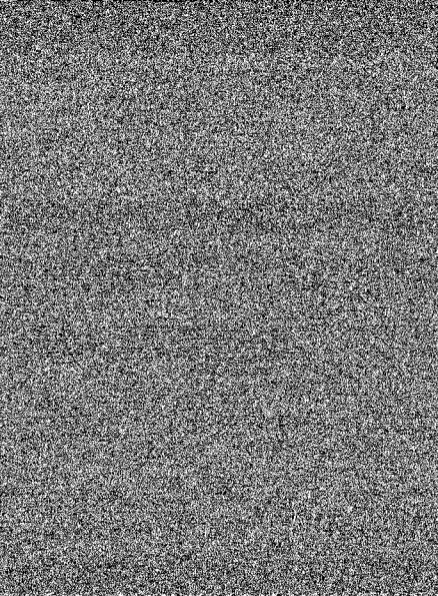


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**GENERAL PREFACE**  
**TO THE**  
**"LIVING-ENGLISH" SERIES**

The most effective approach to a foreign language is the Oral Approach. The teacher talks to his pupils in the foreign language, and by dint of pointing to objects or pictures, of performing actions, or causing his pupils to perform actions, he makes his talk intelligible. His pupils come to understand what they hear; they follow the thoughts expressed in the language without mental translation; they come to "think in the language." Before long they find themselves able to talk the foreign language in imitation of the teacher. The teacher asks them simple questions each of which suggests an obvious answer:

Is this a table or a chair? It's a table.

Is it a large table or a small one? It's a small one.

Can you see anything on it? Yes, I can.

What can you see on it? I can see a book on it.

Please come and take the book. [The pupil does so.]

Open it, please. [The pupil does so.]

What have you opened? I've opened the book.

Have you opened the door? No, I haven't.

and so on. The teacher teaches by example rather than by rule, by the living word rather than by the dead text. The pupil learns, in short, by a process comparable to that by which he learnt his mother tongue.

Later comes the time when the pupil learns to read. In the first instance he reads texts the contents of which are the words and forms that are already familiar to him; he re-learns in written form what he has already learnt in spoken form. Here again, the process is similar to the process of learning the mother-tongue.

Sooner or later, however, study will become centred about the *book*. Through reading, the student will not only more and more completely digest the vocabulary with which he is already more or less familiar, but he will continually make additions to this vocabulary and so gradually increase his stock of linguistic material. As time goes on, too, he will become more and more independent of his teacher, and will look more and more to books as the medium of communion with those whose thoughts are formed by and expressed with the same language.

Now there are two extreme types of reading-discipline, both of them useful and necessary—and between the two are others of an intermediate character.

One of them is what is called "Extensive Reading," or "Reading for Literary Content." According to this discipline, the student is more interested in the things he reads about than in the form in which those things are expressed. He says to himself not so much, "What does this word or phrase really mean? Let me now master it before going further" as, "I understand imperfectly or vaguely this word or phrase, so let's get on with the story." For students whose requirements, or partial requirements, are in the nature of such "Extensive Reading" there exists a multitude of material. The new movement in favour of "simplified texts," composed within the limits of specially chosen vocabularies, is steadily growing and contributing further to the material needed for this purpose.

The other extreme of reading discipline is "Intensive Reading," or "Reading for Mastery." According to this discipline, the student is more interested in the form of expression than in the literary content. He says to himself not so much,

“Let’s get on with the story” as “Now let us examine this word, phrase or form very thoroughly, learn it, and add it to our stock of linguistic material.”

It is for the benefit of those engaged in the Intensive Reading of English and of their teachers that the present “Living-English” series has been designed.

Each volume contains the following features:

1. The Text (or texts) either in specially simplified English or the original unsimplified versions.

Vols. I, III, V, VII, contain texts of the easiest or A grade; Vols. II, IV, VI, VIII, IX, XI, of the intermediate or B grade, and Vols. X, XII, of the advanced or C grade.

2. The explanatory Oral Introduction to the texts, together with a selection of suitable questions to be answered orally by the pupils.

3. Direct Method Composition Exercises to be written by the student and corrected by the teacher.

#### Hints to Teachers Using this Series

The first, and most important, thing for the teacher to observe is that from the classroom point

of view, the book does not begin at Section A (the text) but at Section B (the explanatory introduction).<sup>s</sup> In other terms, we do not in the first instance treat the story as something to be read but as something to be told and talked about.

We tell our pupils not to open their books but simply to listen. We turn to the page at which the explanatory introduction starts and tell our pupils all that is communicated in paragraph 1. We may content ourselves with reading it out exactly as it stands or we may care to amplify it even very considerably. Each word or expression that is unfamiliar to our pupils may be explained by appropriate examples.

All that we read or say in the explanatory introduction is intended to introduce and to explain; we explain the unfamiliar by the familiar, and so proceed from the known to the unknown. By dint of this procedure the pupils not only come to understand the meaning of the new words and expressions but, what is more important, also to have abundant opportunities for hearing in appropriate contexts those with which they are already acquainted. Let us suppose that the words *crime* and *criminal* are at a given moment new and unfamiliar words. The teacher says for instance:

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“Stealing is a crime; to take money that does not belong to you is a crime. It is a crime to kill somebody; killing is a crime. It is a crime to set fire to somebody’s house. Is it a crime to kill somebody by accident? No, that isn’t a crime, but it is a crime if you kill somebody as a result of not being careful. One who commits a crime is a criminal. Criminals are punished by the law; they are generally put into prison . . . .” etc. etc.

Now, the pupils have not only come to make the acquaintance of *crime—criminal* in a manner that is likely to imprint these words on their memory, hearing them repeatedly in a proper context, but they have also been given the occasion to hear again and to deepen their recognition-knowledge of, e.g. *steal, belong, set fire to, accident, result, careful, punish, law, prison, etc.*, not to mention that they have been given practice in listening understandingly and continuously to the language which is the object of their study.

It should hardly be necessary to point out that in no case must we be tempted to explain the unfamiliar by the still more unfamiliar, or to make opportunities for introducing gratuitously rare or difficult words or expressions. Sufficient to the



text are the difficulties thereof. If the compiler of the text has, with some pains and effort, succeeded in turning the more original more difficult wording into easier wording, it is not for the teacher to undo the work of the compiler by re-introducing the original unsimplified wording. Suppose that one of the explanatory sentences runs: "It's the sort of place in which business men might live." The teacher may legitimately reduce this further to "Business men might live in a place like this," but if he should paraphrase it as "This is a locality in which might dwell those who gain their livelihood in commercial operations," he will be doing nothing to help and probably a great deal to hinder the acquirement by his pupils of the relatively simple sentence in question.

The first paragraph of the story having been thus introduced and explained, the teacher will reinforce the associations by dint of the question-and-answer procedure. He will do this in order to drill his pupils in the fluent and easy use of the newly-acquired material. Among this newly-acquired material may be the construction "*supposed to*—followed by the infinitive." A few questions are given in order to provide the pupils with opportunities for using this form, and for

thinking the thought that this form symbolizes e.g. "Who is supposed to write this story?" "Does he really write this story or is he only supposed to write it?" These may be enough, but if the teacher deems that they are not enough, he may add other questions embodying this form, e.g. "Am I really your teacher or am I only supposed to be your teacher?" "Have I really a book in my hand or am I only supposed to have a book in my hand?" "Are you really taking a lesson or are you only supposed to be taking a lesson?"

The question-and-answer procedure may be applied in various ways, depending on circumstances. If the pupils have been already trained in that particular (and most valuable) skill of giving prompt and accurate oral answers to questions received auditorily, they will answer such questions orally (either in chorus or individually). If they have been trained in another particular (and also valuable) skill that consists of converting written questions into written answers, they will write the answers accurately and easily; if they have not been trained to acquire these easy "knacks" they will fail (and perhaps fail lamentably on both counts). In the latter case the teacher would do well to concentrate on both, or either, of these two

points; to stop temporarily the story-telling procedure in favour of the question-and-answer procedure either orally or by writing. For if the pupils for whom these "Living-English" series are designed are so backward in the technique of the question-and-answer procedure that they fail to react either orally or by writing, it is not only reasonable but a measure of necessity—a measure directed by all the grounds of common-sense plus all the findings alike of speech-psychologists and linguisticians—to prescribe for them a short, special, and intensive course of question-answering, as a skill or as a technique, or both.

A rapid course in the question-answering skill is provided in a text-book composed specifically to meet this need. It is entitled "Aids to the Living-English Series: The Technique of Question-Answering."

Then the pupils may open their books at the page containing the text itself. The teacher will read them paragraph 1, once or several times. The pupils will read it out aloud (in chorus or individually, after the teacher or straight from the book). The teacher takes this opportunity, if necessary, of correcting or improving the pronunciation of the pupils.

The teacher may, at his discretion, use the paragraph (or portions of it) as material for dictation. Such dictation should be given not as word by word dictation merely to test the spelling skill, but as a series of "slices of sonority" to give practice in observing and picking up the flow of words as they occur when the language is used in normal intercourse.

Then the second and subsequent paragraphs are treated in the same way: the teacher, telling and talking about the story, drilling in the new material and recapitulating the old, reinforcing new and old associations between the words and the things they symbolize, demonstrating the relation between sounds and spellings, the pupils absorbing the language progressively and cumulatively.

This is intensive reading at its best and in its most effective form.

That form of work known as "Exercises in Grammar and Composition" is needed by all who wish to obtain an easy command of the skill of composing with accuracy. To this end, pupils are usually given a succession of detached sentences to be translated from or into the foreign language. A better procedure is to provide them with familiar material in the foreign language and to give them

opportunities for handling it in various ways, and by so handling it to cause them to explore the technique of sentence-building. Translation is by no means the only way of causing students to handle the material of a foreign language. The devices known as "conversion," "completion," "substitution," "selection," and "exemplification" are in their results generally superior to the translation procedure. When such devices are used in connection with *a text which has been made thoroughly familiar to the students through intensive reading* the results are found to be satisfactory in the highest degree.

And so, to each of the volumes of the "Living-English" series, a number of *Direct Method Exercises in Grammar and Composition* are appended in order to ensure in the fullest measure "depth of knowledge" in addition to effective "surface knowledge."

The technique of the "Living-English" series has been worked out in such a way as to bring about not only a progressive knowledge of the foreign language (English in this particular case) but also a "unified knowledge," in which the respective claims of vocabulary-learning, direct associations, reinforced associations, pronunciation,

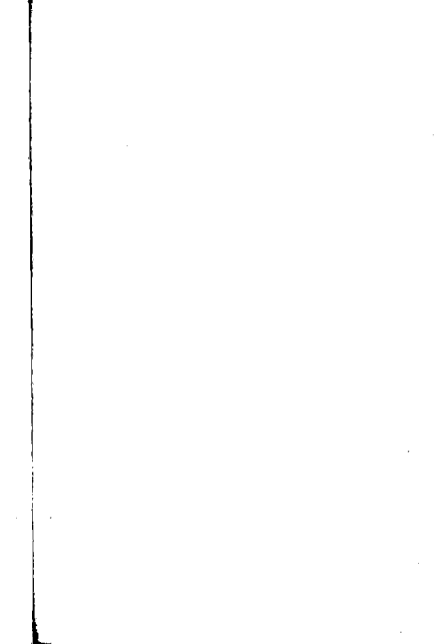
spelling, grammar and sentence-building are combined and centred about a text designed for the purpose of intensive reading.

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## **1. TARIFFS**

### **A. THE STORY**

When the Moors were masters of Spain, their ships used to capture merchant vessels coming through the Strait of Gibraltar, in order to rob them.

But these Moorish pirates were not so foolish as to kill the goose that laid the golden eggs. Instead of seizing all of the cargo, they demanded payment in proportion to its value, after the ship had been taken into their harbour at Tarifa—about thirty miles from Gibraltar.

In this way originated the word 'tariff.'

### **B. EXPLANATORY INTRODUCTION TO THE STORY**

This story tells us the origin of the word 'tariff'.  
When goods are brought into one country from another country, they are imported.  
When goods are imported, charges are sometimes made on them by the government, and these charges are called "import duties".

A list of import duties is called a tariff.

The Moors are a people (nation) who live in N.W. Africa.

At one time, the Moors were masters of Spain (they had conquered Spain and ruled it as masters).

A strait is a narrow neck of water joining two seas or oceans.

The strait that joins the Atlantic Ocean and the Mediterranean Sea is called the Strait of Gibraltar.

The Strait of Gibraltar separates Spain and N.W. Africa.

If ships want to enter the Mediterranean Sea from the Atlantic Ocean, they must pass through the Strait of Gibraltar.

The ships of the Moors used to capture (seize) merchant vessels (ships) coming through this strait.

A merchant vessel is used for carrying passengers and goods.

The goods carried in a ship are called the cargo.

The Moors seized these merchant ships (in order) to rob them.

Men who attack ships and rob them on the sea are called pirates.

Pirates are sea robbers.

These Moorish pirates were not fools (they were not foolish).

If they had seized all the cargo of every ship they captured, ships would have stopped coming through the strait.

Or great efforts might have been made to destroy the Moorish pirates and their ships.

They did not want to kill the goose that laid the golden eggs.

You know the story of the goose that laid the golden eggs. It is one of Aesop's fables.

There was a goose that laid a golden egg every day. But the man who owned the goose was not content (not satisfied) with this.

So he killed the goose to see how many more golden eggs there were inside it.

There were no eggs inside and he lost both the goose and the golden eggs.

So when the Moors captured a merchant ship, they did not take all the cargo.

They demanded (asked for) only a part of the cargo—in proportion to its value.

If the cargo was very valuable (worth a lot of money), they demanded more.

If the cargo was not so valuable, they demanded less.

Perhaps they demanded one tenth or one twentieth of the value of the cargo.

When they captured a ship, they took it into their harbour at Tarifa.

Tarifa is a port in the extreme south of Spain, about 30 miles from Gibraltar.

A port is a town that has a harbour.

The Moors demanded payment after the ship had been taken into Tarifa.

So to-day, the charges made by governments on imported goods (import duties) are called tariffs.

*TYPICAL QUESTIONS FOR ORAL WORK*

1. When goods are imported into a country, are charges sometimes made on them by the government? (Yes, [sometimes] they are.)
2. Do we call these charges import duties? (Yes, we do.)
3. Are import duties charged on goods that are made in a country or on goods that are imported? (They're charged on goods that are imported.)
4. Is a list of import duties called a tariff? (Yes, it is.)
5. Does this story tell us the origin of the word tariff? (Yes, it does.)
6. Do the Moors live in N.W. Africa or in N.W. India? (They live in N.W. Africa.)
7. At one time, were the Moors masters of Spain? (Yes, [at one time] they were.)

8. Is Spain in the north or in the south of Europe? (It's in the south of Europe.)
9. Is Gibraltar in the north or in the south of Spain? (It's in the south of Spain.)
10. Is Spain a long way from Africa or only a few miles? (It's only a few miles.)
11. What do we call the strait between Spain and Africa? (We call it the Strait of Gibraltar.)
12. What country and continent does the Strait of Gibraltar separate? (It separates Spain and Africa.)
13. Is the Mediterranean Sea between Europe and Africa or between Europe and America? (It's between Europe and Africa.)
14. What sea and ocean does the Strait of Gibraltar join? (It joins the Mediterranean Sea and the Atlantic Ocean.)
15. If ships want to enter the Mediterranean Sea from the Atlantic Ocean, must they pass through the Strait of Gibraltar? (Yes, they must.)
16. Are merchant ships used for fighting or for carrying passengers and goods? (They're used for carrying passengers and goods.)
17. Do we call the goods carried in a ship the cargo? (Yes, we do.)
18. Did the Moors capture ships passing through the Strait of Gibraltar? (Yes, they did.)

19. Whose ships used to capture merchant vessels?  
(The ships of the Moors did.)
20. Did the Moors capture them in order to rob them? (Yes, they did.)
21. Are pirates sea robbers or land robbers?  
(They're sea robbers.)
22. Do pirates rob people on the land or people on the sea? (They rob people on the sea.)
23. Were these pirates wise or foolish? (They were wise.)
24. Would it have been wise or foolish to seize all the cargo of every ship they captured? (It would have been foolish.)
25. Who wrote the fable of the goose that laid the golden eggs? (Aesop did.)
26. Were the Moors foolish enough to kill their goose, the goose that laid their golden eggs?  
(No, they were not.)
27. Did the Moors seize the whole cargo of a captured ship? (No, they didn't.)
28. Did they seize a part of the cargo? (Yes, they did.)
29. In proportion to what did they demand payment? (They demanded payment in proportion to the value of the cargo.)
30. When a ship was captured, was it taken into their harbour at Tarifa or into the harbour

at Gibraltar? (It was taken into their harbour at Tarifa.)

31. Was Tarifa about three miles or about thirty miles from Gibraltar? (It was about thirty miles from Gibraltar.)
32. Did the Moors demand payment after the ship had been taken into Tarifa or before? (They demanded payment after the ship had been taken into Tarifa.)
33. In this way, what word originated? (The word 'tariff' did.)

### C. COMPOSITION EXERCISES BASED ON THE STORY

- (1). Write the answers to the following questions:—
  1. Where do the Moors live?
  2. Of what European country were they masters at one time?
  3. What did their ships do?
  4. Why did they capture merchant vessels?
  5. What is a strait?
  6. Where is the Strait of Gibraltar?
  7. What are pirates?
  8. What fable did Aesop write about a goose?
  9. What did the man who owned this goose do?
  10. Why did he kill the goose?
  11. Were the Moors foolish enough to kill the goose that laid their golden eggs or not?



12. In proportion to what did they demand payment?
13. Where were the captured ships taken?
14. Where is Tarifa?
15. Is Tarifa an inland town or is it a port?
16. What is a port?

(2). Complete the following sentences by writing suitable words in the spaces:—

- a. A merchant vessel carries — and —.
- b. The goods carried in a ship are called the —.
- c. A port is a town with a —.
- d. The Strait of Gibraltar separates — from —.
- e. The Strait of Gibraltar — the Mediterranean Sea and the Atlantic Ocean.

(3). The pirates did not seize all the cargo. Instead, they demanded payment in proportion to its value.

**These two sentences may be combined in this way:—**

Instead of seizing all the cargo, the pirates demanded payment in proportion to its value.

**Combine the following pairs of sentences in the same way:—**

- a. The Moors did not remain in N.W. Africa. Instead, they crossed over to Spain and became masters of that country.

- b. The pirates did not seize the cargo at sea. Instead, they took the ships into Tarifa.
- c. Pirates do not engage in peaceful trade. Instead, they rob people on the sea.

(4). The following sentences are written in the **Passive form**. **Re-write them in the Active form.**

- a. Spain was conquered by the Moors.
- b. Merchant vessels used to be captured by the Moors.
- c. Golden eggs were laid by the goose.
- d. Payment was demanded by the Moors.
- e. The ships were taken by the Moors into Tarifa.

(5). When we are speaking of habitual action in the past, we often use "used to" and the infinitive form of the verb instead of the **Preterite Tense**.

Example: He went to school in London.

He used to go to school in London.

**Re-write the following sentences in this way:—**

- a. The Moorish pirates captured merchant vessels.
- b. These vessels came through the Strait of Gibraltar.
- c. The Moors took the ships into Tarifa.
- d. They demanded payment in proportion to the value of the cargo.
- e. They robbed them.

- (6). They demanded payment after they had taken the ship into Tarifa.

**This sentence may be re-written as follows:—**

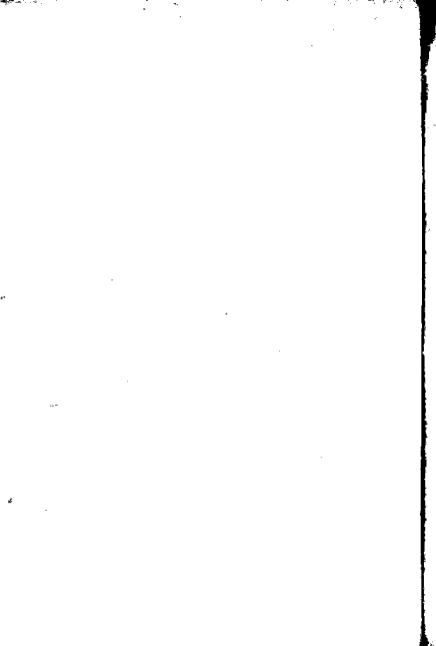
After taking the ship into Tarifa, they demanded payment.

**Re-write the following sentences in this way:—**

- a. The Moors began to rob ships passing through the Strait of Gibraltar after they had made themselves masters of Spain.
- b. The man found that he had lost both the goose and the eggs after he had killed the goose.

(7). **Supply the necessary adjectives:—**

- a. If an egg is made of gold, it is a ——— egg.
- b. If a man is a fool, he is a ——— man.
- c. If a cargo has great value, it is a ——— cargo.
- d. If a pirate is a Moor, he is a ——— pirate.
- e. If duties are charged on imports, they are ——— duties.



## 2. TANTALIZE

## 2. TANTALIZE

### A. THE STORY

Tantalus, a son of Zeus, was given the right of feasting with the gods and even of sharing their secrets. He became unduly proud and once betrayed one of their secrets. As a punishment, Tantalus was placed in the lower world and tormented with hunger and thirst. Just before his face hung a bunch of fruit which always retreated as he tried to grasp it. He stood in water up to his chin, but each time he leaned to drink, this flowed away. So from the name of this tormented man comes the word *tantalize*.

### B. EXPLANATORY INTRODUCTION TO THE STORY

This story tells the origin of the word *tantalize*.

Tantalus was a son of Zeus.

Zeus was one of the gods worshipped by the ancient Greeks more than two thousand years ago.

Tantalus was given the right of feasting with the gods. He was allowed to feast with the gods.

When the gods had a feast, Tantalus was allowed to be present.

A feast is a meal at which there are plenty of good things to eat and drink.

The gods also allowed Tantalus to share their secrets.

Because of this, Tantalus became unduly proud (too proud, prouder than he ought to have been). He had too much pride.

He betrayed one of the secrets of the gods. (He told one of their secrets to somebody.)

He was punished for this betrayal by being placed in the lower world.

The Greeks believed that the world was flat and that there was another world under ours. They called this the lower world.

If you have nothing to eat for a long time, you suffer from hunger. You are hungry.

If you have nothing to drink for a long time, you suffer from thirst. You are thirsty.

In the lower world, Tantalus was tormented with hunger and thirst.

He was made to suffer very much from hunger and thirst.

Just before (in front of) his face, a bunch of fruit hung (there was a bunch of fruit hanging).

But as he tried (attempted) to grasp (take hold of, seize) it, it retreated (went further away from him, went out of his reach, out of his grasp).

He stood in water up to his chin (the water was so high that it reached up to his chin).

But each time he leaned (bent forward) to drink the water, it flowed away.

Whenever he tried to drink the water, it went down or away.

If you had nothing to eat or drink for a long time, you would die.

But Tantalus was a god, so he did not die.

He continued to be tormented with hunger and thirst.

From the name of this man, we get the word *tantalize*.

If there is something that you want very much, and it is just out of your reach (you can nearly get it but not quite), it is tantalizing.

Suppose that a friend of yours has a very interesting book that you want to read. He says that he will lend it to you. But he always says "Oh, soon, perhaps tomorrow" or "Next week, perhaps" and never lends it to you, though he continually promises it to you. He tantalizes you.



*TYPICAL QUESTIONS FOR ORAL WORK*

1. Was Tantalus an ordinary person or a god?  
(He was a god.)
2. Was he a son of Zeus? (Yes, he was.)
3. Was Zeus worshipped by the ancient Greeks?  
(Yes, he was.)
4. Was Zeus worshipped by the people who lived  
in England two thousand years ago? (No,  
he wasn't.)
5. Who worshipped Zeus two thousand years  
ago? (The Greeks did.)
6. What was one of his sons called? (He was  
called Tantalus.)
7. Was Tantalus given the right of feasting  
with the gods? (Yes, he was.)
8. At a feast, are there plenty of good things to  
eat and drink? (Yes, there are.)
9. Do you like feasts or do you dislike them?  
(I [dis]like them.)
10. Would you like to have a feast every day?  
(Yes, I should [or] No, I shouldn't.)
11. Did the gods allow Tantalus to share their  
secrets? (Yes, they did.)
12. Whose secrets did Tantalus share? (He  
shared the gods' secrets.)
13. Who was allowed to share the secrets of the  
gods? (Tantalus was.)
14. Who shared the secrets of the gods? (Tan-  
talus did.)

15. Did Tantalus become very proud? (Yes, he did.)
16. Is pride sometimes a bad thing? (Yes, sometimes it is.)
17. Did Tantalus betray one of the secrets of the gods? (Yes, he did.)
18. Who betrayed one of the secrets of the gods? (Tantalus did.)
19. Was he punished for this betrayal? (Yes, he was.)
20. As a punishment, was he placed in the lower world? (Yes, he was.)
21. Did the Greeks know that the world was round? (No, they didn't.)
22. Did they think that it was flat? (Yes, they did.)
23. Were they right in thinking so or were they mistaken? (They were mistaken.)
24. Was Tantalus tormented with hunger and thirst? (Yes, he was.)
25. If you have nothing to drink for a long time, are you hungry or thirsty? (I'm thirsty.)
26. Did Tantalus suffer only from thirst or from both hunger and thirst? (He suffered from both hunger and thirst.)
27. Did a bunch of fruit hang before him or behind him? (It hung before him.)
28. Did Tantalus try to grasp the fruit? (Yes, he did.)
29. Was he able to get hold of it? (No, he wasn't.)

30. Did the fruit go out of his reach when he tried to grasp it? (Yes, it did.)
31. Was that tantalizing or not? (It was tantalizing.)
32. Was Tantalus on land or was he standing in water? (He was standing in water.)
33. Was he standing in water up to his knees or up to his chin? (He was standing in water up to his chin.)
34. Did he sometimes lean to drink the water? (Yes, he did.)
35. Was he able to drink the water? (No, he wasn't.)
36. What flowed away? (The water did.)
37. What did the water do? (It flowed away.)
38. From the name of this tormented man, what word do we get? (We get the word 'tantalize'.)

### C. COMPOSITION EXERCISES BASED ON THE STORY

- (1). Write the answers to the following questions:—
  1. Do you think that Zeus had only one son or more than one?
  2. If Zeus had had only one son, what word would have been used in the story instead of "a"?
  3. What right was Tantalus given?
  4. What did Tantalus betray?

5. As a punishment, where was he placed?
  6. How was he tormented?
  7. In what case would a man die of thirst?
  8. What hung before his face?
  9. What happened when he tried to grasp the fruit?
  10. When did the fruit go away from him?
  11. In what did Tantalus stand?
  12. How high did the water reach?
  13. When Tantalus tried to drink the water, what happened?
  14. When did the water flow away?
- (2). Re-write the story, except the last sentence, and omitting the word "once", using the present tense throughout in place of the preterite tense.
- (3). Write the nouns that correspond to the following verbs and adjectives:—  
betray, punish, proud, hungry, thirsty.
- (4). Tantalus was a son of Zeus. He was given the right of feasting with the gods.

**In the story, these two sentences are combined in this way:—**

Tantalus, a son of Zeus, was given the right of feasting with the gods.

**Combine the following sentences in the same way:—**

a. Zeus was a god worshipped by the ancient Greeks.

He had a son called Tantalus.

- b. The Greeks were a people who were very powerful two thousand years ago.  
They worshipped Zeus.
- c. This lesson is a story about the ancient Greek gods.  
It tells us the origin of the word tantalize.

(5). **Re-write the following sentence, changing the words in bold type from the singular form to the plural form and making any other necessary changes in the sentence.**

Just before his **face** there hung a **bunch** of fruit which always retreated as he tried to grasp it.

(6). **Insert the correct prepositions in the following sentences:—**

- a. He feasted — the gods.
- b. He was placed — the lower world.
- c. He was tormented — hunger and thirst.
- d. A bunch of fruit hung — his face. (One word.)
- e. A bunch of fruit hung — — — his face. (Three words.)
- f. He stood — water — his chin.
- g. The word tantalize comes — the name of this man.

(7). Tantalus was given the right of feasting with the gods.

**Re-write this sentence in three ways, beginning with "The gods"**

- and (a). using the verb "give",  
(b). using the verb "permit",  
(c). using the verb "let".

- (8). Re-write the following sentence, substituting for each word in brackets some other word or expression having the same or nearly the same meaning.

Just (before) his face hung a bunch of fruit which always (retreated) from him as he (tried) to (grasp) it.

- (9). If something is so far away that you cannot reach it, it is *out of reach*.

Complete the following sentences on the model of the above.

- a. If you are swimming and the water is so deep that you cannot touch the bottom, you are \_\_\_\_\_.
- b. If something is so far away that you cannot see it, it is \_\_\_\_\_.
- c. If somebody is so far away that he cannot hear you when you call, he is \_\_\_\_\_.
- d. When a person recovers from a serious illness so that he is no longer in danger of dying, he is \_\_\_\_\_.
- e. If you no longer have any patience with somebody or something, you are \_\_\_\_\_.

3. MR. DERRICK,  
HANGMAN

### **3. MR. DERRICK, HANGMAN**

#### **A. THE STORY**

About the year 1600, there lived in London a noted executioner named Derrick who used to hang criminals at Tyburn, the scene of many famous hangings. So skilful was he in raising on high these unfortunate men that his name was given to the machines used for lifting up or moving from place to place heavy weights. To-day, derricks are specially used on ships for loading and unloading cargo. But probably very few of the men who use them know that it is from the name of this famous hangman that we get the word.

#### **B. EXPLANATORY INTRODUCTION TO THE STORY**

This story tells us the origin of the word "derrick". Derrick was a man who lived in London about the year 1600 (sixteen hundred).

He lived more than three hundred years ago.

He was a noted (well-known, famous) executioner.



He executed criminals.

If a person steals something or kills somebody, he commits a crime.

It is a crime to steal things or to kill a person.

A person who commits a crime is called a criminal.

If people commit crimes and if they are caught (captured, taken) by the police, they are punished (they receive punishment).

There are laws which state the punishments for different kinds of crime.

Sometimes criminals are put into prison (they are imprisoned).

But if they commit very serious crimes, they are punished by death.

To-day, in most countries, murder (killing people) is the only crime that is punished by death.

But in England, three hundred years ago, many crimes were punished by death.

When criminals are punished by death, we say that they are executed.

In England, criminals are executed by being hanged (by hanging).

A rope is placed round the neck of the criminal and he is raised up so that he dies.

A man who carries out executions is called an executioner.

If he executes criminals by hanging them, he is called a hangman.

Derrick was a hangman.

Derrick used to hang criminals at Tyburn.

Tyburn was a place in London where many hangings took place.

It was famous for the hangings that took place there.

It was famous as the scene of many hangings.

Derrick was very skilful (clever) (he had great skill).

He raised these unfortunate men (these criminals) on high (up) very skilfully (with great skill).

When he hanged them, he raised them up.

For this reason (because of this), his name was given to a certain kind of machine.

This machine was one used for lifting up heavy weights (things that weighed very much, heavy things) or for moving them from place to place (from one place to another place).

This kind of machine was given the name "derrick".

To-day, derricks are specially used on ships.

Ships have derricks and these derricks are used for loading and unloading cargo (for putting cargo into ships and taking cargo out of ships).

The cargo is lifted up by means of the derricks and is moved from the ship to the shore or from the shore to the ship.

But probably very few (not very many) of the men who use derricks know the origin of this word. ☛

They do not know that we get this word from the name of this famous hangman.

(NOTE:—The past tense and past participle of the verb "hang" is "hanged" only when it is used meaning "to execute by hanging". In other cases, it is "hung". I hung my hat on the hook.)

#### *TYPICAL QUESTIONS FOR ORAL WORK*

1. Does this story tell us the origin of the word 'derrick'? (Yes, it does.)
2. Of what word does this story tell us the origin? (It tells us the origin of the word 'derrick'.)
3. Is a derrick a kind of machine? (Yes, it is.)
4. Is it used for lifting heavy things or light things? (It's used for lifting heavy things.)
5. Are derricks used on ships? (Yes, they are.)
6. What do we call the goods carried in a ship? (We call them the cargo.)
7. With what is a ship's cargo generally loaded and unloaded? (It's loaded and unloaded with derricks.)
8. Are derricks useful or useless on a ship? (They're useful.)
9. Does the word "derrick" come from the name of a man? (Yes, it does.)

10. Did this man called Derrick live about 200 years ago or about 300 years ago? (He lived about 300 years ago.)
11. In what city did he live? (He lived in London.)
12. Was he a famous hangman or a famous criminal? (He was a famous hangman.)
13. What do we call men who commit crimes? (We call them criminals.)
14. What is a man who commits crimes called? (He's called a criminal.)
15. Is it a crime to steal? (Yes, it is.)
16. Which is a bigger crime: to steal or to kill people? (To kill people is.)
17. Is killing people called murder? (Yes, it is.)
18. Is murder a very serious crime or not? (It is a very serious crime.)
19. Are all crimes punished by death or only some crimes? (Only some crimes are.)
20. Is murder usually punished by death? (Yes, [usually] it is.)
21. In England, are criminals sometimes executed? (Yes, [sometimes] they are.)
22. What do we call a man who executes criminals? (We call him an executioner.)
23. Was Derrick an executioner? (Yes, he was.)

24. Did he execute criminals by cutting off their heads or by hanging them? (He executed criminals by hanging them.)
25. What do we call a man who hangs people? (We call him a hangman.)
26. What does a hangman do? (He hangs people.)
27. Is a hangman's occupation a pleasant one or an unpleasant one? (It's an unpleasant one.)
28. Was Derrick very skilful? (Yes, he was.)
29. Did he hang criminals at Tyburn? (Yes, he did.)
30. Was Tyburn famous for the hangings that took place there? (Yes, it was.)
31. Where did Derrick hang criminals? (He hanged them at Tyburn.)

### C. COMPOSITION EXERCISES BASED ON THE STORY

- (1). Write the answers to the following questions:—
  1. What does this story tell us?
  2. What is a derrick used for?
  3. What are derricks specially used for on ships?
  4. When did Derrick live?
  5. What was he?
  6. What is a criminal?

7. How are serious crimes such as murder sometimes punished?
  8. What was Tyburn famous for?
  9. What was Tyburn famous as?
  10. What does an executioner do?
  11. How does a hangman execute criminals?
  12. Are criminals executed by hanging in all countries or are other methods used in some countries?
- (2). Re-write the following sentence, changing the words printed in bold type from singular to plural and making any other necessary changes:—
- a. A **derrick** is used for loading and unloading cargo.
  - b. An **execution** took place at Tyburn on that day.
  - c. A **criminal** was hanged by Derrick.
  - d. A **criminal** is a man who commits crimes.
  - e. The **cargo** of that **ship** was unloaded with a **derrick**.

- (3). **Adverbs** are generally placed in front of the **finite verb**.

Example:—We **specially** use derricks for loading and unloading cargo.

But if the finite verb is anomalous (see the list at the end of the book), the adverb is placed **after** it.

Example:—Derricks are **specially** used for loading and unloading cargo.

**Copy the following sentences putting the adverbs which are supplied in brackets in their correct positions.**

- a. In the 17th century, criminals were executed at Tyburn. (often)
- b. Derrick executed criminals at Tyburn. (very often)
- c. To-day, ships are fitted with several derricks. (always)
- d. Centuries ago, sailors unloaded cargo without derricks. (generally)
- e. Great weights can be lifted with derricks. (easily)
- f. There are derricks on big ships. (usually)
- g. Derricks lift great weights. (easily)

(4). "He was so skilful that . . . . ." may be re-written: "So skilful was he that . . . . ." By putting **so** and the **Adjective** (or **Adverb**) at the beginning in this way, we give it more prominence. Note that when this construction is used, the subject and finite are put into question form.

**Re-write the following sentences in this way:—**

- a. Derrick executed criminals so skilfully that he became famous.

- b. A ship can be loaded so quickly with derricks that it need not stay in port long.
- c. People admired Derrick's skill so much that they gave his name to a machine.
- d. The criminals were so numerous that Derrick was always busy.
- e. A derrick makes it so easy to lift heavy things that one man can do the work of many.

(5). Write a list of all the words you know that are derived from the following verbs:—

execute; punish; weigh; hang.

(6). We get the word "derrick" from the name of this man.

It is from the name of this man that we get the word "derrick".

Re-write the following sentences, putting the words in bold type into prominence in this way.

- a. Derrick used to hang these criminals at Tyburn.
- b. Derrick used to hang **these criminals** at Tyburn.
- c. Derrick used to hang these criminals **at Tyburn**.
- d. We get **the word "derrick"** from the name of this man.
- e. Derrick lived **in London** about the year 1600.
- f. Derrick lived in London **about the year 1600**.



(7). **Examine the questions in Section B above.**

Questions No. 1 is:—"Does this story tell us the origin of the word 'derrick'?"

**This can be made into a statement, in this way:—**

"This story tells us the origin of the word 'derrick'."

**In the same way, make Questions 3, 5, 9, 15, 17, 21, 23, 28, 29 and 30 into statements.**

(8). **The example in the last exercise can be made into a question to which the answer "Yes" is expected by adding to it the words "doesn't it?"**

This story tells us the origin of the word 'derrick', doesn't it? When we expect the answer "Yes", we make an affirmative statement, and at the end we add a question containing the negative adverb "not". Instead of repeating the subject, we use a pronoun and the finite is always one of the anomalous finites. (See the list at the end of the book.)

**Change the statements you made in Ex. 7 into questions expecting the answer "Yes" by using this method.**

(9). **Re-write in the Passive:—**

a. People gave his name to the machines used for lifting heavy weights.

- b. Workmen use derricks on ships.
- c. Derrick hanged the criminals.
- d. Derrick raised up these unfortunate men.
- e. Many people do not know the origin of this word.

## 4. SANDWICHES

## **4. SANDWICHES**

### **A. THE STORY**

The Fourth Earl of Sandwich was an Englishman who lived in the 18th century. So fond was he of games of chance that he was known as the greatest gambler in London. Not only would he play all day but he would often continue playing all night, too. On one occasion, he remained at the card-table for twenty-four hours, and during this time, the only food he had was some slices of meat and bread brought to him by his servant. Not wishing to stop playing even while he ate these, he put the meat between the bread and in this way was able to continue playing while eating.

So from the name of this gambler comes the word "sandwich".

### **B. EXPLANATORY INTRODUCTION TO THE STORY**

This story tells us the origin of the word "sandwich". It is about the Fourth Earl of Sandwich.

Some English nobles are called Earls.

An Earl is a noble of very high rank.

This Earl of Sandwich was the fourth earl.

There had been three earls with the same name before him.

The Fourth Earl of Sandwich lived in the 18th century.

He was very fond of games of chance (he liked games of chance very much).

A game of chance is one in which chance (accident, luck, fortune) plays the most important part.

Some games require (need) great skill; others require very little skill; in these, luck (chance, accident) plays a more important part.

Games in which chance is more important than skill are called games of chance.

Many games of chance are played with cards (playing cards).

Very often people play games of chance for money

If they win, they receive money from the people who lose (the losers).

If they lose, they must pay money to the people who win (the winners).

Sometimes they have winnings, sometimes losses.

People who play games of chance for money are called gamblers.

This earl was known as the greatest gambler in London.

Nobody in London gambled more than he did.

He would play (he played, he used to play) all day.

Not only did he play (he not only played) all day but he often continued playing (continued to play) all night, too.

On one occasion (once), he remained at (he did not leave) the card-table (the table at which he was playing cards) for twenty-four hours.

During this time, he did not go without food.

But the only food that he had was some slices of meat and bread.

A slice of meat is a thin piece of meat cut off from a large piece.

This meat and bread was brought to him by his servant.

But he did not wish to stop playing (he wished to continue playing) while he ate.

So he put the slices of meat between the slices of bread.

He took two slices of bread and put some meat between them.

He made sandwiches.

In this way (by doing this) he was able to continue playing (it was not necessary for him to stop playing) while he was eating.

*TYPICAL QUESTIONS FOR ORAL WORK*

1. Is this story about an earl or a king? (It's about an earl.)
2. What was he called? (He was called the Earl of Sandwich.)
3. Was he the first earl or the fourth earl? (He was the fourth earl.)
4. Is he alive now or is he dead? (He's dead now.)
5. Did he live in the 17th century or in the 18th century? (He lived in the 18th century.)
6. How many earls with the same name had there been before him? (There had been three.)
7. Did this earl like games of chance? (Yes, he did.)
8. In games of chance, does accident play an important or an unimportant part? (It plays an important part.)
9. In games of chance, is skill necessary or unnecessary? (It's unnecessary.)
10. Are games of chance generally played for money? (Yes, they are.)
11. Which are generally played for money: games of chance or games of skill? (Games of chance are.)

12. Are games of chance often played with cards?  
(Yes, they are.)
13. What do we call games that are played with cards? (We call them card games.)
14. Are games of chance always played with cards? (No, not always. [or] No, they're not.)
15. Are people who play games of chance for money called gamblers? (Yes, they are.)
16. Was this earl a gambler? (Yes, he was.)
17. Was he known as the greatest gambler in London? (Yes, he was.)
18. Who was known as the greatest gambler in London? (This earl was. [or] The fourth earl of Sandwich was.)
19. Did he play only during the day or did he play during the night, too? (He played during the night, too.)
20. For how many hours did he once remain at the card-table? (He once remained at the card-table for twenty-four hours.)
21. During this time, did he go without food? (No, he didn't.)
22. Who brought him some food? (His servant did.)
23. Did his servant bring him some slices of meat and bread? (Yes, he did.)



24. To whom did the servant bring the food?  
(He brought it to the Earl of Sandwich  
[or] to his master.)
25. Did the earl stop to eat the food? (No, he  
didn't.)
26. Did he continue playing while he ate it?  
(Yes, he did.)
27. What did he put between two slices of bread?  
(He put some meat.)
28. Where did he put some meat? (He put some  
meat between two slices of bread.)
29. What did he make with the meat and the  
bread? (He made sandwiches.)
30. With what did the earl make sandwiches?  
(He made sandwiches with the meat and  
the bread.)
31. What word comes from the name of this  
gambler? (The word "sandwich" does.)
32. Do you think gambling is a good thing or a  
bad thing? (I think it's a . . . thing.)

### C. COMPOSITION EXERCISES BASED ON THE STORY

- (1). Write the answers to the following questions:—
  1. Of what word does this story tell us the origin?
  2. Who was the Fourth Earl of Sandwich?

3. What was he fond of?
4. What is a game of chance?
5. What is a gambler?
6. What was this earl known as?
7. What did he do on one occasion?
8. What food did he have during this time?
9. What did his servant do?
10. What did the earl not wish to do?
11. What did the earl do with the bread and the meat?
12. Why did he do this?
13. In this way, what was the earl able to do?
14. From what does the word "sandwich" come?

(2). **Complete the following sentences by adding nouns in the spaces:—**

- a. A man who plays games of chance is called a \_\_\_\_\_.
- b. The man who wins is called the \_\_\_\_\_.
- c. The men who lose are called the \_\_\_\_\_.
- d. The money they win is called their \_\_\_\_\_.
- e. The money they lose is called their \_\_\_\_\_.

(3). **Insert prepositions in the following spaces:—**

- a. He lived \_\_\_\_\_ the 18th century.
- b. He remained \_\_\_\_\_ the card-table \_\_\_\_\_ twenty-four hours.

- c. He was the greatest gambler — London.
- d. The food was brought — him — his servant.
- e. We get the word "sandwich" — the name — this gambler.

(4). **Instead of:** He was so fond of games of chance that . . .

He liked games of chance so much that . . .

**we may say:** So fond was he of games of chance that . . .

So much did he like games of chance that . . .

By putting **SO** and the following adjective or adverb at the beginning in this way, we make it more prominent. When this is done, the subject and the finite (which must be one of the 24 Anomalous Finites) are inverted.

**Re-write the first part only of each of the following sentences in this way:—**

- a. He was so anxious to continue playing that he would not stop for food.
- b. He played so well that his winnings were enormous.
- c. He was so fortunate that he won £50.
- d. He remained at the card-table so long that he was hungry.

- e. He became so hungry that he asked his servant to bring him some food.
- f. He was so interested in his game that he could not stop to eat.

**(5). He would play all day. He would often continue playing all night**

When we have two statements such as these, we sometimes wish to warn the listener (or reader) that the first statement is not all—that there is more to follow. We do this by using the words "not only" at the beginning.

Not only would he play all day but he would often continue playing all night.

**Re-write the following sentences on this model:—**

- a. He refused to leave the card table for meals.  
He even continued to play while he ate his sandwiches.
- b. He was famous as a gambler.  
He was famous as the first man to make sandwiches.
- c. He was a famous noble.  
He was also famous as the greatest gambler in London.

- (6). **As he did not wish to stop playing, he asked his servant to bring him some food.**

Not wishing to stop playing, he asked his servant to bring him some food.

**Re-write the following sentences on the model of the second sentence above:—**

- a. As he was fond of games of chance, he often went to the gaming rooms.
- b. As he did not want to leave the card-table, he ate his food there.
- c. As he felt hungry, he asked his servant to bring him some bread and meat.
- d. As he wanted to continue playing, he put the meat between the slices of bread.
- e. As he did not care whether he won or lost, he continued playing.

- (7). **Instead of: He played all day.**  
**we may say: He used to play all day.**  
 (or) **He would play all day.**

Both these constructions express habitual action in the past.

**Re-write each of the following sentences in both these ways:—**

- a. He invited his friends to play every day.
- b. Very often, he remained at the card-table for twenty-four hours.

- c. Sometimes, he had meat and bread brought to him at the card-table.
- d. He put the meat between the slices of bread.
- e. He then continued playing.

5. A WHITE ELEPHANT

## **5. A WHITE ELEPHANT**

### **A. THE STORY**

The King of Siam used to present a white elephant to the courtiers whom he wished to ruin. As the white elephant was sacred, it could not be disposed of in any way, and the expense of supporting it usually proved sufficiently disastrous.

From this old custom we get our modern expression "white elephant"—a burdensome possession from the cost of its maintenance.

### **B. EXPLANATORY INTRODUCTION TO THE STORY**

This is a story about the King of Siam.

Siam is a country in Asia, between Burma and that part of China ruled by the French.

In this part of Asia, there are many elephants.

Some of these elephants are very light in colour and are called white elephants.

In Siam, the white elephant was sacred (the people of Siam considered the white elephant to be sacred).



The place where a king or an emperor lives (his palace or residence) is called his court.

The high officials and other men who attend on a king at court are called courtiers.

Courtiers are people, usually of high rank or holding important positions at court.

Sometimes the King of Siam wished (wanted, desired) to ruin one of his courtiers. He wished to make him very poor.

He presented (made a present of, gave) a white elephant to the courtier.

As the white elephant was sacred, it could not be disposed of in any way.

The courtier could not dispose of (get rid of) the elephant.

He could not give it away to somebody else, sell it, kill it, lose it, set it free or even use it for any kind of profitable work.

As it was sacred, all these things were impossible. He had to support it (maintain it, provide it with food and look after it).

As the elephant is a very big animal, this was very expensive (costly).

The expense (cost) was very great.

The expense usually proved sufficiently disastrous. It proved disastrous enough to ruin the courtier.

The expense was so great that it was a disaster big enough (sufficient) to ruin the courtier.

The expression "white elephant" is used to-day with a meaning that is explained by this story.

If somebody has something which he does not want, that he cannot use, and which he cannot dispose of, so that it is a burden (trouble, nuisance) to him, and which costs him money to maintain (keep), we say that it is "a white elephant".

Suppose that a business company builds a big factory. Later, for various reasons, they find that they cannot use it and nobody wants to rent it or buy it from them. They must pay taxes on the land and buildings and perhaps pay people to take care of it. We should describe it as "a white elephant".

Or suppose that a business company spends an enormous sum of money and builds a big airship. And perhaps because it is badly made or for other reasons it cannot be used except when the weather is very fine. It is expensive to maintain, no profits can be made, and nobody will buy it. The airship might be described as "a white elephant".

*TYPICAL QUESTIONS FOR ORAL WORK*

1. Is Siam the name of a town or the name of a country? (It's the name of a country.)

2. Is Siam a country in Asia or a country in Europe? (It's a country in Asia.)
3. Is Siam near Burma or a long way from Burma? (It's near Burma.)
4. Is Siam ruled by a king or by an emperor? (It's ruled by a king.)
5. Is the elephant a large animal or a small animal? (It's a large animal.)
6. Are elephants large or small animals? (They're large animals.)
7. Are elephants found in all countries in Asia or only in some countries? (They're found only in some countries.)
8. Are they found in Siam? (Yes, they are.)
9. Was the ordinary gray elephant considered to be sacred in Siam? (No, it wasn't.)
10. Was the white elephant considered to be sacred? (Yes, it was.)
11. In what country was the white elephant sacred? (It was sacred in Siam.)
12. Did the King of Siam sometimes wish to ruin his courtiers? (Yes, he did.)
13. Did he put them in prison? (No, he didn't.)
14. Did he take their money and property from them? (No, he didn't [do that, either].)
15. Did he give them a white elephant? (Yes, he did.)

16. Who gave the courtiers a white elephant?  
(The king did.)
17. To whom did the king give a white elephant?  
(He gave it to the courtiers.)
18. Did the courtiers want a white elephant?  
(No, they didn't.)
19. Could they dispose of it? (No, they couldn't.)
20. What could not be disposed of in any way?  
(The elephant couldn't.)
21. Why could a white elephant not be disposed of?  
(Because it was sacred.)
22. Was the expense of supporting it very great or very small? (It was very great.)
23. Did it usually prove disastrous? (Yes, it did.)
24. To whom did this expense usually prove disastrous? (It usually proved disastrous to the courtiers.)
25. Who were ruined in this way? (The courtiers were.)
26. Was the King's plan usually successful? (Yes, it was.)

### C. COMPOSITION EXERCISES BASED ON THE STORY

- (1). Write the answers to the following questions:—
  1. What does this story explain?
  2. Where is Siam?

3. What did the King of Siam do when he wished to ruin a courtier?
4. What is a courtier?
5. In what case did the King present a white elephant to a courtier?
6. What couldn't the courtier do?
7. What can we say instead of 'dispose of'?
8. What was it necessary for the courtier to do?
9. Why was it a disaster for the courtier to support the elephant?
10. By what was the courtier ruined?
11. By whom was he ruined?
12. When we use the expression "white elephant" to-day, what do we mean?

(2). **Write out the nouns that correspond in meaning to the following verbs:—**

ruin; present; dispose (of); support; possess; maintain.

(3). **Re-write the following sentences, changing the words in bold type from singular to plural and making any other necessary changes.**

Note that the definite article 'the' is sometimes used meaning 'every' and that in this case the plural is expressed by omission.

- a. The **King** of Siam used to present a white **elephant** to the courtiers whom he wished to ruin.
- b. As the white **elephant** was sacred, it could not be disposed of in any way.
- c. The white **elephant** that was given to this **courtier** was very expensive to maintain.
- d. The **courtier** to whom a white **elephant** was given was soon ruined.
- e. The **elephant** is a very big animal.

(4). Write out the adjectives corresponding to the following nouns:—

expense; disaster; burden; cost.

(5). Re-write the following sentences, substituting for the words and expressions in brackets other words or expressions having the same or nearly the same meaning.

The King of Siam (used to present) a white elephant to the courtiers whom he (wished) to (ruin). The white elephant could not (be disposed of). The (expense) of (supporting) it usually proved (sufficiently disastrous).

(6). The sentence: "As the weather was cold, we did not go out"

may be re-written:

(1). "The weather was cold so we did not go out".

- (2). "The weather being cold, we did not go out".

**Re-write each of the following sentences in these two ways.**

- a. As he wished to ruin this courtier, he gave him a white elephant.
- b. As the white elephant was sacred, it could not be disposed of.
- c. As the expense of supporting it was very great, the king's plan succeeded.
- d. As the expense proved disastrous, the courtier was ruined.
- e. As this story appealed to Englishmen, they began to use the expression "white elephant".

(7). **Re-write sentences one and two of the story using the present tense throughout.**

(8). "It could not be disposed of in any way".

**Re-write this sentence using the word "possible".**

(9). **Write out a list of all the adjectives in the story.**

(10). **Correct any errors of fact in the following sentences:—**

- a. Siam is a city in Europe.
- b. Siam is an Empire and is governed by an Emperor.
- c. The King of Siam used to sell a white elephant to the merchants whom he wished to ruin.

- d. As the white elephant was not sacred, it could be disposed of in various ways.
- e. A white elephant is a useful possession that can be disposed of easily.



6. DON'T GET ON YOUR  
HIGH HORSE!

## **6. DON'T GET ON YOUR HIGH HORSE!**

### **A. THE STORY**

When a knight in the Middle Ages, fully clothed in his armour and carrying all his terrible weapons, went riding through the village, it required a very large horse to support him. The knight was said to be on his high horse, in contrast with the smaller horse used for hunting. From this has originated the saying that a person is on his high horse when he appears to be quarrelsome.

### **B. EXPLANATORY INTRODUCTION TO THE STORY**

The years between the beginning of the 11th century and the end of the 14th century (from about 1000 to about 1400) are called the Middle Ages.

In the Middle Ages, certain men of high military rank were called knights.

The position of a knight was a very honourable one (it was a great honour to be a knight).

The rank of knight was usually granted (given) by the king (knights were made or created by the king).

Knights used to fight on horseback (riding on horses). They did not usually fight on foot.

In the Middle Ages, knights were clothed in (they used to wear) very heavy armour.

Armour is a covering for the body and is usually made of metal.

Guns had not yet been invented so soldiers used to fight with swords and similar weapons used in hand-to-hand (close) fighting.

Armour was worn by knights as a protection (in order to protect their bodies).

The armour and terrible weapons that a knight carried were very heavy.

So when he went riding (when he used to go riding), it required a very large horse to support him (a strong horse was necessary).

A small horse would not have been strong enough (would have been too weak).

The knight was said to be on his high horse (the people of the village, the villagers, said that he was on his high horse).

When a knight went hunting, he used a smaller horse. The expression "on his high horse" was used to show the difference between the horses used for fighting and those used for hunting.

If we try to find the difference between two things, we *contrast* them.

So the horse that the knight used when he was wearing his armour was called his *high* horse in contrast with the smaller horse used for hunting.

From this has originated a saying that we use to-day (a modern saying has originated from this).

A knight was ready to fight (prepared for fighting) when he was on his high horse.

Because he was clothed in his armour and carrying his weapons, he looked warlike, fierce, quarrelsome (ready or likely to quarrel).

So to-day, if a person appears to be quarrelsome, if he wants to quarrel or argue, we say that he is on his high horse.

If a person to whom we are talking begins to feel angry, if it seems that he is likely to begin quarreling, we sometimes say: "Now, don't get on your high horse, please!"

This means: "Don't get too quarrelsome, don't be fierce, keep calm."

#### TYPICAL QUESTIONS FOR ORAL WORK

1. Is this story about modern times? (No, it isn't.)
2. Is it about the Middle Ages? (Yes, it is.)

3. Did the Middle Ages begin about the year one thousand? (Yes, they did.)
4. How many years ago was that? (It was nine hundred and — years ago.)
5. Did the Middle Ages finish about five hundred years ago? (Yes, they did.)
6. What do we call the years between 1000 and 1400? (We call them the Middle Ages.)
7. Was a knight a man of high military rank or of low military rank? (He was a man of high military rank.)
8. Did knights usually fight on foot? (No, they didn't.)
9. Did they usually fight on horseback? (Yes, they did.)
10. Did soldiers fight with guns during the Middle Ages? (No, they didn't.)
11. Had guns been invented then? (No, they hadn't.)
12. Did knights fight in their ordinary clothes or in armour? (They fought in armour.)
13. Do soldiers wear armour when they fight to-day? (No, they don't.)
14. To-day, would armour be useful or useless? (It would be useless.)
15. Are warships covered with armour to-day? (Yes, they are.)

16. Is armour made of cloth or of metal? (It's made of metal.)
17. Was the armour worn by knights heavy or light? (It was heavy.)
18. When a knight was fully clothed in his armour, could a small horse support him? (No, it couldn't.)
19. Did it require a large horse to support him? (Yes, it did.)
20. Did these knights use large horses for hunting? (No, they didn't.)
21. Did they use smaller horses for hunting? (Yes, they did.)
22. Which were used for hunting: the large horses or the smaller horses? (The smaller horses were.)
23. When a knight went riding in his armour, was he said to be on his high horse? (Yes, he was.)
24. Did he look warlike or peaceful? (He looked warlike.)
25. If a person is quarrelsome, do we sometimes say that he is on his high horse? (Yes, [sometimes] we do.)
26. Do we say that a person is on his high horse if he is quiet and does not quarrel? (No, we don't.)

**C. COMPOSITION EXERCISES BASED  
ON THE STORY**

- (1). **Write the answers to the following questions:—**
1. What do we mean by "the Middle Ages"?
  2. By whom were knights created?
  3. Was a knight quite unimportant or was this rank a very honourable one?
  4. What is armour?
  5. What is armour usually made of?
  6. When a knight was fully clothed in his armour, what kind of horse was required to support him?
  7. In what case did a knight require a very large horse?
  8. What were the knight's smaller horses used for?
  9. What was said about a knight when he went riding on a large horse, fully clothed in his heavy armour?
  10. In contrast to what was he said to be on his high horse?
  11. If we say that a person is on his high horse, what do we mean to-day?
- (2). **A small horse was not strong enough to support him.**

**A small horse was too weak to support him.**

**Re-write the following sentences on the model of the second sentence above:—**

- a. This book is not easy enough for me to read.
- b. Some horses were not big enough to carry knights clothed in their armour.
- c. Some students thought that the questions were not difficult enough.
- d. This is not heavy enough.
- e. It is not light enough to see to read.

(3). **Insert prepositions in the following spaces:—**

- a. He was fully clothed — his armour.
- b. He went riding — the village.
- c. Knights fought — horseback, not — foot.
- d. The knight was said to be — his high horse — contrast — the smaller horses used — hunting.
- e. Our modern saying has originated — this custom.

(4). **A very large horse was necessary to support him.  
It required a very large horse to support him.**

**Re-write the following sentences on the model of the second sentence above.**

- a. A lot of hard work is necessary to learn a foreign language well.
- b. Great skill is necessary to drive a motor car in a big city.
- c. A lot of time is necessary to study a subject thoroughly.
- d. Great courage and endurance were necessary to reach the North Pole.



e. Many months of serious study have been necessary to learn so many English words.

(5). **People said that the knight was on his high horse.**

This sentence may be re-written as follows:—

1. **It was said that the knight was on his high horse.**

2. **The knight was said to be on his high horse.**

In (1), the main sentence is put into the Passive.

In (2), the subject of the clause is made the subject of the main sentence and the infinitive construction is used.

**Re-write the following sentences in both these ways.**

**Note that in some cases the Perfect Infinitive Passive (to have been —) will be necessary.**

a. People say that the climate of that country is very unhealthy.

b. The newspapers report that many people were killed in the earthquake.

c. They expect that many people will go there this summer.

d. The newspapers report that the Latin alphabet has been adopted in Turkey.

e. The newspapers report that a new speed record for motor cars has been made by an Englishman in Florida.

(6). **The following nouns appear in the story:—**

knight, age, armour, weapon, village, horse, saying, person.

In three cases, the sound of the plural ending is IZ. Write these three nouns.

(7). Supply verbs in the following spaces:—

- a. If we look at two things in order to find the differences between them, we ——— them.
- b. When a knight fought in the Middle Ages, he ——— ——— in armour.
- c. If a man sits on a horse and the horse carries him, he ——— on the horse.
- d. This story explains how the saying "to get on your high horse" ———.
- e. Armour was used to ——— the body when a knight ——— ———.

(8). Question 1 in Section B is:—

**"Is this story about modern times?"**

This can be made into a negative statement as follows:—

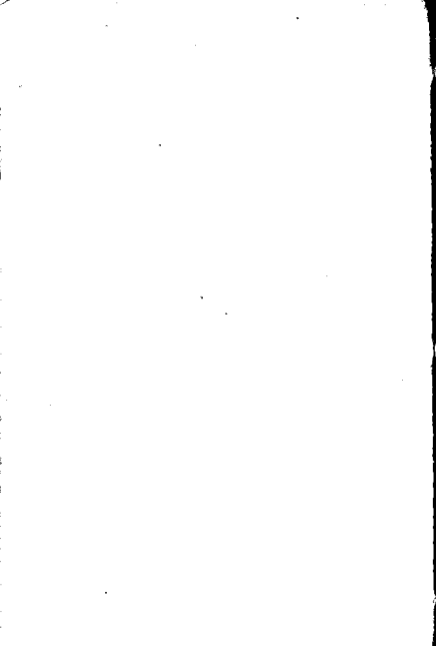
**"This is not a story about modern times."**

It can be made into a question to which the answer "No" is expected by adding to it the words "is it?"

**"This is not a story about modern times, is it?"**

Make questions 8, 10, 11, 13, 18, 20, and 26 in Section B into questions of this kind (questions consisting of a negative statement followed by an interrogative phrase and to which the

answer "No" is expected). Note that in the interrogative phrase, we use a pronoun instead of the subject of the sentence and that the finite is one of the 24 Anomalous Finites. (See the list at the end of the book.)



## 7. PANIC

## 7. PANIC

### A. THE STORY

Pan, the Greek god of shepherds, is described as wandering among the mountains and valleys, amusing himself with hunting and playing music. Pan, like other gods who lived in forests, was dreaded by travellers, to whom he sometimes appeared and whom he startled with sudden fear and terror. So it was considered that any unreasoning fear, any sudden fright without visible cause, was due to Pan, and it was called a *Panic* fear.

### B. EXPLANATORY INTRODUCTION TO THE STORY

A panic is a fear or a feeling of terror for which there is no good reason, no cause which we can understand.

Sometimes people are frightened and think there is danger.

If there is no cause for fear, we say they are in a panic.

- This story tells us the origin of the word 'panic'.  
Pan was a Greek god (a god who was worshipped by the ancient Greeks).  
He was the god of shepherds (the god specially worshipped by shepherds).  
A shepherd is a man who looks after sheep when they are out in the fields.  
Pan is described as wandering among the mountains and valleys.  
The old Greek stories and poems tell us that Pan used to wander among the mountains and valleys (they describe him as doing this).  
As he went about (wandered), he amused himself with hunting and playing music (he hunted and played music in order to amuse himself).  
Pan was dreaded by travellers.  
Other gods who lived in forests were dreaded by travellers.  
Travellers dreaded (feared, were afraid of) Pan and other gods who lived in forests.  
Sometimes (occasionally) Pan appeared (showed himself, made himself visible) to travellers.  
Usually the gods were invisible (could not be seen by ordinary men), but sometimes Pan used to make himself visible.  
When he did this, he startled (frightened) the travellers.  
They were filled with sudden fear and terror.

So if people were suddenly afraid, and if the cause could not be seen (if there was no visible cause), or if there seemed to be no reason for their fear, it was thought that they had seen Pan.

It was considered that Pan had made himself visible to these frightened people, even though he had not been seen by others.

It was considered that their fear was due to Pan (that Pan was the cause of their fear).

This kind of fear was called a *Panic* fear.

This explains the origin of the word 'panic'.

#### TYPICAL QUESTIONS FOR ORAL WORK

1. Was Pan a god or an ordinary man? (He was a god.)
2. Was he a Greek god? (Yes, he was.)
3. Was he worshipped by the people of Greece or by the people of Spain? (He was worshipped by the people of Greece.)
4. Was he specially worshipped by shepherds? (Yes, he was.)
5. Does a shepherd look after sheep or horses? (He looks after sheep.)
6. What do we call men who look after sheep? (We call them shepherds.)
7. Did Pan wander along the sea-shore? (No, he didn't.)



8. Did he wander among the mountains and valleys? (Yes, he did.)
9. Who wandered among the mountains and valleys? (Pan did.)
10. Did he amuse himself with hunting? (Yes, he did.)
11. Did he play music, too? (Yes, he did.)
12. Was Pan the only god who lived in the forests? (No, he wasn't.)
13. Did other gods live in the forests, too? (Yes, they did.)
14. By whom was Pan dreaded? (He was dreaded by travellers.)
15. Who dreaded Pan? (Travellers did.)
16. Does **dread** mean the same as **fear** or does it mean something different? (It means the same.)
17. Was Pan always visible to travellers? (No, he wasn't.)
18. Is the moon always visible or is it sometimes invisible? (It's sometimes invisible.)
19. Is air visible or invisible? (It's invisible.)
20. Did Pan sometimes make himself visible? (Yes, [sometimes] he did.)
21. To whom did Pan sometimes appear? (He sometimes appeared to travellers.)
22. Who sometimes showed himself to travellers? (Pan did.)

23. Were the travellers startled? (Yes, they were.)
24. Were they filled with terror or with delight?  
(They were filled with terror.)
25. Of whom were they afraid? (They were afraid of Pan.)
26. Do the words **fear**, **terror** and **dread** mean the same thing or different things? (They mean the same thing.)
27. Is a panic a good thing or a bad thing? (It's a bad thing.)
28. If people get into a panic, ought they to be praised or blamed? (They ought to be blamed.)
29. Which are more likely to get into a panic: wise people or foolish people? (Foolish people are.)

### C. COMPOSITION EXERCISES BASED ON THE STORY

- (1). Write the answers to the following questions:—
  1. Who was Pan?
  2. What is he described as doing?
  3. How did he amuse himself?
  4. What do the old Greek stories and poems tell us about Pan?
  5. Did the ancient Greeks worship only one god or were there many others besides Pan?

6. Were these gods usually visible or invisible?
7. Did travellers like Pan or were they afraid of him?
8. What words in the story tell you that travellers were afraid of Pan?
9. When Pan appeared to travellers, with what were they startled?
10. To whom was any unreasoning fear considered to be due?
11. What was considered to be due to Pan?
12. How was this kind of fear described?
13. If people are frightened without any visible cause, what do we say about them?

(2). There are four examples of the Passive in the story.

Find them and write them down.

(3). Complete the following sentences by adding suitable *nouns*.

- a. Pan used to wander about the — and —.
- b. A shepherd looks after —.
- c. The word 'dread' means the same as the words — and —.
- d. Pan was specially worshipped by — and was dreaded by —.
- e. Pan lived in —.

- (4). **Re-write the following sentences, substituting for the words and expressions in brackets other words or expressions having the same or nearly the same meaning.**

Pan was (dreaded) by travellers. He (wandered) among the mountains and valleys. Usually the gods (were invisible). (Sometimes) Pan (appeared) to travellers. It was (considered) that any (unreasoning fear) was due to Pan.

- (5). **Insert prepositions in the following spaces:—**

- Pan wandered — the mountains and valleys.
- He sometimes appeared — travellers.
- He was dreaded — travellers.
- He lived — the forests.
- He amused himself — hunting and playing music.
- Travellers were filled — terror when they saw him.

- (6). **Pan lived in the forests.**

**Other gods lived in the forests, too.**

These two sentences may be combined as follows:—

**Pan lived in the forests and so did other gods.**

In this construction, "so" is used instead of "too" or "also", the finite and the subject are inverted (put into question form), and unnecessary repetition of words is avoided.

**Combine the following sentences in the same way:—**

- a. Pan was dreaded by travellers.  
Other gods who lived in forests were dreaded by travellers, too.
  - b. The word 'fear' means nearly the same thing as 'terror'.  
The word 'dread' also means nearly the same thing as 'terror'.
  - c. Pan was a Greek god.  
Tantalus was a Greek god, too.
  - d. Pan sometimes appeared to travellers.  
Other gods sometimes appeared to travellers, too.
  - e. These old Greek stories are very interesting.  
The old Roman stories are very interesting, too.
- (7). Pan amused *himself* with hunting and playing music.

**Write pronouns in the following spaces:—**

- a. They sometimes amused — with interesting games.
- b. She sometimes amuses — with her toys.
- c. I often amuse — with these old tales.
- d. He cut — when he was sharpening his pencil.
- e. We cannot teach — a foreign language.

- (8). **Re-write the following sentences using the construction "used to" and the infinitive instead of the Preterite Tense.**
- He was worshipped by the Greeks.
  - Pan wandered among the mountains and valleys.
  - Sometimes he appeared to travellers.
  - The travellers were startled.
  - Pan lived in the forests.
- (9). **Combine the four sentences below into one compound sentence on the model of the second sentence of the story (Pan, like other gods, etc.) by using the words 'like' and 'whom'.**

Mr. Smith was respected by his pupils.

Other music teachers living in that town were respected by their pupils, too.

He often played the piano to his pupils.

He tried to teach them everything that he knew about music.

- (10). **Divide up the second sentence of the story (Pan, like other gods etc.) into four sentences like those in Exercise 9.**

8. THE KING'S ENGLISH

## **8. THE KING'S ENGLISH**

### **A. THE STORY**

From the beginning of the 11th century up to the 14th century, the language of England was in a very unsettled condition. Latin was generally used for writing and French was the language of the Court and the nobility. Saxon was spoken by the lower classes. but this varied so much that the people of the south could scarcely understand those of the north.

So a language suitable for proclamations was gradually formed and to distinguish it from dialects it was called "the King's English".

### **B. EXPLANATORY INTRODUCTION TO THE STORY**

The English people originally came from the continent of Europe.

They came from Germany during the fifth and sixth centuries,



These people were called Saxons and they spoke Saxon.

At the beginning of the 11th century England was conquered by the Normans who came from Normandy in France and who spoke French. From that time until the 15th century, the kings of England were often rulers of parts of France, too.

From the beginning of the 11th century (from the time of the Norman Conquest) up to the 14th century, the language of England was in a very unsettled condition.

The language of England was not settled (fixed), there was no standard language.

There was no form of language used and recognized in all parts of the country and by all classes of people as the English language.

Latin was generally used for writing (when people wrote, they wrote in Latin).

Latin was the language of the ancient Romans and during the Middle Ages it was used for writing by educated people in most countries of Europe. Most books were in Latin.

The Court (the King, his family and the people of high rank usually at the King's court\*) and the nobility (the nobles) spoke French.

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\* See the Explanatory Introduction to "A White Elephant."  
(court and courtier)

Saxon was spoken by the lower classes (the working classes, poor people).

But this language (Saxon) was not the same everywhere (it varied, it was different in different parts of the country).

The people of the south could scarcely (hardly) understand those of the north.

It was difficult for the people who lived in the south of England to understand the speech of those who lived in the north.

So a new language was gradually formed (made, created).

Sometimes the king made proclamations to his people (he proclaimed things to them, announced news to them).

He sent messengers to all parts of the country to proclaim (announce, tell publicly) important things, such as new laws.

This was necessary in those days because there were no newspapers and very few people could read.

This language was formed in such a way that people in all parts of England might understand it.

A dialect is a variety of a language that is used only by people in one part of a country or only by one class of people.

There were many dialects in England.

In order to distinguish the new language from these dialects (so that there might be no confusion between it and the dialects) it was called "the King's English".

It was called the King's English because it was used for proclamations made by the King.

There are dialects in England to-day.

In some parts of England, and among some classes of people, words are sometimes pronounced in ways different from the ways in other parts of the country.

Some people make mistakes in grammar.

We say that these people do not speak the King's English.

To-day, the King's English means the kind of English spoken by well-educated English people, with a pronunciation not influenced by dialects.

This story tells us the origin of the expression 'the King's English'.

#### *TYPICAL QUESTIONS FOR ORAL WORK*

1. Has the language of England always been in a settled condition? (No, it hasn't.)
2. Was it at one time in a very unsettled condition? (Yes, it was.)
3. Did the English originally come from the continent of Europe? (Yes, they did.)

4. Did most of them come from Germany or from Spain? (They came from Germany.)
5. Were these people who came from Germany called Saxons? (Yes, they were.)
6. Did they speak Saxon? (Yes, they did.)
7. Did the Saxons come to England during the 5th and 6th centuries or during the 15th and 16th centuries? (They came during the 5th and 6th centuries.)
8. Was England conquered by the Normans, later? (Yes, it was.)
9. Did the Normans come from Germany or from Normandy? (They came from Normandy.)
10. Is Normandy a part of France or a part of Germany? (It's a part of France.)
11. Did the Normans speak German or French? (They spoke French.)
12. After the Norman Conquest, did the Court and the nobility speak French or Saxon? (They spoke French.)
13. Which spoke Saxon: the upper classes or the lower classes? (The lower classes did.)
14. Was Latin the language of the ancient Romans or the ancient Greeks? (It was the language of the ancient Romans.)
15. Is Latin spoken nowadays? (No, it isn't [usually].)

16. Is Latin a dead language or a living language?  
(It's a dead language.)
17. Was Latin used in the Middle Ages? (Yes,  
it was.)
18. Was it used for writing or for ordinary con-  
versation? (It was used for writing.)
19. What language was used for writing? (Latin  
was.)
20. What language was spoken by the Court and  
the nobility? (French was.)
21. What did the lower classes speak? (They  
spoke Saxon.)
22. Was the same kind of Saxon used in all parts  
of the country? (No, it wasn't.)
23. Could the people of the south easily understand  
those of the north? (No, they couldn't.)
24. Did Saxon vary very much or very little in  
different parts of England? (It varied very  
much.)
25. Did the King sometimes make proclamations?  
(Yes, he did.)
26. Was a new language formed suitable for  
proclamations? (Yes, it was.)
27. What was it called? (I) was called "the  
King's English".)
28. Are there any dialects in your country? (Yes,  
there are. No, there aren't.)

### C. COMPOSITION EXERCISES BASED ON THE STORY

- (1). **Write the answers to the following questions:—**
1. How many years are there in a century?
  2. What century are we living in?
  3. When was the language of England in a very unsettled condition?
  4. Did the 11th century begin in the year 1000 or in 1100?
  5. By whom was French used in England during the Middle Ages?
  6. Where did the Normans come from?
  7. What language did the lower classes speak?
  8. What was Latin used for?
  9. Was Latin used for writing only in England or was it used in most European countries?
  10. Is London in the south of England or in the north of England?
  11. Could the lower classes in the south easily understand the lower classes in the north or was it difficult for them to do so?
  12. Did the King make proclamations in English or in Latin?
  13. Were these proclamations made in the dialects used by the lower classes or was a new language formed?

14. What was this new language suitable for?
15. Why was it called "the King's English"?
16. When we say that a person uses the King's English to-day, do we mean that he uses the kind of English spoken by well-educated English people or the kind spoken by badly-educated English people?
17. Do we mean that he uses a dialect or that his speech is free from the influence of dialects?

(2). Write prepositions in the following spaces:—

- a. — the beginning — the 11th century, the language — England was — a very unsettled condition.
- b. Latin was used — writing.
- c. Saxon was spoken — the lower classes.
- d. The new language was suitable — proclamations.
- e. It was called the King's English in order to distinguish it — dialects.

(3). Write the words that are contrary in meaning to the following:—

beginning; unsettled; lower; south; suitable; gradually.

(4). Write suitable words in the following spaces:—

- a. The English people originally came from the — of Europe.

- b. Most of them came during the 5th and 6th —.
- c. The — of England was in a very — condition.
- d. French was the language of the — and the —.
- e. Latin was used for —.
- f. A language suitable for — was gradually —.
- g. It was called the King's English to — it from dialects.

**(5). Write the nouns that correspond in meaning to the following verbs:—**

begin; write; speak; proclaim; conquer; pronounce.

**(6). Re-write in the Active Voice:—**

- a. Latin was generally used for writing.
- b. Saxon was spoken by the lower classes.
- c. England was conquered by the Normans.
- d. Some parts of France were ruled by English kings.
- e. It was called the King's English to distinguish it from dialects.

**(7). Re-write the following sentences putting the adverbs that are supplied in brackets at the end into their proper places. These adverbs are usually placed in front of finites except when the finites are anomalous. (See the list at the end of the book.)**



- a. The English people came from the continent of Europe. (originally)
- b. Saxon was spoken by the lower classes. (generally)
- c. They could understand the people of the north. (scarcely)
- d. The Court and the nobility spoke French. (always)
- e. A new language was formed (gradually)
- f. To-day, people make mistakes in grammar. (sometimes)
- g. To-day, mistakes in grammar are made. (sometimes)

(8). **Re-write the following sentences using the finites can or could with scarcely or hardly.**

Example:—It was difficult for the people of the south to understand those of the north.

The people of the south could scarcely understand those of the north.

- a. It was difficult for me to understand what he said.
- b. They found it very difficult to understand what was being said.
- c. It was so dark that it was very difficult for her to see where she was going.

d. It is difficult for us to realize how unsettled the language of England was

(9). **Correct the errors of fact in the following sentences:—**

a. The language of England was in a very settled state.

b. Latin was generally used for conversation.

c. The Court and the nobility spoke Saxon.

d. The language used by the lower classes varied very little.

e. The people of the south could easily understand those of the north.

(10). **Write the words *a*, *an* and *the* in the following spaces where necessary:—**

a. There are one hundred years in — century.

b. — language of — England was in — unsettled condition from — beginning of — 11th century up to — 14th century.

c. — nobility spoke — French and — lower classes spoke — Saxon.

d. London is in — south of — England.

e. — Latin was used for — writing.

f. — language suitable for — proclamations was formed.

g. — new language was called — King's English to distinguish it from — dialects.

## THE 24 ANOMALOUS FINITES

(Reference to these finites is made in several of the Composition exercises.)

- |         |            |           |
|---------|------------|-----------|
| 1. AM   | 9. DO      | 17. COULD |
| 2. IS   | 10. DOES   | 18. MAY   |
| 3. ARE  | 11. DID    | 19. MIGHT |
| 4. WAS  | 12. SHALL  | 20. MUST  |
| 5. WERE | 13. SHOULD | 21. OUGHT |
| 6. HAVE | 14. WILL   | 22. NEED  |
| 7. HAS  | 15. WOULD  | 23. DARE  |
| 8. HAD  | 16. CAN    | 24. USED  |

THE END