



12. We (drive) to Boston when the accident occurred.
13. I (write) a letter when you telephoned.
14. We (have) lunch when I first felt sick.
15. John (study) when I went to see him last night.
16. His mother \_\_\_\_\_ (sew). His father \_\_\_\_\_ (read) the newspaper.

B. Supply the proper form of the verbs in parentheses, past tense simple or past tense continuous:

1. I \_\_\_\_\_ (sleep) well last night.
2. I \_\_\_\_\_ (sleep) when the telephone rang.
3. When I got up this morning, it \_\_\_\_\_ (rain) hard.
4. It (rain) hard last night.
5. He fell while he \_\_\_\_\_ (play) in the park.
6. He \_\_\_\_\_ (play) in the park yesterday afternoon.
7. We \_\_\_\_\_ (have) dinner when you phoned.
8. We \_\_\_\_\_ (have) dinner at home last night.
9. Last week I \_\_\_\_\_ (read) two new books.
10. When we got there, John \_\_\_\_\_ (read) the newspaper as usual.

C. Change from past tense simple to past tense continuous form. Also add some phrase to complete the meaning. Follow example:

1. He *studied* his lesson.

(Example: He *was studying* his lesson when I telephoned him.)

2. It rained hard last night.
3. He spoke to Helen.
4. He waited on the corner.
5. They drove to Chicago in their new car.
6. He wrote a letter.
7. He walked home from the movie.
8. He rode his bicycle to school.

### III. READING AND CONVERSATION

#### (THE NAMES OF THE STATES)

If the names of the different states of the United States seem to you difficult to pronounce and even more difficult to spell, it is because many of them are of Indian origin. Almost thirty of the forty-eight states which now form the United States have names which at first were Indian names. The name *Massachusetts*, for example, comes from an Indian word meaning "great hill-small place." The word *Mississippi* comes from two Indian words, one of which means "river" and the other "fish." The word thus means "fish-river" in the Indian language. And so it is with many states such as Michigan, Oklahoma, Arizona, Nebraska, Wisconsin, Wyoming and others. All these names were at first Indian names of rivers, towns, mountains, etc.

The Spanish also gave names to three of our states. The word *Florida* is of Spanish origin. Ponce de Leon gave the section this name on Easter Sunday in 1503. Easter in Spanish is "Pascua Florida" (feast of flowers). *Montana*, the name of another state, comes from the Spanish word for mountain (montaña). *California* is also of Spanish origin. It is said that the first explorers found the country so hot that they gave it the name *California*, meaning "heat of the ovens."

*Answer These Questions:*

1. How many states are there in the United States?

2. What is the largest state in the United States?
3. What is the smallest state in the United States?
4. Is Alaska a state of the United States today? Is Puerto Rico a state?
5. In what state of the United States is the city of Chicago located?
6. In what state of the United States is Hollywood located? Philadelphia? Boston? Los Angeles?
7. What is the population of the United States today?
8. Are the names of many of the states easy or difficult to pronounce?
9. Why are the names of so many states so difficult to pronounce?
10. Are the names of most of the states of Spanish or of Indian origin?
11. Of what origin is the name *Massachusetts*?
12. Of what origin is the name *Mississippi*?
13. Have you ever been in the state of Texas? In the state of California? In the state of Illinois?
14. Are Nebraska and Wyoming eastern or western states?
15. What states have names which are of Spanish origin?
16. What was the origin of the name of the state of Florida?
17. Who was Ponce de Leon?
18. What was the origin of the name of the state of California?

PHRASES FOR FURTHER STUDY: Use these phrases in oral and written sentences.

to spend a vacation	to get up	as usual
to shine shoes	to get off	at present
to rush out	to get there	for example

# LESSON 2

## I. PRONUNCIATION

(Phonetic symbol , as in  
*joy, major, wage*)

joke jewel subject page

joy Jane manager wage

judge

jar

major

damage jaw

juice

soldier stage

**REPEAT SEVERAL TIMES:**

1. They played a joke on the judge.
2. His name is Jack Jameison.

3. He read page after page with much interest.
4. In what subject will he major at college?
5. I always drink orange juice for breakfast.
6. Jim enjoyed the joke.

## II. GRAMMAR

# MUST-HAVE TO

I have to study    we    have    to  
study

you have to study    you have to  
study

he, she has to study    they    have  
to study

I *have to write* a composition for tomorrow's lesson. Mr. Smith *has to go* to Washington tonight.

We use the Verb *have* together with an infinitive to express necessity or obligation. In many cases it has the same meaning as *must*. For example we may say "*I have to study*

tonight" or "I *must* study tonight."

## EXERCISES

A. Supply the correct form of *have to* in the following.

Follow example:

1. He (go) to Chicago tonight.

(Example: He *has to go* to Chicago tonight.)

2. Mary (prepare) her lessons more carefully.

3. I (go) to the dentist.

4. He (spend) more time on his lessons.

5. They (pay) more attention in class.

6. I (take) an examination tomorrow.

7. We (wait) here until ten o'clock.

8. I (write) that letter at once.

9. They (leave) early.

10. We (learn) many new words.

11. I (go) to the bank.

12. Mary (go) shopping this afternoon.

B. Change from *must* to *have to*.

Follow example:

1. He *must* prepare his lessons every night. (Example: He *has to* prepare his lessons every night.)
2. He must go out of town.
3. They must save more money.

4. I must write a letter to my mother.

5. He must work until eight o'clock.

6. Everyone must write a composition for the lesson.

7. He must be at his office by nine o'clock.

8. We must leave early.

9. They must find work

immediately.

10. He must go to the hospital to visit his friend.

C. Change to past time and to future time. **Follow** example:

1. He has to work very hard.

(Example: a. He *had to*

work very hard. b. *will have to* work very hard.)

2. He has to write many letters.

3. We have to take an examination in English.

4. They have to get up early every morning.

5. We have to walk to school.

6. I have to learn many new

words.

7. We have to write our exercises in pencil.

8. I have to have more money.

9. Everybody has to work until eight o'clock.

10. He has to learn English quickly.

# III. READING AND CONVERSATION (THE BOY SCOUT MOVEMENT)

During the South African War, the enemy in large numbers was attacking the little town of Mafeking. There were only 700 men to defend the

town-not nearly enough. The situation was serious. One of the chief officers decided he would use the boys of the town to carry messages, to watch the enemy, etc. He organized the boys in groups. gave them uniforms, and trained them exactly like soldiers The boys did not fight against the enemy

but they served in many ways. The Commander of the city, General<sup>1</sup> BadenPowell, was very much impressed. When he returned to England, he organized a similar group there. He trained the boys like soldiers and at the same time taught them ideals of character and service. The movement spread.

Other groups or "troops" started and the "Boy Scout" movement spread. Ten years later, in 1917, the first "troop" was organized in the United States. Today there are Boy Scout organizations in more than 40 of the most important countries of the world.

*Answer These Questions:*

1. Was the town of Mafeking a small town or a large town?
2. Was the enemy attacking the town in small numbers or in large numbers?
3. During what war did the fight take place?
4. Were there many men or 'few men to defend the

town?

5. Who decided to use the boys of the town?

6. What did the boys have to do?

7. How did the officer train them?

8. What was the purpose of giving them uniforms?

9. Do young boys generally

like or dislike to wear uniforms?

10. What is the present Boy Scout uniform?

11. How does the Boy Scout uniform differ from a regular soldier's uniform?

12. If we use the word *uniform* as an adjective and thus say that "something is uniform,"

what do we mean?

13. Did the boys in the town of Mafeking have to fight against the enemy?

14. \\That were some of the things which they had to do?

15. Who first brought the idea of the Boy Scout movement to England?

16. What did General Baden-Powell try to teach the boys?

17. Did the Boy Scout movement spread quickly or slowly?

18. Did the Boy Scout movement spread to many or few countries?

# **PHRASES FOR FURTHER**

**STUDY:** Use these phrases in oral and written sentences.

to play a joke onto    spend time

to go shopping

page after page    to                    pay

attention out of town

to have to do something at once

to get up



7. We (wait) here until ten o'clock.
8. I (write) that letter at once.
9. They (leave) early.
10. We (learn) many new words.
11. I (go) to the bank.
12. Mary (go) shopping this afternoon.

B. Change from *must* to *have to*. Follow example:

1. He *must* prepare his lessons every night. (Example: He *has to* prepare his lessons every night.)
2. He *must* go out of town.
3. They *must* save more money.
4. I *must* write a letter to my mother.
5. He *must* work until eight o'clock.
6. Everyone *must* write a composition for the lesson.
7. He *must* be at his office by nine o'clock.
8. We *must* leave early.
9. They *must* find work immediately.
10. He *must* go to the hospital to visit his friend.

C. Change to past time and to future time. **Follow** example:

1. He *has to* work very hard. (Example: a. He *had to* work very hard. b. *will have to* work very hard.)
2. He *has to* write many letters.
3. We *have to* take an examination in English.
4. They *have to* get up early every morning.
5. We *have to* walk to school.
6. I *have to* learn many new words.
7. We *have to* write our exercises in pencil.
8. I *have to* have more money.
9. Everybody *has to* work until eight o'clock.
10. He *has to* learn English quickly.

### III. READING AND CONVERSATION (THE BOY SCOUT MOVEMENT)

During the South African War, the enemy in large numbers was attacking the little town of Mafeking. There were only 700 men to defend the town-not nearly enough. The situation was serious. One of the chief officers decided he would use the boys of the town to carry messages, to watch the enemy, etc. He organized the boys in groups, gave them uniforms, and trained them exactly like soldiers. The boys did not fight against the enemy but they served in many ways. The Commander of the city, General<sup>1</sup> BadenPowell, was very much impressed. When he

returned to England, he organized a similar group there. He trained the boys like soldiers and at the same time taught them ideals of character and service. The movement spread. Other groups or "troops" started and the "Boy Scout" movement spread. Ten years later, in 1917, the first "troop" was organized in the United States. Today there are Boy Scout organizations in more than 40 of the most important countries of the world.

*Answer These Questions:*

1. Was the town of Mafeking a small town or a large town?
2. Was the enemy attacking the town in small numbers or in large numbers?
3. During what war did the fight take place?
4. Were there many men or few men to defend the town?
5. Who decided to use the boys of the town?
6. What did the boys have to do?
7. How did the officer train them?
8. What was the purpose of giving them uniforms?
9. Do young boys generally like or dislike to wear uniforms?
10. What is the present Boy Scout uniform?
11. How does the Boy Scout uniform differ from a regular soldier's uniform?
12. If we use the word *uniform* as an adjective and thus say that "something is uniform," what do we mean?
13. Did the boys in the town of Mafeking have to fight against the enemy?
14. What were some of the things which they had to do?
15. Who first brought the idea of the Boy Scout movement to England?
16. What did General Baden-Powell try to teach the boys?
17. Did the Boy Scout movement spread quickly or slowly?
18. Did the Boy Scout movement spread to many or few countries?

**PHRASES FOR FURTHER STUDY:** Use these phrases in oral and written sentences.

to play a joke on	to spend time	to go shopping
page after page	to pay attention	out of town
to have to do something	at once	to get up

## I. PRONUNCIATION

(Phonetic symbol	as in <i>cheap, picture, actual</i> )		
chair	choice	capture	lunch
chew	chin	picture	march
chief	choke	actual	touch
cheap	change	teacher	such

REPEAT SEVERAL TIMES:

1. He chose a gold watch for her.
2. I want to change this picture for another.
- ~. Our teacher eats lunch in the cafeteria.
4. I don't like to buy such cheap chairs.
5. I saw Miss Chase in church this morning.
6. We have no choice except to change our plans.

## II. GRAMMAR

### SAY-TELL

*Say*' and *tell* have the same meaning but we use them differently.

We always use *say*' when we give the words of a speaker directly (in quotation marks.)

John said: "I like New York." Mary said: "I cannot go to class today."

We also use *say* when we give the the words of a speaker indirectly-but only if the person to whom the words were spoken is not mentioned.

John *said* that he liked New York. Mary *said* that she could not go to class.

If the person to whom the words were spoken is mentioned, then we must use *tell* instead of *say*:

John *told me* that he liked New York. Mary *told her friend* that she could not go to class.

### EXERCISES

A. Supply the correct form of *say* or *tell*, whichever is correct, in the following sentences:

1. Mary \_\_\_\_\_ that she was tired.
2. John \_\_\_\_\_ me that he had to go to the dentist.
3. He \_\_\_\_\_ he would be back soon.
4. I \_\_\_\_\_ him that I would go with him.
5. He \_\_\_\_\_ he has to write several letters.
6. He \_\_\_\_\_ me that he has to write several letters.

7. The teacher            she would give us an examination soon.
8. I                    her that I did not like examinations.
9. She    that everybody has to have examination once in a while.
10. Mr. Smith            he is going to Florida.
11. Mrs. Smith            my mother that they were going to Mexico.
12. Can you                    me how far it is to Central Park?
13. The manme that I must take the 72nd Street bus.
14. Did John            you where he was going?
15. He                    he was going to the movie.
16. Mary                    to me: "I don't like to study English."

B. Change *say* to *tell* in these sentences. Then add whatever words are necessary to complete the meaning of the sentence. Follow example:

1. He *said* he was leaving for Europe.  
(Example: He *told* us he was leaving for Europe.)
2. Mary *said* that she wanted to go with us.
3. He *said* he would be here at eleven.
4. The teacher *said* that we spoke English well.
5. My father *said* that I must study more.
6. He *said* he knew her well.
7. She *said* that she did not feel well.
8. I *said* I would do it.

C. Change *tell* to *say* in these sentences. Follow example:

1. He *told* me that he was busy.  
(Example: He *said* that he was busy.)
2. They *told* us that they could not do it.
3. Mr. Smith *told* her that he was going out of town.
4. He *told* his secretary that he would be away for one week.
5. I *told* him that he was wrong.
6. He *told* me that he had to leave.
7. We *told* him that he must wait for us.
8. His *mother* *told* me that he was sick.

### III. READING AND CONVERSATION (A STORY ABOUT CARUSO)

Although he has been dead for many years, people still remember and talk about Enrico Caruso, the "King of Tenors." Caruso was no doubt the greatest singer who ever lived. He had a rich voice-and he also had an attractive manner and personality. People loved him. Wherever he went, people crowded around him to greet him and to shake his hand. Everybody knew Caruso.

But, according to Caruso himself, no one is ever so well-known as he thinks he is. Once Caruso was traveling by automobile through New York State. His car broke down and he was forced to wait several hours in a nearby farmhouse. "I became friendly with the farmer," Caruso said. "He asked me my name and I told him it was Caruso."

"The farmer jumped to his feet and took my hand. 'I never thought I would see a man like you in this simple kitchen,' he said; 'Caruso! The great traveler, Robinson Caruso!'"

*Answer These Questions:*

1. Who was Enrico Caruso?
2. What nationality was Caruso?
3. Why do people still remember Caruso?
4. What did people do wherever Caruso went?
5. Why was Caruso so popular in his day?
6. What are the names of some popular singers of today?
7. What famous singers of today have you heard sing?
8. Was Caruso a tenor or a baritone?
9. Where was Caruso traveling by automobile one day?
10. Do you like or dislike to travel by automobile?
11. Which do you prefer, to travel by automobile or to travel by train?
12. What are some of the advantages of travel by auto-mobile? What are some of the disadvantages?
13. What long distance trips have you taken by automobile?
14. While Caruso was traveling through New York State what happened to his automobile?
15. What happens when an automobile "breaks down"?
16. Why did Caruso have to spend several hours in a nearby farmhouse?
17. With whom did Caruso become friendly?
18. What did the farmer say when he learned Caruso's name.

PHRASES FOR FURTHER STUDY: Use these phrases in oral and written sentences.

to eat lunch once in a while to break down  
to be back soon to be the matter with  
to take the bus with to leave for  
no doubt to crowd around

## LESSON 4

### I. PRONUNCIATION

(Phonetic symbol	as in <i>u~ual, decision, garage</i> )	
decision	usual	excursion
explosion	treasure	treasury
conclusion	pleasure	garage
occasion	measure	leisure

REPEAT SEVERAL TIMES:

1. On one occasion we heard a loud explosion.
2. It was unusual to find such a treasure.
3. In our family it was the usual thing for Father to make all the decisions.
4. The explosion completely destroyed the garage.
5. He spent his leisure time in simple pleasures.
6. Mary uses much rouge.

### II. GRAMMAR

#### PAST PERFECT TENSE

I had seen      we had seen you had seen you had seen he had seen      they had seen

~Ve form the past perfect tense by using the past tense of *have* (*had*) as the auxiliary verb and adding to this the past participle of the main verb. We use the past perfect

#### **SECOND BOOK IN ENGLISH**

tense to describe an action which took place in the p before another past action.

John said that he *had seen* that man. By the time we arrived, they *had left*.

#### EXERCISES

A. Supply the past perfect tense of the verbs in parentheses

1. He told me that he (visit) Washington 5 eral times.
2. Mary said that she (read) that book.
3. I telephoned John but he already (left).
4. When we got there, the movie already . .(start).
5. They (gone) when we arrived.
6. He said he (look) everywhere for it.
7. I told him that he (waste) his time.

8. I visited many places where I (play) as a b

9. He (live) there two years when the

began.

10. I knew it was John who (take) the mor

11. He said that he (go) straight home.

12. When I spoke to them, they already (se the letter.

13. I saw that we (make) a mistake.

14. He said that he (have) the same trou  
before.

15. We arrived just ten minutes after he . .  
(leave).

### B.

Change the verbs from past lime to past perfect ti Begin each sentence with "John said" or "John 1  
me" or some similar phrase. Follow example.

1. He *spoke* to her about it.

(Example: John said that he *had spoken* to her about it.)

2. He *saw* the movie.

3. He *went* to the bank.

4. He *saw* every show in to~rn.

5. He *took* the wrong door.

6. He *won* some money.

7. Mary *lost* her keys.

8. The teacher *scolded* him for being late.

### C. Change, *fmt*, to negative form and, second, to question form.

1. He had seen the movie.

(Example: a. He had not Had he seen the movie?)

2. He had left when we arrived.

3. He had found his keys.

4. He had lived there many years when him.

5. Mary had studied French previously.

6. He has lived in New York for six years.

7. They have gone to the movie.

8. The teacher had begun the lesson when I arrived.

seen the movie.

b.

I first met

## LESSON 5

### I. PRONUNCIATION

	(Phonetic symbol							
sir	an		coming	stronger				
th	ring	going	longer long	rang	doing	younger win~	morning	
taking	language							

#### REPEAT SEVERAL TIMES:

1. We are going to sing some new songs.
2. They have been playing long enough.
3. Is she coming to the lesson this morning?
4. His younger brother is stronger than he.
5. He says that the spelling is the most difficult thing for him.
6. She has been making good progress in her Singing.

### II. GRAMMAR

#### REVIEW OF TENSES-SIMPLE FORM

#### EXERCISES

A. Change the verbs of the following sentences to *past* and to *future* time:

1. He *comes* here every day.  
(Examples: a. He *came* here yesterday. b. He *will come* here tomorrow.)

23

#### 24 SECOND BOOK IN ENGLISH

2. She *speaks* English well.
3. He *pays* little attention to the teacher.
4. They *sleep late every~ morning*.
5. He *loses* his keys very often.
6. John always *does* his work well.
7. We *eat* dinner in a restaurant.
8. I *get* home every night at six o'clock.
9. He *gives* music lessons in his home.
10. She *feels* well again after her operation.
11. We *drive* to school every day.
12. We *have our lesson in Room 316*.
13. He *knows* her well.
14. They *go* to school by bus.
15. He *is* a good student.

**B.** Supply the *present perfect time* of the verbs in parentheses. Follow example. (For review of the uses of the present perfect time, see *Beginning Lessons in English*, lessons 49-50.)

1. He                    (see) the Lincoln Memorial.  
(Example: He *has seen* the Lincoln Memorial.)
2. She                (be) to Washington many times.
3. They              (lived) here for ten years.
4. He                . . . (be) sick for three weeks.
5. He                (have) his lesson already.
6. John             (sell) his automobile.
7. I                 (know) him for many years.
8. We                . . . (speak) to her about it.
9. He                (find) his fountain pen.
10. They            (leave) for Chicago.

### LESSON 5

25

**C.** Supply the *past perfect tense* of the verbs in parentheses:

1. They told me that he                    (leave).  
(Example: They told me that he *had left*).
2. He said he                    (see) the Lincoln Memorial.
3. He                    (have) his lesson when we arrived.
4. She told me she                    (know) him for many years.
5. He already                    (buy) the car when I met him.
6. I knew that he                    (tell) me a lie.
7. He said he                    (find) the money.
8. He insisted that he                    (put) the money in the  
bank.

**D.** Change to negative and to question form:

1. He will be back soon.
2. She has studied English for many years.
3. He is a very good student.
4. They left at two o'clock.
5. She feels better today.
6. He had left when we got there.
7. They will leave for Europe soon.
8. He has always been a good student.

## III. READING AND CONVERSATION

### (LINCOLN AT GETTYSBURG)

In the last lesson we read something of Lincoln's famous Gettysburg Address. On November 19, 1863, Lincoln went to Gettysburg in Pennsylvania to speak at the National Soldiers Cemetery. The Civil War was still going on. There was much criticism of Lincoln at the time. He

## LESSON 6

### I PRONUNCIATION

(Phonetic symbol ~, as in *red, run, Iz ?~?ry*)

run	road	river	verv
rain	room	rose	hurry
red	read	rent	storv
ride	rest	right	correct

REPEAT SEVERAL TIMES:

1. The river rose several inches as a result of a heavv rain.
2. The story he told was not correct.
- 3'. They did not rent the right apartment.
4. The rat ran back and forth across the room.
5. There is no hurry. Let's rest here.
6. They ran quickly down the river road.

### II. GRAMMAR

ViR~ TENSE RE\~IEW~CONTINUOUS FOR\I

#### EXERCISES

pre~en [ te~~se, continuoi~s forn~, of the ~'erb~ nPcv;~)~YJ;~cr Lesso?~s ~fl

for di~c 1...ion of continuous forin~)

1 ~ (p1~v th~ piano ~  
~NaTflp1e: }~)hn ~ /)a~ing the piano no~~.)

I ..... ~ ii~ ~ cafeteria now.  
(tak~ ~ ~ic lesson a~ ~hi~ n~o~en~.  
LESSON 6 29

4. Mary . . . . . (~ite) a letter now.
- ~. William (do) his homework.
6. They (have) their lesson now.
7. Look! It (begin) to rain.
8. Listen! Someone (knock) at the door.

B. Supply the *past continuous tense* of the verbs in parentheses:

1. John (study) when we arrived at eight o'clock.  
(Example: John *was studying* when we arrived at eight o'clock.)
2. They (have) their lesson when I arrived.
3. It (rain) when I got up this morning.
4. When I left home, the sun (shine).
- ~. He (drive) very fast when the accident happened.

6. They (talk) in the hall when I saw them.  
 .. When we got there, they (sit) down to eat.  
 8. John said that he (do) his homework when I called.

C. Supply the *future continuous tense* of the verbs in parentheses. (The future continuous tense is similar in use to the past continuous tense except, of course, that it describes a continuous action in future time.)

1. John (study) when we arrive at eight o'clock.  
 (Example: John *will be studying* when we arrive at eight o'clock.)

2. If we reach there at noon, they (eat).

3. When you come, I (work) in my garden.

30 SECOND BOOK IN ENGLISH

4. At ten o'clock tomorrow morning, we (travel) through Ohio.

5. If you come at eight o'clock, we (play) cards.

6. If we go there now, they . . . . . (have) dinner.

7. They (play) tennis at this time tomorrow.

8. If you come after ten o'clock, I (sleep).

D. Supply the *present perfect tense, continuous form*, of the verbs in parentheses. (The continuous form of the perfect tense is used in the same way as the simple form, to describe a past action which continues up to the present time.)

1. They (live) here for two years.  
 (Example: They *have been living* here for two years.)

2. John (work) very hard lately.

3. They (talk) for several hours.

4. She (teach) in that school for many years.

5. He . . . . (write) books for many years.

6. William (study) English for three years.

7. He (work) in that office since 1949.

~. They (look) for the thief every~here for three days.

### III. READING AND CONVERSATION

#### (~f ORE ABOUT ABRAHAM LINCOLN)

, 'I~raham Lincoln will always remain one of the great ~f Ame~ican history. He had the kind of character  
 ':~ ~ we like to think of as American. He was simple. ~ ~'l~(orkin~. He was very honest. He was democratic.