu məf̩ mani hi: ouəs əs, dat iz,*

how much money he has to pay us. You can see that  
*həu məf̩ mani hi: həz tə pei əs, ju: kan si: dat*

there are hundreds of accounts in this book, and I am  
*ðeɪz ðaʊndrədz əz vɪkəntɪs iñ ðɪs tək, and ni: am*

sure you'll agree that it is very important to collect  
*fəu ʃu:t ə'grɪ: dat it is veri əm'pɔ:tənt tə kə'lekt*

the money that people owe us as quickly as possible.  
*ðe: mani dat pi:p̩t ouəs əs zə kunkli əz posibl̩.*

That is my work. I am a book-keeper, and I take care  
*dat iz moi wə:k, ni: am ə bu:kɪ:p̩, and ni: tə:k keər*

of the book-keeping." Marshall told Storm that the  
*əu ðə bu:kɪ:p̩ɪg" ma:f̩t told storm dat ðə*

London branch of the firm had been established in the  
*London brə:nʃ əu ðə fə:m had bi:n iñ tə:bli:f̩ iñ ðə*

year 1909, and that this Scotchman, or Scot as  
*jə:səptʃnənə:nən, and dat ðɪx skɔ:tʃmən, əz skɔ:t əz*

he called himself, had started working for the firm in  
*hi: kə:l'd him self, had startid wə:kɪng fə ðə fə:m iñ*

the same year; he had worked for it ever since it was  
*ðə se:nə jɪo: hi: had wə:kɪ for it evə sɪns ðɪt wə:*

established. Storm asked Marshall what a man who  
*ɪ:tə:bli:f̩, storm a:skɪt ma:f̩t həwət ə mə:n hə.*

works in an office is called, and learned that he is  
*wə:kɪs iñ ən ofɪs əz həuld, and la:nd dat hi: əz*

called a clerk. "You and I are clerks, then," said Storm.  
*kə:l'd ə klə:k "yu: and ai ə: klə:ks, ðen," sed storm.*

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."  
"at how new ha:d da word 'klæk' bi'fə:?"

After visiting the other departments, they went to their  
o:fis visitig di a:de di'partments, dei went ta deir  
own, the correspondence department. Marshall now told  
oun, do kɔr'respɔndans di'partment. ma:fəl nou tould

Storm about his work. "We receive all the foreign post,  
stɔ:m ab'out his work. "wi: ri'siv a:l da forin post,  
or foreign mail as we usually call it," he said, "and  
o: forin mail a: wi jʌgʒuət kɔ:l it!" hi: sr:d, "and  
first of all we open the letters, after which we take  
fa:t a:p wi: o:pun da letz, o:fis hu:tʃi wi: teik  
them to the different departments in order to get the  
dam to do diffrant di'partments in o:da to get di  
answers. When you open the letters, there is a very  
a:n'set. hūmen ju: o:pun da letz, doi z u:ri  
good chance of getting some foreign stamps if you're  
gud tfə:m s w getig som forin stamps if ju:ar  
interested in collecting stamps. Later in the day, we  
int'rested in kɔl'ektiŋ stamps. Le'ller in do dei, wi:  
have to see that all the foreign letters are written and  
hav fa:s: dat o:t do forin letz a: rɪ'n and  
the mail sent off. These are the matters that we attend  
do mail sent o:f. dīz a: do mā:təs dat wi: o:tend  
to in this department. You may be sure that it is quite  
tu in dis di'partment. ju: mē: di: fuz dat it is kawell  
enough to attend to, for the foreign mail is very big."  
"nof te o:tend tu, fo do forin mail is o:vv big."

"Thank you very much for all the useful information  
*"þeyk ju: veri matf for a:t ðe fü:ful inf'rmefon*  
 you have given me," said Storm. "If I want any more  
*ju: hou: givn mi;" sed storm. "if ðe wønt eni mæt*  
 information about my work or other things here, I  
*inf'mefon æbøur ðai wørk o:t ñðe þigz his, an*  
 hope I may come to you for it."  
*hoo:p ðai mei kæm to ju: for 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 in 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 what 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 [sentənsɪz]. 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 [græmər] 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 [nʌʊnz]. Man is a noun [naʊn], 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 [sɪngjʊlər] 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 [plʊərl] 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:ʃal nəu ſəud ſtɔ:m ðə dɛk ət hwɪf hi: wəz*

to sit when working. At both sides of the desk there

*ðə ſɪl hwen wərkɪg ət ðəp ſədʒz əv ðə dɛk ðə*

were four or five drawers. "We keep a good supply of

*we: ſər ə ſai ̄ d्रɔ:wəz ̄mɪ: kip ə ̄gʊd ſu:pplɪ əv*

paper, ink, pens, pencils, etc., in the drawers. Then it

*peɪper, iŋk, penz, penſlz, i:t'setɪs, ɪn ðə d्रɔ:wəz ðen it*

is unnecessary to go out and buy things of that sort

*ɪz ən'nesəri ə ſəu end and ba: piŋz əv ðæt ſɔ:t*

every day. You see, for instance, the supply of pencils

*evri ðei ju: ſtɪ, for ɪnſtanſ, ðə ſu:pplɪ əv penſlz*

in this drawer; that will last for three months and

*ɪn ðɪs d्रɔ:wəz ðæt wɪl laſt /ə prɛ: mʌnþs ənd*

means that we shall not have to buy any more pencils

*meɪns ðæt wi: ſæl nɒt haeo ət ba: eni mo: penſlz*

for a long time. In the same way, the paper supply will

*fər ə loŋ taim ɪn ðe ſeim wæi, ðə peɪper ſu:pplɪ wɪl*

last for one month. We use a lot of thin paper for

*laſt fo ſən mʌnþ. wi: ju: ſtɪ ſət ū þin peɪper fo*

copies, as we take a copy of every letter that we write.

*kɔ:pɪ, əs wi: tɪk ə kɔ:pɪ əv euzi leṭter ðæt wi: rɪ:t.*

Sometimes we even take several copies of a letter when

*sʌm'taimz wi: tɪk ſe'verl kɔ:pɪz əv a leṭter hwen*

desk = writing  
table

it is a very important one!"  
 it is a very important man."

"You noticed," Marshall continued, "that when we  
 "ju: noutist," mar'fəl kontinued, "dat hawn wi:  
 visited the different departments to see how the work  
 visitid ðe dif'rent d'partments to si: heer ðe work  
 was organised, we went from one floor to another by  
 was organized, wi: went from wan flū: br ənðða bñ:  
 the stairs. Instead we might have used the lift, which  
 ðe stairs. instead wi: mail haw jñ:ed ðe lift, hawf  
 goes all the way from the ground floor to the top floor  
 goes al ðe wei from ðe ground flū: to ðe top flū:  
 and stops at all floors. There is one lift for persons,  
 and stops al ðe flōz. ðe person lift ðe person  
 and another lift for goods. The lift that is used for  
 and o'nðða lift ðe gudz. ðe lift ðe is jñ:ed ðe  
 goods can easily lift as many pounds as the weight of  
 gudz kyn ə:zili lift ðe men pñ:ndz w: ðe wæt w:  
 twenty big men. The one for persons is smaller; it  
 twenty big men. ðe wan ðe person is small; it  
 takes three persons at a time." "Fine!" Storm said,  
 teiks bri: pñ:son at a tñ:me." "Jain!" storm sed,  
 "if I have to go up to the fourth floor, you may be  
 "if wi haw te you up to ðe fu:þ flū:. ju: mei bi:  
 sure that I shall take the lift. Now that I have seen  
 fu:þ dat ai fot teik ðe lift. now dat ai haw sien  
 all the different departments, I must say that I am  
 al ðe dif'rent d'partments, ai must say dat ai an

really surprised at the size of this branch of the firm.  
*reali suprised af de saiz af dis branf av de firn.*

"Everything is bigger than I expected it to be." "One  
*evrythig iz biga dan al ik'spektid it ta bi.*" "was  
 reason for this," said Marshall. "is that the manager  
*risen fo dis," sed marshall, "iz dat da manager*  
 is a very good business man. All the departments work  
*is a veri god businss man. al de depatments work*  
 well together, even in the smallest things. All the work  
*wel ta'godo. even in de smalst thi:z. al de work*  
 of the firm is very well organised. I don't think I ever  
*on de firn is evri wel organizaed. al doant pigz of cos*  
 saw a firm with more system and organisation in its  
*saw a firn wid mo. sistim and organizaefan in its*  
 work, but then I haven't seen a great many yet. But  
*work, but den ni hevnt sien a great manl jet. but*  
 to speak of something quite different: Where are you  
*ta spik av samplig kuait diffrant: hwear a: ju:*  
 staying?" "I have been staying at a hotel in Blooms-  
*stayng?" "at hov blom steling at a hou'tel in blums-*  
 bury," answered Storm, "but I shall have to find some-  
*buti," a'nsed storm, "but al jal haev ta find som-*  
 thing cheaper." "The manager told me that he thought  
*big t'i:pa." "de manager told mi: dat hi: po:t*  
 you would be wanting a room, and I have an offer to  
*ju: and bi: wantig a room, and al haev an of: fo*  
 make you. We have a bedroom at home which we never  
*mek jec. we haev a bedrum at hoom hawlf mi: neva*

use it was my sister's, but she is married now. Would just if *was* *mai* *sister*, *but* *she* *is* *married* *now*. *and* you like to come and live with us? I live alone with *her*: *lack* *is* *ham* and *her* *wid* *as?* *at* *the* *clown* *wid* my parents, as all my brothers and sisters are married, *mai* *parents*, *as* *all* *my* *brother* *and* *sister* *is* *married*, and I should be glad to have some company." "Thank *and* *as* *fad* *bi* *glad* *is* *have* *some* *company*." "But *you* *very* *much*, *it* *is* *very* *kind* *of* *you*. I *shall* *be* *glad* *you* *very* *kind*, *it* *is* *very* *kind* *as* *you*. *as* *fad* *bi* *glad* to accept your kind offer, especially as it will mean *the* *accept* *you* *kind* *as*, *is* *perfect* *as* *it* *will* *mean* that I shall have pleasant company." "But *as* *fad* *have* *pleasant* *company*."

"I think it will be an advantage for you to live with "as *think* *it* *will* *bi* *an* *advantage* *for* *you* *to* *live* *with* us," said Marshall. "There are many things you will *as*," *sed* *marshall*. "The *ment* *pays* *you* *will* want to see, and I might be your guide and show you *want* *to* *see*, and *as* *must* *be* *for* *good* *and* *fair* *you* the most interesting things." "Thank you, it would be *so* *moust* *intristig* *pigz*." "Thank *you*, it *need* *bi* fine to have you as a guide to show me the town." "As *join* *to* *have* *you* *as* *a* *guide* *to* *show* *me* *the* *town*." "As soon as we finish at the office this afternoon, we can *soon* *as* *we* *finif* *at* *the* *offic* *dis* *afternoon*, *we* *can* go to your hotel and pay the bill and then go straight *you* *to* *you* *houotel* *and* *pet* *de* *bil* *and* *den* *you* *street*

down to my home. Have you got many bags?" "No,"  
*daunt tu meni bagom. hap ju: got meni bags?*" "not,"  
 said Storm, "I have only one bag, and there are so  
*sed storm, "et hap onniit waa bag, and dea sou*  
 few things in it that it is not heavy to carry. I am glad  
*ju. piyz in it dat it is not hevi ta keri. ai om glad*  
 of this, for the weather is very hot, and it would not be  
*an dis, fu de weðer is vere hot, and it wad not bi:*  
 very pleasant to carry a heavy weight in such a heat."  
*veri pleznt to keri a hevi weit in su:z a hit!*

Having got Storm's bag, the two young men went to  
*having got stormz bag, de fu: pay men went to*  
 the Underground. In the streets the heat was still very  
*di andaground. in de strits de hit was stil veri*  
 great, but in the Underground train the air was quite  
*great, but in di andaground train de ev wat humit*  
 cool. After having got so hot, they were glad to feel  
*a:fta havig got sou hot, dey wa: glad to hit*  
 cool again. Storm found the house of Marshall's parents  
*kunt egein, storm found de hous aw ma:falz peorants*  
 to be a typical English house with five rooms. He was  
*is di: a tipikal engglif hous wi: five rooms. hi: was*  
 introduced to Mr. and Mrs. Marshall, after which Mrs.  
*introdjus tu mister and miss mar:sel. a:fta hawlf misiz*  
 Marshall took him upstairs to his bedroom. He saw  
*mar:sel tak him upstairs to his bedroom. hi: sa:*  
 that there was a nice comfortable bed, a large table,  
*dat dre was a nais komfotabl bed, a la:dʒ tebl.*



*sofa*



*chest of drawers*

linen there) =  
shirts, handker-  
chiefs, underwear,  
etc. (which are  
made of linen)

He hangs,  
he hung,  
he has hung  
(hang, hang, hang)



*photograph*

an armchair, a sofa, a chest of drawers, a wardrobe,

and some other pieces of furniture. He was very happy  
and some *six* *pikis* *on* *furniture*. *Hi:* *was* *very* *happy*

to see so much furniture, much more than there had  
*be* *six* *sou* *that* *hi* *smile*, *and* *hi* *was* *fun* *do* *but*  
been in the hotel room.

*him* *in* *the* *hotel* *room*.

Storm opened his bag and took out some shirts, hand-

shirts *open* *and* *bag* *and* *tak* *out* *some* *shirts*, *hand-*  
kerchiefs, etc., and went to the chest of drawers and

*kaffi*, *dresser*, and *wrot* *to* *the* *chest* *on* *drawers* *and*  
opened one of the drawers. As he had come to England

*open* *and* *open* *on* *the* *drawers*. *as* *hi:* *had* *cam* *to* *England*

for a fortnight only, he had brought very little linen

*for* *a* *fortnight* *only*, *hi:* *had* *broug* *very* *little* *linen*  
and would have to buy some more in London. There

*and* *woul* *buy* *to* *buy* *some* *more* *in* *London*. *do*

there were some pictures on the walls, but Mrs. Marshall

*wa* *sum* *pikifor* *on* *the* *walls*, *but* *Mrs.* *Marshall*

said that perhaps he would like to hang up some

*and* *but* *perhaps* *hi:* *woul* *like* *to* *hang* *up* *some*

pictures of his own or some photographs of relations

*prktfor* *on* *his* *own* *or* *sum* *photographs* *of* *relations*

*or* *friends*. Storms replied that he had no pictures to

*or* *friends*. *storm* *replied* *but* *hi:* *had* *no* *pikifor* *to*  
hang up, but he had a photograph of his father. He

*hang* *up*, *but* *hi:* *had* *a* *photograph* *of* *his* *father*. *hi:*

told Mrs. Marshall that he had no father now: his  
*tould mrsiz ma:fal æt hi: had nou ja:ðə ñaur; hi:*  
*father was dead.* "I am very sorry," said Mrs. Marshall,  
*jæðə wæs ðed.* "as am veri ñorr," *sæd mrsiz ma:fal,*  
*"to hear that your father is not alive. How long has*  
*"ta bi: ðæt ju: ñæðær is not alive. ñow loŋ ha:*  
*he been dead?"* "Let me see," answered Storm, "he  
*hi: been ðed?" "Let me see," *answered storm.* "hi:*  
*was alive until shortly after I became a clerk, so he*  
*was alive æntil fæstli æfter a: bilkeim o: klæk, sou hi:*  
*has been dead for five years."*  
*ha:s him ðed ja: ñaw fi:er."*

Mrs. Marshall now showed Storm some hooks in a  
*mæz ma:fal ñand fo:d stœt sun hæks in a*  
*corner of the room, upon which he could hang some*  
*ka:nor æt ðe rum, æpar tælfif bi: kæd hæg sun*  
*of his clothes. He took one or two things out of his bag*  
*æt his blônd. In: tak wan o: tu: pi:gut out æt his bag*  
*and hung them on hooks, and the rest he hung in the*  
*and hæg down on hæks, and ðe rest hi: hæg æt ðe*  
*wardrobe. She also pointed to the door, which had a*  
*we droub. Je: ælsoe pointid to ðe do:, hælf hæd a*  
*key in the lock, and told Storm that she would give*  
*hi: in ðe lok, and tould storm ðæt ji: wæd giv*  
*him a key to the front door, too. He thanked Mrs.*  
*him o: ki: la: ðe front do:, in: hi: þærkl mæz*  
*Marshall for thinking of all these things, but said,*  
*mæfæl o: pi:gkin æt ðæt ðæt pæg, but sæd,*

the rest - the  
other things





button

come off =  
(fall off)He sews,  
he sewed.  
he has sewn  
(sew, sewed, sewn)

extremely = very



thumb

however, that he didn't think it necessary to lock his  
hairress, *dat hi: didn't pigk it nessessi to lock his*  
bedroom door.  
*bedrum do:-*

Mrs. Marshall told Storm that if a button should come  
*misiz ma:fot could storm dat if a batn fad kam*  
off his coat, she would be glad to sew it on again.  
*of his koul, fi: wad bi: glad to sur it on agen.*

"Such things," she said, "are not difficult for a woman  
*"satf pigk," fi: sed, "a: not diffikolt for a woman*  
to do; they're quite simple, because we do them so  
*ta du:z dea kwalt simpl. bi:kaz wi: du: dum sou*  
often, but they're not always simple for men." "That  
*a:jn, but dea not always simpl ja men."* "Dat  
is extremely kind of you, Mrs. Marshall. Once, when I  
was in the country on holiday, I sewed on some buttons  
which had come off, but the next day they came off  
again; *dei we: sou bædli soun on. o:don ai stift*

have only one thumb on each hand, as soon as I start  
have ounli wan psm on itf hand, *at sun: z: ai start*  
sewing, I feel as if all five fingers were thumbs." "I  
*souly, ai lit: z: it z:t faw fipper wa: pms."* "ai  
think there is only one more thing to ask you about,"  
*pigk dat ounli wan mo: pig tu ask ju: abaut,"*

said Mrs. Marshall, "after which I will leave you with  
*sed misic̄ mar:fal.* 'a:ʃɪv hau:f al wi:l li:u ja: wi:d  
 my son. At what time would you like to get up in the  
*mei san. al hwo:f taim wud ju: laik to get up in dɔ:*  
 morning, early or late?" "At home." Storm answered,  
*mɔ:nɪŋ, a:li:p a: leɪt?" "al ho:m," storm a:nswd,*  
 "I usually get up about seven o'clock in the morning."  
*'ai ju:ʒu:ʒu:li get up abu:t seen ə'klok in dɔ: mɔ:nɪŋ."*

"That suits us very well. My son usually gets up a  
*'ðæf sjuts əs veri owl. mei san ju:ʒu:ʒu:li gets up a*  
 little later, so you can have the bathroom first. There  
*lɪl teli:, sun ju: kan haev dɔ: ba:brum fəst dɔ:*  
 will be a special hook there for you to hang your  
*and bi: a speʃal huk do: ju: to hang ju:*  
 things on."  
*pɪ:t̄ on."*

Mrs. Marshall now left the room, and the two young  
*misic̄ mar:fal haev left dɔ: rəm, and dɔ: fu: jəg*  
 men sat down to have a talk. Storm sat down in the  
*men set down to have a talk. storm set down in dɔ:*  
 armchair, while Marshall lay down on the sofa and  
*'a:m(t)sə, ha:vail mar:fal lei down on dɔ: soufa: and*  
 made himself comfortable. This was not difficult, for  
*meid him self ha:məbl. dis was not di:ffikəl, fo:*  
 there were two or three very good cushions on it. "I  
*dis ju:z̄ lei a p̄ri: veri god kifans̄ p̄r it. 'ai*  
 am afraid I shall fall asleep," said Marshall. "Yester-  
*am afred al fəl fə:t sli:p," sed mar:fal. "jesta-*

He lies, he lies,  
 he has laid  
 [haɪz, lei, leɪd].



cushion

feel like — want



nail

day, I lay down after dinner, and before long I was *de, ni lei down a/fta dinə, and bɪfɔ: lag di* fast asleep. When you lie down on the sofa after a day's *əslɪ:p, hwen ju: lai down on the sofa after a day's* work and a nice dinner, you feel like a good sleep. But *wor:k and a nice dinə, ju: hit ta:k a good sl̩p,* but perhaps you would like me to help you to hang up the *p/haps ju: woul:brik mi: to help ju: to hang up the* photograph? When we moved into this house, I put in *fʊtəgræf/ hwen wi: mynd anta six hours, ni put in* the nails for all the pictures. I will go downstairs to *the nails for all the piktʃəz, ni wil go: downstairz to* get a nail for your photograph. It will be a good thing *get a nail /ə: jɔ: fʊtəgræf/, il wil bi: a good /ŋɪŋ* to get it hung up at once; then the room will begin to *to get it hang up at unce, den the room wil bi'gin to* look a little like home to you." Storm wanted to hang *lək a tɪl lək hom to ju:/ storm wanted to hang* the photograph over the chest of drawers, and as it was *the photogra:f ova de tʃest o: drawəz, and as it was* too high for them to reach, Marshall stood on a chair. *tu: hai /ə: dor tu rɪ:tʃ, mɑ:ʃəl stod on a tʃeə.* He was then able to reach the place where it was to *hi: waz den rebt to rɪ:tʃ de pleix hwar it waz to* hang, and before long the nail was in the wall and *hang, and bɪfɔ: lag de nail waz in the wal and* Storm's photograph put up. *stɔ:mz fotogra:f put up.*

## 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 [sounds]. 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, *haɪt*. 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 [sɪləblɪz]. The word 'height' has only one syllable [haɪt], 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 [əndz] in an s-sound, which means that the last sound is either s, z, f, or ʃ, the plural ends in -es [pronounced -ɪz]. For instance, church — churches [tʃɜːtʃ - tʃɜːtʃɪz], box — boxes [bɒks — bɒksɪz], dish —

dishes [dɪʃ — dɪʃɪz], glass — glasses [gla:s — gla:sɪz]. 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 [ɪk'spiəriəns — ɪks-'piəriənsɪz], bridge — bridges [brɪdg — brɪdʒɪz], horse — horses [hɔ:s — hɔ:sɪz].

Some words that end in -o in the singular, add -es in the plural, for instance, potato — potatoes [pə'tetəʊ — pə'tetəʊz].

Most words that end in -y in the singular, change -y into -i in the plural and add -es. For instance, enemy — enemies [en'mi: — en'mi:z], lady — ladies [ladi — leidi:z], city — cities [siti — siti:z], baby — babies [beibi — bei-bi:z], sky — skies [skai — skai:z].

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 [boi — boi:z], day — days [dei — dei:z], 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

"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 so!" said Storm. "In mei bygk sur, dat dat is 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,

*isla = island*



Scotland, and Ireland you will find the Celts, the people  
*skotland, and irländ þú: vel fandur þe kelta, ðe pleift*  
 to whom all four countries used to belong before the  
*þa heim vor for kanttri just te bætan býðr: ðe*  
 Romans and, later on, the Saxons came to England "  
*röumanz end, leitar þu, ðe seksnz kemtu ígland!*"

Storm: "I remember our teacher telling us that the  
*storm: "at s'ímembar eru lífða tilly as dat ðe*  
 country belonged to the Celts until their enemies took  
*kanttri býldi to ðe kelta until dear enimis tak*  
 it away from them; but I must say that I never knew  
*it swer from dom: bat at must sei dat at nevru nju.*

that the Celts exist as a nation, or rather, as three  
*dat ðe kelta ig'ist as a nation, o: ræða, as þri:* exist = be  
 nations." "You had better never say that to a Celt," said  
*neifanç." "ju: had hætu nevra sei dat tu a kelt,"* said  
 Marshall, laughing. "for he would not like to hear that  
*mar-fal, mæliy. "Ja hū wod not talk to his dat*  
 anybody, even a stranger, did not know of the existence  
*enibodi, man a strændju, did not now wu ðe ig'istans*  
 of the Celts. All Celts are rather proud that they are  
*an ðe kelta o:t kells m: ráða proud dat det a:*  
 Celts. The Scotchman to whom you spoke to-day was  
*kells. ðe skot/mañ to humm jor: spouk tæði wuz*  
 proud that he was a Scotchman; that was the reason  
*proud dat hit wuz a skot/mañ; ðat waz ðe ríðn*  
 why he mentioned that he was a Scotchman, and not  
*hveri hit: menfard dat hit wuz a skot/mañ, and not*

but little = very little

an Englishman." "I am afraid," said Storm, "that I am *englishman*." "*ai am afraid*," said Storm, "dat ai know but little about Scotland. I have read many *you but till about scotland. ai ha: red meni* funny stories about Scotchmen, but the stories that I *fan: stori: s'bout scotsmen. dat do stori: dat ai* know about them do not tell me anything about *mea s'bout dem du: not tel me: enipig s'bout* Scotland."

*scotland.*"

"The stories will not tell you anything about the *'do stori: will not tel ju: enipig about do* Scotch either," Marshall replied, "for most of those *scotf oids*," *ma:fal ri'pla:d*, "*je mous: ar douz* stories give the idea that the Scotch love money more *stori: gi: di oids but do scotf lov mani mo:* than anything else in the world. You're told that they *den enipig ois in do world. jus leuid dat dei* will do anything to get money, and that they don't like *wil du: enipig to get mani, and dat dei dount lik* spending it. This, however, is not so. The Scotchman *spendig it. dis, hau'ea, is not sou. do skotfman* takes good care of his money: he is very careful with *teiks gad kow ar his mani; hi: is veri keaful wi* money; but that is all. I think there must be many *man: but dat iz p:t. ni pi:gk deo most bi: meni* other people who are careful with their money, and *ads pi:p! hu: u: keaful wi dea mani, and*

anything else -  
any other thing

who look twice at a penny before spending it. I myself  
*huc*: *tak twis of a pem b'for spendig it ai mai self*  
 do not waste money, spending it unnecessarily, and I  
*du not waist mani*, *spendig it a'nciswili*, and ai  
 am sure that you don't waste your money either!"  
*am ju: dat ju: doant waist jo: mani wids*"

Storm: "No, I am rather careful with my money. —  
*storm: "now, ai am ra'da keafel wi: mai mani*. —

I should like to hear a little about these three nations.  
*ai sod talk to hiors a litt o'bout diez pem neifontz*.

Will you tell me about them?" "I shall be only too  
*wel ju: let mi: o'bout dem!*" "ai fat bi: unki tu:  
 pleased to do so," Marshall replied. "To begin with  
*plesid to du: sou*," *mar'fyl rippled*. "To bi'gin wi:

Wales, it has had English kings for about 700  
*welz, i: hæd i'glif kigs far o'bout seun hundred*

years. When the country was conquered by Edward  
*jiss. hwnn ðe kantri waz kogfed dai edward*

the First, who was then king of England, the Welsh  
*ðe first, bu: nipp den kig zu i'gland, ðe welf*

told him that they would never accept a king who had  
*tould him dat dei wed never aksept a kig huc: hed*

not been born in their own country and did not speak  
*not bin: born in ðær own kantri and did not spik*

their language. So Edward called the most important  
*ðer heggwidj. zu edward kold ðe mousf im'portant*

men of Wales to the Castle of Carnarvon and told them  
*men o: welz to de ka'st ar hanarvon and tould þem*

She bears,  
 she bore,  
 she has borne  
 [bars, bars, bars]

be born — come  
 into the world

that he would with pleasure give them a king who had  
*dat hu: wæd iwid pleys* *giv þam a key* *hu: had*  
 been born in Wales and could not speak one word of  
*bi:rn bɔ:n in weylz* *and kud not spirk wan wæd w*  
 English. They were very pleased with this and promised  
*ɪggliſf*. *ðei we: veri pli:zd wið ðis* and promised  
 to accept such a king. Their surprise, however, was  
*he oksept saſſ ŋ a kig*. *ðe:z se:pri:t, had on, wa:z* great  
 when Edward's first-born son, who had been born  
*greit hu:cn̄ edwardz ja:stborn son, hu: had bi:n bɔ:n*  
 at the castle a few days before, and who was to be  
*at ðe kni:sl a ſju:z deiz befor, and hu: wa:z t̄ ði:*  
 king after Edward, was brought in to them. But they  
*kig æfter edward, wa:z brɔ:t in t̄ þum, but ðei*  
 had to agree with the King that he had kept his  
*hus se:gr̄ wið ðe kig ðet hi: had kep:t hi:*  
 promise, as the little prince really had been born in  
*prooris, o: ðe litl prin:s wið bi:n hu: in*  
 Wales and could not speak one word of English, and  
*wæylz and kud not spirk wan wæd w ɪggliſf*, and  
 so they accepted him. Since that time the eldest son  
*and ðei aksepted him, xats ðet tuim ðe eldiſt son*  
 of the English king has always been called the Prince  
*o: ðe ɪggliſf kig hat o:ðuz bɔ:n kæld ðe prin:s*  
 of Wales, and the Welsh and the English have lived  
*o: weylz, and ðe wæſf and ðe ɪggliſf han find*  
 together in harmony.

*hæ:moni*.

prince = son of  
the king

eld., older, oldest  
but: old, elder,  
eldest (about  
sisters and  
brothers)

harmony = peace

"It has been much more difficult for the English and  
 "it has been more difficult for the English and  
 the Scotch to live in peace and harmony with each  
 other, and the two countries have had the same kings  
 also, and for two centuries have had the same king:  
 for no more than 300 years. For many hundred  
~~for more than one hundred years~~ for many hundred  
 years the two nations were enemies, and the Scotch  
~~were the nearest most~~ the nearest enemies, and the Scotch  
 had just as great a hatred of the English as the English  
~~had~~ ~~had~~ ~~great~~ ~~a~~ ~~hatred~~ ~~of~~ ~~the~~ ~~English~~ ~~as~~ ~~the~~ ~~English~~  
 of the Scotch. But the two countries have now become  
~~as~~ ~~the~~ ~~Scotch~~ ~~but~~ ~~the~~ ~~countries~~ ~~have~~ ~~now~~ ~~bilkum~~  
 the best of friends, and the existence of the old hatred  
~~the~~ ~~best~~ ~~of~~ ~~friends~~, and the ~~old~~ ~~existences~~ ~~as~~ ~~the~~ ~~old~~ ~~hatred~~  
 has been forgotten. As Queen Elizabeth of England had  
~~had~~ ~~him~~ ~~no~~ ~~children~~, as ~~knows~~ ~~nothing~~ ~~about~~ ~~England~~ ~~had~~  
 no children, the people in both countries agreed that  
~~no~~ ~~children~~, ~~the~~ ~~people~~ ~~in~~ ~~both~~ ~~countries~~ ~~agreed~~ ~~that~~  
 it would be best for England and Scotland to be joined  
~~it~~ ~~and~~ ~~be~~ ~~best~~ ~~for~~ ~~England~~ ~~and~~ ~~Scotland~~ ~~to~~ ~~be~~ ~~joined~~  
 together under one king. James the Sixth of Scotland  
~~was~~ ~~and~~ ~~was~~ ~~king~~, ~~before~~ ~~the~~ ~~sixth~~ ~~of~~ ~~Scotland~~  
 became James the First of England. Since that time  
~~the~~ ~~two~~ ~~countries~~ ~~have~~ ~~been~~ ~~joined~~ ~~together~~ ~~and~~ ~~have~~  
~~the~~ ~~two~~ ~~countries~~ ~~have~~ ~~been~~ ~~joined~~ ~~together~~ ~~and~~ ~~have~~

had the same kings.  
*had do sein kigz.*

would (there) =  
used to

"Until then the English and the Scotch had often  
*'ntil den di englif and he skolf had o:fn*  
fought each other. In the early wars the Scotch would  
*fɔ:t ɔ:tʃ ad. in di eali warr do skolf wad*  
send soldiers to the nearest English towns, where they  
*send sealdz:z to do naurist englif tounz. harsz dei*  
would do as much damage as possible. Sometimes the  
*wad du:z et maff daemidz et possibl. xamlaimez da*  
damage was very great. Houses were set on fire and  
*daemidz war veri grett. hausriz war et on fire and*  
quite destroyed, so that not one stone was left upon  
*kwart d'stroyd. sou dor not even stone waz left o:pan*  
another. The Scotch only came to destroy houses and  
*sh'ads. da skolf ounli kem to d'stroy hausriz and*  
fields and to take the cows and sheep of the English.  
*fields and to tak do kove and sipp av di englif.*

hurry = go  
quickly

He hidde, he hid,  
he has hidden  
(hider, hid, hidde).

Having done that, they hurried back as quickly as  
*hurry dan dei. dei hurred back as kwikli as*  
possible to Scotland to hide in the mountains, where  
*possibl to skotland to haid in do mountinz. hanger*  
it would be difficult to find them. They knew that the  
*it war di: difikult to faind dem. dei njer: dat di*  
English would hurry after them, but very often they  
*englif wad harri u:lu dem, but veri o:fn dei*  
were so well hidden that the English had to give up  
*war sou wel hidde dat di englif had to giv up*

trying to find them.  
frægta ta fáindum.

"I have told you about the Scotch coming into England,  
"ái hev tóllud jér: abaut ðe skóf hárning intu íggland.

but the English were no better. They went just as often  
het di íggliſſi wæ: nuꝝ helu. dei went dýgsl yz: o:ſn

into Scotland and did the same damage to the Scotch.  
intu skólland and did ðe seim dýmidj ta ðe skóf.

Sometimes the English even sent large armies into  
sumlaumz di íggliſſi even sent la:ðdj armis intu

Scotland. Once, the English went into Scotland with  
skólland. wæns, di íggliſſi went intu skólland wid

an army of 150 000 men. The Scotch got  
an armi ætwan hundred and fifti þausend men. ðe skóf got

together an army of good soldiers, but they were few  
þrigðar an armi æt god souldjar, bat dei wæ: fju:

in comparison with the English. The two armies met  
in hærparishwid di íggliſſi. ðe fr: armis met

at Bannockburn, where a great battle was fought. The  
at 'Bannockburn, hærar a greit hæll wæz fórt. ðe

Scotch soldiers were very brave; they were not afraid  
skóf souldjar wæ: veri breiv; dei wæ: not aſreid

of meeting and fighting against a much larger army  
an mædly and fæſtig a'geinſt a mædſſi la:ðjar armi.

At the end of the day, the English either lay dead on  
at ðe end wæ: ðe dei, di íggliſſi aida lei ded on

the field of battle or were hurrying back to England  
ðe feld wæ: hæll o: wæ: hárning back to íggland

He meets, he met,  
he has met  
(mæts, met, met).

as quickly as their legs would carry them.  
*ac hieithi ac dor lege uind harti dom.*

"At one time, many European nations had Scotchmen  
*at warr hawn, meni jura'pian nerfanz had skofman*  
in their armies, because they were such brave soldiers,  
*in der armiz, blkor dei nu: ssif breis souljor.*

but now that England and Scotland have the same king,  
*bet nun dat englynd and shalland heva do swim kig,*

the Scotch soldiers fight side by side with the English  
*do skof's souljor fasil said bet said wiid di ingleif*

in the British army. And now I had better tell you  
*in da breifis armi. and now vi haw betw let ja:*

something about the Irish.

*ambyg about di gairif.*

"Ireland is different from Wales and Scotland in many  
*Wysland is difrent from welsz and skothland in meni*

things, as a comparison between the Irish and the other  
*peop. ac a komparism between di gairif and di ada*

two nations will soon show. While it has been rather  
*nu: nerfanz tell sum jom. hawil it hot bin rader*

easy for England, Wales, and Scotland to work together,  
*over for englynd, welsz, and shalland to work togethe,*

there have been great difficulties in arriving at peace  
*dei hap hin great diffikultis or arrivig al pos*

and harmony between the Irish and the English. One  
*and harmoni bialwe de gairif and di ingleif. wan*

reason is that the Irish live in an island of their own,  
*rezn is dat di gairif be in an wilond ac der nra,*

while the English, the Scotch, and the Welsh live  
*hweil* or *inglif*, do *skof*, and do *welsh* together in another island. Then we must also remember that most of the Irish are Catholics, while most of the people of the other countries are Protestants.  
*do* *pibl* *oo* *di* *adu* *kantiz* o. *protestants*.

I don't think that we English understand the Irish very well, and we have not always been particularly kind to them. All this has meant that some of the Irish, *ta* *doer* *oo* *doe* *meut* *dat* *saw* *oo* *di* *airif*, particularly those in the southern part which is called *partikulisti* *douz* *in* *do* *sudor* *part* *hweil* *ta* *kold* *Eire*, have not been very satisfied with the English *carz*, *haw* *not* *hawn* *veri* *satisfaid* *oid* *di* *igglif*.

You will understand, however, that it is almost impossible to satisfy people unless you understand them *possible* *to* *satisfai* *pibl* *anles* *ju*. *understand* *dom*.

Scotland and Wales send representatives to the British Parliament in London, but since 1922 *Eire* *parlement* *in* *London*, *but* *was* *against* *independen*: *earz* has had a parliament of her own, and she no longer has had a parliament *oo* *her* *own*, and *ji*: *now* *logga*

particularly =  
 especially

unless = except if

sends representatives to London. Northern Ireland has  
*sends reprezentativz to London. Northern island has*  
 a parliament of its own, but, at the same time, sends  
*a parliament o: its own, bat, at da sein faim, sendz*  
 representatives to London. When we speak about all  
*reprezentativz to London. huwen wir spieka v'baud o:*  
 four countries together, we usually call them either  
*fo: kantriz tageda, wi: ju:guati ko:t dam oida*  
 the British Isles or Great Britain and Eire (Ireland).  
*de britif nulz o: gret briton and eire (island).*  
 There you have a few facts about the Welsh, the  
*deu ju: haev a fju: fieldz abaut de welf, de*  
 Scotch, and the Irish. Are you satisfied with that? If  
*skof, end di airif. a: pu: selisloid wid dat? if*  
 not, I promise to tell you more some other time."  
*not, di proumis lu tel pu: mo: xam ad faim."*

## 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.

## EXERCISE B.

As soon as Mr. Miller and the two young men came home, Wood wrote a letter to Storn telling him about the trip. Now we want you to write a letter as if you

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

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 — book — 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-

use to write 'Yours sincerely' [ʌn'sɪndrəli], followed by your name. If you write to a person whom you do not know well, you may write 'Yours faithfully' [fai'tfəli] or 'Yours truly' [trʊtlɪ], 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:tʃu:fi], 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:sz] 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 morning and storm has been working hard so hard morning and are now waiting for the lunch hour. A few of the clerks have lunch from twelve to one, but all the others from one to two. Suddenly, the clock in the office strikes one. "I knew it had struck half past twelve," says Marshall. "at nine; it had struck half past twelve, but it had begun to think it would never reach one o'clock," says Marshall. "at nine," says Marshall.

The two young men now got up, went to the restaurant where they usually had their lunch, and sat down.

They at once began to look at the menu, a long list of

the different sorts of food that one could get. A little later, they saw the young lady who served at their

He strikes,  
he struck.  
he has struck  
(strikes, struck,  
struck).



waitress



tray

place — put

table, coming to take their order. "Here comes the *teabill*, *kumg fu fuk* *heat* *call*." "The *kymz* *da* waitress," said Storm; "I'm glad to see her, for I'm very *hungris*," said Storm; "*laughed* *to* *xi*: *her*, *for* *you* *are* *hungry* *to-day*!" "*hangre* *la'der*!"

They ordered their lunch, and in two or three minutes *du* *orderd* *the* *lunch*, *and* *in* *the* *a* *bit* *minuts* the waitress was back again, carrying the food on a *da* waitress *wac* *back* *again*, *carriy* *the* *food* *on* *a* tray. One of the most important things on the *teabill* *wan* *to* *be* *most* *important* *pigz* *on* *the* waitress's tray was a big pot of tea. Storm had now *waitress* *trei* *was* *a* *big* *pot* *aw* *th*: *Storm* *had* *now* learned to drink tea as often as an Englishman. The *Lind* *to* *drirk* *th*: *as* *a* *ja* *as* *an* *igglifman*. The waitress placed the pot of tea and the other things on *waitress* *plirst* *da* *pot* *aw* *th*: *and* *di* *other* *pigz* *on* the table and went away. Although the food had been *da* *trill* *and* *went* *shwi*, *olden* *da* *laid* *had* *been* placed on the table, Storm continued to look at the *plirst* *on* *da* *teabill*. Storm *kontinjnted* *to* *fuk* *at* *da* prices on the menu. "I thought you said you were *praisit* *on* *da* *menu*." "I *put* *ju*: *sed* *ji*: *we* *hangry*, *but* *you* *seem* *to* *be* *much* *more* *interested* *in* *haggri*, *dat* *ju*: *sim* *la* *bi*: *mai* *more* *intristid* *in* the menu than in the food itself," Marshall said to him, *da* *menu* *dat* *or* *da* *food* *itself*." *marshall* *sed* *ta* *him*,

smiling. Sturm replied that the prices interested him  
*smiling. storm ri:paid dat do praisiz intrested him*  
 a great deal, and finished by asking Marshall to tell  
*a great di:l, and finisht dat askig marshall to tel*  
 him something about English money and coins. He  
*him sampig z'burul englis mani and koinz hi:*  
 explained that these things were difficult for a stranger  
*its'pleind dat ditz piyz wa: difikult for a streindz*  
 to get used to, because nearly the whole world uses the  
*ta get ju:t tu: birkz nisti do houl wold ju:ziz do*  
 decimal system. "Even the Americans, who use the  
*desimal sistim. "even di s'merikanz, hu. ju:t di*  
 English system of weights and measures, have their  
*englis sistim av weigz and meaz, haev dea*  
 dollar which is equal to a hundred cents," said Sturm.  
*dolar twelf is ikual tu a hundred cents," sed storm.*  
 "I always have great trouble in understanding the  
*"vi o:phaz haev grat trabl in understandig da*  
 prices in the shops in London. You have more than  
*prices in do fops in London. ju: haev mor than*  
 one way of saying the same thing, at least when it  
*wan wei av seily da seim piy. at lirst duen el*  
 comes to money."  
*kamz tu mani."*

"You must know quite a lot of these things already.  
*"ju: must neu knoxt a lot av ditz piyz o:fredi,*  
 seeing that you have been here almost a month. But I  
*seeing that ju: haev bin her admint a monh. but i*

a great deal =  
 very much

seeing that as

think it will be better if I explain to you all the details  
*pigk it wil bet betar if ui ikspain ts ju: at da diteile*  
 of our monetary system, especially as you seem to have  
*an our manitari sistem, is'pefali uz ju: sim ts haev*  
 so much trouble in finding out what things really  
*sar mstf trahl in faindig and how pigz nall*  
 cost," Marshall told his friend. "I should be glad if you  
*cost," ma:fal tould hit friend. "at fad bi: glad if ju:*  
 would give me all the details about English money.  
*and giv mi: at da diteile about englis' mani.*  
 Before you start, however, you had better pour me  
*bilj: ju: start, haevew, ju: had beter po: mu*  
 another cup of tea," Storm said.  
*anado kap su fil;" storm sed.*



edge of table



cloth

Some of the tea went on the table and over the edge  
*xam ad da fil: went on da feibl and ouva di edj*  
 of the table on to the floor. Marshall said, "I'm sorry,  
*ad da feibl on to da flor. ma:fal sed, "aim sari,*  
 I wasn't very careful, but it doesn't matter so much as  
*ai wozn veri krofyl, but it dasnt marts sar mstf uz*  
 there is no cloth on the table, and the floor isn't very  
*duc now klopf on da feibl, and da flor iznt veri*  
 clean. If you want a restaurant where they have cloths  
*klin. if ju: wond a restro:ng hwez dei have klopf*  
 on the tables and clean floors, you must pay more for  
*on da feibl and klin flor, ju: must pei mo: fo*  
 your meals," he continued laughing. "But if you will  
*ju: mids," he kantinued la:fig. "but if ju: wil*

pass me the sugar, I will start. I like a lot of sugar in  
*pa:s mi: ðə ʃʊgə. aɪ wɪl stɑ:t. aɪ laɪk ə lɒt əv fʊgə in*

my tea, in my coffee — in everything, in fact. I have  
*maɪ tɪ:, ìn maɪ kɔ:fɪ — ìn əvriþɪŋ, ìn fækt. aɪ ha*

sweet things." Storm told him that he never took sugar  
*swe:t þɪ:gz." s्टɔ:m tɔ:l dɪm ðæt hɪ: nɛvər tɔ:k fʊgə*

in tea or coffee, because he didn't like sweet things.  
*ɪn tɪ: òr kɔ:fɪ, bɪ:kɔ:t hɪ: ðdnt laɪk swe:t þɪ:gz.*

In fact, he didn't like anything that was full of sugar.  
*ɪn fækt, hɪ: ðdnt laɪk enþɪng ðæt wæ:t ʃu:t əv fʊgə.*

Marshall began by explaining that there are pounds,  
*mɑ:ʃəl bɪ:ga:n bər ðɪk'spleɪnɪŋ ðæt þeər ðæ:pəndz,*

shillings, pence, and farthings in the English monetary  
*ʃɪlɪ:gz, pen:s, and fɑ:ðɪ:gz ìn ði ɪngglɪʃ mənɪtɔ:rɪ*

system. "A pound," he continued, "is divided into  
*seɪstɪn. "ə þaund," hɪ: kən'tɪnued, "ɪs di'veidɪd ìnto*

twenty shillings, a shilling into twelve pence, and a  
*twenti ʃɪlɪ:gz, a ʃɪlɪ:gz intu twelv pen:s, and a*

penny into four farthings. At one time a pound was  
*pen:i intu fo:u ðɪ:dɪ:gz. ãt wʌn taɪm a þaund wæ:*

always a gold coin, called a sovereign because the  
*ɔ:lweɪz ã gʊld kɔ:n, kɔ:ld ã so'verin bɪ:kɔ:t ðæ*

king's head was to be found on one side of it. There  
*hɪ:gz hed wæ:t ðə bi: fɔ:nd ìn wan said əv ði. Ðæ*

was a ten shilling coin, too, also made of gold, that was  
*wæ:t a te:n ʃɪlɪ:gz kɔ:n, tu:, a:lsəʊ mæd əv gʊld, ðæt wæ:t*

called a half-sovereign. In nearly every country of the  
*ka:ld ə ðæ:fso'verin. ìn ni:kli e'vri kʌntri əv ðe*

in fact = in  
 reality

sovereign = king



American Indian

world three metals were used for coins before the war  
*wold p̄ri mēl̄z wə: juzd̄ fə kōns b̄fj̄x d̄w mōst*  
 of 1914—1918. Gold had the greatest  
*p̄ vənq̄t̄n fət̄l̄p̄ t̄ p̄nt̄n c̄l̄n. ḡuld h̄ad d̄v gr̄t̄st*  
 value of the three metals that were used for money.  
*vəl̄ju: w̄ d̄ p̄ri mēl̄z d̄t w̄r p̄uzd̄ f̄ m̄n̄i,*  
 and silver was next in value. Silver is the sort of metal  
*nd̄ s̄lv̄r w̄s n̄kst̄ in vəl̄ju:. s̄lv̄r i: d̄s s̄rt̄ w̄ mēl̄*  
 my parents' forks and spoons are made of," Marshall  
*m̄l̄ pr̄nt̄s f̄rk̄s and sp̄wn̄z d̄: m̄zd̄ w̄,*" Marshall  
 explained. "The third metal was copper, a metal of a  
*th̄rd̄ mēl̄ w̄s k̄pp̄r̄, a mēl̄ w̄ r̄d̄ c̄l̄ur̄.*"  
 red colour. Copper is the same colour as an American  
*rd̄ k̄p̄r̄. k̄pp̄r̄ i: d̄s sc̄m̄ k̄l̄dr̄ z̄ an̄ s̄m̄er̄k̄n̄*  
 Indian. Nowadays, however, it would be very difficult to  
*nd̄wdeit̄. h̄au:sw̄, i: w̄d̄ b̄i:ver̄ d̄fik̄lt̄ t̄*  
 find a gold coin; paper money is used instead. In Eng-  
*nd̄wdeit̄. ḡould k̄oin̄ p̄p̄p̄r̄ m̄n̄ i: juzd̄ inst̄d̄. i: n̄g-*  
 land we use a pound note and a ten shilling note instead  
*l̄nd̄ wi: juzd̄ p̄oud n̄ot̄ and̄ t̄en̄ sh̄ll̄ng n̄ot̄ inst̄d̄*  
 of the gold sovereign and half-sovereign. Until some  
*w̄ d̄ ḡould s̄v̄r̄in̄ and̄ h̄alfs̄v̄r̄in̄. u:tl̄ s̄m̄*  
 time after the war of 1939—1945  
*time a:ft̄ d̄ w̄r̄ w̄ m̄nt̄n̄ p̄k̄l̄d̄ t̄ m̄nt̄n̄ f̄t̄l̄f̄t̄,*  
 we had coins that people spoke of and thought of as  
*w̄t̄ h̄ad k̄oin̄ d̄t̄ p̄pl̄ sp̄k̄ w̄nd̄ p̄st̄ w̄ or*  
 silver coins. In reality, we had no coins in England  
*s̄lv̄r k̄oin̄ i: r̄al̄t̄, w̄t̄ h̄ad n̄y k̄oin̄ i: n̄gl̄nd*

that were made of silver only; we had no coins of  
 dat *tre*, *medd* *av* *silver* *ounli*; *wir* *had* *now* *coins* *an*  
 any sort or size that were made of pure metals. Less  
*ent* *sot* *av* *suic* *dat* *tre*, *medd* *av* *pjur* *metz*. *Les*  
 than half of the metal of the so-called silver coins was  
*dat* *huz* *av* *de* *metz* *av* *de* *sunckold* *silver* *koins* *was*  
 silver. However, in order to pay America in silver some  
*silver*, *haukus*, *in* *order* *to* *pay* *Amerika* *in* *silver* *some*  
 of the money we owe her, we changed instead to a  
*av* *de* *mani* *was* *an* *huz*, *wir* *feindgd* *instd* *tu* *a*  
 mixture of copper and nickel. The old copper coins,  
*mikstfer* *av* *koper* *and* *niki*. *Di* *old* *kope* *kaunt*,  
 however, have not been changed and are still the same  
*haukus*, *huz* *not* *him* *feindgd* *and* *as* *stil* *de* *seim*  
 as they were, made of a mixture of copper and some  
*av* *dei* *tre*, *medd* *av* *a* *mikstfer* *av* *koper* *and* *some*  
 other metal. The world is full of paper money, and it  
*av* *de* *metz*. *De* *world* *is* *ful* *an* *peipa* *mani*, *and* *if*  
 is hardly possible to find a coin of any real value. It  
*is* *hardli* *possible* *to* *find* *a* *koins* *av* *eni* *real* *value*. *It*  
 is not very often that coins are pure; they're mostly  
*is* *not* *ver* *ofn* *dat* *koins* *av* *pjur*; *de* *mostli*  
 mixtures of at least two metals. Now I will tell you  
*mikstfer* *av* *at* *first* *in* *de* *metz*. *now* *ni* *wit* *tel* *jru*  
 about the English coins and at the same time show  
*about* *di* *ingglif* *koins* *and* *of* *de* *seim* *lawn* *for*  
 you what they look like, for I have some in my pocket." *for* *huz* *dei* *huk* *lawn*, *for* *us* *here* *now* *in* *and* *pokit*."



a half-crown =  
two shillings  
and sixpence

Marshall put his hand in his trouser pocket and brought *me:fəl put his hand in his trouser pocket and brought*  
out a number of coins. He showed Storm four copper *æt ñæmber əv ko:ins. hi: showed storm þe: koo:p*  
coins: a farthing which is a quarter of a penny; a half- *æt ðæ: ðæfθɪŋ hælf i: a kwɔ:tər əv ðæ:pɛni; æt ðæ:*  
penny; a penny; and a threepenny bit. He also had four *pɛni; æt ðæ:pɛni; æt ðrɛ:pɛni ðɪt. hi: also had fo:rt*  
of the new coins: a sixpence; a shilling; a two-shilling *əv ðe ñɔ:w ðæ:pɛns; ə ðɪlɪŋ; ə twə:ʃɪllɪŋ*  
piece (a florin); and a half-crown. "We used to have a *pi:s ðe ðlɔ:rɪn; ənd ə half-krɔ:un. "wi: ðu:s ðu: hæv ðe*  
crown, too," said Marshall, "but the size of the coin *krɔ:un, tu:, " sed me:fəl, "but ðe sa:z əv ðe krɔ:un*  
was too great." "That is all quite easy to understand," *wæs tu: greit. "ðæt i: əl kwɔ:tər tu: ðəndərnd."*  
Storm told him, "but will you also explain to me the *stɔ:m tɔ:l hæm, "but wæl ju: əlso əlso ðə plɔ:in ðe mi: ðə*  
different ways in which people give prices, for some- *dɪfərənt wæs in hælf pi:pł giv præis, ðe zəm-*  
times when I hear a price, I don't know how much it *taimes hævən ði: hæf ðe præis, ði:dənt nu: hæw mʌsfi: ði:*  
is, and, consequently, I am in doubt as to how much I *is, and, kɔ:nsikwəntli, ði: ðm ði: ððət ðe hæf mʌsfi: ði:*  
have to pay." "I shouldn't like you to be in doubt about *hæv ði: pei. "gi: fudnt laik ju: ði: ððət ðe hæf mʌsfi: ði:*  
the price," Marshall replied. "Now I will mention all *ðe præis," me:fəl rɪplaid "nu: ðe wɪl menʃən əl*

as to - about

the different ways in which we give prices in writing  
*ðə ðɪfənt wəz iñ hwaif wi: giv præsiz iñ rætɪŋ*  
 and in speaking. Five pounds is written £5. The letter  
*and iñ spɪkɪŋ. fai⁊ paundz iñ rɪtɪn ... ðə ðɪtə*  
*£ stands for the Latin word 'libra' or pound. Five*  
*... paundz ðə ðə laðɪn wərd 'lɪbra' o: paund. fai⁊*  
*shillings is written 5s or 5/-, but fivepence is written*  
*fifligz ðə rɪtɪn ... o: ..., but fai⁊pəns ðə rɪtɪn*  
 5d. The letter d stands for 'denarius' which is the Latin  
*... ðə ðɪtə ðɪ: stændz ðə 'deɪnəriəs' hwaif iñ ðə laðɪn*  
*word for an old Roman coin. Now, two figures that are*  
*wərd ðə ñ old roʊmən koin nən, ðə: ðɪgəz ðət w:*  
*not connected by 'and' mean pence and farthings. If*  
*not ðə ñeɪklɪd bəi 'ənd' men̄ pəns and fəðɪgz. if*  
 I say 'five-three', I mean fivepence three farthings, and  
*aīm̄ 'fai⁊-þriː', ðə ñiːm̄ fai⁊pəns þriː fəðɪgz. and*  
 this is written 5/3. Two figures connected by 'and'  
*ðiː ðə ðə ñiːm̄ fai⁊pəns þriː fəðɪgz. ðə ñeɪklɪd bəi 'ənd'*  
 mean shillings and pence, so that if I say five-and-  
*ðeɪn̄ ðə ñiːm̄ fai⁊pəns, so: ðət ðə ñeɪ ðeɪ fai⁊-and-*  
 three, I mean five shillings and three pence; this is  
*ðeɪn̄, ðə ñeɪ ðə ñiːm̄ fai⁊pəns, ðəs ðə*  
 written 5/3. When speaking of pounds, we express  
*ðiː ðə ñiːm̄ hwaif spɪkɪŋ ðə ñaundz. wi: ðiː ðeɪpəs*  
 ourselves in this way: three pounds five-and-three,  
*ðə ñiːm̄ ðə ñiːm̄ ðə ñiːm̄ ðə ñiːm̄ ðə ñiːm̄ ðə ñiːm̄ ðə ñiːm̄*  
 which means three pounds five shillings and three pence.  
*hwaif miːm̄ ðə ñiːm̄ ðə ñiːm̄ ðə ñiːm̄ ðə ñiːm̄ ðə ñiːm̄ ðə ñiːm̄*

and is written £3 5 3" "and is . . ."

"Thank you, Marshall; it is all clear to me now, but I 'þerȝk þu, mæſſal. It is æl dñs fr̄ mi. nou, bæt aī  
must say that I can't see the advantage of having  
mæſſ sei dat an kænt sei ði ælƿentidz ne hætig  
pounds, shillings, pence, and farthings. It seems very  
pounds, fylige, pens, and farlige. It seems very  
foolish to me, as shillings and pence would be quite  
fylige to me, æt fylige and pens wæt bi: hætig  
enough." "I might mention, Storm, that only English  
cnaſ." "æl mæſſ menjan. storm, ðæt oamli iygliſ  
business men would say £3 5 3. Nearly  
bitus men wæt æt þri: þræmðs fylig-and-pens. nishi  
everybody else would prefer to express it £5 3" "everybodi els wæt pri: tu ihs præs itsikstil(fylig-and-pri:.)"

"Then," Storm answered, "there is no doubt that the  
'den,'" storm ansæd, "ðæt nou dæut ðæt ðe  
English system is foolish. In my country we always  
iygliſ sistim is fulig. in mal kantri wi: oðre  
say that it is foolish to do things in such a way that  
sei dat it is fulig to du: þigz in salf a nei. But  
they give extra work. But I think that we have spent  
ðei giv eksra work. bæt aī þykg ðæt wi: haue spent  
enough time in talking about money. To finish my meal  
cnaſ laim in bækig aður mani. Is jislf mani mid  
I should like some cheese and another cup of tea. I find  
aī fæd fælik sunn lific and aðurða kap w̄ tis. aī sunde

everybody else =  
any other person



cheese

that the cheese in England is very good, and I always  
*dat da ifit in England is vere god, und er ollwe*  
 have a piece of bread and cheese for supper." "Yes,"  
*hav a pis an bread and ifit fo supa.*" "Yes,"  
 said Marshall, "bread, a bit of cheese, and a good glass  
*sed manfsl.* "bread, a bit of ifit, and a good glass  
 of beer make a fine end to the day. I like a glass of  
*or bi mark a fin end to de dei. ai tak a glass an*  
 beer before going to bed."  
*beer bi jor young to 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 [ədʒɪktɪvz] 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, white, 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 [*kam'pe-rativ*]. when -est is added, the adjective is said to be in the superlative [*sfir'spu-lativ*].

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 -e), blue, red (add an extra -e), hard, kind, cheap, loud, good, many, much, early, dry, funny? ...

## EXERCISE D.

Write the following with the usual letters of the alphabet  
*sendar, de riph ou agnat,  
 dia wud,*

*qu rised for lete dix morning and was verly gladd to ride about  
 for trip hours. an her mire pie of verly mifl, wipfeli do fast  
 deit arfle jar: left. an left koumt aoun in dis great city, hal ai  
 am hepsi to bit eibl to tel ju: dol an a Fredi fel mifl more  
 al hours nere. da meir roun for dix, ai nou. it do a jay men  
 at ouar ofis hir de meir an mifl, ostredi on do fast dei  
 ofis mi: a roun of his pravous hours. ai trik od our mide  
 and do mafelt, and dei od dia des best le meir mi: hel dol  
 ai ridd bilog ta do famili.*

*it is tue ueli to tel ju: mifl arben mai mask; ai obast nou it  
 a lid bela fast an her hir pibet in de karis pandans di part-  
 ment, and ju: kan andeskenet dat si tell a rader unpo fast  
 parson, huern dea war a leter in mai oan haggwidz ta a noo  
 ostredi on mai sekond dei of di ofis, dol ai dinkt jid haif  
 sou unpotent hiven ai found dat ai hord lu mask a hundred  
 streenly kwestfont in di ade di parlaments in sede le get de  
 rait informejan v'bout do mister in mai lete. - bi hoc we did  
 not nou di rygglef landt.*

*pohreps ju: wel dat sou knind of te kiel mai sister on do  
 lelikoum and ask her to send mi sam liner. fit, will found  
 of mai pape in do lfest an drace in mai room, mai mader  
 is on do knyfle on halidi, ju: now, and ai doint mai hoved  
 mai sister ic al hours a sterig wiil a god friend, of fit a fa  
 dat, bat ju: over kiel her of di ofis hours fit weeks.*

*pliz remembri mi: to braun and misle mado.*

*ju: sin'stoli,  
 stam*

## A FOOTBALL MATCH

One day in September, when the football season had begun, Marshall asked Storm if he would like to go to a football match with him. "Are you doing anything else next Saturday, or is that day convenient to you?"

Storm: "No, I have nothing else on, so that Saturday afternoon will be quite convenient to me. I shall be very pleased to go to the match with you. I wonder if the kind of football we are going to see is the same as we have at home, for I know that you have two kinds of football in England." Marshall: "Yes, we have

two kinds of football. The game we are going to see on Saturday is the one you know, so you will not have

have nothing else  
on have nothing  
else to do

kind — sort



*Rugby football*

any difficulty in following it. The other kind is called *en difficulti* in following it. *Si i oda hond* is *en difficulti* Rugby after the famous school where it was first *raybi* *a sto do jemais* *etend* *honor* it was first played." Storm: "I have never seen any Rugby football." Storm: "ai jay neva vire en raybi football." "Then you would not understand much of it, boy." "Ben jec wad not understand much on it, for the rules of the game are quite different from those *de la rule* or *de game* a *kind* *different* from *those* of the kind of football you know. There are fifteen *o de la hond* *en football* *jez now* *deux* *fifteen* players; they may carry the ball in their hands if they *plien*; *des mei hord* *do hord* *in* *the hands* if *dei* *hord*; and the ball itself is not round." *hord*, and *do hord* *itself* is *not round*."

"I am very surprised," Storm replied; "I have never *pas au raybi* *expriend*." Storm replied: "ai jay neva heard how it is played, but from what you say, I understand how it is played, *but from what you say*, I understand that the rules of the game must be very different *l'etant que* *la rule* *de game* *must* *be* *very* *different* from the rules of the kind of football that is played in *from* *de country* *de hand* *de football*. I don't see how it is possible to kick a ball *qui* *kontre* *si* *deonc* *si* *how* it is *possible* *to kick* a ball straight if it's not round. I'm sure it must be much *steerie* *if* *its* *not* *round*. *que* *jouer* *it* *must* *be* *more*

more difficult to kick the ball to the right man?" "Well! *mai difficult to kick da ball to da right man?*" "Well! wait till some other time, and you'll see for yourself *soit til sum de vain, perh just si fo j'self how it is done.*" *Now it is done.*"

Saturday had come, and Marshall and Storm were on *samedi had come, and now sat and storm were on their way to the match.* They went by bus to the *da taxi to da match.* *dei went not far to da nearest Underground station.* As it was rather late, *durist underground station.* *dei was not da left,* they jumped on a bus after it had started moving. *dei d'voupt zu a bus after it had start moving.* People in London often jump on and off the buses *pictl in London & fu d'voupt on and off da bus* while they are moving, in order to save time. Having *leaving dei a verry, in order to ride train. Having arrived at the Underground station, they went down to *train at di underground station.* *dei went down to the platform.* Storm: "It's quite a long way down to *da platform.* *storm:* "it's k'rrit a loq nei down to the platform; it must be very deep under the ground" *da platform it must be very deep under da ground."* Marshall told him that some lines of the Underground *mai/mai told him dei xon lines av di underground railways are only just under the ground, but that he railways are only just under da ground, but dei his**

behind = at the back of

was right in saying that this line was very far down, *weil es in seily dat die linie weggewichen ist.* down and he added that it was the deepest in London. *Und ich added dat it was the deepest in London.* The train came into the station, and the doors opened. There were so many people just behind the two friends that *es war noch viel viel mehr Leute hinter den Freunden.* But it was hardly necessary for them to do anything to *it war kaum nötig für den zu tun etwas* to get into the carriage; they were pushed into it by the people behind them: but many of those who were *viel mehr Leute drin,* but none of whom had been standing behind them did not get into the carriage, *standig blieben draußen und wußten nicht, daß die Türen geschlossen waren.* because there was no more room, and then the doors closed.

*closed*

"People don't usually push so much as they did on *„Leute drängen sich nicht so sehr wie sie das auf this platform,"* said Storm; but Marshall only laughed. *die Plattform,"* said Storm; but Marshall could not, saying, "Remember that you are going to a football *Denk daran, daß du ein gern zu einem Fußballmatch. We are interested in many different games in *wir sind an vielen verschiedenen Sportarten interessiert.**

this country, but in the eyes of most English people  
*this country, but in di eyes on most englisch people*

Football is the best game." Storm: "I noticed that the  
*football is the best game."* Storm: "I noticed dat de

doors opened and closed of themselves. How long have  
*di doors opened and closed on da selves. How long*

*you had doors which open and close automatically?"*  
*you had doors which open and close automatically?"*

"I can't tell you how long we have had them, but you  
*"ai kannet tel jir haer say wi haer had dem, bat jir,*

*know that during the last fifty years so many inventions*  
*now dat during da last fifty jahre so manch invention*

*have been made which save us much time and money,*  
*but he is saved. He is save at multi train and train.*

as for instance doors which work automatically. To the  
*as for instance doors which work automatically. To the*

*Underground this invention is very useful. It is no*  
*underground dis invention is very useful. It is no*

*longer necessary to have two or three men to shut*  
*longer necessary to have two or three men to shut*

*the doors of the trains, for now they are all shut by*  
*the doors of the trains, for now they are all shut by*

*one man."*  
*one man."*

Marshall told Storm that they were going to see the  
*Marshall told Storm dat dei was going to see de*

*famous Arsenal football club, which is one of the most*  
*famous and football club itself is second in the world*

shut the door —  
close the door

He shuts, he shut,  
he has shut [ʃʌt].  
'Ah, jah!

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**  
(with but, since).

**He wins, he won,  
he has won** (with, since, again).

seldom = very few times

**rush** = run with great speed

famous clubs in the world by reason of its many good players. *He beats in the world but when are the most good players.* Storm had once seen Arsenal at home, where *here*. *Storm had seen the game at home here* they had beaten his own country by 4—1.  
*dei hat hier die eien kantni und fußball gespielt.*

Marshall "That is not strange, because they have *much* *more* *experience* *than* *in* *the* *Continent*.  
*weil* *sie* *sehr* *viel* *gegessen* *haben* *dann* *die* *kontinent*  
It is very seldom that a foreign club is able to beat *it* *is* *very* *seldom* *daß* *a* *foreign* *club* *es* *viel* *zu* *schwach* them I expect that they will win this afternoon, too.  
*dann*, *aus* *der* *spiele* *der* *die* *vor* *dem* *match*, *weil*,  
as they are playing so well this year."  
*so* *der* *er* *spielt* *so* *well* *die* *jahr*"

A few minutes later the train stopped, and the people *to* *five* *minutes* *before* *the* *train* *stop*, and *do* *pi* *pi* rushed out of the train to get up to the street as quickly *so* *fast* *out* *of* *the* *train* *to* *get* *up* *to* *the* *street* *as* *possible* as possible. Storm had never seen people rush about *so* *possible*. *storm* *had* *seen* *men* *pi* *pi* *rush* *about* so much as they do in London, especially in the City *so* *much* *as* *one* *day* *in* *london*, *especially* *to* *go* *and* when going to games of some kind. While they *and* *haven* *going* *to* *game* *as* *soon* *kind*. *havent* *de* were waiting for the game to start. Marshall told Storm *not* *bother* *to* *do* *going* *to* *the* *first* *match* *today*.

something about the English football clubs. "In the  
 something about the English football clubs. "In the  
 best known football clubs in England the players are  
 professionals, which means that football is their work,  
 not only a game that gives them pleasure. As it is  
 necessary for a professional football player to be able  
 to run very fast, he must not only have good legs, but  
 also very good lungs. It is also very important to have  
 a strong heart. Without especially good lungs and a  
 strong heart, a man will not be able to last very long  
 as a professional. These are two of the most important  
 things required of a professional, but, besides, he has  
 to be in very good health, for if he has not got that,  
 he cannot play football. A professional must, therefore,  
 give much attention to his health. These players are  
 giving much attention to his health. As a player is



lungs



heart

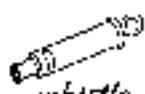
to last = to continue

to be in good health = not to be ill

give attention to = attend to

nearly always thinking of their health, giving it even  
 more attention than they give to their practice in playing  
 football or their exercise in running, jumping, kicking,  
 etc. Many of them smoke and drink very little. Just  
 as the ladies at Hollywood are proud of their legs, so,  
 too, are professionals. The muscles of their legs are  
 quite hard. They take exercise in running, kicking,  
 and jumping every day, and this makes the muscles  
 of their legs hard."

"The legs hard."



whistle

Storm and Marshall had been waiting for the game to start, and we had been waiting for the game to start, and now the whistle was blown. Storm noticed that the grass was not particularly good, and in some places he was even able to see the earth itself under the grass. "Where I play football at home, you can do this," "where is New Jersey at home, ja. You

see nothing but grass," he told Marshall. "You would not see the grass," he could not say. "you would not find any places where the earth might be seen."

Storm and Marshall soon saw that the Arsenal players

were much stronger than the players of the other club

Every time the ball was kicked over the white line at

the side by one club, the whistle was blown, and the

play stopped, until the other club had taken the ball

and thrown it in again. Storm had very seldom seen

the players in a match throw the ball in so many times.

The Arsenal players were playing against the wind,

but yet the first half of the match finished 2—1 in

favour of Arsenal. In the second half of the game they

had the advantage of the wind, and with the wind behind

them they finished the match 5—1 in their favour.

He throws, he  
threw, he has  
thrown (present,  
past, future).

(favour there)  
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 a *large* number or more or *present* side to take photographs or to write reports of the match for the *newspapers*. *It is not* *reports* *at* *the* *match* *for* *the* *newspapers*, which always bring long reports of all that *has* *taken* *place* *in* *the* *world* *of* *sport*.

There had been about 50,000 people at the match.  
*Over* *had* *been* *about* *fifty* *thousand* *people* *at* *the* *match*.

and when the two friends left the place, it was almost *impossible* to take more than one short step at a time.  
*impossible* *to* *take* *more* *than* *one* *short* *step* *at* *a* *time*.

"It is rather tiring to have to take such small ladies'  
*it* *is* *rather* *tiring* *to* *have* *to* *take* *such* *small* *ladies'*

steps," said Marshall, laughing. "Storm: "How many  
*steps*," *and* *wrong*, *begin*, *again*. "How many  
matches have Arsenal played this season?" Marshall:  
*Just* *like* *a* *girl* *plied* *the* *size*?" *and*,  
"Counting the one today, they've played six times, but  
*knowing* *de* *was* *told* *the* *pleas* *like* *team*, *but*

once they didn't win, so that there are five matches  
*once* *de* *didn't* *win* *so* *that* *there* *are* *five* *matches*  
to their credit; I remember that some years ago they  
*to* *dey* *credit* *an* *eleven* *but* *some* *jizz* *dey* *be*  
played eighteen matches on the Continent and came  
*play* *left* *in* *match* *to* *the* *Continent* *and* *win*

back with all eighteen to their credit."

"*back with all eighteen to their credit.*"

They continued to discuss football, and during the discussion Storm asked how long football had been played in England. "It has been played in some form *plaid in england*." "It has been played in one form or other for hundreds of years, but it has only been *the same for hundreds as just now it has really been* played in its present form for about a hundred years." "Plaid in its present form for about a hundred years."

When they reached the Underground station, they had been discussing football at the underground station. They had not yet finished their discussion of football. Marshall was telling Storm about the most important match of the year, the one between England and Scotland. "The *the year, the one between England and Scotland.*" "The number of people who go to a match like that is very great. One year there were 150,000 *great* were for the one two hundred and fifty thousand present in Glasgow. It's not always the country that *present in glasgow it's not always the country that* plays best that wins. The players know that the eyes *play best don't wins. the players know that the eyes*

of 150,000 people are upon them, in such hundred and fifty thousand people or so on down, and very often it gets on their nerves; it makes them and very often it gets on the men too; it makes them nervous. This means that it's often the players who have the best nerves that win. Besides the match with have the best nerves that win. Inside the match with Scotland, we play many international matches every year, for example against France and Holland. Such matches are called international matches, because players of different nations take part in them. I think that these international matches in the world of sport are of great importance in helping the different nations of the world to get a better understanding of each other."

"Yes."

## 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
rotted
jumper
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
throws
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 sentence: This is a tree; I saw a man, he gave me a big apple, the word "a" is called the indefinite article [ɪndɪfɪnɪt a:tɪkl]

The indefinite article, however, is not always "a". Sometimes it is "an". If the word which follows the indefinite article begins with a consonant [kɔ:nɔ:n̩], that is, b, d, ð, h, f, v, þ, j, k, l, m, n, p, t, s, z, ʃ, r, ʒ, 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 [vɔ:wəl], that is, a, e, ɔ:, ai, au, i:, ɛ:, ɔ:, ə:, ɪ:, ʊ:, ʌ:, ɔ:, ɒ:, ɒ:, ə:, ə:, 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 [ʊ] or [u:], 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 [*viktivitju:u:u*]. 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 |ə| two ways, |ə|, and |ə|. It is pronounced |ə| in front of consonants, |ə| in front of vowels: The man |ðə mæn|, the old man |ðə ɔ:l dæn|. Again it is the way the word is pronounced that matters: The uncle |ðə nʌkl|, the United States |ðə ju: 'beitid mæts|, the hour |ðə ɦəu|, the hospital |ðə ɦospɪtl|.

### 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

Most people do not work on Sundays; they rest from *most* *pr pl* *doe* *not* *work* *on* *Sunday*; *the* *rest* *from* their usual work. In England, Sunday is therefore also *the* *regular* *work*, *is* *typical*. *and* *it* *does* *not* *call* *the* *day* *of* *rest*. But Marshall — like many other *h**e* *lf* *doe* *not* *rest* *but* *travel* — *had* *never* *seen* *Englishmen* — was not the kind of man to rest very *Englishman* — *was* *not* *be* *bound* *to* *have* *to* *rest* *very* much on a Sunday. He often went into the country *rest* *in* *a* *field*. *or* *he* *went* *into* *the* *country* or spent the day on the river, that was his kind of rest. *He* *spent* *the* *day* *in* *the* *river*; *that* *was* *his* *kind* *of* *rest*. People in foreign countries think that Englishmen go *pr pl* *in* *front* *country* *now* *but* *Englishmen* *go* to church two or three times every Sunday, but as soon *ta* *(fa)* *ta*; *a* *per* *time* *over* *Sunday*, *but* *as* *soon* as they come to England, they make the discovery that, *as* *the* *came* *to* *England*, *they* *make* *the* *discovery* *that* although many Englishmen go to church, the English *is* *fool* *week* *Englishmen* *go* *to* *church*. *in* *Engl* as a nation spend their Sundays doing many other things *as* *a* *nation* *spend* *the* *Sundays* *during* *week* *and* *play* as well. Sturm had been like other foreigners in this *as* *too* *when* *he* *had* *been* *here* *and* *foreigner* *in* *the*

as well — besides

matter and had made the same discovery, that Sunday  
*meets* and had *meets* *da* *same* *discovery*: *dat* *sunday*  
 in England is not what it is said to be.  
*in england* *is* *not* *what* *it* *is* *said* *to* *be*:

One Sunday Marshall said to him, "I am sure that you  
*want* *visit* *marshall* *red* *to* *him*. *"as you* *find* *dat* *you*  
 have wondered what people do in London on Sundays.  
*you* *wondered* *about* *what* *people* *do* *on* *sunday*.  
 If you have time, we could spend the whole day visiting  
*if* *you* *have* *time*, *we* *can* *spend* *da* *whole* *day* *visiting*  
 different interesting places. I will not tell you in  
*different* *interesting* *places*. *we* *will* *not* *tell* *you* *in*  
 advance what we're going to see, but you may be sure  
*advise* *us* *about* *what* *going* *to* *see*. *but* *you* *will* *be* *sure*  
 that there will be many surprises." "I should like  
*dat* *da* *will* *be* *many* *surprises*." "I *feel* *lark*  
 nothing better," Storm told Marshall.  
*nothing* *better*, " *storm* *told* *marshall*

To begin with, they went right through the City by  
*to* *london* *red*. *As* *they* *were* *not* *from* *da* *city* *but*  
 bus until they reached the East End. Here they  
*bus* *until* *they* *reached* *the* *East* *End*. *Here* *they*  
 got off the bus. Storm had been to that part of London  
*got* *off* *da* *bus*. *storm* *had* *been* *to* *that* *part* *of* *london*  
 before and was very pleased to be able to recognize it  
*before* *and* *was* *very* *pleased* *to* *be* *able* *to* *recognize* *it*  
 Marshall: "London is so big, not only to a foreigner,  
*our* *fat* *"london* *is* *so* *big* *not* *only* *to* *a* *foreigner*.

quite (here) = well

seller = a man who sells goods

but even to many Englishmen, so I can quite understand *to want to want* *to want*, *so* *as* *how* *want* understand that it must be very pleasant to recognize a place 'stand *as* *it* *must* *be* *ever* *pleasant* to *recognize* a place where you have been before." Storm and Marshall knew just how *big* *high*: " 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 *as* *high* *as* *the* *pitch* *at* *the* *football* *match*, and the crowd of people in this street seemed to be nearly as *crowd* *as* *pitch* *in* *this* *street* *seemed* *to* *be* *high* *as* big. Along both sides of the street there were sellers, *big* *shouting* *high* *sounds* *as* *the* *street* *was* *wide*, who were crying at the top of their voices to make *sure* *we* *know* *at* *the* *top* *as* *the* *vocies* *is* *make* people buy their goods. Each seller seemed to be *pitch* *hai* *des* *goods*. Ifs *self* *should* *be* trying to cry louder than his fellow-seller. The street itself was rather narrow, and being so filled with itself *was* *rather* *narrow*, *and* *being* *so* *full* *and* people, it didn't leave room for traffic of any kind *pitch* *it* *didn't* *have* *room* *for* *traffic* *or* *any* *kind* It was very different from the main street which was *a* *very* *different* *from* *the* *main* *street* *had* *no*

very wide, with room enough for the great bus traffic  
*veri* *wid* *wid* *room* *thi* *for* *da* *great* *bus* *traffic*

to East London. Most of the side streets in this part  
*to* *East* *London*. *most* *of* *the* *side* *streets* *in* *this* *part*  
 of the town, however, were not very wide  
*to* *de* *town*, *however*, *was* *not* *veri* *wid*.

Marshall: "A place of this kind, where people do their  
*one* *job* *on* *a* *pleis* *in* *dis* *land*, *have* *pi* *pl* *in* *de*  
 buying not only in the shops, but in the street itself.  
*buying* *not* *only* *in* *da* *shops*, *but* *in* *da* *street* *itself*,  
 we call a street market. All over the country we have  
*we* *call* *a* *street* *market* *use* *kit* *all* *over* *da* *country* *to*, *here*  
 street markets like this."  
*street* *markets* *look* *like* *this*."

Many of the sellers had baskets on their arms, others  
*many* *of* *the* *sellers* *had* *baskets* *on* *their* *arms*, *others*  
 were holding up their goods in both hands, so that  
*we* *holdin* *up* *da* *goods* *in* *both* *hands* *and* *da*  
 everybody might see what they had. If the goods were  
*everybody* *might* *see* *what* *they* *had*. *If* *da* *goods* *we*  
 not held up in this way, the sellers would not do so  
*not* *held* *up* *in* *dis* *way*, *da* *sellers* *would* *not* *do*, *so*  
 much business. Storm and Marshall looked into many  
*much* *business*. *Storm* *and* *Marshall* *looked* *into* *many*  
 of the baskets, sometimes asking the prices of the goods.  
*to* *da* *baskets*, *sometimes* *askin* *da* *prices* *on* *da* *goods*.

Storm heard that the prices were very low, but Mar-  
*Storm* *heard* *da* *prices* *da* *veri* *low*, *but* *Mar-*

wade = broad



market



to hold up = to lift

He holds, he held,  
 he has held (holds),  
 to hold.

quality = value

shall, on seeing his surprise, told him that the quality  
*jal*, or *sing* *big* *sa'p-ez*, told him that the *knash*  
 of the goods was just as low. "You can't expect to get  
*an* *the* *quale* *was* *iz-za* *as* *low*." "In *ba*, if *it* *high* *to* *get*  
*goods* *of* *a* *high* *quality* *at* *such* *low* *prices*," he added.  
*gude* *an* *a* *high* *knash* *at* *such* *low* *prazine*," *hi* *add*

When passing a woman with a basket of apples, they  
*been* *for* *sing* *a* *woman* *with* *a* *basket* *an* *apple*, *she*  
 noticed that she was rubbing the apples hard to make  
*knash* *dat* *he* *was* *rubbing* *the* *apple* *hard* *to* *make*  
 them shine. They would have quite liked some apples.  
*Now* *finis*. *She* *and* *her* *husband* *saw* *apple*,  
 but after seeing the apples rubbed on her dirty dress,  
*but* *n-fiz* *sin* *the* *apple* *rubbed* *on* *ha* *dirty* *dress*,  
 they passed on without buying any. All the articles  
*an* *part* *in* *widout* *hally* *em* *an* *all* *the* *articles*

poor = bad

they *saw* *were* *cheap*, *but* *their* *quality* *was* *so* *poor*  
*she* *su* *wa*. *Ifi*, *but* *the* *knash* *was* *so* *poor*  
 that they were not worth the money. Marshall said  
*she* *she* *no* *not* *worth* *da* *money*. *Marshall* *said*  
 that although the prices were low, he had seldom  
*but* *a* *few* *da* *prazine* *wa*. *low*, *hi* *had* *seldom*  
 found anything worth buying, when he went to street  
*faucet* *cuipin* *work* *buig* *knash* *hi* *went* *to* *street*  
*markets*.

As they walked along, Storm's surprise increased with  
*an* *she* *no* *to* *the* *stree* *surprise* *which* *an* *wid*

each step they took. At last he turned to Marshall,  
*erj step dei tak. et last hi. tamd ia marjal.*

and said, "Now I am beginning to discover that there  
 and and. *now ai am begining to diskaww dat dea*  
 are more sides to the English nation than I had thought;  
*wee rands ro de englif naijan oon mi had pu..*

but I have also discovered that it is necessary to come  
*hat ol hara nisga diskaww. But it is nesgari to kaw*

to England in order to find out about them. I am sure  
*hi england je o do ta fawd ave abaut dene. ni oon joo*

that when I return to my own country and tell people  
*dat Jawaan ni ritvan to mea sun kantri and wee pple*

the facts about the English, most of them will not  
*de factr abaut hi englif. would ro dene and not*

believe me. If anybody had told me in advance that  
*juwie mui. if enbhu had told mui. is eddrons dat*

it was possible to buy goods in the streets of London  
*it was possibl ro bui goods in de straits of London*

on a Sunday morning, I should not have believed it  
*in a sande mornig. ai fad nor haw kili ent it*

myself." Marshall: "Well, I told you before we started  
*marself." marjal: "au! ai told je bi fo we starte*

that you must prepare yourself for many surprises."  
*dat je must pripce j.mself fo meni ss'priz."*

Storm. "And I thought I had prepared myself for  
 storm. "and as just. ei had pripce marself for  
 everything. But now I see that there is a surprise  
*errinbi. bet sun af si. dat bee o id'priz*

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 *just* *now*!" *and yet* "or *now* *is* *not* *the* *time* *for* *you* *to* *tell* *all* *about* *our* *trip* *before* *we* *went* *out*, *but* *I* *thought* *it* *would* *be* *still* *better* *to* *show* *you* *things* *without* *it* *and* *then* *still* *have* *to* *tell* *you* *the* *things* *without* *telling* *you* *about* *them* *beforehand.*" Storm: "You *tell* *me* *about* *them* *beforehand!*" *Storm:* "You are quite right! Of course it has been much more fun *to* *know* *right* *at* *first* *it* *had* *to* *be* *a* *small* *one*, *just* *for* *me* *in* *this* *way.*" *to* *all* *is* *dis* *well."*

Now and then they saw men standing on boxes, *nak* *and* *den* *dei* *et*, *and* *standing* *in* *the* *street*, speaking, surrounded by people who were listening to *cripig*. *surrounded* *hai* *cripig* *ke*, *we* *listening* *to* them. Some of these men said such funny things that *da*, *you* *are* *the* *men* *who* *sold* *stuff* *for* *big* *da* everybody laughed. Many people seemed to have come *to* *the* *market*, *but*, *mainly* *people* *wanted* *to* *have* *fun* *to* *the* *street* *market*, *not* *in* *order* *to* *buy* *anything*, *but* *to* *do* *stuff* *work*, *not* *in* *order* *to* *buy* *cripig*, *but* *only* *in* *order* *to* *enjoy* *themselves*. When the sellers *want* *to* *talk* *to* *other* *sellers* *they* *were* *do* *refuse* *saw* *a* *possible* *customer*, *four* *or* *five* *of* *them* *would* *at* *the* *possible* *customer*, *just* *to* *find* *he* *was* *not* *at*

once surround him so that it was difficult for him to  
get away.

*get away.*

Storm suddenly saw a strange sight, one of the strangest  
storms suddenly as already mentioned. On suddenly  
sights he had ever seen, a monkey sitting on a man's  
shoulder with the man's hat in its hand. The man was  
not able to see, for he was blind. On his coat was a  
piece of paper with the word 'blind', so that people  
might know that he could not see. The monkey was  
holding out the blind man's hat, and many people put  
money into it. It seemed to like its work, and some-  
times it jumped from one shoulder of the man to the  
other.

*the*

A little later, they discovered a man selling knives  
which were so cheap that Storm wanted to buy one;  
*himself too, soon though the storm wanted to buy a*



but Marshall told him that if he wanted a sharp knife,  
*but me fai' traide him dat if hi' wanted a sharp knif,*  
 that is, a knife that is really able to cut, he would  
*dat is a knif dat is verry able to cut hi.* and  
 have to go somewhere else for it, as it was impossible  
*have to go somewhere else for it, as it was impossible*  
 to get a sharp knife very cheap.  
*to get a sharp knif verry cheap.*

Marshall suddenly noticed that Storm was not there,  
*marshall sudde' notice dat storm was not der,*

and he could not see him anywhere. Five minutes  
*and hi' kew not see him anywhere.* time quickly

passed, and then Storm appeared again, returning round  
*passed, and then storm appear again, return round*

the corner of a side street with a small parcel in his  
*the corner of a side street with a small parcel in his*

hand. "It is always hard for me to find my way about  
*hand. "It is always hard for me to find my way about*

here. "It is always hard for me to find my way about  
*here. "It is always hard for me to find my way about*

the streets of London, so when I saw a man selling maps  
*the streets of London, so when I saw a man selling maps*

of London which were both large and cheap, I bought  
*of London which were both large and cheap, I bought*

one," Storm explained. "I was really very glad," said  
*one," Storm explained. "I was really very glad," said*

Marshall. "to see you appear once more. Although the  
*Marshall. "to see you appear once more. Although the*

parcel you have in your hand is very small, there seems  
*parcel you have in your hand is very small, there seems*



parcel

hard = difficult



map

to be more in it than a map of London." "Perhaps,"  
*to bi: ip:əs* *in it ðæm a map ov London* "perhaps,"  
 said Storm, "I bought one or two other things at the  
 same time, who knows?" "I won't ask you to tell me  
*the same: hu: nu:z?*" "I won't ask you to tell me  
 what you have bought, of course. I only hope that you'll  
*ba:t* *jus: ðæp bə t: ðæt kɔ:s* "or please hope that you  
 not be sorry later on and regret that you bought it."  
*not bi: sun: la:tər ðæn ðæd rɪgret ðæt ju: ba:t ðæt*"  
 "What I have bought," Storm replied, "is both of good  
*ðæt ðæt ðæp bət*" *ðæt ðæp bət*, "is both of good  
 quality and cheap, so that I'm quite sure that I shan't  
*kwæliti ænd tʃe:p, sun ðæt ðæm su:r ðæt ðæt ðæf*  
 regret it. Remember, Marshall," he said, laughing,  
*rɪ'membər* *mə:ʃæl* "In: sed, lə:fɪŋ,  
 "that the money came out of my pocket and not yours."  
*ðæt ðæ mʌni keɪm ænt ðæ mi:pækɪt ænd ñt ðɔ:s*"  
 "It is almost too hot to-day," said Marshall, "to enter  
*ðæt ðæz ə'mʌst tu: hot tə'deɪ*" *sed* *ma:ʃæl* "the polar  
 into a discussion. I think it must be 90° (degrees)  
*intu ðæ ðɪskə'seun* *oi þəgð* *ðæt mʌst hæ: ðɪgrɛs* *dʒɪərəs*  
 in the shade, so it is no wonder if we feel a little hot  
*in ðæ ſeɪd, sun i: ño wʌndər i: seɪ. fə:l a lít'l hot*  
 here in the sun. I propose that we cross the street to  
*hær in ðæ ſən. ï p्रpə'poz ðæt ðæ kross ðæ ſtreɪt tə*  
 get into the shade on the other side of the street."  
*gət ïntu ðæ ſeɪd ìn ðæ ſide ov ðæ ſtreɪt*"

shan't — shall  
 not

quite degrees  
 Fahrenheit  
*fə'renhit* —  
 32° (thirty-two  
 point two degrees)  
 Celsius *sɛ:ləs*



## EXERCISE A.

## WORDS.

market  
wide  
crowd  
rest (verb)  
rest  
recognize  
seller  
fellow-seller  
cry  
basked  
hold  
held  
worth  
quality  
rub  
increase  
discovery  
discover  
prepare  
anybody  
beforehand  
believe  
surround  
sight  
shoulder  
blind  
sharp  
appear  
parcel  
into

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 - free 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? ...

regular  
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 (*adverb*).

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 (manner) something is done, are called adverbs of manner.

i = plus / / s /

The adverbs that tell us when or how often something takes place, are called adverbs of time. Now, then,

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 End, *ɛst ə:nd* is *ə:θə:n də:t ðə: səʊθə:lnd ɪ:st ə:nd*, where they were now, is part of East London, *ɛst lə:n,də:n*, *ə:θə:t ðə:θə:n lə:n,də:n*, is part of East London.

"Most of the people in the East End are very poor," "məʊst ðə: ðə:ppli ðə: ði:st ə:nd ə: ðə: veri þə:p,"

he said, "and you will often find two families living *hi: sed*, "and ju: wi: ə: ðə: fæməli ðrey

together in the same flat or in a one-family house, *ta:gððər ɪn ðə: ñfl̩ ðæt ɔ: ðə: wʌn'fi:mili haʊs*

These people live under very bad conditions, but the *ði:z þə:ppli ðey ə:nd veri þə:d kəndɪʃənz, bæt ðe*

poor in the large cities all over the world live under *þro: ðe: la:dʒ ðɪ:ts ɔ: ði: və: ðə: wə:rlð ðe: wi: ə:nd*

conditions just as bad, I think."

*kəndɪʃənz ðʒʌst ə: þə:d ði: ðɪ:ŋk:*"

To Storm's question if there were any stores in this *tu: ðrə:m ə:kwestʃən ðf ðro: we're ðə: stɔ: ðə: ði:st*

part of the town, Marshall answered, "You will not *ðæ:t ðə: ðə: tə:n, mə:ʃə:l ə:nswə:d, "ju: wi: ñt ñt*

find many stores in the East End; most of the shops *find meni stɔ: ðə: ði:st ə:nd mə:st ðə: ðɔ: ðɔ:ps*

here are rather small. You will notice that fruit is *hi: ðe: ða: ðə: smɔ:l jø: wi: ñt ðə: fru:t ðe:*

store = a very  
large shop, selling  
all kinds of goods



store

cheap in the East End. I must remember to buy some  
fruit for my mother because the price here is much  
lower than in our suburb."

"How can you afford?"

After having bought the fruit, Marshall said that there

were two or three streets that he wished to show Storm.

"They sell nothing but cats, dogs, birds, and other

domestic animals in those streets. We English love

domestic animals very much, and every Sunday morning

large numbers of cats, dogs, and birds are sold in the

East End."

"Cat and?"

Before long they reached one of the streets that Mar-

shall had mentioned, and they saw that every third or

fourth person had bought a dog and had it on a chain.

"Look at me! I've got a dog and had it on a chain,"

Storm. "I am always sorry to see a man walking with



cat

on a chain at  
the end of a chain



chain

his dog on a chain, but of course it is necessary for a ~~his~~ dog ~~on~~ a chain, but ~~on~~ a chain it is ~~more~~ for a man who has just bought a dog to have it on a chain ~~when he's his dog~~. Let a dog to have it on a chain at first every time he walks out with it until he is ~~in~~ ~~just~~ ~~soon~~ ~~to~~ ~~be~~ ~~used~~ ~~to~~ ~~it~~ ~~until~~ ~~he~~ ~~is~~ ~~sure~~ ~~that~~ ~~the~~ ~~dog~~ ~~knows~~ ~~its~~ ~~new~~ ~~home~~ and will not ~~run~~ ~~but~~ ~~the~~ ~~dog~~ ~~knows~~ ~~its~~ ~~new~~ ~~home~~ and will not ~~run~~ ~~away~~. After that he may let it run loose when ~~the~~ ~~time~~ ~~comes~~ ~~but~~ ~~he~~ ~~may~~ ~~let~~ ~~it~~ ~~out~~ ~~here~~ ~~there~~ ~~he~~ ~~takes~~ ~~it~~ ~~out~~" Marshall: "I quite agree with you, ~~he~~ ~~will~~ ~~be~~ ~~out~~" ~~you~~ ~~feel~~ ~~you~~ ~~know~~ ~~you~~ ~~will~~ ~~be~~ ~~but~~ ~~it~~ ~~is~~ ~~not~~ ~~always~~ ~~possible~~ In this busy part of the ~~but~~ ~~it~~ ~~is~~ ~~not~~ ~~always~~ ~~possible~~ ~~in~~ ~~the~~ ~~busy~~ ~~part~~ ~~of~~ ~~the~~ ~~town~~, for example, you cannot let the dogs run loose, ~~because~~ ~~they~~ ~~would~~ ~~soon~~ ~~knock~~ ~~you~~ ~~into~~ ~~the~~ ~~road~~ ~~and~~ ~~across~~ ~~the~~ ~~street~~ and, perhaps, get under a car or get run over, ~~so~~ ~~it~~ ~~is~~ ~~not~~ ~~possible~~ ~~get~~ ~~under~~ ~~a~~ ~~car~~ ~~or~~ ~~get~~ ~~run~~ ~~over~~ as we say. In several of the suburbs, however, it is ~~as~~ ~~will~~ ~~be~~ ~~in~~ ~~several~~ ~~of~~ ~~the~~ ~~suburbs~~ however, it is possible to let them go loose. Speaking of dogs, I don't ~~possibly~~ ~~to~~ ~~let~~ ~~them~~ ~~go~~ ~~loose~~ ~~any~~ ~~way~~ ~~as~~ ~~dogs~~ ~~are~~ ~~about~~ like the way some kinds of dogs have part of their tails ~~cut~~ ~~off~~ ~~and~~ ~~then~~ ~~knock~~ ~~up~~ ~~date~~ ~~the~~ ~~part~~ ~~of~~ ~~the~~ ~~tail~~ ~~cut~~ ~~off~~ just because it is thought beautiful by some of ~~kind~~ ~~of~~ ~~dogs~~ ~~believe~~ ~~it~~ ~~is~~ ~~part~~ ~~of~~ ~~the~~ ~~beautiful~~ ~~but~~ ~~you~~ ~~can~~ ~~see~~

27  
tail

He **smells**,  
he **smelt**,  
he has **smelt**  
[smelz, smelt,  
smelt]

the so-called friends of dogs." Storm: "No, I also do *good* friends in dogs." Alice: "Then, did you prefer them with their tails?" prf.v. Abre und das Tatz."

The two friends now began walking along the street. do tu. friends now begin walking along the street, and soon their noses told them what was sold there, and when the magic could the best was could do,

for they could smell the animals. Storm said that he fo dei had seen di animals. Alice red do he had smelt something like it when he went with his best friend evryng took it knew his next visit his friends to the Zoo. Seeing some very beautiful birds friends to do zu... say say omi hja lifui fo de and cats in a shop, they went inside to have a better and look at a shop. dei went inside to have a better look at them. They spent several minutes there playing *fur at each other*. dei spent several minutes here. Playing with a small cat, which jumped up on Storm's shoulder with a *you like*, *jumped up on Storm's shoulder* as soon as they entered the shop, but at last Marshall as soon as dei ended the job, hot or heat, and just said, "We must leave now! There's still a lot more on our programme for to-day, so we had better move on. our programme to today, you see, but better move on My real purpose in taking you out today was to show you real *fur* in which our *Videt* over to the

you the many different things we do on Sundays, and  
 ju: da meni diffrant bi:z wi: dw: m: sandis, and  
 as it's my purpose to get through all of our programme  
 so us vint p:rp:or to get br:z o:t m: our program  
 before we return, we'll now go on to one of the shops  
 bi:z wi: v:ta n: art m: now go on to wear m: d: jobs  
 that sell beer and other strong drinks. A shop of this  
 dat sel b:er and ada str:ng dr:inks. a job m: dis  
 kind is called a public house, or a pub for short, and  
 b:aind is k:ai:b a public house, or a pub fr: short, and  
 in England we have so many of them that we say that  
 in england wi: have son meni m: b:ain dat wi: art dat  
 there is a pub on every street corner."

da: a pub on evry st:rt b:aina "

In less than a minute they reached a public house.  
 in les da: a minit bei ri:tft a public house.  
 Storm was surprised to find that the shop was so full  
 st:ok was sa:pri:ed to fo:nd dat da: job was so: ful  
 of people drinking that many had to stand outside with  
 m: pe:pl: dr:inkin dat meni had to stand out'sid: wid  
 the glasses in their hands. Storm was all the more  
 da gl:ass: in da ha:nds. storm was o:t da mu:  
 surprised, because he had always thought that public  
 sa:pri:ed. b:ikz hi: had alwa:z bout dat public  
 houses in England were closed on Sundays.  
 houses in england wa: cl:osed on sandis.

A man that had had a little too much to drink, dropped  
 a man dat had had a lit: tle m: u:nt to dr:ink, dr:ift

all the more =  
 so much more

his glass, which was at once smashed to pieces. Another *his glass*. *Another* was at once *smash* to *his head*. man, who had had far too much to drink, seemed to *men*, *he* had *had* *far* *too* *much* *to* *drink*. *man* is like the noise, for he at once picked up his glass and *look* *the* *noise*. *for* *him* *at* *once* *pick* *up* *his* *glass* and smashed it, too. "I am afraid that you are getting one *smash* *in*, *but* "I am afraid that you are *getting* one *surprise* after another," Marshall said; "but you are *surprize* after *another*." *Marshall* *said*; "but you are *really* *seeing* *the* *East* *End* *on* *a* *Sunday* *morning*."

It was very difficult for the man to stand on his feet. *it* *was* *very* *difficult* *for* *the* *man* *to* *stand* *on* *his* *feet*. Some of his friends tried to support him by holding his *arm* or his friends *try* *to* *support* *him* *by* *holding* *his* *arms*, but although they supported him as well as they *can*, but *so* *soon* *as* *they* *support* *him* *as* *well* *as* *they* could, he suddenly fell to the ground. "If that is a *kick*, *he* *sudden* *feel* *to* *the* *ground*. "If *that* *is* *a* typical picture of an English public house, I'm sure *typical* *picture* *in* *an* *English* *public* *house*. *him* *find*

**He breaks,  
he broke,  
he has broken  
[breaks break,  
broken]**

that people break many glasses in this way," said *dat* *people* *break* *many* *glasses* *in* *dis* *way*," *said* Storm. "You are right," Marshall replied, "thousands *of* *them* *kick* *at* *year*," *Marshall* *replied*. "Thousands of glasses must get broken every year, but this is an

a typical English pub; at least it is only typical of some  
*a tipikal englisj pub; al iost it is onle tipikal en... pub*  
 pubs in the East End. But now, I think, we will leave  
*pubs in de East end. bet now, al biyk, we wil leav*  
 the East End, not because we've seen all that is to be  
*an iost, not biyk, wee sene al dat is to bi*  
 seen, but because our time is limited. I must say, Storm,  
*an, dat biyk, wee hene is biytal al must sei, strom,*  
 that I find the East End one of the most interesting  
*dat finf de East end, hene is de moast intresing*  
 parts of London."

*parts of London."*

"Yes, that may be so, but you would not like to exchange  
*yes, dat ma be so, but you woud not like to exchage*  
 your own suburb for this place, would you? You would  
*your own suburb for this place, woud you? You woud*  
 not exchange your house for a house in the East End  
*not exchage your house for a house in de East end*  
 with another family living in it. But you said that our  
*with another family living in it. But you said that our*  
 time was limited as our programme was so long. What  
*time was limited as our programme was so long. Wha*  
 are we going to do now?" Marshall replied, looking at  
*are we going to do now?" Marshall replied, looking at*  
 his watch, that it was an hour or two past lunch-time,  
*his watch, that it was an hour or two past lunch-time,*  
 but itself, that it was an hour or two past lunch-time,  
*but itself, dat it was an hour or two past lunchtime*  
 and that before he could think of doing anything else.  
*and dat dit he self punk dat dienig etz*

proper — right

they must have some lunch and a little rest, and later  
dei must have *some time* and a *full rest* and before  
he would take Storm to church. "Without a visit to  
the *wed teik station* is *not* *possible*." "Without a visit to  
a church," he told Storm. "I can't give you a really  
a *typical* *picture* *of* *a* *Sunday* *in* *London*. Before the first  
world war the English were a church-going nation, and  
they still are, even if, perhaps, fewer people go to church  
now. Most of those who go to church on Sundays, go  
because they really want to and feel that they could  
not do without it, but there are, of course, some who  
only go because they think it the proper thing to do.  
Their parents and grandparents went to church, and  
so they go, too."

Storm. "Yes, in my country it is almost the same. Many  
people, for example, go to church only on the twenty-  
fourth of December.

fourth or the twenty-fifth of December, because they  
 'fɔ:þ ɔ: ðe tweɪnti-fifθ ət ðʌməðə, bə'kɪz ðeɪ  
 think it the proper thing to do, or, perhaps, because  
 þɪŋk ɪt ðə prɔ:pð ðɪŋ tə dø ðə ðə'pɑ:θɪ. bə'kɪz  
 they have always done so; -but there are, of course,  
 ðər ہیə ə'wɔ:s ðəs səʊ; bət ðrər ə:, əm kɔ:s,  
 also a great many people who go to church every Sunday  
 ə'lso ə gret'ma:n pi:pl həs gə:tə ða:tf̩ e'vri ə'sədī  
 because they really want to."  
 bə'kɪz ðeɪ rɪ'əl t'wənt ðə"

It took the two friends more time to get through their  
 ït tək ðə ðwø frɛndz mə:t ȳ:t ðə gə:t þru. A:d  
 lunch than they had expected. They spent more than  
 lʌnچ ðeɪ spɛnt ðe:fɪk ðə ðpə:t ðə ðə:t  
 two hours eating and reading the Sunday papers. "We  
 twu ȳ:tɪng ənd rɪ'dɪng ðə sʌndɪ pɛpəz "wi:  
 are a little late now," Marshall said. "There is a service  
 ȳ:re ə lɪ:t lə:t ña:w, "mə:ʃə:l sed. "ðe:r ɪs ə sə:vɪs  
 in a church a quarter of an hour's walk from here, so  
 ȳ:n ə ȳ:tʃɪ:t ən ȳ:u:hr ðən ȳ:u:k wə:k frəm hɪ:ə, so  
 we must hurry." When they reached the church, the  
 wə:mʌst hʌry, "ȳ:pen ðə ȳ:u:lt ðə ȳ:u:lt ðə  
 service had already begun, and the clergyman had  
 sə:vɪs ȳ:ðəlɪ bɪ:gɪn, and ðə klə'gymən ȳ:ðə  
 just appeared. Before the clergyman began to speak,  
 ðəsə:t ȳ:pid bɪ:fð: ðə klə'gymən bɪ:gɪn tə spɪk  
 however, Marshall found time to say to Storm in a very  
 hʌvər, ȳ:mfəl f'rend t'wə:t tə sei tə storm i: ȳ: və:



clergyman

low voice: "Listen carefully, now! You will hear many  
*old words*. *These English words* you will hear his own  
 strange old expressions that are not in use any more,  
*already old usages do not in fact any more*,  
 but a clergyman usually speaks so slowly in church  
*but a big English speaker speaks very slowly in church*  
 and in such a loud voice, that I have no doubt you will  
*and in such a loud voice, do in fact now dare yet* will  
 be able to hear and find out the meaning of most of  
*be able to his and find out the meaning of most of*  
 the words and expressions. You will recognize the  
*the words and usages, you will recognize the*  
 matter he is speaking about, of course, and that will  
*matter he is speaking about, of course, and that will*  
*make him fit his speech to facts and don't help,* too." The clergyman had a strong voice, that  
*make him fit his speech to facts and don't help,* too." *The big church had a strong man* that  
 sounded rather pleasant, and it was quite an experience  
*sounded rather pleasant, and it was quite an experience*  
 for Storm to hear the many old English words and  
*for Storm to hear the many old English words and*  
 expressions which sounded very strange and also very  
*expressions which sounded very strange and also very*  
 beautiful to his ears, as he told Marshall after the  
*beautiful to his ears, as he told Marshall after the*  
 service was over.  
*service was over.*

Shortly after seven they left the church and went to  
*shortly after seven they left the church and went to*

a restaurant for a cup of tea. "We've had a very busy day," said Storm, "and I think that your programme could hardly have been better." "Do you think perhaps that it has been bad?" "No, no, no, perhaps," Marshall asked, "that our programme is finished already?" Just as soon as we've had enough tea and bread and butter, we will go and see a good film." "See a good film!" said Storm in great surprise: "you must have forgotten that the cinemas are closed to-day." "That is again the strange idea that foreigners have of England. There are at all far more than 200 towns in England, in which the cinemas are open on Sundays."

They went to a cinema in Leicester Square, and before

going in, stood for a time on one of the four sides of



SQUARE

the square, looking at the great number of very bright  
 do they living at the great number of very bright  
 lights outside most of the buildings. The lights were  
 lights 'an' not many at the buildings do lights not  
 so bright that it was almost like daylight. They went  
 one bright dat it was almost like daylight. do went  
 inside the cinema, which was so comfortable that it  
 'ould da mind living not too comfortable dat it  
 was almost like a palace. The prices were rather high,  
 was a higher than a poster. do price we made her,  
 but Marshall told Storm that they must pay for all the  
 but Marshall made them dat doi must bri for all the  
 comforts. "If you want to have all modern comforts,  
 comforts. "if you want to have all modern comforts,  
 you'll usually find that you have to pay for them in  
 just you'll find dat you have to pay for them in  
 some way or other."  
*Take we i.s.r. idz.*"

They saw a war film, and when they left the cinema,  
 doi is a test film and back doi left da cinema,  
 they agreed that they did not wish to see any more  
 doi agreed dat do did not wish to see any more  
 war films for a long time to come. It was about an  
 an story for a boy from the time it was about an  
 Englishman who had been taken by the Germans, but  
 Englishman had been taken by the Germans, but  
 after a lot of trouble he had got away from them and  
 after a lot of trouble he had got away from them and

escaped to Sweden, where he received a shock on  
~~when he got home after a long day's work~~ hearing that his parents were dead, and that his  
~~brother had run away with another man.~~ Marshall "I have  
~~now had two days off~~ said Storm, "and I have  
~~had a brother who also escaped from Germany during the~~  
~~war, but I am glad to say that nothing unpleasant had~~  
~~taken place in his family which might give him a shock~~  
~~when he got back."~~  
*when he got back."*

When they got home that evening, Storm thanked his  
~~parents had gone to bed, but see him, and~~ guide and said, "I'm sure this has been the most  
~~interesting day I have ever spent for a boy full~~  
~~of surprises from morning till night."~~  
*or surprise from morning till night."*

Marshall's parents had gone to bed, but as he and Storm  
~~were both hungry after their long and tiring day, they~~  
~~went into the kitchen, where they found some cold~~  
~~meat, and Storm~~

supper which Mrs Marshall had left for them. They —  
*also* *themselves* *were* *the* *had* *left* *the* *dinner*. *they*  
 made themselves some tea to drink with their supper.  
*and* *themselves* *were* *the* *drinking* *and* *the* *supper*

## EXERCISE A

## WORDS:

condition  
store  
cat  
domestic  
loose  
chance  
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:

them — 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 [*prənjuːns*]. Pronouns are words like I, you, this, 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 [*peərənl*] 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 [pɒsɪsɪv] 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  
*the* *things* *that* *happen* *in* *my* *own* *country*, I am afraid that I don't  
*know* *very* *much* *about* *events* *that* *happen* *in* *other*  
*countries*, so I think that in the future I had better read  
*an* *English* *newspaper* *every* *day*. In that way I should  
*also* *get* *to* *know* *more* *about* *what* *the* *English* *think*  
*about* *things*; I should learn the opinions of the English.  
*I* *am* *sure* *that* *one* *of* *the* *best* *ways* *to* *learn* *the* *opinions*  
*of* *a* *foreign* *nation* *is* *to* *read* *the* *newspapers* *in* *the*  
*country*. Living in England, as I do now, I think I ought  
*to* *know* *more* *about* *the* *English*, *so* *my* *duty* *is* *to* *try*  
*to* *know* *more* *about* *the* *nation*. I think it's almost my  
*duty* *to* *learn* *all* *that* *I* *can* *about* *the* *English*."

event = thing  
that happens

happen = take  
place

the future = the  
time to come

He ought,  
he ought,  
—  
[see 57].

duty = the work  
or the things a  
person ought to do

putting it too strongly — making too much out of it

"You don't really mean what you say, do you?" asked "you don't really mean what you say," asked "you don't really mean what you say," asked Marshall. "You cannot be serious; you must be saying something." "you know it's serious; you must be saying this just in fun." "No, not in fun. I am serious all the ~~day~~ <sup>time</sup> in fun." "now, not in fun; all serious and right; I mean just what I say," replied Storm. "It is right, ~~in~~ <sup>it's</sup> ~~not~~ <sup>is</sup> ~~bad~~ <sup>good</sup> in itself." explained Storm. "It is very pleasant," said Marshall. "to hear that you take every pleasure," said the fat "to hear that you take such an interest in us, but I think that you are putting ~~too~~ <sup>too</sup> ~~much~~ <sup>interest</sup> in us, but as ~~high~~ <sup>high</sup> ~~as~~ <sup>as</sup> you do ~~think~~ <sup>think</sup> it too strongly when you say that you ought to know all ~~about~~ <sup>about</sup> us, ~~because~~ <sup>because</sup> you live here for a few months. If I had a chance of living in your country, perhaps. If I had a chance of living in your country I don't think I should link upon it as my duty to make ~~a~~ <sup>an</sup> ~~short~~ <sup>short</sup> ~~and~~ <sup>and</sup> ~~simple~~ <sup>simple</sup> ~~and~~ <sup>and</sup> ~~difficult~~ <sup>difficult</sup> a study of the people and the conditions under which they live, although, on the other hand, I might be glad ~~to~~ <sup>to</sup> ~~learn~~ <sup>learn</sup> ~~more~~ <sup>more</sup> ~~about~~ <sup>about</sup> ~~us~~ <sup>us</sup> ~~and~~ <sup>and</sup> ~~them~~ <sup>them</sup> to learn a few things about them. You will find, Storm, ~~that~~ <sup>that</sup> ~~the~~ <sup>the</sup> ~~biggest~~ <sup>biggest</sup> ~~thing~~ <sup>thing</sup> ~~they~~ <sup>they</sup> ~~know~~ <sup>know</sup> ~~about~~ <sup>about</sup> ~~themselves~~ <sup>themselves</sup> ~~than~~ <sup>than</sup>

about each other. We might say that this is international, for it is to be seen in every country. But if *international*, for it is to be seen in every country, but if you do take such a great interest in the English, if *you do take such a great interest in the English*, it would be a good idea for you to read an English paper *read by a good friend for you to read an English paper* in future, both while you are staying in England and *in future both when you are staying in England and when you return to your own country.*"

*turn in return to your own country.*"

do take (here) =  
really take

in future = in the  
future

Storm: "I have heard the names of quite a number of *of quite a number of* English papers, but it is hard for me to remember them, *English papers, but it is hard for me to remember them*, because I have such a bad memory for foreign names." *because of how well I read names in foreign words*"

Marshall: "While working at the office, I have not found *me not* "I could see right at the office, or how not found your memory so poor. I've sometimes been quite surprised at the things you can remember. It is always *priced at the price you can remember. It is always* difficult, however, to remember a lot of foreign names." *difficult, however, to remember a lot of foreign names*"

Storm. "You English seem to read a great number of *of you English seem to read a great number of*

papers. Many of the men at the office sometimes buy *newspapers*. *men* *do* *buy* *it* *of* *the* *newspaper* *because* *they* *are* *interested* *in* *two* *or* *three* *newspapers* *a* *day*. Is that because they're so *interested* *in* *the* *latest* *news*?“  
“*interested* *in* *the* *latest* *news*?“

on account of —  
because of



page



pace

care about = feel  
interested in

Marshall: “Not always; in most cases it is on account *not* *for* “*not* *because* *in* *most* *cases* *it* *is* *on* *account* *of* *their* *interest* *in* *sport*. The evening papers usually *are* *dear* *newspapers* *in* *sport*. *as* *evening* *newspapers* *usually* *have* *several* *pages*, and in most cases only two or three *have* *several* *articles*, and *in* *most* *cases* *only* *two* *or* *three* *of* *the* *pages* *have* *news*; *on* *the* *rest* *there* *are* *reports* *as* *the* *articles* *have* *news*; *on* *the* *rest* *there* *are* *reports* *of* *big* *events* *in* *sport*. *but* *as* *there* *is* *a* *limit* *to* *the* *number* *of* *papers* *one* *can* *comfortably* *read*, so I am *farther* *as* *newspaper* *than* *her* *comfortable* *read*. *and* *so* *am* *sure* *that* *the* *people* *who* *buy* *so* *many* *papers* *on* *days* *just* *as* *the* *people* *kn*. *but* *you* *men* *newspapers* *on* *days* *when* *a* *horse-race*, *a* *bicycle-race*, *or* *a* *big* *football* *match* *takes* *place*, *only* *read* *a* *few* *words* *on* *each* *page*. *I* *teaks* *pleis* *only* *read* *a* *few* *words* *on* *each* *page*. *so* *don't* *care* *much* *about* *the* *many* *pages* *of* *sport*, *myself*; *down* *the* *rest* *of* *the* *newspaper* *to* *sport* *myself*.  
I'm more interested in the rest of the paper. There *you* *more* *interested* *in* *the* *rest* *of* *the* *paper*. *does*

is one thing particularly that I always read. Perhaps you have already noticed the many letters to the editor in our papers? People from all parts of the country write letters to the papers and give their opinions about all sorts of things. Some of the letters are quite interesting, but in most cases, of course, they are very funny, because the letter-writers don't know enough about the things they write about. However, people in England have been doing this for so long that it has become almost an English institution."

"It's true," said Mr. Marshall.

The newspapers of a country are spoken of as the press, and Storm now wanted Marshall to give him some information about the English press. "You will, perhaps, be able to make a good suggestion as to which paper

editor = the head of a newspaper

suggest = propose

will be the best for me." "Yes, I could easily do that," will du: do best fɔ: mi. "yes, si kud i:zili du: dat," Marshall replied. "but I have a better suggestion to make. I will first tell you the most important details about the papers, and then I suggest that you try a few of them. In quite a short time you'll discover which one you can read to best advantage." *wek ju: sun ri:d tə best ad'venচিয়া.*"

Storm answered that he would do as Marshall suggested, and Marshall went on, saying, "We mentioned that you would like to know more about the opinions of the English, but, of course, you understand that not all Englishmen have the same opinion. In Parliament we have a very good example of this. Those who are of the same opinion, and have the same programme for what they want to do for the good of the country, are

*sun a:kerd dat hi: sun di sun:fi:nd dat you: sun a:kerd dat not a:ki Englishmen have the same opinion. In Parliament we have a very good example of this. Those who are of the same opinion, and have the same programme for what they want to do for the good of the country, are*

spoken of as a political party, while what they want  
*speaken* is as a *political party*. *David* *has* *not* *want*  
 to do is spoken of as their political programme.  
*to do* is *speaken* as to the *political programme*.

"The most important men of the largest party usually  
*the* *most* *important* *men* *in* *the* *largest* *party* *usually*  
 make up the government of the country; and it is the  
*work* *of* *the* *government* *of* *the* *country* *and* *it* *is* *the*  
 duty of the government to look after the affairs of the  
*country* *do* *government* *to* *look* *in* *the* *affairs* *of* *the*

nation. In England we have three large political  
 parties. *in* *England* *we* *have* *three* *large* *political*

parties: the Labour Party, the Conservatives, and the  
*parties* *do* *help* *you* *do* *house* *work* *and* *do*

Liberals. All the papers that I shall mention to you,  
*therefore* *do* *the* *people* *not* *do* *any* *service* *to* *you*

give the opinions of one or other of these three large  
*give* *the* *opinions* *of* *one* *or* *other* *of* *these* *three* *large*

political parties, although they are not owned by the  
*political* *parties*, *which* *do* *not* *own* *but* *the*

parties I will begin with the Daily Telegraph, as I  
*parties* *do* *not* *believe* *that* *the* *daily* *telegraph* *do* *a*

have a copy of it in my pocket. Of course, you have  
*have* *a* *copy* *in* *my* *pocket* *in* *my* *pocket*, *you* *have*

seen it many times before, and you know what it is  
*seen* *it* *many* *times* *before*, *and* *you* *know* *what* *it* *is*

like. It has a circulation of about a million, and is  
*like* *it* *has* *a* *circulation* *of* *about* *a* *million*, *and* *is*

affair = matter

labour = work

the telegraph is  
 used for sending  
 telegrams

as you'll have seen, a very Conservative paper. Two  
or you'll have seen, a very Conservative paper. The  
other important Conservative papers are the Daily Mail  
~~and important conservative papers as the daily mail~~  
and the Daily Express, the first with a circulation  
~~and the daily express, the first with a circulation~~  
of 2,000,000, and the second with a circulation of  
~~the second with a circulation of~~  
3,600,000."

*pero análisis de hundred thousand."*

Storm: "I can't understand that you have not men-  
tioned 'The Times'. It is almost the only English  
~~and the times it is among the such right~~  
paper ever mentioned at home." Marshall: "The Times  
~~paper and around the world~~" Marshall: "The times  
has a circulation of about 300,000." Storm:  
*frece a se cincuenta o sesenta mil* hundred thousand." Storm:  
"Has The Times only a circulation of 300,000?"  
*"then the times would a circulation of five hundred thousand!"*

Marshall: "Most foreigners are inclined to think that  
~~most foreign countries are inclined to think that~~  
The Times is the paper with the largest circulation. The  
~~the times is the paper with the largest circulation.~~  
reason for this is that many times in the past it has given  
~~times the the most valuable in the past it has given~~  
the opinion of the British government, and on account  
~~the opinion of the best government, and the~~

the past - the time  
that has passed

of this fact it is, of course, one of the most important  
 or this fact it is, we know, seen at the moment in' present  
 papers, even though it is not one of the biggest. The  
 biggest Liberal paper is called the *News Chronicle* with  
 a circulation of 1,250,000.

*A socialist newspaper with a circulation of seven hundred and fifty thousand.*

Then I must mention the Labour paper, called the  
*Daily Herald*, a paper with a circulation of over

2,250,000. In 1918  
*The number of the *Workers' and Refresher* in circulation was*

it was a small paper with a circulation of only  
*one thousand* papers and a *circulation* of *only*

100,000, but its growth has been so rapid  
*that it has increased* *fourfold* but its growth has been so rapid  
 that already in 1929 its circulation had in-  
 creased to twenty times as much."

"*From* to *Twenty times as much!*"

"What a growth!" said Storm; "I have heard of papers  
*that are growing* and others that have had no papers  
 growing quickly, but never of such a rapid growth as  
*that.*" "In your place," Marshall continued, "I should  
*do.*" "In *your place*," Marshall continued, "in just

*chronicle -- report*

*herald = one who  
 tells news*

*rapid = fast*

buy a copy of each of these different papers. It is best  
to buy a copy of each of the different papers, it is best  
for you to decide for yourself which one you are going  
to buy, to decide for yourself what you are going  
to read. In all the papers I've mentioned you'll find  
long articles about home affairs, and about foreign  
long articles about home affairs, and about foreign  
affairs as well. I haven't said anything about the  
affairs as well, as I haven't said nothing about the  
evening papers, as I don't think they will interest you.  
"I am sorry, as I don't think they will interest you,  
they are almost full of articles about sport." Storm:  
"I am inclined to think you are right. I shall keep to  
the morning papers and buy a copy of each of those  
as morning papers and buy a copy of each of those  
you have suggested."

"You know what?"

Marshall then told Storm that, with one or two  
one or two small exceptions, and some of the  
exceptions, all the big papers are printed both in  
in London and in some town in the north of England at  
the same time. "It is a good idea to print the papers  
at the same time. "It is a good idea to print the papers

in two places. A man in the north of England is then in the States; a man in the south of England is then

able to get a copy of his paper just as quickly as a man  
will to get a copy of his paper just as quickly as a man

in London," he said. "I think that is a good  
of England," he said. "A pig's dot is a good

thing. Nowadays it's important to read newspapers."

Pig. *nowadays it's important to read newspapers*

"Yes, it is one of the ways in which people, if they  
can, it is never do well in their pig's dot if they

take things seriously, may learn more, and so continue  
to be serious, and to do well, and say something

their education after they have left school. Books, of  
*their education after they have left school* books, of

course, are a great help to people who wish to educate  
themselves, and a great help to people who wish to educate

themselves, but newspapers can do quite a lot. The  
*books, but a great help to people who wish to educate*

papers, however, might do even more to give people  
*themselves, but a great help to people who wish to educate*

a better education; but in our days there is a tendency  
*a better education; but in our days there is a tendency*

to fill the papers with articles about sport and politics.  
*to fill the papers with articles about sport and politics,*

and to leave out things that might be more useful.  
*and to leave out things that might be more useful,*

One notices this tendency more and more as the years  
*one notices this tendency more and more, as the years*

pass, and as it is the case in every country with hardly  
*per se*, and as it is do *sein* in *every* country with hardly  
any exception, I think we might speak of it as an inter-  
national *tendency*.<sup>1</sup> "I see nothing wrong in reading  
*Kurjanski* *zeitung*?" "of course, *nothing* is *wrong* in reading  
articles about politics," Storm answered. "In a country  
a little *about politics*" storm *was* used. "in a *country*  
where the people take part in the government of their  
towns do *people* take part in the government of the  
country and any man may become a Member of  
*kunsti* and *even* when *not* *bikun* a member of  
Parliament, the more people know about politics, the  
parliament, do *more* *people* *know* *about politics*, do  
better, in my opinion." "There is something in what  
*he* in *your* *opinion*?" "Das *zulässig* in *know*  
you say there," was all that Marshall could say to this.  
*ja, sei *deut**" was *all* *der* *marshall* *had* *sei* *to* *do*  
"Speaking of reading," Storm continued, "I have noticed  
"*spacings* or *reading*," *sturm* *continuing*, "or how *noticed*  
that there is not much space between the lines in your  
*dot* *dot* *not* *much* *space* *between* *the* *lines* *in* *your*  
papers. That is bad for one's eyes, I think. But of  
*course*, *that* *is* *bad* *for* *eyes* *one*, *as* *you*, *but* *of*  
course, if you add up all the space saved between the  
*lines*, *if* *you*, *add* *up* *all* *the* *space* *saved* *between* *the*  
*lines* *in* *this* *way*, *it* *comes* *to* *quite* *a* *lot*, *doesn't* *it*?  
*line* *in* *this* *way*, *it* *comes* *to* *quite* *a* *lot*, *doesn't* *it*?

More reading matter for the same money!

*more reading matter for the same amount*

"Newspaper work interests me. I think that when I  
*newspaper work interests me, in fact, do better*  
 know England and the English a little better, I shall  
*know England and the English a little better, so I will*  
 write some articles about England and try to send them  
*and some articles about England and try to send them*  
 to one of our papers at home. So be careful what you  
*to one of our papers at home, you be careful what you*  
 say and do from now on, Marshall; everything that you  
*say and do from now on, you be Marshall, writing what you*  
 say will be used against you!" "And I?" replied Marshall  
*and I? you be against me?" "Not it," replied Marshall  
 with a smile, carefully folding up his Daily Telegraph  
*with a smile, carefully folding up his Daily Telegraph*  
 and putting it under his arm. "I shall write an article  
*and put it under his arm. I shall write an article*  
 called "Educating a Young Foreigner in London" and  
*called "Educating a Young Foreigner in London" and*  
 tell about all the funny questions you have asked me."  
*tell about all the funny questions you have asked me."*  
 So saying, Marshall took his friend back to the office  
*So saying, Marshall took his friend back to the office*  
 from the small restaurant where they had been having  
*from the small restaurant where they had been having*  
 lunch. Each had his paper folded under his arm.  
*Each had his paper folded under his arm.**

## EXERCISE A.

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  
 told  
 exception  
 print

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 has — 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 at 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 [dɪ'menstrətɪv] 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.

asked, when was, wouldn't  
do just as I thought  
dis word

it was very glad to get the boy full of time and the boy  
had my sister sent me. or whenever better dat you help  
me. to park it; a good road never had been and to park  
in it being fine

it is this we go to wait and tell me; know you, and broken  
or during, or you still differently wait half in local parts  
between men when work and left at home, now as we were  
interested in the object dat you send will you please send this  
you as the postscript from our trip, too?

is it satisfied as went to it a great or rough football, a  
very strong girl, in can tell you. or ready got the impression  
dat a great part was being fact far a fair kind of ball,  
but still evidently was trying to take some from everybody and  
keep from your place to stand under his arm'

as we to my over again, pigs at the office hours of just tell  
you about in with arket lets remember we to break, No 2

just as usual,

etc. etc.

## A VISIT TO THE HARBOUR OF LONDON

Storm had had a busy morning at the office; the storm had had a busy morning at the office; the manager's bell had rung for him at least five times.

"The old man does nothing but ring his bell for me,"

"the old man does nothing but ring his bell for me this morning," Storm said to Marshall. While he was

speaking, the bell rang once more. When he had

entered the manager's office, the manager began by

saying, "You know that the harbour of London is the

greatest harbour in existence, and that ships go from

there to all parts of the world; but have you ever

visited it? If not," he continued, "there is a chance

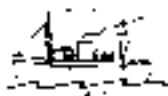
for you to do so today. I want you to go down to a

ship lying in the harbour and speak to the captain of

the ship to see if he would let you go down to a

He rings, he rings,  
he has rings (ring,  
ring, ring)

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 does not ask us here much about him. When he decides things for the firm without asking us. If he decides things for the firm without asking us, if he is in doubt about anything connected with the affairs of the firm, he does not ask us what to do, but decides on his own, he does not trust us enough to do, but decides the matter himself; it matters nothing to him that we've never given him any authority to do so. But, of course, we give him our authority to do so. But, we know, we cannot take the responsibility for what he does without being told by us. If the responsibility is to send out bills to us, if the responsibility is to be ours, that is, if we are to pay for the goods and bill us, that is, if we are to pay for the goods and anything that is done with them, he must ask us what to do and not decide things on his own. It is very unpleasant to have anything to do with people like this captain, who do things without any authority from the captain, he does things without our authority from those for whom they work. This man speaks English does not know the work. Our men speak English

very poorly, but I hope that you'll be able to make  
out just, but at least don't tell him to make

out what he says, for I want you to tell him that he  
may give as many orders as he likes to the men on

his ship, but that if the firm has any orders to give,  
he will give them. — We also want some goods that are  
lying in the harbour, and on which duty must be paid  
first. We need the goods badly, because we have sold

all that we had, so that we have no more in stock. If  
an article sells well, it's always best to have a good  
amount of money that will have to be paid in duty,  
and you can take it with you. The amount of the duty  
is £ 10/9/6, and I will write out the cheque for

at once. You will remember, of course, to get a receipt  
when you receive the money, to get a receipt

make out = un-  
derstand

We need the goods  
badly = we need  
the goods very  
much.

cheque

receipt

for the amount, so that our book-keeping department  
fa di d'monster, sou dat oua bukk' ping d'f'a:bu:ment  
can see that the money has been paid."  
ken si. dat da m'shi jis bi:n peid."

Storm promised to get a receipt for the cheque, and  
storm promise to get a r'sipt fo de cheq., and  
mentioned that it would be his first visit to the harbour,  
men:send dat it wad bi: his first visit to de ha:ba.  
after which he left the manager's office.  
u:fta knif: hi: left da managaz ofice.

The man to whom he paid the money at the custom-  
de man is hi: m bi: peid da man at de kastair-  
house soon discovered that Storm was a foreigner, and  
kunz su:n d'lk'ered dat storm was a forign, and  
on hearing that it was his first visit to the harbour,  
de harby dat it was his first visit to de ha:ba.  
he offered to show him some of the things worth seeing  
hi: offid is for him saw de bi: wip sinig  
there. The first building to which they came was used  
de. de f'rst bldg is bu:dat dei hem was j'nted  
to store corn. Storm's new friend said that many of  
de st' bldg. storm n'f: friend sed dat meni on  
the buildings were used for grain. "What kind of grain  
de bldg is. j'nted fo grain." "h'wt k'ind o'grain  
do you store here?" he asked the man. "There are  
du: j'nt. hi: aski de man. "De  
three or four important kinds," he answered, "but by  
far de f'rst imp'rtant kinds." Hi: o'nsid. "dat hem

grain = corn

far the most important is wheat, because most of the  
 food most important is flour, b'cos flour we do  
 bread eaten in England is white bread. However, we  
 bread eat in England is wheat bread. Now, we  
 don't produce enough wheat in England for our own  
 food products that flour in England for our own  
 supply, and although there is such a lot stored here,  
 it is not enough to supply the country with white bread  
 it is not enough to supply the country with white bread  
 for more than a month. Other countries have supplied  
 us with the greater part of our wheat for the last  
 hundred years. At one time England was a country  
 with many farms and farmers, and as in those days  
 there was more than enough wheat, we used to export  
 wheat to other countries. Then the rise of industries  
 brought in the factories. One day there were industries  
 using a lot of machinery suddenly changed the whole  
 picture, and one factory was built after another, so that  
 in our days England is most interested in her industries.  
 in our days England is most interested in her industries.

wheat

industry — the system of producing goods with the help of machines

machinery — machines

woollen (here) =  
wool

The coal, steel, iron, cotton, and woollen industries are  
*de hout, stell, eisen, korn, und wolln industrie* are  
by far the most important. I will now take you to a  
*bei fur: de meiste importante. di tel nuw frik ju: In a*  
building that will, no doubt, interest you very much.  
*bilding dat wi, now dout, interest ju: very much.*  
In it we store the many different articles that come  
in it wi. *Itz, de meest defrant article dat han*  
from the East.  
*from di east."*

As soon as they entered the building, Storm saw five  
*so suh as dei entrad de bilding, sto:nu ss: fah*  
or six cats and asked the man what they wanted cats  
*a riks katz und a rikt de engl lant dei wunnd katz*  
for. "These are very special cats — our fellow-workers,  
*fo: "de: a ver special katz — aus felow-katz,*

so to speak," his guide explained. "The buildings here  
*sou fa sprik," his guid its'plained. "de buildings haiz*  
are all full of rats, and it is the duty of the cats to  
*u: vil ful av rats, und it is de dju:ti av de katz to*  
catch and eat the rats. We feed them once a day on  
*bezi und i't de rats. wi: fid dom want a dei in*  
fresh meat, not very much, of course, but just enough  
*frej mi:t, not ver mealj, av katz, hat dagast 'nef*  
to make them feel that they belong to us. For the rest,  
*ta meik dom fid dat dei bilding tu ar. fo: de rest,*  
they must catch rats, and as they all look nice and well  
*dei inest katz rats, und zo bei o:l luk rats and wel*



He feeds, he fed,  
he has **Rat** [red, red,  
fed, fed].

fed, it seems that they are doing their work properly.  
*fəd, ɪt sə:mz ðəl ðəi ə: də:uy ðəs wə:k prə:pəli*

Some of the rats are very big and will sometimes even  
*sə:m ðə ðəs ðə: və:ri bɪ:g ənd wɪ:l sə:m'ta:ms i:ðən*

bite a man's leg. I was bitten by a rat once myself —  
*bɪ:t ðə mæn'z leg. ɪ: ðə: wə:s bɪ:t ðə ðəs tə:wəls mə:lf'*

a very unpleasant experience, I can tell you."  
*a və:ri ən plə:nət ɪk'pə:rəns, ðə ðən sel ðə:*"

Storm saw a man standing in front of a large box with  
*stɔ:m sə: ðə mæn stə:dɪng ðən frənt əv ðə la:dʒ bəx wɪ:l*

a hammer in his hand. He was using the hammer to  
*a hæmər ɪn ðɪs hænd. hə: wə:s ju:sɪg ðə hæmə ðə*

open the box, on one of the sides of which were some  
*əpən ðə bəx, ðə wæn əv ðə sɪdəz əv hə:wlɪf əw: ðə*

very strange marks. Storm could not understand the  
*və:ri strændʒ mə:ks ðə:m əd ñəd ñə:dɪst ðə*

meaning of the marks, but was told that the box had  
*mə:ning əv ðə mə:ks. bə:t wə:t ñə:t ðə ðəs hæd*

come from the East, and that the marks must be in  
*com fə:m ðə ëst, ənd ðət ðə mə:ks mə:t bɪ: ðə*

some strange eastern language. This man had worked  
*sə:m strændʒ ë:stən længwidž. ðɪs mæn həd wə:k*

there for twenty-five years and knew almost all that  
*ðər fə: twentifju:t yə:s ənd nju: ðl'most ðət ðə*

could be known about articles from the East; he was  
*kəd ðɪ: nju: ə'baut ə:tɪklz fə:m ðə ëst. hɪ: wə:s*

an expert at his work. There were a number of other  
*ən ekspə:t əv ðɪs wə:k. ðəz wə:r ðə ñə:mbər ðəv ðə*

*He bites, he bit, he  
 has bitten (this  
 bit, won).*



hammer



*an expert = a man  
 of great experience  
 in his work*

men, too, who on account of many years' experience  
 men, *tac*, *ha:* on *ə'kɔunt* *əv* *mɛni* *jɪəz* *ɪks'pɜːriəns*  
 had become real experts at their work. Storm remained  
*had bɪ'kʌm* *real* *əkspɜːts* *ət* *ðeɪr* *wɜːk*. *storm* *rɪ'mænd*  
 in front of the box that was being opened, as he wanted  
*in* *frənt* *ət* *ðe* *bɒx* *ðæt* *was* *bɪŋ* *ə'pənd*. *as* *hi:* *wanted*  
 to see what it contained. After a few minutes, he saw  
*to* *si:* *ha:w* *it* *ha:n'teɪnd*. *a:fte:r* *a* *fju:* *mi:nɪz*, *hi:* *so:*  
 that it contained many eastern articles which are usually  
*ðæt* *it* *ha:n'teɪnd* *mɛni* *ɛ:stən* *ə:tɪklz* *ha:w* *ə:* *ju:gʒuəl*  
 sold very cheap. The man, however, explained that  
*sold* *və:rɪ* *tʃi:p*. *ðe* *mæn*, *ha'vevz* *ɪk'splæɪnd* *ðæt*  
 the articles were no longer so cheap as they used to be.  
*ðe* *ə:tɪklz* *wa:* *now* *tɔ:gəz* *səu* *tʃi:p* *ə:* *ðeɪ* *ju:st* *la:bi:*  
 They had always paid insurance on the goods, so that  
*ðeɪ* *hæd* *ɔ:lwa:s* *pæd* *ɪnfɪərməns* *ən* *ðe* *gʊdз*. *səu* *ðæt*  
 if anything should happen to them on the way to Europe,  
*if* *ə:nyθɪŋ* *ʃæd* *hæp:p* *ən* *ðe* *weɪ* *ə:tjʊər*.  
 the firm would receive money for the damage that had  
*ðe* *firm* *wæd* *ri:sɪv* *mʌni* *əs* *ðe* *dæmɪdʒ* *ðæt* *hæd*  
 been done, but both during and after the war, they had  
*hæd* *ðə* *peɪ* *ə* *mætʃ* *ha:vr* *ɪnfɪərməns* *ən* *gʊdз* *frəm*  
 foreign countries.  
*frɔ:g* *kəntri:z*.

Storm noticed that the building had many large doors,  
*storm* *nəʊtɪst* *ðæt* *ðe* *ba:ldɪŋ* *hæd* *mɛni* *la:dʒ* *dɔ:z*.

through which he could see some lorries and also a  
*truck*: *truck* *he* *had* *in* *some* *trucks* *and* *a* *few* *a*

horse and cart. Porters were busy taking goods to the  
*horses* *and* *carts*: *porter* *were* *busy* *taking* *goods* *to* *the*

doors, where the lorries and carts were being loaded.  
*doors*, *horses* *do* *trucks* *and* *carts* *we* *busy* *loaded*.

Storm watched the porters at work for some minutes  
*station* *watch* *the* *porters* *at* *work* *for* *some* *minutes*

and then spoke to one of them, saying that it must be  
*and* *then* *speak* *to* *one* *of* *them*, *saying* *that* *it* *must* *be*:

hard work. "Yes, indeed it is, sir," the porter replied.  
*hard* *work*: "yes, *indeed* *it* *is*, *sir*": *the* *porter* *replied*

"And if I had one pound in money for every pound I  
*and* *if* *ai* *had* *one* *pound* *in* *money* *for* *every* *pound* *ai*

have loaded in weight, I should be a very rich man!"  
*have* *loaded* *in* *weight*, *ai* *had* *big* *a* *very* *rich* *man*!"

Storm's new friend now offered to show him down to  
*Storm*'s *new* *friend* *now* *offer* *to* *show* *him* *down* *to*

the ship that he wanted to visit. On their way they  
*da* *ship* *ai* *he* *would* *be* *visit* *on* *the* *sea* *dei*

saw a boat full of coal leaving the harbour. Storm: "The  
*see* *is* *boat* *full* *as* *black* *as* *the* *coal* *itself*". "yes,

ship is just as dirty and black as the coal itself." "Yes,  
*ship* *is* *dirty* *as* *black* *as* *the* *coal* *itself*." "yes,

black is the right colour for a ship carrying coal." "Black  
*black* *is* *the* *right* *colour* *for* *a* *ship* *carrying* *coal*."

Storm: "Look, there are two small boats just in front  
*Storm*: "look", *there* *are* *two* *small* *boats* *just* *in* *front*



lorry



cart

load = put  
goods on

indeed = really

carrying coal =  
loaded with coal

Where is she bound  
for = where is she  
going to?

He ships.  
he shipped.  
he has shipped.

of her, pulling her along! They're called tugs, aren't  
*an hæz, puling her along! deəz kæld tugs, aren't*  
they? Do you know where she is bound for?" "She is  
*ðeɪf ðæt ju: wən hæz ſi is bounð fr:?" "ſi is*  
bound for Scandinavia, for one of the countries with  
*bounð fr: skændinævya, fe wæn ðæt ðæt væntrig and*  
little or no coal. The two small boats are called tugs  
*litl ðæt nəu koul. ðæt tw: smal boats a kæld tugs*  
all right. They're pulling her out into the middle of  
*ði ræv ðæt puling her out into ða mædli ær*  
the river." "I don't understand why coal is shipped  
*ða ræv." "ði dənsnt wəndstend huw koul is ſhip*  
from London," said Storm. "because all the mines from  
*fræm Lændon." sed storm. "þiðo sɔ:l ðə mines fræm*  
which the coal is taken are much farther north." "They  
*kwætj ðə koul is tæke o: nærf fæðda nærf." "ðei*  
usually ship the coal from some place near the coal  
*jæ.zæft ſhip ðə koul from soðn pleis nɪð ðə koul*  
mines, but now and then it's shipped from London," the  
*mine hot næw and ðen ñi ſhip fræm Lændon," ðe*  
man replied.  
*mæn ri plið.*

When at last they reached the ship that Storm was  
*kwen at læst ðæt vi:tít ðə ſhip ðæt alðan wæs*  
looking for, he saw two sailors painting the side of the  
*læking fæ: ñi. so. ðæt sailor painting ðə ſide o: ðə*  
ship with black paint. Storm turned to his friend, and  
*fæ: wæd black paint ñi:ðæt turnt to his friend, and*

said, "We have now passed five or six ships, and on  
 red, "wek hau min past faij a seis sips and on  
 all of them one or two sailors have been painting. Have  
 u:z ar dam wau z tsu: sailors han hau painting. how  
 sailors nothing else to do but to paint the sides of their  
 u:z uakim tsu: to do, but to paint o:z saidz we dse  
 ships?" He called to the two sailors, asking them if  
 tifz?" hi. kuhfz to da tu: sellac, asking dam if  
 the captain was on board. On hearing that he was,  
 de kuhfz was in bsd on hauing hot hi: wuz.  
 Storm said good-bye to his guide, and went on board.  
 de kuhfz zed god'bu: to his guid, and went on bord.  
 He found the captain standing with another officer of  
 hi: found da kuhfz standing wid o:zider ofira at  
 the ship. When Storm had introduced himself, the  
 de ji: men kuhfz had introduced hemself, the  
 officer walked away, and Storm began to tell the cap-  
 tain wek hau sailor, and storm bilgen to tel da kap-  
 tain what the manager had said. The captain soon got  
 in hau: da manidge had and da kaptn su: got  
 very angry and said to Storm, "I'm a man who has  
 veri mygi and red te alrui, "anu a man ka: has  
 sailed all the oceans of the world, and yet your manager,  
 u:z di mifane ar da world, and yet jz: manidge,  
 who sits in his office all day, sends me his foolish  
 him: sits in his o:ps z i dei, rendz we: his field  
 orders."  
 z das."



officer

ocean = sea

grew (here) — got

However, after Storm had explained in detail why it  
*hadees*, o *fe* *storm* had *described* in detail how it  
 was important that the captain should never decide  
*was important dat de kaptein jod* — *never* *decide*  
 anything for the firm on his own, the captain grew  
*quieter* *te* *de* *jaan* *ou* *het* *van* *de* *koekien* *gra*.  
 quieter and promised to do only what he was told.  
*keurde* *and* *promised* *te* *do*. *onkel* *hoest* *hi* *was* *told*  
 "I will do as your manager wishes," he said. "The  
 "ik wil *dit* *as* *je* *wenigste* *wil*," *hi* *sed*. "De  
 trade between England and my country is very great,  
*trade* *Engeland* *and* *mai* *koontre* *is* *very* *great*.  
 and I hope that I may help to make the two countries  
*en* *in* *houp* *dat* *ni* *met* *help* *to* *maken* *de* *two* *countries*  
 buy still more from each other, so that the trade may  
*bei* *still* *me* *from* *i* *if* *ads* *sor* *dat* *de* *trade* *mai*  
 become still greater."  
*blaken* *stil* *grapit*.

trade — business

When Storm returned to the office, the manager thanked  
*houen* *storm* *rittaend* *te* *di* *ofis*. *de* *wenigste* *brachte*  
 him for what he had done.  
*hi* *te* *houen* *hi* *had* *done*

## 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,

	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	

## EXERCISE B.

Write 200—300 words about a trade with a foreign country that has to do with your work in some way.

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 [rɪ'lætɪv] 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 "that how yo' got dat?" "what ask," noticing something that Storm was taking out of his pocket as "suching dat storm was taking out of his pocket as they sat down to their lunch. "Stamps," came the "dat set down to dat lunc" "stamps," knew da reply "Let's have a look at them," Marshall said, "plus." "lets have a look at them," was fel' sed, with the ready interest of a fellow-collector. Storm will do well interest up a "fellow-collecto." "plus" placed the stamps on the table, and Marshall began to "peruse the stamps on the table, and was for bilyan to go through them. He took up one at a time, held it over his eye, then took up another at a time, held it up to the light, and regarded it carefully from all sides up to do him, and regarded it carefully from all sides At last he picked out three among them and asked, "at least hi' pick out for, saying done and a.skt. "Who sold them to you?" "Why?" Storm wanted to "the would done to just?" "Break?" storm wanted to know "Is there anything wrong with them?" "I won't be for nothing say with dam?" "ai should say there is," Marshall replied. "As far as I'm fed am for it," what/what ri'paid "as far as we are regard - look at  
among = in the  
number of

able to judge, there are at least three false stamps  
 right to regard. *dear* at first *for* his stamps  
 among them." Storm regarded Marshall with surprise  
*already done.*" *ste: m righ: did mar:hal wi: so'fruis*  
 in his eyes: "But the owner of the stamp-shop told me  
*in his shop:* "that *di* owner *at* *da* *stampshop* *told* *me*  
 on his word of honour that they were real and worth  
*in his shop* *at* *da* *stampshop* *told* *me* *so* *rich* and *worth*  
 the money. I must say that I don't know very much  
*do know* *oi* *most* *sei* *dat* *ai* *don't* *know* *very* *much*  
 about stamps from that country, so I wasn't able to  
*about stamps from* *der* *country*, *som* *ai* *scout* *xiel* to  
 judge for myself, but the owner was such a nice old  
*xiel* *is* *ma:treif*. *bat* *di* *owne* *was* *sif* *a* *nice* *old*  
 man, and I really felt that he was telling me the truth  
*men*. *and* *ai* *rich* *tell* *der* *hi*. *we* *tell* *us*. *da* *true* *about*  
 those stamps. It was that little shop with  
*about* *doce* *stamps*. *it* *was* *der* *little* *for* *mid*  
 stamps and coins a few houses from the office, you  
*stamps* *and* *coins* *a* *few* *houses* *from* *the* *office*, *you*  
 know." "I thought so!" said Marshall. "Word of  
*you!*" "ui *hus* *you!*" said Marshall. "now if *we*  
 honour! That man doesn't know what the word  
*honour!* *dat* *man* *doesn't* *know* *what* *da* *word*  
 'honour' means. He won't tell the truth about anything  
*'now!* *ani* *no*. *hi* *doesn't* *let* *da* *true* *about* *anything*  
 if he thinks he can make money by lying about it. It  
*if* *hi* *picks* *hi*. *ken* *weak* *man* *hi* *talks* *about* *it* *it*

truth — what is  
 not false

He lies, he lied,  
 he has lied  
 (has lied, lies,  
 to lie — lying)

former = earlier	was the same with the former owner of the shop. he was <i>de scim</i> and <i>de former owner in de shop</i> ; his
either — any (of two)	was just as bad as this one; you can't trust those two <i>we diger so bad as this one</i> ; <i>je ve ut trast done nre</i>

men. You should never believe anything that either  
*men*. *je ve jod mitz hiltz enphy dat wider*

of them says. I went there once to buy some Roman  
*in dan res*. *an event dre wens te kauj romane*

coins in order to start a collection. I didn't know much  
*koins in order to start a kollectjon*. *ni didn't even knott*

about coins at that time and was not able to judge the  
*phant koins at dict time and was not able to dectect de*

quality of two silver pieces the man showed me, so I  
*knoliti ze ne riles pines do men jend mi*, said I

had to trust his word that the coins were real old  
*Jord te trust his word dat de koins var rigt muld*

Roman pieces. Some months later I was showing  
*romani pines*. *I un myns leito ci was fomly*

my new little collection to a friend, an expert in the  
*mat nje litt kollectjon in a friend, an expert in de*

matter of coins; and do you know what? He was  
*weder ze kring; and dat jez nou knott?* *hi was*

able to pick out two false pieces among the coins, and  
*ebl te pak out tre folt pines alway de koins*, and

they were the ones which that lying old man, the former  
*dei waz de want hiltz der lying old man, de former*

owner of the shop, had sold me. No, you can't trust  
*anear ze de jop, had sold mi*. *nou, je ve ut trast*

either of those men. Now, of course, I've learned some  
*vidor* or *dovs* more *now* *as* *kiss*, *air* *land* *sam*  
of the ways to judge of the quality of a coin, when you  
*so do weis* *to* *ifzadz* *or* *do* *knows* *an* *a* *kois*; *hteen* *yo:*  
drop it, for instance, you can often hear if it's false or  
drop it, for instance, you can often hear if its *feels* a  
not." "But I don't understand their motives for doing  
not." "That *me* *deont* *understand* *der* *motive* *for* *droby*  
things like that," Storm said. "Even if they do earn a  
*big* *luk* *dat*," Storm said. "Even if *dat* *dat* *an* *a*  
few shillings more one day by saying something which  
*the* *polis* *wil* *win* *dat* *but* *say* *simply* *hawif*  
isn't correct, they're sure to make their customers angry,  
*isnt* *korrek*, *deu* *fus* *to* *mak* *der* *kastomer* *aggri*,  
so that they never return. Such business methods  
*can* *dat* *dat* *never* *return* *and* *biscuit* *mejade*  
can't be very good." "No, of course not," Marshall  
*knant* *bi:* *teri* *gust*." "no, *so* *kiss* *not*," *marshall*  
replied. "I say, let's go and have some fun with him!"  
*riplaid* "ai sei, *lets* *you* *and* *hes* *sain* *fun* *with* *him*!"  
He doesn't know me; I might go in and try to make  
*hi* *datent* *me* *ui*, *ai* *hant* *go* *in* *and* *try* *to* *mak*  
him buy back those stamps. Shall we?" "There's  
*him* *hai* *back* *doaz* *stamps* *for* *us*?" "der  
no keeping you down," Storm answered with a laugh;  
*noa* *bi:pig* *ju:* *dash*," *it* *he* *a* *used* *acid* *a* *trif*,  
"but how will you do it?" "I don't quite know, yet.  
"but *how* *will* *you* *do* *it*?" "ai *deont* *knows* *now*, *jet*.

motive = reason

correct — right

a man of property  
= a rich man

perfect -- which  
cannot be better

perfected -- do

admire -- look  
up to

act -- thing done

Persons like our kind friend with the false stamps  
*pasang huk* and *kind friend* and *da fols stamps*  
 usually have great respect for people with money, so  
*je yekki hoe great respect* *for people with money*, so  
 perhaps I might tell him a story about being a young  
*p'ahpah* *at* *huk* *da stamp* *about buying a jay*  
 man of property, who has become interested in stamps  
*want to property*, *ha*, *hez likkin interested in stamps*  
 and wants to buy a whole collection at once. What  
*and wants to him a kind collection at once*. *What*  
*do you think of that?*" Marshall asked. "The plan  
*do you think it's good?*" *Marshall asked*. "The plan  
 seems perfect to me," Storm answered. "I can find  
*seems perfect to me*," *Storm answered*. "Our kind friend  
 nothing wrong with it, if you think you can perform  
*nothing wrong with it*, if you think you can perform  
 your part of the fun. I must say that I admire your  
*your part of the fun*, *do you think you can perform*  
 courage. I'm sure I couldn't go through with it without  
*courage*. *you know we'd do it*, *but I'm afraid you know*. *and it without*  
 showing by some word or act that I was making fun  
*showing by some word or act that I was making fun* *of him*?" "Well, to tell the truth," Marshall replied,  
*of him*?" "Well, to tell the truth," *Marshall replied*,  
 "I'm a little afraid, myself. And I have to support my  
*I'm a little afraid, myself*, *myself* *and at least to support* *my*  
 self-respect by telling myself that our motives in this  
*self-respect* *but telling myself that our motives in this*

foolish affair are perfectly pure! — Well, here we are  
*foolish* *affair* *are* *perfectly* *pure!* — well, this was all  
 at the shop. You wait outside for me!"  
*at* *the* *shop*. *you* *wait* *outside* *for* *me!*"

A quarter of an hour later Marshall appeared again at  
*a* *corner* *at* *an* *old* *lota* *ma:fə:l* *ap:peared* *again* *at*  
 the door of the shop. He was smiling all over his face,  
*the* *door* *at* *the* *shop*. *he* *was* *smiling* *all* *over* *his* *face*,  
 so Storm could understand that everything had gone  
*so* *Storm* *could* *understand* *that* *everything* *had* *gone*  
 well. As soon as they had turned round the corner,  
*well*. *as* *soon* *as* *they* *had* *turned* *round* *the* *corner*,  
 Marshall had to stop and have a good laugh, before  
*Marshall* *had* *to* *stop* *and* *have* *a* *good* *laugh*. *before*  
 he was able to tell Storm what had taken place in  
*he* *was* *able* *to* *tell* *Storm* *what* *had* *taken* *place* *in*  
 the shop.  
*the* *shop*

"First," Marshall said, "I told him my name was  
*"first."* *Marshall* *said*. "as *told* *him* *my* *name* *was*  
 Reginald Willoughby, just returned from India, where  
*Reginald* *Willoughby*, *just* *returned* *from* *India*. *where*  
 I had been hunting lions, or whatever it is one hunts  
*I* *had* *been* *hunting* *lions*. *or* *whatever* *it* *is* *one* *hunts*  
 in India. There are lions in India, aren't there? This  
*in* *India*. *there* *are* *lions* *in* *India*, *aren't* *there*? *This*  
 seemed to make a deep impression upon him, especially  
*seemed* *to* *make* *a* *deep* *impression* *upon* *him*. *especially*



*lion*

when I began speaking about the stamp-collection that  
 h̄en en bilgen sp̄kig d̄baut da 'stampscollectioun' dat  
 I was planning to start. His behaviour at once showed  
 dat er noch plausig ts̄ sta / his 'Behaupung' et wausd foaud  
 great respect, and he gave me to understand that he  
 gret respekt, und ha geant mi. He understand dat hi  
 would think it a privilege to be allowed to help me  
 wod sigt al a pr̄sidentz ta hi ollaud ta help mi  
 to find the very best stamps for my collection. I told  
 ja fand da veri best stamps ja mai kallektsion. al rönid  
 him all about 'my life in India': that I had visited the  
 hinc z'l abmet 'mai Juif in Indje': dat mi had visitid da  
 court of a famous prince in India and had been invited  
 t'ort as a 'famous' prince in Indje and had bi n int'vited  
 to stay at his palace, where I lived like a prince among  
 ts stet at his palis, kurzer al lind lukt z prince z'wag  
 the real princes — he had seven sons and four brothers'  
 da real princis — hr had seven sons and fy br̄ther!  
 It was perfectly clear from my words and behaviour  
 it war perfektli t̄da from moi wörde und behaupung  
 that I wasn't very clever and knew nothing at all about  
 dat mi wort veri tleic und wirn nüchig al oll abaud  
 stamps. He brought out all kinds of stamps, and when  
 stamps. hi br̄igt dat oll kunds av stamps, und h̄en  
 he saw that I showed an interest in those from India,  
 hi sah dat mi foaud ein intrest in daus from Indje.  
 he gave me a lot of information about them, only half  
 hi gert mi z dat en information obaut dem, vñchli h̄i j

of which was correct; the rest had very little to do  
*so brouj was sarekti; da rest had very littl to do.*  
 with the truth. I 'believed' every word, of course,  
*and da tru(j). ai 'believe' ever word. at Rose,*  
 and I could see from the look in his eyes that he  
*and mi kaw si: fram da look in his eye dat hi:*  
 thought he was going to get a nice bit of good English  
*hi: hi: was gawly to get a wap but an god englis*  
 money out of me. The more foolish my words were,  
*mean out we were. da mo fulif was want we,*  
 and the more foolish things I did, the more he seemed  
*and da mo fulif pigs ai did, da mo hi: seemed*  
 to admire and respect me. I tell you, I had such trouble  
*to admire and respekt mi. ai tel ju:, ai had sars trah!*  
 trying not to laugh that I was quite weak.  
*tryin not to laf dat ai was kwait with.*

"At last I thought the right time had come to take out  
*at last vi just do wait tuim had kame to init and*  
 your false stamps. 'Look here!' I said; 'I've just bought  
*ju: fals stamp. 'Look this' ai say: 'now dyaar hoi*  
 some very fine stamps from a friend, but as you have  
*you veri fair stamp from a friend, bat ee ju. hav*  
 made me much more interested in Indian stamps now,  
*meid mi want more interest in indian stamp now,*  
 perhaps you would like to buy these?" He grew a bit  
*perhaps ju. wad look to bei this? hi: grow a bi*  
 cool at that, so I started for the door, as if I wanted to  
*knit at dat, you ai startid fr da dat. as if ai wantid to*

weak = not strong

Indian = from India

quite (here) —  
I agree

drop the whole matter. At once, his humour changed, *drop the bad note at once, his humour changed,* and he was all smiles again and doing his best to keep *and he was all smiles again and doing his best to keep* an important customer. 'Item, how much have you paid *an important customer.* Item, how much have you paid for them?' he asked, opening the drawer where he kept *for them?* he asked, opening the drawer where he kept his money, as if he was going to pay for them at once *his money, as if he was going to pay for them at once* 'A pound?' I replied, thinking it better to add something *'A pound?' I replied, thinking it better to add something* 'A pound?' *or instead paying it back to me according* to the amount. 'Well, I can't give you as much as that, *to the amount.* Well, I can't give you as much as that' of course,' he answered; 'I have to sell them again, you *of course,' he answered. 'I have to sell them again,* you know.' 'Oh, quite?' I said; 'I understand that perfectly. *know.' 'Oh, quite?' I said; 'I understand that perfectly.* Shall we say fifteen shillings? That will satisfy us both.' *Shall we say fifteen shillings? That will satisfy us both?* He had a hard time pulling himself together, poor *He had a hard time pulling himself together, poor* him! *he had a hard time pulling himself together, poor* fellow! Just think of it — to have to take back the *fellow! Just think of it — to have to take back the* false stamps he himself had sold! And he couldn't very *false stamps he himself had sold! And he couldn't very* well say anything, because I might find out that it was *well say anything, because I might find out that it was* *wrong.* *When we went over day after day*

he who had sold them I was having the time of my life, I tell you.  
*hi: ka: hæd sɔːld ðəm, aɪ wæs hævɪŋ ðə taɪm oғ wæf lif, I tel ju:.*

"Well, he tried to get out of paying any money to me,  
*wel, hi: trɪd tə get əʊt əs pɛɪŋ eŋ ðæm tɪ mɛ.*

of course, by suggesting that when I had decided what  
*əf kɔ:s, hæd sɔ:dʒɛstɪŋ ðæt hæn ðæt ðæd ðɪ'saidɪd hæv*  
 stamps I wanted, I could pay that amount less. "Yes,  
*stæmps ðæd wɔntɪd, ðæ hæd þeɪ ðæt ñɔ:ntɪk ðæs 'jɛs,*

just as you wish," I said; "that's perfectly all right.  
*jʌst əs ju: wɪʃ, ðæ sed; 'ðæts pə:fɪktlɪ əl rɪ:t.*

I can pay for everything when I come for the stamps,  
*aɪ kæn peɪ fər əvəryhɪng hæn ðæ kæm fə ðæ stæmps,*

then. You see, I should like you to put them in the  
*ðen, ju: sɪ, ðæ shəuld lɪk ju: tə put ðem iғ ðæ*

right order for me, put them in a book, you know, and  
*ri:t òrdər fər mi, put ðem iғ ðæ bʊk, ju: nəʊ, ənd*

all that. You do that, too, don't you?" "Yes, it will cost  
*əl ðæt, ju: ðæt, tu:, dən't ju:?" 'jɛs, ðæt wɪl kɔ:st*

a bit extra, of course," he answered. "Of course!"  
*a bɪt əkstrə, əv ək'strə, hi: ə'nsəd. 'Of course!'*

I replied.

*aɪ ȶ'plɔɪd.*

"We looked at the stamps again, and I told him some  
*'wɪ: lʊkɪt ət ðæ stæmps ə'gæn, ənd ðæ tɔld hæm səm:*

more 'facts' about myself: I had returned to look after  
*mɔ: 'fækts' ə'bout mə:n'self: ðæ hæd rɪ:tʊrn'd tə lʊk a:ftə*

property = that which is owned.

some property in Scotland that had become mine after  
*sair propeir in skotland dat had bi'arn made a'fter*  
 an uncle. To be sure, it was very strange for me to  
*an uncle. ta bi: fwo, it was veri straing' fa' mi: ta*  
 be back in England after having lived for more than  
*bi' back in england o'fis harrig livd fa' mi. doon*  
 a year at the court of an Indian prince. Out there,  
*a jis at da harr o' an indjan prins met dea,*  
 there had been five men just to look after the rooms  
*dear had been fife men dgaist ta look aifis de rooms*  
 and the clothes of each guest at the palace, and to see  
*and de blonda zv ielf guest at da pris, and to m-*  
 that their masters had everything they wanted. But  
*dat de masles had evrythg dei wondit. but*  
 here I felt that I was hardly master of my own house --  
*his ui felt dat ui was hardly master ov moi one hous --*  
 the housemaids did as they wanted to, etc.  
*de housemaids did o' dei wondit tu, id'ntz.*

"You should have heard me, Storm! One would think  
*"ye: sed ha'rd mi: storm' givn' meid bi'yt*  
 that any one with just the usual amount of common  
*dat cu' ush wiid dgaist da jingual givn' ov human*  
 sense would be able to see through my foolish behaviour  
*sens twid bi. eibl is si: bu: mai fu'li b'heitje*  
 and my stories. But not he! He drank it all up!  
*and mai storiz but not hi.. hi: drayk it o'l aupt*

"When I had 'chosen' a lot of expensive stamps and was  
*'Ameui ui had 't'osen' a lot ov its'pensive stamps and was*

sense understanding

He drank it all up  
 -- he believed all  
 of it

going to leave, I 'discovered' that I had very little  
*goi<sup>ng</sup> t<sup>o</sup> li<sup>e</sup>, ai 'di<sup>s</sup>ko<sup>v</sup>er<sup>t</sup>' du ai ha<sup>d</sup> veri lit<sup>h</sup>  
 money in my pocket, and said that as this was the case,  
*mu<sup>n</sup>i i m<sup>u</sup>m p<sup>u</sup>ki*, and sed dat as his *ace<sup>s</sup> da k<sup>u</sup>is*,  
 perhaps it was just as well if he paid the fifteen shillings  
*p<sup>a</sup>lk<sup>u</sup>ps it was d<sup>u</sup>g<sup>u</sup>st as wel if hi. peid da fifte<sup>n</sup> shill<sup>z</sup>*  
 now. He had to do it, of course, and here's the money!"  
*wa<sup>n</sup> hi h<sup>u</sup>rd t<sup>o</sup> du<sup>t</sup> it, ap k<sup>u</sup>as, and hu<sup>s</sup> da man<sup>!</sup>"**

"Nice work, Marshall, although a bit thick!" Storm  
*"ne<sup>z</sup> w<sup>u</sup>k m<sup>ar</sup>sh<sup>u</sup>l, a.<sup>l</sup>thou<sup>t</sup> a bit thik!"* s<sup>tu</sup> m

was able to say at last, when he had stopped laughing.  
*w<sup>u</sup>s ab<sup>l</sup> t<sup>o</sup> re<sup>t</sup> at la<sup>st</sup>, h<sup>u</sup>en hi had stop<sup>t</sup> la<sup>f</sup>fig.*

"I shouldn't have been able to perform an act like that.  
*"ai j<sup>u</sup>dn<sup>u</sup>t ha<sup>v</sup> bi n<sup>u</sup> eib<sup>l</sup> t<sup>o</sup> p<sup>u</sup>rf<sup>u</sup>rm un ak<sup>l</sup> la<sup>k</sup> dat.*

I'm sorry I couldn't be there myself. He must have  
*ai s<sup>u</sup>r<sup>t</sup> ai j<sup>u</sup>dn<sup>u</sup>t bi de<sup>r</sup> m<sup>u</sup>slf. hi m<sup>u</sup>st ha<sup>v</sup>*

very little common sense to believe a story like that.  
*veri lit<sup>h</sup> hu<sup>m</sup>an sens t<sup>o</sup> b<sup>u</sup>liev<sup>t</sup> a st<sup>o</sup>ry la<sup>k</sup> dat.*

But no doubt he will be brought to his senses again  
*bu<sup>t</sup> nu<sup>t</sup> dat<sup>t</sup> hi wil bi br<sup>o</sup>ught to his sens<sup>es</sup> ag<sup>ai</sup>n*

in a few days, when no Reginald Willoughby appears  
*in a fju<sup>t</sup> da<sup>ys</sup>, h<sup>u</sup>en nu<sup>t</sup> reginald will<sup>u</sup>gh<sup>b</sup>y a pi<sup>az</sup>*

to buy his Indian stamps, and then he will begin to  
*to bu<sup>t</sup> hi ind<sup>ian</sup> st<sup>am</sup>ps, and den hi wil b<sup>u</sup>gin t<sup>o</sup>*

put two and two together. Perhaps that will teach him  
*put tu and tu t<sup>o</sup>g<sup>u</sup>de<sup>r</sup> p<sup>a</sup>lk<sup>u</sup>ps dat and t<sup>u</sup>ch<sup>t</sup> him*

not to sell false stamps in future."  
*not to sel f<sup>u</sup>ls st<sup>am</sup>ps in fju<sup>t</sup>ur<sup>!</sup>"*

a bit thick =  
 almost too much

They decided to go home by train, but at the station  
*dei disaidid to go home by train, but at da station*  
*a railwayman told them that there would be no trains*  
*a railwayman told them that there would be no trains*  
*for the next two hours, as a train had run into an*  
*empty carriage at the station and almost smashed it up.*  
*empty carriage at the station and almost smashed it up.*

*It had to be taken away piece by piece, which a lot of*  
*it had to be taken away piece by piece, which a lot of*  
*workers were now doing. The information that the*  
*workers were now doing. The information that the*  
*railwayman gave them made them change their plans.*  
*railwayman gave them made them change their plans.*

*But they were not sorry, as it was Saturday afternoon*  
*but they were not sorry, as it was Saturday afternoon*  
*and they were just in the humour for doing something*  
*and they were just in the humour for doing something*

*else and not for going home. "I know the best way*

*else and not for going home. "I know the best way*  
*of spending the next two hours," Storm said. "If it*

*of spending the next two hours," Storm said. "If it*  
*isn't too much trouble, I should like you to go with*  
*isn't too much trouble, I should like you to go with*  
*me to a good tailor's in the suburbs to order a new suit.*

*me to a good tailor's in the suburbs to order a new suit.*  
*It seems to me that I must have grown bigger since*  
*it seems to me that I must have grown bigger since*

I came to England; my clothes don't fit me any longer  
*a kome tu Englan*; *mæn kloudz dənət fit mi*; *an tigga*.

Another reason is that the manager has invited me to  
*z'hude ræk iz ðæt ðe menidʒə hæs int'vɪtɪd mi* to  
 dinner at his home in a month's time, and I should  
*dinner at his home in a month's time*, and *mi tol*  
 like to look my best that evening, in a really well-fitting  
*luk tu huk mai best ðæt t'evnɪŋ*, in a *risk arlfay*

suit." "Oh, I see!" replied Marshall. "You want to  
*sue!*" "ex. mi si!" *rɪplɪd* *məʃəl*. "You want to

shine before the weaker sex in the person of Marion.  
*ʃine bɪfər ðe weakeð seks ìn ðe pərsoñ oñ məriən*

The old story of the stronger sex trying to make an  
*ði wuld ði ri sər ðe strɔŋgə seks trɔɪlɪ ìs miñk ñ*

impression on the weaker sex! But I thought the  
*impreʃən ìn ðe weakeð seks* but *ai þo:t ðæ*

dinner was going to be a big affair with all the guests  
*dinner wəz gəʊɪŋ tu bi: ñ big ə'fæə wɪð ə:l ðæ gəsts*

in dinner-jackets?" "No, it's just a small dinner-party  
*in dinər'jetɪks*" "Nuh, it's ðjʌst ñ smɔ:l dinər-pa:ti

with only the family and two or three guests, so no  
*wið onlɪ ðe famili and tu: o: ðr̩ ðə gəsts, so no*

stand-up collar will be necessary. I don't like stiff  
*'stand'up kolər wəl bɪ: nəsəri*, *ni dən̩t lək stiff*

collars. Not only are they so stiff that I can hardly  
*kolərs. Nət onlɪ a: ðei son stiff ðæt mi həd hədli*

turn my head, but I feel that my whole body gets stiff  
*turn məu hed, but ai fə:l ðæt mai həd bədɪ gəts stiff*

*sex*

There are two  
 sexes, men and  
 women.



when I wear one, and I move about like a schoolboy here at *our* town, and do *more* about *fair* a *skullcap* at his first party." "Yes, I feel like that, too. So *at* his *first* *party*?" "Yes, *so* *far* *fair*, too. *so* you're going to a family-dinner at the manager's! I *was* *going* *to* a *familiärer* *et* *da* *manag3r*! I wonder who put the idea into his head to ask you to *rounds* him *put* *his* *idea* *into* *his* *head* *to* *ask* *you* *to* dinner." "You're all wrong there. It's a privilege *dina*." "*just* *> l* *say* *de*. *its* *a* *privileg* I've earned for myself by the clever work I've *perfor**med* *and* *fa* *mai* *hau* *kiew* *werk* *air* *per**formed* *and* *by* *my* *bright* *conversat3on*!" "Oh, stop *'famed* *and* *hai* *mai* *hau* *kiew* *werk*!" "Ah, *stop* a second, stop a second, my poor friend!" Marshall *a* *sekond*, *stop* *a* *sekond*, *mai* *pus* *frend*!" Marshall said. "Rule number one for 'the perfect gentleman': *red*. "*ru**le* *nunber* *was* *je* '*de* *perfekt* *dgent3man*!' Never speak well of yourself, but leave that to others!" *neto* *speak* *wel* *et* *ji**self*, *het* *li**te* *dat* *in* *ad3r*!"

## 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 [interrogatory] 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 met, they begin to talk about the weather. This is not because the Englishman cannot find any other subject to discuss, but because he wants to get an impression of the person he is talking to, before he starts discussing other subjects. And without doubt the weather is a good subject for discussion, because there is so much that can be said about it.

Many people, for example, are surprised, upon coming to London, for the first time, to find that the sun shines at all. They expect to find either fog or rain. They have heard that London is a city of fog, and that the people there

so much about the London fog that they are of the  
*you matj p'blut da London fog dat dei ait ar di*  
 opinion that without a fog London is not London. And  
*z'Muzan dat wi'dat z fog London is not London.* And  
 Storm had been of the same opinion. But in London  
*Storm had bin at da seur z'pinjon. bat in London*  
 he was told that there would be no fog before the  
*hi wee wuld dat dra and hi wuk fog off. di*  
 autumn. When October came, it happened almost daily  
*z'goin hinek ab'ndab' heim. it happen al'most dell's*  
 that he asked Marshall, "What about that fog? Do  
*dat hi aski marshall. "z'gont p'bout dat fog?" di-*  
 you think I'll ever see a fog while staying here?" As  
*je. h'gk all evv s. a fog h'wai stay his?" je*  
 a rule Marshall did not answer that question, but one  
*a rule marshall did not a'vva dat Amerikan. bat wan*  
 morning at seven o'clock he stood, already dressed, at  
*mo nig at seven o'klok hi stand a'vred' dress. at*  
 the side of Storm's bed saying, "Now get up, young  
*da said ze st'vme bed sayin. "Now get up, jay*  
 man! As far as I remember it's you who have such  
*weak' as far as ai ri'memb'r its ju: bu: hav talj*  
 great belief in getting up early in the morning." "Yes,  
*great b'lief in gettin up z'li in da mo:nig." "jes,*  
 that is so, only my belief isn't quite so strong when  
*dat is sou. ownli mi b'lief isn't k'w'n son strong have*  
 it's seven o'clock in the morning and I'm still in bed,"  
*its seven o'klok in da mo:nig and aive stil in bed,"*

daily -- every day

have belief in =  
believe in

normal = usual

Storm said sleepily. "Sorry to have called you at this  
*si:zon* *red* *sh:p.ti*. *'Sry* *to* *hav* *to* *id* *yu:* *at* *this*  
 early hour, but you'll no doubt thank me for it and  
*z h: -ass*, *but* *ju:l* *yon* *doubt* *thek* *mi* *for* *it* *and*  
 get out of bed quickly when I tell you that to-day at  
*get* *out* *of* *bed* *tristi* *heven* *of* *id* *ju:* *dat* *ta:do* *at*  
 last we've got our normal autumn weather. There's  
*last* *we:ve* *got* *our* *normal* *autumn* *weath:er*. *Da:*  
 a thick fog outside, and as far as I can see from our  
*a* *thick* *fog* *ba:nd*, *and* *as* *far* *as* *ai* *can* *se:e* *from* *our*  
 windows, it's even unusually thick."  
*wind:wos*, *its* *even* *un.us:u:ly* *thick*."

Storm at once jumped out of bed. "What? A fog?  
*storm* *at* *once* *jump* *out* *of* *bed*. "What?" *a* *fog*?  
 You don't say so!" He ran to the window to see for  
*you* *don't* *sei* *so!*" *hi:* *ran* *to* *the* *window* *to* *se:e* *for*  
 himself and then turned to Marshall, saying, "You're  
*himself* *and* *den* *turn* *to* *marshall*, *say*, "You're  
 quite right! Well, the London fog does exist, then."  
*qui:te* *right*! *Well*, *de* *london* *fog* *dis* *ig/zist*. *den*."  
 Marshall: "Yes, in fact it has come about a month  
*yes*, *in* *fact* *it* *has* *com* *about* *a* *month*  
 earlier than usual, and, of course, we are not very  
*earlier* *than* *usual*, *and*, *of* *course*, *we* *are* *not* *very*  
 pleased. Normally fogs come in November."  
*ple:ed*. *norm:ali* *fogs* *com* *in* *no:vem:ber*."

An hour later Storm was sitting with the Marshalls  
*an* *hou* *late* *Storm* *was* *sitt* *with* *the* *Marshall*

round the breakfast table. The light in the room was round da breakfast table. Da light in da room was

on, because it was as dark as night outside. Storm: oh, b'fore it was so dark as night 'an' said. storm:

"How dark it is — so late in the morning! It ought  
"how dark it is — you left in the morning it isn't

to be light at this time of the day." Mrs. Marshall:  
is the last of dis talk we do des?" mrs. marshall:

"Yes, it's extremely dark, but the fog is really quite  
"yes, it is extremely dark, but da fog is really quite

unusually thick." Mr. Marshall: "I am glad to say  
an'ya, gaudi b'k." mrs. marshall. "ai am glad to sei

that as a rule it's not so thick. Sometimes there's a  
dat as a rule it is not soik b'k. somtimp dae a

mist early in the morning. A mist is not so thick as  
mister z ill in da mornin'. a mist is not soik b'k as

a fog. You will also find mists and fogs in the country.  
a fog ju' ten o'son found mists and fogs in da kantri

The mist is white and clean. This cannot always be  
da mist is heart and klin. dis kienot edheu by-

said of the fog, which may be extremely dirty in towns  
sed as da fog, h'w' wei bi: i'b'rendli dark in towns

with many factories. While discussing the subject of  
wid meni faktoriz. k'w'nl dis'kusig da subdzhki ov

fog and mist, I . . ." "I'm afraid that Storm and I must  
fog and mist, ai . . ." "ain' af'reid dat storm and ai must

leave now," Marshall interrupted his father. "It will  
lift now," marshall interrupted his fa'da. "it will

mist = thin fog

take us more time to reach the office to-day on account  
 tak as we took ta'ri:t də ofis ta'dei on ak'ount  
 of the fog." "All right, my boy, but you interrupted  
 mə ðə fog." "J.l wait, mai bo:, bat ju. int'raptid  
 me in telling a little story. You shall have it before  
 mi: mə tellig a lit'l story ju: fər how it bu:y:  
 you leave." Marshall: "Well, who hasn't got time to  
 ju. E.v." mar'ʃal: "Well, hu: hasn't got time to  
 listen to a good story? Go on, dad!"

*Isse mə a good story? goes on, dad?"*

Mr. Marshall: "A man that was very drunk, having  
 məsta mo:fal. "A man dat was veri drukk. Having  
 spent the whole evening drinking beer, called a taxi to  
 spen ðə ho:d leviy drinkin' bi:. kə:b təkki to  
 take him home. There was a thick fog, and the taxi  
 took him home. ðəs was a þik fog, and ðə təkki  
 driver said that he couldn't possibly find his way to  
 dra:va sed dat ki: kidnt possibl faind his w̄y to  
 the suburb in which the man lived. However, the man  
 ðə suburb in h̄imself ðə man lived. h̄ow'evr ðə man  
 offered him a pound if he would try; but the driver  
 ofer him a pound if hu: wad triy; but ðə dra:va  
 would not accept the offer. The man, who was so  
 wed not ak'sept di jis ðə man, hu: wæs so  
 drunk that he was quite unable to get on a bus or a  
 drayk dat hi: wæs kwest 'aw'ebil to get on a bus or a  
 tram, increased his offer to five pounds. The driver  
 træm, in'kri:st his ofer to five pounds. ðə dra:va

dad = father

at last agreed to take him, but said that he must first  
*at last algrind to task him but sed dat hi: must foal*  
*go upstairs for his brother. 'What do you want your*  
*gou upstairs fo his brada. 'Hearr dir jec want ju:*  
*brother for?' asked the man. 'I need a light in front*  
*brada fo:' nicht da man 'm nind a lat in front*  
*of the taxi,' the driver answered. 'Oh, you don't have*  
*ni da taksi,' da driver a said. 'Ooa, ja: doesn't have*  
*to go and get your brother; I can walk in front with*  
*ta gou and get jec.' Grada; ni kan walk in front with*  
*the light myself,' said the man.'*

*As lat itself? nicht da man?*

A few minutes later Storm and Marshall were walking  
*a fje: minuts leva stora and marshall wa: walking*  
*towards the Underground station. They could hear*  
*trawwels in the underground station. dei had his*  
*different sounds in the middle of the road, but, with*  
*different sounds in da middle in da road, but, with*  
*the exception of a girl on a bicycle, they could see*  
*ni ik'sepfan in a girl in a haisibl. dei had si:*  
*nothing. A second or two later they could hear the*  
*usby a secund o tu: laste dei had his da*  
*sound of a bus moving in the same direction as the*  
*sound of a bus moving in da seine direkfan ac da*  
*girl. Suddenly there was a loud noise, and they heard*  
*gou. subiti da was a loud noiz, and dei heard*  
*the sound of the bus stopping, and, at the same time,*  
*da sound to da bus stoppig, and, at da spiss taim.*

*towards = in the  
 direction of*

spot = place

It hurts, it hurt,  
it has hurt  
(harts, ha:t, ha:t).

natural = normal

the voice of a girl crying for help. They ran to the spot as fast as they could and found the girl lying in front of the bus, while the bus-driver was getting down. The bicycle had been smashed. They could see that the girl was hurt, for her left knee was wet with blood, which was beginning to run down her stocking, making it quite red. "She's very pale, and as far as I can see, her knee is rather badly hurt," Marshall said to Storm in a low voice. They both noticed that the natural colour had gone from the girl's face. "Something must be the matter with her head, too, for she's holding her hand to it as if in pain," Storm said. Marshall now helped the bus-driver to lift the girl up from the ground, and then he asked

lift da girl up from da ground, and den hi; askt

her, "Are you in much pain?" at the same time trying  
 her, "are you in much pain?" at the same time trying  
 to stop the blood running down from her knee by tying  
 his handkerchief round her leg. She was doing her  
 best to be brave, for she smiled and said in an almost  
 natural voice, "Well, the pain in my head is bad enough;  
 but I shall be glad if it is no worse than that. The  
 worst thing about it, I think, is that my leg is hurt; I  
 can't very well walk on it without help." "Then my  
 friend and I will walk with you or take you in a taxi  
 to the nearest doctor and have him look at your knee."

Marshall said. "Oh, thank you so much. But it's  
 not necessary to go in a taxi. My own doctor lives  
 quite near, and with your help I can easily walk the  
 few steps to his house." Bus-driver. "I think we had  
 five steps to his house." Marshall. "Oh, right you had

bad, worse, worst



better have a policeman look into what has happened,  
betor haen a politman ink inta front haer helpid,

you." Storm: "Then I'll try to get one, instead of  
you." Storm: "Den vil troi te get won, insted an  
going with my friend and the young lady."  
going with mei friend and da jay leidi"

Marshall and the girl now left, and Storm went for a  
polleeman. And he had only walked five or six steps  
policeman. and hic had enchi wactkt faro o siks stups

when suddenly one appeared. Storm told him what  
hwen sadali won apied. Storm told him that

he knew about the accident, pointing towards the spot  
hi. nju: alhous di akcident, pointin' tahe de de spot

where it had happened. The policeman wrote it all  
hwarz it had hapnd. da politman roat it ned

down, after which he asked the bus-driver, "How did  
down, o.fts hevif ki: a.akt de basdrivis. "hunc did

the accident happen?" Bus-driver: "All i can tell  
di akcident hewp?" Busdrivis: "All di han tel

you is that suddenly I saw a girl on a bicycle crossing  
ju: is dat sadali di si: a gal on a boiski! krosing

the street in front of the bus. Before I could stop,  
de straat in frant vo de bus. bifeir ai had stop,

the accident had happened. She was pushed over by  
di akcident had hapnd. ju: was push over by

the bus, but wasn't run over, and that, I think, was  
da bus, bat wosn't run over, and dipl. di byk, was

pushed over =  
pushed so that  
she fell down

the only reason why she escaped death." Policeman: "Mi oualit reon houj ji: ir'keip' deh." policeman:

death = the end of life

"Judging from what you and this young gentleman have explained, her life must have been in great

danger. I wonder if she knew that death was waiting just round the corner, so to speak. It seems as if the

young lady must have been thinking of anything but

buses coming from behind, when she was crossing the

street. But we'll have to talk to her about all this

later in the day or to-morrow."

The bus-driver now started his bus again, and the

policeman, having noticed that Storm was a foreigner,

explained in a professional voice, "People ought to

know that in a fog like this they're in danger of being

run down every time they cross the street. We have

run down over twice dei kross da street wen hove

In burns, it burnt,  
it has burnt  
[burns, burnt, burnt].

many bad accidents of different kinds at this time of year had accidents of different kinds at this time of the year. Last autumn, I remember, two buses ran into each other. Twenty-five people were hurt, five into each other. Twenty-five people were hurt, four of them so seriously that they did not live, but died before they had reached the hospital. Besides, a fire started in one of the buses so quickly that the driver had no time to get out and was burnt up together with the bus. Not a very pleasant way of meeting one's death, I must say. Another bad accident ... " Storm, dep. vi mact sei. I heard bad accident ..." Storm, who had heard enough of accidents and death, interrupted, "I'm sorry, but I have to leave now to be in time for my work. Good morning!" And then he hurried to the nearest Underground station. Hurried to the nearest Underground station.

While Storm had been talking to the policeman, Marmalade had been talking to the policeman, and

shall and the girl had arrived at the doctor's and had  
*fall* and the girl had arrived at the doctor's and had  
told him what had happened. "Well, let's have a look  
**tould him what had happen**. "Well, let's have a look  
at your knee," the doctor said, taking away the handker-  
*at you knee*." *de dokta sed, teikig a'wei de hank-*  
chief. "I must say it is worse than I thought when  
*Iifj* "ai must sei it is worse dan ol' *ho:t* knee  
I saw you enter the room." "The pain in it is much  
*ai ss. ju: enla de rume?*" "The pain in it is much  
worse now than just after the fall. I hope it isn't  
*we s. now dan dzast a'fts da fall. ai houp it isn't*  
so badly hurt that an operation will be necessary."  
*mai hardli hapt dat an op'reysen wal bi: nessari.*"

"No, you need not be afraid of that. There's no  
*"now. ju: nild not bi: afreid av det. das now*  
reason to use a knife on it. As to the pain, it's the  
*ri:zon to ju:z a knif on it. de is de pain, its di*  
effect of the fall, and it's always worse when some time  
*ffekt av da fall, and its always warr hueren sam tame*  
has passed. But even if it's bad, you may be glad that  
*has pa:st. bat hean if its bad, ju: wei bi: glad dat*  
no operation is necessary. An operation on the knee  
*now op'reysen is nessari. an op'reysen on da ni:*  
is a very difficult thing and sometimes of no effect at  
*it a veri diffikult thi:ng and raundinig av non ffekt at*  
all. If the worst comes to the worst, the knee becomes  
*ol. if de warr kame is de warst, da ni: bikund*

stiff in such cases. But I'll give you something which  
stiff in *sai* keisa. bat oil give jui: *samby* huwil  
will take the pain away very quickly." And indeed,  
wai tsik do pain *s'wei veri kwikli*." and indeed,  
what the doctor gave her had a very rapid effect, for  
kweu da dokta geui ha: had a veri rapid effect, for  
in a few minutes the girl felt no pain at all.  
*in a few minutes da girl felt now pain at all.*

Doctor: "Now take a taxi home and go to bed. I'll  
dokta: "Now take a taxi home and go to bed. all  
come to-morrow and see how you are." The girl:  
*kam ts'morrow and si: han jui: un:*" *do girl*.  
"Won't that be too much trouble to take for such a  
"woman don't be tu: *shai* trabl to tak fa *sai* a  
small matter as my bad knee?" Doctor: "Not at all!  
*small matter as mai bad ni:*" dokta. "not at all  
I'm paying daily visits to a young man not far from  
*dim p'etiy jedi visits to a jang more not far from*  
where you live."  
*where jui: live*"

When Marshall had got a taxi for the girl and taken  
*kuan: mai:si had got a taxi for da girl and taken*  
leave of her, he started for the office by bus. When  
*lue ar ha:, hi: started fo bi s'ju bai bus. When*  
he got off again, he suddenly saw Storm walking in  
*hi: got off s'geun, hi: suddenly ss: storm walking in*  
front of him. They walked together the rest of the  
*front ar him. deo work together do rest ar de*

way to the office, telling each other what had happened  
 we're to di ofis, tellig i:t's ads ha:st had happen

since they left the place of the accident. Marshall  
 sə:nz ðri left ðe pleis o: ði ək'sident mə:ʃə:l

noticed that Storm used his handkerchief very often.  
 nə:tis:t ðət stɔ:m ju:zd hɪs hæŋkətʃɪf və:r ə:fən

"You seem to have got a rather bad cold." Storm:  
 "ju: sə:m tə ha:v got a ræ:tər bæd kəuld." stɔ:m:

"Yes, I got it last night, because I didn't put on my  
 "jacket, or got it la:t nigh, b'kəz ñi didn't put on mai

coat when I went out for a walk. And the fog to-day  
 kə:t haven ñi went out for a walk and ðə fog tə:dəi

has had a bad effect on my lungs and throat. Since  
 hæ: had a bæd ə'fɛkt ñe mai lʌŋz and ðrəʊt. ñi:s

you left me, I've been sneezing on account of the dirty  
 ju: left mi:, ñi:s bæk sni:ziŋ o: ə'kɔ:nt o: ðe ðɜ:ti

air passing through my nose, and I've been coughing,  
 ər pa:sɪng þra: mai næs, and ñi:s ɒ:kɔ:g,

too, because of the fog that has got into my mouth  
 tu:, b'kəz ñe ðe fog ñi: has got into mai mʌ:θ

and my throat. It's extremely unpleasant to know that  
 and mai ðrəʊt. ït's i:k'stri:ml̩ ə'nplæ:snt tə nou ñi:

every time you take a breath, your lungs get filled with  
 e'vri tae:k ñi: teik a brep. ñi: lʌŋz get fɪl'd wi:d

dirty yellow fog. I shall be glad when this fog lifts  
 ða:ti jə:low fog. ñi: ñi: bi glæd hə:wñ ðis fog lif:ts

so that I can once more take a breath of real fresh  
 so ñi: ñi: kan ən:s mɔ:r teik a brep o: reál frɛʃ



*throat*



*sneeze*

air." Marshall: "We're used to it ourselves, but it's only *as*" *əz*: "wɪz ju:zɪ tu it aw:selves, bat it's onlɪ  
natural that you should find it very unpleasant. I'm *natural dat jw: fənd it veri unpleasənt* aim  
extremely sorry that your cold is so bad that you must *extreməli səri dət jw: kəuld iz so bad dat jw: must*  
*spend most of your time with your handkerchief to*  
*spend məʊst ov jw: laɪm səd jw: hæŋkətʃɪf tə*  
*your face, sneezing or coughing."*  
*jw: frɪz, sni:zɪŋ ɔ: kəfɪŋ.*"

Storm: "So am I, but I hope it'll soon be over. — This *so am i, bat ai həʊp ɪl səʊn bɪ o'ver.* — *dis*  
*accident that happened to the girl makes me think of*  
*ək'sident dət həppend tə də girl məkəs wi: pɪk əz*  
another accident because of bad weather. It was one *ə'ndər ək'sident bɪ'həz əz bed wɛðə.* *it was wan*  
evening this summer when Mr. Miller, my friends, and *evenɪŋ ðɪs sə'mər wɦen mɪ'lər, mi: frɛndz, and*  
I were returning from a trip into the country. The *ði: rə:t ɦɪn'renɪŋ frəm ə tri:p intə ðə kʌntri. ðə*  
wind began to blow and the rain to fall, and there *wind bɪ'gən tə bləu and ðə reɪn tə fə:l, and ðə*  
was a real storm. When the storm had lasted for some *wəz ə ri:l stɔ:m. hwen ðə stɔ:m həd lo:std fə sam*  
minutes, lightning was seen again and again, each time *mɪnɪts, laɪtning wəz sɦeə ə'gəm and ə'gəm, ðɪ:f laɪm*  
making the sky as bright as day. At the same time *məkɪŋ ðə skای əz brɪ:t əz dei. ət ðə se'me laɪm*



*lightning*

the sound of thunder came nearer and nearer, and at  
 de sound of bands hems near and more, and at  
 last it was so loud that we could hardly hear ourselves  
 last it was so loud dat wi: kud hardli hear on'selves  
 speaking. We hurried to the nearest farmhouse and  
 spikin'. we: hared to de nearest farmhouse and  
 stayed there as long as the thunderstorm lasted. The  
 staid due se by se de bandstrom lastid. de  
 people at the farm got very nervous when they saw  
 p'pl at de farm got very nervous when dei se.  
 the lightning and heard the thunder, because their maid  
 do' somethin' and heard de bands, b'cos de maid  
 was out in it. It was not without reason that they  
 was out in it. it was not without reason dat dei  
 were nervous, for when the thunderstorm had passed,  
 wa' nervous, fa' been de bandstrom had past.  
 she was found in a field, struck by lightning and badly  
 fi: was found in a field, strak by somethin' and b'ally  
 burnt. I'm glad to say that she didn't die, but she had  
 ba'nt. am glad to sei dat fi: didn't dai, but fi: had  
 to stay in bed for several months. Only the other day  
 ta' stai in bed fa' several months. mudi de ega de:  
 I heard that she's all right again now."  
 mi h'ad dat fi: is rail again now."

## 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	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 —.
normal	In towns with many factories the fog may be — dirty.
burn	Marshall — his father in telling a story about a man who was very —, because he had got too much to drink.
burnt	When Marshall and Storm walked — the Underground station, they heard the — of a bus stopping.
mist	They ran to the — and found a girl whose left — was badly —.
interrupt	The — was beginning to run down her stocking. The colour of her face did not look —.
drunk	The — in her knee was — than that in her head.
towards	Marshall went with the girl to the —, while Storm went for a — to tell him about the —.
sound	The girl's life had been in great —.
spot	The end of life is called —.
knee	When you cannot live any longer, you —.
hurt	An — on the knee is very unpleasant and sometimes of no —.
blood	The pain in the girl's knee was an effect of the —.
natural	The doctor paid — visits to a young man near the girl's home.
pain	Every time Storm took a —, he got his lungs and — filled with fog.
worse	On account of a bad cold he had been coughing and — the whole morning.
worst	When the wind blows hard and the rain falls heavily, it is called a —.
doctor	— is seen in the sky during a —.
policeman	When lightning is seen in the sky, you often hear —.
accident	Storm told Marshall about a maid who had been struck by lightning and badly —.
danger	
death	
die	
died	
operation	
effect	
fall	
breath	
throat	
sneeze	
cough	
storm	
lightning	
thunderstorm	
thunder	
dad	

### **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 "it's bin a long day to-day," storm said, zo hi: and Marshall left the office late one evening at the ~~beginning~~ left di ofis leit wan ~~evening~~ at da beginning of December, and a hard week, too; I'm ~~beginning~~ zo ~~desemba~~, "and a hard week, too; am really feeling quite tired to-night. I wish I could ~~make~~ feeling knowit tried ~~to~~ have ~~oi wi: oi had~~ take a few days off from work. Two or three days' ~~task~~ a few deis off from work. ~~ta:~~ a ~~hi:~~ deis complete rest, with nothing to do but read the papers ~~komplikt rest~~, ~~and~~ nothing to do: but ~~rid~~ do ~~pelpos~~ and go for a walk now and then, is just what I need; ~~an~~ go~~n~~ for a walk now an den, is ~~djust~~ knowit ~~ai~~ ~~rid~~; my head feels quite empty. Are there any holidays ~~mai~~ ~~hed~~ ~~fiz~~ ~~kwait~~ ~~encti~~. ~~o:~~ dear eni ~~holidaz~~ between now and Christmas, I wonder?" "No, there ~~bitzien~~ ~~now~~ an ~~krismas~~, mi ~~wanda?~~" "Now, dear aren't any till Christmas," Marshall replied, "so you'll ~~a:nt~~ eni ~~til~~ ~~krismas~~," ~~marshall~~ ~~ri:pfluid~~, "you just have to wait until then. It's a general rule at the ~~hav~~ ~~to~~ ~~wait~~ ~~an:til~~ ~~den~~. ~~its~~ a ~~general~~ ~~ru~~ ~~t~~ ~~at~~ ~~di~~ office that nobody asks for days off during December, ~~ifis~~ ~~dat~~ ~~nobody~~ ~~asks~~ ~~for~~ ~~deis~~ ~~off~~ ~~djwariq~~ ~~di'semba~~,

because we're always so busy during the weeks before  
 bɪkəz wɪər wɪtəs sən bɪz dʒwərsy də wɪks bɪfə:  
 Christmas. But I must say that generally December  
 krɪsməs, bət ə məst sei dət dʒenərəlɪ dɪ'sembər  
 is not so busy as this year, so I'm looking forward to  
 ɪz nət sən bɪz ət dɪs jɪə, so ɪ'm lʊkiŋ fə'wəd tə  
 the Christmas holidays myself. We always have such  
 də krɪsməs hə'lɪðɪz mə'lself. wi: ə'lways həv sətʃ  
 a good time at Christmas; we make it a family affair,  
 ə gʊd taim ət krɪsməs; wi: mək ɪt ə 'fæmili ə'fər,  
 you know. My sister will be there for dinner on  
 ju: ənəw. mi: sɪstə wɪl bɪ: dər ər dɪnnər ən  
 Christmas Day, with her husband and her baby. It's  
 krɪsməs deɪ, wi: hə: hʌsbənd ən hə: bəbi. ɪt'  
 a very long time since I saw them, and I'm looking  
 ə veri loŋ taim səz ət: ðəm, and ɪ'm lʊkiŋ  
 forward to spending some time with them again, and  
 fə'wəd tə spəndɪŋ səm taim wi: ðəm ə'gən, ən  
 to having two whole days off from work." "Only  
 tə həv tu: həlf dəys əf frəm wə:k." "ənly  
 two?" Storm asked. "In my country we have two  
 tu:?" stɔ:m əskt. "in mi: kʌntri wi: həp tu:  
 and a half, as all offices and shops generally close  
 ənd ə ha:f, əs ə:l of'fɪsɪz ən ʃɒps dʒenərəlɪ kλəs  
 about twelve o'clock on the 24th." "No, we keep  
 ə'bət twelft sklok ən də twentifɔ:p" "nəu, wi: ki:p  
 the usual closing hours on the day before Christmas,"  
 də ju:ʒuəl kləsɪŋ ɦəʊəz ən də dei bɪfə: krɪsməs,"

Marshall replied. "The shops and streets will be full  
*ma:ʃal ri:pplid. "de:ʃɒps an: strɛts wil bi: ful*  
of people late in the afternoon. In front of the shop  
*əv pi:pł lɛt i:n ði a:f:tə'nʌn. in frænt əv ðe ſɔ:p*  
windows there will be crowds of people looking at the  
*wɪndəʊz ðe:s wil bi: kraudz əv pi:pł lʊkɪŋ at ðe*  
different things shown in the windows. Everybody  
*dɪf'rent þɪŋz ſhən i:n ðe wɪndəʊz ə'ribɔ:dɪ*  
will want to see as much as possible, to help them to  
*wil wənt tə ſi: əz mʌʃ əz pəſſəbl. tə hɛlp ðem tə*  
make the difficult last minute decisions about Christmas  
*mæk ðe dɪf'ɪkəlt la:st minit dɪſɪgnz ə'baut krɪſməs*  
presents for Uncle Fred or Aunt Jane.  
*prɛzəntz fər ʌŋkl fred ər ənt dʒen.*

"There will be children crying because they can't see  
*"ðe:z wil bi: tʃildrən k्रaitɪng bɪ:kɪŋ ðei kə:n't ſi:*  
anything, and mothers pushing them forward through  
*ənθɪŋ. ən mo:təs pʊʃɪŋ ðem fo:wəd þru:*  
the crowd, so that the little ones may get a chance to  
*ðe: kraud, ðou ðat ðe lɪl wʌns mei get a tʃa:nç tə*  
look at the fine things in the windows, too. And  
*lʊk at ðe fain þɪŋz i:n ðe wɪndəʊz, tu:. and*  
everybody will be having a lovely time! I'm sorry  
*ə'verbɔ:dɪ wil bi: həvɪŋ a loveli taim! ðim sɔ:rɪ*  
Christmas is over so soon — only two days, Christmas  
*krɪſməs i:s o'ver so ſoon — o'ndi tu: ðeiz, krɪſməs*  
Day and Boxing Day." "Boxing Day! What a  
*ðeɪ ən bɒksɪŋ ðeɪ." "bɒksɪŋ ðeɪ! wha:t ə*

strange name!" Storm said. "Yes, but easy to explain,"  
strengt svim" storm sed. "ja, bat i:zi nu ik'plein."

Marshall replied. "You see, on the 26th of  
mai:z riplaid" "ja: si, nu da mænt'sibʃ nu

December the postman, the milkman, etc., used to  
dilemba da postman, ðə milkman, it'stra, ju:st tu  
come round to all the houses and get their 'Christmas  
kant round tu ðl da houses nu get ðea 'Christmas

Christmas box =  
Christmas present

boxes". They still come, but nowadays the presents  
bæk:sɪz". ðei stil kɔm, bat næwdeis ðe prezə  
no longer consist of real boxes with things in them,  
nu lɪŋgə kæk'sɪst òx ræl bæk:sɪz wɪd þɪŋz ìn ðom,  
but instead they usually consist of a small amount  
bat int'sted ðei juk'zæli kæk'sɪst òx a smæl amoumt  
of money." "I see! Yes, that explains it, of course,"  
ær mæni. "ai si. ja, ðat ik'plein ði, òx hæz."

Storm answered.

storm a:nswəd.

He rises, he rose,  
he has risen (raɪzɪz,  
rəʊz, rɪzɪn).

Storm and Marshall had reached their bus now, and  
storm and marshall had ri:zɪ ðe bus nu, and  
as they got on board, two ladies rose from their seats  
as ðei got ìn bə:d, twə leidzɪ roze frəm ðe sɪ:tɪz  
to get off when the bus stopped next time. One of  
ta get o:f hwen ðe bus stopp næxt taim. wan zu  
them dropped her bag when she rose, and all the  
ðem drapt hæ:bæg hæven ji. roze, and ðl ða  
different objects in it with which women fill their bags  
dɪf'rent objəktɪz ìn ði wɪd hæ:tɪf twimɪn fil ðe bags

object — thing

tell out on the floor. "Let me help you," said Storm,  
*tell out on da fl̄o: let mi: help ju:.*" said storm,  
and began to pick up keys, coins, and a handkerchief  
*and bigere t̄e pik up ki:z, ko:ns, and a hankef̄if̄*  
from the floor. "How kind of you! Thank you very  
*from da fl̄o: "how kind se ju:! þank ju: veri*  
much!" she replied, hurrying after the other lady with  
*mu:ch! ji r̄i'fluid, harily o:fta bi ada leidi wi:di*  
her hands full of all sorts of strange objects, which  
*her handz ful av z̄i sortz av stran̄g obdḡit̄s, haurf̄*  
she had no time to put back into the bag. "This is  
*ji had now time t̄e put back into da bag "dis is*  
almost too good to be true," Marshall said, as he made  
*almost too good to be true!" marʃal sed, as hi. meid*  
himself comfortable on the seat. "I mean, to be able  
*himself kainfarabl on da sit. "as mi:ne, to bi: eibl*  
to sit down all the way home in an almost empty bus.  
*to sit down o:z da wej hawn in an almost emt̄y bus.*

The trips to and from the office generally consist of  
*da trips t̄e aw from di ofis dgenerali konsist aw*  
long half-hours of standing on my feet — and other  
*long half-hours of standing on my feet . and ada*  
people standing on them, too — on my feet, I mean!  
*pi:pl̄ standing on dem, ta: — on mai feet, di mi:ne!*

And if I do get a seat now and then, some old lady is  
*and if wi da: get a sit now on dem, some old lady is*  
sure to enter the bus, so that I have to rise and offer  
*suz tu m̄is da bus, son dat o:z how t̄e rai:z and p̄se*

it to her."

*It tu her.*"

"The perfect gentleman, aren't you?" Storm said.  
*"ðə þə:fɪk ðʒentlmən, æ:n't ju:fɪ"* storm sed.

smiling. "Talking about gentlemen, I wonder if you  
*smeɪlɪŋ. "tɔ:kɪŋ ðə:bout ðʒentlmən, aɪ wʌndər if jə:*

can help me to come to a decision," he continued,  
*kæn hɛlp mi:t tə kʌm tu a dɪ'sɪʒən," hi: kəntinjʊ:t,*

pulling a small object out of his pocket. When Storm  
*pʊlɪŋ a smæl əb'zɪkt out ov hɪz pəkt. hwen stɔ:m*

showed it to him, Marshall saw that it was a very  
*ʃəʊd i:t tu him, mærʃəl sə:t hə:w i:t wəz a və*

small book of songs, in fine leather with gold letters  
*smæl bʊk ov sɒŋz, ɪn feɪn lɛðə wɪd ɡəuld lɛtəz*

printed on the back. "I bought it some days ago for  
*prɪntɪd ən ðə bʊk "i: bɔ:t i:t səm deɪz ə'gəʊ fə*

Marion. But then the thought came to me that perhaps  
*mærɪən. bʌt ðen ðə ðɔ:t kʌm tu mə: ðə:pəhə:s*

she would think it foolish of me to give her a thing  
*ʃi: wə:d fʊlɪs ðə ðɔ:t i:t gɪv hə:r ə ðɪŋ*

like that, and now I can't come to a decision whether  
*laɪk ðæt, ən ñaʊ ðə kʌm tə ðə ðɪ'sɪʒən hwə:də*

to give it to her or not. I wouldn't like to look foolish  
*to gɪv i:t tu hə:r ər not. i wʌndət laɪk tə lʊk fʊlɪs*

in her eyes." To his surprise, Marshall seemed to think  
*ɪn hə:r aɪz." tə hɪz sə'prɔɪs. mærʃəl sə:məd tə þɪŋk*

this very funny. "Excuse me, old man, but I must  
*ði:s vəri fənɪ. "ɪks'kju:z mə:, əuld mən, bət ði: məst*

laugh when I see your serious face. Of course you  
*la:f hau:n ei:s i:p: si:riəs fe:t.* or *ka:s j:*  
 can give her the book! I'm really beginning to believe  
*kan gi:v ko: də bu:k! ai:m ri:li:b b̄gi:nig i:s bil:i:b*  
 it's true what my mother says, that your head is filled  
*its tru. k̄wət moi m̄da see, dat fo: hed i:s fil:d*  
 with thoughts of that young lady."  
*wi:d p̄.ts or dat ja:y leidi."*

Just then the bus began moving forward quite suddenly,  
*dʒʌst den də bu:s bi:gen m̄tutly fo:ward k̄wəl r̄adli,*

so that one of the passengers, a lady, who was ascending  
*səu dat wan or də pa:sen:dʒər, a leidi, wa:z ə sendi:g*

the stairs to the top of the bus, fell down, happily right  
*də st̄e:s to də t̄op or də bu:s, fel du:en, hapili r̄ai:t*

into the arms of one of the other passengers, so that  
*int̄o d̄s a:m̄c or wan or d̄s a:de pa:sen:dʒər, sox dat*

nothing serious happened. Everybody expected her to  
*n̄a:bi:g si:riəs h̄apn̄d. ev̄ibodi i:ksp̄ektd ha:z*

cry out, as women usually do, for the accident had not  
*na:bi:g si:riəs h̄apn̄d. ev̄ibodi i:ksp̄ektd ha:z*

been without real danger. But as soon as she had got  
*b̄i:n wi:ld:əst ri:st de:ndʒə. b̄al or wan or ji: had ḡot*

on her feet again, she said, to everybody's surprise,  
*on ha: f̄i:t d̄y:ne, ji: sed, to ev̄ibodi z̄'pa:iz.*

"Oh, excuse me, I'm so sorry! I'm afraid I wasn't  
*"oh, i:k'sju:z mi:, wi:m tow: sor:i! wi:m o'fraid ai wəsn̄t*

very careful. But thank God nothing happened to  
*veri k̄ca:ful. bat þan:k god na:bi:g h̄apn̄d to*

passenger = one  
 who travels by  
 ship, train, car, or  
 bus

ascend = go up

"you!" — and then she rapidly ascended the stairs  
"ju:!" — and then ji: rapidly ascended da stairs  
again.  
'gein.

"It's men and women like this lady who have helped  
"its men an women look this land ha: how help  
to make our great British Empire, people who can keep  
ta make a greit britif emپریا, pl.N Au: kan help  
their heads cool and think of others even in the face  
da heads ha:i an piyk zo adas even in da feis  
of danger," Marshall said. "You British and your  
zo deividya," mar:sal sed. "ju: britif an jo \*  
Empire!" Storm replied. "You must indeed be proud  
emپریا!" storm riplaid. "ju: most in'did h: proud  
of it, when a little thing like this can call up the  
zo it, when a littl piyk laik dis kan koll af da  
thought of it. You even have an Empire Day, a sort  
jou zo it. ju: even have an emپریا dei, a sort  
of state holiday, I've read. I don't know what date  
zo stel holidi oiv red. ai down now haest deit  
it is, though. Is it soon?" he asked.  
u is, dom. zo it soon?" hi: acket.

"No, not until the twenty-fourth of May, the birthday  
"no, not an'dif da tweentiffo:p zo mei, da bap:dei  
of Queen Victoria. But we British are not so proud  
zo kwin viktoria, bat wi: britif a: not so proud  
as you seem to think," Marshall answered. "You look  
as ju: sim ta piyk," mar:sal a:nsad. "ju: lik

"as if you don't believe me," he continued, seeing the  
*as if you don't believe me*?" he continued, seeing the  
 expression on Storm's face, "but I can almost prove  
*its'profən ən stɔrm feɪs, "bat ən kən almoʊst prəvə*  
 it to you. We don't even keep our Empire Day as a  
*it ən ju: wi: dəʊnt evn kip ouər emپری دے əz ə*  
 real national holiday, as they do in France, for instance,  
*riəl nəʃənl həlidi, əz dei da. ɪn frəns, fər ɪnstəns,*  
 with everybody out in the streets, singing and dancing.  
*wɪð əvəbdɪ əʊt ɪn de strɛts, sɪŋɪng ən daʊnsɪŋ.*

We just send the children home from school after a little  
*wi: dʒət send de ɔɪldrn ɦoʊm frəm skول əftər ə lɪtl*  
 talk in the morning about the British Empire." "Well,  
*talk ɪn de morñɪŋ ə'baut de b्रیٹɪʃ emپری.*" "Well,  
 perhaps you aren't as bad as I thought," Storm replied.  
*pəhɪps ju: ənɒt əz bæd əz əi þɔ:t," stɔrm riplæd.*

"But tell me, now that we're talking about holidays —  
*"bat tel mi: noʊ ðæt wɛr ətɔ:kɪŋ ə'baut həlidiz —*  
 do you keep the same holidays as we do in my country,  
*ðæ: ju: kip ðe seɪm həlidiz əz wi: ðo: əm meɪ kʌntri,*  
 I wonder?" Marshall: "The great Church holidays are  
*əi wʌndə?" maʃəl: "ðe greɪt tʃɜːf həlidiz ə.*  
 the same, I suppose: Christmas, which the Church tells  
*ðe seɪm, iŋ se:pouz: ˈkrɪsməs, hə:tʃ ən tʃɜːf tɛl*  
 us was the time of the birth of Christ, God's Son. That  
*ət wæs ðe taɪm ən ðe bə:p əz krɪst, ɡəd:s sən. ðæt*  
 is to say, there is much discussion between the different  
*ɪz tə sei, ðæt əmɒt diš'keɪʃən bətwə:n ðe diffrənt*

settle = decide

man (here) —  
all men

grave

religions about the true date of His birth. The Roman  
*r̄lidzane s'bout da tru: dei ar his b̄b̄. De roman*  
 Catholic religion tells us it was at Christmas, and most  
*k̄polik r̄lidzari telz ar it was at k̄ristmas. M̄n mous*  
 Protestants do the same, while other Protestants say  
*protestants da: da seim, k̄reit k̄d̄ protestants sei*  
 they can prove from the Bible that the birth of Christ  
*dei kan pr̄uw from da b̄ble dat da b̄b̄ ar k̄rist*  
 took place in the autumn. I don't know whether the  
*tek pl̄as in M̄l o-tam ar d̄onot now h̄aceda da*  
 question has been settled, but I do know that few  
*k̄westj̄on has been settled, bat ni da: now dat j̄ie:*  
 people at Christmas think of the account in the Bible  
*p̄p̄l ar k̄ristmas p̄yk ar di s'bannt in da b̄ble*  
 of how Christ was sent from Heaven to live upon this  
*ar how k̄rist was sent from hevn to liv s'p̄n dis*  
 earth of ours and teach people about God and God's  
*ar ar awas ar ti:tj p̄p̄l s'bannt god ar god's*  
 plans for man. What they think of for the most part  
*plans fo men. K̄rest dei p̄yk ar fa da mousat part*  
 is the good time they're going to have with their friends  
*is da god taim dea going to hav wid der frendz*  
 and family! -- Well, after Christmas comes Easter —  
*an formid! — wel, a:fta k̄ristmas k̄anka i:sta —*  
 Good Friday, when Christ died, Easter Sunday, when  
*god fr̄idi, k̄wen k̄rist died, i:sta suudi, k̄wen*  
 He rose from the grave, and Easter Monday." "Excuse  
*hi: rous from da greiv, and i:sta mandi." "ik'shju:s*

my interrupting you in the middle of your account,"  
*mai int'reptiy jw: m d midl uv ju:t sk'ont,*"

Storm said, "Good Friday, what a strange name for the  
*sturm sed, "gud frайди h'ost + strаindz wein fо d*  
 day on which Christ died!" "Yes, isn't it?" "What  
*dei m h'ort k'rist doid?" "jes, isn't it?" "h'ost*  
 about the New Year?" Storm asked. "You didn't  
*s'bowl da nju: jis?" sto:w a:skt. "jus: didn't*  
 mention it." "There's nothing much to tell about that,"  
*mennjan it." "daэ n'apig mafis to tel s'bout dat,"*

Marshall answered. "In Scotland they keep the first  
*mo:yal a:nsad. "in skotland dei k'up da first*

of January, but here shops, offices, etc., are all open.  
*er dзanju:rt, bat his f'ops, ofiss, it'setra, air x'l oupen.*

At the most, we have a party on the 31st of  
*et da mo:yl, w. hav a parti on da pe:lfest av*

December and dance into the New Year, or go out into  
*d'zembra m' dan's into da nju: jis, x: gow out into*

the streets at twelve o'clock and say 'Happy New Year'  
*da str'its et n'yel x'kibz m' sei "h'api nju: jis"*

to complete strangers. Well, shall I continue my  
*to k'ompli: st'reindza. wel, fal m' k'ompli: m'pi*

account of our holidays and get it over?" "Yes, please  
*sk'urnt m' a:z h'olidiz m' get it over?" "jes, plis*

do?" Storm replied. "I might as well use this half-hour  
*du:" sto:m r'pla:d. "m' mait m' wel jw:z dis hu:fauz*

to learn something." "All right! Seven weeks after  
*to le:n s'om'g" "jif w'it seven w'eks a:ftor*

Easter is Whitson, consisting of Whit Sunday and Whit  
*īsta īz hwitson, konsistin gə hwti sʌndi ən hwt*

Monday." "I should like to ask you something here,"  
*mʌndi.*" "ai jad laik tu ask ju: sampli hu:z,"

Storm interrupted again. "Don't you keep the day when  
*stɔrm int'raptid z'geɪn. "dənt ju: t'p ðə dei hru:n*

Christ ascended to Heaven as a hollday? I didn't hear  
*kraɪst ə'sendid tə hevn əz ə hollday! ai diddət hɪə*

you mention it?" "It's not a general holiday, with the  
*jū mənʃən it?*" "ais nɒt ə dʒenərəl holidi, wið ðə

shops closed and so on," Marshall answered, "but we  
*sɔps kləʊzd ən sou ən,*" mərʃəl ə'nswəd, "bat wi:

have a name for it, of course. Ascension Day, on which  
*həv ə neɪm fər it, əz ke:s, ə'senʃən dei, ət hwti*

the churches hold special services for Christ's ascension  
*ðə tʃə:tʃəz həuld spɛʃəl sə:vɪsɪz fə kraɪstz ə'senʃən*

to Heaven."  
*tə hevn."*

"Well, that is all very much like our holidays at home,"  
*"wel, ðæt ɪz ə:l vəri mu:t laik aʊt holidi:z ət həʊm."*

Storm said. "Yes, but I'm not through yet — we have  
*stɔrm sed. "jɛs, bat ðæt nɒt þru: jet — wi: hæv*

a holiday which I'm sure you haven't got," Marshall  
*ə hollday hwti ðim fər ju: hævən't got!" mərʃəl*

replied, "and it's one that we all love and look forward  
*ri:plesd, "and its wʌn ðæt wi: ə:l ləʊ ən luk fə:wərd*

to for weeks. It's called August Bank Holiday, and  
*tu fo wikt. its bʌ:k hʌ:tst bænk holldi, ənd*

it's always on the first Monday in August. The weather  
is always on da *first* mandi in *August*. da *wedar*

is generally fine, and everybody has a lovely time. As a  
boy I often went into the country on that day with  
my people, starting as soon as the sun had risen and

my people, starting as soon as the sun had risen and  
returning in the evening very, very tired and very,

very happy. We might as well have gone any other  
summer day during the school holidays, but it was

always much more fun on that day, because so many  
people were out." "Why is it called 'Bank Holiday'?"  
"Hui is it *bank* 'bank holiday'?"

Storm asked. "That needs a little explaining," Mar-

shall replied. "We have four 'bank holidays': Boxing  
Day — perhaps I should give them in their correct

order: Easter Monday, Whit Monday, August Bank  
Holiday, and Boxing Day. The law of the country says  
order: *iata* mandi, *kant* mandi, *o:gart* *bargk*

Holiday, and Boxing Day. The law of the country says  
*bargk* dei. *dei* *dei*: *xy* da *kant* sei

people (here) =  
parents

order = the way  
one thing follows  
another

that on these four days all banks must close, and as dat on diez fo. deiz o'l banks must close, and as factories, shops, and offices then close, too, those days faktoriz, fops, and ofvis den klosz, dat, doas deis have become general holidays."

*hse bikam d'general holidaz?*

"I see," Storm said. "And I understand what you said "ai se;" storm sed, "and ai understand howt ju: sed about closing on the three weekdays following religious sh'wart kloszng on da bri wikkdaz falsoly r'lidaz holidays, but I really find it a funny thought that your holidaz, dat ai riadi find it a farci just dat ju: great British Parliament should have taken the trouble greu britif parlament sed hot teikn da mabi to discuss a question like the third holiday and make ta diskas a kwestion lait da fo'd holidaz an veik an Act of Parliament about it. But I suppose that if an akt av parlament a'bout it. Dat ai sa poez dat if you had time to read through all the Acts of Parliament ju: had ta'me to read prou o'l di aktz av parlament that make up the laws of the country, you would find dat mukk ap da l'z av da landz, ju: wed faind many strange things." "I'll tell you what I think," meni straingz bigz. "ail tel ju: howt ai sayk," Marshall replied with a smile; "I think that at the end marjal r'plaid wed a small; "ai bigz dat at hi end of an extremely hot week once upon a time, some zo zo sk'z'ribbz hot work wanz a'pon a team, zant

Member of Parliament who perhaps was a bank manager at parliament but perhaps was a bank manager thought to himself, 'How unpleasant to have ~~to work in this heat~~ ~~to himself~~, ~~thee un'pleasant to have~~ to work in this heat, and how nice if one could get ~~to work in this heat~~, ~~an hour away if one had got~~ away from town for an extra day, at least once during ~~every~~ ~~from time for an extra day, at least once during~~ the summer! One ought to suggest, next time Parliament sits, that all banks must close one Monday every summer.' ~~as you did, as you it haldein an akt in~~ Parliament, and so everybody was happy, as they say ~~parlament~~, ~~an sonn verhödi was happy, as dei sei~~ in the story-books!" As they rose to get off, Storm in the story-books!" ~~as dei raus zu get z.f. HJH~~ said with a laugh, "You would make a great teacher ~~and wüd a lauf~~ "i.e. ~~wed meik a greit tiifor~~ of history, I think. If there was something you didn't ~~as Histori. al dach~~ ~~if dea was sahbig jen: didnt~~ know, you would always be able to make up a fine ~~one. jen: wed schwez bi: rich to make up a farn~~ story in no time!" ~~story in no time!"~~

*in no time = in a very short time*

## EXERCISE A.

## 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

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 [*ju:nimərəls*] are words like the following: one, four, six, the first, the third, the sixth. There are two kinds of numerals, cardinals [*kɔ:dɪnəls*] and ordinals [*ɔ:dɪnəls*]. 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 [tuː]
- 3 three [θriː]
- 4 four [fɔː]
- 5 five [faɪv]
- 6 six [sɪks]
- 7 seven [sevən]
- 8 eight [eɪt]
- 9 nine [naɪn]
- 10 ten [ten]
- 11 eleven [ɪlevən]
- 12 twelve [twelvə]
- 13 thirteen ['θɜː'tiːn]
- 14 fourteen  
[fɔː'tiːn]
- 15 fifteen ['fɪf'tiːn]
- 16 sixteen ['sɪks'tiːn]

#### Ordinals

- the first [fɜːst]
- the second [sekənd]
- the third [θɜːd]
- the fourth [fɔːθ]
- the fifth [fɪfθ]
- the sixth [sɪksθ]
- the seventh [sevənθ]
- the eighth [eɪtθ]
- the ninth [naɪnθ]
- the tenth [tenθ]
- the eleventh [ɪlevənθ]
- the twelfth [twelfθ]
- the thirteenth ['θɜː'tiːnθ]
- the fourteenth  
[fɔː'tiːnθ]
- the fifteenth ['fɪf'tiːnθ]
- the sixteenth ['sɪks'tiːnθ]

17 seventeen [sev'ent:n]	the seventeenth ['sevən'teɪnθ]
18 eighteen [eɪ'ti:n]	the eighteenth ['eɪtɪ'nθ]
19 nineteen ['nain'ti:n]	the nineteenth ['nain'ti:nθ]
20 twenty [twent:i]	the twentieth [twent:iθ]
21 twenty-one [twent'i'wʌn], etc.	the twenty-first [twent'i:fəst], etc.
30 thirty [θɜ:tɪ]	the thirtieth [θɜ:tiθ]
40 forty [fɔ:rti]	the fortieth [fɔ:rtiθ]
50 fifty [fɪfti]	the fiftieth [fɪftiθ]
60 sixty [sɪksti]	the sixtieth [sɪkstiθ]
70 seventy [səvən'ti]	the seventieth [səvən'tiθ]
80 eighty [eɪ'ti]	the eightieth [eɪtiθ]
90 ninety [nain'ti]	the ninetieth [nain'tiθ]
100 a (or one) hun- dred [hʌndrəd]	the (one) hundredth [hʌndrədθ]
101 a (or one) hun- 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 [θaʊzənd]	the (one) thousandth [θaʊzəndθ]
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 [mʌjən]	the (one) millionth [mɪljənθ]
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, 58,731; 7th, 12th, 32nd,  
148th, 1,005th, 47,457th? ...

#### EXERCISE D.

After reading,

it was time to get up. Late on his stamping about home  
in going on at home, son Jim had been walking that  
rista fa traps into da kantree well, at walk down the  
house to set to diet. If Jim after going to bed was  
careful in da fijeriffo above verily have and make off  
kinds an winds an bringin he. Sixth house and next an  
ould, an so poor in fat have to wait an tell her house  
an unpleasent felonies an her perhaps still friend and  
fa her self.

ai went on a trip into da kantri myself said again  
 I goes with a jay leidi hold marion, da daughter av our  
 unenidza. her ai had addad a blu. skai, da rigig av  
 ha dz, and a wond ful av trice and red an brown hove;  
 dats how its dan in ingleland! marion iz a veri laoli  
 girl, as ben tel ju;. ju: ken si: dat fo jo'self from  
 dis pictjer av her, hwiif ai tak dat dei in da kantri.

Mic'z down tel dis ta mai sisla, our aim affrid dat  
 ji. will not fit da vispekt fo: mi: dat sistas had hav  
 fa deer olda brabaz. her ju: mei remembra mi: ta  
 ha, an ta da rest av da famili.

ju: sin ziahi,  
 gto:m

## A TRIP TO BRIGHTON

When Storm started working at the office, it was never *stɔ:m* started working at the office. It was decided that he should only remain as long as the *disaidid* dat he had *sawli* *riwiev* as long as the clerk whose work he was taking care of was ill. But *black* *hund* *wack* *hi:* was *teikig* *bear* on *the* *il*, bat when the clerk was able to take over his own work *baen* the *black* was *eibl* to *teik* *over* *the* *own* *work* again at the beginning of the new year, the manager *signe* at the *bl'gning* *ov* the *nju: j̥o:* *de* *mawndy* wanted Storm to stay on for a few months longer. *wantid* *stɔ:m* *to* *stei* *on* *for* *a* *fju: m̥i:ns* *j:* *sou:*

"I shall be very busy the next eight months or so." "et *jal* *bi:* *veri* *bu:z* *da* *me:kst* *et* *m̥a:ns* *j:* *sou:* We're planning to open some new branch offices, so it *was* *planning* *to* *open* *sou:m* *nu:z* *bra:nf* *ofis*, *sou* it would be nice to have you as a sort of private secretary. *we:d* *hi:* *wan* *to* *have* *j̥o:* *as* *a* *sou:t* *to* *privat* *sekretar*.

I shall need your help very badly." "et *jal* *need* *j̥o:* *help* *veri* *badli:*"

Storm was only too glad to get this chance of staying *stɔ:m* was *only* *too* *glad* *to* *get* *dis* *chanc* *ov* *stayin* on, because he wanted to see the spring in England. *on* *likw* *hi:* *wanted* *to* *si* *da* *spring* *in* *England*,

of which he had heard so much. A week later everyone knew his bad friend was out, & a week later nothing had been settled; he was to stay in England as long as the manager needed him.

*long as da manager nidd him.*

So when May came he was still in London, working extremely fine for several days, Marshall and Storm decided to go to the seaside for the week-end after a particularly busy week.

*particulali bizi work.*

"A week-end at the sea-side would do us good after a week's hard work," Marshall said, "and even if it may still be a little cold to bathe, the sea will be beautiful, and the fresh sea-air will be nice after the bad London air." "What is the best place on the coast to go to?" "I think Brighton will be

the best place for you. "at Brighton will be

best," Marshall answered. "It's a pleasant town on best," *marshall* *answered*. "It's a pleasant town on the south coast of England. We could stay the night do *south* *coast* *of* *england*. *We* *could* *stay* *the* *night* at one of the hotels and return on Sunday evening." *or* *we* *can* *do* *hotels* *on* *return* *on* *sunday* *evening*.

"Fine!" said Storm. "Let's hurry home from the fine!" *say* *storm*. "lets *hurry* *home* *from* *the* office, then, without stopping for lunch at our usual office, *then*, *without* *stopping* *for* *lunch* *at* *our* *usual* place. Perhaps your mother will prepare a quick place. *perhaps* *your* *mother* *will* *prepare* *a* *quick* lunch for us at home while we throw a few things lunch *for* *us* *at* *home* *while* *we* *throw* *a* *few* *things* into a bag." "We shan't need much more than a into a bag." "we *shan't* *need* *much* *more* *than* a tooth-brush and a comb, so there won't be much to tooth-brush *and* *a* *comb*, *so* *there* *won't* *be* *much* *to* pack. We'll have time enough before our train leaves." pack. *we* *ll* *have* *time* *before* *our* *train* *leaves*.

"Speaking of tooth-brushes," Storm said, "I must speaking of tooth-brushes," *storm* *said*. "I must remember to buy some tooth-paste on the way home. remember to buy some tooth-paste *on* *the* *way* *home*. I noticed this morning, when I was brushing my teeth. *I* *noticed* *this* *morning*, *when* *I* *was* *brushing* *my* *teeth*, that I had used up all my tooth-paste. I think I'll try that *I* *had* *used* *up* *all* *my* *tooth-paste*. *I* *think* *I* *ll* *try*



*tooth-brush*



*comb*



*tooth-paste*

one tooth  
two teeth

a shop I've often noticed. It's only a short distance  
*is* *far* *the* *shop* *nearest* *its* *only* *a* *short* *distance*

from the Underground station, you know, the one which  
*from* *the* *Underground* *station*, *you* *know*, *the* *one* *nearest*

has an unusually large sponge lying in the window.  
*has* *an* *unusually* *large* *sponge* *lying* *in* *the* *window*

It must be fun to use a sponge as big as that in the  
*it* *must* *be*, *fun* *to* *use* *a* *sponge* *as* *big* *as* *that* *in* *the*

bath; you could almost wash the whole body with it.  
*bath*; *you* *could* *almost* *wash* *the* *whole* *body* *with* *it*

at once. I saw some beautiful brushes there the other  
*at* *once*, *I* *saw* *some* *beautiful* *brushes* *there* *the* *other*

day, too. I'd like to buy them for my sister. She takes  
*day*, *too*. *I'd* *like* *to* *buy* *them* *for* *my* *sister*. *she* *takes*

a lot of trouble with her hair and brushes it carefully  
*a* *lot* *of* *trouble* *with* *her* *hair* *she* *brushes* *it* *carefully*

morning and night; so those fine brushes would be just  
*morning* *and* *night*, *she* *does* *fine* *brushes* *and* *bit* *dig*  
*the* *thing* *for* *her*, *one* *for* *her* *hair* *and* *one* *to* *brush*

her clothes with. Perhaps there's a comb to go with  
*her* *clothes* *with*, *perhaps* *there* *is* *a* *comb* *to* *go* *with*

them, too."

"done he."

"Well, don't be too long about your shopping," Marshall  
*"well*, *don't* *be* *too*, *long*, *about* *your* *shopping*."

said. "I shall have to look for my bathing-costume  
*said*, *"i* *shall* *have* *to* *look* *for* *my* *bathing*-*costume*



take trouble with  
*take* *trouble* *with*  
*i* *work* *carefully*  
*with*



bathing-costume



bathing-drawers

My mother puts it away every winter, and never twice  
*mai mātsu peta ita wāi eeri winter, oē mātsu hōtō*  
 in the same place, so I can't be sure of finding it at  
*in oē sāme place, sōmākōto tōjū jāz māfukōtō it oē*  
 once."  
*onee.*

"Do you think it will be warm enough to bathe?" Storm  
*"dō ju: pīk it wāi hōtō tōjū te hōtō?" storm*  
 asked. "Then I'll take my bathing-drawers, too."  
*askt. "den oē tōtō mōgi hōtōdōz, tō."*  
 "Bathing-drawers!" Marshall said. "Haven't you got  
*"hōtōdōz?" marshall said. "hōtōdōz ju: gōt*  
 a bathing-costume? At one time you were not allowed  
*a hōtōfukōtō?" at one time ju: mōtō oē alōd*  
 to use bathing-drawers, but nowadays it's perfectly all  
*to ju: hōtōdōz, bat mōtōlōz ito pāfūlōz oē*  
 right of course. However, we English are funny in  
*rait oē kōs hōtōdōz, ac. iygūf u: fōo m*  
 many ways, you know. By some people bathing-  
*euē tōtō, ju: non. bui xāu pīlō hōtō*  
 drawers are still regarded as not quite the thing for  
*drawers oē stil rīgūdōz as not kōwāt do pīt fa*  
 bathing." "Well, I haven't got anything else, so I'll  
*batōdōz." "Well, mō hōtō qōo mōtōgōz oē, sōmō oē*  
 have to take them along," Storm answered.  
*hōtō tōtō dōmō hōtō." storm answered.*

Two hours later the two young men were sitting in  
*two mōtō hōtō do mōtō jāy mōtō tōtō sōtōpō* in

a bus on their way to Brighton. "The distance from  
*sə bəs ɔn ðə weɪ tə Brɪtən* " ðə dɪstəns frəm  
 London to Brighton is only about fifty miles," Marshall  
*lʌndən tə Brɪtən* *ɪz ɔːnlɪ əbʌt fɪfti mɪlz*, " *məʃæl*  
 explained, "so I thought we might go there by bus  
*eksklænd* 'səʊ ï θo:t ðeɪt gəu ðeə bɪ ðə bəs  
 instead of by train. The country between London and  
*ɪnðeð ðə træn ðə kʌntri bɪtwən lʌndən ənd*  
 Brighton is very beautiful, and you'll see more from  
*Brɪtən* *ɪz vərɪ ˈbju:tɪfʊl*, *an ðə ði: ñə: mər frəm*  
 the bus. The trees will be looking their best now;  
*ðə bəs ðə træs wɪl bɪ ɭʊkɪŋ ðəs best ñaʊ;*  
 there will be flowers in bright colours by the roadside,  
*ðər wɪl bɪ ˈflaʊəz ìn breɪt ˈkə:ləz bɪ ðə rəʊdsaɪd,*  
 and the leaves and the grass will be of that lovely  
*ðə ðe li:vz ən ðə græs wɪl bɪ ðə ðət ˈləvli*  
 fresh green that they only have during the weeks  
*fref ɣwɪ:ks ðət ðeɪ oːnli hæv ðə ðət ɣwɪ:ks*  
 when spring is turning into summer. I want you to  
*wen ðr̩pɪŋ ɪs ˈtɜ:nɪŋ ìnto ˈsʌmə*, *ï wənt jø: tə*  
 see England at its very best — in May, in the country,  
*si ˈɪngglənd ət ðəs vərɪ best ɪn meɪ, ìn ðə kʌntri,*  
 when everything is fresh and clean and full of peace  
*wen ðət'vɪðɪŋ ɪs ˈfref ən ðən ˈkli:n ðət ful ðət ˈpi:se*  
 and beauty.  
*ənd ˈbju:tɪ.*

"It's funny, isn't it, that although I should not like to  
*'tɪs ˈfʌni, ɪsn't ði, ðæt aʊðlɪk ðət ðəʊld ñɒt laɪk tə*

by the roadside =  
 by the side of the road

live in the country. May always makes me wish to  
*live in da kantri, mei awes neaks wi: wi: to*  
 spend the summer in the country, to see the corn  
*spend da summer in da kantri, to see da korn*  
 standing green in the fields and the cows happy in  
*standing grain in da fields in da kantre hafci in*  
 lovely deep grass."  
*lovely deep grass."*

"I quite understand how you feel," Storm replied, "and  
*"ai kwait and'stand has ju: fi:t," storm ri:ppld,* "and

I'm glad we came by bus. I'm really seeing the country  
*ai'm glad wi: heim bat bus. min riski si:dy da kantri*  
 this way. Look, Marshall," he continued, "isn't that  
*this way. Look, Marshall," he continued, "isn't that*

a windmill we can see in the distance?" "Yes, it is,"  
*a wondmil wi: kau see in da ditton?" "yes, it is,"*

Marshall replied. "We still have a few left, although  
*marshall ri:ppld. "wi: stil have a few left, altho:*  
 in most places factories have taken over the work of  
*in most places factories have taken over the work of*  
 making corn into flour, which the windmills used to do.  
*making korn into flour. Most of the windmills just to dir.*

Factories can make flour cheaper, I suppose. And as  
*factories kau make flour tʃi:p, mi: so:pas and zo*  
 bread is such a large part of the nation's food, it's  
*bread is siff a la:dʒ pə:t zo do weifans fu:d, its*  
 important, of course, that flour should be cheap."  
*important, mi: tɔ:k dat flour jad bi: tʃi:p."*

in the distance =  
 far away



windmill

"What a lot of work must be done to the corn," Strom  
 "heat a lot of work must be done to do kum," Strom  
 said as he looked out over the fields. "in the course of  
 seed as his look out over do fields. "in do kum in  
 the months from the time when the farmer puts the  
 do maize from do take here do farmer puts do  
 plough into the ground in spring until we put the bread  
*flour into do ground in spring until we put do bread*  
 on our tables! When the ground has been broken by  
 do work! *When the ground has been broken by*  
 the plough, the seed is put in, and then after five or  
 do plan. *do seed is put in on do a five fair to*  
 six months the corn is ready to be taken to the mills,  
*the results do kum is ready to be taken to the mills,*  
 or factories, to be made into flour, and at last it is  
*or factories to be made into flour, and at last it is*  
 made into bread. When the corn has been taken to the  
*seed into bread since do kum has been taken to the*  
 mills, there is still something left of the plant, which  
*mills, do seed is simply left on the plant. This*  
 is used for the animals during the winter. Not all the  
*is used for the animals during the winter, not all the*  
 corn is sent to the mills; some of it is used for next  
*corn is sent to the mills, some of it is used for next*  
 year's seed."

"Yes, sir!"

"Yea," Marshall replied. "In town you usually don't  
 "jet," *you just n't plant. "In town you just n't plant about*



plough



seed

grow (here) --  
make grow

think of these things. You go into a shop, ask for some  
*pink or blue buns*, *jus' now* into *shop* with *for* same  
bread, and in the course of a minute or two you leave  
*bread*, and in *the bus* to a minute *in the jar* like  
the shop with the bread you have bought. Just as easy  
*as take with the bread just keep here digest as well*  
as buying potatoes, and yet, how much more easily  
*as buy the potatoes*, *or just have most meat* *as well*  
potatoes are grown!"

Time passed quickly on the road. Every few minutes  
*train past* *Brinkley* *on the coast*, *and* *five* *minutes*  
the view changed. They passed through some small  
*old towns* *of England* *old* *farm* *houses* *and* *small*  
towns with beautiful old houses, between rose-bushes  
*trees with blossoms and fences* *between* *verdurous*  
that grew in long rows along both sides of the road.  
*that grow in long rows along both sides* *of the road* *so the road*  
full of red and white flowers, or looked over bright  
*red and white flowers*, *at* *lively* *green* *fields* *as the road*  
green fields, pleasantly broken by a few trees here  
*green fields*, *scattered* *here* *a few trees* *there*  
and there, a thing which is typically English. They  
and *there*, a *big* *biscuit* is *typically* *English*. *as*  
arrived at Brighton about four o'clock, and one of the  
*strange* *of brains* *about* *for* *sight*, and was *to* *the*  
first things they did when they reached their hotel  
*first things* *as* *did* *have* *the* *walk* *the* *hotel*

was to order tea.

*was to order tea.*

"I'll take mine with lemon to-day," Storm said. "I like  
"milk main with lemon today," *storm said* "milk

it best that way when I'm hot and thirsty. Won't you  
"it best that we have this here in Paris." *won't you*

try it, too, Marshall? You won't regret it." "Yes, I'll  
*try it, too, Marshall?* *you won't regret it?*" "yes, *will*

take lemon in my tea, too, for once," Marshall replied.  
*will lemon in my tea, too, for once?* *will* *replied*

"But I'll have to take at least three lumps of sugar  
"but *will* *have to take at least three lumps of sugar*

to make it sweet enough. Oh, I say, Storm, look at that  
"make it sweet. *oh, i say, storm, look at that*

little dog, over there! He's looking at our sugar as if  
"little dog, over there! *he's looking at our sugar as if*

we'd taken it from him. We'll have to give him a lump  
"we'd take it from him. *we'll have to give him a lump*

of sugar. He doesn't look as if he belongs to anybody  
"sugar. *he doesn't look as if he belongs to anybody*

here; he must have come here by himself."

*he, must have come his self.*"

While they were having tea, a band started playing  
"while *they were having tea, a band started playing*

in the restaurant. "Do people dance here in the after-  
"in *the restaurant.* "do *people dance here in the after-*

noon?" Storm asked, noticing that they were playing  
"noon?" *storm asked.* *noticing that they were playing*



lemon

by himself =  
alone

dance-music. "No, not at this hotel," Marshall replied.  
dansmjuzik. "non, pas au dis hôtel," marʃɛl rippl'd

"But there are several restaurants where you can dance  
"mais il y a several restaurants where you can dance  
at this time of the day. There will be dancing here  
al dis tems de la jor. Il y a will be dancing here  
to-night, though, as far as I know. Have you noticed  
toujour, donc. as far as ai non. Il y a tonight  
that they have seven or eight instruments that they  
dat dei hav seven or eight instruments que dei  
aren't using? I suppose that means there will be a  
naut juching! as tal'fous que using. Ils will be a  
larger band playing later on, and that there will be  
large band plenty later on, au dai deo will be  
dancing then. Would you like to go to some other place  
dansing don want ju: lait ta gout ta tout udo. Mais  
to dance?"  
tu danser?"

"No, dancing on a nice afternoon like this has no  
"non, dansing on a nice afternoon like this has no  
attraction for me," Storm said. "Besides, I want to  
attraction for me," storm sed. "Bilalde, ai veut to  
see as much of the town as possible while we are here."  
si: as muis se do loom as jumbl bilalde ai veut to

"Right you are! Let's go, then," Marshall answered.  
"Exact ju: et! lets you, don." marʃɛl o'mised.

"We might walk about a bit. I want to show you the  
"et want walk about a bit. ui want a few jor. Si

attractions of the town — just like a professional guide:  
*attrakʃənz ov ðə toun — dʒæst lo:k ə prəfesənl gaɪd.*

Here, ladies and gentlemen, you see . . . etc. Brighton  
*hɪə, la:dɪz ən dʒentl'mən, ju: si: . . . ɪ'traɪt, brɪ:tən*

is full of cinemas, theatres, restaurants, music-halls,  
*ɪz ful ov sɪneməz, θe:t'rez, rɛstɔ:rənz, mu:sɪk'ha:lz,*

and all kinds of places where you can have a good  
*ənd ɔ:l ku:ndz ov pləzɪz ha:və ju: kən ha:v ə gʊd*

time. I really think that although Brighton is a  
*ta:wə, ə: ri:lɪ pi:gk ðət ə:ldən brɪ:tən ɪz ə*

seaside town, its attraction for many of the people  
*si:saɪd toun, ɪz ə'trækʃən fə meni zə ðə pi:gpl*

who come here lies more in these things than in the  
*hu: kəm hɪər laiz mɔ:r ɪn ðɪ:s pi:gpl ðən ɪn ðə*

beach," Marshall explained as they left the hotel.  
*bi:tʃ, 'ma:ʃəl ɪks'pleɪnɪd ə: ðei left ðə ho:təl.*

"Really?" Storm asked. "You would think that, first  
*'ri:əli?' ə:stɔ:m ə:skɪt. 'ju: wəd pi:gk ðət, fu:st*

of all, people come here to bathe, since this street, with  
*əv ɔ:l pi:gpl kəm hɪə tə bəθ, sɪns ðɪs strی:t, wəd*

all these hotels on one side, is situated almost at the  
*ɔ:l ðɪ:s ho:təls ən wən seid, ɪz sɪ:tʃɪtɪd ɔ:l'məut ət ðə*

very edge of the sea. You only have to walk a few  
*veri edʒ ət ðə se: . . . ju: meni ha:v ə wəlk ə fju:*

steps across the street, and you find yourself on the  
*ste:pz a'krəs ðə strی:t, ən ju: fi:d ɔ:'self ət ðə*

beach. What is the beach like here?" "It's rather  
*bi:tʃ, ha:tst ɪs ðə bi:tʃ la:k hɪə? " "ɪt's re:ðə*

*ha:l(her)e) — 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:fəd r̥ə'pluid.* "On dis part o' de coast,  
the beach generally consists of small round stones  
*ðə bɪ:tʃ dʒenərəlɪ kən'sists əv smæl rəʊnd stonəs*  
which don't hurt the feet at all. In fact, many people  
*hən'tit do:nət hært ðə fɛ:t ət ɔ:l. ɪn fakt, men pi:pł*  
prefer these small stones to sand. "Sand," they say,  
*pr̥e:fər ði:s smæl stonəs tə sand.* "Sand?" *ðe:n sənd,*  
'gets into your shoes and your stockings and your hair  
*'ge:t̥z int̥o jə:s ju:t̥z ən jə:s stok'ɪŋz ən jə:s ha:r*  
and gives you a lot of trouble before you get it out.  
*ən gɪv̥z jɪ:t̥ ə lə:t əv trə'bʌl bɪ:f̥r̥ jɪ:t̥ ɡet̥ it̥ əʊt̥*

However, if you prefer sand, I know a place not very  
*hə'vevə, ɪf jɪ:t̥ pr̥e:fər̥ sand, ɪ: nəw ə plæs ət vər̥i*  
far from here where the beach has lovely red sand.  
*fə:r fr̥om hɪz hə've da bɪ:tʃ hæz la:vli red sand.*

We might go out there to-morrow."

*wɪ: mə:t̥ gən ət̥ ðe:n t̥ə'mɒr̥əʊ.*

"I think I'd rather try this place," Storm answered.  
*"aɪ þɪ:k əd̥ r̥a:ðə tr̥ai ðis plæs," stɔrm ə'nswəd̥.*

"Perhaps there's sand enough on the shores of your  
*"pə'hæps ðæz sand ɪ'nu:f̥ ən ðə ſhɔ:z əv jə:r*  
own country," Marshall said. "I think I prefer the  
*əvn kʌntri," ma:fəl sed̥. "aɪ þɪ:k əd̥ pr̥i:f̥ ðə*  
stones myself; they're quite comfortable to lie on."  
*stonəs əvn̥self; ðe:n k'mf̥ərəbl t̥ə lai ən.*

"Just a minute," Storm interrupted. "I must ask you  
*"dʒʌst ə'minɪt," stɔrm ɪnt̥'rɔ:p̥id̥. "aɪ mʌst ə:sk jɪ:*

to explain the meaning of a word you used just now  
*to ikr'plain do mi:nij* *av a word ju: ju:nd dgznt now*  
— 'shore', I think it was." "With pleasure," Marshall  
— "Jɔ:, ai pi:k a wɔ:" "wid plego," mru:ʃəl  
replied. "It means almost the same as 'beach', but  
ri:ploid. "it me:ns almənɔ:t də se:n as 'bi:tʃ', bat  
not quite. Both 'beach' and 'shore' mean 'land at the  
not kə:wit. bəu:b 'bi:tʃ' an 'ʃɔ:' mi:n 'land at di  
edge of a sea or a lake'. But while 'beach' is only  
edʒ av a se: or a læk. bat kə:wit 'bi:tʃ' is o:nl:i  
used about a low piece of land with sand or small  
ju:nd s'ba:n a low pi:s av land wid sand or small  
stones at the edge of the sea or at the edge of a large  
stō:nz at di edʒ av da si: or at di edʒ av a læk:  
lake, 'shore' may also be used where the land rises  
le:ri:. (ʃɔ:) mi:n x:low bi: ju:nd hwe:z da land rasi:z  
sharply out of the sea without any low piece of land  
fa:ppli out or da si: x:udent mi: low pi:s av land  
at the edge of the water, as for instance at Dover. So  
at di edʒ av da re:z, as for instance at do'ver you  
you see, a 'beach' is always a 'shore', but a 'shore' is  
ju: si:, a 'bi:tʃ' is o:nl:i a 'ʃɔ:', bat a 'ʃɔ:' is  
only a 'beach' if it has small round stones or sand —  
unless a 'bi:tʃ' if it has small pointed stones or sand —  
if you know what I mean." "Thanks! I think I do."  
if ju: now hwo:t ai mi:n." "þærkst mi pi:k ai du:!"  
Storm said. "At least I know enough to be able to  
sta:m sed. "at hæ:t ai now þærk to bi: cibl to

find out the rest when I read the word or hear some-  
*found out da rest know as wind da word at his*  
 body use it. But tell me, don't you think we might  
*had you it. hat fel mi; doesn't ju. pigk wi: wait*  
 be able to get a boat somewhere?" "Yes, that's easy  
*bi. eibl to get a boat somewhere?" "yes, dat's bi*  
 enough," Marshall replied. "There isn't wind enough  
*i'nauf," ma:je! ri:ploaid. "dat isn't wind i'nauf*  
 for sails, though, and, besides, I'm not very used to  
*for sails. dow, m. hilaidz, ain not veri ju st is*  
 boats with sails, so I should prefer one of the small  
*boats with sails, sou ai fai p'rifit: wan ov da small*  
 boats that you see down there on the beach." "You  
*boats dor ju. si: down bear on da beach." -ju*  
 need not be afraid," Storm said, "I know all about  
*need not bi: af'reid," storm sed, "ai now o:l abaut*  
 boats and sails, so I'll take care of that side of the  
*boats ov sails, sou all reik hear ov dat said ov da*  
 matter." "Oh, in that case," Marshall answered, "I  
*metz" "ou, in dat keis," ma:je! a:mzed, "ai*  
 don't care which we go out in, as long as you'll be  
*dount k're builf wi: you and in, oz tay az ju:t bi*  
 the captain. But I think it would be a good idea to  
*da kaptein. ha: ai pigk it wad bi: a good idia to*  
 wait until this evening before going out," he continued.  
*wait un'til dis i'evening b'fj: goin' out," bi: kan'tinjue!*  
 "As far as I remember, there will be a moon to-night,  
*"az far as ai rek'embra. des wil bi: a moon ta'nuit,*

and if the weather doesn't change, the stars will be out, too. But after all we had better take one of the small boats, for what little wind there is will be gone to-night."

"To-night."

The sea was as smooth as glass when they went out in a small boat that evening. There was not a single wave on the surface of the water.

"What a lovely sight it is," Marshall said. "with the moon and the stars up there in the sky and, at the same time, shining back at us from the smooth surface

"How I wish you'd wait a minute," Marshall said. "With the moon and the stars up there in the sky and, at the same time, shining back at us from the smooth surface of the sea, and all the lights from the many hotels on the shore." "Yes, I'm glad we waited till it was dark; it's a sight I shan't forget," Storm replied.

When they got on shore again, Marshall suggested that

they should have a look at the night-life of Brighton.  
dei *ʃəd* *haʊ* *a* *lʊk* *at* *ðə* *naɪtlɪf* *əv* *braitən*.

"Our night-life is not what they call 'hot' in America,  
"ou *naɪtlɪf* *is* *not* *haʊt* *dei* *hɔ:t* *'hɒt'* *ɪn* *ə'merɪkə*,  
but we might look in at a few places and see if there's  
het wi: *mɪθt* *lʊk* *in* *ət* *a* *fi:w* *pleɪs* *ən* *sɪ:* *if* *ðeɪ*  
any fun going on anywhere."  
əni *fʌn* *gəʊɪŋ* *ən* *ən'wɛəz*."

going on = taking place

They did as Marshall suggested and passed a very  
dei *dɪd* *əz* *ma:ʃəl* *sədʒestɪd* *and* *pæs* *ə* *veri*  
pleasant evening, returning about eleven o'clock to  
plε:snt *ɪ:vnɪŋ*, *rɪ'turnɪng* *ə'baʊt* *ɪ'levn* *ə'klɒk* *to*  
their hotel to have a glass of something in the restaurant  
ðeɪ *həʊ'tɛl* *to* *haʊ* *a* *glɑ:s* *əv* *səmθɪŋ* *ɪn* *ðə* *re'staʊnɪ*  
before 'turning in'. The band was much larger now  
bi:nz *'ta:nɪŋ* *ɪn* *ðə* *ba:nd* *was* *mʌ:tʃ* *la:dʒə* *nəʊ*  
than in the afternoon, and all the musical instruments  
ðæn *ɪn* *ði* *a:fteɾno:n* *and* *>:t* *ðə* *mu:sɪ:kal* *inst'remənts*  
were being used.  
wε:r *bi:zɪŋ* *ju:sɪd*.

turn in = go to bed

"It's almost too much of a good thing with all the noise  
"i:ts *ə'mʌst* *tu:mʌx* *əv* *ə* *gʊd* *θɪŋ* *ɪθ* *ðə* *noɪz*  
the band is making now," Storm said; "I liked it better  
ðe *ba:nd* *ɪz* *mækɪŋ* *nu:n*," *stɔ:m* *sed*. "ai laɪkɪt *ɪt* *bɛ:tə*  
in the afternoon." "That's because we aren't dancing,"  
i:n *ði* *a:fteɾno:n* "ðæts *bɛ:ks* *wi: a:nt* *dænsɪŋ*."  
Marshall replied. "Could we do that?" Storm asked.  
ma:ʃəl *ri:pplɪd*. "had wɪ: ðu: ðæt?" *stɔ:m* *ə:skt*.

"Yes, it's quite proper to dance with girls you don't  
 "yes, it's *kewt prope* to *dans* wid *ga:ls* you *don't*

know at seaside places like this," Marshall answered.  
 now at 'si:sid pləns *lik dis*," *ma:ʃal* *a:nswəd*.

"There will often be girls staying with their families  
 "de:z wil *ɔ:fən bɪ: ga:ls* *stæ:ri* and *ðe:z famili:z*

at the hotel, or young women spending a little holiday  
 at *ðe: həʊ'tel*, or *young wimmin* *spendig* a *litl* *holidi*

alone, who are usually glad to have a few dances with  
*ə:lon, hu: u: ju:guall glad tə hav a fju: dancis* wid

you. Let's see if we can find two pleasant-looking  
*yo: u: tels si: if wi: ken find twi: plezznlikig*

girls." "Look over there, Marshall, at the three women  
*luk ou:z ðe:z, ma:ʃal* at *ðe: þri: wimmin*

at that table, especially the one to the left. What on  
*ə: ðæt teibl, i:pçfali ðe: wan to ðe: left*. *hə:w* on

earth is she doing?" "I think she's beating time to the  
*ə:h* is *fi: da:vit?*" "*ai þink* *she* *bittig* *twin* to *ðe*

music with her hand," he answered, "perhaps to show  
*mu:zik wid her hand*," *hi:* *a:nswəd*, "*pə:hps* to *fox*

that she can dance and is willing to, if anybody should  
*ðæt fi: ken dans and is wili* tu, if *ənbodi* *ʃad*

ask her. I must say they're a strange collection, those  
*ə:k hə:z, ai mə:s* *se: ðær* a *sigrindz kollekʃən*, *dous*

three! They must be at least fifteen years older than  
*þri: ðei mə:t bi: at li:st fifteeñ jie:z ou:ldz ðan*

they're trying to appear. Look at the other one, now!  
*ðe:z trai:ng tu ə'pɪ: Luk at di ñðə wan, nu:wt*

appear (here) =  
 look

She is putting still more red 'paint' on her lips and  
she is putting still more red 'paint' on her lips an  
powder on her nose and cheeks. I wonder what they  
powder on her nose an tifles. ui wands hau dei  
look like under that surface of powder and paint?"  
look look ands dat sa:fix an powder an paint?"

"You should look over there instead," Storm said,  
"ju: jad look ouer dear insted." storm sed,  
noticing two girls of about twenty entering the restaurant  
nautisly tu: girls an about twenty entering da restarant  
in the company of a man who looked old enough to be  
in da kampeni an a man he. look and dass is bi:  
their grandfather. They were tall and good-looking.  
dei grandfa:da. dei twa: tall and goodlooking.  
not beautiful, but with the clear skin and rosy lips and  
not be:autiful, het wid da klia skin and rouzi lips and  
cheeks for which English women are famous. "Have  
tifles fo twitj englif twim a. feimes. "hav  
you noticed the way the smaller of them is walking in  
ju: nowtis da wei de smaller an dem is walking in  
time to the music? Musical people often do that. I  
know fo da muzik? muzikatal pi:pl r:fn du: dei ai  
am sure she dances well."  
am ju: dei danic wel."

In fact, both girls moved across the dance-floor with the  
in forks, haup ga:lt waled akros da da:nfls; and da  
grace of young animals. "If they dance with as much  
grace an jay animals. "if dei dans und as matz

grace as they walk, it should be lovely to dance with  
*græs æt ðeɪ wɔ:k, i:t fəd bi: la:wɪ la:da:nz wi:d*  
 them. Do you think they will dance with us?" Storm  
*də: ðə: þi:k ðeɪ wi:l da:nz wi:d u:s?" stɔ:m*  
 asked. "We can only find that out by asking them."  
*wi:l hæv onwʌl fænd ðæt ou:t ba:t a:skɪng ðæm.*  
 But let's give them a chance to taste their wine, or  
*bu:t lett' gɪv ðæm a tʃæns tə tæst ðeɪ wi:n,* or  
 whatever they're having, before we ask them. Did  
*ha:v'ðən ðæ ðeɪ he:ri, bɪ:fɔ:r wi:t a:sk ðæm, di:d*  
 you notice that they are both wearing very beautiful  
*jew'nl̩z ðæ ðeɪ a: bɪ:kɪng vərɪ bɪ:utɪfl̩d*  
 jewels round their necks?" Marshall continued. "As  
*dʒu:wl̩z round ðæ ñe:ks?" mɑ:ʃəl kən'tɪnued. "æs*  
 far as I can see from here, the tall girl's jewels are  
*fær a:z ðæ sɪ: frəm hɪ:z ðæ tɔ:l grɪ:l dʒu:wl̩z a:*  
 quite like her sister's, except that the stones of their  
*kwæ:tɪk ðæ:sɪ:t̩z, ɪk'se:pθ ðæ ðe:stonz o: ðæs*  
 jewels are of different colours. For I suppose that they  
*dʒu:wl̩z a:z ðæ diffrənt kə:ls. fɔ:r ðæ sə'po:z ðæt ðeɪ*  
 must be sisters."

*mə:t ðæ:sɪ:t̩z.*

"I shouldn't wonder if they are," Storm said. "How  
*"i: ſhədn̩ wə:ndər i:f ðeɪ a:" stɔ:m sed. "həu*  
 different those two are from the three painted ladies  
*diffrənt ðe:z ðe:z i:f frəm ðæ þrɪ: pɪntɪd lɪ:ðɪz*  
 over there. You can easily see that when you compare  
*o:ver ðæz, ju: ðæ:b ðe:zli si: ðæt ðə:vn ðu: kom'pə:*

compare make  
 a comparison

auntie = aunt

the quiet good taste of the two girls' jewels with the  
da *kunst* *und* *fein* on da two girls' *diamonds* with da

'loud' jewels our three 'aunties' have hung round their  
'hair' *diamonds* *and* *silver* *hair* *chains* *round* *da*  
thin necks — gold and silver, and stones in all colours!"  
fire links — *gold* *an* *silver*, *an* *stones* *in* *all* *halbs!"*

"Yes, I suppose their jewels must be expensive, but  
"yes, *ai* *sapous* *da* *diamonds* *must* *be* *expensive*, *but*  
they look as if they might have been bought at one  
*dei* *link* *as* *if* *dei* *want* *has* *bitu* *to* *da* *store*  
of those stores where nothing costs more than sixpence,"  
"no *two* *stores* *have* *such* *costs* *now*; *da* *expensive!"*

Marshall replied.

*mar:səl* *rɪplɔɪd*.

"Well, shall we ask if the girls would care to dance  
"well, *jal* *you* *wish* *if* *da* *girls* *want* *to* *dance*  
with us? We had better go one at a time — you first"  
"well, *we* *had* *lets* *you* *want* *to* *dance* — *you* *first!*"

Which of them have you thought of asking?" Storm  
hadn't *se* *done* *her* *for* *that* *or* *asked?*" *she* *or*  
wanted to know. "The smaller one. But I don't want  
*counted* *to* *her*." "She *should* *want*, *but* *ai* *donut* *want*  
to go first," Marshall replied. "Well, if I'm to go first,  
*is* *you* *first*," *mar:səl* *rɪplɔɪd*. "Well, if *mine* *is* *your* *first*  
I shall ask the small one," Storm laughed. "I liked  
*ai* *feel* *a* *ask* *da* *small* *one*," *storm* *la:ft*. "ai *like*  
the way she moved in time to the music."  
*da* *wei* *jil* *one* *of* *it* *join* *to* *da* *music!*"

"So did I. However, I'd rather not go first; but if they  
*want* *you* *to* *dance*, *and* *you* *do* *not* *go* *first*; but if *she*  
 care to have more than one dance with us, perhaps  
*she* *is* *to* *have* *us*. *Don* *our* *dances* *and* *we*, *perhaps*,

I might have a chance later of trying how well she  
*can* *walk* *her* *old* *feet* *in* *troupe* *her* *feel* *for*  
 dances. All right, run along now," Marshall said, "and  
*don't* *worry*, *we'll* *call* *you* *when*." *Marshall* *said*, "Then  
 don't forget to bow to grandpa and ask him first if  
*you* *may* *dance* *with* *one* *of* *his* *young* *ladies*!"

grandpa =  
 grandfather

"*Me* *will* *dance* *with* *one* *of* *his* *young* *ladies*!"  
 Storm collected all his courage and walked up to the  
 table where the two girls were sitting. As he came  
 nearer, he noticed that the taller of the girls looked  
 a little like Marion, and so at the last minute he decided

to ask her. First he bowed once in the general direction  
 of their table, then he bowed to the old gentleman,  
 and at last he bowed to the girl and asked in a voice  
 that he hardly recognized as his own, "May I have the  
*privilege* *of* *being* *recognised* *as* *his* *own* *son* *here*?"

pleasure of having this dance with you?"

*plezər æn hævɪŋ ðɪs dæns wið juː?*"

Soon they were all talking pleasantly together, and

*sʌn ðeɪ wær ɔːl tɔːkɪŋ plezəntli tɔːkɪdə.* and

after the first few dances the old gentleman invited

*æftə ðə fɜːst fiːv dænsɪz ðə oːld ɡɛntleman ɪnvɪtɪd*

them to move over to his table.

*ðem tə məʊv əʊvər tə hɪs tæbl.*

On Sunday evening the two friends went home by

*ɔːn sʌndɪ ɛnɪŋ ðə tuː frɛndz wənt həʊm bə*

train after having spent a very pleasant week-end at

*treɪn əfʃɪə bətɪŋ spen tə vəri plensu 'wɪk'end ət*

the seaside.

*ðə ˈseɪdɪ.*

#### 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
mouth
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 [*ɪn'fɪnɪtɪv*], 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, h, which are called voiceless [*vɔɪsl̩s*] consonants, but after the sounds b, d, g, v, n, y, w, ð, l, which are called voiced [*vɔɪzd*] consonants, and after vowels, the -s is pronounced [z]. Examples: he thanks [*θeθks*], he brings [*briŋz*], he hears [*hiəz*].

Notice that if the verb ends in the sounds *s*, *z*, *j*, *ʒ*, a whole syllable [-ɪc] is added: he passes [*pæsɪs*], he rises [*rɪzɪs*], he wishes [*wɪʃɪs*], he changes [*hɛtʃɪndʒɪs*]. 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*, *j*, *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

always been owned by the State, but over here they  
*etwa* *hier* *ownd* *het* *de* *staat*, *het* *ownd* *hier* *het*  
 were under the control of four big private companies  
*der* *staat* *da* *kontrolliert* *av* *för* *big* *privat* *kampanie*  
 until the first of January 1948. Where the  
*hier* *da* *first* *av* *dynamitri* *minister* *forstet*. *hiero* *da*  
 State owns the railways, there's no competition, and  
*der* *ownd* *da* *railways*, *der* *now* *komplifisar*, *av*  
 that often means, they say, that nobody takes any real  
*der* *av* *trouble*, *der* *sei*, *der* *nurhadi* *triks* *av* *risl*  
 trouble to make a first-class business out of them. This  
*trich* *ta* *walk* *a* *firstclass* *business* *out* *av* *dem*, *dis*  
 usually means, of course, that railways owned by the State  
*in* *grah* *mein*, *av* *kein*. *der* *railways* *ownd* *het* *da* *staat*  
 don't make money, but lose money instead. Although  
*don't* *walk* *mein* *but* *lose* *money* *instead*. *all**da*  
 our railways are now owned by the State, you must  
*the* *railways* *av* *now* *own* *het* *da* *staat*, *ja*: most  
 remember that they had been made into a first-class  
*röhacumba* *der* *der* *had* *been* *made* *into* *a* *firstclass*  
 business by the people who owned them before "*hier* *da* *was* *da* *first* *av*: *etwa* *dem* *bifz*."

Storm: "Yes, I can easily understand that there must  
 have been '*yes, si kan ielli understand dat* *der* *da* *must*  
 have been much competition between the four com-  
*mer* *four* *av* *competition* *biffen* *da* *for* *four*  
 panies, and I also understand that this may have been  
*panie*, *and* *si* *you* *understand* *dat* *dis* *now* *hier* *hier*'"

company = business into which many people have put money

make money = earn money

He loses, he lost, he has lost (verlier, verloren, verloste).

**benefit = advantage**

a benefit to the people who used the trains. Each *z benefit is do right bai jauz da trainz.* If of the companies, of course, wanted to get as much *av da kompanie, so doz, wantid to get as much* of the transport as possible. Their accounts had to *av da transport as possibl.* their *akounts had to* show a profit at the end of the year. If they lost *fou a profit at di end av da jor.* if *dei lost* business, they lost money, and if they lost too much *bienis,* *dei lost muni.* and if *dei lost to much* money, their accounts would show a loss instead of *muni,* *dei akounts wud jor a loss instead of* a profit; then people wouldn't put their money into *a profit;* *dei people wudnt put dei muni into* that company, and it would soon be finished. But *dei kompanie, und it wud soon bi finis!* but tell me, what could they really do in the way of competition? *havent had dei mali due in da wej av* competition? It isn't always that competition is good." "Plizjan?" *it isn't always da komplijan is good."*

"Oh, there were, and still are of course, many forms *av dez tems, or stil ars av doz, meni formz* of service to be found in our trains. We really feel *av se vis ta bi: found in our trainz.* we: *reali fii* that somebody is always thinking out new comforts *dsu sandadi is uchesz biging out nju: komfets* for the travellers. In almost all carriages we have *fa do traviles in akounts of komfids wi hav*

**in the way of =  
as to**

soft seats to sit on, instead of hard seats of wood. At soft seats to sit on. Instead of hard seats of wood at

wood = what  
chairs and tables  
are made of

many stations we can buy a cup of tea, take it along meni steljane ut kan biti a kap av te, teik it along in the train, and leave the empty cup at another station. in da trein, an lige du vorti kap at slænde steljan.

In one or two trains running between London and in vorti a tva trein rævny bilteben London og

Brighton, they have special carriages with typewriters bright, dei hev spejal keridzic vid mifradis

for business men and their secretaries." fa bisnes men an dei sekretaries."

"I see that your railways differ very much from those "ei si: doi jo: railveiz difa veri mæt fra døm

in my country," Storm said. "At home, there is, for in moi kantri," storm sed. "at høm, dor iz, far

instance, a great difference between first and third instances. a grei difrauz bilteben faist an þard

class carriages. The first class carriages, of course, klasse keridzic. da faist klasse keridzic. an klas

have soft seats, but many third class carriages still have soft seats. but meni faist klasse keridzic all

have hard wooden seats. And typewriters! I'm sure have hard wooden seats an typewriters! min jor

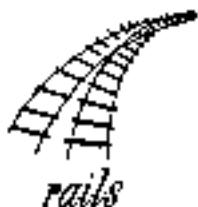
nobody ever thought of having typewriters for business norebadi er a þort an hærra taipratoz fa bisnes

men in our trains." men in ouz treins."



typewriter

wooden = made  
of wood



*rails*



*engine*



*steam*

"There's another difference which I'm almost sure you have noticed," Marshal said. "Our carriages are a little narrower than those used on the Continent, although the space between the rails isn't narrower.

With narrower carriages running on the rails, it means that trains can go much faster. You will remember that we Englishmen built the first railways. That is to say, already more than two thousand years ago the Romans knew how to use rails of stone or wood for the transport of heavy objects. But it was in England that the first modern railway was opened, with a real engine that was moved forward by steam. At first people were afraid of these engines with steam coming out of them. They thought that the engines weren't safe.

safe and dared not ride in trains pulled by engines  
seif an dead not raid in trainz pull bei enginges

So not until the engines had been used for some time  
was not an til di enginges had bin found fo sive mire

for the transport of goods, did people believe that they  
fo de transpurt os yads did pi. pl. mire dor dei

were quite safe, and that they could ride in the trains  
no bennit seif. an das dor had raid in da trainz

without danger. I think it would be hard to-day to  
widdar deidige. di figh o wad bi. hadt ziddei to

find a person who wouldn't dare to ride in a train."  
fond a person who wouldn't dare to ride in a train."

"How strange to think that the railways, which have  
"had stundig to figh dat da railweie. hauft hev

been of such benefit to people, were so long in having  
by n w yst benefit to pipl. wa: son day in history

success!" Sturm said. "Just think how travelling, a  
sol'sis?" sturn said. "Just figh hauf travely. a

little over a hundred years ago, differed from travelling  
off wader a hundred yers then. differ from travely

to-day! A two hours' trip to-day would have been  
ziddei o the same trip ziddei nowd kap bin

a two days' journey then — a very uncomfortable  
a tne. deis dgaui hen — a seri unkunfable

journey, too — and not very safe. Nowadays we sit  
dgaui, bu: -- an ut veri seif. nowadis wi sit

at ease on seats as comfortable as our chairs at home.  
ot us an siets os kumfable as our tffoz of stuhle.

at ease = com-fortably

restaurant car —  
railway carriage  
used as a restaur-  
tant

He flies, he flew,  
he has flown.  
(flies, flew, flown.)

unknown = not  
known

'Cheltenham  
Flyer' = the fastest  
train running  
between London  
and Cheltenham

'Flying Scotsman'  
= a well-known  
train running  
between London  
and Edinburgh  
(edinburgh)

If we get hungry on the trip, we only have to go into  
*if we get hungry on da trip, we only have to go into*  
the restaurant car and order what we want, and then  
*the restaurant car and order what we want, and then*  
sit at ease in soft chairs, watching houses and trees  
*sit at ease in soft chairs, watching houses and trees*  
fly past the window, while we are waiting for the  
*fly past da windows, waitin' at waitin' for da*  
food."  
*food."*

"Yes," replied Marshall, "the railways soon became a  
*"yes," replied Marshall. "da railways soon become a*  
success, even if the first trains were uncomfortable and  
*success, even if da first trains were uncomfortable and*  
the service now given to passengers was quite unknown  
*the service now given to passengers was quite unknown*  
then. The speed of those first trains in comparison  
*then. da speed of da first trains in comparison*  
with what people were used to must have given the  
*with what people were used to must have given da*  
first passengers a feeling that they were flying along  
*first passengers a feeling that they were flying along*  
as fast as birds. Speaking of birds and flying, it is said  
*as fast as birds. speaking of birds and flying, it is said*  
that some of our trains, for instance, the 'Cheltenham  
*that some of our trains, for instance, the 'Cheltenham*  
Flyer' and the 'Flying Scotsman', two of the fastest  
*Flyer' and the 'Flying Scotsman', two of the fastest*  
*trains' on da 'flying scotsman', hr. we da fastist*

trains in the world, when at their greatest speed, really  
*trains in da world, when at da greatest speed, nigh*  
 do go faster than any bird has ever flown. I don't  
*do go faster than da bird has eve flown. nigh doesn't*  
 know whether it's true, though."

"Now I wonder if it's true, does."

"I hardly think so. But even without that there are  
*nigh think so. But even without dat*  
 so many things that I must praise," Storm answered.  
*so many things dat i must praise," storm said.*

"I've noticed, for instance, that there are very fine  
*air roads, for instans, all over terri fair*  
 connections between most of the larger towns. There  
*connections b'twixn most o' de big towns. See*  
 are connections several times a day from one end of the  
*country to the other. And the connections from London*  
*country to de othe. on de railroads from London*  
 are so frequent that you can go almost anywhere  
*at son frequent dat ju' kin gon allmost anywhere*  
 whenever you want to. I'm sorry to say that in my  
*country ju' want to one son to see dat in my*  
 country this is not always so."

"Well, this is not always so."

"Perhaps that is why many Londoners are such fre-  
*perhaps dat is how men Londoners ar' half fre-*  
 quent guests in the country. It's made easy for them  
*quent guests in de country its much usi fo dem*

to get away," Marshall replied. "You seem to be made  
 to get away," *mar:ʃəl riplaid* "ju: seem to be made  
 of the right material for a true Londoner; I've noticed  
*əv də mat̩rɪəl fər ə tru: ləndənə*; *ɪv nɔ:tɪst*  
 that it's getting harder and harder to keep you at home  
*dət ɪt̩ ɡet̩ɪŋ hə:dər ən hə:də t̩ kɪ:p ju: ət hə:m*  
 during the week-ends. You go about in trains as if  
*dɪvərɪŋ də wɪ:k'ə:ndz*. *ju: ɡoʊ ə'baut ɪn t'reɪnz əs ɪf*  
 you were getting material together for a book about  
*ju: wɛ: ɡet̩ɪŋ mə'trɪəl tə'gə:ðə fər ə bʊk ə'baut*  
 the country round London -- or perhaps you just want  
*də kʌntri rəʊnd ləndən* -- *ɔ:pərhəfs ju: dʒə:wnt*  
 to be sure that the railways will get a nice profit?"  
*tu bɪ: ju: dət də ræilweɪz wɪl ɡet ə nɪs prɒfɪt?*"  

"Don't be foolish, Marshall," Storm replied. "I'm sorry  
 "dəʊn't bi: fʊ:lɪʃ ˈma:ʃəl," *stɔ:m rɪplaid*. "aɪm ɔ:ri  
 I haven't told you any more about my trips than I have,  
*aɪ hævn't tɔ:l dəu ən ɔ:mr ə'baut maɪ t्रɪps ðən aɪ hæv*  
 but I will tell you all about them later on." "This  
*bət aɪ wɪl tɔ:l ju: əl ə'baut ðəm le:tər ən.*" "Dɪs  
 sounds very interesting. -- And what has come over  
*səundz vərɪ ɪn'tرɪstɪŋ*. -- *ən ðæt hæs kəməʊvə*  
 you, since you suddenly look so serious? Have you  
*ju: sədʒt̩ ju: ɻədθəl ən əs sɪriəs?* *hæv ju:*  
 lost all your smiles in the train?" "Please don't make  
*lɔ:t əl ju: smɪləl ɪn ðə t'reɪn?*" "Pli:s dəʊn't mə:k  
 fun of me — I'm really a rather serious young man at  
*fʌn əf mi: - aɪm rɪəli ə rə:tər sɪriəs jʌŋ mæn ət*

heart!" "So I see. Excuse me, old man! But I'm  
*ha;f'*" "*səʊ aɪ si:* ɪt's'hjuːz mən! bət aɪm

sure that yours is not only a case of the loss of a few  
*ʃuːz ðər jɔːz ɪt nəʊlɪ ə kəz wə də* but by a few:

smiles. I wonder if you haven't lost your heart as  
*mɪləz. aɪ wʌndər ɪf juː həvənt lɒst jɔː hərt əz*

well?" Storm: "What do you mean?" "I mean,"  
*wel?*" *sɪm:* "hənt duː juː miːn?" "aɪ miːn,"

Marshall replied, "— no, I shall answer you with another  
*mɑːʃəl rɪplɔːd. — nəʊ, aɪ jəs ənsər juː wɪð ə'ndər*

question: Are you alone on your frequent Sunday trips  
*kwestʃn: aɪ juː ə'ləʊn ən ðə frɪ'fweənt sʌndɪ trɪps*

into the country?" "Hem — I'm not quite ready to tell  
*həm — ɪ'm nɒt kwɪt redɪ tə tel*" "you about that yet." "Oh, sorry! I can wait."  
*juː abt ðæt jæt*" "oh, sɔːri aɪ kən weɪt."

## 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  
Down  
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 [*fregirás*], 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 [*da:*], 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  
*storm's special work for mr. edwards made it necessary*

for him to spend many evenings at the manager's house.  
*for him to spend many evenings at the manager's house.*

When work was finished on these nights, Mrs. Edwards  
*when work was finished on these nights, mrs. edwards*  
 and Marion usually laid the tea-table, and they all had  
*and marion usually laid the tea-table, and they all had*  
 a cup of tea together.  
*a cup of tea together.*

In this way it was not long before the two young people  
*in this way it was not long before the two young people*

had become great friends. They went about together  
*had become great friends. they went about together*

quite a lot, to restaurants now and then, to see a picture,  
*quite a lot, to restaurants now and then, to see a picture,*

or on small trips to places outside London.  
*or on small trips to places outside london*

On the Sunday following the trip to Brighton, Marion  
*on the sunday following the trip to brighton, marion*

had agreed to go with Storm to spend a day in the  
*had agreed to go with storm to spend a day in the*

hills south of London. London itself is mostly built  
*hills south of london. london itself is mostly built*



since (here)  
— because

on very flat ground, but a short distance to the south  
*in very flat ground, but a short distance to the south*  
 of the city there are high hills, from which there is  
*at the side there are high hills from which there is*  
 a very beautiful view of London and the country round  
*a very beautiful view of London and the country round*  
 it. The highest of the hills is called Leith Hill; that  
 it. *the highest of the hills is called Leith Hill;* that  
 was where they were going that day, since Storm had  
*was where they were going that day, since Storm had*  
 not been there yet. "I'm looking forward to getting  
*not been there yet. I'm looking forward to getting*  
 up into the hills," Storm said as they sat in the bus.  
*up into the hills," Storm said as they sat in the bus.*  
 "I don't find flat country very interesting — the same  
*I don't find flat country very interesting — the same*  
 wherever you look. In the hills, on the other hand,  
*wherever you look. In the hills, on the other hand,*  
 the country changes all the time, and there's always  
*the country changes all the time, and there's always*  
 something new to be seen. Hello! What was that?"  
*something new. Hello! What was that?"*  
 he suddenly cried out, as the bus threw them over to  
*he suddenly cried out, as the bus threw them over to*  
 one side and then stopped. They had just come round  
*one side and then stopped. They had just come round*  
 a curve in the road and had nearly run into an old  
*a curve in the road and had nearly run into an old*

car that was standing on the road. "That was a near  
 car that was standing in the road. "And there's no  
 thing," Marion said. "If the driver hadn't been so  
 pig," Marion said. "If the driver hadn't been so  
 quick in using the brakes and stopping the bus, there  
 would no doubt have been an accident. Look at the  
 cloud of dust that the wheels made!"  
*cloud of dust that the wheels made!*

"This is one of the new buses with brakes both on the  
 front wheels and on the back wheels; that's why she  
 was able to stop so quickly when I put the brakes on,"

*she the bus*  
 the driver said proudly, as he started the bus again.  
*the driver said proudly, as he started the bus again.*

"If it had been one of the old ones," he continued,  
*if it had been one of the old ones," he continued,*

"I'm afraid we should now all have been lying in the  
 ditch," said the man, and he saw how many in the

dirty water in the ditch at the side of the road — bus,  
*bus, passengers, car, and all, and this just because some*

*passengers got out and sat in the ditch, while the bus*  
 farmer leaves his car in such a foolish place as a curve  
*farmer leaves his car in such a foolish place as a curve*



wheel



ditch

certain = sure

in the road! Well, I've never run my bus into the ditch yet, and if I can help it, I never shall!" "I'm not yet, and if I can help it, I never shall!" "I am quite certain he never will," Storm said to Marion;

"he seems to be an extremely clever driver." "He seems to be an extremely clever driver."

"Well, this seems to be where we're to get off," Storm said a few minutes later, as the bus stopped at the bottom of a hill.

"Yes, this is Leith Hill," Marion replied. "Can you see the tower at the top of the hill?"

The hill isn't quite 1,000 feet high, but now that the tower has been built, it may be said with some truth that it is 1,000 feet from the bottom of the

hill to the top — It is certainly good to walk about a bit after sitting in the bus for so long," Marion continued, as she got out of the bus. "And now I

will go up to the top of the hill and walk about a bit after sitting in the bus for so long," Marion continued, as she got out of the bus. "And now I

suggest that first of all we walk over to that farm and  
*suggeſt dat ja nu vilt waté meer te drik foar zo*  
have a cup of tea to wash away the dust from our  
*het te kippe nij te wrij gien do dust from our*  
throats before we start on our walk. It hasn't rained  
*bands hijsen dat nu ons werk it hezzet regen*  
for two weeks, so there must have been at least an  
*fa twi weeks. sow dat moet haue binne al heel en*  
inch of dust on the road for the wheels of the bus to  
*inj de dust on da road fo de hewile ar de bus te*  
send flying in clouds." "Did you say tea at the farm?"  
*send flatty in clouds." "did juc sei ti ar da farm?"*  
Storm asked. "Yes, in many places in the country  
*duine o skri "jet, in meni pleinen in da land*  
where tourists come," she answered, "the farmers' wives  
*tuure huurden kou," ji. antwoord. "de fumers wife*  
serve tea with home-made bread and cake, and they  
*serve di red bakkerij brood en kek. ar den*  
do so here, too."  
*do sou hiis. too."*

The farm-house was a long, low building made of red  
*de fumershuus een e lang, laag bilingg maad en red*  
brick. At one side there was a building for the animals,  
*brik. of wou sid di was a biddig fo di animalz.*  
also of red brick, and at the other side was a nice  
*alson en red brick. and ar di ida seit was a nice*  
garden, surrounded by a wooden fence, where tea was  
*gaeden, segrondid haen wooden fence. knowe di was*



fence



served. "I wonder where the gate is in this fence?"  
said. "ai wonda hova da geit is in dis fence?"  
Marion said, as they walked along the side of the  
garden towards the house. "There must be some way  
of getting into the garden."  
av getig intz dz godyn."



Not until they came all the way up to the farm-house,  
nai until dei kemp z'l da wez ip ta dz 'farmhouse',  
did they find the gate. Just as they were going to  
did dei fained da geit. d3ast dz dei wa: going to  
open it, the farmer's wife came out with a basket full  
open it, dz farmer wif kemp our wed a basket ful  
of corn and started feeding the corn to the fowls  
av korn and started fidig dz korn to dz fowls  
running about in front of the house. When she called,  
ranig z'host in front av dz house. havin fi: k3.td,



they hurried up to her as fast as their legs and their  
dei hand up to ha: as fast as dz legs and dz  
wings would carry them. One little brown hen  
wifc wed kerl dom. wan kid brown hen  
especially seemed to be very hungry; it tried to fly  
z'pefah si:md ts hi: veri hangri; it traid to flew  
up to the basket to get as near to the corn as possible.  
up to dz basket to get as niz to dz korn as posseN  
There were several kinds of fowls, and among them  
dz wa: several kindz av fowls, and amig dane

they also saw a turkey. "Look at that funny fellow over there," Marion said. "He looks as if he owned the whole place — so proud. And then he's going to end his life on somebody's Christmas table, no doubt." Listen to the strange noise he's making. Isn't he funny?

I must always laugh when I see turkeys; they look so much like little old, foolish, proud men."

"Good afternoon," she said to the farmer's wife, who

had now finished feeding the fowls. "Could you make us a cup of tea?" "Yes, certainly," the woman

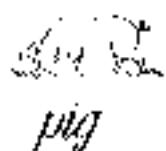
answered. "If you'll go into the garden and wait, it will be ready in a few minutes." "Fine! But might

I look about a bit while we're waiting?" Storm asked

"You see, I've never visited an English farm before,



turkey



pig

**fat** — the opposite  
of thin

and I'm interested in seeing whether there's much  
and ~~any~~ ~~unrelated~~ ~~or~~ ~~slight~~ ~~between~~ ~~the~~ ~~farms~~ ~~the~~ ~~difference~~  
~~difference~~ ~~between~~ ~~your~~ ~~farms~~ ~~and~~ ~~the~~ ~~farms~~ ~~of~~ ~~the~~  
~~different~~ ~~bitwise~~ ~~for~~ ~~farms~~ ~~in~~ ~~the~~ ~~country~~ ~~that~~ ~~I~~ ~~come~~ ~~from.~~" "Certainly! Look about  
~~here~~ ~~out~~ ~~at~~ ~~them~~ ~~from.~~" "I'd like ~~to~~ ~~see~~  
as much as you like. But be careful when you go over  
~~or~~ ~~near~~ ~~or~~ ~~near~~ ~~the~~ ~~lair.~~ ~~but~~ ~~be~~ ~~careful~~ ~~when~~ ~~you~~ ~~come~~  
to the animals, for we've got a young pig running  
to ~~the~~ ~~animals~~, ~~for~~ ~~we've~~ ~~got~~ ~~a~~ ~~young~~ ~~pig~~ ~~running~~  
about loose, and he might brush against your clothes.  
~~about~~ ~~him~~, ~~an~~ ~~he~~ ~~would~~ ~~brush~~ ~~against~~ ~~your~~ ~~clothes~~  
Pigs, you know, aren't always so clean. He really  
pig, ~~you~~, ~~and~~ ~~when~~ ~~you~~ ~~kick~~. ~~He~~ ~~will~~  
shouldn't be loose any longer, but ought to be shut  
~~up~~ ~~in~~ ~~the~~ ~~lair~~ ~~by~~ ~~now~~. ~~but~~ ~~it~~ ~~is~~ ~~too~~ ~~fat~~  
up with the other pigs — you can see the five fat pigs  
~~up~~ ~~with~~ ~~the~~ ~~other~~ ~~pigs~~ — ~~you~~ ~~can~~ ~~see~~ ~~the~~ ~~five~~ ~~fat~~ ~~pigs~~  
in there. He runs about so much that he doesn't grow  
up ~~the~~. ~~He~~ ~~races~~ ~~about~~ ~~so~~ ~~much~~ ~~that~~ ~~he~~ ~~doesn't~~ ~~grow~~  
fat like the others. He's such a funny little pig, putting  
~~fat~~ ~~lair~~ ~~in~~ ~~the~~ ~~lair~~. ~~he~~ ~~is~~ ~~such~~ ~~a~~ ~~funny~~ ~~little~~ ~~pig~~. ~~Putting~~  
his nose into everything to see what it is, and the  
~~his~~ ~~nose~~ ~~into~~ ~~curiosity~~ ~~to~~ ~~see~~ ~~what~~ ~~it~~ ~~is~~. ~~The~~  
children have such a good time playing with him that  
~~children~~ ~~have~~ ~~such~~ ~~a~~ ~~good~~ ~~time~~ ~~playing~~ ~~with~~ ~~him~~ ~~that~~  
~~my~~ ~~husband~~ ~~hasn't~~ ~~had~~ ~~the~~ ~~heart~~ ~~to~~ ~~shut~~ ~~him~~ ~~up~~ ~~with~~

the others yet. But you can see for yourselves that he's much too thin; by now, he ought to be almost twice as fat! Well," she continued, picking up two empty buckets that were standing outside the kitchen door, "I'd better go to the pump now and get the water for your tea."

"No, no, no!"

"Aren't the buckets heavy for you to carry?" Marion asked. "No, that's nothing to speak of. But in my grandmother's time the work of a farmer's wife was hard. They didn't have a pump at the farm then, but had to walk quite a long distance to a small brook to get water. Of course, the water in a brook coming down from the hills is always very fine, but it really was too far to go to get water. If you're





around — about  
a bit — a short time



He spreads, he  
spreads, he has  
spread (said  
again, again)

going up Leith Hill, you will cross the brook on your way up. The path from here to the top of the hill passes the brook at a place where the brook is so narrow that you can cross it in one step." "Isn't *narrow dat jie kan kris it in one step?*" "There is there a road up the hill from the main road?" "Storm *da road of de hill from da main road?*" Storm asked. "Yes," she answered. "but you had better go *out*." "yes," *she answered.* "but you had better go by the path through the wood. It's a much nicer *bu de path brie. de wood. it's a much nicer* way and not so full of dust as the road." After *an* *not ren ful de dust ac da road,*" after having looked around for a bit, Marion and Storm *kunin takin demand for a bit.* Marion and Storm went into the garden to have their tea. The garden *kend only da garden to have tea for da guests* was small and well kept, with three or four tables *and chairs and well kept and jui. x. fo. table* for the guests. They chose a table in the corner, *is da guest der there a table in da garden,* under a very large old oak tree. The old oak spread *under a tree big old oak tree. de old oak spread* its branches far out on all sides and gave a lovely, *da branch tree and on all sides and give a lovely,*

cool shade for them to sit in. In the leaves and the bushes *feel* you down to sit in in the tree and the branches above their heads they saw birds busily flying *between* them the birds were so *busy* birds flying in and out, and some of them flew away to return a *little* later, and some *were* down there *sitting* a *little* later with food for their young.

*and* *birds* *with* *food* *for* *birds* *is* *say*.

"Look there, on that branch over there," Marion said. "Look *there* *you* *see* *that* *bird* *of* *mine* *there*," *she* *said*.

"No, not so high up, just above the fence. There's *there*, *and* *one* *far* *up*, *singing* *there* *the* *tree* *there* *is* a nest there, I wonder if there are young birds in it?" *nest* *there* *in* *around* *it* *birds* *is* *say* *birds* *in* *it*?"

"No, but there's a bird sitting on eggs, I think," Storm *saw*, *but* *the* *bird* *is* *sitting* *on* *eggs* *at* *now*," *she* *said*.

replied. "And that busy little fellow coming now *around*. *the* *bird* *was* *not* *singing* *having* *now* seems to be carrying food to her. Listen to him *come* *to* *it*! *he* *is* *singing* *now* *to* *her*! *he* *is* *singing*

singing out to all the world what a clever fellow he *was* *on* *the* *one* *do* *what* *he* *had* *a* *better* *think* *he* *isn't*!"

"Do you think that is what he's doing?" Marion *said*. "He, *you* *high* *but* *is* *nest* *by* *a* *dark*?" *she* *said*.

asked. "Well, perhaps you're right. Now, I thought *why* *he* *was* *singing* *out* *and* *out*, *and* *out* *but* *he* *was* *being* *the* *little* *gentleman*, singing to keep his *birds* *birds* *the* *bird* *down* *there* *singing* *to* *keep* *his*



NEST

birds *birds* *the* *bird* *down* *there* *singing* *to* *keep* *his*

company. But, of course, you must have a better  
*kumpani*. *Hat*, at *hus*, *joc*, *must* *have* a *better*  
 understanding of the stronger sex than I. And men  
*understanding* *in* *da* *stronger* *sets* *du* *ai*. *an* *men*  
 do like to talk about themselves." Here the farmer's  
*du*, *talk* *is* *talk* *about* *dan'sel'se*." *his* *as* *farmer*  
 wife interrupted them, bringing a tray with the tea-  
*cup* *int'rupted* *dem*, *bring* *a* *tray* *and* *do* *ti-*  
 things. She spread a pretty, green-and-brown cloth  
*tray*. *ji'* *spread* *a* *pretty*, *green-and-brown* *tray*  
 on the table, put cups, plates, cake, bread-and-butter,  
*on* *the* *table*, *put* *cups*, *plates*, *cake*, *bread-and-butter*,  
 marmalade, and tea on the table, and then left them  
*marmalade*, *and* *li*, *on* *the* *table*, *and* *then* *left* *dem*  
 to themselves again.  
*to* *dan'sel'se* *again*

"She's really a pretty woman — to speak of something  
*“fiz* *nihi* *a* *pretty* *woman* — *to* *speak* *of* *something*  
 else," said Storm, spreading marmalade on a piece of  
*els*?" *and* *start* *spreading* *marmalade* *on* *a* *piece* *an*  
 bread. "Don't you think so?" "Yes, if she wasn't  
 bread. "about *ji* *break* *now*?" "Yes, if *ii* *would*  
 quite so fat, one might almost call her beautiful," Marion  
*haven't* *seen* *her*, *when* *meet* *influenced* *by* *the* *beautiful*," Marion  
 answered. "But they get too many good things to eat  
*it* *need* "but *dey* *get* *no* *meni* *good* *fryz* *in* *the*  
 here in the country, I suppose. Let's take a picture  
*here* *in* *the* *country* *in* *sa'pono* *lets* *take* *a* *pik'fer*

of her when she comes for her money? You did bring  
*se hr. hawn ji kawm fa ho: mahn? ju: dih bri:*  
 your camera along, didn't you?"

*ju: kawmara s'log, dihnt ju:?*

"Yes, I've got the camera here in my pocket. I'm  
*"jer, mis' got da kawmara hiz in moi pokit am"*

going to try to get a picture of one of the bees, too,  
*gonyi: ts tra: ts get a pukifor se man se do bee, tu:*

that are flying round these flowers all the time. If  
*der a fleying round dis flower o:l de time, if*

I could get very near to a bee, it would make an  
*ai kawt get veri na ih a bee, o: wed meiv an*

interesting picture, I think. I'd like one of the birds,  
*intresti: pukifor, ai piyk, ai-lak man an do bird,*

too, just when he's spreading his wings to fly. But  
*ber d'gust haen hiz spreidi: his wings ts flii, bat*

a picture like that will be hard to get, I'm afraid; they  
*a pukifor tslii apt wif be ha d to get, min olivid; de:*

move their wings so quickly. — And when we have  
*one o: des wif our blith. — su haen si, han-*

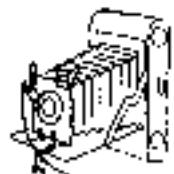
mounted to the top of the hill, I'm going to take a  
*mountet ts de top se do hil, min gonyi: ts tsik a*

picture of you, too, with your pretty head against the  
*pukifor n joo. Tu: zid ju: preti head algaeud da*

blue sky."

*blu: skai."*

"Don't be foolish!" Marion laughed. "You had better  
*adnot bi: fur hit" mairon laft. "ju: had bett*



CAMERA



bee



take a picture of the river Thames flowing quietly  
 tak a *tuk-tuk* on the river bank, coming straight  
 towards London down in the bottom of its valley.  
 沿着泰晤士河谷直奔伦敦。

"That's something worth seeing." "I can see rivers that  
 don't exactly see fit to sing," said Marion. "rivers that  
 flow through valleys wherever there are hills and rivers  
 flow past cities whenever the hills or rivers  
 in the world, but I don't know how often I may see  
 in the world, but at dawn we're up in the air at  
 your sweet face yet," Storm replied. "Don't say such  
 jocund words yet!" said Marion. "jocund yet said  
 things; the farmer's wife might hear you. Look, she's  
 here: the farmer's wife right this minute tickling  
 laughing at us," Marion said, trying not to smile. "No,  
 but *she* is," Marion said, trying not to smile. "Now  
 she isn't," Storm answered. "she's smiling kindly at us  
 like *that*," Storm added. "like *kindly* kindellie at us."

"All the world loves a lover," you know. She's seen  
 that the world loves a lover just now. If I'm still  
 do try = please try  
 long ago how I feel about you. — Now, do try to be  
 big *blue* hand at *joke* *please* *you*. — *you*, *but* *true* *to* *be*,  
 serious. Marion, just for a few minutes while I tell you  
*about* *you*, *but* *not* *for* *a* *few* *minutes* *however* *not*  
 about this? — "But I don't want to be serious now, not  
 about *this*?" "What *is* *that* want to be serious now, not  
 with people standing about, looking at us, at least,"  
 with people standing about, looking at us, at least."

Murion cried, jumping up from her chair "I'm going  
*warrion brain, djanmping up from her chair* "run away  
 to run all the way to the top of the hill. Catch me  
*to run all the way to the top of the hill. kept me*  
*if you can!" So saying, she ran through the garden  
 if you can!" and said, if you can through the garden  
 gate and started off along the path. Storm had to pay  
*gate and started off along the path. storm had to pay*  
 for their tea before he could run after her, so when  
*for their tea before he could run after her, so when*  
 he left the farm, he could no longer see her. "Well,  
*he left the farm, he could no longer see her. "Well,*  
 she must be somewhere along this path," he said to  
*she must be somewhere along this path," he said to*  
 himself, and started off. He hadn't walked far, how-  
*himself, and started off. He hadn't walked far, how-*  
 ever, before he heard her calling his name. But he  
*ever, before he heard her calling his name. But he*  
 couldn't see her anywhere. "Where are you?" he called  
*couldn't see her anywhere. "Where are you?" he called*  
 "here," she answered, laughing, and her voice sounded  
*"here," she answered, laughing, and her voice sounded*  
 quite near, although he could still see nothing but trees  
*quite near, although he could still see nothing but trees*  
 all round.  
*all round.**

Then he began to look behind trees and up into the  
*Then he began to look behind trees and up into the*



branches, hoping to find her there. "Call again," he *bra-nijc, baa-poo to fuhnd ha.* And, "cry! again," he cried, and this time he could hear that her voice came *loud, and dis loju hi! kah his dat, ha: roix kruu* from one of the big old oaks standing by the path. She *fron was se da big old oak standing bri da po h fi:* had found a hole in a hollow tree, big enough for her *had turned a howl in a hollow tree, big enough for ha,* to get in through. When he found her, he saw that *ta get in thruu.* When he found her, he *say dat* there was almost room enough inside the hollow tree *tha was almost room. Thaf jauud da hollow tree* for six people, or for two armchairs, as Marion suggested *fa siis p. pl. 2, ta te; 'armchair, as Marion said gradit.*

"But now comes the difficult part of it," Marion said *tha war kauz da derikali part on it," Marion said.*

"How am I going to get out of here again? When I *"how am ai going to get out ro biar agoin?" Marion ai* was standing outside, I could reach a branch above the *was standig outsid, ai had riyf a branch abou da* hole, but when I had got in, I found that the bottom *hole, bat kren ai had got in, ai found dat da bottom* of the hole inside the tree was deeper than I thought. *ro da hole inside da tru was di po doon ni poot.*

I shouldn't like to get a hole in my new frock, getting *ai fudnt likk to get a hole in wai nju frock, gettig* out. Will you help me, please?" she asked *out. ai ju help me. Please?" Bi oock*

"Not until you've listened to what I want to tell you,  
 "not until you're bound to have no room to run from me,  
 young lady," Storm laughed. "Oh, I don't think you're  
 very *bold*," it said. In fact, it was as *bold* *high* *up*  
 nice at all." Marion said. "In the old days, true gentle-  
 men were like this," Marion said. "In the old days, true gentlemen  
 who were asked to help ladies in danger always  
 ran their necks right to help ladies in danger without even  
 mounted their horses at once and rode off to bring help  
*without talking first*."

"That's all very well, but it only takes us away from  
 what we were talking about when you left me so  
 hasty as not talking about how you left me so  
 suddenly. What was it I was going to say when you  
 stopped? How was it you were going to say when you  
 can off?" — Oh, yes, now I know. Will you marry me?"

"Is that your price for helping me out?" Marion asked.  
 "If that's your price for helping me out?" Marion asked  
 with a smile. "I'm afraid it is," he answered very  
 seriously. "Oh, well — then I shall have to, I suppose,"  
 Marion said. With a laugh, he lifted her out of her  
 chair and with a *biff*, he lifted her out of her



hollow tree, and arm in arm they continued up the hollow tree, and arm in arm they continued up the hill. A little higher up, they came to the brook that had a little farther up the hill to the break that the farmer's wife had spoken of. Here some of the *de* *farmers* *wife* *had* *spoken* *of*. The water on the roots of the trees were above the ground, and in some parts on the trees water above the ground, and in some places the water of the brook had washed the earth *plenty* *so* *further* *as* *the* *brook* *had* *washed* *the* *roots* away round the roots, so that they lay like brown, wet *stones* *round* *the* *roots*, *so* *that* *the* *water* *had* *been* *over* *the* *roots*, *and* *six* *snakes* *on* *the* *ground*. "Let me help you to jump across," Storm said to Marion. "It's a little wider here *across*." *she* *was* *red* *to* *marion*. "It's a *little* *wider* *than* *I* *thought*, *and* *I* *am* *afraid* *that* *it* *is* *it* *will* *slip* *on* *the* *wet* *stones*." "It's *dark* *now* *here* *and* *it* *was* *a* *good* *thing* *that* *she* *did*, *for* *just* *as* *she* *was* *going* *to* *jump* *her* *foot* *slipped*, *and* *she* *would* *have* *gone* *to* *jump* *her* *foot* *right*, *and* *if* *she* *would* *have* *fallen* *if* *he* *had* *not* *supported* *her*.  
*had* *if* *he* *had* *not* *supported* *her*.

At last they reached the top of the hill, where the *st* *house* *was* *right* *at* *top* *of* *the* *hill*, *where* *the*

tower stood. "Doesn't it cost anything to go up there?" Storm asked. "No, it's quite free," Marion answered. "It's funny — you're not the first foreigner I've heard ask that question. Does it seem so strange to you that it should be free of charge?" "Oh, I don't know, but it *seems* so *strange*!" "Well, I'm surprised, as a tourist, to find something that is free of charge."

"Now, let's go up," he continued, mounting the narrow stairs of the tower. "Look, out there, at the bottom of the valley, is the Thames," Marion said. "It looks no bigger than a brook from here, so it must be farther down than a brook from here, for it *isn't* in London away than I thought," Storm replied. "And what is that white spot over there on the hill — is it a tent,



tent

I wonder?" "No, it's too big for that. I think it is  
*ai grande*?" "More *ais* the big *for* boat. *ai* *bigk* *it* *is*  
 chalk. Between London and the south coast there are  
*chalk*, *between* *London* *an* *the* *south* *coast* *are*  
 many chalk hills. You can see the white chalk hills  
*many* *chalk* *hills*; *you* *know* *at* *the* *boat* *chalk* *hills*  
 from the boat, when you cross the Channel, coming  
*from* *the* *boat*, *when* *you* *cross* *the* *Channel*, *coming*  
*from* *France* *to* *England*. But I think there really is  
*from* *France* *or* *England* *but* *ai* *bigk* *the* *hill* *is*  
 a tent down there, at the foot of the hill."

"What fun those fellows must be having! I've often  
*"What* *fun* *those* *fellow* *must* *be* *having*!" *I've* *often*  
 lived in a tent myself at home, with one or two of my  
*lived* *in* *a* *tent* *myself* *at* *home*, *with* *one* *or* *two* *of* *my*  
 friends. It's a fine way to spend your holidays,"  
*friends*, *it's* *a* *fine* *way* *to* *spend* *your* *holidays*."

Storm said. "Is *si*?" Marion asked. "It seems to  
*Storm* *said*. "Is *si*?" *Marion* *asked*. "It seems to  
 me that it must be a rather cold and wet affair. A  
*me* *that* *it* *must* *be* *a* *rather* *cold* *and* *wet* *affair*. A  
 tent is a poor cover when it rains." "Not if the tent  
*tent* *is* *a* *poor* *cover* *when* *it* *rains*." "Not if the tent  
 is made of good canvas." Storm replied. "Mine is  
*is* *made* *in* *good* *canvas*?" *Storm* *replied*. "Mine is  
 made of the same kind of canvas as they use for tents  
*made* *in* *the* *same* *kind* *as* *tents* *in* *the* *ju* *for* *tents*

in the army, and I'm sure you couldn't wish for a  
 in di arni, and min jas ja budej sei far a  
 better cover against the rain than my tent. I once  
 here knew aginst da rain den min tent. at times  
 slept in it when it was raining hard outside, the water  
 dept in it because it was raining hard; but said, Da regen  
 was pouring down on the roof of the tent, but, inside,  
 was falling down on da roof so da tent, but 'm said,  
 it was quite dry."  
 it was kreat drat?"

"Well, I'm glad I don't live in a tent, all the same,"  
 "well, min glori an dosen't live in a tent, all do same,"

Marion said. "I hope we shan't have to live in one  
 marion sed. "ui hoper wi jen trea fa he in that  
 when we're married. I'm a great lover of nature, but  
 because we married we're a great lover to critis, but  
 I do prefer to be able to return to a house with a  
 ui do prefer to bi vbl to ritur to a house with a  
 kitchen and a bathroom, and with warm and com-  
 kitchin and a bath room, an said marion we kom-  
 fortable rooms, when I've been out all day with the  
 fahrt men, been out all day and not del wid da  
 rain pouring down."  
 rain poring down."

"You'd never make a good farmer's wife," Storm told  
 "jent neer make a good farmer's wife," storm told  
 her. "No, but am I going to be one?" she smiled. "I  
 ha... now, but am ai goin' ta bi wif?" si said "si

wish for — want

pour — rain very  
 hard

*forest* = very big wood

"never knew you had a farm at home." "I haven't, never nje. ju: had a farm at house." "oi havent, but I'm a great lover of nature, and not just for a *dat aim a great lover of nature, an not d3ast for a day!* I should like to walk for miles in a forest, with *deit as jed leik fa work fa made in a forest, wi3* no other company than the animals." "Not even me?" *now xde kampeni dan di animals.* "Not even mi?" Marion interrupted. "No, you'd rather stay at home *marion int'sapid.* "non. ju:d ra:du sei at home and play in the kitchen or lie in the bath all day, you *an plei in da kitche: o: lai in da b3:p x:t dei. ju:* just told me," he laughed. *d3ast tould mi..*" hi: la:ft.

Hand in hand, they ran down the path towards the *hand in hand. dei ran down da pa:ph fa'w3:da da* farm again. At the hollow tree Storm stopped to ask *farm again. at da hollow tru: storm stopt fa ask* Marion if she was still willing to become his wife. *marion if ji: was still wiling to bil3am his wif.* "If not, I had better put you back into the tree," he *"if not, oi had beto put ju: back into da tru."* hi. said to her. "Are you quite sure?" "Yes, quite *sed ta ha: "o: ju: know ju:"* "yes, know certain," she answered. "Even if I was a tired and *sa:tu," fi. ansad. "even if oi was a tired an* dirty farmer working all day in the fields to make *da:ti farme workin' o: dei in da fields fa week*

the soil of our farm better and better, and raising  
 da soil av ma farm beter an beter, an rearing  
 cows and pigs and sheep, and you had to be a farmer's  
 kene an pigs an fi:p. an jn. had ta bi: a farmer  
 wife and raise hens and sell the eggs in the market  
 wif an reca hens an sel da eggs in da market  
 every Saturday?"  
*every Saturday?*

soil = earth

"The way you say it, it sounds quite nice," she  
 "da wej ju: sei it, it sounds beauti uers," si:  
 answered. "Do you think I could make enough money  
 a:nsad. "da: ja: bigk ui red meik i:nif maki  
 raising fowls to pay for a bathroom in our farm-  
 revery fowls ta pet far a bathroom in ma 'farm-  
 house?"

*house?*

They both laughed at this idea and continued their  
 deri laugh lauf at das ordiz and kontinued des  
 way. They soon saw the red brick walls of the house  
 wen. des wa:z id. da red brit walls av da house  
 again. The woman was standing at the window. A  
 algern. da woman stod standing at da window a  
 broad, kind smile appeared on her face when she saw  
 broad, kind smile appear on ha: feir heen ji: so:  
 Storm and Marion coming hand in hand. "There  
 storm and marion kaving hand in hand. "da:  
 you see, Marion," Storm said, "all the world loves  
 you si., marion," storm sed, "tak da world love

a lover! Just look at her face! You would think  
*a lover? just look at her face! you would think*  
 that I had asked her and not you to marry me."  
*that I had asked her and not you to marry me.*"

## 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 — strong

### 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 (*or 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, t, k, f, p, t, s, f. After the voiced consonants b, g, v, n, m, y, r, d, l, z, ʒ and after vowels, it is pronounced [ɪ]. After t and d, the pronunciation is [ə]. Examples: hoped [həʊpt], thanked [θæŋkt] bathed [bæðt] answered [ənswəd], started [stɑ:tɪd], added [ədɪd]

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-ned  
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 [ə] (stress); single vowel, but is made double after a stressed [ɔɪə] (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: [p'refə].) 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 [dʒ] and when [tʃ]? ... 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 to stay at home and read, Storm asked Marshall about some words in the book he was reading. "The book is written in English, but yet it seems to me that it's different from English. But not so much so that it's different from the English I'm used to," Storm said.

"Now take this word, for instance: 'street-car'." It was the first time the word had occurred. "Streetcar?" "It was not until I had met it several times that I discovered that it must mean a 'tram'!"

"But it must be a 'tram'!"

"I'll tell you why you find the language strange," said the boy, "because the language is very strange."

Marshall smiled. "It isn't English at all; it's American." "You fool would say it isn't English or it's American."

"Oh, is it? I didn't know that American was different from English." Storm said. "Perhaps you will explain from English," Storm said. "You have got to explain.

to me what these other words mean. I've made a list  
*to make* *hang* *the* *old* *words* *which* *we* *need* *a* *list*

*of all the words that were new to me, although I think*  
*we* *all* *do* *words* *that* *we* *are* *not* *used* *in* *books*

I have discovered the meaning of some of them myself.  
*at* *have* *discovered* *the* *meaning* *of* *some* *of* *them* *myself*

'Railroad', that must be the same as 'railway'; and a  
*'trainload'*, *does* *must* *be* *the* *same* *as* *'trainload'*, *and* a

'five-dollar bill' is a 'five-dollar note', isn't it?" "Yes,  
*'five-dollar* *bill* *is* *a* *'five-dollar* *note*, *isn't* *it*?" "Yes,

that's quite right," Marshall answered.

*But* *it* *wasn't* *easy*," *sighed* *Marshall*

"And after a little hard thinking," Storm continued.  
*"and* *after* *a* *little* *hard* *thinking*," *stormed* *Marshall*,

"I found out that 'baggage' must be the same as  
*'luggage'* *but* *what* *are* *the* *other* *two*?" *Marshall* *asked* *him*:

"I found out that 'baggage' must be the same as  
*'luggage'*. But here are two that were too difficult for  
*'luggage'*. *But* *here* *are* *the* *other* *two*: *the* *depot* *for*

*me*: What is a 'subway', and what does 'depot' mean?"  
*What* *is* *a* *'subway'*? *What* *is* *a* *'depot'* *in* *it*?"

"What on earth have you been reading, since you have  
*been* *on* *earth* *have* *you* *been* *reading*, *says* *you*?" *Marshall*

*pointed* *with* *a* *steely* *bullet* *at* *Marshall*." *Marshall*

asked. "A book about a young man who runs away  
*from* *home*." "A book about a young man who runs away  
*from* *home* somewhere in Europe, goes to America, and

*from* *Europe* *younger* *in* *age*, *goes* *to* *a* *university*, *an*

travels all over the country."

"travels a / over da kʌntri."

"I thought it must be something about travelling."

"Or just it must be sʌmθɪŋ ə'baʊt træv'liŋ."

Marshall said. "You see, all those words have some-

-thing in common." (ie. all of them mean that there is some-

thing to do with travelling. "Subway" is the same as

"sub" to air and "bury" "x'mennt" to do snow as

our "Underground", perhaps you remember from your

area "underground", perhaps you remember from your

school-days that "sub" is Latin for "under"; and "depot"

"skwɪdʒɪt" dat "sub" is lativ fə "under". an "depot"

is the American expression for "station". They use the

ic da ə'merikan ək'speʃən fə 'steɪʃən' ðən juːz ə

word "station", too, but just as America is rich in so

many other ways, it is, as you see, also rich in

ways. And now, it is, as you see, the case with many other

expressions "

"interpret."

"Thanks! But tell me, Marshall — now that America

"bækə" bet tel mi . mə ſəl — now get a work

has become such a great and rich country, aren't you

hae hə'vɪn əsif a gret ən rɪf hə'vɪn, dənt ju

English sorry sometimes that it's no longer an English

əŋglɪʃ səri sə'natiŋ dat ðə nəʊ lɔːŋər ən əngglɪ

country?" "We don't think much about that nowadays,"

"kədəʊ," ha dəʊn hɪlk əsif ə'həʊt ðət nəʊdeɪz"

Marshall answered. "And, besides, it really was our own foolish generals and statesmen who lost our American colonies for England -- not to mention the American colonies for England -- not to mention the king, George the Third." Stormy: "How did it happen?" "On, *djordjs da hard*" -- storm: "how did it happen?" "The Americans were dissatisfied with many things. "di amerikaner wou: dissatisfied with menigting, and in many cases they had some cause to be dissatisfied with their king. He had given them to do. Dissatisfied with the government of the colonies. There were great differences between life in England and life in the 'New World', and many of the men that England sent to America to look after her affairs had no understanding of America or its people. They had come and made the Americans more and more angry. "What made them very angry, for instance, was the tax that was put on tea. England had just helped the

dissatisfied = not satisfied

cause = reason

"tax dat tea put on it. England had done help to

tax = a kind of duty

thirteen American colonies in a war with France, and  
*the thirteen colonies were at war with France, so*  
 now England wanted the colonies to help to pay for  
*England would ask the colonies to help to pay for*  
 the army. But the Americans said that as long as the  
*the army had the Americans set out to buy as the*  
 colonies had no representatives in the British Parliament,  
*colonies had no representation in the British Parliament,*  
 Parliament had no right to put a tax on anything in the  
*Parliament had no right to put taxes or things in the*  
 colonies. And quite right they were, I think."  
*colonies are built out doors in high,*

"So do I," Storm said. "But go on, please: I find it  
*you do not know set out by you in place of finding it*  
 very interesting to hear an Englishman speaking about  
*very interesting to him an Englishman speaking about*  
 "the American question" in this way." "Do you really  
*the American question in this way?" "Yes, you will*  
 want me to tell you more about it?" Marshall asked in  
*want me to tell you more about it?" "Yes, you will be*  
 some surprise. "I thought you knew almost as much  
*you always told her about me, with a book as heavy*  
 — or as little — about it as I do." "No, I don't. You  
*or as little as I do — about it as I do?" "Now, go down, Jim,*  
 see, I wasn't very interested in history at school. When  
*I was not very interested in history at school when*  
 preparing my lessons, I never read my history-book,  
*properly and took up new and new histories.*

and, consequently, I don't know much history. The  
*an, kən'septuəl, ət dəʊnt nəʊ mʌtʃ ˈhɪstəri.* di  
 only thing I really remember is something about a  
*aʊnli, þeɪ mə rə'membər əz səmθɪŋ ə'baut ə*  
 tea-party."

*ti'peɪti.*

"The Boston tea-party?" Well, I'll give you a lesson  
*"ðə ˈbəstən t̬i'peɪti." wəl, ɪ'l gɪv yə u ə'lesən*  
 in history, then, and tell you about our war with  
*ɪn ˈhɪstəri, ðen, ən tel yə əbət əuər wɔr wɪt̬*  
 America. When the Americans wouldn't pay the tax  
*ə'merɪkənz ɦwəd ðə ə'merɪkənz wʊdn̄t pei ðə tæks*  
 that had been put on tea, and stopped drinking tea,  
*ðæt hæd bæn pʊt ən t̬i ən stɒp̄t drɪnkiŋ t̬i*  
 King George got very angry and sent over some ships  
*kiŋ dʒɔ:rið gɒt vəri æŋgɪə ñ ñɛnt əvər səm ſɪps*  
 full of tea and told the Americans to buy the tea.  
*fu:l òf t̬i ən t̬old ðe ə'merɪkənz ñ bai ðe t̬i.*

"But in the night, Americans dressed up as Indians  
*"bət ïn ðə naɪt, ə'merɪkənz dres̄d ñs ðe ɪndiənz*  
 went on board the ships and poured all the tea into  
*went ən bo:d ðe ſɪps ən po:rd əl ðe t̬i ñt̬o*  
 the harbour. That was the 'tea-party' you remembered  
*ðæt he:bə ðæt ə:z ðe 't̬i-peɪti: ñt̬membərd.*

Soon after this action open war broke out between  
*su:n ã:tə ðis əkʃən əpən wɔr brək ñt̬wən ðe*  
 America and England, a war that was to end in making  
*ə'merɪkəz ənd ənggl̄nd, ə wɔr ðæt wæs t̬o end i: mækɪŋ*

action ðe ñt̬

two separate nations of England and her American colonies. But perhaps it was a good thing, after all, that *England* has *perhaps* *it was* a *good* *boy*, *a* *for* *the* *England* *has* *grown* *strong* *to* *be* *now* *an* *great* *empire*. *The* *England* *has* *grown* *strong* *to* *be* *now* *an* *great* *empire* *of* *the* *world*. *It* *may* *really* *be* *said* *that* *our* *empire* *we* *do* *want* *it* *and* *will* *be* *red*. *Our* *empire* *extends* *to* *all* *corners* *of* *the* *earth*.

*ençpus* *derlendz* *te* *all* *hoursz* *an* *di* *a* *b.*

  
"And on the other hand, after the colonies got their *and* *on* *di* *the* *land*, *after* *the* *colonies* *got* *the* *liberty*, they continued to grow in size, and now the *liberty*, *dei* *kontinjent* *is* *grow* *in* *size*, *an* *now* *the* *country* *extends* *from* *the* *Atlantic* *all* *the* *way* *across* *kontinent* *from* *di* *atlantik* *z.t.* *do* *azi* *shor* *to* *the* *Pacific*. The country that we call America *do* *pasifik* *da* *shor* *do* *seit* *kont* *Amerika* *consists* *of* *48* *separate* *states*, *each* *with* *its* *own* *laws*. *State* *an* *town* *separ* *state*, *city* *and* *its* *own* *law*. But they are united into one nation, and have one *but* *dei* *a* *particular* *one* *same* *action*, *an* *live* *one* *law* *for* *things* *that* *are* *important* *to* *all* *the* *states*. *It* *is* *for* *you* *do* *not* *are* *important* *to* *you* *do* *states*. That is why the country is called the 'United States of America'." "What made the first people leave England *England*?" "They did *not* *like* *to* *st* *peopl* *in* *England*

and go to America?" Storm asked. "Wasn't there  
*en gen iu amerika?*" said the maid. "There was  
 sufficient work and food for them in England?" "Yes,  
*sufficient work an food fo dom in england?*" "Yes,  
 that had nothing to do with the reason. But shortly  
*diet had uchig to da. sed da ricon her jatli*  
 after sixteen hundred, there was a lot of religious  
*ufts sivation hundred. da was a far an vildges*  
 trouble in England, and the cause of the trouble was a  
*trabl in england, an de kaze we do trabl* new  
 new Act that said that all church services in England  
*auj ukt dat zet dat olt racy service in england*  
 must be held in a way that was very much like the  
*must bi held in a way dat was non outj lark da*  
 way the Catholic services were held. However, there  
*we do Republik sevisie wo held. hantce. da*  
 were many people who thought that this was not the  
*we were pipp huc byt dat dis was not the*  
 right way to worship God, and who would not do  
*ait veri to worship god, so he said not do*  
 as the law said. Often, when they came together to  
*so do he said usfu. then an been bygde to*  
 worship God, people who held the other opinion would  
*so fit god. pipp he held di adar spesjon* and  
 come and interrupt their services and try to start fights  
*Can and dala'spt dat ja said an tral to start fuds*  
 with them. In all this trouble many people were hurt,  
*wid dem. ik olt da trabl went pipp wo ha t.*

poor (here) =  
needing help or  
care

and some even killed in the fights, and at last some  
in your town held in the forts, and at last some  
of them decided to leave England and go to America.  
*so dom. decided to flee england on goes to ameika,*  
where they would have liberty to worship God as they  
chose *dey want from them to worship god as dey*  
thought best, without being killed for it.  
*but here, without being kill for it."*

"Poor fellows!" Storm said. "I wonder if many more  
"poor fellows" are in fact. "I wonder if most many  
of them weren't killed by the Indians in America?"  
*so dom. scared 'killed has di indians in ameika?*

"Yes, that's just what happened," Marshall replied.  
*"yes, that's just been happen."* *Marshall replied*

"Only a very few of the Englishmen who arrived in  
*'enall a verry few' so di englismen ha' arrived in*  
America on the famous 'Mayflower' lived to see the  
*'amerika on di famous 'Mayflower' live to see di*  
next spring. In the first place, they had not brought  
*next spring in di first place. Di had not bring*  
sufficient food with them from England, and in the  
*officient food and dom. from england, and in di*  
second place, the Indians hated the white men, or the  
*second place, di indians hate di white men, di pale-faces,* as they called them, and killed many of  
*them. Di englis went in fear of their lives both*  
*dom. di englis went in fear di dom. have nowh*

day and night and never felt safe. Much blood was  
*do mān̄t do nōt̄ fli wi*. *mān̄t bl̄d wi*  
 shed to conquer America from the Indians."  
*fli ts̄ k̄ȳk̄r̄ s̄m̄r̄ka gr̄m̄ d̄i ind̄j̄ns̄.*"

He sheds, he shed,  
 he has shed [Red;  
 Red, Red].

"One can easily understand that the Indians hated  
*wi m̄ k̄n̄ l̄iñ̄t̄ und̄st̄nd̄ d̄at d̄i ind̄j̄ns̄* because  
 those pale-faced strangers and regarded them as their  
*d̄os̄ p̄l̄f̄s̄ str̄nḡz̄ ar̄ r̄ḡnd̄ d̄am̄ ar̄ dr̄v̄*  
 enemies." Storm said. "They couldn't understand each  
*oñ̄n̄z̄*" Storm said. "They couldn't understand each  
 other at first, and so it was impossible for the white  
*id̄oñ̄ d̄at f̄st̄. m̄ soñ̄ it was im̄possiñ̄ b̄ d̄o br̄m̄it̄*  
 men to explain to the Indians that they only wanted  
*m̄n̄ t̄ iñ̄pl̄in̄ t̄ d̄i ind̄j̄ns̄ d̄at d̄eñ̄ on̄ly w̄nt̄d̄*  
 a small part of the country to live in. The Indians, of  
*s̄m̄l p̄t̄ x̄ d̄e k̄n̄tri t̄ liñ̄t̄ in̄ d̄i ind̄j̄ns̄, m̄*  
 course, had a fear that the pale-faces were going to  
*k̄n̄. had x̄ d̄e d̄e p̄l̄f̄s̄ w̄r̄ ḡow̄t̄ t̄*  
 take the whole continent, and thought they could stop  
*t̄k̄iñ̄ d̄e h̄ol̄ cont̄n̄nt̄. m̄ j̄t̄ d̄eñ̄ had stop̄*  
 them by killing them. I think that if the Indians  
*d̄am̄ l̄ar̄ k̄liñ̄ d̄am̄ ar̄ k̄liñ̄ d̄at if d̄i ind̄j̄ns̄*  
 hadn't been in such a hurry to start fighting, but had  
*h̄ad̄ h̄ad̄ h̄ad̄ x̄ s̄t̄ x̄ h̄ad̄ t̄ start̄ f̄ght̄. h̄ad̄ h̄ad̄*  
 waited until they and the pale-faces could understand  
*w̄nt̄d̄ x̄ñ̄ñ̄ d̄eñ̄ ar̄ d̄e p̄l̄f̄s̄ h̄ad̄ und̄st̄nd̄*  
 each other, there wouldn't have been so much trouble,  
*x̄ñ̄ñ̄ d̄eñ̄ d̄eñ̄ h̄ad̄ h̄ad̄ v̄re m̄ñ̄ñ̄ tr̄bl̄.*

and so much blood would not have been shed."

"*an' som' wud' bluf' had' not' hev' been' fed'.*"

"I don't think it would have made much difference,"

"*'an' doun' pink' it' wud' hav' mied' maf' diffrans'.*"

was Marshall's opinion. "People have been making

was *me. folz' opinjon' "fifit' hav' bin' micing'*

war upon each other for less reason than that since

*wur' spon' iif' ide' fo' les' rizn' dan' dat' sou'*

the beginning of history. It seems to be the nature

*de' b'givin' an' histori' is' seem' to' bi' da' natiur'*

of man to hate and to kill, and, consequently, many

*an' man' ro' leet' an' ta' kif' an' kinsleauth', meui*

must live in fear of others and suffer pain from the

*mar' liv' in' fear' an' ide' an' rafa' poin' from' de'*

actions of others. Now that I come to think of it, we

*arkjunc' an' ide' now' dat' wi' kaw' to' pink' in' it, wi'*

really are a pretty bad lot, don't you think so, too?"

"*rich' an' fristi' hard' br', doon' ju' pink' you, heif?*"

"Some of us, yes," Storm answered. "But at least those

*sain' an' us' yes," storm' answed' "hat' at' live' doun'*

first Americans seem to have been the right sort of

*firs' Amerikons' viim' to' hew' bin' de' erit' soot' xo*

men. They were willing to take upon themselves all

*men' dei' tuk' onig' ta' leiv' apon' demselfes' si' i*

the work, all the difficulties, all the suffering that

*de' work, si' de' diffikultez, si' de' suffering' dat'*

living in the New World meant, in order to be allowed

*livin' in' de' nigh' wo'ld' meant, in' o'do' ta' fit' al'oud'*

pretty (here) —  
rather

to worship God in the way they thought right. They  
*to worship god in the way their forefathers*. *they*  
 stayed on over there, even though they suffered very  
*strid in cold days. it can done their sufferings were*  
 much both on account of the cold winters and the  
*now harsh in climate so do could wanton on the*  
 fights with the Indians, and because they did not have  
*fights with the Indians, or because they did not have*  
 sufficient food. Thus the great nation of the United  
*sufficient food. the great nation of the United*

States to-day owes its existence to the courage with  
*which they gave up its intentions to the Indians and*

which these people settled a question of religion which  
*which they gave up its intentions to the Indians and*  
 was more important to them than their lives. Not a bad  
*was more important to them than their lives. not a bad*  
 sort of people for a nation to begin with!"  
*sort of people for a nation to begin with?"*

"No, that's right," Marshall agreed. "But look what  
*No, that's right," Marshall agreed. "But look what*  
 has happened over there since then. America has  
*has happened over there since then. America has*  
 been in too great a hurry to grow big and strong, and  
*been in too great a hurry to grow big and strong, so*  
 many Americans have been in too great a hurry to  
*many Americans have been in too great a hurry to*  
 get rich quickly. They haven't had much time left  
*get rich quickly. They haven't had much time left*

thus -- in this  
way

settle (here) --  
decide



*Statue of  
Liberty*

over for thinking about those fine ideas of liberty that made the first Americans leave their mother country. However," he continued, "I do think America is beautiful." He continued, "as does every American has earned the Statue of Liberty which the people of France gave America in 1886. as a sign of the love of liberty in both countries. It's an extremely tall statue, you know, placed on an island just outside New York, — the first sign that you have come to a free country."

"Know the first history?"

"Yes, I know," Storn replied. "I've read about it. Inside it, you can go all the way up to the head, instead of, you know, going up the side up to the head, where you can look out through the eyes and thus get a wonderful view of New York. The Americans are very proud of the 'sky-line' of New York, as

they call it, the line of houses and towers seen against  
*dei hui* it, *de lau* *as hanzi* *an lau* *seen against*  
 the sky when your boat is entering the harbour. I  
*do skin have* *ji*: *boat* *is entering* *de lau*. *ni*  
 hope to see it some day."  
*hui* *is* *it* *you* *dei*"

"So do I," Marshall said, as he prepared to go to  
 "soo du ai," *marshall* *said*, *as his* *prepared* *to you* *go*  
 bed. "Perhaps we could go there together." "Yes,  
*hui* "perhaps" *can* *lead* *you* *de* " *ai'geha*" "Yes,  
 perhaps we might," Storm answered. "Well, good  
*ai'geha* *ni* *wai*," *storm* *answered* " *act* *good*  
 night!"  
*wai!*"

#### 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.tɪpəlɪz*] (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:fɪkt*] 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:pə:fɪkt*] 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.

sökstheit, neln, road

windblown

the moonlight or dusk

the sand.

du var dat i den himm och jag hörde det röra  
 röra ut nära jätta, hvilf av visser världen st. År  
 högning är last verk, het jag s. en ämpa, van ejmed  
 has teckn plus en mån last sitt med last jätta, och i  
 negt tann och v. l. mån hör han teckn up röd st  
 de fukt ic, marion rövad has personat ja hör han och  
 vif, van fram hög i lasthöjd jag men gjorde i  
 kvar ic den värld, ore svaldi bort ifrändgil hör i veta  
 med vär varas forts sönor da fflutja, van det vän  
 gosig ic hör i färdi st mån vän.

te ströndig ic hög den st den vän röra hörer vän  
 med ic vän ic den trop hörer ic vän hög den vän  
 inspation främstjan ic kvara det värld ic den vän  
 vän med de grön torr, jag vän hörer strönd vän  
 hem en född st hörer, het det vän ic i jag, qual,  
 i vän ic vän sänder, ic den tuv er da jätta hörer,  
 sprig se sänder die, kvar s. den ic england den st hörer,  
 ic den part ic vänland dat vän vän ic vän trop, da  
 hörer vän med världen st den högning ic vän.

med ic hörer ic hör fram jag vän vän vän ic  
 vän ic vän hörer ic hög ic den Agreti upps! ic  
 ic vän vän vän ic fram vän last, ic hörer hör  
 vän ic hög ic vän vän ic den last nu withs.

jazz sunnah

stom

## THE BRITISH EMPIRE

Marshall had often promised Storm to take him to the ~~work~~ had ~~when~~ ~~promised~~ ~~Storm~~ to ~~take~~ him to the House of Commons when the members were present ~~but~~ ~~the~~ ~~House~~ ~~had~~ ~~been~~ ~~in~~ ~~session~~ ~~and~~ ~~present~~ and the House at work. Storm wanted to see some ~~and~~ ~~the~~ ~~House~~ ~~at~~ ~~work~~. ~~Storm~~ ~~wanted~~ ~~to~~ ~~see~~ ~~one~~ of its famous members and hear them speak. Marshall ~~in~~ ~~its~~ ~~famous~~ ~~members~~ ~~and~~ ~~his~~ ~~own~~ ~~spoke~~. ~~Marshall~~ felt this promise as a debt of honour. So, at length, ~~felt~~ ~~the~~ ~~promise~~ ~~as~~ ~~a~~ ~~debt~~ ~~of~~ ~~honour~~, ~~so~~, ~~at~~ ~~length~~, one afternoon after office hours he decided to pay ~~you~~ ~~a~~ ~~debt~~ ~~after~~ ~~which~~ ~~was~~ ~~his~~ ~~disposal~~ ~~to~~ ~~pay~~ this debt. He went with Storm to the House of ~~the~~ ~~city~~ ~~for~~ ~~the~~ ~~event~~ ~~and~~ ~~spent~~ ~~the~~ ~~time~~ ~~in~~ Commons, and they spent some hours there, listening ~~however~~, ~~and~~ ~~the~~ ~~sight~~ ~~was~~ ~~more~~ ~~than~~ ~~they~~ ~~had~~ ~~seen~~ ~~in~~ the different speakers.  
to ~~the~~ ~~different~~ ~~speakers~~.

Among other matters several colonial questions were ~~among~~ ~~the~~ ~~most~~ ~~several~~ ~~colonial~~ ~~questions~~ ~~were~~ discussed, which seemed to be of much interest to ~~them~~. ~~about~~ ~~what~~ ~~to~~ ~~be~~ ~~the~~ ~~most~~ ~~interesting~~ ~~to~~ Storm. On their way home he seemed to be thinking ~~about~~ ~~what~~ ~~he~~ ~~had~~ ~~seen~~ ~~in~~ ~~the~~ ~~big~~

debt — something which is owed to somebody

colonial — having to do with colonies

measure = way

moment = a very short time

of something, and after dinner, when they were making  
*au camping*, and after dinner, when they were making  
 themselves comfortable, each in a big chair, he said  
*dans'elles chaises confortables, tout en un big chair*. He said  
 to Marshall, "The colonial questions which were dis-  
 cussed in Parliament to-day interested me more than  
*les questions coloniales discutées au parlement m'a intéressé plus que*  
 anything else, though I didn't always catch the meaning;  
*rien que les douz ou dix ou deux dernières heures de ce matin*  
 for after all, I know far too little about the colonies.  
*pour au fait, je sais très peu sur les colonies*

For instance, I don't know how they're governed."  
*par exemple, je ne sais pas comment ils sont gouvernés*"

"It isn't so easy," Marshall said, "to tell you in a few  
*il n'est pas facile*" words and "to tell you in a few  
 words about their government, because they're not all  
*ce qu'il faut pour dire leur gouvernement. Il faut dire que les colonies*  
 governed in the same manner; but we could talk a little  
*gouvernent de la même manière; mais nous pourrions bien*  
 about the question until bedtime. I'll start on a  
*aborder ce sujet jusqu'à minuit. et nous pourrions bien*  
 moment. First I'll go out to the kitchen and get some  
*un instant pour aller dans la cuisine et prendre quelques*  
 matches so that we can try the new cigarettes I bought  
*matchs pour que nous puissions essayer les nouvelles cigarettes que j'ai achetées* to-day."  
 He did so, and a few moments later they  
*à l'heure*" lit: did so, and a few moments later they

were enjoying their cigarettes. "Well, Storm," said *où c'est dansant des cigarets*. "Well, Storm," said

Marshall, taking up the conversation again, "I'll first *mais je vais tout de suite reprendre la parole*. I'll first

tell you about a number of countries which used to *te te dirai quelque chose à ce sujet*.

be governed by Britain. The best known of them are *qui étaient dirigées par la Grande-Bretagne*. The best known are those in

Canada, New Zealand, Australia, South Africa, India, *le Canada, la Nouvelle-Zélande, l'Australie, l'Afrique du Sud, l'Inde,*

and Pakistan. We call these countries Dominions. *et le Pakistan. Cela nous donne ces deux derniers.*

They have their own governments which look after *qui ont leurs propres gouvernements qui s'occupent*

affairs of interest to the Dominions themselves. *les intérêts qui sont d'intérêt pour les dominions.* Re-

garding foreign affairs which are of importance to the *en ce qui concerne les affaires étrangères qui sont d'importance pour l'empire.*

whole Empire, they have the same right as the mother *l'empire tout entier a le même droit que la Grande*

country to decide what steps should be taken. So you *peut prendre les mêmes mesures que la Grande-Bretagne.*

see, Storm, that it would be incorrect to regard Britain *tu devrais donc voir que ce n'est pas correct de dire que la Grande-Bretagne*

and the Dominions as a country with its colonies. It's *que la Grande-Bretagne et ses dominions sont un pays avec ses colonies.*

rather a number of states which are held together by *qui sont un ensemble de nombreux états qui sont tenus ensemble par*

regarding — as to

incorrect = not  
correct

the same interests of trade and politics."

"*de zame ontstaan so leid an politieks*"

"But the Dominions cannot have had all these political  
"but de dominions hou haad nie hou dat de politieke  
rights from the beginning," Storm interrupted.

"*vans fraa de begining*" sistem intes'phi"

development =  
growth

"No, they're the fruits of a development which has been  
"nee, dea de frui is as a divelopement hou it has been  
going on for many years," Marshall continued. "At  
"gaand so fa meer jaer," marshall kontynueel. "At

first the Dominions were simply colonies which could  
"faast de dominions wa, souph kolonie baant had

not make decisions regarding many of their own affairs  
"niet wett diigende rigtigheid mocht so deur ons afvaar  
without asking Britain, but the political development  
"widout a skyk houen, dat de politieke ontwikkeling

which took place in the nineteenth century has made  
"hout dat took plas in de nineteenhout sechtert hou waard  
it necessary for Britain to give them greater and  
"it nessessair fu houten te giv den dominoes en  
greater liberty to look after their own affairs, and by  
"groot libe hout dat drie ons selfs en bin

the year 1900 half of the Dominions had  
"so jis volstaan houend half so de dominions had

gained their present rights." "And the fact that the  
"gehou die present rechte." "Van de feit dat de

Dominions have gained these political rights is no  
"dominions hou gehou de politieke rechte is nou

gain = win

doubt an important reason why Britain has been able  
 to keep her connection with them." Storm said. "It's  
 the same with nations as with people. You can almost  
 always have your way with them if your behaviour  
 towards them is gentle and understanding. If Britain  
 had used force against her present Dominions instead  
 of being gentle with them, they would have been lost  
 to her long ago. She used to be very lenient with  
 her former North-American colonies  
 were lost when she used force against them, sending  
 over her best soldiers against them, sending  
 right," Marshall replied. "But though the Dominions  
 are the best known parts of the British Empire, we  
 must not forget to say a few words about the colonies  
 proper. They're parts of the British Empire with  
 proper.

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 —  
come to the colonies — *soldiers and officials*  
living among the natives. They're governed from  
long away *da* *outside*. *da* *governed* from  
Britain, that is, by the Colonial Office in London.  
*Britain*, *that is*, *but da* *colonies* *are* *in London*  
The Colonial Office sends a representative, a so-called  
*da* *colonial* *officer* *send* a *representative* *a* *colonial*  
Governor, to each of the colonies to look after the  
*governor*, *to* *look* *at* *the* *colonies* *in* *the* *affairs* *of*  
affairs of the colony. Of course, he can't do all the  
*affairs* *at* *da* *colonies* *all* *himself*. *hi* *can* *not* *do* *all* *da*  
work himself, but has a number of officials to help  
*work* *himself*. *he* *has* *a* *number* *of* *officials* *to* *help*  
him. He and the officials together make up the  
*him*, *hi* *in* *da* *officials* *togéther* *make* *up* *da*  
highest authority of the colony. Naturally, the  
*highest* *authority* *in* *da* *colonies* *is* *colonial*, *da*  
Governor is always in connection with the Colonial  
*governor* *is* *in* *touch* *in* *colonial* *with* *da* *colonial*  
Office in London, telling it what happens in the  
*city* *in* *London*, telling it how things are in the  
colony and getting orders as to what to do in im-  
*colonial* *in* *getting* *orders* *as* *to* *what* *to* *do* *in* *im-*  
*portant* *matters*"  
'*important* *matters*.'

just = right

"Wouldn't it be more just of Britain to let the colonies  
*wouldn't* *it* *be* *more* *just* *in* *Britain* *to* *let* *da* *colonies*

have governments of their own, just like the Dutch government in their own country last da dominions?" Storm asked.

"Minjans?" Storm asked.

"Perhaps it would be just," Marshall replied, "but the perhaps it would be just," Marshall replied "but da

natives of most of the colonies are not white people, neither ox minjans in da kolonie or not kwait peopl,

and wouldn't be able to govern themselves. When the an intendt bi' vrib is given dem'rece, kwen di

English first came to these places, the natives in many English first come to dis place, da natives in many

cases were nothing but wild or savage tribes, living keizis wo: nafis bat wild o. natidz traibe, living

under the conditions offered by nature; so the English unds da han'dlens ifai bei neitsa, now di English

have had to take care of them. However, as the ha: had to teik kar o. dain ha'cra, as da

natives become more used to European ideas, it is native bilian mo jins to jumapian idies, it is

the intention of the British to give all the colonies de intention o. da britif is yir zel da kolonie

self-government.

*self-government.*

"I know that it's the general opinion of many foreigners mi kon dat us do algenral opinon o. menr foreigner

that Britain has only thought of her own interests in dat heidou kuz onali just se haur own interests is



*a savage*

Intention =  
purpose

fair = just

connection with the colonies, but this is not quite fair  
*kakukjan* said *da kisanis* but this is not from *fa*.

government —  
rule(theret —

In the colonies where the natives were savages when  
*ie de kisanis* *haas da neites* we *savagize* them  
they came under British rule, Britain has really done  
*dei kisan* *under britif rule*, Britain has *risi* *do*  
a lot of good work for the people, making their life  
a bit *or good much* *for do pipl*. *making* *do* *life*  
easier, building schools and hospitals for them, etc.  
*India* *bildung skulis* *or hospitals* *for* *do* *pipl*,  
and on the whole trying to be just and fair. But it  
*not* *in* *do* *bold* *tryng* *to be* *fair* *in* *fa*. *but* *it*  
would be incorrect to say that all the colonies like to  
*want* *bit* *intolerant* *to see dat* *in* *da kolanis* *which* *is*  
be under British rule."

*India under Britif rule*"

"At least many of the people in India didn't like it  
*at first men* *xc do pipl in India* *didn't* *like* *it*  
as they came to feel equal with the Europeans," Storm  
*as dei kisan to full* *likest* *and do* *independence*." *so* *he*

said with a smile. "From the papers and also from  
*get* *read* *a* *book* *xc red*, *in* *your* *dot* *dei* *pipl*  
to be much trouble with India from time to time.  
*to be mostly* *trouble* *with* *India* *from* *time* *to* *time*.  
Could you tell me a little more about the government  
*kak* *you* *rel* *on* *a* *little* *more* *about* *da* *government*

of India? I've no definite idea of it." "Before we India? give your *definite* *opinion* on it." "Hif."

*definite* = clear  
in meaning

1947 the government of India was different  
*ministrum jas. 1947 da povernment m India was diffrant*  
from that of the Dominions as well as from that of  
*from Aet pe da dominions as well as from Aet pe*  
the colonies," was Marshall's reply. "It did not govern  
*da kolonies.*" was Marshall's reply. "It did not govern  
itself. It was governed by the British and the Indians  
*itself it was governed by the British an d Indians*  
together. The country is so large -- having nearly  
*ta geda. da kantri is sou laudg -- kantri mali*

400 million people — that there was a special  
*400 million n. pl. — dat ora was a spejal*  
government department in London, called the India  
*government department in London. kyd da India*  
Office, looking after Indian affairs. But as you  
*sor. looking after India's affairs. dat or. jn.*  
mentioned, Britain often had trouble with India —  
*mejzond. britan nfin had troub with India*

mostly on account of the manner in which it was  
*mejzond m akhent an da maner in kantri it was*  
governed. Many of the Indians wanted their country  
*were on di indians wanted da kantri*  
to be given self-government as soon as possible." "And  
*to hif given self'government as soon as posibl.*" "So  
Wasn't it to do justice to them, Marshall, to offer them  
*doest it ta da dgaslis m dan. mo sal. tu pia dan*

do justice to —  
be just to

what they wanted?" Storm asked. "If it was only *ba o dei wantin'*?" *Storm* said. "If it was only a question of doing justice to them, they would *be devadjan av denggung digusto* in short, *dei* said have been given self-government a long time before," *ba o bia give 'self-government' a long time before,*" Marshall replied. "In 1917 the British *marfai* replied, "in *national assembly* *dei* *bestu* Government declared that its intention was the development *di'ebol* *dat* *its intention* *was* *the development*, step by step, of the same sort of self-government *ngat*, *step by step*, *av* *do* *seme sakti* *av* *'self-government* for India as the Dominions had. But India consists *far India* *av* *the dominions* *had*. *but India* *consists* of many nations, with different ideas of life and with *te muchi nation*, *with* *different* *addis* *or* *lief* *on* *two* different religions. Several of them were not at all *different* *religion*, several *av* *dan* *was* *not* *at* *all* interested in a national and united India, but thought *interest* *in* *a* *newland* *or* *justified* *India*, *but* *for* only of their own interests, while others were satisfied *only* *on* *their* *own* *interests* *haur* *adae* *too*. *satisfied* with British rule, because they thought that if India *and* *British* *rule*, *ba o dei* *ba o dei* *if* *India* was left to itself, there would be more trouble, perhaps *was* *left* *in* *itself*, *deu* *sed* *bi* *more* *trouble*, *perhaps* war, instead of the good conditions that the country *was*, *instead* *av* *da* *gud* *keudilatik* *dat* *da* *kintre*

enjoyed under British rule. That is one of the reasons  
*india* and british rule. deri is want to do is and  
 why Britain, at one time, was not willing to give up  
*hindi* britain, at same time, was not willing to give up  
 India, even if Indians like the famous Gandhi, for  
 instance, wanted it."

"*Indians*, wanted it,"

"It seems as if the British were a little in doubt as  
 to what to do with Gandhi," Storm said. "Several  
 times they punished him by sending him to prison, and  
 when he had been in prison for some time, they set  
 him at liberty again. In my opinion, they might just  
 as well have given up punishing him, for I'm sure that  
 punishment cannot change the political opinions of a  
 man like that, even if it's a punishment which sends  
 him to prison for several years."

"The British didn't think that either when they put  
*the british* didn't think deri was when deri put



*prisoner*

him in prison! They regarded him as a danger to the State, because it was his political purpose to make the Indians stop working in industry and thus make trouble for the British Government. However, after the war of 1939—1945, the British Government made a definite plan for India. They declared that the British troops and government officials would leave India in 1948. The Indians would then have to decide for themselves whether they wanted to remain in the Empire as a self-governing Dominion, or whether they wanted to be a completely separate country without any connection with Britain. In 1947 the English and the Indians agreed to divide the whole of India into the two Dominions

of India and Pakistan, and on the fifteenth of August  
*zo Indië en Pakistan, en op de vijftiende zo algem*

of that year these Dominions received self-government.  
*zo dat jie die dominions 'self-government'*

For my part I hope that these new Dominions will keep  
*fa mier part ik hoop dat die nieuwe dominions wil hou*

their connection with Britain, for they have so many  
*die verbinding met brittan, fa dat hou sou meer*

advantages of trade to offer each other. And I think,  
*advantages of trade te offer each other. En ik denk,*

too, that good old Clive in that case would be happy.  
*dat goed oude Clive in dat geval goed blij*

"in his grave,"  
*in his grave."*

"Who's Clive?" Storm asked. "Clive! You don't say  
*"wie is Clive?" storm a sket. "Clive! jie denkt sei*

that you've lived in England for about a year  
*dat jie net leeft in engeland for 'bout een ja*

without hearing the name of Robert Clive?" "I'm  
*verd'ant hier nog nooit de naam van Robert Clive?" "ik*

afraid so, but I'd like to hear something about him."  
*afraid son, bat niet leuk om die iets te horen over hem."*

"Indeed, I must tell you about him at once. You cannot  
*"indeed, ik moet je nu al heel wat vertellen. jie kan*

go about without knowing who Robert Clive is. He  
*gaan 'bout rond en niet weet wie Robert Clive is. hi*

was a great soldier and is famous for the battles he  
*was een grote soldaat en is faimes fo de battels ke*

military = having  
to do with soldiers  
and war

fought in India against the French and the Indians.  
*focht in Indien gegen die Franzosen und die Indianer.*  
when the British control of India began. He was born  
*waren die Briten kontrollant in Indien begonnen. Er wurde geboren*  
in 1725, and as a boy he was very interested  
*im Jahr 1725. Als Kind war er sehr interessiert*  
in military life and wanted to be a soldier himself. He  
*im militärischen Leben und wollte selbst ein Soldat werden. Er*  
made a kind of military organisation among his small  
*machte eine Art militärische Organisation unter seinen kleinen*  
friends, with military law. After leaving school he  
*Freunden, mit militärischen Gesetzen. Nach dem Schulbesuch*  
was sent to India. In all, he had three long stays in  
*wurde nach Indien geschickt. Insgesamt drei lange Aufenthalte*  
that country, but it was during his first stay there that  
*dort waren, aber es war während seines ersten Aufenthalts dort, dass*  
he did wonders. I'm thinking especially of the fighting  
*er wunderliche Leistungen, insbesondere während des Kampfes um die Festung*  
at Arcot, which I should like to tell you a little about.  
*von Arcot, die ich Ihnen gerne erzählen möchte.*  
But first of all you must hear something about the  
political development in India which led up to those  
political dissensions in India which led up to those  
fights.

facts

"The French at that time had a large army in India,  
*die französischen Truppen in Indien hatten eine starke Armee im Lande,*

and they had gained control of a large part of the country. The brave fighting of the French soldiers made a great impression upon the natives, who respected them and supported them by letting their own soldiers fight with them. Now it was the plan of the French to use the great power they had gained to drive the English out of India.

**He** **driven**, **he** **drove**,  
**he** **has** **driven**  
(drove, drove,  
driven).

The English had tried to stop the rapid expansion of French power, but without success. No doubt, one of the reasons for this was that they only had a few thousand soldiers in India. The greater part of them were at Madras, their most important city. Was the expansion of French power to continue, or could anything be done to stop it? Clive, who at that time

**expansion** =  
spreading out

retake = take back again

He retakes, he retook, he has retaken [rɪ'teɪk, 'rɪ:tək, 'rɪ:təkn].

march = walk like a soldier

troops = soldiers

held a position equal to that of a captain in the army, held a position equal to that of a captain in the army, was of the opinion that the English should try to was of the opinion that the English should try to conquer Arcot, the capital of one of the native states conquer Arcot, the capital of one of the native states which was supported by the French. Then, he supposed, which was supported by the French. Then, he supposed, some of the soldiers that were on their way to Madras some of the soldiers that were on their way to Madras would be sent to Arcot instead in order to retake it. would be sent to Arcot instead in order to retake it, and, consequently, there would not be so many soldiers and, consequently, there would not be so many soldiers to fight against the English at Madras. The officers to fight against the English at Madras. The officers proposed that Clive should march his troops to Madras and asked him if he himself was willing to perform what he had proposed that they should do proposed that they should do.

"Clive at once agreed to this, and in a heavy storm "Clive at once agreed to this, and in a heavy storm with thunder and lightning he marched off towards with thunder and lightning he marched off towards Arcot as fast as possible with his troops, which only Arcot as fast as possible with his troops, which only

consisted of 200 English soldiers and 300  
*ber'sisid se tu hundred inglis soldzguz an jbz. hundred*  
 native soldiers, the so-called Sepoys, commanded by  
*nektir soldzguz. do mukkild mupuz. kewna hold hot*  
 eight officers, only two of whom had been in battle  
*bit ofizuz. mudi tu se hir tu had been in batt*  
 before.  
*help:*

"The soldiers of the town of Arcot weren't very brave  
*"do muddiguz or do tank se u'kul wa nt veri breiv*  
 and at once gave up the place without a fight. This  
*and at once gos up do ples aidant a fait. dis*  
 was easier than Clive had expected, but if he couldn't  
*out i pa dan kiole had ikr'pektid. bar if hu hadnt*  
 hold the city against the enemy, nothing would have  
*holdi do suti dgeant do enimi. ushig wed her*  
 been gained. He knew that they would soon try to  
*hun geind. bi uji. dat doi wad ome year to*  
 retake the town, and that he would be forced to fight  
*ni'tuk do min, an dat hir wed hi. fa st is fait*

with only the few troops he had, because some soldiers  
*and munk do tju: trups he had, likkoz sami soldzguz*  
 that had been sent to help him had not been able to  
*dat had kiole sent to help him had not bin vbl to*  
 reach Arcot on account of the enemy. So he prepared  
*ri'li u'kul se d'kant se di enimi sox he pri'pcad*  
 everything to hold the town, took care of the distri-  
*ctivig to kould do taat, tak kar se do distri-*

was forced to —  
 had to

distribution —  
dividing among  
people

bution of food, etc.  
*Yojjan ar fud, it seva.*

in addition =  
besides

"The strength of the enemy army that came to retake  
*da streng w/ di enem/ army dat kien na'zheit*  
the town was much greater than that of Clive's, as  
*da town waec maf/ greater dan dae my kien* as  
the natives at first had more than 6000 soldiers.  
*da natives at first had over dan sikku thousand soldados.*  
and in addition, 4000 of the troops that had been  
*and in addition, fo pausad at da troops dat had been*  
fighting near Madras were sent to support them. So  
*faitin waec madras waec tent ka salpati daw.* and  
it seemed quite impossible that Clive should be able  
*it seemed kuan impossibl dat Clive jad hi will*  
to break the strength of this army.  
*to break da streng w/ his arm.*

"The fighting lasted for fifty days. The native troops  
*da faidy is sted ja tetti diec da militi tru pa*  
surrounded the town, and there was fighting every day.  
*z'kumidat da town an deo wec faidy etri da.*  
Towards the end of that time, conditions had become  
*towards di end w/ dat time, kondisian had b'kum*  
very bad for Clive and his men. Many of his soldiers  
*etri bad fo klaw an his men meni an his soldados*  
had been killed, big holes had been shot in the walls  
*had biu kill. big hank had biu jol in da walls*  
of the town, and in addition to this there was but little  
*w/ da men, and in addition to dis da wec bat all*

food. However, Clive took care that the distribution  
 food. *hukka*. *klippe* *tak* *kra* *dat* *do* *distributon*  
 of it was just and did his best to help where help was  
~~or it was~~ *desir* *an* *did* *his* *best* *to* *help* *hukka* *help* *was*  
 needed.  
*uidid.*

"The troops outside thought that he would have to give  
 "the troops outside *him* *that* *he* *would* *have* *to* *give*  
 up the town and told him as much, but he said angrily  
~~up the town or could him as much but his red~~ *angrili*  
 that they would soon know how British soldiers could  
~~the~~ *not* *said* *now* *how* *british* *soldyzas* *had*  
 fight. The natives then decided to take the town, cost  
 what it might. *do* *natives* *deu* *desirid* *to* *take* *do* *town*, *cost*  
 what it might, and a hard battle began. Clive, who  
~~had~~ *not* *had* *no* *rest* *for* *several* *days*, *had* *brown*  
 himself upon his bed; but when he heard that the  
~~himself~~ *upon* *his* *bed*; *not* *when* *he*; *had* *dat* *do*  
 battle which was to decide everything had begun, he  
~~himself~~ *was* *to* *defend* *cribby* *had* *begin*, *he*  
 rose from his bed at once, and led the fighting himself.  
~~rom~~ *from* *his* *bed* *at* *once*, *in* *not* *do* *factoy* *himself*  
 The enemy went forth to battle with a number of  
~~the~~ *eleme* *went* *forth* *to* *battle* *with* *a* *number* *an*  
 elephants in front of them, but as soon as the troops  
~~objets~~ *in* *front* *an* *done*, *but* *as* *men* *as* *the* *troops*

might = strength

in the town began using their guns. The elephants in the town began using their guns. The elephants got quite wild and rushed back, killing many of the men before them on the road. Many men in the natives. Without the elephants the enemy now tried again. Without the elephants the enemy now tried with all their might again and again to take the town, and yet the most often and again to take the town, but they were driven back every time. The strength of the army was great, and again to take the town, of the little army in the town, fighting like lions and the rest of the army in the town, fighting like lions and bravely commanded by Clive, was too great. At last the enemy was forced to give up the fight, and last the enemy was forced to give up the fight, and the rest of the troops marched away from the town. The rest of the troops marched away from the town. Clive and his troops had won the battle.

*When on his troops had won the battle.*

"From this day forth the French lost their power.  
*From this day forth the French lost their power.*

Many of the natives would not help them any longer  
*Many of the natives would not help them any longer* when they found out how great the military strength  
*when they found out how great the military strength* of the English was. Clive fought with all his might  
*of the English was. Clive fought with all his might*

against the French and the natives that still supported  
*Agoust* do treat we da native for stil *sa'purtid*  
 them, and before long the day came when the power  
*den*, *an b'fis*. *By* da dei *keine hwen* do *power*  
 of the English in India was as great as and even  
*an di* *biggit* in *India* *was* as *great* as and *even*  
 greater than that of the French."  
*great* *den* *not* *in* *da* *French*."

"Thank you very much, Marshall," said Storm. "How-  
*thuk* *in* *veri* *outf*, *ma:fal*," *sed* *Storm*. "How-  
 ever, there's one more thing I should like to ask you  
*an* *the* *wor* *no* *buy* *in* *the* *book* *to* *ask* *you*:  
 about," he continued. "Certainly, old man," Marshall  
*shout*" *he* *kontinued*. "*an* *tell*, *old* *man*," *ma:fal*  
 replied. "I should like you to tell me something about  
*ipland* *an* *fail* *laki* *ya*: *ta* *tel* *you* *rumph* *abou*  
 Ceylon," said Storm. "I know that it's a very large  
*al'm*," *sed* *Storm*. "*an* *now* *da* *it's* *a* *very* *large*  
 island near the south coast of India from which we get  
*ipland* *an* *do* *saaph* *houst* *as* *India* *fram* *heat* *an*: yet  
 very good tea. But tell me, Marshall," he said, "is  
*veri* *gut* *it*, *but* *tel* *unit*, *ma:fal*?" *hi*, *sed*, "is  
 Ceylon part of the new Dominion of India?" "No,  
*al'm* *part* *an* *da* *new* *dominion* *an* *India*?" "Non,  
 answered Marshall. "Ceylon is not part of the Dominion  
*an:sad* *ma:fal*. "al'm" *is* *not* *part* *an* *da* *dominion*  
 of India. It has become a separate Dominion with self-  
*an* *India*. *it* *has* *b'kam* *a* *seprit* *da* *maxjan* *wid* 'self'

government, in the same way as India and Pakistan." "Government in the same way as India and Pakistan?"

he continued.

iii. *continued*.

"Thank you, Marshall," said Storm. "I hope we can continue our discussion of the British Empire some other evening."

"*another evening.*"

#### 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 eat'. We call these verbs regular [*regjyidʒəl*] 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
drive	drove
drove	driven
march	march
gain	gain
retake	retake
retook	retook
retaken	retaken
addition	addition
development	development
expansion	expansion
justice	justice
official	official
punishment	punishment
just	just
punish	punish
prison	prison
gentle	gentle
bedtime	bedtime
distribution	distribution
fair	fair
govern	govern
Indian	Indian
Governor	Governor
Sepoy	Sepoy
century	century
intention	intention
rule	rule
Pakistan	Pakistan
Ceylon	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 [*irregula*] 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 'nought' 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, Sturm," Mr. Edwards said one afternoon,  
 "look his, sturm," mister edwards sed wan afslørun,

as they were sitting in Mr. Edwards' study up to  
 as dei wo: sitig in mister edwardsz studi up is  
 their eyes in letters, bills, and all sorts of papers  
 dræz aiz in læss, bæls, and æl særz ær pæpers

"We shall have to find out why the goods that come  
 "wi: fel havr fa foind out hvar de gærdz dat kom  
 to us via Portsmouth have been so late in reaching  
 ta us vvia portsmouth hav bæwz sou leit in ri:tgyn  
 us the last few times; we can't have all these delays.  
 as ðe la:st fju: ræms. wi: kænt het jil dæ dæleis.

Twice there has been a delay of five days. Please go  
 twæs ðæz hav bin a dælei æn fæv deis. plæz you  
 to the telephone in the hall and ring up Marshall.  
 to ðe telfoun in ðe hæll æn ring up marshall.

Ask him to send a wire to Portsmouth. I demand  
 ask him to send a wæis to portsmouth. ai dæmend

to know the reason for those delays at once. Tell  
 ta now ðe ri:gn fa dæus dæleis æt seans. tel

Marshall that we want a reply by wire to-day, so that  
 marshall dat wi. want a ri:plæi bui wæis to'dei. sou dat

he may be able to send the necessary cables to the  
 he mei bi: eibl to send ðe nesæri keiblz to ðe

wire = telegram

cable = telegram  
across water

Continent, if they don't know anything about it at  
continent, if dei down now enjiky ibant it at  
Portsmouth. I want to get to the bottom of this  
question now, and it takes too long to send letters.  
question now, and it takes too long to send letters.  
So, as I said, I want Marshall to send a wire to  
so, as I said, as want Marshall to send a wire to  
Portsmouth, and, if necessary, to cable to the Con-  
tinent."

error — something  
wrong

When Storm had rung up Marshall and given him the  
ku-en storm had ray ap ma-jal and give him da  
message from the manager, Marshall replied, "I know  
mesidz from da manidge. Marshall triplaid, "if now  
a fellow at the customs office in Portsmouth. I think  
a fello at da customs ofis in portsmouth. as big  
I'll send a personal wire to him and ask him to help  
as send a personal wire to him and ask him to help  
us to find the error. For it seems clear to me that  
as its found at era. for it since this is mi: dai  
it must be somebody down there who is making an  
it must bi: somebody down era but is making an  
error of some kind or other."  
era as sam behind our ada."

"Yes, do that," Storm said. "And then ring me up as  
"yes, due dae," storm sed. "an dem ring mi: up as

soon as you have learned something about it." As he  
*wuz* as *ju*. *Her* *Dad* *ran*<sup>g</sup> *about* *it*. *as* *hi*:

learn something  
 (here) get  
 information

returned from the telephone in the hall, he met Marion  
*return*<sup>d</sup> *from* *the* *telephone* *in* *the* *hall*, *he* *met* *marion*

*just* *leaving* *her* *father's* *room*. "Hallo!" he greeted  
*just* *leaving* *her* *father's* *room*. "Hallo!" *All* *greeted*

*her* *with* *a* *smile*. "You *certainly* *have* *courage* *to* *go*  
*in* *to* *your* *father* *when* *he's* *so* *busy*." It must have  
*in* *to* *ji*; *feels* *haven* *him* *so* *big* *it* *must* *have*

*been* *something* *pretty* *important* *you* *had* *to* *tell* *him*."

*big* *such*<sup>g</sup> *prin* *importan* *ja*. *had* *to* *tell* *him*.

She didn't answer him, but hurried away.

*she* *didn't* *answ*<sup>r</sup> *him*, *but* *hurried* *away*.

He shook his head a little in surprise at her behaviour,  
*he* *sick* *he* *find* *a* *lit* *in* *surprise* *at* *ha*. *shaking*.

but entered the room without trying to stop her. Here  
*but* *entred* *do* *run* *without* *try*<sup>g</sup> *to* *stop* *ha*. *his*

he found Mr. Edwards standing at the window in  
*hi*; *found* *mister* *edwards* *standing* *at* *the* *window* *in*

deep thought, not looking busy at all. When he heard  
*di*, *p*, *not* *looking* *busy* *at* *all* *when* *hi*; *had*

Storm, he turned round with a little smile and said,  
*storm*, *hi*; *found* *round* *with* *a* *lit* *smile* *and* *red*,

"Well, my boy, Marion has just told me about you two.  
 "well, *mai* *hi*. *marion* *has* *just* *told* *mi* *a* *lot* *ji* - *bu*-

And although young women no longer have to ask their  
 and *o*<sup>g</sup>*l**an**g**u**n* *you* *women* *now* *loggy* *kev* *to* *ask* *deu*

pretty (here) =  
 rather

He shakes, he  
 shook, he has  
 shaken (enkr. ink  
 jiehn)

father's permission to marry, I'm happy to be able to  
 fɑ:ðər p'miʃən tə məri. aɪm hæpi tə bɪ: sibl tə  
 say that I should gladly have given Marion my per-  
 miʃən dəl əi fəd għadli hox ġiem marion maġi pa-  
 mission to marry you, had she asked me. This is a  
 'mujja tə məri jkx, had ji: oħski wi. dis iż-  
 surprise to me. — I wonder what my wife is going to  
 sə'prize tə mu. — aħ-żandha hawn maġi waif is-gowu tə  
 say about it! Where have we had our eyes? But, of  
 sei aħbari it! huus hux wi: had uxa xix? bat, of  
 course, modern girls aren't kept under observation in  
 Roħi. modern girl uːn kept under observation in  
 the same way as their mothers were when I was young.  
 ja sejix tiei ja: ja sejix tiei ja: hawn uż-żejj

why! — oh'

Why! You must have been seeing each other quite  
 huu! ja: maġi hax biex xiex it-tid u kienit  
 a lot to find time for coming to such an important  
 a lot tə foind taix fət kienig ja: jaħi an impożjant  
 decision!"  
*diżżejja!*

"Not nearly enough, Mr. Edwards," Storm replied.  
 "ju: maħi zbi, mister edwards," sis:u n'iħobb  
 "You see, there were always so many people about to  
 "ju: ji: dax war xiexx minn ħażżeen pipli aħbari tə  
 prevent me from telling her all the things I had to  
 prevent me from telling her all the things I had to  
 say — and when it did look as if I was going to have  
 sei — in fact it did look as if iż-żejj għowu tə

a chance, she always seemed to be able to find something  
*for us ji: oħra* seemed to her able to find some-

thing to prevent me from talking about it just then!  
*by ja prevent mi from talking about it dʒast den!*

But I can play at that game, too," Storm continued  
*ha: u koo plei at dat game, he:z* storm kontinied

with a little laugh, thinking of their trip to Leith Hill.  
*wid a litt laf, piġixx ov des trip ta leih hill.*

"I caught her in a place the other day where she  
*u koo ha: in a place où ada dei ha:vo ji:*

couldn't get away, and for once there were no unwanted  
*kundet net aħwexx, ou fawwax da: wa: minn l-kundet*

persons about. So I just kept her there till she ac-  
*fe maz vħant, uu u dżarr kept hu: des til ji: ak-*

cepted me."

"Repaid mi;"

"Hem, well," Mr. Edwards replied, "I've made the  
*"Hm, wel," misik edwardz ri'plaid, "mi: meid ji*

observation several times myself that one must use a  
*obserwazzjoni sejal twissiżiż dol warri warri ja:z a*

strong hand with women now and then. It was the  
*strong hand wid wiċċiż minn an den. it was da*

same with her mother when we ..." He suddenly  
*simi uddi hu: minn ha:vo mi: ...* hu: sudni

interrupted himself here and continued in another voice,  
*interrapħid himself hixx and kontinied in s-saħħa voice,*

"Well, shall we go to the sitting-room and break the  
*"wel, ja: wi: għo: ta: da sittingroom an brek da*

unwanted = not wanted

break the news =  
tell the news

news to my wife?"  
news to mai wif?"

They found Mrs. Edwards in the garden with Marion.  
dei found misic edwards in do garden with marion.

"Now, what do you think of that?" Mr. Edwards  
"naw, heut du, jie, biyk zo dat?" misic edwards

grant -- give

asked. "Do you think we can grant these two children  
arkt. "du: jie: pink wi: kou grant di:z ta: tfildren

our permission to marry?" "I think it's wonderful, and  
one pahnsan to skari?" "ai higk its wundaful, an

that he's a very nice boy for our Marion. May God  
dat him a veri nair bei far and wierian. mai god

bless you, children! I hope you'll be very happy."  
Bles jie: tfildren! ai higk jie: bi: veri hupi."

"Thank you, mother — we shall," Marion answered.  
"hank jie: mader — wi: sel," marion a nsed,

with a little smile at Storm's red face.  
ned a litl smile at storm's red fris.

"But you don't look very surprised," Mr. Edwards  
"bat jie: didn't look veri asprized," misic edwards

said to his wife. "Oh no, I've been expecting this for  
sed ta his wif. "ou non, aiv bine ikr'pekriv dis fa

some time. Haven't you?" He replied by shaking his  
sae brain. "Haven't jie?" hu: ri'pla'd bu: felig his

head. "Why, with your wonderful brain, I thought  
heu. "Hava, wiid jie: wundaful brain, ai jo:t

you had found out long ago!" "I may have got a good  
jui: had found out long ago!" "ai just hav got a good

*brain*



brain, as you say, and be able to use it in my work.  
 brain, as ju: sei, un bi: vbl to just it in one work.

But I'll never be so wise about life as you are, my  
 but oil neva bi: sou unio abaut laif as ju. "No, not  
 dear," Mr. Edwards answered. "Your mother is a  
 dia," mister edwards asked. "Your mother is a  
 very wise woman, Marion," he continued; "you can't  
 veri vezi seuman. marion," bi: han tiejind, "ja: don't  
 teach her very much about life."  
 bi: ha: veri malj abaut laif."

"Yes, I do hope Marion will grow up to be like you,"  
 "yes, al ds: hopp marion wil grow up to bi. look ju?"

Storm said seriously, but with laughing eyes. "Grow  
 up, marion, but wil to bi vair," "grow  
 up!" Marion cried. "Now, children, please!" laughed  
 up!" marion kried. "Now, children, Miss!" left

Mrs. Edwards. "Life may be pretty rough, you  
 missie edwards. "Laif mei bi: prili raf, ju.

rough = not  
 smooth

know, so don't make it rougher still by fighting already.  
 now, you don't wish it rafia sul ba: fastig a'freid

And we have so many things to talk about now, too.  
 ou wi: han you meni fiye to talk abaut now, too.

Let's go inside."  
 lets goz in'said."

"Yes, tell us about your plans," Mr. Edwards said.  
 "yes, tel us abaut jo: plans," mister edwards sed.

"I'm afraid our plans for the future haven't taken any  
 "ain a'freid ouz plans fo do fja:tfa hasn't teink eni

shape = form

definite shape yet," Storm answered. "We want to  
*definit* *ʃəfɪt* *jet*," *storm* added. "Well, don't be  
 marry as soon as possible, of course, but it looks to  
*marri* *as* *soon* *as* *possibl*, *ov* *ko:s*, *bat* *it* *looks* *to*  
 me as if that's a long way off. As far as I can see,  
*an* *as* *if* *dat* *a* *long* *wei* *ɔ:f*. *as* *far* *as* *an* *see* *sit*,  
 we must place all our hope of marrying soon in what  
*wi* *must* *pla:s* *o:l* *ans* *hop* *or* *marry* *ra:n* *in* *how*  
 I'm able to do with my brain." "So you can under-  
 stand *whi* *is* *dat* *told* *mai* *brain*?" "*so:* *ju:* *kan* *under-*  
 stand *what* *a* *very* *small* *hope* *it* *is*, *father*?" Marion  
*ma:tʃn* *knæt* *a* *veri* *smal* *knæp* *it* *is*, *fa:dʒ*," *marion*  
 interrupted, laughing.  
*intər.kip.tid*. *la:fɪg*.

pay attention —  
give attention

Storm paid no attention to her words, but it was with  
*sti:n* *pæd* *no* *atte:njən* *to* *her* *wo:ds*, *but* *it* *was* *wid*  
 rather red ears he continued: "What I mean is, I  
*ra:ðə* *red* *ear* *hi* *kænt'nu:nd*: "kunst *ai* *mi:n* *ai*, *ai*  
 haven't been blessed with any rich old aunts who will  
*hævənt* *bɪ:zɪst* *wid* *an* *rɪ:t* *old* *a:nts* *hw*. *wi:l*  
 leave me all their money when they die, so what we'll  
*le:夫* *mu:z* *die* *men* *leav* *de* *dat*, *sun* *knæt* *wid*  
 need, I shall have to earn by my own work. However,  
*ni:d* *ai* *fɔ:l* *hæv* *th* *an* *ba:z* *mai* *own* *wɜ:k*, *hæv'εvə*,  
 I think that the experience I have been able to gain  
*ai* *pɪ:k* *dat* *di* *ekspɪ'reɪ:s* *of* *hæv* *bi:n* *eibl* *to* *gæ:n*  
 over here will help me when I return home."  
*owvə* *hi:s* *ret* *help* *mi* *hævn* *in* *re:tə:n* *hō:m*."

"Return home!" Mrs. Edwards cried  
"rɪ'turn 'həʊm!" mɪsɪs ə'dwərdz k्रaid

entirely out of the question. Isn't it?" she asked and  
ɪn'təlɪ əʊt əv ðə ˈkwestʃən ɪsn't ɪt?" sə: ə'kd

turned to her husband. "I'm afraid it's impossible for  
taʊnd tə həʊsbənd. "aɪm ə'fraid ɪs ɪm'posəbl fə:

me to stay much longer," Sturm said. "It makes me  
mɛ: tə stai mʌtʃ lɔːŋgə," stʊrm sed. "ɪt məkz mi:

very sad, too, to think of leaving England. But now  
veri sed, tu:, tə θɪŋk əv leviŋ ɪnglənd. bʌt ñəw

I shall have to 'get rich quick', as they say in America,  
aɪ ſai hev tə 'gɛt rɪtʃ kwɪkt, əz ðeɪ sei ɪn ə'merɪkə,

and my chance of getting better paid work will be  
ən meɪ tʃæns ət ɡɛtting betτ̄ paid wɜːk wɪl b̄:

greater at home. And an entirely different thing is  
gret̄ər ət həʊm. ənd ən ɪn'təlɪ ðɪf'rent θɪŋ ɪs

that my passport says that I can only stay three months  
ðæt maɪ pɑːspoːt sez ðæt ðe kaɪn oːnly stai þriː mʌnθs

longer in England." "Only three months?" Mrs. Ed-  
w̄d̄s əd̄w̄d̄s ɪn ɪnglənd." "oːnly þriː mʌnθs?" mɪsɪs əd̄w̄d̄s

asked sadly. "Oh, isn't there anything you can  
əskd̄ ŋɪst ərɛr ənθɪŋ yu ən'kən

do about it? Don't you know anybody in the police  
du ə'baut ɪt? dən't ju ən'kən ənbɒbdi ɪn ðə pə'lɪs

department that deals with unwanted foreigners?"  
dɪ'pɑːrtmənt du ə'deɪls ə'nd 'ən'wʌntɪd fɔːreɪgnəz?

Mr. Edwards replied, with a little smile at the ex-  
əd̄w̄d̄s rɪplɪd̄, wɪð ə lɪtl smɪl ət ðə ek-

"But that's  
"bʌt ðæt's

entirely — quite  
ən'təlɪ — kvɪt

sad — sorry  
sæd — sɔːri

He **deals**, he **dealt**,  
he has **dealt** [dɛl, dɛlt].

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  
'perʃən' his wif jused, "as a matter of fact, mi dat: u  
a man there. Jenkins, the chief of that department,  
ə mæn ðəz dʒenkinz, ðə tʃef əv ðæt di'pərtnənt,  
is a personal friend of mine. But I can't very well go  
is a per'sonal frienf of man hædai hædai wæt wæl gow  
up there and demand that they should make an ex-  
-amp ðæz an d'mand ðæt ðei fed wælk an i-  
ception to the rules as a personal favour to me, just  
'æk'sjən tə ðæ rulz əs a per'sonal favər tə mi'. d'gust  
because we would like a certain young man to stay.  
hikz wi: wæt laik ə særin juŋ man tə stæi.  
But there's nothing to prevent me," he continued a  
hæz ðæc n'guy tə prævənt mi:, hæt kæntinued a  
little more hopefully, "from sending a personal mes-  
-sæd hæz hɔ:pfi:l, "fro'm scændi a per'sonal mes-  
sage to Jenkins, recommending Storm's case to his  
idz tə dʒenkinz, rek'omendɪng storm's cas tə his  
kind attention.  
kaind ə'tenʃən.

"Now, listen!" he went on, turning to Storm. "You go  
"naw, ðe:n!" hæt went on, tærnɪng tə storm. "ji: you  
in and write a letter to the chief of police, saying that  
i: mæn mæl a lettə tə ðə tʃef əv pəli:s, sey ðæt  
you're doing special and very necessary work here.  
þu: di'ɔ:g spæʃəl ən veri ne'ssəri wə:k hær,  
which can't be finished within the three months that  
hænti kænt bi: fju:nsht wæthin ðæ ðri: mʌnθs ðæt

you're allowed to stay, and asking for an extra year's  
*jær fl̩nt to st̩i, ænd æskɪŋ f̩r æn əkstrə jær*  
 stay.  
*st̩i*

"There's more than sufficient work for you in our firm.  
*ðeər m̩s: ðæm s̩'fɪʃənt w̩rk f̩r jə: iñ ñər f̩rm.*

so I'll see that you get chances enough to prove whether  
*s̩o ɪl s̩: ðæt jə: گet t̩jɑ:n̩z ɪnəf t̩s p̩r̩v̩ ɬeəd̩s*  
 you can take on more responsibility. If they grant  
*jə: k̩ən r̩ɪk ðe m̩r̩s̩ ɬe̩p̩s̩b̩l̩t̩s. ɪf ðeɪ gr̩ant*

you that extra year, and you make good in your work,  
*jə: ðæt əkstrə jær. ən jə: m̩k g̩d iñ jə: w̩rk.*

you will get a rise, so that you can marry within the  
*jə: w̩l ñk̩t ə r̩ɪs. ən ðæt jə: h̩æv m̩r̩y w̩d̩n̩s ðe*  
 coming year. And then next time you ask for per-  
*co̩m̩n̩g jær. ən ðæt n̩xt t̩m̩s yu: گask f̩r p̩r̩-*

mission to extend your stay in England, you'll have  
*m̩s̩j̩n̩ t̩o ɬɛ̩nd̩ jær st̩i iñ ɪngl̩nd̩. jæl h̩æv*

the very good reason to give that you're married to  
*ðe m̩r̩id̩ t̩i:z t̩s: ñ t̩gi ðæt jə: m̩r̩id̩ t̩s*  
 an Englishwoman. So run along now and get that letter  
*ən ɪngl̩sw̩m̩n. ən ñn ɔ:lg̩ ñw iñ y̩t̩ ðæt l̩t̩*  
 done, while I write to Jenkins!"

"Are you not to accompany?"

"Isn't it wonderful, the way father can always find  
*"jæn̩t ït w̩nd̩fl̩. ðe w̩y f̩ðər c̩n ælw̩ys f̩nd̩*  
 a way out of difficulties?" Marion said to her mother  
*a w̩y ñt̩z ðe d̩fɪklt̩t̩s?" m̩riɔ:n s̩d t̩ ñð̩r̩m̩*

make good -  
 have success

"Yes, dear -- there's certainly nothing wrong with his brain," Mrs. Edwards answered proudly.  
"Oui, ma chère, tout va bien avec son cerveau."

An hour later, when the two letters had been sent off.  
"On une heure, lorsque les deux lettres furent envoyées,"  
Marshall arrived. "I thought it best to come out and  
see you personally," he said. "What matter?"  
"Qu'est-ce qui vous préoccupe?" lui répondit "Mme. Edwards."

Mr. Edwards asked. "Why, about the delays at Ports-  
mouth," Marshall replied in some surprise. "Oh yes,  
yes, yes!" "Mais je ne sais pas si c'est à propos de quoi, je suis sûr,  
that's right. I'd forgotten all about that. You see," he  
explained, noticing Marshall's expression, "we've just  
learned that Marion is going to marry your friend  
Storm, so we've been far away in making plans for  
the future."

"Ah, je comprends."

"What's that, old man?" Marshall said to Storm. "Didn't  
you tell me the other day to guard that piece of news  
for me. Je vous ai dit de la garder pour moi et

like the crown jewels?" "I did," Storm answered.  
like da crown jewels?" "I did," storm answered.

"But Marion let the cat out of the bag this afternoon." "but marion let da cat out of da bag this afternoon."

"Aren't you afraid to send your daughter off with a  
"arent ju: af'reid to send ja: doctor off with a

foreigner?" Marshall asked Mrs. Edwards. "We hope  
foreign?" beautiful a skt music outside. "wi hooj

they'll be able to stay in England," she answered, "so  
they'll be able to stay in england," she answered, "so

that we can keep an eye on them and guard her against  
that we can keep an eye on them and guard her against

all the strange ideas that he will no doubt try to put  
all da strange ideas that he will no doubt try to put

into her head!"

into her head!"

"Well," said the manager, "what did you find out about  
"well," sed da manager, "what did ju: faind out about

Portsmouth?" "It doesn't look as if anybody is making  
Portsmouth?" "it doesn't look as if anybody is making

any errors down there," Marshall replied. "All goods  
any errors down there," Marshall replied. "all goods

are sent on very soon after reaching the town." "Well,  
are sent on very soon after reaching the town." "well,

did you cable to our connections on the Continent then?  
did ju: keibl tu oue ha'neksj昂 on da kontinent den?

You can't have received any cables yet from over there."  
ju: ha'nt hav r'c'v'd en' ts'bles jet from ouez des."



hang about (here)  
look for  
something

"No, I didn't cable. You see, I found out that the last  
~~"you, mi didn't kribit ju' ri: mi found out dat do last"~~  
two or three times the goods have arrived on time.  
~~"tu: o' bri: taimz de goods how arived on time"~~  
So I got some of these papers that deal only with  
~~"son al yel now w/ dis paperz dat did result wid"~~  
ships; you know — the sailing plans of all ships, news  
~~"firs: ju' now do sailing planz of w/ shipz. injuz"~~  
about the weather, and so on. And it seems that by  
~~"abaut da weathers. on niv. on. but it seems dat bei"~~  
a strange chance, four of the ships bound for Portsmouth  
~~"a straingz things. fr e m da ship bound is portsmouth"~~  
with our goods on board have had several days' delay  
~~"wid our goodz on board how had several daiz delay"~~  
on account of bad weather and a rough sea. The fellow  
~~"on abaut we had weather and a ruf sea da fellow"~~  
down there who had dealt with our things was very  
~~"down dea him had dell wid our thingz was too"~~  
helpful; it was he who suggested that I should try those  
~~"helpful; it was hi' he suggested dat mi sot tru' dose"~~  
papers." "Good!" the manager said. "I think it was  
~~"good!" do manager sed. "mi thinks it was"~~  
wise of you to hang about a bit before sending cables  
~~"wza tu ju to hang about a bit b4. sendig kribit"~~  
all over the Continent." "*I leave da kontinent.*"

Marshall and Storm stayed with the Edwards family  
~~"you jst and storm staid wid di edwards famili"~~

for dinner, and naturally, the conversation turned to *se dînes*, and naturally, the conversation turned to the subject of ships. "I've visited Portsmouth several *des sahdykt svr sips*. "mîj visitid pôrtsmuth several times." Marshall said, "and I think it would be hard *to come*," *mar'fæl seid*, "and ai higk ït wuld bi. but it to find another harbour with so many types of ships *to faind s'hârds ke ha wiid rox mîkt sips ær sips* in one place. The entire harbour is full of all kinds *in wan plæs ðe n'fârða harðor iz ful ær æl kîndz* of ships." "You know," Mr. Edwards explained to *mîj sips*. "mîj wîz," *mr'ðârdz edwârdz sk'plained* to Storm, "Portsmouth is one of the most important bases *stâs. "pôrtsmoph iz een av de mînus im'portant bâsiz:* for British warships. In fact, it has been so ever since *fr. britij warships in fact, it has been so ever since* Roman times, for the shape of the South Coast makes *remonian tîmz. fr. de sîp ær do sahj kôast warks* a fine natural harbour here. Within this natural harbour, *a fain natural harðor hez. wîld'm dis nat'ral harðor.* two harbours have been built, one for warships and *two harbors hav bin buil. one for warships in* one for other ships." *wîth fer adz sips.*"

"And outside the harbour," Marshall added, "is the *"and ou'tsайд ðe harðor," mar'fæl addid. "iz ðe* place for all the small boats owned by the people who *place for æll de smâl boats owned bei ðe pîpt he.*

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 day, and it really was a wonderful sight: great battleships and small, all painted grey, aircraft carriers with ships all painted grey, aircraft carriers and their broad white decks for aeroplanes, or aircraft, to land on, black steamers, aeroplanes starting from and landing on the aircraft carriers, and moving in and out landing on the aircraft carriers, and among all these, there were many small boats with shiny white sails. We saw a great white steamer far out at sea, too. Somebody said it was the 'Queen Mary'. It's strange to think that they can now build ships large enough to accommodate several thousand passengers and sailors."

"That's enough people to fill a small town," Storm said. "Doesn't *that* *people* to fill a small town?" Storm said. "But, of course, that's unusual. The boat I came in had *only* *one* *passenger*. *the* *boat* *at* *least*

over in accommodated 300, one of the sailors  
over in accommodation ~~the~~ hundred, were in the vessel

told me. — What a crowd there must be to see all  
~~told with~~ — About a thousand ~~the~~ must be to see all  
those passengers off!" he added, thinking of all the

people who had been there last year to see their friends  
~~think he had been the last for his old friends~~

off when he left the Continent.  
~~and when he left the continent~~

After dinner they passed a pleasant hour in front of  
~~after dinner we put it a pleasant hour in front of~~

the fire, as it had grown a bit cool in the evening.  
~~the fire, as it had grown a bit cool in the evening~~

When they rose to leave, Marion decided to walk with  
~~when they rose to leave Marion decided to walk with~~

them to the bus. "Wait a moment!" she called to them  
~~them to the bus "wait a moment" for hold to come~~

from the stairs, while they were saying good-bye to  
~~from the stairs have for say good-bye to~~

Mr. and Mrs. Edwards. "I just want to get my  
~~Mr and Mrs Edwards "I just want to get my~~

coat and a cap."  
~~coat and a cap."~~

"What! A new hat again?" cried her father, as she  
~~"What a new hat again" from his father, as if~~

appeared again with a bright green cap. "It's not a  
~~appeared again with a bright green cap. "It's not a~~

see off — say  
good-bye to



hat, daddy, it's a cap, and I made it myself, so it hasn't  
been, ~~been~~, it's a ~~keep~~, and as ~~meant~~ it ~~meant~~, you it hasn't  
even cost you a shilling."

*Even cost you a shilling?*

"Be careful now, my boy," Mr. Edwards said to Storm.  
~~the beautiful time, was this,~~ master Edwards red to storm  
with a smile. "You see, she's trying to give you the  
~~wid a smile.~~ *she is.* *she is trying to give her the* ~~an impression~~ *that she's a great little woman for saving*  
~~in'prenton dat she's a great little woman for saving~~  
money. But don't trust her! Keep her under your  
eye. ~~her~~ *don't trust her!* *Keep her under your eye.*  
thumb right from the beginning. It's the only way to  
~~have~~ *rule from the beginning.* *It's the only way to* make good wives of them." "Is it?" asked Mrs. Edwards.  
~~make good wives of them.~~ "Is it?" asked Mrs. Edwards.  
"Perhaps I should tell Marion how I made a good  
~~perhaps ai fel fel marion how i made a good~~  
husband of you?" "It's very kind of you to call me  
~~husband av you?~~ *it's very kind av you to call me*  
that," her husband answered with a laugh. "But per-  
~~haps you had better not. It might make him afraid.~~  
*haps you had better not. It might make him afraid.*"  
At last they all said good-night again, and the three  
~~at last they all said good-night again, and the three~~  
young people left the house.  
~~the three left the house.~~

## 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
- unwonted
- prevent
- brain
- guard
- ring up
- observation
- permission
- error
- wore
- 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  
*to the police to get permission for Storm to stay,*  
*Mr Jenkins rang up and told Mr. Edwards that he*  
*had been able to arrange everything: Storm might stay*  
*on for another year.*

So Marion and Marshall and a small number of other  
*young people, friends of Marion's and Marshall's, and*  
*now Storm's friends, too, decided that they had better*  
*'do something about his education', as they expressed*  
*it, and if I'm writing about his education, as I've*  
*done, and teach him everything he ought to know about*  
*the country and its people in order to become a true*  
*Englishman.*

It all started in fun, of course, but they soon became  
 it all started in fun, so k.o.s., but dei shu n b'keim  
 really interested in this 'education business'. Whether  
 really interested in this 'education business'. Whether  
 ever possible, they went in the evenings to hear English  
 men speak, dei went in di evenings to hear English  
 men of science speak about different subjects in which  
 men se saisons sp'k ab'out diffrnt subd'gkts in h'rit'  
 they were interested — natural history, for instance.  
 dei were interested natural history, for instance

Afterwards, they would go either to Marshall's or to  
 afterwards dei and you odds to m'jolz o. to

Marion's home and have long arguments about what  
 Marion's home and have long arguments about what  
 they had heard. At first, the tea-table would be ready  
 dei had ha d. at fast, de m'jolz and hi ready  
 for them when they arrived, but soon the visits grew  
 is: dan; then dei p'cied, but since de visits grew  
 so frequent that Mrs. Marshall and Mrs. Edwards had  
 no fri'kent dat m'jolz m'jolz and m'jolz edwards had  
 to let them boil the water, make the tea, and lay the  
 to let them boil the water, make the tea, and lay the

tea-table themselves. They all helped gladly, of course,  
 tea-table themselves. They all helped gladly, of course,  
 and so on these evenings the house was filled with  
 and so on the evenings the house was filled with  
 young voices in hot argument from kitchen to dining-  
 young voices in hot argument from kitchen to dining-

afterwards —  
 after this



curtain



circle



He dreams, he  
dreamt, he has  
dreamt (drēm, drēmt, drēmt)



rocks

healthy = in good health

room. On such nights, they would draw the curtains, *zam za salj naiti, dei uud dre: du ka tuz*, put out the electric light in the middle of the room, *het out bi elektrik last in da mudi zo da ruim*, and sit in a semi-circle in front of the fire, talking and sit in a *semicirkel* in front of da feuer, talking about different subjects, with only the circle of yellow *geleid d'frent soortigheids* and *ouder de salen zo geleid* light shed by a small lamp over the fire-place. They *het jed ha: r'crt lamp over de fuesplaet*. They would sometimes be lost in thought, dreaming wonderful *wonderland* *hi, lost in ged. driftend* wonderful dreams about the future. *ful dréms about de futur*

Mr. Edwards was very pleased with all this. Like *mister edwards was r'crt plied* and all Mr. Jack most fathers, he had tried with many wise arguments *moest in dat, hi had tried with menig wize argumenten* to show his daughter that knowledge is the rock upon *te jen hez doce dat voldig is de rok z'pon* which young people should build their future. And *heeft jen pl'pl jed huld oca fuctjo*. And Marton had, like most healthy girls, said "Yes, Father". *marion had, ijk moest helpje ga:te, sed "jes, ja da"* and then afterwards forgotten all about it. She had *out den a:ftewarde f'gatje o.i s'bout it.* It had dreamt again her own rosy dreams, in which she would *dream again haren eigen roosid dréms, in hussi ji: wud*

always, through some happy chance, be *on top* of the world. *on the happy times her feet are in the world like an eagle on a rock.*



eagle

She would see herself in the theatre, perhaps, standing *in front* of the curtain with her arms full of flowers, *in front of the stage and her arms full of flowers,* smiling across the hundreds of electric lights at her *imagination across the hundreds of electric lights at her feet to a house full of shouting and admiring people.*

*feet to a house full of shouting and admiring people.*

Or she would paint beautiful pictures, and crowds *would come to admire her art.*

"She's learning quite a different art now," her wise *mother thought to herself, when she saw the interest* with which Marion took part in the discussions, "the *art of living in a world full of plain facts, and liking it."*

Mrs. Edwards even had to stop the girl now and *then. She had begun to hurry through her meals in*

chief — most important

order to get on with some interesting study or other,  
*ada* *ta* *get* *on* *and* *run* *interestly* *study* *or* *other*,  
as if she thought eating a waste of time.  
*as* *if* *she* *think* *eating* *a* *waste* *of* *time*.

"Be careful, child! You're healthy enough now, but if  
*bi* *fearful*. *child*! *you* *health* *now*, *but* *if*  
you keep up that speed, you'll make yourself ill."  
*yo* *keep* *up* *that* *speed*. *you* *will* *make* *yourself* *ill*."

"Let her work, my dear," her husband said, "it won't  
*let* *her* *work*, *you* *don*?" *her* *husband* *said*. "at *present*  
last very long. As soon as she has to start arranging  
*last* *very* *long*. *as* *soon* *as* *she* *has* *to* *start* *arranging*  
everything regarding their home, her interests will be  
*every* *regarding* *the* *home* *her* *interests* *will* *be*  
divided more equally between study and other kinds  
*divide* *more* *equally* *between* *study* *and* *other* *kinds*  
of work. The chief thing is that she's learning to use  
*of* *work* *she* *is* *not* *just* *dreaming* *away* *her* *time*.  
*her* *brain* *now* *and* *not* *just* *driving* *away* *her* *time*."

"I do hope you're right," Mrs. Edwards said. "I am,  
*I* *do* *hope* *you* *right*," *Mrs* *Edwards* *said*. "as *you*,  
my dear, you may be sure of that," her husband  
*you* *dis*. *she* *mei* *bi* *your* *as* *you*," *her* *husband*  
answered. "Her chief reason for this sudden interest  
*answer*, "she" *if* *she* *is* *dis* *such* *interest*  
in science is, in plain words, that she doesn't want her  
*in* *reason* *is*, *in* *plain* *words*, *dat* *she* *doesn* *want* *he*

future husband to think her too foolish."

*fʊ:tʃər hʌsbənd tə θɪŋk hə tu: fʊ:lɪʃ.*"

On a fine day at the beginning of October, a party

*ən ə feɪn deɪ ət ðə bɪgɪnɪŋ əv ək'təʊber, ə pa:ti*

consisting of the usual small group of friends had gone

*kənsɪsɪŋ ən ðə ʃʊərl smɔ:l gru:p əf frɛndz əd ɡo:n*

into the country for the week-end. They had decided

*ɪnto ðə kʌntri ʃə ðə wæk'end. ðei əd dɪ'saidɪd*

to stay the night at a village about 20 miles from

*ə tə stæi ðə neɪt ət ə vɪlɪdʒ ə'baut twentɪ maɪl frəm*

London, and from there to go for walks in the woods

*ləndən, ənd frəm ðe ə gər frə wɔ:kz ɪn ðə wʊdز*

and the surrounding country.

*ənd ðə sə'rendɪng kʌntri.*

As soon as they had had their tea on Saturday,

*əs so:n ðe ðei əd hæd ðeɪ ət ðə sə'mədi.*

they started out for their first walk from the village,

*ðei ə'stædɪd a:t ər ðeɪ ñ:st wɔ:k frəm ðə vɪlɪdʒ.*

although the sun was already low in the western sky.

*ə'lðððə ðe sun wæs ɔ:lððt ɪn ðə wɛstən skɪ.*

"Let's sit on the grass a bit and watch the sun setting."

*'let's sɪt ər ðe græs ə:bɪt ən wə:s ðə sun setɪng.*"

Marion suggested, when they reached a small hill.

*mærɪən sə'gɛstɪd. hwen ðei rɪ:tʃt ə smɔ:l hɪl*

"Oh, it's wonderful!" she cried. "I wish I could paint

*ə'oh, ɪt's wə'nðəfl! þe k्रɪd. 'ɪ wɪʃ ɪ cɔ:nt ðeɪnt*

it all — the wood, the small groups of trees in the

*ɪt ɔ:l — ðe wʊd, ðe smɔ:l gru:pz əv træz ɪn ðe*

group = a  
number of persons  
or objects

village = a  
very  
small town in the  
country

fields, the village?"

*fɪeldz de vɪlɪdʒ?*"

"There, there, don't be sorry, Marion. I'll buy you a  
 "da, da, dənət bi: məriən. əl bəi ju: a  
 nice picture post-card when we get back." "You're  
 nəs pɪktʃər pəʊst-kɑrd hətən wət' get bæk." "jəz  
 impossible," Marion laughed. "Well, there's nothing  
 im'posəbl," *məriən ləft.* "wəl, dəz əm'bəsəbl  
 left of the sun now. Shall we go on?" "Have you  
 left əz də sun nu. jəl wi: gəu ən?" "həv ju:  
 noticed that there are hardly any birds left now?"  
 nəʊtɪst dəz dəz hədli eni bədz ləft nu?"  
 Storm asked as they rose to go. "At least you don't  
 storm əskt əz dəz nu: tə gəo. "ət ləst ju: dən't  
 hear any birds singing." "That's because it's autumn."  
 hər eni bədz sɪŋɪg." "ðæts ə'tmən əs ə:təm,"  
 Marion replied. "There are still many birds that  
 məriən rəplɪd. "dəz stɪl meni bədz dəz  
 haven't left the country yet, but they don't sing in the  
 həvənt ləft də kʌntri ju. bət dəz dən't sɪŋ əz ði  
 autumn." "Marshall!" she suddenly cried. "Where  
 ðə məʃl!" ði. sədnəli ðraɪd. "Həvət  
 are you taking us?" "Into this field," he answered.  
 əz ju: təkɪng əz?" "ɪnto ðis fi:l'd" hə: nə:səd  
 and began to open a big gate. "What's the matter?  
 ənd bəgən tə əpən ə bɪg گət. "hət's ðə mə:tə?  
 Are you afraid of the cows?" "They do have such  
 əz ju: əf'red əz ðə kəʊz?" "ðeɪ də həv su:t  
 "deɪ die: həv su:t

very big horns," she replied. "Yes, couldn't we go  
*veri big horns*?" *she repli'd*. "Yes, *but* *we* *can*  
 another way?" asked Ellen, Marion's friend. "I don't  
*like* *such* *ways*!" *she said, waving* friend. "It doesn't  
 like the look of those horns, either." "But this is  
*lak da lak* *so* *dear* *horns* *are*." "But this is  
 the more direct way," he said. "We don't like going  
*so* *more* *direct* *ways*?" *he said. "We* *don't* *like* *going*  
 that way, do we, Ellen?" Marion answered. "I'm  
*not* *worried*, *but* *you* *do*?" *Marion* *said.* "Are  
 sure those cows are going to start running towards  
*me* *done* *horns* *are* *going* *to* *start* *running* *towards*  
 us the moment we're inside the gate?" "All right —  
*as* *da* *moment* *near* *is'n't* *da* *gate*" "I'll *wait* —  
 I give up, then!" Marshall said.  
*ai* *give* *up,* *then!*" *Marshall* *said.*

Half an hour later they were back in the village. It  
*half* *an* *hour* *late* *dei* *we're* *back* *in* *the* *village* *it*  
 was still too pleasant out of doors to go inside, so  
*was* *still* *the* *pleasant* *out* *of* *doors* *to* *go* *inside*, *so*  
 they decided to walk about the village and look at  
*dei* *old* *houses* *to* *walk* *about* *the* *village* *and* *look* *at*  
 the houses, some of which were very old.  
*dei* *houses*, *some* *of* *them* *were* *very* *old*.

"It's strange to think," Storm said to the others, pointing  
*"its* *strange* *to* *think*," *Storm* *said* *to* *the* *others*, *pointing*  
 out an old house with a beautiful old door, "how much  
*out* *an* *old* *house* *with* *a* *beautiful* *old* *door*, "how much



spent (here) --  
used



*drain*

money and work was spent in the old days to make  
*mang an wa:k wa:s spent in di old da:z ta: ne:gik*  
 the houses beautiful. Look at this door, for example.  
*de: ha:usiz bje:ta:ml. luk ul dis do:, for ig'za:ml.*  
 And yet they did nothing at all to make their houses  
*an jet dei did nothing at all to make de: houses*  
 healthy to live in. They didn't even have drains to  
*help to live in. dei didnt even have drains to*  
 take the dirty water away from the houses, but just  
*took da darts water away from da houses, but djust*  
 threw it out of the windows into the streets or the  
*pu:it out av da windows into da streets or da*  
 gardens."

*ga:du:ns*"

"And so, of course," said Hardy, Elien's brother, "many  
*"an son, xe koxi," red ha:di, elien brade, "meni*  
 people died every year of all the diseases that are the  
*pe:pl daid evri jia ar jet da dñiziz dat n: da*  
 consequences of dirty people living in dirty houses.  
*konsikuensis av da:ti pe:pl living in da:ti ha:useis.*

In the East, those special diseases are still very common.  
*in da i:s, done spesial dñiziz ar stil veri komon.*  
 But even in many countries in Europe, you're almost  
*bat itau in europi kountri in jura:t, ju:n zt:mo:nt*  
 sure to get typhoid fever if you drink water that  
*fus ta get tñifoid fiver if ju: dring wate: dat*  
 hasn't been boiled first."  
*hasn't been boild first."*

"What a lot of trouble!" Marion said. "You would  
 'hav<sup>e</sup> a lot of trouble!" Marion said. "you would  
 think that it would be much less trouble to clean up  
 right now it need but myself less trouble to clean up  
 those places and have drains from all the houses, or  
 'dava plessie an have drains from all da houses, or  
 whatever it is that needs to be done." "You say this  
 'hatever it is dat needs to be done." "you sei dis  
 almost as if you would like to do it yourself," Storm  
 'almos<sup>t</sup> as if you would like to do it yourself," Storm  
 said with a smile at her serious face. "I would," she  
 sei with a smile at her serious face. "ai woud," ji:  
 answered. "Only I should be afraid to go to the  
 'ounds. "only an fad be afraid to go to the  
 East and perhaps get one of those diseases myself.  
 'est an perhaps get wan ev<sup>e</sup> done disease myself.  
 My father has a friend who got malaria when he was  
 man fonda has a friend he: got malaria when he was  
 in India, and he still gets very ill at times, when the  
 in India. an hi: still gets very ill at times, when the  
 fever is 'burning his brains out', as he says. — But  
 fever is 'burning his brains out', as he says. — but  
 let's talk about something a little more pleasant," she  
 lets talk about someting a litt mor: pleasant," ji:  
 continued. "Shall we go in and have our supper  
 now?" "fet wi: you in an have our supper  
 now?"

"Yes, let's go in," Ellen said. "I'd like to put on another pair of shoes. I was foolish enough to go walking in new shoes, and, of course, they're still too tight to be comfortable. The consequence is that my feet hurt."

"Isn't that just like girls? Why don't you buy shoes that are big enough?" her brother asked. "If you can't spread your toes a bit in new shoes, you may be sure that they're too tight to be comfortable."

"There he goes again," Ellen laughed. "Really, you should have been a doctor, I think — always talking about diseases and what's good for you and what isn't. You'll be pleased to hear," she said to the other young men, "that he has found out that beer is good for the stomach."

"That's right," Hardy explained in a serious voice.  
 "dat's rast," he di respeling in a serious rass.

"You see, when I was younger I didn't drink beer . . ."  
 "ju: si., lewen si was jaaga di didn't drigk bis . . ."

"Father wouldn't let him," Ellen interrupted, smiling.  
 "fa:da wudnt let him," elin interrupted smilin.

"He thought it was a waste of money." "I had a lot  
 "hi: but it was a waste ar mani.", "ai had a lot

of trouble with my digestion, then," he went on.  
 "ar trubl wid mea digesjon, den." ki: went on.

"No doubt because you were always filling yourself  
 "now dant bi:ku jk. wa:r o:kae filig jk.'self

with sweets," she interrupted again. "... but now  
 "wed sweets." jk: retarajnd a'grie. "... batnak

that I have begun to drink beer," he continued, paying  
 "dat ai hove blyan to drigk bis," hi. kall'majkd, peing

no attention to her. "There's nothing the matter with  
 "now al'renjan is ha:, "dat n'kipi di mato wid

me any more." "Perhaps not with your digestion,"  
 "parhaps not wid jk. digesti'on,"

Ellen said. "but I believe that I have seen you when  
 "elis said, "dat ai belive dat ai hove seen jk. knew

your beer was giving you a bit of trouble . . . 'tight'  
 "jk. hove givin jk. a bit ar trubl — 'tait'

or 'drunk'; I would have called you." "What is  
 "jk. 'drunk', we need han kall'd jk." "What is

my crime," the poor fellow cried at last, "that I  
 "mai krim," da poe felou kried ar last "dat ai

fix = arrange

should be punished by having such a sister?" "Peace, *fæs bi:p pænɪʃ bɪ:b həvɪŋ sə:sɪ:t?*" "Yes, children!" laughed Storm. "Let's all have a glass of *tʃildrən!*" *kɔ:f tʃɔ:m*. "lets ɔ:l həv ə glæ:s əv beer and see if that won't make her a little gentler *bɪ:b ən sɪ:t i:f də:t wəʊnt meɪk hər ə lɪ:t dʒɛnələr* with you." *wɪd ju:*"

He called the waitress and ordered their beer. "We *hɪ:k kɔ:l də wə:tɪs ənd ɔ:dəd ðə:b bɪ:b*. "We haven't fixed anything about our rooms yet. How *həvən̄t fɪkɪ:t ən'θɪŋ ə:baut əʊə ŋɪm̄s jə:t* how much do you charge for rooms here?" he asked her, *mʌtʃ də: ju: tʃa:dʒ fə ŋɪm̄s hɪ:t?*" *hɪ: əsk̄t hə:r*, when she brought the beer. "Single rooms nine *sʌŋgl ŋɪm̄s nɪ:n* shillings, double rooms fifteen shillings," she replied. *da:bł ŋɪm̄s fɪf'ti:n̄ ſɪlɪŋz*." *ʃə: rɪplɪ:t*. "We'd better take single rooms," he said. *wɪ:d bə:tər tə:k ſʌŋgl ŋɪm̄s*." *hɪ: sed*.

They sat for some time talking and watching the other *ðeɪ sat fə ſom̄ taim tɔ:kɪg ənd wə:tɪŋ ðɪ ŋɪs* guests in the room; but as they were all rather tired, *gɛ:tɪd ïn ðeɪ ſom̄ ðeɪ wə:t̄ ŋɪs ŋɪdʒ ða:tɪd*, they soon went up to bed. *ðeɪ ſo:wnt wə:t̄ ūp ŋɪ ūd*.

Next morning they were up early, so that they might *nɛkst mɔ:nɪŋ ðeɪ wə:t̄ ūp ə:lɪ, ſo ðat ðeɪ wə:t̄*

have a long day for their walk. "I heard you had  
*hai* a *long* *dei* *for* *the* *walk*. "ai *heard* *ji* *had*  
 trouble with your feet last night," the waitress said.  
*trouble* *and* *ji*: *fist* *la:su* *night*," *da* *weiris* *said*  
 to Ellen, when she was bringing their breakfast. "Are  
*tu* *skin*, *haven* *ji*: *was* *bring* *the* *breakfast*?" "a:  
 they better to-day?" "As a matter of fact, they aren't,"  
*dei* *bets* *ta:dei?*" "as a *matter* *on* *fact*, *dei* *a:nt*,"  
 Ellen replied. "They hurt me even if I touch them  
*elou* *ri:plaid*. "dei *hurt* *mi*: *even* *if* *ai* *tau* *them*  
 with my fingers,"  
*reid* *mai* *fingers*."

"I thought that might be the case, so I've brought a  
*ai* *part* *dat* *wait* *bu:* *da* *keis*, *you* *air* *bront* a  
 small bottle of some oil that I always use. Waitresses  
*smal* *bott* *so* *some* *oil* *dat* *ui* *uhue* *ja:s*. *weiris*  
 often have trouble with their feet, you know. Just rub  
*o:fn* *hai* *trouble* *and* *the* *fist*, *jic* *you*, *dʒust* *rub*  
 a little oil into the skin of your feet, and they will  
*a* *lit* *oil* *into* *the* *skin* *so* *ji*: *fist*, *an* *dei* *will*  
 feel much better." "Thanks! That's very kind of you,  
*fi:l* *mai* *bets*." "*þayks!* *dat* *veri* *kind* *av* *ju*..  
 I'm sure. It's no fun walking when your feet give  
*im* *jua* *its* *now* *far* *no* *big* *haven* *ji*: *fist* *giv*  
 you pain."  
*ju:* *pein*."

In the afternoon, when they were returning from their  
*in* *di* *a:fte:noon*, *hwen* *dei* *top*-*rit-a-nig* *from* *the*

long walk, they met a group of about 20 people.  
*long walk dei met a group of about twenty people.*  
 all carrying bags or baskets full of different plants  
*all carrying bags or baskets full of different plants*  
 that they had picked in the fields or the woods. "I  
*I see dei had pick in do fields or do woods.*"  
 wonder who they are," Storm said to Marion. "They  
*wonder who dei are,*" Storm said to Marion. "Dei  
 all seem to be workers, except that tall man over there;  
*all seem to be workers, except that tall man over there;*  
 but at the same time they look like a class of school-  
*but at the same time they look like a class of school-*  
 children who are out studying natural history with  
*children who are out studying natural history with*  
 their teacher." "Perhaps they're both," Marion replied.  
*dei nifta. " "Perhaps dei both," Marion replied.*  
 "You see, several of our universities send out travelling  
*You see, several of our universities send out travelling*  
 teachers all over the country. If a sufficiently large  
*teachers all over the country. If a sufficiently large*  
 number of people in a town wish to take up one or  
*number to pick in a town wish to take up one or*  
 more subjects of study and are willing to work  
*more subjects of study and are willing to work*  
 seriously, one of the universities arrange to send a  
*seriously, one of the universities arrange to send a*  
 teacher to them. They're charged nothing for this, as  
*teacher to them. They're charged nothing for this, as*

the teacher is paid by the university. Many people,  
*de t̄itor is paid bai da jānivāriti meni pi:pl,*

for whom it would be impossible to study at a university,  
*fo kure it wed de imposabl to studi at a jānivāriti,*

have been able to take up some study in this way and  
*hae h̄an eibl to tak up your studi in dis we;* an

have gained really useful knowledge of their subject."  
*hae geend haek jucful validg ar dra sādgyaki*"

"What a fine idea!" Storm said. "It gives work to  
*"haest a fair idia!" storm sed.* "it gives work to

men of science as teachers, and it gives some idea of  
*men av sciens as t̄itfer, and it give som idia av*

science to people who have to work, but want to get  
*scienc to peopl h̄ne haek to work, but want to get*

more education. Really, I'm rather proud of 'us'  
*mei cōju'kejan r̄tai, min roda proud av 'us'*

English." "Listen to those four men playing cards at  
*"min is deaz fo. men playng cards at*

the next table! I'm afraid you won't feel so proud  
*de neks! tabl! min d̄fraid ju. woun't fik you proud*

of 'us' English when you hear their stories," Hardy  
*av 'us' tygilj h̄ven ju. h̄re dez storis," hardi*

said, when they were having supper that evening. "One  
*sed, h̄ven d̄ri eub: h̄very sapa datr + w̄y*"

of them seems to be the village policeman. They have  
*av dom si me to bi do validg polismon. dei h̄v*

been talking of nothing but fights and blood and crime  
*h̄n r̄kay m̄ n̄p̄n hei fails an bind an kain*



*card*

since they came, things that have taken place in this  
 s̄int dei kēim, þiȝz ðat hæv tækn pleis in ðis  
 little village. Their cards, too, are just as dirty as  
 l̄if̄ w̄idȝ. ðra ȝa:ds, tw̄, a: dȝast as ðær as  
 their stories. I shouldn't like to touch them. Look at  
 ðea st̄ories. a: jw̄dȝt laik to t̄aſf dom. Luk at  
 Marion! She has been listening, too; she's quite pale."  
 marion! ſi. ha: b̄in h̄ouȝ, tw̄; ſiȝ k̄waiȝ poſt."

"How are you feeling? Anything wrong?" Storm asked  
 "how a: ju: fēliȝ? eñiȝt̄ roȝ?" storm aſk̄t̄  
 her. "I do feel a little sick," she replied. "It must  
 ha:." a: dw̄ f̄il a littl̄ r̄ik," ſi: riplaid. "it must  
 be because I'm tired, but it was made worse by having  
 bi: ð̄aſe ð̄iȝr̄ laſed, but it was meid wa:s bei h̄aving  
 to listen to that man telling all those stories. If there's  
 ta ſiȝ to ð̄iȝ more tēliȝ a: ð̄iȝr̄ st̄ories. if ð̄ar  
 time before our train leaves, I think I'll go and lie  
 taſie b̄iſſer ouȝ traɪn. Erc. a: myk aſt you an la-  
 down a bit." She left the table rather suddenly and  
 down a bit." ſi: left ða ſeibl ra:ðe ssdall and  
 ran upstairs. The waitress had seen what had happened,  
 run upstairs. ða waitress had s̄ic̄ h̄er h̄ad h̄appened,  
 however, and a moment later, she was standing at the  
 han'ra. and a moment late, ſi: w̄as standy a: ða  
 fat policeman's table. "You're a fine one, you are!  
 for p̄oliciȝan̄ ſeibl. "You're a fine one, ju: a:!"

See what you've done now. You've made that poor  
 m̄a: h̄apt̄ ju: a: ðan̄ r̄us. j̄en w̄aſid ðat̄ poſt

young lady sick with all your stories. And when the  
 jay leadi sit wid a' jy: storis. an' knew da  
 truth is told, you're no more use to us than that dusty  
 tru:þ is tould, you now mo: ju's lik as dan' dat dusti  
 old eagle up there on the wall. I'm sure you've never  
 cauld i:g'l ap deer on da w'all. now ju's ju's never  
 been within five miles of a real crime!"  
*him mid'in fai: mælk æn' a ri:al kri:m!*"

Marion couldn't help laughing when they told her about  
*marion kudn't helph la:fij hæm dei could ha:r a bout*  
 it. In fact, she felt better after hearing that the poor  
 it. in fakt, sh. felh beter a:fta hæry dat de poor  
 policeman had left the place with the waitress pouring  
*policeman had left de plæs wi:d de waitress pɔ:ri*  
 truths into his burning ears. "I'm still proud of 'us'  
*fræ:ðe inta his burning e:z. "æm stil praud æv 'uz'*  
 English," Storm said, when they were sitting in the  
*ɪngglif," stro:k sed. hæm dei wa: siti:g in de*  
 train. "That was a brave little woman; it's a serious  
*trein "ðæt wæs a brav lit wæman; it's a si:ri:s*  
 matter to speak like that to the law." "She's quite  
*mætter to spik la:k dæt to da l:z." "ʃi:z ku:ti*  
 safe, old man," Marshall told him laughing. "She's  
*sæf, o:ld man," ma:ʃæl told him la:fij. "ʃi:z*  
 his wife!"  
*his wif!"*

dusty = grey with  
 dust

## EXERCISE A.

## WORDS:

arrange  
sick  
plain  
digestion  
light  
dream  
dream (verb)  
dreamt  
healthy  
oil  
circle  
semi-circle  
electric  
card  
post-card  
chick  
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 buying 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 — see —  
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 [ɪkspəndɪd] 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 diet'. . 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 "hvætter on jy: mænd?" mærin a hæ: mother. "You have been looking for some time as mæns. "ju: hæ: hætting fo: sam tæm as if you wanted to say something." It was just after ef jy: wænted to sei smæthing" it was dænt a:ftæt lunch on a quiet Sunday afternoon shortly after New Year's Day, and the Edwardses and Storm were jæs dei, and di edwardsæs and storm væ: gathered in front of the fire. "You see," Mrs. Edwards gærded mæ front mæ ðæ fæz. "ju: si." mæris edwards replied, "Mildred rang up this morning and asked if mæplæd. "mildred ræp up ðæ moring and aksed if we couldn't take Elizabeth off her hands this afternoon. æ. kædnæ teik elizabæþ of he. hæwæd ðæ a:ftænæn Elizabeth is my sister's twelve-year-old daughter," she elizabæþ is min særæz twelfjæraold dætæ, "ji: explained to Storm. "Father wasn't here when she hæplæd to storm. "fæðer wæsst hæz hæwæfji: rang up, and I didn't know whether he had any plans ræg sp, and ci didn't ken hæwæd hi: hæd em plæns for this afternoon, so I promised to tell her after lunch." fo: ðæ a:ftænæn, so a: pæmæst to tel hær a:ftæ lænf."

"Well, have you made up your mind about it?" Marion  
"Wel, ha: ju: mæd ap jz. mind abut it?" marion

make up one's mind -- come to a decision

asked. "No, I haven't. I really ought to let her come.  
"Nō, i: hævnt. i: rəlly ɔ:t t̄ let h̄: c̄m,

I suppose, since we have nothing else on. But I'm  
"I s̄p̄s, s̄ns w̄ h̄v n̄th̄g ēl̄s ōn. b̄t i'm

feeling somewhat tired and was looking forward to  
"f̄l̄ng s̄m̄th̄t t̄wid s̄n t̄w̄ h̄k̄g f̄ w̄ld t̄

a nice, peaceful Sunday." She pointed to the small  
"a n̄s̄ p̄c̄fl̄ s̄nd̄." h̄: p̄ntid t̄ d̄ s̄nd̄

somewhat =  
a little

table beside her chair. "You see, I had already gathered  
"tbl̄ b̄hind h̄. t̄s̄. "ȳ s̄, i: h̄d ɔ:t'rd̄ ḡrd̄

peaceful = full of  
peace

together on the table the papers and books that I  
"t̄ḡrd̄ s̄n d̄ t̄bl̄ d̄ p̄pers an b̄ks d̄t i:

haven't had time to read till now, — and needles and  
"h̄vnt h̄d t̄im t̄ r̄d t̄l̄ n̄w, — an n̄dles an

thread and my scissors for a bit of sewing. But with  
"thr̄d an sc̄ss̄r̄ f̄r̄ s̄t̄f̄ s̄w̄ng. b̄t w̄th

a child of twelve in the house there will be no peace  
"ch̄ld s̄ t̄l̄v̄ in d̄ h̄us̄. b̄s̄ w̄ll b̄. n̄ p̄ce

for doing all that.  
"f̄ d̄ing all that.

"When she was younger, I could give her a pair of  
"W̄n h̄ sh̄ w̄s ȳnger, i: c̄d ḡv̄ h̄r̄ a p̄ir̄ ō

scissors and let her cut paper dolls. But she's too old  
"sc̄ss̄r̄ an l̄t h̄: k̄t p̄p̄r d̄ll̄. b̄t sh̄'s t̄o ōld

for that now, and she's not good with a needle and  
"f̄ t̄t̄ now, sh̄'s n̄t ḡd w̄th a n̄dle an



SCISSORS

dangerous = full  
of danger

beast = wild  
animal

thread, so I dare not let her help me. I can't make up  
*freed*, *you* *ai* *dre* *not* *let* *her* *help* *me*; as *he* *ai* *meid* *up*  
 my mind what to say to Mildred. If I say 'No', Mildred  
*mai* *meind* *hent* *to* *me* *to* *Mildred*. If *ai* *rei* 'no', Mildred  
 will have to change her plans; if I say 'Yes', I'll get no  
*wil* *hent* *to* *tjeindz* *hi*: *Mildred*; if *ai* *rei* 'yes', *ai* *get* *now*  
 rest to-day." "Marion and I might take her some-  
 where," *taidz* *taidz*, "Marion and I might *teak* *hi*, *sam-*  
*where*," Storm suggested, "to the Zoo, for instance."

"That certainly would be nice for us, if you think you  
 "det" *zai* *hi* *read* *hi*: *nois* *for* *us*, if *ji*: *pigk* *ji*:  
 can stand it. I'll ring up Mildred, then, and tell her,"  
*kan* *stand* *it* *mi* *ring* *up* *Mildred* *deem*, *an* *tel* *hent*.

"You would think we were talking about a dangerous  
*"ja*, *and* *pigk* *tei*, *we*, *tel* *hent* *a* *detindz*  
 animal and not a girl of twelve, to hear your mother  
*zonal* *an* *not* *a* *gad* *an* *tuck*, *ta* *hia* *ji*: *Mildred*  
 speak," he said to Marion. "She's almost as dangerous  
*spik*!" *hi*: *red* *to* *marion*. "She's *zakeuz* *as* *detindz*  
 to have about as a wild beast," Marion answered. "She  
*ta* *hent* *about* *as* *a* *wild* *bitz*!" *marion* *prosed*. "She  
 says and does whatever comes into her mind without  
*see* *an* *haz* *hoolova* *hymg* *out* *hi*: *meind* *without*  
 thinking first, and she doesn't walk like normal human  
*pigkig* *faast*, *an* *ji*: *doesnt* *no k talk* *normal* *human*  
 beings, but moves about by jumping like a monkey  
*bi* *haz*, *haz* *move* *about* *but* *dynasty* *talk* *a* *monkey*.

The last time she was here, she tore a big hole in a  
*da laasi laam ji*: *waz his si tor a big hole in a*  
 curtain and broke a very fine dish — a gift to my  
*kuake au break a very fine dish* — *a gift to our*  
 mother from her uncle in India."  
*manta from her uncle in India."*

He tears, he tore,  
 he has torn  
 [uncle's, etc., etc.]

gift = present

"The Zoo seems to be the right place for her, then,"  
*"da su si'ma ta bi' da wait pleis jy. ha. den,"*

Storm laughed. "I can almost guess what she's like.  
*stoek laft.* "in kan minouest ges heest juz lach

My own sister was the same at that age; one of her  
*mai oon sisra was do sehn al dat edgi, tene al hu:*

delight = great  
 pleasure

greatest delights was to sit on a branch above the  
*greatest affair was to sit on a branch a far as*  
 garden gate and throw things at me when I came home  
*ga da gan au from bigz al mi: baen ai koune houta*  
 from work. Once she threw a paper-hag full of flour  
*from work. wauw si. from a peipzbag ful m flas*  
 down on me. She didn't do that again, though."  
*down on me. jy didn't do that agen. don."*

"I can guess what you did to her. And I can fancy  
*"ai kow yes heest jy did tu ha. and ai ean fense*  
 what you must have looked like," Marion said, and  
*heest jy meat how tabt laik" marion said, and*  
 smiled at the thought. "The little beast wouldn't  
*smiled at the thought. "The little beast wouldn't*  
 come down, of course," Storm went on. "when she  
*come down, we koyi" storm went on. "Ineed jy"*

fetch = get

saw how angry I was, so I had to go up myself and do it. *Han aggri di was, seon ai had ta go up myself an fetch her down.* It was a delight to seize her by *self her down*. It was a delight to seize her by the neck and pull her down, I can tell you. If my mother hadn't come out in time to save her, it's quite *mais heidit sunn und m lein lo zrib he*. It's most probable that I should have given her a good beating. *probabl dat an jad hir grot karr a god bating.* As it was, she was quick to seize the chance of getting away from me." *swai fram mi!*"

"Would you really beat a woman?" Marion interrupted. "Read *juc vissi hitz a woman?*" Marion interrupted. "Woman!" Storm cried. "Didn't you tell me yourself *Woman!*" *storm kredit*. "didn't you tell me yourself a moment ago that girls at that age can hardly be *a moment jgen dat quak m der vlg han he dli* be regarded as human beings, but are much more like *vlg did m hystere kriige, hot m' mulf m*. Just wild animals?" "All right, all right — it was only *wild animal?*" "It's wait, it's wait — it was only in fun." *in fun!*"

"I've always wondered what my mother said to try *airi chwee wondar loch mei mads sed le mai*

sister that day to break the proud fighting spirit of  
*sister dat dei ta break da proud family spirit o*  
 the little savage," Storm said, as they were on their  
*da litl savidz*" storm sed, *as dei were on de*  
 way to Marion's aunt. "For next day she brought  
*we ta marion aust*. "fa ukti dei fo frst  
 me gifts as a sign that peace had been established  
*wi. gifts as a sign dat pls had been establisht*  
 once more and that the spirit of sisterly love was  
*weus no. m dat da spirit av sistrl fo was*  
 going to govern all her acts from that time on - a  
*ponly to givin all her acts from dat time on -*  
 cigar and a green-and-red tie." "She probably made  
*sigar and a 'green-and-red tie.'* "It probably made  
 her see that even brothers are a sort of human  
*hu. xi. dat even brothers ar a sort of human*  
 beings," Marion replied. At the house of Marion's  
*buys*" marion replud ar to hous of marion  
 aunt they found Elizabeth jumping about with joy  
*dat de found elizabeth jumping about with joy*  
 at the thought of going to the Zoo with Storm and  
*at de foxt we going to do zu. with storm and*  
 Marion. "It's no secret," Marion's aunt told her, "that  
*marion. 'tis no secret,' marion's au told her, 'dat*  
 Elizabeth gets no more fun out of her visits to your  
*elizabeth gets no more fun out of her visits to yo.*  
 parents' house than your mother does, so you can  
*parents' house don fo mols dat son ju. Can*

joy = delight



servants — men or women working in their master's house

fancy her joy when she heard where she's going. It's *fān'si hə: dʒi hwen si: həd hæz jɪ.z gənɪg.* it's

not far from tears to smiles at that age. — Please *nɔt fər frəm tɪəz tə smɪlz ət ðæt eɪdʒ pliz*

fetch Elizabeth's woollen cap with the feather," she said *feṭʃ əlɪzəbəθ ˈwɔːlən kæp wɪt̪ ðə fēðər.*" *ʃi: sɛd*

to a servant who had just entered the room. *tu ə servənt hu: hæd ðʒʌst ənter ðə ruːm.*

"I want to show you, Marion, the cap she has been *ai wənt tu: ʃəw juː ʃən, məriən, ðə kæp ſi: hæz biːn*

sewing at school this winter. I really think she's *siːnɪŋ ət skoːl ðəs wɪnt̪ə. ai rɪəlɪ piːk ſi: ſiːnɪŋ*

becoming somewhat better at needlework now. I didn't *biːkəmɪŋ ſumwət̪ bɛt̪ər ət̪ niːdləwk nəw ai dɪdn̪t̪*

know she was making it — she had kept it a great *knəʊ ſi: wæs məkiŋ iːt — ſi: hæd kɛpt̪ iːt ə grɛt̪*

*grɛt̪ ſek̪t̪.*

*niːðərit̪.*"

"Here it is — nice, isn't it?" she asked when the maid *hɪər iːt iːz — niːs, iːsn̪t̪ iːt?* *ʃi: əsked* when the maid

had brought it. "She has made all of it herself, except *hæd brɔːt̪ iːt. "ʃe hæs mædə əl əf iːt hɛlf̪f, ekſcept*

the feather, which she pulled from the tail of our *ðə feðə, həʊt̪ʃi ſi: pələd frəm ðə tæl əf əu̇r*

neighbour's Christmas turkey — to my husband's great *neɪbər̪ ˈtɹɪsəmər̪ təkɪ* *ət̪ miː hʌz'bʌndz grɛt̪*

delight. He doesn't like our neighbour," she explained. *dɪ'laɪt hə dʒænt̪ lək əʊr̪ neɪbər̪.*" *ʃi: ɪk'splɪnið,*

while Elizabeth was putting on the cap. "Well, have  
*havait Elizabeth* was *putting* *on* *the* *cap*. "Well, have  
 a good time! We shan't expect you back till half past  
*a* *good* *time*! *see*: *for* *the* *first* *you*: *back* *of* *half* *past*  
 five. I'm certainly glad you're taking her. You see,  
*five*: *you* *are* *so* *full* *glad* *you* *taking* *her*. *you*, *so*,  
 both our servants have the afternoon off to-day, and  
*both* *our* *servants* *have* *the* *afternoon* *off* *to-day*, *so*,  
 we wanted to visit some people where we couldn't  
*we* *wanted* *to* *visit* *some* *people* *where* *we* *couldn't*  
 very well take Elizabeth. Be good, now, Elizabeth!"  
*you* *want* *Elizabeth* *be* *good*, *now*, *Elizabeth*!"  
 "I will, mamma — good-bye!"  
*me* *will*, *mamma* : *'good-bye'*"

At the Zoo, most of the animals were not in the open  
*at* *the* *Zoo*, *most* *of* *the* *animals* *was* *not* *in* *the* *open*  
 air, but had gone inside, as it was rather cold. They  
*as*, *but* *had* *gone* *inside*, *as* *it* *was* *rather* *cold*. *they*  
 entered one of the buildings, and as they stopped in  
*entered* *one* *of* *the* *buildings*, *and* *as* *they* *stopped* *in*  
 front of a very large lion, Storm threw out his arm  
*front* *of* *a* *very* *large* *lion*, *Storm* *threw* *out* *his* *arm*  
 towards it, bowed low, and said to the two girls, "His  
*towards* *it*, *bowed* *low*, *and* *said* *to* *the* *two* *girls*, "His  
 Majesty the Lion, King of All Animals."  
*Majesty* *the* *Lion*, *King* *of* *All* *Animals*."

Elizabeth laughed with delight at this idea, but Marion  
*Elizabeth* *laughed* *with* *delight* *at* *this* *idea*, *but* *Marion*

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  
sad." "his mardzisti dosen't luk as if hi z indzazin' half  
very much. In fact, he looks so sad to be locked up  
veri muti in fact, hu lukt son sad to bi. Dikt up  
in here that I almost fancy I can see tears in his  
in his dat as vibnusit foushi ai han si: this in his  
eyes." "Why, animals can't cry, can they?" Elizabeth  
said. "kuzi. venshala kau:nt brui, kum dikt?" Elizabeth  
asked Storm. "No, of course not," he answered seriously.  
"right storm "now, mi koz's not?" he a:nsed siariash  
"His Majesty has a cold, so his eyes and his nose are  
"his mardzisti luc a kould, son his oiz an his nose a.  
running, I think." "Oh, you're just making fun of  
ranig, ai biyk." "oh, jua dikt making fun of  
me," the child cried.

"Look at the sharp claws he has," Marion said. "He  
"dat si da ja:p klu:e hi. heet." marian sed. "Hi:  
could tear a man to pieces in no time with those claws."

"Look at the sharp claws he has," Marion said. "He  
"dat si da ja:p klu:e hi. heet." marian sed. "Hi:  
could tear a man to pieces in no time with those claws."  
"You'll be able to watch him use his claws and his  
"jul bi: coh to waff him ju a luc slos: an his  
teeth as well," Storm told her and pointed to a man  
"jul bi: coh to waff him ju a luc slos: an his  
teeth as well," storm told her and pointed to a man  
who had entered the house, carrying a big basket of  
"hu: had entred da huss, kerriig a big buskit si:  
food for the animals.  
"jul fo de animals.



claws

The lion got a large bone with lots of meat on it  
*da lion got a large bone with lots of meat on it*  
 and at once seized it with his claws and began to  
 and at once seized it with his claws and began to  
 tear the meat from the bone with his teeth. In five  
*da meat from da bone with his teeth* in five  
 minutes he had finished it — meat, bone, and all.  
*minutes he had finished it — meat, bone, and all.*

Then the big beast rolled peacefully over on one side  
*da big beast rolled peacefully on one side*  
 and lay looking out at the four human beings who  
 and lei looking out at da fo *human beings* who  
 were watching him. "Don't you think he misses the  
*you're watching him* "don't you think he misses the  
 company of the other beasts in the forests of Africa  
*company of the other beasts in the forests of Africa*  
 — or wherever it is he comes from?" Marion asked  
 "wherever it is he comes from?" Marion asked  
 the man. "Not he! He wouldn't know what to do with  
*not he! he wouldn't know what to do with* himself if he was sent to Africa. He's too used to  
 himself if he was sent to Africa. *he's too used to* getting his meals every day without having to hunt,  
*getting his meals every day without having to hunt,* and he loves to be with human beings. He's never so  
*and he loves to be with human beings* happy as when the Zoo is full of people for him to  
*happy as when the Zoo is full of people for him to* jump at when do we. is full to people for him to



bone

look at. When nobody is here, I have to go in and look at. Even nobody is his, or how to you in and talk to him sometimes, to keep him happy! No, it isn't *recht* to him *zuerstens*, to keep him *heute* now, if *ien* probable that he was ever outside Europe; I think he *probable* dat hi was ever outside *jeopard*; or *hink* hi was born in Berlin!"  
*was hu:ne in ba:lin?*"



nuts



orange

The next place they entered was the monkey-house  
*da urker platz des zentral wort da inykhause.*

Elizabeth had brought a bag of nuts and oranges for  
*Nicolaus had bracht a bag zu nuts und orangen* (*z:*  
 them, and one by one she rolled or threw the fruit and  
 nuts, and when *dat* *so* *hi* could *zu* *fut*, *da* fruit and  
 nuts in to them. "Try and make them come up to  
 nuts in to *da* *dan*. "*trai zu weik duur kum up to*  
 the fence and fetch the nuts themselves," Marion said.  
*da fenc an fufj da nuts dan'selva.*" Marion said.

"But be careful that they don't bite your fingers; you  
 "but bi' *traful* dat *dei* *dein* *bunt* *jetz* *fingga*. *jetz*  
 had better put the nuts on the floor just outside the  
*had heta put da nuts on da flur. *djust* auf'mid da*  
*fence.*"  
*fenc.*"

"There's a big one coming up now; let him have an  
 "daes a big *seia* *ku:ng* *af* *rau*; *let him have an*  
 orange!" Storm said, pointing to a large monkey with  
*orang!*" *storm red.* *pointing to a hand* *neyki told*

a wise expression on his face. "He looks almost a *real* *ambrose* on his face." "His looks *almost* *human*." "Yes, he looks just like a teacher we have *known*." "yes, *he* *looks* *just* *like* a *teacher* *we* *have* *known* at school," Elizabeth cried, "Mr. Ambrose Smalljoy. *it* *isn't*," Elizabeth cried, "mister *ambrose* *you* *know*. Oh, what fun! I know what I'm going to do to-morrow; *you*, *haven't* *fun*! *at* *your* *house* *and* *giving* *to* *the* *monkey*; I'm going to make a picture of 'Ambrose' on the wall *and* *giving* *to* *make* *a* *picture* *of* '*Ambrose*' *on* *the* *wall* at school and write: 'Ambrose — The Almost Human' *at* *that* *on* *the* *wall*; 'ambrose — the *almost* *human*' under it. Won't he be angry?" under it *would* *he* *be* *angry*?"

Storm had to laugh at this, but Marion stopped him *she* *had* *to* *laugh* *at* *this*, *but* *marion* *stop* *him* with a look. "What an idea!" she said to Elizabeth. *with* *a* *look*. "How *an* *idea*!" *said* *she* *to* *Elizabeth*. "I don't think he'll be angry, but only sad." "You *do* *not* *think* *he'll* *be* *angry*, *but* *only* *sad*?" "You don't know Ambrose," that kind-hearted child replied. *don't* *know* *Ambrose*." *that* *kind*-*hearted* *child* *replied* "He loves a good fight as well as anybody." *he* *love* *a* *good* *fight* *as* *well* *as* *anybody*

"What is that monkey over there doing to the other? *What* *is* *that* *monkey* *over* *there* *doing* *to* *the* *other* one's head?" she continued, watching a monkey who seems *bad*?" *she* *continued*, *watching* *a* *monkey* *who* *seems* *bad*?" *she* *continued*, *watching* *a* *monkey* *who*



*Insect*

had put its head on another one's knees. "It's hunting  
had put its head on another one's knees. "It's hunting  
for insects in its hair," Storm replied. "They're learning  
for insects in its hair," Storm replied. "They're learning  
one of the rules of living with others: Help your  
one of the rules of living with others: Help your  
neighbour! If we all did that always, it would be much  
neighbour! If we all did that always, it would be much  
easier to live and work. We could learn a thing or two  
easier to live and work. We could learn a thing or two  
from some of the insects, the bees, for example, who  
from some of the insects, the bees, for example, who  
all work from morning till night for the benefit of all."  
all work from morning till night for the benefit of all."  
"I don't think she's heard a word of what you've been  
"I don't think she's heard a word of what you've been  
saying," Marion smiled, when he finished  
saying," Marion smiled, when he finished

For Elizabeth had been busy feeding the monkeys from  
for Elizabeth had been busy feeding the monkeys from  
her bag. "They'll eat almost anything, won't they?"  
her bag. "They'll eat almost anything, won't they?"  
she asked, turning away from the fence at last. "Nuts  
she asked, turning away from the fence at last. "Nuts  
and oranges and apples and bread, and what they find  
and oranges and apples and bread, and what they find  
in each other's hair, and worms —" "Worms?" Marion  
in each other's hair, and worms —" "Worms?" Marion



*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!"

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?" Marion asked in some surprise. "We're going somewhere."

"I'm going to see if there's any news about

where together with your parents, and we have to be  
*hweər tɔ:gəðə* *and* *ju:* *peərənts,* *ən* *wi:* *hav* *to* *bi:*  
 there at seven o'clock," he replied, "so there isn't much  
*ðeər* *ət* *sevən ə'klok,*" *hi.* *rɪplɪd,* "*səʊ* *ðəz* *ənt* *wɪt̬*  
 time left." "Where are we going? Tell me about it."  
*"wɛrə* *əz* *wi:* *gəwɪŋ?* *tel* *mi:* *əbəut* *it.*"  
 "No, it's a secret. You'll see when we get there."  
*"nəʊ,* *it's* *a* *sek'ret.* *jʌdʒ* *mi:* *həvən* *wi:* *gət* *ðeər."*

After a quick cup of tea, the four of them left the house,  
*ə'fər* *a* *kwɪk kəp mə ri,* *ðə* *fɔ:r* *mə dəm* *ləft* *də həʊs,*  
 Marion wondering what her father was up to. Mr.  
*məri'ən* *wəndərɪŋ* *həwt* *hər* *fa:tər* *was* *əpt* *tu* *distər*  
 Edwards took them to a quiet street of small houses  
*edwərdz* *tek* *dəm* *tu* *a* *kwɪt st्रیt* *əf* *smɔ:l* *haʊzə*  
 surrounded by gardens. He walked up to one of them  
*sər'raʊndɪd* *baɪ* *ga:dənz.* *hi.* *wɔ:kɪ* *upto* *mən* *mə dəm*  
 and rang the bell. While Mrs. Edwards explained, "This  
*ðəs* *mən* *ðə* *bel,* *brɛnt* *məni:z* *edwərdz* *ɪts plɪnd,* "this  
 is the house where your father and I lived when we were  
*is* *ðə* *haʊs* *ba:rs* *ju:* *fa:tər* *ənd* *ai* *lɪvd* *ba:n* *wi:* *wa:*  
 first married. We saw in the paper the day before yester-  
*frɪst* *marɪd,* *wi:* *si:* *in* *ðə* *peɪpə* *ðə* *dei* *bɪ:fɪ:* *jə:stə-*  
 day that the people who live here are going to move  
*ði* *ðə* *ðə* *pi:pl* *liv* *hər* *kɪz* *ə:z* *gəvɪŋ* *to* *məv:*  
 The house will be empty from March 1st. So we  
*ðə* *haʊs* *wɪl* *bi:* *emptɪ* *frəm* *mərç ðə* *fa:sɪ* *so* *wɪ:*  
 decided to ask about the price, and if it wasn't too  
*dɪ'sɜ:ðɪd* *tu* *aw:k* *ə'baut* *ðə* *prɪs,* *and* *if* *it* *wəsn't* *tu:*

dear now, to take you along and show it to you?"  
*dis nunc, ta teik ju alay nu fow it tu ju:."*

"Too dear?" Marion asked. "Do you mean for us?"  
*"tu: dia?" marion a:skt. "du: ju: min for us?"*

She turned to Storm: "And you haven't told me anything  
*she turned ta storm. "an ju: havent told me en-*

thing! Does that mean that —?" "It means that we  
*yen dia dapt min dia —?" "it means dia we*

can afford to marry now as soon as you can make up  
*ken aford ta mari nu: nu rae se ju: ken make up*

your mind about the date. I got a rise this month,  
*ju: raised abaut dia deil ai got a raise dis mamp,*

and I went out at once and spent it on the ring for  
*and ai went out at once on spent it on dia ring fo:*

you — just to be on the safe side! — I mean if you  
*ju: — djust to hi. on dia seif said! — ai much if ju*

should decide that you wanted to be married to-morrow,  
*fan alraed dia ju wantid to hi: marid tomorrow.*

there would hardly be any time at the last minute  
*dei wed hardli bi. cui loim of dia laisi want*

for buying a ring. But now I'm prepared for the worst!"  
*fo: buig a rig. but now dia prifred fo: dia worst!"*

Marion laughed at this. "May I see the ring now?"  
*marion In ju of dia "mai w si: dia rig now?"*

she asked. "And try it on?" At this moment, however,  
*fi: a:skt. "an triu it on?" at dia moment, hawever,*

the door was opened by a friendly young man. "My  
*da dei was opened by a friendli my man "My*



*ring*

wife is out," he said, "but I can show you the house." *Wif is out.*" he said. "But *ai kan* you *jis* do *house*."

There were two rooms and a kitchen downstairs, and *do* *are* *two* *rooms* *and* *a* *kitchen* *downstairs*, and two rooms and a bathroom upstairs. Marion hurried *the* *rooms* *and* *a* *bathroom* *upstairs*. Marion hurried from room to room, crying. "Isn't this nice — isn't that *franc* *room* *to* *you*, *dear*?" *aint* *this* *nice* — *aint* *that* *lovely!*" at every new thing she discovered. "And to *look!*" *at* *every* *thing* *big* *ji:* *discovered*. "oh to think that I was born in this house! How strange!" *high* *dat* *mi* *were* *here* *in* *dis* *house*? *How* *strange!*" "Yes, isn't it," her mother answered. "But come into *"yes, isn't it,"* *kar*: *mother* *answered* "but *come* *into* the kitchen, dear; I want to see what it looks like now. *At* *kitchen*, *dat* *mi* *want* *ta* *see*: *how* *it* *looks* *now*." "It looks almost the same," she continued, looking *"it* *looks* *almost* *do* *same*," *ji:* *haven't* *changed*. looking about her. "The only difference is that it's no longer *about* *her*." "*di* *asch* *difference* *is* *dat* *it's* *now* *longer* lit by gas. They have electric light now." *lit* *by* *gas*. *di* *has* *elektrik* *light* *now*."



To the right was the kitchen-range, and just opposite, *to* *the* *right* *was* *the* *kitchen-range*, *and* *opposite* *opposite*, at the other side of the kitchen, stood a small table *at* *the* *other* *side* *of* *the* *kitchen* *stood* *a* *small* *table* with four chairs round it and flowers in the centre. *with* *four* *chairs* *round* *it* *and* *flowers* *in* *the* *centre*.

"We have our meals here," the young man explained.  
"We have our meals here," der junge man erklärte.

"It's easier for my wife. There's gas for cooking, of course, but in winter we always use the kitchen-range.  
"Es ist einfacher für meine Ehefrau. Es gibt Gas zum Kochen, aber im Winter benutzen wir stets die Küchenherde.

It burns coal and keeps the kitchen warm all day.  
"Es brennt Kohle und hält die Küche warm, während der Tag dauert.

I light the fire in the morning before my wife gets up,  
"Ich lege den Feuerkamin am Morgen, bevor meine Ehefrau aufsteht,

and put the kettle on the fire. So by the time we're  
"Und ich setze den Wasserkessel auf den Feuerkamin. So sind wir

dressed, the kitchen is already nice and warm, and  
"Wir sind gekleidet, die Küche ist schon sehr warm, und

the water for our tea is boiling." "That's the right  
"Die Wärme für unser Tee ist jetzt kochend." "Das ist die richtige

spirit!" Mrs. Edwards said. "I was never able to make  
"Geist!" Mrs. Edwards sagte. "Ich war nie in der Lage,

my husband get up first."  
"Mein Ehemann hat sich nie so schnell aufgestellt."

Beside the kitchen-range was a large gas-oven. "I had  
"Neben der Küchenherde stand ein großer Gasbackofen. "Ich habe

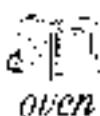
a gas-oven, too," Mrs. Edwards said. "I was very proud  
"Ich habe auch einen Gasbackofen. Ich war sehr stolz

of it, I remember, for most of my friends had no  
"Ich kann mich daran erinnern, dass die meisten meiner Freunde kein

gas-oven and had to use the oven of the kitchen-range.  
"Gasbackofen und mussten die Küche des Küchenherdes benutzen.



kettle



oven



But one Christmas, when I had a big turkey in my  
*but sunn krismas*, *when* *ai* *had* *a* *big* *turkey* *in* *mai*  
 gas-oven, a sudden wind from the open window blew  
*gas-oven*. *a* *sudden* *wind* *from* *di* *open* *window*. *blew*  
 out the flame. I discovered it a few moments later  
*out* *da* *flame* *in* *discovered* *it* *a* *few* *moments* *later*  
 and went to light it again, of course. But as soon as  
*an* *went* *to* *light* *it* *again*, *an* *knock*. *but* *as* *soon* *as*  
 I lit the match, a big flame jumped out of the gas-oven  
*of* *hi* *da* *match*, *a* *big* *flame* *jumped* *out* *of* *da* *gas-oven*  
 at me and burnt some of my hair. For a long time  
*at* *mei* *an* *burnt* *some* *an* *mei* *hair*. *for* *a* *long* *time*  
 after, I was afraid to light the gas-oven, and used  
*a* *match*, *ai* *was* *afraid* *to* *light* *da* *gas-oven*, *ai* *used*  
 my old oven in the kitchen-range, just like all my  
*mei* *old* *oven* *in* *da* *kitchen-range*. *just* *like* *all* *mei* *old*  
 friends.  
*friends.*

"But here I'm just talking and talking," she interrupted.  
*"but* *here* *ai* *am* *just* *talking* *an* *talking*," *ji*: *interrupted*  
 herself, "and we haven't heard yet how the two of you  
*hi* *self*, "an *two* *haven't* *heard* *yet* *how* *da* *me* *me* *ju-*  
 like the house?" "I think it looks fine," Storm said.  
*look* *da* *house*?" "ai *think* *it* *looks* *fine*," *storm* *said*  
 "And I think it's perfectly lovely," Marion cried.  
*"and* *ai* *think* *it's* *perfectly* *lovely*," *marion* *cried*.  
 "Only I can't understand how we can possibly afford  
*"only* *ai* *can't* *understand* *how* *wei* *have* *possibly* *afford*

"It's a cheap house," the young man told her.  
"It's a cheap house," the young man told her.

"Probably because it's rather old. But everything is  
well kept, so we've never felt that the house was old.  
well kept, so we've never felt that the house was old.

And we're only moving because we need more room;  
we have two small children, as you saw upstairs."  
as, here, the small children as you saw upstairs."

"If you'll promise to light the fire every winter morning  
and put the kettle on to boil," Marion said to Storm,

as they left the house. "I think it would be lovely to  
start our married life here. And if we were married  
in the middle of March, there would be two weeks

to have the rooms painted and to hang the curtains  
and everything."

"I promise." Storm answered, taking her arm and  
showing her what little there was to be seen of the  
fancy hat had till dry was to be with me do

do (here) — be enough

garden. "I'm glad you're satisfied. Remember Leith  
*ga:dn.* "aim glad jw:s sa:tisfied. r:i:memba li:p  
 Hill? Of course, it's not so big as the farm, nor so  
*hi:l?* ov k:z, its not sou big as de far:m. n:o: sou  
 modern as your parents' house." "But it'll do for us,"  
*moden ov jw:s pe:rents ha:us.*" "Bat i'l do: for us,"  
 Marion said. And arm in arm they walked back, full  
*marion sed. and arm in arm dei walk back, ful*  
 of plans for the future which had suddenly drawn  
*ov plans fo: de fju:t(j)a hu:utj had sudenly dr:wn*  
 so near.  
*so:n hi:p.*

#### 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
not
orange
servant
oven
kitchen-range
gas-oven
flame
gas
light (verb)
lit
gather
Majesty
bene
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.

sakste eu, neigen road,

wünschen

da minnen, an dzenjuni.

da send.

it was very glad to receive ju. letz di ade det. it  
 has been a long time since we had visitors from home. da  
 der wünscht ju. letzte straße, as he'd from my sis. tu  
 ai most ask ju to be beautiful, and do felix, an si.  
 from home ju: letan dat just in da greatest deindige'  
 us éta dat ju: student now living at the going out and a  
 prüf gäf weci ill te bility ju now have has helped  
 me a ski ju to start ju: — an den, die ju. a.

dat is de sterkester for a pronunciat, aim glæd dat ju.  
si mæ te task ielf uða. v'ðone ai næst sei ðat ei kaunt  
bwest undalstrand jec ðat moe hñi sistø ñær grønne apf  
hñi æ þær om ðat jag felowz kan fælt im lue mid.

mai oan s'fæss how bien developig ræpiddi sinr mai  
lu. st. lela. wæs gowig te bi. matrid en mætf ðe setm-  
tisþ. ai iks'pekt mai mædar en rista te kana ouva hñia  
and it wæd bi: a greit pleza ta mi: if ju. ær braun  
bad kana, nu.. p'ðæps ju: bad hæv ju: hældis all'redi  
en mætf en misic ma.jal uell let ju: hæv a ræm af  
ðæs hæns hæst jua hñi, sou ðe trip wonut bi: soi  
iks'penzie ær laest talm

ai hæmp ju: kæn kæm .. aim a Freda Jukig f) wæd to  
jæ: wæt

ai wif ju: wæl ða best!

stom



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