

Pet M. Carpentier-Fialip



l'anglais vivant

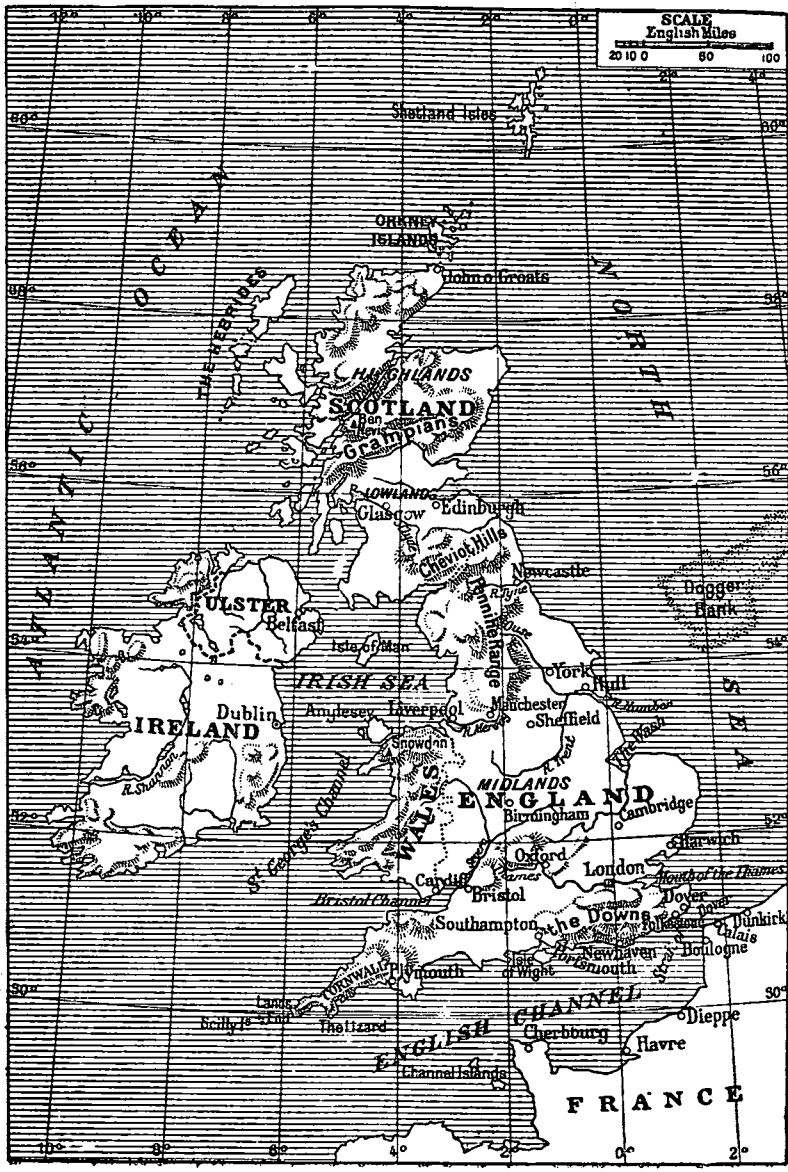
Classe de sixième

édition
bleue

LIBRAIRIE HACHETTE

**l'anglais
vivant**

SCALE
English Miles
20 10 0 50 100



P. et M. Carpentier - Fialip

Professeurs agrégés d'Anglais



l'anglais vivant

Classe de sixième

ÉDITION

BLEUE

LIBRAIRIE HACHETTE

79, B^d S^t Germain - PARIS, VI^e

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AVERTISSEMENT

Cet ouvrage s'inspire des nouveaux programmes du 14 Avril 1938. Il a gardé les caractéristiques du premier volume de l'Anglais Vivant, mais il en diffère par un format diminué, et une table des matières allégée. Il s'adapte ainsi aux tendances actuelles de réduction des horaires et des programmes.

Le volume comprend 54 leçons, réparties en 16 chapitres, dont chacun est terminé par un « interchapter ».

La leçon est divisée en quatre parties : 1° Acquisition progressive d'un vocabulaire pratique; 2° Exercices phonétiques de sons groupés, d'accentuation et de lecture de mots difficiles; 3° Etude graduée des éléments de la grammaire; 4° Préparation de la leçon, en deux parties : a) mise en vedette des vocables nouveaux, en vue de la reconstruction de phrases actives et vivantes; b) exercices de conversation et d'application des notions de grammaire nouvellement étudiées.

L'interchapter n'est pas une leçon, mais une application des notions acquises. La prononciation y fait l'objet d'exercices supplémentaires; on y trouvera des textes faciles de dictées ou de lectures, des poésies en rapport avec les sujets étudiés, une série complémentaire d'exercices de grammaire et de vocabulaire, et enfin des chants et des jeux, qui pourront occuper quelques heures de loisirs dirigés. En outre, l'interchapter, qui demeure en marge de la progression régulière, servira d'appoint dans les classes jumelées à horaires inégaux.

A la fin de l'ouvrage, un précis grammatical reprend les notions acquises et offre un supplément d'exercices, et un index alphabétique accentué permet de retrouver aisément la leçon où tel mot a été introduit pour la première fois.

Les auteurs sont heureux de remercier ici leurs collègues, et les familles de leurs élèves, de la faveur qu'ils ont, sans se démentir depuis sept ans, accordée à l'aîné de ce volume. Ils espèrent que, nonobstant le droit d'aînesse, le petit cadet a hérité du sang de la lignée, et de plus a profité de l'expérience de ses prédécesseurs.

Pierre et Madeleine CARPENTIER-FIALIP.

ACKNOWLEDGMENTS

The Authors and Publishers beg to renew their thanks to the authors, executors and publishers who kindly gave permission to use copyright works in the original issue of this first volume of l'Anglais Vivant, namely :

Mr A. A. Milne for the poems from " When we were very young ", Mr Lloyd Osbourne for the poems from " A Child's Garden of Verse " by R. L. Stevenson, the Proprietors of Punch for various drawings, the trustees of the National Gallery Millbank for reproduction of several pictures.

Besides they are indebted to Mrs R. Kipling for permission to reprint "The Law of the Jungle" by Rudyard Kipling, to Mr James A. Crichton for the music, and to Mr Lloyd Osbourne for two additional poems from " A Child's Garden of Verse " by R. L. Stevenson : the Cow and the Sun's travels.

The original drawings are the work of Beatrice Mallet.

PRONONCIATION

VOYELLES*

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

DIPHTONGUES*

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

TRIPHTONGUES*

aiə fire n°s 89, 90.	auə flour n°s 89, 90.
-----------------------------	------------------------------

CONSONNES*

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

SIMPLE VOWEL SOUNDS

I. SHORT SOUNDS

a) accented and non-accented :

æ as in *cat*ʌ as in *but*ɪ as in *sit*ʊ as in *put*ɔ as in *not*e as in *bed*

b) non-accented :

ə as in *again*o as in *obey*

II. LONG SOUNDS

ɑ: as in *car*ɜ: as in *fur*i: as in *beef*u: as in *blue*ɔ: as in *door*ju: as in *tube*

VOCAL DRILL

Repeat together :

æ <i>cat</i>	ɪ <i>sit</i>	ɔ <i>not</i>	ʌ <i>but</i>	ʊ <i>put</i>	e <i>bed</i>
--------------	--------------	--------------	--------------	--------------	--------------

bad
mag
tap
man

is
kick
list
still

dog
fox
stop
clock

up
tub
dull
come

bull
full
push
book

peg
set
well
head

ɑ: <i>car</i>	i: <i>beef</i>	ɔ: <i>door</i>	ɜ: <i>fur</i>	u: <i>blue</i>	ju: <i>tube</i>
---------------	----------------	----------------	---------------	----------------	-----------------

past
far
tart
calf

see
piece
meal
scene

more
horse
wall
cause

blur
spur
word
girl

June
rule
move
school

use
new
you
pupil

I. a) *Read aloud.*

b) *write down as a phonetic dictation, in phonetic script.*

c) *group the words into columns according to their pronunciation.*

short vowels

zip, ted, kæp, kil, pot, tʌn, fut, pæt, luk, bes, klɒk, met, læd, nip, tɒp, pæn, kʌd, nuk, bel, fæt, fit, gɒd, kʌt, put, pæn bin, skʌl, pus, nɒb, dʌl.

long vowels :

nju:t, mə:st, lɔ:, gə:l, pu:l, fju:, bi:n, fɔ:d, bu:m, tu:l, vi:l, kɑ:t, si:l, kɔ:d, spə:n, kju:t, kɑ:f, stɔ:l, lu:p, kə:d, dɑ:k, kli:n, fə:n, mju:l, lɔ:n, bæ:t, fu:d, lju:d, bɑ:d, li:s.

mixed vowels :

fi:d, mɒp, fju:z, pi:l, pin, dʌl, ræp, ded, kju:b, lik, kli:n, ten, bæt, sɒk, plʌm, mə:st, kɔ:z, mu:v, stɒp, bul, mi:l, gə:d, sku:l, brik, mæn, si:n, kis, lɔ:d, spə:, blɒk, ʌp, luk, nu:n, nju:, flu:, tel.

II. *Read :*

pat, part — fat, fast — cap, carp — have, half — hat, heart — back, bark.

dip, deep — fit, feet — rid, reed — ill, eel — sin, scene — lick, leek.

poll, Paul — stock, stork — pot, port — sot, sort — cod, cord — spot, sport.

gull, girl — hub, herb — ton, turn — bud, bird — cub, kerb — bust, burst.

full, fool — put, boot — bull, boom — pull, pool — foot, fruit—

III. *Repeat and group into columns, according to the pronunciation :*

feel, but, fill, cap, leg, half, bird, bud, small, good, moon, few, saw, hat, floor, sun, feet, pen, nib, bell, muse, cot, bat, seem, card, term, get, look, up, grass, form, ink, pot, all, desk, past, music, turn, dark, noon, green, foot, please, broad, walk, love, end, work, brick.

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 **ɛə** where **iə** dear **uə** sure

VOCAL DRILL

ei cake	ai five	ɔi boy	au cow	ou nose
ace	ice	boil	now	pole
babe	life	toy	brown	vote
pale	nine	voice	out	bone
date	time	noise	sound	phone
	ɛə where	iə dear	uə sure	
	where	beer	poor	
	rare	near	moor	
	pear	here	tour	
	square	pier	gourd	

EXERCISES

- a) Read aloud.
- b) Write down as a phonetic dictation in phonetic script.
- c) Group into columns, according to pronunciation.

mɛə, lain, tɔil, baud, loun, gaiz, roum, stɛə, laik, faul, boul, kliə, duə, mait, seim, laud, klɔid, gɛə, seiv, biə, lɔid, pjua, stiə, meit, staut, stouv, fail, kɛə, piə, stjuəd, kaɪnd, miə, vɔid, fɛə, peil, foun, puə, kɔin, baut, flɛə.

Group into sound columns (vowel sound):

noise, stair, go, pale, mare, goal, moist, out, toil, lame, gout, spoil, poor, mole, file, bake, tour, lone, bike, bode, mine, care, ground, ear, place, fear, bone, owl, wife.

Read:

bell, bale — bet, bate — ken, cane — beck, bake — men, mane — lens, lanes.

sit, seat, seer — it, eat, ear — bid, bead, beer — din, dean, dear

H

L

R

W

NG

h hat

l bell

r red

w what

ŋ long

J

SH

CH

TH

dʒ jack

ʃ shut

tʃ chair

ð this

θ thing

VOCAL DRILL

h hat

l bell

r red

w what

ŋ long

half
hand
hot
how

land
line
little
dull

green
drop
tree
read

wall
one
twelve
quick

young
sing
pang
song

dʒ jack

ʃ shut

tʃ chair

ð this

θ thing

jam
jump
job
june

shelf
ship
nation
special

chalk
cheek
child
picture

the
than
with
breathe

health
thick
three
bath

EXERCISES

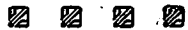
a) Read aloud:

b) Write down as a phonetic dictation:

fu:, dʒɒb, tʃip, sɒp, dʒæm, tʃaʊk, ridʒ, bæʃ, lɒdʒ, dʒɔ:. sip,
tʃu:, tʃɒp, ʃæm, dʒaʊk, tɔʃ, bædʒ, ritʃ, matʃ, dʒɔ:dʒ.
θin, bri:ð, θri:, ʃi:vz, ri:v, tʃi:f, draɪ, ðæt, fɔ:θ, pi:z, louf,
fin, θik, bri:z, fraɪ, væt, sik, ri:θ, louθ, dʌst, sænk, ti:θ,
klouðz, lɑ:f, θænk, fæt, bæ:θ, si:dʒ, tʃɛ:tʃ, frɔ:θ, θrʌʃ,
fə:st, θætʃ, θɛ:st, ʃi:ld, də:st, rɔ:θ, laɪv, dʌθ, laɪð.

Read:

share, chair — shop, chop — ship, chip — shoe, chew — shin,
chin — sheer, cheer
at, hat — ear, hear — eat, heat — and, hand — air, hair —
ill, hill



THE ALPHABET

Read the alphabet:

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

Vowels : a, e, i, o, u, y. **Consonants** : b, c, d, f, g, etc...

Repeat :

a, b, c, d, etc... q, j, g, u, i, e, a, y, w, oo, etc...

Spell :

Letter : " *Capital L, e, double t, e, r.* "

Vowel : " *Capital V, o, w, e, l.* "

Consonant : " *Capital C, o, n, s, o, n, a, n, t.* "

Exercise :

Spell : animal, blackboard, Bob, ceiling, desk, door, gender, feet, book, handkerchief, January, kiss, Lucy, lie, mother, piece, window, quick, rabbit, Robert, seven, young, shut, evening, Lizzie, open, school-room, English, yellow, Autumn, afternoon, October.

,	:	;	.
comma	colon	semi-colon	full stop
?		!	
question-mark		exclamation-mark	
-	—	“ ”	
hyphen	dash	inverted commas	

VOCAL DRILL

Mind the stress on the first syllable.

Pick out all unaccented [ə] sounds:

alphabet	'ælfəbit	vowel	'vauəl
consonant	'kɒnsənənt	colon	'koulən
capital	'kæpitl	comma	'kɒmə
exercise	'eksəsaiz	hyphen	'haifən
vocal	'voukəl	question	'kwestjən

stress on second syllable

inverted in'və:tɪd

stress on third syllable

exclamation eksklə'meɪʃən

EXERCISES

a) Spell, read aloud and copy these sentences.

b) Group into columns according to pronunciation (vowel sounds, and consonant sounds *f, tʃ, dʒ, ð, θ*).

John and Jim go to school in June. This child can reach the top of the chair with his chin. The girl sat at a table; she made cakes. "How are you? Very well, thank you." Stop the school clock: it is fast. Shout: "Hip, hip, hip, hurrah!" for your school. "Are you a good boy? — Yes, I am".

See! the big bull kicks a brown cow! This dog got a bone from the dish of meat. Where is the new boy? Five girls sat on a stile. A man has feet and hands. Her new car runs fast. The child plays with his ship in the bath.

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 ca(l)l father master	be seen sea ceiling	floor more wall saw	murmur turn term bird	rule do school flew	pupil use you new

DIPHTHONGS

ei <i>cake</i>	ai <i>five</i>	ɔi <i>boy</i>	ɛə <i>where</i>	iə <i>dear</i>	uə <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



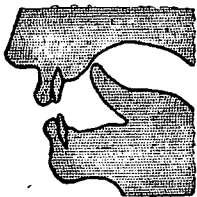
au <i>cow</i>	ou <i>nose</i>
fowl now brown sound	bone go note coal



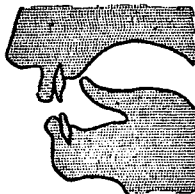
h <i>hat</i>	l <i>bell</i>	dʒ <i>jack</i>	kʷ <i>quick</i>	r <i>red</i>	
have here home hop	bell mill milk line	jam Jane job jug	queen quick quarrel question	drop grass run rod	carrot barrel mirror courage

tʃ <i>chair</i>	ʃ <i>shut</i>	ŋ <i>long</i>	ð <i>this</i>	θ <i>thing</i>
chain chalk chin choice	shave shell sheep show	bang king song flung	that then there those	thick thorn three Thursday

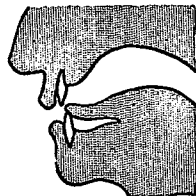
POSITION OF THE TONGUE IN SOME ENGLISH CONSONANTS



R



L



TH





Question :

What is Jack ?
What is a girl ?



This is Jack.
Jack is a boy.
A boy is a person.

This is Jane.
Jane is a girl.
A girl is a person.



What is Jock ?
What is a cat ?



This is Pussy.
Pussy is a cat.
A cat is **not** a person.
A cat is **an animal**.

This is Jock.
Jock is a dog.
A dog is not a person.
A dog is an animal.



This is a pen.
A pen is not an animal.
A pen is a **thing**.

What is this ?



This is a pencil.
A pencil is not a person.
A pencil is a thing.

What is a pen ?



This is a book.



This is an exercise-book.

Numbers: 1 2 3 4 5 6
 one two three four five six

Count from 2 to 5; from 1 to 4; from 1 to 6; from 5 to 1.

ī this	θ thing	æ cat	ə: fur	ɔ not	u put
this	thing	cat	girl	from	look
these	thick	Jack	word	dog	book
those	three	animal	person	what	Pussy

GRAMMAR

I. INDEFINITE ARTICLE

a book, a pen, a boy, a girl . . . *a before a consonant.*
 an animal, an exercise-book . . . *an before a vowel.*

2. AFFIRMATIVE AND NEGATIVE FORMS

A boy is a person. *affirmative form.*
 A boy is not a girl. *negative form.*

HOME PREPARATION

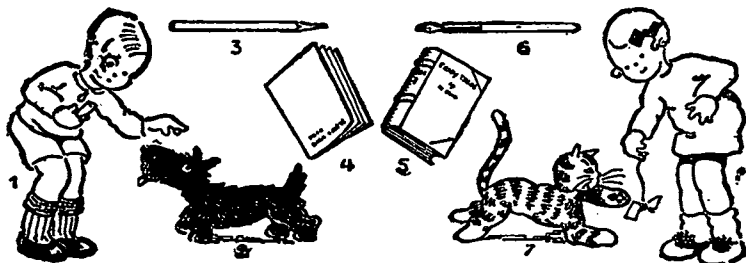
I. NEW WORDS.

		Nouns		Verbs		Demonstrative	
boy	dog	person	question	is		this	
girl	pen	animal	pencil	is not		Interrogative	
cat	book	thing	exercise-book	count 1		what	
						Prepositions	
						from ≠ to	

II. LESSON DRILL.

1. Complete. — A pencil ... a thing. A dog is ... a person. A book is not ... animal. Jane a boy. This is ... exercise-book.

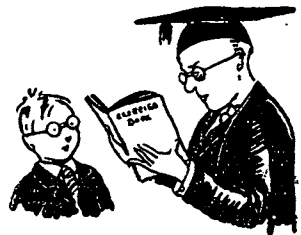
2. Questions. — What is Mary? What is Fanny? What is Henry? What is Minet? What is Paul? What is Médor?



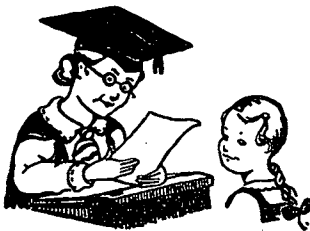
What is number 1 ?

What is number 2 ? etc...

This is Jack;
 and this is Mr. Brown.
 Mr. Brown is the master,
 and Jack is a pupil.
 Mr. Brown and Jack
 are persons.



What are Fred and Jack? What are Jack and Jane?



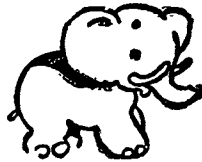
This is Jane;
 and this is Miss White.
 Miss White is the mistress
 and Jane is a pupil.
 The master, the mistress
 and the pupils are persons.

Persons are masculine or feminine.

What gender is Jack? What gender is a girl?



A table and a chair
 are things.
 Things are neuter.



An elephant and a rabbit
 are animals.
 Animals are generally neuter.

Numbers : 7 8 9 10 11 12
 seven eight nine ten eleven twelve

Count from 5 to 10; from 1 to 8; from 7 to 11.

1. dʒ Jack aɪ five ju: tube æ cat eɪ cake ɛə where

Jock	five	pupil	Jack	eight	bare
gender	nine	neuter	and	Jane	chair
generally	white	music	rabbit	table	Mary

2. master, mistress, persons, seven, eleven, animal.
3. (ðə) the dog, the boy, the girl, the person.
(ði) the animal, the exercise-book, the elephant.

GRAMMAR

1. — THE DEFINITE ARTICLE

a) The master and the pupils are persons.

RULE : *The is invariable.*

b) Jock, the dog, and Jumbo, the elephant, are animals.

Pronunciation : *ðə before a consonant; ði before a vowel.*

2. — SINGULAR AND PLURAL

	NOUNS		VERB
<i>singular</i>	a boy	the boy	is
<i>plural</i>	boys	the boys	are

HOME PREPARATION

I. NEW WORDS.

Adverb	Conjunctions	Adjectives	Nouns	
generally	and, or	masculine	master	elephant
		feminine	mistress	rabbit
		neuter	pupil	table
			gender	chair

II. LESSON DRILL.

3. **Question.** — What [is] George? What are Fred and Henry? What are Henry and Jane? What are Mary and Fanny? What is a rabbit? What are tables and chairs? What is Mr. Brown? What is Miss White?

4. **Complete.** — A pencil ... a thing. Jack and Henry are ..., and Pussy and Jock ... animals. Médor is a ..., and Jumbo is ... elephant.



Jack is a boy.
He is at school.
He is a schoolboy.



Jane is a girl.
She is at school.
She is a schoolgirl.

What is Jack? He is ... What is Jane? She is ...

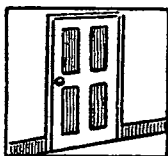


Jack and Jim are boys.
They are English boys.



Jane and Jill are girls.
They are English girls.

What are Jack and Fred? Jill and Mary? They are...



This is a door.
It is shut.



This is a window.
It is open.



This is a book and this is a copy-book.
They are shut.

Numbers: 13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

I.	u put	ʌ but	u: blue	i: beef	ɑ: car	ɔ: door
	book	one	two	he	are	door
	look	shut	school	she	far	four
	Pussy	Jumbo	plural	three	master	form

GRAMMAR

I. — 3rd PERSON PRONOUNS

This is Jim. he is a boy } they are persons.
 This is Jill she is a girl }
 This is a book it is open } they are things.
 This is a door it is shut }

2. — ADJECTIVES

The door and the window are open.

RULE : *Adjectives are invariable.*

Jack and Jim are English school-boys.

RULE : *Adjectives precede nouns.*

HOME PREPARATION

I. NEW WORDS.

Preposition	Nouns		Adjectives
at	school	door	English
	schoolboy	window	shut
	schoolgirl	copy-book	open

II. LESSON DRILL.

5. Questions. — What is Jack ? What are Jim and Fred ? What is Jill ? What are Margaret and Fanny ? What are a boy and a girl ? What is the window ? What are the window and the door ? What are a cat and a dog ? What is a pen ?

6. Turn into the plural. — A boy is masculine. The pupil is at school. A cat is an animal. She is an English schoolgirl. The window is open.

7. Turn into the singular. — Rabbits are not persons. The doors are shut. They are English schoolboys. They are things. Persons are masculine or feminine.

Read the following words; then write them down in their ordinary spelling :

'mɑ:stə, sku:l, 'meəri, gə:l, siks, 'dʒendə, naɪn, boi, buk, θri:, 'nju:tə, eit, kæt, tʃeə, sevn, ʃʌt, kaunt, 'windou, dɔ:, oupn, 'æniməl, fɔ:, 'pə:sn, i'levn, θiŋ, tu:, 'pensl, 'ræbit, ən 'elifənt, ə 'kɒpibuk.

————— DICTATION —————

AT SCHOOL

Jack and Jim, Jane and Mary are at school; they are English schoolboys and schoolgirls. The books and the copy books are at school; they are school things. The dog Jock is at the door. Is Jock a school dog? No, he is not; Jock is at the door and the door is shut.

At school are persons and things, not animals.

————— A SPELLING GAME —————

Guess the following words from Lessons 4, 5 and 6 :
 b .. k, p ... l, a ... l, p ... l, r ... t, p ... n, t ... e, t ... g, m s.
 g ..l, s ... l, e t, o .. n, c ... r, w ... w.

————— EXERCISES —————

8. Use " a " or " an " — ...dog is not ... thing; ... dog is ... animal. This is ... dictation. This is ... exercise ! ... elephant is not ... person.

9. Turn into the plural. — The boy is at school. A pencil is neuter. A pen is a thing. The master is not at school. A pupil is masculine or feminine.

10. Turn into the singular. — Boys are persons. The windows are open. Jane and Jill are schoolgirls. The schoolboys are at the door. The girls are at school.

11. Turn into the negative. — Jock is a cat. The rabbit is masculine. Boys are feminine. A pencil is an animal. The doors are shut.

12. Questions. — What is the plural of *is*? What are Jock and Pussy? Is Jack a schoolmaster? What is the feminine of *boy*? What is the masculine of *mistress*?

13. Read aloud : Ex. $4 + 7 + 6 = 17$: four and seven are eleven, and six are seventeen.

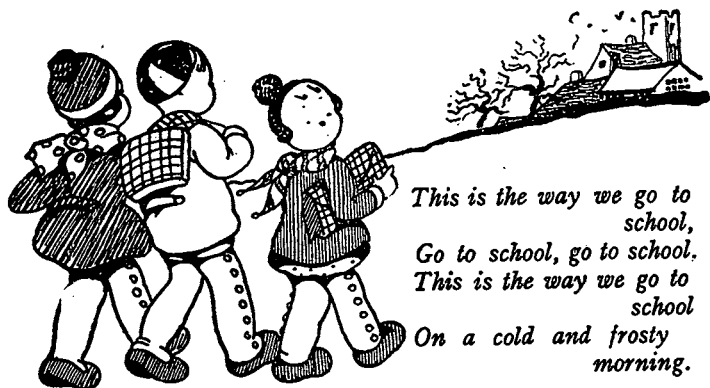
$$5 + 6 = 11. \quad 3 + 1 + 8 = 12. \quad 7 + 4 + 2 = 13.$$

$$5 + 3 = 8. \quad 9 + 6 = 15. \quad 3 + 1 + 6 = 10.$$

$$11 + 3 + 5 = 19. \quad 7 + 1 + 5 = 13. \quad 8 + 4 + 6 = 18.$$

$$4 + 2 + 3 = 9. \quad 12 + 2 + 3 = 17. \quad 7 + 5 + 4 = 16.$$

THE MULBERRY BUSH



*This is the way we go to school,
Go to school, go to school.
This is the way we go to school
On a cold and frosty morning.*



Here we go round The mul-berry bush, the



mul-berry bush, the mul-berry bush; Here we go round the



mul-berry bush, on a cold and frost-y mor-ning.

(All join hands and form a ring.)

*Here we go round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
On a cold and frosty morning*

(All dance round, singing.)

*This is the way we wash our hands,
Wash our hands, wash our hands,
This is the way we wash our hands
On a cold and frosty morning.*

(Each twirls round).
(Action).

Here we go round the mulberry bush, etc.

(All twirl at this line.)
(Dance as before).

This is the way we brush our hair, etc.

(Action).

This is the way we clean our boots, etc.

(Action).

This is the way we go to school, etc.

(In prim pairs).

This is the way we come back from school, etc. (Disorder.)



1. **Look!** This is Jack, and this is the master.

The master is **big**, he is a **man**.

Jack is **small**, he is not a man, he is a **child**.

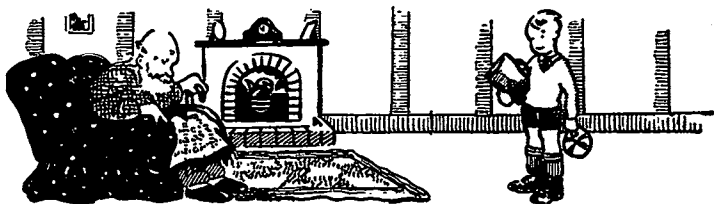
Jane is **also** a child.

Jack and Jane are small, they are **children**.

2. { I am the master, I am a man.
 { I am the mistress, I am a woman.
 { You are not a man, you are a child.
 { You are not a woman, you are a child.

You and I are persons. We are not things or animals!

3. What are you? I am ...; What am I? You are ...
 Am I a child? No, you are not ..., you are ...
 Are you small? Yes, I am.



4. **Look!** this man is **old**; but this boy is **young**;
 he is **90**! he is **only 9**.
 How old is Jane? She is ... How old are you? I am ...

<i>Numbers :</i>	20	30	40	
	twenty	thirty	forty	
	50	60	70	80
	fifty	sixty	seventy	eighty
				90
				ninety

I.

i sit	ai five	u put	ou nose	ɔ: door	ʌ but
-------	---------	-------	---------	---------	-------

big	I	book	old	small	one
fifty	nine	Pussy	open	also	shut
children	child	woman	only	forty	young

2. one (wʌn) woman ('wʊmən)

GRAMMAR

THE VERB 'TO BE'.

1st person	2nd person	3rd person		
I am am I? I am not	..... ..... .....	he is, is he? he is not,	she is, is she? she is not,	it is is it? it is not.
we are are we? we are not	you are are you? you are not	they are are they? they are not		

HOME PREPARATION

I. NEW WORDS.

<i>Verb</i>	<i>Idioms</i>	<i>Adjectives</i>	<i>Nouns</i>	<i>Adverbs</i>
look!	how old is he? how old are you? I am 12, etc...	small big old young	man woman child children	also only yes no

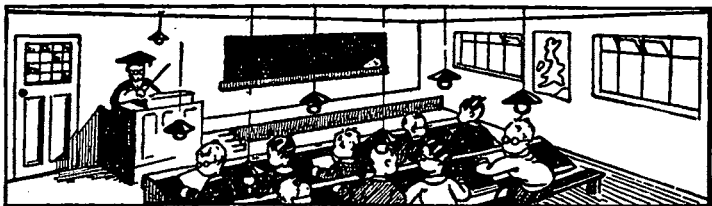
II. LESSON DRILL.

14. Questions. — What am I? What are you? What is the master? Are you a woman? Is the mistress a man? Is an elephant a big animal? Is a pen big or small? How old is Jack? How old is this man? How old are you?

15. Replace the italicized words by pronouns. — *The book* is shut. *Jane* is a girl. *The master and I* are at school. *Pussy and Jumbo* are animals. *A pencil* is not big. *This child* is a schoolboy. *Jane and Fred* are English. *Books* are things. *The master* is not old. *Is the mistress* young?



IN THE CLASSROOM



1. This is a **classroom**, an English classroom.

The master and the boys are **in** the classroom.

The door of the classroom is **on the left** of the boys and **on the right** of the master.

On the right of the boys **there are** two windows, and **between** the windows **there is** a map of England.

2. The **desk** of the master is **between** the door and the **blackboard**.

The children are **in the middle** of the room, they are **in front** of the blackboard. The master is **behind** the desk.

The blackboard and the map are **on** the wall.

Where is the map? Where are the boys?

3. There are four walls and four **corners** in the classroom, one **floor** and one **ceiling**.

The desk and the chairs are on the floor.

The floor is **under** the desk and chairs.

4. There are seven **lamps** in the classroom.

The lamps are **above** the boys and **under** the ceiling.

Are there **many** masters in the classroom?

No, there are not; there is only one master.

How **many** children are there? There are nine.

Numbers : 21

34

83

twenty-one, thirty-four, eighty-three, etc.

1.

æ cat	ɔ: door	u put	ai five	ʌ but	i: beef
-------	---------	-------	---------	-------	---------
- | | | | | | |
|-------|-------|-------|--------|-------|---------|
| map | floor | book | child | front | three |
| lamp | wall | room | right | under | ceiling |
| black | board | woman | behind | above | between |
2. blackboard, ceiling, middle, how many, between, above.

GRAMMAR

AN IDIOM :

	<i>Affirmation</i>	<i>Negation</i>	<i>Question</i>
<i>singular</i>	there is	there is not	is there ?
<i>plural</i>	there are	there are not	are there ?

HOME PREPARATION

I. NEW WORDS.

<i>Idioms</i>	<i>Nouns</i>	<i>Prepositions</i>
there is	classroom	map
there are	blackboard	desk
how many ?	wall	ceiling
	floor	corner
		between
		behind
		under
		above
		on the left (of)
		on the right (of)
		in front (of)
		in the middle (of)
		at
		of
		in
		on

II. LESSON DRILL.

16. Questions. — How many doors are there in the classroom? How many windows? How many lamps? Where is the blackboard? Where is the desk? Is there a map of England in the classroom? Where are the children? Where is the floor? What is on the floor? What is on the walls? How many persons are there in the classroom? What page is this lesson? Are the lamps above the ceiling?

17. Complete. — The floor is ... the children. There ... seven lamps in the room. The door is ... the left ... the children. How many books ... there on the table?

18. Turn into : a) the interrogative; b) the negative. — There is one pupil in the classroom. There are two masters. There are 20 pages in this book. The children are behind the master. The map is on the floor of the classroom.

ACTIVITY IN CLASS

1. I am the master. I **sit** at the desk. I sit on a chair.
I **get up** from the chair. I **go** to the door.
The door is shut: I **open** it ; **then**, I **shut** it.
I **come back** to the desk. I sit **down**.
Look ! This is Jim: he is at the door.



he **knocks**;



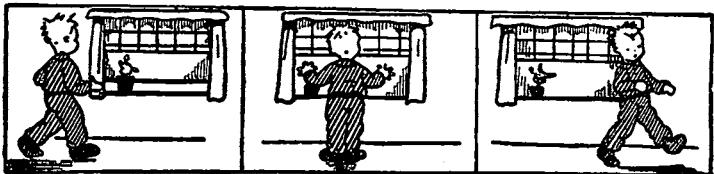
he opens the door;



he shuts it.

2. Jack! Get up! Go to the door! Open it! Go out!
Now, come here! Go back to the door! Shut it!
Go from the door to the window! Come back! **Quick!**

3. I take a pen, and I take a piece of paper.
I write on the piece of paper with the pen.
Now, I blot the ink with blotting-paper.
I rub out with a rubber. I draw a line with a ruler.
I write on the blackboard with a piece of chalk.
What use is a pen? I write with a pen.



to the window

at the window

from the window

I. ʌ but ɔ not ɔ: door ju: tube u: blue i: beef

shut	what	floor	use	rule	three
come	from	cha(ɪ)k	pupil	school	piece
run	(k)nock	wa(ɪ)k	neuter	plural	ceiling
rubber	blot	draw	music	ruler	between

GRAMMAR

CONJUGATION OF VERBS

<i>infinitive</i>	to open	<i>present sing.</i>	I open, he opens, etc.
<i>imperative</i>	open !	<i>present plur.</i>	we open, you open, etc.

RULE : a) *to* is the mark of the infinitive.
 b) *s* is the mark of the 3rd person singular.
 Note the spelling of *to go* : I go, she goes.

COMPOUND VERBS

Compare : to go, to go back — to sit, to sit down, etc...
to go is a simple verb; *to go back* is a compound verb.

HOME PREPARATION

I. NEW WORDS.

Adverbs	Verbs	Nouns
then to get (up)	to knock to take	piece chalk
quick to sit (down)	to shut to write	use rubber
now to go (back)	to open to draw	ink ruler
here to come (back)	to rub (out) to blot	blotting-paper

II. LESSON DRILL.

19. Questions. — What use is a chair? What use is a pencil? What use is a rubber? What use is ink? What use is a piece of chalk? What use is a ruler? What use are paper and blotting-paper?

20. Turn into the singular. — They sit on chairs. You take pencils. We are children. They go to the desk and come back.

21. Turn into the plural. — I sit on the floor. She goes to the window, You write with a pencil. He draws a line on the blackboard. The child is in the class-room.

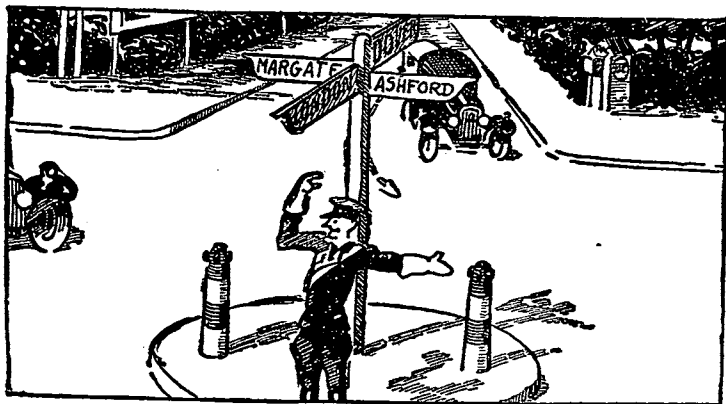
Read aloud, then write down in ordinary spelling :
 tʃaɪld, 'si:lɪŋ, 'ʌndə, ould, weə, bi'haind, rait, 'wumən,
 'blækbo:d, ju:s, ə'baʊ, 'tʃɪldrən, ounp, 'nainti, 'peɪpə,
 frant, bi'twi:n, jʌŋ, 'haumeni, kʌm, 'ounli, tʃɔ:k, kwɪk,
 'twenti, nɒk, 'ru:lə, 'ɪŋglɪʃ.

———— PREPOSITIONS ————



Where is Jock ?

Where is the ball ?



Where is the man ? Where are London ? Dover ? etc...

———— A CROSSWORD PUZZLE ————

CLUES ACROSS. 1. Verb : ... to the blackboard.

3. Preposition : The boy is ... the room.

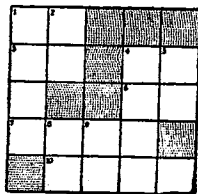
4. Preposition : Go ... the door! 6. Article.

7. Verb : ...! This is a book! 10. A boy.

CLUES DOWN. 1. Feminine of boy.

2. Preposition. 4. Verb : ... a book!

5. Preposition 2. 8. Preposition : The plural ... boy is boys. 9. Conjunction.



IN THE CLASSROOM

This is the classroom of Jack and Jim. I knock at the door; I open. Look! the boys sit on chairs in the middle of the room. Where is Jack? He sits on the right, in front of the desk of the master; and where is Jim? He is at the blackboard: he writes an exercise with a piece of chalk.

Now, he goes back: quick, Jim, quick! He sits on the chair: there is a pen on the chair, and Jim sits on the pen! What use is a pen, Jim? 'I sit on a pen and I write with a chair.' Is this the use of a pen and a chair? No, it is not!

————— THE NUMBERS —————

<i>One, two,</i>	<i>Lay them straight;</i>	<i>Fifteen, sixteen,</i>
<i>Buckle my shoe;</i>	<i>Nine, ten,</i>	<i>Maids a-kissing;</i>
<i>Three, four,</i>	<i>A good fat hen;</i>	<i>Seventeen, eighteen,</i>
<i>Knock at the door;</i>	<i>Eleven, twelve,</i>	<i>Maids a-waiting;</i>
<i>Five, six,</i>	<i>Dig and delve;</i>	<i>Nineteen, twenty,</i>
<i>Pick up sticks;</i>	<i>Thirteen, fourteen,</i>	<i>My plate's empty.</i>
<i>Seven, eight,</i>	<i>Maids a-courtin'!</i>	

————— EXERCISES —————

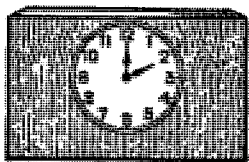
22. Complete with pronouns. — Jack is a boy, ... is at school. The mistress is in the schoolroom, .. is not a child. The door is not open, ... is shut. Jane is at the blackboard, ... is a girl. Jack and Jane are children, ... go to school. The master is a man, ... is big. Pussy is a cat, Jack is a dog, ... are animals. Jane and I are in the schoolroom, ... write an exercise. Pussy is on the chair, ... is not on the floor. The mistress is not English, ... is French.

23. Turn into the plural. — He is a boy. I write on the blackboard. The master is at the desk. She is in the schoolroom. The pen is on the table. He is at school. There is one window in the room. He writes with a pen. You are a girl. The child sits on the chair.

24. Turn into the singular. — They are boys. The children sit under the ceiling. There are many masters in the room. You are not things. Boys are masculine. Elephants are big animals. Books are neuter, they are things. They are schoolgirls. We open the windows.

25. Turn : 1) into the interrogative, 2) into the negative. — There are many doors in the room. A door and a window are school things. The book is on the desk. There is one pen on the table. A rabbit is a thing. Jack is old. The lamp is on the wall. There are five walls in a room. The blackboard is in the middle of the children. The windows are shut.

THE TIME



1. This is a **clock**.
It is two by the clock.

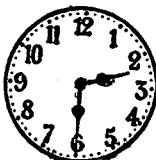
And this is a **watch**.
It is six by the watch.

A clock and a watch show the **time**.

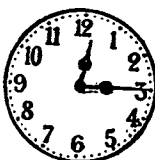
2. What time is it? What is the time?



It is
20 past 3.



It is
half past 2.



It is a
quarter past 12.



It is
10 to 5.

3. There are 60 **seconds** in a **minute**.

There are 60 minutes in an **hour**, and 24 hours in a **day**.

4. The tick-tock of a clock is **slow**.

The tick-tick of a watch is **fast**.



it is 7 minutes past 6;
this watch is fast.

Look: the correct time
is 6 o'clock.



it is 6 minutes to 6;
this watch is slow.

1.

a: car

ai five

ɔ not

ɔ: door

au cow

ou nose

fast	by	(k)nock	small	how	go
ha(1)f	time	clock	walk	(h)our	slow
past	child	watch	quarter	count	only

2. second ('sekənd) minute ('minit) thousand ('θauzənd.)

GRAMMAR

HUNDRED AND THOUSAND

100 one hundred	600 six hundred	412 four hundred and twelve
1000 one thousand		8000 eight thousand
	10752 ten thousand seven hundred and fifty-two	

RULE: *Hundred and thousand are invariable.*

Note the use of and after hundred.

HOME PREPARATION

I. NEW WORDS.

<i>Adjectives</i>	<i>Prepositions</i>	<i>Verb</i>	<i>Nouns</i>
slow ≠ fast	by	to show	time second quarter
correct	past ≠ to.		clock minute half
			watch hour day

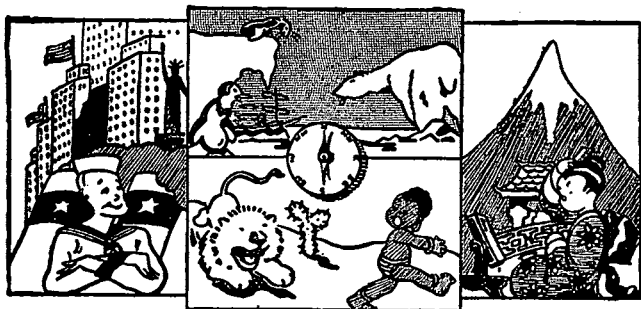
II. LESSON DRILL.

26. Questions. — How many hours are there in a day? How many numbers are there on a watch? How many seconds are there in five minutes? How many minutes are there in two hours? What use is a clock? How many quarters are there in half an hour? What time is it by the watch of the master? Is the tick-tock of a clock fast? What is fast?

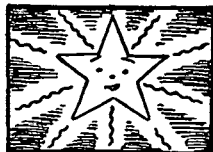
27. Complete. — I go to school at ... and I come back ... half past eleven. It is six ... this clock. We go to the English class at ... A clock and a watch ... the time.

28. Add together in letters. — 24 + 58 = 5 + 13 + 139 =
1 + 44 + 18 + 76 = 79 + 902 + 138 = 82 + 1003 + 96 =

THE SKY



1. Look! This is a **compass**: it shows the North. The 4 **points** of the compass are: the North, the South, the East and the West.



This is the **sun**, this is the **moon**, and this is a **star**.

2. In the day, the sun is in the **sky**; then, it is **light**. When the moon is in the sky, it is not day, it is **night**. At night, it is **dark**: we **switch on** the lights.

3. The sun is in the East in the **morning**.

The sun is in the West in the **evening**.

The middle of the day is **midday** or **noon**.

The middle of the night is **midnight**.

The **afternoon** comes **before** evening and **after** noon.

4. In the **morning**, we say: good morning!

In the **afternoon**, we say: good afternoon!

In the **evening**, we say: good evening!

And at **night**, we say: good night!

When we go away we say: good bye!

1.

a: car	e bed	ai five	u: blue	u put	ʌ but
--------	-------	---------	---------	-------	-------

dark	when	sky	school	look	come
star	west	night	moon	book	sun
after	second	light	noon	good	compass

2. midday, morning, evening, afternoon, midnight.

GRAMMAR

PRONUNCIATION OF FINAL 's'.

In a plural noun, and in the 3rd person singular of a verb, s is pronounced:

- a) z after b, d, g, l, m, n, r, v, and all vowels.
Ex: dogs, walls, rooms, pens; he rubs, he draws.
- b) s after f, k, p, and t.
Ex: clocks, maps, elephants; he shuts, he looks.
- c) iz in ces, ses, xes, zes, ges, jes, ches, shes.
Ex: mistresses, pieces, watches; he uses, he switches.

HOME PREPARATION

I. NEW WORDS.

	Nouns			Verbs
compass	North	sky	noon, midday	to switch (on)
point	South	sun	afternoon	to say
midday	East	moon	night ≠ day	to go (away)
midnight	West	star	morning ≠ evening	

Conjunction: when

Prepositions: after ≠ before

II. LESSON DRILL.

29. Question. — How many points are there on a compass? When is the moon in the sky? Is the sun in the West in the morning? When is the sun in the West? Where is the sun when it is light? What is in the sky when it is dark? What is midday? What is the middle of the night? What is the opposite of day, of dark, of morning? What is the use of a compass? of a clock?

30. Turn into the plural, or the 3rd person, and read correctly. — Girl, cat, person, day, rabbit, desk, pupil, lamp, second, minute, hour, table, pencil, school, blackboard, rubber, paper, book, class.

To say, to get, to rub, to come, to go, to write, to blot, to show, to take, to open, to switch.

THE CALENDAR

1973	OCTOBER					1973
Sunday		3	10	17	24	31
Monday		4	11	18	25	
Tuesday		5	12	19	26	
Wednesday		6	13	20	27	
Thursday		7	14	21	28	
Friday	1	8	15	22	29	
Saturday	2	9	16	23	30	

1. Look! This is a calendar; it shows the date.
1973 is the number of the year.
October is the name of the month.
Sunday, Monday, Tuesday, Wednesday, Thursday,
Friday and Saturday are the days of the week.

2. There are 12 months in a year.
The names of the months are: **January, February, March, April, May, June, July, August, September, October, November and December.**

3. There are seven days in a week.
We go to school on **Monday, Tuesday, Wednesday, Friday and Saturday.** They are school-days.
But **Sunday and Thursday** are not school-days, they are holidays.

4. This is the date of to-day: **Tuesday, October 19th.**
This is the date of yesterday: **Monday, Oct. 18th.**
This is the date of to-morrow: **Wednesday, Oct. 20th.**
To-day comes after yesterday and before to-morrow.

5. The first of January is the first day of the year.
December is the last month of the year.
School begins on **October 1st**; it ends on **July 14th.**

I.

ei cake	ɑ: car	iə dear	ə: fur	u: blue	final θ
---------	--------	---------	--------	---------	---------

date	last	here	first	moon	sixth
name	dark	near	third	noon	ninth
to-day	March	year	Thursday	June	twelfth

2. January, February, April, July, August, September, October, November, December.
 calendar, holiday, yesterday, to-morrow;
 Monday, Tuesday, We(d)nesday, Friday, Saturday, Sunday.

GRAMMAR

I. — ORDINAL NUMBERS

* 1st first * 3rd third * 5th fifth 7th seventh
 * 2nd second 4th fourth 6th sixth * 20th twentieth etc.

RULE :

th is the mark of ordinal numbers. See full list, p. 152.

Note the exceptions, marked with an asterisk.

2. — THE DATE

Ex: School begins on October 1st.

RULE :

Use ordinal numbers for the date; on before a date or a day.

October 1st = October the first, or the first of October.

HOME PREPARATION

I. NEW WORDS.

Adjectives	Verbs	Adverbs	Nouns		
first ≠ last	to begin	to-day	calendar	date	week
	to end	yesterday	school-days	name	month
		to-morrow	holiday	day	year

II. LESSON DRILL.

31. Questions. — What is October? How many days are there in a week? in a month? in a year? Is Monday a school-day? What is Sunday? How many weeks are there in a year? Are there 30 days in February? What day is it to-day? What is the first month of the year? What month comes after February? before July?

32. Write in full the ordinal numbers corresponding to : 12, 3, 30, 2, 41, 65, 14, 80, 92, 100, 145.

33. Complete. — January is the ... month of the year; September is the ...; Thursday is a ...; Wednesday comes ... Thursday and ... Tuesday. The 31st of December is the ... day of the year.

THE SEASONS



AUTUMN.



WINTER.



SPRING.



SUMMER.

1. There are four **seasons** in a year.

They are : **spring**, **summer**, **autumn**, and **winter**.

In winter the sky is dark, and the nights are long : the days are **short** and it is **cold**.

In summer, the days are long, the nights are short; the sun **shines** in the sky, it is **hot**; the sky is **blue**.

2. In spring, there are **flowers**.

In autumn, there is **fruit**.

In spring, and autumn it is not very cold, but it **rains**.

When it rains, we take **umbrellas**.

In autumn the **wind** blows and there are many **clouds** in the sky.

3. Do you take an **umbrella** when the sun shines?

— No, I do not (**take** an

umbrella when the sun shines); I take an **umbrella** when it rains.

Does the sun **shine** at night? — No, it does not.

When does it shine? — It shines in the day.

Does spring come after summer? — No, it does not, it comes before summer.



IT RAINS.



THE WIND BLOWS!

I.

ai five	ou nose	ɔ not	ɔ: door	u: blue	au cow
---------	---------	-------	---------	---------	--------

sky	show	hot	short	do	out
light	blow	from	before	fruit	cloud
nine	cold	to-morrow	Autumn	moon	count

2. Summer, winter, very, umbrella, eleven, together.

GRAMMAR

INTERROGATIVE AND NEGATIVE FORMS :

	Affirmation	Negation	Question
1st p.	I take	I do not take	Do I take?
3rd p.	he takes	he does not take	Does he take?
1st p.	we take	we do not take	Do we take?
2nd p.	you take	you do not take	Do you take?
3rd p.	they take	they do not take	Do they take?

HOME PREPARATION

I. NEW WORDS.

Adjectives	Adverb	Verbs	Nouns
blue	very	to rain	season cloud
long short		to blow	spring wind
hot cold		to shine	summer umbrella
			autumn flower
			winter fruit

II. LESSON DRILL.

34. Questions. — When are the nights long? What season comes after spring? When does winter begin? When is it hot? In what seasons does it rain? How many seasons are there in a year? What is the opposite of *long*? When do you take an umbrella? Does the sun shine when the sky is dark?

35. Turn into : a) the interrogative, b) the negative. — You take an umbrella when the sun shines. The wind blows this morning. The sun shines at night. We sit on the floor. The pupils rub out with a pen.

Read aloud, then write down in ordinary spelling:

'o:gəst, wɒtʃ, 'kʌmpəs, 'minit, i:st, 'wenzdi, 'kæлиндə,
'ɑ:ftə, ʃou, ʌm'brelə, nait, jiə:, lɒŋ, fɑ:st, dʒu'lai, kə'rekt,
mʌnθ, fə:st, 'dʒænjuəri, 'θə:zdi, lɑ:st, 'flaʊə, ʃain, 'eiprəl,
'hɑ:fə'nauə, 'hɑ:fpɑ:st'θri:, gud'ɑ:ftənu:n.

VERSE

HOW MANY?

1. *How many seconds in a minute ?
Sixty and no more in it.*
2. *How many minutes in an hour ?
Sixty for sun and shower.*
3. *How many hours in a day ?
Twenty-four for work and play.*
4. *How many days in a week ?
Seven both to hear and speak.*
5. *How many months in a year ?
Twelve the almanack makes clear.*
6. *How many years in an age ?
One hundred, says the sage.*
7. *How many ages in time ?
No one knows the rhyme.*

(Christina Rossetti.)

HICKORY, DICKORY, DOCK



Hick_o_ry, Dick_o_ry, Dock! The



mouse ran up_ the clock. The clock struck one, The



mouse ran down. Hick_o_ry, Dick.o_ry, Dock!

WHAT USE IS A CALENDAR ?

Robert looks at the calendar when the new year begins. Then he takes a pen and ink : he blots out the school-days; the sun does not shine on a school-day, it shines only on holidays !

How many holidays in a week? only two. Then Robert writes 195 in front of January 1st, 194 in front of January 2nd, 193 in front of January 3rd ... and number 1 comes in front of July 13th; then the school year ends and the long summer holidays begin.

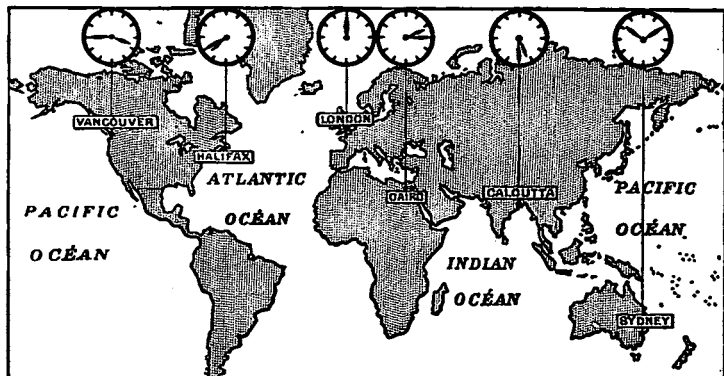
— EXERCISES —

35. Turn into the plural. — There is a lamp on the table. I am a boy. A night is short in summer. The star shines at night. You are not a school-girl.

37. Turn into the singular. — Boys write with pens. The windows are shut. They come from school at 4. We draw lines on the blackboard. They do not open the door.

38. Turn : 1) into the interrogative. 2) into the negative. — Monday is a holiday. Jack sits in the class-room. I am old. The sun shines hot in winter. A child is big. We are in the moon. There are 5 seasons in a year. There is one star in the sky. They go to school on Sunday. Afternoon comes after evening.

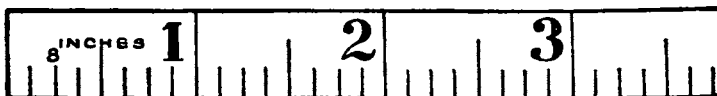
39. Complete with prepositions. — It is 5 ... the clock. January comes ... December. We go to school ... 8. There is a holiday ... Thursday. We come ... school ... a quarter ... eleven. I rub out ... a rubber. The sun shines ... the sky. Tuesday is ... Wednesday.



MEASURES AND SHAPES



1. This is a **French** ruler. There are **centimetres** on it.



This is an **English** ruler. There are **inches** on it.
12 inches make one **foot**. 3 feet make one **yard**.

2. I take a ruler. I **measure** the table: it is 4 feet **long**,
2 feet 8 inches **wide**, or **broad**, and 2 ft 4 ins **high**.
How long is the wall? How high is the door?

3. Fred's ruler is not wide, it is **narrow**.
The chair is not high, it is **low**.
Paper is **thin**, but a book is **thick**.

4. The class-room is 30 ft long and 20 ft wide; it is
rectangular. The window on page 14 is 4 ft high and
4 ft wide, it is not rectangular, but **square**.

A **ball** is not square, it is **round**.
What **shape** is a pencil? it is round, long and **sharp**.

5. I draw a **straight** line with a ruler.
I draw a **curved** line with **compasses**.
Look at the three **men**:



Mr Scrooge



Mr Pickwick



Mr Snodgrass

is **bent**, not curved! is **stout**, not round! is **tall**, not high!

1.

white	tall	how	inches	thin
wide	ball	stout	compasses	thick
high	broad	round	watches	thank

2. square (skwɛə) straight (streit) rectangular (rek'tæŋgjələ)
 curved (kə:vd) measure ('meʒə) centimetre ('senti'mi:tə)

GRAMMAR

1. — PLURAL OF NOUNS

- a) One foot; two feet. A man; three men: *no s.*
 b) One inch, four inches. A watch, two watches.

NOTE : *The mark of the plural is es after ch and x.*

2. — IDIOMS WITH "TO BE."

How long is my pencil? My pencil is 4 inches long.
 cf: How old is this girl? This girl is 12 years old.

RULE : *Use to be for age and measures.*

HOME PREPARATION

1. NEW WORDS.

Verb	Nouns	Adjectives	
to measure	compasses yard	French long ≠ short	
<i>Idioms</i>	measure ball	square wide } ≠ narrow	
the door is 7 ft high	foot, feet shape	round broad }	
how tall are you ?	man, men inch	tall high ≠ low	
what shape is a book?		stout thin ≠ thick	
		bent curved ≠ straight	
		sharp rectangular	

II. LESSON DRILL.

42. Questions. — How many inches make one foot ? How many inches are there in 3 feet ? in 2 feet 5 inches ? How long is your copy-book ? How high is the chair ? How wide is your English book ? Is a pencil long ? Are days long in Winter ? What use are compasses ? Is Mr. Snodgrass short and stout ? Is Mr. Pickwick tall and thin ?

43. Turn into the plural. — The man measures the wall with a long ruler. An inch is a measure. A boy goes fast when he is not stout. A child is small, he is not big. A foot is an English measure, so is a yard. A watch shows the time. An old man is bent. There is a black pencil on the desk. How long is your ruler ? Is a ball square ?

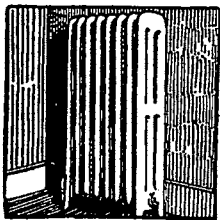
WHAT THINGS ARE MADE OF

1. We are in the schoolroom. The walls of the schoolroom are made of brick or stone. Brick is red, stone is white.

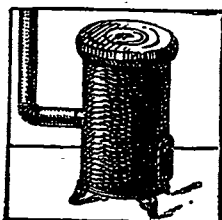
The ceiling is made of white plaster, and the floor is made of brown wood.

2. What are the windows and the door made of?

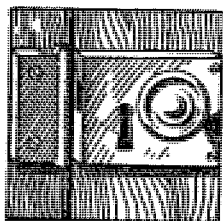
The windows are made of wood and glass. The door is made of wood; but the lock is made of iron; so is the radiator (or the stove). Iron is a metal.



A RADIATOR.



A STOVE.



A LOCK.

3. Is the pen made of iron? No, it is not; it is made of steel; so is the knife.

Many things are made of iron and steel; they are very useful metals.

4. This watch is made of silver. Silver is white.

The nib of my pen is made of gold. Gold is yellow. Silver and gold are precious metals.

Brass is yellow; but it is not a precious metal. It is a common metal.

The electric lamp is made of glass and brass.

5. Your bag is made of leather.

Your books are made of paper, but the covers are made of cardboard.

Metals, stone and glass are hard. The opposite of hard is soft.

1.

ei <i>cake</i>

ɑ: <i>car</i>

ou <i>nose</i>

u <i>put</i>

ʌ <i>but</i>

- | | | | | |
|----------|-------|-------|------|--------|
| shape | brass | gold | foot | come |
| made | glass | stone | good | cover |
| radiator | hard | stove | wood | rubber |
2. silver, metal, plaster, cardboard, useful, opposite
3. iron ('aɪən) precious, ('preʃəs) leather, ('leðə)

GRAMMAR

1. — PLACE OF PREPOSITION

What is the table made of? = Of what is the table made?

NOTE: *The place of the preposition is before 'what', or at the end of the clause.*

3. — OMISSION OF "THE".

Iron is a metal. Paper is thin. Gold is precious.

Rule: *No article the when the noun is not determined.*

HOME PREPARATION

I. NEW WORDS.

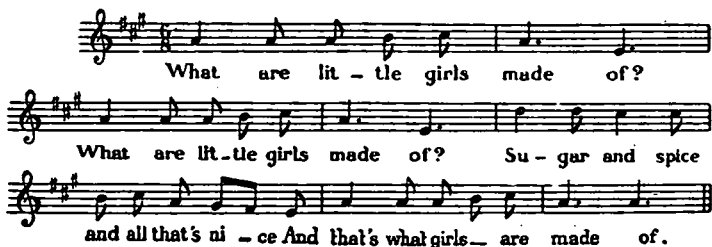
	<i>Adjectives</i>		<i>Nouns</i>	
<i>Verb</i>	precious	metal	wood	leather
to make	useful	iron	bag	nib
	common	steel	stone	stove
<i>Past participle</i>	hard ≠ soft	brass	plaster	lock
made		silver	glass	cover
		gold	cardboard	opposite

II. LESSON DRILL.

44. Questions. — What are the walls made of? Is the door made of plaster? What things are made of iron? What metals are useful? What is the master's watch made of? Is wood a metal? What colour are brass and gold? Is brass a precious metal? What is steel? Is your pen made of gold? Is the sponge hard? What is the use of steel? of wood? of glass?

45. Complete. — ... is a yellow metal. Stone is white, and ... is red. ... and ... are precious metals. The lamp is made of ... and ... What is the pen made ...? The door ... made of wood. Locks ... made of iron. The cover of my book is ... of cardboard.

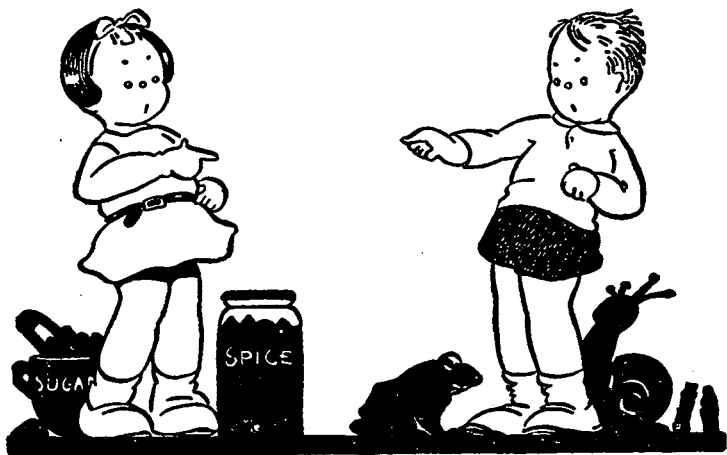
A NURSERY RHYME



*What are little boys made of ?
 What are little boys made of ?
 Frogs and snails and little dogs' tails,
 And that 's what boys are made of !*

*What are young men made of ?
 What are young men made of ?
 Sighs and leers and crocodile tears,
 And that 's what young men are made of !*

*What are young women made of ?
 What are young women made of ?
 Ribbons and laces and sweet pretty faces,
 And that 's what young women are made of !*



a) *Read aloud and write down in ordinary spelling;*

b) *Pick up the unaccented ə sounds and find what letters they correspond to.*

skwɛə, fut, 'kʌlə, 'θæŋkjʊ, 'metəl, 'kɒmən, 'prefəs. naif, glɑ:s, 'ju:sfʊl, aiən, 'ru:lə, 'ɪntʃɪz, streit, 'kʌvə, 'ɔpəzɪt, tɔ:l, jɔ:r, brɔ:d, 'kʌmpəsɪz, θɪk, 'leðə, 'mezə, pə:pl, kə:vd, wʊd.

————— DICTATION —————

A FUNNY SCHOOL-ROOM !

In my school-room there are one boy and thirty masters. The boy is old and bent; the masters are very young and small. The tables are made of silver. The masters write on the ceiling, and sit on the ink-pots. The blackboard is yellow and round; the masters write on it with black chalk. The walls are four inches high; they are made of soft glass; and the books are made of brick and stone.

Is it not a **funny** school-room ?

Correct the nonsense to give a sensible description.

————— EXERCISES —————

46. **Turn into the plural.** — An old man is bent. A child is thin, he is not stout. I write with a black pencil. A foot is an English measure, so is an inch. She does not sit on the ceiling.

47. **Turn into the singular.** — They write with sharp pencils. Children are not very tall. The paint-boxes of the school-boys are rectangular. There are locks on the door. Feet are long, but inches are short.

48. **Complete with adjectives.** — Iron is a metal. Mr. Pickwick is a man. Elephants are animals. Silver and gold are metals. The school is made of brick and stone.

49. **Turn into the possessive case.** — The book of Jack is thick. The colour of Jumbo is grey. The blue pencil of Jane is short. The school of Fred is made of brick. The yellow ball of Baby is under the chair. The door of Mr. Pickwick is narrow. The stove of old Mr. Scrooge is cold. Give me the rubber of William. I take the ball of Henry. This is the chair of big Mr. Brown.

50. **Compare.** — (Ex: paper is white, so is chalk; or: paper is white, the ink is not). The *chalk* and the *ceiling* (with: white). A *ruler* and a *pencil* (with: very long). A *clock* and the *moon* (with: round). An *elephant* and a *cat* (with: big). The *table* and the *floor* (with: made of wood).

THE BODY

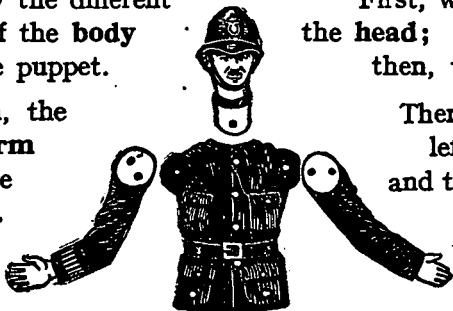
1. To-day, we make a puppet. A policeman puppet!
First, we take a piece of cardboard and a pencil.

We draw the different
parts of the body
of the puppet.

First, we draw
the head;
then, the neck.

2. Then, the
right arm
and the
right hand.

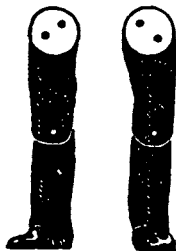
Then, the
left arm
and the
left hand.



Then the trunk.

A hand has four fingers and one thumb.

3. Now, we draw
the right leg
and
the right foot.



And then,
the left leg
and
the left foot.

At the end of the legs are the feet. A foot has 5 toes.



he stands;



he walks;



he runs;



he kicks.

4. When I write, I hold my pen in my right hand, and I put my left hand on my blotting-paper.

I.

α: car	e bed	i sit	i: beef	ou nose	ʌ but
--------	-------	-------	---------	---------	-------

arm	then	kick	feet	toes	trunk
hard	head	silver	piece	goes	thumb(b)
plaster	neck	finger	policeman	shows	puppet

GRAMMAR

TO HAVE

	Affirmation	Negation	Question
1st p.	I have	I have not	have I?
3rd p.	she has	she has not	has she?
1st p.	we have	we have not	have we?
2nd p.	you have	you have not	have you?
3rd p.	they have	they have not	have they?

HOME PREPARATION

I. NEW WORDS.

<i>Nouns</i>				<i>Verbs</i>	
part	body	arm	leg	to kick	to walk
end	head	hand	foot	to hold	to run
puppet	neck	finger	feet	to put	to stand
policeman	trunk	thumb	toe		
				<i>Adjectives</i>	
				right ≠ left	

II. LESSON DRILL.

51. Questions. — Where is the hand? How many toes have you? And how many fingers? Where is the neck? Has a man 4 feet? What has 4 legs? What are the parts of the body? of the hand? What is the use of your legs? of your feet?

52. Turn: 1) into the negative, 2) into the interrogative. — We have 4 legs. Jack is a small boy. You are old. The cat has 2 hands. There are 3 doors in the school-room. The hand has 5 fingers. I am a man. We have sharp pencils. The thumb is long. Winter is hot.

THE FACE

1. This is the **top** of my head. On the top, there is **hair**. The hair is dark, or light (**fair**), or red, or black.
2. Look at the three faces! They are **funny**!



This girl has
2 big, round eyes!



This man has
a big, open mouth!



This man has
a big, sharp nose.

3. On the right and left of the nose are the **cheeks**. The nose is between the eyes.



A HIGH FOREHEAD!

On the right and on the left
of the face are the ears.

Above the eyes is the **fore-
head**. Under the mouth is
the **chin**.



AND A SHARP CHIN!

4. The parts of the mouth are: a **palate** and a **tongue**, two red **lips** and 28 or 32 white **teeth** (singular: **tooth**).

5. With my eyes, I **see**. With my ears, I **hear**.
What do I do with my nose? I **smell** with my nose.
I **speak** with my tongue and lips.
I **taste** with my palate and tongue.
With what do you hear? What do you smell with?
What do I do with my tongue? with my eyes?

1.

eɪ <i>cake</i>	θ <i>thing</i>	iə <i>dear</i>	aɪ <i>five</i>	h <i>hat</i>	tʃ <i>chair</i>
----------------	----------------	----------------	----------------	--------------	-----------------

face	tooth	year	right	hot	chin
shape	teeth	ear	side	hair	cheek
taste	mouth	hear	eye	hear	child

2. forehead, ('fɒrɪd) palate, ('pælit) tongue, (tʌŋ).

GRAMMAR

TO DO

	1st person	2nd person	3rd person
<i>Singular</i> .	I do	. . . . .	he does
<i>Plural</i> . .	we do	you do	they do

1. What **do** you see? **do** = *auxiliary verb* (cf § 54)
2. What do you **do** with your eyes? I see with my eyes.
What do we **make** with wood? We make tables.

NOTE: *to do* (*faire, sens abstrait*); *to make* (*faire, fabriquer*).

HOME PREPARATION

I. NEW WORDS.

<i>Adjectives</i>	<i>Verb</i>	<i>Nouns</i>
funny	to see	top eye
fair ≠ dark	to hear	mouth
	to smell	tongue lip
	to taste	palate teeth
	to speak	tooth
	to hold	
		nose chin

II. LESSON DRILL.

53. Questions. — With what do you see? Where is the nose? What is under the nose? What colour is your hair? What do you do with your ears? What are the parts of your mouth? How many teeth have you? What is the singular of *teeth*? What is the use of your lips? of your tongue and palate? Where are your cheeks? What is between the hair and the nose?

54. Turn into: 1) the interrogative, 2) the negative. — We go to school in the evening. You have good pens. The boys make a puppet. The wind blows to-day. I see with my ears. He opens the door. The dog speaks. The master runs in the school-room. Pussy and Fido are at school. It rains in the class-room.

OUR CLOTHES



1. On his body, a boy wears a shirt. The sleeves of his shirt cover his arms. Round his neck, he has a collar and a tie. On his legs, he wears long trousers or shorts.

On his feet, he wears socks or stockings, and a pair of shoes. Socks are short, stockings are long.

2. Over his shirt, he wears a coat.

When he goes out, he wears a raincoat or an overcoat.

On his head, he wears a cap; a man wears a hat. But now, many boys and men go out without a hat on.

A dog does not wear clothes, but a collar round its neck.

3. On her body, a girl wears underclothes.

Then, she wears a dress, or a blouse and a skirt.

When they go out, women and girls wear coats over their dresses, hats on their heads and gloves on their hands.

4. At night, we take off our clothes and put on our pyjamas. In the morning, when we get up, we take off our pyjamas and put on our clothes.

The clothes of men and boys have many pockets.

I.

au cow

u: blue

ə where

i sit

ə: fur

our blouse trousers	do tooth shoe	wear pair their	his women lip	girl shirt skirt
---------------------------	---------------------	-----------------------	---------------------	------------------------

2. pyjamas (pə'dʒɑ:məz) clothes (klouðz) gloves (glʌvz).

GRAMMAR

POSSESSIVE ADJECTIVES

1. . . .	I	wear	a collar round	my	neck.
	he	wears	a collar round	his	neck.
3. . . .	she	wears	a collar round	her	neck.
	it	wears	a collar round	its	neck.
1. . . .	we	wear	collars round	our	necks.
2. . . .	you	wear	collars round	your	necks.
3. . . .	they	wear	collars round	their	necks.

NOTE! *In the 3rd person singular, the gender of the possessive adjective varies with the gender of the possessor.*

HOME PREPARATION

I. NEW WORDS.

Verbs		Nouns		
to wear	shirt	shorts	clothes	collar
to cover	trousers	coat	raincoat	tie
to go out	sleeve	sock	overcoat	cap
to take off	dress	stocking	pocket	hat
to put on	skirt	pair	shoe	glove

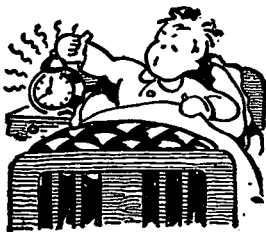
Prepositions : round, without

II. LESSON DRILL.

55. Questions. — What do you wear on your feet? When do you wear a raincoat? Do you wear shorts or trousers? What is under the coat? What use are the sleeves? What does a man wear on his head? Does a girl wear a shirt? Do women wear trousers? What do we put on at night? Does a girl wear an overcoat?

56. Complete with possessive adjectives. — I open ... book. A boy wears shoes on ... feet. We wear ... hats on ... heads. Mary has a blue tie round ... neck. Do children see with ... mouths?

A SCHOOLBOY'S DAY



JACK WAKES UP.



JACK WASHES.

1. It is 7 in the morning; Jack is in bed.
He hears the **alarm clock**, he **wakes up**.
He opens his eyes, and he **gets up**.

When he is up, he **washes** his face, his arms, etc...
Then he **dresses**, he puts on his clothes, and his shoes.

2. When he is ready, he **goes down** to breakfast.
After breakfast, he takes his school things, then he
goes to school.

At school, he **works** with the other boys.
Between the classes, he **plays** in the playground.

3. At 4, school is **over**. Jack comes back **home**.
When he is at home, he does his **prep**. Other boys do
their prep at school.

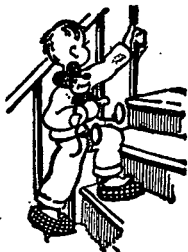
4. In the evening, he has his **dinner**.
Then he **goes up**
to his room.

He **undresses** and
goes to bed.

He **puts the light**
out, shuts his eyes and
goes to **sleep**.



JACK DOES HIS PREP.



JACK GOES TO BED.

I. e: fur	ɔ not	ʌ but	au cow	final z	e bed
bird	sock	up	out	washes	head
shirt	off	other	down	dresses	ready
work	wash	undress	ground	classes	breakfast

GRAMMAR

COMPOUND VERBS



His hat is **on** his head.
On is a preposition.



He **puts on** his hat.
On is an adverb.

NOTE: In a compound verb, the *adverb* is important.

HOME PREPARATION

I. NEW WORDS.

Adverbs	Nouns	Verbs
over, back	bed	to wash
up ≠ down	alarm clock	to wake up ≠ to go to sleep
in ≠ out	dinner	to get up ≠ to go to bed
on ≠ off	breakfast	to dress ≠ to undress
	playground	to go down ≠ to go up
		to work ≠ to play
		to put the light out
<i>Adjectives</i>		
ready, other		

II. LESSON DRILL.

57. Questions. — What is the opposite of *to go to sleep*? At what time do you get up? What do you do at 8? What do you do when you are up? When do you undress? Where do you do your prep? What do you do at school? in the play ground? What is the opposite of *at school*? of *walk up*? What do you do in the evening? after dinner? when the light is out? What is the last thing a boy does?

58. Complete. — We get ... in the morning. I come ... home at 4. Jack goes ... to breakfast. When I see the master, I take ... my cap. In the day, the lights are ...

Read aloud, and write down in the ordinary spelling!

pə'li:smən, mauθ, teist, wɔʃ, ə'lɑ:m, tou, tʃɪn, sli:vz,
 θʌm, 'fɒrɪd, 'wɪmɪn, 'fɪŋgə, tu:θ, 'jestədi, pə'dʒɑ:məz, 'brekfəst,
 'pælit, fut, spi:k, tai, klouðz, 'redi, 'klɑ:sɪz, ði'aiz,
 hi'gouztrʊ'sli:p.

VERSE

TIMOTHY TIM

I. O Timothy Tim

*Has ten pink toes
 And ten pink toes
 Has Timothy Tim.
 They go with him
 Wherever he goes,
 And wherever he goes,
 They go with him.*

2. O Timothy Tim

*Has two blue eyes,
 And two blue eyes
 Has Timothy Tim.
 They cry with him
 Whenever he cries,
 And whenever he cries,
 They cry with him.*

3. O Timothy Tim

*Has one red head,
 And one red head
 Has Timothy Tim.
 It sleeps with him
 In Timothy's bed,
 Sleep well, red head
 Of Timothy Tim.*

(A. A. MILNE.)

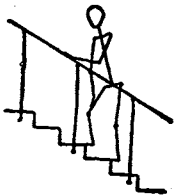
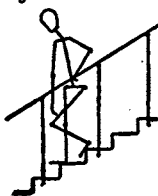
PREPOSITIONS AND ADVERBS



Where are they ?



What do they do ?



What does he do ?

FROM SLEEP TO WORK

Now, Winter begins. Robert and Fanny Martin go to school. They get up at seven in the morning: it is dark. Robert switches on the light, but his eyes are not wide open. He gets up but does not see his socks; they are not on the chair, not on the table: they are under his bed! Now, he puts his trousers over his head and his left shoe on his right foot: wake up, Robert!

In her bedroom, Fanny dresses. It is cold, the sky is grey. She looks at her clothes: what do I wear this morning? my blue coat and new hat? But oh! it rains! Raincoat yesterday, raincoat to-day, no end to raincoats in this season ...

Now, the children come down, breakfast smells good. Robert's eyes are open, now, and so is his mouth for breakfast! "Are you ready, children? Have you all your things, Fanny? Robert, where are your books? you do not see your school-bag? here it is, at the door. Now, go to school, quick!"

EXERCISES

59. Turn : 1) into the interrogative, 2) into the negative. — We wear our clothes in bed. Children work in the play-ground. The shoes are under the socks. We taste with our eyes. You hear the alarm clock in the evening. The boys speak in the schoolroom. The master plays in the play-ground. We take our dinner at 8 in the morning. Men kick with their hands. The hand has 6 fingers.

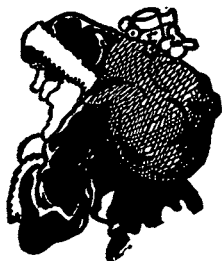
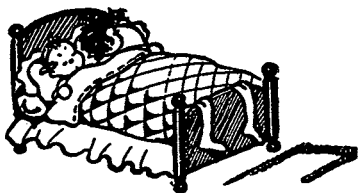
60. Complete with possessive adjectives. — I wear ... hat on ... head. The mistress sits in ... chair. Fred and I have ... dinner at 7. You do not wear ... clothes in bed. In the evening, Jane does ... prep. Fred has no hair on ... chin. Men wear trousers on ... legs. A rabbit has no clothes: but ... hair is a soft Winter coat. Give me ... pen.

61. Turn into the plural. — I take my umbrella when it rains. The boy hears the alarm clock. Does he get up at 7? I am ready at a quarter to 8. Has a boy 4 legs?

62. Turn into the singular. — The boys do their prep at home. Girls do not wear overcoats. We stand on our legs. You wear caps on your heads. Animals do not take umbrellas when it rains.

63. Correct the nonsense. — A dog wears a collar round its nose. I undress when I get up. Girls put on their gloves when they go to bed. I put on my raincoat under my coat. I go to bed in the morning. Fred goes to school on Sunday and Thursday. We write with our left hands. The lights are on in the day. Boys wear skirts in winter. We see with our noses.

CHRISTMAS



1. The 25th of December is a **great festival**.

It is **Christmas** (or **Xmas**).

On Christmas Eve (i. e. the 24 th of December), French children put their shoes in front of the **fireplace** but English children **hang** their stockings at the foot of their beds.

2. **During** the night, **Santa Claus** comes down the **chimney**, and **brings presents** to the children.

When a boy is **good**, Santa Claus brings **him** a **bicycle** or a **Meccano set**, or a **boat**, or a **motor-car**, or an **aeroplane**.

3. When a girl is good, Santa Claus brings her a **doll**, or a **doll's dinner-set**, or a **tea-set**.

The shoes or stockings of good children are **full** of presents and **toys** on Christmas morning.

But when you are **naughty**, your shoes are **empty**, because Santa Claus does not come.

4. On Christmas Day, there is sometimes a Christmas **tree** with **toys**, **stars** and **crackers** on its **branches**.

Before Christmas, the children and the parents **decorate** all the rooms with branches of **green holly** and **mistletoe**.

- I. ou nose i: beef ei cake tʃ chair ŋ long

cold	Eve	wake	children	hang
boat	tea	great	chimney	sing
motor	tree	wait	branches	bring

2. festival, Meccano, aeroplane, sometimes, decorate.
 3. parent ('peərənt), bicycle ('baisɪkl), mistletoe ('mɪsltu) Santa Claus ('sæntə'klɔ:z), Christmas ('krɪsməs).

GRAMMAR

PERSONAL PRONOUNS

Ex : We see **him**. *We is subject, him is object.*

	<i>Singular</i>				<i>Plural</i>		
<i>Subject</i>	I	he	she	it	we	you	they
<i>Object</i>	me	him	her	it	us	you	them

HOME PREPARATION

I. NEW WORDS.

Verbs

to hang, to bring

Adjectives

great
 full ≠ empty
 good ≠ naughty

Nouns

Christmas	toy	tree	presents
festival	boat	branch	bicycle
parents	set	cracker	aeroplane
fire-place	doll	holly	motor-car
chimney		mistletoe	<i>Adverb</i>
			sometimes

II. LESSON DRILL.

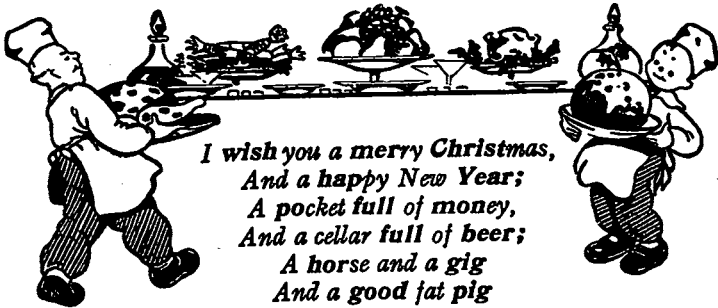
64. Questions. — What is December 25th ? What is Christmas ? Do English children put their shoes in the fire-place ? Does Santa Claus bring toys to naughty children ? What do you see on a Christmas tree ? With what do girls play ? What day is Christmas this year ? What colour is holly ? and mistletoe ?

65. Complete with pronouns. — Do you see ... (Robert) ? Jane is naughty, I shall bring ... rods ! We have no pens, give ... pencils. Where is your school ? Show ... to ... Your hands are black, wash ...

66. Translate into English. — Je vous entends. Il la voit. Ouvrez la porte; fermez-la. Montrez-moi votre poupée. Nous voyez-vous ?



CHRISTMAS DAY



*I wish you a merry Christmas,
And a happy New Year;
A pocket full of money,
And a cellar full of beer;
A horse and a gig
And a good fat pig
To kill next year:*

Please, give me a Christmas box!

1. On Christmas morning, the children run to see what there is in their shoes or stockings. Then, they wish their parents a merry Christmas and show them good Santa Claus's presents.

The parents are pleased to see their children's joy.

2. On Christmas Day, there are many people in an Englishman's house.

He invites his family and friends to the Christmas dinner. They all sit around the table for the traditional Christmas menu: a turkey or a goose, and they end with the traditional pudding.

3. Many friends write letters, or send Christmas cards to wish the family a merry Christmas.

In France, we receive our friends' good wishes for a "Happy New Year" on the 1st of January.

4. During Christmas time, groups of men, women and children, (or waits), go from house to house, and sing Christmas carols before every house: they receive a Christmas Box (a small present).

1.

i	beef
---	------

e	bed
---	-----

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

final	i
-------	---

f	shut
---	------
- pleased pleasant goose merry wish
 people friend shoe every show
 receive every group family tradition
2. invite (in'vait), turkey ('tə:ki), menu ('menju:), all(ɔ:l).

GRAMMAR

1. — POSSESSIVE CASE (cf. p. 37).

- a) *Singular.* The book of a pupil . . = a pupil's book.
 The book of the mistress = the mistress's book.
- b) *Plural.* The books of the men . = the men's books.
 The books of her pupils. = her pupils' books.

NOTE : *singular and plurals not in s: apostrophe + s.*
plurals in s: only an apostrophe.
no possessive case for inanimate objects.

2. ALL, EVERY

Compare: All the pupils are present. Every pupil is present.

HOME PREPARATION

I. NEW WORDS.

	Nouns		Verbs		Adjectives
people	joy	turkey	to wish		every, all
family	card	goose	to invite		merry
friend	wait		to send		pleased
house	carol	pudding	to receive		traditional
			to sing		happy
					new

II. LESSON DRILL.

67. Questions. — What do children say to their parents on Xmas morning? What people come to the Xmas dinner? What is the menu of a Xmas dinner? What do you send to your friends at Xmas? What do the waits do on Xmas-Day? When do the French give presents? When does the New Year begin? and the old year end?

68. Turn into the possessive case. — The cap of the boy. The umbrella of a woman. The shoes of girls. The clothes of her children. The English books of the pupils. The legs of this big elephant. The house of my friend. The legs of the table. The joy of our parents. The plural of verbs.

CHRISTMAS WEATHER



1. During Christmas time, the **weather** is generally cold and dark. It **often** rains and it sometimes **snows**.

The children are **so** pleased when the white **snow** falls from the sky : it is great **fun** to see the **snow-flakes** falling, falling, and covering the ground and houses and trees! With this snow, the children **can** make snow-balls and snow-men.

2. When it is very, very cold, it **freezes** and the ground is hard and **dry**.

When it freezes hard, there is **ice** on the **surface** of the **lakes**, and it is great fun **for** the children to **skate** or **slide** on the ice.

3. When it rains, it is not very cold, but the ground is very **muddy**. It is **unpleasant** to walk in the **rain** and **mud** and to hold up an umbrella, **especially** when the wind blows.

4. In **England**, it is often **foggy**: **fog** in London is sometimes yellow and thick. When it is very thick, motor-cars and **trains** cannot run and children do not come to school **in time**: they are **late**.

e <i>bed</i>	ɔ <i>not</i>	ɔ: <i>door</i>	ə: <i>fur</i>	ð <i>this</i>
present every weather	box of(t)en foggy	fall ball walk	first turkey surface	with their weather

GRAMMAR

I. A DEFECTIVE VERB : I CAN

<i>affirmation</i>	<i>negation</i>	<i>question</i>
I can walk he can walk	I cannot walk he cannot walk	Can I walk ? Can he walk ?

- NOTE : 1. no *s* in the 3rd person singular.
 2. no *do* in the negative and interrogative forms.
 3. no *to* between *can* and the infinitive (I can walk).
 4. write *cannot* in one word only.

2. THE PRESENT PARTICIPLE

See the white snow falling from the sky !

RULE : *ing* is the mark of the present participle.

HOME PREPARATION

I. NEW WORDS.

<i>Adjectives</i>	<i>Nouns</i>	<i>Adverbs</i>	<i>Verbs</i>
dry foggy	weather lake	so	to snow
muddy late	snow rain	often	to fall
pleasant ≠ unpleasant	flake fog	especially	to freeze
	Ice mud	in time ≠ late	to skate
	<i>idiom</i> : it is great fun		to slide

II. LESSON DRILL.

69. Questions. — In what season does it snow ? What can you make with snow ? Where do people skate ? Is it often foggy in France ? What colour is pea-soup fog ? When is it muddy ? Does it freeze to-day ? Are you in time when you come to school at 20 to 9 ?

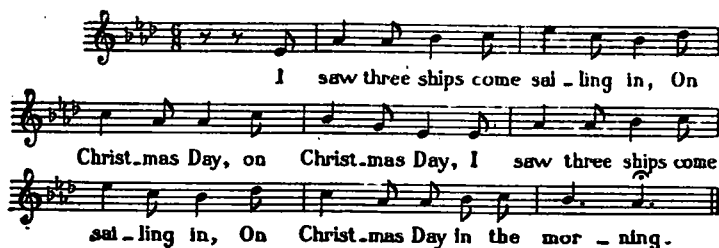
70. Turn into the present participle. — To open, to decorate, to bring, to be, to give, to work, to play, to switch, to hang (see page 176. § 80).

Read aloud, then write down in the ordinary spelling:

'weðə, pli:zd, siŋ, 'ofn, 'plezənt, greit, is'pefəli, 'nɔ:ti,
ais, ə'gein, 'krisməs, dʒɔi, 'tə:ki, 'mʌdi, frend, 'misltou,
'fɔgi, 'baisikl, 'puðiŋ, gu:s, ə'mju:ziŋ, ɔ:l, 'brɑ:ntʃiz, — gud
'sæntə 'klɔ:siz 'prezənts, ai'wiʃju ə'meri 'krisməs.

A SONG

AN OLD CAROL



I saw three ships come sail - ling in, On
Christ - mas Day, on Christ - mas Day, I saw three ships come
sail - ling in, On Christ - mas Day in the mor - ning.

2. *Pray whither sailed those ships all three,
On Christmas day, on Christmas day,
Pray whither sailed those ships all three,
On Christmas day, in the morning?*
3. *O they sailed into Bethlehem,
On Christmas day, on Christmas day,
O they sailed into Bethlehem,
On Christmas day, in the morning.*
4. *And all the bells on earth shall ring,
On Christmas day, on Christmas day,
And all the bells on earth shall ring
On Christmas day, in the morning.*
5. *Then let us all rejoice amain,
On Christmas day, on Christmas day,
Then let us all rejoice amain,
On Christmas day, in the morning.*

(OLD CAROL.)

SHOES OR STOCKINGS ?

Now comes the end of December, and Christmas. Robert and Fanny are pleased. No school for three weeks; and then presents, and visits, and toys. But Fanny is eleven and Robert is twelve; they are not young children, and a question comes to Robert's lips: Does Santa Claus come down the chimney for old boys and girls? What use are shoes in the fire-place when Santa Claus does not come? 1 5

Fanny also has a question at the back of her head. She and Robert are French children, but their home is in England. An English Santa Claus looks for the children's stockings at the foot of their beds, and a French Santa Claus for their shoes before the fire-place. What then? 10

Robert says: 'We can have our stockings and also our shoes ready!' That is a good idea! And when the children wake up on Christmas morning, their shoes and their stockings are full of presents and toys from the French and the English Santa Clauses, the two of them! 15

EXERCISES

71. Replace the italicized words by personal pronouns. — *Fanny sends a letter to her mother. The parents receive letters. Christmas is on December 25th. The waits sing at the door. Mr. Martin gives Robert a new bicycle. Jane and I go to school together. We write to our friends for New Year's Day. Jack Scott invites Robert.*

72. Turn into the plural. — He gives me a present. Her child is naughty. A good boy receives a Xmas box. The wait sings his song. I show him my bicycle. Santa Claus brings me a doll. Her parents give her many toys. I hang my stocking at the foot of my bed. She sends me a Christmas card. An Englishman invites his friends on Christmas day.

73. Replace all by every, and vice-versa, making the necessary changes. — All boys wear shoes. Every pupil has a pen. All the waits receive Christmas boxes. All the days in the year have 24 hours. Santa Claus gives presents to every child.

74. Turn into the possessive case. — The toys of the children are on the floor. The desk of the master is high. The name of our mistress is Miss White. The shoes of school-boys are made of leather. I take the pen of my sister. The books of the pupils are open. This is the hat of a girl. The umbrella of mother is small. I do not see the brother of my friend. The nose of an elephant is long.

THE SCOTT FAMILY



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FIRST MATRON. — "AND IS THIS ALL YOUR FAMILY, MRS. BROWN?"

SECOND MATRON. — "ALL AT PRESENT, MRS. JONES; FOUR GIRLS AND A BOY;
AT LEAST THE BABY OF HIM."

1. Henry, Jack and Jane Scott are the children of Mr. and Mrs. Scott.

Who is Mr. Scott? He is their **father**.

Who is Mrs. Scott? She is their **mother**.

The children call their father **Daddy** and they call their mother **Mummy**.

2. Jack is the **son** of Mr. and Mrs. Scott.

Jane is their **daughter**.

Henry is the **brother** of Jane. Jane is his **sister**.

Mr. Scott is Mrs. Scott's **husband**. He is a man.

Mrs. Scott is Mr. Scott's **wife**. She is a woman.

3. What is Mr. Scott? He is an **engineer**.

What does he do? He **earns money** for his family.

What does Mrs. Scott do? She works at home and **looks after** her husband and her children.

The children **love** and **obey** their parents.

1. ɔ: door ʌ but ə: fur ɑ: car

wall	son	mother	girls	after
call	love	brother	earns	master
daughter	money	husband	works	father

2. engineer (endʒi'niə) wife (waif) obey (o'bei)

GRAMMAR

1. — USE OF "A, AN."

My father is a doctor. Mr. Scott is an artist.

RULE : Use a or an before a noun attribute.

2. — INTERROGATIVE PRONOUNS

Compare: Who is this man? — He is Mr. Scott.

What is Mr. Scott? — He is an engineer.

HOME PREPARATION

I. NEW WORDS.

Nouns			Verbs		Prepositions
father	husband	son	to love	to call	for
mother	wife	daughter	to obey	to earn	
Daddy	brother	engineer	to look (after)		
Mummy	sister	money			

II. LESSON DRILL.

75. Questions. — What is your father's name? Who is your mother? What is she? Have you brothers and sisters? Who is your mother's husband? What are you? What is the masculine of Mummy? the feminine of son? Are you the son or the daughter of your parents? What does your father do for you? What does your mother do? What do you do for them?

76. Complete. — Mr. Martin is the ... of Mrs. Martin. Jane is the ... of Jack. Henry is the ... of Jane. Mrs. Scott is the ... of Mr. Scott. Robert is the ... of Mr. Martin and Jane is the ... of Mr. Scott. The children ... and ... their parents.

77. Use the correct interrogative pronoun — ... is Mrs. Scott? ... is Jack's brother? ... do you see in the schoolboy's bag? ... is your master? ... are tables made of? ... is your name? ... is Jane's brother? ... do you do on Thursdays? Look! ... is at the window?

THE HOUSE



1. A family lives in a house. A house opens on a **street** or stands in a **garden**. On the top of the walls is the **roof** made of **red tiles** or **grey slates**.

When we walk into the house, we go **through** the **front door**: we are in the **hall**.

2. There are generally **several** floors in a house; the **ground floor**, which is on the **ground**; the **first floor** which is over the ground floor, the **second floor**, etc...

In the hall are the **stairs** to go up to the first floor.

3. **Mother**, or a **servant**, prepares dinner in the **kitchen**.

We take our **meals** in the **dining room**.

The **visitors** who come to see us sit and speak with us in the **sitting room**.

Sometimes, father has a **study** where he can work.

At night, we go to sleep in our **bed rooms**, and in the morning, we wash in the **bath room**.

4. **Modern** houses have **modern conveniences**: **gas**, **central heating**, **electric light**, **telephone**, etc., which make the house very **comfortable**.

In **London** or **Paris**, which are very **large towns**, many houses have **no garden**.

i sit	i: beef	ai five	ɑ: car	ʌ but
live	meal	tile	bath	front
dinner	heating	light	father	study
visitor	convenience	dining	garden	mother

2. through (θru:) comfortable (ˈkʌmfətəbl)

GRAMMAR

1. — RELATIVE PRONOUNS

Our house has a roof **which** is made of red tiles.

The visitors **who** come to our house sit in the sitting-room

RULE : Use *who* for persons, *which* for animals and things

2. — IN, INTO

A family live **in** a house. We walk **into** the house.

Rule : Use *into* for a change of place.

HOME PREPARATION

I. NEW WORDS.

<i>Verbs</i>	<i>Nouns</i>			
to live	town	kitchen	meal	front door
to prepare	street	study	visitor	hall
	garden	dining room	convenience	ground floor
<i>Preposition</i>	roof	sitting room	heating	stairs
through	tile	bedroom.	light	<i>Adjectives</i>
	slate	bathroom	servant	large several

II. LESSON DRILL.

78. Questions. — What is a house made of? What is made of tiles? Where is the roof? Where does a house stand? Where is the 1st floor? What use is a dining room? How do we go in and out of the house? What do you see in the hall? What conveniences are there in a modern house? Where is your kitchen?

79. Complete with : a) in, into; b) who, which : a) I sit ... a chair. The boys come ... the class-room. We sleep ... our beds. We go ... the hall through the front door. The dog runs out of the house ... the street.

b) A girl ... goes to school is a school girl. A door ... is not shut is open. Jack, ... is Jane's brother, lives in London. Open the book ... is on the table. Mary is the servant ... prepares our meals.

THE HALL AND SITTING-ROOM



1. In lesson 25, there was a picture which showed the outside of a house.

We went in and visited all the rooms inside: there were the kitchen where the servant prepared the meals, the dining room where the family had their dinner, etc...

To-day, we see the furniture of the hall and sitting-room: they are the rooms which visitors see first.

2. When a visitor comes to your house, he knocks at the front-door or he rings the bell. When the door is opened he walks in.

He hangs his hat and coat on a peg, and leaves his umbrella or his stick in the umbrella-stand.

3. In the sitting room, there are pictures on the walls, a large carpet on the floor, and curtains at the windows.

There are many comfortable chairs and armchairs and small tables with flowers, lamps, photos, etc....

4. When the people of the house are musical, there is a piano; in most English sitting rooms there are a gramophone and a radio set, or a T. V. set.

When it is cold, we make a fire in the fire-place; it is pleasant so see the fire burning; but in most modern houses, heat is given by the central heating.

- I.

<i>final d</i>

<i>final t</i>

<i>final id</i>

- played called kicked looked ended visited
 rained pleased wished placed tasted invited
 obeyed received dressed wiped blotted skated
2. furniture ('fə:nitʃə) curtain ('kə:tn) piano ('pjænou)

GRAMMAR

PRETERITE AND PAST PARTICIPLE

	<i>Regular verbs</i>	<i>Irregular verbs</i>
<i>preterite. . . .</i>	She prepared dinner	It gave heat
<i>past participle.</i>	Dinner is prepared	It has given heat

NOTE: *Regular verbs take ed in the preterite and past participle. Irregular verbs have 3 forms: to give, I gave, given. The verb to be is very irregular; see p. 161.*

HOME PREPARATION

I. NEW WORDS.

<i>Nouns</i>			<i>Irregular verbs</i>		
outside	inside	picture	to ring	I rang	rung
carpet	piano	peg	to leave	I left	left
curtain	gramophone	stick	to give	I gave	given
armchair	radio set	stand	to go	I went	gone
furniture	fire, heat		to burn	I burnt	burnt
		<i>Adjectives</i>			
		most, musical			

II. LESSON DRILL.

80. Questions. — What do you do when you are at the door of a house? What do you see at the windows of a house? What use is the central heating? What do you see in the hall? What do you do with your coat? What do we make when it is cold? Where is the fire? What furniture do you see in a sitting-room? What is the difference between a chair and an arm-chair?

81. Copy out the forms of the following irregular verbs: (see page 175) to put, to shut; to get, to have, to hang, to hear, to bring, to send, to shine, to sit, to slide, to stand, to hold, to leave, to make; to freeze, to write, to speak, to rise, to take; to blow, to draw, to see, to show, to wake; to begin, to sing, to ring; to be, to do, to fall, to give, to go, to wear, to wake; to come, to run.

THE KITCHEN AND THE DINING-ROOM



1. We have breakfast in the morning, lunch at noon, tea in the afternoon, and dinner in the evening.

Before we sit down at the dinner-table to eat our meals, our food is cooked in the kitchen.

Mother cooks the food in pans and dishes.

She keeps her provisions in a cupboard.

2. The dinner table is covered with a white cloth.

We eat our food out of a plate, with a fork; we cut our meat with a knife; soup is eaten out of a soup plate, not with a fork, but with a spoon.

You drink tea or coffee out of a cup, and wine or beer out of a glass.

3. After the meals, the dirty dinner things are taken to the kitchen: they are washed up in the sink.

When the plates and glasses are clean, they are put away in the sideboard, in the dining room.

4. Yesterday, Mr. and Mrs. Scott had a friend to dinner. Look at them in the picture! They are preparing to eat their dinner and the maid is bringing in the soup.

But you do not see the children: they were not having dinner with their parents that night.

Most English children do not eat dinner with their parents, especially when there are guests.

1.

i

beef

u:

blue

aɪ

five

θ

thing

ʃ

final t
- | | | | | |
|-------|-------|-----------|-------|--------|
| eat | food | wine | cloth | wiped |
| clean | soup | dining | bath | cooked |
| meat | spoon | sideboard | tooth | washed |
2. cupboard ('kʌbəd) especially (is'peʃəli)

GRAMMAR

THE PROGRESSIVE FORM

Compare : They **take** tea every day.
 They **are taking** tea in the sitting-room.
 They **took** tea at five o'clock yesterday.
 They **were taking** tea when I came in.

NOTE : *to be* + **present participle** = **progressive form**.
 Use the *progressive form* when the action is in progress.
 No **do**, **does**, **did**, with the *progressive form*.

HOME PREPARATION

I. NEW WORDS.

	<i>Verbs</i>	<i>Adjectives</i>	<i>Nouns</i>
to keep	I kept kept	clean ≠ dirty	pan sideboard spoon
to cut	I cut cut		dish cloth wine
to eat	I ate eaten		sink plate beer
to drink	I drank drunk		maid food coffee
			guest meat glass
			lunch fork cup

II. LESSON DRILL.

82. Questions. — What is a kitchen? Where are the provisions kept? Does the maid cook our food in the hall? or in a plate? Where do the dirty dinner-things go? What are the different meals of the day? When and where do you take them? What do the French drink? What is a sideboard for? a glass? a cup? a fork? a knife? What do you drink for dinner?

83. Turn into the progressive form. — It rains to-day. Do you speak? The servant does not work. They had dinner. I went to school. He cut his meat with a knife. Did she sing? Jane did not drink tea. The boys slide in the street. We write a dictation.

THE STUDY AND THE BED-ROOMS



1. The study is the room where Father works.

He writes at his **writing table**; he switches on his **reading lamp** when it is too dark to read or write.

His books are in a **bookcase** or on **bookshelves** placed **against** the walls.

2. The bedroom is the room where we **sleep**.

We put our clothes and **linen** in a **wardrobe** or in the **drawers** of a **dressing-table**.

At night, we **lie** in our beds.

By the side of the bed is a **bed-side table**, with a lamp on it. It is very **convenient** to switch **off** the light from your bed.

3. We wash and we have **baths** in the bath room. In a bathroom, the floor, and sometimes the walls, are **tiled**. There is a **bath** with two **taps**, for hot and cold **water**, and sometimes a **geyser** to give hot water.

4. In the kitchen there was a sink where plates were washed; but you did not wash your face in the sink!

You wash it in a **wash-basin**, with **soap** and water.

Then, you **wipe** it with a **towel**.

You do your teeth with a **tooth-brush**, your **nails** with a **nail-brush**, and your hair with a **hair-brush** and a **comb**.

When you are ready, you put back your **toilet things** on a glass **shelf** above the wash-basin.

- I.

ei cake

ɑ: car

ɔ: door

ʃ shut

tʃ chair

- nail bath water shelf switch
paper father wardrobe wash kitchen
basin glass drawer brush picture
2. geyser ('gi:zə) towel ('tauəl) comb (koum)

GRAMMAR

NEGATIVE AND INTERROGATIVE PRETERITE

Compare: I opened. . I did not open. . . . Did I open?
he went. . he did not go. . . . Did he go?

NOTE: Use *did* for negations and questions in the preterite.
After *do*, *does*, *did*, the verb is in the infinitive.

Exceptions: *to be*, *I was not*, *was I?*
to have, *I had not*, *had I?*

COMPOUND NOUNS

tooth-brush(es) book-shel(ves) writing-table(s)

NOTE: The order of the words is the reverse of the French.
The 1st element is a noun or a verb. It is invariable.

HOME PREPARATION

I. NEW WORDS.

<i>Nouns</i>				<i>Adjective</i>		
case	bath	soap	nail	convenient		
shelf	tap	towel	linen	<i>Verb</i>		
side	geyser	brush	wardrobe	to lie	I lay	lain
water	basin	comb	drawer	to sleep	I slept	slept
				to tile	to wipe	

II. LESSON DRILL.

84. Questions. — Where are books in a study? Where do you sleep? Where does your mother put your linen? Where do you wash in the morning? with what? Where does the hot water come from? What is a towel for? a bath? a tooth-brush? a comb and a hair-brush? What is above the wash-basin?

85. Turn into the preterite. — I wash with soap. Is he ready? I do not wipe my face. Mother cuts the meat. We drink tea. You are in bed. Robert kicks the plates. I have a cat. They take milk in their coffee. Do you eat soup?

Group into columns of similar vowel sounds :

father, call, roof, water, full, wine, great, goose, cold, money, through, cloth, wife, Daddy, root, stand, soup, master, pan, love, soap, hot, maid, daughter, mother, look, knock, hat, straight, after, was, bath, front, book, shoe, paper, tile, study, hall, ruler, lie, wash, plate, carpet, food, show, glass, wait, naughty, comb.

Read aloud, then write down in ordinary spelling :

'kɪtʃɪn, 'brɛkfəst, 'fæmɪli, 'pɪktʃə, 'beɪsn, klɒθ, 'dɔ:tə, laɪt, 'hæzbænd, steəz, 'kə:tnɪz, taun, kəʊm, 'mʌðə, θru:mi:l, 'kʌbəd, lɑntʃ, ə:n, 'fə:nɪtʃə, drɔ:z, 'gi:zə, 'græməfoun, 'reɪdiəʊ, prə'vɪzənz, weɪst, 'tauəl, — au'haʊs ɪz'kʌmfətəbl: 'evri'mɒðən kən'vi:niəns.

THINGS TO SAY

Jock's house

Jock is your dog. Describe the house where he sleeps.

What is it made of? Has it a roof of tiles or slates?

How many doors and windows and how many rooms has it?

What does Jock do in his house? Does he love visitors?

Where does Jock's house stand?

What modern conveniences are there in it?

VERSE

SOLITUDE



*I have a house where I go
When there's too many people;
I have a house where I go
Where no one can be;
I have a house where I go,
Where nobody ever says "No!"
Where no one says anything — so,
There is no one but me.*

(A. A. MILNE.)

THE MARTINS' HOUSE

The Martin family, Mr. and Mrs. Martin, their son Robert 1
and their daughter Fanny, lived in France before they came
over to England. Mr. Martin is an engineer; he made motor-
cars in Paris, and now he makes them in London.

When they were in Paris, the family lived at the top of a big 5
house, on the 6th floor. Mrs. Martin could see only chimneys
and roofs from her kitchen window. But now, their house at
Croydon stands in the middle of a pleasant garden, with trees
and flowers in it.

There is every convenience in Mrs. Martin's house: hot and 10
cold water in the kitchen sink and in all the baths and wash-
basins; and electric light and central heating; but there are
also fire-places where they can make wood fires, which are
pleasant to see on dark Winter days.

On the ground floor are the hall, with the white stairs, the 15
dining room and the kitchen on the left, and the sitting room
and Father's study on the right. The first floor has four bed-
rooms and two bathrooms. The children can work and play
in a large room which is just under the roof.

EXERCISES

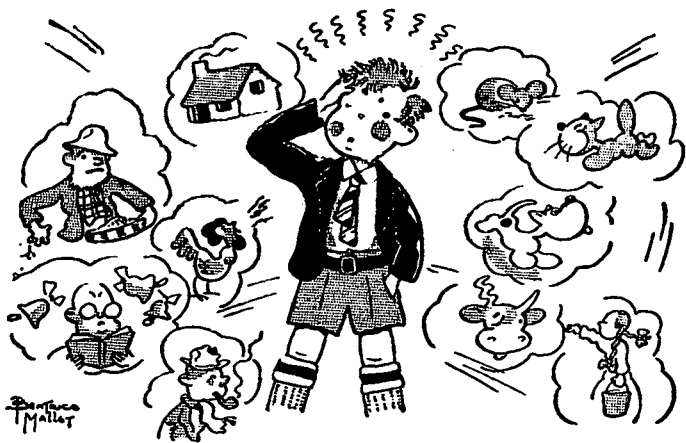
86. Turn into the progressive form. — The boys skated on the
lake. Do you work? Fanny and Robert decorate the house. Father
cut the pudding. I do not write a dictation, but an exercise. (*Note
down the tense and person.*)

87. Turn back into the simple conjugation. — I am drinking tea.
Robert was sliding in the street. Fanny is cutting a piece of paper.
He was beginning his home-work. He was holding a stick.

88. Turn into the preterite. — He is in the bath when the telephone
rings. I do not see many pans in this kitchen. The knives are not
with the plates. I hear a knock at the door. Does the maid hear
the bell?

89. Turn 1) into the interrogative 2) into the negative. — We ring
the bell when we go out. Fanny puts flowers in a pan. The provi-
sions are in the wardrobe. The visitor wiped his feet on the floor.
Fanny ate her dessert with a knife.

90. Complete with "who" or "which", and give the antecedents. —
The boy ... stands at the door is Robert. Open the book ... is on the
table. Mary is the servant ... prepares our meals. I love the house
in ... the Martins live. It is the mother ... looks after the children.



This is the house that Jack built.

This is the malt that lay in the house
That Jack built.

This is the rat
That ate the malt
That lay in the house that Jack built.

This is the cat
That killed the rat
That ate the malt
That lay in the house that Jack built.

This is the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house that Jack built.

This is the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.

This is the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.

This is the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.

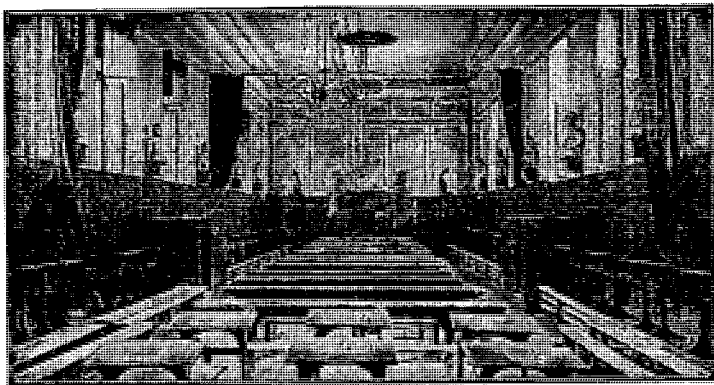
This is the priest all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.

This is the cock that crowed in the morn
That waked the priest all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.

This is the farmer that sowed the corn
That kept the cock that crowed in the morn
That waked the priest all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.



ABOUT SCHOOLS



THE UPPER SCHOOL-ROOM AT ETON.

1. A school is a **place** where children are **educated**.
At the head of the school there is a **Headmaster** or a **Headmistress**, generally called the **Head**.

The masters **teach** the children, they are **teachers**.
The pupils **learn** what the masters teach.

2. There are 2 **sorts** of pupils : **day pupils** come to school for the classes only ; **boarders** eat and sleep at school. It is **more pleasant** to be a day-pupil **than** a boarder !
According to their **age**, the pupils are in **different forms**.

Jack is **older than** Fred ; so, he is in an **upper form**.
Fred is **younger than** Jack ; so, he is in a **lower form**.

3. Young children learn to read and write. When they are older, they **study more difficult subjects**, such as **science**, **history**, **geography**, **modern languages**, or **classical languages**.

The oldest pupils take **the most difficult subjects**, such as **maths**, **physics** and **chemistry**.

The times of the classes are written on a **time-table**.

1.

i: beef

aɪ five

ə: fur

final ɪz

final ə

- | | | | | |
|-------|---------|-------|-----------|---------|
| teach | lie | first | classes | upper |
| read | side | earn | teaches | lower |
| Greek | science | learn | languages | teacher |
2. to educate, arithmetic, history, geography, difficult.
 3. chemistry ('kemistri) language ('læŋgwɪdʒ)

GRAMMAR

COMPARATIVE AND SUPERLATIVE OF SUPERIORITY

a) *long adjectives* :

Comparative: Lesson 29 is **more** difficult than lesson 3.

Superlative: This lesson is **the most** difficult of all.

b) *short adjectives* :

Comparative: Mr. Scott is **older** than Jack.

Superlative: Fred is **the oldest** boy in the form.

NOTE: See page 176 for the spelling of some comparatives.

HOME PREPARATION

I. NEW WORDS.

Verbs

to educate, to study
 to teach I taught taught
 to learn I learnt learnt

Nouns

the Head subject language
 teacher history maths
 day-pupil geography physics
 boarder time-table chemistry
 sort form

Adjectives

Preposition

difficult, classical according to

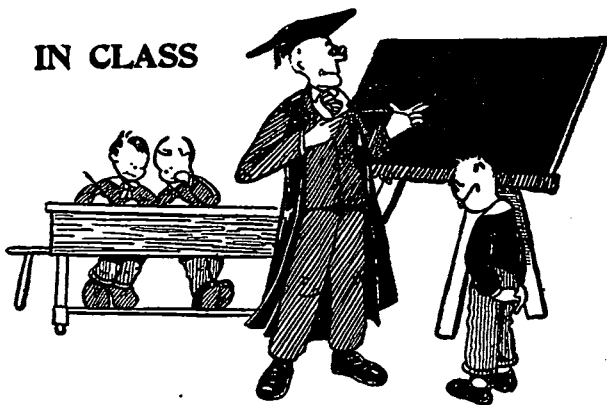
Idiom: such as

II. LESSON DRILL.

91. Questions. — What is a school? Who is at the head of a school? What does a teacher do? How many sorts of pupils are there? What is the difference between them? In what form are you? What subjects do you study at school? What do you read on a time-table? What is the difference between English and Latin? Is your English teacher an Englishman?

92. Turn into the comparative and superlative of superiority. — Great, foggy, difficult, hot, dark, musical, clean, big, comfortable, dirty, large, convenient, light, long, grammatical, small, late, early.

IN CLASS



1. A form has its classes in a class-room. During the class, the pupils **must not** speak or make a **noise**.

They **must be quiet** and **listen to** the teacher.

The teacher **asks** questions and they **must answer**.

2. The teachers **set** the pupils lessons and **papers**. The pupils **get marks** for these lessons and papers. When a boy **knows** his lessons **well**, and does not make many **mistakes**, he gets good marks, he is **rewarded**.

When he is **lazy** and does not do his **work well**, he gets **bad marks**, he is **punished**.

3. 2 or 3 out of 20 are very bad marks. 6 or 7 are **poor**. 12 or 13 are **fair**. 16, 17 and above are **excellent**. 2 is a worse mark than 3. 18 is **better** than 17.

5 out of 10, and 10 out of 20 are **the average**.

7 out of 10 is as good as 14 out of 20.

But 14 out of 20 is **not so good** as 9 out of 10.

4. When a boy is punished he has to write **impositions** or he is **kept in** when the others have a holiday. A **detention** is worse than an imposition.

In England he is **caned** by the Head; and **caning** is a very unpleasant **punishment**.

1.

ei cake	ʌ but	ɑ : car	tʃ chair	mute letters
---------	-------	---------	----------	--------------

lazy	must	asks	each	(k)now
caning	punish	class	teacher	lis(t)en
mistake	above	marks	question	ans(w)er

2. reward (ri'wɔ:d) average ('ævərɪdʒ) quiet ('kwaɪət)

GRAMMAR

1. — MUST

Affirmation. . . he must be silent	}	I must is a defective verb. cf. I can p. 59.
Negation. . . I must not make a noise		
Question . . . must you speak in class?		

2. — COMPARATIVE OF EQUALITY

Jack is as old as Fred. German is as difficult as Latin.
but: Lesson 1 is not so difficult as lesson 9.

RULE: Use *as ... as* for long and short adjectives.

Note the negative form: not so (not as ...) ... as.

3. — IRREGULAR COMPARATIVES

Good, better, the best; bad, worse, the worst.

HOME PREPARATION

I. NEW WORDS:

	Nouns	Adjectives	Verbs
noise	average	silent, lazy	to set I set set
paper	punishment	fair	to get I got got
mark	imposition	poor	to know I knew known
mistake	detention	good ≠ bad	to listen (to) to cane
		<i>Adverb</i> : well.	to ask ≠ to answer
			to punish ≠ to reward

II. LESSON DRILL.

93. Questions. — What must you do in class? What must you not do? When does the master punish a pupil? When do you get bad marks? and good marks? What must you do when the teacher asks a question? What is a lazy boy? What is the difference between 3 and 4 out of 10? 15 and 16 out of 20? 5 out of 10 and 10 out of 20?

94. Compare (with: as ... as, not so... as). — A house, a school (*large*) — a stove, central heating (*convenient*) — an addition, a division (*difficult*) — 12 inches, 1 foot (*long*) — school, holidays (*pleasant*).

GOING TO SCHOOL



1. You must **never** come late to school, or you are punished; so you must leave home **early** to arrive in good time.

If you live **near** your school, you can walk **there**: but you must **always** walk on the pavement, and **mind** the traffic when you **cross** over the street.

If you live **far** from your school, you must take a **tram** or a **bus**, or the **tube** (or **underground**).

2. When you arrive at school, you leave your coat in the **cloakroom**. In some schools, **pinafors** are worn by the pupils during the classes.

Then you go and play with your **school-fellows**. When the bell rings you go to your class room.

3. There are generally four or five **periods** in a school-day, with one or two **breaks** between.

In England **each** period lasts only 40 or 45 minutes.

In English schools, **discipline** is not enforced by masters, but by older pupils called **prefects**.

4. In **boarding** schools, boarders take their meals in the dining hall. They sleep in **dormitories** and do their prep in the **prep-room**.

The upper forms in England are the 5th and the 6th.

1.	ə : fur	aɪ five	iə dear	i: beef	θ thing
	term	mind	year	each	maths
	worse	arrive	near	leave	fifth
	early	silent	period	prefect	sixth

2. discipline, dormitory, traffic, pinafore, to enforce.

GRAMMAR

THE PASSIVE VOICE

Present (active voice)

Present (passive voice)

Affir: Boys wear caps.

Caps are worn by boys.

Quest: Do girls wear caps?

Are caps worn by girls?

Neg: Girls do not wear caps.

Caps are not worn by girls.

Preterite (active voice)

Preterite (passive voice)

Affir: Jim opened the door. The door was opened by Jim.

Quest: Did Jim open the door? Was the door opened by Jim?

Neg: Jim did not open it. It was not opened by Jim.

RULE: *to be + past participle = passive voice.*
no do, does, did, in the passive voice.

HOME PREPARATION

I. NEW WORDS.

<i>Nouns</i>		<i>Verbs</i>	<i>Adverbs</i>
pavement	pinafore	to arrive	there
traffic	school-fellow	to mind	late ≠ early
tube	period	to cross (over)	near ≠ far (from)
underground	prefect	to last	always ≠ never
break	boarding-school	to enforce	
	<i>Conjunction</i> : if		<i>Adjective</i> each

II. LESSON DRILL.

95. **Questions.** — How do you come to school? When do you leave home? Where do you walk? What must you do before you cross over the street? What is a cloakroom for? Do you wear a pinafore? What is the work of a prefect?

96. **Turn into the passive voice.** — The master punishes Robert. A boy left this book on the desk. Did Tom cane the dog? Do teachers educate children? The pupils do not wear pinafores.

THE HOLIDAYS



1. The school-year is **divided** into 3 **terms**: the Christmas term, the Easter term and the Summer term.

At the end of each term the parents receive a **report** on the **progress** and **behaviour** of their children.

2. At the end of each term, also, there are holidays. Your last holidays were the Christmas holidays. They lasted **about** 10 days. In England, they are always **much longer**, three or four weeks.

3. Your next holidays will be the Easter holidays which will last two weeks, or a **fortnight** (14 nights).

Then, there will be 3 or 4 days for **Whitsun** (**Pentecost**) and at last the long Summer holidays will come.

School will **break up** on July 14th, and after the **prize-giving**, we shall all leave school for 10 weeks.

4. Some of you will **perhaps** go to England. Will you go by train or by aeroplane?

If you **travel** by train, your train will not run on the water! So you must take a boat at Calais or Boulogne to cross the **Channel**, then **another** train from Dover or Folkestone to London.

But if you go by air, the aeroplane will take you **straight** over the Channel from Paris to London.

1.

ou nose

ɔ : door

tr

ʃinal id

ʃ shut

- boat water train lasted shall
over report travel divided punish
progress fortnight straight rewarded imposition
2. behaviour (bi'heivjə) divide (di'vaid) Channel ('tʃænəl)

GRAMMAR

THE FUTURE

	<i>Affirmation</i>	<i>Question</i>	<i>Negation</i>
1. {	I shall go	Shall I go?	I shall not go
	We shall go	Shall we go?	We shall not go
2.	You will go	Will you go?	You will not go
3. {	He will go	Will he go?	He will not go
	They will go	Will they go?	They will not go

RULE : Use *shall* for the 1st person; *will* for the others.
No *do*, *does*, *did* with the future.

HOME PREPARATION

I. NEW WORDS.

Nouns

term report
Easter progress
Whitsun behaviour
fortnight prize-giving
 Channel

Verbs

to divide to travel
to receive to last
to break (up), I broke, broken

Adverbs

about perhaps
much straight

Adjectives : next, another

II. LESSON DRILL.

97. Questions. — How is the school-year divided? What are the names of the terms? In what term are we now? What do the parents receive at the end of the term? How long are the Easter holidays? the Christmas holidays? What are the longest holidays? Can you cross the Channel by train? Do you take the train when you go by air?

98. Turn into the future. — You go to England this year. They live in a small house. Jim does not go to school in France. Mr. Scott is in France this Summer. Does he leave his cap in the dressing-room?

Read aloud, then write down in ordinary spelling :
 maɪnd, 'tɪ:tʃə, 'ə:li, 'ʌðə, 'fɔ:tneɪt, bɪ'heɪvjə, 'læŋgwɪdʒ,
 'ɑ:nse, 'ævrɪdʒ, wɒt, ə'raɪv, dɪ'vaɪd, bʌs, 'i:stə, 'pænɪst.

THE CALL TO PLAY



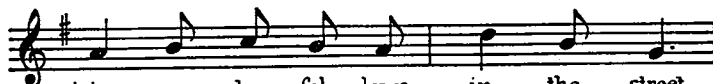
1. Girls and boys, come out to play! The
 2. Come with a whoop, and come with a call,



moon doth shine as bright as day.
 Come with a good will or don't come at all.

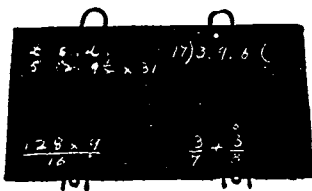


Leave your supper, and leave your sleep, And
 Up the ladder and down the wall. A



join your play-fellows in the street.
 half penny roll will serve us all.

ARITHMETIC



*Multiplication 's vexation
 Division is as bad;
 The rule of Three
 Perplexes me,
 And fractions drive me mad.*

(NURSERY RHYME.)



GOING TO SCHOOL

When the Martins began to live in England, at the beginning 1
of September, Robert and Fanny asked their father: 'Where
shall we go to school in October?' — 'In London; but not in
October', Mr. Martin answered. — 'Hurrah!', Robert said.
'A long holiday, then! Shall we begin after Christmas, Dad?' 5
— 'No, because English schools have shorter Summer holidays
than French schools, and the Christmas term begins next week.

'Shall we go to the French lycée, Dad?', Robert asked.
— 'No; you must learn English quickly; so you will go to
English schools. I shall call on the Head of your school to- 10
morrow, Robert; you can come with me.'

So, Robert and his father went to see the Head of the Croydon
High School for boys. In the evening, Fanny asked: 'Are you
pleased with your school?' — 'No, it is dark and unpleasant 15
and the Head said I must go with younger boys first, to
learn only English. I can see them making funny faces because
of my pronunciation. If they do, I shall kick them!' 'And
you will be punished,' Fanny said. — 'Do you know, Fanny,
English boys are caned, yes, caned! Suppose I am the Head 20
and you are me: Martin, your behaviour was bad, this morning;
come here!' and Robert took up a ruler: but Fanny did not
wish to know what good discipline was, and ran away.

EXERCISES

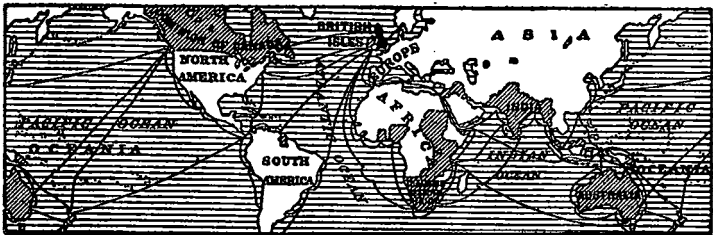
99. Compare, then reverse the comparisons, using the same adjective. — A man — a child (*young*). July — August (*hot*). Paper — cardboard (*thin*). April — July (*long*). Caning — an imposition (*bad*). A kitchen — a sitting-room (*useful*). Gold — iron (*precious*). A chair — a table (*high*). Gas — electricity (*useful*). 18, 15 (*good*).

100. Turn into the passive voice. — The English *speak* English. These boys *made* a noise. The Head *caned* Fred. Prefects *enforce* discipline. John *will get* an imposition. Mr. X *teaches* history. Mother *will reward* me. The school *sent* my report yesterday. Good boys *do not get* bad marks. Father *did not take* this book.

101. Turn 1) into the past, 2) into the future. — He goes to school. We do not learn German. Do you speak? He teaches us Latin. We have our meals in the dining-room.



HISTORY AND GEOGRAPHY



1. At the history class, we learn the history of our country and of other countries, the names of great men, the dates of **important events** in the history of the world.

For instance, **Duke William of Normandy** conquered England in 1066; **Queen Elizabeth** reigned over England from 1558 to 1603; **Admiral Nelson** won the battle of Trafalgar in 1805; from 1914 to 1918 there was a great war and another one in 1939, and men in your families were **soldiers** in the army and had to **fight the enemy**. **King George VI** was the father of the present Queen.

2. Geography describes the various parts of the earth. We learn the names of **oceans and seas**, such as the North Sea and the Atlantic Ocean; of **rivers** such as the Thames on which London is; of **hills and mountains** such as the Cheviots, which **divide** England from Scotland.

3. Geography also teaches us how men live and what are the **natural riches** of our country and of others.

Underground, we **find** useful **minerals** such as black coal for our fires; and all sorts of precious or common metals.

On the surface of the earth many **plants grow**, and many animals live, all different according to the **climate**.

1.

ʌ	<i>but</i>
---	------------

aɪ	<i>five</i>
----	-------------

ə	<i>four</i>
---	-------------

oʊ	<i>nose</i>
----	-------------

tʃ	<i>chair</i>
----	--------------

won	fight	learn	grow	riches
other	climate	earth	soldier	picture
country	describe	world	over	natural

2. conquered ('kɒŋkəd) ocean ('oʊʃən) Thames (temz)

GRAMMAR

1. — ORDINAL NUMBERS

RULE : Louis XIV *is read* : Louis **the** fourteenth.

2. — OMISSION OF THE ARTICLE

The is omitted before :

- a) *names of countries...* France is larger than England.
- b) *names of sciences...* History is a difficult subject.
- c) *titles + name.....* King George V died in 1936.
- d) *Nouns in the plural..* Tables are made of wood.

RULE : *no the when a noun is not determined.*

HOME PREPARATION

I. NEW WORDS.

	Verbs		Nouns
to grow	I grew	grown	
to fight	I fought	fought	king army world ocean
to win	I won	won	queen battle earth sea
to find	I found	found	duke war climate river
		to conquer	admiral enemy riches hill
to reign		to describe	soldier event coal mountain

Idiom : for instance. *Adjective* : various

II. LESSON DRILL.

102. Questions. — Who was George VI? What took place in England in 1066? Did Admiral Villeneuve win at Trafalgar? What do soldiers do when there is a war? Is the Seine an ocean? What sea divides England from France? What are the Pyrenees? What natural riches are there in the North of France?

103. Use 'the' when necessary. — *France* is larger than *England*. *Queen of England* is called Queen Elizabeth II. Mr Brown teaches us *geography*. We learn *history* of Rome. *Iron* is a metal. *Steel* of my knife is hard. *Houses* are made of brick and stone.



PLANTS AND TREES



1. Trees and plants grow on the surface of the earth. They are **fixed** in the ground by their roots which bring food to the tree

A tree has a **trunk** and many branches.

A plant has **no** trunk, but one or **several** stems.

2. In Summer, trees are covered with green **leaves**.

In Autumn, these leaves **turn** brown and red, and **fall** to the ground when the wind blows.

In Winter, most trees have **not any** leaves, their branches are **bare**; but **some** trees are green all the year round.

In Spring, brown or green **buds** begin to **appear** on the branches. Each bud will **soon** open into a **leaf** or a **blossom** (a flower).

3. **Fruit-trees** give fruit in Summer and Autumn.

We eat fruit when it is **ripe**; then it is **sweet**; but **unripe** fruit is sour to the taste.

Trees do **not** give **any** fruit in Spring.

4. Many plants are **grown** in the **kitchen-garden** for our food: they are called **vegetables**.

We eat **potatoes**, and the roots of **carrots**; the leaves of **lettuce**, much used for **salad**; the fruit of **tomatoes**, **peas** and **beans**, but we eat **no** tree roots or leaves of trees!

I. ɑ: car	ei cake	i: beef	u: blue	æ cat
plant	taste	leaf	food	carrot
branch	potato	pea	root	salad
tomato	behaviour	bean	fruit	battle

GRAMMAR

I. — PLURAL OF NOUNS (cf. Lesson 15).

- Note:* a) leaf, leaves — knife, knives — wife, wives, etc.
 b) box, boxes — branch, branches — bus, buses, etc.
 c) tomato, tomatoes — potato, potatoes.

2. — SOME, NOT ANY, NO

Affirmation. . . This tree gave **some** fruit last year.

Question. . . . Did this tree give **any** fruit last year?

Negation. . . } This tree **did not** give **any** fruit last year.
 } This tree gave **no** fruit last year.

RULE: *no do, does, did, with no.*

HOME PREPARATION

I. NEW WORDS.

<i>Verbs</i>	<i>Nouns</i>		<i>Adjectives</i>	
to grow	root	bud	carrot	bare several
to turn	trunk	leaf	potato	ripe unripe
to appear	stem	vegetable	tomato	sour sweet
<i>Idiom</i>	plant	blossom	pea	<i>Adverb</i>
to turn...	fruit-tree	kitchen-garden	bean	soon

II. LESSON DRILL.

104. Questions. — What part of a tree is underground? Has a plant a trunk? What do you see on trees in Summer? What is the aspect of trees in Winter? in Spring? What do buds give? When do we eat fruit? What is a kitchen-garden?

105. Replace "no" by "not any". — There is no chalk in the box. Trees give no fruit in Spring. Robert has no work to do. Father received no letters. We see no leaves in Winter.

106. Replace "not any" by "no". — Some trees do not give any fruit. I have not any paper. I did not eat any pudding. There is not any ink in my pen. We shall not make any fires to-day.

ANIMALS



1. Science teaches us that animals are divided into many different classes which have very difficult names; but all children know that there are :

animals which live on the ground;
animals which live in the water;
animals which live in the air.

2. First, **here is** our friend the dog : its body is covered with hair; it has 4 legs.

It has **neither** feet **nor** hands, but **paws**. It has a **tail** which is only an **ornament** !

Children keep dogs and cats for **pets**. They are the children's friends.

3. **Birds** live in the air. Their bodies are covered with **feathers**. They have **wings** with which they fly from tree to tree.

A bird has **no** mouth, but a hard **bill** which is **either** long or short.

In Spring, birds **build** nests in the trees; they **lay** their **eggs** in these nests.

4. **Fish** live in the water. A fish is covered with **scales**. It has no

legs and cannot walk, but it **swims** in rivers and seas.

Serpents, or **snakes** neither walk nor fly. **Why?** because they have neither legs nor wings.

They can only **crawl** on the ground.

I. ei cake	ai five	ɔ: door	w what	ð this
scale	fly	paw	wing	either
tail	either	walk	sweet	feather
snake	neither	crawl	swim	leather

GRAMMAR

ALTERNATIVE CONJUNCTIONS

A person is **either** masculine **or** feminine.
 A thing is **neither** masculine **nor** feminine.

RULE: Use *neither ... nor* in *negative sentences*.
 Use *either ... or* in *affirmative sentences*.

SPECIAL NEGATIVE WORDS

Trees **give no** fruit in Winter.
 A snake **neither** walks **nor** flies.

RULE: No *do, does, did* with *neither, nor, no*.

HOME PREPARATION

I. NEW WORDS.

<i>Verbs</i>			<i>Nouns</i>		
	to peck, to crawl		paw	fish	feather
to build	I built	built	tail	scale	wing
to swim	I swam	swum	ornament	snake	bill
to fly	I flew	flown	pet	egg	nest
to lay	I laid	laid			
	<i>Idiom</i>	<i>Interrogative</i>	<i>Conjunction</i>		
	here is ...	why	because		

II. LESSON DRILL.

107. Questions. — How many legs has an elephant? Has a cat feet and hands? What is the use of a tail for a dog? Is a fish covered with hair? Can it walk or run? What animals are covered with feathers? What does a bird do with its wings? Has it a mouth? What do birds do in Spring?

108. Complete with "either ... or", "neither ... nor". — I drink ... tea ... coffee. Give me ... a pen ... a pencil. Boys wear ... socks ... stockings. Girls wear ... trousers ... caps. Fish have ... legs ... wings.

Read aloud, then write down in ordinary spelling :

'kʌntri, 'naiðə, wə:ld, 'ritʃiz, ru:t, 'ouʃən, li:vz, bi'kɔ:z,
'evri, 'blɒsəm, 'feðə, 'mauntinz, ə'piə, tə'mɑ:tou, 'souldʒə,
pə'teitou, teist, 'nætʃrəl, su:n, koul, krɔ:l, 'fɑ:ðə, bild, pɔ:,
'klaimit, ði 'ə:θ, ən 'ɔ:nəmənt.

VERSE AND SONG

THE NORTH WIND DOTHS BLOW

The Northwind doth blow — And
we shall have snow. And what will the robin do
then, poor thing? He'll sit in a barn — And
keep himself warm, And hide his head under his wing, poor thing

THE SUN'S TRAVELS

*The sun is not a-bed when I
At night upon my pillow lie;
Still round the earth his way he takes,
And morning after morning makes.*

*While here at home, in shining day,
We round the sunny garden play,
Each little Indian sleepy-head
Is being kissed and put to bed.*

*And when at eve I rise from tea,
Day dawns beyond the Atlantic sea,
And all the children in the West
Are getting up and being dressed.*

(R. L. STEVENSON).

ENGLISH HISTORY AND GEOGRAPHY

After two or three weeks at school, Robert could speak English much better, and did not kick his school-fellows : he had a much better use for his feet and played football. But at history classes he was always ready to fight. Why ? Because, he said, the English in his English history book looked much better than they were. Cressy, Agincourt, Trafalgar and Waterloo were big things, because then the English had won; but little was said when England had the worst of it.

And there was another thing... 'It is very bad taste to call streets Waterloo Road or Trafalgar Square!', Robert said. 'Don't be silly (*bête*)' Mr. Martin answered. 'Is not Paris full of the victories of Louis XIV and Napoleon I ? Now, peoples are enemies, no, they are friends. I was a soldier during the Great War, and fought side by side with the English army.' — 'What use is history, then ?', Robert asked. — 'To make you know the other people on earth; we all belong to one family but I must say it is very large !'

'And what is the use of geography?', Fanny said. 'I cannot learn all these names !' — 'Well, my dear children, if you are good, I shall teach you English geography in a pleasant way at Easter : we shall all go motoring round England and Scotland for three weeks : you two will have the maps and the guide-book.' — 'That is better than Miss Brown's classes !' — '... and than old Mapper's ! Hurrah, Dad !'

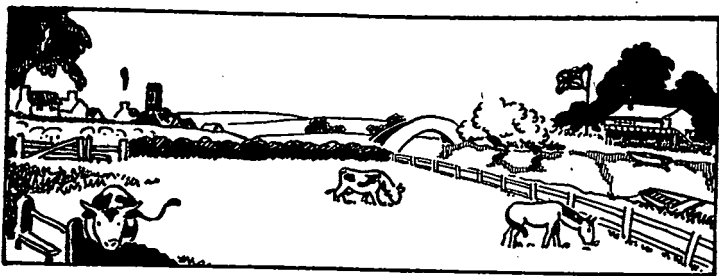
EXERCISES

109. Write the negation differently. — We cannot make any snowmen in Summer. There are no Xmas waltz in France. Mother did not find any provisions in the cupboard. I have no lessons to-day. Mr. Martin wants no animals in the house. I do not see any tram in the street. A cat lays no eggs. We do not find potatoes on trees. I see no clouds in the sky. We made no fires yesterday.

110. Turn into the interrogative. — (mind *some* and the verb). There is some ink in the ink-pot. You see some chalk in the box. The teacher gave us some exercises for to-morrow. We shall have some fruit this year. Father ate some fish.

111. Place the article " the " where necessary. — *Leaves* of trees fall in *Autumn*. *France* is a beautiful country. We learn *history* at school. *King* Edward was a friend of *France*. *Gold* of my watch is red. *English* is easier than *Greek*. *Snakes* crawl on the ground.

THE COUNTRY



1. A place far from a town is called **the country**.

When we go for a **walk** in the country, we do not walk **along** a street, but along a road.

The **roadside** is covered with green **grass** where **pretty flowers bloom** in Spring, such as white **daisies** yellow **buttercups** and purple **violets** which smell very sweet.

When the road comes to a river it crosses it on a **bridge**.

2. In the country, people live in **villages**. A town is large, a village is small. In a town there are many people and many houses; in a village, there are **few** people and most houses are **farms**.

A **farmer** lives in a farm, and works in the **fields**. In his fields, he grows **corn**, with which **bread** is made; or **beets**, which give **sugar** to put in our tea or coffee.

3. A farmer keeps many animals on his farm: the bigger animals of the farm are called the **cattle**. The cattle eat grass in large green fields called **meadows**.

The English country looks very green, because there is **much** grass and **little** corn. It is not so in some parts of France, where farmers grow much corn and little grass.

I.

a: car

i: beef

e bed

ai five

u: blue

part	meet	bread	silent	flew
farm	beet	feather	arrive	root
grass	field	meadow	violet	bloom

2. sugar ('fugə) village ('vilidʒ) buttercup ('batəkʌp)

GRAMMAR

ADJECTIVES OF QUANTITY

1. *Large quantities* { There are many corn-fields in France.
 { There is much corn in France.

2. *Small quantities* { There are few corn-fields in England.
 { There is little corn in England.

NOTE: Use *many* and *few* for the plural;
much and *little* for the singular.

HOME PREPARATION

I. NEW WORDS.

Verb	Adjective	Nouns			
to bloom	pretty	country	roadside	beet	meadow
		road	bridge	sugar	grass
	<i>Idiom</i>	farm	field	bread	daisy
to take a walk		farmer	corn	cattle	buttercup

II. LESSON DRILL.

112. Questions. — Do you see farms in towns? What is a daisy? Where does the farmer work? Do cattle eat bread and meat? Where do you see corn in the country? Where do the cattle eat grass? What is bread made of? Do we eat beets when they are ripe? What do we make with corn? What is a bridge for? What Spring flowers do you know? Give their colours.

113. Complete with *a) much or many, b) few or little.* — *a)* There are ... pupils absent this morning. There is not ... ink in my fountain-pen. The cattle eat ... grass. I do not put ... sugar in my coffee, but my sister puts ... pieces in her tea. *b)* There is ... sun in Winter. Fred got ... good marks and made ... progress. Young children have ... work at school. There was ... noise.

ANIMALS AT THE FARM

*National Gallery*

W. HUNT. THE DOG IN THE MANGER.

1. The farmer lives in the farm-house. In front is the farm-yard where we see the birds of the farm or poultry: the cock; his wife, the hen, who gives us eggs; her large family of small chicks, or chickens; and the turkey and the goose. On the pond, there are ducks, swimming all day long. There are also pigeons which fly about the roofs of the farm.

2. When the corn is ripe, the farmer brings it to the farm in carts. These heavy carts are drawn either by oxen, which are very strong, or by horses which are faster, but not so strong.

In some farms, there is also a donkey to draw light carts: a donkey, or ass, is a long-eared animal.

3. The cow is a female animal; she gives us milk. A young ox or a young cow is called a calf (plural: calves).

The pig is a large-eared, small-eyed animal. The white sheep gives wool to make our clothes with. Some animals, such as the rat and the mouse are not useful in the farm! But the farm-cat kills rats and mice.

1.

ɑ: car	i: beef	ɔ not	ɔ: door	au cow
--------	---------	-------	---------	--------

cart	eat	pond	corn	house
yard	sheep	cock	horse	mouse
ca(ɪ)f	geese	donkey	because	about

2. wool (wul) ass (æs) female ('fi:meil) pigeon ('pidʒin)

GRAMMAR

COMPOUND ADJECTIVES

Compare.

- | | | |
|---------------------------|---|---------------------------|
| a goose as white as snow | { | <i>compound adjective</i> |
| a snow-white goose | { | = noun + adjective. |
| a dress made at home | { | <i>compound adjective</i> |
| a home-made dress | { | = noun + past participle. |
| a pig which has long ears | { | <i>compound adjective</i> |
| a long-eared pig | { | = adjective + noun + ed. |

HOME PREPARATION

I. NEW WORDS.

	<i>Nouns</i>		<i>Adjectives</i>
yard	ox, oxen	rat	light ≠ heavy
cart	horse	mouse, mice	
sheep	donkey, ass		<i>Preposition</i>
wool	cow	<i>Verbs</i>	about
pig	calf	to kill	
		to draw, I drew, drawn	

II. LESSON DRILL.

114. Questions. — Where does a farmer live? Where do you see the poultry in a farm? Who is the wife of the cock? What does it give us? What is a young cock? What animals swim on the pond? Who gives milk? How does the farmer bring corn to the farm? What animal is very strong? What animal has very long ears? What are our clothes made of? Who gives us wool?

115. Explain. — A long-legged man. A dark-haired boy. A blue-eyed girl. A four-footed animal. A long-tailed dog.

116. What do you call. — A book with a paper cover. A house with low walls. A girl with pleasant eyes. A man with a long nose. A child with long hair.

OUR FOOD



1. The greater part of our food comes from the farm. First, we eat meat, which is the **flesh** of animals. For instance, we eat **mutton**, which is the flesh of sheep; **pork**, which is the flesh of pigs; **beef**, which is the flesh of oxen; **veal**, which is the flesh of calves.

We get our meat at the **shop** of the **butcher**, but we get pork

at the **pork-butcher's** (shop).

2. From the farm we also get fruit, such as round red **cherries**; **strawberries**, which grow on a small plant; yellow **apricots**, and **peaches**; green or purple **plums** and, in Autumn, **pears**, **apples** and **grapes**.

Oranges, **bananas** and **dates** are exotic fruit; how good they taste in Winter, and what a sweet fruit an orange is!

3. For **dessert**, we eat fruit raw, as it grows on the tree, or we make **tarts** and **pies**.

When fruit is cooked a long time with sugar and kept in pots it is called **jelly** or **jam**. The English eat orange **marmalade** for breakfast.

From the farm we also get **milk** and **cream** from which **butter** and **cheese** are made; eggs and white **flour** with which we make puddings and **cakes**.

1.

u put

ʌ but

ɛə where

auə hour

tʃ chair

- good plum pear sour peach
butcher butter bare flour cheese
pudding mutton wear flower cherry
2. banana (bə'nɑ:nə) orange ('ɔrɪndʒ) apricot ('eɪprɪkɒt)

GRAMMAR

EXCLAMATORY SENTENCES

a) Before a **noun** (with or without adjective) : **what**.

What a man ! What a sweet fruit ! . concrete noun, singular.

What pretty flowers I saw ! concrete noun plural.

What progress he makes ! abstract noun, singular.

RULE : Use **a, an** before concrete nouns in the singular.

b) before a **verb, an adverb or an adjective** : **how**.

How the sun shines ! How good it is ! How fast he runs !

RULE : The adjective or adverb comes immediately after **how**.

HOME PREPARATION

I. NEW WORDS

Nouns			Adjectives	
cream	jelly	tart, pie	flesh	raw
butter	jam	flour	butcher	exotic
cheese	marmalade	cake	shop	

Draw a list of the nouns of fruit and meat in the lesson.

II. LESSON DRILL.

117. Questions. — What is meat ? What meat does the sheep give us ? What is beef ? Where can we get meat ? What does a cow give us ? What is cheese made from ? What does the farmer do with cream ? When do we eat dessert ? Do we eat raw meat ? What is jam made of ? When do the English eat marmalade ? Name some exotic fruit. What fruit are ripe in Summer ? in Autumn ? What tree gives us strawberries ?

118. Change into exclamatory sentences. — This peach is *ripe*. The boarders eat at a *large table*. Napoleon was a *great general*. I see *nice apples* on this tree. This bird sings *loud*. We heard *sweet music* yesterday. This problem was *difficult*. There is *discipline* in this school. These children are *happy*. This chick is *yellow*.

Read aloud, then write down in ordinary spelling:

wɔ:k, 'tʃikn, kau, fleʃ, 'meni, 'tʃeri, 'eiprikət, 'ʃugə, 'bætə,
'ɔrɪndʒ, dʒæm, 'vɪlɪdʒ, kɑ:f, ʃi:p, 'pɪdʒɪn, pɛə, paɪ, fju:,
wul, tʃi:k, mɑ:tn, 'medou, 'dɒŋki, ʃɒp, pi:tʃ, 'bʊtʃə, bə'nɑ:nə,
tʃi:z, 'mɑ:məleɪd.

VERSE AND SONG

THE COW

*The friendly cow, all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.
She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;
And blown by all the winds that pass,
And wet with all the showers,
She walks among the meadow grass,
And eats the meadow flowers.*

(R. L. STEVENSON.)

BAA, BAA, BLACK SHEEP

Baa, baa, black sheep, have you a — ny
wool? °Yes, sir, yes, sir, three bags
full; One for my mas — ter.
one for my dame, And one for the
lit — tle boy that plays in the lane?

THE EASTER HOLIDAYS

What a good lesson in geography that Easter holiday was! 1
 And Robert brought back a young Scotch terrier from Aber-
 deen. But Fanny who had no pet wished to have a cat. So,
 the first Saturday in April, Mr Martin took the family out
 in his car, along green roads, to a farm in Surrey. 5

He knew the farmer, Mr Larkins, who had promised to
 give him a cat for Fanny. The son, Tommy, showed the Martins
 over the farm yard where week-old chicks were running
 about. The horses were all at work in the fields and the cows
 and calves out in the meadows; but Ned, the donkey, came 10
 with them : for Robert had some sugar in his pocket !

They had lunch at the farm. What a good lunch it was !
 and all home-grown : the vegetables came from the kitchen-
 garden at the back of the house, the leg of mutton, a few days
 before, had been part of one of the sheep of Mr Larkins; and 15
 the butter and cheese and cakes were all home-made, Mrs
 Larkins said.

There were bananas and dates on the table and Robert
 asked: 'Did you grow these also on the farm, Mr Larkins?'
 — 'Not the bananas,' Mr Larkins answered, 'only the dates' — 20
 'I see,' said Robert very importantly, 'you have a hot-house
 where dates can grow.' — 'Oh no, but we have a calendar on
 the wall : that, and a history book, are the best places for dates !'

EXERCISES

119. Explain. — Home-grown fruit. A strong-billed bird. A gold-
 scaled fish. A long-stemmed flower. A grass-grown garden.

120. What do you call. — A boy who has a round face? Jam made
 at home? A picture which has dark colours? An animal with
 four legs? A dress as white as snow.

121. Complete with " much ", " many ", " little ", " few ". —
 There are ... books in Father's study. There is ... sun in Winter. Very
 ... towns have tubes. There is ... traffic in London. We see ... shops
 in a village, but ... farms. In Summer, there is ... water in rivers.
 We see ... snow on the mountains. There is ... corn in England.

122. Write in the exclamative. — This apricot is *ripe*. I saw *pretty*
flowers in this garden. This boy is *lazy*. You have a *large house*. You
 made a *mistake*. We heard *music* yesterday. Your hands are *dirty*.
 You *work*. He made *good progress*. She sings *well*.

THE SKELETON



1. The skeleton of a man consists of many hard **bones**. These bones are covered with **flesh**; flesh is covered with **skin**.

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

2. The principal parts of the arm are : the **elbow** in the middle of the arm and the **shoulder** which **joins** the arm and the trunk together.

In the middle of the leg is the **knee**.

3. The skeleton of the trunk makes a sort of cage called the **chest**; its bones are fixed on a long **column** called the **backbone** because it is placed at the **back**.

Some important **organs** are placed in the chest. Our two **lungs** receive the air which we **breathe** through our nose.

Our **heart** sends the red **blood** all through our body.

4. The bones of the head make a sort of round box, which **protects** our **brain**; with our brain, we **think**.

At school, we **understand** when the teacher **explains**.

A child who understands quickly is **intelligent**.

5. After school, when we do our prep, we **remember** the **explanations** of the teacher.

A child whose **memory** is good remembers things well.

A child whose memory is bad **forgets** things quickly.

- I. ɑ: car i: beet ʌ but ou nose r red

arm	(k)nee	lung	cold	brain
hard	breathe	trunk	bone	cream
heart	negro	blood	shoulder	raw

2. skeleton, to consist, together, elbow, column, backbone, organ, explanation, to understand, to explain, to remember, to forget.

GRAMMAR

RELATIVE PRONOUNS

A man whose skin is black is a negro.
The head is a box the shape of which is round.

RULE: Use *whose* for persons; of *which* for things.
No article after *whose*; of *which* after the noun.

HOME PREPARATION

I. NEW WORDS.

	<i>Verbs</i>	<i>Nouns</i>
o protect		
to consist of	to breathe	skeleton shoulder heart
to remember	to join	bone elbow brain
to think	I thought thought	skin knee memory
to forget	I forgot forgotten	chest blood explanation
to understand	I understood understood	back lung negro

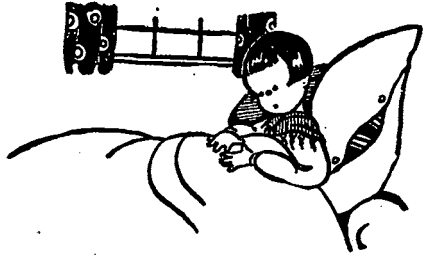
Adverbs: together, quickly

I. LESSON DRILL.

123. Questions. — What do the bones make? What covers the body? What is in the middle of the leg? What is the backbone? What joins the arm to the trunk? What is the heart for? With what does a man breathe? Have you a good memory? What is the contrary of *to forget*? What is in the head? What do you do with the brain? What is an intelligent child?

124. Complete with "whose" or "of which". — The farmer ... farm we saw is called Mr. Larkins. Look at that tree the blossoms ... are so white! This village, the houses ... you see, is Merton. Do you like Polly Morrison ... garden we saw? English school-boys wear caps, the shape .. is funny.

OUR HEALTH



1. When a person is not well, the doctor is sent for.

He examines the patient, looks at his tongue and feels his pulse.

If his pulse is fast, the patient has a temperature, he is ill, he must stay in bed.

After some time, the patient gets better; he recovers from his illness, he is in good health again.

2. In Winter and Spring we often catch colds.

When you have a cold in the head, you have a bad headache: you blow your nose every two minutes; how red and sore your poor nose is, and how miserable you feel!

3. When you have a sore throat your throat is very red and sore, and you have a high temperature. When you have a cold in the chest, you cough and have pains in your back and chest.

4. A serious cold is called the flu, it is very catching. But the toothache is not catching! Only, you must go to the dentist's, and he often hurts you very much.

1. iə dear e bed i: beef ʃ shut final s

ear	head	feel	sugar	hurts
here	felt	breathe	patient	aches
serious	health	negro	shoulder	dentist's

2. cough (kɒf), temperature ('tempɪtʃə) headache ('hedeɪk)
 3. to examine, to recover, miserable.

GRAMMAR

THE PASSIVE VOICE (*again*).

Active voice . . . The pupils **listen** to the master.

Passive voice. . . The master **is listened to** by the pupils.

RULE: *Intransitive verb + preposition = transitive verb.*
Intransitive verbs can be used in the passive.

HOME PREPARATION

I. NEW WORDS.

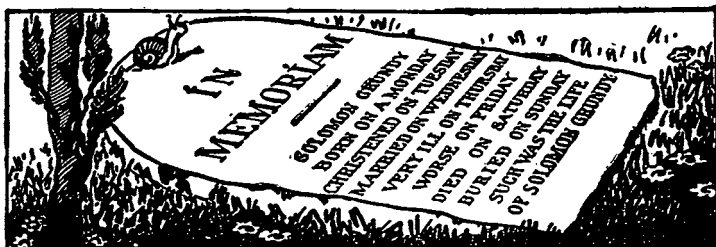
<i>Verbs</i>			<i>Nouns</i>		<i>Idioms</i>
to catch	I caught	caught	ache	health	I blow my nose
to feel	I felt	felt	flu	pulse	I send for the doctor
to hurt	I hurt	hurt	cold	throat	a cold in the head
			illness	pain	I have a temperature
to cough	to examine				
to stay	to recover (from)				
					<i>Adjectives</i>
					sore miserable
					serious ill

II. LESSON DRILL.

125. Questions. — When do you send for the doctor? What does the doctor do when he comes? How do you feel when you have the flu? How is your pulse when you have a temperature? What do you often catch in Winter? What is a patient? Do you go to school when you are ill? What do you call a serious cold? When do you go to the dentist's? When do we cough?

126. Turn into the passive. — The boy listened to the noise. Robert thought of a new game. Mother looks after the house. The King spoke to this man. She rang for the maid.

LIFE AND DEATH



1. The day when a **baby** is **born** is its **birthday**.
 At its **birth**, it is given a **Christian** name.
 Then it **grows** into a boy or a girl who goes to school.
 Then the boy grows into a young man, and the girl
 into a **young lady**.

2. When they have grown into a man and a woman,
 they **marry** and have children **whom** they **bring up**.
 Then, they get old. Their hair gets white in their old age.
 Many old people cannot hear very well, they are **deaf**.
 Their eyes get **weak**, they must wear glasses: some-
 times they cannot see **at all**, they are **blind**.

3. In the end, all men must **die**. When they are **dead**,
 they are **buried** in the earth.

From his birth to his **death**, a man goes through many
emotions.

When he is pleased, he **smiles**; when he sees something
 funny, he **laughs**.

When a person whom he loved has died, he is **sad**, he
weeps.

When he is much **displeased**, he is **angry**.

During all his **life**, he is **sorry** for the Past, and **afraid**
 of possible accidents.

But he always **hopes** to be happy in the **Future**.

- I.

<i>final θ</i>

<i>e bed</i>

<i>ai five</i>

<i>i: beef</i>

- earth birth dead life weak
tooth death deaf die weep
health mouth bury blind pleased
2. Christian (¹kristʃən) laugh (la:f) birthday (¹bə:θdeɪ)

GRAMMAR

I. — RELATIVE PRONOUNS (*again*).

The man **who** explains is the teacher. *who: subject.*

The boy **whom** he punished did not listen. *whom: object.*

RULE: *For persons, use who when the pronoun is subject.
use whom when the pronoun is object.*

2. THE PASSIVE VOICE (*again*).

Father gives Baby a name. *Active voice: 2 direct objects*

A name is given Baby by Father. } *2 different subjects*

Baby is given a name by Father. } = *2 passive forms.*

RULE: *Some verbs can have two forms in the passive voice.*

HOME PREPARATION

I. NEW WORDS.

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Idioms</i>		
to marry	to bury	life	blind	Christian	to grow into
to bring up	to smile	birth	deaf	sad	a young lady
to hope	to laugh	death	weak	angry	to be born
to weep	I wept	wept	dead	afraid	
			pleased	≠ displeased	

II. LESSON DRILL.

127. Questions. — When and where were you born? What must parents do? What colour is an old man's hair? What is a deaf person? What people wear glasses? Are you happy when you are punished? When does a man smile? What do you do when you have fun? When is the master angry? Are you afraid of a rat?

128. Complete with "who" or "whom". — A farmer is a man ... works on a farm. This is the boy ... I punished. The child ... is ill stays in bed. Look at the negro ... plays the piano. This is Jack with ... I go to school.

Read aloud, then write down in the ordinary spelling :
 'helθ, 'peɪfənt, 'ʃʊgə, blɑd, bæ:θ, kɔf. ɪg'zæmɪn, hæ:t,
 'krɪstʃən, 'hedeɪk, ə'freɪd, ʌndə'stænd, deθ, ni:, θɔ:t, 'lɪsn,
 'ʃouldə, rɪ'kʌvə, tu:θ, 'tempɪtʃə, tʃest, 'berɪd, tə'geðə,
 'fju:tʃə, brɪ:ð, blaɪnd, 'meməri.

 VERSE

THE LAND OF COUNTERPANE

*When I was sick and lay a-bed,
 I had two pillows at my head,
 And all my toys beside me lay,
 To keep me happy all the day.*

*And sometimes for an hour or so,
 I watched my leaden soldiers go
 With different uniforms and drills
 Among the bed-clothes, through the hills;*

*And sometimes sent my ships in fleets
 All up and down among the sheets;
 Or brought my trees and houses out,
 And planted cities all about.*

*I was the giant great and still,
 That sits upon the pillow hill,
 And sees before him, dale and plain,
 The pleasant land of Counterpane.*

(R. L. STEVENSON.)

POOR HENRY !

*Thick in its glass
 The physic stands;
 Poor Henry lifts
 Distracted hands;
 His round cheek wans
 In the candle light,
 To smell that smell,
 To see that sight !!!*



*Finger and thumb
 Clinch his small nose,
 A gurgle, a gasp,
 And down it goes;
 Scowls Henry now !
 But mark that cheek,
 Sleek with the bloom
 Of health next week !*

(W. DE LA MARE.)

POOR TRIM!

After lunch, they all went for a walk in the meadows, and Robert found the skeleton of a bird : the head, the long neck, and the wings with all their bones. 'We have a skeleton at school, Fanny said, and some girls play with it when the teacher is not looking, but I don't like skeletons !' — 'Some people do', Tommy answered; 'In a book which I have read, there is a boy called Traddles, whose master is always caning him, and after each caning he is so miserable that he draws skeletons all over his books : they teach him that life is short and canings come to an end some day !'

'So does a holiday,' Mr Martin said then, and he took them back to the farm to say good-bye. They came back in the afternoon, with the baby cat in a basket (*panier*). Fanny said: 'What will Trim do? I hope he won't hurt my little Pussy-Fluff!' When they arrived they opened the basket and Fluff came out wide-eyed : but no Trim could be found.

Robert looked all over the house and found his dog lying under the kitchen-stove. The maid said he was ill. Robert took him on his knees. The poor thing was coughing miserably. 'Father, you must telephone for the doctor', Fanny said. 'No, but I shall send for the dogs' doctor : a man's doctor does not know anything of dogs' illnesses.'

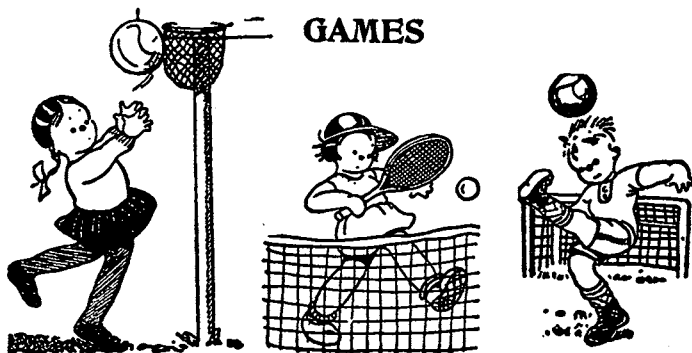
The vet came in the evening and examined Trim. But the next morning, the dog was still very bad. 'He will die!' Robert wept; and so did tender-hearted Fanny. But a few days later, Trim had recovered and played with his new friend Fluff.

EXERCISES

129. Complete with relative pronouns. — A man ... examines patients is a doctor. The flu is an illness ... is very catching. The Japanese, ... skin is yellow, live in Japan. The boy ... the doctor examined has a temperature. The brain is an organ, the use ... is to think.

130. Turn into the passive. — The doctor *examined* his lungs. Father *listened* to me. Our teachers *give* us marks. The dentist *looks after* our teeth. Mother *did not receive* the visitor.

131. Correct the nonsense. — Look at the strawberries on the tree ! There were mutton, veal and beef running in the meadow. Mice eat cats. The pigeon gives us milk with which we make jam. The horses bring the corn to the farm, in heavy carts drawn by the farmers. A large-eyed, clean pig lives in the house. The river crosses the road on a bridge. Beautiful yellow chicks bloom in early Spring.



1. English school-boys always have plenty of time to play games. In Summer they play cricket, which is a game played only in England and Australia.

In Winter they play football, Association or Rugby. An Association team consists of 11 players.

2. Each team tries to kick the ball into the goal of the others. The team which scores the greater number of goals wins the match; the others lose it.

In Association football the players must never use their hands, they may use only their feet.

But in Rugby, they may use both their hands and feet.

3. Girls don't play football, because it is a rough game. They play hockey, tennis or basket-ball.

Tennis is played on a grass court or on a hard court, with rackets and balls. There is a net across the court.

In basket-ball, the players pass on a ball from hand to hand and try to throw it into a sort of basket.

4. At school you have gym and athletics with the gym-master : some children are good at the long jump, others at the high jump, others at throwing, or running.

When boys and girls run races, the fastest runner wins the race.

1.
- | | | | | |
|--------|--------|-------|-------|------|
| feet | lose | born | goal | gym |
| team | whose | score | both | join |
| keeper | school | court | throw | jump |
2. rough (rʌf) player ('pleɪə) athletics (æθ'letiks)

GRAMMAR

1. — ANOTHER DEFECTIVE VERB: I MAY

I **can** run with my legs, but I **may** not run in the class-room.

NOTE: *I may, I might, is a defective verb. It expresses a permission. (cf. I can, p. 58).*

2. — CONTRACTIONS

There is = there's; I am = I'm; we do not = we don't.

NOTE: *Auxiliary verbs and negations can be contracted.*

HOME PREPARATION

I. NEW WORDS.

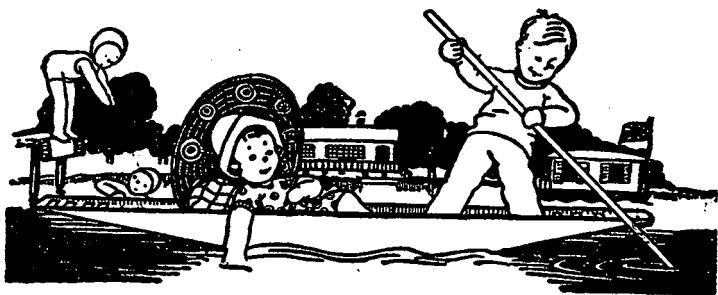
	Verbs			Nouns		Adjectives
to pass on	to try	to score	court	team	rough	both
to throw	I threw	thrown	net	cricket		
to lose	I lost	lost	racket	athletics		<i>Idioms</i>
			game,	gym	plenty of	
			goal	jump	to run a race	
					to be good at	

II. LESSON DRILL.

132. Questions. — How many sorts of football are there? With what do you play football? What stands at each end of the field? What do the players try to do? Do both sides win a match? Do girls play football? Give a synonym for *much*. Where do you play tennis? and with what? What do you do with the gym-master?

133. Complete with a defective verb. — I ... not talk in class. Fanny ... speak English and French. The players ... obey the rules of the game. Rugby players ... take the ball with their hands. A donkey ... not run so fast as a horse.

ON THE WATER



1. English people are very fond of the water.

Most of them love water sports, such as **bathing**, **swimming**, and **boating**.

You also like bathing, don't you? It is great fun at the **sea-side**, but many people **bathe** in rivers and lakes when the weather is **warm**.

2. In Winter you don't like to bathe in the open, do you? It is much too cold!

But, in some towns, we can go to **swimming-baths**, the water of which is **heated** in the cold season. It is very pleasant, **isn't it?** because we can go swimming there, **even** on the coldest days.

At one end stands a **board** from which good **swimmers** can **dive** into the water, when the water is **deep**.

When you go bathing, you wear a **bathing-costume**, and a **rubber cap** to protect your hair.

3. Boating is a very **popular** sport in England. Every year, there is a **boat-race**, between Oxford and Cambridge **Universities**. There are 9 men in each boat: 8 of them row with long **oars**, and at the back sits the one who **steers** the boat.

1. ɔ: door ou nose iə dear θ thing ð this
- | | | | | |
|-------|------|-------|-------|---------|
| oar | boat | hear | bath | bathe |
| warm | row | near | death | breathe |
| board | open | steer | cloth | clothes |
2. isn't it? ('izntit) don't you? ('dountʃu).

GRAMMAR

N'EST-CE PAS?

Affirmative sentence. . . Negative query

Auxiliary. You are a good boy, aren't you?
Ordinary verb. She speaks English, doesn't she?

Negative sentence. . . Affirmative query

Auxiliary. Bob cannot swim, can he?
Ordinary verb. She did not dive, did she?

NOTE: *An auxiliary or a defective verb is repeated.
 An ordinary verb is replaced by do, does, did.
 The negation in the query is contracted (cf. § 63).*

HOME PREPARATION

I. NEW WORDS.

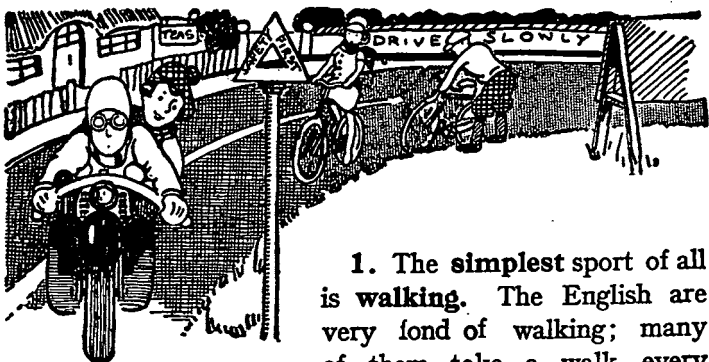
Verbs	Nouns	Adjectives
to heat to protect	diving-board sea-side	deep, fond
to bathe to row	swimming-bath rubber	<i>Adverb</i>
to dive to steer	swimmer oar	even
to boat to like		<i>Idiom</i>
		in the open

II. LESSON DRILL.

134. Questions. — What various sports does the water offer? Where and when can you bathe? Can you dive? How can you make a boat go? Why can you bathe in a swimming-bath in Winter? What do you swim with? When can you dive?

135. Complete with colloquial queries. — Robert loves football ... ? Jim cannot play cricket...? They have pets...? It isn't warm to-day...? You had a holiday for Xmas ... ? I look well in white trousers ... ? Fanny will play tennis ... ? We don't draw a cart with oars ... ? The pupils may not make a noise in class ... ? He dived well ... ?

WALKING AND CYCLING



1. The **simplest** sport of all is **walking**. The English are very fond of walking; many of them take a walk every day, it's good for their health.

But boys don't like walking so much, because it's slow : they **had rather** take their bicycles.

2. When you **ride** a bicycle, you sit on a **saddle**. You steer the bicycle with the **handle-bars**. On the handle-bars there is a bell to **warn** the people. When they hear the bell, they **get out of your way**.

3. On the handle-bars there are also **brakes**. They are useful when we go down a hill, or when we **want to stop** our bicycle.

If our brakes were not good our bicycle **would not stop**, and we **should** have accidents.

A bicycle runs on two **wheels**, with rubber **tyres**.

4. **Cycling** is faster than walking, and on a bicycle you can ride 10 **miles** an hour (a mile = 1760 yards).

But after a long walk or a long ride, you are very **tired**.

Many boys think that even a bicycle is too slow; when they are old **enough**, they ride **motor-cycles** which have a greater **speed** than ordinary bicycles.

1.

ɔ not	u put	ɑ: car	ɔ: door	final l
-------	-------	--------	---------	---------

fond	good	fast	walk	simple
want	should	bar	warn	saddle
stop	would	rather	board	handle

2. enough (i'nʌf) tyre (taɪə) cycle (saɪkl) bicycle ('baisɪkl)

GRAMMAR

THE CONDITIONAL

	<i>Affirmation</i>	<i>Question</i>	<i>Negation</i>
1. {	I should go	Should I go?	I should not go
	We should go	Should we go?	We should not go
2.	You would go	Would you go?	You would not go
3. {	He would go	Would he go?	He would not go
	They would go	Would they go?	They would not go

RULE: Use *should* for the 1st person; *would* for the others.
 No *do*, *does*, *did*, with the conditional.

HOME PREPARATION

I. NEW WORDS.

<i>Verbs</i>	<i>Nouns</i>	<i>Adjective</i>
to ride, I rode, ridden	cycling	saddle
to warn	bicycle	ordinary
to want	motor-bike	handle-bar
to tire	speed	brake
to stop	mile	wheel
		tyre
		<i>Idioms</i>
		get out of the way!
		I had rather
		<i>Adverb:</i> enough

II. LESSON DRILL.

136. Questions. — Do you walk on a bicycle? What does it run on? With what do you steer it? What is your bell for? What speed can you do on your bicycle? Is an English mile as long as a French kilometre? What do you use when you want to stop? What is the difference between a horse and a donkey? Can you ride a motor-cycle now? Why? Is walking a difficult sport?

137. Complete the sentences, using the verbs in the preterite and conditional. — If Robert (*to have*) no memory, he (*not to remember*) things. If the head (*not to be*) hard, it (*not to protect*) the brain. The buds (*to open*) if the sun (*to shine*). Fanny (*to go*) into the country, if she (*can*). If he (*to know*) his lesson, he (*to have*) a good mark.

Read aloud, then copy out in ordinary spelling :

goul, 'boutɪŋ, 'kɒstju:m, sædl, i'naɪf, wɒnt, wi:l, lu:z, saɪkl,
skɔ:, beɪð, θrou, ɔ:, 'taɪəd, bouθ, 'ra:ðə, wɔ:n, spi:d, breɪk,
æθ'letɪks, raɪf, bɑ:θ, kɔ:t, stɪə, wud.

A GAME

HOW? WHERE? AND WHEN?

One of the players is sent out of the room.

The others fix upon a subject to be guessed (*the rain, the holidays, impositions, etc...*)

The player outside is then summoned.

He asks the other players these three questions :

How do you like it ?

Where do you like it ?

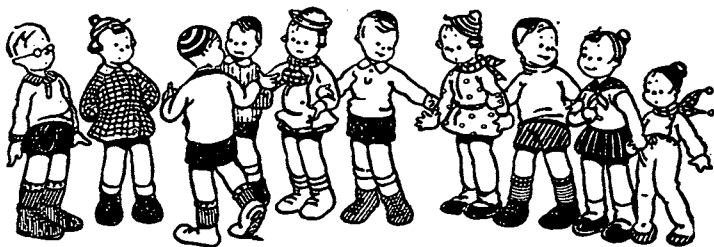
When do you like it ?

He may put the first question to all the players, then the second, then the third. Or he may put the three questions successively to each player. [outside.

If he fails to guess, he must take another turn

If he guesses right, another takes his place.

This is a counting out rhyme to know who will
[be " he " :



*Eena, deena, dina, do,
Catch a nigger by his toe,*

Out goes he! (or : she)

*If he hollers, let him go.
Eena, deena, dina, do,*

SPRING SPORTS

The last Wednesday of April was the final match of the season for school-football. Robert's school was playing against Highgate school. The North team (Highgate) first scored a goal because the South goal-keeper fell on the muddy ground. But after half-time the backs of Croydon broke all the attacks, and their forwards (*avants*) carried the ball into the North side: two goals were scored. How Robert joined in the 'Hip, Hip, Hurrah!' of his school-fellows!

In the evening, he tried to speak of the game to his mother and sister. But the ladies thought football was a rough game; they both played tennis well; Fanny often won, and Robert did not like to lose, especially against a girl! 'Tennis doesn't count', he said. But football and cricket, these are games! — 'I have never seen a cricket match', Mrs Martin said. 'Only the English and Australians play it. You wear things on your legs, and white clothes, it is great!' — 'I suppose the white clothes are the greatest and most athletic part of the game!', Fanny said. 'I'll teach you ...' But Fanny was a fast runner, and showed it!

Mr. Martin listened to the history of the game. He did not play football, but he liked swimming and boating very much. The children often went swimming with him when he came home early enough in the evening. But as the weather was getting warmer, they wanted to go every day. So, one evening, Mr. Martin had two bicycles sent from London and said: 'Now you can ride to the river without me: only, keep to the left and mind the traffic!'

EXERCISES

138. Complete with defective verbs. — He works as much as he ... at school. At tennis, a player ... not catch the ball with his hands. My motor-bicycle ... do more than 50 miles an hour. Please, ... I take your bicycle? I ... go to the post immediately

139. Complete with colloquial queries. — You bathe every day ... ? Jack was at the door ... ? They are not lazy ... ? You cannot dive ... ? Your sister can walk four miles ... ? It is too slow ... ? Cambridge did not win the race ... ? The boat will be ready at three ... ? You are good at the long jump ... ? Your brother has not the flu ... ?

140. Turn into the past. — He is late, isn't he? Can Jack come? I may take a walk. This car doesn't go very fast, does it? The goal-keeper cannot stop the ball.

LITERATURE...



1. One of the best pastimes for children is reading; not school-books which are so dull but exciting books such as Robinson Crusoe, Gulliver's Travels or Jules Verne's stories.

They also read magazines which appear every week or every fortnight.

2. Father reads the paper every day; in his newspaper he reads the news of the day, that is, the events which happened all over the world the day before.

So children have their own things to read and parents also have theirs.

Young children cannot read, but their nurses or their grandparents tell them fairy tales, such as Cinderella.

3. When Father writes a letter, he first writes the date at the top. Then, he begins : *Dear Sir*, or *Dear Madam*, or *my dear friend*.

When the letter is written, he ends with : *Yours sincerely*, and he signs his name.

Then he puts the letter into an envelope and writes the address, not his, but his correspondent's; he sticks a stamp in the corner and goes to post the letter.

4. Sometimes, Father receives letters with curious stamps on them. Many boys are stamp collectors. When a boy has several stamps of the same sort, he says to a friend : " Shall we make an exchange ? One of mine for one of yours. "

I. æ cat ai five ju: tube ei cake e bed

stamp	cycle	news	paper	collector
madam	sign	during	tale	address
happen	exciting	curious	exchange	envelope

2. fairy, magazine, sincerely, correspondent, pastime.

GRAMMAR

POSSESSIVE PRONOUNS

My book is mine .	Our books are ours .
His book is his .	Your books are yours .
Her book is hers .	Their books are theirs .

NOTE: *s* is the mark of possessive pronouns, except for *mine*.

HOME PREPARATION

I. NEW WORDS.

<i>Adjectives</i>	<i>Nouns</i>	<i>Verbs</i>
dull ≠ exciting	pastime stamp	to happen to post
same curious	magazine exchange	to stick I stuck stuck
dear own	news collector	to tell I told told
	story top	
	tale fairy	<i>Adverb</i>
		sincerely

II. LESSON DRILL.

141. Questions. — What is the difference between school-books and story books? What is Cinderella? What does Father see in the papers? What is the difference between a paper and a magazine? What do you write at the top of a letter? What do you do when it is written? May you post a letter without a stamp? Do you write your own address on the envelope? Does a stamp collector keep many stamps of the same sort?

142. Use possessive pronouns. — a) Give me this book, it is not ..., it is ... Look at Robert's and Fanny's pets: ... is a dog ..., is a cat. People must not keep things which are not ... Your house is very pleasant, but we like ... better.

b) I write with my pen, not with Fanny's pen. He and I have two pets; *his pet* is a dog, and *my pet* is a cat. They have a large garden: *our garden* is smaller, but *their garden* is not so pleasant.

INDOOR PASTIMES



THE QUEEN OF HEARTS

*The Queen of Hearts
She made some tarts
All on a Summer's day;
The knave of Hearts
He stole those tarts,
And took them all away.*

(NURSERY RHYME).



1. When children have **nothing** to do, they love to play cards, and so do many grown-ups!

There are 32 or 52 cards in a pack of cards.

In each suit there are an ace, a king, a queen, a jack or knave, a ten, a nine, an eight, etc...

There are 4 different suits: clubs and spades are black; hearts and diamonds are red.

2. When we play cards each player is given the same number of cards.

In some games, a suit is taken as trumps.

People who are lucky have many trumps and win.

Unlucky people always lose at cards.

3. When the children have **nobody** to play with, they can spend their time playing with their toys; they can build houses with blocks, or bridges and machines with their Meccano sets, or do some painting.

4. People who are musical can play the piano or the violin, or sing, when they like.

But everybody is not musical; if, however, you are fond of music, you can listen to the gramophone or to the concerts which are broadcast from every country in the world.

- I.

ʌ <i>but</i>

ɑ : <i>car</i>

eɪ <i>cake</i>

ou <i>nose</i>

aɪə <i>fire</i>

- clubs tarts ace own diamonds
lucky cards knave chosen violets
nothing hearts spades nobody tyre
2. machine (mə'ʃi:n) violin (vaɪə'lin) however (haʊ'evə)

GRAMMAR

COMPOUNDS OF : SOME, ANY, NO.

- Aff:* You see **something** He met **somebody**.
Quest: Do you see **anything** ? Did he meet **anybody** ?
Neg. { You **do not** see **anything** He **did not** meet **anybody**.
 You see **nothing**. He met **nobody**.
Total: **Everything** is ready. He knows **everybody**.

NOTE :

- a) Compare 1. 34 for the use of **somebody**, etc...
b) **everything** = *all things*; **everybody** = *all persons*.
c) No **do**, **does**, **did**, with **nothing** and **nobody**.

HOME PREPARATION

I. NEW WORDS.

<i>Adverb</i>			<i>Verbs</i>			<i>Nouns</i>
however	to broadcast	I broadcasted	broadcast	a pack of cards		
	to spend	I spent	spent	suit	trumps	
				spades	ace	
				hearts	jack	
				diamonds	concert	
				clubs	blocks	

Idioms : a grown-up, I spend my time
to be lucky

II. LESSON DRILL.

143. Questions. — How many cards are there in a pack ? What are the suits ? What are the 13 different cards in a pack of 52 ? What cards are red ? When do you lose or win at cards ? What do you build with a Meccano set ? Must you go to England to hear English music ?

144. Complete with 'some', 'any', 'no' or their compounds. — .. pupils are absent. I was given this book by ... There is ... ink in my pen, it is empty. Oh! ... knows the earth is round. Have you received ... letters ? ... can see the wind. He was ill, so he could not do ... There is ... exciting in a school-book. I did not meet ... in the street. He threw ... into the river.

NEEDLEWORK AND WASHING



1. A woman has much work to do in the house. For instance, she must look after the clothes of everybody. If her naughty boys and girls make big **holes** in their socks or **tear** their clothes when they play, she must **mend** the clothes and socks !

2. She puts a **thimble** on the middle finger of her right hand; then she takes her **needle** in her left hand and passes the **thread** through the **eye** of the needle : she **threads** her needle.

Then, she is ready to **sew**. She **pushes** the needle through the **stuff** with her thimble, then she **pulls** it out again.

When she has finished, she cuts her thread with her teeth or her **scissors**.

It is a **pity** for poor mother that boys and girls do not mend their own socks and sew on their own **buttons** !

3. Then, when the linen is dirty, it must be washed, and **that** is another **task** for mother !

The linen is washed by a **washerwoman** or given to the **laundry**. It is washed with soap and water then it is **dried** in the air.

When it is dry, it must be **ironed** with hot irons.

I. ɛə where	ou nose	θ thing	final n	ss = z
tear	hole	thread	often	scissors
care	sew	thimble	button	dessert
wear	own	through	mutton	possessive

GRAMMAR

THAT

a) *Demonstrative adjective:*

singular: This boy is small, **that** boy is tall.

plural: These men are rich, **those** men are poor.

b) *Demonstrative pronoun:*

this thing { This is good, **that** is bad.
 { These are good, **those** are bad.

the noun { What door is this? It is **that** of the house.
in question { I read my books, not **those** of my parents.

c) *Conjunction:*

He saw (**that**) he had made a hole.

NOTE: **that**, conjunction, is often omitted.

HOME PREPARATION

I. NEW WORDS.

Verbs

Nouns

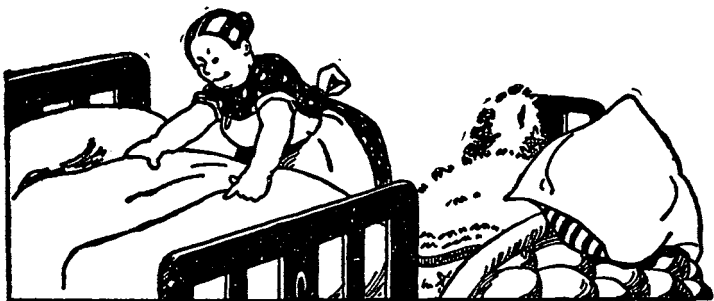
to sew	I sewed	sewn	scissors	sewing
to tear	I tore	torn	thread	stuff
to push		to thread	task	thimble
to pull		to iron	laundry	needle
to mend		to dry	washerwoman	button
				wool

II. LESSON DRILL.

145. Questions. — How do you thread a needle? Can a needle see with its eye? What are scissors for? When do you mend a stocking? When do you wash a thing? With what is the linen washed? Who washes and mends your things?

146. Parse the different 'that'. — I know that I am not an artist, but I think that this picture is not so good as that of my friend. Does he understand that that is an important question?

HOUSEKEEPING



1. Children can make their own beds to **help** their mother. First, they take the **bedclothes** and put them on a chair.

Then they **turn over** the **mattress** and place over it a large white **sheet**.

Then another sheet is placed over the first, then a **woollen blanket**, then a warm **quilt** when the weather is cold.

Most people sleep with their head on a **pillow**.

2. When the bed is made, the bedroom must be cleaned. When you **do a room**, you **shake** the small carpets, or **rugs**, out of the window, and **sweep** the floor. The thing **which** you sweep with is a **broom**.

Then, you pass a **mop** on the floor to wipe off the last **grains** of **dust**, and you **dust** the furniture with a duster. Some people use a **vacuum-cleaner**, with which it is very easy to **clean** carpets.

3. **Once** or **twice** in the year, especially in Spring, the house is cleaned from the top to the **bottom**.

The maid **beats** the big carpets, shakes and brushes the curtains and **polishes** the floors. Sometimes, a **charwoman** comes a few hours to help her.

1.	u put	ɔ not	i: beef	w what	ʃ shut
	broom	cloth	beat	quilt	shake
	room	bottom	clean	sweep	sheet
	woollen	polish	people	twice	polish

2. once (wʌns) twice (twais) vacuum ('vækjuəm)

GRAMMAR

PLACE OF PREPOSITIONS

Here is the broom **with which** I sweep my room.

Here is the broom **which** I sweep my room **with**.

RULE : Place the preposition either before the relative or at the end of the clause.

HOME PREPARATION

I. NEW WORDS.

Adverbs	Verbs	Nouns
once, twice	to shake I shook shaken	broom
	to beat I beat beaten	mattress
<i>Idioms</i>	to sweep I swept swept	mop
to do a room	to clean	grain of dust
to make a bed	to wipe off	duster
	to polish	vacuum-cleaner
		charwoman
		pillow
		quilt
		sheet
		bottom

II. LESSON DRILL.

147. Questions. — How does the maid clean rugs and carpets? What is a broom? Do you sweep the floor with a mop? What is a duster for? What is a charwoman? What is a maid? Where do you lay your head when you sleep? What are a pillow and a mattress filled with? What is the shape of a pillow? Of a mattress? When do you put a quilt on your bed?

148. Place the preposition differently. — This is the house *in which* we live. The school *to which* I go is far from home. The child *to whom* I gave a doll has not many toys. The pen *which* I write *with* is made of steel. The copy-book *on which* I write is thick. The bedroom *which* we slept *in* was very cold. The town *which* I come *from* was dull. France is the country *in which* I was born. The music *which* I listen *to* comes from London. Look at the man *whom* he is speaking *to*.

I. Read aloud, then copy out in ordinary spelling :

sain, wans, 'lɔ:ndri, 'bɔ:təm, 'sizəz, kwi:n, neiv, teil, fi:t, θred, 'tʃa:wumən, 'daiəməndz, 'kjuərjəs, 'bʌtn, 'pɒliʃ, mə'ʃi:n, fu:k, sou, 'pɑ:staim, 'brɔ:dkɑ:st, brum, tæ, 'nʌθiŋ, tel, 'lʌki.

II. Group into columns of similar vowel sounds :

through, sign, want, court, rather, broom, walk, bare, death, field, food, wool, laugh, ass, breath, nothing, blind, meadow, warn, wear, calf, blood, good, mind, peach, warm, rough, banana, feather, lose, sheep, salad, butcher, cough, busy, pear, read, apple, heart, health, people, donkey, enough, match.

VERSE

THE LAND OF STORY-BOOKS

1. *At evening, when the lamp is lit,
Around the fire my parents sit;
They sit at home, and talk, and sing,
And do not play at anything.*
2. *Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.*
3. *I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.*
4. *So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of story-books.*

R. L. STEVENSON.



THE DANGER OF OPEN DOORS

One Saturday, Mr. Martin walked into his study to write a few letters. But when he came to his writing-table, he found that somebody had written letters before him. There were inky paw-marks on the clean blotting-paper; a new sheet of note-paper was torn and the pieces lay on the carpet; there was a pencil on which the marks of teeth could be seen. The worst was the ink-pot : Fluff had put her paw in it and there was ink on the calendar, ink on the table, ink on the chair, ink everywhere !

Mr. Martin was very angry; he called the charwoman, who, he thought, had left the door open. She said the fault was not hers, because she always took care to shut the door after cleaning the room. Just then, in jumped Fluff through the open window, and so did Trim with the help of a garden chair which stood outside. 'You see, Sir, you cannot keep a house clean with cats and dogs about; everything is dirty or torn ! and if you saw the clothes of Master Robert and the shoes of Miss Fanny !' Mr. Martin stopped Mrs. Brooms, who could make a long tale out of nothing; and he did not like to hear her speak ill of the pets, of whom he was very fond.

EXERCISES

149. Replace or complete with possessive pronouns. — His cards are good, but *my cards* are better. Boys and girls have different toys : a boy has ..., and a girl has ... Lend me your pencil, please, ... is broken. The Martins and you don't live in the same house : ... is in France, and ... is in England. I gave a new book to Mary, because *her books* are dull. We live in the same street, her house is number 5, and *our house* is number 12. His exercise is good, but *your exercise* is bad. Don't sit on that chair, it's *my chair*.

150. Place the preposition differently. — The game *at which* we play is hockey. The room *which* I came *into* was full of people. The knife *which* I cut my meat *with* is a table-knife. The waits' song *to which* we listened last night was well sung. Did you like the house *which* you were looking *at* ? *Of what* are watches made ? The boat *on which* I came crossed the Channel in an hour. The street *through which* Mr. Martin walks is Waterloo Road. This is the room *which* I sleep *in*. A chair is a thing *on which* we sit.

151. Pick and parse the various 'that'. — You see my house and that of my uncle. That is difficult. This apple is good, but that was sour. The master says that we shall have a holiday on that day.

RUNNING ERRANDS



1. There is one thing (which) most children love to do to help their mother, and that is to **run errands**.

When she wants bread, you go to the **baker's**.

When it is sugar or coffee she wants, you go to the **grocer's**. But the **greengrocer** is the man (whom) you go to for vegetables and fruit.

And you remember that you **buy** meat at the butcher's.

2. Suppose you are at the grocer's, he asks: '**What can I do for you?**' You say: '**I want a pound of sugar**'.

The grocer takes a paper bag; he **fills** it with sugar, and **weighs** it on the **scales**; then he asks: '**Anything else?**'

3. Then the grocer writes down all the things he has **sold** you, and **adds up** your **bill**. You **pay** at the **desk**. If you give **too much** money, the grocer gives you back the **change**; remember that there are 12 **pence** in a **shilling**, and 20 **shillings** in a **pound**. A pound is a **note**, made of paper; a shilling is a silver **coin**, a **penny** is a copper coin; so is a **half-penny**.

- I.

ou nose

au cow

tʃ chair

final z

final ə

- note pound much scales sugar
sold round change errands copper
grocer brown butcher baker's doctor
2. buy (bai) weigh (wei) halfpenny ('heipəni)

GRAMMAR

OMISSION OF THE RELATIVE PRONOUN

The book **which** I read is dull . . . = The book I read is dull.
The girl **whom** I hear = The girl I hear.
The pen **which** I write with . . . = The pen I write with.
The man **whom** I speak to . . . = The man I speak to.

RULE: *which and whom can be omitted when they are :*

1. *direct objects.*
2. *indirect objects, with a preposition at the end.*

HOME PREPARATION

I NEW WORDS.

<i>Verbs</i>			<i>Nouns</i>			
to buy	I bought	bought	baker	pound	desk	shilling
to sell	I sold	sold	bread	scales	pound	copper
to pay	I paid	paid	grocer	bill	note	penny
to weigh	to fill	to add up	greengrocer	change	coin	pence

Idiom: to run errands. *Adverbs:* else, too much.

II. LESSON DRILL.

152. Questions. — Who sells sugar and coffee? Where can you buy vegetables? What is a baker? What is the use of the scales? How many shillings are there in a pound? What are a shilling and a penny made of? What is the plural of penny?

153. Omit the relative when possible. — The charwoman whom mother took works hard. The pencil with which I write is blunt. Where did you put the curtains which were on the chair? Give me the book which you read. You have the book which I was looking for.

COOKING



1. Eating takes up **so much** time in a man's life that cooking is a most useful **occupation**.

In the morning, you are **hungry** and want your breakfast; at noon, again, you want to eat and drink, you are **hungry** and **thirsty**.

2. Then, boys and girls like to eat good things, they are **greedy**. And if you are greedy, you can help your mother; there are **so many** things children can do in a kitchen!

First, they can help to prepare the vegetables or **grind** coffee in the coffee mill: it is **so easy**!

3. Then they can **lay the table** before each meal, laying first the white table-cloth, then the **crockery** or **china**: **as many** plates as there are people; then the glasses and silver.

After dinner, they can **clear the table** and shake off the **crumbs** of bread left on the cloth.

4. At tea-time, a girl can help to **serve** tea. Tea is brought in a **teapot**, and coffee in a **coffee pot**. The sugar is in the **sugar-basin**, and the milk in the **milk jug**. We take one or two **lumps** of sugar and put them into our tea or coffee, which we **stir** with a **tea-spoon**. Some people have their tea or coffee without any sugar.

I.	ʌ but	i: beef	ə: fur	h hat	no h
	jug	meal	stir	heat	eat
	lump	easy	serve	hold	old
	crum (b)	greedy	thirsty	hungry	angry
2.	mind (maind)	china ('tʃainə)		basin ('beisn)	

GRAMMAR

ADVERBS OF QUANTITY

a) *Before an adjective* : so, as, too.

It is **so** easy. Jack is **as** tall as Fred. I am **too** hot.

b) *Before a singular noun* : so much, as much, too much.

So much work; **as much** coffee (as); **too much** rain.

c) *Before a plural noun* : so many, as many, too many.

So many lessons; **as many** plates (as); **too many** people.

HOME PREPARATION

I. NEW WORDS.

Verbs				Nouns	
to stir	to serve	to clear	crumbs	milk-jug	tea-pot
to lay	I laid	laid	crocery	sugar-basin	coffee-pot
to grind	I ground	ground	china	tea-spoon	lump

Idioms : I am hungry, I am thirsty (cf. I am afraid, I am twelve).
to lay the cloth, to lay the table, to clear the table.

Adjectives : easy, greedy.

II. LESSON DRILL.

154. *Questions.*— What must be done before each meal? What is put on the table first? What do you call all the plates and dishes? and all the spoons and forks? What things are placed on the left of the plate? And on the right? What is a tea-pot? Do you put coffee in a tea-pot? What is a tea-spoon for? What does the maid do after each meal? When are you hungry? What do you do when you are thirsty? What is a coffee mill for?

155. *Complete with adverbs of quantity.*— She carries... bags. That boy made ... mistakes. He is ill because he ate ... cakes. Robert is ... tall ... his father, but he has not ... hair on his chin. My mother gives me ... books ... I can read. Eat ... cakes ... you like. There are ... stars in the sky that we cannot count them. I was ... tired that I went to bed. Cook put ... salt in the soup that we couldn't eat it.

ODD JOBS



*Reproduced by permission of the
Proprietors of "Punch."*

"OH, DADDY, WHAT A LOVELY FESTOON!"

1. Besides running errands, or helping in the kitchen, there are other odd jobs a boy can do in the house.

For instance, he can polish his own shoes or those of others.

In Autumn and Winter, he can saw wood with a saw, and chop it with an axe to make sticks for the fire; and he can go and fetch coal from the cellar.

2. If he is clever with his hands, he can mend broken things and put

in nails where they are wanted.

But he must be very careful when he drives in a nail: clumsy people generally hit their fingers, and not the nail, with their hammer! and it hurts!

3. In Summer, it is a pleasant pastime to water the flowers, or to cut off dead branches or dead flowers with a garden-knife.

Then the garden walks must be raked with a rake; in Autumn, boys can rake up all the dead leaves and carry them away in a wheelbarrow, and make a big fire of them.

All these garden jobs are as good as games, aren't they?

1.

ɔ not

æ cat

e bed

ʃ shut

tʃ chair

odd	axe	clever	shoe	chew
job	barrow	cellar	shop	chop
polish	angry	pleasant	flesh	fetch

2. besides (bi'saidz) clumsy (ˈklʌmzi)

GRAMMAR

I. — OTHER, OTHERS

- a) The **other** boys were punished. *other* = adjective.
 b) The **others** were punished. *others* = pronoun.

RULE: *Other, adjective, is invariable.*
Other, pronoun, takes s in the plural.

HOME PREPARATION

I. NEW WORDS.

<i>Nouns</i>			<i>Verbs</i>		
saw	hammer	garden walk	to fetch	to water	
axe	cellar	rake	to chop	to carry	
nail	job	wheelbarrow	to drive	I drove	driven
			to hit	I hit	hit
			to break	I broke	broken
			to saw	I sawed	sawn

Idiom: an odd job.
Adjectives: careful; clever ≠ clumsy

II. LESSON DRILL.

156. Questions. — Name some odd jobs. Who polishes your shoes? What must you do when a piece of wood is too big for the fireplace? What is the contrary of *clumsy*? With what do you hit a nail? In what season must a garden be watered? What is a garden-knife for? How do you break a piece of wood into small pieces? What do you see on the ground in Autumn? Do you leave the dead leaves on the ground? What is a wheelbarrow for?

157. Complete with "other" or "others". — Give me your grammar and your ... books. Mr. Smith goes for a walk; the ... stay at home. A boy can do many ... things in the house. I know three of the boys, but not the ... Some people drink tea, ... drink coffee. I don't like this story; haven't you any ... books?

Read aloud, then write down in ordinary spelling :

brouk, tʃɒp, 'ʃugə, 'tʃainə, ʃɒp, tʃeɪndʒ, sould, graɪnd, wei, so:, 'krɒkri, 'θə:sti, bai, sou, 'ʃiliŋ, 'klɑ:mzi, 'heɪpəni, krɑ:mz, nout, æks.

VERSE

MOTHER HUBBARD

1. *Old mother Hubbard went to the cupboard
To get her poor dog a bone;
But when she came there, the cupboard was bare,
And so, the poor dog had none.*
2. *She went to the baker's
To buy him some bread,
But when she came back,
The poor dog was dead.*
3. *She went to the joiner's
To buy him a coffin,
But when she came back,
The poor dog was laughing.*
4. *She went to the butcher's
To buy him some tripe,
But when she came back,
He was smoking his pipe.*
5. *She went to the fishmonger's
To buy him some fish,
But when she came back,
He was licking the dish.*
6. *She went to the tavern
For white wine and red;
But when she came back,
The dog stood on his head.*
7. *She went to the fruiterer's
To buy him some fruit,
But when she came back,
He was playing the flute.*
8. *She went to the hatter's
To buy him a hat,
But when she came back,
He was feeding the cat.*
9. *She went to the barber's
To buy him a wig;
But when she came back,
He was dancing a jig.*
10. *She went to the tailor's
To buy him a coat;
But when she came back
He was riding a goat.*
11. *She went to the cobbler's
To buy him some shoes;
But when she came back,
He was reading the news.*
12. *She went to the hosier's
To buy him some hose.
But when she came back,
He was dressed in his clothes.*
13. *The dame made a curtsey,
The dog made a bow;
The dame said : Your servant.
The dog said : Bow Wow!*

HELPING IN THE HOUSE

When he was in France, Robert didn't like to run errands : he had no bicycle in Paris, and you all know that a boy can't run errands without a bike, don't you? As for Fanny, she was afraid of the traffic. 1

But, in Croydon, both children are always ready to ride off for a pound of salt or sugar or bread; but when counting change, Fanny is lost in halfpence and pence and shillings! She always thinks there are 20 pence in a shilling and 12 shillings in a pound, and Robert laughs at her. 5

In May, Fanny showed what a good housekeeper she was. Her parents and the maid had the flu, all at the same time. So, she and Mrs. Brooms did all the house-work. Robert wanted to help. One morning, he began to prepare vegetables. He worked so well on the potatoes with his knife that when he had done they were not much bigger than peas. 10

But there are many things which he can do better than Fanny. He can use a saw and a hammer very well and is clever at wood work; he has made a summer-house for Trim; but the job at which he is best is watering the garden. There is a long rubber hose (*tuyau*) which can reach all the corners of the garden. Robert looks over the wall and waters the dogs which are taking their evening walk and laughs when the poor things run away, with their tails low between their legs. 15 20

EXERCISES

158. Build up sentences with . — So difficult — too much jam — not so many mistakes — too fast — not so heavy — so many people — so much sugar — too many pens — as long — not so much dust.

159. Complete with : as, so, many, too, as much, etc. — The rain is falling ... hard that I can't go out. April is ... warm ... July. We can't make a tennis court here, there are ... trees. He drank ... coffee that he did not sleep. Do they play tennis ... well ... Fanny?

160. Replace 'that' omitted. — Robert thinks English beds are hard. I knew he would break a window. I am sure you can do this well. Father read in the papers the King was ill. Mrs. Martin said it was too late to go out.

161. Omit the relative when possible. — Fanny took a sheet which was clean. The man to whom she was talking was tall and dark. The carpet which the charwoman was beating was very dirty. The thimble which Fanny uses is made of silver. The laundress whom we give our linen to lives in our street.

SUMMER WEATHER



National Gallery, Millbank.

CHARLES. "WILL IT RAIN?"

rain. April is very often a **wet** month, with many sudden "April showers".

2. Then Summer comes, and Summer is the best season of all. The sky is **clear** and blue, but not often **cloudy** or grey. The sun shines **bright**. But it is not very pleasant to go out at noon, for the sun **dazzles** our eyes.

3. The air is generally dry, and the roads get **dusty**; but it's very pleasant to take walks in the morning, when the country is **cool**, or again, in the evening, when the **sunshine** is not so hot, and the moon rises above the **horizon**.

How **beautiful** a Summer night is, with the silver **moonlight**, and all the stars which **twinkle** in the sky!

1. We have different weather according to the different seasons.

In Winter, it is cold and dark. When the Winter is **severe**, it snows and freezes, and poor people are very miserable.

In Spring, it is not so cold; the days get **longer and longer**; a soft wind blows, and all the trees have green buds. The sun shines, it gets warmer and warmer, plants and flowers open, but we **still** have much

1. iə dear	i sit	ai five	u: blue	ju: tube
clear	still	shine	cool	few
severe	twinkle	bright	soon	dew
appear	miserable	horizon	moon	new

2. according, different, sudden, muddy, dusty.

GRAMMAR

DOUBLE COMPARATIVES

a) *Long adjectives* :

Your exercises grow **more and more difficult**.

b) *short adjectives* :

In Winter, the days become **shorter and shorter**.

FORMATION OF ADJECTIVES

Sleep, sleepy — sun, sunny — health, healthy — ice, icy;

Use, useful — care, careful — beauty, beautiful.

NOTE : *Noun* + *y*, or *noun* + *ful* = *adjective*.

HOME PREPARATION

I. NEW WORDS.

<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>
horizon moonlight	to twinkle to dazzle	severe clear
sunshine shower	to shine I shone shone	cloudy beautiful
		cool bright
	<i>Adverbs</i> : still, bright.	sudden dusty
		wet ≠ dry

II. LESSON DRILL.

162. Questions. — Is the weather always the same? When does it freeze hard? Is it as cold in Spring as in Winter? Is Spring a dry season? What is the difference between a Summer sky and a Winter sky? When is it unpleasant to go out in Summer? Why? What part of the day is cool? Do the stars shine?

163. Complete with double comparatives. — In Autumn, the days get *short*. The sun gets *warm* in the morning. When it doesn't rain, the grass is *dry*. In the afternoon, the sun gets *low* on the horizon. The moon gets *high* in the sky. The sunshine gets *dazzling* between 10 and noon. This boy is getting *good* at English. My dog gets *big*. You are very *lazy*, and your English is *bad*. This girl gets *beautiful*.

CAMPING



1. **Outdoor** life is pleasant and very **healthy** when the weather is fine, and **camping** is a very pleasant sport.

Most English school-boys are **boy-scouts**, and most English school-girls are **girl-guides**, or girl-scouts.

They go for long **rambles** in the country, with a scout-master. Sometimes they go for the day, carrying provisions in their **rucksacks**.

2. What fun it is to make a fire in the open! But how difficult, too!

First of all, you must find a convenient **spot**, out of the wind. Then you must place some stones to make a fire-place, and prepare the fire with dry grass and dry wood; then you will **have to strike a match**, and it is not always an easy job in the open! When the fire is **lighted**, you will have to find some more wood. And if the wood isn't dry, you must blow on it **till** it burns, and you get more **smoke** than fire!

3. Sometimes, scouts even **take an outing** of several days, and then they sleep in a **tent**. What a job it is to **set up** a tent when the ground is dry and hard! But also, what a joy when the **camp-beds** are ready, and you can smell dinner cooking! How hungry the boys are and how **sleepy** ... As soon as dinner is over, they will go to sleep in their little pointed houses.

1.

ready	easy	blow	ground	guide
healthy	sleepy	smoke	scout	strike
weather	convenient	open	outing	bright

2. rucksack ('ruksæk) guide (gaid) provisions (prə'vizənz)

GRAMMAR

1. — CONJUNCTIONS OF TIME

Till, when, as soon as, etc. are conjunctions of time.

When I am a man, I shall be a doctor.

You will make the tea as soon as the tent is put up.

NOTE: *when and as soon as are never followed by the future.*

2. — "I HAVE TO" — "I MUST."

I shall have to work hard. They had to sleep in the open.

NOTE: *must is a defective verb. It has only a present.*

I have to takes its place in all the other tenses.

HOME PREPARATION

I NEW WORDS.

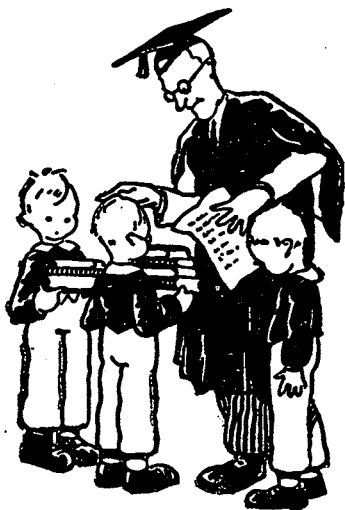
<i>Nouns</i>			<i>Verb</i>	<i>Idioms</i>
spot	boy-scout	ramble	to light	to take an outing
tent	girl-guide	pleasure		to strike a match
rucksack	match	smoke	<i>Conjunction</i>	to be sleepy
			till	in the open
				first of all
				to set up a tent

II. LESSON DRILL.

164. Questions. — What do boy-scouts and girl-guides do in Summer? How do they carry their provisions? What things are necessary to make a fire in the open? Where do scouts sleep? What shape is a tent? What must scouts do when they have found a convenient place for the night? When do you sleep well? When do you eat well?

165. Complete with verbs. — Call me as soon as you (*to arrive*). When I (*to be*) old I shall have a car. You must wait till the train (*to come*). I shall not go away before you (*to know*) your lesson. I shall be pleased when we (*to play*) tennis again.

THE END OF THE YEAR



1. Every year, an English school gives a **social** to which the parents and friends of the pupils are invited: they are the guests of the school.

The **school hall** has been decorated, and at one end stands a **stage** where the pupils act a **play**, generally a **comedy** by Shakespeare.

The **audience** are very pleased and **clap** their hands when the curtain falls.

2. Then comes **refreshment-time**, which is the most **interesting** time for the smaller boys and girls; **finally** there is a **dance**, for English children are as fond of dancing as of sports.

3. Sometimes the social takes place on the same day as the prize-giving. This **ceremony** is also called **Speech day** because on that day you have to listen to so many speeches! The principal one is that of the **chairman**, who sits in the middle of the stage.

4. Then, the Head answers, and reads the names of the pupils who have been **successful** in their **examinations**, and then the **results** of the football and cricket seasons.

The boys **clap** their hands and **cheer**, and then all go home, thinking of the happy holidays they will enjoy.

- I. e bed ɑ: car ʃ shut tʃ chair dʒ jack
- | | | | | |
|----------|--------|-------------|--------|-------|
| guest | father | social | cheer | job |
| success | dance | ocean | child | stage |
| ceremony | answer | refreshment | speech | enjoy |
2. audience ('ɔ:diəns) result (ri'zʌlt).

GRAMMAR

COMPARATIVE AND SUPERLATIVE REVISED

	<i>Comparative</i>	<i>Superlative</i>	
+	{ more ... than	the most ...	} <i>long adjectives.</i> <i>short adjectives.</i>
	... er than	the ... est	
=	as ... as	. . . . .	} <i>long and short adjectives.</i>
-	not so ... as	

NOTE: use the *comparative* for 2 objects;
use the *superlative* for more than 2 objects.

HOME PREPARATION

I. NEW WORDS.

<i>Adjectives</i>	<i>Verbs</i>		<i>Nouns</i>	
successful	to clap	social	stage	ceremony
interesting	to dance	dance	play	speech
	to cheer	refreshment	audience	chairman
	to enjoy	school hall	success	result
				examination

II. LESSON DRILL.

166. Questions. — What do you call the last day of the school year? Why is it pleasant? Who delivers a speech on Speech day? What does the Headmaster read? When do the boys cheer? Do all the pupils get prizes? Where does the chairman sit? What do you do when the curtain falls? Where does the social take place? Who is invited? When does the curtain go up? When does it fall?

167. Explain the comparatives and superlatives. — The social is the biggest affair of the term. The hall is as full as possible. He is the best player in the school. The comedy was more interesting than the concert. Cakes are better than bread. Robert's English is not so good as his French. The most amusing play was a comedy. Japan is smaller than England. His dancing is worse than his playing. In May, the days get longer and longer.

Read aloud, then write down in the ordinary spelling :

skaut, brait, 'helθi, in'dzɔi, si'viə, 'plezə, dɑ:ns, 'fauəz,
'gə:lgaɪd, ku:l, 'ruksæk, 'sɑdn, 'tʃæmən, sli:p, 'bjʊ:təfʊl,
'soufəl, tʃiə, 'ɔ:dʒəns, 'spi:tʃdeɪ, ri'frefməntaɪm.

A SCOUT SONG

THE LAW OF THE JUNGLE

Words by RUDYARD KIPLING. *Music by* JAMES A. CRICHTON.



1. Now this is the Law of the
2. Wash dai - ly from nose - tip to
3. When Pack meets with Pack in the
4. Be - cause of his age and his



Jun-gle. As old and as true as the sky, And the
tail-tip, Drink deep-ly but nev-er too deep; And re-
Jun-gle, And nei-ther will go from the trail, Lie
cun-ning. Be - cause of his grip and his paw, In



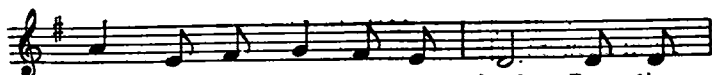
wolf that shall keep it may prosper, But the
mem-ber the night is for hunt-ing, And for-
down till the lead-ers have spo - ken, It
all that the Law leay-eth o - pen The



wolf that shall break it must die. As the
get not the day is for sleep. The the
may be, fair words shall pre - vail. When ye
word of the Head Wolf is Law. Now



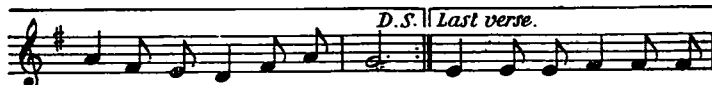
creep-er that gir-dles the tree-trunk The
Jack-al may fol-low the Ti - ger, But
fight with a wolf of the Pack, Ye must
these are the laws of the Jun-gle, And



Law run-neth for-ward and back, For the
 cub, when thy whiskers are grown, Re —
 fight him a — lone, and a — far, Lest
 ma — ny and might-y are they, But the



1st, 2nd, & 3rd verses
 strength of the Pack is the Wolf, And the
 -mem-ber the wolf is a hunt-er, Go
 oth-ers take part in the quar-rel And the



D.S. | Last verse.
 strength of the wolf is the pack. head and the hoof of the
 forth and get food of thine own.
 Pack be di-min-ished by war.



Law And the haunch and the hump is — O — bey!

— VERSE —

A CAMP



*The bed was made, the room
 was fit,
 By punctual eve the stars were
 lit;
 The air was still, the water
 ran,
 No need was there for maid
 or man,
 When we put up, my ass and I,
 At God's green caravanserai.*

R. L. STEVENSON.

THE END

1 April showers came in May, that year; it was very wet and muddy, and Robert and Fanny had to take their raincoats to go to school and could not wear their new Summer clothes. Robert was angry with the weather, because he was a boy-scout, and it is not pleasant to go out with only light shorts and a shirt on, when the sky is cloudy and the air is cold. At last June came, and a new moon brought in Summer weather. On the first week-end Robert and his school-fellows had their first big outing of the season.

10 They rode to Epsom and slept under canvas, and had a great camp-fire, and songs, and were very merry.

About Midsummer, Mr. and Mrs. Martin and Fanny were invited to the Croydon school-social. Robert had hoped to act in one of the comedies, but his form master didn't think his English was good enough to be spoken on the stage; so he simply played second violin in the band : his music was English enough

20 Still better was the next Saturday, when school broke up for both Robert and Fanny. Only one cloud in that blue sky : the prize-giving was held in both schools at the same hour. The children had to toss (*jouer à pile ou face*) which parent would go with each of them. Fanny won Mr. Martin, and Robert won his mother !

25 There were some long speeches. Lucky Fanny got two prizes, one for sewing, and one for maths. Robert was pleased to get a prize for gym, and another one for natural history.

EXERCISES

168. Make sentences with double comparatives. — The air ... cold in Autumn. Robert's English ... good. The roads ... dusty. Trim ... strong. Motor-cars ... fast. The sky ... bright in June. Children ... sleepy when it is late. Modern houses ... convenient. Mary plays the piano ... well. It will rain, the sky ... cloudy.

169. Join the sentences with conjunctions of time. — I knock at the door ... I come into a room. I shall stay here ... he comes. I shall be a general ... I am a man. We shall go to France ... school is over. He was very tired, and he went to sleep ... he was in bed.

170. Turn 1) into the preterite, 2) into the future. — He must take the train early. We must shut the window. I must take a new pen. They must walk far. I must take off my coat, because of the sun.

PRÉCIS
GRAMMATICAL

PRECIS GRAMMATICAL

▣ ▣ ▣ ▣ ▣ I. L'ARTICLE ▣ ▣ ▣ ▣ ▣

1. Article indéfini.

- a) **a** s'emploie devant une consonne et une **h** aspirée :
an s'emploie devant une voyelle.

a se prononce [ə] ; **an** se prononce [ən].

- b) **a**, **an** s'emploie avec les 3 genres. Il n'a pas de pluriel.
c) **a**, **an** s'emploie devant un attribut : *Father is a doctor.*
d) **not a**, **not an** se remplace souvent par **no** : *I have no pen.*

2. Article défini.

- a) **the** se prononce ðə devant une consonne et une **h** aspirée.
the se prononce ði devant une voyelle.
b) **the** s'emploie avec les 3 genres, au singulier et au pluriel.

3. Emploi de THE.

On omet **the** devant tout nom qui n'est pas déterminé.

the est omis 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 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 different
from that of Clovis.*

The King of England is ill.

171. Complete with 'a', 'an'. — 1. Ox is strong animal. 2. Class does not last hour and half. 3. He killed elephant with axe. 4. Is hen intelligent bird? 5. He spent afternoon writing exciting story in blue copy-book.

172. Translate into English. — 1. Mon père est fermier. 2. Le roi George V était le père du roi George VI. 3. La queue du chien est un ornement. 4. M. Martin connaissait le vieux docteur Lenoir. 5. J'ai peur de la guerre parce que j'étais soldat pendant la dernière guerre. 6. L'Angleterre est un plus petit pays que la France. 7. Le bois n'est pas aussi lourd que l'eau. 8. L'acier de mon couteau est très dur. 9. Les enfants doivent obéir à leurs parents. 10. Le duc Guillaume fut bon général.

173. Complete with 'the' when necessary. — 1. Ink is black and chalk is white. 2. History is full of wars. 3. Do you learn history of England at school? 4. King Edward VII often came to France. 5. Yellow of your dress looks beautiful in sun. 6. Boys must work because life is not all play. 7. Elephant's long nose is very useful to him. 8. Sheep give us wool from which clothes are made. 9. Farmer went to town to sell wool of his sheep. 10. Lives of great men are examples to men of to-day.

II. LE NOM

4. Le genre des noms.

genre masculin..	<i>the boy, Fred</i>	} . . noms de personnes.
genre féminin . .	<i>a girl, Jane</i>	
genre neutre. . .	<i>a book, a fork.</i>	. . 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.

5. Singulier et pluriel.

Le pluriel régulier se forme en ajoutant **s** au singulier.

Ex: *A book, two books — a house, two houses.*

6. 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 : *negro, negroes — potato, potatoes — tomato, tomatoes.*

7. Pluriel en -ies.

Les noms terminés par **consonne + y** ont leur pluriel en **-ies**

Ex: *lady, ladies* — *family, families*. — *cherry, cherries, baby, babies*.

mais : *boy, boys* — *key, keys*.

8. 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*.

9. Pluriels irréguliers.

	en	oo = ee	ou = i	an = en			
<i>ox</i>	<i>child</i>	<i>foot</i>	<i>goose</i>	<i>tooth</i>	<i>mouse</i>	<i>man</i>	<i>woman</i>
<i>oxen</i>	<i>children</i>	<i>feet</i>	<i>geese</i>	<i>teeth</i>	<i>mice</i>	<i>men</i>	<i>women</i>

10. Pluriels invariables.

Sheep est invariable : *one sheep, three hundred sheep*.

Fruit et *fish* sont souvent invariables.

11. Formation du cas possessif.

a) Employez **'s** pour les noms singuliers et les 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.

Singulier	}	<i>the doll of Jane.</i>	<i>Jane's doll.</i>
		<i>the car of Dr. Brown . . .</i>	<i>Dr. Brown's car.</i>
		<i>the book of the boy . . .</i>	<i>the boy's book.</i>
		<i>the life of a man . . .</i>	<i>a man's life.</i>
Pluriel	}	<i>the toys of her children. .</i>	<i>her children's toys.</i>
		<i>the tables of the pupils. .</i>	<i>the pupils' tables.</i>

12. Emploi du cas possessif.

a) Le cas possessif **ne peut pas** s'appliquer à un nom d'être **inanimé**.

Ex: *Fred's leg. The horse's leg. Baby's foot.*

mais : *the leg of the chair; the foot of the bed.*

b) **Shop, house** et **church** sont souvent **sous-entendus** après un cas possessif :

Ex: *She went to the baker's. I live far from my friend's.*

13. Noms composés.

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.*

14. Noms verbaux.

La terminaison *-ing* ajoutée à un verbe donne un nom verbal.

Ex: *To read, reading; to cross, the crossing. to act, the acting; to win, the winnings.*

15. Suffixe d'agent.

Verbe + *-er* forme un nom d'agent.

Ex: *to teach, a teacher; to run, a runner; to swim, a swimmer.*

 EXERCISES

174. Turn into the feminine. — 1. The cock gave food to his chickens. 2. The boys listen to the master. 3. His father took him to school in his car. 4. John's brother helps him to do his work. 5. The son of Mr. Martin is a school-boy at Croydon.

175. Turn into the masculine. — 1. Mr. Scott's wife is a small woman. 2. The girl-guides camped in the meadow. 3. Mrs. Smith is a good teacher, her pupils learn many things. 4. My sister runs errands on her bicycle. 5. Her baby daughter was ill.

176. Turn into the singular. — 1. Sheep eat grass. 2. Those carts are drawn by donkeys. 3. Oxen give beef. 4. Young cows are called calves. 5. What sweet peaches we ate!

177. Turn into the plural. — 1. The child was in bed. 2. This book is not pleasant. 3. He does not take breakfast at school. 4. The maid washes up plates and dishes. 5. I do not like this house much.

178. Explain. — 1. A pocket-knife. 2. Blotting-paper. 3. Water-colours. 4. A writing-table. 5. A Xmas box. 6. The gym-master.

179. What do you call. — 1. A ball made of rubber. 2. A ground where you play. 3. A watch made of gold. 4. A cup out of which you drink coffee. 5. A small spoon with which you drink tea. 6. A knife which you use at table. 7. A book where you learn history. 8. A pencil with which you draw. 9. A room where you dress. 10. A school where pupils go only for the day.

180. Give equivalents for. — 1. The merry face of Mr. Pickwick was bright with joy. 2. The children of Mrs. Martin played with Farmer Larkin's younger son. 3. Father often plays with the toys of his children. 4. The cat of the Headmistress jumped over the tables of the pupils. 5. The clothes of men are dull-coloured. 6. The tall stout policeman's big hand was raised to stop the traffic. 7. Crumbs are the food of birds and mice. 8. The poultry of the wife of the farmer lives in the farmyard. 9. Give me the book of your brother John. 10. The mistresses' room was filled with the parents of the pupils.

III. L'ADJECTIF

16. 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.

17. Place des adjectifs.

Les adjectifs épithètes se placent toujours avant le nom.

Ex: *Mr. Brown is a tall, thin, white-haired old man.*

18. Formation des adjectifs.

1. *Adjectif = nom + y.* Ex: *rain, rainy; mud, muddy.*

2. *Adjectif = nom + ful.* Ex: *use, useful; care, careful.*

19. Adjectifs composés.

Ils peuvent se former avec les éléments suivants, le premier servant toujours à déterminer le second :

a) *Adjectif* ou *nom* + *adjectif.*

Ex: *dark-blue; red-hot; shoulder-high; ankle-deep.*

b) *Adjectif, adverbe* ou *nom* + *participe passé.*

Ex: *white-painted; horse-drawn; snow-covered; hand-made.*

c) *Adjectif* ou *nom* + *imitation du participe passé.*

Ex: *blue-uniformed; strong-limbed; fair-haired; grey-eyed.*

20. 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 page 176, pour l'orthographe du comparatif et du superlatif en -er et -est.

21. Comparatifs et superlatifs irréguliers.

good, well	bad, ill	much, many
better	worse	more
the best	the worst	the most

22. Comparatif d'égalité.

	AFFIRMATION	NÉGATION
<i>Adjectifs courts ou longs.</i>	as ... as	not so ... as

Ex: *April is as long as June. Steel is as useful as iron. June is not so long as May. Gold is not so useful as iron.*

REMARQUE : La forme négative du comparatif d'égalité remplace couramment le comparatif d'infériorité.

23. Doubles comparatifs.

<i>Adjectifs longs.</i>	more and more ...
<i>Adjectifs courts</i> . . . . .	... er and ... er

Ex: *Our lessons are getting more and more difficult. In Winter, the days get colder and colder.*

181. Compare the following words (as... as..., more, not so...). — 1. A modern house, an old house (*convenient*). 2. Central heating, a stove (*comfortable*). 3. This exercise, exercise n° 3 (*difficult*). 4. To be a boarder, to be a day-pupil (*unpleasant*). 5. July and August (*long*). 6. A yard and a metre (*short*). 7. 24 inches and 2 feet (*long*). 8. Englishmen and Italians (*dark*). 9. Lips and cheeks (*red*). 10. Holidays and school-days (*pleasant*).

182. Complete with comparatives of superiority. — 1. The Summer holidays are (*long*) the Christmas holidays. 2. Jack's report is (*good*) Jane's report. 3. A new house is (*comfortable*) an old house. 4. A car is (*fast*) a bicycle. 5. An addition is (*easy*) a rule of three. 6. An elephant is (*big*) a rabbit. 7. Older boys have (*difficult*) exams... young boys. 8. It is (*joggy*) in London... in Paris. 9. Winter days are (*dark*) Summer days. 10. Five is (*bad*) ten.

183. Complete with superlatives or comparatives. — 1. Robert is (*old*) his sister Fanny. 2. Winter is (*cold*) of the four seasons. 3. The elephant is (*big*) of all animals. 4. America has (*high*) houses on the earth. 5. Electric light is (*convenient*) of all lights. 6. London is (*large*) Paris. 7. Mother sits in (*comfortable*) armchair of the house. 8. A dictionary is (*thick*) of a boy's school-books. 9. Snow is (*white*) thing on earth. 10. Cigarette paper is (*thin*) of all papers.

184. Explain the various comparatives. — 1. He is better than his sister. 2. She dances as well as she plays. 3. Tom is more pleased with his football than with his studies. 4. She has two daughters; the prettier is also the more intelligent. 5. The younger children receive picture-books.

185. Translate into English. — 1. Je suis aussi vieux que Robert. 2. Notre maison est plus confortable que la maison de mon oncle. 3. Les filles ne sont pas si paresseuses que les garçons. 4. Mon bulletin est meilleur que le bulletin de Jack. 5. Mon frère est plus grand que ma mère.

186. Translate into English. — 1. L'âne est un animal plus intelligent que vous ne pensez. 2. Un chien noir aux longues oreilles courait après la vieille dame. 3. Tom est un grand garçon très malgre. 4. Les fleurs les plus belles poussaient dans son jardin. 5. Les écoliers portaient des casquettes bleues de forme ronde.

187. What do you call. — 1. A boy who has a round face? 2. Jam made at home? 3. A picture which has dark colours? 4. A pigeon which has a purple throat? 5. A person who has a short sight? 6. A man whose shoulders are straight? 7. A piece of metal which is so hot that it is red? 8. A mountain which is swept by the wind? 9. A picture with many colours? 10. A hat which has three corners?

24. Les 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			
1.000 .. one thousand	1.291 .. one thousand, two hundred and ninety-one or :		
10.000 .. ten thousand	twelve hundred and ninety-one.		
1.000.000 .. one million	1.550.000 .. One million, five hundred and fifty thousand.		

REMARQUE : Les nombres sont toujours invariables.

25. 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...	

REMARQUES :

- a) **th** est la marque des nombres ordinaux, sauf 1, 2, 3.
 b) Employez les nombres ordinaux pour la date et les noms de souverains.

Ex: *School begins on the first of October.*

King Edward the seventh was the father of King George the fifth.

▣ ▣ ▣ V. PRONOMS PERSONNELS ▣ ▣ ▣

26. Pronoms sujets et pronoms compléments.

	SINGULIER				PLURIEL		
	1	3			1	2	3
SUJET	I	he	she	it	we	you	they
COMPLÉMENT	me	him	her	it	us	you	them

REMARQUES :

- a) Le même pronom est complément direct ou indirect.
 b) 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.

 EXERCISES

188. Replace the italicized words by personal pronouns. — 1. *Robert* turned on the hot water. 2. *Fanny* sent a letter to *her* mother. 3. *The servant* brings the letters. 4. *Boxing-day* is on December 26th. 5. *Mrs. Martin* bought the goose. 6. *The waits* sang in the street. 7. *Mr. Martin* gave *Robert* a new bicycle. 8. *Jane and I* go to school together. 9. We write to *our friends* for New Year's Day. 10. Jack Scott invited *Robert*.

189. Replace or complete with personal pronouns. — 1. Do you see *Robert*? 2. *Jane* is naughty, Santa Claus will bring ... rods. 3. We have no pens, give ... pencils. 4. Where is your house? Show ... to ... 5. Your hands are not clean, wash ... in the bath-room. 6. *The boys* made a noise, *the master* will punish ... when he comes. 7. His wife has the flu, ... is in bed. 8. My watch is broken, ... fell on the floor. 9. Your friend will come and see ... to-morrow. 10. Give ... your book, please.

190. Translate into English.— 1. Je vous entends. 2. Il la voit.
 3. Ouvrez la porte; fermez-la. 4. Montrez-moi votre poupée.
 5. Robert a beaucoup de livres, il les met sur des rayons. 6. C'est
 maman, ouvre-lui la porte. 7. Jeanne a son livre devant elle.
 8. Donnez-lui votre crayon, il a cassé le sien. 9. La bonne leur
 apporte le dessert dans un plat. 10. Racontez-nous une histoire.

VI. PRONOMS RELATIFS

27. Tableau des différents relatifs.

	SUJET	COMPLÉMENT	POSSESSION
<i>Pour les personnes</i>	who	whom	whose
<i>Pour les choses</i>	which	which	of which

28. 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.

29. Construction de 'whose' et de 'which'.

- a) Pour les personnes. . . *The boy whose book I have is
 absent this morning.*
 b) Pour les choses *I have a chair, one leg of which
 got broken the other day.*
 c) **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.

30. 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.*

31. 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**, le rejet de la préposition est indispensable.

Ex: *The story-book (which) I love best is Gulliver.*
Do you know the boy (whom) I spoke to ?

EXERCISES

191. Join the sentences by 'who'. — 1. I see a boy: he is in the room. 2. This is Robert: he is the son of an engineer. 3. The man is at the door: he is the master. 4. Do you see the girl: she runs in the play-ground. 5. Fanny leaves the girls: they are at school with her. 6. Jack has two sisters: he is the son of Mr. Scott.

Ex: I see a boy who is in the room.

192. Parse the relative pronouns and pick out the antecedents. — 1. A man who cannot see is blind. 2. William whose friend is dead... 3. The exercise which he wrote... 4. The skeleton which is here... 5. The rat of which she is afraid... 6. The boy of whom you spoke... 7. The child whose father we know... 8. The illness of which he died... 9. A sort of column, the name of which is the backbone... 10. The doctor by whom I was examined...

193. Omit the relative when possible. — 1. The boy whom I saw was red-haired. 2. Call the policeman who stands at the door. 3. I should like to know the doctor whom you speak of. 4. Jack has read the book which I sent to him. 5. The boys with whom I go camping all belong to my school. 6. The country which I come from is far from here. 7. Bring me a knife which I can cut my meat with. 8. A negro is a man whose skin is black. 9. A fruit which is not ripe is sour. 10. The apples which Farmer Evans grew were good fruit.

VII. DÉMONSTRATIFS

32. Adjectifs démonstratifs.

	SINGULIER	PLURIEL	EXEMPLES
<i>Objets proches</i>	this	these	<i>Give me this pen.</i>
<i>Objets éloignés</i>	that	those	<i>Show me those papers.</i>

33. Pronoms démonstratifs.

	SINGULIER	PLURIEL	EXEMPLES
ceci	this	»	<i>What is this?</i> This is a book.
cela	that	»	<i>What is that?</i> Bring me that.
celui, ceux, celle, celles	that	those	<i>My bicycle is broken, I ride that of my brother.</i> <i>She likes books, especially those with pictures.</i>

EXERCISE

194. Translate into English. — 1. Ce livre-ci est neuf, ce livre-là est vieux. 2. Dans ce temps-là, les hommes travaillaient beaucoup. 3. Ces élèves-ci seront punis, mais je récompenserai ces élèves-là. 4. Elle aime les animaux, surtout ceux de la ferme. 5. J'ai perdu mon livre; ce livre-ci est celui de mon ami.

▣ VIII. ADJECTIFS ET PRONOMS POSSESSIFS ▣

34. Tableau des adjectifs et pronoms possessifs.

	SINGULIER				PLURIEL		
	1	3			1	2	3
<i>Adjectifs</i>	my	his	her	its	our	your	their
<i>Pronoms</i>	mine	his	hers	. . .	ours	yours	theirs

35. Accord des possessifs.

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.*
Jane plays with her brother, her sister, and her doll.
The farmer goes to town with his wife, his son, and his cow.
The bicycle carries its master on its back.

195. Complete with possessive adjectives and pronouns. — 1. John writes with ... pen and Jane with ... 2. A girl does not put ... hands in ... pockets 3. Children do not bring ... pets to school. 4. I have lost ... pencil — Is this ... ? No, it is not; this pencil is blue, ... is black. 5. Each man loves ... country; we love ... which is beautiful. 6. A woman must look after ... husband, ... children and ... house; it is a lot of work. 7. My sister has the same raincoat as I; so, when I cannot find ..., I take ... 8. That is not our house; ... is behind the trees, can you see it? 9. You can know my dog from that of Mrs. Martin's children; ... is a sheep-dog, but ... is a Scotch terrier. 10. This school shuts ... door and sends ... pupils away in June.

196. Translate into English. — 1. Votre chien ne connaît pas ses maîtres; mais les nôtres connaissent bien les leurs. 2. Le fermier se promenait dans son jardin et dans ses prés, regardant ses légumes et son bétail. 3. Mes parents ont leurs bicyclettes, Fanny a la sienne, et j'ai la mienne. 4. Notre village a ses vieilles maisons et ses vieilles gens, et le vôtre aussi. 5. Jean joue avec son Meccano, Jeanne avec sa poupée, le chat avec sa balle et le chien court après sa queue. 6. Notre professeur d'anglais vient en classe avec son livre. 7. Cette chaise a ses quatre pieds cassés. 8. Elle va à l'école avec sa serviette sous son bras, mais son frère prend ses livres dans sa main. 9. Donnez-moi un de vos timbres, et je vous donnerai un des miens en échange. 10. Leur maison n'est pas aussi grande que la nôtre, mais son jardin est très agréable.

IX. INTERROGATIFS

36. Tableau des interrogatifs.

	CHOSSES	PERSONNES	EXEMPLES
<i>Adjectif</i>	what	what	What man is this ? What books do you like?
<i>Pronoms</i>	what	who whom what	Who is this man ? What is he ? Whom do you write to ? What will you take ?

37. 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 . . .	<i>autre(s) un autre</i>	<i>There are other books here. I want another pen. Bring the other boys with you.</i>
the other(s)	<i>l'autre les autres</i>	<i>Bring the others with you.</i>

38. Adjectifs et pronoms.

Ces indéfinis sont adjectifs ou pronoms, sauf :

no et **every** qui sont uniquement adjectif;

et les composés de **some**, **any**, **no** et **every** qui sont uniquement pronoms.

39. **Some, any, no.**

Some s'emploie dans les phrases affirmatives.

Any s'emploie dans les questions et les négations.

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.

Somebody is coming. Did you see anything?

I know nobody.

40. **Many, much, few, little.**

Many (*beaucoup de*) et **few** (*peu de*) s'emploient avec un nom pluriel.

Much (*beaucoup de*) et **little** (*peu de*) s'emploient avec un nom singulier.

Remarquez la différence entre **few** et **a few**; **little** et **a little**.

41. **Too much, so much, as much, etc.**

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.

EXERCISES

197. Translate into English. — 1. Beaucoup d'enfants passent beaucoup de temps à faire leur travail. 2. Il y a peu de jours de soleil et beaucoup de jours de brouillard dans ce pays. 3. Beaucoup de gens qui ont beaucoup d'enfants ont peu d'argent pour les élever. 4. Il n'y a pas beaucoup de craie dans la boîte; irai-je en chercher? 5. Ce fermier a beaucoup de bœufs et de chevaux mais il cultive peu de blé.

198. Complete with 'some, any, no, every' or their compounds. — 1. Does ... know that song? 2. Winter evenings look long when we

have ... to play with. 3. ... likes to lose a game. 4. There is ... in the kitchen at night. 5. Is there ... in the sitting-room? 6. ... wants to see you, Sir! 7. ... likes a warm fire in Winter. 8. The fog is so thick, I can see ... in the street. 9. I can go to school, ... is ready in my school-bag. 10. Is there ... on the floor? 11. I did not hear ... during the night. 12. Santa Claus brings ... to naughty boys. 13. This poor man had not ... to eat. 14. Can you see ... in the dark? 15. I can smell ... when I've got a cold in my head. 16. Did ... go to the baker's? 17. There is not... bread in the cupboard, and Daddy wants ... for breakfast. 18. I don't know if she bought ... lettuce. 19. The dog has ... in its mouth, what is it? 20. If you kill ... rabbits, bring me one. 21. I like this garden, but it has not ... trees. 22. We have not ... salad-plates in France, have we? 23. If you have ... work to do, do it quickly. 24. There are not ... strawberries in Winter. 25. Have you ... for me?

199. Turn into 1/ the Interrogative, 2/ the negative. — 1. There are some pens in this box. 2. We make some mistakes in the spelling when we read. 3. We can see something in the dark. 4. There are some fairy-tales in my geometry book. 5. Everybody likes music. 6. Somebody turned on the wireless. 7. Everything is ready. 8. The parents play at something. 9. I heard somebody calling. 10. This tree gave some fruit last year.

200. Turn into the affirmative. — 1. We did not take any. 2. Jack does not know any English poems. 3. Did she see any cards under the table? 4. Nobody saw him. 5. Everything is not dull in a school-book. 6. She answered nothing. 7. Did anybody listen to the concert? 8. Could you play anything on the piano? 9. Did any of you hear a noise? 10. Does every child love animals?

201. Give equivalents (no = not any). — 1. I do not see any horses in the field. 2. This tree gave no apples this year. 3. We grow no dates in France. 4. The English have no bananas in their country. 5. You hear no cocks in the evening. 6. A fish has not any claws. 7. We did not take any walks during this holiday. 7. Mother preserved no apricots this year. 8. Birds build no nests in winter. 9. This horse draws no heavy carts.

202. Pick out 'other', pronoun, and 'other', adjective. — 1. This plate is dirty, bring me another. 2. The other man ran away. 3. One boy was sitting on a stone, the other was standing. 4. I saw your uncle the other day. 5. Fanny is making one bed, and Robert is making the other. 6. He mended that dish, but he broke many others. 7. I forgot my other exercises. 8. Some boys were playing, many others looked on. 9. His eldest son lives in England, the others live in France. 10. These are not all my books, I have a few others at home.

42. Conjugaison de TO BE.

	AFFIRMATION	NEGATION	QUESTION
PRESENT	I am He is We are You are They are	I am not He is not We are not You are not They are not	Am I? Is he? Are we? Are you? Are they?
	There is There are	There is not There are not	Is there? Are there?
PRÉTERITE	I was He was We were You were They were	I was not He was not We were not You were not They were not	Was I? Was he? Were we? Were you? Were they?
	There was There were	There was not There were not	Was there? Were there?
FUTURE	I shall be He will be We shall be You will be They will be	I shall not be He will not be We shall not be You will not be They will not be	Shall I be? Will he be? Shall we be? Will you be? Will they be?
	There will be	There will not be	Will there be?
CONDITIONAL	I should be He would be We should be You would be They would be	I should not be He would not be We should not be You would not be They would not be	Should I be? Would he be? Should we be? Would you be? Would they be?
	There would be	There would not be	Would there be?
IMP.	Be ...	Be not ..., ou Do not be ...	

43. Remarques sur TO BE.

- a) To be est le seul verbe anglais dont le singulier et le pluriel diffèrent au présent et au prétérite.
- b) To be s'emploie dans des expressions telles que :
- Ex : *I am 12. We are thirsty. He is sleepy.*

44. Conjugaison de TO HAVE.

	AFFIRMATION	NEGATION	QUESTION
PRESENT	I have You have He has We have You have They have	I have not You have not He has not We have not You have not They have not	Have I? Have you? Has he? Have we? Have you? Have they?
PRETERITE	I had You had He had We had You had They had	I had not You had not He had not We had not You had not They had not	Had I? Had you? Had he? Had we? Had you? Had they?
FUTURE	I shall have You will have He will have We shall have You will have They will have	I shall not have You will not have He will not have We shall not have You will not have They will not have	Shall I have? Will you have? Will he have? Shall we have? Will you have? Will they have?
CONDITIONAL	I should have You would have He would have We should have You would have They would have	I should not have You would not have He would not have We should not have You would not have They would not have	Should I have? Would you have? Would he have? Should we have? Would you have? Would they have?
IMPER.	Have ...	Have not ... ou Do not have ...	

45. Remarques sur TO HAVE.

- a) Notez la forme irrégulière de la 3^e personne singulier du présent.
- b) **To have** devant un infinitif a le sens de **I must**, qu'il peut suppléer à tous les temps.
Ex: Je dois travailler *I must work* *I have to work.*
 Je devrai travailler *I shall have to work*
- c) **To have**, à l'exclusion de **to be**, sert à former les temps composés du passé (cf. § 49, d).

46. Conjugaison d'un verbe ordinaire.

a) verbe régulier : to open.

	AFFIRMATION	NÉGATION	QUESTION
PRESENT	I open You open He opens We open You open They open	I do not open You do not open He does not open We do not open You do not open They do not open	Do I open? Do you open? Does he open? Do we open? Do you open? Do they open?
PRETERITE	I opened You opened He opened We opened You opened They opened	I did not open You did not open He did not open We did not open You did not open They did not open	Did I open? Did you open? Did he open? Did we open? Did you open? Did they open?
PRES. PERFECT	I have opened You have opened He has opened We have opened You have opened They have opened	I have not opened You have not opened He has not opened We have not opened You have not opened They have not opened	Have I opened? Have you opened? Has he opened? Have we opened? Have you opened? Have they opened?
FUTURE	I shall open You will open He will open We shall open You will open They will open	I shall not open You will not open He will not open We shall not open You will not open They will not open	Shall I open? Will you open? Will he open? Shall we open? Will you open? Will they open?
CONDITIONAL	I should open You would open He would open We should open You would open They would open	I should not open You would not open He would not open We should not open You would not open They would not open	Should I open? Would you open? Would he open? Should we open? Would you open? Would they open?
IMP.	Open !	Do not open !	
PRES. PART.	Opening	Not opening	
PAST PART.	Opened	Not opened	

(b verbe irrégulier : to go, I went, gone.

	AFFIRMATION	NEGATION	QUESTION
PRESENT	I go You go He goes We go You go They go	I do not go You do not go He does not go We do not go You do not go They do not go	Do I go? Do you go? Does he go? Do we go? Do you go? Do they go?
PRETERITE	I went You went He went We went You went They went	I did not go You did not go He did not go We did not go You did not go They did not go	Did I go? Did you go? Did he go? Did we go? Did you go? Did they go?
PRES. PERFECT	I have gone You have gone He has gone We have gone You have gone They have gone	I have not gone You have not gone He has not gone We have not gone You have not gone They have not gone	Have I gone? Have you gone? Has he gone? Have we gone? Have you gone? Have they gone?
FUTURE	I shall go You will go He will go etc.	I shall not go You will not go He will not go etc.	Shall I go? Will you go? Will he go? etc.
CONDIT.	I should go You would go He would go etc.	I should not go You would not go He would not go etc.	Should I go? Would you go? Would he go? etc.
IMP.	Go !	Do not go !	
PRES. PART.	Going	Not going	
PAST PART.	Gone	Not gone	

47. L'infinitif.

La marque de l'infinitif est to.

To se supprime toujours après un verbe défectif.

Ex. : Boys love to play. You may play at home.

48. Le participe présent.

- a) Se forme sur l'infinitif en ajoutant **ing** (cf. § 80).
 b) **to be + part. présent** = forme progressive (cf. § 57).

49. Le participe passé.

- a) se forme sur l'infinitif en ajoutant **ed** pour les verbes réguliers. Voir modifications orthographiques § 80.

Ex: *to work, I worked.*

- b) Aucune règle fixe n'existe pour les verbes irréguliers. Il faut les apprendre par cœur (cf. p. 177).

Ex: *to draw, drawn — to sell, sold — to lie, lain.*

- c) **to be + participe passé** = voix passive (cf. § 59).

- 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 have come.*

J'ai écrit Elle a été Nous sommes venus.

50. Le présent.

- a) Le présent se forme sur l'infinitif sans **to**.

Ex: *to play, I play — to go, I go — to walk, I walk.*

- b) La 3^e personne du singulier prend un **s** (cf. § 80).

Ex: *I play, he plays, I go, he goes, I carry, he carries.*

- c) Les formes négative et interrogative se conjuguent avec l'auxiliaire **do, does** (cf. § 54).

51. Le preterite.

- a) Le preterite régulier se forme en ajoutant le suffixe **ed** à l'infinitif (cf. § 80).

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. 177).

Ex: *to draw, I drew — to sell, I sold — to lie, I lay.*

- * Les formes négative et interrogative se conjuguent avec l'auxiliaire **did** (cf. § 54).

52. Le futur.

- a) Le futur est un temps composé. Il se conjugue avec **shall** à la 1^{re} personne, **will** aux autres.

- b) Questions et négations sans **do, does, did**.

Ex: *I shall sing, we shall not go, will they come?*

53. Le conditionnel.

a) Le conditionnel est un temps composé. Il se conjugue avec : **should** à la 1^{re} personne, **would** aux autres.

b) Questions et négations sans **do**, **does**, **did**.

Ex: *I should sing; we should not go; would they come?*

54. 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?*

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.*

55. Conjugaison des défectifs.

		AFFIRMATION	NÉGATION	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	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>

56. 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 **s** à la 3^e 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**.

57. Conjugaison progressive.

	AFFIRMATION	NÉGATION	QUESTION
Prés.	<i>I am eating</i>	<i>I am not eating</i>	<i>Am I eating ?</i>
Prét.	<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>

58. Emploi de la forme progressive.

La forme progressive marque que l'action est en progression, c'est-à-dire **en train de se faire**.

Ex: *I am eating my lunch now. I eat lunch every day.*

59. La voix passive.

	AFFIRMATION	NÉGATION	QUESTION
Prés.	<i>I am loved</i>	<i>I am not loved</i>	<i>Am I loved ?</i>
Prét.	<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>

60. Remarques sur le passif.

a) Un verbe intransitif anglais peut se mettre au passif :
(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. *A name is given Baby by the parents.*
b. *Baby is given a name by the parents.*

61. Syntaxe des verbes.

Les prépositions, sauf **to**, sont suivies du verbe en **ing**.

Ex: *You must knock before opening a door.*

Mais: *He came to see me and helped me to do my work.*

62. Verbes composés.

a) Verbe + adverbe = verbe composé.

L'adverbe est plus important que le verbe.

Ex: *go in, go out, go up, go down; put on, put out.*

b) Placez le complément direct d'un verbe composé :

entre le verbe et l'adverbe, s'il est court ;

après l'adverbe, s'il est long.

Ex: *She rolled up the carpet. She rolled it up.*

63. 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,**they had = they'd; he will = he'll; they would = they'd,**etc.*

64. N'est-ce pas ?

a) Auxiliaires et défectifs :

Après une affirmation	<i>You are a boy, She has a dog, He can draw,</i>	aren't you ? hasn't she ? can't he ?
Après une négation	<i>You are not a boy, She hasn't much ink, He cannot draw,</i>	are you ? has she ? can he ?

b) Verbes ordinaires :

Après une affirmation	<i>You speak English, He works well, They knew him,</i>	don't you ? doesn't he ? didn't they ?
Après une négation	<i>He doesn't work well, They did not know him, You don't speak Greek,</i>	does he ? did they ? do you ?

203. Parse the verbs in italics (*tense and form*). — 1. Our food is *cooked* on the stove. 2. The master *opened* the window. 3. There is a cat *sketched* on the blackboard. 4. It *rained* yesterday. 5. The visitor *wiped* his feet at the door. 6. Robert is *dressed* ready for school. 7. The questions of the master are *answered* by the boys. 8. The Martins *lived* in Paris. 9. I *was* at school yesterday. 10. English houses *are* comfortable.

204. Turn into the preterite. — 1. I wash with soap and water. 2. He is ready. 3. I do not wipe my face with a duster. 4. Mother cuts the meat with a big knife. 5. We eat bread and butter this morning. 6. You are in bed. 7. Robert kicks the dessert plates. 8. I have a cat and my brother has a dog. 9. They do not take milk in their tea. 10. The man opens the door.

205. Turn into the present. — 1. I was in the kitchen. 2. The visitor hung his hat in the hall. 3. I did not see my coat in the wardrobe. 4. We did our home-work in the study. 5. Were you ready? 6. We drank chocolate for breakfast. 7. You will be in the class-room when the teacher comes in. 8. Did you see this picture? 9. Did Fanny like her study? 10. We did not sit on the floor.

206. Turn into the future. — 1. The visitors sit in the sitting-room. 2. Fanny and Robert go to school in England. 3. I sleep in my bed-room. 4. The house where the Martins live is large. 5. Robert works in the study. 6. We wear light coats in Summer. 7. Robert Martin is not a doctor. 8. We go to school to-morrow. 9. I love my new house. 10. Baby plays in the nursery.

207. Turn into the conditional. — 1. She catches a cold. 2. The patient is better. 3. I do not go to the social. 4. Death is terrible. 5. They do not lose their hair. 6. Does he live in the country? 7. You forget the date. 8. The doctor comes to-day. 9. I very often cough. 10. We understand English.

208. Turn into the present. — 1. He will sleep here. 2. We shall earn money. 3. His house will be large. 4. They would not leave France. 5. Will he come to-day? 6. You will take the boat. 7. Jack will not live in London. 8. I shall be ready. 9. We should not cross the Channel to-day. 10. Mother will prepare dinner.

209. Turn 1/ into the interrogative, 2/ into the negative. — 1. Jack learns his lessons well. 2. They are punished by the master. 3. The Head caned Robert. 4. English is as difficult as German. 5. Jack will sleep in a dormitory. 6. We had a pleasant holiday. 7. The boys hear the bell. 8. Mary can speak English. 9. You must speak loud. 10. The master kept me in.

210. Turn into the progressive form. — 1. Bob skates on the lake. 2. It snows to-day. 3. Do I speak English? 4. These boys made a

puppet. 5. The waltz sing in the street. 6. The pupil carried his bag. 7. The pudding stands on the table. 8. Does the servant open the door? 9. The boys made a noise when the master came in. 10. Did you read?

211. Turn back into the simple conjugation. — 1. The rain is falling. 2. Are the boys playing cricket? 3. I am not reading. 4. The children were writing letters. 5. Nurse was telling Baby a story. 6. Was Jane making a tart? 7. I shall be working when you come. 8. The child was growing fast. 9. The ducks are swimming on the lake. 10. William is not fighting.

212. Turn into the passive voice. — 1. The master *punishes* Robert. 2. The boys *bought* many books. 3. Does the butcher *sell* pencils? 4. The Head *will reward* Jack. 5. The policeman *does not stop* the traffic. 6. Teachers *educate* children. 7. Tom *caned* the dog. 8. The parents *did not receive* the report. 9. French boys *do not play* cricket. 10. Do the English *eat* puddings?

213. Turn into the active voice. — 1. A dictation *was written* by the boys. 2. The flower *will be drawn* by the girls. 3. The two gardens *are divided* by a wall. 4. Bus 59 *is taken* by the people of Croydon. 5. This nail *will be driven in* by Robert. 6. *Is* the master *listened to* by the boys? 8. *Was* the cooking *looked after* by Mrs. Brooms? 8. The sugar-basin *was passed round* by the little girl. 9. This stamp *was not exchanged* by Tommy for a tennis ball. 10. Your bill *will be written down* by the grocer.

214. Write the contractions in full. — 1. He didn't get up. 2. I shouldn't like to swim in Winter. 3. Doesn't the visitor knock at the door? 4. He says he'll be pleased to come. 5. John wasn't at school to-day. 6. I couldn't catch that ball. 7. We don't hear you, you're too far. 8. We'd play, if we'd got our rackets. 9. She won't say why she didn't come. 10. Jim told the teacher that he'd forgotten his book.

215. Contract the italicized verbs. — 1. You *do not* ride a bike, do you? 2. *Is not* Mary in the garden? 3. *He is* the captain. 4. *They have* scored a goal. 5. *Did not* the ball pass the net? 6. *I do not* know, *I was not* looking. 7. She *will not* give us tea. 8. Mary *cannot* dive; *she is* afraid of the water. 9. He *would like* to go to England. 10. They *are not* ready.

216. Complete with translations of 'n'est-ce pas?' — 1. Father is angry ...? 2. You are not afraid ...? 3. She can speak English ...? 4. John swims very well ...? 5. The boy-scouts will camp here ...? 6. They have pets at home ...? 7. The boys were listening ...? 8. I must go to school ...? 9. You did not see me ...? 10. Your sister put on a new hat ...?

65. 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>

66. 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>quelquefois</i>
<i>often</i>	<i>souvent</i>
<i>always</i>	<i>toujours</i>
<i>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>

67. Adverbes de quantité.

<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</i>
<i>too much</i>	<i>trop</i>
<i>enough</i>	<i>assez</i>
<i>how much</i>	<i>combien</i>
<i>how many</i>	<i>combien</i>

68. Adverbes de manière.

<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.

69. 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>

70. Adverbes
d'affirmation.

<i>yes</i>	<i>oui</i>
<i>of course</i>	<i>naturellement.</i>

EXERCISES

217. Pick out and describe (place, time, etc...) the adverbs. — 1. Father will soon come home. 2. Here is the captain. 3. She plays well. 4. We are always attentive. 5. Fanny likes oranges very much. 6. John got up early yesterday. 7. My house is not far from my

school. 8. That car does 80 miles easily. 9. They often row on the river. 10. Football is too rough.

218. Complete with adverbs. — 1. Look ! ... is London. 2. It will ... be Summer. 3. Paris is ... from New York. 4. I am ill, my pulse beats ... 5. It ... rains in Spring and Autumn. 6. He was punished because he arrived ... at school. 7. This lesson was difficult; ... the best boys did not know it. 8. You must ... obey your parents. 9 ... is your book, take it. 10. When I am ... at school, I can play before the bell rings.

▣ ▣ ▣ XIII. LES PRÉPOSITIONS ▣ ▣ ▣

71. Prépositions de lieu. 72. Prépositions de temps.

at à
in dans
out of hors de
on sur
over par-dessus
above au-dessus de
under sous
between entre
before devant
in front of . . en face de
behind derrière
round autour de
about aux environs de

on (jour et date)
from depuis, de
to à, jusqu'à
between entre
before avant
after après
during au cours de
past après (heure)
5 past 4 4 heures 5
to avant (heure)
5 to 4 4 heures moins 5
for pendant.

73. Prépositions de manière.

with avec
without sans
by par
because of . . à cause de
for pour

74. Prépositions de mouvement.

from à partir de
to vers
into dans
out of hors de
through... à travers

75. Place des prépositions.

Une préposition employée avec un interrogatif ou un relatif se place souvent à la fin de la proposition (cf § 31).

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.

219. Complete with prepositions. — 1. We send cards ... our friends. 2. The servant has letters ... his hand. 3. He has friends all ... the earth. 4. There is no school ... Easter day. 5. The house is decorated ... holly. 6. The children look ... their toys. 7. The bed-side table stands ... the bed. 8. I don't wear a hat when I am ... home. 9. He walked ... his school ... his house in ten minutes. 10. When I write, my feet are ... the table.

220. Complete with 'in' or 'into'. — 1. I sit ... my chair. 2. I come ... the class-room. 3. We go ... the hall through the front-door. 4. Mr. Martin works ... his study. 5. He runs out of the garden ... the street.

221. Complete with verbs. — 1. We cannot speak without ... our mouth. 2. We must always knock before ... into a room. 3. Trim sings when ... Robert play. 4. All children are fond of ... sweets. 5. He fell in the street by ... on a banana skin. 6. You can hear English music by ... a radio-set. 7. We blot the ink after ... a letter. 8. All children are pleased when ... good marks. 9. Think before ... 10. The dog ran on ... his name called.

222. Complete with prepositions. — 1. Mr. Martin turned on the radio ... *to sit* ... the fire. 2. All children are fond ... *to read* story-books. 3. We cannot play the violin ... *to tune* the instrument. 4. We must take up our serviette ... *to begin* to eat. 5. I drink tea ... *to go* to school. 6. I met her ... *to go* to my friend's. 7. I never go out ... *to put on* my shoes. 8. We dress ... *to wash*. 9. The road runs ... two hedges. 10. He threw a stone ... the water.

223. Change the place of the preposition. — 1. The club which I belong *to* is the Arsenal. 2. The stone *of* which the house was built was white. 3. I must go to the man *from* whom I bought my car. 4. What is the shop *to* which you bring me? 5. I do not want to sit near the boy whom I caught the flu *from*. 6. Show me the boy *with* whom you were fighting. 7. We do not know what sort of a man Jack has grown *into*. 8. Is this the food *on* which you live? 9. There were many trees in the garden which our windows looked out *on*. 10. The illness *from* which I was slowly recovering had been severe and long.

▣ ▣ ▣ XIV. LES CONJONCTIONS ▣ ▣ ▣

76. Conjonctions de coordination.

and . . .	<i>et</i>	either . . . or . . .	<i>ou bien, ou bien</i>
but . . .	<i>mais</i>	neither . . . nor . . .	<i>ni, ni</i>

77. Conjonctions de subordination.

that ... *que* if ... *si* for ... *car* because ... *parce que*

NOTE : that est souvent omis : *I know (that) he will come.*

78. Conjonctions de temps.

when.	<i>quand</i>	before.	<i>avant que</i>
while.	<i>pendant que</i>	after.	<i>après que</i>
till.	<i>jusqu'à ce que</i>	as soon as. . .	<i>dès que</i>

NOTE : jamais de futur après les conjonctions de temps.

Ex: *When I am a man, I shall be a doctor.*

EXERCISES

224. Omit the conjunction 'that'. — 1. He said that my dog was not a fox-terrier. 2. I think that the man did not write that letter. 3. The boy answered that he had not broken that window. 4. Do you know that she can sing that song beautifully? 5. Robert writes that he will come in Summer.

225. Replace the conjunction 'that'. — 1. It appeared the door was open. 2. I shouted I was coming. 3. We observed it was very late. 4. Did you see Fanny cleaned the room? 5. Robert found it was not easy to iron clothes.

226. Translate into English. — 1. Que ferez-vous quand vous aurez vingt ans? 2. J'apprendrai mes leçons avant que vous veniez. 3. Vous viendrez dès que je vous écrirai. 4. J'irai en Angleterre, si je peux, lorsque les vacances commenceront. 5. Nous nous promènerons dans le jardin jusqu'à ce que vous soyez prêt.

EXCLAMATIONS

79. Phrases exclamatives.

a) Avec un nom (précédé ou non d'un adjectif) : **what**.
What sera suivi de **a** ou **an** avec un nom concret singulier.

Ex: *What a man ! what work he did !*

What good fruit we ate ! what mistakes you made !

b) Avec un adjectif, un adverbe ou un verbe : **how**.
L'adjectif, ou l'adverbe, suit immédiatement **how**.

Ex: *How ignorant she is ! How well you read !*

How he runs ! How we all laughed !

		Doublement de la consonne finale : 1 seule voyelle + 1 seule consonne.	Addition de e avant un s, après une sifflante : s, ch, sh, x ou z.	Changement d'y final, non précédé d'une voyelle, en i ou en ie.	Suppression de e muet devant une terminaison.
VERBE	3 ^o p. sing.		to dress he dresses	to carry he carries	
	prétérit p. passé rég.	to rub I rubbed rubbed		to carry I carried carried	to like I liked liked
	part. prés.	rubbing		(carrying)	liking
NOM AU PLURIEL			box, boxes; brush, brushes.	lady, ladies; country, countries.	
ADJECTIF	compar.	big, bigger fat, fatter		pretty, prettier.	fine. finer.
	superl.	the biggest the fattest		the prettiest	the finest
FORMATION	nom	to run, a runner		to carry, a carrier.	to give, a giver
	verbe	fat, to fatten			ripe to ripen
	adjectif	sun, sunny		twenty, the twentieth.	nine, ninth stone, stony
	adverbe			merry, merrily.	

LISTE DE VERBES IRRÉGULIERS

to be	I was	been	[bi:, wɔz, bi:n], être.
to beat	I beat	beaten	[bi:t, bi:t, 'bi:tɪn], battre.
to begin	I began	begun	[bi'gin, bi'gæn, bi'gʌn], commencer.
to blow	I blew	blown	[blou, blu:, bloun], souffler.
to break	I broke	broken	[breik, brouk, 'broukn], briser.
to bring	I brought	brought	[briŋ, brɔ:t, brɔ:t], apporter.
to build	I built	built	[bild, bilt, bilt], construire.
to burn	I burnt	burnt	[bɜ:n, bænt, bænt], 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 do	I did	done	[du:, did, dʌn], faire.
to draw	I drew	drawn	[drɔ:, dru:, drɔ:n], tirer.
to drink	I drank	drunk	[driŋk, dræŋk, drʌŋk], 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:lɪn], tomber.
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 forget	I forgot	forgotten	[fə'get, fə'gɔt, fə'gɔtɪn], oublier.
to freeze	I froze	frozen	[friz, frouz, 'frouzn], geler.
to get	I got	got	[get, gɔt, gɔt], obtenir.
to give	I gave	given	[giv, geiv, 'givɪn], donner.
to go	I went	gone	[gou, went, gɔn], aller.
to grind	I ground	ground	[graɪnd, graund, graund], moulin.
to grow	I grew	grown	[grou, gru:, groun], croître.
to hang	I hung	hung	[hæŋ, hæŋ, hæŋ], suspendre.
to have	I had	had	[hæv, hæd, hæd], avoir.
to hear	I heard	heard	[hiə, hə:d, hə:d], entendre.
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, hə:t, hə:t], blesser.
to keep	I kept	kept	[ki:p, kept, kept], garder.
to know	I knew	known	[nou, nju:, noun], connaître.
to lay	I laid	laid	[lei, leid, leid], étendre.
to learn	I learnt	learnt	[lə:n, lænt, lænt], apprendre.
to leave	I left	left	[li:v, left, left], quitter.
to lie	I lay	lain	[lai, lei, lein], être allongé.
to light	I lit	lit	[lait, lit, lit], éclairer.

to lose	I lost	lost	[lu:z, lɔst, lɔst], perdre.
to make	I made	made	[meik, meid, meid], faire.
I may	I might		[mei, mait], j'ai le droit de.
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	[riŋ, ræŋ, rʌŋ], 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:n], scier.
to say	I said	said	[sei, sed, sed], dire.
to see	I saw	seen	[si:, sɔ:, si:n], 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, ʃʌk, 'ʃeikn], secouer.
to shine	I shone	shone	[ʃain, ʃɔn, ʃɔn], briller.
to show	I showed	shown	[ʃou, ʃoud, ʃoun], montrer.
to shut	I shut	shut	[ʃʌt, ʃʌt, ʃʌt], fermer.
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generally ['dʒenərəli], *généralement*, 5.

geography [dʒi'ɒgrəfi], *géographie*, 29.

get [get], *v. obtenir, avoir*, 30; *get up, se lever*, 9, 20.

geyser ['gi:zə], *chauffe-bains*, 28.

girl [gɜ:l], *filles*, 4.

give [gɪv], *v. donner*, 14.

glass [glɑ:s], *verre*, 16, 27;

glasses [ˈglɑːsɪz], *lunettes*, 41.
 gloves [ˈglʌvz], *gants*, 19.
 go [ɡoʊ], v. *aller*, 9.
 goal [ɡoʊl], *bui*, 42.
 gold [ɡoʊld], *or*, 16.
 good [ɡʊd], *bon*, 11; *sage*, 21.
 good-bye [ˈɡʊdˈbaɪ], *au revoir*, 11.
 goose [ɡuːs], *oie*, 22.
 grandparents [ˈɡrændpeərənt],
grands-parents, 45.
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 grass [ɡrɑːs], *herbe*, 36.
 great [ɡreɪt], *grand, fameux*, 21,
 33.
 greedy [ˈɡriːdi], *gourmand*, 50.
 green [ɡriːn], *vert*, 14.
 greengrocer [ˈɡriːŋɡroʊsə], *mar-*
chand de légumes, 49.
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 grind [ɡraɪnd], v. *moudre*, 50.
 grocer [ˈɡroʊsə], *épiciier*, 49.
 ground [ɡraʊnd], *sol, terre*, 25.
 group [ɡruːp], *groupe*, 22.
 grow [ɡroʊ], v. *pousser, croître*, 33;
faire pousser, 34; *grow into, de-*
venir, 41.
 grown-up [ˈɡroʊnʌp], *adulte, gran-*
de personne, 46.
 guest [ɡest], *invité*, 27.
 gym [dʒɪm], *gymnastique*, 42.

H

hair [heə], *cheveux, chevelure*, 18.
 half [hɑːf], *demi, moitié*, 10.
 hall [hɔːl], *vestibule*, 25; *grande*
salle, 54.
 hammer [ˈhæmə], *marteau*, 51.
 hand [hænd] *main*, 17.
 handle-bar [ˈhændlɪbɑː], *guidon de*
vélo, 44.
 hang [hæŋ], v. *pendre*, 21.
 happen [ˈhæpən], v. *arriver, avoir*
lieu, 45.
 happy [ˈhæpi], *heureux*, 22.
 hard [hɑːd], *dur*, 16.
 hat [hæt], *chapeau*, 19.
 have [hæv], v. *avoir*, 17; *have to,*
devoir, 53.
 head [hed], *tête*, 17.
 health [helθ], *santé*, 40.
 healthy [ˈhelθi], *sain*, 53.

hear [hiə], v. *entendre*, 18.
 heart [hɑːt], *cœur*, 39; *hearts,*
cœur aux cartes, 46.
 heat [hiːt], v. *chauffer*, 25; n. *cha-*
leur, 26.
 help [help], v. *aider*, 48.
 hen [hen], *poule*, 37.
 here [hiə], *ici*, 9.
 high [haɪ], *haut*, 15.
 hill [hɪl], *colline*, 33.
 history [ˈhɪstəri], *histoire*, 29.
 hit [hit], v. *frapper*, 51.
 hold [hoʊld], v. *tenir*, 17.
 hole [hoʊl], *trou*, 47.
 holiday [ˈhɒlədi], *congé*, 12.
 holly [ˈhɒli], *houx*, 21.
 home [hoʊm], *à la maison, chez*
soi, 20.
 hope [hoʊp], v. *espérer*, 41.
 horizon [hoˈraɪzn], *horizon*, 52.
 horse [hɔːs], *cheval*, 37.
 hot [hɒt], *très chaud*, 13.
 hour [aʊə], *heure*, 10.
 house [haʊs], *maison*, 22.
 how [haʊ], inter. *comment, com-*
bien, 7; exclam. *comme*, 38.
 however [haʊˈevə], *cependant*, 46.
 how many [ˈhaʊmeni], *combien*
de, 8.
 hungry [ˈhʌŋɡri], *affamé, qui a*
faim, 50.
 hurt [hɜːt], v. *faire mal, blesser*,
 40.
 husband [ˈhʌzbənd], *mari, époux*,
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I

ice [aɪs], *glace*, 23.
 if [ɪf], conj. *si*, 31.
 ill [ɪl], *malade*, 40.
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 imposition [ɪmpəˈzɪʃən], *pensum*,
 50.
 in [ɪn], *dans*, 8.
 inch [ɪntʃ], *mesure d'un pouce*, 15.
 ink [ɪŋk], *encre*, 9.
 inside [ˈɪnsaɪd], *à l'intérieur*, 26.
 instance [ˈɪnstəns], *exemple; for*
instance, par exemple, 33.
 intelligent [ɪnˈtelɪdʒənt], *intelli-*
gent, 39.

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 invite [ɪnˈvaɪt], v. *inviter*, 22.
 iron [ˈaɪən], *fer*, 16, 47.

J

jack [dʒæk], *valet aux cartes*, 46.
 jam [dʒæm], *confiture*, 38.
 January [ˈdʒænjuəri], *Janvier*, 12.
 jelly [ˈdʒeli], *gelée, confiture*, 38.
 job [dʒɒb], *travail*, 51.
 join [dʒɔɪn], v. *joindre, assembler*, 39.
 joy [dʒɔɪ], *joie, plaisir*, 22.
 jug [dʒʌg], *pot, cruche*, 50.
 July [dʒuˈlaɪ], *Juillet*, 12.
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K

keep [ki:p], v. *conserver, garder*, 27; *to be kept in*, *être en retenue*, 30.
 kick [kɪk], v. *donner un coup de pied*, 17.
 kill [kɪl], v. *tuer*, 37.
 king [kɪŋ], *roi*, 33.
 kitchen [ˈkɪtʃɪn], *cuisine*, 25.
 knave [neɪv], *valet aux cartes*, 46.
 knee [ni:], *genou*, 39.
 knife [naɪf], *couteau*, 16.
 knock [nɒk], v. *frapper*, 9.
 know [nou], *savoir, connaître*, 30.

L

lady [ˈleɪdi], *dame*, 41.
 lake [leɪk], *lac*, 23.
 lamp [læmp], *lampe*, 8.
 language [ˈlæŋɡwɪdʒ], *langage*, 29.
 large [lɑ:dʒ], *grand, vaste*, 25.
 last [lɑ:st], *dernier*, 12.
 last [lɑ:st], v. *durer*, 31.
 late [leɪt], *tardif, en retard*, 23.
 laugh [lɑ:f], v. *rire*, 41.
 laundry [ˈləʊndri], *lessive*, 47.

lay [leɪ], v. *étendre, poser*; *to lay the cloth*, *mettre le couvert*, 50; *to lay eggs*, *pondre*, 35.
 lazy [ˈleɪzi], *paresseux*, 30.
 leaf [li:f], *feuille*, 34.
 learn [lɜ:n], v. *apprendre, étudier*, 29.
 leather [ˈleðə], *cuir*, 16.
 leave [li:v], v. *quitter, laisser*, 26.
 left [left], *gauche*, 8, 17.
 leg [leg], *jambe*, 17.
 lesson [ˈlesn], *leçon*, 1.
 letter [ˈletə], *lettre*, 1, 22.
 lettuce [ˈletɪs], *laitue*, 34.
 lie [laɪ], v. *être couché*, 28.
 life [laɪf], *vie*, 41.
 light [laɪt], n. *lumière*, 25; adj. *clair*, 11, 37; v. *éclairer, allumer*, 53.
 like [laɪk], v. *aimer*, 43.
 line [laɪn], *ligne*, 9.
 linen [ˈlɪnən], *linge*, 28.
 lip [lɪp], *lèvre*, 18.
 listen [ˈlɪsn], v. *écouter*, 30.
 little [ˈlɪtl], *petit*, 36.
 live [lɪv], v. *vivre, habiter*, 25.
 lock [lɒk], *serrure*, 16.
 long [lɒŋ], *long*, 13.
 look [lʊk], v. *regarder*, 7; *to look after*, *veiller sur*, 24.
 lose [lu:z], v. *perdre*, 32.
 love [lʌv], v. *aimer*, 24.
 low [lou], *bas, peu élevé*, 15.
 lucky [ˈlʌki], *veinard*, 46.
 lump [lʌmp], *morceau*, 50.
 lunch [lʌntʃ], *repas de midi*, 27.
 lung [lʌŋ], *poumon*, 39.

M

machine [məˈʃi:n], *machine*, 46.
 madam [ˈmædəm], *madame*, 45.
 made [meɪd], partic. de *make*, *fait*, 16.
 magazine [mæɡəˈzi:n], *revue périodique*, 45.
 maid [meɪd], *servante, fille de service*, 27.
 make [meɪk], v. *faire, fabriquer, produire*, 14.
 man, men [mæn, men], *homme, hommes*, 7, 15.

- many** ['meni], *beaucoup, nombreux*, 8.
map [mæp], *carte géographique*, 8.
March [mɑ:tʃ], *mars*, 12.
mark [mɑ:k], *note, points*, 30.
marmalade ['mɑ:mæleɪd], *confiture d'oranges*, 38.
marry ['mæri], v. *épouser; se marier*, 41.
master ['mɑ:stə], *professeur*, 5.
match [mætʃ], *match*, 42; *allumette*, 53.
maths [mæθs], *maths, mathématiques*, 29.
mattress ['mætrɪs], *matelas*, 48.
May [meɪ], *mai*, 12.
may [meɪ], v. I *may, j'ai le droit de; il se peut que je*, 42.
meadow ['medou], *prairie*, 36.
meal [mi:l], *repas*, 25.
measure ['meʒə], *mesure*, 15.
meat [mi:t], *viande*, 27.
memory ['meməri], *mémoire*, 39.
mend [mend], v. *réparer*, 47.
menu ['menju:], *menu*, 22.
merry ['meri], *joyeux*, 22.
metal ['metəl], *métal*, 16.
midday ['middeɪ], *midi*, 11.
middle ['midl], *milieu*, 8.
midnight ['midnait], *minuit*, 11.
mile [maɪl], *mille, mesure de distance*, 44.
milk [mɪlk], *lait*, 37.
mill [mɪl], *moulin*, 50.
mind [maɪnd], v. *faire attention à*, 31.
mineral ['mɪnərəl], *minéral*, 33.
minute ['mɪnɪt], *minute*, 10.
miserable ['mɪzərəbl], *malheureux*, 40.
mistake [mis'teɪk], *erreur, faute*, 30.
mistletoe ['mɪstlətu:], *gui*, 21.
mistress ['mɪstrɪs], *maîtresse, professeur*, 5.
modern ['mɒdn], *moderne*, 25.
Monday ['mʌndeɪ], *lundi*, 12.
money ['mʌni], *argent, espèces*, 24.
month [mʌnθ], *mois*, 12.
moon [mu:n], *lune*, 11.
mop [mɒp], *balai de coton*, 48.
more [mɔ:], *plus, davantage*, 29.
morning ['mɔ:nɪŋ], *matin*, 11.
most [məʊst], *le plus; très*, 26, 29.
mother ['mʌðə], *mère*, 24.
motor-car ['məʊtəkɑ:], *auto*, 21.
mountain ['maʊntɪn], *montagne*, 33.
mouse, mice, [maʊs, maɪs], *souris*, 37.
mouth [maʊθ], *bouche*, 18.
much [mʌtʃ], *beaucoup*, 32, 36.
mud [mʌd], *boue*, 23.
muddy ['mʌdi], *boueux*, 23.
mummy ['mʌmi], *maman*, 24.
music ['mjuzɪk], *musique*, 46.
musical ['mjuzɪkl], *musical, aimant la musique*, 26.
must [mʌst], v. I *must, il faut que je*, 30.
mutton ['mʌtn], *viande de mouton*, 38.
- N
- nail** [neɪl], *ongle*, 28; *clou*, 51.
name [neɪm], *nom, appellation*, 12.
narrow ['nærou], *étroit*, 15.
natural ['nætʃrəl], *naturel*, 33.
naughty ['nɔ:ti], *vilain*, 21.
near [nɪə], *près de, proche*, 31.
neck [nek], *cou*, 17.
needle ['ni:dl], *aiguille*, 47.
negro ['ni:grou], *négre*, 39.
neither ... nor ['neɪðə nɔ:], *ni ... ni*, 35.
nest [nest], *nid*, 35.
net [net], *filet*, 42.
never ['nevə], *jamais*, 31.
new [nju:], *nouveau*, 22.
news [nju:z], *nouvelle*, 45.
next [nekst], *prochain*, 32.
nib [nɪb], *plume à écrire*, 16.
night [naɪt], *nuît*, 11.
no [nou], *non*, 7; *pas un, pas de*, 25.
noise [nɔɪz], *bruit*, 30.
noon [nu:n], *midi*, 11.
North [nɔ:θ], *le Nord*, 11.
nose [nəʊz], *nez*, 18.
not [nɒt], *ne... pas*, 4.
note [nəʊt], *billet*, 49.
November [nə'vembə], *Novembre*, 12.
now [nau], *maintenant*, 9.

number ['nʌmbə], *nombre*, 4, 12.
nurse [nɜ:s], *nourrice, nurse*, 45.

O

oar [ɔ:], *rame*, 43.
obey [o'bei], v. *obéir à*, 24.
occupation [ɔkju'peɪʃn], *occupation*, 50.
ocean ['ouʃən], *océan*, 33.
October [ɔk'təʊbə], *Octobre*, 12.
odd [ɔd], *odd jobs, petits travaux*, 51.
of [əv], *de*, 8.
off [ɔf], *take off, enlever*, 19.
often ['ɔ:fn], *souvent*, 23.
old [əʊld], *vieux*, 7.
on [ɔn], *sur*, 8; *prépos. de temps indiquant une date*, 12.
once [wʌns], *une fois*, 48.
only ['əʊnli], *seulement*, 7.
open ['əʊpn], *ad. ouvert*; 6; v. *ouvrir*, 9.
opposite ['ɔpəzɪt], *contraire*.
or [ɔ:], *ou bien*, 6.
orange ['ɔrɪndʒ], *orange*, 38.
ordinary ['ɔ:dnri], *ordinaire*, 44.
organ ['ɔ:gən], *organe*, 39.
ornament ['ɔ:nəmənt], *ornement*, 35.
other [ʌðə], *autre*, 20.
out [aʊt], *hors de*, 9.
outdoor ['aʊtdɔ:], *de plein air*, 53.
outing ['aʊtɪŋ], *sortie, balade*, 53.
outside ['aʊt'saɪd], *partie extérieure*, 26.
over [əʊvə], *par-dessus*, 19; *terminé*, 20.
overcoat ['əʊvəkəʊt], *pardessus*, 19.
own [aʊn], *propre, bien à soi*, 35.
ox, oxen [ɔks, 'ɔksən], *bœuf*, 37.

P

pack [pæk], *paquet, jeu de cartes*, 46.
pain [peɪn], *douleur*, 40.
paint-box ['peɪntbɔks], *boîte de couleurs*, 14.
pair [peə], *paire*, 19.

palate ['pælit], *palais de la bouche*, 18.
pan [pæn], *casserole*, 27.
paper ['peɪpə], *papier*, 9; *devoir*, 30; *journal*, 45.
parent ['peərənt], *père ou mère*, 21.
part [pɑ:t], *partie*, 17; *région*, 36.
pass [pɑ:s], v. *passer*, 42.
past [pɑ:st], *passé, après*, 10; *le passé*, 33.
pastime ['pɑ:staim], *distraktion*, 45.
patient ['peɪʃənt], *un malade*, 40.
pavement ['peɪvmənt], *trottoir*, 31.
paw [pɔ:], *patte*, 35.
pay [peɪ], v. *payer*, 49.
pea [pi:], *pois*, 34.
peach [pi:tʃ], *pêche fruit*, 38.
pear [peə], *poire*, 38.
pen [pen], *plume à écrire, stylo*, 4.
pencil ['pensl], *crayon*, 4.
penny, pence ['peni, pens], *penny, sou*, 49.
people ['pi:pl], *gens*, 22.
perhaps [pə'hæps], *peut-être*, 32.
period ['piəriəd], *classe, division d'une journée de classe*, 31.
person ['pɜ:sn], *personne*, 4.
pet [pet], *animal familier*, 35.
physics ['fɪzɪks], *la physique*, 29.
piano ['piænəʊ], *piano*, 26.
picture ['pɪktʃə], *image, gravure*, 26.
pie [paɪ], *gâteau, pâte*, 38.
piece [pi:s], *morceau*, 9.
pig [pɪg], *porc*, 37.
pigeon ['pɪdʒɪn], *pigeon*, 37.
pillow ['pɪləʊ], *oreiller*, 48.
pinafore ['pɪnəfɔ:], *tablier d'enfant*, 31.
pink [pɪŋk], *couleur rose*, 14.
pity ['pɪtɪ] it is a pity, *c'est dommage*, 47.
plant [plɑ:nt], *plante, végétal*, 33.
plaster ['plɑ:stə], *plâtre*, 16.
plate [pleɪt], *assiette*, 27.
play [pleɪ] v. *jouer*, 20; n. *jeu, pièce de théâtre*, 54.
player ['pleɪə], *joueur*, 42.
pleasant ['plezənt], *agréable*, 23.
please [pli:z], v. *s'il vous plaît*, 14

pleased ['pli:zd], content, 22.
 pleasure ['plezə], plaisir, 53.
 plenty of ['plenti əv], beaucoup de, 42.
 plum [plʌm], prune, 38.
 pocket ['pɒkɪt], poche, 19.
 point [pɔɪnt], point, pointe, 11.
 policeman [pə'li:smən], agent de police, 17.
 polish ['pɒlɪʃ], v. cirer, 48.
 poor [puə], pauvre, 30.
 popular ['pɒpjələ], populaire, 43.
 pork [pɔ:k], viande de porc, 38.
 post [pəʊst], v. mettre à la poste, 45.
 potato [pə'teɪtəʊ], pomme de terre, 34.
 poultry ['pəʊltri], volaille, 37.
 pound [paʊnd], livre sterling, ou unité de poids, 49.
 precious ['preʃəs], précieux, 16.
 prefect ['pri:fekt], moniteur dans une école, 31.
 prepare [pri'peə], v. préparer, 25.
 prep [prep], travail d'écolier, 20.
 prescription [pris'kri:pʃən], ordonnance de docteur, 40.
 present [preznt], présent; cadeau, 21.
 pretty ['prɪti], joli, 36.
 principal [ˈprɪnsɪpəl], principal, 56.
 progress ['prəʊgres], progrès, 32.
 protect [prə'tekt], v. protéger, 39.
 provisions [prə'vɪʒənz], provisions, 27.
 pudding ['pu:dɪŋ], pudding, gâteau, 22.
 pull [pul], v. tirer, 47.
 pulse [pʌls], pouls, 40.
 punish ['pʌnɪʃ], v. punir, 30.
 punishment ['pʌnɪʃmənt], punition, 30.
 pupil ['pju:pl], élève, 5.
 puppet ['pʌpɪt], pantin, 17.
 purple ['pɜ:pəl], violet, 14.
 push [puʃ], v. pousser, 47.
 put [put], v. poser, mettre, 17; put on, mettre des vêtements, 19; put out, éteindre, 20.
 pyjamas [pə'dʒɑ:məz], pyjamas, 19.

Q

quarter ['kwɔ:tə], quart, quart d'heure, 10.
 queen [kwi:n], reine, 33.
 question ['kwɛstʃən], question, 4.
 quick [kwɪk], vite, vif, rapide, 9.
 quiet ['kwaɪət], tranquille, 30.
 quilt [kwɪlt], couvre-pieds, 48.

R

rabbit ['ræbɪt], lapin, 5.
 race [reɪs], course, 42.
 racket ['rækɪt], raquette, 42.
 radiator ['reɪdɪeɪtə], radiateur, 16.
 rain [reɪn], v. pleuvoir, 13; n. pluie, 23.
 raincoat ['reɪnkəʊt], vêtement imperméable, 19.
 rake [reɪk], rateau; v. ratisser, 51.
 ramble ['ræmbl], promenade, balade, 53.
 rather ['rɑ:ðə], plutôt, 44.
 raw [rɔ:], cru, pas cuit, 38.
 read [ri:d], v. lire, 29. Le passé read se prononce [red].
 ready ['redi], prêt, 20.
 receive [ri'si:v], v. recevoir, 22.
 recover [ri'kʌvə], v. guérir, se remettre, 40.
 rectangular [rɪk'tæŋgjələ], rectangulaire, 15.
 red [red], rouge, 14.
 refreshment [ri'freʃmənt], aliments et boissons, 54.
 reign [reɪn], v. régner, 33.
 remember [ri'membə], v. se rappeler, 39.
 report [ri'pɔ:t], bulletin de notes, 32.
 result [ri'zʌlt], résultat, 54.
 reward [ri'wɔ:d], récompense, 30.
 riches ['rɪtʃɪz], richesses, 33.
 ride [raɪd], v. aller à cheval ou en vélo, 44.
 right [raɪt], le côté droit, 8; droit, droite, 17.
 ring [rɪŋ], v. sonner, 26.
 ripe [raɪp], mûr, mûri, 34.
 river ['rɪvə], fleuve, rivière, 33.
 road [rəʊd], route, 36.

roof [ru:f], *toit*, 25.
 room [rum], *salle, chambre*, 8, 26.
 root [ru:t], *racine*, 34.
 rough [rʌf], *rude, brutal*, 42.
 round [raʊnd], *rond*, 15; *prép.*
autour de, 19.
 row [rou], *v. ramer*, 43.
 rub out ['rʌb 'aʊt], *v. effacer en*
frottant, 9.
 rubber ['rʌbə], *gomme, caoutchouc*,
 9, 43.
 rucksack ['ruksæk], *sac à dos*, 53.
 rug [rʌg], *couverture, tapis*, 48.
 ruler ['ru:lə], *règle à tracer*, 9.
 run [rʌn], *v. courir*, 17.

S

sad [sæd], *triste*, 41.
 saddle ['sædl], *selle*, 44.
 salad ['sæləd], *salade*, 34.
 same [seim], *semblable, même*, 45.
 Santa Claus ['sæntə'klouz], *le*
Père Noël, 21.
 Saturday ['sætədi], *samedi*, 12.
 saw [sɔ:], *v. scier*, 51.
 say [sei], *v. dire, réciter*, 11.
 scale [skeil], *écaille*, 35; *scales*,
balances, 49.
 school [sku:l], *école*, 6.
 science ['saɪəns], *science*, 29.
 scissors ['sizəz], *ciseaux*, 47.
 score [skɔ:], *v. marquer des points*,
 42.
 sea [si:], *mer*, 33.
 season ['si:zn], *saison*, 13.
 second ['sekənd], *n. seconde*, 10;
adj. deuxième, 12.
 see [si:], *v. voir*, 18.
 sell [sel], *v. vendre*, 49.
 send [send], *v. envoyer*, 22; *send*
for, envoyer chercher, 40.
 September [səp'tembə], *Septembre*,
 12.
 serious ['siəriəs], *sérieux*, 40.
 serpent ['sɜ:pənt], *serpent*, 35.
 servant ['sɜ:vənt], *domestique*, 25.
 serve [sɜ:v], *v. servir*, 50.
 set [set], *assortiment, collection*,
service, 21.
 set [set], *v. fixer*, 30; *mettre, pla-*
cer, dresser, 53.

several ['sevrəl], *plusieurs*, 34.
 severe [si'viə], *sévère, rigoureux*,
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 sew [sou], *v. coudre*, 47.
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 sharp [ʃɑ:p], *pointu, aigu*, 15.
 sheep [ʃi:p], *mouton*, 37.
 sheet [ʃi:t], *drap de lit*, 48.
 shelf [ʃelf], *étagère, rayon*, 28.
 shilling ['ʃilɪŋ], *shilling, pièce de*
monnaie, 49.
 shine [ʃain], *v. briller*, 13.
 shirt [ʃɜ:t], *chemise*, 19.
 shoe [ʃu:], *soulier*, 19.
 shop [ʃɒp], *boutique*, 36.
 short [ʃɔ:t], *court, bref*, 13.
 shoulder [ʃouldə], *épaule*, 39.
 show [ʃou], *v. montrer*, 10.
 shower [ʃəʊə], *averse*, 52.
 shut [ʃʌt], *adj. fermé*, 6; *fermer*, 9.
 side [said], *côté*, 28.
 sideboard [ˈsaɪdbɔ:d], *buffet de salle*
à manger, 27.
 sign [sain], *v. signer*, 45.
 silent ['sailənt], *muet, silencieux*,
 30.
 silver ['silvə], *argent*, 16.
 simple ['sɪmpl], *simple*, 44.
 sincerely [sɪn'siəli], *sincèrement*, 45.
 sing [sɪŋ], *v. chanter*, 22.
 sink [sɪŋk], *évier*, 27.
 Sir [sɜ:], *Monsieur*, 45.
 sister ['sɪstə], *sœur*, 24.
 sit [sit], *v. être assis; sit down*,
s'asseoir, 9.
 skate [skeɪt], *v. patiner*, 23.
 skeleton ['skelɪtn], *squelette*, 39.
 skin [skɪn], *peau*, 39.
 skirt [skɜ:t], *jupe*, 19.
 sky [skai], *ciel*, 11.
 slate [sleɪt], *ardoise*, 25.
 sleep [sli:p], *n. sommeil*, 20; *v.*
dormir, 28.
 sleepy ['sli:pi], *qui a envie de dor-*
mir; I am sleepy, j'ai sommeil,
 53.
 sleeve [sli:v], *manche de vêtement*,
 19.
 slide [slaid], *v. glisser*, 23.
 slow [sləʊ], *lent; en retard*, 10, 44.
 small [smɔ:l], *petit*, 7.

- smell [smel], v. sentir, flairer, 18.
 smile [smaɪl], v. n. sourire, 41.
 smoke [smoʊk], fumée, 53.
 snake [sneɪk], serpent, 35.
 snow [snoʊ], n. neige; v. neiger.
 23.
 so [soʊ], également, 14, tellement.
 23.
 soap [soʊp], savon, 28.
 social [ˈsoʊʃəl], réunion, fête d'école.
 54.
 sock [sɒk], chaussette, 19.
 soft [sɒft], doux, mou, 16.
 soldier [ˈsouldʒə], soldat, 33.
 some [sʌm], quelque, certain 34.
 sometimes [ˈsaɪntaɪmz], quelquefois, 21.
 son [sʌn], fils, enfant, 24.
 soon [suːn], bientôt, 34.
 sore [sɔː], enflure, douloureux, 40.
 sorry [ˈsɒri], peiné, plein de regrets,
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 pardon.
 sort [sɔːt], sorte, 29.
 soup [suːp], soupe, 27.
 sour [saʊə], aigre, 34.
 South [sauθ], Sud, partie méridionale, 11.
 spades [speɪdz], liqueur, au jeu de
 cartes, 46.
 speak [spi:k], v. parler, 18.
 speech [spi:tʃ], discours, 54.
 speed [spi:d], vitesse, 44.
 spell [spel], v. épeler, 3.
 spend [spend], v. dépenser, passer
 le temps, 46.
 sponge [spʌndʒ], éponge, 14.
 spoon [spuːn], cuiller, 27.
 spot [spɒt], endroit, lieu, 53.
 Spring [sprɪŋ], Printemps, 13.
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 stairs [steɪz], escalier, 25.
 stamp [stæmp], timbre-poste, 45.
 stand [stænd], v. être debout; stand
 up v. lever, 17; n. support; hat-
 stand, porte-chapeaux, 26.
 star [stɑː], étoile, 11.
 stay [steɪ], v. rester, demeurer, 40.
 steel [sti:l], acier, 16.
 steer [stiə], v. gouverner, diriger,
 43.
 stem [stem], tige, 34.
 stew [stjuː], v. cuire à l'eau, 38.
 stick [stɪk], canne, 26; v. coller, 45.
 still [stɪl], encore, 52.
 stir [stɜː], v. bouger, remuer, 50.
 stocking [ˈstɒkɪŋ], bas, 19.
 stone [stəʊn], pierre, 16.
 stop [stɒp], v. arrêter, s'arrêter, 44.
 story [ˈstɔːri], histoire, conte, 45.
 stout [staut], corpulent, 15.
 stove [stəʊv], appareil de chauffe-
 fage, 16.
 straight [streɪt], rectiligne, droit,
 15; tout droit, 32.
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 street [stri:t], rue, 25.
 strike [straɪk], v. craquer une al-
 lumette, 53.
 strong [strɒŋ], fort, 37.
 study [ˈstʌdi], n. bureau, studio.
 25; v. étudier, 29.
 stuff [stʌf], étoffe, 47.
 subject [ˈsʌbzɪkt], sujet, matière
 d'étude, 29.
 successful [səkˈsesfʊl], couronné de
 succès, 54.
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 sudden [ˈsʌdn], soudain, 52.
 sugar [ˈʃʊgə], sucre, 36.
 suit [sju:t], couleur de cartes, 46.
 Summer [ˈsʌmə], Été, 13.
 sun [sʌn], soleil, 11.
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 sunshine [ˈsʌnʃaɪn], clarté du soleil,
 52.
 surface [ˈsɜːfɪs], surface, 23.
 sweep [swi:p], v. balayer, 48.
 sweet [swi:t], doux, sucré, 34.
 swim [swɪm], v. nager, 35.
 swimmer [ˈswɪmə], nageur, 43.
 switch [swɪtʃ], v. brancher, allu-
 mer, 11.

T

- tail [teɪl], queue, 35.
 take [teɪk], v. prendre, 9.
 tale [teɪl], conte, histoire, 45.
 tall [tɔ:l], grand de taille, 15.
 tap [tæp], robinet, 27.
 tart [tɑ:t], tarte, 38.
 task [tɑːsk], tâche, 30.

taste [teist], v. *goûter*, 18.
 teach [ti:tʃ], v. *enseigner*, 29.
 teacher [ˈti:tʃə], *professeur*, 29.
 team [ti:m], *équipe, attelage*, 42.
 tear [tɜː], v. *déchirer*, 47.
 tell [tel], v. *conter, dire*, 45.
 temperature [ˈtemprɪtʃə], *température*, 40.
 tennis [ˈtenɪs], *tennis*, 42.
 tent [tent], *tente*, 53.
 term [tɜ:m], *trimestre*, 32.
 thank you [ˈθæŋkju:], *merci*, 14.
 then [ðen], *alors, puis*, 9.
 there [ðeə], *là-bas*, 31; *there is, il y a*, 8.
 thick [θɪk], *épais*, 15.
 thimble [ˈθɪmbl], *dé à coudre*, 47.
 thin [θɪn], *mince*, 15.
 thing [θɪŋ], *chose*, 4.
 think [θɪŋk], v. *penser*, 39.
 thirsty [ˈθɜːrstɪ], *qui a soif. I am thirsty j'ai soif*, 50.
 thread [θred], v. *enfiler*; n. *fil*, 47.
 throat [θraut], *gorge*, 40.
 through [θru:], *à travers, par*, 25.
 throw [θrou], v. *jeter*, 42.
 thumb [θʌm], *pouce de la main*, 17.
 Thursday [ˈθɜːzdi], *Jeudi*, 12.
 tie [tai], *cravate*, 19.
 tile [taɪl], *tuile*, 25.
 tiled [taɪld], *carrelé*, 28.
 till [tɪl], *jusqu'à*, 53.
 time [taɪm], *heure, temps*, 10.
 tire [taɪə], v. *fatiguer*, 44.
 to [tu], *jusqu'à, à*, 4; *vers, à*, 9, 10.
 to-day [təˈdeɪ], *aujourd'hui*, 12.
 toe [tu], *orteil*, 17.
 together [təˈgeðə], *ensemble*, 39.
 tomato [təˈmɑːtu], *tomate*, 34.
 to-morrow [təˈmɒru], *demain*, 12.
 tongue [tʌŋ], *langue*, 18.
 too [tu:], *trop*, 49.
 tooth, teeth, [tu:θ, ti:θ], *dent*, 18.
 top [tɒp], *haut, partie supérieure*, 18.
 towel [tauəl], *serviette de toilette*, 28.
 town [taun], *ville*, 25.
 toy [tɔɪ], *jouet*, 21.

traditional [trəˈdɪʃnl], *traditionnel*, 22.
 traffic [ˈtræfɪk], *circulation dans la rue*, 31.
 travel [ˈtrævl], v. *voyager*, 32.
 tree [tri:], *arbre*, 21.
 trousers [ˈtrauzəz], *pantalons*, 19.
 trumps [trʌmp], *alout*, 46.
 trunk [trʌŋk], *tronc*, 17, 34.
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 Tuesday [ˈtju:zdi], *Mardi*, 12.
 turkey [ˈtɜːki], *dinde*, 22.
 turn [tɜ:n], v. *tourner, devenir*, 34.
 turnip [ˈtɜːnɪp], *rave, navet*, 34.
 twice [twɑɪs], *deux fois*, 48.
 twinkle [ˈtwɪŋkl], v. *scintiller*, 52.
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umbrella [ʌmˈbrelə], *parapluie*, 13.
 under [ˈʌndə], *sous*, 8.
 underground [ˈʌndəgraund], *souterrain, chemin de fer souterrain*, 31.
 understand [ʌndəˈstænd], v. *comprendre*, 39.
 undress [ʌnˈdres], v. *se déshabiller*, 20.
 University [junɪˈvɜːsɪti], *Université*, 43.
 unlucky [ʌnˈlʌki], *malchanceux*, 46.
 unpleasant [ʌnˈpleznt], *désagréable*, 23.
 unripe [ˈʌnˈraɪp] *pas mûr, vert*, 34.
 up [ʌp], *vers le haut*, 9.
 use [ju:s], *emploi, usage*, 9.
 useful [ˈju:sfʌl], *utile*, 16.

V

vacuum-cleaner [ˈvækjuəmˈkli:nə], *aspirateur*, 48.
 various [ˈveəriəs], *divers*, 33.
 veal [vi:l], *viande de veau*, 38.
 vegetable [ˈvedʒɪtəbl], *légume*, 34.
 very [ˈveri], *très*, 13.
 village [ˈvɪlɪdʒ], *village*, 36.

violet ['vaielit], *violette*, 36.
violin [vai'lin], *violon*, 46.
visitor ['vizitə], *visiteur*, 25.

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waistcoat ['weiskout], *gilet*, 19.
waits [weits], *chanteurs de Noël*, 22.
wake [weik], v. *s'éveiller*, 20.
walk [wɔ:k], v. *marcher*, 17; *promenade*, 36; *allée*, 51.
wall [wɔ:l], *mur*, 8.
want [wɔnt], v. *vouloir, désirer*, 44.
war [wɔ:], *guerre*, 33.
wardrobe ['wɔ:droub], *armoire à vêtements*, 28.
warm [wɔ:m], *chaud, tiède*, 43.
warn [wɔ:n], v. *avertir*, 44.
wash [wɔʃ], v. *laver*, 20; *wash up, faire la vaisselle*, 27.
washerwoman ['wɔʃəwumən], *laveuse, blanchisseuse*, 47.
watch [wɔtʃ], *montre*, 10.
water ['wɔ:tə], n. *eau*, 28; v. *arroser*, 33, 51.
way [wei], *chemin, manière*, 44.
weak [wi:k], *faible*, 41.
wear [weə], v. *porter des vêtements*, 19.
weather ['weðə], *temps, conditions atmosphériques*, 23.
Wednesday ['wenzdi], *Mercredi*, 12.
week [wi:k], *semaine*, 12.
weep [wi:p], v. *pleurer*, 41.
weigh [wei], v. *peser*, 49.
well [wel], *bien*, 30, 40.
West [west], *Ouest*, 11.
wet [wet], *mouillé, pluvieux*, 52.
what [wɔt], interr. *quoi, que*, 4; conjonctif, *ce que*, 29; exclam. *quel*! 38.
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where [weə], *où*, 8.
which [witʃ], pr. relatif, *qui, que*, 23.
white [wait], *blanc*, 14.
Whitsun ['witsən], *Pentecôte*, 32.
who [hu:], pr. rel. *qui*, 23.
whom [hu:m], pr. rel. *que, à qui*, 41.
whose [hu:z], pr. rel. *dont*, 39.
why [wai], *pourquoi*, 35.
wide [waid], *large*, 15.
wife [waif], *épouse, femme*, 24.
win [win], v. *gagner*, 33.
wind [wind], *vent*, 13.
window ['windou], *fenêtre*, 6
wine [wain], *vin*, 27.
wing [wiŋ], *aile*, 35.
Winter ['wintə], *Hiver*, 13.
wipe [waip], v. *essuyer*, 28.
wish [wiʃ], v. *souhaiter*, 22.
with [wið], *avec*, 9.
without [wi'ðaut], *sans*, 30.
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wood [wud], *bois*, 16.
wool [wul], *laine*, 37.
woollen ['wulin], *de laine*, 48.
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worse [wɔ:s], *worst, [wɔ:st], pire*, 30.
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Y

yard [jɑ:d], *yard, mesure de longueur*, 15; *cour*, 37.
year [jɜ:], *année*, 12.
yellow ['jelou], *jaune*, 14.
yes [jes], *oui*, 5.
yesterday ['jestədi], *hier*, 12.
young [jʌŋ], *jeune*, 7.