

AN
EVERYDAY
ENGLISH COURSE

FOR FOREIGN STUDENTS



C. E. ECKERSLEY

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BY

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P R E F A C E

IN this book an attempt has been made to give the beginner the foundation of a thorough knowledge of the English of to-day. In the grammar lessons the essentials of English grammar have been explained in the simplest possible form, and the amount of grammar given in each lesson ought to be well within the capacity of the average student. But, as every teacher knows, a mere explanation of a grammatical point is not nearly sufficient for nine pupils out of ten. For this reason copious exercises accompany each lesson. In these all the work of the lesson is hammered home. These exercises can be written by pupils or done orally, and though it is left to the discretion of the teacher whether all the exercises or only a few selected ones are set, it is, I think, advisable that at least a portion of the dictation exercise that follows each conversation should be written.

A special feature of this book is the series of conversations that, from Lesson 10, alternate with the grammar lessons. The aim has been to make the book colloquial, to give the language of everyday as it is familiarly spoken by the man-in-the-street. Though a few of the generally used slang expressions appear, slang has, on the whole, been avoided, not from any feeling of pedantic purism but chiefly because nothing in language is so transitory as the vast majority of our slang words; and, by the time the foreign student has mastered the latest expressions they have been superseded by some equally ephemeral successors.

So here the reader will meet people gossiping in the garden, discussing London traffic, busy with housework, catching a train, engaging rooms in a hotel, buying clothes, or going for a holiday, talking together always in "Everyday English." It is suggested that in these conversations the students should take the parts of the various characters and read (or, better still, learn and repeat) them as naturally as possible.

In the first few lessons the vocabulary has necessarily been drawn from the objects found in the classroom or admitting of easy demonstration, and while the student is grappling with new constructions, the vocabulary has been strictly

limited ; but later in the book an effort has been made to gain freshness by drawing on the wider fields of practical life. The vocabulary of the conversations is, therefore, purposely extensive, but the meanings of the words are largely self-explanatory from the context or are explained in a footnote, and, in the exercises that follow the conversation, every unusual word or phrase is singled out for special treatment. At the same time, an English dictionary will prove very useful, and for this purpose *The New Method English Dictionary** is admirably suited. The reader may find that occasionally in conversations some grammatical construction is anticipated, but this will present no obstacle to the understanding of the piece, and if the student is anxious to get an explanation on the spot, a footnote will generally direct him to the appropriate page.

In Lessons 27, 28, and 29 the student is introduced to some of the usual phraseology of letter writing for both business letters and private ones, and the examples given will serve as a guide to the letters that he may need to write.

This book is essentially a practical one, but man does not live by bread alone. At the end of each lesson is added a sentence or so, sometimes prose, sometimes verse, that is not, in the limited sense of the word, utilitarian. It is hoped that students will commit these passages to memory (without necessarily understanding them fully), and so dip into the rich treasury of English Literature.

Finally, mention should be made of another feature, new, I think, in this type of book, viz., the illustrations, which, by the courtesy of the editors of *Punch* and *The Humorist*, I have been allowed to include in these pages. Perhaps nothing enables us to understand a country more than its humour, and nothing is so difficult to transmit. The pictures selected had, therefore, to be the less subtle and allusive ones, but I hope, and believe, that the student will not only be helped to write English Compositions by the "stories without words" on, say, pages 162 and 179, but will really enjoy writing them, and that brighter English will mean better English.

C. E. E.

* *The New Method English Dictionary*. Michael West (Longmans),

An Everyday English Course

LESSON I. FIRST LESSON

THE VERB "TO BE"

I am a teacher. I am a {man. }¹ I am
here to teach English. {woman. }

You are a student, you are a {boy. }¹ You
are here to learn English. {man. }
{girl. }
{woman. }

Question.

Am I a teacher ?

Am I a {man ? }
{woman ? }

Am I here to teach English ?

Are you a man, Mr Smith ?

Are you a woman, Miss
Brown ?

Answer.

Yes, you are a teacher.

Yes, you are a {man. }
{woman. }

Yes, you are here to teach
English.

Yes, I am a man.

Yes, I am a woman.

¹ The teacher chooses the appropriate word.

*Question.**Answer.*

Is Tom a boy ?	Yes, he is a boy.
Is he here to learn English ?	Yes, he is here to learn English.
Is Mr Smith a man ?	Yes, he is a man.
Is he here to learn English ?	Yes, he is here to learn English.
Is the teacher a { man ? } { woman ? }	Yes { he } is a { man. } { she }
Are the boys and girls in the classroom ?	Yes, they are in the classroom.
Are they here to learn English ?	Yes, they are here to learn English.

AFFIRMATIVE.

INTERROGATIVE.

*Singular.**Singular.*

I am

am I ?

you are

are you ?

he is

is he ?

she is

is she ?

it is

is it ?

*Plural.**Plural.*

we are

are we ?

you are

are you ?

they are

are they ?

“ He ” is for a man or a boy and is **masculine**.

“ She ” is for a woman or a girl and is **feminine**.

“ It ” is for everything not masculine or feminine and is **neuter**.

The names of persons or things, *e.g.*, student, Tom, teacher, book, door, are called **NOUNS**.

Exercises

I. Complete the following :—

1. Tom is a —.
2. Mary is a —.
3. Mr Smith is a —.
4. Miss Brown is a —.
5. We are in the —.
6. The classroom is —.
7. The door is —.
8. The window is —.
9. The teacher is here to — English.
10. We are here to — English.

II. Complete the following :—

1. Am I a teacher ? Yes, you — a teacher.
2. Am I a $\left. \begin{array}{l} \text{man ?} \\ \text{woman ?} \end{array} \right\}$ Yes, you — a $\left. \begin{array}{l} \text{man.} \\ \text{woman.} \end{array} \right\}$
3. Are you a boy, Tom ? Yes, I — a boy.
4. Are you a girl, Mary ? Yes, I — a girl.
5. Is Tom a boy ? Yes, he — a boy.
6. Is Mary a girl ? Yes, she — a girl.
7. Is Mr Smith a man ? Yes, he — a man.
8. Is Miss Brown a woman ? Yes, she — a woman.
9. Is it a book ? Yes, it — a book.
10. Is it a classroom ? Yes, it — a classroom.
11. Is it a door ? Yes, it — a door.
12. Are you all here to learn English ? Yes. we — here to learn English.
13. Are you in the classroom ? Yes, we — in the classroom.

14. Are Tom and Mary in the classroom? Yes, they — in the classroom.
15. Are Mr Smith and Miss Brown here to learn English? Yes, they — here to learn English.
16. Are "boy" and "man" masculine? Yes, they — masculine.
17. Are "girl" and "woman" feminine? Yes, they — feminine.
18. Is the door a thing? Yes, it — a thing.
19. Is the word "door" neuter? Yes, it — neuter.
20. Are "book" and "window" neuter? Yes, they — neuter.

III. Answer the following questions :—

1. Is Tom here?
2. Are you a student?
3. Is Miss Brown a woman?
4. Am I a teacher?
5. Is this a book?
6. Are we in the classroom?
7. Is the window a thing?
8. Is Mary a girl?
9. Are "Tom" and "John" masculine?
10. Are "door" and "classroom" neuter?

IV. Make the following sentences interrogative, *e.g.*, the answer to No. 1 is "Is Tom here?":—

1. Tom is here.
2. You are a student.
3. Miss Brown is a woman.
4. I am a teacher.
5. It is a book.

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6. We are in the classroom.
7. The window is a thing.
8. Mary is a girl.
9. "Tom" and "John" are masculine.
10. "Door" and "classroom" are neuter.
11. The book is open.
12. The door is shut.
13. We are here to learn English.
14. The teacher is a man.
15. John is a boy.
16. The teacher is here to teach English.
17. The classroom is big.
18. The window is open.
19. It is a door.
20. Mr Smith is a student.

Dictation

The teacher is a {man. } {He }
 {woman. } {She }

is here to teach you.

You are in the classroom. You are here to learn English.
Mary is a student. She is a girl. Tom is a student. He
is a boy. The word "girl" is feminine; the word
"boy" is masculine; the word "window" is neuter.

Memory Work

"A thing of beauty is a joy for ever."

J. KEATS.

LESSON 2. SECOND LESSON

PLURAL NUMBER

Tom is a boy. Tom and John are Λ boys.
Mary is a girl. Mary and Anne are Λ girls.
Tom and John and Mary and Anne are Λ students.

Note.—There is no “a” in the plural.

Singular.

a boy
a girl
a book
a student
a room
a teacher
a window

Plural.

boys
girls
books
students
rooms
teachers
windows

With most nouns the plural is made by adding “s” to the singular.

THE VERB “TO HAVE”

AFFIRMATIVE

Singular.

I have
you have
he, she, it has

Plural.

we have
you have
they have

I have a book ; you have a book ; so we have two books. Tom has a red book ; Mary has a blue book. All the students have books. The teacher has a wrist-watch¹ ; it is three o'clock by the watch. The classroom has one door and two windows. The windows are open but the door is shut. Tom has a pen to write on the paper. Mary has a pencil to write in the book.

Question.

Have I a book ?
 Have you a book, Tom ?
 Has Tom a book ?
 Has Mary a book ?
 Have we a classroom ?
 Have the two boys books ?

Answer.

Yes, you have a book.
 Yes, I have a book.
 Yes, he has a book.
 Yes, she has a book.
 Yes, we have a classroom.
 Yes, they have books.

INTERROGATIVE

Singular.

have I ?
 have you ?
 has he ?
 has she ?
 has it ?

Plural.

have we ?
 have you ?
 have they ?

Exercises

I. Write the following in the plural :—

- | | |
|--------------|-------------------|
| 1. a window | 6. a student |
| 2. a teacher | 7. a door |
| 3. a boy | 8. a room |
| 4. a book | 9. a pencil |
| 5. a girl | 10. a wrist-watch |

¹ Pronounced [rist].* The "w" is not sounded.

* Square brackets round a word indicate the phonetic pronunciation.



THE CLASSROOM.

II. Write out the verb "to have."

III. Complete the following. The phrases or sentences are all on pages 7 and 8 :—

1. Tom is a —.
2. Tom and John are —.
3. Mary is a —.
4. Mary and Anne — —.
5. I have a —.
6. You — a book.
7. We — two books.
8. Tom has a — book.
9. Mary — a blue book.
10. — the students have books.
11. The teacher has a — -watch.
12. It is three — by the watch.
13. The — has one door and two —.
14. The windows are — but the door is —.
15. Tom has a pen to — on the —.
16. Mary has a — to write in the —.

IV. Make these sentences plural. In the first five sentences the words to be changed are in italics. Remember there is no "a" in the plural.

1. *He is a boy.*
2. *She is a girl.*
3. *I have a blue book.* ("Blue" is not changed; adjectives¹ are the same in singular and plural.)
4. *He has a pencil.*

¹ For adjectives, see page 82.

SECOND LESSON

5. *The window is open.*
6. The student has a pen.
7. The door is shut.
8. He has a wrist-watch.
9. She has a red book.
10. I have a pencil.
11. You have a watch.
12. The student has a book.
13. She is a student.
14. He has a blue book.
15. You have a book.
16. The window is shut.
17. The door is open.
18. She has a watch.
19. He has a pen.
20. She has a red pen and a blue pencil.

V. Make all the sentences in Exercise IV. Interrogative.

VI. Make the following sentences singular. (*Nos. 1, 2, and 3 are done for you.*)

1. They are boys. *Answer* : He is a boy.
2. They are girls. *Answer* : She is a girl.
3. We have blue books. *Answer* : I have a blue book.
4. They (*masculine*) have pencils.
5. They (*feminine*) have pencils.
6. The windows are open.
7. The students have pens.
8. They (*masculine*) have wrist-watches.
9. They (*feminine*) have wrist-watches.

10. We have pencils.
11. You have watches.
12. The students have books.
13. They (*feminine*) have blue books.
14. They (*masculine*) have blue books.
15. You have pencils.
16. The windows are shut.
17. The doors are open.
18. They (*masculine*) have pens.
19. They (*feminine*) have pens.
20. The students have red pens and blue pencils.

VII. Make all the sentences in Exercise VI. Interrogative.

Dictation

We are students and we all have two books, a red book and a blue book. Tom has a pen and Mary has a pencil to write on the paper and in the book. We are in the classroom to learn English. The classroom has one door and two windows. The door is shut but the windows are open.

Memory Work

“ The moon is up : the stars are bright :
The wind is fresh and free ! ”

A. NOYES.¹

¹ From *Collected Poems*, by permission of Mr Noyes and Messrs Wm. Blackwood and Sons.

LESSON 3. THIRD LESSON

POSSESSIVES

I—my

I have a watch ; it is on **my** wrist ; it is **my** watch.

I have a book ; it is **my** book.

I have two pens ; they are **my** pens.

You—your

You have a watch, Tom ; it is **your** watch.

You have a pencil, Mary ; it is **your** pencil.

You have three books, Mr Smith ; they are **your** books.

He—his

John has a watch but **his** watch is at home.
He has **his** books on the desk.

She—her

Mary has a pen ; it is in **her** bag.

She has two pencils ; they are **her** pencils.

It—its

Tom has a dog at home. **It** has **its** dinner every day.

Mary has a cat. **It** has a ribbon round **its** neck.

