

Zeitschrift: Jahrbuch der Sekundarlehrerkonferenz des Kantons Zürich
Herausgeber: Sekundarlehrerkonferenz des Kantons Zürich
Band: - (1932)

Artikel: Zwei Entwürfe einer verkürzten Fassung des ersten Teiles von English for Swiss boys and girls
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DOI: <https://doi.org/10.5169/seals-819476>

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ZWEI ENTWÜRFE

einer verkürzten Fassung des ersten Teiles von

ENGLISH

FOR

SWISS BOYS AND GIRLS

der Sekundarlehrerschaft zur Diskussion unterbreitet

von

ULRICH SCHULTHESS

Sekundarlehrer, Illnau.



1932

Verlag der Sekundarlehrerkonferenz des Kantons Zürich.

VORWORT.

Im Sommer 1931 veranstaltete die zürcherische Sekundarlehrerkonferenz eine Zusammenkunft der Englischlehrer zum Zwecke einer Besprechung des Lehrmittels "English for Swiss Boys and Girls". Im Mittelpunkt der Diskussion stand der erste Teil des Buches. Es wurde eine Kürzung desselben und, wenn möglich, eine größere Abwechslung im Stoffe verlangt. (Dieser sei nicht nur aus dem Schulleben, sondern auch aus andern Gebieten zu schöpfen.) Ich hatte kurz vorher den Mitgliedern der Englischlehrmittelkommission zwecks Orientierung den Entwurf zu einer solchen Abänderung skizziert. Anlässlich der Konferenz wurde gewünscht, dieser Entwurf möchte ausgearbeitet im Jahrbuch veröffentlicht werden.

Nachdem ich mich im Laufe des Jahres eingehend mit dem Stoff auseinandergesetzt habe, bin ich zu der festen Überzeugung gekommen, daß eine Kürzung des ersten Teils empfehlenswert ist; ein Hinübergreifen in andere Stoffgebiete hingegen große Nachteile mit sich brächte.

Ich muß noch einmal klar festlegen, daß ich mir im ersten Teil eine langsame und sorgfältige Einführung in die englische Aussprache als Hauptziel vorgesteckt habe, und nur, weil auf unserer Stufe eine rein theoretische Phonetik nicht angezeigt ist, mußte ich parallel dazu auch die Sprache in den Unterricht aufnehmen. Doch bleibt für mich das Hauptgewicht bei der Phonetik; der Lese- und Grammatikstoff ist vorerst mehr Dreingabe. Das ist der Grund, warum ich den ersten Teil sehr leicht, ja, wie mir vorgeworfen wurde, zu leicht gestaltet und nur allmählich den Schwerpunkt auf Lesestoff und Grammatik hinüber verschoben habe.

Ich mache die Beobachtung, daß viele Lehrer im ersten Teil zu langsam vorwärtskommen, nicht weil sie, wie es auch vorkommt, die Phonetik zu ausführlich treiben, sondern weil sie den Leseteil und die Grammatik allzu gründlich behandeln. Liegt nicht vielleicht hierin der Grund, daß von einzelnen der erste Teil als zu eintönig empfunden wird? Ich habe in den ersten Lektionen des zweiten Teils alle grammatikalischen Schwierigkeiten wiederholt und auch ausgiebig in der immanenten Repetition berücksichtigt, damit die etwas lockere Behandlung der Grammatik im ersten Teil sich rechtfertigen lasse.

Mein zweites Ziel war, die Möglichkeit zu schaffen, Englisch in weitem Maße als Unterrichts- und Schulsprache zu brauchen, sobald alle Laute eingeführt sind. Dies ist mir tatsächlich gelungen, da der Wortschatz zielbewußt zusammengestellt worden ist. Ich betrachte dies als einen wesentlichen Vorzug meines Lehrmittels, den vielleicht nicht alle Lehrer zu schätzen und auszunützen wissen, auf den zu verzichten ich aber nicht gewillt bin.

Man unterschätzt im allgemeinen die Schwierigkeiten, die dem Verfasser eines Elementarlehrmittels durch die beschränkte Lautkenntnis der Schüler verursacht werden. Es entstehen leicht auffallende und unnatürlich wirkende Lücken, die sich nicht durch den Stoff, sondern einzig durch die Lautbeschränkung aufzwingen. Je verschiedenere Stoffgebiete angeschnitten werden, desto schlimmer tritt dieser Nachteil in Erscheinung und desto rascher schwillt andererseits das Vokabularium der einzelnen Lektionen an. Eine Reihe von Versuchen haben mich davon überzeugt, daß man diese Schwierigkeiten nur dadurch bemeistern kann, daß man im gleichen Stoffgebiet bleibt, bis alle Laute eingeführt sind. In diesem Zeitpunkt sollte aber auch der Stoff aus dem Schulleben möglichst erledigt sein, damit nichts mehr nachgeholt zu werden braucht, denn jetzt rechtfertigt die Ausdrucksfähigkeit des Schülers eine andere Materie.

Da meine Überzeugung mir verbietet, ohne weiteres dem Wunsche nach Abwechslung nachzugeben, habe ich vorliegende Arbeit in zwei Varianten ausgeführt. Die erste greift in andere Stoffgebiete über; die zweite hingegen bleibt bei der Schule. Die Spaltung beginnt mit der fünften Lektion.

Beim Schulstoff bleibend, kann ich den nötigen Wortschatz in neun Lektionen bewältigen, indem ich durchschnittlich pro Lektion fünfundzwanzig neue Wörter einführe, anstatt wie im Buche deren einundzwanzig. Hingegen muß ich bei der ersten Version, wo ich mich auch in andern Lebensgebieten bewege, noch eine zehnte Lektion einschalten, um den Wortschatz aus dem Schulleben einigermaßen zu vervollständigen. Trotzdem steigt die durchschnittliche Wortzahl pro Lektion auf siebenundzwanzig und sind etwa vierzehn wichtige Wörter, die in der zweiten Version leicht mitzunehmen waren, noch nicht berücksichtigt. Wohl sind aus andern Stoffgebieten Wörter vorweggenommen, aber wegen der Lautbeschränkung ist kein

Gebiet erledigt worden. Der zweite Teil des Buches wäre somit ganz unwesentlich entlastet.

Beide Versionen bedeuten eine wesentliche Kürzung gegenüber meinem Lehrmittel. Zudem sind folgende Verbesserungen zu vermerken. Die Frageform mit "to do" wird schon in Lektion sechs eingeführt, anstatt erst in Lektion neun. Ich mußte damit zuwarten bis zur Behandlung der Laute (u) und (u:), und diese können nicht gut vor (ʌ) und (ju:) eingeschoben werden, da die Aussprache von: "ruler, blue, chew, etc." als Ausnahme aufgefaßt werden muß. Als Lehrer nehme ich mir allerdings im Unterricht die Freiheit, die Frage mit "to do" schon von Lektion vier an zu verwenden. Der Schüler versteht sie rasch und braucht ja in der Antwort "to do" nicht, so lange ich keine Entscheidungsfrage stelle.

Die erste Einführung in die Aussprache ist dadurch erleichtert worden, daß der Laut (w) und das phonetisch schwere Wort (with) erst in der zweiten Lektion vorkommen und die Lautverbindung "this is the" auf die dritte Lektion zurückgestellt ist. Aus methodischen Gründen ist der Laut (ɔi) erst nach (ɔ:) eingereicht worden. Ich habe mir erlaubt, versuchsweise die Betonung durch Fettdruck zu bezeichnen, da ich immer wieder die Beobachtung mache, daß die übliche Bezeichnung von den Schülern leicht übersehen wird. Um dem in den ersten zwei Lektionen fühlbaren Mangel an Hauptwörtern zu begegnen, sind "pin, knife, key, letter" hinzugefügt worden.

Beide Arbeiten sind so angelegt, daß sie die ersten vierzehn Lektionen meines Buches ersetzen können und reibungslos zur fünfzehnten Lektion hinüberleiten.

Ich unterbreite nun beide Versionen meiner Kollegschaft. Für welche der beiden sie sich entscheiden will, wird sich bei einer spätern Umfrage erweisen. Hoffentlich werden diese beiden Entwürfe dem richtigen Verständnis für die besondern Schwierigkeiten meiner Methode begegnen und einem allseitig befriedigenden Ausbau meines Lehrmittels den Weg ebnen.

Illnau, im April 1932.

Ulrich Schultheß.

ÜBERSICHT.

<i>Lesson</i>	<i>Titel</i>	<i>Grammatik</i>	<i>Laute</i>	<i>Seite</i>
1	I see my pen.	the, a.	i, ai, e, i:, ə. p, t, k, s, f, h. m, n, l, z, ð.	54
2	Write a sentence!	1. Person sing. 2. Person. Imperativ. Artikel vor Vokalen.	you, your, iə. b, d, g. r, v, w, j, ŋ.	55
3	An English Lesson.	3. Person sing. he has, he says.	æ, ei, f, tʃ. dunkles l. l als Silbenträger. z nach stimmhaf- ten Konsonanten.	56
4	Our Pencil-box.	1. Person plur. Frage und Vernei- nung von <i>to be, to have, can.</i> Plural der Subst. it, them. he can, he goes.	ə, ou, au. p-b, t-d, k-g, f-v, s-z.	58
5	1. Lunch. 2. Jack's Rubber.	1. some, us. 2. new <i>one</i> , must.	ʌ, ju: ʒ, dʒ.	60 71
6	1. Bad Teeth. 2. At School.	Frage und Vernei- nung mit <i>to do.</i> Infinitiv.	u, u:, θ. Verbindung zweier Augenblickslaute.	62 73
7	1. Our Hair. 2. Careless Charley.	3. Pers. Mehrzahl. Konjugation. <i>to be.</i>	ɑ:, ɛə. Bindung des ð.	64 75
8	1. & 2. How Gerty learns her Lesson.	3. Person Einzahl weibl. Frage mit <i>who.</i> y-ies.	ə:	66 77
9	1. & 2. What there is in our School- room.	a large one, large ones. there is, there are. this, these; that, those.	ɑ:, əi. Repetition.	68 79
10	1. At School.	must.		70

LESSON 1. (one)

I see my pen.

A pen. A pin. A knife. A key. A letter.

I see a pen. I see it. It is my pen. I see my key. I see my knife.

The pen, the pin, the knife, the letter.

I see the pen. I see it. I see the key. It is my key.

I clean the pen. I clean it. I clean my knife. I clean it.

pen (pen)	see (si:)	a (ə)
pin (pin)	clean (kli:n)	the (ðə)
knife (naif)	is (iz)	I (ai)
key (ki:)		my (mai)
letter (letə)		it (it)
exercise (eksəsaiz)*		

Vokale: i, ai, e, i:, ə.

Konsonanten: p, t, k, s, f, h,
m, n, l, z, ð.

Leseübung.

- i** 1. pip, pit, tit, in, hiss, stick, fit, fin, mist, fist, kick.
2. Kitty, Lizzy.
- ai** 1. I, pipe, tiny, size, nice, nine, Mike, mice, mine, mite.
2. type, my.
3. sigh, nigh, high, sight, night, tight, might, hight, fight.
- i-ai** Kitty - kite, knit - knight, tip - type, site - sit, pike - pick.
- e** pet, pen, hen, ten, net, hem, heck, nest, step, test, peck.
- i:** 1. scene, me, he.
2. peep, peek, teen, keep, seem, meet, meek, see, leek.
3. mean, steam, peace, meat, seam, neat, east, peat, seat.
- i-i:** hip-heap, tin-teen, it-eat, teak-tick, seek-sick, hit-heat.
- e-i:** peck-peak, ten-teen, step-steep, meet-met, least-lest.
- e-i-i:-ai** pet-pit-peat, sit-seat-site-set, pen-pine-pin.
- ə** piper, titter, mister, nicer, finer, lighter, tester, pepper.
- s-z** hiss-his, nice-size, kiss-tease, Peace-peas.
- ð** this, these, thine, thy, then, them, thee.

Exercises.

1. A pupil shows his pen and names it. A **pen**, etc. The others repeat in chorus.
2. Form sentences with **my**. "**It is my key**," etc.

* Die fettgedruckten Vokale bezeichnen die betonte Silbe. Wo bei mehrsilbigen Wörtern keine Betonung angegeben ist, liegt diese auf der ersten Silbe.

3. Form sentences with "I see a ...".
4. **I see the pen, I see it**, etc.
5. Form sentences with "**I clean ...**".

Grammatik.

the = bestimmter Artikel für alle Hauptwörter.

a (ə) = unbestimmter Artikel.

LESSON 2. (two)

Write a sentence!

I give you a pen. It is your pen. It is a clean pen. It is beside the knife. It is between the knife and the key.

You dip your pen in the ink. You write with your pen. Write the sentence: "Give me a pen!" It is an easy sentence. Listen! I repeat it. You hear me. Then you write the sentence. Quite right! Read the sentence! You read it and I hear you.

ink (ɪŋk)	give (gɪv)	clean (kli:n)
sentence (sentəns)	dip (dɪp)	easy (i:zi)
	write (raɪt)	quite (kwaɪt)
an (ən)	listen (lɪsn)	right (raɪt)
and (ænd, ənd, nd, ən)	hear (hɪə)	beside (bɪsaɪd)
in (ɪn)	read (ri:d)	between (bitwi:n)
with (wɪð)	repeat (ripi:t)	then (ðen)
you (ju:, ju)		
your (jʊə)		
me (mi:, mi)		

you, your, iə. Konsonanten: b, d, g, r, v, w, j, ŋ.

Leseübung.

b bite, be, beef, beam, bean, been, beast, beaver, Bess, web.

p-b pit-bit, pen-Ben, pin-bin, pike-bike, beat-peat.

Übungen auf den Seiten VI und VII.*

Exercises.

1. A pupil shows one of the known objects, and states that it is his. His neighbour confirms, "**It is your ink**", etc.
2. Arrange some objects on the desk and form sentences with **between** and **beside**.

* Die Hinweise unter "Leseübung" beziehen sich auf "English for Swiss Boys and Girls".

3. A pupil forms a sentence and tells another pupil to repeat it.
4. A pupil **writes** a sentence on the blackboard, he **reads** the sentence and **repeats** it, always saying what he is doing.
5. A pupil commands, using one of the following verbs: to clean, to give, to write, to read, to repeat. Another pupil obeys and says what he is doing; a third pupil repeats the sentence in the second person.
6. Replace in the sentences of lesson 1 the 1st person by the 2nd and vice versa.

Grammatik.

I see **my** pen. You see **me**.

You see **your** pen. I see **you**.

It is a pen. I see **it**.

Personalpronomen Possessivpronomen

Subjekt Objekt

I	me	my	1. Person Einzahl
you	you	your	2. Person Einzahl u. Mehrzahl
it	it		3. Person Einzahl

Imperativ: Give! Read! Write a sentence!

Der Imperativ hat keine Endung.

Die Artikel vor Vokalen.

The sentence (ðə)

The ink (ði)

The clean pen (ðə)

The exercise (ði)

A sentence (ə)

An exercise (ən)

A clean pen (ə)

An easy sentence (ən)

(Vergl. Mundart: E Frau. En alti Frau.)

LESSON 3. (three)

An English Lesson.

I have an English lesson. I sit in my desk. The teacher stands beside the table. He speaks English. I see and I hear him. The teacher lays a pin, a needle, a pencil, and a knife on the table. He says: "This is a pin and that is a needle. The pin has a head and the needle has an eye." He takes the knife and says: "This is the handle and that is the blade. This is a black handle and that is a clean blade."

Then he fetches a slip of white paper and lays it on my desk and says: "Write your name!" I write "Dan". The teacher spells it: "D-A-N Dan".

lesson (lessən)	take (teik)	this (ðis)
table (teibl)	have (hæv, həv)	that (ðæt)
desk (desk)	has (hæz, həz)	he (hi:, hi)
teacher (ti:tʃə)	stand (stænd)	his (hiz)
English (iŋɡliʃ)	sit (sit)	him (him)
needle (ni:dl)	lay (lei)	black (blæk)
head (hed)	say (sei)	white (wait)
eye (ai)	says (sez)	on (ɔn)
handle (hændl)	speak (spi:k)	
blad (bleid)	spell (spel)	
pencil (pensl)	fetch (fetʃ)	
slip of paper (slipəvpeipə)		
name (neim)		

Vokale: æ, ei. *Konsonanten:* Dunkles l. ʃ, tʃ.

l als Silbenträger.

z nach stimmhaften Konsonanten.

Leseübung.

æ-ei Seite IX und X. Für ʃ und Endung s (z) Seite XII.

Für tʃ Seite XV.

Exercises.

1. **This pen is clean.** Form such sentences with the adjectives: black, white, easy, clean, right!
2. **That is a clean pen.** Form such sentences with the adjectives: black, white, easy, clean!
3. **This is my desk and that is your desk.** Form such sentences using other nouns!
4. **This is a table and that is a desk.** Form such sentences using other nouns! Do the same and use the definite article!
5. Give the **third person singular** of: I see, I clean, I give, I dip, I write, I listen, I hear, I read, I repeat, I take, I stand, I lay, I fetch, I speak, I say, I have.
6. The teacher commands, the pupil obeys and says what he is doing, and the class repeats the sentence in the **3rd person singular**.

Spelling.

A = (ei)	L = (el)	B = (bi:)
E = (i:)	N = (en)	P = (pi:)
I = (ai)	M = (em)	D = (di:)
	S = (es)	T = (ti:)
	F = (ef)	C = (si:)

Spell: pen, pin, clean, is, it, table, blade, slip, pencil, stand, sentence, dip, listen, in, and, me, beside, an, name.

Grammar.

3. Person Einzahl. (männlich)

He gives **him** a pen. It is **his** pen.

Subjekt: **he**. Objekt: **him**. Possessivpronomen: **his**.

Gesprochene Endungen.

<i>Nach stimmlosen Konsonanten</i>	<i>Nach stimmhaften Konsonanten</i>	<i>Nach Vokalen</i>	<i>Nach Zischlauten</i>
(s)	(z)	(z)	(iz)
he writes	he cleans	he sees	he fetches
he speaks	he reads	he lays	

Wie werden die Endungen geschrieben?

(s) und (z) werden mit **s** geschrieben.

(iz) wird mit **es** geschrieben, unter Vermeidung von ee.

Unregelmäßige 3. Person: he has, he says (sez).

LESSON 4. (four)

Our Pencil-box.

Show me your boxes!

What have you in your boxes?

We open our boxes and show you. We take our pencils out of our boxes. We lay them on our desks. Now we take our penholders out of our boxes and lay them beside our pencils.

What is that? Is it a box?

No, it is not. It is a pen-case.

What is in your pen-cases?

We open them. We take out a pen. We close our pen-cases and our boxes.

Can you lock your box?

Yes, I can. I lock it with a key.

No, I cannot. My box has no lock.

The lesson is over and we go home.

box (bɒks)	show (ʃou)	what (wɒt)
pencil-box (penslbɒks)	open (oupn)	yes (jes)
pen-case (penkeis)	close (klouz)	no (nou)
penholder (penhouldə)	lock (lɒk)	not (nɒt)
lock (lɒk)	can (kæn, kən, kn)	out of (aʊtəv)
	cannot (kænɒt)	now (nau)
we (wi:, wi)	go (gou)	over (ouvə)
our (aʊə)		home (houm)
them (ðem, ðəm, ðm)		

Vowels: ə, ou, au. *Consonants:* p - b, t - d, k - g, f - v, s - z.

Leseübung. ə, ou, au: Seite XII und XIII.

p - b, k - g, t - d, f - v, s - z und Vokale Seite XIII.

Exercises.

1. Give the **plural** of: pen, pin, key, letter, exercise, ink, sentence, lesson, table, needle, head, eye, handle, blade, teacher, pencil, desk, box, penholder, pen-case, lock.
2. **Me, you, it, them.** (object):
 - a) 1st pupil: "**I show you the box, the pen**", etc.
2nd pupil: "You show me the box, I see **it**."
 - b) The 1st pupil shows several boxes, etc. and the other pupil answers accordingly, using the pronoun **them**.
3. A pupil asks his neighbour: "**What have you in your box?**" or he asks the whole class: "**What have you in your boxes?**" and is answered accordingly in the 1st person singular or plural.
4. Form sentences in the **first person plural** using the verbs of exercise 5 page 57!
5. Form sentences with: **We can, you can, I can, he can!**
6. Form sentences with: **I, you, he, we cannot!**
7. Form questions with can and answer with: "**Yes, I can,**" or "**No, I cannot!**"
8. Form questions with: "**Have you?**" and answer: "**Yes, I have,**" or "**No, I have not!**"

Spell: knife, ink, speak, black, on, case, lock, desk, open, close, can, no.

O = (ou) K = (kei)

Grammar.

I see the penholder. I see **it**. (Ein Gegenstand.)

I see the penholders. I see **them**. (Mehrere Gegenstände.)

1. Person Plural.

we see, we read, we repeat. *Keine Endung.*

Possessivpronomen: our.

Unregelmäßige 3. Person. he can, he goes.

Frageform und verneinende Form der Hilfsverben.

What is? What have you? Can you?

No, it is not. I have not. I cannot.

Diese Verben bilden die Frageform und die Verneinung wie im Deutschen. **Cannot** wird als ein Wort geschrieben.

Mehrzahl der Substantive.

inks	lessons	eyes	sentences
desks (s)	tables (z)	keys (z)	boxes (iz)
slips	blades	letters	cases

Für die Aussprache und die Rechtschreibung gelten die gleichen Regeln wie für die Endungen der 3. Person Einzahl. (Lesson 3)

LESSON 5. (five)

1st version.

Lunch.

For lunch mother gives us some bread. She cuts it with the bread-knife.

I like the crust, my brother likes the crumb of the bread. I like stale bread; he likes new bread.

What the pupils have for lunch: James brings bread and butter. Jack has bread and jam. Bob likes brown bread; Gerald likes bread and cheese. John eats some bread and chocolate. Jane brings some apples and the teacher has an orange.

mother (mʌðə)	cheese (tʃi:z)	cut (kʌt)
brother (brʌðə)	chocolate (tʃɔ:kli:t)	like (laik)
lunch (lʌntʃ)	Jack (dʒæk)	eat (i:t)
bread (bred)	James (dʒeimz)	bring (briŋ)
butter (bʌtə)	John (dʒɔ:n)	
bread-and-butter (brednʌtə)	Gerald (dʒerld)	of (ɔv, əv)
crust (krʌst)	Jane (dʒein)	for (fɔ:, fə, fə)
crumb (krʌm)	Bob (bɒb)	stale (steil)
	pupil (pju:pl)	new (nju:)

jam (dʒæm)

apple (æpl)
orange (ɔrɪndʒ)brown (braʊn)
us (ʌs, əs)
some (sʌm, səm, sm)
double (dʌbl)
five (faɪv)

Vowels: ʌ, ju:.

Consonants: ʒ, dʒ.

Leseübung.

ʌ, ju: Page XV. ʒ, dʒ Page XVI.

Exercises.

1. Do the exercise 2 page 59 but the pupils answer in chorus:
"You show **us** the box, the boxes."
2. Tell me what you eat for lunch, for breakfast! (Frühstück)
3. Tell me what you like! (without using the word "some".)
4. Form sentences similar to the following ones, by inserting other substantives!
My mother gives me an apple, gives me some apples.
Our mother gives us an apple, some apples.
5. **Sentences:** What I see, clean, give you, dip in the ink, write, hear, repeat, take, have, lay on the table, on the desk, fetch, speak, spell, show, open, close, lock, cut, like, eat, bring. (In different persons.)

Spelling:

Q = (kju:)	LL = (dʌblel)
U = (ju:)	EE = (dʌbli:)
V = (vi:)	TT = (dʌblti:)
W = (dʌblju:)	

Spell: see, quite, between, lesson, needle, spell, cannot, now, apple, cut, like, eat, of, stale, new, five, us, some, double.

Grammar.

1. Person Mehrzahl. We take **our** penholder. You see **us**.

Subjekt: **we**. Objekt: **us**. Possessivpronomen: **our**.

I like bread. Mother gives us **some** bread.

Jane likes apples. She eats **some** apples.

Some wird ähnlich gebraucht wie im Französischen der „article partitif“, nämlich wenn es sich um eine nicht näher bestimmte Anzahl oder Menge handelt (wo man im Deutschen vor der Einzahl „etwas“, vor der Mehrzahl „einige“ setzen kann).

Bad Teeth.

Why does your brother not like to eat the crust of the bread? He has bad teeth, I think. He sometimes has the toothache. I have good teeth; I like to eat stale bread and to chew the crust.

When do you clean your teeth?

Every evening. Look at my white teeth!

How do you clean them?

I clean them with tooth-paste and a tooth-brush. I do not move the brush to and fro but up and down.

That's right! Do not neglect your teeth! Be thankful that you do not know what toothache is!

Yes, I am.

tooth (tu:θ)	to chew (tʃu:)	good (gud)
teeth (ti:θ)	to move (mu:v)	bad (bæd)
toothache (tu:θeik)	to look at (luk)	sometimes (sʌmtaimz)
paste (peist)	to do (du:)	when (wen)
brush (brʌʃ)	does (dʌz, dəz)	why (wai)
evening (i:vniŋ)	to think (θiŋk)	how (hau)
	to know (nou)	that (ðæt)
up and down (ʌpəndaun)	to neglect (niglekt)	every (evri)
to and fro (tu:ənfrou)	am (æm, əm, m)	thankful (θæŋkfl)
	to be (bi:)	to (tu:, tu, tə)
		but (bʌt, bət)
		six (siks)

Vowels: u, u:.

Consonants: θ.

Incomplete Plosive Consonants.

Leseübung.

u, u: Pages XVII and XVIII. θ Page XIX, and:

ð-θ the theft, the thing, think mother, think of them, thank them, three of them, that tooth, that thing, that mouth.

Incomplete Plosive Consonants: a good pen, good teeth, a good paste, a good brush, a good brother, good bread, good cheese, good jam, good chocolate, a good pencil, a good blade, a good teacher, a bad pen, bad teeth, etc. a black pen, black paper and white paper, that table, that blade, that teacher, that paper, that tooth, that pen, that pin, that key, that pencil, that box, that desk, that crust, that butter, that cheese, that jam.

Exercises.

1. Form imperative sentences and change them into the negative!
Do not take a slip of paper!
2. Change these sentences into questions! **Do you take a slip of paper?** etc. Also in other persons: Does Bob take a slip of paper? and answer: "Yes, I do. No, I do not." or "Yes, he does. No, he does not."
3. Change into the negative form: Bob cleans his teeth every evening. He cleans them with a brush. He moves the brush up and down. He likes to eat the crust. I like to eat the crumb of the bread. I neglect my teeth. I know what toothache is. We clean our teeth every evening.
4. Form questions with **what**, using the sentences of exercise 5 page 61! What do you see? What does the pupil clean? etc.
5. Form questions with **why**, **how**, and **when**!
6. What do you like to do?
7. Change your answers into questions, and answer them with yes and no, always repeating the auxiliary verb!
8. **Translation:** Warum hat Bob schlechte Zähne? Er vernachlässigt sie. Er reinigt sie nicht jeden Abend. Reinigst du deine Zähne? Ja, ich reinige sie mit einer Zahnbürste. Wann gehst du heim? Wie schließt du deine Schachtel? Wie schreibt er seine Übungen? Wann schreibt er sie?

Spell: with, English, has, fetch, this, that, he, his, him, white, then, show, go, what, them, home, lunch, cheese, jam, chocolate, Jack, James, John, Jane, tooth, teeth, toothache, paste, think, chew, neglect, know, do, does, look, when, sometimes, good, bad, how, thankful, up, down, to.

G = (dʒi:)

J = (dʒei)

H = (eitʃ)

Grammar.

Infinitiv. to cut, to bring, to go.

Der Infinitiv hat keine Endung. Um ihn von der Befehlsform zu unterscheiden, setzt man *to* davor.

Infinitiv von *he is* = **to be** (sein). **I can** hat keinen Infinitiv.

to do: I, you, we **do**. He does. (dʌz, dəz)

Frage und Verneinung mit *to do*.

He does not like it. Does he (not) like it?
 I do not clean them. When do you clean them?
 He does not eat it. Why does he (not) eat it?

Die selbständigen Verben bilden die Frage und Verneinung mit dem Hilfsverb **to do**.

LESSON 7. (seven)

1st version.

Our Hair.

Look at Jack, Charley and John! They are three pupils of our class.

Let us compare the colour of their hair!

Jack has fair hair; Charley has dark hair; John's hair is brown.

We comb our hair with the comb and brush it with the brush.

Where do the pupils part their hair?

Jack parts it in the middle; Charley parts it on the left side and James on the right side. We look into the looking-glass to see if it is right.

When our hair is too long the hairdresser cuts it. He cuts it with the scissors. The scissors are sharp.

Charley (tʃɑ:li)	to compare (kəmpəə)	they (ðei)
hair (heə)	to comb (koum)	their (ðeə)
colour (kʌlə)	to brush (brʌʃ)	fair (feə)
comb (koum)	to part (pɑ:t)	dark (dɑ:k)
side (said)	to look into	long (lɔŋ)
looking-glass (lʊkinglɑ:s)	are (ɑ:, ə, ə)	left (left)
hairdresser (heədresə)	to let (let)	right (rait)
scissors (sizəz)		sharp (ʃɑ:p)
middle (midl)		if (if)
class (klɑ:s)		too (tu:)
		into (intu)
		where (weə)
		seven (sevn)

Vowels: ɑ:, əə. *Bindung des* ð.

Leseübung.

ɑ: Page XIX and page XX. əə Page XX and page XXI.

Bindung des ð. On the table, on the desk, in the letter, in the ink, in the sentence, in the eye, in the box, in the case, in the looking-glass, in the middle, out of the box, out of the pen-case, read the letter, open the box, open the letter, close the box, close the letter, bring the butter,

with the pencil, with the pen, with the knife, with the scissors, with my eyes, with your head, with black ink, with white paper, with them, this is the brush and that is the paste; this is the pen and that is the pin, etc.

Questions. What colour is your hair? What do you comb your hair with? What do you do with the brush? Where does Jack part his hair? Why do you look into the looking-glass? When does the hairdresser cut your hair? What does he cut it with? How are the scissors?

Exercises.

1. Form sentences with **when**: When I comb my hair I look into the looking-glass. To comb, to part; to clean, to move; to show, to look at; to open, to unlock; to say a sentence, to repeat it; to read, to listen; to write with a pen, to dip; to speak, to listen; to give lunch, to cut; to eat, to chew.
2. Do the above exercise in the **3rd person plural**!
3. Say the sentences of exercise 3 page 63 in the **3rd person plural**!
4. Change these sentences into the **interrogative** and **negative**!
5. **Conjugate** some of these sentences in the affirmative, interrogative, and negative!
6. **To be.** What is clean, easy, right, black, white, stale, new, brown, good, bad, fair, dark, long, sharp? (Use the plural where it is possible.)
7. **Where is the pen? Where are the pens?** Form such questions and answer them! (the keys, the letter, the pencils, the pencil-box, the pupils, the scissors.)
8. **Conjugate** in the affirmative, the negative and the interrogative: I am thankful.

Spell: letter, write, hear, read, repeat, right, teacher, paper, penholder, our, over, mother, brother, bread, butter, Gerald, orange, bring, for, brown, brush, fro, hair, colour, hairdresser, scissors, compare, part, their, are, fair, dark, sharp, class.

R = (ɑ:).

Grammar.

3. Person Mehrzahl. They comb **their** hair. We look at **them**.
Subjekt: **they**. Objekt: **them**. Possessivpronomen: **their**.

Konjugation:**Regelmäßig.**

I speak
 you speak
 he speaks
 we speak
 you speak
 they speak

Unregelmäßig.

I am
 you are
 he is
 we are
 you are
 they are

**Unregelmäßige
 3. Person Einzahl.**

he has
 he does (dʌz)
 he is
 he goes (gouz)
 he says (sez)
 he can

LESSON 8. (eight)

1st version.**How Gerty learns her Lesson.**

Gerty is a girl in our class. She generally does her lessons when she comes home. She learns them well. She looks up the new words and writes them in her vocabulary. Then she translates the lesson into German. She works hard. She generally writes her lesson on a slip of paper and compares it with her book. When she finds a mistake she corrects it. Now she knows her lesson. She feels happy. Who envies her? She likes school. Who likes school?

Work while you work,
 And play while you play!
 That is the way
 To be happy and gay.

Gerty (gə:ti)	to come (kʌm)	she (ʃi:, ʃi)
girl (gɜ:l)	to learn (lə:n)	her (hə:, hə)
class (klɑ:s)	to work (wɜ:k)	who (hu:)
school (sku:l)	to look up (lʊkʌp)	generally (dʒenrəli)
word (wɜ:d)	to find (faɪnd)	well (wel)
vocabulary (vɔkæbjʊləri)	to correct (kɔrekt)	hard (hɑ:d)
book (buk)	to translate (trænsleɪt)	eight (eɪt)
German (dʒɜ:mən)	to envy (envi)	while (wɑɪl)
mistake (mɪsteɪk)		happy (hæpi)
way (wei)		gay (geɪ)

Vowel: ə:.**Leseübung.**

ə: Page XXIII.

ə: - **ɛə** purr - pair, fir - fair, her - hair, where - whir, cur - care.ə: - **æ** turn - tan, curb - cab, bad - bird, herd - had.

Exercises.

Questions: Who is Gerty? How does she learn her lessons? What does she look up? Where does she write them? What does she do then? How does she work? On what does she write her lesson? With what does she compare it? What does she do when she finds a mistake? How does she feel?

1. Replace in Lesson 8 Gerty by Bob, girl by pupil!
2. Form the sentences of exercise 5 page 61 using the possessive pronouns where ever possible!
3. Form questions with **who**!
4. Ask questions about the subjects and objects of the following sentences! Example: **I clean my pen. Who cleans my pen? What do I clean?** He sees a mistake. We correct it. You write a sentence. You read your name. Bob takes a slip of paper. He lays it on the desk. James spells the new words. We open our boxes. The pupils close their pen-cases. Our teacher speaks English. I comb my hair. We clean our teeth. We can form questions. We can write the new words. The pupils close their boxes. They lock them. Gerty likes school. She can read her lesson.
5. Form questions with **where, when, and how** to have the following answers: We lay our pencils **into our boxes**. She cleans her teeth **every evening**. **For lunch** I eat bread and butter. He sees a mistake **in his exercise**. Gerty works **well**. I look into the looking-glass **when I comb my hair**.
6. Ask questions with **who** about the subjects of the above sentences!
7. **Conjugate** in exercise 3 page 63 and in exercise 5 page 67 the sentences that have a possessive adjective, including the three genders he, she, it. (For pronouns see "English" page 24 § IV.)

Spell: easy, lay, say, yes, why, Charley, Gerty, way, play, generally, happy, gay, girl, word, book, German, mistake, class, school, learn, work, translate, make, find, correct, feel, she, her, while, well, glad, who, eight.

Y = (wai)

Grammar.**Pronomen der 3. Person Einzahl, weiblich.**

She learns **her** lesson. I see **her**.

Subjekt: **she**. Objekt: **her**. Possessivpronomen: **her**.

Die Frage mit "who".

Who sees a mistake? Who likes school?

Who is here? Who can see me?

Nach **who** wird nie **to do** eingeschoben.

y-ies. the vocabulary the boy I envy I play
the vocabularies the boys he envies he plays

y nach einem Konsonanten wird zu **ie** vor der Endung **s**.

Antonyms: gay - sad, happy - unhappy.

LESSON 9. (nine)

1st version.

What there is in our School-room.

Our school-room has four walls, a floor and a ceiling. There are also four windows. These are opposite the door. The cupboard is in the corner. In the other corner there is a chair. In front there is the table.

Where is the blackboard? It is in front of the class. It is a large one. Our teacher often writes on it with chalk.

Are there desks for the boys and girls? Of course there are. They are in the middle of the room. The tall pupils sit behind; the small ones sit in front.

room (ru:m)	boy (bɔi)	these (ði:z)
school-room (skʊ:lrum)		those (ðouz)
wall (wɔ:l)	there (ðeə)	tall (tɔ:l)
floor (flɔ:)	there is (ðəriz)	small (smɔ:l)
ceiling (si:liŋ)	there are (ðərə:)	large (lɑ:dʒ)
window (wɪndəʊ)		also (ɔ:lsəʊ)
door (dɔ:)	in front (frʌnt)	one (wʌn)
cupboard (kʌbəd)	opposite (ɔpəzɪt)	four (fɔ:)
corner (kɔ:nə)	behind (bihaɪnd)	nine (naɪn)
blackboard (blækbɔ:d)		other (ʌðə)
chalk (tʃɔ:k)		often (ɔ:fn)
chair (tʃeə)		of course (ɔvkɔ:s)

Vowels: ə:, əi. Repetition.

Leseübung.

o: Page XXII. oi Page XVII and

ɔ:-ɔi bore - boy, jaw - joy, brawl - broil, boil - ball, tall - toil, call - coil, foil - fall, coin - corn, lord - Lloyd, loin - lawn, tore - toy.

Repetition of Vowels: Page XXIII.

Exercises.

1. Tell me what there is in front of the class, in the middle of the room, behind the class, beside the class, on the table, on the desk, in the cupboard, in the pencil-box, in the pen-case.
2. Examples: **Is there a book on the table? Yes, there is. Are there two rubbers in your satchel? No, there are not.** Form such questions and answer them!
3. **This is a tall pupil and that is a small one.** pen, clean, black. Pupil, good, bad. Girl, happy, unhappy. Boy, thankful, thankless (undankbar). Tooth, white, bad. Handle, black, white. Sentence, easy, difficult (schwierig).
4. Change these sentences into the plural!
5. Give the plural of: the apple, the orange, the book, the brush, the looking-glass, the girl, the sentence, the way, the class, the school, the door, the boy, the vocabulary, the box.
6. Give the third person singular of: to show, to open, to close, to lock, I can, to bring, to cut, to have, to think, to do, to neglect, to be, to brush, to play, to envy.
7. **Translation:** Wann machst du deine Aufgaben? (to do lessons) Ich mache sie, wenn ich heimkomme. Ich arbeite gut. Wie lernst du deine Aufgaben? Übersetztst du die Lektion ins Deutsche? Wo ist der Schrank? Wo sitzen die großen Schüler? Wo sind die kleinen? Die kleinen Schüler sitzen nicht hinten. Hat es einen Tisch vor der Klasse? Ja. Dieser Tisch ist für den Lehrer, und jene Pulte sind für die Schüler.

Spell: give, have, box, over, evening, move, every, seven, envy, school, wall, floor, ceiling, window, door, cupboard, corner, blackboard, chalk, pupil, boy, chair, there, front, four, these, those, opposite, other, behind, often, course, tall, small, nine, one, where, also, large, room, middle.

The Alphabet. See page 80.

Grammar.

Look at the blackboard; it is a large **one**.

The small **ones** sit in front.

Ein attributiv gebrauchtes Adjektiv kann nicht allein stehen; das weggelassene Substantiv wird je nach der Zahl durch **one** oder **ones** ersetzt.

Singular**Plural**

A black pencil and a brown **one**. Black pencils and brown **ones**.

There **is** a bottle on the table. There **are** bottles on the table.

This pencil **is** black.

These pencils **are** black.

That pencil **is** brown.

Those pencils **are** brown.

LESSON 10.

1st version.**At School.**

Our master stands in front of the class. He asks questions and we answer him. When we know an answer we hold up our hands. Our master always corrects us when we make a mistake. When we do not pronounce distinctly we must say the sentence over and over again. We learn some of these sentences by heart.

The teacher generally dictates some sentences, and we write them in our exercise-books. When a pupil does not understand he holds up his hand.

We blot our exercise with a blotting-paper, and then a boy collects the exercise-books and puts them on the table beside the bottle of red ink.

master (mɑ:stə)

to ask (ɑ:sk)

always (ɔ:lwəz)

question (kwɛstʃn)

to answer (ɑ:nsə)

distinctly (distɪŋtli)

answer (ɑ:nsə)

to hold up (houldʌp)

over and over

hand (hænd)

to make (meik)

(ouvərndouvə)

exercise-book (eksəsaɪz)

to pronounce (prənaʊns)

again (əgeɪn)

page (peɪdʒ)

to dictate (dikteɪt)

till (tɪl)

blotting-paper (blɒtɪŋpeɪpə)

to understand (ʌndəstænd)

by heart (baɪhɑ:t)

bottle (bɒtl)

to blot (blɒt)

red (red)

to put (put)

I must (məst, məst, məs)

Exercises.

Questions: Where does our master stand? What does he ask? What do we do when we know an answer? When does our

master correct us? What must we do when we do not pronounce distinctly? How do we learn some of these sentences? What does the teacher generally do? Where do we write the sentences? When does a pupil hold up his hand? What do we blot our exercise with? Who collects the exercise-books? Where does he put them?

1. Form sentences with **when!**
2. Form sentences with **must!**
3. Change these sentences into the interrogative and negative!
4. Form questions with **how, when, or where**, to get the following answers: Our master stands **in front of the class**. We hold up our hands **when we know an answer**. Our teacher corrects us **when we make a mistake**. We must say the sentence over and over again **when we do not pronounce distinctly**. **When a pupil does not understand the teacher** he must hold up his hand. We write the sentence **in our exercise-books**. **When we turn a page over**, we must blot it. A boy puts the exercise-books **on the table**. The exercise-books are **beside the bottle of red ink**. The ink is **on the table**. We speak **distinctly**. We must speak **distinctly**.
5. Spell the new words!

Grammar.

I must he must

Must hat keinen Infinitiv und nimmt keine Endung an. Es wird in Frage und Verneinung wie **can** gebraucht.

LESSON 5. (five)

2nd version.

Jack's Rubber.

Our teacher keeps the new rubbers in his cupboard. When we use up our rubber he opens the cupboard and gives us a new one. Then he shuts the cupboard again.

Jack is a pupil. Our teacher gives him a new rubber. It is a brown one. Jack keeps it in his pencil-box. He generally writes with a pencil. Sometimes he makes a mistake. He makes many mistakes. Then he uses his rubber. He rubs out the mistake and corrects it. He fills a page with his exercise.

Must he write with a pencil? No, he must not. He can write with ink. But then he cannot rub out the mistake with his rubber. He must blot the ink with blotting-paper.

Jack (dʒæk)	make (meik)	us (ʌs)
pupil (pju:pl)	rub out (rʌbaut)	one (wʌn)
page (peidʒ)	correct (kərekt)	new (nju:)
mistake (mist e ik)	use (ju:z)	brown (braun)
rubber (rʌbə)	use up (ju:zʌp)	sometimes (sʌmtaimz)
cupboard (kʌbəd)	keep (ki:p)	generally (dʒenrəli)
blotting-paper (blɒtɪŋpeipə)	shut (ʃʌt)	when (wen)
	blot (blɒt)	again (əgeɪn)
	fill (fil)	many (meni)
	I must (məst, məst, məs)	but (bʌt, bət)
		five (faɪv)
		double (dʌbl)

Vowels: ʌ, ju:.

Consonants: ʒ, dʒ.

Leseübung: ʌ, ju: Page XV. ʒ, dʒ Page XVI.

Exercises.

1. Do the exercise 2 page 59 but the pupils answer in chorus:
"You show us the box, the boxes."
2. "I have a rubber; it is a new one." Form similar sentences by inserting other substantives and adjectives and also by using the 2nd and 3rd person singular!
3. Translation 1. ("English" page 138)
4. Form sentences using **must**!
5. Change them into the interrogative and negative!
6. Form sentences with **when**: **When the teacher gives me a rubber I put it into my box.**

Spelling: Q = (kju:) LL = (dʌblel)
 U = (ju:) EE = (dʌbli:)
 W = (dʌblju:) TT = (dʌblti:)

Spell: between, quite, lesson, needle, spell, out, now, pupil, out, use, up, must, us, keep, new, mistake, make, blot, fill, sometimes, but, five, double.

Grammar.

1. Person Mehrzahl: We take **our** penholder. You see **us**.
 Subjekt: **we**, Objekt: **us**, Possessivpr.: **our**.

I take a pencil. It is a new one.

Regel: Ein attributiv gebrauchtes Adjektiv kann nicht allein stehen, das weggelassene Hauptwort wird durch **one** ersetzt.

I must. I must not. He must. He must not. Must he?

Must nimmt keine Endung an. Es bildet Frage und Verneinung wie **can**.

LESSON 6. (six)

2nd version.

At School.

We have dictation. We put away our reading-books. We put our pencils into our boxes and take out our pens. We open our exercise-books. Our teacher dictates English sentences. We write them in our exercise-books. Sometimes the teacher shows us a mistake and says: "That is wrong; correct it!" Do you make many mistakes? No, we do not. Bob makes too many mistakes. His dictation is full of mistakes. He does not understand. He does not think.

We underline the title with our rulers. We blot our dictation with blotting-paper. Good blotting-paper is thick; bad blotting-paper is thin.

We do not keep our exercise-books. A pupil collects them and puts them on the table.

Does our teacher thank him? Yes, he does. He says: "Thank you, Jack."

school (sku:l)	to put (put)	good (gud)
dictation (dikteɪʃn)	to dictate (dikteɪt)	bad (bæd)
book (buk)	to understand (ʌndəstænd)	thin (θɪn)
reading-book	to underline (ʌndəlaɪn)	thick (θɪk)
exercise-book	to collect (kəlekt)	full (ful)
title (taɪtl)	to thank (θæŋk)	wrong (rɔŋ)
ruler (ru:lə)	to think (θɪŋk)	into (ɪntu)
question (kwestʃn)	to be (bi:)	away (əwei)
Bob (bɒb)	to do (du:)	too (tu:)
	does (dəz, dəz)	to (tu:, tu, tə)
		six (sɪks)

Vowels: u, u:.

Consonants: θ. Incomplete Plosive Consonants.

Leseübung:

u, u: Pages XVII and XVIII. θ Page XIX and

θ-θ the theft, the thing, think of them, thank them, three of them, that tooth, that thing, that mouth.

Verbindung zweier Augenblicklaute: a good pen, a good book, a good pupil, good blotting-paper, a good pencil, a bad pen, a bad book, etc. a black pencil, a black pen, black paper

and white paper, that pen, that pin, that key, that pencil, that box, that desk, that question, that book, that title, that pupil, that page, that cupboard.

Exercises.

1. **Negative Imperative.** Form imperative sentences and change them into the negative. **Take a slip of paper! Do not take a slip of paper!**
2. Change them into questions! **Do you take a slip of paper?** Also in other persons: **Does Bob take a slip of paper?** etc. and answer: **"Yes, I do. No, I do not. Yes, he does. No, he does not."**
3. Change into the negative form: Bob keeps his rubber in his pencil-box. I write with ink. He writes with a pencil. I must blot my exercise. He can rub out his mistakes. We underline the title. A pupil collects the exercise-books. He puts them on the table. The teacher thanks him. You can understand the teacher. You understand the sentences.
4. Change these sentences into questions and answer them using the auxiliary verb! **Does Bob keep his rubber in his pencil-box? Yes, he does. No, he does not.**

Spell: the, with, English, has, fetch, this, that, he, his, him, white, then, show, go, what, them, home, Jack, page, blotting, shut, when, again, school, dictation, book, title, question, Bob, put, dictate, do, does, be, collect, think, thank, too, full, into.

G = (dʒi:)

J = (dʒei)

H = (eitʃ)

Grammar.

1. Infinitive to put, to take, to listen.

Der Infinitiv hat keine Endung. Um ihn von der Befehlsform zu unterscheiden, setzt man **to** davor.

Infinitiv von he is = **to be** (sein). *I can* haben keinen Infinitiv.
I must

2. to do. I, you, we do. He does (dʌz, dəz).

3. Frage und Verneinung mit to do.

He does not like it. Does he (not) like it?

I do not clean them. When do you clean them?

He does not eat it. Do you (not) speak English?

Die selbständigen Verben bilden die Frage und die Verneinung mit dem Hilfsverb **to do**.

LESSON 7. (seven)

2nd version.

Careless Charley.

The pupils come in and go to their places. They take their school-things out of their satchels and put them on their desks. They lay their satchels and their books under their desks. They are careful.

Careless Charley rushes in. He does not see the chair and stumbles over it. He throws his books under his desk. He has no penholder. He does not care. He simply takes Bob's. Bob puts the chair back in its place. At this moment our teacher comes in. Bob cannot find his penholder. He asks: "Where is it?" Charley simply laughs and does not answer. That is not fair.

place (pleis)	to come (kʌm)	careful (keəfl)
school-things (sku:lθiŋz)	to rush (rʌʃ)	careless (keəlis)
satchel (sætʃl)	to stumble (stʌmbəl)	fair (feə)
chair (tʃeə)	to throw (θrou)	they (ðei)
Charley (tʃɑ:li)	to ask (ɑ:sk)	their (ðeə)
moment (moumənt)	to answer (ɑ:nsə)	its (its)
	to laugh (lɑ:f)	under (ʌndə)
	to find (faɪnd)	over (ouvə)
	to care (keə)	where (weə)
	seven (sevn)	back (bæk)
		simply (simpli)
		at (æt, ət)

Vowels: ɑ:, əə. Bindung des ð.

Leseübung. ɑ: Pages XIX and XX. əə Pages XX and XXI.

Bindung des ð. On the table, on the desk, on the chair, on the page, in the ink, in the sentence, in the eye, in the box, in the cupboard, out of the box, out of the pen-case, out of the satchel, clean the blade, read the sentence, open the box, close the box, with the pencil, with the pen, with the knife, with the key, with black ink, with white paper, with them, this is the pen and that is the pin, etc.

Questions. Do the pupils go to their places? What do they take out of their satchels? Does careless Charley see the chair? What does he do? Where does he throw his books? What has he not in his satchel? Does he care? What does he do? Where does Bob put the chair? Can Bob find his penholder? Where is it? What does Bob do? Does Charley answer? Is that fair?

Exercises.

1. Put the 1st paragraph of "Careless Charley" into the **1st person plural!**
2. Form questions with "**Where is?**", and "**Where are?**" and answer them!
3. Form such sentences as "**Where do you put? sit? stand?**" etc. and answer them!
4. What I have not: **I have no rubber, no pens,** etc. Also in other persons.
5. **3rd person plural.** Read lesson 6 beginning with: The pupils have dictation!
6. Read the sentences of exercise 3 page 74 in the **3rd person plural!**
7. Change these sentences into the interrogative and negative!
8. Conjugate some of these sentences in the affirmative, negative, and interrogative!
9. Form sentences with **I am, we are.**

Spell: letter, write, hear, read, repeat, right, teacher, paper, penholder, our, over, rubber, cupboard, rub, correct, reach, brown, ruler, understand, underline, wrong, place, schoolthings, satchel, chair, moment, come, rush, stumble, throw, care, find, ask, laugh, answer, their, careless, over, back, at, where, fair, its.

R = (ɑ:).

Grammar.

3. Person Mehrzahl. They go to **their** places. We see **them**.

Subjekt: **they**. Objekt: **them**. Possessivpronomen: **their**.

Konjugation:

Regelmäßig.	Unregelmäßig.	Unregelmäßige 3. Person Einzahl.
I speak	I am (æm)	he has
you speak	you are (ɑ:)	he does (dʌs)
he speaks	he is	he says (sez)
we speak	we are	he goes (gouz)
you speak	you are	he can
they speak	they are	he must

LESSON 8. (eight)

2nd version.

How Gerty learns her Lesson.

Gerty is a girl in our class. She generally reads her lesson carefully. She reads it aloud. When she does not understand a new word she turns the pages over and looks it up. Then she writes the new words in her vocabulary and learns them by heart. She translates the lesson into German and then she reads the exercise over and over again till she knows it by heart. She generally writes her lesson on a slip of paper and compares it with her book. When she finds a mistake she corrects it. Now she knows her lesson. She feels happy. Who envies her? She likes school. Who likes school?

Work while you work
And play while you play;
That is the way
To be happy and gay.

Gerty (gə:ti)	to learn (lə:n)	she (ʃi:, ʃi)
girl (gə:l)	to turn over (tə:nouvə)	her (hə:, hə)
class (klɑ:s)	to look up (lukʌp)	who (hu:)
word (wə:d)	to translate (trɑ:nsleit)	happy (hæpi)
vocabulary (vəkæbjuləri)	to work (wə:k)	gay (gei)
German (dʒə:mən)	to play (plei)	carefully (keəfuli)
way (wei)	to know (nou)	aloud (əlaʊd)
	to compare (kəmpəə)	by heart (baihɑ:t)
	to envy (envi)	over and over (ouvəndouvə)
		till (til)
<i>Vowels:</i> ə:	eight (eit)	how (hau)
		while (wail)

Leseübung: ə: Page XXIII.

ə: - eə purr - pair, fir - fair, her - hair, where - whir, cur - care, stir - stare, blur - blare, spare - spur.

ə: - æ turn - tan, curb - cab, bad - bird, had - herd.

Questions: Who is Gerty? How does she read her lessons? What does she not understand? What does she turn over? What does she look up? Where does she write the new words? How does she learn them? What does she read over and over again? Where does she generally write her lesson? What does she compare it with? What does she find? What does she do to the mistakes? How does she feel? What does she like?

Exercises.

1. Replace in lesson 5 Jack by Gerty!
2. Replace in lesson 7 Charley by Gerty and Bob by Jane.
3. Ask questions about the subjects and objects of the following sentences! Example: **Gerty looks up the new words. Who looks up the new words? What does Gerty look up?**
The pupils clean their pens. We read a sentence. They shut their books. I close my box. Bob locks his box. The teacher dictates a sentence. We know our lesson. Our master speaks English. We understand the new words. We hold up our hands. We repeat the new words. Bob is a pupil. He has dictation. Gerty is a girl. She has many mistakes. She must correct them. I can spell my name. I know my lesson.
4. Form questions with **how** or **where** to have the following answers: Gerty reads her lesson **carefully**. We read **aloud**. The pupils sit **in their desks**. They write **with a pencil**. The rubber is **on Charley's desk**. Bob rubs out the mistake **with a rubber**. He works **at school**. I am **in my desk**. The teacher stands **beside the desk**. Gerty puts her pencil **in her pencil-box**. Bob keeps his pens **in the pen-case**.

Spell: my, key, you, your, easy, yes, lay, say, generally, many, away, Charley, simply, Gerty, girl, class, word, German, way, learn, turn, translate, know, compare, work, play, how, her, carefully, by, hard, till, happy, gay, who, eight.

Y = (wai).

Grammar.**Pronomen der 3. Person Einzahl, weiblich.**

She learns **her** lesson. I see **her**.

Subjekt: **she**. Objekt: **her**. Possessivpronomen: **her**.

Die Frage mit "who".

Who sees a mistake? Who is at school?

Who likes school? Who can see me?

Nach **who** wird nie **to do** eingeschoben.

y-ies the vocabulary the way I envy I play
 the vocabularies the ways he envies he plays
y nach einem Konsonanten wird zu **ie** vor der Endung **s**.

Antonyms: gay - sad, happy - unhappy.

LESSON 9. (nine)

2nd version.

What there is in our school-room.

Our school-room has four walls, a floor, and a ceiling. There are also four windows. These are opposite the door.

The cupboard is in the corner. In the other corner there is a chair. In front there is the table with a bottle of red ink on it.

Where is the blackboard? It is in front of the class. It is a large one. Our teacher often writes on it with chalk.

Are there desks for the boys and girls? Of course there are. They are in the middle of the room. The tall pupils sit behind; the small ones sit in front.

room (ru:m)	there (ðeə)	large (lɑ:dʒ)
school-room (sku:lrum)	there is (ðəriz)	tall (tɔ:l)
wall (wɔ:l)	there are (ðəra:)	small (smɔ:l)
floor (flɔ:)	these (ði:z)	red (red)
corner (kɔ:nə)	those (ðouz)	other (ʌðə)
ceiling (si:liŋ)	opposite (ɔpəzit)	often (ɔ:fn)
window (windou)	in front (infrʌnt)	of course (ɔvkɔ:s)
door (dɔ:)	behind (bihaɪnd)	for (fɔ:, fə)
blackboard (blækbɔ:d)		also (ɔ:lsou)
middle (midl)	nine (nain)	
chalk (tʃɔ:k)	four (fɔ:)	
bottle (bɔtl)		
boy (bɔi)		

Vowels: ɔ:, əi. Repetition.

Leseübung: ɔ: Page XXII. əi Page XVII.

ɔ:-əi bore-boy, jaw-joy, brawl-broil, boil-ball, tall-toil, call-coil, foil-fall, coin-corn, lord-Lloyd, loin-lawn, tore-toy.

Repetition of Vowels: Page XXIII.

Exercises.

1. Tell me what there is in front of the class, in the middle of the room, behind the class, beside the class, on the table, on the desk, in the cupboard, in the pencil-box, in the pen-case.
2. **Is there a bottle on the table? Yes, there is. Are there many rubbers in your satchel? No, there are not.**
Form such questions and answer them!
3. **This is a tall pupil and that is a small one.**
Pen, clean, black. Pupil, good, bad. Girl, happy, unhappy.

Boy, thankful, thankless (undankbar). Rubber, brown, red. Pupil, careful, careless. Handle, black, white. Sentence, easy, difficult (schwierig).

4. Change these sentences into the plural!
5. **Translation:** Sitzen die Schüler auf ihren Bänken? Ja. Die Kleinen sitzen vorne, die großen sind hinten. Der Lehrer kommt herein. Bob steht auf. Er sagt: „Ich habe keinen Federhalter. Ich kann ihn nicht finden. Oh, ich sehe ihn, er ist auf Charleys Pult.“ Charley sagt: „Das ist nicht dein Federhalter.“ Bob antwortet: „Oh ja, ich kenne ihn, es ist ein roter; es ist ein neuer.“

Spell: exercise, give, have, box, five, vocabulary, over. Also the new words of this lesson.

The Alphabet.

A,	B,	C,	D,	E,	F,	G,	H,	I,	J,
ei	bi:	si:	di:	i:	ef	dʒi:	eitʃ	ai	dʒei
K,	L,	M,	N,	O,	P,	Q,	R,	S,	T,
kei	el	em	en	ou	pi:	kju:	ɑ:	es	ti:
U,	V,	W,	X,	Y,	Z.				
ju:	vi:	dʌblju:	eks	wai	zed				

Grammar.

Singular

Plural

A black pencil and a brown **one**. Black pencils and brown **ones**.

There **is** a pencil on the table. There **are** pencils on the table.

This pencil **is** black.

These pencils **are** black.

That pencil **is** brown.

Those pencils **are** brown.