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GRIFFITH BELBIN - SANDA MATEIU
ENGLISH BOOK

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**FOR
THE FIRST YEAR**



EDITURA CARTEA ROMÂNĂSCA BUCUREȘTI

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METODA MAUD GRIFFITHS-BELBIN
SANDA I. MATEIU

ENGLISH BOOK

FOR
THE FIRST YEAR

EDIȚIA VI-a

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CUVÂNT ÎNAINTE PENTRU EDIȚIA VI-a

Mai curând decât mă așteptam, ediția VI-a — adică a II-a după completă refacere a manualelor conform noii programe analitice — a trebuit pusă sub tipar. Cu toate că au mai apărut și alte manuale — seria mea a fost *singura* până acum 3 ani — totuși, pe terenul de concurență didactică, aceste manuale au învins. Mulțumesc călduros tuturor acelorora, ce au ținut să-mi comunice aprecierile lor măgulitoare. Am primit corespondență din numeroase mici orașe de provincie, unde nici nu credeam că există catedre de Engleză. Simptomul e îmbucurător. Limba aceasta quasi-universală se învață tot mai mult în România. E un semn neîndoielnic de progres cultural.

Autoarea

Septembrie, 1937.

Elevi,

O coincidență interesantă face ca această nouă serie de manuale să apară în anul jubiliar al *Regelui George al V-lea al Angliei*, care a împlinit 25 ani de domnie.

Cu această ocazie, ochii tuturor au fost fixați asupra Londrei, unde, cu un fast ca din basme și în mijlocul unui entuziasm de nedescris, s'au desfășurat minunatele serbări. Suveranul a 400 milioane de supuși a dat un mișcător mesaj la Radio, în care nu a uitat pe copiii Imperiului, îndemnându-i să se pregătească a închina mintea, munca și dragostea lor, țării.

Și de data aceasta virtuțile specifice britanice au uimit lumea. Solidaritatea extraordinară a poporului englez în jurul tronului, spiritul de ordine și conștiința lor cetățenească, i-au impus din nou ca forța cea mai puternic organizată a zilelor noastre.

Voi veți începe anul acesta studiul limbei Engleze. Veți cunoaște cea mai bogată și mai răspândită limbă a lumii și prin ea veți putea citi o literatură, a cărei valoare se impune tot mai mult.

Azi, romanele detectiv, pline de atâtea aventuri, cari vă pasionează pe voi; romanele psihologice și de idei, cari vă vor pasiona peste câțiva ani, sunt traduse în toate limbile. Sporturile englezești au fost adoptate în toate țările și idealurile englezești de conștiință, libertate și ajutor reciproc — creștinismul lor — devin, pe zi ce trece, idealurile lumii întregi.

Deci fiți atenți și harnici. Învățați sârguincios o limbă care vă va deschide admirabile orizonturi, ba poate, va contribui chiar, la formarea caracterului vostru.

Mulți dintre voi sunteți cercetași; vă închipuiți ce bucurie veți avea să citiți pe generalul Baden-Powell, în original!

Alții veți avea poate ocazia să călătoriți; ce fericiți veți fi când veți putea întrebuința această limbă, vorbită în mai multe țări!

Mulți veți avea nevoie de ea în cariera, în afacerile voastre de mai târziu.

Deci dați-vă osteneala s'o învățați bine și conștiincios dela început. Limba engleză, nu este grea și românii învață cu ușurință limbi străine. Așa dar nu va fi decât vina voastră dacă în patru ani nu veți ajunge să vorbiți englezește cum se cade nu... ca acela, care ducându-se la Londra, mărturisia pe urmă prietenilor: „Când vorbiam eu, nu mă înțelegea Englezul: în schimb, când vorbea el, nu-l înțelegeam eu!”...

Vă urez spor și dragoste la muncă,

SANDA I. MATEIU

Septembrie 1935.

PREFAȚA PENTRU EDIȚIA 1935 REVIZUITĂ CONFORM NOII PROGRAME ANALITICE

Programa analitică schimbându-se, întreaga serie a manualelor, a trebuit revizuită și refăcută aproape în întregime. Am căutat să mă pun în curent cu ultimele metode în predarea limbei engleze, urmând un curs de perfecționare la *Universitatea din Londra*, pe care l-am absolvit cu distincție. Deasemenea am făcut o anchetă serioasă printre profesorii de engleză, cari adoptaseră manualele pentru cursul lor.

În refacerea cărților am ținut seama atât de cele constatate la *Londra*, cât și de observațiunile profesorilor, întrucât mi s'au părut întemeiate. Scopul meu este ca să dau o serie de cărți adaptată greutăților, ce întâmpină copiii *români* la învățarea limbei engleze; cărți plăcute pentru profesori, folositoare cu maximum de randament pentru elevi și cari să poată înlocui cu succes celelalte manuale scumpe și nepractice pentru elevii școlilor românești.

Deaceea am introdus Foneticile, cari nu existau în prima serie.

Academiile de Comerț, precum și Facultățile noastre întrebuițează, sau sunt pe cale de a introduce *foneticile*. Toate *Universitățile engleze* — inclusiv *Universitățile celebre* dela *Oxford* și *Cambridge* — au introdus și dau o mare extensiune foneticilor. Studenții români, ce s'ar duce în Anglia pentru perfecționare, s'ar izbi, delă început de acest obiect de învățământ nou, iar în

caz de examene, ar avea să-și însușiască în grabă o nouă știință, cu mari greutateți. Având *aceasta* în vedere și fără a discuta *principiar*, dacă foneticile folosesc ori nu străinilor, am socotit prudent ca să introduc câteva *noțiuni elementare de fonetică*, pentru ca elevii să se familiarizeze și cu *alfabetul fonetic*, care de altfel le va folosi la cercetarea *dicționarelor de pronunție*, mai târziu, aceste dicționare folosind *toate* alfabetul *Asociației internaționale fonetice*, adoptat pretutindeni.

Firește las foneticile la aprecierea profesorilor, dacă să le predea ori nu, în liniile generale și simplificate, pe care le-am fixat. Deși puse la începutul volumului I, ele se pot repeta, consecutiv, în fiecare an ; în orice caz, exercițiile de *fonetică* sau pronunție vor fi o bună gimnastică pentru limbă și o folositoare îndeletnicire pentru auz.

Am căutat să dau *gramatica mai sistematic* și să ușurez puțin munca elevilor prin introducerea vocabularelor cuvintelor nouă din fiecare lecție, ceea ce simplifică învățatul. Deasemenea am introdus, la sfârșitul primelor 2 volume, o sinteză de gramatică elementară.

Socotind că pentru o bună posedare a limbei engleze este absolut necesar ca să se cunoască la perfecție *gramatica limbei* și că elevii vor putea ajunge anevoie la aceasta având și greutatea de a o învăța într'o limbă absolut necunoscută lor, am dat toate regulile gramaticale din volumul I în *românește*. Și aceasta va ușura mult munca elevilor.

În partea literară am căutat să prezint o schemă mai sistematică a curentelor și epocelor literare, păstrând cu sfințenie și venerație, spiritul vioiu și atrăgător, al celeia, ce nu mai este cu mine în această lucrare.

În ziua de 28 Sept. 1934 Miss *Maud-Griffiths-Belbin*, după o crudă și îndelungată boală, a părăsit pentru totdeauna pământul românesc, pe care l-a iubit atâta, și pe prietenele cari au admirat-o nespun pentru sufletul

ei deosebit și mintea ei bogată și strălucitoare. Amintirea, ca și numele ei, vor dăinui în paginile acestor cărți, în care și-a pus vasta ei experiență de profesoară, în slujba unui ideal : acela de a învăța pe copiii români să vorbească *bine* și *frumos* englezește, pentruca prin cunoașterea limbii, să cunoască și *geniul englezesc*, care e cea mai mare forță cuceritoare a veacului trecut și a timpurilor noastre.

Mulțumesc călduros tuturor d-lor și d-nelor Profesoare, cari au introdus aceste manuale în școlile respective. Mulțumesc tuturor celor, ce mi-au împărtășit observațiunile lor competente. Făcând modificările, ce am făcut, supunându-mă *tuturor* exigențelor noii programe analitice, sper că aceste manuale vor fi adoptate în toate școlile, precum și de toți aceia, ce învață în particular, în locul manualelor străine, mult mai scumpe și mult mai nepotrivite pentru capacitatea și posibilitățile copiilor români.

SANDA I. MATEIU

Septembrie 1935

PHONETICS

STUDIU FONETIC

Limba engleză nu are o *ortografie fonetică*. Aceeași literă are sunete diferite (ca d. ex. *s* în *sign, easy, sure, measure*) iar pe de altă parte același sunet poate fi reprezentat prin litere sau grupe de litere diferite (ca d. ex. *c* în *cat, kill, chord, quay*). Deasemenea, unele litere nu se pronunță (ca de ex. *lamb, knife, half, etc.*) și una și aceeași literă nu are întotdeauna același sunet (ca d. ex. *a* în : *card, bad, among, air, etc.*). Aceasta face ca ortografia și pronunția corectă să fie destul de anevoioasă pentru străini. Chiar copiii englezi învață cititul și scrisul foarte greu, deoarece marile deosebiri și chiar contradicții dintre exprimarea orală și scrisă, aduc mereu pe buzele lor întrebarea : *Why?* (De ce?).

Un lucru, care izbește pe străin, de îndată ce sosește în Anglia, e *varietatea pronunției*. În afară de dialectele mari — *englez, scoțian, irlandez, etc.* — se poate zice că mai fiecare județ își are accentul special. Un om din *Kent*, din *Devonshire*, din *Lancashire*, nu vor vorbi la fel. Chiar în *Londra*, diferitele cartiere își au anumite vocabulare și un anumit accent. Numai vorbesc de accentul *american, australian, canadian, sud-african*. De aceea străinul e foarte perplex, neștiind exact care e pronunția cea mai corectă.

Această varietate a provocat marea mișcare din sec. al XVIII-lea când savantul *Johnson* a fixat în dicționarul său pronunția limbii corecte și literare, care este *standard speech*-ul. *Standard speech*-ul este dialectul din

sudul Angliei, a cărui influență s'a impus încă din sec. al XV-lea la Curte, în vechile Universități și în pătura aristocratică și cultă din întreg cuprinsul insulelor britanice. Școlile publice mari, dezvoltarea învățământului pentru fete — mamele de mai târziu, cu influența lor imensă asupra noilor generații — obligativitatea învățământului primar, dezvoltarea căilor de comunicație, care, aducând pe Scoțian în contact cu viața sudului, a netezit provincialismele; teatrul, literatura și, acum în urmă, Radioul, contribuiesc la uniformizarea pronunției, așa încât astăzi, se poate spune, că cetățenii britanici culți, pronunță, mai mult sau mai puțin, la fel. Dar rămâne imensa mulțime a celor fără cultură, cari, de multe ori, te vor surprinde prin accente și pronunții neașteptate, în conflict cu orice regulă gramaticală și, trebuie să mărturisesc, lipsite de orice frumusețe.

Bernard Shaw, marele umorist, spunea odată, într'o conferință la Radio asupra foneticilor: „*Sfătuesc pe orice străin să nu vorbească prea gramatical în Anglia, căci riscă să nu-l priceapă nimeni...*”. Firește e o glumă: dar o glumă, care cuprinde și mult adevăr. Deaceia la învățarea limbei engleze, trebuie să se pună multă importanță asupra *formeii vorbite*, care cu eliziunile și prescurtările ei, este aceea, de care veți avea nevoie, când veți merge în Anglia. Acolo nu veți întrebuința forme întregi ca *I do not*, ci *I don't*, *I can't*, *I couldn't*, etc.

Pentru că limba engleză are mult mai multe sunete decât cele 23 de litere ale alfabetului, s'a simțit nevoia să se creeze un alfabet *fonetic*, de data aceasta cu **26 de vocale și diftongi și 23 de consonante**.

Iată tabloul cu pronunția respectivă :

Consonants

p	ca în <i>pat</i>	<i>apple</i> ,	<i>tap</i>
b	ca în <i>bat</i> ,	<i>babble</i> ,	<i>tab</i>

t	ca	în	<i>tap,</i>	<i>bitten,</i>	<i>pat</i>
d	ca	în	<i>dab</i>	<i>bidden,</i>	<i>bad</i>
k	ca	în	<i>cat,</i>	<i>tackle,</i>	<i>tack</i>
g	ca	în	<i>gut</i>	<i>waggle,</i>	<i>tug</i>
m	ca	în	<i>man,</i>	<i>hammer,</i>	<i>ram</i>
n	ca	în	<i>nut,</i>	<i>winner,</i>	<i>tun</i>
ŋ	ca	în	<i>singer,</i>	<i>sing,</i>	<i>wing</i>
w	ca	în	<i>wit,</i>	<i>word,</i>	<i>persuade</i>
w	ca	în	<i>when</i>		
f	ca	în	<i>fan,</i>	<i>stiffer,</i>	<i>leaf</i>
v	ca	în	<i>van,</i>	<i>never,</i>	<i>leave</i>
θ	ca	în	<i>thing,</i>	<i>Ethel,</i>	<i>cloth</i>
ð	ca	în	<i>this,</i>	<i>leather,</i>	<i>clothe</i>
s	ca	în	<i>seal,</i>	<i>lesson,</i>	<i>lease</i>
z	ca	în	<i>zeal,</i>	<i>easel,</i>	<i>please</i>
ʃ	ca	în	<i>shed,</i>	<i>ashes,</i>	<i>dash</i>
ʒ	ca	în	<i>leisure,</i>	<i>rouge</i>	
l	ca	în	<i>lip,</i>	<i>pillow,</i>	<i>pill</i>
r	ca	în	<i>red,</i>	<i>very</i>	
j	ca	în	<i>yes,</i>	<i>tune</i>	
h	ca	în	<i>hot</i>		

Vowels and diphthongs

- ɔ : is the vowel sound in *calm, are, card*
 ʌ is the vowel sound in *hut, hum, mother, cup*
 æ is the vowel sound in *bad, had*
 ɛ is the vowel sound in *air*
 e is the vowel sound in *bet*
 i is the vowel sound in *bit, hid*
 iə is the vowel part of *dear, fear, spear*
 i : is the vowel sound of *beat, heat, seat, leave*
 ai is the diphthong in *bite, my, time, high*
 aiə is the vowel part of *fire, hire, choir, higher*
 ei is the diphthong in *bait, laid, raid, rate*
 eiə is the vowel part of *player, prayer*

- ə is the vowel sound in *pot, log, lock, god, dog*
 ɔ : is the vowel sound in *bought, lord, sawed*
 o is the first vowel sound in *poetic, romance*
 u is the vowel sound in *put, good, should, food*
 ue is the vowel part of *poor, sure*
 u : is the vowel sound in *boot*
 au is the *diphthong* in *bout, loud, house, lout*
 auə is the vowel part of *bower, our, hour, flower*
 ɔi is the *diphthong* in *boy*
 ɔiə is the vowel part of *loyal*
 ou is the *diphthong* in *boat, road, robe, rope*
 ouə is the vowel part of *lower, sower*
 ə : is the vowel sound in *burn, fir, fur, word*
 ə is the final vowel sound in *china*

Clasificarea sunetelor

I. Sunetele se împart, în primul rând, în două mari categorii : *Vocale și consonante*.

1. Pentru pronunțarea vocalelor, aerul din plămâni trece nestingherit, fie numai prin gură (*oral vowels*), fie prin gură și prin nas (*nasal vowels*).

2. Pentru consonante aerul ori se oprește complet și apoi izbucnește printr'o mică explozie (*stops or plosives*, ex. *p, b, t, d, k, g*) sau trece încontinuu printr'un pasaj îngust format din buze, cu o fricțiune perceptibilă, *fricatives*, d. ex. *f, v, s, z*. Alteori aerul este oprit de gura închisă și trece numai prin nas (*nasal consonant*, d. ex. : *m și n*).

II. Din alt punct de vedere, sunetele se împart iar în două categorii :

1. Sunetele, cari se pronunță cu vibrația coardelor vocale (*voiced sounds* : ex. *b, d, v, z*).

2. Sunetele, ce se pronunță *fără* vibrația coardelor vocale (*voiceless sounds*; ex. *p, t, f, s*).

Când *șoptim*, toate sunetele devin *voiceless*.

III. Sunetele mai variază și în *lungime*.

1. Sunete *lungi* (*long sounds*: date, babe, take).

2. Sunete *scurte* (*short sounds*: cat, bag, give, big).

FRONT VOWELS		FRONT VOWELS	
i	in bit	i	in bit
e	in bed	e	in bed
æ	in bad	æ	in bad
ɛ	in bed	ɛ	in bed
ɛː	in bed	ɛː	in bed
ɛ	in bed	ɛ	in bed
ɛ	in bed	ɛ	in bed

Notă. — După învățarea alfabetului fonetic sfătuiesc pe elevi să-și procure „The Pronouncing Dictionary” de Jones.

Vocale

Vocalele se plasează, în pronunțarea lor, ori în partea din față a gurii, în dosul dinților și se numesc *front-vowels*, ori în fundul gurii, aproape de omușor și atunci se numesc *back-vowels*.

Iată tabloul lor : *)

FRONT VOWELS	BACK VOWELS
<i>i</i> in <i>bead</i> (bi : d)	<i>u</i> : in <i>cood</i> (ku : d)
<i>i</i> in <i>bid</i> (b i d)	<i>ʊ</i> in <i>could</i> (kʊd)
<i>ei</i> in <i>bayed</i> (beid)	<i>oʊ</i> in <i>code</i> (koud)
<i>ɛ</i> in <i>bed</i> (b ɛ d)	<i>ʌ</i> in <i>cud</i> (kʌd)
<i>ɛə</i> in <i>bared</i> (bɛəd)	<i>ɑ</i> : in <i>card</i> (ka : d)
<i>ae</i> in <i>bad</i> (bæd)	<i>ɔ</i> : in <i>cord</i> (kɔ : rd)
	<i>ɔ</i> in <i>cod</i> (kɔd)

Consonante

Consonantele sunt emise prin diferite poziții ale limbii și ale buzelor. Sunt pronunțate cu amândouă buzele (*bilabial*) fie prin mișcarea buzelor și răsuflarea oprită de dinți (*labiodental*) fie în dosul dinților (*predental*), fie în fața dinților, înspre interior (*post dental*), fie cu limba atingând cerul gurii (*palatal*) sau cu vibrația omușorului (*velar*) sau dincolo de epiglot (*glottal*).

*) După G. E. Fuhrken.

Iată tabloul lor : *)

	Plosive	Fricative	Semi vowels	Late- ral	Nasal	Trilled
Bi-labial	b. p.	ʙ	w		m	
Labis-denfal		f, v				
Predental		θ δ				
Post dental	f, d tʃ, ʒ, ʒ	s, z, ʃ, ʒ		l	r	r
Palatal		ç	j			
Velar	k. g	x			ŋ	
Glottal		h				

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*, După G. E. Fuhrken.

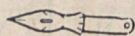
G. Belbin, Sanda Matei — English Book. — 2.



LESSON 1. — FIRST LESSON

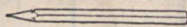
School-things

Here is a pen



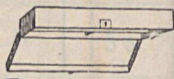
This is a pen

Here is a pencil



This is a pencil

Here is a box



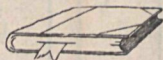
This is a box

Here is an ink-pot



This is an ink-pot

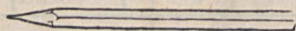
Here is a book



This is a book

What? — here — pen — pencil — box — ink-pot.

What is this?



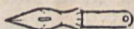
This is a —

What is this?



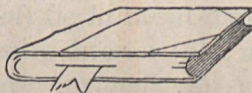
This is an —

What is this?



This is a —

What is this?



This is a — etc.

Pronounce *) *th* — *th* — *th* — *th* — *th* — *th* —

The — the — this — this — here — here — what.

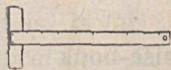
*) *Notă.* Pentru a se pronunța acest sunet atât de caracteristic limbii engleze *th*, se apasă limba în dosul dinților de sus, iar buzele rămân deschise și nemișcate.



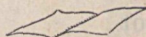
A penholder



A school-bag or a satchel



A ruler



paper



blotting-paper

Here is a school-bag

What is this? —*)

Here is a ruler

What is this? —

Here is *some* paper

What is this? —

Here is *some blotting-paper*

What is this? —

Here is a penholder

What is this? —

*) *Notă.* Când întrebarea începe cu un pronume, răspunsul trebuie să cuprindă *același* pronume; — Is *it*? — *It is*; — Is *there*? — *There is*. Toate întrebările în limba engleză se compun cu auxiliare, niciodată cu verbul simplu, excepție făcând numai auxiliarele.

LESSON 2. — SECOND LESSON

Yes

School-things

No



A book



An exercise-book



An ink-pot



A rubber.

Is this a book?

Yes, it is a —

Is this an exercise-book?

Yes, it is an —

Is this an ink-pot?

Yes, it is an —

What?

What is this?

This is a rubber.

What is this?

This is an ink-pot.

What is this?

This is a book.

Shut

Open

Is the book *open*?

Yes, the book is open.

Is the ink-pot *shut*?Yes, the ink-pot is *shut*.Is the exercise book open? Yes, the exercise-book is
[open.]

Questions

Answers

Is *this*?*This* is?Is *it*?*It* is?Is the book open? —*) *Yes, the book is open.* It is open.Is the book shut? — *Yes, the book is shut.* — It is shut.

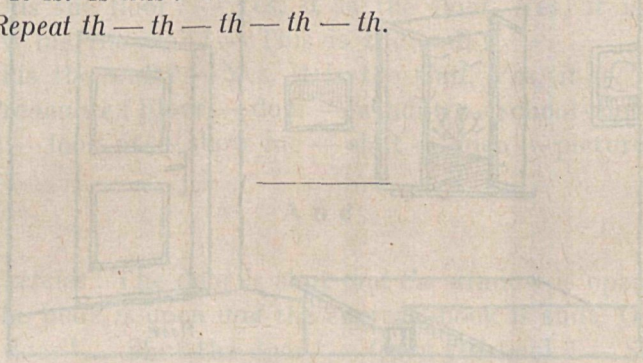
*) Observați că afirmațiunea se repetă. Tot așa și negațiunea : *Yes*, there is ; *No*, there is not.

Is the ink-pot open? — *No*, the ink-pot is *not open*. —
It is *not open*.

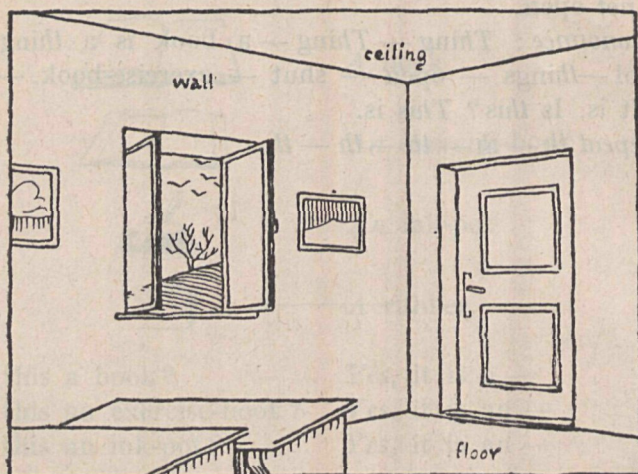
Is the box open? — *No*, the box is *not open*. — It is
not open.

Pronounce : *Thing* — *Thing* — a book is a *thing* —
school — *things* — open — shut — exercise-book. — Is
it? It is. Is *this*? *This* is.

Repeat *th* — *th* — *th* — *th* — *th*.



LESSON 3. — THIRD LESSON.

Things in the School-room.

The *) door

The school-room

The window

The floor

The ceiling

The wall

The picture

Shut! Open!

Is the door shut?

Yes, it is shut

Is the window open?

Yes, it is open

This is the school-room.

Is this the school-room?

[Yes, it is.

This is the wall. — Is this the wall? — Yes, it is.

*) *Articolul indefinit* este a înaintea unui substantiv, care începe cu o consoană : *a book* și an înaintea unui cuvânt, care începe cu o vocală sau cu o consoană mulă : *an exercise-book, an hour*. Sunt puține excepții. *Articolul definit* este *the* pentru toate genurile, atât la *plural* cât și la *singular*. *A, an*, are numai *singular*. *The* se pronunță diferit după cum substantivul începe cu o vocală sau cu o consoană. Exersați : *The (ðə) book ; The (ði) exercise-book, etc.*

No — Look at! — Show me! — No, not.

Look at the door! Is it open? — No, it is not open,
it is shut.

Look at the window! Is it shut? — No, it is not shut,
it is open.

Show me the floor! — This is the floor.

Is this the floor? — Yes, it is the floor. Yes, it is.

Show me the wall! — This is the wall!

Is this the wall? — Yes, it is the wall. Yes, it is.

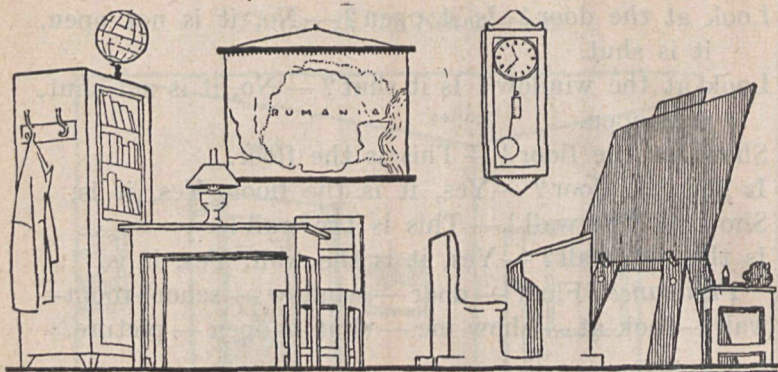
Pronounce : Floor — door — window — school-room —
wall — look at — show me — shut — open — picture.

A n d

Exercise : The door is shut *and* the window is open.

The book is open *and* the exercise-book is shut. Open
the door! — Shut the door! — Open the book! — Shut
the book! — Open the window! — Stand up! — Come
here! — Go *back* to *your* place! — *Sit down*! —

LESSON 4. — FOURTH LESSON.

Objects in the school-room.

The black-board	The clock	The bookcase
The piece of chalk	The map	The globe
The duster	The table	The peg
The form	The chair	I write
The desk	The electric-lamp.	I wipe

Where ?**Here !****There !**

Where is the ink? — The ink is in the ink-pot.

Where is the book? — The book is in the school-bag.

Where is the blotting-paper? — It is in the exercise-book.

Where is the black-board? — It is *near* the wall.

Is the ruler in the school-bag? — Yes, it is.

Is the pen in the box? — No, it is not.

Is the ink in the ink-pot? — Yes, it is.

*Singular**Plural *)*

a table

two tables

a *stool*

two stools

a form

two forms

a peg

two pegs.

*) Pluralul se face adăogând *s* la urmă. Sunt și excepții.

One, two, three, four, five, six, seven, eight, nine, ten.

Reading.

The pen is in the box and the pencil is in the box *too*. The book is in the school-bag and the ruler is in the school-bag *too*. Where is the window? Where is the blackboard? *Look at* the picture! I write on the blackboard *with* a piece of chalk. Here is the duster. I wipe the blackboard with the duster. Come to the blackboard! Wipe the blackboard! I come to the blackboard. I wipe the blackboard! I write on the blackboard. I go *back* to *my* place. I sit down!

With

With

With

LESSON 5. — FIFTH LESSON.

Persons in the School-room.

The *girls* (or the *boys*) are in the school-room. The *teacher* is in the school-room too. There are *many* girls (boys) but there is *only* one teacher. I *am* the teacher, *you are* the *pupils*. The teacher has a desk and a chair. The *teacher's* *) desk. *Each* pupil has a desk and a chair. The *pupil's* desk, the *pupil's* chair. There are also *forms* or *benches*. The *children* **) *sit* on the forms or benches or chairs. The bookcase is in the *corner*. There are *many* books in it.

Pronounce : girl — boy — girls — boys — person — persons — many — pupil — pupils — pupil's — thing — bench — benches — *child* — *children* — bookcase — bookcases — corner — corners.

Verbs. I sit. I write. I wipe. I come. I open. I shut. I am, you are, he, she, it is.

We are, you are, they are.

Grammar. Girl, boy, teacher, person, pupil, thing, bench, child, corner, **are nouns**.

One, two, three, four, five, six, seven, eight, nine, ten are **numerals**.

I sit, I am, I write are **verbs**.

Home lesson

1. Write ten nouns in the plural.
2. Answer to these questions :
 - Has the teacher a chair and a desk?
 - Is the pupil in the school-room?
 - Is the bench in the *class-room*?
 - Where is the teacher's desk?
 - Where are the boys (girls)?
 - Where are you?
 - Where am I?

*) *Notă* ...'s indică posesiunea pentru ființe, corespunzătoare cazului Genetiv. Ex. *The pupil's book*.

**) Plural neregulat : *child* — *children*.

LESSON 6. — SIXTH LESSON.

Numbers

1 one	6 six	11 eleven	16 sixteen
2 two	7 seven	12 twelve	17 seventeen
3 three	8 eight	13 thirteen	18 eighteen
4 four	9 nine	14 fourteen	19 nineteen
5 five	10 ten	15 fifteen	20 twenty

Addition

7 seven and
 5 five are twelve, and
 3 three are fifteen, and
 2 two are seventeen, and
 2 two are nineteen, and
 1 one are
 20 twenty

The *sum* of $7+5+3+2+2+1$ is 20.

Two *and* two make four. Two *plus* two make four.

I write the *figure* 7. I write the *figure* 5.

What *figure* is *this*? (4) — This is *figure* 4.

What *figure* is *that*? — *That* is *figure* — etc.

Verbs. I show. You show. He shows.

I count. You count. He counts.

Pronounce : *How much*? *How many*? *this*, *that*.

Exercise. Two and two are —. Five and one are —. Three and three are —. Five and five are —. Seven and four are —. *How much* is 1 and 3? 8 and 9? 10 and 10? 4 and 7? 1 and 1? 9 and 6?

Count the tables and chairs in the class-room!

How many are *there*? *There* are —

Count the windows! How many books are in the satchel? How many pens *have* you?

21 twenty one	27 twenty seven	60 sixty
22 twenty two	28 twenty eight	70 seventy
23 twenty three	29 twenty nine	80 eighty
24 twenty four	30 thirty	90 ninety
25 twenty five	40 forty	100 one hundred
26 twenty six	50 fifty	102 one hundred and two

Note :

{	three	thirteen	thirty
	four	fourteen	forty
	five	fifteen	fifty

The four *rules* are : addition, subtraction, multiplication and division.

LESSON 7. — SEVENTH LESSON.

Rhyme.

One, two, three, four,
 Mary at the cottage door,
 Eating cherries off a plate,
 Five, six, seven, eight.

Multiplication :

once — twice — three times — four times

once two are two, $1 \times 2 = 2$

twice two are four, $2 \times 2 = 4$

three times two are six, $3 \times 2 = 6$

four times four are sixteen, $4 \times 4 = 16$.

200 two hundred *)

1000 one thousand

300 three hundred

2000 two thousand *)

400 four hundred

3582 three thousand five

500 five hundred

hundred and eighty two.

1935 Nineteen hundred and thirty five.

The clock. The hour. The Time.

It is twenty minutes to three.



It is a quarter to four.

*) Nu se pun nici sutele nici miile la plural.



It is half past three.



It is a quarter past five.



What *time* is it? — It is ten minutes past three.



What *o'clock* is it? — It is twelve o'clock, it is noon.



It is one o'clock, *and so on.*

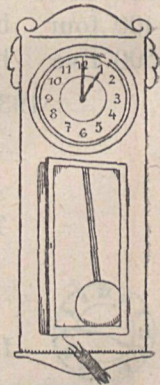
Rhyme

Dickery, Dickery, Dock,

The mouse ran up the clock,

The clock *struck* one! — the mouse *ran*
down,

Dickery, Dickery, Dock!



LESSON 8. — EIGHTH LESSON.

The Week. The months. The year.

The *year* has twelve *months*. Each *month* has four *weeks*. Every *week* seven *days*. Each *day* has a *name*.

The first day is Monday
 The second day is Tuesday
 The third day is Wednesday
 The fourth day is Thursday
 The fifth day is Friday
 The sixth day is Saturday
 The seventh day is Sunday.

To-day is Monday.

Yesterday was Sunday

To-morrow will be Tuesday.

Was is the *past tense* (Preterite).

Will be is the *Future tense*.

Time is money!

The months.

There are twelve months in a year. *November* is a month. *November* has 30 days. *To-day* is the twenty-sixth (26 th.) of *November*. *December* has 31 days, and *February* has only 28 days (and sometimes 29 days). The months are *January, February, March, April, May, June, July, August, September, October, November* and *December*.

Home lesson

1. What time is it?
 What day was yesterday?
 What day will be to-morrow?
 2. Learn and write the names of the days and of the months.
-

LESSON 9. — NINTH LESSON.

The Time (continued)

It is morning. It is light. It is time to get up.

I get up. I dress. I say : „*Good morning, mother!*” „*Good morning, father!*” I go to school. I say my lessons. I go home at noon. In the afternoon I say „*Good afternoon*”. Sunday is a holiday.

At *night* it is dark. After 7 o'clock it is *evening*. I say „*Good evening*”. In the evening we *have no* school. At 9 o'clock I say „*Good night!*” I undress, I go to bed, I fall asleep.

Verbs. I say. I go *home*. I go *to school* *).

We have, you have, they have.

Dictation.

I am a pupil. I come to school every day. I am a school-girl (boy). I write my lesson with a pen in the exercise-book. I count and I write the figures on the blackboard. I write on the black-board with a piece of chalk. I *correct* the *mistakes* in the dictation. How many mistakes have you? I have 3 mistakes. I have only one.

Rhyme.

Thirty days are in September,
April, June and all November,
All the rest have one and thirty,
Save the month of February.
Twenty-eight are all its store,
But in Leap year one day more.

Home lesson

1. Learn and write the names of the days and of the months.
2. Learn the rhyme and repeat *all* the *other* rhymes.

*) Prepoziția *to* arată mișcare : I go *to* school, I go *to* church, I go *to* the theatre, etc. In fața cuvântului *home* prepoziția cade : I go *home*.

LESSON 10. — TENTH LESSON.*Colours.**Exercise.*

I have a red pencil you have a black pencil. He has a blue exercise book. She has a yellow book. This book is yellow. That pencil is red. The door is brown. The ink is black. The *egg* is white. The *tree* is green. The *cow* is brown and white. *What* is the colour of the floor? The chair? The table? The walls? etc.

Reading.

Mary has a pretty book, it is yellow; the *cover* is yellow. John has a blue pencil, it is in his pencil-box and his pencil-box is in his school-bag. The door of the school-room is brown, the walls are light-blue, and the ceiling is white. *Your* exercise-book is light-blue. you write *on* it with black ink *or* violet ink *or* with a pencil.

Pronounce : th — th — with — this — that — that — what — what — where — where — cover.

,	:	;	.
a comma	a colon	a semi-colon	a full-stop

Home lesson

- What is white in *your room*?
- What is black in the class-room?
- Is the chalk white?
- What is the colour of *your* book?
- What is the colour of Mary's pencil?
- What is the colour of her book?
- Is the ink violet?
- Is the cover *of* *) your book blue?

*) Genetivul când posesorul este un obiect.

LESSON 11. — ELEVENTH LESSON.

Places of objects.

The black-board is on the wall *in front*. The teacher's table is *also in front*. The windows are *on the left* — and the door is *on the right*. The ceiling is *above the head* and the floor is *under the feet*. The book-case is *in the corner* and the stove is in *the other corner*. There are four corners in the room. The lamp hangs *from the middle* of the ceiling. The Alphabet has twenty-six letters. *After a* comes *b*. *After b* comes *c*. *Before b* comes *a*. *Before c* comes *b*. *Between d* and *f* comes *e*. *After 1* comes *2*. *Before 3* comes *2*. *Between 1* and *3* comes *2* and so on.

Exercise.

Which letter comes after *m*?

Which letter comes before *s*?

Which figure comes before 2, 4, 33, 81, and so on.

Learn well the new words : *in front* — *on the left* — *on the right* — *above* — *under* — *in the corner* — *in the middle* — *also* — *stove* — *hangs from* — *other* — *after* — *before* — *between* — *which*?

Exercise.

1. Repeat the numbers from 1 to 100 and write in letters :

50 — 5 — 15 — 4 — 44 — 55 — 3 — 13.

2. — Where is the blackboard?

— Is the teacher's table in front?

— What is in the corner?

— Where is the stove?

— Where are the windows?

— Where is the door?

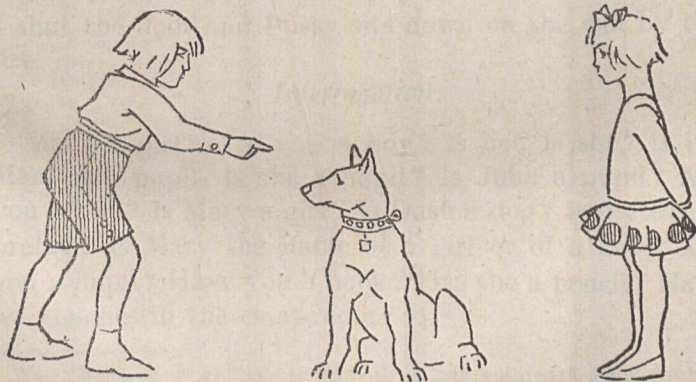
Home lesson

Write ten sentences on the words *after* — *before* — *between* — *above* — *under*.

LESSON 12. — TWELFTH LESSON.

*Names. — Genders.*What is *my* name?*Your* name is JaneWhat is *her* name?*Her* name is MaryWhat is *his* name?*His* name is JohnWhat is *your* name?*My* name is Peter.*Reading.*

There is a tree in the yard. There is a nest in the tree. The bird is not on the tree. There are five eggs in the nest. A boy and a girl look at the nest. The girl is little *). The boy is little *) too. The cow is in the yard. Moo! Moo! The cow is big. It is big. Peter is a boy, he has a dog. Jane is a girl, she has a doll. The doll is pretty, it is pretty.

Jane is feminine.*John* is masculine.*A thing* is neuter; *an animal* is neuter.

MASCULINE

NEUTER

FEMININE

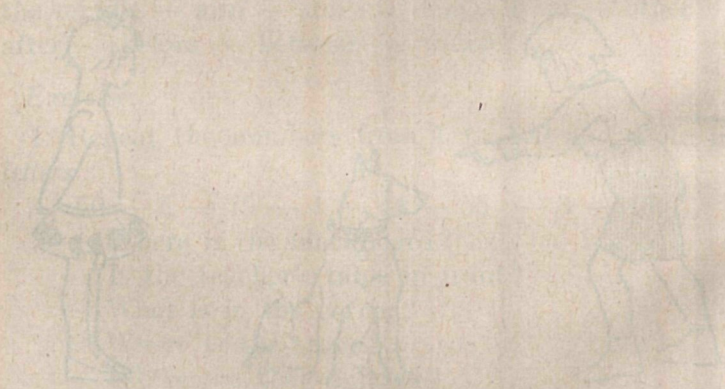
*) Adjectivul are o singură formă pentru toate genurile : a little boy, a little girl, a little dog.

There are three Genders in English : masculine, feminine, neuter.

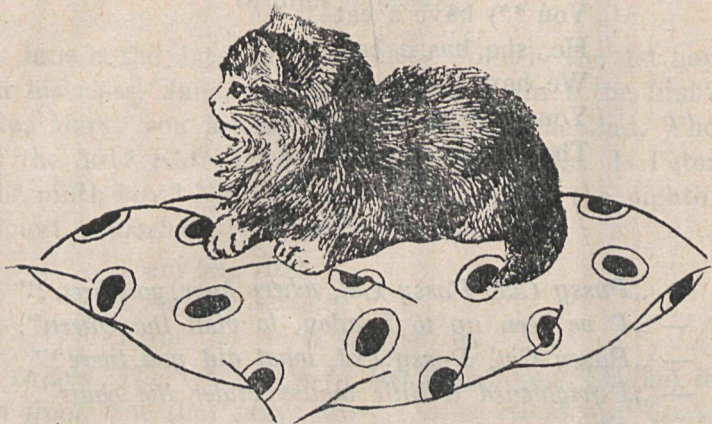
The nest is in the tree, *it* is a pretty nest. The tree is green, *it* is in the garden. The cow is in the yard, *it* is a good cow, *it* is brown and white. Good cow ! Moo-Moo ! The little girl looks at the nest ; *she* likes the eggs. The boy looks at the cow ; *he* likes animals.

Home lesson.

Write three masculine names, three feminine names, six neuter things and animals.



LESSON 13. — THIRTEENTH LESSON.

The cat.

The name of *my* cat is Pussy. Have you a Pussy-cat? My Pussy is grey. Her *fur* is very *soft*. *She* *) sits by the *fire* and says : *purr ! purr !* Pussy is in the garden. I call : *Pussy ! Pussy !* Pussy says *mew, mew !* She comes to the door : *Mew, mew !* I open the door, she comes in. I shut the door and Pussy sits down on the *mat* by the fire.

Interrogation.

Am I a girl? Are you a boy? is he? is she? is it? Mary is a pupil. Is she a pupil? Is John a pupil? Are you a boy? Is Mary a girl? Is Dash a dog? Is my Pussy pretty? Is Mary the name of a girl or of a boy? Are you a pupil? Have you a book? Has she a pencil? Have we benches in the class-room? *).

Note. Vorbind de animale în *general*, se întrebuințează genul neutru. dar dacă specificăm sexul întrebuințăm masculinul sau femininul. D. ex. *my cow* is brown, *she* is very pretty. John's dog is big; he is a fine animal.

*) Pentru animalele casnice se întrebuințează feminin și masculin. Pisica e feminin : *she* ; câinele e masculin : *he*.

Conjugate.

I have a cat
 You **) have a cat
 He, she has a cat
 We have a cat
 You have a cat
 They have a cat.

Rhyme.

- „Pussy Cat, Pussy Cat, where have you been?”
 — „I' ve been up to London, to visit the Queen”.
 — „Pussy Cat, Pussy Cat, what did you there?”
 — „I frightened a little mouse under the chair”.

Home lesson.

1. Learn the rhyme.
2. Write sentences with *my, your, his, her,*

*) Verbele auxiliare fac *forma interogativă* prin *inversiune*: I have; have I? I am; am I? You have; have you? etc.

*) *Thou* = tu, se întrebuițează numai pentru Dumnezeu și în poezie.

LESSON 14. — FOURTEENTH LESSON.

Ordinal numbers.

Jane is the 1st girl in her class. John is the 1st boy in his class. Jane, you are the first! Am I the first? No, Mary, you are not the 1st, you are the 2nd. Who is the 3rd? Kate is the 3rd. She is the 3rd. Is Peter the ninth boy? No, he is not the 9th. He is the eighth. Count *yourselves*, children :

I am the first

I am the second

I am the third, and so on.

Orders. The teacher is in the class-room. She(he) is *in front*. She (he) says : Mary (John) stand up ! Come to the blackboard ! Take the chalk ! Write *the date* on the blackboard. Take the duster ! Wipe the blackboard ! Go back to your place ! Sit down ! Read the lesson ! Read it again ! Repeat after me ! Count in turns ! Take your copy-books and write !

Dictation.

Write in *letters*, please ! 77, 523, 860, 1054, 2538, 89, 15, 1555, 732, 508, 117, 1935.

Now, change your copy-books and correct your mistakes. Count your mistakes !

Exercise.

Who is the first?

Who is the second?

Who is the third? and so on.

Home lesson

1. Write 20 ordinal numbers in words.
2. Make three sentences on this lesson.
3. Repeat all the rhymes.

LESSON 15. — FIFTEENTH LESSON.

*Adjectives.**Singular.*

The cow is brown. — A *brown cow*.

The tree is green. — A *green tree*.

The little girl is nice. — A *nice little girl*.

The boy is good. — A *good boy*.

Plural.

The cows are brown. — *Brown cows*.

The trees are green. — *Green trees*.

The little girls are nice. — *Nice little girls*.

The boys are good. — *Good boys*.

Adjectives have no plural — they do not change. — They come before the nouns.

The ink is black, it is not white. The pencil is red, it is not blue. I write on white paper. The nest is *pretty*. The table is *long*. The pencil is *short*. The garden is *large*. The yard is *small*. John is *big*. Mary is *little*.

*Reading.*

The *pupils* are in the *playground*. Some pupils are *big* and some are *little*. The *playground* is *large*. The boys and girls *run* and *play* in the *playground*. The *big cow* and the *little calf* are in the *yard*. The cow says: *Moo*,

moo! and the little calf runs to it. The big tree is in the yard and the little nest is in the tree. There are white eggs in the nest. The bird is on the tree near the nest. The opposite of *pretty* is *ugly*.

Pronounce : long — large — big — run — play — pupils — playground — short — small — little — cow — calf — near — pretty — ugly.

Home lesson

1. Write the adjectives in one column and the nouns in the other and learn them by heart.
2. Write three sentences with adjectives.



LESSON 16. — SIXTEENTH LESSON.

Possessive and demonstrative adjectives.

Singular.

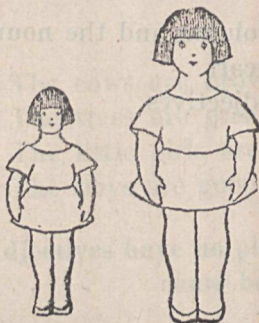
This is a ball. It is John's ball.

It is *his* ball.

This is a doll. It is Kate's doll.

It is *her* doll.

This is a book. It has a yellow cover. Its cover is yellow.

*Plural.*

These are balls.

They are *your* and *my* balls.

They are *your* and *my* balls.

They are *our* balls.

These are dolls.

They are *your* and M's dolls.

These are books. They are Ned's and John's books. They are *their* books.

These are books. They have

yellow covers. *Their* *) covers are yellow.

John's, Mary's, Ned's, bird's are possessive nouns.

The apostrophe's is employed only for persons and animals not for things.

The possessive adjectives are :

	<i>Singular</i>	<i>Plural</i>
1st person :	<i>my</i>	<i>our</i>
2nd person :	<i>your</i>	<i>your</i>
3rd person :	<i>his, her, its.</i>	<i>their</i> (for the three genders)

*) *Their* se întrebuințează pentru toate pluralurile, oricare ar fi genul posesorului.

The demonstrative adjectives are :

Singular	Plural
This *)	These *)
That *)	Those *)
This book	These books
That book	Those books

Home lesson

Write six sentences with possessive adjectives and six with demonstrative adjectives.

*) This reprezintă un obiect apropiat (*These* e pluralul).
 That reprezintă un obiect îndepărtat (*Those* e pluralul).

LESSON 17. — SEVENTEENTH LESSON

Verbs.

John opens the door, he shuts the door, he comes into the room. He *goes* to his place, he sits down. Mary comes to the blackboard, she takes the chalk, she writes on the blackboard. She takes the duster. She wipes the blackboard. The dog comes into the room, it goes to the mat. It lies down.

All English verbs have an *s* in the third person singular.

Exercise : Conjugate verb.

Singular

Plural

I *open* the door
You *open* the door
He *opens* the door

We *open* the door
You *open* the door
They *open* the door.

I am a good pupil
You are a good pupil
He, she is a good pupil.

We are good pupils
You are good pupils
They are good pupils

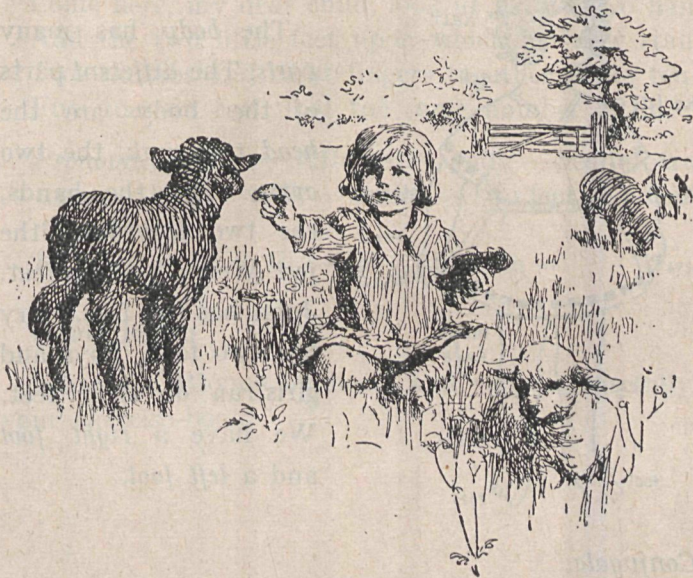
Demonstrative adjectives again.

Is *this* your ball? — Yes, *this* is my ball
Are *these* your balls? — Yes, *these* are our balls
Is *that* Kate's doll? — No, *that* is not Kate's doll.

Rhyme

— Baa, baa, black sheep
Have you any wool?
— Yes, Sir, yes Sir, three bags full;

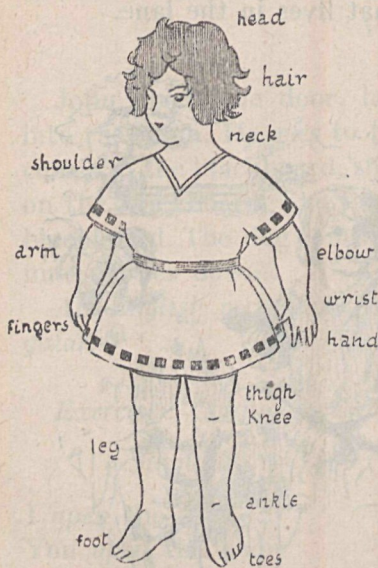
One for my master,
One for my dame.
One for the little boy that lives in the lane.



Home lesson

1. Learn the rhyme.
 2. Conjugate in full : I write in my exercise-book ; I go to my place. I lie down.
-

LESSON 13. — EIGHTEENTH LESSON.

*The body.*

The *body* has many *parts*. The *different* parts of the *body* are the *head*, the *trunk*, the two *arms* with the *hands*, the two *legs* with the *feet*. We *walk* on our *feet*. John has two *feet*. Mary has two *feet*. Boys and girls run on their *feet*. We have a *right foot* and a *left foot*.

Conjugate.

I run on my feet in the playground
 You run on your feet in the playground.
 He, she, it runs on his, her, its feet in the playground.
 We run on our feet in the playground
 You run on your feet in the playground
 They run on their feet in the playground.

The parts of the arm are the *shoulder*, the *elbow*, the *wrist*, the *hand*. The parts of the leg are: the *hip*, the *thigh*, the *knee*, the *ankle*, the *foot*, the *toes*.

Exercise.

This is a doll. Look at it. The doll has a head, a body, two arms and two hands, two legs and two feet. The hands have *fingers*; four fingers and one *thumb*

on each hand. The feet have *toes* — five toes on each foot.

Rhyme.

Come here, my dear child, look at baby's two hands,
And the two little feet upon which he now stands.
Two thumbs and eight fingers together make ten ;
Five toes on each foot the same number again.

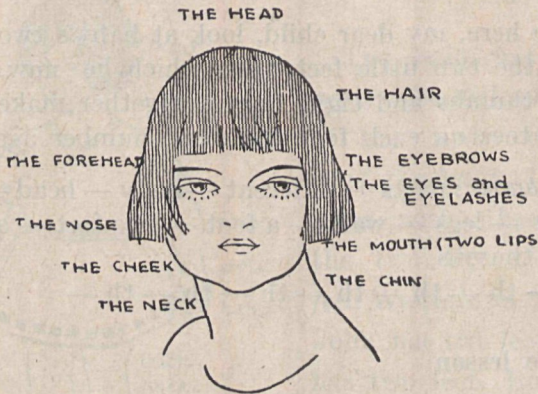
Pronounce : parts — different — body — head — trunk
— arms — legs — walk — a foot — two feet — a thumb
— two thumbs.

Th — th — th — th — th — th — th —

Home lesson

Learn the Rhyme by heart and copy it carefully in your exercise-book.

LESSON 19. — NINETEENTH LESSON.

The head.

I have hair on my head. The hair is dark or fair. The doll has dark hair. The hair is curly or straight. The doll has short straight hair. I look at the picture. I see the eyes, they are under the forehead. The nose is in the middle of the face between the two cheeks. Under the nose is the mouth with two red lips, then come the chin and the neck. I have two ears, one on each side of my head.

Exercise. — How many legs have you? — Can you move your legs? — How many hands has the doll? Can it move its hands? — Can you run on your legs? — Can the doll run? — How many fingers and toes has a boy? — What is the colour of your hair? — Is it straight? — Where is the nose? — Where are the eyes? — How many nails are on your hands and feet?

Conjugate.

I can walk and run	We can walk and run
You can walk and run	You can walk and run
He, she can walk and run	They can walk and run.

The doll *cannot* walk and run
 The doll *cannot* move its legs
 It *cannot* move its arms
 It is a doll.

Rhyme (continued)

Two arms and two shoulders, two elbows, two wrists;
 Now bend up your fingers, make two little fists;
 Two legs and two ankles, two knees and two hips;
 His toes and his fingers have nails on their tips.

Home lesson

Learn the Rhyme by heart and copy it in your exercise-book. *Don't* make mistakes!

LESSON 20. — TWENTIETH LESSON*The human body*

(Repetition)

How many members have you? — Can you run? — Can Mary run? — Can the doll run? — Can you touch and feel with your fingers? — With what do you touch and feel? — Can Peter move his legs? — Can they run? — Are the legs attached to the body at the hips? — Are the shoulders a part of the body? — What are the parts of the leg? — Of the arm? — (Answer in full).

Dictation.

The doll has a body. You have a body too. You have two shoulders. The shoulders are a part of the body. The elbow, the wrist and the hand are parts of the arm. With the fingers we touch and feel. The arm is a part of the body. The arm hangs from the shoulder. The thigh, the knee, the ankle and the foot are parts of the leg. The leg is attached to the body at the hip. It is a part of the body. We move our legs when we walk and run. The doll cannot move its legs, it cannot walk or run it is not a boy or a girl.

Conjugate.

I am not a doll, I can walk and run
 You are not a doll, you can walk and run
 He, she is not a doll, he, she can walk and run
 We are not dolls, we can walk and run
 You are not dolls, you can walk and run
 They are not dolls, they can walk and run.

Home lesson

1. Repeat the Rhyme
 2. Describe your body.
-

LESSON 21, — TWENTY-FIRST LESSON

The Eyes. The Ears. The Nose. The Mouth.

These are the parts of the face. With the eyes we see. The eyes are brown, or blue, or black. The eye has four parts; above the eye, on the forehead, is the *eyebrow*. The *eyelid* covers the *eyeball*. The *lashes* are on the eyelid. We have two ears. We hear with our ears. We smell with our nose and we taste with our tongue which is in the mouth. The lips are red. We say: one *tooth*, *two teeth*. We speak with our *tongue* and lips. You can speak Rumanian very well, *but* can you *) speak English?

- Grammar* 1. Forma interogativă a verbelor se face cu auxiliarul *to do*, care se conjugă, pe când verbul rămâne invariabil.
2. Numai verbele auxiliare fac forma interogativă prin inversiune.
3. Verbele auxiliare sunt 6 și anume: *do, have, be, shall, will, may*.
Aceste trei din urmă sunt și *defective verbs*, adică nu au toate modurile și toate timpurile.
4. Verbul *to do* servește la formarea verbelor interogative și negative.
5. Verbele *have, be, shall, will* formează timpurile compuse.

Conjugate: (Interrogation)

Do I see with my eyes?

Do you see with your eyes?

*) *Can* nu este un verb auxiliar dar împreună cu *must* și *ought* face forma interogativă prin inversiune ca verbele auxiliare: *I can; can I?*

Does *he* see with *his* eyes?
 Does *she* see with *her* eyes?
 Does *it* see with *our* eyes?
 Do *we* see with *our* eyes?
 Do *you* see with *your* eyes?
 Do *they* see with *their* eyes?

This is the *Present tense* of the *auxiliary* verbo *to do* :

I do	we do
you do	you do
he, she, it <i>does</i>	they do

LESSON 22. — TWENTY-SECOND LESSON.

*More adjectives**Shapes of objects*This line is *straight*This line is *curved*This figure is *pointed*This is *round*This is *square*This is an *angle* or a *corner*.

Grammar; *Long* — *short* — *straight* — *curved* — *round* — *square* — *pointed*, are *descriptive adjectives*.

Exercise. This line is straight. That line is curved. This ink-pot is round, that *one* is square. This ruler is long, that *one* is short. These books are on the table; those books are in the bookcase; they are far *from* the teacher.

Questions and answers.

- With what do you see? — Do you see the picture?
- With what do you hear? — Do you hear the *bell*?
- With what do you taste? — Do you taste the orange?
- What are in the mouth? — What is the singular of *teeth*?

Conjugate: 1. Do I speak English? *).

(*Pay attention* to the *s* in the 3rd person).

2. The verb *to hear*. *Interrogative*.

*) Numele de naționalitate se scriu întotdeauna cu literă mare. Ex.: The *British* Empire, the *English* language, the *Rumanian* boy.

Do I hear with *my* ears?
 Do you hear with *your* ears?
 Does she hear with *her* ears?
 Does it hear with *its* ears?
 Do we hear with *our* ears?
 Do you hear with *your* ears?
 Do they hear with *their* ears?

Note. An *ear* — to *hear* — look *here!* —

—	!	?	()
a dash	a note of	a note of	brackets
	exclamation	interrogation	

Home lesson

— With what do you hear? — Does he hear with his ears? — What is the shape of the black-board? the globe? the inkstand? — What is long? — Is your nose long? — What is short?

LESSON 23. — TWENTY-THIRD LESSON

Some more adjectives.

The bookcase is high, the table is high. The chair is low. The stool is low. The blackboard is broad. The window is narrow. The bag is big, the book is little. The house is large. The garden is small. The English book is thin. The Rumanian book is thick. The horse is pretty, the buffalo is ugly.

Grammar. 1. English adjectives *do not change*; they have no plural — no masculine — no feminine: a *good* boy, a *good* girl, *good* children.

2. The adjective is always placed, before the nouns: *a pretty* book, *a good* boy.

Reading

Fill in the blanks with adjectives.

Mary has two — pencils and John has a — book. This ruler is — and this pencil is —. The bag is — and the book is —. It is a — bag, it is a — book. We have a — garden and a — house. The blackboard is — and the globe is —. The horse is —. The buffalo is —.

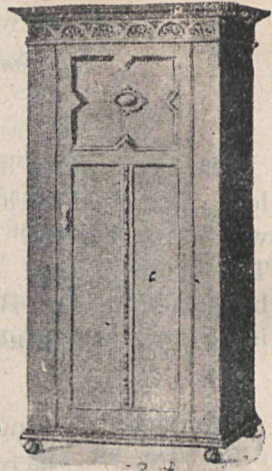
Comparatives and superlatives



high



higher



highest

The chair is *high*, the table is *higher than* the chair, the book-case is the *highest*.

Note. After the comparative use the word *than* :

higher *than*

larger *than*.

Grammar. 1 Adjectivele compuse dintr'o singură silabă întrebunțează la formarea comparativului și superlativului terminarea *er* și *est*; *high*, *higher*, *highest*.

2. Adjectivele mai lungi formează comparativul cu *more* și superlativul cu *most*, pus înainte; *beautiful*, *more beautiful*, *most beautiful*.

3. Sunt adjective, cari au forme cu totul neregulate.

Irregular comparatives

much

more

most

good

better

best

little

less

least

bad

worse

worst

LESSON 24. — TWENTY-FOURTH LESSON.

Clothes

We dress in the morning. We put *on* our clothes. Mary says : I get up. I dress, I put *on* my chemise. Then I put *on* my socks or my stockings and my garters. I put slippers *on* my feet. Then I put *on* my drawers, my bodice, my petticoat and my dress. Sometimes I wear a skirt and a blouse with a belt round my waist, and at home I put *on* : an apron or a pinafore. John says : I get up. I dress. I put *on* my shirt and my knickers, then I put *on* my blouse. I put socks *on* my legs and slippers *on* my feet. When I go out I take *off* my slippers and put *on* my shoes or boots. In the evening children go to bed. They undress. The boys put *on* a night-shirt. The girls put *on* a night-dress or a night-gown.

Teacher : Put *on* your dress, your shoes, your boots, etc.

Pupil : I put *on* my dress, I put *on* my shoes, etc.

Pupils : We put *on* our dresses, we put *on* our shoes, etc.

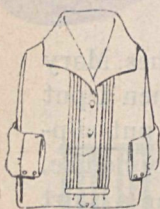
Conjugate.

I wear a dress
 You wear a dress
 He wears knickers
 She wears a dress
 We wear *dresses*
 You wear dresses
 They wear dresses.

Home lesson

— What clothes do boys wear? — Do they wear boots or shoes? — What clothes do girls wear?

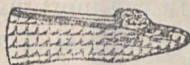
— Do they wear socks or stockings? — When do they put on an apron?



a shirt



braces



a slipper



socks



a bodice

a skirt

collar.



a chemise



a belt



stockings!



drawers



garters



blouse -

knickers



dress

belt

.... slippers

LESSON 25. — TWENTY-FIFTH LESSON.

Clothes (continued).

Girl. When it is night I go to bed. I take *off* my clothes. I take *off* my dress, my petticoat. I put *on* my night-dress.

Boy. I take *off* my blouse, I take *off* my knickers, I put *on* my night-shirt. When I go out I take *off* my slippers and put *on* my boots or shoes. I wear a hat or a cap and when it is cold I wear an overcoat. I wear an overcoat in winter. When I come into the school-room I take *off* my hat and I hang it *on* a peg. I take *off* my overcoat and I hang it *on* a peg too.

Girl. When I go out I put *on* a hat and a jacket and a pair of gloves. When it is very cold I wear a fur collar and a muff to keep my hands warm.

Conjugate.

I take off my hat and hang it on the peg
 You take off *your* hat and hang *it* on the peg
 He *takes* off *his* hat and hangs *it* on the peg
 She *takes* off *her* hat and hangs *it* on the peg
 We take off *our* hats and hang *them* on the peg
 You take off *your* hats and hang *them* on the peg
 They take off *their* hats and hang *them* on *the* peg.

Home lesson

- Do you go to bed at night?
- What do you put on when you go to bed?
- Do you take off your clothes?
- When do you put on your clothes?
- When do you wear an overcoat?
- When do you wear a fur collar and a muff?

(Answer in full)

LESSON 26. — TWENTY-SIXTH LESSON

The Teacher's Clothes

The teacher wears a shirt with a collar round the neck and cuffs at the wrist. The collar and cuffs are fastened with studs. He has a neck-tie or a scarf. The teacher wears trousers, a waist-coat and a coat; that is called a suit. A big boy also wears trousers and a coat; a little boy wears knickers and a blouse. Trousers and knickers are held up with braces. The waist-coat has four pockets and several buttons and button-holes. It has no sleeves. Peter puts his purse, his handkerchief in his pocket. He *doesn't put* his hands in his pockets.

Orders : Put on your overcoat !
Put on your cap ! etc.

Grammar : Verbele se formează la negativ tot cu verbul *to do* ca și la interogativ.

Conjugate : I do not like
I do not eat

I do not (I don't) go to school on Sunday.
You do not (you don't) go to school on Sunday
He does not (he doesn't) go to school on Sunday
She does not (she doesn't) go to school on Sunday, etc.

Exercise.

— What time is it ? — Is it eleven o'clock ? — Do you go home at eleven ? — Do you go to School on Sunday ? — What do you say in the morning ?... — When do you dress ? — When do you undress ? — When do you go to bed ?

Conjugate this verb altogether :

I fasten my collar with a stud
 You fasten your collar with a stud
 She *fastens her collar with a brooch* and so on.

Home lesson

Conjugate : Negative Interrogative

1. I don't wear an overcoat
2. I don't put on my shoes
3. I don't undress before 9 o'clock
4. I don't get up before 8 o'clock in the morning.

LESSON 27. — TWENTY-SEVENTH LESSON.

Clothes (continued)



a wrist-watch



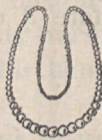
a scarf-pin



a brooch



a ring



a necklace

We have *summer* clothes and *winter* clothes. Summer clothes are thin and cool. *Winter* clothes are thick and warm. In summer girls and boys wear straw hats or linen hats. They wear cool linen dresses and knickers or trousers. In winter they wear warm cloaks or overcoats. When it snows they wear snow-boots or galoshes. Some people like jewels : rings for the fingers, a necklace for the neck, a bracelet for the wrist. Boys and girls wear a wrist watch. A girl wears a brooch to fasten her collar with. The teacher has a scarf-pin in his tie. School girls and school boys *don't* wear jewels. Little children, boys and girls, wear pinafores at home and at school.

Conjugate.

I like summer because *it is warm*

I like winter because *it snows.*

(in the negative too).

The seasons.

The year is divided into months and three of these months make a season. There are four seasons; they are called : *Spring, Summer, Autumn and Winter.*

Home lesson

1. Write six sentences with verbs in the negative form.
2. Conjugate one verb in the interrogative form.

LESSON 28. — TWENTY-EIGHTH LESSON.

The seasons (continued)

In winter *), it is cold, the snow falls, the ground is white, it is *very* pretty. After winter comes spring. In Spring the sun shines, it is warm, the grass is green, the trees are green.



a nest

The birds sing and make their nests. *Soon* eggs will be in the nests. Next comes summer, it is the *hot* season. The days are long, the nights are short. In autumn it rains. When the rain falls we take an umbrella. In

autumn we have much fruit : apples and pears, plums, nuts and grapes.

Pronounce. Divided — month — season — cold — warm — hot — rains — an umbrella. — fruit — apples — pears — plums — nuts.

The age

Mary is fifteen years old. John is ten years old.

How old is John? — He is ten years old.

How old is John? — He is ten years old.

How old is Mary? — Mary is fifteen years old.

How old are you?

*) Pentru locul complementului circumstanțial a se vedea Gramatica pag. 153.



Spring



Summer



Autumn



Winter

Conjugate.

I am not *) ten years old
 You are not ten years old
 He, she is not ten years old
 We are not ten years old
 You are not ten years old
 They are not ten years old

Home lesson

How many seasons are there? — What season is this? — Which months are Spring? — When is it cold? warm? hot? — *When does it rain?* — What do you take when it rains? — Have we fruit in autumn? — What fruit? — What fruit *do you like?*

*) Auxiliarele nu întrebuițează auxiliarul *to do* la formarea negativului. *I am not, I have not, etc.*

LESSON 29. — TWENTY-NINTH LESSON.

Dates and holidays.

There are several holidays in the year: the holiday in Winter is Christmas. At Christmas we have ten days holidays. The holidays begin on the 23rd of December. The 24th of December is called Christmas Eve. At Christmas we have a Christmas tree. We say „A happy Christmas” or „A merry Christmas”. The children are glad, they receive presents from the Christmas tree.

For dates and lessons we say: 1st, 2nd, 3rd, 4th. We use the *Ordinal Numbers*.

Conjugate. I have holidays at Christmas

You have holidays at Christmas and so on.

Exercise — When is Christmas Day? — When is Christmas Eve? — What do you say at Christmas? — What do you receive? — Are you glad? — *Why* are you glad? — Are the children glad? — What holiday have you in winter?

Conjugate.

I see with my eyes and I hear with my ears.

Orders. — Take up your pens and write! Hold up your head! Look at me! Don't answer in Rumanian! Speak English, please! Be quiet! Silence!

Dictation

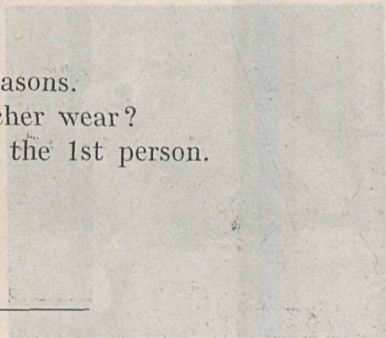
To-day is the — of February 19 . . .

In the morning you get up and you dress. You put on your stockings or socks and you put your slippers on your feet. Next you put on your trousers, you button on your braces and put on your waist-coat. You button

that too. Over your waist-coat you put on your coat. You have a collar and cuffs on. You take off your slippers and put on your boots or shoes. You are ready for school. You go to school with your satchel. At school you take off your hat and overcoat. You hang them on a peg.

Home lesson.

1. Describe the four Seasons.
2. What does your teacher wear?
3. Put the dictation in the 1st person.



Hymn

I will not hurt my good dog Tray
 But stroke and pat his head;
 I like to see him wag his tail,
 I like to see him led.

Exercise.

I have a dog, he doesn't bite
 You have a dog, he wags his tail
 John has a dog, it says bon-bon
 Mary has a cat, it says mew-mew
 We have a cow, it says moo-moo
 They have a hen, it says cluck-cluck.

Conjugate.

I have not dark hair
 You have fair hair, and so on

LESSON 30. — THIRTIETH LESSON

My dog.

My dog is big and black. He has a head, a body, four legs, four paws and a tail. He has long ears and large



intelligent eyes. I love my dog and my dog loves me. His name is *Tray*. Tray comes when I call Tray! Tray! He says : *bow, wow* ! He has a red tongue and white teeth, but he *doesn't* bite. Tray is very good to my Pussy-cat : they play together on the grass. But *usually* dogs don't like cats.

Rhyme

I will not hurt my good dog Tray
But stroke and pat his head ;
I like to see him wag his tail,
I like to see him fed.

Exercise. I have a dog, he doesnt bite
You have a dog, he wags his tail
John has a dog, it says *bow-wow*
Mary has a cat, it says *mew-mew*
We have a cow, it says *moo-moo*
They have a hen, it says *cluck-cluck*.

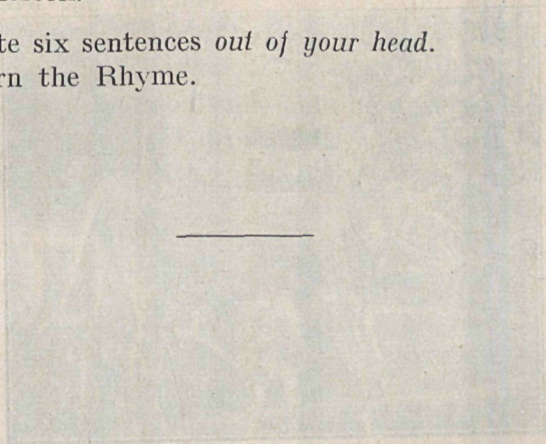
Conjugate. I have not dark hair
You have fair hair, and so on

Questions and answers.

What is the shape of a ball? — of a globe? — Is a ruler straight and long? — What is the shape of the ink-pot? — What is *near* the teacher? — What time is it? — What do you say in the morning? — What do you say when you go to bed? — What is Christmas? — When is Christmas?

Home lesson.

1. Write six sentences *out of your head*.
2. Learn the Rhyme.

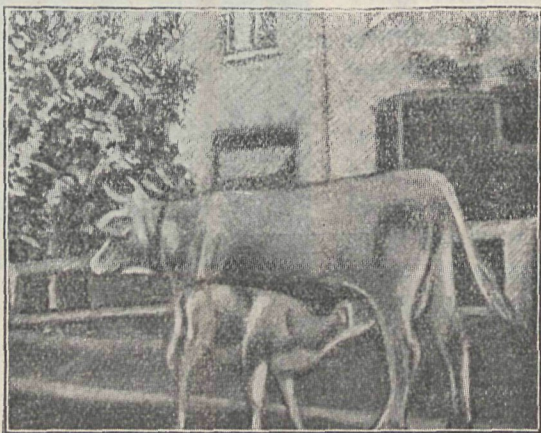


The milk is its food because it cannot eat the green grass
 yet it is too young
 call. The calf runs to its mother to drink the good milk.
 call. The calf is the cow's little one. The cow loves the
 cow? and the cow says—Moo! Moo! The cow has a
 milk good milk to drink. We say: "I thank you, good
 milk."

Answers
 — What does the cow eat? — What is the name of
 a young cow? — Does the calf eat grass? — What is
 its food? — What does the cow give us? — What do
 we say to the cow? — What does the cow say to us?

LESSON 31. — THIRTY-FIRST LESSON*The cow and her calf.*

This is a cow. You see, she has a head with two horns, a body, four legs and a long tail. She has two gentle brown eyes. Her coat is smooth, it is red, brown and white, and sometimes black. The cow eats grass. The sweet, fresh grass is its food. The cow gives us



milk, good milk to drink. We say : „Thank you, good cow !” and the cow says „Moo ! moo !” The cow has a calf. The calf is the cow’s little one. The cow loves the calf. The calf runs to its mother to drink the good milk. The milk is its food because it cannot eat the green grass yet ; it is too young.

Exercise.

— What does the cow eat? — What is the name of a young cow? — Does the calf eat grass? — What is its food? — What does the cow give us? — What do we say to the cow? — What does the cow say to us?

Rhyme

The friendly cow all red and white

I love with all my heart :

She gives me cream with all her might.

To eat with apple-tart.

Home lesson.

1. Learn the Rhyme.

2. *Conjugate* : I love the cow because she gives me
milk

I don't like milk because it is too sweet

Do I drink milk when I am ill?

3. Make 6 sentences *using* new words.

Conjugate

I am hungry, I eat my breakfast.
You are hungry, you eat your breakfast.
He is hungry, he eats his breakfast.
We are hungry, we eat our breakfast.
You are hungry, you eat your breakfast.
They are hungry, they eat their breakfast.

Exercise — What do you eat in the morning?
— I eat a roll or a piece of bread.
— What is the first meal called?
— The first meal is called breakfast, because
it breaks the fast of the night.
— Do you like milk?
— Yes, I like milk and coffee.
— Do you drink coffee or tea at breakfast?
— I drink coffee or I drink tea.

LESSON 32. — THIRTY-SECOND LESSON.

Meals.

It is morning. It is light. I get up. It is early, it is half past six. *I wash myself.* I dress myself. I go to breakfast; it is the first meal of the day. I drink a cup of coffee and milk : I eat a roll. It is half past seven. I put on my hat and jacket. I go to school. I am in time. I am early. The teacher is not in the class-room. It is twelve o'clock, it is midday, it is noon. The teacher says : „School is over, children ! Put on your things and go home !” I am at home. I is one o'clock. It is dinner time. I am hungry. I sit down at the dinner-table. What we eat is called food. My food is on a plate. I drink water out of a glass.

Conjugate.

I am hungry, I eat my breakfast.
 You are hungry, you eat your breakfast
 He is hungry, he eats his breakfast
 We are hungry, we eat our breakfast
 You are hungry, you eat your breakfast
 They are hungry, they eat their breakfast.

- Exercise.* — What do you eat in the morning?
 — I eat a roll or a piece of bread.
 — What is the first meal called?
 — The first meal is called breakfast, *because it breaks the fast* of the night.
 — Do you like milk?
 — Yes, I like milk and coffee.
 — Do you drink coffee or tea at breakfast?
 — I drink coffee or I drink tea.

Conjugate.

I wash *myself* *)

You wash *yourself*

He washes *himself*

She washes *herself*.

We wash *ourselves*

You wash *yourselves*

They wash *themselves*.

Home lesson.

Do you wash yourself? — When do you wash yourself? — When do you undress yourself? — Are you hungry? — When do you eat dinner? — Where do you put your food? — Where do you put the water? — Do you drink water at dinner?



*) *Myself, yourself, etc.*, are called reflexive pronouns.

LESSON 33. — THIRTY-THIRD LESSON.

Meals (continued).

The table is laid for dinner. First a white table-cloth is put on the table, then on the table-cloth are placed knives, forks, spoons, dishes for the food, plates for each person and glasses for wine and water.



You see a bottle of wine and a decanter of water on the table. Our parents drink a glass of wine and the children drink a glass of water when they

are thirsty. Wine is not good for children. Children don't drink wine. I put my food on the plate. I cut it with my knife, I eat it with my fork. I put my food *into* my mouth. I bite it with my teeth. I taste it with my tongue and palate. I swallow my food, it tastes very good. In the evening we have supper. It is the last meal of the day. The meals of the day are : breakfast, dinner, tea and supper.

Conjugate :

I am thirsty, I drink a
glass of water
I am hungry, I eat a roll.

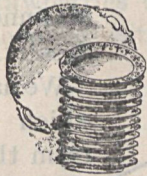
Rhyme.

Jack Sprat *could* eat no fat,
His wife *could* eat no lean,
And so, between then both,
They left the platter clean !



Exercise.

At what time is the table laid for dinner? — It is laid at one o'clock. — What do you do with your knife? — I cut my food with my knife. — Do you eat with your knife? — No, I don't! I eat with my fork. — I do not put my knife to my mouth.



a dish and plates



glasses a wine-glass



a knife



a fork



a spoon

Conjugate :

1. I do not put my knife into my mouth.
2. Do I eat breakfast at halfpast eight?

Home lesson.

1. Learn the Rhyme.
2. Describe how the table is laid.

Exercises :

— Which part of dinner do you like best?

— I like dessert best.

— Why do you like dessert best?

— Because I like sweet things, I like cakes and tarts

and jam and biscuits.

— Do you like fruit?

— Yes, I do, I like all kinds of fruit.

LESSON 34. — THIRTY-FOURTH LESSON.

Meals and Dessert.

At dinner we eat meat and vegetables. We eat bread too. At the end of dinner we have dessert.

We have cheese, which is made from the milk of the cow. And jam which is made from the fruit

which we get in spring and autumn. Pudding and cakes are very nice for dessert. Fruit too is very good. We get *strawberries*, *currants* and *cherries* in Spring, *apricots* and *raspberries* in Summer. Apples, pears, grapes and nuts in Autumn. Children like dessert very much.

Grammar. If the Singular ends in *y*, and the *y* is preceded by a consonant, *y* changes into *ies* for the plural.

cherry

strawberry

raspberry

cherries

strawberries

raspberries.

Exercise :

- Which part of dinner do you like best?
- I like dessert best.
- Why do you like dessert best?
- Because I like sweet things, I like cakes and tarts and jam and biscuits.
- Do you like fruit?
- Yes, I do, I like all kinds of fruit.

Home lesson.

1. Write the above in the 3-rd person singular.

Ex. Which part of dinner does John like best?

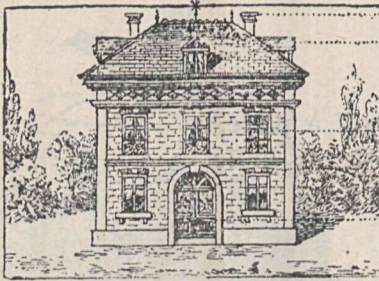
— He likes...

2. *Conjugate :*

I eat strawberries off a plate.

I cut the meat with my knife.

LESSON 35. — THIRTY-FIFTH LESSON.

The House. Inside.

the chimney
 the garret widows
 the roof
 the window
 the wall
 the door

This is a house. It is a pretty house. Look at it !
 What do you see? I see only one wall, but there are
 four walls, many windows and a door in the middle.
 Then I see a roof ; it is on the top of the walls. There
 are windows in the roof, they are the garret widows.
 There are also chimneys on the roof. The roof is made
 of slate or tiles. Tiles are red. A red roof. Slates are
 grey. A grey roof. I live in a house. The house is in a
 town. I live with my family in a town. The house stands
 in a garden. Round the garden there is a fence. The
 fence is made of wood.

What things are made of. Materials.

What is the house made of? The house is made of
 stone and bricks.

What are the doors made of? The doors are made
 of wood.

What is the roof made of? The roof is made of tiles
 or slates.

What is the fence made of? The fence is made of
 wood.

Names of materials : glass — silver — gold — leather —
 wool — cotton — linen.

Exercise: The window is made of glass and wood. The chair and the table are of wood. Boots and shoes are made of leather. The satchel is made of leather too. Mary's brooch is made of gold. The scarf-pin is made of gold. The fork with which I eat my food is made of silver. The dress which I wear in winter is made of wool; in summer I wear a cotton dress. The collar and cuffs are made of linen.

Home lesson.

1. Write three things which are made of gold and three things of silver.
2. Make 10 sentences with the new words.

LESSON 36. — THIRTY-SIXTH LESSON

*The Family.*

The house is divided into rooms. When you open the door and go in, you are in the hall; from the hall you go into the dining-room and into the drawing-room or parlour. The stairs are in the hall; you go up-stairs to the

bed-rooms and the bath-room. The bedrooms are up-stairs. The drawing-room and the dining-room are down-stairs. All these rooms have furniture in them. The family lives in the house. I see on this picture the family in the drawing-room. My father and mother are my parents. My grand-father and grand-mother are my grand-parents. They are old. My sisters and brothers are my relations. They are young. John is his *parents'**) son; Mary is her *parents'* daughter. They are the grand-son and the grand-daughter of their grand-parents. Mary is the niece of her aunt; John is the nephew of his uncle. They are all near relations. Home! sweet Home! Family life is very beautiful in England*).

Exercise :

— Who are you? — I am Kate Brown.

— Who is that boy? — That is my brother, his Christian name is John. He is called Jack by his school-fellows.

*) *Parents'* — genetiul de posesie: pluralul având un *s*, nu se mai adaugă al doilea *s*.

***) In legătură cu această lecție se poate învăța cântecul: „*Home, sweet Home*” pag. 141.

— Who is this little girl near you? — She is my school-fellow and my friend. Her name is Jane Smith.

Conjugate :

1. I have a brother and a sister.
2. I am the daughter of my mother or
I am the of son my father.

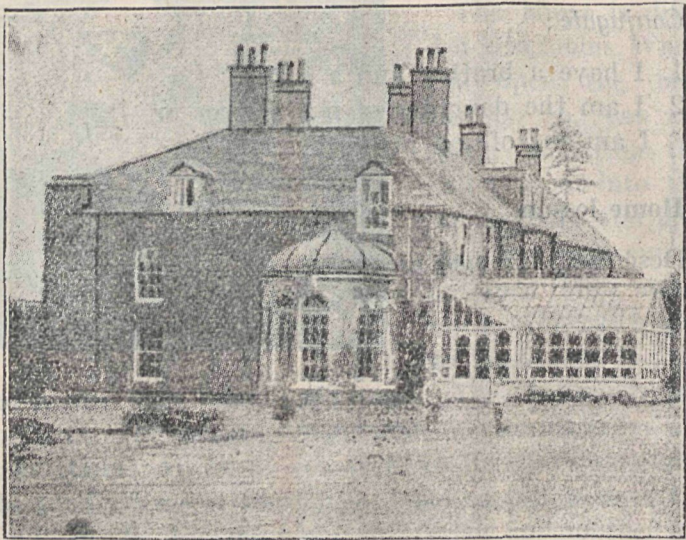
Home lesson.

Describe your *own home*.

My grandfather has a big house in a large garden. It is like the house which you see in the picture. It is a nice house. It has many windows and a big door in the middle. This is the front door. The house has two stories. That is, it has a second floor, a story above, in which are the bedrooms, and above that the garrets and an attic.

I live in my nice big house.
 You live in your nice big house.
 He lives in his nice big house.
 She lives in her nice big house.
 We live in our nice big house.
 You live in your nice big house.
 They live in their nice big house.

LESSON 37. — THIRTY-SEVENTH LESSON

My Grandfather's House.

My grandfather has a big house in a large garden. It is like the house which you see in the picture. It is a nice house, it has many windows and a big door in the middle. This is the front door. The house has two storeys, that is, it has a ground floor, a storey above, in which are the bed-rooms, and above that the garrets and an attic.

Conjugate :

I live in my nice big house
 you live in your nice big house
 he *lives* in his nice big house
 she *lives* in her nice big house
 we live in our nice big house
 you live in your nice big house
 they live in their nice big house.



Rhyme.

Wee Willie Winkey runs through the town
 Up-stairs and down-stairs in his night-gown.
 Rapping at the window, calling at the lock:
 „Are the children all in bed?“
 „'tis past eight o'clock!“

Home lesson.

1. Learn the Rhyme
2. Make 3 long sentences with the new words.

Grammar, the you him her us you them are the
 Accusative of the Personal Pronouns. The Dative has
 the same form.

Ex. { My mother loves me (accusative).
 { Give me a book (dative).

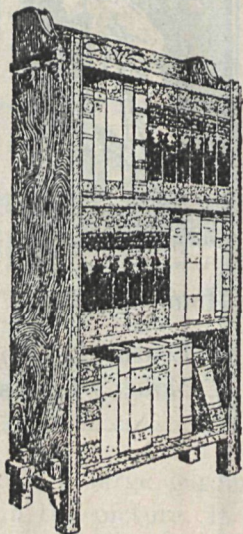
{ I see you in the class-room (accusative).
 { I teach you English (dative).

Exercise:
 Give some examples with him, her, it, them.

LESSON 38. — THIRTY-EIGHTH LESSON.

My room.

My room has two nice large windows. The sun shines into the room through the windows. There are several nice, useful pieces of furniture in the room. In one corner is a pretty white bed, in the other is the fire-place (the stove). Near the bed is an arm-chair and a small table. A large table is placed before the window. At this table I do my lessons. I learn English and French, History and Geography, and write many exercises. There is a carpet on the floor. I have many books; I am careful of my books; I keep *them* in a bookcase which stands near my writing-table. I am very happy in my room; I love *it* very much.



Grammar. *Me, you, him, her, us, you, them* are the *Accusative* of the *Personal Pronouns*. The *Dative* has the same form.

Ex. { My mother loves *me* (accusative).
 { Give *me* a book (dative).

{ I see *you* in the class-room (accusative).
 { I teach *you* English (dative).

Exercise :

Give some examples with *him, her, it, them*.

My father's name is Brown. He is called Mr. Brown. My mother's name is Brown too. She is called Mrs Brown. My name is Catherine Brown. I am called Kate by my schoolfellows and by my parents. Catherine is my Christian name. Kate is my pet name. Brown is my family name.

Home lesson.

Describe your *own* room.

LESSON 39. — THIRTY-NINTH LESSON

The garden.

Do you see this pretty picture? It is a garden. What do you see in the garden? I see green grass and beautiful trees, large trees and small trees. There are nests in the trees. I see also Jane, she plays with her dog; the other children are with their nurse. Alice is in the swing. John and Mary are under the tree. There are flowers in the garden but I do not see them in the picture. They are in the flower-garden. They are beautiful and they have pretty colours: white flowers and red flowers of every shade. The flowers smell very sweetly. Roses and violets have a very sweet smell. We must not touch them, because they are not ours. They do not belong to us. We *may* *) look at them and smell them, but we *must* **) not pick them. We may sit on the grass when it is dry. We may take our books and read in the garden.

*) *May* and *must* are auxiliary verbs. They do not stand alone.

Conjugate :

I must not pick the flowers
 You must not pick the flowers
 He *must* not pick the flowers
 She *must* not pick the flowers
 We may smell them
 You may smell them
 They may smell them.

Note. *Must* and *may* do not take an s in the 3rd person singular.

Home lesson.

1. Make 6 sentences about flowers.
2. Conjugate two verbs in the negative form.

LESSON 40. — FORTIETH LESSON.

Shops in the Town.

Bucarest is a large town. There are many shops in our street. Here is a baker's shop. The baker makes and sells bread. Then



there is a butcher's shop. The butcher sells meat.—Go into the baker's shop and buy some bread; now you must buy some meat for dinner. That is enough for today. Now we

must go home. The butcher sells meat. I buy meat at the butcher' shop. I buy meat at the *butcher's* *). The butcher sells meat. I buy bread at the baker's shop. I buy bread at the *baker's*.

Conjugate :

Now I must go home
 Now you must go home
 Now he must go home
 and so on

Exercise :

- Who sells meat?
 — The butcher sells meat. The butcher *does*.
- Who sells bread?
 — The baker sells bread. The baker *does*.
- Who buys meat and bread?
 — I do, you do, they do, John does, Mary does.

*) In vorbirea curentă, se suprimă cuvântul *shop*.

- Where are the shops?
 — The shops are in the town.
 — Is the town large?
 — Yes, the town is large; it has many streets and shops.

Home lesson.

1. — What town is this?
 — Is it a large town?
 — Has it many streets?
 — What shops are there?
 — *Can* you buy things in the shops?
 — What things?

1. *Conjugate* : I buy bread at my baker's.



LESSON 41. — FORTY-FIRST LESSON.

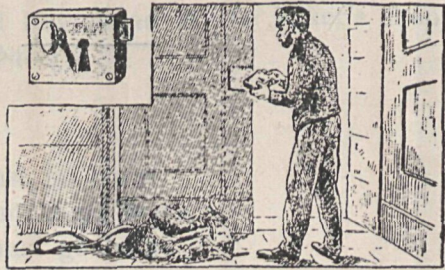
Other shops.

The shoemaker a boot

To-day we go into some other shops. Here is the grocer's. He sells sugar and coffee for breakfast tomorrow morning. Do you need new shoes? The shoemaker or bootmaker

makes and sells shoes and boots.

— Make Mary a pair of shoes, please, Mr. Shoemaker, and a pair of boots for me. The locksmith makes locks and keys. We do not need keys or locks. We do not need shoes or boots. All our doors have good locks and keys. Our shoes are *allright*. We need some meat; we must go to the butcher's.

The locksmith
a lock

Note. I go to school... I go to bed; but we say :

I go home. not „to”.

I go home at twelve o'clock

You go home at four o'clock in the
afternoon, etc.

Exercise :

Do you need a new pencil?

Does Mary need a new dress?

Does John need new boots?

and so on.

Conjugate :

I don't need new shoes

You don't need new shoes

He doesn't need new shoes

and so on.

Grammar.— Are these boots *yours*? — Yes, they are mine.— Is this dress *hers*? — No, it is *ours*.— Are those keys *theirs*? — No, they are *his*.*Possessive pronouns.*

{	Mine
	Yours
	His, hers

Ours
Yours
Theirs

Home lesson.

— What do you need, Kate?

— Does John need a new book?

— Do you put sugar in your coffee?

— May you touch the flowers?

— Are the flowers ours?

— Are these books yours?

LESSON 42. — FORTY-SECOND LESSON

Possessive Pronouns once again.

This book is *mine*, it is not *yours*. This pencil is *yours*, it is not *mine*. Is this John's pencil? Yes, it is *his*. Are these Mary's boots? Yes, they are *hers*. Are these our tables and chairs? Yes, they are *ours*. No, they are not *ours*, they are John's. Who has pictures? John and Peter have pictures; those pictures on the wall are *theirs*.

*Grammar.**Possessive nouns.*

John's books, *Mary's* books, *the cow's* horns.

Possessive adjectives.

My book, *your* book, *her* book, *his* book, *its* horns, *our* books, *your* books, *their* books.

Possessive pronouns.

This book is *his*. This book is *hers*. These books are *ours*, are *yours*, are *theirs*.

Note. The *s* in pronouns is not plural, it is a possessive *s*.

Whose?

Whose? asks a question in the possessive.

— Whose book is this?

— It is *John's*, it is *mine*, it is *yours*, it is *theirs*.

Dictation.

This is a pretty house, it stands in a garden. It is Mr Smith's house. It has many rooms and a big hall. The walls are made of bricks. There are flowers and trees in the garden and much green grass. When I go to see

Mr Smith, I ring the bell or I knock at the door. John and Jane are school-children. They are my school-fellows and my friends. We go to school together. We play at ball and other games in the garden. We go to the shops in town.

Home lesson.

Make 10 sentences with possessive nouns, adjectives and pronouns.



I had	I have
You had	You have
He, she, it had	He, she, it has
We had	We have
You had	You have
They had	They have

LESSON 43. — FORTY-THIRD LESSON.

Market.

Yesterday it *was* very fine. To-day the weather is very fine too. I go to market with my mother. I help my mother to carry the vegetables. There *were* not many vegetables in the market, because it is winter. I *asked* my mother to buy potatoes, carrots, cabbages, beans, salad and some apples. She *had* not enough money to buy a nice cauliflower too. But we *ordered* some pork and some veal at the butcher's. I *enjoyed* going to market.

*Grammar.**The Past tense*

Was — were — had — asked — ordered — enjoyed, are in the *past tense*.

To be.

I am	I was
You are	You were
He, she, it is	He, she, it was
We are	We were
You are	You were
They are	They were

To have.

I have	I had
You have	You had
He, she, it has	He, she, it had
We have	We had
You have	You had
They have	They had.

To do.

I do
 You do
 He, she, it does
 We do
 You do
 They do

I did
 You did
 He, she, it did
 We did
 You did
 They did.

To order.

I order
 You order
 He, she it *orders*
 We order
 You order
 They order.

I ordered
 You ordered
 He, she, it ordered
 We ordered
 You ordered
 They ordered.

Conjugate :

I had a pencil yesterday
 You had a pencil on Monday
 He had a pencil on Tuesday, etc.

Home lesson.

1. *Conjugate* : I had a picture yesterday
 I was not at school yesterday
 I asked my mother.
2. Study your verbs carefully.

LESSON 44. — FORTY-FOURTH LESSON.

English money.

English money is made of gold, silver, copper and paper. Paper money is called *banknotes*. The pieces of money are called *coins*. The *gold coins* are the *Pound sterling* (£1) which is called a *sovereign*, because the head of the sovereign is stamped on it. A *sovereign* is worth 20 *shillings* and the *half-sovereign* is worth 10 *shillings*. There are six *silver coins*.



1. Two-pence, written 2d
2. Three-pence, written 3d
3. Sixpence, written 6d.



4. A shilling, written 1/—



5. A florin, worth 2/—



6. The crown, worth 5/—
7. The half-crown, worth 2/6d

There are three *copper coins* :

1. A penny, written 1d



2. A half -penny, written $\frac{1}{2}$ d

3. A farthing, written $\frac{1}{4}$ d.



The usual banknote is the *Pound*.



The Pound has 20 shillings.

The shilling has 12 pence.

The penny has 4 farthings.

LESSON 45. — FORTY-FIFTH LESSON.

Play and Games. Toys.

To-day we shall play a game. We shall learn an English game. There are many nice games for girls and boys. We have toys too with which we play.

Teacher — What game shall we play at? *Hide and seek?* *Blindman's buff?*

Pupils — We must go into the garden to play at *Hide and seek*.

Teacher — Here we are in the garden. Come here children! John, go behind that tree! Shut your eyes! Do not look! That's right! Now, children! run and *hide*. Jane will go behind that big tree. Peter will go into the bushes. Mary! run into the summer-house! (All the children hide).

Teacher — Now, John, come and look for the children. Where are they?

John — I cannot see *anyone*. O! I see Jane!

Teacher — Run, Jane, run to the tree! (John does not catch her).

John — I see Peter in the bush! (Peter runs to the tree. John catches him).

Teacher — Now it is Peter's turn to shut his eyes. That is the game of „*Hide and seek*”.

Conjugate :

I played at *Hide and seek*.

I run behind the big tree.

I don't catch Jane.

Grammar :

The future tense

I shall go	We shall go	I shall run	We shall run
You will go	You will go	You will run	You will run
He will go	They will go	He will run	They will run

Interrogative.

Shall I?	Shall we?
Will you?	Will you?
Will he?	Will they?

Home lesson.

Conjugate three verbs in the three tenses : present, past and future.

LESSON 46. — FORTY-SIXTH LESSON.

Games indoors.

To-day we shall play *indoors*. Let us play at *Blind-man's buff*.

— Mary, you must take a handkerchief, you must *fold it*, bind Alice's eyes with it and *tie it* at the back of her head.

Mary — Can you see me, Alice?

Alice — Yes, I can.

Teacher — Bind Alice's eyes again, Mary! That is better.

— Can you see now Alice?

Alice — No, I cannot (I can't).

Teacher — Alice cannot see. She is blind. Now Alice, try to catch one of the children! Who is it?

Alice — It is Peter! No! — It is Mary! No! — Is it John? Yes, it is.

Teacher — Now, it is your turn, John.

Alice — Please, may we play at *Hide and seek*?

Teacher — Yes, my dear, you may.

Alice — I will go into the corner and shut my eyes. I will not look.

Teacher — I will hide the ball. (She hides the ball) Come, Alice and find the ball!

Alice — I cannot see it *anywhere*! Where is it? Is it in your pocket? in the desk? (Alice looks) Oh! there it is, in the bookcase.

Conjugate :

I bind my eyes with a handkerchief

You bind your eyes with a handkerchief and so on.

Grammar :

Irregular verbs.

I hide — I hid. I run — I ran. I catch — I caught.
I come — I came. I bind — I bound. I find — found.

Regular verbs.

I tie — I tied. I play — I played.

Home lesson

Make 5 sentences with irregular verbs in the Past tense.

Prettiest	Prettier (than)	Pretty
biggest	bigger (than)	big
best	better (than)	good
worst	worse (than)	bad
least	less (than)	little
most	more (than)	much

LESSON 47. — FORTY-SEVENTH LESSON.

Toys.

To-day the children will play with their toys. We buy toys at a toy-shop. Toys are sold by the shopman. John has a motor-car and a train. Peter has a top and marbles. Little Jack has a trumpet. Oh! what a noise he makes with his drum! The girls have dolls and hoops and skipping-ropes.

— Do you like to skip, Mary?

— O! yes, I can skip till twenty!

— That is very good, but you must do *better than that*. You must skip till twice twenty.

— Who has the *prettiest* doll?

— Alice has a doll. Her doll is *prettier than* mine, and *prettier than* Jane's.

— Who has a kite?

— Paul has a big kite which he made himself.

Grammar :

I have a *pretty* book. Yours is *prettier*. Nelly's is the *prettiest*.

That bush is *big*, but this tree is *bigger than* the bush.

James makes a noise with his drum, but Jack makes *more* noise with his trumpet.

Comparatives and Superlatives.

Pretty	Prettier (than)	Prettiest
Big	bigger (than)	biggest
Good	better (than)	best
Bad	worse (than)	worst
Little	less (than)	least
Much	more (than)	most

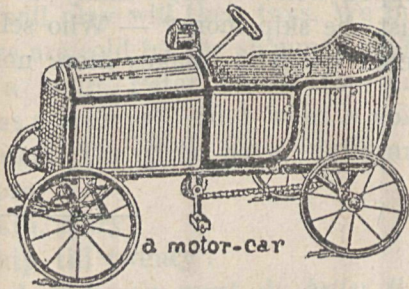
Home lesson.

1. Write six sentences using the adjectives you know.
 2. — Who made a noise with his trumpet? — Who skipped well? — How many times did Mary skip? — Must she skip more? — Who sells toys? — Who buys them? — Who makes more noise: James or Jack?
-

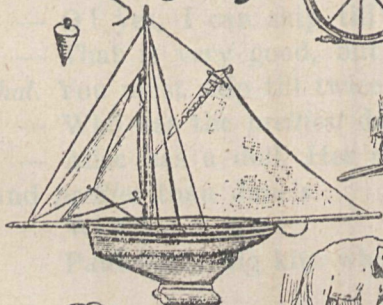




a top



a motor-car



a ship



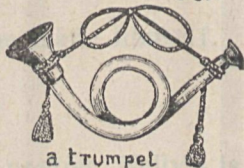
a cart



a doll



an elephant



a trumpet



a hoop

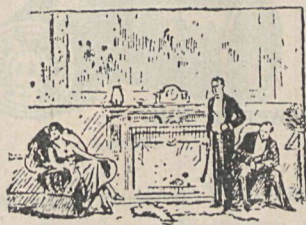


a drum

LESSON 48. — FORTY-EIGHTH LESSON.

Fire-place and Stove.
Light and Fire

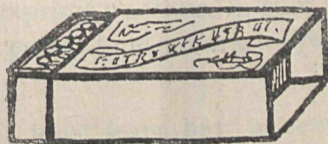
In some *countries* it is very cold in winter. In our *country*, in Rumania, the winter is very cold and we must have large stoves in our rooms to warm them. In other countries it is not so cold. The houses and rooms are warmed with fires which are made *in* fireplaces or *on the hearth*.



The fire-place

In England the fire is made in a fireplace. Do you know *how to make a fire*? You can tell me in Rumanian how to make a fire, but can you tell me in English?

— To make a fire I must have paper, little *bits* of dry wood, or some *coals*, and a *box of matches*. I tear the paper into small pieces then I put it into the stove or into the fire-place. After that I put the little bits of wood *on top* of the paper. Then I take a match out of the match-box and strike it on the side of the box. The fire gives light and warmth. The fire blazes; the fire burns.



Conjugate :

I make a fire
 I strike a match
 I warm myself.

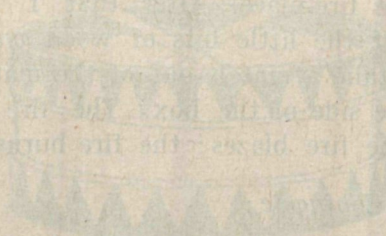
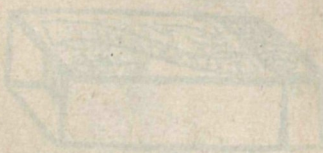
Questions :

- Can you make a fire?
- With what do you make a fire?

- Where are the matches?
- Where do you strike the match?
- What catches fire?
- *Where* do you make the fire?
- *When* do you make a fire?
- Does the fire blaze?

Home lesson.

How do you make a fire? Answer in full.

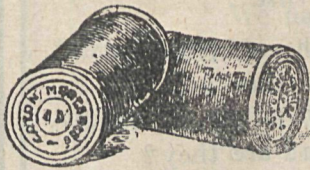


Questions:
 — Can you make a fire?
 — With what do you make a fire?

LESSON 49. — FORTY-NINTH LESSON.

A Sewing lesson.

Do you know how to sew? I shall show you how to sew and you will learn how to sew. Take the needle!



cotton

Take the thread or cotton and thread the needle! To thread the needle you must put the thread or cotton through the eye of the needle. You sew with a needle and thread. *I am sewing.* You can

sew your clothes. You can mend your dress. Jane *is mending* her dress. You can darn your stockings with a needle and cotton. When you sew you need a thimble. The thimble. The thimble is put on the middle finger. Girls learn to sew, some boys learn to sew too, sometimes.



a thimble

Grammar :

Forma progresivă a verbelor exprimă o acțiune în curs : *I am eating, I am sewing, I am going, I am making a fire.*

Conjugate :

1. I don't know how to sew, I must learn how to sew and so on.
2. I am making a fire in the drawing-room. You are making a fire in the drawing-room and so on.

Rhyme :

A fair little girl sat under a tree
Sewing as long as her eyes could see ;
Then smoothed her work and folded it right,
And said : „Dear work ! Good night, Good night !”

Home lesson.

1. Learn the Rhyme.
2. Make 5 sentences with verbs in the *progressive* form.

LESSON 50. — FIFTIETH LESSON.

*Conjugation.**To Be**Present Tense*

Affirmative. I am, you are, he, she, it is.

We are, you are, they are.

Interrogative Am I? are you? is he, she, it?

Are we? are you? are they?

Negative. I am not, you are not, he, she, it is not.

We are not, you are not, they are not.

Imperfect (Past Preterite)

Affirmative. I was, you were, he, she, it was.

We were, you were, they were.

Interrogative. Was I? were you? was he, she, it?

Were we? were you? were they?

Negative. I was not, you were not, he, she, it was not.

We were not, you were not, they were not.

Future Tense.

Affirmative. I shall be, you will be, he, she, it will be.

We shall be, you will be, he, she, it will be.

Interrogative. Shall I be? will you be? will he, she, it be?

Shall we be? will you be? will they be?

Negative. I shall not be, you will not be, he, she, it will not be.

We shall not be, you will not be, they will not be.

To Have

Present Tense.

- Affirmative.* I have, you have, he, she, it has.
We have, you have, they have.
- Interrogative.* Have I? have you? has he, she, it?
Have we? have you? have they?
- Negative.* I have not, you have not, he, she, it
has not.
We have not, you have not, they have
not.

Imperfect (Past) Preterite.

- Affirmative.* I had, you had, he, she, it had.
We had, you had, they had.
- Interrogative.* Had I? had you? had he, she, it?
Had we? had you? had they?
- Negative.* I had not, you had not, he, she, it
had not.
We had not, you had not, they had not.

Future Tense.

- Affirmative.* I shall have, you will have, he, she,
it will have.
We shall have, you will have, they
will have.
- Interrogative.* Shall I have? will you have? will he,
she, it have?
Shall we have? will you have? will
they have?
- Negative.* I shall not have, you will not have,
they will not have.
We shall not have, you will not have,
they will not have.

LESSON 51. — FIFTY-FIRST LESSON

Conjugation (continued).

To Do

Present Tense

Affirmative. I do, you do, he, she, it does.
We do, you do, they do.

Interrogative. Do I? do you? does he, she, it?

Do we? do you? do they?

Negative. I do not (don't), you do not, he, she,
it does not (doesn't).

We do not (don't), you do not, they
do not.

Imperfect (Past) Preterite

Affirmative. I did, you did, he, she, it did.
We did, you did, he, she, it did.

Interrogative. Did I? did you? did he, she, it?
Did we? did you? did they?

Negative. I did not (I didn't), you did not, he,
she, it did not.

We did not, you did not, they did not.

Future Tense.

Affirmative. I shall do, you will do, he, she, it will do.

We shall do, you will do, they will do.

Interrogative. Shall I do? will you do? will she do?
Shall we do? will you do? will they do?

Negative. I shall not do, you will not do, he, she, it will not do.

We shall not do, you will not do, they will not do.

A regular verb

To play

Present Tense.

Affirmative. I play, you play, he, she, it plays.
We play, you play, they play.

Interrogative. Do I play? do you play? does he, she, it play?
Do we play? do you play? do they play?

Negative. I don't play, you don't play, he, she, it doesn't play.

We don't play, you don't play, they don't play.

Imperfect (past) Preterite

Affirmative. I played, you played, he, she, it played.
We played, you played, they played.

Interrogative. Did I play? did you play? Did he,
she, it play?
Did we play? did you play? Did they
play?

Negative. I didn't play, you didn't play, he, she,
it didn't play.
We didn't play, you didn't play, they
didn't play.

Future Tense

Affirmative. I shall play, you shall play, he, she,
it will play.
We shall play, you will play, they will
play.

Interrogative. Shall I play? will you play? will he,
she, it play?
Shall we play? will you play? will
they play.

Negative. I shall not play, you will not play, he,
she, it will not play.
We shall not play, you will not play,
they will not play.

LESSON 52. — FIFTY-SECOND LESSON.

Rhyme.

I have a cat *)	And from the rug
Her name is Tit ;	She will not stir,
And on the mat	But there will sit
She loves to sit.	All day, and purr.

Phonetic drill : cat, Tit, mat, sit, rug, stir, sit, purr, bad, bag, did, give, dot, Bob, stop, dust, cut, but. *All these are short vowels.*

Exercise. My cat's name is Tit. She *came* into my room yesterday and she sat *on* the mat all day. I said : „Tit, Tit ! come to me !”, but *she would not* (wouldn't) come to me. She *looked* at me with her big yellow eyes and *said* : Purr, purr ! She *didn't stir* from the rug by the fire. It *was* a very cold day yesterday and Tit *dind't like* the cold, so *she sat* in the warm room. Tit loves the fire. She likes to be warm.

Grammar. 1. *Verbele regulate* formează Imperfectul adăogând *ed*. Au una și aceeași formă pentru toate persoanele, atât la singular cât și la plural. Dela această regulă *absolut generală*, adică și pentru verbele *regulate* și pentru cele *neregulate*, nu face excepție decât verbul *To be* : *I was* — *We were*.

To look	— I look	— I looked	— we looked
To like	— I like	— I liked	— we liked
To love	— I love	— I loved	— we loved
To stir	— I stir	— I stirred	— we stirred.

2. *Verbe neregulate* (irregular verbs) au forme speciale la trecut.

*) Complimentul direct se plasează întotdeauna după verbul, pe care îl completează.

To come — I come — I came
 To sit — I sit — I sat
 To say — I say — I said
 To do — I do — I did
 To will — I will — I would.

Conjugate : Tit didn't look at *me*
 Tit didn't look at *you*
 Tit didn't look at *him*, and so on.

Home lesson.

1. Learn the Rhyme.
2. Put the Rhyme into the *Past tense*.
3. *Conjugate* : Tit would not come to me.

LESSON 53. — FIFTY-THIRD LESSON

Verbs.

I am in the school-room. I have my books. I say my lessons. I stand up and I come to the black-board. I take the chalk. I write on the blackboard. I take the duster and wipe the blackboard. I go back to my seat. I sit down.

Yesterday *I was* in the school-room. I *had* my books. I *said* my lessons. I *stood up* and I *came* to the black-board. I *took* the chalk and I *wrote* on the blackboard. I *took* the duster. I *wiped* the blackboard. I *went* back to my place. I *sat* down.

To-morrow I *shall be* in the school-room. I *shall have* my books. I *shall say* my lessons. I *shall stand up* and I *shall come* to the blackboard. I *shall take* the chalk and I *shall write* on the blackboard. I *shall take* the duster. I *shall wipe* the blackboard. I *shall go* back to my place. I *shall sit* down.

Questions.

Answers.

What *did you do**) yesterday? I said my lessons.

What *did Mary do* yesterday? She went to the black-board.

What *did she take*? She took the duster.

Did John take the duster? Yes, he took the duster.

Would Tit look at you? No, she would not. (No, she wouldn't).

Grammar. In englezește sunt 3 auxiliare, cari sunt *verbe complete*, adică se conjugă complet.

<i>Present</i>	<i>Past</i>	<i>Past participle</i>	<i>Infinitive</i>
I am	I was	I have been	TO BE
I have	I had	I have had	TO HAVE
I do	I did	I have done	TO DO

*) Aci *did* este trecutul dela auxiliarul *to do*, iar *do* este infinitivul verbului *to do* = a face. *How do you do* = ce faci?

Irregular Verbs :

<i>Present</i>	<i>Past</i>	<i>Infinitive</i>	Toate verbele au aceeași formă la <i>Infinitiv</i> și la <i>Indicativ prezent</i> I have, to have, I come, to come etc. <i>O singură ex-</i> <i>cepție :</i> I am, to be.
I say	I said	to say	
I stand up	I stood up	to stand up	
I come	I came	to come	
I take	I took	to take	
I write	I wrote	to write	
I go	I went	to go	
I sit (down)	I sat (down)	to sit (down)	

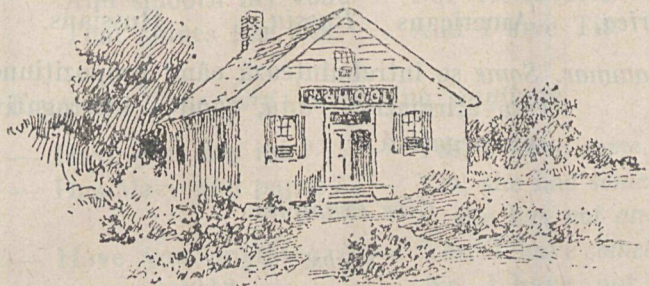
Home lesson.*Conjugate :*

1. I went into my garden yesterday
2. I did not (didn't) go to Church on Sunday
3. I shall go to the theatre to-morrow

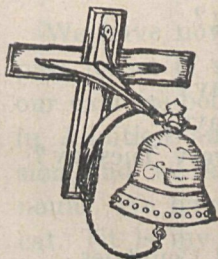
Write 3 original sentences.

LESSON 54. — FIFTY-FOURTH LESSON.

We come *to**) school every day. *At**) school we learn many things. We learn English, French, Rumanian, History, Geography, Arithmetic, Counting, Reckoning. We



learn *some* German too. We do not learn *any* Greek. Do you learn *any* Chinese? No, we don't. *I would like to*. Yesterday was Thursday. We *were* at school *from* eight o'clock till twelve o'clock, or noon, or mid-day. We *learnt several* things. We had an English lesson from 8 to 9. Then we went *into* the garden and the playground for ten minutes. When the bell *rang*, we all *ran* back to our places. Then the teacher *came* and *read* and *spoke* French. We *counted* and we *did* our arithmetic lesson.



Conjugate :

1. I do my lesson every day
2. We did our lessons yesterday.

*) *To* arată mișcare : I go *to* church, I go *to* school. Tot așa *into*.
At arată stare pe loc : I am *at* home on Wednesdays.

**) *I would like* — mi-ar plăcea. E *Condiționalul*.

Countries and Nations.

<i>England,</i>	English	<i>Rumania,</i>	Rumanians
<i>France,</i>	French	<i>Switzerland,</i>	Swiss
<i>Italy,</i>	Italians	<i>Belgium,</i>	Belgians
<i>Germany,</i>	Germans	<i>Hungary,</i>	Hungarians
<i>America,</i>	Americans	<i>Russia,</i>	Russians.

Grammar. Some se întrebuițează când propozițiunea esta afirmativă ; any, când e interogativă sau negativă.

Give examples.

Verbs.

I ring, I rang. I speak, I spoke. I read, I read *).

Home lesson.

1. Who said his lesson this morning ?
 — Who took the chalk ?
 — What lessons did you do yesterday ?
 — What lesson do you do on Mondays ?
 — Do you do French, or English every Tuesday ?
 — Who wiped the table ?
 — Who had a good mark ?
2. Make 3 sentences using names of Countries.

*) Deși se scrie la fel, se pronunță altfel : ri : d, red.

LESSON 55. — FIFTY-FIFTH LESSON.

Rhyme (continued).

Each day I bring	And on my knee
Her dish of milk	She loves to sit ;
And smooth her coat	For Tit loves me
That shines like silk,	And I love Tit.

Exercise : Some, any ; Something, anything.

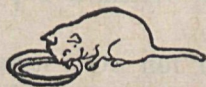
- | | |
|---|--|
| — Have you <i>any</i> ink ? | — Yes, I have <i>some</i> . |
| — Has Mary <i>any</i> paper ? | — Yes, she has <i>some</i> . No.
she has <i>not any</i> . |
| — Have you <i>anything in</i>
your satchel ? | — Yes, I have <i>something</i> .
No. I have not <i>any-</i>
<i>thing</i> . |

Dictation.

We have now learnt many new words. We know the past tenses of several verbs and we can write them in our exercise-books without a mistake. We can do sums in Addition and Subtraction, Multiplication and Division and we know the Possessive adjectives and pronouns. We have learnt a piece of poetry about Tit the cat. Tit is my cat, she is not yours, but Tray is your dog, he is not mine. Mary has pretty dolls, the dolls are hers, they are not ours. The little girls and the pretty dolls live in that house ; it is their house, it is not ours.

The teacher gives orders : That's all ! Read over your dictation, children. Underline the mistakes. Come and write your mistakes on the blackboard.

Exercise. In the fifty-fourth lesson I learnt the two first verses of „*My cat Tit*”. To-day I shall learn verses 3 and 4. My cat is *very fond* of milk. I *brought* her some milk this morning. The milk was in a bowl. Tit *looked*



at the milk and then she lapped it all up. She did not make a *mess*. She is very *clean* and *tidy*. She *keeps* her coat smooth and neat. After Tit had *drunk* her milk, she *licked* her fur coat till it was clean and *shone* like silk. Then she came and sat on my knee.

Verbs.

Bring, brought. Lap, lapped. Drink, drank. Make, made. Shine, shone. Keep, kept. Leave, left.

Conjugate :

I drank my milk this morning.

I am fond of Tit.

I make a mess in my room.



LESSON 56. — FIFTY-SIXTH LESSON.

Exercise :

- *Can* you speak English? — Yes, I can, a little.
- *Can* John speak Rumanian? — Yes, he *can* very well.
- *Are you fond of* your school? — Yes, *I am*.
- Will the pupils in this class learn French this year?
- Yes, they will.
- *Must* John do his home lesson? — Yes, he must.

Grammar :

1. Se întrebuințează *același* auxiliar în întrebare și răspuns :

{	Can you? I can.
{	Can I? You can.
{	Must I? You must.
{	Must he? He must, and so on.

2. Anumite verbe cer anumite prepozițiuni :

I am fond of milk
I go to church on Sunday
I am at home to-day
I come from the theatre with my parents
I look at the picture.

3. Unele prepozițiuni se întrebuințează împreună :

{	<i>From</i> morning <i>till</i> night
{	I am <i>as</i> tall <i>as</i> my brother
{	I am not <i>so</i> little <i>as</i> my sister
{	A journey <i>from</i> Bucarest <i>to</i> London
{	I translate <i>from</i> English <i>into</i> Rumanian.

Exercise : Do not make a mess *on* the table *with* the ink. What a mess there is *on* the floor ! Clean the floor !

Pick up the bits of paper and make the room tidy. Put your school-things in your satchel and leave the room tidy. Children, boys and girls, must learn to be tidy at home and at school. I am very fond of my cat. Are you fond of your cat? Yes, I am, because my cat is clean and tidy.

Home lesson.

1. What did you bring Tit?
 What did Tit lap up?
 Is the class-room tidy?
 Was the class-room tidy yesterday?
 Who made the room tidy?
 Did Tit lick her fur coat?
 How was Tit afterwards?

2. Write 10 sentences with *as many prepositions as* you can.

LESSON 57. — FIFTY-SEVENTH LESSON.

A walk in the country.

The fields and the Woods.

It was a holiday and the weather was very fine, so the teacher took the children *into* the country for the day. O! dear! how glad they were and what a bustle there was getting the baskets packed for dinner!



— Hurrah, cried the boys as they started; we shall go before.

— All right, said the girls. We shall follow with the dinner-baskets in the carriage because it is too far for little girls to walk; and the baskets are heavy!

When they all reached the woods, they began to prepare for dinner. You can see in the picture the spot where the pic-nic was. When they came home they all said: *We have had* a lovely day!

Conjugation:

<i>To have</i>	<i>To be</i>	<i>To do</i>
I have had	I have been	I have done
you have had	you have been	you have done

he has had	he has been	he has done
we have had	we have been	we have done
you have had	you have been	you have done
they have had	they have been	they have done

Other verbs.

I have stood up	I have finished
I have taken	I have wiped
I have said	I have read
I have gone	I have eaten.

This is the **Past tense** (Perfectul compus).

Home lesson.

1. — Where have you been?
 — Have you been to school to-day?
 — Have you done your lesson?
 — Has John taken the chalk?

2. *Conjugate :*

I have been to school.
 I have said my lessons.

LESSON 58. — FIFTY-EIGHTH LESSON.

English sports.

In England men and boys play *cricket*. *It is played* with a small ball, heavy and hard, made of leather. The ball *is hit* with a wooden bar. Young men and girls play tennis (lawn-tennis). *Rackets, balls and a net are wanted* to play tennis and a good *tennis-lawn* on which you walk with *tennis-shoes*.

Verbs.

Active voice, când subiectul face acțiunea.

Passive voice, când acțiunea e făcută asupra subiectului.

<i>Active voice</i>	<i>Passive voice</i>
{ I like	{ I am liked
{ I liked	{ I was liked
{ I shall like	{ I shall be liked
{ I want	{ I am wanted
{ I wanted	{ I was wanted
{ I shall want	{ I shall be wanted

Exercise. Complete the sentences with verbs in the *Preterite* or the *Past Tense*.

Yesterday I — your mother; she — quite well. A week ago I — tennis with my school-fellows. We — rackets and balls. But John — his racket. One ball — lost too. I — English for ten months. How long — at school?

*Conjugate :**Future tense.*

I shall play cricket

I shall throw a leather ball

I shall hit it with a wooden bat.

Home lesson.

1. Describe the English games you know.
2. Write 3 sentences with verbs in the :

}	active voice
}	passive voice

LESSON 59. FIFTY-NINTH LESSON

Take your pens ! Open your exercise-books and write your *last* dictation for this year. Read it first !

Dictation and Reading.

We are pupils, boys and girls. We like to play. When it is *fine* we can play in the garden. We play with our balls, our hoops, our kites, our skipping-ropes. We play tennis. The boys play cricket. When it *rains* we may not go into the garden. We play indoors. The girls play with their dolls and read their books. The boys can play with their mechanical toys ; they can make a kite. If we do not make too much noise we may play at *Blind-man's buff* or *Hide and seek*. Mary hides the ball and the other look for it. When the ball *is found*, another child must hide it.

Conjugation.

Affirmative

Past tense

I found the ball

when you hid it

You found the ball

when you hid it

and so on.

Negative

Past tense

I didn't find the ball, when you hid it

You didn't find the ball, when John hid it

He didn't find the ball, when I hid it

She didn't find the ball, when Mary hid it.

Verbs.

I like

I liked

I have liked

I play

I played

I have played

I read	I read	I have read
I hide	I hid	I have hidden
I find	I found	I have found
I seek	I sought	I have sought

Impersonal Verbs.

It rains	it rained	it has rained
it snows	it snowed	it has snowed
it thunders	it thundered	it has thundered

Rhyme.

Let us laugh, and let us sing.

Dancing in a merry ring;

Winter cold has gone away

Summer bright is on its way.

Home lesson.

Learn the rhyme.

LESSON 60. — SIXTIETH LESSON.

Summer.

This is our last lesson. The school-year is over. Now it is summer. How blue the sky is and how brightly the sun shines ! I get up early in summer. I go into the garden before breakfast. I hear the birds sing. I see the flowers



and the trees. The summer months are June, July, August. Now it is June. We pass our examinations in June. I hope to win good marks for English. Our school *breaks up* in June. I know many English words and sentences, but I cannot speak English yet !! When I come back to school I shall have a new English book. That will be very nice. I shall go on with my English and hope, by and by, to speak English quite fluently. Hip, hip, hip, Hurrah !

Conjugate :

I shall not come to school to-morrow.

I shall not come to school anymore.

- Shall I buy a new English book?
 Have I given away my old English book?
 Do I write English correctly?
 Did I study my English carefully?

Exercise.

— Will you come to school to-morrow? — Yes, I shall! — Will John get up early to-morrow? — Yes, he will. — Will they go into the garden this afternoon? — No, they will not; they will go to-morrow morning.

The Teacher.

Now, good-bye, children! Farewell! Be good during the summer-holidays. Be nice to your parents and to your brothers and sisters. **Do not forget your English!!**



and the trees. The summer months are June, July, August, Now it is June. We pass our examinations in June. I hope to win good marks for English. Our school breaks up in June. I know many English words and sentences, but I cannot speak English yet!! When I come back to school I shall have a new English book. That will be very nice. I shall go on with my English and hope, by and by, to speak English quite fluently.

Conclude:

I shall not come to school to-morrow.
 I shall not come to school anymore.

HUMPTY DUMPTY



*Humpty Dumpty sat on
a wall*

*Humpty Dumpty had a
great fall;*

*All the king's horses and
the king's men.*



*Couldn't put Humpty
Dumpty together again.*

See the illustration of Humpty Dumpty with seven little
 children: they would not let her stand so the mother said. They
 called her Humpty Dumpty and another named the food into her mouth.
 "The cat and the little!" Again baby laughed... and so on. When
 the dinner was eaten, the dish ran away with the spoon, because
 someone took away the empty plate.



HEY DIDDLE DIDDLE

Hey diddle diddle,

The cat and the fiddle,

The cow jumped over the moon;

The little dog laughed.

To see such sport,

And the dish ran away with the spoon.

Note. This rhyme may be learnt in connexion with lesson 45. *Explanation:* Baby would not eat her dinner so the mother said: „Hey Diddle!“ Baby laughed and mother popped the food into her mouth. „The cat and the fiddle!“ Again Baby laughed... and so on. When all the dinner was eaten „the dish ran away with the spoon“ because someone took away the *empty plate*“.

JACK AND JILL



Jack and Jill

Went up the hill

To fetch a pail of water ;

Jack fell down

And broke his crown,

And Jill came tumbling after.

LITTLE JACK HORNER

Little Jack Horner

Sat in the corner,

Eating his Christmas pie ;

He put in his thumb,

And pulled out a plum,

*And said „What a good boy
am I !”*



PAT-A-CAKE



*Pat-a-cake, pat-a-cake, baker' s man !
Bake me a cake as fast as you can ;
Prick it, and pat it, and mark it with T,
And put it in the oven for Tommy and me.*

HUSH-A-BYE, BABY!



Hush-a-bye, baby, on the tree top, *When the tree shakes the cradle will fall.*

When the wind blows the cradle will rock. *Down comes baby, cradle and all.*

READING.

Pussy and Doggie.

My little cat is very pretty and sweet. She is so gentle and so well behaved *) that everyone loves her. Even the dog Fox likes to play with her. Perhaps Smut **) (which is pussy's name because she is so black) is so nice because she has such a good mother, who takes great care of her, washes her every morning, and lets her drink all the milk which is put into their plate for breakfast.

When Smut runs round after her tail, Fox opens big eyes and asks himself what she is doing? then he too begins to run and tries to catch her. Smut rushes ***) under the sofa and puts out a soft paw, but when Fox tries to get hold of it, Smut comes out quickly, springs at him and Fox runs away half afraid of the little creature. But they are such good friends that they lie down to sleep on the same mat and Smut curls herself up close to the dog because he is soft and warm.

The cow and the moon.

Our old cow Brownie is in the field eating the nice fresh grass. The donkey, whose name is Longears, lives in the same field. Longears comes up to Brownie and says :

— „Are you the Cow that jumps over the moon?”

— „No” says Brownie, I am not, but I can jump over the moon too !”

— „Can you?” says Longears „please, show me how you do it !”

— „I will jump over the moon this evening”.

*) To have good manners.

**) *Smut* is something small and black.

***) To run quickly forward.

So, in the evening, the donkey comes to Brownie and says :

— Now, jump over the moon !

— „Come to the pool *) says Brownie „you see how brightly the moon shines and is reflected in the water ?”

— Certainly I do ”says Longears.

— „Well, I shall jump over the pool and over the moon too” says the cow ; „moo, moo, over I go ! So there, Mr Longears ! I can jump over the moon quite easily !”

To the Teachers.

We highly recommend this preliminary Exercise to be used before each lesson :

Teacher. Stand up ! children, boys, girls.

Pupil. I stand up !

T. How do you do, boys, girls ?

P. Very well, thank you, Sir or Ma'am...

P. How do you do, Sir or Ma'am ?

T. Very well, thank you, girls... boys.

T. What day is it to-day ?

P. It is Monday, Tuesday etc.

T. What is the month ?

P. It is November, December, etc.

T. What is the date ?

P. It is **the 19 th of Nov.** or **the 19 th of Dec.** etc.

T. What is the year ?

P. It is 19...

T. What do you say when you go away ?

P. I say *Good bye.*

*) a small piece of water.

GOD SAVE THE KING *)



GOD SAVE THE KING

God save our gracious King, Long live our noble King. God save the
 King Send him vic to ri ous Happy and glo ri ous
 Long to reign o ver us God save the King

II.

The choicest gifts in store,
 On him be pleased to pour,
 Long may he reign!
 May he defend our laws,
 And ever give us cause,
 To sing with heart and voice,
 God save the King!

*) Se poate învăța în legătură cu Lecția 54.

HOME, SWEET HOME *)

Andante dolce.

Mid plea - sures and pa - la - ces though we may roam - Be it
 e - ver so humble, there's no - place like home - A charm - from the
 skies seems to hal - low us there - which, seek-through the world, is ne'er
 met with else - where Home! home! Sweet, sweet home - There's
 no - place like home! There's no - place like ho-me!

An exile from home splendour dazzles in vain :
 Oh ! give me my lowly thatched cottage again ;
 The birds singing gaily that came at my call,
 Give me these, and the peace of mind, dearer than all.

Home ! Home ! sweet home !

There's no place like home !

*) Se poate învăța în legătură cu Lecția 36.

1. SUBSTANTIVELE

1. Substantivul în *us* și în plural:

cow — *cows*

boy — *boys*

bird — *birds*

lamp — *lamps*

leaf — *leaves*

dog — *dogs*

2. Se adaugă **ELEMENTARY GRAMMAR**

și nu se poate pronunța altfel

glass — *glasses*

box — *boxes*

potato — *potatoes*

match — *matches*

3. Dacă se termină cu *y* precedat de o consoană, *y* se transformă în *ies*

cherry — *cherries*

baby — *babies*

strawberry — *strawberries*

straw — *straws*

strawberry — *strawberries*

straw — *straws*

4. Dacă *y* precedat de o vocală nu trebuie să se transforme în *ies*

day — *days*

lay — *lays*

day — *days*

may — *mayes*

5. Dacă se termină în *le* și odată se transformă în *es*

knife — *knives*

I. SUBSTANTIVELE.

1. Substantivul ia un s la plural :

<i>cow</i> — <i>cows</i>	<i>town</i> — <i>towns</i>
<i>boy</i> — <i>boys</i>	<i>book</i> — <i>books</i>
<i>bird</i> — <i>birds</i>	<i>dog</i> — <i>dogs</i> .

2. Se intercalează un *e* dacă terminațiunea pluralului s nu se poate pronunța altfel :

<i>glass</i> — <i>glasses</i>	<i>potato</i> — <i>potatoes</i>
<i>box</i> — <i>boxes</i>	<i>watch</i> — <i>watches</i>

3. Dacă se termină cu *y* precedat de o consoană, *y* se transformă în *ies* :

<i>cherry</i> — <i>cherries</i>	<i>strawberry</i> — <i>strawberries</i>
<i>baby</i> — <i>babies</i>	<i>army</i> — <i>armies</i> .

Dar dacă e precedat de o vocală adaugă numai pe *s* :

<i>boy</i> — <i>boys</i>	<i>day</i> — <i>days</i>
<i>toy</i> — <i>toys</i>	<i>monkey</i> — <i>monkeys</i> .

4. Dacă se termină în *fe* câteodată se transformă în *ves* :

knife — *knives*.

5. Sunt și pluraluri neregulate :

<i>foot</i> — <i>feet</i>	<i>tooth</i> — <i>teeth</i>
<i>child</i> — <i>children</i>	<i>mouse</i> — <i>mice</i> .

6. În declinare Genetivul posesiv se formează cu *of*

The cover of my book

7. Pentru ființe cu . . . 's :

The cow's horns
Mary's doll.

8. Substantivele au trei genuri :

a) *masculin*, ființele de genul masculin :

boy, father, brother.

b) *femenin*, ființele de genul feminin :

girl, mother, sister

c) *neutru*, obiectele sau animalele, când nu se precizează sexul :

chair, table, leg, sheep, doll, cat, dog.

II. ADJECTIVUL

Sunt mai multe feluri de adjective :

1. *Proprii* — formate de un nume propriu :

An English boy, a Chinese dog, the French language.

2. *Descriptive* — arătând o calitate ori o stare :

A nice girl. A dark night. A small hand.

3. *Cantitative* — arătând cantitatea :
much meat, a little bread, some fruit (any).
4. *Numerale* :
one, two, three, four, etc.
5. *Ordinale* (arătând ordinea) :
the first — the second — the third.
6. *Demonstrative* :
this — these that — those.
7. *Interogative* :
What book is this?
Which book do you like better?
8. *Posesive* :
my, his, her, its, our, your, their.

Adjectivele au o singură formă pentru toate genurile, atât la singular cât și la plural.

Se plasează întotdeauna înaintea substantivului.

Comparația.

1. *Comparativul* se formează cu sufixul *er* și întotdeauna cu *than* (decât) :

<i>high — higher than</i>	<i>small — smaller than</i>
<i>large — larger than</i>	<i>dark — darker than</i>

Când se termină cu o *consoană precedată de o vocală* dublează consoana :

<i>red, redder than</i>	<i>thin, thinner than</i>
<i>big bigger than</i>	<i>fat, fatter than</i>

Când se termină cu *y precedat de o consoană y* se schimbă în *i* :

pretty — prettier than.

Cuvintele mai lungi formează cu *more* :

beautiful — more beautiful than.

2. *Superlativul* se formează cu sufixul *est* :

high — *highest* *pretty* — *prettiest*
big — *biggest* *red* — *reddest*

Adjectivele mai lungi formează cu *most* :

beautiful — *more beautiful than* — *most beautiful*.

Comparative neregulate

Good	better	the best
bad	worse	the worst
much	{ more	{ the most
many		
little	less	the least

III. PRONUMELE.

1. **Pronume personale :**

I, thou *), he, she, it

We, you, they.

Declinare.

Persoana I-a.

Masculin și feminin

C a z u l	Singular	Plural
Nominativ	I	we
Acusativ și Dativ	me	us
Genetiv	my	our

*) Nu se întrebuițează decât în rugăciune pentru Dumnezeu, și în poezie. În conversație se întrebuițează *you*.

Persoana II-a

Masculin și feminin

C a z u l	Singular	Plural
Nominativ Acusativ și Dativ Genetiv	Thou thee thee	ye sau you you your

Persoana III-a

Masculin, feminin și neutru

C a z u l	Singular			Plural
	M	F	N	Toate genurile
Nominativ Acusativ și Dativ Genetiv	he him his	she her her	it it its	they them their

2. Pronume relative.

C a z u l	Singular și Plural	Singular și Plural
	masculin și fem.	Neutru
Nominativ Acusativ și Dativ Genetiv	who whom whose	which which whose sau of which

IV. ADJECTIVE ȘI PRONUME INDEFINITE.

1. *Some* :

Give me *some bread* !

2. *Any* la *interogativ* și *negativ* :

Have you any cheese?

I have not any.

3. *Much* se întrebuințează la *singular* :

We have much tea.

Many se întrebuințează la *plural* :

How many pens have you?

4. *A little* se întrebuințează la *singular* :

A little meat.

A few se întrebuințează la *plural* :

A few cherries.

V. ARTICOLUL.

1. *Articolul indefinit* este *a, an*.

A se întrebuințează înaintea unei *consonante* și a lui *w, y* :

a boy, a year, a week.

An se întrebuințează înaintea unei *vocale* sau a unui *h* mut :

an inkstand, an hour.

2. *Articolul definit* este *the* pentru toate genurile, atât la *singular* cât și la *plural*.

Se pronunță *ðe* înaintea consoanelor :

The pencil, the plum, the pear.

Se pronunță *ði* înaintea vocalelor :

the apple, the air, the egg.

VI. VERBUL.

Verbele auxiliare

1. Sunt 6 verbe auxiliare : *have, be, shall, will, may, do*, cari se întrebunțează pentru formarea timpurilor și modurilor, ce nu se pot forma prin *inflecțiune*.

2. *To be* și *to have* se întrebunțează și ca *verbe principale*.

I have a horse

I am a schoolboy.

3. *Shall, will* se folosesc la formarea *Viitorului*.

4. *May, might ; should, would* formează *Subjonctivul*.

5. *Do, did* se folosesc la formarea verbelor *interogative* și *negative*.

6. Și verbele *may, do* ca și *have, be* sunt câteodată *auxiliare* și câteodată *principale* :

Auxiliare

I have come

He was liked

He eats that he may live

He did not drink

If she should laugh

Principale

I have a watch

The ball *is* round

He may go away

He did his work well

He should keep his word.

Conjugarea verbelor

Verbe neregulate.

I begin	I began	begun
I bring	I brought	brought
I bind	I bound	bound
I catch	I caught	caught
I come	I came	come
I do	I did	done
I drink	I drank	drunk
I eat	I ate	eaten
I fall	I fell	fallen
I give	I gave	given
I go	I went	gone
I hear	I heard	heard
I hide	I hid	hidden
I hurt	I hurt	hurt
I get	I got	got
I keep	I kept	kept
I know	I knew	known
I make	I made	made
I put	I put	put
I read	I read	read
I run	I ran	run
I say	I said	said
I see	I saw	seen
I seek	I sought	sought
I shut	I shut	shut
I sit	I sat	sat
I sleep	I slept	slept
I speak	I spoke	spoken
I strike	I struck	struck
I take	I took	taken
I teach	I taught	taught
I tell	I told	told
I think	I thought	thought
I write	I wrote	written

VII. ADVERBUL.

Adverbele formează complementele circumstanțiale.

Locul complementului circumstanțial.

1. Nu se plasează între verb și complimentul direct decât atunci, când acesta este foarte lung :

*I like John very much
Mary speaks English very well.*

2. Se pune la începutul ori la sfârșitul propozițiunii :

*Yesterday my father brought me a doll
I went to school yesterday.*

3. Complementul de timp se pune uneori și între subiect și predicat, când verbul e la un timp simplu :

We often go to Bucharest.

Când e un timp compus se pune între auxiliar și participiu :

We have never been to England.

Dar, de obicei, se pune după verbul *to be* :

Jane is never late.

VOCABULARY FOR EACH LESSON

Lesson 1

school (sku:l) - școală
 thing (θɪŋ) - lucruri
 pen (pen) - toc, cretă
 box (bɒks) - cutie
 law (lə) - lege
 school (sku:l) - școală
 book (bʊk) - carte

VOCABULARY FOR EACH LESSON

head (hed) - cap
 what (wɒt) - ce?
 is (ɪz) - este
 first (fɜ:st) - întâi
 this (ðɪs) - acesta
 penholder (pen'hoʊldə) -
 toc
 schoolbag (sku:l'bæg) -
 ghiozdan
 set (set) - set
 ruler (ru:lə) - rigă
 paper (pe:pə) - hârtie
 blotting paper (blɒtɪŋ 'pe:pə) -
 ștergător
 pencil (pensl) - cretă

Lesson 2

Notă.

Some conventional:

* un r gutural.

rubber (rʌbə) - gumă de
 șters
 open (ə'pen) - deschis
 shut (ʃʌt) - închis
 second (səkənd) - al doilea
 yes (jes) - da
 no (nəʊ) - nu
 not (nɒt) - nu
 school (sku:l) - școală
 repeat (rɪ'pi:t) - repeta

Lesson 3

third (θɜ:ð) - a treia
 school (sku:l) - școală
 class (klɑ:s) - clasă
 door (dɔ:ə) - ușă
 window (wɪnəʊ) - ferestă
 desk (desk) - birou
 chair (tʃeə) - scaun
 teacher (ti:tʃə) - profesor
 wall (wɔ:l) - zid, perete
 picture (pɪktʃə) - tablă
 hear (hɪə) - auzi
 look (lʊk) - a se uita la
 show (ʃəʊ) - a arăta
 write (raɪt) - a scrie
 and (ænd) - și

VOCABULARY FOR EACH LESSON

Lesson 1

School (sku : l) = școală
thing (θiŋ) = lucru
pen (pen) = toc, peniță
box (bɒks) = cutie
ink (iŋk) = cerneală
inkpot (inkpɒt) = călimară
book (bu:k) = carte
a, an (ei, æ n) = un, o,
here (hiə*) = aici
what (wɒt) = ce ?
is (iz) = este
first (fɜ:st) = întâiu
this (ðis) = acesta
penholder (penhouldə*) =
toc
school-bag (sku:lbæg) =
ghiozdan
satchel (sætʃel) = ghiozdan
ruler (ru:lə*) = liniar
paper (peipə*) = hârtie
blotting paper ('blɒtiŋ'pei-
pə') = sugativă
pencil (pensl) = creion

Lesson 2

Exercise book ('e ksə saiz-
buk) = caiet

rubber (rʌbə*) = gumă de
șters
open (ɒpən) = deschis
shut (ʃʌt) = închis
second (sekənd) = al doilea
yes (jɛ:s) = da
no (nou) = nu
not (nɒt) = nu
repeat (ri'pi:t) = a repeta
there is (ðe*iz) = este

Lesson 3

Third (θə:d) = a (al) treilea
school-room (s'ku:lrum) =
clasa
door (dɔ:*) = ușa
window ('windou) = fe-
reastră
floor (flɔ:*) = pardoseala
ceiling ('si:liŋ) = plafon
the (ði:) = articolul definit
wall (wɔ:l) = zid, perete
picture ('piktʃə*) = tablou
hour ('auə*) = oră
look at ! ('luk'æt) = uită-te !
show me ! (ʃou mi:) =
arată-mi !
and (ænd) = și

your (jɔ:*)=al vostru
 exercise ('eksasaiz) = exer-
 cițiu

Lesson 4

Fourth (fɔ:θ)=a (al) pa-
 trulea

objet (ɔb'dzekt)=obiect

black-board (blækbɔ:d) =
 tablă neagră

piece of chalk (pi:sɔv'tʃɜ:k)
 =cretă

duster (dʌstə*)=cârpă de
 praf

form (fɔ:m)=bancă

desk (desk)=bancă

clock (klɔk)=ceas de perete

map (mæp) = hartă

table (teibl)=masă

chair (tʃɛə*)=scaun

electric-lamp (i'lektrik

læmp)=lampă electrică

book-case (buk'keis) = bi-
 bliotecă

globe (glɔub)=glob

peg (peg)=cuier

I write (ai rait)=Eu scriu

I wipe (ai waip)=eu șterg

where? (weə*)=unde?

there (ðɛə*)=acolo

near (niə*)=aproape

stool (stu:l)=scăunel

one (wʌn)=unul, una

two (tu:)=două

three (θri:)=trei

four (fɔ:*)=patru

five (faiv)=cinci

six (siks)=șase

seven ('sevn)=șapte

eight (eit)=opt

nine (nain)=nouă

ten (ten)=zece

Lesson 5

Person ('pə:sn)=persoană

fifth (fiftθ)=a (al) cincilea

girl (gɜ:l)=fată

boy (bɔi)=băiat

are (ɑ:*)=suntem, sunteți,
 sunt

teacher (ti:tʃə*)=profesor

too (tu:)=deasemenea

many ('meni)=mulți

only (ounli)=numai

I am (ai æ m)=eu sunt

you are (ju:ɑ:*)=voi sun-
 teți

pupils (pju:pils)=elevi

bench (bentʃ)=bancă

children ('tʃɪldrən)=copii

it (it)=el (neutru)

corner ('kɔ:nə*)=colț

child (tʃaɪld)=copil

Come! (kʌm)=vino!

he (hi:)=el

she (ʃi:)=ea

they (ðei)=ei

we (wi:)=noi

you (ju:)=voi

noun (naun)=nume

numeral ('nju:mərəl)=nume-
 meral

verb (və:b)=verb
 singular ('siŋgiulə*) = singular
 plural ('pluərəl)=plural
 answers ('ɑ:nsə*)=răspuns
 questions ('kwestʃən)=întrebare
 has (hæz)=are

Lesson 6

Sixth (sixst^θ)=al șaselea
 eleven (i'levn)=unsprezece
 twelve(twelv)=doisprezece
 thirteen ('θe:'ti:n)=13
 fourteen ('fɔ*:'ti:n)=14
 fifteen ('fif'ti:n)=15
 sixteen ('siks'ti :n)=16
 seventeen ('sevn'ti:n)=17
 eighteen ('ei'ti:n)=18
 nineteen ('nain'ti:n)=19
 twenty ('twenti)=20
 addition(a'diʃən)=adunare
 sum (sʌm)=suma
 make (meik)=a face
 figure ('figə*)=cifră
 he shows (ʃouz)=arată
 he counts (kaunts)=numără
 how much (hau mʌtʃ)=cât?
 how many (haumeni) = câți?

that (ðæt)=acela
 thirty ('θɔ:ti)=30
 forty ('fɔ :ti)=40
 fifty ('fifti)=50
 sixty ('siks'ti)=60

seventy ('seventi)=70
 eighty ('eiti)=80
 ninety ('nainti)=90
 hundred ('hʌndrəd)=100
 subtraction (səb'trækʃən)=scădere
 multiplication (mʌltipli'keiʃən)=înmulțire
 division (di'vizən) = împărțire.

Lesson 7

At (æt,ət)=la
 cottage ('kɒtɪdʒ)=căsuță
 eating (i:tiŋ)=mâncând
 cherries ('tʃeriz)=cireși
 off (ɔ:f, ɔf)=din
 plate (pleit)=farfurie
 rhyme (raim)=poezie
 time (taim)=timp
 thousand (θauzənd)=o mie
 quarter(kwɔ :tə*)=un sfert
 half (hɑ:f)=jumătate
 minute ('minit)=minut
 ran up (ræn'ʌp)=fuge sus
 struck (strʌk)=lovi
 ran down (ræn'daun) = fugi jos.

Lesson 8

Week (wi :k)=săptămână
 year (jiə*)=an
 month (mʌnθ)=lună
 every ('evri)=fiecare
 has (hæz)=are

day (dei)=zi
 name (neim)=nume
 Monday (m ndi)=Luni
 Tuesday ('tju:zdi)=Marți
 Wednesday ('wenzdi) =
 Mercuri
 Thursday ('θə:zdi)=Joi
 Friday ('traidi)=Vineri
 Saturday ('sætədi) = Sâmbătă
 Sunday ('sændi)=Duminică
 money ('mʌni)=bani
 January ('dzænjuəri)=Ianuarie
 February ('februari)=Februarie
 March (mɑ:tʃ)=Martie
 April ('eiprɪ)=Aprilie
 May (mei)=Maiu
 June (dzu:n)=Iunie
 July (dzu:lai)=Iulie
 August (ɔ:'gʌst)=August
 September (sep'tembe*)=Septembrie
 October (ək'toubə*) = Octombrie
 November (nɔ'vembə*) = Noiembrie
 December (di'sembə*) = Decembrie
 Home-lesson (houm-'lesn)
 =lecție pentru acasă
 yesterday ('jestə'di)=ieri
 to-morrow (tə'mərəu) = mâine

Lesson 9

continued (kon'tinju:d) = continuat
 morning ('mɔ:nɪŋ)=dimineața
 light (lait)=lumină
 to get up (tu get'ʌp)=a se scula
 I dress (ai dres)=mă îmbrac
 I say (ai sei)=spun
 good (gu:d)=bun
 mother ('mʌðə*)=mamă
 father ('fɑ:ðə*)=tată
 I go (ai gou)=merg, mă duc
 noon (nu:n)=amiază
 holiday ('hələdi)=vacanță
 night (nait)=noapte
 dark (dɑ:k)=întuneric
 after (ɑ:ftə*)=după
 o'clock (ɔ'klɒk)=ceas
 evening ('i:vniŋ)=seară
 every ('evri)=fiecare
 all (ɔ:l)=tot
 store (stɔ:*)=provizie
 more (mɔ:*)=mai mult
 Leap year ('li:pjiə*) = an bisextil
 learn (le:n)=a câștiga
 write (rait)=a scrie
 Lesson 10
 black (blæk)=negru
 white (wait)=alb

blue (blu:) = albastru
 colour (kʌlə*) = culoare
 light blue (lait blu) = albastru deschis
 dark blue (da :blu) = albastru închis
 yellow ('jelou) = galben
 green (gri:n) = verde
 violet (vaiələit) = violet
 red (red) = roșu
 grey (grei) = sur
 brown (braun) = brun
 he (hi:) = el
 she (fi:) = ea
 this (θis) = acesta
 that (ðæt) = acela
 what? (wət) = ce?
 reading (ri :diŋ) = citind
 pretty ('priti) = frumos
 cover ('kʌvə*) = acoperă-mânt
 your (juə*) = al vostru
 (vezi mai jos)
 on (ən) = pe
 or (ɔ:*) = sau
 comma ('kəmə) = virgulă
 colon ('koulən) = 2 puncte
 semi-colon ('semikolən) = puncte și virgulă
 full-stop ('fulstɒp) = punct
 your (jɔ*) = al vostru

Lesson 11

Place (pleis) = loc
 object ('ɒbdzikt) = obiect
 in front (in front) = în față

also (ɔlzou) = deasemenea
 left (left) = stânga
 right (rait) = dreapta
 above (ə'bʌv) = deasupra
 head (hed) = cap
 feet (fi:t) = picioare
 stove (stʌv) = sobă
 other (ʌðə*) = altul
 middle (middle) = mijloc
 before (bi'fɔ:*) = înainte
 between (bi'twi:n) = între
 letter ('letə) = scrisoare
 which? (witʃ) = care?
 dintre mai mulți).
 well (wel) = bine
 number (nʌmbə*) = număr
 sentence (sentəns) = propoziție
 word (wə:d) = vorbă
 under (ʌndə*) = sub

Lesson 12

Name (neim) = nume
 gender ('dzendə*) = gen
 my (mai) = al meu
 her (hə*) = al ei
 his (hiz) = al lui
 tree (tri:) = pom
 yard (ja:d) = curte
 nest (nest) = cuib
 little ('litl) = mic
 cow (kau) = vacă
 big (big) = mare
 dog (dɒg) = câine
 Peter (Pi:tə*) = Petru

masculine ('ma:skjulin) =
 masculin
 feminine ('feminin) = feme-
 nin
 animal (æanimal) = animal
 neuter ('nju:tə*) = neutru
 likes (laiks) = îi place

Lesson 13

cat (kæt) = pisică
 fur (fʌr) = blană
 soft (sɔft) = malle
 fire (fairə*) = foc
 garden (gɑ:dən) = grădină
 call (kɔ:l) = a chema
 come in (kʌm'in) = vino
 înăuntru

sit down (sit daun) = șed
 jos
 queen (kwi:n) = regină

Lesson 14

yourselves (jɔ:'selvz) = voi
 înșivă
 go back (gou'bæk) = du-te
 înapoi

again (a'gein) = din nou
 change (tʃeindz) = schimb
 correct (kɔ'rekt) = corect
 mistake (mis'teik) = greșală

Lesson 15

nice (nais) = drăguț
 play ground (pleigraund) =
 terenul de joc

calf (kɑ:f) = vițel (viu)
 ugly (ʌ gli) = urât
 large (lɑ:dz) = mare
 long (lɔŋ) = lung
 run (rʌn) = alerg
 play (plei) = joc
 short (ʃɔ:t) = scurt
 small (smɔ:l) = mic
 adjective ('ædziktiv) = ad-
 jectiv
 column ('kɔləm) = coloană
 heart (hɑ:t) = inimă
 by heart (bai'hɑ:t) = pe di-
 nafară.

Lesson 16

Ball (bɔ:l) = minge
 doll (dɔl) = păpușă
 these (ði :z) = aceste
 their (ðeə*) = al lor
 our ('auə*) = al nostru
 those (ðəuz) = aceia.

Lesson 17

mat (mæt) = covoraș
 it lies down (it laiz daun) =
 șade pe jos
 sheep (ʃi:p) = oaie (oi)
 Sir (sə :*) = Domnule !
 bag (bæg) = sac
 full (ful) = plin
 wool (wul) = lână
 master (mɑ'stə*) = stăpân
 dame (deim) = stăpână

lives (livz)=trăește
lane (lein)=cărare
umbroasă

Lesson 18

Body (bcdi)=trup
part (pɑ:t)=parte
different (diferənt) = di-
ferite

trunk (trʌnk)=trupul
arm (ɑ:m)=braț
hand (hænd)=mână
leg (leg)=picior
feet (fi:t)=picioare (la-
bele)

walk (wɔ:k)=plimbare
shoulder (ʃouldə*)=umăr
elbow (elbou)=cot
wrist (rist)=încheietura
mâinii

hip (hip)=șold
thigh (θai)=pulpă
knee (ni:)=genunchiu
ankle (ænkɫ)=gleznă
foot (fu:t)=picior
toes (toʊz)=degete dela
picior

finger (fiŋgə*)=deget
thumb (θʌm)=degetul
mare

each (i:tʃ)=fiecare
dear (di:ə*)=dragă
child (tʃaɪld)=copil
upon (ə'pɒn)=peste
he stands (hi:stændz) = el
stă

together (tə'geðə*) = im-
preună
same (seim)=același
copy ('kɒpi)=a copia
carefully ('kɛəfuli) = cu
grijă

Lesson 19

Hair (heə*)=păr
fair (feə*)=blond
curly (kɔ:li)=buclat
straight (streɪt)=drept
eye (ai)=ochiu
forehead (fo:rid)=frunte
nose (nouz)=nas
middle (middl)=mijloc
face (feɪs)=față
cheek (tʃi:k)=obraz
mouth (mauθ)=gură
lip (lip)=buză
chin (tʃɪn)=bărbie
neck (nek)=gât
ear (iə*)=ureche
side (said)=o parte
can (kæn)=poate
cannot (kænət)=nu poate
nail (neɪl)=unghie
tip (tip)=vârf

Lesson 20

Repetition (repi'tɪʃn)=re-
petiție
member ('membə*)=mem-
bru

touch (tʌtʃ) = a pipăi
 feel (fi:l) = a simți
 move (mu:v) a mișca
 attached (ə'tætʃt) = legat
 de
 describe (dis'kraib) = a
 descrie

Lesson 21

see (si:) = a vedea
 eyebrow (ai'brau) = sprân-
 cene
 eyelid (ai'lid) = pleoapă
 covers ('kʌvə's) = acoperire
 eyeball (ai'bɔ:l) = globul
 ochiului
 lashes ('læʃəs) = gene
 hear (hjə:*) = a auzi
 taste (teist) = a gusta
 tongue (tʌŋg) = limba
 tooth (tu:θ) = dinte
 teeth (ti:θ) = dinți
 well (wel) = bine
 but (bʌt) = dar
 with (wiθ) = cu
 I do (ai'du) = eu fac
 auxiliary (ə:g'ziljeri) =
 auxiliar.

Lesson 22

shape (ʃeip) = formă
 line (lain) = linie
 curved (kə'vd) = curbă
 pointed ('pɔintid) = ascuțit
 round (raund) = rotund

square (skweə*) = pătrat
 angle (æŋgl) = unghi

Lesson 23

High (hai) = înalt
 thin (θin) = subțire
 thick (θik) = des
 horse (hɔ:s) = cal
 buffalo ('bʌfəlu) = bufalo
 blank (blænk) = spațiu
 higher (haiə*) = mai înalt
 highest ('haiist) = foarte
 înalt, cel mai înalt
 more (mɔ:*) = mai mult
 most (moust) = cel mai
 mult
 beautiful ('bjʊ:təful) = fru-
 mos.

Lesson 24

Clothes (klodz) = haine
 chemise (ʃi'mi:z) = cămașă
 socks (sɔks) = ciorapi (băr-
 bătești)
 stockings ('stɔkiŋz) = cio-
 rapi (de damă)
 garters ('gɑ:tə*z) = jartiere
 slippers (slipə*) = papuci
 drawers (drɔ:z) = pantaloni
 bodice ('bɔdis) = brasieră
 petticoat ('petikout) =
 fustă
 sometimes (sʌm'taimz) =
 câte odată
 I dress (aidres) = mă îm-
 brac

I wear (aiweə *) = eu port
 skirt (skə:t) = fustă
 blouse (blauz) = bluză
 belt (belt) = cordon
 round (raund) = împrejur
 waist (weist) = talie
 apron ('eiprən) = șorț
 pinafore ('pinafɔ:*) = șorț
 shirt (ʃe*t) = cămașă de zi
 (bărbat)
 knickers (nike*s) = pantaloni scurți
 shoes (ʃu:z) = pantofi
 boots (bu:ts) = ghete
 undress ('ʌn'dres) = mă desbrac
 night-shirt (nait'ʃə*t) = cămașă de noapte (bărbat)
 night-dress (nait'dres) = cămașă de noapte (femeie)
 night-gown (nait'gaun) = cămașă de noapte (femeie)

Lesson 25

Take off (teik'ɒf) = scoate
 hat (hæt) = pălărie
 jacket ('dzækit) = jachetă
 gloves (glʌvz) = mănuși
 old (ould) = vechiu, bătrân
 furcollar (fʌr'kɒlə*) = guler de blană
 muff (mʌf) = manșon
 keep (ki:p) = ține
 warm (wɔ:m) = cald

Lesson 26

Cuffs (kʌfs) = manșete
 fastened ('fa:stnd) = încheiat
 studs (stʌds) = butoane
 neck-tie ('nektai) = cravată
 scarf (skɔ:f) = fular pentru gât
 trousers ('trauze*s) = pantaloni
 waist-coat ('weist'kout) = jiletică
 coat (kout) = haină
 braces ('breisiz) = bretele
 pocket ('pɒkit) = buzunar
 several ('sevrəl) = mai multe
 buttons ('bʌtnz) = nasturi
 button-holes ('bʌtn'həʊlz) = butoniere
 sleeve (sliv) = mânecă
 puts (puts) = pune
 purse (pɜ:s) = pungă
 handkerchief ('hækrətʃit) = batistă

overcoat ('ouvəkout) = pardesiu
 brooch (broutʃ) = broșă
 suit (siut) = rând de haine

Lesson 27

Summer (sʌmə*) = vară
 winter (wintə*) = iarnă
 cool (ku:l) = răcoros

straw (strou)=paie
 linen (linən)=pânză
 it snows (snouz)=ninge
 snow-boots ('snou'bu:ts)=
 șoșoni
 galoshes (gə'loʃiz)=galoși
 people (pi:pl)=lume
 jewels ('dzu:ilz)=bijuterii
 ring (riŋ)=inel
 neck-lace ('neklis)=colier
 bracelet ('breislit)=brățară
 scarf-pin ('skɑ:fpin)=ac
 de cravată
 season (si:zn)=sezon
 spring (spriŋ)=primăvară
 autumn ('ɔ:təm)=toamnă

Lesson 28

Falls (fɔ:lz)=cade
 every (everi)=fiecare
 shine (ʃain)=a străluci
 grass (gra:s)=iarbă
 bird (bɜ:d)=pasăre
 sing (siŋ)=cântă
 soon (su:n)=în curând
 eggs (egz)=ouă
 next (nekst)=apropiat
 hot (hɒt)=foarte cald
 it rains (it reinz)=plouă
 umbrella (ʌm'brela)=um-
 breală
 fruit (fru:t)=fructe
 apples (æplz)=mere
 pears (peə*z)=pere
 plums (plʌmz)=prune

nuts (nʌts)=nuci
 grapes (greips)=struguri
 old (ould)=bătrân.

Lesson 29

Date (deit)=dată
 holidays ('houli'deiz)=va-
 canță
 Christmas (krisməs)=Cră-
 ciun
 happy (hæpi)=fericit
 children ('tʃildrən)=copiii
 receive (ri'si:v)=a primi
 presents (pre'znts)=ca-
 douri

Lesson 30

Dog (dɒg)=câine
 paw (pɔu)=labă
 tail (teil)=coadă
 I love (ʌv)=a iubi
 bite (bait)=mușcă
 usually (ju:zuəli)=de obi-
 ceiu
 stroke (strouk)=lovitură
 see (si:)=a vedea
 wags (wægz)=mișcă
 (coada)
 fed (fed)=hrănit.

Lesson 31

calf (ka:f)=vițel (viu)
 horn (hɔ:n)=coșul casei,
 coarnele animalelor
 gentle (dzentl)=drăguț,
 blând

coat (kɔ:t)=haină
 smooth (smu:θ)=lin
 sometimes (s ʌ m'taimz)=
 câteodată
 eats (i :ts)=mănâncă
 sweet (swi:t)=dulce
 fresh (freʃ)=proaspăt
 food (fu :d)=hrană
 gives (givz)=dă
 milk (milk)=lapte
 drink (driŋk)=a bea
 thank (θæŋk)=mulțumesc
 mother (mʌðe*)=mamă
 yet (jet)=încă
 young (jʌŋ)=tânăr
 too (tu:)=deasemenea
 friendly (frendli)=priete-
 nește
 cream (kri:m)=cremă
 apple-tart ('æpl'tɔ:t)=pră-
 jitură cu mere.

Lesson 32

Meals (mi:lz)=mesele
 early (ə:li)=devreme
 half (hɔ:f)=jumătate
 wash (wɔʃ)=a spăla
 myself (mai'self)=eu în-
 sumi
 breakfast ('brekfəst)=ma-
 sa de dimineață
 coffee ('kɔfi)=cafea
 roll (roul)=corn (de mân-
 cat)
 dinner ('dinə*)=prânz

called (kɔ:ld)=chiamat
 drink (driŋk)=a bea
 water ('wɔ:tə*)=apă
 glass (gla:s)=sticlă
 hungry ('hʌŋgri)=înfome-
 tat.

Lesson 33

Tablecloth ('teiblɔθ)=
 față de masă
 knife (naif)=cuțit
 fork (fɔ:k)=furculiță
 spoon (spu'n)=lingură
 dish (diʃ)=mâncare, farfu-
 rie
 wine (wain)=vinul
 bottle (bɔtl)=sticlă (de
 vin)
 decanter (di'kæntə*)=sti-
 clă (de apă)
 parents ('peərənts)=pă-
 rinți
 thirsty ('θə:sti)=însetat
 cut (kʌt)=tăiat
 bite (bait)=a mușca
 palate ('pælit)=cerul gurei
 swallow ('swɔlu)=a în-
 ghiți
 supper (sʌpə*)=cina
 could (ku:d)=putu
 fat (fæt)=gras
 lean (li:n)=slab
 both (boθ)=amândoi
 left (left)=lăsă
 clean (kli:n)=curat
 platter (plætə*)=blid.

Lesson 34

Dessert (di'zə:t)=desertul
 meat (mi:t)=carne
 vegetables ('vedzitəbls) =
 legume
 bread (bred)=pâine
 end (end)=sfârșit
 cheese (tʃi:z)=brânză
 which (witʃ)=care (din
 doi)
 made (meid)=făcut
 jam (dzæm)=marmeladă
 pudding ('puddiŋ)=prăji-
 tură englezească
 cake ('keik)=prăjitură
 strawberyy ('strɔ:beri) =
 căpșuni
 cherry ('tʃəri)=fructe mici
 rotunde, cireși
 raspberry ('rɔ:spəri) =
 smeură
 much (mʌtʃ)=mult
 tart (tɑ:t)=prăjitură
 biscuit (biskit)=pescmet
 kind (kaɪnd)=fel.

Lesson 35

The house (haʊz)=casă
 inside ('in'saɪd)=înăuntru
 roof (ru:f)=acoperiș
 top (tɒp)=vârf
 garret ('gærət)=mansardă
 chimney ('tʃimni)=cămin
 foc

slate (sleit) } = țiglă
 tiles (tails) }
 live (liv)=a trăi
 town (taʊn)=oraș
 family ('fæmili)=familie
 round (raʊnd)=împrejur
 fence (fens)=gărd
 stone (stoun)=piatră
 bricks (briks)=cărămizi
 wood (wu:d)=lemn
 silver ('silvə*)=argint
 gold (gould)=aur
 leather (leðə*)=curea,
 piele
 cotton ('kɒtɒn)=bumbac
 glass (glɑ:s)=sticlă, pahar.

Lesson 36

room (ru:m)=odaie
 hall (hɔ:l)=hol
 dining-room ('daiɪŋru:m)
 =sufragerie
 drawing-room ('drɔ:ŋrum)
 =salon
 parlour ('pɑ:lə*)=salon
 stairs (steə*z)=scări
 up-stairs ('ʌ'pstɛəz) = sus
 pe scări
 down-stairs ('daʊn'stɛəz)=
 jos pe scări
 bed-room (bedru:m)=
 odaie de culcare
 bath-room (bɑ:θru:m) =
 odaie de baie
 furniture ('fə:nitʃe*)=mo-
 bilă

them (ðem)=pe ei
 father (fΛðe*)=tată
 mother (mΛðe*)=mamă
 grandfather ('grænd' fæ:ðe*
 =bunic
 grandmother ('grænd' mΛ-
 ðə*)=bunică
 grandparents ('grænd'pei-
 rənts)=bunici
 sister (sistə*)=soră
 brother (brΛðe*)=frate
 relation (ri'leifn)=rudă
 son (sΛn)=fiu
 daughter (dɔ:te*)=fiică
 niece (ni:s)=nepoată
 nephew ('nevju)=nepot

Lesson 37

Front door (frontdɔ:*) =
 ușa dela intrare
 storey (sto:ri)=etaj
 ground (graund)=pământ
 floor (flɔ:*)=pardoseala
 attic (ætik)=mansardă
 through (θru:)=prin
 rap (ræp)=bătae la ușă
 lock(lɔk)=zăvor

Lesson 38

sun (sΛn)=solare
 shine (ʃain)=strălucește
 useful ('ju:sful)=folositor
 bed (bed)=pat
 fire-place ('faie*pleis)=că-
 minul p. foc

stove (stouv)=sobă
 arm chair ('ɑ:mtʃe*)=fo-
 toliu
 carpet (kɑ:pit)=covor
 careful ('keɪful)=cu grijă
 school-fellows (sku:l'felouz)
 =camarazi
 Mr. ('miste*)=Domnul
 Mrs. ('misiz)=Doamna
 Christian ('kristjen)=creș-
 tin
 name (neim)=nume
 petname (pet'neim)=dimi-
 nutiv.

Lesson 39

Nurse (nɜ:s)=doică
 swing (swiŋ)=leagăn
 flower (flaue*)=floare
 shade (ʃeid)=umbră,
 nuanță
 smell (smel)=miros
 rose (rouz)=trandafir
 violet ('vaielit)=violită
 touch (tʌtʃ)=a pipăi
 belong (bi'loŋ)=a aparține
 must (must)=trebuie
 pick (pik)=a culege
 sit (sit)=a șede

Lesson 40

Shop (ʃɔp)=prăvălie
 street (stri:t)=stradă
 baker (beike*)=butar
 sell (sel)=a vinde

butcher (butʃə*)=măcelar
 some (sʌm)=câteva
 buy (bai)=a cumpăra
 meat (mi:t)=carne
 to-day (tu'dei)=azi.

Lesson 41

Grocer (grouə*)=băcan
 sugar (ʃu:gə*)=zahăr
 need (ni:d)=nevoie, lipsă
 shoemaker (ʃu:meikə*)=
 pantofar
 bootmaker('bu:t'meikə*)=
 cizmar
 pair (pɛə*)=pereche
 locksmith ('loksmiθ)=fie-
 rar, lăcătuș
 All right ! (o:l rait)=Bine !
 Totul e în regulă ! Ame-
 ricanii zic: O.K. (ou Kei)

Lesson 42

Mine (main)=al meu
 yours (j ɔ:*s)=al vostru
 his (hiz)=al lui
 hers (hə*z)=al ei
 ours (auə*z)=al nostru
 game (geim)=joc

Lesson 43

Market (mæ:kit) = târg,
 piață
 weather ('weðə*)=vreme

fine (fain)=frumos
 help (help)=a ajuta
 carry (kæri)=a duce
 vegetables ('vedzitebls) =
 legume
 were (wɛə*)=erau
 because (bi'koz)=pentru că
 asked (a:skd)=ceru
 potatoes (pe'teitouz)=car-
 tofi
 carrots ('kærets)=morcovi
 cabbage ('kæbids)=varză
 bean (bi:n)=fasole
 salad ('sæləd)=salată
 cauliflower ('koli'flaue*) =
 conopidă
 enough (i:'nʌf)=destul
 order (o:də*)=poruncă
 veal (vi:l)=vițel (tăiat)
 pork (pɔ:k)=pork (tăiat)
 enjoy (en'dʒɔi)=a se bu-
 cura de ceva.

Lesson 44

Copper (kəpə*)=o para
 sovereign ('sovrin)=o liră
 sterlină
 pound (paund)=o liră ster-
 lină
 shilling (ʃi:liŋ)=șiling
 crown (kraun)=2 sh 6

Lesson 45

Toys (tɔiz)=jucării
 hide (haid)=a ascunde

seek (si:k)=a căuta
 bush (buʃ)=tufiş
 where? (wɛə*)=unde?
 anyone ('eniwʌn)=oricine

Lesson 46

Indoor (indɔ:*z)=în casă
 fold (fould)=a lega, împă-
 tura
 bind (baind)=a lega
 tie (tai)=legătură (a lega)
 better (betə*)=mai bine
 catch (kætf)=a prinde
 turn (tə*n)=rând.
 shopman ('ʃɔpmæn)=ne-
 gustor
 try (traɪ)=a încerca
 catch (kætf)=a prinde

Lesson 47

motor-car ('motə*kɑ:*) =
 automobil
 train (treɪn)=trenul
 top (tɔp)=vârf
 marbles (mɑ:blz)=bile
 trumpet (trʌmpit)=trom-
 petă
 noise (nɔɪz)=sgomot
 drum (drʌm)=tobă
 hoops (hu:ps)=sfârlează
 skipping-rope ('skipɪŋ'roup
 =coardă de sărit
 till (til)=până
 than (ðæn)=decât

prettier ('prɪtiə*)=mai
 frumos
 prettiest ('prɪtiɪst)=cel mai
 frumos
 kite (kait)=smeu
 using ('ju:ziŋ)=folosind

Lesson 48

Country ('kʌntri)=ţară
 cold (kould)=rece
 hearth (hɑ:θ)=căminul
 unde arde focul
 tell (tel)=a spune
 bit (bit)=bucăţivă
 coals (koulz)=cărbuni
 match (mætʃ)=chibrit
 on top ('ɔn'tɔp)=pe vârf
 strike (straɪk')=a aprinde
 un chibrit
 side (said)=o parte
 warmth (wɔ:mθ)=căldură
 light (lait)=lumină
 blaze (bleɪz)=flacăra, a se
 aprinde
 burn (bɜ*n)=a arde

Lesson 49

sew (sou)=a coase
 learn (lɜ*n)=a învăţa
 needle (ni:dl)=ac de cusut
 thread (θre:d)=aţă
 cotton ('kɔtn)=aţă
 mend (mend)=a cârpi
 darn (dɑ:n)=a cârpi ciorapi

thimble (θimbl)=degetar
 sat (sæt)=șezu, ședea
 to need (ni:d)=a avea nevoie
 smooth (smu:θ)=neted.
 regular ('regjulə*)=regulat
 tense (tens)=timp (la conjugare)

Lesson 52

Rag (rʌg)=covoraș
 stir (stə:*)=a mișca

Lesson 54

Bell (bel)=clopot
 ring (riŋ)=a suna
 rang (ræŋ)=sună
 speak (spi:k)=a vorbi
 spoke(spouk)=vorbi (tre-cut)
 read (ri:d)=a citi
 read (red)=(am) citit

Lesson 55

Bring (briŋ)=a aduce
 dish (diʃ)=fel de mâncare
 coat (kout)=haină
 silk (silk)=mătase
 new (nju)=nou
 brought (brɔ:t)=adus
 mess (mes)=dezordine,
 pagubă.

tidy (taidi)=ordonat
 neat (ni:t)=ordonat
 keep (ki:p)=a păstra
 drunk (drʌnk)=băut
 lick (lik)=a linge
 shone (ʃɒn)=străluci
 lap (læp)=poală.

Lesson 56

pick up (pik:ʌp)=a ridica
 fond of (fond'ɒv)=îți place
 ceva.

Lesson 57

Walk (wɔ:k)=plimbare
 field (fi:ld)=câmp
 woods (wu:dz)=pădure
 glad (glæd)=vesel
 bustle ('bʌsl)=gălăgie,
 grabă
 basket (bæ:skit)=coș
 pack (pæk)=a împacheta
 hurah! (hʌ'rɔ:)=ura!
 start (stɔ:t)=a porni
 flow (flou)=a curge
 carriage ('kæridz)=trăsură
 because (bi'kɔz)=pentru că
 heavy ('hevi)=greu
 reach (ri:tʃ)=a ajunge
 begin (begin)=a începe
 prepare (pri'peə*)=a pregăti
 spot (spɒt)=loc
 lovely (lʌvli)=adorabil

Lesson 58

Hard (hɑ:d)=tare
 hit (hit)=lovit
 net (net)=plasă
 bat (bæt)=instrument de
 sport (pentru oină sau
 cricket).

Lesson 59

Now (nau)=acum
 sky (skai)=cerul
 bright (braɪt)=strălucitor
 sing (siŋ)=a căuta
 break up ('breɪk p)=a
 termina
 fluently ('flu:entli)=
 fluent

Humpty Dumpty

Fall (fɔ:l)=a cădea

great (greɪt)=mare
 men (men)=oameni

Hey Diddle Diddle

Fiddle ('fɪdl)=vioară
 jump (dʒʌmp)=a sări
 over ('ouve*)=peste
 moon (mu:n)=lună
 laugh (lɑ:f)=a râde
 such (sʌtʃ)=astfel
 run away (rʌŋ'əwei)=
 fugi

Little Jack Horner

Pie (pai)=plăcintă
 pull (pul)=a împinge

Pat-a-cake

Fast (fɑ:st)=repede
 oven ('ouvən)=cuptor

GENERAL VOCABULARY

GENERAL VOCABULARY

A

A, an (ei, æn)=un
 addition (ædɪʃn)=adunare
 adjective (ædzɪktɪv) = ad-
 jectiv
 after (ɑ:ftə*)=după
 again (ə'geɪn)=din nou
 all (ɔ:l)=toți
 all right! ('ɔ:lraɪt)=bine!
 also (ɔ:lsoʊ)=deasemenea
 and (ænd)=și
 animal ('æniməl)=animal
 ankle ('æŋkl)=gleznă
 angle (æŋgl)=unghiū
 anyone ('eniwʌn)=ori-
 cine
 apple (æpl)=măr
 apron ('eɪprən)=șorț
 arm (ɑ:m)=braț
 arm-chair ('ɑ:m'tʃeɪr)=fo-
 toliu
 ask (ɑ:sk)=cere
 attached (æ'tætʃd)=legat
 attic ('ætɪk)=mansardă
 autumn (ɔ:'təm)=toamnă
 auxiliary (ɔ:g'zɪljəri) = au-
 xiliar.

B

Back (bæk)=înapoi
 bag (bæg)=sac
 baker (beɪkə*)=brutar
 ball (bɔ:l)=minge
 basked (bɑ:skɪt)=coș
 bat (bæt)=instrument de
 sport (oină)
 bath-room (bɑθru:m) =
 odaie de baie
 bean (bi:n)=mazăre
 beautiful (bju:tɪfʊl)=fru-
 mos
 because (bi'kɔ:z)=de-
 oarece
 bed (bed)=pat
 bed room (bed'ru:m) =
 odaie de dormit
 before (bi:fɔ:*)=înainte
 begin (beɪn)=a începe
 bell (bel)=clopot
 belong (bi'loŋ)=a aparține
 belt (belt)=cordon
 bench (bentʃ)=bancă
 better (betə*)=mai bine
 big (bɪg)=mare
 biscuit ('bɪskɪt)=pesmet

bit (bit)=bucățiică
 bite (bait)=a mușca
 black (blæk)=negru
 black-board (blækbc:d)=
 tablă de clasă
 blank (blænk)=gol
 blaze (bleiz)=arde
 blotting-paper ('blɒtɪŋ'-
 peipə*)=sugativă
 blouse (blauz)=bluză
 blue (blu:)=albastru
 bodice ('bɒdis)=brasieră
 body (bɒdi)=corp
 both (bouθ)=amândoi
 bottle ('bɒtl)=sticlă (de
 apă)
 book (bu:k)=carte
 book-case ('bu:kkeis)=bi-
 bliotecă
 boot (bu:t)=ghiată
 bootmaker (bu:tmeikə*)=
 cizmar
 bought (bɔ:t)=cumpărat
 bracelet ('breislit)=brățară
 braces (breisiz)=bretele
 bread ('bred)=pâine
 breakfast ('brekfəst)=
 mâncarea de dimineață
 break up (breik'up)=a
 sfârși
 bright (brait)=strălucitor
 bring (brɪŋ)=a aduce
 brother ('brʌðə*)=frate
 brought (brɔ:t)=adus
 brown (braun)=brun
 buffalo ('bʌfəlu)=bufalo

burn (bɜ:n)=a arde
 bush (buʃ)=tufiș
 bustle (b'ʌstl)=gălăgie, zor
 but (bʌt)=dar
 button ('bʌtn)=nasture
 button-hole ('bʌtnhoul)=
 butonieră.
 buy (bai)=a cumpăra
 by (bai)=de

C

Cabbage ('kæebɪdz)=varză
 cake (keik)=prăjitură
 calf (kɑ:f)=vițel (viu)
 came (keim)=veni
 called (kɔ:ld)=chemat
 can (kæn)=poate
 cannot ('kænət)=nu poate
 careful ('keə*ful)=cu grijă
 carpet (kɑ:pɪt)=covor
 carriage ('kæridz)=trăsură
 carrots ('kærets)=morcovi
 carry ('kæri)=a duce
 catch (kætʃ)=a prinde
 coulisflower ('koliflaur)=
 conopidă
 ceiling ('si:lin)=tavan
 chair (tʃeə*)=scaun
 chalk (tʃɔ:k)=cretă
 change (tʃeɪndz)=a
 schimba
 cheek (tʃi:k)=obraz
 cheese (tʃi:z)=brânză
 chemise (ʃi'mi:z)=cămașă
 cherries ('tʃeriz)=cireși

cherry ('tʃeri) = cireaşă
 child (tʃaɪld) = copil
 children (tʃɪldrən) = copii
 chimney ('ʃtɪmni) = sobă
 (deschisă, şemineu)
 chin (tʃɪn) = bărbie
 christian ('krɪstjən) = creş-
 tin
 Christmas ('krɪsməs) =
 Crăciun
 clean (kli:n) = curat
 clock (klɒk) = ceas
 clothes (klɔ:θz) = haine
 coals (kɔʊlz) = cărbuni
 coat (kəʊt) = haine
 coffee ('kɒfi) = cafea
 cold (kəʊld) = rece, frig
 column ('kɒləm) = coloană
 colour ('kɒlə*) = culoare
 come (kʌm) = a veni
 comma ('kɒmə) = virgulă
 cool (ku:l) = răcoare
 copper ('kɒpə*) = bănuţ
 copy ('kɒpi) = copie
 corner ('kɔ:nə*) = colţ
 correct (kə'rekt) = a corecta
 cotton ('kɒtn) = bumbac
 could (kʊd) = pute
 count (kaunt) = a număra
 country ('kʌntri) = ţară
 cover ('kʌvə*) = acoperă-
 mânt, scoarţa cărţii
 cow (kaʊ) = vacă
 cream (kri:m) = cremă
 crown (kraun) = coroană
 cuff (kʌf) = manşetă

curly ('kʌrli) = ondulat
 (păr)
 curved (kə:vd) = curbă

D

Dame (deɪm) = stăpână
 dark (dɑ:k) = întuneric
 dark blue (dɑ:kblu:) = al-
 bastru închis
 darn (dɑ:n) = a cârpi ciorapi
 daughter ('dɔ:tə*) = fiică
 dear (diə*) = dragă
 describe (dis'kraɪb) = a des-
 criere
 desk (desk) = pupitru
 different ('dɪfrənt) = deo-
 sebit = sufrageria
 dinner (dɪnə*) = cina
 division (di'vɪzən) = împăr-
 ţire
 dog (dɒg) = câine
 doll (dɒl) = păpuşă
 door (dɔ:ɪ) = uşă
 drawing-room ('drɔ:ɪn
 rum) = salon
 drawers) drɔə'*z) = sertare,
 pantaloni
 dress (dres), = îmbrăcă-
 minte
 drink (drɪŋk) = a bea
 duster (dvstə*) = cârpă de
 praf.

E

Each (i:tʃ) = fiecare
 ear (iə*) = ureche

early ('ə:li)=devreme
 eat (i:t)=a mânca
 egg (eg)=ouă
 enough (i'n f)=destul
 every (evri)=fiecare
 exercise ('eksəsaiz)=exercițiu
 exercise book (əksə'saiz-buk)=caiet
 eye (aɪ)=ochiu
 eyebrow (ai'brau)=sprâncene
 eyeball (ai'bɔ:l)=globulochiului.

F

Fall (fɔ:l)=a cădea
 family (fæmili)=familie
 fast (fa:st)=
 fastened ('fa:stnd)=încășat
 father (fɑθə*)=tată
 fed (fed)=hrănit
 feed (fi:d)=a hrăni
 feel (fi:l)=a simți
 fence (fens)=gard
 February ('februəri)=Februarie
 feminine ('feminin)=feminin
 fiddle (fidl)=vioară
 field (fi:ld)=câmp
 fire ('faie*)=foc
 fire-place ('faie*pleis)=șemineu
 five (faiv)=cinci

fifth (fifθ)=al cincilea
 fifteen (fifti:n)=cincisprezece
 fifty (fifti)=cincizeci
 floor (flɔ:*)=pardosea
 flower (flaue*)=floare
 fluently ('fu:entli)=fluent
 fond of (fvndɔv)=îți place de ceva
 food (fu:d)=hrană
 forehead ('fərid)=frunte
 fork (fɔ:k)=furculiță
 four (fɔ:*)=patru
 fourth (fɔ:θ)=al patrulea
 fourteen (fɔ:ti:n)=patrusprezece
 forty (fɔ:ti)=patruzeci
 front door (frɒntdɔ:*)=ușa de intrare
 Friday ('fraidi)=Vineri
 friendly ('frendli)=prietenos
 fruit (fru:t)=fructe
 full (ful)=plin
 full-stop (fulstɒp)=punct
 fur (fʌr)=blană
 fur-collar ('fʌr'kɔlə*)=blană de gât

G

Game (geim)=joc
 garden (gɑ:dn)=grădină
 garters (gɑ'tə*)=jartiere
 garret' (gæret)=mansardă
 gave (geiv)=dădu
 gender ('dzendə*)=gen

gentle ('dzentl)=drăguț,
blând
get up (get'ʌp)=școală !
glad (glæd)=vesel
glass (glɑ:s)=sticlă, pahar
glove (glʌv)=mănușă
globe (gloub)=glob
give (giv)=a da
go (gou)=a merge
good (gu:d)=bun
go back (gou'bæk)=du-te
îndărăt
grand-daughter (grænd'dɔ:
tə*)=nepoată
grand-father (grænd'fʌðə*)
=bunic
grand-mother (grænd'-
mʌðə*)=bunică
grand-parents (grænd'pei-
rents)=bunici
great (greit)=mare
green (gri:n)=verde
ground (graund)=pământ

H

Half (hɑ:f)=jumătate
handkerchief (hæŋkətʃif)=
batistă
hair (heir)=păr
happy ('hæpi)=fericit
hat (hæt)=pălărie
heart (hɑ:t)=inimă
hearth (hɑ:θ)=cămin
he (hi)=el
help (help)=ajutor

her (hə*)=al ei
herself (hə:*self)=ea însăși
hid (hid)=ascuns
hide (haid)=a ascunde
high (hai)=înalt
himself (himself)=el însuși
holiday (həlidei)=sărbă-
toare
horn (hɔ:n)=coș (de fum)
horse (hɔ:s)=cal
house (haus)=casă
hurt (hə:t)=lovit

I

I (ai)=eu
indoors ('in'dɔ:z)=în casă
ink (ink)=cerneală
inkpot (inkpɒt)=călimară
inside (insaid)=înăuntru
is (iz)=este
it (it)=el (neutru).

K

Keep (ki:p)=a ține
kite (kait)=smeu (de ju-
cat)
knee (ni:)=genunchiu
knickers ('nikə*s)=panta-
loni scurți.

L

Lane (lein)=cărare
large (lɑ:dz)=mare
lash (læʃ)=geană

laugh (lɑ:f)=a râde
 lean (li:n)=slab
 Leap-year ('li:pjiə*) = an
 bisextil
 leather (leðə*)=curea, piele
 learn (lɑ:n)=a învăța
 left (left)=stânga
 leg (leg)=picior
 lick (lik)=a linge
 lies down (laizdaun) = stă
 culcat pe jos.
 line (lain)=linie
 like (laik)=la fel, a place
 ceva
 light (lait)=lumină
 light blue(lait'blu:)=albas-
 tru deschis
 lip (lip)=buză
 little (litl)=mic
 lives (livz)=trăește
 locksmith (lɔksmiθ)=lă-
 cătuș
 look at (lu:k'æt)=uită-te
 lovely (lɔvli)=adorabil.

M

Made (meid)=făcut
 make (meik)=a face
 many (meni)=mulți
 map (mæp)=hartă
 marbles (mɑ:*blz)=bile
 masculine ('mɑ:skjulɪn) =
 masculin
 market (mɑ:*kit)=piață
 march (mɑ:tʃ)=Martie

match (mætʃ)=chibrit
 meat (mi:t)=carne
 member (membə*)=mem-
 bru
 men (men)=oameni
 mend (mend)=a cârpi
 middle (midl)=mijloc
 milk (milk)=lapte
 minute ('minit)=minute
 mine (main)=al meu
 Monday ('mʌndi)=Luni
 month (mʌnθ)=lună (zile)
 moon (mu:n)=lună
 morning (mɔ:nɪn)=dimi-
 neața
 more (mɔ:*)=mai mult
 most (moust)=cel mai
 mult
 mother (mʌðe*)=mamă
 mouth (mauθ)=gură
 much (mʌtʃ)=mult
 multiplication (mʌltipli:-
 keɪʃn)=înmulțire
 must (mʌst)=trebuie
 my (mai)=al meu
 myself (maɪself)=eu în-
 sumi.

N

Name (neim)=nume
 neat (ni:t)=drăguț
 neck (nek)=gât
 needle (ni:dl)=ac
 neck-tie ('nectai)=cravată
 net (net)=plasă

next (nekst) = de alături
 nice (nais) = draguț
 night (nait) = noapte
 night-dress (nait'dres) = că-
 mașa de noapte
 nine (nain) = nouă
 ninetten (nainti:n) = nouă-
 sprezece
 ninety (nainti) = nouă-
 zeci
 ninth (nain^θ) = al noulea
 noon (nu:n) = amiazi
 nose (nouz) = nas
 November (nəvembə*) =
 Noembrie
 noun (naun) = nume
 now (nau) = acum
 no, not (nɔ:, nɒt) = nu
 number (nʌmbə*) =
 număr
 numeral (nʌmərəl) = nu-
 meral
 nuts (nʌts) = nuci.

O

Object (əb'dzekt) =
 obiect
 of (ɔv) = de
 off (ɔf) = înafară
 only (ounli) = numai
 open (oupən) = deschis
 our (auə*) = al nostru
 oven (ouvən) = cuptor
 over (ouvə*) = peste
 other (ʌðə*) = altul.

P

Palate ('pælit) = cerul gurii
 paper (peipə*) = hârtie
 parents ('peirents) = părinți
 pear (peə*) = pară
 peg (peg) = cuier
 pen (pen) = peniță
 pencil ('pensl) = creion
 penholder ('penhouldə*) =
 toc
 people ('pi:pl) = lume
 person ('pə:sn) = persoană
 Peter ('pi:tə*) = Petru
 petticoat ('petikout) = fustă
 pick up (pik'ʌp) = ridică
 pinafore ('pinəfɔ:*) = șorț
 piece (pi:s) = bucată
 picture ('pikʃə*) = tablou
 play (plei) = a juca
 playground (pleigraund) =
 teren de joc
 platter (plætə*) = blid
 place (pleis) = loc
 plural ('pluərəl) = plural
 pocket ('pɛkit) = buzunar
 point (pɔint) = punct
 potatoes (pə'teitouz) = car-
 tofi
 pound (paund) = lira ster-
 lină sau ½ kilo
 prepare (pri'pɛə*) = a prepara
 present ('prezent) = prezent
 pretty ('priti) = frumos
 pudding (puɪɪŋ) = prăjitură
 englezască
 pull (pul) = a trage

R

Ran (ræn)=alergă
 rang (ræn)=sună
 rap (ræp)=bătaie în uşă
 raspberry ('ræ:zberi)=
 zmeură
 read (red)=citit (am)
 read (ri:d)=citesc
 reach (ri:tʃ)=a ajunge,
 atinge
 receive (ri'si:v)=a primi
 regular ('regjulə*)=re-
 gulat
 relation (ri'leiʃən)=rude
 repeat (ri'pi:t)=a repeta
 repetition (repi'tiʃn)=repe-
 tiție
 right (rait)=drept
 ring (riŋ)=inel
 roll (roul)=corn (de mân-
 care)
 room (ru:m)=oadaie
 round (raund)=rotund
 rubber ('ræbə*)=gumă
 ruler (ru:lə*)=liniar
 run (rʌn)=a alerga

S

Salad (sæləd)=salată
 sang (sæŋ)=cântă
 Saturday ('sætədi)=Sâm-
 bătă
 saw (sɔ:)=văzu
 school (sku:l)=școală

school-room (sku:lrum) =
 clasă
 school-fellow ('skul:felou)
 =camarad de școală
 scarf-pin (skɑ:f pin)=ac de
 cravată
 season (si:zn)=sezon
 second ('seknd)=al
 doilea
 sell (sel)=a vinde
 see (si:)=a vedea
 sew (to) (sou)=a coase
 semi-colon (semikɔln) =
 punct și virgulă
 shape (ʃeip)=formă
 sheep (ʃi:p)=oaie (oi)
 shine (ʃain)=a străluci
 shilling (ʃiliŋ)=moneda
 englezească
 shirt (ʃə:t)=cămașă bărb.
 shop (ʃɒp)=prăvălie
 shut (ʃʌt)=închis
 side (said)=o parte
 silk (silk)=mătase
 silver (silvə*)=argint
 sing (siŋ)=a căuta
 singular ('singjulə*)=sin-
 gular
 sister (sistə*)=soră
 sit (to) (sit)=a șede
 sit down! (sit:daun)=șezi
 jos!
 six (siks)=șase
 sixteen (siks'ti:n)=șaispre-
 zece
 sixty ('siksti)=șaizeci

skip (to) (skip)=a sări pe
 coardă
 skipping rope (skipiŋrup)
 =coardă de sărit
 skirt (skə:t)=cămașă
 sky (skai)=cer
 sleeve (sli:v)=mâneacă
 slippers ('slipə*z)=papuci
 smell (smel)=miros
 smooth (smu :θ)=neted
 snow (snou)=zăpadă
 snow-boots (snoubu:ts) =
 șoșoni
 socks (sɔks)=ciorapi (băr-
 bătești)
 soft (sɔft)=moale
 some (sʌm)=câțiva
 sometimes (sʌmtaimz) =
 câteodată
 soon (su:n)=încurând
 sovereign ('sɔvriŋ)=Su-
 veran
 speak (spi:k)=a vorbi
 spring (sprɪŋ)=primăvară
 stairs (steə*z)=scări
 stir (to) (stɔ:*)=a mișca
 (cu lingurița)
 stone (stoun)=piatra
 store (stɔ:*)=grămadă (pus
 bine deoparte)
 storey (stɔ:ri)=etaj
 story (stɔ:ri)=istorie
 stockings ('stakiŋz)=cio-
 rapi (damă)
 straight (streit)=drept
 straw (strɔ:)=paie

street (stri:t)=stradă
 strike (straik)=a lovi
 struck (strʌk)=lovit
 stud (stʌd)=butoni de
 manșete
 such (sʌtʃ)=astfel
 sugar ('ʃugə*)=zahăr
 summer (sʌmə*)=vară
 sun (sʌn)=soare
 Sunday (sʌndi)=Duminică
 swallow ('swɔlou)=a în-
 ghiți.

T

Table ('teibl)=masă
 table-cloth ('teibleklɔθ) =
 față de masă
 than (ðæn)=decât
 the (də, ði)=articolul de-
 finit
 thimble (θimbl)=degetar
 thread (θred)=ață
 three (θri:)=trei
 three-pence ('θrɔpens)=30
 bani engl.
 through (θru:)=prin
 tidy (taidi)=ordonat
 tie (tai)=legătură
 till (til)=până la (vreme)
 to (tu)=la (mișcare)
 to-day (tu'dei)=azi
 to-morrow (tu'morou) =
 mâine
 too (tu:)=deasemenea
 top (tɔp)=vârf

toy (tɔi)=jucărie
 train (trein)=tren
 turn (tə:n)=a întoarce.

U

Ugly ('ʌgli)=urât
 up-stairs ('ʌp'steiz)=sus
 (pe scări)
 upon (ə'pɒn)=peste
 useful ('ju:sful)=folositor

V

Veal (vi:l)=vițel (tăiat)
 vegetables ('vedziteblz) =
 legume

Y

Yard (jɑ:d)=curte
 year (j'ie*)=an
 yesterday ('jestədi)=eri

W

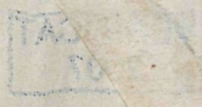
Waist (weist)=talie
 waist-coat ('weiskout) =
 jiletcă

walk (wɔ:k)=plimbare
 wall (wɔ:l)=zid
 warm (wɔ:m)=cald
 was (wɔz)=era
 wash (wɔʃ)=a spăla
 watch (wɔtʃ)=a veghea
 water ('wɔ:tə*)=apă
 were (wə:*)=erau
 what? (wɔt)=ce?
 where? (wɛe*)=unde
 which (witʃ)=care (din
 două)
 who? (hu:)=cine?
 will (wil)=va (pentru for-
 marea viitorului).
 will (wil)=vrea
 window ('windou)=fereas-
 tră
 wine (wain)=vin
 winter ('wintə*)=iarnă
 woods (wudz)=pădure
 wool (wul)=lână
 word (wɔ:d)=vorbă
 would (wud)=voiu fi, pen-
 tru formarea viitorului II
 wrist (rist)=încheietura
 mâinii.



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