


P. et M. Carpentier-Fialip



# l'anglais vivant

Classe de cinquième

édition  
bleue

LIBRAIRIE HACHETTE





**P. et M. Carpentier-Fialip**  
Professeurs agrégés d'Anglais



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ÉDITION

BLEUE

**LIBRAIRIE HACHETTE**  
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# CONTENTS

FOREWORD. . . . .	IX
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## Revision Chapter.

I. Sounds. The Alphabet . . . . .	2
II. In the class-room. Numbers; singular and plural; to be. . . . .	4
III. School-things. Adjectives and possessive case. . . . .	6
IV. The calendar. Tenses of verbs. Ordinal numbers . . . . .	8
V. The body. Questions and negations . . . . .	10
Revision of Sounds. . . . .	12

## CH. I. — The End of the Holidays.

1. Coming back home. Affirmative conjugation. . . . .	14
2. The school-kit. Passive voice and progressive form . . . . .	16
3. Buying new clothes. Negative and interrogative forms . . . . .	18
IC. I. Verse : <i>Growing up</i> (A. A. MILNE) . . . . .	20
<i>An old Photograph</i> (A. LATHAM) . . . . .	21

## CH. II. — Back to School.

4. Resuming work. Comparative of equality . . . . .	22
5. Hobbies and games. Comparative of superiority and inferiority . . . . .	24
6. Education. The Superlative. . . . .	26
IC. II. Two catches : <i>Three Blind Mice</i> . <i>Where is John?</i>	28
Dictation : About dunces (W. M. THACKERAY) . . . . .	29
Reading. <i>Tom's Dilemma</i> (TH. HUGHES) . . . . .	30

## CH. III. — Autumn.

7. Autumn at the farm. Personal pronouns . . . . .	32
8. From the farm to the mill. Possessive case completed . . . . .	34
9. Spare-time at the farm. Possessive adjectives and pronouns. . . . .	36
10. Autumn weather. Relative pronouns. . . . .	38
IC. III. Verse : <i>The Wind</i> (R. L. STEVENSON) . . . . .	40
Dictation : <i>The Parable of the Tares</i> (St. MATTHEW) . . . . .	41

## CH. IV. — In Town.

11. Town administration. Compound nouns . . . . .	42
12. At the post-office. Defective verbs . . . . .	44
13. Fire! Fire! Plural of nouns . . . . .	46
14. Justice and the Police. Some, any, no. . . . .	48
IC. IV. A song : <i>The bells of London town</i> . . . . .	50
Reading : <i>The great fire of London</i> (AINSWORTH) . . . . .	51

## CH. V. — In the Street.

15. Town-streets. Formation of adjectives . . . . .	52
16. Means of communication. Enough; I had better. . . . .	54
17. Street sights. Adjectives of quantity . . . . .	56
18. Town pleasures. Comparisons in quantity. . . . .	58
IC. V. A song : <i>London Bridge</i> . . . . .	60
Verse : <i>The lamplighter</i> (R. L. STEVENSON). . . . .	61

## CH. VI. — At the Theatre.

19. At the play. Present participle . . . . .	62
20. Museums and galleries. Progressive form revised. . . . .	64
21. At the Zoo. Use of the progressive form . . . . .	66
IC. VI. Reading : <i>At the Gatford Hippodrome</i> (J. B. PRIESTLEY). . . . .	68

## CH. VII. — About Religion.

22. Churches and the clergy. Reflexive pronouns . . . . .	70
23. Religion. Reciprocal pronouns . . . . .	72
24. Moral teaching. The imperative . . . . .	74
IC. VII. Verse : <i>Vespers</i> (A. A. MILNE) . . . . .	76
Dictation : <i>At the Interpreter's house</i> (J. BUNYAN). . . . .	77

## CH. VIII. — In the Mountains.

25. Mountains. Tenses of the past . . . . .	78
26. Pleasure and work. For, since, ago. . . . .	80
27. In the forest. Compound verbs . . . . .	82
IC. VIII. Verse : <i>The Hill-pines</i> (R. BRIDGES) . . . . .	84
Dictation : <i>Passing Mount Cenis</i> (RICHARDSON). . . . .	85

CH. IX. — Industry and Trade.

28. Industry and trade. The passive voice revised. . . . .	86
29. Measures and money. Use of the passive voice . . . . .	88
30. Shopping. Intransitive and double passive. . . . .	90
31. English trade. The definite article. . . . .	92
IC. IX. Reading : <i>The story of a shop</i> (CH. DICKENS). . . . .	94

CH. X. — The House.

32. House-building. Formation of nouns. . . . .	96
33. The inside of the house. Other, others . . . . .	98
34. Taking a house. One, one's. . . . .	100
IC. X. Reading : <i>Maimie's house</i> (SIR JAMES BARRIE). . . . .	102

CH. XI. — In the Village.

35. An English village. The relative 'That' . . . . .	104
36. Village trades. How to express a choice . . . . .	106
37. Village entertainments. Place of prepositions . . . . .	108
IC. XI. A song : <i>Come, lasses and lads</i> . . . . .	110
Dictation : <i>A little market-town</i> (M. WEBB). . . . .	111

CH. XII. — Spring in the Country.

38. Birds. Adverbs and prepositions . . . . .	112
39. Spring in the garden. Position of adjectives . . . . .	114
40. From Spring to Summer. Ever, never . . . . .	116
IC. XII. A song : <i>Little Bo-Peep</i> . . . . .	118
Verse : <i>The Hayloft</i> (R. L. STEVENSON) . . . . .	119

CH. XIII. — Our Food.

41. Markets. Phrases with 'more' . . . . .	120
42. Dairy produce. Either, about, very . . . . .	122
43. Restaurants. The feminine of nouns . . . . .	124
IC. XIII. A song : <i>The Milkmaid</i> . . . . .	126
Dictation : <i>Breakfast at the Inn</i> (T. HUGHES). . . . .	127



## CH. XIV. — Travelling.

44. Travelling. Frequentative form . . . . .	128
45. Taking the train. Idioms with 'to be' . . . . .	130
46. Along the road. Forms in 'ing' . . . . .	132
47. About motor-cars. Immediate past and future. . . . .	134
IC. XIV. Verse : <i>From a railway-carriage</i> (R. L. STEVENSON) . . . . .	136
Dictation : <i>The Black Ice</i> (K. TYNAN). . . . .	137

## CH. XV. — Country pleasures.

48. The river. Position of objects. . . . .	138
49. Hunting and shooting. Adjectives as nouns. . . . .	140
50. Summer weather. Interro-negative form . . . . .	142
IC. XV. A hunting song : <i>John Peel</i> . . . . .	144
Verse : <i>Where go the boats</i> (R. L. STEVENSON). . . . .	145

## CH. XVI. — The Sea.

51. At the sea-side. Exclamatory sentences. . . . .	146
52. Ships and harbours. To get . . . . .	148
53. People of the sea. Collective nouns. Use of A, AN . . . . .	150
54. England and the sea. Position of adverbs. . . . .	152
IC. XVI. Verse : <i>Big steamers</i> (R. KIPLING) . . . . .	154
<i>Ariel's song</i> (SHAKESPEARE). . . . .	155
Précis grammatical. . . . .	157
Liste des verbes irréguliers . . . . .	201
Index alphabétique . . . . .	205

## AVERTISSEMENT

Cet ouvrage fait logiquement suite au premier volume de l'édition bleue. Il n'est pas destiné à remplacer le grand frère beige, qui demeure le manuel des classes à horaire normal; il le double simplement, avec une matière et un format réduits, d'un outil plus maniable dans des conditions d'horaire maigre.

Le volume comprend d'abord un chapitre de 5 leçons de révision, qui peuvent être abordées dès la première classe de l'année, avant même que les élèves soient tous en possession de leur livre. Puis viennent 54 leçons, réparties en 16 chapitres, dont chacun se termine par un « interchapter ».

Chaque leçon se présente sous la forme familière de quatre parties: 1<sup>o</sup> acquisition du vocabulaire par des phrases concrètes où le sens des vocables nouveaux, imprimés en caractères gras, découle du contexte; 2<sup>o</sup> exercices phonétiques simples (colonnes de sons semblables, accentuations, lecture de notation phonétique); 3<sup>o</sup> révision et étude d'éléments grammaticaux illustrés par des exemples; 4<sup>o</sup> préparation de la leçon, en deux sections: a) recherche et classement des vocables nouveaux, en vue de la reconstruction de phrases vivantes; b) exercices de conversation et d'applications grammaticales.

L'interchapter reste une sorte de palier, où, la côte gravie, on peut souffler un peu, en considérant le paysage qu'on laisse derrière soi. On y trouvera un complément d'exercices phonétiques et grammaticaux, des textes de lectures et de dictées, des poésies et des chants, dont la plupart sont enregistrés sur disques. L'interchapter pourra servir d'appoint dans les classes jumelées à horaires inégaux.

L'ouvrage se termine par un précis grammatical en français, utilisable pour la référence et la révision. Enfin un index alphabétique accentué permet de retrouver dans son ambiance le premier emploi d'un mot oublié.

Les auteurs ont fait de leur mieux pour tenir compte des suggestions qui leur ont été adressées par les usagers de l'ancien volume de l'Anglais Vivant. Parfois, comme le meunier de la fable, devant la diversité contradictoire des conseils, ils ont dû faire à leur tête, — mais toujours ils se sont sentis soutenus dans leur long travail par les marques d'intérêt, les apports de collaboration, les critiques bienveillantes, et ils tiennent à en exprimer ici leur gratitude à leurs collègues et aux familles de leur jeune clientèle.

Pierre et Madeleine CARPENTIER-FIALIP.

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# PRONONCIATION

## VOYELLES\*

<b>i:</b> beef, n° 11.	<b>ɔ:</b> door, n° 31.
<b>i</b> sit, n° 14.	<b>u</b> put, n° 35.
<b>e</b> bed, n° 18.	<b>u:</b> blue, n° 38.
<b>æ</b> cat, n° 22.	<b>ʌ</b> cut, n° 41.
<b>ɑ:</b> car n° 25.	<b>ə:</b> fur, n° 44.
<b>ɔ</b> not, n° 28.	<b>ə</b> again, n° 47.

## DIPHTONGUES\*

<b>ei</b> cake, n° 58.	<b>ɔi</b> boy, n° 73.
<b>ou</b> nose, n° 64.	<b>iə</b> dear, n° 76.
<b>ai</b> five, n° 67.	<b>ɛə</b> where, n° 79.
<b>au</b> cow, n° 70.	<b>uə</b> sure, n° 86.

## TRIPHTONGUES\*

<b>aiə</b> fire n°s 89, 90.	<b>auə</b> flour n°s 89, 90.
-----------------------------	------------------------------

## CONSONNES\*

<b>ŋ</b> long, n° 119.	<b>dʒ</b> Jack, n° 142.	
<b>θ</b> thing	} n°s 128 à 131.	<b>r</b> red, n° 144.
<b>ð</b> this		<b>dark l</b> well, n° 150.
<b>ʃ</b> shut, n° 138.	<b>h</b> hat, n° 154.	
<b>tʃ</b> chair, n° 138.	<b>w</b> what, n° 158.	

*Accentuation.* . . n°s 181 à 224 *Intonation.* . . n°s 235 à 274

\* Les numéros renvoient aux paragraphes du *Manuel Pratique d'Anglais Parlé*, par G. FAURE, Hachette.

# L'ANGLAIS VIVANT

CLASSE DE CINQUIÈME

▣ ▣ ▣ ▣ REVISION LESSON I ▣ ▣ ▣ ▣

## VOWEL SOUNDS

### I. SHORT SOUNDS

a) accented and non-accented :

æ as in *cat*

i as in *sit*

ɔ as in *not*

ʌ as in *but*

u as in *put*

e as in *bed*

b) non-accented :

ə as in *again*

o as in *obey*

### II. LONG SOUNDS

ɑ: as in *car*

i: as in *beef*

ɔ: as in *door*

ə: as in *fur*

u: as in *blue*

ju: as in *tube*

### III. DIPHTHONGS

1. short vowel + sound i [ei] *cake* [ai] *five* [ɔi] *boy*

2. short vowel + sound u [au] *cow* [ou] *nose*

3. short vowel + sound ə [eə] *where* [iə] *dear* [uə] *sure*

## CONSONANTS

H

h *hat*

L

l *bell*

R

r *red*

W

w *what*

NG

ŋ *long*

J

dʒ *jack*

SH

ʃ *shut*

CH

tʃ *chair*

TH

ð *this*

θ *thing*

## THE ALPHABET

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>
ei	bi:	si:	di:	i:	ef	dʒi:
<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>
eitʃ	ai	dʒei	kei	el	em	en
<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>
ou	pi:	kju:	ɑ:	es	ti:	ju:
	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>	
	vi:	dʌblju:	eks	wai	zed	

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### PUNCTUATION

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comma	colon	semi-colon	full stop

<div style="border: 1px solid black; width: 60px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">?</div>	<div style="border: 1px solid black; width: 60px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">!</div>
question-mark	exclamation-mark

<div style="border: 1px solid black; width: 40px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">-</div>	<div style="border: 1px solid black; width: 60px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">—</div>	<div style="border: 1px solid black; width: 60px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">“ ”</div>
hyphen	dash	inverted commas

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### DICTATION

---

#### BACK TO SCHOOL

We are now in October; we have come back to school. The teachers and the children all have brown faces: the summer sun gave them that colour. After the long holidays, they feel strong and ready to begin work again. The boys and girls take out their new pens, and open their new copy-books. "Write your names on the first page," the master says, "then we shall have a dictation."

## IN THE CLASS-ROOM

1. This is Jack; he is a boy. What is Tom?  
 This is Jane; she is a girl. What is Mary?  
 The dog Fido is an animal. Is Pussy a boy?  
 This is a book; it is not an animal, it is a thing.

2. I am the master; I am a man. What am I?  
 I am the mistress; I am a woman.  
 You are a child; you are not a man. What are you?  
 Boys and girls are children. Men, women and children  
 are persons.

Are books and pens persons? No, they are things.

3. I am old; Jack is not old, he is young.  
 How old is Jack? he is twelve.  
 How old is Jane? she is... How old are you? I am...



4. This is the schoolroom; we are in the schoolroom.  
 The children are in the middle; the teacher is at the desk.  
 The blackboard is on the wall, in front of the children.

Where is the master? He is...

Where are the boys? They are...

5. There are four walls and four corners in the room.  
 There is one floor under the tables, and one ceiling  
 above. There are two windows on the right, but there  
 is only one door on the left.

How many boys are there in the room? There are...

How many masters? There is only one master.

Are there two ceilings? No, there is only one!

**1**    **2**    **3**    **4**    **5**    **6**    **7**    **8**    **9**  
 one   two   three   four   five   six   seven   eight   nine

**10**    **11**    **12**    **13**    **20**    **34**  
 ten   eleven   twelve   thirteen   twenty   thirty-four

NOTE: *from 13 to 19..... -teen*  
*20, 30, 40, 50, etc. -ty*  
 100 = **one** hundred; 200 = **two** hundred  
 365 = **three** hundred **and** sixty-five.

*See full list of cardinal numbers on page 165.*

GRAMMAR

SINGULAR and PLURAL

	ARTICLE AND NOUN		IRREGULAR NOUNS
<i>Singular</i>	a boy	the boy	man, woman, child
<i>Plural</i>	boys	the boys	men, women, children

THE VERB "TO BE".

*See page 177 for full conjugation of the present affirmative, interrogative and negative.*

AN IDIOM

	Affirmation	Negation	Question
<i>Singular</i>	there is	there is not	is there?
<i>Plural</i>	there are	there are not	are there?

LESSON DRILL

**I. Turn into the plural:** A man is not a thing. There is a book on the desk. He is not a child. A pen is a school-thing. Where am I?

**II. Turn into the singular:** Cats are animals. They are school-girls. Are there children in front of the mistresses? We are not men. Are you at school?





## SCHOOL-THINGS

1. Look! I have my watch in my hand. What shape is it? It is round. What is it made of? It is made of white silver (or : yellow gold).

What is it for? It shows the time, with its two hands. What time is it by my watch? It is...

2. Now this is my pencil. It is long and sharp. How long is it? It is six inches long.

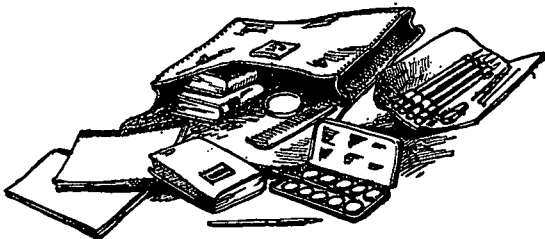
My ruler is one foot long; it is square, not round.

My ruler and my pencil are made of wood.

3. We have our new books on our tables. What colour are they? They are blue. What are they made of? They are made of many sheets of white paper; each page is thin, but the book is thick.



4. Look at Jim and Jill. Jim has his hands in his pockets; Jill's hands are behind her back. Girls' clothes have no pockets, but girls put many things in their satchels.



5. Here is a girl's satchel. What is in it? a paint-box, with its paints of all colours : red, blue, green, brown, etc.; a pencil-case, complete with rubber and pencil-sharpener; and what is this? a comb for her hair, and a small looking-glass !

## ADJECTIVES

White paper, a blue book. We have our new books.  
*Adjectives come before nouns. They are invariable.*

## THE VERB "TO HAVE".

See conjugation of *to have* on page 178.

Note the third person singular: *has*.

Use *to be*, not *to have* in the phrases:

How old **are** you? I **am** twelve.

Quel âge avez-vous? J'ai douze ans.

How long **is** my ruler? It **is** one foot long.

Combien votre règle a-t-elle de long? Elle a un pied.

There **are** twelve inches in a foot.

Il y a douze pouces dans un pied.

## THE POSSESSIVE CASE

The hands of Jill = Jill's hands } 's in the singular.  
 The book of the boy = the boy's book }

The clothes of girls = girls' clothes — s' in the plural.

## POSSESSIVE ADJECTIVES.

	<i>1st person</i>	<i>2nd person</i>	<i>3rd person</i>
<i>Singular</i>	<i>my</i>	<i>your</i>	<i>his, her, its</i>
<i>Plural</i>	<i>our</i>	<i>your</i>	<i>their</i>

Compare : Jack has **his** book; **its** cover is blue.

Jane has **her** book; **its** pages are white.

*The possessive varies with the gender of the possessor.*

## LESSON DRILL

I. Explain the possessive adjectives in §§ 4 and 5.

II. Translate : Jeanne a sa plume, son crayon et ses livres. Tom a son cahier sur sa table. Voici notre classe, sa porte est ouverte. Elle n'a pas ses mains dans ses poches parce que ses habits n'ont pas de poches. Notre professeur a sa montre dans sa main.

## THE CALENDAR

1950	OCTOBER					1950
<b>Sunday</b> ....	1	8	15	22	29	
Monday.....	2	9	16	23	30	
Tuesday.....	3	10	17	24	31	
Wednesday....	4	11	18	25		
Thursday.....	5	12	19	26		
Friday.....	6	13	20	27		
Saturday.....	7	14	21	28		

1. The calendar shows the date. On it we see the names of the seven days of the week and the twelve months of the year.

The months are : January, February, March, April, May, June, July, August, September, October, November and December. The year begins on New Year's day, that is the first of January, and it ends on December 31st.

2. We are in October. Last month was September; there was no school then, and children played all the time. School began on the first or second of October, and now we have five schooldays and two holidays in a week.

3. The calendar also shows the seasons. In August we were in Summer; it was hot. We are now in Autumn; it often rains. Winter will come on the 22nd of December; Winter is a cold season, it snows and it freezes. Then Spring will bring the sun and fine weather again.

4. At the end of this term, we shall have the Christmas holidays. Christmas is the birthday of Christ; Christ was born on December 25th. When is your birthday? Where and when were you born ?

I. 

<i>final s</i>	<i>final z</i>	<i>final iz</i>	<i>ð this</i>	<i>θ thing</i>
----------------	----------------	-----------------	---------------	----------------

paints	shows	boxes	with	thick	fifth
books	ends	inches	clothes	month	sixth
maps	brings	freezes	weather	birth	eighth

2. calendar, January, February, April, August, Autumn, July, September, October, November, December.

GRAMMAR

TENSES OF VERBS.

1. Present.

*-s in the 3rd person singular* . . . . The calendar shows the date.

2. Preterite.

- a) *regular verbs: -ed* . . . . . The children played.
- b) *irregular verbs: no -ed, no -s*. School began on Oct. 1st.
- c) *preterite of to be: was, were*. It was hot in summer.

3. Future.

*will + infinitive (2nd and 3rd persons)*. Winter will come.  
*shall + infinitive (1st person)* . . . . We shall have a holiday

ORDINAL NUMBERS

1 <sup>st</sup> first	2 <sup>nd</sup> second	3 <sup>rd</sup> third	4 <sup>th</sup> fourth
5 <sup>th</sup> fifth	20 <sup>th</sup> twentieth	21 <sup>st</sup> twenty-first.	

RULE: *th is the mark of ordinal numbers. For exceptions and changes of spelling, see page 166.*

*Use ordinal numbers for a date.*

LESSON DRILL

I. Write in their abridged and full forms the ordinal numbers corresponding to 11, 22, 31, 2, 9, 1, 57, 33, 40, 103, 364, 10, 25, 19, 99.

II. Parse (tense and person) all the verbs found in the lesson.

III. Question. — 1. What is a calendar for? 2. What is a clock for? 3. What is a barometer for? 4. What days are schooldays? 5. What day was it yesterday? 6. What day of the month is it to-day? 7. When shall we have a holiday? 8. Give the dates of the four seasons, beginning and end. 9. What sort of weather have we in the different seasons?

## THE BODY

1. Last year, we made a puppet — it was a policeman — and we learnt the names of the principal parts of a man's body : the head, the trunk, the arms and the legs.

What are they for? Look at this man: he does not stand on his head and walk on his hands, does he? What does he do with his legs and feet?



2. With our hands we throw and catch things. When I write, I take up my pen in my right hand, and I hold it between my thumb and fingers; I do not keep my left hand in my pocket, I lay it on my blotting-paper.



3. Do you remember those funny faces with the round eyes, the big mouth and the long nose? Well, what do we do with our eyes? we see. And with our nose? we smell! And with our ears? we hear! What does Jane do with her tongue? she tastes when she eats, and she speaks. A girl's tongue is always busy.

4. In the head there is a very useful organ : the brain. We think with it, and we understand our lessons. An intelligent child understands quickly. But when a boy is not attentive and does not listen to his teacher, he cannot understand.

I.	<b>θ</b> thing	<b>ð</b> this	<b>ei</b> cake	<b>ai</b> five	<b>i</b> sit
	mouth	the	taste	eye	listen
	think	this	name	child	finger
	throw	with	brain	write	busy
	thumb(b)	weather	April	right	children

2. **ðə** — the trunk, the head, the year, the use.  
**ði** — the arm, the (h)our, the ear, the umbrella.

GRAMMAR

INTERROGATIVE AND NEGATIVE FORMS.

What does Jane do? Do you remember?	} <i>We use do, does when there is no other auxiliary.</i>	
He does not stand. You do not speak French.		
Is John attentive? They are not at school.		} <i>We do not use do, does, when there is another auxiliary.</i>
Can the teacher see you? You cannot understand.		
Shall we go home? You will not come.		

LESSON DRILL

I. Questions. — 1. What are your eyes for? 2. Do you smell with your tongue? 3. What does a boy do with his ears? 4. Does a man walk on his hands? 5. Do we kick a ball with our heads? 6. What does a dog do with his eyes? 7. With what do you taste? 8. In what foot do you hold your pen when you write? 9. Has a boy four legs? 10. When can a boy understand his lesson? 11. With what can you catch and throw things? 12. Is your right hand in your pocket when you write?

II. Translate into English. — Parlez-vous anglais? 2. Jean n'est pas attentif. 3. Jeanne comprend-elle? 4. Que fait le chien avec son nez? 5. Il ne marche pas sur la tête. 6. Avez-vous un livre? 7. Fido a-t-il de longues oreilles? 8. Avec quoi pensent les hommes? 9. Nous ne mettons pas nos mains dans nos poches. 10. Jeanne est-elle au tableau?

## SHORT VOWELS

æ <i>cat</i>	e <i>bed</i>	i <i>sit</i>	ɔ <i>not</i>	ʌ <i>but</i>	u <i>put</i>
at back man tap	pen set head weather	is kick list pink	got on sock top	cut us plum run	full book good look

## LONG VOWELS

ɑ : <i>car</i>	i : <i>beef</i>	ɔ : <i>door</i>	ə : <i>fur</i>	u : <i>blue</i>	ju : <i>tube</i>
far calf father master	be seen sea celling	floor more wall saw	murmur turn term bird	rule do school flew	pupil use you new

## DIPHTHONGS

eɪ <i>cake</i>	aɪ <i>five</i>	ɔɪ <i>boy</i>	eə <i>where</i>	iə <i>dear</i>	ʊə <i>sure</i>
ace tail may obey	mile nine side time	join noise oil toy	wear chair bare pear	near here beer steer	boor moor poor tour



au *cow*

fowl  
now  
brown  
sound

ou *nose*

bone  
go  
note  
coal



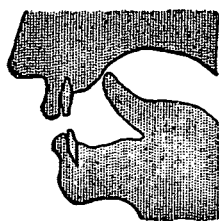
**h** *hat*      **l** *bell*      **d<sub>3</sub>** *jack*      **kw** *quick*      **r** *red*

have	bell	jam	queen	drop	carrot
here	mill	Jane	quick	grass	barrel
home	milk	job	quarrel	run	mirror
hop	line	jug	question	rod	courage

**tʃ** *chair*      **ʃ** *shut*      **ŋ** *long*      **ð** *this*      **θ** *thing*

chain	shave	bang	that	thick
chalk	shell	king	then	thorn
chin	sheep	song	there	three
choice	show	flung	those	Thursday

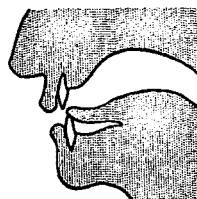
## POSITION OF THE TONGUE IN SOME ENGLISH CONSONANTS



**R**



**L**



**TH**





## COMING BACK HOME



*National Gallery, Millbank.*

F.L.EMANUEL. A KENSINGTON INTERIOR.

1. Holidays are all very well; but when you have been away from home a long time, you are glad (pleased) to come back at last.

Perhaps you spent your holidays in a small house in the country and you children were **busy** all day walking, cycling, boating, bathing, and having a good time.

2. But Father sometimes **missed** his books, his **wireless** (or : radio) and the pleasant evenings

spent in the sitting-room, **talking** to a friend by the fire-side.

Mother thought the beds hard, and the wardrobes too small; she sometimes had much **trouble** (difficulty) when the butcher forgot to **deliver** the meat for dinner.

Meal-time in the dining-room was a difficult affair because the number of forks, spoons, knives, plates and dishes was **strictly** limited !

3. The maid in the kitchen had to do all the cooking on an old stove which gave out more smoke than heat; she also had to cross the garden to get water from a **pump**, for running water was unknown.

So now everybody will be glad to be at home again and to enjoy the comfort of **familiar surroundings**.

Life would be dull if all our days were holidays and we **should** be sorry if we never had to go back to school.

æ cat	i sit	ɑ: car	ʌ but	aɪ five
glad back perhaps	limit busy children	last hard garden	trouble comfort country	clim(b) quiet knives

GRAMMAR

AFFIRMATIVE CONJUGATION OF VERBS.

1. See Grammar § 60 for the formation of the various tenses.
2. Note the *s* of the 3rd person singular in the present.
3. See Grammar § 107 for the spelling of :

- a) verbs in *y* : { to play, he plays, played, playing  
to carry, he carries, he carried, carrying.
- b) verbs ending in one vowel + one consonant :  
to rub, he rubs, he rubbed, rubbing.

4. Mind the pronunciation of the final *s* :

- a) **z** ..... plays, goes, rides, rings, divides, runs.
- b) **s** ..... walks, sits, stops, writes, starts, looks.
- c) **iz** ..... rises, changes, brushes, boxes, rinces.

5. Mind the pronunciation of the final *ed* :

- a) **d** ..... played, prepared, showed, travelled.
- b) **t** ..... walked, stopped, looked, boxed, forced.
- c) **id** ..... divided, corrected, separated, mended.

HOME PREPARATION

I. NEW WORDS.

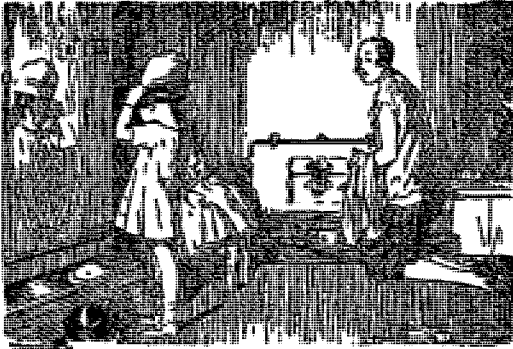
- a) Give the 3 forms of the irregular verbs in the lesson : to be, to come, to do, to find, to forget, to get, to give, to go, to have, to run, to spend.
- b) Group the new words (3 adjectives, 4 nouns, 3 verbs and 1 adverb).

II. LESSON DRILL.

1. Questions. — 1. When are you glad to come back home ? 2. What do we do in a dining-room ? 3. a kitchen ? 4. a bed-room ? 5. a sitting-room ? 6. What does your father miss when he is not at home ? 7. What things are necessary to lay the table ? 8. What conveniences are unknown in many country kitchens ?

2. Pick out and parse the verbs in the lesson; give their infinitive, present, preterite and present and past participles.

## THE SCHOOL-KIT



*By permission of the Proprietors of "Punch".*

*Anne. "I SUPPOSE, MOTHER, BY THE TIME I'M OLD ENOUGH TO WEAR A HAT LIKE THIS, THERE WON'T BE ANY HATS LIKE THIS?"*

1. The last week of the holidays, mother is busy preparing your school-kit; for **while** you were **having a good time**, your clothes were **having a bad time** !

Dresses and shorts were torn by the branches when you went running about the woods or **climbing** up the trees; and now they must be mended.

2. Your socks are full of holes and must be **darned**; your shoes will be taken to the **cobbler's** to have the **heels** mended or to be **soled**; for when there are holes in the **soles** of your shoes you feel the wet and catch colds !

The things which are dirty will be washed or sent to the **cleaner's**; he will clean them, or **dye** them a darker colour if they have **faded** in the sun, or **remove** the **stains**.

3. Sometimes, too, you have been growing so quickly during the holidays that your clothes have become too small; so your mother takes you to a shop where **ready-made** clothes are sold; or she buys the **material** (or stuff) and makes them at home, for you are too young to have your own **tailor** or your own **dressmaker** !

- I. 

ou nose
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ɔ not
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ɔ : door
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ʌ but
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u : blue
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- hole own wash your young shoe  
cold grow what torn rough spoon  
sold clothes holiday bought colour remove
2. prepare (pri'peə) material (mə'tiəriəl) dye (dai).

GRAMMAR

THE PASSIVE VOICE.

a) formation: to be + past participle (§ 77)

Hats are bought at the hatter's.

b) usage: the action is suffered by the subject (§ 78).

THE PROGRESSIVE FORM.

a) formation: to be + present participle (see § 75).

I am writing. He was working.

b) usage: actions in progress or attitudes (§ 76).

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, to become, to buy, I can, to catch, to feel, to give, to grow, to have, to make, I must, to run, to sell, to take, to tear.
- b) Group the new words in the lesson (9 nouns, 6 verbs, 2 idioms, 2 conjunctions and 1 adjective) and build sentences with them.

II. LESSON DRILL.

3. Questions. — 1. What has your mother to do the last week of the holidays? 2. Why are holidays bad for children's clothes? 3. Does your mother darn your shoes and resole your stockings? 4. What is the cobbler's work? 5. Why is it unpleasant to wear old shoes? 6. When must clothes be dyed? 7. Can black clothes be dyed? 8. Who makes your clothes? 9. Do you go to a tailor when you want your new clothes immediately? 10. Why do children's clothes become too small?

4. Turn into a) the passive voice; b) the progressive form. —  
1. Mother will prepare my school-klit. 2. Baby tore the newspaper.  
3. A tailor does not make hats. 4. The cobbler mends my shoes.  
5. My friend reads an exciting book. 6. Her mother took her to a shop.  
7. Does Mr. Brown teach you English? 8. The servant made a big cake.  
9. We shall write several letters. 10. Men did not wear top-hats on that occasion.

## BUYING NEW CLOTHES



*By permission of London's Underground.*

1. Suppose mother has many things to buy for your school-outfit; will she go to one shop only? yes, if you live in a town where there are big **stores** like the Bon Marché in Paris or Harrod's in London. Such stores do not exist in small towns, and so you must go to several shops for the **articles** you want.

2. You buy **hosiery**, such as socks or stockings, or shirts and ties, at the **hosier's**. Are shoes also bought at the hosier's? no; they are bought at the **shoemaker's**.

The **hatter** sells gentlemen's hats : soft **felt** hats for everyday wear, black **bowlers** and shining silk **top-hats** for evening wear. Does he also sell ladies' hats? no; they are sold by the **milliner**, who **trims** them with **ribbon**, feathers or flowers according to the **fashion**.

3. Fashion often changes and ladies' clothes get **old-fashioned** before they are worn out.

Last year, skirts were **full**; now they are so **tight** that women cannot walk! You girls had your arms cold because you did not wear long **sleeves** even in Winter: they were not **fashionable**! now you will not wear short sleeves because long sleeves are all the **rage**... And boys, too, like to be **smart** (elegant) and are **particular** about their ties and the **crease** of their trousers.

- I. 

e bed
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i: beef
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ɛə where
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ou nose
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i sit
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- many          crease          wear          sold          exist  
feather        sleeve        there        bowler       ribbon  
several        season       various      hosier       milliner
2. particular (pə'tɪkjələ)          fashionable ('fæʃnəbl).

GRAMMAR

I. THE NEGATIVE FORM (§ 71, b).

- a) *auxiliary and defective verbs*: **auxiliary + not.**  
*ordinary verbs with auxiliary*: **auxiliary + not + verb.**  
I am not; she has not eaten; it will not run.
- b) *ordinary verbs* } *present*: **do not, does not + infinitive.**  
                          } *preterite*: **did not + infinitive.**  
I do not sleep; he does not work; we did not write.

2. THE INTERROGATIVE FORM (§ 71, a).

- a) *auxiliary and defective verbs*: **auxiliary + subject.**  
*ordinary verbs with auxiliary*: **auxiliary + subject + verb.**  
Are you? Can we? Has Jack eaten? Shall we go?
- b) *ordinary verbs* } *present*: **do, does + subject + infinitive.**  
                          } *preterite*: **did + subject + infinitive.**  
Does the boy work? Do they see? Did you go?

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, to buy, I can, to get, to go, to have, to sell, to wear (out).  
b) Group the new words (16 nouns, 6 adjectives, 2 verbs and 1 idiom).

II. LESSON DRILL.

5. Questions. — 1. What is the advantage of big stores? 2. What does the hosier sell? 3. Who makes shoes? 4. What is the difference between a hatter and a milliner? 5. What covers your arms? 6. Why do boys and ladies want new clothes? 7. How can a boy show that he is smart? 8. When is it difficult for women to walk fast? 9. Say what shops your clothes come from.

6. Turn a) into the interrogative; b) into the negative form. —  
1. Jane has many books. 2. We shall buy new hats. 3. Mother wants a new coat. 4. Tom liked to be smart. 5. The milliner was trimming the hat.

**Group into sound columns** : miss, talk, those, hatter, bowler, sleeve, tailor, rage, shoe, tight, busy, glad, smoke, dye, fade, crease, climb, kit, school, fashion, store, trim, remove, sole, worn, heel, stain.

**Stress correctly** : to deliver, trouble, affair, cobbler, familiar, fashionable, surroundings, milliner, article, material, particular.

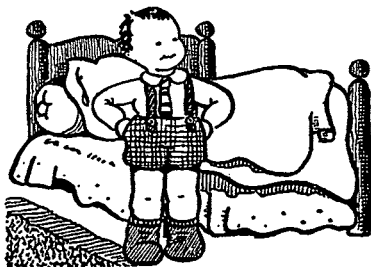
**Read aloud, then write down in ordinary spelling** : kri:s, 'bizi, hi:l, reidʒ, 'trabl, 'waiəlis, 'klaɪmɪŋ, tait, dɑ:nd, 'fæʃən.

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## VERSE

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### GROWING UP

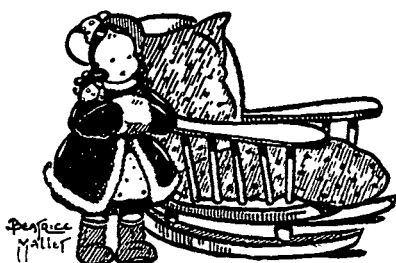


*I've got shoes with grown-up laces,  
I've got knickers and a pair of braces,  
I'm all ready to run some races.  
Who's coming out with me?*

*I've got a nice new pair of braces,  
I've got shoes with new brown laces,  
I know wonderful paddly places.  
Who's coming out with me?*

*Every morning my new grace is:  
"Thank you, God, for my nice braces.  
I can tie my new brown laces."  
Who's coming out with me?*

A. A. MILNE.



*When Mummy was a little girl,  
She used to have a muff,  
A starchy tucker round her neck,  
Or else, perhaps, a ruff!  
And do you know that Mummy wore  
A little spotted pinafore?*

*She's in the family album, there,  
Just standing by a rocking-chair;  
And when we look at little "Kate"  
We cannot keep our faces straight  
Whilst even Mummy has to laugh  
At such a funny photograph!!*

AUSTIN LATHAM.

EXERCISES

7. Write in a) the preterite; b) the future; c) the conditional; d) the present perfect; e) the pluperfect. — 1. My sister writes a letter. 2. The cobbler soles my shoes. 3. Her sleeves are long. 4. Your father misses his books. 5. This blue fades in the sun.

8. Turn into a) the interrogative; b) the negative. — 1. Girls wear top-hats. 2. I shall open the window. 3. He bought a new bowler. 4. Bob was naughty. 5. He has given his shoes to the cobbler.

9. An old photograph. — 1. Where do we keep photographs? 2. Describe the clothes worn by the little girl on page 21. 3. Where does she stand? 4. When can you not keep your face straight? 5. Give the 3 forms of the seven irregular verbs in the poem.

10. Growing up. — 1. Write the contractions in full. 2. What are grown-up laces? 3. Why is a boy glad the first time he wears braces? 4. What do you call a thank you, God? 5. Pick out a curious rhyme.



## RESUMING WORK



*By permission of the Proprietors of "Punch".*  
*Barbara (seated). " I HAD ' GOOD ' FOR MY SUMS TO-DAY. "*  
*Joyce. " THAT'S NOTHING. I HAD ' BETTER ' FOR MINE. "*

1. To-morrow is the first school-day. You are going to resume work after the long leisure of the holidays, and that is not always pleasant for lazy boys and girls.

But you will be glad to see familiar faces again, to talk about past experiences and make plans for the future; and your school-fellows will be as glad as you are.

2. Sometimes you are disappointed because some particular friend is not coming back; or if you are a new boy or a new girl you feel lonely, for you have no friends in the school; or big boys bully you and make you miserable. But after a time you get used to your new life, and feel at home in your new school.

3. Your first day at school is very busy : you are anxious to see your new teachers and you hope they will not be so severe as they look ! you are quite anxious, too, to have some good friend for your neighbour; and you are never tired of looking at your sharp new pencils, shining satchels and spotless books and copy-books, without blots, dirty finger-prints or dog's ears.

- I. 

u put
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ju: tube
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iə dear
---------

tʃ chair
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3
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- book used here teacher leisure  
 good resume severe chum measure  
 bully numerous experience change pleasure
2. particular (pə'tɪkjələ) lazy (leɪzi)  
 disappointed (dɪsə'pɔɪntɪd) neighbour ('neɪbə).

GRAMMAR

THE COMPARATIVE OF EQUALITY.

- a) *affirmation and question* ..... **as ... as**  
 Jack is **as** old **as** his brother.  
 Did Jack make **as** many mistakes **as** Fred?
- b) *negation*..... **not, never, etc. + so ... as**  
 Jack is **never** **so** late **as** his sister.  
 Jack did **not** make **so** many mistakes **as** Fred.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of: to be, to become, to feel, to get, to go, to have, to make, to see, to shine.
- b) Group the new words in the lesson (3 verbs, 1 adverb, 7 nouns, 5 adjectives and 4 idioms) and build sentences with them.

II. LESSON DRILL.

11. Questions. — 1. Give synonyms for : to begin again, leisure, school-friend, very clean. 2. When is the first school-day of the year? 3. Why are many children glad to come to school again? 4. Who is your best friend? your neighbour? 5. Is it pleasant to go to a new school? 6. When does a child feel lonely? 7. What do the pupils talk about on the first day? 8. When do you feel at home in a place? 9. What do your books look like in October and in July? 10. What do you do when you go back to school?

12. Complete with comparatives of equality. — 1. There are... days in July as in August (*many*). 2. Our teacher is ... he looks (*severe*). 3. A boy is ... a man (*tall*). 4. Are you ... your sister (*old*)? 5. The Christmas holidays are never ... the Easter holidays (*long*). 6. He came ... he could (*early*). 7. The moon is never ... the sun (*bright*). 8. He feels ... last year (*lonely*). 9. Do you work ... you can (*hard*)? 10. Are you ... your friend (*strong*)?



## HOBBIES AND GAMES



*By courtesy of the Travel Association.*  
AT THE SCIENCE MUSEUM.

1. As soon as you have **filed in** for the first class and taken your **seats**, the teacher **calls over** your names to know if there are **absentees**. Each boy answers '**Here !**' when his name is called.

Then you must write down the new time-table : your new subjects seem to get harder and harder every year ! and lessons and papers, **alas**, more and more numerous !

2. And when you resume the old **routine** of **daily** prep in the evening, you feel that your fingers are **stiff** and you seem to have forgotten everything...

But in a few days, work becomes easier again; your lessons are **less** difficult than you thought and you have enough **spare-time** for your **hobbies** or games.

3. In English schools the various **clubs** resume their **activities**. The pupils who are fond of playing games join the football club or the hockey club, etc...; those who like **literature** join the **Dramatic** club and will **perform** comedies and dramas; others join the **Literary** club and will **contribute** to the School Magazine; the **Old Boys** or **Old Girls** who have left school are not less **interested in** it than the present-day pupils.

i sit

ɑ: car

i: beef

ə: fur

literary

activity

task

easy

work

literature

difficult

drama

routine

dirty

interested

contribute

answer

absentee

certainly

GRAMMAR

THE COMPARATIVE, CONTINUED.

- a) Superiority { *long adjectives* ..... *more* ... (*than*).  
                   { *short adjectives* ..... ... *er* (*than*).

Iron is **more** useful **than** gold.

January is **longer than** February.

- b) Inferiority : *all adjectives* : *less*... (*than*); *not so* ... (*as*) (§ 25).

Gold is **less** useful **than** iron.

February is **not so** long **as** January.

- c) *Double comparatives follow the same rules.*

Days get **longer and longer** in Spring.

Our lessons get **more and more** difficult.

She is **less and less** attentive in class.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, to become, to feel, to forget, to get, to have, to know, to leave, I must, to read, to take, to think, to write.
- b) Group the new words in the lesson (4 verbs, 10 nouns, 3 adverbs, 2 idioms and 5 adjectives) and build sentences with them.

II. LESSON DRILL.

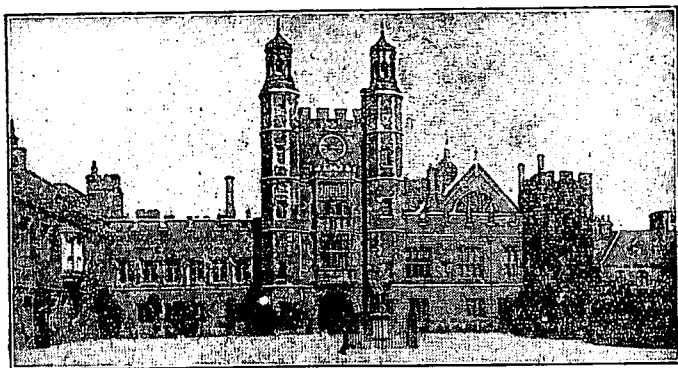
13. Questions. — 1. What do you do when the bell rings? 2. How many absentees were there this morning? 3. When do you look at your time-table? 4. What is an Old Boy? 5. What are the activities of the members of the various clubs?

14. Complete with comparatives (2 forms). — 1. shorts, trousers (*short*). 2. Cigarette paper, ordinary paper (*thin*). 3. A top-hat, a soft hat (*comfortable*). 4. A clock, a watch (*big*). 5. Iron, aluminium (*heavy*).

15. Complete with double comparatives. — 1. Days in May (*long*). 2. Children's lessons as they grow older (*easy*). 3. The weather in Spring (*warm*). 4. School-life to a new boy after a few days (*pleasant*). 5. A new boy in a school after some time (*lonely*).



## EDUCATION



*Photo Valentine.*

A FAMOUS PUBLIC SCHOOL — ETON.

1. **Education** is given in schools. Very young children, from 3 to 5, go to **nursery** schools. But older children **attend elementary** schools.

In England, **school-attendance** is **compulsory** from 5 to 15 years of age, and public elementary schools are **free**; that is, pupils have nothing to pay.

2. A higher sort of education is given to children from 12 to 17 in **secondary** schools, or in a special kind of school called a **Public School**. The most **famous** of these is Eton. They are very **expensive** and only rich people can send their children to them.

Public-school men are **proud** of being educated as **gentlemen** and each thinks his school the best in the world!

3. In **universities**, **students** attend **lectures** at various **colleges**. After a few years they take a **degree**.

The two oldest Universities in England are Oxford and Cambridge. But others have now been built in the principal **provincial** towns as well as in London, and they see the number of their students grow every year.

- I. 

f shut
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i: beef
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e bed
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ju: tube
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fashion	free	attendance	pupil
special	Eton	expensive	student
education	degree	elementary	universe

2. secondary, nursery, compulsory, university.

GRAMMAR

THE SUPERLATIVE.

a) Superiority: { *long adjectives* ..... **the most...**  
                           { *short adjectives* ..... **the ... est**

Summer is **the most** pleasant season of all.

February is **the shortest** month in the year.

b) Inferiority: *all adjectives* ..... **the least...**

This is **the least** difficult of your lessons.

Ted took **the least** ripe of all the apples.

c) Remember the *irregular comparatives and superlatives* :

<i>little</i>	<i>many, much</i>	<i>good, well</i>	<i>ill, bad</i>	<i>far</i>
<i>less</i>	<i>more</i>	<i>better</i>	<i>worse</i>	<i>farther</i>
<i>least</i>	<i>most</i>	<i>best</i>	<i>worst</i>	<i>farthest</i>

HOME PREPARATION

I. NEW WORDS.

a) Give the 3 forms of the irregular verbs in the lesson: to be, to build, to give, to go, to have, to pay, to send, to take, to think.

b) Group the new words in the lesson (9 nouns, 1 verb, 8 adjectives and 1 idiom) and build sentences with them.

II. LESSON DRILL.

16. Questions. — 1. What is a nursery school? 2. What sort of school do you attend? 3. Is it free? 4. What schools are expensive in England? 5. What are Public School boys proud of? 6. Do school-boys and girls go to College? 7. What are Oxford and Cambridge? 8. Are they the only universities in England? 9. Do students attend classes at College? 10. When do they leave College?

17. Reverse the meaning without changing the adjective. — 1. Kate is the least pretty of Mrs. Brown's daughters. 2. Spring is the most melancholy season in the year and Summer the coldest. 3. Tommy is the best at games in the Vth form. 4. My marks get worse and worse. 5. This book is getting more and more interesting.

**Group into sound columns:** resume, heel, proud, ready, jump, spare, student, trouble, seat, new, affair, now, club, pleasant, pleased, leisure, about.

**Stress correctly:** experienced, absentee, disappointed, routine, miserable, particular, literature, degree, activity, compulsory, university, elementary.

**Read aloud, then write down in ordinary spelling:**  
 'leʒə, si'viə, 'lektʃə, 'æŋkfəs, jʌŋ, 'haɪə, 'spɛʃəl, 'buli, 'neɪbə.

**TWO CATCHES**

**THREE BLIND MICE**

Three blind mice, Three blind mice,  
 See how they run, See how they  
 all ran af-ter the far-mer's wife; She cut off their tails with a

mice, Three blind mice,  
 run, See how they run, They  
 carving knife, Did you e- ver see such a thing in your life? As

**WHERE IS JOHN?**

Where is John? the old red hen has left her pen,  
 Where is John? the cows are in the corn a- gain, Oh!  
 John!



*Russell Cotes Art Gallery, Bournemouth.*

HAROLD COPPING. THE DUNCE.

## ABOUT DUNCES

Those poor dunces! What a pang it must be to be the last boy... Master Hulker is in that condition. He is the most honest, active, generous creature. He can do many things better than most boys. He can go up a tree, play cricket, dive and swim perfectly. He can take a watch to pieces and put it together again. He can do everything but learn his lesson; and then, he sticks at the bottom of the school hopeless. If you could see his grammar, it is a perfect curiosity of dog's ears. The leaves and cover are all curled and ragged. Many of the pages are worn away with the rubbing of his elbows, as he sits poring over the hopeless volume, and tries and tries, but can't do it.

Abridged from W. M. THACKERAY (1811-1863). *Xmas Books.*



## TOM'S DILEMMA

*Tom Brown and Harry East are at the great public-school of Rugby. They are the best of chums; and, coming back to school after a holiday, have made all sorts of plans for the Summer. They particularly want to have the study of a boy called Gray, who has just left, and to have two beds side by side in dormitory Number 4.*

On the evening of the first day of the next half-year, Tom, East and another boy rushed into the matron's room in high spirits, such as all real boys are in when they first get back. "Well, Mrs. Wixie," shouted one, "here we are again, you see, as jolly as ever!" "And, Mary," cried another, "who's come back? How many new boys are there?" — "Am I to have Gray's study? You know you promised to get it for us if you could," shouted Tom. "And am I to sleep in number 4?" roared East.

10 "Bless the boys!" cried Mary, at last getting in a word, "why, you'll shake me to death. There, now, do go away to the housekeeper's room and get your suppers; there's some capital cold beef and pickles upstairs, and I won't have you old boys in my room first night."

15 As the boys turned to leave the room, the matron touched Tom's arm and said "Master Drown, please stop a minute, I want to speak to you." — "Very well, Mary. I'll come in a minute, East; don't finish the pickles...!" "Oh, Master Brown," went on the little matron, when the rest had gone, "you're to have Gray's study, Mrs. Arnold says. And she wants you to take in this young gentleman. He's a new boy, and thirteen years old. He's very delicate and has never been from home before. And I told Mrs. Arnold I thought you'd be kind to him, and see that they don't bully him at first. He's put into your form, and I've given him the bed next to yours  
20 25 "so East can't sleep there this half."

Tom was rather put about by this speech. He looked across the room and, in the far corner of the sofa, was aware of a slight pale boy, with large blue eyes and light fair hair, who  
30 seemed ready to shrink through the floor. If Tom took him as his chum instead of East, where were all his pet plans of having a bottled-beer cellar under his window, and making night-lines and slings? East and he had made up their minds to get this

study, and then every night they would be together to talk about fishing, drink bottled beer, read Marryat's novels and sort birds' eggs. And this new boy would never go out of the close, and would be afraid of wet feet. The matron watched him for a moment. "Poor little fellow," said she, "— his father's dead and he's got no brothers." — "Well, well," burst in Tom with something like a sigh at the effort, "I suppose I must give up East. Come along, young 'un. What's your name? We'll go and have some supper, and then I'll show you our study." 35 40

Abridged from T. HUGHES (1823-1896). *Tom Brown's School-days*.

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### EXERCISES

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18. Compare with comparatives of a) superiority b) inferiority. — 1. A cap, a bowler-hat (*stiff*). 2. To travel by air, to go on foot (*dangerous*). 3. Walking shoes, dancing shoes (*light*). 4. Ready-made clothes, tailor-made clothes (*expensive*). 5. The North Sea, the Atlantic Ocean (*deep*). 6. A country milliner, a Paris milliner (*fashionable*). 7. An old man, a boy (*active*). 8. Chinese, English (*difficult*). 9. July, February (*hot*). 10. Iron, wood (*heavy*).
19. Compare with comparatives of equality. — 1. A bed, a table (*useful*). 2. Dick, his brother (*lazy*). 3. December, January (*cold*). 4. Blots, dog's ears (*unpleasant*). 5. Jane's parents, her teacher (*disappointed*). 6. A corn-field in August, gold (*yellow*). 7. July, August (*long*). 8. Shakespeare, Nelson (*famous*). 9. Very few school-books, story-books (*interesting*). 10. A war, the cholera (*terrible*).
20. Write the reverse, without changing the order of the words. — 1. I have less good marks than Jane. 2. A dictionary is not so big as my English book. 3. February is longer than the other months. 4. Fred is the least attentive boy in the form. 5. Autumn is warmer than Summer. 6. My lesson is more difficult than my task. 7. It is Tim who works most. 8. He is the best pupil in the form. 9. He sits next to me. 10. Days are getting more and more sunny.
21. Tom's dilemma. — 1. Pick out the examples of possessive cases. 2. Pick out the contractions and write them in full. 3. Make a remark about *East and he had made up their minds*. 4. Parse all the personal pronouns and possessive adjectives in the text. 5. Are you in high spirits on the first school-day? Why? 6. What are the boys anxious to know when going back to school? 7. What were Tom's plans for the half-year? 8. What arguments touched Tom's heart in favour of the new boy? 9. What was Tom's dilemma? 10. Why did he hesitate before taking the new boy?

## AUTUMN AT THE FARM

*Times Photo.*

PLOUGHING IN THE ISLE OF WIGHT.

1. We are now in Autumn; the corn has been reaped and taken home, the **harvest** is over. The fields are bare, only **stubble** is left and it is time to prepare the ground for the next **crop**.

2. First, the farmer **ploughs** the earth with a **plough** drawn by a team of horses or oxen; sometimes a plough-boy helps him, sometimes his wife does : she **leads** the team and her husband follows her, driving the plough and cutting long straight **furrows** across the field.

3. When the earth is ready to receive the **seeds**, the farmer **sows** them, either with his hand or with a **machine**, **scattering** them all over the field.

He sows **wheat** to make us white bread; **rye** to make us brown bread; **barley** used in the making of beer; or **oats**, given to horses for food.

4. When this has been done, he drives a **roller** over the field to **sink** the seeds into the earth; and he finally sets up a **scarecrow** to **scare away** the birds, such as **crows** and **sparrows**, and to **prevent** them from eating all the seeds.

- I. 

ai five
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i: beef
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ʌ but
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ɛə where
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au cow
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ou nose
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rye	reap	us	bare	ground	oats
wife	seed	such	spare	now	sow
either	lead	stubble	scare	plough	crow
drive	wheat	furrow	prepare	brown	roller

2. sparrow, scarecrow, to scatter, to prevent, to prepare.

GRAMMAR

PERSONAL PRONOUNS.

	I	3			I	2	3
<i>subject</i>	<i>I</i>	<i>he</i>	<i>she</i>	<i>it</i>	<i>we</i>	<i>you</i>	<i>they</i>
<i>object</i>	<i>me</i>	<i>him</i>	<i>her</i>	<i>it</i>	<i>us</i>	<i>you</i>	<i>them</i>

NOTE: *the personal pronoun object is always after the verb.*

Ex: Je vous vois. Il me voit. Nous les voyons.  
 I see you. He sees me. We see them.

HOME PREPARATION

I. NEW WORDS.

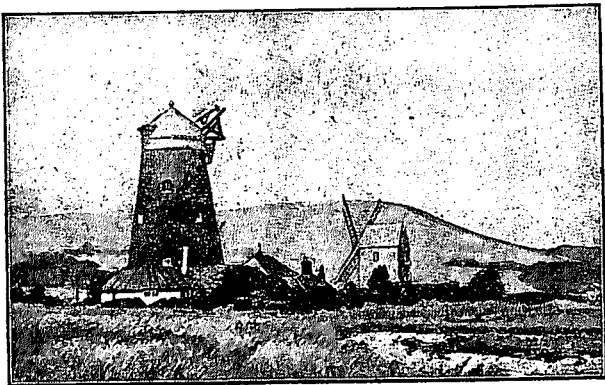
- a) Give the 3 forms of the irregular verbs in the lesson: to be, to cut, to do, to draw, to drive, to eat, to give, to have, to lead, to leave, to make, to set, to sink, to sow, to take.
- b) Group the new words in the lesson (14 nouns and 8 verbs) and build sentences with them.

II. LESSON DRILL.

22. Questions. — 1. When do you see stubble in the fields? 2. What shape is a furrow? 3. Does the farmer draw the furrows with a ruler? 4. Who helps him? 5. What can they do? 6. How does the farmer sow his seeds? 7. Why does he drive a roller over the field? 8. What is a scarecrow for? 9. What cereals do you know? 10. What are they for?

23. a) Pick out the personal pronouns in the lesson; b) group them in 2 columns (subjects and objects); c) replace them by the nouns they stand for.

## FROM THE FARM TO THE MILL



OLD WINDMILLS IN HAMPSHIRE.

1. In Summer the farmer reaps his corn when it is ripe; then the **sheaves** of corn are taken to the farm and **stored** in a **barn**; or they are **piled** in a **rick** on the field.

But the farmer's work is not finished : he must now **thresh** the corn to **separate** the grain from the **straw**.

2. In the old days it was done by hand : the long **corn-stalks** (or : stems) were placed on the floor of the barn, and the men's **flails** fell regularly on the **ears** of corn to thresh out the grain.

This is now generally done by a threshing-machine; in a few days' time all the corn is threshed.

3. The straw is then piled in the barn to make **litter** for the cattle or **thatch** for the roof. The grain is either stored in a **granary**, or taken to the **miller** who will grind it into flour between two big mill-stones.

There are two sorts of mills: wind-mills, **worked** by the wind blowing in their **sails**; and water-mills, worked by the water of a river falling on a mill-wheel.

I. ɔ : door   aɪ five   θ thing   ɑ : car   i : beef   final d

store	pile	three	barn	seek	piled
straw	ripe	thatch	barley	field	stored
sta(l)k	grind	thrash	harvest	sheaf	played

2. to separate                      to finish                      generally                      regularly.

3. pleasure ('pleʒə)                      machine (mə'ʃi:n)                      flour (flaʊə)

GRAMMAR

THE POSSESSIVE CASE, COMPLETED.

1. *It is never used with inanimate objects (§ 17).*  
The floor **of** the barn... The long **corn-stalks**...
2. *It is often used for time or distance (§ 17).*  
In a few days' time. A mile's walk.
3. *Adjectives keep their usual position:*  
Little Tom's red ball. Pretty Polly's fair hair.
4. *Shop, house and church are often understood (§ 17).*  
The miller's (house). The baker's (shop).

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, to blow, to do, to fall, to grind, to make, to take.
- b) Group the new words in the lesson (12 nouns and 5 verbs) and build sentences with them.

II. LESSON DRILL.

24. Questions. — 1. When does the farmer reap his corn? 2. Where and when can you see many ricks of corn? 3. Why must the farmer thresh his corn? 4. What is at the top of a corn-stalk? 5. What is a barn for? 6. Is straw used to make bread? 7. What is a miller's work? 8. How many sorts of mills do you know? 9. What is a flail made of? 10. Is your house covered with thatch?

25. Turn into the possessive case when possible. — 1. Mr. Snodgrass is the friend of big Mr. Pickwick. 2. The coat of the boy was torn. 3. The work of a miller is to grind corn. 4. The farm of my uncle was old. 5. I don't like the colour of his car. 6. The windows of the house were dark. 7. He bought his suit at the shop of the outfitter. 8. She prepared the outfit of her children. 9. We had dinner at the house of Mr. Martin. 10. Give me the address of your tailor.

## SPARE-TIME AT THE FARM



*National Gallery, Millbank.*

W. G. SIMMONDS. THE FARM-TEAM.

1. The farmer's work provides us also with drink; every country has its **national** drink; we French people have **ours**, which is wine; the English have **theirs**, which is beer; and many a **region** has its **own** particular one : Devonshire and Normandy, for instance, which are both famous for their excellent **cider**.

2. Cider is made from apples and wine is made from grapes, the fruit of the **vine**.

In Autumn, the apples are knocked down from the trees, the **bunches** of grapes are **gathered** in large **baskets**; then the fruit is **crushed** in a **cider-press** or a **wine-press** to **squeeze out** its **juice**.

Beer is made from barley and **hops**, a green climbing plant grown in hop-gardens. There are many hop-farms in England, in Kent.

3. When the farmer makes no wine or beer, he can **rest** after the harvest, and use his spare-time to put everything in order on the farm : sharpen his **tools**, make new handles for them, repair broken **fences** round his garden or meadows, etc. He must also look to the condition of his carts or the harness of his horses.

If he has a cart or a **carriage**, some part of which is broken, he takes it to the **wheelwright** whose business it is to make and mend carts and wheels. But it is the **saddler** who mends harness and leather things.

- I. ʌ but u : blue æ cat aɪ five ɛə where e bed

bunch fruit gather climb scare leather  
 crush tool saddler cider spare fence  
 country juice carriage provide repair meadow

2. cereal ('siəriəl) national ('næʃnl) Devonshire ('devnʃiə).  
 wheelwright ('wi:lraɪt) vine (vaɪn) region ('ri:dʒən)

GRAMMAR

POSSESSIVE ADJECTIVES AND PRONOUNS.

	I		3			I		2	3
<i>adjectives</i>	<i>my</i>	<i>his</i>	<i>her</i>	<i>its</i>	<i>our</i>	<i>your</i>	<i>their</i>		
<i>pronouns</i>	<i>mine</i>	<i>his</i>	<i>hers</i>	<i>its own</i>	<i>ours</i>	<i>yours</i>	<i>theirs</i>		

1. *Possessive adjectives vary with the possessor* (§ 33).  
 The farmer ploughs **his** field with **his** wife and **his** son.  
 Mrs. Martin gave **her** book to **her** daughter.
2. *Whose is the possessive case of who* (§ 37).  
 A miller is a man **whose** work it is to grind corn.  
**Whose** book is this? It is not mine.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to break, to do, to have, to make, must, to put, to take.  
 b) Group the new words in the lesson (5 verbs, 13 nouns and 1 adjective) and build sentences with them.

II. LESSON DRILL.

26. Questions. — 1. What are drinks made from? 2. What is a cider-press for? a wine-press? 3. What are tools and harness made of? 4. Whose work is it to make harness and carriages? 5. What part of a hammer do you take in your hand?

27. Complete with possessive adjectives or pronouns. — 1. I work in ... room, my brother works in ... 2. She had no pen, so I gave her ... 3. The farmer's wife follows ... husband. 4. France is not the country of the English; ... is England. 5. This is not our classroom; ... is on the 1st floor.



## AUTUMN WEATHER



*Manchester Museum.*

JOHN MILLAIS.    AUTUMN LEAVES.

1. In Autumn, the days get shorter and shorter and the sky is cloudy. It is the season of fog and **mist**, which are at times so **dense** that they hide everything.

The trees turn red, yellow and brown, and the woods have their most **gorgeous** colours; but when the wind blows, the dead leaves, torn from the branches, **whirl** in the air and fall to the ground with every **gust** of wind.

2. There are people who **dislike** Autumn because it is a wet season! It is not pleasant to take one's umbrella or rain-coat every day, to be **splashed** with mud by motor-cars, to come home **drenched** with rain, and to get one's feet wet walking in all the **puddles** of the street...

3. But then how pleasant it is to sit by the fire, feeling warm and comfortable while the wind **howls** in the trees, the tops of which it **bends** and shakes; and how we love to hear the **drops** of rain **patter** on the window-panes!

And there are old friends, too, whom Autumn brings back: there is one now at the street-corner, standing near his little **brazier**. You will buy **roast chestnuts** from him on your way back from school: they feel so warm to your hands and they taste so pleasant to your palate!

1. 

<i>ʃnaɪ t</i>	<i>ʌ bʊt</i>	<i>ə : fɜr</i>	<i>au cɔw</i>	<i>tʃ tʃaɪr</i>	<i>eɪ keɪk</i>
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threshed	mud	work	brown	coach	rain
splashed	gust	turn	howl	bunch	pane
drenched	puddle	whirl	cloud	branch	shake

2. to dislike, melancholy, umbrella, chestnut, motor-car.

3. brazier ('breɪzɪə)      gorgeous ('gɔ:dʒəs)      palate ('pælɪt).

GRAMMAR

RELATIVE PRONOUNS.

	SUBJECT	OBJECT	POSSESSION
<i>for persons</i>	<b>who</b>	<b>whom</b>	<b>whose...</b>
<i>for things</i>	<b>which</b>	<b>which</b>	<b>... of which</b>

*Note the construction of whose and of which :*

A negro is a man **whose** skin is black.

I have a book **the cover of which** is blue.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson : to be, to bend, to blow, to bring, to buy, to come, to fall, to feel, to get, to have, to bear, to hide, to shake, to sit, to stand, to take, to tear.
- b) Group the new words in the lesson (7 nouns, 2 adjectives and 8 verbs) and build sentences with them.

II. LESSON DRILL.

28. Questions. — 1. Is the sky clear in Autumn ? 2. When is it difficult to see the houses in your street ? 3. When are the leaves torn from the branches ? 4. Do they fall straight to the ground ? 5. What is the effect of the wind on the trees ? 6. What noise do the wind and the rain make ? 7. When do you get mud-stains on your clothes ? 8. What happens if you go out in the rain without an umbrella ? 9. How do you get your feet wet ? 10. Do you like or dislike Autumn ? why ?

29. Build sentences with who, whom, whose, which, of which. (2 for each pronoun).

**Group into sound columns :** crush, plough, oats, store, drop, work, gust, enough, ground, stalk, whirl, wheel, ground, crop, sow, straw, world, roast, fog, wheat.

**Stress correctly :** gorgeous, national, dislike, present, chestnut, provide, carriage, separate, scare-crow, sparrow.

**Read aloud, then write in ordinary spelling :** 'breiziə, tu:l, tɔ:n, θætʃ, 'tʃesnat, dʒu:s, 'gæðə, θref, jɪf, ju:k.

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## VERSE

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### THE WIND

*I saw you toss the kites on high  
And blow the birds about the sky;  
And all around I heard you pass,  
Like ladies' skirts across the grass —  
    O Wind, a-blowing all day long,  
    O Wind, that sings so loud a song!*

*I saw the different things you did,  
But always you yourself you hid.  
I felt you push, I heard you call,  
I could not see yourself at all —  
    O Wind, a-blowing all day long,  
    O Wind, that sings so loud a song!*

*O you, that are so strong and cold,  
O blower, are you young or old?  
Are you a beast of field and tree,  
Or just a stronger child than me?  
    O Wind, a-blowing all day long,  
    O Wind, that sings so loud a song!*

R. L. STEVENSON.

**THE PARABLE OF THE TARES (1)**

A man sowed good seed in his field. But while men slept, his enemy came and sowed tares among the wheat. So when the corn had sprung up, and brought fruit, the tares appeared also.

The servants of the man came and said to him "Sir, did you not sow good seed in your field? Why has it tares?" He answered "My enemy has done this." The servants then said to him "Shall we go and gather them up?" He said "No; as you gather the tares, you might root up the wheat with them. Let them grow together until the harvest; then you shall gather together first the tares, and burn them, but the wheat you shall gather into my barns."

After ST. MATTHEW, *Ch. XIII.*

(1) tares = *ivraie*.

————— **EXERCISES** —————

**30. Replace the italicised words by pronouns.** — 1. *Jack met Fanny* in the street. 2. I saw *the boys* walk behind *the plough*. 3. *The farmer's wife* told *her husband* to make a scarecrow. 4. *Alcoholic drinks* are bad. 5. *Jane and I* asked *the miller* to show us *his mill*.

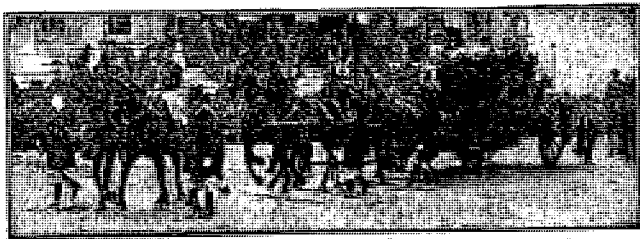
**31. Write in the plural.** — 1. I have a new watch. 2. He had broken his pen. 3. She gives oats to her horse. 4. He took her to his study. 5. I found my tool in a sad condition. — **Write in the singular:** 1. We met farmers ploughing their fields. 2. These books are ours. 3. Give us your pens, ours are dry. 4. Women do not wear top-hats on their heads. 5. The mice were playing with their tails.

**32. Write in the masculine.** — 1. Mary took her basket and went off. 2. I read my sister's letter: she made no mistakes. 3. The farmer's wife wanted a new coat; hers was worn out. 4. Mother has invited her sister: she will come on Monday. 5. The miller's wife was at her window. — **Write in the feminine:** 1. Grand-father is sleeping. 2. Uncle gave me his photo. 3. Her husband was very ill. 4. My cousin is younger than his friend, he is only 13. 5. He took my photograph and I took his.

**33. Use the possessive case when possible.** — 1. The fields of the farmer were sown with barley. 2. The wheelwright repaired the carts of Mr. Morrison. 3. The business of a miller is to grind corn. 4. He took a walk of seven miles. 5. Beer is the favourite drink of men.

**34. Find out the questions.** — 1. ... ? This is her book. 2. ... ? I use my brother's pen. 3. ... ? He takes his friend's place. 4. ... ? We crossed Mr. Brown's fields. 5. ... ? They saw the saddler's house.

## TOWN ADMINISTRATION



*By courtesy of the Travel Association.*

THE LORD MAYOR'S COACH.

1. A town is governed by a town council at the head of which is a **mayor**. The town councillors hold their meetings in the **town hall**. In a few big towns the mayor is called the **Lord Mayor**.

The Lord Mayor of London holds his **office** for one year only, during which he lives at the **Mansion House**. In November he drives through the streets of the **City** in an old-fashioned **coach**, escorted by his men-servants in **picturesque** dresses; this **pageant** is called the **Lord Mayor's Show**.

2. When poor people are ill they can go to the **hospital**; and people who are **out of work** can go to the **Labour Exchange**. When soldiers are **stationed** in a town, they live in **barracks**.

3. On Sunday, **religious** people go to **church**. In large towns there is sometimes a **cathedral**.

On Sunday afternoons in Summer, concerts are often given in the open; the **musicians** who compose the **band** play in a **bandstand** generally **situated** in the town park or on the **common**. A common is a large open space with trees and grass, where the **citizens** can go to play or rest when the weather is **fine**.

1. 

æ cat	ei cake	ou nose	ɔ: door	ɔ not	ʌ but
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band	labour	show	lord	office	Sunday
pageant	space	hold	escort	common	money
barrack	exchange	coach	hall	concert	govern

2. picturesque, hospital, citizen, religion.

3. cathedral (kə'thi:drəl) church (tʃɜ:tʃ) soldier ('souldʒə)  
 mayor (meə) situated ('sitʃueitid) musician (mju'ziʃən).

GRAMMAR

COMPOUND NOUNS.

1. Formation: the qualifying word comes first.

- a) adjective + noun ..... blackboard, gentleman.
- b) verb (ing) + noun ..... dining-room, reading-lamp.
- c) noun + noun ..... town hall, winepress.

2. Plural: The second word only takes the mark of the plural.

Gentlemen, dining-rooms, town halls, lord mayors.

Exception: man-servant, men-servants.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, can, to drive, to give, to go, to hold.
- b) Group the new words in the lesson (20 nouns, 4 verbs, 3 adjectives; and build sentences with them.

II. LESSON DRILL.

35. Questions. — 1. What is a town council composed of? 2. What is it for? 3. Who is at its head? 4. What is the difference between a city and the City? 5. Between a mayor and a Lord Mayor? 6. What does the Lord Mayor's Show consist of? 7. When does it take place? 8. Where do soldiers live? 9. What sort of people go to church? to the Labour Exchange? to the hospital? 10. Why do citizens go to the common of the town?

36. What do you call. — 1. The machine the farmer uses to sow his grain with? 2. A brush with which we brush our teeth? 3. A man who drives a taxi? 4. The bone at the back of your body? 5. A needle used to darn socks with? 6. The day when pupils hear many speeches? 7. The middle of the night? 8. A floor made of stone? 9. Water which is good to drink? 10. A bird which flies at night?

## AT THE POST-OFFICE



*Kodak Photo.*

A PILLAR-BOX.

1. When you have written a letter, you have to post it; you can go to the nearest **pillar-box** or to the **post-office** where you **drop** it into a letter-box.

The letters and cards are **collected** by the postman who takes them to the post-office.

2. There, the letters are **sorted** by the post-office clerk: he puts together the letters going **inland**, those going **abroad** (i.e. to a **foreign** country), etc.; then he

**stamps** them with the **post-mark** of the town.

He also sorts and stamps the letters which come for you, before the postman delivers them at your house. Aren't you glad when you hear the postman's double knock, and know the post has come for you?

3. It may be necessary for you to send a **parcel** by post: then the post-clerk weighs it to know how much you must pay; he sends **postal orders** for the **amount** of money you want; he sends your **wires** (or **telegrams**) everywhere; and he sells you stamps, for you may not post a letter without sticking a stamp on it: a twopence-halfpenny stamp on an inland letter, a twopenny stamp on a postcard, and a threepenny stamp on a letter for abroad.

ɔ not	ou nose	ɔ: door	ɑ: car	ei cake	au cow
fox	post	sort	card	pay	town
drop	roast	order	clerk	pane	amount
foreign	going	abroad	parcel	welsh	without

2. pillar, postal, telegram, to collect, to deliver, together.  
 3. wire (waɪə)      twopence ('tʌpəns)      halfpenny ('heɪpəni).

GRAMMAR

DEFECTIVE VERBS.

<i>can, could</i> . . . . .	<i>power, faculty</i> . . . . .	<i>to be able to</i>
<i>may, might</i> . . . . .	{ <i>permission</i> . . . . .	<i>to be allowed to</i>
<i>must (no preterite)</i> . . . . .	<i>necessity</i> . . . . .	<i>to have to</i>

1. They do not take *s* in the 3rd person singular : he **can**.
2. They do not take **do** in negations and questions : **may I?**
3. They are followed by the infinitive without **to** : I **must go**.
4. Their preterite is used as a **conditional** : I **could go** if...
5. In other tenses, use the equivalents : I shall **have to work**.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson : to be, to bring, can, to come, to go, to have, to hear, to know, may, must, to put, to sell, to send, to stick, to write.
- b) Group the new words in the lesson (9 nouns, 4 verbs, 2 adjectives and 2 adverbs) and build sentences with them.

II. LESSON DRILL.

37. Questions. — 1. Where do you post your letters? 2. What is the postman's work? 3. Whose work is it to stamp and sort letters? 4. Is Marseilles inland or abroad for a Londoner? 5. For what people is England a foreign country? and France? 6. Give a synonym for telegram. 7. What must you do before you post a letter? 8. Where do you stick a stamp?

38. Complete with a) defective verbs; b) their equivalents when possible. — 1. You ... play in the play-ground. 2. She ... open the window, she was too small. 3. Children ... obey their parents 4. It ... rain if the wind stopped. 5. Baby ... eat soup, not only dessert.



## FIRE!! FIRE!!



*By courtesy of the Travel Association.*

1. When a fire **breaks out** in a building we first see a dark column of smoke, then tall red **flames** at the windows; **sparks** of fire fly all round and often **kindle** new fires in the **neighbourhood**.

When the alarm has been given, the **firemen** rush to the place with their **fire-engine**, ringing their bell all along the streets.

2. They then **pour** torrents of water on the building to **extinguish** the fire. When the **inhabitants** of the house on fire are in **danger**, the firemen raise **ladders** against the walls to **rescue** them and **save** their lives. Firemen wear brass **helmets** on their heads to protect them from pieces of **timber** (or wood) falling from the burning roofs.

3. After the fire, it is sad to see the **blackened** walls and **charred** pieces of wood; and for several days, red **cinders** will **smoulder** under a **heap** of grey ashes.

In 1666, a great **conflagration** broke out in London : it **destroyed** thousands of houses in the city and left hundreds of families **homeless**; for in those days most houses were built of wood, and there was no **fire-brigade**.

1. 

aiə
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ɑ: car
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æ cat
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ei cake
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i sit
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ou nose
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fire      spark      ashes      flame      built      most  
 tyre      charred      ladder      danger      cinder      smoke  
 wire      alarm      blacken      brigade      timber      smoulder

2. pour (pɔ:)      rescue ('reskju:)      neighbourhood ('neibəhʊd,

3. helmet, to destroy, to kindle, to extinguish, inhabitant.

GRAMMAR

PLURAL OF NOUNS, revised.

1. *in s* ..... book, books; flame, flames; boy, boys.
2. *in es* ..... after *s, ch, sh, x* and *o* (except Italian nouns).  
 buses, branches, boxes, negroes.
3. *in ies* .... after a *consonant + y*: family, families.
4. *in ves* .... nouns in *f* or *fe*: shelf, shelves, life, lives.  
 Exceptions: roof, roofs,  
 handkerchief, handkerchiefs.
5. *irregular* ..... foot, feet; man, men; mouse, mice.
6. *invariable*..... sheep, hair, luggage, cattle.

Note the idiomatic plural in:

The firemen wear brass helmets on their heads.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, to break, to build, to burn, to fall, to fly, to give, to ring, to see, to wear.
- b) Group the new words (14 nouns, 10 verbs and 1 adjective).

II. LESSON DRILL.

39. Questions. — 1. What do you see when a fire breaks out? 2. Why are sparks dangerous? 3. What is a fire-brigade for? 4. What is left when a fire has been extinguished? 5. What colour is charred wood? 6. Why is the year 1666 famous in England? 7. Are conflagrations as dangerous now as in the old days?

40. Turn into the plural, then translate into French. — 1. I go out without a hat on my head. 2. An Englishman loves his country. 3. She opened her mouth. 4. He blew his nose with a red handkerchief. 5. The life of a great man is full of examples. 6. An English girl is very proud of her school. 7. An Eton boy is very proud of his college. 8. He came on his bicycle. 9. The boy looked at his master. 10. The boy was reading in his book.

## JUSTICE AND THE POLICE



*National Gallery, Millbank.*

M. GERE. TRIAL BY JURY.

1. The **Court of Justice** is the place where **criminals**, **thieves** and **malefactors** are **judged**: and in every **district** of the town there is a **police-station** where you can always find a policeman if there is any accident or if anybody wants **help**.

2. The policeman is a popular **figure** in London streets. Is there anybody who does not know his familiar dark-blue **uniform** and tall blue helmet? He does not carry any arms or **weapons** for his **defence**, but only a short **truncheon**. When he is **on duty** he wears an **armlet** round his arm; he wears **none** when he is **off duty**.

3. A policeman's **duties** are numerous and varied. Suppose a man is **run over** by a car in the street; the policeman will take him to hospital. Suppose a **stranger** in the town wants some **information**; the policeman will give it.

He also **controls** the traffic; he protects the lives and **property** of citizens; though he is a friend to **honest** people, he is no friend to malefactors. It is **thanks to** the police that the town is kept **safe and orderly**.

- I. 

ʌ but
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e bed
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ju: tube
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ei cake
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ɔ: door
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i: beef
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judge help duty safe court thief  
justice weapon uniform danger orderly street  
truncheon defence numerous stranger important police

2. district, criminal, accident, figure, police, defence  
(h)onest, property, information, to control.

GRAMMAR

SOME, ANY - NO, NOT ANY, NONE.

use { *some* ..... in affirmations  
*any* ..... in questions or after if  
*no, not any, none* .... in negations.

The same rule applies to the compounds :

<i>somebody</i>	<i>anybody</i>	<i>nobody</i>
<i>something</i>	<i>anything</i>	<i>nothing</i>
<i>somewhere</i>	<i>anywhere</i>	<i>nowhere</i>

NOTE : With *no* and *none*, use the affirmative form.

He wears no armlet. He wears none.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson : to be, to find, to give, to keep, to know, to run, to take. to wear.  
b) Group the new words in the lesson (19 nouns, 3 verbs, 3 adjectives and 3 idioms) and build sentences with them.

II. LESSON DRILL.

41. Questions. — 1. What is a Court of Justice? 2. Where can you always find a policeman? 3. When does he wear an armlet? 4. Whose friend is he? 5. How is he dressed? 6. What does he do for strangers? 7. Why are there policemen at all big cross-roads? 8. Is a policeman's helmet like a fireman's? 9. Why must you look right and left before you cross the street?

42. Turn into a) the interrogative; b) the negative (2 forms). —  
1. You have some. 2. Somebody is coming. 3. They saw some smoke rising. 4. He found a post-office somewhere in the street. 5. He had something in his hand.

43. Answer the questions. — 1. Did the postman bring any mail for you? 2. Are there any soldiers in your town? 3. I have no money, have you got any? 4. Are there any Lord Mayors in France? 5. Do you know anything about astrology?

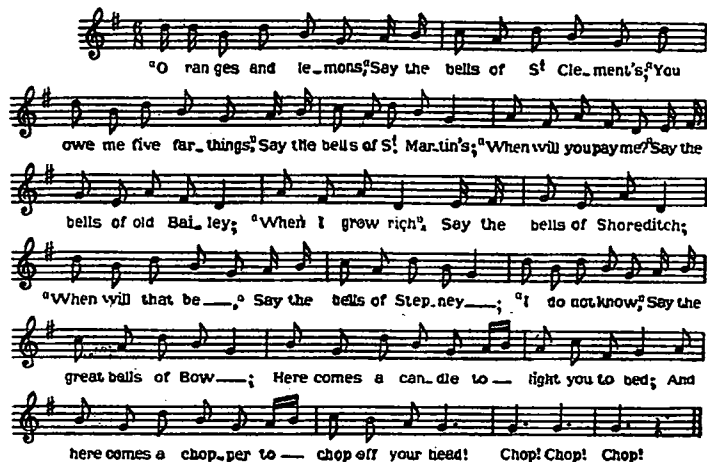
**Group into sound columns :** money, mayor, roof, clerk, blew, varied, park, none, wire, lord, char, abroad, fire, through, judge, orderly, tired, tall, spark, pour.

**Stress correctly :** religious, necessary, inhabitant, traffic, to rescue, cathedral, to deliver, policeman, to control, familiar.

**Read aloud, then write in ordinary spelling :** meə, klɑ:k, 'heipəni, faɪə, 'neɪbəhʊd, 'θaʊzənd, 'tʌpəns, 'smouldə, θɪ:f, 'fɔrɪn.

## A SONG

### THE BELLS OF LONDON TOWN



"O ranges and le\_mons," Say the bells of St Cle\_ment's; "You  
owe me five far\_ things," Say the bells of S! Mar\_tin's; "When will you pay me?" Say the  
bells of old Bai\_ ley; "When I grow rich," Say the bells of Shoreditch;  
"When will that be \_\_\_," Say the bells of Step\_ney \_\_\_; "I do not know," Say the  
great balls of Bow \_\_\_; Here comes a can\_dle to \_\_\_ light you to bed; And  
here comes a chop\_per to \_\_\_ chop off your head! Chop! Chop! Chop!

- "Pancakes and fritters," say the bells of St Peter's;  
 "Two sticks and an apple," say the bells of Whitechapel;  
 "Old father Baldpate," say the slow bells at Aldgate;  
 "Poker and tongs," say the bells of St. John's;  
 "Kettles and pans," say the bells of St. Ann's;  
 "Brick-bats and tiles," say the bells of St. Giles'; etc...

## THE GREAT FIRE OF LONDON

“And here,” said Hubert, “shall begin the great fire of London.” As he said this, he gave a fire-ball to Solomon Eagle who approached a window of the baker’s shop and breaking a small pane of glass, threw the fireball into the room. It fell upon faggots lying near a large stack of wood used for the oven, and in a few minutes the whole pile had caught, and burst into a flame which, quickly mounting to the ceiling, set fire to the old dry wood that composed it. 5

As the conflagration advanced, night was turned into day. The awful roaring of the flames was now and then broken by the fall of some heavy roof. Sparks of fire were scattered by the wind, carrying destruction and spreading the conflagration on all sides. 10

Halls, towers, churches, public and private buildings were burning to the number of more than 10,000, while clouds of smoke covered the country more than 50 miles round. The conflagration burnt the whole of Monday night and continued till the middle of Wednesday, when, the wind falling and an immense quantity of houses being demolished, it was checked at last. 15

G. H. AINSWORTH (1805-1882). *Old St. Paul’s*.

## EXERCISES

44. Write a) in the interrogative; b) in the negative. — 1. He has got some stamps. 2. The flames hurt somebody. 3. You have met him somewhere. 4. The inhabitants saved something of their property. 5. There are some letters.

45. Explain. — 1. The town-council. 2. A fire-engine. 3. A council-chamber. 4. A letter-box. 5. A threshing-machine. 6. The backbone. 7. Evening dress. 8. A millstone. 9. A half-holiday. 10. A cider-press.

46. What do you call. — 1. A brush with which we brush our hair? 2. A mill worked by the wind? 3. The middle of the day? 4. A house where a club holds its meetings? 5. A room where you may smoke?

47. Write in the plural. — 1. A policeman wears an armlet round his arm when he is on duty. 2. The thief took his neighbour’s watch. 3. A cathedral is larger than a church. — Write in the singular: 1. Women’s clothes are not the same as gentlemen’s clothes, and boys’ clothes are different from girls’ clothes. 2. The girls were looking out of their windows.

## TOWN STREETS



PICCADILLY CIRCUS.

1. The various districts of a large town are very different in character. Some are very busy and noisy, with a double **stream** of cars, buses and horse-drawn **vehicles** of all sorts, and with thousands of people **hurrying** along the pavements; the shop-bordered streets are **cheerful** (gay) and brightly-lit at night and their shop-windows **attract** the attention of the **passers-by**. But such streets are rather difficult to cross for poor **pedestrians** !

2. In other districts the streets are more **quiet** : they are **bordered** with **private** houses, generally with a small garden or an **area** in front, shut in by a **railing**. There is little traffic in these **residential** districts, and as there are no shop-windows, the streets would be dark at night if there were no street-lamps.

3. Other districts again are very poor, with dull-looking houses and ill-smelling streets; they are called **slums** and are numerous in the **East End** of London.

The **West End** on the contrary is the part where fashionable people live, and where most London parks are situated. The City is the oldest part of London. Few people live there, but it is the **business** centre not only of London but also of the British Empire and of the world.

- |       |         |        |       |         |
|-------|---------|--------|-------|---------|
| i sit | i: beef | ʃ shut | ʌ but | eɪ cake |
|-------|---------|--------|-------|---------|
1. to live      East      fashion      bus      railing  
 busy      stream      attention      slum      again  
 business      people      station      hurry      pavement
2. passer-by, border, to attract, pedestrian, residential.
3. vehicle ('vi:kl)      quiet ('kwaiət)      area ('eəriə)  
 various ('veəriəs)      Empire ('empaɪə)      private ('praɪvɪt).

GRAMMAR

FORMATION OF ADJECTIVES :

1. Formed by addition of suffixes :

- a) *noun* + *y* ... rain, rainy; noise, noisy.  
 b) *noun* + *ful* . beauty, beautiful; care, careful.  
 c) *noun* + *less*. home, homeless; care, careless.

2. Compound adjectives (the qualifying word comes first) :

- a) *adjective or noun* + *adjective*,  
 dark-blue, red-hot, knee-deep, pitch-dark.  
 b) *adjective, adverb or noun* + *participle* (past or present)  
 shop-bordered, horse-drawn, well-lit, ill-smelling.  
 c) *adjective or noun* + *imitation of past participle* :  
 blue-uniformed, long-haired, dark-eyed.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson : to be, to draw, to light, to shut, to smell.  
 b) Group the new words (8 nouns, 4 adjectives, 3 verbs and 2 idioms).

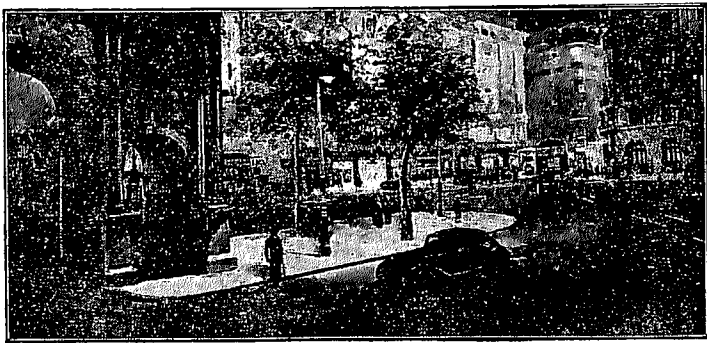
II. LESSON DRILL.

48. Questions. — 1. In what streets do you see many vehicles ?  
 2. Why do shop-keepers decorate their shop-windows ? 3. Where do pedestrians walk ? 4. When do you hurry ? 5. Are there many shops in a residential district ? 6. Why is it pleasant to live there ?  
 7. What is a railing ? 8. When is a street very dark ? 9. What are the East End, the West End, and the City ?
49. Replace by compound adjectives. — 1. A house with a roof of tiles. 2. A dress of the same blue as the sky. 3. A man in a black coat.  
 4. Flowers which smell sweet. 5. A plough drawn by oxen. 6. A story which breaks your heart. 7. A face as white as the moon. 8. A girl whose hair is long. 9. A man with one leg. 10. A drawing made by hand.





## MEANS OF COMMUNICATION



*Science Museum.*

MARBLE ARCH AT NIGHT.

1. In all large towns there are many ways of going from place to place. The **Underground railway**, or the **Tube**, is both quick and **cheap** (not dear). But if you have enough time, you **had better** take a bus. It is not so quick because it has to stop at every traffic **hold-up**. Yet it is very pleasant, as English buses have a top from which you can see everything in the street.

2. You take the tube in a tube station; but you **wait** for the bus or the tram on the **kerb**, at a stop marked with a **notice**: *Buses stop here*; and you pay your **fare** to the **conductor**. At busy hours it is difficult to find **room** in a bus or a tram, for they are **full up**.

3. Sometimes you are **in a hurry**, and even the tube is not quick enough: so you take a taxi. **Formerly**, there were only horse-drawn **cabs**. Few are left **nowadays**.

If you are in no hurry, you **had rather** (prefer to) use your legs. Only, be **careful** when you cross: look right and left; at **cross-roads** wait on the **refuge** till the **way is clear**, and don't forget that, in England, vehicles keep to the left.

1.

seat	fare	here	full	rein	first
heap	area	near	book	wait	burn
cheap	careful	beer	good	raining	kerb
means	various	clear	room	railway	world

2. enough (i'naʃ)    nowadays ('naʊədəɪz)    refuge ('refjʊdʒ).  
 3. conductor, notice, passenger, formerly, picturesque.

GRAMMAR

ENOUGH.

1. *Always after an adjective, an adverb or a verb.*  
 This car is not fast enough. You do not work enough.  
 2. *Either after or before a noun :*  
 I have not enough time = I have not time enough.

IDIOMS WITH THE COMPARATIVE.

*preference... I would rather or I had rather } + infinitive*  
*preferable alternative..... I had better } without to.*

Children had rather play than work.  
 You had better take a taxi if you are late.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson : to be, can, to find, to forget, to go, to keep, to leave, to pay, to see, to take.  
 b) Group the new words in the lesson (10 nouns, 1 verb, 3 adjectives, 2 adverbs and 4 idioms) and build sentences with them.

II. LESSON DRILL.

50. Questions. — 1. Are English buses different from French buses ?  
 2. When do you take the bus ? 3. And the tube ? 4. What is the fare ?  
 5. Does the conductor drive the bus ? 6. Where do you wait for the bus ?  
 7. Where can you see refuges ? 8. What may happen if you are not careful when you cross over ?

51. Place 'enough'. — 1. There is room for 5 in this taxi. 2. He did not speak distinctly. 3. I have money to pay all our fares. 4. Walking is not fast for boys. 5. He is not rich to buy a car.

52. Complete with 'had rather' or 'had better'. — 1. Children ... eat cake than bread. 2. Pedestrians ... walk on the pavement. 3. Old people ... live in a quiet district. 4. You ... look at shops than go to school, but you ... go to school than look at shops.

## STREET SIGHTS



*National Gallery, Millbank.*

LONSDAIL. ST. MARTIN'S IN THE FIELDS.

1. There are plenty of picturesque sights in London streets : flower-girls and old women, so funny in their old caps and shawls, offering flowers to the passers-by; newsboys selling newspapers and shouting out the latest news of the day; sandwich-men walking along the kerb, carrying large advertisements on their backs.

2. People who do not want to work sometimes go and beg in the streets. Some form street-bands and give concerts while one of them makes a collection; others draw pictures on the pavement with coloured chalks.

Many have old barrel-organs which grind out melancholy music under your windows; and on Sundays you can see many a poor beggar at the church-door begging for alms.

3. Another picturesque and more cheerful sight in London consists of the many advertisements posted everywhere on the walls: there are bright-coloured posters of every description and a great many electric signs which are quite dazzling to the eyes at night.

1. **tʃ chair**   **ou nose**   **æ cat**   **aɪ five**   **e bed**   **ɔ: door**

chalk   old   barrel   sight   many   your  
 church   poster   dazzling   while   plenty   form  
 picture   posted   sandwich   grind   beggar   shawl

2. sign (sain)   alms (ɑ:mz)   sandwich ('sænwidʒ).  
 3. advertisement,   description,   melancholy,   picturesque.

GRAMMAR

ADJECTIVES AND PRONOUNS OF QUANTITY.

THE QUANTITY IS :	IT CAN BE NUMBERED	IT CANNOT BE NUMBERED
<i>small</i>	<i>a few</i>	<i>a little</i>
<i>sufficient</i>	<i>enough</i>	<i>enough</i>
<i>insufficient</i>	<i>few</i>	<i>little</i>
<i>large</i>	<i>many, many a, lots of, plenty of</i>	<i>much, a lot of, a great deal, plenty of</i>

NOTE : *Many a + singular = many + plural.*

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson : to be, can, to draw, to give, to go, to grind, to have, to make, to see, to sell.  
 b) Group the new words in the lesson (12 nouns, 4 verbs and 1 idiom).

II. LESSON DRILL.

53. Questions. — 1. Who sells flowers in London ? 2. How are poor old women often dressed in England ? 3. Where can you read the news of the day ? 4. Do sandwich-men sell sandwiches ? 5. What does a beggar receive from passers-by ? 6. What sort of concerts do beggars sometimes give ? 7. Explain what a pavement-artist does. 8. What sort of advertisements can a tradesman use ?

54. Complete with adjectives of quantity. — 1. Please, Madam, give me ... coppers; I have ... children at home. 2. He had not ... money to pay for his book. 3. There was so ... wind that the leaves did not move. 4. There were... absentees this morning, only 2 or 3.

## TOWN PLEASURES



A PUNCH AND JUDY SHOW.

1. Many people prefer to live in large cities because there are more pleasures or amusements than in the country ! you have less **fresh** air and open space in London, but in the country there are fewer **theatres**, **picture-houses** (cinemas) and places of **entertainment**.

2. The cinema is a great attraction for most people. Some prefer films in which they can see their favourite stars, others prefer **newsreels** or plays **adapted** for the **screen**; all children love Walt Disney's films, Those who do not like the cinema can enjoy the Punch and Judy shows which are sometimes given at street corners.

3. People who are fond of music do not often hear good concerts in the country, except if they have a radio-set. But in town, concerts are often given in large concert-halls. In an orchestra there are many **strings** such as violins and cellos; there are not so many **wind** and **brass** instruments. At the head of the **orchestra** is the **conductor**, standing on a **platform**; his **baton** is raised; he begins to **beat time** and the orchestra **strike up the tune**.

1. i: beef    ju: tube    ei cake    æ cat    i sit

reel	tune	raise	baton	film
beat	fewer	space	adapt	city
screen	music	able	platform	insect
people	amuse	radio	standing	hidden

2. theatre ('θiətrə)                  violin ('vaiə'lin)                  cello ('tʃeləu).

3. orchestra, platform, conductor, concert, entertainment.

GRAMMAR

COMPARISONS IN QUANTITY.

	SUPERIORITY		EQUALITY	INFERIORITY
<i>much</i>	<i>more</i>	<i>the most</i>	<i>as much... as</i>	<i>not so much ... as</i>
<i>many</i>			<i>as many... as</i>	<i>not so many ... as</i>
<i>little</i>	<i>less</i>	<i>the least</i>	<i>as little ... as</i>	<i>not so little ... as</i>
<i>few</i>			<i>as few ... as</i>	<i>not so few ... as</i>

NOTE : *as, so and too are used before adjectives, not nouns.*

It was so foggy ! — There was so much fog !

My pen is too full. — There is too much ink in it.

HOME PREPARATION

I. NEW WORDS.

a) Given the 3 forms of the irregular verbs in the lesson: to beat, to begin, to give, to hear, to hold, to show, to sit, to stand, to strike.

b) Group the new words in the lesson (14 nouns, 3 verbs, 1 adjective).

II. LESSON DRILL.

55. Questions. — 1. Why do many people prefer to live in town ?  
 2. Why do others prefer the country ? 3. What do you see in a picture-house ?  
 4. Explain the difference between newspapers and newsreels. 5. Where do people go when they are fond of music ?  
 6. What use is a baton ? 7. Is a wind instrument made of wood ?  
 8. What difference is there between a violin and a cello ?

56. Complete. — 1. I cannot hear, there is ... noise. 2. There were ... people that I couldn't get a seat. 3. There is ... sunshine in Autumn than in Summer. 4. She had ... pleasure that she left before the end. 5. I cannot give alms to all of you, you are ...

**Group into sound columns:** fare, tube, dear, bare, kerb, numerous, clear, cheerful, tune, world, duty, beer, news, careful, various, prefer, hurt, work.

**Stress correctly:** district, communication, enough, radio, advertisement, pavement, interval, conductor, collection, melancholy, amusement, regular, popular, musician, favourite, picturesque, residential, situated, underground, electric, education.

**Read aloud, then write in ordinary spelling:** 'plezə, 'vi:ɪkl, 'bi:zi, fəə, 'eəriə, 'kwaiət, hɔ:l, nju:z, ɑ:mz, 'dæzliŋ.

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## A SONG

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### LONDON BRIDGE

Lon - don Bridge is bro - ken down;  
Dance o - ver my La - dye Lea; Lon - don Bridge is  
bro - ken down With a gay La - dye.

*How shall we build it up again, Dance over my Ladye Lea,  
How shall we build it up again, with a gay Ladye.*

*Build it up with iron and steel, Dance over, etc...*

*Iron and steel will bend and bow, Dance over, etc...*

*Build it up with wood and clay, Dance over, etc...*

*Wood and clay will wash away, Dance over, etc...*

*Build it up with silver and gold, Dance over, etc...*

*Silver and gold will be stolen away, Dance over, etc...*

*Then we must set a man to watch, Dance over, etc...*

*Suppose the man should fall asleep, Dance over, etc...*

*Then we must put a pipe in his mouth, Dance over, etc...*

*Suppose the pipe should fall and break, Dance over, etc...*

*Build it up with stone so strong, Dance over my Ladye Lea,  
Huzza! 'twill last for ages long, with a gay Ladye!*

## THE LAMPLIGHTER

*My tea is nearly ready and the sun has left the sky;  
 It's time to take the window to see Leerie going by;  
 For every night at tea-time and before you take your seat,  
 With lantern and with ladder he comes posting up the street.  
 Now Tom would be a driver and Maria go to sea,  
 And my papa's a banker and as rich as he can be;  
 But I, when I am stronger and can choose what I'm to do,  
 O Leerie, I'll go round at night and light the lamps with you!  
 For we are very lucky, with a lamp before the door,  
 And Leerie stops to light it as he lights so many more;  
 And O! before you hurry by with ladder and with light,  
 O Leerie, see a little child and nod to him to-night!*

R. L. STEVENSON (1850-1894).

## EXERCISES

57. Explain. — 1. An ink-black cloud. 2. A white-curtained window.  
 3. A blood-freezing tale. 4. A flower-trimmed hat. 5. An old-fashioned dress.

58. What do you call. — 1. A blouse with a *low neck*? 2. A face which *looks familiar*? 3. A church with a *stone roof*? 4. A shirt as *white as snow*? 5. Wine which *sparkles gaily*? 6. A man who has *one eye only*? 7. A face *burnt by the sun*? 8. Leaves which *fall fast*?

59. Complete with adjectives of quantity. — 1. A rich man has ... money. 2. Tom belongs to a large family: he has ... brothers and sisters. 3. Joe can't go up into the 5th form, he is not old ... 4. The man drove fast because there were ... hold-ups. 5. There was ... wind, and the sails of the mill did not turn. 6. I can't read, this lamp does not give ... light.

60. Complete with 'enough'. — 1. This street is not quiet. 2. She did not run fast. 3. I gave him money to buy two cakes. 4. Do you think this house is large for us? 5. There are chairs for everybody.

61. The Lamplighter. — 1. Explain: *he comes posting up the street*. 2. Draw up the list of the irregular verbs. 3. Do lamplighters use ladders now? 4. What sort of street-lamp was used when the poem was written? 5. When you were young, you thought of what you would be when bigger; do you remember it now? 6. What do you want to be when you are a grown-up? 7. Describe the scene when Leerie nods to the child; where he stands, what he has in his hand, the light on his face, etc...



## AT THE PLAY



*By courtesy of the Travel Association.*

QUEUEING UP FOR THE PICTURES.

1. When we want to go to the theatre we had better **book** our seats **in advance**; but a good many people prefer to **queue up** at the door before the **performance** because they can thus get cheaper seats.

We leave our coats and hats at the **cloak-room**, buy a **programme** and finally enter **the house**.

2. In front of the **audience** is the **stage** where the **actors** and **actresses** will be playing in a moment; if they do not remember their **parts** well, a man will **prompt** them : he is called the **prompter**.

In front of the stage there are **footlights**; when the curtain is rising for the beginning of the play, the lights go out in the house and the footlights **flash** on the stage.

3. At the end of each **act**, the curtain falls; if the audience are pleased with the acting and with the play, they clap their hands; the curtain goes up again and all the players come back and **bow** to the audience.

If one of them is particularly successful with a certain **song** or speech, he or she is **encored** and cheered : but bad actors or bad plays are sometimes **hissed** by the **displeased** audience !



## MUSEUMS AND GALLERIES



*By permission of the Proprietors of "Punch".*

THE EXPULSION FROM PARADISE.  
THE BRITISH MUSEUM OFFERS AN IDEAL  
SKATING-GROUND.

1. A **museum** is a large **building** where works of art are **exhibited**. Small or delicate **exhibits** are placed in glass cases; there is a **keeper** in every room to see that no **damage** is done to them by visitors.

2. The **British Museum** is one of the most famous of London museums; there you can see examples of the best work that artists have been doing in England, as well as in foreign countries, in present times and in the most **remote antiquity**.

3. A **gallery** is a smaller sort of museum where are exhibited only **paintings**, generally oil-paintings, and statues **carved** in wood or stone or marble.

The best-known in London is the **National Gallery** which is famous for its collection of **Old Masters**.

When you go walking about its rooms you may see many kinds of pictures: **portraits**, or **landscapes**, or pictures of **still life** (**inanimate** objects).

4. On certain days many a young artist is to be seen there, sitting near some famous **masterpiece**. His **canvas** is placed on an **easel** and he is trying to copy the picture: he is **mixing** his colours on his palette and in a moment he will be laying them on with his **brush**. Will the result be a success... or a **daub**?

i. i: beef æ cat ei cake ɔ: door i sit ou nose

easel palette laying daub still old  
 keeper gallery famous small mix most  
 museum canvas painting portrait build remote

2. antiquity, masterpiece, landscape, inanimate, exhibit.

GRAMMAR

THE PROGRESSIVE FORM REVISED.

	SIMPLE FORM		PROGRESSIVE FORM	
<i>Present</i>	I	look	I am	looking
	Do I	look	Am I	looking
	I do not	look	I am not	looking
<i>Preterite</i>	I	looked	I was	looking
	Did I	look	Was I	looking
	I did not	look	I was not	looking
<i>Future</i>	I shall	look	I shall be	looking
	Shall I	look	Shall I be	looking
	I shall not	look	I shall not be	looking
<i>Present Perfect</i>	I have	looked	I have been	looking
	Have I	looked	Have I been	looking
	I have not	looked	I have not been	looking

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, to do, to go, to know, to lay, I may, to see, to sit.  
 b) Group the new words (15 nouns, 3 verbs, 4 adjectives and 1 idiom).

II. LESSON DRILL.

64. Questions. — 1. What is a museum? a gallery? 2. What use is a glass case? 3. Why is there a keeper in every room? 4. Are there only modern statues in the Louvre? 5. Explain the difference between a portrait, a landscape and a still-life painting. 6. What is a daub? 7. What use is a palette to a painter? a brush? an easel?

65. Turn into the progressive form. — 1. I did not listen. 2. We shall go soon. 3. Does he work. 4. We have run. 5. I copy a picture.

## AT THE ZOO



THE ELEPHANT.

1. Museums and Art galleries are not very interesting for you children; you prefer living creatures to still life, and a visit to the zoo is always a great treat !

Most wild beasts exhibited in a zoo come from tropical forests or African deserts : in the old menageries they lived miserably in small cages; now, they are put in large enclosures where they can go at liberty.

2. Here are the lion with its tawny-coloured coat; the tiger with its black stripes; the giraffe, the panther and the leopard whose coats are spotted with black. Black bears and brown bears have a very thick coat of soft fur and it is funny to see them sit and beg for sugar just like dogs !

3. The elephant and the camel with its two humps are probably the favourites of small children, whom they carry on their backs about the Zoo : the elephant has two ivory tusks and a long grey trunk : how clever he is with it ! now picking up a piece of cake, now drinking, now spouting water at the lookers-on !

4. And monkeys, too, are very funny with their human faces. Look at them ! One is swinging from a branch, another is making faces at you, and another one again is eating a banana and aping everything you do !

That great big one there, stronger than a man, is not a monkey, but an ape.

1. 

i: beef	ʌ but	aɪ five	ɔ not	æ cat	eɪ cake
---------	-------	---------	-------	-------	---------

beast	hump	wild	soft	black	ape
treat	tusk	stripe	spot	camel	face
piece	trunk	tiger	forest	panther	great
creature	monkey	ivory	tropical	African	cage

2. giraffe (dʒi'ra:f) enclosure (in'klouzə) leopard ('lepəd)  
 bear (beə) lion ('laiən) tawny ('tɔ:ni) zoo (zu:).  
 3. desert, liberty, looker-on, elephant, menagery.

GRAMMAR

USE OF THE PROGRESSIVE FORM.

1. *It marks an action in progress.*

I eat an orange every day; *but*: I am eating an orange.

2. *It cannot be used with verbs of instinctive perception.*

I am listening to the teacher; *but*: I hear his voice.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, I can, to come, to do, to drink, to eat, to go, to have, to make, to put, to see, to sit, to swing.  
 b) Group the new words in the lesson (22 nouns, 4 verbs, 5 adjectives and 2 idioms) and build sentences with them.

II. LESSON DRILL.

66. Questions. — 1. What can you see at the Zoo? 2. In what countries are there wild beasts? 3. Describe a lion, a panther and a tiger. 4. What colour are bears? 5. What is characteristic of a camel? a giraffe? an elephant? 6. What can an elephant do with his trunk? and a monkey with his tail? 7. What is the difference between a monkey and an ape? 8. and between a menagery and a Zoo? 9. Why are monkeys amusing? 10. Is it a treat to go to the dentist's?

67. Use the progressive form when possible. — 1. I went to school. 2. He saw a giraffe. 3. This monkey swings from a branch. 4. Do you understand English? 5. The bear begged like a dog. 6. I shall work from 5 to 6. 7. It has rained. 8. Jane, what do you do? — I work, Mummy. 9. Do you hear the wind which blows in the trees?

Group into sound columns: to bow, ape, bear, try, hump, tawny, faces, their, daub, stage, to spout, bare, lion, danger, small, great, house, monkey, trunk.

Stress correctly: museum, elephant, banana, national, desert, example, exhibit, gallery, miserably, success.

Read aloud, then write in ordinary spelling: kju:, 'mʌŋki, 'kri:tʃə, brʌʃ, steɪdʒ, 'i:zl, in'klouzə, 'ʃugə, 'lepəd, 'aivəri.

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## READING

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### AT THE GATFORD HIPPODROME

*"The Good Companions" is the name taken by a concert-party who travel about England, giving performances in small towns. The following vivid description is that of a Saturday night in an industrial town of the Midlands.*

- 1    The Gatford Hippodrome had a box — not four boxes, not two boxes, but *one* solitary box. Its curtains were rather dingy, and it was difficult to make out whether its four little chairs were gilded or not, but it was a proper box, ready to
- 5    receive any great personage visiting the town who expressed a wish to attend a performance at the Hippodrome. And of course it could be booked in the ordinary way. But as great personages rarely visited the Hippodrome, and other people preferred to sit in comfort, this box was not often
- 10    occupied. But now, on this great night, it had been taken. Nobody knew who had taken it.

- The audience have crowded in from Mundley and Stort, as well as from Gatford. They are all here, staring, chattering, eating chocolates, reading football scores in the paper, turning
- 15    over their programmes. And now, just when they are all tired of amusing themselves, out go the lights above, and up come the footlights, illuminating the lower folds of the curtain in the old enchanting way. Is the curtain going up now? No, they will play something first, they always do. There it
- 20    goes: Rumty-dee-tidee-dee, Rumty-dee-tidee. Some of the audience know this tune, and that good-looking fellow, who dances, sings it. Isn't it lovely? It deserves a clap, and to-night it's getting one. The piano by itself, now. The curtain's going up. There they are, singing away, pretty as a picture.

Give them another good clap. The two girls look lovely, 25  
 don't they? That's the new one, the one in the blue. The  
 other's Susie Dean. That red dress just suits her, dark eyes  
 and dark hair. And there's the comic, the little one at the end,  
 twisting his face about, Jimmy Nun. He'll come on as a  
 postman soon—and laugh, he'd make you die laughing! 30  
 That tall one—no, the very long, thin man, he plays the banjo  
 and then he does conjuring. They say he's played before the  
 King and Queen, or something like that. Quite a comic, too,  
 in his way, when he's conjuring. That other one with the big  
 shoulders on him, is a singer. He usually starts them off. 35  
 That's right : " Courtney Brundit will sing number Twenty-  
 seven on the programme." That's him. And that young  
 fellow at the piano can play all right, my words he can! It's  
 a gift to be able to play like that.

The curtain is up, the show has begun. It is time we left 40  
 the audience and went behind the scenes.

Slightly abridged from *The Good Companions*  
 J. B. PRIESTLEY (born 1894).

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### EXERCISES

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68. Write in the progressive form. — 1. The orchestra struck up the first note. 2. The monkey ate a big banana. 3. The players don't give a performance now. 4. Did you play when I came in? 5. He blotted the ink of his letter. 6. Mary does not run. 7. They sat in a box. 8. They have given a matinee every day. 9. You will sleep when I come back.

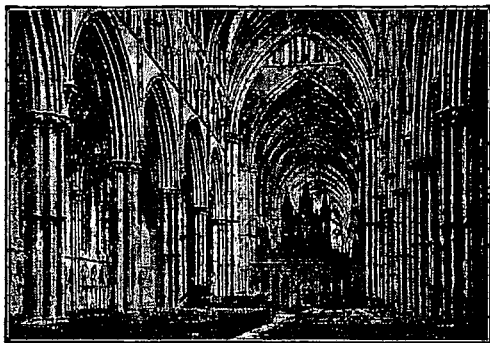
69. Turn the progressive back into the simple conjugation. — 1. Is John singing? 2. They are turning over their programmes. 3. The elephant is not drinking. 4. Were you painting portraits? 5. He is not visiting museums, or attending concerts, or going to theatres, he is simply reading books in a comfortable chair.

70. The Gattford Hippodrome. — 1. Explain : *dingy*; *to make out*; *whether*; *a proper box*. 2. Draw up a list of the irregular verbs. 3. Write in full the various contractions. 4. Explain the various meanings of *one* and *ones* in the passage. 5. What is the difference between a *gold chain* and a *gilded chain*? 6. Why do the footlights illuminate only the lower folds of the curtain? 7. Is the same person supposed to be speaking all the time? 8. Do you notice any change in the tone of the passage? 9. Imagine questions which find their answers in the 2nd half of the extract (from *Is the curtain going up now?*).





## CHURCHES AND THE CLERGY



*Valentine Photo.*

THE NAVE OF LINCOLN CATHEDRAL.

1. A French church is generally surmounted by a tall pointed **steeple**; but an English church often has a square **tower** where the bells are hung.

We pass through the **porch**, push open the door and find ourselves in the church; a man must **uncover** himself when entering a church and **Catholics cross** themselves.

2. When you are inside, the long **nave** lies before you; it is full of chairs, or of **pews** for the congregation. At the other end is the **choir** where the clergy sit.

3. At the head of the Roman Catholic Church is the **Pope**. Under him are **bishops** and **archbishops** in charge of a **diocese**; under them again are **priests** in charge of a **parish**.

The **Established Church** of England, being **Protestant**, has no Pope, but only bishops and archbishops. Its priests are called **clergymen** or **parsons**.

4. The clergyman at the head of a parish is a **vicar**. He often has under him one or several young **curates**. He **baptizes** new-born infants, marries young people, buries the dead and **preaches sermons** from the **pulpit**.

1. 

u put
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i: beef
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ju: tube
----------

ə: fur
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ou nose
---------

ai five
---------

full priest pew church Pope find  
 push preach queue clergy only diocese  
 pulpit steeple curate sermon Roman baptize

2. choir (kwaɪə) bury ('beri) tower ('tauə)  
 catholic ('kæθəlik) diocese ('daɪəsɪs) bishop ('bɪʃəp).

3. parish, to conduct, to surmount, to establish.

GRAMMAR

REFLEXIVE PRONOUNS.

	1	2	3		
<i>singular</i>	myself	yourself	himself	herself	itself
<i>plural</i>	ourselves	yourselves	themselves		

1. Reflexive pronouns are used:

- a) to insist upon the identity: She did it **herself**.  
 b) with **by** to express solitude: I was at home **by myself**.  
 c) for the reflexive conjugation: He sees **himself** in the glass.

2. They are not used for a familiar or mechanical action:

Il se lève = he gets up. Il se protège = he protects himself.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, to find, to hang, to have, to lie, I must, to sit.  
 b) Group the new words in the lesson (22 nouns, 5 verbs and 1 adjective).

II. LESSON DRILL.

71. Questions. — 1. Where are the bells hung? 2. Where do the clergy sit? and the congregation? 3. Who is at the head of a diocese? of a parish? 4. What is a parson's business? 5. Who helps the vicar? 6. What is a pulpit?

72. Use the reflexive form when necessary. — 1. I dress ... every morning. 2. My sister is now old enough to dress ... 3. There was so much noise that he could not hear ... speak. 4. We like to surround ... with beautiful things. 5. John, go and hide ... behind the curtain.



## RELIGION



*Photo Smith.*

LINCOLN CATHEDRAL. AN ANGEL FIGHTING A DEVIL

1. A religious man **recognizes** the **existence** of a **supernatural power** which is his **God**. Even **savage** people make **idols** of wood or stone which they **worship**; many **Asiatic** people **believe** in **Buddha**; the Arabs are **Mahometans**, but **Christianity** is the religion of most people in Europe and America. The Bible is their **sacred** book. **Almost** every English home has its family Bible.

2. The story of Adam and Eve in the Garden of Eden is told in the **Old Testament**. God had **forbidden** them to eat the fruit of a certain tree; but Eve was **tempted** by Satan who was the **devil**, the **chief** of the fallen **angels**. She and Adam tasted the **fatal** fruit and for this **sin** of **disobedience** they were driven from **Paradise**.

3. The **New Testament** tells how **Jesus** took **pity** on **mankind** and came down on earth. He preached a **Gospel** of love, ordering men to love **one another** and never to **quarrel** with **each other**. He **promised** that after death the **souls** of good men would go up to **Heaven**; those of **wicked** men would go down to **Hell**.

1. 

ei cake
---------

ɔ not
-------

aɪ five
---------

e bed
-------

ə: fur
--------

i: beef
---------

fatal	Gospel	idle	Holl	were	Eve
angel	quarrel	idol	death	earth	chief
sacred	wander	Bible	devil	certain	Eden
Satan	promise	baptize	heaven	worship	believe

2. Europe ('juərəp) Asiatic (eɪʃi'ætɪk)  
wicked ('wɪkɪd) supernatural (sju:pə'nætʃrəl).
3. Arab, to recognize; Paradise, to forbid, existence, religion, Mahometan, disobedience, Christianity.

## GRAMMAR

### RECIPROCAL PRONOUNS.

1. *One another* is used for more than 2 people.  
*Each other* is used for 2 or more than 2.  
Jane and her brother love **each other** (2 people).  
Christ said: Love **one another** (more than 2 people).
2. *Never put a preposition between the reciprocal pronouns.*  
They spoke **to one another**. They quarrel **with each other**.
3. *Do not mistake reciprocal and reflexive conjugations.*  
They saw **themselves** in the glass. They saw **each other**.

## HOME PREPARATION

### I. NEW WORDS.

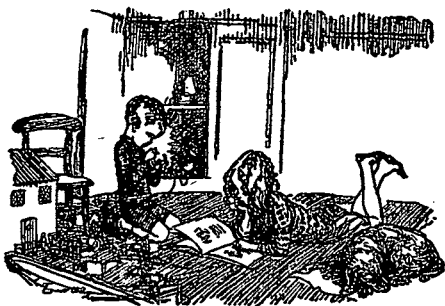
- a) Give the 3 forms of the irregular verbs in the lesson: to be, to come, to drive, to eat, to fall, to forbid, to go, to make, to take, to tell.
- b) Group the new words in the lesson (17 nouns, 6 verbs, 5 adjectives, 1 adverb and 3 idioms) and build sentences with them.

### II. LESSON DRILL.

73. Questions. — 1. What is God? 2. What people believe in Buddha? 3. What people worship idols? 4. Is the Bible an ordinary book? 5. Where can you read Adam and Eve's story? 6. How did they fall into disobedience? 7. Who was Satan? 8. What did Christ preach to men? 9. What is Heaven? and what is Hell? 10. What holidays celebrate the birth and resurrection of Christ?

74. Complete with reciprocal pronouns. — 1. My sister and I (to quarrel with). 2. The dog and the cat (to look at). 3. Men must (to help). 4. The four women talked and did not (to listen to). 5. Good friends (to think of) when they are away.

## MORAL TEACHING



*By permission of the Proprietors of "Punch".*

*He.* "WHERE DO ANIMALS GO WHEN THEY DIE?"

*She.* "ALL GOOD ANIMALS GO TO HEAVEN, BUT THE BAD ONES GO TO THE NATURAL HISTORY MUSEUM."

1. Religion teaches man a **moral law** : Christians, for instance, must obey the **Ten Commandments** which order them to do what is **right** and to **avoid** what is **wrong**. **Civilized** men, even if they have lost their **faith** in God, have a **moral sense** which teaches them their duty to themselves and to others.

2. When we are greedy, we **sin** against **temperance**; if we have no **patience** and get angry, we fall into the **vice** of **anger**; when we act without thinking, we forget the **virtue** of **prudence**; when we act without **courage**, we are cowards.

3. "Do to others as you would have them do to you..." so runs the proverb : do not kill, of course; do not **steal** your neighbour's property.

If a boy wants to be a good boy, let him obey his parents, for he himself will be a father some day ! If a girl wants to be believed when she speaks, let her always speak the **truth** and never tell **lies**; and let us always **forgive** other people's **offences**, if we want to be forgiven.

1. **ai** five    **i:** beef    **ei** cake    **u:** blue    **dʒ** jack    **θ** thing

lie      steal      faith      true      clergy      faith  
 vice      evil      obey      truth      enjoy      truth  
 right      greedy      patience      prudence      religion      death

2. coward ('kauəd) anger ('æŋgə) law (lɔ:) courage ('kʌrɪdʒ)  
 3. civilized, temperance, offence, forgive, commandment.

GRAMMAR

THE IMPERATIVE.

	1	2	3
<i>singular</i>	<i>Let me go</i>	<i>Go!</i>	<i>Let him go</i> <i>Let her go</i> <i>Let it go</i>
<i>plural</i>	<i>Let us go</i>	<i>Go!</i>	<i>Let them go</i>

1. *To let can also mean: to allow, to give permission.*  
 She let me play with her racket.
2. *Use Don't in the negative form:*  
*The form: Let him not go (for 1st and 3rd persons) is now rare.*  
 Don't tell me lies! Don't let him forget his umbrella.

HOME PREPARATION

I. NEW WORDS.

- a) *Give the 3 forms of the irregular verbs in the lesson: to be, to do, to fall, to forget, to forgive, to give, to have, to lose, I must, to run, to speak, to steal, to teach, to tell, to think.*
- b) *Group the new words in the lesson (15 nouns, 5 verbs and 3 adjectives).*

II. LESSON DRILL.

75. Questions. — 1. What must a man do and avoid? 2. When do you sin against temperance? prudence? 3. What virtue is opposed to anger? 4. What do you call a man who has no courage? 5. Must Christians punish their neighbours' offences? 6. What is the contrary of a lie? 7. What is a thief?

76. Turn into the imperative. — 1. We book our seats. 2. They do not quarrel. 3. Jack goes to the pictures. 4. He takes a holiday. 5. You do not take my pen.

**Group into sound columns :** push, preach, worship, soul, Eden, bury, virtue, priest, dead, speak, church, devil, pulpit, clergy, stone, steeple, sermon, both, would, notion.

**Stress correctly :** to surmount, believe, Mahometan, clergyman, existence, disobedience, established, to recognize, to baptize, offence.

**Read aloud, then write in ordinary spelling :** 'kauəd, feiθ, 'pauə, 'beri, tru:θ, rɔŋ, pju:, eɪfɪ'ætɪk, 'kwaɪə, 'daɪəsɪs.

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## VERSE

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### VESPERS

*Little Boy kneels at the foot of the bed,  
Droops on the little hands little gold head.  
Hush! Hush! Whisper who dares!  
Christopher Robin is saying his prayers.*

*“ God bless Mummy. — I know that’s right.  
Wasn’t it funny in the bath to-night?  
The cold is so cold and the hot’s so hot.  
Oh! God bless Daddy — I quite forgot.*

*If I open my fingers a little bit more,  
I can see Nanny’s dressing-gown on the door.  
It’s a beautiful blue, but it hasn’t a hood.  
Oh! God bless Nanny and make her good.*

*Mine has a hood, and I lie in bed,  
And pull the hood right over my head,  
And I shut my eyes, and I curl up small,  
And nobody knows that I’m there at all.*

*Oh! — Thank you, God, for a lovely day.  
And what was the other I had to say?  
I said “ Bless Daddy, ” so what can it be?  
Oh! — Now I remember it. God bless me.”*

*Little Boy kneels at the foot of the bed,  
Droops on the little hands little gold head.  
Hush! Hush! Whisper who dares!  
Christopher Robin is saying his prayers.*

A. A. MILNE.

AT THE INTERPRETER'S HOUSE

Then Christian went on till he came to the house of the Interpreter, where he knocked. Then said the Interpreter: "Come in." And he took him by the hand and led him into a very large parlour that was full of dust, because never swept. The Interpreter called for a man to sweep. Now, when he began to sweep, the dust began to fly about. Then said the Interpreter to a damsel that stood by: "Bring water and sprinkle the room." When she had done, it was swept and cleaned with pleasure.

The Interpreter then said: "This parlour is the heart of a man that was never sanctified by the Gospel; the dust is his original sin. She that brought water is the Gospel. This is to show you that when the Gospel comes in, sin is vanquished and the soul made clean and fit for the King of Glory to inhabit."

Abridged from JOHN BUNYAN (1628-1688).  
*The Pilgrim's Progress.*

————— EXERCISES —————

**77. Turn into the reflexive conjugation.** — 1. I submit ... to God. 2. Tell Margaret to hide ... behind the curtain. 3. A boy must uncover ... when speaking to somebody. 4. Catholics cross ... when they enter a church. 5. The little girl admired ... very much. 6. We like to amuse ... with beautiful toys. 7. You two, children, will squeeze ... into this arm-chair. 8. It is pleasant to warm ... before a good fire. 9. Some people talk to ... when they are old. 10. She was angry with ... for breaking her doll. 11. The actor, standing before the mirror, was bowing to ...

**78. Complete with reciprocal pronouns.** — 1. These two friends (*to admire*) very much. 2. We must (*to forgive*) our sins. 3. The aldermen (*to discuss with*) the affairs of the town. 4. The brother and sister (*to help*) to do their exercises. 5. These two painters (*to copy*). 6. The naughty pair (*to make faces at*). 7. The elephant and the tiger (*to fight*). 8. Boys and girls (*to play with*). 9. English people (*to give*) many presents at Christmas. 10. Good Christians ought (*to love*).

**79. Vespers.** — 1. Draw up the list of irregular verbs. 2. Write the contractions in full. 3. Find examples of the subjunctive. 4. What are the five things Christopher Robin has to say for his prayer? 5. What does he himself add to them? 6. Does he think only of his prayer while kneeling? 7. What are the poet's feelings? Is he amused; or moved; or angry because Christopher is inattentive?



## MOUNTAINS



*Victoria and Albert Museum.*

ROAD TO CAPEL CURIG, NORTH WALES. J. S. COTMAN.

1. Many English children have never seen the mountains because England is not a very **mountainous** country. But some of you have been to the Alps or the Pyrenees for your holidays and you have **enjoyed** it very much.

2. Remember when you went there : from the car or the train, you could see an irregular blue line on the **horizon** a long time before you arrived : it was the **outline** of the **ridge**, or chain, rising in the **distance** with its sharp **peaks** or snow-covered **summits** **towering** into the sky.

3. Then as you came nearer, the valleys became narrower and narrower, with deep **glens** or **ravines** opening into them and torrents **dashing** white over the **rocks**. The **slopes** on each side had for some time been covered with soft green grass or dark forests of **firs**.

4. At last neither train nor car was able to go further up; the last village had been left behind : there was only a wild desert of rock or ice or snow, with some **dazzling** **glacier** which **glittered** in the sun.

- I. 

ə: fur	aɪ five	ʌ but	ou nose	r red	i: beef	æ cat
--------	---------	-------	---------	-------	---------	-------

fir      wild      some      snow      rock      peak      dash  
 earth   arrive   summit   slope   ridge   been   dazzle  
 further   horizon   country   only   torrent   ravine   glacier

2. mountainous, distance, outline, irregular, enjoy.

GRAMMAR

TENSES OF THE PAST.

1. *An action is finished* } *use the preterite.*  
*Its date is known*  
 I saw him yesterday. He died in 1927.
2. *An action is finished* } *use the present perfect.*  
*Its date is unknown*  
 I have seen him before. He has been ill.
3. *An action is not finished: use the present perfect.*  
 I have lived here for two years (or I have been living).
4. *Use the present perfect in relation to the present.*  
*Use the pluperfect in relation to the preterite.*  
 I have not seen him yet, because he is away.  
 I had not seen him before, because he was away.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson : to be, to become, to begin, to come, to go, to leave, to rise, to see.
- b) Group the new words in the lesson (12 nouns, 4 verbs and 1 adjective) and build sentences with them.

II. LESSON DRILL.

80. Questions. — 1. What is a mountainous country? 2. What are the Pyrenees? 3. Why does a torrent often look white? 4. Is the outline of a ridge straight? 5. What trees grow in the mountains? 6. What do you call a narrow valley? 7. Is the top of a peak fertile? 8. What does a glacier consist of? 9. Why must you protect your eyes when walking on a glacier?

81. Use the correct tense. — 1. We (to go) to England last year. 2. I (to read) this book already. 3. She (to be) in my school for 3 years; she will leave next month. 4. Mother said that Jane could play if she (to finish) her work. 5. A visitor (to come) yesterday.

## PLEASURE AND WORK



*By permission of the Proprietors of "Punch".*

*First novice.* "WHY DON'T YOU GET UP?"

*Second novice.* "BECAUSE MY SKIS ARE CROSSED AND MY COMPLETE GUIDE TO SKI-ING IS STRAPPED UP IN MY RUCKSACK."

1. People who love the mountains **passionately** are not **content** with looking at them from the train : they go for long **climbs** with some **experienced guide** : or in Winter they go **skiing** across the snow-covered country.

2. You may have seen some of these **climbers** in mountain **resorts** such as Chamonix; on their backs they carry **coils** of **rope** which they will tie round their **waists** to help each other when a slope is too steep.

3. But the mountains are as useful as they are pleasant.

The roots of the trees **retain** the water and prevent rivers from **overflowing** when it rains or when the snows **melt** in Spring.

Wood-cutting, too, has always been a **prosperous** industry in mountainous countries.

4. 40 or 50 years ago, engineers found that torrents could be **harnessed** and made to work, just like horses.

**Power-stations** produced **electricity** in every valley; and for the last few years the mountains have been lighting our streets and driving our trains.

1. 

ɔɪ boy	eɪ cake	oʊ nose	e bed	fɪnəl t	ɪə dear
--------	---------	---------	-------	---------	---------

coil	glade	flow	melt	helped	appear
avoid	waist	rope	content	produced	engineer
enjoy	retain	slope	pleasant	harnessed	experienced

2. resort (rɪ'zɔ:t) guide (gaɪd) skiing ('ski:ɪŋ).

3. hobnailed, passionately, prosperous, to overflow, electricity.

## GRAMMAR

FOR, SINCE, AGO.

*for* . . . . measures the time during which an action is continued.

I have lived here for ten years.

*since* . . . marks the date on which the action began.

I have lived here since 1930.

*ago* . . . . measures the time passed since the action was done.

I began to learn English ten years ago.

## HOME PREPARATION

### I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, to build, to drive, to find, to go, to make, I may, to see.
- b) Group the new words in the lesson (9 nouns, 5 verbs, 3 adjectives and 1 adverb) and build sentences with them.

### II. LESSON DRILL.

**82. Questions.** — 1. What is Chamonix? 2. Why do climbers wear warm clothes, even in Summer? 3. When do they use their rope? how do they tie it? 4. Why do many people go to the mountains in Winter? 5. In what season do rivers overflow? why? 6. When is a torrent like a horse? 7. What is a power-station? 8. Where is it built? why? 9. What industry is prosperous in mountainous countries? 10. What are the uses of electricity?

**83. Complete with 'for', 'since', or 'ago'.** — 1. We went to the mountains two years ... during the winter. 2. My mother went to school ... five years only. 3. We have been working ... two hours. 4. Two hundred years ... there were no railways. 5. I have not seen my friend ... Saturday. 6. France has been a republic ... eighty years. 7. He has been reading ... 3 o'clock. 8. I finished my letter an hour ... and then I posted it. 9. We have been at school ... the first of October. 10. He stood looking at the same pictures ... ten minutes.



## IN THE FOREST



*Auckland Museum.*

J. MCWHIRTER. SILVER BIRCHES.

1. Crossing glaciers or walking up to the top of difficult peaks is only for experienced **alpinists** (or **mountaineers**).

Children would rather **ramble** about the lower slopes. How glad they are when they have been allowed to go to the forest for a picnic!

They look for a pleasant **spot** in a sunny **glade**, for it is too dark and wet under the trees; then they sit down on the grass or on the **moss** and eat their lunch to the song of the birds.

2. All around them grow lofty trees, among which the **oak** is king. There are also silver-barked **birches** and grey-trunked **beeches**. Red **squirrels** are jumping from branch to branch, and sometimes a little white-tailed rabbit dashes down into its hole.

3. After lunch, the children will be able to go and pick all sorts of flowers : **dog-roses** from the **briar**, white **hawthorn** or sweet-smelling **honeysuckle**, according to the season. For the greedy ones, there are **blackberries** on the **brambles** and **nuts** on the **hazel**.

Then as evening begins to fall, they will pack up their provisions and go back home sleepy and tired, but so pleased with their outing.

1. ɔ not ou nose ei cake ʌ but i sit final iz

moss      oak      able      nut      king      birches  
 spot      hole      glade      honey      timber      beeches  
 lofty      slope      hazel      among      squirrel      branches

2. briar ('braiə)      hawthorn ('hɔ:θɔ:n)      climb (klaɪm).  
 3. ramble, bramble, blackberry, honeysuckle, experienced.

GRAMMAR

COMPOUND VERBS.

*verb + adverb = compound verb.*

1. *The adverb is part of the verb; it is not a preposition.*  
 They ramble about on the lower slopes.
2. *It can change the meaning of the verb.*  
 I take my ruler. I take off my hat.  
 He got up from his chair. He got back in time.
3. *Or make the meaning more precise.*  
 They walked to the top. They walked up to the top.
4. *Or change an attitude into a motion.*  
 I sit. I sit down on the moss. I sit up in my bed.
5. *Note the position of the direct object:*  
 Take off your hat! (*noun*). Take it off! (*pronoun*).

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, to begin, to come, to eat, to fall, to go, to grow, to have, to sit, to smell.
- b) Group the new words in the lesson (17 nouns, 1 verb and 1 adjective).

II. LESSON DRILL.

84. Questions. — 1. Are there alpinists only in the Alps? 2. What fruit can you pick in a forest? and where? 3. Where do wild roses grow? What is their name? 4. Does a squirrel live in the earth? 5. What is the best place for a picnic? why? 6. In what places does moss grow? 7. In what season is hawthorn in bloom? 8. Do bees make honeysuckle? 9. What do you call a long walk?

85. Complete with adverbs, to form compound verbs. — 1. The train runs ... along the valley. 2. The parson is going ... into the pulpit. 3. The snow falls ... 4. I take ... my hat in a church. 5. The peak rises ... into the air. 6. He lays ... his colours with a brush. 7. The thief turned ... and ran ... when he saw the policeman. 8. Pack ... your things. 9. I must buy new shoes, my old ones are worn ...

**Group into sound columns :** deep, Alps, wear, sport, dazzle, some, oak, nut, peak, honey, soul, chair, God, square, carry, ramble, moss, flow, snow, ravine.

**Stress correctly :** content, alpinist, glacier, electricity, position, honeysuckle, irregular, remember, prosperous, experienced.

**Read aloud, then write in ordinary spelling :** 'hɔ:θɔ:n, 'tauəriŋ, 'braiə, 'dæziŋ, kɔil, 'bɔ:tʃiz, 'skwiərəl, ə'laud, klaim, 'ridʒiz.

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## VERSE

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### THE HILL PINES WERE SIGHING

*The hill pines were sighing,  
O'ercast and chill was the day:  
A mist in the valley lying  
Blotted the pleasant May.*

*But deep in the glen's bosom,  
Summer slept in the fire  
Of the odorous gorse-blossom,  
And the hot scent of the briar.*

*A ribald cuckoo clamoured,  
And out of the copse the stroke  
Of the iron axe that hammered  
The iron heart of the oak.*

*Anon a sound appalling,  
As a hundred years of pride  
Crashed, in the silence falling :  
And the shadowy pine-trees sighed.*

ROBERT BRIDGES (1844-1930).

PASSING MOUNT CENIS IN THE 18th CENTURY

We arrived at the top in two hours, and now began the most extraordinary way of travelling that can be imagined. The descent of the mountain, from the top, is four miles. It is on the brink of this sharp descent that they put the sledge. The man who guides it sits between the feet of the traveller, with his legs outside, and holds two sticks with his hands; and when the sledge has gained the slope, its own weight carries it down with surprising speed. The guide, putting his foot in the snow, steers the machine by help of the sticks, and by way of zigzag, goes to the bottom. Such was the speed of this motion that we covered these four miles in less than five minutes.

After RICHARDSON (1689). *Sir Charles Grandison*.

————— EXERCISES —————

86. Write a) in the present perfect; b) in the pluperfect. — 1. It surprises me. 2. He does not meet his friend. 3. They scrambled along the rock. 4. Does your sister learn English? 5. The woodcutters cut the tree. 6. The river overflows. 7. We were afraid of a big rat. 8. The engineers did not harness this torrent. 9. The boys were rambling in the forest all day long. 10. He was poisoned by a toadstool.

87. Use the verbs in the correct tense (*preterite or present perfect*). — 1. I (*to get*) this present for my birthday. 2. The war of 1914 (*to last*) for four years. 3. I (*to be*) at school for six years. 4. Christ (*to be*) born 19 centuries ago. 5. We (*to learn*) English for two years.

88. Complete with: *for, since or ago*. — 1. I first read this book two years .... 2. He has not been to England ... five years. 3. He has not been to England ... the Coronation of George VI. 4. We started working an hour .... 5. The poor boy has had nothing to eat ... yesterday. 6. Richardson wrote 'Passing Mount Cenis' 250 years .... 7. We have made great progress ... that time. 8. The mountaineers set out to climb the mountain eight hours .... 9. They have now been climbing ... eight hours. 10. Eight hours have passed ... they started to climb.

89. The hill pines. — 1. When do you say that the sky is overcast? 2. Explain: *blotted the pleasant May; a glen*. 3. Why does the poet speak of the *iron heart* of the oak? 4. What colour is gorse? 5. Do you know any French poem inspired by the felling of trees? 6. Make a remark on the 1st and 3rd rhymes in each stanza.



## INDUSTRY AND TRADE



*By courtesy of the L. M. S. R.*

RICHARD JACK. STEEL.

1. Most of the **necessaries** of life are not found ready for use in Nature : Nature gives Man **raw materials** which are then **manufactured** by hand or by **machinery**.

Formerly, all manufactured **goods** were made by hand in small **workshops**; but since machines have been **invented**, most common goods have been manufactured in **factories** where hundreds of workmen work together.

2. A factory **belongs** either to a **manufacturer** or to a company; it is **managed** by a **manager**.

The workmen receive their **wages** every week, on **pay-day**. When they are not **satisfied** with their wages, they ask for a **rise**: if they do not get it they sometimes **go on strike**, i.e. they stop working.

3. The goods manufactured in a factory are sold in large quantities to a **wholesale dealer**, who sells them again with a **profit** to a **retailer** : a retailer, or **shopkeeper**, buys his goods only in small quantities, generally through a **commercial traveller**.

Each shopkeeper, or **tradesman**, tries to attract **customers** to his shop: he **advertises** in the papers or **displays** his best goods in his shop-window.

- I. ɔ: door ɔ not eɪ cake æ cat

raw shop wage retailer factory advertise  
 thorn profit display tradesman manager manufacture

2. machinery (mə'ʃi:nəri) wholesale ('houlseil).

GRAMMAR

THE PASSIVE VOICE, REVIEWED

	ACTIVE VOICE	PASSIVE VOICE
<i>Present</i>	I see do I see? I do not see	I am seen am I seen? I am not seen
<i>Preterite</i>	I saw did I see? I did not see	I was seen was I seen? I was not seen
<i>Future</i>	I shall see shall I see? I shall not see	I shall be seen shall I be seen? I shall not be seen
<i>Present Perfect</i>	I have seen have I seen? I have not seen	I have been seen have I been seen? I have not been seen

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of: to buy, to find, to give, to go, to make, to sell.  
 b) Group the new words (10 nouns, 7 verbs and 4 idioms).

II. LESSON DRILL.

90. Questions. — 1. What does Nature give Man? 2. Where are goods manufactured? 3. Explain the difference between a factory and a work-shop. 4. What do workmen receive on pay-day? 5. When do they go on strike? 6. Who sells goods in large quantities? and in small quantities? 7. How do shopkeepers attract customers?

91. Turn into the passive. — 1. The guide climbed the rock first. 2. Oxen do not draw this plough. 3. Does a baker make wine? 4. Will the vicar conduct the service? 5. The monkey has eaten nuts.

## MEASURES AND MONEY

1. Measures vary with the nature of the things to be measured. A good many things can be counted : they are then sold by the piece, the pair, or the dozen.

Others are measured with a ruler : the length and width of a room are measured in feet and inches; so is the depth of a river, or the thickness of a wall or the height of a mountain.

The yard is used to measure ribbon, material, etc. and also short distances. But for long distances you use the mile and the league (3 miles in a league).

2. Fluids, such as water, wine, oil, etc., are measured in quarts, which contain a little more than a French litre, and in pints (2 pints in a quart).

Finally, many things must be weighed on scales : sugar and butter, for instance. But an English pound is not so heavy as a French pound : it weighs only about 450 grammes, and it is divided into 16 ounces.



A SHILLING.

3. You know that the pound is also a unit of money : it is a note, made of paper. There are twenty shillings in a pound and twelve pence in a shilling. A shilling is a silver coin : so are a crown (5/-), a half-crown (2/6), a florin (2/-) and a sixpence.

A penny is a copper coin; so is a halfpenny.

Another unit, the guinea, is only used to mark the prices of goods; it is worth twenty-one shillings.



A FLORIN.

- i. ai five   ʌ but   fɪnəl θ   ɛə where   aʊ cow   ju:tube

pint	butter	depth	fare	ounce	use
price	dozen	width	pair	count	unit
height	money	worth	vary	crown	queue
strike	customer	length	area	pound	Europe

2. league (li:g)   guinea ('gini)   worth (wə:θ)   litre ('li:tə)  
 measure ('meʒə)   florin ('flɔrin)   quart (kwɔ:t)   note (nəʊt)

GRAMMAR

USE OF THE PASSIVE VOICE.

- i. *active voice* : the action is performed by the subject.  
*passive voice* : the action is suffered by the subject.

Cats eat mice. Mice are eaten by cats.

2. It often corresponds to the French *on* + active voice.

On bâtit une maison = A house is built.

3. It corresponds to certain French *pronominal* forms.

L'église se voyait du train = The church was seen  
 (or : could be seen) from the train.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of : to be, I can, to know, to sell.  
 b) Group the new words in the lesson (17 nouns, 2 verbs and 2 idioms).

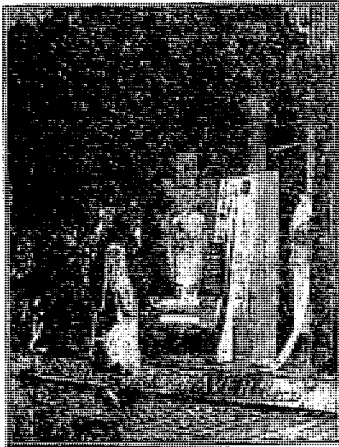
II. LESSON DRILL.

92. Questions. — 1. How are the following articles sold : butter ? eggs ? milk ? ribbon ? 2. Is an ounce a measure of length ? 3. Which contains more : a pint or a quart ? 4. What is a guinea ? 5. What are coins and notes made of ? 6. How many pence is a crown worth ? 7. How are distances measured ? 8. What is a pound ? 9. What is the difference between a league and a mile ? 10. What is the use of scales ?

93. Translate into English. — 1. On ouvrit la porte. 2. La vallée se voit du haut de la colline. 3. On fait le vin avec du raisin. 4. On bâtit une nouvelle école l'an prochain. 5. On ne l'a pas vue. 6. On donnera beaucoup de beaux concerts cette année. 7. Les souliers ne se vendent pas à la pièce. 8. Les cloches de l'église s'entendaient au loin. 9. Achète-t-on un liquide au mètre ? 10. Ceci s'explique facilement.



## SHOPPING



*By courtesy of the Travel Association.*

A LONDON SHOP-WINDOW.

1. To-day, Fanny and her mother have to **do some shopping**. To save time, they will go to Selfridge's, the big stores in Oxford Street, for everything can be bought there, in the various **departments** — cake or ribbon, clothes or furniture.

2. First they take the lift to the shoe department to get some shoes for Fanny. A little **shop-assistant** comes to them :

— Good afternoon, Madam, what can I do for you?

— I want a pair of shoes for my daughter.

— Yes, Madam; what **size and style**?

— We want a pair of walking-shoes; **size 3 or 3 1/2**.

Fanny is then shown several pairs of shoes which she **tries on**, one after the other. When she has made her **choice**, the shoes are paid for by Mrs. Martin, who gives the address at which they will have to be delivered.

3. They then go to the **perfumery** department where there is a big **sale** of **scent** and Eau-de-Cologne. They also go to buy a tie for Daddy's birthday, and some are such a **bargain** at only 5/- each that they take three !

Finally, after all these **purchases**, they feel so tired with being **jostled** by the **crowd** that they go up to the tea-room, where a nice cup of hot tea **refreshes** them.



## BRITISH TRADE



1. As far back as the sixteenth century, English industry and trade were among the first in Europe. English ships sailed to distant countries, and English traders began to found the first English colonies.

At the beginning of the 19th century, industry developed so fast that England gave up farming almost completely, and became the workshop of the world.

2. Her wealth (or fortune) is built on three principal industries : coal, cotton and iron.

There are coal-fields in Scotland near Glasgow, in the North near Newcastle, in the Black country and in Wales. The centres of the steel industry are Sheffield and Birmingham.



Raw cotton is imported from Egypt and America through the port of Liverpool which is the world market for cotton : it is then manufactured in Manchester and the neighbouring towns.

3. Nowadays, English goods are not being sold so easily as twenty years ago. Coal is being replaced by electricity or petrol :

and the competition of other countries makes English trade more difficult on foreign markets, and even inside the British Empire.

1. 

e <i>bed</i>	ei <i>cake</i>	ɑ: <i>car</i>	ɔ: <i>door</i>	ɔ <i>not</i>	ə: <i>fur</i>
--------------	----------------	---------------	----------------	--------------	---------------

wealth	sail	fast	port	cotton	first
petrol	trade	farming	North	foreign	work
century	replace	market	almost	colony	world

2. machine (mə'ʃi:n)                  Egypt ('i:dʒipt)                  iron ('aɪən).

3. Liverpool, Manchester, Newcastle, Glasgow, America.

GRAMMAR

THE DEFINITE ARTICLE.

- a) For *pronunciation* see Grammar § 2.
- b) *The* is used only before a noun which is *determined*.  
 It is *omitted* after a *possessive case* and after *whose*.  
 It is *omitted* before nouns used in a *general sense*.  
 For special rules, see Grammar, § 3.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, to become, to build, to give up, to grow, to make, to sell.
- b) Group the new words in the lesson (11 nouns, and 6 verbs) and build sentences with them.

II. LESSON DRILL.

96. Questions. — 1. Is English trade a new thing? 2. Do you know any English colonies? 3. How were they first founded? 4. When did industry begin to develop? 5. What are the three principal industries in England? 6. What are coal-fields? 7. Where are they found in England? and in France? 8. Does cotton grow in England? 9. Why is coal not so easily sold now? 10. What has made English trade more difficult now?

97. Complete with 'the' when necessary. — 1. *Winter* is generally cold but *winter* of 1917 was terrible. 2. All *men* love *justice*, but *justice* of *men* is often imperfect. 3. *Steel* is made from *iron*. 4. *Light* of *sun* is bright. 5. *Tables* are made of *wood*, but *table* I have bought is made of *glass*. 6. *Competition* is *rule* of *trade* in modern *countries*. 7. *Men* are afraid of *death*. 8. I learn *English*. 9. *England* is very different from *England* of the 16th century.



**Group into sound columns :** raw, custom, good, hundred, strike, weigh, fluid, dozen, stores, mile, money, bought, height, sale, style, paid, room, pint, trader.

**Stress correctly :** manufacturer, petrol, industry, machinery, address, company, electricity, gradually, purchase.

**Read aloud, then write in ordinary spelling :** 'weidʒiz, wə:θ, 'meʒə, 'gini, 'dʒɔslɪ, depθ, 'ʃugə, 'heipəni, welθ, 'i:dʒɪpt.

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## READING

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### THE STORY OF A SHOP

- 1 It was originally a good-looking house; the landlord got into difficulties, the tenant went away, and the house went to ruin. At this period our acquaintance with it commenced : the paint was all worn off; the windows were broken, the area
- 5 was green with neglect. The chief pastime of children had been to assemble on the steps, and take it in turn to knock loud double knocks at the door, to the great satisfaction of the neighbours. Several small basins of water were discharged over the offenders, but without effect.
- 10 We deserted our friend for a few weeks. What was our surprise, on our return, to find no trace of its existence! In its place was a handsome shop; and on the shutters were large bills, informing the public that it would shortly be opened with "an extensive stock of linen-drapery and haberdashery."
- 15 It opened; there was the name of the proprietor in gilt letters, almost too dazzling to look at. Such ribbons and shawls! and two such elegant young men behind the counter, each in a clean collar and white neck-cloth! As to the proprietor, he did nothing but walk up and down the shop and hand seats
- 20 to the ladies. We saw all this with sorrow; we felt a fatal presentiment that the shop was doomed — and so it was.
- Tickets gradually appeared in the windows; then rolls of flannel, with labels on them, were stuck outside the door; then a bill was pasted on the street-door, intimating that the first
- 25 floor was to let unfurnished; then one of the young men disappeared, and the other took to a black neckerchief, and the proprietor took to drinking. The shop became dirty; broken panes of glass remained unmended, and the stock disappeared piecemeal. At last the company's man came to cut off the
- 30 water, and the linen-draper cut off himself, leaving the landlord his compliments and the key.

The next occupant was a fancy stationer. The shop was more modestly painted than before, still it was neat. We continued to watch it, and every day showed too clearly the increasing poverty of its inmates. Quarterday arrived. The landlord had suffered from the extravagance of his last tenant, and he had no compassion for his successor. As we passed one morning, men were removing the little furniture there was in the house, and a newly-posted bill informed us it was again "to let."

35

When we last passed it, a "dairy" was established in the area, and a party of melancholy-looking fowls were amusing themselves by running in at the front door, and out at the back one.

40

Abridged from Ch. DICKENS (1812-1870). *Sketches by Boz.*

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### EXERCISES

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**98. Turn into the passive.** — a) 1. The wholesale dealer supplies the retailer with goods. 2. A commercial traveller does not manufacture his goods. 3. All men hope for happiness. 4. Did his father forgive him? 5. The manufacturer will pay the men their wages. — b) 1. Somebody has paid for this book. 2. People forgave him. 3. Somebody runs this factory badly. 4. People looked at him from every window. 5. Somebody will forbid you to smoke in this theatre. (*Omit somebody or people in the new form; translate into French.*)

**99. Turn into the progressive form when possible.** — 1. The miners dig in the first gallery. 2. Prices have gone up. 3. You must forgive your enemies. 4. The congregation sang and worshipped. 5. This factory will work next Winter.

**100. Complete with the required unit.** — 1. Eggs are sold ... 2. Butter is sold ... 3. Milk is sold ... 4. Stuffs are sold ... 5. Shoes and gloves are sold ... 6. Chickens are sold ... 7. Gold is sold ... 8. I bought one ... of coffee. 9. He sold his old bicycle for one ... only. 10. I paid 4 ... for my coat.

**101. Write in full and add together:** 3 lb. + 11 lb 2 oz. + 15 oz.; 2 yds. + 9 ft. + 10 in.; £ 3 + 23 s. + 5/3 + 11 d.; 6/10 + 2 d.

**102. The history of a shop.** — 1. What do you call the *bills informing the public* etc.? 2. Explain: *the stock disappeared piecemeal; the shop was doomed; quarter-day.* 3. Were the neighbours pleased when the children knocked at the door? Why? 4. Why did the company cut off the water? 5. What causes can have brought about the ruin of this shop? 6. Pick out instances of the passive voice, and parse them. 7. The story of the shop is melancholy, but there is often humour in the way it is told; which phrases do you think humorous?

## HOUSE BUILDING



EDWIN POOVEY. A RUSTIC COTTAGE.

1. When a man wants to have a house built, he asks an architect to draw up the plans, and a contractor to undertake the building of the house.

The contractor's business is to supply the building materials and the labour (the workmen).

2. First, a gang of workmen dig the foundations where the masons, or bricklayers, will lay the foundation stones. The walls are made of stones or bricks joined with mortar. When the walls get too high, the masons build scaffoldings to stand on.

3. As soon as the top of the walls is reached, the house is covered in. The carpenter makes the timber frame of the roof, and when he has done, the tiler (or slater) covers the roof with tiles or slates.

4. In the country some old cottages have roofs of straw, or thatch. Modern houses are often built of concrete, with a steel framework: such are the sky-scrapers of America, standing 40 storeys high; it is a good thing there are lifts in them, isn't it?

1. eɪ cake    ɔ: door    ɑ: car    æ cat    θ thing

lay	mason	straw	ask	plan	thank
frame	labour	storey	architect	gang	thatch
slater	scraper	mortar	carpenter	stand	through

2. architect ('ɑ:kitekt) cottage ('kɒtɪdʒ) concrete ('kɒnkri:t).

3. to undertake, scaffolding, to supply, contractor.

GRAMMAR

FORMATION OF NOUNS.

*Verb + ing = the action of.*

the building of a house; his driving a car.

*Verb + er, or = the agent, the thing or person that acts.*

a man who lays bricks = a bricklayer.

*Adjective + ness = abstract noun.*

busy, business; happy, happiness; new, newness.

*Noun + ess = feminine nouns.*

master, mistress; actor, actress; tiger, tigress.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson: to be, to build, I can, to dig, to do, to draw, to get, to have, to lay, to make, to see, to stand, to take, to undertake.
- b) Group the new words in the lesson (17 nouns, 3 verbs and 1 idiom) and build sentences with them.

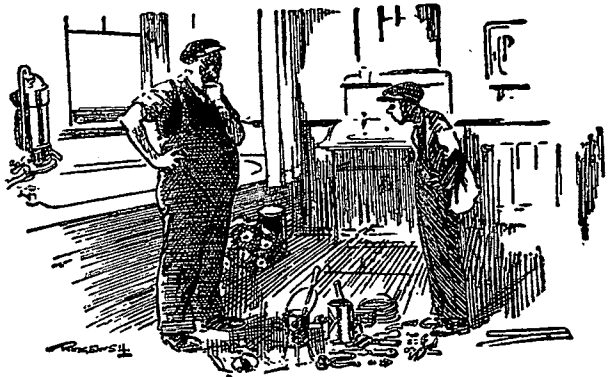
II. LESSON DRILL.

103. Questions.— 1. Whose work is it to draw the plans of a house? 2. Does a contractor build a house himself? 3. What do you call a number of workmen working together? 4. What is the mason's business? 5. When is scaffolding necessary? 6. Do the carpenter and the tiler do the same work? 7. Are a cottage and a sky-scraper built of the same materials? 8. When is a lift very useful?

104. What is— 1. A roof-thatcher? 2. A sky-scraper? 3. A tiler? 4. A pencil-sharpener? 5. A taxi-driver?

105. What do you call— 1. A thing to hold a pen with? 2. The condition of being pretty? 3. A man or a woman who teaches in a school? 4. The wife of an emperor? 5. The fact that the Atlantic has been crossed?

## THE INSIDE OF THE HOUSE



*By permission of the Proprietors of "Punch".*

*Plumber (to mate). "BLOWED IF I CAN REMEMBER WHAT I'VE FORGOTTEN. BETTER 'OP BACK TO THE SHOP, BERT, AND SEE IF IT'S LYING ABOUT."*

1. Now the outside of the house is ready; but other workmen must come before the inside is ready too. The **joiner** must lay the floors and stairs and put in the doors and window-frames. The **locksmith** will then be able to fix the locks and the **knobs** or the door-handles.

2. But the walls, the ceilings, and the **partitions** which divide the house inside, are very rough; so here comes the **plasterer** to **plaster** them up. Is he the last? No, there are others: the **plumber** who puts in the gas and water-pipes, the kitchen-sink, the basins, taps and geyser in the bath-room; the **electrician** who brings the electric **current** into the house, puts in **switches** to turn the light on and off, and **plugs** for the reading-lamps.

3. Can we **move in** now? No; here is another workman, the **glazier**, to put in the window-panes. And yet another, the **painter**, with his ladder, brushes and pots of paint; and the **paper-hanger** who comes last, with his rolls of gay wall-paper. The house is now ready.

- I. 

mute b	mute k	final θ	final iz	final l	final ə
--------	--------	---------	----------	---------	---------

clim(b)	(k)nee	width	houses	needle	hanger
com(b)	(k)nob	smith	brushes	handle	painter
plum(b)er	(k)nock	length	switches	gentle	plasterer

2. glazier ('gleizɪə) geyser ('gi:zə) plug (plʌg) basin ('beɪsn).  
 3. locksmith, current, partition, electrician.

GRAMMAR

OTHER, OTHERS.

1. **Other, adjective, is invariable:**  
 Give me some **other** books. **Other** workmen will come.
2. **Other, pronoun, takes s in the plural:**  
 Workmen have gone, **others** will come.
3. **An + other is always spelt in one word : another.**
4. **Other, adjective + one = other, pronoun:**  
 I kept one cake and gave Tom all the **other ones**.  
 This is not my only dog, I have **another one** at home.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson : to be, I can, to come, to lay, I must, to put.
- b) Group the new words in the lesson (14 nouns and 3 verbs) and build sentences with them.

II. LESSON DRILL.

106. Questions.— 1. What is a joiner's work? 2. What must you turn to open a door? 3. Who makes locks and keys? 4. What is the difference between a wall and a partition? 5. Why must the walls be plastered inside? 6. In what rooms is a plumber especially busy? 7. What are plugs and switches for? 8. What part of a window is made of glass? 9. Whose business is it to put them in? 10. Who are the last workmen to come?

107. Use 'other' or 'others'.— 1. This is his town-house, he has ... ones in the country. 2. Some workmen were digging, ... were bringing stones. 3. I have one book here, all my ... ones are at school. 4. 2 masons are building, ... is making mortar. 5. This pot of paint is full, all the ... are empty.

## TAKING A HOUSE

1. When a man has no house of his own, he must rent one, belonging to someone else. So, when he sees a house on which the notice 'to let' is put up, he goes in to see if he likes it.

If the house suits him, he decides to take it, and signs a lease with the landlord, or owner.

The lease fixes the amount of the rent to be paid every quarter-day, and the length of time during which the tenant may occupy the house.

2. Then the furniture-removers can remove the furniture from the old house into the new one. Three removals are as bad as a fire, the proverb says. It is true, many things get broken in a removal; but that is only part of one's troubles. There are curtains to be hung up, and one has a lot of trouble in making them fit the new windows.



A LITTLE CHIMNEY SWEEP.

3. And then, one finds that the chimneys don't draw! It is not everybody who can sweep chimneys. So here comes the black-faced chimney-sweep.

He will quickly clear the chimneys of all the black soot which might otherwise have caught fire one day.

The new tenant can now invite his friends and have a merry house-warming!

1. 

e	bed
---	-----

i:	beef
----	------

u:	blue
----	------

ʊ	put
---	-----

ju:	tube
-----	------

ɔ:	door
----	------

let	see	true	full	new	caught
rent	lease	move	foot	suit	warm
tenant	sweep	remove	soot	during	quarter

2. own (oun)    decide (di'said)    sign (sain)    occupy ('ɔkjupai).

GRAMMAR

ONE, ONES.

a) *numeral adjective, contrary of several.*

A dog has **four** legs, but only **one** tail.

b) = *a certain.*

I know **one** Mr. Brown who is a doctor.

c) *pronoun = substitute for a noun already expressed :*

I have no pen, give me **one** (*one = a pen*).

There are busy streets and quiet **ones** in London  
(*ones = streets*).

d) *indefinite pronoun: possessive case: one's:*

**One** likes to be master in **one's** house.

On aime être le maître dans **sa** maison.

HOME PREPARATION

I. NEW WORDS.

a) Give the three forms of the irregular verbs in the lesson : to be, to break, I can, to catch, to come, to draw, to find, to get, to go, to have, to hang, to let, to make, I may, I must, to pay, to put, to say, to see, to sweep, to take.

b) Group the new words in the lesson (10 nouns, 6 verbs, 1 adverb and 1 idiom) and build sentences with them.

II. LESSON DRILL.

108. Questions. — 1. For whom is quarter-day pleasant and why ?  
2. What does a lease fix ? 3. Why is a removal bad for the furniture ?  
4. When can you have a good fire ? 5. What is a sweep's work ?  
6. What notice is put up when a house has no tenant ? 7. Does the owner let or rent his house ? 8. When does a man rent a house ?  
9. Does the house-warming take place before or after a removal ?

109. Explain the various 'ones'. — 1. He has *one* brother and two sisters. 2. *One* does not like to be punished. 3. My chair is broken, I must get another *one*. 4. *One's* troubles are over after the house-warming. 5. I don't like these needles, the *ones* I use are sharper.



**Group into sound columns :** use, roof, loud, coin, house, top, during, cottage, noise, ruler, joiner, suit, more, what, avoid, lock, now, few, true, amount.

**Stress correctly :** quarter-day, bricklayer, contractor, furniture, tenant, belonging, removal, electrician, electricity, carpenter.

**Read aloud, then write in ordinary spelling :** θætʃ, 'plʌmə, 'gi:zə, nəb, ri:tʃ, 'gleiziə, 'brʌʃiŋ, sut, 'əʊnə, 'dʒɔɪnə.

## READING

### MAIMIE'S HOUSE

*Maimie is a little girl of four, and a friend of Brownie, a little fairy. One night, she gets lost in Kensington Gardens. She falls asleep in the snow; but the fairies are afraid she will die of cold, and they build a house all round her, to keep her warm all through the night.*

1 In a moment, a hundred fairy sawyers were among the branches, architects were running round Maimie, measuring her; a bricklayer's yard sprang up at her feet, seventy-five masons rushed with the foundation-stone, and the Queen laid  
5 it; overseers were appointed to keep the boys off, scaffoldings were run up, the whole place rang with hammers and chisels, and by this time, the roof was on, and the glaziers were putting in the windows.

The house was exactly the size of Maimie, and perfectly  
10 lovely. One of her arms was extended, and this had bothered them for a second, but they built a verandah round it, leading to the front-door. The windows were the size of a coloured picture-book and the door rather smaller, but it would be easy for her to get out by taking off the roof. The fairies, as is  
15 their custom, clapped their hands with delight over their cleverness and they were so madly in love with the little house that they could not bear to think they had finished it. So they gave it ever so many little extra touches, and even then, they added more extra touches.

20 For instance, two of them ran up a ladder and put on a chimney.

"Now we fear it is quite finished," they sighed.

But no, for another two ran up the ladder and tied some

smoke to the chimney. "That certainly finishes it," they said reluctantly. 25

"Gracious me!" cried a brass manufacturer, "there's no handle on the door," and he put one on. An ironmonger added a scraper, and an old lady ran up with a door-mat. Carpenters arrived with a water-butt, and the painters insisted on painting it. Finished at last! 30

"Finished! How can it be finished," the plumber demanded scornfully, "before hot and cold are put in?" and he put in hot and cold. Then an army of gardeners arrived with fairy carts and spades and seeds and bulbs and soon they had a flower-garden to the right of the verandah and a vegetable garden to the left, and roses and clematis on the walls of the house, and in less time than five minutes, all these dear things were in full bloom. 35

Oh, how beautiful the little house was now! But it was finished, and they had to leave it and return to the dance. They all kissed their hands to it as they went away, and the last to go was Brownie. She stayed a moment behind the others to drop a pleasant dream down the chimney. 40

Sir JAMES BARRIE (1860-1937). *The Little White Bird*.

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**EXERCISES**

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**110. Turn into the possessive case.** — 1. The house-warming of our friends was a great success. 2. I went to the house of our new landlord to pay my rent. 3. We heard the sharp cry of the glazier down below. 4. He always used the tools of another workman. 5. The faces of chimney-sweeps are often black with soot.

**111. Comment upon the italicised words.** — 1. We have a brick house, our 2 neighbours have stone ones. 2. *One* had rather live in a comfortable house than in an uncomfortable *one*. 3. Where are your other books? There was only *one* on your table. 4. It is not always pleasant to do *one's* duty. 5. There were three masons on the scaffolding, now there is only *one*; where are the others?

**112. Write in the plural.** — 1. This penny is new; it glitters; but this other one is old and dull. 2. A man is painting, another one is hanging paper. 3. When a child's face is as black as a sweep's, his mother washes him. 4. This man is a mason, but the other is a joiner. 5. That lady's pretty baby cries for its toy.

**113. The fairy house.** — 1. Pick out all the names of people employed in building the house. Say what each of them does. 2. Why was the house built in such a short time? 3. Why is it an old lady who runs up with a door-mat? 4. Why did the fairies sigh: *we fear it is finished?*

## AN ENGLISH VILLAGE



*By courtesy of the L.M.S.R.*

LITTLE BRIGHTON.

1. Nothing is prettier than an old English village with its tall hedges and picturesque cottages.

And an English cottage is the prettiest place that you can find to live in. **Cottagers** love their homes and do all that they can to make them beautiful. How carefully they **tend** the little **plot** (of ground) that lies round the house, **training** rose-trees and **creepers** against the walls !

2. Towering above the cottages stands the village church, in the middle of its old-fashioned **churchyard**. You can often see the **sexton** at his work, ringing the bells, or sweeping the church, or digging **graves**. The quiet-looking house that stands near is the **vicarage** where the vicar lives with his family.

3. Not far from the church is the village **green**, or common, which is the meeting-place of all the people, animals, and things that have nothing better to do. Carts and ploughs are left there when not wanted ; children come to play, sheep to **graze** and old men to talk **politics**. The big house with the large park, is the **Hall**, the house of the **squire** who **owns** the land and the village.

1. 

aɪə	ɔ not	fɪnəl ɪz	əʊ nəʊs	eɪ keɪk	r red
-----	-------	----------	---------	---------	-------

fire	plot	hedges	own	train	crowd
wire	common	villages	roll	grave	Christ
squire	politics	cottages	road	graze	creeper

  
2. vicarage ('vɪkərɪdʒ)      picturesque (pɪktʃə'resk)

GRAMMAR

THE RELATIVE "THAT".

1. *That, those, is a demonstrative adjective and pronoun. That, invariable, is a relative pronoun.*
2. *That must always be used instead of who, whom, which*
  - a) *after all, only, first and last;*
  - b) *after a superlative;*
  - c) *with a mixed antecedent,*  
*but never after a preposition.*
3. *That (object) can be omitted. That (subject) cannot.*

HOME PREPARATION

I. NEW WORDS.

- a) *Give the 3 forms of: to be, I can, to come, to dig, to do, to find, to go, to have, to leave, to lie, to make, to ring, to see, to stand, to sweep.*
- b) *Group the new words (11 nouns, and 4 verbs).*

II. LESSON DRILL.

114. Questions.— 1. Does a cottager live in a sky-scraper? 2. What is a creeper? 3. What do you call a small garden? 4. Where can you see many graves? 5. Who takes care of the church? 6. What is the vicarage? 7. What is a sexton's work? 8. Why do sheep come on the village green? 9. Who lives at the Hall?

115. Complete with relatives, using 'that' as often as possible:— 1. Here comes our vicar, of ... I have spoken to you. 2. All the people and beasts ... live in the farm are gathered in the yard. 3. I have caught the boy ... stole my apples. 4. The house ... I live in belongs to the squire. 5. The tiler ... works on high roofs must be careful. 6. This is the most picturesque town ... I have ever seen. 7. You did not bring me the book ... I wanted. 8. The wall-paper ... I chose is very gay. 9. The car in ... they came was new. 10. This is the best news ... you could tell me.

## VILLAGE TRADES



*National Gallery.*

LANDSEER. SHOEING THE BAY MARE.

1. There are few shops in a village; yet some trades are **flourishing** there which do not **exist** in large towns: that of the **blacksmith**, for instance, who **shoes** the horses and donkeys of the village.

How the boys love to look at the bright fire **roaring** in the **forge**, and to listen to the ring of the hammer on the **anvil** while sparks fly all round from the **red-hot iron**!

2. The **barber's shop**, too, is different from that of the **hairdresser** in a large town. No smart ladies come here to have their hair **waved**; there are only a few country girls from time to time. Farmers and village **labourers** come to be shaved or to have their hair cut, especially on Saturday afternoons.

3. The **wheelwright** and the **saddler** are also useful members of the village **community**; but the commercial centre of the place is certainly the village shop.

Which shop? the **grocer's**? the **baker's**? which of them? Neither, and both of them at once, for you can find everything you want in the village shop, just as in the big stores in town; and in England it is often a post-office as well.

I. ɔ: door ʌ but ɑ: car ei cake ju: tube æ cat

roar	love	spark	wave	few	that
forge	coming	smart	baker	useful	black
store	flourish	barber	labourer	community	anvil

## GRAMMAR

### HOW TO EXPRESS A CHOICE.

QUESTION : *which* for persons and things.

Which of these hats will you take, Madam ?

<i>Choice of one object</i>	I'll take <b>this one</b> (or : <b>that one</b> , or : <b>the one with...</b> ).
<i>Choice between two objects</i>	I'll take <b>either</b> ( <i>this one, or the other</i> ) I'll take them <b>both</b> ( <i>the two hats</i> ). I'll take <b>neither</b> ( <i>neither one nor the other</i> ).
<i>Choice between more than two</i>	I'll take <b>any</b> ( <i>I have no preference</i> ). I'll take (them) <b>all</b> ( <i>all the hats</i> ). I'll take <b>none</b> ( <i>not one of them</i> ).

## HOME PREPARATION

### I. NEW WORDS.

- a) Give the 3 forms of : I can, to come, to cut, to find, to fly.  
b) Group the new words in the lesson (7 nouns and 5 verbs).

### II. LESSON DRILL.

116. Questions.— 1. What is the difference between a shoemaker and a blacksmith? 2. Where does the blacksmith's fire burn? 3. When and how is iron forged? 4. Is a barber's work the same as a hair-dresser's? 5. Who makes carts or harness? 6. What does a baker make and sell? 7. Where can you buy coffee and salt? 8. What difference is there between a village shop and Harrod's or Selfridge's? 9. And what resemblance is there?

117. Find out the questions. — 1. The blacksmith shoes horses. 2. I have read neither of your books. 3. She drinks coffee after lunch. 4. We met your young brother, not the other one. 5. Both dogs ran after the postman. 6. Jane prefers the room looking over the garden. 7. I saw the sexton in the church. 8. I bought it at the last shop up the street. 9. This book is mine. 10. At the baker's.

## VILLAGE ENTERTAINMENTS



*By courtesy of the Travel Association.*

A VILLAGE FAIR.

1. A village is usually very quiet, especially at night. Villagers get up and go to bed with the sun, for the cattle (that) they have to take care of are **early risers** : so farmers cannot **sit up** late. After **sunset**, everything is quite dark : the only windows that are lighted are those of the **inn** where some travellers have **put up** for the night, or those of the **public house** where a few men have come to drink.

2. But at 10 p.m., the public house **closes**, and its windows get dark, for, to prevent men from drinking too much and getting **intoxicated** (or **drunk**), English public houses are allowed to open only at certain hours : 11 a.m. to 2 p.m. and 5 to 10 p.m. **as a rule**.

3. But drinking is not the villagers' only entertainment. The young men play football in Winter and cricket in Summer. Most English villages have a hall which families resort to for dances, concerts, and **theatricals**.

Then once a year, the village **fair** takes place. There are **booths** where toys and sweets are sold, and sometimes a **circus** or a **merry-go-round** with wooden horses.

1.	<i>final id</i>	<i>final iz</i>	<i>final əz</i>	<i>final ðs</i>
	lighted prevented intoxicated	closes houses circuses	risers villagers travellers	baths booths clothes

2. booth (bu:ð) to close (klouz) fair (feə).  
 3. traveller, public, merry-go-round, imagine.

GRAMMAR

PLACE OF PREPOSITIONS.

*Preposition + relative pronoun : 2 possible positions*

1. *before the relative (except that), as in French.*

The man **to whom** he spoke was our doctor.

2. *at the end of the clause* { *with all relatives.*  
   *with relative omitted.*

The man { **whom** he spoke to }  
           { **that** he spoke to } was our doctor.  
           { he spoke to }

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of: to be, I can, to come, to drink, to get, to go, to have, to put, to sell, to sit, to take.  
 b) Group the new words (9 nouns, 4 verbs. 2 idioms and 1 adjective).

II. LESSON DRILL.

118. Questions. — 1. When do people sit up late? 2. Why do farmers go to bed early? 3. Is the sky blue at sunset? 4. What is an inn? 5. What is the difference between an inn and a public house? 6. What happens when a man drinks too much? 7. Can you buy sweets in a circus? 8. What is a booth made of? 9. Do you see the same sort of horse in a circus and a merry-go-round? 10. Does the village fair take place every week?

119. a) Change the place of the preposition; b) omit the relative when possible. — 1. The window which I looked out of was closed. 2. The concert to which we listened came from Droitwich. 3. The pen with which I write is old. 4. I know the book that you are talking of. 5. The man that our sexton was talking to is our vicar. 6. He did not get the reward for which he had hoped. 7. The joiner is now making the chairs on which the boys will sit.



**Group into sound columns:** live, drunk, anvil, cottage, iron, watch, lose, saddler, village, flourish, business, Saturday, squire, plot, briar, donkey, sunset, common, landlord, cattle.

**Stress correctly:** picturesque, community, politics, to flourish, theatrical, entertainment, to present, usually, intoxicated, to resort.

**Read aloud, then write in ordinary spelling:** 'vilidziz, 'ju:ʒuəli, 'skwaɪə, bu:ðz, 'kwaɪət, 'wi:lrait, 'smiði, ðouz, 'kri:pəz, 'lisn.

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## A SONG

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### COME, LASSES AND LADS.

#### A 17th CENTURY SONG

Come, lass - es, and lads, get - leave of your dads And a  
 - way to the may - pole. hie,      For ' ev - 'ry fair has a  
 sweetheart there, And the fid - dler's stand - ing by,      For  
 Will - y shall dance with Jane,      And John - ny has got his  
 Joan      To trip it, trip it, trip it, trip it,  
 Trip it up and down;      To trip it, trip it,  
 trip it, trip it, Trip it up and down,

## A LITTLE MARKET TOWN

It was quiet and very peaceful. There was one broad street of black and white houses, which stood back in little gardens. At the top of the street was the church, long and low, with a high steeple. Under the shadow of the church was the big, comfortable inn, with its red sign painted with a tall blue mug of cider, and red curtains in the windows. There were few shops, and only one of each kind.

There was the Green Canister, where they kept groceries and pots and pans, and there were the butcher's and the baker's.

Then there was the leather shop, for boots and harness, and the tailor's which was only open in winter, for in summer he travelled round the country doing piecework.

MARY WEBB (1881-1927). *Precious Bane*.

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 EXERCISES
 

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**120. Complete with relative pronouns.** — 1. The actor ... we saw was very good; he was really the best ... we had ever seen. 2. Tell me all the news ... you know, please. 3. A man ... is charged with a crime is not always a criminal. 4. I have a friend ... father is a doctor. 5. Our vicar, ... the curate helped, was getting old. 6. This was the first aeroplane ... he had seen. 7. A house ... has got a thatch roof is liable to catch fire. 8. All the children ... I know love chocolate. 9. The man and the car ... we met were both going to the next village.

**121. Omit the relative when possible.** — 1. This is the book that I was given. 2. The house which has creepers is the baker's. 3. Did you see the monkey which everybody was laughing at? 4. He did not meet the man whom he wanted to see. 5. There is nothing that he cannot do.

**122. Replace the omitted relative.** — 1. This is the only toy he wanted. 2. The dog lay down in the warmest place he could find. 3. The lady you have just passed is our Headmistress. 4. Have you invited all the friends you wanted? 5. The carpet you walk on comes from Persia.

**123. Give equivalents for the italicised words.** — 1. *To whom does this house belong?* It *belongs to* the squire. 2. *To whom did this park belong?* It *belonged to* my grandfather. 3. *To whom does this farm belong?* It *belongs to* Farmer Oak. 4. *To whom do these shoes belong?* They *belong to* me. 5. *To whom did these horses belong?* They *belonged to* him.

## BIRDS



*Sport and General Press Photo.*

SEA-GULLS IN KENSINGTON GARDENS.

1. Spring is a busy season for birds. **Migrating** birds come back, and **swallows** begin to build under our roofs.

Others which never leave us, such as the sparrow or the **robin redbreast**, are also very busy.

They **hop** about on the ground to find building materials : **twigs**, feathers, bits of stuff, anything to make their nest warm and comfortable.

2. In our gardens, the yellow-billed **blackbird** and its brother, the brown **thrush**, sing merrily all day long, while the **nightingale** is only heard at night.

In the open fields, the ploughman hears the **lark** sing above his head as it **soars** up into the sky, a more pleasant **companion** than the black crows and **rooks**.

3. At last, the nests are ready; father and mother bird begin to **brood**. But they have enemies : **cuckoos**, and boys who **go bird's-nesting** and **plunder** the nests.

When the eggs are **hatched**, what a job to **feed** all the hungry **brood** and fill all the wide-open bills !

Then the young ones will grow and try their wings and one day they will fly away for ever, for such is life...

1. 

ɔ not
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u put
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u: blue
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ɔ: door
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ou nose
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ʌ but
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hop	rook	roof	soar	gold	stuff
robin	wood	move	warm	grow	above
swallow	cuckoo	brood	more	crow	plunder

2. hatched (hætʃt) thrush (θrʌʃ) nightingale ('naitingeil).  
 3. blackbird, goldfinch, chaffinch, migrating.

GRAMMAR

PREPOSITIONS AND ADVERBS.

1. *Adverbs are used with verbs; prepositions with nouns.*

*Compare* { The birds fly about all day long (*adverb*).  
 { The birds fly about their nests (*preposition*).

*To, into, from, with, of are only prepositions.*

*About, up, down, off, etc... are adverbs and prepositions.*

2. *Note the position of adverbs in compound verbs :*

a) *normal after the verb ; b) emphatic at the beginning :*

The bird flew away = away the bird flew.

The lark soars up = up soars the lark.

HOME PREPARATION

I. NEW WORDS.

- a) *Give the 3 forms of the irregular verbs in the lesson :*

to be, to begin, to build, to come, to feed, to find, to fly, to go,  
 to grow, to hear, to leave, to make, to sing.

- b) *Group the new words in the lesson (11 nouns, 7 verbs and 1 idiom) and build sentences with them.*

II. LESSON DRILL.

124. Questions. — 1. Where do migrating birds go in Winter?  
 2. What do they do in Spring? 3. Do birds build with bricks and stones?  
 4. With what does a swallow build its nest? 5. What birds are black?  
 6. What is a nightingale? a swallow? a robin?  
 7. Why is a cuckoo not loved by other birds? 8. Where do birds lay their eggs?  
 9. What do they do after the eggs are laid?  
 10. Do larks sing in trees?

125. *Pick out the adverbs and prepositions in the lesson and group them into two columns.*

## SPRING IN THE GARDEN



*Cheltenham Art Gallery.*

D. J. BARNETT. APPLE BLOSSOM.

1. Spring is the golden time of the year for gardens as well as for birds, but not for the **gardener**, busy with so many occupations.

He must dig the ground with his **spade** and rake the **beds** and **plots** to make the

earth soft and **smooth**. When they are ready, he sows the seeds or plants the young plants. When these begin to **peep** above the ground, **weeds** grow with them and he must then do some **weeding**.

2. When the weather is too dry, he waters the beds in the early morning, using a **watering-can** or a long **hose**. He **prunes** fruit-trees in good time with his pruning-knife. When he makes a hobby of exotic plants, he can grow them in a **hot-house**, or **green-house**. When he has nothing better to do, he puts his tools in order in the tool-**shed** or rakes the garden-walks with his long-handled rake.

3. He must also make war on the enemies of the garden. These are **snails** and **slugs**, which eat the leaves and **sprouts**; **insects**, too, such as **butterflies**, whose eggs hatch into greedy **caterpillars**. He kills all these with the help of the birds; but he does not hurt the **bees** which fly from flower to flower; they are gathering **honey** which they bring back to their **hives**.

- I.

bee	fruit	slug	sprout	hive	hurt
peep	prune	young	plough	hose	bird
weed	smooth	honey	ground	hatch	earth

2. caterpillar ('kætəpɪlə) smooth (smu:ð) butterfly ('bʌtəflaɪ).  
 3. insect, gardener, enemy, occupation, watering-can.

GRAMMAR

POSITION OF ADJECTIVES.

1. *adjective used absolutely: before the noun.*  
 This gardener is a busy man.
2. *adjective completed by an object: after the noun.*  
 The gardener, busy with various occupations...
3. *With to make and to keep: to make + noun + adjective.*  
 He makes the beds soft and smooth.
4. *After nothing, anything, everything.*  
 He has nothing better to do.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of: to be, to begin, to bring, to dig, to do, to eat, to fly, to grow, to have, to hurt, to make, I must, to put, to sow.
- b) Group the new words in the lesson (20 nouns, 2 verbs and 1 adjective).

II. LESSON DRILL.

126. Questions.— 1. What is a gardener? 2. When is he very busy? 3. What is a spade for? a rake? pruning-scissors? 4. Where does the gardener put away his tools? 5. Can you grow exotic plants in France? 6. Why are bees useful? 7. Where do they live? 8. What insects crawl and what insects fly? 9. What do caterpillars eat? 10. When does the gardener water his garden, and with what?

127. Place the adjectives correctly.— 1. In my room I have wall-paper (*gay with flowers*). 2. God is a power (*invisible to men*). 3. He is a man (*superior*) in my opinion. 4. Shakespeare is a poet (*famous all over the world*). 5. Tennis is a sport for boys and girls (*good*). 6. The tiger has a coat (*striped with black*). 7. The English are proud to be men (*free*). 8. He wears a collar when he is in evening-dress (*stiff*). 9. Radium is a metal (*useful to doctors*). 10. This is a tool (*useful*).

## FROM SPRING TO SUMMER



*By courtesy of the Travel Association.*

A SCOTTISH SHEPHERD.

1. When a farmer has a large **flock** of sheep, Spring is a busy time for the **shepherd**. He looks after the sheep in every season, of course : he takes them to **pasture** and brings them back to the **fold**. But when April comes round, he is busier than ever; then he must look after the little **lambs** born at the same time in the flock.

2. Later on, sheep-**shearing** will also give him much trouble. It is

in June, when the weather is warm, that the sheep are shorn of their woollen **fleeces**.

The wool will be **spun** into thread, and the thread **woven** into stuff to make our clothes.

3. The cattle of the farm eat grass : fresh grass in Summer and dried grass, or **hay**, in Winter.

Hay-making takes place about June. When the time for it has come, the men go to the meadow and **mow** the long grass with their curved, long-handled **scythes**.

4. It is then left to dry in the sun. When the hay is made, it is tied into **bundles** or piled on the meadow in **hayricks**, or **haystacks**. Finally, it is taken home and **housed** in the **hayloft**. How the children love to play hide-and-peek in the loft, or to climb up and down the sweet-smelling slopes of the haystacks !

1. 

ou nose	ʌ but	ɔ not	i: beef	e bed	aɪ five
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fold	spun	loft	seek	thread	tied
mow	bundle	flock	fleece	meadow	hide
woven	trouble	what	weave	shepherd	clim(b)

2. scythe (saɪð) pasture ('pɑ:stʃə) lamb (læm) shear (ʃɪə:).

GRAMMAR

EVER, NEVER.

1. *Never* = *negative jamais*.

*Never* cannot be used with another negation.

Compare: I *never* see him. I *do not* see him.

2. *Ever* = *affirmative jamais (at any time)*.

a) *negation*..... Nobody **ever** saw the wind.

b) *question*..... Did you **ever** see the wind?

c) *condition, doubt* I wonder if I shall **ever** see him again.

d) *comparison*.... {  
 { She is as pretty **as ever**.  
 { It is colder **than ever**.  
 { It is the **best** story I **ever** heard.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson :

to be, to bear, to bring, to come, to eat, to give, to go, to have, to leave, to make, to mow, to shear, to spin, to take, to weave.

- b) Group the new words in the lesson (12 nouns and 5 verbs).

II. LESSON DRILL.

128. Questions. — 1. What is a shepherd's work? 2. Why is he busy in Spring? 3. Where does the flock eat and sleep? 4. Has a dog got a fleece? 5. When are the sheep cold? 6. How is thread made from wool, and stuff from thread? 7. What do the cattle eat in Summer and Winter? 8. What is a scythe for? 9. Where is the hay housed at the farm? 10. What is the difference between hay and grass?

129. Complete with 'ever' or 'never'. — 1. Did you see the King? 2. A boy likes to be punished. 3. Nobody has seen the wind. 4. This is the best book I have read. 5. I don't know if I shall go to England. 6. Modern girls spin. 7. Past days come back. 8. Have you met my sister? 9. Jack is as naughty as ... 10. He works now better than...



**Group into sound columns** : slope, hop, swallow, bird, brood, throat, woven, prune, booth, hurt, smooth, loft, tool, mow, fold, curved, flock, earth, sow.

**Stress correctly** : comfortable, migrating, enemy, especially, gardener, companion, caterpillar, butterfly, sparrow, exotic.

**Read aloud, then write in ordinary spelling** : læm, θred, ʃɔ:n, saɪð, ʃiə, 'pɑ:stʃə, klaim, 'kuku:, 'ʃepəd.

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## A SONG

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### LITTLE BO-PEEP

The image shows three staves of musical notation in a treble clef with a key signature of one flat (B-flat). The melody is simple and consists of eighth and quarter notes. The lyrics are written below the notes, with hyphens indicating syllables that span across notes.

Lit - tle Bo - peep has lost her sheep, And  
 can't tell where to find them: Leavethem a - lone, and  
 they'll come home, And bring their tails be - hind them.

*Little Bo-Peep fell fast asleep,  
 And dreamt she heard them bleating;  
 But when she awoke, it was all a joke,  
 For still they were all a-fleeting.*

*Then up she took her little crook,  
 Determined for to find them,  
 She found them indeed, it made her heart bleed,  
 They'd left their tails behind them.*

*It happened one day, as Bo-Peep did stray  
 Unto a meadow hard by,  
 That there she espied their tails side by side  
 All hung on a tree to dry!*

THE HAYLOFT

1. *Through all the pleasant meadow-side  
The grass grew shoulder-high,  
Till the shining scythes went far and wide  
And cut it down to dry.*
2. *These green and sweetly-smelling crops  
They led in waggons home;  
And they piled them here in mountain-tops  
For mountaineers to roam.*
3. *Here is Mount Clear, Mount Rusty-Nail  
Mount Eagle and Mount High; —  
The mice that in these mountains dwell,  
No happier are than I!*
4. *O what a joy to clamber there,  
O what a place for play,  
With the sweet, the dim, the dusty air,  
The happy hills of hay.*

R. L. STEVENSON.

EXERCISES

130. Place the words between brackets correctly. — 1. (*to make clear*). A dictionary, the meaning of words. 2. (*full of dog's ears*). A book is not pleasant to read. 3. (*very sharp*). He took a pair of scissors. 4. (*to make fast*). Mother, the front door. 5. (*to think severe-looking*). All the girls, the new teacher.

131. Place the adverbs in their normal position. — 1. Up Jack got. 2. Away went the train. 3. Down went the congregation on their knees. 4. Round and round ran the dog, trying to catch his tail. 5. Off he took his hat, and cheered.

132. Complete with 'ever' or 'never'. — 1. He has ... done anything. 2. Children nowadays are as fond as ... of the merry-go-rounds. 3. Have you ... driven a car? 4. Will his mother ... forgive him? 5. I shall ... forget that evening at the play.

133. The hayloft. — 1. Explain : *shoulder-high*; *sweetly-smelling*; *mountain-tops*; *mountaineers*; *waggons*; *to roam*. 2. Describe a scythe: its shape and use; what it is made of. 3. Do you know other words formed like *meadow-side*? 4. Give the normal order of words in : *the mice ... than I*. 5. Why is the air *sweet, dim and dusty*? 6. What is the difference between *harvest* and *crop*? 7. Give the 3 forms of all the irregular verbs in the poem. 8. Translate into English : *Quel grand jardin vous avez ! Quelle patience montre votre mère !*

## MARKETS



*By courtesy of the Travel Association.*

A TOWN MARKET.

1. The millions of people that live in large towns must be fed. Their food is brought from the country or from abroad, and sold in shops and markets.

When mother has no more bread, she goes to the baker's; if she has no more salt or pepper, she gets some from the grocer's. She buys her fish from the **fishmonger's**, and her meat from the butcher's or the pork-butcher's.

2. Vegetables and fruit are sold by the greengrocer and the **fruiterer**, or by **costermongers** who go about the streets offering them on their two-wheeled **barrows**. Or, again, they are sold wholesale in large markets. **Covent Garden** is one of the sights of London with its mountains of **cabbages** and **pyramids** of **sacks**.

3. In small country towns, retail markets are held once or twice a week. The countrywomen stand behind their baskets where their eggs, butter, poultry or vegetables are displayed. Others have a **stall**.

The **townsfolk** come and try to pay as little as possible for what they buy : they **haggle**, or **bargain**, to get a few pence **struck off**.

I.    æ cat    ɔ: door    ou nose    ai five    ɑ: car

haggle	salt	fo(l)k	buy	basket
barrow	stall	poultry	sight	master
cabbage	abroad	wholesale	strike	bargain

abroad (ə'brɔ:d) fishmonger ('fɪʃmʌŋgə) pyramid ('pɪrəmid).

GRAMMAR

PHRASES WITH 'MORE'.

- affirmation**... { I have taken 6 photos, I must take 2 more.  
 This cake is excellent; give me some more.
- negation**..... { Mummy did not give me any more cake.  
 or : Mummy gave me no more cake.
- question**..... Have you any more books to read ?

NOTE : *more* is used with a numeral or with some, any, no, to express an extra quantity.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson :  
 to be, to bring, to buy, to come, to feed, to get, to go, to have,  
 to hold, I must, to sell, to stand, to strike.
- b) Group the new words in the lesson (9 nouns and 3 verbs) and build sentences with them.

II. LESSON DRILL.

134. Questions.— 1. Where do townfolk buy their food? 2. Where does it come from? 3. Does a costermonger sell his goods in a shop? 4. Why do buyer and seller haggle? 5. What is the difference between a grocer and a greengrocer? a butcher and a pork-butcher? 6. What is bread made from? who makes it? 7. What is a fishmonger? 8. Are there stalls in a shop? what is their use? 9. When does a tradesman strike off a few pence? 10. What is meat?

135. Complete with 'some more', etc. — 1. She is greedy and wants ... pudding. 2. Have you ... tasks for to-morrow? 3. I have only 7 eggs; I want ... to make a dozen. 4. Doris did not want ... soup, but she wanted ... dessert. 5. We see ... swallows after October. 6. On July 1st, there are only ... days before breaking-up day. 7. I can't see ... , it is getting too dark. 9. Did you do ... work after dinner? 10. When they are shorn, the poor sheep have ... wool.

## DAIRY-PRODUCE

*National Gallery.*

G. MORLAND. COWHERD AND MILKMAID.

1. Many town children have never seen a **live cow** and do not know what it **looks like**. They know that a cow has **cloven hoofs** and two long curved **horns** on its head, but that is about all; and they don't always know either how much "the friendly cow" helps to feed them.

2. Twice a day, the milkmaid **milks** her cows. When her **pail** is full, it is taken to the **dairy**, and the milk is poured into a **milk-can** to be carried to town.

There you will buy it from the dairy-shop, or the milkman will bring it to your very door in his little hand-cart or pony-cart open at the back. He is so picturesque with his blue-striped **apron** and his cry of '*Milk-Ho*' which he shouts under your windows!

3. Milk is turned, besides, to a hundred various uses. It is made into cheese; and cream—you love to eat cream with your strawberries, don't you?—is made into butter, to butter your toast with.

To make butter, the **dairymaid** **churns** the cream in a **churn**.

i. aɪ five	u: blue	ɛə where	eɪ cake	ɔ: door	ə: fur
live	food	fair	pall	soar	turned
child	fruit	dairy	maid	pour	curved
twice	hoof	various	apron	horn	churned

GRAMMAR

I. EITHER.

- a) *one or the other* : I'll take **either** of these books.
- b) *alternative* : A door must be **either** open or shut.
- c) = *non plus* : I have never met him, she has not **either**.

2. ABOUT.

- a) *adverb* = **here and there** : The birds hop **about**.
- b) *preposition* = **around** : The birds fly **about** the roof.
- c) *preposition* = **on the subject of** : This is **about** dairy-work.
- d) *adverb* = **not exactly, but almost** : This is **about** all.

3. VERY.

- a) *adverb* = **extremely** : This is not **very** difficult.
- b) *adjective* = **itself**, etc. : This is the **very** book I wanted.

HOME PREPARATION

I. NEW WORDS.

- a) *Give the 3 forms of*: to be, to bring, to buy, to eat, to feed, to know, to make, to see, to take.
- b) *Group the new words in the lesson (8 nouns, 2 verbs, 2 adjectives and 1 idiom) and build sentences with them.*

II. LESSON DRILL.

136. Questions. — 1. What is the contrary of a dead animal? 2. What does a cow look like? 3. Are the hoofs of a cow like those of a horse? 4. How does the milkmaid get milk? 5. Where does the milk fall? 6. Who brings milk to your house? 7. What use is a churn? 8. Where can you buy butter? 9. What is a dairy-maid's work? 10. What is the difference between an apron and a pinafore?

137. Explain the meanings of 'about' and 'either'. — a) 1. There are about 4 weeks in a month. 2. Jack's things are always lying about. 3. We bought a book about cattle. 4. The milk-man drives about the town. 5. I have a few pence about me. b) 1. She will either come or write. 2. He did not come and did not write either. 3. I want to see either of your parents. 4. She hasn't got any sisters or brothers either. 5. He will buy either of these houses.

## RESTAURANTS



*National Gallery, Millbank.*

W. STRANG. BANK HOLIDAY.

1. In big towns, many people live far from their work and cannot go home for lunch. The poorer workmen bring some food in a basket or a case; those who are better off have lunch at a **restaurant**.

There are different classes of restaurants, from the cheap **tea-shops** and **cafés** where shop-girls and clerks can eat at a

**small charge**, to the **luxurious grill-rooms** and **clubs** where big business men meet.

2. The **menu**, or **bill of fare**, offers a long list of dishes.

There is fish, served with **chips** (**fried potatoes**), there are eggs, cooked in many ways : **boiled**, or **poached** in water, or **scrambled**, or fried with bacon.

You can have either a **grill**, or a **stew**, which consists of meat cooked with **onions** and vegetables. The list of vegetables **includes** chiefly potatoes, served **steamed** or **mashed**, and **greens**.

3. For dessert there are **sweets**, but there is **seldom** any fruit. The customers usually **wash down** their meal with water, tea, coffee or beer.

In tea-shops, customers are **waited upon** by **waitresses** and in restaurants by **waiters**; their wages consist chiefly of **tips**, or **gratuities**.

1. 

ju: tube	ou nose	eə where	ei cake	i: beef
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few	home	fare	wages	sweet
stew	those	rare	bacon	cheap
gratuity	poached	various	waiter	steamed

2. onion ('ʌnjən) scrambled ('skræmbld) fried (fraɪd)  
 menu ('menju:) luxurious (lʌg'zjuəriəs) mashed (mæʃt).
3. restaurant, café, waitresses, customers, to include.

GRAMMAR

THE FEMININE OF NOUNS.

1. *Addition of ess*..... waiter, waitress; actor, actress.
2. *Different noun*..... man, woman; boy, girl.
3. *Compound nouns*.... pea-cock, turkey-hen; he-dog.
4. *Common gender*.... parent; friend; pupil; teacher.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of : to be, to bring, I can, to eat, to go, to have, to meet.
- b) Group the new words in the lesson (14 nouns, 9 verbs, 1 adjective and 2 idioms) and build sentences with them.

II. LESSON DRILL.

138. Questions. — 1. When is it difficult for working-people to come home for lunch? 2. Where do well-off people have lunch? 3. And poorer people? 4. What do you look at before you order your lunch? 5. How can eggs be served? and potatoes? 6. What is a stew? 8. What do most English people eat for dessert? 9. Who waits on you at a restaurant? 10. What do you give the waiter when you pay your bill?

139. Turn a) into the feminine.— 1. A father loves his children. 2. The child cried because he had lost his book. 3. The cock-sparrow brought food to his brood. 4. The master gave the boy an imposition. 5. The man servant brushed the prince's clothes. b) into the masculine : a shepherdess; a turkey-hen; a goddess; an aunt; a wife: a saleswoman; a niece; a girl-cousin; Mummy; daughter.



**Group into sound columns :** buy, to live, business, various, bacon, cheese, either, wages, love, women, live, struck, white, cream, waiter, dairy, chiefly, fare, chip, butter.

**Stress correctly :** bargain, gratuity, pyramid, strawberry, onion, dessert, luxurious, vegetable, fishmonger, cabbage.

**Read aloud, then write in ordinary spelling :** fu:d, 'kæbidʒ, 'ba:ɡin, tʃə:n, swi:t, hu:f, 'frendli, mæʃt, fru:t, poutʃt.

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## A SONG

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### THE MILKMAID



Where are you going to, my pret-ty maid?  
 Where are you going to, my pret-ty maid? I'm  
 go - ing a - mil - king, Sir, she said, Sir, she said,  
 Sir, she said, I'm go - ing a - mil - king, Sir, she said.

*May I go with you, my pretty maid? (bis)*  
*"You are kindly welcome, Sir," she said, etc...*

*What is your father, my pretty maid? (bis)*  
*"My father's a farmer, Sir," she said, etc...*

*What is your fortune, my pretty maid? (bis)*  
*"My face is my fortune, Sir," she said, etc...*

*Then I cannot marry you, my pretty maid (bis)*  
*"Nobody asked you, Sir," she said, etc...*

## BREAKFAST AT THE INN

There is the dark low room; the hat-stand by the door; the blazing fire with the old glass over the mantel piece; the table, covered with the whitest of cloths and of china, and bearing a pigeon-pie, ham, cold boiled beef, and the great loaf of bread on a wooden trencher. And here comes in the stout waiter, with kidneys and a steak, poached eggs, buttered toast and muffins, coffee and tea, all smoking hot. The table can never hold it all; the cold meats are removed to the side-board, they were only put on for show and to give us an appetite. And now fall on, gentlemen all!

T. HUGHES. *Tom Brown's Schooldays.*

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 EXERCISES
 

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**140. Write in the masculine.** — 1. The village post-mistress sorted the letters in her office. 2. She was proud of her daughter. 3. A waitress came and asked her what she wanted. 4. The visitor wiped her feet on the mat and gave her card to the maid-servant. 5. She will see her little girl-cousin to-morrow.

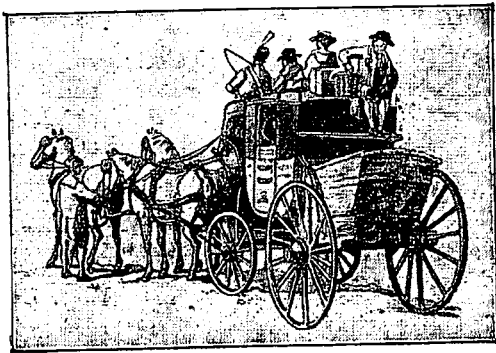
**141. Write in the feminine.** — 1. The countryman sold his cow, and then he went home in his gig. 2. The actor did not know his part well. 3. The manager gave his change back to the man. 4. The teacher punished him severely. 5. He is a day-boy.

**142. Complete with one of the 2 nouns between brackets.** — 1. The (*milkman, milkmaid*) came every morning in his pony-cart. 2. The (*boy, girl*) stood up and was told to say her lesson. 3. (*Daddy, Mummy*) told us to be good during her absence. 4. The (*gentleman, lady*) went to the hatter's who sold him a nice felt hat. 5. (*Adam, Eve*) was created first, and then God gave him a wife.

**143. Complete with : about, very, or either.** — 1. She is ... 10 years old. 2. This exercise is not ... difficult. 3. He talked for an hour... the art of writing. 4. We were waited on by the ... waiter we had 3 weeks before. 5. The children were playing at hide and seek ... the sitting-room. 6. A door must be ... shut or open. 7. The sheep were ... the meadow, grazing. 8. We had not any rain this Summer, and they had not ... in England. 9. What time is it? ... a quarter to five, I think. 10. This portrait is the ... image of my sister.

**144. Translate into English.** — 1. Il m'a donné encore trois billes. 2. Avez-vous encore reçu des lettres? 3. Je n'ai plus d'encre dans mon stylo. 4. La paysanne a encore quelques pommes à vendre. 5. Est-ce que Jean a encore du travail ce soir?

## TRAVELLING



W. H. PINE. A STAGE COACH.

1. In the old days, travelling used to be difficult and expensive. **Wealthy** (rich) people would travel in their coach drawn by horses, which were changed at the **stage** when the **journey** was long; and men would often go travelling **on horseback**.

But travellers were often **attacked** by **robbers** or **highwaymen**, who **robbed** them of their **purses** and sometimes **murdered** them.

2. Later on, as people travelled more and more, **stage-coaches** began to go from town to town on **appointed** days. The stage-coachman sat high on his **box** and the **guard** rode behind, blowing his **horn** to warn passengers of the **approach** of the stage-coach, and ready to defend its **occupants** in case of attack. And so the coach would dash through villages to the **rattle** of its window panes and the **clatter** of its horses' hoofs.

3. Then the picturesque stage-coach was **superseded** by the railway which was quicker, cheaper and more comfortable. And now, motor-cycles, motor-cars, big motor-coaches and even aeroplanes are beginning to supersede the railway itself.

1. 

ou nose
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ə: fur
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ɔ not
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æ cat
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ei cake
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tʃ chair
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coach      purse      box      clatter      pane      cheap  
 motor      murder      robber      rattle      stage      coach  
 approach      journey      occupant      attack      change      approach

2. passenger ('pæsɪndʒə)      wealthy ('welθi)  
 superseded (sjupe'si:did).      appointed (ə'pɔɪntɪd)  
 highwaymen ('haiweɪmən)      aeroplane ('æərəpleɪn).

GRAMMAR

THE FREQUENTATIVE FORM.

1. *The frequentative form expresses a repetition in the past. Its mark is used to or would.*

Wealthy people **would** travel in their own coaches.

Wealthy people **used to** travel in their own coaches.

NOTES :

- a) *Do not mistake would for a conditional.*  
 b) *Do not mistake used to, frequentative, with to use : employer.*  
 c) *Mind negations and questions with would and used to :*

**Would** poor people travel in their own coach ?

Poor people **did not use to** travel in their own coach.

HOME PREPARATION

I. NEW WORDS.

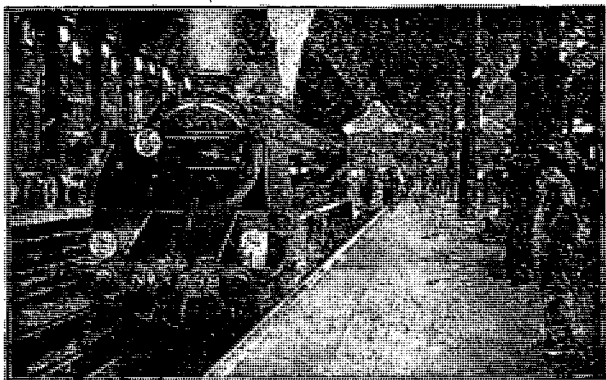
- a) *Give the 3 forms of: to begin, to blow, to draw, to go, to ride, to sit.*  
 b) *Group the new words (15 nouns, 5 verbs, 1 idiom and 1 adjective).*

II. LESSON DRILL.

145. Questions.—1. How did wealthy people and poor people travel formerly ? 2. What often happened to travellers ? 3. What was the work of the guard ? 4. Why did coaches stop at stages ? 5. Why did robbers attack stage-coaches ? 6. Whom was a stage-coach driven by ? 7. Where did he sit ? 8. What noise do you hear when a horse-carriage runs on paving-stones ? 9. What are the advantages of the railway ? 10. What is a passenger ?

146. Turn into the frequentative form.—1. When a baby, I went to bed at six, and my mother came and tucked me in. 2. Coaches were tiring and slow. 3. Our grand-parents did not travel much. 4. Did you read fairy-tales when you were young ? 5. Did your father play games ?

## TAKING THE TRAIN



VICTORIA STATION.

1. When we go on a journey by train, we must go to the railway-station and buy a **ticket** at the **booking-office**. A railway clerk sells us 1st, 2nd or 3rd class tickets, **single** or **return**. Children under 7 pay **half-fare**.

2. Then we pass on to the **platform** along which the train will stop. If we have any heavy **luggage**, a **porter** carries it for us and takes it to be **registered**.

We must arrive at the station in time to catch our train ; if we are late, we **miss** it. People who come too early can wait in the **waiting-room** ; if we are hungry or thirsty, we can eat and drink in the **refreshment-room**, and we can buy books or papers for the journey at the **bookstall** on the platform.

3. A train is made up of several **carriages** drawn by an **engine**, with a **luggage-van** for luggage and sometimes a **dining-car**, and a **sleeping-car** for night journeys. Modern trains are all **corridor** trains. The passengers can put their hand-luggage in the **rack** above their seat.

1. <i>final</i> <b>ɪdʒ</b>	<b>ɑ:</b> <i>car</i>	<b>i</b> <i>sit</i>	<b>ɔ</b> <i>not</i>	<b>æ</b> <i>cat</i>	<b>ə:</b> <i>fur</i>
village	car	miss	office	van	thirsty
luggage	half	ticket	modern	rack	return
carriage	clerk	single	corridor	platform	journey

2. station, booking-office, registered, refreshment-room.

GRAMMAR

IDIOMS WITH 'TO BE.'

- Quantity { How much time **is** there? There **is** little time.  
How many boys **are** there? There **are** 30 boys.
- Age How old are you? I **am** 13 (years old).
- Condition { She **is** cold... hot... hungry... thirsty... sleepy.  
Emotion { I **am** angry... pleased... afraid.
- Weather It **is** warm... cold... foggy... fine.
- Measure { How long **is** this rule? It **is** 2 ft. long  
= It **is** 2 ft. **in length**. Cf. high, height;  
wide, width; broad, breadth; deep, depth.
- Probability: Our train **is** to leave at 10.30.

HOME PREPARATION

I. NEW WORDS.

- Give the 3 forms of: to buy, I can, to catch, to come, to draw, to drink, to eat, to go, I must, to pay, to put, to sell, to sleep, to take.
- Group the new words (16 nouns, 2 adjectives, 2 verbs, 1 idiom).

II. LESSON DRILL.

147. Questions. — 1. When do you take the train? 2. What kinds of tickets are there? 3. Who sells them to you, and where? 4. Who pays half-fare? 5. Where does the train stop? 6. When do you catch and when do you miss your train? 7. What is a porter's work? 8. Do you buy your ticket at the bookstall? 9. Where does your luggage go? 10. Where can you eat or drink at the station, and on the train?

148. Translate into English. — 1. Quel âge a Marie? Elle a 9 ans. 2. Avez-vous faim? Non, mais j'ai bien soif. 3. Combien de classes y a-t-il dans un train français? 4. Il ne faisait pas froid hier. 5. Combien cette table a-t-elle de haut? Elle a 3 pieds de haut, 4 de long et 2 de large. 6. Je dois aller à Paris demain. 7. Elle a peur du chien. 8. Combien d'argent y a-t-il dans votre bourse? 9. Elle devait venir à 4 h. 1/2. 10. J'ai 14 ans, et mon frère a 6 ans.

## ALONG THE ROAD



*London Museum.*  
THE TABARD INN.

1. Travelling on the roads of old was often something of an adventure : the roads were narrow and **winding**, and it sometimes happened that coaches would **upset** at bad corners, or get stuck in the mud in Winter.

But now there is so much motor-traffic along the roads that they have had to be **widened** and their surface **improved**; gangs of **road-menders** are busy all the year round keeping them **in good repair**.

2. All along the roadside, **milestones** measure the distances from town to town; and **sign-posts** standing at every cross-road tell travellers which way to go, or warn them of **dangerous** spots, such as sharp corners, steep hills, **level crossings**, etc...

3. In the stage-coach days, travellers who were going on long journeys stopped at roadside inns; there they found comfortable meals, hot drinks and warm beds waiting for them. These inns were killed by the railway, but **motor-ing** has given them new life, and many of them have changed into **up-to-date** hotels, where **tourists** can find **accommodation** (a bed) and food, **whenever** they are tired with travelling and want to **break their journey**.

1. 

ai five	ɛə where	uə sure	e bed	ou nose	ei cake
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widened    fare    poor    upset    road    break  
winding    their    tour    level    post    change  
milestone    repair    tourist    adventure    motor    dangerous

2. improve (im'pru:v)                      journey ('dʒə:ni)  
up-to-date ('ʌptu'deit)                      sign-post ('sain-poust).

GRAMMAR

THE FORM IN "ING."

*A verb in ing can be a present participle or a gerund.*

1. Present participle.

- a) *action*..... He came to me smiling.  
b) *progressive form*.. They are mending the road.  
c) *attitude*..... He was sitting by the fire.  
d) *adjective*..... I heard an amusing story.

2. Gerund = the action of.

- a) *verbal noun* ..... Motoring is very popular nowadays.  
b) *after prepositions* } I am fond of driving.  
    *(except to)*..... }  
c) *in compound nouns* A reading-lamp; a sleeping-car.  
d) *in some idioms* ... } I am busy reading.  
                                  } She can't help laughing.

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson : to be, to break, I can, to find, to get, to give, to go, to have, to keep, to stand, to stick, to take, to tell, to upset, to wind.  
b) Group the new words in the lesson (6 nouns, 5 verbs, 2 adjectives, 2 idioms and 1 conjunction) and build sentences with them.

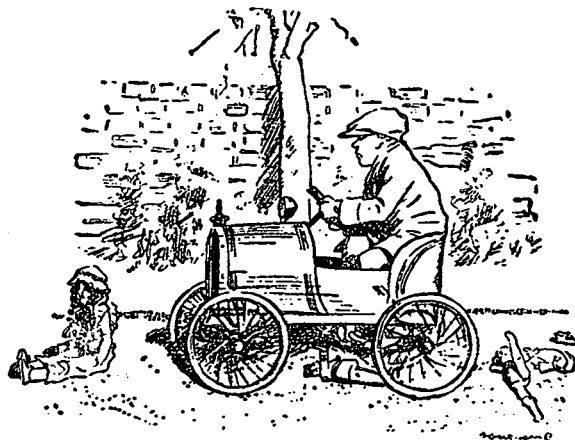
II. LESSON DRILL.

149. Questions.— 1. What was the aspect of the roads formerly ? 2. And now ? 3. What is the work of road-menders ? 4. How can you tell distances on a road ? 5. What are sign-posts for ? 6. Explain the difference between cross-roads and level-crossings. 7. Between an inn and a hotel. 8. When do tourists stop at an inn ? 9. What do they find there at meal-times ? 10. And at night ?

150. Pick out and group the various forms in 'ing' in the lesson (10)



## ABOUT MOTOR-CARS



*By permission of the Proprietors of "Punch".*

PLAYING AT PEDESTRIANS.

1. To-day we are going to have a lesson on **mechanics**. A motor-car is a vehicle driven by a **motor**, or engine. The driver has all the **controls** of the car in front of him : a wheel to steer it right or left ; a **lever** to change speed, an **accelerator** and a **powerful** brake to stop the car with, when necessary.

2. A car is **liable** to many accidents : it may be **bumped** into by another car ; or a **reckless** driver may run over pedestrians ; or, when the road is wet and **slippery**, the car may **skid**, and **smash** against a tree or a wall.

When an accident **has just happened**, a crowd gathers immediately. **Motorists** generally take out an **insurance policy** which answers for the damage they may cause.

3. When a motorist is **about to start** his engine, he must see if there is enough oil in the engine, petrol in the **tank** and water in the radiator : or he may have unpleasant **breakdowns** !

1. 

i: beef	i sit	æ cat	ou nose	uə sure	ʃ shut
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speed	skid	tank	motor	poor	smash
wheel	assist	smash	control	tourist	insurance
lever	slippery	damage	motorist	insurance	machine

2. liable ('laiəbl) mechanics (mi'kæniks).  
 3. powerful, reckless, breakdown, accelerator.

GRAMMAR

I. IMMEDIATE PAST

*Compare:*

An accident happens. I saw her yesterday.

An accident **has just happened**. I **had just seen** her.

NOTE: *When an action has taken place in a recent past, use the present perfect, or pluperfect + the adverb just (cf. French: vient de).*

2. IMMEDIATE FUTURE

The motorist is **about to** start his engine.

The motorist is **going to** start his engine.

NOTE: *for a near future use: to be about to, or to be going to.*

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of : to be, I can, to do, to drive, to go, to have, I may, I must, to run, to see, to stand, to take.  
 b) Group the new words in the lesson (10 nouns, 4 verbs and 4 adjectives) and build sentences with them.

II. LESSON DRILL.

151. Questions. — What difference is there between a car and a cart? 2. What is the driver's wheel for?? 3. How can the driver stop his car? 4. When does he use his accelerator? 5. Why is it dangerous to drive fast when it rains? 6. When is an insurance policy useful? 7. Name three things necessary to make an engine run. 8. What is the opposite of a prudent driver? 9. What are the controls of a car?

152. Turn into a) the immediate past; b) the immediate future. — (*Mind the tense of the verb*). 1. I am writing a letter. 2. She finished her problem. 3. The motorist was filling up his tank with petrol. 4. This reckless driver smashed his car. 5. My father took out an insurance policy.

**Group into sound columns :** clerk, horse, warn, heavy, winding, purse, corner, carriage, liable, car, murder, rack, wealthy, thirsty, guard, level, journey, warm, damage, widen.

**Stress correctly :** expensive, carriage, to attack, control, dangerous, insurance, motoring, accelerator, passenger, refreshment.

**Read aloud, then write in ordinary spelling :** 'vi:ɪkl, 'li:və, smæf, feə, 'lɑ:ɡɪdʒ, ræk, 'reklɪs, stiə, sɪt, sɪt.

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VERSE

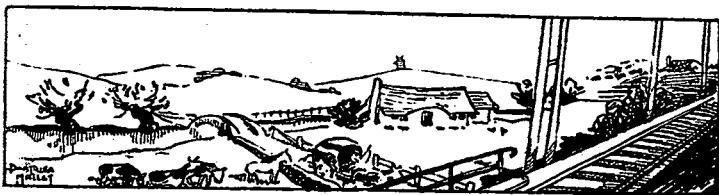
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FROM A RAILWAY CARRIAGE

*Faster than fairies, faster than witches,  
Bridges and houses, hedges and ditches;  
And charging along like troops in a battle,  
All through the meadows, the horses and cattle.  
All of the sights of the hill and the plain  
Fly as thick as driving rain;  
And ever again, in the wink of an eye,  
Painted stations whistle by.*

*Here is a child who clammers and scrambles,  
All by himself and gathering brambles;  
Here is a tramp who stands and gazes;  
And there is the green for stringing the daisies !  
Here is a cart run away in the road  
Lumping along with man and load;  
And here is a mill, and there is a river :  
Each a glimpse, and gone for ever !*

R. L. STEVENSON.



### THE BLACK ICE

The road was made long ago, for man, for women and children, ox and ass, for sheep and lambs and flocks of geese, for the dog that waits on man. It used to be easy to the feet of the travellers or the bare feet of children. It was a pleasant meandering ribbon; there were delicious banks by it, starred with every flower of the calendar, and deep in grass. By the road went weddings and christenings and funerals, and the farmer went by in his gig to market, and the doctor on his errand of healing, and Madam in her carriage, and the squire in his scarlet coat to the Meet. Now, the Black Ice is cruel to unaccustomed feet, and there is death in things that go so swiftly by. The roads of England are for the motorists, and none else dare be free of them.

Abridged from KATHARINE TYNAN.  
*The Spectator. Dec. 1st (1929).*

### ————— EXERCISES —————

**153. Write in the immediate past, using the progressive form when possible.** — 1. I invite my friend to tea. 2. We learnt our lessons. 3. The car has a breakdown. 4. The road-menders repaired the road. 5. We pass over a stone. 6. The level-crossing was closed. 7. A hotel was built here. 8. The manager gave me the number of my room. 9. They travelled 400 miles when we met them. 10. I heard a horn, but it was rather far away.

**154. Write in the immediate future (two forms).** — 1. This hotel opens for the winter sports. 2. Father buys a car. 3. An accident happens. 4. Motor-coaches supersede railways in England. 5. The guard blew his horn when the coach dashed through the village.

**155. Turn into the frequentative form (two forms) when possible.** — 1. Men wore gorgeous clothes in the 15th century. 2. Highwaymen attacked and robbed travellers. 3. We were writing a dictation when he came in. 4. Weavers did not work in factories formerly. 5. The blacksmith went and drank a glass of beer at the inn every evening.

**156. Distinguish between the different uses of a) would ; b) used.**  
— a) 1. She would not give me her name. 2. He would come to see us every time he could. 3. I would not miss my train, it's the last I can take. 4. She would not be a boarder if her parents did not live in the country. 5. We would go to church every Sunday.  
b) 1. She used to sit on the carpet. 2. She used the carpet to sit on. 3. He used a hammer to break his toys. 4. He used to break all his toys. 5. Jimmy did not use to be such a bad boy when I first knew him.

## THE RIVER



*National Gallery, Millbank.*

TH. LANE. THE GOUTY ANGLER.

1. A river takes its **source** in a high place. When it **springs** from the ground it is only a thread of water; then it gets bigger; it is a **brook**. It receives other brooks from the country round, which **swell** its waters; it becomes a **real stream** and flows along a valley.

When it reaches the sea after receiving many **tributaries** its **mouth** is very wide.

2. When a river springs from a high mountain, its current is very **swift**; when it flows across a plain, on the other hand, its current is slow and its **course** winding.

The **hollow** where the river flows is called the **channel**, or bed of the river; its two sides are the **banks**. On the banks grow trees such as **poplars** and **pale willows**, plants such as **reeds** and **sedges**, and flowers such as **forget-me-nots**; **water-lilies** grow in the water itself.

3. The principal pleasures of the **riverside** are fishing and boating. You can fish with a net or with a fishing-line; the latter way is called **angling**.

When you go boating, one of you takes the oars; another steers. But mind you don't **play the fool** in your canoe, or you will upset it, and then dear me! what a **splash**!

- I. 

u: blue	ʊ put	ɔ: door	æ cat	ou nose	iə dear
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fool	wool	oar	bank	flow	real
canoe	brook	source	splash	boat	steer
improve	would	course	channel	slow	serious

2. lily, poplar, willow, sedges, riverside, tributary.

GRAMMAR

POSITION OF THE OBJECTS OF A VERB.

- a) The driver **has the controls** of the car in front of him.  
 Le conducteur a devant lui **les commandes de la voiture**.  
*The direct object comes immediately after the verb.*
- b) I did not **see them**. He spoke to her on the 'phone.  
 Je ne les ai pas vus. Il lui parla au téléphone.  
*If the object is a pronoun, it comes after, not before, the verb.*
- c) Mr. Brown **teaches the boys** grammar.  
 Mr. Brown enseigne la grammaire aux élèves.  
*Dative object without preposition = direct object. cf. 78, b; 83, b.*

HOME PREPARATION

I. NEW WORDS.

- a) Give the 3 forms of : to be, to become, to get, to go, to grow, to spring, to swell, to take, to upset, to wind.
- b) Group the new words (19 nouns, 4 verbs, 2 adjectives and 1 idiom).

II. LESSON DRILL.

157. Questions. — 1. Where does a river take its source? 2. Why does a river get bigger and bigger? 3. What is the effect of heavy rains upon rivers? 4. When is the current swift? 5. Is the course of a slow river very straight? 6. Where does a river flow? 7. How can you upset a canoe? 8. What are the pleasures of the riverside? 9. What plants and trees grow on a river bank?

158. Place the direct object. — 1. (me) My father gave a caning. 2. (you) Speak louder, I cannot hear. 3. (the London train) Mr. Brown will take to-morrow. 4. (three pedals) The driver has under his feet. 5. (a bag full of provisions) The tramp carried on his back. 6. (the book I am reading) I shall lend you. 7. (us) The chambermaid will call in the morning. 8. (the vegetables of his garden) The gardener sells on the market. 9. (their goods) Country women sell on the market. 10. (the cow) Hold fast, because she kicks.

## HUNTING AND SHOOTING



*Art Gallery, Glasgow.*

S. CRAWHALL. THE HUNTSMAN.

1. **Hunting** is the favourite sport of English country gentlemen.

Rather early in the morning, the huntsmen all meet at an appointed place. A **pack of hounds** (hunting dogs) is waiting. When the **hunt** is ready, off they all start **in pursuit** of the animal they are going to hunt.

2. English people mostly hunt the **fox**, and sometimes the **hare**. The poor animal is **chased** by the hounds which **scent** its **track**. Sometimes the fox **escapes**, for it is a very **cunning** animal; and sometimes the hounds **overtake** it when it is **exhausted**, and kill it. A horn is blown to mark the various episodes of the hunt.

The French never hunt the fox, but some French people hunt the **deer**: it is a sport that only the rich can **afford**.

3. Much more popular is the killing of **game** with a **gun**. The **shooting**-season opens in late Summer. **Sportsmen** start out with their dogs; in their belts they carry **cartridges** with which they will shoot rabbits and hares, **pheasants** and **partridges**. It is a good thing for the game that all sportsmen are not such good **shots** as they **pretend**, and that their **huge** game-bags are sometimes empty!

I. u: blue ɔ not ju: tube ʌ but ei cake æ cat

fool fox stew gun chase bag  
shoot shot huge hunt game pack  
include popular pursuit cunning escape track

2. hare (hæ) deer (diə) exhausted (ig'zɔ:stɪd) hound (haund).  
3. to afford, cartridges, partridges, pheasant, to pretend.

## GRAMMAR

### ADJECTIVES USED SUBSTANTIVELY.

*Adjectives can be used as nouns in English, but:*

1. *They are always plural, but never take s.*

**A rich man** is not always happy.

**The rich** are not always happy.

2. *They are preceded by the and express a total number only.*

There are **poor people** and **rich people** in every country.

**The dead** never come back.

NOTE: *Adjectives in -ese, -ch and -sh follow the same rules.*

## HOME PREPARATION

### I. NEW WORDS.

- a) Give the 3 forms of the irregular verbs in the lesson :  
to be, to blow, I can, to go, to meet, to overtake, to shoot.  
b) Group the new words in the lesson (14 nouns, 9 verbs, 2 adjectives and 1 idiom) and build sentences with them.

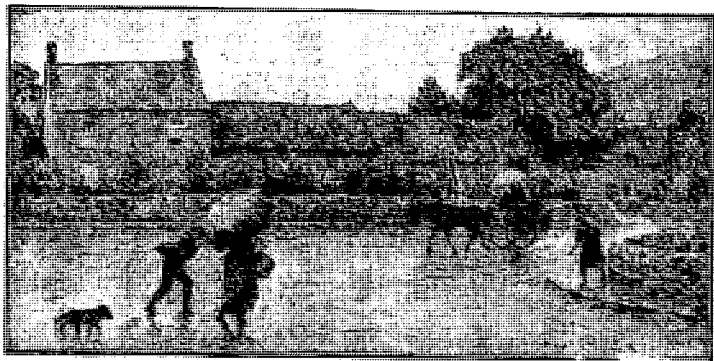
### II. LESSON DRILL.

159. Questions. — 1. What is a hound ? 2. Do huntsmen hunt with only one hound? 3. Do the French and the English hunt the same animal? 4. What do you hear during a hunt? 5. And when the shooting-season begins? 6. What do sportsmen carry when they go shooting? 7. What is the difference between a rabbit and a hare? a pheasant and a partridge? 8. What is a good shot?

160. Replace the italicized words by adjectives used substantively, when possible. — 1. *Blind men* cannot see. 2. *Dead people* never come back. 3. *A poor man* was begging at the door. 4. *Some dumb people* can hear, but *deaf and dumb people* can neither hear nor speak. 5. *Frenchmen* are darker-haired than *Englishmen*. 6. *Chinese men* are yellow-skinned. 7. *An Englishman* is generally tall and thin. 8. *Rich people* must always be ready to help *poor people*.



## SUMMER WEATHER



*Victoria and Albert Museum.*

F. WALKER. A RAINY DAY.

1. Isn't Summer the best season, and don't all children love to go for long rambles, when the weather is fine? But let them have a look at the **glass (barometer)** before they start; for if it **points to wet**, or even to **unsettled**, they had better stay **indoors**; but if it points to **set fair**, they can go **confidently**.

2. Yet even bright Summer days are not without their **surprises**. You sometimes leave home under a clear blue sky for some picnic; and just as you are getting lunch ready, big black clouds gather in the sky. A **flash of lightning** suddenly **zigzags** across the sky and a **clap of thunder** is heard : there is a **storm brewing**.

3. Drops of rain begin to patter on the **spread lunch** and it is soon **raining cats and dogs** : isn't it a job then to pack up all the provisions again ?

Of course it does not last long, and a beautiful **rainbow** on the horizon soon **announces** that the storm is over : but you are sometimes **soaked** through, and the grass is all wet : not very pleasant to sit on, is it ?

- I. ai five θ thing ð this ou nose u: blue au cow

bright thick rather bow soon cloud  
 surprise thatch gather soak brew hound  
 lightning through leather home shoot without  
 horizon thunder weather over smooth announce

2. confidently, unsettled, surprise, barometer.

## GRAMMAR

### INTERRO-NEGATIVE FORM.

1. *A negation and a question can be combined to form the **interro-negative form**. This form is not negative, but gives greater force of expression :*

a) *to a question*..... Don't you like picnics?

b) *to an affirmation*.... Isn't Jack a nice boy!

2. *Mind the place of the subject (noun or pronoun) :*

a) *after not, if it is a noun, or with a contraction.*

b) *before not, if it is a pronoun with no contraction.*

## HOME PREPARATION

### I. NEW WORDS.

- a) *Give the 3 forms of the irregular verbs in the lesson : to be, to begin, I can, to get, to go, to have, to leave, to let, to sit, to spread.*
- b) *Group the new words in the lesson (9 nouns, 5 verbs, 1 adjective, 2 adverbs and 2 idioms) and build sentences with them.*

### II. LESSON DRILL.

161. Questions. — 1. What is the difference between a clock and a barometer? 2. When do we start confidently? 3. When do we hesitate? 4. What do you see and hear when a storm is brewing? 5. What do you call a day with much sun and few clouds? 6. Does the rain fall in a drizzle during a storm? 7. What announces the end of a storm? 8. When are you soaked through? 9. When is it unpleasant to sit on the grass? 10. What noise do you hear on the leaves of trees when it rains cats and dogs?

162. Turn into the interro-negative form. — 1. Have you invited her to tea? 2. An angler is patient. 3. The boy said his lesson well. 4. Will he go to the mountains? 5. He was a fool!

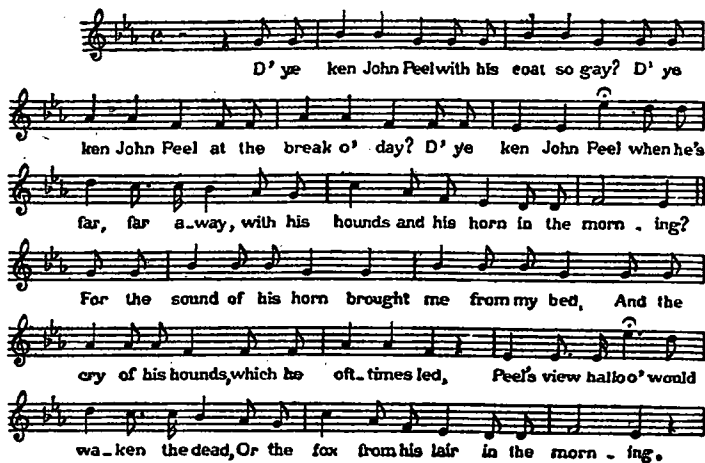
**Group into sound columns** : shoot, flow, cloud, crowd, soak, poplar, brook, shot, good, fool, hound, over, to bow, brew, canoe, drop, to announce, look, boat.

**Stress correctly** : rainbow, to escape, surprise, canoe, episode, to receive, popular, tributary, current, appointed.

**Read aloud, then write in ordinary spelling** : θred, 'laitniŋ, hju:dʒ, 'θandə, pə'sju:t, θru:, ɔ:, 'weðə, splæʃ, hæ.

## A HUNTING SONG

JOHN PEEL



D' ye ken John Peel with his coat so gay? D' ye  
ken John Peel at the break o' day? D' ye ken John Peel when he's  
far, far a-way, with his hounds and his horn in the morn - ing?  
For the sound of his horn brought me from my bed, And the  
cry of his hounds, which he oft - times led, Peel's view halloo' would  
wa - ken the dead, Or the fox from his lair in the morn - ing.

*Then here's to John Peel from my heart and soul,  
Let's drink to his health, let's finish the bowl;  
We'll follow John Peel through fair and through foul,  
If we want a good hunt in the morning.  
For the sound of his horn, etc...*

## WHERE GO THE BOATS ?

- |   |  |
|---|--|
| <p>1. <i>Dark brown is the river,<br/>Golden is the sand.<br/>It flows along for ever,<br/>With trees on either hand.</i></p> <p>2. <i>Green leaves a-floating,<br/>Castles of the foam,<br/>Boats of mine a-boating—<br/>Where will all come home?</i></p> | <p>3. <i>On goes the river<br/>And out past the mill,<br/>Away down the valley,<br/>Away down the hill.</i></p> <p>4. <i>Away down the river,<br/>A hundred miles or more,<br/>Other little children<br/>Will bring my boats ashore.</i></p> |
|---|--|

R. L. STEVENSON.

## EXERCISES

163. Write in the a) interrogative; b) negative; c) interro-negative.  
— 1. He writes well. 2. The girl was sea-sick. 3. Anglers are patient men. 4. Old photographs remind us of past days. 5. They leave Paris to-night. 6. Betsy is writing a letter. 7. He took his umbrella. 8. You open the window. 9. Jane and I may go and play. 10. They are ready to go home. 11. You can swim.

164. Write in the interro-negative form. — 1. Jimmy is a nice boy. 2. She loves reading. 3. Do you sing? 4. My cousin looks tired. 5. Everybody is fond of music. 6. Hunting is a cruel sport. 7. It was late when they came. 8. The sky was cloudy this morning. 9. Did you take the train?

165. Place the direct object. — 1. (*The book*) He put back in its place. 2. (*One of his old guns*) He gave to his son. 3. (*A basket full of fruit*) She had in her hand. 4. (*Poplars and willows*) The river reflected in its dark waters. 5. (*You*) I shall go and see to-morrow morning. 6. (*A Christmas present*) He made his friend. 7. (*The fish*) The angler will catch with a fly. 8. (*A long letter*) She wrote me. 9. (*Everybody's attention*) He drew upon himself. 10. (*All the necessary explanations*) The teacher gave during the class.

166. Write in the plural, using the adjectives substantively. — 1. A deaf man often speaks loud. 2. A sick person is seldom patient. 3. A kind-hearted man gives himself his own reward. 4. A living person quickly forgets a dead one. 5. A Frenchman wore gorgeous clothes in the 17th century.

167. Write in the singular. — 1. The wicked always get punished in the end. 2. The dead are at rest. 3. The dumb can't speak. 4. The well-off don't go to small cafés in England. 5. The Dutch live in Holland.

## AT THE SEASIDE



LAURA KNIGHT. THE BEACH.

1. Many people like to spend their holidays at the **seaside**, along some rocky or sandy **coast**. Some of the most popular seaside resorts in England **face** the French coast. Their high chalk **cliffs** look so white that England has been called Albion, or the White One.

2. At the seaside, children play with the sand or **shingle** of the **beach**. At low **tide**, they make **mud-pies** or build **sand-castles**; they also **paddle** in the puddles of **salt** water left in the hollows of the rocks; and when the tide **ebbs** very far, they go **shrimping** with their little nets, or catch **crabs** in the rocks. How funny to see the crabs run all **awry**, but what **screams of terror** when one of them has **pinched** some rosy toe or finger!

3. Then, when the tide rises, comes the time for bathing. What a joy to see the high **waves** come with their white **crests** of **foam** and to jump just in time to avoid them! and how pleasant after the **bathe** to **bask** in the sun to get dry and nicely **sunburnt** and brown!

1. 

ɔ: door	ou nose	ɑ: car	ei cake	ai five	i: beef
---------	---------	--------	---------	---------	---------

salt	toe	bath	bathe	pie	sea
call	coast	bask	wave	rise	beach
chalk	foam	castle	pace	tide	scream

2. resort (ri'zɔ:t) Albion ('ælbjən) awry (ə'rai).

## GRAMMAR

### EXCLAMATORY SENTENCES.

1. *With nouns: what, or such, before the noun.*
  - a) Note the different positions of **what** and **such**.
  - b) Use **a** or **an** with **concrete nouns** in the **singular**.  

What a scream I heard!	I heard <b>such</b> a scream!
What courage he showed!	We caught <b>such</b> nice crabs!
2. *With adjectives or adverbs: how or so.*  
*Note position of how and so before the adjective or adverb.*  

How far the tide ebbs!	The tide ebbs so far!
How sunburnt you look!	You look so sunburnt!
3. *How is also used with verbs and how much, how many, so much, so many, for quantities.*  

How that crab runs!	How many mud-pies he made!
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## HOME PREPARATION

### I. NEW WORDS.

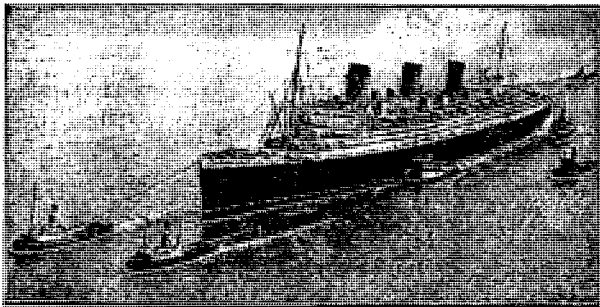
- a) Give the 3 forms of: to build, to catch, to come, to get, to have, to make, to rise, to run, to see, to spend.
- b) Group the new words (16 nouns, 6 verbs, 2 adjectives and 1 adverb).

### II. LESSON DRILL.

168. Questions. — 1. What is the difference between Chamonix and Trouville? 2. Why is England sometimes called Albion? 3. Where do children play at the sea-side? 4. With what do they make mud-pies? 5. What can they catch when the tide ebbs far? 6. Is sea-water good to drink? 7. How does a crab run? 8. With what is a beach covered? 9. Where and when can you see foam? what colour is it? 10. How can you dry yourself after a bathe?

169. Turn into exclamatory sentences (2 forms). — 1. The children felt terror. 2. The cliffs are white. 3. He acted with prudence. 4. We saw high waves. 5. He swims far.

## SHIPS AND HARBOURS



*Keystone Photo.*

S.S. QUEEN MARY.

1. When we want to travel across the sea, we take a boat, or **ship**. A sailing-ship has got one or several **masts** which **bear** the sails in which the wind will blow. A **steam-ship** has no sails, but **funnels** out of which comes the smoke from the engine down **below**.

On board a ship, the captain generally stands on the **bridge**, giving orders to the **sailors**.

2. The passengers who are on board sit on the **deck** in **deck-chairs** when the weather is fine. But when the sea is **rough**, those who are **bad sailors** get **sea-sick** and go down to their **cabins**.

At last, **land** is getting near, the crossing is over. The passengers file out, showing their **passports**, and a **Customs Officer** inspects their luggage and asks if they have anything to **declare**.

3. Between two **voyages**, a ship lies at **anchor**, or she is **moored** along a **pier** in a port, or **harbour**.

A harbour is generally built in a **bay** to be **sheltered** from the winds. At the end of the **jetty** stands a **light-house**, to **guide** the ships at night.

There are also white or red **buoys**, to warn sailors of dangerous rocks or **sand-banks**.

- I. ou nose ai five uə sure ɑ: car ʌ but ɛə where

blow      fine      poor      mast      rough      fair  
 smoke    light      tour      harbour    funnel      bear  
 below    guide      moor      passport    customs    declare

2. anchor ('æŋkə) pier (piə) voyage (vɔɪdʒ) buoy (bɔɪ),  
 3. jetty, to shelter, officer, deck-chair, sailor.

## GRAMMAR

## TO GET.

1. + *adverb or preposition of movement* = *to go, to come.*  
 We got to the pier in time for the boat. Get in!
2. + *adjective* = *to become.*  
 They all got sea-sick. Old people's hair gets white.
3. *To obtain (to procure, buy or receive).*  
 I got a letter to-day. We get our bread at the baker's.
4. *Expletive, with to have.*  
 I have (got) some nice books at home.

## HOME PREPARATION

## I. NEW WORDS.

- a) Give the 3 forms of : to bear, to blow, to build, to come, to get, to give, to go, to lie, to show, to sit, to stand, to take.  
 b) Group the new words in the lesson (19 nouns, 5 verbs, 2 adjectives, 3 idioms and 1 adverb) and build sentences with them.

## II. LESSON DRILL.

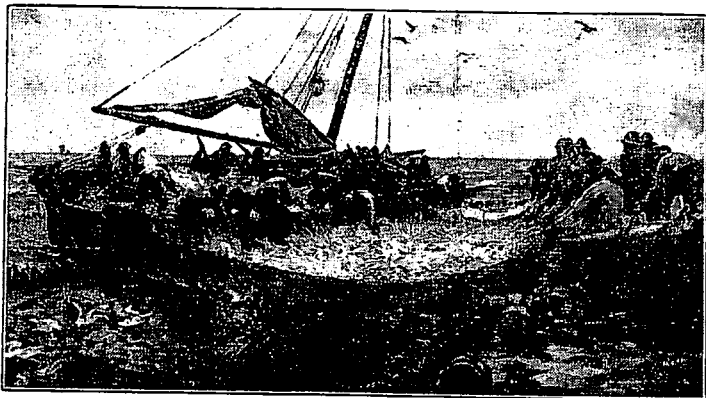
170. Questions. — 1. Explain the difference between a sailing-ship and a steam-ship. 2. What are the masts for? and the funnels? 3. Where does the captain stand? 4. What is a bad sailor? 5. Do the passengers always sit in their cabins? 6. Why is there a lighthouse in every harbour? 7. Where does it stand? 8. Where is a harbour usually built? why? 9. Does a ship stop along a platform?

171. Replace or complete the verbs by 'to get' as often as possible. —

1. I bought my hat at the milliner's. 2. This girl becomes prettier and prettier. 3. He rose up from his chair and put on his hat. 4. He came to the pier just as the ship was sailing away. 5. He received a letter as he was leaving his house. 6. The leaves turn yellow and then fall in Autumn. 7. He obtained some information from the policeman who was standing at the crossing. 8. I stand up and leave the room. 9. He has a new car. 10. You have to buy your ticket.



## PEOPLE OF THE SEA

*National Gallery, Millbank.*

C. N. HEMY. PILCHARDS.

1. A fisherman's life is a hard one. Every day, he **sets sail** and goes out to sea, to sail back home with the tide, glad if he has made a good **catch**, and **depressed** if the fishing has been bad. When he is not out at sea, he mends the **meshes** of his nets or **overhauls** his fishing-smack (or boat).

2. But his life is not only a hard one, it is also a **perilous** one.

The sea is sometimes rough when he sets sail and a gale begins to blow. His little boat **itches** and rolls on the waves, and may **strike** against a rock and be **wrecked**.

3. Every year, **scores** of fishermen are **drowned** in this way; and every year more **widows** and **orphans** weep for their lost husbands and fathers.

But the **crew** are not lost every time a fishing-smack is wrecked, fortunately. When they are seen from the **shore**, other sailors **launch** the **life-boat** to go to their **rescue**; the **rescuers** have their reward when they can bring the wrecked crew safe to land.

i sit	ɔ: door	ei cake	u: blue	final iz	
pitch	more	launch	sale	brew	fishes
widow	score	orphan	gale	crew	itches
fisherman	shore	reward	wave	shoot	meshes

- wrecked (rekt) strike (strai) drowned (draund).
- meshes, perilous, life-boat, depressed, overhauling.

GRAMMAR

COLLECTIVE NOUNS.

Compare :

The crew **was** not lost. The crew **were** not lost.

A *collective noun* (crowd, family, etc.) can be used with a verb in the *singular* or in the *plural*.

A, AN after PREPOSITIONS.

Compare :

I went out **without an** umbrella. What sort of a man is he?  
He spoke **without** eloquence. What sort of **eloquence** is it?

Use **a, an**, after a *preposition*, with a *singular concrete noun*.

HOME PREPARATION

I. NEW WORDS.

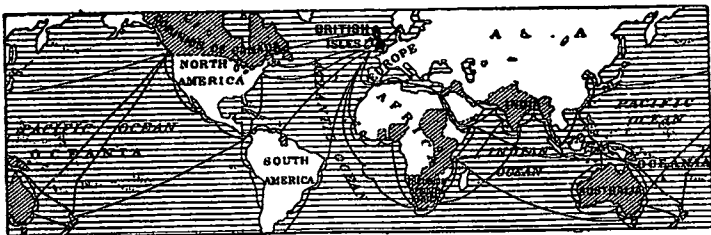
- Give the 3 forms of : to be, to begin, to blow, to bring, I can, to go, to have, to lose, to make, to see, to set, to strike, to weep.
- Group the new words in the lesson (12 nouns, 6 verbs, 2 adjectives and 1 idiom) and build sentences with them.

II. LESSON DRILL.

172. Questions. — 1. Does a fisherman go fishing in a steamer?  
2. With what does he catch fish? 3. When is he glad? and depressed?  
4. What does he do when there are holes in his nets? 5. What is a widow? an orphan? 6. Give an equivalent for : 20 books.  
7. What is a life-boat? 8. When is it launched? 9. What is the crew of a boat? 10. Give the opposite of safe.

173. Use 'a' or 'an' when necessary. — 1. A rowing-boat is without mast. 2. They rowed with great courage. 3. The children walked with bare feet. 4. Tommy is devil of boy. 5. He travelled in coach. 6. He always acts with prudence. 7. He cried for joy. 8. Jane was riding on horse. 9. He never goes out without hat on. 10. Can't you smell without nose?

## ENGLAND AND THE SEA



1. If we **consider** a map of Great Britain, we shall **observe** that it is an island washed by the North Sea, the Channel, the Irish Sea and the Atlantic Ocean; we shall also find that many of its rivers end in deep tidal **estuaries**, which bring the sea far inland, so that no part of Great Britain is very far from the sea.

2. When **islanders remain** in their island, the sea is a **barrier** to them, which cuts them off from the bigger world outside. But if they have something of an **adventurous spirit** in them, the sea is an open road.

The inhabitants of Britain have ever been **sea-rovers**: the **Celts**, the **Angles**, the **Saxons**, the **Danes**, the **Normans**, all the men who **invaded** the island, had to be adventurous sailors.

3. No wonder then that the **British flag** is carried over the five oceans by British ships, and that British **possessions** lie along the principal sea-routes.

If her ships did not supply her with food, Britain would die. You now understand why the British Navy has been for so long the first in the world, and why the sea is something more to young **Britons** than a place to paddle in when the Summer holidays come.

1. ei cake    ou nose    æ cat    i sit    u: blue    ʌ but

Dane    open    flag    Briton    food    young  
 invade    rover    Saxon    British    crew    wonder  
 remain    ocean    inhabitant    consider    route    Summer

2. adventurous (əd'ventʃərəs)    barrier ('bæriə)    Celt (kelt)  
 estuary ('estjuəri)    possessions (pə'zefəns)    island ('ailənd).

## GRAMMAR

## POSITION OF ADVERBS.

1. *Adverbs of place, manner and precise time are placed:*  
 a) *after the verb if there is no object.*  
 He arrived yesterday. She dances gracefully.  
 b) *after the object if there is one.*  
 We shall have tea outside.
2. *Usually, generally, also, almost, and all adverbs of indefinite time are placed:*  
 a) *before the verb in simple tenses.*  
 b) *between the auxiliary and the verb in compound tenses.*  
 He sometimes sings.    I have never seen him.  
 She often drives her car.    I shall also buy a cake.  
 School usually begins at 8.    He has almost finished.

## HOME PREPARATION

## I. NEW WORDS.

- a) Give the 3 forms of: to be, to bring, to come, to cut, to have, to lie.  
 b) Group the new words (15 nouns, 5 verbs, 2 adjectives and 1 idiom).

## II. LESSON DRILL.

174. Questions. — 1. What is Great Britain? 2. What sea washes France and Great Britain? 3. What is an islander? 4. By whom was Britain invaded? 5. What are the colours of the French flag? 6. Why are steamers necessary to Great Britain? 7. How does a river end? 8. Is France an island? 9. What does a navy consist of? 10. Why is no part of Great Britain far from the sea?

175. Place the adverb. — 1. (*nowadays*) Men don't wear gorgeous clothes. 2. (*awry*) The crab was running. 3. (*to-day*) They left for England. 4. (*confidently*) They started on their voyage. 5. (*never*) A river flows up a valley. 6. (*almost*) He fell from his horse. 7. (*sometimes*) They go to the sea-side. 8. (*now*) I must begin. 9. (*well*) She learnt her lessons. 10. (*now*) I must begin my exercise.

Group into sound columns : steer, moor, boy, pier, fire, hare, shore, tourist, tyre, buoy, iron, sure, reward, repair, appointed, year, launch, wire, bear, poor.

Stress correctly : several, consider, possessions, castle, to inspect, harbour, adventurous, terror, overhauling, inhabitant.

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## VERSE

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### BIG STEAMERS

- " Oh, where are you going to, all you Big Steamers,  
With England's coal, up and down the salt seas? "*
- " We are going to fetch you your bread and your butter,  
Your beef, pork and mutton, eggs, apples and cheese. "*
- " And where will you fetch it from, all you Big Steamers,  
And where shall I write you when you are away? "*
- " We fetch it from Melbourne, Quebec and Vancouver,  
Address us at Hobart, Hong-Kong and Bombay. "*
- " But if anything happened to all you Big Steamers,  
And suppose you were wrecked up and down the salt sea? "*
- " Why, you'd have no coffee or bacon for breakfast,  
And you'd have no muffins or toast for your tea. "*
- " Then I'll pray for fine weather for all you Big Steamers,  
For little blue billows and breezes so soft. "*
- " Oh, billows and breezes don't bother Big Steamers,  
For we're iron below and steel-rigging aloft. "*
- " Then I'll build a new lighthouse for all you Big Steamers,  
With plenty wise pilots to pilot you through. "*
- " Oh, the Channel's as bright as a ball-room already,  
And pilots are thicker than pilchards at Looe. "*
- " Then what can I do for you, all you Big Steamers,  
Oh, what can I do for your comfort and good? "*
- " Send out your big warships to watch your big waters,  
That no one may stop us from bringing you food.  
For the bread that you eat and the biscuits you nibble,  
The sweets that you suck and the joints that you carve,  
They are brought to you daily by all us Big Steamers,  
And if any one hinders our coming, you'll starve! "*

RUDYARD KIPLING (1865-1936).

## ARIEL'S SONG

*Full fathom five thy father lies ;  
 Of his bones are coral made ;  
 Those are pearls that were his eyes :  
 Nothing of him that doth fade  
 But doth suffer a sea-change  
 Into something rich and strange.  
 Sea-nymphs hourly ring his knell.  
 Hark ! now I hear them — Ding, dong, bell.*

WILLIAM SHAKESPEARE (1564-1616).

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 EXERCISES
 

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**176. Write in the singular.** — 1. They travelled without tickets. 2. What brave men were drowned in that terrible wreck ! 3. The women wore black clothes, for they had lost their husbands. 4. Do sailors lead perilous lives ? 5. What sort of men are these ?

**177. Write in the plural.** — 1. He found a crab in the rock. 2. The sheep was at rest in the meadow. 3. A little boy loves to make a mud-pie. 4. He had come out without a hat on. 5. There was a buoy floating near the sandbank.

**178. Turn into exclamatory sentences (two forms).** — 1. We walked fast. 2. There were high waves. 3. He swims far. 4. Baby made a beautiful mud-pie. 5. The cliff is sheer. 6. It is pleasant to walk on the sand. 7. He caught many crabs. 8. My friend is kind. 9. This boy works. 10. We caught shrimps.

**179. Place the adverb correctly.** — 1. (*to-morrow*) The glazier will come to mend the broken window-pane. 2. (*sometimes*) She darns her stockings herself. 3. (*seldom*) Boys sew their own buttons. 4. (*badly*) The tailor has cut my coat. 5. (*approximately*) I gave her your address. 6. (*often*) I shall go to the theatre when I am in London. 7. (*also*) He has got a house in the country. 8. (*easily*) You will solve this problem. 9. (*gallantly*) The firemen rescued the inhabitants of the burning house. 10. (*enough*) You do not work fast.

**180. Big steamers.** — 1. How many accented syllables are there in each line ? 2. What product is exported from, and what others are imported into England ? 3. What are steamers made of ? 4. Do they fear a stormy sea ? 5. What is the Channel ? 6. Who is asking the questions which the steamers are supposed to answer ? 7. Is the last line of the poem quite true ? 8. Do you remember when farming was almost abandoned in England ? 9. Are big steamers as important for French children, as for English children ? 10. What do they bring to them ?

# PRÉCIS GRAMMATICAL

## ■ ■ ■ ■ ■ I. L'ARTICLE ■ ■ ■ ■ ■

### 1. Article indéfini.

- a) **a** s'emploie devant une consonne et devant une **h** aspirée; devant un **w**, un **y**, et devant le son [ju:]  
**an** s'emploie devant une voyelle ou une **h** muette.
- b) **a** se prononce [ə]; **an** se prononce [ən].
- c) **a**, **an** s'emploie avec les 3 genres. Il n'a pas de pluriel.
- d) **a**, **an** s'emploie devant un attribut : *Father is a doctor* ; après une préposition : cf. § 102; et après **what** et **such** cf. § 106.
- e) **not a**, **not an** se remplace souvent par **no** : *I have no pen*.

### 2. Article défini.

- a) **the** se prononce [ði] devant une voyelle et [ðə] devant une consonne ou une **h** aspirée;
- b) **the** s'emploie avec les 3 genres, au singulier et au pluriel.

### 3. Emploi et omission de THE.

#### 1. On omet the :

- a) après un cas possessif et après **whose** ;
- b) devant tout nom qui n'est pas déterminé.  
et particulièrement devant :
- les noms concrets au pluriel :  
*Shoes are made of leather.*

les noms abstraits :  
*War is a terrible thing.*

les noms de sciences :  
*We learn history.*

les noms de couleurs :  
*I like green.*

les noms de matières :  
*Wood is useful.*

les noms de pays :  
*France is much larger than England.*

les titres + nom propre :  
*King George V is dead.*

Mais on dira :

*The shoes I wear are black.*

*The war of 1914 was terrible.*

*We learn the history of Greece.*

*I like the green of your dress.*

*The wood of my pencil is soft.*

*The France of to-day is very different from that of Clovis.*

*The King of England is ill.*

2. On emploie **the** :a) si l'objet désigné est **unique** : *the sun, the rain*;b) si le **nom** au **singulier** représente toute l'espèce :*The dog is a friend to men* ou : *Dogs are friends to men.*

## EXERCICES

181. Use "the" when necessary. — 1. *Streets of town* were full of people. 2. All *men* are afraid of *death*. 3. *Donkey* is a patient animal. 4. *Public-schools of England* are proud of their traditions. 5. *Lamp-posts* light our streets at night. 6. *Cardboard* is used to make *boxes* with. 7. *Italy* has many ancient buildings. 8. *War* is a terrible thing. 9. *Wool* of this carpet is soft and thick. 10. *War* which began in 1914 lasted four years.

182. Write in the singular. — 1. *Avenues* led to the cathedral. 2. *Men-servants* were more often used formerly than now. 3. Several books have come for you, but they are not the ones you wanted most. 4. *London taxis* do not look modern. 5. They are gentlemen.

183. Write in the plural. — 1. The horse is a fine animal. 2. I took a corner-seat. 3. There was a bus going up the street. 4. He had a French stamp and an English one. 5. The taxi-man raised the flag of his taxi. 6. There is a family who lives in our house. 7. The rat is not a useful animal. 8. An ox is used to draw a heavy cart. 9. An Englishman is usually taller and fairer than a Frenchman. 10. A dictation teaches you spelling.

## II. LE NOM

## 4. Formation des noms.

- a) Verbe + **ing** = action de . . . *reading, travelling.*  
 b) Verbe + **er, or** = agent . . . *actor, bricklayer.*  
 c) Adjectif + **ness** = nom abstrait . *business, happiness.*  
 d) Nom + **ess** = féminin . . . . . *poetess, lioness.*

## 5. Noms composés.

- a) Adjectif + **nom** . . . . . *blackboard; grandparent.*  
 b) Gérondif + **nom** . . . . . *looking-glass; drawing-pin.*  
 c) Nom + **nom** . . . . . *classroom; cupboard.*

## REMARQUE :

Le premier élément dans un nom composé joue un rôle **d'adjectif**. Il est donc **invariable**.

Ex : *school-room, school-rooms; fish-knife, fish-knives;*  
*tooth-brush, tooth-brushes; flower-bed, flower-beds.*



## 6. Le genre des noms.

genre masculin. . . *the boy, Fred* }  
 genre féminin. . . *a girl, Jane* } . . noms de personnes.  
 genre neutre . . . *a book, a fork* . . noms de choses.

### REMARQUES :

Un très jeune bébé est souvent neutre.

Les animaux sont neutres en principe.

Les animaux familiers sont souvent masculins ou féminins.

Certains noms de personnes sont du genre commun : *person, artist, teacher, pupil, etc...*

## 7. Formation du féminin.

1. en *ess* . . . . . *master, mistress; poet, poetess.*
2. noms différents. . . . . *man, woman; cock, hen.*
3. par adjonction . . . . . { *man-servant, maid-servant;*  
   { *he-donkey, she-donkey;*  
   { *cock-sparrow, hen-sparrow.*

## 8. Singulier et pluriel.

Le pluriel régulier se forme en ajoutant *s* au singulier.  
 Voir § 108 pour la prononciation de l'*s* finale.

Ex : *A book, two books — a house, two houses.*

## 9. Pluriel en *-es*.

Les noms en *s, x, z, ch, sh*, forment leur pluriel en *-es*.

Ex : *class, classes — bus, buses — box, boxes*  
*brush, brushes — inch, inches.*

de même les noms en *o*.

*negro, negroes — potato, potatoes — tomato, tomatoes.*  
 mais : *piano, pianos.*

## 10. Pluriel en *-ies*.

Les noms terminés par *consonne + y* ont leur pluriel en *-ies*

Ex : *lady, ladies — family, families — cherry, cherries.*  
 mais : *boy, boys — key, keys; cf. § 107.*

## 11. Pluriel en *-ves*.

Les noms en *f* et *fe* forment leur pluriel en *-ves*.

Ex : *wife, wives — knife, knives — leaf, leaves.*

EXCEPTIONS : *roof, roofs; handkerchief, handkerchiefs.*

## 12. Pluriels irréguliers.

en	oo = ee	ou = i	an = en
ox child	foot goose tooth	mouse	man woman
oxen children	feet geese teeth	mice	men women

## 13. Pluriels invariables.

**Sheep** est invariable : *one sheep, three hundred sheep.*

**Fruit** et **fish** sont souvent invariables.

## 14. Noms collectifs.

Certains noms représentant une **collectivité** sont invariables.

- a) verbe au **singulier**. . . . . *hair, luggage.*
- b) verbe au **pluriel**. . . . . *people, cattle.*
- c) verbe au **singulier** ou au **pluriel**. . *crew, family, crowd.*

## 15. Pluriel idiomatique.

Un **sujet pluriel** exige parfois un **complément pluriel**.

Comparez : *The two sisters had their hats on their heads.*

*The two sisters came to see us in their car.*

## 16. Formation du cas possessif.

- a) Employez **'s** pour les noms singuliers ou pluriels sans **-s**.  
Employez une **apostrophe seule** pour les pluriels en **-s**.
- b) Le nom **complément** précède le nom complété.
- c) **the** est toujours **supprimé** après le cas possessif.
- d) Singulier { *the doll of Jane. . . . . Jane's doll.*  
*the car of Dr. Brown . . . Dr. Brown's car.*  
*the book of the boy . . . the boy's book.*  
*the life of a man . . . . a man's life.*
- e) Pluriel { *the toys of her children. . . her children's toys.*  
*the tables of the pupils. . . the pupils' tables.*

## 17. Emploi du cas possessif.

- a) Il ne peut pas s'appliquer à un nom d'être inanimé.  
Ex : *Fred's leg. The horse's leg* ; mais : *the leg of the chair.*
- b) Il peut s'appliquer aux noms de **distance** et de **temps**.  
Ex : *an hour's walk ; a fifty miles' journey.*
- c) **Shop, church, house** sont souvent omis après **'s**.  
Ex : *She went to the baker's. I live far from my friend's.*

184. Write the feminine in *-ess* of — Shepherd; master; giant; host; Jew; mayor; malefactor; negro; actor; poet.

185. Give the feminine equivalent of — Country-man; school-boy; he-monkey; grandson; boy-scout; gentleman; guinea-cock; King; Lord Mayor; landlord; lion.

186. Group into three columns (masculine, feminine and common genders). — Husband; artist; cook; pedestrian; fool; lady; neighbour; visitor; dress-maker; boot-maker; Dad; landlady; ship; Mrs. Smith; blacksmith; headmaster; vicar; musician; maid; boarder.

187. Write in the masculine. — 1. The village schoolmistress wrote her letters in her kitchen. 2. This lady is proud of her dress. 3. The landlady asked her boarder what she would have for tea. 4. Was not the old woman pleased to see her granddaughter? 5. She is my niece, her mother is my wife's sister.

188. Complete with one or the other of the nouns between brackets. — 1. The (maid, valet) did not think her wages were high enough. 2. (Adam, Eve) was sorry for his disobedience. 3. She said that she did not know (Mr. Brown, Mrs. Brown) but she had seen his wife. 4. The milliner sold the (gentleman, lady) a hat which fitted her well. 5. (Uncle, aunt) asked me to send her postcards.

189. Explain. — A morning train; a booking-office; a ticket-inspector; a waiting-room; a cloak-room; a book-stall; a taxi-driver; a schoolmaster; hand-luggage; night-things.

190. Turn into the plural. — 1. She looked for a costume in her fashion-paper. 2. A Customs officer stood on the pier. 3. I was sitting in a deck-chair. 4. The man put a flower in his button-hole. 5. The ox is drawing a cart full of corn up that hill. 6. The postman took the letters out of the letter-box. 7. A man-at-arms was dressed in steel. 8. He writes with a fountain-pen. 9. The Lord-Mayor took his man-servant with him. 10. An inch is less than a foot, and a penny than a shilling.

191. Write in the singular. — 1. The thieves were arrested by policemen. 2. The postmen bring our letters in their bags. 3. The maids' brooms have had a holiday. 4. The mice had run all over the empty house. 5. Children like to travel in corridor trains.

192. Use the possessive case when possible. — 1. The tool of the mason was very heavy. 2. The roof of his new house is finished. 3. The competition of tradesmen keeps the prices down. 4. The new lease of our tenant is for nine years. 5. The paint of the walls has come off. 6. He put his sheaf on the top of the cart. 7. The juice of the grapes fell out of the press. 8. The father of Maggie is a Customs officer. 9. She went to the shop of the baker. 10. This is the place of my friend.

## 18. Formation des adjectifs.

1. Les adjectifs **dérivés** se forment avec :

- a) nom + **y** . . . . . *rain, rainy; mud, muddy.*
- b) nom + **ful**. . . . . *use, useful; care, careful.*
- c) nom + **less**. . . . . *use, useless; care, careless.*

2. Les adjectifs **composés** peuvent se former avec les éléments suivants, le **premier** servant à **déterminer** le **second** :

a) Adjectif ou nom + **adjectif**.

Ex : *dark-blue; red-hot; shoulder-high; knee-deep.*

b) Adjectif, adverbe ou nom + **participe présent** ou **passé**.

Ex : *white-painted; horse-drawn; good-looking; hand-made.*

c) Adjectif ou nom + **imitation du participe passé**.

Ex : *blue-uniformed; strong-limbed; fair-haired; grey-eyed.*

## 19. Genre et nombre.

Les adjectifs sont **invariables** en **genre** et en **nombre**.

Ex : *a good boy, a good girl, a good dog, a good book.*  
*2 good boys; 2 good girls; 2 good dogs; 2 good books.*

## 20. Place des adjectifs.

a) Un adjectif **épithète** précède toujours le nom.

Ex : *Mr. Brown is a tall, thin, white-haired old man.*

b) Déterminé par un **complément**, il suit le nom.

Ex : *I want a glass full of wine, not of water.*

c) Il suit également **something, anything, nothing**.

Ex : *I have nothing special to tell you.*

d) Un adjectif **attribut** (avec **to make, to keep**) suit le nom.

Ex : *We wear gloves to keep our hands warm in Winter.*  
*The mountain air makes children strong.*

## 21. Adjectifs pris substantivement.

a) Ils sont toujours **pluriel**, quoique **invariables**.

Ex : *The blind are unhappy* (les aveugles).

Mais : *A blind man is unhappy* (un aveugle...)

b) Ils sont précédés de **the** et ne désignent qu'une **totalité**.

Ex : *The rich must help the poor.*

*The English drink much tea.*

Mais : *There are many poor people in our town.*

*Some English men drink wine at every meal.*

## 22. Comparatif d'égalité.

	AFFIRMATION ET QUESTION	NÉGATION
<i>Adjectifs courts ou longs</i>	as ... as	not so ... as not as ... as

## 23. Comparatif et superlatif de supériorité.

	COMPARATIF	SUPERLATIF
<i>Adjectifs courts</i>	...er than	the ...est
<i>Adjectifs longs</i>	more ... than	the most ...

Ex : *Iron is more useful than gold.*

*It is the most useful of all metals.*

*February is shorter than May.*

*It is the shortest month in the year.*

REMARQUE : Voir tableau § 107, pour l'orthographe du comparatif et du superlatif en -er et -est.

## 24. Comparatifs et superlatifs irréguliers.

good, well . . .	better. . . . .	the best
bad, ill. . . . .	worse. . . . .	the worst
much, many . . .	more. . . . .	the most
little . . . . .	less. . . . .	the least
far . . . . .	farther . . . . .	the farthest

## 25. Comparatif et superlatif d'infériorité.

	COMPARATIF	SUPERLATIF
<i>Tous les adjectifs</i>	less ... than	the least ...

REMARQUE :

Not so... as remplace fréquemment less than, surtout pour les adjectifs courts.

Ex : *Work is less pleasant than play.*

*Work is not so pleasant as play.*

*The least intelligent of you can do this exercise easily.*

## 26. Double comparatif.

Le double comparatif exprime qu'une qualité augmente ou diminue (*de plus en plus, de moins en moins*).

Ex : *Our lessons are getting more and more difficult.*

*Days are getting shorter and shorter in Autumn.*

*People who cannot read are less and less numerous.*

## 27. Emploi du comparatif.

a) On l'emploie au lieu du superlatif quand il ne s'agit que de deux objets. (Cf. la règle latine: *Validior manuum*.)

Ex : *Mrs. Martin has two children; the elder is a boy.*

b) On l'emploie aussi dans les expressions **I had rather** (*j'aimerais mieux*), et **I had better** (*je ferais mieux*).

Elles sont suivies de **than** + infinitif sans **to**.

c) **Same** est traité comme un comparatif d'égalité.

Ex : *My old neighbour wears the same hat as last year.*

**Other** est traité comme un comparatif de supériorité.

Ex : *I have no other lesson than this one for to-morrow.*

## EXERCICES

193. Turn into the negative. — 1. Jack is as tall as Jim. 2. I write as well as you do. 3. She gave me as much dessert as I wanted. 4. I shall see you now as often as before. 5. Autumn is as pleasant as Summer. 6. Do we like work as much as play? 7. His English is as bad as last year. 8. There are as many clubs in French schools as in English schools. 9. We are allowed to read as many story-books as during the holidays. 10. Can you swim as far as Jack?

194. Compare, using comparatives of equality. — 1. The Japanese, the Chinese; *small*. 2. My fur, your coat; *warm*. 3. His hat, his clothes; *old-fashioned*. 4. Dora, her mother; *fair*. 5. English 3rd class, French 2nd class; *comfortable*.

195. Complete, using the comparative a) of superiority, b) of inferiority. — 1. Betsy, her sister; *cheerful*. 2. French and Chinese; *easy*. 3. Girls, boys; *strong*. 4. Tom, his friend; *lonely*. 5. Frenchmen, Englishmen; *dark*.

196. Complete, using the superlative a) of superiority, b) of inferiority. — 1. Jane, the girls of the form; *hard-working*. 2. The youngest, all the new boys; *home-sick*. 3. Fanny, all the girls I know; *pretty*. — 4. Freddy, the family; *tall*. 5. The three languages, English, Chinese and Russian; *difficult*.

197. Complete with comparatives or superlatives. — 1. Chocolate is (*good*) than soup. 2. February is (*short*) month of the year. 3. Bob is (*old*) than Fanny. 4. A new boy is (*lonely*) than other boys.

5. Jim is (*bad*) boy at English in the form. 6. My chum sits (*near*) to me. 7. I have 4 boy cousins : the (*old*) is Fred ; and 2 girl cousins : the (*old*) is Doris. 8. The elephant is (*big*) of all four-footed animals. 9. 4 is a (*bad*) mark than 5. 10. My right hand is the (*strong*).

198. Give the reverse or reverses of. — 1. A chair is higher than a table. 2. A stove is more convenient than central heating. 3. She is the most attentive girl in the form. 4. An unripe fruit is sweeter than a ripe fruit. 5. The rowing-club is more active in Winter. 6. Jack is the most painstaking boy of all. 7. A division is less difficult than an addition. 8. It is in France that wine is the most expensive. 9. My tasks are easier than in the 6th form. 10. Jimmy is the least tall of the family.

199. Explain. — 1. A *long-lived* animal. 2. A *well-chosen* example. 3. A *comfortable-looking* house. 4. *Home-made* jam. 5. A *gorgeous-feathered* bird.

200. Replace by compound adjectives. — 1. A man whose *face* is *merry*. 2. A beggar who has a *plaintive voice*. 3. Violets which *smell sweet*. 4. A horse whose *limbs* are *strong*. 5. A race of men who *love peace*.

IV. LES NOMBRES

28. Nombres cardinaux.

0 .. nought	10 .. ten		
1 .. one	11 .. eleven		21 .. twenty-one
2 .. two	12 .. twelve	20 .. twenty	22 .. twenty-two
3 .. three	13 .. thirteen	30 .. thirty	33 .. thirty-three
4 .. four	14 .. fourteen	40 .. forty	44 .. forty-four
5 .. five	15 .. fifteen	50 .. fifty	55 .. fifty-five
6 .. six	16 .. sixteen	60 .. sixty	67 .. sixty-seven
7 .. seven	17 .. seventeen	70 .. seventy	76 .. seventy-six
8 .. eight	18 .. eighteen	80 .. eighty	88 .. eighty-eight
9 .. nine	19 .. nineteen	90 .. ninety	99 .. ninety-nine
100 .. one hundred	159 .. one hundred and fifty-nine		
500 .. five hundred			
1000 .. one thousand	1291 .. one thousand, two hundred and ninety-one or :		
10000 .. ten thousand	twelve hundred and ninety-one.		
1000000 .. one million	1550000 .. One million, five hundred and fifty thousand.		

REMARQUE : Les nombres sont toujours invariables.

## 29. Nombres ordinaux.

1st .. first	13th .. thirteenth	70th .. seventieth
2nd .. second	14th .. fourteenth	80th .. eightieth
3rd .. third	15th .. fifteenth	90th .. ninetieth
4th .. fourth	16th .. sixteenth	21st .. twenty-first
5th .. fifth	17th .. seventeenth	22nd .. twenty-second
6th .. sixth	18th .. eighteenth	33rd .. thirty-third
7th .. seventh	19th .. nineteenth	44th .. forty-fourth
8th .. eighth	20th .. twentieth	55th .. fifty-fifth
9th .. ninth	30th .. thirtieth	66th .. sixty-sixth
10th .. tenth	40th .. fortieth	77th .. seventy-seventh
11th .. eleventh	50th .. fiftieth	88th .. eighty-eighth
12th .. twelfth	60th .. sixtieth	99th .. ninety-ninth, etc.
100th .. hundredth	123rd .. hundred and twenty-third	
1 000th .. thousandth	1 000 000th .. millionth, etc...	

a) **th** est la marque des nombres ordinaux, sauf 1, 2, 3.

b) Ils servent pour la **date** et les noms de **souverains**.

Ex : *School begins on the first of October.*

*King George the Fifth died in 1937.*

## V. PRONOMS ET ADJECTIFS PERSONNELS

30		SUJET	COMPLÉ- MENT	RÉFLÉCHI	POSSESSIF		
					ADJ.	PRONOMS	
SINGULIER	1	<b>I</b>	<b>me</b>	<b>myself</b>	<b>my</b>	<b>mine</b>	
	2	<b>you</b>	<b>you</b>	<b>yourself</b>	<b>your</b>	<b>yours</b>	
	3	<i>masc.</i>	<b>he</b>	<b>him</b>	<b>himself</b>	<b>his</b>	<b>his</b>
		<i>fém.</i>	<b>she</b>	<b>her</b>	<b>herself</b>	<b>her</b>	<b>hers</b>
		<i>neut.</i>	<b>it</b>	<b>it</b>	<b>itself</b>	<b>its</b>	<b>its own</b>
	<i>indéf.</i>	<b>one</b>	<b>one</b>	<b>oneself</b>	<b>one's</b>	<b>one's own</b>	
PLURIEL	1	<b>we</b>	<b>us</b>	<b>ourselves</b>	<b>our</b>	<b>ours</b>	
	2	<b>you</b>	<b>you</b>	<b>yourselves</b>	<b>your</b>	<b>yours</b>	
	3	<b>they</b>	<b>them</b>	<b>themselves</b>	<b>their</b>	<b>theirs</b>	



## 31. Pronoms sujets et compléments.

a) Le même pronom est complément direct ou indirect.

Ex : *I shall see her to-morrow.*

Je la verrai demain.

*I shall speak to her to-morrow.*

Je lui parlerai demain.

b) Il ne peut être répété, comme dans : *moi, je...*, etc.

Ex : *He does not see us, but we see him.*

Lui ne nous voit pas, mais nous, nous le voyons.

c) Le pronom complément suit toujours le verbe.

Ex : Je le vois. Je lui parle. Elle nous voit.

*I see him. I speak to him. She sees us.*

d) Il ne peut jamais s'employer comme sujet.

Ex : Je suis aussi grand que lui = *I am as tall as he.*

## 32. Pronoms réfléchis.

a) Se forment avec : adjectif possessif ou pronom complément + **self**, ou **selves**.

b) Insistent sur la **personnalité** (sujet ou complément).

Ex : *He did it himself*, ou : *He himself did it.*

*I must see the letter itself*, not a copy.

c) Précédés de **by**, expriment l'idée de **solitude**.

Ex : *I was by myself* = J'étais tout seul.

d) Servent à la conjugaison réfléchie des verbes. § 80.

## 33. Accord des possessifs.

a) Les possessifs anglais varient en **genre** et en **nombre** avec le **possesseur**, jamais avec la chose possédée.

Ex : *My book, my books. Their dog, their dogs.*

*The bicycle carries its master on its back.*

*The farmer goes to town with his wife and his son.*

*Jane plays with her brother, her sister, and her doll.*

b) Si le possesseur est indéfini, on emploie **one's**, cas possessif du pronom indéfini **one** (§ 51, e).

Ex : *It is sometimes hard to do one's duty* (... son devoir).

*One must take care of one's health* (... sa santé).

201. Group the italicised words according to their gender. — 1. There was only one *absentee* this morning, and she was ill. 2. The *beggar* looked pleased when I gave her 6d. 3. The *undergraduate* had a funny cap on his head. 4. The *child* was crying because he had been punished. 5. The new *boarder* had no pen, but I lent him one. 6. The hockey-team could not play because the *captain* had hurt her knee. 7. I don't like my *neighbour*, he is always pushing my elbow. 8. My *cousin* has come back; we were glad to see him again. 9. The *drunkard* was zigzagging down the street with his hat under his arm. 10. This fool of a *child* has upset ink over her new clothes.

202. Write in the plural. — 1. The man hung his coat in the hall. 2. I wear a light dress in Summer. 3. The guard found him a vacant seat. 4. He gave his luggage to a porter. 5. She was running on the deck.

203. Give equivalents for. — 1. This farm *belongs to Brown*. 2. The red pencil *belongs to me*. 3. This class-room *does not belong to us*. 4. This cart *belongs to the farmer*. 5. This umbrella *belongs to my sister, not to my brother*. 6. This book *belongs to the parents, not to the children*.

204. Give equivalents for. — 1. Their house is old, but *our house* is new. 2. The thief said: this money *belongs to nobody*, so it *belongs to me*. 3. This car *does not belong to them*, for I know *their car* is black. 4. They were an affectionate family: what *belonged to one belonged to everybody*. 5. She did not take the book: it *did not belong to her*. 6. He wanted to use my bicycle: *his bicycle* had a flat tyre. 7. *Does this belong to you?* 8. This is not *my seat*; *my seat* was a corner-seat. 9. All these fields *belong to him*. 10. The room that was *our class-room* last year is now a cloakroom.

205. Complete with reflexive pronouns. — 1. He did not buy a copy but the picture. 2. It was the vicar who preached this sermon, not the curate. 3. The play was good, but the actors were bad. 4. The Pope said mass. 5. I want to see Mrs. Brown, not her husband. 6. You must learn your lesson; nobody can do it for you. 7. Mary can't pack up her things. 8. Bobby blacked his shoes to help his mother. 9. The lady of the house opened the door, for the servant was out.

206. Explain the difference between. — 1. They looked at themselves. They looked at each other. 2. We know ourselves. We know one another. 3. You love yourself. You love one another. 4. I hide myself from you. We hide from each other. 5. He and Jack saw themselves. He and Jack saw each other.

### 34. Tableau des différents relatifs.

	SUJET	COMPLÉMENT	POSSESSION
<i>Pour les personnes</i>	<b>who</b>	} <b>that</b>	<b>whose</b>
<i>Pour les choses</i>	<b>which</b>		
		} <b>that</b>	<b>of which</b>

### 35. Emploi des relatifs.

- Who** . . . est *sujet* du verbe ou *attribut*.  
**Whom** . . est *complément du verbe*, direct ou indirect.  
**Whose** . . est *complément du nom*.  
**Which** . . est *sujet et complément*.  
 Il remplace les noms de *choses* et *d'animaux*.

### 36. Emploi de 'that'.

Il remplace **who**, **whom** ou **which**, obligatoirement :

- Après un superlatif.  
 Ex : *This is the best friend that I have ever had.*
- Après **all**, **first**, **last** et l'adjectif **only**.  
 Ex : *Take all the books that you like.*
- Après un antécédent mixte (*personnes et choses*).  
 Ex : *We met people and cattle that were going to market.*
- Mais il ne peut s'employer après une préposition.  
 Ex : *The picture that he was looking at was dark.*  
 or : *The picture at which he was looking was dark.*

### 37. Construction de 'whose' et de 'which'.

- Pour les personnes :  
*The boy whose book I have is absent this morning.*
- Pour les choses :  
*I have a chair, one leg of which got broken the other day.*
- Whose**, cas possessif de **who**, ne peut être suivi de **the**.  
**Of which**, n'étant pas un cas possessif, suit le nom de l'objet possédé (cf. b).  
**Whose**, étant un cas possessif, le précède immédiatement.  
 Ex : *The people in whose house he lives are his friends.*  
 Les gens dans la maison de qui il habite sont ses amis.

## 38. What.

What n'est pas un pronom relatif; mais il joue souvent le rôle de relatif composé.

Il équivaut alors au français **ce que, la chose que.**

Ex : *Show me what you write, I'll correct it.*

ou : *Show me the thing which you write, I'll correct it.*

## 39. Omission du pronom relatif.

On ne peut pas sous-entendre un pronom sujet.

Un pronom relatif **complément**, introduisant une proposition complétive, peut être omis.

Si le pronom est complément **indirect**, son omission nécessite le rejet de la préposition.

Ex : *The story-book (which) I love best is Gulliver.*

*Do you know the boy (whom) I spoke to?*

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 EXERCICES
 

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207. Complete with relative pronouns. — 1. A child ... lives at school is a boarder. 2. He has just sold the house ... he had lived in all these years. 3. Show me the picture of ... you were talking yesterday. 4. She quarrelled with the friend ... she had invited. 5. Mr. Smith is the baker ... shop is opposite the cathedral. 6. I gave him all the stamps ... I had. 7. Can you name a school the pupils ... wear top-hats? 8. I do not like men ... do not speak the truth. 9. This is the only gold coin ... I have. 10. I want a servant ... I can take to the country with me.

208. To what questions are these answers? (Use 'whose'. Ex. ...? She bought Dr. Miller's horse. Question: Whose horse did she buy?) — 1. ...? He takes his friend's place. 2. ...? The maid sweeps mother's bedroom. 3. ...? She polished her brother's shoes. 4. ...? He will fill good children's stockings. 5. ...? We tasted our friend's wine. 6. ...? It is the custom of French people to drink wine. 7. ...? I used my sister's pen to do my prep. 8. ...? The children will play in the garden of their aunt. 9. ...? Jack cut his meat with his own knife. 10. ...? Jane rode a bicycle that belonged to a neighbour.

209. Distinguish between the different uses of 'that' and omit 'that' wherever possible. — 1. He did not bring me the things that I wanted. 2. He told us that he hoped that we should be very good. 3. That film that we saw the other day was the worst that had ever been produced. 4. I knew that there was no squire in that village. 5. Was that the same boy that came some time ago?

210. Translate into English. — 1. L'auto que vous voyez est à moi. 2. Elle a rencontré une amie qu'elle n'avait pas vue depuis 1930. 3. Tous les champs que vous avez traversés appartiennent au squire. 4. Mon père, qui aime beaucoup les fleurs, a un grand jardin. 5. Il a puni les élèves dont les notes étaient au-dessous de 4. 6. Un homme qui ferre les chevaux s'appelle un maréchal-ferrant. 7. J'ai un chien dont la queue et les oreilles sont noires. 8. Jean est le seul élève qui n'ait pas fait de fautes. 9. Vous ne connaissez pas la personne dont je parle. 10. C'est un homme que je rencontre tous les jours.

▣ ▣ VII. PRONOMS DÉMONSTRATIFS ▣ ▣

40. Adjectifs démonstratifs.

	SINGULIER	PLURIEL	EXEMPLES
<i>Objets proches</i>	<b>this</b>	<b>these</b>	<i>Give me this pen.</i>
<i>Objets éloignés</i>	<b>that</b>	<b>those</b>	<i>Show me those papers.</i>

41. Pronoms démonstratifs.

	SINGULIER	PLURIEL	EXEMPLES
ceci	<b>this</b>	»	<i>What is this ? This is a book.</i>
cela	<b>that</b>	»	<i>What is that ? Bring me that.</i>
celui, ceux, celle, celles	<b>that</b>	<b>those</b>	<i>My bicycle is broken, I ride that of my brother. She likes books, especially those with pictures.</i>

## 42. Who, whom, whose.

Ces trois relatifs sont aussi pronoms interrogatifs pour les personnes.

Ex : *Who are you ? I am Mr. Brown.*

*Whom did she invite ? All her best friends.*

*Whose pen are you using ? My sister's.*

## 43. What.

**What** est adjectif et pronom. Il peut s'appliquer à une personne pour en demander la fonction.

Ex : *What book is this ? It is a book about history.*

*Who is he ? Mr. Brown. — What is he ? A farmer.*

## 44. Which.

**Which** est adjectif et pronom. Il porte sur le choix d'une personne ou d'une chose.

Ex : *Which book by Dickens do you prefer ? Oliver Twist.*

*Which of you will come with me ? — I, said John.*

## 45. Réponses à 'whose'.

La réponse comprendra un adjectif, un pronom, ou un cas possessif.

Ex : *Whose pen is this ?*

*It is my pen; — it is mine; — it is Fred's.*

## 46. Réponse à 'which'.

*Which of these hats will you take ?*

Lequel de ces chapeaux prendrez-vous ?

- a)  $\left\{ \begin{array}{l} \textit{this one} = \text{celui-ci.} \\ \textit{that one} = \text{celui-là.} \\ \textit{the one with a flower} = \text{celui avec une fleur.} \end{array} \right.$
- b)  $\left\{ \begin{array}{l} \textit{either (of them)} = \text{l'un ou l'autre (s'il y en a deux).} \\ \textit{any of them} = \text{n'importe lequel (s'il y en a plus de deux).} \end{array} \right.$
- c)  $\left\{ \begin{array}{l} \textit{both (of them)} = \text{tous les deux.} \\ \textit{all (of them)} = \text{tous (plus de deux).} \end{array} \right.$
- d)  $\left\{ \begin{array}{l} \textit{none (of them)} = \text{aucun (s'il y en a plus de deux).} \\ \textit{neither (of them)} = \text{ni l'un ni l'autre (s'il y en a deux).} \end{array} \right.$

### 47. Sens général des indéfinis.

La plupart des indéfinis expriment une idée de quantité, petite ou grande, restreinte ou totale.

one . . . .	<i>un, une, unique</i>	<i>He looked at me with his one eye.</i>
both . . . . each . . . .	<i>tous les deux chacun (de deux)</i>	<i>They both go to school. He had an apple in each hand.</i>
several . .	<i>plusieurs</i>	<i>I made several mistakes.</i>
all . . . . every . . .	<i>tout, tous, toutes chaque, chacun</i>	<i>All the boys are present. Every boy is present.</i>
some . . . . any . . . . a little . . . a few . . . .	<i>quelque(s) du, de la, des un peu de quelques</i>	<i>Some people drink tea. Have you any sugar? He takes a little jam. Here are a few cakes.</i>
many . . . . much . . . . plenty of . .	<i>beaucoup de</i>	<i>There were many boys. They made much noise. I have plenty of time.</i>
little . . . . few . . . .	<i>peu de</i>	<i>He did little work this year. He will get few prizes.</i>
no . . . . not any . . .	<i>pas de, aucun</i>	<i>This tree gives no fruit. It does not give any fruit.</i>
other . . . . another . . .  the other(s)	<i>autre(s) un autre  l'autre les autres</i>	<i>There are other books here. I want another pen. Bring the other boys with you. Bring the others with you.</i>

### 48. Adjectifs et pronoms.

Ces indéfinis sont adjectifs ou pronoms, sauf :

- a) **no** et **every** qui sont uniquement adjectifs;
- b) les composés de **some**, **any**, **no** et **every** qui sont uniquement pronoms, et toujours singuliers.

## 49. Some, any, no.

**Some** s'emploie dans les phrases affirmatives.

**Any** s'emploie dans les questions, les négations, et après **if**.

**No** remplace **not any**; il s'emploie avec un verbe à la forme affirmative : sans **do, does, did**.

Les composés de **some, any, no**, suivent les mêmes règles.

Ex : *I have some ink. Have you any ink? I have no ink.  
I know nobody. He asked if any one was coming.*

## REMARQUE :

**Any** peut s'employer dans une phrase affirmative, avec le sens de *n'importe quel*.

Ex : *Any pupil can answer this question, it is so easy!  
In London, anybody will tell you where St. Paul's is.*

## 50. Many, much, few, little.

a) **Many** et **few** s'emploient avec un nom pluriel.

**Much** et **little** s'emploient avec un nom singulier.

b) Comparez **few** et **a few**; **little** et **a little** :

*Few mistakes* = peu de fautes.

*A few mistakes* = quelques fautes.

*Little sun* = peu de soleil.

*A little sun* = un peu de soleil.

c) L'usage courant tend à remplacer **much, many**, par **a lot of, lots of, plenty of** dans les phrases affirmatives.

d) Pour le comparatif et le superlatif de supériorité de **many, much** et **little**, voir § 24. **Few** est régulier.

e) **little, few, many** et **much** se combinent avec :

**too (trop)**. pour rendre l'idée de *trop de, trop peu de*.

**so (si)** . . . pour rendre l'idée de *tant de, si peu de*.

**as (aussi)**. pour rendre l'idée de *autant de, aussi peu de*.

Ex : *You make too much noise in class.*

*He ate so many cakes that he was ill.*

*Jack makes as little progress as his brother.*

*I shall take as few things as I can for the holidays.*

f) **More** se combine avec un nombre, ou avec **some, any, no**, pour exprimer l'idée d'une quantité supplémentaire (*encore, plus de*).

Ex : *I shall write 2 more letters. I want some more tea.*

*Have you any more work? There is no more snow.*



## 51. One.

a) Adjectif numéral, contraire de **several**.

Ex : *We have two ears, but only one nose.*

b) Adjectif indéfini au sens de : un certain...

Ex : *I know one Mr. Brown who is a doctor.*

c) Pronom qui peut s'ajouter à **this, that, other, each, every, either** et **neither**, pour les concrétiser.

Ex : *Your pencil is broken, take this one.*

d) Pronom qui remplace un nom déjà exprimé.

Ex : *A quiet street is more pleasant than a noisy one.*

*There are quiet streets and busy ones in London.*

e) Pronom indéfini qui correspond au français **on**.

Son cas possessif est **one's** (pour un possesseur indéfini).

Ex : *If one cuts one's nose, one hurts only oneself.*

## 52. Each, every.

Tous deux sont toujours suivis d'un verbe au **singulier**.

**Each** est individuel (*chaque*), **every** collectif (*tous*).

Ex : *Every boy was present; each received a present.*

## 53. Other, others.

a) **Other**, adjectif, est invariable.

**Other**, pronom, prend un **s** au pluriel.

Ex : *I want some other books. I bought some others.*

b) Attention à l'orthographe de **another** : en un seul mot.

## 54. Either, neither.

Ne pas les confondre avec **either, neither**, adverbes ou conjonctions, § 97, 103.

**Either** et **neither**, indéfinis, signifient *l'un ou l'autre* et *ni l'un ni l'autre*. Ils sont adjectifs ou pronoms.

Ex : *I'll take either book. Either will do.*

## 55. Enough.

**Enough**, indéfini, se place avant ou après le nom.

Ne pas le confondre avec **enough**, adverbe, § 89.

Ex : *I have enough time. I have time enough.*

mais : *My coffee is not hot enough.*

211. Reverse the italicised words. — 1. We have *much* work during the holidays. 2. He travels *a little*. 3. He received *some* books from his friend. 4. There are *many* pictures in an arithmetic book. 5. We found a *great many* flowers. 6. There were *a few* seats booked. 7. Young children have *much* pleasure in picture-galleries. 8. She had *so little* pleasure that she stayed till the end. 9. We have *more* concerts than last year. 10. I like sculpture *as much as* music.

212. Group any or its compounds into columns, according to their meaning. — 1. *Anybody* can do this exercise. 2. Give me some more tea if there is *any*. 3. She didn't write *any* letters to-day. 4. Have *any* of you seen Mary? 5. *Any* sort of fire is pleasant in Winter. 6. *Any* man can dig the foundations of a house, but not draw its plan. 7. The poor woman had not paid *any* rent for six months. 8. I don't have *any* time to read. 9. He always left his things *anywhere* about the house. 10. I don't know if I have *any* ink left.

213. Use *one* and *ones* when you can. — 1. This hat is too big; give me a smaller hat. 2. Here are two pencils : this pencil is hard, that pencil is soft. 3. My book is dull, I want another book. 4. We have a small garden in front, and a larger garden behind the house. 5. You have a good pen; I must get a pen like yours.

214. Complete with : *enough, any, either, one or other*. — 1. She never makes ... mistakes. 2. This exercise is not difficult .... 3. He bought a book for himself and another ... for his friend. 4. He asked me if I wanted ... money. 5. Some children were playing at hide and seek; the ... were reading. 6. A door must be ... shut or open. 7. The ... sheep were scattered about the meadow. 8. We had not any rain this Summer, and they had not any ... in England. 9. When will they come? ... before or after lunch. 10. This portrait is not a good ... of my sister.

215. Translate into English. — 1. Il m'a donné encore trois livres. 2. Avez-vous encore écrit des poésies? 3. Je n'ai plus d'argent dans ma poche. 4. La fermière a encore quelques poulets à vendre. 5. Est-ce que Jean a encore des leçons à apprendre?

216. Answer the questions. — 1. Which do children like better, toys or cakes? 2. Which of you has a beard? 3. Which can you use to write on paper, a pen, a pencil, or a fountain-pen? 4. Which of these things does the grocer sell : chocolate, coffee, sugar, salt, or pepper? 5. Which of your parents may you disobey?

### 56. Conjugaison de TO BE.

	AFFIRMATION	NEGATION	QUESTION
PRESENT	I <b>am</b> He <b>is</b> We <b>are, etc.</b>	I <b>am not</b> He <b>is not</b> We <b>are not, etc.</b>	Am I? Is he? Are we? <i>etc.</i>
	There <b>is</b> There <b>are</b>	There <b>is not</b> There <b>are not</b>	Is there? Are there?
PRETER.	I <b>was, etc.</b> We <b>were, etc.</b>	I <b>was not, etc.</b> We <b>were not, etc.</b>	Was I? <i>etc.</i> Were we? <i>etc.</i>
	There <b>was</b> There <b>were</b>	There <b>was not</b> There <b>were not</b>	Was there? Were there?
PERF.	I <b>have been</b> He <b>has been</b> <i>etc.</i>	I <b>have not been</b> He <b>has not been</b>	Have I <b>been?</b> Has he <b>been?</b>
PRES.	There <b>has been</b> There <b>have been</b>	There <b>has not been</b> There <b>have not been</b>	Has there <b>been?</b> Have there <b>been?</b>
PLUP.	I <b>had been</b> <i>etc.</i>	I <b>had not been</b> <i>etc.</i>	Had I <b>been?</b>
	There <b>had been</b>	There <b>had not been</b>	Had there <b>been?</b>
FUTURE	I <b>shall be</b> He <b>will be,</b> <i>etc.</i>	I <b>shall not be</b> He <b>will not be,</b> <i>etc.</i>	Shall I <b>be?</b> Will he <b>be?</b>
	There <b>will be</b>	There <b>will not be</b>	Will there <b>be?</b>
CONDIT.	I <b>should be</b> He <b>would be</b> <i>etc.</i>	I <b>should not be</b> He <b>would not be,</b> <i>etc.</i>	Should I <b>be?</b> Would he <b>be?</b>
	There <b>would be</b>	There <b>would not be</b>	Would there <b>be?</b>
IMP.	<b>Be !</b> Let him <b>be, etc.</b>	<b>Be not or do not be</b> Let him <b>not be or Don't let him be.</b>	
PAST PARTICIPLE : <b>been</b> PRESENT PARTICIPLE : <b>being</b>			

## 57. Remarques sur TO BE.

- a) To be est le seul verbe anglais dont le singulier et le pluriel diffèrent, au présent comme au prétérit.
- b) To be s'emploie pour exprimer :
1. Une quantité. . . *There is, there are* = il y a.
  2. Un âge . . . . . *I am 12* = J'ai 12 ans.
  3. Une mesure. . . *It is 2ft long* = il a 2 pieds de long.
  4. Une sensation . . . *I am hungry* = J'ai faim.
  5. Une émotion. . . *He was afraid* = il avait peur.
  6. Une probabilité . *He is to speak* = il doit parler.
  7. Un état du temps *It is cold* = il fait froid.

## 58. Conjugaison de TO HAVE.

	AFFIRMATION	NEGATION	QUESTION
PRES.	I <b>have</b> He <b>has</b> We <b>have, etc.</b>	I have not He has not We have not, <i>etc.</i>	Have I? Has he? Have we? <i>etc.</i>
PRET.	I <b>had, etc.</b>	I had not, <i>etc.</i>	Had I? <i>etc.</i>
PRES.PEUF.	I <b>have had</b> He <b>has had</b> We <b>have had, etc.</b>	I have not had He has not had We have not had, <i>etc.</i>	Have I had? Has he had? Have we had? <i>etc.</i>
PLUP.	I <b>had had, etc.</b>	I had not had, <i>etc.</i>	Had I had? <i>etc.</i>
FUTURE	I <b>shall have</b> He <b>will have etc.</b>	I shall not have He will not have, <i>etc.</i>	Shall I have? Will he have? <i>etc.</i>
CONDIT.	I <b>should have</b> He <b>would have etc.</b>	I should not have He would not have, <i>etc.</i>	Should I have? Would he have? <i>etc.</i>
IMPER.	<b>Have!</b> Let me <b>have! etc.</b>	Have not, do not have, <i>etc.</i> Let me not have! <i>or don't let me have.</i>	
PAST PARTICIPLE : <b>had</b> PRESENT PARTICIPLE : <b>having</b>			

59. Emploi de TO HAVE.

a) exprime la possession : I have got a house.

b) devant un infinitif, a le sens de must.

NOTE. — Dans ces deux cas il est souvent suivi de got.

Ex : Je dois travailler I must work = I have (got) to work.  
 Je devrai travailler . . . . . I shall have to work.

c) sert à former les temps composés du passé (cf. § 64, d).

d) avec better than, il traduit : Je ferais mieux.

avec rather than, il traduit : j'aimerais mieux (§ 82, b).

60. Conjugaison d'un verbe ordinaire.

	AFFIRMATION	NEGATION	QUESTION
PRESENT	I open He opens We open, etc.	I do not open He does not open We do not open,	Do I open ? Does he open ? Do we open ?
PRET.	I opened, etc.	I did not open,	Did I open ?
	I went, etc.	I did not go,	Did I go ?
PRES. PERF.	I have opened	I have not opened	Have I opened ?
	I have gone	I have not gone	Have I gone ?
PLUP.	I had opened	I had not opened	Had I opened ?
	I had gone	I had not gone	Had I gone ?
FUTURE	I shall open He will open	I shall not open He will not open	Shall I open ? Will he open ?
	CONDIT.	I should open He would open	I should not open He would not open
IMP.	Open ! Let me open !	Do not open ! Don't let him open !	<i>pour la 2<sup>e</sup> personne pour les autres.</i>
PAST PARTICIPLE : opened		PRESENT PARTICIPLE : opening	

### 61. L'infinitif.

La marque de l'infinitif est **to**. **To** se supprime après les **défectifs** et après **had better**, **had rather**.

Ex : *Boys love to play. You may play at home.*  
*She had rather play but she had better work.*

### 62. Le participe présent.

- a) Il se forme sur l'infinitif en ajoutant **ing**.  
 Voir modifications orthographiques § 107.
- b) Il s'emploie :
  1. Comme **verbe** : *She sat, reading a book.*
  2. Comme **adjectif** : *I heard an amusing story.*
  3. Pour former la conjugaison **progressive** : *I am working.*
  4. Pour exprimer une **attitude** : *he is lying* = il est couché.

### 63. Le gérondif.

- a) Il se forme comme le participe présent, avec le suffixe **ing**.  
 Mais il équivaut à l'action de..., le fait de...; c'est un nom.
- b) Il s'emploie :
  1. Comme **nom verbal** :  
*The reading of books is a great pleasure.*
  2. Après les **prépositions**, sauf **to** :  
*He came in without knocking.*
  3. Dans les **noms composés** : *a dressing-room.*
  4. Après : **to enjoy**, **to be busy**, **I can't help** :  
*I was busy writing. She could not help laughing.*

### 64. Le participe passé.

- a) se forme sur l'infinitif en ajoutant **ed** pour les verbes **réguliers**. Voir modifications orthographiques § 107.  
 Ex : *to work, I worked.*
- b) Aucune règle n'existe pour les verbes **irréguliers**.  
 Il faut les apprendre **par cœur** (cf. p. 201).  
 Ex : *to draw, drawn — to sell, sold — to lie, lain.*
- c) **to be + participe passé** = voix **passive** (cf. § 77).
- d) **to have + participe passé** sert à former les temps **composés du passé**, même dans les verbes **intransitifs**.  
 Ex : *I have written She has been We had come.*  
 J'ai écrit Elle a été Nous étions venus.

**65. Le présent.**

- a) Le présent se forme sur l'**infinitif sans to**.  
Ex : *to go, I go; to play, I play; to walk, I walk.*
- b) La 3<sup>e</sup> personne du singulier prend une **s** (cf. §§ 107, 108).  
Ex : *I go, he goes; I play, he plays; I carry, he carries.*
- c) Les formes négative et interrogative se conjuguent avec l'**auxiliaire do, does** (cf. § 71).

**66. Le preterite.**

- a) Le preterite **régulier** se forme en ajoutant le suffixe **ed** à l'**infinitif** (cf. §§ 107, 108).  
Ex : *to play, I played; to walk, I walked.*
- b) Aucune règle fixe n'existe pour les verbes **irréguliers**.  
Il faut les apprendre **par cœur** (cf. p. 201).  
Ex : *to draw, I drew; to sell, I sold; to lie, I lay.*
- c) Les formes négative et interrogative se conjuguent avec l'**auxiliaire did** (cf. § 71).

**67. Preterite et present perfect.**

Le français remplace couramment le passé simple *nous allâmes*, par le passé composé *nous sommes allés*.

Mais en anglais, le **preterite** et le **present perfect** suivent des règles précises.

- a) Action **terminée**; date **connue** . . . . . **preterite**.  
Ex : *I saw him yesterday.* Je l'ai vu hier.
- b) Action **terminée**; date **inconnue** . . . **present perfect**.  
Ex : *I have seen him before.* Je l'ai déjà vu.
- c) Action qui **continue** . . . . . **present perfect**.  
Ex : *I have worked (ou : have been working) for 2 hours.*  
Voilà 2 heures que je travaille, ou : Je travaille depuis 2 heures.
- d) Dans un récit au passé, le **pluperfect** remplace le **present perfect**.  
Ex : *I had been reading for 2 hours when he came in.*

**68. Le futur.**

- a) Le futur est un temps **composé**. Il se conjugue avec **shall** à la 1<sup>re</sup> personne, **will** aux autres.
- b) Questions et négations **sans do, does, did**.  
Ex : *I shall sing; we shall not go; will they come ?*

c) Le futur se remplace par le **présent** après les conjonctions de temps comme **when, while, as soon as**.

Ex : *I shall see you to-morrow as soon as you arrive.*

Je vous verrai demain dès que vous arriverez.

d) Le futur **immédiat** (*je vais*) se rend par :

to be going to ou to be about to.

Ex : *I am going to speak* = Je vais parler.

*He was about to speak* = Il allait parler.

## 69. Le conditionnel.

a) Le conditionnel est un temps **composé**. Il se conjugue avec : **should** à la 1<sup>re</sup> personne, **would** aux autres.

b) Questions et négations **sans do, does, did**.

Ex : *I should sing; we should not go; would they come?*

c) Il se remplace par le **preterite** après les conjonctions de temps comme **when, while, et as soon as**.

Ex : *He said he would come when he was ready.*

Il a dit qu'il viendrait quand il serait prêt.

d) Ne pas le confondre avec la forme **fréquentative** (§ 79).

## 70. L'impératif.

a) Les pronoms **compléments** (*me, us, him, her, them*) servent seuls à conjuguer l'impératif.

Ex : *Let him sing* = qu'il chante. *Let us go* = Partons.

b) La 2<sup>e</sup> personne se conjugue sans pronom.

Ex : *Come!* = Venez.

*Take your pens!* = Prenez vos plumes.

## 71. Formes interrogative et négative.

Une conjugaison **négative** ou **interrogative** doit toujours comporter un seul **auxiliaire** ou **défectif**.

a) Questions :

*Auxiliaires et défectifs* : verbe + sujet.

Ex : *Is Jane a girl? Will he sing? Can a fish fly?*

*Verbes ordinaires* : do, does ou did + sujet + verbe.

Ex : *Do you swim? Does Jack work? Did she come?*

*Verbes ordinaires avec interrogatif sujet* : pas de do.

Ex : *Who comes?* mais *Whom did you see?*

Qui vient?

Qui avez-vous vu?



## b) Négations :

*Auxiliaires et défectifs*: verbe + not.

Ex : *Fred is not a girl. He will not sing.*

*Verbes ordinaires*: do not, does not, did not + verbe.

Ex : *I do not swim. Jack did not work.*

NOTE. — C'est do qui est conjugué : le verbe est invariable, à l'infinitif.

Ex : *he works, he does not work; he went, did he go?*

## 72. Forme interro-négative.

## a) Elle n'est pas négative de sens.

Elle sert à rendre une question plus insistante ou à renforcer une affirmation.

## b) Elle est formée par la combinaison des formes interrogative et négative et suit les mêmes règles.

Elle s'emploie généralement avec contraction de not.

## c) Le sujet se place après la négation contractée.

Ex : *Isn't he a nice boy ?*

N'est-ce pas qu'il est gentil ?

*Didn't this girl work hard ?*

Comme cette fillette a bien travaillé !

## 73. Conjugaison des défectifs.

		AFFIRMATION	NEGATION	QUESTION
Can puissance	présent	<i>I can</i>	<i>I cannot</i>	<i>Can I?</i>
	prétérit	<i>I could</i>	<i>I could not</i>	<i>Could I?</i>
May permission possibilité	présent	<i>I may</i>	<i>I may not</i>	<i>May I?</i>
	prétérit	<i>I might</i>	<i>I might not</i>	<i>Might I?</i>
Must nécessité	présent	<i>I must</i>	<i>I must not</i>	<i>Must I?</i>
Will volonté	présent	<i>I will</i>	<i>I will not</i>	<i>Will I?</i>
	prétérit	<i>I would</i>	<i>I would not</i>	<i>Would I?</i>
Shall obligation	présent	<i>I shall</i>	<i>I shall not</i>	<i>Shall I?</i>
	prétérit	<i>I should</i>	<i>I should not</i>	<i>Should I?</i>

## 74. Particularités des défectifs.

- a) Les verbes défectifs n'ont :  
 ni **infinitif** ; donc, ni futur, ni conditionnel.  
 ni **participe présent** ; donc pas de forme progressive.  
 ni **participe passé** ; donc aucun temps passé composé.
- b) Ils ne prennent **jamais** d's à la 3<sup>e</sup> personne du présent.
- c) Ils ne sont **jamais précédés** de **do**, ni d'aucun auxiliaire.
- d) Le verbe qui les suit est à l'**infinitif sans to**.
- e) Leur preterite peut avoir un sens conditionnel.

## 75. Conjugaison progressive.

	AFFIRMATION	NEGATION	QUESTION
Pres.	<i>I am eating</i>	<i>I am not eating</i>	<i>Am I eating ?</i>
Pret.	<i>I was eating</i>	<i>I was not eating</i>	<i>Was I eating ?</i>
Fut.	<i>I shall be eating</i>	<i>I shall not be eating</i>	<i>Shall I be eating ?</i>
Cond.	<i>I should be eating</i>	<i>I should not be eating</i>	<i>Should I be eating ?</i>
Pres. Perfect	<i>I have been eating</i>	<i>I have not been eating</i>	<i>Have I been eating</i>
Plu-perfect	<i>I had been eating</i>	<i>I had not been eating</i>	<i>Had I been eating ?</i>

## 76. Emploi de la forme progressive.

a) Elle marque que l'action est en progression, c'est-à-dire **en train de se faire**, ou elle exprime une **attitude**.

Ex : *I am eating my lunch now.*

mais : *I eat lunch every day.*

*He is standing at the door.*

mais : *He stood up when I came in.*

b) Elle ne peut exprimer ni une action **instinctive**, ni une action qui dure **très peu de temps**.

Ex : *I am looking at you.* mais : *I see you.*

*The rain was falling.* mais : *my pencil fell.*

## 77. La voix passive.

	AFFIRMATION	NEGATION	QUESTION
Pres.	<i>I am loved</i>	<i>I am not loved</i>	<i>Am I loved ?</i>
Pret.	<i>I was loved</i>	<i>I was not loved</i>	<i>Was I loved ?</i>
Fut.	<i>I shall be loved</i>	<i>I shall not be loved</i>	<i>Shall I be loved ?</i>
Cond.	<i>I should be loved</i>	<i>I should not be loved</i>	<i>Should I be loved ?</i>
Pres. Perfect	<i>I have been loved</i>	<i>I have not been loved</i>	<i>Have I been loved ?</i>
Plu- perfect	<i>I had been loved</i>	<i>I had not been loved</i>	<i>Had I been loved ?</i>

## 78. Remarques sur le passif.

a) Un verbe **intransitif** anglais peut se mettre au passif, ce qui est impossible en français. On considère que :  
verbe intransitif + préposition = verbe transitif.

Ex : voix active : *The pupils listen to the master.*

voix passive : *The master is listened to by the pupils.*

b) Certains verbes, se construisant avec **deux compléments directs**, peuvent avoir un **double passif**.

Ex : voix active : *The parents give Baby a name.*

voix passive { *A name is given Baby by the parents.*  
*Baby is given a name by the parents.*

c) Un verbe **pronominal** français de sens passif doit se traduire par un **passif**.

Ex : *The fire was seen from the house.*

L'incendie **se voyait** de la maison (*était vu*).

d) Un **passif** anglais traduit souvent l'indéfini **on**.

Ex : *A new house was built in our street.*

On a bâti une nouvelle maison dans notre rue.

e) La voix **passive** se combine avec la forme **progressive** pour marquer qu'une action est **en train d'être faite**.

Ex : *A road was made.*

*A road was being made.*

On fit une route.

On faisait une route.

## 79. La forme fréquentative.

- a) Elle exprime la répétition habituelle d'une action et traduit l'imparfait d'habitude français.

Comparez :

- { Elle jouait quand je l'ai appelée.  
 { *She was playing when I called her.*  
 { Elle jouait tous les jours une heure avant dîner.  
 { *She would play every day for an hour before dinner.*

- b) Elle se forme avec **would** ou **used to**.

Ex. : Nous faisons une promenade tous les matins.

*We would take a walk every morning.*

*We used to take a walk every morning.*

- c) Ne pas la confondre avec le conditionnel, ni avec le prétérité de **to use**, *se servir de*.

## 80. Conjugaison réfléchie.

- a) Elle se forme avec le verbe à un temps quelconque suivi du **pronom réfléchi** (§ 32).

Un verbe intransitif est suivi de sa préposition.

Ex : Je parle à maman. Je me parle (à a disparu).

*I speak to mother. I speak to myself (to demeure).*

- b) Elle exprime que l'action est faite et subie par le sujet.

Elle ne s'emploie pas pour une action devenue **machinale**.

Ex : *I see myself in the river.*

mais : *I wash and dress every morning.*

## 81. Conjugaison réciproque.

- a) Elle se compose du verbe + **each other** ou **one another**.

**One another** ne s'emploie que pour plus de 2 personnes.

Les 2 éléments ne doivent jamais être séparés.

Ex : *Jack and Bob love each other.*

Jean et Robert s'aiment.

*Jack and Bob speak to each other.*

Jean et Robert se parlent l'un à l'autre.

- b) Elle exprime qu'une même action est échangée entre plusieurs sujets.

Ne pas la confondre avec la conjugaison réfléchie.

Ex. : Jean et Robert s'aiment (*l'un l'autre*).

*Jack and Bob love each other.*

Jean et Robert s'aiment (*eux-mêmes*).

*Jack and Bob love themselves.*

## 82. Syntaxe du verbe.

Un verbe qui suit un autre verbe se met :

a) à l'**infinitif** après la plupart des verbes ordinaires.

Ex : *I like to read story-books. He wishes to see you.*

b) à l'**infinitif sans to** après :

1. les défectifs **can, may, must, shall, will.**

2. les expressions **I had rather** et **I had better** (§ 27, b).

3. les verbes de **perception** (*to see, to hear, to feel, etc.*).

4. les verbes **to let** et **to make.**

Ex : *Fred can swim. Will you come with me ?*

*Children had rather play than work.*

*I saw the dog run after the cat.*

*The smell of onions makes my eyes water!*

c) au **gérondif** après **I can't help** (*je ne peux m'empêcher de*) et après certains verbes : **to avoid, to enjoy, to stop, to give up, to go on, to start, to know, etc.**

Ex : *Stop talking! He went on reading.*

*We could not help laughing. I learn swimming.*

## 83. Place du complément.

a) Un complément d'objet doit suivre **immédiatement** le verbe (§ 93, a).

b) Un complément d'attribution se construit souvent comme un complément d'objet (§ 78, b).

Ex : *Tell Jim a story* plutôt que : *Tell a story to Jim.*

c) Un **pronom** complément se met, contrairement au français, à la même place qu'un **nom** complément (§ 31).

Ex. : Je vois un homme. Il parlait au docteur.

*I see a man.*

*He spoke to the doctor.*

Je le vois.

Il lui parlait.

*I see him.*

*He spoke to him.*

## 84. Verbes composés.

a) Verbe + adverbe = verbe composé.

L'adverbe est souvent plus important que le verbe.

Ex : *go in, go out, go up, go down; put on, put out.*

Il peut changer une attitude en mouvement.

Ex : *He stood at the desk. He stood up from his chair.*

- b) Placez l'adverbe d'un verbe composé :
1. **après** le complément direct, s'il est court ;
  2. **avant** le complément direct, s'il est long ;
  3. **en tête** de la phrase, pour le mettre en relief.

Ex : *She rolled up the carpet. She rolled it up.*  
*Down came the rain. Off we go now.*

### 85. Contractions.

Dans l'anglais parlé, les verbes auxiliaires et défectifs peuvent se contracter de deux manières :

- a) avec la négation :

Ex : *I do not = I don't*      *I shall not = I shan't*  
*He does not = he doesn't*    *He will not = He won't, etc.*

- b) avec le pronom :

Ex : *I am = I'm* ; *it is = it's* ; *you have = you've* ;  
*she has = she's* ; *they had = they'd* ;  
*he will = he'll* ; *they would = they'd*, etc.

### 86. N'est-ce pas ?

- a) Auxiliaires et défectifs :

Après une affirmation	<i>You are a boy . . . . . aren't you ?</i> <i>She has a dog. . . . . hasn't she ?</i> <i>He can draw . . . . . can't he ?</i>
Après une négation	<i>You are not a boy. . . . . are you ?</i> <i>She hasn't much ink. . . . . has she ?</i> <i>He cannot draw. . . . . can he ?</i>

- b) Verbes ordinaires :

Après une affirmation	<i>You speak English . . . . . don't you ?</i> <i>He works well. . . . . doesn't he ?</i> <i>They knew him. . . . . didn't they ?</i>
Après une négation	<i>He doesn't work well. . . . . does he ?</i> <i>They did not know him. . . . . did they ?</i> <i>You don't speak Greek. . . . . do you ?</i>

**217. Write a) in the interrogative; b) in the negative.** — 1. He has got a cat. 2. We may wear our gloves in class. 3. I shall see you to-morrow. 4. Robert's new shoes pinched him. 5. Boys wear top-hats. 6. He had been allowed to come. 7. He could do it if he tried. 8. The cobbler makes new shoes. 9. John's school-cap fits his head. 10. You saw my nice new coat. 11. Girls wear caps. 12. He has to get up early every day. 13. You can buy dresses and cakes in the same shop. 14. They bought cuff-links for their father's birthday. 15. I shall open the window. 16. Bobby has been able to do his exercise. 17. This material will wear well. 18. My clothes were worn out. 19. The pupil has come to his place. 20. The monkey was aping the lookers-on. 21. He has heard concerts before. 22. The audience clapped their hands. 23. He drank too much beer. 24. The performance was good. 25. He will take somebody to the theatre. 26. The passenger put his feet on the seat. 27. She had wrapped her books in brown paper. 28. We must be late to catch a train. 29. She will go to England by air. 30. They waited on the platform.

**218. Write a) in the interrogative; b) in the negative.** — 1. There are as many insects in Winter as in Summer. 2. A blackbird sings as well as a nightingale. 3. There were some weeds in the flower-bed. 4. The farmer has some new-born lambs at present. 5. Butterflies are as useful as bees. 6. He grew as fast as his elder brother. 7. The dog hurt the child. 8. The dancer amused the audience as much as the clowns. 9. I found this book as interesting as the last one. 10. There are some violins in this band.

**219. Turn into the negative.** — 1. The child, being very tall, could open the door. 2. Go now! 3. I told him to do it. 4. She had rather work with the others. 5. Come late. 6. Let him go out in the rain. 7. I waited for him, having much time before school. 8. Let us book seats in advance. 9. Take my book. 10. You had better climb that mountain.

**220. Write in the affirmative.** — 1. Do you know the time of the train? 2. I did not turn off the gas. 3. My dresses were not old. 4. She will not take much luggage. 5. May we open the carriage-door? 6. I did not carry my bag. 7. The railway-clerk sells no tickets. 8. Did the maid forget to roll the carpets? 9. Shall we do our work now? 10. Don't buy this horse.

**221. Ask as many questions as you can.** — 1. A porter put our luggage in the rack. 2. The captain stands on the bridge to give orders to the sailors. 3. The man drove us to the station in an old taxi. 4. Passengers must buy tickets. 5. The dead leaves whirl

in the air when the wind blows. 6. Dora was splashed with mud by a motor-car. 7. The swallows build their nests under our roofs. 8. He helped me on the first day. 9. He took the bus at 4 at the street-corner. 10. Our doctor bought the car of Mr. Brown last week.

**222. Turn into the progressive form when possible.** — 1. He hears the clock strike. 2. We learn a lesson every day. 3. Do you see this picture? 4. He looked at the sky. 5. He came to see us every Sunday. 6. The sun came in through the open window. 7. He makes good progress. 8. The monkey made faces at everybody. 9. A big new cinema opened, when I first came here. 10. The dog runs away.

**223. Turn into the simple conjugation.** — 1. They were writing letters. 2. Mother was washing my dress. 3. It will be snowing when we get to the top. 4. Are you working? 5. They were not giving a concert. 6. I have been living here for 2 years. 7. Somebody is knocking at the door. 8. Where are you going? 9. When will Jack be coming? 10. He was not lying on the floor.

**224. Turn into the preterite.** — 1. We come back home on Monday. 2. She doesn't turn off the light. 3. We eat many tarts this summer. 4. Do you hear a noise? 5. Our house looks bare. 6. There are visitors in the hall. 7. We put our school-things aside. 8. I don't find any mistakes in your exercise. 9. Do you feel happy when you come home? 10. The taxi stops at the front-door. 11. I am late for my train. 12. He takes a seat. 13. The sailors obey his orders. 14. The keeper opens and shuts the doors. 15. We cannot take the first bus.

**225. Write in the present.** — 1. We often forgot something. 2. The house was not closed down. 3. Did you hear the wind? 3. The carpets were worn out. 4. The passengers stood on the pier. 5. A man inspected our luggage, and made a mark on it. 6. Did you go to church? 7. The child played in the corridor. 8. Nobody could lift this box. 9. I bought two tickets. 10. The policeman did not wear his armlet.

**226. Write : a) in the future; b) in the conditional; c) in the present perfect; d) in the pluperfect.** — 1. I take the train in London. 2. My sister and I go to school. 3. The cobbler soles my shoes. 4. You mend your stockings. 5. Their clothes were too small. 6. This material fades. 7. I buy heavy shoes for the country. 8. Mary has a felt hat. 9. My hat is trimmed with ribbons. 10. He wore ready-made clothes.



**227. Same exercise.** — 1. The doctor does not examine me. 2. Our house did not look cheerful. 3. Do you buy expensive shoes? 4. I did not try on my new coat on Friday. 5. This blue does not fade in the sun. 6. Were your sleeves long or short? 7. Mary has no silk dress. 8. Does your father travel by air? 9. Does he meet you there? 10. Did you read this book?

**228. Write in the imperative.** — 1. We shall go to this dance. 2. You leave your hat in the hall. 3. He bought a programme. 4. Mary keeps her coat on. 5. We did not sit at the back of the car. 6. They went early to buy the tickets. 7. The musicians play now. 8. We copy only good paintings. 9. You look at this statue. 10. You are not silly.

**229. Complete with defective verbs.** — 1. We ... take the train to cross the Channel. 2. A pupil ... listen when the teacher explains a lesson. 3. You ... play and run in the play-ground. 4. The train ... be late, as there is some fog. 5. A cart ... run on square wheels. 6. You ... speak if you are not dumb. 7. Men ... love their neighbours. 8. A farmer ... feed his horses well. 9. A boy ... work hard when he has been absent for several weeks. 10. I know that I ... forgive Tommy's offences, but I ... defend myself, because he is always fighting.

**230. Give equivalents when possible.** — 1. I am able to speak English. 2. I must learn my lesson. 3. He was not allowed to run. 4. She will be able to catch her train. 5. We have to obey our parents. 6. They are allowed to smoke. 7. You could not see him. 8. Are you allowed to speak in class? 9. You would be able to open the window if you were taller. 10. I am not allowed to swim in this lake.

**231. Turn into a) the present perfect; b) the pluperfect.** — 1. I can do this task. 2. You must take the boat to cross the Channel. 3. I may play after school. 4. The passengers may walk about the deck. 5. He cannot swim across this river. 6. She must give her shoes to the cobbler. 7. The cleaner can remove this stain. 8. He must go to the dance in evening-dress. 9. Jane may wear her new boots to-day. 10. Could you finish your work in time?

**232. Turn into a) the immediate past; b) the immediate future.** — 1. We saw this film. 2. He will visit England. 3. I shall see my friend. 4. Father comes back. 5. His sister bought a house. 6. We go on a long journey. 7. This motorist had an accident. 8. The pedestrian crossed the road. 9. They widen the road at the bend. 10. Fred and Jack had a holiday in the mountains.

**233. Turn into the passive.** — 1. Stephenson invented the first steam-engine. 2. This tree has given much fruit. 3. The wholesale dealer supplies the retailer with goods. 4. A butcher does not make bread. 5. A young girl waited on the traveller. 6. All men hope for happiness. 7. Did his father forgive him? 8. The master spoke to the boy. 9. The manufacturer pays the men their wages. 10. The people offered the gods sacrifices.

**234. Give equivalents, using the passive voice.** — 1. Somebody opened the door. 2. People see the valley from the top of the hill. 3. People have climbed this peak. 4. Somebody took the children to the pictures. 5. Somebody must unpack the provisions. 6. People enter the church through the West porch. 7. Somebody has seen him. 8. Somebody has paid for this book. 9. People looked at him from every window. 10. Somebody forbids you to smoke in theatres. (Omit *somebody* or *people* in the new form.)

**235. Turn into the frequentative form (2 forms).** — 1. They did a dictation every day. 2. They offered their sacrifices on an altar. 3. Mother bought a cake for our Sunday tea. 4. My dog listened whenever the bell rang. 5. Did women wear hats in Rome? 6. Did you get fairs in the village where you lived? 7. They mowed the grass with scythes. 8. In our old house, the letters were delivered at 9 o'clock. 9. The rabbits ran away at the least noise. 10. Our school was closed at 4 every day.

**236. Use the verbs in the right form.** — 1. I taught my sister (*to play*) dominoes. 2. Jack spends all his time (*to read*). 3. Mary can't help (*to be*) afraid when she sees a mouse. 4. I remember (*to see*) him before. 5. He told me (*to go*) home. 6. The children all stopped (*to laugh*) when the teacher came in. 7. You must try (*to avoid, to make*) this mistake again. 8. All children don't like (*to go*) to school. 9. I helped the old lady (*to cross*) the street. 10. This man is rich and can afford (*to buy*) a car. 11. Jack deserves (*to be*) punished. 12. This is a mistake; you omitted (*to write*) the verb in the correct tense. 13. She very much wishes (*to go*) to England. 14. We began (*to climb*) at 4 a. m. 15. He lets me (*to do*) everything I like. 16. We shall spend our holidays (*to climb and ramble*) in the mountains. 17. Nurse made Baby (*to obey*) her. 18. Don't begin (*to work*) just after your meals. 19. I shall make you (*to pay*) for this. 20. He enjoyed (*to hunt*) for crabs. 21. He couldn't help (*to be*) afraid. 22. Nurse has forbidden Baby (*to paddle*) with her shoes on. 23. He had to stop (*to run*) for he was out of breath. 24. We heard the sea (*to roar*) against the cliff. 25. He cannot (*to shoot*) better.

**237. Write the verb in the correct tense.** — 1. The masons will begin the walls as soon as the foundations (*to be*) ready. 2. I shall write this letter while you (*to learn*) your lessons. 3. When he (*to be*) rich enough, he will have a house built. 4. I am sure he would come as soon as you (*to ask*) him. 5. The children will be pleased when the holidays (*to draw*) near.

**238. Complete, using the verb in the correct tense.** — 1. I (*to see*) him two minutes ago. Mother will be at home when I (*to come back*) from school. We (*to have*) a dictation yesterday. We (*to be*) in this class-room for an hour. He hoped that he would be rewarded when he (*to get*) a good mark. He (*to die*) in 1924. Napoleon (*to be*) an emperor for 11 years when he fought at Waterloo. Our friends (*to arrive*) this morning. I (*not to play*) tennis since last Summer.

**239. Complete.** — Do you hear (*to roar, the lion*)? I saw (*John, to eat blackberries*). You can perceive (*to rise into the clouds, lofty peaks*). See (*the boy-scouts, to unpack provisions*)! I feel (*my heart, to beat*). Passing the church, they heard (*to sing, to preach; the congregation, the clergyman*). Can you see (*to glitter, the glacier*).

## ■ ■ ■ ■ XI. LES ADVERBES ■ ■ ■ ■

### 87. Adverbes de lieu.

<i>here</i> . . . . .	<i>ici</i>
<i>there</i> . . . . .	<i>là</i>
<i>where</i> . . . . .	<i>où</i>
<i>round</i> . . . . .	<i>autour</i>
<i>about</i> . . . . .	<i>aux environs</i>
<i>far</i> . . . . .	<i>loin</i>
<i>near</i> . . . . .	<i>près</i>
<i>off</i> . . . . .	<i>au loin</i>
<i>away</i> . . . . .	<i>au loin</i>
<i>up</i> . . . . .	<i>en haut</i>
<i>down</i> . . . . .	<i>en bas</i>
<i>in</i> . . . . .	<i>dedans</i>
<i>out</i> . . . . .	<i>dehors</i>
<i>on</i> . . . . .	<i>dessus</i>
<i>under</i> . . . . .	<i>dessous</i>

### 88. Adverbes de temps.

<i>now</i> . . . . .	<i>maintenant</i>
<i>then</i> . . . . .	<i>alors</i>
<i>yesterday</i> . . . . .	<i>hier</i>
<i>to-day</i> . . . . .	<i>aujourd'hui</i>
<i>to-morrow</i> . . . . .	<i>demain</i>
<i>early</i> . . . . .	<i>tôt</i>
<i>late</i> . . . . .	<i>tard</i>
<i>sometimes</i> . . . . .	<i>parfois</i>
<i>often</i> . . . . .	<i>souvent</i>
<i>always</i> . . . . .	<i>toujours</i>
<i>ever, never</i> . . . . .	<i>jamais</i>
<i>soon</i> . . . . .	<i>bientôt</i>
<i>already</i> . . . . .	<i>déjà</i>
<i>still</i> . . . . .	<i>encore</i>
<i>again</i> . . . . .	<i>de nouveau</i>

## 89. Adverbes de quantité. 90. Adverbes de manière.

<i>once</i> . . . . .	<i>une fois</i>
<i>twice</i> . . . . .	<i>deux fois</i>
<i>little</i> . . . . .	<i>peu</i>
<i>much</i> . . . . .	<i>beaucoup</i>
<i>more</i> . . . . .	<i>davantage</i>
<i>most</i> . . . . .	<i>extrêmement</i>
<i>too</i> . . . . .	<i>trop (adj.)</i>
<i>too much</i> . . . . .	<i>trop (nom)</i>
<i>enough</i> . . . . .	<i>assez</i>
<i>how much</i> . . . . .	<i>combien</i>
<i>how many</i> . . . . .	<i>combien</i>

<i>very</i> . . . . .	<i>très</i>
<i>well</i> . . . . .	<i>bien</i>
<i>ill</i> . . . . .	<i>mal</i>
<i>even</i> . . . . .	<i>même</i>
<i>together</i> . . . . .	<i>ensemble</i>
<i>so</i> . . . . .	<i>si, ainsi</i>
<i>also</i> . . . . .	<i>aussi</i>
<i>how</i> . . . . .	<i>comment</i>

*adverbes en ly:*  
*generally, généralement, etc.*

91. Adverbes  
de négation.

<i>no</i> . . . . .	<i>non</i>
<i>not</i> . . . . .	<i>ne .. pas</i>
<i>not at all</i> . . . . .	<i>pas du tout</i>

92. Adverbes  
d'affirmation.

<i>yes</i> . . . . .	<i>oui</i>
<i>of course</i> . . . . .	<i>naturellement</i>
<i>certainly</i> . . . . .	<i>certainement</i>

## 93. Place des adverbes.

a) Un adverbe ne doit jamais séparer un verbe de son complément d'objet direct.

Ex : J'aime beaucoup ma mère = *I love my mother much.*

b) Les adverbes de temps imprécis (sauf *early* et *late*) se placent :

avant le verbe dans les temps simples ;

après le 1<sup>er</sup> auxiliaire dans les temps composés.

*also, almost, usually, generally* suivent la même règle.

Ex : *She sometimes plays tennis. I had never seen him.*

Elle joue parfois au tennis. Je ne l'avais jamais vu.

c) Les adverbes de lieu, de manière, de temps précis, ainsi que *early* et *late*, se placent :

après le verbe, s'il n'y a pas de complément ;

après le complément, s'il y en a un.

Ex : Ils écoutaient attentivement.

*They listened attentively.*

Ils écoutaient attentivement le professeur.

*They listened to the teacher attentively.*

d) **Enough**, modifiant un adjectif, se place obligatoirement après l'adjectif (§ 55).

Ex : Mon thé est assez sucré = *My tea is sweet enough.*

e) **Only** et **even** précèdent le mot qu'ils modifient.

Ex : Il est mort il y a quelques jours seulement.

*He died only a few days ago.*

#### 94. Ever, never.

**Ever** remplace obligatoirement **never** dans toute phrase où il y a :

a) une négation . . . *Nobody ever saw the wind.*

b) une question . . . *Did you ever see the wind ?*

c) une comparaison *She is prettier than ever.*

d) et après **if** . . . . *Tell me if you ever read this book.*

#### 95. About.

Ne pas confondre **about**, adverbe, *ça et là*, ou *environ*, avec **about**, préposition (*aux environs de*, ou *au sujet de*, § 98).

#### 96. Very.

Ne pas confondre **very**, adverbe, *très*, avec **very**, adjectif, *vrai, en personne*.

#### 97. Either, neither.

Employez **either** avec une négation.

Employez **neither** sans négation, en tête de la phrase, avec une inversion (§ 54, 103).

Je ne la connais pas non plus.

*I don't know her either.*

ou :

*Neither do I know her.*

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### EXERCICES

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240. Strike out the adverbs when possible. — 1. You take off your hat when entering a church. 2. He is back from school. 3. He took down his hat from the hall-stand and put it on. 4. It is dark, please put the light on. 5. The pupils take up their pens and write down their dictations.

241. Draw up a list of a) the adverbs; b) the prepositions. — 1. The stream rushed down the valley. 2. Come in ! she said, and the visitor came into the room. 3. My shoes are quite worn out with walking. 4. The box was covered up on top with a piece of cardboard. 5. All the congregation knelt down on the stone floor. 6. The children were running along in the dead leaves.

242. Complete with *ever* or *never*. — 1. We... use oil-lamps nowadays. 2. I should know him at once if I ... met him again. 3. Nowhere will you ... find a better place. 4. If you ... go to England, you will have to cross the Channel. 5. I had ... heard such a good story.

## XII. LES PRÉPOSITIONS

### 98. Prépositions de lieu. 99. Prépositions de temps.

<p><i>at.</i> . . . . . <i>à</i>  <i>in</i> . . . . . <i>dans</i>  <i>out of</i> . . . . . <i>hors de</i>  <i>on</i> . . . . . <i>sur</i>  <i>over</i> . . . . . <i>par-dessus</i>  <i>above</i> . . . . . <i>au-dessus de</i>  <i>under</i> . . . . . <i>sous</i>  <i>between</i> . . . . . <i>entre</i>  <i>before</i> . . . . . <i>devant</i>  <i>in front of</i> . . . . . <i>en face de</i>  <i>behind</i> . . . . . <i>derrière</i>  <i>round</i> . . . . . <i>autour de</i>  <i>about</i> . . . . . <i>aux environs de</i></p>	<p><i>on</i> . . . . . (<i>jour et date</i>)  <i>from</i> . . . . . <i>depuis, de</i>  <i>to</i> . . . . . <i>à, jusqu'à</i>  <i>between</i> . . . . . <i>entre</i>  <i>before</i> . . . . . <i>avant</i>  <i>after</i> . . . . . <i>après</i>  <i>for</i> . . . . . <i>pendant</i>  <i>past</i> . . . . . <i>après (heure)</i>  <i>5 past 4.</i> . . . . . <i>4 heures 5</i>  <i>to</i> . . . . . <i>avant (heure)</i>  <i>5 to 4.</i> . . . . . <i>4 heures moins 5</i>  <i>during</i> . . . . . <i>au cours de</i></p>
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### 100. Prépositions de manière.

<i>with</i> . . . . .	<i>avec</i>
<i>without</i> . . . . .	<i>sans</i>
<i>by</i> . . . . .	<i>par</i>
<i>because of</i> . . . . .	<i>à cause de</i>
<i>for</i> . . . . .	<i>pour</i>

### 101. Prépositions de mouvement.

<i>from</i> . . . . .	<i>à partir de</i>
<i>to</i> . . . . .	<i>vers</i>
<i>into</i> . . . . .	<i>dans</i>
<i>out of</i> . . . . .	<i>hors de</i>
<i>through</i> . . . . .	<i>à travers</i>

## 102. Syntaxe des prépositions.

a) Une préposition employée avec un interrogatif ou un relatif se place souvent à la fin de la proposition (cf. § 39).

Ex : *What is this pen made of ?*

*Of what is this pen made ?*

*Jack whom I play with is ill.*

*Jack with whom I play is ill.*

b) Un nom concret singulier qui suit une préposition doit être précédé de *a* ou *an*.

Ex : Il sort sans chapeau = *He goes out without a hat on.*

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 EXERCICES
 

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243. Change the place of the preposition when possible. — 1. The village which we are arriving at has a fine old church. 2. This is the man to whom you sold whisky. 3. What inn will you stop at? 4. I do not remember the road that we came along. 5. The smith broke the tool with which he fixed the lock. 6. The man whom you are looking for has gone away. 7. God is a power that you submit yourself to. 8. Tell me whom you were helped by. 9. This is my friend, whose advice I always listen to. 10. The seat which you are sitting on has one of its legs broken.

244. Make remarks about the use and position of the italicised words. — 1. *Up* Jack got! 2. *Down* came the rain. 3. Swallows build *under* the window. 4. The rain is running *down* the panes. 5. What are you waiting *for*? 6. I am listening *to* the lark. 7. Country people sit *up* late at night. 8. The village falls *back into* its usual quietness. 9. This is the brook that we get water *from*. 10. *On* they went, walking *along un*ter the trees.

245. Complete with prepositions. — 1. You must listen ... the teacher when he explains the lesson. 2. The actress was looking ... herself in the mirror. 3. A headmaster is ... the head of a school. 4. The bird sang ... its cage. 5. The aeroplane flew ... the forest. 6. He ran ... the garden ... the house. 7. I do not go ... school ... Sundays. 8. Our house is covered ... red tiles. 9. Tables are made ... wood. 10. The road passes ... a wood.

## 103. Conjonctions de coordination.

*and* . . . *et*            *either* . . . *or* . . . *ou bien, ou bien*  
*but* . . . *mais*        *neither* . . . *nor* . . . *ni, ni*

## 104. Conjonctions de subordination.

*that* . . . *que*    *if* . . . *si*    *for* . . . *car*    *because* . . . *parce que*

NOTE : *that* est souvent omis : *I know (that) he will come.*

## 105. Conjonctions de temps.

*when* . . . . *quand*                    *since* . . . . *depuis que*  
*while* . . . . *pendant que*            *before* . . . . *avant que*  
*till* . . . . *jusqu'à ce que*        *after* . . . . *après que*  
*as* . . . . *comme*                    *as soon as* . . . *dès que*

a) N'employez ni le conditionnel ni le futur après les conjonctions de temps (§§ 68, c; 69, c).

Ex : *When I am a man, I shall be a doctor.*

*He said he would come as soon as he was ready.*

b) Après *when* et *while*, le verbe *to be* est parfois sous-entendu.

Ex : *He sang while working = while (he was) working.*

## XIV. EXCLAMATIONS

## 106. Phrases exclamatives.

a) Avec un nom (avec ou sans adjectif) : *what* ou *such*.

Ils seront suivis de *a* ou *an* avec un nom concret singulier.

Ex : *What a man he is !      He did such good work !*

*What patience I have !      You made such mistakes !*

b) Avec un adjectif, ou un adverbe : *how*, ou *so*.

L'adjectif ou l'adverbe suit immédiatement *how* ou *so*.

Ex : *How ignorant she is !      You read so well !*

c) Avec un verbe : *how*.

Avec une quantité : *how much*, *how many*, *so much*, *so many*.

Ex : *How he runs !      How many times I took that train !*

*There was so much snow that year !*

d) Remarquer les différences de construction :

*what* et *how* se placent en tête de la phrase;

*such* et *so* ne changent pas l'ordre des mots.



107.		Doublement de la consonne finale : 1 seule voyelle + 1 seule consonne dans finale accentuée.		Addition de e avant une s, après une sifflante : s, ch, sh, x ou z.		Changement d'y final, non précédé d'une voyelle, en i ou en le.		Suppression de e muet devant une terminaison.	
3 <sup>e</sup> p. sing.	to rub	to dress	to carry	to like	NOM AU PLURIEL	big bigger fat fatter	box boxes brush brushes	lady ladies country countries	fine finer
	I rubbed rubbed	he dresses	he carries	I liked liked					
présent p. passé	rubbing		(carrying)	liking	compar. superl.	the biggest the fattest		the prettiest	the finest
part. prés.									
FORMATION	nom verbe	to run	to carry	to give	adjectif adverbe	a runner		a carrier	a giver
		fat to fatten		ripe to ripen					
	sun sunny		twenty the twentieth	nine ninth stone stony				merry merrily	

## 108. Prononciation des terminaisons.

a) En ed (*prétérits et participes passés réguliers*).

	L'INFINITIF FINIT PAR :
<b>d</b>	<i>b, g, h, l, m, n, r, v, z, et toutes les voyelles.</i> rubbed, travelled, tanned, buzzed, played, tried.
<b>t</b>	<i>c, f, k, p, s, x, sh, ch.</i> stuffed, looked, stopped, massed, boxed, brushed.
<b>id</b>	<i>d, t et quelques adjectifs.</i> divided, corrected — wicked, sacred, etc.

b) En s (*noms pluriels ; 3<sup>e</sup> pers. sing. des verbes*).

	LE SINGULIER OU L'INFINITIF FINISSENT PAR :
<b>z</b>	<i>b, d, g, l, m, n, r, v, th.</i> tubs, beds, dogs, bells, pens, furs, taxis, pianos.
<b>s</b>	<i>f, k, p, t, th.</i> handkerchiefs, banks, tops, pots, months.
<b>iz</b>	<i>ce, se, ge, x, z, ch, sh.</i> pieces, houses, judges, breezes, churches, dishes.



# LISTE DES VERBES IRRÉGULIERS

to be	I was	been	[bi:, wɔz, bi:n], être.
to bear	I bore	borne	[bɛə, bɔ:, bɔ:n], porter.
to beat	I beat	beaten	[bit, bi:t, 'bi:tɪn], battre.
to become	I became	become	[bi'kʌm, bi'keim, bi'kʌm], devenir.
to begin	I began	begun	[bi'gin, bi'gʌn, bi'gʌn], commencer
to bend	I bent	bent	[bend, bent, bent], courber.
to blow	I blew	blown	[blou, blu:, bloun], souffler.
to break	I broke	broken	[breik, brouk, 'broukn], briser.
to bring	I brought	brought	[briu, brɔ:t, brɔ:t], apporter.
to build	I built	built	[bild, bilt, bilt], construire.
*to burn	I burnt	burnt	[bɜ:n, bɛnt, bɛnt], brûler.
to buy	I bought	bought	[bai, bɔ:t, bɔ:t], acheter.
I can	I could		[kæn, kud], je peux.
to catch	I caught	caught	[kætʃ, kɔ:t, kɔ:t], attraper.
to come	I came	come	[kʌm, keim, kʌm], venir.
to cut	I cut	cut	[kʌt, kʌt, kʌt], couper.
to deal	I dealt	dealt	[di:l, delt, delt], distribuer.
to dig	I dug	dug	[dig, dʌg, dʌg], creuser.
to do	I did	done	[du:, did, dʌn], faire.
to draw	I drew	drawn	[drɔ:, dru:, drɔ:n], tirer, dessiner.
to drink	I drank	drunk	[drɪnk, drænk, drʌnk], boire.
to drive	I drove	driven	[draiv, drouv, 'drivn], conduire.
to eat	I ate	eaten	[i:t, et, 'i:tɪn], manger.
to fall	I fell	fallen	[fɔ:l, fel, 'fɔ:ln], tomber.
to feed	I fed	fed	[fi:d, fed, fed], nourrir.
to feel	I felt	felt	[fi:l, felt, felt], ressentir.
to fight	I fought	fought	[fait, fɔ:t, fɔ:t], combattre.
to find	I found	found	[faɪnd, faund, faund], trouver.
to fly	I flew	flown	[flai, flu:, floun], voler.
to forbid	I forbade	forbidden	[fə'bid, fə'bæd, fə'bidn], interdire.
to forget	I forgot	forgotten	[fə'get, fə'gɔt, fə'gɔtn], oublier.
to forgive	I forgave	forgiven	[fə'giv, fə'geiv, fə'givn], pardonner.
to freeze	I froze	frozen	[fri:z, frouz, 'frouzn], geler.
to get	I got	got	[get, gɔt, gɔt], obtenir.
to give	I gave	given	[giv, geiv, 'givn], donner.
to go	I went	gone	[gou, went, gɔn], aller.
to grind	I ground	ground	[graɪnd, graund, graund], mouder.
to grow	I grew	grown	[grou, gru:, groun], croître.
to hang	I hung	hung	[hæʊ, hæʊ, hæʊ], suspendre.
to have	I had	had	[hæv, hæd, hæd], avoir.
to hear	I heard	heard	[hie, hæ:d, hæ:d], entendre.
to hide	I hid	hidden	[haid, hid, 'hidn], cacher.
to hit	I hit	hit	[hit, hit hit], frapper.
to hold	I held	held	[hould, held, held], tenir.
to hurt	I hurt	hurt	[hɜ:t, hæ:t, hæ:t], blesser.
to keep	I kept	kept	[ki:p, kept, kept], garder.
to kneel	I knelt	knelt	[ni:l, nelt, nelt], s'agenouiller.
to know	I knew	known	[nou, nju:, noun], connaître.
to lay	I laid	laid	[lei leid leid], étendre.
to lead	I led	led	[li:d led, led], mener.
*to learn	I learnt	learnt	[lə:n lænt, lænt], apprendre.
to leave	I left	left	[li:v left, left], quitter.
to let	I let	let	[let let, let], laisser.
to lie	I lay	lain	[lai, lei, lein], être allongé.
*to light	I lit	lit	[lait, lit, lit], éclairer.

NOTA : Les verbes marqués d'un astérisque ont aussi un prétérit et un participe réguliers.

to lose	I lost	lost	[lu:z, lɒst, lɔst], perdre.
to make	I made	made	[meik, meid, meid], faire.
I may	I might		[mei, mait], j'ai le droit de
to meet	I met	met	[mi:t, met, met], rencontrer.
to mow	I mowed	mown	[mou, moud, moun], faucher.
I must			[mast], je dois, il faut que je...
to pay	I paid	paid	[pei, peid, peid], payer.
to put	I put	put	[put, put, put], poser, mettre.
to read	I read	read	[ri:d, red, red], lire.
to ride	I rode	ridden	[raid, roud, 'ridn], aller à cheval.
to ring	I rang	rung	[riu, ræu, ræu], sonner.
to rise	I rose	risen	[raiz, rouz, 'rizn], se lever.
to run	I ran	run	[ran, ræn, ran], courir.
to saw	I sawed	sawn	[sɔ:, sɔ:d, sɔ:m], scier.
to say	I said	said	[sei, sed, sed], dire.
to see	I saw	seen	[si:, sɔ:, si:m], voir.
to sell	I sold	sold	[sel, sould, sould], vendre.
to send	I sent	sent	[send, sent, sent], envoyer.
to set	I set	set	[set, set, set], poser.
to sew	I sewed	sewn	[sou, soud, soun], coudre.
to shake	I shook	shaken	[ʃeik, ʃuk, 'ʃeikn], secouer.
to shear	I shored	shorn	[ʃiə, ʃɔ:, ʃɔ:n], tondre.
to shine	I shone	shone	[ʃain, ʃɔn, ʃɔn], briller.
to shoe	I shod	shod	[ʃu:, ʃɔd, ʃɔd], chausser, ferrer.
to shoot	I shot	shot	[ʃut, ʃɔt, ʃɔt], lancer, tirer.
to show	I showed	shown	[ʃou, ʃoud, ʃoun], montrer.
to shut	I shut	shut	[ʃat, ʃat, ʃat], fermer.
to sing	I sang	sung	[siŋ, sæu, sæu], chanter.
to sink	I sank	sunk	[siŋk, sæuk, sæuk], enfoncer.
to sit	I sat	sat	[sit, sæt, sæt], être assis.
to sleep	I slept	slept	[sli:p, slept, slept], dormir.
to slide	I slid	slid	[slaid, slid, slid], glisser.
to smell	I smelt	smelt	[smel, smelt, smelt], sentir.
to speak	I spoke	spoken	[spi:k, spouk, 'spoukn], parler.
to spell	I spelt	spelt	[spel, spelt, spelt], épeler.
to spend	I spent	spent	[spend, spent, spent], dépenser.
to spin	I spun	spun	[spin, span, span], filer.
to spread	I spread	spread	[spred, spred, spred], étendre.
to spring	I sprang	sprung	[spriv, spræu, spræu], bondir, jaillir.
to stand	I stood	stood	[stænd, stud, stud], être debout.
to steal	I stole	stolen	[sti:l, stoul, 'stouln], dérober.
to stick	I stuck	stuck	[stik, stak, stak], coller.
to strike	I struck	struck	[straik, strak, strak], frapper.
to sweep	I swept	swept	[swi:p, swept, swept], balayer.
to swim	I swam	swum	[swim, swæm, swæm], nager.
to swing	I swung	swung	[swiv, swæu, swæu], balancer.
to take	I took	taken	[teik, tuk, 'teikn], prendre.
to teach	I taught	taught	[ti:tʃ, tɔ:t, tɔ:t], enseigner.
to tear	I tore	torn	[teə, tɔ:, tɔ:m], déchirer.
to tell	I told	told	[tel, tould, tould], raconter.
to think	I thought	thought	[θiŋk, θɔ:t, θɔ:t], penser.
to throw	I threw	thrown	[θrou, θru:, θroun], jeter.
to upset	I upset	upset	[ʌp'set, ʌp'set, ʌp'set], renverser.
to wake	I woke	woke	[weik, wouk, wouk], éveiller.
to wear	I wore	worn	[weə, wɔ:, wɔ:m], porter sur soi.
to weave	I wove	woven	[wi:v, wouv, 'wouvŋ], tisser.
to win	I won	won	[win, wæn, wæn], gagner.
to wind	I wound	wound	[waind, waund, waund], enrouler.
to write	I wrote	written	[rait, rout, 'ritn], écrire.

# LEXIQUE

Note : Les mots précédés d'un astérisque ne sont pas d'un usage courant.

## A

able ['eibl], capable.  
 about [ə'baʊt], prép. au sujet de, autour de, adv. ça et là.  
 above [ə'baʊ], au-dessus de.  
 abroad [ə'brɔ:d], au dehors, à l'étranger.  
 absentee [æbsn'ti:], n. un absent.  
 accelerator [æk'seləreɪtə], accélérateur de voiture.  
 accident ['æksɪdnt], accident.  
 accommodation [ækəmə'deɪʃən], logement dans un hôtel.  
 according to [ə'kɔ:diŋ tu], d'après, suivant, selon.  
 accustom [ə'kʌstəm], v. accoutumer; to get accustomed, s'habituer.  
 acquaintance [ə'kweɪntəns], connaissance.  
 across [ə'krɔs], à travers.  
 act [ækt], n. acte; v. agir, jouer un rôle.  
 active ['æktɪv], actif, alerte.  
 activity [æk'tɪvɪti], activité.  
 actor, actress ['æktə, 'æktɪs], acteur, actrice.  
 adapt [ədæpt], v. adapter.  
 add [æd], v. ajouter.  
 address [ə'dres], adresse; v. adresser.  
 advance [əd'vɑ:ns], in advance, d'avance.  
 advantage [əd'vɑ:ntɪdʒ], avantage.  
 adventure [əd'ventʃə], aventure.  
 adventurous [əd'ventʃərəs], aventureux.  
 advertise ['ædvətaɪz], faire de la publicité.  
 advertisement [əd'vertɪsmənt], publicité, annonce.  
 aeroplane ['æərəpleɪn], avion.  
 affair [ə'feə], affaire.  
 afford [ə'fɔ:d], v. se payer le luxe de.  
 afraid [ə'freɪd], qui a peur. I am afraid, j'ai peur.  
 african ['æfrɪkən], africain.  
 after ['ɑ:ftə], après.  
 afternoon ['ɑ:ftənə:n], après-midi.  
 again [ə'geɪn], encore, de nouveau.

against [ə'geɪnst], contre.  
 age [eɪdʒ], âge, époque.  
 ago [ə'ɡəʊ], dans le passé. A year ago, il y a un an.  
 air [eə], air.  
 alarm [ə'lɑ:m], alarme; réveil-matin.  
 alas [ə'lɑ:s], hélas!  
 album ['ælbəm], album.  
 all [ɔ:l], tout, tous!  
 allow [ə'ləʊ], v. permettre.  
 almost ['ɔ:lmoʊst], presque.  
 alms [ɑ:mz], aumône.  
 aloft [ə'lɔft], en l'air.  
 alone [ə'ləʊn], seul, tout seul.  
 along [ə'lɔŋ], le long de.  
 aloud [ə'ləʊd], à voix haute.  
 alpine, alpinist ['ælpɪnɪst, 'ælpɪnɪst], alpin, alpiniste.  
 also ['ɔ:lsoʊ], aussi, également.  
 always ['ɔ:lweɪz], toujours.  
 a. m. ['eɪ'em], nine a. m., neuf heures du matin.  
 America [ə'merɪkə], l'Amérique.  
 among [ə'mʌŋ], parmi.  
 amount [ə'maʊnt], somme, montant, quantité.  
 amuse [ə'mju:z], v. amuser.  
 amusement [ə'mju:zmənt], amusement.  
 anchor ['æŋkə], ancre.  
 and [ænd, ɒnd], et.  
 angel ['eɪndʒəl], ange.  
 anger ['æŋgə], colère.  
 angle ['æŋɡl], v. pêcher à la ligne.  
 Angles ['æŋɡlɪz], les Angles.  
 angry ['æŋɡrɪ], en colère, irrité.  
 animal ['ænɪmə], animal.  
 announce [ə'naʊns], v. annoncer.  
 \*anon [ə'nɒn], tout de suite.  
 another [ə'nʌðə], un autre.  
 answer ['ɑ:nʌsə], v. répondre.  
 antiquity [æn'tɪkwɪti], antiquité.  
 anvil ['ænvɪl], enclume.  
 anxious ['æŋkʃəs], très désireux de; inquiet.  
 anybody ['eni'bɒdi], n'importe qui.  
 ape [eɪp], n. grand singe; v. singer, imiter.  
 appalling [ə'pɔ:lɪŋ], affreux.

appear [ə'piə], v. *paraître*.  
 appetite ['æpitait], *appétit*.  
 apple ['æpl], *pomme, fruit*.  
 appoint [ə'pɔɪnt], v. *désigner, nommer à un poste*.  
 approach [ə'prəʊtʃ], v. *s'approcher*; n. *approche*.  
 April ['eɪprəl], *Avril*.  
 apron ['eɪprən], *tablier*.  
 Arab ['ærəb], *arabe*.  
 archbishop ['ɑ:tʃ'biʃəp], *archevêque*.  
 architect ['ɑ:kitekt], *architecte*.  
 area ['eəriə], *petite cour en contrebas*.  
 arm [ɑ:m], *bras; arme*.  
 armlet ['ɑ:mlɪt], *brassard*.  
 arrive [ə'raɪv], *arriver*.  
 art [ɑ:t], *art*.  
 article ['ɑ:tɪkl], *article; marchandise*.  
 as [æz], *comme; aussi... que*.  
 ashes ['æʃɪz], *cendres*.  
 ask [ɑ:sk], v. *demander; poser une question*.  
 Asiatic [eɪʃi'ætɪk], *asiatique*.  
 asleep [ə'sli:p], *endormi*.  
 ass [æs], *âne*.  
 assemble [ə'sembl], v. *assembler, se rassembler*.  
 assist [ə'sɪst], v. *aider*.  
 attack [ə'tæk], v. *attaquer*; n. *attaque*.  
 attend [ə'tend], v. *assister à, fréquenter une école*.  
 attendance [ə'tendəns], *présence, fréquentation*.  
 attentive [ə'tentɪv], *attentif*.  
 attract [ə'trækt], v. *attirer*.  
 attraction [ə'trækʃən], *attrait, attraction*.  
 audience [ˈɔ:dʒəns], *auditoire, spectateurs*.  
 August ['ɔ:gəst], *Août*.  
 aunt [ɑ:nt], *tante*.  
 Autumn ['ɔ:təm], *Automne*.  
 avoid [ə'vɔɪd], v. *éviter*.  
 aware [ə'weə], *conscient, averti*.  
 away [ə'wei], *au loin, à distance*.  
 awful [ˈɔ:ful], *terrible*.  
 awry, [ə'raɪ], *de travers*.  
 axe [æks], *hache*.

## B

back [bæk], n. *dos*, adv. *de retour*; adj. *de derrière*.  
 bacon ['beɪkən], *lard fumé*.  
 bad [bəd], *mauvais*.  
 bag [bæg], *sac*.  
 baker ['beɪkə], *boulangier*.  
 banana [bə'nɑ:nə], *banane*.  
 band [bænd], *orchestre, fanfare*.  
 bandstand, [ˈbændstænd], *kiosque à musique*.  
 bank [bæŋk], *rive; banque*.  
 banker ['bæŋkə], *banquier*.  
 baptize [bæp'taɪz], v. *baptiser*.  
 barber ['bɑ:bə], *barbier*.  
 bare [beə], *nu, dépourvu*.  
 bargain, [ˈbɑ:ɡɪn], *bonne affaire; v. marchander*.  
 bark [bɑ:k], *écorce*.  
 barley ['bɑ:li], *orge*.  
 barn [bɑ:n], *grange*.  
 barometer [bə'rɒmɪtə], *baromètre*.  
 barrack [ˈbærək], *caserne*.  
 barrel-organ [ˈbærəl'ɔ:gən], *orgue de Barbarie*.  
 barrier [ˈbæriə], *barrière, obstacle*.  
 barrow [ˈbærəʊ], *voiture à bras*.  
 basin ['beɪsɪn], *bassine, cuvette*.  
 bask [bɑ:sk], v. *se chauffer, faire le lézard*.  
 basket ['bɑ:skɪt], *panier*.  
 bath [bɑ:θ], *bain, baignoire*.  
 bathe [beɪð], n. *bain de pleine eau*; v. *se baigner*.  
 bath-room [ˈbɑ:θrʊm], *salle de bains*.  
 bay [beɪ], *baie*.  
 baton [ˈbætən], *baguette de chef d'orchestre*.  
 beach [bi:tʃ], *plage*.  
 bear [beə], *ours*.  
 bear [beə], v. *porter, supporter*.  
 beast [bi:st], *bête, animal*.  
 beat [bi:t], v. *battre; beat time, battre la mesure*.  
 beautiful ['bjʊ:təfʊl], *beau*.  
 because [bi'kɔ:z], *parce que*.  
 become [bi'kɒm], v. *devenir*.  
 bed [bed], *lit; plate-bande, massif de fleurs*.  
 bee [bi:], *abeille*.  
 beech [bi:tʃ], *hêtre*.

beef [bi:f], *viande de bœuf*.  
 beehive ['bi:haiv], *ruche*.  
 before [bi'fɔ:], *avant*.  
 beg [beg], v. *mendier; demander humblement*.  
 beggar ['hegə], *mendiant*.  
 begin [bi'gin], v. *commencer*.  
 beginning [bi'giniŋ], *commencement*.  
 behind [bi'haind], *derrière*.  
 believe [bi'li:v], v. *croire*.  
 bell [bel], *cloche*.  
 belong [bi'lɔŋ], v. *appartenir*.  
 below [bi'lou], *en dessous, en aval*.  
 belt [belt], *ceinture*.  
 bend [bend], v. *courber, ployer*.  
 beside [bi'said], *en plus de*.  
 besides [bi'saidz], *en outre, en plus*.  
 between [bi'twi:n], *entre*.  
 Bible ['baibl], *la Bible*.  
 big [big], *grand et plutôt gros*.  
 bill [bil], *bec d'oiseau; affiche; note à payer*.  
 bill of fare ['biləv'fɛə], *menu de restaurant*.  
 \*billow ['bilou], *grande vague, flots*.  
 birch [bɜ:tʃ], *bouleau*.  
 bird [bɜ:d], *oiseau*.  
 bird's nesting ['bɜ:dznestiŋ], *action de dénicher des oiseaux*.  
 birthday ['bɜ:ðdeɪ], *anniversaire de naissance*.  
 bishop ['biʃəp], *évêque*.  
 bit [bit], *petit morceau; just a bit, un peu; not a bit, pas du tout*.  
 black [blæk], *noir*.  
 blackberry ['blækberi], *mûre (fruit)*.  
 blackbird ['blækbə:d], *merle*.  
 blackboard ['blækbo:d], *tableau noir*.  
 blacksmith, ['blæksmiθ], *forgeron*.  
 blaze [bleiz], *flamme*.  
 bleat [bli:t], v. *béler*.  
 bleed [bli:d], v. *saigner*.  
 bless [bles], v. *bénir*.  
 blind [blaɪnd], *aveugle*.  
 blood [blʌd], *sang*.  
 blossom ['blɔsəm], *fleur d'arbre fruitier*.  
 blot [blɒt], *tache*.  
 blotting-paper ['blɒtiŋpeɪpə], *papier buvard*.

blow [blou], v. *souffler*.  
 blue [blu:], *bleu*.  
 board [bo:d], *planche, tableau; on board, à bord d'un navire*.  
 boat [bout], *bateau; to go boating, faire du canotage*.  
 body ['bɒdi], *corps*.  
 boil [boil], v. *bouillir, faire bouillir*.  
 bone [boun], *os*.  
 book [buk], *livre, volume; v. retenir, louer une place*.  
 booking-office ['bukiŋ'ɔfis], *guichet des billets*.  
 bookstall ['bukstɔ:l], *bibliothèque de gare*.  
 boot [bu:t], *chaussure*.  
 booth [bu:θ], *baraque de foire*.  
 border ['bo:də], v. *border*.  
 born [bɔ:n], *I was born, je suis né, je naquis*.  
 \*bosom ['buzəm], *cœur*.  
 both [bouθ], *les deux*.  
 bother ['bɒðə], v. *ennuyer, se tracasser*.  
 bottle ['bɒtl], *bouteille*.  
 bottom ['bɒtəm], *fond, bas, partie inférieure*.  
 bow, [bau], v. *s'incliner, saluer*.  
 bowl [boul], *bol; boule*.  
 bowler hat, ['boulə], *chapeau melon*.  
 box [bɒks], *siège (de cocher); loge au théâtre*.  
 boy [boi], *garçon*.  
 braces ['breisiz], *bretelles*.  
 brain [brein], *cerveau*.  
 brake [breik], *frein*.  
 bramble, ['bræmbəl], *ronce, mûre*.  
 branch [brɑ:ntʃ], *branche*.  
 brass [brɑ:s], *cuivre*.  
 brazier ['breizɪə], *brasero, fourneau*.  
 bread [bred], *pain*.  
 break [breik], v. *casser, rompre, interrompre; break out, éclater*.  
 breakdown ['breikdaun], *panne*.  
 breakfast ['brek'fest], *petit déjeuner*.  
 breast, [brest], *poitrine, gorge*.  
 breeze ['bri:z], *vent, brise*.  
 brew [bru:], v. *faire de la bière; a storm is brewing, un orage se prépare*.  
 briar, ['braiə], *églantine*.

- brick [brɪk], *brique*.  
 bricklayer ['brɪkleɪə], *maçon briqueteur*.  
 bridge [brɪdʒ], *pont; passerelle de commandement*.  
 bright [braɪt], *brillant*.  
 bring [brɪŋ], *v. apporter*.  
 brink [brɪŋk], *bord*.  
 Britain ['brɪtən], *Grande-Bretagne*.  
 British ['brɪtɪʃ], *Britannique*.  
 Briton ['brɪtən], *un Anglais, habitant des Îles Britanniques*.  
 broad [brɔ:d], *large*.  
 brood [bru:d], *v. couver; n. couvée*.  
 brook [brʊk], *ruisseau*.  
 brother ['brʌðə], *frère*.  
 brown [braʊn], *brun, marron*.  
 brush [brʌʃ], *n. brosse, pinceau; v. brosser*.  
 build [bɪld], *v. construire*.  
 building ['bɪldɪŋ], *bâtiment, édifice*.  
 bulb [bʌlb], *oignon, bulbe*.  
 bully ['bulɪ], *v. brimer, malmener; n. un brutal*.  
 bump [bʌmp], *v. heurter; se heurter*.  
 bunch [bʌntʃ], *bouquet, grappe*.  
 bundle [bʌndl], *botte de foin*.  
 buoy [bɔɪ], *bouée*.  
 burn [bɜ:n], *v. brûler*.  
 burst [bɜ:st], *v. éclater*.  
 bury ['berɪ], *v. enterrer*.  
 bus [bʌs], *omnibus, autobus*.  
 busy ['bɪzɪ], *occupé, affairé; a busy street, une rue très passante*.  
 business ['bɪznɪs], *affaire, les affaires*.  
 but [bʌt], *mais*.  
 butcher ['bʊtʃə], *boucher*.  
 butter ['bʌtə], *n. beurre; v. beurrer*.  
 butterfly ['bʌtəflaɪ], *papillon*.  
 buy [baɪ], *v. acheter*.  
 by [baɪ], *par, d'après, près de*.
- C**
- cab [kæb], *cab, fiacre, taxi*.  
 cabbage ['kæbɪdʒ], *chou*.  
 cabin ['kæbɪn], *cabine*.  
 café ['kæfeɪ], *restaurant à prix modéré*.  
 cage [keɪdʒ], *cage*.  
 cake [keɪk], *gâteau*.  
 calendar ['kælɪndə], *calendrier*.  
 call [kɔ:l], *v. appeler; call over, faire l'appel*.  
 can [kæn], *v. déf. je peux*.  
 candle ['kændl], *bougie*.  
 canoe [ke'nu:], *canoe, périssoire*.  
 canvas ['kænvəs], *toile*.  
 cap [kæp], *casquette*.  
 captain ['kæptɪn], *capitaine*.  
 car [kɑ:], *auto*.  
 card [kɑ:d], *carte à jouer, postale*.  
 care [keə], *soin, souci*.  
 careful ['keəfʊl], *soigneux*.  
 carefully ['keəfʊli], *soigneusement*.  
 carpenter ['kɑ:pɪntə], *charpentier*.  
 carpet ['kɑ:pɪt], *tapis*.  
 carriage ['kærɪdʒ], *voiture, wagon*.  
 carry ['kæri], *v. transporter, porter*.  
 cart [kɑ:t], *charrette*.  
 cartridge ['kɑ:trɪdʒ], *cartouche*.  
 carve [kɑ:v], *v. découper, sculpter*.  
 case [keɪs], *caisse, coffre, étui*.  
 castle ['kɑ:sl], *château fortifié*.  
 cat [kæt], *chat*.  
 catch [kætʃ], *v. attraper; n. prise, capture*.  
 caterpillar ['kætəpɪlə], *chenille*.  
 cathedral [kə'θɪ:drəl], *cathédrale*.  
 catholic ['kæθəlɪk], *catholique*.  
 cattle ['kætl], *bétail*.  
 ceiling ['si:lɪŋ], *plafond*.  
 cellar ['selə], *cave*.  
 cello ['tʃeləʊ], *violoncelle*.  
 Celt [kelt], *Celte*.  
 centre [sentə], *centre*.  
 century ['sentʃuri], *siècles*.  
 certain ['sɜ:tɪn], *certain*.  
 chain [tʃeɪn], *chaîne*.  
 chair [tʃeə], *chaise*.  
 chalk [tʃɔ:k], *craye*.  
 change [tʃeɪndʒ], *v. changer*.  
 channel ['tʃænl], *chenal; the Channel, la Manche*.  
 char [tʃɑ:], *v. calciner*.  
 character ['kærɪktə], *caractère, personnage*.  
 charge [tʃɑ:dʒ], *v. faire payer; n. dépense, prix*.  
 chase [tʃeɪs], *v. chasser, pourchasser*.



chatter ['tʃætə], v. bavarder.  
 cheap [tʃi:p], bon marché, pas cher.  
 check [tʃek], arrêter, maîtriser.  
 cheek [tʃi:k], joue.  
 cheer [tʃiə], v. acclamer, applaudir.  
 cheerful ['tʃi:ful], gai.  
 cheese [tʃi:z], fromage.  
 chestnut ['tʃesnat], châtaigne.  
 chief [tʃi:f], n. chef; adj. principal.  
 chiefly ['tʃi:li], principalement.  
 child, children [tʃaɪld, 'tʃɪldrən],  
 enfant.  
 chill [tʃɪl], froid, glacial.  
 chimney ['tʃɪmni], cheminée.  
 chimney-sweep ['tʃɪmnɪswɪ:p], ra-  
 moneur.  
 China ['tʃaɪnə], Chine; china, por-  
 celaine.  
 chips [tʃɪps], pommes frites.  
 chisel ['tʃɪzɪl], ciseau.  
 choice [tʃɔɪs], choix.  
 choir ['kwaɪə], chœur.  
 choose [tʃu:z], v. choisir.  
 chop [tʃɒp], v. trancher, fendre.  
 chopper ['tʃɒpə], couperet.  
 christen ['krɪsn], v. baptiser.  
 christening ['krɪsnɪŋ], baptême.  
 Christian ['krɪstjən], chrétien;  
 christian name, prénom.  
 Christianity [krɪstɪ'ænɪti], christia-  
 nisme.  
 Christmas ['krɪsməs], Noël.  
 chum [tʃʌm], camarade, copain.  
 church [tʃɜ:tʃ], église.  
 churchyard ['tʃɜ:tʃjɑ:d], cimetière.  
 churn [tʃɜ:n], v. battre, baratter;  
 n. baratte.  
 cider ['saɪdə], cidre.  
 cinder ['sɪndə], cendre, braise.  
 cinema ['sɪnɪmə], cinéma.  
 circus ['sɜ:kəs] cirque; rond-point.  
 citizen ['sɪtɪzn], citoyen, citadin.  
 civilize ['sɪvɪlaɪz], v. civiliser.  
 clamber ['klæmbə], v. grimper,  
 escalader.  
 clamour ['klæmə], v. crier, vocif-  
 érer.  
 clap [klæp], v. applaudir; n. ap-  
 plaudissement.  
 class [klɑ:s], classe, cours.  
 class-room ['klɑ:srum], salle de  
 classe.

clay [kleɪ], argile.  
 clatter ['klætə], bruit.  
 clean [kli:n], ad. propre; v. net-  
 toyer.  
 cleaner ['kli:nə], nettoyeur.  
 clear [kleə], clair, sans obstacle  
 the way is clear, la route est  
 libre.  
 clergy ['kle:dʒi], clergé.  
 clergyman ['kle:dʒɪmən], pasteur,  
 ministre du culte.  
 clerk [klɑ:k], employé de bureau.  
 clever ['klevə], intelligent, habile.  
 cleverness ['klevənɪs], ingéniosité.  
 cliff [klɪf], falaise.  
 climb [klaɪm], v. grimper; n. as-  
 cension.  
 climber ['klaɪmə], grimpeur.  
 cloak-room ['kloukrum], vestiaire.  
 clock [klɒk], horloge, pendule.  
 close [kləʊs], n. enclos; adj. proche.  
 close [kləʊz], v. fermer, clorre.  
 clothe [klaʊð], v. vêtir, revêtir.  
 clothes [klaʊðz], habits.  
 cloud [klaʊd], nuage.  
 cloven [klaʊvn], fourchu.  
 club [klʌb], club, cercle.  
 coach [kəʊtʃ], carrosse, diligences,  
 wagon.  
 coachman ['kəʊtʃmən], cocher.  
 coal [kəʊl], charbon.  
 coalfield ['kəʊlfɪ:ld], bassin houiller.  
 coast [kəʊst], côte, rivage.  
 coat [kəʊt], veste, manteau.  
 cobbler ['kɒblə], cordonnier, save-  
 tier.  
 coffee ['kɒfi], café, boisson.  
 coil [kəʊl], rouleau de corde,  
 bobine.  
 coin [kɔɪn], pièce de monnaie.  
 cold [kəʊld], froid; I am cold, j'ai  
 froid.  
 collect [kə'lekt], v. ramasser, collec-  
 tionner.  
 collection, [kə'lekʃən], collection,  
 quête,  
 college ['kɒlɪdʒ], collège d'Univer-  
 sité.  
 colony ['kɒləni], colonie.  
 colour ['kɒlə], couleur.  
 column ['kɒləm], colonne.  
 comb [kəʊm], peigne.

- come [kɑm], v. *venir*; come back, *revenir*.  
 comedy ['kɒmɪdi], *comédie*.  
 comfort ['kʌmfət], *confort, bien-être*.  
 comfortable ['kʌmfətəbl], *confortable*.  
 comic ['kɒmɪk], *comique*.  
 commandment [kə'mɑ:ndmənt], *commandement*.  
 commercial [kə'mɜ:ʃəl], *commercial*; commercial traveller, *voyageur de commerce*.  
 common ['kɒmən], adj. *commun*; n. *pré communal, place de village*.  
 community [kə'mju:nɪti], *la communauté, les habitants*.  
 companion [kəm'pænjən], *compagne, compagnon*.  
 company ['kʌmpəni], *compagnie*.  
 competition [kəm'pi:tɪʃən], *concurrente*.  
 complete [kəm'pli:t], *complet*.  
 compose [kəm'pəuz], v. *composer*.  
 composer [kəm'pəuzə], *compositeur*.  
 compulsory [kəm'pʌlsəri], *obligatoire*.  
 concert ['kɒnsət], *concert*.  
 concrete [kən'kri:t], *béton*.  
 condition [kən'dɪʃən], *état*.  
 conductor [kən'dʌktə], *conducteur, chef d'orchestre*.  
 confidently ['kɒnfɪdəntli], *en confiance*.  
 conflagration [kɒnflə'greɪʃən], *incendie, embrasement*.  
 congregation [kɒŋgrɪ'geɪʃən], *assemblée des fidèles*.  
 conjuring ['kʌndʒərɪŋ], *tours de prestidigitation*.  
 consider [kən'sɪdə], v. *considérer*.  
 consist of [kən'sɪst], *consister*.  
 content [kən'tent], *satisfait*.  
 contractor [kən'træktə], *entrepreneur*.  
 contrary ['kɒntrəri], *contraire*.  
 contribute [kən'trɪbjʊ:t], v. *contribuer, donner sa collaboration*.  
 control [kən'trəʊl], v. *diriger*; n. *manette de commande*.  
 cook [kʊk], v. *cuire, cuisiner*; to do the cooking, *faire la cuisine*.  
 copper ['kɒpə], *cuiivre, bronze; monnaie de billion*.  
 copse [kɒps], *taillis*.  
 copy [kɒpi], v. *copier*.  
 copy-book ['kɒpɪbʊk], *cahier de classe*.  
 coral ['kɒrəl], *corail*.  
 corn [kɒ:n], *blé, maïs*.  
 corner ['kɒ:nə], *coin*.  
 corridor ['kɒrɪdɔ:], *couloir*.  
 costermonger ['kɒstəmʌŋgə], *marchand des quatre saisons*.  
 cottage ['kɒtɪdʒ], *chaumière, petite maison*.  
 cottager ['kɒtɪdʒə], *habitant d'une chaumière*.  
 cotton ['kɒtn], *coton*.  
 council ['kaʊnsɪl], *conseil, assemblée*.  
 councillor ['kaʊnsɪlə], *conseiller*.  
 count [kaʊnt], v. *compter*.  
 counter ['kaʊntə], *comptoir*.  
 country ['kʌntri], *pays, campagne*.  
 courage ['kʌrɪdʒ], *courage*.  
 course [kɔ:s], *cours d'une rivière*.  
 court of justice ['kɔ:təv'dʒʌstɪs], *tribunal*.  
 cover ['kʌvə], v. *couvrir, recouvrir*; n. *couverture, enveloppe*.  
 cow [kaʊ], *vache*.  
 coward ['kaʊəd], *poltron, couard*.  
 crab [kræb], *crabe*.  
 cream [kri:m], *crème*.  
 crease [kri:s], *pli de pantalon*.  
 creature ['kri:tʃə], *être vivant*.  
 creeper ['kri:pə], *plante grimpante*.  
 crest [krest], *crête, sommet*.  
 crew [kru:], *équipage*.  
 criminal ['krɪmɪnəl], *criminel*.  
 crook [kru:k], *houlette*.  
 crop [krɒp], *récolte*.  
 cross [krɒs], v. *traverser, faire le signe de croix*; n. *croix*.  
 crossroads ['krɒs'raʊdz], *carrefour, croisement de routes*.  
 crow [krou], *corbeau*.  
 crowd [kraʊd], *foule*; v. *s'assembler en foule*.  
 crown [kraʊn], *couronne*; half crown, *pièce d'argent de 2 shillings 6 pence*.

crush [kraʃ], v. *écraser*.  
 cry [krai], n. *cri*; v. *crier, pleurer, s'écrier*.  
 cuckoo ['kuku], *coucou*.  
 cunning ['kaniŋ], *malin, rusé*.  
 curate ['kjuərit], *vicair*.  
 curl [kə:l], *boucle de cheveux*; v. *friser*.  
 current ['kərənt], *courant électrique, d'eau*.  
 curtain ['kə:tin], *rideau*.  
 curve [kə:v], n. *courbe*; v. *courber*.  
 custom ['kəstəm], *coutume, habitude*.  
 customs ['kəstəmz], *douane*.  
 customer ['kəstəmə], *client*.  
 cut [kət], v. *couper*.  
 cycle ['saikl], v. *faire du vélo*.

## D

dad, daddy [dæd, 'dædi], *papa*.  
 daily ['deili], *quotidien*.  
 dairy ['deəri], *laiterie*.  
 dairy-maid ['deərimaid], *laitière*.  
 daisy ['deizi], *pâquerette*.  
 damage ['dæmidʒ], *dégâts*.  
 \*damsel ['dæmzl], *demoiselle*.  
 dance [dɑ:ns], n. *danse, bal*; v. *danser*.  
 Dane [dein], n. *Danois*.  
 danger ['deindʒə], *danger*.  
 dangerous ['deindʒərəs], *dangereux*.  
 dare [deə], v. *oser*.  
 dark [dɑ:k], *sombre, noir, foncé*.  
 darn [dɑ:n], v. *repriser*.  
 dash [dæʃ], v. *s'élancer, se précipiter*.  
 date [deit], *date*.  
 daub [dɔ:b], *mauvaise peinture, croûte*.  
 daughter ['dɔ:tə], *fil*.  
 day [deɪ], *jour*.  
 dazzle ['dæzl], v. *éblouir*.  
 dead [ded], adj. *mort*.  
 deal [di:l], v. *distribuer*; deal in, *faire commerce de*.  
 dealer ['di:lə], *marchand*.  
 dear [diə], *cher*; dear me, *mon Dieu!*  
 death [deθ], n. *la mort*.

December [di'sembə], *Décembre*.  
 decide [di'said], v. *décider*.  
 deck [dek], *pont de navire*.  
 deck-chair ['dek'tʃeə], *chaise transatlantique*.  
 declare [di'kleə], v. *déclarer*.  
 deep [di:p], *profond*.  
 deer [diə], *cerf*.  
 defence [di'fens], *défense*.  
 defend [di'fend], v. *défendre*.  
 degree [di'ɡri:], *degré, grade universitaire*.  
 delicate ['delikit], *délicat*.  
 delicious [di'lifəs], *délicieux*.  
 deliver [di'livə], v. *livrer, distribuer le courrier*.  
 dense [dens], *épais, dense*.  
 department [di'pɑ:tmənt], *section, rayon de magasin*.  
 depressed [di'prest], *découragé*.  
 depth [depθ], *profondeur*.  
 describe [dis'kraib], v. *décrire*.  
 description [dis'kripʃən], *description*.  
 desert ['dezət], *désert*.  
 desert [di'zət], v. *abandonner*.  
 deserve [di'zə:v], v. *mériter*.  
 desk [desk], *bureau à écrire, bureau-caisse*.  
 dessert [di'zət], *dessert*.  
 destroy [dis'trɔɪ], v. *détruire*.  
 destruction [dis'trækʃən], *destruction*.  
 devil ['devl], *diable*.  
 dictation [dik'teiʃən], *dictée*.  
 difference ['difrəns], *différence*.  
 difficult ['difikəlt], *difficile*.  
 difficulty ['difikəlti], *difficulté*.  
 dig [dig], v. *creuser, bêcher le sol*.  
 dim [dim], *peu brillant, obscur*.  
 dining-car ['dainiŋkɑ:], *wagon-restaaurant*.  
 dining-room ['dainiŋrum], *salle à manger*.  
 dinner ['dinə], *dîner*.  
 diocese ['daiəsis], *diocèse*.  
 dirty ['dɜ:ti], *sale*.  
 disappear [disə'piə], v. *disparaître*.  
 disappointed [disə'pointid], *déçu*.  
 discharge [dis'tʃɑ:dʒ], v. *décharger*.  
 dish [diʃ], *plat, vaisselle*.

dislike [dis'laik], v. *ne pas aimer, détester.*  
 disobedience [diso'bi:djəns], *désobéissance.*  
 display [dis'plei], v. *montrer, étaler.*  
 displeased [dis'pli:zd], *mécontent.*  
 distance [distəns], *distance.*  
 distant [distənt], *lointain.*  
 district [distrikt], *quartier d'une ville.*  
 ditch [ditʃ], *fossé.*  
 dive [daiv], v. *plonger.*  
 divide [di'vaɪd], v. *séparer.*  
 do [du:] v. *faire.*  
 dog [dɒg], *chien.*  
 dog-rose [dɒgrəʊz], *églantine, rose sauvage.*  
 dog's ears [dɒgzɪəz], *corne au coin d'une page.*  
 donkey [dɒŋki], *âne, baudet.*  
 \* doom [du:m], v. *condamner.*  
 door [dɔ:], *porte.*  
 dormitory [dɔ:mitri], *dortoir.*  
 double [dʌbl], *double.*  
 down [daʊn], *vers le bas.*  
 dozen [dɔ:zn], *douzaine.*  
 drama [dɾɑ:mə], *œuvre dramatique.*  
 dramatic [drə'mætɪk], *dramatique.*  
 draw [drɔ:], v. *tirer; tracer.*  
 dream [dri:m], v. *rêver; n. rêve.*  
 drench [drentʃ], v. *tremper.*  
 dress [dres], v. *s'habiller; n. costume.*  
 dressing-gown [dresɪŋgaʊn], *robe de chambre.*  
 dress-maker [dresmeɪkə], *couturière.*  
 drink [drɪŋk], v. *boire; n. boisson.*  
 drive [draɪv], v. *conduire, faire marcher.*  
 driver [draɪvə], *conducteur, chauffeur.*  
 drizzle [drɪzl], *petite pluie fine.*  
 droop [dru:p], *se pencher.*  
 drop [drɒp], n. *goutte; v. tomber comme une goutte.*  
 drown [draʊn], v. *noyer.*  
 drunk [drʌŋk], *partic. de drink: ivre.*  
 dry [draɪ], v. *sécher; adj. sec.*  
 dull [dʌl], *ennuyeux, mélancolique.*

dunce [dʌns], *cancre, ignorant.*  
 dust [dʌst], *poussière.*  
 duty [dju:ti], *obligation, tâche; on duty, de service.*  
 dwell [dwell], v. *demeurer, habiter.*  
 dye [daɪ], v. *teindre.*

## E

each [i:tʃ], *chaque, chacun.*  
 ear [ɪə], *oreille; épi de blé.*  
 early [ˈɜ:li], *tôt, de bonne heure.*  
 earth [ɜ:θ], *terre.*  
 easel [i:zl], *chevalet de peintre.*  
 easy [i:zi], *facile, aisé.*  
 easily [i:zɪli], *facilement.*  
 eat [i:t], v. *manger.*  
 ebb [eb], v. *refluer.*  
 education [edju'keɪʃn], *instruction, éducation.*  
 effect [i'fekt], *effet.*  
 effort [ˈefət], *effort.*  
 egg [eg], *œuf.*  
 eight [eɪt], *huit.*  
 either [ˈaɪðə], *l'un ou l'autre; ou bien; not... either, non plus.*  
 either... or, ou... ou....  
 elbow [ˈelbəʊ], *coude, milieu du bras.*  
 electrician [ɪlek'trɪʃən], *électricien.*  
 electricity [ɪlek'trɪsɪti], *électricité.*  
 elementary [eli'mentəri], *élémentaire, primaire.*  
 eleven [i'levn], *onze; équipe de football ou de cricket.*  
 else [els], *autrement, d'autre.*  
 empty [ˈempti], *vide.*  
 enclosure [ɪn'kləʊzə], *enclos.*  
 encore [to] [ɔŋ'kɔ:], v. *bisser.*  
 end [end], v. *finir; n. fin.*  
 enemy [ˈenɪmi], *ennemi.*  
 engine [ˈendʒɪn], *machine, moteur.*  
 engineer [endʒɪ'niə], *ingénieur, mécanicien.*  
 England [ˈɪŋɡlənd], *Angleterre.*  
 English [ˈɪŋɡlɪʃ], *anglais.*  
 enjoy [ɪn'dʒɔɪ], v. *trouver plaisir à, s'amuser.*  
 enough [i'nʌf], *assez.*  
 enter [ˈentə], v. *entrer dans.*  
 entertainment [entə'teɪnmənt], *amusement, spectacle.*

episode [ˈepɪsəʊd], *épisode*.  
 equality [iˈkwɒləti], *égalité*.  
 errand [ˈerənd], *commission*.  
 escape [ɪsˈkeɪp], v. *échapper*.  
 escort [ɪsˈkɔ:t], v. *escorter*.  
 especially [ɪsˈpeʃəli], *spécialement*.  
 \*espy [ɪsˈpaɪ], v. *apercevoir*.  
 established [ɪsˈtæblɪʃt], *établi*;  
 the Established Church, *l'église*  
*établie, nationale*.

estuary [ˈestjuəri], *estuaire*.  
 Europe [ˈjuərəp], *Europe*.  
 even [ˈi:vən], *même*.  
 evening [ˈi:vniŋ], *soirée*.  
 ever [ˈevə], *jamais, toujours*.  
 every [ˈevri], *chacun, chaque, tout*.  
 everybody [ˈevrɪbɒdi], *chacun, tout*  
*le monde*.  
 everyday [ˈevrɪdeɪ], *tous les jours*.  
 everything [ˈevriθɪŋ], *tout*.  
 example [ɪgˈzɑ:mp], *exemple*.  
 excellent [ˈeksələnt], *excellent*.  
 except [ɪkˈsept], v. *excepter*.  
 exercise [ˈeksəsaɪz], *exercice*.  
 exhausted [ɪgˈzɔ:stɪd], *épuisé*.  
 exhibit [ɪgˈzɪbɪt], v. *exposer*; n.  
*objet exposé*.  
 exist [ɪgˈzɪst], v. *exister*.  
 existence [ɪgˈzɪstəns], *existence*.  
 exotic [egˈzɒtɪk], *exotique*.  
 expensive [ɪksˈpensɪv], *qui coûte*  
*cher*.  
 experience [ɪksˈpɪəriəns], *ce qui*  
*vous arrive, aventure*.  
 experienced [ɪksˈpɪəriənst], *expé-*  
*riencé*.  
 express [ɪksˈpres], v. *exprimer*.  
 extend [ɪksˈtend], v. *étendre*.  
 extinguish [ɪksˈtɪŋgwɪʃ], v. *éteindre*.  
 extraordinary [ɪksˈtrɔ:dnəri], *ex-*  
*traordinaire*.  
 eye [aɪ], *œil*.

## F

face [feɪs], n. *visage, face*; v. *être*  
*en face de*.  
 factory [ˈfæktəri], *usine*.  
 fade [feɪd], v. *se décolorer, perdre*  
*son intensité*.  
 faggot [ˈfæɡət], *fagot*.

fair [feə], n. *foire, marché*; adj.  
*blond; juste, acceptable*; fair  
 play, *franc jeu*.  
 fairy [ˈfeəri], *fée*.  
 faith [feɪθ], *foi*.  
 fall [fɔ:l], v. *tomber*.  
 familiar [fəˈmɪliə], *familier*.  
 family [ˈfæmɪli], *famille*.  
 famous [ˈfeɪməs], *renommé, fameux*.  
 fancy [ˈfænsi], v. *imaginer*; n.  
*fantaisie, imagination*.  
 far [fɑ:], *loin*.  
 fare [feə], *prix d'un trajet*.  
 farm [fɑ:m], *ferme*.  
 farmer [ˈfɑ:mə], *fermier*.  
 farming [ˈfɑ:mɪŋ], *l'agriculture*.  
 fashion [ˈfæʃn], *mode, manière*.  
 fashionable [ˈfæʃnəbl], *à la mode*.  
 fast [fɑ:st], *rapide*.  
 fatal [ˈfeɪtl], *fatal*.  
 father [ˈfɑ:ðə], *père*.  
 \* fathom [ˈfæðəm], *brasse, vieille*  
*mesure*.  
 favourite [ˈfeɪvərɪt], *favori*.  
 fear [fiə], v. *craindre*; n. *crainte,*  
*peur*.  
 feather [ˈfeðə], *plume d'oiseau*.  
 February [ˈfebruəri], *Février*.  
 feed [fi:d], v. *nourrir*.  
 feel [fi:l], v. *tâter, sentir, se sentir*.  
 feeling [ˈfi:lɪŋ], *sentiment*.  
 fellow [ˈfeləʊ], *camarade; a good*  
*fellow, un brave type*.  
 felt [felt], *feutre*.  
 fence [fens], n. *clôture*; v. *clôturer*.  
 fetch [fetʃ], v. *aller chercher, rap-*  
*porter*.  
 few [fju:], *peu nombreux; a few,*  
*quelques*.  
 fiddler [ˈfɪdlə], *violoneux*.  
 field [fi:ld], *champ*.  
 fight [faɪt], v. *combattre*; n. *lutte,*  
*bataille*.  
 figure [ˈfɪɡə], *silhouette, personnage*.  
 file [faɪl], v. *marcher à la file*.  
 fill [fɪl], v. *remplir*.  
 find [faɪnd], v. *trouver*.  
 fine [faɪn], *beau, excellent*.  
 finger [ˈfɪŋɡə], *doigt*.  
 finger print [ˈfɪŋɡəprɪnt], *marque de*  
*doigts*.  
 finish [ˈfɪnɪʃ], v. *finir*.

- fir** [fə:], *sapin*.  
**fire** ['faɪə], *feu*.  
**fire-ball** ['faɪəbɔ:l], *grenade incendiaire*.  
**fire-brigade** ['faɪəbrɪ'geɪd], *corps des pompiers*.  
**fire-engine** ['faɪərendʒɪn], *pompe à incendie*.  
**fireman** ['faɪəməŋ], *pompier*.  
**fire-side** ['faɪəsɑɪd], *coin du feu*.  
**first** [fɜ:st], *premier*.  
**fish** [fɪʃ], *n. poisson; v. pêcher*.  
**fisherman** ['fɪʃməŋ], *pêcheur*.  
**fishing** ['fɪʃɪŋ], *la pêche*.  
**fishing-line** ['fɪʃɪnlɑɪn], *ligne pour pêcher*.  
**fishmonger** ['fɪʃmɑŋgə], *marchand de poisson*.  
**fit** [fɪt], *v. adapter, ajuster; s'adapter*.  
**five** [faɪv], *cinq*.  
**flag** [flæg], *drapeau*.  
**flail** [fleɪl], *fléau de battage*.  
**flame** [fleɪm], *flamme*.  
**flash** [flæʃ], *n. éclair, lueur; v. jeter une lumière*.  
**fleece** [fli:s], *toison*.  
**\*fleece** [fli:t], *v. s'enfuir*.  
**flock** [flɒk], *troupeau*.  
**floor** [flɔ:], *parquet, sol, étage*.  
**florin** ['flɔrɪn], *pièce de 2 shillings*.  
**flour** [flaʊə], *farine*.  
**flourish** ['flaʊrɪʃ], *v. être florissant*.  
**flow** [fləʊ], *v. couler, s'écouler*.  
**flower** ['flaʊə], *fleur*.  
**flower-girl** ['flaʊəgɜ:l], *petite marchande de fleurs*.  
**fluid** ['flu:ɪd], *liquide*.  
**fly** [flaɪ], *v. voler en l'air*.  
**foam** [fəʊm], *écume*.  
**fog** [fɒg], *brouillard*.  
**foggy** ['fɒgi], *brumeux*.  
**fold** [fəʊld], *n. berceau; pli; v. plier*.  
**folk** [fəʊk], *gens*.  
**follow** ['fɒləʊ], *v. suivre*.  
**fond** [fɒnd], *qui aime beaucoup; I am fond of, j'aime*.  
**food** [fu:d], *nourriture*.  
**fool** [fu:l], *imbécile*.  
**foot** [fʊt], *pied, partie du corps; mesure de longueur*.  
**footlights** ['fʊtlɑɪts], *rampe d'éclairage d'une scène*.  
**for** [fɔ:], *prép. pour, pendant; conj. car, parce que*.  
**forbid** [fə'brɪd], *v. défendre, interdire*.  
**foreign** ['fɔrɪn], *étranger*.  
**forest** ['fɔrɪst], *forêt*.  
**forge** [fɔ:dʒ], *forge*.  
**forget** [fə'get], *v. oublier*.  
**forget-me-not** [fə'getmɪnɒt], *myosotis*.  
**forgive** [fə'gɪv], *v. pardonner*.  
**fork** [fɔ:k], *fourche, fourchette*.  
**form** [fɔ:m], *v. former, se former*.  
**formerly**, ['fɔ:məli], *autrefois*.  
**fortune** ['fɔ:tʃən], *fortune*.  
**foul** [faʊl], *sale, mauvais*.  
**found** [faʊnd], *v. fonder*.  
**foundation** [faʊn'deɪʃən], *fondation*.  
**four** [fɔ:], *quatre*.  
**fowl** [faʊl], *oiseau, volatile*.  
**fox** [fɒks], *renard*.  
**frame** [freɪm], *charpente*.  
**framework** ['freɪmwɜ:k], *charpente*.  
**free** [fri:], *gratuit, libre*.  
**freeze** [fri:z], *v. geler*.  
**French** [frentʃ], *français*.  
**fresh** [freʃ], *frais, pur; fresh water, eau douce*.  
**friend** [frend], *ami*.  
**friendly** ['frendli], *amical, accueillant*.  
**Friday** ['fraɪdi], *Vendredi*.  
**fritter** ['fɪtə], *beignet*.  
**from** [frɒm], *en parlant de*.  
**front** [frʌnt], *devant, façade; in front of, en face de*.  
**fruit** [fru:t], *fruit*.  
**fruiterer** ['fru:tərə], *marchand de fruits*.  
**fry** [fraɪ], *v. frire, cuire à la poêle*.  
**full** [fʊl], *adj. plein; full up, plein à déborder; adv. pleinement, en plein*.  
**funeral** ['fju:nərəl], *obsèques*.  
**funnel** ['fʌnəl], *cheminée de navire*.  
**funny** ['fʌni], *drôle*.  
**fur** [fɜ:], *fourrure*.  
**furnish** ['fɜ:nɪʃ], *meubler*.  
**furniture** ['fɜ:nɪtʃə], *mobilier*.

furrow [ˈfʌrou], *sillon*.  
 further [ˈfɜːðə], *plus loin*.  
 future [ˈfjuːtʃə], *futur, avenir*.

## G

gale [geɪl], *grand vent*.  
 gallery [ˈgæləri], *musée de peinture*.  
 game [geɪm], *jeu, sport; gibier*.  
 gang [gæŋ], *équipe, bande de malfaiteurs*.  
 garden [ˈgɑːdn̩], *jardin*.  
 gardener [ˈgɑːdn̩ə], *jardinier*.  
 gather [ˈgæðə], *v. ramasser, cueillir*.  
 gaze [geɪz], *v. contempler*.  
 generally [ˈdʒenərəli], *généralement*.  
 generous [ˈdʒenərəs], *généreux*.  
 gentleman [ˈdʒentlmən], *homme bien élevé, monsieur*.  
 get [get], *v. se procurer; aller; devenir*.  
 gig [gɪg], *cabriolet*.  
 gild [gɪld], *v. dorer; partic. gilt, doré*.  
 giraffe [dʒɪˈrɑːf], *girafe*.  
 girl [gɜːl], *filles*.  
 give [gɪv], *v. donner*.  
 glacier [ˈglæsiə], *glacier*.  
 glad [glæd], *content*.  
 glade [gleɪd], *clairière*.  
 glass [glɑːs], *verre; baromètre*.  
 gay [geɪ], *gai, brillant*.  
 glazier [ˈgleɪziə], *vitrier*.  
 glen [ɡlen], *ravin, vallon*.  
 glimpse [ɡlɪmps], *aperçu*.  
 glitter [ˈɡlɪtə], *v. scintiller*.  
 glory [ˈɡlɔːri], *gloire*.  
 gloves [ɡlʌvz], *gants*.  
 go [ɡoʊ], *aller*.  
 God [ɡɒd], *Dieu*.  
 gold [ɡould], *or (métal)*.  
 good [ɡud] *adj., bon*.  
 goods [ɡudz], *merchandises*.  
 goose [pl. geese] [ɡuːs, ɡiːs], *ois.*  
 gorgeous [ˈɡɔːdʒəs], *chatoyant*.  
 gorse [ɡɔːs], *ajonc*.  
 gospel [ˈɡɒspəl], *évangile*.  
 govern [ˈɡɒvən], *v. gouverner, administrer*.  
 grace [ɡreɪs], *action de grâces*.  
 grain [ɡreɪn], *grain*.

grammar [ˈɡræmə], *grammaire*.  
 granary [ˈɡrænəri], *grenier*.  
 grapes [ɡreɪps], *raisins*.  
 grass [ɡrɑːs], *herbe*.  
 gratuity [ɡrəˈtjuːiti], *pourboire*.  
 grave [ɡreɪv], *tombeau*.  
 graze [ɡreɪz], *v. paître*.  
 great [ɡreɪt], *grand, éminent*.  
 greedy [ˈɡriːdi], *gourmand*.  
 green [ɡriːn], *adj. vert; n. pré, place de village; greens, légumes verts*.  
 greengrocer [ˈɡriːŋɡrəʊsə], *marchand de légumes*.  
 greenhouse [ˈɡriːnhaʊs], *serre de jardinier*.  
 grey [ɡreɪ], *gris*.  
 grill [ɡrɪl], *grillade*.  
 grind [ɡraɪnd], *v. moudre*.  
 grocer [ˈɡrəʊsə], *épiciier*.  
 grocery [ˈɡrəʊsəri], *épicerie*.  
 ground [ɡraʊnd], *sol, terrain*.  
 grow [ɡroʊ], *v. croître, pousser; devenir*.  
 guard [ɡɑːd], *convoyeur, chef de train*.  
 guide [ɡaɪd], *n. guide; v. guider*.  
 guinea [ˈɡɪni], *guinée, valeur de 21 shillings*.  
 gun [ɡʌn], *fusil, arme à feu*.  
 gust [ɡʌst], *coup de vent*.

## H

haberdashery [ˈhæbədəʃəri], *mercerie*.  
 haggle [ˈhæɡl], *v. marchander*.  
 hair [heə], *cheveux*.  
 hair-dresser [ˈheədresə], *coiffeur*.  
 half [hɑːf], *demi, moitié*.  
 hall [hɔːl], *vestibule, château*.  
 ham [hæm], *jambon*.  
 hammer [ˈhæmə], *marteau; v. marteler*.  
 hand [hænd], *main; v. donner, passer à la main*.  
 handle [ˈhændl], *poignée, manche d'outil*.  
 handsome [ˈhænsəm], *beau, bien fait*.  
 hang [hæŋ], *v. pendre, accrocher*.

- happen [ˈhæpən], v. arriver, se produire.  
 happy [ˈhæpi], heureux.  
 harbour [ˈhɑ:bə], port.  
 hard [hɑ:d], dur, difficile.  
 hare [hæə], lièvre.  
 harness [ˈhɑ:nɪs], n. harnais; v. harnacher, aménager.  
 harvest [ˈhɑ:vɪst], moisson.  
 hat [hæt], chapeau.  
 hatch [hætʃ], v. couvrir.  
 hatter [ˈhætə], chapelier.  
 have [hæv] v. avoir; prendre un repas, une boisson, etc.  
 hawthorn [ˈhɑ:θɔ:n], aubépine.  
 hay [hei], foin.  
 hayloft [ˈheɪlɒft], grenier à foin.  
 haystack [ˈheɪstæk], meule de foin.  
 hazel [ˈheɪzl], noisetier.  
 head [hed], tête.  
 heal [hi:l], v. guérir.  
 health [helθ], santé.  
 heap [hi:p], tas, grande quantité.  
 hear [hiə], v. entendre.  
 heart [hɑ:t], cœur.  
 heat [hi:t], n. chaleur; v. chauffer.  
 heaven [ˈhevn], le Paradis, le Ciel.  
 heavy [ˈhevi], lourd.  
 hedge [hedʒ], haie.  
 heel [hi:l], talon.  
 height [hait], hauteur.  
 hell [hel], l'enfer.  
 helmet [ˈhelmit], casque.  
 help [help], n. secours, aide; v. aider.  
 hen [hen], poule.  
 here [hiə], ici.  
 hide [haid], v. cacher.  
 hide and seek [ˈhaɪdənˈsi:k], cache cache.  
 \* hie [hai], v. aller en hâte.  
 high [hai], haut.  
 highwayman [ˈhaɪweɪmən], bandit.  
 hill [hil], colline.  
 hiss [his], siffler, huer.  
 hit [hit], v. frapper, atteindre un but.  
 hive [haɪv], ruche.  
 hobby [ˈhɒbi], petite manie, distraction, passe-temps.  
 hold [hould], v. tenir, occuper; n.
- a hold up, un arrêt de la circulation dans la rue.  
 hole [houl], trou.  
 holidays [ˈhəleɪdi], congé.  
 hollow [ˈhɒləu], creux.  
 home [həum], chez soi.  
 homeless [ˈhəumlɪs], sans abri.  
 honest [ˈɒnɪst], honnête.  
 honey [ˈhʌni], miel.  
 honeysuckle [ˈhʌnɪsʌkl], chèvre-feuille.  
 hood [hu:d], capuchon.  
 hoof [hu:f], sabot d'animal.  
 hop [hɒp], v. sautiller.  
 hope [həup], v. espérer; n. espoir.  
 hopeless [ˈhəuplɪs], sans espoir.  
 hops [hɒps], houblon.  
 horizon [həˈraɪzn], horizon.  
 horn [hɔ:n], corne d'animal; corne, trompette.  
 horse [hɔ:s], cheval.  
 horse-back [ˈhɔ:sbæk], dos de cheval.  
 hosiery [ˈhəuzɪəri], bonneterie.  
 hospital [ˈhɒspɪtl] hôpital.  
 hot [hɒt], très chaud.  
 hot-house [ˈhɒthaus], serre de jardin.  
 hotel [houˈtel], hôtel.  
 hound [haund], chien courant.  
 hour [aʊə], heure.  
 house [haus], n. maison; salle; v. loger.  
 house-keeper [ˈhaʊski:pə], intendante.  
 house-warming [ˈhaʊsˈwɔ:mɪŋ], pendaison de crémaillère.  
 how [hau], comment; comme.  
 howl [hau], v. hurler.  
 huge [hju:dʒ], énorme.  
 human [ˈhju:mən], humain.  
 hump [hʌmp], bosse.  
 hundred [ˈhʌndrɪd], cent.  
 hungry [ˈhʌŋgri], qui a faim; I am hungry, j'ai faim.  
 hunt [hʌnt], v. chasser à courre; n. chasse à courre.  
 hurry [ˈhʌri], n. hâte; v. se hâter, se presser.  
 hurt [hɜ:t], v. faire mal.  
 husband [ˈhʌzbənd], mari, époux.



I

ice [ais], *glace*.  
 idol ['aidl], *idole*.  
 ill [il], *malade*.  
 imagine [i'mædʒin], v. *imaginer*,  
*s'imaginer*.  
 immediately [i'mi:dʒetli]; *immé-  
 diatement*.  
 import [im'pɔ:t], v. *importer*.  
 improve [im'pru:v], v. *faire des  
 progrès, perfectionner*.  
 inanimate [i'nænimit], *inanimé*.  
 inch [intʃ], *pouce, mesure de lon-  
 gueur*.  
 include [in'klu:d], v. *inclure, com-  
 prendre*.  
 increase [in'kri:s], v. *augmenter*.  
 indoors [in'dɔ:z] à l'intérieur, dans  
 la maison.  
 indeed [in'di:d], *vraiment*.  
 industrial [in'dæstriəl], *industriel*.  
 industry ['indəstri], *industrie*.  
 infant ['infənt], *petit enfant*.  
 information [infə'meiʃən], *rensei-  
 gnements*.  
 in front [frant] of, *en face de*.  
 inhabit [in'hæbit], v. *habiter*.  
 inhabitant [in'hæbitənt], *habitant*.  
 inland ['inlənd], à l'intérieur du  
 pays.  
 inmate ['inmeit], *habitant d'une  
 maison*.  
 inn [in], *auberge*.  
 insect ['insekt], *insecte*.  
 inspect [ins'pekt], v. *examiner*.  
 instance ['instəns], *exemple*.  
 instead [ins'ted], *au lieu de, à la  
 place de*.  
 instrument ['instrumənt], *instru-  
 ment*.  
 insurance [in'ʃuərəns], *assurance*.  
 intelligent [in'telidʒənt], *intelligent*.  
 interested ['intristid], *intéressé*.  
 interesting ['intristin], *intéressant*.  
 interpreter [in'te:prɪtə], *interprète*.  
 intimate ['intimeit], v. *faire savoir*.  
 into ['intu], *vers l'intérieur, dans,  
 en*.  
 intoxicate [in'tɔksikeit], v. *eni-  
 vrer*.

invade [in'veid], v. *envahir*.  
 invent [in'vent], v. *inventer*.  
 invite [in'vait], v. *inviter*.  
 Irish ['aiəriʃ], *Irlandais*.  
 iron ['aɪən], *fer*.  
 ironmonger ['aɪənmaŋgə], *quin-  
 cailler*.  
 irregular [i'regjulə], *irrégulier*.  
 island ['ailənd], *île*.  
 islander ['ailəndə], *insulaire*.  
 ivory ['aivəri], *ivoire*.

J

January ['dʒænjuəri], *Janvier*.  
 jetty ('dʒeti), *jetée*.  
 job [dʒɔb], *travail*.  
 join [dʒɔin], v. *joindre, assembler ;  
 se joindre à*.  
 joiner ['dʒɔinə], *ménisier*.  
 joke [dʒɔuk], n. *plaisanterie ; v.  
 plaisanter*.  
 jolly [dʒɔli], *joyeux ; a jolly good  
 fellow, un très chic type*.  
 jostle ['dʒɔsl], *bousculer*.  
 journey ['dʒə:ni], *voyage*.  
 judge [dʒʌdʒ], n. *juge ; v. juger*.  
 juice [dʒu:s], *jus*.  
 July (dʒu'lai), *Juillet*.  
 jump [dʒʌmp], v. *sauter*.  
 June [dʒu:n], *Juin*.  
 just [dʒʌst], *juste, tout juste ; à  
 l'instant*.  
 justice ['dʒʌstis], *justice, juge*.

K

keep [ki:p], v. *garder, conserver*.  
 keeper ['ki:pə], *gardien*.  
 key [ki:], *clef*.  
 kerb [kə:b], *bord de trottoir*.  
 kettle ['ketl], *bouilloire*.  
 kidney ['kidni], *rognon*.  
 kick [kɪk], n. *coup de pied ; v.  
 donner un coup de pied*.  
 kill [kil], v. *tuer*.  
 kind [kaɪnd], n. *genre, sorte*.  
 kind [kaɪnd], adj. *bon, bienveillant*.  
 kindle ['kaɪndli], v. *enflammer*.  
 kindly ['kaɪndli], *avec bienveillance*.  
 king [kiŋ], *roi*.  
 kiss [kis], n. *baiser ; v. embrasser*.

kit [kit], *trousseau, équipement.*  
 kitchen ['kitʃin], *cuisine.*  
 kite [kait], *cerf-volant (jouet).*  
 kneel [ni:l], v. *s'agenouiller.*  
 knell [nel], *glas.*  
 knickers ['nikez], *culotte.*  
 knife [naif], *couteau.*  
 knob [nɒb], *bouton de porte.*  
 knock [nɒk], v. *frapper*; n. *coup à la porte.*  
 know [nou], v. *savoir, connaître.*

## L

label ['leibl], *étiquette.*  
 labour ['leibə], *main d'œuvre.*  
 labourer ['leibərə], *manœuvre, ouvrier.*  
 lace [leis], *lacet; dentelle.*  
 lad [læd], *garçon, jeune domestique.*  
 ladder ['lædə], *échelle.*  
 lady ['leidi], *dame.*  
 lamb [læm], *agneau.*  
 lamp [læmp], *lampe.*  
 lamplighter ['læmplaitə], *allumeur de réverbères.*  
 land [lænd], *terre, terre ferme.*  
 landlord ['lændlɔ:d], *propriétaire.*  
 landscape ['lænskeip], *paysage.*  
 lantern ['læntən], *lanterne.*  
 large [lɑ:dʒ], *grand, vaste.*  
 lark [lɑ:k], *alouette.*  
 \* lass [læs], *jeune fille.*  
 last [lɑ:st], *dernier.*  
 last [lɑ:st], v. *durer.*  
 late [leɪt], *tard; en retard.*  
 later on ['leɪtə'rɒn], *plus tard.*  
 laugh [lɑ:f], v. *rire*; n. *rire.*  
 launch [lɔ:ntʃ], v. *lancer un navire.*  
 law [lɔ:], *loi.*  
 lay [leɪ], v. *poser à plat; pondre.*  
 lazy ['leɪzi],  *paresseux.*  
 lead [li:d], v. *mener.*  
 leaf [li:f], *feuille.*  
 league [li:g], *ligue.*  
 learn [lɜ:n], v. *apprendre, étudier.*  
 lease [li:s], *bail.*  
 leather ['leðə], *cuir.*  
 leave [li:v], v. *laisser, quitter.*  
 lecture ['lektʃə], *conférence.*  
 left [left], adj. n. *gauche.*

leg [leg], *jambe.*  
 leisure ['leɪʒə], *loisir, temps libre.*  
 lemon ['lemən], *citron.*  
 length [lenθ], *longueur.*  
 leopard ['lepəd], *léopard.*  
 lesson ['lesn], *leçon.*  
 let [let], v. *donner en location, laisser*; aux. de l'impératif.  
 letter ['letə], *lettre.*  
 letter-box ['letəbɒks], *boîte aux lettres.*  
 level ['levl], *niveau.*  
 level-crossing ['levl'krɒsɪŋ], *passage à niveau.*  
 lever ['li:və], *levier.*  
 liable ['laɪəbl], *sujet à, exposé à.*  
 liberty ['libəti], *liberté.*  
 lie [lai], n. *mensonge*; v. *régul. mentir.*  
 lie [lai], v. irrég. *être allongé, couché; être situé. Lie down, se coucher.*  
 life [laɪf], *vie.*  
 life-boat ['laɪfbəʊt], *bateau de sauvetage.*  
 lift [lɪft], v. *soulever*; n. *ascenseur.*  
 light [laɪt], v. *éclairer, allumer*; n. *lumière, lampe*; adj. *clair, lumineux, de couleur claire; léger.*  
 lighthouse ['laɪthaus], *phare.*  
 lightning ['laɪtnɪŋ], *éclair d'orage.*  
 like [laɪk], v. *aimer*; adj. *semblable*; prép. *comme.*  
 limit ['lɪmɪt], v. *limiter*; n. *limite.*  
 line [laɪn], *ligne.*  
 linen ['lɪnɪn], *linge.*  
 linen-draperly ['lɪnɪn'dreɪpəri], *commerce de nouveautés.*  
 lion ['laɪən], *lion.*  
 list [lɪst], *liste.*  
 listen to ['lɪsn], v. *écouter.*  
 literary ['lɪtərəri], *littéraire.*  
 literature ['lɪtərɪtʃə], *littérature.*  
 litter ['lɪtə], *litière, fougillis.*  
 little ['lɪtl], *petit; peu.*  
 live [laɪv], adj. *vivant.*  
 live [lɪv], v. *vivre.*  
 living ['lɪvɪŋ], n. *moyen d'existence.*  
 load [ləʊd], v. *charger*; n. *charge, fardeau.*  
 loaf [ləʊf], *pain*; a loaf of bread, *un pain.*

lock [lɒk], n. serrure; v. fermer à clef.  
 locksmith ['lɒksmiθ], serrurier.  
 loft [lɒft], grenier.  
 lofty ['lɒfti], haut, élevé.  
 lonely ['ləunli], solitaire, sans compagnon.  
 long [lɔŋ], long.  
 look [lʊk], v. sembler; look like, ressembler à; look at, regarder.  
 looker-on ['lʊkə'ɔn], spectateur.  
 looking-glass ['lʊkiŋgɫɑ:s], miroir.  
 loose [lu:s], v. desserrer, libérer; adj. non attaché.  
 lord-mayor ['lɔ:dmeə], lord-maire.  
 lose [lu:z], v. perdre.  
 loud [laʊd], sonore, qui frappe l'oreille.  
 love [lʌv], v. aimer, avoir de l'affection.  
 lovely ['lʌvli], charmant.  
 low [ləʊ], bas, peu élevé.  
 luck [lʌk], chance.  
 lucky ['lʌki], chanceux, veinard.  
 luggage ['lʌgɪdʒ], bagages.  
 luggage-van ['lʌgɪdʒ'væn], fourgon d'un train.  
 lump (lʌmp), v. cahoter.  
 lunch [lʌntʃ], repas de midi.  
 luxurious [lʌg'zjuəriəs], somptueux.

## M

machine [mə'ʃi:n], machine.  
 machinery [mə'ʃinəri], ensemble mécanique.  
 mad [mæd], adj. fou, insensé.  
 mahometan [mə'hɒmitən], mahométan.  
 maid [meɪd], fille, servante.  
 make [meɪk], faire, fabriquer.  
 malefactor ['mæli'fæktə], malfacteur.  
 man [mæn], homme.  
 mankind [mæn'kaɪnd], genre humain.  
 manage ['mænɪdʒ], v. diriger, venir à bout de.  
 manager ['mænɪdʒə], directeur.  
 mantelpiece ['mæntlpi:s], tablette sur une cheminée.

manufacture [mænju'fæktʃə], v. fabriquer; n. usine, fabrique.  
 manufacturer [mænju'fæktʃərə], un fabricant, un industriel.  
 many ['meni], nombreux.  
 map [mæp], carte géographique.  
 marble ['mɑ:bl], marbre; marbles, jeu de billes.  
 March [mɑ:tʃ], n. Mars.  
 mark [mɑ:k] v. marquer; n. marque, point, note scolaire.  
 market ['mɑ:kɪt], marché.  
 marry ['mæri], v. épouser; se marier.  
 mash [mæʃ], v. écraser en purée.  
 mason ['meɪsn], maçon.  
 mast [mɑ:st], mât.  
 master ['mɑ:stə], maître, professeur.  
 masterpiece ['mɑ:stəpi:s], chef-d'œuvre.  
 mat [mæt], pailleçon.  
 material [mə'tiəriəl], tissu, étoffe; matériau.  
 matron ['meɪtrən], intendante.  
 May [meɪ], Mai.  
 may [meɪ], v. défectif. I may, j'ai la permission; peut-être que je...  
 mayor [meə], maire.  
 meadow ['medou], prairie.  
 mealtime ['mi:ltaɪm], l'heure des repas.  
 meaning ['mi:nɪŋ], signification.  
 meandering [mi'ændərɪŋ], sinueux.  
 measure ['meʒə], v. mesurer; n. mesure.  
 meat [mi:t], viande.  
 meet [mi:t], v. rencontrer, se rencontrer.  
 meeting ['mi:tiŋ], réunion.  
 mechanics [mi'kæniks], la science de la mécanique.  
 melancholy ['melənkəli], mélancolique.  
 melt [melt], fondre, se dissoudre.  
 member ['membə], membre d'une société.  
 menagerie [mi'nædʒəri], ménagerie.  
 mend [mend], v. réparer.  
 menu ['menju], menu, liste d'aliments.  
 merrily ['merili], joyeusement.  
 merry ['meri], joyeux.

merry-go-round ['merigou'raund],  
*manège de foire.*  
 mesh [meʃ], *maille de filet.*  
 middle ['midl], *milieu.*  
 migrate [maɪ'greɪt], v. *changer de pays.*  
 mile [maɪl], *mille, mesure de distance.*  
 milestone ['maɪlstəʊn], *borne de distance.*  
 milk [mɪlk], n. *lait*; v. *traire.*  
 milkcan ['mɪlkkæn], *boîte à lait.*  
 mill [mɪl], *moulin*; *usine de textile.*  
 miller ['mɪlə], *meunier.*  
 milliner ['mɪlɪnə], *modiste.*  
 mind [maɪnd], n. *esprit*; v. *faire attention à.*  
 minute ['mɪnɪt], *minute.*  
 miserable ['mɪzərəbəl], *malheureux.*  
 miss [mɪs], v. *regretter de ne pas avoir, manquer.*  
 mist [mɪst], *brume.*  
 mistress ['mɪstrɪs], *maîtresse, professeur.*  
 mix [mɪks], v. *mélanger.*  
 Monday ['mʌndaɪ], *lundi.*  
 money ['mʌni], *argent, espèces.*  
 monkey ['mʌŋki], *singe.*  
 moor [mʊə], v. *amarrer.*  
 moral ['mɔərəl], adj. *moral.*  
 more [mɔː], *davantage, plus*; no more, *ne... plus.*  
 morning ['mɔːnɪŋ], *matin.*  
 mortar ['mɔːtə], *mortier de maçon.*  
 moss [mɔs], *mousse végétale.*  
 most [məʊst], *le plus*; adv. *très.*  
 mother ['mʌðə], *mère.*  
 motion ['məʊʃən], *mouvement.*  
 motor ['məʊtə], v. *aller en auto*; n. *moteur*; *auto.*  
 motor-car ['məʊtə'kɑː], *automobile.*  
 motor-coach ['məʊtə'kəʊtʃ], *autocar.*  
 motor-cycle ['məʊtə'saɪkl], *motocyclette.*  
 motorist ['məʊtərɪst], *automobiliste.*  
 mouse [maʊs], plur. mice [maɪs], *souris.*  
 mouth [maʊθ], *bouche, embouchure.*  
 mount [maʊnt], v. *monter.*  
 mountain ['maʊntɪn], *montagne.*

mountaineer [maʊntɪ'niə], *montagnard.*  
 mountainous ['maʊntɪnəs], *montagneux.*  
 move [muːv], v. *bouger, émouvoir*; *move in, emménager.*  
 mow [məʊ], v. *faucher.*  
 much [mʌtʃ], adj. *abondant, en grande quantité*; adv. *beaucoup.*  
 mud [mʌd], *boue.*  
 muff [mʌf], *manchon pour les mains.*  
 muffin ['mʌfɪn], *petit pain au lait.*  
 mug [mʌg], *tasse, timbale, pot à boire.*  
 mummy ['mʌmi], *maman.*  
 murder ['mɜːdə], v. *assassiner.*  
 museum [mjuː'ziəm], *musée.*  
 music ['mjuzɪk], *musique.*  
 musician [mjuː'zɪʃən], *musicien.*  
 must [mʌst], v. *défectif. je dois, il faut que je...*  
 mutton ['mʌtn], *viande de mouton.*

## N

name [neɪm], *nom, appellation.*  
 narrow ['nærəʊ], *étroit.*  
 national ['næʃnəl], *national.*  
 nave [neɪv], *nef d'église.*  
 navy ['neɪvi], *marine.*  
 near [nɪə], adj. *proche*; prép. *près de*; adv. *près.*  
 nearly ['niəli], *presque.*  
 neat [ni:t], *propre, ordonné.*  
 necessities ['nesɪsərɪz], *choses nécessaires.*  
 necessary ['nesɪsəri], adj. *nécessaire.*  
 neck [nek], *cou.*  
 \*neckerchief ['nekəʃɪf], *foulard de cou.*  
 needle ['niːdl], *aiguille.*  
 neighbour ['neɪbə], n. *voisin.*  
 neighbouring ['neɪbərɪŋ], *avoisinant, voisin.*  
 neighbourhood ['neɪbəhʊd], *voisinage.*  
 neither ['neɪðə], *ni; non plus.*  
 nest [nest], *nid.*  
 net [net], *filet.*  
 never ['nevə], *jamais.*

new [nju:], *neuf, nouveau.*  
 news [nju:z], n. *nouvelle.*  
 newsboy ('nju:zbɔi), *marchand de journaux.*  
 newspaper ('nju:zpeipə), *journal.*  
 newsreel ['nju:zri:l], *film d'actualités.*  
 next [nekst], adj. *prochain.*  
 nibble ['nɪbl], v. *grignoter.*  
 nice [nais], *gentil, agréable.*  
 night [nait], *nuit, soir.*  
 nightingale ['naitɪŋgeɪl], *rossignol.*  
 nightlight ['naitlaɪt], *lampe veilleuse.*  
 nine [nain], adj. num. *neuf.*  
 no [nou], adj. *pas de*; adv. *non.*  
 nobody ['noubədi], pron. *négatif, personne.*  
 nod [nɒd], v. *faire signe par un mouvement de tête.*  
 noise [nɔiz], *bruit.*  
 noisy ['nɔizi], *bruyant.*  
 none [nan], pron. *négatif, n'en... pas.*  
 Norman ['nɔ:mən], *Normand.*  
 nose [nouz], *nez.*  
 note [nout], v. *noter, remarquer*; n. *remarque; billet de banque.*  
 notice ['noutɪs], *avis, appel à l'attention.*  
 noun [naun], *substantif, nom.*  
 November [no'vembə], *Novembre.*  
 now [nou], *maintenant.*  
 nowadays ['nauədeɪz], *de nos jours.*  
 number ['nʌmbə], *nombre*; v. *compter.*  
 numerous ('nju:mərəs), *nombreux.*  
 nursery-school ['ne:sri:sku:l], *école maternelle.*  
 nut [nʌt], *noisette, noix.*

## O

oak [ouk], *chêne.*  
 oar [ɔ:], *rame, aviron.*  
 oats [outs], *avoine.*  
 obey [o'beɪ], v. *obéir à.*  
 observe [ɒb'zə:v], v. *remarquer.*  
 occupant ['ɒkjupənt], *occupant, habitant.*  
 occupation [ɒkju'peɪʃn], *emploi, occupation.*

occupy ['ɒkjupai], v. *occuper.*  
 October [ɒk'təʊbə], *Octobre.*  
 odorous ['oudərəs], *parfumé.*  
 off [ɔ:f], adv. *au loin.*  
 offence [ɔ'fens], *offense.*  
 offender [ɔ'fendə], n. *coupable.*  
 offer ['ɔfə], v. *offrir, présenter.*  
 office ['ɔfis], *bureau; charge, office.*  
 officer [ɔ'fisə], *officier.*  
 often ['ɔ:fn], *souvent.*  
 oil [ɔil], *huile, pétrole.*  
 old [ould], *vieux.*  
 old-fashioned ['ould'fæʃnd], *désuet; à la vieille mode.*  
 on [ɒn], prép. *sur.*  
 once [wʌns], *une fois.*  
 one [wan], *un, un seul.*  
 onion ['ʌnʃən], *oignon.*  
 only ['ounli], *seulement.*  
 orange ['ɔrɪndʒ], *orange.*  
 orchestra ['ɔ:kɪstrə], *orchestre.*  
 order ['ɔ:də], n. *ordre*; v. *commander.*  
 orderly ['ɔ:dəli], *ordonné, discipliné.*  
 ordinary ['ɔ:dnri], *ordinaire.*  
 organ ['ɔ:gən], *organe; orgue.*  
 orphan ['ɔ:fn], *orphelin.*  
 other [ʌðə], *autre.*  
 otherwise [ʌðəwaɪz], *autrement.*  
 ounce [auns], *once, poids.*  
 outfit ['autfɪt], *trousseau, équipement.*  
 outing ['autɪŋ], *sortie, balade.*  
 outline ['autləɪn], *tracé, silhouette.*  
 outside ['autsaɪd], *partie extérieure.*  
 oven [ʌven], *four à cuire.*  
 over [ʌvə], prép. *par-dessus*; adv. *terminé.*  
 overcast ['ouvəkɑ:st], *nuageux, couvert.*  
 overflow ['ouvəflou], v. *déborder.*  
 overseer ['ouvəsiə], *surveillant, gardien.*  
 overtake ['ouveteɪk], v. *rattraper.*  
 overhaul ['ouvəhɔ:l], v. *remettre en état.*  
 owe [ou], v. *devoir, avoir une dette.*  
 own [oun], *appartenant en propre.*  
 ox (Pl. oxen) [ɒks, 'ɒksn], *bœuf, animal.*

## P

pack [pæk], *paquet; meute; v. pack up, faire ses malles.*  
 paddle ['pædl], *v. pagayer; n. pagaye.*  
 \* paddly ['pædli], *où on peut patauger.*  
 page [peɪdʒ], *page.*  
 pageant ['pædʒənt], *cortège, cavalcade.*  
 pail [peɪl], *seau.*  
 paint [peɪnt], *v. peindre; n. peinture.*  
 paint-box ['peɪntbɒks], *boîte de couleurs.*  
 painter ['peɪntə], *peintre.*  
 painting ['peɪntɪŋ], *peinture, tableau.*  
 pair [peə], *paire.*  
 palate ['pælit], *palais de la bouche.*  
 pale [peɪl], *pâle, peu coloré.*  
 palette ['pælit], *palette.*  
 pan [pæn], *casserole.*  
 pancake ['pænkæɪk], *crêpe, gâteau.*  
 pane [peɪn], *vitre.*  
 pang [pæŋ], *angoisse.*  
 panther ['pænθə], *panthère.*  
 paper ['peɪpə], *papier, journal, devoir de classe.*  
 paper-hanger ['peɪpəhæŋgə], *colleur de papier peint.*  
 parable ['pærəbl], *parabole.*  
 paradise ['pærədəɪs], *le Paradis terrestre.*  
 parcel ['pɑ:sl], *paquet, colis.*  
 parent ['peərənt], *père ou mère.*  
 parish ['pærɪʃ], *paroisse, commune.*  
 park [pɑ:k], *parc.*  
 parlour ['pɑ:lə], *petit salon.*  
 parse [pɑ:s], *v. faire une analyse grammaticale.*  
 parson ['pɑ:sn], *pasteur protestant.*  
 part [pɑ:t], *partie; région.*  
 particular [pə'tɪkjələ], *particulier; difficile à satisfaire.*  
 partition [pɑ:'tɪʃən], *cloison.*  
 partridge ['pɑ:trɪdʒ], *perdreux.*  
 pass [pɑ:s], *v. passer.*  
 passenger ['pæsɪndʒə], *voyageur, passager.*  
 passer-by ['pɑ:səbaɪ], *un passant.*

passionately ['pæʃənɪtli], *passionnément.*  
 passport ['pɑ:spɔ:t], *passport.*  
 past [pɑ:st], *n. passé; prép. en dépassant.*  
 pastime ['pɑ:staim], *distraktion.*  
 pasture ['pɑ:stʃə], *pâturage.*  
 patience ['peɪʃəns], *patience.*  
 patter ['pætə], *v. tambouriner.*  
 pauper ['pɔ:pə], *indigent.*  
 pavement ['peɪvmənt], *trottoir.*  
 pay [peɪ], *v. payer.*  
 pay-day ['peɪ'deɪ], *jour de paye.*  
 peace [pi:s], *paix.*  
 peaceful ['pi:sfʊl], *paisible, pacifique.*  
 peak [pi:k], *pic, sommet.*  
 pearl [pɜ:l], *perle.*  
 pedestrian [pi'destriən], *piéton.*  
 peep [pi:p], *v. jeter un regard furtif.*  
 pen [pen], *plume, stylo.*  
 pencil ['pensl], *crayon.*  
 pencil-sharpener ['pensl'ʃɑ:pneɪ], *taille-crayon.*  
 penny ['peni], *penny, pièce de monnaie.*  
 people ['pi:pl], *des gens.*  
 pepper ['pepə], *poivre.*  
 perfectly ['pɜ:fɪkli], *parfaitement.*  
 perform [pɜ'fɔ:m], *v. jouer, exécuter.*  
 performance [pɜ'fɔ:məns], *représentation théâtrale.*  
 perfumery [pɜ'fju:mri], *parfumerie.*  
 perhaps [præps], *peu-être.*  
 perilous ['perɪləs], *périlleux.*  
 period [piəriəd], *classe, division d'une journée de classes.*  
 person ['pɜ:sn], *n. personne.*  
 petrol ['petrəl], *essence pour autos.*  
 pew [pju:], *banc d'église.*  
 pheasant ['feznt], *faisan.*  
 phonetic [fo'netɪk], *phonétique.*  
 photograph ['fotəgrɑ:f], *portrait, photo.*  
 pick up ['pɪk'ʌp], *v. ramasser.*  
 pic-nic ['pɪknɪk], *pique-nique.*  
 picture ['pɪktʃə], *tableau, image.*  
 picture-house ['pɪktʃəhaus], *cinéma.*

- picturesque [piktʃə'resk], *pittoresque*.  
 pie [pai], *pâté, grosse tarte*.  
 piece [pi:s], *morceau*.  
 piece-work ['pi:swə:k], *travail à la pièce, à façon*.  
 pier [piə], *jetée de port*.  
 pigeon ['pidʒin], *pigeon*.  
 pilchard ['piltʃəd], *sorte de petit hareng*.  
 pile [pai], v. *empiler, entasser*.  
 pillar-box ['piləbɒks], *boîte aux lettres*.  
 pinafore ['pinəfɔ:], *tablier d'écolier*.  
 pinch [pintʃ], v. *pincer*.  
 pine [pain], *pin*.  
 pint [paɪnt], *pinte, demi-litre*.  
 pipe [paɪp], *pipe; tuyau*.  
 pitch [pɪtʃ], v. *tanguer*.  
 pity ['pɪti], v. *avoir pitié de; n. pitié; what a pity, quel dommage!*  
 place [pleɪs], v. *placer; n. place*.  
 plain [pleɪn], *plaine*.  
 plan [plæn], *plan. v. envisager, préparer*.  
 plant [plɑ:nt], v. *planter; n. plante*.  
 plaster ['plɑ:stə], v. *recouvrir de plâtre*.  
 plasterer ['plɑ:stərə], *plâtrier*.  
 plate [pleɪt], *assiette*.  
 platform ['plætfɔ:m], *plate-forme; quai de gare*.  
 play [pleɪ], v. *jouer; n. jeu, pièce de théâtre*.  
 pleasant [pleznt], *agréable*.  
 please [pli:z], v. *plaire*.  
 pleasure ['pleʒə], *plaisir*.  
 plenty of ['plenti əv], *une grande quantité, un grand nombre de*.  
 plot [plɒt], *coin de terre, carré*.  
 plough [plau], v. *labourer; n. charrue*.  
 plug [plʌg], *prise de courant*.  
 plumber ['plʌmə], *plombier*.  
 plunder ['plʌndə], v. *piller*.  
 P. M. ['pi:em], *de l'après-midi*.  
 poach [poutʃ], v. *braconner*.  
 pocket ['pɒkɪt], *poche*.  
 point [pɔɪnt], v. *désigner, montrer*.  
 poker ['poukə], *tisonnier*.  
 policeman [pə'li:smən], *agent de police*.  
 police-station [pə'li:s'steɪʃən], *poste de police*.  
 policy ['pɒlɪsi], *police d'assurances*.  
 politics ['pɒlɪtɪks], *la politique*.  
 pony ['pəʊni], *poney*.  
 poor [puə], *pauvre, médiocre*.  
 Pope [pəʊp], *le Pape*.  
 poplar ['pɒplə], *peuplier*.  
 popular ['pɒpjələ], *populaire*.  
 porch [pɔ:tʃ], *porche*.  
 pork [pɔ:k], *viande de porc*.  
 port [pɔ:t], *port*.  
 porter ['pɔ:tə], *porteur, employé de gare*.  
 portrait ['pɔ:trɪt], *portrait*.  
 possession [pə'zeʃən], *possession*.  
 post [pəʊst], v. *mettre à la poste; n. postes*.  
 postal-order ['pəʊstəl'ɔ:də], *mandat-poste*.  
 poster ['pəʊstə], *affiche*.  
 post-man ['pəʊstmən], *facteur des postes*.  
 post-mark ['pəʊstmɑ:k], *cachet de la poste*.  
 post-office ['pəʊstɔ:fɪs], *bureau de postes*.  
 poultry ['pəʊltri], *volaille*.  
 pound [paʊnd], *livre, poids ou monnaie*.  
 pour [pɔ:], v. *verser*.  
 poverty ['pɒvəti], *pauvreté*.  
 power ['paʊə], *puissance, énergie*.  
 powerful ['paʊəfʊl], *puissant*.  
 power-station ['paʊə'steɪʃn], *centrale d'énergie*.  
 prayer [preə], *prière*.  
 preach [pri:tʃ], v. *prêcher*.  
 prefer [prɪ'fɜ:], v. *préférer*.  
 prepare [prɪ'peə], v. *préparer, se préparer*.  
 present ['preznt], *présent; cadeau*.  
 press [pres], *presse, pressoir*.  
 pretend [prɪ'tend], v. *faire semblant*.  
 pretty ['prɪti], *joli*.  
 prevent [prɪ'vent], v. *empêcher*.  
 pride [praɪd], *fierté, orgueil*.  
 price [praɪs], *prix payé*.  
 priest [pri:st], *prêtre*.

principal ['prinsepəl], adj. *principal*.  
 private ['praivit], *privé, particulier*.  
 probability [prəbə'biliti], *probabilité*.  
 produce [prə'dju:s], v. *produire*.  
 profit ['prɒfɪt], *profit*.  
 programme ['prougræm], *programme*.  
 promise ['prɒmɪs], v. *promettre*; n. *promesse*.  
 prompt [prɒmpt], v. *suggérer, souffler*.  
 prompter ['prɒmptə], *souffleur au théâtre*.  
 proper ['prɒpə], *proprement dit*.  
 property ['prɒpəti], *propriété*.  
 prosperous ['prɒspərəs], *prospère*.  
 protect [prə'tekt], v. *protéger*.  
 protestant ['prɒtɪstənt], *protestant*.  
 proud [praʊd], *fier, orgueilleux*.  
 proverb [prə'veb], *proverbe*.  
 provide [prə'vaɪd], *fournir*.  
 prudence ['pru:dəns], *prudence*.  
 prune [pru:n], *tailler un arbre*.  
 public ['pʌblɪk], *public*.  
 public-house ['pʌblɪk'haus], *débit de boissons*.  
 public-school ['pʌblɪk'sku:l], *grand collège d'internes*.  
 puddle ['pʌdl], *flaque d'eau*.  
 pull [pul], v. *tirer*.  
 pulpit ['pʌlpɪt], *chaire*.  
 pump [pʌmp], *pompe*.  
 pupil ['pjʊ:pl], *élève*.  
 puppet ['pʌpɪt], *pantin*.  
 purchase ['pɜ:tʃəs], *achat, emplette*.  
 purse [pɜ:s], *porte-monnaie*.  
 pursuit [pɜ'sju:t], *poursuite*.  
 push [puʃ], v. *pousser*.  
 put [put], v. *mettre*; put on, *mettre un habit*; put up, *descendre dans un hôtel*.  
 pyramid ['pɪrəmid], *pyramide*.

## Q

qualify ['kwɒlɪfaɪ], v. *qualifier*.  
 quantity ['kwɒntəti], *quantité*.  
 quarrel ['kwɒrəl], v. *se quereller*; n. *querelle*.

quart [kwɔ:t], *mesure de capacité, deux pintes*.  
 quarter-day ['kwɔ:tədeɪ], *jour du terme*.  
 queue [kju:], v. *faire la queue*.  
 quick [kwɪk], *vif*; adv. *vite*.  
 quickly ['kwɪkli], *vivement*.  
 quiet ['kwaɪət], *tranquille*.  
 quite [kwaɪt], *tout à fait*.

## R

rabbit ['ræbɪt], *lapin*.  
 race [reis], *race, course*.  
 rack [ræk], *filet à bagages*.  
 radiator ['reɪdɪeɪtə], *radiateur*.  
 radio-set ['reɪdɪəʊset], *poste de radio*.  
 ragged ['ræɡɪd], *déchiré, en haillons*.  
 rage [reɪdʒ], *fureur*.  
 rake [reɪk], v. *ratisser*; n. *rateau*.  
 railing ['reɪlɪŋ], *barrière, grille*.  
 railway ['reɪlweɪ], *chemin de fer*.  
 rain [reɪn], v. *pleuvoir*; n. *pluie*.  
 rainbow ['reɪnbəʊ], *arc-en-ciel*.  
 raise [reɪz], v. *élever*.  
 ramble ['ræmbl], v. *se promener à l'aventure*; n. *balade*.  
 rarely ['reəli], *rarement*.  
 rather ['rɑ:ðə], *plutôt*.  
 rattle ['rætl], *l'intamarre*.  
 ravine [rə'vɪn], *ravin*.  
 raw [rɔ:], *cru, pas cuit*; *inexpérimenté*.  
 reach [ri:tʃ], v. *atteindre*.  
 read [ri:d], v. *lire*.  
 ready ['redi], *prêt*.  
 ready-made ['redɪmeɪd], *tout fait, prêt à porter*.  
 real [riəl], *réel*.  
 reap [ri:p], v. *moissonner, récolter*.  
 receive [ri'si:v], v. *recevoir*.  
 reckless ['reklɪs], *imprudent*.  
 recognize ['rekəɡnaɪz], v. *reconnaître*.  
 red [red], *rouge*.  
 reed [ri:d], *roseau*.  
 refresh [ri'frefʃ], v. *restaurer, rafraîchir*.  
 refreshment-room [ri'frefʃməntʀʌm] *buffet de gare*.  
 refuge ['refju:dʒ], *refuge*.



region [ˈri:dʒən], *région*.  
 registered [ˈredʒɪstəd], *enregistré*.  
 regularly [ˈregjʊləli], *régulièrement*.  
 religious [riˈlɪdʒəs], *religieux*.  
 reluctantly [riˈlʌktentli], *à regret*.  
 remain [riˈmeɪn], v. *rester*.  
 remember [riˈmembə], v. *se rappeler*.  
 remote [riˈməʊt], *lointain*.  
 remove [riˈmu:v], v. *enlever*.  
 removal [riˈmu:vəl], *déménagement*.  
 remover [riˈmu:və], *déménageur*.  
 rent [rent], v. *louer une maison*; n. *loyer*.  
 repair [riˈpeə], v. *réparer*; n. *réparation*; in good repair, *en bon état*.  
 replace [riˈpleɪs], v. *remplacer*.  
 rescue [ˈreskjʊ:], v. *secourir*; n. *secours*.  
 rescuer [ˈreskjʊə], *sauveteur*.  
 resemblance [riˈzembəns], *ressemblance*.  
 residential [reziˈdenʃəl], *d'habitation*.  
 resort [riˈzɔ:t], *rendez-vous, endroit fréquenté*. v. *recourir, se rendre à un endroit*.  
 rest [ˈrest], v. *se reposer*; n. *repos*.  
 restaurant [ˈrestərɑ:n], *restaurant*.  
 result [riˈzʌlt], *résultat*.  
 resume [riˈzju:m], v. *recommencer, reprendre*.  
 retail [ˈriːteɪl], *commerce de détail*.  
 retailer [riˈteɪlə], *détaillant*.  
 retain [riˈteɪn], v. *retenir*.  
 return [riˈtɜ:n], v. *revenir*; *retour*.  
 reward [riˈwɔ:d], v. *récompenser*; n. *récompense*.  
 \* ribald [ˈribəld], *voyou, injurieux*.  
 ribbon [ˈrɪbən], *ruban*.  
 rich [ritʃ], *riche*.  
 riches [ˈritʃɪz], *richesse*.  
 rick [rik], *meule de paille*.  
 ride [raɪd], v. *aller à cheval ou en vélo*.  
 ridge [rɪdʒ], *chaîne de montagne*.  
 right [raɪt], n. *ce qui est bien*; adj. *droit, juste*; all right, *très bien*.  
 ring [rɪŋ], *anneau, cercle*; in a ring, *en rond*.  
 ring [rɪŋ], v. *sonner*.

ripe [raɪp], *mûr, à point, à maturité*.  
 rise [raɪz], v. *se lever, monter*; n. *hausse, augmentation*.  
 river [ˈrɪvə], *fleuve, rivière*.  
 riverside [ˈrɪvəsaɪd], *bord d'un fleuve*.  
 road [rəʊd], *route*.  
 road-mender [ˈrəʊdmendə], *canonnier*.  
 roam [rəʊm], v. *parcourir à l'aventure*.  
 roar [rɔ:], v. *rugir*; n. *rugissement*.  
 roast [rəʊst], v. *rôtir*; n. *rôti*.  
 rob [rɒb], v. *dévaliser*.  
 robber [ˈrɒbə], *voleur*.  
 robin [ˈrɒbɪn], *rouge-gorge*.  
 rock [rɒk], *rocher*.  
 rocking-chair [ˈrɒkɪŋtʃɛə], *fauteuil à bascule*.  
 rocky [ˈrɒki], *rocheux*.  
 roll [rəʊl], v. *rouler*; n. *petit pain*.  
 roller [ˈrəʊlə], *rouleau*.  
 roman [ˈrəʊmən], *romain*.  
 roof [ru:f], *toit*.  
 rook [ru:k], *corneille*.  
 room [ru:m], *salle, pièce d'une maison*; *espace, place*.  
 root [ru:t], n. *racine*; v. *root up, déraciner*.  
 rope [rəʊp], *corde, cordage*.  
 rough [rʌf], *rude, brutal*.  
 round [raʊnd], adj. *rond, circulaire*.  
 route [ru:t], *itinéraire*.  
 routine [ruːti:n], *emploi du temps habituel*.  
 rover [ˈrəʊvə], *vagabond, flibustier*.  
 rubber [ˈrʌbə], *caoutchouc*.  
 rucksack [ˈrʌksæk], *sac à dos*.  
 \* ruff [rʌf], *collerette*.  
 ruler [ˈru:lə], *règle à tracer*.  
 run [rʌn], v. *courir*; run over, *renverser en voiture*.  
 running-water [ˈrʌnɪŋˈwɔ:tə], *eau courante*.  
 rush [rʌʃ], v. *se précipiter*.  
 rye [raɪ], *seigle*.

## S

sack [sæk], *sac*.  
 sacred [ˈseɪkrɪd], *sacré*.

sad [sæd], *triste*.  
 saddler ['sædlə], *sellier, bourre-  
 lier*.  
 safe [seif], *sauf, sans dommage*.  
 sail [seil], v. *naviguer*; n. *voile de  
 bateau, aile de moulin*.  
 sailing-ship ['seiliŋ 'ʃip], *voilier*.  
 sailor ['seilə], *matelot*.  
 salt [sɔ:lt], *sel*.  
 sand [sænd], *sable*.  
 sandbank ['sændbæŋk], *banc de  
 sable*.  
 sandwichman ['sændwidʒmən],  
*homme-sandwich*.  
 sandy ['sændi], *sablonneux*.  
 satisfy ['sætisfaɪ], v. *satisfaire*.  
 Saturday ['sætədi], *samedi*.  
 savage ['sævɪdʒ], *sauvage*.  
 save [seiv], v. *sauver*.  
 saw [sɔ:], v. *scier*.  
 sawyer ['sɔ:jə], *scieur*.  
 Saxon ['sæksn], *Saxon*.  
 say [sei], *dire, réciter une leçon*.  
 scaffolding ['skæfəldiŋ], *échafau-  
 dage*.  
 scale [skeil], *écaille; scales, balan-  
 ces*.  
 scare [skeə], v. *effrayer*.  
 scarecrow ['skeækrou], *épouvan-  
 tail*.  
 scarlet ['skɑ:lɪt], *rouge, écarlate*.  
 scatter ['skætə], v. *éparpiller*.  
 scene [si:n], *décor de théâtre, scène  
 d'une pièce*.  
 scent [sent], n. *parfum*; v. *flairer*.  
 shilling ['ʃiliŋ], *shilling, unité de  
 monnaie*.  
 school [sku:l], *école*.  
 school-room ['sku:rʊm], *salle de  
 classe*.  
 score [skɔ:], v. *marquer des points*;  
 n. *points marqués; résultats  
 sportifs*.  
 scornfully ['skɔ:nfʊli], *d'un air de  
 mépris*.  
 scramble ['skræmbəl], v. *grimper  
 des pieds et des mains. Scrambled  
 eggs, œufs brouillés*.  
 scraper ['skreɪpə], *grattoir*.  
 scream [skri:m], *cri perçant*.  
 screen [skri:n], *écran*.

script [skript], *écriture en lettres  
 détachées*.  
 scythe [saið], *faulx*.  
 sea [si:], *mer*.  
 sea-sick ['si:sɪk], *qui a le mal de  
 mer*.  
 sea-side ['si:said], *bord de la mer*.  
 season ['si:zn], *saison*.  
 seat [si:t], *siège*.  
 second ['seknd], n. *seconde*; adj.  
*deuxième*.  
 secondary ['sekəndəri], *secondaire*.  
 sedge [sedʒ], *jonc*.  
 see [si:], v. *voir*.  
 seed [si:d], *semence*.  
 seem [si:m], v. *sembler*.  
 seldom ['seldəm], *rarement*.  
 sell [sel], v. *vendre*.  
 send [send], v. *envoyer*.  
 sense [sens], *sens, sentiment*.  
 sentence ['sentəns], *phrase*.  
 separate ['sepəreit], v. *séparer*.  
 sermon ['sə:mən], *sermon*.  
 servant ['sə:vənt], *domestique, ser-  
 viteur*.  
 serve [sə:v], v. *servir*.  
 set [set], v. *mettre, fixer; set up,  
 dresser; set sail, mettre à la voile*,  
 adj. *set fair, beau fixe*.  
 seven [sevn], *sept*.  
 several ['sevrl], *plusieurs*.  
 severe [si'viə], *sévère*.  
 sew [sou], v. *coudre*.  
 sexton ['sekstən], *sacristain*.  
 shadow ['ʃædou], *ombre*.  
 shake [ʃeɪk], v. *secouer*.  
 shape [ʃeɪp], *forme*.  
 sharp [ʃɑ:p], *pointu, affilé, vif  
 d'esprit*.  
 sharpen [ʃɑ:pən], v. *affiler, rendre  
 pointu*.  
 shave [ʃeɪv], v. *raser, se raser*.  
 shawl [ʃɔ:l], *châle*.  
 sheaf [ʃi:f], *gerbe*.  
 shear [ʃiə], v. *tondre*.  
 shed [ʃed], *hangar*.  
 sheep [ʃi:p], *mouton, brebis*.  
 sheet [ʃi:t], *feuille de papier, drap  
 de lit*.  
 shelter ['ʃeltə], *abri; v. abriter*.  
 shepherd ['ʃepəd], *berger*.

shine [ʃain], v. briller, luire.  
 shingle [ˈʃɪŋɡl], galets, cailloux.  
 ship [ʃɪp], navire.  
 shirt [ʃə:t], chemise d'homme.  
 shoe [ʃu:], soulier; fer de cheval;  
 v. chausser, ferrer.  
 shoe-maker [ˈʃu:meɪkə], cordonnier.  
 shoot [ʃu:t], v. tirer, projeter un  
 projectile.  
 shop [ʃɒp], n. boutique; v. faire des  
 courses.  
 shop-assistant [ˈʃɒpəˈsɪstənt], em-  
 ployé de magasin.  
 shop-keeper [ˈʃɒpkɪ:pə], petit com-  
 merçant.  
 shore [ʃɔ:], rivage.  
 short [ʃɔ:t], bref, court.  
 shot [ʃɒt], coup de fusil, plomb de  
 fusil.  
 shoulder [ˈʃouldə], épaule.  
 shout [ʃaut], v. crier.  
 show [ʃou], v. montrer; n. repré-  
 sentation, spectacle.  
 shrimp [ʃrɪmp], pêcher la crevette.  
 shrink (ʃrɪŋk), v. rétrécir.  
 shut [ʃʌt], v. fermer.  
 shutter [ˈʃʌtə], volet.  
 side [saɪd], côté.  
 side-board [ˈsaɪdbɔ:d], buffet de  
 salle à manger.  
 sigh [saɪ], v. soupirer; n. soupir.  
 sight [saɪt], vue, spectacle.  
 sign [saɪn], signe, enseigne; v.  
 signer.  
 sign-post [ˈsaɪnpəʊst], poteau indi-  
 cateur.  
 silence [ˈsaɪləns], silence.  
 silk [sɪlk], soie.  
 silver [ˈsɪlvə], argent.  
 sin [sɪn], péché; v. commettre un  
 péché.  
 sing [sɪŋ], v. chanter.  
 singer [ˈsɪŋə], chanteur.  
 single-ticket [ˈsɪŋɡlˈtɪkɪt], billet  
 simple.  
 sink [sɪŋk], n. évier.  
 sink [sɪŋk], v. couler, aller au  
 fond.  
 sit [sɪt], v. être assis; sit down,  
 s'asseoir; sit up, veiller.  
 situate [ˈsɪtʃueɪt], v. situer.

six [sɪks], six.  
 size [saɪz], dimension, taille, pointure.  
 ski [ski:], v. skier; n. ski.  
 skid [skɪd], v. glisser, dérapier.  
 skirt [skɔ:t], jupe.  
 sky [skaɪ], ciel.  
 sky-scraper [ˈskaɪskreɪpə], gratte-  
 ciel.  
 slate [sleɪt], ardoise.  
 slater [ˈsleɪtə], couvreur.  
 sledge [sledʒ], traîneau.  
 sleep [sli:p], v. dormir.  
 sleepy [ˈsli:pɪ], qui a sommeil.  
 sleeping-car [ˈsli:pɪŋˈkɑ:], wagon-  
 lit.  
 sleeve [sli:v], manche de vêtement.  
 slide [slaɪd], glisser.  
 slight [slaɪt], léger, faible.  
 slippery [ˈslɪpərɪ], glissant.  
 slope [sloʊp], pente.  
 slow [sləʊ], lent.  
 slug [slʌg], limace.  
 slum [slʌm], taudis.  
 smack [smæk], bateau de pêche.  
 small [smɔ:l], petit.  
 smart [smɑ:t], élégant, vif.  
 smash [smæʃ], v. écraser, briser.  
 smell [smel], v. sentir, flairer.  
 smelling [ˈsmelɪŋ], odorat.  
 smoke [smouk], fumée; v. fumer.  
 smooth [smu:ð], lisse.  
 smoulder [ˈsmouldə], v. brûler len-  
 tement.  
 snail [sneɪl], escargot.  
 snow [snəʊ], v. neiger; n. neige.  
 so [soʊ], ainsi; si, tellement.  
 soak [souk], v. tremper.  
 soar [sɔ:], v. voler haut, planer.  
 sock [sɒk], chaussette.  
 soft [sɒft], doux.  
 soldier [ˈsouldʒə], soldat.  
 sole [səʊl], semelle; v. ressemeler.  
 solitary [ˈsɒlɪtəri], solitaire.  
 some [sʌm], adj. indéf. des, quel-  
 ques; pron. en.  
 somebody [ˈsʌmbədi], quelqu'un.  
 some one [ˈsʌmwʌn], quelqu'un.  
 sometimes [ˈsʌmtaɪmz], quelque-  
 fois.  
 song [sɒŋ], chant, chanson.  
 soon [su:n], bientôt; as soon as,  
 aussitôt que.

- soot [sut], *suié*.  
 sorrow ['sɔrou], *chagrin*.  
 sorry ['sɔri], *désolé, fâché; I am sorry, je m'excuse*.  
 sort [sɔ:t], n. *sorte; v. trier, classer*.  
 sow [sou], v. *semer*.  
 soul [soul], *âme*.  
 sound [saund], *son, bruit*.  
 source [sɔ:s], *source*.  
 south [sauθ], *Sud*.  
 space [speis], *espace*.  
 spade [speid], *bêche*.  
 spare-time ['speɪtɪm], *loisir, temps libre*.  
 spark [spɑ:k], *étincelle*.  
 sparrow ['spærou], *moineau*.  
 speak [spi:k], v. *parler*.  
 special ['speʃəl], *spécial*.  
 speech [spi:tʃ], *parole, discours*.  
 speed [spi:d], *vitesse*.  
 spell [spel], v. *épeler*.  
 spelling ['speliŋ], *orthographe*.  
 spend [spend], *dépenser; passer le temps*.  
 spin [spin], v. *filer*.  
 spirit ['spirit], *esprit*.  
 splash [splæʃ], v. *éclabousser; adv. floc!*  
 spoon [spu:m], *cuiller*.  
 sport [spɔ:t], *sport, chasse, courses*.  
 sportsman ['spɔ:tsmən], *chasseur*.  
 spot [spɒt], *endroit, point, tache*.  
 spotted ['spɒtɪd], *tacheté*.  
 spotless ['spɒtlɪs], *immaculé, sans tache*.  
 spout [spaut], v. *déverser*.  
 spread [spred], v. *étaler, s'étendre*.  
 sprinkle ['sprɪŋkl], v. *asperger*.  
 Spring [sprɪŋ], *printemps*.  
 spring [sprɪŋ], *jaillir, bondir*.  
 sprout [spraut], v. *germer; n. germe, jeune pousse*.  
 square [skweə], *carré; place de ville; jardin public*.  
 squeeze [skwi:z], v. *serrer, presser*.  
 squire [skwaɪə], *châtelain de village*.  
 squirrel ['skwɪrəl], *écureuil*.  
 stack [stæk], *tas*.  
 stage [steɪdʒ], *scène de théâtre; étape*.  
 stage-coach ['steɪdʒ'kəʊtʃ], *diligence*.  
 stain [steɪn], *tache, souillure*.  
 stalk [stɔ:k], *tige*.  
 stall [stɔ:l], *étal, boutique*.  
 stamp [stæmp], v. *timbrer; n. timbre poste*.  
 stand [stænd], v. *être debout; stand up, se lever*.  
 starchy ['stɑ:tʃi], *amidonné*.  
 stare [steə], v. *regarder avec de grands yeux*.  
 start [stɑ:t], v. *se mettre en route; sursauter*.  
 starve [stɑ:v], v. *souffrir de la faim*.  
 station ['steɪʃən], *station, gare*.  
 stationed ['steɪʃənd], *en garnison*.  
 stationer ['steɪnə], *papetier*.  
 stay [steɪ], *demeurer, rester*.  
 steak [steɪk], *bifteck*.  
 steal [sti:l], *voler, dérober*.  
 steel [sti:l], *acier*.  
 steam [sti:m], *vapeur; v. cuire à la vapeur*.  
 steamer ['sti:mə], *bateau à vapeur*.  
 steam-ship ['sti:mʃɪp], *bateau à vapeur*.  
 steep [sti:p], *abrupt, raide*.  
 steeple ['sti:pəl], *clocher*.  
 steer [stiə], v. *diriger, gouverner*.  
 stew [stju:], *ragoût; v. cuire. mijoter*.  
 stick [stɪk], *coller*.  
 stiff [stɪf], *raide, dur, difficile*.  
 still [sti:l], adj. *immobile; adv. encore*.  
 still-life ['stɪllaɪf], *nature morte*.  
 sling [slɪŋ], *fronde*.  
 stocking ['stɒkɪŋ], *n. bas*.  
 stone [stoun], *pièce, pierre; poids de 14 livres*.  
 stop [stɒp], v. *arrêter, s'arrêter; n. arrêté*.  
 store [stɔ:], v. *emmagasiner; n. magasin*.  
 storey ['stɔ:ri], *étage*.  
 storm [stɔ:m], *tempête*.  
 story ['stɔ:ri], *histoire, conte*.  
 stout [staut], *gros, trapu*.  
 stove [stouv], *poêle, fourneau*.  
 straight [streɪt], *droit, rectiligne*.  
 stranger ['streɪndʒə], *étranger, inconnu*.  
 strap [stræp], v. *attacher, boucler; n. courroie*.

straw [strɔ:], *paille*.  
 strawberry ['strɔ:bəri], *framboise*.  
 stream [stri:m], *courant, cours, ruisseau*.  
 street [stri:t], *rue*.  
 stress [stres], *v. accentuer*.  
 stray [strei], *v. s'écarter*.  
 strictly ['striktli], *strictement*.  
 strike [straik], *v. frapper; faire grève; strike off, déduire, enlever; strike up, entonner, attaquer un air, n. grève*.  
 string [striŋ], *corde, ficelle*.  
 stripe [straip], *raie, rayure*.  
 stroke [strouk], *coup*.  
 strong [strɔŋ], *fort, solide*.  
 stubble ['stʌbl], *chaume dans un champ*.  
 student ['stju:dənt], *étudiant*.  
 study ['stʌdi], *étude, bureau*.  
 stuff [stʌf], *étouffe*.  
 style [stail], *style, genre*.  
 subject ['sʌbdʒikt], *sujet*.  
 suddenly ['sʌdnli], *soudain*.  
 suffer ['sʌfə], *v. souffrir*.  
 sugar ['ʃugə], *sucre*.  
 suit [sju:t], *v. faire l'affaire de*.  
 summer ['sʌmə], *été*.  
 summit ['sʌmit], *sommet*.  
 sun [sʌn], *soleil*.  
 sunny ['sʌni], *ensoleillé*.  
 Sunday ['sʌndi], *dimanche*.  
 sunset ['sʌnsət], *coucher de soleil*.  
 sunburnt ['sʌnbɜ:nt], *hâlé*.  
 supernatural ['sju:pə'nætʃrəl], *sur-naturel*.  
 supersede ['sju:pə'si:d], *v. prendre la place de*.  
 supper ['sʌpə], *souper*.  
 supply [sə'plai], *v. fournir*.  
 suppose [sə'pouz], *v. supposer*.  
 surmount [sə'maunt], *v. surmonter*.  
 surprise [sə'praiz], *v. surprendre; n. surprise*.  
 surrounding [sə'raundɪŋ], *avoisinant*.  
 swallow ['swɔləu], *hirondelle*.  
 sweep [swi:p], *v. balayer, ramoner*.  
 sweet [swi:t], *adj. sucré, doux, gentil; n. bonbon, dessert sucré*.  
 swell (swel), *v. enfler*.

swift [swift], *rapide*.  
 swiftly ['swiftli], *rapidement*.  
 swim [swim], *v. nager*.  
 swing [swiŋ], *v. se balancer; n. balançoire*.  
 switch [switʃ], *bouton électrique*.

## T

table [teibl], *table*.  
 tail [teil], *queue*.  
 tailor ['teilə], *tailleur*.  
 take [teik], *v. prendre; take off, ôter des vêtements*.  
 tale [teil], *conte*.  
 talk [tɔ:k], *v. parler, bavarder; n. conversation*.  
 tall [tɔ:l], *grand, haut*.  
 tank [tæŋk], *réservoir*.  
 tap [tæp], *robinet*.  
 task [tɑ:sk], *tâche*.  
 taste [teist], *v. goûter, savourer*.  
 tawny ['tɔ:ni], *de couleur fauve*.  
 tea [ti:], *thé, goûter de l'après-midi*.  
 teach [ti:tʃ], *v. enseigner*.  
 teacher ['ti:tʃə], *professeur*.  
 team [ti:m], *attelage, équipe*.  
 tear [tɛə], *v. déchirer*.  
 tea-shop ['ti:ʃɒp], *salon de thé*.  
 telegram ['teligræm], *télégramme*.  
 tell [tel], *v. dire, raconter*.  
 temperance ['tempərəns], *tempérance*.  
 tempt [tempt], *v. tenter*.  
 ten [ten], *dix*.  
 tenant ['tenənt], *locataire*.  
 tend [tend], *v. soigner*.  
 term [tɜ:m], *trimestre*.  
 terror ['terə], *terreur*.  
 Testament ['testəmənt], *Testament*.  
 thank [θæŋk], *v. remercier; thank you, merci; n. thanks to, grâce à*.  
 that [ðæt], *pron. rel. qui, que*.  
 thatch [θætʃ], *chaume de toit*.  
 theatre ['θiətə], *théâtre*.  
 theatricals [θi:'ætrikəlz], *spectacle*.  
 then [ðen], *alors*.  
 there [ðɛə], *là; there is, are, il y a*.  
 thick [θik], *épais*.  
 thickness ['θiknis], *épaisseur*.  
 thief [θi:f], *voleur*.

thin [θin], *mince*.  
 thing [θiŋ], *chose*.  
 think [θiŋk], v. *penser*.  
 third [θɜːd], *troisième*.  
 thirteen [ˈθɜːˈtiːn], *treize*.  
 thirsty [ˈθɜːsti], *qui a soif*.  
 thirty [ˈθɜːti], *trente*.  
 this [ðis], démonstratif : *ce, ceci*.  
 though [ðou], *quoique*.  
 thousand [ˈθauzənd], *mille*.  
 thread [θred], v. *enfiler* ; n. *fil*.  
 three [θriː], *trois*.  
 thresh [θref], v. *battre du grain*.  
 through [θruː], *à travers*.  
 throw [θrou], v. *jeter*.  
 thrush [θrʌʃ], *grive*.  
 thumb [θʌm], *pouce, doigt*.  
 thunder [ˈθʌndə], *tonnerre*.  
 Thursday [ˈθɜːzdi], *jeudi*.  
 thus [ðʌs], *ainsi*.  
 ticket [ˈtikɪt], *billet*.  
 tide [taɪd], *marée*.  
 tie [tai] n. *cravate* ; v. *nouer*.  
 tiger [ˈtaɪgə], *tigre*.  
 tight [taɪt], *serré*.  
 tile [taɪl], *tuile*.  
 tiler [ˈtaɪlə], *couvreur*.  
 till [tɪl], *jusque*.  
 timber [ˈtɪmbə], *bois, arbres*.  
 time [taɪm], *temps* ; what time is it? *quelle heure est-il ? in time, à l'heure, en mesure*.  
 time-table [ˈtaɪmˈteɪbl], *horaire, emploi du temps*.  
 tip [tɪp], *pourboire*.  
 to [tu], prép. *à, vers*.  
 to-day [təˈdeɪ], *aujourd'hui*.  
 toast [təʊst], *pain grillé*.  
 toe [tuː], *orteil*.  
 together [təˈgeðə], *ensemble*.  
 to-morrow [təˈmɒrəʊ], *demain*.  
 tongs [tɒŋz], *pincettes*.  
 tongue [tʌŋ], *langue*.  
 too [tuː], *aussi* ; *trop*.  
 tool [tuːl], *outil*.  
 tooth [pl. teeth] [tuːθ, tiːθ], *dent*.  
 top [tɒp], *haut*.  
 top-hat [ˈtɒpˈhæt], *chapeau haut de forme*.  
 torrent [ˈtɒrənt], *torrent*.  
 toss [tɒs], v. *jeter en l'air, secouer*.  
 tour [tuə], *excursion, voyage*.

tourist [ˈtuərist], *touriste*.  
 tower [ˈtaʊə], *tour* ; v. *se dresser, dominer*.  
 town [taʊn], *ville*.  
 town-hall [ˈtaʊnˈhɔːl], *mairie, hôtel de ville*.  
 toy [tɔɪ], *jouet*.  
 track [træk], *trace, piste*.  
 trade [treɪd], v. *trafiquer* ; n. *commerce*.  
 trader [ˈtreɪdə], *trafiquant*.  
 tradesman [ˈtreɪdzmən], *commerçant*.  
 traffic [ˈtræfɪk], *circulation, véhicules*.  
 train [treɪn], *train*.  
 train [treɪn], v. *dresser, instruire* ; *faire grimper une plante*.  
 tram [træm], *tramway*.  
 tramp [træmp], *chemineau*.  
 translate [trænsˈleɪt], v. *traduire*.  
 travel [ˈtrævl], v. *voyager* ; n. *voyage*.  
 traveller [ˈtrævlə], *voyageur*.  
 treat [triːt], *fête, régale*.  
 tree [triː], *arbre*.  
 \*trencher [ˈtrentʃə], *plateau de bois*.  
 trip v. [trɪp] *marcher légèrement*.  
 troop [truːp], *troupe, soldats*.  
 trouble [ˈtrʌbl], *peine, dérangement*.  
 trousers [ˈtraʊzəz], *pantalon*.  
 trunk [trʌŋk], *tronc* ; *malle*.  
 truth [truːθ] *vérité*.  
 try [traɪ], v. *essayer* ; try on, *essayer un vêtement*.  
 \*tucker [ˈtʌkə], *guimpe*.  
 Tuesday [ˈtjuːzdi], *mardi*.  
 tune [tjuːn], *air de musique*.  
 turkey [ˈtɜːki], *dindon*.  
 turn [tɜːn], v. *tourner, se retourner*.  
 tusk [tʌsk], *défense d'éléphant*.  
 twelve [twelv], *douze*.  
 twenty [ˈtwenti], *vingt*.  
 twig [twɪg], *petite branche*.  
 twist [twɪst], v. *tordre*.  
 two [tuː], *deux*.

## U

umbrella [ʌmˈbrelə], *parapluie*.  
 uncover [ʌnˈkʌvə], v. *découvrir*.

under [ˈʌndə], *sous*.  
 understand [ˈʌndəˈstænd], v. *com-*  
*prendre*.  
 undertake [ˈʌndəˈteɪk], v. *entre-*  
*prendre*.  
 uniform [ˈjuːnɪfɔːm], *uniforme*.  
 unit [ˈjuːnɪt], *unité*.  
 university [ˌjuːnɪˈvɜːsɪti], *univer-*  
*sité*.  
 unpleasant [ʌnˈpleznt], *désagréa-*  
*ble*.  
 unsettled [ˈʌnˈsetld], *variable, chan-*  
*geant*.  
 until [ʌnˈtɪl], *jusque*.  
 up [ʌp], *vers le haut*.  
 upset [ʌpˈset], v. *renverser*.  
 up-to-date [ˈʌptəˈdeɪt], *à jour,*  
*moderne*.  
 use [juːz], v. *employer*; used to,  
*habitué à*.  
 use [juːs], n. *emploi, usage*.  
 useful [ˈjuːsful], *utile*.

## V

vacant [ˈveɪkənt], *libre, non occupé*.  
 valley [ˈvæli], *vallée*.  
 van [væn], *fourgon*.  
 various [ˈvɛəriəs], *différent*.  
 vary [ˈvɛəri], v. *changer, varier*.  
 vegetable [ˈvedʒɪtəbl̩], *légume*.  
 vehicle [ˈviːɪkl̩], *véhicule*.  
 very [ˈveri], adj. *véritable, réel*;  
 adv. *très*.  
 vespers [ˈvespəz], *vêpres*; *prière du*  
*soir*.  
 vicar [ˈvɪkə], *curé, pasteur*.  
 vicarage [ˈvɪkərɪdʒ], *presbytère*.  
 vice [vaɪs], *vice*.  
 village [ˈvɪlɪdʒ], *village*.  
 villager [ˈvɪlɪdʒə], *villageois*.  
 vine [vaɪn], *vigne, plante grim-*  
*pante*.  
 virtue [ˈvɜːtjuː], *vertu*.  
 visit [ˈvɪzɪt], v. *visiter*; n. *visite*.  
 visitor [ˈvɪzɪtə], *visiteur*.  
 vivid [ˈvɪvɪd], *plein de vie, frappant*.  
 voyage [ˈvɔɪdʒ], *voyage sur l'eau*.

## W

wages [ˈweɪdʒɪz], *salairé*.  
 wait [weɪt], v. *attendre*; wait for

me, *attendez-moi*; wait upon,  
*servir à table*.  
 waiter [ˈweɪtə], *garçon de restau-*  
*rant*.  
 waist [weɪst], *taille, ceinture*.  
 wake [weɪk], v. *éveiller, s'éveiller*.  
 walk [wɔːk], v. *aller à pied*; n.  
*promenade à pied*.  
 wall [wɔːl], *mur*.  
 want [wɒnt], v. *désirer, vouloir*.  
 war [wɔː], *guerre*.  
 wardrobe [ˈwɔːdrɔʊb], *armoire à*  
*habits*.  
 warm [wɔːm], *chaud*.  
 warn [wɔːn], v. *avertir*.  
 wash [wɔʃ], v. *laver*.  
 watch [wɒtʃ], n. *montre*.  
 watch [wɒtʃ], v. *regarder, sur-*  
*veiller*.  
 water [ˈwɔːtə], v. *arroser*; n. *eau*.  
 water-lily [ˈwɔːtəˈlɪli], *nénuphar*.  
 watering-can [ˈwɔːtərɪŋˈkæn], *ar-*  
*rosoir*.  
 wave [weɪv], *vague, v. onduler*.  
 way [ˈweɪ], *route, voie, manière*.  
 wealth [welθ], *richesse*.  
 wealthy [ˈwelθi], *riche, opulent*.  
 weapon [ˈwepn], *arme*.  
 wear [weə], v. *porter des vêtements*;  
 wear out, *user*; n. *usage d'un*  
*vêtement*.  
 weather [ˈweðə], *temps qu'il fait*.  
 weave [wiːv], v. *tisser*.  
 wedding [ˈwedɪŋ], *mariage*.  
 Wednesday [ˈwenzdi], *mercredi*.  
 weed [wiːd], v. *désherber*; n. *mau-*  
*vaises herbes*.  
 week [wiːk], *semaine*.  
 weep [wiːp], v. *pleurer*.  
 weigh [weɪ], v. *peser*.  
 weight [weɪt], *poids*.  
 welcome [ˈwelkəm], *bienvenue*.  
 well off [welˈɔːf], *riche, aisé*.  
 wet [wet], *mouillé*.  
 what [wɒt], interrog. *quel, quoi*; ce  
*que*.  
 wheat [wiːt], *blé*.  
 wheel [wiːl], *roue*.  
 wheelwright [ˈwiːlraɪt], *charron*.  
 when [wen], *quand*.  
 whenever [wenˈevə], *chaque fois*  
*que*.  
 where [weə], *où*.

which [witʃ], pr. rel. *qui, que*.  
 while [wail], *pendant que*.  
 whilst [waɪst], *pendant que*.  
 whirl [wɜ:l], v. *tournoyer*.  
 whisper ['wɪspə], v. *murmurer, chuchoter*.  
 whistle ['wɪsl], v. *siffler*; n. *sifflet*.  
 whole [houl], *tout entier*.  
 wholesale ['houlseɪl], *en gros*.  
 why [wai], *pourquoi*.  
 wicked ['wɪkɪd], *méchant*.  
 wide [waɪd], *large*.  
 widen ['waɪdn], v. *élargir*.  
 widow ['wɪdɔ], *veuve*.  
 width [wɪð], *largeur*.  
 wife [waɪf], *femme, épouse*.  
 wild [waɪld], *sauvage*.  
 willow ['wɪlə], *saule*.  
 win [wɪn], v. *gagner au jeu*.  
 wind [wɪnd], *vent*.  
 wind [waɪnd], v. *enrouler*; wind up, *remonter une montre*.  
 winding ['waɪndɪŋ], *sinueux*.  
 window ['wɪndəʊ], *fenêtre*.  
 wine [waɪn], *vin*.  
 wine-press ['waɪnpres], *pressoir*.  
 wing [wɪŋ], *aile*.  
 winter ['wɪntə], *hiver*.  
 wipe [waɪp], v. *essuyer*.  
 wire ['waɪə], *fil métallique; télégramme*.  
 wireless ['waɪəlis], *sans fil; T.S.F.*  
 wish [wɪʃ], v. *souhaiter*; n. *souhait*.  
 with [wɪð], *avec*.  
 without [wɪ'ðaʊt], *sans*.  
 woman ['wʊmən], *femme*. pl. wo-

men ['wɪmɪn].  
 wonder ['wʌndə], v. *s'émerveiller*  
 n. *merveille*.  
 wonderful ['wʌndəfʊl], *merveilleux, étonnant*.  
 wood [wʊd], *bois*.  
 wooden ['wʊdn], *fait en bois*.  
 word [wɜ:d], *mot*.  
 work [wɜ:k], v. *travailler*; n. *travail*.  
 workhouse ['wɜ:khaʊs], *hospice*.  
 workman ['wɜ:kməŋ], *ouvrier*.  
 work-shop ['wɜ:kʃɒp], *atelier*.  
 world [wɜ:ld], *monde*.  
 worship ['wɜ:ʃɪp], v. *adorer*.  
 worth [wɜ:θ], *valant*; this is worth, *ceci vaut...*  
 wreck [rek], v. *faire naufrage*.  
 write [raɪt], v. *écrire*.  
 wrong [rɒŋ], *faux, pas bien, mal*.

## Y

yard [jɑ:d], *cour*; *mesure de longueur valant 3 pieds*.  
 year [jɜ:], *année*.  
 yellow ['jeləʊ], *jaune*.  
 yesterday ['jestədi], *hier*.  
 yet [jet], *cependant, encore*.  
 young [jʌŋ], *jeune*.

## Z

zig-zag ['zɪgzæg], v. *aller en zigzag*.  
 zoo [zu:], *jardin zoologique*.