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E. V. GATENBY

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STANDARD EDITION

Book Three

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A DIRECT METHOD ENGLISH COURSE

STANDARD EDITION

BY

E. V. GATENBY, C.B.E., M.A.

LATE PROFESSOR OF ENGLISH, ANKARA UNIVERSITY
AND HEAD OF ENGLISH DEPARTMENT, GAZI EDUCATIONAL INSTITUTE ANKARA

Illustrated by

LESLIE JACKSON

BOOK III



LONGMANS

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Lesson One

GULLIVER'S TRAVELS

When Gulliver's ship went on the rocks near an island he was the only man who got safe to land. Being very tired, he lay down on the short soft grass and soon fell asleep. He did not wake up until morning, and then, strange to say, he found that he could not move. His arms, his legs, and his whole body had been fastened to the ground with very thin ropes no thicker than thread.

Turning his head a little, Gulliver saw that all around him were hundreds of very little men less than six inches tall. Some of them seemed to be soldiers, and when he began to break the threads, which he could do very easily, they shot at him with their bows and arrows. The arrows, no bigger than needles, stuck in his hand, and some fell on his face and hurt him. But when he lay quite still, the soldiers stopped shooting.

Gulliver was able to make the little men understand that he needed food and drink, and they then climbed on his body and brought him bread, meat and wine. He was very hungry and thirsty, so he ate and drank all they gave him. But the wine contained something which made him go to sleep, and while he was asleep the little men, with great



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difficulty, got him on to a kind of cart they had made. It was seven feet long and four feet wide and it had twenty-two wheels. Fifteen hundred horses, the biggest and strongest in the country, each about four-and-a-half inches high, were used to pull the cart, with Gulliver on it, to the city of the Emperor.

The Emperor and his people were really very much afraid of Gulliver, and for a time they kept him prisoner, with ninety-one little chains fastened round his left leg. Thousands came to look at him, and some of the little men shot arrows at his face, which might have made him blind. To punish these men he picked them up and put them in his pocket.

Gulliver was always very quick at learning languages, and before long he was able to understand what the little people said and to talk to them. Although they were rather frightened of him, they brought him plenty to eat, and when he had promised to be careful not to step on them and not to put them in his pockets, they took the chains off his leg.

With his great strength he was able to help the little men in many ways, for example, in building. He could lift great stones which seemed to them very heavy. And they wanted him to measure their island for them by walking round it and counting the steps he took.

Some time later the Emperor asked Gulliver to help him in a war which he was fighting against another island full of little people. The latter had

fifty warships, and many others for carrying soldiers, and they were getting ready to attack. Gulliver offered to go and seize all the warships.

First he made a lot of ropes no thicker than a fishing-line, and at the end of each he fastened a little iron hook. Taking these with him, he walked across the sea, which was only a few feet deep, to the other island. The soldiers and sailors in the ships were so frightened that they jumped into the water



and swam to land. Gulliver began to put a hook into each ship, but while he was doing so the soldiers on land started shooting at him with their bows and arrows. He had to put his glasses on to keep the arrows out of his eyes.

At last, when all the hooks were in, he walked back through the water to the Emperor's island pulling all the warships after him. It was a great victory. The Emperor and all his people were very happy, and they thanked Gulliver very much. Before long peace was made between the two islands.

But Gulliver did not want to live here for ever, and, although he was very useful in many ways, the

Emperor did not really want to keep him because he ate such a lot. So one day, when Gulliver found a real boat on the sea near the shore, he got into it and sailed away, taking a few cows and sheep with him in his pockets.

1. Where can you find rocks?
2. Tell me the names of three islands.
3. Can you see anything lying on the floor?
4. What had been done to Gulliver?
5. What do women use when they sew?
6. Which is thicker, string or rope?
7. What is there all around an island?
8. Draw a bow and arrow. How far can you shoot an arrow?
9. Can you stick a pin into iron? Why not?
10. What do you see if you look into a looking-glass?
11. Why do some people wear glasses?
12. What do you need when you're hungry and thirsty?
13. What is wine made from?
14. Tell me the names of two great mountains.
15. What animal pulls a cart?
16. How many wheels has a taxi?
17. Are there any emperors in the world now?
18. Do you know the names of any prisoners famous in history?
19. Draw a chain.
20. Yesterday I fell, but I didn't hurt myself. What might I have done?
21. Why did Gulliver put the little men in his pocket?
22. What do you sometimes promise to do?
23. If you were in a bus, and you stepped on somebody's foot, what would you say?
24. What must a man use to lift something heavy?

25. Give me an example of a Past Tense ending in -ed.
26. Walk across the room and count your steps.
27. What is the opposite of war?
28. When do you get ready to come to school?
29. What were the men of the other island going to do with their warships?
30. If a man who couldn't swim fell into the sea, and somebody threw him a rope, what would he do?
31. Point to something made of iron.
32. Can you remember some great victories in the history of your own country?

We lie down in bed to go to sleep.

The books are lying on the desk, but the pictures are hanging on the wall.

Yesterday afternoon I lay down and slept for an hour.

Have you ever lain on the sands and listened to the sound of the waves?

If the hook sticks in your finger, it will be difficult to get it out.

He said that he stuck his thumb into the bread to see if it was new.

These two pieces of paper have stuck together. Soldiers and sailors fight for their country.

Germany fought against England and other countries in the last Great War.

I have fought a good fight.

STRENGTH, WIDTH, LENGTH, DEPTH, WARMTH

We make the noun *strength* from the adjective *strong*. In the same way we make nouns in -th from the adjectives *wide*, *long*, *deep*, and *warm*.

What is the width of this room?

This author has written a story of great length.

The boy scout who was drowned didn't know the depth of the water.

After being out in the cold wind, the travellers were glad to get into the warmth of the fire.

HAD BEEN FASTENED

The Passive Voice of the Past Perfect Tense

Active

They had fastened his whole body to the ground.

The servants had packed our bags.

The schoolboys had wasted a lot of time.

Passive

His whole body had been fastened to the ground.

Our bags had been packed by the servants.

A lot of time had been wasted by the school-boys.

Put into the Active Voice:

When all the food *had been eaten*, we washed up.

The nurse *had been frightened* by something in the dark.

The bad little men *had been punished* by Gulliver.

Put into the Passive Voice:

My aunt *had bought* them the day before.

They told me the dog *had bitten* the policeman.

I found that somebody *had turned on* the light.

MAY, MIGHT

In Book II, Lesson 17, we had sentences like "I may be early". This means "I am not sure. Perhaps I shall be early, but perhaps I shall not be early".

The Past Tense of *may* is *might*. "Some of the little men shot arrows at his face, which *might have made* him blind"—if they had gone into his eyes. We cannot be sure. If the arrows went into both his eyes, he would be blind. If they didn't go into both his eyes, he would not be blind. The sentence means that luckily the arrows did *not* go into his eyes.

They might have won the match. (But they didn't.)

You might have broken the window. (But you didn't.)

If he had worked harder, he might have passed the exam. (But he didn't.)

He threw a stone, which might have hurt me. (But it didn't.)

He put out the fire, which might have spread. (But it didn't.)

She showed me a dress which she might have worn. (But she didn't.)

Finish these sentences:

There were buses every hour, so we might . . .

If there had been any fish in the pool, we might . . .

He shot straight at goal, and he might . . .

The author of *Gulliver's Travels* was Jonathan

Swift (1667-1745). In the book Gulliver travels not only to the island of the little men, but to a country of very big men. Here Gulliver himself was often frightened, because it was quite easy for any of the big men, or even a child, to pick such a little person up in his finger and thumb. They made a box, which seemed very small to them, for him to live in. One day somebody threw this box, with Gulliver in it, far out into the sea. A ship found him, and so he escaped.

On another of his travels he found himself in a country ruled by horses. These horses seemed to be much better than ordinary men and women. They were sincere, and always tried to do what was right. They were never angry or lazy or unwilling to help others. Gulliver wondered if men and women in England could become like these horses, and make England a really happy country to live in.

Swift was not writing these stories for children. He wanted people to see that they could be much better and happier than they were, and he showed them good and bad ways of living in the strange countries that Gulliver visited. He hoped that Englishmen would learn the lessons he taught.

Exercises

- A. Put into the Indirect form after "He wondered if..."
(Example: "Can men in England be like these horses?" He wondered if men in England could be like those horses.)

1. "Can the travellers get anything to eat there?"

2. "Can the soldiers and sailors swim to land?"
3. "Will they promise not to do it again?"
4. "Will they punish him for taking the money?"
5. "Has anybody else heard the story?"
6. "Has the rope broken?"
7. "Is the sea near the island full of rocks?"
8. "Is the cart pulled by a horse or a donkey?"
9. "Do men like peace better than war?"
10. "Do most of the children wear glasses?"

- B. Make four short sentences with each of the following verbs, beginning the sentences with the words shown, and using the tenses that are asked for:

lie, stick, fight, buy, choose

I always ... (Simple Present)

Yesterday I ... (Simple Past)

Now I am ... (Present Continuous)

I have never ... (Present Perfect)

- C. Supply a suitable verb in each of the following:

1. To ... the box, he took hold of both ends.
2. He used a rope to ... the horse.
3. To ... the fire, he put water on it.
4. He stood on a chair to ... the picture on the wall.
5. He went to all his friends to ... money.
6. To ... English, you must first learn it.
7. You need a camera to ... a photograph.
8. You will have to study hard to ... the exam.
9. He sat up late to ... his lessons for the next day.
10. He used a key to ... the door.

- D. What's the difference between the following?

1. A rock and a stone.
2. A chain and a rope.

3. A needle and a pin.
4. Wine and water.
5. A plate and a saucer.
6. A hill and a mountain.
7. A cinema and a theatre.
8. A coffee-pot and a tea-pot.
9. A ceiling and a roof.
10. The country and a country.

Lesson Two

A VISIT TO LONDON

Mrs. Brown (who has been reading a letter). Do you remember those Richardsons we met last summer?

Mr. Brown. Yes, they had two noisy children.

Mary. Alfred and Margaret. They were very nice.

Jack. That was a good holiday. I wish we were there now. Why can't we go away oftener?

Mr. Brown. Because we haven't time, and it costs too much. When you grow up you'll know what work means. *(To Mrs. Brown)* What about those Richardsons?

Mrs. Brown. They're coming up to London next week, and would like to meet us. They ask our advice about sight-seeing.

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Jack.

Mary.

George.

Mr. Brown.

Let's go to the Zoo.

Haven't Alfred and Margaret to go to school?

Some schools have a week's holiday in the autumn now. I wish we had.

All you boys think about is holidays.

When the Richardson family came up to London, they spent every day in seeing as much as possible. Mrs. Richardson was most interested in the shops, especially in Oxford Street and Kensington, and bought all sorts of things that she couldn't find in the shops in the north. The two children had never been in London before, and were astonished at the crowds everywhere. They enjoyed travelling on the Tube railways and going down the moving stairs which lead to the platforms. They found that they had to be quick and get on the train or it would go off without them.

One day they went to Hyde Park and walked along on the grass to Kensington Gardens in bright autumn sunshine. This was very different from the crowded streets, and Margaret said it was like being back in the country. The leaves of the great trees were turning red, brown and yellow, birds were flying about, sheep were eating the grass, there were lots of flowers, and ducks were swimming about on the Round Pond. Only the noise from the streets in the distance reminded them



Round Pond

that they were still in a city. Alfred was very much interested in the model boats which boys, and even grown-up men, were sailing on the Round Pond.

"We can see all this kind of thing at home," Mr. Richardson said. "Don't you want to go somewhere more exciting?"

"Shall we see a London fog?" Margaret asked.

"Not in weather like this," her father replied. "People always talk a lot about London fogs, but a really bad one is very rare. You might live in London for years and never see one. Sometimes in winter there's a very thick fog. Then it's rather like being in a cloud. You can see only a few steps in front of you, lights are no good, and motor-cars and buses have to go at walking speed."

"I'd like to be in one," Alfred said.

"You wouldn't like it long. You'd soon get lost, even if you didn't get run over." Mr. Richardson knew how dangerous fogs were.

Before the end of the week they had seen a great deal. They had been to the Tower, Westminster Abbey, the Houses of Parliament, and the British Museum. In the evenings they had visited cinemas and theatres, and one afternoon they went to a



Tower of London

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Westminster Abbey

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Albert Hall

concert at the Albert Hall. But they were looking forward to going to the Zoo on Saturday afternoon when they had arranged to meet the Browns so that they could all go together.



Houses of Parliament

1. What had Mrs. Brown been doing?
2. Where had the Browns spent their last summer holiday?
3. What are you going to be when you grow up?
4. Can you give some advice about learning English?
5. If one of your friends came here for sight-seeing, what would you advise him to see?
6. Have you ever been to a zoo?
7. Put my chair as near as possible to the door.
8. Why was Mrs. Richardson interested in the shops?
9. Tell me two sorts of fruit.
10. Are you ever astonished at anything?
11. Where can we see crowds?
12. Draw a long, thin tube.
13. What do trains run on?
14. Are there any stairs in this school?
15. What do the stairs in a house lead to?
16. When you get out of a train, what do you step on to?

17. What can you see in a park?
18. Is there anything bright in this room? khosro 1952
19. If a bus is crowded, what must some people do?
20. What happens to leaves in the autumn?
21. Make a sentence containing *running about*.
22. Draw a duck swimming on a pond.
23. Tell me something that is round.
24. Look out of the window. What can you see in the distance?
25. What were boys and grown-up men doing on the Round Pond?
26. Do we have fogs in this country?
27. If a pen won't write, it's . . .
28. Can a motor-boat go faster than an ordinary boat?
29. What is the speed of an aeroplane?
30. We are going on a picnic tomorrow . . . it rains.
31. What has a rich man a great deal of?
32. What is a lighthouse?
33. What did the Richardsons visit in London?
34. Does a museum usually contain new things or old things?
35. Are you looking forward to anything now?
36. Have you arranged to do anything on Saturday afternoon?
37. Why do we clean the blackboard? So that . . .

Two New Tenses: The PRESENT PERFECT CONTINUOUS and the PAST PERFECT CONTINUOUS.

In these tenses, the verb shows that somebody went on doing something for some time.

Present Perfect

I have read this book.

Present Perfect Continuous

I have been reading this book.

I have finished my home-work. I have been finishing homework.
I have bought a bookcase. I've been buying things all the afternoon.

Past Perfect

He had tried more than once. He had been trying to do it all day.

He said he had carried the bag upstairs. He was tired because he had been carrying the bag all morning.

She told us she had fried some fish for lunch. She had been cooking in the kitchen for more than an hour.

Adjectives from Nouns

Many adjectives are formed from nouns, like *noisy* from *noise*, by adding *-y*.

Sand, sandy; fault, faulty; fish, fishy; shade, shady; silk, silky; wind, windy; air, airy; wave, wavy; bush, bushy; stone, stony; smoke, smoky; bone, bony; salt, salty; rock, rocky; rain, rainy; fog, foggy; etc.

We walked across a sandy road.

The motor-car was no good; it had a faulty engine.

I don't like this bread; it smells fishy.

They sat in a shady corner of the garden.

What lovely silky hair that girl has!

It's very windy today.

This is a large airy room.

My little sister has wavy brown hair.

There were bushy hills all round the lake.

The ground was so stony that we couldn't grow flowers.

I don't like living in a smoky city.

The servant bought a bony piece of meat.

The cook made everything too salty.
The Rocky Mountains are in the west of Canada.
We had a great deal of rainy weather in April.
As it was very foggy, all the trains were late.

As . . . (adj. or adv.) . . . as possible

They wanted to see as much as possible.
Be as careful as possible when you carry these vases.
Get to the station as early as possible.
Your bags must be as light as possible when you go by air.
Keep as quiet as possible, please.
The road should be as straight as possible.
He likes to have his tea as sweet as possible.
We make the rooms as warm as possible in winter.
Write as carefully as possible.
If they don't work as hard as possible, they won't pass.
Come as soon as possible.
She went to the cinema as often as possible.

So that

Draw it larger so that everybody can see it.
They put chains on his leg so that he shouldn't escape.
He let us go early so that we could catch the train.
The boy stood up so that the old man could sit down.
We'll fill our pockets with food so that we shan't be hungry before we get home.

Why must you draw it larger?
Why did they put chains on his legs?
Why did he let us go early?
Why did the boy stand up?
Why shall we fill our pockets with food?
Why did he come with us?

The British Museum

The British Museum is a great building in London, not far from New Oxford Street. Thousands of visitors go to it every year to see the rare, strange and beautiful things it contains. What interests many people more than anything else is the large library, in which there are millions of books. You can find any English book you want there. The library is also a reading-room, with tables and chairs for those who wish to study; but if you want to borrow books to read there you must first get a reader's ticket from the office. One cannot borrow books to take away.



British Museum

In other parts of the museum there are rooms and halls containing things which have been brought from countries all over the world. They help us to understand the history of foreign lands, and the people who live in them. Some of the things which have been dug up in places where old cities once stood, and put in the museum, were worn or used by men and women many thousands of years ago.

On the way out you can buy pictures of the most interesting things that are shown in the museum.

Show, showed, shown. (Rarely showed instead of shown)

I am showing you my book.
I showed him the way to the Post Office.
I have shown (showed) you this before.

Exercises

A. Put into the Passive Voice:

1. They have brought most of these things from London.
2. They have taken her to hospital.
3. He has blown out the candle.
4. You haven't cleaned the board yet.
5. The cat has drunk all the milk.
6. The visitors have eaten all the cakes.
7. Somebody has opened my bag.
8. The postman has put a letter under the door.
9. The police have advised him to be more careful.
10. Have you counted the money?

B. Make sentences containing these phrases:

1. a crowded bus.
2. were crowded.
3. crowded into.
4. a large crowd.
5. walking about.
6. turning grey.
7. growing up.
8. no good.
9. in the distance.
10. looking forward to.

C. Finish these sentences:

1. We shall go, even if ...
2. I'm sure you can't do it, even if ...
3. She said she wouldn't buy it, even if ...
4. You'll be late, even if ...
5. I'm going to bathe, even if ...
6. Even if ..., he never remembers.
7. Even if ..., he can't hear.
8. Even if ..., I shan't finish in time.
9. Even if ..., some people go to the cinema every week.
10. Even if ..., I never get all my things into my suitcase.

khosro 1952 Put a Noun Clause in place of the words in italics:

(Example: Please tell me *your name*. Please tell me what your name is.)

1. Don't you know *his address*?
2. Remember *his advice*.
3. I don't know *the number of words* in this dictionary.
4. I promise *not to do it again*.
5. Let me remind you *of the time*.
6. The teacher couldn't understand *his words*.
7. I don't know *the distance* from here to the next village.
8. Can you tell me *the speed* of a railway train?
9. She wanted to know *the time* of the concert.
10. He saw *his mistake*.

Lesson Three AT THE ZOO

When the time came, they went to the entrance of the Zoo in Regent's Park, where their friends were waiting for them. They had a lot to talk about and to tell each other, but the children were eager to see the animals, so they went inside and began to walk round. There was so much to see that it was difficult to decide where to go first. Jack wanted to see the lions and tigers fed.

"I'm afraid they don't feed them until later in the day," Mr. Richardson said, "but we'll find out."

Alfred was eager to see the big snakes. "They

swallow rabbits," he said. "Jack ought to have brought one of his."

Mary and Margaret wanted to ride on a camel.

"Or an elephant," Mary said. "I think there's more room on it."

"The parrot-house will be interesting," George suggested. "Dad will enjoy it."

"No, thank you," Mr. Brown said. "Hundreds of parrots all talking at once would be too much for me. I'll

stay outside when you go in there."

"There's time for everything," Mr. Richardson told them, "if we don't stay too long in one place."

They began with the monkey-house, where monkeys of all kinds were climbing up and down in their cages, and doing funny things which made everyone laugh. The children fed them with nuts. Alfred nearly lost his cap when he went too near a cage and a monkey tried to get it off his head.

From here they went on and saw all sorts of other animals, including wolves from Turkey and bears from Canada. There were white bears, too, which live among snow and ice in the far north, and

were not very comfortable in the warmer weather of England.

The four youngest children all had a ride on either an elephant or a camel. They gave the elephant some bits of bread to eat. "It looks as though it would like a whole loaf," George said. "I wonder how many loaves it could eat in one day."

Later in the day they saw the lions and tigers fed. They seemed very hungry, and ate greedily the meat which the keepers put into their cages. Alfred was disappointed because all the big snakes were asleep, and their keeper said they wouldn't eat anything more for a week.

"And now," Mrs. Brown said at last, when they had been walking about for a long time, "as it's after five o'clock I think it's time we fed ourselves. Let's go into the restaurant and get some tea."

"I'm glad I'm not a snake," Jack said. "I shouldn't like to wait so long between meals."

1. Where do we pay when we go to the cinema?
(At the entrance.)
2. In which park is the London Zoo?
3. What are you eager to do on a hot day?
4. If you walk round this city (town), what can you see?
5. Which would you rather go to, a football match or the cinema? Decide quickly.
6. Do lions and tigers live in the same country?
7. What do we feed dogs on?
8. I'm afraid I've forgotten my pen. Can you lend me yours?

9. Is there a map of England in the next room? Go and find out.
10. Have you ever seen a snake?
11. Don't give the baby a chocolate. It might try to swallow it whole.
12. Draw a camel and an elephant.
13. What do monkeys eat?
14. What do we keep in cages?
15. Has everyone in this room got an English book?
16. How many people are there in this school, including the teachers?
17. What do wolves often attack in winter?
18. Put this book among the others on the shelf.
19. When does water become ice?
20. Point to the far end of the room.
21. Find me a bigger bit of chalk.
22. You have plenty of work to do, haven't you?
23. Some boys work every night as though they were preparing for an examination. Do you?
24. Do we buy bread in loaves or pieces?
25. Who are in charge of the animals in a zoo?
26. When do we feel disappointed?
27. There are some books and two bits of chalk on my table. Is there anything more?
28. Where is Canada?
29. What can you buy in a restaurant?
30. How many meals a day do you have?
31. Can you suggest a good place to go to for a holiday?

FEED

I must go and *feed* my rabbits. I *fed* them this morning but I haven't *fed* them since.

I'm afraid (that) is often used instead of *I think*

(*that*) when we mean that we not only *think* something but are *sorry* about it.

I'm afraid it's going to rain.
 I'm afraid I can't lend you this book now.
 I'm afraid it's too late to go now.
 I'm afraid you can't see him. He's out.
 I'm afraid there's no more left.
 I'm afraid the shops will be shut when we get there.
 I'm afraid I forgot.
 I'm afraid the buses will be crowded.
 I'm afraid we shall have to walk.
 He said he was afraid he couldn't come.
 The girl said she was afraid she hadn't prepared her lesson.
 They were afraid they wouldn't get to the bus-stop in time.

FIND; FIND OUT

I found a pen this morning. I must find out whose it is.
 I've lost his address. I can't find it anywhere. Can you find out what his address is?
 I've been looking for a dictionary, but I can't find one.
 I shall have to find out where they sell them. Somebody came yesterday, but I can't find out who it was.
 Go and find a duster. And find out who took ours.
 Try to find out what time the train goes.
 I hope you'll find a good seat.

AS THOUGH; AS IF

As though and *as if* have the same meaning. khosro1952

You look *as though* (if) you wanted to ask a question.

He shouted *as though* (if) he *were* afraid.

I feel *as though* (if) I had eaten too much.

It looks *as though* (if) it might rain.

He warned them, but they went on *as though* (if) they didn't understand.

It followed me *as though* (if) it *were* my own dog.

Were is used instead of *was* after *as though* (if).

Whipsnade

Why do we catch animals and birds and keep them in cages in zoos? Would they not be much happier if they were left free? Some people think it is not kind to keep them prisoner. Others say that the animals are much safer in comfortable cages than they would be if left free in the countries they come from, where they are always in danger. Men, as well as other animals, attack them, and it is often difficult for them to find food. But if an animal or bird could talk, it would probably say: "I want to go home."

There is another famous zoo in England at a place called Whipsnade. Here the animals have much more room, and though they can't escape they can move about a lot. It is much more comfortable for them than being in small cages. They enjoy being in the open air. The birds can fly about among real trees, and get some of their food

themselves. In a place like this we can see what animals and birds really do, and how they live.

free: not kept prisoner; able to go where one likes.

kind: a kind man helps people, and likes others to be happy.

in the open air: outside; not in a building.

There was a young lady of Niger,

Who went for a ride on a tiger.

They ended the ride

With the lady inside,

And a smile on the face of the tiger.

Exercises

A Use new words from this lesson to fill in the blanks:

1. He was — when he failed.
2. They — to take him to hospital.
3. The children were — to go to the zoo.
4. An — is stronger than a —
5. We have our big — in the middle of the day.
6. He — an evening at the theatre.
7. There were five birds, — two ducks, swimming on the pond
8. A snake can — quite large animals.
9. It was — of you to let us come.
10. The — came near to the village, but the dogs frightened them away.

B In the following sentences change the words in italics but not the structure of the sentence:

1. The *lion* is an animal that lives in Africa.
2. They went to *Regent's Park*, where their *friends* were waiting for them.
3. I'm *afraid* they don't *feed* them until later in the *day*.

4. "The *parrot-house* will be *interesting*," George *suggested*.
5. I wonder how many *loaves* it could *eat* in one *day*.
6. As it's *after five* o'clock, I think it's time we *fed* ourselves.
7. They gave the *elephants* some bits of *bread* to *eat*.
8. It is often *difficult* for them to *find food*.
9. They enjoy being *in the open air*.
10. Though they can't *escape*, they can *move* about a *lot*.

C. Give ten possible replies that Jack might have made when Alfred said: "Jack ought to have brought one of his."

D. Place together the words which mean the same or nearly the same:

door, bit, everyone, as though, sort, motor-car, turn, great, start, prepare, glad, entrance, lovely, taxi, calm, become, hard, piece, high, as if, everybody, several, kind, sick, large, sad, get ready, begin, happy, unsafe, small, rare, beautiful, quiet, difficult, tall, many, ill, unhappy, dangerous, unusual, little.

Lesson Four

SAFETY FIRST

Before the days of motor-cars and buses, no one thought of the roads as specially dangerous places. People walked, or rode on horseback, or travelled

in horse-drawn carts and carriages. Nothing *went* at a greater speed than a bicycle, so very *few* people got knocked down or hurt.

But today the roads, which are full of motor-traffic, are the most dangerous places in the world. Many thousands of people are killed on them every year, and thousands more are injured. Sad to say, among these are large numbers of children. Every year a thousand boys and girls are killed on the roads in England. Two-thirds of this number are under seven years of age.

Of course everything possible is done to prevent accidents. Parents and teachers tell children about the dangers, and warn them to be careful. But little children easily forget what they are told, and step off the pavement or start to cross the road without looking to see whether anything is coming.

One of the best ways to prevent children from losing their lives in the streets is to help them to form certain habits. If, day after day, they do the same thing in the same way, they at last do it as a habit. Here are some of the rules for everyone to obey in order to keep alive:

1. Never step off the pavement into the road without looking both ways to see if anything is coming.
2. Don't start to cross until the road is clear.
3. Don't think you can run across safely. Wait until there is time to walk. Be extra careful when you are in a hurry.
4. Never cross behind or in front of a standing

bus or car without looking. Something may be coming on the other side of it.

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5. Never play in the road.
6. A road is more dangerous than a railway or a river. *Think* before you step into it from the pavement.

Even on country roads it is well to be careful, because motor-cars often come quickly round corners.

People who ride bicycles should keep as far to the right as possible, and they should never go side by side in city streets.

Those who drive motor-cars, buses and taxis, and riders of motor-bicycles, etc., have to be especially careful, because it is the fast-moving traffic that is the real danger on the roads. Like the children, they too must form habits. The rules for them are:

1. Don't go too fast.
2. Keep to the right.
3. Turn very slowly out of side-roads into the main street.
4. Go very slowly round corners.
5. Obey all traffic signs, including the signals given by the policemen at important cross-roads.

ENGLISH TRAFFIC SIGNS



6. Never stop suddenly, or turn right or left,

without signalling to cars which may be coming along behind.

Railway-trains run on special lines, but motor-cars, which often travel quicker than a train, use the roads which we all have to walk on or cross. That is the great danger for all of us. It is necessary for everybody—the drivers of cars and people on foot—to be as careful as possible to avoid accidents. It is too late to be sorry for our fault when somebody is dead or injured. Many of those, young and old, who die on the roads lose their lives because they themselves or other people have been careless. The number of deaths might be much smaller if we all took care, and especially if we taught little children how to keep out of danger.

1. How did men go from place to place in the days before buses?
2. Did anyone fail in the examination? (No, no one.)
3. Tell me the name of a city that is specially hot in summer.
4. Have you ever ridden on horseback?
5. What do horses draw?
6. How many wheels has a railway-carriage?
7. Can you ride a bicycle?
8. Do you get hurt if you get knocked down when you're playing football?
9. How can we go most quickly from one country to another today?
10. Is there much traffic on the road to school?
11. Could you kill a lion with a bow and arrow?
12. What is two-thirds of twelve?

13. Are you doing everything possible to learn English?
14. What do we do to prevent a fire?
15. What kind of accidents do you read about in the newspapers?
16. Are there any dangers at the seaside?
17. Where do you walk if there is no pavement?
18. What is the opposite of the word "life"?
19. What habits do you form in school?
20. On certain days of the year we always have holiday. What are they?
21. What do you do day after day?
22. Tell me some rules you obey in this school.
23. Where must you go in order to get the best grapes?
24. If an animal is not alive, it is —.
25. Was it extra cold here last winter?
26. If you're in a hurry to catch a bus, what do you do?
27. What does an engine-driver do? (He drives an engine.)
28. What's the difference between a motor-bicycle and an ordinary bicycle?
29. What is it that is the real danger on the roads?
30. Tell me the name of our main street.
31. Can you draw the traffic-sign which means "school"?
32. Draw a railway-signal showing that it is safe for a train to go on.
33. Do you use a special note-book for English?
34. Do buses run on lines?
35. Do you come to school on horseback or on foot?
36. What must we try to avoid in writing or speaking English?
37. What colour are dead leaves?
38. If you put flowers in a vase without water what will they do?

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39. If you are careless in an examination what may happen?
40. What do you take care not to be in a morning?
41. If a man were knocked down and injured, where would he be taken?

TO DIE. TO DRIVE

Most flowers *die* if they get no water. This flower is *dying* now. Some have *died* in the night. Those *died* yesterday.

His father *drives* a bus. Yesterday he *drove* past our school. He says he has *driven* all kinds of motor-cars.

Active

Passive

| | |
|---|--|
| They would take him to hospital. | He would be taken to hospital. |
| They would seize it if necessary. | It would be seized if necessary. |
| He said he would pack the eggs carefully. | He said the eggs would be packed carefully. |
| I thought the school would buy the new books. | I thought the new books would be bought by the school. |

Adjectives ending in "-less".

Many adjectives like *careless* are formed by adding *-less* to a noun. *-less* means *without*.

He gave me a *faultless* composition.
 The children ran about *hatless* and *shoeless*.
 The *fatherless* boy went to live with his uncle.
 We sometimes see *ownerless* dogs in the street.
 There was a great wind which left many houses *roofless*.

On a hot afternoon this room seems *airless*.
The *leafless* trees look sad in winter.

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Make sentences containing *rainless*, *noiseless*,
smokeless, *childless* and *cloudless*.

Knock is a verb that is followed by different prepositions (or adverbs).

He knocked *at (on)* the door before he came in.

He knocked his head *against* the post.

She knocked the tea-pot *over*.

She knocked her books *off* the desk *on to* the floor.

The car ran into a lamp-post and knocked it *down*.

They knocked their heads *together*.

$\frac{1}{2}$ a half; $\frac{1}{3}$ a (one) third, $\frac{1}{4}$ a (one) quarter (fourth), $\frac{1}{5}$ a (one) fifth, $\frac{1}{6}$ a (one) sixth, etc.

$\frac{2}{3}$ two-thirds, $\frac{5}{8}$ five-eighths, $\frac{9}{11}$ nine-elevenths, etc.

$1\frac{1}{4}$ one and a quarter; $1\frac{1}{2}$ one and a half; $2\frac{3}{4}$ two and three-quarters; $5\frac{6}{7}$ five and six-sevenths, etc.

Read the following: $\frac{4}{9}$; $\frac{5}{11}$; $1\frac{1}{2}$; $1\frac{2}{3}$; $2\frac{3}{4}$; $6\frac{1}{4}$; $9\frac{1}{2}$; $6\frac{7}{8}$.

Travelling Long Ago

Even in the old days travelling was not without its dangers. There were not so many accidents on the roads, because everything went much slower; but sometimes, as the roads were so bad, a horse would fall and get hurt, and the wheel of a carriage

might break. Then, if you were far from any houses, you might have to walk a long distance to get help; or you might have to wait where you were until help came.

In winter there was always the danger of deep snow. If snow continued to fall, neither horses nor men could go any farther. They had to stay where they were, and if the cold was very great they probably died.

Then there was the danger of wolves, which often attacked travellers, especially in winter.

Not only deep snow, but heavy rain, thick fog, or strong winds often made travelling very difficult. If there was much rain, the rivers might flow over the roads, or carry away the bridges. It was very easy to get lost in a fog. A strong wind might make clouds of dust, which are worse than a fog, or blow trees down across the road. Men have always had to fight against the weather.

What made the roads most unsafe between one city and another was the bad men who made a living by attacking travellers and taking their money and other things away from them. Often it was necessary for soldiers to go with the travellers to keep them safe from attack.

Exercises

A. In each of the sentences below use one or more of the following words: *life*, *living* (noun), *live*, *alive*, *dead*, *death*, *dying*, *died*, *lives* (noun), *living* (adj.), *killed*.

1. The old horse fell down and —.
2. He had to work hard for his —.

3. The sun was so hot that it — all the flowers.
4. A — dog is better than a — lion.
5. — comes at the end of —.
6. The — of all the people were in danger.
7. What do we call the people who — in France?
8. The poor animal was nearly drowned, but it is still —.
9. The — man asked the nurse to write a letter for him.
10. The soldiers were not afraid of —, and many — for their country.

B. Complete the following:

1. We need a knife in order to ...
2. Traffic signs are put up in order to ...
3. He often drives fast in order to ...
4. They decided to buy tickets at once in order to ...
5. The people stood up in order to ...
6. You must try to prevent your little *brother from ...
7. If you don't sit still in the cinema, you prevent people from ...
8. The strong wind prevented him from ...
9. The little men fastened Gulliver to the ground and prevented him from ...
10. What prevented you from ...?

C. Put into the indirect form after the words in brackets:

1. (He promised that) "The child shall be taken to hospital at once."
2. (He found that) "I have been asleep for more than an hour."
3. (He reminded him that) "You ought to obey your parents."

4. (He decided that) "I will go on horseback."
5. (He suggested that) "If you take a taxi you'll get there quicker."
6. (He thought) "You haven't much chance of winning the war."
7. (He understood that) "I have to be there early."
8. (He shouted that) "A man has been knocked down by a taxi."
9. (He wondered if) "Did the postman bring a letter for me?"
10. (He warned us that) "There'll be a lot of snow on the roads."

D. Use *since* or *for* in the following:

(*Since* is followed by a special time or date in the past.
For is used for a length of time.)

1. I have lived in London — 1942.
2. I have lived there — ten years.
3. What have you been doing — the last month?
4. What have you been doing — March?
5. "How long have you worked here?" " — five years."
6. We have known him — he was a little boy.
7. We have known him — more than a year.
8. He's been learning English — two months.
9. He's been learning English — the beginning of the year.
10. I haven't seen him — a long time.

Lesson Five

HUNTING TIGERS

India is the home of tigers, and every year large numbers of people are killed by these animals. The tiger, however, does not usually form the habit of killing and eating human beings. It prefers wild animals that it finds in the forests. But sometimes, when a tiger has become old and lost some of its teeth, or when it has been injured in some way, it is no longer strong enough or quick enough to catch and kill the animals it likes to feed on. It is easier for it to kill human beings, and when it has once tasted human flesh it goes on killing men, women and children for food.

A man-eater of this kind becomes feared far and wide, so much so that people are afraid to go out of their houses; they have to stop work in the fields, and they may have to leave their homes and go to live somewhere else.

It is necessary, therefore, to put an end to such dangerous animals as soon as possible. One method is for men with rifles to ride on the backs of elephants while other men, making a great noise, try to drive the tiger towards them. This is difficult because hundreds of men are needed, and no one can be sure where the tiger is when the hunting begins.

Another method is for the hunter to sit in a tree

or on a sort of platform built in a tree, near the place where a tiger has killed and partly eaten somebody. Then it may be possible to shoot the tiger when he comes back to have another meal. Or a goat may be fastened to the tree for the tiger to kill.

The most exciting, but also the most dangerous, way of hunting a man-eater is to go after him on foot. To do this with any hope of success needs great skill as well as courage, and a man must be a good shot. He is not likely to have more than one chance to shoot, and if he misses, or only wounds the tiger, he will be very lucky if he escapes with his life; for there is no animal more terrible than a wounded tiger.

A story is told of a hunter who had tried time after time to get near enough to a man-eater to shoot it. He had sat up in trees, he had followed it on foot, he had waited near animals it had killed, but it never showed itself. At last he decided to use the most dangerous method of all: he would imitate the call of a tiger, and then, if the real tiger



answered the call, and came nearer, he might have a chance to shoot.

About an hour before sunset he went noiselessly down a valley where the tiger had been seen. Finding a high rock on the river bank, he stood with his back against it and imitated a tiger's call as well as he could. Nothing happened. There was only the sound of the water rushing along over the stones. He tried again, twice. And now there came an answering call from the other side of the valley. The tiger had heard him and was coming nearer, but he could not see it. Time passed. It was getting dark, and soon he would be unable to see to shoot. Should he imitate the call once more? He decided to do so, and this time the answering call was so loud and so near that he felt the tiger's hot breath on the back of his neck. The man-eater was on the rock behind him and above him.

He could not shoot it there, for he could not see it; and he dare not move. He wondered what the tiger was doing, and what it would do. He didn't know whether it had seen him. Perhaps it was looking all around for the other tiger it thought it had heard. Perhaps it was looking at him. It might spring on him at any moment.

And suddenly it did spring down, but over him and in front of him. His rifle was ready, and as the tiger turned to rush at him he shot it through the heart.

The people in the villages were very glad, and shouted and sang that night when they heard that their enemy was dead at last.

1. Is India in Asia or Africa?
2. Make two sentences, using *however* in the second.
3. A goat is an animal, a parrot is a bird, a man is a—.
4. Which do you prefer, tea or coffee?
5. What kind of animals are those which live in forests?
6. How many teeth have you?
7. Tell me the names of three animals whose flesh we use as food.
8. What are dogs feared by?
9. Where does news spread?
10. The rain comes through the roof, so much so that . . .
11. He failed in the exam last June; he must . . . take it again.
12. What does war put an end to?
13. What method do we use in learning and teaching English?
14. Draw a rifle.
15. What does a hunter do?
16. Is the board quite clean or only partly clean?
17. What is the Past Tense of *shoot*?
18. What do dogs often go after?
19. If you had no hope of winning, would you keep on trying?
20. Tell me the name of someone whose success was very great.
21. What is needed by a hunter who goes after a tiger on foot?
22. What must a centre-forward be?
23. Rain is not likely in August, is it?
24. If you throw a stone at a bird and miss, what does the bird do?

25. Did the tiger escape with its life in the story you have read?
26. If people are killed in a railway accident, what kind of accident do we call it?
27. Which is the most important city of all in the world?
28. Can you imitate the call of some bird?
29. How long after sunset does it become dark?
30. Can you walk noiselessly across the room?
31. Is there any valley near here?
32. What sounds can you hear at the seaside?
33. If people are rushing to catch a bus, do they run or walk?
34. Go to the board and write the word *apron* twice.
35. "Then an important letter came." Put *there* in this sentence.
36. Does time pass slowly or quickly during the holidays?
37. What makes a loud noise?
38. When do you get out of breath?
39. Which is the back of your hand?
40. Draw a bird with a long neck and long legs.
41. Is the ceiling above us or below us?
42. A boy daren't go into deep water if he can't swim. dare he?

SPRING, DARE

A cat doesn't always catch a bird when it *springs* at it.

The dog rushed out and *sprang* at the postman. After it had *sprung* at the goat and killed it, the tiger ate it.

The verb *dare* is often used like *may*, *can*, *will*, etc., with no -s in the Third Person Singular

Number. The Past Tense may be *dare*, like the Present.

I (he, they) *dare* not come today.

I (he, they) *dare* not come yesterday.

He daren't do it, dare he? No, he daren't.

Dare you walk on that high wall? Yes, I dare.

ONCE, TWICE, THREE TIMES, FOUR TIMES, etc.

He goes to the cinema once a week, but some people go twice or even three times.

I only saw him once.

I've asked him twice.

He tried five times before he passed.

The Arrow and the Song

By Longfellow

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of a song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

to earth=to the ground; *knew not*=did not know;
swiftly=quickly; after *flew*, that is understood; *sight*:

if we are able to see, we have *sight*; *flight*=flying; *breathe*=send out or take in breath; *keen*: if we have keen sight we can see well and clearly; *afterward*=after; *oak*=a kind of tree; *unbroke*=unbroken. The last line means that the friend had been made happy by the song.

Forests

Forests are useful to men in several ways. Wood is always necessary for building and for making all kinds of things; and we usually need firewood in our homes. Countries which have many trees get more rain than those which are treeless; and where trees grow, especially on mountains, they prevent heavy rain from washing the earth away into the valleys and leaving only rocks.

But long ago men were afraid of forests, and feared to go into them. It was easy to lose one's way, for the paths were often difficult to follow. Very little light could come from the sun through the thick branches, and the dark seemed full of unknown things. A very real danger was wild animals and snakes.

Today, however, people think more of the beautiful things in a forest and less of its dangers.

Exercises

A. Say something in answer to the following:

1. A goat is a useful animal.
2. A soldier must have skill as well as courage.
3. I would rather live in a valley than on a mountain.
4. His sight is not very good.
5. I daren't go up in an aeroplane.
6. There was a terrible accident this morning.

7. I hope you had a nice holiday.
8. India is a very hot country, I think.
9. The bus was very crowded.
10. I can't decide which hat to wear.

B. Use each of the following in a sentence:

however, therefore, twice, above, far and wide, so much so that, dare not, go after, almost all, human being.

C. Make a noun from each of the following by adding *-er* or *-ing*, and use it in a sentence:

hunt, travel, attack, fight, walk, drive, pack, dust, build, speak.

- D.
1. What animals spring?
 2. What moves noiselessly?
 3. What rushes along?
 4. What needs great skill?
 5. What is the opposite of *friend*?
 6. What do we breathe?
 7. What country is only partly in Asia?
 8. What language is spoken far and wide?
 9. What colours can you see in the sky at sunset?
 10. What can a hunter shoot with?

Lesson Six GREECE

- Jack.* Why don't we ever go abroad, Dad?
- Mr. Brown.* We can't afford it.
- Jack.* I'd like to travel across Europe and see all the places we read about in geography and history.
- Mrs. Brown.* I'd like to go to a place where it's warm in winter.

George. Spain or Italy or Egypt.
 Mr. Brown. It can be cold enough in some parts of Spain and Italy. I'd prefer Greece. I was there for a few weeks during the war, you know.
 Jack. I wrote a composition about Greece last week.
 Mr. Brown. What did you put in it?
 Jack. Oh, I remembered some of the things you've told us.
 Mrs. Brown. And what did the teacher say when he read it?
 Jack. He said it was all new to him.
 Mr. Brown. Teachers ought to travel more.
 Mary. Tell us some more about Greece, Dad.
 Mr. Brown. Well, you know that Lord Byron landed in Greece only a few months before he died. He wanted to help the Greeks to be free and to conquer the armies of their enemies.
 Mary. He was a poet. Was he a brave man?
 Mr. Brown. Yes, I'm sure he was. The Greeks were badly in need of help of all kinds for the fighting, including money, and Lord Byron did his best for them. But he died—he was only thirty-six years old—before he could do much.
 Jack. And then what?
 Mr. Brown. I don't remember any more history. I've already told you what I saw

in Greece. I know that after Byron's death the Greeks went on fighting until they were successful.
 George. Didn't you keep your composition, Jack? Let's hear what you wrote.
 Jack. All right; I have it somewhere.
 Mary. How many marks did you get?
 Jack. Seven, I think. Here it is. Shall I read it, Dad?
 Mr. Brown. Yes, if it's not too long. Go on.
 Jack (reading). "Greece is a country in the eastern half of the Mediterranean Sea. It has many islands, large and small, near it, and though some of them are only a few miles from one side to the other they were very important in the early history of Greece. It has a good climate except in some parts in summer, when it is very hot and there is not much rain and several of the rivers dry up. Although it is very hot on the plains, it is cool on the mountains, some of which are more than 8,000 ft. Many visitors go to Greece. They stay near the sea, where they can get good bathing, or go round visiting the ruins of ancient cities. The most famous city today is Athens. It has a population of about 400,000.

My geography book says there are about 2000 miles of railway. People can also travel by car or bus instead of by train. When the roads go up the sides of the mountains there are dangerous hair-pin bends—

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Mary.
Jack.

What's a hair-pin bend?
A corner that goes round like a hair-pin. Listen—"there are dangerous hair-pin bends and the drivers have to be very careful, both uphill and downhill, because if they go over the edge they'll fall hundreds of feet and the people with them will be killed.

Many of the mountains are covered with forests, but on the plains the farmers grow wheat and other kinds of grain; also tobacco, fruit and vegetables. They keep sheep and goats, but the goats eat almost anything that is green, including young trees, and so people ought not to allow them to go into the forests. My father says he saw hills covered with vineyards, and he could gather grapes from the vines as he went along the road."

George.
Jack.

What about the ruins?
I'm coming to those next. "Nearly everywhere in Greece there are very old ruined buildings and buried cities. Some of the ancient cities

have been dug out, but not much of them is left except broken walls and heaps of stones. Sometimes jewels and coins are found where people were buried thousands of years ago, and all such things are put in a museum.

My father has been in Greece, and I should like to go there some day."

That's all.

Mrs. Brown. Thank you, Jack. Very nice.

George. Was the bathing good, Dad?

Mr. Brown. Yes, but you had to mind the rocks. I went in once and hit my head on one, and if somebody hadn't pulled me out I should have been drowned.

Mary. Please tell us some more.

Mr. Brown. I think we've had enough about Greece for one night. Isn't it your bed-time?

1. Have you ever been abroad?
2. Can you afford to buy a bicycle?
3. Tell me the names of four countries in Europe.
4. Which has a hotter climate, Egypt or Germany?
5. If you could go to either Italy or Spain, which would you prefer?
6. Which large countries did Napoleon's armies conquer?
7. What must all soldiers be?
8. Are we in need of chalk? Are you badly in need of anything?

9. Which lessons have we already done in this book?
10. What is the population of this city (town)?
11. What sea lies to the south of Greece?
12. Are there any important cities in the northern part of Europe?
13. Which is shorter, a mile or a kilometre?
14. Everybody stand up except the front row.
15. Do any streams in this country dry up in summer?
16. Can you point to a plain on the map?
17. Where can you see any ruins?
18. What did men shoot with in ancient times?
19. Draw a hair-pin bend in a road going up a mountain.
20. Is it easier to ride a bicycle uphill or downhill?
21. Are there both boys and girls in this school?
22. Put your book on the edge of my table.
23. If a man is knocked down and hurt in the street, where will he be taken?
24. What is an apple covered with?
25. What animals does a farmer keep?
26. What is made from wheat?
27. Wheat is a kind of —. A potato is a —.
28. Are you allowed to sit up late?
29. Are there any vineyards near here? What do grapes grow on?
30. Can we gather fruit in April?
31. Where does a dog sometimes bury a bone?
32. Put these books together in a heap.
33. Apples, oranges, grapes—what are such things called?
34. If you throw a stone, and it hits the window, what happens?
35. If he hadn't passed, he would have been astonished, wouldn't he?
36. Tell me the names of two poets.

khosro1952 When he *hits* the ball, it goes a long way.

The dog ran at her, so she *hit* it with her umbrella.

What's the matter? Have you *hit* your head against something?

Passive Voice of the Simple Future Tense

Active

Passive

| | |
|--|--|
| They will kill the sheep. | The sheep will be killed (by them). |
| He will conquer the country. | The country will be conquered (by him). |
| The teacher won't allow me to do it. | I shan't be allowed to do it (by the teacher). |
| Green grass will cover the fields in spring. | The fields will be covered with green grass in spring. |

Put into the Passive:

1. They will punish him.
2. The army will attack the city.
3. The sailors will seize the enemy's ships.
4. The keeper will feed the animals at 6.

Another kind of Passive

I should have been drowned.

Active

Passive

| | |
|----------------------------------|--|
| They could have seen it. | It could have been seen. |
| The postman may have brought it. | It may have been brought by the postman. |
| We ought to have measured it. | It ought to have been measured. |
| I should have stopped it. | It should have been stopped. |

They must have known it. It must have been known.
 He needn't have done it. It needn't have been done.
 He might have caught the fish. The fish might have been caught.

Put into the Passive:

1. She could have washed the dress.
2. The servant may have used it.
3. The cook ought to have prepared it.
4. They should have learnt it.
5. Somebody must have advised him.
6. The old man needn't have mended it.
7. The noise might have frightened the horse.

*Four ducks on a pond,
 A grass bank beyond,
 A blue sky of spring,
 White clouds on the wing;
 What a little thing
 To remember for years—
 To remember with tears!*

(By William Allingham, 1824-1889)

grass bank: a bank covered with grass (like part of the bank of a river).

wing : birds have wings instead of arms. They fly with their wings.

on the wing: going (flying) across the sky.

Going Abroad

If we go abroad and visit foreign countries we see and learn all sorts of things that we can never see or learn at home, though we may read about them

in books and newspapers, and see pictures of them at the cinema. The best way to study geography is to travel, and the best way to get to know and understand the people of other countries is to meet them in their own homes.

There is the language difficulty, of course; but in these days, if the traveller can speak English or French, he can usually find somebody to understand him and to translate for him if necessary.

Most people who spend a holiday in travelling take a camera with them and photograph anything that interests or pleases them—the sights of a city; views of mountains, lakes, valleys, plains, waterfalls, forests, etc.; famous men and women; the ruins of ancient buildings; and even animals and birds that are new to them. Later, perhaps years later, they will be reminded by the photographs of the happy time they had on a visit to a foreign country.

to translate: to put from one language into another.

to photograph: to take a photograph of.

visit (n.): we go "on a visit" when we visit a person or a place for more than a very short time.

Exercises

A. Put in the missing words:

1. We study both — and — .
2. I like the climate here because it's both — and —
3. Both — and — are in Europe.
4. I have both — and — the new words.
5. Farmers grow both — and — .
6. An orange is covered with — .

7. My head is covered with — .
8. We are badly — — — some new maps.
9. We gather — from the trees and — in the fields.
10. I can't — to buy — things because they're so dear.

B. Put into the Active Voice:

1. Another city is conquered by the army every day.
2. The sky was covered with clouds.
3. He was not allowed to go to the theatre.
4. He will be buried by the sailors near the sea-shore.
5. This book has already been translated by somebody.
6. I'm sorry to say that he has been knocked down and hurt by a motor-car.
7. He said that he had been prevented from coming by an accident.
8. I saw that the new time-table had not yet been hung up by the teacher.
9. I thought that the bread would be brought to the house by the baker.
10. It can't have been done by you.

C. Make sentences to show how the following words can be used both as nouns and verbs:

visit, photograph, ruin, step, fight

D. If the right time is 3.15, and a watch or clock shows 3.25, the watch or clock is 10 minutes *fast*, but if it shows 2.55 it is 20 minutes *slow*.

1. If a clock is 10 minutes fast, and shows 5.20, what is the right time?
2. If a clock is 20 minutes slow, and shows 7.30, what is the right time?
3. If a clock is an hour fast, and shows 11.15, what is the right time?

4. If a clock is half-an-hour slow, and shows 10.40, what is the right time?
5. If a clock is 17 minutes fast, and shows 3.30, what is the right time?
6. If the right time is 12.30 and your watch shows 12.25, is it slow or fast?
7. If the right time is 8.10 and your watch shows 8.17, how fast is it?
8. If the right time is 9.45 and your watch shows 9.35, how slow is it?
9. If the right time is 10.55 and your watch shows 11.05, how fast is it?
10. Where can you usually get the right time?

Lesson Seven

CLIMBING MOUNT EVEREST

Mt. Everest, which is 29,002 feet above sea-level, is the highest mountain in the world. Airmen have flown over it and taken fine photographs, but it is not known whether any man has reached the top on foot. On June 8th, 1924, two Englishmen, Mallory and Irvine, were seen by a friend below them to be only about 800 feet from the top, and they were still going forward and upward. But they never returned. Whether they lost their lives on the way up, or, after success, on the way down, none can tell.

This attempt to climb Mt. Everest was not the first. In 1921 a party of climbers had set out to try

to find a possible way up the mountain, and in this they had been successful. They reached a height of more than 24,000 feet, and from here they could see that though the mountain sides were steep and rough, without a smooth place anywhere, a skilful climber should be able to continue and get to the top. Very careful preparations would be necessary, however.

There are all kinds of special difficulties to be overcome in trying to climb the highest mountains. The snow is deep, and sometimes great masses of it break away and rush down the mountain side; in many places steps have to be cut in the ice; the air is not only very cold, especially at night, but very thin at such heights, so that men can hardly breathe until they get used to the conditions, and it takes a long time to go a short distance; there are nearly always strong winds, and the weather is so bad that no attempt can be made to reach the top except during a few weeks in summer; and as tents, bedding, food, etc., have to be taken, it is necessary to have a large number of porters to carry these things.

In 1922 another party set out, this time hoping to conquer the mountain. Their plan was to make camps at various points on the way up. In these camps they would leave the food, bedding, and small stoves to cook with, for it is necessary at these heights to have hot things to eat and drink. Here, too, the men could rest and sleep, getting used to the conditions and making preparations for going higher. As greater heights were reached, fewer

men would go on. At last, perhaps two or three of the strongest would be able to make a small camp somewhere near the top, and from here, with one last great effort, get there.

The plan was a good one, but for various reasons it did not succeed, though the climbers reached a height of 27,235 feet, much higher than anyone had climbed before.

Two years later, after the most careful preparations, another attempt was made. Food and other things were carried high up the mountain, and the last little tent was set up at 26,800 ft. Even a few porters, carrying their loads, went as high as this. They were hillmen, used to living among high mountains. Amongst the porters who began the climb were some women and boys, and one of the former carried her child, about two years old, as well as her load of 40 pounds, to nearly 20,000 feet.

On the evening of June 7th, Mallory and Irvine, in the last camp, sent their porters down to the camp below with a note to say that the weather was good for climbing. The next morning they set off, hoping to get to the top of Mt. Everest and return that day. Early in the afternoon they were seen for a moment in the distance, two little black dots



on the snow amongst the clouds, climbing higher and higher.

When they did not return that night, the friend who had come along after them would have liked to try to find them. But, although he reached their empty camp, he found it impossible to go much farther. Nothing more could be done, and he went sadly back down the mountain to tell what he had seen.

Other men have tried and some day will try again, but even if they succeed they will probably never know for certain whether Mallory and Irvine reached the top of Mt. Everest before them.

1. Where is Mt. Everest?
2. Is it a plain level or hilly?
3. How long does it take you to reach school from home?
4. If I take all the books off my table, how many are left on it?
5. In what year was the first attempt made to climb Mt. Everest?
6. If a party of school children go by train, can they get cheap tickets?
7. What time do you set out for school in a morning?
8. Were you successful in your last exam?
9. Tell me the height of any mountain in this country?
10. Can you ride a bicycle up a very steep hill?
11. Is it dangerous for cars to go fast on rough roads? What is the opposite of *rough*?
12. What must even a skilful driver remember?
13. Shall you continue to learn English when you leave school?

14. What preparations do we make before we go on holiday?
15. Have you overcome the difficulties of English spelling?
16. Where can we see masses of rock?
17. How many steps are there at the entrance to this school?
18. If you can hardly see to read, what do you do?
19. People who go to live in India must get used to the hot climate, mustn't they?
20. The weather conditions sometimes make flying dangerous, don't they?
21. What do soldiers often sleep in?
22. Have you ever seen a man carrying his bedding?
23. How much does a porter ask for carrying a bag at the station?
24. Have you made any plans for the next summer holiday?
25. There are various ways of going to England. Tell me one.
26. Show me a point on the map where two rivers meet.
27. Draw a stove.
28. What do men do after hard work?
29. Tell me something that you can't do without a great effort?
30. There's not often any good reason for coming late, is there?
31. Would you rather succeed or fail?
32. Have you ever set up a tent?
33. What animals can carry heavy loads on their backs?
34. How many pounds could you carry?
35. What is it impossible to do in the dark?
36. Which letters must have a dot?

37. Are you always certain how to spell a word in English?

OVERCOME

We *overcome* our difficulties if we try hard.

At first Napoleon *overcame* all his enemies, but at last he himself was *overcome*.

The Passive of the Present Infinitive

Active

I have *to cut* the cake.

You ought *to overcome* your difficulties.

He couldn't *do* the work.

Porters must *carry* the things.

Passive

The cake has *to be cut*.

The difficulties ought *to be overcome*.

The work couldn't *be done*.

The things must *be carried* by porters.

Put into the Passive:

1. You needn't *read* the book.
2. I want you *to learn* this lesson.
3. The noise may *waken* the baby.
4. He expected *to astonish* his friend.
5. We must *avoid* accidents.
6. You must *use* pen and ink.

Adjectives ending in "-FUL"

Many adjectives can be made by putting *-ful* at the end of a noun. In this lesson we have *successful* from *success* and *skilful* (one "l" in the middle) from *skill*. We have also used *careful* from *care*.

Beautiful is from the noun *beauty*, and *useful* from the noun *use*. A *beautiful* thing is full of

beauty. Wood is very *useful*; it has many *uses*. But some things are of no *use*.

In the same way we can make adjectives from *peace*, *hope*, *tear*, *help*.

The world is never peaceful everywhere.

Try to be more hopeful.

There were many tearful eyes when the sad news came.

Her mother found her very helpful in the house.

O let me leave the plains behind,

And let me leave the vales below!

Into the highlands of the mind,

Into the mountains let me go.

(By Sir William Watson, 1858-1935, on Shakespeare.)

vales: valleys. *highlands*: high places; hills. *mind*: what we think with.

Why do we use Porters?

Before men made use of animals like horses, camels, elephants, donkeys and even dogs to carry things for them, they probably had to carry their own loads. But a man cannot go very far if he has heavy things on his back, and he must have been very glad when he found that animals could be made to work. As time went on, more and more work was done by animals. They were taught to pull as well as carry, and in this way, in carts and carriages, they could move even heavier loads from place to place.

Today, with trains, motor-cars, great ships and

aeroplanes, which can go faster and farther, and carry much more than any animal can do, we might expect men to do no work of this sort. But they still have to carry things for themselves and each other. We need porters to take our bags and boxes at a railway station or on a ship, and women often need help to take home what they buy when they go shopping.

There will always be places in the world where no animal or cart or car can be used, and if men travel where there are no roads or paths they can get no help in the work of carrying except from other men. That is the reason why on high mountains or in thick forests porters have to be used.

Exercises

- A. Make five sentences beginning with *It is not known whether . . .* and five beginning *For various reasons . . .*
- B. Use the Comparative Degree of each of the following adjectives in a sentence: *steep, rough, great, crowded, disappointed, terrible, loud, brave, ancient, funny.*
- C. Put *hardly* in its right place in each of these sentences:
1. I can see.
 2. There is enough.
 3. I had time to do it.
 4. We expected him to come.
 5. I think he will be successful.
 6. We could understand what he said.
 7. He had gone when his friend came.
 8. I shall have finished by 10 o'clock.
 9. The work could be done by two men.
 10. We'd got home when the rain started.

- D Use each of the following in a sentence: *set, set off, set out, set up, for certain, none, certain (=sure), certain (=some), likely, partly.*

Lesson Eight

COLLECTING STAMPS

- Jack. There was a foreign letter for you this morning, wasn't there, Dad? May I have the stamp?
- Mr. Brown. Where was it from? Oh, Switzerland. Wait a minute and I'll give you the envelope. I hope I haven't torn it up. No, here it is.
- Mary. Why do you collect stamps, Jack?
- Jack. I want to see how many I can get. They may be worth a lot of money some day.
- Mary. But if they've been used, how can they be worth much?
- Jack. Because they're scarce. If there aren't many of one kind, and everybody wants them, the value goes up.
- Mary. I'd rather collect coins, like George.
- George. You can learn a lot from stamps if you're interested in them, just as you can from coins.

Jack. Yes, geography and history.
 George. And arithmetic and languages.
 Mrs. Brown. What does that Swiss stamp teach you, Jack?

Jack. I don't know.

There's a lake on it,
 and a castle, and
 mountains and trees.

Mr. Brown. Well,
 doesn't it show you
 what the scenery of
 Switzerland is like?

Jack. Yes, but it
 doesn't say it's
 Switzerland. It says
 "Helvetia".

Mr. Brown. That's the
 Latin name for Swit-

zerland. Do you know what
 those mountains are?

Mary. They must be the Alps. Perhaps that
 big one is Mt. Blanc.

Jack. Mt. Blanc isn't in Switzerland. It's
 in France.

Mary. Well, they might put it on a Swiss
 stamp if they can see it from
 Switzerland.

Mr. Brown. What's the name of the lake?

Jack. It might be any lake.

Mr. Brown. With that castle on it?

Mary. Oh, I know. We've been reading a
 poem called "The Prisoner of



khosro1952

Chillon". That must be Lake
 Geneva.

Mrs. Brown. Who wrote the poem?

Mary. Lord Byron. He was a great poet.

George. Now we're doing literature. We've
 started poetry.

Jack. But the stamp doesn't teach literature.

Mr. Brown. No, but it makes one ask questions
 and reminds one of things. If it
 weren't for Byron's poem, we
 should never hear of the Castle
 of Chillon in England. Now,
 what about language?

Jack. There doesn't seem to be anything
 but "Helvetia" and "10".

Mr. Brown. Ten what?

Jack. That's Swiss money, I suppose.

George. Yes, they don't use pounds, shillings
 and pence in Switzerland. Ten
centimes. A hundred *centimes*
 in a *franc*. Now we're on to
 arithmetic. How many *francs*
 in a pound?

Jack. I don't know. Do you?

George. No, but I should soon find out if I
 went to Switzerland and had to
 spend money. Dad knows.

Mr. Brown. I'm afraid I don't. All I know is that
 the pound is worth less the older
 I get. To come back to langu-
 ages—what language do they
 use in Switzerland?

Mary. Isn't there a Swiss language?
Mr. Brown. No. They use French, German or Italian according to the part of the country in which they live. Many of the educated people know all three.

Mrs. Brown. And English as well.

Mr. Brown. Yes, they're good at languages. They need them and they have to use them. You boys and Mary would soon be good at French if you had to ask for everything you wanted in it.

Mary. How long have you been collecting coins, George?

George. By next Christmas I shall have been collecting for three years. Uncle Arthur gave me some for a Christmas present. Why don't you collect something, Mary?

Mary. Why should I? I don't see any fun in it. But I can't help liking Jack's stamps. They're very pretty. Let me look at those Greek ones again.

Mrs. Brown. Not now. It's supper-time.

Jack. What are we having?

Mrs. Brown. Wait and see.

1. Do you collect anything?
2. What country is west of Switzerland?
3. Tear this piece of paper. What have you done?

4. Are things usually worth more when they are new or when they are old?
5. Tell me something that is scarce in summer.
6. Which are of more value to men, dogs or cats?
7. If children are learning to multiply, what lesson are they doing?
8. What do we call the people who live in Switzerland?
9. Where is there a famous castle?
10. Where is there better scenery, on the plains or amongst the mountains?
11. Do we study Latin in this school?
12. Which is the highest mountain in the Alps? Can it be seen from Switzerland? (Look at the map.)
13. Tell me the title of a poem you have read.
14. What was Lord Byron? What did he write?
15. How many hours a week do you have for literature?
16. I suppose you like summer better than winter.
17. How many shillings in a pound, and how many pence in a shilling?
18. What money do they use in Switzerland?
19. Where do Italians live, and what language do they speak?
20. Do we wear different clothes according to the season?
21. What can all educated people do?
22. What date is Christmas Day?
23. How long will you have been studying English by the end of this month?
24. You aren't learning English for fun, are you?
25. You can't help translating sometimes as you read, can you?
26. Is there anything pretty in this room?
27. What is the last meal of the day?

He always *tears* his clothes when he climbs trees.
 Yesterday he *tore* a hole in his coat, but he said
 it was *torn* already.

The Future Perfect Continuous

He will have been talking for an hour if he
 doesn't stop soon.

My parents will have been wondering whether I
 got here safely.

By next July you will have been living in this
 town ten years.

If I don't succeed I shall have been wasting my
 time.

Put into the Future Perfect Continuous:

1. I'm afraid he (tear) his clothes again.
2. Do you think she (look for) me?
3. The war (go on) for five years by April next.
4. If she doesn't buy a new one soon, she
 (wear) the same hat for three years.
5. By the first of next month we (live) here a
 year.

English Money

There are twelve pence in a shilling, and twenty
 shillings in a pound.

The plural of *enny* is *pennies* when we are
 thinking of coins, but *pence* when we are thinking
 of value.

In paper money English people use one-pound
 notes and ten-shilling notes.

£ s. d. is the short way of writing "pounds,
 shillings and pence".

| £ | s. | d. |
|-------|----|----|
| 20 | 2 | 7 |
| 2 | 18 | 4 |
| 9 | 3 | 3 |
| <hr/> | | |
| 32 | 4 | 2 |
| <hr/> | | |

In reading, the word *and* comes before the num-
 ber of pence: Thirty-two pounds, four shillings
 and twopence.

The Prisoner of Chillon

In his poem, *The Prisoner of Chillon*, Byron gives
 us the story of three brothers who were kept
 prisoner for a long time in the castle. The eldest
 brother is supposed to be telling what happened.

They were all three fastened with chains to the
 wall, and could hardly see each other, for the room
 which was their prison was below the level of the
 lake, and there was only one small window high up
 in the wall. Although they could talk, their voices
 seemed strange and not like their own.

First the younger brother died. He had been a
 hunter, used to the mountain air, and he could not
 live in the dark, airless prison away from the light.

"He died.

*I saw, and could not hold his head,
 Nor reach his dying hand."*

His brothers wanted him to be buried outside,
 where the sun might shine on his grave; but the

men in charge only laughed, and buried him under the floor of the prison.

Then came the death of the youngest, who had always tried to make the others happy. As he died, the eldest brother sprang up and broke his own chains, but it was too late to give any help.

He was now the only one left alive, but he lived without knowing what he did.

*"I had no thought, no feeling—none—
Among the stones I stood a stone . . .
It was not night—it was not day—
There were no stars—no earth—no time."*

For some reason they did not chain him up again, and so he was able to walk about in his prison, carefully avoiding his brothers' graves. His footsteps can still be seen in the stones of the floor.

Some time later a bird came to the edge of the window and sang there. At first he thought it must be his youngest brother who had returned to give him hope. But the bird flew away, and he was left alone again. Then he succeeded in making steps in the wall and climbing up to the window, from where he could see the mountains:

*"I saw them and they were the same, . . .
I saw their thousand years of snow
On high—their wide long lake below."*

Not far away there was a small island—

*"And by it there were waters flowing,
And on it there were young flowers growing."*

But he could not escape.

Years later—he did not know how long it was—
an came to set him free. But by this time he did not mind whether he was in prison or not. All that he had loved he left there, and life outside had nothing more to give him. He had become used to the prison, and leaving it was almost like leaving home.

elder, eldest: used instead of *older, oldest* for brothers and sisters.

prison: where a prisoner is kept.

the level: the top of the water.

grave: the place in the ground where a person is buried.

thought (n.): what we think.

stood a stone: stood like a stone.

earth: the world.

chain (up): fasten with chains.

footsteps: the marks made by his feet.

alone: by himself, with nobody else.

the same: the same as before.

on high: high up.

set him free: make him free.

Exercises

A. Make sentences by filling in the blanks:

1. There was once a — who — to be a — .
2. He was very — and — , so he — and — all they — him.
3. One day they — to — , and — along by the — .
4. From here they — on and — all sorts of other — .
5. If, — after — , they do the same — in the same — , they at last do it as a — .
6. — have always had to — against the — .
7. You can — a lot from — if you're — in them.

8. How long have you been — — ?
9. Then it may be possible to — the — when he —
back.
10. There was only one — — high up in the — .

B. In the following sentences put the opposite of the words in italics, and make any other changes that may be necessary.

1. My *elder* brother is a baker.
2. They are all in *the same* class.
3. We shall all be glad if *peace* continues.
4. *Everyone* knows his address.
5. If he is *unable* to eat he will die.
6. It's more difficult to ride *uphill*.
7. I was late because my watch was *slow*.
8. The car rushed *swiftly* along the road.
9. It's quite *impossible* to translate it without a dictionary.
10. August is usually a *rainless* month.

C. What do we call the people who live in the following countries, and what language do they speak?

England, Germany, France, Italy, Switzerland, the U.S.A., Turkey, Greece.

D. Finish these sentences:

1. I can't help thinking that ...
2. I can't help wondering whether ...
3. I can't help translating sometimes when ...
4. I can't help feeling sorry when ...
5. I can't help liking her because ...
6. If it weren't for the rain, we should ...
7. If it weren't for the buses, we should ...
8. If it weren't for the money, I could ...
9. If it weren't for the rough roads, the car ...
10. If it weren't for the difficult words, I ...

Lesson Nine

A LUCKY ESCAPE

In 1875, Sir H. M. Stanley, the explorer, set out in a boat from the south end of one of the great lakes of Central Africa to try to find out how large the lake really was. He had twelve Africans with him, ten to row the boat, one to steer, and one to act as translator.

After about six weeks of exploring, strong winds drove them away from the shore, and, having used up all their food, they were very hungry. One morning they saw ahead of them in the distance a large island. Hoping that they would be able to get food there, they rowed towards it, but when they came near the shore they saw hundreds of black men armed with various weapons. These men seemed very much excited, and Stanley naturally thought that it would be dangerous to go near them.

However, he and his men were so hungry that they decided to try to make friends with the islanders. When they came nearer to the shore they held up pieces of coloured cloth and other things, and made signs that they would give these in exchange for food.

The men on the island now put down their weapons and seemed more friendly. But as soon as Stanley's boat touched land they rushed at it, and succeeded in pulling it and everything it con-

tained, including Stanley and his men, quite twenty yards away from the water's edge. They were shouting all the time and making a great noise, and Stanley could hear drums being beaten in the hills around.

More and more men, all of them armed, began to arrive. Some of them started to attack the men in the boat, but their chiefs stopped them. Soon after this the chiefs went away and began to talk together. After a short time they sent six men to the boat, who seized the oars and took them away. They thought that the white man and his friends could not possibly escape now.

The next thing that happened was that the chiefs sent a messenger to the boat to ask for five pieces of cloth and other presents, which Stanley gave them. With these the chiefs went off to a village about a quarter-of-a-mile away, and most of the people followed them.

Stanley still hoped that there would be no fighting, and that he and his men could get food and then be allowed to go away. So he, in his turn, sent a messenger to the chiefs to say that he wished to be friendly and peaceful. But the messenger returned with bad news. The chiefs were not only unwilling to listen to any offers of peace, but making preparations to attack, and the message from them was that Stanley and his men must prepare for death.

All this time Stanley had been thinking hard and wondering what to do. He had a number of guns with him in the boat, including a heavy elephant-

rifle, but he was the only man who could use them. It was of no use to try to fight on land. He must get the boat into the water, even though they had no oars.

He told one of his men to take two fine red pieces of cloth and walk slowly towards the village as though he were going to make another present. Very naturally the few people of the island who had stayed near the boat began to follow him. As soon as their backs were turned, Stanley's men got out of the boat and, some pulling, some pushing, took it nearer to the water. Stanley got all his guns ready and put them in front of him in the boat. Suddenly the islanders saw what was taking place. With a great shout they set off to seize the boat. Stanley shot one or two, and this made the others less eager. The man with the pieces of cloth threw them away and succeeded in reaching the boat just as it was entering the water.

Stanley made his men push the boat as far as they could until the water was too deep for them to walk, and then swim beside it, pushing and pulling it away from land. Though they were weak with hunger, they got some distance away from the shore while Stanley shot at any islanders who tried to follow them.

Now the men who had been swimming climbed into the boat, but they could not row without oars. Stanley told them to tear up some boards from the bottom of the boat, and they used these.

Then the drums began to beat again on the island. The chiefs got their men together, and

before long four large but light boats, each containing about forty men, left the shore. It was easy for them to catch up with the smaller boat, which was moving slowly without real oars.



But Stanley picked up his big elephant-rifle. He could not aim very carefully because his own boat was moving up and down so much; he therefore waited until the nearest enemy boat was only forty yards away. He fired only four shots, but the heavy bullets tore such great holes in two of the boats that they sank, and the

men in the other two stopped rowing to try to save their friends, who were in danger of being drowned.

Stanley and his men now put up a sail, and with the wind helping them they travelled far away from their enemies of the island. After several days, although they almost died of hunger, they safely reached their camp at the southern end of the lake.

1. Why was this a lucky escape? Could the islanders have prevented it?
2. Would you like to be an explorer?
3. What cities (towns) are in the central part of this country?

4. Where do Africans live?
5. Have you ever rowed a boat? What do you use when you row?
6. Draw the steering-wheel of a motor-car.
7. Who acts as teacher of English if I am away?
8. If we use up all the chalk, what do we do?
9. What are soldiers armed with?
10. What weapons did men use in ancient times?
11. Why were the men on the island excited?
12. Men naturally prefer peace to war, don't they?
13. Is it easy to make friends with people if you can't speak their language?
14. What is your coat (dress) made of?
15. Try to tell me something by making signs.
16. What would you offer to give in exchange for a dictionary?
17. Do you try to be friendly with everybody?
18. How many inches are there in a yard?
19. Draw a drum.
20. Can you feel your heart beating?
21. What time did you arrive at school this morning?
22. Whom do black men in Africa obey?
23. Tell me something you can't possibly do.
24. What does a messenger carry?
25. There are 1760 yards in a mile. How many in a quarter-of-a-mile?
26. Whose turn is it to answer a question?
27. What were the chiefs unwilling to listen to?
28. Who made the offers of peace?
29. Draw a big gun.
30. Is anybody sitting with his (her) back turned to you?
31. You never push anybody, do you?
32. Did anything important take place here last year?
33. Did you enter this room before me?

14. Go and sit beside A—

15. Is the number of this page at the top or the bottom?

16. Can a bicycle easily catch up with a taxi?

17. Show me how to aim at something with a gun.

18. Which finger does a man use when he fires a gun?

19. Would a rifle-bullet go through this wall?

40. What does a stone do if you throw it into a river?

41. How would you try to save a friend if he fell out of a boat?

42. Draw a boat with two sails.

BEAT; SINK

In some parts of Africa men send messages by *beating* drums.

He said that he *beat* his dog yesterday because it bit him.

The prisoners complained that they had been *beaten*.

Iron *sinks* in water.

The boy *sank* because he couldn't swim.

Many ships were *sunk* in the Mediterranean during the last war.

The Present Participle

Active

We heard the men *beating* the drums.

The men, *pushing* hard, got the boat into the sea.

I looked at the picture *hanging* on the wall.

Passive

We heard the drums *being* beaten.

I saw the boat *being* pushed into the sea.

I saw the picture *being* hung on the wall by the teacher.

The soldiers attacking the enemy went forward bravely. The enemy, being attacked by our soldiers, ran away.

Use each of the following in a sentence: *being written, being obeyed, being shown, being warned, being passed*.

CATCH UP WITH

He ran after the bus, but he couldn't catch up with it.

My brother set off on foot before I did, but I caught up with him on my bicycle.

One girl had been late in starting school. She didn't come till October, but she worked hard and soon caught up with the others.

TURN ONE'S BACK

Our soldiers never turned their backs on the enemy.

As soon as the teacher's back was turned, the boys began to fight.

He began to say how sorry he was, but she turned her back on him and went out.

Exploring

Explorers have gone all over the world, and most parts of it are well known today, though there are still some forests and mountains about which one would like to know more.

But it is not necessary to go abroad in order to learn something new about the world. In our own city or town, even in our own village, there is probably a great deal to be learnt, and certainly no

one has seen all that is beautiful or interesting in his own country. 1952

We can usually see mountains that we have not climbed, and if we reach the top of one we can see others in the distance. If we walk along a river we shall find other streams running into it, and wonder where they come from. Every valley gives us a new view. Even on a short walk we may see birds and trees and flowers of which we do not know the names.

One can go exploring in history, too. How long have men lived where we are living now? Who built all these houses? How old is that bridge? What happened to the men who had their homes in that ruined city? Were these treeless hills once covered with vineyards? What did the farmers grow in ancient times? If we wish to find the answers to such questions we shall have to do a great deal of exploring, not only on the land itself but in books.

Those who want to travel, to see the world, to learn about people and places, cannot do better than begin to find out all they possibly can about what is near their homes.

*There was an old man who said " Well!
Will nobody answer this bell?
I have pulled day and night
Till my hair has grown white,
But nobody answers the bell! "*

Edward Lear (1812-1888)

day and night: during the day and during the night; for a long time.

Exercises

A. Put into the Indirect Question form after " He asked me ... "

(Example: What time is it? He asked me what time it was.)

1. How far is it to the top of the mountain?
2. How long have you lived here?
3. When does the cinema open?
4. Where do these apples come from?
5. Why did you come late?
6. Whose pen have you borrowed?
7. Whom did you see in the shop?
8. Who called this afternoon?
9. Which kind of cake do you like best?
10. What books have you read?

B. Example: What are oars used for? They are used for rowing a boat with.

What are (1) weapons, (2) needles, (3) rifles, (4) wings, (5) knives, (6) cameras, (7) teeth, (8) fishing-rods, (9) forks and spoons, (10) keys used for?

C. Put *who*, *whom*, *which*, *whose*, or *what* in the following:

1. — would you give in exchange for a pocket-knife?
2. — attempt was almost successful?
3. — did the teacher punish?
4. — entered the room last?
5. — is the biggest island?
6. — do you always obey?
7. — do you hold when you drive a motor-car?
8. — hand do you use when you write?
9. — took place while I was away?
10. — told you he was a good translator?

D. Use a verb in the following:

1. A soldier — a rifle.
2. A little boy — a drum.
3. I — my bicycle uphill.
4. He — at it with his gun.
5. He — up all the paper.
6. A sailor jumped in and — him.
7. He went to — Central Africa.
8. He — the stamp on the letter.
9. The noisy child — to be quiet.
10. The bad weather — me from going.

Lesson Ten

REVISION EXERCISES

A. In each pair of sentences, put the second into the same Tense and Voice as the first.

(Example: The man *had been seen* running away.

The soldiers *seized* the city.

Answer: The city *had been seized* by the soldiers.)

1. The suit-cases *had been lifted* into the taxi.
The sailors *attacked* the men in the other ship.
2. The story *might have interested* you.
The poor woman *swallowed* it by mistake.
3. The teacher *has been reminding* him of his spelling mistakes.
The tired porters *have lain down* to rest.
4. The tiger *had been feeding* on a goat it had killed.
The driver *went* much too fast.

5. The bear *has been wounded*, but not killed.
The bus *knocked down* two people at the cross-roads.
6. Care *should be taken* when packing the eggs.
I thought my father *would buy* the books for me.
7. The poem *will be translated* into French.
The drums *were beaten* as a sign of war.
8. I couldn't wear that dress because it was badly *torn*.
Somebody *pushed* him.
9. What *has taken* place since I left?
The old ship *sank*.
10. By next month I *shall have been working* here a year.
He will be disappointed, because I think he *was looking forward to* the holiday.

B. *So that, even if, as though, in order to, so much so that, for, except, just as, if it weren't for, including.*

Use one of the above in each of the following:

1. The chains were fastened round Gulliver's leg — prevent him from escaping.
2. They were astonished, — there were crowds everywhere.
3. Wild animals are kept in cages — people can go and look at them.
4. They travel in horse-drawn carriages — their parents did.
5. It never eats human flesh — when it is very hungry.
6. They could grow all their own food — the large population in the cities.

7. The climbers decided to make the attempt — the hillmen could not carry the tents.
8. They began to study English literature, — the poetry.
9. The men made friendly signs — they were bringing offers of peace.
10. The hall was crowded, — we had to stand.

C. Supply in the following sentences the Past Tenses and Past Participles of the Verbs on the left:

1. *lie down.* The emperor — to rest.
Tired of sight-seeing, the visitors have — on the grass near the pond.
2. *stick.* The arrow — in a tree.
I found too many stamps on this envelope.
3. *go out.* The soldiers came out of the castle and — on the plain.
Has the army ever — abroad?
4. *show.* The man in charge of the library — us some new books.
They were — the place where the accident happened.
5. *eat.* The keeper said they — the wolves on horse-flesh.
The prisoners said they had been — on dry bread.
6. *drive.* He — the car on to the pavement.
Have you ever — sheep along a busy street?
7. *step.* He — into the bus just as it was starting.
A dog had — at him and bitten him.
8. *hit.* The ball — the post and came back again.

- There was a strong wind, and he was — by a falling branch.
9. *overcome.* Our army — the enemy.
All our difficulties have been —.
10. *tear.* He pulled too hard and — a hole in the curtain.
The nurse has — her apron.
11. *beat.* They — the drums to call the men together.
The prisoners were afraid of being —.
12. *sink.* My hat fell into the water and —.
The ship was — by the enemy.

D. Finish the following:

1. Stepping over the fallen man, he ...
2. Finding that nobody understood him, he ...
3. Starting at 8, we ...
4. Thanking him for his kind present, his friend ...
5. Reminding him not to forget to post the letter, she ...
6. Being eager to see the match, the small boy ...
7. Avoiding the busiest streets, the driver ...
8. Hunting in the forest, they heard ...
9. Missing the animal with his first shot, he ...
10. Aiming carefully, the hunter ...

E. Put in the missing prepositions:

1. The travellers were astonished — what they saw.
2. Did the teacher remind you — your mistakes?
3. I am not looking forward — the examinations.
4. Every Tuesday morning they began — arithmetic.
5. Some went — horseback and others — foot; but the children went — bus.
6. The bad weather prevented us — going out.
7. Week — week he kept on — his work.

7. ~~The~~ ~~climbers~~ decided to make the attempt —
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khosro1952

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5. Some went — horseback and others — foot; but
the children went — bus.
6. The bad weather prevented us — going out.
7. Week — week he kept on — his work.

8. He was — such a hurry that he had no time — talking.
9. I don't know what bears feed — .
10. The last question was the hardest — all.
11. We are very badly — need — a servant.
12. The apples, some — which were — our garden, were very sweet.
13. Nobody — James showed an interest — collecting stamps.
14. He didn't know — certain when the train arrived — the station.
15. They soon made friends — the other children.
16. — the birds was a parrot.
17. — what I spent — travelling, my holiday cost me £40.
18. They speak French or German — — the part — the country they live — .

F. Words are often used in pairs in English, for example, *tired and hungry*. Give the missing word in the following:

1. As she hadn't a needle and — , she couldn't sew.
2. The islanders shot at him with bows and — .
3. The old man from the village was driving a horse and — .
4. History tells us what happens in war and — .
5. After being lost in the forest, he was very much in need of food and — .
6. They went to the Zoo and saw the lions and — .
7. I like both tea and — .
8. The poor old woman was knocked down and — while she was crossing the road.
9. It was a matter of life and — for him to get there in time.

10. The farmer was driving his sheep and — along the path by the stream.
11. In the distance we could see mountains and — .
12. Americans often visit places in Europe and — .
13. The road went straight for many miles uphill and — .
14. After their great efforts to reach the top, they felt hungry and — .
15. English schoolboys often have to study Latin and — .

G. Make a word from each of the following, and use it in a sentence.

(Example: *south*, southern. My cousin lives in the southern part of the island.)

Long, strong, travel, wide, deep, build, stone, fog, high, keep, safe, ride, danger, hunt, hope, east, bed, prepare, help, father.

H. What do we call the following?

1. A kind of shop where you can have lunch or dinner.
2. The first meal of the day.
3. An animal which is found in Egypt. It carries heavy loads and can walk easily on sand.
4. The place where we walk at the side of a busy street.
5. All the motor-cars, buses, bicycles, carts, etc., in a street.
6. A man, woman or child.
7. A river runs along it.
8. The opposite of a friend.
9. The weather all through the year in any country.
10. A bird uses them to fly with.
11. We put it over two letters in the alphabet.
12. Books, stories, poetry.

13. It is twelve pence.
14. A man is buried in it.
15. It is made of paper. We can buy things with it. khosro1952

I. Say what the following are, what we do with them, what they are made of, what they are like, etc.

A prison, an islander, a bullet, a message, oars, cloth, supper, a castle, a stove, a party, wheat, a plain, population, teeth, a habit, a loaf, a smile, a duck, a chain, a wheel.

J. Try to understand the meaning of the words in italics in the following sentences. Then make a sentence with each new word to show that you have understood it.

1. We open the door by turning the *handle*.
She broke the *handle* of the cup.
Lift the suit-case by the *handle*.
2. His coat was covered with dust, so he *brushed* it.
We use a *brush* to *brush* our hair; a tooth-*brush* is for cleaning our teeth with.
3. All the girls were *present* except Anne, who was *absent* because she was ill.
Some children come to school every day; they are never *absent*.
Is everybody *present* this morning? Who is *absent*?
4. *Speak up*, please. I can't hear what you say.
Don't read in such a low voice. *Speak up*.
5. He was gathering *sticks* to make a fire.
The only weapon he had was a thick *stick*.
The old man was walking with two *sticks*.
A walking-*stick* usually has a handle.

6. *Close* the door, please.

The shops *close* at 6. They are always *closed* on Sunday.

7. I can't write with this pen. I must *sharpen* it.
Lend me a knife, please.

He *sharpened* his knife on a flat stone.

A teacher was telling his class the story of the *lamb* (a young sheep) which would not stay near its mother. While it was playing and jumping about *by itself* (alone), a wolf came along, caught it, and ate it.

"Now", said the teacher, "if the lamb had obeyed its mother and not run away, it would not have been eaten, would it?"

"Yes," a boy replied. "We should have eaten it later."

Lesson Eleven

BRAVE WOMEN

Mary. Who was Grace Darling, Mummy?
Mrs. Brown. A very brave girl.
Mary. What did she do?
Mrs. Brown. Well, she lived in a lighthouse. One night there was a terrible storm, and a ship was wrecked on the rocks. The sea was so rough that the lighthouse-keeper couldn't take his boat out to rescue those on board. All night long the waves were beating on the ship and breaking it

up, and it did not seem that anybody could be left alive. However, when morning came, Grace Darling could see that a few people were still on the ship and waving for help. So she persuaded her father to go to



their rescue, and though she was only a young girl she went with him and helped him to row. She didn't think of her own danger. All she wanted to do was to save the poor people on the wreck. In the end, after a hard struggle, she and her father reached them. It wasn't easy to get them on board the little boat, because they were nearly frozen with cold, and could hardly move. But at last Grace and her father succeeded in taking the few remaining sailors and passengers to the lighthouse. It was owing to Grace Darling's great courage that their lives were saved.

khosro1952

Mary.

Was she the bravest woman in the world?

Mrs. Brown.
George.

One of the bravest.
Do you think you'll be brave when you grow up, Mary?

Mary.

I don't know. I'm glad women haven't to be soldiers.

Jack.

They have women in the army now. But not to fight.

George.

Mr. Brown.

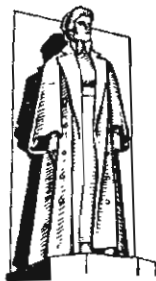
They have to face the same dangers as the men. And in the last war they were just as brave. They listened for enemy aeroplanes, and helped to shoot at them; they drove cars about the streets when bombs were falling; they helped to put out fires; they rescued people from bombed and burning buildings—they did all sorts of things.

Mary.

What did Nurse Cavell do?

Mr. Brown.

She helped British prisoners to escape. That was in Belgium during the First World War. She was brave not just for a few minutes at a time of excitement, but month after month. She knew that she was being watched and that her life was in danger, but she kept on doing what she believed to be right. In the end the enemy discovered what she was doing, and she was put to death.



Jack. I think Joan of Arc was the bravest woman. khdso1952

George. She was French.

Jack. I know. But she comes into English history. She defeated the English armies and they were driven out of France later.

Mary. Was she a soldier?

Mr. Brown. She became one. She rode on horse-back and wore armour and carried a sword, but I don't think she did much fighting. She was a great leader.

Mary. Are women often great leaders?

George. There have been plenty of great queens in the world.

Mrs. Brown. Yes, and some bad ones. But we were talking about brave women. Don't you think all women—and men too—are brave?

Mary. Like Grace Darling?

Mrs. Brown. Not just at one time, in one action, but all their lives. If we keep on doing things we ought to do, although they are difficult and we don't like them, we are being brave. We have to learn to bear pain, too.

George. Some people are braver than others.

Mrs. Brown. Yes, but we can all train ourselves in the little things of everyday life to do our duty. Then, when

something important or difficult has to be done, we shall have strength and courage to do it.

Jack. It's like preparing for an examination.

Mr. Brown. Yes, only in real life the examination usually comes when you least expect it.

1. Do we have snow-storms in winter or summer?
2. Where are ships often wrecked?
3. How would you try to rescue a man who was drowning?
4. How long are you on board if you go by sea from England to South Africa?
5. Do we study English all day long?
6. What would you do to a box if you wanted to get some wood to burn?
7. How do you wave good-bye?
8. Do you ever persuade your father to do something?
9. What do you sometimes find it a hard struggle to do?
10. When water freezes, what does it become?
11. Who remains in school at night?
12. How many passengers are allowed to stand in a bus?
13. What can we usually say instead of *owing to*?
14. What difficulties have you to face in climbing a mountain?
15. Which cities were badly bombed in the last war?
16. Is Belgium in the east or west of Europe?
17. Which game is often full of excitement?
18. How many people go to watch a big football-match?

19. If you were being examined, what would you write at the top of your paper?
20. Do you believe that the world is round?
21. Who discovered America?
22. Was Joan of Arc put to death?
23. Who was defeated at the Battle of Waterloo? (a battle = a fight.)
24. If a dog came into your house, would you drive it out?
25. Do soldiers wear armour today?
26. Draw a sword.
27. Tell me some good action.
28. Are you being careful in answering these questions?
29. We can hardly bear the hottest weather in summer, can we?
30. If you had a pain in your back, would you come to school?
31. Where are teachers trained?
32. Tell me two or three everyday happenings.
33. Whose duty is it to clean this class-room?

FREEZE, BURN, BEAR

Water *freezes* on very cold nights.

It snowed all day and *froze* during the night.

In the morning the pond was *frozen* over.

Dry wood *burns* well.

She *burnt* all the letters she had had from him.

"What's the matter with your hand?" "I've *burnt* it."

(*burned* is sometimes used instead of *burnt*.)

The old lady *bears* the hot weather very well.
The little boy knocked his head against the table, but he *bore* the pain bravely.

Very heavy loads were *borne* by the porters.

Passive Voice of the Past Continuous Tense

Active

They were watching her.
They were training teachers.
His daughter was persuading him.

Passive

She was being watched.
Teachers were being trained.
He was being persuaded by his daughter.

Put into the Passive:

1. They were starting a new game.
2. The keeper was feeding the animals.
3. Our army was defeating the enemy.
4. The better side were winning the match.

Proverbs

The people on the wreck could see nothing in the dark. They could only hear the waves beating on the ship, and they feared that before morning they would all be drowned. But one of the passengers said: "*While there's life, there's hope*", and the others tried to believe it. When morning came they saw Grace Darling and her father coming to their rescue in a small boat, and they were saved.

Once, when a boy was leaving his home in a village to go to a school in a city, his father gave him some money and said, "I can't send you any more money until next month, so remember: *Want not, want not.*" But the thoughtless boy

soon spent all his money, much of it on unnecessary things. It was only then that he remembered what his father had said to him. If he had not wasted his money, he would not have been wanting more before his father could send him any.

Mrs. Brown went shopping one afternoon, but in the first shop she called at there were no vegetables left. "We had plenty this morning, but they've all been sold," the shopkeeper told her. It was the same in the cake-shop: she was too late. "I must remember that *the early bird catches the worm*," she said to herself.

*The world is so full of a number of things,
I'm sure we should all be as happy as kings.*
(Robert Louis Stevenson, 1850-1894)

Exercises

A. Use a pronoun instead of the noun in italics, and put it in its right place in the sentence:

(A pronoun is a word used instead of a noun, e.g. *he, it, him, her, themselves, ours.*)

1. The waves were breaking up *the ship*.
2. She helped to drive out *the English*.
3. You must find out *the reason* by yourself.
4. The car knocked down *a woman* in the street.
5. The hot sun dried up *the pools*.
6. At the end of the day the party set up *a tent*.
7. Turn *on the water*, please.
8. Did you take back *the books*?
9. When she had taken off *her coat*, she hung it up.
10. You may hand in *the answers* now.

B. Write out ten questions that a teacher might ask about Grace Darling.

C. Look at the sentence: *It was owing to Grace Darling's great courage that their lives were saved.* We might put it in another way: *Owing to Grace Darling's great courage their lives were saved.*

Change the following in the same way:

1. It was owing to his uncle's help that he succeeded.
2. It was owing to the great cold that the attempt failed.
3. It was after the warship had sunk that the sailor was saved.
4. It was during the night that the travellers lost their way.
5. It was because Gulliver was afraid the little arrows might make him blind that he put on his glasses.
6. It was once when I was in Italy that I met him.
7. It was somewhere in the eastern Mediterranean that the ship was wrecked in a storm.
8. It was while I was in the library that I found the book you told me about.
9. It was three months after he had failed that he tried again.
10. It was in a pool below the waterfall that he caught a fish.

D. Give an example of each of the following:

(e.g. The little things of everyday life: getting up, going shopping, having a cup of coffee.)

1. A time of excitement.
2. A good action.
3. A thoughtless action.
4. Something that goes on all night long.
5. Unnecessary spending.
6. A line of poetry.

7. A weapon used in ancient times.
8. Doing one's duty.
9. Something that needs skill and courage.
10. Something terrible.

Lesson Twelve

A PAPER-CHASE

A paper-chase is a kind of sport which school-boys in England like. Two boys set off together from school to run across country, and ten minutes or a quarter-of-an-hour later a large number of boys, possibly fifty, set off to follow them and catch them if they can. Of course in ten minutes the first two can go a long way, and are out of sight;



but they carry with them bags of torn-up paper, and from time to time throw out a handful or two so that those by whom they are being followed may know which way they have gone.

The first two boys are the "hares", and the others are the "hounds". A hare is an animal like a rabbit, only larger; and a hound is a hunting-dog. Another name for the sport is "Hare and Hounds".

Sometimes the "hares" will drop bits of paper along a track, then run back along it and go off

in another direction. This makes those who are chasing them lose time, and more often than not, after making a wide circle of ten miles or more, the "hares" get back to school without being caught. This is probably because they know where they are going, while the "hounds" are often unable to decide which way to take.

In a paper-chase, just as in real hunting, or hunting as a sport, there is as much pleasure in being in the open air, enjoying the scenery, and getting good exercise as in catching the "hares". In these cross-country runs neither the "hares" nor the "hounds" follow paths all the time, but go through woods, jump across streams and ditches, climb over walls, and don't waste time looking for gates.

In summer, naturally, though there is rarely any great heat in England, the runners get very hot and thirsty, but they can usually find water to drink. The "hares" sometimes go over the ground a few days before and leave something to drink in convenient places, especially if they plan to run over land where water is scarce. But the thirsty "hounds" find only empty bottles.

It is a point of honour for the "hounds" to follow closely in the track of the "hares", and not to take short cuts in order to reach some point which they think the "hares" must pass on their way back to school. The "hares", too, must keep to the rules and not leave any long stretches unmarked by paper. And they must make their paper last until they are nearly at the end of the run.

These paper-chases, besides being great fun, are

good training for long-distance running. Many boys who have later become first-class runners have had their earliest experience of it in their school-days. They learn to save their strength, not to tire themselves by running too fast at the start, and not to try to keep in front all the time. The one who wins a long race is he who has most strength left for the last part of the course.



A story is told of a paper-chase which once got mixed up with a fox-hunt. The "hares" set off from school as usual, but after half-an-hour's running they were astonished to find, on looking back, that they were being chased by real fox-hounds and men and women on horseback, not by schoolboys. All unknown to themselves they had been running in the track of a fox which, at some point, had jumped over a ditch to the right. The hounds had lost the scent, but seeing the two boys running in front had suddenly begun to chase them. The latter, very much frightened; ran for their lives and succeeded in reaching safety in a farm-house just as the hounds were coming up with them. The horsemen, after apologizing to the "hares", rode away with the hounds to follow the fox. On their way back to pick up the scent again, they met the schoolboy "hounds". These, thinking a fox-hunt much more fun than a paper-

chase, joined the real hounds and the hunters, and though the fox escaped they agreed that a fox-hunt was more exciting than a paper-chase.

1. What do boys do on a paper-chase?
2. Which sport do you like best?
3. Where do we put torn-up paper in the class-room?
4. Show me a handful of something.
5. Which has longer ears, a hare or a rabbit?
6. What is a wolf-hound?
7. If you drop your pencil, what do you do?
8. Which is better, a cart-track or a motor-road?
9. In which direction would you go from here to the sea?
10. Have you ever chased a bus?
11. Do you get good marks for English more often than not?
12. Some men work hard, while others are lazy, aren't they?
13. Do you find pleasure in your work?
14. If people wish to keep well, they must take plenty of exercise, mustn't they?
15. Did you ever go for a cross-country walk?
16. If you came to a ditch that was not very wide, how would you get over it?
17. Draw a gate.
18. Which is more difficult to bear, the heat of summer or the cold of winter?
19. Tell me a convenient place for a picnic.
20. What are you planning to do during the next summer holiday?
21. Do you make it a point of honour to do your homework by yourself?
22. Are A— and B— sitting close together?
23. Do you take a short cut on the way to school?

24. Is there a long stretch of straight road here?
 25. Are these walls unmarked by anything? khosro1952
 26. Hard chocolates last longer than soft ones, don't they?
 27. Is hard work in school good training for anything?
 28. Who play first-class football?
 29. When did you have your first experience of hearing English?
 30. Do these questions tire you?
 31. What did we do at the start of this lesson?
 32. Who is sitting in front?
 33. Have you ever run in a race?
 34. If you mix blue and yellow, what colour will you get?
 35. Make a sentence containing *as usual*.
 36. What colour is a fox?
 37. Some flowers have no scent, have they?
 38. If you stepped on somebody's foot, how would you apologize?
 39. In Lesson III, where did the Brown family join their friends?
 40. Do you agree that a holiday by the sea is better than a holiday in the country?

Passive Voice of the Present Continuous Tense.

| <i>Active</i> | <i>Passive</i> |
|------------------------------------|--|
| We are following them. | They are being followed by us. |
| The aeroplanes are dropping bombs. | Bombs are being dropped by the aeroplanes. |
| The cold wind is freezing my face. | My face is being frozen by the cold wind. |
| We are defeating their army. | Their army is being defeated. |
| They are closing all the shops. | All the shops are being closed. |

Put into the Passive:

1. The shoemaker is mending my shoes.
2. They are firing the big guns.
3. Somebody is translating his poems.
4. The fox-hounds are chasing a fox.
5. The keeper is feeding the lions.

The use of WILL to show a habit or what happens from time to time

They will drop bits of paper along the track.

Sometimes he will do his homework in the evening, and sometimes he will get up early in the morning to do it.

Usually a dog chases a cat, but sometimes a cat will chase a dog.

Two or three times a week he will come home late.

More often than not the shopkeeper will tell you he hasn't any left.

In all such examples the Simple Present Tense may be used, and the meaning remains the same.

Racing

There are all kinds of racing in England—horse-racing, motor-car racing, boat-racing, dog-racing, and even races for donkeys. On sports days at school boys and girls run races, and even train for them. There is usually a mile race for older boys, and the one who wins it is certainly a good runner.

Usually those who run a race go as fast as pos-

sible, but there are some races in which everybody has to go very carefully in order to avoid falling. There is the "three-legged" race, for example, in which a pair of runners have the right leg of one tied to the left leg of the other. If they try to go too fast they are certain to fall. And there is the egg-and-spoon race, in which each runner must carry an egg in a spoon without letting it drop. If the egg does fall, it must be picked up with the spoon, not the fingers.

Naturally animals don't race unless they are made to run in some way, though it often seems as if little lambs are running races with each other in the fields in spring. Horses are ridden, of course. Dogs won't race unless they have something to chase, and so they are given a hare to go after, either a real one or an imitation one.

The most famous boat-race in England is between Oxford and Cambridge. It is rowed over a course on the River Thames, and thousands of people go to watch it. The eight rowers in each boat have a great struggle, and at the end there is usually only a short distance between the winners and the losers.

to tie: to fasten with string, rope, etc.

*Here he lies where he longed to be;
Home is the sailor, home from sea,
And the hunter home from the hill.*

(Robert Louis Stevenson)

longed: wished.

Exercises

"On looking back" means "When they looked back." Instead of "When he turned round, he saw his friend" we might say "On turning round he saw his friend."

Change the following sentences in the same way:

1. When he tried again, he succeeded.
2. When he found that he was wrong, he apologized.
3. When they woke up, they saw that it was snowing.
4. When he missed with his first shot, he fired a second.
5. When they arrived at Oxford, they went straight to a hotel.
6. When they reached the top of the mountain, they had a much wider view.
7. When I read the book for the first time, I thought it wasn't very interesting.
8. When he went upstairs, he fell and hurt his back.
9. When she entered the room, the servant saw that a picture had fallen.
10. When he thought it over, he decided not to do it.

8. Put in the missing word:

1. Football is a kind of —.
2. A fox-hound is a kind of —.
3. A bomb is a kind of —.
4. A castle is a kind of —.
5. Wheat is a kind of —.
6. Potatoes are a kind of —.
7. A duck is a kind of —.
8. A bear is a kind of —.
9. Bread is a kind of —.
10. Wine is a kind of —.

C. Make a compound adjective by adding a hyphen and *-ed* to each of the following pairs of words. The *khosro* 1952
each compound in a sentence.

(Example: grey hair. grey-haired. He was a grey-haired old man.)

1. brown eye. 2. long neck. 3. two wheel. 4. round face. 5. strong arm. 6. low price. 7. simple mind. 8. green curtain. 9. high roof. 10. thick skin(ned).

D. Fill in the missing verb:

1. He — himself as usual when he got up.
2. They — at the entrance as usual when they went in.
3. The driver — to the right side of the road as usual.
4. He — his name at the top as usual.
5. I — a bus at half-past eight as usual.
6. It — a long time to get there, as usual.
7. The shops — during the lunch hour as usual.
8. They — in the sea every morning as usual.
9. She — the kettle and made tea as usual.
10. They — the radio as usual to hear the news.

Lesson Thirteen

PEN-FRIENDS

George.

Here's a letter for you, Jack.

Jack.

Where's it from? Oh, Japan. What a nice stamp!

George.

Mary.

Jack.

Mind you don't spoil it getting it off. Who's writing to you from Japan?

I don't know till I open it. But two months ago the English master said he had some addresses of boys abroad who wanted to write letters to us in English, and he gave me an address in Japan.

Did you write?

Yes, but not a long letter. I just said I'd be glad if he would write to me, and I would answer his letter.

Hurry up and see what he says.

Mary.

Jack (reading). , "Dear Jack . . ."

Mary.

Jack.

Didn't he put the address and date?

Yes, he did. But I don't know how to pronounce all the words. Is that Japanese writing on the back of the envelope, George?

George.

I don't know. When you reply you can ask him to explain.

Jack.

All right. Don't keep interrupting, Mary.

"Dear Jack, Thank you very much for the letter which I received the other day. It was good of you to write to me. I am in the third-year class of our Middle School for boys, and I have been learning English for nearly three years. Now I would like to practise writing in

English. Please excuse any mistakes I make. If you will correct them it will help me very much.

There are many things I want to know about England. If you would like me to tell you about Japan, I will do so.

Here are some of my questions:

1. What kind of school do you go to?
2. Do English boys learn about Japan?
3. What games do you play?
4. Do you have a long holiday in summer?
5. Is it very cold in winter in England?
6. Is London a beautiful city?

Now I will tell you about my school. We have a Director and twelve teachers . . ."

Mary.

George.

Jack (continuing). " . . . and there are about one hundred and fifty pupils, all boys. In my class there are forty-two. It is a good school, but not very large because we are not in one of the great cities. We study science (chemistry and physics), mathematics (algebra and geometry), English, Japanese, history, geography, and some other subjects. I will tell

you more about my school in my next letter.

I want to be a doctor. What are you going to be?

Yours sincerely,

Jiro Yamada.

George.

He writes good English, doesn't he? Could you write a letter in French like that?

Jack.

Mary.

No, I couldn't. Neither could you. Perhaps he has a good teacher. When are you going to reply, Jack?

Jack.

Oh, tomorrow.

Jack's Reply

(address and date)

Dear Jiro,

I was very glad to get your letter the day before yesterday, and I hope you'll send me a lot more. I'm not much good at writing, but I'll try to answer your questions. You didn't make any mistakes in your letter, so there's nothing to correct. I wish I could write French as well as you write English.

1. I go to what we call a Grammar School. Some of the boys start when they're ten or eleven, or even younger, and most of them stay till they're about eighteen. There are about three hundred of us. I don't know exactly how many masters there are—about twenty I should think. We study the same subjects as you do, but not Japanese, of course; and French is our main foreign

language. Some boys do German.

2. Yes, we learn about Japan in our geography and history lessons.
3. I play football and tennis.
4. We have seven weeks' holiday in the summer, four at Christmas, and about three at Easter.
5. It's not so cold in the south of England in winter. Sometimes we have scarcely any snow, but sometimes there's a lot.
6. I never heard anybody say London was a beautiful city. It's a very big city, and very busy. My mother says some of the parks are beautiful.

Now I've answered all your questions but the last. I don't think I should like to be a doctor, and I'm not sure what I want to be. I used to think I'd like to be the captain of a ship and see all the places in the world we read about in books. My uncle is a sailor, and he says he'll take me with him on one of his voyages.



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Please write again soon.

Yours sincerely,

Jack Brown.

P.S. Do you collect stamps? I haven't many Japanese. If you'll send me some, I'll let you have some English in exchange.

1. What does rain sometimes spoil?
2. What is a "master" in an English school? What is a "headmaster"?
3. How do you pronounce the plural of *tooth*?
4. If you are late, you must explain why, mustn't you?
5. Did you receive a letter this morning?
6. What are you practising now?
7. If you make a mistake in English, what do I do?
8. How many pupils are there in this class?
9. When did you enter this school? When do you expect to leave?
10. Which class-room do you do science in?
11. Which do you like better, chemistry or physics?
12. Are you good at mathematics?
13. Who teaches you algebra and geometry?
14. How many subjects do you study in this school?
15. Where do doctors and nurses work?
16. Jack said he would reply "tomorrow". Did he do so?
17. Are there a lot more questions to answer here?
18. Have you an English grammar-book?
19. Go and draw a circle exactly in the middle of the blackboard.
20. Have you ever played tennis?
21. Does Easter come in spring or summer?
22. When do we have scarcely any rain?

23. Here are five pieces of chalk. Take all but one.
24. If you went on a voyage round the world, what would you take with you?

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SPOIL

Bad weather sometimes *spoils* a holiday.
His composition was *spoilt* by spelling mistakes.
She knocked a bottle of ink over and *spoilt* her dress.

DAY

The other day I had a letter from my grandmother.
(= a few days ago.)

He was injured in a street accident *the day before yesterday*.

Our friends will arrive *the day after tomorrow*.
It rained *all day long*.

He went to the library *day after day* (=every day) for more than a week, but the book he wanted was always out.

We have English lessons *every other day* (Monday, Wednesday, Friday, or Tuesday, Thursday, Saturday).

We have none now, but I expect we shall have some *in a day or two* (=before many days have passed).

This day week there will be a concert in the Town Hall. (=One week from today. If it is Tuesday, then next Tuesday.)

In those days (=times) there were no aeroplanes.

At the present day there are many more accidents on the streets.

EXPLAIN

(a)

He explained the matter to him.
Please explain this sentence to me.
Will you explain it to us, please?

(b)

The Director explained why the new time-table was different from the old.

The keeper explained how the animal escaped.
He explained to the teacher that the bus was crowded and he couldn't get on it.

NEITHER

"I don't like coffee without sugar." "Neither do I."

"I can't drive a car." "Neither can I."

"I'm not studying that subject." "Neither am I."

"I don't want to fail." "Neither does anybody."

"I haven't got a bicycle." "Neither has my brother."

"I shan't go." "Neither shall I."

Answer the following with "Neither . . ."

1. "I don't think it's very interesting."
2. "He hadn't any money left."
3. "We didn't get any letters this morning."
4. "He wasn't able to continue."

Easter and Bank Holidays

Easter is a spring holiday in western countries. It does not come on the same days every year, but

some time in March or April. Most schools in England close for a week or two, and many shops and offices close for the four special days—Good Friday, Easter Saturday, Easter Sunday and Easter Monday—though some keep open on Easter Saturday. In England, Easter Monday is also called “Easter Bank Holiday.” There are four Bank Holidays a year: Easter Monday, Whit Monday (seven weeks after Easter), the first Monday in August, and December 26th (the day after Christmas Day). Another name for the fourth Bank Holiday is “Boxing Day”, because people *used* to give each other Christmas-boxes (boxes=presents) on that day. If Christmas Day is a Saturday, then Boxing Day is on December 27th.

On these public holidays, and just before them, the roads and railways are crowded with people hurrying away to the seaside or other places to enjoy themselves after their hard work. On the roads going out of London there is a long stream of motor-traffic. It is difficult to find a room in a hotel, and some people take a tent with them and camp out if the weather is good.

It is still a custom in England to have coloured eggs at Easter. These Easter eggs are given to friends, and small children like to play with them. In some parts of the country the Easter eggs are hard-boiled, and the children take them into the fields to throw up in the air until at last they break.

*If all good people were clever,
And all clever people were good,
This world would be nicer than ever
We thought that it possibly could.*
(Elizabeth Wordsworth, 1840–1932)

Clever: A clever person is quick at learning, knows a lot, and does things well.

Could: Could be.

Exercises

A. Find a word to put in each of the following:

1. We study the same — as you do.
2. We play the same — as you do.
3. He likes the same — as I do.
4. They hunt the same — as we do.
5. She teaches in the same — as our teacher *does*.
6. He took a photograph of the same — as you *did*.
7. She has the same — as I have.
8. They are reading the same — as we are.
9. The visitors arrived at the same — as we *did*.
10. He was watching the same — as I was.

B. Write a short letter to a pen-friend in England.

C. Use another word instead of the word or words in italics in the following:

1. It's *getting* colder every day.
2. The train *got in* at 7.30.
3. Did you *get* the letter I sent you?
4. Sometimes people *get* knocked down by taxis.
5. They *got* him on to a kind of cart.
6. He *got* a bottle off the shelf.
7. The cat *got* in through the window.

8. You'd better *get* it from the library.
9. If you're thirsty, go and *get* a drink.
10. I *got* these shoes in London.

D. Finish in ten different ways:

I never heard anybody say ...

Lesson Fourteen

AN ENGLISH VILLAGE

A poet once said: "God made the country, and man made the town." This suggests that the country is more beautiful than a town and pleasanter to live in. Many people think so, and go to the country for the summer holiday even though they cannot live there all the year round. Some have a cottage in a village, and go there whenever they can find the time, especially at weekends.

English villages are not all alike, but in some ways they are not very different from each other. Almost every village has a church, the round or square tower of which can be seen for many miles around; and surrounding the church is the churchyard, where people are buried. The village green is a wide stretch of grass, often with a road along each side of it, and the houses or cottages are built round the green with the road in front of them near their garden gates. On the green there will probably be a pump or a well from which the

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villagers can draw their water, though at the present day many villages have water brought in pipes into each home as it is in a town or city.

In a village with a population of two or three hundred people there may be only one shop. It is a "general store" and sells almost everything that people need in their homes. The shopkeeper is often Postmaster as well, and has to send telegrams and sell stamps.

Fortunately most villages are not far away from some small town, so that people can go there to buy what they can't find in the village shop. Before the days of motor-buses, this was not so easy, but today there are smooth, dustless roads everywhere, and buses run between most villages and towns.

The village school is for all the children of the village, and often there is only one schoolmaster or schoolmistress, who has to teach all subjects. Formerly many children from the farms round about had to walk a long way to school every day, but now special buses collect them and bring them in.

A number of old customs, almost forgotten in the cities, are still kept up in some villages, for example, the throwing of Easter eggs, which was mentioned in the last lesson. Another is dancing round the may-pole on May-day, which is May 1st. A pretty



girl is chosen to be Queen of the May, and she is supposed to be in charge of the games, etc. She wears a crown, not of gold, but of flowers.

Most of the men of the village are farmers, but there will probably be a shoemaker, a baker, an innkeeper, and perhaps a doctor and a policeman. The inn will have a special sign, and be called "The Star Inn" or "The Fox and Hounds" or some such name. The doctor and the policeman may have to look after a number of villages, and go wherever they are needed, but the latter, though he is always on duty, is not kept very busy.

Village life has changed very much since the First World War. There is electric light in place of lamps and candles, the radio brings music and the latest news into almost every home, and the buses

make it easy for people to go to the cinema in the nearest town. There is the travelling library, a special kind of motor-car, which brings books for people to borrow, and various societies and clubs give the villagers interesting things to do in the evening when work is over.

What remains unchanged, fortunately, is the natural beauty of the country—the hills, the trees, the fields, the woods, the flowers, the streams and waterfalls. It is these and the peaceful surroundings of the village which still make many people prefer living in the country to living in a city.

1. Do you think it's pleasanter to live in the country or in a city?
2. Do we have hot weather all the year round?
3. What do you do at the weekend?
4. Tell me two things in this room that are alike.
5. Have you ever seen a church?
6. Is the blackboard square?
7. What surrounds this school?
8. What can you see in a farm yard?
9. What can be seen on a village green?
10. Are there any pipes in this room?
11. Do you shout in the class-room as you do in the playground?
12. Mention a general rule in English grammar.
13. What can one buy in a village store?
14. Tell me three words ending in "-keeper".
15. Who is in charge of a Post Office?
16. Farmers keep sheep. They keep cows as well, don't they?
17. How much does it cost to send a telegram?

18. Make a sentence beginning with *Unfortunately*.
19. In some lesson Athens was mentioned. Do you remember which lesson it was?
20. What are the roads like here?
21. What is a woman teacher sometimes called in England?
22. Did you always live here? If not, where did you live formerly?
23. If you *went* to a village, what would you *be* able to see in the fields round about?
24. What old customs are still kept up in this country?
25. Can you dance?
26. Draw a flag and a flag-pole.
27. Who wears a crown made of gold?
28. If you had to spend a night in a village, where would you stay?
29. A horse *must* go wherever it is driven, mustn't it?
30. Has anything changed in this school since you came to it?
31. Point to the electric wires.
32. Mention the name of some society.
33. Would you rather join a football club or a tennis club?
34. How long does our time-table remain unchanged?
35. What kind of natural scenery do you like best?
36. Is our school in quiet surroundings?
37. Do you prefer listening to the radio to going to the cinema?

PREFER

See Lesson Five. "Which do you prefer, tea or coffee?" "I prefer tea."

Other ways of using *prefer* are :

khosro1952 (a)
He preferred tea to coffee.
He prefers tennis to football.

(b)
He prefers living in the country to living in a city.
He prefers boating to fishing.
He preferred going to the cinema.

(c)
He prefers to live in the country rather than (live) in a city.

He prefers to talk rather than listen.

He preferred to remain at home rather than go hunting.

See Book II, Lesson 15 for *would rather*. We can use *would rather* in place of *prefer* . . . *rather* in (c) if the sentence is in the Present Tense.

He would rather live in the country than in a city.

He would rather talk than listen.

In the Past Tense, "He preferred to remain at home rather than go hunting" means that he remained at home.

But "He would rather have remained at home than gone hunting" means that he went hunting but didn't like it.

1. Use *prefer* . . . *to* in sentences with *summer* and *winter*; *apples* and *oranges*; *riding* and *walking*.

2. Use *prefer to . . . rather than* in sentences with *study Italian . . . Latin; take a taxi walk; see . . . row.*
3. Use *would rather have . . . than* (Past Participle) with *win and lose; borrow the book and buy it; sit at front and stand at the back.*

(JUST) AS

See Lesson Eight. "... just as you can from coins."

Don't move it. Leave it (just) as it is.

He took a photograph of him (just) as he was.

She told me the story (just) as she remembered it.

They returned at 9 (just) as they had promised.

Finish these sentences:

1. They found that he was out, (just) as . . .
2. My friend was disappointed, (just) as . . .
3. The water froze in the pipes (just) as . . .
4. He did everything possible to help, (just) as . . .
5. The son had very keen sight (just) as . . .

The Weekend

People who have no work to do on Saturday afternoon or Sunday look forward to their short weekly holiday. In England, many schools are closed all day on Saturday, and teachers and pupils therefore have a "long" weekend, from Friday afternoon to Monday morning. Even if people don't go away from home, they enjoy the rest, and being able to do what they like instead of their usual work.

Just as on Bank Holidays, the trains and buses at the weekend are crowded with men, women and children going away or coming back, especially in summer, though of course the crowds are not so great as they are at Christmas and Easter. Cheap "weekend" tickets can be bought at the stations. Some people have what they call a "weekend cottage", where they can go for Saturday and Sunday. Others go to the seaside, or a country village. If they have a car, they may go from place to place, spending Saturday night at one inn or hotel, and Sunday night at another. Those who like exercise will go walking or bicycling; those who prefer sport can go fishing or shooting.

People who cannot go away find enough to interest them near home. In the big cities there is always plenty to see and to do. There are football matches between first-class clubs every Saturday afternoon; and the parks are open to those who wish to play open-air games or simply walk about in the sunshine among the flowers. If it is wet, there are always the theatres and cinemas to go to.

*You must wake and call me early, call me early,
mother dear;*

*Tomorrow'll be the happiest time of all the glad New
Year,*

*Of all the glad New Year, mother, the maddest,
merriest day;*

*For I'm to be Queen o' the May, mother, I'm to be
Queen o' the May.*

(From *The May Queen*, by Lord Tennyson, 1809-1892)

call me: tell me it's time to get up.
mad: wild, exciting.
merry: happy; full of fun.
o': of.

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Exercises

A. Put into the Indirect form after "He mentioned that ..."

1. Our school yard is surrounded by a wall.
2. I prefer to have my eggs fried, not boiled.
3. They still keep up the custom of dancing round the may-pole.
4. I have promised to be home not later than 10.
5. Although my sister was ready and waiting, her friend didn't call for her.
6. While I am there, I shall have to have most of my meals in restaurants.
7. I signalled to the policeman that I was going to turn left.
8. We prefer Tennyson to Longfellow.
9. She daren't go out after dark because of the wolves.
10. I haven't had a good night's sleep for more than a week.

B. Use *round*, *around*, *round about*, *all around*, *all the year round*, *surround*, or *surroundings* in the following:

1. They were dancing — the fire.
2. He liked the house, but he didn't like its —.
3. The green grass grew —.
4. There were sheep and goats on the hills —.
5. The river almost — the city.
6. We have flowers of some sort in the garden —.
7. We'd better look — and find a hotel.

8. A square isn't —.
9. Spring comes — again every year.
10. The castle is — by a deep ditch.

C. Mention three things that:

1. are pleasant.
2. may be square.
3. look alike.
4. have remained unchanged for a long time.
5. are ancient.
6. go upward.
7. are worth a lot.
8. it is impossible to do.
9. take place every day.
10. sink in water.

D. What do the following people do?

1. A schoolmistress.
2. a postmaster.
3. a farmer.
4. a shopkeeper.
5. a doctor.
6. a pupil.
7. a passenger.
8. a messenger.
9. a translator.
10. a poet.

Lesson Fifteen

A KNOCK AT THE DOOR

Jack. We're going to give a play at school next month.

Mary. What play?

Jack. We don't know yet. Each class is going to write one instead of regular composition, and the best will be performed.

George. Where will you get the story from?

Jack. We're going to make it up. We have to think of something tonight for homework, and tomorrow we shall compare our ideas and choose the best.

George. You want us to do your homework for you.

Jack. No, I don't. I've got a good idea already.

Mary. What is it?

Jack. I haven't quite worked it out yet. But Mr. King says a play must have a beginning, a middle and an end.

Mr. Brown. And the end must be different from the beginning.

Jack. Yes, of course. In Act I you show things as they are, in Act II the change comes, and in Act III you see the results.

Mrs. Brown. Well, what's this idea of yours?

Jack. Act I: a family like us are all sitting together in the evening. Dad's reading his newspaper, Mummy's sewing, we're doing our homework—

George. How can we when you talk all the time?

Mary. Go on, Jack.

Jack. Rose is in bed. Everything is very quiet. Suddenly there's a loud knock at the front door.

George. And then what?

Jack. That's the end of Act I. I haven't got any further. This is where I want your help.

Mrs. Brown. You mean this unexpected caller

interrupts the quiet evening in some way.

Jack. Yes, but who can it be?

George. Well, imagine there's a knock now, and guess who it might be.

Mary. The milkman.

Jack. How could it be? He comes in the morning—and to the back door.

Mrs. Brown. A neighbour come to borrow something.

Mr. Brown. Very probable. But it wouldn't change our lives much.

Jack. Who do you think, Dad?

Mr. Brown. A policeman.

Mary. Oo-o! That would be exciting.

Mrs. Brown. But why should a policeman come here?

Jack. That's what the audience would want to know.

George. The curtain goes up on Act II. I think a telegram is better than a policeman.

Mrs. Brown. It might bring bad news.

George. Well, then, we should all stop our ordinary work and talk about it.

Jack. But I don't want this play of ours to be a sad one. Besides, Mr. King says it must be full of action, not talk only.

Mary. Suppose the telegram was from Uncle Arthur and said: "Coming tonight. Meet 11.15 train."

Mr. Brown. That would lead to action all right.
But I don't want to go out as late as that.

Mary. We're only supposing. Perhaps we'd better have a policeman.

Jack. Yes, but we haven't done anything wrong.

George. We don't know what Dad does at the office.

Mr. Brown. He does a lot of work, and would like some peace and quiet in the evening.

Mrs. Brown. Listen! There's somebody coming up the front path now.

Mary. It sounds like a policeman. (*Rat-tat-tat.*)

George and Jack. I'll go.

Mrs. Brown. No, you stay where you are. (*She goes out.*)

Voice. Good evening. Is Mr. James Brown in, please?

Mrs. Brown (returning). Dad, you're wanted.

Mary (whispering). Is it a policeman?

Mrs. Brown. It isn't anybody I know. (*Mr. Brown goes out.*)

Voice. Sorry to trouble you, sir, but would you come along to the police-station with me? There are some questions we must ask you.

Mr. Brown (returning). Where are my shoes? I suppose I must go. The fellow won't say what he wants me for.

You children had better go to bed.

Jack. Can't we sit up till you come back?
We want to know what Act III is.

Mr. Brown. A lot of sympathy you show. Suppose I never come back.

Mrs. Brown. What is it, James?

Mr. Brown. Nothing serious, you may be sure.
(*Goes out.*)

Jack. We haven't done Act II yet.

George. No, Dad's doing that at the police-station.

Mrs. Brown. I think I'll get supper ready. Your Dad will be back soon.

Mr. Brown (coming in half-an-hour later). There wasn't any need for me to go. Tomorrow morning would have done just as well.

Mary. What was it, Dad?

Mr. Brown. It seems a thief broke into the office just after dark.

Jack. Did he steal anything?

Mary. Did they catch him?

George. How did the police find out?

Mr. Brown. One at a time, please. A policeman saw him getting out of a window and arrested him. Nothing was stolen because there was nothing worth stealing.



Mrs. Brown. Then what did they want you for?
Mr. Brown. Oh, the usual questions—what time had I left the office, was the safe locked, did I know the man, etc. I've no idea who he is. Let's have supper.

Jack. Act III doesn't sound so exciting, does it? Suppose—

Mrs. Brown. Suppose you hurry up, and then you can go to bed. That will be Act IV.

1. If you call at a house, and there's no bell to ring, what do you do?
2. Mention a regular custom in this school.
3. A book is read, a song is sung, a play is — .
4. Is it easy to make up a story?
5. Compare this book with Book II. Which is more difficult?
6. What is your idea of the best way to spend Saturday afternoon?
7. Can you work out how many letters there are on this page?
8. If you don't work for an exam, what is the result?
9. Have we got further than Lesson 15?
10. Did anything unexpected happen yesterday?
11. What's the difference between a visitor and a caller?
12. Imagine this class-room without any desks. What would you do?
13. Guess what I have in my hand.
14. Who are your nearest neighbours?
15. How long does it take the audience to get out of a cinema?

16. Do you ever listen to a talk on the radio?
17. You can read this page all right, can't you?
18. Make a rat-tat-tat noise.
19. When do we whisper?
20. We shouldn't always be troubling people to help us, should we?
21. Where is the nearest police-station?
22. Some lazy fellows do as little work as possible, don't they?
23. When do we show sympathy?
24. Which is more serious, a mistake in spelling or a mistake in grammar?
25. Is there any need for you to study English?
26. What do we call a person who steals?
27. If the police arrest a man, where do they take him?
28. If a thing is worth doing, it is worth doing well, isn't it?
29. What is kept in a safe at an office?
30. Have you any idea what the time is?

STEAL

If a thief comes and *steals* money, the police want to know when he *stole* it, and how much was *stolen*.

OF MINE, OF YOURS, OF HIS, OF HERS, OF OURS, OF THEIRS

This idea of yours = Your idea.

This play of ours = Our play.

A book of yours = One of your books. (You have more than one book. If you had only one book we should say *Your book* or *This book of yours*.)

Three pupils of ours=Three of our pupils.

(We have more than three pupils. If we had only three we should say *Our three pupils* or *These three pupils of ours*.)

In the following, instead of *my, your, etc.*, use of *mine, of yours, etc.*

1. I lent one of my books to a neighbour.
2. Is he one of your friends?
3. I met one of his brothers.
4. She told me one of her plans.
5. We sold him two of our horses.
6. That is one of their customs.

In the following, change *your story, etc.*, into *this story of yours, etc.*

1. What is your story?
2. I hope you will like my poem.
3. What a noise his car makes!
4. I can't understand her method.
5. Not much heat comes from our stove.
6. We have great difficulty in learning their language.

FAR, FURTHER OR FARTHER, FURTHEST OR FARTHEST
Farther and *farthest* are used especially for distance.

It's much farther if you go by the main road.
The farthest point they reached was ten miles south of the city.

Further and *furthest* may also be used of real distance, but *further* may mean *more*, both as adverb and adjective, or *other*.

I could walk no further (farther).

He swam the furthest (farthest).

You needn't read any further.

I had no further time to spare.

Don't run into any further danger.

A further reason why he failed was that he was too young.

He gave me some further advice.

The speaker had no further ideas on the matter.

Writing Stories

It is much easier to perform a play than to write one, as Jack and his friends probably learnt from experience. It is also easier to read a book than to write one. Stories and plays, as Jack had been told, must have a beginning, a middle, and an end.

Anything that is interesting to read, or to watch on the stage or at the cinema, is built up in this way. Even if we tell people about something that has happened, we begin at the beginning and go on to the end. If we start in the middle, we shan't be understood; and if we put the end or result first, the story won't be interesting.

When an author tells about something exciting or interesting that he has seen, he is like a writer of history. His story is a true one. It is a piece of real life. It is said that everybody can write one good story—that of his own life. When he begins to write about other people's lives, however, he meets with difficulties. He doesn't really know what other people think, though he may see what they do; and so he must imagine a great deal.

If he can imagine the actions and ideas of other people, and make them seem quite true, he should be able to write a successful play or story. He can leave out what is unimportant in ordinary life and put in what people like to hear about. Perhaps, if he understands human beings quite well, and is in sympathy with all sorts of men and women, he can make his story or play seem truer than life itself. Then he will become famous, and be remembered as a great writer.

true. A true story is about something that really happened. It is not imagined. It is true that the world is round, not flat.

itself, myself, themselves, etc. give stronger meaning to a word before (=in front of) them. Compare "I saw it" with "I saw it myself". In the second sentence, I certainly saw it, whether anybody else saw it or not. "You yourself told me about it." I didn't hear it from anybody else.

great. Here it means *famous, important.* A great man, book, doctor, etc.

A Proverb

A famous singer had arranged to sing at a concert one evening at 8 o'clock, but his car broke down, and he arrived an hour late. However, when he began to sing, the audience were glad that they had waited for him. "*Better late than never,*" they said to each other.

Exercises

A. Put *true* or *untrue* after the following:

1. All birds can fly.

2. The audience sits on the stage.
3. The plural of *thief* is *thieves*.
4. Napoleon was a great man.
5. Greece is an island.
6. Every village has electric light.
7. A square has four corners.
8. We go to school all the year round.
9. Fishes can't live out of water.
10. Two-thirds is less than four-sixths.

B. Guess the answers to the following questions if you don't know them:

1. What is the population of London?
2. How many bridges are there over the River Thames?
3. How long does it take an aeroplane to fly from Athens to Rome?
4. What is the speed of light?
5. How high is Mt. Blanc?
6. In what year was America discovered?
7. When was the Battle of Waterloo fought?
8. How far is it across this room?
9. At what age must children begin to go to school in England?
10. How many matches are there in a full box of matches?

C. Put a new word from this lesson into each sentence:

1. The policeman — the thief.
2. The car — when he was ten miles from home.
3. He gave — answers to all the questions.
4. What was the — of the examination?
5. She — something in his ear.
6. May I — you for a match?
7. He couldn't find — work anywhere. He had to be content with doing a day here and a day there.

- 8 We'd better — these ideas and see which is the best.
9. Our next-door — grow all their own vegetables.
10. He was a good — and everybody liked him.

D. Put into the Indirect form:

1. Jack said: "We're going to give a play at school next month."
2. "Where will you get the story from?" George asked.
3. "We're going to make it up, and tomorrow we shall compare our ideas and choose the best", Jack answered.
4. "What is it?" Mary asked.
5. Mr. Brown said: "The end must be different from the beginning."
6. "What's this idea of yours?" Mrs. Brown asked.
7. Mary said: "Go on, Jack."
8. "I don't want this play of ours to be a sad one", Jack replied.
9. Mrs. Brown said: "Listen! There's somebody coming up the front path now."
10. "Did they catch him?" Mary asked.

Lesson Sixteen

WINNING FREEDOM (I)

Nobody likes to lose his freedom. Even animals and birds are unhappy if they are shut up in cages, and will try to escape. Put a man in prison, and he will always be thinking of how to get out. Some

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thieves, skilful at breaking into a building, seem to be equally skilful at breaking out of one. That is why a prison must have thick walls, strong doors and locks, and windows with iron bars across them, in addition to men on guard all the time.

But not all prisoners are thieves. Men find themselves in prison for various reasons, and literature is full of stories of clever escapes by men who usually have our sympathy. There was the Count of Monte Cristo, who, in the well-known book by Dumas, took the place of a dead man, and expected to be able to break away instead of being buried; but, much to his astonishment, he was tied up in a bag and thrown into the sea. That was where they buried prisoners. Fortunately he was able to cut his way out and swim to safety.

All sorts of tricks are tried by men who want to escape. Some succeed in making false keys, others tie their bed-clothes together to make ropes and ladders, and a common method is to dig a tunnel under the walls. Stories are told of men who have



overcome their guards, changed clothes with them, and so been able to get out. Sometimes a prisoner changes clothes with a visitor, and the visitor becomes the prisoner. Dickens, in his *Tale of Two Cities*, has a story of an escape of this kind.

It is naturally the duty of a prisoner-of-war to get out of a prison-camp if he can. He must do his best to get away from the enemy, return to his own army or country, and become a fighting soldier again. During the World Wars of the present century some of the successful attempts at escape showed wonderful cleverness in planning and the greatest courage on the part of the men who won their freedom.

In one prison-camp in Germany the British soldiers lived in wooden huts in the middle of a large open space of ground. Round this was a high wire fence several feet thick. German soldiers were on guard outside it day and night, and after dark there were bright lights so that any movement in the camp could be seen. The huts were so far from the fence that it was no use thinking of trying to make a tunnel from them to the other side of the wire. Escape seemed impossible, and it was true that up to this time no one had succeeded in getting away from this camp.

The problem was how to make the entrance to a tunnel near to the wire. There must be nothing to make the Germans suspicious. Men might dig under the floor of a hut at night, and cover the hole with boards, but how could anybody dig in an open space without being seen?

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1. What does a man win if he escapes from prison?
 2. Do you keep anything shut up in a box?
 3. Draw two equal circles.
 4. Are all the subjects you study equally useful?
 5. If you were locked up in a room, how would you break out?
 6. What do we open a lock with?
 7. Are there any bars across these windows?
 8. What languages are studied in schools in this country in addition to English?
 9. Who is on guard at night here?
 10. Not all villages are near a railway, are they?
 11. Tell me the name of a well-known author.
 12. If you were leading a horse, and it broke away, what would you do?
 13. When do we show astonishment?
 14. Can you give an example of a good trick?
 15. If you couldn't find what you wanted in one shop, you would try another, wouldn't you?
 16. If people lose their teeth, what kind must they use?
 17. What is a ladder used for?
 18. Tell me the names of three common animals.
 19. What do trains often go through?
 20. What do we call a man who is in charge of prisoners?
 21. Change places with the pupil sitting next to you.
 22. Give me another word for *story*.
 23. What happens to prisoners-of-war when a war is over?
 24. What is usually put round a prison-camp?
 25. Is this the 19th or the 20th century?
 26. Is there a wonderful view from this window?
 27. What kind of person shows cleverness in doing things?
 28. Can you use *on the part of* instead of one word in

the following?—Hard work is needed from the pupils.

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29. Which is lighter, a wooden box or an iron one?
30. Draw a hut.
31. If you wanted to build a house, where would you build it?
32. What's the difference between a wall and a fence?
33. Can you sit still without any movement for two minutes?
34. How far have we got in this book up to now?
35. Do you like problems in mathematics?
36. If a policeman saw a man getting into a house through a window, he would be — .

Word-Making

Movement and *astonishment* are made by adding *-ment* to verbs. Other nouns can be formed in the same way. A few of them are *payment*, *enjoyment*, *punishment*, *arrangement*, *agreement*, *measurement*.

If you move, you make a *movement*.

The goalkeeper was astonished when the ball went into the net, and he showed his *astonishment* by standing still and looking at it.

When we pay for things in a shop, the shopkeeper receives *payment* for them.

When children enjoy themselves, we can see their *enjoyment* on their faces.

If a man is punished, he is given (or receives) *punishment*.

If you arrange to meet a man at 9 o'clock, you make an *arrangement* to meet him then.

If two people agree to do something, they sometimes sign an *agreement* to do it.

If you measure a table, you take its *measurements*.

Cleverness is made by adding *-ness* to an adjective. Other nouns formed in the same way are *darkness*, *greatness*, *goodness*, *brightness*, *eagerness*, *roughness*, *blindness*, *happiness*, etc.

I couldn't find my way in the *darkness*.

His *greatness* will always be remembered.

The old man had helped us a great deal, and we thanked him for his *goodness* to us.

It was a lovely day, and we enjoyed the *brightness* of the sunshine.

They showed their *eagerness* to go to the match.

Because of the *roughness* of the roads, the car could go no further.

His *blindness* prevented him from playing games.

She finds *happiness* in her home and children.

The Twentieth Century

There have been very great changes in the life, surroundings and conditions of human beings during the present century. Less than a hundred years ago many of the things that we do now were thought to be impossible, for example, flying; and other things, like listening to music from thousands of miles away on the radio, would certainly have been thought impossible if people had ever imagined them.

Improvements in motor-cars, especially in their engines, have made it possible for buses to take

passengers quickly and cheaply not only from their homes to their work but from one part of the country to another. Railways, which began in the nineteenth century, were very useful, but they are more important for the towns than the villages. It is the buses that have really brought the people of the villages and towns together.

Science has discovered many things. Among the most important for all of us are the new medicines which doctors can use when people are ill. Several serious illnesses, from which fifty years ago people would not have got better, can now be cured quite easily. One result is that there are more old men and women in the world now. It is unfortunately true, however, that some illnesses can't yet be cured.

But the changes of the century have not all been good ones. The two great wars brought hunger, illness, sadness and death to millions all over the world. Unless men can learn to live at peace with each other, they will never be able to enjoy all the happiness that life has to offer.

Medicine: something we eat or drink to make us well again.

to cure: to make well. A doctor gives us medicine to cure us.

A Song

(A mother is singing to her baby)

Sweet and low, sweet and low,

Wind of the western sea,

Low, low, breathe and blow,

Wind of the western sea!

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Over the rolling waters go,

Come from the dying moon, and blow,

Blow him again to me;

While my little one, while my pretty one, sleeps.

(Tennyson)

low: opposite of *loud*.

roll: turn over and over. A ball rolls along the ground.

waters: waves.

dying: setting. *him*: the father.

Exercises

A. From the following sentences make questions beginning with the word or words in italics on the left.

1. *Where*. They put a ladder against the wall.

2. *How long*. He stood on guard for two hours.

3. *What*. The prisoners won their freedom at last.

4. *What kind of*. The innkeeper said he had been given a false coin.

5. *When*. I shall have found the answer to the problem before night.

6. *Why*. The bank has iron bars across its windows.

7. *How*. The policeman looked at him suspiciously.

8. *What*. The horse lay down and rolled on the ground.

9. *What sort of*. He told us a wonderful tale about a prison-camp.

10. *Where*. There are equal spaces between the houses.

B. The sentence "If you put a man in prison, he will always be thinking of how to get out" may be

written: "Put a man in prison, and he will always be thinking of how to get out."

Change the following sentences in the same way: khosro1952

1. If you shut them up in cages, even animals and birds are unhappy.
2. If you live in a hut, you may be uncomfortable.
3. If you drink this medicine it will cure you.
4. If we attack now, we may lose the battle.
5. If you punish him, he will never forgive you.
6. If you drive slowly, you won't have an accident.
7. If you go on these rough country roads, your car will certainly break down.
8. If you rest now, you won't be so tired later.
9. If you do exactly what I tell you, you will have no difficulty.
10. If you practise every day, you will soon learn how to do it.

C. Use one of the following in each space: *break, break out, break down, break away, break up, break into, shut up, shut out, make up, work out.*

1. The mathematics master gave him a difficult problem in algebra to —.
2. Two men — the bank and stole £1000.
3. Mind you don't — the window.
4. They drew the curtains to — the strong light.
5. Can you — a story about animals?
6. The dog had been — in a little hut, but it —.
7. The bus had — and so we had to walk.
8. The hunters had almost surrounded the tiger, but it succeeded in — and escaped.
9. The ice on the river was —.
10. I got hold of him by the arm, but he —.

D.

1. In what century did the author of the song beginning "Sweet and low" live?
2. Who wrote "Gulliver's Travels"?
3. Where is Regent's Park?
4. What is the country north of the U.S.A.?
5. Give the name of an island in the Mediterranean.
6. Mention three languages spoken in Europe.
7. Which is longer, a mile or a kilometre? Which is shorter, a metre or a yard?
8. Mention two things that are equally useful.
9. What are used for rowing a boat?
10. Make a sentence containing *no good*.

Lesson Seventeen

WINNING FREEDOM (II)

At last one of the men had an idea. He remembered the thing used in schools for jumping over and doing all sorts of exercises. It is called a "horse". He thought that if they could make a hollow horse, and persuade the Germans to allow



them to use it near the wire, one or two men could hide inside it and start digging. The horse would have to be in exactly the same place every time, and the diggers would have to be carried in it to and from the huts. There was also the problem of what to do with the sand and soil from the secret tunnel.

In the end they overcame all difficulties. Everybody in the camp helped as much as he could. Bags were made out of old clothes to carry the sand in. A number of men willingly took part in daily jumping exercises while the two who were hidden went on with the digging. The marks made on the ground in jumping showed where to put the wooden horse whenever it was carried out from the huts. A kind of door was made to fit over the entrance to the tunnel and covered with sand so that when the horse was taken away the ground looked smooth and level.

Of course the Germans were suspicious at first. They examined the horse carefully, but there was nothing in it. They even came to look at it during the night when it was in one of the huts, but there was nothing to show that it was used for anything but jumping exercises. After a few days they decided that it was simply what it seemed to be.

Day after day the horse was carried to the same spot for an hour or two, and the digging continued. The sand was taken to the huts by the men inside the horse, and thrown away in various places where it would not be noticed. But it was very slow and tiring work. Once the roof of the tunnel fell in and almost buried a man alive. Another time one of

the men who were jumping noticed that the ground was beginning to sink where the tunnel was being made, but he pretended that he had hurt his leg, and fell down so that the German soldier at the other side of the wire could not see the change in the ground. Then others gathered round, and by shouting to each other in English, which the guard didn't understand, they told the man in the tunnel what was happening, and he was able to support the roof and make the ground level again.

Meanwhile all kinds of preparations were being made by helpers in the huts. Getting out of the camp was only the first difficulty, though a great one. There was half Germany to cross in order to get to the coast. The escaping prisoners must have money, clothes, and false papers. It was also necessary to know the times of trains, and something of the towns through which they would have to pass. It was some months before all was ready.

At last the day of the attempt came. The tunnel had remained undiscovered. It had been dug to a point amongst the trees beyond the wire and some distance away from the nearest German guard. There would be only a little sand to move at the last moment. Three men were taken out in the wooden horse, and they got down into the tunnel, where they had put their suit-cases the day before. Then the horse was brought back empty. It had been used for the last time.

Just after dark there was a great noise in the camp. The British prisoners seemed to be doing something very unusual. They were shouting at

each other, running in and out of their huts, and breaking things. The German guards watched them carefully. And while they were doing so, three men came creeping quietly out of the tunnel and stole away unseen amongst the trees.

One of the escaping prisoners went across Germany by himself. The other two went together. They were dressed to look as much as possible like Frenchmen, and boldly travelled by train. They even stayed at hotels, but they had to be very careful not to let themselves be specially noticed. More than once they got into danger and had to run for their lives. At last they reached a city on the north coast, and got on board a Danish ship which took them to Denmark. From that country the Danes helped them to get across to Sweden, a country which was not at war with Germany. Here they met the third man, who had reached safety before them. From Sweden all three were flown back to England.

1. Have you ever seen a hollow tree?
2. Go and hide the duster somewhere while I'm not looking.
3. Does the best wheat grow in good soil or poor soil?
4. Who didn't know about the secret tunnel?
5. What's the opposite of *in the end*?
6. Did you ever take part in a play?
7. Is there a key to fit the lock on this door?
8. Examine your desk carefully. Is there anything wrong with it?
9. Tell me something in this room that is in the same spot every day.

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10. What do you notice in the spelling of *beginning*?
11. What do you need after long and tiring work?
12. Pretend to put a pair of glasses on.
13. What supports the roof of this building?
14. Give me one word for "during this time".
15. Tell me two cities on the north coast of Germany.
16. If you make a mistake when writing on the board, does it remain undiscovered?
17. Look out of the window at the nearest building. What is beyond it?
18. What does a baby do on its hands and knees before it can walk?
19. Show me how to steal out of this room.
20. Do you go to the cinema by yourself?
21. Tell me a bold action.
22. Where is Denmark? What language do the Danes speak?
23. Was Sweden at war or at peace with Germany?

HIDE, CREEP

An old man decided to *hide* his money. He *hid* it in a hole under the floor and then forgot where he had *hidden* it. One night a thief came *creeping* in. The old man was frightened, and *crept* under the bed. After the thief had *crept* about for some time, he found the hole and the money in it. "Ah!" shouted the old man, who had been watching him, "So that's where it was!" On hearing this strange voice from under the bed the thief dropped the money and ran away.

FIRST, AT FIRST; LAST, AT LAST

First means the first in a row or list. If we do something first, we do it before other things.

First we read, then we answer questions, then we do exercises.

January comes first, February next.

Spring is the first season of the year.

At first means *at (in) the beginning*.

I didn't like algebra at first.

At first he complained, but later he liked what they gave him.

At first the weather was good, but after two or three days it became cold.

Last is the opposite of *first*.

Who read last?

December is the last month of the year.

Spring comes first, and winter last.

It also means "the one which came before", as in *last week, last Wednesday, last year*, etc.

At last is the opposite of *at first*. It means *in (at) the end*. It suggests that there has been much waiting.

At last the war ended.

I began to like algebra at last.

For a long time the weather was cold, but at last it became warmer.

Tunnels

As soon as men began to build railways they found that they would have to make tunnels for trains to go through mountains. An ordinary road may often be very steep, and be full of hair-pin bends, but a railway cannot have any sudden turns, and it must never rise steeply.

There had been tunnels before the days of railways, of course. The Romans built one in Italy more than three miles long for water to come through. But usually they were only for short distances where, for example, a way had to be cut through a mass of rock; and when digging for metals, etc., men often had to make some sort of tunnel. There are also natural tunnels, where water has cut its way through rocks.

Among the most famous tunnels in the world are those that go through the Alps at various points. One of them is more than twelve miles long, and it took some years to build. After very careful measurements had been taken, men began to dig at both ends and went on until the two parts were joined. The engineers had worked out their problem so correctly that the men digging away in opposite directions met exactly in the middle.

Sometimes it is more convenient to make a tunnel under a river than to build a bridge over it. Bridges are inconvenient for ships. There is a well-known tunnel under the Thames, and another at Liverpool.

The tube-railways under London are all tunnels. They are really strong metal tubes, and there is no danger of the roof's falling in as there is in some ordinary tunnels. Londoners often wonder where all the soil went to that came out of these tunnels.

Romans: the people who lived in Italy 2000 years ago. They spoke Latin.

metal: iron and gold are metals. Coins are made of metal.

engineer: a man trained to build bridges, tunnels, etc.
correct: right; exact; without mistakes.
dig away: continue to dig.
inconvenient: not convenient.

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A Proverb

Once, when a man's house was burnt down and he and his family lost everything they had, they received several telegrams and letters of sympathy. All their neighbours said how sorry they were. But one gave them food and clothes and a room to sleep in. *Actions speak louder than words.*

Exercises

A. Fill in the spaces:

1. Englishmen live in — . They speak — .
2. Frenchmen live in — . They speak — .
3. Germans live in — . They speak — .
4. Italians live in — . They speak — .
5. Americans live in the — . They speak — .
6. Greeks live in — . They speak — .
7. Swiss people live in — . They speak — .
8. Turks live in — . They speak — .
9. The Romans lived in — . They spoke — .
10. Spaniards live in — . They speak Spanish.

B. Use the Past Perfect (*had* + the Past Participle) of the verb:

1. He told us that the tiger (creep) nearer and nearer.
2. She cried because her unkind brother (hide) her doll in the cupboard.
3. The Germans found that three prisoners (steal away) the night before.

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4. The teacher noticed that one boy (tear) his examination paper.
5. During the night the water (freeze) in the pipes.
6. He (bear) the pain bravely, and never complained.
7. The engineers said that the building (sink) in the soft soil.
8. The cat (spring) at the bird but missed it.
9. The farmer (drive) five miles to find a doctor.
10. The sheep were so tired that they (lie down) in the road.

C. Finish the following:

1. There was also the problem of how ...
2. " " " " where ...
3. " " " " when ...
4. " " " " how many ...
5. " " " " how long ...
6. " " " " which ...
7. " " " " what ...
8. " " " " what time ...
9. " " " " how often ...
10. " " " " looking after ...

D. Use *first*, *at first*, *last*, or *at last* in the following:

1. It seemed a long day, but — it came to an end.
2. — she pretended not to know him, but when he spoke to her she had to answer.
3. His name came — on the list. He had failed again.
4. There are two things to do: — you must listen, then imitate carefully.
5. When he was learning to swim, he was very much afraid — . But — he became a good swimmer.
6. — of all you must learn to shoot straight.

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7. -- came the soldiers, then the sailors, then the airmen, and — of all the doctors and nurses.
8. -- on the — day of the year, it began to snow.
9. I go to bed at 10, but I do my homework —.
10. The — into bed puts the light out.

Lesson Eighteen

CHOOSING CHRISTMAS PRESENTS

“Where’s everybody?” George asked one evening not long before Christmas when he and Jack came in from school.

“Mummy’s gone to have a dress fitted on, and she’s taken Rose with her. Dad telephoned to say he’d be kept late at the office. Jane’s in the kitchen cutting bread-and-butter, and I’m here getting tea ready,” Mary told him. “Mummy said we weren’t to wait for her.”

“We break up tomorrow,” Jack said. “And we don’t start school again until a fortnight on Monday.”

“I like the Christmas holidays best,” Mary said, as she arranged the things on the table.

“So do I,” Jack agreed. “We never get any presents in summer. And it’s fun to have a lot of Christmas-cards.”

“Isn’t it time we decided what we’re going to give Dad and Mummy?” George asked. “We don’t all want to give the same thing. What did we give them last year? We must choose something different.”

“If we only knew what they wanted, it would be easy,” Mary said. “I gave Dad a tie last year, but he only wore it once.”

“He said red and yellow spots didn’t suit him. You should have asked Mummy what colour to get,” George told her.

“Well, I shan’t give him a tie this time. Perhaps he would like a pair of socks.”

“That would do so long as you get the right size and colour. What will you get, Jack?” George asked.

Jack wondered if a tie to match the socks would be all right, but thought perhaps his father had plenty of ties already. George suggested a pipe, then remembered that Mr. Brown was very particular about the kind of pipe he smoked, and it would be difficult to find one he liked. In the end Jack decided on a pair of gloves.

“And now you’ve got to think of something to give him yourself, George,” Jack reminded him.

“I know something he really needs,” George said. “An umbrella. He left his in the train last week.”

Mary shook her head. “That won’t do. Mummy’s bought him one. It’s hidden upstairs. It’s got a bent handle so that he can hang it over his arm and not lose it. But he’ll probably put it down somewhere and forget he has it.”

“Well, what *can* I get him? He never uses a walking-stick except on holiday, he doesn’t smoke cigarettes, he’s got dozens of handkerchiefs. Jack’s giving him gloves. A fountain pen costs too much. It’ll have to be a book after all.”

"All right," Mary said. "That's settled. I'm giving him socks, Jack gloves, and you a book. Now something for Mummy. I've ordered my present for her already."

"What is it?" her brothers asked.

"Note-paper, with the address nicely printed at the top, and envelopes to match."

"Yes, she'll like that," George said. "But I don't know what to get. Have you thought of anything, Jack?"

"I think she would like a ring."

"How much money have you got?" George asked him.

"I have a pound. But if I spend ten shillings on Dad's gloves, I shall have ten shillings left for a ring. Isn't that enough?"

"No, not nearly—not for the sort Mummy would wear. You'll have to think of something else. We might give a joint present, mightn't we?"

Jack thought this was a good idea. Then they could get something really nice. After various suggestions, such as a bottle of scent, a hand-bag, a

sewing-basket, a shopping-book, an address-book, a cushion, a silver photograph-frame, they decided on silk stockings.

"And of course," Mary said, "we must get some toys for Rose. Look! Here's Mummy just coming in at the gate. I'm

glad she's back in time for tea. I always like her to pour out."

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That night Mrs. Brown said to her husband: "Those children have got a secret amongst them. I could tell by their looks when I came in this afternoon. I expect they'd been holding a meeting to decide what to get us for Christmas. Hadn't you better give them some extra pocket-money?"

"Yes, tomorrow," Mr. Brown replied. "I suppose you're getting things for them all right."

"Oh, yes," Mrs. Brown said, "they'll all find something that will please them in their parcels on Christmas morning."

1. Where did Mrs. Brown go to have a dress fitted on?
2. How did Mr. Brown send a message from the office?
3. Are you ever kept late at school?
4. What was Jane doing in the kitchen?
5. Mother said: "Don't touch those cakes."
Finish the following: Mother said that we...
6. When do we break up for our summer holiday?
7. What date will it be a fortnight from now?
8. What things did Mary arrange on the table?
9. What do English people often send to their friends at Christmas?
10. What don't we all want to do at once in the classroom?
11. Can you tie a tie?
12. Show me something with spots on it.
13. If a girl has black hair, what colours suit her best?



14. Which are longer, socks or stockings?
15. So long as you're careful, you can cross the street safely, can't you?
16. What size do you take in shoes?
17. Show me two things in this room that match.
18. Draw a tobacco-pipe.
19. Are you particular about your spelling?
20. Did Mr. Brown smoke cigarettes or a pipe?
21. Why do people wear gloves?
22. What did Mary mean by shaking her head?
23. Is this key bent or straight? Can you bend your ruler?
24. How many dozen are there in the number of this question?
25. Where do you carry your handkerchief?
26. Do you use a fountain pen or an ordinary one?
27. What does *it* mean in "It'll have to be a book"?
28. In Lesson 17, did the men escape after all?
29. Have you settled what you are going to do when you leave this school?
30. What's the difference between *buying* a book and *ordering* a book?
31. What is note-paper used for?
32. Is this page printed or written?
33. What is a ring usually made of?
34. If you had half-an-hour to answer all these questions, wouldn't that be enough?
35. Did you ever join in giving a present to anybody?
36. Make a suggestion for a present to a friend of your own age.
37. Why do people use scent?
38. Draw a hand-bag.
39. What does a woman keep in her sewing-basket?
40. What's a shopping-book for?
41. Why is an address-book useful?

42. Would your desk be more comfortable with a cushion?
43. Which is of more value, gold or silver?
44. Is there anything in a frame in this room?
45. What do small children play with?
46. Do you usually go in at the back door or the front door?
47. What does one pour out of a tea-pot?
48. Can you keep a secret?
49. Can you tell by his looks whether a man is angry or not?
50. Are meetings ever held in this school?
51. What do we use brown paper and string for?

SHAKE, BEND

I *shake* the bottle before taking the medicine.
The servant opened the window and *shook* the duster.

The house was *shaken* by the wind.

The road *bends* to the right outside the town.
The car ran into a lamp-post and *bent* it.
I've *bent* my knife, and now I can't use it.

SO LONG AS

So long as is used as one word to mean *if* in such sentences as these:

So long as he works hard, he has a good chance of success.

So long as it doesn't rain, I enjoy a picnic.
You'll be all right so long as you take an umbrella and a raincoat.

We can go all the way by car so long as the roads are good.

Finish the following:

1. So long as the train's not late, ...
2. ..., so long as I have a dictionary.
3. ..., so long as they're good.
4. So long as it has six rooms, ...
5. So long as it's interesting, ...

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AM TO, IS TO, ARE TO, WAS TO, WERE TO

I am to go means that I must go; I have been told to go.

He is to be here at 10 o'clock means that he has been told to be here at that time.

It is not very common to say to a person "You are to ..." when we tell him to do something. We usually say, for example, "Do your best", "Finish it at once", "Don't sit up for me", "Make it much smaller", "Correct your mistakes", etc. But in the Indirect form the person we have spoken to may say either "He told me to ..." or "He said I was to ..."

He told me to do my best.

He said I was to do my best.

He told us to finish it at once.

He said we were to finish it at once.

He told me not to sit up for him.

He said I wasn't to sit up for him.

He told me to make it much smaller.

He said I was to make it much smaller.

He told us to correct our mistakes.

He said we were to correct our mistakes.

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Direct

"Don't eat too many."

Indirect

She said I wasn't to eat too many.

"Don't hurry over your work."

He said we weren't to hurry over our work.

"Go by bus. Don't take a taxi."

He said I was to go by bus and not take a taxi.

"Be sure to order it the next time you're in the shop."

She said I was to be sure to order it the next time I was in the shop.

Christmas and New Year Cards

It is a custom in England to send Christmas-cards to one's friends just before Christmas. There is usually a pretty picture of some kind on the card, and a few printed words such as "Best wishes for a happy Christmas" or simply "A Merry Christmas".

Very often the card brings good wishes for the New Year as well, and then it will say: "A Merry Christmas and a Happy New Year." (We never put *merry* in front of *New Year*.) In letters at this time of the year we often write "Best wishes for Christmas and the New Year" before we put "Yours sincerely".

Some people, who have to send out a lot of cards, have their names and addresses printed on them, which saves a great deal of time. A small calendar is perhaps the only useful kind of Christmas and New Year card.

There are also special cards for the New Year, but in England these are usually sent by people who

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have forgotten to send a Christmas-card, especially when they have themselves received one from the forgotten friend.

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wishes: what we wish is a wish.

*Then to their happy rest they pass.
The flowers close, the birds are fed:
The night comes down upon the grass:
The child sleeps warmly in his bed.*

(From "Lines Written in Kensington Gardens", by
Matthew Arnold, 1822-1888)

upon: on.

Exercises

A. Find a Past Participle to finish each of the following sentences, like *fitted on* in "She's gone to have a dress fitted on."

1. He's gone to have his hair — .
2. He's gone to have his shoes — .
3. He's gone to have a tooth — .
4. He's gone to get an English letter — .
5. He's gone to get his coat — .
6. He's gone to get his pencil — .
7. He's gone to get his fountain pen — .
8. He's gone to get his composition — .
9. He's gone to hospital to get himself — .
10. He's gone to have his bicycle — .

B. Use *remind* or *remember* in the following:

1. This place — me of my old home.
2. Don't forget to — him that the train goes at 10.50.
3. Did you — to tell him that the train goes at 10.50?

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4. If you can't — how to spell it, look in the dictionary.
5. I — her of what she had said.
6. I never can — people's names.
7. Do — me to call for that parcel.
8. He — us that the matter must be kept secret.
9. — me to your mother when you see her, please.
10. It's a poor story. There's nothing worth —ing in it.

C. Use one of the following in each sentence:

after all, bent, upon, suit, not nearly, such as, size, so long as, fit on, particular.

1. I couldn't wear the gloves because they were the wrong — .
2. The colours didn't match — .
3. You'd better — it — before you buy it.
4. He — down to hear what the child said.
5. I don't mind your being here — you keep quiet.
6. — hearing the bad news, she began to cry.
7. They thought of several things, — a pen, a ring, a pair of gloves, etc.
8. He's very — about what he eats.
9. Red doesn't — her.
10. There's — enough bread-and-butter here.

D. Write out the questions to which the following are the answers:

1. They've all gone out.
2. I think a brown one would suit him.
3. A gold watch.
4. No, not yet.
5. No, it's not time yet.
6. That's a good idea.

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7. I shall get him some white handkerchiefs.
8. We gave him some cigarettes.
9. I have a pound.
10. No, not nearly.

Lesson Nineteen

KEEPING A DIARY

- Mary.* What can I do this afternoon? George and Jack have gone off to football, and I've nothing to do. I'm tired of reading.
- Mrs. Brown.* Would you like to read aloud to me while I sew?
- Mary.* What shall I read?
- Mrs. Brown.* Well, perhaps there's nothing very interesting. Why don't you start keeping a diary? Jack does.
- Mary.* I know. But he won't let me see it.
- Mrs. Brown.* Of course not. A diary is quite private. You write things in it only for yourself.
- Mary.* What sort of things?
- Mrs. Brown.* What you do and say and hear—anything that happens that interests you during the day, or that has happened lately. It's rather like writing a letter to yourself.

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- Mary.* But I can't tell myself anything.
- Mrs. Brown.* No, but you can describe things so that it will be interesting to read about them afterwards. If you keep on writing, your diary will become a "Life of Mary Brown."

- Mary.* Then I must be very careful what I write. If Jack saw—
- Mrs. Brown.* Oh, nobody will see anything. You can lock your diary up in your drawer, and it will be quite safe.
- Mary.* I'll start in this new note-book, then. How shall I begin? Shall I put when I was born?
- Mrs. Brown.* If you're going to write about all your life up to now it'll take a long time. It's best to write a little every day. Why not start with this morning?
- Mary.* Very well, then.

And Mary began as follows:

Diary of Mary Brown

- (date) 8 a.m. I cut my finger with the bread-knife. It bled a lot. Dad said I shouldn't use too sharp a knife.
- 8.30 After breakfast I just had time to look at the poem Miss Thompson had told us to learn by heart.

Mary. Shall I write out that poem we had to learn?

Mrs. Brown. Certainly, if you liked it. You can put anything in a diary.

Mary. It began, *I remember, I remember*
The house where I was born.
I couldn't remember any more of it, and Miss Thompson said the poet had a better memory than I had. I shan't put that in.

(Goes on writing) I was nearly late for school because I couldn't find my rubber. I think Jack took it.

9.00 The bell was ringing when I got to school. We had French first. Miss Bonneau said my—

How do you spell "pronunciation", Mummy?

Mrs. Brown. p-r-o-n-u-n- . . .

Mary. Oh, yes; not n-o-u-n-
—pronunciation was improving but it wasn't perfect yet. Hers isn't, either—she says "ze" instead of "the"—but I was too polite to say so. Then we had algebra, English and geography. I like geography because Miss Williams tells us about all the places she's been to and shows us photographs. She's been to Spain. She says we shan't have many oranges this year because it was a hard

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winter and all the fruit will have been spoilt by frost.

12.30 p.m. When I came home I helped Mummy to set the table. We had rice pudding again.

3 p.m. I started this diary.

Mrs. Brown. You haven't finished yet, have you?

Mary. Yes, I have. There wasn't much to write about. Did you ever keep a diary, Mummy?

Mrs. Brown. Oh, yes. I used to put down all the happy things. And now I enjoy reading about them again. But I seldom have time to write anything in a diary these days—there's too much sewing and housework to do.

Mary. Have you written anything about us?

Mrs. Brown. Yes, a lot. And some day, when you're grown up, you shall read it.

1. Do you keep a diary?
2. When you read a newspaper, do you read it aloud?
3. Are there any private motor-buses?
4. What sort of weather have we had lately?
5. Describe this room.
6. If a thief is arrested, what happens to him afterwards?
7. What do we keep in drawers?
8. When were you born?
9. What's the difference between a.m. and p.m.?
10. If you cut your finger, what does it do?

11. Do you think we have too long a holiday in summer?
12. How would you write Mary Brown's name if you addressed a letter to her?
13. Have you learnt by heart any poem in this book?
14. What sort of memory has a person who forgets things easily?
15. When do you use a rubber?
16. Can you spell the noun that is made from pronounce?
17. How could we improve this class-room?
18. Can you draw a perfect circle on the board?
19. Have you any red ink? Haven't you a red pencil, either?
20. Tell me something that it's polite to do.
21. What do we mean by a hard winter?
22. When there is a frost, what does water do?
23. When do we set a table?
24. Do you think Mary liked rice pudding?
25. Have you ever seen rice growing?
26. There aren't any new words in this lesson, are there?
27. What do you put down in your note-book?
28. In which month do we seldom have rain?

Bleed. Sometimes his nose bleeds. It bled yesterday, but it hasn't bled today.

The Passive Voice of the Future Perfect Tense

Active

Passive

He won't have translated it yet. It won't have been translated yet.

I expect they will have decided it by now. I expect it will have been decided by now.

Something will have pre-vented him from coming, perhaps. He will have been pre-vented from coming, perhaps.

We shall have improved the roads by this time next year. The roads will have been improved by this time next year.

Put into the Passive:

1. I'm sure they *will have cured* him by now.
2. I don't suppose they *will have reached* the top yet.
3. I expect she *will have found* it before this.
4. We *shall have decided* the matter before tomorrow.
5. He *will have ordered* the book for you.

The use of YES to show that one does not agree.

Mrs. Brown said to Mary: "You haven't finished yet, have you?" But Mary *had* finished, and so she replied: "Yes, I have."

In Book II, Lesson 7, we had:

"I'm not late, am I?" "No, you aren't."

"He isn't here now, is he?" "No, he isn't."

where NO shows agreement with what the speaker said. NO agrees with NOT. But YES must be used when the second speaker does not agree with the NOT of the first speaker.

"I'm not late, am I?" "Yes, you are."

(= "I think you are late.")

"He isn't here now, is he?" "Yes, he is."

(= "You are wrong. He *is* here.")

EITHER *used with "not" to mean "too", "also."*

I haven't been to the cinema for a long time, and my brother hasn't, either.

This room isn't large enough, and the one next door isn't, either.

"I couldn't sleep last night." "I couldn't, either."

"My watch won't go." "Mine won't, either."

Reply to the following, using the *not ... either* structure:

1. I don't know when it starts.
2. I can't decide what to wear.
3. He couldn't afford a holiday abroad.
4. They weren't able to rest until late at night.
5. I shan't remain in this country much longer.

Learning by Heart

Some people have very good memories, and can easily learn quite long poems by heart. But they often forget them almost as quickly as they learn them. There are other people who can only remember things when they have said them over and over, but when they do know them they don't forget them.

Charles Dickens, the famous English author, said that he could walk down any long street in London and then tell you the name of every shop he had passed. Many of the great men of the world have had wonderful memories.

A good memory is a great help in learning a language. Everybody learns his own language by

remembering what he hears when he is a small child, and some children—like boys and girls who live abroad with their parents—seem to learn two languages almost as easily as one. In school it is not so easy to learn a second language because the pupils have so little time for it, and they are busy with other subjects as well.

The best way for most of us to remember things is to join them in our mind with something which we know already, or which we easily remember because we have a picture of it in our mind. That is why it is better to learn words in sentences, not by themselves; or to see, or do, or feel what a word means when we first use it.

The human mind is rather like a camera, but it takes photographs not only of what we see but of what we feel, hear, smell and taste. When we take a real photograph with a camera, there is much to do before the photograph is finished and ready to show to our friends. In the same way, there is much work to be done before we can make a picture remain for ever in the mind.

over and over : again and again.

Memory is the diary that we all carry about with us.
(Oscar Wilde, 1858–1900)

Exercises

A. Use one of the following in each sentence: *seldom, lately, afterwards, aloud, meanwhile, further, formerly, wherever, naturally, hardly.*

1. There won't be another train until 10.20 p.m.
— let's go and have a meal.

2. We needn't study this subject any — .
3. He — makes a mistake.
4. There was — any time left to make preparations. Shosro1952
5. You haven't called to see us — .
6. You mustn't talk — in church.
7. My dog goes — I go.
8. It's April now, and — the weather is warmer.
9. There are buses now, but — we had to walk.
10. They got married last year. — they went to America.

B. "Don't use a knife that is too sharp" may be changed into "Don't use too sharp a knife." Change the following sentences in the same way:

1. I can't work in a room that's too hot.
2. It's a road that is much too dangerous for cars.
3. It was a house that was much too dear for us to buy.
4. They gave him a problem that was too difficult.
5. She doesn't like a game that's too exciting.
6. It was a chance that was too important to be missed.
7. He doesn't want a chair that is too hard to sit on.
8. It was a story that was too sad to be interesting.
9. I warned him it was a pool that was too shallow to swim in.
10. They went on a day that was too hot for a picnic.

C. Use new words from this lesson in the spaces in the following:

1. She always — the table for dinner.
2. If a pencil is not — we sharpen it.
3. He was very — and offered her his seat.
4. You must try to — your English.

5. He was — on the 5th of July, 1934.
6. They came in a — car, not a taxi.
7. He — makes a mistake in pronunciation.
8. The — sticks badly; I can't pull it out.
9. Have you seen your grandfather — ?
10. There was a very hard — last night.

D. Put into the Active Voice:

1. The accident *was described* by a man who saw it.
2. The roads *have not been improved* by the rain.
3. The trees *are shaken* by the wind.
4. The vegetables *will be ordered* by the cook.
5. He said he *had been cured* by a famous doctor.
6. I'm sure we *are being watched* by somebody.
7. I heard that the time-table *was being changed* by the Director.
8. This play *will probably have been seen* by everybody.
9. The lamb didn't want *to be eaten* by the wolf.
10. I don't think it could *have been done* by those boys.

Lesson Twenty

A WALK ALONG THE CLIFFS

"It's a lovely morning. Let's go for a walk along the cliffs."

Wendy was speaking to her two school-friends, Margaret and June, who were spending part of their summer holiday at her home on the Yorkshire coast, where the shore is often rocky, and

cliffs rise up almost straight from the sea. Wendy's mother packed them up some lunch, and the three girls set off, promising to be back in time for tea.

It was indeed a lovely day, not too hot but with a bright sun. The sea was calm, and they could see a thin white line of waves breaking gently at the foot of the cliffs, while the sound came up faintly from below. Sea-birds were flying about above them. As they walked along on the short soft grass, occasionally frightening rabbits, which raced to their holes, they talked of what they had done at school, and what they intended to do when they went back.

"But it's so much pleasanter here than in a big town," June said. "I wish we hadn't to go back at all. The real country is much better than a park."

They sat down on the edge of the cliffs to have their lunch, and stayed there for a while to admire the wonderful view. Suddenly Margaret felt cold. "There's a wind coming up," she said; "and look at those black clouds."

"Oh, dear! It looks as though we were going to have a thunder-storm, and we shall get wet through if we don't shelter somewhere," Wendy said. "We'd better run for that old empty house a mile ahead. Nobody lives there now. We'll be able to get in somehow."

They went on as quickly as they could, but there was a bright flash of lightning before they reached the house. Then came the thunder, and by the time they had found their way in through a window the rain was falling heavily.

"We were lucky to get in here," Margaret said. "But why is the house left empty? It seems all right to live in."

"It used to be a farmhouse," Wendy told her. "But the soil is poor, and there isn't much water, so the people went away. Look at that big well in the yard. It's very deep, but it's nearly always dry."

"There's an iron ladder going down over the side. Where does that go to?" June asked.

"I don't know," Wendy replied. "We'll go and look if you like when it stops raining."

The storm didn't last more than an hour, though they could hear thunder and see lightning in the distance for a long time. When the rain stopped, it was not long before the sun was shining again, and they went out to examine the well. They couldn't see any water, and there seemed to be no bottom to the ladder. Wendy said she thought it must be used for going down to clean the well or repair the walls.

"But it must go somewhere," June said. "I'm going down to see."

The other two tried to persuade her not to go, and warned her that she might slip, but she was curious to know where the ladder led to, and started to climb down very carefully. When she had gone about fifteen feet, the others saw her stop and push against the wall of the well. "It's a door," she called up. "I'm going in."

A few minutes later she appeared again in the well. "There's a narrow passage with a little room

at the end, and then a long tunnel going down to the sea," she shouted. "I could hear the waves and see daylight at the end. Come down and help me to explore."

"No, thank you," the other two said very firmly. "You'd better come up. It's getting late, and we've a long way to go before we get home," Wendy reminded her. "The sooner we start the better."

"Just one more look, then," June said. And she disappeared again. But in less than five minutes she was out and on the ladder. "There's a man coming up the tunnel," she said in a loud whisper.

When she got to the top she told them that she had been feeling round the room in the poor light and had found a leather bag on a stone shelf. It was full of hard little things. Then she heard a noise in the tunnel, saw that somebody was coming, put the bag back on the shelf, and ran. "Here are some of the things," she said. And she took from her pocket five gold rings with jewels in them.

The girls were frightened. "If he comes up here he'll catch us," Margaret said.

"We might push him down," June suggested.

"No," said Wendy firmly. "Let's go to the edge of the cliff. Then we can see if he comes out of the tunnel again."

"But suppose he comes up the well," said Margaret.

"We can watch the yard from the cliff. He won't know where we've gone, and we can keep out of

sight. Probably he doesn't know June saw him," Wendy answered.

They ran to the edge of the cliff and threw themselves down breathless. Nobody could see them from the farm, but June raised her head cautiously and kept an eye on the yard while the other two girls looked downwards. They noticed a small boat near the water's edge a little to the left of where they were, but it was empty. All was quiet. There was no unusual movement anywhere. Suddenly June spoke.

"He's coming out of the well! Now he's crossing the yard. He must be going into the house."

"Will he find out we've been there?" Margaret asked.

"It doesn't matter if he does," June replied. "Let's see if he comes out again. Yes! Here he is! He's running!"

All three were watching the yard now. They saw the man disappear down the well, clearly in a hurry. A few minutes later he seemed to come out from under a rock and went towards the boat. Then another man, who had been hidden some-



where, came into view, and the two got into the boat and began to row along the shore in the direction from which the girls had come.

"Look at them carefully," Wendy said. "We shall be asked to give a description of them."

When the men had rowed out of sight, the girls got up and set off on the long walk home, getting there just before dark. Wendy's father went with them to the police-station, where they told their story and handed in the gold rings.

"We know where these probably came from," a policeman said. "A jeweller's shop was broken into only last week. Do you think the men saw you?" he asked June.

"No, I'm almost certain they didn't," she replied.

"In that case, then," the policeman decided, "we'd better wait until early morning. Then some of our men can go out and search the place, and arrest these fellows if they come back."

That was what they did, and the police discovered a large amount of valuable jewellery near the place where June had found the leather bag containing rings. It had all been stolen from various places. The men had been using the empty house, too.

In just under a week the thieves were caught. They came along in a boat pretending to be fishermen. One went up the tunnel as before, and was taken in the little room near the well. The other, when he heard voices, ran towards the boat, but there were two policemen hidden behind rocks, and he couldn't escape. Later the girls were able

to say that these were certainly the two men they had seen before.

When Wendy, Margaret and June went back to school in the autumn, each had a fine gold ring to show to her admiring friends. The rings were part of the reward they had earned for discovering the stolen jewellery.

"But it was really June who did it all," Wendy said.

1. What do we call high masses of rock along the sea-shore?
2. When is a girl called June?
3. In what part of England is Yorkshire?
4. What do you use when you pack up a parcel?
5. "It is certainly a long book." Use another word instead of *certainly*.
6. Open the window. Now shut it gently.
7. Is it warmer at the foot of a mountain or at the top?
8. What can you hear faintly in the distance?
9. What do sea-birds eat?
10. Do you go to the cinema regularly or occasionally?
11. "They ran home when it began to rain." Put another word in place of *ran*.
12. What do you intend to do this evening?
13. What do you sometimes admire in shop windows?
14. Look out of the window. Are there any clouds coming up?
15. Is thunder dangerous?
16. If you got wet through, what would you do?
17. Do you ever run for a bus?
18. If you were out late at night, and the buses had

stopped running, you would get home somehow, wouldn't you?

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19. Can you draw a flash of lightning on the board?
20. By the time we have finished this lesson, how many lessons shall we have done?
21. Where does a business-man keep valuable things in an office?
22. Is there anything in this room that needs repairing?
23. Can you walk on ice without slipping?
24. What are you sometimes curious to know?
25. Does this door open into a passage?
26. Are there any narrow roads near here?
27. Answer this question very firmly: "Would you like the summer holiday to be much shorter?"
28. Do you ever have a look at the end of a story before you've finished reading it?
29. What did June disappear into?
30. Tell me in a whisper what page this is.
31. Close your eyes and feel your way to the door.
32. What are your shoes made of?
33. Mention something here that's out of sight.
34. When does one become breathless?
35. Where must one always walk very cautiously?
36. What must a football player keep his eye on?
37. Do you look upwards or downwards when watching an aeroplane?
38. Tell me something that doesn't matter much.
39. "He was born on April 31st." Is that clearly wrong?
40. Look out of the window. Is anything coming into view?
41. In which direction is the sea from here?
42. Give me a short description of this school.
43. What does a jeweller sell?

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44. Sometimes the electric light goes off. What do we do in that case?
45. If you had to search this room for a lost fountain pen, where would you look?
46. We haven't a large amount of time for English, have we?
47. How long does it take you to come to school? (Just under —.)
48. What is success usually the reward of?
49. How much does a postman earn a month?

Word-making

In this lesson we have the word *disappear*, the opposite of *appear*. If we *cover* something, we hide it; if we *discover* something, we find it. In the same way we make words of opposite meaning if we put *dis-* before *obey, continue, believe, agree, like, please*.

We should never *disobey* our parents.

The work on the new bridge was *discontinued* during the winter.

Everybody *disbelieved* his story.

He said it was a low price, but I *disagreed*.

We usually *dislike* people who are always borrowing things.

The speaker was *displeased* when the audience kept on interrupting him.

The adjectives from which *gently, faintly, occasionally, firmly, cautiously, clearly* are made may be used as follows:

She spoke in a *gentle* voice to the old man.

We could hardly see in the *faint* light.

I enjoy an *occasional* lunch at a restaurant,
but usually I prefer to have my meals at home.

We tried to persuade him, but we couldn't.
He remained *firm* in his unwillingness to
join us.

He's a very *cautious* driver, and never goes too
fast.

It was *clear* that he had not prepared for the
exam.

A Telegram

Robinson, 18 Church St., Liverpool.

Thick fog. Train very late. Arrive noon tomorrow.

JOHN.

"When shall we three meet again
In thunder, lightning, or in rain?"

(Shakespeare: *Macbeth*, Act I)

Exercises

- Think of another title that might do for this story.
- Make a list of the things you might hear during a walk along the cliffs.
- Look at the following: "She came by bus, but was late at the office. It would have been better if she had come by taxi."

Now finish these sentences:

- We couldn't hear at the back. It would have been better if we had . . .
- I got wet through. It would have been better if I had . . .

- She couldn't give a description of him. It would have been better if she had . . .
- He slipped on the ice on the pavement. It would have been better if . . .
- I had to feel my way along the passage. It would have been better if . . .
- The road was too narrow for the bus. It would have been better if . . .
- He took his shoes to be repaired, but the shop was closed. It would have been better if we . . .
- The guard fell asleep. It would have been better if I . . .
- The child was disappointed with the doll we gave her. It would have been better if we . . .
- I read the book in a translation. It would have been better if I . . .

D.

- What do you do (a) regularly, (b) occasionally?
- What things do you dislike?
- Whom should you never disobey?
- What things do you admire?
- What things often need repairing?
- Put a suitable noun after *shady, smoky, faultless, leafless, cloudless, keen*.
- Put a suitable adjective before *jewellery, air, being, animal, times, track*.
- Use a suitable adverb after *answer, look out, see, speak, spring, fight*.
- When do people send telegrams?
- What are the following made from?—*leather, bread, wine, ice-cream, butter*.

Lesson Twenty-one

REVISION EXERCISES

A. Name the tenses used in the following:

(a) Active Voice.

1. The soldiers *are attacking* the castle.
2. I *promise* I won't do it again.
3. They *arranged* to meet us at the front gate.
4. The keepers *were feeding* the lions.
5. The guards *will prevent* it if they can.
6. We *shall be practising* all the afternoon.
7. The passengers *have remained* on board.
8. He said he *had failed* in the physics exam.
9. I expect the police *will have arrested* the thief by now.
10. They *have been searching* for it everywhere.
11. He said he *had been sharpening* his knife.
12. They *will have been asking* where I was.

(b) Passive Voice.

1. He *has been* seriously injured.
2. The driver *was warned* that the bridge was not safe.
3. He *had not been allowed* to visit Spain.
4. The roads *will have been repaired* by September, I think.
5. Lambs *were being sold* at a very low price.
6. They *are being fed* on milk.
7. The book *is needed* by somebody else.
8. The rivers *will soon be dried up* in weather like this.

Which tenses are not used in the Passive Voice?

B. The Present Infinitive (Passive).

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Finish these sentences:

1. The garden should be dug ...
2. He said the game would be lost unless ...
3. Books may be borrowed for ...
4. Much can be learnt from ...
5. The bag couldn't be locked because ...
6. They thought they might be punished if ...
7. The audience must be given something that ...
8. The car ought not to be driven ...
9. You needn't be frightened of a dog that ...
10. My sister daren't be seen ...

C. The Perfect Infinitive (Active).

Finish these sentences:

1. I should have lain down to rest, but ...
2. He would have fallen asleep if ...
3. She can't have finished it yet unless ...
4. Could he have translated it without ...
5. He may have received it before ...
6. The fellow might have shown some sympathy, but ...
7. The engineers must have noticed that ...
8. You ought to have mentioned it ...
9. They needn't have telephoned ...
10. The boatman daren't have gone to his rescue if ...

D. The Perfect Infinitive (Passive)

Finish these sentences:

1. The castle may have been attacked by ...
2. The picture could have been shown if ...
3. The matter ought to have been decided ...
4. You might have been killed ...
5. The goats need not have been taken ...

6. The farmers should not have been persuaded . . .
7. America would not have been -- -- unless Columbus had believed the world was -- .
8. I think his success must have been mentioned . . .
9. Your watch may not have been stolen; you may . . .
10. The poor fellow might have been cured if . . .

E. The Present Participle (Passive).

Supply the missing words:

1. They watched -- being repaired.
2. I saw you being admired by -- .
3. We heard the -- being shaken by the wind.
4. The book now being printed will be -- than the others.
5. The moon, being hidden by clouds, gave very -- .
6. After being examined in only one subject, the boy -- .
7. The child, not being noticed among the crowd, -- .
8. After being taken to the hospital, the man -- .
9. The little child, being shut up in a cage, would -- .
10. We heard the gun being fired -- .

F. The Perfect Participle.

(a) Active.

Having promised to take him for a walk, I went with him to the park.

Having decided to travel the next day, we went and bought our tickets.

Without changing the meaning, we may use an Adverb Clause instead of the Perfect Participle:

As I had promised to take him for a walk, I . . .

As we had decided to travel the next day, we . . .

(b) Passive.

The tiger, *having been wounded*, was unable to escape.

Having been defeated, the soldiers would not fight again.

Again, without changing the meaning, we may use an Adverb Clause instead of the Perfect Participle:

The tiger, as it had been wounded, was unable to escape.

Because they had been defeated, the soldiers would not fight again.

Put a Phrase with a Perfect Participle instead of the Adverbial Clause in each of the following, using the Active or Passive Voice as necessary:

1. As it had been repaired, the ship was able to continue on its voyage.
2. The boy, because he had disobeyed his parents, ran away.
3. As I have kept a diary since I was a child, I can write the story of my life.
4. As I had shopped all the morning, I felt tired.
5. As it was printed hundreds of years ago, the book is very rare.
6. As it had not been noticed, his mistake was not corrected.
7. When he had worked out the answer, the boy gave it to the teacher.
8. I need some exercise because I've been in the house all day.
9. As he had been reminded more than once, he didn't forget to bring his photograph with him.
10. When she had fried the fish, Mary put them on the plates.

(c) The Perfect Participle may also be Continuous, but in the Active Voice only, as in:

Having been sewing all the morning, I went for a walk in the afternoon.

The boy, having been reading too long, felt tired.

These might be changed to:

As I had been sewing all the morning, . . .

The boy, because he had been reading too long, . . .

Put a Phrase with a Continuous Perfect Participle instead of the Adverbial Clause in each of the following:

1. As he had been driving the car all day, he needed a rest.
2. As he had been hunting all the afternoon without shooting anything, he was disappointed.
3. As I have been walking for more than an hour, I'll sit down for a minute.
4. He felt ill because he had been smoking too much.
5. The children, when they had been looking at pictures for a long time, wanted to do something else.

G. Explain in English the meaning of the words in italics:

1. *I'm afraid* we're going to have a thunder-storm.
2. He lay down on the grass and *fell asleep*.
3. We are all *looking forward to* the holidays.
4. The climbers had most of their meals *in the open air*.
5. I usually go to the office *on foot*.
6. *Day after day* I see him standing at the corner of the street.
7. Put all the desks as near to the wall *as possible*.
8. The news of the victory spread *far and wide*.

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9. The rain *put an end to* our picnic.

10. I *would rather stay* at home.

11. He *found it impossible* to swim across the river.

12. *If it weren't* for the libraries, we shouldn't be able to get books.

13. I *can't help thinking* that he ought to have passed.

14. You must all answer *in your turn*.

15. He's been absent so often that he can't *catch up with* the others.

16. They went *on board* at half-past 6.

17. *More often than not* he spells it wrong.

18. *Mind you don't* slip.

19. I'm going to Cambridge *this day week*.

20. Some people are *not much good at* languages.

21. *I should think* there were not more than twenty people present.

22. He smokes *as well*.

23. The teacher said we *weren't to* use our dictionaries.

24. I forgot to tell him *after all*.

25. You'd better learn it *by heart*.

26. She couldn't do it, and I couldn't, *either*.

27. *The harder* you work, *the sooner* you will finish.

H. Write in figures:

1. nine-and-a-half.
2. eleven and three-quarters.
3. seven and five-eighths.
4. eighteen and three-fifths.
5. one and one-twenty-fourth.
6. forty-two and nine-nineteenths.
7. eleven million, two hundred and ninety-three thousand and eighty-seven.
8. half-a-dozen.
9. nine pounds, fourteen shillings and threepence.
10. the seventh of May, nineteen fifty-one.

I. Which lesson in this book did you like best, and why?

J. Use one of the following Prepositions in each sentence :
upon, owing to, except, including, above, before, among,
according to, beside, beyond.

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1. There were many kinds of wild animals in the Zoo, — wolves and bears.
2. I searched everywhere — my books, but couldn't find it.
3. We all looked up at the flag — us.
4. He says he has travelled in every country — Greece.
5. You can have a very comfortable room or one less comfortable — what you pay.
6. I took the little boy's hand, and he walked — me across the road.
7. It was — the bad roads that the car broke down.
8. They live — the railway on the edge of the forest.
9. The sun shone down — the fields.
10. In the word *boy's*, the apostrophe comes — the "s".

K. Make sentences by putting a suitable beginning to the following :

1. ... so that I could see the board.
2. ... even if he speaks in a whisper.
3. ... as though he didn't know me.
4. ... so much so that our flag-pole was blown down.
5. ... just as we did at home.
6. ... the same exercise as we had done before.
7. ... as it is.
8. ... wherever they like.
9. ... so long as you bring it back next week.
10. ... by the time I got back.

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