

Lane's

English

as a Second Language

by
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Illustrations
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Book 1

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FOREWORD

The English language is now closer to being the world's second language than any other since the dominance of Latin in Western civilization. Today, English is the official or first language of 23 nations with a combined population of about 500,000,000. In addition, it is a co-official or widely used second language in another 25 nations with more than 900,000,000. The best estimates are that 50,000,000 primary school students and 75,000,000 secondary school students are currently studying English as a second language. To this can be added millions more who are studying English at the adult and college/university levels. China alone is said to have more people (500,000,000) studying English than the combined populations of the UK (61,000,000), the USA (305,000,000), and Canada (33,000,000) among whom 75%-80% claim English as their mother tongue. As a student of English, you have a lot of company. You are part of a truly global enterprise.

The fact that English is a key to many doors—technology, science, business, politics, culture—accounts in large measure for its present attractiveness. To any list of causes that might be offered for this widespread use, we should keep in mind that in sharp contrast to those who have made a near fetish out of their languages, native speakers of English have not fixed it within any standard, except intelligibility. The absence of any high authority to decide what is and what is not "English" has given the language a relatively unfettered line of development which is probably more dynamic today than ever before. English has never echoed to any call for "purity." Because it is not afraid of being "corrupted" and has such a high tolerance for new words and expressions, regardless of their origins, English is able to adapt to local conditions with ease.

There have been many well-intentioned efforts directed at the needs of English learners. The traditional approaches were entirely grammar based. These were later supplemented by frequency word counts. Then came the communicative approach, which spawned audio-lingual methods seeking to teach the living language. A more recent development along this line has been Survival English.

Looking at these approaches in terms of progress in the language against time and effort expended, the criteria of efficacy, we see that each is found seriously wanting. The grammatical approach to English was nothing more than an extension of the traditional teaching of Greek and Latin. Students had a very difficult time going from their passive knowledge to an active use of the language. Desiring to eliminate such useless sentences as "Lightning has struck my carriage," textbook writers turned to word counts only to discover that students needed a relatively large vocabulary before much of consequence could be said. Though the word count approach strengthened reading and writing abilities, it did little to get students to speak. Thus the door was opened for the communicative approach which demanded students be taught the spoken language in daily situations. But, if we were to teach what students are likely to hear, we would begin with a number of "four-letter" words and then graduate to "I ain't gonna" and "He done it." Since this is unacceptable to most people, teachers and material developers have concentrated on getting and giving information in a number of different situations: the post office, the bus stop, the doctor's office, job interview, etc. Unfortunately, natural conversations in these various situations require a rather extensive vocabulary and command of sophisticated grammatical structures as well as a plethora of idioms. Much of this material seems designed to keep the teacher's interest, rather than approach the problem of language acquisition from the student's perspective. The communicative approach can not be faulted for its goal. The problem lies rather with its lack of any apparent criteria for introducing vocabulary and structures. Beginning students do not need ten ways to say "Hello."

In my own search for an alternative to these approaches to English, I have been attracted by various ideas of simplification, particularly those of C. K. Ogden, the developer of BASIC English. I see simplification as principally a controlled and ordered approach to the language. There is no doubt in my mind that more than 80% of the English language conforms to certain rules and patterns and if students can begin to see this underlying structure or logic, they can experience the joy of communication and gather the momentum to carry them through the rough, illogical parts.

Lane's English as a Second Language is different because it offers the learner a step-by-step, cumulative approach that unlocks the logic of English. It consciously excludes idiomatic word usage until the learner is prepared to deal with it. By eliminating the capricious and/or arbitrary elements of English, the *Lane* approach presents the learner with a system, a reasonable, logical linguistic system that can be explained, and therefore understood and mastered. This approach is specifically designed for the learner who wants to know why and the teacher who sees English as more than an inexhaustible jumble of words and expressions best acquired with mother's milk.

The total vocabulary of *Lane's English as a Second Language* is about 1200 words. By limiting the vocabulary, one of the major obstacles to learning English—its non-phonetic spelling—is skirted. With approximately 200 words to be learned in each book, students need not be burdened with spelling rules and their numerous exceptions. More than half of the words are only one syllable long, so they are easily mastered by speakers of languages that are not cognate to English.

The 1200 words were selected on the basis of usefulness, not frequency. The choice was made in accordance with the linguistic tendency toward general and away from specific uses. This allows the vocabulary to be manipulated at various levels of sophistication. In the presentation of this vocabulary, the approach is first to establish the primary meaning of each word and then to expand its usage in a systematic manner. With this expanded usage the 1200 words actually give a learner a level of expressability many times greater. This may be seen graphically as follows (in regard to body parts):

- | | |
|--------------------|--|
| 1. BASIC MEANING: | This is a hand. |
| 2. Compound words: | This is a shoulder bone. |
| 3. Expanded usage: | I am the head of my family. |
| 4. Metaphoric: | She has a big heart. |
| 5. Set phrases. | We came face-to-face with a problem. |
| 6. Idioms (a): | The walls have ears. |
| 7. Idioms (b): | He put his foot in his mouth. |
| 8. Sayings: | His eyes were bigger than his stomach. |

One of the primary advantages of this system is the development of a mind-set that causes learners to form their thoughts directly in English, rather than to think in their native languages and merely plug in English words. This is accomplished by concentrating on 12 verbs and 31 prepositions, which in combination give about 4,000 verb ideas. For instance, we are quite comfortable saying: I **put** my hand in my pocket; I **put** my money in the bank; I **put** \$1000 in a company; I **put** my heart in my work; I **put** a new sink in the kitchen; I **put** my ideas in English. The typical student, however, is more likely to express these same ideas with the discrete verbs: **insert**, **deposit**, **invest**, **concentrate**, **install** and **translate**. The economy of time and effort in learning **put in** vs. six different verbs is obvious. What is not so obvious is the methodology that will enable the learner to manipulate verbs and prepositions like a native-speaker. This is achieved through the logical, controlled, sequential presentation of material. The approach of this text takes phrasal or two-word verbs out of the idiomatic category by showing an inner logic to their use. When the learner once grasps this inner-logic, he has a hard time going back to his native language to find equivalents and soon gives up the attempt. He thus makes the quantum leap to thinking in English.

There is no attempt to limit students to the vocabulary of this series. In fact, I assume that learners will develop their own vocabularies according to individual needs and interests. I want to point out, however, that the 1200 words of the system represent a common core that all learners need to know and control. This stress on commonality is a conscious effort to counter the pernicious efforts of those pendants who for their own reasons want to emphasize and exaggerate the differences between American and British English. Imparting this common core is the first duty of all teachers.

A very important and unique feature of this system is that it gives learners a complete system of communication. It is not an exaggeration to say that almost any thought or action can find expression within its 1200 words. The required specificity for even very technical or specialized fields may be had with the addition of only 60 to 100 words from a particular field. For students who wish to go on to university level studies, this series provides an excellent basis to study for entrance examinations, especially the TOEFL.





















The efficacy of this approach to English is beyond doubt. It offers students, regardless of their objectives, an extremely high rate of progress in relation to the time and effort they put into their studies. Because time is our most precious commodity, I offer this series to students and teachers around the world.

Richard Lane

BODY

LESSON 1 - WORD LIST

Please put these words and sentences in your own language. Be an artist; make some pictures.

body		_____	mouth		_____
head		_____	tooth		_____
face		_____	tongue		_____
hair		_____	neck		_____
cheek		_____	throat		_____
chin		_____	shoulder		_____
ear		_____	arm		_____
eye		_____	hand		_____
nose		_____	finger		_____
lip		_____	thumb		_____



leg



knee



foot



toe



heel



chest



back



skin



brain



heart



stomach



bone



muscle



nerve



lung



blood

_____ **this**
 _____ **these**
 _____ **is**
 _____ **are**
 _____ **a**
 _____ **an**
 _____ **what?**

This is a body.

These are eyes.

 This **is** a cheek.

 These **are** fingers.

 This is **a** nose.

 This is **an** arm.

What is this?

a/an

If a thing exists, there must be one example of it. Thus, we say **a** computer, **a** telephone, **a** camera, etc. Because **a/an** means **one**, it is used only with things that can be counted. **a/an** is used when a thing is normally "all there" before our eyes.

Put **a** before a word if the first letter is a *consonant*.

a body
a head
a face
a hair
a cheek
a chin
a nose
a lip
a mouth
a tooth
a tongue
a neck
a throat
a shoulder
a hand
a finger
a thumb
a leg
a knee
a foot
a toe
a heel
a chest
a back
a brain
a heart
a stomach
a bone
a muscle
a nerve
a lung
a skin
a blood








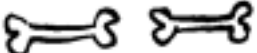



Put **an** before a word if the first letter is a *vowel*: **a, e, i, o, u**.

an arm
an ear
an island
an orange
an umbrella



SINGULAR/PLURAL

Plural shows *many*. It is normally made by putting an **s** at the end of a word.

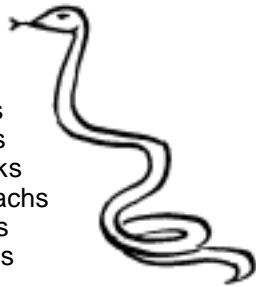
	Singular = 1	→	Plural = 2,3,4...
	<ul style="list-style-type: none"> a neck a cheek a back a stomach a lip a heart a chest a throat a mouth 	→	<ul style="list-style-type: none"> necks cheeks backs stomachs lips hearts chests throats mouths
	<ul style="list-style-type: none"> a nose a face a chin a head a tongue a shoulder a hand a finger a thumb a leg a knee a toe a heel a brain a muscle a bone a nerve a lung a hair a skin a blood a body 	→	<ul style="list-style-type: none"> noses faces chins heads tongues shoulders hands fingers thumbs legs knees toes heels brains muscles bones nerves lungs hairs skins bloods bodies
			
			
			
	<ul style="list-style-type: none"> an arm an eye an ear 	→	<ul style="list-style-type: none"> arms eyes ears
	<ul style="list-style-type: none"> a foot a tooth 		<ul style="list-style-type: none"> feet teeth

PRONUNCIATION OF PLURALS

20% of the time the "s" will be VOICELESS and have the sound of "ssssss."
 80% of the time the "s" will be VOICED and have the sound of "zzzzzz."

[S]

lips
backs
necks
cheeks
stomachs
hearts
chests



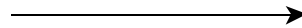
[Z]

ears	legs
heels	toes
hairs	knees
heads	bones
lungs	brains
chins	nerves
tongues	thumbs



THIS

This is a lip.
This is a neck.
This is a cheek.
This is a stomach.
This is a back.
This is a chest.
This is a throat.
This is a heart.
This is a mouth.



THESE

These are lips.
These are necks.
These are cheeks.
These are stomachs.
These are backs.
These are chests.
These are throats.
These are hearts.
These are mouths.

This is a leg.
This is a hand.
This is a finger.
This is a thumb.
This is a head.
This is a knee.
This is a bone.
This is a lung.
This is a muscle.
This is a brain.
This is a chin.
This is a shoulder.
This is a heel.
This is a body.
This is a hair.
This is a face.
This is a nose.
This is a tongue.
This is a nerve.
This is a toe.
This is an eye.
This is an ear.
This is an arm.
This is a tooth.
This is a foot.
This is blood.*
This is skin.*

These are legs.
These are hands.
These are fingers.
These are thumbs.
These are heads.
These are knees.
These are bones.
These are lungs.
These are muscles.
These are brains.
These are chins
These are shoulders.
These are heels.
These are bodies.
These are hairs.
These are faces.
These are noses.
These are tongues.
These are nerves.
These are toes.
These are eyes.
These are ears.
These are arms.
These are teeth.
These are feet.
These are bloods.**
These are skins.**

*We do not put a because normally blood and skin are not "all there" before our eyes.

**The plural form means "different kinds," not an increased number.

What...?

Singular = 1

Plural = 2,3,4...

Natalie: What is this?
 Richard: This is a head.
 Natalie: What is this?
 Richard: This is a chest.

Alexandra: What are these?
 Nicholas: These are ears.
 Alexandra: What are these?
 Nicholas: These are cheeks.

Philip: What is this?
 Elizabeth: This is a knee.
 Philip: What is this?
 Elizabeth: This is a mouth.

Ashley: What are these?
 David: These are bones.
 Ashley: What are these?
 David: These are muscles.

Nathaniel: What is this?
 Edward: This is a tooth.
 Nathaniel: What is this?
 Edward: This is a chin?

Charles: What are these?
 Diana: These are hands.
 Charles: What are these?
 Diana: These are lips.

Victoria: What is this?
 Katherine: This is a throat.
 Victoria: What is this?
 Katherine: This is a thumb.

Helen: What are these?
 Eugene: These are eyes.
 Helen: What are these?
 Eugene: These are arms.

William: What is this?
 Martha: This is a brain.
 William: What is this?
 Martha: This is a nerve.

Andrew: What are these?
 Theodore: These are legs.
 Andrew: What are these?
 Theodore: These are hairs

Mr. Clinton: What is this?
 Mrs. Reagan: This is a toe.
 Mr. Clinton: What is this?
 Mrs. Reagan: This is a back.

Mrs. Tyler: What are these?
 Mrs. Madison: These are hearts.
 Mrs. Tyler: What are these?
 Mrs. Madison: These are tongues.

Mr. Washington: What is this?
 Mrs. Roosevelt: This is a stomach.
 Mr. Washington: What is this?
 Mrs. Roosevelt: This is a face.

Mr. Lincoln: What are these?
 Mr. Obama: These are shoulders.
 Mr. Lincoln: What are these?
 Mr. Obama: These are heels.

Mrs. Kennedy: What is this?
 Mrs. Bush: This is an arm.
 Mrs. Kennedy: What is this?
 Mrs. Bush: This is an eye.

Mr. Jefferson: What are these?
 Mr. Buchanan: These are legs.
 Mr. Jefferson: What are these?
 Mr. Buchanan: These are teeth.

Mr. Johnson: What is this?
 Mrs. Adams: This is blood.
 Mr. Johnson: What is this?
 Mrs. Adams: This is skin.

Mr. Truman: What are these?
 Mrs. Hoover: These are bodies.
 Mr. Truman: What are these?
 Mrs. Hoover: These are feet.

What a body! What a nose! What a face! What a mouth! What a brain! This is a shoulder bone. This is a chin bone. This is a leg bone. This is a knee bone. These are chest bones.	What muscles! What hands! What eyes! What teeth! What feet! This is a shoulder muscle. This is a back muscle. This is an eye muscle. This is an arm muscle. These are leg muscles.
---	---

Please put all the words from the word list in singular and plural sentences.

1. *This is a body.*

These are bodies.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

























29. _____

30. _____

CLOTHES

LESSON 2 - WORD LIST

Please put these words and sentences in your own language. Be an artist; make some pictures.

clothes			dress		
hat			blouse		
suit			skirt		
coat			glove		
shirt			shoe		
tie			boot		
pants			sweater		
belt			pajamas		
sock			button		
glasses			pocket		
ring			mirror		
bracelet			brush		



necklace

comb



watch

umbrella



- _____ color
- _____ size
- _____ that
- _____ those
- _____ good
- _____ bad
- _____ old
- _____ new
- _____ little
- _____ big
- _____ happy
- _____ sad
- _____ short
- _____ long
- _____ left
- _____ right
- _____ clean
- _____ dirty
- _____ expensive
- _____ beautiful
- _____ very
- _____ and
- _____ or
- _____ not
- _____ whose?

What **color** is this dress?

What **size** are these boots?

That is a shirt.

Those are pockets.

That is a **good** belt.

Those are **bad** umbrellas.

That is an **old** sweater.

Those are **new** watches.

That is a **little** bracelet.

Those are **big** socks.

That is a **happy** face.

Those are **sad** eyes.

That is a **short** skirt.

Those are **long** pants.

That is a **left** shoe.

This is a **right** glove.

These are **clean** clothes.

This is a **dirty** shirt.

These are **expensive** glasses.

That is a **beautiful** necklace.

This is a **very** expensive ring.

These are new shoes **and** those are old boots.

Is that a shirt **or** a blouse?

That color is **not** bad.

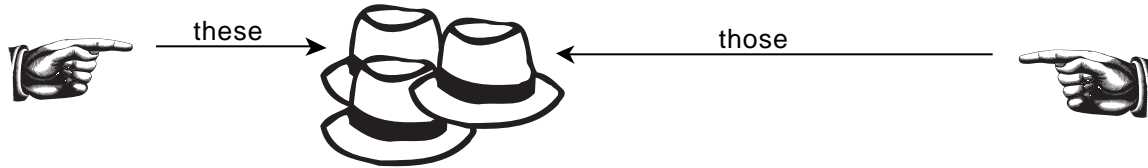
Whose coat is this?

This **These**

This is singular and **these** are plural. They show that the things are *close to the speaker*.

That **Those**

That is singular and **those** are plural. They show that the things are *far from the speaker*.



This

These



This is a hat.
 This is a suit.
 This is a coat.
 This is a shirt.
 This is a belt.
 This is a skirt.
 This is a dress.
 This is a blouse.
 This is a button.
 This is a sock.



These are hats.
 These are suits.
 These are coats.
 These are shirts.
 These are belts.
 These are skirts.
 These are dresses.
 These are blouses.
 These are buttons.
 These are socks.

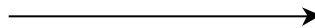


That

Those



That is a sweater.
 That is a watch.
 That is a ring.
 That is a mirror.
 That is a necklace.
 That is a pocket.
 That is a tie.
 That is a bracelet.
 That is a glove.
 That is an umbrella.



Those are sweaters.
 Those are watches.
 Those are rings.
 Those are mirrors.
 Those are necklaces.
 Those are pockets.
 Those are ties.
 Those are bracelets.
 Those are gloves.
 Those are umbrellas.



QUESTIONS: to be

That is a hat.
~~Is that a hat?~~



- | | | |
|---|----------|--|
| <ol style="list-style-type: none"> 1. That is a coat. 2. That is a mirror. 3. That is a comb. 4. That is a hat. 5. That is a brush. 6. That is a necklace. 7. That is a watch.
 8. Those are pants. 9. Those are clothes. 10. Those are glasses. 11. Those are pajamas. 12. Those are gloves. 13. Those are shoes. 14. Those are buttons. | <p>→</p> | <p>Is that a coat?
 Is that a mirror?
 Is that a comb?
 Is that a hat?
 Is that a brush?
 Is that a necklace?
 Is that a watch?</p>
<p>Are those pants?
 Are those clothes?
 Are those glasses?
 Are those pajamas?
 Are those gloves?
 Are those shoes?
 Are those buttons?</p> |
|---|----------|--|



QUESTIONS and ANSWERS



Is this a belt?
 Yes, that is a belt.
 No, that is **not** a belt.

Ashley: Is this a dress belt?
 Thomas: Yes, that is a dress belt.
 Ashley: Is this a toothbrush?
 Thomas: No, that is **not** a toothbrush.

Edward: Is this a new suit?
 Elizabeth: Yes, that is a new suit.
 Edward: Is this an old umbrella?
 Elizabeth: No, that is not an old umbrella.

Mary: Is this a pocket mirror?
 Ann: Yes, that is a pocket mirror.
 Mary: Is this an expensive ring?
 Ann: No, that is not an expensive ring.

John: Are these short pants?
 Henry: Yes, those are short pants.
 John: Are these clean clothes?
 Henry: No, those are not clean clothes.

Katherine: Are these long socks?
 Andrew: Yes, those are long socks.
 Katherine: Are these dirty shoes new?
 Andrew: No, those dirty shoes are not new.



ADJECTIVES

Paul: Is this a **long** dress?
Mary: Yes, that is a very long dress.
Paul: Is this a short skirt?
Mary: No, that is not a short skirt.
Paul: What is this?
Mary: That is a very beautiful, blue blouse.

Ruth: Is this a new watch?
Diana: Yes, that is a new watch.
Ruth: Is this an old ring?
Diana: No, that is not an old ring.
Ruth: What is this?
Diana: That is a very expensive, black bracelet.

Matthew: Are these clean clothes?
Anthony: Yes, those are clean clothes.
Matthew: Are these dirty socks?
Anthony: No, those are not dirty socks.
Matthew: What are these?
Anthony: Those are very good, gray pants.

Natalie: Are these big boots?
Nathaniel: Yes, those are big boots.
Natalie: Are these little umbrellas?
Nathaniel: No, those are not little umbrellas.
Natalie: What are these?
Nathaniel: Those are very big, brown shoes.



or

Theodore: Is this coat long **or** short?
Elizabeth: That coat is long.
Theodore: Is this glove left or right?
Elizabeth: That glove is right.

Katherine: Is this necklace old or new?
Alexandra: That necklace is old.
Katherine: Is this suit big or little?
Alexandra: That suit is big.

Philip: Are these ties clean or dirty?
Martha: Those ties are clean.
Philip: Are these colors happy or sad?
Martha: Those colors are happy.

Mr. Hoover: Are these clothes beautiful or not?
Mrs. Monroe: Those clothes are very beautiful.
Mr. Hoover: Are these glasses expensive or not?
Mrs. Monroe: Those glasses are very expensive.



POSSESSIVE PRONOUNS

my your his her its	our your their
---------------------------------	----------------------

1. That is **my** gray coat.
2. That is **your** green sweater.
3. That is **his** black comb.
4. That is **her** pink brush.
5. That is **its** blue button.
6. **Our** new umbrella is orange.
7. **Your** shoe size is very big.
8. **Their** little eyes are very sad.

9. Those are **my** new shoes.
10. Those are **your** blue socks.
11. Those are **his** brown boots.
12. Those are **her** green skirts.
13. Those are **its** little pockets.
14. **Our** pocket mirrors are expensive.
15. **Your** long dresses are beautiful.
16. **Their** dirty little faces are happy.



and

- Richard: Is this your new umbrella?
 Ashley: Yes, that is my new umbrella **and** those are my old boots.
 Richard: Is this your expensive necklace?
 Ashley: No, that is not my expensive necklace **and** those are not my new bracelets.
- David: Is this your black comb?
 Andrew: Yes, that is my black comb **and** this is my new mirror.
 David: Is this your orange sweater?
 Andrew: No, that is not my orange sweater **and** this is not my blue shirt.
- Helen: Is this your clean, white shirt?
 Edward: Yes, that is my clean, white shirt **and** these are my old, gray pants.
 Helen: Is this your beautiful, red tie?
 Edward: No, that is not my beautiful, red tie. It is my old brown belt.
- Eugene: Are these your good clothes?
 Victoria: Yes, those are my good clothes **and** these are my old clothes.
 Eugene: Are these your good glasses?
 Victoria: No, those are not my good glasses. Those are my old glasses.
- Christine: Are these my expensive, new, pink pajamas?
 Peter: Yes, those are your expensive, new, pink pajamas **and** this is your clean blouse.
 Christine: Are these your new, brown boots?
 Peter: No, those are not my new, brown boots. Those are my dirty, old gloves.

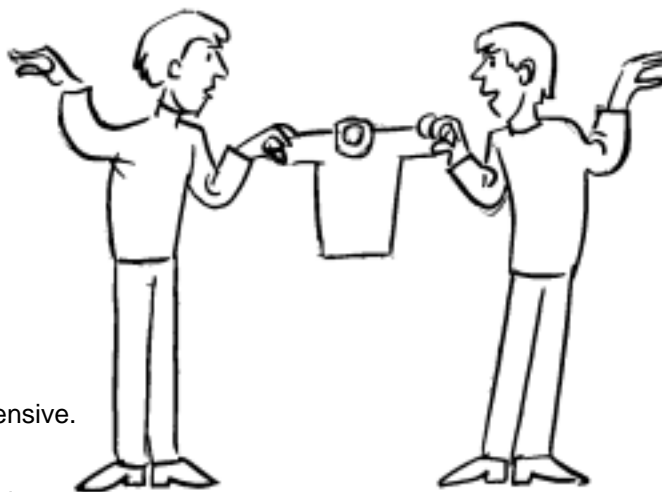


POSSESSIVE FORM OF NAMES

's at the end of a name may show possession.

1. This is **John's** new suit.
2. This is Mary's blue sweater.
3. This is Eugene's gray hat.
4. This is Helen's expensive ring.
5. This is Paul's clean, white shirt.
6. This is Edward's beautiful, old watch.

7. Elizabeth's skirt is blue and gray.
8. Andrew's tie is red and white.
9. Ashley's suit is pink and yellow.
10. Nathaniel's long socks are brown.
11. Katherine's new blouse is green.
12. Alexandra's necklace is not very expensive.
13. Natalie's hairbrush is not very clean.
14. Mr. Obama's white shirt is new.
15. Mrs. Bush's pink pajamas are beautiful.
16. Ms Clinton's blue suit pants are dirty.



- Nicholas: What size is Mrs. Grant's new dress?
 Katherine: Her new dress size is 6.
 Nicholas: What color is her long coat?
 Katherine: Mrs. Grant's long coat is gray.
- Henry: What size are Elizabeth's pajamas?
 George: Her pajamas are size 7.
 Henry: What color is her new bracelet?
 George: Elizabeth's new bracelet is blue.
- Susan: What size are Mr. Jackson's brown shoes?
 Anthony: His brown shoes are size 8D.
 Susan: Are his shoes old or new?
 Anthony: Mr. Jackson's brown shoes are very new.



- Elizabeth: What size is Victoria's new blouse?
 Jessica: Her blouse size is 9.
 Elizabeth: Are its buttons white?
 Jessica: Yes, yes, yes, its buttons are big and white.
- Mr. Ford: What color are Mr. Carter's good boots?
 Mrs. Reagan: His good boots are black.
 Mr. Ford: Are his good, black boots little?
 Mrs. Reagan: No, no. Mr. Carter's good, black boots are not little. His feet are big, big, very big!
- Mrs. Nixon: What color are Mary's and Susan's new skirts?
 Mr. Bush: Their new skirts are orange.
 Mrs. Nixon: Are their new, orange skirts long or short?
 Mr. Bush: Their new, orange skirts are short, very short and their legs are long, long, very long!

Please put your answer on the line.

1. *My* _____ suit is big.
2. _____ umbrella is very old.
3. _____ hat is gray.
4. _____ blouse is orange.
5. _____ size is okay.

- _____ clothes are new.
_____ shoes are black.
_____ dresses are very long.

1. This is a mirror.
2. This is a pocket.
3. This is a glove.
4. That is a ring.
5. That is a watch.
6. That is a necklace.

Is this a mirror?

_____?

1. Is this a suit?
2. Is this a skirt?
3. Is this a dress?
4. Are these glasses?
5. Are these pants?
6. Are these pockets?

Yes, this is a suit.
No, _____
Yes, _____
No, _____
Yes, _____
No, _____
Yes, _____
No, _____
Yes, _____
No, _____

1. Is this a shirt or a blouse?
2. Is this a belt or a tie?
3. Is this a coat or a sweater?
4. Are these combs or brushes?
5. Are these shoes or boots?
6. Are these pants or pajamas?

This is a blouse.

1. Is this John's green coat?
2. Is this Mary's yellow sweater?
3. Is this your old umbrella?
4. Is this my suit button?
5. Are these Ann's good shoes?
6. Are these Richard's new glasses?
7. Are these your and our hats?
8. Are these her and his rings?

Yes, that is his coat.










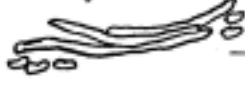




















1. That is a very beautiful suit.
2. That is a very expensive dress.
3. That is a dirty, old comb.
4. That is a clean, white shirt.
5. That is a coat pocket.
6. That is a toothbrush.

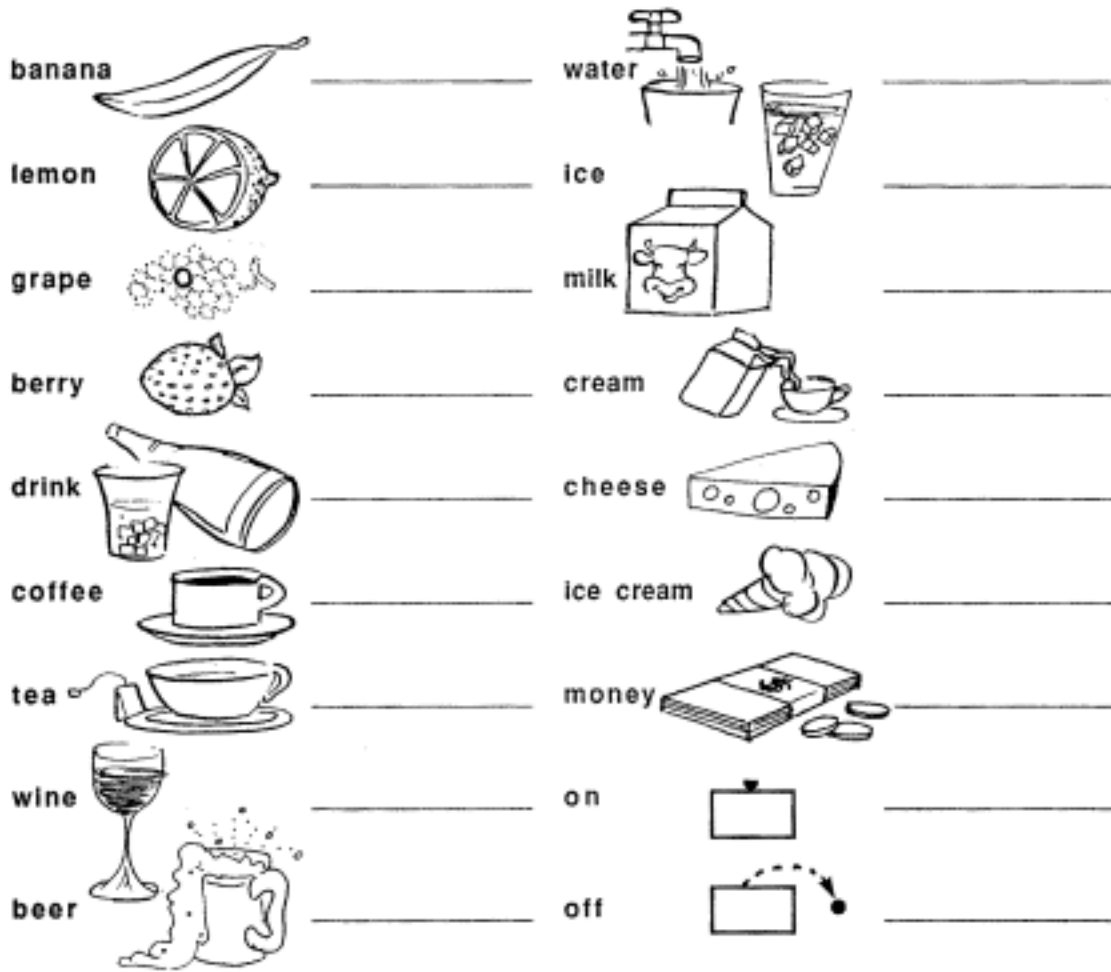
That is not a very beautiful suit.

FOOD

LESSON 3 - WORD LIST

Please put these words and sentences in your own language. Be an artist; make some pictures.

food		_____	vegetable		_____
meat		_____	potato		_____
beef		_____	tomato		_____
pork		_____	onion		_____
fish		_____	bean		_____
chicken		_____	corn		_____
bread		_____	rice		_____
butter		_____	oil		_____
salt		_____	salad		_____
pepper		_____	soup		_____
sugar		_____	egg		_____
honey		_____	nut		_____
candy		_____	fruit		_____
cake		_____	apple		_____
pie		_____	orange		_____



_____	juice	This apple juice is not bad.
_____	chocolate	This milk chocolate is very expensive.
_____	hot	This is hot tea.
_____	cold	His food is cold .
_____	sweet	These are very sweet oranges.
_____	sour	Its berries are sour .
_____	fried	Are these fried eggs?
_____	boiled	Their potatoes are boiled .
_____	fresh	Those vegetables are very fresh .
_____	too	This water is too hot.
_____	some	That is some sugar.
_____	How much?	How much is this chocolate cake?

ADJECTIVES

1. My coffee is too hot.
2. My drink is not very cold.
3. Your apples are red and very sweet.
4. Your lemons are yellow and very sour.
5. His meat is fresh.
6. His potatoes are fried.
7. Her chicken soup is not too good.
8. Her vegetables are beautiful.
9. Our fresh oranges are sweet.
10. Your milk is not sour.
11. Their beautiful fruits and nuts are too expensive.
12. Are tomatoes and potatoes fresh vegetables?
13. Are coffee and tea hot drinks?
14. Are beef and pork red meats?
15. Are bananas and grapes expensive fruits?



David: What is very sweet?
 Ruth: Candy and honey are very sweet.
 David: What is very sour?
 Ruth: Lemons and green apples are sour.

Richard: Is ice cold?
 Christine: Yes, ice is cold.
 Richard: Are tea and coffee hot drinks?
 Christine: Yes, tea and coffee are hot drinks.

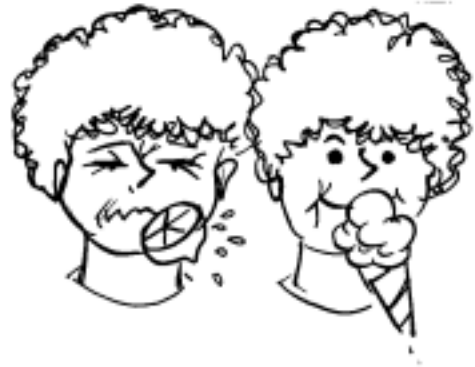
Alexandra: What are oranges and grapes?
 Nathaniel: Oranges and grapes are sweet fruits.
 Alexandra: What are corn and beans?
 Nathaniel: Corn and beans are fresh vegetables.

Martha: Are beer and wine cold drinks?
 James: Yes, beer and wine are cold drinks.
 Martha: Are beef and pork expensive meats?
 James: Yes, beef and pork are expensive meats.

Ashley: What are water and juice?
 Susan: Water and juice are good drinks.
 Ashley: What are berries and bananas?
 Susan: Berries and bananas are fresh fruits.

Mrs. Taft: Are these fruits and vegetables good?
 Mrs. Adams: Yes, those fruits and vegetables are very good.
 Mrs. Taft: Are fried chicken and fried fish white meats?
 Mrs. Adams: Yes, fried chicken and fried fish are white meats.

Mrs. Hayes: What are fish soup and chicken salad?
 Mrs. Obama: Fish soup and chicken salad are good food.
 Mrs. Hayes: Are corn and rice expensive?
 Mrs. Obama: No, corn and rice are not too expensive.



a/an

There are two kinds of things - those that we can count and those that we can not. If we can put a number before a word, we normally put "a/an" in place of **1**.

1 = a/an

2, 3, 4...

1,2,3...

This is a chicken.

This is a pie.

This is a chocolate cake.

This is an apple.

This is an egg.

This is an onion.

These are two chickens.

These are three pies.

These are four chocolate cakes.

These are five apples.

These are six eggs.

These are seven onions.

This is bread.

This is water.

This is sugar.

This is butter.

This is rice.

This is ice cream.

Elizabeth: What is this?

Victoria: This is a red tomato.

Elizabeth: What is this?

Victoria: This is fresh cream.

Philip: What is this?

Jessica: That is a green onion.

Philip: What is this?

Jessica: That is potato salad.



Henry: What is this and what is that?

Peter: This is a honey nut cake and that is a blackberry pie.

Henry: What is this and what is that?

Peter: This is vegetable oil and that is chocolate candy.

some

To give the idea of *only part of* a thing we put **some** before the thing.

This is a fish. → This is **some** fish.

This is a banana. This is some banana.

This is a pie. This is some pie.

This is an egg. This is some egg.

This is an apple. This is some apple.

This is an orange. This is some orange.

This is bread. → This is **some** bread.

This is butter. This is some butter.

This is salt. This is some salt.

This is ice. This is some ice.

This is cheese. This is some cheese.

This is money. This is some money.

Ann: What is this?

Lisa: This is some vegetable oil.

Ann: What is this?

Lisa: This is some orange juice.

George: What is that?

Helen: That is some apple pie.

George: What is that?

Helen: That is some chocolate ice cream.



Natalie: What is this and what is that?

Andrew: This is some salt and that is some black pepper.

Natalie: What are these and what are those?

Andrew: These are some boiled potatoes and those are some fried onions.

on

on normally has relation to a *surface*.

1. Some butter is **on** my bread.
2. Some nuts are on your ice cream.
3. Some pepper is on their food.
4. Little white buttons are on Katherine's new, pink dress.
5. An old, dirty glove is on Andrew's big, right hand.
6. Mary's left hand is on John's right shoulder and her right hand is on his left hand.

Mary: What is on Diana's blue blouse?
Ashley: Some fruit juice is on her blue blouse.
Mary: What is on Peter's head?
Ashley: A big, clean hat is on his old, gray head.

Edward: Whose hand is on Natalie's back?
Matthew: John's hand is on her back.
Edward: What is on your apple?
Matthew: A beautiful, red skin is on my apple.

Walter: What is on these boiled potatoes?
Katherine: Some fresh butter is on those boiled potatoes.
Walter: What is on this sweet, yellow corn?
Katherine: Some salt is on that fresh corn.



off ≠ on

1. Three buttons are **off** his sweater.
2. The skin is off the onion.
3. Is the egg on or off his face?
4. Are the skins on or off the boiled potatoes?
5. Her coat is off.
6. His shoes are off.

Diana: Are my hands on or off my knees?
Charles: Your hands are off your knees.
Diana: Is Mary's head on or off David's shoulder?
Charles: Her head is off his shoulder.

Jessica: Are Nathaniel's boots on or off?
Eugene: His boots are off.
Jessica: Is Alexandra's bracelet on or off?
Eugene: Her bracelet is off.

Arthur: Is the skin on or off this apple?
William: Its skin is off.
Arthur: Is that chicken's head on or off?
William: Its head is off!



ADJECTIVES

Adjectives may be *before* or *after* the noun.

- | | | |
|--------------------------------------|---|--------------------------------|
| 1. This is a sour lemon. | → | This lemon is sour . |
| 2. This is a hot drink. | | This drink is hot. |
| 3. This is a red tomato. | | This tomato is red. |
| 4. This is fried meat. | | This meat is fried. |
| 5. That is dirty water. | | That water is dirty. |
| 6. That is a very good fish. | | That fish is very good. |
| 7. That is a very sweet apple. | | That apple is very sweet. |
| 8. That is a very bad egg. | | That egg is too bad. |
| 9. That is a very big chicken. | | That chicken is too big. |
| 10. That is a very little banana. | | That banana is too little. |
| 11. These are boiled vegetables. | | These vegetables are boiled. |
| 12. Those are very little potatoes. | | Those potatoes are too little. |
| 13. These are long, green beans. | | These green beans are long. |
| 14. These are fresh, red grapes. | | These red grapes are fresh. |
| 15. These are big, white onions. | | These white onions are big. |
| 16. Those are hot, red peppers. | | Those red peppers are hot. |
| 17. Those are sweet, black berries. | | Those black berries are sweet. |
| 18. Those are very old, nut candies. | | Those nut candies are too old. |

MORE ADJECTIVES

This is water.
This is some water.
This is some fresh water.
This is some clean fresh water.

This is ice cream.
This is some ice cream.
This is some chocolate ice cream.
This is some good chocolate ice cream.

This is juice.
This is some juice.
This is some apple juice.
This is some sweet apple juice.

This is soup.
This is some soup.
This is some vegetable soup.
This is some hot vegetable soup.

This is wine.
This is some wine.
This is some white wine.
This is some cold white wine.

This is cream.
This is some cream.
This is some sour cream.
This is some expensive sour cream.



PRESENT

to be (+)

I am you are he is she is it is	we are you are they are
---	-------------------------------

to be (-)

I am not you are not he is not she is not it is not	we are not you are not they are not
---	---

I am happy.
He is sad.
She is very sweet.
They are too good.

I am not happy.
He is not sad.
She is not very sweet.
They are not too good.

to be (+?)

am I? are you? is he? is she? is it?	are we? are you? are they?
--	----------------------------------

to be (-?)

am I not? are you not? is he not? is she not? is it not?	are we not? are you not? are they not?
--	--

Are you too cold?
Is he too hot?
Is she very beautiful?
Is it very expensive?

Are you not too cold?
Is he not too hot?
Is she not very beautiful?
Is it not very expensive?

Andrew: Are you new?
Mary: Yes, I am new.
Andrew: Are you happy?
Mary: No, I am not very happy.

Henry: Is John's face clean?
George: Yes, it is very clean.
Henry: Is this cheese expensive?
George: No, it is not very expensive.

Susan: Are those meat pies hot?
Ann: Yes, they are hot.
Susan: Are those pants long?
Ann: No, they are not long. They are short, too short.

Peter: Is Elizabeth sweet?
Paul: Yes, she is sweet, very sweet.
Peter: Is James little?
Paul: No, he is not too little. The coat is too big.

Martha: Are these eggs fresh?
Edward: Yes, they are very fresh.
Martha: Are they fried or boiled?
Edward: They are fried. They are your fresh, fried eggs.



How much (MONEY)...?

- | | |
|--|--|
| <p>1. How much money is this? →</p> <p>2. How much money is this?</p> <p>3. How much money is this?</p> <p>4. How much money is this?</p>
<p>5. How much is pepper cheese?</p> <p>6. How much is fresh butter?</p> <p>7. How much is sweet and sour pork?</p> <p>8. How much is beef and fried rice?</p>
<p>9. How much are these? →</p> <p>10. How much are these?</p> <p>11. How much are these?</p> <p>12. How much are these?</p>
<p>13. How much are these butter chocolates?</p> <p>14. How much are these nut candies?</p> <p>15. How much are these blueberries?</p> <p>16. How much are these green beans?</p> | <p>That is \$1.00 (one dollar).</p> <p>That is \$5.00 (five dollars).</p> <p>That is \$10.00 (ten dollars).</p> <p>That is \$20.00 (twenty dollars).</p>
<p>Pepper cheese is \$1.00.</p> <p>Fresh butter is \$2.00.</p> <p>Sweet and sour pork is \$3.00.</p> <p>Beef and fried rice is \$4.00.</p>
<p>Those are \$.20 (twenty cents).</p> <p>Those are \$.30 (thirty cents).</p> <p>Those are \$.40 (forty cents).</p> <p>Those are \$.50 (fifty cents).</p>
<p>Those butter chocolates are \$.25.</p> <p>Those nut candies are \$.35.</p> <p>Those blueberries are \$.45.</p> <p>Those green beans are \$.55.</p> |
|--|--|

Victoria: How much is this fresh milk?
 Elizabeth: That fresh milk is \$.95.
 Victoria: How much is this black tea?
 Elizabeth: That black tea is \$3.40.

John: How much is your brown sugar?
 William: Our brown sugar is \$1.09.
 John: How much is your cold beer?
 William: Our cold beer is \$1.25.

Nicholas: How much is that honey nut cake?
 Alexandra: This honey nut cake is \$2.99.
 Nicholas: How much is that rice wine?
 Alexandra: This rice wine is \$5.89.

Nathaniel: How much are four soup bones?
 Katherine: Four soup bones are \$1.95.
 Nathaniel: How much are these two little fresh water fish?
 Katherine: Those two little fresh water fish are \$6.45.

Mr. Nixon: How much are six big yellow bananas?
 Mr. Jackson: Six big yellow bananas are \$.57.
 Mr. Nixon: How much are five chocolate cream pies?
 Mr. Jackson: Five chocolate cream pies are \$23.33.

Mrs. Lincoln: How much are these ten fresh green onions?
 Mrs. Washington: Those ten fresh green onions are \$.45.
 Mrs. Lincoln: How much are 12 sweet, red apples?
 Mrs. Washington: Twelve sweet, red apples are \$2.50.



Please put your answer on the line.

1. I am very happy. We _____ very sad.
2. You _____ too sweet. You _____ too good.
3. He _____ not very cold. They _____ not too new.
4. She _____ not too little.
5. It _____ not very fresh.

1. Grapes and oranges are *fruits*.
2. Beef and pork are _____.
3. Beer and wine are _____.
4. Onions and corn are _____.
5. _____ and _____ are sweet.
6. _____ and _____ are sour.
7. _____ and _____ are fried.
8. _____ and _____ are not expensive.

1. This is rice.
2. This is salt.
3. This is oil.
4. This is cheese.
5. This is ice.
6. This is food.
7. This is honey.
8. This is money.

This is some rice.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

1. This is a hot drink.
2. This is a good soup.
3. This is a big chicken.
4. This is an old fish.
5. This is an expensive beer.
6. These are red apples.
7. These are sweet oranges.
8. These are fried bananas.
9. These are yellow onions.
10. These are green beans.

This drink is hot.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

**red
potato
watch**

**sour
money
apple**

✓ **boiled
banana
shirt**

**green
chocolate
ear**





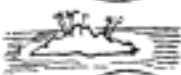



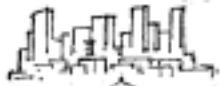




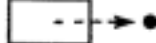




**vegetable
fried
shoe**

1. That is a banana skin.
2. That is a _____ heel.
3. That is a _____ belt.
5. That is a _____ pocket.
6. That is a _____ face.
4. That is an _____ ring.
7. That is some _____ salad.
8. That is some _____ soup.
9. That is some _____ cake.
10. That is some _____ meat.
11. That is some _____ water.
12. That is some _____ cream.
13. That is some _____ tea.
14. That is some _____ wine.
15. That is some _____ juice.

WORLD

LESSON 4 - WORD LIST

Please put these words and sentences in your own language. Be an artist; make some pictures.

world		_____	side		_____
ocean		_____	top		_____
island		_____	bottom		_____
continent		_____	part		_____
city		_____	clock		_____
map		_____	in		_____
direction		_____	out		_____
Africa		_____	Asia		_____
America		_____	Europe		_____

_____	all	All sugar is sweet.
_____	from	Her clothes are from France.
_____	to	Potatoes are from \$.30 to \$.50.
_____	but	All chickens are from eggs, but not all eggs are from chickens.
_____	the	The top of the map is north.
_____	of	This is a map of Mexico.
_____	between	Texas is between Florida and California.
_____	also	Mary is in London and John is also .

_____	friend	Mary's friend is from China.
_____	today	Is today Thursday or Friday?
_____	tonight	You are very sweet tonight .
_____	yesterday	Today is Tuesday and yesterday was Monday.
_____	capital	The capital of Japan is Tokyo.
_____	distance	What is the distance from Los Angeles to New York?
_____	mile	The distance from Los Angeles to New York is 2794 miles .
_____	middle	Germany is in the middle of Europe.
_____	nation	The United States of America is a very big nation .
_____	time	The time is 8:15.
_____	opposite	The opposite of "to" is "from."
_____	other	What is the distance from one side of Canada to the other ?
_____	north	North America is on this map.
_____	south	South America is a continent.
_____	east	East Asia is very big.
_____	west	West Europe is cold in November.
_____	central	Guatemala is in Central America.
_____	dry	North Africa is very dry .
_____	wet	West Africa is very wet .
_____	far from	The island nation of Indonesia is very far from Russia.
_____	close to	The ocean is very close to our city.
_____	much	Much salt is in the ocean.
_____	many	Many fish are in the ocean.
_____	only	They are only in the capital.
_____	here	My close friend, Mary, is here .
_____	there	The clock is there , between those two maps.
_____	where?	Where is my map?

_____ **What time is it?**

of

of shows the existence of an *organic or unbreakable connection* between things.

Ashley: Excuse me, but what is this?
William: This is a map **of** Great Britain.
Ashley: Excuse me, but what is this?
William: This is a map of Asia.

Andrew: Excuse me, but what is that?
Diana: That is a skin of an orange.
Andrew: Excuse me, but what is that?
Diana: That is a part of my watch.



the

If “this is one example of a thing,” put **a/an**: a map, a watch, etc. If a thing is special or particular, different from all others of its kind, put **the** before a noun: This is the map of America. Do not put **the** before nouns with general *meanings*: Coffee is brown. Sugar is sweet. Lemons are yellow.

1. Water is cold, but **the** water of my tea is very hot.
2. Bread is white, but the bread of Russia is black.
3. Bananas are yellow, but the bananas on his shoulder are not yellow. They are green.
4. These bracelets are not expensive, but the bracelet on her left arm is very expensive.
5. Some candy is on the bottom of his shoe.
6. Some nuts are on top of the cake.
7. The legs of his pants are too short.
8. The right arm of her coat is wet, but the other arm is dry.

in

in is normally *inside* something.

1. Some money is in my coat pocket.
2. Some water is in her ear.
3. Much juice is in this orange.
4. Is she in England or Italy today?
5. Only six eggs are in this big, beautiful, brown sugar cake.
6. He is in the water, not on it!
7. The meat is fried in only butter and lemon juice.
8. Many little parts are in this old clock.
9. Is Tahiti not there, in the middle of the Pacific Ocean?
10. We are very happy to be here, in your beautiful city of..., of.... What city are we in?

out of ≠ in

Mrs. Harrison: Is the chicken **in** or **out** of the egg?
Mrs. Cleveland: It is out of the egg.
Mrs. Harrison: Is the fish in or out of the water?
Mrs. Cleveland: It is out of the water.

Mr. Fillmore: Are all your friends out of the city?
Mrs. Jefferson: Yes, all my friends are out of the city today.
Mr. Fillmore: Are Peter and Paul out of the ocean?
Mrs. Jefferson: No, they are not out of the ocean.



only

1. **Only** her friends are here.
2. Only these maps are in color.
3. Only North Africa is on this map.
4. That is her only blue blouse.
5. Those are my only clean clothes.
6. They are my only friends in this city.

to ≠ from

to shows an *end point*, **from** shows a *starting point*.

- Nathaniel: What is the distance **from** London **to** Tokyo?
Victoria: It is 5,959 miles or 9,588 kilometers.
Nathaniel: What is the distance from Mexico City to Los Angeles?
Victoria: It is only 1,589 miles or 2,557 kilometers.
- Elizabeth: Where are you from?
Eugene: I am from Canada.
Elizabeth: What part of Canada are you from?
Eugene: I am from Quebec, the French part of Canada.



between

between is in the *middle* of two.

1. May is **between** April and June.
2. Saturday is between Friday and Sunday.
3. Korea is between Japan and China.
4. Israel is between Egypt and Syria.
5. Poland is between Germany and Russia.
6. The American continent is between the Atlantic and Pacific Oceans.



A MAP OF EUROPE

The beautiful, color map **that** is in my left hand is a map of Europe. The top of the map is north and the bottom is south. The left side is west and the right side is east. All the nations of Europe are on this map.

France and Portugal are in West Europe. France and Portugal are nations. The capital of France is Paris and the capital of Portugal is Lisbon. Paris and Lisbon are big, beautiful cities. Barcelona is **another** big city. It is in Spain, but it is not Spain's capital. Its capital is the beautiful, old city of Madrid. Madrid is not too hot in September and October. Spain is the only nation between Portugal and France.

Another nation in Europe is Romania, **whose** capital is Bucharest. Romania is not a part of West Europe. Romania is in East Europe. Poland is another nation in East Europe. Poland's capital is Warsaw, an old city.

Another old city in East Europe is Moscow. Moscow is the capital of Russia today. The beautiful city of Saint Petersburg, Russia's capital from 1703 to 1918, is only 478 miles or 770 kilometers north from Moscow. One part of Russia is in Europe and the other part is in Asia. Russia is between the nations of East Europe and China. It is very cold in Russia from October to April. The distance from one side of Russia to the other is 6,210 miles or 10,000 kilometers. Between you and me, that is far!

PAST

to be (+)

I was	we were
you were	you were
he was	they were
she was	
it was	

to be (-)

I was not	we were not
you were not	you were not
he was not	they were not
she was not	
it was not	

I was in Los Angeles yesterday.
We were on opposite sides of the ocean.
It was a part of Mexico.
They were from South America.

I was not in Los Angeles yesterday.
We were not on opposite sides of the ocean.
It was not a part of Mexico.
They were not from South America.

to be (+?)

was I?	were we?
were you?	were you?
was he?	were they?
was she?	
was it?	

to be (-?)

was I not?	were we not?
were you not?	were you not?
was he not?	were they not?
was she not?	
was it not?	

Were you in Japan?
Were they from Africa?
Was he between the cities?
Was it on your skin?

Were you not in Japan?
Were they not from Africa?
Was he not between the cities?
Was it not on your skin?

TODAY

1. It **is** too hot today.
2. I **am** very happy today.
3. You **are** very good tonight.
4. He **is** in the middle of the city.
5. She **is** not between here and there.
6. It **is** only a map of England.
7. We **are** all old friends.
8. They **are** from the capital.
9. My glasses **are** on.
10. Your shoes **are** off.
11. His hand **is** not on her back.
12. Her hair **is** long and beautiful.
13. Its color **is** lemon yellow.
14. Our part of the city **is** not very clean.
15. Their clock parts **are** not too expensive.
16. **Is** he out of London part of the time?
17. **Is** she from Venezuela also?
18. **Is** it very dry in August?
19. **Are** you okay?
20. **Are** they not too fresh?
21. **Are** some of your friends out of the water?
22. **What is** it?
23. **Whose is** it?
24. **How much is** it?
25. **What time is** it?

YESTERDAY

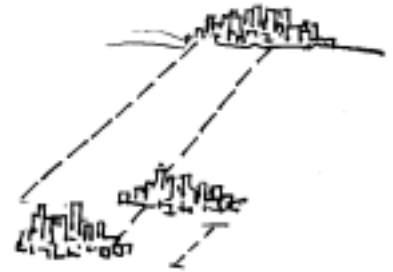
1. It **was** too hot yesterday.
2. I **was** very happy yesterday.
3. You **were** very good tonight.
4. He **was** in the middle of the city.
5. She **was** not between here and there.
6. It **was** only a map of England.
7. We **were** all old friends.
8. They **were** from the capital.
9. My glasses **were** on.
10. Your shoes **were** off.
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20. **Were** they not too fresh?
21. **Were** some of your friends out of the water?
22. **What was** it?
23. **Whose was** it?
24. **How much was** it?
25. **What time was** it?

close to ≠ far from

Andrew: Charles, is New York far from Los Angeles?
Charles: Yes, Andrew, New York is far from Los Angeles.
Andrew: Is New York close to Washington, D.C.?
Charles: Yes, New York is close to Washington, D.C.

Alexandra: Nicholas, is Beijing close to Shanghai?
Nicholas: Yes, Alexandra, Beijing is close to Shanghai.
Alexandra: Are the Philippine Islands far from Hawaii?
Nicholas: Yes, the Philippine Islands are very far from Hawaii.

Susan: Helen, is Tokyo close to or far from Osaka?
Helen: Tokyo is not too far from Osaka.
Susan: Is Florida close to or far from Cuba?
Helen: Florida is very close to Cuba.



also

1. Her clothes are beautiful and **also** expensive.
2. Her hair is long and also brown.
3. Cuba is an island and Jamaica is also.
4. The United States of America is a big nation and Canada is also.
5. Some butter is on your bread and also some cheese.
6. Some cream is in our coffee and also some sugar.
7. This is a map of not only West Europe, but also East Europe.
8. These apples are not only fresh, but also sweet.



BRAZIL

Here is some fresh coffee **that** is from Brazil. It is good and not too expensive. Those shoes **that** are also from Brazil are good and also not too much, between \$30 and \$40.

Brazil is a very big nation in South America. It is on the east side of the South American continent. The north of Brazil is wet, but the south is dry. Only the Atlantic Ocean is on the east side of Brazil. Peru and Bolivia are on the opposite or west side of Brazil. Venezuela, **whose** capital is Caracas, and Colombia, **whose** capital is Bogota, are in the north. Paraguay, Uruguay, and Argentina are all in the opposite direction, **that is**, they are in the south. On this old map of the New World, they are here, in the south.

I was in many parts of Brazil from July to October. Much of **that** time, I was in Rio de Janeiro, a very big, beautiful city of 6,500,000. It is on the Atlantic Ocean. Two of my very close Brazilian friends, Richard and Mary, were there also. Mary is Richard's **sweetheart**. She is not from Rio, but from a little city **that** is in the central part of the nation.

Rio was the capital of Brazil from 1763 to 1960. Today the nation's capital is Brasilia. It is a big, new city in the middle of the nation. We, **that is**, Richard, Mary, and I, were there in not only August but also part of September. Brasilia is to the north and only a little to the west from Rio. São Paulo is another big Brazilian city. It is a city of **close to** 10,000,000. It is in the south. The distance between Rio de Janeiro and São Paulo is not too far.

Where...?

What is Tokyo?
Where is it?
What is Japan?
Where is it?

What is Italy?
Where is it?
What is Sicily?
Where is it?

It is a big city.
Tokyo is in Japan.
It is an island nation.
Japan is in Asia.

It is a nation.
Italy is south from Switzerland.
It is an island that is a part of Italy.
Sicily is close to the toe of the Italian boot.



Many...

1,2,3,4...

1. **Many** fruits are sweet.
2. Many rings are expensive.
3. Many fish are in the ocean.
4. Many nations are in Asia.
5. Many buttons are on her dress.
6. Many islands are on this map.
7. Many parts of the world are hot and dry.
8. Many cities are between here and there.
9. Many of my friends were here.
10. Too many of the apples were sour.
11. Too many of those vegetables are old.
12. Too many of these eggs are not fresh.

Much...

1,2,3,4...

- Much** juice is sweet.
Much food is expensive.
Much salt is in the ocean.
Much tea is from Asia.
Much pepper is in this soup.
Much oil is in the nations of Central Africa.
Much sugar is from South America.
Much distance is between here and there.
Much of the time he was in New York.
Too much of the milk was sour.
Too much of that candy is old.
Too much of this meat is not fresh.

HOT AND COLD NATIONS

The map **that** is in my right hand is a color map of the world. All the nations of the world are on it. Here are the six continents of Africa, Asia, Australia, Europe, North America, and South America. In the North Atlantic Ocean is Iceland, an island nation, **where** bananas and oranges are very expensive. Another island **that** is not too far from Iceland and very close to the top of the world is Greenland. North from Greenland is only the Arctic Ocean. To the south, in the South Pacific Ocean, is Australia, a continent nation, **where** beef and chicken are not too expensive.

Angola, a new nation in the middle of Africa, is hot and dry. Angola is on the west side of Africa. It is between Zaire, a very big nation in central Africa, and Namibia, a nation-to-be, in Southwest Africa. From 1885 to 1975 Angola was a part of Portugal. Today, its capital is Luanda. Only the South Atlantic Ocean is west from Angola. In the opposite direction, **that is** to the east, is Zambia, another of the many

new nations on the continent of Africa. Not much of Africa is cold. Much of its north is very hot and dry. Many of the nations of the central part of the African continent are hot and wet **all the time**. South Africa is hot and dry **much of the time**. South Africa is far from Antarctica, the bottom of the world.

Some of the nations of Asia are cold and some are hot. Korea, an old nation in East Asia, is between China and Japan. Today Korea is not one nation, but two. North Korea, **whose** capital is Pyongyang, a city of 1,300,000, and South Korea, **whose** capital is Seoul, a city of 8,500,000, are not close friends. North and South Korea are very cold in December, January, and February.

Vietnam, another old nation in Asia, is far from Korea. It is on the opposite side of China. It is a part of Southeast Asia. It is hot and wet in Vietnam much of the time. Vietnam is very close to the middle of the map. Today, it is one nation, but between 1955 and 1975 Vietnam was two nations, North and South Vietnam.

What time is it?

John: What time is it?
 Natalie: It is 6 o'clock.
 John: Thank you.
 Natalie: You are welcome.

Katherine: Excuse me, sir. What time is it?
 Edward: It is 7 o'clock
 Katherine: Thank you very much.
 Edward: You are very welcome.

Mr. Garfield: Excuse me, ma'am. What time is it?
 Mrs. Clinton: It is 8:10.
 Mr. Garfield: Thank you very much.
 Mrs. Clinton: You are very welcome.

Mr. Pierce: What time is it in San Francisco?
 Mr. Van Buren: It is 9:23 a.m.
 Mr. Pierce: Okay. What time is it in New York?
 Mr. Van Buren: It is 12:23 p.m. in New York.

Mrs. Hoover: What time is it in Mexico City?
 Mr. Madison: It is 10:15 a.m.
 Mrs. Hoover: Okay. What time is it in Caracas?
 Mr. Madison: It is 1:15 p.m. in Caracas.

<p>on my back on your shoulder on her blouse on its head on the meat on the fruit on the map on the other side</p> <p>on Monday on Tuesday on Wednesday</p>	<p>off my back off your knee off her glasses off its skin off the water off the island off the continent off the top</p>	<p>in your hands in his heart in her right lung in its mouth in this direction in Europe in Asia in the city</p> <p>in January in February in March</p>	<p>out of my hands out of his mouth out of the water out of the city out of the opposite direction out of Central America out of these oranges out of this world</p>
<p>from Africa from America from grapes from lemons from vegetables from my friend from your eyes from his blood from ocean to ocean from side to side from north to south from top to bottom from time to time from here to there</p>	<p>to Europe to Asia to the USA to the capital to the bottom to our city to her lips to its side</p>	<p>the color of her hair the size of his feet the finger of my hand the heel of her shoe the opposite of good a part of the continent a part of my body a map of Canada</p>	<p>between the islands between my teeth between her hands between yesterday and today between east and west between John and Mary between the top and bottom between 1 and 2 o'clock</p>

Please put your answers on the lines.

I was in Africa.
 You _____ on the right side.
 He _____ out of the nation.
 She _____ on the other side of the world.
 It _____ between the top and bottom.

We _____ in Europe.
 You _____ off the continent.
 They _____ out of the ocean.

- The opposite of **good** is bad.
- The opposite of **north** is _____.
- The opposite of **east** is _____.
- The opposite of **old** is _____.
- The opposite of **far** is _____.
- The opposite of **here** is _____.

- The opposite of **to** is _____.
- The opposite of **right** is _____.
- The opposite of **in** is _____.
- The opposite of **on** is _____.
- The opposite of **long** is _____.
- The opposite of **top** is _____.

- I was in the ocean.
- You were out of the ocean.
- He was between the ocean and the city.
- She was on the ocean.
- It was off the ocean.
- We were far from the ocean.
- You were close to the ocean.
- They were maps of the ocean.

I was not in the ocean.

- James was here.
- Mary is there also.
- Mr. and Mrs. Adams were in Chicago.
- My coat is blue green.
- You and I were out of the water.
- Mr. Johnson is from Boston.
- Their boots are dirty and wet.
- Our friend, Andrew, was in Indonesia.
- A continent is between Europe and Asia.
- These oranges are very sweet.
- Hollywood is close to the Pacific Ocean.
- Texas is between Florida and California.

He was here.
 _____ is there also.
 _____ were in Chicago.
 _____ is blue green.
 _____ were out of the water.
 _____ is from Boston.
 _____ are dirty and wet.
 _____ was in Indonesia.
 _____ is between Europe and Asia.
 _____ are very sweet.
 _____ is close to the Pacific Ocean.
 _____ is between Florida and California.

in **from** **of** **the**
on **to** **or** **between**

AMERICAN GEOGRAPHY

The United States *of* America, Canada and Mexico are all parts _____ North America. The North American continent is _____ the Atlantic and the Pacific Oceans. It is very far _____ Europe and Asia.

Today, Washington, D.C. is _____ capital of _____ United States of America. It is not a very big city. It is _____ the middle of what were the nation's first 13 states. Washington, D.C. is not very far _____ New York City. New York City is _____ the state of New

York, one of the 50 states that are today _____ United States _____ America.

















Some of the other big cities that are close _____ Washington, D.C. and New York are: Baltimore, Philadelphia, and Boston. _____ the other side of the North American continent, very far _____ Washington, D.C. and New York, are San Francisco, Los Angeles, and San Diego. They are three cities _____ the state of California.

The distance from one side _____ the North American continent _____ the other is 2,451 miles _____ 3,944 kilometers.

SCHOOL

LESSON 5 - WORD LIST

Please put these words and sentences in your own language. Be an artist; make some pictures.

school		picture		<hr/>
teacher		book		<hr/>
student		page		<hr/>
class		library		<hr/>
table		paper		<hr/>
seat		pencil		<hr/>
board		pen		<hr/>
corner		shelf		<hr/>

<hr/>	about	This book is about English.
<hr/>	for	This paper is for your friend, Mary.
<hr/>	at	My friends were at school at 8:00.
<hr/>	with	The teacher is with her students.
<hr/>	without	Two students are without their books.
<hr/>	thing	What is that thing on the table?
<hr/>	word	This is a new word for all the students.
<hr/>	problem	What is the problem with this word?
<hr/>	history	The history of the world is very long.
<hr/>	geography	Mrs. Adams is a teacher of geography .
<hr/>	law	"An eye for an eye and a tooth for a tooth" is an old law .
<hr/>	science	It is a law of science .

_____	mathematics	Mathematics is a part of science.
_____	language	English is her second language .
_____	subject	History is not a dry subject for many students.
_____	lesson	We are on lesson 5 today.
_____	question	His question was about American law.
_____	answer	The answer to your question is on page 27.
_____	test	The test for our class was on the teacher's table.
_____	tomorrow	Yesterday is the opposite of tomorrow .
_____	morning	My history class is at 9:00 tomorrow morning .
_____	evening	His English class is at 7:00 tomorrow evening .
_____	easy	It was an easy question for our class.
_____	difficult	History is a difficult subject for many students.
_____	right	All the right answers are at the back of the book.
_____	wrong	Three of your answers were wrong , but the others were right.
_____	first	The first question on our English test was not very difficult for John.
_____	last	What time was your last class yesterday?
_____	different	Their seats are at different tables.
_____	same	These two books are the same .
_____	every	Every answer on her test was right.
_____	more	There are more books on the top shelf.
_____	sure	I am sure that all the students were out of the library.
_____	any/some	There are not any pencils on the table, but some are in my pocket.
_____	few/many	A few words are on the blackboard, but many are on this page.
_____	already	All the students are in the library already .
_____	who?	Who is your mathematics teacher?
_____	how?	How far is New York from Miami?
_____	when?	When is your geography class?
_____	why?	Why was his test not very good?
_____	because	Because the test time was too short.

about

about gives the idea of *concerning*.



John: What is this book **about**?
Susan: It is about language.
John: What language is it about?
Susan: It is about the English language.

Christine: What was your last class about yesterday?
Matthew: It was about history.
Christine: What history was it about?
Matthew: It was about the history of China.

with ≠ without

with gives the idea of *together*.



James: Who was Lisa **with**?
Richard: Lisa was with her friends, Alexandra and Natalie.
James: Are you sure that Lisa was with Alexandra and Natalie?
Richard: Yes, I am sure that they were all with **one another**.

Anthony: Is this coffee with or without sugar?
Martha: That coffee is without sugar.
Anthony: Was Jessica in New York with or without her friends?
Martha: She was there without her friends.

for

for makes a *relation* between things and/or people.



Helen: Who is this ice cream **for**?
Arthur: It is for Ann.
Helen: Who are all these books for?
Arthur: They are all for her friend, William.

Ruth: What is this board for?
Andrew: It is for a new shelf.
Ruth: What are all these pictures for?
Andrew: They are all for my history class tomorrow morning.

at

at shows a *point* in time or space.



Katherine: When is your English class?
Theodore: It is **at** 9:15 every Monday, Wednesday, and Friday morning.
Katherine: Are you sure that it is at 9:15?
Theodore: Yes, I am sure that my English class is at 9:15.

Nathaniel: Where was Mr. Johnson yesterday?
Elizabeth: He was at the library. He is there every day.
Nathaniel: Are you sure that he is at the library every day?
Elizabeth: Yes, I am sure. He is at the city library **all the time**.

PREPOSITIONS AND PRONOUNS

(about, at, between, of, for, on, off, to, from, in, out of, with, without)

me	us
you	you
him	them
her	
it	

Peter: What was the chicken out of?
 Paul: The chicken was out of the egg.
 Peter: Out of it?
 Paul: Yes, out of it!

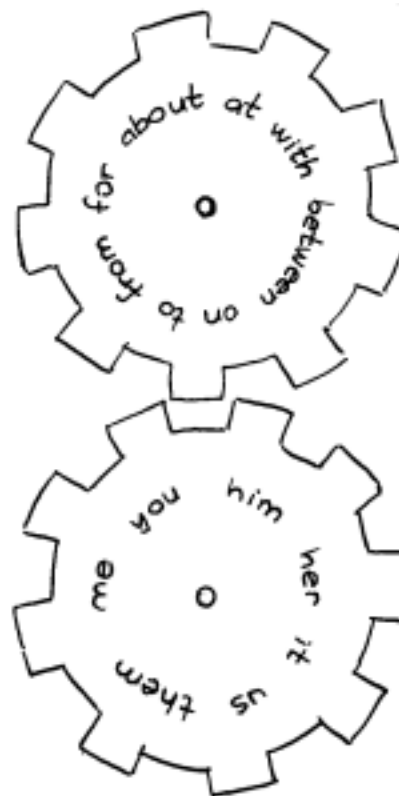
Alexandra: Who was the new student between?
 Walter: He was between John and Philip.
 Alexandra: Between them?
 Walter: Yes, between them!

Eugene: What was Matthew on?
 Helen: He was on your new coffee table.
 Eugene: On it?
 Helen: Yes, on it!

Jessica: Who are these papers for?
 Nathaniel: They are for Katherine, my **sweetheart**.
 Jessica: Oh no! Not for her?
 Nathaniel: Oh yes! For her!

Natalie: Who is this a picture of?
 David: It is a picture of our first English class.
 Natalie: Of us?
 David: Yes, of us!

Henry: Who is this history book from?
 Lisa: It is from me to you.
 Henry: From you to me? Are you sure?
 Lisa: Yes, I am sure. There is no problem. It is from me to you, my old friend!



already

Andrew: What time is it?
 Diana: It is **already** 8 o'clock.
 Andrew: Are you sure that it is already 8 o'clock?
 Diana: Yes, I am very sure that it is already 8 o'clock.

Ann: Where are all the students?
 William: They are already in their class.
 Ann: Where is their teacher, Mrs. Clinton?
 William: She is already with them.

George: Are all the books already off the shelves?
 Nicholas: Yes, I am sure that they are already off the shelves.
 George: Are all the tests already in the hands of the students?
 Nicholas: Yes, all of them are already in the hands of the students.



FUTURE

to be (+)

I will be
you will be
he will be
she will be
it will be

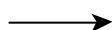
we will be
you will be
they will be

to be (-)

I will not be
you will not be
he will not be
she will not be
it will not be

we will not be
you will not be
they will not be

I will be here at 8:00 tomorrow morning.
He will be at the city library on Thursday.
She will be at the corner with her friends.
They will be with us tomorrow evening.



I will not be here at 8:00 tomorrow morning.
He will not be at the city library on Thursday.
She will not be at the corner with her friends.
They will not be with us tomorrow evening.

to be (+?)

will I be?
will you be?
will he be?
will she be?
will it be?

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

to be (-?)

will I not be?
will you not be?
will he not be?
will she not be?
will it not be?

will we not be?
will you not be?
will they not be?

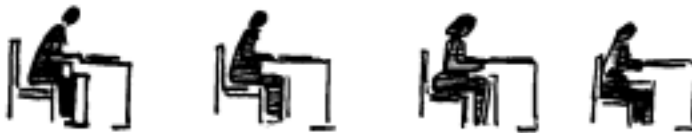
Will you be at school tomorrow?
Will he be in class at 9:15?
Will she be between you and me?
Will they be with us on Friday?



Will you not be at school tomorrow?
Will he not be in class at 9:15?
Will she not be between you and me?
Will they not be with us on Friday?

YESTERDAY	TOMORROW
1. I was with them yesterday.	I will be with them tomorrow.
2. I was not at the library yesterday morning.	I will not be at the library tomorrow morning.
3. You were in South America in June.	You will be in South America in June.
4. He was very far from me.	He will be very far from me.
5. She was not too close to him.	She will not be too close to him.
6. It was out of my hands in April.	It will not be out of my hands in April.
7. We were between the two teachers.	We will be between the two teachers.
8. You were there without any friends.	They will be there without any friends.
9. They were off the shelves at 9 o'clock.	They will be off the shelves at 9 o'clock.
10. My things were on the table yesterday.	My things will be on the table tomorrow.
11. Your books were here, in the corner.	Your books will be here, in the corner.
12. His problem was only between his ears.	His problem will be only between his ears.
13. Her money was in her inside coat pocket.	Her money will be in her inside coat pocket.
14. Its outside colors were red, white and blue.	Its outside colors will be red, white and blue.
15. Our first class was about American law.	Our first class will be about American law.
16. Their seats were there, at that big table.	Their seats will be there, at that big table.
17. All of those pictures were for you.	All of those pictures will be for you.
18. Some of them were with us on Monday.	Some of them will be with us on Monday.
19. Who was your mathematics teacher?	Who will your mathematics teacher be?
20. What was your library book about?	What will your library book be about?
21. When was your science test?	When will your science test be?
22. Where were your pen and pencil?	Where will your pen and pencil be?
23. Why were your things on my table?	Why will your things be on my table?
24. Whose English language books were these?	Whose English language books will these be?
25. How sure were you about your answer?	How sure will you be about your answer?

TIME		
Yesterday	Today	Tomorrow
Yesterday morning	This morning	Tomorrow morning
Last evening	This evening	Tomorrow evening
Last night	Tonight	Tomorrow night



MY WORLD GEOGRAPHY CLASS

This morning, my first class is at 8:00. It is World Geography, an easy subject for me. It is easy for me because I was in many different nations and on six of the seven continents: Africa, North and South America, Asia, Australia, and Europe.

Dr. McKinley is our teacher. He is from Chicago, a big city in the USA. In Dr. McKinley's class, his word is law! The distance from Dr. McKinley to us, his students, is not very far. The table that is between the **blackboard** and us is the right size for our class. Many things are on top of Dr. McKinley's table: books and papers, some beautiful, new, color maps, and **this morning's** little, 25 question test. The books and papers are on the left side of the table, at the corner. The tests are on the opposite side. The maps are in the middle, between his books and our tests.

Because I am in class every morning, the subject of world geography is not difficult for me. I am one of the **top** students in our class. On our last big test about the capital cities of South America, only three of my answers were wrong; all the others were right. **In my eyes**, 97 out of 100 is not bad, not bad **at all!**

Because I was at the library **last evening**, I am sure, **in my heart**, that this morning's test will not be too difficult for me. **This time**, the test will be about the capitals of West Europe. Our test papers will be **back** tomorrow morning with an "A," "B," "C," "D," or "F" at the top of every paper. I am sure that I will be close to the **top** of our class, with another "A."

Many of the students who are in my class are from different parts of the USA. Helen is from New York and George is from Texas. Helen, George, and I are very close friends. We are already at our seats. Helen's seat is at my right side and George's seat is at my left side. I am between them. We are the **only** students with our geography books already on our tables. Today, we are on page 38. A beautiful map of the world is on the **outside** of our books.

Tomorrow's lesson will be about East Europe. I am sure that it will be a good class. **Inside** our geography book, at the bottom of page 32, is a map with all the nations of Central and East Europe: Germany, Poland, Hungary, Romania, Bulgaria, Albania, Greece and what were Czechoslovakia, Yugoslavia, and the European part of yesterday's USSR - today's Russia, Ukraine, Belarus, Moldova, Lithuania, Latvia, and Estonia.

Who...?



1. **Who** is that student outside the library? → He is my friend, Edward.
2. Who is that teacher inside the class? She is my teacher, Mrs. Harding.
3. Who are those students? They are my friends from school.
4. Who is from Argentina? Richard is from Argentina.
5. Who is from Germany? Carl is from Germany.
6. Who is from Holland? Mr. Van Buren is from Holland.
7. Who was in Japan? Peter was in Japan.
8. Who was in the United Kingdom? Natalie was in the United Kingdom.
9. Who will be on the island of Cuba? Susan will be on the island of Cuba.
10. Who will be on the island of Tahiti? My friends will be on the island of Tahiti.

When...?

- Nathaniel: **When** is your history class?
Elizabeth: It is on Mondays and Wednesdays.
Nathaniel: When are American students in school?
Elizabeth: They are in school from the middle of September to the middle of June.

- Jessica: When will you be in Mexico?
Natalie: I will be in Mexico in July.
Jessica: That is when I also will be in Mexico. We will be there **at the same time**.
Natalie: **That is right**, but we will not be in the same cities.

How...?



1. **How** big is the continent of Africa? → It is very big.
2. How cold is the ocean water? It is not very cold.
3. How hot is your tomato soup? It is too hot.
4. How expensive are his pictures? They are too expensive for me.
5. How old are these book shelves? They are too old for our many things.
6. How long was Katherine's answer? It was very long.
7. How short was her evening dress? It was short, but not too short.
8. How difficult were the test questions? They were not very difficult.
9. How good were your teachers? They were all good, very good.
10. How far will their seats be from here? They will not be too far.

Why...? ≠ Because

- Alexandra: **Why** are those questions on the blackboard?
Nicholas: Because they are today's test questions.
Alexandra: Why is that student in the corner?
Nicholas: Because he was bad in class.

- Diana: Why were you not here last evening?
Charles: Because I was at the library with my friends.
Diana: My **sweet**, will you be at the library tomorrow evening also?
Charles: Yes, my beautiful, because our big test will be on Thursday morning, at 8 o'clock.

There is/There are

there is/there are may show a *place*.

- | | | |
|------------------------------------|---|---|
| 1. My mathematics test is here. | → | Your mathematics test is there . |
| 2. My student picture was here. | | Your student picture was there. |
| 3. My test paper will be here. | | Your test paper will be there. |
| 4. My law books are here. | | Your law books are there . |
| 5. My English papers were here. | | Your English papers were there. |
| 6. My science things will be here. | | Your science things will be there. |

there is/there are may also make the idea of *existence* very strong.

- Is there juice in an orange?
Yes, **there is** juice in an orange.
- Is there a picture on page 44?
No, there is no picture on page 44.
- Was there a map on the blackboard?
Yes, there was a map on the blackboard.
- Will there be class at school tomorrow?
No, there will be no class, because it will be Saturday.
- Are there fish in the ocean?
Yes, **there are** fish in the ocean.
- Are there more books at the city library or the university library?
There are more books at the university library.
- Were there more mathematics problems on the blackboard?
No, there were no more mathematics problems on the blackboard.
- Will there be more seats at all those tables tomorrow?
Yes, there will be ten or more seats at all those tables before 10 o'clock tomorrow.



AT THE CITY LIBRARY

I will be at the city library tomorrow with my very good friend, Andrew, who is a student in my English language class. We will be at the library from 2 o'clock to 4 o'clock. I am sure that many of our friends from school will be there **at the same time**. In my eyes, it is **good for** all students who are not in class to be at the library. For me, time at the library is time without all the problems of the outside world. For me, the big question is not - to be or not to be - at the library. It is - when to be at the library. Time is my only problem. All other things are easy.

There are thousands of books about hundreds of different subjects at our city library. There are science books, mathematics books, picture books with color and/or black and white pictures, and geography books with beautiful maps of different sizes. All the books are on long shelves. There are shelves **on the left** and rights sides of the library and there are more shelves **at the back**. One of the big problems at our city library is too many books and too few shelves.

There are shelves for books about the history, geography, and languages of the Middle East, the Far East, and other parts of the world. There is a big, beautiful, and very expensive picture book about the Canadian Far North, where it is very cold between November and March. There are books about American law, but there are no pictures in them. Law is not an easy subject for many of us. It is **dry** for some.

There are books about different West European languages: English, French, German, Italian, Portuguese, and Spanish. For those of us whose first or second language is English there are *The New York Times* and *The Times* of London with fresh **news** from different parts of the world. The first is American and the second is British. There are also **newspapers** from Paris, Berlin, Rome, Lisbon, Madrid, Kiev and other capital cities.

There are many books for students whose second language is English. There is **one** with a picture of the world **in color** on its outside. All the pictures inside are **in black and white**. There are two maps **at the back**.

How many...?

how many is used when a number can be put before a word, for example: student, teacher, table.

all	=	35
many	=	26, 27, 28
some	=	7, 8, 9
few*	=	3, 4, 5
no	=	0



- Ann: **How many** lemons are yellow?
Andrew: All lemons are yellow.
Ann: How many shelves are there at the library?
Andrew: There are many shelves at the library.
Ann: How many problem words are there on the blackboard?
Andrew: There are some problem words on the blackboard.
Ann: How many students are with the teacher?
Andrew: There are a few students with the teacher.
Ann: How many pencils are there in my hand?
Andrew: There are no pencils in your hand.



How much...?

how much is used when a number can not be put before a word, for example: water, rice, salt.

all	=	35
much	=	26, 27, 28
some	=	7, 8, 9
little**	=	3, 4, 5
no	=	0



- Victoria: **How much** ice cream is cold?
Edward: All ice cream is cold.
Victoria: How much milk is there in his coffee?
Edward: There is much milk in his coffee.
Victoria: How much butter is there on his bread?
Edward: There is some butter on his bread.
Victoria: How much sugar is there in her tea?
Edward: There is little sugar in her tea.
Victoria: How much meat is there in the soup?
Edward: There is no meat in the soup.



* **Few** gives a negative feeling to countable nouns: There are **few** good books here.

A few gives a positive feeling to countable nouns: There are **a few** good books here.

** **Little** gives a negative feeling to non-countable nouns: There is **little** ice cream for us.

A little gives a positive feeling to non-countable nouns: There is **a little** ice cream for us.

many ≠ few

Philip: Where are these books from?
William: **Many** are from my school library.
Philip: Are the others from the city library?
William: **Few** are from there.



Ann: Where are those things from?
Katherine: Many are from South America.
Ann: Where are the others from? Africa or Asia?
Katherine: Some are from Africa and a few are from Asia.

Ashley: Were many of the words on our English language test yesterday new for you?
Matthew: No. Our test yesterday was easy because very few of the words were new for me.
Ashley: How many of your answers were wrong? Many?
Matthew: No, not too many. Only a few! I was very happy with my "A."

much ≠ little

David: Was there too **much** or too **little** ice in your drink?
Ann: There was too much ice in it. It was too cold for my throat.
David: I am sure your coffee is too sweet. There is too much sugar in it!
Ann: No. There is not too much and not too little. It is okay! I am happy with it.

Henry: How was your mathematics test?
George: Much of the test was easy, but the last part was a little difficult for me.
Henry: How was your history test?
George: Little was new for those of us who were in class on Monday.

Richard: What was the subject of yesterday's science lesson?
Helen: Much of the lesson was about the many laws of science.
Richard: How much of the class time was for questions from the students?
Helen: Much of the time was for questions because the subject was far from **dry**.

it

it may be used in place of a *known thing*.

What color is your test paper?	—————>	It is white, milk white!
What color is Mary's hair?		It is brown, chocolate brown!
What color is your clean sweater?		It is blue, ocean blue!
Is my answer right or wrong?		Without question, it is right.
Is the board long or short?		Without question, it is long, too long.
Is her picture big or little?		Without question, it is big, too big.
Is English easy or difficult?		Without question, it is easy with this book.

it is also used to show a *general condition*.

Excuse me. What time is it?	—————>	It is 8:00.
Excuse me. What time is it?		It is 9:05.
Excuse me. What time is it?		It is 10:30.
Is it hot or cold in Russia?		It is very cold, too cold for me.
Is it expensive or not in Paris?		It is expensive, but not too expensive for you.
Is it far from London to New York?		Yes, it is very far, too far for us.
Is it far from Beijing to Shanghai?		No, it is close, but not too, too close.

Some/Any

some is used in a positive sentence. **any** is used in a negative, or question sentence.

SOME+

There is **some** coffee.
 There is some rice.
 There is some soup.
 There is some more meat.
 There are some problems.
 There are some pens.
 There are some things.
 There are some more questions.

ANY-

There is not **any** coffee.
 There is not any rice.
 There is not any soup.
 There is not any more meat.
 There are not any problems.
 There are not any pens.
 There are not any things.
 There are not any more questions.

ANY?

Is there **any** coffee?
 Is there any rice?
 Is there any soup?
 Is there any more meat?
 Are there any problems?
 Are there any pens?
 Are there any things?
 Are there any more questions?

QUESTIONS and ANSWERS

Is there any apple pie?
 Yes, **there is some** apple pie.
 No, **there is not any** apple pie.

1. Is there any sugar?
2. Is there any hot tea?
3. Is there any chocolate milk?
4. Is there any ice water?
5. Is there any white bread?
6. Are there any library books?
7. Are there any good seats?
8. Are there any new pencils?
9. Are there any easy teachers?
10. Are there any difficult questions?



TWO NEGATIVE FORMS

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. There is not any hot tea. 2. There is not any paper money. 3. There is not any more red wine. 4. There are not any long boards. 5. There are not any science books. 6. There are not any more color pictures. 7. There was not any potato salad. 8. There was not any class yesterday. 9. There were not any history teachers. 10. There were not any more problems. 11. There will not be any short pants. 12. There will not be any new laws. 13. There will not be any time. 14. There will not be any more meat or eggs. | <p>→ There is no hot tea.
 There is no paper money.
 There is no more red wine.
 There are no long boards.
 There are no science books.
 There are no more color pictures.
 There was no potato salad.
 There was no class yesterday.
 There were no history teachers.
 There were no more problems.
 There will be no short pants.
 There will be no new laws.
 There will be no time.
 There will be no more meat or eggs.</p> |
|---|---|



MY FRIEND'S ENGLISH CLASSES

My friend is from Japan. He is one of that nation's top science students. **In other words**, he is **a brain** in mathematics and science. When he was at school, in Tokyo, Japan's capital, one of his subjects was English. He was, without question, a very good English language student. English was no problem for him. **That is why** there was an "A" on **every one** of his **papers**.

All my friend's teachers were from nations where English is the first language. Dr. Townsend, who was his first English teacher, was from Canada. In Dr. Townsend's class, the English book was **all** black. My friend's second English language teacher in Japan was Mrs. Madison. She was from Great Britain. In Mrs. Madison's class the book was **all** yellow. My friend's third and last English teacher in Japan was Miss Buchanan. The book in Miss Buchanan's class was **all** blue. My friend was very happy with **every one** of his English language teachers. They were not only **good for** him, but also **good to** him.

Miss Buchanan, who was very **close to** all her students, was from San Francisco, a beautiful city in the United States of America. Her first language was English. The first language of all her students was and is Japanese. English was and is their second language. They were and are all good friends **with one another**.

This evening is my friend's **first time** at our evening school. **In other words**, he is a new student here. I am very happy because he and I are in Ms. Fillmore's class. Ms. Fillmore is the teacher of the fourth class at our evening school. She is a very, very good teacher. I am sure **that is why** the size of her class is very big. There are no more seats. There are **close**

to 30 students in our class. It is a good thing that we are all friends **with one another** because, in my eyes, 30 is too many for an English class. It is **no good** for the teacher and it is **no good** for the students when there are too many. The right size is between 10 and 15 students. Without question, the problem is too few teachers and too many students. It is not easy to be a teacher when there is only one book **for every two** students.

It is the same every evening, from Monday to Thursday. At 7 o'clock, every student is already in his or her seat. **This evening**, there are a few difficult or problem words already on our blackboard. We are on page 45 in our English book, where there are a few more problem words. The second part of this evening's lesson will be about North American history. And that is **okay with me** because history is one subject that is close to my heart. For me, it is not **at all** a dry subject.

Many of the students in our class are Asian. Many are from China and Korea. Their first languages are Chinese and Korean. Some words are the same in Chinese and Korean, but the two languages are not **at all** the same. They are two very different languages. Only a few of our students are African. They are from different parts of Africa. Their languages are very **different from one another**.

One student is from Quebec, Canada. His first language is not English, but French. And one student is from South America. Because she is from Brazil, her first language is not Spanish. It is Portuguese. Brazil is the **only** nation in South America where Portuguese is the first language. French, Portuguese, and Spanish are different languages, but they are very **close to one another**.

REVIEW

BODIES

Mary's body is beautiful. Her legs are the right size, not too long and not too short. Her face, a part of her head, is beautiful. Her lips are sweet. Her brown eyes are fresh. Mary's hair is black. Her ears are little and her nose is short. It is in the middle of her beautiful face. It is between her beautiful eyes and her sweet mouth. Her tongue is in her mouth and her teeth are in it also. They are very beautiful and white. Her chin is the right size for her face. Her long neck is between her head and her shoulders. Her throat is a part of her neck. Her arms are long. Her hands are the right size, not too big and not too little. Her fingers are very long. There is a ring on the third finger of her left hand.

CLOTHES

I was at our city library yesterday. One of the books was about the history of clothes. There were many pictures of clothes from different parts of the world in it. The clothes in cold nations were very big. The legs of the pants were long and the arms of the shirts and blouses were long. The coats were big and long also. The heels of the boots and shoes were big. Clothes for the cold parts of the world are very expensive.

There were very few coats and there were no boots or gloves in the pictures of clothes from hot, dry nations. But there were pictures of dresses and skirts with many beautiful colors: red, white, blue, green,

FOOD

There are many fruits and vegetables. There are long fruits and short fruits. There are big vegetables and little vegetables. Some fruits are expensive and others are not. Some fruits are yellow and some are orange. Some vegetables are red and some are brown. Red and yellow apples are sweet, but green apples are sour. Orange juice is sweet, but lemon juice is sour. Grape juice is from grapes and wine is from grape juice. Too much wine without food is no good for us.

Food is not the same in all nations or on all continents. There is rice in Asia. There is

John's body is not too beautiful, but it is, without question, big! His chest is big. His two lungs are in it. His heart is between them. His stomach is close to his heart. His brain is in his head. There are many nerves in his body. His Adam's apple is a part of his neck. There are many different muscles in all the parts of his body. His back bone is between his head and his seat or bottom. John's blood is red. It is in all the parts of his body. There are many little bones in his big feet. His toes and heels are parts of his feet. There are five toes on his right foot, but only four on his left one. John's leg muscles are very good. His legs are long. His knees are parts of his leg. They are in the middle of his legs. His hands are big and his fingers are long, but his thumbs are a little short. At this time, there is no ring on his left hand.

yellow, pink, orange *and so on*. There were other pictures of expensive necklaces, bracelets and rings. Some of the rings were for fingers and others were for ears. They were fingerings, earrings, and nose-rings. There were also hair combs with different colors.

The clothes were the same in all the big cities of Europe, Asia, Africa, and the Americas. There were blue and gray suits and there were white shirts with long ties. The shoes were black or brown. The coats were blue and black with buttons on the left and right sides. Some dresses and skirts were long and some were short. There were many pockets on some dresses, but there were not any on others.

corn in the Americas. There are potatoes in Europe. Rice, corn, potatoes and beans are very different, but they are all very good for us.

Beef from Argentina is good and cream cakes from Austria are good. Tea from China is good and coffee from Brazil is good. Beef is expensive in some nations. And, pork is expensive in others. Fish and chickens are not too expensive. They are in all parts of the world. Fish is from the ocean. Chickens are from eggs (or eggs are from chickens).

Much food is on our table. The soup is in the middle of the table. There are many different vegetables in it and there is some meat in it also. Salt and pepper are on the table. The butter is close to the bread. The bread is

between the meat and a green salad. There are some boiled potatoes with the meat. The hot drinks are tea and coffee. Our drinks are water and milk. There will be ice cream and chocolate cake for those with a *sweet tooth*.

WORLD GEOGRAPHY

The United States of America is one of the big nations of the world. It is between Canada and Mexico. Canada is to the north and Mexico is to the south. The Atlantic Ocean is on the east side of the United States of America. The Pacific Ocean is on the opposite side. The Hawaiian Islands are a part of the USA. They are in the middle of the Pacific Ocean. Alaska is another part of the USA. It is the northwest corner of the North American continent. It is hot and wet in Hawaii, but it is cold in Alaska. There are big cities *here and there* in the States. The distance from one side of America to the other is very far. When it is 7 p.m. in New York, it is 1 p.m. in Honolulu.

Mr. Jackson is our geography teacher. He will be in South America. He will be there in December. He will be in Buenos Aires, the capital of Argentina. He will be in the capital of Chile, Santiago, and he will also be in Peru's capital, Lima. Lima is an old city. There are many other old cities in Peru. The nation's history is very long. Today, the first language in Argentina, Chile and Peru is Spanish, not English. In Brazil, the first language is not Spanish or English, but Portuguese. Brazil is the only nation in South America where Portuguese is the first language. For Brazilians, Spanish is not a difficult language. But the second language for many students in Brazil and many other nations in South America is English, the language of tomorrow. What will be- will be!

SCHOOL

Our city's very little. Our city library's very old. But there're many good books in it. They're about many different things. There're books about history, law, science, and the history of law and the laws of science. There're many long tables at the library. There're many seats at the tables. Students and teachers 're at some of the tables. Their books and papers 're on the tables and their pens and pencils 're in their hands. We're **all the same** when we're at the library.

There'll be many long n' difficult sentences on the blackboard. Some o' the words'll be new for me, but I'm sure that there'll be some "old friends" also! There'll be a short test about them, but no problem! I'm happy because many times, there's a big, beautiful "A" at the top o' my test papers. Not bad! Not bad at all!

I was at school yesterday. Our school's new, but it's not very big. There're ten teachers at our little school. My first class in the morning is English. There're 30 students in it. They're all my friends. They're from **the four corners of the world**. Some o' them 're from Europe and some 're from Asia. Others 're from Africa. And a few o' them 're from South America.

My last class tomorrow'll be about American history. I'm close to the top o' the class. It's an easy class for me because my teacher's Dr. Harrison. He's a **first class** teacher. He was in many o' the old cities o' the United States. He was in Boston n' Philadelphia. Dr. Harrison'll be in class tomorrow with some very old maps o' the islands o' the Atlantic Ocean. They'll be English, French, Portuguese n' Spanish maps.

Our teacher's Mrs. Obama. She's from Washington, D.C. Her English's, without question, very, very good. Tomorrow our class'll be about new words. I'm sure that

The last time we were in class, **that is** on last Wednesday, the subject was the two different ice worlds o' the Artic n' Antarctic, at the top n' bottom o' our big, beautiful world. Our class's great because for us, it's – "One for all and all for one."

Lisa: Good morning, Dr. Wilson.
Dr. Wilson: Good morning, Lisa.
Lisa: How're you?
Dr. Wilson: I'm very well, thank you. How are you?
Lisa: I'm well, thank you.

Richard: Good afternoon, Mr. Roosevelt.
Mr. Roosevelt: Good afternoon, Richard.
Richard: How're you today?
Mr. Roosevelt: I'm very fine, thank you. And how are you?
Richard: I'm well also, thanks.
Mr. Roosevelt: This book's for you.
Richard: For me? Are you sure?
Mr. Roosevelt: Yes, I'm sure. It's for you!
Richard: Thank you, sir.
Mr. Roosevelt: You're welcome.

Miss Fillmore: Excuse me, ma'am. Are you Mrs. Jackson?
Mrs. Jackson: Yes, I'm Mrs. Jackson. What's your name?
Miss Fillmore: How do you do? I'm Susan Fillmore.
Mrs. Jackson: Oh, are you from Mr. Grant's class?
Miss Fillmore: Yes, I'm from his history class.
Mrs. Jackson: How's Mr. Grant? Is he okay?
Miss Fillmore: Yes, ma'am, he's well. Thank you.

John: Hello, Mary.
Mary: Hi, John.
John: How're you this evening?
Mary: Same old, same old. And what's new with you?
John: Not much! Thanks.
Mary: Will you be in class tomorrow?
John: No. I'm sorry, but I'll not be there.
Mary: Okay, bye-bye, John.
John: Good night, Mary.

Katherine: Good evening, Natalie.
Natalie: Hi, Katherine.
Katherine: Who's that lady in the blue dress?
Natalie: She's Mrs. Buchanan.
Katherine: Where's she from?
Natalie: She's from Quebec, Canada.
Katherine: Isn't her first language English?
Natalie: No. Her first language is French, but her second language is English.

Andrew: What time is it?
Elizabeth: It's 10:30 a.m. Why?
Andrew: Because there's a time for all things.
Elizabeth: Yes, you're right.

Mr. Taylor: When were you in China?
Mrs. Harding: I was there last March for only a short time.
Mr. Taylor: Who were you there with?
Mrs. Harding: I was there with my close friends, William and Mary Clinton.
Mr. Taylor: Was it hot in central China?
Mrs. Harding: No, it was not very hot where we were.
Mr. Taylor: Where were you?
Mrs. Harding: Much of the time we were in Shanghai, the money capital city of the nation.

Martha: Is Ashley's hair long or short?
James: It's long.
Martha: What color's her hair?
James: It's honey brown.

Christine: What's the capital of Mexico?
Arthur: Its capital's Mexico City.
Christine: How big's Mexico City?
Arthur: It's a very, very big city with close to 14,000,000.

Nathaniel: What time'll you be in our geography class tomorrow?
Theodore: I'll be there at 8:00 a.m. Is there a problem?
Nathaniel: No, no problem. Why'll you be there at that time?
Theodore: Because there'll be a big test about African geography at 9 tomorrow morning.

Victoria: Whose tie is this?
Diana: That's John's tie.
Victoria: Who's that student with the long hair?
Diana: That's Mary. She's from Mexico.

David: Why 're John's shoes off?
Ann: Because they're all wet.
David: Why's his shirt off also?
Ann: Because it's very hot today.

Peter: Is there any ice cream for us?
Paul: Yes, there's some chocolate ice cream for you.
Peter: Is there any fruit for me?
Paul: No, there isn't any fruit for you.

Henry: Weren't our school books on the top shelf?
George: Yes, your books and my books were there.
Henry: Weren't there any questions about the body's muscles on the test?
George: No, there weren't any questions about the body's muscles on it.

Helen: Will there be any meat in the soup?
William: Yes, there'll be a little meat.
Helen: Will there be any onions or corn in it?
William: There'll be some onions, but there won't be any corn in it.

Ms Clinton: How many words are there on this page?
Dr. Taft: There're only 386 words, but some of them are the same.
Ms Clinton: How many different words are there?
Dr. Taft: There're only 134 different words on this page.
Ms Clinton: How many different words are in this book?
Dr. Taft: There're only 241 different words in it.
Ms Clinton: Is that all? That's not many words for students whose second language is English.
Dr. Taft: You're right! What a good student!

Alexandra: What's in your right hand?
Nicholas: An expensive necklace is in my right hand.
Alexandra: Who's it for?
Nicholas: It's for you.
Alexandra: For me?
Nicholas: Yes, for you, my beautiful!
Alexandra: You're too much! Why all this for little me?
Nicholas: Because, honey, you're not only beautiful, but also very good to and for me.

SOCIAL EXPRESSIONS

_____	yes	Yes, she is from my school.
_____	no	No, there is not any sugar in your coffee.
_____	hello (hi)	Hello, Mrs. Wilson. Hi, Ashley.
_____	good-bye (bye-bye)	Good-bye, my friend.
_____	please	Please be here tomorrow morning at 8 o'clock.
_____	thank you (thanks)	Thank you for the chocolate ice cream.
_____	You are welcome.	You're very welcome, John.
_____	Excuse me.	Excuse me, but this is no good!
_____	okay (ok)	Are you okay?
_____	good morning	Good morning, Mary.
_____	good afternoon	Good afternoon, Paul.
_____	good evening	Good evening, my friends.
_____	good night	Good night, Victoria.
_____	How are you?	How are you today?
_____	I am very well.	I'm very well, thanks. And you?
_____	I am sorry.	I'm sorry, but this is far too expensive for me.
_____	How do you do?	How do you do?
_____	Congratulations!	Congratulations! You were right.
_____	Lady	Who's that lady?
_____	Gentleman	That gentleman is from Washington, D.C.
_____	Mr. mister	Mr. Obama, is this okay with you?
_____	Mrs. mistress	Mrs. Bush is in New York.
_____	Miss	Miss Jackson, were you here yesterday?
_____	Ms	Ms Truman, are you here for the first time?
_____	Dr. doctor	Dr. Cleveland'll be here tomorrow morning.
_____	Sir	Yes, sir. Today's Thursday. Is that a problem for you?
_____	Ma'am (madam)	No, ma'am. John's not in my science class.

APPENDIX

Intentionally left blank.

ALPHABET

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

DAYS OF THE WEEK (on.....)

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

MONTHS OF THE YEAR (in.....)

January
February
March
April
May
June
July
August
September
October
November
December

COLORS

Red

Black

White

Brown

Blue

Orange

Green

Yellow

Pink

Gray

NUMBERS

1	One	21	Twenty-one	200	Two hundred
2	Two	22	Twenty-two	201	Two hundred one
3	Three	23	Twenty-three	202	Two hundred two
4	Four	24	Twenty-four	300	Three hundred
5	Five	25	Twenty-five	400	Four hundred
6	Six	30	Thirty	500	Five hundred
7	Seven	31	Thirty-one	600	Six hundred
8	Eight	40	Forty	700	Seven hundred
9	Nine	41	Forty-one	800	Eight hundred
10	Ten	50	Fifty	900	Nine hundred
11	Eleven	51	Fifty-one	1000	One thousand
12	Twelve	60	Sixty	1001	One thousand one
13	Thirteen	70	Seventy	1100	One thousand one hundred
14	Fourteen	80	Eighty	1200	One thousand two hundred
15	Fifteen	90	Ninety	1300	One thousand three hundred
16	Sixteen	100	One hundred	2000	Two thousand
17	Seventeen	101	One hundred one	3000	Three thousand
18	Eighteen	102	One hundred two	4000	Four thousand
19	Nineteen	103	One hundred three	5000	Five thousand
20	Twenty	104	One hundred four	6000	Six thousand

10,000	Ten thousand
100,000	One hundred thousand
1,000,000	One million
1,000,000,000	One billion
1,000,000,000,000	One trillion

150	One hundred fifty
214	Two hundred fourteen
375	Three hundred seventy-five
407	Four hundred seven
526	Five hundred twenty-six
683	Six hundred eighty-three
732	Seven hundred thirty-two
899	Eight hundred ninety-nine
1,378	One thousand, three hundred seventy-eight
2,045	Two thousand, forty-five
3,506	Three thousand, five hundred six
12,693	Twelve thousand, six hundred ninety-three
38,422	Thirty-eight thousand, four hundred twenty-two
75,898	Seventy-five thousand, eight hundred ninety-eight
125,746	One hundred twenty-five thousand, seven hundred forty-six
390,299	Three hundred ninety thousand, two hundred ninety-nine
532,014	Five hundred thirty-two thousand, fourteen
1,641,905	One million, six hundred forty-one thousand, nine hundred five
15,968,468	Fifteen million, nine hundred sixty-eight thousand, four hundred sixty-eight
452,214,301	Four hundred fifty-two million, two hundred fourteen thousand, three hundred one
6,394,752,850	Six billion, three hundred ninety-four million, seven hundred fifty-two thousand, eight hundred fifty
9,500,000,000,000	Nine trillion, five hundred billion

YEARS (and HOUSE NUMBERS)

2010	Two thousand ten	1700	Seventeen hundred
2003	Two thousand three	1620	Sixteen twenty
1992	Nineteen ninety-two	1564	Fifteen sixty-four
1984	Nineteen eighty-four	1492	Fourteen ninety-two
1976	Nineteen seventy-six	1300	Thirteen hundred
1972	Nineteen seventy-two	1288	Twelve eighty-eight
1965	Nineteen sixty-five	1143	Eleven forty-three
1951	Nineteen fifty-one	1066	Ten sixty-six
1945	Nineteen forty-four	924	Nine twenty-four
1937	Nineteen thirty-seven	872	Eight seventy-two
1929	Nineteen twenty-nine	738	Seven thirty-eight
1917	Nineteen seventeen	655	Six fifty-five
1910	Nineteen ten	598	Five ninety-eight
1904	Nineteen oh four	412	Four twelve
1900	Nineteen hundred	310	Three ten
1899	Eighteen ninety-nine	246	Two forty-six
1848	Eighteen forty-eight	199	One ninety-nine
1826	Eighteen twenty-six	75	Seventy-five
1805	Eighteen oh five	27	Twenty-seven
1787	Seventeen eighty-seven	64 BC	Sixty-four BC (Before Christ)
1776	Seventeen seventy-six	325 BC	Three twenty-five BC

Mr. and Mrs. Carter were here in 2005 (Two thousand five).

Mrs. Arthur was in China in 1875 (Eighteen seventy-five).

John was in Europe in 1997 (Nineteen ninety-seven).

Elizabeth will be in Canada from 20__ to 20__.

Victoria will be in Panama from 20__ to 20__.

Martha and Theodore will be in Ethiopia from 20__ to 20__.

ORDINAL NUMBERS

1st	First	12th	Twelfth
2nd	Second	13th	Thirteenth
3rd	Third	14th	Fourteenth
4th	Fourth	15th	Fifteenth
5th	Fifth	16th	Sixteenth
6th	Sixth	17th	Seventeenth
7th	Seventh	18th	Eighteenth
8th	Eighth	19th	Nineteenth
9th	Ninth	20th	Twentieth
10th	Tenth	21st	Twenty-first
11th	Eleventh	22nd	Twenty-second

23rd	Twenty-third	70th	Seventieth
24th	Twenty-fourth	80th	Eightieth
25th	Twenty-fifth	90th	Ninetieth
30th	Thirtieth	100th	One hundredth
31st	Thirty-first	101st	One hundred first
32nd	Thirty-second	102nd	One hundred second
40th	Fortieth	200th	Two hundredth
50th	Fiftieth	1000th	One thousandth
60th	Sixtieth	1,000,000th	One millionth

$1/2$	one-half*	$4/2$	four-halves*
$1/3$	one-third	$2/3$	two-thirds
$1/4$	one-fourth	$3/4$	three-fourths
$1/5$	one-fifth	$4/5$	four-fifths
$1/6$	one-sixth	$5/6$	five-sixths
$1/7$	one-seventh	$6/15$	six-fifteenths
$1/8$	one-eighth	$7/20$	seven-twentieths
$1/9$	one-ninth	$8/32$	eight thirty-seconds
$1/10$	one-tenth	$9/100$	nine one-hundredths



Half



Quarter

DATES

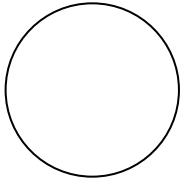
Yesterday was October 2nd.
Yesterday was the 2nd of October.

Today is October 3rd.
Today is the 3rd of October.

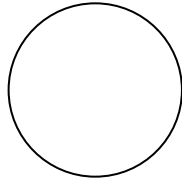
Tomorrow will be October 4th.
Tomorrow will be the 4th of October.



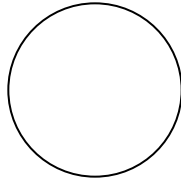
TIME



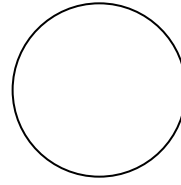
One o'clock



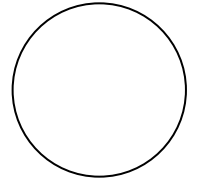
Two o'clock



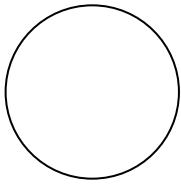
Three o'clock



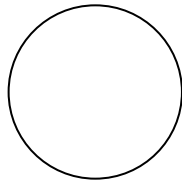
Six o'clock



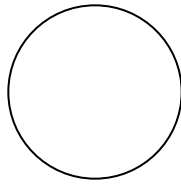
Eight o'clock



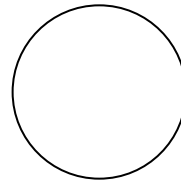
1: 10
One: ten



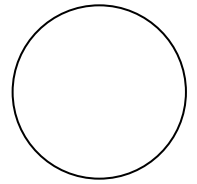
1: 17
One: seventeen



1: 30
One: thirty



1: 37
One: thirty-seven



1: 50
One: fifty

AFTER

2:13 Two: thirteen
(Thirteen **after** two)
3:25 Three: twenty-five
(Twenty-five after three)
4:20 Four: twenty
(Twenty after four)
5:10 Five: ten
(Ten after five)
6:05 Six: oh five
(Five after six)

TO

7:45 Seven: forty-five
(Fifteen **to** eight)
8:50 Eight: fifty
(Ten to nine)
9:55 Nine: fifty-five
(Five to ten)
10:37 Ten: thirty-seven
(Twenty-three to eleven)
12:40 Twelve: forty
(Twenty to one)

AMERICAN MONEY

Dollar = 100 cents

Coins:

\$.01 = penny
\$.05 = nickel
\$.10 = dime
\$.25 = quarter
\$.50 = half dollar

Bills:

\$ 1.00 = one dollar
\$ 2.00 = two dollars
\$ 5.00 = five dollars
\$ 10.00 = ten dollars
\$ 20.00 = twenty dollars
\$ 50.00 = fifty dollars
\$100.00 = one hundred dollars

Continent/Nation	People
Africa	African
America	American
Asia	Asian
Europe	European
Canada	Canadian
Mexico	Mexican
Brazil	Brazilian
Chile	Chilean
Italy	Italian
Russia	Russian
Bulgaria	Bulgarian
India	Indian
Korea	Korean
England	English
Ireland	Irish
Scotland	Scottish
Britain	British
Spain	Spanish
Poland	Polish
Turkey	Turkish
Denmark	Danish
Sweden	Swedish
Finland	Finnish
China	Chinese
Japan	Japanese
Burma	Burmese
Vietnam	Vietnamese
Portugal	Portuguese
Sudan	Sudanese
Lebanon	Lebanese
Congo	Congolese
Nepal	Nepalese
Israel	Israeli
Kuwait	Kuwaiti
Pakistan	Pakistani
Iraq	Iraqi
Oman	Omani
Yemen	Yemeni
France	French
Germany	German
Switzerland	Swiss
Greece	Greek
Philippines	Filipino
Arabia	Arabic/Arabian
Thailand	Thai
Cyprus	Cypriot
Wales	Welsh

Handwriting

A A A A Adam

a a a a apple

B B B B Barbara

b b b b bird

C C C C Carol

c c c c cat

D D D D David

d d d d dog

E E E E Edward

e e e e egg

F F F F

Fred

f f f f

food

G G G G

George

g g g g

girl

H H H H

Helen

h h h h

head

I I I I

Iren

i i i i

island

J J J J

Jane

j j j j

job

K K K K

Ken

k k k k

kitchen

L L L L Larry

l l l l leg

M M M M Mary

m m m m mouth

N N N N Nancy

n n n n nose

O O O O October

o o o o onion

P P P P Peter

p p p p pan

Q Q Q Q Queen

q q q q quiet

R R R R Richard

r r r r rain

S S S S Samuel

s s s s sugar

T T T T Ted

t t t t talk

U U U U U.S.A.

u u u u under

V V V V Victor

v v v v very

W W W W Walter

w w w w water

X X X X

Xavier

x x x x

x-ray

Y Y Y Y

Yvette

y y y y

year

Z Z Z Z

Zena

Z Z Z Z

zoo

Mr. Jackson is a very
good geography teacher.
He was in many
different nations in
South America.

The image displays a vertical column of 15 identical horizontal line sets. Each set consists of four lines: a thin solid top line, a dashed midline, a thick solid baseline, and a thin solid bottom line. These sets are stacked vertically with consistent spacing between them, providing a template for handwriting practice.