

### FIRST LESSON

The pencil,	the pen,	the table,
the book,	the box,	the door,
the paper,	the chair,	the window.

What is this? The pencil, the book, etc.

Is this the pencil?  $\left\{ \begin{array}{l} \text{Yes, it is.} \\ \text{No, it is not.} \end{array} \right.$

CLOTHING: The coat, the hat, the glove, the boot, the dress, the tie, the cuff, the collar, the handkerchief, the pocket.

1    2    3    4    5

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### SECOND LESSON

COLOURS: Red, blue, yellow, green, black, white, gray, brown.

The pencil is green, the book is blue, the ruler is yellow, the tie is red, the boot is black, the coat is gray, the hat is brown.

Is the pencil green? Yes, it is.

Is the table green? No, it is not.

What colour is the table? It is brown.

What colour is the pencil? It is green.

What colour is the book? The book is blue *and* yellow.

What colour is the box? The box is blue and white.

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The black pencil is long; the red pencil is not long; it is short.—Which pencil is long? What colour is the

We call the teacher's attention to our large coloured wall-pictures, which we have had designed by a renowned artist. These pictures represent everything referring to the topics of daily conversation. They will be a great help in making even the elementary lessons interesting and effective and give the teacher a better opportunity to illustrate the different objects, colours, dimensions, places, positions, etc.



long pencil? Which pencil is short? Which pencil is black? etc. Is this pencil long *or* short?

The brown book is wide (broad); the black book is not wide, it is narrow.—Which book is wide? Which book is narrow? What colour is the wide book? What colour is the narrow book? Is the window wide or narrow?

The red book is long and wide, it is large; the gray book is short and narrow, it is small.—Which book is large? Which book is small? Is the gray book large or small? Is the small book black or gray? Is the red book large? Is the large book red? Which book is small? etc.

6 7 8 9 10

### THIRD LESSON

A gentleman, a lady.

This is Mr. Berlitz; this is Mrs. Berlitz; this is Miss Berlitz.

Is this Mr. Berlitz? Yes, it is.—No, it is not.

Is this Mrs. Berlitz? Yes, it is.—No, it is not.

Is this Miss Berlitz? Yes, it is.—No, it is not.

This lady is Mrs. . . .<sup>1</sup> This gentleman is Mr. . . .<sup>1</sup>

You are . . .<sup>2</sup> I am . . .<sup>3</sup>

Who are you? I am . . .

Who am I? You are . . .

Who is this lady? She is . . .

Who is this girl? She is . . .

Who is this gentleman? He is . . .

Am I Mr. . . .? Yes, you are (No, you are not).

Are you Mrs. . . .? Yes, I am (No, I am not).

<sup>1</sup> Show pictures of well-known persons.

<sup>2</sup> The pupil's name.

<sup>3</sup> The teacher's name.

*On, under, in*

The box is on the table; the book is under the table.

The pen is in the box. The paper is in the book.

Is the box on the table? Yes, it is.

Is the book on the table? No, it is not.

Is the book on the chair? No, it is not.

Where is the book? Under the table.

Where is the box? On the table.

Where is the pen? In the box.

*Before, behind*

The door is before *me*. The window is behind me.

The table is before *you*. The wall is behind you.

Is the table before you? Yes, it is before me.

Is the table before me? No, it is not before you.

Is the window before Mr. B.? Yes, it is before *him*.

Is the blackboard behind Mrs. B.? Yes, it is behind

*her.*

Where is the door? Before you.

Where is the window? Behind you.

Where is the table? Before me.

Where is the wall? Behind me.

Who are you? I am Mr. Wilson.

Where are you? Before the table.

Who am I? You are Mr. Berlitz.

Where am I? Behind the table.

Where is Mr. Black? He is before the window.

Where is Mrs. Wright? She is behind the table.

The table is not before you *but* behind you. My book is not on the table but under the table. Is the chair before you? No, it is not before me but behind me.

The book is *lying* on the floor. You are *sitting* on the



chair. I am *standing* on the floor. Where is the book?  
Where are you sitting? Are you sitting or standing?  
Where am I standing? Am I sitting at the table?

*This* dress is brown; *that* dress is yellow.

What colour is this dress?

Which dress is brown, *this one* or *that one*?

Which pencil is long, this one or that one?

Which book is black, the large one or the small one?

Which book is large, the black one or the red one?

11 12 13 14 15

#### FOURTH LESSON

The teacher takes the book. The teacher puts the book on the chair. The teacher takes the ruler. He puts the ruler under the table. He opens the door, he closes the door. He opens the book. He closes the book.

What does the teacher do? { He takes the book.  
He puts the book on the chair.  
He opens the door.  
He closes the door.

The teacher goes to the window; the teacher comes from the window.

The teacher goes to the door; he comes from the door.

What does the teacher do? { He goes to the door.  
He comes from the door.

Where does the teacher go? To the door.

From where does the teacher come? From the door.

What does the teacher take? He takes the book.

Where does he put it? On the chair.

Who puts the book on the chair? The teacher.

What does the teacher do? He puts the book on the chair.

*I am* the teacher. *I take* the book.

Take the book. *You take* the book. *He takes* the book.

*I put* the book on the chair. Put the book on the table.

*You put* the book on the table. *She puts* the book on the table.

*I open* the book. Open the book. *You open* the book.

Mr. B. *opens* the book.

*I close* the book. Close the book. *You close* the book.

Mrs. B. *closes* the book.

What *do you do*? What *does* Mrs. B. do? What *do I do*? What *does* Mr. B. do?

*I go* to the door. Go to the window, please. *You go* to the window.

Mr. Healy *goes* to the blackboard.

Where do I go? Where do you go? Where does Mr. Healy go?

Do I open the door? { Yes, you do.  
No, you do not (don't).

Do you close the book? { Yes, I do.  
No, I do not (don't).

Does Mr. Howard take the pen? { Yes, he does.  
No, he does not (doesn't).

Does Mrs. Smith go to the door? { Yes, she does.  
No, she does not (doesn't).

16 17 18 19 20

#### FIFTH LESSON

##### THE NUMBERS

1 one	4 four	7 seven	10 ten
2 two	5 five	8 eight	11 eleven
3 three	6 six	9 nine	12 twelve



13 thirteen	22 twenty-two	80 eighty
14 fourteen	23 twenty-three	90 ninety
15 fifteen	24 twenty-four	100 one hundred
16 sixteen	25 twenty-five	200 two hundred
17 seventeen	30 thirty	365 three hundred and
18 eighteen	40 forty	sixty-five
19 nineteen	50 fifty	1000 one thousand
20 twenty	60 sixty	1926 nineteen hundred
21 twenty-one	70 seventy	and twenty-six

I count. Count, please. One, two, three, etc.

Count from 10 to 20, please. Ten, eleven, etc.

These are numbers. What number is this: 3-13-30; 5-15-50; 25-75; 77-88-90, etc.?

*This is* one pencil; *these are* two pencils. One table, four tables; one box, two boxes; one lady, three ladies; one gentleman, two gentlemen.

Count the pencils, please. There are three pencils on the table. How many pencils are there on the table? Three. How many books? Six. How many persons are there in this room? Five. How many chairs? Eight. How many tables? One.

This is a hand and this is a hand. This is the *right* hand and this is the *left* hand. What is this? A hand. Which hand is this? The right hand.

The arm, the foot, the eye, the ear. Which arm is this? Which foot? Which eye? Which ear?

A hand, two hands; a foot, two feet; an eye, two eyes; an ear, two ears. What is this?

What colour is this chair? What colour are these chairs?

It is brown. They are brown.

Which book is this? Which books are these?

It is the black book. They are the black books.

Which is the black book? Which are the black books?

This one is. These are.

That one is. Those are.

Who is this gentleman? Who are these gentlemen?

He is Mr. Black. They are Messrs. Black and Green.

Where is Mr. Black? Where are Messrs. Black and Green?

*He is* standing here. *They are* sitting behind the table.

You are sitting and I am sitting; *we are* sitting.

Are we standing or sitting? Is the teacher sitting?

Are the pupils standing?

The table is behind you and behind me; it is behind *us*.

What is behind us? Where is the table? Is the table before Messrs. Black and Green? Yes, it is before *them*.

## SIXTH LESSON

The teacher takes the chalk. He writes on the black-board.

He writes A B C. A is a letter, B is a letter. I write letters. I write words. I write a sentence. Does the teacher write? Yes, he writes. What does he write?

Please take the pencil and write. What do you do?

Write your name. What do you write?

I take my book and I open it. I read.

Here is a book. Please read this word. Read this sentence.

What do you do? I read. Do you write? No, I do not write, I read. Do you read the newspaper? No, I do not read the newspaper, I read a book.



The names of the English letters are: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. Which letter is this?

The alphabet begins with A; it ends with Z. A is the first letter of the alphabet, and Z is the last. A is the first letter, B the second, C the third, D the fourth, E the fifth, F the sixth, G the seventh, H the eighth, I the ninth, and J the tenth. T is the twentieth, U the twenty-first, V the twenty-second, W the twenty-third, X the twenty-fourth, Y the twenty-fifth, Z the twenty-sixth.

How many letters are there in the English alphabet? How many vowels? How many consonants? How many letters are there in this word? How many words are there in this sentence? Which letter is D, the fourth or the fifth? Is Y the last letter of the alphabet? With what letter does the alphabet begin? With what letter does it end? With what word does this sentence begin? On what page does the first lesson end? What page is this?

A is *before* B; C is *after* B. C is *between* B and D. What letter is before H? What letter comes after K?

This word is English: "Gentleman"; this word is German: "Herr"; and this word is French: "Monsieur." What letter is this in English; in French; in German? Is this an English word or a French one? Is this an English book?

I spell the word table: "t-a-b-l-e." How do you spell the word "window"? I spell it: "w-i-n-d-o-w." How do you spell "door," "wall," etc.? I pronounce this word in English: "Paris." I pronounce it in French: "Pari." How do you pronounce this word in English: "Berlin"? How do you pronounce it in German? How do you pronounce "Homer" in English? What is the

English pronunciation of "Worcester"; "Greenwich"; "Norfolk"; "Leicester"; "Brighton"?

Do you read English? Do you write French? Do you read German? I write English, I read English, and I speak English. Do you speak English? In London they speak English, in Paris they speak French, in Berlin they speak German. What do we speak here, English or French?

Is it correct to pronounce the second *l* in Lincoln? No, it is incorrect. The correct English pronunciation of that word is Ling'kn. What is the correct French pronunciation of "Dumas"?

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QUESTIONS

ANSWERS

What is this?

It is a book.

What do you do?

I read.

Where is the book?

In my hand.

I ask a question: "Who am I?" Please answer my question.

Ask me where my book is. ("Where is your book?")

My name is . . . Your name is . . .

Ask me what my name is. ("What is your name?")

Ask me how many books there are here.

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SEVENTH LESSON

This is *my* pencil and that is *your* pencil.

My pencil is black; your pencil is red.

Mr. Johnson's book is brown; Mrs. Coleman's book is black.

Is this Mr. Johnson's book? Yes, it is *his* book.

Is that Mrs. Coleman's book? Yes, it is *her* book.



Whose pencil is this? It is my pencil.

Whose book is this? It is your book.

Whose pen is this? It is Mrs. Coleman's pen.

My tie is black; your tie is gray.

My hat is brown; your hat is black.

What is the colour of your tie? My tie is gray.

What is the colour of Mr. Sweet's hat? His hat is black.

What is the colour of Mrs. Bingham's gloves? Her gloves are brown.

Open your book, please. You open your book and I open my book. What do we do? We open *our* books. Mr. Smith and Mr. White, open your books. What do Messrs. Smith and White do? They open *their* books. Do they open their books? Yes, they do.

You close your book and I close my book. What do we do? Do we close our books?

Take your pencils. Do these gentlemen take their pencils?

Take a book. *You have* a book in your hand. *I have* a pen in my hand. What have I in my hand? What have you in your hand?

Mrs. Bingham *has* a hat on her head. What has Mrs. Bingham on her head? I have a black coat. Mr. Sweet has a gray coat. You have a blue dress. Have I a black coat? Has Mr. Sweet a black coat? Have you a black dress?

You have blue eyes. I have brown eyes. Have you blue eyes or brown eyes? You have blond hair. I have black hair. Have I black hair? What colour are my eyes? What colour are your eyes?

You have a pencil; I have a pencil; we have two pencils. The teacher has a ruler. The pupils have books.

What have you? What have I? What have we?  
What has the teacher? What have the pupils?

Have you a book? { Yes, I have a *book*.  
                                  { No, I have *no book*.

Have I a pencil? { Yes, you have a *pencil*.  
                                  { No, you have *no pencil*.

{ You take a book.                   { I take a book.  
{ You are taking a book.         { I am taking a book.

{ We take books.  
{ We are taking books.

{ What do you do?                   { What do I do?  
{ What are you doing?             { What am I doing?

{ What do we do?  
{ What are we doing?

{ The teacher opens his book.     { What does the teacher do?  
{ He is opening his book.         { What is the teacher doing?  
{ The pupils open their books.     { What do the pupils do?  
{ They are opening their books.   { What are the pupils doing?

The theatre:

{ I go to the theatre.               { You go to the theatre.  
{ I am going to the theatre.        { You are going to the theatre.

{ We go to the theatre.  
{ We are going to the theatre.

{ Where do I go?                    { Where do you go?  
{ Where am I going?                { Where are you going?

{ Do I go to the theatre?  
{ Am I going to the theatre?



{ Do you go to the theatre? Are you going to the theatre?	{	Do we go to the theatre?
		Are we going to the theatre?

The church; the school.

{ Mr. Goodman goes to church. He is going to church.	{	Where does Mr. Goodman go?
		Where is he going?
{ Charles and George go to school. Charles and George are going to school.	{	Where do they go?
		Where are they going?
{ The pupils take lessons. You are taking an English lesson.	{	What do the pupils do at school?
		What are you doing?
{ I speak French, German, and Spanish. We are speaking English in the class.	{	What languages do I speak?
		What language are we speaking in the class?

### EIGHTH LESSON

You have one pencil; I have three pencils. I have *more* pencils *than* you. How many pencils have I? How many have you? Have I more pencils than you?

You have ten pens; Mr. Miller has five pens. You have more pens than Mr. Miller. Mr. Miller has *not so many* pens as you. Has Mr. Miller *as many* pens as you? Yes, he has as many. No, he has not so many.

I have five books; you have two books. Have I more books than you?

Have you as many books as I? Who has more books, you or I?

### *Many, more; few, fewer*

In the thick book there are many pages; in the thin book there are few pages. In the large class there are many pupils, in the small one there are few.

Are there many chairs in the large room? Yes, there are many. How many are there? There are twenty or thirty. Are there many in this room? No, there are few chairs here. How many are there here?

I have one pencil. How many have you? Two. Has Mr. Smith more or fewer? He has the same number. Have you three books? No, I have *only* two. Mrs. Black has three pencils and I have three. Has she as many pencils as I? Yes, she has as many. Have you as many? No, I have not so many. How many pens have you? I have no pens (I have *none*). Have you more pencils than I? No, I have fewer. Have we more books than pencils? Yes, we have more books.

Mr. Smith has many books in his room, more than one thousand. Have you as many as he? Have I many students in this class? No, you have few; not more than four. Are there many chairs in this room? No, there are few.

In Paris there are many people. Are there many people in London?

Are there many letters in this book? Oh yes, there are very many. And in the other book are there as many? There are *more*; there are *over one million*.

What colour are these books? *One* is black and *the other* is red. Is one of the pencils black? No, they are *both* red. Has Mrs. Fuller gloves on both hands? Yes, she has gloves on both hands. Have I gloves on both hands? No, you have a glove on one hand, but not on the other. Where are your gloves? One is on the chair and the other in my pocket.



Your gloves are brown and my gloves are brown. Your gloves are *the same* colour as my gloves. Mr. Miller's gloves are a different colour; they are black. Is the table the same colour as the chairs? Are my boots the same colour as my hat?

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NINTH LESSON

What is there on the table? There are books, pens, and pencils. How many books are there? There are four.

How many pencils are there? Three.

How many pens? Two.

How many boxes? One.

How many rulers? None.

Are there any rulers on the table? *No, there are not any.*

Are there any books on the table? *Yes, there are some; no, there are not any.*

What is there in this box? There are matches. Are there any pens on this paper? Yes, there are some. No, there are not any. Have you any money in your pocket? Yes, I have some. No, I have not any. How much money has this gentleman? He has none.

Have you a hat? { Yes, I have one.  
                                  { No, I have not a hat (no, I haven't).

Have you any gloves? { Yes, I have some.  
                                  { No, I have not any.

Where are the books? Some are on the table and some are on the chair. Are there any on the floor? No, there are none (not any). Are there any pencils on the chair? Yes, there are some on the chair. (No, *all* the

pencils are on the table.) Are any of the pupils standing? No, *they are all* sitting. (Yes, some are standing.)

On this chair there is a book, on that chair there is nothing. In my right hand there is a pen, in my left hand there is nothing. What is there in my right hand? What is there in my left hand? What is there on this chair? On that chair?

What is there on the sofa? *Nothing.* Is there *anything* in this box? Oh yes, there is *something* in it. What? A pen. Are you writing *anything*? Yes, I am writing my English lesson. Is John doing anything? No, he is not doing anything. What is Charles doing? *Nothing.*

Where is Mr. Smith? He is in the other room. Who is in the corridor? *Nobody.* Is there *anybody* at the table? Yes, there is *somebody.* Who is there? Mr. Miller is sitting there. Is he doing anything? Yes, he is reading a book.

*Sit down* (take a seat) at the table and write your exercises. Where do you take a seat? What are you doing? *Get up* from the chair and take a seat on the sofa. From where do you get up? Where do you sit down?

*I go out* of this room. Who is going out of this room? Where do I come from? Does Mr. Walker go out of the room? No, *he remains* in it.

*I go out* of the room. *I come into* the room. Am I coming into the room? Yes, you are coming into the room. No, you are not coming into the room; you are remaining in the corridor.

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*I give a book to you* or *I give you a book.* *To whom* do I give the book? You give it to me. *Who* gives you the book? You do.



*Me, him, her, us, them*

I give you a book. What do I do?

Give me a pencil. What do you do?

I give a box to Mr. White. What do I give (to) Mr. White? You give him a box.

The teacher gives us lessons. What does the teacher do?

I give the pupils their lessons. What do I do?

I give the pupils their exercises. What do I give (to) the pupils? You give them their exercises.

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My name is . . . ; I *tell* you my name. Tell me your name, please. You tell me your name. What do I do? What do you do?

What do I tell you? Tell me what is on the table. What do you tell me? Mrs. White, please tell Mr. Berlitz what you have in your hands. What do you tell Mr. Berlitz?

I *speak* to you: "The table is brown." I tell you the colour of the table. Tell me something. Do you tell me anything? Does Mr. Brown tell me anything? No, he does not tell you anything. What does Mr. Wilson tell that lady? He tells her nothing.

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### TENTH LESSON

The pencil. We write *with* a pencil.

The pen. We write with a pen.

The knife. We cut with a knife.

The hands. We take with our hands.

The feet. We walk with our feet.

What do we do with a pencil? With a pen? With a knife? etc.

With what do we write? With a pencil (with a pen).

With what do we cut? With a knife.

With what do we walk?

*With our eyes we see; with our ears we hear.* I close my eyes, I do not see. I open my eyes, I see.

You are here, I see you. Mr. Berlitz is not here, I don't see him.

Is the table before you? Do you see the table? Is the window behind you? Do you see it? Close your eyes. Do you see? Open your eyes. What do you see on the table? *Whom* do you see? I see the teacher. *Who* sees you? The teacher sees me. With what do we see?

I speak. You hear me speak. Whom do you hear? What do you hear? I hear speaking. I knock; what do you hear? I hear knocking. Do you hear the automobiles (motor-cars) in the street? Do you hear me speak? Does your teacher hear you? With what do we hear?

*With the nose we smell.* Flowers smell *good*. Ink doesn't smell good, it smells *bad*. Gas smells bad. Does a rose smell good? Does gas smell good? Does ink smell good?

Flowers: the rose, the tulip, the violet, the pansy.

*With the mouth we eat and drink.* We eat bread, meat, vegetables, and fruit. We drink water, wine, beer, coffee, tea, and milk.

Fruit: apples, pears, grapes, strawberries.

Vegetables: beans, peas, potatoes, cabbages.

Do you eat bread? Do you drink wine? Do you eat fruit? Do you drink black coffee? Do you take milk in your coffee? No, I don't take milk in my coffee; I drink black coffee. Do you take milk or lemon juice in your tea? I take lemon juice and sugar. Do you eat



white bread or brown bread? Do you drink white wine or red wine? Do you put butter on your bread?

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There *is* much—little . . . There *are* many—few . . .

Do you drink much coffee? Do you eat much meat? Do you eat much bread? Do you eat many apples? Do you eat many potatoes? Do you eat much fruit? Have you many flowers?

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### ELEVENTH LESSON

We eat soup with a spoon. We eat meat with a fork. We cut the meat with a knife. With what do we eat soup? With what do we eat meat? With what do we cut it? We serve meat on a dish. We put it on a plate. On what do we serve meat? On what do we put it? Wine is in a bottle. We pour it into a glass. We drink wine from a glass. We drink coffee from a cup. From what do we drink water and wine? From what do we drink coffee and tea?

Bread is good to eat. Paper is not good to eat. Water is good to drink. Ink is not good to drink. This pencil is not *good*; it does not *write well*. This pen is good; it writes well. This knife is bad; it does not cut well. Is your pen good? Does it write well? Is this knife good? Does it cut well?

The rose smells good; it has a *pleasant odour*. Ink smells bad; it has an *unpleasant odour*. Have strawberries a pleasant odour? Has gas a pleasant odour? Strawberries are *good to eat*; *they taste good* and they smell good. Coffee with sugar tastes good; coffee with beer tastes bad. Have roses a pleasant odour? Does

cheese smell good? Does salt in coffee taste good? Does cabbage smell good? Do strawberries taste good?

*We like* what tastes good or what smells good. *We dislike* an unpleasant taste or an unpleasant odour. We like the odour of a rose. We like the taste of strawberries. Do you like apples? Do they taste good to you? Do you like to eat cheese? Do you like the odour of cheese? Do you like tea? Do you like the taste of sugar? Do you like to drink wine? Do you like beer? Do ladies like to drink tea? Do children like sugar?

Things that are pleasant to see are *beautiful*. The statue of Venus is beautiful; Apollo of Belvedere is beautiful. In the museums there are many beautiful statues and pictures.

What is unpleasant to the eye is *ugly*. The head of Medusa is ugly. A monkey is not beautiful, it is ugly. The horse is more beautiful than the camel. The rose is a beautiful flower. The owl is ugly. Is Venus of Milo a beautiful statue? Is the peacock beautiful? Is the owl beautiful? Which is more beautiful, the horse or the camel? Has Redfern beautiful dresses?

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### TWELFTH LESSON

*I cannot, I can  
with, without*

I close the door, the door is closed; *I cannot* go out. I open the door, the door is open; *I can* go out.

I have a pencil; I can write. Mr. Holloway has no pencil; he cannot (can't) write.

The ceiling is high; I cannot (can't) touch the ceiling. The picture is low; I can touch it.



I can see the things before me; I cannot (can't) see the things behind me. I close my eyes; I cannot (can't) see.

Mr. Davis has a knife; he can cut the paper. I have no knife; I cannot (can't) cut the paper.

Mr. Berlitz has spectacles; he can see with spectacles; he cannot (can't) see without spectacles.

Can I touch the ceiling? Can I touch the picture? Can you count the hairs on my head? Can you count the books on the table? Can we put our books into our pockets?

We cut *with* a knife; can we cut *without* a knife? Can we eat soup with a fork? We see with our eyes; can we see without eyes? We walk with the feet; can we walk without feet?

*Why? Because*

I have no knife; I cannot cut the paper. Why can't I cut paper? Because I have no knife. The door is closed; you cannot go out. Why can you not go out? Because the door is closed. The box is small and the book is large. We can't put the book into the box. Why can't we put the book into the box? Because the book is large and the box is small. Close your eyes. Can you see? Why can't you see?

*I do not want; I want*

The door is open; you can go out. Why do you not go out? Because you do not *want* to go out. You can tear your book but you don't want to tear it. Why don't I break my watch? Because I don't want to (break it). Can you tear your book? Do you want to tear it? Can you break the window? Do you want to break it?

Mr. Berlitz is in the other room. Do you want to see him? Do you want anything to eat? (No, thank you,

I don't want to eat anything.) Do you want to drink a glass of water?

*If*

If the door is closed, we can't go out. If we close our eyes, we can't see. If I have no chalk, I can't write on the blackboard. If we have no pencils and no pens, we can't write on paper.

Can we go out if the door is closed? Can you eat soup if you have no spoon? Can you cut meat if you have no knife?

*I must, I am obliged*

You can't go out if you don't open the door. *You must* open the door if you want to go out. We can't see if we do not open our eyes. We must open our eyes if we want to see.

To write on the blackboard I must have chalk. To eat soup I must have a spoon. To cut meat I must have a knife. What must we do if we want to see? What must I have to write on the blackboard?<sup>1</sup>

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<sup>1</sup> The teacher should also practise the verb "to be obliged."  
Ex.: Your book is closed, you cannot read. If you want to read, you are obliged to open your book.