

APPENDIX 1

SUPPLEMENTARY EXERCISES

EXERCISE 1

Answer the following questions, using pronouns in place of the words printed in italics:

1. Do you write *your exercises*?
2. Does *Mr. Brown* want *this book*?
3. Where do you put *your hat*?
4. Does *Mrs. Potter* bring *the money*?
5. Have all *the students* *their books*?
6. Have you *my handkerchief*?
7. Do you put *these books* into *that box*?
8. Are *the matches* in *that box*?
9. What do you give to *Mr. Pickney*?
10. What does *Mrs. Pickney* pass you?
11. What do you pass to *Mrs. Pickney*?
12. What does *the teacher* give *his pupils*?
13. What does *Mr. Miller* send me?
14. Does *Mr. Miller* tell *Miss Green* where *her book* is?
15. What do *those ladies* tell you?
16. What do you tell *those ladies*?
17. Does *this gentleman* bring us anything?
18. Does *Mr. Roberts* send you *the money*?
19. Do you give *Mr. Roberts* *the money*?
20. Does *Mr. Roberts* pass *Mrs. Potter* her coat?
21. Do you bring me *my papers*?
22. Does *that gentleman* tell you *his name*?
23. Do you send *that gentleman* *the money*?
24. Do *these gentlemen* bring *our letters*?
25. What do we send to *these gentlemen*?
26. To whom do you write *this letter*?
27. What do you write to *Mr. Berlitz*?

EXERCISE 2

Quantity (singular)		Number (plural)
Much	[bread, meat, water, coffee, milk, sugar, etc.	many
little		few
less		fewer
the least		the fewest
		[books, pencils, apples, pears, potatoes, etc.

(Put words expressing quantity or number in place of the dashes.)

1. Do you drink — wine? No, I drink — wine.
2. Do you eat — apples? No, I eat —.
3. Have you — money? No, I have —.
4. Have I — pencils? No, you have —.
5. How — pencils have I? You have three.
6. Have you as — pencils as I? No, I have not so —.
7. Do you put — milk in your coffee? No, I put —.
8. Have you as — money as I? No, I have —.
9. Is there as — wine in the glass as in the bottle? No, there is not so —, there is —.
10. Have I as — money as Mr. Morgan? No, you have —.
11. Who has the — money, you, I, or Mr. Morgan? Mr. Morgan has the —.
12. And who has the —? I have the —.
13. Are there — persons in this room? No, there are —.
14. Are there as — people in Brighton as in London? No, there are —.
15. Do we drink as — wine as water? No, we drink — wine than water.
16. Are there — flowers in this vase? No, there are very —.
17. Are there — pupils in the Berlitz School? Yes, there are a great —.
18. Do you put — sugar in your coffee? No, I put —.
19. How — pieces of sugar do you put in your coffee? Only one piece.

20. Have you — or — pencils than I? I have the same number.

21. Are there as — pencils as books on the table? No, there are —.

EXERCISE 3

EXAMPLES

Metals: Gold, silver, copper, brass, iron, steel, lead.

Cloth: Silk, velvet, linen, wool, cotton, felt.

Other substances: Paper, leather, stone, glass, wood.

My watch is made of gold. I have a gold watch.

Your dress is made of silk. You have a silk dress.

His coat is made of wool. He has a woolen coat.

The inkstand is made of glass. It is a glass inkstand.

The table is made of wood. It is a wooden table.

PRACTICE

What are the following objects made of:

The table, the window, your boots, your handkerchief, my coat, the ladies' dresses, Mr. Johnson's cuffs, Miss Mary's earrings, a penny, a shilling, a sovereign, a knife, a fork, a spoon, the wall, the gas-fixture, the lock, the key, etc.

Is this a silk dress? No, it is a — one. Have you a silver watch? No, I have a — one. Is this a linen coat? No, it is a — one. Have you a marble table? No, I have a — one.

EXERCISE 4

EXAMPLES

My watch = mine, your watch = yours, his hat = his,
her hat = hers, our teachers = ours, their clock = theirs.

PRACTICE

(Complete the apostrophized words.)

1. M' watch is made of silver, what is y' made of?
2. Are these Mrs. Jackson's gloves? Yes, they are h'.
3. Is this y' hat? Yes, it is m'. 4. Is this m' book? No, it is not y'.
5. Is this Mr. Berlitz's automobile? Yes, it is h'.
6. Have Mr. and Mrs. Walters th' letters? Yes, he has h' and she has h'.
7. Are these o' handkerchiefs? No, they are not o'.
8. At what time did you take breakfast in y' house? I take m' at seven o'clock, my wife takes h' at eight and the children take th' at nine.
9. Whose writing is better, John's or Jenny's? H' is better than h'.
10. Whose umbrella have you, m' or Mr. Berlitz's? I have neither y' nor h', I have m' own.

EXERCISE 5

EXAMPLES

Some people walk in the shade; they do not feel the heat. Others walk in the sun; they feel the heat.

People who walk in the shade do not feel the heat; those who walk in the sun feel it.

The tree has dense foliage; it gives us shade.

The tree which has dense foliage gives us shade.

You see people in the park; they are taking a walk.
The people (whom) you see in the park are taking a walk.

We eat many things; they are called eatables.

The things (which) we eat are called eatables.

You see a person's picture; he is English.

The person whose picture you see is English.

The leaves of the tree have fallen; it does not give much shade.

The tree, the leaves of which have fallen to the ground, does not give much shade.

We speak of a person; he is my teacher.

The person of whom we speak }
The person (whom) we speak of } is my teacher.

We read about flowers; they do not grow in America.

The flowers about which we read }
The flowers (which) we read about } do not grow in America.

PRACTICE

(Make one sentence of each pair, similar to those in the preceding examples.)

1. What is the title of the book? We have read it.
2. Persons play at the theatre; they are called actors.
3. Who is the person? He is speaking to you now.
4. Who is the person? You have spoken to him.
5. Do you like to sit under a tree? It gives shade.
6. Name some flowers; they grow among the grass.
7. The tree has few leaves; it gives little shade.
8. You have seen a person's photograph; is he your teacher?
9. We read a book; it was written by Mr. Berlitz.
10. Who is the person? You have written to him.
11. Are there any roses? They have no thorns.

12. Are there any persons? They cannot speak.
13. Flowers grow among the grass; do they smell sweet?
14. Are these people English? You speak to them.
15. Do the flowers grow in England? You have read about them.
16. Animals live on land and in water; they are called amphibia.
17. I gave money to a person; he is my brother.
18. I received a letter from a lady; she is my sister.
19. I bought a ring; it is set with diamonds.
20. People eat too much; they get ill.
21. The man is my friend; you met him.
22. The boy plays too much; he will not learn anything.
23. Parents spoil their children; they are too kind to them.
24. I spoke to you about a book; it was written by Stevenson.
25. The man has gone to Europe; I bought my house from him.
26. Is the person an Englishman? He gives you lessons.
27. He does not wish to have more money; is there such a person?

EXERCISE 6

The pupil is to construct questions for the following answers:

1. There are books, papers, pencils, and pens on the table.
2. My book is blue.
3. No, your hat is black.
4. It is in my pocket.
5. Yes, I have some.
6. No, I

have none. 7. I have five pounds. 8. There are twenty shillings in a pound in English money. 9. I am writing. 10. A letter. 11. To my brother. 12. Yes, he often writes to me. 13. Yes, he wrote to me yesterday. 14. It is now ten o'clock. 15. The train leaves in half an hour. 16. We dine at seven o'clock. 17. No, I don't read the paper every morning. 18. Yes, I read yesterday's paper. 19. I was in New York last summer. 20. We had very pleasant weather. 21. In the evening we went to the theatre. 22. Yes, we frequently took walks. 23. We walked till we were tired. 24. We took a taxi. 25. We went home for dinner. 26. We spend the summer in the country. 27. No, last summer we remained in town. 28. Yes, we shall go to England next year. 29. I have twenty dollars. 30. This hat costs three dollars. 31. The price of these gloves is a dollar and a half. 32. Yes, the quality is very good. 33. No, they are not too large. 34. On the upper floor. 35. The cashier. 36. The best shops in New York are on Fifth Avenue. 37. Yes, there are many good hotels in New York.

APPENDIX II

TABLE OF IMPORTANT IRREGULAR VERBS

Present	Imperfect and Past participle alike	Present	Imperfect	Perfect
I cut	like the present	I take	I took	I have taken
" put		" shake	" shook	" " shaken
" let		" stand	" stood	" " (like imperf.)
" set		" ride	" rode	" " ridden
" spread		" drive	" drove	" " driven
" lay	I laid	" write	" wrote	" " written
" say	" said	" rise	" rose	" " risen
" pay	" paid	" shine	" shone	" " (like imperf.)
" carry	" carried	" speak	" spoke	" " spoken
" study	" studied	" tear	" tore	" " torn
(and others ending in y)		" wear	" wore	" " worn
		" get	" got	" " gotten
I hear	I heard	" fly	" flew	" " flown
" read	" read	" blow	" blew	" " blown
" hold	" held	" throw	" threw	" " thrown
" tell	" told	" grow	" grew	" " grown
" sell	" sold	" know	" knew	" " known
" make	" made	" begin	" began	" " begun
" have	" had	" drink	" drank	" " drunk
" send	" sent	" sing	" sang	" " sung
" spend	" spent	" swim	" swam	" " swum
" build	" built	" run	" ran	" " run
" keep	" kept	" swing	" swung	" " } (like imperf.)
" sleep	" slept	" hang	" hung	" " }
" creep	" crept	" come	" came	" " come
" meet	" met	" eat	" ate	" " eaten
" feel	" felt	" see	" saw	" " seen
" lose	" lost	" give	" gave	" " given
" sit	" sat	" fall	" fell	" " fallen
" teach	" taught	" bite	" bit	" " bitten
" catch	" caught	" choose	" chose	" " chosen
" think	" thought	" lie	" lay	" " lain
" bring	" brought	" am	" was	" " been
" buy	" bought	" do	" did	" " done
" seek	" sought	" go	" went	" " gone
" find	" found			
" bind	" bound			
" wind	" wound			
		must		
		am obliged	" was obliged	" " been obliged
		can	" could	" " "
		am able	" was able	" " been able

APPENDIX III

PRACTICE ON ELEMENTARY SOUNDS

THE VOWELS

a

rate, late, pate, mate, hate, skate, take, name, same, game, shame, pane, make, cake, shake, taste;
 rat, pat, mat, hat, tack, ram, sham, pan, hang, bank, stamp, lamp, drank;
 arm, harm, card, hard, part, large, march, harp, dark, mark, bark, smart;
 all, hall, fall, ball, tall, wall, salt, small, warm, want, talk, chalk, walk.

e

me, he, she, feet, see, cheek, keep, bleed, sleep, green, heel, tree, street, meet;
 let, get, pet, bet, peck, neck, best, desk, next, fresh, shell, slept, help, spend, lent, lend, mend.

i

bite, ride, ripe, fine, pine, shine, wine, kite, mite, pike, nine, mile, five, fire, dine, blind, wild, mild, kind;
 bit, rid, rip, fin, pin, sin, win, swim, split, sit, trick, sick, lift, swift, bring, drink.

The teacher should not only practise the above words, but also others similar to them, writing them distinctly on the blackboard. The meaning of the words given as pronouncing exercises should not be explained. We have given only the principal sounds of the letters; accidental sounds and rare combinations of letters can be taught when met.

o

pole, pose, home, hope, spoke, rose, stone, rope, host,
most, gold, sold;

long, song, strong;

stop, rock, not, pot, trot, top, block, shop, clock, lock,
prompt;

moon, soon, noon, spoon, school, cool, boot, poor,
broom, stool, hoop.

u

use, pure, cure, tune, duke, tube, mute, due, hue,
imbue;

us, run, gun, hum, plum, sun, fun, cut, muff, cuff,
dull, must, luck, duck, much, sung, rung, dusk, trust,
crush, bunch.

er, ir, ur

her, fur, fir, sir, stir, pur, cur, burn, firm, first, burst,
girl, hurl.

y

yes, yonder, young, yule, yell, yellow;
my, dry, fly, sky, cry, pry.

ai, ay

sail, rail, nail, rain, pain, paint, grain, claim, wait,
maid, paid, day, may, pay, gray, play, way, stay, hay,
lay, pray.

aw

draw, drawn, law, lawn, shawl, straw, claw, crawl,
yawn.

ea

heat, deal, treat, reach, clean, meat, clear, fear, each,
leave, dream, speak, mean, hear;
dead, deaf, dealt, meant, spread, dreamt, great, bear.

ie = i

flies, tries, pie, lie, skies, cried, spied.

oa = o

boat, soap, foam, soak, coat, loaf, goat, oak, float,
roast, board.

ou

house, out, loud, about, mouse, rouse, shout, found,
hound, proud, sound, stout, pound, flour, count, mouth.

ow = o

low, blow, show, slow, snow, glow, mow, bowl, own,
flown, grown.

ow = ou

now, how, cow, brow, brown, gown, drown.

ew = u

pew, few, new, dew, drew, stew, strew.

oy

boy, toy, destroy, employ, enjoy.

THE CONSONANTS

b, p

bee, pea, blast, plaster, blessing, pleasant, hub, hop, robber, ripper, baby, papa, ebb, up, bit, pit, robe, rope.

d, t

ride, rite, tried, trite, side, site, dry, try, teem, deem, doe, toe, cold, colt.

g, k

go, get, give, keep, kid, lock, lack, lag, bag, leak, leg, peg, peck, glad, kick, sack, sag, drag, fig, big, pick, pig, glen, glean, green, grate, grave, finger, linger, longer, long, song, wing.

g = je

gem, German, gill, gin, giraffe, large, hedge, bridge, singe, hinge, lounge, barge, ginger.

s, z

so, see, seal, less, miss, fuss, buzz, fuzz, zeal, lazy, as, is, has, goes, was, runs, comes.

c = ss

face, race, place, dance, since, ceiling, celery, cigar, Cicero, Cincinnati.

c = k, g

can, come, cube, crack, cocoa, corn, scold, scrap, strict, gold, cold, crate, crave.

ch, sh, j (g)

chum, shun, jam, sheer, cheer, jeer, jar, cherry, sherry, jolly, jelly, chilly, mush, much, cash, rash, rush, such, wish, which, church, launch.

qu

quit, quack, quest, queer, queen, square, squeak, squint.

f, v

ferry, very, life, alive, fife, five, have, off, give, if, strife, strive.

fill, file, vile, fit, feel, veal, valve.

w, wh

we, will, want, weed, wing, were, where, witch, which, why, when, war, while, wit, weal, wolf.

s, th (hard), t, d

sick, thick, sin, thin, tin, sat, see, lass, lath, moss, moth, three, tree, thirty, dirty, den, think, sink, tinker, thinker, deft, theft, cloth, tooth.

th (soft)

that, this, than, them, the, then, their, there, those, with.

*Extracto de una carta de Señor Don Enrique Dupuis de LORNE
Embajador de S. M. el Rey de España.*

“Tengo la mayor satisfacción en manifestar á Vds. que creo que el método que emplean para la enseñanza de los idiomas es el más racional, el más lógico, el más práctico y el que está llamado á dar mayores resultados.

El sistema Berlitz, estoy seguro, ha de producir una revolución en la enseñanza de las lenguas; si la opinión de quien lo ha experimentado puede ser útil, creo que es llenar un deber darla, y por eso, próximo á dar por terminadas las lecciones de alemán que, con tanta satisfacción, he recibido, dirijo á Vds. esta carta y me suscribo su agradecido discípulo y seguro servidor.”

Extrait d'une lettre de M. Edouard Herriot, professeur de Rhétorique au Lycée de Lyon, France.

“Je me suis vivement intéressé à la Méthode Berlitz. Je la trouve féconde, habilement progressive. Le passage du concret à l'abstrait, qui est le plus grand écueil de toute méthode naturelle, me paraît assez adroitement ménagé.”

Extract from a Pamphlet Referring to Commercial Education, entitled "Our Colleges," by P. E. J. Hemelryk, Esq., J. P., Vice-President of Liverpool Chamber of Commerce, Chairman City of Liverpool School of Commerce.

“Our colleges should lay themselves out from modern languages and have them taught by modern professors by the latest methods, oral and conversational (such as that most excellent of systems, the Berlitz Method).”

Extrait d'un article de M. Exile Gautier, Directeur de la «Science Française.»

«La Méthode Berlitz est un système étudié savamment, basé sur l'expérience des faits et sur la connaissance des lois du mécanisme de l'esprit humain, de telle sorte que les leçons, enchaînées d'après un ordre préétabli qui commence par les notions les plus simples pour s'élever peu à peu jusqu'aux plus compliquées et aux plus abstraites, se déduisent logiquement les unes des autres.»

¶

Extrait d'un article de Francisque Sarcey.

«M. Berlitz se convainquit de cette vérité que, pour apprendre une langue vivante, le meilleur et le plus sûr artifice pour un élève était encore de la parler avec un homme qui ne saurait pas ou ne dirait pas un mot de la sienne, à lui. C'était là le principe sûr, la base inébranlable. Sur ce fondement, il traça avec une rare ingéniosité tout un programme de leçons qui devaient mener rapidement l'écolier à la connaissance de l'idiome qu'il voulait apprendre.»

CAPILLA ALFONSINA

U. A. N. L.

Esta publicación deberá ser devuelta antes de la última fecha abajo indicada.

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Philadelphia 1926 - - - Medal of Honor

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 BAGNERES-DE-LUCHON, 32 Allées d'Etigny
 BIARRITZ, 19 Place de la Mairie
 BORDEAUX, 35 Allées de Tourny
 CANNES, 48 rue d'Antibes
 CHAMBERY, 5 rue Saint Real
 DINARD, 6 Avenue Edward VII
 GRENOBLE, 2 rue de la République
 LE HAVRE, 94 Boulevard François Ier
 LILLE, 1 et 3 rue Anatole France

MUNCHEN, 3 Kosttor
 PFORZHEIM, 15 Karlfriedrichstrasse
 SAARBRUCKEN, 11 Hohenzollernstrasse

AUSTRIA
 WIEN, 13 Graben
 GRAZ, 16 Burggasse
 INNSBRUCK, 1 Meranerstrasse
 LINZ, 2 Schmidtorstrasse

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The limited space prevents us from giving here the addresses of all the Berlitz schools. They may be obtained on application at any of our offices.

